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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 end  Easily recorded | Not good for highly frequent behaviors  Not 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 end  Good 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 sustained  Use 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 moments  Use 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 |