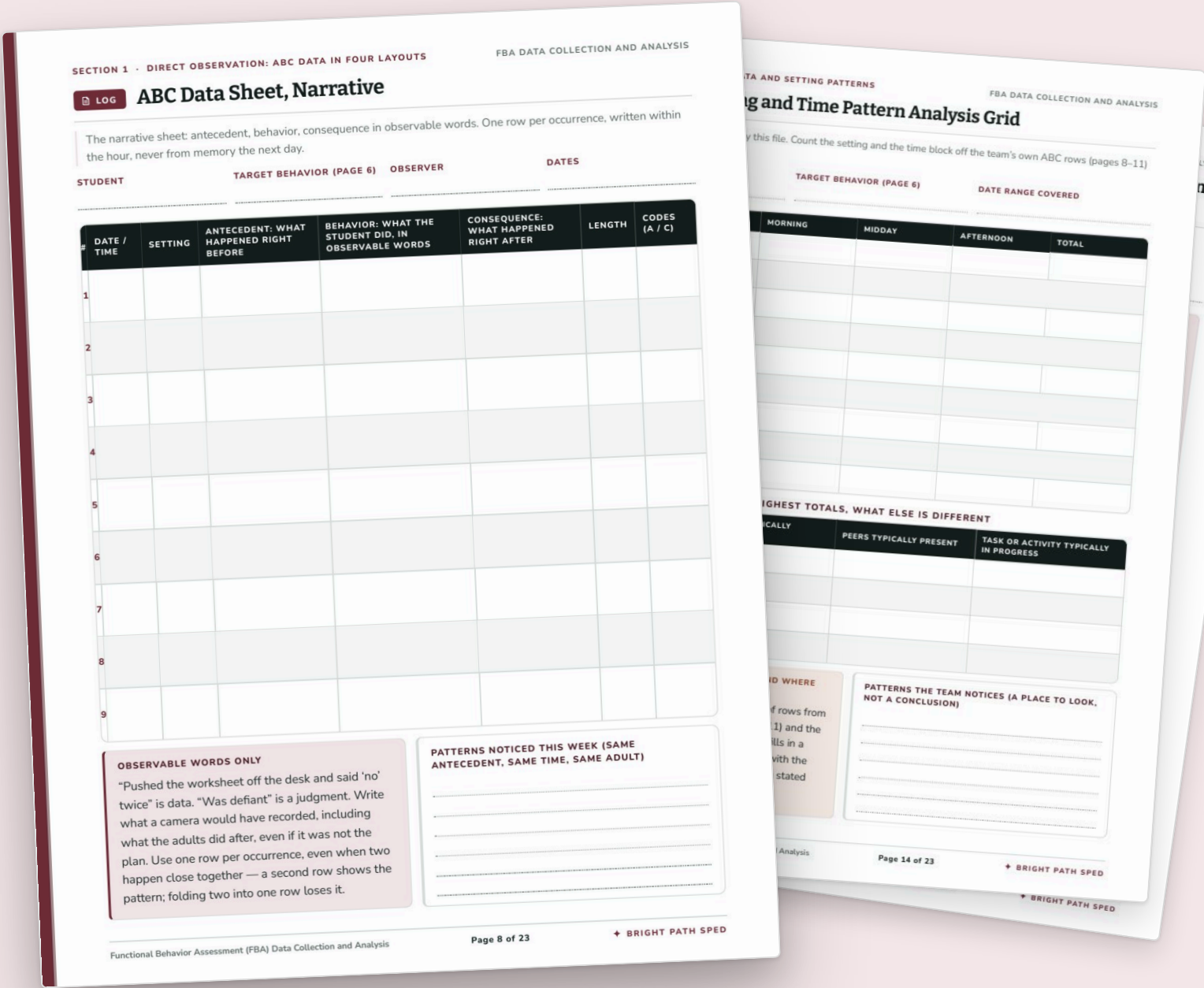


FBA Data Collection and Analysis



23 PAGES

4 ABC LAYOUTS

SETTING & TIME GRID

FILLABLE PDF



CONTENTS

What Is Inside, and Where

23 pages: three sections, a worked example and a set of binder tabs. No page here names, ranks or states a function of behavior; every conclusion on these pages is the team's own write-in.

Before you begin

PAGES 4–6

	Start Here — Three Steps START HERE	4		Binder Cover and Divider Tabs SETUP	5		Code Key and Behavior Definition SETUP	6
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01 Direct Observation: ABC Data in Four Layouts

PAGES 8–11

	ABC Data Sheet, Narrative LOG	8		ABC Checklist Data Sheet LOG	9		ABC Data Sheet, Quick LOG	10
	ABC Data Sheet, Multi-Student LOG	11						

02 Indirect Data and Setting Patterns

PAGES 13–15

	Scatterplot — Two-Week Time Pattern LOG	13		Setting and Time Pattern Analysis Grid TRACKER	14		FBA Interview Form — Teacher, Family or Student REFERENCE	15
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03 Roll It Up, Analyze It, Write It Down

PAGES 17–21

	FBA Data Summary REPORTING	17		Function Hypothesis Worksheet — Your Team's Own Analysis WORKSHEET	18		Intervention Recommendation Worksheet WORKSHEET	19
	FBA Team Meeting Summary NOTES	20		FBA Summary Phrase Bank REFERENCE	21			

Worked example

PAGE 22

	A Week of Data, Filled In — Invented Student EXAMPLE	22
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☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Set the codes up once; each observation after that is a few minutes with a pen or a keyboard.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Print the binder cover and divider tabs (page 5) and write the behavior definition and code key (page 6) once, before the first row is recorded.



2

Collect the data

Use whichever ABC layout fits the room (pages 8–11), the scatterplot (page 13) across two weeks, and the interview form (page 15) with an adult who was not the observer.



3

Organize and bring it to the team

Count the codes onto the summary (page 17) and the setting/time grid (page 14), then let the team complete its own hypothesis worksheet (page 18) and recommendations (page 19).

Bring the meeting summary (page 20) and the phrase bank (page 21) to write it up.

WHAT THIS FILE IS

A fillable PDF: data sheets, an organizer, and blank worksheets for the team's own analysis. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook. Not the functional behavior assessment itself, not a source of a function of behavior, an eligibility rule, a clinical finding, an IDEA timeline, or a physical-intervention procedure. It does not calculate a percent or a rate for you.

THE ONE RULE EVERY PAGE IN THIS FILE FOLLOWS

A data sheet records what happened before, during and after — never why. This file never states, ranks or suggests a function of behavior anywhere, including on the worked example. The function worksheet (page 18) is blank boxes and blank lines; your team completes it using its own clinical process and your district's own FBA procedure.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print the sheet twice and number the pages; the summary (page 17) only needs the counts.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A completed FBA data sheet contains sensitive student information. Store, hand over and destroy it the way your school already handles any behavior or evaluation record.

 LOG

ABC Data Sheet, Narrative

The narrative sheet: antecedent, behavior, consequence in observable words. One row per occurrence, written within the hour, never from memory the next day.

STUDENT

TARGET BEHAVIOR (PAGE 6)

OBSERVER

DATES

#	DATE / TIME	SETTING	ANTECEDENT: WHAT HAPPENED RIGHT BEFORE	BEHAVIOR: WHAT THE STUDENT DID, IN OBSERVABLE WORDS	CONSEQUENCE: WHAT HAPPENED RIGHT AFTER	LENGTH	CODES (A / C)
1							
2							
3							
4							
5							
6							
7							
8							
9							

OBSERVABLE WORDS ONLY

“Pushed the worksheet off the desk and said ‘no’ twice” is data. “Was defiant” is a judgment. Write what a camera would have recorded, including what the adults did after, even if it was not the plan. Use one row per occurrence, even when two happen close together — a second row shows the pattern; folding two into one row loses it.

PATTERNS NOTICED THIS WEEK (SAME ANTECEDENT, SAME TIME, SAME ADULT)

 TRACKER

Setting and Time Pattern Analysis Grid

This grid is never filled in by this file. Count the setting and the time block off the team's own ABC rows (pages 8–11) and write the tally here.

STUDENT

TARGET BEHAVIOR (PAGE 6)

DATE RANGE COVERED

SETTING	MORNING	MIDDAY	AFTERNOON	TOTAL
Classroom				
Hallway				
Cafeteria				
Recess / outdoor				
Specials / related service				
Bus				
Home				
Other				
Column total				

FOR THE SETTINGS WITH THE HIGHEST TOTALS, WHAT ELSE IS DIFFERENT

SETTING	ADULT(S) TYPICALLY PRESENT	PEERS TYPICALLY PRESENT	TASK OR ACTIVITY TYPICALLY IN PROGRESS

WHERE THE NUMBERS COME FROM, AND WHERE THEY DO NOT

Every cell in the grid above is a count of rows from the team's own ABC sheets (pages 8–11) and the scatterplot (page 13) — this file never fills in a number here. A setting or a time block with the highest total is where to look next, not a stated cause.

PATTERNS THE TEAM NOTICES (A PLACE TO LOOK, NOT A CONCLUSION)

✎ WORKSHEET

Function Hypothesis Worksheet — Your Team’s Own Analysis

Every box on this page is blank until the team fills it in. This file records data; it never determines a function of behavior.

STUDENT

TARGET BEHAVIOR (PAGE 6)

TEAM MEMBERS PRESENT

DATE

SUSPECTED FUNCTION — THE TEAM’S OWN DETERMINATION (CHECK ANY THE TEAM’S OWN ANALYSIS SUPPORTS; THIS FILE LEAVES EVERY BOX UNCHECKED)

Escape or avoidance (of a task, demand, place or person)

Attention (from an adult or from peers)

Access to a tangible item or a preferred activity

Sensory or automatic (not clearly tied to another person’s response)

Other (the team names it)

EVIDENCE THE TEAM IS RELYING ON (CITE THE PAGE AND THE COUNT, E.G. “PAGE 17, A1 WITH C1 IN 6 OF 8 ROWS”)

TEAM’S HYPOTHESIS STATEMENT, WRITTEN IN THE TEAM’S OWN WORDS

WHAT THIS PAGE IS NOT

Not a functional behavior assessment procedure and not a source of a function of behavior — this file states no function anywhere on this page or any other. Every box above is blank until the team completes it, using its own clinical process and its district’s own FBA procedure.

 NOTES

FBA Team Meeting Summary

A ready-to-send record of the meeting: what data was reviewed, and what the team decided, in the team’s own words.

STUDENT

MEETING DATE

TEAM MEMBERS PRESENT

NEXT REVIEW DATE

DATA REVIEWED AT THIS MEETING		
DATA SOURCE	DATE RANGE	PAGE
ABC data (all layouts)		8–11
Scatterplot		13
Setting and time grid		14
Interview(s)		15
Data summary		17

TEAM’S SUMMARY OF THE PATTERN OBSERVED, AND ITS HYPOTHESIS (COPIED FROM PAGE 18), IN THE TEAM’S OWN WORDS

RECOMMENDATIONS AGREED TO TODAY (FROM PAGE 19)

FOLLOW-UP			
#	ACTION	OWNER	DUE DATE
1			
2			
3			

EXAMPLE

A Week of Data, Filled In — Invented Student

SAMPLE · INVENTED STUDENT

Dominic is invented, and so is every row. Every count on this page is added up from the rows above it — nothing here checks a function box or writes a hypothesis; that is the team's own work, on pages 18–19.

QUICK ABC SHEET (PAGE 10 LAYOUT) — DOMINIC, GRADE 3, INVENTED, WEEK OF 9/8

Definition (page 6): pushes materials, refuses a task, or leaves the assigned area during independent work time for ten seconds or longer.

#	TIME	SETTING	A	BEHAVIOR, IN OBSERVABLE WORDS	C	INIT.
1	9/8 9:10	S1	A1	Pushed materials off the desk	C2	KJ
2	9/8 10:45	S1	A1	Pushed materials off the desk	C2	KJ
3	9/8 1:15	S3	A5	Left the table, walked the room	C4	RT
4	9/9 9:05	S1	A1	Pushed materials off the desk	C1	KJ
5	9/9 11:00	S3	A2	Refused to line up	C4	RT
6	9/10 9:15	S1	A1	Put head down, refused task	C2	KJ
7	9/11 9:20	S1	A1	Pushed materials off the desk	C2	KJ
8	9/12 10:30	S1	A4	Called out, left seat	C1	KJ
9	9/12 1:05	S3	A5	Left the table, walked the room	C4	RT

DATA SUMMARY (PAGE 17) — THE SAME 9 ROWS, COUNTED

A	COUNT	C	COUNT
A1	5	C1	2
A2	1	C2	4
A3	—	C3	—
A4	1	C4	3
A5	2	C5	—
A6	—	C6	—
A7	—	C7	—

SETTING	COUNT
Classroom (S1)	6
Cafeteria (S3)	3

WHAT THE COUNTS SAY, AND WHAT THEY DO NOT

The rows add up twice: down the antecedent side ($5 + 1 + 1 + 2 = 9$) and down the consequence side ($2 + 4 + 3 = 9$). The pair that repeats most is **A1 with C2**, 4 of the 9 rows. Six of the nine rows happened in the classroom during independent work; the busiest window is 9 to 10, 4 rows. Nothing on this page checks a function box or writes a hypothesis — that is the invented team's own next step, on pages 18–19, left blank here on purpose.