Interval Sampling Recording Form

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date/Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS:

White Boxes - Momentary time sampling procedures will be used to code on-task (+) or off-task (-) behavior. Using a stopwatch, observe target student and a same-sex peer and record the observed behavior at the beginning of each 20 second interval. (Record target student observation data first.) Compute the percentage of time on task by adding the number of +’s divided by 30 and multiplying by 100 (+’s/30x100).

Shaded Boxes – Partial or Whole interval recording will be used to code additional specific behaviors of interest. It is recommended that the observer develop a coding system prior to beginning the observation (e.g., Non-compliance – C, Negative Peer Interaction – P), and that the number of behaviors (codes) be limited to those of greatest interest. If using whole interval recording, the code is marked in the interval if the behavior occurs throughout the entire 20 second interval. If using partial interval recording, the code is entered if that behavior occurs at any point during the interval. Indicate the behavior codes at the bottom as well as the number of times each occurred for the target and peer.

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| Interval | 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  |
| Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Interval | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  |
| Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Interval | 17 |  | 18 |  | 19 |  | 20 |  | 21 |  | 22 |  | 23 |  | 24 |  |
| Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Interval | 25 |  | 26 |  | 27 |  | 28 |  | 29 |  | 30 |  |
| Target |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer |  |  |  |  |  |  |  |  |  |  |  |  |
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Summary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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