

## Using the Behavioral Data Sheet

1. The letters A through F on the top of the data sheet each represent one target behavior. Staff who work with the individual should decide what behaviors are of greatest concern and fill these in along with a clear operational definition for each behavior based on how THAT person demonstrates the behavior so that staff are all clear on exactly what is and is not included in each behavior (it will often be different for every person).

For instance, staff might fill in:

A. Physical aggression (striking with open hand, kicking with intent to injure another), or

B. Self-injury (slapping face with open hand or hitting forehead against solid surfaces including walls, floors and/or tables).

2. Along with inappropriate/maladaptive behavior(s), include at least one positive behavior that staff can also help develop and monitor. Often times it is helpful to include a replacement behavior objective based on the outcomes of the functional assessment.
3. If the person spends time in multiple environments throughout the day (e.g., home, school or work environment), ensuring consistency in data collection efforts across all these settings is critical to the value of the data analysis.

## Using the Sleep Record

1. Each day, draw a red line through the hours the person is sleeping. Stop/start the line a half or quarter-way through any hour where the person is not asleep for the entire hour.
2. At the end of each day, write the number of hours that person slept for the day (e.g., 8, 6.5, or 9.25, etc).
3. At the end of the week/month, you can average the number of hours slept and include it on the Excel spread sheet so that the team can review adequacy of sleep, which is an important indicator of how a person is doing.