

Behavior Data Packet

Default definitions and data collection procedures

Behavior	Default Definition	Data collection
Tantrum	Crying, yelling, dropping to the floor, or flailing in response to denied requests or demands.	Frequency, Duration
Self-Injury	Biting self, head banging, scratching, skin picking, or hitting self, often in response to frustration or for sensory input. Hitting, kicking, pushing, slapping, biting others, or throwing objects intended to cause harm.	Frequency, Severity
Aggression (Physical)	Hitting, kicking, pushing, slapping, biting others, or throwing objects intended to cause harm.	Frequency, Severity
Aggression (Verbal)	Cursing, name-calling, threats, yelling insults directed at others.	Frequency
Property Destruction	Tearing materials, breaking objects, knocking over furniture, or defacing property.	Frequency, Severity
Inappropriate Social	Interrupting, invading personal space, inappropriate touching, or off-topic remarks.	Frequency, Severity
Protest	Saying “no,” turning away, blocking materials, pushing items away when a demand is presented.	Frequency
Elopement	Leaving assigned area or supervision without permission by running, walking, or hiding.	Frequency, Severity
Disruption	Loud vocalizations, banging/tapping objects, throwing soft materials without intent to harm.	Frequency
Vocal Stereotypy	Repeating sounds, words, or phrases, including scripting from media, not directed at others.	Frequency Episode
Motor Stereotypy	Repetitive motor movements like rocking, spinning, hand-flapping, or pacing.	Frequency Episode
Sensory Stereotypy	Visual: staring, depth change, light change; Tactil: rubbing; Auditory: repetitive sounds, noise makers.	Frequency Episode
Non-Response (Passive)	Remaining motionless, not responding to verbal prompts or physical cues, freezing.	Latency (Time duration between demand and student response)
Inappropriate Sexual	Sexualized gestures or actions in public or non-private settings.	Frequency, Severity
Mouthing	Putting non-food items (e.g., paper, dirt, clothing) into the mouth or attempting to ingest.	Frequency, Severity
Inappropriate Toileting	Urinating or defecating in inappropriate locations, smearing feces, or removing clothing in public.	Frequency, Severity

Behavior Data Packet
Severity Ranking Form

Behavior	Low	Moderate	High *Requires IR	Severe *Requires BER
Tantrum	Mild whining, refusal; recovers easily.	Loud crying, moderate disruption; <10 min recovery.	Screaming, thrashing, property destruction.	Violent thrashing, injuries to self/others.
Self-Injury (SIB)	Gentle tapping; no injury.	Hard hitting/biting causing temporary marks.	Head-banging, biting with visible injury.	Life-threatening SIB (eye gouging, head trauma).
Aggression (Physical)	Light pushing/grabbing; no injury.	Slapping, scratching; minor red marks.	Punching, kicking, bruising; requires intervention.	Severe aggression causing serious injury.
Aggression (Verbal)	Playful/inappropriate comments.	Direct threats without follow-through.	Repeated, serious threats causing fear.	Credible violent threats with action/attempt.
Property Destruction	Dropping items, light tapping; no damage.	Breaking pencils, crumpling paper; minor repairable damage.	Throwing chairs, breaking classroom items; significant damage.	Extensive destruction of property (windows, doors, electronics).
Inappropriate Social Behavior	Interrupting, blurting.	Repeated off-topic comments, ignoring social cues.	Socially offensive language/actions causing disruption.	Harassment, stalking, or persistent unsafe social behavior.
Protest	Crossed arms, mild refusal.	Loud verbal refusal, walking away.	Yelling, stomping, prolonged refusal.	Extreme defiance with aggression, elopement, or property destruction.
Elopement	Wandering; easily redirected.	Leaving area, found nearby safely.	Running toward danger (e.g., parking lots).	Running into streets, bodies of water.
Disruption	Tapping desk, mild noise.	Repeated noises, interrupting instruction.	Loud yelling, throwing objects.	Severe disruption halting all instruction or activities.
Vocal Stereotypy	Quiet humming or sounds; not disruptive.	Repetitive sounds noticeable to peers.	Loud or extended vocalizations disrupting class.	Persistent, intense vocalizations preventing engagement.
Motor Stereotypy	Small repetitive hand/finger movements.	Visible movements (rocking, flapping) mildly distracting.	Frequent, large body movements interfering with task.	Continuous, severe movements preventing participation.
Sensory Stereotypy	Light fidgeting or object play.	Repetitive sensory behaviors somewhat distracting.	Intense sensory seeking interfering with learning.	Extreme sensory behaviors causing harm or severe disruption.
Non-Response (Passive)	Brief delay in responding.	Withdrawing, limited engagement for short periods.	Extended non-participation requiring prompts.	Complete withdrawal/refusal for prolonged duration.
Inappropriate Sexual Behavior	Mild giggling or comments.	Suggestive gestures or repeated jokes.	Exposing self, touching others inappropriately.	Sexual assault or dangerous sexual behaviors.

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Behavior	Low	Moderate	High *Requires IR	Severe *Requires BER
Mouthing	Brief object mouthing without risk.	Frequent mouthing, needs redirection.	Mouthing unsafe objects (small, sharp).	Swallowing or attempting to ingest dangerous items.
Inappropriate Toileting	Occasional accidents, minor.	Repeated accidents, limited awareness.	Deliberate toileting in inappropriate places.	Smearing, unsafe handling of feces/urine.

Example Matrix for data sheet:

Behavior	Low	Moderate	High *Requires IR	Severe *Requires BER
Tantrum	Mild whining, refusal; recovers easily.	Loud crying, moderate disruption; <10 min recovery.	Screaming, thrashing, property destruction.	Violent thrashing, injuries to self/others.
Self-Injury (SIB)	Gentle tapping; no injury.	Hard hitting/biting causing temporary marks.	Head-banging, biting with visible injury.	Life-threatening SIB (eye gouging, head trauma).
Mouthing	Brief object mouthing without risk.	Frequent mouthing, needs redirection.	Mouthing unsafe objects (small, sharp).	Swallowing or attempting to ingest dangerous items.

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Individualized behavior definitions. If new behaviors emerge then input defining characteristics in the corresponding table below and collect the corresponding data. Highlight the target behaviors to start.

Behavior	Individualized Behavior Characteristics	Data collection
Tantrum		Frequency, Duration
Self-Injury		Frequency, Severity
Aggression (Physical)		Frequency, Severity
Aggression (Verbal)		Frequency
Property Destruction		Frequency, Severity
Inappropriate Social		Frequency, Severity
Protest		Frequency
Elopement		Frequency, Severity
Disruption		Frequency
Vocal Stereotypy		Frequency Episode
Motor Stereotypy		Frequency Episode
Sensory Stereotypy		Frequency Episode
Non-Response (Passive)		Latency (Time duration between demand and student response)
Inappropriate Sexual		Frequency, Severity
Mouthing		Frequency, Severity
Inappropriate Toileting		Frequency, Severity

Behavior Data Packet

Data collection: Use this daily data sheet to organize and individualized severity matrix and frequency tracker for each behavior. Reference the severity matrix above to create an easy reference for each student by copying the rows and paster them below for the behaviors you observe.

Date: _____ Observation time: _____

Behavior	Low	Moderate	High *Requires IR	Severe *Requires BER/IR
Disruption				

Behavior (Identified behaviors)	Frequency (write a tally mark in the corresponding box for every instance you observe)	Severity (Reference forced ranking matrix above)

Behavior Data Packet

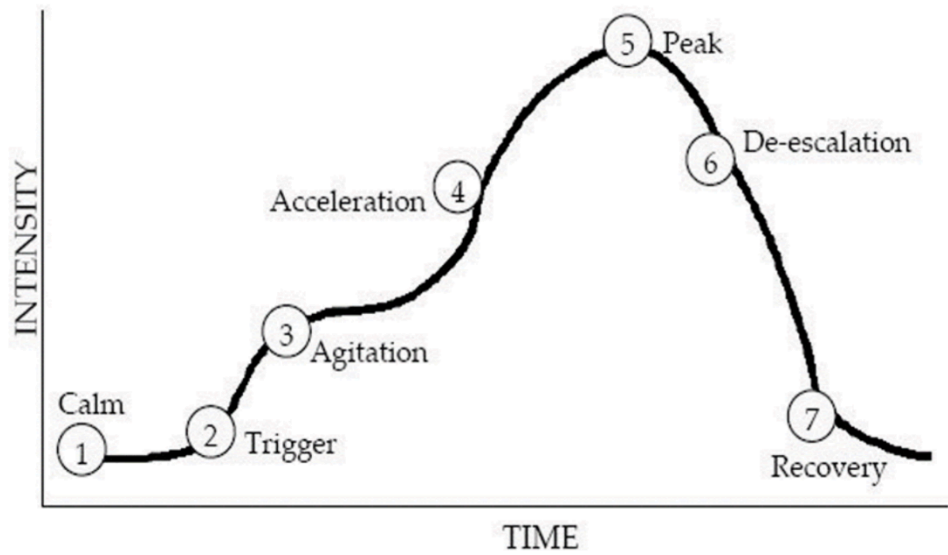
ABC Data collection. This will be used to assess the function of behavior. Indicate what change in the environment was triggered within 10-30seconds of the behavior occurring.

Setting/Time:	Antecedent	Behavior	Consequence
When/Where did the behavior happen?	What happened right before the behavior?	What was the behavior and what did it look like?	What happened right after the behavior?
___/___/___ ___:___ am/pm	Demand/Work/Chore	Yelling	Talking to/Reprimand
	Denied Access/Told "No"	Tantrum	Demand continued
	Unknown	Aggression	Didn't respond
Setting:	Alone	Self-injury	Demand removed
	Attending to others(s)	Protest	Item/toy given
	Other:	Elopement	Other:
	Describe:	Describe:	Describe:
___/___/___ ___:___ am/pm	Demand/Work/Chore	Yelling	Talking to/Reprimand
	Denied Access/Told "No"	Tantrum	Demand continued
	Unknown	Aggression	Didn't respond
Setting:	Alone	Self-injury	Demand removed
	Attending to others(s)	Protest	Item/toy given
	Other:	Elopement	Other:
	Describe:	Describe:	Describe:
___/___/___ ___:___ am/pm	Demand/Work/Chore	Yelling	Talking to/Reprimand
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Setting:	Alone	Self-injury	Demand removed
	Attending to others(s)	Protest	Item/toy given
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	Describe:	Describe:	Describe:
___/___/___ ___:___ am/pm	Demand/Work/Chore	Yelling	Talking to/Reprimand
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Setting:	Alone	Self-injury	Demand removed
	Attending to others(s)	Protest	Item/toy given
	Other:	Elopement	Other:
	Describe:	Describe:	Describe:
___/___/___ ___:___ am/pm	Demand/Work/Chore	Yelling	Talking to/Reprimand
	Denied Access/Told "No"	Tantrum	Demand continued
	Unknown	Aggression	Didn't respond
Setting:	Alone	Self-injury	Demand removed
	Attending to others(s)	Protest	Item/toy given
	Other:	Elopement	Other:
	Describe:	Describe:	Describe:

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Behavior escalation cycle. Behavior is linear, meaning behaviors occur one after the other. Are you able to identify a clear pattern to describe the student’s individual escalation cycle—calm, trigger, agitation, peak, de-escalation, recovery.

This cycle helps us recognize behavior patterns before they peak. Most importantly, it teaches us to match our response to the phase, instead of reacting emotionally or inconsistently. Our goal is always early intervention—ideally in the **Calm** or **Trigger** phases—so we can reduce the need for reactive management at **Peak**.



My student is...	When I observe...
Example:	My student is triggered when I observe... Sudden movements, averted eye gaze, increased verbal protest.
Calm	
Trigger	
Agitation	
Acceleration	
Peak	
De-escalation	
Recovery	

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Function of Behavior: