Whole Interval Recording – Description, Procedures, & Example

Use the whole interval recording method when you are interested in measuring ongoing behaviors that you know will continue across intervals. You will need some timing instrument such as a wall clock, wristwatch, or stopwatch in order to keep track of the time intervals. A tape recording with a sound indicating the end of an interval can also be made before the observation session to tell you when the next interval begins. Examples of behaviors that you can measure using whole interval recording include writing, walking, reading, or working on a given assignment.

Procedures
* Write down the behavior that you will be looking for and its definition
* Write down how long you will be observing every time in the Total Observation Time section
* Divide the total observation time into 10 same length intervals and 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
* Enter the date of your observation and 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 **throughout the entire interval**
  ▪ If the behavior stops at any time, place an "O" for that interval
  ▪ If, at the end of the interval the behavior is still occurring, place an x "X" for that interval
* At the end of your observation time, total the number of "X"s (**This is what you graph**)

Example
Behavior Definition: Being on-task including looking at the teacher while she is talking; talking to the teacher; or looking at assignment
Total Observation Time: 10 minutes   Length of each interval: 1 minute

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

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.