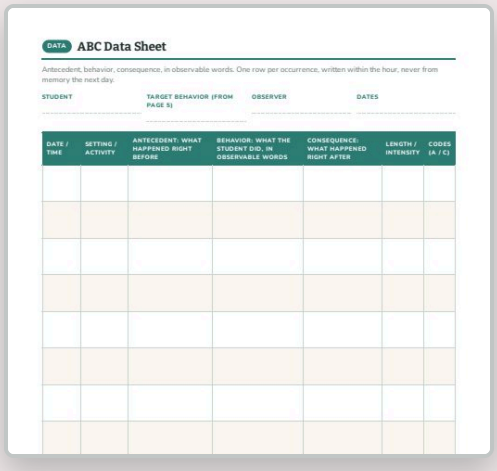
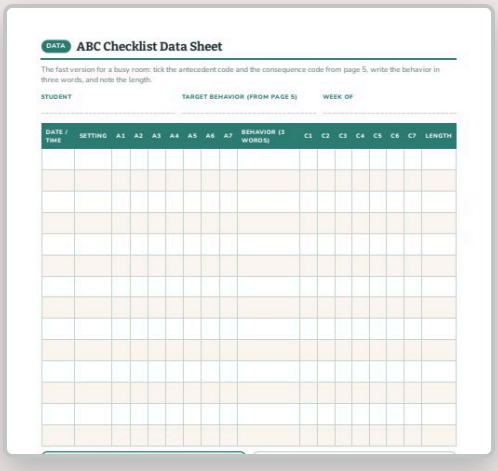
SPECIAL EDUCATION · BEHAVIOR

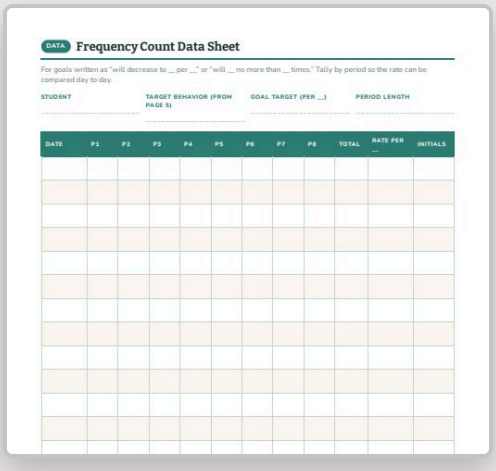
EDITABLE

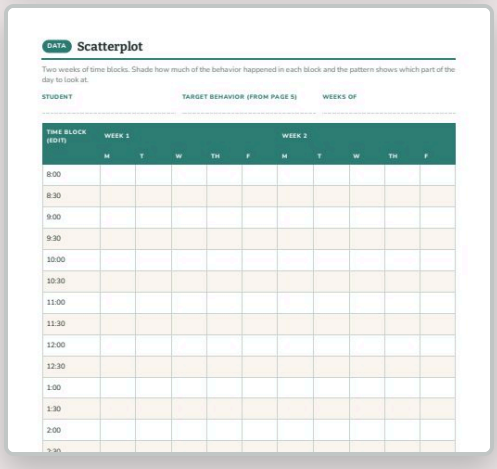
BEHAVIOR DATA COLLECTION SHEETS

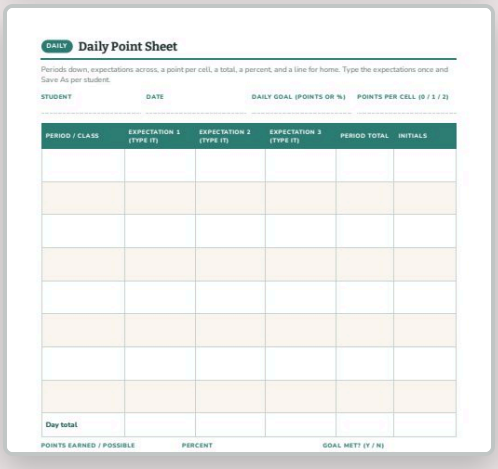
ABC narrative and checklist, frequency, interval, scatterplot, duration and latency, rating scale, replacement-behavior tracking, daily point sheet, incident log, tracker, graph, weekly summary, home note. Fillable PDF.

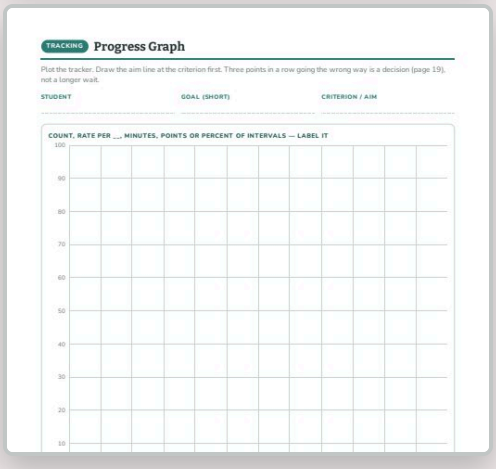












Fillable PDF | **22 Pages** | **Two ABC Sheets** | **Point Sheet**

BRIGHT PATH SPED

BEHAVIOR DATA

Which Sheet for Which Behavior Goal

The wording of the goal or the BIP tells you how to measure it. Match it to a sheet once, write the page number on the roster, and stop deciding.

IF THE GOAL OR PLAN SAYS	USE	WHERE
"will decrease __ to no more than __ per __" / "will raise hand instead of calling out" — something you can count	**Frequency count sheet**	Page 9
A behavior that happens too often to count, or that lasts (out of seat, off task, humming)	**Interval recording sheet**	Page 10
"When does it happen?" — the team does not yet know the time of day or the activity	**Scatterplot, two weeks, then the ABC sheet in the block it points to**	Pages 11, 7
"Why does it happen?" — the team needs the before and after of each occurrence	**ABC data sheet (narrative) or ABC checklist**	Pages 7, 8
"for no more than __ minutes" / "within __ seconds of the direction"	**Duration and latency sheet**	Page 12
"will demonstrate engaged / respectful / regulated behavior" — quality, not count	**Behavior rating scale, with the anchors written first**	Page 13
"will use __ instead of __" — a replacement behavior in a BIP	**Replacement behavior tracking, beside the count of the target**	Page 14
A daily behavior goal with points and a home signature	**Daily point sheet**	Page 15
Anything that has to be reported later	**Incident log**	Page 16

What this file is not

Not a behavior plan, not a functional assessment, and not a list of strategies. The codes on page 5 are for recording what happened, not for deciding why. The hypothesized function, if the team has one, is copied from the FBA or BIP onto the roster; the sheets only make sure the count gets written down the same way every day.

The three habits the file assumes

- ☐ The behavior is defined on page 5 in words a substitute could count, before the first tally.
- ☐ The number goes from the data sheet to the tracker (page 17) every Friday.
- ☐ Anything reportable goes on the incident log (page 16) the same day.

How the paper moves

WHEN	WHAT
Every occurrence	A tally on the frequency sheet (9) or a row on the ABC sheet (7 or 8); the incident log (16) if it must be reported
Every day	Point sheet (15) totaled and sent home; replacement-behavior row (14) filled; rating (13) if the goal is a rating
Every week	Totals onto the tracker (17), one point on the graph (18), the weekly summary (19) with the decision, home note (20)

© Bright Path Sped · Single-classroom license

DATA

ABC Data Sheet

Antecedent, behavior, consequence, in observable words. One row per occurrence, written within the hour, never from memory the next day.

STUDENT _____ **TARGET BEHAVIOR (FROM PAGE 5)** _____ **OBSERVER** _____ **DATES** _____

DATE / TIME	SETTING / ACTIVITY	ANTECEDENT: WHAT HAPPENED RIGHT BEFORE	BEHAVIOR: WHAT THE STUDENT DID, IN OBSERVABLE WORDS	CONSEQUENCE: WHAT HAPPENED RIGHT AFTER	LENGTH / INTENSITY	CODES (A / C)

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.

Patterns noticed this week (same antecedent, same time, same adult)

DATA

Frequency Count Data Sheet

For goals written as “will decrease to __ per __” or “will __ no more than __ times.” Tally by period so the rate can be compared day to day.

STUDENT _____

TARGET BEHAVIOR (FROM PAGE 5) _____

GOAL TARGET (PER __) _____

PERIOD LENGTH _____

DATE	P1	P2	P3	P4	P5	P6	P7	P8	TOTAL	RATE PER __	INITIALS

Why the periods matter

Eight tallies in a 20-minute period and eight across a morning are different numbers. Write the period names or times once at the top, keep them the same all week, and divide the total by the minutes observed to get a rate that can go on the tracker.

What was different on the high days (sub, assembly, missed breakfast, new seat)

_____

_____

_____

_____

_____

DATA

Scatterplot

Two weeks of time blocks. Shade how much of the behavior happened in each block and the pattern shows which part of the day to look at.

STUDENT _____ TARGET BEHAVIOR (FROM PAGE 5) _____ WEEKS OF _____

TIME BLOCK (EDIT)	WEEK 1					WEEK 2				
	M	T	W	TH	F	M	T	W	TH	F
8:00										
8:30										
9:00										
9:30										
10:00										
10:30										
11:00										
11:30										
12:00										
12:30										
1:00										
1:30										
2:00										
2:30										
3:00										

Shade, do not tally

Leave the cell blank for none, write **1** for once, **2** for two or three, **3** for four or more (or shade lighter to darker). After two weeks the dark cells line up in a row or a column: a time of day, or a particular day. Take the ABC sheet (page 7) to that block next.

What is scheduled in the dark blocks

© Bright Path Sped · Single-classroom license

DAILY

Daily Point Sheet

Periods down, expectations across, a point per cell, a total, a percent, and a line for home. Type the expectations once and Save As per student.

STUDENT _____ DATE _____ DAILY GOAL (POINTS OR %) _____ POINTS PER CELL (0 / 1 / 2) _____

PERIOD / CLASS	EXPECTATION 1 (TYPE IT)	EXPECTATION 2 (TYPE IT)	EXPECTATION 3 (TYPE IT)	PERIOD TOTAL	INITIALS
Day total					

POINTS EARNED / POSSIBLE _____ PERCENT _____ GOAL MET? (Y / N) _____

One thing that went well today

Family: I saw this sheet (sign) and one line back

EXAMPLE An ABC Sheet and a Frequency Week, Filled In

Marcus is invented, and so is every mark. Notice that the decision at the bottom came from cells that were already written, not from a feeling about the week.

ABC sheet (page 7) — Marcus, grade 3, target behavior: work refusal (invented)

Definition (page 5): head down or materials pushed away for 30 seconds or more after a direction; ends when he touches the task. **Replacement (BIP):** hold up the help card.

DATE / TIME	SETTING	ANTECEDENT	BEHAVIOR	CONSEQUENCE	LEN	A / C
9/8 9:12	Math, independent work	Given a two-digit subtraction sheet; teacher moved to another table	Put head down, pushed the sheet to the floor, said "I'm not doing this" twice	Para picked up the sheet, sat beside him, worked the first problem with him	3 min	A1 / C1
9/8 1:40	Transition to specials	Line-up called during a drawing he had not finished	Stayed seated, tore the drawing, stood when the para came over	Para walked him to the back of the line; drawing put in his folder	2 min	A2 / C4
9/9 9:05	Math, independent work	Same sheet as 9/8, no adult at his table	Head down, sheet on the floor	Para sat beside him within a minute; worked the first row together	2 min	A1 / C1
9/10 9:20	Math, partner work	Partner problems; teacher started at his table	Worked 6 of 8 problems; no head-down	Teacher marked the sheet with him, moved on	–	–

Frequency sheet (page 9) — week of 9/8, six 60-minute periods a day

DATE	P1	P2	P3	P4	P5	P6	TOTAL	RATE / HR
9/8	0	2	0	1	0	1	4	0.7
9/9	0	2	1	0	0	0	3	0.5
9/10	0	0	0	1	0	0	1	0.2
9/11	1	1	0	0	0	0	2	0.3
9/12	0	0	0	0	0	1	1	0.2

Totals: 4, 3, 1, 2, 1 = 11 for the week; rate = total ÷ 6 hours observed. P2 (independent math) holds 5 of the 11.

Weekly summary decision (page 19), written Friday

Two of the three coded ABC rows share A1 (a direction, no adult at the table) and C1 (an adult arrives and helps); the third is a transition. The one clean row, 9/10, is the one where the teacher started at his table. The count fell from 4 on Monday to 1 on Friday. Decision: **adjust**: the teacher starts at his table for the first problem of every independent math task, and the para prompts the help card (page 14) instead of sitting down when his head goes down. Written on the tracker as week 1. Nothing here says why Marcus does it; it says what came before and after, which is what the team can change.