

Resource Consultant Training Program
Training Module No. 1

RCTP

Activity Structures
Observation System

Richard Parker
Jan Hasbrouck
Gerald Tindal

University of Oregon, Division of Teacher Education, Special Education Area,
Eugene, Oregon, 97403-1215

Published by
Resource Consultant Training Program
Division of Teacher Education
College of Education
University of Oregon

Copyright © 1989 University of Oregon. All rights reserved. Only the purchaser may copy and use the enclosed materials for classroom observations. Others may purchase copies by contacting Gerald Tindal, University of Oregon, Department of Education, Resource Consultant Training Program, 275 Education, Eugene, OR 97403-1215.

Parker, Richard
Hasbrouck, Jan
Tindal, Gerald
Activity Structures Observation System
Training Module No. 1

Staff

Gerald Tindal, Program Director
Katie Essick, Editor
Clarice Skeen
Denise Styer
Mark Baldwin

Acknowledgements

Preparation of this document was supported in part by the U.S. Department of Education, grant number G008715106. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

Cover design: George Beltran

ACTIVITY STRUCTURES OBSERVATION SYSTEM (ASOS)©

The Activity Structures Observation System Module was developed primarily to train students in the Resource Consultant Training Program in the College of Education at the University of Oregon to carry out 10-second momentary time sample classroom observations in a manner sensitive to classroom ecology.

The classroom *context* within which behavioral observations are made has received much attention over the past decade (Berliner, 1976, 1980, 1983; Brophy & Evertson, 1978; Cooley & Lohnes, 1976; Doyle, 1977, 1979, 1981). One of the most useful concepts emerging from this literature is that of "activity structures" advanced by Walter Doyle, David Berliner, and others. The concept of activity structures—defined by behavioral roles, expectations, and interactions—offers a way to segment classroom time into instructionally meaningful components.

The development of low-inference behavioral observation instruments for use in classroom research and consultation has lagged behind our understanding of the instructional process and setting, however. The *Activity Structures Observation System* is an attempt to reduce that lag. ASOS was developed from three years of observations in special and regular education classrooms, some of which has been reported by Tindal & Parker (1988).

This version is experimental and is undergoing constant revision. Our goal is to develop a self-contained training module, including checks of observer reliability. We will continue to improve both the ASOS and the training module over the next few years.

We encourage use and adaptation of this version of ASOS by researchers and would appreciate feedback from users on the instrument's construction and utility. Training on the use of the ASOS also is available. Please contact us if you are interested.

OBJECTIVES OF THE ASOS

1. To produce data on target students' classroom behavior that:
 - a. reflect the concurrent activity structures of the classroom.
 - b. reflect the sequential nature or "flow" of both the students' behaviors and the classroom activities.
 - c. compare the behaviors of the target student(s) with those of one or more cohorts.
2. To allow significance testing of the differences between the behavior of the target student(s) and peer cohorts.
3. To provide immediate graphic display for data for classroom teachers through the use of the ASOS Tally Graph.
4. To provide data about the activity structures of a class over one or more periods, both about their sequence and their relative proportion of class time.
5. To provide data on the behaviors of an entire instructional group or classroom of students.

ACTIVITY STRUCTURES OBSERVATION SCALE (ASOS): Directions

© Parker, Tindal, Hasbrouck Resource Consultant Training Program U of O [2/9/90]

NOTE: before you begin using the ASOS for observing students, you must be very familiar with both the Activity Structures Code definitions and the Behavior Code definitions. Take time to read these pages carefully before you use this instrument for the first time to insure reliable results.

DIRECTIONS:

1. You may target a single student or a small group of students (e.g. 2 to 6) for observation, depending on whether "the problem" is individual or group in nature. An entire class can be observed; the results are then averaged together across students.
2. Schedule the observation for the time of day and week, activities, or subject areas wherein "the problem" usually occurs. Plan to observe for a short time before and after those key times.
3. Select one or two comparison classmates (cohorts) who participate in the same daily activities as does the target student. The cohorts should be in the same reading/math/PE groups etc., if observation will occur during those times. Different cohorts may be selected for different activities, subjects, or classes, if necessary. Select cohorts of the same sex, who are similar in achievement, home background, etc., but who are not targetted as problems.
4. For reliable results, plan to observe for a minimum of 10-12 minutes for each activity structure. You may witness a variety of short activity structures when you begin to observe. The main activity structures will be the one you code. A 50 to 60-minute observation should give reasonably stable results across about 5 separate activity structures. If you plan to combine data across activity structures, shorter observation times are required.
5. The 50-60 minutes of observation need not occur all at once; three 20-minute sessions may suffice. These shorter observations should be planned to occur during the same or similar activities and subject areas, and with the same teacher(s). They may occur on different days only if the targetted behavior is not too variable from day to day.
6. You may observe the targetted student(s) across different teachers and settings. However, you should then examine the resulting data before combining it. If there are wide differences across teachers and settings, these differences should be noted, and it may be inadvisable to combine the data.
7. Fill in all of the top part of ASOS except TIME IN and TIME OUT. Use names or initials for target and cohort(s). Number each page. Each ASOS coding sheet (front & back) covers 20 minutes of observation.
8. Review the codes for SUBJECT, STUDENT BEHAVIOR and TEACHER BEHAVIOR. These can be entered onto the first row of ASOS before you begin timing for the first set of 10-second observations.

9. Fill in TIME IN the upper part of ASOS.

10. Start your watch or timer. When the timer reaches 10 seconds, observe the Target student's behavior and code A, P, O, or D (A: *actively engaged in appropriate active activity*; P: *passively engaged in appropriate passive activity*; O: *not engaged in appropriate activity but not disturbing others*; or D: *not engaged in appropriate activity and disturbing others*) based on his or her behavior at that moment. The behavior code should reflect only what the student is doing at that instant you observe him/her, at the end of a 10-second interval. Disregard any other behaviors observed during the previous 9 seconds. After another 10 seconds has passed, you will enter A, P, O, or D for the Cohort student, again basing your code on that student's performance exactly at the 10 second moment. After 10 more seconds pass, you will enter A, P, O, or D for the Target student again. After 10 more seconds pass, enter A, P, O, or D for the Cohort student again, and continue until your observation is complete.

11. Precise and consistent data coding, both for the activity structures and the behavior codes, is critical for accurate interpretation of the results. Therefore, if at any time during the observation you lose your place, become confused about the current activity structure, a student you are observing cannot be accurately observed, etc., STOP coding momentarily. Take a moment to reorient yourself or wait until you can observe again accurately and then restart.

DEFINITIONS OF ACTIVITY STRUCTURE CODES for ASOS ©

© Parker, Tindal, Hasbrouck; Resource Consultant Training Program, U of O [11/25/88]

I. ACADEMIC ACTIVITIES

(Reading/Literature; Math; Spelling; Written Composition; Handwriting; Science; Social Studies; Health; Physical Education; Music; Arts (fine arts & drama). "Other" includes areas defined by an individual teacher as academic such as safety, "school behavior", and basic social skills functioning for primary grade and low-performing special education students.

A. TEACHER BEHAVIORS [WHICH DRIVE STUDENT BEHAVIORS]

- * **LEC [LECTURES]:** Teacher lectures or in any manner directly instructs students about content/subject matter/skills; presents information verbally or on a chart, overhead, chalkboard or using audio-visual materials (film, video-tape, audio-tape, etc.); explains, shows how something works (but not a demonstration; see DEM).
- * **DIR [DIRECTS]:** Teacher gives directions/orders/directives/requests about the procedures to follow or the format to use for academic assignments.
- * **DEM [DEMONSTRATES]:** Teacher demonstrates or models desired student academic performance. DEM involves the teacher demonstrating/modeling to students something they will later perform themselves. DEM includes teaching by demonstration such skills as hallway behavior or safety procedures to primary students, or self-help skills to very low-skilled students.
- * **LED [LEADS]:** Teacher leads students through a desired performance while students perform the task with or slightly behind the teacher.
- * **ASK [ASKS]:** Teacher verbally asks questions related to content/subject matter/skills; asks/directs students to perform a content/subject/skills related task. Teacher's behavior during a teacher-led/controlled discussion.

A. TEACHER BEHAVIORS [DRIVEN BY STUDENT BEHAVIORS]

- * **EV [EVALUATES]:** Any overt teacher behavior which is part of a judgment of correctness or quality of a content/subject matter/skills response or performance. EV includes teacher giving academic feedback to students and making verbal corrections.
- * **ANS [ANSWERS]:** Verbally answering content/subject matter/skills area questions from students; making clarifications. Teacher's behavior during a student-led/controlled discussion.
- * **OBS [OBSERVES]:** Observing or supervising students during academic activities including informal socializing with students. OBS includes those times when a teacher may be physically in the room but is not actively engaged in overt observation or supervision.

NOTE: When a student(s) or visitor functions in the role of the teacher or performs over a period of time, record the student/visitor behavior using the appropriate "teacher behavior" code as defined above, but CIRCLE the coding.

B. STUDENT BEHAVIORS

- * **LIS [LISTENS]:** Passive listening, watching.
- * **ASK [ASKS]:** Student asking questions related to content/subject matter/skills. Student behavior during student-led/controlled discussion.
- * **PER [PERFORMS]:** Student performs an academic task; a response to a directive; note-taking; paraphrasing.
- * **ANS [ANSWERS]:** A fairly brief verbal response to a content/subject matter/skills area question. Student answers questions related to skills/subject area; student behavior during a teacher-led/controlled discussion.
- * **DIS [DISCOVERS]:** Discovering an answer to a content/subject matter/skills question or problem; involves trial and error, exploratory learning. Students work individually.
- * **COP [COOPERATES]:** Cooperatively learning or helping each other. Students work in groups of 2 or more.

C. INTERACTIVE INSTRUCTION

- * Teaching with active student responding, typical of direct instruction or ITIP lessons. Teacher models, leads, tests students and where students perform and orally respond to questions as an integral part of instruction.

II. NON-ACADEMIC ACTIVITIES

- * **FEED [FEEDBACK]:** Giving positive or negative verbal feedback to students about their non-academic behavior; includes activities related to discipline of students.
- * **FREE [FREE TIME]:** Free time or play.
- * **TRAN [TRANSITION/HOUSEKEEPING]:** Beginning and end-of-day activities including managerial routines such as taking attendance, collecting money, lunch count, cleaning desks, etc.; setting up or preparing for an activity; putting away materials/supplies following an activity. Includes non-academic discussion, demonstration, directives for social behaviors which occur within the classroom.
- * **INT [INTERRUPTION]:** Any interruption to the classroom instructional activity including fire drills, intercom messages, unplanned visitors, child becoming ill, etc.
- * **OUT [OUTSIDE OF CLASSROOM]:** Activity on the playground, hallway, bus area, cafeteria, in assemblies, etc.
- * **OTHER:** Other non-academic activities.

EXAMPLES OF ACTIVITY STRUCTURES

When the various ASOS Activity Codes for teacher and student behaviors are combined, they form the Activity Structures of a classroom. The observer determines what is the PRIMARY activity structure in the classroom at any given time and codes the combination of teacher/student behaviors that best describes this. (NOTE: Brief actions of the teacher or students will not change an activity structure). The following are examples of some of the various possible combinations.

ACTIVITY STRUCTURES WHERE TEACHER BEHAVIORS DRIVE STUDENT BEHAVIORS

- #1 T: LEC
S: LIS
- Teacher lectures or makes a presentation using audio-visual materials while students listen and/or watch.
 - Teacher introduces and shows a subject matter related video tape or a film while students watch/listen.
 - Primary teacher teaches students about the safety rules for the playground.
- #2 T: LEC
S: PER
- Teacher lectures or makes a presentation using audio-visual materials while students take notes.
- #3 T: DIR
S: LIS
- Teacher gives directions for the format or procedures for academic assignments while students listen (e.g. teacher giving directions about formatting a report with headings, margins, spacing, using pens only etc.)
- #4 T: DIR
S: PER
- Teacher gives directions for the format or procedures for academic assignments while students take notes.
- #5 T: DEM
S: LIS
- Teacher demonstrates or models a procedure, action or activity while students watch and listen (e.g. "I'm going to cut out this pattern first. You just watch carefully this time and see how I do this.").
- #6 T: LED
S: PER
- Teacher leads students through a desired performance while students perform the task with or slightly behind the teacher (e.g. "I'm going to cut out this pattern again and this time I want you to follow along and cut out your patterns at the same time.").
- #7 T: ASK
S: PER
- Teacher asks content/subject matter/skills related questions and students answer questions in writing, or in other non-verbal ways (e.g. "When you have figured out the answer to this problem hold up the number of fingers for your answer.").
 - Teacher gives an order/directive related to content/skills/subject matter and students comply (e.g. "Take out your books, turn to Chapter 12, and read pages 23-27 silently to yourselves.").
- #8 T: ASK
S: ANS
- Teacher verbally asks questions related to subject matter/skills and students answer verbally.
 - Teacher leads/controls a group discussion with students participating.

ACTIVITY STRUCTURES WHERE TEACHER BEHAVIORS ARE DRIVEN BY STUDENT BEHAVIORS

- #9 T: ANS
S: ASK
- Student(s) lead/controls a group discussion with teacher participating/facilitating.
 - Students verbally ask content/skills/subject matter questions while teacher answers verbally.
- #10 T: EV
S: PER
- Student(s) perform a task or respond to a directive while the teacher overtly judges the correctness or quality of the response or performance (e.g. students complete writing assignment and the teacher comments to students about their performance as s/he walks around the room).
 - Student reads a report while the teacher overtly judges the correctness or quality of the response or performance (e.g. while student reads a report the teacher nods, smiles, and takes notes to later give to student).
- #11 T: OBS
S: PER
- Student reads a report while the teacher observes or supervises with no overt judgments made.
- #12 T: EV
S: DIS
- Individual student(s) engage in exploratory activity to discover the answer to a skills/subject matter related question while the teacher overtly judges the correctness or quality of their work (e.g. students each have a mechanical puzzle in front of them and are trying to "solve" it individually while the teacher moves around the room giving encouragement and feedback to students as they work).
- #13 T: EV
S: COP
- Groups of 2 or more student(s) work together to do an subject matter related activity and assist each other while the teacher overtly judges the correctness or quality of their work (e.g. small groups of students are working together to solve a logistics problem presented to their group in the form of a written scenario. The teacher moves from group to group making comments on their progress and offering suggestions).
- #14 T: OBS
S: DIS
- Individual student(s) engage in exploratory activity to discover the answer to a skills/subject matter related question while the teacher observes or supervises without any overt judgments about quality or accuracy.
- #15 T: OBS
S: COP
- Groups of 2 or more student(s) work together to do an subject matter related activity and assist each other while the teacher observes or supervises without any overt judgments about quality or accuracy.

NON-ACADEMIC ACTIVITY STRUCTURES

#16 FEED

- Teachers give verbal feedback to students about their non-academic behavior (e.g. a discussion about students behavior in the lunchroom and on the playground that afternoon).
- Teachers discipline student(s).

#17 FREE

- Students participate in "free time" or play activities not directly related to skills/subject matter.

#18 TRAN

- Time spent at the beginning and/or end of the day in activities not directly related to skills/subject matter such as managerial routines including taking attendance, collecting money, lunch count, cleaning desks, etc.
- Time spent preparing for a new activity.
- Time spent putting away materials or supplies after an activity.

#19 INT

- Any interruption to the regular, planned classroom activity such as parents stopping by and asking the teacher a series of questions about their child.

#20 OUT

- Any activity outside of the classroom, including time spent on the playground, in the cafeteria, in the hallway, in assemblies, etc.

INTERACTIVE INSTRUCTION

There are, of course, instructional situations where more than one teacher or student behavior may need to be identified as occurring at one time. Examples of this sometimes occur during instruction of beginning math, reading or language skills where teachers frequently (a) model a procedure (such as blending individual sounds together to form a word), (b) lead the children through the procedure, (c) ask students to perform the action on their own, (d) evaluate student performance, and (e) offer feedback and make corrections. This "interactive instruction" is typical of direct instruction or ITIP lessons. The processes involved in rapid-fire succession include DEM/LED/EV and the teacher's behavior would most accurately be coded using these *INTER* for interactive instruction.

SOME EXAMPLES OF CODES WHICH CANNOT BE COMBINED TO FORM ACTIVITY STRUCTURES

T: LEC T: DIR T: DEM T: LED
 S: ASK S: ASK S: ASK S: ASK

NOT ACTIVITY STRUCTURES: If there is an occasional question during a lecture, direction or demonstration, then the activity structure remains LEC/LIS, DIR/LIS, LEC/PER, etc. If students' questions become so frequent as to become the major activity, the activity structure changes to T: ANS S: ASK.

T: LED
 S: LIS

NOT AN ACTIVITY STRUCTURE: By definition, students MUST be performing an academic task "with or slightly behind the teacher" when the teacher behavior is coded LED.

Activity Structures Observation System (ASOS) Definitions for Coding ON Task & OFF Task behaviors

[version 2/7/90]

ON TASK

ACTIVE: (*Active* engagement in learning activity)

Student appropriately engaged in writing, drawing, reading, discussing, marking papers, responding, solving problems, or etc. as directed by the teacher.

This category **does not** include appropriate passive engagement (listening/watching).

Examples: Student takes notes during a lecture or media presentation, performs the appropriate activity as directed by the teacher (drawing, cutting, writing, silent or oral reading, motor activities during physical education or recess, planning/discussing in a cooperative learning exercise, etc.).

PASSIVE: (*Passive* engagement in learning by LISTENING/WATCHING).

Student listens/watches attentively to an instructional presentation or directions which *require only listening/watching*. (Can include periods when student "doodles" intermittently but still attends to the instructional activity). Passive on-task

(listening/watching) can occur during many different Activity Structures including LISTEN (LIS), DISCOVERY LEARNING (DIS), ASKING QUESTIONS (ASK), ANSWERING QUESTIONS (ANS) AND COOPERATIVE LEARNING (COP) *depending on the teacher's expectations for students during those lessons*. A student might also briefly be required to just listen/watch teacher directions during a PERFORMING (PER) activity. (see next page for examples).

OFF TASK

OFF TASK:

Student displays behavior that (a) reasonably would interfere with taking in information being presented, (b) would significantly interfere with efficiently performing required behavior(s), or (c) is different from the teacher-directed behavior.

This category **does not** include behaviors that disrupt others.

Examples: Student daydreams, actively "doodles" rather than attend, looks through desk, attends to other students, attends to activities outside the classroom or in the classroom but not in the area that instructional information is being presented. Student does not listen attentively or perform the teacher-directed behavior(s) such as reading, writing, playing quietly with pencil, etc.

DISRUPTIVE:

Student displays behavior that does, or could reasonably be expected* to move the focus of other students' attention from the teacher's intended activity to the student's disruptive activity.

Examples: Student makes noises audible to others or large movements not related to instructional activity (turns around in seat, leaves seat without permission when all other students are seated, etc.)

*NOTE: Some teachers have trained students to ignore disruptive behaviors in their classroom. Student behaviors considered to be disruptive given the above definition will be coded as disruptive even if no students appear to attend to these behaviors. An exception to this would be classrooms where controlled freedom of movement is allowed and widely practiced, but children remain on-task. For example, classrooms where students are allowed to work at their desks while standing or read while lying on a rug. IF the student is ON TASK (ACTIVE or PASSIVE) and the accepted norm in the room is this type of behavior, it is not coded DISRUPTIVE.

EXAMPLES OF ON-TASK BEHAVIORS WITHIN SOME ACTIVITY STRUCTURES:

LEC/LIS or DEM/LIS Students expected listen and watch only.

- ON TASK (A) Cannot be coded as students only passively engaged.
- ON TASK (P) Student listens carefully; student doodles while listening; student has eyes closed for moments but *appears* primarily to be attentive.
- OFF TASK (O) Student displays off-task behaviors described previously.
- OFF TASK (D) Student displays disruptive behaviors described previously.

LEC/PER Students expected to listen/watch and take notes.

- ON TASK (A) Student listens attentively and engages in note-taking.
- ON TASK (P) Student listens/watches only between periods of taking notes.
- OFF TASK (O) Student listens/watches only, not taking notes at any time; other off-task behaviors described previously.
- OFF TASK (D) Student displays disruptive behaviors described previously.

DEM/PER Students expected to listen/watch and perform task.

- ON TASK (A) Student performs task as required.
- ON TASK (P) Student listens/watches only between performing task during further instructions or directions from teacher.
- OFF TASK (O) Student listens/watches only, does not perform required task; other off-task behaviors described previously.
- OFF TASK (D) Student displays disruptive behaviors described previously.

ASK/ANS Students & teacher engaged in discussion.

- ON TASK (A) Student answers question.
- ON TASK (P) Student listens/watches only between asking questions.
- OFF TASK (O) Student displays off-task behaviors described previously.
- OFF TASK (D) Student displays disruptive behaviors described previously.

DIR/PER Students expected to listen to directions then perform task.

- ON TASK (A) Student performs task as directed.
- ON TASK (P) Student listens/watches when required.
- OFF TASK (O) Student does not perform or listen/watch as required or displays off-task behaviors described previously.
- OFF TASK (D) Student displays disruptive behaviors described previously.

DIS/OBS; DIS/EV; COP/OBS; COP/EV Students engaged in discovery or cooperative learning exercise while teacher observes or evaluates.

- ON TASK (A) Student actively engages in discovery or cooperative exercise.
- ON TASK (P) Student listens/watches only; not actively engaged. (Can be coded as ON TASK only when some periods of listening/watching are *required* by teacher as part of the exercise).
- OFF TASK (O) Student listens/watches only when expectation of teacher is for continual active engagement, or displays off-task behaviors described previously.
- OFF TASK (D) Student displays disruptive behaviors described previously.



ASOS Seating Chart

Activity Structure Observation System©

Pages attached: _____

Teacher _____
 School _____
 Consultant _____

Date of Observation _____
 Time In _____
 Time Out _____

Code #'s and Names for Target Student(s) & Cohorts	
(1) _____, (2) _____,	
(3) _____, (4) _____,	
(5) _____, (6) _____,	
(7) _____, (8) _____,	
(9) _____, (10) _____,	
(11) _____, (12) _____,	
(13) _____, (14) _____,	
(15) _____, (16) _____,	
(17) _____, (18) _____,	
(19) _____, (20) _____,	
(21) _____, (22) _____,	
(23) _____, (24) _____,	
(25) _____, (26) _____,	
(27) _____, (28) _____.	

Classroom Seating Chart										
FRONT										
	a	b	c	d	e	f	g	h	i	j
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
BACK										

ACTIVITY STRUCTURE CODES		
ACADEMIC		NON-ACADEMIC
TEACHER BEHAVIOR	STUDENT BEHAVIOR	
LEC [LECTURES]	LIS [LISTENS]	FEED [FEEDBACK]
DIR [DIRECTS]	ASK [ASKS]	FREE [FREE TIME]
DEM [DEMONSTRATES]	PER [PERFORMS]	TRAN [TRANSITION/HOUSEKEEPING]
LED [LEADS]	ANS [ANSWERS]	INT [INTERRUPTION]
ASK [ASKS]	DIS [DISCOVERS]	OUT [OUTSIDE OF CLASSROOM]
EV [EVALUATES]	COP [COOPERATES]	OTHER [OTHER NONACADEMIC ACTIVITIES]
ANS [ANSWERS]		
OBS [OBSERVES]		
INTER [INTERACTIVE INSTRUCTION]		

ASOS Data Collection Sheets

TIME IN	TARGET(S)	CONSULTANT	SCHOOL	PAGE		
TIME OUT	COHORT(S)	DATE	TEACHER			
SUBJECT READ/LIT MATH SPELL COMPOS HAND. SCI. S. S. HLTH P. E. MUSIC ARTS OTHER NON-AC	Activity Structures		A = ACTIVE P = PASSIVE O = OFF TASK D = DISRUPTIVE		NOTES & COMMENTS	
	ACADEMIC					NON-ACAD.
	TEACHER BEHAVIOR		STUDENT BEHAVIOR			FEED FREE
	LEC	DIR	LIS	ASK		TRAN
DEM	LED	PER	ANS	INT		
ASK	EV	DIS	COP	OUT		
ANS	OBS			OTHER		
INTER						
				T A R G E T	C O H O R T	
				Target	Cohort	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

ACTIVITY STRUCTURES OBSERVATION SYSTEM [ASOS]

© VERSION [1/15/90]

TIME IN	TARGET(S)	CONSULTANT	SCHOOL	PAGE
TIME OUT	COHORT(S)	DATE	TEACHER	

SUBJECT	Activity Structures				BEHAVIOR CODING		NOTES & COMMENTS	
	ACADEMIC		NON-ACAD.	FEED		T		
	TEACHER BEHAVIOR	STUDENT BEHAVIOR	FREE	TRAN	INT	O	D	
	LEC DIR	LIS ASK	TRAN	INT	OUT	T	C	
NON-AC	INTER	OTHER	OTHER	OTHER	T	C	Target	Cohort
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								
41								
42								
43								
44								
45								
46								
47								
48								
49								
50								
51								
52								
53								
54								
55								
56								
57								
58								
59								
60								

ASOS Tally Graph

On this sheet:

Activity Structures Observation Tally-Graph Sheet ©

DATE: _____/_____/_____
 TIME: _____

Target Student(s) _____
 Cohort/Comparison(s) _____
 School _____ Grade _____ Class _____
 Teacher _____ Observer _____ Total Obs. time _____

ACTIVITY STRUCTURES				ACT											
1	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
2	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
3	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
4	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
5	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
6	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
7	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT
8	TEACH.	STUD.	NON-	PAS											
				OFF											
WHO:				DIS											
					5	10	15	20	25	30	35	40	45	50	TOT

ACTIVITY STRUCTURES OBSERVATION SYSTEM [ASOS] © VERSION [1/15/90]

TIME IN	TARGET(S)	CONSULTANT	SCHOOL			
TIME OUT	COHORT(S)	DATE	TEACHER	PAGE		
SUBJECT READ/LIT MATH SPELL COMPOS HAND. SCI. S. S. HLTH P. E. MUSIC ARTS OTHER NON-AC	Activity Structures		A = ACTIVE P = PASSIVE O = OFF TASK D = DISRUPTIVE		NOTES & COMMENTS	
	ACADEMIC					NON-ACAD.
	TEACHER BEHAVIOR	STUDENT BEHAVIOR	FEED FREE	BEHAVIOR CODING		
	LEC DIR	LIS ASK	TRAN	T		C
DEM LED	PER ANS	INT	R	O		
ASK EV	DIS COP	OUT	G	H		
ANS OBS	INTER	OTHER	E	O		
					Target	
					Cohort	
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						
56						
57						
58						
59						
60						

ACTIVITY STRUCTURES OBSERVATION SYSTEM [ASOS] © VERSION [1/15/90]

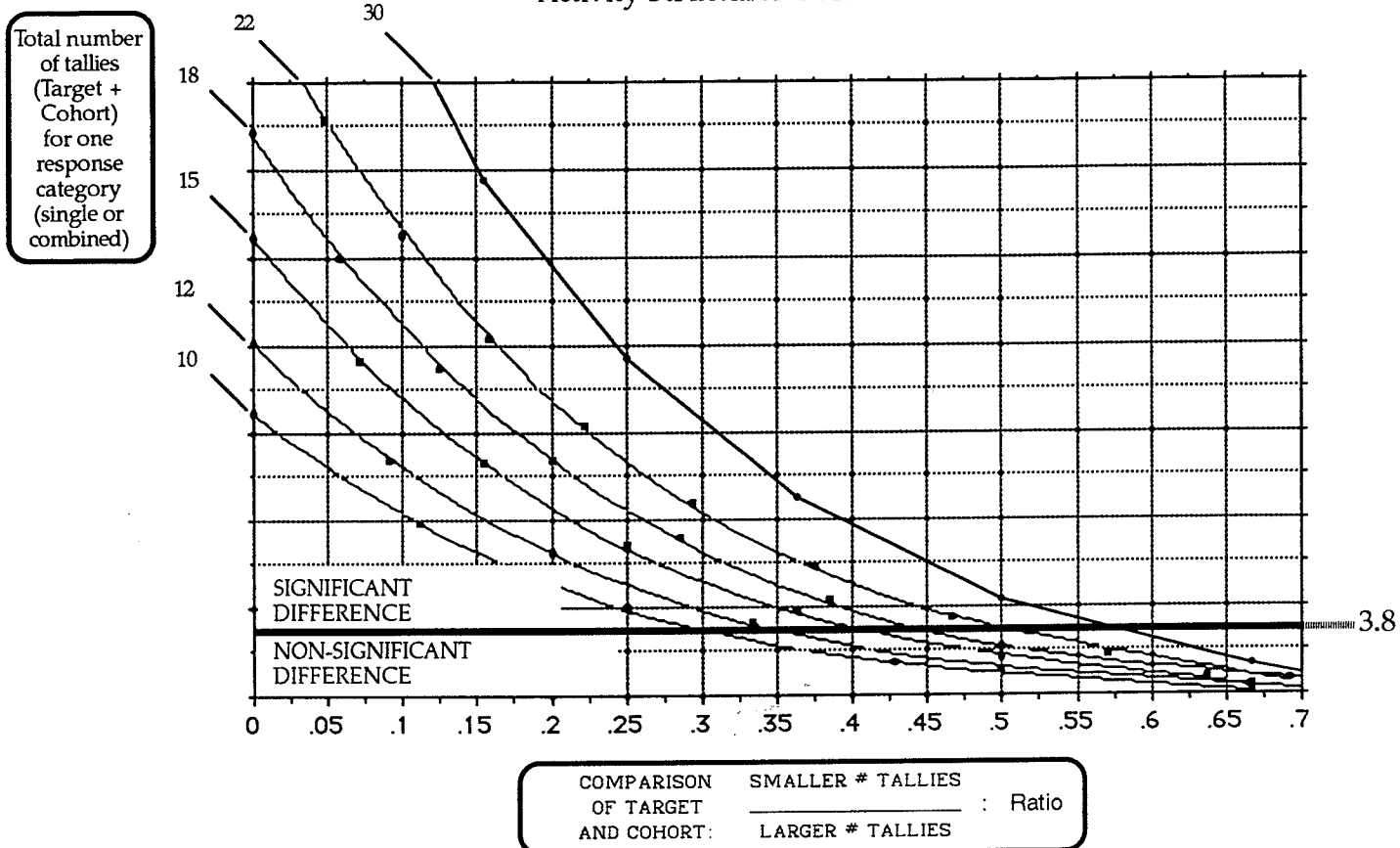
TIME IN	TARGET(S)	CONSULTANT	SCHOOL	PAGE		
TIME OUT	COHORT(S)	DATE	TEACHER			
SUBJECT READ/LIT MATH SPELL COMPOS HAND. SCI. S.S. HLTH P.E. MUSIC ARTS OTHER NON-AC	Activity Structures		A = ACTIVE P = PASSIVE O = OFF TASK D = DISRUPTIVE		NOTES & COMMENTS	
	ACADEMIC		NON-ACAD.	BEHAVIOR CODING		
	TEACHER BEHAVIOR	STUDENT BEHAVIOR	FEED FREE			T A R G E T
	LEC DIR	LIS ASK	TRAN	Target		Cohort
DEM LED	PER ANS	INT				
ASK EV	DIS COP	OUT				
ANS OBS	INTER	OTHER				

31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						
56						
57						
58						
59						
60						

Example of Completed Data
Collection Sheets
for the ASOS

Chi-Square Graph

SIGNIFICANCE OF DIFFERENCES (based on Chi Square Analysis)
Activity Structures Observation Scale ©



DIRECTIONS:

1. Select one behavioral response class (Active, Passive, Off Task, Disruptive) for comparison. Two or more response classes may be added together, e.g. Off Task plus Disruptive can be combined as "Negative Behavior".
2. Separately count the number of tallies for the Target and the Cohort. If two or more cohorts were observed instead of only one, average their tally counts for use on this graph. You will end up with one total for Target and a second total for Cohort.
3. Divide the smaller by the larger of the two tally counts. The result is the "Ratio" calculated for the horizontal axis of the graph.
4. Next, add the Target and Cohort tally counts together. The result is the "Total number of tallies" calculated for the vertical axis of the graph. Note: Totals smaller than 10 are not indicated on the graph, as they are too small for Chi-square analysis. Totals larger than 30 are not indicated; location of lines representing these amounts can be extrapolated.
5. Locate on the graph the curved line which corresponds to the total number of tallies obtained in #4 above.
6. Follow this curved line down and to the right until it meets with the vertical line which corresponds most closely to the ratio obtained in #3 above.
7. If the point of intersection of the curved line and vertical line is ABOVE the heavy black line, the differences between the number of Target and Cohort tallies is significant at the $p=.05$ level, using the Chi-square test statistic. If the point of intersection falls BELOW the heavy black line, the differences are NOT significant—they could have happened by chance more often than 5 times in 100.

Activity Structures Within Instructional Sequences or Cycles

Ask the Question:

- "What is happening in the classroom when the student is (off-task, disruptive)?"

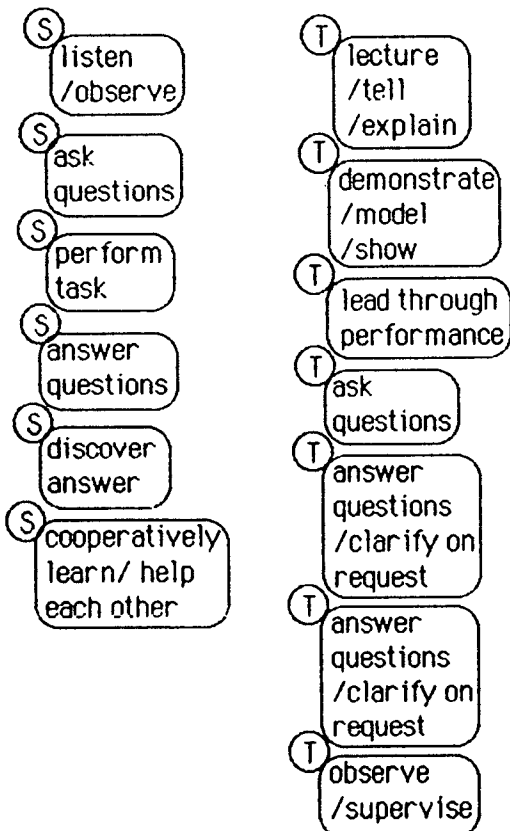
Purpose:

- Lets you know what/how much the student is missing—how critical those times are for learning.
- Gives ideas for what cues trigger the student's inattention or disruptive behavior.
- Gives ideas for particular changes in instructional strategies by teacher which may improve the student's behavior without the need for an external behavior modification plan.
- Provide teacher with an objective feedback on the structure of the lesson or class period.

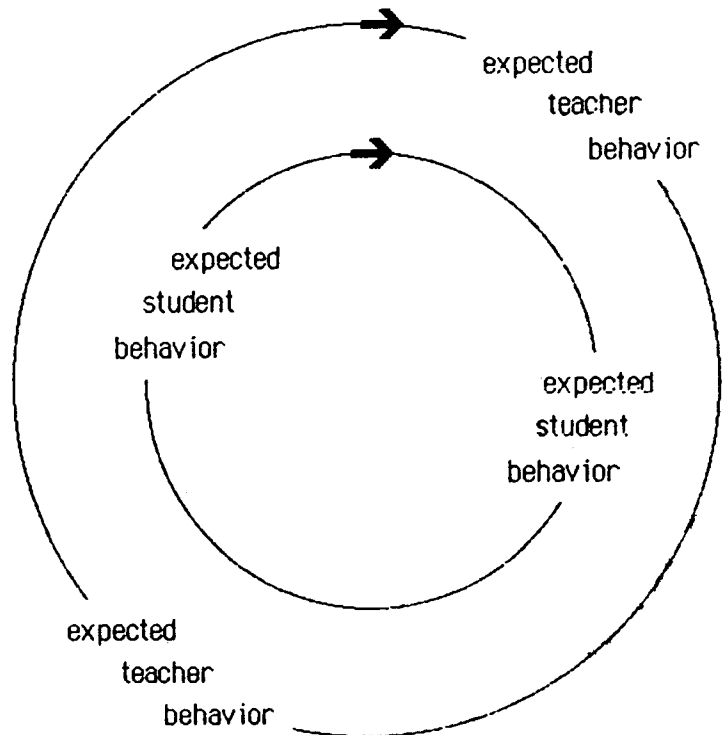
Ask the more specific questions:

- What kind of lesson is depicted by the observed activity structures?
- Where in the instructional sequence does the student problem exist?

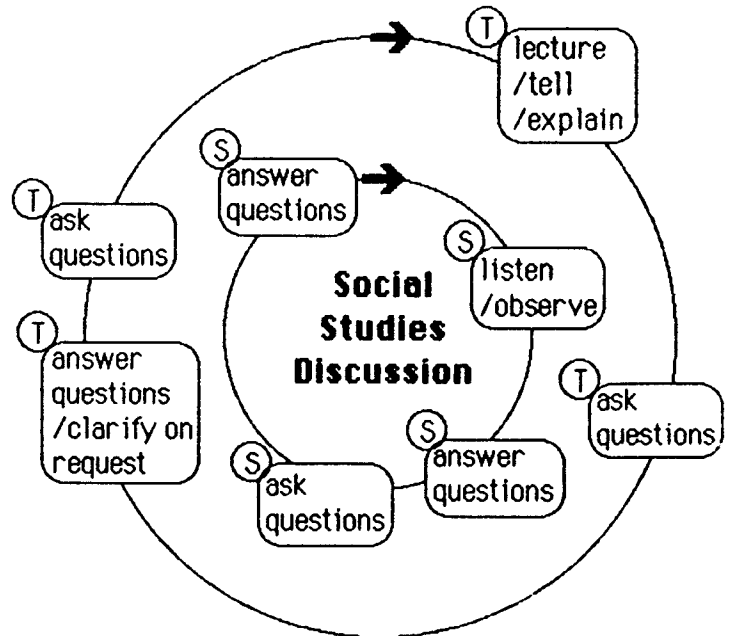
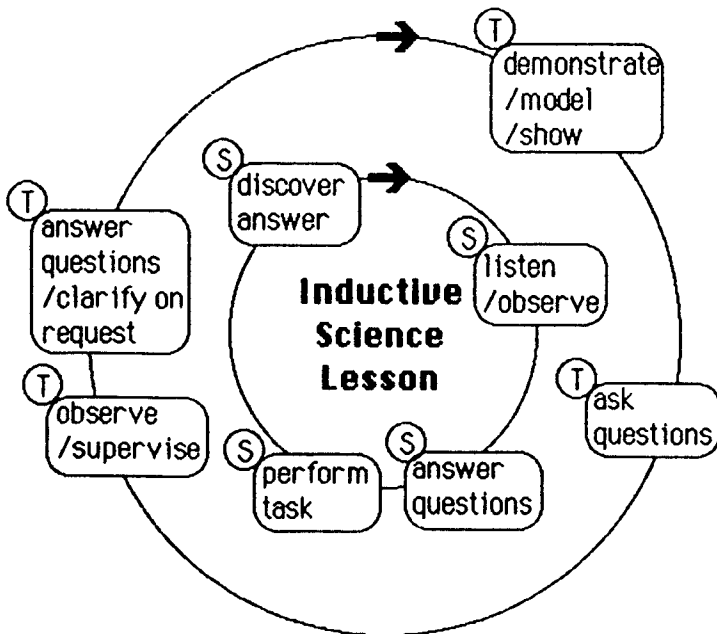
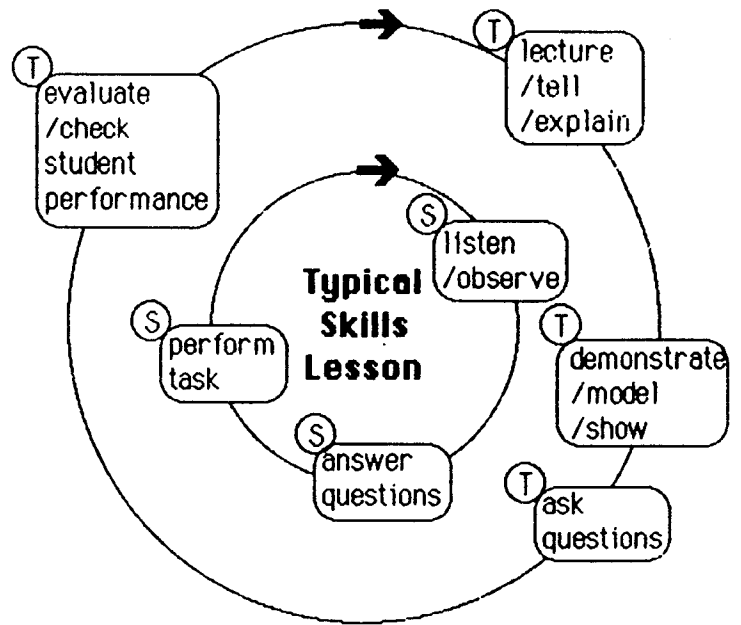
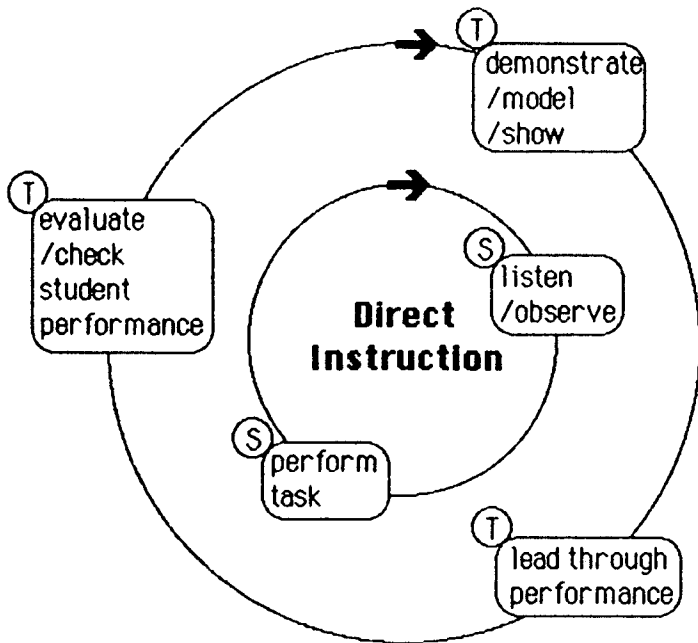
Expected Student and Teacher Behaviors



Instructional Sequence or Cycle



Activity Structures Within Instructional Sequences or Cycles



REFERENCES

- Berliner, D. (1976). Impediments to the study of teacher effectiveness. *Journal of Teacher Education, 27*, 5-13.
- Berliner, D. (1980). Studying instruction in the elementary classroom. In R. Dreeben and J. Thomas Eds.), *The analysis of educational productivity*. Cambridge: Ballinger.
- Berliner, D. (1983). Developing conceptions of classroom environments: Some light on the T in classroom studies of ATI. *Educational Psychologist, 18*(1), 1-13.
- Brophy, J., & Evertson, C. (1978). Context variables in teaching. *Educational Psychologist, 12*, 310-316.
- Cooley, W. W., & Lohnes, P. R. (1976). *Evaluation research in education*. NY: Irvington Publishers, Inc.
- Doyle, W. (1977). Paradigms for research on teacher effectiveness. In L. S. Shulman (Ed.), *Review of research in education* (Vol. 5, pp. 163-199). Itasca, IL: Peacock.
- Doyle, W. (1979). Classroom tasks and students' abilities. In P. Peterson and H. Walberg, (Eds.), *Research on teaching: Concepts, findings, and implications*, Berkeley, CA: McCutchan.
- Doyle, W. (1981). Research on classroom contexts. *Journal of Teacher Education, 32*, 3-6.
- Tindal, G., & Parker, R. (1988). Direct observation in special education classrooms: Concurrent use of two instruments and their validation. *The Journal of Special Education, 2*(21), 43-58.