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**Guidelines for Using**

**Momentary Time Sampling**

**(Momentary Interval Recording)**

**When to Use:**

* When the behavior you are looking at is not easily counted.
* When it is difficult to tell exactly when the behavior begins or when it ends.
* When the teacher little or no time to observe continuously but wishes to get an approximation of the degree to which a student engages in a high frequency behavior.

**How to Use:**

* Define behavior and interval length, then observe.
* At the end of each interval, record whether the behavior is occurring AT THE END of 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.

**Examples:**

* Percent of intervals in which student is cursing.
* Percent of intervals in which student was writing in journal.
* Percent of intervals in which student was engaged in conflict with others at recess.

**Advantages:**

* Good with high rate behaviors (those that occur frequently).
* Minimizes observation of student (more than other interval recording techniques).

**Disadvantages:**

* Approximation of behavior – will tend to underestimate frequency of the behavior and overestimate the duration.
* Requires timing device.

**Materials:**

* Timer of 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 it will require more work by the observer.
* If the behavior occurs at a low frequency then partial interval recording is indicated.

**Data Label:**

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

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Scott, T. M. (2015). Data Measurement Summaries: Frequency Recording Summary. Unpublished document. University of Louisville: Louisville, KY.