Classroom Friendly Data Collection Methods

CATEGORIES OF DATA COLLECTION METHODS

Continuous: The observer keeps their eyes on the subject the ENTIRE DURATION and marks all occurrences of behavior.

- Frequency
- Duration
- Latency

Non-continuous: The observer keeps their eyes on the subject only for a short time and data is collected in intervals.

- Momentary Time Sampling (MTS)
- Whole Interval Recording (WI)
- Partial interval recording (PI)

Time	Tallies of Observed Behavior	Total
7:30-8:00	x x x x x x x x x x x x x	13
8:00- 8:30	x x x x x	5
8:30-9:00	x x x x x x x x x x x	11
9:30-10:00	x x x x x x x x x x	10
10:30-11:00		
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		

FREQUENCY

Tallying or counting how many times a behavior occurs and dividing it by the number of minutes you observed them or opportunities provided (divide # of occurrences by minutes to get rate and multiply by 100 to get percentage).

- Best for behaviors that do not last very long or are easy to count.
- Not very useful for behaviors such as tantruming or crying.
- Answers the question: How many times did the behavior occur?
- Example: How many times did Sally make an off topic remark during a 30 minute reading block?

Observation 1:

Date and Start Time: _____

Observer: _____

Subject/Activity/Setting Description: _____

Latency of Specified Behavioral Initiation:

Specified Behavioral Occurence	Time of Stimulus or Signal to Initiate a Specified Behavior Given by Teacher	Time Specified Behavior Initiated by Student	Latency of Time Between Stimulus or Signal & Initiation of Specified Behavior by Student	Time Specified Behavior Completed by Student (if applicable)
1.				
2.				
3.				
4.				
5.				
Total:				

Total Number of Times the Specified Behavior was Prompted by Stimulus or Signal: _____

Total Latency Time: _____

Average Latency Time (Total Latency Time divided by Total Number of Times the Specified Behavior was Prompted by Stimulus or Signal): _____

Total Time Period of Observation: _____ minutes

LATENCY

The amount of time between the signal for a behavior to start and the behavior starting.

- Measures time between a directive being given and the student engaging in the behavior.
- Clear signal to begin and there is a delay to when the behavior occurs that you want to shorten.
- Example of signals include:
  - Mom says “Come wash the dishes”
  - A timer goes off
  - Teacher hands student a worksheet and says, “Get started”.
- Example: It took 2.5 minutes between the teacher blowing the whistle for recess and Sally to line up.
- Example: How long was it between the teacher saying “Get out your chromebooks!” and the student actually getting it out.

DURATION

The amount of time a behavior occurs or lasts.

- Best for behaviors that have a clear start and stop and that you want to decrease/increase the time engaging in the behavior.
  - such as crying, tantruming, on/off task, playing, and other behaviors that you cannot necessarily count.
- Use percentages when comparing the data across time/days.
  - Duration of behavior/Time observed
  - Why? If you were to say that Robby cried yesterday during a 20 minute math lesson (80%) but he cried only 7 minutes today, it would seem like he cried less today. However, today’s lesson was only 8 minutes that would make it 87%.
  - Percentages help put things in perspective.
- Example: Robbie cried for 16 minutes during math.

Observation 1:

Date and Start Time: _____

Observer: _____

Subject/Activity/Setting Description: _____

Duration of Behavioral Occurences: _____

Behavioral Occurence	Start Time	End Time	Duration
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Total Number of Behavioral Occurences: _____

Total Duration: _____

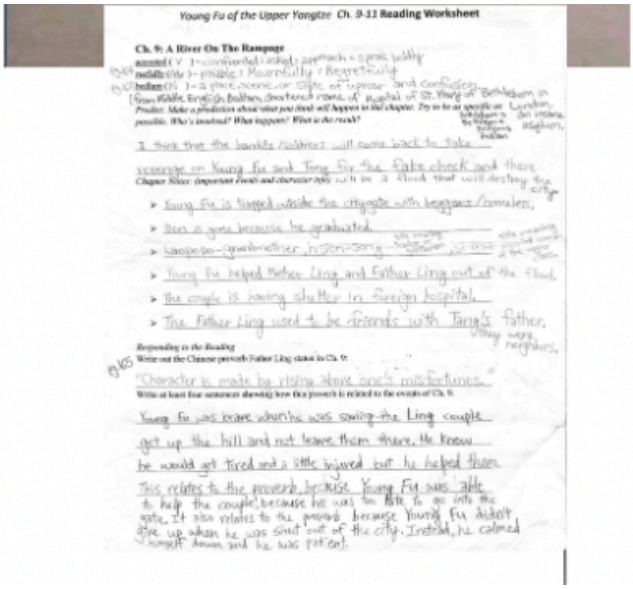
Average Duration of Behavior:
(Total Duration divided by Total Number of Behavioral Occurences) _____

Total Amount of Times per Observation Period: _____

PERMANENT PRODUCT

A work sample or physical change in the environment as a result of a behavior that lasts long enough for you to take data on.

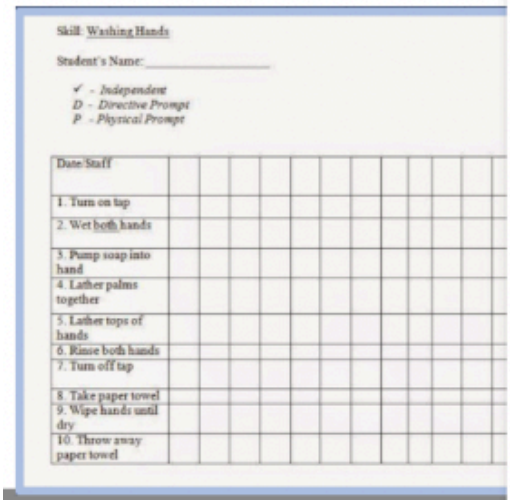
- Academic behaviors
- life skills behaviors
- behaviors where you can physically see the environment change as a result of the behavior.
- Example: Robby completed a writing worksheet with 20 questions. He got 10/20 correct (50%).


Young Fu of the Upper Yangtze Ch. 9-13 Reading Worksheet

Ch. 9: A River On The Rampage

OBSERVATIONAL (TASK ANALYSIS)

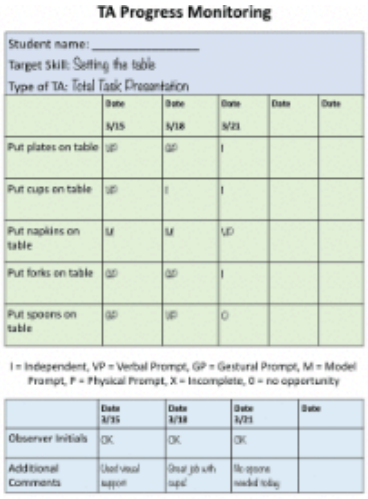
- A task analysis is a step by step breakdown of a task (ex. washing dishes, using a vending machine, cooking a meal, solving a math problem.)
- Can be used to collect observational data.
- Example: Hallie completed steps 1-7 out of 10 independently. (70%)


Skill: Washing Hands

Student's Name:_____

✓ - Independent
D - Directive Prompt
P - Physical Prompt

Date/Staff										
1. Turn on tap										
2. Wet both hands										
3. Pump soap into hand										
4. Lather palms together										
5. Lather tops of hands										
6. Rinse both hands										
7. Turn off tap										
8. Take paper towel										
9. Wipe hands until dry										
10. Throw away paper towel										

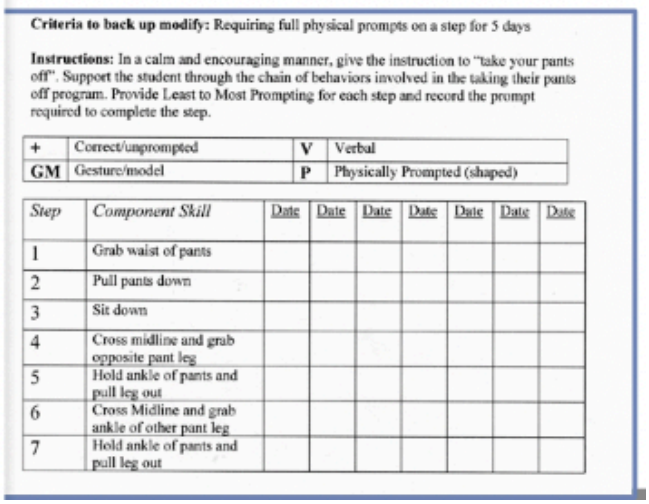

TA Progress Monitoring

Student name: _____
Target Skill: Setting the table
Type of TA: Total Task Presentation

	Date 3/15	Date 3/18	Date 3/21	Date	Date
Put plates on table	GP	GP	I		
Put cups on table	GP	I	I		
Put napkins on table	M	M	VP		
Put forks on table	GP	GP	I		
Put spoons on table	GP	GP	O		

I = Independent, VP = Verbal Prompt, GP = Gestural Prompt, M = Model Prompt, P = Physical Prompt, X = Incomplete, 0 = no opportunity

	Date 3/15	Date 3/18	Date 3/21	Date
Observer Initials	OK	OK	OK	
Additional Comments	Used visual support	Great job with cups!	No spoons needed today	


Criteria to back up modify: Requiring full physical prompts on a step for 5 days

Instructions: In a calm and encouraging manner, give the instruction to "take your pants off". Support the student through the chain of behaviors involved in the taking their pants off program. Provide Least to Most Prompting for each step and record the prompt required to complete the step.

+	Correct/unprompted	V	Verbal
GM	Gesture/model	P	Physically Prompted (shaped)

Step	*Component Skill*	Date	Date	Date	Date	Date	Date	Date
1	Grab waist of pants							
2	Pull pants down							
3	Sit down							
4	Cross midline and grab opposite pant leg							
5	Hold ankle of pants and pull leg out							
6	Cross Midline and grab ankle of other pant leg							
7	Hold ankle of pants and pull leg out							

TIME SAMPLING- MORE INFO ON TABLE 2

- The observer captures a snippet of what the data looks like without calculating the exact number of occurrences or duration of the behavior.
- These will be calculated in percentages.
  - The total number of intervals: 10
  - The number of intervals off task: 3
  - The number of intervals on task: 8
  - % of intervals on task: 8/10*100=80%
  - % of intervals off task: 3/10*100=30%

TABLE #1
CONTINUOUS DATA COLLECTION METHODS

DATA COLLECTION METHOD	DEFINITION	BEST FOR...	EXAMPLE
Frequency 	How many times a behavior occurs	Behaviors that do not last very long and are easy to count.	How many times did Sally make an off topic remark during the 30 minute reading block?
Latency 	The amount of time between the signal for a behavior to occur and the behavior starting.	Behaviors that have a clear signal to begin and there is a delay to when the behavior actually occurs that you want to shorten.	It took 2.5 minutes from the time the teacher blew the whistle (Signal) to when Sally lined up (Behavior).
Duration 	The period of time that a student engages in the behavior.	Behaviors that have a clear stop and start that you want to increase or decrease the amount of time that a student engages in them.	Robby cried for 16 minutes out of a 30 minute math block.
Permanent Product 	A work sample or physical change in the environment as a result of a behavior that lasts long enough for you to take data on.	Academic behaviors, life skills behaviors, or other behaviors where you can physically see the environment change as a result of the behavior.	Robby completed a writing worksheet with 20 questions. He got 10/20 correct (50%). Henry completed 4/5 of his chores for today (80%)

TABLE #2
TIME SAMPLING DATA COLLECTION METHODS

TIME SAMPLING DATA COLLECTION METHODS	DEFINITION	BEST FOR...	EXAMPLE
Momentary Time Sampling	The observer (that's you!) records whether or not the target behavior is occurring at the moment that each time interval ends.	Works pretty well for most behaviors, especially in the classroom. It does not require your direct attention except for just a split second.	Every 30 seconds, for five minutes total, you look up and write a + if Shari is on task and a - if Shari is off task.
Partial Interval Recording	The observer records if the behavior happened at any time during the interval.	Best for behaviors you are trying to decrease. Requires the observer to be attentive during the duration of each interval (unless the bx has occurred and it has been scored for that interval).	If Shari cries during during any part of the interval, you put a +, even if she cries more than ones.
Whole Interval Recording	The observer records only if the behavior happened during the entire interval.	Best for behaviors you're trying to increase. Requires the observer to be attentive the entire interval, every interval.	If Shari is playing with her peers for the entire interval, you put a +. If Shari stops playing, even for 1s, during the interval, you mark a -.