

ABC Data Sheet

An ABC data sheet is used to gather detailed information about a student's challenging behaviour. It can provide information about possible triggers for the challenging behaviours as well as insight into the purpose (function) that the behaviours serve for the student. This information is essential to the development of an effective behavioural support plan for the student.

Instructions: Record information under the corresponding columns any time the student displays challenging behaviour. Try to provide as many relevant details as possible to paint a clear picture of the environment and everything that occurred just before the behaviour started until it ended. Examples are provided below.

Each time a new episode occurs, complete a new entry. Feel free to write in point form or use abbreviations.

Student: _____

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration
EXAMPLE	Who was present? Did staff say/do anything just before behaviour occur? Did student say/do anything just before? Did others say/do anything? Describe the environment (noisy, quiet, another student yelling) What was student doing at the time of incident? Work/leisure? Any other relevant info or variables affecting child? (fell & got bruise earlier)	List all behaviours displayed using action words. Record frequency Hit staff= x 3 Hit student = x 1 Threw math sheet off desk Swear words = 10 Drop to floor Rolling on floor Knocking items off shelves	Describe anything staff or others said or did when behaviour started? Describe any changes in the environment once behaviour started (students evacuated from room, computer was stopped) Any other relevant info?	Did behaviours continue or stop? Did behaviours escalate or decrease in intensity?	Estimate duration of episode from beginning to end.
Jan 19 10am CW-staff In classroom	Staff (CW) told student that recess had to indoors due to rain - tried to explain why & suggest indoor activities	Swearing x 5 Hit CW x 4 Throw book off table	Staff said "no hitting" Staff requested back up Back up arrived - took student for walk in hallway to calm	Behaviours stopped when student left for walk. Student returned calm after walk	2 min

Appendix B

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration

Appendix B

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration

Appendix B

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration

Appendix B

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration

Appendix B

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration

Behaviour Log

Student's Name:						
Date	Time	Antecedent (demands, etc.)	Behaviour (duration, frequency)	Intervention Used	Consequences (what occurred after the behaviour)	Comments

Appendix B

Student Name: _____

Date: _____

Schedule	Behavior 1	Behavior 2	Behavior 3	Notes:
9:10– 9:20	Y N	Y N	Y N	
9:20 – 9:30	Y N	Y N	Y N	
9:30-9:40	Y N	Y N	Y N	
9:40-9:50	Y N	Y N	Y N	
9:50-10:00	Y N	Y N	Y N	
10:00-10:10	Y N	Y N	Y N	
10:10-10:20	Y N	Y N	Y N	
10:20-10:30	Y N	Y N	Y N	
10:30-10:40	Y N	Y N	Y N	
10:40-10:50	Y N	Y N	Y N	
10:50-11:00	Y N	Y N	Y N	
11:00-11:10	Y N	Y N	Y N	
11:10-11:20	Y N	Y N	Y N	
11:20-11:30	Y N	Y N	Y N	
11:30-11:40	Y N	Y N	Y N	
11:40-11:50	Y N	Y N	Y N	
11:50-12:00	Y N	Y N	Y N	
12:00-12:10	Y N	Y N	Y N	
12:10-12:20	Y N	Y N	Y N	
12:20-12:30	Y N	Y N	Y N	
12:30-12:40	Y N	Y N	Y N	

Appendix B

12:40-12:50	Y N	Y N	Y N	
12:50-1:00	Y N	Y N	Y N	
1:00-1:10	Y N	Y N	Y N	
1:10-1:20	Y N	Y N	Y N	
1:20-1:30	Y N	Y N	Y N	
1:30-1:40	Y N	Y N	Y N	
1:40-1:50	Y N	Y N	Y N	
1:50-2:00	Y N	Y N	Y N	
2:00-2:10	Y N	Y N	Y N	
2:10-2:20	Y N	Y N	Y N	
2:20-2:30	Y N	Y N	Y N	
2:30-2:40	Y N	Y N	Y N	
2:40-2:50	Y N	Y N	Y N	
2:50-3:00	Y N	Y N	Y N	
3:00-3:10	Y N	Y N	Y N	
3:10-3:20	Y N	Y N	Y N	
3:20-3:30	Y N	Y N	Y N	
3:30-3:40	Y N	Y N	Y N	
Total:				

Appendix B

Incident Duration and Intensity (only record for level 2 and 3)

Start	Finish	Intensity

Intensity scale:

1 - in class, following schedule, complying with staff requests

2 - mild/moderate in their space, out of seat, not following staff requests or requiring redirection back to task

3 - severe (has eloped from the class, engaging in physical aggression, verbal aggression, unsafe behaviour or property destruction)

Behavioral Intervention Program Daily Behavioral Frequency Sheet

Student:

Target Behavior:

Date: _____

Time	Target Student On-Task	Total	Peer On-Task	Total	Time and Request/Activity
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	Totals				

Time on task is marked during the first minute of each 5 minute interval.