

Making Data Collection Easier

TIPS, SUGGESTIONS, AND INFORMATION TO HELP YOU COLLECT DATA EASIER AND FASTER



Let's party! It's data time!



Or would you rather hide?



The problem is without data, you are only providing your opinion.





To take easy and meaningful data you NEED measurable goals.

If you are you looking for:



Easier ways to collect data?



Requirements for documentation?



Ways to share the workload of data collection?



How to measure performance throughout the school day?

Then listen up for ideas to help you with:



PROGRESS MONITORING



COLLECTING DATA FOR IEP GOALS



DATA DECISION MAKING



PROVIDING DOCUMENTATION TO JUSTIFY OR DISCONTINUE SERVICES



Quick message:

I am not going to discuss what is legally required since every state and school operates differently.

This webinar is meant to offer easy and efficient ways to collect data. It is your responsibility to make sure you check with your state agencies regarding specific regulations.

Combination
of Paper +
Electronically?

A photograph showing two students, a girl and a boy, sitting at a desk in a classroom. The girl, on the left, is wearing a red and white striped shirt and is looking down at a piece of paper. The boy, on the right, is wearing a grey patterned shirt and glasses, and is also looking down at the paper. They appear to be working together on a project. In the background, other students and classroom shelves are visible.[illegible]

Try using Google Forms to create easy student generated data collection that you can submit on a smartphone or computer.

The screenshot shows a Google Form interface. At the top, there's a purple header with the title 'Student Generated YES or NO Data Collection'. Below the header, there's a tab for 'QUESTIONS' and a tab for 'RESPONSES' with a count of '1'. The main content area is white and contains the title 'YES or NO Data Collection' and a placeholder text '[ADD TARGETED BEHAVIOR, OUTCOME OR GOAL HERE]'. Below this, there's a question 'Did the you achieve the goal?' with two radio button options: 'Yes' and 'No'. On the right side, there's a vertical toolbar with icons for adding questions, sections, and other form elements.

Student: 1234
Service/Skill Provided: Tibetex and dynamic activities
OUTCOME: Able to complete 3 step obstacle course.

Student: 1235
Service/Skill Provided: OT group
OUTCOME: snipped with scissors 4/5 trials

Student: 1236
Service/Skill Provided: OT group
OUTCOME: snipped with scissors 5/5 trials. Goal achieved!

Student:
Service/Skill Provided:

Student:
Service/Skill Provided:

Student:
Service/Skill Provided:

OUTCOME:

OUTCOME:

OUTCOME:

Student:
Service/Skill Provided:

Student:
Service/Skill Provided:

Student:
Service/Skill Provided:

OUTCOME:

OUTCOME:

OUTCOME:

Short on time and no internet?

TRY USING LABELS.

BENEFITS OF SIMPLE YES OR NO GOOGLE FORM

Use for student collected data or ask other school staff to collect data.

It is SO EASY to submit multiple responses.

In addition it automatically provides a DATA and TIME stamp for each response.

GRAPHS automatically generated.

SHARE forms and data results with multiple people.

Can create SPREADSHEET with a click of a button to examine data closer.

QUESTION #2

How do I ask other school staff to take data when they have so much on their plates already?

Explain the purpose of the data collection and how it will help that student AND staff member.

- Data collection helps to determine the BEST solution to help a student succeed.
- When students are successful, teachers and other school staff can focus their efforts on building new skills.
- For related service providers, most likely teachers WANT your help and guidance. Explain to staff that in order to provide the best help you need more information.

School staff will be more willing to help if it is EASY!

Whether it is student generated or staff generated keep it simple and be specific.

EXAMPLE Time Data Collection

Examples of when to use this time measurement data collection are provided throughout the day. Use the data to measure trends that may be occurring during different times of the day or across days.

Student's Name/ID Number: 1234

Name of person recording data: John Doe

TARGET BEHAVIOR, OUTCOME, OR GOAL: Student will line up appropriately.

For each date, record the time and circle YES or NO if the child is completing the expected goal.

DATE	Time	Circle yes or no
9/10/19	8:30	YES
9/10/19	9:00	YES
9/10/19	9:30	YES
9/10/19	10:00	YES
9/10/19	10:30	YES
9/10/19	11:00	YES
9/10/19	11:30	YES
9/10/19	12:00	YES
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9/10/19	8:00	YES
9/10/19	8:30	YES
9/10/19	9:00	YES
9/10/19	9:30	YES

Use observation data to measure performance all day long.

Excellent template to measure behavior or negative outcomes.

EXAMPLE Observation Data Collection

Examples of when to use this form: measure student's behavior or skill acquisition throughout the day, gather baseline data to determine what supports are necessary or monitor progress.

Student's Name/ID Number: 1234

Name of person recording data: John Doe

OBSERVATION #1: does not maintain a reasonable distance from others when participating with a peer or group work.

OBSERVATION #2: does not walk his/her turn when participating in an activity.

Put a tally mark in the box each time you observe #1 and/or #2.

Date	Start/Stop Time	Subject Area or Class Period	TALLY MARKS	TOTAL TALLY MARKS
9/1/19	8-8:45	ELA	Observation #1: III Observation #2: II	3 2
9/1/19	8:45-9:30	math	Observation #1: THH II Observation #2: I	7 1
9/1/19	11:00-11:45	lunch	Observation #1: THH III Observation #2:	8 0
9/1/19	2:00-2:30	recess/dismissal	Observation #1: THH THH Observation #2: THH	10 5
			Observation #1: Observation #2:	

Use Google forms to make specific goal trackers for throughout the day.

Brain Break Data Collection

Length of time for the brain break

☐ 5 minutes

☒ 10 minutes

☐ 15 minutes

☐ 20 minutes

☐ Other:

Where was the break?

☐ in class

QUESTION #4

How do you take data with multiple objectives?

Use forms or templates that measure multiple targets, behaviors or goals.

This form measures multiple skills ONE time.

EXAMPLE Skill Data Collection

Examples of when to use this type of form: measure multiple goals or skills on one day.

Student's Name/ID Number: 1234

Name of person recording data: John Doe

Write the skill or goal that you want to observe in each box. The person recording the data can record a YES if the skill was achieved or a NO if the skill was not achieved.

SKILL	Sit with upright posture during short writing tasks (less than 2 minutes)	Write the letters Bb correctly	Hold scissors correctly	Safely use scissors			
Date	9/9/19	9/9/19	9/10/19	9/10/19			
YES or NO?	YES or NO	YES or NO	YES or NO	YES or NO	YES or NO	YES or NO	YES or NO

SKILL							
Date							

EXAMPLE Multiple Skills Data Collection

Examples of when to use this form: collect data on a goal with multiple objectives or multiple goals throughout the day.

Student Name/ID: 1511
Person collecting data John Doe

Put a slash over each number to indicate how many times the student achieved the goal during the time period. (Circle the number if the student attempted the goal but was not successful.)

GOAL #1: Focus on lines for 3 minutes intervals 	DATE/TIME: 9/12/19 from 8:00 am until 11:45 am # of times student was successful/total attempts = 4/19 % successful
GOAL #2: Attend to the teacher when presenting for short periods of time (less than 5 minutes) 	DATE/TIME: 9/12/19 from 8:00 am until 11:45 am # of times student was successful/total attempts = 10/19 % successful
GOAL #3: Transition smoothly from one task to another. 	DATE/TIME: 9/12/19 from 8:00 am until 2:00 pm # of times student was successful/total attempts = 10/19 % successful
GOAL #4: Ignore distractions and focus on his/her own work. 	DATE/TIME: 9/12/19 from 8:00 am until 11:45 am # of times student was successful/total attempts = 8/19 % successful

NOTES:

EXAMPLE Multiple Skills Data Collection

Examples of when to use this form: collect data on a goal with multiple objectives or multiple goals throughout the day.

Student Name/ID: 1754
 Person collecting data: John Doe

Put a check-over each column to indicate how many times the student achieved the goal during the time period. Circle the number if the student attempted the goal but was not successful.

GOAL #1: Focus on tests for 3 minutes intervals. 	DATE/TIME: 5/12/13 from 8:00 am until 11:45 am # of times student was successful/total attempts = 10 / 20 successful
GOAL #2: Attend to the teacher when presenting for short periods of time (less than 5 minutes). 	DATE/TIME: 5/12/13 from 8:00 am until 11:45 am # of times student was successful/total attempts = 10 / 20 successful
GOAL #3: Transition smoothly from one task to another. 	DATE/TIME: 5/12/13 from 8:00 am until 11:45 am # of times student was successful/total attempts = 10 / 20 successful
GOAL #4: Ignore distractions and focus on teacher's own work. 	DATE/TIME: 5/12/13 from 8:00 am until 11:45 am # of times student was successful/total attempts = 10 / 20 successful

NOTES:

QUESTION #5

How do you take data on groups of students at one time?

Want to collect data with small groups?

Use a form that you can quickly mark each student's skill level.

EXAMPLE Group Data Collection

Date: 9/10/19	
Person collecting data: John Doe	
START TIME: 8:00 am	STOP TIME: 8:30 am

Put a slash over each number to indicate how many times the student achieved the goal during the time period. Circle the number if the student attempted the goal but was not successful.

Student Name/ID and GOAL: #1234 use glue correctly																				
/	/	/	0	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student Name/ID and GOAL: #1235 hold scissors correctly																				
0	0	3	/	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student Name/ID and GOAL: #1236 maintain an efficient pencil grasp																				
/	/	/	/	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student Name/ID and GOAL: #1237 follow 2 step motor commands																				
0	0	3	/	5	6	/	6	6	/	18	11	12	13	14	15	16	17	18	19	20

Use a form that you can quickly mark each student's skill level.

EXAMPLE Group Data Collection

Date: 9/10/19	
Person collecting data: John Doe	
START TIME: 8:00 am	STOP TIME: 8:30 am

Put a slash over each number to indicate how many times the student achieved the goal during the time period. Circle the number if the student attempted the goal but was not successful.

Student Name/ID and GOAL: #1234 use glue correctly

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Student Name/ID and GOAL: #1235 hold scissors correctly

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Student Name/ID and GOAL: #1236 maintain an efficient pencil grasp

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Student Name/ID and GOAL: #1237 follow 2 step motor commands

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Want to collect
data for the entire
classroom?

[illegible]

QUESTION #6

How do you easily share data collection with the team and the parents?



Google Forms is the EASIEST if you have access to it.

Reuse your labels.

Student 1236 Service/ID Provided: [Data not provided/unknown] OUTCOME: [Data not provided/unknown]	Student 1236 Service/ID Provided: [Data not provided/unknown] OUTCOME: [Data not provided/unknown]	Student 1236 Service/ID Provided: [Data not provided/unknown] OUTCOME: [Data not provided/unknown]
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Snap a photo of your label page as a reminder of what service was provided and the outcome.

Put each label in the student's communication notebook for parents and teachers to read

Use templates and forms that automatically create easy to read results.

DATE	START TIME	STOP TIME	LOCATION	TYPE	IP GOAL	Treatment Code 1	Treatment Code 2	Outcome %	Summary	Assessment	Treatment Plan	Comments
10/23/2018	9:00:00 AM	9:30:00 AM	classroom	INDIVIDUAL	1	97110 Therms, ROM x 15 min	97136 Gait Training x 15 min	50.00%	John performed L.E. strengthening exercises and gait training.	No Change	Continue services	
10/24/2018	9:00:00 AM	9:30:00 AM	therapy room	INDIVIDUAL	1	97110 Therms, ROM x 15 min	97136 Gait Training x 15 min	95.00%	Squats, single limb stance activities and gait training in hallway.	Regression	Continue services	hallway was very crowded today. Next visit should be in a hallway with less traffic.
8/14/2019	8:00:00 AM	9:00:00 AM	therapy room	GROUP OR 2	1	97120 PT Group 2 or more	97120 PT Group 2 or more	25.00%	balance exercises	Regression	Continue services	Student was distracted.
9/10/2019	8:30:00 AM	9:00:00 AM	classroom	INDIVIDUAL	1				strengthening and balance activities and gait training in hallway.	Progress Noted	Continue services	

QUESTION #7

How do you determine the efficacy of interventions? In other words, how do we know if we are helping?

You MUST have functional goals that are measurable.

For example:

- ▶ Student will complete 10 push ups is NOT a functional goal.
- ▶ Student will participate in physical education without fatigue 80% of the time is a FUNCTIONAL GOAL.
- ▶ Then you can work on various strengthening activities to improve the student's endurance, but you would determine if your intervention was helping if the student could participate in physical education without fatigue.

EXAMPLE- Intervention Data Collection

Student's Name/ID Number: 1234

Name of person recording data: John Doe

INTERVENTION: therapy ball for alternative seating

GOAL: increase attention to task to 5 minutes

Mark the box on the calendar when the intervention was attempted.

MONTH: SEPTEMBER						
MON	TUE	WED	THUR	FRI	SAT	SUN
X		X	X			
	X	X	X			
X	X		X			
X	X	X	X	X		
X	X	X	X			

Record the student's response to this intervention on this date: 9/10/19

- ☐ Student has achieved the goal above the target.
☒ Student has achieved the goal at the target.
☐ No change.
☐ Student is not further below the target.

Notes:

- ☐ Discontinue intervention.
☒ Continue intervention.
☐ Modify intervention (provide details):
☐ Refer for additional support.

Use forms to collect data on the interventions provided.

Use data collection to compare interventions.

Intervention	Outcome 1	Outcome 2	Intervention	Outcome 1	Outcome 2
Intervention 1	25%	55%	Intervention 2	30%	70%
6/1/2019	25%	55%	6/1/2019	30%	70%
6/2/2019	25%	55%	6/2/2019	30%	70%
6/3/2019	25%	55%	6/3/2019	30%	70%
6/4/2019	25%	55%	6/4/2019	30%	70%
6/5/2019	25%	55%	6/5/2019	30%	70%
6/6/2019	25%	55%	6/6/2019	30%	70%
6/7/2019	25%	55%	6/7/2019	30%	70%
6/8/2019	25%	55%	6/8/2019	30%	70%
6/9/2019	25%	55%	6/9/2019	30%	70%
6/10/2019	25%	55%	6/10/2019	30%	70%
6/11/2019	25%	55%	6/11/2019	30%	70%
6/12/2019	25%	55%	6/12/2019	30%	70%
6/13/2019	25%	55%	6/13/2019	30%	70%
6/14/2019	25%	55%	6/14/2019	30%	70%
6/15/2019	25%	55%	6/15/2019	30%	70%
6/16/2019	25%	55%	6/16/2019	30%	70%
6/17/2019	25%	55%	6/17/2019	30%	70%
6/18/2019	25%	55%	6/18/2019	30%	70%
6/19/2019	25%	55%	6/19/2019	30%	70%
6/20/2019	25%	55%	6/20/2019	30%	70%
6/21/2019	25%	55%	6/21/2019	30%	70%
6/22/2019	25%	55%	6/22/2019	30%	70%
6/23/2019	25%	55%	6/23/2019	30%	70%
6/24/2019	25%	55%	6/24/2019	30%	70%
6/25/2019	25%	55%	6/25/2019	30%	70%
6/26/2019	25%	55%	6/26/2019	30%	70%
6/27/2019	25%	55%	6/27/2019	30%	70%
6/28/2019	25%	55%	6/28/2019	30%	70%
6/29/2019	25%	55%	6/29/2019	30%	70%
6/30/2019	25%	55%	6/30/2019	30%	70%
6/31/2019	25%	55%	6/31/2019	30%	70%
6/32/2019	25%	55%	6/32/2019	30%	70%
6/33/2019	25%	55%	6/33/2019	30%	70%
6/34/2019	25%	55%	6/34/2019	30%	70%
6/35/2019	25%	55%	6/35/2019	30%	70%
6/36/2019	25%	55%	6/36/2019	30%	70%
6/37/2019	25%	55%	6/37/2019	30%	70%
6/38/2019	25%	55%	6/38/2019	30%	70%
6/39/2019	25%	55%	6/39/2019	30%	70%
6/40/2019	25%	55%	6/40/2019	30%	70%
6/41/2019	25%	55%	6/41/2019	30%	70%
6/42/2019	25%	55%	6/42/2019	30%	70%
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6/82/2019	25%	55%	6/82/2019	30%	70%
6/83/2019	25%	55%	6/83/2019	30%	70%
6/84/2019	25%	55%	6/84/2019	30%	70%
6/85/2019	25%	55%	6/85/2019	30%	70%
6/86/2019	25%	55%	6/86/2019	30%	70%
6/87/2019	25%	55%	6/87/2019	30%	70%
6/88/2019	25%	55%	6/88/2019	30%	70%
6/89/2019	25%	55%	6/89/2019	30%	70%
6/90/2019	25%	55%	6/90/2019	30%	70%
6/91/2019	25%	55%	6/91/2019	30%	70%
6/92/2019	25%	55%	6/92/2019	30%	70%
6/93/2019	25%	55%	6/93/2019	30%	70%
6/94/2019	25%	55%	6/94/2019	30%	70%
6/95/2019	25%	55%	6/95/2019	30%	70%
6/96/2019	25%	55%	6/96/2019	30%	70%
6/97/2019	25%	55%	6/97/2019	30%	70%
6/98/2019	25%	55%	6/98/2019	30%	70%
6/99/2019	25%	55%	6/99/2019	30%	70%
6/100/2019	25%	55%	6/100/2019	30%	70%

Summary

Get Help

Try student generated data and educate staff on purpose of collecting data.

Simple

Keep it simple. Measure ONE goal or outcome at a time.

Forms

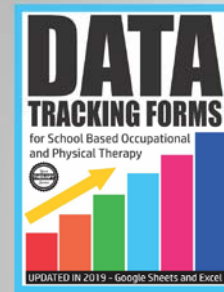
Use forms and templates to save time and streamline data collection.

Share

Share data using Google Forms, communication notebooks or easy to understand graphs.

Function

Remember, you must have FUNCTIONAL goals to measure to determine benefits of interventions.



If you want to save hours of your time and jump start your data collection this year, all the forms and spreadsheets are available at www.YourTherapySource.com