Antecedent-Based Interventions Data Sheet: Frequency

Directions: Complete the following data collection sheet to determine how frequently a learner with ASD is engaging in a particular behavior. In the *Behavior* column, simply use tally marks to record each occurrence of the behavior.

Learner: __			

Setting	Date	Length of observation	Behavior:	Total # of times	Before, during, or after intervention

Antecedent-Based Interventions Data Sheet: Duration

Directions: Complete the following data collection sheet to determine how long a learner with ASD is engaging in a particular behavior.

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Learner:				

Setting	Date	Start time	End Time	Total minutes	Before, during, or after intervention

Directions: To identify the preferences of a learner with ASD, observe him/her for at least 30 minutes during a free choice activity time. Every 2 to 5 minutes, circle the material or toy that the learner is interacting with or looking at. If the material/toy is not listed in the following chart, please record in the blank spaces at the bottom of the page. After the observation is complete, identify which material/toy the learner with ASD interacted with the most. Complete at least 3 observations to identify highly preferred materials or toys. Highly preferred materials/toys can then be incorporated into non-preferred activities to increase motivation and engagement.

Animals	Animals	Animals	Animals	Animals	Animals	Animals	Animals
Blocks	Blocks	Blocks	Blocks	Blocks	Blocks	Blocks	Blocks
Books	Books	Books	Books	Books	Books	Books	Books
Bristle	Bristle	Bristle	Bristle	Bristle	Bristle	Bristle	Bristle
blocks	blocks	blocks	blocks	blocks	blocks	blocks	blocks
Cars	Cars	Cars/	Cars	Cars	Cars	Cars	Cars
Computer	Computer	Computer	Computer	Computer	Computer	Computer	Computer
Dolls	Dolls	Dolls	Dolls	Dolls	Dolls	Dolls	Dolls
Gross	Gross	Gross	Gross	Gross	Gross	Gross	Gross
motor	motor	motor	motor	motor	motor	motor	motor
Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen
Letters	Letters	Letters	Letters	Letters	Letters	Letters	Letters
Little	Little	Little	Little	Little	Little	Little	Little
people	people	people	people	people	people	people	people
Paint	Paint	Paint	Paint	Paint	Paint	Paint	Paint
Playdough	Playdough	Playdough	Playdough	Playdough	Playdough	Playdough	Playdough
Pop up	Pop up toy						
toy							
Put in toy	Put in toy	Put in toy	Put in toy	Put in toy	Put in toy	Put in toy	Put in toy
Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles
Sensory	Sensory	Sensory	Sensory	Sensory	Sensory	Sensory	Sensory
toy	toy	toy	toy	toy	toy	toy	toy
Sorting	Sorting toy						
toy							
Stack toy	Stack toy	Stack toy	Stack toy	Stack toy	Stack toy	Stack toy	Stack toy
Swing	Swing	Swing	Swing	Swing	Swing	Swing	Swing
Trains	Trains	Trains	Trains	Trains	Trains	Trains	Trains
Water/	Water/	Water/	Water/	Water/	Water/	Water/	Water/
sand table	sand table	sand table	sand table	sand table	sand table	sand table	sand table

Preference Assessment Worksheet: Elementary, Middle, High School

Date:	Activity:
Learner:	

Directions: To identify the preferences of a learner with ASD, observe him/her for at least 30 minutes during a free choice activity time (e.g., individual work time, recess, lunch, activity period). Every 2 to 5 minutes, circle the material that the learner is interacting with or looking at. If the material/toy is not listed in the following chart, please record in the blank spaces at the bottom of the page. After the observation is complete, identify which material the learner with ASD interacted with the most. Complete at least 3 observations to identify highly preferred materials. Highly preferred materials can then be incorporated into non-preferred activities to increase motivation and engagement.

| Balls |
|------------|------------|------------|------------|------------|------------|------------|------------|
| Board |
| game |
| Books |
| Card game |
| Comic |
| books |
| Computer |
| Cooking |
| Gross |
| motor |
| Paint |
| Puzzles |
| Sand/water |
| Sensory |
| material |
| Swings |
| Writing |