**Event Recording/Frequency Counting**

Event recording is a process for documenting the number of times a behavior occurs. An observer using event recording makes a tally mark or documents in some way each time a student engages in a target behavior. instance, a teacher may be interested in the number of times a student asks for help, leaves the desk, or interacts positively with peers.

Event recording takes place during a specific time period. For example, it may be necessary to observe a student during math class from 9:00-9:30 over several days to see a pattern of behavior. When the length of time varies, the data gathered during event recording is documented as a rate. For instance, the rate may reflect the number of behaviors per minute or per hour.

*Advantages*

- Easy to implement and can be used while teaching class (see tips below)

- Can be translated into a rate (ex: 5 times per minute)

*Disadvantages*

*-* Difficult when behaviors are at a really high rate or occurs over extended periods of time (examples may include tantrums, staring into space, talking to peers…)

*When should event recording be used?*

* When the objective is to increase or decrease the number of times a behavior occurs
* The behavior has a clear beginning and end so that you can easily tell when the behavior starts and when it ends
* When the behavior does not happen at such a high rate that it is hard to document

From Univeristy of Kansas

<http://www.specialconnections.ku.edu/?q=assessment/data_based_decision_making/teacher_tools/event_recording>

*Tips and Tricks for Event Recording*

There are many tricks for event recording without interrupting teaching or making students aware of your data collection. Here are a few examples:

* Clipboard with form
* Use a golf counter
* Move a bean from the left pocket to the right pocket each time the behavior occurs
* Wear rubber bands on one wrist and move one over to the other wrist. (advanced- color code to count multiple behaviors)
* Wear a bead necklace with a knot in the middle. Slip one bead over the knot each time the behavior occurs
* Put a piece of masking tape on your sleeve and use a writing utensil to draw a tick mark
* Open a book to a designated page (ex 100) and flip one page each time the behavior occurs

**Event Recording /Frequency Counting Data Sheet**

With Notes on Antecedents (Triggers) and Consequences (Results)

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Behavior: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date, Time,  Length of observation | Tally # of times behavior occurs | Rate  (number per time, ex 15 per hour) | Note any Triggers Observed | Note any Results  (from student’s perspective, what did he/she get or avoid?) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |