Selecting and Tracking Around Data: Rate Data

Data Described: Rate data shows how quickly or often something occurs within a given timeframe.

Think like this:

When you consider rate data, think of the word "per" as in 'words per minute.' Rate data is designed to present how quickly or how often a behavior or event occurs when both the behavior <u>and</u> time are important variables. For example:

- Sophia spoke out in class fifteen times <u>per</u> hour.
- Sophia interrupted her peers an average of six times <u>per</u> thirty-minute period.

You may consider collecting frequency(f) data to create rate(r) data. This practice can be used to generate a clear picture of behavior by combining many frequency data pieces into a single rate. For example:

- Scott eloped four times(f) on Monday, six times(f) on Tuesday, four times(f) on Wednesday, three times(f) on Thursday, and five times(f) on Friday. Scott elopes 22 times <u>per</u> week(r). OR Scott elopes an average of 4.4 times <u>per</u> day(r).
- Oliver refused to complete his work three times(f) in social studies class, four times(f) in science, six times(f) in English, and two times(f) in Algebra. Danny refused to complete his work 15 times <u>per</u> day(r). OR Danny refused to complete his work an average of 3.75 <u>per</u> class(r).

Common Uses of Rate Data:

Repetitive tasks that require efficiency, the occurrence of an event or behavior when consideration of a time interval is necessary, or when the variable of time can be collected to clearly present how often a behavior occurs. If the emphasis on time is not a factor, consider frequency data instead because it is easier to collect and only focuses on how often an event or behavior occurs. However, rate data is more accurate than frequency because of its focus on time.

Data (Numbers) Collected:

A ratio that shows the number of times a behavior or event occurs in a specific amount of time. A consistent unit of time (minutes, hours, class periods, days, weeks, etc.) is also collected for comparison purposes. Example: 2 behaviors per 30-minute period

Sample Rate Data Form

Describe/name the student barrier: Sophia struggles to control her emotions.

Describe the barrier's impact on the learner's ability to perform: She isn't able to appropriately interact with her peers.

Describe the task or behavior that is the target of your data collection: During interactions with her peers, Sophia regularly screams at her peers and then removes herself from social interactions. I plan to collect data on how often she screams at her peers.

Accommodation: Consistently provide frequent and immediate reinforcement of desired behaviors

Date	Baseline/ Treatment	Setting/Class	Task(s)	Data or Tally	Number/Unit
1/15/24	(B) or T	First Grade	All Monday activities.	̶H̶H̶ ̶H̶H̶ II	12 / day
1/16/24	(B) or T	First Grade	All Tuesday activities.	̶H̶H̶ II	7 / day
1/17/24	B or (T)	First Grade	All Wednesday activities.	̶H̶H̶ I	6 / day
1/18/24	B or (T)	First Grade	All Thursday activities.	IIII	4 / day
1/19/24	B or (T)	First Grade	All Friday activities.	̶H̶H̶	5 / day
Notes: Started using the new accommodation on Wednesday. Looks like it is working so far!				Average (if applicable)	6.8 / day

Rate Data Collection Form

Student Name: _____ Data Collected By: _____

Describe/name the student barrier: _____

_____

Describe the barrier's impact on the learner's ability to perform: _____

_____

Describe the task or behavior that is the target of your data collection: _____

_____

Accommodation: _____

_____

Date	Baseline/ Treatment	Setting/Class	Task(s)	Data or Tally	Number/Unit
	B or T				
	B or T				
	B or T				
	B or T				
	B or T				
Notes:				Average (if applicable)	