

## Conducting & Documenting Behavioral Observations (LD) Training Script

ACTIVITY	RESOURCE
<p>5 minutes Introduce self and discuss reason for training: to increase knowledge in observational skills and to enhance reliability among raters in district.</p>	
<p>3 minutes Review agenda for training</p>	Slide 2
<p>5 minutes Discuss the increased emphasis on data supporting intervention effectiveness as outlined in IDEA 2004 as related to Rtl. Focus on the issues of documenting positive behavioral supports being used in the classroom to foster increased opportunities to interact with instructional curriculum rather than focus on behavior.</p>	Slides 4,5
<p>5 minutes <i>Internal consistency:</i> Observation is of sufficient length to adequately sample behavior (15-30 minutes) <i>Content validity:</i> definition of behaviors that accurately describe behavior of interest. <i>Concurrent validity:</i> data agrees with other sources of information. <i>Predicative validity:</i> data accurately predicts behaviors.</p>	Slide 6

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<p>5 minutes These skills are necessary for conducting and interpreting data gathered from observations. Observers can identify important behaviors, note their occurrences, classify them, and judge their strength and degree of deviance.</p>	Slide 8
<p>5 minutes Direct observations are essential parts of the data collection process. The observational data is used to validate and clarify referral concerns. It is also designed for providing information about functions of behaviors.</p> <p>Refer to TOT participant handout:</p> <p>Direct behavioral observations should be <u>structured</u> to provide <u>clear</u> and <u>useful</u> information while not overburdening persons responsible for the data collection.</p>	Slide 9, TOT participant handout
<p>5 minutes Observational definitions need to be as explicit as possible so as to minimize inferences when you observe target behaviors.</p> <p>Note: When first observing a child do not focus exclusively on the target behavior(s) identified. Observe overall behaviors and that of others in the setting. This is</p>	Slide 10



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<p>5 minutes Remember the observer is at the mercy of events not within his/her control, no matter how carefully the observation is planned. The way you react to the environment as far as documenting and defining target behaviors or events will affect the reliability of your data. All observations are important: DO NOT underestimate the value of the data you collect during this time. Reliability will be further enhanced by the observer's tolerance for frustration during the unplanned event as well as the observer's ability to "go with the flow".</p>	Slide 13
<p>3 minutes Observations in the natural settings (i.e. classroom, playground) may not be the method of choice for behaviors that occur infrequently. Be careful to define the type of observation needed for those low frequency behaviors.</p>	Slide 14
<p>15 minutes Observational methods are optimal for assessing the behavior in the context of the environment. This is especially true when conducting FBA's.</p> <p>Refer to participant handout and ask participants to review examples.</p>	Slide 15, TOT participant handout

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<p>5 minutes Ecological assessment focuses on the physical attributes of the setting in which the behavior occurs.</p> <p>Refer to the participant handout for examples.</p>	Slide 16, TOT participant handout
<p>10 minutes Anecdotal recordings are often referred to as <u>running records</u>. Anecdotal recording describes <u>events</u> without using <u>qualitative</u> recording procedures. Global descriptions focus on <u>actions</u> that reflect the student's behavior as a <u>whole</u>. Narrow descriptions reflect on <u>specific details</u> of the student's behavior or <u>environment</u>. Let's look at some examples (refer to TOT participant handout)</p>	Slide 17, TOT participant handout
<p>3 minutes Recording direct observational behaviors are considered to be low inference while recording interpretations of observable are considered high inference. At all times avoid high inferences and remain low to low inferential recording.</p>	Slide 18

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<p>Examples: Low: Johnny slams book on desk; High: Johnny appears frustrated.</p> <p>Low: Sally hit Emily four times with a stick she found on the playground; High: Sally appeared angry.</p> <p>Low: Michael made three positive self-statements; High: Michael appears to have good self-esteem.</p> <p>2 minutes If you have already identified and operationalized target behaviors, be sure to include antecedent and consequent events in the recording.</p> <p>1 minute Remember to obtain parent permission if you plan to audiotape or video tape the observation. Be sure to inform parents of how this tape will be used.</p> <p>2 minutes The student's age, setting, and reasons for observation will factor in the number of times you observe.</p> <p>10 minutes Refer to TOT participant handout. Interval recording focuses on <u>selected aspects</u> of behavior as they occur <u>within specified</u></p>	<p>Slide 19</p> <p>Slide 20</p> <p>Slide 21</p> <p>Slides 23, 24, TOT participant handout</p>

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<p>intervals of time (in other words behavior is sampled).</p> <p>Interval recording focuses on <u>selected aspects</u> of behaviors as they occur within <u>specified intervals</u> of time.</p> <p>Partial-time sampling means you record <u>target behavior</u> only once regardless of how long it lasts or how many times it occurs in the interval. This is most useful for behaviors that occur <u>fleetingly</u>. It reveals consistency of <u>behavior</u>.</p> <p>Whole-interval time sampling means you score a behavior only when it occurs at the <u>beginning of the interval</u> and lasts <u>throughout the interval</u>.</p> <p>Momentary-time sampling means you score a behavior only if it occurs <u>at the moment</u> the interval <u>begins</u> or <u>ends</u>.</p> <p>1 minute Again, the student's age, environment, and reason for referral will influence the number of times and length of observations.</p> <p>2 minutes Examples of behaviors that can be measured readily with interval recording includes in-seat behaviors, out of seat behaviors, touching others, talking out in class, hitting,</p>	Slide 27

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<p>verbal talking out, Interval recording is NOT useful for exact frequency of behaviors, duration, or documenting covert behaviors such as subtle tics or motor movements.</p> <p>10 minutes Like interval recording, event recording samples behaviors, however the unit of measure is NOT TIME, But the actual TARGET BEHAVIOR.</p> <p>Refer to participant TOT Handout:</p> <p>In other words, you wait for the <u>target behavior</u> to occur and then <u>record it</u>. Event recording is especially useful for <u>controlled observations</u>.</p>	<p>Slide 30, TOT participant handout</p>
<p>5 minutes Review slide</p>	<p>Slide 32</p>
<p>10-15 minutes Refer to slides on projection screen and summarize.</p>	<p>Slides 33-36</p>
<p>5 minutes Refer to example forms for data collection (separate handouts)</p>	<p>Slide 37, Examples of recording data form</p>
<p>10 minutes Close presentation: remind participants the values of the data interpretation. Focus on the next steps needed as we begin our journey using direct observations.</p>	<p>Slides 38-40</p>

