Functional Behavior Assessment
Data Collection Methods

BEHAVIORS	TYPE OF DATA COLLECTION
Use to learn about patterns and functions of behavior	**ABC Recording** **What to record:** Antecedent – the events, actions, or circumstances that occur before the behavior Behavior – the behavior of concern Consequence – the action or response that follows the behavior
Behaviors that have a clear beginning and end and do not happen at such a high rate that it is hard to keep track □ getting in and out of seat □ hitting or touching others □ losing or taking other's possessions □ making noises □ raising hand □ asking to leave the room □ talking back to teacher □ being tardy to class □ using profanity □ yelling out in class or verbal outbursts □ temper tantrums □ completing work	**Frequency** **What to record:** Record each time the behavior occurs as a tally during a set period **What to use:** Pennies or paper clips moved from pocket to pocket; chips or tokens put in a container; stickers, happy faces, stars, tally marks put on charts. **Calculate:** The average number of occurrences per minutes, hour or day. Plot the occurrence rate on a graph.
Behaviors that are difficult to tell exactly when the behavior begins or when it ends or occurs at such a high rate that it is difficult to keep count □ attending to task or attending to distractions □ refusing to follow directions □ talking in class □ whining □ moving smoothly between activities	**Interval** **What to record:** Select a length of time (e.g. one minute). Observe the student at each interval and note "+" if the behavior is present or "-" if the behavior is not present. **What to use:** Marks on masking tape on wrist; checks on post-it-notes, mailing labels or index cards. **Calculate:** The percent of intervals when the behavior was occurring. Plot the occurrence rate on a graph.
Behaviors that last for a period of time and have a clear beginning and end □ being out of seat for a period of time □ crying □ daydreaming □ perseverating on a behavior □ playing with items in desk □ attending to speaker	**Duration** **What to record:** Note when the behavior begins and when it ends. **What to use:** Stop watch, clock, video tape, egg timer, wrist watch **Calculate:** The length of time the behavior lasted in minutes or seconds. Plot each total on a graph

BEHAVIORS	TYPE OF DATA COLLECTION
Behaviors that have heightened impact,	Intensity
e.g. depth, force, strength, vigor or extreme level ☐ screams ☐ hits ☐ bites	**What to record:** Record intensity each time behavior occurs **What to use:** Develop a rating scale for behavior intensity **Calculate:** The intensity of each behavior incident Plot each intensity rating on a graph.
Use when you want to know how long it takes for the student to respond. The behavior has to have a clear beginning and a clear ending ☐ how long it takes to go sit at one's desk ☐ how long it takes to take out materials ☐ how long it takes to begin writing	Latency **What to record:** Start the timing when the request for the behavior is given and stop timing when the behavior is initiated. **What to use:** Stop watch, clock, egg time, wrist watch **Calculate:** The length of time in minutes or seconds. Plot each total on a graph.