



# Dissecting Data: Before, During, and After Guidelines for Creating Valid Collection Techniques

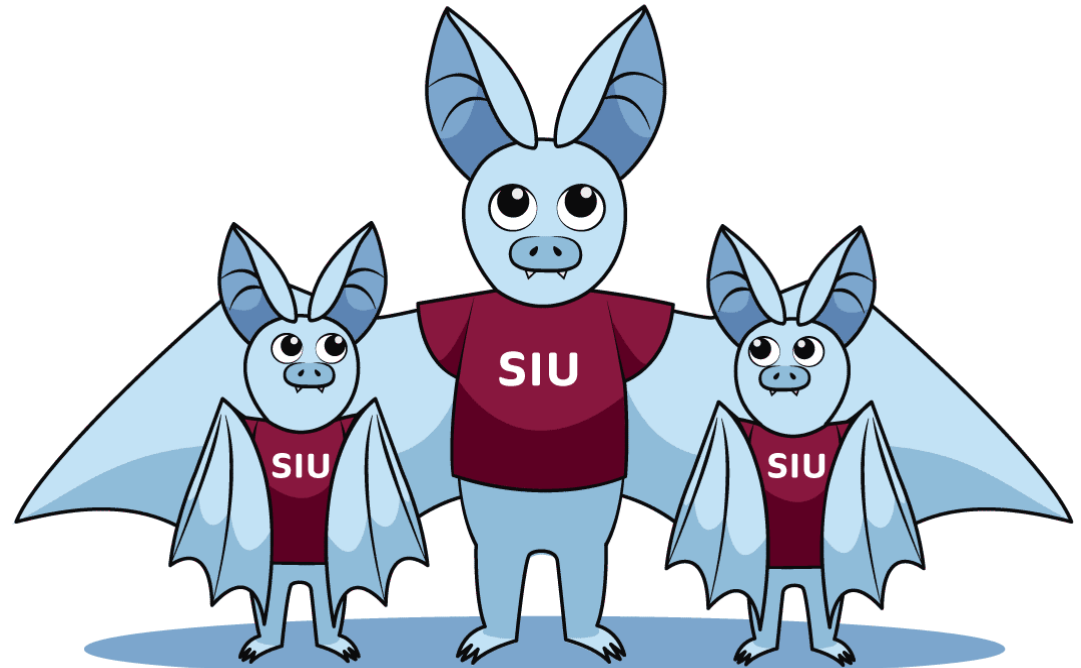
*Paula Stewart, MA-EDL, LBS1*

# BAT Project

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*The Special Education Behavior Assessment Training (BAT) project provides 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.*

**THIS SPECIAL EDUCATION TRAINING focuses on educational staff and their connection to culturally responsive FBAs, BIPs, Positive Interventions, and Behavior Supports.**

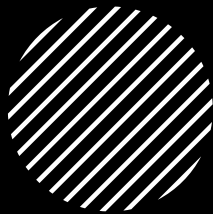




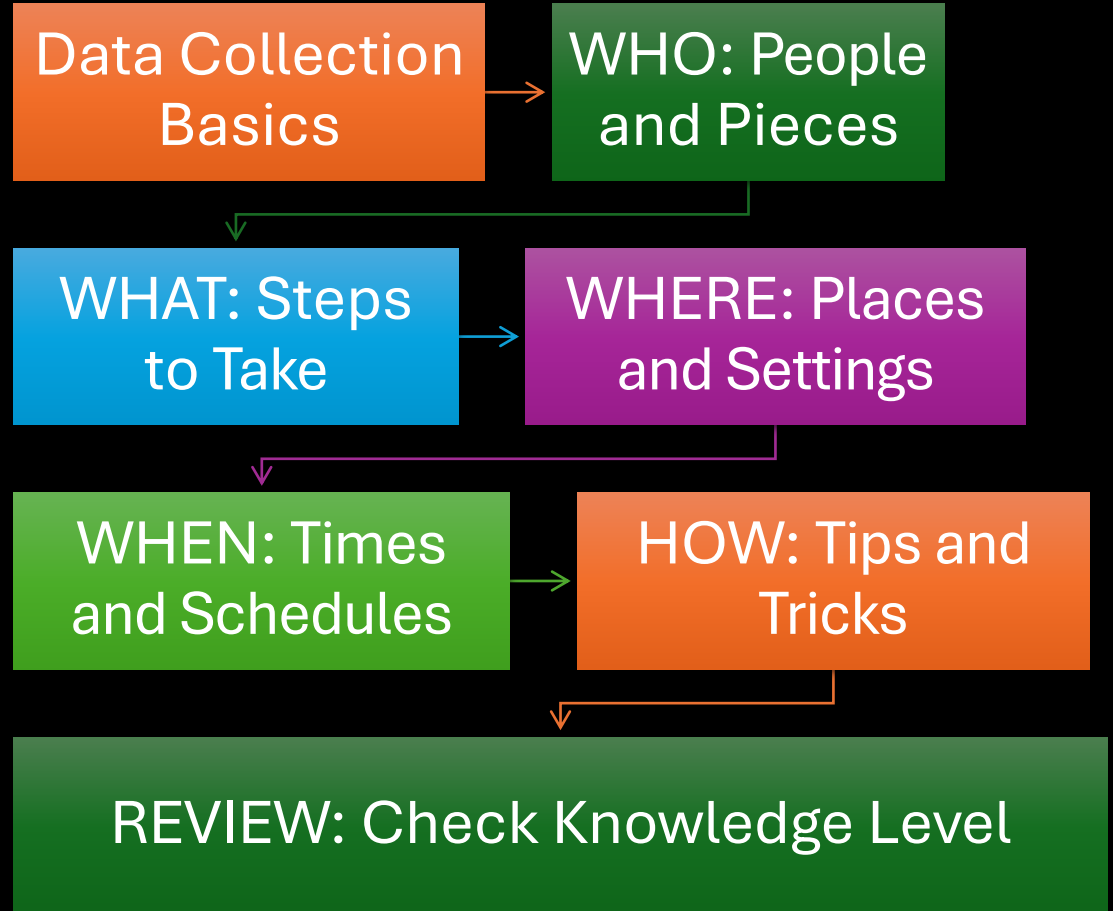
# Paula Stewart







# Agenda



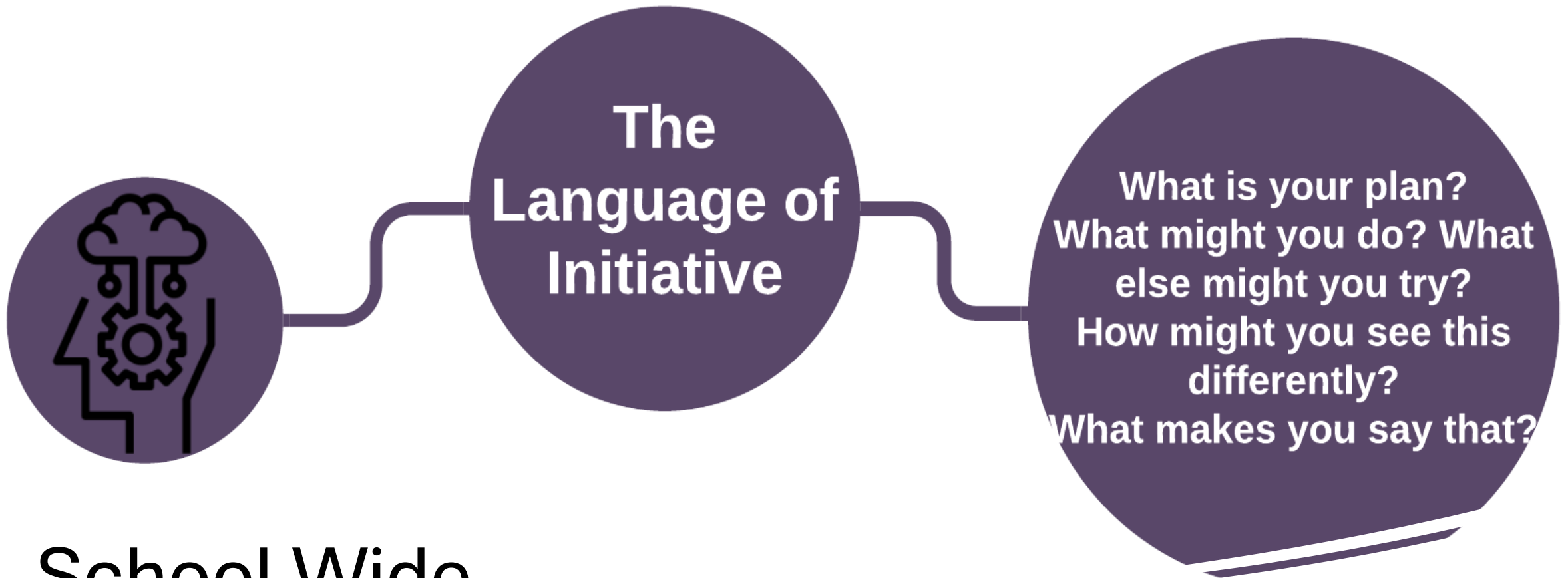


# BEFORE

Where to start



I say, "Day-ta."  
You say, "Dah-ta."



# School Wide Data Collection System

## School Administrators Lead Data Collection Plan:

- Creation
- Implementation
- Communication
- Reevaluation









# Poll

My knowledge level  
of **Data Collection:**

- A. Expert
- B. Middleman
- C. Beginner



# Data Collection Basics



# What is Data Collection?

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An essential part of the Individualized Education Program (IEP).



A written plan that outlines specific learning needs of a child.



Used to track student progress, identify areas of need, and make informed decisions about interventions.





# Poll

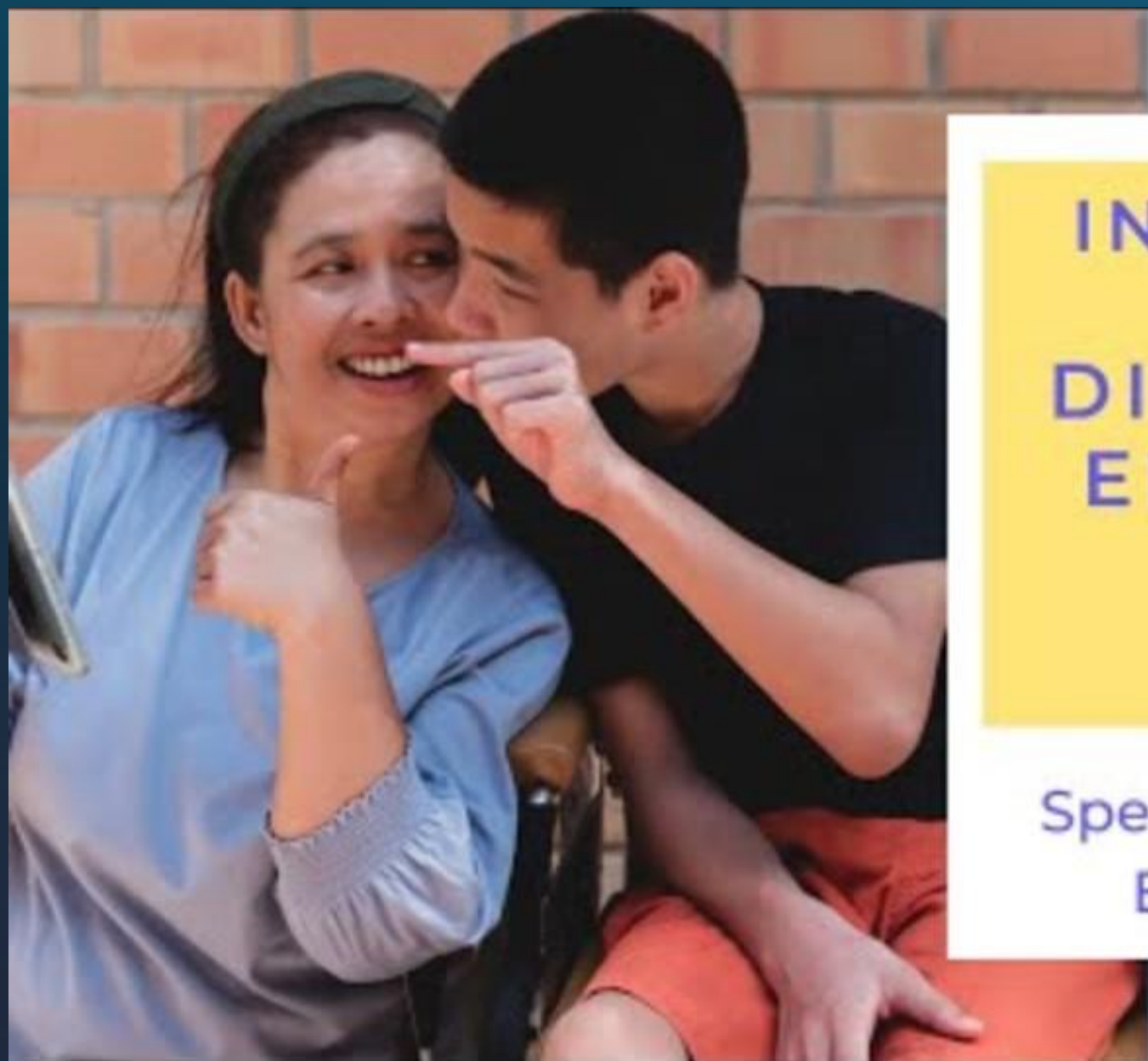
My knowledge level  
of **IDEA**:

- A. Expert
- B. Middleman
- C. Beginner

# What is IDEA?



- 
- A federal law ensuring children with disabilities equal access to education.
  - It mandates IEPs and Section 504 Plans.
  - Six main principles guarantee (FAPE).
  - It empowers parents and students to secure necessary support.



# INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Special Education Law  
Essentials Series





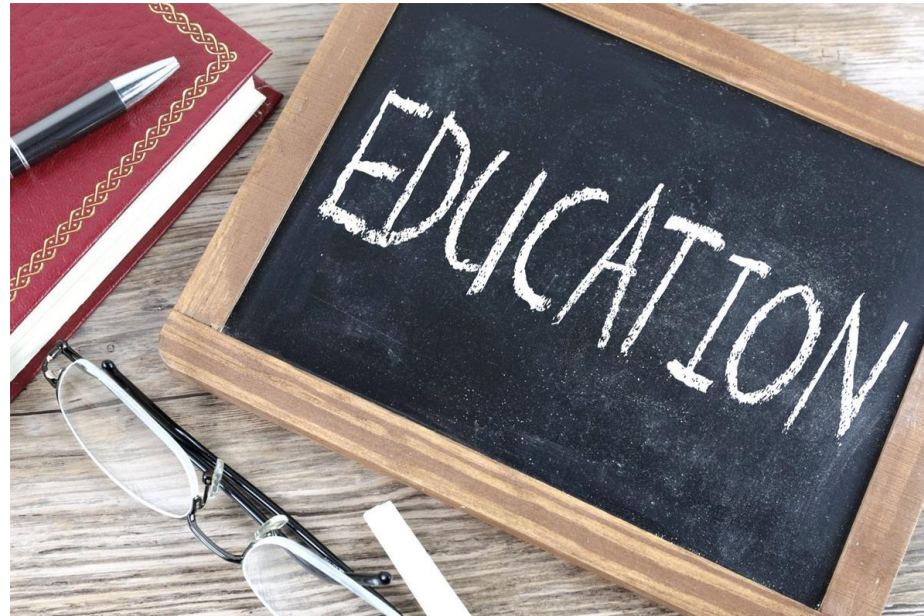
# Poll

My knowledge level  
of **FAPE**:

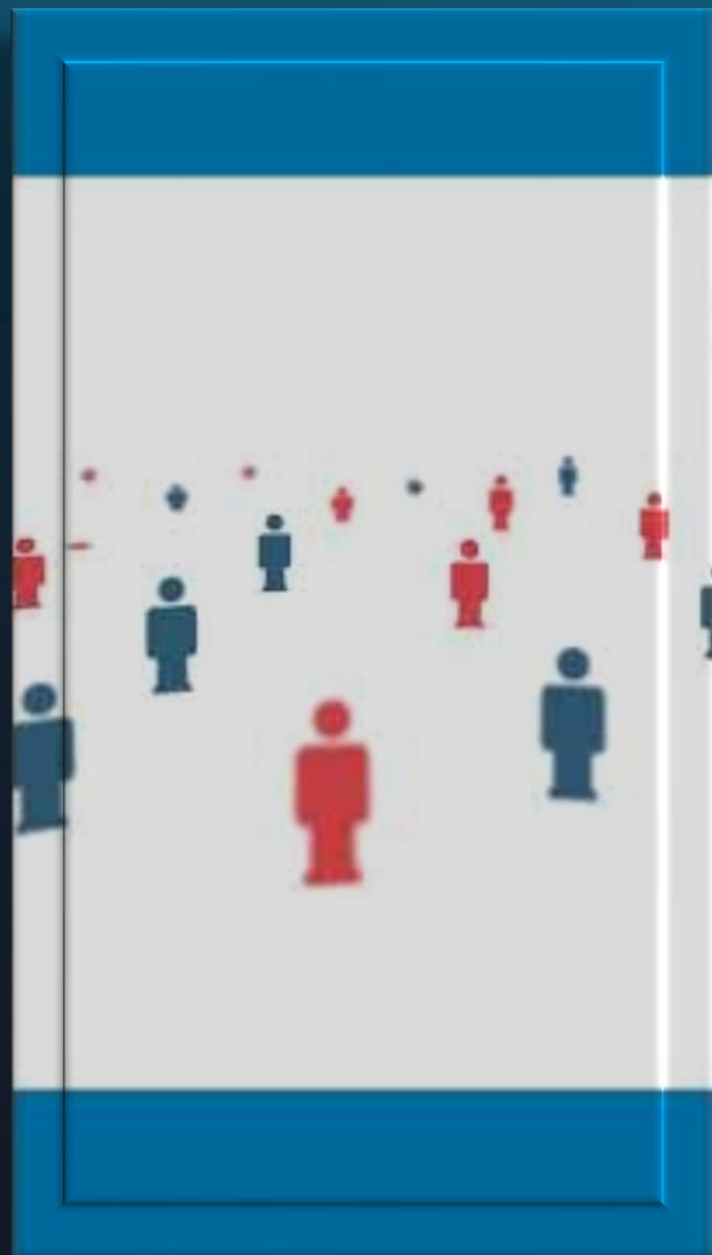
- A. Expert
- B. Middleman
- C. Beginner

# What is FAPE?

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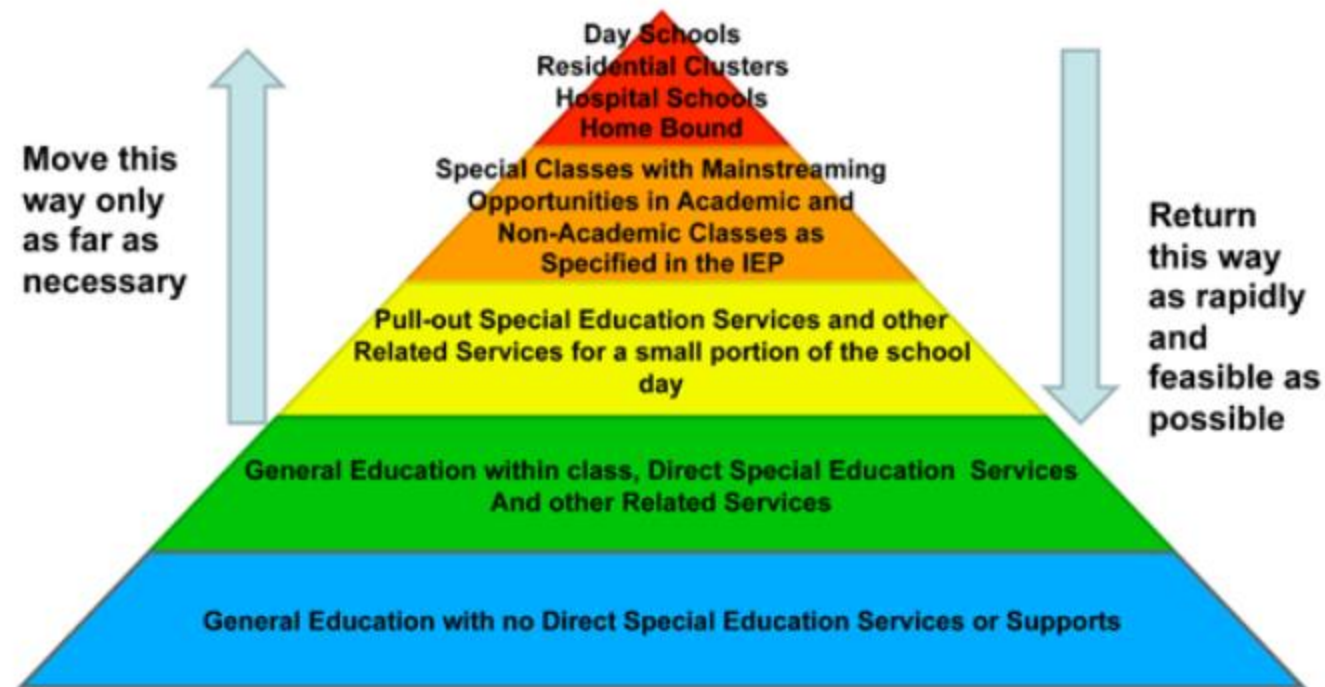


Data collection is also important for ensuring that students with disabilities are receiving a Free Appropriate Public Education: (FAPE).





# Least Restrictive Placement in the Continuum of Services



Revised 09/29/2011



# Data Collection Guidelines

Use Questioning (Who, What, Where, When, How, Why)

- **Start** with Clear Goals and Objectives
  - **Use** a Variety of IEP Data Collection Methods
  - **Collect** IEP Data at Routine Intervals
  - **Analyze** the Data Regularly
  - **Share** the data with stakeholders
  - **Regularly** Review and Update IEP Goals
  - **Use Technology** to Streamline IEP Data Collection
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# Clear Goals & Objectives

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**Before** collecting data, it's imperative to have clear goals and objectives in mind.

- **What do you want to measure?**
- **What are the specific skills or behaviors to track?**

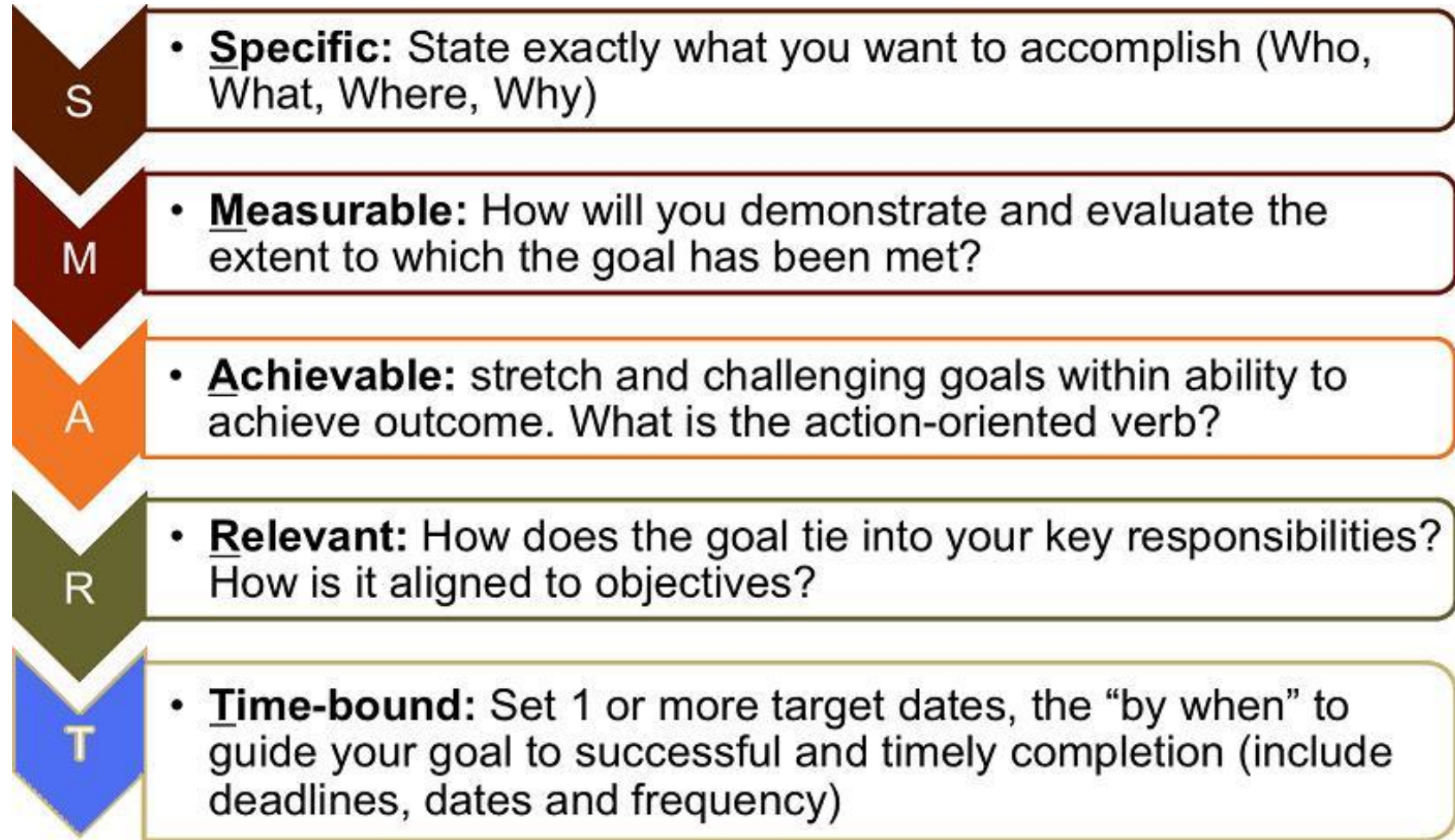
Once you know what you are measuring, you can develop a Data Collection Plan tailored to the needs of your student.





# Using SMART Goals

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# Another Thought on SMART GOALS

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## INSTEAD:

### Try Writing an "IEP Worthy Goal"

- ✓ Ensures student access
- ✓ Ensures student participation
- ✓ Ensures student progress toward General Education curriculum, content, and peers
- ✓ Write to **INCREASE STUDENT PERFORMANCE** and not to conform to system or assessment.

# RDCS: Raw Data Collection Sheets

Add these to IEP  
Goals to ensure  
RDCS:

- ✓ Implementor
- ✓ Methods of  
Evaluation

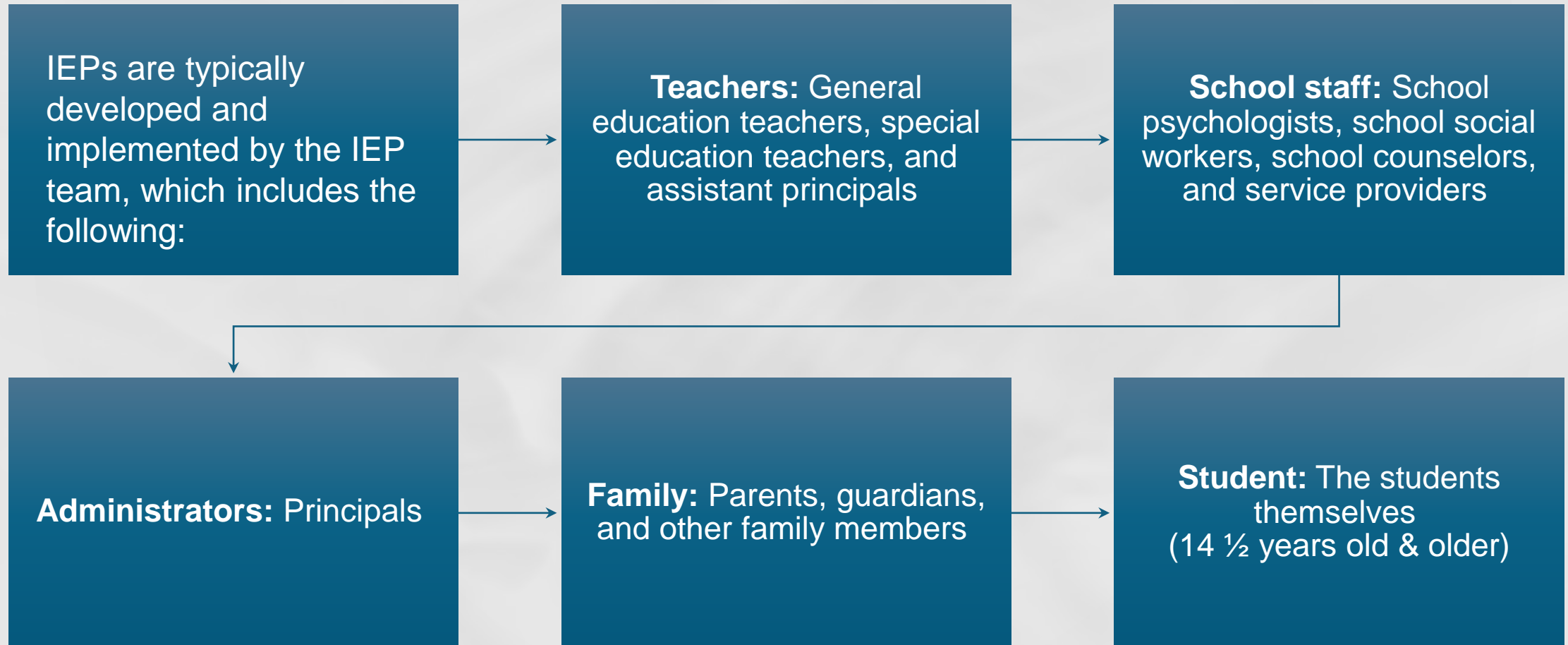






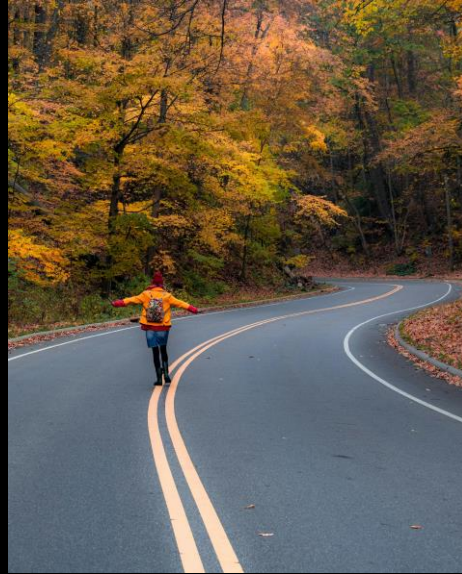
The WHO, WHAT, WHERE,  
WHEN, HOW, and WHY of  
Data Collection

# WHO: People and Pieces

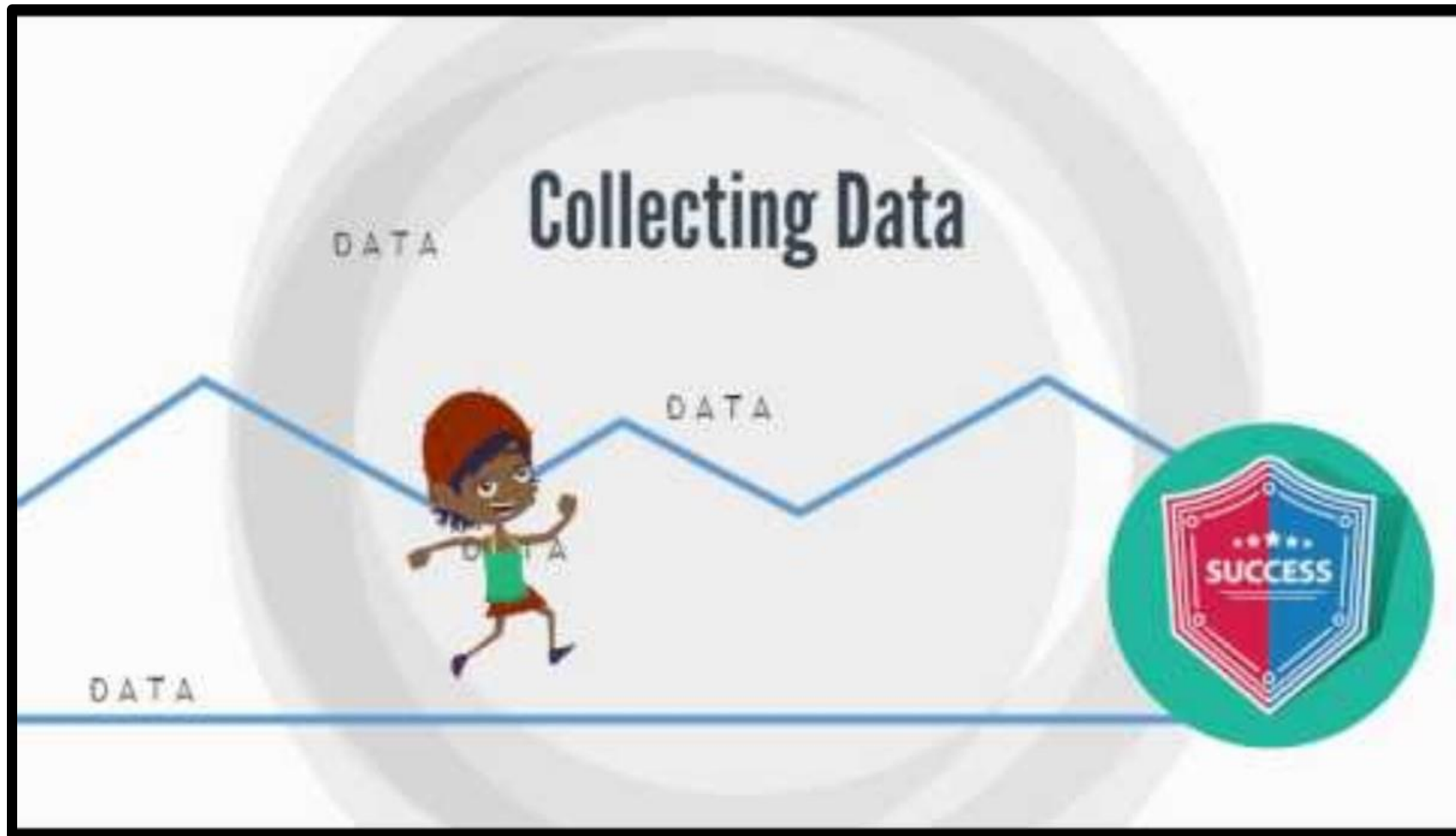


# DURING

Middle of the road







WHAT

# WHAT: Use a Variety of Methods

**Observations:** Observe the students in their natural environment and record their behavior. For instance, for an Academic Goal, you could observe the student during a small group reading activity to see how many sight words they can identify correctly.

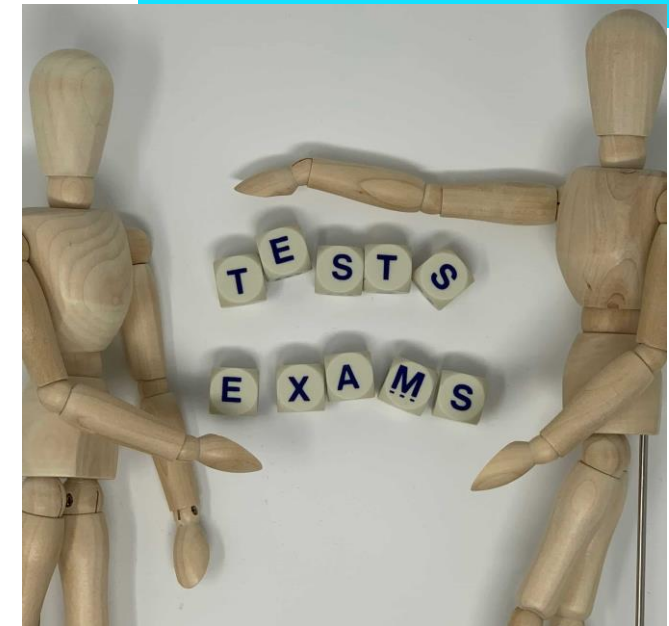
**Checklists:** Use a checklist to track specific Academic, Behavior, or Social Goals. You may, for example , create a checklist of all the steps involved in a Goal and check off each step as the student completes it.



# WHAT: Use a Variety of Methods

**Rating Scales:** Rate the student's performance on a scale, such as a 1-to-5 scale. For example, you could rate the student's ability to stay on task on a scale of 1 (rarely stays on task) to 5 (always stays on task).

**Assessments/Tests:** Give the students a standardized test to measure their skills and knowledge. For example, you could give the student a test of sight word recognition to see how many sight words they can read correctly.



# Poll

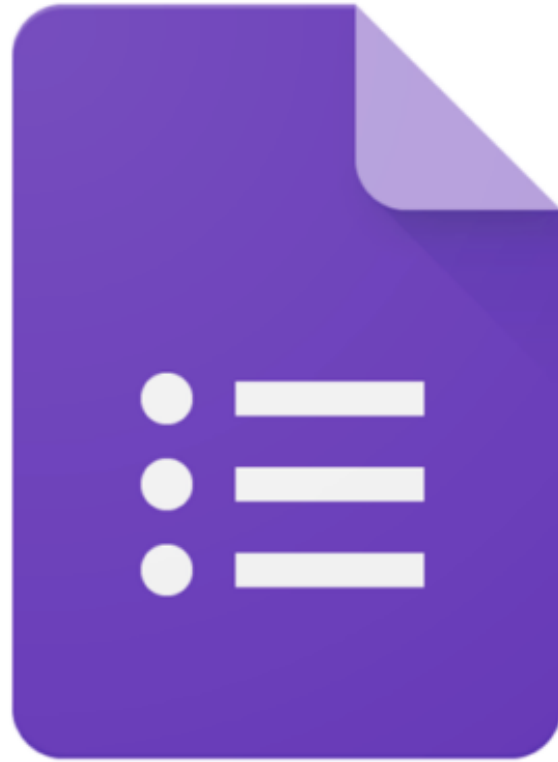
My knowledge level  
of **Using Technology  
for Data Collection:**

- A. Expert
- B. Middleman
- C. Beginner



# Operating Systems with Data Options





# Google Forms



**Google Forms is a free web-based survey administration tool offered by Google as part of its suite of productivity and collaboration applications.**

**This tool allows you to create surveys and enjoy features like randomized question orders, response validation, and file uploads. You can also analyze responses using built-in tools or integrate with Google Sheets.**

# Student Progress Monitoring (Created with Blank Form)

## Google Forms

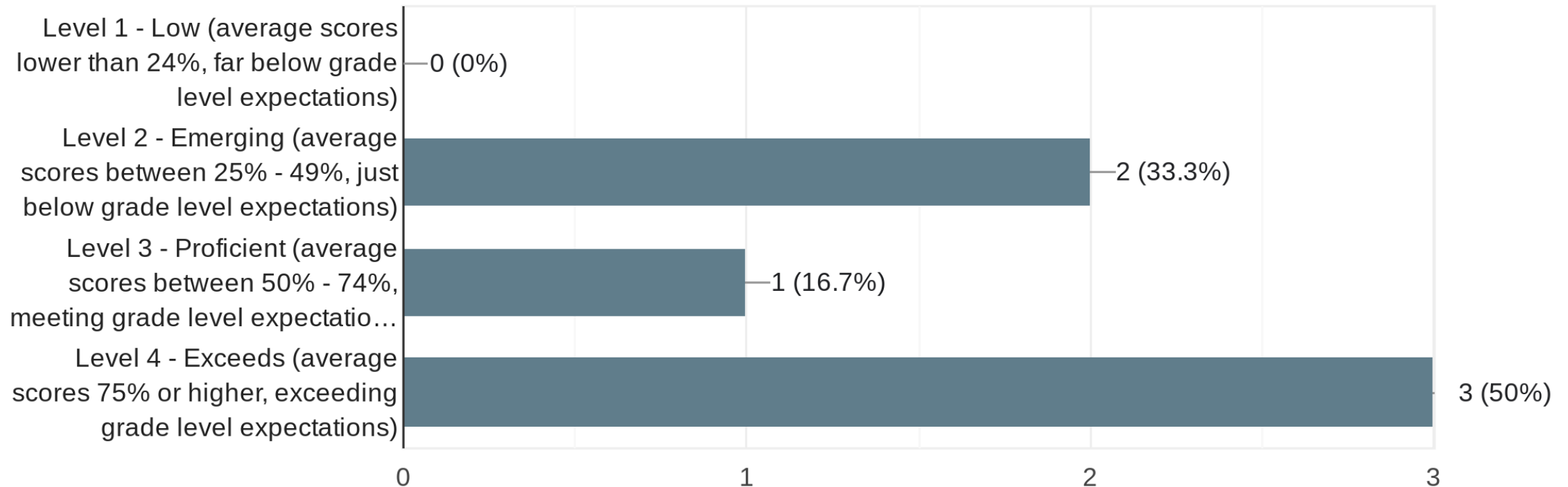
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- (Annual IEP GOAL) By April 2025, Student will self-regulate and redirect, using various supports, to manage his emotions and behavior to complete a preferred task @ 75% accuracy.
- (Benchmark IEP GOAL ) By October 2024, Student will self-regulate and redirect, using various supports, to manage his emotions and behavior to complete a preferred or non-preferred task @ 25% accuracy.
- Level 1 - Low (average scores lower than 24%, far below grade level expectations)
- Level 2 - Emerging (average scores between 25% - 49%, just below grade level expectations)
- Level 3 - Proficient (average scores between 50% - 74%, meeting grade level expectations)
- Level 4 - Exceeds (average scores 75% or higher, exceeding grade level expectations)
- Comments on Functional Behavior



By October 2024, Student will self-regulate and redirect, using various supports, to manage his emotions and behavior in order to complete a preferred or non-preferred task @ 25% accuracy.

6 responses



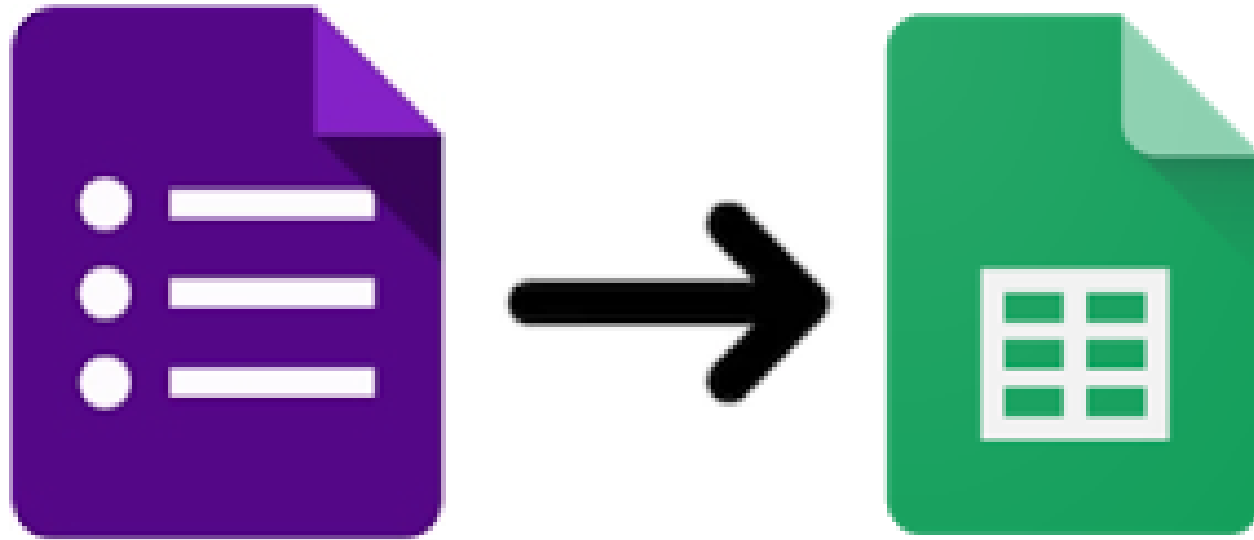


Google  
Sheets

**Google Sheets is a free, online spreadsheet application that allows users to organize, format, and calculate data. It's part of Google Workspace, a collection of productivity tools that also includes Google Docs, Google Forms, and Google Slides.**

# Google Forms to Google Sheets

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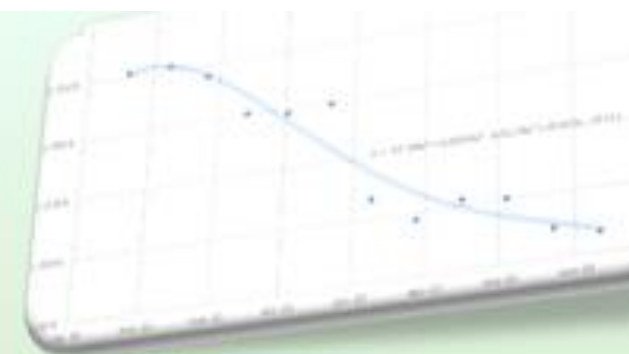
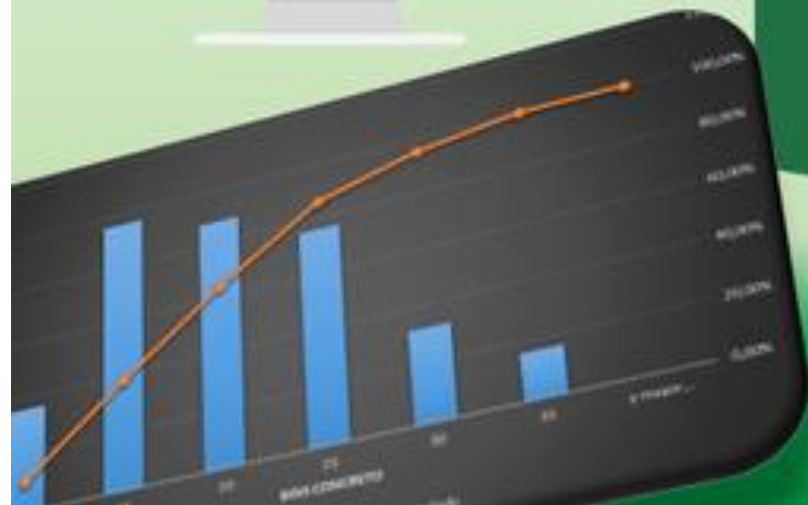






# Microsoft

Operating Systems  
with Data Options



Nombre	Sexo	Asignatura	Nota	Calificación
Antonio	Nombre	Historia	7	Notable
Antonio	Nombre	Lenguaje	5	Suficiente
Antonio	Nombre	Matemáticas	6	Suficiente
Blanca	Mujer	Historia	7	Notable
Blanca	Mujer	Lenguaje	7	Notable
Blanca	Mujer	Matemáticas	6,6	Bien
Clara	Mujer	Historia	9	Sobresaliente
Clara	Mujer	Lenguaje	3	
Clara	Mujer	Matemáticas	8	Notable
David	Nombre	Historia	5,5	Suficiente
David	Nombre	Lenguaje	6	Suficiente
David	Nombre	Matemáticas	5	Suficiente
Jose	Nombre	Historia	4,5	
Jose	Nombre	Lenguaje	10	Sobresaliente





## Microsoft 365 & Excel

A spreadsheet app that allows users to create, view, edit, and share data, charts, and files. Excel also includes a built-in file editor for managing finances, tracking expenses, and budgeting. Users can also add the Analysis Tool Pak to Excel to help with data analysis.



Copilot





# Excel and Copilot

## Microsoft 365 Copilot

- A tool that helps users streamline their data analysis tasks in Excel. Copilot can help users format data, create graphs, generate PivotTables, identify trends, summarize information, and find formulas.



Operating Systems Training:  
Stay on Top of Technology

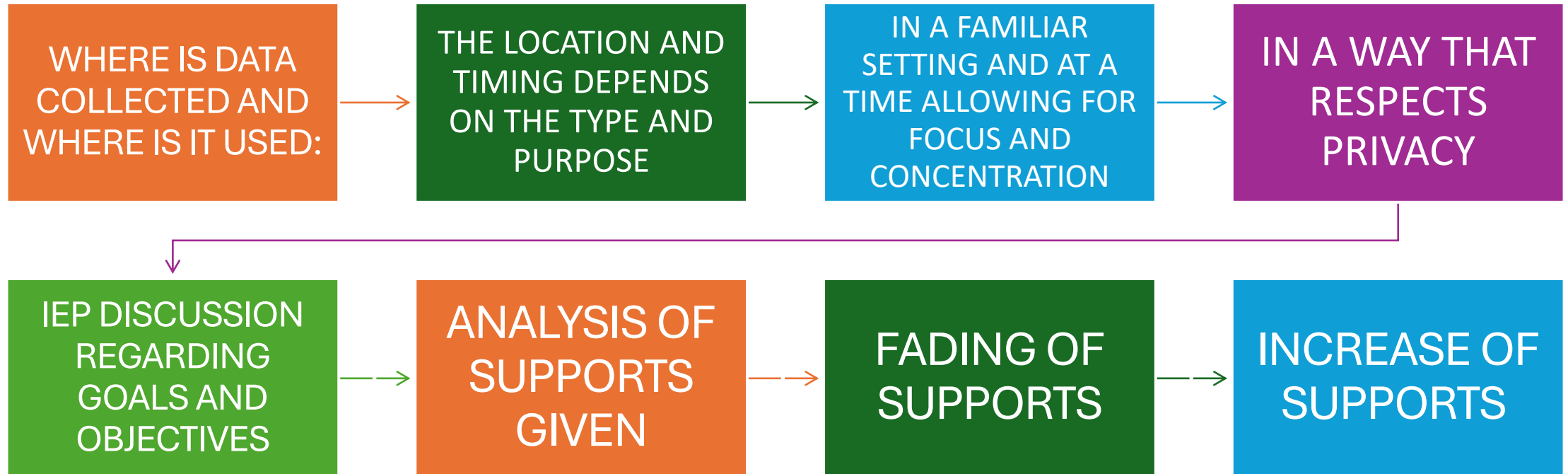
# WHERE: Place and Setting



WHERE IS THE COLLECTED DATA  
USED?

# WHERE

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# WHEN: Times and Schedules

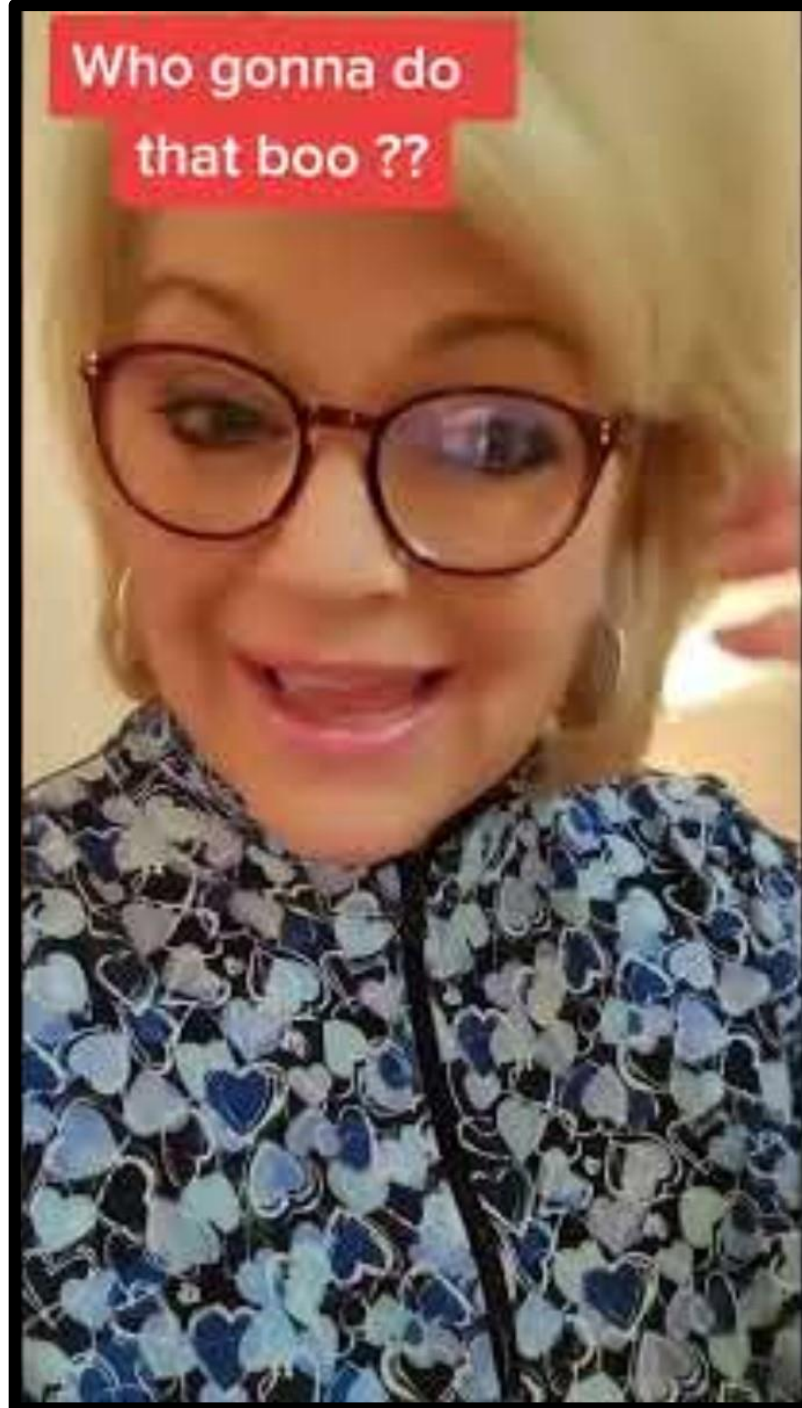
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When is data collected? (PER IEP)

During what time in the school day?	Daily	Weekly
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WHEN

Who gonna do  
that boo ??



# WHEN

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## When is data collected?

The type of Data Collection Tool used will determine **When**


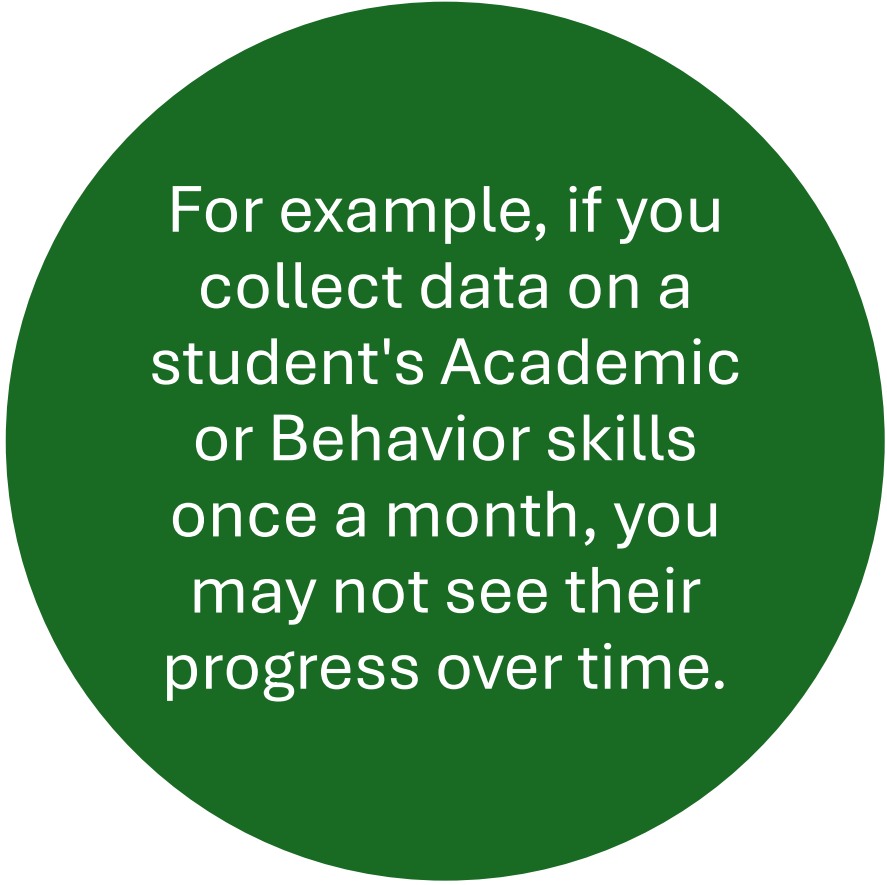
This may vary amongst IEP Team members if different types are utilized

PER IEP: Data Collection Tool stipulated (Daily, weekly, Quarterly)

# WHEN



The more frequently  
you collect data, the  
more accurate it will  
be.



For example, if you  
collect data on a  
student's Academic  
or Behavior skills  
once a month, you  
may not see their  
progress over time.

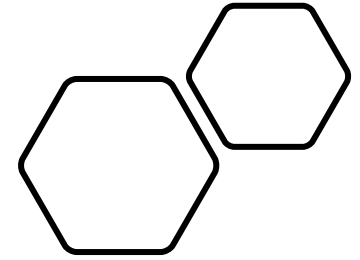
# WHEN



However, if you collect IEP data weekly, you will be able to track how their skills are improving each week.

This IEP data collection and goal tracking strategy will help you adjust the intervention by providing more support or changing the materials.





# HOW: Tips and Tricks

How is data analyzed?

# HOW

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**Monitor student progress towards meeting IEP goals.** Track student performance regularly and adjust the IEP as needed.



**Make decisions about the student's educational program.** This includes decisions about the student's placement, services, and accommodations.



**Evaluate the effectiveness of the IEP.** This is done by comparing the student's progress to the goals that were set in the IEP.



**Report to parents and other stakeholders.** Provide parents with regular updates on the student's progress and share the results of the IEP evaluation.



**Meet legal requirements.** Steer clear of IEP compliance issues.



# HOW

RDCS: Raw Data  
Collection Sheets



# HOW

ANALYZATION DEPENDS ON WHICH DATA COLLECTION TECHNIQUE IS USED AND WHAT SKILLS (ACADEMIC, SOCIAL, OR BEHAVIORAL) ARE BEING TRACKED

PRESENT FINDINGS IN PERCENTAGES (%)

PRESENT FINDINGS IN GRAPHS (BAR GRAPH/GOOGLE FORMS, ETC.)

ANY IEP TEAM MUTUALLY AGREED UPON METHOD FOR ANALYZATION

IEP GOALS SHOULD EVOLVE WITH STUDENT PROGRESS

LOWER COGNITION:  
ACCURACY AND  
RESPONSIVENESS  
(FROM ULS)



# HOW



IEP Team must determine how Data Collection Analyzation must be completed and presented

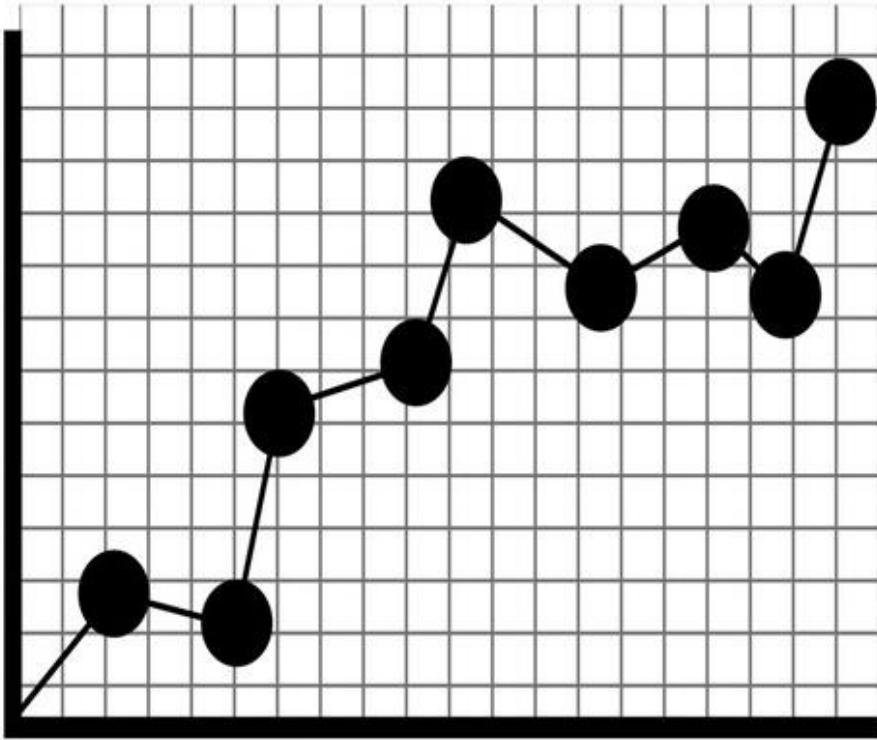


This can follow a predetermined Time Frame



All members of the IEP Team must adhere to the Time Frame

# DATA OR IT



# DIDN'T HAPPEN

WHY: Reason for  
Taking Data



We've  
answered all  
the  
questions.

# WHY



# AFTER



When the process reaches the end



# AFTER

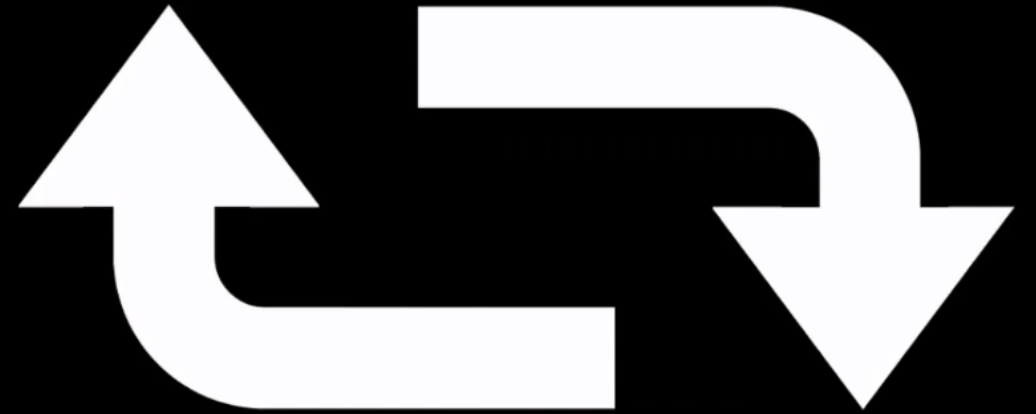
**COMMUNICATE:** Talk to other Team members about data collection procedures and processes. Is it similar across the board?

**ADJUST:** Constantly look for ways to adjust implementation of supports (accommodations & modifications) and positive academic, behavioral, and social interventions.

**REVISE:** Change and adapt Team Wide when revisions need to be made. Go from Baseline to continued supports tracking.

**REGROUP:** Create new data forms and begin, again, noting when revisions began and the nature of the revisions. Additional supports.

# REPEAT



Process never really ends until  
the data reflects it should

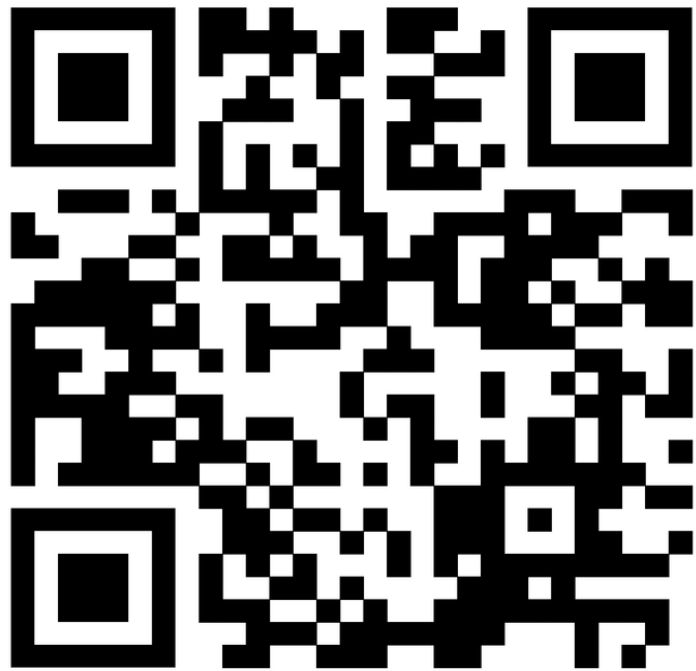
# REVIEW Poll

My knowledge level of  
**Data Collection:**

- A. Expert
- B. Middleman
- C. Beginner

# EXIT SURVEY

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**TITLE:** Dissecting Data:  
Before, During, and After  
Guidelines for Creating Valid  
Collection Techniques

**PRESENTER:** Paula Stewart





(2024), October 14) *ABC Behavior Analysis Chart Template*. ASD Toddler Initiative.

<https://asdtoddler.fpg.unc.edu/sites/asdtoddler.fpg.unc.edu/files/imce/documents/ABC-data-table-BLANK.docx>

(2024) ABC Chart. The Problem(s) with ABC Charts. Neurodiversity Manitoba. <https://medium.com/age-of-awareness/the-problem-s-with-abc-charts-58ec462a0f1a>

(2024) *Behavior and Discipline*. Family Matters PTIC. <https://fmptic.org/what-we-do/resources/behavior-and-discipline.html>

(2016) *Behavior Documentation Form Frequency Graph*. Center for Leadership in Disability.

<https://lor2.gadoe.org/gadoe/file/5bc1f3c1-54df-4ecd-9680-7d7caf8b7919/1/Frequency%20Graph.pdf>

(2016) *Behavior Documentation Form Frequency Graph Example*. Center for Leadership in Disability.

<https://lor2.gadoe.org/gadoe/file/5bc1f3c1-54df-4ecd-9680-7d7caf8b7919/1/Frequency%20Graph%20Example.pdf>





# RESOURCES

(2024) *Behavioral Intervention Plan (BIP) All-in-One Progress Monitoring Data Collection Toolkit*. NYC Office of Education. <https://infohub.nyced.org/docs/default-source/default-document-library/bip-all-in-one-progress-monitoring-data-collectiontoolkit.pdf>

(2023) *Managing Behavior at School: FBA and BIP*. TACA Autism Community in Action. <https://tacanow.org/family-resources/managing-behavior-at-school-fba-bip/>

(2020) *Observing Behavior-Trauma informed behavior support*. University of Southern Queensland. <https://usq.pressbooks.pub/traumainformedpractice/chapter/2-4-observing-behaviour/>

(2014) *Parent & Practitioner Guide to Functional Behavior Assessment*. ASD Toddler Initiative. <https://asdtoddler.fpg.unc.edu/sites/asdtoddler.fpg.unc.edu/files/imce/documents/FBA-Parent-Guide.pdf>

(2024) *Scatterplots: Behavior Charting* . Mrs. Moe's Modifications. <https://mrsmoesmodifications.com/scatterplots-behavior-charting/>



# RESOURCES

[Raw Data Collection Sheets give us so much information about how the student is progressing](#)

[IEP Data Collection #teach #teachers #teachersoftiktok #teacherontiktok #earlychildhoodeducation #sp - YouTube](#)

