

Data Collection

Getting the Information We Need
To Make Informed Decisions



Consider Data Collection

1. What do we want to collect?
2. How will we make this simple for all?
3. How will we get the entire school to comply?
4. How will we collate and summarize the data?
5. Can we consolidate systems?
6. Will this work for individuals too?



Monitor Objectives & Outcomes

- Big Idea:
 - *The staff determine what they want to answer, what data will answer the question, the simplest way to get that data, and then write an objective for where they want to be in the future.*



Monitor Objectives & Outcomes

- **Tasks**
 - For each identified problem issue (time, place, behavior), determine the information necessary to evaluate it - and where that data exists
 - Determine whether the necessary information already exists (office data, testing data, etc.)
 - IF it does not exist, determine the simplest way to get the data identified above
 - Write objectives for the identified problem issues:
 - Specific behaviors, times, places, and conditions
 - Specific criteria and time frame for success

Key features of data systems that work

- The data are accurate
- The data are very easy to collect (1% of staff time)
- Data are used for decision-making
 - The data must be available when decisions need to be made (weekly?)
 - Difference between data needs at a school building versus data needs for a district
 - The people who collect the data must see the information used for decision-making.

What data to collect for decision-making?

- **USE WHAT YOU HAVE**

- Office Discipline Referrals/Detentions

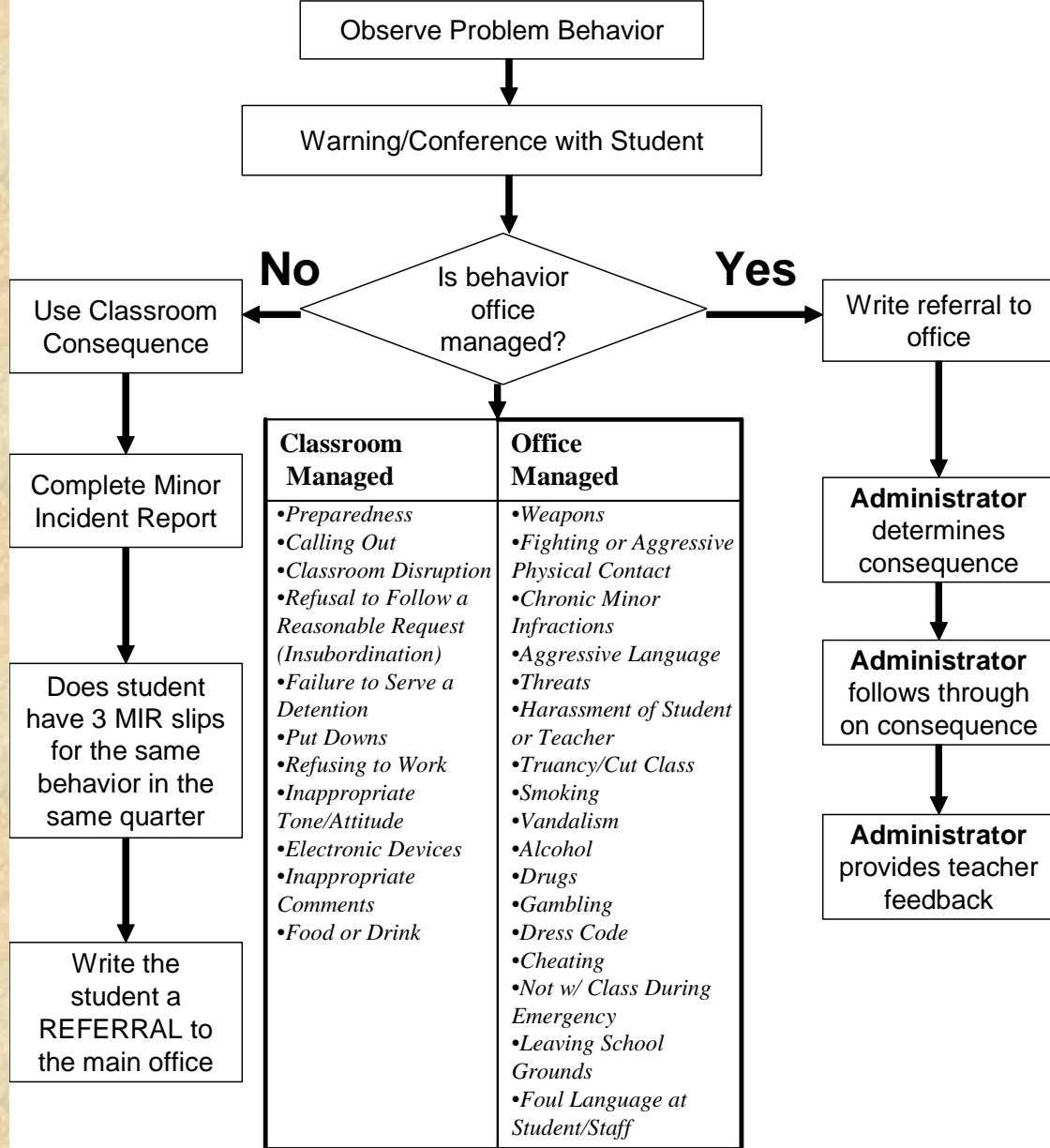
- Measure of overall environment. Referrals are affected by (a) student behavior, (b) staff behavior, (c) administrative context
- An under-estimate of what is really happening
- Office Referrals per Day per Month

- Attendance

- Suspensions/Expulsions

- ***Lifestyle change***

Decision Flowchart



SIDE BAR ON MINOR INCIDENT REPORTS

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

Portable Referral Form

Woodlawn Elementary School Report/Referral Form

Time _____ Date _____ Grade _____

Student(s) Involved _____

Reporting Staff Person _____

Incident

homework (repeatedly) offensive language/gesture
 tardy intimidation
 defiance physical aggression/fighting
 disruptive behavior insubordination
 other property damage

Location

hallway outside dismissal/arrival
 playground restroom (caf., add., 6th, 2nd)
 room # _____ cafeteria

Teacher Response

redirection loss of privilege
 physical proximity parent contact
 warning date _____
 time-out in class buddy room
 detention parent conference
 community service date _____
 private conference
 other _____

Administrative Response

private conference alternative placement
 time-out detention
 loss of privilege parent conference
 suspension community service

Comments

Administrative Signature _____

Discipline Referral

DISCIPLINE OFFICE REFERRAL (to be completed for the following behaviors only)

Infr action: (*one*)

- violence
- gross non-compliance
- threatening
- obscene comments or gestures
- repeated minor problems after classroom consequences have been applied (note above what responses have been tried)

Consequence: (*one*)

- Detention
- Suspension
- Parent Conference
- Counselor
- Other _____

Notes This is the 3rd time that Fred has pushed Marsha and all other consequences have not been successful to this point.

**Prairie View Elementary
Discipline Report/Referral Form**

Student: Fred Rogers **Date:** 9-7-03
Person Reporting: Mr. Smith **Time:** 10:10 AM
Grade level 5 **Others Involved:** Marsha Brady

DISCIPLINE REPORT

Location: (✓ *one*)

Hallway: () K () 1 () 2 () 3 () 4 (✓) 5 () ESE () office

Sidewalk: () K () 1 () 2 () 3 () 4 () 5 () office () art () music
() PE () cafeteria

Restroom: () classroom () cafeteria () office () hallway

Others: () cafeteria () bus circle () car circle () playground () classroom
() Other: _____

Infr action: (✓ *one*)

Disrespect: () child () adult () property () other _____

Others: () running () loud noise (✓) pushing/shoving () horse play
() mild foul language () mild obscene gesture () defiance
() other _____

Teacher Response: (✓ *one*)

() verbal warning reprimand () loss of recess () loss of privilege () change seating
() student-teacher conference () in room time-out () out of room time-out
(✓) parent contact/conference - date(s) _____

Organize referral information

- Referrals by **problem behavior**?
 - What problem behaviors are most common?
- Referrals by **location**?
 - Are there specific problem locations?
- Referrals by **student**?
 - Are there many students receiving referrals or only a small number of students with many referrals?
- Referrals by **time of day**?
 - Are there specific times when problems occur?

Date, Student, & Reporting Staff

Date	Student Name	Reporting Staff Person	Problem Incident			
			fighting	disruptive	theft	other
X	X	X				
1/14	Blake, Robert	mr diner	1			
1/17	Harding, Tonya	bus driver betty				1
1/13	Harding, Tonya	bus driver bob		1		
1/16	Harding, Tonya	bus driver bob		1		
1/16	North, Oliver	mr. help			1	
1/17	Packwood, Bob	mr. Clinton		1		
1/17	Reubens, Paul	mr. bush				1
1/13	Rider, Wynona	mr diner			1	
1/13	Rodman, Dennis	coach whistle				1
1/15	Rogers, Fred	ms stress	1			
1/13	Stalin, Joe	ms stress	1			
1/15	Stewart, Martha	ms stress			1	
		Frequency of Incidents	3.00	3.00	3.00	3.00
		Proportion of Incidents	0.25	0.25	0.25	0.25

Individual Student Data

Date	Student Name	Reporting Staff Person	Problem Incident			
			fighting	disruptive	theft	other
X	X	X				
1/13	Harding, Tonya	bus driver bob	1			
1/16	Harding, Tonya	bus driver bob		1		
1/17	Harding, Tonya	bus driver betty		1		

Time												
7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00
1												
	1											
												1

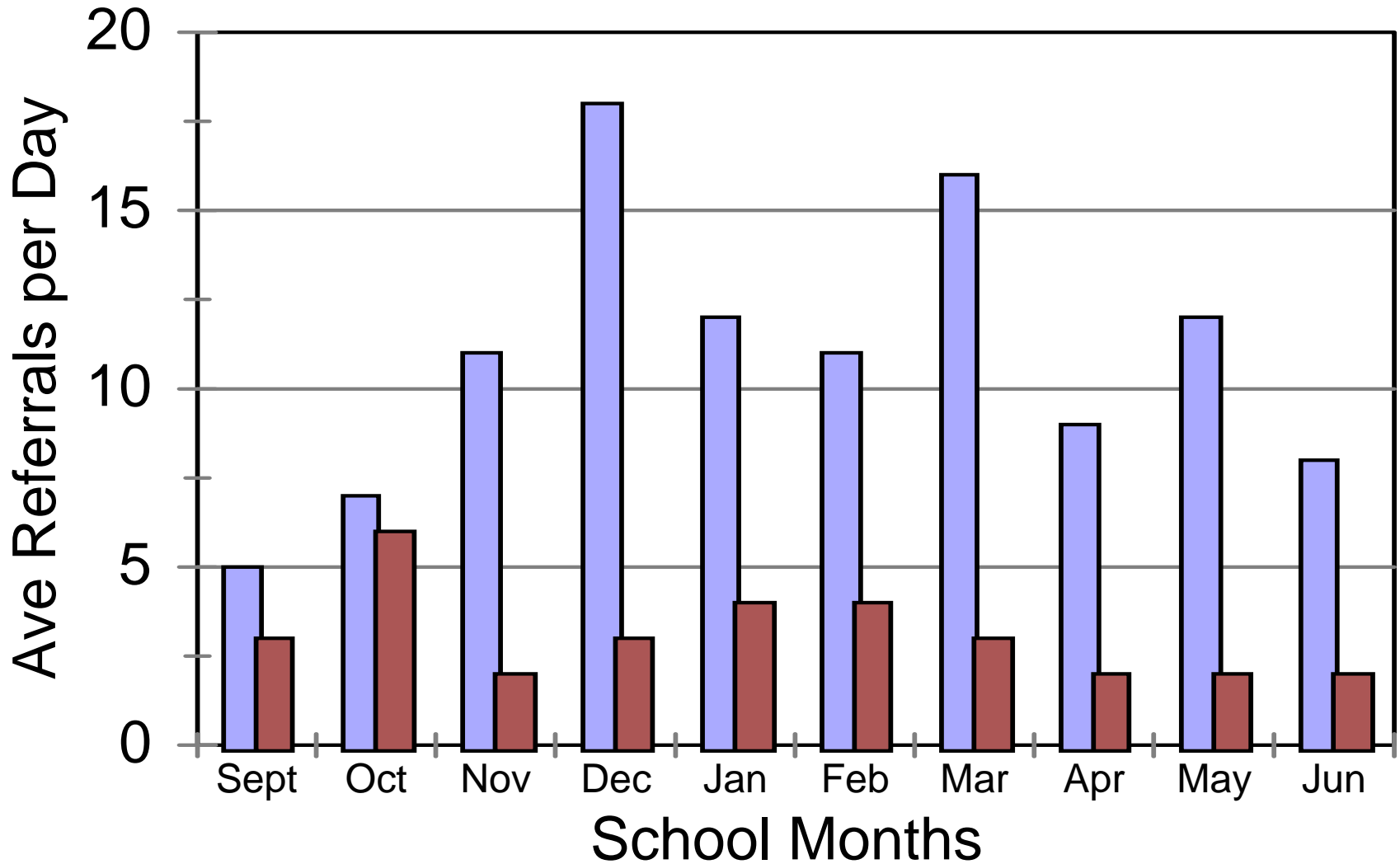
Location				Responses						Comments
classroom	hallway	lunch	bus	reprimand	correction	time out	restitution	parent conf	suspension	X
			1						1	hit peer with pipe
			1			1				inappropriate language
			1					1		threw hubcap at peer

Students and Comments

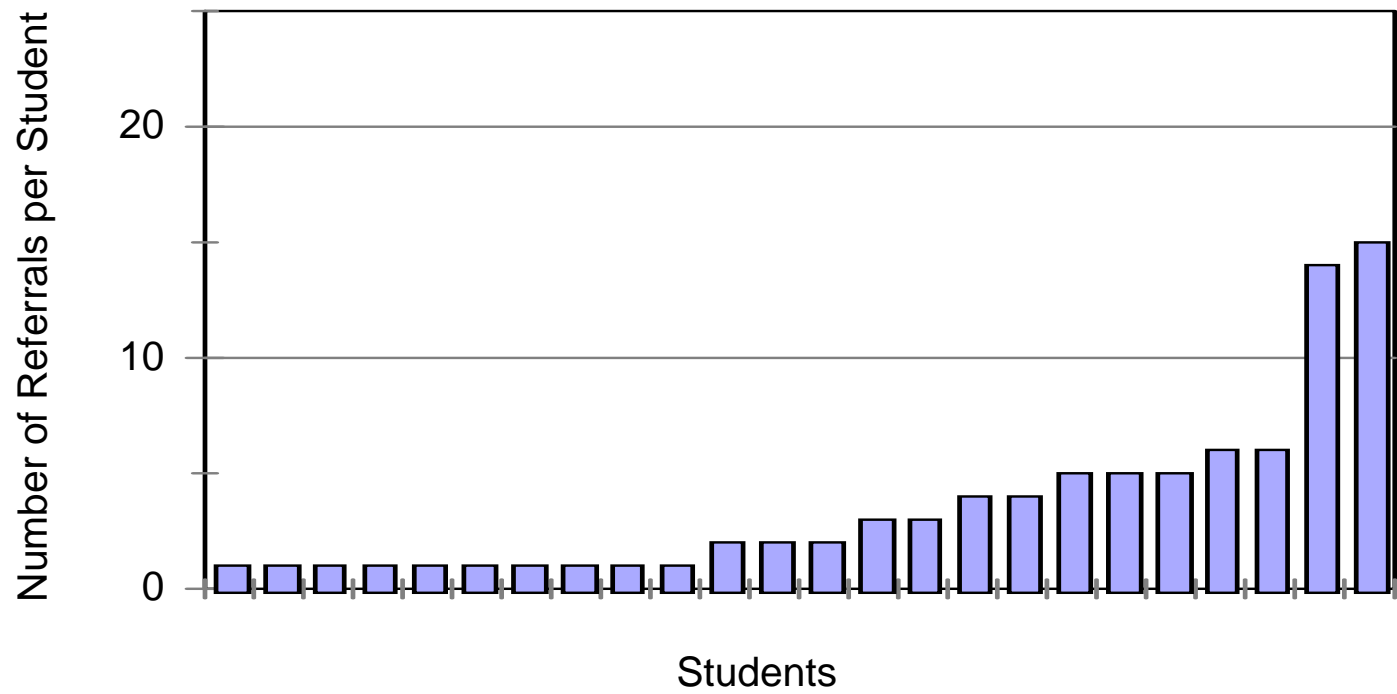
Date	Student Name	Comments
X	X	X
1/13	Harding, Tonya	hit peer with pipe
1/16	Harding, Tonya	inappropriate language
1/17	Harding, Tonya	threw hubcap at peer
1/16	North, Oliver	inciting others to fight
1/17	Packwood, Bob	inappropriate touching
1/13	Rider, Wynona	took peer's coat
1/13	Rodman, Dennis	dress code violation
1/15	Rogers, Fred	swung sweater at peer's head
1/13	Stalin, Joe	ridiculed peer
1/15	Stewart, Martha	took teacher's test form
1/17	Reubens, Paul	ridiculing others

Office Referrals per Day per Month

Last Year and This Year

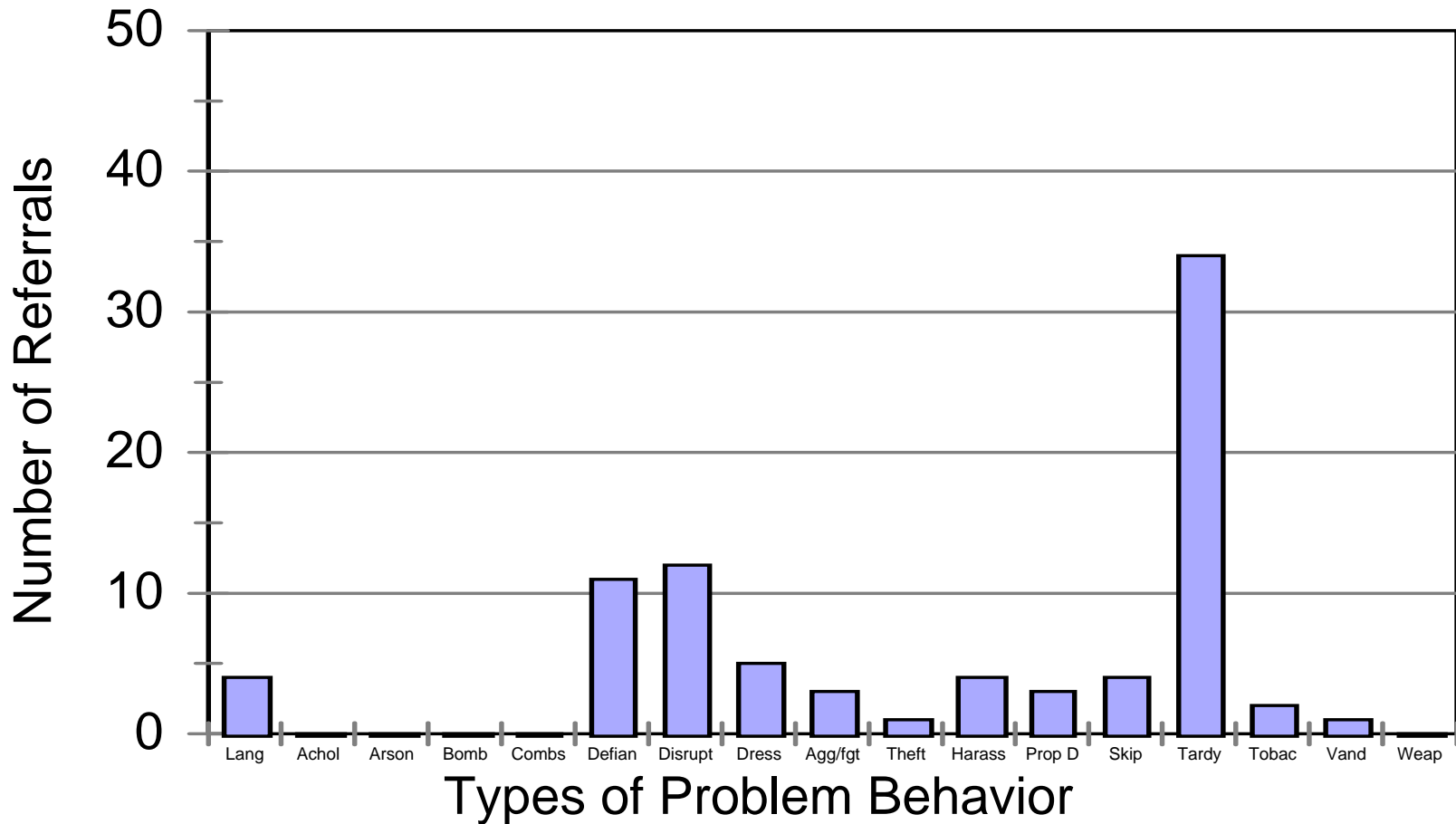


Who?



What?

Referrals per Prob Behavior



Defining Challenging Behaviors- Behavioral Excesses

(Too much of a behavior we do not want)

Behavior	Definition	Examples
Disruptive- Verbal Aggression	Verbal behaviors to cause emotional harm	<i>taunting, teasing, profanity, making fun of another student, scream at peers or teachers, verbal coercion in the form of threats</i>
Disruptive- Verbal General	Any other verbal behaviors to disrupt the classroom or school milieu	<i>talking out, tantrums, crying, yelling, making noise, speaking loudly</i>
Disruptive- Physical Aggressive	Bodily actions to cause physical or emotional harm to another	<i>hitting, biting, kicking, grabbing, vulgar gestures, head butting, hair pulling</i>
Disruptive- Physical General	Bodily actions to disrupt the classroom or school milieu	<i>running, pounding, noise with materials, disrobing, tearing or destroying materials, stealing, throwing self to ground</i>
Dishonesty-	Deliberate misrepresentation of actual events	<i>lying, cheating, stealing</i>
Automatic/ Self-stimulatory behavior	Any, typically repetitious behavior, that accesses automatic reinforcement (reinforcement not contingent on the behavior of others) including self-injurious behavior (SIB)	<i>repetitive body movements, self-injurious behavior, chewing objects, flipping fingers, tapping his hand or objects</i>

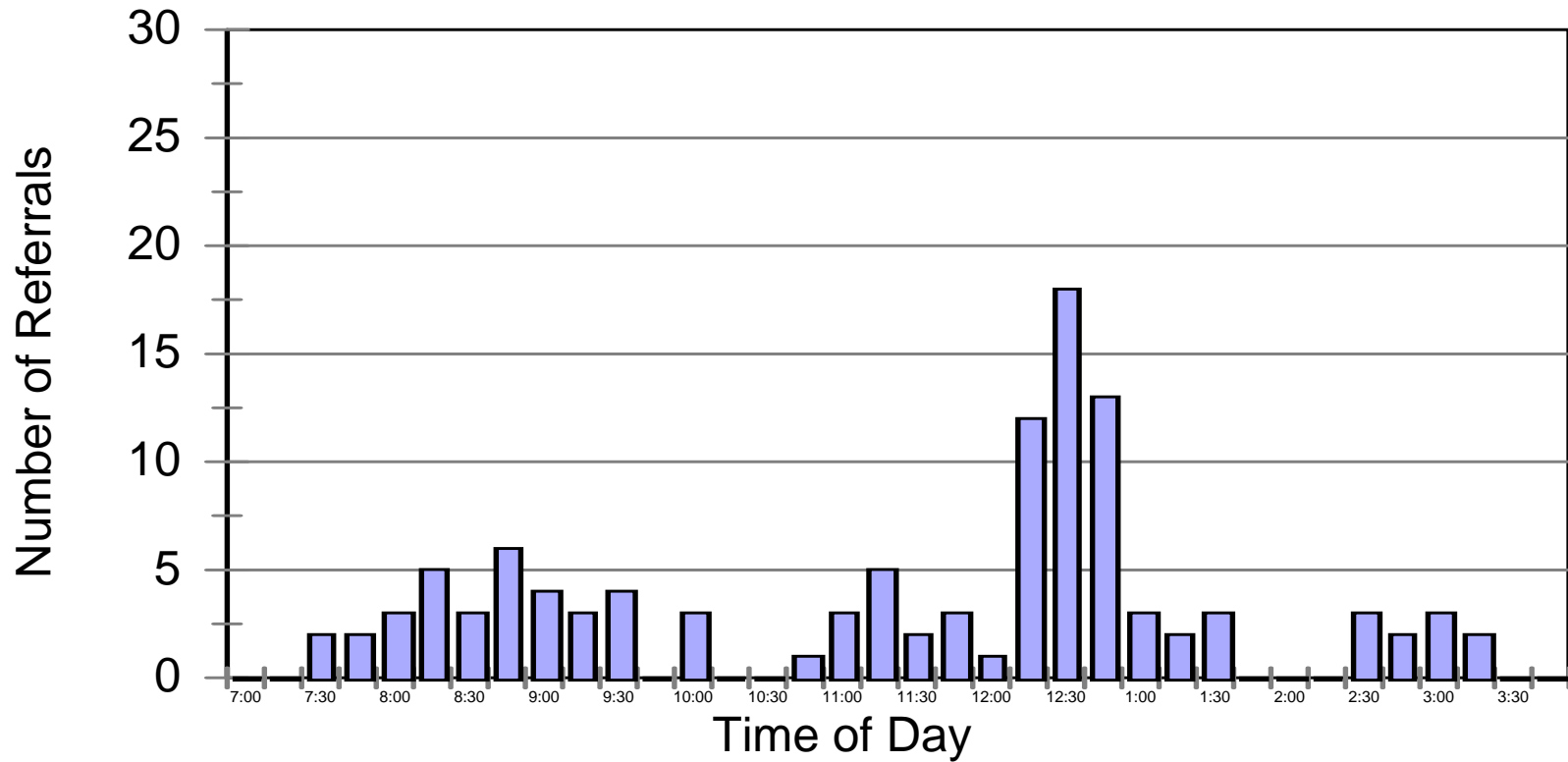
Defining Challenging Behaviors- Behavioral Deficits

(Not enough of a behavior that we do want)

Off-task	Failure to engage in requisite activities	<i>failing to complete work, laying head on desk, not looking at, touching, or searching for a book, sitting and not responding to toys or books, not engaged in an activity he or she should be engaged in</i>
Non-compliance	Failure to engage in requisite activities after specifically prompted by teacher or other adult	<i>doing opposite of what was asked, refusal to follow an adult's spoken direction within 10 seconds (5 seconds, 15 seconds)</i>
Out of seat/ Out of area	Failure to remain in assigned area including school elopement	<i>leaving the work area without permission, running away from school, any instance in which the student left a designated area without teacher permission</i>
Isolation/ No social interactions	Any behavior that reduces or eliminates a child's interactions with others or with their environment	<i>avoids interaction or prefers to play alone, the child is not engaged in social interaction of any kind with a peers or adults</i>

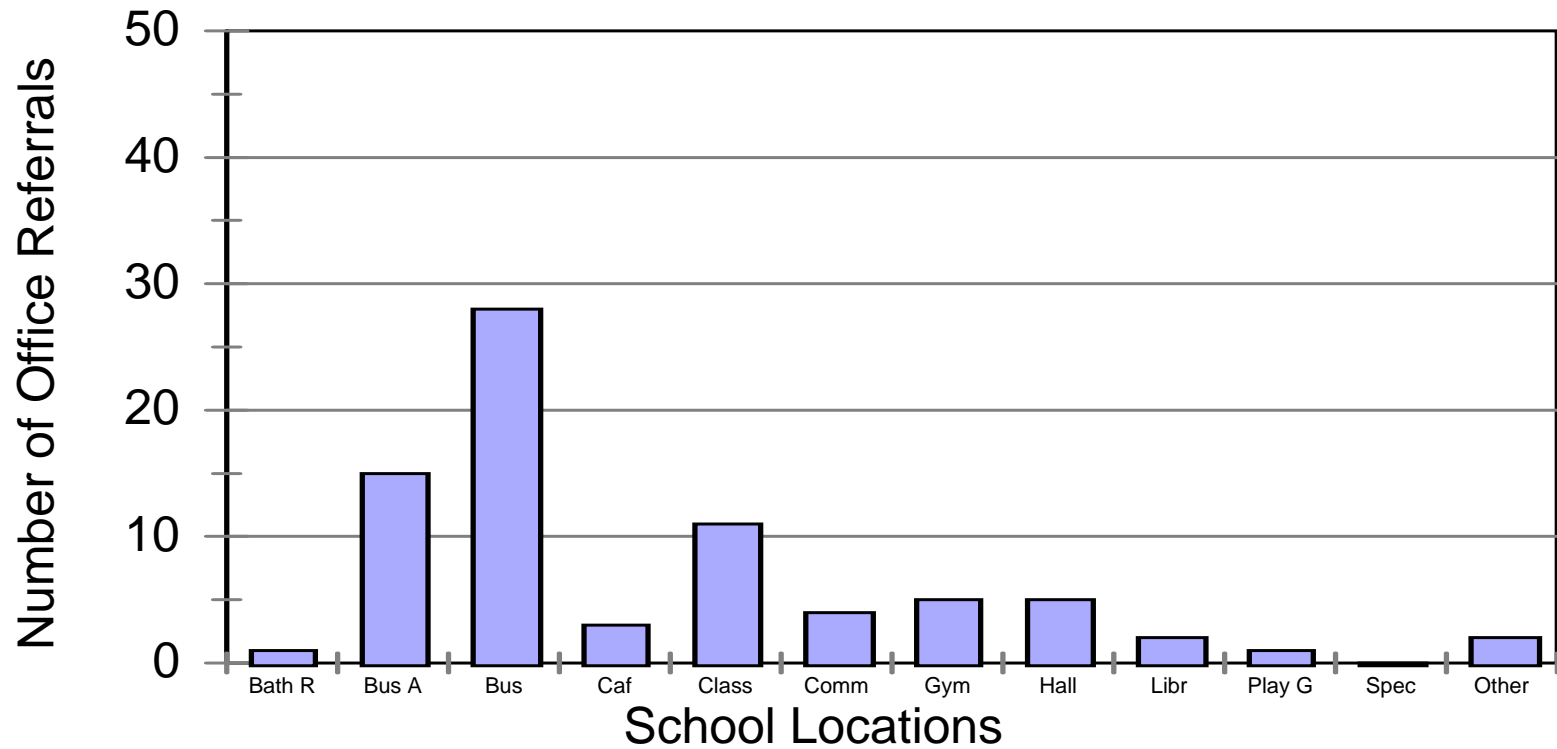
When?

Referrals by Time of Day

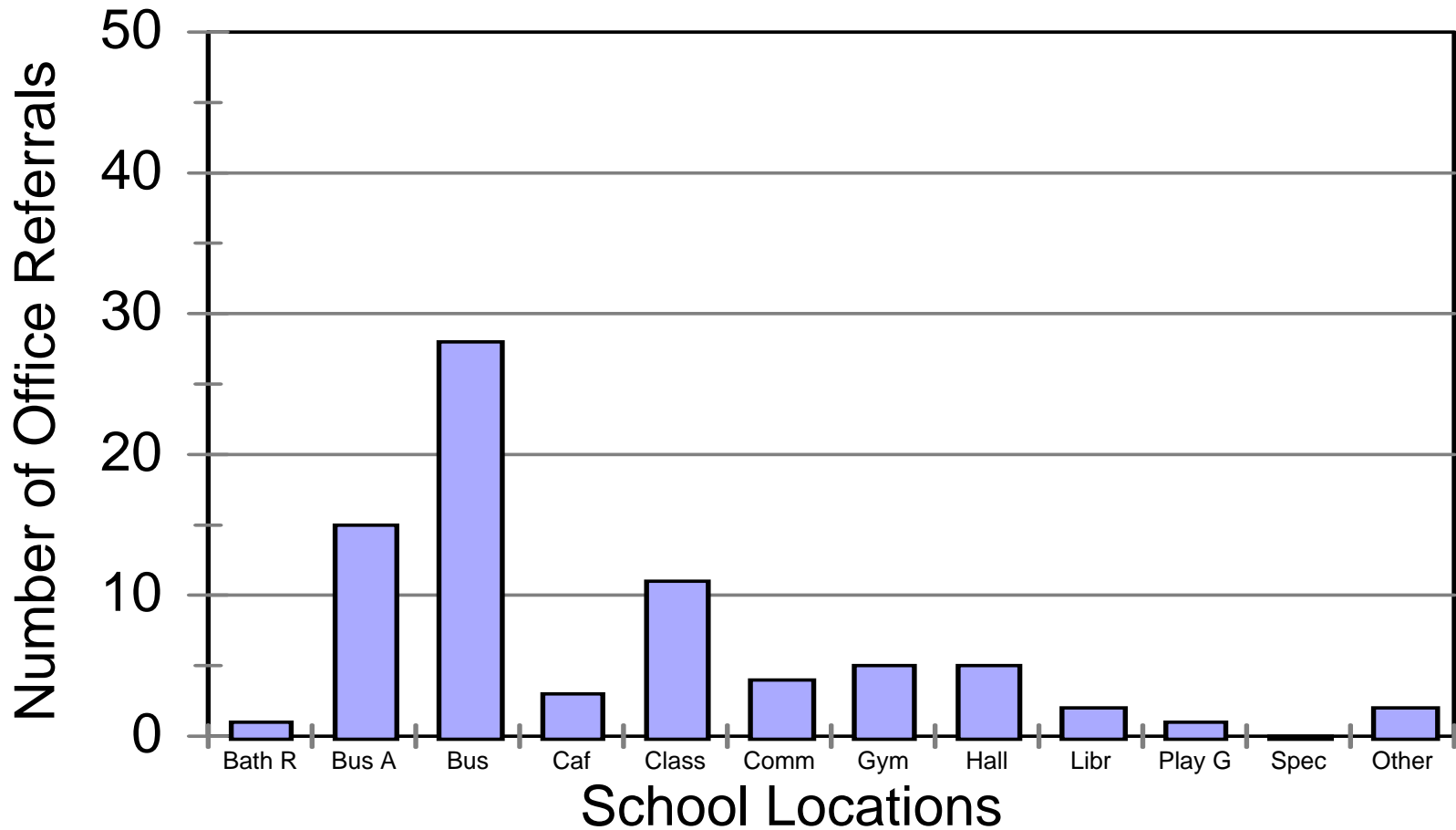


Where?

Referrals by Location



Referrals by Location



Monitor Objectives & Outcomes

- **Big Idea:**
 - *The staff determine what they want to answer, what data will answer the question, the simplest way to get that data, and then write an objective for where they want to be in the future.*

Example Objectives

- By the end of the quarter, fights in the lunchroom will decrease to less than 1 per week.
- By holiday break, boys on the football team will decrease referrals to the principal from the gym.
- By end of the year, bus referrals will decrease by 50%
- By the end of the year, students will attend school at a rate 5% higher than last year.
- This year, reported incidents of vandalism will decrease by 50% from last year.

Lewis Elementary School

Rural Southern Illinois: Demographics

- 303 1st – 3rd Graders
- 60% Free and Reduced Lunch
- 63% Non-White
- 15% of the student population received 1-2 Office Discipline Referrals (ODR's) each week

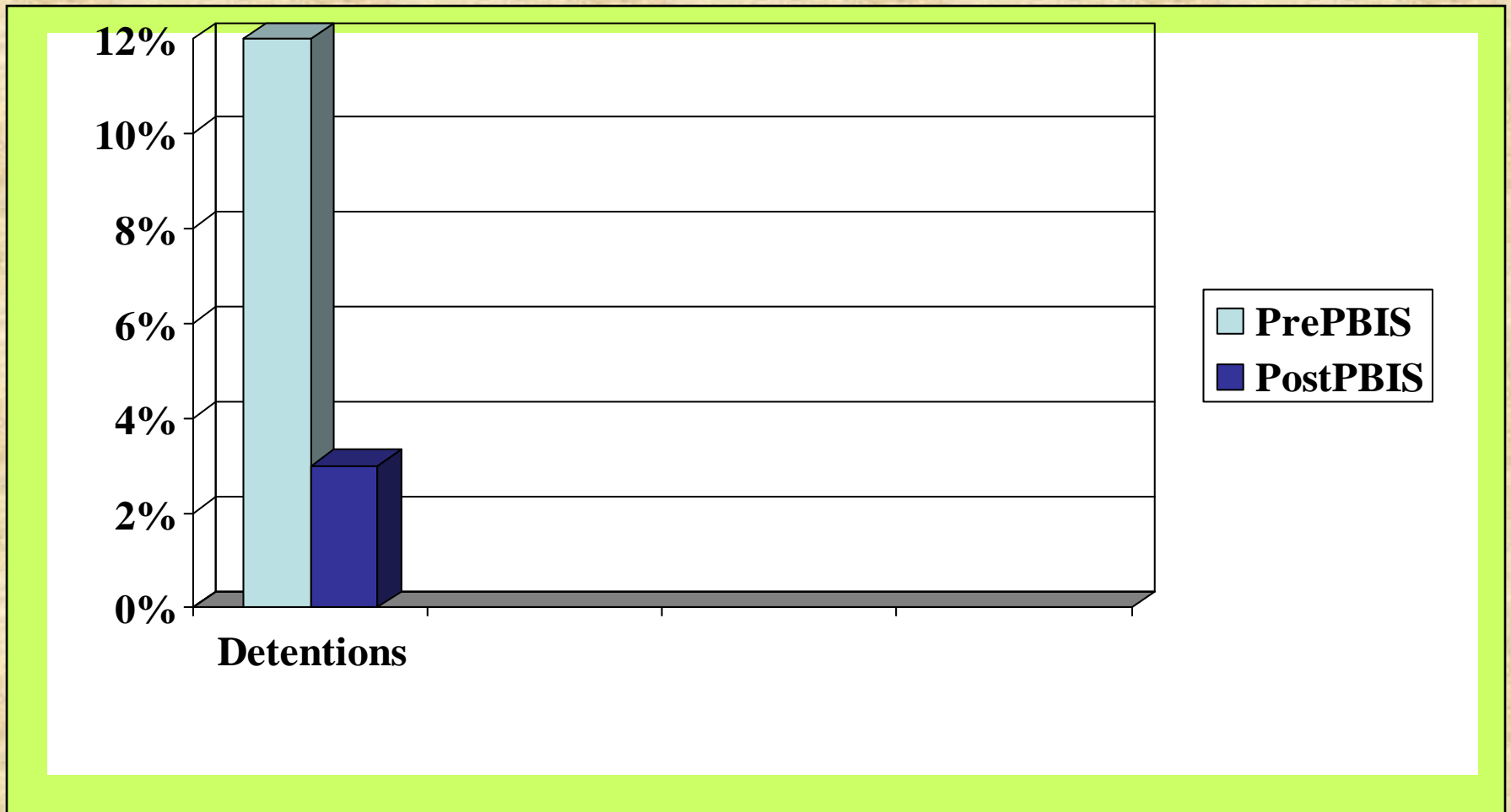
Lewis Elementary School

Rural Southern Illinois: Processes

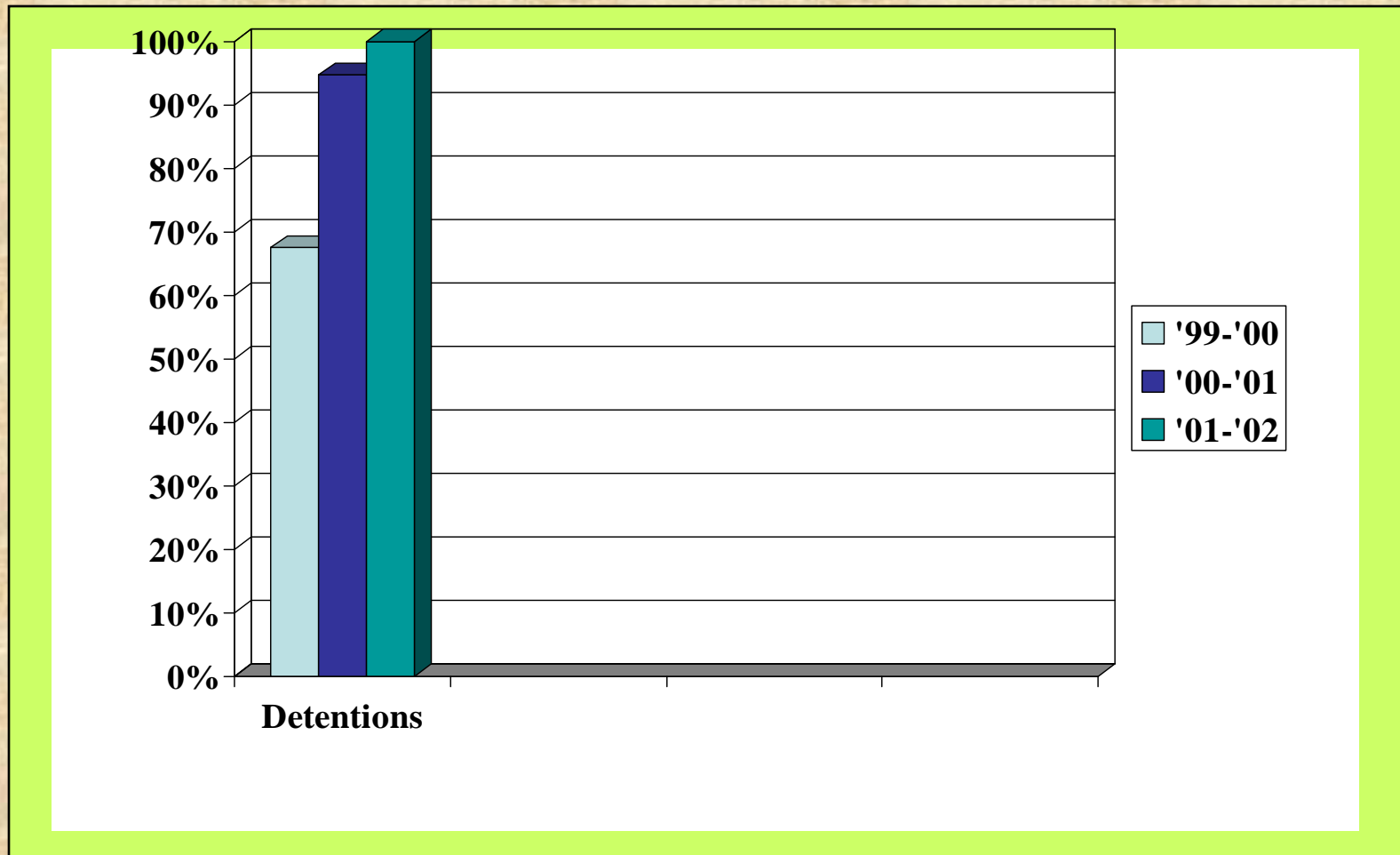
Universal Intervention

- Principal reviews previous day ODR's data to identify most commonly-cited reason for ODR's from the previous day
- Precorrection provided through the morning announcement
- Teachers provide "booster" shot of behavioral instruction for the precorrected behavior

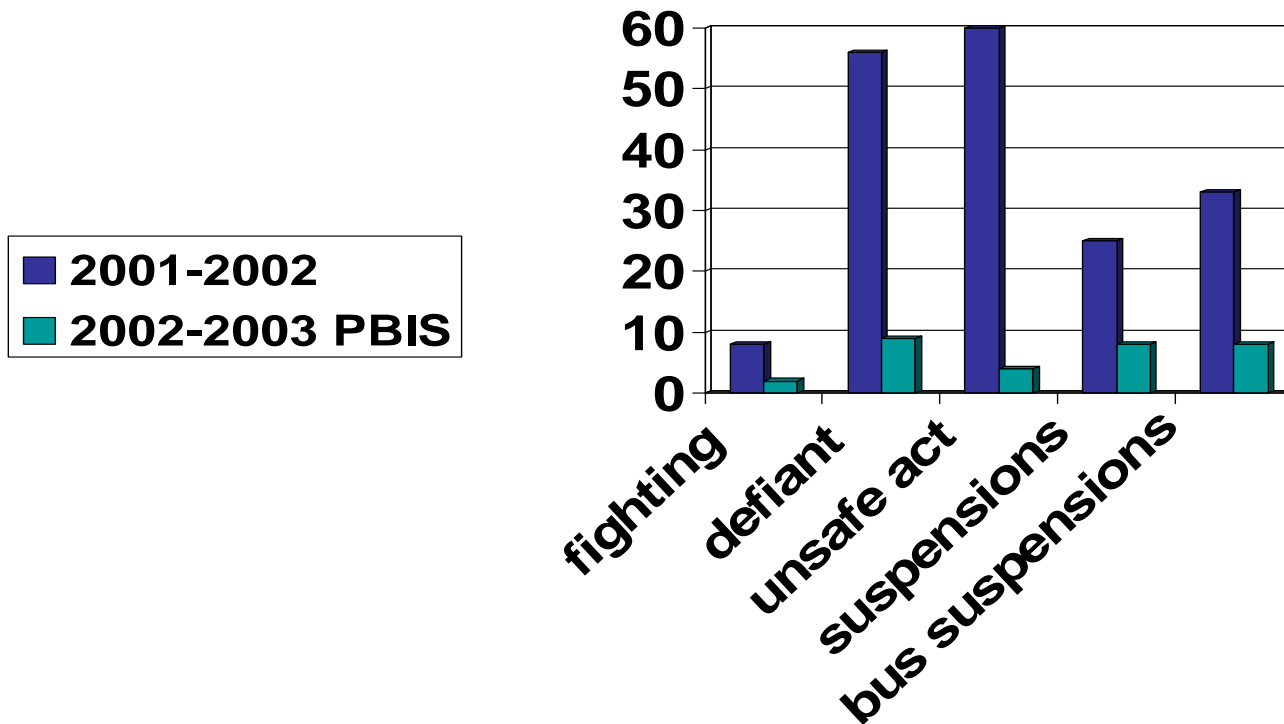
Lewis Elementary School Percentage of Students With Detention



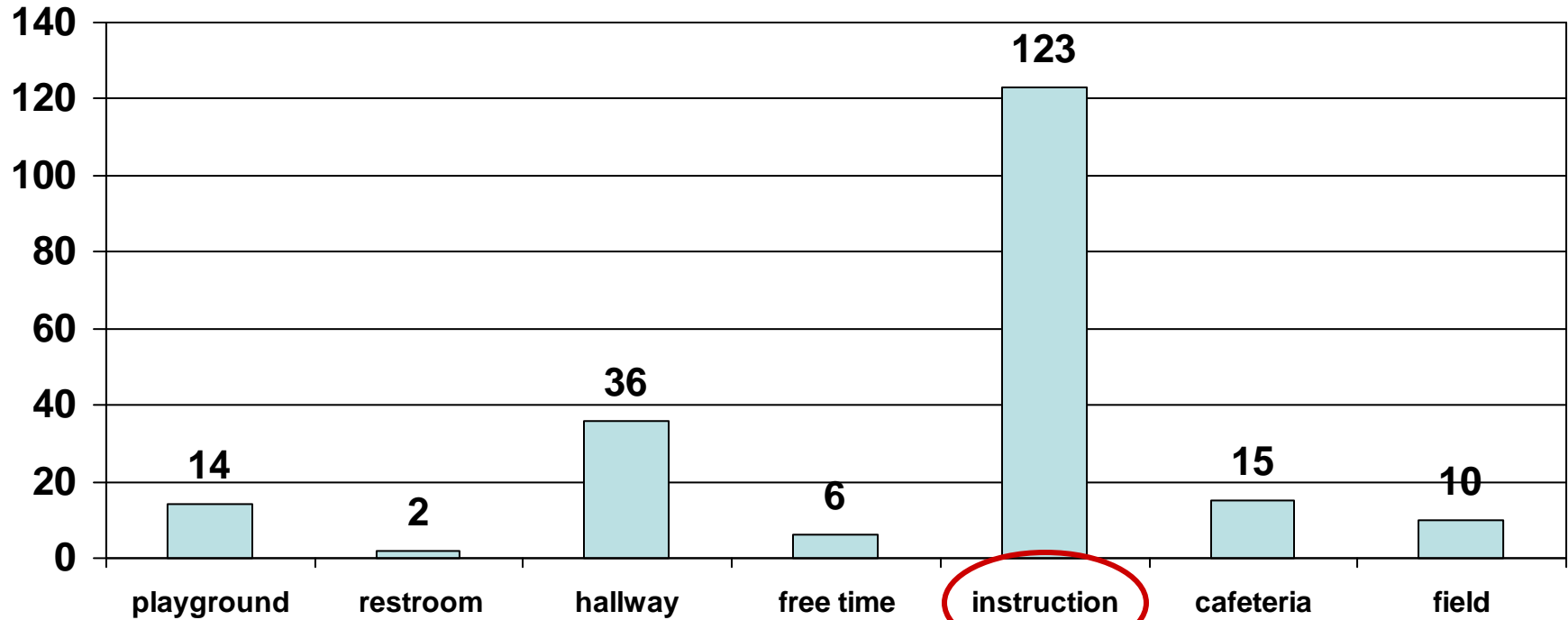
Lewis Elementary School Weeks with 90% or More No Detention



Duval Elementary Office Referrals



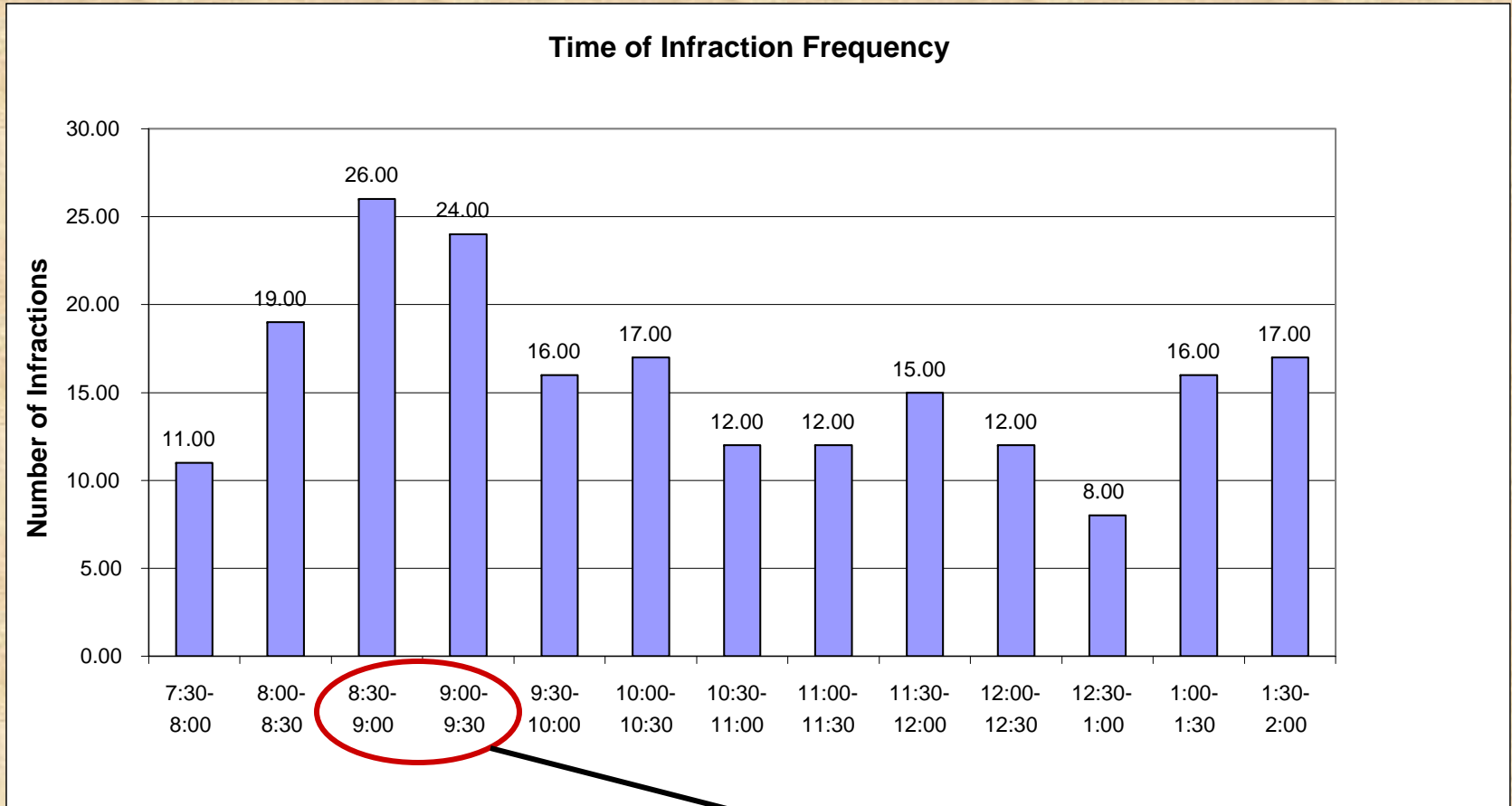
Williams Elementary



- Referrals by Location

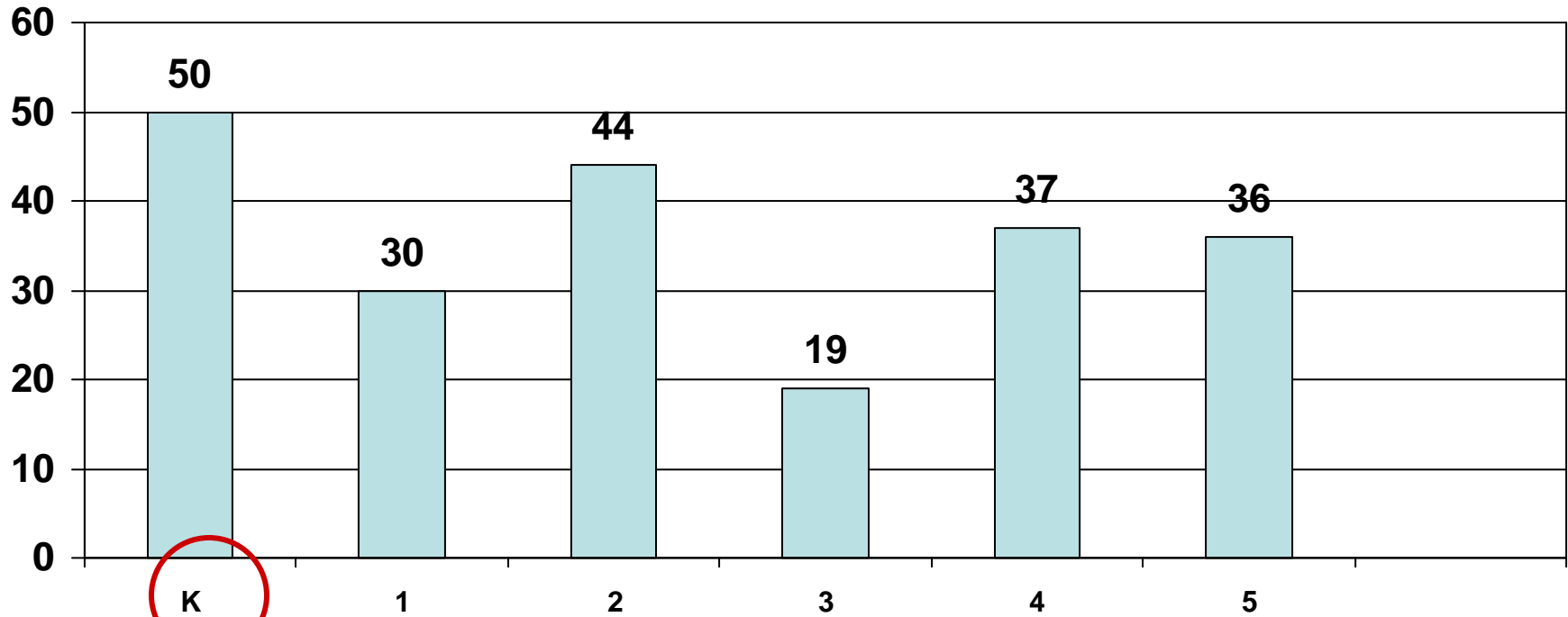
Classroom problems!

Williams Elementary



End of Reading!

Littlewood Elementary



- Referrals by grade level

Early Intervention!

Collecting Data on an Individual Student

- Momentary Time Sampling
 - Choose a time of day/ activity that is most likely to elicit the target behavior (or the desired replacement behavior)
- Record data based on time interval
- Time tells when to record
- Provides an approximation of behavior
- Does not require constant attention
- Requires a timer/ clock

Mr. Lucas wants to monitor Stephen's rocking behavior so that he can have data for an IEP goal. He does not have time to constantly monitor Stephen, although he sees rocking behavior often when he does look at him.

- Characteristics
 - Record if the behavior occurred at the end of the interval
- Advantages
 - good with long or variable duration behaviors
 - doesn't require constant attention
- Disadvantages
 - tends to underestimate behavior

Interval Recording Data Collection Form

Partial Interval Recording Data Sheet



Student: Stephen
Observer: Mr. Lucas
Behavior: Rocking Behavior
Interval Length: 15 Seconds

1					2					3					4					5				
-	+	+	+	+	-	-	+	+	-	-	-	-	+	+	+	+	+	+	-					
6					7					8					9					10				
+	+	-	-	-	-	-	-	+	+	+	+	+	+	-	+	+	+	+	+					

Number of Occurrences: 25
Number of Intervals: 40
Percent of Intervals: 63%

Summary

- Decide what you need to know
- Decide what is the simplest way to accumulate that information
- Decide how to organize the information
- Decide how to use that information to make data-based decisions