**ABA Discontinuous Data Cheat Sheet** 

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| **Metric** | **Definition** | **Pros** | **Cons** | **Example** | **When to Use** |
| Whole Interval Recording | Records data when the behavior occurs throughout an entire time interval. | More time-efficient than continuous measurement. Provides a comprehensive overview of the behavior during an interval. | May underestimate behavior patterns. | Splitting up a 30-minute class period into four two-minute intervals and recording if a student is on task for the entire two-minute interval. | * When you want to understand whether a behavior occurs continuously throughout an interval. * When you want data to support a plan to increase a positive behavior. |
| Partial Interval Recording | Records data if the behavior occurs at any point during the observation interval. | Less time-consuming than whole interval recording. | May overestimate behavior. | Monitoring if a child is aggressive at any point during a five-minute interval. | * When you want to know if a behavior occurs during an interval. * When you want data to support a plan to decrease a negative behavior. |
| Momentary Time Sampling | Records behavior if it occurs at the very end of an observation interval. | Efficient and least time-consuming method. | May underestimate behavior.  Misses behavior that occurs during most of the interval. | Checking if a student is still playing with his toy during the last minute of a ten-minute interval. | * When you need a quick, general idea of whether a behavior is occurring during specific moments within an interval. |
| PLACHECK | Record how many people in a group are on-task at the end of an observation interval. | Efficient way to check the on-task behavior of multiple students. | Doesn’t measure the entire interval. | Recording how many students are on task during the last one minute of group activities. | * Whenever you want to assess if a group is staying on-task and can’t take data continuously. |

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