NYC Department of Education

ABC Chart All-in-One Version 1
(including Duration, Latency, Intensity, and Function)

A SHARED PATH TO SUCCESS
SPECIAL EDUCATION IN NYC PUBLIC SCHOOLS

Instructions

Use this form for charting ONE behavior, defined in observable (what you see and hear) and measurable (what you can count or time) terms (e.g., yelling, walking around room, or hitting). Define 5 INTENSITY Levels ahead of time, as described at the end of the chart. This chart may be used over many days.

When you see the behavior:

1. Always start with recording the BEHAVIOR first—be as specific as possible. Record the time the behavior started (and later ended) and also record LATENCY if there was a delay between the Antecedent and the Behavior.
2. Write the ACTIVITY/TASK occurring in class.
3. Write the ANTECEDENT (what was said or done) that occurred immediately before the behavior.
4. Write what happened right after the behavior occurred (what was said or done) in the CONSEQUENCE box.
5. During or immediately after the observation, CHECK THE BOXES that correspond with the ACTIVITY/TASK, ANTECEDENT, and OUTCOME/CONSEQUENCE.
6. CIRCLE the INTENSITY of the behavior.
7. After the chart is full, complete the bottom of the ABC Chart to develop a summary statement of the activity/task, antecedent, outcome/consequence and function. Continue charting the behavior (use more than one form if necessary) for 10 days until a pattern becomes clear.

ABC Chart All-in-One Version 1
(including Duration, Latency, Intensity, and Function)

Student: _____ Observer: _____

Setting (e.g., class, gym, playground): _____

Problem Behavior of Concern (What you see and hear): _____

Chart each occurrence of the SAME PROBLEM BEHAVIOR

Date Duration: Start Time End Time of Behavior	Subject/Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome/Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
1 5	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify: 2	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity What was said or done? 3 1 If Applicable) Latency ____ Min.	1 6 Circle Intensity: 1 2 3 4 5	☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ What was said or done? 4

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A SHARED PATH TO SUCCESS
SPECIAL EDUCATION INITIATIVE
NYC PUBLIC SCHOOLS

Date **Duration:** Start Time End Time of Behavior	Subject/Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome/Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity What was said or done?		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ What was said or done?
		(If Applicable) Latency ____ Min	Circle Intensity: 1 2 3 4 5	
	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity What was said or done?		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ What was said or done?
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		(If Applicable) Latency ____ Min	Circle Intensity: 1 2 3 4 5	

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A SHARED PATH TO SUCCESS

Date Duration: Start Time End Time of Behavior	Subject/Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome/Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity What was said or done?		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ What was said or done?
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		(If Applicable) Latency ____ Min	Circle Intensity: 1 2 3 4 5	
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		(If Applicable) Latency ____ Min	Circle Intensity: 1 2 3 4 5	

NYC Department of Education

ABC Chart All-in-One Version 1
(including Duration, Latency, Intensity, and Function)

A SHARED PATH TO SUCCESS
SPECIAL EDUCATION REFORM NYC PUBLIC SCHOOLS

Date Duration: Start Time End Time of Behavior	Subject/Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome/Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity What was said or done?		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ What was said or done?
		(If Applicable) Latency ____ Min	Circle Intensity: 1 2 3 4 5	
	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity What was said or done?		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ What was said or done?
		(If Applicable) Latency ____ Min	Circle Intensity: 1 2 3 4 5	

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Summary Statement or Hypothesis:

During Subject/Activity/ Task:	When:	Student will:	And then: Therefore the function is to access/escape (circle one):

During the baseline period of 10 days, record each occurrence of the behavior of concern, until a pattern emerges.

Use this form to document what happens immediately before and after the behavior of concern. Use for only one behavior (e.g., hitting).

Duration is the amount of time the behavior lasted, from start to end time.

Latency is the delay from the time of the antecedent until the behavior started. (It may not be applicable).

Function* is what the student gets/obtains or escapes/avoids (i.e., Get: peer attention, adult attention, activities/items, sensory stimulation. Avoid: peer attention, adult attention, activities/tasks, unpleasant sensory) by the behavior. The outcome/consequence reveals the function.

Intensity Levels describe the severity of the behavior. Define the 5 levels ahead of time. The Discipline Code should guide the decision.

Define Intensity Levels for Behavior of Concern:	Examples of Intensity Levels for Problem Behavior
1.	1. Only impacts the student
2.	2. impacts others in immediate area
3.	3. Impacts everyone in class
4.	4. Impacts other classrooms or common areas
5.	5. Impacts entire school or seriously dangerous or violent behavior

Department of Education
Dennis M. Walcott, Chancellor

ABC Chart All-in-One Version 1
(including Duration, Latency, Intensity, and Function)

A SHAPED PATH TO SUCCESS

Student: ____Anthony_____ Observer: __You_____

Setting (e.g., class, gym, playground): _Classroom-_____

Problem Behavior of Concern (What you see and hear): _Out-of-seat_____

Chart each occurrence of the SAME PROBLEM BEHAVIOR

Date **Duration:** Start & End Time of Behavior	**Subject/Activity/Task** Describe in detail	**Antecedent** What happened right before the behavior?	**Behavior** What did the student say and do?	**Outcome/Consequence** What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
10/10/13 10:00 am	☒Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify: *Science Class: Topic was cell structure.*	☒Given instruction called on ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity What was said or done? *Ms. B. asked Anthony to describe a plant cell.* (If Applicable) Latency _N/A___ Min.	*A. said, "This is boring" and gets out of seat and walks around room.* Circle Intensity: 1 2 (3) 4 5	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ What was said or done? *Ms. B said sternly, "Anthony, sit down!"*
	☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given instruction ☒Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity What was said or done (If Applicable) Latency ____ Min	*A. said, "Don't say my name" & continued walking for 8 min.* Circle Intensity: 1 2 (3) 4 5	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ What was said or done? *Ms. B yelled, "Go to the A.P.'s office.*
10:13 am	☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity What was said or done? (If Applicable) Latency ____ Min	*A. went to A.P.'s office, picks a book from the book shelf and reads for 5 min.* (1) Circle Intensity: 1 2 3 4 5	☒Adult Attention Provided ☐Peer Attention Provided ☒Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ What was said or done? *A.P. said, "Thank you for staying calm. Time to go back to class." (A returned to class)*

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ABC Chart All-in-One Version 1

(including Duration, Latency, Intensity, and Function)

A SHARED PATH TO SUCCESS

Date **Duration:** Start & End Time of Behavior	Subject/Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome/Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
10/10/13 1:00 pm- 1:05pm	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:** *Social Studies class: Native American cultures*	☒Given instruction ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **What was said or done?** *Ms. H. instructs them to work on Venn Diagram comparing Native American cultures.* N/A **(If Applicable) Latency** ____ Min	*A. gets up and walks (quietly) around class for 5 minutes, then sits down.* **Circle Intensity:** (1) 2 3 4 5	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ **What was said or done?**
10/11 11:00 am	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:** *Science class lecture about plant growth under different conditions*	☒~~Given instruction~~ called on ☐Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **What was said or done?** *Teacher Ms. B. asks A. a question about plant growth.* N/A **(If Applicable) Latency** ___ Min	*A laughs, gets up and walks around room for 10 min., and yells at other students.* **Circle Intensity:** 1 2 (3) 4 5	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ **What was said or done?** *Ms. B. shouted, "Sit down!"*
11:10 am	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:**	☐Given instruction ☒Given correction ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **What was said or done?** N/A **(If Applicable) Latency** ___ Min	*A. walks for 5 more min. and then sits down.* **Circle Intensity:** 1 2 (3) 4 5	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Sensation Avoided _____ **What was said or done?**
10/14 9:45 am	☒Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time **Specify:** *Social Studies class is working on answering a timed-question about Native American living conditions.*	☒~~Given instruction~~ complete timed ☐Given correction task ☐Alone (no attention/no activities) ☐With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity **What was said or done?** *Ms. H. says, "You have 5 minutes to complete this question about Native Americans and how they adjust to climate.* ***N/A* (If Applicable) Latency** ____ Min	*A gets out of seat, walks around class and looks at peer Joe's work.* **Circle Intensity:** 1 (2) 3 4 5	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Sensation _____ ☐Adult Attention Avoided ☒Peer Attention Avoided ☒Task/Activity Avoided ☐Sensation Avoided _____ **What was said or done?** *Joe yells, "Get away stupid!"*

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A SHARED PATH TO SUCCESS

ABC Chart All-in-One Version 1

(including Duration, Latency, Intensity, and Function)

Date **Duration:** Start & End Time of Behavior	**Subject/Activity/Task** Describe in detail	**Antecedent** What happened right before the behavior?	**Behavior** What did the student say and do?	**Outcome/Consequence** What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time **Specify:**	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity **What was said or done?** *Joe yells, "Get away stupid!"*	*A shoves Joe*	☒ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☒ Task/Activity Avoided ☐ Sensation Avoided _____ **What was said or done?** *Teacher Ms. M yells, "Go to the A.P.'s office!*
		N/A (If Applicable) Latency ____ Min	**Circle Intensity:** 1 2 3 4 (5)	
9: 55 am	☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time **Specify:**	☐ Given instruction ☒ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity **What was said or done?**	*A stays in AP's office until the end of the period. He reads a book from book shelf.*	☒ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ **What was said or done?** *A.P. praises him for calming down.*
		(If Applicable) Latency ____ Min	**Circle Intensity:** (1) 2 3 4 5	
Summary Statement or Hypothesis:				
	During: ***large group instruction in science or social studies***	**When:** *Anthony is called on in class, asked to complete a timed task or given a directive*	**Student will:** ***get out of seat***	**And then:** ***he escapes the academic task and sometimes goes to the AP's office and reads (which he enjoys)*** **Therefore the function is to access / escape** ***escape from academic tasks and gain access to preferred task/person.***

During the baseline period of 10 days, record each occurrence of the behavior of concern, until a pattern emerges.

Use this form to document what happens immediately before and after the behavior of concern. Use for only one behavior (e.g., hitting).

Duration is the amount of time the behavior lasted, from start to end time.

Latency is the delay from the time of the antecedent until the behavior started. (It may not be applicable).

Function* is what the student gets/obtains or escapes/avoids (i.e., Get: peer attention, adult attention, activities/items, sensory stimulation. Avoid: peer attention, adult attention, activities/tasks, unpleasant sensory) by the behavior. The outcome/consequence reveals the function.

Intensity Levels describe the severity of the behavior. Define the 5 levels ahead of time. The Discipline Code should guide the decision.

Define Intensity Levels for Behavior of Concern: **out-of-seat**	Example of Intensity Levels for Problem Behavior
1.Out-of-seat without disrupting others	1. Only impacts the student
2. Out-of-seat and disrupts a few people in class.	2. impacts others in immediate area
3. Out-of-seat and disrupts the entire class	3. Impacts everyone in class
4. Out-of seat and disrupts other classrooms	4. Impacts other classrooms or common areas
5. Out-of-seat and acts in a dangerous or violent way	5. Impacts entire school or seriously dangerous or violent behavior

ABC Chart All-in-One Version 1
(including Duration, Latency, Intensity, and Function)

Definitions of Check Boxes and Terms ABC Chart All-in-One Version 1 including Duration, Latency, Intensity, and Function		
Activity or Task	*Large group instruction*	*All students in the class are attending to the same person/event (e.g., teacher is lecturing, working problem out on the board)*
	Small group instruction	*Students are working in smaller groups*
	Independent work	*Students are working by themselves (e.g., worksheet, individual tasks)*
	Unstructured time	*No specific instruction is given by teacher (e.g., transition)*
Antecedents	*Given instruction*	*Teacher gives a task or assignment*
	Given correction	*Teacher corrects the student's incorrect response or behavior*
	Alone (no attention/ no activities)	*Student is alone with no activities or attention provided*
	With Peers	*Peers are in proximity to the student*
	Engaged in preferred activity	*Student is doing something he/she enjoys*
	Preferred activity removed	*Activity is removed*
	Transition/ change in activity	*Current activity is changed*
Consequences	*Adult Attention*	*Teacher talks to student in a neutral (e.g., states student's name), positive (e.g., praise), or negative (e.g., correction) way*
	Peer Attention	*Students talk to or respond to student's behavior in some way (e.g., laugh, talk back)*
	Correction	*Teacher corrects the student by stating "not" to do the behavior*
	Got Preferred Activity/Item	*Student gets something they like (e.g., toy, food) or activity they like (e.g., coloring, listening to music)*
	Got Sensation	*Student receives sensory input (e.g., tactile, sounds, movement, etc.)*
	Adult Attention Avoided	*Student avoids attention from teacher*
	Peer Attention Avoided	*Student avoids attention from peers*
	Task Avoided	*The task is removed*
	Sensation Avoided	*Student avoids sensory activities (e.g., loud sounds, textures, etc.)*
Duration	*Start__ to Stop__*	*How long the behavior lasts (e.g., yelled 5 min, tantrum 20 min)*
Latency	*_____Minutes*	*(If applicable) How long of a delay from antecedent to behavior (e.g "Start task"... 4 minutes later student starts task)*
Intensity	*1 2 3 4 5*	*The strength or severity of the behavior. Define 5 intensity levels ahead of time (e.g., 1= impact student only; 2=impact student & few peers; 3=impact whole class; 4=impact neighboring classes; 5=impact most of school or violent incident)*
Frequency	*____ / period or ____ / day*	*The number of times the behavior occurs in a certain time period (period, day)*
Function	*Get___ or Avoid ___*	*The pay-off or reason for the behavior. Most of the time, the consequence or outcome reveals function (e.g., get adult attention; avoid task)*

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Duration Recording Form

A SHARED PATH TO SUCCESS

Student's Name: _____ Date of Birth: _____ Age: ____ Grade: ____

School: _____ Observer: _____

Target Behavior Definition (in specific, observable and measurable terms):_____

_____ Dates: ___/___/___ to ___/___/___

Date	Class/Activity	Time behavior began	Time behavior stopped	Total time the behavior lasted

Duration Range:	Shortest duration: _____	Longest duration: ____	Range: ____ to ____

Duration Mean:	Add the durations of all observed behaviors and divide by the total number of the observations	Average Duration: _____

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Latency Recording Form

A SHARED PATH TO SUCCESS

Student's Name: _____ Date of Birth: _____ Age: ____ Grade: ____

School: _____ Observer: _____

Target Behavior Definition (in specific, observable and measurable terms):_____

_____ Dates: __/__/__ to __/__/__

Date	Class/Activity	Enter time that request or opportunity was presented to the student	Enter time student started the behavior	Amount of time for behavior to start

Latency Range:	Shortest latency: _____	Longest latency: _____	Range: ____ to ____

Latency Mean:	Add the latency of all observed behaviors and divide by the total number of the observations	Average latency: _____

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Baseline Data Summary of Frequency, Intensity, Duration, and/or Latency

A SHARED PATH TO SUCCESS

Baseline Data from: __/__/__ to __/__/__ Student's Name: _____ DOB: _____

Problem Behavior of Concern: _____ Staff: _____

Directions: Summarize 10 days of baseline data collection with the methods that were the most appropriate and relevant to measure the problem behavior of concern: Frequency, duration, intensity and/or latency. Note: More days of data may be added.

Baseline Days	**Frequency** [Frequency = COUNT of NUMBER of TIMES the behavior occurred] (Example: 3 times on Day 1)	**Duration** [Duration = LENGTH of TIME each behavior lasted] (Example: 4 min, 5 min, 6 min on Day 1)	**Intensity** [Intensity = SEVERITY (1-5) of each occurrence] (5 Levels defined below] (Example: Level 1, Level 2, Level 2 on Day 1)	**Latency** [Latency = LENGTH of TIME DELAY from antecedent to start of each behavior] (Example: 8 min, 7 min, 9 min on Day 1)
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				
Day 8				
Day 9				
Day 10				
Totals	☐ times / 10 days			
	÷ number of days (10)	÷ ☐ total frequency count	÷ ☐ total frequency count	÷ ☐ total frequency count
Baseline Averages	___ times per day	Average duration of each occurrence	Average intensity of each occurrence	Average latency of each occurrence
Range: Low to High	Range: ____ to ____	Range: ____ to ____min	Range: ____ to ____	Range: ___ to ___ min

Define Intensity Levels for Problem Behavior:	Example of Intensity Levels for Problem Behavior
	1. Only impacts the student
	2. impacts others in immediate area
	3. Impacts everyone in class
	4. Impacts other classrooms or common areas
	5. Impacts entire school or seriously dangerous or violent behavior

Department of Education

A SHARED PATH TO SUCCESS

Baseline Data Summary of Frequency, Intensity, Duration, and/or Latency

Baseline Data from: xx /xx/xx to xx/ xx/ xx

Student's Name: __Anthony_____ Behavior of Concern: ___ getting out of seat__ Staff: _____XXXXX_____

Directions: Summarize 10 days of baseline data collection with the methods that were the most appropriate and relevant to measure the behavior of concern: Frequency, duration, intensity and/or latency. Note: More days of data may be added.

Baseline Days	**Frequency** [Frequency = COUNT of NUMBER of TIMES the behavior occurred] (Example: 2 times "gets out-of-seat" on Day 1)	**Duration** [Duration = LENGTH of TIME behavior occurred] (Example: 13 min and 5 min on Day 1)	**Intensity** [Intensity = SEVERITY (1-5) level defined below] (Example: Level 2 and Level 3 on Day 1)	**Latency** [Latency = LENGTH of TIME delay from antecedent to start the of behavior] Not applicable for this behavior
Day 1	2 times	13 min 5 min	3 1	N/A
Day 2	1 time	10 min	3	N/A
Day 3	1 time	10 min	5	N/A
Day 4	2 times	8 min 7 min	3 3	N/A
Day 5	2 times	9 min 5 min	3 3	N/A
Day 6	2 times	10 min 6 min	3 3	N/A
Day 7	1 time	8 min	5	N/A
Day 8	2 times	8 min 6 min	3 3	N/A
Day 9	2 times	6 min 9 min	3 2	N/A
Day 10	1 time	8 min	3	N/A
Totals	16 times/10 days or 8 times/5 days	128 min	49	N/A
	÷ 10 (# days)	÷ frequency 16	÷ frequency 16	÷ frequency N/A
Baseline Averages	1.6 times per day (or 8 times per week if multiply X 5)	8 minutes	3	N/A
Range: Low to High	Range: _1_ to _2 per day	Range: 5 to 13 min	Range: 1 to 5	Range: N/A to N/A

Define Intensity Levels for Behavior of Concern: **Getting out of seat**
1. affects student's learning only
2. affects few peers' learning
3. affects whole class's learning
4. affects neighboring classes' learning
5. affects whole school

NYC Department of Education

A SHARED PATH TO SUCCESS

FREQUENCY CHART including INTENSITY and DURATION

Week of __/__/__ to __/__/__

Student's Name: _____ Behavior of Concern: _____ Staff: _____

Directions: Insert Student's Weekly Schedule into this document and distribute to all staff who work with student. Record each occurrence of the behavior of concern with a tally mark, intensity level (1-5), and duration data (how many minutes it lasted), if applicable. Return this at the end of the week to _____

Period	Monday			Tuesday			Wednesday			Thursday			Friday		
	Subject / Activity Frequency (tally marks)	Intensity (1-5)	Duration (min.)	**Subject / Activity** Frequency (tally marks)	Intensity (1-5)	Duration (min.)	**Subject / Activity** Frequency (tally marks)	Intensity (1-5)	Duration (min.)	**Subject / Activity** Frequency (tally marks)	Intensity (1-5)	Duration (min.)	**Subject / Activity** Frequency (tally marks)	Intensity (1-5)	Duration (min.)
1	Math //	2 1	3 2												
2	Science														
3															
4															
5															
6															
7															
8															
Totals	Frequency Total	Avg.	Total	Frequency Total	Avg.	Total	Frequency Total	Avg.	Total	Frequency Total	Avg.	Total	Frequency Total	Avg.	Total

Frequency is a count (tally mark "/") of each occurrence of the behavior of concern. **Duration** is the amount of time the behavior lasted, from start to end time, in minutes unless otherwise noted. **Intensity** Levels describe the severity of the behavior. Define the 5 levels ahead of time. The Discipline Code should guide the decision.

Define Intensity Levels for Behavior of Concern:	Example of Intensity Levels for Problem Behavior
1.	1. Only impacts the student
2.	2. impacts others in immediate area
3.	3. Impacts everyone in class
4.	4. Impacts other classrooms or common areas
5.	5. Impacts entire school or seriously dangerous or violent behavior

How to Complete Progress Monitoring Tool for BIP

Use this form for charting the target behavior and replacement behavior, defined in observable (what you see and hear) and measurable (what you can count or time) terms (e.g., yelling, walking around the room, or hitting). This chart is intended to be used daily, with the daily totals being transferred onto the *Baseline Data Summary of Frequency, Intensity, Duration, and/or Latency* sheet for the purposes of progress monitoring behavior plans.

Step #1: Complete Demographic Information:

Indicate the name of the student, date, target behavior, intensity levels, and replacement behavior.

Step #2: Track the Target Behavior:

When you see the target behavior, indicate the time of day or period, how long the behavior occurred, and what the intensity.

Step #3: Track the Replacement Behavior:

When the replacement behavior occurs throughout the school day, tally each time the replacement behavior is observed.

Step #4: Total the Columns:

At the end of each day, add up the total duration, intensity, and frequency for both the target behavior and replacement behavior. The frequency for the target behavior can be measured by adding up the total number of time of day/period (e.g., if the recorder listed 7 different times the behavior occurred, then the frequency for the day is 7).

Step #5: Average the Columns:

To calculate the daily average duration and intensity, take the daily total of each, and divide by the total frequency. For example, if the daily total intensity was 10, and the daily total frequency was 5, then the daily average duration would be 2 (10/5=2).

Step #6: Transfer Data to the Baseline Data Summary of Frequency, Intensity, Duration, and/or Latency sheet:

Record the daily totals for 10 days worth of data on the *Baseline Data Summary of Frequency, Intensity, Duration, and/or Latency* sheet. Follow the directions provided on the sheet to determine the average frequency, duration, intensity, and latency.

Department of Education
Carmen Fariña, Chancellor
Gary Hecht, Superintendent - District 75

Progress Monitoring Tool for BIP

Child Name: _____ Date: _____
Target Behavior: _____ Total Incidents:_____
(Frequency)

Period/Time	Duration	Intensity	Replacement Behavior
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
Daily Total			
Daily Average			

Frequency is a count (tally mark "/") of each occurrence of the behavior of concern. **Duration** is the amount of time the behavior lasted, from start to end time, in minutes unless otherwise noted. **Intensity** levels describe the severity of the behavior. Define the 5 levels ahead of time. The Discipline Code should guide the decision. **Replacement Behavior** is a count (tally mark "/ ") of each occurrence of the behavior meant to replace the target behavior.

Define Intensity Levels for Behavior of Concern:	Example of Intensity Levels for Problem Behavior
1.	1. Only impacts the student
2.	2. Impacts others in immediate area
3.	3. Impacts everyone in class
4.	4. Impacts other classrooms or common areas
5.	5. Impacts entire school or seriously dangerous or violent behavior

Replacement Behavior: _____

NYC Department of Education

Other Forms

Teaching Behavior & Social Skills
Lesson Plan

Student _____ **Date** _____

Step 1: Identify the expected behavior and describe it in observable terms.

Step 2: Rationale for Teaching the Rule (Link to School-wide, Classroom Expectations)

Step 3: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)

Step 4: Practice/Role Playing Activities

Model Expected Behavior → **Lead** Student through Behavior → **Give Feedback**

Step 5: Responding to Behavior in Classroom & Role Play

Reinforcement for Expected Behavior	**Corrective Feedback** for Misbehavior

**Move from Continuous to Intermittent Reinforcement as student gains fluency

Step 6: Prompt/Remind/Re-teach Expected Behavior in Classroom

Adapted by C. Borgmeier, from Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching respect in the classroom: An instructional approach. Journal of Behavioral Education, 8, 245-262 *and* Walker, H. M., Colvin, G., & Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove: Brooks/Cole Publishing Company

Teaching Behavior & Social Skills
Lesson Plan

Student Anthony **Date** 12/19/13

Step 1: Identify the expected behavior and describe it in observable terms.

Using Non-verbal signals to request help/break/time/alternate task

Step 2: Rationale for Teaching the Rule (Link to School-wide, Classroom Expectations)

Shows respect for peers and teacher (can be part of classroom expectations), and will allow Anthony to get what he needs.

Step 3: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
1. Wait for the teacher to finish speaking or is otherwise available. 2. Raise 1 finger (need help/ alternate task) 3. Raise 2 fingers (need a break) 4. Raise 3 fingers (need additional time) 5. Wait for teacher to respond	Waving your hand Calling out to the teacher Getting out of your seat

Step 4: Practice/Role Playing Activities

Model Expected Behavior → **Lead** Student through Behavior → **Give Feedback**

1. Teacher models use of hand signals
2. Teacher guides Anthony to practice hand signals (1, 2, 3 fingers) in an appropriate manner
3. Anthony practices using the hand signals in the classroom and waiting for teacher response
4. Teacher provides feedback on Anthony's performance

Step 5: Responding to Behavior in Classroom & Role Play

Reinforcement for Expected Behavior	**Corrective Feedback** for Misbehavior
Anthony earns points for using the hand signals and completing work. (for extra computer/ reading time, and selecting book in AP's office) Anthony receives a weekly note home documenting success. Anthony earns preferred time with the AP at lunch.	Anthony does not gain access to AP's office when he leaves his seat/room. Anthony is directed to resource room to complete work.

**Move from Continuous to Intermittent Reinforcement as student gains fluency

Step 6: Prompt/Remind/Re-teach Expected Behavior in Classroom

Teacher checks in with Anthony when he enters the classroom, and reminds him he can use hand signals to communicate to the teacher.
Teacher provides choice of tasks.
Teacher prompts Anthony to begin work privately.

Adapted by C. Borgmeier, from Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching respect in the classroom: An instructional approach. Journal of Behavioral Education, 8, 245-262 *and* Walker, H. M., Colvin, G., & Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove: Brooks/Cole Publishing Company

Behavior Intervention Plan Snapshot

Student's Initials: _____ **Class:** _____

Behavior: _____

Hypothesis: ***(please write hypothesis clearly so everyone can understand)***

Function: **Attention** **Escape** **Sensory** **Tangible** **Not sure**

Triggers: ***(what escalates the behavior?)***

Reinforcements: what does the student respond to?

Food: _____, _____, _____

Sensory: _____, _____, _____

Social: _____, _____, _____

Activity Based: _____, _____, _____

Prevention: (what should staff do to prevent the behavior from occurring?)

Alternative and Adaptive Skills: (list replacement behavior to teach)

Strengthening Appropriate Behavior: (provide reinforcement schedule for alternative behavior)

Responding to Occurrences of Unwanted Behavior: (how to deescalate unwanted behavior)

FBA/BIP ATTENDANCE FORM

DATE:

This ____ FBA/BIP meeting is for _____ to discuss:

PARTICIPANTS:

Name	Title

OUTCOME OF MEETING:

(School Letterhead)

BIP School Wide Staff Form

Date:

To:

From:

Cc:

Dear Colleague:

A behavior plan for _____ of class _____ has been in effect since _____. The behavior we are attempting to address is _____ which may take the form of _____.

The following is a description of the plan, which is usually carried out by _____ _____ and in his/her absence by _____.

Description and procedures for implementation:

We would appreciate your help in seeing to it that this plan is carried out consistently. If you have any questions or would like to join our next team meeting, please let me know. We value your input and collaboration.