

ABC Behavior Data & Graphing

Transform data into
actionable insights
& professional
graphs!

Auto Graphing

Perfect for FBA

SCROLL
to take a look inside!

The
Responsive
Educator

Benefits of This Resource

- Find data-based function of behaviors
- Create graphs for use in FBAs
- Use to help develop BIPs
- Increase credibility in IEP Meetings
- Use as evidence when requesting student support
- Provide graphs for parents to share with doctors or other professionals

ABC Recording Form A (Single Incident)

Student Name:	Date:	Time:
Teacher:	Observer:	

Location

☐ bathroom ☐ hallway
☐ bus ☐ outside
☐ cafeteria ☐ office
☐ classroom ☐ specials
☐ other:

Activity

☐ art ☐ media center ☐ social studies
☐ carpet time ☐ music ☐ spelling
☐ lunch ☐ reading ☐ STEM
☐ PE ☐ recess ☐ transition
☐ math ☐ snack ☐ writing
☐ other:

Antecedent

☐ asked to wait
☐ attention to others
☐ denied access to items/activities
☐ given a task
☐ finished assigned work
☐ given assistance/ correction
☐ given direction
☐ loud environment
☐ peer conflict/provoked
☐ preferred activity interrupted
☐ reward time ended
☐ seems disinterested in activity
☐ specific person present
☐ transition INTO classroom
☐ transition within classroom
☐ transition OUT of classroom
☐ other:

Problem Behavior(s)

☐ aggression to property ☐ physical aggression to people
☐ climbing ☐ provoking/teasing others
☐ crying ☐ refuse task verbally
☐ disrobe ☐ refuse task physically
☐ disruption ☐ run around room
☐ elope from classroom/assigned area ☐ run away from adults
☐ inappropriate vocalization ☐ scream/tantrum
☐ ignore directions-engage ☐ SIB
☐ in preferred activity ☐ sleeping
☐ ignore directions-passive ☐ verbal aggression/threaten
☐ off-task (non-disruptive) ☐ throw items
☐ other:

Duration of Problem Bx

☐ <1 min. ☐ 1-5 min. ☐ 5-10 min.
☐ 10-30 min. ☐ 30-60 min. ☐ 1-2 hrs.
☐ 2-3 hrs. ☐ 3+ hrs.

Consequence (What Happened Immediately After?)

☐ additional staff support ☐ loss of privilege
☐ adult attention ☐ non-verbal cue ☐ taken out of class
☐ calmed/deescalated ☐ peer attention ☐ time out ☐ minutes

100%

90%

80%

70%

60%

50%

40%

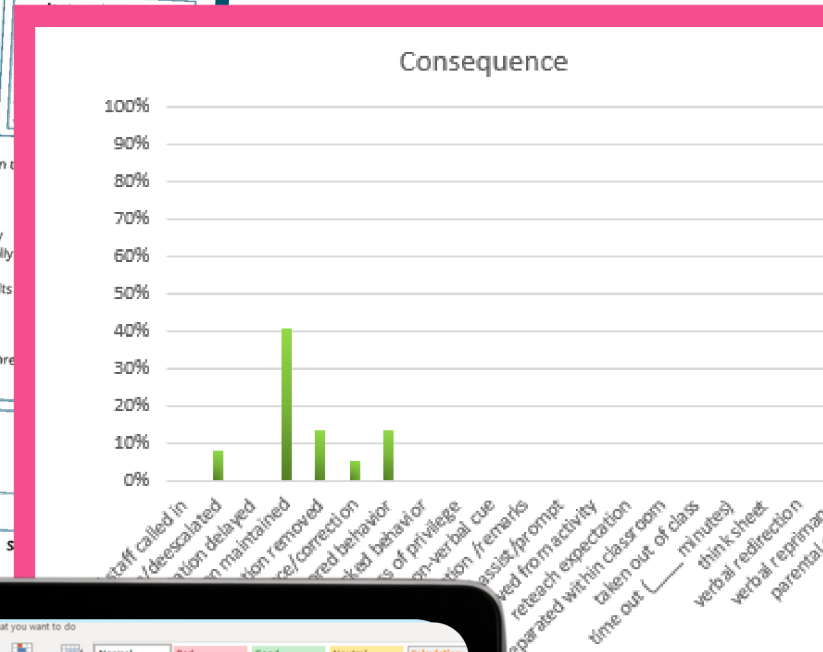
30%

20%

10%

0%

staff called in
/ deescalated
attention de

[illegible]

Step 1: Document Behavior Incidents

Use checklist to collect data on individual behavior incidents.



- Print and Digital
- Color and B/W

ABC Recording Form A (Single Incident)

Student Name: _____ Date: _____ Time: _____
Teacher: _____ Observer: _____

Location ___ bathroom ___ hallway ___ bus ___ outside ___ cafeteria ___ office ___ classroom ___ specials ___ other: _____	Activity ___ art ___ media center ___ social studies ___ carpet time ___ music ___ spelling ___ lunch ___ reading ___ STEM ___ PE ___ recess ___ transition ___ math ___ snack ___ writing ___ other: _____	Instruction Type ___ whole class ___ small group ___ individual with teacher ___ independent- paper ___ independent- computer ___ other: _____
Antecedent ___ asked to wait ___ attention to others ___ denied access to items/activities ___ given a task ___ finished assigned work ___ given assistance/ correction ___ given direction ___ loud environment ___ peer conflict/provoked ___ preferred activity interrupted ___ reward time ended ___ seems disinterested in activity ___ specific person present ___ transition INTO classroom ___ transition within classroom ___ transition OUT of classroom ___ other: _____	Problem Behavior(s) ___ aggression to property ___ physical aggression to people ___ climbing ___ provoking/teasing ___ crying ___ others ___ disrobe ___ refuse task verbally ___ disruption ___ refuse task physically ___ elope from classroom/ assigned area ___ run around room ___ inappropriate vocalization ___ run away from adults ___ ignore directions- engage ___ scream/tantrum ___ in preferred activity ___ SIB ___ ignore directions- passive ___ sleeping ___ off-task (non-disruptive) ___ verbal aggression/threat ___ other: ___ throw items	Possible Motivation <u>access/obtain</u> ___ peer attention ___ adult attention ___ items/activities ___ sensory input <u>avoid/escape</u> ___ peer attention ___ adult attention ___ tasks/activities ___ sensory input
Duration of Problem Bx ___ <1 min. ___ 1-5 min. ___ 5-10min. ___ 10-30 min. ___ 30-60 min. ___ 1-2 hrs. ___ 2-3 hrs. ___ 3+ hrs.		Latency (time between antecedent and problem behavior) ___ <1 minute ___ 1-5 minutes ___ 5-10 minutes ___ 10-30 minutes
Consequence (What Happened Immediately After?) ___ additional staff support ___ loss of privilege ___ taken out of class ___ adult attention ___ non-verbal cue ___ time out ___ minutes ___ calmed/deescalated ___ peer attention/remarks ___ think sheet ___ expectation delayed ___ physical assist/prompt ___ verbal redirection ___ expectation maintained ___ removed from activity ___ verbal reprimand ___ expectation removed ___ reteach expectation ___ parental contact ___ ignored behavior ___ separated within classroom ___ other: _____ ___ interrupted/blocked		Student Response to Consequence ___ stopped ___ reduced ___ remained the same ___ increased
Notes _____ _____ _____		

© The Responsive Educator 2021

ABC Recording Form A (Single Incident)

Student Name: _____ Date: _____ Time: _____
Teacher: _____ Observer: _____

Location ___ bathroom ___ hallway ___ bus ___ outside ___ cafeteria ___ office ___ classroom ___ specials ___ other: _____	Activity ___ art ___ media center ___ social studies ___ carpet time ___ music ___ spelling ___ lunch ___ reading ___ STEM ___ PE ___ recess ___ transition ___ math ___ snack ___ writing ___ other: _____	Instruction Type ___ whole class ___ small group ___ individual with teacher ___ independent- paper ___ independent- computer ___ other: _____
Antecedent ___ asked to wait ___ attention to others ___ denied access to items/activities ___ given a task ___ finished assigned work ___ given assistance/ correction ___ given direction ___ loud environment ___ peer conflict/provoked ___ preferred activity interrupted ___ reward time ended ___ seems disinterested in activity ___ specific person present ___ transition INTO classroom ___ transition within classroom ___ transition OUT of classroom ___ other: _____	Problem Behavior(s) ___ aggression to property ___ physical aggression to people ___ climbing ___ provoking/teasing ___ crying ___ others ___ disrobe ___ refuse task verbally ___ disruption ___ refuse task physically ___ elope from classroom/ assigned area ___ run around room ___ inappropriate vocalization ___ run away from adults ___ ignore directions- engage ___ scream/tantrum ___ in preferred activity ___ SIB ___ ignore directions- passive ___ sleeping ___ off-task (non-disruptive) ___ verbal aggression/threat ___ other: ___ throw items	Possible Motivation <u>access/obtain</u> ___ peer attention ___ adult attention ___ items/activities ___ sensory input <u>avoid/escape</u> ___ peer attention ___ adult attention ___ tasks/activities ___ sensory input
Duration of Problem Bx ___ <1 min. ___ 1-5 min. ___ 5-10min. ___ 10-30 min. ___ 30-60 min. ___ 1-2 hrs. ___ 2-3 hrs. ___ 3+ hrs.		Latency (time between antecedent and problem behavior) ___ <1 minute ___ 1-5 minutes ___ 5-10 minutes ___ 10-30 minutes
Consequence (What Happened Immediately After?) ___ additional staff support ___ loss of privilege ___ taken out of class ___ adult attention ___ non-verbal cue ___ time out ___ minutes ___ calmed/deescalated ___ peer attention/remarks ___ think sheet ___ expectation delayed ___ physical assist/prompt ___ verbal redirection ___ expectation maintained ___ removed from activity ___ verbal reprimand ___ expectation removed ___ reteach expectation ___ parental contact ___ ignored behavior ___ separated within classroom ___ other: _____ ___ interrupted/blocked		Student Response to Consequence ___ stopped ___ reduced ___ remained the same ___ increased
Notes _____ _____ _____		

© The Responsive Educator 2021

Closer look at Behavior Incident Checklist

Activity

Location

Antecedents

Duration

Consequences

Instruction Type

Problem Behaviors Observed

Possible Motivation

Latency

Student Response to Consequences

ABC Recording Form A (Single Incident)

Student Name: _____ Date: _____ Time: _____

Teacher: _____ Observer: _____

Location

☐ bathroom ☐ hallway ☐ outside ☐ office ☐ classroom ☐ specials ☐ other: _____

Activity

☐ art ☐ media center ☐ social studies ☐ whole class ☐ small group ☐ individual with teacher ☐ independent- paper ☐ independent- computer ☐ other: _____

☐ carpet time ☐ music ☐ spelling ☐ STEM ☐ transition ☐ writing

☐ lunch ☐ reading ☐ PE ☐ recess ☐ math ☐ snack ☐ other: _____

Antecedent

☐ asked to wait ☐ attention to others ☐ denied access to items/activities ☐ given a task ☐ finished assigned work ☐ given assistance/ correction ☐ given direction ☐ loud environment ☐ peer conflict/provoked ☐ preferred activity interrupted ☐ reward time ended ☐ seems disinterested in activity ☐ specific person present ☐ transition within classroom ☐ transition OUT of classroom ☐ other: _____

Problem Behavior(s)

☐ aggression to property ☐ physical aggression to people ☐ climbing ☐ provoking/teasing others ☐ crying ☐ refuse task verbally ☐ disruption ☐ refuse task physically ☐ elope from classroom/ assigned area ☐ run around room ☐ inappropriate vocalization ☐ run away from adults ☐ ignore directions- engage ☐ scream/tantrum ☐ in preferred activity ☐ SIB ☐ ignore directions- passive ☐ sleeping ☐ off-task (non-disruptive) ☐ verbal aggression/threat ☐ other: _____ ☐ throw items

Possible Motivation

access/obtain

☐ peer attention ☐ adult attention ☐ items/activities ☐ sensory input

avoid/escape

☐ peer attention ☐ adult attention ☐ tasks/activities ☐ sensory input

Latency
(time between antecedent and problem behavior)

☐ <1 minute ☐ 1-5 minutes ☐ 5-10 minutes ☐ 10-30 minutes

Duration of Problem Bx

☐ <1 min. ☐ 1-5 min. ☐ 5-10 min. ☐ 10-30 min. ☐ 30-60 min. ☐ 1-2 hrs. ☐ 2-3 hrs. ☐ 3+ hrs.

Consequence (What Happened Immediately After?)

☐ personal staff support ☐ loss of privilege ☐ taken out of class ☐ attention ☐ non-verbal cue ☐ time out _____ minutes ☐ calmed/deescalated ☐ peer attention/remarks ☐ think sheet ☐ expectation delayed ☐ physical assist/prompt ☐ verbal redirection ☐ expectation maintained ☐ removed from activity ☐ verbal reprimand ☐ expectation removed ☐ reteach expectation ☐ parental contact ☐ ignored behavior ☐ separated within classroom ☐ other: _____ ☐ interrupted/blocked

Student Response to Consequence

☐ stopped ☐ reduced ☐ remained the same ☐ increased

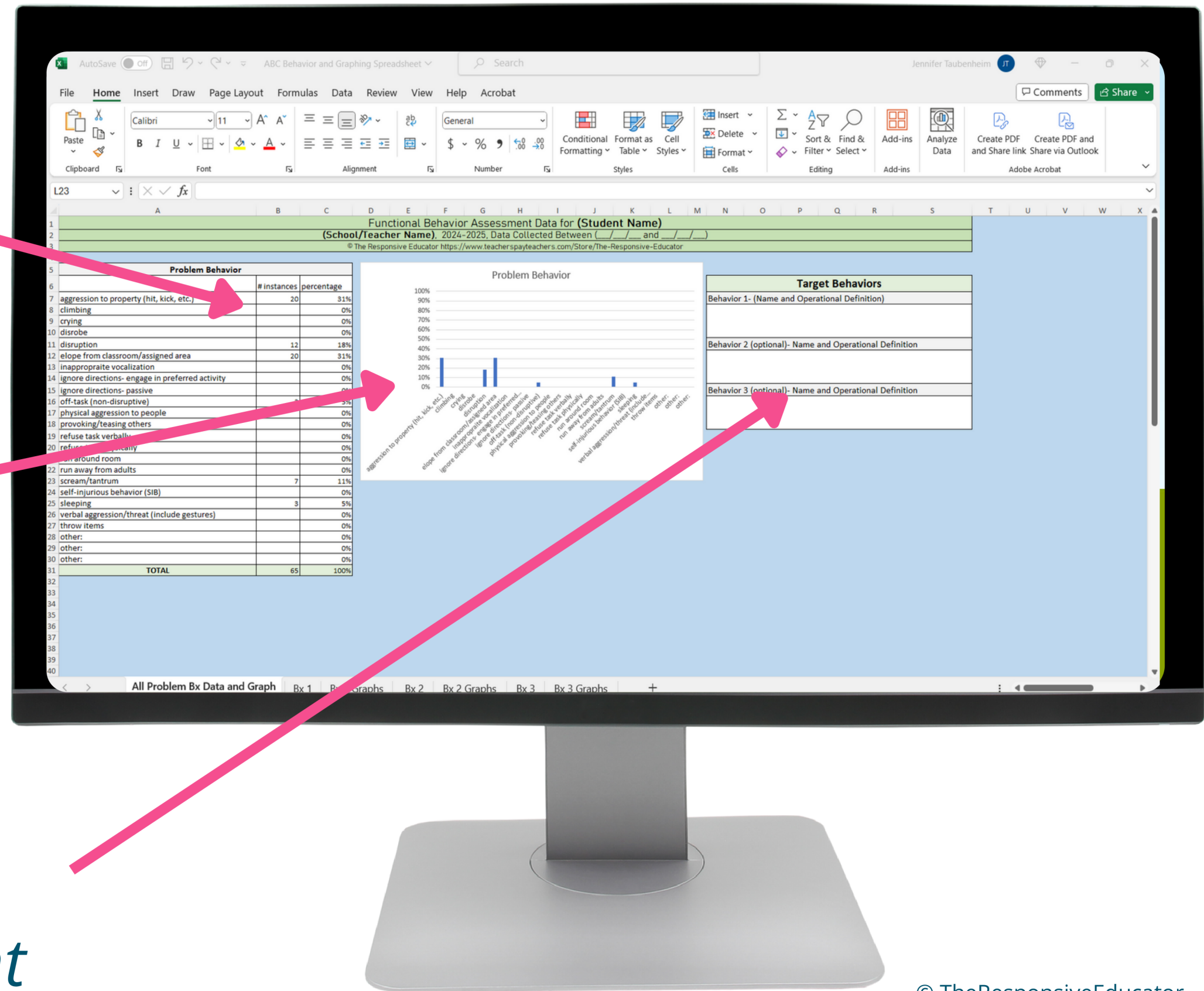
Notes

© The Responsive Educator 2021

Step 2: Enter Problem Behavior Count

How many times did each behavior occur?
(At least 2 weeks of data)

Problem behaviors are automatically graphed.

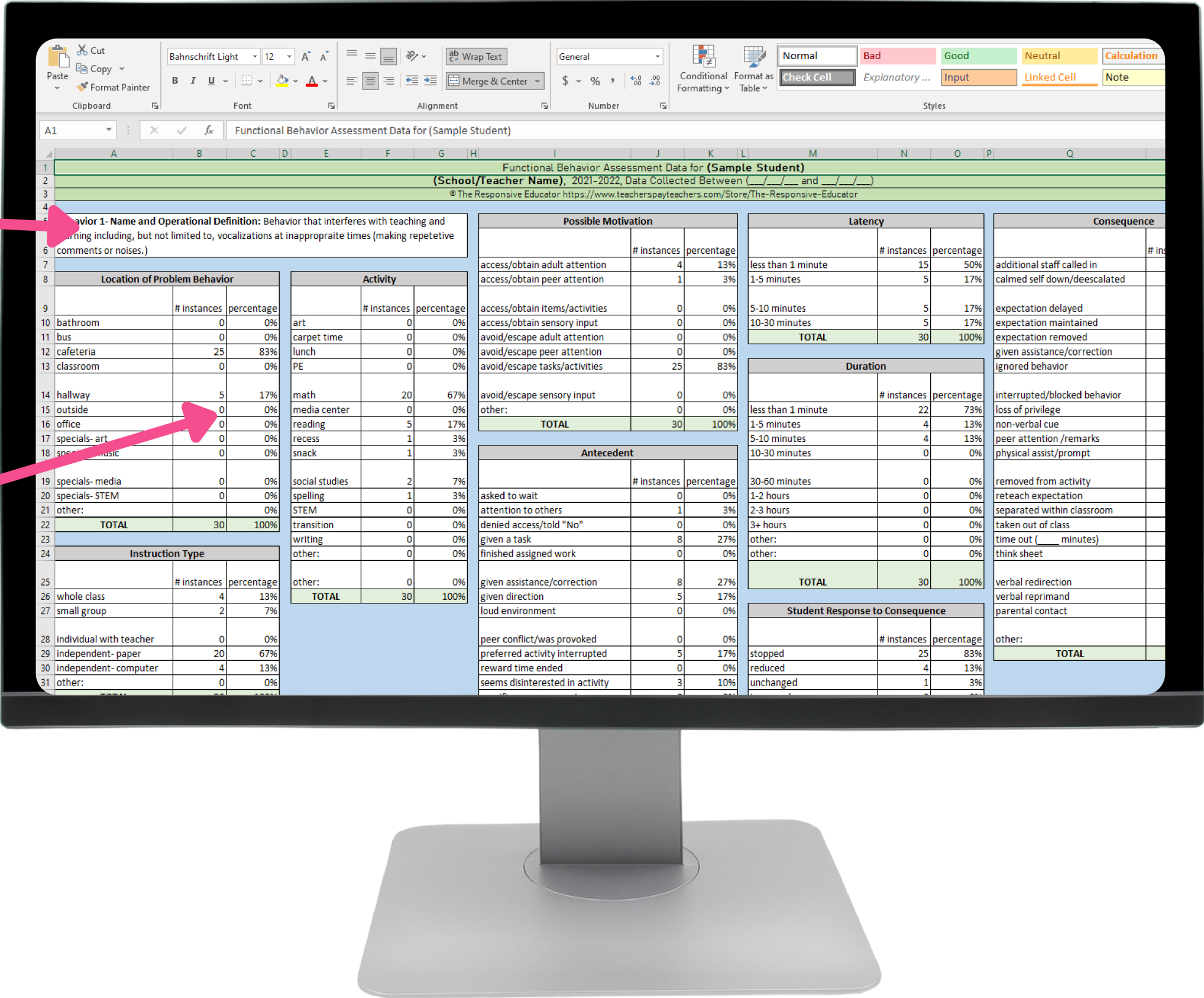


Determine and enter top 2-3 Target Behaviors. *Example: physical aggression, elopement*

Step 3: Enter Target Behavior Data

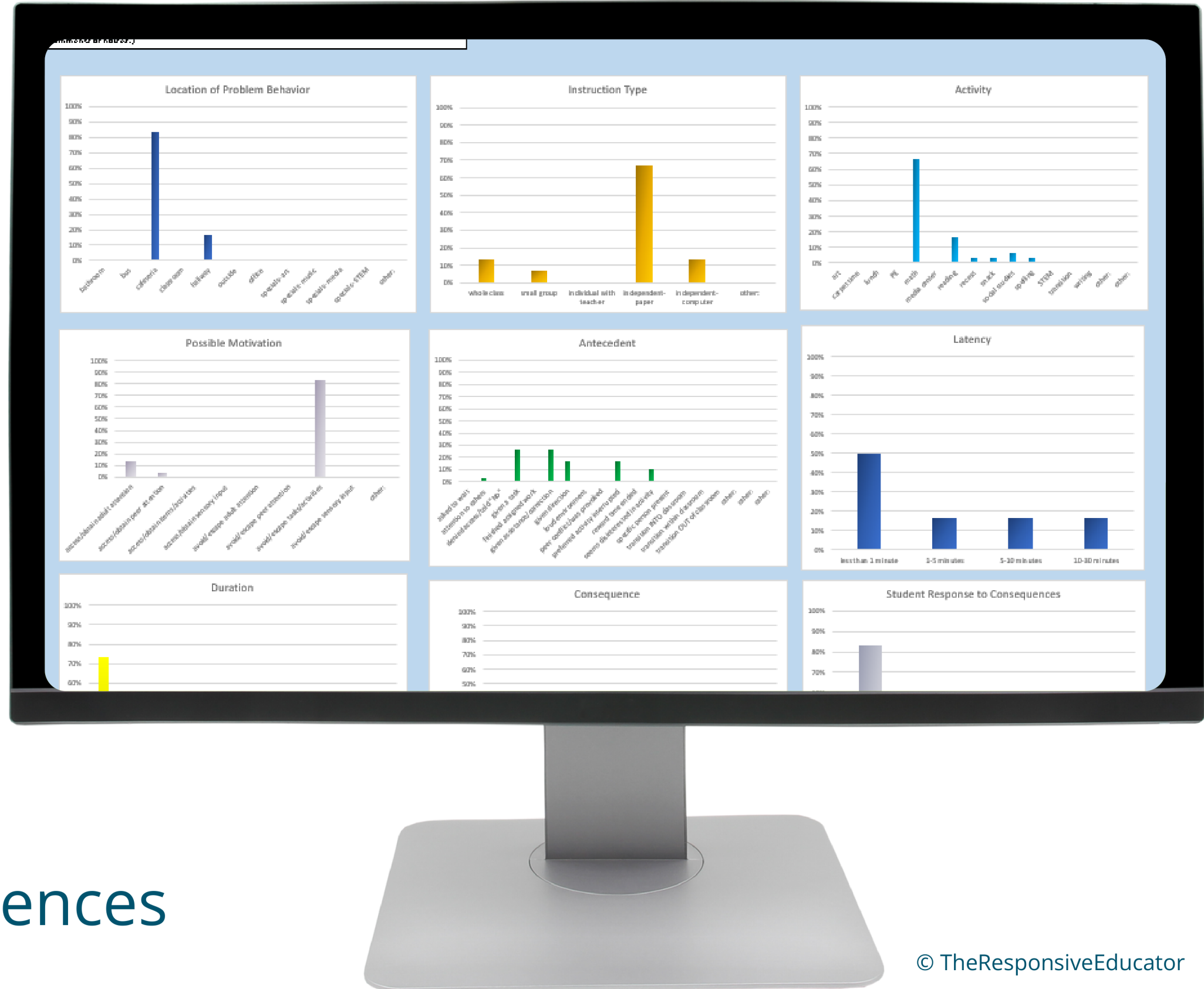
Each of the 2-3 Target Behaviors has its own sheet

Enter data specific to Target Behavior (antecedents, activity, etc.)



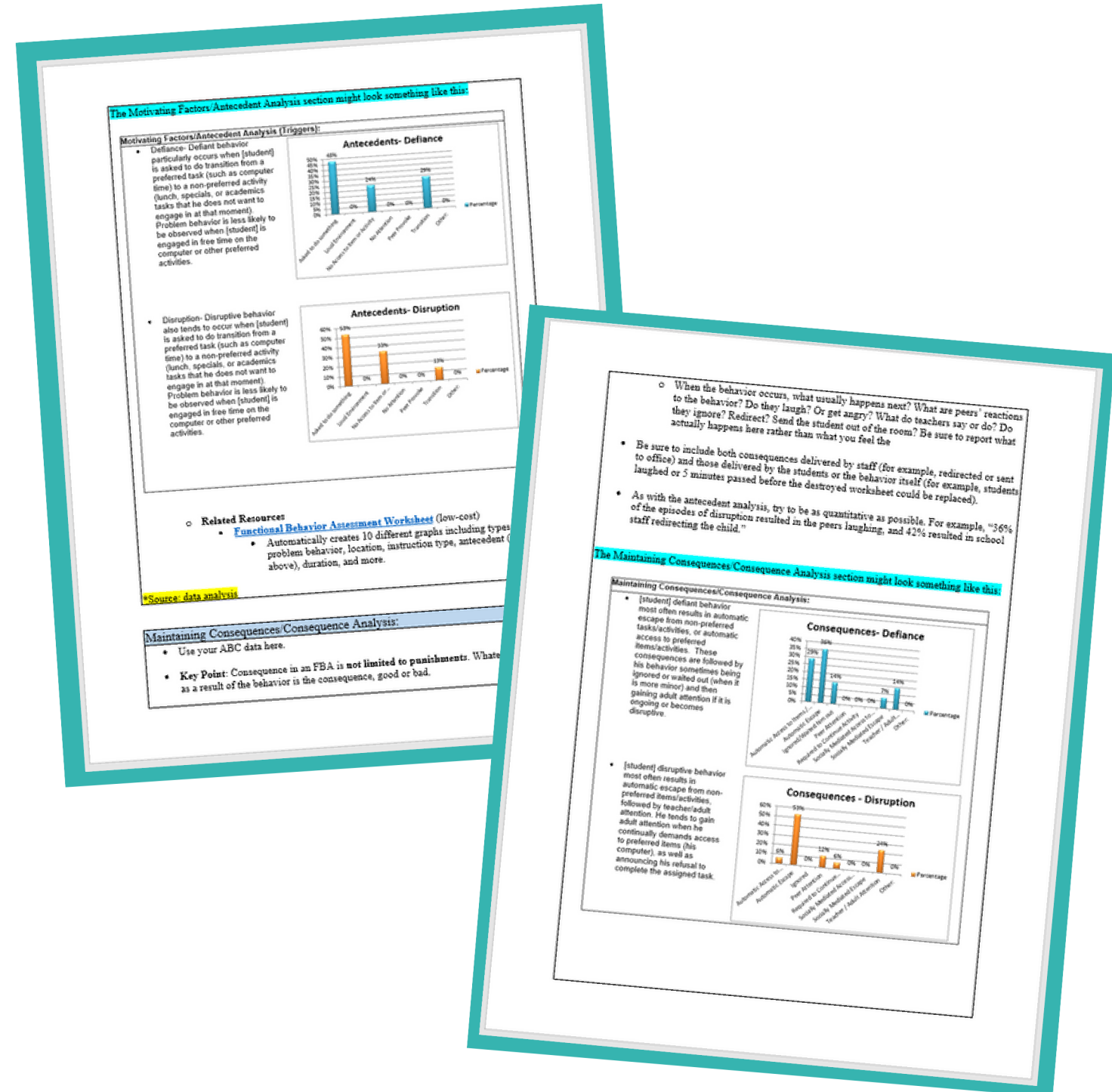
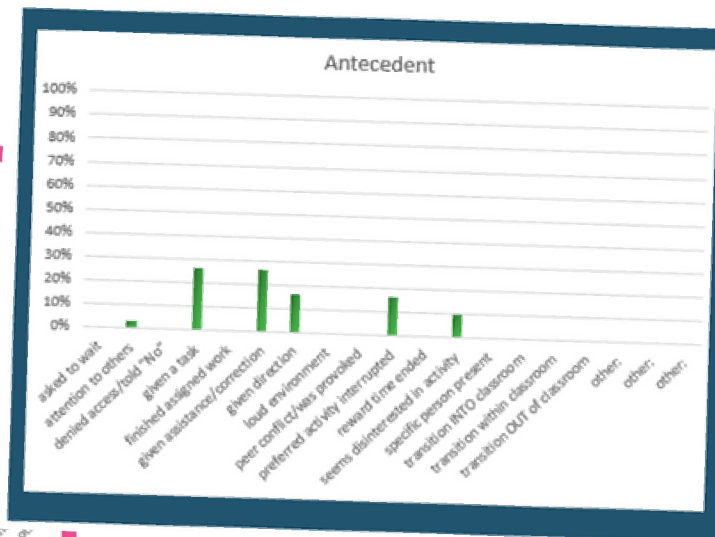
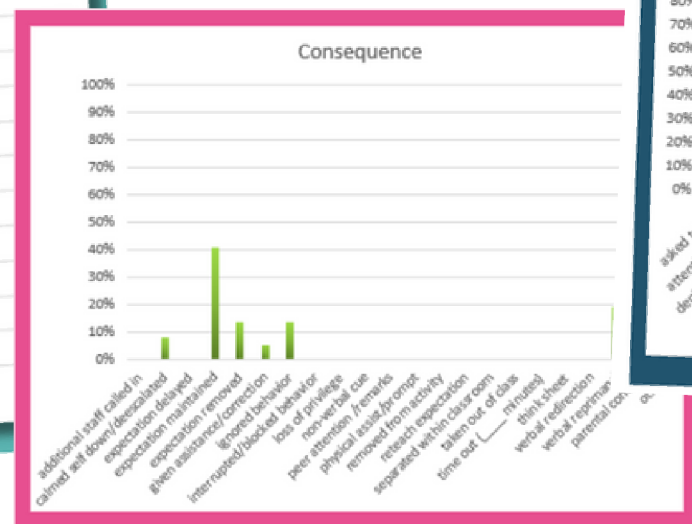
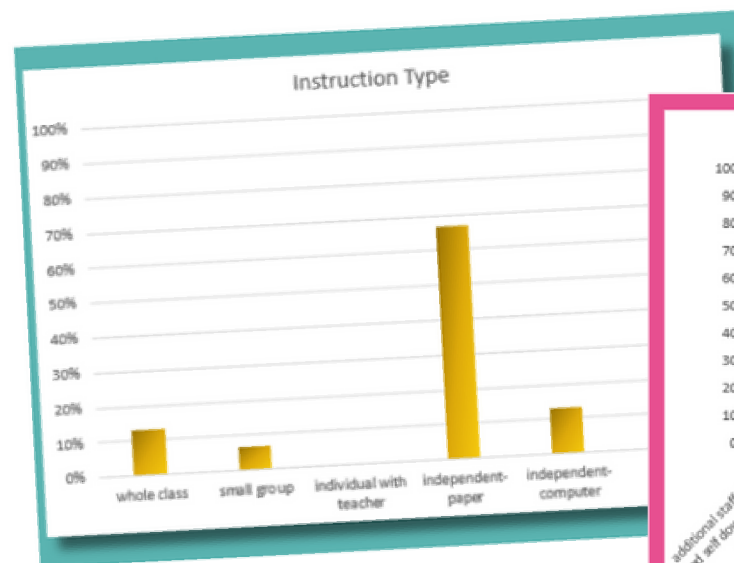
Step 4: Graphs Are Automatically Created

- ✓ Location of Problem Behavior
- ✓ Activity
- ✓ Instruction Type
- ✓ Antecedents
- ✓ Latency
- ✓ Duration
- ✓ Possible Motivation
- ✓ Consequences
- ✓ Student Response to Consequences



Step 5: Utilize the Graphs

- ★ Add to FBAs
- ★ Use to help develop BIPS
- ★ Present in IEP meetings
- ★ Share with parents & other professionals

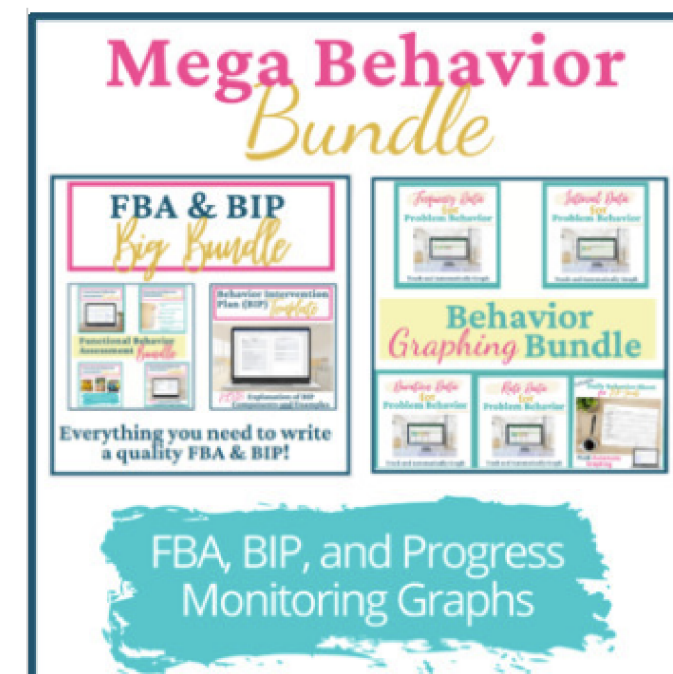
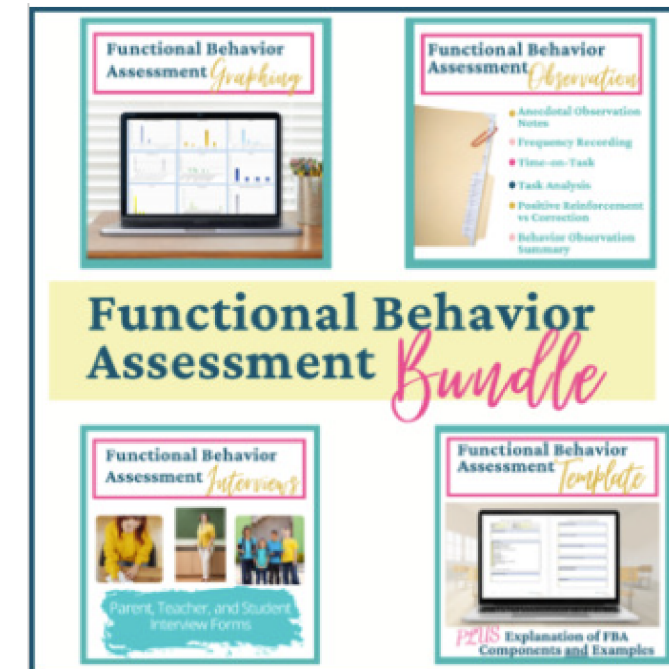


Grab a Bundle!

Bundle #1: FBA Bundle (4 products)

Bundle #2: FBA + BIP Big Bundle (5 products)

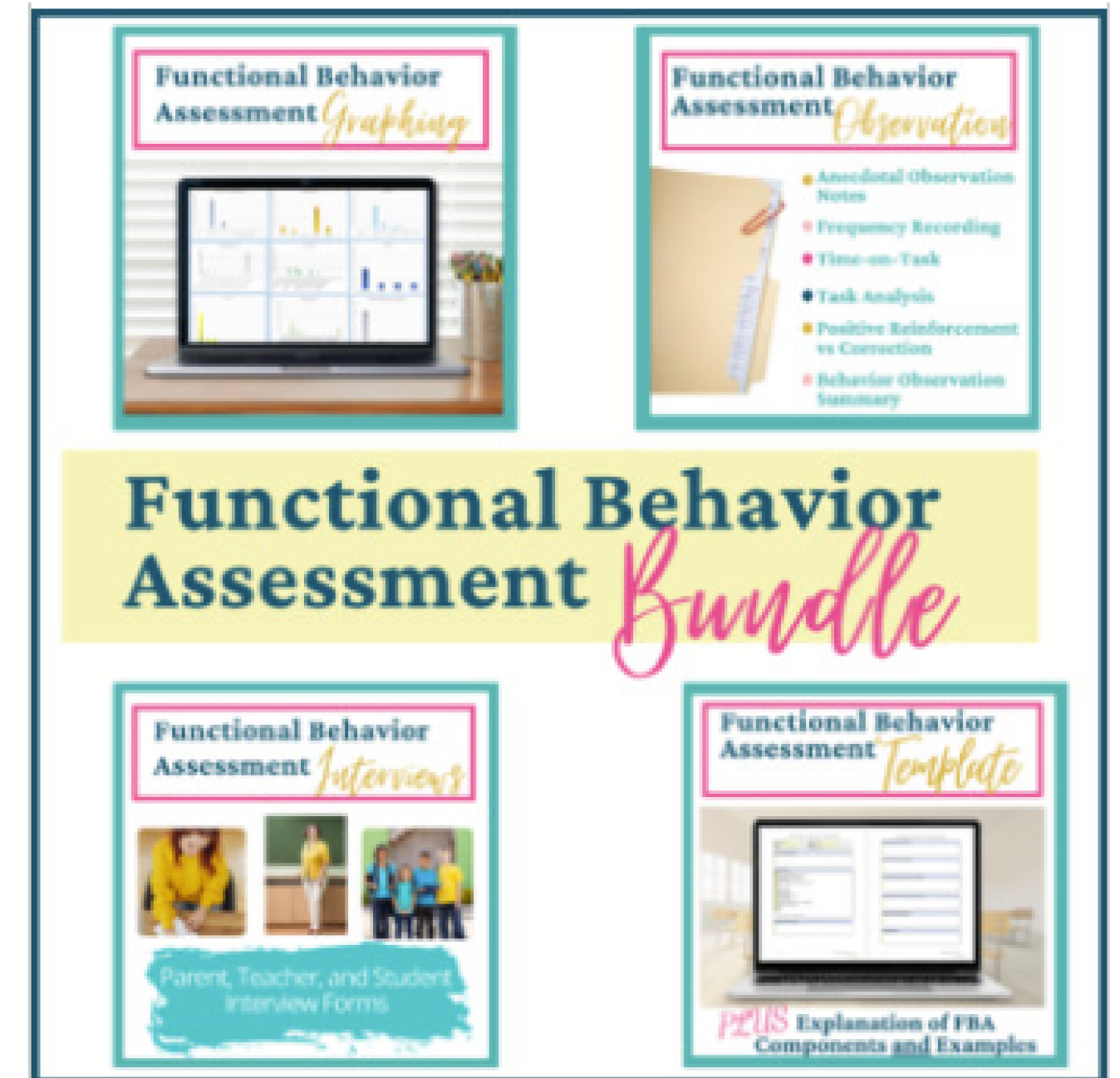
Bundle #3: FBA + BIP + Progress Monitoring Bundle (10 products)



SCROLL ON TO
LEARN MORE!

Bundle #1: FBA Bundle

- Behavior Observation Form
- FBA Interview Forms
 - Parent, Teacher, & Student Interview Forms
- ABC Behavior Data and Graphing
- Example of FBA
 - explanation and examples of all FBA components + digital FBA template



Bundle #2: FBA + BIP Bundle

Everything from Bundle #1

PLUS

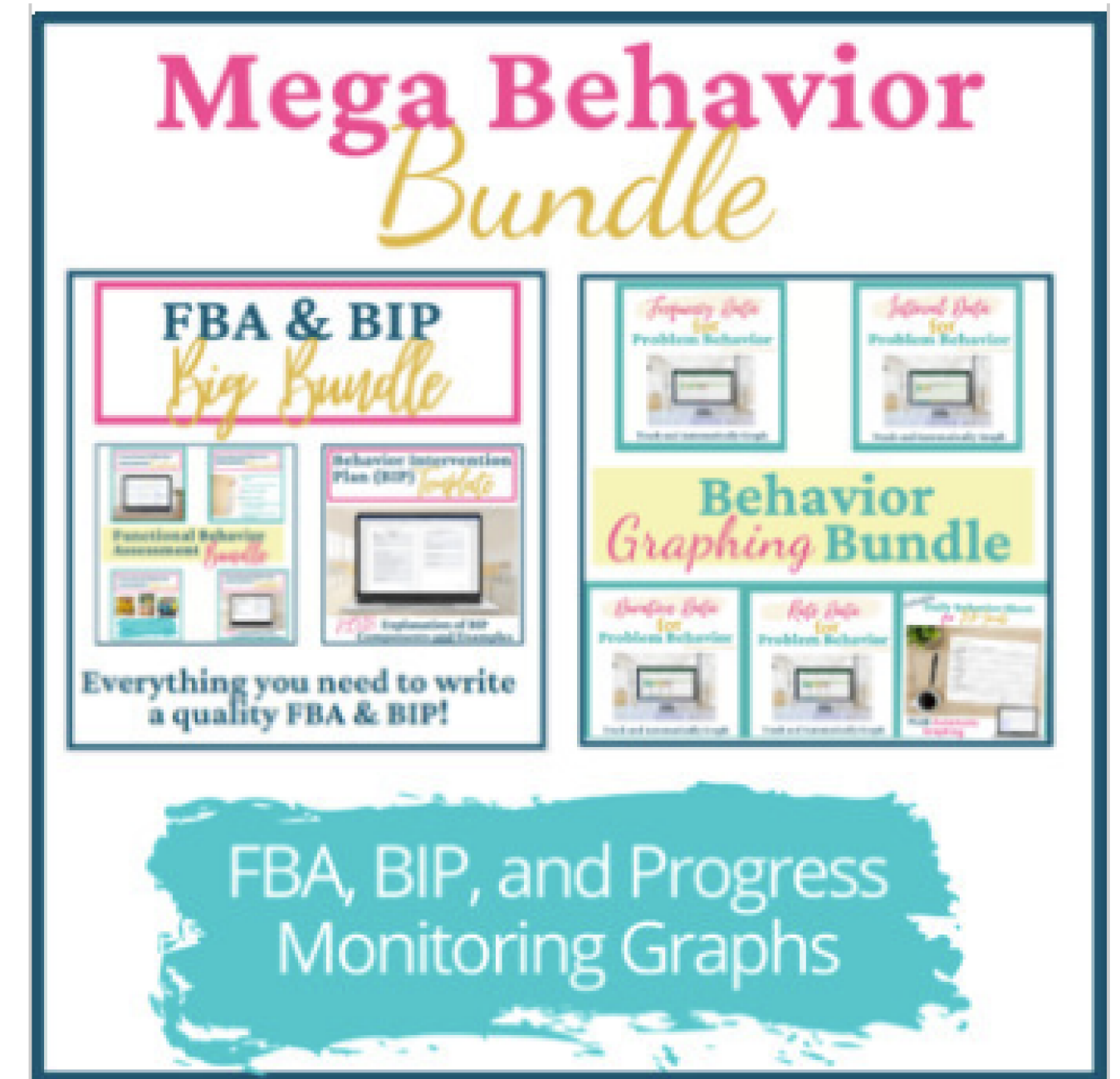
- Example of BIP
 - explanation and examples of all BIP components + digital BIP template



Bundle #3: FBA + BIP + Progress Monitoring Bundle

Everything from Bundles #1 & #2 PLUS Behavior Progress Monitoring

- Editable Daily Point Sheet for IEP Goals PLUS Progress Monitoring Graph
- Duration Recording Form (print & digital) PLUS Progress Monitoring Graph
- Frequency Recording Forms (print & digital) PLUS Progress Monitoring Graph
- Rate Recording Forms (print & digital) PLUS Progress Monitoring Graph



Ready To Delve Deeper?

Click the image
to learn more!

The Responsive
Educator
Behavior Support & Interventions



From Data to Action:
**How to Use ABC Behavior
Charting Graphs Effectively**