

# Data Method Selection Guide

Choose the right measurement method for any behavior

classroompulse.io

## Decision Matrix

### Use FREQUENCY when...

- Behavior has clear start and end
- Each instance is roughly the same duration
- You need to count occurrences

Examples: hitting, calling out, hand raises, task completions

### Use DURATION when...

- Length of behavior is the concern
- Behavior varies significantly in how long it lasts
- Total time is more meaningful than count

Examples: tantrums, time on-task, out of seat, crying

### Use LATENCY when...

- Concern is how long it takes to START
- Compliance timing matters
- Response time is the issue

Examples: following directions, transitioning, starting work

### Use INTERVAL RECORDING when...

- Behavior is high-frequency
- Continuous observation isn't practical
- You need an estimate, not exact count

Examples: stereotypy, self-talk, fidgeting, off-task

## Quick Reference Table

Behavior Type	Best Method	Unit
Discrete, countable	Frequency	Per hour/day
Variable length	Duration	Minutes/seconds
Compliance delay	Latency	Seconds to start
High-frequency	Interval	% of intervals
Rare but severe	Permanent product	Artifacts

## Interval Recording Types

### Whole Interval

Mark YES only if behavior occurs for ENTIRE interval. Underestimates behavior.

### Partial Interval

Mark YES if behavior occurs at ANY point during interval. Overestimates behavior.

### Momentary Time Sampling

Mark YES only if behavior is occurring at the MOMENT interval ends. Most practical for classrooms.

### Pro Tip

For most classroom applications, 15-second momentary time sampling provides a good balance between accuracy and practicality.

### Conversion Formulas

Rate = Frequency  $\div$  Time observed

Percentage = (Occurrences  $\div$  Opportunities)  $\times$  100

Interval % = (Intervals with behavior  $\div$  Total intervals)  $\times$  100

### Simplify Data Collection

Classroom Pulse handles all calculations automatically. Just tap to record - we do the math.

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