General Contact Form

Message overview

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Message fields

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TYPE OF SESSION PROPOSED
Breakout Session

Alternate Review
n/a

If your session is recommended for a poster instead of a Breakout, what adjustments if any will be made to support this format?
n/a

Title of Session
Graphing Student Data: Tips and Tricks

Description of Session for the Program
Graphing student data is an important but often overlooked skill. In this presentation, we will provide a step-by-step overview of electronically graphing academic and behavioral progress monitoring data. We will also discuss the importance of data management and tracking progress over time for data-based decision making. Attendees are encouraged to bring a laptop to follow along the graphing demonstration and will have access to sample data.

Session Outcomes
Attendees will 1) discuss the importance of managing and graphing student data, 2) learn how to use electronic systems to graph data, and 3) apply these skills using sample data.

Level of the Proposed Session
Basic/Introductory Intermediate

General Submission or Strand
General Submission

Intended Audience

Early Childhood Elementary Secondary Special Education Teacher General Education Teacher School Child Study Team Members

Consider for BCBA CEUs

Yes

Presentation Description

graphing-presentation.pdf (57 kb)

Presenter Listing for the Program

Nicolette Grasley-Boy, Ph.D., BCBA, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

Skyler McCain, M.A., BCBA, University of Florida, Gainesville, FL

1st Presenter

Grasley-Boy, Nicolette, Ph.D., ngb@ku.edu

2nd Presenter

McCain, Skyler, M.A., skylermccain@ufl.edu

3rd Presenter

n/a

4th Presenter

n/a

5th Presenter

n/a

What's on your mind?

Skyler should receive the complimentary registration if this presentation is accepted.

Form Review

Yes, I have reviewed my proposal and agree that it aligns with the MSLBD Symposium goals, and is not a promotion of commercially or individually produced materials or services.

Graphing Student Data: Tips and Tricks

Progress monitoring and data-based decision making with respect to students' academic and behavioral outcomes are critical for their success in both general and special education settings (Mandinach, 2012). Though assessments can take many forms, they are intended to help school staff make informed decisions about progress and interventions on multiple levels, from individual students to universal screenings up through the entire district. For students with disabilities, however, frequent progress monitoring is an even more critical part of the decision making process as it relates to individual interventions, and it is suggested that they be viewed from a more experimental lens (Berry Kuchel et al., 2015). Thus, there is a need for their educational service providers to become familiar with graphing and visually analyzing these data to determine intervention effectiveness (Cooper et al., 2007), and to follow common conventions for graphing academic and behavioral progress data (e.g., Gast & Ledford, 2014; van den Boesch et al., 2019)

Teachers, particularly special educators, are frequently tasked with tracking academic and behavioral data for students on their caseloads as part of ongoing progress monitoring and response to intervention procedures. While some data management systems exist for collecting and graphing data automatically, they are frequently developed for specific purposes (e.g., AIMSweb for reading and math progress) and may be cost-prohibitive for school- or district-wide use licenses, particularly for smaller school systems (e.g., alternative schools). As such, many teachers need to find alternative data management and graphing solutions such as Microsoft Excel or Google Sheets, particularly for tracking data for students receiving interventions as part of their special education services.

In this presentation, we will discuss the importance of developing strong practices for managing student academic and behavioral data outside the scope of existing school-wide data systems. We will discuss considerations for managing data across multiple students, tips for tracking response to interventions over time, how these skills can transfer to tracking teachers' behavioral data, and share resources for data-based decision making. Finally, we will provide access to sample data for attendees to practice electronically graphing student academic and behavioral outcomes as we discuss the steps of the process.