Recording and Measurement

1.Identify which data collection system is being used within the following scenarios using latency, event/frequency, duration, or interval recording (2 points):

a. She went into his class for 30 minutes on 3 days to count each instance of "disruptive" behavior. She would mark each instance with a tally.

Answer: Event/Frequency Recording

b. On 3 days she checked every 2 minutes across 30 minutes to see if he was being disruptive during class.

Answer: Interval Recording - partial, whole, or momentary.

c. Record how long it took her to complete the set of problems once she had begun, using stopwatch when the behavior began and then when the behavior ended (completion of all problems).

Answer: Duration Recording

d. Give the student a set of problems and record how long it was before she began to work. Start timer when you first began direction and then stop the timer when initial task begins.

Answer: Latency Recording

2. For review: Watch the video on operationally defining the target behavior and summarize the content within 3-4 sentences (2 points)

The video describes any behavior by using a common analogy for identifying if a singular behavior is observable, the "Dead Man's Test." The target behavior should also have a replacement behavior. This specific behavior should be measurable, observable, and of social significance to improve the wellbeing of the client.

3. Now thinking of your individual: Restate your operational definition of the target behavior.-please make sure you have revised as requested with the feedback. (2 points)

During the 6th period band class, "Bobby" will independently* use the mnemonic devices "every good boy does fine" and "FACE on the space" to identify nine flashcards that display notes of the treble clef staff (A, B, C, D, E, F, G, without sharps or flats) within 5 seconds at 100% percent mastery for 5 consecutive one-on-one pullout sessions with the director.

*(I added the word "independently" as you suggested toward the beginning of the statement.)

4.Specifically name the data collection system you will be using by describing the most appropriate and relevant behavioral dimension(s) of the target behavior for measuring it. Choose either latency, event/frequency, duration, or interval recording. Provide a rationale for your selection. *You must use one of the data sheets from below:* (you will need to modify the interval data sheet) (2 points)

Measurements for "Bobby" will be recorded with an event/frequency data collection sheet. Nine flashcards will be used to assess his progress for each trial until five consecutive trials are met with 100% accuracy. Date and number-of-correct will be recorded for each trial. This is a modified frequency data sheet to include the specific flashcard names in a column so identification of problem notes can be better specified at the conclusion of the trial rather than a block of tick marks. There could also be a column of "percent correct" added to see data in the form of percentage yield.

5. Describe it in terms of <u>when</u>, <u>where</u>, and exactly <u>how</u> the data will be collected and stored. Attach an example of the form from above (modify as needed) that will be used and describe any devices such as counting beads or stopwatches, or other systems that will be used in the collection and immediate storage of the data. (2 points)

Data will be collected via differentiated teaching during each 6th period class in the auxiliary classroom adjacent to the main classroom. Data will be recorded with a plus sign (+) for correct response in the corresponding column. A minus sign (-) will be used for no response or wrong response. Responses taking longer than a five finger count from the observer will be marked as a minus sign (-). Multiple responses for a single flashcard will be recorded as incorrect with a minus sign (-). Data will be collected via pen and paper on the data sheet. Responses will be uploaded to a secure google document accessible only by the two observers (lead teacher, assisting teacher).

FREQUENCY DATA SHEET

Student: "Bobby"   **Target Behavior:** Note-Naming

Operational Definition of Behavior: Note-naming is operationally defined as independently speaking aloud the correct note-name (A, B, C, D, E, F, G) of the treble clef staff when presented with flashcards, excluding sharps and flats.

Date	Start Time	End Time	A	B	C	D	E (Low)	F (Low)	G	E (High)	F (High)	Total	Initial