

# EEX 3616

## Monitoring and Objectives

### Observation Systems

#### Event Based Recording -

Record when behavior occurs

#### Time Based Recording -

Record after a set passage of time

With all instruments

1. Accurate operational definition of behavior
2. Clearly defined setting and observation period
3. Define interval size (time based)
4. Name/I.D. measurement system
5. Convert raw data into standard metric

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### Event-Based Systems

- Record when behavior occurs
- Behavior tells us when to record
- Provides direct measures of behavior
- Requires constant observation/attention

5 Types of Event Based Recording

1. Frequency (tally) recording
2. Duration recording
3. Latency recording
4. Permanent product recording
5. Controlled presentation recording

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*Staff and students alike are complaining that Jimmy is crying too much on the playground. Principal Meanie wants to know just how many crying episodes Jimmy has in a day.*

#### •Characteristics

1. tally method
2. most direct method
3. with time can compute rate -- metric = # or rate
4. requires discrete behaviors
5. behaviors should be equal in duration

#### •Advantages

1. -accurate and direct

#### •Disadvantages

1. -requires constant attention
2. -behaviors must be equal in duration

Frequency Recording  
(Tally)

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# EEX 3616

## Monitoring and Objectives

*Mr. Sedoun wants Tamara to stay in her seat. He feels that she spends too much instructional time wandering the room but needs to*

**Duration Recording**

- **Characteristics**
  - ✓ how long a student engages in a behavior
    - average duration and cumulative duration
  - ✓ requires discrete behavior
- **Advantages**
  - ✓ good when behaviors are episodic
  - ✓ gives good information on duration per episode
  - ✓ can be used for variable or high rate behaviors (cumulative)
- **Disadvantages**
  - ✓ requires constant attention

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*Ms. M. Paishent is concerned that Mr. Droop is taking far too long to deliver data on Susie once a request has been made. She complained to the principal who asked her the length of Mr. Droop's tardiness.*

**Latency Recording**

- **Characteristics**
  - ✓ Time between presentation of antecedent and beginning of behavior.
- **Advantages**
  - ✓ good for stimulus/response type scenarios
- **Disadvantages**
  - ✓ requires constant monitoring

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*Jane has been doing worksheets on her own to gain fluency with her addition skills. Ms. Blinder wants to monitor her accuracy but can't watch her continuously.*

**Permanent Product**

- **Characteristics**
  - ✓ Measures effects or outcomes of behavior
  - ✓ Enduring effect/product
- **Advantages**
  - ✓ easy to obtain
  - ✓ permanent
- **Disadvantages**
  - ✓ must have outcome
  - ✓ only see outcome
  - ✓ very narrow, don't know everything

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# EEX 3616

## Monitoring and Objectives

*Felicity has been shouting out answers to questions posed by Mr. Query. Mr. Query has talked with Felicity and wants to monitor the number of times she raises her hand to answer a question.*

- **Characteristics**
  - ✓ Type of event recording
  - ✓ Present opportunities or trials
- **Advantages**
  - ✓ allows accounting for opportunity
  - ✓ may be able to control opportunities
- **Disadvantages**
  - ✓ requires constant attention

Controlled Presentation

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### Time-Based Recording

- Record when time interval elapses
- Time tells us when to record
- Provides an approximation of behavior
- Does not require constant attention
- Requires a timer

2 Types of Time Based Recording

- ✓ Partial interval recording
- ✓ Momentary interval recording

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*Ms. Blunt wants to monitor Toby's pouting behavior so that she can have data for an IEP goal. She observes pouting episodes of varying duration at times throughout the day but doesn't have time to monitor with a watch for duration recording.*

- **Characteristics**
  - ✓ Record if behavior occurred at any time during the interval
- **Advantages**
  - ✓ good with low occurring behaviors
- **Disadvantages**
  - ✓ tends to overestimate behavior

Partial Interval Recording

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# EEX 3616

## Monitoring and Objectives

*Ms. Blunt wants to monitor Toby's pouting behavior so that she can have data for an IEP goal. She does not have time to constantly monitor Toby, although she sees pouting behavior often when she does look at him.*

Momentary Interval System

- **Characteristics**
  - ✓ Record if the behavior occurred at the end of the interval
- **Advantages**
  - ✓ good with long or variable duration behaviors
  - ✓ doesn't require constant attention
- **Disadvantages**
  - ✓ tends to underestimate behavior

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- Francine has her right finger in her nose for long periods of time during art class and can't hold the paint brush properly.
- What would be a good way to measure?
  
- What would the metric be?

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### Prioritizing Target Behaviors

- 1 Immediate concerns of parents, guardians, & caregivers
- 2 Functionality of the behavior
- 3 Time required to teach the skill
- 4 Prerequisite skills of the individual
- 5 Future environments likely for the individual
- 6 Skills needed for adult living

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# EEX 3616

## Monitoring and Objectives

### Writing and Monitoring Behavioral Objectives

- **Why write behavioral objectives?**
  - ✓ In special education, they are a legal requirement
  - ✓ They provide a focus for instruction and treatment
  - ✓ They provide others with performance and evaluation information
  - ✓ They provide teachers with a standard for measuring student progress

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- **Objectives**
  - ✓ where we want to be by some point in time
  - ✓ precise definition of behavior, conditions, and criteria
  - ✓ e.g., "Given a peer initiates a conversation, Rupert will respond with at least one positive statement during 85% of opportunities over 5 consecutive days by the end of the quarter."

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### 4 Components of all Objectives

1. **Learner**- who is behaving?
2. **Behavior** - what is it that is to be performed?
3. **Criterion** - how much of behavior do we expect to see before we judge it to be OK - and by when?
4. **Conditions** - precisely when & where should we expect the behavior to occur?

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# EEX 3616

## Monitoring and Objectives

### Helpful Hints

- be sure that the main verb is observable and measurable
- be sure that the criterion matches the behavior
- be sure that the conditions must be replicable
- be sure that the conditions are clear and make sense
- be sure that you can measure your criterion
  - ✓ (criterion and measurement instrument match)
- be sure that the objective is stated in positive terms
- be sure that baseline rates have been used to set criteria
- be sure that filler words are avoided (e.g., will be able to, will demonstrate) -- just say will behavior

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### Behavioral Objectives

#### Examples

- Given a 15 minute free time activity, Polly will keep her hands engaged in appropriate activities (drawing, playing with toys) or to her sides during 90% of that period for 8 of 10 days by the end of the month.
- Given a teacher direction to sit down, Franklin will take a seat at his desk within 10 seconds of the direction, during 85% of opportunities for 3 consecutive days by the end of the week.
- When the bell rings, Sonja will say her name aloud and dance a jig while wearing a fez, during 100% of opportunities over 5 consecutive days by the end the grading period.
- When presented with pictures, Sid will correctly state the emotion in the picture with 80% accuracy over 3 consecutive trials by the end of this learning section.

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### Non-Examples

#### What's wrong with these objectives?

- Jethro will raise his hand before speaking, 100% of the time for 2 consecutive days by the end of the week.
- Given a rolling pin and a recipe, Wilma will think of 3 ways to use the rolling pin for 3 of 5 trials within month.
- Each time that Hugh is directed to say he's sorry, he will do so with 80% accuracy over 2 consecutive days by the end of the school year.
- When confronted by an angry peer after falling off of the bars during a rainstorm and tearing a hole in his pants, Benny will tell the teacher 100% of the time for 4 consecutive days by the end of the quarter.

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# EEX 3616

## Monitoring and Objectives

### ACTIVITY

- Darryl will distinguish lunch line and bathroom line, 18 out of 25 days
- When talking to the teacher, the student will think critically before answering 7 out of 9 opportunities
- Cliff will identify peer conflicts and walk away 100% of the time
- Andrea will be able to read 10 minutes without getting up, 7 out of 10 times 80% of the time
- Fiskus will stop running in the hall 100% of the time forever.

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### Practice

- Given 2 lines and a teacher question each day, Darryl will verbally state if the line is to the bathroom or to lunch with 72% accuracy within 25 days.
- Given a math problem orally, Joe will work the problem out on paper before responding orally in 7 out of 9 opportunities for three consecutive days by the end of 3 weeks.
- Given a peer conflict, Cliff will walk away during 100% of opportunities for three consecutive days within 4 months.
- During instructional lesson times, Andrea will remain seated for at least 10 minutes in 7 out of 10 opportunities for three consecutive days by the end of the quarter.
- Given that Fiskus is in the hallway, he will move about by walking during 90 percent of intervals observed for 5 consecutive days by the end of the grading period.

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### What do I Use to Measure?

- You should write your objectives to fit the manner in which you can/will monitor the behavior:
  - ✓ first, figure out what you want to measure
  - ✓ second, find the easiest way to do it
  - ✓ third, determine your measurable outcome
    - e.g, percent, number of times, duration, etc.
  - ✓ fourth, use that outcome in your criterion

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# EEX 3616

## Monitoring and Objectives

### Who Has Time to Measure?

#### Some measurement tricks

- prompt behavior
- test behavior
- count with tangible tokens or gadgets
- use the classroom clocks and bells
- incident report forms
- assistants

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### O.K., I Know How to Monitor but Where Do I Begin?

- Begin by using your monitoring strategy to get a baseline on your student
- This is the "current level of functioning"
- This is point from which you'll start and improve
- This represents "ground zero"

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### How do I know what the right objectives are?

- Each skill must be broken down into smaller steps which are teachable - this is known as *task analysis*
- A task analysis is
  - ✓ the process of breaking skills into teachable steps
  - ✓ the product (teaching sequence) that is created by the task analysis process

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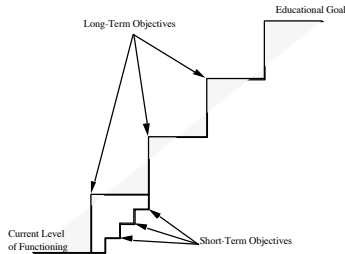
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# EEX 3616

## Monitoring and Objectives

### Task Analysis and Instructional Objectives



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#### 4 Components

- Learner
  - ✓ who will do it
- Behavior
  - ✓ what will be done
- Condition
  - ✓ when, where, under what conditions it will be done
- Criterion
  - ✓ How much, how long, at what rate, etc. it will occur

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1. Figure out what you want to measure
2. Figure out the best way to measure it
3. Determine what your metric will be
4. Figure out where the student is now
5. Figure out where the student should be
6. Write an objective using metric from measurement instrument as criterion

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