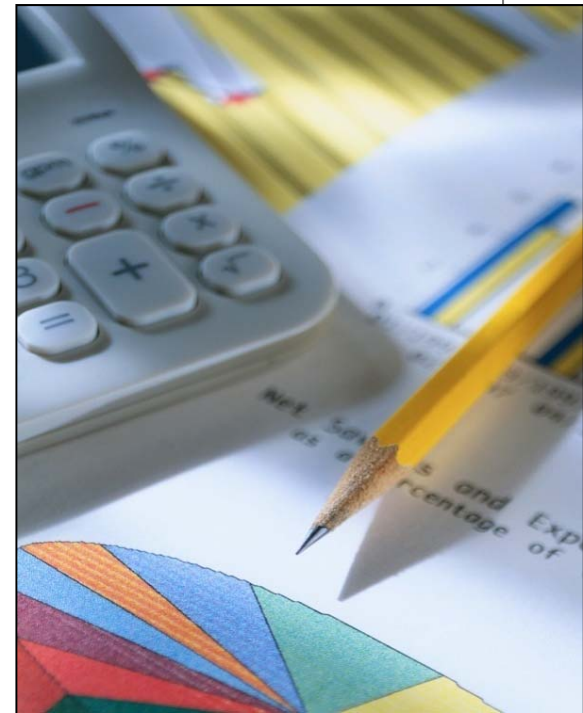*Behavior Management: Show Me the Data.* What are feasible 'go-to' methods educators can use to track almost any classroom behavior?

Handout 1

INTERVENTION CENTRAL

RTI/MTSS Classroom Teacher Toolkit

How to Collect Data on Student Behaviors

Jim Wright, Presenter

6 November 2018
Elwood (NY) UFSD

Email: jim@jimwrightonline.com
Workshop Materials: http://www.interventioncentral.org/elwood

Workshop PPTs and handout available at:

http://www.interventioncentral.org/elwood

Handout 2

Behavioral Frequency Count/Behavioral Rate Worksheet

Student: _____ School Yr: _____ Classroom/Course: _____

Behavior Definition: Define in clear, measureable, observable terms the behavior that will be measured using the behavioral frequency count (e.g., student call-outs during instructional activities):

_____

_____

Date: ___/___/___   Start Time: ___:___   End Time: ___:___   Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|')
in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
1	Divided by	Equals	

Comments: _____

_____

Date: ___/___/___   Start Time: ___:___   End Time: ___:___   Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|')
in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
2	Divided by	Equals	

Comments: _____

_____

Date: ___/___/___   Start Time: ___:___   End Time: ___:___   Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|')
in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
3	Divided by	Equals	

Comments: _____

_____

The Struggling Student: Data Tells a Story…

Whenever a student has behavioral challenges, you look to data to tell a coherent story about the student. If any of these elements are missing, the 'data story' can become garbled:

❖ What kind of behavior problem(s) is the student experiencing?

❖ What is the student's current performance?

❖ What goal will you set to show that the behavior has improved?

❖ How will you use data as feedback to judge your intervention's effectiveness?

Jason fails to comply with adult requests during math instruction.

On a behavior report card (BRC), Jason is rated as 'poor' in compliance on 80% of days.

On a BRC, Jason will be rated as 'good' in compliance on 80% of days.

*The math teacher will complete the BRC daily. The intervention will be reviewed after 6 instructional weeks.*

Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom behavioral data collection methods should:

- **measure skill(s) targeted by the intervention.** The educator wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

Activity: Think of a student…

- Think of a student whom you work with that displays challenging classroom behaviors.
- Discuss this student with your group.
- Through the rest of today's workshop on collecting behavioral data, think about how you might use the various assessment methods on this student.
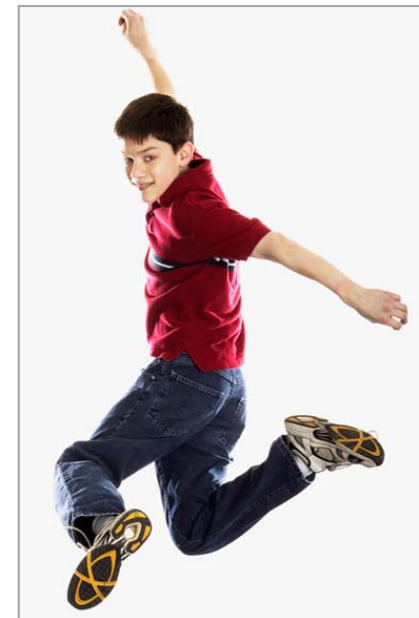
How to Monitor
Student Progress on
Tier 1/Classroom
Interventions
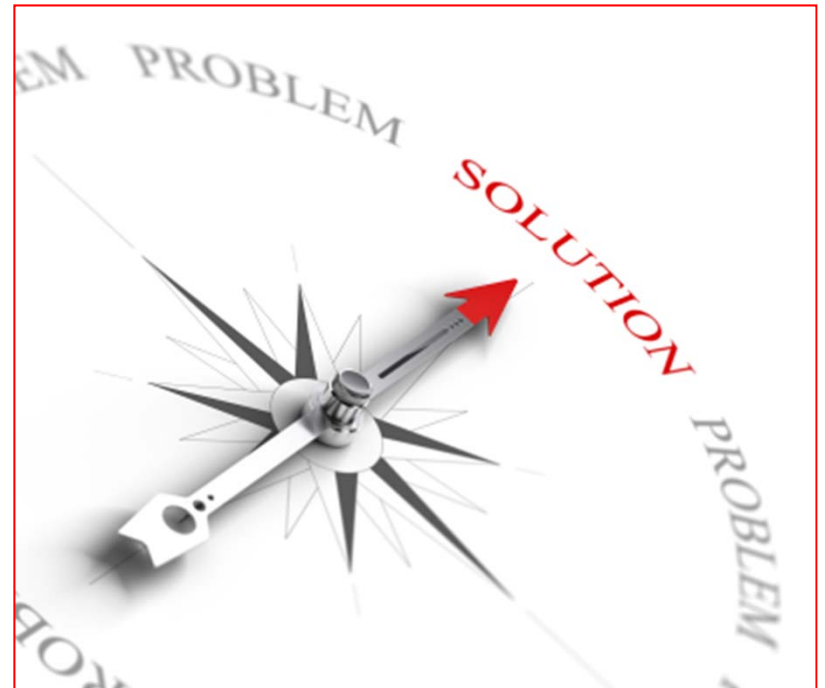
How to Monitor Student Progress on Tier 1/Classroom Interventions pp. 2-5

How to Monitor Tier 1/Classroom Interventions © 2018 Jim Wright   www.interventioncentral.org

How to Monitor Student Progress on Tier 1/Classroom Interventions

If you are a teacher who wants to put a classroom academic or behavioral intervention plan in place for a struggling student, you will want to collect data on that intervention so that you can judge its effectiveness. After all, no one wants to commit time and effort to an intervention that is ineffective.

Your goal of interventions in Tier 1 (general-education instructional settings) is to provide academic and/or behavioral support that will allow your target student to be successful in core instruction. The kinds of data that you choose to monitor that student's progress will, of course, depend on what you wish to measure. However, any assessment that you choose should be a valid measure of the behavior or academic skill that is the focus of the intervention, able to accurately record short-term student gains, and feasible to collect in a busy classroom.

This article walks you through a 7-step process to create and carry out a plan to monitor student progress for any teacher-created classroom intervention:

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure. This 'problem-identification' statement should define the skill or behavior in clear, specific terms. Here are some examples:

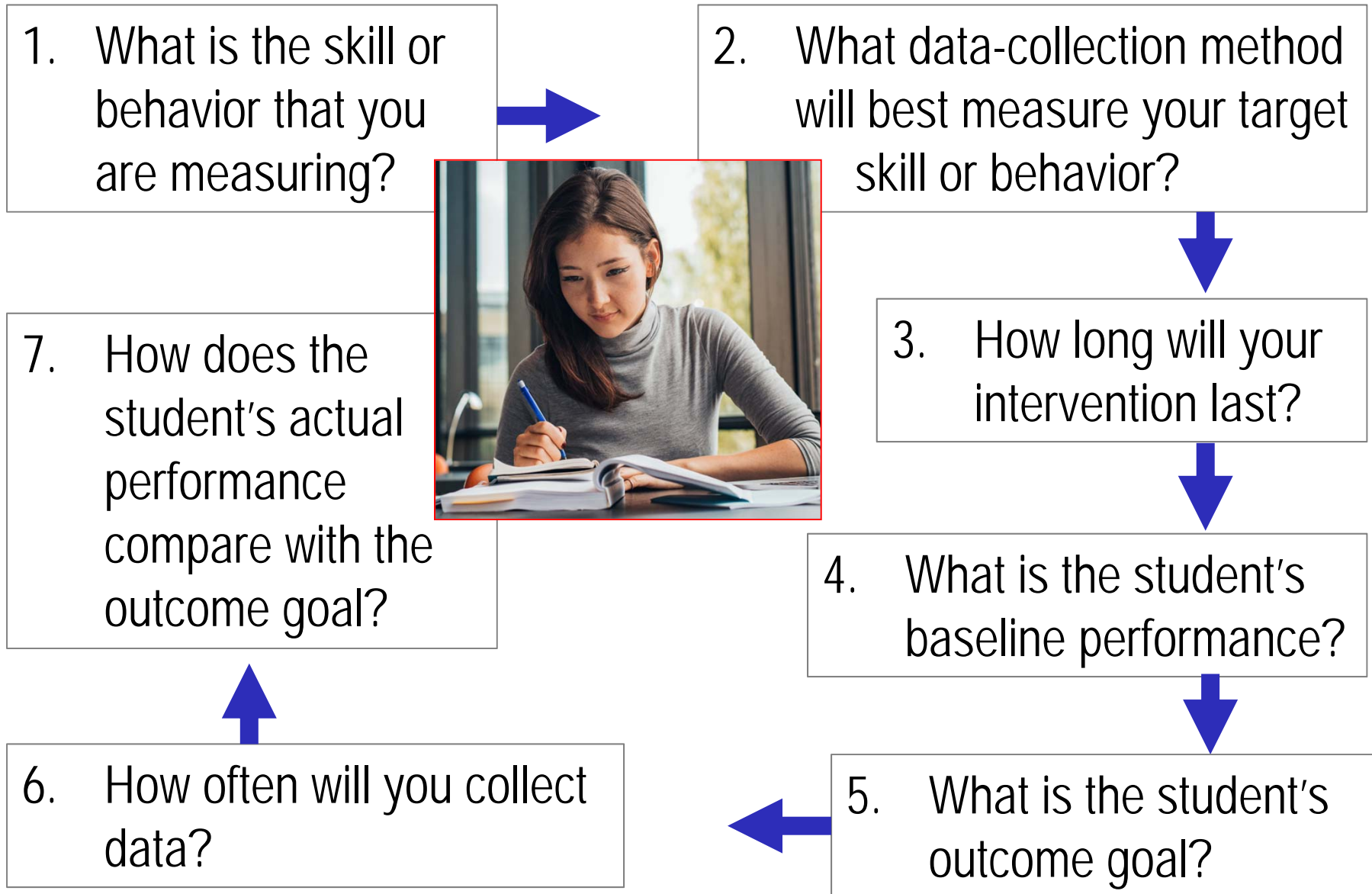| Problem-Identification Statements: Examples |
| --- |
| HOMEWORK. Russell does not turn in homework. |
| WRITING. Andrea's writing includes many incomplete sentences. |
| MATH FACTS. Rick is not fluent in multiplication math facts. |
| BEHAVIOR. Angela is inattentive in large-group instruction. |

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. You have a range of data-collection tools to choose from, such as rubrics, checklists, Daily Behavior Report Cards (DBRC), Curriculum-Based Measures (CBMs), teacher logs, etc. Here are examples of data collection methods selected to match specific student problems:

Data Collection Methods: Examples	
Problem ID Statement	Sample Data Tool
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?

2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?

How to Monitor Classroom Interventions

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure.

This 'problem-identification' statement should define the skill or behavior in clear, specific terms.

Problem-Identification Statements: Examples

HOMEWORK. Russell does not turn in homework.

WRITING. Andrea's writing includes many incomplete sentences.

MATH FACTS. Rick is not fluent in multiplication math facts.

BEHAVIOR. Angela is inattentive in large-group instruction.

How to Monitor Classroom Interventions

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention.

Data Collection Methods: Examples

Problem ID Statement	Sample Data Tool
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

How to Monitor Classroom Interventions

STEP 3: How long will your intervention last? When planning your classroom intervention, you should determine an end-date when you can review your progress-monitoring data and decide whether the intervention is successful. A good practice is to run your intervention for at least 6-8 instructional weeks before evaluating its effectiveness.
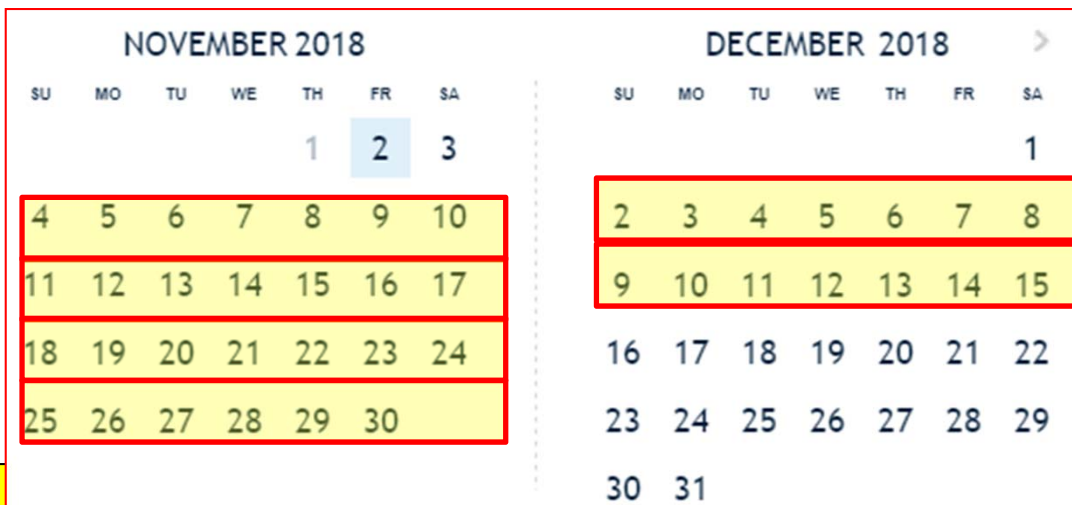
How to Monitor Classroom Interventions

STEP 4: What is the student's baseline performance?
Before launching your intervention, you will first use your selected data-collection tool to record baseline data reflecting the student's current performance in the skill or behavior that you are measuring.

Baseline data represents a starting point that permits you to calculate precisely any progress the student makes during the intervention.

Because student data can vary, you should strive to collect at least 3 baseline data points.

Baseline Data: Examples

Problem ID Statement	Sample Data Tool	Baseline Data
HOMEWORK. Russell does not turn in homework.	Homework log	Russell turned in homework on 20 percent of days when homework was assigned. **[Data source: percentage homework completion calculated from 1 week of homework log entries.]**
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, an average of 40 percent of sentences are found to be incomplete. **[Data source: median value of 3 writing samples collected on different days]**
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick calculates an average of 29 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. **[Data source: median value of 3 CBM worksheets collected on different days.]**
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher rates this item 'YES' during 1 of 5 days (20 percent). **[Data source: percentage calculated from 5 days of DBRC data collection.]**

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? You will next set an outcome goal that describes how the student is expected to perform on the target skill or behavior if the intervention is successful (e.g., after 6-8 weeks).

Outcome Goal: Examples

Problem ID Statement	Sample Data Tool	Outcome Goal
HOMEWORK. Russell does not turn in homework.	Homework log	Russell will turn in at least 80 percent of assigned homework. [Data source: percentage homework completion calculated from final week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, at least 90 percent of attempted sentences will be correct and complete. [Data source: median value of final 3 writing samples]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick will calculate an average of 49 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: average of final 2 CBM worksheets.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher will rate this item 'YES' during at least 4 of 5 days (80 percent). [Data source: percentage calculated from final 5 days of DBRC data collection.]

How to Monitor Classroom Interventions

- **STEP 5: What is the student's outcome goal? (Cont.)** You can use several sources to calculate an outcome goal:

- *CBMs.* If you are using academic CBMs with benchmark norms, those grade-level norms can help you to set a goal for the student.

- *Classroom Norms.* If you are measuring a skill for which you lack benchmark norms, you may instead be able to compile classroom norms (i.e.., sampling your entire class or a subgroup of your class) and use those group norms to set an outcome goal.

- *Teacher-Defined Performance Goal (Criterion Mastery).* Sometimes, you must write an outcome goal—but don't have access to benchmark or classroom norms. In this case, you can always use your own judgment to define a meaningful outcome goal: e.g., the student will follow a 7-step process to solve a math word problem.

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? (Cont.)
TIP: For a student with a large academic deficit, you very likely will not be able to close that skill-gap entirely within one 6-8-week intervention cycle.

In this instance, you should instead set an ambitious 'intermediate goal' that, if accomplished, will demonstrate that your student is clearly closing the academic gap with peers. It is not unusual for students with substantial academic delays to require several successive intervention-cycles with intermediate goals before they are able to close the skill-gap sufficiently to bring them up their grade-level peers.

How to Monitor Classroom Interventions

STEP 6: How often will you collect data? The more frequently you collect data, the more quickly you will be able to judge whether an intervention is effective (Filderman & Toste, 2018). This is because more data points make trends of improvement easier to spot and increase your confidence in the pattern that the data is showing you.

Ideally, you should collect data at least weekly for the duration of the intervention period. If that is not feasible, you will want monitor student progress no less than twice per month.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? Once you have created your progress-monitoring plan for the student, you will put that plan into action. At the end of the pre-determined intervention period (e.g., in 6 weeks), you will review the student's cumulative progress-monitoring data, compare it to the outcome goal, and judge the effectiveness of the intervention.
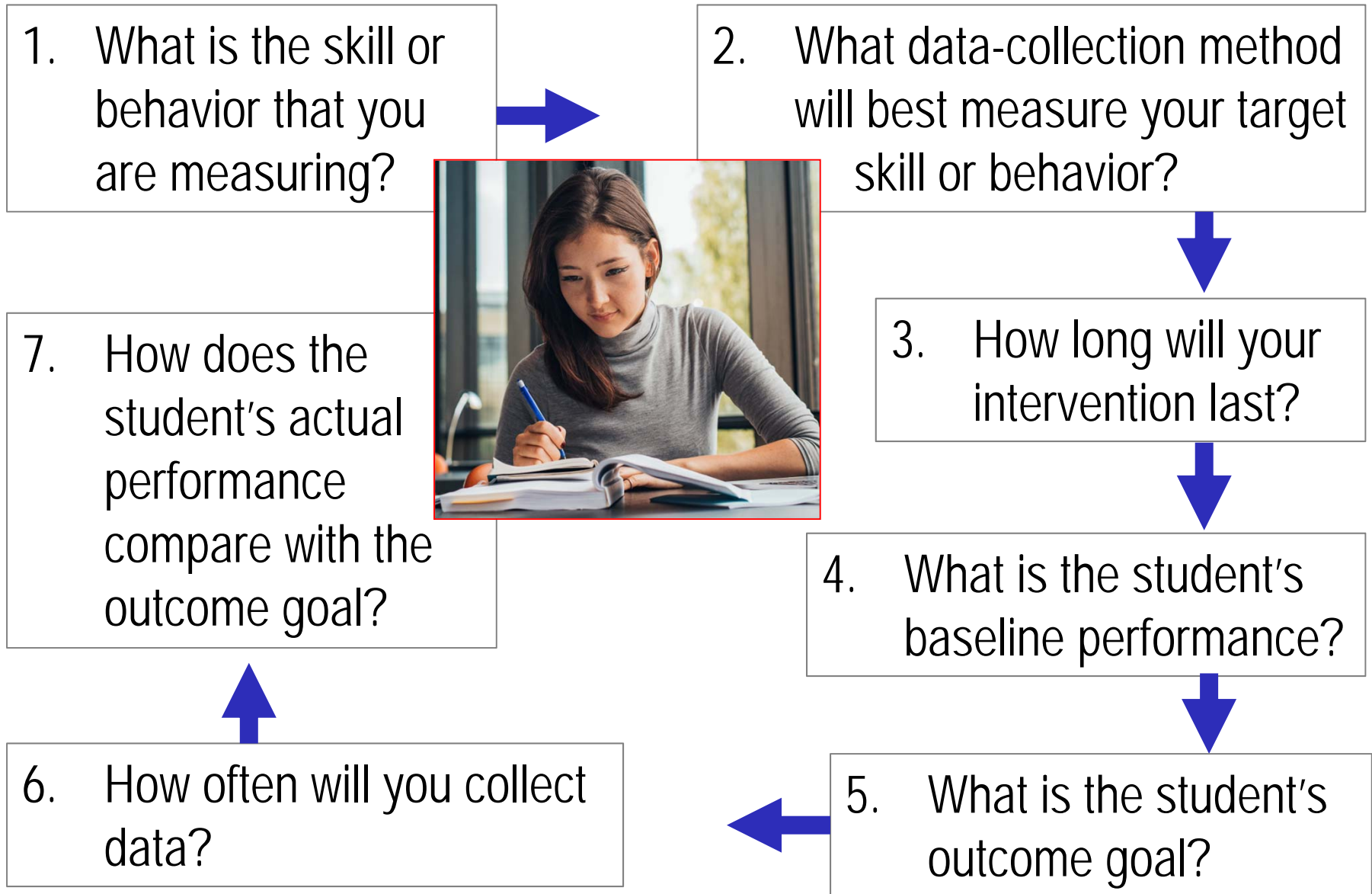
How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? (Cont.) Here are your outcome decision rules:

- *Outcome goal met.* If your student meets the outcome goal, the intervention is a success. You can stop the intervention or continue for a time if the student still benefits from it.

- *Progress but outcome goal not met.* If your student fails to meet the outcome goal, but you see clear signs that the student is making progress, you might decide that the intervention shows promise. Here, your next step would be to alter the existing intervention to intensify its effect: e.g., smaller group size; more frequent meetings).

- *Little or no progress observed.* If your student does not make progress, you should replace the intervention plan with a new strategy.

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?

2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?

Activity: How to Monitor Classroom Interventions

- Review the 7 steps shared here for developing a plan to monitor any classroom intervention.

- For each step, discuss with your team how you could apply it to your selected student.

  For example, what data method(s) would you choose to monitor your student (Step 2)—and how many baseline data-points (Step 4) would you collect?

Collecting Behavioral Data: 5 Methods

Behavior Report Cards

Checklists

Behavior Frequency Count

Momentary Time Sampling: Attention

Behavior Logs

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale (see pp. 9-13) that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

1

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

  ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

  ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

1

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: _Wright_____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score___

Follows class rules with no more violations per session. Did the student succeed in this ❏ YES ❏ NO					
Completes assignments within the a **time.** Did the student succeed in this behavior goal? ❏ YES ❏ NO	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❏ YES ❏ NO	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

Ricky: Daily Report Card
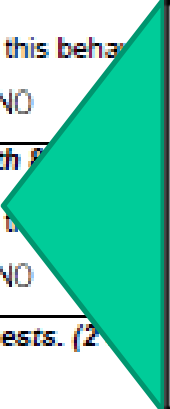
Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	Y N	Y N	Y N	Y N	Y N
Completes assignments within time. Did the student succeed in ❑ YES ❑ NO					
Completes assignments with 80% Did the student succeed in this behavi ❑ YES ❑ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

1

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha… ❏ YES ❏ NO					
Completes assignments with 8… Did the student succeed in t… ❏ YES ❏ NO					
Complies with teacher requests. (2 noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

1

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% acc... Did the student succeed in this beh... ❑ YES ❑ NO					
Complies with teacher requ... noncompliance per period) Did the student succeed in this b... ❑ YES ❑ NO					

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?

❑ YES ❑ NO
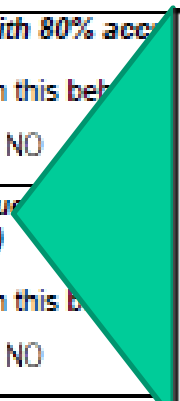
Activity: Make a BRC for Your Student

Free Online App:

Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

Click on the link to visit the BRC Maker app at:

http://www.interventioncentral.org/elwood

Create a sample Behavior Report Card with at least 1 rating item for your student.

Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card

Save   Save as...   Start New Report Card   Switch to Expert Mode

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title
Roy's Behavior Report Card

Person to fill out the report card
Mr. Wright

Directions
Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Student's classroom
Room 345

Student's first and last name
Roy   Atkins

Gender male

Font family san serif   **Font size** 10 pt

☑ Append signature section

Instructions for report card signer
I have reviewed this completed Behavior Report with my child.

Person to sign the report card
Parent

Previous   Next

1

Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. (See pp. 7-8).

  Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

Classroom Data Tool: Checklist

- **What It Can Measure:**

  ❑ Step-by-step cognitive strategies

  ❑ Behavioral routines

  ❑ Generalization: Target behavior carried out across settings

2

Classroom Data Tool: Checklist

Checklist Example: Classroom Routine

Start-of-Class Checklist
❏ AT THE START OF CLASS, THE STUDENT:
❏ has a sharpened pencil.
❏ has paper for taking notes.
❏ has homework ready to turn in.
❏ has put her cell phone away in her backpack.
❏ has cleared her desk of unneeded materials.
❏ is sitting quietly.
❏ is working on the assigned start-of-class activity.

2

Classroom Data Tool: Checklist

How to Disagree Respectfully

- ☐ Remain calm.
- ☐ Listen actively and ask clarifying questions.
- ☐ Think about the other person's point of view.
- ☐ Explain your viewpoint clearly.
- ☐ Act nonjudgmentally.

2

Classroom Data Tool: Checklist

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

2

Classroom Data Tool: **Checklist**

Activity: Part 1: Customize a
Behavioral Checklist

1. Pick a task in your classroom that some or all of your students find challenging, such as:

   – *Getting organized at the start of class.*

   – *Completing an in-class reading assignment.*

   – *Participating in small-group discussion.*

2. Write down the steps that make up this larger task to create a behavioral checklist.

2

Classroom Data Tool: **Checklist**

Activity: Part 2: Use the Checklist App to Format and Download Your Checklist

- Click on the link to the Self-Check Behavior Checklist Maker

  (http://www.interventioncentral.org/elwood)

- Enter your checklist items to download and view your finished checklist.

2

Classroom Data Tool: Behavior Frequency Count

- **What It Is:** In a behavioral frequency count, an observer (e.g., the teacher) watches a student's target behavior and keeps a cumulative tally of the number of times that the behavior is observed during a given period. (See pp. 14-16.)

  Behaviors best measured using frequency counts have clearly observable beginning and end points—and are of short duration.

  Examples include:
    - call-outs
    - requests for teacher help during independent seatwork.
    - raising one's hand to contribute to large-group discussion.

3

Classroom Data Tool: **Behavior Frequency Count**

Behavior Frequency Count pp. 15-16

Behavioral Frequency Count/Behavioral Rate Worksheet

Student: _____ School Yr: _____ Classroom/Course: _____

Behavior Definition: Define in clear, measureable, observable terms the behavior that will be measured using the behavioral frequency count (e.g., student call-outs during instructional activities):

_____

_____

Date: ___/___/___ Start Time: ___:___ End Time: ___:___ Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
1		Divided by	Equals

Comments: _____

_____

Date: ___/___/___ Start Time: ___:___ End Time: ___:___ Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
2		Divided by	Equals

Comments: _____

_____

Date: ___/___/___ Start Time: ___:___ End Time: ___:___ Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
3		Divided by	Equals

Comments: _____

_____

Classroom Data Tool: Behavior Frequency Count

- **How to use:** The observer watches the student and makes a tally mark for each observed display of the target behavior. At the end of the observation, the observer divides total number of behaviors observed by minutes of observation time to calculate a standardized rate of **behavior per minute**.

Behavior Definition: Define in clear, measureable, observable terms the behavior that will be measured using the behavioral frequency count (e.g., student call-outs during instructional activities):

The student calls out comments without permission during large-group instruction.

Date: __10/20/2018__ Start Time: ___10:30___ End Time: ___10:50___ Setting/Activity: __Writing Instruction: Whole-class__

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors		Minutes of Observation Time		Behavior Rate Per Minute
1 / / / / / /	6	Divided by	20m	Equals	0.3

3

Comments: __Called out 1 correct answer to teacher Q; rest of call-outs were nonsense noises.__

Classroom Data Tool: **Behavior Frequency Count**

Activity: Think Critically About BFC's

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

- Behavior Frequency Counts are useful when the student's behaviors have clear, observable start and end points and are of short duration.

  Because BFCs require direct observation, the quality of information they provide also depends on factors such as where the observer is sitting and whether the student knows that he/she is being observed.

  Look over the BFC form (pp. 15-16). Discuss ideas for when and how to use BFCs in your own work to increase the usefulness of their data.

3

Classroom Data Tool: **Momentary Time Sampling**

- **What It Is:** In Momentary Time Sampling (MTS), the observer uses a timer, recording in sequence whether the student displays a specific 'target' behavior (e.g., 'on-task') across a series of fixed intervals (e.g., 15 seconds). (See p. 17.)

  At the start of each interval, the observer briefly looks at the student ('momentary time sampling'). If, during that glance, the student displays the target behavior, the observer marks that interval on the observation form. If the student does NOT display the target behavior at the interval onset, the interval is not marked.

  During the remainder of the interval, the observer can make observational notes. At the onset of the next interval, the observer repeats the observe-and-record process described above—and continues until the observation period ends.

4

Classroom Data Tool: Momentary Time Sampling

Classroom
Attention
Observation
Form
p. 17

Classroom Attention Observation Form

Student Name: _____ Date: _____

Observer: _____ Location: _____ Start Time: _____ End Time: _____

Description of Activities: _____

_____

Directions: Observe the student at a time when the student is engaged in independent seatwork or attending to large-group instruction. *On-Task Behavior* is the only behavior being recorded. It is coded using a momentary time-sampling procedure. At the start of **each** 15-second interval, glance at the target child for approximately two seconds and determine if the child is on-task or off-task during the brief observation. If the child is found to be on-task (attending to large-group instruction or doing his or her assigned seatwork), mark the interval with an "X." If the child is off-task, leave the article unmarked. Then keep running notes of any student behaviors or classroom events until the onset of the next time interval. When the observation is finished, use Table 1 below to calculate the student's *time on task* (engaged academic time).

	1				**2**				**3**				**4**				**5**			
	0:00	0:15	0:30	0:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:15	4:30	4:45
ON-TASK																				

	6				**7**				**8**				**9**				**10**			
	5:00	5:15	5:30	5:45	6:00	6:15	6:30	6:45	7:00	7:15	7:30	7:45	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45
ON-TASK																				

	11				**12**				**13**				**14**				**15**			
	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30	14:45
ON-TASK																				

Table 1: Calculate the Rate of *On-Task Behavior* During the Observation Period

Type of Behavior	Number of intervals in which the On-Task behavior was observed.		The TOTAL number of intervals in the observation period(s)		Rate (in decimal form) that the On-Task behavior occurred during the observation.		Rate (in percentage form) that the On-Task behavior occurred during the observation.
ON-TASK		Divided by		Equals		Times 100 =	%

Describe any notable student behaviors or other classroom events observed during the session:

_____

_____
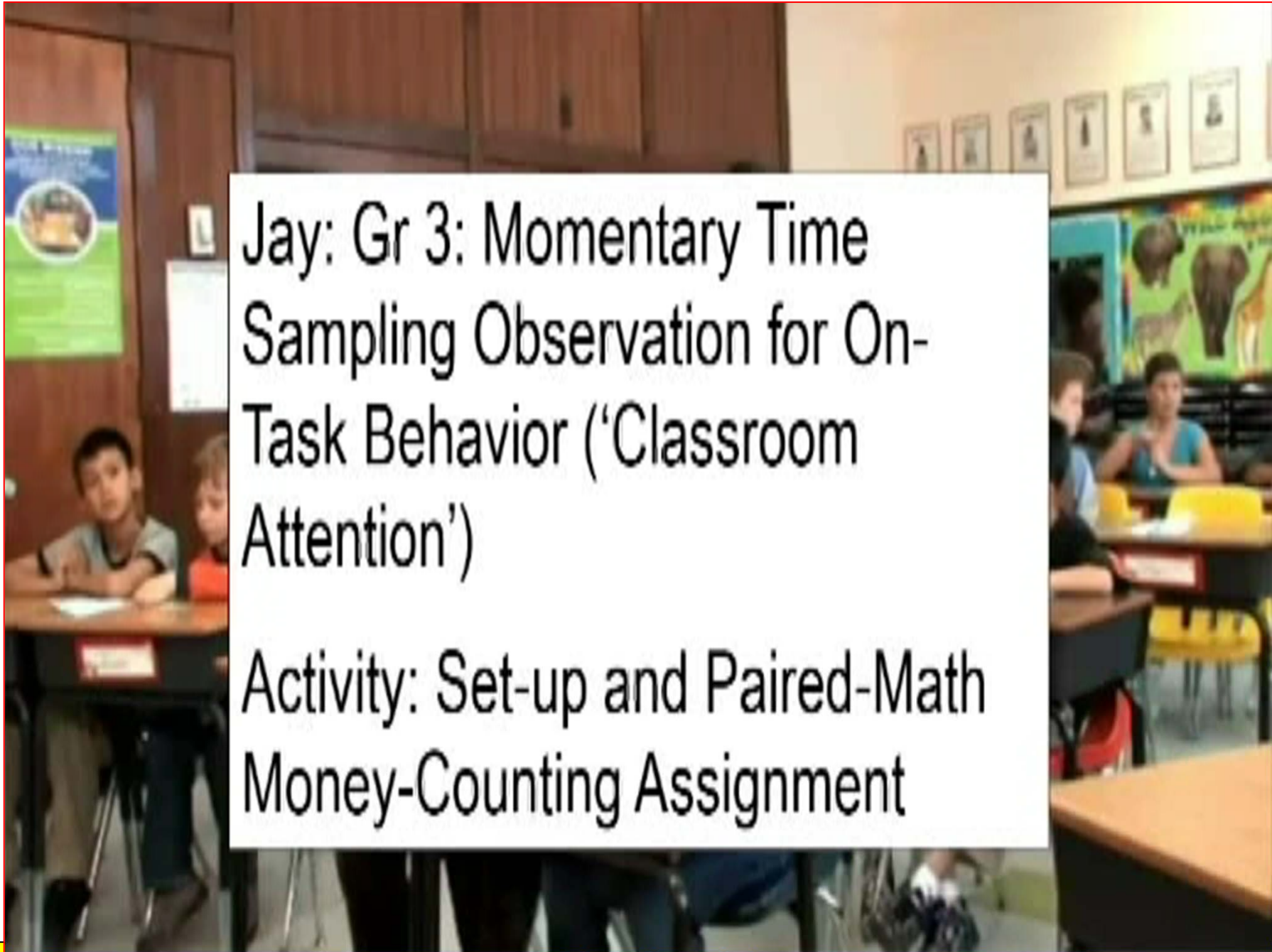
Classroom Data Tool: **Momentary Time Sampling**

- **Activity: Part 1:** Review the 'Classroom Attention Observation Form' sheet on p. 17 of your handout.

- Watch the brief video of a classroom observation of a math-pairs activity in a 3rd-grade classroom—and observe how the observation sheet is completed for Jay using a Momentary Time-Sampling approach.

- *Discussion: What questions do you still have about using an MTS monitoring format?*

4

Jay: Gr 3: Momentary Time Sampling Observation for On-Task Behavior ('Classroom Attention')

Activity: Set-up and Paired-Math Money-Counting Assignment

Classroom Data Tool: **Momentary Time Sampling**

- **Activity: Part 2:** Watch the brief video of a classroom observation (small-group math activity).

- Using your 'Classroom Attention Observation Form' (handout 2; p. 3), monitor your target student, Rodney, for on-task behavior. (If you have access to a stopwatch, try to use it during this observation.)

- At the end of the observation, you will score the sheet to compute percentage of intervals of on-task behavior for Rodney.

- *NOTE: Before beginning, write out a list of what behaviors you would consider to be 'on-task' for small-group cooperative math problem-solving.*

4

Rodney: Gr 6: Momentary Time Sampling Observation for On-Task Behavior ('Classroom Attention')

Activity: Small-Group Math Problem-Solving
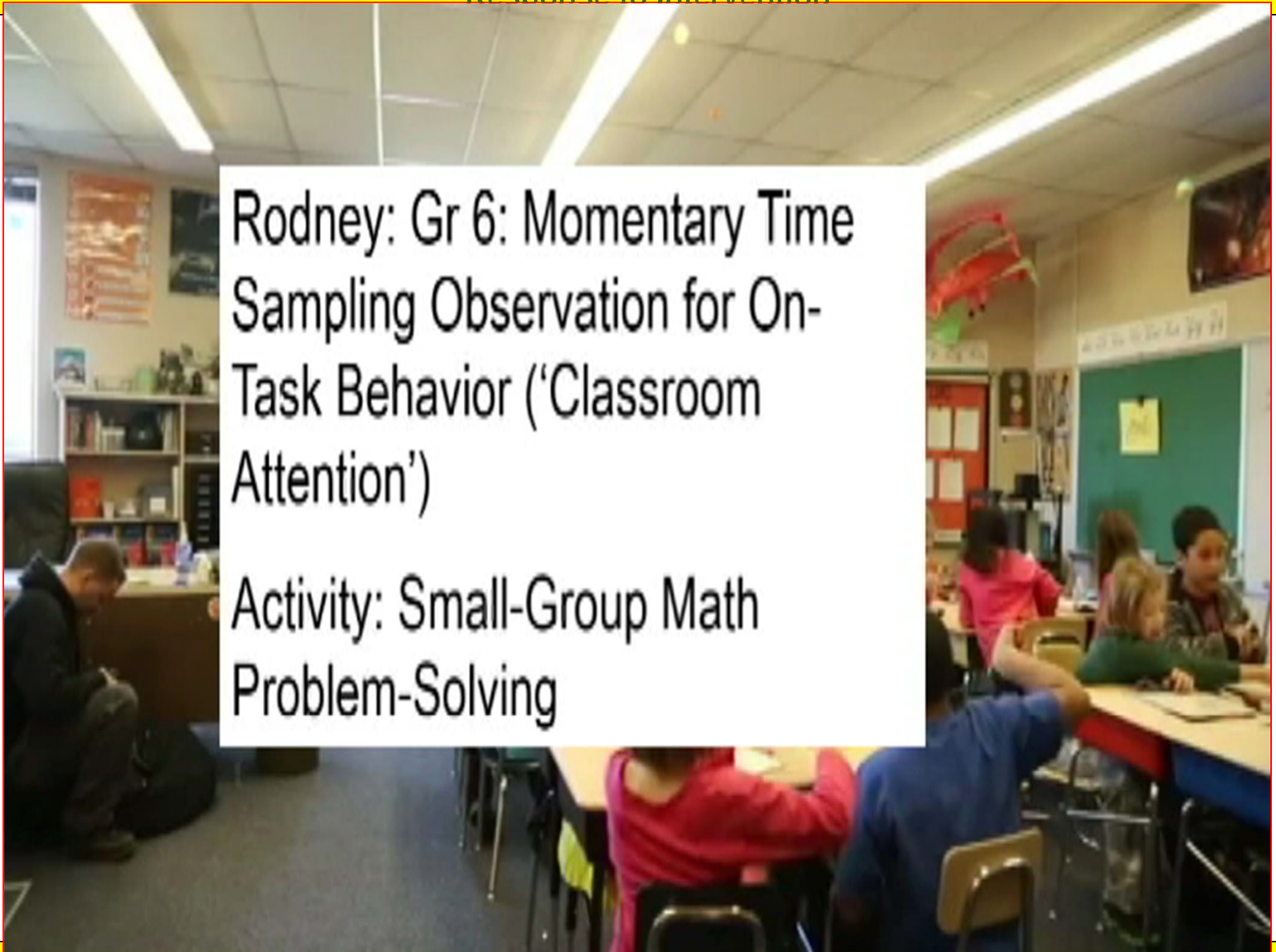
Classroom Data Tool: **Behavior Log/Scatterplot**

- **What It Is:** Behavior logs are narrative 'incident reports' that the teacher records about problem student behaviors. (See pp. 18-20.) The teacher makes a log entry each time that a behavior is observed. An advantage of behavior logs is that they can provide information about the context within which a behavior occurs.(Disciplinary office referrals are a specialized example of a behavior log.)

  Logged behavior incidents can then be plotted on 'scatterplots' to look for connections between student schedule and problem behaviors.

5

Behavior Log: Sample Form p. 19

Student Name: _____Observer:_____

Time: ___;___ a.m./p.m.   Date: ___/___/___   Location: _____

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

_____

_____

_____

How long did this incident last? _____ mins

How severe was the behavior in the incident?   1   2   3

                                       Not Severe   Somewhat Severe   Very Severe

5

Classroom Data Tool: **Behavior Log/Scatterplot**

- **What It Can Measure:**

    Behavior logs are often used for teachers to record 'low-incident, high-amplitude' behaviors—that is, behaviors that occur only occasionally but that can disrupt instruction and/or pose a risk to safety (e.g., threats, verbal outburst, tantrum, destruction of property).

5

Behavior Log: Sample Form

Student Name: __Angela H._____ Observer:____Meredith Z._____

Time: 11:40 (a.m.) p.m. Date: __10/20/18__ Location: __Social Studies: Indep Rdng_____

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

__The class was assigned a short passage to read and given 10 mins.__

__Angela sat at her desk but did not begin the reading. When approached by__

__the teacher and told to start reading, she refused and suddenly left the__

room.

How long did this incident last? ____2____ mins

How severe was the behavior in the incident?   1   2   3
                                              Not Severe Somewhat Severe Very Severe

5

Behavioral Scatterplot
p. 20

Behavioral Scatterplot

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45						
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
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2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

Behavioral Scatterplot

Step 2: Superimpose the student's school schedule over the scatterplot. Look for significant patterns between location/activity and PRESENCE or ABSENCE of student behaviors.

Step 1: Plot Teacher Behavior Log Data onto Scatterplot. (In example, "X" represents student refusal to comply with teacher request.)

Math

Reading

Science

Behavioral Scatterplot

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7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45		X				
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
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3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

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7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45			X			
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
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3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

Behavioral Scatterplot

Step 2: Superimpose the student's school schedule over the scatterplot. Look for significant patterns between location/activity and PRESENCE or ABSENCE of student behaviors.
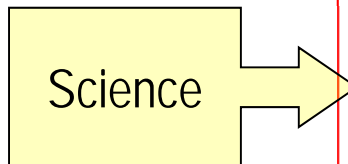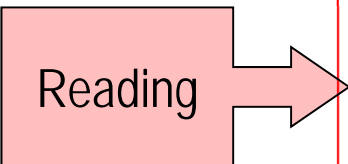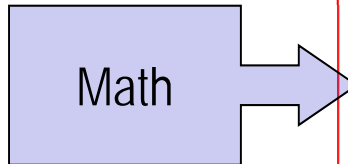
Math

Reading

Science

Behavioral Scatterplot

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7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45		X				
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
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2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

Classroom Data Tool: **Behavior Log/Scatterplot**

Activity: Design Your Own Behavior Log

- Review the sample behavior log form on p. 19.

- *What recommendations do you have to improve the design of this log?*

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Student Name: _____ Observer: _____

Time: ___;___ a.m./p.m.   Date: ___/___/___   Location: _____

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

_____

_____

_____

How long did this incident last? _____ mins

How severe was the behavior in the incident?   1   2   3
                                              Not Severe   Somewhat Severe   Very Severe

5

Activity: What Are Your Next Steps?

Identify 2-3 'next steps' to use key ideas and resources from this behavior data-collection training back in your classroom or school.