**Intro to Data Collection Methods**

Included you’ll find an overview of the major data collection methods, as well as small sample data collection forms.

**What is Baseline Data?**

Baseline data is a measurement of the behavior taken before interventions are started. Baseline data is important because it allows the team to compare the behavior before and after implementation of the behavior plan to determine if the interventions are working.

**Selecting the appropriate behavior collection method**

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| **System:** | **Description** | **When to Use** | **Advantages** | **Disadvantages** | **Examples** |
| EVENT RECORDING/FREQUENCY COUNT | Tallying/Counting the number of times the behavior occurs during a period of time | When behavior can be easily counted | EasyCan take data while teachingCan translate into rate | Not helpful for very high rate behaviors or behaviors over extended periods of time | Blurting out,Number of positive interactions with teacher |
| DURATION | How long a behavior lasts | When behavior occurs at a high rate or over extended periods of time | Tells duration and frequencyCan be translated to a percentageWorks for high rate behaviors or difficult to event record | May require outside observer. Use a stopwatch time instrument | Tantrums, sleeping, working on assignment, interacting with peer |
| LATENCY | How long it takes for a behavior to start after an event or command | When behavior has a clear beginning | Tells how long until behavior is initiated | Requires outside observer. Use a stopwatch or time instrument | How long to start worksheet.How long until student follows direction. |
| INTERVAL RECORDING/TIME SAMPLING | When a behavior occurs within a given time interval | When a behavior is continuous or difficult to record | Can help identify patterns of behaviorCan be translated to a percentage | Requires outside observer & undivided attention, provides estimate (less exact) | Working on assignment, talking to peers, hitting |

Adapted from University of Kansas

<http://teachersites.schoolworld.com/webpages/HCSDPsych/files/choosingadatacollectionsystem.pdf>

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

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| --- | --- | --- | --- | --- |
| 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?) |
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**Duration Recording**

Duration recording is used to document the amount of time a student spends engaging in a behavior. A behavior that has a clear beginning and ending can be observed using a duration recording method. Examples of behaviors that may be observed using duration recording include crying, reading a book, writing in class, time spent working on a math assignment, or out of seat behavior.

Duration recording requires some way of measuring time. A wall clock, wrist watch, or stopwatches are all instruments that can be used to record duration. Sometimes videotaping or audiotape recording can capture what is happening in the classroom and can be reviewed at a later date.

*Advantages*

- records frequency and duration (since you are writing down every episode that occurs; for example, student cried 3 times during school day and each episode was 30 minutes in length)

- Can be translated into a percentage (30 mins of 60 min period = 50% of the period)

*Disadvantages*

- Requires time measurement device (stopwatch, clock, audio or video tape to review later…)

- Usually requires an outside observer, may be difficult to take while teaching

*When should duration recording be used?*

- When interested in length of time of the behavior

- When behavior occurs at a high rate and can’t be measured using event recording

Adapted from University of Kansas

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

**Duration Recording Data Sheet**

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

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

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| --- | --- | --- | --- | --- | --- |
| Date | Activity | Time Start | Time Stop | Duration | Comments |
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**Duration of School Day Data Sheet**

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

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

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Directions: Use a highlighter or symbol to mark the start and end of the behaviors.

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| 8:00 | 8:30 | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 1:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 |
| 8:01 | 8:31 | 9:01 | 9:31 | 10:01 | 10:31 | 11:01 | 11:31 | 12:01 | 12:31 | 1:01 | 1:31 | 2:01 | 2:31 | 3:01 | 3:31 |
| 8:02 | 8:32 | 9:02 | 9:32 | 10:02 | 10:32 | 11:02 | 11:32 | 12:02 | 12:32 | 1:02 | 1:32 | 2:02 | 2:32 | 3:02 | 3:32 |
| 8:03 | 8:33 | 9:03 | 9:33 | 10:03 | 10:33 | 11:03 | 11:33 | 12:03 | 12:33 | 1:03 | 1:33 | 2:03 | 2:33 | 3:03 | 3:33 |
| 8:04 | 8:34 | 9:04 | 9:34 | 10:04 | 10:34 | 11:04 | 11:34 | 12:04 | 12:34 | 1:04 | 1:34 | 2:04 | 2:34 | 3:04 | 3:34 |
| 8:05 | 8:35 | 9:05 | 9:35 | 10:05 | 10:35 | 11:05 | 11:35 | 12:05 | 12:35 | 1:05 | 1:35 | 2:05 | 2:35 | 3:05 | 3:35 |
| 8:06 | 8:36 | 9:06 | 9:36 | 10:06 | 10:36 | 11:06 | 11:36 | 12:06 | 12:36 | 1:06 | 1:36 | 2:06 | 2:36 | 3:06 | 3:36 |
| 8:07 | 8:37 | 9:07 | 9:37 | 10:07 | 10:37 | 11:07 | 11:37 | 12:07 | 12:37 | 1:07 | 1:37 | 2:07 | 2:37 | 3:07 | 3:37 |
| 8:08 | 8:38 | 9:08 | 9:38 | 10:08 | 10:38 | 11:08 | 11:38 | 12:08 | 12:38 | 1:08 | 1:38 | 2:08 | 2:38 | 3:08 | 3:38 |
| 8:09 | 8:39 | 9:09 | 9:39 | 10:09 | 10:39 | 11:09 | 11:39 | 12:09 | 12:39 | 1:09 | 1:39 | 2:09 | 2:39 | 3:09 | 3:39 |
| 8:10 | 8:40 | 9:10 | 9:40 | 10:10 | 10:40 | 11:10 | 11:40 | 12:10 | 12:40 | 1:10 | 1:40 | 2:10 | 2:40 | 3:10 | 3:40 |
| 8:11 | 8:41 | 9:11 | 9:41 | 10:11 | 10:41 | 11:11 | 11:41 | 12:11 | 12:41 | 1:11 | 1:41 | 2:11 | 2:41 | 3:11 | 3:41 |
| 8:12 | 8:42 | 9:12 | 9:42 | 10:12 | 10:42 | 11:12 | 11:42 | 12:12 | 12:42 | 1:12 | 1:42 | 2:12 | 2:42 | 3:12 | 3:42 |
| 8:13 | 8:43 | 9:13 | 9:43 | 10:13 | 10:43 | 11:13 | 11:43 | 12:13 | 12:43 | 1:13 | 1:43 | 2:13 | 2:43 | 3:13 | 3:43 |
| 8:14 | 8:44 | 9:14 | 9:44 | 10:14 | 10:44 | 11:14 | 11:44 | 12:14 | 12:44 | 1:14 | 1:44 | 2:14 | 2:44 | 3:14 | 3:44 |
| 8:15 | 8:45 | 9:15 | 9:45 | 10:15 | 10:45 | 11:15 | 11:45 | 12:15 | 12:45 | 1:15 | 1:45 | 2:15 | 2:45 | 3:15 | 3:45 |
| 8:16 | 8:46 | 9:16 | 9:46 | 10:16 | 10:46 | 11:16 | 11:46 | 12:16 | 12:46 | 1:16 | 1:46 | 2:16 | 2:46 | 3:16 | 3:46 |
| 8:17 | 8:47 | 9:17 | 9:47 | 10:17 | 10:47 | 11:17 | 11:47 | 12:17 | 12:47 | 1:17 | 1:47 | 2:17 | 2:47 | 3:17 | 3:47 |
| 8:18 | 8:48 | 9:18 | 9:48 | 10:18 | 10:48 | 11:18 | 11:48 | 12:18 | 12:48 | 1:18 | 1:48 | 2:18 | 2:48 | 3:18 | 3:48 |
| 8:19 | 8:49 | 9:19 | 9:49 | 10:19 | 10:49 | 11:19 | 11:49 | 12:19 | 12:49 | 1:19 | 1:49 | 2:19 | 2:49 | 3:19 | 3:49 |
| 8:20 | 8:50 | 9:20 | 9:50 | 10:20 | 10:50 | 11:20 | 11:50 | 12:20 | 12:50 | 1:20 | 1:50 | 2:20 | 2:50 | 3:20 | 3:50 |
| 8:21 | 8:51 | 9:21 | 9:51 | 10:21 | 10:51 | 11:21 | 11:51 | 12:21 | 12:51 | 1:21 | 1:51 | 2:21 | 2:51 | 3:21 | 3:51 |
| 8:22 | 8:52 | 9:22 | 9:52 | 10:22 | 10:52 | 11:22 | 11:52 | 12:22 | 12:52 | 1:22 | 1:52 | 2:22 | 2:52 | 3:22 | 3:52 |
| 8:23 | 8:53 | 9:23 | 9:53 | 10:23 | 10:53 | 11:23 | 11:53 | 12:23 | 12:53 | 1:23 | 1:53 | 2:23 | 2:53 | 3:23 | 3:53 |
| 8:24 | 8:54 | 9:24 | 9:54 | 10:24 | 10:54 | 11:24 | 11:54 | 12:24 | 12:54 | 1:24 | 1:54 | 2:24 | 2:54 | 3:24 | 3:54 |
| 8:25 | 8:55 | 9:25 | 9:55 | 10:25 | 10:55 | 11:25 | 11:55 | 12:25 | 12:55 | 1:25 | 1:55 | 2:25 | 2:55 | 3:25 | 3:55 |
| 8:26 | 8:56 | 9:26 | 9:56 | 10:26 | 10:56 | 11:26 | 11:56 | 12:26 | 12:56 | 1:26 | 1:56 | 2:26 | 2:56 | 3:26 | 3:56 |
| 8:27 | 8:57 | 9:27 | 9:57 | 10:27 | 10:57 | 11:27 | 11:57 | 12:27 | 12:57 | 1:27 | 1:57 | 2:27 | 2:57 | 3:27 | 3:57 |
| 8:28 | 8:58 | 9:28 | 9:58 | 10:28 | 10:58 | 11:28 | 11:58 | 12:28 | 12:58 | 1:28 | 1:58 | 2:28 | 2:58 | 3:28 | 3:58 |
| 8:29 | 8:59 | 9:29 | 9:59 | 10:29 | 10:59 | 11:29 | 11:59 | 12:29 | 12:59 | 1:29 | 1:59 | 2:29 | 2:59 | 3:29 | 3:59 |
| 8:30 | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 | 4:00 |

Behavior Key: ( )= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( )= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( )= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Daily Summary: ( ) = \_\_\_\_\_\_\_\_\_mins ( ) = \_\_\_\_\_\_\_\_\_mins ( ) = \_\_\_\_\_\_\_\_\_mins

**Latency Recording**

Latency recording is a different type of duration recording that involves an observer measuring how long it takes for a behavior to begin after a specific verbal demand or event has occurred. For instance, a teacher may be interested in how long it takes for a kindergartner to join circle time or put his toys away once he is prompted.

*Advantages*

- When interested in the length of time between a specific cue, event, or verbal prompt and the occurrence of a behavior

- Can be used to prevent problem behavior by identifying the length of time between trigger (antecedent) and behavior, indicating when to prompt a new communication skill (for example: takes 3 seconds for student to cry after seeing a toy he wants, so prompt to ask for toy after 1 second)

*Disadvantages*

- Requires time measurement device (stopwatch, clock, audio or video tape to review later…)

- Usually requires an outside observer, may be difficult to take while teaching

*When should latency recording be used?*

- When a behavior has a clear beginning

- When you can identify a specific verbal instruction or an event that precedes the behavior of interest

- When interested in time it takes for student to respond/comply, or when interested in when to prompt a communication skill

Adapted from University of Kansas

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

**Latency Recording Data Sheet**

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

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

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| --- | --- | --- | --- | --- |
| Date | Activity/Instruction | Time instruction is given | Time when behavior Starts | Length of time |
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**Interval Recording/Time Sampling**

Interval Recording (or Time Sampling) involves observing whether a behavior occurs or does not occur during specified time periods. Once the length of an observation session is identified, the time is broken down into smaller intervals that are all equal in length. A watch, stopwatch, or other device is used to keep track of intervals. Observer calculates the % of intervals in which the behavior occurred. There are 3 distinct types, defined below.

*Advantages:*
-Useful for high-rate behaviors that are difficult to count
-Useful for behaviors with no clear beginning or end
-Observations can be brief (10 mins+) or extend longer periods of time

-Translates to a percentage that can be easily plotted on a graph to visually inspect changes in the behaviors

*Disadvantages:*
-Only provides an estimate of the behaviors
-Provides a sample, may not be representative
-Usually requires outside observer & undivided attention

-Requires a time keeping device

 3 types of Interval Recording:

[**Momentary Time Sampling**](http://weebly-file/2/5/0/7/25071730/momentary_time_sampling_recording_form.docx)
- Mark if the behavior is exhibited at the **precise moment**of the end of the interval
- May underestimate behaviors
- Easiest to collect data on multiple behaviors
- May take peer data at the same time for comparison

- Useful for very frequent behaviors that last for longer periods of time

**Whole Interval Recording**
- When interval ends, mark if behavior exhibited for the **entire interval**
- Underestimates behaviors
- Requires undivided attention
- Useful for ongoing behaviors that will continue across intervals

**Partial Interval Recording**- Mark if behavior exhibited **at any time during the interval**
- May overestimate behaviors
- Requires undivided attention

- Useful when behavior happens so quickly it’s hard to catch

Adapted from University of Kansas

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

**Peer Comparison Momentary Time Sampling Recording Form**

Target Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Define observed behavior (specific & measurable ): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Observation length: \_\_\_\_\_\_\_\_\_\_ Length of each interval: \_\_\_\_\_\_\_\_\_\_\_

This form is set up for 30 intervals per observation. If the observation is 10 minutes, each interval would be 20 seconds. If the observation is 30 minutes, each interval would be 1 minute.

Momentary Time Sampling provides an *estimate* of how often a student is engaging in the behavior.

It is used: - when the behavior does not have a clear beginning or ending

* when the behavior occurs at such a high rate that it is difficult to count

Have your stopwatch/timer ready. At the end of each interval, look to see if the target student is engaging in the behavior at that moment. Mark + (yes) or – (no).

Taking peer comparison data:

Before starting, establish a plan for which peers will be observed and in what order. You may choose to observe the whole class, same gender, table group, etc. Immediately after observing the target student, look at the first peer and determine if he/she is engaging in the described behavior. Mark + (yes) or – (no). In the next interval, observe the target student, then look at the next peer in the established order. Continue in this fashion, cycling through the peer group as needed to reach the end of the observation. The % at the end provides an estimate of the entire peer group behavior.

Calculate the % by adding the # of +s divided by the number of intervals (30) and multiplying by 100.

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| --- | --- |
| Date:  | Intervals: (Mark + or - ) |
| Time:  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Student |  |  |  |  |  |  |  |  |  |  |
| Peers |  |  |  |  |  |  |  |  |  |  |

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|  | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Student |  |  |  |  |  |  |  |  |  |  |
| Peers |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | +s /30 | % of Intervals |
| Student |  |  |  |  |  |  |  |  |  |  |   |   |
| Peers |  |  |  |  |  |  |  |  |  |  |  |  |

**Time Sampling Recording Form**

**10 min intervals over entire school day**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Define observed behavior (specific & measurable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Type of Time Sampling (circle selected method) |
| *Whole Interval*+ = behavior is continuous during the interval | *Partial Interval*+ = behavior occurs even once during the interval | *Momentary* + = record if behavior occurs at the end of the interval |

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|   |  + or - | Comment |   |  + or - | Comment |   |  + or - | Comment |
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| 8:10 |   |   | 11:10 |   |   | 2:10 |   |   |
| 8:20 |   |   | 11:20 |   |   | 2:20 |   |   |
| 8:30 |   |   | 11:30 |   |   | 2:30 |   |   |
| 8:40 |   |   | 11:40 |   |   | 2:40 |   |   |
| 8:50 |   |   | 11:50 |   |   | 2:50 |   |   |
| 9:00 |   |   | 12:00 |   |   | 3:00 |   |   |
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| 9:30 |   |   | 12:30 |   |   | 3:30 |   |   |
| 9:40 |   |   | 12:40 |   |   | 3:40 |   |   |
| 9:50 |   |   | 12:50 |   |   | 3:50 |   |   |
| 10:00 |   |   | 1:00 |   |   | 4:00 |   |   |
| 10:10 |   |   | 1:10 |   |   | 4:10 |   |   |
| 10:20 |   |   | 1:20 |   |   | 4:20 |   |   |
| 10:30 |   |   | 1:30 |   |   | 4:30 |   |   |
| 10:40 |   |   | 1:40 |   |   |   |   |   |
| 10:50 |   |   | 1:50 |   |   |   |   |   |

Number of +s: \_\_\_\_\_\_\_\_ out of \_\_\_\_\_\_\_ intervals = \_\_\_\_\_\_\_\_\_\_\_\_% of intervals

**Time Sampling Recording Form**

**30 min intervals over Month**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Define observed behavior (specific & measurable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| Select 1 Type of Time Sampling |
| *Whole Interval*+ = behavior is continuous during the interval | *Partial Interval*+ = behavior occurs even once during the interval | *Momentary* + = record if behavior occurs at the end of the interval |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 7:00 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7:30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8:00 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8:30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9:00 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 11:00 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 12:30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 4:30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total intervals observed |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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Days of the month: X = Behavior did occur = Behavior did NOT occur

**Graph Percent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Define Behavior: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Graph the recorded percent for the target student using an X. If using peer comparison data, graph the average percent with an O.

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**Graph of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Define Behavior: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Label y axis. Graph the recorded % for the target student using an X. If using peer comparison data, graph the average % with an O.

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