

COLLECTING DATA

A CRITICAL STEP IN THE DIAGNOSTIC PRESCRIPTIVE MODEL FOR BEHAVIOR

Target Behavior:

Utilize MOO—measurable, observable, objective

Include intensity, frequency, duration

Remember the stranger test—can a stranger understand the behavior

Replacement Behavior:

Fair Pair

How will I chart the behavior?

Number of times it occurs

Amount of time it occurs

Time frame during which you will collect the data

EXAMPLE

Target Behavior:

When given a one step direction from the teacher to begin his independent math task which is at a 3rd grade level , Jamie says: “I’m not going to do it” and puts his head down on his desk 100% of the time where it stays down for the remainder of the math independent work period of 15 minutes.

Replacement Behavior:

When given a one step direction from an adult to begin his 3rd grade level math task, Jamie will begin the assignment keeping his head up for at least three minutes.

How Will I Chart the Behavior:

I will chart the amount of time Jamie engages in the task during the 15 minute period of time.

Here is Week 1's charting:

Min	Day:	Monday	Tuesday	Wednesday	Thursday	Friday
15				X	X	X
14						
13						
12						
11						
10						
9						
8						
7			X			
6						
5						
4						
3						
2						
1		X				

What might this data be telling you? What may need to be done next?

COLLECTING DATA

Target Behavior: (Remember MOO, include intensity, frequency, duration)

Replacement Behavior: (The Fair Pair)

How Will I Chart the Behavior: