

Data Collection

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Agenda

01

Data collection

Discussion of what has
and has not been working
in this COVID craziness.

02

Data

Let's go back to the basics.

03

Resources

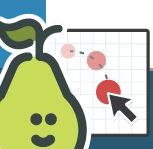
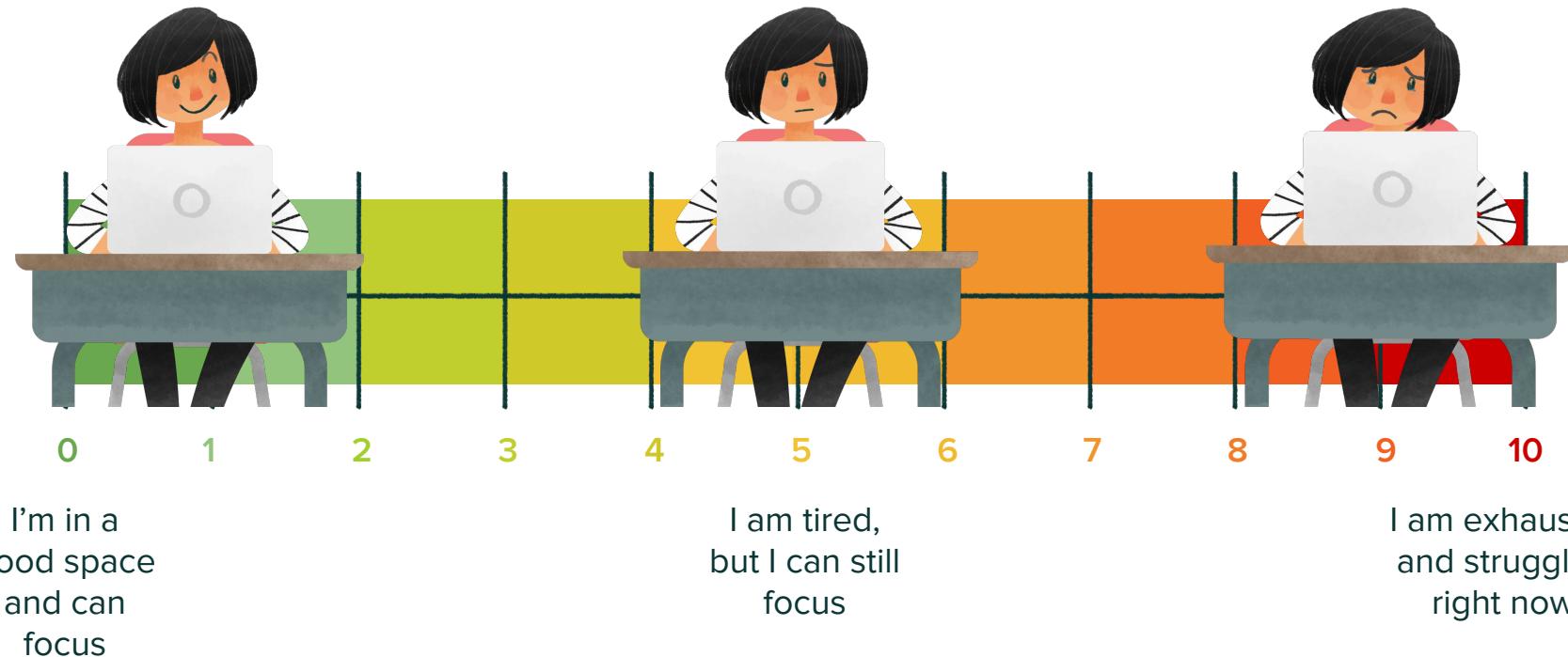
Take home resources.

04

**PRACTICAL
EXERCISES**

If there is time- we will
practice together on a
volunteer's goals.

Stress Check

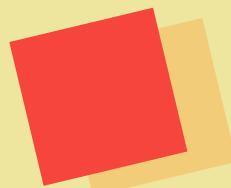


Students, drag the icon!

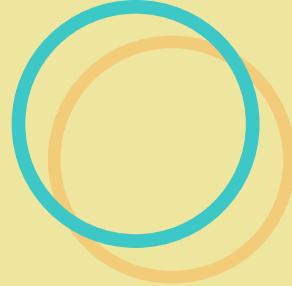
INTRODUCTION



- We are in a place unlike any other.
- Have to re-conceptualize what we knew how to do.
- Progress monitoring is the most efficacious means for making instructional decisions.
 - Need to collect and analyze data to PM.



Remember...



Mode

What is your current mode of instruction?

1. Full time online
2. Full time in person
3. Hybrid



Students choose an option

Type one data strategy that has worked and one that has not.



Students, draw anywhere on this slide!

Data collection

Data collection still needs to occur, although many targets have changed.

Data collection was likely difficult to begin with, but now....

How do we collect meaningful, valid and accurate data in our current circumstances?

Data collection

Let's get back to basics

Observation Method	Records the...	Used when...	Examples	Used to report...	IOA Method
Permanent Product	<u>Outcome</u> of the behavior	Behavior has <u>enduring effects</u>	The number of math problems done	Total amount of behavior	Total agreement smaller/larger x 100
Event/Frequency	The <u>number of times</u> the behavior occurs	Behavior with <u>equal durations</u>	The number of times a child is aggressive	Total number, rate, or % opportunities	Total, or block-by-block smaller/larger x 100
Duration	The time <u>from the onset to the offset</u> of a behavior	Behavior where <u>time engaged in important</u>	The duration of a tantrum	Total, mean, or proportion of time	
Latency	The time <u>from a stimulus to the onset</u> of behavior	Behavior where <u>reponse time is important</u>	How rapidly someone acts after a fire alarm	Total mean	Total smaller/larger x 100
IRT	The time from the <u>end of behavior to start of next</u>	<u>Time between behavior</u> is important	The number of math problems done		
Whole-interval Time Sampling	Response if it occurs <u>throughout</u> the interval	Behavior is continuous and goal is <u>increase</u>	Total time devoted to remaining on task	% of intervals	
Partial-interval Time Sampling	Reponse if it occurs <u>at any time</u> in the interval	Behavior is continuous and goal is <u>decrease</u>	The presence or absence of thumb-sucking	Interval Agreements/Agreements plus disagreements x 100	
Momentary Time Sampling	Response if it occurs <u>at the end</u> of the interval	Behavior is continuous and <u>hard to observe</u>	Stereotypic behavior		

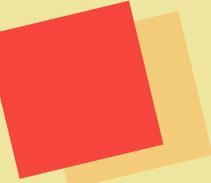
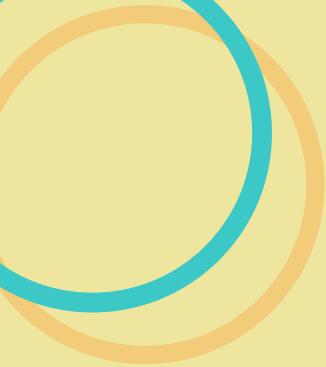
Making data collection decisions

Choose the most crucial

- Consider data targets to be those that allow for most significant progress monitoring decisions to be made.
- Some goals are just not going to be measured in this environment (e.g. sitting in assigned classroom seat)
- Others may not be a consideration in virtual environments (e.g. physical aggression towards peers).

Consider...

- Will the data be valid?
- Will it be feasible?
- Will it help improve instruction?
- Bang for your buck- E.g. duration gives frequency, IRT and duration measures.
- Frequency with which you will collect data (can be discontinuous)



So how do we do this?

Academic Tool

<https://charts.intensiveintervention.org/aprogressmonitoring>

<https://charts.intensiveintervention.org/bprogressmonitoring>

Behavior Tools

Digitize data collection

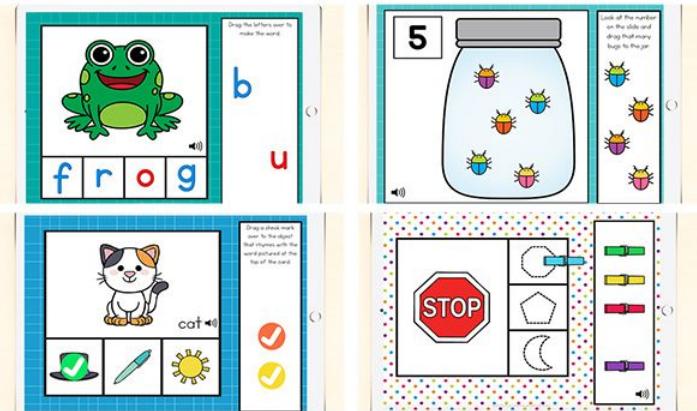
Boom Cards

Premade and individualized assessment

Assign decks of cards to student/classes to collect % correct and fluency data.

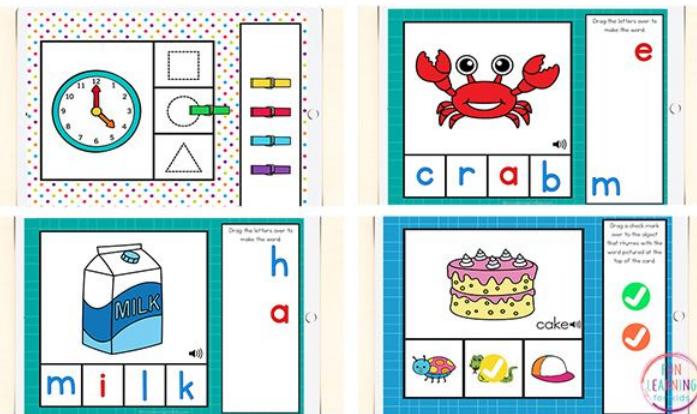
K-12 content

Art, OT, Math, PE, SPED, SLP, SEL, Science, etc.



BOOM CARDS

FREE DECKS!



Digitize data collection

Easy CBM

- 1150 benchmark and progress monitoring measures targets
- Math & reading
- K-5
- Allows you to assess then creates individualized student reports

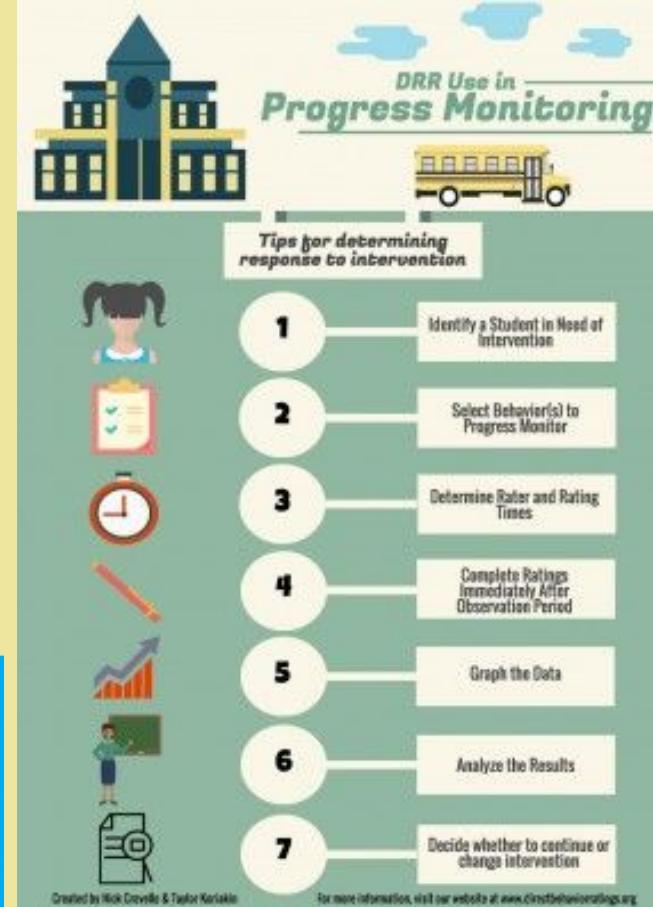
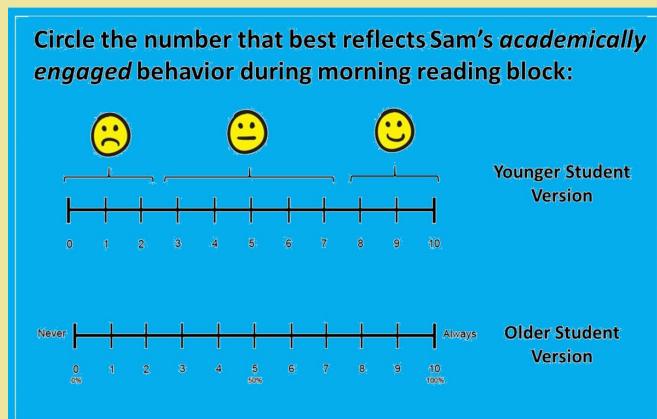
The image shows a 2x2 grid of digital assessment screens. Each screen has a light gray header and footer.

- Top Left:** A house icon with a small square window and a door. Below it is a subtraction problem: $— - =$. To the right is a grid of shapes: triangle, square, rectangle, and two L-shaped polygons. Below the grid are three options: 10, 5, and 7. At the bottom right is a "Next" button with a circular arrow icon.
- Top Right:** A subtraction problem: $4 + 5 - 3 + 3 =$. To the right are three comparison operators: =, <, and >. Below the operators are three buttons: "Back", "All Done" (underlined), and "Next" with a circular arrow icon.
- Bottom Left:** Text: "Jane has 12 stickers. She gives 5 to Sam. How many does she have left?". Below the text are three options: 10, 5, and 7. At the bottom right is a "Next" button with a circular arrow icon.
- Bottom Right:** A sequence of numbers: 55, 56, 57, 58, ___, ___, ___. Below the sequence is the question "What comes next?". To the right are three options: 60, 61, 62, 50, 51, 52, and 59, 60, 61. At the bottom right is a "Next" button with a circular arrow icon.

Digitize data collection

Direct Behavior Rating

- Brief rating of target behavior following observation period.
- Repeatedly assess key behavior.
- Can be used as a communication tool.
- Evidence-based



G-Suite

- Easy place to create a virtual student binder
- Parents can help!
 - But are also likely overwhelmed.
- Some students can self-monitor.
- Easy to use- may be time consuming to set up (use resources).
- Graphs for you.

OW Data Collection

Skill Acquisition Data Collection

Replacement Behaviors

Mands for juice

	1	2	3	4	5
Independent	<input type="checkbox"/>				
Prompted	<input type="checkbox"/>				
Refusal	<input type="checkbox"/>				

Mands for cookie

	1	2	3	4	5
Independent	<input type="checkbox"/>				
Prompted	<input type="checkbox"/>				

Don't forget to graph!

Make it easier

- Don't reinvent the wheel!
- Create templates, find them online or email me.
- Be sure to graph at least weekly, and assess the graphed data.
- Utilize students where possible.

Remember

1

2

3

4

You

You are doing a
good job!

Change

If you are
struggling,
might need to
change
dimension or
target

Technology

Use technology
as your friend.

Graph!

Graph that
data!

RESOURCES

Boom cards- <https://wow.boomlearning.com/>

Academic- <https://charts.intensiveintervention.org/aprogressmonitoring>

Behavior- <https://charts.intensiveintervention.org/bprogressmonitoring>

Easy CBM- <https://www.easycbm.com/about.html>

Direct Behavior Rating (DBR)- <https://dbr.education.uconn.edu/>

PaTTAN-<https://www.pattan.net/Supports/Special-Educator-Related-Service-Provider-Showcase/Progress-Monitoring-Resources>

75 digital tools and apps for formative assessment-

[https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-for
mative-assessment/](https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/)

Google forms instruction (free)- <https://www.youtube.com/watch?v=gcJRVhGrbAY>,

<https://www.perkinselearning.org/technology/blog/progress-monitoring-google-forms>

THANKS!

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