

Supporting Positive Behaviour In Alberta Schools:
Key Element #9: Data Driven Decision Making

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Participant Worksheet

What are 6 reasons for collecting data within the school, classroom and individually for a student who displays challenging behaviour?

What is the purpose of collecting data as part of a Functional Behavioural Assessment?

What kind of data would be collected for the identification of the Antecedent?

What three types of data can be collected for the Behaviour?

What are two quick and easy ways of collecting data on the frequency of behaviour?

What is one aspect to consider when collecting data for the Consequences?

What are the ABCs for the following scenario?

According to the teacher, Peter Player is always playing in class. When he was observed it was noted that during math class Peter did 5 of the questions and then started talking with the person behind him. When this occurred his teacher went over and told him to get back to work. This appeared to occur frequently with Peter doing some of his work, then going off task, being told to do his work and so on... Peter was "on task" 15 minutes of the 35 minute class.

For the above scenario what is one antecedent that you would change?

For the above scenario, what is one consequence that you would change?

When reviewing the data when would you consider celebrating success?

When reviewing the data, when would you consider modifying your strategic approach?
