**Momentary Time Sampling Recording Form**

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

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

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

Define observed behavior (specific & measurable - should be observable by a stranger): \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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.

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

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

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