

GUIDELINES FOR USING PARTIAL INTERVAL RECORDING

Partial Interval Recording is observing whether a behavior occurs or does not occur during specified time periods.

WHEN TO USE IT

- When the teacher does not have time to observe continuously but wishes to get an approximation of the degree to which a student engages in a low frequency behavior.
- Best for measuring a behavior you want to DECREASE.

- Define behavior and interval length, then observe.
- At the end of each interval, record whether the behavior occurred AT ANY TIME during the interval (+ or 0).
- At the end of the observation period, count up all the positive occurrences (+) and divide by total intervals observed to get the percentage of intervals in which behavior occurred.

HOW TO USE IT

EXAMPLES

- Percent of intervals in which student was in seat during reading.
- Percent of intervals in which student was writing in journal.
- Percent of intervals in which student was engaged in conflict with others at recess.
- Percent of intervals student engaged in rocking back and forth.

ADVANTAGES

- Good with low rate behaviors (those that occur infrequently).
- Minimizes observation of student.

DISADVANTAGES

- Approximation of behavior — will tend to overestimate.
- Requires timing device.

MATERIALS

- Timer or some sort that can signal the observer to record at regular intervals and a recording sheet.

CONSIDERATIONS

- The shorter the interval, the more accurate the data will be, but the more work that will be required by the observer. Interval length should be set to approximate baseline rates of behavior (if we think behavior tends to occur every 10 minutes then 5-10 minute intervals makes sense).
- If the behavior occurs on a high frequency then the Momentary Time Sampling is indicated.

DATA LABEL

Percentage of intervals in which the behavior was observed to occur.

To view a short video, scan here:

