

Chattooga County FBA/BIP Process

Step	Date Completed	Completed by Whom
Step 1 – Define the challenging behavior		
Step 2 – Collect three days of frequency or duration data on the challenging behavior to document that the behavior is a problem		
Step 3 – Complete the Student and Parent Interview forms		
Step 4 – Complete the Problem Behavior Questionnaire		
Step 5 – Fill in the ABC data collection form for your student. Collect 5 days of ABC data		
Step 6 – Meet with your Chattooga County FBA representative to have your FBA data entered into the FBA Excel file		
Step 7 – As a team, complete the FBA form using the data from the graphs on the FBA Excel file		
Step 8 – As a team, complete the hypothesis statement on the FBA form		
Step 9 – As a team, complete the Competing Pathways Chart to connect your FBA hypothesis statement to the interventions		
Step 10 – Fill in the behavior intervention plan (BIP) form		
Step 11 – Collect frequency or duration data to monitor the effectiveness of the intervention described on the BIP		

Step 1

**Define the
Challenging
Behavior**

Define the Challenging Behavior

Circle the one behavior will be the focus of your FBA and BIP. Select the closest description from the list below to create a definition of the challenging behavior.

Talking back

Mimicking

Stealing school property

Stealing personal property

Stealing money

Interrupting

Calling out

Laughing out of control

Conversing with peers

Teasing

Name calling

Screaming

Crying

Profanity

Leaving designated area but remaining in the classroom

Leaving the classroom

Not following directions within 3 seconds of receiving an instruction

Sleeping

Verbal threats to cause physical harm to others

Verbal threats to cause physical harm to property

Hitting

Biting

Kicking

Scratching

Pushing

Throwing objects at people

Other: _____ (this behavior description must be so specific that a stranger off of the street would recognize it based on your definition)

Step 2

Collect three days
of frequency or
duration data to
document that the
behavior is a
problem

DURATION DATA

Student: _____

Observer: _____

Date: _____

8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:00	3:30
8:01	8:31	9:01	9:31	10:01	10:31	11:01	11:31	12:01	12:31	1:01	1:31	2:01	2:31	3:01	3:31
8:02	8:32	9:02	9:32	10:02	10:32	11:02	11:32	12:02	12:32	1:02	1:32	2:02	2:32	3:02	3:32
8:03	8:33	9:03	9:33	10:03	10:33	11:03	11:33	12:03	12:33	1:03	1:33	2:03	2:33	3:03	3:33
8:04	8:34	9:04	9:34	10:04	10:34	11:04	11:34	12:04	12:34	1:04	1:34	2:04	2:34	3:04	3:34
8:05	8:35	9:05	9:35	10:05	10:35	11:05	11:35	12:05	12:35	1:05	1:35	2:05	2:35	3:05	3:35
8:06	8:36	9:06	9:36	10:06	10:36	11:06	11:36	12:06	12:36	1:06	1:36	2:06	2:36	3:06	3:36
8:07	8:37	9:07	9:37	10:07	10:37	11:07	11:37	12:07	12:37	1:07	1:37	2:07	2:37	3:07	3:37
8:08	8:38	9:08	9:38	10:08	10:38	11:08	11:38	12:08	12:38	1:08	1:38	2:08	2:38	3:08	3:38
8:09	8:39	9:09	9:39	10:09	10:39	11:09	11:39	12:09	12:39	1:09	1:39	2:09	2:39	3:09	3:39
8:10	8:40	9:10	9:40	10:10	10:40	11:10	11:40	12:10	12:40	1:10	1:40	2:10	2:40	3:10	3:40
8:11	8:41	9:11	9:41	10:11	10:41	11:11	11:41	12:11	12:41	1:11	1:41	2:11	2:41	3:11	3:41
8:12	8:42	9:12	9:42	10:12	10:42	11:12	11:42	12:12	12:42	1:12	1:42	2:12	2:42	3:12	3:42
8:13	8:43	9:13	9:43	10:13	10:43	11:13	11:43	12:13	12:43	1:13	1:43	2:13	2:43	3:13	3:43
8:14	8:44	9:14	9:44	10:14	10:44	11:14	11:44	12:14	12:44	1:14	1:44	2:14	2:44	3:14	3:44
8:15	8:45	9:15	9:45	10:15	10:45	11:15	11:45	12:15	12:45	1:15	1:45	2:15	2:45	3:15	3:45
8:16	8:46	9:16	9:46	10:16	10:46	11:16	11:46	12:16	12:46	1:16	1:46	2:16	2:46	3:16	3:46
8:17	8:47	9:17	9:47	10:17	10:47	11:17	11:47	12:17	12:47	1:17	1:47	2:17	2:47	3:17	3:47
8:18	8:48	9:18	9:48	10:18	10:48	11:18	11:48	12:18	12:48	1:18	1:48	2:18	2:48	3:18	3:48
8:19	8:49	9:19	9:49	10:19	10:49	11:19	11:49	12:19	12:49	1:19	1:49	2:19	2:49	3:19	3:49
8:20	8:50	9:20	9:50	10:20	10:50	11:20	11:50	12:20	12:50	1:20	1:50	2:20	2:50	3:20	3:50
8:21	8:51	9:21	9:51	10:21	10:51	11:21	11:51	12:21	12:51	1:21	1:51	2:21	2:51	3:21	3:51
8:22	8:52	9:22	9:52	10:22	10:52	11:22	11:52	12:22	12:52	1:22	1:52	2:22	2:52	3:22	3:52
8:23	8:53	9:23	9:53	10:23	10:53	11:23	11:53	12:23	12:53	1:23	1:53	2:23	2:53	3:23	3:53
8:24	8:54	9:24	9:54	10:24	10:54	11:24	11:54	12:24	12:54	1:24	1:54	2:24	2:54	3:24	3:54
8:25	8:55	9:25	9:55	10:25	10:55	11:25	11:55	12:25	12:55	1:25	1:55	2:25	2:55	3:25	3:55
8:26	8:56	9:26	9:56	10:26	10:56	11:26	11:56	12:26	12:56	1:26	1:56	2:26	2:56	3:26	3:56
8:27	8:57	9:27	9:57	10:27	10:57	11:27	11:57	12:27	12:57	1:27	1:57	2:27	2:57	3:27	3:57
8:28	8:58	9:28	9:58	10:28	10:58	11:28	11:58	12:28	12:58	1:28	1:58	2:28	2:58	3:28	3:58
8:29	8:59	9:29	9:59	10:29	10:59	11:29	11:59	12:29	12:59	1:29	1:59	2:29	2:59	3:29	3:59

Target Behavior: ()

()

Duration Data 9/02

Student: _____ Date of Birth: _____
Observer: _____ Date: _____
School: _____ Grade: _____ Sex: M / F

Target Behavior: _____

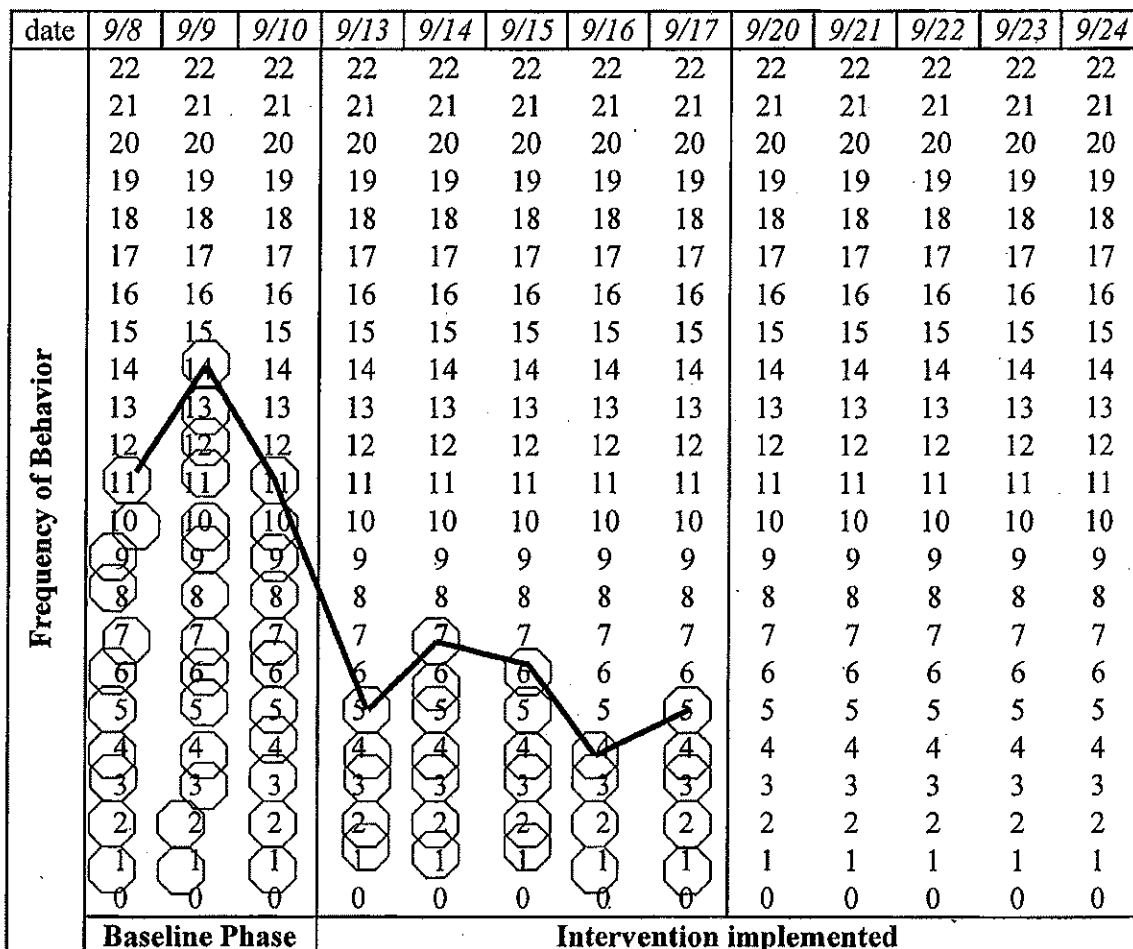
[illegible]

Behavior Documentation Form **Frequency Graph**

Student: Julius Date of Birth: 8/21/1998
 Observer: Mrs. Smith Date: 9/7/2004
 School: Elementary Grade: 1 Sex: M

Using a frequency graph can be especially helpful to monitor a Behavior Intervention Plan and to measure progress toward goals. You will easily see if your intervention is decreasing the student's undesirable behavior. Directions: for the specified target behavior, circle the number of times (frequency) the behavior is observed. Beginning with 1, each time the student exhibits the behavior during the observation period, the next highest number is circled. To graph, use a line to connect the highest numbers in each column.

Target Behavior: Blurting out- calls out answers without waiting to be recognized by the teacher.



Step 3

Complete the
Parent and Student
Interview Forms

Functional Behavior Assessment Student Interview Form

Student: _____

Date of Birth: _____

Teacher/Grade: _____

Age: _____

School: _____

Date: _____

Interviewer: _____

The student may be asked the following questions in a direct manner, or embedded in a general discussion about school and learning. All questions should be answered.

	YES	NO	Comments
1. Is your schoolwork too hard for you?	_____	_____	_____
2. Is your schoolwork too easy for you?	_____	_____	_____
3. When you ask for help appropriately, do you get it?	_____	_____	_____
4. Are work periods for each subject too long?	_____	_____	_____
5. Are work periods for each subject too short?	_____	_____	_____
6. When you seat work, do you do better when someone works with you?	_____	_____	_____
7. Do people notice when you do good work?	_____	_____	_____
8. Do you think you get the points or rewards you deserve when doing good work?	_____	_____	_____
9. Do you think you would do better in school if you got more recognition?	_____	_____	_____
10. Do you find your schoolwork interesting?	_____	_____	_____
11. Is your work challenging for you?	_____	_____	_____
12. Of all the things you do in school, what bothers you most? _____			
13. When do you think you have the most problems with (target behavior) _____ in school?			

14. Why do you think you have the most problems during this/these time(s)?
15. When do you think you have the fewest problems with (target behavior) _____ in school?
16. Why don't you have problems during this/these time(s)?
17. What changes could be made so you would have few (if any) problems?
18. What kinds of awards would you like to earn for good behavior and/or good schoolwork?
19. Who is your favorite adult at school?
20. What are your favorite activities at school? Least favorite?
21. What is your favorite part of the school day? Least favorite?
22. Are students in your class mainly friends or enemies?
23. What are your hobbies or interests?

Interviewer's Notes:

**Functional Behavior Assessment
Parent/Caregiver Interview Form**

Student:	Date of Birth:
Grade:	Age:
Teacher:	School:
Interviewer:	Date of Interview:

Please describe your child's behaviors away from the school environment by commenting on the following:

1. How does he/she respond to requests or comments from parent(s)?
2. What types of chores/tasks/activities does he/she do at home?
3. Does he/she appear to like himself? How do you know?
4. How do others view him/her?
5. How does he/she handle situations when things don't go his/her way?
6. How does he/she act away from home (e.g., shopping, at a restaurant, visiting others)?
7. Does he/she participate in clubs/sports/extracurricular activities?
8. How does he/she get along with siblings?
9. How does he/she get along with other children in the neighborhood?
10. What does he/she do when alone? Is that often?

11. Does he/she keep self well groomed?
12. How does he/she cope with new situations or change in routine?
13. Does he/she share feelings and thoughts with mother/father/others?
14. How does he/she show responsibility for own behavior?
15. How does he/she act to support criticism?
16. When does he/she display a sense of humor?
17. Does he/she make an effort to be kind/say nice things to others?
18. Does he/she typically tell the truth?
19. Does he/she show respect for the property of others?
20. How does he/she solve conflict with others?
21. What is his/her typical mood?
22. Does he/she usually act before considering consequences?
23. How does he/she deal with failure/disappointment?

Functional Behavior Assessment
Special Education Data to Supplement FBA
Parent/Caregiver Interview Form

1. How would you describe his/her eating habits?

2. Does he/she sleep well at night?

3. Does he/she take prescription medication(s)? Specify type, dosage, and purpose?

4. Describe any physical or medical limitations.

5. Describe your child's typical schedule (A.M. and P.M.) when not at school. Note best and most difficult times of the day for him/her at home.

6:00 a.m. _____

6:30 a.m. _____

7:00 a.m. _____

4:00 p.m. _____

4:30 p.m. _____

5:00 p.m. _____

5:30 p.m. _____

6:00 p.m. _____

6:30 p.m. _____

7:00 p.m. _____

7:30 p.m. _____

8:00 p.m. _____

8:30 p.m. _____

9:00 p.m. _____

9:30 p.m. _____

10:00 p.m. _____

10:30 p.m. _____

Step 4

Complete the
Problem Behavior
Questionnaire

PROBLEM BEHAVIOR QUESTIONNAIRE

Student:	Date:
School:	Interviewer:
Grade: Age:	Respondent:
Problem Behavior:	

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	(PERCENT OF THE TIME)						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. Is the problem behavior more likely to occur when told that he/she cannot do something that he/she wanted to do?	0	1	2	3	4	5	6
4. During a conflict with peers, if the student engages in the problem behavior, do peers leave the student alone?	0	1	2	3	4	5	6
5. When the problem behavior occurs, do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
6. Is the problem behavior more likely to occur following a conflict outside of the classroom? (e.g., bus write up)	0	1	2	3	4	5	6
7. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
8. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6

	(PERCENT OF THE TIME)						
	Never	10%	25%	50%	75%	90%	Always
9. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
10. Will the student engage in the problem behavior if the student is told he/she cannot have a preferred item or activity?	0	1	2	3	4	5	6
11. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
12. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
13. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do you provide one-to-one instruction to get the student back on-task?	0	1	2	3	4	5	6
15. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
16. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
17. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6
18. Is the problem behavior likely to occur if you take away a preferred item or activity?	0	1	2	3	4	5	6

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

Attention from peers			Escape from peers			Attention from adults			Escape from adults			Gain item or activity			Setting Events		
Questions 5 8 13			Questions 4 12 16			Questions 2 7 14			Questions 1 11 15			Questions 3 10 18			Questions 6 9 17		
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	
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	
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	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL_____			TOTAL_____			TOTAL_____			TOTAL_____			TOTAL_____			TOTAL_____		

Other Comments

Step 5

Fill in the ABC
data collection
form for your
student. Collect 5
days of ABC data

Activity, Antecedent, Behavior, Consequence, Reaction Checklist

Student: _____

Date: _____

Time start: _____

Time End: _____

Context or Activity	Trigger/Antecedent	Identified Target Behaviors	Response/Consequence	Student Reaction
<input type="checkbox"/> A. Bus	<input type="checkbox"/> A. Directive by the teacher to begin work	<input type="checkbox"/> A. Definition:	<input type="checkbox"/> A. Redirection to a different task	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Breakfast/Meds	<input type="checkbox"/> B. Physical prompt by teacher		<input type="checkbox"/> B. Verbal prompt to return to same task	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Spelling/Writing	<input type="checkbox"/> C. Told to stop doing something already doing	<input type="checkbox"/> B. Definition:	<input type="checkbox"/> C. Told to wait for the teacher	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Computer Lab (Math)	<input type="checkbox"/> D. Told NO to a request to do something		<input type="checkbox"/> D. Reminder of appropriate behavior	
<input type="checkbox"/> E. Reading	<input type="checkbox"/> E. Transition from teacher-led instruction to independent work		<input type="checkbox"/> E. Peer laughing	
<input type="checkbox"/> F. Social Studies	<input type="checkbox"/> F. Independently working on a new task		<input type="checkbox"/> F. Peer ignoring	
<input type="checkbox"/> G. Lunch	<input type="checkbox"/> G. Teacher attention to peer		<input type="checkbox"/> G. Teacher ignoring	
<input type="checkbox"/> H. P.E.	<input type="checkbox"/> H. Peer 1 (initials) comment		<input type="checkbox"/> H. Discussion of appropriate behavior	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Peer 2 (initials) comment		<input type="checkbox"/> I. Removed from room	
<input type="checkbox"/> J. Hallway	<input type="checkbox"/> J. Peer attention to the student		<input type="checkbox"/> J.	
<input type="checkbox"/> K. Reward Time	Happens IMMEDIATELY	Slow Triggers/Setting Events:	Happens IMMEDIATELY	
<input type="checkbox"/> L. Bathroom	before the behavior occurs		after the behavior occurs	

IMPORTANT**CHECK ONLY ONE BOX IN EACH COLUMN**

IMPORTANT**CHECK ONLY ONE BOX IN EACH COLUMN**

Step 6

Meet with your
Chattooga County
FBA

representative to
have your FBA
data entered into
the FBA Excel file

Step 7

As a team,
complete the FBA
form using the data
from the graphs on
the FBA Excel file

Functional Behavioral Assessment

Student's Name: Click here to enter text.
Student's DOB: Click here to enter text.
Student's ID: Click here to enter text.

School Name: Click here to enter text.
School District: Click here to enter text.
Date of FBA: Click here to enter text.

Data Sources
(circle all that apply):

Direct
Observations

Student
Interview

Teacher Interview

Parent
Interview

Rating Scales

Brief Student Background

Strengths:

Brief Educational History:

Description of Target Behavior, Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and nonexamples):

Frequency (how often does behavior occur according to data collected):

Duration (length of time each episode lasts according to data collected):

Intensity (Consequences of problem behavior on student, peers, instructional environment; rate the intensity of the behavior on a three point scale – low intensity, medium intensity, high intensity):

Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior):

Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:

Identify events or times and/or situations when the target behavior does not usually occur:

Consequences (i.e., how others respond immediately after the problem behavior occurs):

Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):

Function of behavior:

_____ Attention
_____ Escape

_____ Tangible
_____ Sensory

Additional Notes (if needed):

Step 8

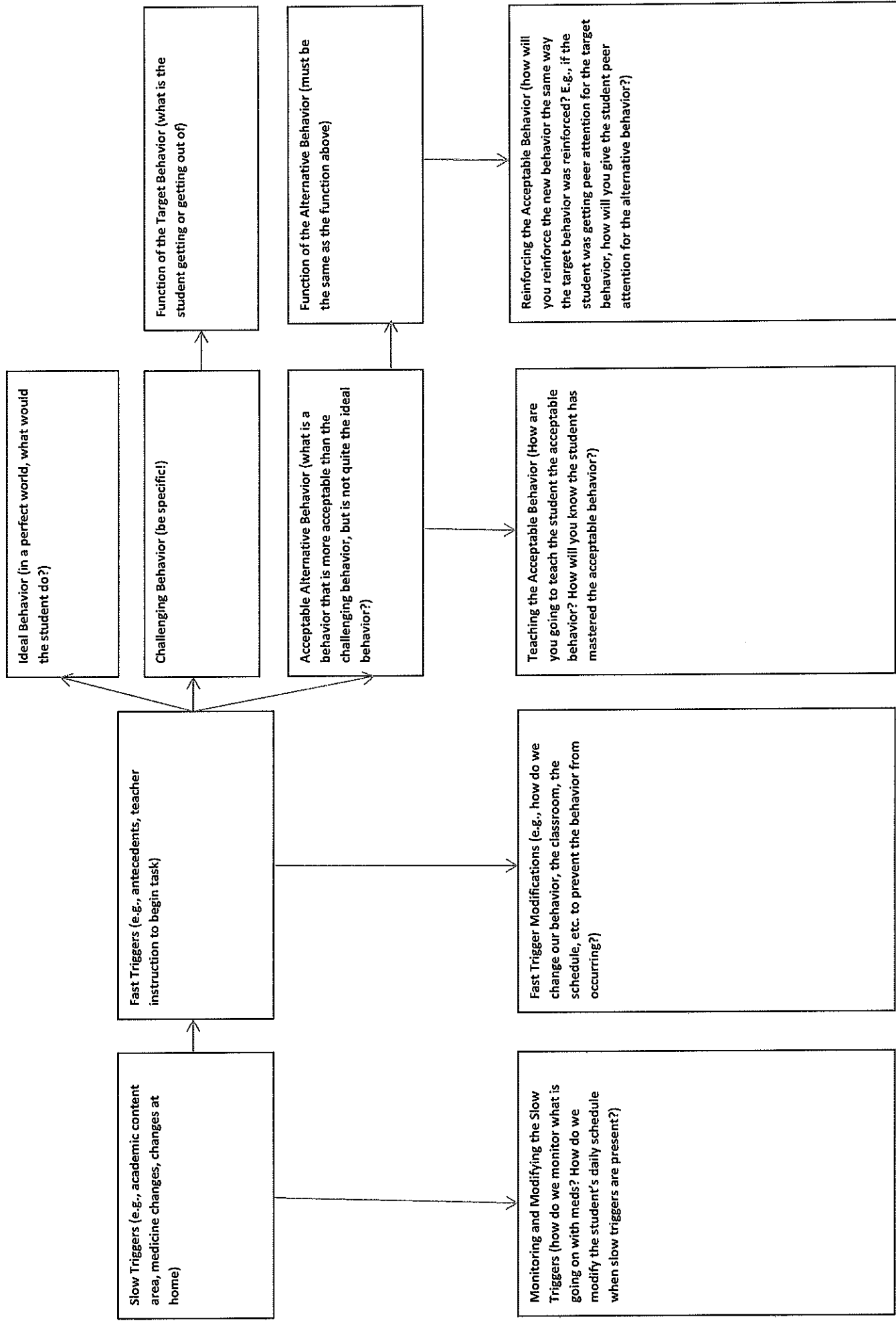
As a team,
complete the
hypothesis
statement on the
FBA form

Hypothesis Statement

When (antecedent) occurs,	the student does (behavior)	Teachers/ Staff/Peers respond by (consequence)	And as a result, the behavior stops/continues/ intensifies	The student is communicating (function).

Step 9

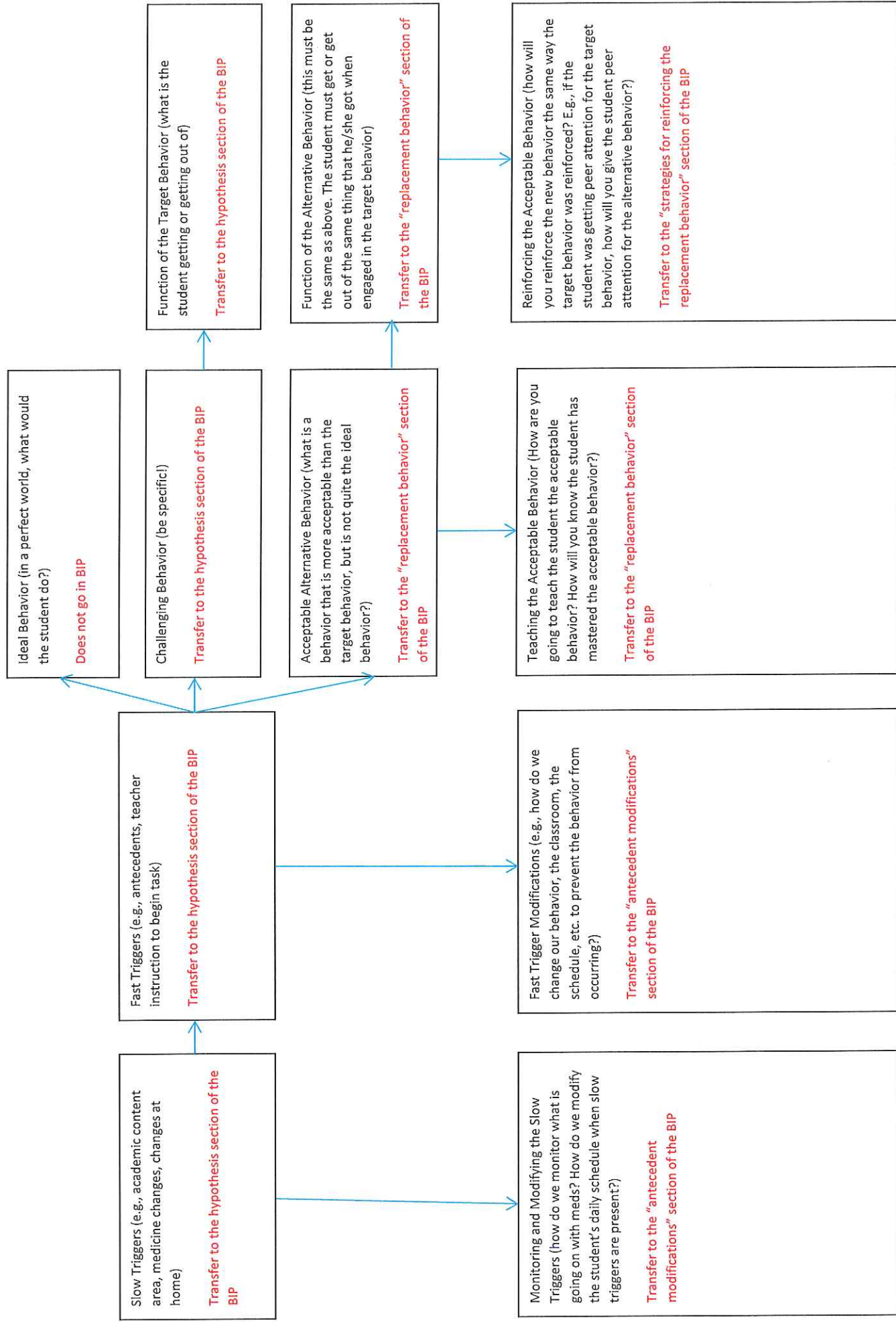
As a team,
complete the
Competing
Pathways Chart to
connect your FBA
hypothesis
statement to the
interventions



Adapted from the following book: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior: A practical handbook (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Function-Based Intervention Matrix

	Function	Attention	Escape	Tangibles	Sensory
Interventions					
Prevention/Antecedent Interventions	Scheduled Exercise		X		X
	Behavioral Momentum		X		
	Check In / Check Out (CICO or BEP)	X			
	Effective Instruction Delivery (EID)	X	X		
	Modify Environment	X	X		X
	Scheduled Breaks / Noncontingent Escape		X		
	Scheduled Rewards / Noncontingent Reinforcement	X			
	Novel Staff		X		
	Preferred Items/High-Interest Items	X	X	X	
	Preteaching		X		
	Proximity Control	X			
	Reduce Task Demands		X		
	Self-Modeling	X	X		
	Self-Monitoring	X	X		
	Visual Cues				X
Consequence Interventions	Praise / Contingent Praise (CP)	X			
	Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)	X	X		
	Zero Behavior / Differential Reinforcement of Other Behaviors (DRO)	X			
	Working Through It / Escape Extinction (EE)		X		
	Ignoring / Extinction	X			



Step 10

Fill in the
Behavior
Intervention Plan
(BIP) form

Behavior Intervention Plan:

Student's Name: _____

School Name: _____

Student's DOB: _____

School District: _____

Student's ID: _____

Date BIP Written: _____

Date of FBA: _____

Description of Target Behavior (operationally defined, easily observable and measurable, includes examples and nonexamples):

Hypothesis (developed based on information gathered during the FBA):

Antecedent Modifications (What can be done to prevent the occurrence of the fast triggers? Describe the modifications in enough detail for them to be implemented):

Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome) How will the replacement behavior be taught to the student?:

Strategies for Reinforcing Replacement Behavior (What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?):

Strategies for Reducing the Target Behavior (What will be the response should the target behavior occur? This response should not maintain the behavior):

Crisis Plan (Should the strategies for reducing the target behavior not be effective or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how should others respond? Describe in a manner such that the procedures could be implemented by anyone who reads the crisis plan.):

Data Collection and Monitoring of the Target and Replacement Behaviors (What type of data will be collected, when, and by whom? Once the data are collected, how often will the data be monitored and by whom? Based on the data, how often will updates be made to the BIP? What are the criteria for determining that the intervention has been successful?):

Staff Training and Monitoring (Who is responsible for training others to implement this BIP? What is the process for training others to implement this plan? How often will staff be observed to ensure they are implementing this plan as written [fidelity of implementation]? When will this plan be reviewed again?):

Step 11

Collect frequency
or duration data to
monitor the
effectiveness of the
intervention
described on the
BIP

DURATION DATA

Student: _____

Observer: _____

Date: _____

8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:00	3:30
8:01	8:31	9:01	9:31	10:01	10:31	11:01	11:31	12:01	12:31	1:01	1:31	2:01	2:31	3:01	3:31
8:02	8:32	9:02	9:32	10:02	10:32	11:02	11:32	12:02	12:32	1:02	1:32	2:02	2:32	3:02	3:32
8:03	8:33	9:03	9:33	10:03	10:33	11:03	11:33	12:03	12:33	1:03	1:33	2:03	2:33	3:03	3:33
8:04	8:34	9:04	9:34	10:04	10:34	11:04	11:34	12:04	12:34	1:04	1:34	2:04	2:34	3:04	3:34
8:05	8:35	9:05	9:35	10:05	10:35	11:05	11:35	12:05	12:35	1:05	1:35	2:05	2:35	3:05	3:35
8:06	8:36	9:06	9:36	10:06	10:36	11:06	11:36	12:06	12:36	1:06	1:36	2:06	2:36	3:06	3:36
8:07	8:37	9:07	9:37	10:07	10:37	11:07	11:37	12:07	12:37	1:07	1:37	2:07	2:37	3:07	3:37
8:08	8:38	9:08	9:38	10:08	10:38	11:08	11:38	12:08	12:38	1:08	1:38	2:08	2:38	3:08	3:38
8:09	8:39	9:09	9:39	10:09	10:39	11:09	11:39	12:09	12:39	1:09	1:39	2:09	2:39	3:09	3:39
8:10	8:40	9:10	9:40	10:10	10:40	11:10	11:40	12:10	12:40	1:10	1:40	2:10	2:40	3:10	3:40
8:11	8:41	9:11	9:41	10:11	10:41	11:11	11:41	12:11	12:41	1:11	1:41	2:11	2:41	3:11	3:41
8:12	8:42	9:12	9:42	10:12	10:42	11:12	11:42	12:12	12:42	1:12	1:42	2:12	2:42	3:12	3:42
8:13	8:43	9:13	9:43	10:13	10:43	11:13	11:43	12:13	12:43	1:13	1:43	2:13	2:43	3:13	3:43
8:14	8:44	9:14	9:44	10:14	10:44	11:14	11:44	12:14	12:44	1:14	1:44	2:14	2:44	3:14	3:44
8:15	8:45	9:15	9:45	10:15	10:45	11:15	11:45	12:15	12:45	1:15	1:45	2:15	2:45	3:15	3:45
8:16	8:46	9:16	9:46	10:16	10:46	11:16	11:46	12:16	12:46	1:16	1:46	2:16	2:46	3:16	3:46
8:17	8:47	9:17	9:47	10:17	10:47	11:17	11:47	12:17	12:47	1:17	1:47	2:17	2:47	3:17	3:47
8:18	8:48	9:18	9:48	10:18	10:48	11:18	11:48	12:18	12:48	1:18	1:48	2:18	2:48	3:18	3:48
8:19	8:49	9:19	9:49	10:19	10:49	11:19	11:49	12:19	12:49	1:19	1:49	2:19	2:49	3:19	3:49
8:20	8:50	9:20	9:50	10:20	10:50	11:20	11:50	12:20	12:50	1:20	1:50	2:20	2:50	3:20	3:50
8:21	8:51	9:21	9:51	10:21	10:51	11:21	11:51	12:21	12:51	1:21	1:51	2:21	2:51	3:21	3:51
8:22	8:52	9:22	9:52	10:22	10:52	11:22	11:52	12:22	12:52	1:22	1:52	2:22	2:52	3:22	3:52
8:23	8:53	9:23	9:53	10:23	10:53	11:23	11:53	12:23	12:53	1:23	1:53	2:23	2:53	3:23	3:53
8:24	8:54	9:24	9:54	10:24	10:54	11:24	11:54	12:24	12:54	1:24	1:54	2:24	2:54	3:24	3:54
8:25	8:55	9:25	9:55	10:25	10:55	11:25	11:55	12:25	12:55	1:25	1:55	2:25	2:55	3:25	3:55
8:26	8:56	9:26	9:56	10:26	10:56	11:26	11:56	12:26	12:56	1:26	1:56	2:26	2:56	3:26	3:56
8:27	8:57	9:27	9:57	10:27	10:57	11:27	11:57	12:27	12:57	1:27	1:57	2:27	2:57	3:27	3:57
8:28	8:58	9:28	9:58	10:28	10:58	11:28	11:58	12:28	12:58	1:28	1:58	2:28	2:58	3:28	3:58
8:29	8:59	9:29	9:59	10:29	10:59	11:29	11:59	12:29	12:59	1:29	1:59	2:29	2:59	3:29	3:59

Target Behavior: ()

Duration Data 9/02

Student: _____ Date of Birth: _____
Observer: _____ Date: _____
School: _____ Grade: _____ Sex: M / F

Target Behavior: _____

date													
Frequency of Behavior	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
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	
0	0	0	0	0	0	0	0	0	0	0	0	0	
Baseline Phase				Intervention implemented									

Behavior Documentation Form **Frequency Graph**

Student: Julius Date of Birth: 8/21/1998
 Observer: Mrs. Smith Date: 9/7/2004
 School: Elementary Grade: 1 Sex: M

Using a frequency graph can be especially helpful to monitor a Behavior Intervention Plan and to measure progress toward goals. You will easily see if your intervention is decreasing the student's undesirable behavior. Directions: for the specified target behavior, circle the number of times (frequency) the behavior is observed. Beginning with 1, each time the student exhibits the behavior during the observation period, the next highest number is circled. To graph, use a line to connect the highest numbers in each column.

Target Behavior: Blurting out- calls out answers without waiting to be recognized by the teacher.

