

FREQUENCY

A simple form that you could use to collect frequency data looks like this:

Student: EXAMPLE

Form of Misbehavior: yelling out

Date	Frequency	Total
4/26	IIII IIII IIII	15
4/27	IIII IIII II	12
4/28	IIII IIII IIII I	16
4/29	IIII IIIII I	11
4/30	IIII IIII III	13

This gives you basic information about the misbehavior. However, the form below, is not complex and gives better data.

Data Collection Form: Frequency

Student: EXAMPLE

Form of Misbehavior: yelling out

Date	Interval (Time of day)								Total
	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	
5/1	III	I	III		II	IIII	IIII	III	21
5/2	I	II	I	I		III	IIII	II	16
5/3		I	II	I		I	III	IIII	14
5/4	II			II		III	IIII	IIII	15
5/5	I	II	I			IIII	III	II	13
totals	7	6	7	4	2	15	21	17	

As you can see in the Example, the day has been divided into time intervals – one hour segments across the top. You can make the Intervals minutes or hours. The days of the week are down the left side. By making a simple chart like this, we can look at patterns over the time of day and over day of the week.

As you can see, the calling out is fairly consistent over the days of the week, but is definitely higher in the afternoons than the mornings or at lunch time. Create a form or use the forms on the next page to collect Frequency data.

Data Collection Form: Duration

Student: EXAMPLE

Form of Misbehavior: Out of Assigned Area

Date	Interval (time of day)								Total
	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	
3/11	12"	1"	3"		7"	10"	32"	27"	92"
3/12	28"				17"	7"	24"	31"	107"
3/13	16"	3"	3'		12"	13"	18"	21"	86"
3/14	15"		5"	2"	19"	14"	29"	50"	134"
3/15	16"			3"	11"	13"	19"	21"	83"
Total	87"	4"	11"	5"	66"	57"	122"	150"	

" = Number of Minutes. This student was timed with a stop watch every time he got up out of his seat until he returned and his bottom was in contact with the chair.

Again, this chart gives us good information on how often this student is out of his assigned area. We can see that he is usually in his area in the morning and at lunch, but often leaves his area early in the morning (morning circle) and after lunch.

Make your own chart or use the charts on the next page to collect duration data.

Data Collection Form: **Intensity**

Student: EXAMPLE

Form of Misbehavior: Tantrums

Date	Interval (time of day)								Average
	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	
9/3	1 1	1						2	1.25
9/4	2	1						1	1.3
9/5	3	3					3		3.0
9/6	1							1	1
9/7	3		1					2	2.0
Average	1.8	1.6	1				1	1.5	

1 = mild (cries) 2 = moderate (lies on floor, cries) 3 = severe (bangs head, lies on floor, cries)

From this chart, we can see that this student has most tantrums in the morning and at the end of the day. Wednesday (9/5) seemed most difficult for him for some reason.

Make your own chart or use the charts on the next page to collect duration data.

