

**Billy Data Sheet**  
**9/5/2006 updated**

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	IOA	Total:
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<p><b>Tantrum:</b> Any time Billy exhibits two or more of the following behaviors: crying/ screaming, swearing, aggression: (kicking, slapping, punching, spitting), property destruction (swiping or throwing objects, destroying inanimate objects), flopping to the floor, noncompliance (refusing to comply with a staff directive within 15 seconds of being given an instruction), bolting (running away from staff) or verbal threats. Each episode is separated by a new tantrum and ends upon 10 seconds absence tantrum.  <b>Data:</b> Episode and Duration Count  <b>Procedure:</b> See Behavior Support Plan</p>							
<p><b>Task Completion:</b> Any time Billy completes an activity (daily schedule activity, academics preferred/ non preferred tasks,) for the prescribed interval without exhibiting tantrum behavior. Each recording separated by a new work interval session.  <b>Data:</b> +/- per each activity.  <b>Procedure:</b> See Behavior Support Plan</p>							
<p><b>Transitions:</b> Any time Billy transitions from break or to an activity on his daily schedule without exhibiting tantrum behavior.  <b>Data:</b> +/- per each activity. (+) Billy transitioned to the activity without exhibiting tantrum.  <b>Procedure:</b> See Behavior Support Plan</p>							
<p><b>Screaming/Crying:</b> Any time Billy exhibits isolated screaming or crying. Counts separated by the absence of behavior for 5 seconds. Do not count during episodes that meet tantrum criteria.  <b>Data:</b> Frequency  <b>Procedure:</b> See Behavior Support Plan</p>							

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<p><b>Isolated Noncompliance:</b> Any time Billy physically refuses to comply with staff directive for longer than 15 seconds. Exclude noncompliance exhibited during tantrum behavior.  <b>Data:</b> Frequency Count  <b>Procedure:</b> See Behavior Support Plan</p>							
	<b>Staff Initials:</b>						
	<p><b>Phase line:</b> Record any sick days or potential illness, tardiness, school vacation, major changes to routine or program (i.e., new staff, change in procedure), medication changes and any other environmental change that may contribute to increase or decrease in behavior.</p>						