

RtIB Database: Selecting a tool for behavior monitoring

(1) FIRST: Clearly define the behavior you would like to monitor.

The definition should be clear enough so a stranger would be able to recognize it immediately, and the definition should communicate a specific action by the student.

If a student engages in a variety of behaviors that are grouped together, such as “Non-Compliance,” or “Ignoring,” it may be more effective to track the behavior you want to see instead.

Example: *The teacher tells the class to take out their books and start reading. In response, a student will sometimes put their head down, throw their book to the floor, walk around the room, or initiate a conversation with their peers. Because the problem behaviors vary, but all occur in response to the prompt to begin reading, it may be more effective to track the number of times a student complies with the prompt, or how long it takes for the student to comply.*

(2) NEXT: Decide when/for how long you want to monitor the behavior.

“Whole Day” monitoring periods are based on the assumption of 360 minutes in a school day.

“Partial Day” monitoring periods are defined by you – enter in any number of minutes.

(3) THEN: Select your monitoring tool:

What concerns you the most about this behavior?	<i>Examples</i>	<i>Monitoring Tool</i>
How much , How often the behavior occurs	<i>Number of times student calls out; How many times student hits someone; Number of requests for assistance; Number of assignments completed</i>	Whole Day: Count* or IBRST
		Partial Day: Frequency or IBRST
How long the behavior lasts	<i>Amount of time off-task; How long the student screams; Amount of time student works without a break; How long the student remains quiet during instruction</i>	Whole Day: Duration or IBRST
		Partial Day: Duration or IBRST
How long it takes the student to start the behavior	<i>Time until student begins working on assignment; Time until student responds to attention signal; How long it takes student to approach peer</i>	Whole Day: IBRST
		Partial Day: IBRST
The intensity of the behavior	<i>How loud the student screams; How hard the student touches others; How far the student throws objects; How strong the student hugs their friends</i>	Whole Day: IBRST
		Partial Day: IBRST

**If the student may not have the same number of opportunities to demonstrate the behavior every day, use the Frequency tool instead.*