

Data Collection: How to Pick a Tool?

Tool/Type	Definition	Purpose	Behavior Association	Example Behaviors
ABC Log Teacher can utilize while teaching (requires 10-15 days of observation)	Records (A) events that immediately precede (B) target behaviors and the (C) event that immediately follows a target behavior	Identify and prioritize target behaviors Baseline for target behaviors that have already been identified Determine what antecedents and consequences are impacting behaviors Determines reinforcers of target behaviors Determines what environmental and setting factors are impacting behaviors Determines the effectiveness of interventions and reinforcers Identifies the function of the behavior ***	Target behaviors that have already been identified	Participation in class Physical aggression/contact Tantrums
Frequency Recording Easy for teachers to utilize while teaching	A simple counting of how many times a behavior occurs during a designated period of time	Baseline for progress monitoring Measure on specific behavior Identify and prioritize target behaviors Determine the significance of problem behavior	(When the target behavior can be...) Easily counted, but not at a high rate Clear beginning and end Short duration (i.e. out of seat) Occurs a # of times in a specified time period	Yelling out in class (Blurting) Leaving seat Physical contact with peers (# of times a student hits) Throwing materials on the floor Verbal aggression Inappropriate language Late to Class Work samples
Interval Recording Typically requires outside observer	Records when a behavior occurs with a given time interval (usually min/sec) Whole-whether the behavior occurred the entire time interval Partial-whether the behavior occurring at any point during the time interval Momentary time-whether the behavior is occurring at that precise moment.	Identify and establish target behavior Baseline for progress monitoring Determine if a behavior is occurring during specific time periods, class periods, etc. Significance of problem behavior Identify patterns of behavior	When a behavior appears continuous	Talking with peers (partial) Off/On task behavior (whole) Working on an assignment (whole) Inappropriate language (partial) Interrupting the teacher (partial)
Duration Recording Typically requires outside observer	Monitors the percent of time that a behavior occurs during the observation period, or it can be used to calculate the average time of display for the number of times that the student showed the behavior	Identify and establish target behavior Determine how much time a student is engaging in target behavior Baseline for progress monitoring Intensity/duration/frequency of the target behavior	When the behavior occurs at a high rate or occurs over extended periods of time	Tantrums Sleeping Screaming Time on task/off task Interacting with peers Time out of seat

Target Behavior Questionnaire

1. What is the reason for referring the student?
2. Describe the behavior or set of behaviors that are of concern. Consider what the behavior looks and sounds like, how often it occurs, and how long it lasts during the instructional day.
3. How do the other students respond when the behavior occurs?
4. How do the adults respond when the behavior occurs?
5. What specific behaviors is the student expected to demonstrate at the time the behaviors occur?
6. Are there any specific events or individuals present when the behavior occurs?
7. Why do you think the student is behaving this way? To gain or to get something?