



MEGA BUNDLE • 57 PAGES

Behaviour Intervention *Data Collection*

A comprehensive, evidence-aligned toolkit of professional data sheets, analytical templates, and intervention planning forms for targeted behaviour support in K–12 classrooms.

GRADE RANGE

K – 12

FORMAT

Printable PDF

PAGES

57 Sheets

METHODS

8 Protocols

A Letter to the Educator

Welcome to the Behaviour Intervention Data Collection Mega Bundle

Dear dedicated educator,

Thank you for choosing the **UM Printables Behaviour Intervention Data Collection Mega Bundle**. This resource was crafted with one core belief: every child deserves to be understood, and understanding begins with objective, compassionate data. Behaviour is communication, and the right data sheet can help translate that communication into actionable insight.

This bundle represents a significant expansion of our classic data collection toolkit. Inside you will find **38 pages** of carefully designed forms covering every major data collection method used in modern behaviour intervention—from ABC observation and frequency recording to interval sampling, latency tracking, and scatter plot analysis. We have also included analytical tools (FBA summary, BIP, behaviour pathway mapping) and support templates (safety plan, de-escalation reference, home-school communication log) that bridge the gap between data collection and intervention design.

Every form in this bundle is built around three principles: **clarity** (so anyone on the team can use it consistently), **completeness** (so the data tells a full story rather than a fragment), and **dignity** (so the student behind the numbers is never reduced to a tally mark). Operational definition prompts appear on every behaviour-specific sheet because we know that a poorly defined behaviour produces unreliable data—no matter how diligent the observer.

Whether you are starting a brand-new intervention, refreshing your data practices for an existing student, or building a school-wide behaviour support system, this bundle is designed to meet you where you are. Use the entire set, or print only the sheets that fit your current caseload. Reproduce for your own classroom without limit. Share with colleagues by directing them to the **UM Printables** store on Teachers Pay Teachers.

Wishing you patience, precision, and the small daily wins that add up to lasting change,

Data is not about evaluating the student; it is about evaluating the effectiveness of our teaching and interventions.

— THE UM PRINTABLES TEAM

UM Printables

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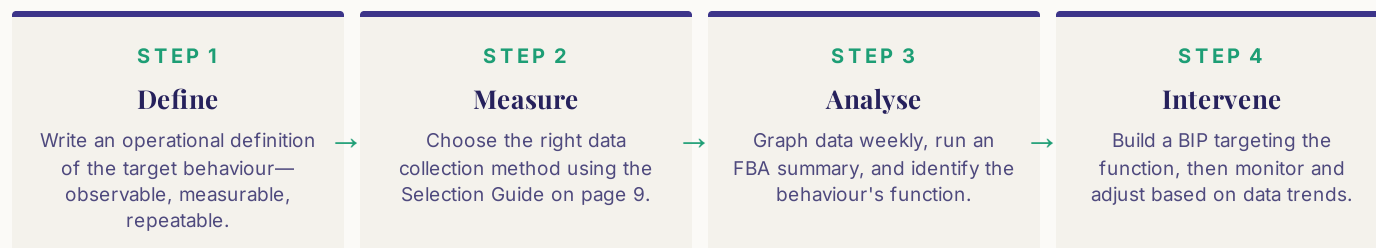
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How to Use This Bundle

A simple four-step workflow for turning observation into intervention

This mega bundle is designed to support a complete behaviour intervention cycle—from the first observation through ongoing progress monitoring. Follow the four-step workflow below to get maximum value from every form.



QUICK-START PATH

If you are new to formal behaviour data, start with the **ABC Observation Form** (page 10) and the **Frequency Recording Sheets** (pages 12–23). These three sheets alone will give you a defensible baseline within one school week.

Implementation Steps in Detail

1

Identify and operationally define the target behaviour.

Use plain, observable language. "Off-task" should become "stares out window for 10+ seconds during independent work, or leaves seat without permission." Avoid labels like "disrespectful" or "lazy"—these are interpretations, not behaviours.

2

Establish a baseline over 3–5 school days.

Collect data before introducing any new intervention. Baseline tells you the true starting point and provides the comparison you need to evaluate whether your intervention is actually working.

3

Implement the intervention with fidelity.

Use the *Intervention Planning Template* (page 39) to document antecedent, teaching, and consequence strategies. Use the *Staff Consistency Checklist* (page 46) so everyone on the team implements the plan the same way.

4

Graph and review data weekly.

Use the *Weekly Behaviour Graph* (page 32) and the *Monthly Progress Monitoring Graph* (page 34). Look for trends across at least three data points before making decisions—do not react to single-day spikes.

5

Adjust based on data, not feelings.

If after two weeks the trend is flat or worsening, return to the FBA summary (page 37) and verify the hypothesized function. The intervention may be technically correct but functionally mismatched.

Plan for generalization and maintenance.

Once mastery criteria are met, fade prompts, broaden settings, and continue monitoring at a reduced frequency. Use the *Replacement Behaviour Teaching Plan* (page 41) to structure this.

Introduction to Behaviour Data Collection

Foundations, ethics, and the full toolkit of methods included in this bundle

Why Data Collection Matters

Collecting objective data is the cornerstone of effective behaviour intervention. Without data, we rely on subjective feelings or memories, which are easily distorted by recency bias, emotional framing, and the limits of human attention. A teacher who feels a behaviour happens "all the time" may discover, through a one-week frequency count, that the actual rate is four times per day—not infinite, and very workable. Data replaces impression with information, and information is what allows us to design interventions that actually fit the student in front of us.

This bundle provides structured, easy-to-use data sheets for the most common classroom behaviour challenges, plus the analytical tools you need to turn raw data into a defensible intervention plan. Every form has been designed to be photocopied, three-hole-punched, and used directly in classroom or therapy settings—no further formatting required.

THE FOUR PILLARS OF BEHAVIOUR DATA

Baseline — know the starting rate before intervening. **Progress** — measure whether the intervention is working.

Communication — share objective data with teams and families. **Compliance** — meet documentation requirements for IEPs, 504 plans, and FBAs.

Legal, Ethical & Privacy Considerations

Behaviour data is sensitive educational record. In the United States, it falls under the protection of **FERPA** (Family Educational Rights and Privacy Act), and for students with disabilities, often under **IDEA** as well. Store physical data sheets in a locked cabinet, store digital files on school-approved encrypted systems, and never share identifying information in unsecured email or messaging apps. Use initials or student ID numbers when discussing cases in team meetings that include non-staff.

Ethically, data collection must always serve the student. Avoid collecting data you do not intend to act on—every tally should map to a decision point. Be transparent with the student (when developmentally appropriate) and with families about what is being tracked and why. A simple phrase like "I want to understand when this is hardest for you, so I can help" preserves dignity and often improves the accuracy of the data you collect.

Eight Data Collection Methods in This Bundle

The table below summarizes every method included in this bundle, what it measures, and when to use it. Each method has a dedicated form in the pages that follow.

METHOD	MEASURES	BEST FOR	BUNDLE PAGE
Frequency / Event Recording	Count of behaviour occurrences	Discrete behaviours with clear start & end (calling out, hitting)	Pages 13, 14, 17, 20, 21, 23

Duration Recording	How long the behaviour lasts	Sustained behaviours (off-task, tantrums)	Pages 12, 22
Latency Recording	Time from demand to behaviour onset	Transition difficulties, compliance initiation	Pages 24, 27
Interval Recording (Partial / Whole / MTS)	Whether behaviour occurred in fixed time intervals	Continuous or hard-to-count behaviours	Page 25
ABC Observation	Antecedent–Behaviour–Consequence sequence	Identifying the function of a behaviour	Page 10
Scatter Plot	Time-of-day patterns	Revealing when behaviour clusters across the day	Page 29
Permanent Product	Tangible output of behaviour	Work completion, accuracy, destruction	Page 30
Trial-Based Recording	Demand–refusal–compliance per trial	Work refusal, non-compliance, compliance rate	Page 16

Reliability & Inter-Observer Agreement (IOA)

Data is only as trustworthy as the consistency of the people collecting it. **Inter-Observer Agreement (IOA)** is the percentage of times two independent observers record the same behaviour the same way. Aim for at least 80% agreement; below that, your operational definition is likely unclear or your team needs retraining. Use the [Staff Consistency & IOA Checklist](#) on page 46 at least once per new behaviour target and any time data patterns feel inconsistent across staff.

When IOA is low, do not blame the observer—refine the definition. A common cause of low IOA is including subjective qualifiers like "loudly" or "aggressively." Replace these with concrete criteria: "voice audible from across the room" or "contact made with another person's body." The goal is a definition so clear that two strangers could follow it and produce the same data.

Data Collection Method Selection Guide

Match the behaviour's topography to the right measurement approach

Choosing the wrong method produces data that is either meaningless or impossible to collect consistently. Use the decision table below as your first stop whenever you begin tracking a new behaviour.

IF THE BEHAVIOUR...	USE THIS METHOD	WHY
Has a clear start and end (e.g., calling out, hitting)	Frequency / Event Recording	Easy to tally; converts cleanly to rate per minute or per period.
Lasts a noticeable length of time (e.g., tantrums, off-task)	Duration Recording	Captures severity that frequency alone would miss—one 20-min tantrum is not the same as four 5-min ones.
Is about how quickly the student starts (e.g., transitions, following directions)	Latency Recording	Measures response time, which is the actual target—not whether they eventually comply.
Occurs at high rates or continuously (e.g., humming, hand-flapping)	Interval Recording (Partial or Whole)	Counting every instance is impractical; interval sampling provides a defensible estimate.
Needs to be checked at specific moments (e.g., on-task at transition times)	Momentary Time Sampling (MTS)	Look up at pre-set intervals; ideal for teachers who cannot dedicate an observer.
Seems triggered by unknown antecedents	ABC Observation	Reveals patterns across antecedents and consequences that point to function.
Appears to cluster at specific times of day	Scatter Plot	Maps behaviour across the full week to reveal temporal patterns invisible to tally counts.
Leaves a tangible product (e.g., completed work, broken items)	Permanent Product Recording	Objective, low-effort—the product does the recording for you.
Is about refusing or complying with demands	Trial-Based Recording	Captures the demand context and the compliance rate, not just the refusal count.

LEGEND — METHOD SYMBOLS USED THROUGHOUT THIS BUNDLE

FREQ — Frequency / Event Recording · **DUR** — Duration Recording · **LAT** — Latency Recording · **INT** — Interval Recording · **ABC** — Antecedent-Behaviour-Consequence · **SP** — Scatter Plot · **PP** — Permanent Product · **TR** — Trial-Based

ABC Observation Form

Antecedent · Behaviour · Consequence — the foundation of functional analysis

Use this form to discover the **function** of a behaviour—what the student gains or escapes by engaging in it. Observe the student and record what happens immediately *before* (Antecedent), the specific behaviour itself (Behaviour), and what happens immediately *after* (Consequence). Aim for 8–10 observations before forming a hypothesis—patterns emerge across instances, not from a single episode.

STUDENT NAME

DATE

OBSERVER

TARGET BEHAVIOUR

SETTING / CONTEXT

TIME PERIOD

*Record each incident in a separate row. Be specific and behavioural—write what you saw and heard, not what you assumed.
"Teacher gave worksheet" beats "student was frustrated." "Peer laughed" beats "peer encouraged him."*

TIME	ANTECEDENT (BEFORE)	BEHAVIOUR (ACTION)	CONSEQUENCE (AFTER)

— HYPOTHESIZED FUNCTION OF BEHAVIOUR

☐ Attention
 ☐ Escape / Avoidance
 ☐ Access to Tangible
 ☐ Sensory / Automatic

FUNCTION QUICK REFERENCE

Attention — Student wants to gain attention from peers or adults. Look for eye contact sought, peer laughter, or teacher redirection following the behaviour.

Escape / Avoidance — Student wants to get out of a task or situation. Look for the behaviour resulting in removed demands, sent to office, or task postponed.

Access to Tangibles — Student wants a specific item or activity. Look for the behaviour resulting in obtaining a preferred object, snack, or screen time.

Sensory / Automatic — Behaviour feels good or meets a sensory need internally. Look for the behaviour occurring even when alone or with no apparent external trigger.

Off-Task Behaviour

Duration Recording · for sustained off-task behaviour during academic tasks

Off-task comes in three flavours: **Motor** (out of seat, fidgeting with objects), **Vocal** (talking, humming, calling out), and **Passive** (staring, head down, disengaged). Tagging each episode by type reveals whether the student needs movement breaks, voice modulation, or attention-sustaining strategies.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define exactly what off-task looks like for this student (e.g., staring out window for 10+ seconds, head on desk, playing with materials, out of seat without permission).

TRACKING METHOD Duration Recording — Total minutes off-task per activity

ACTIVITY / SUBJECT	START TIME	END TIME	TOTAL MINS	TYPE (MOTOR / VOCAL / PASSIVE)

TOTAL OFF-TASK MINUTES TODAY

TOTAL OBSERVATION PERIOD (MINS)

% ON-TASK

SIGNATURE

()

Calling Out / Inappropriate Vocalizations

Frequency Recording - for discrete vocal disruptions during instruction

Group tallies by activity to spot instructional contexts that trigger calling out. Students often call out more during low-engagement lecture or when transitions drag. Use the Notes column to flag whether the call-out was on-topic (engagement-seeking) or off-topic (escape or attention-seeking).

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., speaking out without raising hand, making noises, talking to peers during silent work, calling teacher's name repeatedly).

TRACKING METHOD Frequency / Event Recording & Tally & Count

TIME PERIOD / ACTIVITY	TALLY MARKS	TOTAL COUNT	NOTES / CONTEXT

TOTAL CALLING OUT INSTANCES TODAY

RATE PER HOUR (IF TOTAL TIME KNOWN)

PEAK TIME PERIOD

OBSERVER SIGNATURE

Physical Aggression

Frequency Recording with Severity Tracking · for any physical contact intended to harm

Safety note: If any incident resulted in injury or posed a safety risk, document immediately per your school's safety protocol and notify administration. Always include the Antecedent column—physical aggression often follows an identifiable trigger (denied request, transition, peer conflict). Identifying the trigger is the first step toward prevention.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., hitting, kicking, biting, pushing, throwing objects at others, scratching, hair pulling).

TRACKING METHOD Frequency / Event Recording — with Antecedent, Action, and Target tracking

TIME	ANTECEDENT (WHAT HAPPENED RIGHT BEFORE?)	ACTION (HIT / KICK / THROW)	TARGET / VICTIM

TOTAL AGGRESSIVE INCIDENTS
TODAY

SEVERITY (CIRCLE ONE): MINOR
/ MODERATE / SEVERE

ACTION PLAN
TRIGGERED?
(YES / NO)

ADMINISTRATOR NOTIFIED?
(YES / NO)

WHEN TO ESCALATE

Any severe incident (injury, weapon use, sustained aggression) must follow your school's crisis response protocol. This data sheet supplements—does not replace—required incident reports.

Work Refusal / Non-Compliance

Trial-Based Frequency Recording · for measuring compliance rate per demand

Compliance rate is the metric that matters here—not raw refusal count. A student who complies with 4 out of 5 demands (80%) is doing very different work than one who complies with 4 out of 20 (20%). Track prompt level (Independent / Verbal / Visual / Physical) so you can see whether independence is increasing even when compliance rate stays similar.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., stating 'no', putting head down when asked to work, pushing materials away, leaving the area when a demand is placed, ignoring instructions for 30+ seconds).

TRACKING METHOD Trial-Based Recording — each demand = one trial

TIME / ACTIVITY	TASK DEMANDED	REFUSED? (Y / N)	PROMPT USED	COMPLIED? (Y / N)

TOTAL DEMANDS PLACED

TOTAL REFUSALS

COMPLIANCE RATE
(COMPLIED &DIVIDE;
DEMANDS)

OBSERVER SIGNATURE

Elopement / Leaving Area

Frequency & Duration Recording · for unsanctioned exits from designated areas

Safety first: Elopement can quickly become a life-safety issue. Always have a written safety plan (see page 50) for students with elopement history, and document every incident even if the student returns independently. The duration column reveals whether interventions are reducing both frequency AND time-at-risk.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., leaving the classroom without permission, running away from designated area, leaving seat and exiting the room, leaving the assigned area during transitions).

TRACKING METHOD Frequency & Duration Recording — each incident tracked separately

TIME	AREA LEFT	AREA FOUND	DURATION (MINS)	SAFE RETURN? (Y / N)

TOTAL ELOPEMENT INCIDENTS
TODAY

TOTAL TIME ELOPED (MINUTES)

SAFETY RISK
LEVEL: LOW /
MED / HIGH

PARENT / ADMIN NOTIFIED? (Y / N)

REQUIRED COMPANION FORMS

For students with documented elopement, also complete the **Safety Plan Template** (page 50) and notify the team any time the student leaves a supervised area without permission.

Out of Seat

Frequency Recording · for leaving seat without permission during instruction

Out of seat differs from elopement: the student stays within the room but leaves the chair. Track the Reason column—many out-of-seat episodes are legitimate (bathroom, tissue, pencil sharpen) and should be filtered out of intervention decisions. Look for patterns in the Activity column: do episodes cluster during independent work? Long lectures? After recess?

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., leaving chair without permission, standing at desk during work time, wandering around room, sitting on floor instead of chair).

TRACKING METHOD Frequency / Event Recording & Tally & Count

TIME PERIOD / ACTIVITY	TALLY MARKS	TOTAL COUNT	REASON (BATHROOM / WANDER / ETC.)

TOTAL OUT OF SEAT INSTANCES TODAY

RATE PER HOUR

MOST COMMON REASON

OBSERVER SIGNATURE

Verbal Aggression

Frequency Recording with Severity Tracking · for threatening or abusive language

Verbal aggression often functions as escape or attention—the antecedent column will reveal which. Quote the actual language used in the Verbalization column; euphemisms like ‘used bad words’ lose critical context. Any slur or threat of harm requires immediate administrator notification per most district policies.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., swearing, threatening peers or adults, yelling angrily, name-calling, derogatory language, racial or identity-based slurs).

TRACKING METHOD Frequency / Event Recording — with Antecedent, Verbalization, and Target tracking

TIME	ANTECEDENT (TRIGGER)	VERBALIZATION USED	TARGET (PEER / ADULT / SELF)

TOTAL VERBAL AGGRESSION
INCIDENTS TODAY

SEVERITY (CIRCLE ONE): MINOR
/ MODERATE / SEVERE (THREAT
OF HARM)

SLUR / HATE
SPEECH
INVOLVED? (Y /
N)

ADMINISTRATOR NOTIFIED? (Y
/ N)

()

Disruptive Behaviour

Frequency Recording · for behaviour that interrupts instruction but is not aggressive

Disruptive behaviour is the catchall for low-intensity but high-frequency behaviours that erode instructional time. Track the staff response—over time you will see which responses actually reduce future incidents and which (often verbal reprimands) inadvertently reinforce the behaviour by providing attention.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., making noises, tapping objects, throwing soft items, engaging in attention-seeking actions that interrupt instruction, repeated rule-breaking).

TRACKING METHOD Frequency / Event Recording & Tally & Count with Consequence

TIME / ACTIVITY	SPECIFIC BEHAVIOUR OBSERVED	TALLY	CONSEQUENCE / STAFF RESPONSE

TOTAL DISRUPTIVE INCIDENTS
TODAY

MOST FREQUENT BEHAVIOUR
TYPE

MOST
EFFECTIVE
STAFF
RESPONSE

OBSERVER SIGNATURE

Tantrum / Meltdown

Duration & Intensity Recording · for extended emotional dysregulation episodes

Distinguish between tantrums (goal-directed, stops when the demand or audience is removed) and meltdowns (true neurological overload, continues regardless of audience). The De-escalation Strategy column will reveal over time which approaches work for THIS student—deep pressure, quiet space, verbal coaching, etc. Pair this sheet with the De-escalation Quick Reference on page 48.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., extended crying, screaming, flopping to floor, combined aggression lasting over 1 minute, throwing self, refusal to engage while visibly dysregulated).

TRACKING METHOD Duration & Intensity Recording — each episode timed and rated

TIME START	TIME END	TOTAL DURATION	INTENSITY (LOW / MED / HIGH)	DE-ESCALATION STRATEGY USED

TOTAL TANTRUMS TODAY

TOTAL TIME IN TANTRUM
(MINUTES)

MOST
EFFECTIVE DE-
ESCALATION
STRATEGY

RECOVERY TIME TO RE-
ENGAGEMENT (MINS)

Inappropriate Peer Interactions

Frequency Recording · for social behaviour that violates peer norms

Social skill deficits often drive inappropriate peer interactions. Track whether incidents cluster around specific peers (suggesting a dynamic to address) or specific settings (recess, lunch, unstructured time). The Interaction Type column will tell you whether the student needs instruction in joining play, sharing, conflict resolution, or personal space.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., teasing, taking peers' belongings, excluding peers, inappropriate touching or hugging, bullying, instigating conflict).

TRACKING METHOD Frequency / Event Recording — with Interaction Type, Peer, and Staff Response

TIME / ACTIVITY	INTERACTION TYPE (TEASING / STEALING / EXCLUDING / ETC.)	PEER INVOLVED	STAFF RESPONSE / OUTCOME

TOTAL INAPPROPRIATE INTERACTIONS TODAY

PRIMARY INTERACTION TYPE OBSERVED

REPEAT PEER PAIRING NOTED? (Y / N)

OBSERVER SIGNATURE

Transition Difficulties

Latency Recording · for measuring time-to-transition between activities

Transitions are the highest-friction moments of the school day for many students. Latency recording captures the actual time cost of these friction points—data that frequency counts miss entirely. Use Transition Type to spot patterns (is recess-to-math harder than music-to-lunch?). Pair findings with antecedent strategies like visual schedules or transition warnings.

STUDENT NAME

OBSERVER

DATE

TIME PERIOD

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour (e.g., refusing to transition when announced, taking more than 60 seconds to begin next activity, lingering at previous activity, requiring multiple prompts to move).

TRACKING METHOD Latency Recording — time from transition cue to engagement in next activity

TRANSITION TYPE	TIME DEMANDED	TIME STARTED	LATENCY (SEC / MIN)	PROMPT REQUIRED

TOTAL TRANSITIONS OBSERVED

AVERAGE LATENCY (SECONDS)

LONGEST
LATENCY

MOST COMMON PROMPT LEVEL

TRANSITION TYPE EXAMPLES

☐ Activity-to-Activity ☐ Class-to-Class ☐ Recess-to-Class ☐ Lunch-to-Class

☐ Arrival ☐ Dismissal

Interval Recording Sheet

Universal form for Partial Interval, Whole Interval, or Momentary Time Sampling

Interval recording is the workhorse method for behaviours that occur too frequently or continuously to count one-by-one. Choose the variant that best fits your behaviour, mark each interval, and convert the marked intervals to a percentage at the end of the session.

STUDENT NAME

OBSERVER

DATE

TARGET BEHAVIOUR

SESSION LENGTH

INTERVAL LENGTH

METHOD SELECTED ☐ Partial Interval ☐ Whole Interval ☐ Momentary Time Sampling

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the behaviour being recorded in observable, measurable terms.

#	TIME BLOCK	+ / -	NOTES
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

TOTAL INTERVALS	INTERVALS WITH BEHAVIOUR (+)	% INTERVALS WITH BEHAVIOUR	OBSERVER SIGNATURE
_____	_____	_____	_____

CHOOSING THE RIGHT INTERVAL VARIANT

Partial Interval — Mark + if the behaviour occurred at any point during the interval. Best for high-frequency or brief behaviours. Tends to *underestimate* duration.

Whole Interval — Mark + only if the behaviour occurred for the entire interval. Best for sustained behaviours (on-task, engagement). Tends to *underestimate* occurrence.

Momentary Time Sampling (MTS) — Look up at the end of each interval and mark + only if the behaviour is occurring at that exact moment. Best for teachers who cannot continuously observe. Lower fidelity but practical for classroom settings.

Latency Recording Sheet

Universal form for measuring time from demand to behaviour onset

Latency recording answers a different question than frequency or duration: *how long does it take the student to begin the requested behaviour?* This is the right tool for transition difficulties, compliance initiation, and "won't start work" presentations—where the issue is not whether the student will comply, but how quickly.

STUDENT NAME

OBSERVER

DATE

TARGET BEHAVIOUR / DEMAND

SESSION LENGTH

CRITERION (TARGET LATENCY)

OPERATIONAL DEFINITION OF BEHAVIOUR

Define the demand and the expected behaviour (e.g., 'Begin independent math worksheet within 30 seconds of direction').

#	TIME / DEMAND GIVEN	DEMAND DESCRIPTION	TIME INITIATED	LATENCY (SECONDS)	PROMPT LEVEL	NOTES

TOTAL DEMANDS OBSERVED	AVERAGE LATENCY (SECONDS)	% TRIALS MEETING CRITERION	LONGEST LATENCY (SECONDS)
_____	_____	_____	_____

PROMPT HIERARCHY

Track the level of support the student required to initiate: **Independent** (started on their own) → **Verbal** (single verbal reminder) → **Visual** (pointing, gesture, visual schedule) → **Verbal + Visual** → **Physical** (hand-over-hand guidance). As intervention progresses, you should see prompt levels moving from right to left—from Physical toward Independent.

Scatter Plot Analysis Sheet

Reveals when behaviour clusters across the school day and week

The scatter plot is one of the most underused tools in classroom behaviour data. By mapping incidents to specific 30-minute blocks across a full school week, you can see at a glance whether behaviour clusters at particular times—right before lunch? During reading block? After recess? This pattern data is often more actionable than frequency counts alone.

STUDENT NAME

OBSERVER

TARGET BEHAVIOUR

WEEK OF

Mark each cell with a tally, X, or count for each incident observed in that time block. At the end of the week, darkened clusters reveal peak times. Use the summary below to plan antecedent strategies targeted at the high-frequency windows.

TIME	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
Mon														
Tue														
Wed														
Thu														
Fri														

PEAK TIME BLOCK(S) IDENTIFIED

TOTAL INCIDENTS
THIS WEEK

DAY WITH MOST
INCIDENTS

ACTION PLAN / ANTECEDENT
STRATEGY

COMMON PATTERNS TO WATCH FOR

Late-morning cluster — often hunger or sustained cognitive load. Try a snack break or movement activity before the cluster window.

Pre-recess / pre-lunch cluster — often anticipatory dysregulation. Try visual countdowns or pre-transition warnings.

End-of-day cluster — often fatigue or escape-motivated. Try reducing demand complexity or building in choice time.

Single-subject cluster — the behaviour is task-specific, not student-specific. The intervention belongs in the curriculum, not the behaviour plan.

Permanent Product Recording Sheet

For behaviours that leave a tangible, countable output

Permanent product recording is the lowest-effort, highest-accuracy method in this bundle—because the behaviour itself produces the data. Use this sheet for work completion, accuracy, and any behaviour that leaves behind a tangible artefact (completed worksheet, broken pencil, torn paper, drawn picture). The product does the recording for you.

STUDENT NAME

OBSERVER

DATE RANGE

SUBJECT / CLASS

EXPECTED OUTPUT

TOTAL ASSIGNMENTS

OPERATIONAL DEFINITION OF BEHAVIOUR

Define what counts as a 'completed' product (e.g., 'all 20 problems attempted with work shown').

DATE	ASSIGNMENT / TASK	EXPECTED OUTPUT	ACTUAL OUTPUT	% COMPLETE	ACCURACY %	NOTES

AVERAGE COMPLETION RATE (%)	AVERAGE ACCURACY (%)	TOTAL PRODUCTS SUBMITTED	TOTAL PRODUCTS MISSING
_____	_____	_____	_____

WHEN TO USE PERMANENT PRODUCT

Ideal for academic behaviours (work completion, accuracy, submission rate) and any destructive behaviour that leaves evidence (torn materials, broken items). Not appropriate for behaviours that leave no trace (verbal outbursts, social interactions, internal states). Pair with frequency recording when you need both the product count and the in-class behaviour data.

Weekly Behaviour Graph Template

Enhanced grid with baseline and goal reference lines

Plot one data point per day from your frequency or duration sheets. Connect points with a line to reveal trends. The baseline reference line (dashed) shows where you started; the goal line (dotted) shows where you are heading. Both are essential—without baseline, you cannot prove progress; without goal, you cannot evaluate whether progress is sufficient.

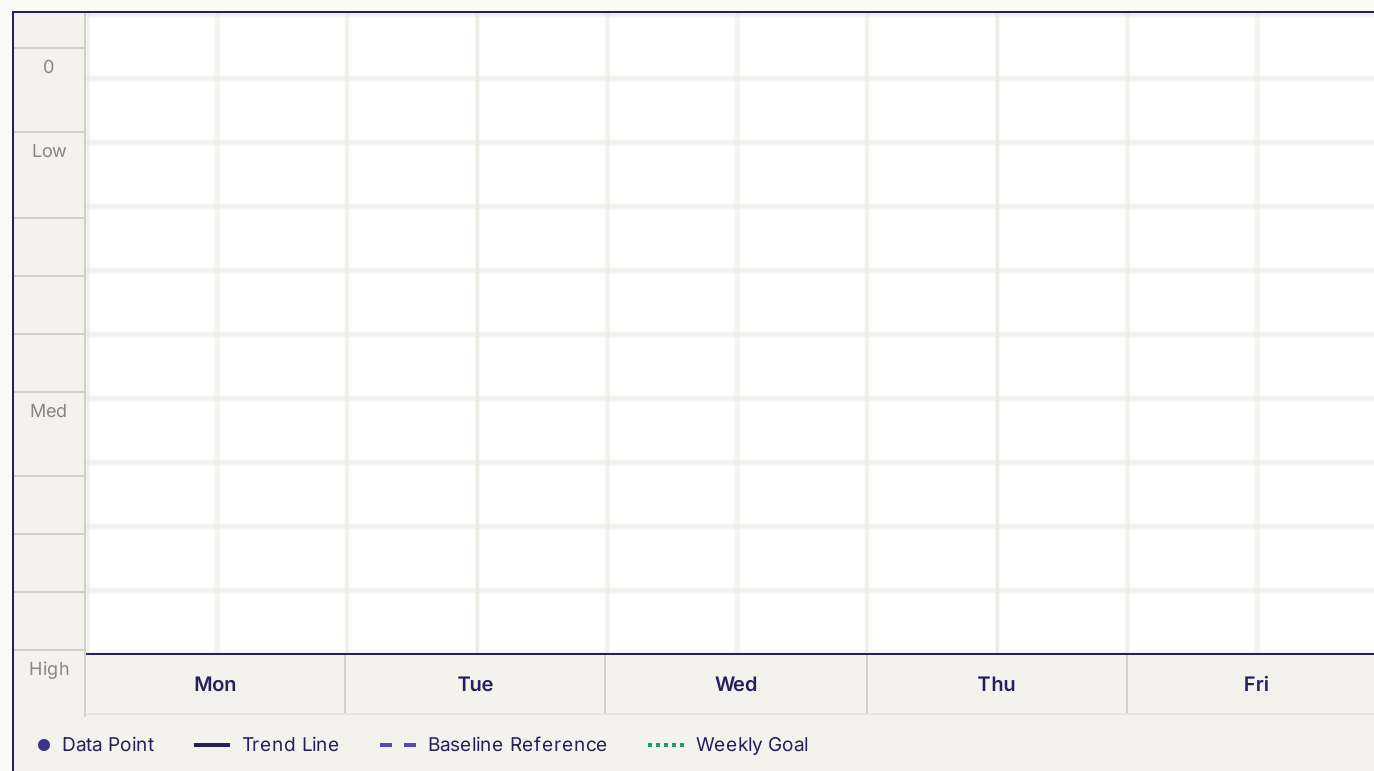
STUDENT NAME

TARGET BEHAVIOUR

WEEK OF

DATA SOURCE

(FREQUENCY / DURATION
/ ETC.)



BASELINE AVERAGE

WEEKLY GOAL

WEEKLY AVERAGE

TREND DIRECTION (&UARR;
/ &DARR; / &RARR;)

HOW TO PLOT

1. Determine the Y-axis scale based on your highest expected value (round up to a clean number).
2. Plot one data point per day at the corresponding height.
3. Connect points with a straight line.
4. Draw a horizontal dashed line at the baseline average.
5. Draw a horizontal dotted line at the weekly goal.
6. Look for at least **three consecutive data points** moving in the desired direction before declaring a trend.

Monthly Progress Monitoring Graph

Four-week trend view with baseline and goal lines for IEP / BIP review

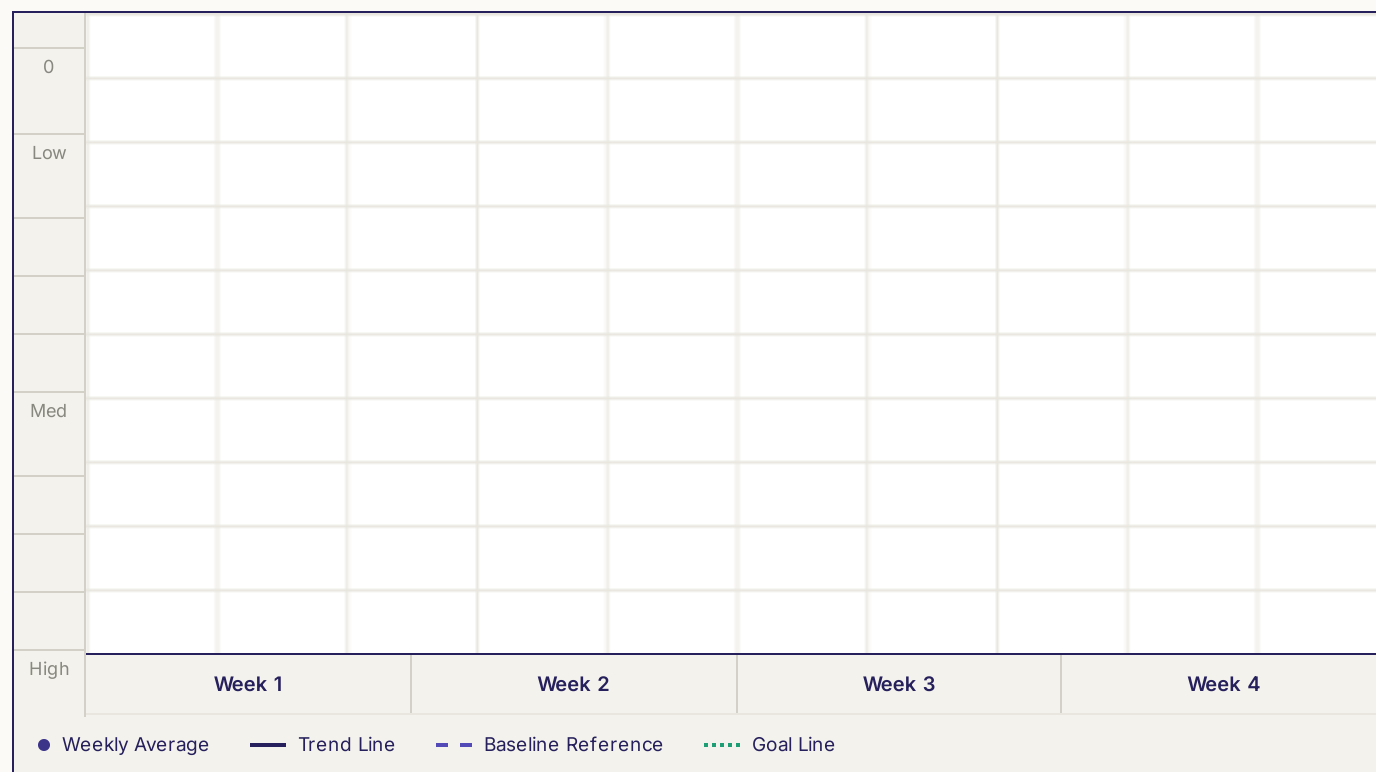
Use this graph to step back from daily fluctuations and view the bigger picture. Monthly graphs are essential for IEP meetings, BIP reviews, and parent conferences—they show whether the intervention is producing lasting change, not just daily variance. Plot the weekly average from your Weekly Behaviour Graphs.

STUDENT NAME

TARGET BEHAVIOUR

MONTH / YEAR

INTERVENTION START
DATE



MONTHLY NARRATIVE ANALYSIS

Comparison to baseline · Trend observation · Decision needed

BASELINE AVERAGE

MONTHLY AVERAGE

% CHANGE FROM BASELINE

DECISION: CONTINUE /
ADJUST / DISCONTINUE

INTERPRETING TRENDS

Steady downward trend toward goal — intervention is working; continue with fidelity checks.

Flat line at or near baseline — intervention is not working; revisit the hypothesized function and consider a different strategy.

Variable but improving — common; do not overreact to single weeks. Look at the four-week average.

Spike after a period of improvement — often a novelty fade or setting event. Investigate what changed before adjusting the intervention.

Multi-Behaviour Tracking Summary

Cross-behaviour dashboard for students with multiple intervention targets

When a student has multiple behaviour targets (common in comprehensive BIPs), it is easy to lose sight of the whole picture. This summary sheet lets you see all targets on one page—so you can spot which interventions are working, which need adjustment, and whether reducing one behaviour has inadvertently increased another (a phenomenon known as response covariation).

STUDENT NAME

OBSERVER

MONTH / YEAR

DATE COMPLETED

Enter weekly totals for each behaviour. Use the Status column to mark trends: ↑ increasing (bad for reduction targets, good for replacement skills), ↓ decreasing (vice versa), → stable. The % Change column converts raw counts into comparable progress metrics.

#	BEHAVIOUR TRACKED	BASE	W1	W2	W3	W4	% CHANGE	STATUS
1								
2								
3								
4								
5								

MOST IMPROVED BEHAVIOUR

BEHAVIOUR REQUIRING INTERVENTION ADJUSTMENT

NOTES ON RESPONSE COVARIATION (DID ONE BEHAVIOUR CHANGE AFFECT ANOTHER?)

Functional Behaviour Assessment (FBA) Summary

Synthesize all data sources into a defensible hypothesis of function

An FBA is not a single test—it is a synthesis of multiple data sources into a defensible hypothesis about *why* a behaviour is occurring. This summary template walks you through the components required for an IEP-team-ready document. Complete it after you have collected at least one week of ABC data, frequency or duration data, and a scatter plot.

— STUDENT INFORMATION

STUDENT NAME

DOB

GRADE

DATE OF FBA

COMPLETED BY

SCHOOL

— REASON FOR REFERRAL

— OPERATIONAL DEFINITION OF TARGET BEHAVIOUR(S)

— SUMMARY OF DATA COLLECTED

List methods used, dates of data collection, and key quantitative findings.

— ANTECEDENT ANALYSIS

Under what conditions is the behaviour most likely to occur?

— SETTING EVENTS

Background factors that make the behaviour more likely on some days (sleep deprivation, illness, home stressors, schedule changes).

— HYPOTHESIZED FUNCTION OF BEHAVIOUR

☐ Attention ☐ Escape / Avoidance ☐ Access to Tangible ☐ Sensory / Automatic

— RATIONALE FOR HYPOTHESIZED FUNCTION

— CONFIRMING EVIDENCE (DATA THAT SUPPORTS THE HYPOTHESIS)

— DISCONFIRMING EVIDENCE (DATA THAT MAY CONTRADICT OR COMPLICATE THE HYPOTHESIS)

FBA BEST PRACTICES

A defensible FBA includes **multiple data sources** (direct observation + record review + interviews), **operational definitions** clear enough for IOA, and an explicit statement of **disconfirming evidence**—what you found that does not fit your hypothesis. Acknowledging counter-evidence is a hallmark of a credible FBA, not a weakness.

Behaviour Intervention Plan (BIP)

Comprehensive plan linking function to antecedent, teaching, and consequence strategies

A BIP is only as good as its alignment with the hypothesized function. A plan that addresses attention-seeking will fail if the behaviour actually functions as escape. Use this template to ensure every strategy maps directly back to the FBA summary on the previous page.

STUDENT & PLAN INFORMATION

STUDENT NAME

DATE OF PLAN

REVIEW DATE

PLAN AUTHOR

TARGET BEHAVIOUR (FROM FBA)

BASELINE DATA (AVERAGE)

HYPOTHESIZED FUNCTION

☐ Attention ☐ Escape / Avoidance ☐ Access to Tangible ☐ Sensory / Automatic

REPLACEMENT BEHAVIOUR — WHAT SHOULD THE STUDENT DO INSTEAD?

Must serve the same function as the target behaviour. (e.g., if target behaviour is escape-motivated, the replacement must also provide a legitimate escape route, like requesting a break.)

ANTECEDENT STRATEGIES — MODIFY ENVIRONMENT / TASK TO PREVENT BEHAVIOUR

TEACHING STRATEGIES — HOW WILL THE REPLACEMENT BEHAVIOUR BE EXPLICITLY TAUGHT?

CONSEQUENCE STRATEGIES — HOW WILL STAFF RESPOND TO TARGET VS. REPLACEMENT BEHAVIOUR?

— **REINFORCEMENT SCHEDULE**

Specify reinforcer, schedule (continuous / intermittent), and criteria for fading.

— **DATA COLLECTION PLAN**

Which sheet will be used, by whom, how often, and where will data be stored?

MASTERY CRITERIA	REVIEW DATE	CRISIS PLAN ATTACHED? (Y / N)

Replacement Behaviour Teaching Plan

Structured plan for explicitly teaching the alternative behaviour

Identifying the replacement behaviour is only half the work—the student must actually learn to use it. This plan structures the explicit instruction, prompting, reinforcement, and generalization of the replacement behaviour across settings and time.

— STUDENT & TARGET INFORMATION

STUDENT NAME

DATE

TARGET BEHAVIOUR
BEING REPLACED

REPLACEMENT
BEHAVIOUR

— OPERATIONAL DEFINITION OF REPLACEMENT BEHAVIOUR

Define in observable, measurable terms—just as you would the target behaviour.

— TEACHING PROCEDURE — STEP-BY-STEP

— PROMPT HIERARCHY

Full Physical → Partial Physical → Verbal + Visual → Verbal → Visual → Independent

— REINFORCEMENT SCHEDULE

— GENERALIZATION PLAN

How will the skill be practiced across settings, people, and materials?

— MASTERY CRITERIA

e.g., "Student will independently use replacement behaviour in 80% of opportunities across 3 consecutive days."

THE FUNCTION TEST

Before finalizing, ask: **Does the replacement behaviour give the student the same outcome as the target behaviour?** If a student escapes a hard task by hitting, and your replacement is "asking for a break"—does asking for a break actually produce a break? If not, the replacement will not stick. The function must be honoured by the new behaviour.

Behaviour Pathway / Contingency Map

Visual map of the behaviour chain and the alternative pathway

The behaviour pathway is a one-page visual summary of the entire FBA–BIP chain. It shows the current pathway (Setting Event → Antecedent → Behaviour → Consequence → Function) and the desired alternative pathway. Use it for staff training—it is the fastest way for a substitute or new team member to understand the intervention logic.

STUDENT NAME

DATE

TARGET BEHAVIOUR

REPLACEMENT
BEHAVIOUR

Current Pathway (Target Behaviour)

SETTING EVENT	ANTECEDENT	BEHAVIOUR	CONSEQUENCE	FUNCTION
Background Factors	Trigger	Target	Typical Response	Outcome

Alternative Pathway (Replacement Behaviour)

SETTING EVENT	ANTECEDENT	BEHAVIOUR	CONSEQUENCE	FUNCTION
Mitigation Strategy	Modification	Replacement	Reinforcement	Honoured

HOW TO USE THIS MAP

Fill in the **current pathway** first using your FBA data. Then design the **alternative pathway**—every box in the alternative must intentionally change one element of the current chain. Setting events can be mitigated but rarely eliminated; antecedents can often be modified; the behaviour is replaced; the consequence becomes reinforcement for the replacement; the function remains honoured.

Home-School Communication Log

Weekly log with dedicated celebrations section for balanced communication

Consistent, objective communication with parents and caregivers is essential—but so is balance. Behaviour logs that only report incidents create a deficit narrative. This enhanced log includes dedicated space for celebrations and wins, so families see the whole student, not just the challenges.

STUDENT NAME

TARGET BEHAVIOUR /
GOAL

WEEK OF

TEACHER

DAY	BEHAVIOUR / PROGRESS UPDATE	TEACHER NOTES / STRATEGIES USED	PARENT / CAREGIVER FEEDBACK
Mon			
Tue			
Wed			
Thu			
Fri			

— CELEBRATIONS & WINS THIS WEEK

Document at least one positive moment—academic, social, or behavioural—to share with the family.

OVERALL TREND THIS WEEK

GOAL PROGRESS (%
TOWARD MASTERY)

PARENT SIGNATURE

COMMUNICATION TIPS

Use objective, behavioural language. Instead of "Jamal had a rough day," write "Jamal had 3 incidents of work refusal today, down from 5 last Tuesday. He used his break card once independently." Lead with the celebration whenever possible—it sets a collaborative tone for the harder feedback.

Daily Behaviour Report (DBR)

Standardized rating form for cross-day progress monitoring

The Daily Behaviour Report (DBR) is a research-supported tool for tracking behaviour across multiple time blocks in a day. Teachers rate each target behaviour on a 0–100% scale per time block—0 meaning the behaviour did not occur at all, 100 meaning it occurred at expected levels throughout. DBRs are excellent for parent communication, IEP progress monitoring, and identifying time-of-day patterns.

STUDENT NAME

DATE

TEACHER

DAY OF WEEK

Rate each behaviour 0–100% for each time block. Calculate daily averages at the end of the day. Compare across days and weeks to monitor progress.

#	TARGET BEHAVIOUR	MORNING0–100%	RECESS0–100%	LUNCH0–100%	AFTERNOON0–100%
1					
2					
3					
4					
5					

TEACHER COMMENTS

DAILY AVERAGE ACROSS BEHAVIOURS (%)

NOTABLE PATTERNS / TIME BLOCKS OF CONCERN

PARENT ACKNOWLEDGEMENT

☐

Reviewed with student

☐

Discussed at home

☐

Goal set for tomorrow

TEACHER SIGNATURE

PARENT SIGNATURE

Staff Consistency & IOA Checklist

Inter-Observer Agreement form for ensuring reliable data

Data is only as trustworthy as the consistency of the people collecting it. Inter-Observer Agreement (IOA) is the percentage of times two independent observers record the same behaviour the same way. Run an IOA check at least once per new behaviour target, any time data patterns feel inconsistent across staff, and before any IEP meeting where data will be presented.

STUDENT NAME

DATE OF IOA CHECK

OBSERVER 1

OBSERVER 2

SESSION LENGTH

SETTING

Two observers independently record the same session. Compare counts and calculate agreement: **Agreement % = (Smaller Count ÷ Larger Count) × 100**. Target ≥ 80% for defensible data.

#	BEHAVIOUR OBSERVED	OBSERVER 1 COUNT	OBSERVER 2 COUNT	AGREEMENT %	DISCREPANCY NOTES
1					
2					
3					
4					

Operational Definition Clarity Checklist

- ☐ Definition is observable and measurable
- ☐ Definition includes examples and non-examples
- ☐ Definition specifies onset and offset criteria
- ☐ Both observers were trained on the definition

- ☐ Observation timing was synchronized
- ☐ Prompt hierarchy was consistently applied
- ☐ Consequence strategies were consistently applied

— ACTION ITEMS IF IOA < 80%

IF IOA IS BELOW 80%

Do not blame the observers—refine the definition. The most common cause of low IOA is including subjective qualifiers ("loudly," "aggressively," "excessively"). Replace these with concrete criteria: "voice audible from across the room," "contact with another person's body," "more than 3 times in 5 minutes." Re-train both observers on the revised definition and re-run IOA within one week.

De-escalation Strategies Quick Reference

Three-tier response card — print and keep accessible

De-escalation is a skill set, not a script. The strategies below are organized in three tiers—prevention, early intervention, and crisis response—to match the escalation cycle. The earlier you intervene, the less invasive the strategy needs to be. When in doubt, choose the lowest tier that fits the situation.

TIER 1 — PREVENTION (BEFORE BEHAVIOUR ESCALATES)

1. **Visual Schedules** — Post the day's structure; reduce uncertainty.
2. **Pre-Transition Warnings** — Give 5-minute and 1-minute warnings before transitions.
3. **Choice Within Tasks** — Offer two acceptable options ("pencil or pen?") to share control.
4. **Break Cards** — Teach the student to request a break before dysregulation begins.
5. **Sensory Diet** — Build in movement / heavy work / fidget tools proactively.
6. **Relationship Check-Ins** — Greet by name, ask one personal question daily.

TIER 2 — EARLY INTERVENTION (BEHAVIOUR BEGINNING)

1. **Verbal Acknowledgement** — "I can see this is hard. I'm here."
2. **Offer Break** — "Would you like to take a 2-minute break?"
3. **Reduce Demand** — Modify the task: fewer problems, shorter reading, oral response.
4. **Change Environment** — Move to quiet corner, dim lights, or step into hallway.
5. **Validate Emotion** — Name the feeling: "You're frustrated. That makes sense."
6. **Use Calming Toolkit** — Breathing visual, weighted lap pad, noise-cancelling headphones.

TIER 3 — CRISIS RESPONSE (ACTIVE DYSREGULATION)

1. **Ensure Safety** — Clear other students, remove dangerous objects, summon support.
2. **Reduce Stimulation** — Silence, dim lights, give space; do not crowd the student.
3. **Minimal Verbal** — Use short, calm phrases: "You're safe. I'm here."
4. **Follow Safety Plan** — If the student has a written Safety Plan (page 50), follow it.
5. **Do Not Negotiate** — Wait for calm before discussing what happened.
6. **Document Immediately** — Complete incident documentation within 24 hours.

— WARNING SIGNS SPECIFIC TO THIS STUDENT

What does this student look like 5 minutes before a crisis? (Personalize for each student.)

— POST-INCIDENT REFLECTION PROMPTS

Use after the student has fully regulated and returned to baseline.

Safety Plan Template

For students with severe behaviour that may pose a safety risk

A Safety Plan is required for any student whose behaviour has caused or could cause injury to self or others, or that has resulted in restraint or seclusion. This plan is part of the IEP and must be reviewed at least annually, or after any incident that triggered its use. **Restraint and seclusion are last-resort, emergency procedures—not interventions.**

— STUDENT & PLAN INFORMATION

STUDENT NAME

DATE OF PLAN

REVIEW DATE

PLAN AUTHOR

IEP TEAM MEMBERS

— TRIGGERS & WARNING SIGNS

Observable signals that escalation is beginning—specific to this student.

— PROACTIVE STRATEGIES

What will be in place daily to prevent escalation?

— REACTIVE STRATEGIES (LEAST-TO-MOST RESTRICTIVE)

Step 1 (least restrictive) → Step 5 (most restrictive / emergency)

— RESTRAINT / SECLUSION PROTOCOL

Only if part of the IEP and per district policy. Specify type, trained staff, max duration, and required documentation.

— DEBRIEF PROCEDURE

What happens after an incident—for the student, the staff, and the family?

— EMERGENCY CONTACTS

ADMINISTRATOR

CRISIS TEAM

PARENT / GUARDIAN

SCHOOL RESOURCE OFFICER

COUNSELLOR

AFTER-HOURS CONTACT

— STAFF ROLES DURING CRISIS

CRITICAL REMINDER

A Safety Plan supplements—it does not replace—your district's crisis response protocol, your state's restraint and seclusion regulations, and the student's IEP. Any use of restraint or seclusion must be documented per district policy and reported to parents within the timeframe specified by state law. When in doubt, escalate to administration immediately.

Educator Reflection Form

Structured self-reflection for ongoing professional growth

Behaviour intervention is a learning process for the educator as much as for the student. This reflection form provides a structured space to step back, examine your practice, and identify growth areas. Complete it monthly, after a difficult incident, or at the end of an intervention cycle.

EDUCATOR NAME

DATE

STUDENT INITIALS

INTERVENTION REVIEWED

1. WHAT WORKED WELL?

Strategies, moments, or supports that produced positive change.

2. WHAT DID NOT WORK?

Strategies that produced no change or made things worse.

3. WHAT WOULD I DO DIFFERENTLY?

Specific changes I would make if I started this intervention over.

4. DID THE DATA REVEAL ANY OF MY ASSUMPTIONS?

Where did my initial assumptions about the student or behaviour turn out to be wrong?

5. WHAT ARE MY NEXT STEPS?

Specific actions, supports to seek, or professional development to pursue.

PROFESSIONAL DEVELOPMENT NEEDS IDENTIFIED

- ☐ Functional Behaviour Assessment
 ☐ BIP Design
 ☐ Crisis Prevention Intervention (CPI)
 ☐ Trauma-Informed Practice
☐ Antecedent Strategies
 ☐ Reinforcement Systems
 ☐ Data Collection Methods
 ☐ Other: _____

WHY REFLECT?

Self-reflection is not self-criticism. The goal is to make implicit practice explicit—so the strategies that worked can be replicated, the ones that didn't can be retired, and the gaps can be filled with intentional learning. Educators who reflect regularly improve faster than those who do not, and their students' outcomes reflect it.

Final Thoughts & Encouragement

For the educator who keeps showing up

Data is not about evaluating the student; it is about evaluating the effectiveness of our teaching and interventions.

— A GUIDING PRINCIPLE OF BEHAVIOUR DATA

Collecting behaviour data can sometimes feel overwhelming—especially when you are already carrying the daily weight of a full classroom, IEP paperwork, parent communication, and your own life outside of school. We want to acknowledge that. The forms in this bundle are not meant to add bureaucracy to your day. They are meant to give you leverage—a way to see clearly, decide confidently, and advocate persuasively for the students who need you most.

When we track behaviour objectively, we remove our own biases and emotions from the equation. We stop saying "he always does this" and start saying "he did this four times today, which is down from eight times last week." That shift—from impression to information—is where real intervention begins. It is also where the most moving moments in education happen: when a student who has been labelled "difficult" gets to see, in their own data, that they are improving.

Remember that behaviour change is a marathon, not a sprint. There will be peaks and valleys in your data. A spike in behaviour does not necessarily mean your intervention is failing; it may mean the student is testing the boundaries of the new expectation, or it may simply be an off day. Look for overall trends across at least three data points before making decisions. Resist the urge to abandon a thoughtful plan after one bad data point—and resist the equal and opposite urge to declare victory after one good one.

Most importantly, never lose sight of the child behind the data. Every tally mark represents a moment of struggle for that student. Every duration recording is a window into a moment when regulation failed them. Every ABC observation is a snapshot of a child trying to communicate something they could not yet say with words. Use this data to build empathy, to celebrate the small victories, to question your own assumptions, and to ensure every student gets the precise support they need to succeed.

The students who challenge us the most are often the students who need us the most. The data you collect—patiently, consistently, and with curiosity—is one of the most powerful tools you have to honour that need. Thank you for doing this work. Thank you for caring enough to measure it. Thank you for being the steady, structured, compassionate adult in a child's most difficult moments.

Wishing you patience, objectivity, and success,

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A special thank you to the dedicated special educators, behaviour specialists, school psychologists, and classroom teachers who use data to advocate for their students and drive meaningful behavioural change. Your work is difficult, often invisible, and immeasurably important. This resource exists because of you and for the students you serve.

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Visit the **UM Printables TpT Store** for additional behaviour intervention resources, data collection tools, classroom management materials, and special education supports. New resources are added regularly—follow the store to be notified of new releases and seasonal freebies!



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