

Module: Differential Reinforcement of Other Behaviors

Frequency Data Sheet for Differential Reinforcement

Bogin, J. (2006). *Frequency data sheet for differential reinforcement*. Unpublished document.

Learner's name _____ Person collecting data _____

Date: _____

Target Interfering Behavior:

Time/Activity	Frequency count
Daily Total	

Date: _____

Target Interfering Behavior:

Time/Activity	Frequency count
Daily Total	

Date: _____

Target Interfering Behavior:

Time/Activity	Frequency count
Daily Total	

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Example: Frequency Data Sheet for Differential Reinforcement

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Learner's name _____ Person collecting data _____

Date: January 15, 2009

Target Interfering Behavior: Calling Out

Time/Activity	Frequency count
Bus to school	√√√√√
AM recess	√√√√√
Reading	√√
Gym	
Music	√√√√
PM recess	√√√√√
Daily Total	28 instances of calling out

Date: January 17, 2009

Target Interfering Behavior: Hitting

Time/Activity	Frequency count
Bus to school	√√√
AM recess	√
Reading	√√√√√
Gym	√√
Music	√√√√
PM recess	√√√√√
Daily Total	24 instances of hitting

Date: January 18, 2009

Target Interfering Behavior: Out of seat

Time/Activity	Frequency count
Bus to school	√√√
AM recess	
Reading	√√√√√
Gym	
Music	√√
PM recess	
Daily Total	10 instances of calling out

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Severity/Intensity Data Sheet for Differential Reinforcement

Bogin, J. (2006). *Severity/intensity data sheet for differential reinforcement*. Unpublished document.

Learner's name _____ Person collecting data _____

Date: _____

Target Interfering Behavior:

Time behavior occurred	Very severe/ intense (dangerous)	Pretty severe (could potentially be dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (may be annoying, inconvenient or distracting)
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
Overall behavior today				

Date: _____

Target Interfering Behavior:

Time behavior occurred	Very severe/ intense (dangerous)	Pretty severe (could potentially be dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (may be annoying, inconvenient or distracting)
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
Overall behavior today				

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Example: Severity/Intensity Data Sheet for Differential Reinforcement

Bogin, J. (2006). *Example: Severity/intensity data sheet for differential reinforcement.*
Unpublished document.

Learner's name _____ Person collecting data _____

Date: September 24, 2008

Target Interfering Behavior: Head banging

Time behavior occurred	Very severe/intense (dangerous)	Pretty severe (could potentially be dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (may be annoying, inconvenient or distracting)
9:15	4	3	2	1
10:05	4	3	2	1
10:23	4	3	2	1
10:40	4	3	2	1
11:30	4	3	2	1
Overall behavior today	Very severe/intense (dangerous)			

Date: September 25, 2008

Target Interfering Behavior: Kicking

Time behavior occurred	Very severe/intense (dangerous)	Pretty severe (could potentially be dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (may be annoying, inconvenient or distracting)
8:40	4	3	2	1
9:10	4	3	2	1
9:45	4	3	2	1
10:00	4	3	2	1
11:42	4	3	2	1
Overall behavior today	Somewhat severe (causes problems but is not dangerous)			

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Topography (A-B-C) Data Sheet for Differential Reinforcement

Learner's name _____ Person collecting data _____

Date _____ Activity _____

A-Antecedent <i>Describe the activity and specific events preceding the behavior</i>	B-Behavior <i>Describe exactly what the behavior looked like</i>	C-Consequence <i>Describe events that followed or results of the behavior</i>

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Example: Topography (A-B-C) Data Sheet for Differential Reinforcement

Learner's name _____ Person collecting data _____

Date _____ Activity _____

<p>A-Antecedent</p> <p><i>Describe the activity and specific events preceding the behavior</i></p>	<p>B-Behavior</p> <p><i>Describe exactly what the behavior looked like</i></p>	<p>C-Consequence</p> <p><i>Describe events that followed or results of the behavior</i></p>
<p><i>Told to sit down for class</i></p>	<p><i>Lifted hands over head and slammed them down on desk</i></p>	<p><i>Removed from chair/desk</i></p>
<p><i>Told to get lunch box</i></p>	<p><i>Grabbed book display from shelf and threw it at the aide</i></p>	<p><i>Hand over hand prompted to get lunch box</i></p>
<p><i>Asked where she would like to sit</i></p>	<p><i>Reached up and pulled aide's hair for several seconds</i></p>	<p><i>Physically moved away from aide</i></p>
<p><i>Given a choice between two markers</i></p>	<p><i>Grabs aide's hand and bites down (not breaking skin)</i></p>	<p><i>Physically moved from aide, put in time-out</i></p>