1. Running records are notes that can be taken on an individual or a small group of children. The idea is that the teacher begins writing at the start of the observation period and doesn’t stop until the end of the allotted time. The teacher records everything the child says and does, including as much detail as possible for future revisiting.

Think of yourself as a video recorder: you write everything the child does/says without interpretations. Sounds easier than it is! :)  We will start with a video of a young child, at home. This will allow you to focus on the child, rather than having a whole class of students distracting your attention.

Assignment:

Conduct a Running Record observation while observing a child.  You will submit your running record only - no need for interpretations.  Take notes on a sheet of paper while watching the video.  You can submit a photo of your notebook, or type your notes in a Word document.

1. **Behavior Assessment: Frequency Count**

Objective: To gain experience collecting data using frequency recording.

Overview: By collecting data, educators can determine whether a student’s behavior is problematic and warrants intervention. Once educators operationally define the target behavior, or the behavior to be changed, they should choose a data collection system that provides the most accurate picture of student performance in the classroom.

Frequency (or event) recording is a way to measure the number of times a behavior occurs within a given period. Frequency recording is best for behaviors with a distinct beginning and end.

To conduct an event or frequency tally:

1. Note the time the observation begins.

2. Record each occurrence of the behavior. Teachers can easily do this by making a tally mark for each occurrence of the behavior.

3. Note the time the observation ends.

4. Calculate the length of time for the observation.

5. Calculate the rate by counting the total number of times the behavior occurred and dividing by the length of the observation.

Tips for Implementation: Teachers cannot typically collect this type of data while teaching. It is best for another observer to collect this data during class time. If one is collecting this type of data, a timer that goes off indicating a set interval makes this type of data collection easier.

Assignment:

View the video at [http://iris.peabody.vanderbilt.edu/mcontent/frequency-and-interval/.](http://iris.peabody.vanderbilt.edu/mcontent/frequency-and-interval/)

Use the attached event recording form to record instances of the student’s target behavior, determining the frequency and the rate.

Frequency Recording Form

Student: Joyce

Date:10/21/xx

Class/ Teacher: Language/ Ms. Sample

Observer:

Target/Problem behavior: During journal writing activities, Joyce makes comments to herself or to others (e.g., “This is boring”) or gestures (e.g., heavy sighing) unrelated to the academic material. Note: The teacher starts the stopwatch at 10:30. Be sure to count verbalizations and sighs as separate events.

Directions: While watching the video, put a tally under the ‘Frequency Count’ part of the table each time Joyce makes comments to herself or others. Then answer the questions below

|  |  |  |
| --- | --- | --- |
| Time Started | Time Ended | Frequency Count |
|  |  |  |

Questions

1.    What was the frequency of the student’s target behavior?

2.    Calculate the length of time for the observation

3.    Calculate the rate by counting the total number of times the behavior occurred and dividing by the length of the observation.

4.    Based on the data, do you think the student’s behavior is problematic? Explain.

 To receive top score:

1. You must submit the frequency count table, showing tallies representing the number of times the behavior occurred
2. Answer the two questions
3. Your submission should be free of grammatical and/or spelling errors

The Iris Center. (2015, December 15). Behavior Assessment: Frequency and Interval Recording. Retrieved March 22, 2021, from<https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Frequency_and_Interval_Recording.pdf>