

Data Collection Methods Reference Sheet:

- **Frequency/Rate** – count per unit time
(x times in Y seconds - minutes – hours)

Frequency is used most often for behaviors that:

1. Have a clear beginning and end
2. Occur at a rate that can be accurately counted
3. Can be produced at any time
4. Do not require much time for completion
5. Can be produced over a wide range of occurrences and/or time

Examples of when to use frequency/rate:

- Number of curse words emitted per minute
- Number of head bangs in a 30 minutes class
- Number of words read per minute

Frequency/Rate is **not** a useful measure for behaviors that are:

1. Continuous and occur for extended amounts of time

*Examples of when **not** to use frequency/rate:*

- Continuous pencil tapping throughout an entire block

- **Duration** – The amount of time a person engages in a target behavior

Duration is used most often for behaviors that:

1. A student engages in that are either too short or too long of a time period for a particular task or activity or the length of the target behavior is of concern.
2. Occur are very high rates (ambiguous beginning and end)

Examples of when to use duration:

- Playing on phone during instructional time
- On-task/Off-task behavior (must be clearly defined)
- High frequency/unclear tantrum –like behaviors
- Rocking/rapid jerks of behavior that occur for extended times.

Duration is **not** a useful measure for behaviors that:

1. Are short and discrete

*Examples of when **not** to use Duration:*

- Kicking a peer at a pace that can be accurately counted
- Student spits at another child or teacher

➤ **Intensity** – measures the magnitude or force of a student’s behavior

1. Intensity is used for all behaviors
2. It is highly recommended to individualize based on the target behaviors of the student

1 Mild	2 Moderate	3 Severe
<input type="checkbox"/> Behavior does not significantly interfere with student's learning	<input type="checkbox"/> Behavior interferes with the student's learning	<input type="checkbox"/> Behavior significantly interferes with the student's learning and learning of others
<input type="checkbox"/> Behavior impacts/distracts other students in close proximity	<input type="checkbox"/> Behavior impacts/disrupts other students in the classroom	<input type="checkbox"/> Behavior causes destruction in the class-room or causes disruption in common areas of the school
<input type="checkbox"/> Student responds to redirection 1-2	<input type="checkbox"/> Student responds after 3-4 redirection	<input type="checkbox"/> Student does not respond to redirection and behaviors escalate

- **Latency** - The amount of time that lapses between an antecedent and when the student performs the target behavior.

Latency is used most often for behaviors that:

1. A student engages in a behavior too slowly or too quickly following the antecedent

Examples of when to use Latency:

- Amount of time it takes for a student to start an assignment after the teacher grants directive to start work
- Amount of time it takes a student to start responding verbally to a question posed by the teacher during group instruction.
- Inability of a student to delay gratification and think about an appropriate response to a trigger. Therefore, student engages in an inappropriate response to the trigger.

Latency is **not** a useful measure for behaviors when:

1. When you cannot measure the response with respect to other events (i.e., antecedent)

*Examples of when **not** to use latency:*

- Behaviors where there are no clear environmental factors that set it off (e.g., off-task behaviors, rocking/flapping behaviors)

