



Module 6: Data Collection & Goal Tracking

If You Don't Write It Down, It Didn't Happen!

Writing down what you see and using that information to make decisions can be very powerful. Detailed information regarding individual, group or environmental observations can help to make new goals, identify strengths and needs, and to help support decisions regarding programming, goals and supports needed.



Key Elements

What is Data?

Data are facts- information gathered is objective, factual and given without emotions, opinions, or bias. We use data to make decisions about the progress, goals, and needs of individuals with ASD. Data is any information that we can see and document in some way. Making data-based decisions is important for individuals with ASD. For more information about data collection as it relates to the IISP, please refer to Modules E and F of the IISP Training Manual at <https://www.dshs.wa.gov/dda/events-and-training/iisp-training>.

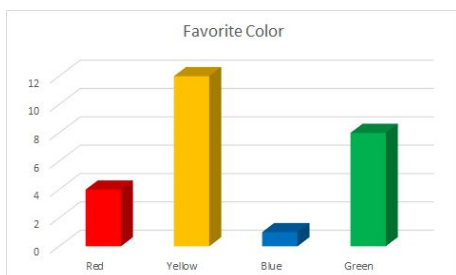


How Do You Take Data?

Data can take many forms. Any documentation can be considered data- the more specific the information, the more 'data' we have to make decisions!

What Are Common Methods for Data Collection?

- 1) We can collect data on *how many times* a behavior occurs, known as frequency.

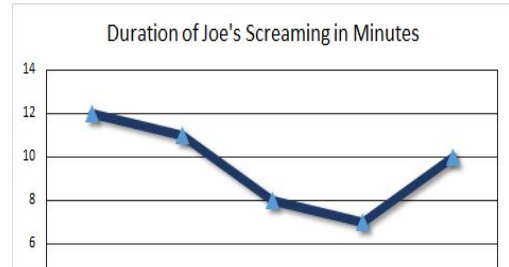


Frequency data is important when we need to know whether we need to increase the amount of times a person can do a skill. For example, Gayle will go out in the community 6 out of 7 days per week OR Joe will drink 8 glasses of water per day. Frequency data can also be helpful to measure the amount of times the person has a challenging behavior. For example,

Denny’s goal is to have 0 brush teeth refusals per week OR Naomi currently hits 18 times per day.

- 2) We can collect data on *how long* a behavior lasts, known as duration.

Duration is important when we want to know the length of time an individual shows a skill or behavior. We can use this information to increase stamina for a particular goal such as increasing ability to wait for others, or decreasing time it takes to get dressed.



- 3) We can collect data on the *severity* of a behavior, or its intensity.

Intensity data is important when we are gauging our priority level for a particular skill or behavior. Intensity data is generally thought of to be a gauge for the magnitude of a challenging behavior or priority for targeting a skill. For example, Deena’s days are tracked based on a scale of 1-5, with 1 being a low-key sluggish day and 5 having dangerous behaviors to herself or others. Today, Deena had a ‘level 2 day’, which for her means that she was quiet, followed directions, and was able to meet all her goals! She has had four Level 2 days in a row! As a general rule, the more severe the behavior, the more detailed data you will want to be collecting on a regular basis. The following are examples of intensity scales.

Level 1	Level 2	Level 3
Less than 5 minutes late	5-10 minutes late	Over 10 minutes late
No property damage	Property damage \$1-\$50	Property damage over \$50
Audible from same room	Audible from outside of room	Audible from outside of building
No risk of injury	First Aid Required	Medical Attention Needed

But wait! There’s more! There are many ways to take data and represent the progress you are making. If one of the common types of data is not accurately representing what you are looking for, there are a number of other methods to gather and collect data. Some other common types of data collection include Antecedent-Behavior-Consequence data (ABC), incident reporting, rate (how often a behavior occurs in a given time frame), medication administration review sheets, and many more! You can also take data at certain times of the day or certain samplings of times to make it easier. The most important piece is that the data represents reality!

What Do I Do With This Data?

Getting accurate information is the first step! Great job! Once you have this information, we have to look at, or analyze it to find patterns. Is the skill we are teaching being learned? Is the behavior we are hoping to reduce actually decreasing in frequency, intensity or duration? What is happening before or after a behavior or skill that could be contributing to our success or delay? It is important to use data to identify our starting point, or baseline. From there, we can make measurable goals and data-based decisions for the future.

Data Method	Timeline for Taking Data
Baseline	1 day to 1 month
New Change to Plan/Goal	4-6 weeks
Maintenance of Goals that are Working	Weekly or Monthly
Progress Reporting	Quarterly

Data should be collected regularly, and compared to the baseline data to see if progress is being made toward goals. The above graph represents general rules for how often to take data.



Activity

1. Pick a favorite song and 1 word in that song. For example, “tiger” in Eye of the Tiger by Survivor, or “Jude” in Hey Jude by the Beatles. Using the frequency data sheet, track how many times the word you chose is sung for that song.
2. Identify a behavior that requires intensity level recording. Using the intensity data sheet, define and record the intensity levels observed for a target behavior.
3. Identify a behavior which varies in duration. Using the duration recording sheet, record how long the behavior occurs. You will need a clock or a stopwatch to complete this activity.
4. Pick one of the following passages and have a partner read it as fast as they can 10 times. Using the trial data sheet, track whether they are able to (+) or unable to (-) say each word correctly for each trial. Calculate the percentage correct.
 - How can a clam cram in a clean cream can?
 - Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines.
 - Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?



Tips and Strategies

- If You Forget Everything Else, Remember to....
 - Write it down!
 - ... as soon as you can.
 - ... as much detail as you can.
 - ... as objective as you can.
 - USE IT!
 - ... regularly!
 - ... to make new goals!
 - ... to see if the plan is working!
 - ... to see if you need to change the plan!
 - ... to justify need for more _____!
 - ... to justify need for less _____!



Resources and References-Module 6

Websites

ABA Therapy: Creating Program Graphs in Excel

<https://youtu.be/khSpHhyKf-o>

Behavior Recording Practice Sets

<http://www.behavioradvisor.com/BehRecord.html>

Data Collection Methods Reference Guide

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&cad=rja&uact=8&ved=0ahUKEwiewvmJyLTOAhVJ02MKHWJpA3UQFghGMAQ&url=http%3A%2F%2Fachieve.lausd.net%2Fcms%2Flib08%2FCA01000043%2FCentricity%2Fdomain%2F361%2Fpositive%2520behavior%2FData%2520Collection%2520Methods.docx&usg=AFQjCNFGeUmLX8RQ57_xr514mvsK5Ypgbw

Excel Forms

<http://www.behaviorbabe.com/graphing.htm>

Books

Kuypers, L. M., & Winner, M. G. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. San Jose, CA: Think Social Pub.

Martin, G. & Pear, J. (1992). *Behavior modification: What it is and how to do it*. Eaglewood Cliffs, NJ.: Prentice-Hall.

Sulzer, B., & Mayer, G. (1986). *Achieving educational excellence using behavioral strategies*. New York, NY: CBS College Publishing.

Sundel, M. & Sundel, S. (1975). *Behavior modification in the human services: A systematic introduction to concepts and applications*. New York, NY: John Wiley & Sons.

Tyler Norris Associates, Redefining Progress, and Sustainable Seattle. (1997). *The community indicators handbook: Measuring progress toward healthy and sustainable communities*. Boulder, CO: Tyler Norris Associates.

Journal Articles

Bijou, S.W., Peterson, R.F., & Ault, M.H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis*, 1(2), 175-191. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1310995/>

Bosma, A., & Mulick, J.A. (1990). Brief report: Ecobehavioral assessment using transparent scatter plots. *Behavioral Residential Treatment*, 5(2), 137-140.

Fisk, K. & Delmolino, L. (2002). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. *Behavior Analysis in Practice*, 5(2), 77-81. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3592492/>

McClannahan, L.E., MacDuff, G.S., & Krantz, P.J. (2002). Behavior analysis and intervention for adults with autism. *Behavior Modification* 26(1), 9-26. doi: 10.1177/0145445502026001002