

Interval Behavior Data & Graphing

Partial Interval Recording Form B (1-Minute Intervals)
Put an X in intervals where the target behavior occurred during the interval.

Student Name: _____ Class: _____
Observer's Name: _____

Partial Interval Recording Form A (Undefined Intervals)
Put an X in intervals where the target behavior occurred during the interval.

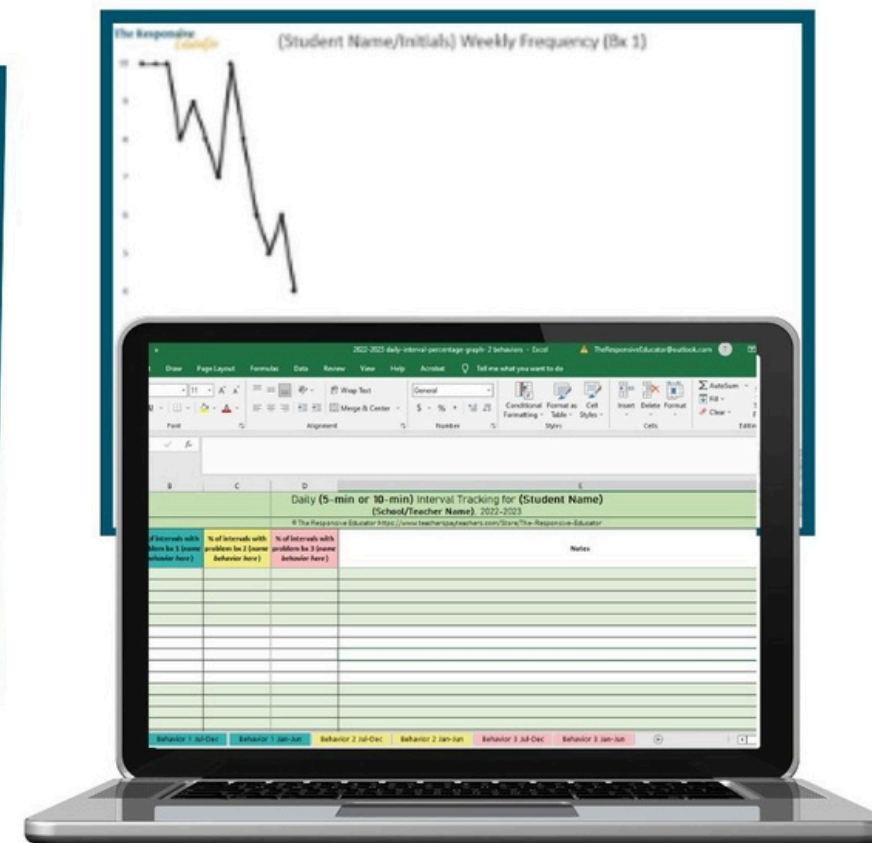
Student Name: _____ Class: _____
Observer's Name: _____

Whole Interval Recording Form A
Whole Interval: Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____

Whole Interval Recording Form B
Whole Interval: Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____



Automatic Graphs

Progress Monitoring for IEP
Goals, BIPs, & RTI



SCROLL
to take a look inside!

When & Why Do You Need to Progress Monitor?

- Use graphs for quarterly IEP progress reports (baseline → trend → current level)
- Show “before vs after” an intervention change (new support, schedule change, reinforcement plan)
- Use data to justify: more support, changes to goals/services, or fading support
- Show readiness for increased gen ed time (when the trend is stable and improved)

Who Needs Interval Data & Graphing?

- ✓ Case managers tracking IEP goals
- ✓ Classroom teachers monitoring Tier 2 data
- ✓ Behavior specialists monitoring intervention response

No More:

- ★ manual graphing & building charts from scratch
- ★ trying to explain raw numbers in meetings
- ★ recreating graphs for every progress report

Q: When Should You Use Interval Data?

A: Interval data is best when behaviors happen so often that counting each instance isn't practical.

- Calling out repeatedly
- Scripting or repetitive noises
- Constant movement or pacing
- Refusal that lasts for extended periods
- Ongoing off-task behavior

Best for behaviors that are frequent, ongoing, or hard to count accurately throughout the day.

What's Included?



Interval Recording Forms (8 total)

- *Includes 6 Partial & 2 Whole Interval Options*
- *5-minute & 10-minute Options*
- *Color & B/W*

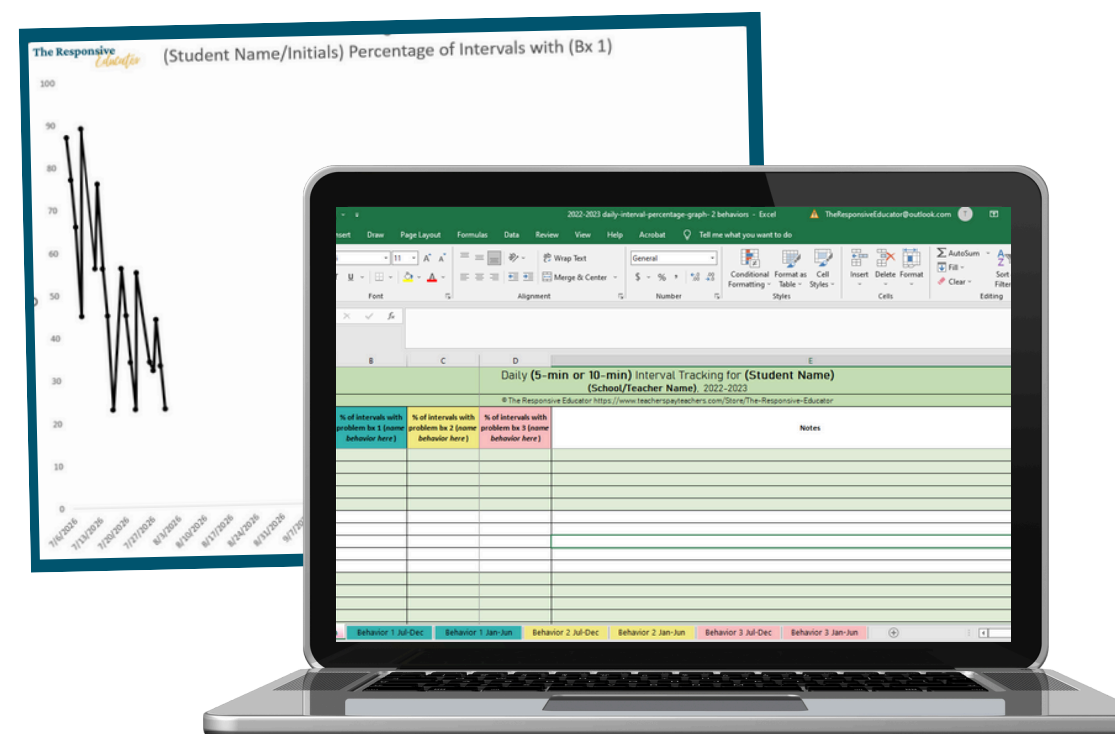


Excel/Spreadsheet Graphing File (auto-updating)

- *Works in both Excel and Google Sheets (phase lines available in Excel only)*



How-to directions (the steps shown in this preview)



Also Included: Support & Examples

✓ Example behavior graph with phase lines

See what real progress monitoring graphs look like, including how to mark intervention changes when strategies are adjusted

✓ Data collection method overview

Quick reference explaining when to use different data types and what each one measures best.

✓ Quick Excel tips for easy setup

Step-by-step tips for entering data, viewing graphs, and avoiding common spreadsheet issues.



Q: How Do You Collect Interval Data?

A: During each time period, you mark if the behavior occurred.

➤ Did the behavior occur during this time period?

- calling out repeatedly
- constant movement or pacing
- ongoing off-task behavior
- scripting or repetitive noises
- refusal that lasts across activities

➤ If you can count it, you can graph it.

The image displays two sample forms for interval recording. The first form, 'Partial Interval Recording Form B (1-Minute Intervals)', is designed for recording behavior occurrence at least once during each minute. It includes fields for Student Name, Class, Observer's Name, and Activity. The 'Target Behavior Definition' section requires a specific, observable, and quantifiable description. The recording table consists of 15 rows, each representing a minute, with columns for 'From Minute' and 'To Minute'. At the bottom, there are sections for calculating the 'Percentage of Intervals Bx Occurred' and the 'Percentage of Intervals Bx Occurred'. The second form, 'Whole Interval Recording Form A', is designed for recording behavior occurrence throughout the entire interval. It includes similar fields for Student Name, Class, Observer's Name, and Activity. The 'Target Behavior Definition' section also requires a specific, observable, and quantifiable description. The recording table consists of 15 rows, each representing an interval, with columns for 'Date' and 'Interval #'. At the bottom, there are sections for calculating the 'Percentage of Intervals Bx Occurred' and the 'Percentage of Intervals Bx Occurred'. Both forms include a 'Directions for determining whole interval percentage' section at the bottom.

Step 1: Mark Each Interval

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- Use the interval recording form to mark whether the target behavior occurred during each time period.
- Quick checks make it easy to track behaviors during busy school days.
- Recording the same time intervals each day helps clear patterns show up in the graphs.
- Be sure the interval length is consistent so data can be compared accurately.

The image displays two forms for interval recording. The left form is titled 'Partial Interval Recording Form A (Undefined Intervals)' and the right form is titled 'Whole Interval Recording Form B'. Both forms include fields for 'Student Name', 'Observer's Name', 'Class', and 'Activity'. They also have a section for 'Target Behavior Definition (Please describe in specific, observable, quantifiable terms)'. The forms feature a grid for recording data, with columns for 'Date', 'Observation #', and 'Total # of intervals with target behavior'. The 'Partial Interval Recording Form A' grid has columns for 'O or X' and 'Total # of intervals with target behavior'. The 'Whole Interval Recording Form B' grid has columns for 'Date', 'Observation #', and 'Total # of intervals with target behavior'. Both forms include 'Directions for determining partial interval percentage' and 'Directions for determining whole interval percentage' at the bottom.

Partial Interval Recording Form A (Undefined Intervals)

Put an X in intervals where the target behavior occurred even once during the interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

Total Observation Time: _____ Length of Each Interval: _____

Date: _____ Observation # _____ Total # of intervals with target behavior: _____
O or X _____

Date: _____ Observation # _____ Total # of intervals with target behavior: _____
O or X _____

Date: _____ Observation # _____ Total # of intervals with target behavior: _____
O or X _____

Date: _____ Observation # _____ Total # of intervals with target behavior: _____
O or X _____

Directions for determining partial interval percentage:
Find the total number of intervals where target behavior was observed. Divide that number by the number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred.
____ / ____ = ____ % of daily intervals when target behaviors were observed

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Whole Interval Recording Form B

Whole Interval: Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

Date: _____

7:00 _____ 7:05 _____ 7:10 _____ 7:15 _____ 7:20 _____ 7:25 _____ 7:30 _____ 7:35 _____ 7:40 _____ 7:45 _____ 7:50 _____ 7:55 _____
8:00 _____
9:00 _____
10:00 _____
11:00 _____
12:00 _____
1:00 _____
2:00 _____
3:00 _____

Date: _____

7:00 _____ 7:05 _____ 7:10 _____ 7:15 _____ 7:20 _____ 7:25 _____ 7:30 _____ 7:35 _____ 7:40 _____ 7:45 _____ 7:50 _____ 7:55 _____
8:00 _____
9:00 _____
10:00 _____
11:00 _____
12:00 _____
1:00 _____
2:00 _____
3:00 _____

Directions for determining whole interval percentage:
Find the total number of intervals where target behavior was observed for the entire interval. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred for the entire interval.
____ / ____ = ____ % of daily intervals when target behaviors were observed

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★ Color & B/W

Step 2A: Choose the Recording Form That Fits Your Needs

✓ Multiple interval formats included for different observation needs

✓ Options for partial and whole interval recording

✓ 5-minute and 10-minute interval choices

✓ Clear directions for use are listed on each form

Partial Interval Recording Form B (1-Minute Intervals)

Put an X in intervals where the target behavior occurred even once during the interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

From Minute	To Minute	From Minute	To Minute	From Minute	To Minute
1	2	16	17	31	32
2	3	17	18	32	33
3	4	18	19	33	34
4	5	19	20	34	35
5	6	20	21	35	36
6	7	21	22	36	37
7	8	22	23	37	38
8	9	23	24	38	39
9	10	24	25	39	40
10	11	25	26	40	41
11	12	26	27	41	42
12	13	27	28	42	43
13	14	28	29	43	44
14	15	29	30	44	45
15	16	30	31	45	46

Percentage of Intervals Bx Occurred: ____ / ____ = ____ % Percentage of Intervals Bx Occurred: ____ / ____ = ____ % Percentage of Intervals Bx Occurred: ____ / ____ = ____ %

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Partial Interval Recording Form A (Undefined Intervals)

Put an X in intervals where the target behavior occurred even once during the interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

Total Observation Time: _____ Length of Each Interval: _____

Date: _____ Observation # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Date: _____ Observation # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Date: _____ Observation # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Directions for determining partial interval percentage:
Find the total number of intervals where target behavior was observed. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred.
____ / ____ = ____ % of daily intervals when target behaviors were observed

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Partial Interval Recording Form C (5-Minute Intervals)

Student: _____ Grade: _____ Teacher: _____
Observer: _____ Date: _____
Target Behavior Definition(s) (must be specific, observable, and measurable): _____

Bx 1: _____
Bx 2: _____

Directions for Taking Partial Interval Data

- If the behavior occurred even once during the interval, put a "+" in the box.
- If the behavior did not occur during the interval, put a "-" in the box.
- An empty box means that no data was taken during that time period and the interval is not counted (such as any hours the student was not in school).

Time	Bx 1	Bx 2
7:30-7:35		
7:35-7:40		
7:40-7:45		
7:45-7:50		
7:50-7:55		
7:55-8:00		
8:00-8:05		
8:05-8:10		
8:10-8:15		
8:15-8:20		
8:20-8:25		
8:25-8:30		
8:30-8:35		
8:35-8:40		
8:40-8:45		
8:45-8:50		
8:50-8:55		
8:55-9:00		
9:00-9:05		
9:05-9:10		
9:10-9:15		

Time	Bx 1	Bx 2
8:15-8:20		
8:25-8:30		
8:35-8:40		
8:45-8:50		
8:55-9:00		
9:05-9:10		
9:15-9:20		
9:25-9:30		
9:35-9:40		
9:45-9:50		
9:55-10:00		
10:05-10:10		
10:15-10:20		
10:25-10:30		
10:35-10:40		
10:45-10:50		
10:55-11:00		

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Whole Interval Recording Form A

Whole Interval: Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

Total Observation Time: _____ Length of Each Interval: _____

Date: _____ Interval # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Date: _____ Interval # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Date: _____ Interval # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Date: _____ Interval # _____ Total # Intervals with an X: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Q or X

Directions for determining whole interval percentage:
Find the total number of intervals where target behavior was observed for the entire interval. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred.
____ / ____ = ____ % of daily intervals when target behaviors were observed

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Whole Interval Recording Form B

Whole Interval: Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

Date: _____

	00	05	10	15	20	25	30	35	40	45	50	55
7:00												
8:00												
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												
3:00												

Date: _____

	00	05	10	15	20	25	30	35	40	45	50	55
7:00												
8:00												
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												
3:00												

Directions for determining whole interval percentage:
Find the total number of intervals where target behavior was observed for the entire interval. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred for the entire interval.
____ / ____ = ____ % of daily intervals when target behaviors were observed

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Step 2B: Partial Interval Recording Forms

- ✓ Mark if the behavior occurred at any point during the interval
- ✓ Best for behaviors that happen frequently or briefly
- ✓ Helps show how much of the day is affected

Examples of Good Fits:

- *calling out repeatedly*
- *ongoing off-task behavior*
- *scripting or repetitive noises*

Partial Interval Recording Form B (1-Minute Intervals)

Put an X in intervals where the target behavior occurred even once during the interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

From Minute	To Minute		From Minute	To Minute		From Minute	To Minute	
1	2		16	17		31	32	
2	3		17	18		32	33	
3	4		18	19				
4	5		19	20				
5	6		20	21				
6	7		21	22				
7	8		22	23				
8	9		23	24				
9	10		24	25				
10	11		25	26				
11	12		26	27				
12	13		27	28				
13	14		28	29				
14	15		29	30				
15	16		30	31				

Percentage of Intervals Bx Occurred: ____/____ % Percentage of Intervals Bx Occurred: ____/____ %

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Partial Interval Recording Form A (Undefined Intervals)

Put an X in intervals where the target behavior occurred even once during the interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms): _____

Total Observation Time: _____ Length of Each Interval: _____

Date: _____ Observation # _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
O or X																	

Date: _____ Observation # _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
O or X																	

Date: _____ Observation # _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
O or X																	

Date: _____ Observation # _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total # Intervals with an X
O or X																		

Directions for determining partial interval percentage:

Find the total number of intervals where target behavior was observed. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred.

_____/_____*_____% of daily intervals when target behaviors were observed

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Partial Interval Recording Form C (5-Minute Intervals)

Student: _____ Grade: _____ Teacher: _____
Observer: _____ Date: _____

Target Behavior Definition/s (must be specific, observable, and measurable): _____

Bx 1: _____
Bx 2: _____

Directions for Taking Partial Interval Data

- If the behavior occurred even once during the interval, put a "+" in the box.
- If the behavior did not occur during the interval, put a "-" in the box.
- An empty box means that no data was taken during that time period and the interval is not counted (such as any hours the student was not in school).

Time	Bx 1	Bx 2
7:30-7:35		
7:35-7:40		
7:40-7:45		
7:45-7:50		
7:50-7:55		
7:55-8:00		
8:00-8:05		
8:05-8:10		
8:10-8:15		
8:15-8:20		
8:20-8:25		
8:25-8:30		
8:30-8:35		
8:35-8:40		
8:40-8:45		
8:45-8:50		
8:50-8:55		
8:55-9:00		
9:00-9:05		
9:05-9:10		
9:10-9:15		

Time	Bx 1	Bx 2
9:15-9:20		
9:20-9:25		
9:25-9:30		
9:30-9:35		
9:35-9:40		
9:40-9:45		
9:45-9:50		
9:50-9:55		
9:55-10:00		
10:00-10:05		
10:05-10:10		
10:10-10:15		
10:15-10:20		
10:20-10:25		
10:25-10:30		
10:30-10:35		
10:35-10:40		
10:40-10:45		
10:45-10:50		
10:50-10:55		
10:55-11:00		

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Step 2C: Whole Interval & Time Based Recording Forms

- ✓ Mark only if the behavior lasted **the entire interval**
- ✓ Useful for building or strengthening replacement behaviors
- ✓ Structured time grids support scheduled observations

Examples of Good Fits:

- *staying in seat*
- *working independently*
- *remaining in assigned area*

Whole Interval Recording Form A

Whole Interval- Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms):

Total Observation Time: _____ Length of Each Interval: _____

Date: _____

Interval #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
O or X																				

Date: _____

Interval #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
O or X																				

Date: _____

Interval #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
O or X																				

Date: _____

Interval #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
O or X																				

Directions for determining whole interval percentage:

Find the total number of intervals where target behavior was observed for the entire interval. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred.

____ / ____ = ____ % of daily intervals when target behaviors were observed

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Whole Interval Recording Form B

Whole Interval- Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms):

Date: _____

	:00	:05	:10	:15	:20	:25	:30	:35	:40	:45	:50	:55
7:00												
8:00												
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												
3:00												

Date: _____

	:00	:05	:10	:15	:20	:25	:30	:35	:40	:45	:50	:55
7:00												
8:00												
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												
3:00												

Directions for determining whole interval percentage:

Find the total number of intervals where target behavior was observed for the entire interval. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred for the entire interval.

____ / ____ = ____ % of daily intervals when target behaviors were observed

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Step 3A: Calculate Daily Percentage

- Count the number of intervals with behavior
- Divide by total intervals to get your daily percentage
- Works for both partial and whole interval forms
- Record one percentage per day

Whole Interval Recording Form B

Whole Interval- Only put an X in intervals where the target behavior occurred during the entire interval.

Student Name: _____ Class: _____

Observer's Name: _____ Activity: _____

Target Behavior Definition (Please describe in specific, observable, quantifiable terms):

Date: _____

	:00	:05	:10	:15	:20	:25	:30	:35	:40	:45	:50	:55
7:00	X	X	X	X	X		X			X		
8:00		X	X	X	X							
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												
3:00												

Date: _____

	:00	:05	:10	:15	:20	:25	:30	:35	:40	:45	:50	:55
7:00												
8:00												
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												
3:00												

Directions for determining whole interval percentage:

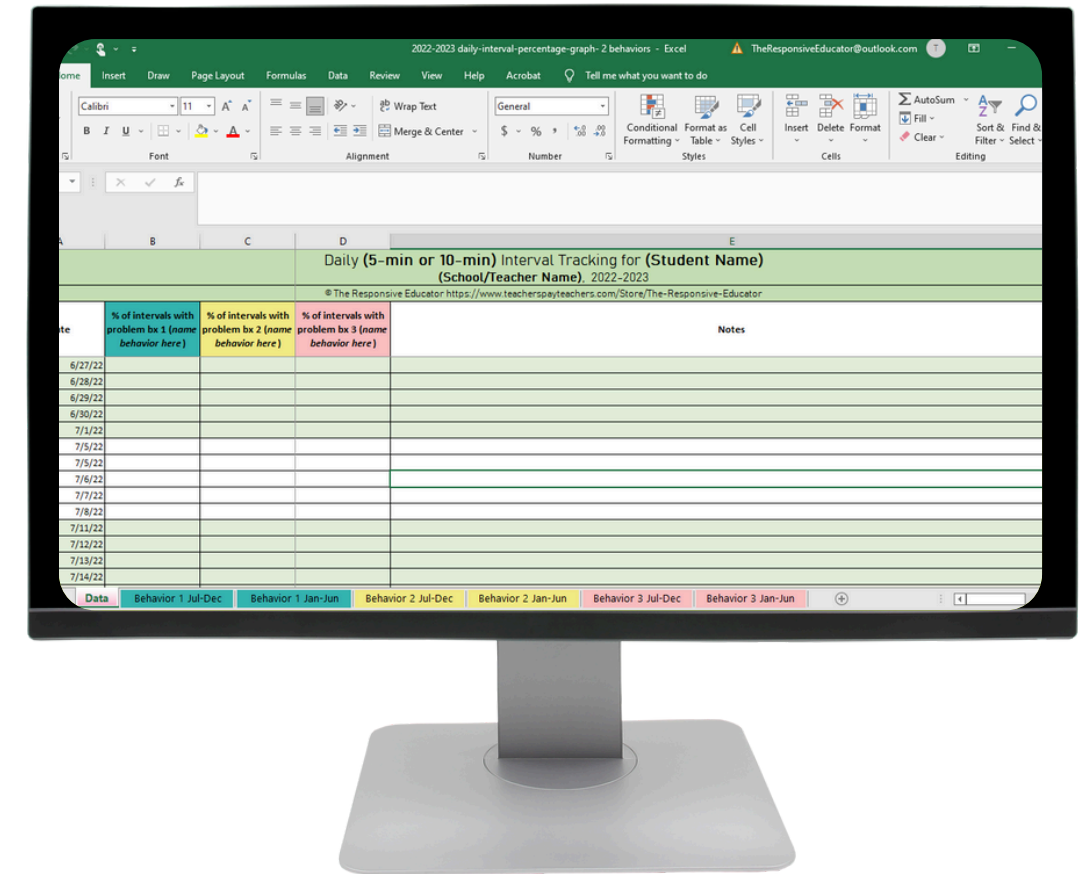
Find the total number of intervals where target behavior was observed for the entire interval. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred for the entire interval.

_____ / _____ = _____ % of daily intervals when target behaviors were observed

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Step 3B: Enter Daily Percentages into the Spreadsheet

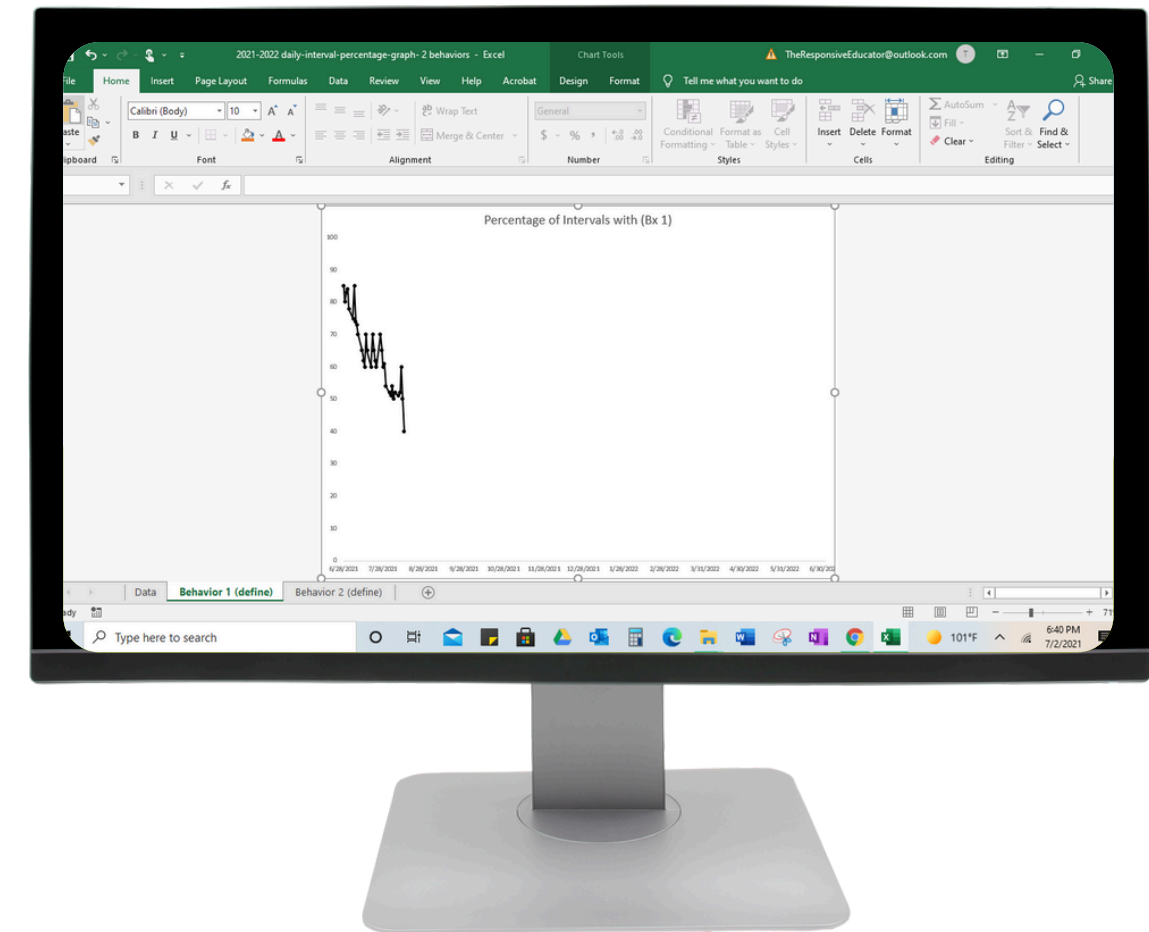
- Enter one daily percentage per behavior
- Each behavior has its own tab
- Data is organized by date automatically so you can monitor progress over time
- No formulas required — just type in your percentages



★ **Only daily percentages are entered — the spreadsheet does the rest.**

Step 4: View Clear Progress Trends in Graphs

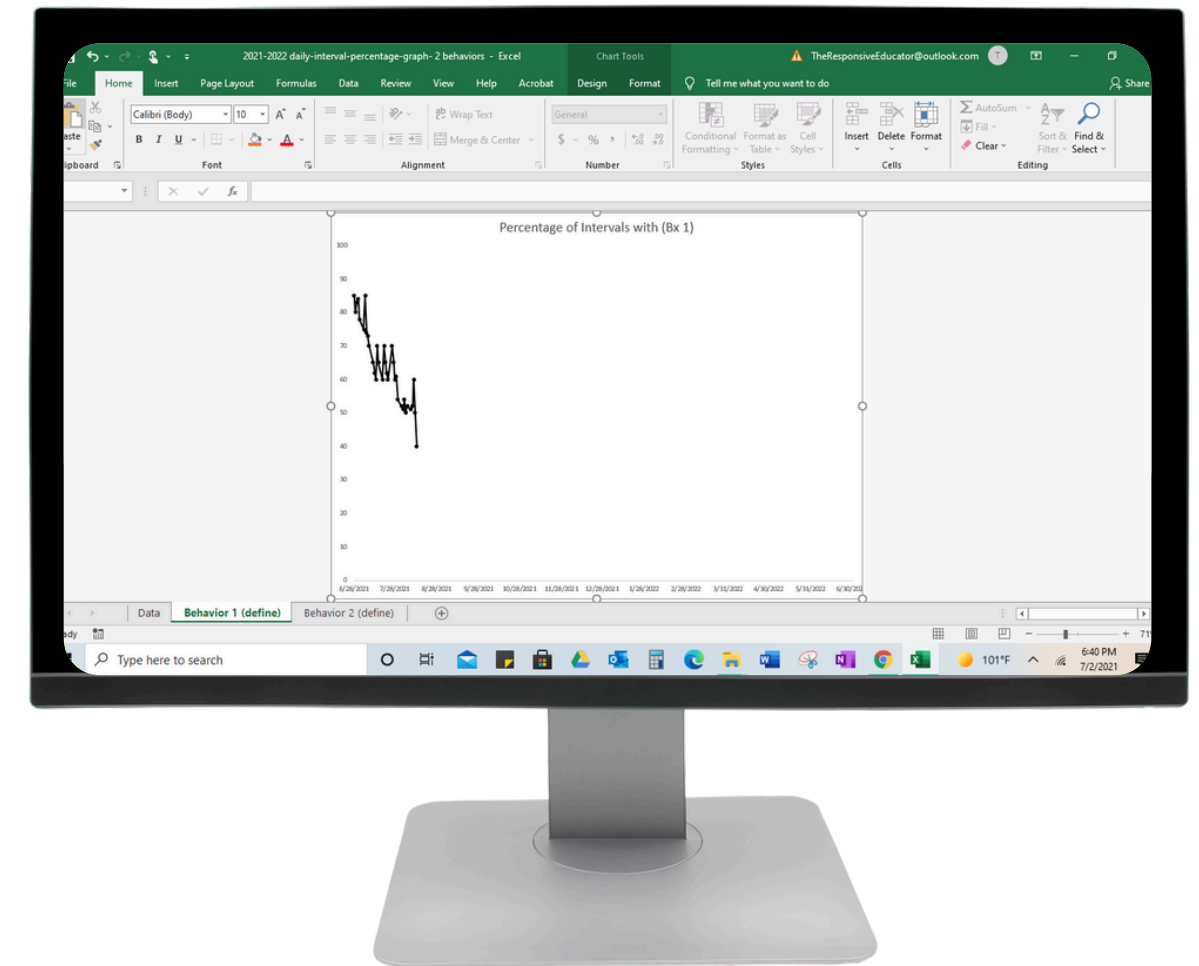
- ✓ Graphs are already set up — no formatting or chart building needed.
- ✓ Graphs update automatically as new data is entered
- ✓ See whether behaviors are increasing, decreasing, or staying the same
- ✓ Use trends to decide whether supports are working or need to be adjusted



★ **Clear visuals make progress easier to see and explain.**

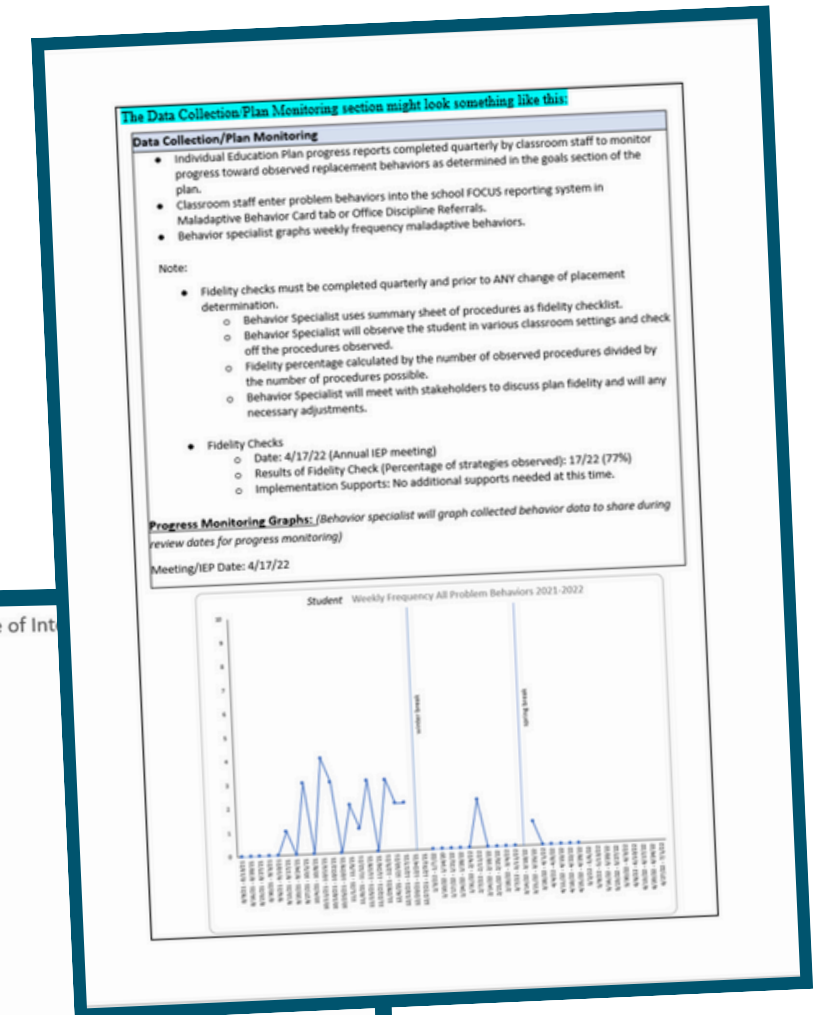
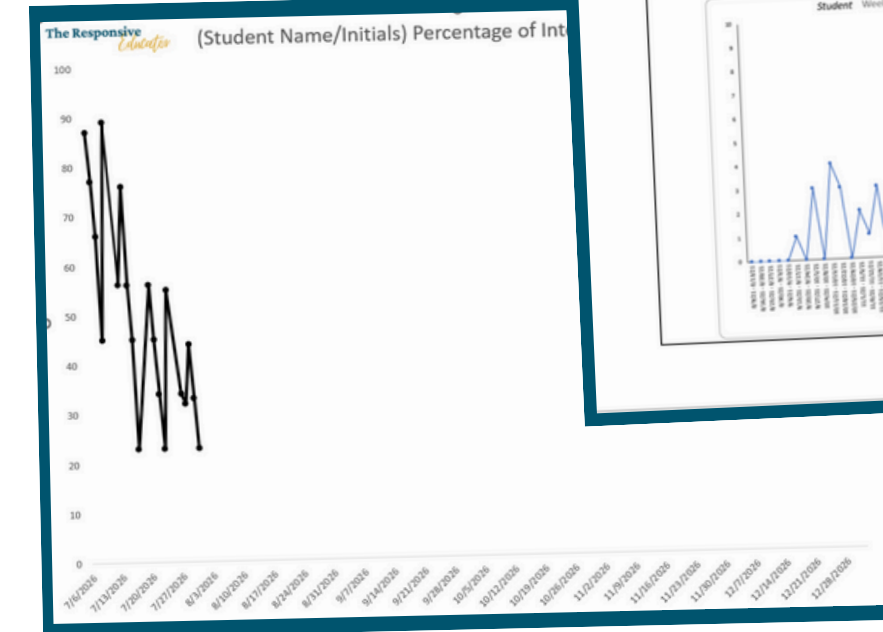
Step 5A: Use Visual Data to Identify and Explain Patterns

- See patterns that are hard to notice from notes or checkmarks alone
- Spot trends across days or weeks (increasing, decreasing, or stable)
- Notice changes after supports or interventions are added
- Identify times or sessions with higher or lower percentages of intervals with behavior



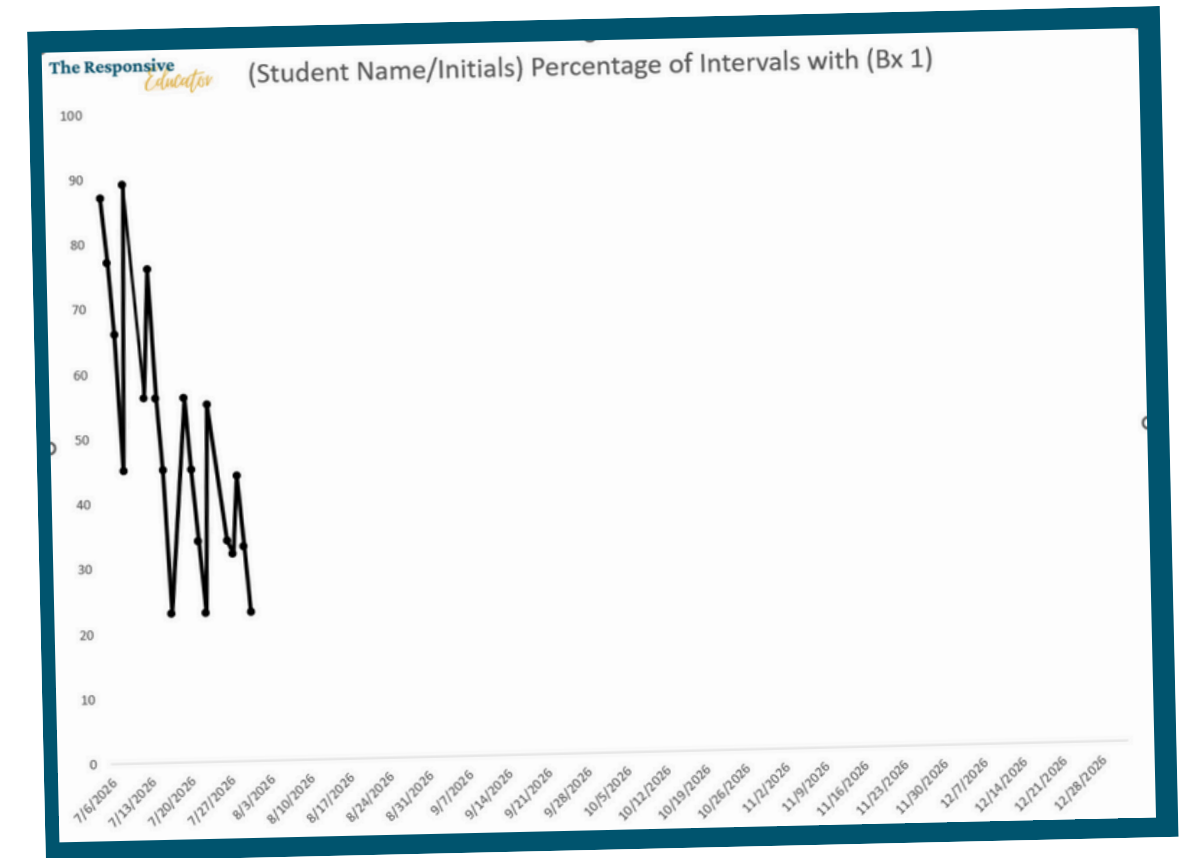
Step 5B: Use Graphs to Monitor Progress on IEP and BIP Goals

- Track whether behavior is improving, staying the same, or increasing over time
- Document progress toward IEP and behavior goals
- Show whether supports and interventions are working
- Provide data to support changes to goals, services, or placement



Step 5C: Use Visual Data in IEP Meetings and Team Discussions

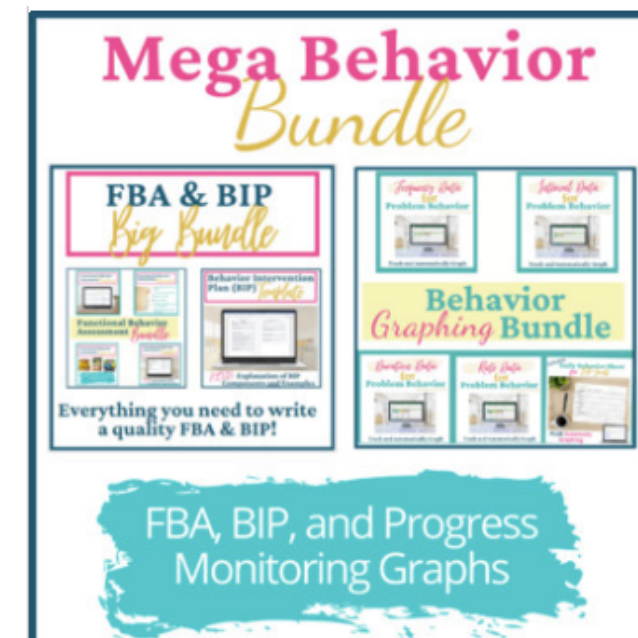
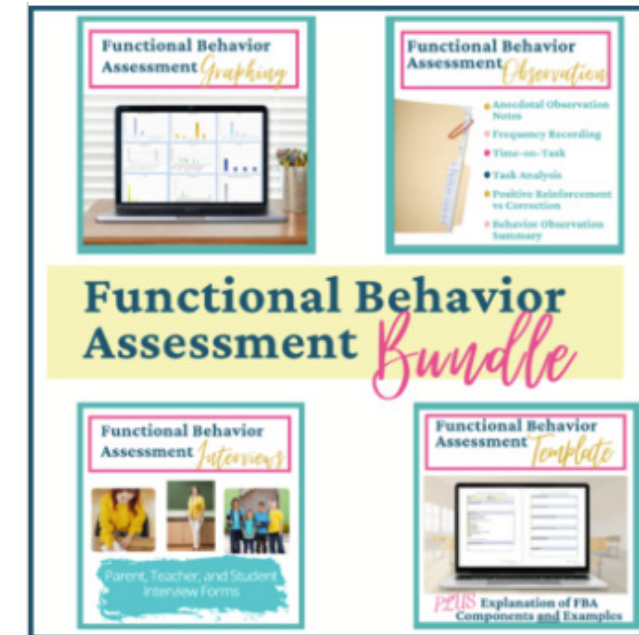
- Help families understand student progress over time, not just isolated incidents
- Share clear updates with counselors, therapists, and support staff
- Guide team decisions about continuing, adjusting, or fading supports
- Increase confidence when explaining data-based recommendations



★ **Visual data helps shift conversations from opinions to patterns**

Looking For a More Complete System?

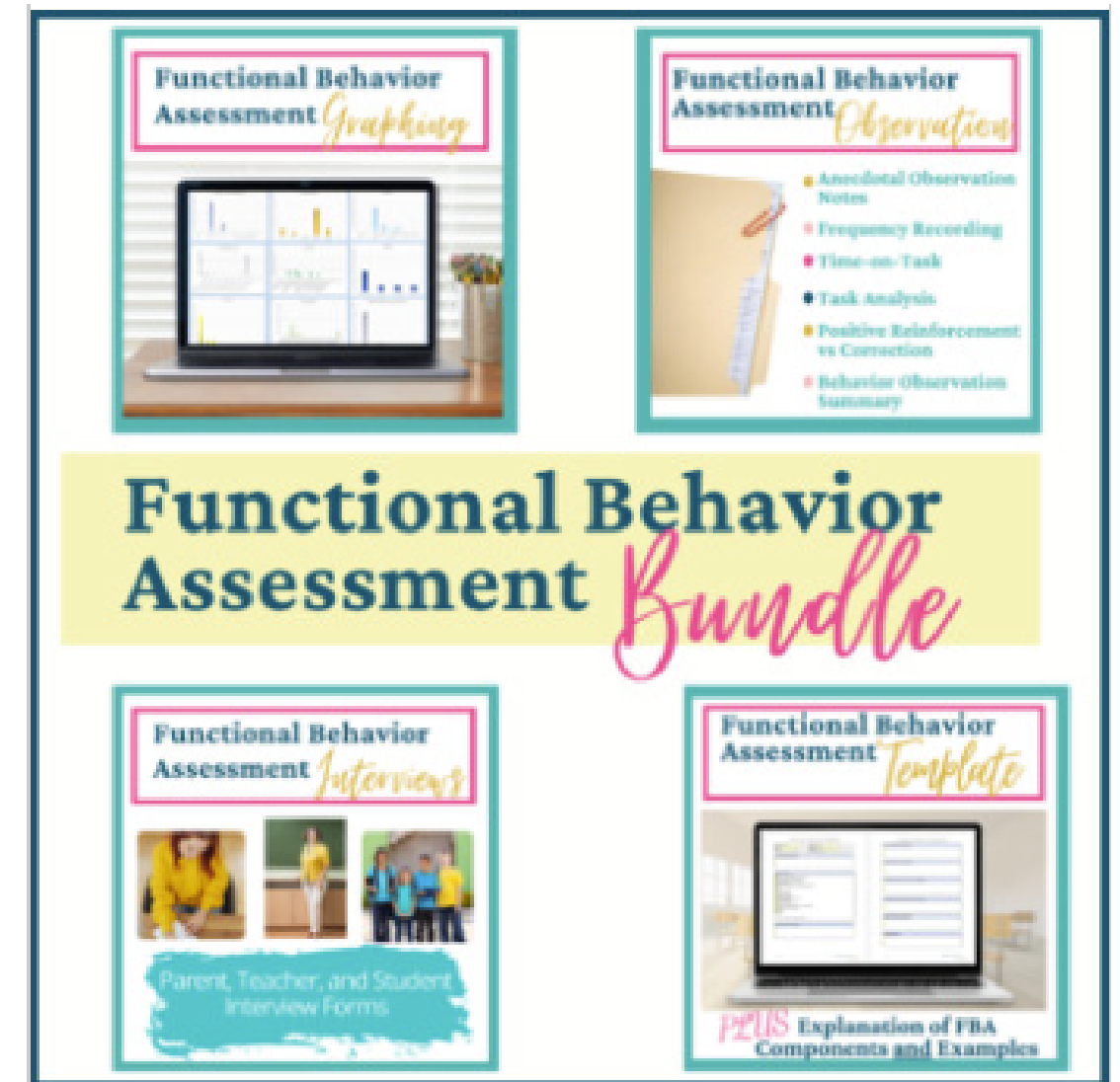
- Bundle #1: FBA Bundle
(4 products)
- Bundle #2: FBA + BIP Big Bundle
(5 products)
- Bundle #3: FBA + BIP + Progress Monitoring Bundle
(10 products)



SCROLL ON TO
LEARN MORE!

Bundle #1: FBA Bundle

- ✓ Behavior Observation Form
- ✓ FBA Interview Forms
 - Parent, Teacher, & Student Interview Forms
- ✓ ABC Behavior Data and Graphing
- ✓ Example of FBA
 - explanation and examples of all FBA components + digital FBA template



Bundle #2: FBA + BIP Bundle

Everything from Bundle #1

PLUS

- Example of BIP
 - explanation and examples of all BIP components + digital BIP template



Bundle #3: FBA + BIP + Progress Monitoring Bundle

Everything from Bundles #1 & #2 PLUS Behavior Progress Monitoring

- Editable Daily Point Sheet for IEP Goals PLUS Progress Monitoring Graph
- Duration Recording Form (print & digital) PLUS Progress Monitoring Graph
- Frequency Recording Forms (print & digital) PLUS Progress Monitoring Graph
- Rate Recording Forms (print & digital) PLUS Progress Monitoring Graph

