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TIPS FOR MAKING DATA COLLECTION EASY FOR YOUR PARAPROFESSIONALS:

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1. Planning and preparation will maximize your results. Before you start, ask yourself, “What do I know?” and “What do I need to know?” Do you need to gather baseline data on the current rate, duration, and intensity of the behavior or do you need to investigate the antecedents and consequences that correlate with the problem behavior?

2. Think twice about using anecdotal or narrative data. It is time consuming and does not give you the precise data needed for intervention.

3. Make sure the data collected is accurate and valid. Focus in on the exact behavior(s) you want to target, and write a problem definition(s). Describe the behavior in observable, measurable terms and with enough detail that a stranger could re-create the behavior based on your definition. Have your paraprofessional read it and try it out. If they have questions, modify your definition until there is no uncertainty.

4. Determine how your paraprofessional will collect the data. Is it necessary to capture and record every instance of the problem behavior or will a sample of behavior provide enough information? If the behavior occurs frequently enough, consider collecting baseline by measuring the child’s rate of problem behavior for 15-20 minute periods several times during the week.

5. Provide paraprofessionals with the data form. When possible, customize the form. For example, if there is more than one behavior to track, consider having the behavior definitions at the top of the page with a corresponding symbol or abbreviation that staff can circle to indicate the behavior occurred.

6. Teach your paraprofessionals how to use the data form. Explain how to fill out the form and provide an opportunity to record data in real time while you observe and give feedback.

7. Teach your paraprofessionals these rules of data collection:

1.) If describing events, language should be concise, factual, and based on observations, not personal interpretation. 2.) Record the incident when it happens. Relying on memory to record later will compromise the accuracy of the information.

8. Schedule time daily to calculate and graph total count for the day, rate, average duration, percentage of occurrence, etc.

If you knew something wasn't working, would you keep doing it? By looking at your data on a daily basis, you can quickly make changes when interventions aren't working and can celebrate when they are!

Direct link to our website:

www.KansasASD.com

www.TASNBehaviorSupports.com

FEBRUARY TRAININGS

February 19, 3:30-4:15

Webinar Series: Four Part Series on Data Collection: Part 1, Selecting and Defining Behavior(s)

Link to register for Part 1:

<http://www.surveymonkey.com/s/TASN-ATBS-web11>

February 20-21

Autism Diagnostic Team (ADT) Training

***Registration Closed**

February 26, 3:30-4:15

Webinar Series: Four Part Series on Data Collection: Part 2, Obtaining a Baseline Measure

Link to register for Part 2:

<http://www.surveymonkey.com/s/TASN-ATBS-web12>

TIPS FROM THE CORNER:

Collecting data on behavioral objectives and goals can be difficult, as we all know. There are some steps that you can take in order to make this process easier and more accurate for you and your staff:

1. Create a data binder for each student. Here are some things that you can consider including:

- IEP or IEP at a Glance in the front.
- Most recent IEP Progress Report.
- A divider or tab for each goal that is being addressed through the IEP.
- Print all of your data collection sheets at the beginning of the IEP cycle and keep them in the binder. This makes managing each binder easier for you as the year gets more hectic!

2. Pick a "Data Day". Pick a day (or two, depending on your caseload) during each week that the students do not miss often. In most districts, that is Wednesday. Each Wednesday, plan on taking data on all goals (when possible). This gives you the rest of the week to focus on teaching!

3. Have a storage location that is easy to get to, as well as secure. These binders will contain a mountain of private information regarding students.

The question has often been asked, "HOW do I collect data on behavioral objectives?" There are many ways to collect data, but here are a few that have been proven to be effective:

- Frequency (How often the behavior occurs)
- Rate (How often the behavior occurs during a specified period of time)
- Duration (How long the behavior lasts)
- Latency (Length of time between when the behavior was requested and when it begins)

Umbreit, John. *Functional behavioral assessment and function-based intervention: an effective, practical approach*. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall, 2007. Print.

