

Type	Description	When to Use	Pros/Cons	Examples
Event Recording	A tally of frequency of a target behavior	When target behavior can be easily counted	Easy to do, <u>but not</u> helpful if frequency or duration are too high	<ul style="list-style-type: none"> • Unassisted self-care • Leaves seat • Raises hand
Duration Recording	Length of time engaged in a target behavior	To determine how long behavior occurs, unless rate of behavior is too high for event recording	Can provide duration and frequency of behavior, <u>but usually</u> needs an outside observer	<ul style="list-style-type: none"> • On task • Length of tantrum • Sustained eye contact
Latency Recording	Length of time from request to performance of target behavior	When behavior has a clear beginning	Tells how long it takes for a behavior to begin, <u>but requires</u> a means of recording time and outside observer	<ul style="list-style-type: none"> • Beginning or ending a task • Returning to classroom after lunch
Interval Recording	Records when a target behavior occurs in a given time interval	Useful for estimating the number of occurrences, or for high frequency behaviors	Helps identify patterns of behavior, <u>but only provides</u> an estimate of occurrences; Requires close observation	<ul style="list-style-type: none"> • Working on an assignment • Swearing
Scatter Plot	Interval recording that reveals patterns of behavior and specific time periods	Useful for looking for patterns across a period of time	Creates a visual display of data, <u>but may</u> need an outside observer	<ul style="list-style-type: none"> • Appropriate responses across learning tasks • Appropriate behavior on playground
ABC charts	Target behavior is recorded along with antecedents and consequences	Useful for identifying stimuli for targeted behavior, or for non-occurrence of behavior	Provides descriptive information about behavior and environment, <u>but may</u> require multiple observations to collect enough data	<ul style="list-style-type: none"> • Following directions • Argumentative responses • Work completion