Selecting a Data Collection Method

What do you want to measure?



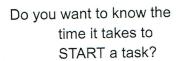
Do you want to know how much or how often the behavior occurs?



Use Frequency / Rate Form (A)



Are you concerned about the length of time?



Use Latency Data Form (B)

FORM A

Frequency/Rate

Description:

These methods involve counting the number of times a behavior occurs in a specific time period. Use these methods if the behavior can be easily counted and the behavior has a clear beginning and end. Do not use these methods if the behavior is occurring at such a high rate that an accurate count is impossible (e.g. pencil tapping) or the behavior occurs for extended periods of time (e.g. 2 tantrums, but the duration of each tantrum is one hour.)

Examples:

Leaving seat, hitting another peer, throwing items, raising one's hand, yelling out an answer, asking to go to the bathroom, and being late to class.

How to collect the Data:

- Tally marks on a data sheet
- Tally marks on a dry erase board that are transferred to the data sheet
- Moving items from one pocket to a different pocket as each behavior occurs (e.g. paperclips, pennies, buttons)
- Place a removable sticker on your shirt or pants

DAILY FREQUENCY/RATE DATA SHEET

Student	Name:		School:		Grade:	
Observe	er(s):			Date:		
frequent collecte	ncy of ea ed for th	ch behavior exhibited du	iring the relevant time	period. Only use this fe	tally marks to record the orm if data is being uency divided by time) th	
_	ام د	Behavior	De	Definition		
Bel	havior 1					
Behavior 2						
		Target St	nident	t Comparison Peer		
From	То	Behavior 1	Behavior 2	Behavior 1		
7:00	7:30					
7:30	8:00					
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:30					
10:30	11:00				1	
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00					
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	3:00					
3:00	3:30	·		·		
3:30	4:00			·		
4:00	4:30			~		
4:30	5:00					
FREQ	UENCY					
RATE		-/ .				

Form B

Latency

Description:

Use latency recording when you're interested in how long a student takes to begin performing a particular behavior once the opportunity has been presented. For example, if a teacher makes a request for a student to put an activity away, the observer would be interested in the length of time it takes for the student to comply with the request. Use this method if the opportunity and the behavior have a clear beginning and end. Do not use this method if the opportunities are continuous or the they start and stop rapidly.

Examples:

Starting an assignment, compliance with requests, and time between peer instigation and aggression.

How to Collect the Data:

To record latency data, note when the opportunity is presented (e.g. request given) and when the student begins the response (e.g. compliance with requests). This can be done by using a stopwatch and recording the start and stop times on a data sheet, or timer app and transferred to data sheet.

LATENCY RECORDING DATA SHEET

Student			Week: From		
			То		
Observer_					
Behavior					
Prompt _					
Behavior b	egins when				
			r		
Date	Time Instruction/ Prompt is Given	Time Behavior Begins	Total Time Elapsed	Average Latency	
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Average Latency (only complete at the end of each day) = Sum all "Total Time Elapsed" for the day and divide by the # of latencies recorded that day.