**Essential Steps for Data Analysis and Triangulation**

1. **Organize Data**

* Sort by source (e.g., record, interview, observation)
* Group by type (antecedents, behaviors, consequences, setting event, context)
* Confirm multiple data sources

1. **Identify Antecedent Patterns**

* Look for consistent actions that cue the behavior (e.g. task demands, teacher/peer interaction)
* Check if patterns appear across settings and observers

1. **Identify Consequence Patterns**

* Look for consistent responses (consequences) following the behavior
* Determine whether consequences allow the student to gain or escape (function)

1. **Cross-Check Data**

* Examine alignment between identified antecedents and consequences within direct observations and indirect data gathered (e.g. student records, interviews)

1. **Triangulate Sources**

* Compare behavior patterns across data sources
* Confirm at least three different sources point to the same function and support the same hypothesis

**Consistent indirect and direct data and/or clear patterns = Use data to develop a hypothesis.**

**Indirect and direct data inconsistent and/or patterns not clear? = Collect more data until patterns align.**

1. **Formulate Hypothesis**

* Write a clear statement: ‘When [antecedent] occurs, the student does [behavior] to [function].’
* Ensure the hypothesis is observable, measurable, and testable.

1. **Validate Hypothesis**

* Review findings with IEP team or intervention team;
* Consider other contributing factors (e.g. medical, developmental expectations) and collaborate with others, as needed

1. **Use Data to Inform Intervention**

* Use the hypothesis statement to guide intervention
* Identify and plan instruction for related skill deficits (e.g. academics, communication, executive functioning).

*Brought to you by the Cooperative for Effective Behavior Intervention and Supports (CEBIS) and the Virginia Department of Education (VDOE).*