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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
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| **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
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| **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)
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| **Advantages** | * Most direct measure – involves tally of each instance of behavior
* Conversion to a rate per minute standardizes for comparisons
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| **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)
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| **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
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| **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).
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| **Data Label** | * Number of behaviors (frequency) or rate of behavior per minute (rate).
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