

OBSERVATION  
AND  
BEHAVIOR DOCUMENTATION

# Interval Data Sheet

Student: \_\_\_\_\_ Chart Started: \_\_\_\_\_

Behavior: \_\_\_\_\_

Days of the month

Behavior did NOT occur

Behavior DID occur

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6:30 am																															
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3:00 pm																															
3:30 pm																															
4:00 pm																															
Total Intervals Observed																															
Percent																															

Notes:

## Communicative Intent Matrix

BEHAVIORS	Aggression	Making Odd Noises	Self-Injurious Behaviors	Self-Stimulation	Tantrum	Touching/Feeling	Gesturing/Pointing	Object Manipulation	Pushing/Pulling	Reaching/Grabbing	Running Away	Cussing/Profanity	Repeated Statements	Screaming/Yelling	Verbal/Physical Threats					
<b>MEANINGS</b>																				
<i>INTERACTIONS</i>																				
I want attention																				
I want to talk to you																				
I want to play																				
I like you																				
Can I do this?																				
I want/need help																				
I don't know how...																				
I'm hungry/thirsty																				
I want this																				
<i>BACK-OFF Statements</i>																				
"No"																				
I don't want to do this																				
I want to stop this																				
Give me some space																				
<i>DECLARATIONS</i>																				
I've got something to say																				
I'm embarrassed																				
I'm saying "Hello"																				
I'm saying "Yes"																				
I'm joking																				
<i>FEELINGS</i>																				
I'm worried/anxious																				
I'm bored																				
I'm afraid																				
I'm mad/angry																				
I'm frustrated																				
My feelings are hurt																				
I'm in pain																				
I feel good																				
I'm happy																				
It's just a habit																				
I'm releasing tension																				
I need to move like this																				
<b>OTHER</b>																				

## Chart 2

### ■ Conduct Chart ■

The Conduct Chart can be an excellent method to monitor a student who has reentered a regular class from a special education program. Because compliance usually means a smoother transition for children who experience behavioral difficulties, it is defined by the observation of five critical areas and is rated according to the week's performance. The student receives points based on the number of verbal or nonverbal reminders that the individual needs to comply with the request. The rating scale, included on the sheet, ranges from 3 points for a reminder to 0 points if three or more warnings are needed for compliance or if the administrator has to be contacted to intervene (i.e., "severe clause"). The total number of points is recorded next to Total for Week, and the total for the grading period (often used to determine the conduct grade) is kept as a running total for the days that constitute a grading period within the school. There are spaces for the teacher's comments and a line for the parent's signature. In addition to the use of this sheet to determine the conduct grade or to monitor the progress of the student within a class, points can be exchanged for *reinforcements* (see Glossary) as motivation for the student to perform appropriately.

- Note: To determine a conduct grade based on the daily point system, simply multiply the highest number of points that can be accrued in a day by the days within the grading period. Ninety percent of this number and above would indicate excellent, 80% to 89% good, 70% to 79% satisfactory, and 69% or lower unsatisfactory.

Based on a 30-day grading period using this Conduct Chart, the highest possible points is 450. Using the above percentages, the following ratings would result:

Score	Rating
405-450	Excellent
360-404	Good
315-359	Satisfactory
0-314	Unsatisfactory

## Chart 2 Conduct Chart

Student Name \_\_\_\_\_

Dates \_\_\_\_\_ to \_\_\_\_\_

Behavior	Points			
<b>Monday</b>				
Stay in assigned area	0	1	2	3
Follow directions	0	1	2	3
Raise hand to speak and wait	0	1	2	3
Keep hands and feet to self	0	1	2	3
Allow others to work	0	1	2	3
<b>Tuesday</b>				
Stay in assigned area	0	1	2	3
Follow directions	0	1	2	3
Raise hand to speak and wait	0	1	2	3
Keep hands and feet to self	0	1	2	3
Allow others to work	0	1	2	3
<b>Wednesday</b>				
Stay in assigned area	0	1	2	3
Follow directions	0	1	2	3
Raise hand to speak and wait	0	1	2	3
Keep hands and feet to self	0	1	2	3
Allow others to work	0	1	2	3
<b>Thursday</b>				
Stay in assigned area	0	1	2	3
Follow directions	0	1	2	3
Raise hand to speak and wait	0	1	2	3
Keep hands and feet to self	0	1	2	3
Allow others to work	0	1	2	3
<b>Friday</b>				
Stay in assigned area	0	1	2	3
Follow directions	0	1	2	3
Raise hand to speak and wait	0	1	2	3
Keep hands and feet to self	0	1	2	3
Allow others to work	0	1	2	3

Total for Week

Total this Grading Period

clarification/reminder = 3 points; 1 warning = 2 points; 2 warnings = 1 point; 3 or more warnings = 0 points; severe clause = 0 points

Teacher Comments \_\_\_\_\_

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Parent Signature \_\_\_\_\_

## Chart 3 Checkup Chart

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Time	Behavior 1	Behavior 2	Behavior 3	Step Used by Teacher
	_____	_____	_____	
7:45				
8:00				
8:15				
8:30				
8:45				
9:00				
9:15				
9:30				
9:45				
10:00				
10:15				
10:30				
10:45				
11:00				
11:15				
11:30				
11:45				
12:00				
12:15				
12:30				
12:45				
1:00				
1:15				
<b>Total</b>				

Overall Rating \_\_\_\_\_

Teacher Comments \_\_\_\_\_

Parent Comments \_\_\_\_\_

## Chart 3 Checkup Chart

Student Name Raymond Walls, Grade 4

Date 4/6

Time	Behavior 1 <u>Leaves area</u>	Behavior 2 <u>Talks out</u>	Behavior 3 <u>Makes noises</u>	Step Used by Teacher
7:45				
8:00				Ignored
8:15				"
8:30				Redirected
8:45				Signed to be quiet
9:00				Redirected
9:15				Ignored
9:30				
9:45	~~~~~	Recess	~~~~~	~~~~~
10:00				Ignored
10:15				Redirected
10:30				
10:45				Warned
11:00				Ignored
11:15				
11:30				
11:45	~~~~~	Lunch and Recess	~~~~~	~~~~~
12:00				
12:15				
12:30				Ignored
12:45				Sent to Time-out
1:00				Warned
1:15				Ignored
<b>Total</b>	19	23	11	

Overall Rating Compared with observation last week, student is exhibiting more off-task behaviors.

Teacher Comments Please attend a conference to discuss these observations—April 10th at 3:00.

Parent Comments We will be there!

## Chart 4 Monitoring Sheet

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Time/Subject Periods	Objective(s)	Person Responsible	Behavior

Objectives

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Teacher Comments \_\_\_\_\_










\_\_\_\_\_



## Chart 4 Monitoring Sheet

Student Name Scott Jones

Date 4/15

Time/Subject Periods	Objective(s)	Person Responsible	Behavior
7:30-8:30	1, 2, 4	Ms. Smith	
8:30-10:00	1, 2, 4	Ms. Smith	
10:00-11:00	3, 5	Mr. Phelps	
11:00-11:30	3, 5	Mr. Phelps	
11:30-12:15	1, 4	Mrs. James	
12:15-12:35	1, 4, 5	Lunch Monitor	
12:35-1:00	1, 2, 4, 5	Ms. Smith	
1:00-2:00	1, 2, 4, 5	Ms. Smith	
2:00-2:45	1, 2, 4, 5	Ms. Smith	

**Objectives**

1. Follow simple directions
2. Increase fine motor skills
3. Increase gross motor skills
4. Increase communication skills
5. Increase social skills

Teacher Comments He is progressing nicely!

## Chart 6

### ■ Daily Point Sheet ■

In many schools, teachers team teach, which is the purpose for the design of this Daily Point Sheet. The nine behaviors listed are chosen to enhance cooperation, on-task behavior, and respect for others. The Personal Goal row allows the student to write in a personal behavior to work on that day. The Bonus Points row gives flexibility to teachers to recognize other specific behaviors not listed (see Glossary). The A, B, and C columns denote the three teachers on the team. Each teacher marks a plus (+) if the student displays the listed behavior and a zero (0) if the behavior was not carried out. The points are tallied at the end of each class period and the total for

the day is recorded in the designated box. A successful day is determined by a specified number of points (usually 70% of total possible points). Reinforcement or promotion within a level system (see Glossary) can also be given according to a specified number of points. Lines are drawn for teacher comments, as well as parent comments and a parent signature.

- Note: *The manner in which this sheet is taken from class to class or teacher to teacher must be decided beforehand.*

## Chart 6 Daily Point Sheet

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Behavior	A	B	C
Respect others and property			
Follow directions			
Complete tasks			
Use appropriate language			
Stay safe			
Keep hands and feet to self			
Listen while others speak			
Participate			
Cooperate			
Personal goal			
Bonus points			
<b>Totals</b>			

**Total Points:**

(24 points = Successful day)

Teacher Comments

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

Parent Comments \_\_\_\_\_

Parent Signature \_\_\_\_\_

## Chart 6 Daily Point Sheet

Student Name David Turner

Date 3/9

Behavior	A	B	C
Respect others and property	+	+	+
Follow directions	0	+	0
Complete tasks	+	0	0
Use appropriate language	+	+	0
Stay safe	+	+	+
Keep hands and feet to self	+	+	+
Listen while others speak	0	+	0
Participate	+	+	+
Cooperate	+	0	0
Personal goal To say "I will try"	+	+	+
Bonus points	++	+	0
<b>Totals</b>	10	9	5

**Total Points:** 24 (24 points = Successful day)

Teacher Comments

A: Finished all his work with time to spare!

B: Good day!

C: I'm sending home some of the work not completed!

Parent Comments \_\_\_\_\_

Parent Signature Mrs. Turner

## Chart 7

### ■ Checklist of Behaviors ■

Among a class of multiple students within a bustle of activity, it becomes difficult to monitor the behavior of one or two students to accurately assess their problem areas and determine a course of action. The Checklist of Behaviors can be useful in determining what is happening within a specified period of time with a simple check on the corresponding line. Fifteen behaviors that seem to have an impact on both the individual's and class's success are listed. Five columns, each representing 10 minutes, are provided on which the observer checks the appropriate space if this behavior occurred at this interval during a 50-minute class period or activity. The observer signs at the

bottom of the sheet. It often is of interest to assess the individual's behavior in several classes over a week's worth of school.

- Note: *This chart is not intended as a positive reinforcement sheet due to the fact that the behaviors listed are the ones to be decreased, not increased.*

*This chart, as with all the others, is only as useful as the process it initiates once the information is obtained.*

## Chart 7 Checklist of Behaviors

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Behavior	First 10 Minutes	Second 10 Minutes	Third 10 Minutes	Fourth 10 Minutes	Fifth 10 Minutes
Arrived tardy to class					
Entered class talking loudly					
Remained standing after bell rang					
Spoke without permission					
Did not remain in assigned seat					
Stole item from another peer					
Played with classroom items					
Broke item out of misuse					
Cursed					
Became defiant when a request was made					
Did not have materials necessary for class involvement					
Sat quietly, but did not participate					
Did not complete assignment					
Made unnecessary movements					
Left classroom without permission					

Teacher Signature \_\_\_\_\_

## Chart 7 Checklist of Behaviors

Student Name Andrew Matthews, Grade 4

Date 5/4

Behavior	Language Arts	Math	Reading	Social Studies	Science
Arrived tardy to class				✓ was in bathroom	
Entered class talking loudly	✓			✓	
Remained standing after bell rang					
Spoke without permission	✓	✓	✓		✓
Did not remain in assigned seat	✓		✓		
Stole item from another peer					
Played with classroom items	✓	✓	✓	✓	✓
Broke item out of misuse					
Cursed	✓				
Became defiant when a request was made		✓		✓	
Did not have materials necessary for class involvement	pencil ✓	pencil ✓		worksheet ✓	
Sat quietly, but did not participate					
Did not complete assignment	✓		✓	✓	
Made unnecessary movements					✓ tapping his pencil
Left classroom without permission					

Teacher Signature Mrs. Walsh

## Chart 8 Behavior Checklist

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Monitor \_\_\_\_\_

Behavior	Home-room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
<b>Self-Control</b>							
1. Remains in seat							
2. Refrains from making unnecessary noises							
3. Allows others to listen and learn							
4. Refrains from unnecessary arm and leg movements							
<b>Respect for Others</b>							
1. Speaks respectfully to teachers and assistants							
2. Refrains from verbally or physically threatening others							
3. Follows directions							
4. Speaks when given permission							
5. Accepts consequences for own behavior							
6. Makes positive comments to peers							
7. Refrains from inappropriate gestures							
<b>Class Preparation</b>							
1. Brings necessary books to class							
2. Brings necessary pencils/pens to class							
3. Brings necessary paper to class							
4. Begins tasks immediately							
5. Comes to class on time							

Positive Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reviewer Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

Parent Comments \_\_\_\_\_

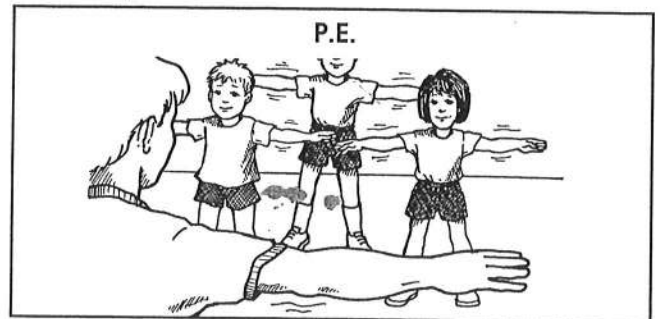
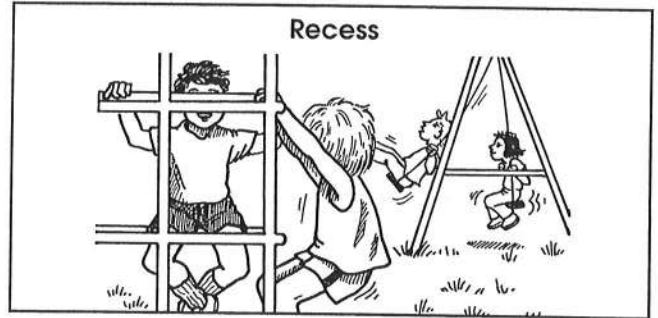
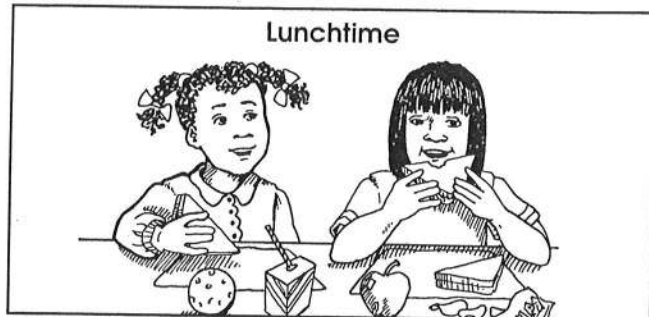
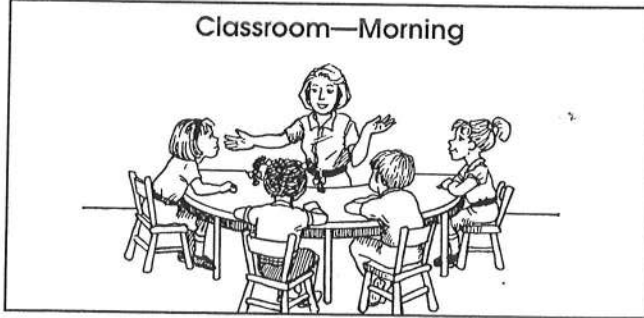
Parent Signature \_\_\_\_\_



# Chart 16 Wow Chart

Student Name \_\_\_\_\_

Date \_\_\_\_\_



Day	Class—A.M.	Lunchtime	Music	Class—P.M.	Recess	P.E.
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Bonus						

# Chart 23 Checkup Sheet

Student Name \_\_\_\_\_ Dates \_\_\_\_\_ to \_\_\_\_\_

Homework	Cooperation	Assignment Completion	Effort	Remaining in Class	Working Independently	Grades
<input type="checkbox"/> Has turned in 100% of homework	<input type="checkbox"/> Was cooperative in class 100% of the time	<input type="checkbox"/> Completed 100% of assigned classwork	<input type="checkbox"/> Made an effort to learn the material presented	<input type="checkbox"/> Has remained in class 100% of the time	<input type="checkbox"/> Works independently 100% of the time	Daily _____ _____
<input type="checkbox"/> Has turned in 75% of homework	<input type="checkbox"/> Was cooperative in class 75% of the time	<input type="checkbox"/> Completed 75% of assigned classwork	<input type="checkbox"/> Made little or no effort to learn the material presented	<input type="checkbox"/> Has remained in class 75% of the time	<input type="checkbox"/> Works independently 75% of the time	_____ _____ _____
<input type="checkbox"/> Has turned in 50% of homework	<input type="checkbox"/> Was cooperative in class 50% of the time	<input type="checkbox"/> Completed 50% of assigned classwork		<input type="checkbox"/> Has remained in class 50% of the time	<input type="checkbox"/> Works independently 50% of the time	_____ _____ Test _____
<input type="checkbox"/> Has not had any homework						_____

Observer Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Observer Signature \_\_\_\_\_

Please return to \_\_\_\_\_ by \_\_\_\_\_

## Chart 41 Special Education Classroom Monitoring Sheet

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Dates \_\_\_\_\_ to \_\_\_\_\_

Student Name	On time for class		Brings items to class		Behavior is appropriate		Has positive attitude		Stays on task		Assignments are up to date		Conference is needed		Missing Work, Test Grades, Comments
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	