

Practical Behavioural Data Collection

Why, what, and how?

Overview

- 01** To describe key practices that support effective, consistent, and practical behavioural data collection
- 02** To present a functional approach to understanding behaviour
- 03** To demonstrate how this functional approach can inform practical collection of *usable* behavioural data for major and minor behaviour



Data



Information that can be used to inform decision-making and help support an assessment of impact



Why?

“All individuals who assume responsibility for educating students... must establish a metric that gives them and others the capacity to assess the impact of what they do. "Doing good" is dangerous if individuals do not hold themselves accountable for the outcomes of their propositions, pleas, and promises.”

(Sugai, 1998, p. 174)



Is it just me?



Identifying and defining challenges

Step 1. Am I wondering about a major or minor behaviour?

Minor behaviour:

Behaviour that can and should be managed within the classroom using evidence-based practices

For example:

Calling out – Re-teach

Out of seat – Error correction

Non-example: punching of other students



Identifying and defining challenges

Major behaviour:

Behaviour that results in significant or persistent disruption, presents safety risks, or is illegal

For example:

Possession of illicit substances

Hitting a teacher

Non-example: Calling out



Step 2: Measure what matters to understand the problem

Consider the relevant dimension of behaviour

- Frequency: How often a behaviour occurs within a given time period
- Latency: The time that passes between a cue and a behaviour
- Duration: How long a particular behaviour lasts

What you are interested should shape what you measure...



Is there a relevant minor behaviour in your context?

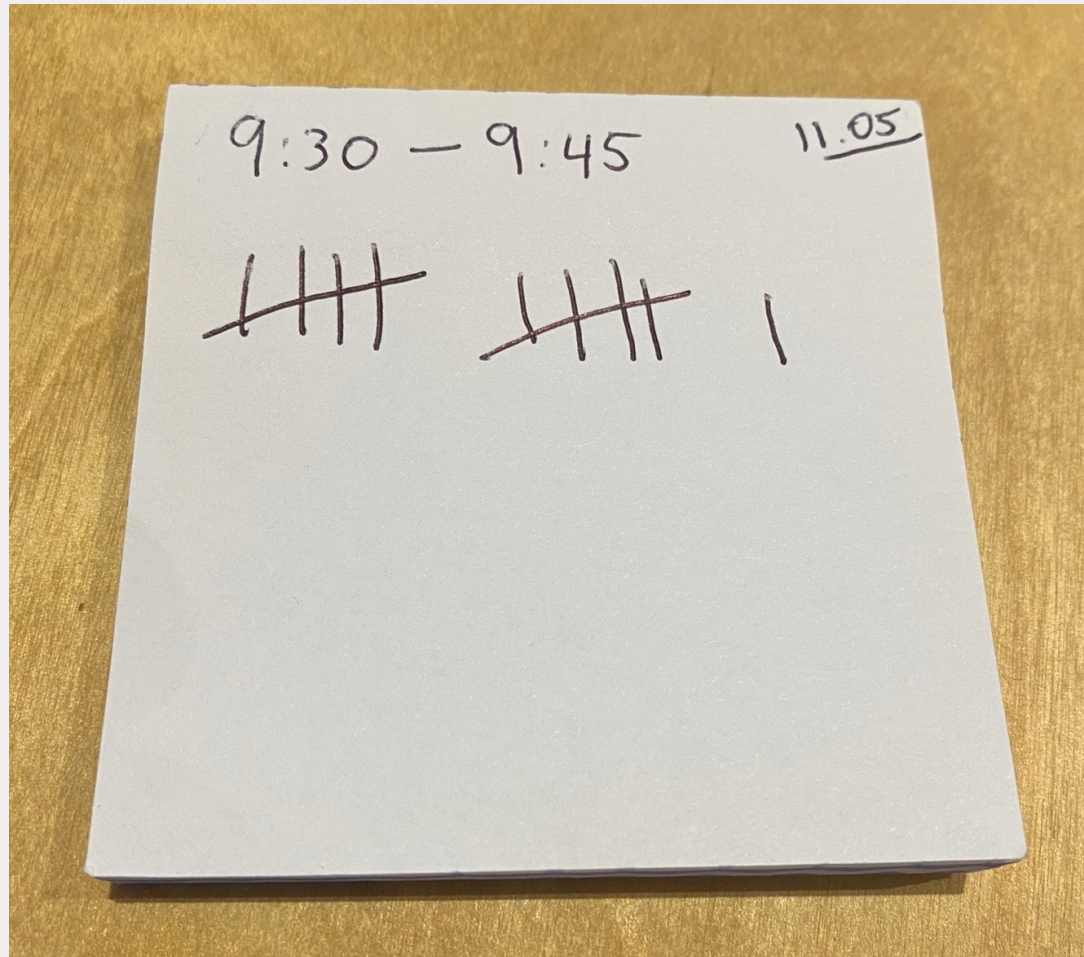
Are you wanting to see a behaviour last longer?

Are you wanting to see less of a behaviour?

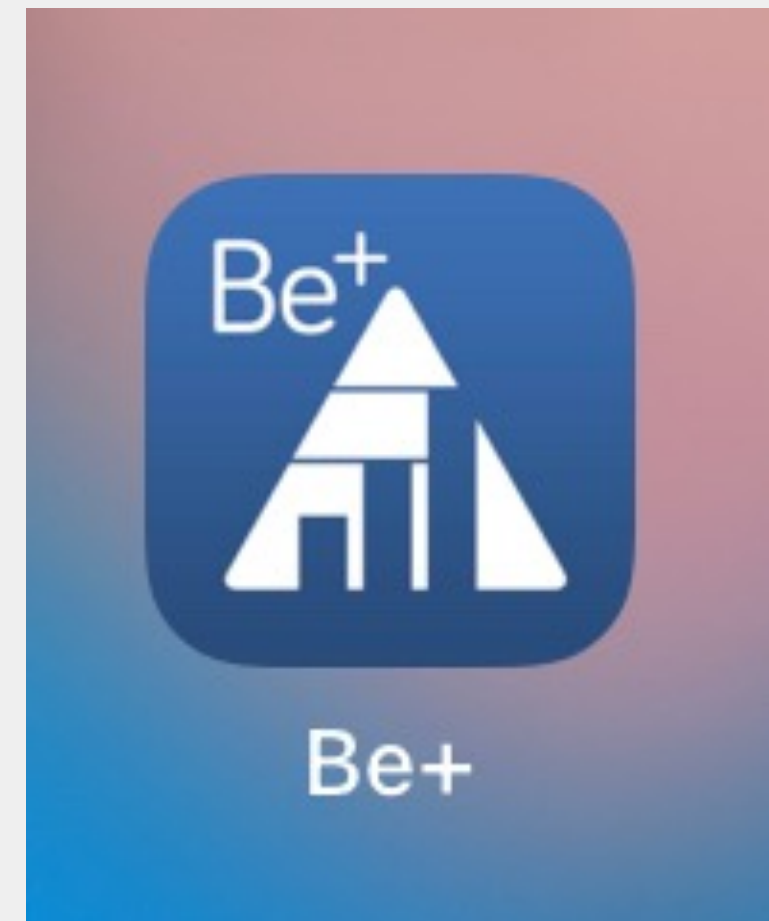
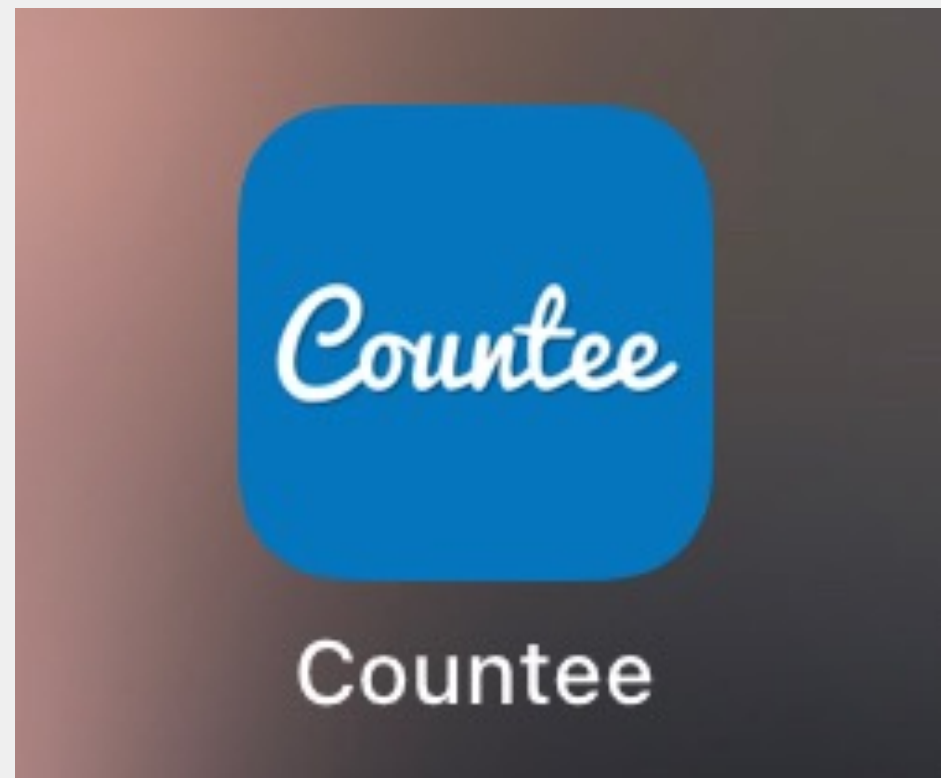
Are you wanting to see a behaviour occur more quickly?



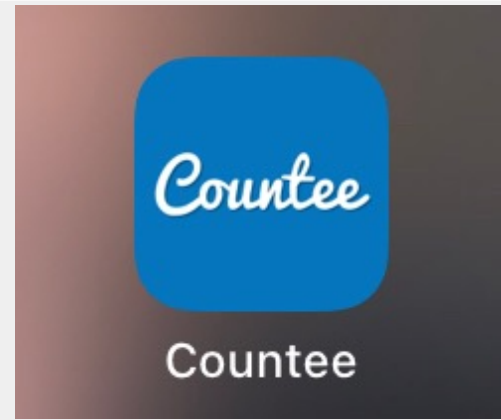
Ok, practically...



Ok, practically...



Download Countee

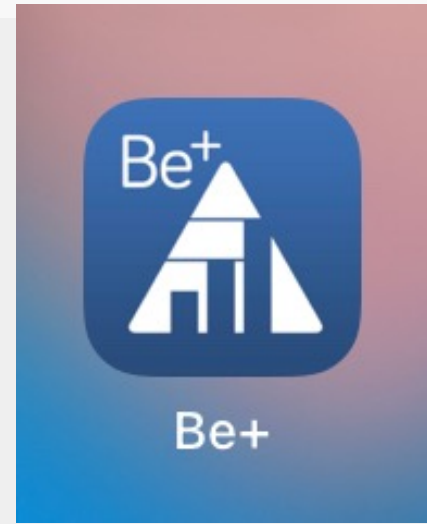


Apple



Google Play

Download the Be+ App

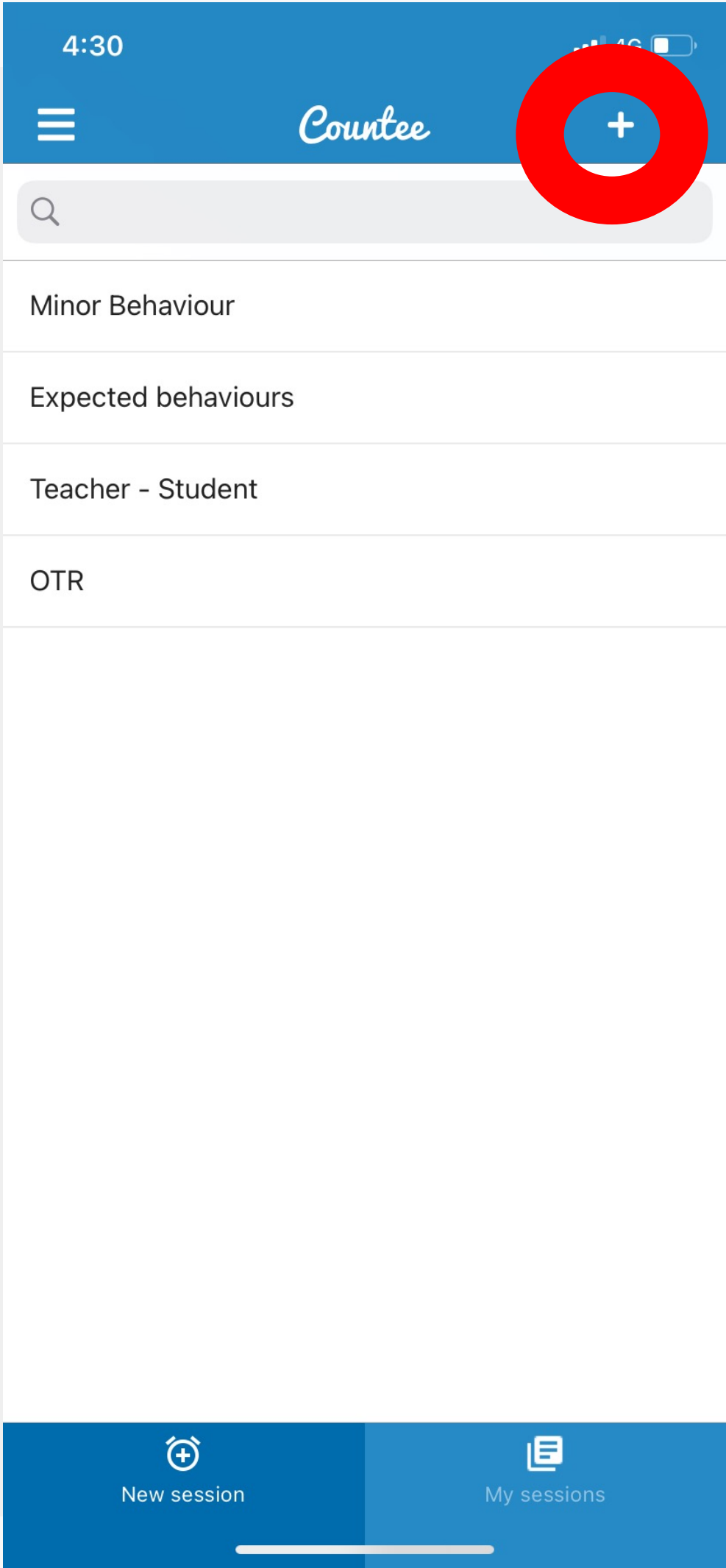


Apple



Google Play

Ok, practically...



Ok, practically...

3:06 4G

< Back Save

GENERAL INFORMATION

Name Minor Behaviour

Duration In seconds

Description Checking disruption

KEYS

ADD NEW +

Prev Next Done

disruption so | disruption stop

q w e r t y u i o p

a s d f g h j k l

3:06 4G

< Back Add key Save

KEY INFORMATION

Name

Type Frequency >

QUALIFIER KEYS

ADD NEW +

These keys will be presented by pressing "" key.
Keys that are active while this key is running

3:07 4G

< Back Add key Save

KEY INFORMATION

Name Calling out

Description

Type Frequency >

Color Green >

QUALIFIER KEYS

ADD NEW +

These keys will be presented by pressing "Calling out" key.
Keys that are active while this key is running

Ok, practically...

The screenshot shows a mobile application interface for a timer. At the top, the status bar displays the time 3:10, 4G signal strength, and battery level. Below this is a blue header with a refresh icon on the left, the date 'May 11' in the center, and a close icon on the right. The main content area has a dark grey background. On the left, the timer shows '00:00:02' in large white text, with 'TOTAL: 00:15:00' in smaller text below it. To the right of the timer is a dark grey 'PAUSE' button. Below the timer are three horizontal bars representing different activity categories: a green bar for 'Calling out (0)', a blue bar for 'Out-of-seat (0)', and an orange bar for 'Off-task (0)'. All bars are currently empty.



Ok, practically...



4:45 4G

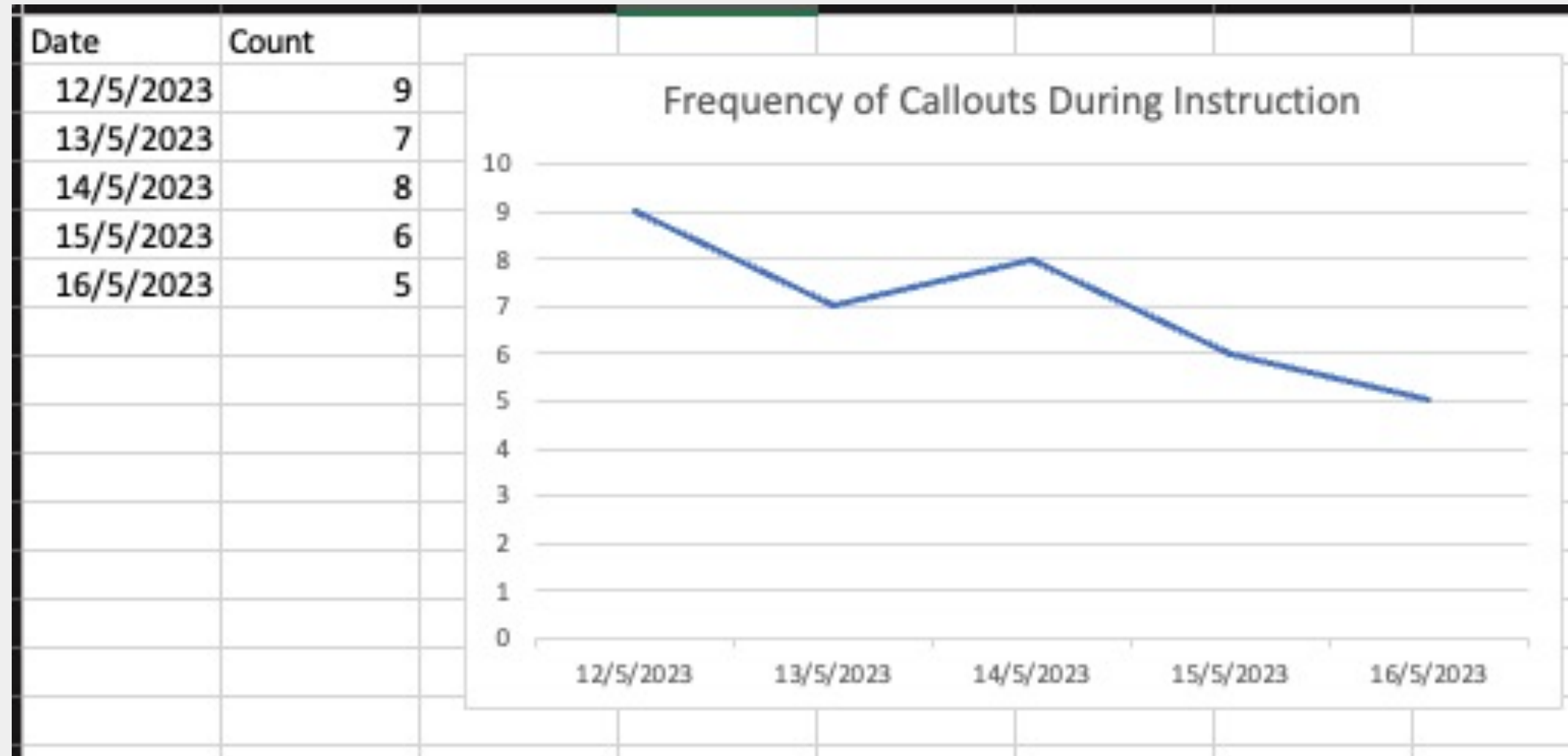
← Counter Session

Duration 00:00:49 STOP

Calling out

— 3 +

Ok, practically...



Top Tips

- Be clear in your definition of the target
- Collect comparable data - consistent time, subject, lesson phase
- It is not easy to do when teaching
- Get help!
- Build into existing professional structures
- Check with students
- Simple numbers in a spreadsheet (**date + data = graph**)
- **Trend is your friend!**

And then we teach

- Deliver explicit academic and behavioural instruction
- Provide 3-step error correction
- Prompt and pre-correct
- Break tasks down into smallest teachable components (Task analysis)
- Check for understanding
- Use high rates of opportunities to respond
- Use high rates of behaviour specific acknowledgement/praise
- Move around the room
- Smile, be kind



Worked Example 1

Create Chronicle Entry For Student ?

Details | Communications | Notification Chain

Template: * 1, Minor Behaviour (Level 1 - Staff Managed) **Rating:*** Amber

Staff Visibility: Level 1: Admin/Power/Users

Parent/Student Visibility: Hidden

Date Occurred: 03/05/2022 7:45 PM

Minor Behaviour: * Please select the minor behavior that the student demonstrated.

Location - SWPBS: * Please select the location that the student displayed the behaviour.

Minor Logical Consequence: * Please select the logical consequence that you issued. If no consequence is required, please select that option.

Additional Details: Please type a brief professional description of the behaviour.

Students

+ Add Students ✗ Remove Selected

Add other students...

There are no students associated with this chronicle entry

+ Add Attachments

Filename

This chronicle entry has no attachments



Worked Example 2

Minor Incident: Physical Contact

Save Cancel

This information is shared between all students involved in this incident.

Date: 24/05/2023 

Confidential: Mark this incident as confidential

Period: * Monday 

Teacher: * 

Location: * Classroom (Writing) 

Subject: * Block 3 

Time: Record the time of the incident.

** Fields marked with an asterisk are required.*

Record Details — All Students

Share for all students

Type of Physical Contact:

Hitting Kicking Excessive Rough Play Pushing Wrestling Throwing (specify) Spitting

Description of Incident - this should include relevant details from each student involved - OPTIONAL FOR MINOR INCIDENTS

Follow Up Actions — All Students

Share for all students

Phase 1 strategies:

Non-Verbal Cue Prompt/Check Understanding Praise Restore

Phase 2 Strategies

Redirect Reteach Provide Choice Differentiate

Restorative Chat

Parent Contact (please add detail to comments below)

Comment on Follow Up - this should include details of contact with parents, outcomes of restorative chats and details of logical/natural consequences - OPTIONAL FOR MINOR INCIDENTS



Worked Example 2

Phase Two strategies attempted:

Redirect

Reteach

Provide choice

Differentiate

Leadership Support Provided by:

Description of Incident - this should include relevant details from each student involved - OPTIONAL FOR MINOR INCIDENTS

Follow Up Actions — All Students

Share for all students

Tier One Strategies to be Reinforced

Setting

Routine

Supervision

Visual Timetable

Check Understanding

Opportunity to Respond

Explicit Teaching of Expectation

Class Culture

Prompts and Precorrections

Relationships

Acknowledgement

Differentiation

Learning Intentions/Success Criteria

Tier Two Strategies to be Considered:

Social Skills

Bullying Response

Counselling

Other (specify)

Tier Three Strategies to be Considered:

BSP

Restorative Chat

Completed

Booster Training Required

Booster Activity Completed

Booster Training to be included as follow up activity

Walk & Talk

Withdrawal

From yard

From class

From activity

Parent Contact (please add detail to comments below)

In person

Phone

sms/email

Letter

Suspension

Outside Agency Involvement

Comment on Follow Up - this should include details of contact with parents, outcomes of restorative chats and details of logical/natural consequences - OPTIONAL FOR MINOR INCIDENTS

Resources to Support Practice Development

Tier-1 Classroom Support Practices – Data Sheet

Teacher:	Coach:	Date:
Lesson:	Time:	Observer:

Scoring system:

N/A: An N/A is scored if a specific practice or teacher behaviour is not relevant or required for the session observed.

0 = Not implemented: A score of 0 is provided if a specific practice or behaviour is relevant and required and no part of the described practice is observed.

1: Partially implemented: A score of 1 is provided if some, but not all elements of the practice or behaviour are demonstrated or observed. Comments should be provided to indicate components of the skill or practice not demonstrated.

2: Implemented with fidelity: A score of two is provided if all elements of the practice or behaviour are demonstrated or observed.

Classroom Environment					
Layout of learning space allows for movement, access to resources, and has clearly defined areas for work	2	1	0	N/A	
There is an observable seating arrangement and plan (e.g., rows or pairs with learning partnerships organised)	2	1	0	N/A	

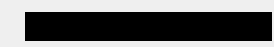


Practical measurement if the challenges continue

- 02** To present a functional approach to understanding behaviour
- 03** To demonstrate how this functional approach can inform practical collection of *usable* behavioural data for major and minor behaviour



Why the theory...



Function focuses our data collection





Behaviour

**Academic
behaviour**

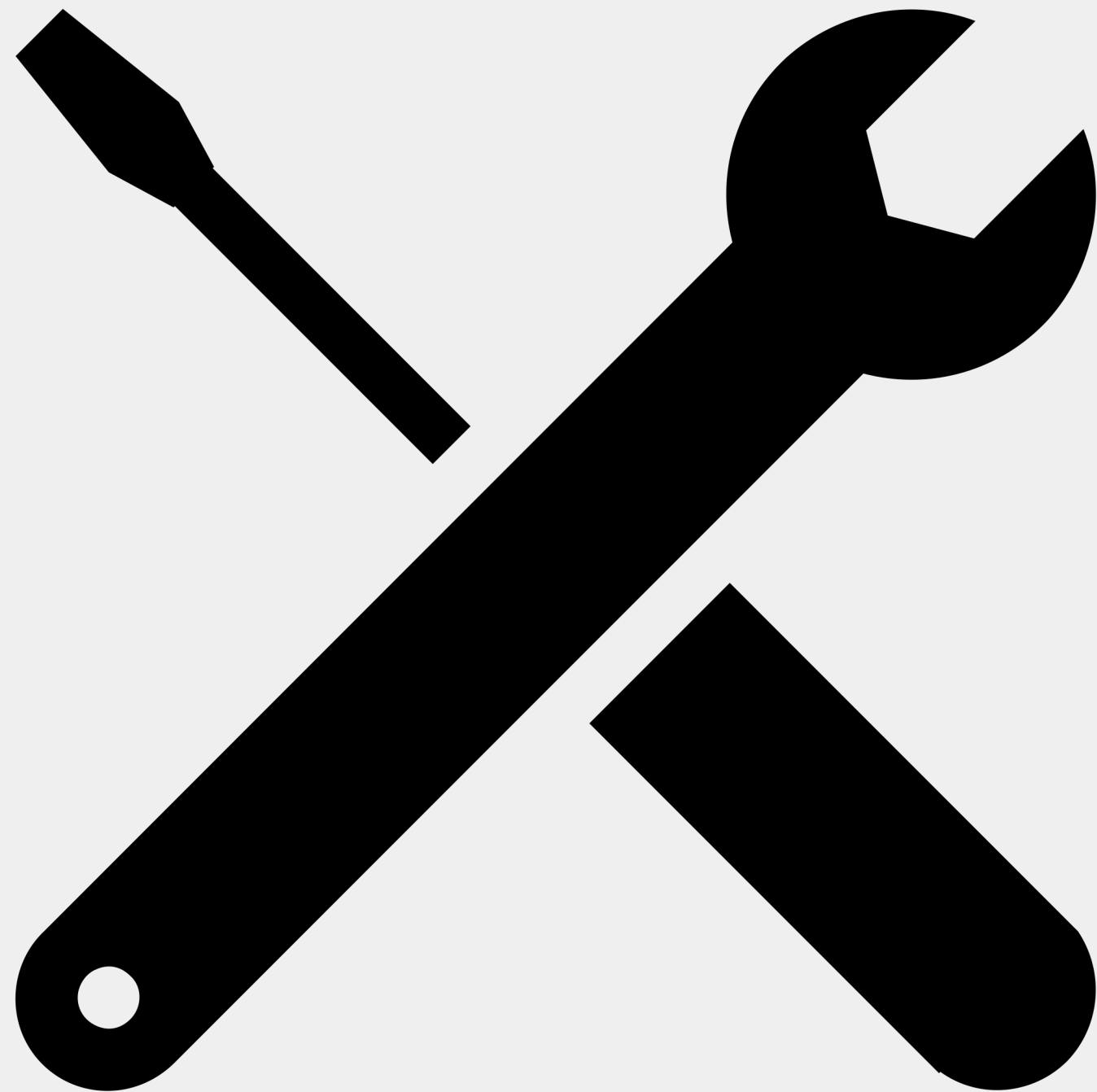
**Social
behaviour**

made with mematic

Thinking functionally

Looking to the “circumstances” to explain behaviour,
not attributing problem behaviour to the individual





Our job is to fix the
problem, not to fix
the blame

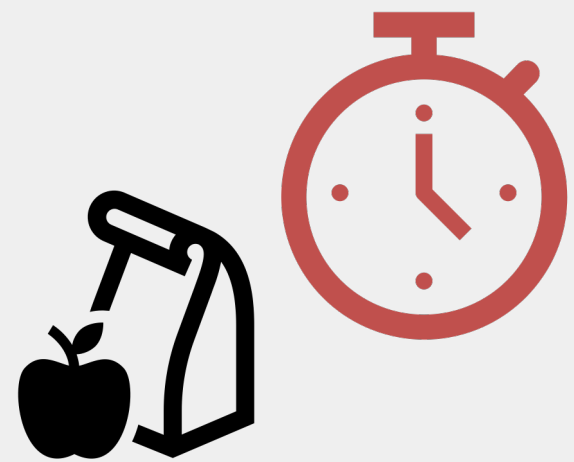
Thinking functionally is not...

Asking teachers to assess what a student is thinking or feeling whilst they engage in disruptive or challenging behaviour

We care about feelings!!



The components of functional thinking



When/where/what



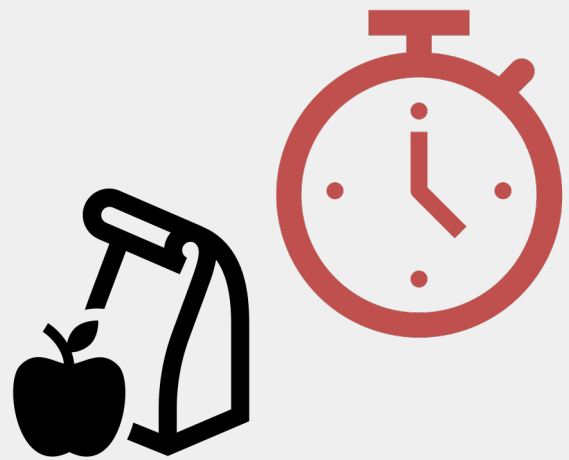
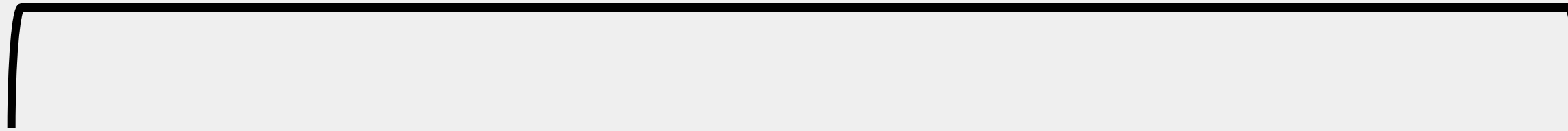
Behaviour (s)



What do I get or get away from?



Context



When/where/what



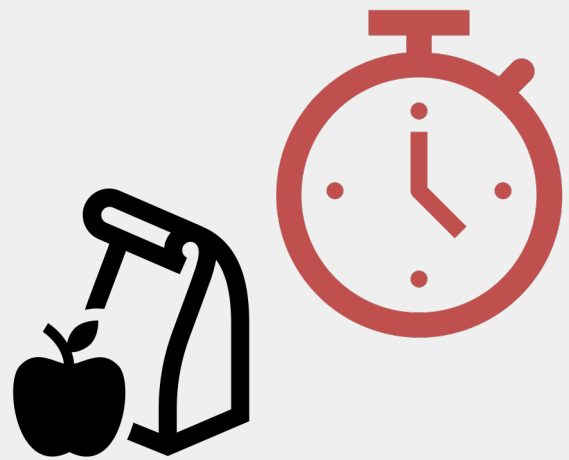
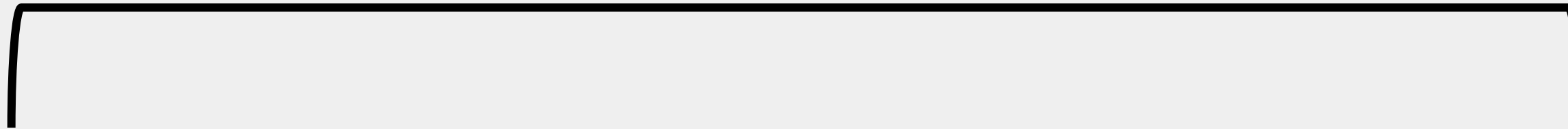
Behaviour (s)



What do I get or get away from?



Context



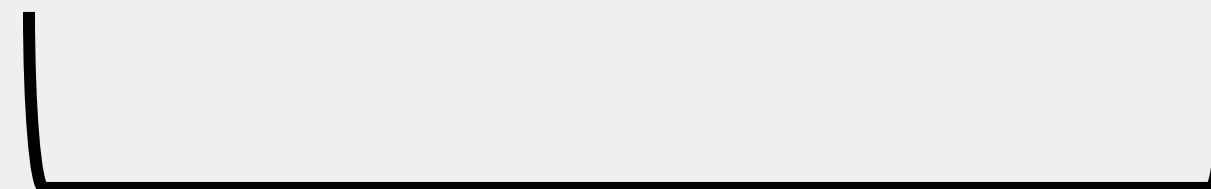
When/where/what



Behaviour (s)



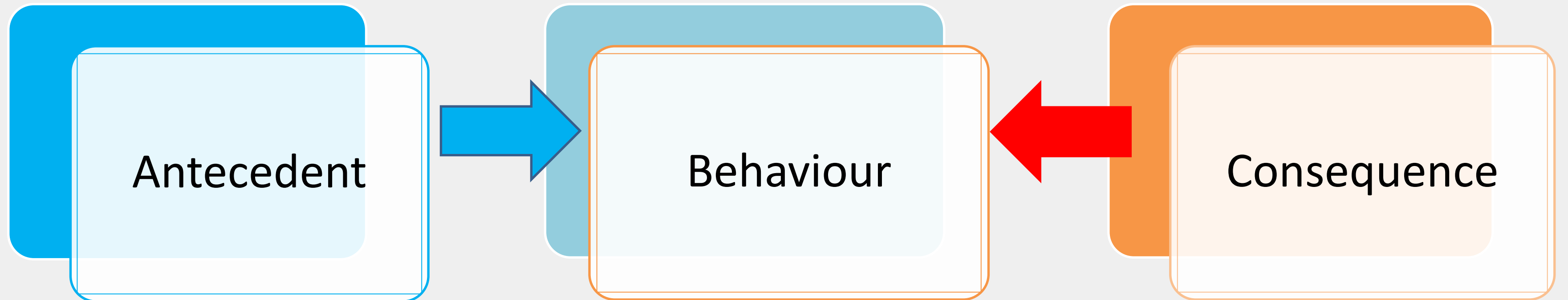
What do I get or get away from?



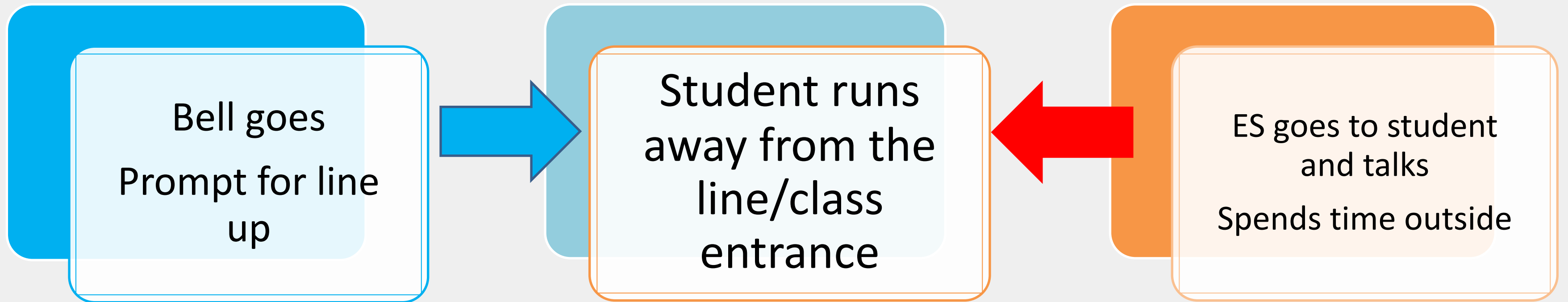
Function



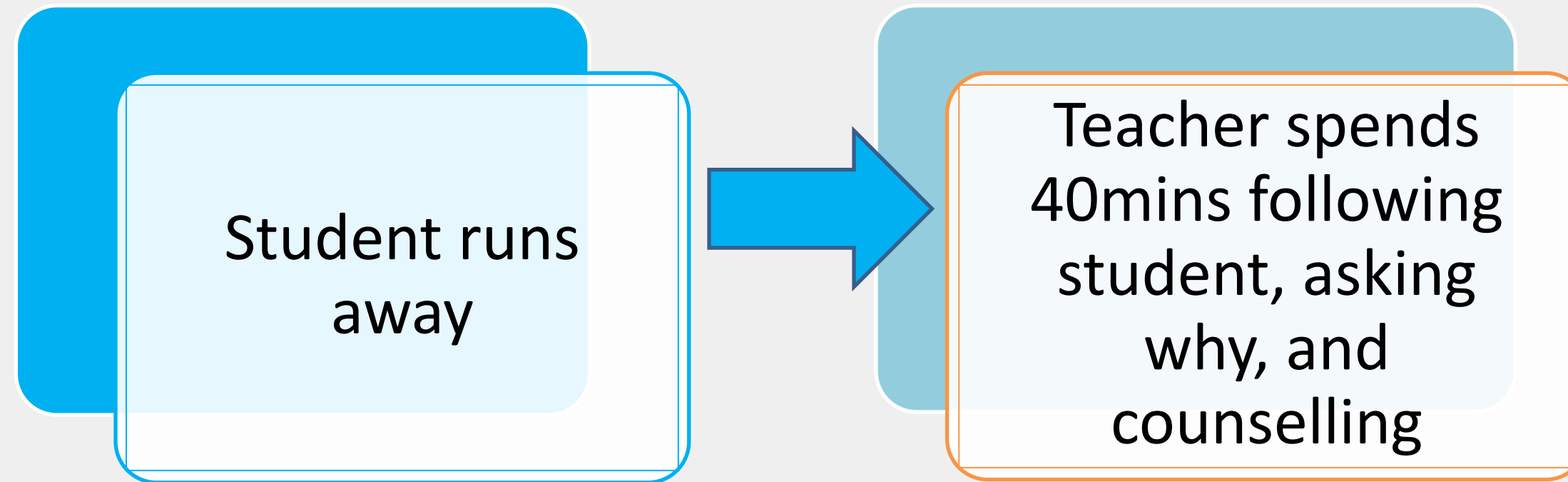
The ABCs



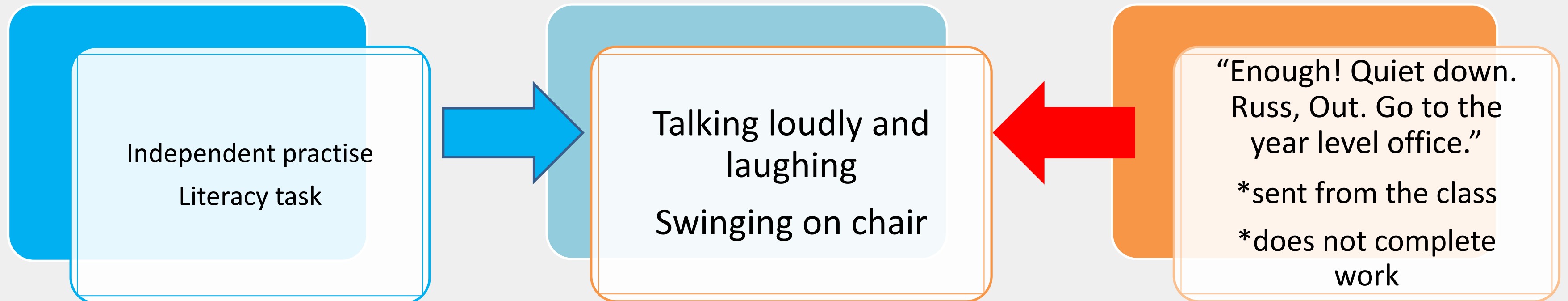
Example: Student line-up



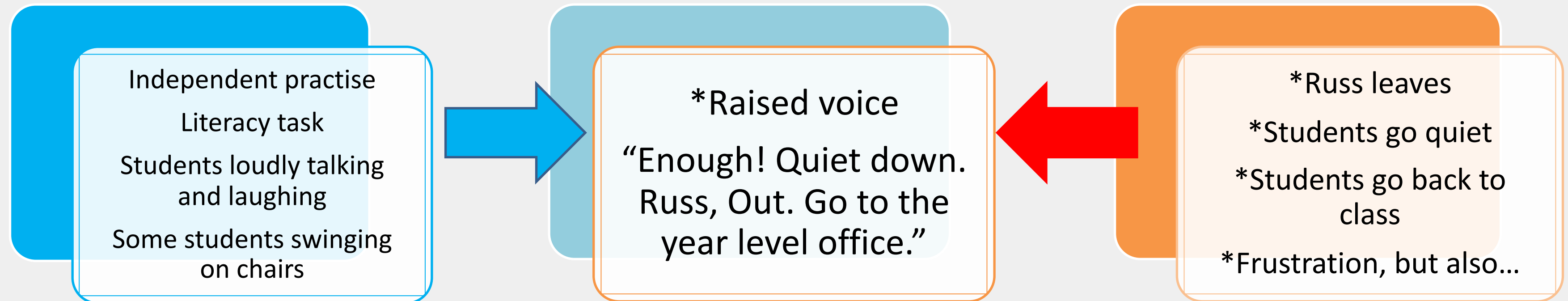
Non-Example: Student line-up



Example: Disruptive Student



Example: Teaching a 'Disruptive Student'



Behaviour Only

Johnny's Behaviour Log - 2023

References Mailings Review View Developer Zotero Tell me

Normal No Spacing Heading 1 Heading 2 Title Subtitle

Monday 15th May 2023.

I first noticed that “Johnny” was out of his seat during a student writing conference with “Maeve”. I moved over to bag section where he was standing with “Jason”. I told him he needed to move back to his seat and asked him if he needed some help. He said that he didn’t and that he didn’t want to go back to his seat. He was looking frustrated and sounding angry. This was at about 9:53am. I said I would give him a few minutes in the calm down corner to see if he would be able to move back into the learning zone so that he could get back to work. He said that the calm down corner was stupid in a loud and angry voice and walked over there and sat down.

At about 9:55am he picked up one his sensory toys and threw it at the students trying hard to work on their things. He was looking angrier by this stage and I he started to point his

Behaviour-in-context

#	Time:
1	9:53

Behaviour-in-context

#	Time:	Activity/Task
1	9:53	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Writing task Sentence-level writing.

Behaviour-in-context

#	Time:	Activity/Task	Trigger/Antecedent
1	9:53	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Writing task Sentence-level writing.	<input type="checkbox"/> Given task/asked question <input type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input checked="" type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: * Jason

Behaviour-in-context

#	Time:	Activity/Task	Trigger/Antecedent	Behavior
1	9:53	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Writing task Sentence-level writing.	<input type="checkbox"/> Given task/asked question <input type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input checked="" type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: * Jason	Walking around at back of classroom

Behaviour-in-context

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
1	9:53	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Writing task Sentence-level writing.	<input type="checkbox"/> Given task/asked question <input type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input checked="" type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: * Jason	Walking around at back of classroom	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input checked="" type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input checked="" type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: Went to calm down space.

Behaviour-in-context

This type of data provides us with...

- When
- Where
- What
- Who
- Evidence to help us understand why behaviour is occurring

Worked Example 1

Create Chronicle Entry For Student

Details Communications Notification Chain

Template: * 2. Major Behaviour (Level 2 - Mini School Managed) Rating: * Red

Staff Visibility: Level 2: Admin/Power

Parent/Student Visibility: Hidden

Date Occurred: 01/05/2022 4:20 PM

Major Behaviour: * Please select the major behavior that the student demonstrated.

Location - SWPBS: * Please select the location that the student displayed the behaviour.

Additional Details: Please type a brief professional description of the behaviour.

Students

+ Add Students Remove Selected

Add other students...

There are no students associated with this chronicle entry

+ Add Attachments

Filename

Worked Example 2

Major Incident: Physical Aggression


Save

Cancel

This information is shared between all students involved in this incident.

Date: 24/05/2023 

Confidential: Mark this incident as confidential

Period: Tuesday 

Teacher: * 

Location: Classroom (Writing) 

Subject: Block 3 

Time: Record the time of the incident.

** Fields marked with an asterisk are required.*

Record Details — All Students

Share for all students

Form of aggression:

Attacking student/s Attacking Staff Aggression toward property Other (Specify)

Other Factors:

Absconding Aggression Defiance Abusive Language Disruption Safety Concern Property Damage

Suspected Function of Behaviour:

Get (specify) Get Away From (specify)

Phase One strategies attempted:

Non-Verbal Cue Prompt/Check Understanding Praise Restore

Phase Two strategies attempted:

Redirect Reteach Provide choice Differentiate

Leadership Support Provided by:

Description of Incident - this should include relevant details from each student involved - OPTIONAL FOR MINOR INCIDENTS

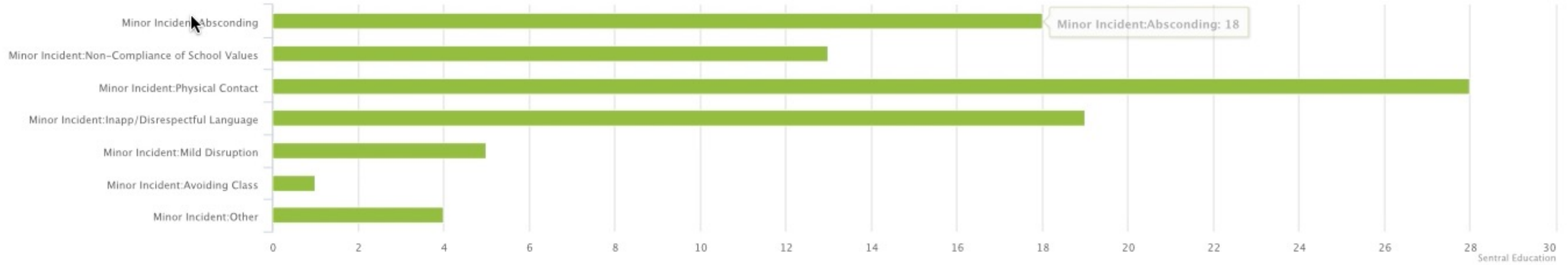
Worked Example 2

1 MAJOR - TERM
 88 MINOR - TERM
 6 MINORS - THIS WEEK

1 (WHAT) - Minors This Term

Run Report

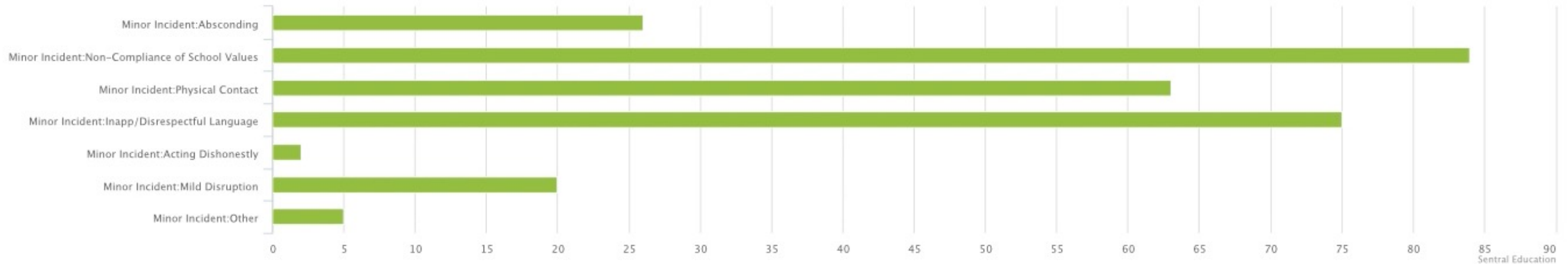
Tally On:Detail Option, Date Range:Detail Option, Category:Detail Option, Totalled On:Detail Option



1 (WHAT) - Minors Last Term

Run Report

Tally On:Detail Option, Date Range:Detail Option, Category:Detail Option, Totalled On:Detail Option



- Minor Incident
- Major Incident
- Data Record
- Child Safety Report

Incidents Summary

This Year

Minor Incident

Absconding	44
Non-Comp..	97
Physical..	91
Inapp/Di..	94
Acting D..	2
Mild Dis..	25
Avoiding..	1
Other	9

Major Incident

Absconding	1
Physical..	2
Abusive ..	1
Disruption	1
Safety I..	-
Property..	-
Other	1
High Fre..	1

Data Record

Assessme..	-
------------	---

317 62 139 11 221 11 311 10

Top Tips

- Be clear in your definition of the target
- Be objective
- Thoughts and feelings are important, but we don't assume
- Get help!
- Build into existing professional structures
- Ask students when things are calm
- Check data for disparities...

It still comes back to teaching...

- Deliver explicit academic and behavioural instruction
- Provide 3-step error correction
- Prompt and pre-correct
- Break tasks down into smallest teachable components (Task analysis)
- Check for understanding
- Use high rates of opportunities to respond
- Use high rates of behaviour specific acknowledgement/praise
- Move around the room
- Smile, be kind



Some Resources and Readings

Knowledge for Teachers Podcast w/ Brendan Lee – Ep 1.

<https://www.learnwithlee.net/kft-russfox/>

ABC recording – Victorian Department of Education

<https://www.education.vic.gov.au/Documents/school/teachers/management/improvement/abc-scatter-plot-data.pdf>

Think Forward PL session #1

<https://thinkforwardeducators.org/meetings-for-members/fox-leif-behaviour-feb2022>

Think Forward Q&A session

<https://thinkforwardeducators.org/meetings-for-members/fox-leif-behaviour-jul2022>

“There is no such thing as a bad boy”: Igniting compassion for problematic behavior – TED talk by Dr. Patrick Friman

https://www.ted.com/talks/pat_friman_there_is_no_such_thing_as_a_bad_boy_igniting_compassion_for_problematic_behavior

Accompanying published article - Friman, P. C. (2021). There is no such thing as a bad boy: The Circumstances View of problem behavior. *Journal of Applied Behavior Analysis*, n/a(n/a). <https://doi.org/10.1002/jaba.816>



Thank You



Please reach out!

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