

ABC Behavior Data & Graphing

Stop guessing. Let
your ABC data show
you what's really
happening.

Auto Graphing

Perfect for FBA

SCROLL
to take a look inside!

The
Responsive
Educator

Collecting ABC Data but Still Feeling Stuck?

When Behavior Data Isn't Giving You Clear Answers

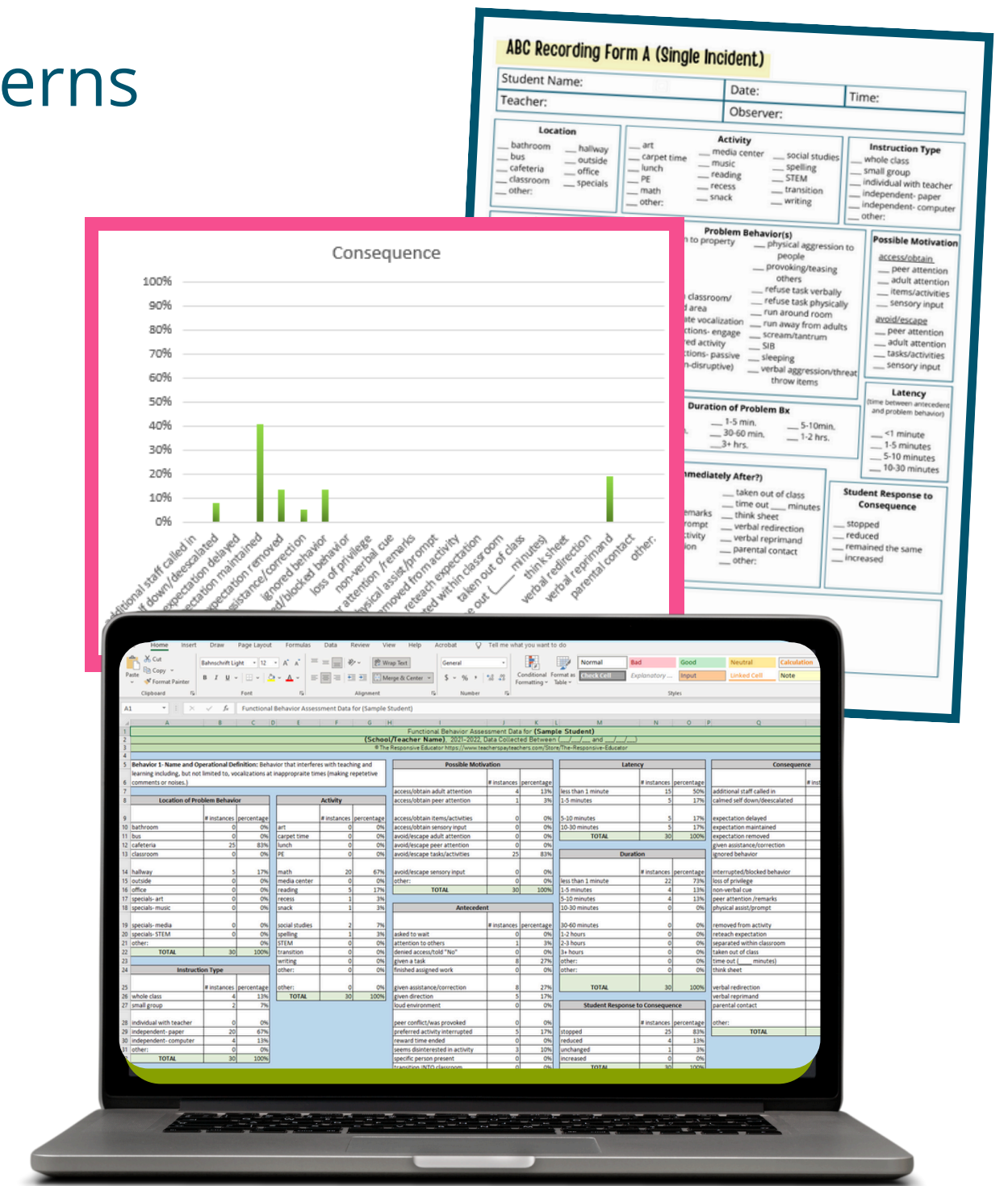
- You have ABC forms and behavior notes, but patterns are hard to see
- You're unsure which behaviors should be the focus of support
- You need data for meetings, but it's difficult to explain what's happening
- You don't have time to manually sort and graph behavior information

This resource was created to help teachers move from raw data to clear, usable information.

Turn ABC Data Into Actionable Behavior Insights

Designed for Real FBA and IEP Decision-Making

- ✓ Identify likely function of behavior using clear data patterns
- ✓ Automatically generate graphs for FBA documentation
- ✓ Use behavior trends to guide intervention planning and goals
- ✓ Bring clear, defensible data to IEP and team meetings
- ✓ Provide documentation when requesting evaluations or supports
- ✓ Share easy-to-understand graphs with families and outside providers



Who Needs ABC Data & Graphing?

- ✓ Educators completing or supporting FBAs
- ✓ Case managers preparing for eligibility or manifestation meetings
- ✓ Behavior teams needing function-based decisions

No More:

- ★ drowning in incident forms, behavior write-ups, or ODRs
- ★ difficulty seeing patterns across settings or activities
- ★ debating function without clear visual data to support it

What's Included?

- ✓ Individual Behavior Incident Checklist
 - *Print & Digital*
 - *Color & B/W*
- ✓ Summary counting spreadsheet
- ✓ Target behavior analysis spreadsheets (up to 3 behaviors)
- ✓ Auto-updating graphs for each ABC category

Step 1: Document Behavior Incidents

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➤ Use the checklist to collect consistent, detailed data on each behavior incident

➤ Quick checkboxes make it easy to complete during busy school days.

➤ Collecting the same information each time allows clear patterns to emerge in the graphs.

➤ Complete only the sections that make sense for your student and setting.

ABC Recording Form A (Single Incident)

Student Name: _____ Date: _____ Time: _____

Teacher: _____ Observer: _____

Location

☐ bathroom ☐ hallway ☐ art ☐ media center ☐ social studies

☐ bus ☐ outside ☐ carpet time ☐ music ☐ spelling

☐ cafeteria ☐ office ☐ lunch ☐ reading ☐ STEM

☐ classroom ☐ specials ☐ PE ☐ recess ☐ transition

☐ other: _____ ☐ math ☐ snack ☐ writing

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 ☐ crying ☐ disrobe ☐ disruption ☐ elope from classroom/ assigned area ☐ inappropriate vocalization ☐ ignore directions- engage in preferred activity ☐ ignore directions- passive ☐ off-task (non-disruptive) ☐ 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 ☐ taken out of class ☐ adult attention ☐ non-verbal cue ☐ time out _____ min ☐ 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

Notes

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Teacher: _____ Observer: _____

Location

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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

Student Response to Consequence

☐ stopped ☐ reduced ☐ remained the same ☐ increased

Notes

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★ Print & Digital

★ Color & B/W

Closer look at Individual 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
☐ 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
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Instruction Type

☐ whole class
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Antecedent

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☐ 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
☐ climbing
☐ crying
☐ disrobe
☐ disruption
☐ elope from classroom/ assigned area
☐ inappropriate vocalization
☐ ignore directions- engage in preferred activity
☐ ignore directions- passive
☐ off-task (non-disruptive)
☐ other: _____

☐ physical aggression to people
☐ provoking/teasing others
☐ refuse task verbally
☐ refuse task physically
☐ run around room
☐ run away from adults
☐ scream/tantrum
☐ SIB
☐ sleeping
☐ verbal aggression/threat
☐ throw items

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.

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
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☐ 5-10 minutes
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Consequence (What Happened Immediately After?)

☐ additional staff support
☐ adult attention
☐ calmed/deescalated
☐ expectation delayed
☐ expectation maintained
☐ expectation removed
☐ ignored behavior
☐ interrupted/blocked

☐ loss of privilege
☐ non-verbal cue
☐ peer attention/remarks
☐ physical assist/prompt
☐ removed from activity
☐ reteach expectation
☐ separated within classroom

☐ taken out of class
☐ time out _____ minutes
☐ think sheet
☐ verbal redirection
☐ verbal reprimand
☐ parental contact
☐ other: _____

Student Response to Consequence

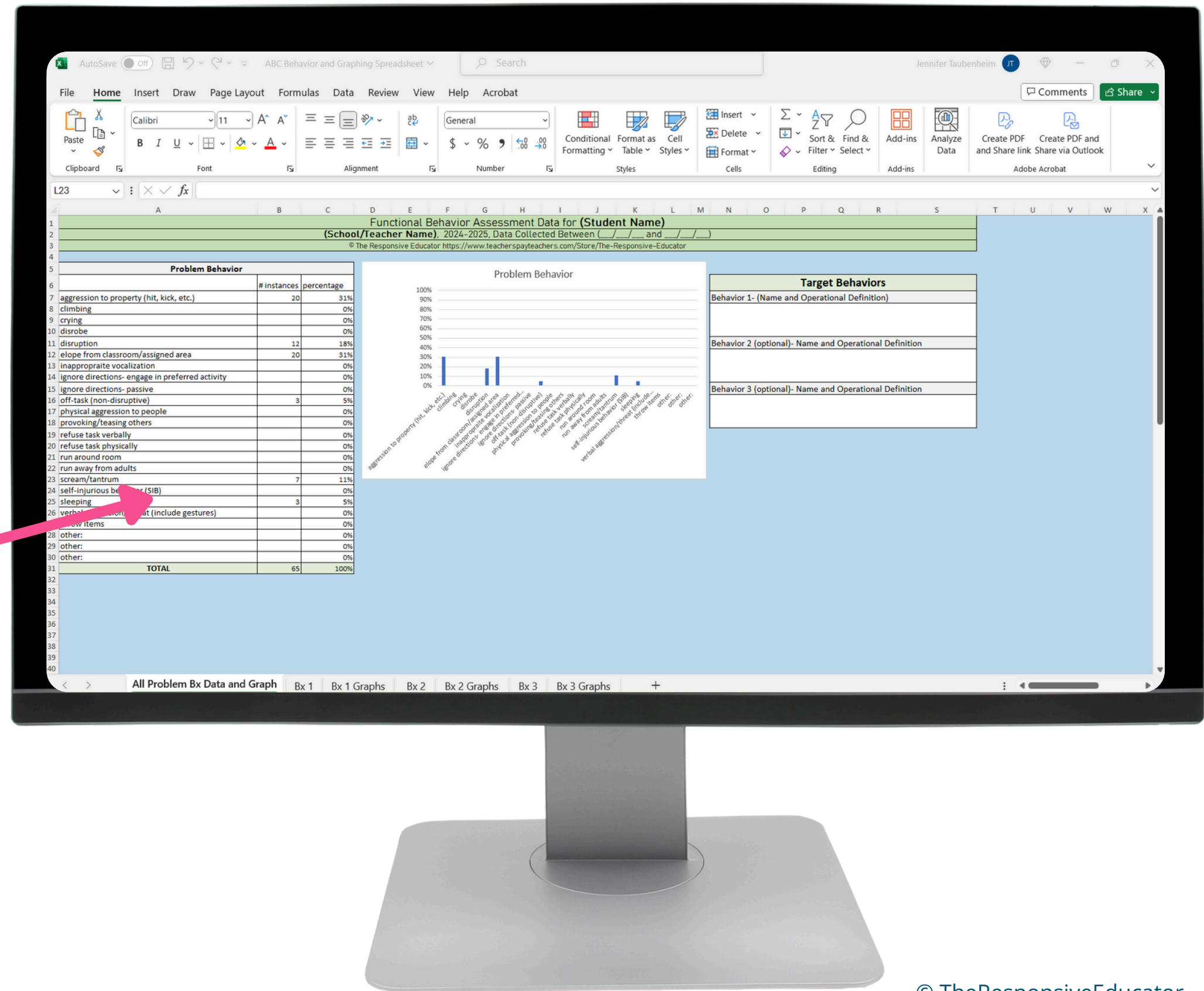
☐ stopped
☐ reduced
☐ remained the same
☐ increased

Notes

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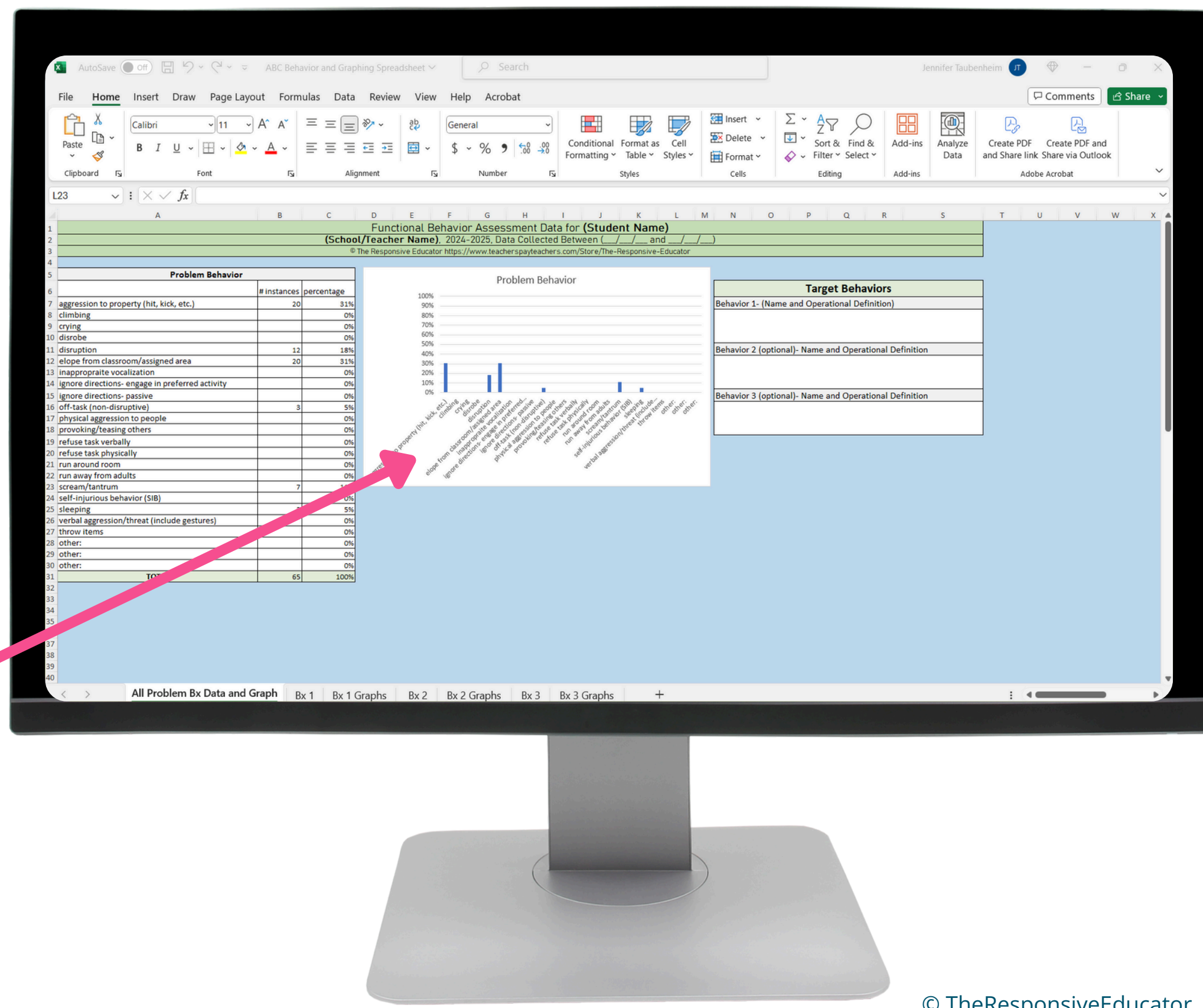
Step 2A: Count All Problem Behaviors

- Count every problem behavior across all incidents
- If more than one behavior occurred during one incident, count both
- Enter the totals into the summary spreadsheet
- Aim for at least 2 weeks of data; more is better

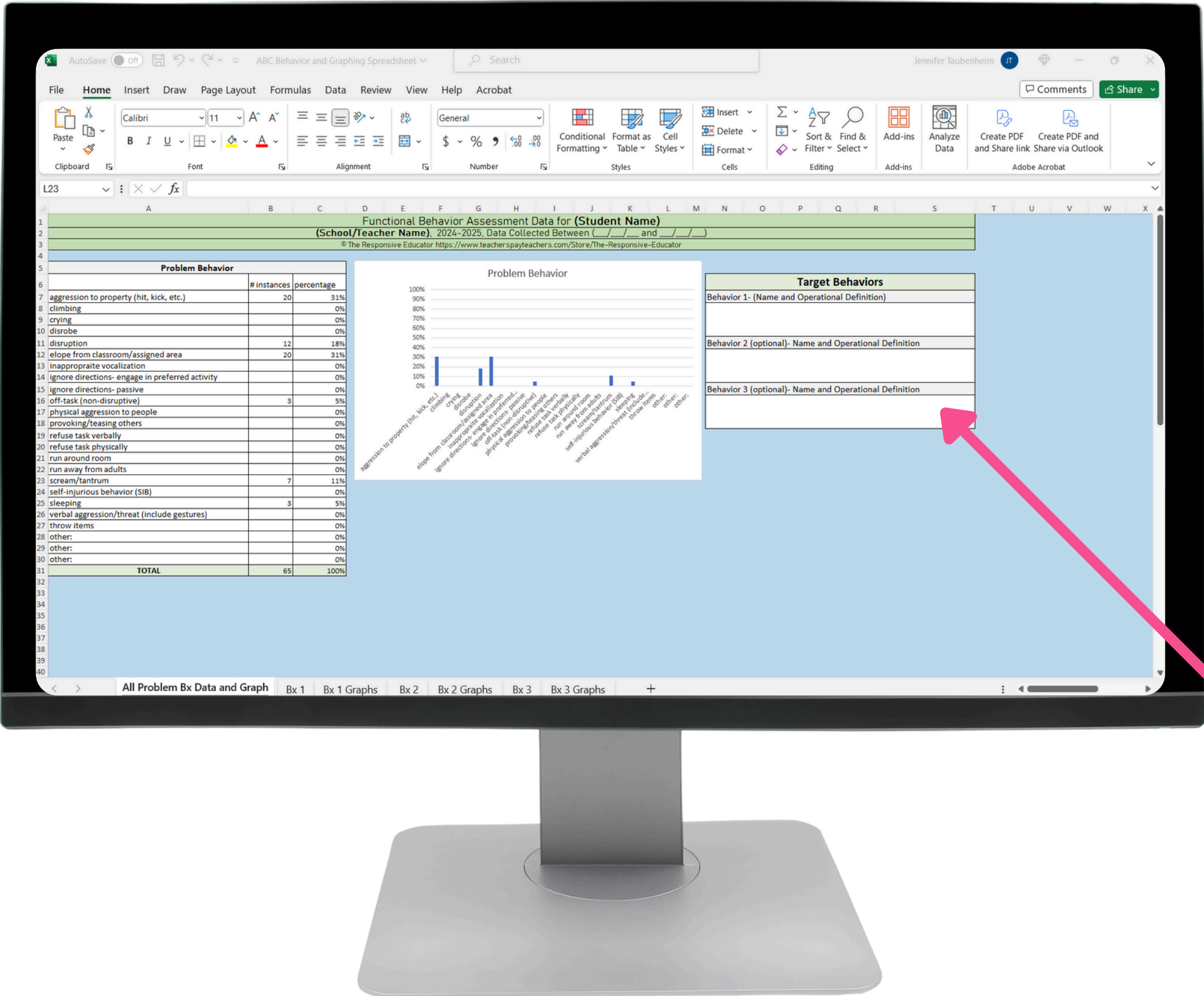


Step 2B: See Which Behaviors Occur Most Often

- The spreadsheet automatically graphs overall behavior frequency
- This shows which behaviors happen most often across time
- This will give you a **summary graph** of all entered problem behaviors.
- Use this graph to guide your choice of 1-3 target behaviors



Step 2C: Choose Target Behaviors for Deeper Analysis



- Select 1-3 behaviors to focus on for further data collection
- Prioritize safety-related behaviors first
- Then select the most frequent or most disruptive behaviors
- Write a clear description of what the behavior looks like so everyone is tracking the same thing (operational definition)

Step 3: Enter Target Behavior Data

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

➤ Enter ABC data details for that behavior (antecedents, activity, consequences, etc.)

Note: Incident forms are not auto-entered into the spreadsheet: totals are entered by the user

Functional Behavior Assessment Data for (Sample Student)

(School/Teacher Name), 2021-2022, Data Collected Between () and ()

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Behavior 1- Name and Operational Definition: Behavior that interferes with teaching and learning including, but not limited to, vocalizations at inappropriate times (making repetitive comments or noises.)

Location of Problem Behavior		Activity		Possible Motivation		Antecedent		Latency		Consequence		Duration		Student Response to Consequence			
	# instances	percentage		# instances	percentage		# instances	percentage		# instances	percentage		# instances	percentage		# instances	percentage
bathroom	0	0%	art	0	0%	access/obtain adult attention	4	13%	less than 1 minute	15	50%	additional staff called in					
bus	0	0%	carpet time	0	0%	access/obtain peer attention	1	3%	1-5 minutes	5	17%	calmed self down/deescalated					
cafeteria	25	83%	lunch	0	0%	access/obtain items/activities	0	0%	5-10 minutes	5	17%	expectation delayed					
classroom	0	0%	PE	0	0%	access/obtain sensory input	0	0%	10-30 minutes	5	17%	expectation maintained					
hallway	5	17%	math	20	67%	avoid/escape adult attention	0	0%	TOTAL	30	100%	expectation removed					
outside	0	0%	media center	0	0%	avoid/escape peer attention	0	0%				given assistance/correction					
office	0	0%	reading	5	17%	avoid/escape tasks/activities	25	83%				ignored behavior					
specials-art	0	0%	recess	1	3%	avoid/escape sensory input	0	0%				interrupted/blocked behavior					
specials-music	0	0%	snack	1	3%	other:	0	0%				loss of privilege					
specials-media	0	0%	social studies	2	7%	TOTAL	30	100%				non-verbal cue					
specials-STEM	0	0%	spelling	1	3%							peer attention/remarks					
other:	0	0%	STEM	0	0%							physical assist/prompt					
TOTAL	30	100%	transition	0	0%							removed from activity					
			writing	0	0%							reteach expectation					
			other:	0	0%							separated within classroom					
												taken out of class					
												time out (minutes)					
												think sheet					
												verbal redirection					
												verbal reprimand					
												parental contact					
												other:					
												TOTAL					

★ Complete only the sections you want to analyze — graphs are created only for areas where you enter data

Step 4A: Graphs Are Automatically Created

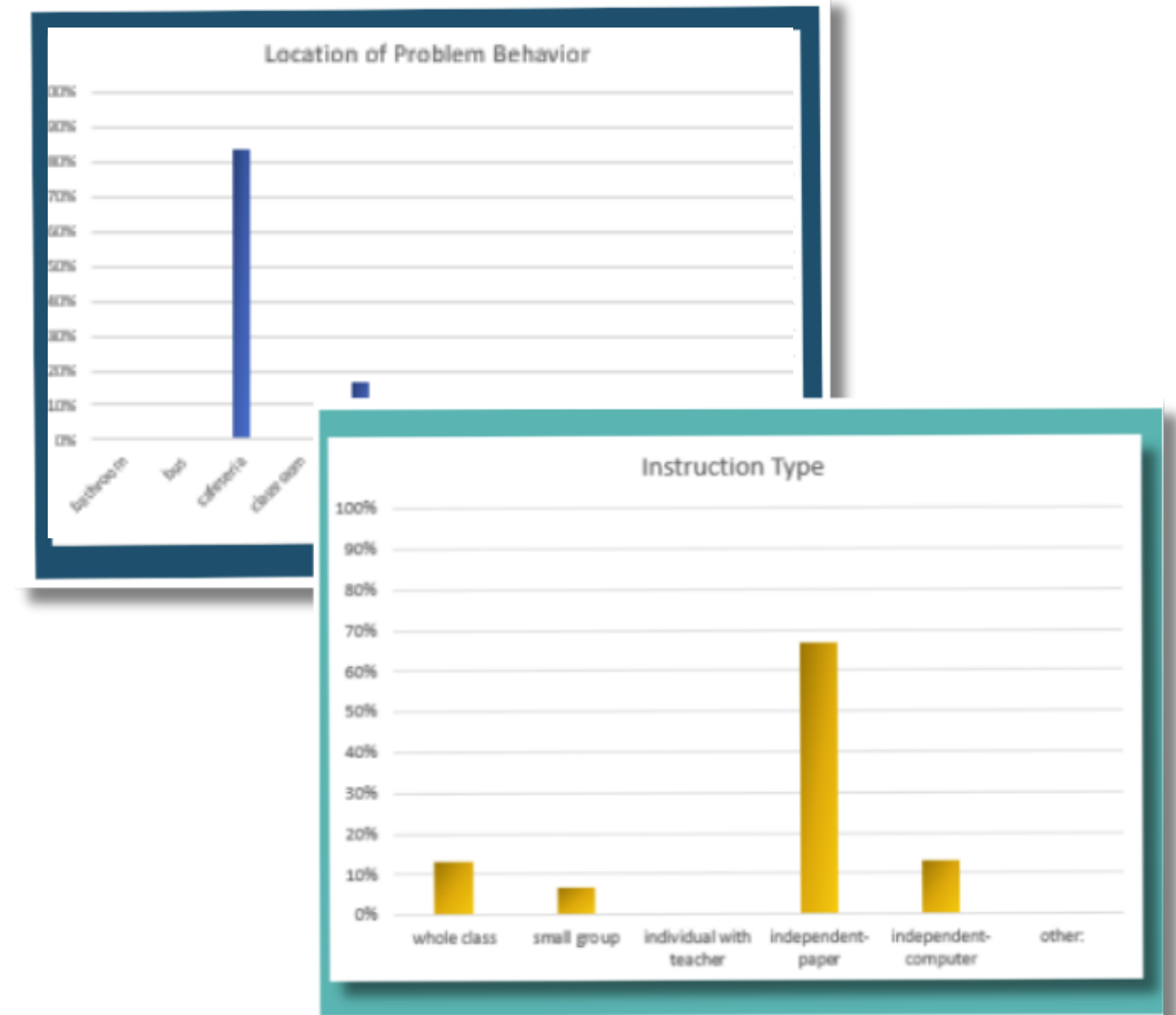
- ✓ Location of Problem Behavior
- ✓ Activity
- ✓ Instruction Type
- ✓ Antecedents
- ✓ Latency
- ✓ Duration
- ✓ Possible Motivation
- ✓ Consequences
- ✓ Student Response to Consequences



★ **Graphs automatically update as you enter data**

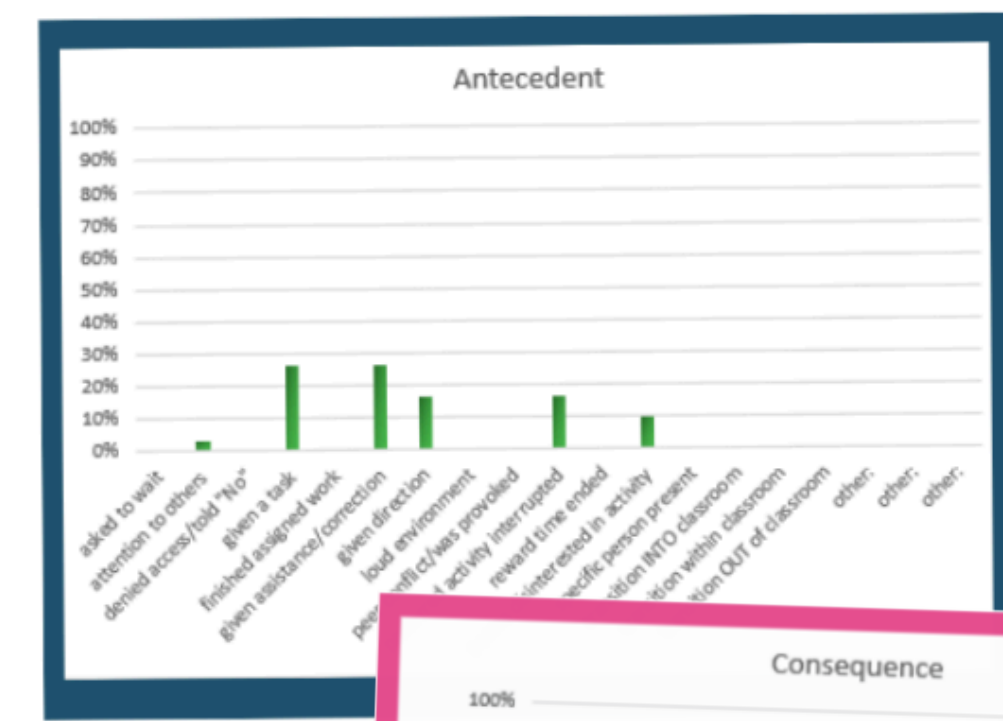
Step 4B: Graphs to Identify When and Where Behaviors Occur

- See which locations are most associated with problem behavior
- Identify activities or routines that may be higher risk
- Determine whether behavior occurs more often during certain types of instruction
- Use this information to adjust routines, supports, and expectations



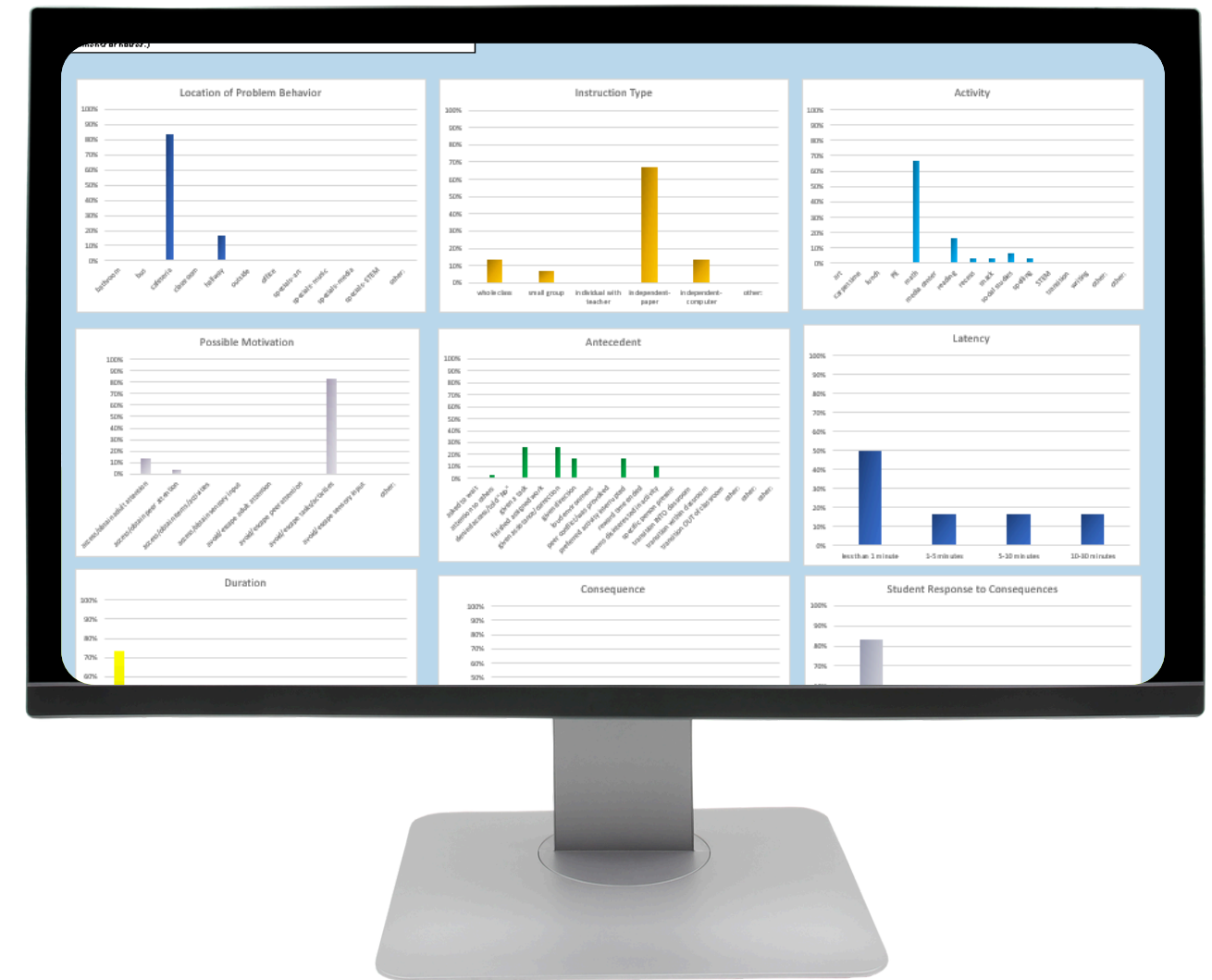
Step 4C: Graphs to Find Environmental and Routine Patterns

- See what typically happens right before the behavior
- Identify patterns related to attention, escape, or access to preferred items
- Analyze how adults and peers respond after behavior occurs
- Use this information to guide intervention strategies and behavior goals



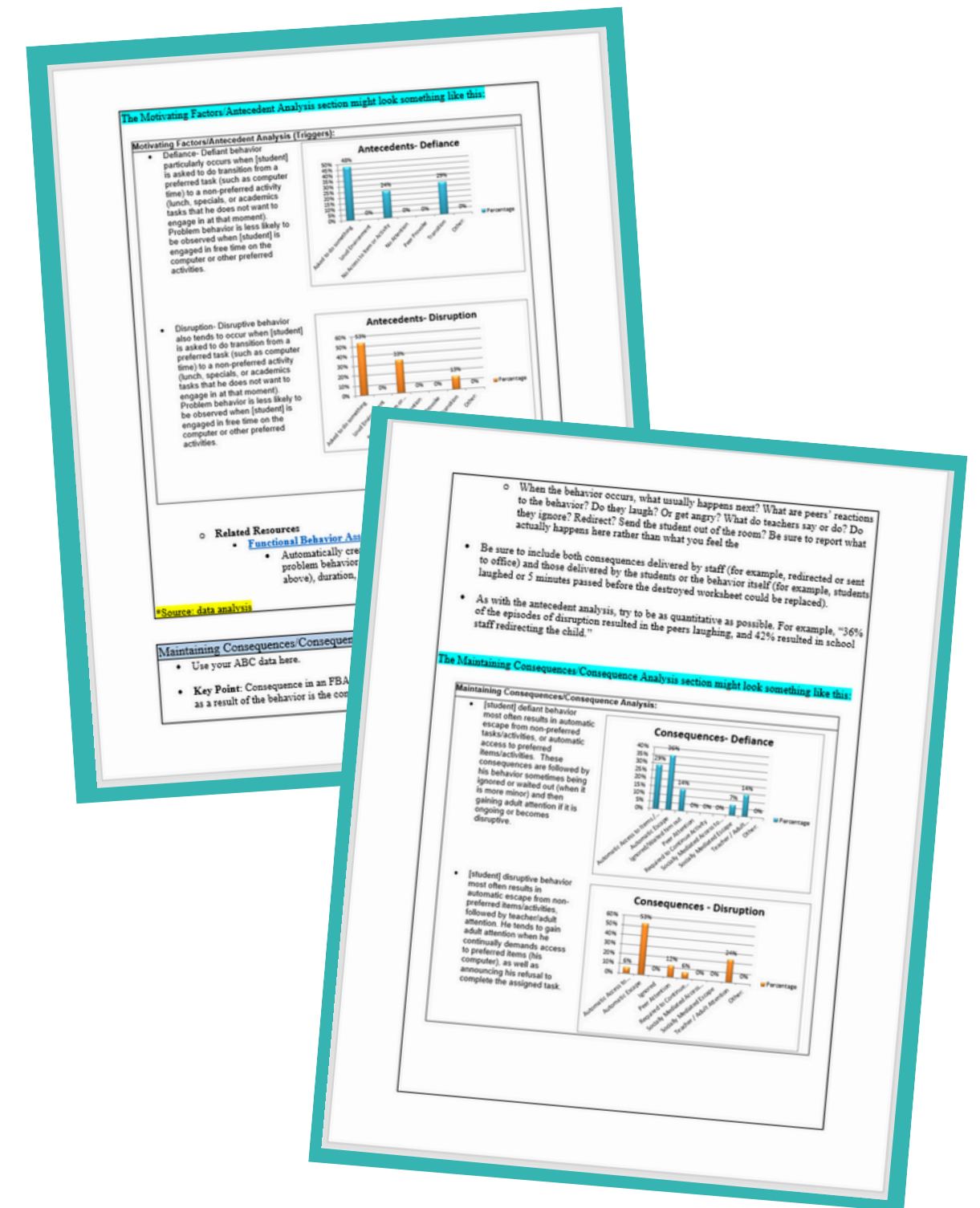
Step 5A: Use Visual Data to Identify and Explain Patterns

- See patterns that are hard to notice from notes alone
- Confirm whether behaviors are linked to specific times, activities, or demands
- Use visual data to support your hypotheses about behavior function
- Focus interventions on what is most likely driving the behavior



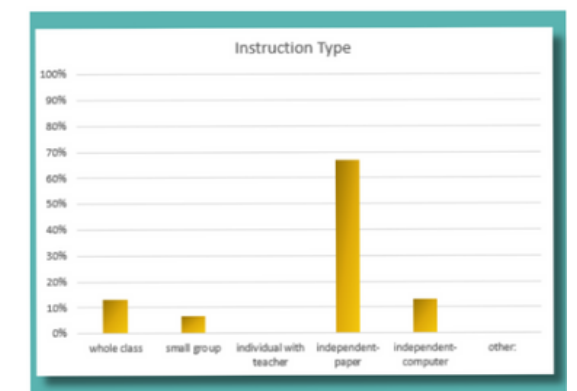
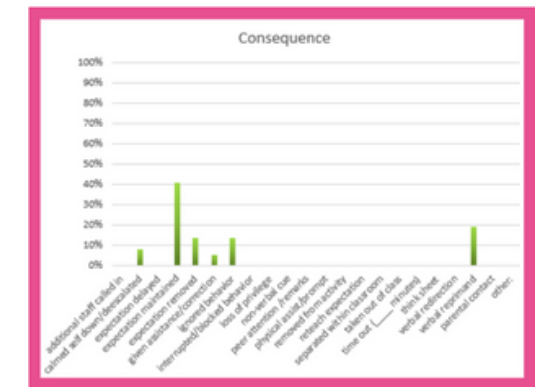
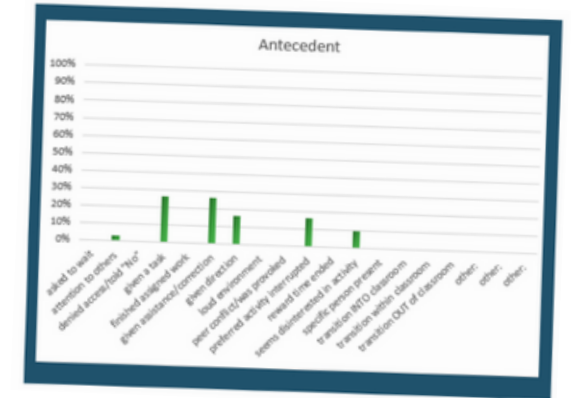
Step 5B: Use Graphs to Strengthen FBAs and Behavior Plans

- Include graphs in FBA reports and behavior documentation
- Clearly show why certain behaviors were chosen as targets
- Support decisions about accommodations, supports, and placement
- Provide objective data to guide BIP goals and strategies



Step 5C: Use Visual Data in Meetings with Families and Teams

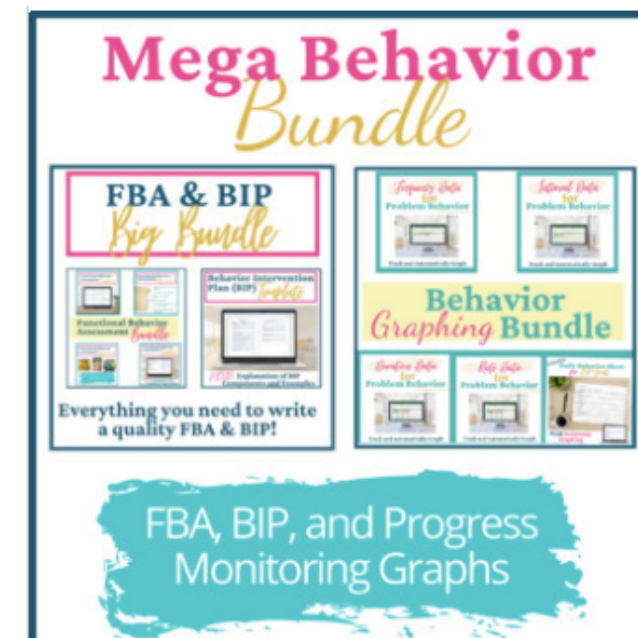
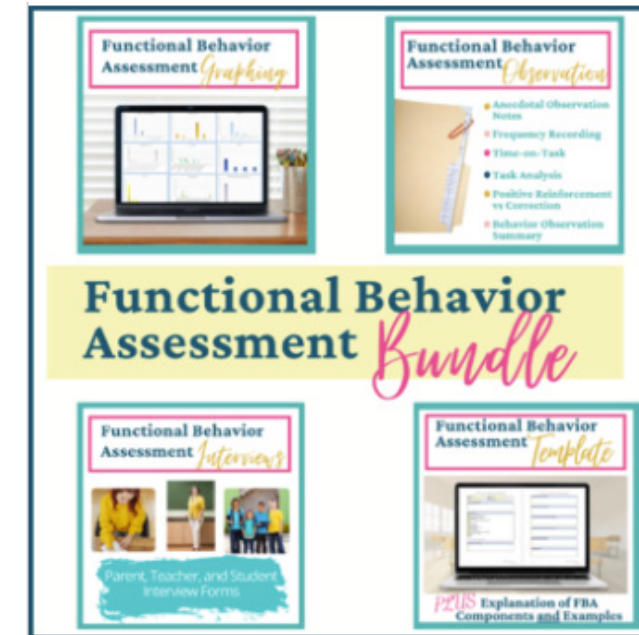
- Help families understand what is happening at school
- Share clear information with counselors, therapists, or doctors
- Support team discussions with objective, easy-to-read data
- Increase confidence when explaining concerns and recommendations



★ **Visual data helps shift conversations from opinions to patterns**

Looking For a More Complete System?

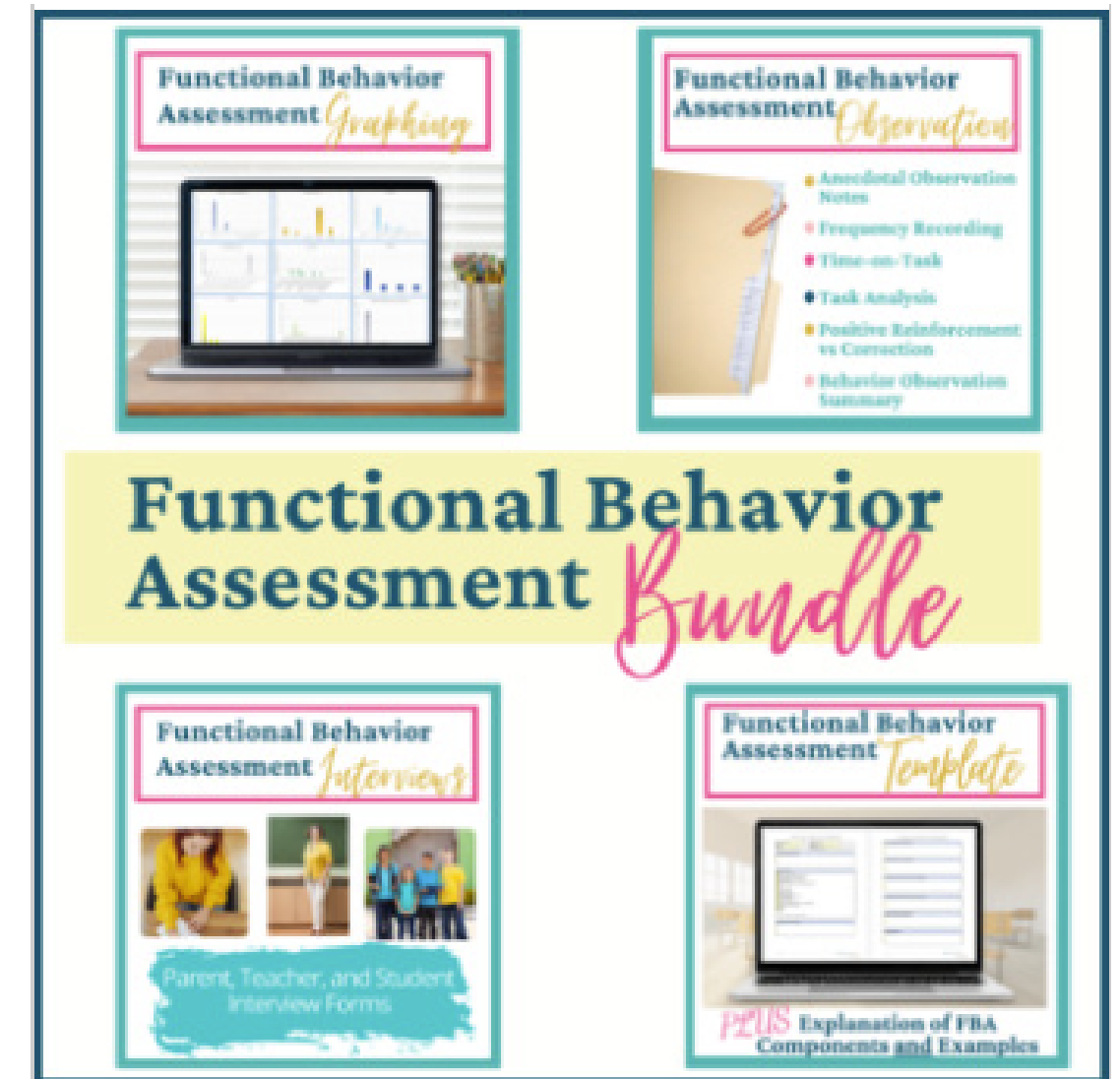
- Bundle #1: FBA Bundle
(4 products)
- Bundle #2: FBA + BIP Big Bundle
(5 products)
- Bundle #3: FBA + BIP + Progress Monitoring Bundle
(10 products)



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

