BERRIEN RESA

DATA COLLECTION TOOLS AND PURPOSES

Data Type	Used When...	Not Used When...	Sample BXs Measured	How to Use
Frequency Used to document the number of times a behavior occurs in a specific time period	Behaviors are easily counted Behaviors have a clear beginning and end	Behaviors occur at such a high rate it is not possible to accurately count or occurs for an extended time	Calling out Leaving seat Swearing Engagement (defined) Interactions with peers	Clearly define the bx Set a consistent length of observation Make a tally mark each time the bx occurs Total the tally marks
Interval Estimates the time a student engages in the target bx using percentage recordings	Behavior occurs at a high rate of frequency Behavior does not have a clear beginning and end	Behavior occurs at a low rate of frequency Accurate counts can be obtained using frequency	Rapid self-injurious bx such as head slapping bx Pen clicking bx	Set interval lengths Look at student one time (predetermined) during the interval and record (using key code) whether or not student is engaged in the target bx at that moment
Partial Interval Behavior occurs at some point during the interval	Behavior occurs at a high frequency making it difficult to count	Behaviors occurs at low frequency or if exact timing or duration is needed Does not capture intensity	Participating in class discussions Engaged in group work	Set interval lengths Look at student one time (predetermined) during the interval and record (using key code) whether or not student is engaged in the target bx at that moment
Whole Interval Behavior occurs through-out and across intervals	Behavior occurs over long period of time or impractical to use duration recording	When difficult to observe continuously or if behaviors are brief	Crying or yelling Working on class work Walking Reading Playing with a peer	Set interval lengths Look at student the entire interval and record only if the student remains engaged in bx throughout

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Momentary Time Sampling Behavior occurs at the end of the interval	Used when a snapshot of behavior is needed or other data collection methods are impractical	Behavior is brief, unpredictable, sporadic or low frequency	Working on class work Engaged in group work Exercise time	Set interval lengths Look at student at the end of an interval and record if the student is engaged in bx at that moment
Scatter Plot Used to determine whether a behavior is more likely to occur at a certain time of day or during a particular activity	Used when trying to establish when or how often a behavior occurs. Guided by patterns of occurrence associated with time of day or specific instructional periods	Behavior occurs throughout an entire day/week or in no particular temporal pattern	Fighting Leaving room/area Call outs or distractions	Divide the observation period into smaller intervals and set the length for each Record whether the behavior occurs (+) or does not occur (-) during each interval
Duration Documents the length of time a student engages in target bx (beginning to end of response cycle)	The primary concern is the amount of time a student spends engaged in the target bx The behavior has a clear beginning and end	The behavior occurs at a high rate of frequency The behavior starts and stops quickly	Crying Being out of the room Walking around the room Talking to or playing with a peer	Start a timer when the bx begins Stop the timer when the bx ends Record the length of time from start to finish
Latency Documents the length of time between the time a stimulus (directive) is given and the time the student engages in the target bx	We want to measure how long it takes a student to comply with a request or begin a new task Behavior has a clear beginning and end	Student complies with directives or begins new tasks quickly and consistently (no concern)	How long it takes to sit down upon request How long it takes to get out materials How long it takes to begin working when given an assignment	Write down the time an instruction is given Write down the time the student begins to engage in the requested bx Record the elapsed time

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Antecedent ~ Behavior ~ Consequence (ABC) ABC Checklist is a preloaded version	The function of the bx must be determined so a team can write and implement effective intervention(s)	Student exhibits behavior that does not harm himself or others Student's bx does not interfere with learning	Aggression (hitting, biting property damage) Elopement Interfering (noise, touch, refusal)	Observe student over time When he/she engages in target behavior, record what happened 20-30 seconds before and after (antecedent/consequence) Analyze data for patterns of response to antecedent stimuli and maintenance of behavior via consequence
Intensity Assigns a value to the danger/energy level of behavior	Target behavior is of high level of energy and could be dangerous	Inconsequential bx occurs	Physical aggression (hitting, biting, kicking) Property damage	Determine a number scale to clearly define each level of intensity (e.g., 1 = no danger ~ 5 = danger to self and others) Assign bx a number when an response cycle ends

References:

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