SPECIAL LEARNING · STAFF PRACTICE

Frequency or duration?

A fictional practice sheet for supervisors and behavior technicians. Choose the measurement that best answers each question. Use the procedure in your organization’s approved plan for real work.

F = count how many times · **D** = measure how long

1. During a five-minute practice, how many times did a bell ring? F / D

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2. How long did the group spend waiting between two scheduled activities? F / D

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3. How many times did a fictional learner raise a hand during a lesson? F / D

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4. How long did one uninterrupted reading period last? F / D

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5. How many times was the door opened during a drill? F / D

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6. How much time passed while a timer was running? F / D

Discuss before collecting real data

If you’re counting, what counts as one occurrence? If you’re measuring duration, exactly when do you start and stop timing? How will you record it? What would you do if a measurement is missed?

> Fictional examples only. Do not enter client information on this sheet. This practice is not a competency assessment or a credentialing course.

Answer key and discussion

1 F · 2 D · 3 F · 4 D · 5 F · 6 D

Why?

Frequency answers a “how many times” question. Duration answers a “how long” question. The right measure depends on the specific question and the approved measurement procedure; the same situation can be studied in different ways.

Supervisor debrief

1. Ask the trainee to explain one answer in their own words.
2. Using a fictional example, agree on an observable definition and what to record.
3. Discuss how to report a missed observation honestly and when to ask for help.

> This key gives a practice answer for each question; it does not authorize a change to a client’s program or data plan.