1.   5 Trial Data Sheet

This data sheet is meant to be used to collect data where the teacher has a clear objective (behavioral target) and can provide 5 distinct trials. There is no need for these trials to take place one after another. They can be spaced within a day.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions/days). The teacher marks the data for each set of 5 trials and adds comments regarding performance during each trial.

This data sheet is good for collecting data across a large number of days. To plot the data the teacher simply has to find the ratio of correct/incorrect and plot that by day on a graph.

2.   10 Trial Data Sheet

This data sheet is meant to be used to collect data when the teacher has a number of clear objectives (behavioral targets) and can provide 10 distinct trials. There is no need for these trials to take place one after another, they can be spaced within a day.

The teacher marks down the student name, teacher name, skill area, and objective number(s). The teacher then uses one of the boxes for each objective and keeps data by circling the number of correct trials out of 10. The teacher also marks down the data the trials began, and # days in progress (esp. when moving onto a second data sheet). When the criteria is met, the teacher writes the data the trials were terminated and the final # of days in progress.

This data sheet is good for collecting data on a number of topics on a given student at the same time. To plot the data the teacher can use either number of days to criteria as the Y axis or else they can plot correct out of 10 as a function of day.

3.   Time by Frequency Data Sheet

This is a data sheet that is particularly useful to collect data for students that exhibit behavioral target behaviors the teacher wishes to reduce. This is an easy data sheet to use because it simply requires the teacher to mark tic marks.

The teacher marks down the student's name, the target behavior they are keeping data on, and what the consequence for this behavior is. Importantly, this has to be a consequence that is administered every time the behavior is observed – otherwise it is not a consequence. The teacher then marks the data and simply puts a tic mark in the box with the corresponding time every time a behavior is observed.

This data sheet is good for collecting very high density behavioral data that may have different frequencies across the day, so it is easy to identify a pattern. To plot this data can be complicated. The teacher can bin the times into 1 or 2 hour bins to make it easier. The data can be plotted by date for a given time block. And repeat for different times. Similarly, each day can be plotted across the times to see if there are specific times the behavior is more likely to occur.

4.   Standard Table Data Sheet

This is a blank table that the teacher can use in any way they see fit to collect data.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions.days). The teacher then selects what to put along the top row of the table (time, date, etc.) as well as what to put along the columns (behaviors, times, etc.)

5.   Self Graphing Chart Data Sheet

This data sheet is meant to be used as a simple data collection device that is easily graphed. This can be used for academic data or behavioral goals, so long as there is the potential for 25 correct answers.

The teacher marks down the target behavior, the students name, and the teacher name. They mark the date along the bottom and collect data for that date using the numbers 1-25 above. The teacher can either simply circle the final number correct or circle correct trials and mark and X or line through incorrect trials to see if there are any patterns.

To plot the data, turn the document to page 2 and shade in for each day the student performance. Bonus can be whatever the teacher defines it, a target was reached and it signals reward, extra points, etc.

6.   Response to Intervention (RtI) Monitoring Graphs Data Sheet

This is a fairly intensive Response to Intervention (RtI) graph. It is useful for identifying if assistance or interventions given by a teacher are effective in changing student behaviors.

The teacher marks the student's name, the date the graph was made, the area of focus (behavioral target) as well as what intervention is being used. The teacher then selects the X and Y axes. Preferably, the X axis will be a time axis in days or weeks, and the Y axis will be performance.

This data sheet is good for plotting data collected through other data sheets. To plot the data, the teacher annotates the X and Y axes and shades in the data as collected.

7.   Simple Behavioral Plan

This behavioral plan is the first step to handling persistent problematical behaviors. It encompasses a functional analysis of behavior as well as serves as a contract for the teacher, parents, and students – so everybody is on the same page.

The teacher marks the student's name and the date of the meeting when the behavioral plan was filled out. The teacher describes the behavior in a way that guides data collection (i.e., quantifiable or measurable). The teacher also uses data they have collected to mark when the behavior was most likely to occur in the day (e.g., morning, after lunch, at recess). The teacher writes the immediate antecedent to the behavior as well as what happens after (the consequence). The teacher then explicitly writes down how they are going to modify the environment to stop the behavior from occurring. Then the teacher will write explicit consequences that are going to be administered every time the student engages in the target behavior.

8.   Smiley/Frown Tickets

These tickets are a very simple back and forth note or a precursor to a classroom economy. Tickets are given at prescheduled points during the day (or else a single given at the end of the day).

The teacher marks the student's name and circles either the smiley or the frowning face. The teacher can then require students to take tickets home to show parents, can have students cash in smiley tickets for rewards, or whatever plan the teacher wishes to implement.

9.   Yes/No Tickets

These tickets are a very simple back and forth note or a precursor to a classroom economy. Tokens are given at set points during the day (or else a single given at the end of the day).

The teacher marks the student's name and circles either the Yes or the No. The teacher can then require students to take tickets home to show parents, can have students cash in Yes tickets for rewards, or whatever plan the teacher wishes to implement.

10.   RtI Tier 2-3 Intervention Activities Data Sheets

This data sheet is to document interventions at different levels (i.e., Tier 1, Tier 2, or Tier 3). The data can be then used to guide the teacher's decisions regarding whether to refer the student for increased help if the classroom interventions are incomplete.

The intervention activities are to keep track of Tier 1 interventions. This is simply to identify if the student is responding appropriately during normal classroom activities. The teacher marks the student's name and the desired skill. Then the date, description of the activity, and notes about student performance.

The Assessment data are to keep track of Tier 2 interventions. This means the teacher is now providing individual assistance to the student that the greater classroom does not receive. The teacher marks the student's name and the skill. They then mark the date of an assessment (summative or progress assessments in this case as the formative has already been given, but can be included as the first assessment if desired). The score the student received should be marked, as well as teacher notes from the session. The progress monitoring notes are to be sent home so parents can see any progress or lack thereof.

The RtI - Tier 3 intervention is a checklist to help students get outside help (i.e., resource teachers or behavioral specialists). The teacher marks the student's name and the skill they are working on. The teacher lists the specific strengths of the student (as pertaining to the skill), their weaknesses, and what they perceive as the skills the student lacks for success. The intervention skills are the specific target skills that require intervention. The matrix at the bottom is to describe the interventions: the teacher lists the interventions, who provides the intervention, the frequency of interventions, and what specific assessment tools are being used to monitor progress.

11.   Interval Recording

This data sheet is meant for intensive data collection for problem behaviors.

The teacher marks the student name, the date, the length of the time interval (i.e., every X seconds), what the activity in class is, who is collecting the data and the condition (before intervention, during intervention, after intervention: morning, after lunch, afternoon). The teacher or observer then stands passively and marks a code for the behavior (teachers can make their own code to remember), and whether the student was on or off task at the moment of data collection. It is imperative that the data be taken at the time point exactly. Resist the urge to wait 1 second to see if the student corrects. The observer also marks is the student was prompted for positive behavior. This lets the observer not only monitor student behavior, but also teacher behavior.

This data sheet is good for high frequency problem behaviors (speaking out of turn, hitting others, getting out of seat, off task, etc). The data are plotted by plotting the % "correct" (plusses) responses by the date. The goal is to observe a trend toward good behavior – this will be either a big number for things such as "on task" or low numbers of target behavior is "hitting people" or "speaking out"

12.   Data by Number Data Sheet

This data sheet is meant to collect data on problem behaviors that happen at a relatively high frequency.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions/days). The teacher then writes the date and number of minutes the student was observed. Then the teacher marks how often during that interval a behavior occurred.

This data sheet is good for behaviors the teacher is trying to extinguish. So long as the number of minutes is kept constant, the number out of 20 per day can be used to plot the data. Alternately, the teacher can use this data sheet to keep track of how long it takes the student to reach 20 and use that time measure to plot the data.

13.   Simple Token Chart

This is a very simple, 25 point token chart. This is good for students that need constant visual supports to guide their behavior.

The teacher allows the student to select something they are working for and either writes it in the, "I am working for" box or affixes a picture. They allow the student to write their name or writes the name of the student on the bottom of the sheet. Each time the student engages in appropriate behavior, they receive a point (something to fill one of the boxes). And when they reach 25 (i.e., all boxes are marked), the student returns the chart and immediately gets a reward.

This is a very useful data sheet to laminate so it can be used over and over. Wet erase markers (i.e., overhead transparency markers make it easy to clean but are hard to accidentally wipe off with a finger).

14.   Monthly task Calendar

This is a simple task calendar.

The teacher marks down the student's name. The teacher or the student fills in the numbers in the month and year as well as the dates for the calendar. Task due dates are then written on the lines and crossed off as completed.

This data sheet is good as a very simple, inexpensive daily or monthly schedule for students. It can be laminated and used across months or printed en masse and given tot he students to use as part of a class binder.

15.   Data with Trials Data Sheet

This data sheet is meant to keep track of 3 goals while keeping specific data on each. As objectives build on each other, it is best to work with each objective serially.

The teacher marks down the student's name as well as the overall goal. The overall goal is then broken down into 3 objectives. The teacher marks down the criterion for passing each objective. Then each day the objective being evaluated is written down next to the data as well as the specific class activity. Data are collected for all trials. Ones and Zeroes or + and – work for the data. The total correct are written down at the end of each day, as well as the comments. On the bottom, the teacher marks the total number of trials required to reach criteria for each objective.

This data sheet is good for IEP goals that have multiple objectives. It allows the teacher to monitor progress through each objective serially. The data are plotted by plotting the data for a given objective across days (never combine across objectives).

16.   10 Trials – Generic Data Sheet

This is a generic 10 trial data sheet for behavior. It is intended for data collection in situations where there is a specific behavioral prompt and data can be kept for 10 trials. It is okay to repeat the prompt for each trial, in fact, it is necessary often early in data collection. There is no need for the trials to happen one after another, they can be spaced across the day. This is also a data sheet that guides the data collection rather explicitly.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions.days). The teacher marks the date for data collection and explicitly what the prompt given to control behavior will be. This can be verbal, visual, or tactile. The teacher then circles correct trials and Xs out incorrect trials. Then the teacher writes the total correct/10.

This is a good data sheet for behavioral tasks or academic tasks that are very discrete. There is a cue, and a response. These data are plotted by plotting the number correct each day by the date.

17.   Anecdotal Record Grid Data Sheet

This is a very generic space to write comments regarding student behavior.

The teacher writes the student's name and the date. They the teacher writes brief, clear comments regarding behavior. This can be kept as a log or else used to send home each day.

18.   Student Log

This is a student log to be kept by students with teacher guidance.

The student marks their name on the top of the sheet. They write the data next to the day of the week (i.e., Monday, May 1st, 2015). They also write the day of the month in the day box. The student then can write what homework they have assigned in the space provided. The teacher can ask that this be signed by parents and returned each day or else just left to the student as a sort of day planner or weekly schedule.

19.   General Activity Log

This is a generic activity log good for collecting behavioral data during a given activity across days.

The teacher marks down the student's name and the program/activity that they are going to collect data for. They mark the date and write a description of the activity and the student's behavior.

20. A-B-C Functional Assessment Observation Data Sheet

This is a stripped down version of a Functional Assessment. This is useful for determining what leads to problem behaviors in the classroom.

The teacher marks the student name, setting (class, recess, etc.), the dates of observations, the target behavior, the teacher or parent of the student, and the observer collecting data. The observer marks down all occurrences of the target behavior (or all behaviors if possible). They mark the time (to the minute) the behavior occurred, what happened immediately before the behavior (antecedent), the behavior – explained as clearly as possible, and the consequences of the action as observed.

This data sheet is good to determine what causes behavior. Often looking at antecedents will tell us why a behavior happens. These data need to be collected by an observer not trying to fix the behavior. They need to just observe and let the correction happen through other teachers.

21. Daily Behavior Rating Report Card

This is a very useful daily behavior report card that can be sent back and forth to and from home each day.

The teacher marks who completes the report card, the student's name, and the date. The teacher then marks on a 0-4 scale whether the student does a number of essential classroom tasks. They also can write general comments at the bottom of the report card. The teacher then sends this home and the student needs to return it signed by the parent.

This is a good motivator for a lot of students to be on good behavior. Having this sent home will motivate a lot of students to be good, just so they do not have to show their parents any misbehavior or comments about bad behavior. This report card can also be used to earn points toward class parties or other activities as the teacher desires.

22. Behavioral Chart

This is a useful behavior chart that is intended to be a weekly chart. It can be sent back and forth with parents or just sent home at the end of the week as a progress report.

The teacher marks the student's name. Either the teacher of the student writes in the full date for each day and the times for each class, the subject, and the teacher (alternately, a photocopy can be made with all this information filled in). For elementary this still works when using centers. The teacher then marks on a 0-2 system basic behavioral requirements for the student. They also mark down the behavioral goal and the reward for meeting the goal. There is also a place for general noted regarding the student at the end of the week. The teacher then sends this home and the student needs to return it signed by the parent.

This is a good motivator for a lot of students to be on good behavior. Having this sent home will motivate a lot of students to be good, just so they do not have to show their parents any misbehavior or comments about bad behavior. This report card can also be used to earn points toward class parties or other activities as the teacher desires.

23.   Inclusion Data Sheet

This data sheet is to capture how independent a special education student is when in an inclusion environment.

The teacher marks the student name on the top of the sheet. They mark the date, inclusion classroom, and activity (or subject). The aide or peer tutor answers the questions honestly based on how much they have to do in class to support the student.

This is a good data sheet to evaluate if you can pull back aide or peer tutor support for a student. These data can be plotted by using independent = 1 and requires help = 0 and plotting each question by day. Lots of 0s mean teacher needs to keep support intact.

24.   A-B-C Data Sheet

This data sheet is a simple Antecedent – Behavior – Consequence chart.

The teacher marks the student's name, the date data were taken, and the name of the teacher or teachers' classes the data were collected in. The teacher then writes what happened immediately prior to a behavior. They then write the behavior in as thorough and quantifiable way possible (meaning data can be taken on the behavior), and the consequence of the behavior, or what happened immediately after the behavior.

This is a good data sheet to identify causes of behavior, and collect consequences. Often times one will see they do not have consistent

consequences for behavior, and this leads to increased frequency of maladaptive behavior.

25.   RtI Tier 2-3 Intervention Data Sheets

This is a Response to Intervention (RtI) data sheet packet. This is useful for determining what interventions to use and whether or not they worked.

Teachers mark student name, date of meeting, teacher or teachers names for the classes the student misbehaves in. Teacher described behavior in as much detail as possible. The teacher collects data for 1 day and writes that down: intensity, duration, and intensity (arbitrary 1-10 scale). The same data are collected for 8 weeks.

The next sheets are a contact log for teacher and parents as week as well as least restrictive choices for interventions. The subsequent pages collect more restrictive options for intervention. For these more restrictive interventions, the final sheet can be used to write the intervention, start date, and if it was useful across 4 weeks. Also the teacher will mark if the intervention will continue past this data collection period.

This data sheet set is good to start an RtI Intervention for a student. These focus on behavior, but there are academic options available for interventions.

26.   Blank Calendar

This is a simple blank monthly calendar that can be used by students as just a calendar or to keep track of work/assignments/goals, etc.

27.   Good Job Chart

This is a useful 100 square reward chart. It can be used to help students understand how to achieve intermediate term goals.

The teacher marks the student's name on the chart. The teacher and student decide upon a reward for completing the 100 square chart. Based on a schedule, each time the student is on task/appropriate they get a box marked. When they reach 100 they are rewarded.

This is good for motivating students because they see where they are at. This data sheet can also be sent home with students to show parents intermediate term progress if the teacher desires. Alternately, the teacher can laminate the data sheet.

28. Simple Running Record of Behavior Data Sheet

This data sheet allows the teacher to keep a running tally on behavior of a student throughout a day.

The teacher marks the student's name and the date they collect the data. The teacher writes the session (which part of class or which classroom) and comment on all behaviors they observe. This can be used to identify both good and unwanted behaviors.

This is a good data sheet for taking lots of anecdotal behavioral data on a student in a day. It collects the data in one place for easy perusal later.

29. Classroom Behavior Record Data Sheet

This data sheet is a comprehensive behavioral data collection tool intended for very young students, but useful for many K-12 students.

The teacher writes the date, the time, the activity, and the student's name. They then annotate the behaviors observed using the code key on the top of the page. The also write what consequences for misbehavior were.

This data sheet is good for collecting broadly scoping data on behaviors because it gives an easy code that can be used. It also separates the misbehavior into categories that can be analyzed for patterns at a later time. This data sheet can be used to collect data on one student or on multiple students simultaneously.

30. A-B-C Data Sheet

This data sheet is a basic Antecedent – Behavior – Consequence sheet that facilitates plotting of data.

The teacher marks the student's name, the observer collecting data, and described the target behavior in as much detail as possible so data can be taken. The teacher or observer then marks the date and time of a behavior. They write what happened immediately before the behavior, the behavior itself, as well as the consequence.

On the second sheet the A-B-C Chart can be converted into a scatterplot format. The teacher marks the student's name, the observer collecting data, and described the target behavior in as much detail as possible so data can be taken. The teacher or observer then marks the time of each behavior y putting a tic mark in a box corresponding to the day of the week. this continues for 2 weeks for 10 data points (or use additional sheets for longer sampling).

This is a good data sheet because it lets behavior be put into an easy to graph form across time. It allows the teacher to see possible patterns in the time students misbehave. To plot this data can be complicated. The teacher can bin the times into 1 or 2 hour bins to make it easier. The data can be plotted by date for a given time block. And repeat for different times. Similarly, each day can be plotted across the times to see if there are specific times the behavior is more likely to occur.

31.   A-B-C Recording Data Sheet

This data sheet is a guided Antecedent – Behavior – Consequence chart. It allows both veteran or inexperiences teachers identify the A-B-C of behavior by asking simple, easy to answer questions about the behavior.

The teacher marks the student's name and the Date they filled out the form. They then answer the questions to the best of their ability.

This data sheet is good for determining antecedents and identifying inconsistencies in consequences for misbehavior. By answering questions honestly, teachers can identify gaps in their own management that may result in misbehavior. Barring that, it also helps identify potential antecedents that may not have been remembered without prompts.

32.   Student Self Assessment

This data sheet is meant to empower students to self reflect on their effort and behavior at school.

The teacher hands out the form and the student fills in their name and the date. The students fill out the form as honestly as they can. After the student hands the form in, the teacher can take a colored marker and circle what they see in class with regards to effort. Teachers can then invite students to discuss their effort and the teacher's observations to bring the two more in line.

This is a great tool to empower students and to build skills pertaining to self reflection. It is critical that the teacher not argue with students about their answers, but rather gently guide the student across weeks to be increasingly honest (providing no consequences for saying never will often put the students at ease and increase future honesty).

33.   Procrastination Data Sheet

This data sheet is intended to collect data for time off task in the classroom. It is useful for teachers to keep track of students that put off starting their work and instead engage in classroom disruption.

The teacher marks the student's name and their own name or the name the teacher in the classroom the student disturbs. The teacher marks the date, and activity (or subject). They mark if the student started their work on time. If no, then how many minuted the student delayed and how often the teacher prompted the student to get back to work. The teacher also described the behavior the student is employing to replace starting their assignment (roaming room, getting a drink, sharpening pencil, etc).

This data sheet is good for collecting data on students that procrastinate but do not always do the same thing to waste time. The data can be graphed by either plotting on time as yes = 1 and no = 0, plotting the number of minutes delayed, or plotting the number of prompts as a function of day.

Student:_____ pg.___

Objective:
Criteria:

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
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2	
3	
4	
5	

Date:

Trial	Comments
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Date:

Trial	Comments
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Date:

Trial	Comments
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Date:

Trial	Comments
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4	
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Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

10 Trial

Student:_____ Teacher:_____

Skill area:_____ Objective Numbers:_____ _____ _____ _____

Date:

Objective:																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Initiated: Terminated: # Days in Progress:

Date:

Objective:																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Initiated: Terminated: # Days in Progress:

Date:

Objective:																				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Initiated: Terminated: # Days in Progress:

Time by Frequency Data

Student:_____ Behavior:_____ Consequence:_____

Date:									
9:00									
9:15									
9:30									
9:45									
10:00									
10:15									
10:30									
10:45									
11:00									
11:15									
11:30									
11:45									
12:00									
12:15									
12:30									
12:45									
1:00									
1:15									
1:30									
1:45									
2:00									
2:15									
2:30									
2:45									
3:00									
3:15									
Total									

Standard Table

Student:_____ pg.___

Objective:
Criteria:

Self-Graphing Chart

Behavior:_____ Student:_____ Teacher:_____

25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Totals:

Date:

Self-Graphing Chart

	25																								
24																								
23																								
22																								
21																								
20																								
19																								
18																								
17																								
16																								
15																								
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12																								
11																								
10																								
9																								
8																								
7																								
6																								
5																								
4																								
3																								
2																								
1																								
Bonus																								
Total																								
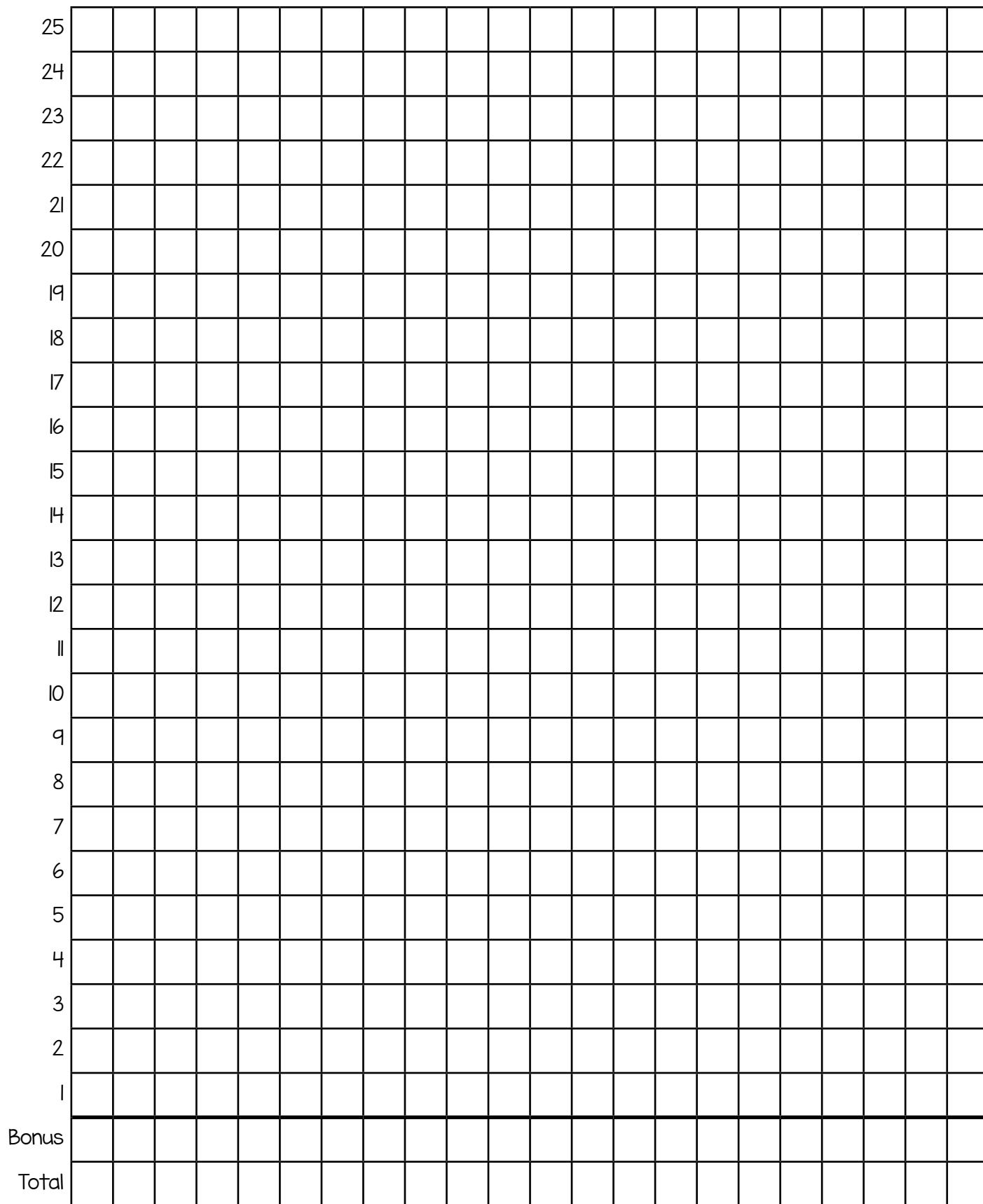
Response to Intervention Monitoring Graphs

Student:_____ Date:_____

Area of focus:_____

Intervention used:_____

Results:

Variable:_____
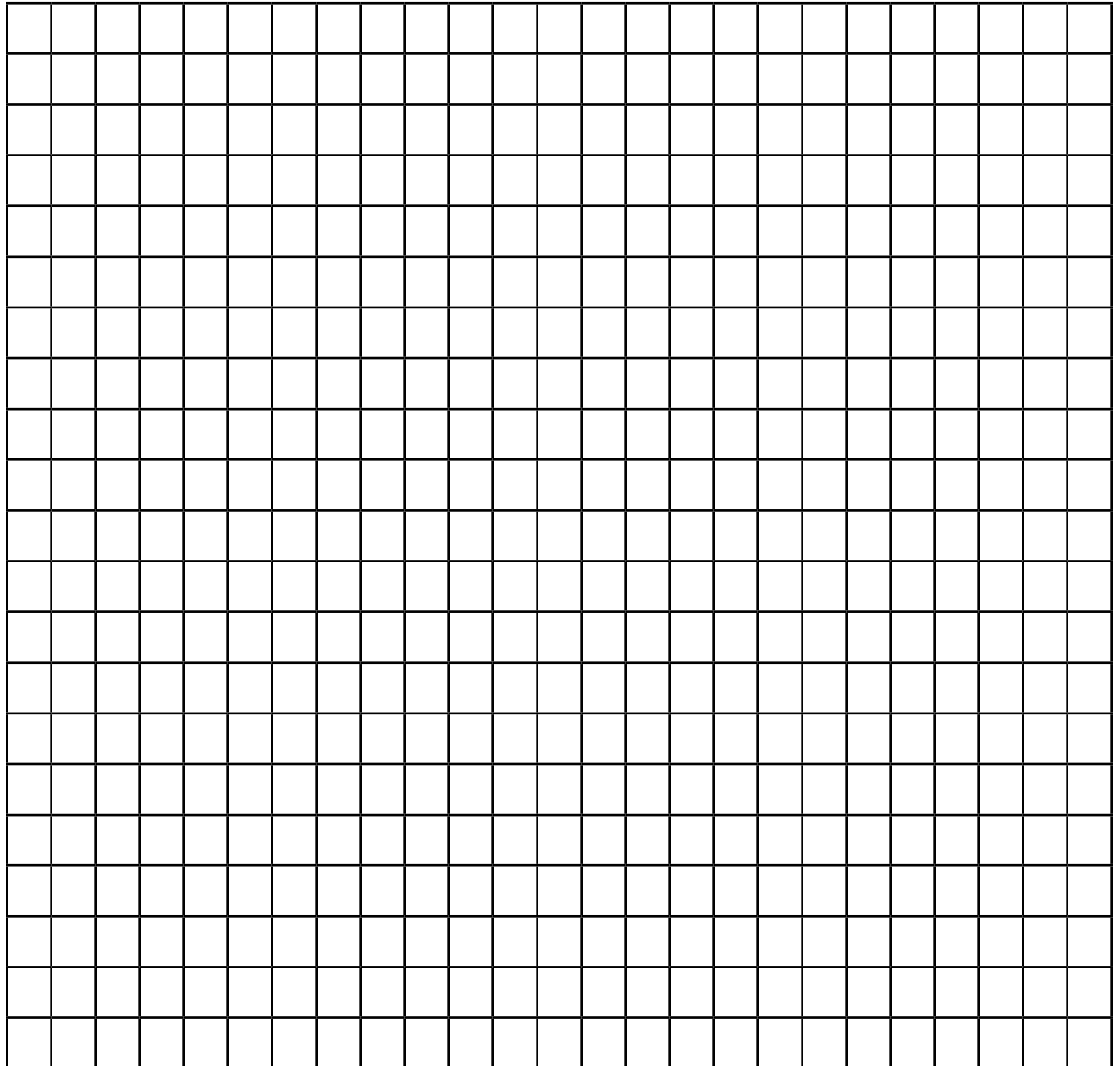
Variable:_____

Behavioral Plan

Student:_____ Date:_____

Describe the behavior in a measurable way: _____

_____

_____

_____

When is the behavior most likely to occur? _____

What currently occurs immediately before and after the behavior?

Before: _____

After: _____

Describe the modifications to the environment that will now be made in an attempt to prevent the behavior from occurring:

_____

_____

_____

When the behavior does occur, what will be the response of the staff and/or the consequence for the child?

_____

_____

_____

_____

This plan will be reviewed on: _____

Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:

Yes No	Yes No	Yes No	Yes No
Student:	Student:	Student:	Student:
Yes No	Yes No	Yes No	Yes No
Student:	Student:	Student:	Student:
Yes No	Yes No	Yes No	Yes No
Student:	Student:	Student:	Student:
Yes No	Yes No	Yes No	Yes No
Student:	Student:	Student:	Student:

Intervention Activities

Student:_____ Skill:_____

Date	Activity	Notes

Assessment Data

Student:_____ Skill:_____

Date	Assessment	Score	Notes

Progress Monitoring Notes

Date
Status –

Date
Status –

Date
Status –

Student:_____ Skill:_____

Strengths:

Weaknesses:

Skills needed to succeed:

Intervention skills:

Intervention	Who is providing intervention?	How often?	Assessments for Progress monitoring

Interval Recording

Student:_____ Date:_____ Interval:_____

Activity:_____ Observer:_____ Condition:_____

Interval	Behavior	Engaged (+ / −)	Prompt (+ / −)	Interval	Behavior	Engaged (+ / −)	Prompt (+ / −)
1				36			
2				37			
3				38			
4				39			
5				40			
6				41			
7				42			
8				43			
9				44			
10				45			
11				46			
12				47			
13				48			
14				49			
15				50			
16				51			
17				52			
18				53			
19				54			
20				55			
21				56			
22				57			
23				58			
24				59			
25				60			
26				61			
27				62			
28				63			
29				64			
30				65			
31				66			
32				67			
33				68			
34				69			
35				70			

Data by Number Account

Student:_____

Objective:
Criteria:
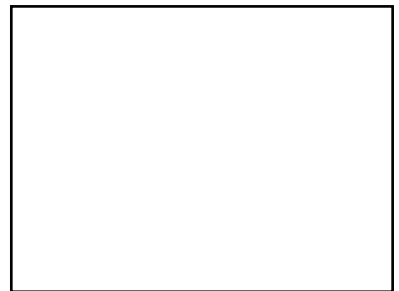
Date										
Obj.	20	20	20	20	20	20	20	20	20	20
	19	19	19	19	19	19	19	19	19	19
	18	18	18	18	18	18	18	18	18	18
	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	16	16	16	16	16	16
	15	15	15	15	15	15	15	15	15	15
	14	14	14	14	14	14	14	14	14	14
	13	13	13	13	13	13	13	13	13	13
	12	12	12	12	12	12	12	12	12	12
	11	11	11	11	11	11	11	11	11	11
	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0
Minutes										

I am working for

Student:

I am working for

Student:

Monthly Task Calendar

Student:_____

Month:			Year:			
S	M	T	W	H	F	S

Data with Trials

Student:

Goal:
1.
2.
3.
Criterion:

Date	Obj.	Activity	Data									Total	Comments

Total for objectives

Objective 1 _____   Objective 2 _____   Objective 3 _____

Student: _____ pg. ___

Objective:
Criteria:

Date	Controlling Prompt	Circle correct trials, X incorrect trials										Total
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/

Anecdotal Record Grid

Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____

Weekly Log

Student:_____   Day Box

Monday, _____

Tuesday, _____

Wednesday, _____

Thursday, _____

Friday, _____

General Activity Log

Student:_____ Program / Activity:_____

Date	Activity Description

A-B-C Functional Assement Observational Data Sheet

Student:_____ Setting:_____ Date(s):_____

Target Behavior:_____ Teacher / Parent:_____ Observer:_____

Time	Antecedents	Behavior	Consequences

Daily Behavior Rating Report Card:

Person Completing:_____

Student:_____ Date:_____

During the day, this student:	Seldom / Never		Sometimes	Most / All the Time	
1. Focused attention on school work during academic periods.	0	1	2	3	4
2. Finished assigned class work.	0	1	2	3	4
3. Remained in seat during academic periods.	0	1	2	3	4
4. Avoided calling out or inappropriate verbalizations (e.g., nonsense noises).	0	1	2	3	4
5. Avoided repetitive motor behaviors (e.g., table-tapping) or playing with objects.	0	1	2	3	4
6. Complied with reasonable adults requests.	0	1	2	3	4

Comments:_____

_____

Signature of Parent / Gaurdian:_____ Date:_____

. . . .

Person Completing:_____

Student:_____ Date:_____

During the day, this student:	Seldom / Never		Sometimes	Most / All the Time	
1. Focused attention on school work during academic periods.	0	1	2	3	4
2. Finished assigned class work.	0	1	2	3	4
3. Remained in seat during academic periods.	0	1	2	3	4
4. Avoided calling out or inappropriate verbalizations (e.g., nonsense noises).	0	1	2	3	4
5. Avoided repetitive motor behaviors (e.g., table-tapping) or playing with objects.	0	1	2	3	4
6. Complied with reasonable adults requests.	0	1	2	3	4

Comments:_____

_____

Signature of Parent / Gaurdian:_____ Date:_____

Behavioral Chart

0 = not often
1 = mostly
2 = always

Student:_____

Monday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Tuesday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Behavioral Chart

0 = not often
1 = mostly
2 = always

Student:_____

Wednesday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Thursday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Behavioral Chart

Student:_____

Friday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Notes:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Inclusion

Student:_____

Date	Classroom	Activity	Amount of Support	Focused on Lesson	Modified Activity	Behavior Issues
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no

A-B-C

Student:_____ Date:_____ Teacher(s):_____

Antecendent To Behavior	Behavior (Describe in a measurable way)	Consequence To Behavior

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Description of Behavior: _____

_____

_____

Baseline

Frequency:_____ Duration:_____

Intensity: 1   2   3   4   5   6   7   8   9   10

## Week 1	## Week 2

Week 1	Week 2
Frequency:_____ Duration:_____	Frequency:_____ Duration:_____
Intensity: 1 2 3 4 5 6 7 8 9 10	Intensity: 1 2 3 4 5 6 7 8 9 10

## Week 3	## Week 4
Frequency:_____ Duration:_____	Frequency:_____ Duration:_____
Intensity: 1 2 3 4 5 6 7 8 9 10	Intensity: 1 2 3 4 5 6 7 8 9 10

## Week 5	## Week 6
Frequency:_____ Duration:_____	Frequency:_____ Duration:_____
Intensity: 1 2 3 4 5 6 7 8 9 10	Intensity: 1 2 3 4 5 6 7 8 9 10

## Week 7	## Week 8
Frequency:_____ Duration:_____	Frequency:_____ Duration:_____
Intensity: 1 2 3 4 5 6 7 8 9 10	Intensity: 1 2 3 4 5 6 7 8 9 10

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Date	Method	Topic	Response
	Phone Email In-Person		
	Phone Email In-Person		
	Phone Email In-Person		
	Phone Email In-Person		

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N
Behavior Chart						
Daily Note Home (w/ Parent signature)						
Behavior Contract						
Positive Reinforcement: Description & Frequency						

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N
Visual Signals						
Timer						
Fidget						
Textured/Ball Seat						
Carpet Square / Define Sitting Area						
Designated Spot in Line						
Positive Peer Modeling						
Mentoring / Working with Lower Grades						
Saftey Patrol						
Adult / Community Mentor						
Special Class Job						
Team Building						
Daily Brain Breaks						
Phyiscal Brain Breaks						
Nonphysical Brain Breaks						

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N
Visual Schedule						
Preferential Seating (location)						
Academic Support						
Chunk Assignments						
Individualized Instruction						
Redo Assignment / Retake Tests						
Reduced Assignments						
Extended Time						
Daily Planner Checks						
Copy of Planner Entry (student staples to planner)						
Study Guide						
Unit Outline (support for note taking)						
Color Coded / Labeled Organization System						
Weekly Desk / Backpack Organization Support						

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N

Blank Calendar

Student:_____

Month:				Year:		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Good Job Chart

Student:_____

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Good Job Chart

Student:_____

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Running Record

Student:_____ Date:_____

Session	Comments	Session	Comments

Classroom Behavior Record

P = Physical	V = Verbal	D = Destructive	N = Non-Compliance	R = Running Away	Consequence
1 – Hitting	1 – Screaming / Yelling	1 – Throwing	1 – Not Working	1 – In classroom	1 – Ignore
2 – Kicking	2 – Tantrum (length)	2 – Ripping	2 – Out of Seat	2 – Out of class	2 – Teacher gesture
3 – Stratching	3 – Crying / Whining	3 – Breaking	3 – Sitting / Laying on Floor	3 – Out of school	3 – Verbal Prompt
4 – Biting	4 – Making noise	4 –	4 – Refusal to cooperate	4 –	4 – Physical Guidance
5 –	5 – Talking Out	5 –	5 –	5 –	5 – Loose a star
6 –	6 – Teasing		6 –		6 – Time out
	7 – Bad Language				7 – Physical Restraint
	8 –				8 –
	9 –				9 –

Date	Time	Activity	Student	Behaviors	Consequences

A-B-C Data Sheet

Student:_____ Observer:_____

Target Behavior:_____

_____

_____

Date	Time	Antecedent	Behavior	Consequence

A-B-C Data Sheet – Scatterplot

Student:_____ Observer:_____

Target Behavior:_____

_____

_____

	M	T	W	H	F	Sa	Su	M	T	W	H	F	Sa	Su
6 am														
7 am														
8 am														
9 am														
10 am														
11 am														
12 pm														
1 pm														
2 pm														
3 pm														
4 pm														
5 pm														
6 pm														
7 pm														
8 pm														
9 pm														
10 pm														

A-B-C Recording Sheet

Student:_____ Date:_____

Date / Time	Pre-Condition or Antecendent (what happened before the behavior)	What behavior occurred and a description of what you saw & heard.	Your actions or consequences (describe what you did and for how long)
Date: Start Time: End Time:	Where were you and student? What were they doing / saying before the behavior? What were you doing / saying before the behavior?	What did they do? What did they say?	What did you do? What did you say?
Date: Start Time: End Time:	Where were you and student? What were they doing / saying before the behavior? What were you doing / saying before the behavior?	What did they do? What did they say?	What did you do? What did you say?
Date: Start Time: End Time:	Where were you and student? What were they doing / saying before the behavior? What were you doing / saying before the behavior?	What did they do? What did they say?	What did you do? What did you say?

Student:_____

Date:_____

	always sometimes never
I listen when the teacher (or speaker) is talking.	👍 ✋ 👎
I follow directions the first time they are given.	👍 ✋ 👎
I am polite and respectful to students and adults.	👍 ✋ 👎
I ask for help when I don't understand.	👍 ✋ 👎
I raise my hand to answer questions in class.	👍 ✋ 👎
I take my time and do my best work.	👍 ✋ 👎
My work is neat and I use my best handwriting.	👍 ✋ 👎
I finish my work on time.	👍 ✋ 👎

	always sometimes never
I am kind to other students during class and lunch / recess.	👍 ✋ 👎
I walk quietly in a straight line.	👍 ✋ 👎
I eat all of my lunch.	👍 ✋ 👎
I keep my desk clean and organized.	👍 ✋ 👎
I practice my sight words at home.	👍 ✋ 👎
I read at home.	👍 ✋ 👎

Write about one area you would like to improve.

_____
_____
_____

Procrastination Data Sheet

Student:_____ Teacher:_____

Date	Activity	On Time	# of Minutes Delayed	# of Prompts	Avoidance Behavior
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			