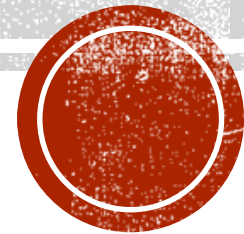# BACK TO BASICS:

COLLECTING BEHAVIORAL DATA YOU CAN ACTUALLY USE

I used to tell people I was a teacher. Now I prefer the title "Data Collection and Management Specialist." It's much more accurate.
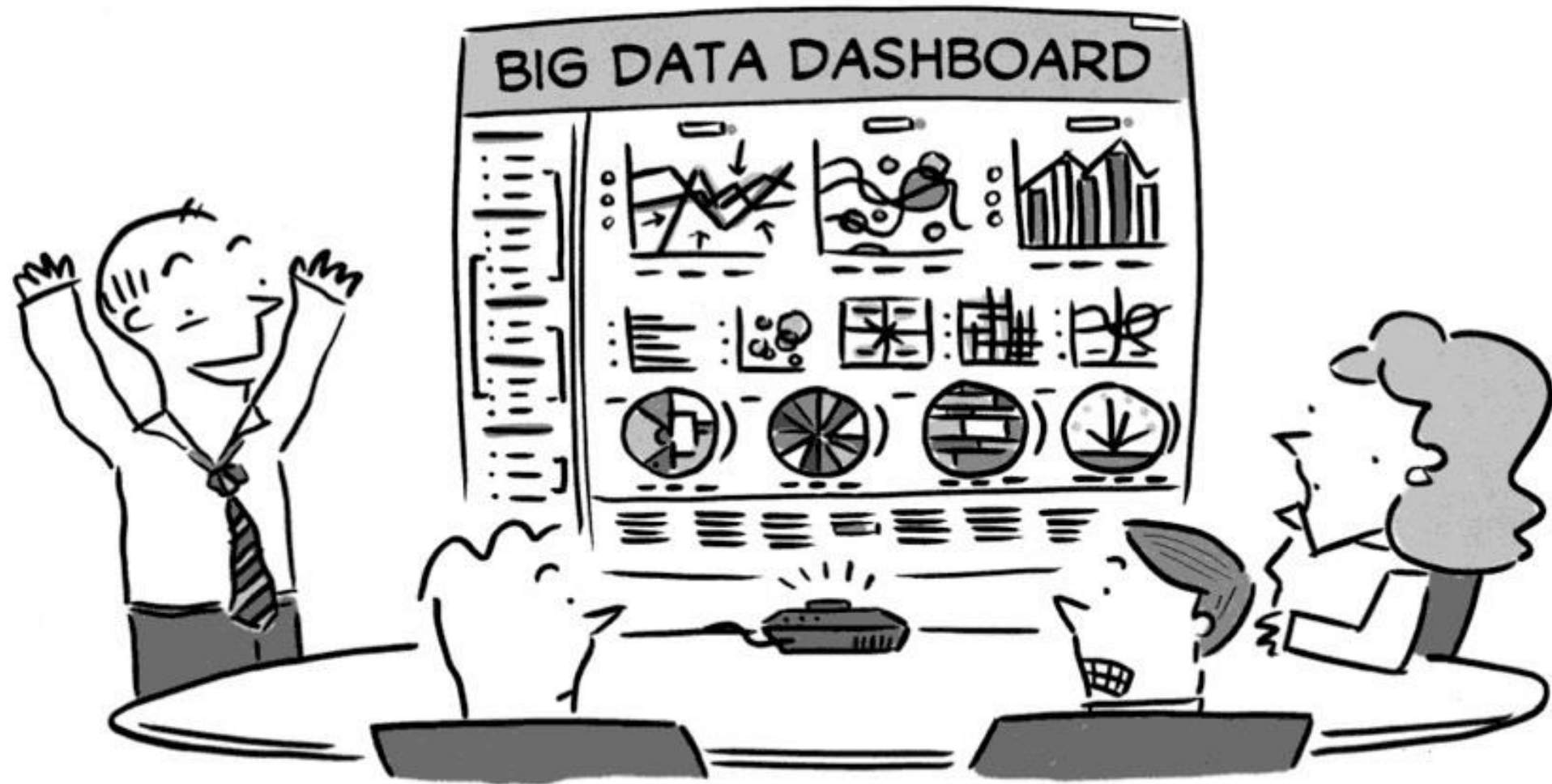
someecards
user card

Scott Fluke, PhD, LP

Emotional Disturbance Program Facilitator

Olathe Public Schools, Olathe KS

"After careful consideration of all 437 charts, graphs, and metrics, I've decided to throw up my hands, hit the liquor store, and get snockered. Who's with me?!"

TODAY'S OBJECTIVES

1. Describe a "back to basics" approach to simple, effective data collection

2. Identify 5 ways to measure behavior

3. Receive sample data sheets (sign up for them on the clipboard!)

4. Practice with case examples

* Disclaimer #1: This isn't a full FBA or assessment training

* Disclaimer #2: Please interrupt me with questions! Just not about specific students ☺

All these data, yet we struggle
to answer the key question:

IS MY INTERVENTION WORKING?

SIMPLE DATA DEMYSTIFIES YOUR MEETINGS

Incidents per Day
Before and After Intervention
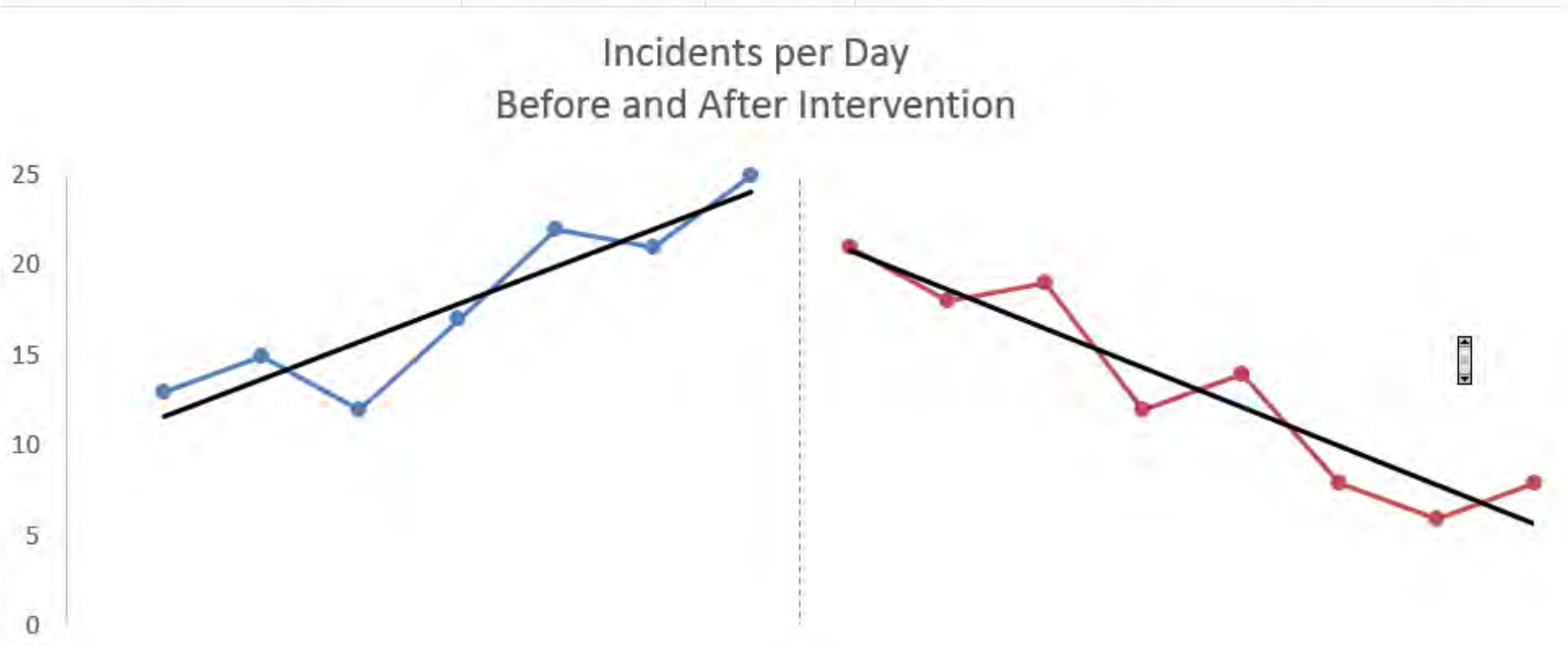
Back to Basics: Core Components of Good Data Collection

- Prioritize behaviors – the fewer the better!

- Write behavior definitions – with examples and non-examples!

- Use the simplest method that works!
  - Measure quantifiable data (line graph-able)
  - Sensitive to change
  - Matches the behavior

WAYS TO MEASURE BEHAVIOR

Frequency

Duration

Rate

Interval Recording

Time Sampling

FREQUENCY – HOW MANY TIMES DID SHE….

- Effective for short, discrete behaviors

- Often used for:
  - Aggression
  - Self-injurious behavior
  - Threats

- Don't use for:
  - Off-task
  - Behaviors that last varying lengths

- Caveat:
  - Track "episodes" for most kids

Weekly Behavior Log - Frequency

Student: _____   Week of: _____

Instructions: Review the behavior definitions on the back of this form. Mark a tally in the appropriate box each time a behavior occurs. Mark a "0" in the box if zero incidents of that behavior occurred that day. Optionally, record anecdotal notes on the back of the form.

	Monday	Tuesday	Wednesday	Thursday	Friday
Aggression					
Self-Injurious Behavior					
Used "Please" or "Thank You"					

Behavior Definitions:

Behavior #1 – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Behavior #2 – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Behavior #3 – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Notes:

Back of the form

Aggression Pre-Post SIT Interventions
Interventions Implemented 9/28
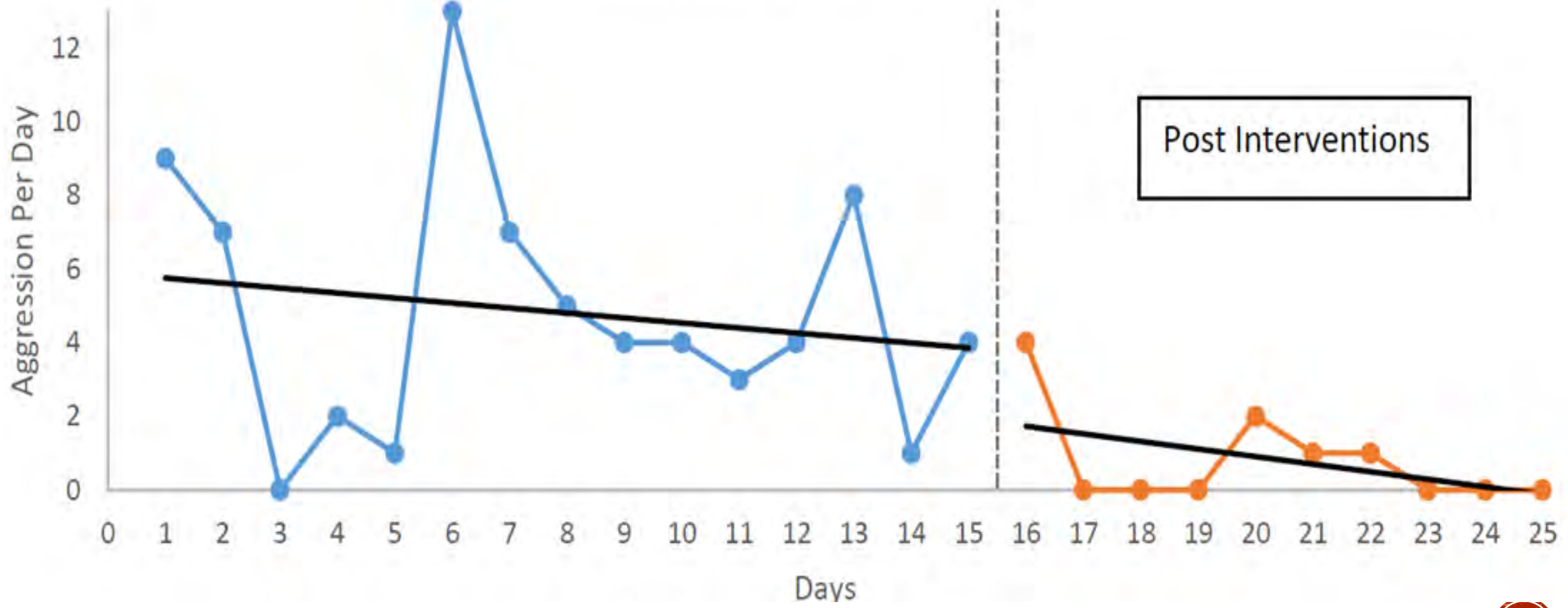
DURATION – HOW LONG WAS HE….

- Effective for longer behaviors with an obvious onset and offset

- Often used for:
  - Elopement
  - Prolonged aggression
  - Tantrums
  - Restraints and seclusions

- Don't use for:
  - Off-task
  - Any behavior that rarely lasts longer than a minute

- Consider reporting as average duration per day (or week)

Duration Log

Student Name: _____

Instructions: Record when the student engages in [insert behavior] in the boxes below. Use the provided behavior definition.

Behavior – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Date	Time Started	Time Stopped	Length (stopped – started)
3/14/12	2:02	2:21	19 mins

Duration Log.docx

RATE – HOW OFTEN DID SHE...

- Effective when the behavior can only happen under certain conditions

- Often used for:
  - Compliance
  - Coping skills
  - Academics

- Typically expressed as a percentage

- Requires a numerator and a denominator!

$$\frac{3}{5}$$

3 ← numerator

5 ← denominator

"Jack used a coping skill on 32% of opportunities"

"Jill complied with 68% of directions given within 5 seconds"

Rate Log.docx

$$\frac{3}{5}$$ ← numerator

← denominator

Date	Times Frustrated	Times used coping skill	Rate
4/2/16	卌 IIII	卌 II	7/9 = 78%
4/3/16	I III	I	1/4 = 25%
4/4/16	卌 卌 III	卌 II	7/13 = 54%

INTERVAL RECORDING — ASSESSMENT AS INTERVENTION

Daily Point Sheet Elementary.docx

My Goal Sheet

Name:	**Rating Scale**
Date:	2 = Met expectation with no reminders (Great job!)
	1 = Needed 1 reminder
	0 = Needed more than 1 reminders (Try harder tomorrow)

I can earn _____ for having a great morning or a great afternoon!

Morning	Be Respectful	Be Responsible	Be Ready
Morning Routine	0 1 2	0 1 2	0 1 2
ELA	0 1 2	0 1 2	0 1 2
Specials	0 1 2	0 1 2	0 1 2
Daily 5	0 1 2	0 1 2	0 1 2
Total Morning Points			

Morning goal: 19 points (80%)   **Points Earned:** _____

Daily Point Sheet

Name:	**Rating Scale**
	2 = Met expectation with no reminders
Date: _____	1 = Needed 1 reminder
	0 = Needed more than 1 reminders

Daily Point Sheet Middle & High.docx

Period	Respectful Language	Hands and Feet to Self	Completed Work	Teacher Initials
First Period	0 1 2	0 1 2	0 1 2	
Second Period	0 1 2	0 1 2	0 1 2	
Third Period	0 1 2	0 1 2	0 1 2	
Fourth Period	0 1 2	0 1 2	0 1 2	
Fifth Period	0 1 2	0 1 2	0 1 2	
Sixth Period	0 1 2	0 1 2	0 1 2	
Seventh Period	0 1 2	0 1 2	0 1 2	
Daily Total				

Goal: 33 out of 48 (80%)   **Today's Total:** _____

Goal Met?   YES   NO

Parent Signature: _____

TIME SAMPLING – HOW MUCH WAS HE…

- Effective when it is difficult or impractical to figure out exactly when a behavior starts and stops

- <u>Estimates</u> a percentage of time

- Often used for:
  - Academic engagement
  - On-task
  - Out of seat

- Avoid using for:
  - Discrete, quick behaviors (e.g., aggression)

Talk to your school psych for ideas

Student name: _____ Date: _____

"On task" behavioral definition: The student is engaged in one or more of the following behaviors as instructed: looking at a teacher, interacting with educational or therapeutic materials, completing an academic or therapeutic task.

- Examples: Strumming a guitar, looking at the teacher as he/she gives instructions, sitting and waiting when no clear instruction has been given, returning to a chair after being told to sit down
- Nonexamples: Any of the following when not explicitly instructed to do so: throwing an object, walking around the room, stimming, talking about unrelated topics, playing with objects, looking away from the task and the teacher

Instructions: When the stopwatch reaches the end of an interval (e.g., reads 30 seconds, reads 4:00), observe the student. If the student is on-task **at that exact moment**, record a 1 for that interval. If the student is off-task **at that exact moment**, record a 0 for that interval. If it is too hard to tell at that exact moment, observe for 2-3 seconds and use your best judgment.

Interval	30s	60s	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00	Total 1's
1 or 0											

Interval	30s	60s	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00	Total 1's
1 or 0											

Interval	30s	60s	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00	Total 1's
1 or 0											

COMPLEX OR COMBINED BEHAVIORS

Behavior Log -

| Date	Onset	Offset	Setting (Where it started)	Antecedent					Behavior				Result				Severity (1-5)
				Academic Demand	Non-Academic Demand	Denied Preferred Activity	Not Receiving Attention	Peer Provocation	Physical Aggression	Verbal Aggression	Elopement	Property Destruction	Adult Attention	Peer Attention	Avoided Work	Access to Preferred Activity	
4/1/15	10:22	10:33	Classroom		X				X		X		X	X	X		4

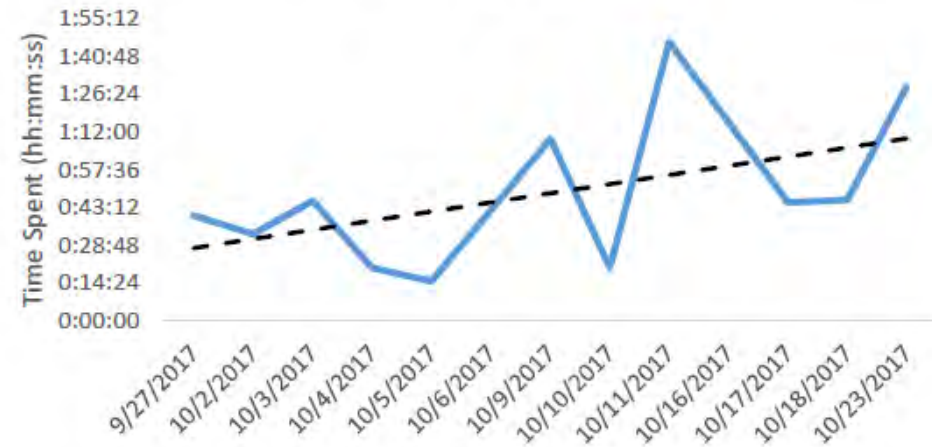Antecedents
(Multiple antecedents are possible)
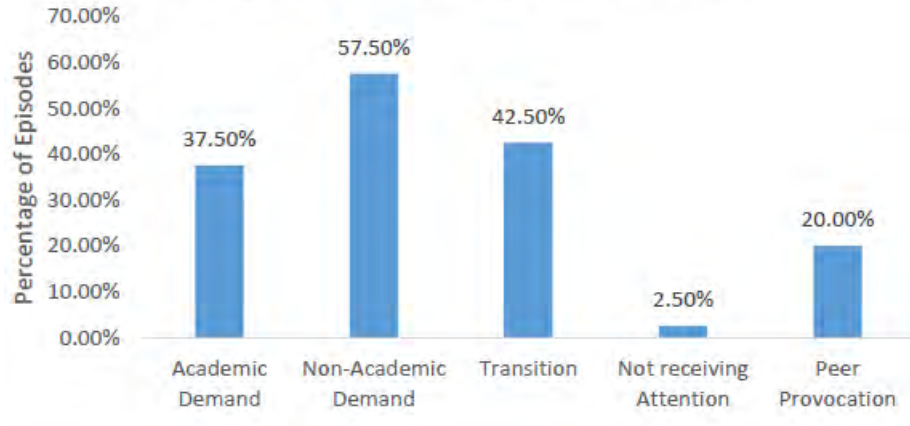
Consequences of Episodes
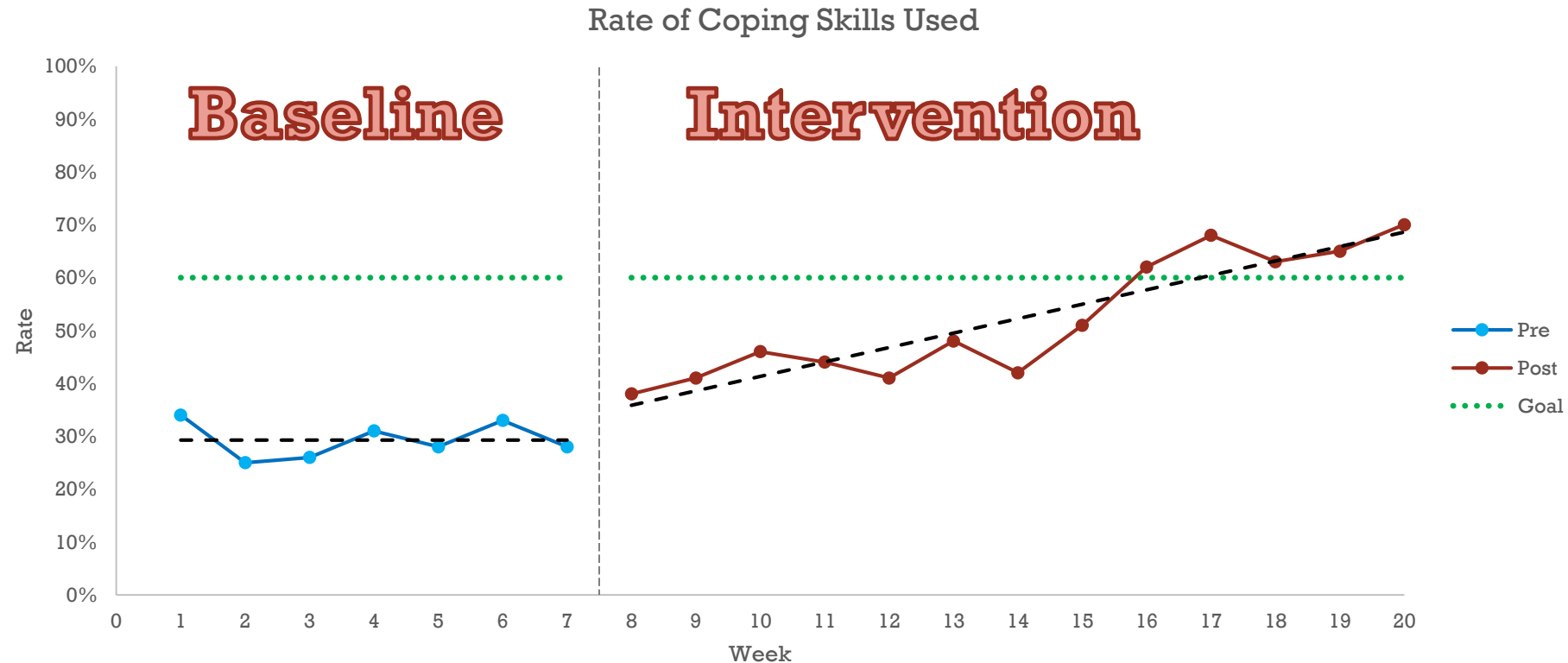(Multiple Consequences are possible)

Total Episodes per Day
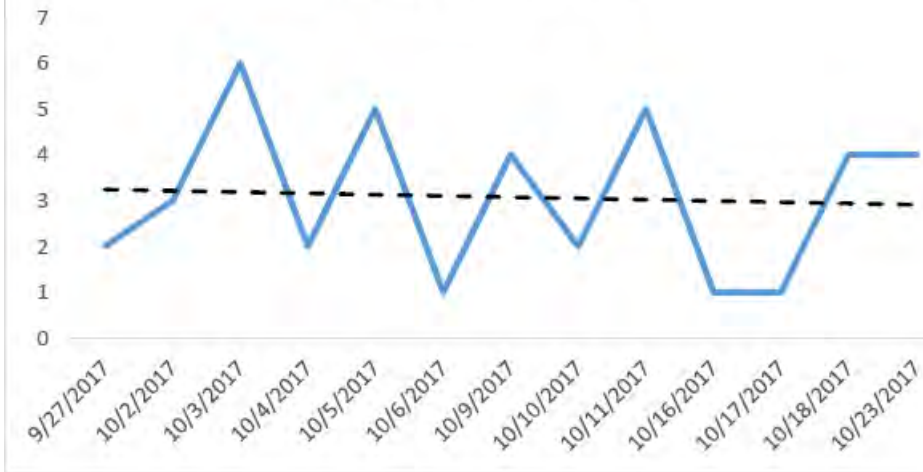
Time Spent Engaging in Challenging Behavior
9/27 - 10/23

COLLECT USEFUL DATA AND YOU WILL MAKE GOOD DECISIONS!

- Where would we be if we used these graphs in our meetings?

Rate of Coping Skills Used

THANK YOU!

smfluke@olatheschools.org

Remember to sign up for materials!