

Overview of Dimensions of Behavior



- Frequency - how often a behavior occurs and other aspects of quantity
- Accuracy - extent to which a child's behavior conforms to criteria/expectations; percent complete; parts of a whole
- Latency - how long it takes a child to initiate a behavior once a cue has occurred
- Duration - length of time a given behavior lasts
- Endurance - length of time a given behavior can be repeatedly performed
- Intensity - amount of force and/or effort with which the behavior occurs; magnitude of the behavior
- Independence – amount of support needed; ability to initiate

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Frequency: Number of Times/How Often/How Many

Quantitative

- Number of times a child initiates
- Number of time child manipulates
- Number of times a child is successful
- Number of times a child participates
- Number of words
- Number of letters they can identify

Qualitative

- On each occasion
- Each morning
- Daily
- Most or majority
- Above average

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Accuracy:

How Well/How Intended/Expected

Quantitative

- Number correct
- Number right
- Number of steps completed
- 80% of correct trials
- Number of times with reminders

Qualitative

- Accurately
- Recognizably
- Correctly
- Intelligibly
- Functionally
- Purposively
- Precisely
- Exactly

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Latency:

Time to Task/Length of Time to Respond

Quantitative

- Time between direction and child response
- Time between cue and child response
- Time between request and child response
- Time between high emotional response and child regaining composure to a more neutral response

Qualitative

- Within the allotted time
- Within the given time
- Within a reasonable time
- After devising a plan
- After calming down

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Duration:

How Long a Behavior Lasts

Quantitative

- How long a child participates
- How long a child cries
- How long a child works
- How long a child plays near peers

Qualitative

- Across the majority of the school day
- Throughout supper
- While at Target
- As long as expected
- As long as others

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Endurance:

How Many Times Behaviors is Repeated

Quantitative

- Takes 10 steps
- Communicates for 2 or more exchanges
- Counts 10 objects
- Remains seated for 3 minutes

Qualitative

- With persistence or perseverance
- By overcoming challenges and increased difficulty
- During most of the activity or event

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Intensity:

Amount of force and/or effort with which the behavior occurs

Quantitative

- Number of objects broken
- Number of spills
- Number of complaints
- Percentage of

Qualitative

- Loudly
- Softly
- With effort
- Lightly

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Independence:

Amount of support needed/Ability to initiate

Quantitative

- Number of times initiated vs. responded
- Number of spontaneous interactions
- Percent completed without assistance
- Rating from 1-5 with 5 being full assistance
- Number of reminders

Qualitative

- None
- Partial
- Full
- Sometimes
- Emerging
- Without reminders
- Without clues

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Criteria: Statements that describe a standard level of performance required to learn and apply the skill

- Ask the following questions:
 - How well must the behavior be performed?
 - What will convince me the child has acquired the skill?
 - What is reasonable in terms of data collection?
 - Across all activities, settings, people?
 - For how many days – are they consistent?
 - What is the classroom schedule like (i.e., # of opportunities)?
- Examples
 - Twice during group activities
 - On each occasion
 - Each day
- Criteria helps make skills measurable (e.g., for 15 feet, across hard and soft surfaces, with familiar adults, without a context, intelligibly)

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Criteria Continued

- How Well (called a criterion level)
 - **Dimensions of behaviors**
- How many times (repeated performance at criterion)
 - What constitutes mastery and use?
 - Each day for 2 weeks 3 consecutive days
- Evaluation schedule (how often performance will be assessed)
 - Weekly passage timings, weekly spelling tests, 2 times a week, each week

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