**Frequency and Duration Data Collection and Monitoring**

Student Name:_____________________         Student ID:__________         Grade:____          Campus Name:____________

Completed By:_____________________________________________

Target behavior (operational definition): ____________________________________________________________

Type of Activity or Time when Behavior is most likely to occur (this determines the monitoring period for data collection): ____________________________________________________________

I. FREQUENCY MONITORING DATA

**Frequency:** Used to document how often a target behavior occurs.

<table>
<thead>
<tr>
<th>Class/Time Period</th>
<th>M</th>
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<th>Th</th>
<th>F</th>
<th>M</th>
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</tbody>
</table>

(Place a tally mark in the appropriate box each time the target behavior occurs.)

II. DURATION MONITORING DATA

**Duration:** Used to document how long a behavior occurs and to determine an average amount of time for repetitive behaviors.

<table>
<thead>
<tr>
<th>Event</th>
<th>Start</th>
<th>Stop</th>
<th>Duration</th>
<th>Details (what did it look like/sound like?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>8</td>
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</tbody>
</table>

**Total Duration:** Sum the durations for each incident to calculate total duration.

**Average Duration:** Divide the total duration for the observation by the number of events recorded to calculate average duration of each behavior.

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Frequency and Duration Data Collection and Monitoring

Student Name: Ican Dobetter  
Completed By: Ima Rockstar  
Student ID: 123456  
Grade: 7  
Campus Name: Sunrise MS

Target behavior (operational definition): Derogatory comments toward peers ("nerd", "stupid", "dummy")

Type of Activity or Time when Behavior is most likely to occur (this determines the monitoring period for data collection): During group work in Reading and Social Studies

I. FREQUENCY MONITORING DATA

Frequency: Used to document how often a target behavior occurs.

<table>
<thead>
<tr>
<th>Class/Time Period</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>9:05 9:50</td>
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</tr>
<tr>
<td>Social Studies:</td>
<td>10:45 11:45</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Place a tally mark in the appropriate box each time the target behavior occurs.)

II. DURATION MONITORING DATA

Duration: Used to document how long a behavior occurs and to determine an average amount of time for repetitive behaviors.

<table>
<thead>
<tr>
<th>Event</th>
<th>Start</th>
<th>Stop</th>
<th>Duration</th>
<th>Details (what did it look like/sound like?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:05</td>
<td>9:07</td>
<td>2Min.</td>
<td>Walking past multiple students saying &quot;you're stupid&quot;</td>
</tr>
<tr>
<td>2</td>
<td>9:15</td>
<td>9:16</td>
<td>1Min.</td>
<td>&quot;Shut up&quot; toward peer when read together</td>
</tr>
<tr>
<td>3</td>
<td>9:37</td>
<td>9:40</td>
<td>3Min.</td>
<td>&quot;You're both dumb&quot; - during transition to new read partner</td>
</tr>
<tr>
<td>4</td>
<td>9:48</td>
<td>9:50</td>
<td>2Min.</td>
<td>&quot;You're such a nerd&quot; - when peer summarized passage</td>
</tr>
<tr>
<td>5</td>
<td>1:15</td>
<td>1:17</td>
<td>2Min.</td>
<td>&quot;This group is stupid&quot; - when working on group project</td>
</tr>
<tr>
<td>6</td>
<td>1:31</td>
<td>1:33</td>
<td>2Min.</td>
<td>&quot;You're such a dummy&quot; - when peer made an error</td>
</tr>
<tr>
<td>7</td>
<td>1:42</td>
<td>1:45</td>
<td>3Min.</td>
<td>&quot;You're all nerds&quot; - yelling loudly when summarizing activity</td>
</tr>
</tbody>
</table>

Total Duration: Sum the durations for each incident to calculate total duration.

Average Duration: Divide the total duration for the observation by the number of events recorded to calculate average duration of each behavior.

Details (what did it look like/sound like?):
- Walking past multiple students saying "you're stupid"
- "Shut up" toward peer when read together
- "You're both dumb" - during transition to new read partner
- "You’re such a nerd" - when peer summarized passage
- "This group is stupid" - when working on group project
- "You're such a dummy" - when peer made an error
- "You're all nerds" - yelling loudly when summarizing activity

15 minutes (2 + 1 + 3 + 2 + 2 + 2 + 3 minutes)

Average duration = 15 / 7 = 2.14 minutes

Sample data collection plan (adapted from Simonsen & Myers, 2015, p. 88)

Outcome: (must list condition [antecedent], behavior, and criterion for success)
When finished with independent seat work (condition), students will take out a book or another approved quiet activity (behavior) during 8 out of 10 sampled opportunities across the first marking period (criterion).

Data:
• **Operational definition of behavior** (include examples and non-examples)
  - After completing his or her independent seatwork assignment, a student will put the assignment on the corner of his or her desk, take out a book or another approved quiet activity (e.g., crossword puzzle, word search) from his or her desk or bag, and engage in the activity until the rest of the class is finished with the task.
    - **Examples** of this behavior:
      - Student puts his assignment on the corner of his desk, reaches into his bag quietly, removes a book, and reads until his peers are finished.
      - Student puts her assignment on the corner of his desk, quietly opens her desk to take a word search out of her folder, quietly closes her desk, and works on the word search until her peers are finished.
    - **Non-examples** of this behavior:
      - Student raises his hand and says, “I’m done. What do you want me to do?”
      - Student rustles loudly in bag and then in his desk, looking for an activity.
      - Student gets out of seat to turn in assignment and asks teacher if he can use the computer.

• **Relevant dimensions of the behavior**
  - Frequency (how often the behavior occurs); convert into percentage by dividing the number of times the behavior occurs by the total number of opportunities for the behavior. (For example, students take out a book or quiet activity 12 times across 17 observed opportunities. 12/17 = 0.706, or 71%).

• **Measurement system**
  - Tally marks on a post-it note, app, or other data sheet (keep track of total opportunities observed and opportunities with desired behavior).

• **Summary and graph**
  - Teacher enters data into Excel spreadsheet that graphs the frequency of the behavior

• **Using data to make decisions**
  - If data are below desired goal of 80%, re-teach the expectation and increase reinforcement for desired behavior. If students meet goal, continue the current approach and collect data periodically to ensure maintenance of behavior.
Data collection plan

**Outcome:** (must list condition [antecedent], behavior, and criterion for success)

**Data:**
- **Operational definition of behavior** (include examples and non-examples)
  - Examples of this behavior:
  - Non-examples of this behavior:
- **Relevant dimension(s) of the behavior**
- **Measurement system**
- **Summary and graph**
- **Using data to make decisions**

Adapted from Simonsen & Myers, 2015 (p. 88)