Observing Using Time Sampling and Event Recording

With **Time Sampling** recording a series of equal intervals are used to document a behavior by putting a "+" or "-" if the behavior occurs at the end of the interval. If you used one minute broken down into 15 second intervals you would document the behavior at 15, 30, 45 and at the top of the minute. If you were documenting out of seat behavior and the student was walking around for the first 10 seconds but is sitting down at 15 seconds when you take the sample, he/she would be considered to be in their seat and a plus would be recorded. Time sampling works well when multiple people are doing observations to help remove some of the subjectiveness.

For a behavior such as following instructions or raising hand to speak, **Event Recording** is a more effective observation technique. In event recording you mark ever time the behavior occurs and keep track of the positive and negative occurrences. For example, if a student is given three directions such as, "Sit down, open your book to page 150 and take out a pencil", the student would receive a check mark for each of the three instructions that he/she follows. To get a percentage using event recording you take the number of positive occurrences and divide that by the total number of opportunities.

In the example below the first behavior is for on task. The observation was broken for 20 minutes with each minute broken into 15 second intervals. The top row is the student that is being observed and the bottom row is a random peer group sampling which is achieved by picking a different peer to observe for each minute. The student was on task for 24 of the 40 opportunities which equates to 60% of the time. The peer group was on task for 34 of the 40 opportunities which equates to 85% of the time. Behavior 3 was recording following instructions and behavior 4 was recording accepting correction. In the 20 minute observation the student was given 22 instructions. He successfully followed 15 of those instructions which gives him a percentage of 68%. When the teacher corrected his behavior he accepted that correction in a positive manner 4 out of 6 times giving which equates to 67%.

		1		2		3		4		5		6		7		8		9		10		
1 S		+	+	+	-	-	-	+	+	-	+	+	-	+	+	-	-	+	-	-	+	24/40 = 60%
		+	+	-	+	-	-	+	+	+	+	+	-	-	+	-	-	+	+	+	+	
P		+	+	+	-	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	34/40 = 85%
		+	+	-	+	+	+	-	+	+	+	+	+	+	+	+	-	+	+	+	+	

	Positive Performance	Negative Performance	Total # of Opportunities
3	√√√ √ √√√√ √√√√ √ √√	√√√ √ √√	15/22 (68%)
4	√√ √ √	√ √	4/6 (67%)