Empowering Teachers with Low-Intensity Strategies to Support Instruction**:** A Focus on Instructional Choice

**2-min Momentary Time Sampling**

Week: Observer: Activity Student:

(computer, small group, individual & content area)

**ACADEMIC ENGAGEMENT: Circle the behavior that the student was displaying at the exact moment the timer pulsed.**

*AAE = actively engaged in academic responding:*

- Writing

- Reading aloud

- Raising a hand to answer a teacher’s question

- Talking to a teacher and/or peer about the assigned material

- Typing or writing an answer

- Looking up a word in a dictionary/book

*PAE = passively attending to the assigned work:*

- Listening to a lecture

- Looking at an academic worksheet

- Reading assigned material silently

- Looking at the blackboard during teacher instruction

- Listening to a peer respond to a question

*OFF = engaging in activities not related to the task at hand (i.e., not following teacher directions):*

- Doodling, sleeping, fidgeting without working

- Aimlessly looking around the classroom

- Reading, drawing or writing on unassigned material

- Talking about nonacademic tasks or without permission

- Walking to another area of the room

- Calling out

- Aimlessly flipping the pages of a book

- Physically touching another student without permission

- Bending/reaching (e.g., picking up a pencil on the floor)

- Turning away from the classroom instruction

- Making any sounds, such as whistling, or humming

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | |
| 9:02 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:04 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:06 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:08 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:10 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:12 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:14 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:16 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:18 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:20 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:22 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:24 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:26 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:28 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:30 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:32 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:34 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:36 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:38 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| 9:40 | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF | AAE | PAE | OFF |
| TOTAL |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ÷20 | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
|  | IOA Y N \_\_\_\_% Agree | | | IOA Y N \_\_\_\_% Agree | | | IOA Y N \_\_\_\_% Agree | | | IOA Y N \_\_\_\_% Agree | | | IOA Y N \_\_\_\_% Agree | | |
|  | Notes: | | | Notes: | | | Notes: | | | Notes: | | | Notes: | | |