

Six observation layouts — narrative, interval with a comparison peer built in, plain interval recording, scatterplot, a classroom setting review, and a teacher interview form — each one built to carry observable words and a time stamp. Fillable PDF.

[illegible]

BRIGHT PATH SPEED

Which Form for Which Observation

The referral question tells you which layout to bring into the room. Every form on these pages carries observable words and a time stamp; none of them carries a conclusion.

IF THE REFERRAL QUESTION IS	USE	WHERE
A plain, minute-by-minute record: what happened, what came right before it, what came right after, and what everyone in the room did	Narrative Observation Form	Page 5
How often the behavior occurs across short, equal blocks of time, with a comparison peer watched at the same instant	Interval Observation with Peer Comparison	Page 6
How often the behavior occurs across short, equal blocks of time, with no peer to compare	Interval Recording Sheet	Page 7
You do not yet know which part of the day to watch, and need two weeks of time blocks to look at first	Scatterplot	Page 8
The question is about the room itself — seating, materials, transitions, adult proximity, pacing, noise — not about one student	Classroom Setting Review	Page 9
You were not in the room, and need the classroom teacher's own account of what the behavior looks like and when	Teacher Interview Form	Page 10

The rule every page in this file follows

Observable words and a time stamp, on every row of every form. “Left his seat at 9:14 and walked to the window” is data; “was avoiding work” is a judgment two observers would not write the same way. No page in this file states or implies why a behavior happened; that is read from the rows afterward, by the team, not written on the form.

What this file is not

Not a functional behavior assessment, not a behavior intervention plan, and not a tool for assigning any label. These pages record one observation at a time; what the team concludes from a set of them belongs on the team's own paperwork.

Before you walk into the room

- ☐ Match the referral question to a form on this page and write the page number on your own notes, so you are not deciding again in the hallway.
- ☐ Tell the classroom teacher when you will be in the room, unless the referral specifically asks for an unannounced visit.
- ☐ Bring a watch or a phone with a visible clock; every form on these pages asks for a time.
- ☐ Write only what you would be comfortable reading aloud to the family and the teacher in the same meeting.
- ☐ Decide before you start whether this is an announced or unannounced visit, and write that on the form itself, not just in your own head.

Narrative Observation Form

Minute by minute, in observable words: what the student did, what happened right before, what happened right after, and what everyone else in the room did.

STUDENT

OBSERVER

DATE _____

SETTING

ACTIVITY

START TIME

STOP TIME

TOTAL MINUTES

[illegible]

Write what a clock and a camera would have recorded

A time for every row, even an approximate one. “Pushed the folder off the desk and said ‘no’ twice” is a row; “refused to work” is not. Write what the adults in the room did too, even when it was not what a plan on file says to do — this form is a record, not a grade on anyone’s response.

Interval Observation with Peer Comparison

Twenty intervals, one target student and one unselected comparison peer, marked on-task or not at the same instant, so one number can sit beside the other.

TARGET STUDENT	COMPARISON PEER (INITIALS)	DATE	ACTIVITY / TASK

INTERVAL →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Target: on-task (Y / N)																				
Comparison peer: on-task (Y / N)																				
Same as peer? (Y / N)																				

	INTERVALS ON-TASK	INTERVALS OBSERVED	PERCENT ON-TASK
Target student		20	
Comparison peer		20	
Matched intervals		20	

Two clocks, one interval length

Pick the interval length before you start (fifteen or thirty seconds works for most classrooms) and an unselected peer already doing the assigned task — not the student picked because they never cause trouble. At the end of each interval mark the target student Y or N for on-task, then the peer, then whether the two matched, in that order, every time.

Why a comparison peer

A target student on-task 60 percent of the time reads differently next to a peer at 90 percent than next to a peer at 65 percent. The peer is not a standard to meet; it is what “typical” looked like in that room on that day. Count all three rows and carry the percents to the summary page (page 11).

What a low match count does and does not mean

A low percentage of matched intervals says the target student and the comparison peer were on-task at different moments; it does not say why, and it does not say the peer was chosen well or poorly. If the peer themselves was off-task for long stretches, write that on the narrative form (page 5) so the team reads the comparison the same way you did.

Scatterplot

Two weeks of time blocks. Shade how much of the behavior happened in each block and the pattern points at which part of the day to watch next.

STUDENT

BEHAVIOR BEING OBSERVED

WEEKS OF

TIME BLOCK (EDIT)	WEEK 1					WEEK 2				
	M	T	W	TH	F	M	T	W	TH	F
8:00										
8:30										
9:00										
9:30										
10:00										
10:30										
11:00										
11:30										
12:00										
12:30										
1:00										
1:30										
2:00										
2:30										
3:00										

Shade, do not tally

Leave the cell blank for none, write **1** for once, **2** for two or three, **3** for four or more (or shade lighter to darker). After two weeks the dark cells line up in a row or a column: a time of day, or a particular day. Take the narrative form (page 5) to that block next.

What is scheduled in the dark blocks

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Classroom Setting Review

Sixteen things about the room itself, not the student: seating, materials, transitions, adult proximity, pacing, noise. Type what is actually there.

OBSERVER

CLASSROOM / TEACHER

DATE

CATEGORY	WHAT THE OBSERVER IS CHECKING	WHAT IS ACTUALLY THERE (TYPE IT)	PRESENT? (Y / N)
Seating	Where the target student sits, relative to the teacher		
Seating	Where the target student sits, relative to peers		
Materials	Materials on the desk or table at the start of the task		
Materials	Extra or distracting materials within reach		
Transitions	How transitions in and out of this activity are signaled		
Transitions	About how long the transition took		
Transitions	What the student was doing during the transition		
Adult proximity	Closest adult's location during independent work		
Adult proximity	Adult proximity when the direction was given		
Adult proximity	Adult proximity at the moment the behavior occurred		
Pacing	Length of the task as assigned		
Pacing	Wait time between the direction and the deadline		
Pacing	Point in the task when attention seemed to shift		
Noise	Ambient noise level at the start of the activity		
Noise	Ambient noise level at the moment of the behavior		
Noise	Nearest source of noise or movement in the room		

A review of the room, not of the student

This page describes the setting the same way whether or not the target student is in it. A cramped seating chart, a loud transition, or a long wait between the direction and the deadline is a fact about the room; whether it matters for this student is for the team to decide once, not for this page to decide first.

SUMMARY

Observation Summary

Every observation from this cycle on one page: date, form, minutes, and what was seen in counts and percents, so the team reads one page instead of a stack.

STUDENT

REFERRAL QUESTION / REASON FOR OBSERVATION

SCHOOL YEAR

The first row below is an invented example so the format is clear; it is not a real student. Everything under it is blank for your own observations.

DATE	FORM USED (PAGE)	MINUTES	WHAT WAS SEEN (COUNTS / PERCENT)	OBSERVER
9/9 <i>(invented example)</i>	<i>Interval Observation with Peer Comparison, page 6</i>	10	<i>Target on-task 11 of 20 intervals = 55%; comparison peer 17 of 20 = 85%</i>	<i>JR (invented)</i>

OBSERVATIONS COMPLETED THIS CYCLE

TOTAL MINUTES OBSERVED

SETTINGS COVERED (RM, HALL, CAF, REC, ETC.)

Patterns noticed across settings or observations

Questions for the team before the next meeting