

Partial Interval – Description, Procedures, & Example

When the behavior that you are looking at is not easily counted, you can measure the behavior by counting the number of time-intervals in which the behavior occurred. A behavior is not easily counted when:

- It is difficult to tell exactly when the behavior begins or when it ends, or
- It occurs at such a high rate that it is difficult to keep a count on it.

If this behavior happens so quickly that it is hard to catch (the behavior itself does not last for a long time), you may use the Partial Interval method to measure this behavior: You can look to see whether or not the behavior occurs at some point in each time interval. You should note that you will need some timing instrument such as a wall clock, wristwatch, or stopwatch in order to keep track of the time intervals.

Examples of behaviors that you can measure using Partial Interval include praising others, making a particular comment, making a certain gesture, walking by a particular place,

Procedures

At the meeting:

- * Write down the behavior that you will be looking for and its definition
- * Write down how long you will be observing every time: Total Observation Time
- * Divide the total observation time into 10 same length intervals; write down the length of each interval
 - All intervals need to be the same length: Intervals can be from a few seconds long up to a few minutes long (less than 11 minutes)

Note: Total observation time and length of intervals need to be the same each time that you observe

- * If the team decides on an intervention (meetings 2 or 3), enter it in the box provided (p. 2)

After the meeting:

- * Enter the date of your observation
- * Make sure that you have your timing instrument available prior to beginning your observation
- * Keep an eye on your timing instrument to keep track of the intervals
- * **During each time interval:**
 - Look to see if the behavior occurs
 - Once the behavior occurs, place a checkmark (✓) for that interval
 - If, at the end of the interval the behavior did not occur, place an X for that interval
- * At the end of your observation time, total the number of checkmarks (**This is what you graph**)

Example

Behavior: Saying something nice

Behavior Definition: Making a statement to a peer or a teacher during class time, in a pleasant tone, which includes either praise or politeness, for example saying "you did well" or "excuse me"

Total Observation Time: 20 minutes

Length of each interval: 2 minutes

| Date | Interval # | | | | | | | | | | Total times behavior occurred (✓) |
|--------|------------|---|---|---|---|---|---|---|---|----|-----------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11/5 | ✓ | X | X | ✓ | X | X | X | ✓ | X | X | 3 |
| ✓ or X | ✓ | X | X | ✓ | X | X | X | ✓ | X | X | |

Partial Interval Form

Student's Name: _____

Teacher: _____

Subject/Period: _____

Date(s): _____

Next meeting Date/Time/Place: _____

Procedures: For directions on how to fill out this form, please look at p. 1

- * If you need more space, please make copies of this form
- * Bring this information to the next meeting

Behavior (From 1st Meeting): _____

Behavior Definition (in specific, observable, measurable terms):

Total Observation Time: _____

Length of each interval: _____

Intervention (From 2nd or 3rd Meeting):

| Date | Interval # | | | | | | | | | | Total times behavior occurred (✓) | |
|--------|------------|---|---|---|---|---|---|---|---|----|-----------------------------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| ✓ or X | | | | | | | | | | | | |

| Date | Interval # | | | | | | | | | | Total times behavior occurred (✓) | |
|--------|------------|---|---|---|---|---|---|---|---|----|-----------------------------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| ✓ or X | | | | | | | | | | | | |

| Date | Interval # | | | | | | | | | | Total times behavior occurred (✓) |
|--------|------------|---|---|---|---|---|---|---|---|----|-----------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| ✓ or X | | | | | | | | | | | |

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E. Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). *Encouraging Student Progress (ESP), Student/ team book*. Lawrence, KS: University of Kansas.