

Behavior Tracking

Filling Your Data Toolbox



Stacy M. Hirt, EdS, Columbia, MO
Josh P. Wikler, MEd, Kansas City, KS
Seth A. Piro, EdS, Harlan, IA



Introductions

Stacy M. Hirt, EdS, Columbia, MO

Josh P. Winkler, MEd, Kansas City, KS

Seth A. Piro, EdS, Harlan, IA



Behavior Tracking Overview

- Rationale
- Paper & Pencil Data Collection
- Spreadsheets (i.e., Google Sheets Data Destroyer)
- Data Collection Utilizing Technology Applications
- Wrap-Up



3

Behavior Tracking Rationale

- **Cost effective** and **Efficient** tools to measure academic and behavioral health
- Offers **Flexibility** in data collection (*personal preference*)
- **Supports** bidirectional components of behavior engagement and academic achievement
- **Supports** data-based decision making for problem solving teams

4



Behavior Tracking Tools

1 - Paper & Pencil



2 - Google Sheets

	C	D	E	F
		Antecedent (Enter y		
		Given Direction	Correction	Transition
Activity (Edit only cells C3 - C16)				
Math		1		
Reading			1	
Social Studies		2		
Spelling		1		
Time with Tuttle				
Lunch				1
Recess				
Test 1		1		

3 - Technology Apps



Our contact and emails are in the MSLBD brochure will be shared on the last slide if you would like the data tracking tools electronically

5



Binder Method

- Is very clear in expectations and how data is scored.
- Very easy for student to self report data.
- Fun rewards
- Could be paired easily with a google form to make a visual representation of data.

(Examples Courtesy of: Jessica Hill and Audrey Boring)

6

 **Binder Method**

- [Study Skills Rubric](#)
- [Internship Rubric](#)
- [Student Example of Data Collection Chart](#)
- [Intern](#)
- [Employee](#)
- [Assistant Manager](#)
- [General Manager](#)

7

 **Behavior Matrix**

- A great visual for services provided to each student
- Plan what data needs to be collected in each setting
- Can show a need for a change of placement

8



Behavior Matrix

- [Elementary Example](#)
- [Middle School/Secondary School Example](#)

9



FBA Cookbook

- Tools for Completing the Functional Behavior Process
- “Where did I put my copy of that?” toolbox
- [Data Collection Tools](#)

(Courtesy of: Kathy Growney, Kristi Schang, Melanie French and Sue Werner)

10



FBA Cookbook

- [Functional Assessment Interview Form](#)
- [E.R.A.S.E.](#)
- [Student View of Problem](#)

11



[NWAEA Behavior Guidance FBA Tools](#) **bit.ly/NWAEAFBATOOLS**

Data collection tools to support Functional Behavior Assessment.

Click on the boxes in the flowchart to open file cabinets with resources.

12

Data Destroyer 3000



bit.ly/ADD3000

The screenshot shows a complex spreadsheet interface with multiple columns for recording behavioral data. The columns are color-coded and labeled as follows:

- Antecedent (Enter your own):** Includes categories like Given Direction, Correction, Transition, Asked To Wait, and Unknown.
- Behaviors (Enter your own):** Includes categories like Refusal, Engagement, Property Destruction, Physical Aggression, and Other.
- Get/Obtain (Do not edit):** Includes categories like Get Attention, Get Object, and Get Self-Stimulation.
- Escape/Avoid (Do not edit):** Includes categories like Escape Attention and Escape Demand.

The spreadsheet shows data for several days, including Tuesday 2/25/20, with various activities like Math, Reading, Social Studies, Spelling, Lunch, Recess, and Test 1 recorded.



Data Destroyer

Day of the Week (Do Not Edit)	Date (enter your own dates d/m/y)	Activity (Edit only with C3 - C16)	Antecedent (Enter your own)					Behaviors (Enter your own)					Get/Obtain (Do not edit)			Escape/Avoid (Do not edit)	
			Given Direction	Correction	Transition	Asked To Wait	Unknown	Refusal	Engagement	Property Destruction	Physical Aggression	Other	Get Attention	Get Object	Get Self-Stimulation	Escape Attention	Escape Demand
		Math	1					1					1				
		Reading		1				1				1					
		Social Studies	2			1		1	2			1	2				
		Spelling	1							1					1		
		Time with Tuttle															
		Lunch			1				1				1				
		Recess															
		Test 1	1					1								1	
Tuesday	2/25/20																



Data Destroyer

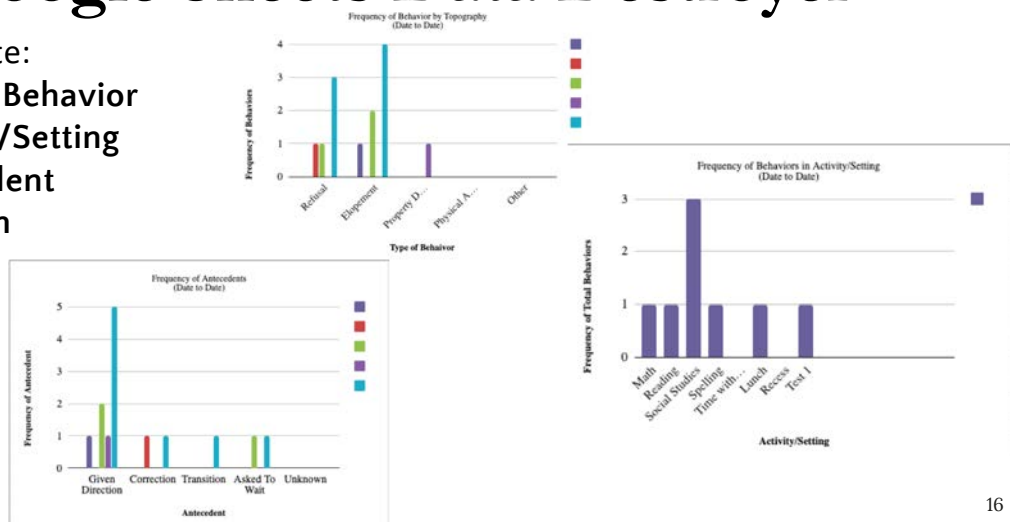
- Google Sheets created by a **Behavior Consultant & Psychologist**
- **HIGHLIGHTS**
 - **Smart, Efficient Data Collection Tool**
 - Google Sheets:
 - **Data, Graphs, 'Function Finder'**
 - Effective to **identify** primary and secondary behaviors
 - Effective for **problem solving** teams
 - Effective tool to **progress monitor** behavior interventions
 - Effective tool to **communicate** progress

15



Google Sheets Data Destroyer

- Graphs isolate:
 - **Type of Behavior**
 - **Activity/Setting**
 - **Antecedent**
 - **Function**



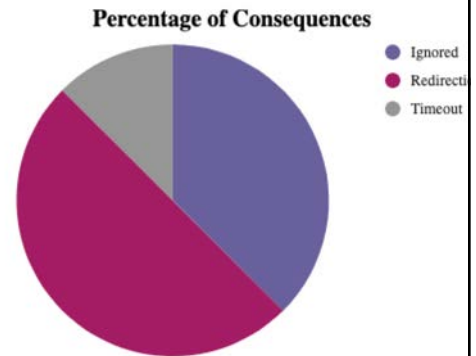
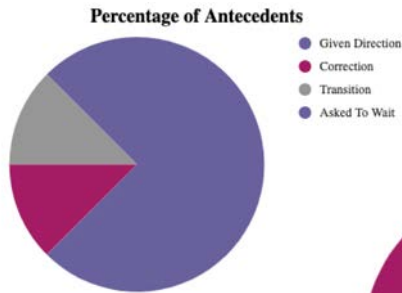
16



Google Sheets Data Destroyer

Graphs Identify:

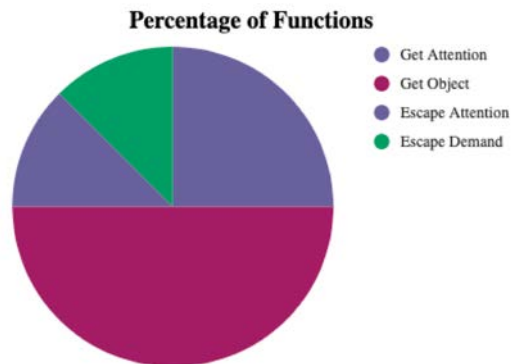
- % of Antecedents
- % of Consequences
- Frequency of Daily Behaviors



Google Sheets Data Destroyer

Graphs Identify:

- % of Functions
 - primary behavior targets
 - secondary behavior targets
- Utilized to match targeted interventions to function of behavior





DPRs > Excel > Trendlines

CFSP

Student: _____ Student: _____ Date: _____

School of Attendance: Bernambay

Directions: Fill in the top row of the report chart with today's schedule (i.e., reading, math, science, etc.).
At the end of each activity, circle the corresponding point value (0-5) depending their progress for meeting school expectations.

	Theme	Reading 1	Reading 2	Writing	Word Work	Specials	Math 1	Math 2	Dismissal
Safe Hands & Feet No Car	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Respectful Listen when someone speaks	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Responsible Follow Directions	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Targeted Behavior #1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Targeted Behavior #2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0

Safe-Respectful-Responsible

____/____ = ____%

Targeted Behavior #1

____/____ = ____%

Targeted Behavior #2

____/____ = ____%

CFSP

Date: _____

Criteria for Rating Scale Scores

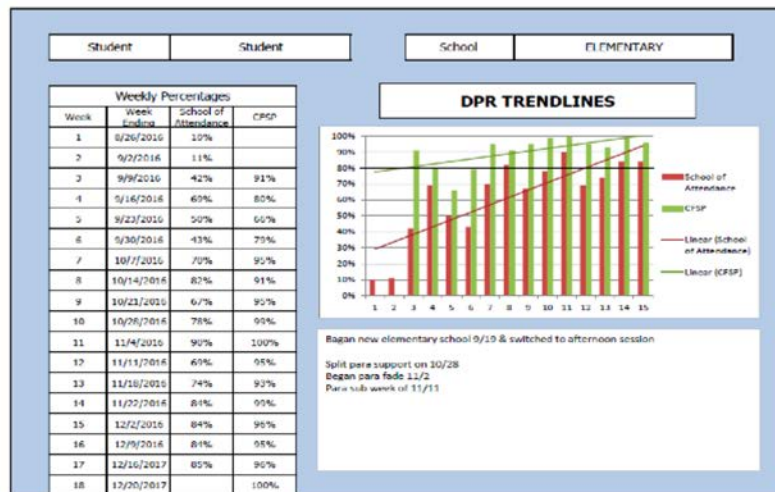
5 - Great Job: No Reminders
4 - Good Job: 1 Reminders
3 - Sort of: 2 or 3 Reminders
2 - Struggling: > 3 Reminders
1 - Try Again: Out of Classroom/ISS
0 - Stop & Think: Sent Home/OSS

5 - Great Job: No Reminders
4 - Good Job: 1 Reminders
3 - Sort of: 2 or 3 Reminders
2 - Struggling: > 3 Reminders
1 - Try Again: Out of Classroom/ISS
0 - Stop & Think: Sent Home/OSS

5 - Great Job: No Reminders
4 - Good Job: 1 Reminders
3 - Sort of: 2 or 3 Reminders
2 - Struggling: > 3 Reminders
1 - Try Again: Out of Classroom/ISS
0 - Stop & Think: Sent Home/OSS



DPRs > Excel > Trendlines



Technology Applications



21

Technology Applications

- **PAST**
 - commonly used to monitor **health related behaviors** (diet & exercise)
 - school based implementation has **not evolved** with technology trends
- **PRESENT**
 - recent research indicates students benefit from Tech Apps
 - **unobtrusive**
 - **socially acceptable**
- **FUTURE**
 - **momentum** to monitor school related behaviors
 - **evidenced-based**
 - **cost-effective** and **efficient** use of human resources

22

Technology Applications

- Effective use **with disabilities** and **without** (i.e., Tier 2, Tier 3)
- Effective use with **all ages** K-12 and post-secondary students
- Offers flexibility to **customize** to target behaviors
- Improves **data storage**
- Improves **data-based decision making**
- Offers **access** to all stakeholders (ie., student, teacher, parents)

23

Technology Applications

- **Encourages:**
 - active **engagement**
 - assignment **completion**
 - **attention** to peers and adults
 - **adherence** to rules
 - **independence**



Available in App Store

All

Free to 5.99

24

Technology Applications



SCOA

Student Classroom Observation Analysis Tool
Self-Monitoring Tool
Admin & Instructional Coaches 2.00



ICONNECT

Self-Monitoring Tool
Students & Teacher 5.00



SCOREIT

Students

SCOA



OTRs



- **Positive : Negatives**
(5:1)
- **OTRs**
(*Opportunities to Respond*)

Overall Timer - Kim Allen, Davis
Overall Timer 00:00:26

Instructional Variables

- Independent Work 00:00:00 Start
- One on One 00:00:00 Start
- Small Group Peer 00:00:00 Start
- Small Group Teacher 00:00:00 Start
- Whole Group 00:00:00 Start

By Date: 10/8/12 - Tim Davis

Total Observations
Total Observations: 2 - All Dates

Time for this Observation
 Note:
 ----- 00:00:01 -----

Data for this Date
 T-Avg. = Teacher Average, S-Avg. = School Average, S-High = School High

00:00:01 - Overall Timer
 T-Avg. 00:00:01 / S-Avg. 00:00:01 / S-Hig...
 00:00:00 - Independent Work

Quick Note:

% of Students Actively Engaged: NA
 1<25% 2=50% 3=75% 4>75%

Don't Save Save Save & Mail

00:00:00 Start

Small Group Teacher 00:00:00 Start

Whole Group 00:00:00 Start

27

SCORE IT at a Glance

Touch the scores for Whole Group.

	None	A Little	Somehow	A Lot	Always
Be Respectful	0	1	2	3	4
Be Responsible	0	1	2	3	4
Be Ready	0	1	2	3	4

Done

Teacher Allison 9/5/16

View Graph 1 / 29 / 18

Allison

Date	Score
10/3/14	~75%
1/3/15	~75%
1/3/15	~75%
1/3/15	~75%
1/3/15	~75%

28

SCORE IT

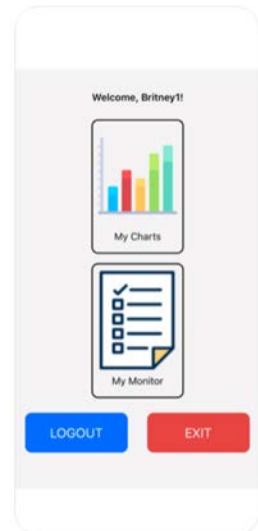
- HIGHLIGHTS
 - Both student & teacher rate 0-4
 - Offers powerful immediate feedback
 - Progress monitoring tool
 - Monitor up to 3 behaviors



29

ICONNECT

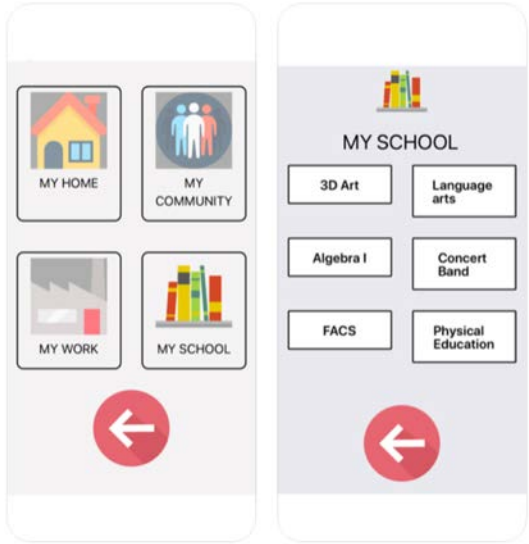
- Student self-monitors **engagement**
- Improves **academic** and **behavioral** outcomes
- **Real time** data-collection
- Fidelity implementation checklists




30

ICONNECT

- Offers implementation in diverse settings
 - School
 - Work
 - Community
 - Home






31

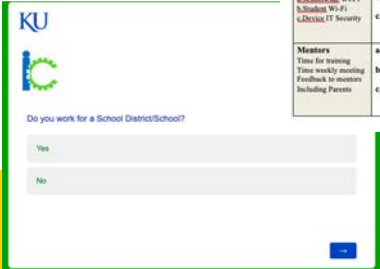
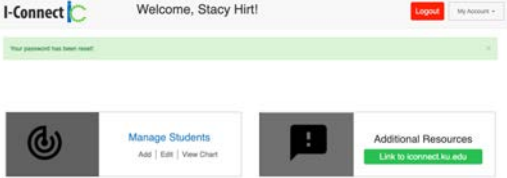
ICONNECT - 4 Steps


- 1 - Readiness Assessment
- 2 - Action Plan Template
- 3 - Register and Create
- 4 - Download

Download Now!

Action Plan for Improving I-Connect Resources			
Team	Task	Who	When
a.Admin support b.SIT Team in place c.Monitors Available d.Regular meetings	a.	1.	
	b.	2.	
	c.		
	d.		
Technology Infrastructure a.Schoolwide Wi-Fi b.School Wi-Fi c.DOS/IE IT Security	a.	1.	
	b.	2.	
	c.		
Mentors Time for training Time weekly meeting Feedback to mentors Including Parents	a.	1.	
	b.	2.	
	c.		


32

ICONNECT Implementation

- Stage 1 - Exploration
- Stage 2 - Installation
- Stage 3 - Initial Implementation
- Stage 4 - Full Implementation
- 1:1 Implementation

I-Connect Student Nomination Form			
Student Name:			Date:
Grade:			Teacher/Advisor:
Referral:			
Describe student's current strength and needs:			
+			
Does this student...	Yes	No	Please describe (as needed)
Have difficulty paying attention in class?			
Require frequent redirection to stay on task?			
Engage in behaviors that interrupt their learning?			
Engage in behaviors that interrupt others' learning?			
Have difficulty completing their work?			
Have difficulty understanding the work provided?			
Seem to seek the attention of the teacher?			
Have trouble shifting attention between tasks?			
Have trouble transitioning away from technology?			
Have a history of mis-use of technology?			
Determination			
Is this student a good candidate for I-Connect? Yes / NO			
Suggested Mentor:			
Suggested duration:			
Suggested times:			



Behavior Tracking Wrap Up

- Behavior Tracking Tools Supports:
 - Supporting Tier 2 & Tier 3 progress monitoring
 - Identifying **function** of behavior
 - Identifying **observable** and **measurable** behaviors
 - Identifying **objective** goals for students (*and teachers*)
 - Evaluating **effectiveness** of instructional practices
 - Guiding **Data Teams**
 - Communicating with **Parents**
 - Supporting our **Students** with behavior challenges





Thank You!

- Stacy M. Hirt, EdS, Columbia, MO smhckd@mail.missouri.edu
- Josh P. Winkler, MEd, Kansas City, KS joshua.wikler@kckps.org
- Seth A. Piro, EdS, Harlan, IA spiro@nwaea.org

