



MEGA BUNDLE • 56 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

56 Sheets

METHODS

8 Protocols

Table of Contents

Complete index of all 37 sections in this mega bundle

FOUNDATIONS

01	A Letter to the Educator	2
02	Table of Contents	3
03	How to Use This Bundle	4
04	Introduction to Behaviour Data Collection	6
05	Data Collection Method Selection Guide	8

CORE OBSERVATION FORMS

06	ABC Observation Form	9
07	Off-Task Behaviour Sheet	11
08	Calling Out / Vocalizations	12
09	Physical Aggression Sheet	13
10	Work Refusal / Non-Compliance	15
11	Elopement / Leaving Area	16
12	Out of Seat Sheet	18
13	Verbal Aggression Sheet	19
14	Disruptive Behaviour Sheet	20
15	Tantrum / Meltdown Sheet	21
16	Inappropriate Peer Interactions	22
17	Transition Difficulties Sheet	23

UNIVERSAL METHOD FORMS

18	Interval Recording Sheet	24
19	Latency Recording Sheet	26
20	Scatter Plot Analysis Sheet	28
21	Permanent Product Recording	29

ANALYTICAL & PLANNING TOOLS

22	Weekly Behaviour Graph Template	31
23	Monthly Progress Monitoring Graph	33
24	Multi-Behaviour Tracking Summary	35
25	FBA Summary Template	36
26	Intervention Planning Template (BIP)	38
27	Replacement Behaviour Teaching Plan	40
28	Behaviour Pathway / Contingency Map	42

COMMUNICATION & SUPPORT

29	Home-School Communication Log	43
30	Daily Behaviour Report (DBR)	44
31	Staff Consistency & IOA Checklist	45
32	De-escalation Strategies Quick Reference	47
33	Safety Plan Template	49
34	Educator Reflection Form	51

CLOSING

35	Final Thoughts & Encouragement	53
36	Terms of Use & Credits	54
37	Review Request — TpT Store	56

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.

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.

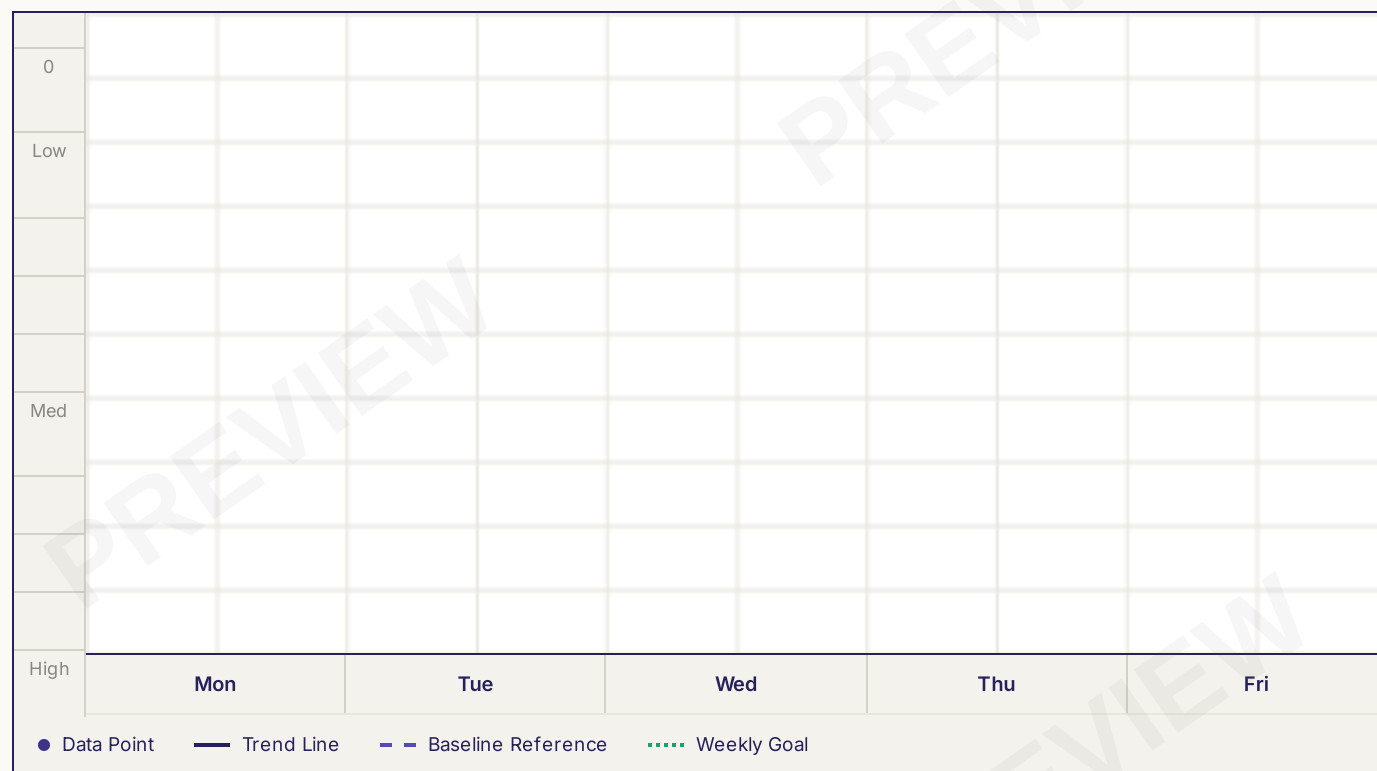
STUDENT NAME

TARGET BEHAVIOUR

WEEK OF

DATA SOURCE

(FREQUENCY / DURATION
/ ETC.)



BASELINE AVERAGE

WEEKLY GOAL

WEEKLY AVERAGE

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

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?

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.

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 49), 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.)



WHAT'S INSIDE THE FULL BUNDLE

A Complete Behaviour Intervention *Toolkit*

This preview showcased 7 highlights from the full 56-page mega bundle. The complete resource contains 37 sections covering every major behaviour data collection method, analytical template, and educator support form—ready to print and use in your classroom today.

56

TOTAL PAGES

37

SECTIONS

12

BEHAVIOUR SHEETS

8

DATA METHODS

K-12

GRADE RANGE

01

FOUNDATIONS

- Welcome Letter to Educator
- How to Use This Bundle (4-step workflow)
- Introduction & Ethical Guidelines
- Data Method Selection Guide

02

CORE OBSERVATION FORMS

- ABC Observation Form
- 12 Behaviour-Specific Data Sheets
- Off-Task, Calling Out, Aggression
- Elopement, Tantrum, Peer Interactions

03

UNIVERSAL METHOD FORMS

- Interval Recording (Partial / Whole / MTS)
- Latency Recording Sheet
- Scatter Plot Analysis (5×14 grid)
- Permanent Product Recording

04

ANALYTICAL & PLANNING TOOLS

- Weekly & Monthly Progress Graphs
- Multi-Behaviour Tracking Dashboard
- FBA Summary Template
- Behaviour Intervention Plan (BIP)
- Replacement Behaviour Teaching Plan
- Behaviour Pathway / Contingency Map

05

COMMUNICATION & SUPPORT

- Home-School Communication Log
- Daily Behaviour Report (DBR)
- Staff Consistency & IOA Checklist
- 3-Tier De-escalation Quick Reference
- Safety Plan Template
- Educator Reflection Form

06

PREMIUM DESIGN FEATURES

- UM Printables brand colours throughout
- Inter + Playfair Display typography
- Operational definition prompts on every sheet
- Tracking method labels & summary stats
- Vector PDF · embedded fonts
- Print-ready US Letter size

Get the Full 56-Page Mega Bundle

Visit the UM Printables store on Teachers Pay Teachers to download the complete resource and start collecting defensible behaviour data today.

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TPT STORE