

ABC Data Analysis Chart

Student: *Danita Hart*

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10 Days of Data (count total number of days data was collected)

32 Total Number of Incidents (count total number of incidents during data collection)

3.2 **Average Number of Incidents Daily** (total incidents divided by number of days)

406 Total Number of Minutes Engaged in Target Behavior (count on A/B/C form)

12.69 **Average Length of Incidents** (divide total number of incident minutes by number of incidents)

5.3 **% of Day Engaged in Behavior** (Add total number of incident minutes divided by the total number of minutes and multiply by 100)

Break day into segments based on student schedule.

TIME OF DAY	Tally	Ratio	% Involved
8:00 - 8:29		0/32	0%
8:30 - 8:59	✓✓✓✓✓✓	6/32	19%
9:00 - 9:29	✓✓✓✓✓✓	6/32	19%
9:30 - 9:50		0/32	0%
10:00 - 10:29	✓	1/32	3%
10:30 - 10:59		0/32	0%
11:00 - 11:29		0/32	0%
11:30 - 11:59		0/32	0%
12:00 -12:29	✓✓✓✓✓	5/32	16%
12:30 - 12:59	✓	1/32	3%
1:00 - 1:29	✓✓✓✓	4/32	13%
1:30 - 1:59		0/32	0%
2:00 -2:29	✓	1/32	3%
2:30 - 3:00		0/32	0%
3:00 - 3:30	✓✓✓✓✓✓ ✓✓✓	8/32	25%

Tally the number of incidents on each day of the week to determine if there is a pattern to the behaviors based on the day of the week:

DAY OF WEEK	Tally	Average Incidents Per Day
<i>Mon (2)</i>	✓✓✓✓✓ ✓✓✓✓✓ ✓	5.5
<i>Tues (2)</i>	✓✓✓	1.5
<i>Wed (2)</i>	✓✓✓	1.5
<i>Thurs (2)</i>	✓✓✓✓✓ ✓	3.0
<i>Fri (2)</i>	✓✓✓✓✓ ✓✓✓✓	4.5

List and review the contexts you measured to determine if there is a pattern:

CONTEXT	Letter	Tally	Ratio	% Involved
<i>Group work</i>	A	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	14/32	44%
<i>Independent work</i>	B			
<i>Reading</i>	C	✓✓✓✓✓ ✓	6/32	19%
<i>Math</i>	D	✓✓✓✓✓	5/32	16%
<i>Spelling</i>	E	✓	1/32	3%
<i>Social Studies</i>	F			
<i>Science</i>	G			
<i>Home Room</i>	H			
<i>Lunch</i>	I	✓✓✓✓✓ ✓	6/32	19%
<i>Outside</i>	J			
	K			

List the behaviors you tracked and tally the frequency. Are there any that do not have enough information to make a hypothesis?

BEHAVIORS	Tally	Ratio	% Involved
<i>Throwing objects</i>	✓✓	2/32	6%
<i>Disruptive outbursts</i>	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	20/32	63%
<i>Physical aggression</i>	✓✓✓✓✓ ✓✓✓✓✓	10/32	31%

List the antecedents measured:

ANTECEDENTS	Letter	Tally	Ratio	% Involved
<i>Transitions</i>	A	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	14/32	44%
<i>Choice given</i>	B			
<i>Redirection</i>	C			
<i>Instruction/directive</i>	D	✓✓✓	3/32	9%
<i>New task</i>	E	✓✓✓✓✓ ✓✓✓	8/32	25%
<i>Routine task</i>	F			
<i>Physical prompt</i>	G			
<i>Teacher attention to others</i>	H	✓✓✓✓✓ ✓✓	7/32	22%
<i>Told "NO"</i>	I			
	J			
	K			

Look for patterns to see if certain behaviors are associated with certain antecedents. List the antecedents and behaviors. Tally the frequency of each behavior that correlates with the antecedent

ANTECEDENTS	Letter	Behaviors		
		<i>Throwing Objects</i>	<i>Disruptive Outbursts</i>	<i>Physical Aggression</i>
<i>Transitions</i>	A		✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	
<i>Choice given</i>	B			
<i>Redirection</i>	C			
<i>Instruction/directive</i>	D			✓✓✓
<i>New task</i>	E		✓	✓✓✓✓✓ ✓✓
<i>Routine task</i>	F			
<i>Physical prompt</i>	G			
<i>Teacher attention to others</i>	H	✓✓	✓✓✓✓✓	
<i>Told "NO"</i>	I			
	J			
	K			

Look for patterns to see if certain behaviors are associated with certain consequences. List the antecedents and behaviors. Tally the frequency of each behavior that correlates with the consequence

CONSEQUENCES	Letter	Behaviors		
		<i>Throwing Objects</i>	<i>Disruptive Outbursts</i>	<i>Physical Aggression</i>
<i>Choice given</i>	A		✓✓✓✓✓ ✓	
<i>Redirection</i>	B		✓✓✓✓✓ ✓✓✓	
<i>Discussion</i>	C	✓	✓✓	✓
<i>Personal Space Given</i>	D			
<i>Changed Activity</i>	E		✓✓	
<i>Peer Attention</i>	F	✓	✓	
<i>Verbal Reprimand</i>	G			
<i>Physical Prompt</i>	H			
<i>Time Out</i>	I			✓✓✓✓✓✓✓✓✓✓
	J			
	K			

Review the consequences to see if certain consequences stop the behavior effectively. Unless the answer is “stopped” the behavior is considered to have continued.

CONSEQUENCES	Letter	Tally	Student Reaction		% Effective
			Stopped	Continued	
<i>Choice given</i>	A	✓✓✓✓✓ ✓	✓✓✓✓✓	✓	83%
<i>Redirection</i>	B	✓✓✓✓✓ ✓✓✓	✓✓✓	✓✓✓✓	38%
<i>Discussion</i>	C	✓✓✓✓	✓✓	✓✓	50%
<i>Personal Space Given</i>	D				
<i>Changed Activity</i>	E	✓✓		✓✓	50%
<i>Peer Attention</i>	F				
<i>Verbal Reprimand</i>	G				
<i>Physical Prompt</i>	H				
<i>Time Out</i>	I	✓✓✓✓✓✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	50%
	J				
	K				

Add the total tallies beside each consequence.

Add the number of stops and the number of continues in each row. Divide the total stopped by the total number of tallies in each row to determine % of effectiveness