

## **Momentary Interval Recording Summary (Also known as Momentary Time Sampling)**

- When to Use**
- 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**
1. Define behavior and interval length, then observe
  2. At the end of each interval, record whether the behavior is occurring AT THE END of the interval (+ or 0)
  3. 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 more work will be required 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

Updated by TASN 9-11-15

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 Unpublished document.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