

Empowering Teachers with Low Intensity Strategies to Support Instruction II

Direct Observation of Behavior:
Momentary Time Sampling


*Comprehensive, Integrated,
Three-Tiered Model of Prevention*

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Agenda

- Overview of Direct Observation
 - Momentary Time Sampling
- Behavioral Definitions
 - Active Academic Engagement (AAE)
 - Passive Academic Engagement (PAE)
 - Off-Task (OFF)
- Completing Recording Forms
- Inter-observer Agreement






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DIRECT OBSERVATION



What is direct observation?

- Direct observation involves collecting data while the behavior is actually occurring
- Benefits of direct observation include:
 - It is an objective form of measurement
 - More reliable than some indirect forms of measurement
 - Allows for both formative and summative evaluation
 - Makes it possible to determine the effects of interventions or strategies on students' behavior

Alberto & Troutman, 2015; Maag, 2007



When will data be collected?

- Direct observation data will be collected:
 - During the same time/activity each day
 - Baseline
 - Intervention
 - Follow up



MOMENTARY TIME SAMPLING



What is momentary time sampling

- An interval recording method
 - Session divided into equal intervals
 - Observer is alerted by a signal to record behavior and notes the students' behavior at that "moment"
 - Behavior is recorded
 - Behavior is summed at the end of the observation session

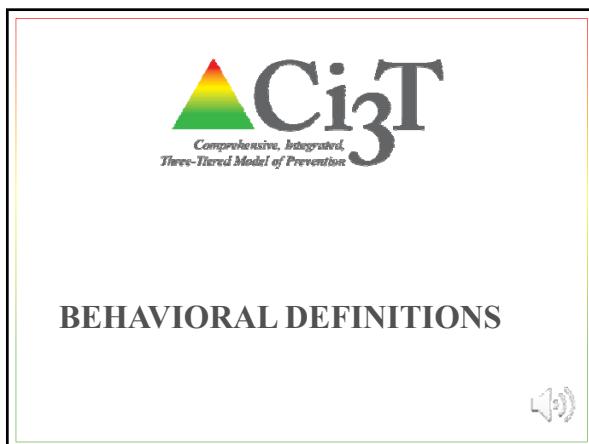


What are some benefits to using
momentary time sampling?

- Does not require attention to the target student(s) behavior for the duration of the observation period
 - Can be implemented in the classroom while performing other duties
 - Can be used to collect data on multiple students simultaneously
 - Provides an estimate of behavior
 - Can be collected with reliability in a classroom setting
 - Useful for recording behaviors that occur frequently or last for longer periods of time

http://www.specialconnections.ku.edu/?q=assessment/data_based_decision_making/teacher_tools/momentary_time_sample_recording





What are behavioral definitions?

- A good behavioral definition is *observable, measurable, repeatable*:
 - Objective – refers only to observable behaviors or behavioral characteristics
 - Clear – unambiguous and readable
 - Examples and nonexamples – what behaviors are included and excluded from the definition

Hawkins & Dobes (1977)



- Academic engagement is an important indicator of a student's academic success and general adjustment to the requirements of academic settings.
 - It refers to the amount of time a student spends actively engaged, attending to, and working on relevant academic material.
 - It means that the student is appropriately engaged in or working on assigned academic material that is geared to her/his ability and skill levels.



By differentiating between active and passive academic engagement we gather a more accurate picture of how the student spend their time in the classroom.

Behavioral Observation of Students in Schools (Shapiro, 2004)



Active Academic Engagement (AAE)

- AAE is recorded when a student is 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

 Behavioral Observation of Students in Schools (Shapiro, 2004)



Nonexamples of AAE

- Engaging in off-task behavior (doodling, sleeping, fidgeting without working)
- Talking about nonacademic materials
- Walking to another area of the room
- Calling out
- Aimlessly flipping the pages of a book
- Listening to a lecture
- Looking at an academic worksheet
- Reading assigned material silently

 Behavioral Observation of Students in Schools (Shapiro, 2004)



Passive Academic Engagement (PAE)

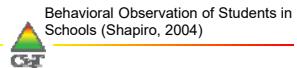
- PAE is defined as those times when the student is passively attending to the assigned work:
 - Listening to a lecture
 - Looking at an academic worksheet
 - Reading assigned material silently
 - Looking at the blackboard during teacher instruction
 - Listening to a peer respond to a question

 Behavioral Observation of Students in Schools (Shapiro, 2004)



Nonexamples of PAE

- Engaging in off-task behavior (talking, doodling, sleeping, fidgeting without working)
 - Aimlessly looking around the classroom
 - Silently reading unassigned material
 - Writing
 - Reading aloud
 - Raising a hand to answer a teacher's question



Examples of Off-task Behavior

- 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 materials or without permission
 - Walking to another area of the room
 - Calling out
 - Aimlessly flipping the pages of a book
 - Physically touching another student when not related to an academic task
 - Bending or reaching (e.g., picking up a pencil off the floor)
 - Turning around in one's seat, oriented away from the classroom instruction
 - Making any audible sound, such as whistling, or humming



Nonexamples of Off-task Behavior

- Reading (silently or aloud)
 - Writing
 - 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
 - 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





DATA RECORDING FORM

Momentary Time Sampling Recording Form

Empowering Teachers with Low-Intensity Strategies to Support Instruction: A Focus on Instructional Choice
2-min Momentary Time Sampling

Work _____ Observer _____ Activity _____ Student _____

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

All work activity required for academic responding:

- Writing
- Reading
- Making a hand or answer a teacher's question
- Talking about the material or the assigned material
- Typing or writing on a screen
- Looking at a screen
- Full "student" attention on the assigned work
- Looking at an audience member
- Making a sound or noise
- Looking at the teacher during teacher instruction
- Looking at a peer engaged in a question

Off-task behaviors:

- Talking about nonacademic topics or without permission
- Playing with objects
- Playing with people
- Calling out
- Playing during the regular work
- Physically touching another student without permission
- Talking away from the classroom instruction
- Making any sounds, such as whistling or humming

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| Reliability: <input type="text"/> % Agree <input type="text"/> % Disagree | | | | | | | | | | | | | | | |
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How do I complete the data recording form?

- Step 1**  Before observation begins, record students' names, date, and observer.
- Step 2**  Review the behavioral definitions prior to each observation.
- Step 3**  When you (and the reliability observer) are ready to begin, set your MotivAider to "Run."
- Step 4**  Each time the interval timer pulses, circle the behavior observed.
- Step 5**  Note any relevant information about the session in the notes section.

How do I complete the data recording form?

Step 6  Compute AAE, PAE, and OFF.

- Add up the number of behaviors circled for each column for each student (sum of each behavior).
- Divide this number by the total number of intervals observed.
- Multiply by 100 and record each students' AAE, PAE, and OFF.

Step 7  Calculate Interobserver Agreement (IOA)

- Check each interval. Count up the number of intervals in which both the primary and reliability observers have the same determination (e.g., both AAE, both OFF).
- Divide this number by the total number of intervals observed (agreements + disagreements). 
- Multiply by 100 and record.



Ci3T
Comprehensive, Integrated,
Three-Tiered Model of Prevention

**INTEROBSERVER
AGREEMENT**



How do I collect IOA data?

- Independently
- Clear view of the student
- Timers synchronized
- Minimum of 25% of sessions

Check for Understanding

Complete the **Check for Understanding** on academic engagement to assess your level of understanding of the behavioral definitions.



*When you are finished with your quiz, review the behavioral definitions to prepare for our **video practice**.*



VIDEO Practice

- Practice until you have three consecutive observations of 90% or higher IOA