

Effective and Efficient Data Collection and Tracking

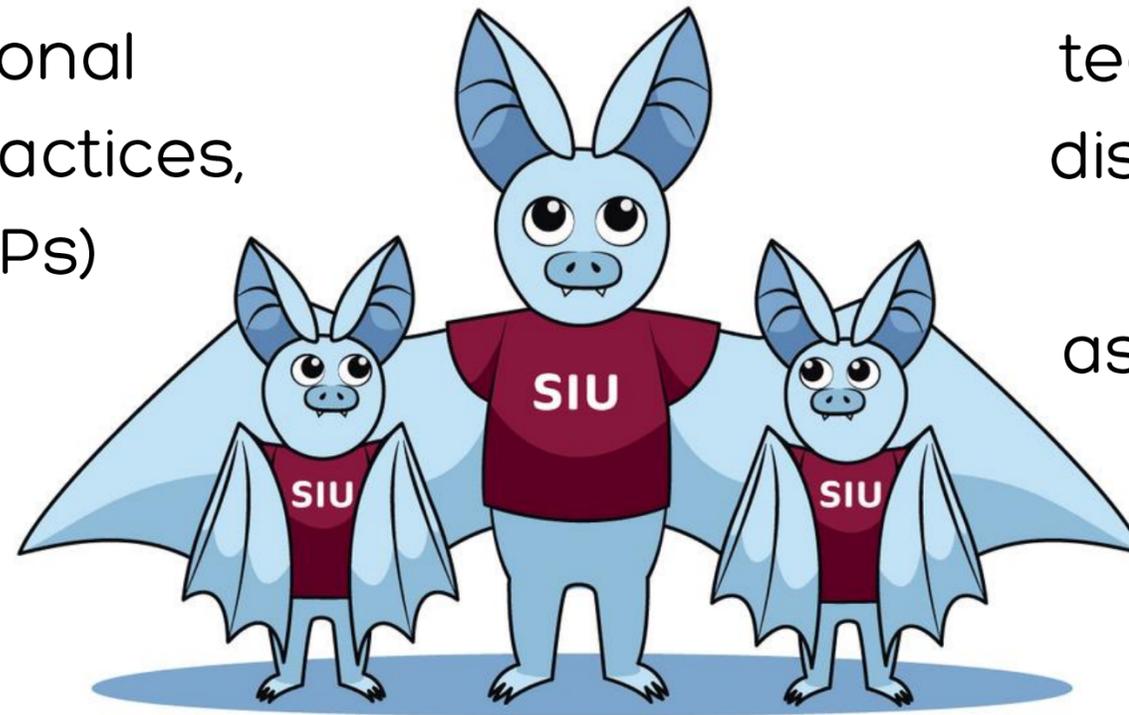
Aaren Rutan, M.Ed.
September 16, 2024

Agenda

1. Discuss the importance of clear, consistent, and efficient behavior tracking practices.
2. Discuss the importance of the correct target behavior.
 - Discuss the “triage” approach to evaluate a target behavior when compiling a BIP.
3. Develop an effective tracking tool to be used by everyone in your district.
 - Examples of ineffective tracking sheets.
 - Examples of effective tracking sheets.
 - Discuss the importance of uniform tracking procedures and devices as a district.
4. Develop a tracking system to compile data in a Behavior Intervention Plan.
 - Example tracking system.
5. Effective implementation of tracking system.
 - Train staff to use tracking devices.
6. Application of methods in a case study.
7. Questions.

Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.



The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPs, and Positive Interventions and Behavioral Supports.



Aaren Rutan, M. Ed. Special Education

Aaren is from Assumption, IL. She and her husband have three adult children – two sons and one daughter. Her hobbies include reading, writing, playing, the piano, and singing on the worship team at church. Currently, Aaren is a Kindergarten-2nd grade Special Education teacher. Prior to teaching, Aaren gained 10 years of experience in a special education classroom as a classroom paraprofessional for a school at an in-patient treatment facility for at-risk youth. This work provided experience with a wide variety of behaviors in the classroom stemming from social-emotional needs. Aaren has worked with students who are non-verbal, exhibit self-harm behaviors, physically aggressive, and have been unsuccessful within the general education environment. She is also a parent of a child who qualified for special education services from kindergarten through graduation which offers a unique perspective from both sides of the IEP meeting table. Aaren's interests include the importance of data collection in the IEP writing process and writing inclusive goals for Behavior Intervention Plans to include students with disabilities in school-wide incentive programming. Aaren is serving her first term as a school board member in her local school district.

Bachelor of Arts in English from University of Illinois-Springfield, Master of Education-Special Education from Grand Canyon University.

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~ Introductions ~

Please take a moment to share your:

Name

School District

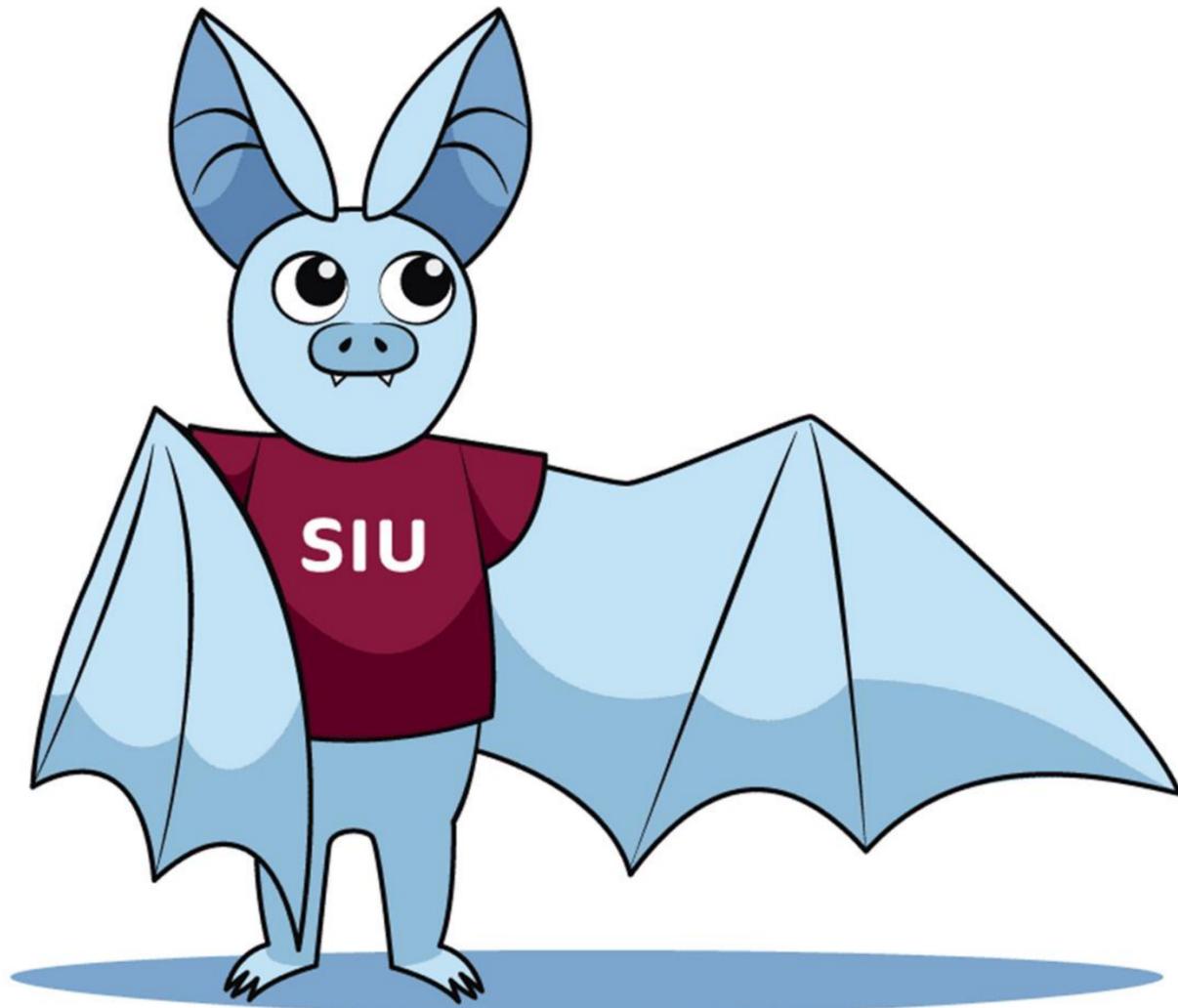
&

Your Favorite Teacher

-1-

Discuss the importance of clear, consistent, and efficient behavior tracking practices.



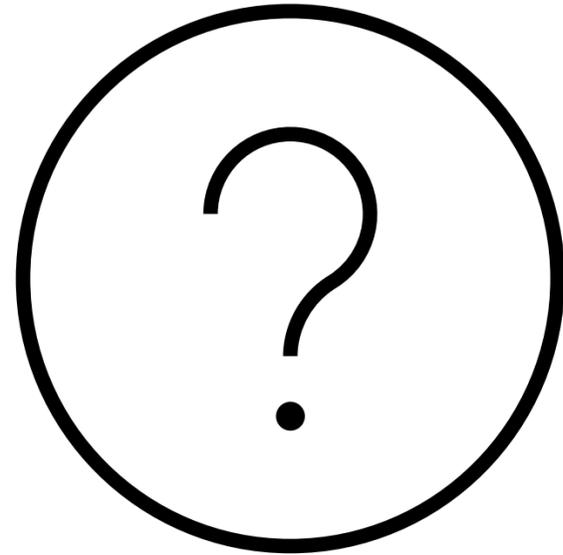


*“Data
or
it
Didn’t
Happen”*



**Why is data so
important?**

**Why is data so
important?**



~Poll~

Has incorrect data you've received affected your reporting in any area of an IEP?

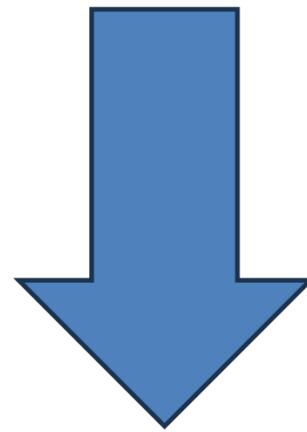
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Discuss the importance of the correct target behavior.

Discuss the “triage” approach to evaluate a target behavior when compiling a BIP.



Functional Behavior Assessment



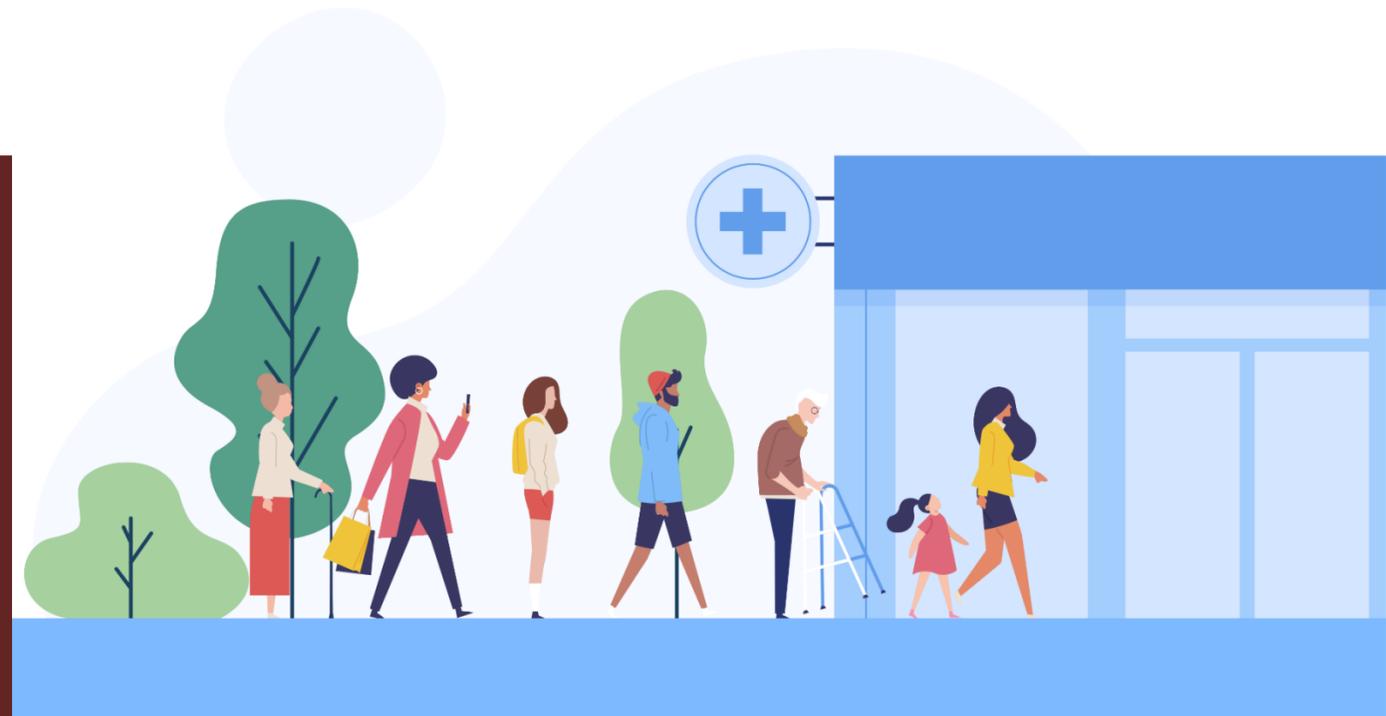
Behavior Intervention Plan

**Has the correct target
behavior been
isolated?**

- FBA Reminder -

“The FBA legally assesses only behaviors that interfere with learning.” (Miller, 2023, para. 4)

Utilize a “Triage” Approach to Isolate the Target Behavior



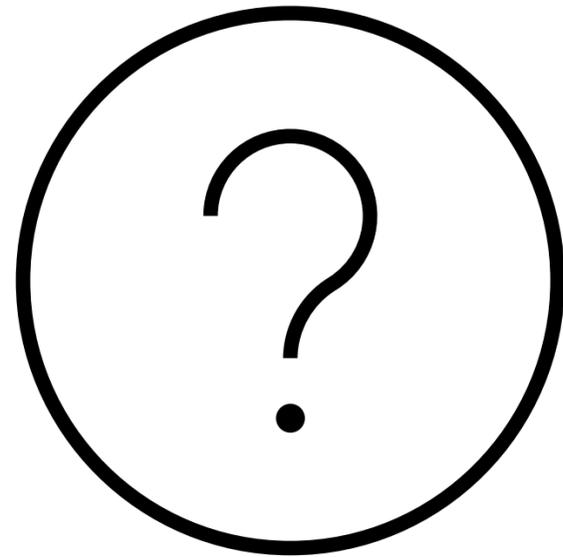
A “triage” approach to isolating the target behavior would require asking the following questions:

- Is a behavior a danger to the student?
 - Is a behavior a danger to others?
- Is the behavior a disruption to the learning environment?
 - What is cause of the behavior?
 - Where is the behavior occurring?
- Is there a certain time of day the behavior occurs?

- FBA Reminder -

“An FBA is a problem-solving approach that obtains a better understanding of the reason why the behavior is occurring in the classroom.. It should clearly identify and define the challenging behaviors, which should be observable - something you can see and count..”

(Miller, 2023, para. 6)



~Poll~

What is an example of a behavior that is observable?

-3-

**Develop an effective tracking tool to be used by everyone
in your district.**

Examples of ineffective tracking sheets.

Examples of effective tracking sheets.

**Discuss the importance of uniform tracking procedures and
devices as a district.**

Develop an Effective Tracking Tool

One challenge to tracking behavior progress in the BIP is the absence a uniform tracking system used by all staff for all students. Tracking forms can vary from grade level to grade level and may not be interpreted the same way by different individuals, which presents an issue with consistently implementing the plan.



Examples of Ineffective Forms



Does this form work?

Student Name	Date
X	stepped on peer's toes
X	wadded up paper
X	talked without permission
X	forgot homework



Why is this form ineffective?

Student Name	Date
X	stepped on peer's toes
X	wadded up paper
X	talked without permission
X	forgot homework

Does this form work?

Student Name

PE - IIII

Reading – II

Lunch – III



Why is this form ineffective?

Student Name

PE - IIII

Reading – II

Lunch – III

Does this form work?

Student Name				Date
Time	Not Following Directions	Talking Without Permission	Organization	Aggression
8:15	X	X		
11:20			X	
12:20				X



Why is this form ineffective?

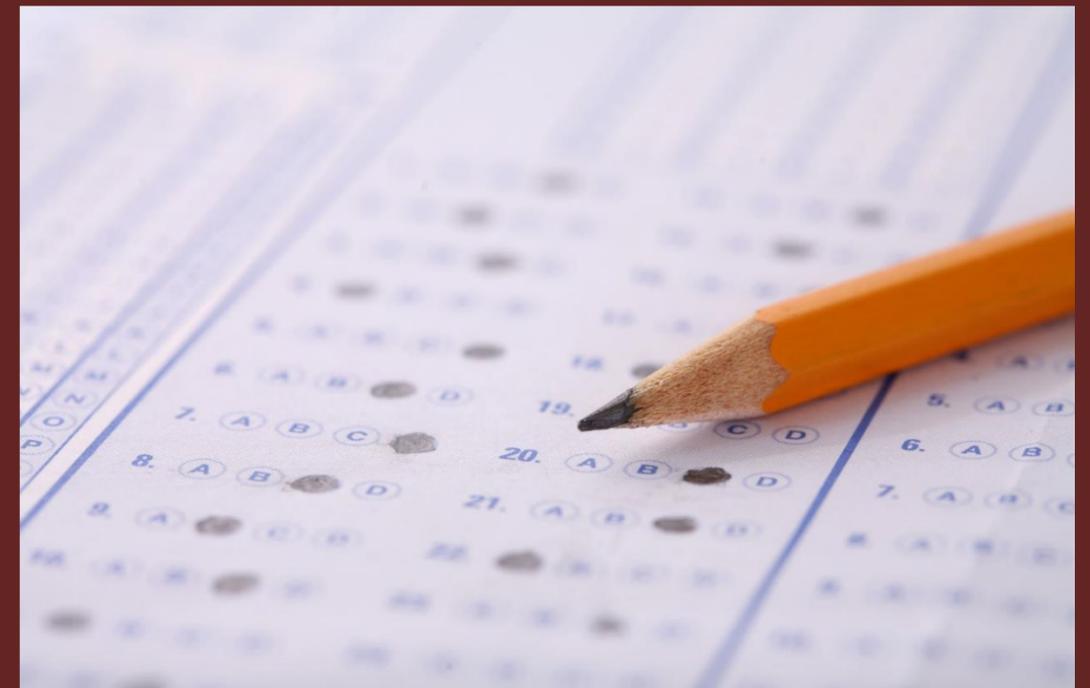
Student Name				Date
Time	Not Following Directions	Talking Without Permission	Organization	Aggression
8:15	X	X		
11:20			X	
12:20				X

Effective Tracking Tools

Track behavior progress in the BIP in a uniform and systematic approach that is consistently used by all staff for all students. Tracking forms can vary from grade level to grade level and may not be interpreted the same way by different individuals, which presents an issue with consistently implementing the plan.

Developing an Effective and Efficient Tracking Form

Who? What? When?
Where? Why?



Developing an Effective and Efficient Tracking Form

Who? What? When? Where? Why?

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

Who? – Student Name

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

What? - Tracking the Behavior & Goal Progress

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

When? - Tracking the Time of Student Behavior

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

Where? – Tracking the Setting / Location Where the Behavior Occurs

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

Why? The Magic Question - Antecedent

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

A Note About “Notes”

Student Name		Date		
Time of Day	Goal – student will use mantras, box, breathing, and other strategies when angry instead of engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40				
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

Tracking Tool Example For Younger Students

– Behavior Chart – Date _____

Student will receive a smiley face for each hour without incidents of aggressive behavior. Verbally and physically aggressive behavior will be noted with a check mark for each occurrence under the appropriate column.

No Aggressive Behavior Physical Aggression Hitting - Kicking – Throwing Verbal Aggression -threats - yelling

Circle Smiley Face

Note Time, Place & Trigger Check all that apply

Note Time, Place & Trigger Check all that apply

8:00 am – 9:00 am 							
9:00am – 10:00am 							
10:00am–11:00am 							

Using the Tracking Tool

– Behavior Chart – Date _____

Student will receive a smiley face for each hour without incidents of aggressive behavior. Verbally and physically aggressive behavior will be noted with a check mark for each occurrence under the appropriate column.

No Aggressive Behavior Physical Aggression Hitting - Kicking – Throwing Verbal Aggression -threats - yelling

Circle Smiley Face Note Time, Place & Trigger Check all that apply Note Time, Place & Trigger Check all that apply

8:00 am – 9:00 am 							
9:00am – 10:00am 							
10:00am–11:00am 							

Adapting the Tracking Form for Grade Level

The form can be adapted like changing smileys to other visuals, but it should always include the same data: the target behavior, time of day, trigger, setting, and other/notes.

-4-

**Develop a tracking system to compile data in
a Behavior Intervention Plan.**

Example tracking system.

Data Tracking Informs the Facilitation of the BIP



Compiling the Data

Student Name	Mon	Tues	Wed	Thurs	Fri	
Physical Aggression	63	88	100	88	100	87.8
Verbal Aggression	63	100	63	88	100	82.8



Compiling the Data

Student Name	2nd Quarter						
	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct		
Goal 1 Percentage	63	75	75	63	75	Quarterly Percentage	70.2
Goal 1 Occurrences	6	4	4	6	4	Quarterly Occurrences	4.8





What is a challenge you have faced when compiling data at progress reports or IEP meeting time?

-5-

Effective implementation of a tracking system.

Train staff to use tracking devices.

Training Staff to Use Tracking Devices

Classroom Teachers
Paraprofessionals
Specialists
Playground Supervisors



Training Staff to Use Tracking Devices



- General Education Teachers -
- Teachers must be trained to track the target behavior on the data tracking form.
- Remind teachers that additional notes can be used to share anything else that they need to share about incidents.
- Remind them that only the target behavior is tracked for data compilation.

Training Staff to Use Tracking Devices



- Paraprofessionals
- Paraprofessionals must be trained just as teachers in using the tracking devices.
- Paraprofessionals are key players in data tracking by providing an extra set of eyes and ears in the classroom.
- Remind paraprofessionals that their input is important to the IEP / Behavior Management team.

Training Staff to Use Tracking Devices



- Specialists –
- PE, Band, Art, and Library teachers are also important stakeholders in behavior tracking.
- These educators provide vital information about student progress across all educational environments.
- Make sure to provide specialists with the accommodations and supports provided in the BIP as well as appropriate training in the use of tracking devices.

Training Staff to Use Tracking Devices



- Playground Supervisors
- Like other stakeholders we have addressed, playground supervisors play an important role in behavior tracking.
- Support staff are often untrained in the accommodations and supports of the IEP and BIP.
- It is important to make sure that anyone who addresses student behavior should be made aware of the supports that are in place.

-6-

Application of methods in a case study.



Jaime

“Jaime is a fourth grader who has been referred for behavior issues by the school Student Services Director. Per teacher narrative in the referral, he routinely talks without permission, often making statements that have nothing to do with the lesson. He has received three office referrals for physical aggression toward peers and staff – pushed a peer down two steps out the door onto the concrete for stepping in line in front of him on the way to recess, kicked a peer down the slide for not moving fast enough, and stomped on the art teacher’s foot while calling her a derogatory name . Jaime taps his pencil loudly during the lesson and loudly repeats, “I already know this. I already know this.”

Jaime

During the Functional Behavior Assessment, the Target Behavior was identified as “following directions,” as the occurrences of not following directions were more frequent.

Is the Target Behavior accurate in Jamie's Case?

Think about the triage approach to behavior management.
What behavior is the most severe?



In Jaime's case, he exhibited a number of challenging behaviors. The behaviors that presented a safety threat were those that involved physical aggression toward others. The "triage" approach to evaluating the correct target behavior would isolate **physical aggression toward others** as the behavior that requires immediate "treatment," much like a medical professional would treat a patient with life-threatening symptoms of a stroke before treating a broken arm. The target behavior of any Behavior Intervention Plan must first address any behaviors that present a safety risk to the student or others.

Tracking Jamie's Day

Who? What? When? Where? Why?

Student Name	Jamie	Date	10/12	
Time of Day	Goal – student will refrain from engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40	X – pushed a peer down	A peer stepped in front of him in the breakfast line.	The cafeteria	- Student received a lunch detention for aggression
8:40-9:20				
9:20-10:00				
10:00-10:40				
10:40-11:20				
11:20-12:00				

Tracking Jamie's Day

Who? What? When? Where? Why?

Student Name		Date		
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8:40-9:20				
9:20-10:00				
10:00-10:40		* Said he didn't want to do his reading work.	Gen ed classroom	
10:40-11:20				
11:20-12:00				

Tracking Jamie's Day

Who? What? When? Where? Why?

Student Name		Date		
Time of Day	Goal – student will refrain from engaging in physical aggression toward peers and staff	Antecedent	Setting /Location	Notes
8:00-8:40	X – pushed a peer down	A peer stepped in front of him in the breakfast line.	The cafeteria	- Student received a lunch detention for aggression
8:40-9:20				
9:20-10:00				
10:00-10:40		* Said he didn't want to do his reading work.	Gen ed classroom	
10:40-11:50 Early Dismissal				
Daily Percentage	-1 4/5 80%			

Questions?



References

Miller, Gia. (2023, January 5). What is a behavior intervention plan?. Child Mind Institute.
<https://childmind.org/article/what-is-a-behavior-intervention-plan/>

Please complete the exit survey.

More about the BAT Project



My contact information

