

"OK/notOK": A VERSATILE GENERIC BEHAVIOR RECORDING SYSTEM

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WHAT: a practical "time sampling" record system for monitoring behavior change that stresses simplicity, efficiency, and conservative estimates of progress.

PURPOSE (S):

1. Maximize the likelihood that written data records will be kept, a key ingredient in any intervention effort.
2. Minimize the time and effort required to keep written data records, so they do not become cumbersome and counterproductive.
3. Allow self-monitoring by individuals who might otherwise be unable to accomplish it.
4. Capture and display progress as a positive growth curve.

HOW TO USE:

1. Select and define one or several behaviors to monitor.
2. Establish a code for recording each.
3. Select a schedule for recording data, e.g., once every 30 minutes. Use the likelihood of 50% or more of time blocks to be scored non-occurrence of behavior which it is desirable to see less of, or occurrences of behavior for which it is desirable to see more.

(revised 0799)

4. Construct a data sheet reflecting this schedule of time blocks for the total period of interest, e.g., waking hours, school day, home time.
5. At each predetermined time, record whether the identified behavior occurred ('X' or code selected) during the previous period (e.g., during the preceding 30 minutes) or did not occur ('0').
6. One might even more simply record occurrences in the corresponding time block at the time of occurrence.
7. Graph the percentage of '0's out of the total number of '0's plus 'X's or codes, i.e., "percent OK", for a progress measure of unconstructive behavior. Do oppositely for constructive behavior.
8. If the individual achieves fewer than 50% success for three consecutive recording days, use smaller time divisions, e.g., once every 15 minutes instead of once every 30 minutes.
9. Couple this recording system with a structured positive program of instruction and differential reinforcement of acceptable behaviors alternative to the problem behavior, at least.

FOR SELFMONITORING:

1. Construct the data sheet so that it will be possible for the individual to self record whether the behavior occurred during the intervals, e.g., use larger boxes, use one 'OK' column and one 'not /OK' column, use rubber stamps or stickers.
2. Provide reminders to self-record as necessary.
3. Reinforce individual for self-recording.
4. Reinforce individual for self-recording accurately.
5. Reinforce individual for improvement.
6. Review and problem solve on some regular basis.
7. Couple this recording system with a structured positive program of instruction and differential reinforcement of acceptable behaviors alternative to the problem behavior, at least.

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"OK/notOK" INFORMATION RECORD -- INSTRUCTIONS

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SET UP

1. SELECT FROM ONE TO THREE TARGET BEHAVIORS (PROBLEM BEHAVIORS = "notOK")
2. LIST TARGETED BEHAVIORS IN RIGHT COLUMN, AND DATE LIST.
3. DECIDE ON CODES FOR INDIVIDUAL TARGETED BEHAVIORS, IF DESIRED. STANDARD: '0' = "OK"; 'X' = "notOK"
4. LIST CODES IN RIGHT COLUMN, AND DATE LIST.
5. DECIDE ON INTERVAL LENGTH. STANDARD: 30 MINUTES, 15 MINUTES, NATURAL PERIODS, E.G. SCHOOL CLASS PERIODS, BEFORE BREAKFAST, BREAKFAST TO LUNCH, LUNCH TO DINNER, DINNER TO BEDTIME.
6. INDICATE INTERVAL LENGTH IN SPACE AT LOWER RIGHT.
7. LABEL LEFT MARGIN TO CONFORM TO INTERVAL LENGTH.
8. MAKE SURE STUDENT'S NAME APPEARS AT LOWER LEFT.

USE

9. AT START OF DAY OR OBSERVATION PERIOD, ENTER DATE AT TOP OF COLUMN.
10. MARK START TIME ('S')
11. AT EACH TIME LISTED IN LEFT MARGIN, MARK CORRESPONDING BOX ACCORDING TO OCCURRENCE OR NONOCCURRENCE OF BEHAVIOR DURING PREVIOUS INTERVAL.
12. OR MARK OCCURRENCE IN CORRESPONDING TIME BLOCK WHEN BEHAVIOR OCCURS.
13. FOR INTERVALS DURING WHICH STUDENT IS NOT OBSERVED, MARK 'N'.
14. AT END OF DAY OR OBSERVATION PERIOD, MARK 'E'.
15. USE RIGHT COLUMN FOR NOTES, AS DESIRED.

(revised 0799)