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| **Type of Data Collection Techniques** |
| **Type of Measure** | **Definition** | **Example** | **Advantages** | **Disadvantages** |
| Frequency  | Records the number of times a specific behavior occurs  | Number of books read, hand raised, call outs  | Good for behaviors with a clear start and endEasily recorded  | Not good for highly frequent behaviorsNot good for behaviors that last an extended amount of time  |
| Duration Recording  | Records the length of time a behavior occurs  | Length of time to complete assignment; amount of time it takes to begin instruction  | Good for discrete behaviors with a beginning and endGood for extended time behaviors  | Not good for high frequency Use of a stop watch |
| Interval – time sampling  | Records the presence or absence of a given response within a time interval  | Thumb sucking, hand flapping, engaging in conversation  | Good for continuous behaviors Good for behaviors with high frequency  | Behavior should occur at least every 15 minutes Only gives an estimate of the actual number of times the behavior occurs.  |
| *Whole Interval Time Sampling*  | Records the response when it is emited through the entire interval  | On task behavior, cooperative play | Useful when you want to know if a behavior is sustainedUse when looking for an increase in behavior  | Tends to underestimate the occurrence of a behavior  |
| *Partial Interval Sampling*  | Records the response when a single instance of the behavior occurs in the interval  | Cursing, calling out, throwing objects  | Used to record behaviors that may occur in fleeing momentsUse when looking for a decrease in the behavior  | Tends to over estimate the occurrence of a behavior  |
| *Momentary time sampling*  | Records the response if emitted at the moment the interval ends  | Eye blinking, seat behavior  | Use to record behaviors that are apt to persist for a while Useful to record behaviors that occur at least 10% of the time  | Difficult to record and teach |