

Behavioral Observation Form

Target Student Name: _____

Grade: _____

School: _____

Teacher: _____

Observer: _____

Date: _____

Interval Width _____

Observation Type: Partial Momentary Whole

Behavior(s)	Definitions
Behavior 1:	
Behavior 2:	
Behavior 3:	
Behavior 4:	
Behavior 5:	

Target Child

Behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1																					
2																					
3																					
4																					
5																					

Behavior	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1																					
2																					
3																					
4																					
5																					

Composite Child

Behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1																					
2																					
3																					
4																					
5																					

Behavior	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1																					
2																					
3																					
4																					
5																					

TCB1 _____ TCB2 _____ TCB3 _____ TCB4 _____ TCB5 _____

CCB1 _____ CCB2 _____ CCB3 _____ CCB4 _____ CCB5 _____

(#Occurrences/#Observations) X 100

Direct Behavioral Observation Guidelines

This Form is to be used to collect data related to very well operationally defined target behaviors of a referred students and a composite student made up of the entire class.

With the demographic information it is important to specify:

1. Interval width: This is the amount of time you will observe before recording each interval. Somewhere between 10 seconds and 1 minute is customary. You will need to think about how frequent the behavior naturally occurs before deciding on this interval width.
2. Observation Type: The 3 common types of observations that work well with this type of form are partial momentary and whole interval recording. Partial means that the behavior will be recorded if during any part of the interval the behavior occurs. Momentary means that the behavior will be recorded only if at the moment the interval width elapses the behavior is occurring. Whole means that the behavior will be recorded only if the behavior was occurring during the entire interval.

When specifying what behavior is being observed 3 things MUST be adhered to:

1. The behavior must be observable and measurable. An example of a behavior that is not observable and measurable is “feeling defeated”. We can only infer someone feels defeated. It may be better to focus on a behavior that we can see that helps us infer feelings of defeat such as “negative self-statement” or “Putting head down after being provided corrective feedback. These definitions could be inferred as “feeling defeated” but are also defined well enough that we can agree when we see them happening.
2. The behavior cannot be circular. Often, we try to identify a behavior by providing its cause. An example of a behavior that is circular by providing its cause is ADHD. We might here someone say they are hyperactive because they have ADHD. No! they have ADHD because their behavior meets criteria and one of the behaviors that might be required for the diagnosis is hyperactivity. It is better to clarify the definition of hyperactivity to help us be more reliable in our observations and data collection. For example, we may identify behaviors like fidgeting, out of seat, talking out of turn, disruption as examples of hyperactivity that can all be observed and measured and are non-circular and passes the dead person test below.
3. The behavior cannot be something that a dead person can do. An example of something a dead person can do is be “non-compliant” If you put a demand on a dead person they will not comply. Therefore, this is NOT a behavior. In this case it may be much better to focus on “compliance”. A dead person cannot be compliant to a demand that requires an action, compliance is NOT circular, and it can be observed and measured.

Composite child:

It is critical to compare the student’s behavior to that of the behavior of other students in the classroom. Many school psychologists have been trained to compare the target student “an average student of the same sex/gender/ethnicity” in the classroom. This is not advisable for many reasons. Instead, it may be much better to focus on comparing the student to everyone. In doing so you get a better “normative sample” to compare to than simply comparing to a single student who is identified for comparison in some likely biased manner. Simply alternate between the target student and another student in the classroom every other interval until you have compared the target student to every other student at least once.

TCB and CCB

These stand for target child behavior and composite child behavior. You should record the percentage of intervals that both the target student and composite student were observed engaged in the behaviors. This is calculated by dividing the number of occurrences of a behavior by the total number of observations for that behavior for the student.

Significance: You will need to determine what a significant discrepancy is for a student on a behavior-by-behavior basis. However, a rough general rule might be if the target student behavior is 2 times greater than the composite student.