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| **When to Use** | * When there is time to observe the student continuously * Want to assess how many times a student engages in behavior |
| **How to Use** | 1. Define behavior and observe 2. When behavior occurs make a tally mark 3. Add up all tally marks at the end of the observation 4. (optional) divide by total observation time to get rate |
| **Examples** | * Number of times student makes noises * Rate per minute of student’s correct answers * Number of time student used the restroom (if of equal length) |
| **Advantages** | * Most direct measure – involves tally of each instance of behavior * Conversion to a rate per minute standardizes for comparisons |
| **Disadvantages** | * Requires continuous direct attention * Behaviors must all last about the same length of time * Not all behaviors can be counted (e.g., some happen too fast) |
| **Materials** | * Some manner of recording frequency (e.g., tally on paper, move paper clips from one pocket to another, golf counter). * Timing device if you wish to convert to rate |
| **Considerations** | * If the student’s behavior requires a signal or prompt then Frequency recording is inappropriate (see Opportunity Recording) * If behaviors are of unequal duration then one of the Duration Recording Strategies or interval recording are indicated. * Rate is calculated by dividing the total number of behaviors recorded by the total amount of time observed (e.g., 10 behaviors in 5 minutes = rate of 2 per minute). |
| **Data Label** | * Number of behaviors (frequency) or rate of behavior per minute (rate). |