



PROJECT ACCESS FACT SHEET #9



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Data Collection for Latency and Duration Issues

Slow Joe: He just takes forever to...

“Joe is a great kid, but I’m concerned he won’t be able to hold a job when he leaves school. He’s seventeen, and he’s mastered personal hygiene issues, he’s really pleasant, and he’s very accurate in his work. It’s just that he takes forever to get down to work! It doesn’t matter whether he likes the task or not. And once he starts working, he takes forever to finish his job. Sometimes he’s worried about accuracy so he double- and triple-checks his work, while other times he chats with anyone who’s within earshot. His mom says he’s the same at home- slow as molasses! I like Joe. I want him to be happy, and I know he wants to feel useful and hold a job. I’m afraid he’ll get hired, but will be let go because he’s so slow. What can I do?”

Joe’s behavior issues are critical. He’s approaching the age for transitioning from school to life. The teacher, Mrs. Smith, and Joe’s mother have identified Joe’s need for change in the temporal areas of latency and duration. The team wrote two goals for Joe, one on getting started in a reasonable period of time, and one on finishing work in a reasonable period of time.

- 1) By May 30th, when given a verbal directive to begin a task Joe will begin the task within 90 seconds, in each of two school environments (classroom and cafeteria) twice within a week.
- 2) By May 30th, Joe will complete cafeteria tasks and three classroom tasks in 25% less time than baseline, twice within a week.

The next step was to determine how to collect data on Joe’s goals. Latency recording measures how long a student takes to begin performing a behavior once its performance has been requested. Duration recording is used when the primary concern is the length of time a student engages in a particular behavior. Joe’s teacher decided to use latency recording procedures to measure goal 1 and duration recording procedures for measuring goal 2.

Though Mrs. Smith could have used her wristwatch with the second hand, she decided it would be easier to use a stopwatch to measure both of Joe’s behaviors of concern. She needed a data collection chart which allowed her to record start and end times for each instance she wished to measure. She chose a basic format, made two charts, got a stopwatch from the P.E. department, and was ready to go.

Mrs. Smith guessed that Joe might enjoy racing against the clock, so she phrased her directives as would the starter at a foot race. She also added cheering and high fives from classmates to the routine. As the novelty wore off and Joe lost interest, he regressed to old slow habits. Joe’s teacher had been keeping up with graphing her data and saw the change immediately (notice

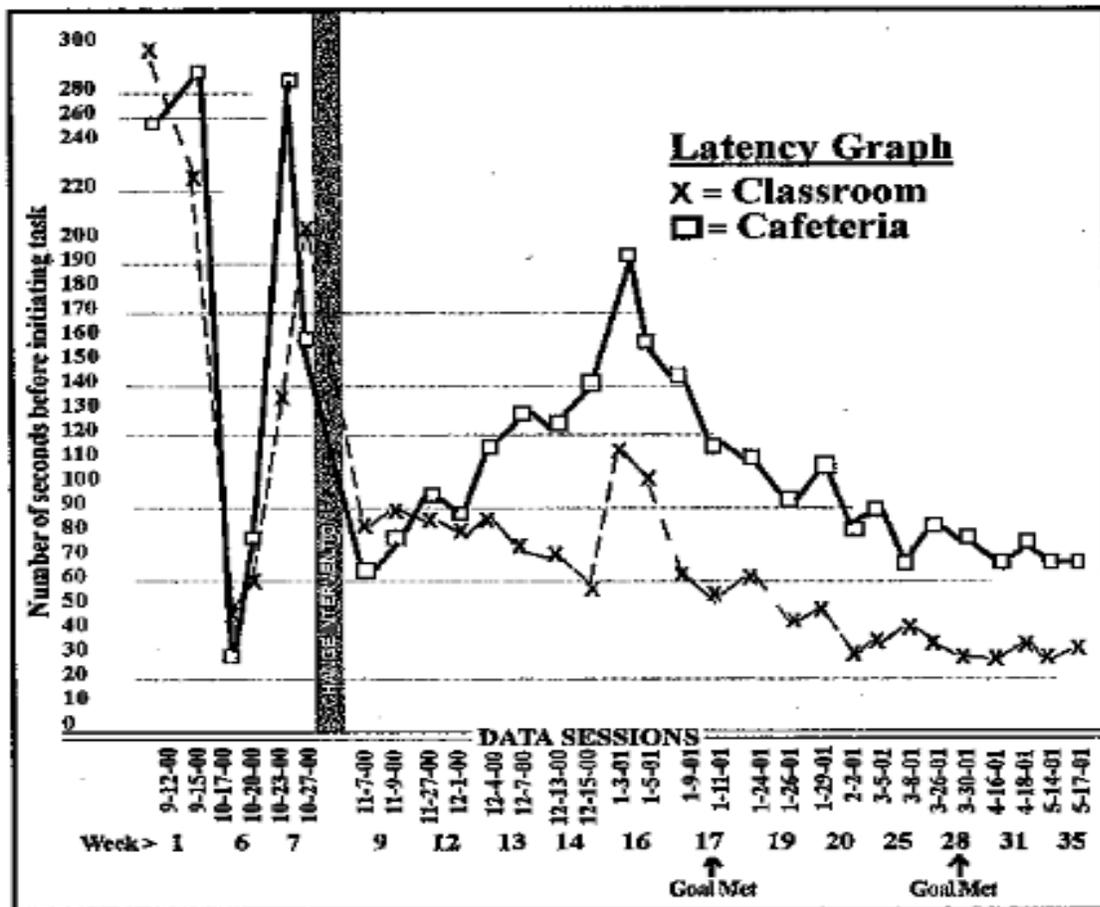
the vertical line on the graph.) She correctly revised strategies. She gave Joe a self-monitoring sheet and bought him an inexpensive stopwatch to time himself. This appeared to motivate Joe. He often told visitors that he was a “real fast starter” and showed off his data sheets. Her analysis (graph) indicates that the intervention program was successful and is being maintained over time.

Knowing Joe, Mrs. Smith waited to begin intervention on goal 2 until Joe seemed to understand his role in reaching goal1. Even so, Joe became confused, which contributed to the failure of the first strategy for both these goals. Mrs. Smith elected to suspend work on goal 2 for a while (see notation on graph).

Because Joe proved to be motivated by using his stopwatch and self-monitoring sheet, Mrs. Smith decided to try these strategies to keep Joe working consistently until finished. She used different colored self-monitoring sheets and a second stopwatch of a color which matched the second sheet to lessen Joe’s confusion (see notation on graph). Though Joe didn’t meet goal 2 by May 30th, there was clear progress and the team felt Joe could master this goal during the next school year. At the IEP meeting, Joe proudly showed the team his data sheets, saying he liked them and would “win the race” next year.

<p><u>STUDENT:</u> Joe <u>OBSERVER:</u> Mrs. Smith</p> <p><u>BEHAVIOR:</u> Time elapsed between directive and starting work.</p> <p>X = Classroom □ = Cafeteria</p> <p><u>Operationalization of behavior initiation:</u> Joe will be considered to have begun work when he moves the necessary tools which accomplish the task. For classroom (X): Joe moves the pencil to write, opens workbook, places materials on his desk. For cafeteria (□): Joe wipes with cloth, transfers dish/flatware. A stopwatch will be used for timing.</p>			
<u>DATE</u>	<u>TIME</u> Delivery of S ^D (approximate)	<u>LATENCY</u> Response Initiation	<u>COMMENTS</u>
X 9-12-00	9:17 am	291 seconds	chatting
□ 9-12-00	12:23 pm	245 seconds	chatting & horseplay
□ 9-15-00	12:21 pm	287 seconds	chatting & horseplay
X 9-15-00	1:42 pm	223 seconds	out of seat & chatting
X 10-17-00	10:59 am	40 seconds	
□ 10-17-00	12:25 pm	29 seconds	
X 10-20-00	10:12 am	52 seconds	
□ 10-20-00	12:29 pm	74 seconds	
□ 10-23-00	12:21 pm	263 seconds	horseplay
X 10-23-00	1:21 pm	123 seconds	chatting
X 10-27-00	9:21 am	200 seconds	out of seat & chatting
□ 10-27-00	12:26 pm	157 seconds	chatting
X 11-7-00	10:06 am	80 seconds	change to self-charting intervention
□ 11-7-00	12:25 pm	62 seconds	

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Student: Joe **Observer:** Mrs. Smith

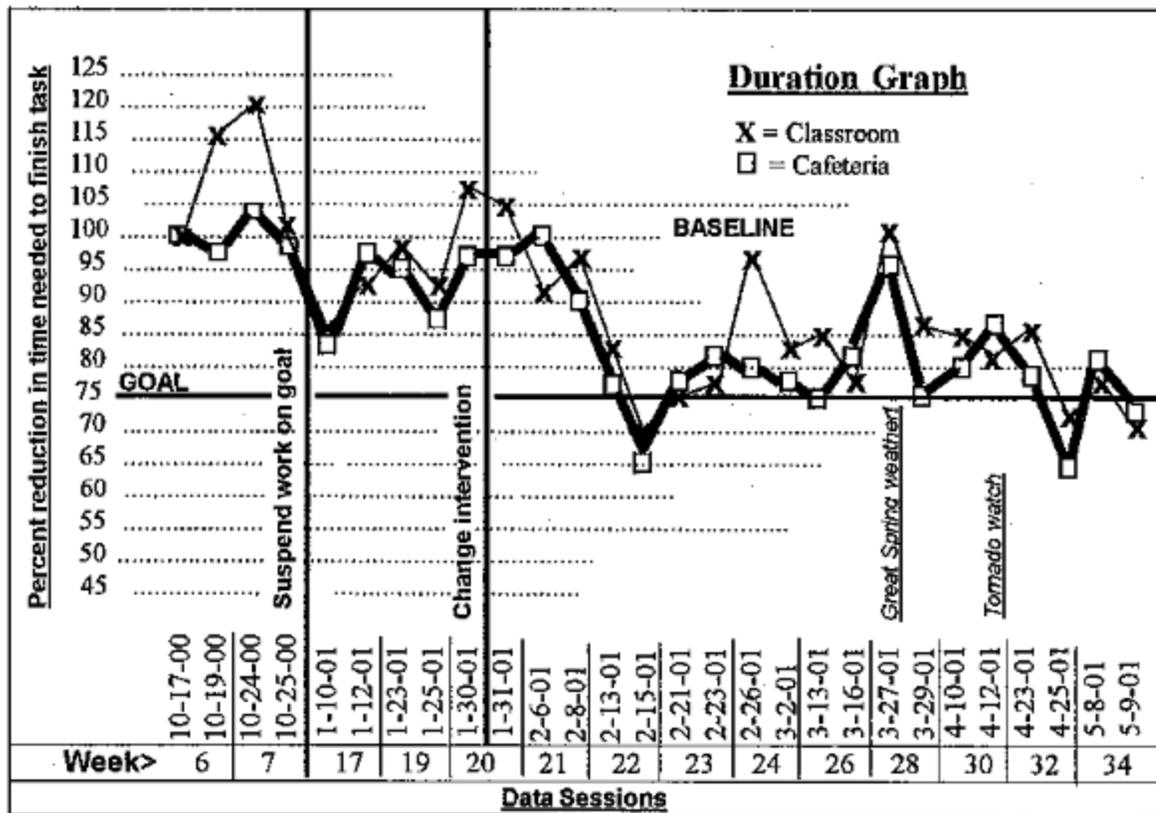
Behavior: Time spent working on a task. Stopwatch will be used to measure time.

Behavior Initiation: Beginning movement with tools of the task: pencil, book, cloth, dish/flatware, etc.
X = Classroom □ = Cafeteria

Behavior Termination: Removal of task symbol from visual schedule after work area is cleared.

DATE & PLACE	TIME Response Initiation	DURATION (Response Termination) <i>Average Duration used in classroom setting</i>	COMMENTS
X 10-17-00 X 10-17-00 □ 10-17-00 X 10-17-00	8:45 am 10:09 am 12:21 pm 2:03 pm	X 30 minutes X 25 minutes □ 49 minutes X 38 minutes Ave.X=31 minutes	Baseline
X 10-19-00 □ 10-19-00 X 10-19-00 X 10-19-00	10:14 am 12:22 pm 1:33 pm 2:05 pm	X 48 minutes □ 47 minutes X 22 minutes X 39 minutes Ave.X=36.3 minutes	□ change -4% X change +17%
X 10-24-00 X 10-24-00 X 10-24-00 □ 10-24-00	8:41 am 9:55 am 10:40 am 12:19 pm	X 27 minutes X 36 minutes X 49 minutes □ 51 minutes Ave.X=37.3 minutes	□ change +4% X change +20%
X 10-25-00 X 10-25-00 X 10-25-00 □ 10-25-00	8:46 am 9:20 am 10:50 am	X 27 minutes X 31 minutes X 36 minutes □ 48 minutes Ave.X=31.3 minutes	□ change -2% X change -1%
X 1-10-01 X 1-10-01 X 1-10-01 □ 1-10-01	8:51 am 9:32 am 10:14 am 12:24 pm	X 26 minutes X 24 minutes X 29 minutes □ 41 minutes Ave.X=26.3 minutes	□ change -16% X change -15%

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