

## Pre-K Teach & Play Practice Point

### Sample Data Collection Form

**Behavior:** Take an action to make something happen (i.e., intentionally cause an effect to take place).

Cause and effect “like” actions include: bang, close, crumple, dump, flip, hand, hit, open, poke, pound, pour, pull, push, put in, scoop, shake, squeeze, swipe, take back, turn, and wind.

When the cause and effect is social or communicative in nature, the verbs might include ask, comment, direct, point, and touch.

<b>Behavior</b>	If you care about <b>frequency</b>	If you care about <b>latency</b> (time following the antecedent)	If you care about <b>endurance</b>	If you care about <b>variety and use</b>
<i>Interacts with objects</i>	<p>Make a list of as many cause and effect objects as desired (e.g., musical instruments, play dough, books, pipettes, basters, bubbles, pinwheels, pom poms and tubes, cars and ramps, cash register, etc.).</p> <p>In this instance, the list doesn't necessarily have to be extensive because even if the child interacted with a single or a couple of objects often, it would meet the criterion.</p> <p>Then using checkmarks or counts and tallies, note how many times the child “interacts” with an object to make something happen.</p>	<p>Your data collection form would have a place to record “time to task”.</p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> <li>• Note the actual amount of time between the direction/cue/request and the child's response</li> <li>• Note if the child responded “within the allotted” or a “reasonable amount of time” or not.</li> </ul>	<p>Your data collection form would allow for noting the number of times a child repeated the action on the object vs. just the number of objects acted upon.</p>	<p>Similar to frequency, but you would want a comprehensive list with a variety of objects the child can interact with during most or all daily activities.</p> <p>When data are summarized and analyzed, it will be key to know there was a variety of interactions vs. just a total count, which could represent interacting with the same object over and over.</p>

<b>Behavior</b>	If you care about <b>frequency</b>	If you care about <b>latency</b> (time following the antecedent)	If you care about <b>endurance</b>	If you care about <b>variety and use</b>
Interaction with adults and/or peers	<p>Make a list of as many cause and effect interactions as desired (e.g., gestures to get needs met, reaches/points to make requests, touches to get attention).</p> <p>Then using checkmarks or counts and tallies, note how many times the child “interacts” with an adult and/or peer to make something happen.</p>	See above	Your data collection form would allow for noting the number of exchanges between the child and/or the peer.	<p>Make a list of a variety of adults and/or peers the child could interact with during most or all daily activities.</p> <p>Then note with counts and tallies how many times the child demonstrated the behavior with each adult and/or peer.</p>
Communicative	<p>Make a list of as many cause and effect communications as desired (e.g., asks questions to get an answer, makes a comment to continue a conversation, answers a question to comply with directives, such as, “Tell me what color you have.”).</p>	See above	Your data collection form would allow for noting if the child’s response continued the exchange, was an imitation/off topic of what the adult/peer said, and therefore did not continue the exchange, or if the child made no attempt to continue the exchange.	Collect a language observation and then “code” the child’s behaviors in terms of the settings and function of the communication.