

How Many Times Count Chart

Student: _____

Class or Time Period: _____

Describe behavior being monitored: _____

Cross out a number each time the behavior occurs on that day or during the particular class or time period.

25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0

Dates: _____

ABC Observation Form

Student Name (D.O.B.): _____ School / Building: _____

Date	Time	Antecedent What was happening before the behavior occurred?	Behavior	Consequence What happened after?

NOTES :

ABC Checklist

Student Name (D.O.B.): _____ School / Building: _____

Date	Time	Antecedent What was happening before the behavior occurred?	Behavior	Consequence What happened after?	Duration How long did the behavior last?	Intensity
		<input type="checkbox"/> Alone <input type="checkbox"/> With peers <input type="checkbox"/> Riding in bus/van <input type="checkbox"/> Preparing for outing <input type="checkbox"/> Just ending an activity <input type="checkbox"/> Participating in group <input type="checkbox"/> Asked to do something <input type="checkbox"/> Asked/told "not to" <input type="checkbox"/> Transitioning <input type="checkbox"/> Working on academics (which one(s)? _____) <input type="checkbox"/> At recess <input type="checkbox"/> Being ignored <input type="checkbox"/> At lunch <input type="checkbox"/> Given a warning <input type="checkbox"/> About to begin new activity <input type="checkbox"/> OTHER (describe)	<input type="checkbox"/> Refusing to follow instructions <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Hurting self <input type="checkbox"/> Destroying property <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Biting <input type="checkbox"/> Throwing <input type="checkbox"/> Kicking <input type="checkbox"/> Running away <input type="checkbox"/> Grabbing/pulling <input type="checkbox"/> Crying Loudly <input type="checkbox"/> OTHER (describe)	<input type="checkbox"/> Student ignored <input type="checkbox"/> Used proximity control <input type="checkbox"/> Gave a nonverbal cue <input type="checkbox"/> Gave a verbal warning <input type="checkbox"/> Changed assignment <input type="checkbox"/> Redirected <input type="checkbox"/> Student lost privilege <input type="checkbox"/> Sent to office <input type="checkbox"/> Suspended <input type="checkbox"/> Gave detention <input type="checkbox"/> Gave a time out <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Physical escort <input type="checkbox"/> Physical management <input type="checkbox"/> OTHER	<input type="checkbox"/> <1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-30 min. <input type="checkbox"/> 1/2 – 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours	1 LOW 2 3 4 5 HIGH

NOTES :

Date	Time	Antecedent What was happening before the behavior occurred?	Behavior	Consequence What happened after?	Duration How long did the behavior last?	Intensity
		<input type="checkbox"/> Alone <input type="checkbox"/> With peers <input type="checkbox"/> Riding in bus/van <input type="checkbox"/> Preparing for outing <input type="checkbox"/> Just ending an activity <input type="checkbox"/> Participating in group <input type="checkbox"/> Asked to do something <input type="checkbox"/> Asked/told "not to" <input type="checkbox"/> Transitioning <input type="checkbox"/> Working on academics (which one(s)? _____) <input type="checkbox"/> At recess <input type="checkbox"/> Being ignored <input type="checkbox"/> At lunch <input type="checkbox"/> Given a warning <input type="checkbox"/> About to begin new activity <input type="checkbox"/> OTHER (describe)	<input type="checkbox"/> Refusing to follow instructions <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Hurting self <input type="checkbox"/> Destroying property <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Biting <input type="checkbox"/> Throwing <input type="checkbox"/> Kicking <input type="checkbox"/> Running away <input type="checkbox"/> Grabbing/pulling <input type="checkbox"/> Crying Loudly <input type="checkbox"/> OTHER (describe)	<input type="checkbox"/> Student ignored <input type="checkbox"/> Used proximity control <input type="checkbox"/> Gave a nonverbal cue <input type="checkbox"/> Gave a verbal warning <input type="checkbox"/> Changed assignment <input type="checkbox"/> Redirected <input type="checkbox"/> Student lost privilege <input type="checkbox"/> Sent to office <input type="checkbox"/> Suspended <input type="checkbox"/> Gave detention <input type="checkbox"/> Gave a time out <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Physical escort <input type="checkbox"/> Physical management <input type="checkbox"/> OTHER	<input type="checkbox"/> <1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-30 min. <input type="checkbox"/> 1/2 – 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours	1 LOW 2 3 4 5 HIGH

NOTES :

ABC Form: Duration / Intensity

Student Name (D.O.B.): _____ School / Building: _____

Date	Time	Antecedent What was happening before the behavior occurred?	Behavior	Consequence What happened after?	Duration How long did the behavior last?	Intensity
					<input type="checkbox"/> <1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-30 min. <input type="checkbox"/> 1/2 - 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours	1 LOW 2 3 4 5 HIGH

NOTES :

Date	Time	Antecedent What was happening before the behavior occurred?	Behavior	Consequence What happened after?	Duration How long did the behavior last?	Intensity
					<input type="checkbox"/> <1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-30 min. <input type="checkbox"/> 1/2 - 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours	1 LOW 2 3 4 5 HIGH

NOTES :

						13						14						15

						16						17						18

						19						20						21

						22						23						24

						25

Classroom Observation Record

Student _____ Observer _____
 Grade _____ School _____ Date _____ AM PM
 Class Size _____ Teacher _____ Total Time Observed _____

Reason for Observation?

Classroom Activity / Explicit Rules in Effect? #Requests #Compliance

Description of Observation Techniques:

Interval ___ second intervals
 ___ minute intervals

Time Sample

Event Count

Duration

Latency

___ Second/Minute Class Scans

For the Following:

O=on task

P=passive off-task

V=verbal off-task

Ph=physical off-task

L=large group

S=small group

1:1=1:1

I=independent

F=free time

To Pupil

A+ = +attention

A- = -attention

Ao = no attention

An = neutral attention

Time	Student	Comparison	Class Scan	Anecdotal Notes
1				
2				
3				
4				
5				

6				
7				
8				
9				
10				
11				
12				
13				
14				

Reliability Data Collected? Yes No _____%agreement

RESULTS: **Student Comparison**
 %off task _____ _____
 %off verbal _____ _____
 %off passive _____ _____
 %off physical _____ _____
 Event Count # _____ _____
 Duration Avg. _____
 Latency Avg. _____

NOTES:

Duration Recording Form



Student: _____ Observer: _____

Setting: _____ School: _____

Target Behavior: _____

Definition: _____

Date	Time Begin						Total Duration
	Time End						
Date	Time Begin						Total Duration
	Time End						
Date	Time Begin						Total Duration
	Time End						
Date	Time Begin						Total Duration
	Time End						
Date	Time Begin						Total Duration
	Time End						

Event Recording Form



Student: _____ Observer: _____

Setting: _____ School: _____

Target Behavior: _____

Definition: _____

Date	Time Begin		Total Frequency	Total Time
	Time End		Rating (Frequency/Time)	
Date	Time Begin		Total Frequency	Total Time
	Time End		Rating (Frequency/Time)	
Date	Time Begin		Total Frequency	Total Time
	Time End		Rating (Frequency/Time)	
Date	Time Begin		Total Frequency	Total Time
	Time End		Rating (Frequency/Time)	
Date	Time Begin		Total Frequency	Total Time
	Time End		Rating (Frequency/Time)	

Instructional Data Collection

You may wish to use a simple data collection system to track your child's progress on targeted skills. On the following pages there are sample data sheets that may be used to track children's skill progress. Use the format that will be most efficient for you.

Once you have collected and summarize data, it is helpful to graph the results so that you can see that your child is making progress. Graph paper with four or five squares to the inch may be used to construct simple graphs to display the child's performance on particular behaviors or skills that have been observed and recorded on the data collection forms. The horizontal lines on the graph represent the unit of measure that is being used for the targeted behavior or skill. The appropriate label to place beside the vertical axis will thus depend on what is being observed and measured. Based on the types of measures that have been discussed, the following units of measure may be appropriate:

- The number of certain events that occur during the day.
- The percentage of times the behavior occurs independently or unprompted
- The total or average duration of the behavior (in minutes or seconds).
- The number (or percentage) of steps in the task analysis or routine independently completed.

After the appropriate unit of measure is written on the side of the chart, each horizontal line will be given a numerical value so that the entire possible range of performance levels can be recorded on the graph. For example, a behavior that is likely to occur no more than ten times during a day would require the horizontal lines to be numbered from 1 to at least 10. Similarly, the percentage of times a child may perform a skill independently may be as much as 100%.

Under the bottom horizontal line on the graph, the word *sessions* or days is written and each of the ascending vertical lines represents a session or day and should be labeled beneath accordingly.

At the conclusion of an intervention session, the interventionist transcribes the summary of data collected on the data form to a corresponding graph by using a pencil to place a dot at the intersection of the current day line (vertical line) and the unit of measure line (horizontal line). As each dot is placed, a straight line is drawn between it and the previous dot. If the previous dot was on the preceding day, obviously, this will be only a short line. However, if several days have passed since data were collected, the days that were missed will have nothing marked on them and the line will go from the present data point to the last previous data point.

Day _____

Observer _____

Word Use Data

1. Open

<i>context</i>	<i># times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Up

<i>context</i>	<i># times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. No

<i>context</i>	<i># times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. More

<i>context</i>	<i># times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Prompts: M= model MA= Mand or Question I= independent

-

Data Summary

1. Open

_____/____ opportunities performed independent x 100 = ____% independent

2. Up

_____/____ opportunities performed independent x 100 = ____% independent

3. No

_____/____ opportunities performed independent x 100 = ____% independent

4. More

_____/____ opportunities performed independent x 100 = ____% independent

Day _____

Observer _____

Play Skills

1. Turn-Taking

2. Put toys away

<i>context</i>	<i># times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<i>context</i>	<i># times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Prompts: I = independent V = verbal P = Physical prompt F = Full Assist

Data Summary:

1. Turn-taking

total # times turns taken by child independent _____ / total # of times turns taken independent + prompted turns = _____ X 100 = _____% of turns taken independent

2. Put toys away

total # times independent _____ / total # of opportunities = _____ X 100 = _____ % independent

Day _____

Observer _____

Eating Skills

1. Time at Table

2. Cup drinking

<i>context</i>	<i>time</i>
_____	_____
_____	_____
_____	_____

<i>context</i>	<i>#times</i>	<i>prompt</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Prompts: I = independent V = verbal P = Physical prompt F= Full Assist

Data Summary:

1. Time at table

Average amount of time at table (sum of all the time/ number of times at table) _____ mins.

2. Cup drinking

_____ number of times cup held without prompts/ _____ total number of times of drinking
= _____ X100= _____ % times independent

Latency Recording Form



Student: _____ Observer: _____

Setting: _____ School: _____

Target Behavior: _____

Stimulus Cue: _____ Behavior Starts: _____

Date	Time Begin						Total Latency
	Time End						Average Latency
Date	Time Begin						Total Latency
	Time End						Average Latency
Date	Time Begin						Total Latency
	Time End						Average Latency
Date	Time Begin						Total Latency
	Time End						Average Latency
Date	Time Begin						Total Latency
	Time End						Average Latency

SPE – 521 Stichter
Task Analysis

Student Name: Sparky

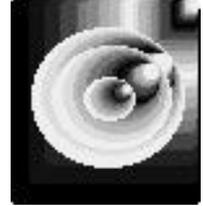
Objective: After each meal, Sparky will wash his hands independently.

Task Step	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1. Sparky will turn the cold water handle one turn.	1	1	1	1	1	1	1	1
2. Sparky will turn the warm water handle one turn.	1	1	1	1	1	1	1	1
3. Sparky will put both hands completely under the water stream.	1	1	2	3	2	3	2	2
4. Sparky will turn his hands over once under the water stream.	1	1	1	2	1	2	1	1
5. Sparky will put one hand under the soap dispenser.	1	2	2	3	3	3	3	3
6. Sparky will push the soap dispenser with his other hand.	2	2	2	2	3	3	3	3
7. Sparky will rub the soap over both hands.	1	1	1	1	2	2	2	2
8. Sparky will place both hands under water stream.	2	2	3	3	3	3	3	3
9. Sparky will rub both hands under stream.	1	1	1	1	2	2	2	3
10. Sparky will turn hands over under stream.	1	1	2	1	2	2	1	2
11. Sparky will turn off the hot water handle.	1	1	1	1	1	1	1	1
12. Sparky will turn off the cold water handle.	1	1	1	1	1	1	1	1
13. Sparky will get towel.	2	3	3	3	3	3	3	3
14. Sparky will dry hands with towel.	1	1	2	3	2	1	3	2
Points earned	17	19	23	26	27	27	27	28
Points possible	42	42	42	42	42	42	42	42
Percentage of independence	40%	45%	54%	62%	64%	64%	64%	66%

Key:

3 = independent 2 = verbal 1 = total physical

Time Sampling Form



Student: _____ Observer: _____

Setting: _____ School: _____

Target Behavior(1): _____

Definition (1): _____

Target Behavior(2): _____

Definition (2): _____

Target Behavior(3): _____

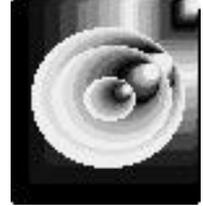
Definition (3): _____

Length of Sampling Unit: _____ Second Student: _____

Student												
Date											Total Samples	
Time Begin											Number of (1)	% of Samples (1)
Time End											Number of (2)	% of Samples (2)
											Number of (3)	% of Samples (3)

Student												
Date											Total Samples	
Time Begin											Number of (1)	% of Samples (1)
Time End											Number of (2)	% of Samples (2)
											Number of (3)	% of Samples (3)

Time Sampling Form 1



Student: Joyce Observer: _____

Setting: Math Class School: _____

Target Behavior(1): + On-task

Definition (1): Eyes directed at written task

Target Behavior(2): H Help or direction from teacher

Definition (2): Seeking/receiving help

Target Behavior(3): - Off-task

Definition (3): Eyes not on written task

Length of Sampling Unit: 30 seconds Second Student: none

Student		Joyce												
Date												Total Samples		
Time Begin													Number of (1)	% of Samples (1)
10:30:00													Number of (2)	% of Samples (2)
Time End													Number of (3)	% of Samples (3)
10:34:00														

Student														
Date												Total Samples		
Time Begin													Number of (1)	% of Samples (1)
Time End													Number of (2)	% of Samples (2)
													Number of (3)	% of Samples (3)

Time Sampling Form 1



Student: Joyce Observer: _____

Setting: Math Class School: _____

Target Behavior(1): + On-task

Definition (1): Eyes directed at written task

Target Behavior(2): H Help or direction from teacher

Definition (2): Seeking/receiving help

Target Behavior(3): - Off-task

Definition (3): Eyes not on written task

Length of Sampling Unit: 30 seconds Second Student: none

Student <u>Joyce</u>												
Date											Total Samples	
Time Begin 10:30:00												Number of (1) % of Samples (1)
Time End 10:34:00												Number of (2) % of Samples (2)
												Number of (3) % of Samples (3)

Student												
Date											Total Samples	
Time Begin												Number of (1) % of Samples (1)
Time End												Number of (2) % of Samples (2)
												Number of (3) % of Samples (3)

