A-B-C Recording Directions

Purpose
The purpose of this type of data collection is to assist the student's team in analyzing behavioral difficulties he/she is experiencing. The procedure for data recording is to simply record behavior problems and/or significant behavioral difficulties experienced by the student.

First
Briefly describe the behavior. State what observable actions the target student exhibited.

Second
Describe what happened just before the behavior. Of interest are all environmental events that may effect his actions. This includes directions given by the teacher, interactions with peers, and classroom activity.

Third
Describe what happened after the behavior. Include the teacher's response and any response by peers.

If it is felt that some consequence other than the observable activity in the classroom is maintaining the problem behavior, feel free to record that in the consequences column. Do not record this in place of the observable consequences. Instead, rather add it in addition to observational data.

A-B-C Recording Data Sheet

Student _____

Description of target behaviors

_____

_____

_____

Date	Time	Antecedent	Behavior	Consequences

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Duration Recording Data Sheet

Student Name _____ Observer _____

Location _____

Target behavior _____

Behavior Initiated _____   Behavior Terminated _____

Date	Recording Initiated	Recording Terminated	Response Initiated	Response Terminated	Duration

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Frequency Recording Data Sheet

Student Name _____ Observer _____

Location _____

Target Behavior _____

Date	Start Time	Stop Time	Tally of Occurrences	Total	Rate

Interval Recording Data Sheet

Student Name:_____ Observer: _____

Environment: _____ Date: _____

Target Behavior:_____

Start time: _____ Stop time:_____

Mark a "+" in the interval if the target behavior occurred; mark a "-" in the interval if it did not occur.

_____minute observation period   _____ second intervals

Target Student

Total number of intervals   _____
Intervals target behavior occurred   _____
Percentage of intervals behavior occurred   _____
Intervals target behavior did not occur   _____
Percentage of interval behavior did not occur   _____

Random Peers

Total number of intervals   _____
Intervals target behavior occurred   _____
Percentage of intervals behavior occurred   _____
Intervals target behavior did not occur   _____
Percentage of interval behavior did not occur   _____

Target Student

Total number of intervals   _____
Intervals target behavior occurred   _____
Percentage of intervals behavior occurred   _____
Intervals target behavior did not occur   _____
Percentage of interval behavior did not occur   _____

References

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Links to Sites of Interest

Center on Positive Behavioral Interventions and Support
http://www.pbis.org

On-line Academy for Positive Behavioral Support
http://onlineacademy.org/

Journal of Positive Behavior Interventions
http://www.catchword.com/titles/10983007.htm

Center for Evidence-based Practice: Young Children with Challenging Behavior
http://www.challengingbehavior.org

Council for Exceptional Children
http://www.cec.sped.org

National Information Center for Children with Disabilities
http://www.nichcy.org

National Information Center for Children & Youth with Disabilities
http://www.ideapractices.org

IDEA Partnerships
http://www.ideapractices.org

State and Local Implementation of IDEA 1997
http://sli-idea.air-dc.org/

The Center for Effective Collaboration and Practice
http://cecp.air.org

US Department of Justice – Safe Schools
http://ojjdp.ncjrs.org/safefutures/index.html

National Association of School Psychologists
http://naspweb.org/NEAT/

Center for the Study and Prevention of Violence
http://www.Colorado.EDU/cspv/blueprints/

Beach Center of Disability
www.beachcenter.org

Rehabilitation Research and Training Center on Positive Behavior Support
www.rrtcpbs.org

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Stone Soup Group
www.stonesoupgroup.org

Indiana Resource Center for autism
www.iidc.indiana.edu/~irca

Autism Research Center. University of California at Santa Barbara
www.education .ucsb.edu/autism/