

BEHAVIOR FREQUENCY CHART

Target Student: _____ Teacher: _____

Behavior to be recorded: _____

Time of day and/or activity observed: _____

Directions: This chart is a quick, non-intrusive way for a classroom teacher to record the frequency with which a student displays a particular behavior.

Choose an OBSERVATION PERIOD most appropriate to the target behavior, e.g.:

- a short directed lesson for frequent behaviors such as calling out
- an hour or full morning for less frequent behaviors like fighting

Use the *same observation period* each day. A minimum of three days of charting should be conducted *before* any intervention is implemented in order to establish baseline frequency.

TO RECORD, work upward from the bottom of the column for each day, marking one number each time the target behavior occurs during the observation period. Connect the highest marked number across the columns to graph progress.

Date													
F R E Q U E N C Y O F B E H A V I O R	25	25	25	25	25	25	25	25	25	25	25	25	25
	24	24	24	24	24	24	24	24	24	24	24	24	24
	23	23	23	23	23	23	23	23	23	23	23	23	23
	22	22	22	22	22	22	22	22	22	22	22	22	22
	21	21	21	21	21	21	21	21	21	21	21	21	21
	20	20	20	20	20	20	20	20	20	20	20	20	20
	19	19	19	19	19	19	19	19	19	19	19	19	19
	18	18	18	18	18	18	18	18	18	18	18	18	18
	17	17	17	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	16	16	16	16	16	16	16	16	16
	15	15	15	15	15	15	15	15	15	15	15	15	15
	14	14	14	14	14	14	14	14	14	14	14	14	14
	13	13	13	13	13	13	13	13	13	13	13	13	13
	12	12	12	12	12	12	12	12	12	12	12	12	12
	11	11	11	11	11	11	11	11	11	11	11	11	11
	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	
7	7	7	7	7	7	7	7	7	7	7	7	7	
6	6	6	6	6	6	6	6	6	6	6	6	6	
5	5	5	5	5	5	5	5	5	5	5	5	5	
4	4	4	4	4	4	4	4	4	4	4	4	4	
3	3	3	3	3	3	3	3	3	3	3	3	3	
2	2	2	2	2	2	2	2	2	2	2	2	2	
1	1	1	1	1	1	1	1	1	1	1	1	1	
	< Baseline >			< Intervention Phase >									