

Scatterplot Observation Data | FACT SHEET

Purpose

A scatterplot is an effective way to document the frequency of the target behaviours and provides information about their occurrence within the context of another variable such as time of day, subject or type of activity. It can also record the degree of the behaviour exhibited, from minor, to mid-range to extreme.

The benefits of scatterplots are:

- accurate records of the frequency and duration
- periods of low frequency can be distinguished between those with high rates of problematic behaviour occurring.
- provide a powerful visual representation to assist a school team to identify patterns of behaviour

As scatterplots do not reveal antecedent and consequent events, they are used in conjunction with an ABC Form.

When to use

This interval recording method identifies patterns of the challenging behaviour, and its frequency, against a particular time, place or activity that may have a correlation to the behaviour. It often requires observations and data collection to occur over a range of settings.

How to use

The scatterplot is a simple grid with time slots allocated according to the nature of the data being collected. For most schools, a class or subject slot has proven to be the most consistent way of collecting data over the course of a week. The level or intensity of the student's behaviour is described in the Behaviour Rating Scale. These behaviours include both the behaviours of concern and the behaviours displayed by the student when they are calm and participating fully in the classroom context.

The student's activities/lessons are listed in chronological order in the left-hand column. For each activity/lesson, the classroom teacher(s) places a number corresponding to the behaviours described in the rating scale that are seen during the time of observation. This is usually half hour sessions but can be adapted according to need. Ideally it is helpful if there is an additional member of staff available to record the data.

Scatterplot Observation Data

Student:			Class:		Weekly Monitoring:				Date:	
Monday			Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Rating	Subject	Rating	Subject	Rating	Subject	Rating	Subject	Rating
8:30 am										
	RECESS		RECESS		RECESS		RECESS		RECESS	
	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	

Rating	Behaviour Rating Scale
1	Calm: Relaxed body, completing work, no noises
2	Agitated: Looking around, asking when snack time, recess lunch time is
3	Defensive/Defiant: Calling out, saying its snack time, wanting the teacher to say when snack time is coming, not completing any tasks, moving out of seat
4	Crisis: Hitting, punching other students, grabbing food, not following instructions, screaming, crying

Weekly Notes:

Group: Group Work **Ind:** Working Independently