

A frequency count sheet and a 20-day frequency tally, a duration/latency sheet and a multi-episode timing log, an interval recording sheet, a graph, and a filled example. Fillable PDF.

EXAMPLE

A Tally Week and a Timing Log, Filled In

Zara is invented, and so is every row. The rate and the minutes underneath were added up from the rows above them, not estimated.

Frequency tally sheet (page 6) — Zara, third grade, calling out without raising a hand, invented

Same 10-minute interval math block, tallied every school day for two weeks.

DATE	TALLY	TOTAL	MINUTES OBSERVED	RATE
9/8	4	4	10	0.4
9/9	3	3	10	0.3
9/10	5	5	10	0.5
9/11	2	2	10	0.2
9/12	6	6	10	0.6
Week 1 subtotal				
		20	50	0.4
9/15	4	3	10	0.3
9/16	5	4	10	0.4
9/17	2	2	10	0.2
9/18	5	5	10	0.5
9/19	5	3	10	0.3
Week 2 subtotal				
		17	50	0.3

Duration timing log (page 8) — the same two weeks, time away from her seat during that block

Six episodes recorded across the two weeks above.

DATE	START	STOP	MINUTES	WHAT ENDED IT
9/8	9:15	9:19	4	Prompted back to seat
9/8	1:05	1:08	3	Returned on own
9/8	9:20	9:25	5	Prompted back to seat
9/10	9:10	9:12	2	Returned on own
9/11	9:25	9:31	6	Prompted back to seat
9/12	9:15	9:19	4	Returned on own
Week total / average per episode			24 / 4.0	

BRIGHT PATH SPEED

The wording of the goal tells you which sheet measures it, and the one rule that makes two counts worth comparing at all.

IF THE GOAL SAYS	USE	WHERE
“will decrease/increase to no more than ___ per day (or class, period)” — something you can count one at a time	Frequency count sheet	Page 5
The same behavior, the same window, tracked day after day for two weeks or more, so a rate can be compared across the month	Frequency tally sheet	Page 6
“for no more than ___ minutes” — how long a single episode lasts (duration)	Duration and latency sheet	Page 7
“within ___ seconds of the direction” — how long before it starts (latency)	Duration and latency sheet	Page 7
Several separate episodes in the same day or week, each with its own start and stop worth logging on its own line	Duration timing log	Page 8
Happens too often, or lasts too continuously, to count or time one occurrence at a time	Interval recording sheet	Page 9

Frequency: a tally

One mark per occurrence. A count only means something once it is divided by the minutes observed, which is what turns a tally into a rate.

Duration / latency: a clock

A start time and a stop time, written as they happen. The sheet does the subtracting; you do the watching.

Interval: a plus or a blank

One mark per interval, not per occurrence. Ten marks out of ten intervals is not the same as ten occurrences.

The one rule: same window, or it is not a comparison

Eight tallies in a 20-minute block and eight across a whole morning are not the same number, and neither are six minutes out of a 10-minute observation and six minutes out of an hour. Before two counts, two durations or two interval sheets get compared — day to day, or against last month — check that the minutes observed, the interval length, or the block itself was the same both times. If it was not, write the rate instead of the raw number, or do not compare them yet.

How the paper moves

WHEN	WHAT
Every occurrence	A tally on the frequency sheet (5 or 6), a start and stop time on the duration sheet or the timing log (7 or 8), or a mark on the interval sheet (9)
Every day	The tally row or the timing log’s daily total is filled in before the next day starts, not reconstructed from memory a week later
Every week, or before comparing	The subtotal on page 6, or the week total on page 8, goes on the graph (page 10) — and gets checked against the window rule above before it is called a trend

PERIOD LENGTH

Frequency and Duration Data Sheets

Frequency Tally Sheet

One behavior, the same observation window, twenty school days. A subtotal every five days keeps a month of tallying from turning into one long unreadable row.

STUDENT

TARGET BEHAVIOR (SHORT
NAME)

GOAL TARGET (PER DAY)

MINUTES OBSERVED EACH
DAY

DATE	TALLY	TOTAL	MINUTES OBSERVED	RATE
Week 1 subtotal				
Week 2 subtotal				
Week 3 subtotal				
Week 4 subtotal				

One behavior, the same window every day

Tally every occurrence during the same block each day, write the minutes observed, and divide the total by the minutes to get a rate. A day with a different minutes-observed number is not comparable until it is a rate (page 3).

What was different on the high days (sub, assembly, missed breakfast, new seat)

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Duration Timing Log

For a behavior with several separate episodes in the same day or week, each with its own start and stop — and what ended it, so the pattern is not just a number.

STUDENT

BEHAVIOR OR TASK

GOAL TARGET (MINUTES /
EPISODES PER __)

WEEK OF

DATE	START	STOP	MINUTES	WHAT ENDED IT
Daily total				

One row per episode, not per day

A behavior that starts and stops more than once a day needs its own row each time; adding a daily total row is what keeps the day's total minutes visible without averaging away the separate episodes.

What ended it, in a few words

- ☐ Prompted back
- ☐ Returned on their own
- ☐ Activity or period ended
- ☐ Redirected to something else

Notes

Frequency and Duration Graph

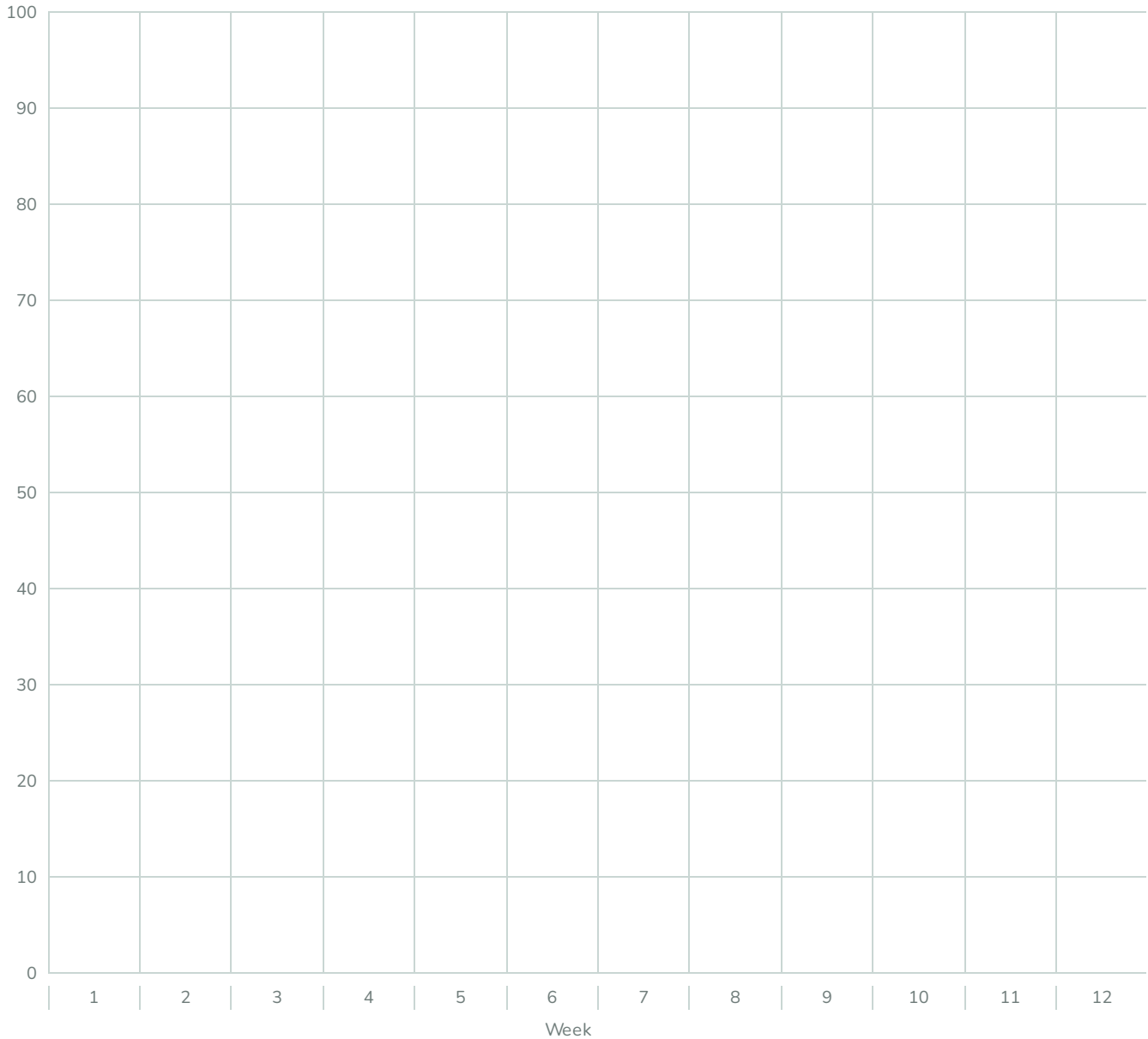
Plot whichever number the goal uses — count, rate, or minutes. Draw the aim line at the criterion first, before the first real data point goes on.

STUDENT

GOAL (SHORT)

CRITERION / AIM

COUNT, RATE OR MINUTES PER SESSION — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												