

GUIDELINES FOR USING FREQUENCY AND RATE RECORDING

Frequency: A tally or count of behavior or skill observed.

Rate: Frequency over time.

WHEN TO USE



- When there is time to observe the student continuously
- Want to assess how many times a student engages in behavior

- Define behavior and observe
- When behavior occurs, make a tally mark
- Add up all tally marks at the end of the observation (optional) divide by total observation time to get rate.

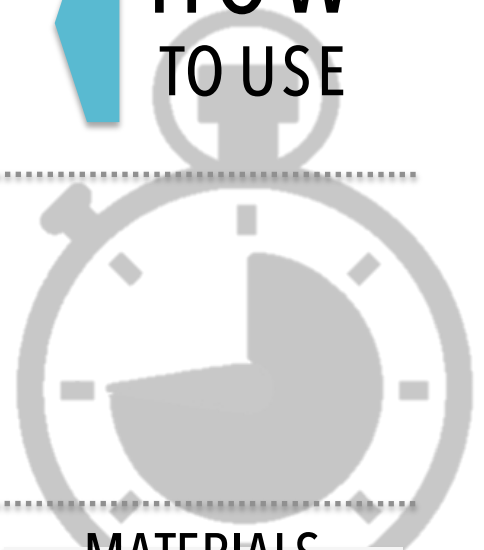
HOW TO USE



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
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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)

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 behavior in 5 minutes = rate of 2 per minute).

DATA LABEL

Frequency: Number of behaviors

Rate: Behaviors per minute, per second, per day, etc.

To view a
short
video,
scan here:

