

Data Collection and the IEP

Learning Support: Special Education Services
October 21, 2013

Why Collect Data?

Data will help you:

- Identify patterns
- Make data-driven decisions
- Modify your delivery of instruction
- Feel more confident
- Enlist support
- Communicate & Provide information
- Stand by your classroom decisions

Why Collect Data?

The Law: IDEA 2004

- IEPs for all students must include a statement of measurable annual goals, including academic and functional goals.
- All IEPs must contain a written description of how the student's progress toward meeting annual goals will be measured, and when periodic written reports will be issued.

(Authority: P.L. 108-446, Section 614(d). See proposed regulation 300.320(a)(2) & (3).)

Why collect data?

- Avoid lawsuits, or defend yourself in case they do happen
- In a nutshell...because we have to.

What constitutes data?

Data is defined as:

factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation.

What constitutes data?

Rank ordered most to least effective

- Data Sheets and associated graphs
- Behavior Sheets
- Mainstream checklists
- DRA
- Benchmark Tests
- Formal Observations
- Anecdotal Records
- Grades
- Student work

These are more subjective, therefore are less accurate, and cannot be used as sole source of information

Data Collection Examples

- Curriculum-based Assessments
- Recording observations

Data Collection:

Curriculum-based Assessment (CBA)

- Repeated measures of a student's progress within the classroom curriculum
- Results analyzed to see if learning environment or instructional techniques are working for the student
- Results help teachers redesign instruction

Data Collection Tool Example

Child/ Target	Monday	Wed.	Friday
Eddie 2 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
3- syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
4- syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
Joy 2 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
3 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
4 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-

Example:

Given 2-4 syllable words, Eddie will identify, by clapping, the number of syllables in words presented orally with 90% accuracy on 3 consecutive probes.

Data Collection: Observation & Recording

- This type of data collection is individualized to address specific IEP academic and behavioral goals.
- Is not linked to set curriculum or standardized assessment.

Identify a Behavior to Measure

- What challenging behavior is interfering most with the student's learning or the learning of others?
- What positive behaviors are you trying to increase?
- Make sure it is **observable** and **quantifiable**.

Guidelines for Behavior Selection

- Functional
- Age-appropriate
- Realistic
- Goal behavior or prerequisite behavior
- Socially valid
- Likely to generalize and be maintained in the natural environment

Observable

Which can you see/measure?

- Is noncompliant
- Completes assignments
- Responds to greetings
- Throws toys
- Is lazy and unmotivated
- Is nice to peers

Operational Definitions

Define the behaviors so that they pass the “stranger test” – what, exactly do they look like? Provide clear parameters, as well as non-examples.

Example: “Self-Injurious Hitting” = The student hits himself on the head with an open hand. Each instance is separated by the hand lifting off of the head. Does not include closed-fisted punches to own head, or any kind of hits to others.

Some Behaviors to Operationalize:

- Matching objects
- Multiplying
- Spelling
- Using appropriate classroom behavior

What should I record?

- **Frequency**
- **Number**
- **Duration**
- **Latency**
- **Proportion/percent**
- **Interval**

- **Quality**
- **Intensity**

* Difficult for these above to be objective, so develop or find standards around them.

Rubric for Rating the Intensity of Disruptive Behavior

1	Behavior is confined only to the student. It may include such behaviors as refusing to follow directions, scowling, crossing arms, pouting, or muttering under his or her breath.
2	The behavior disrupts others in the student's immediate area. It may include slamming a book on the floor, name calling, or using inappropriate language.
3	The behavior disrupts everyone in the class. It may include throwing objects, yelling, openly defying teacher's directions, or leaving the classroom.
4	The behavior disrupts other classrooms or common areas of the school. It may include throwing objects, yelling, openly defying school personnel's directions or leaving the school campus.
5	The behavior causes or threatens to cause physical injury to the student or others. It may include displaying weapons or assaulting others.

When do you collect data?

Whenever you need to assess:

- performance on IEP goals
- academic mastery
- task mastery
- behavior

How often do you need to collect data?

Often enough to notice trends and make data-driven decisions in the classroom

Where can you collect data?

Anywhere and Everywhere



Who gathers data?

- Anyone who works with the student
- The instructional assistant
- The student
- The teacher

Getting Started

Make your data collection system useful.

Make your data collection system relevant to the behavior being measured.

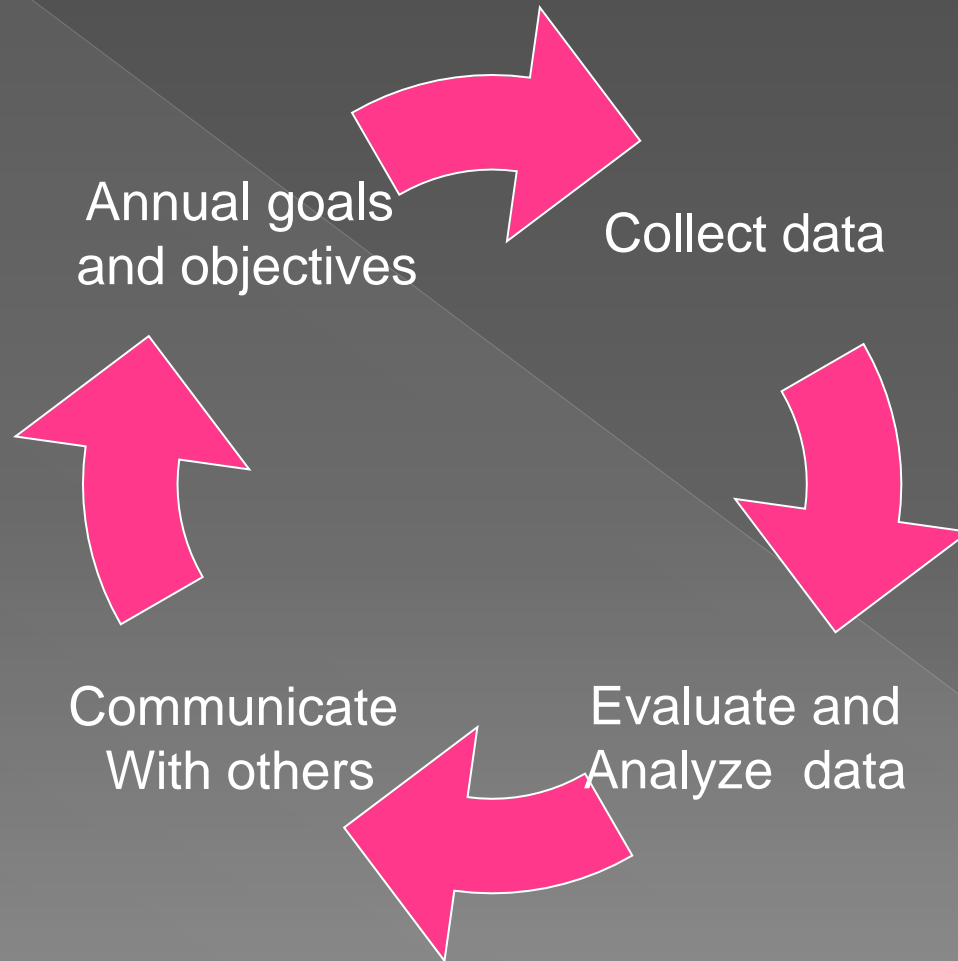
Make data collection as painless as possible.

Create what works for you!!

- Keep it simple.
- Keep it in easy access.
- Take enough data to give you a clear picture of the student.
- Rework and revise as necessary.
- Beg, borrow, make it your own.

IEP's, Data, and Progress

4 Steps



Evaluation of Data: Decision Rules

Decision rules are used to help guide the teacher as he/she evaluates a student's data

The data points may indicate that the teacher should

- > Inquire about changes in external variables
- > Wait
- > Make instructional adjustment
- > Raise the goal

Making Instructional Adjustments

- **Classroom climate**
 - Time of day
 - Motivation
- **What is taught**
 - Skill focus
 - Amount of practice
- **How it is taught**
 - Materials
 - Group size
 - Prompting and other supports

Communicating the Data

Appropriate representation should be

- > Simple
- > Stand alone
- > Understandable

Reviewing the Data

Talk about:

- Trends in the data; what is the general direction of change?
- Progress toward socially significant difference
- Steps toward independence, inclusion, access to general curriculum, communication
- Modifications that have been made to adjust teaching

Communication Example

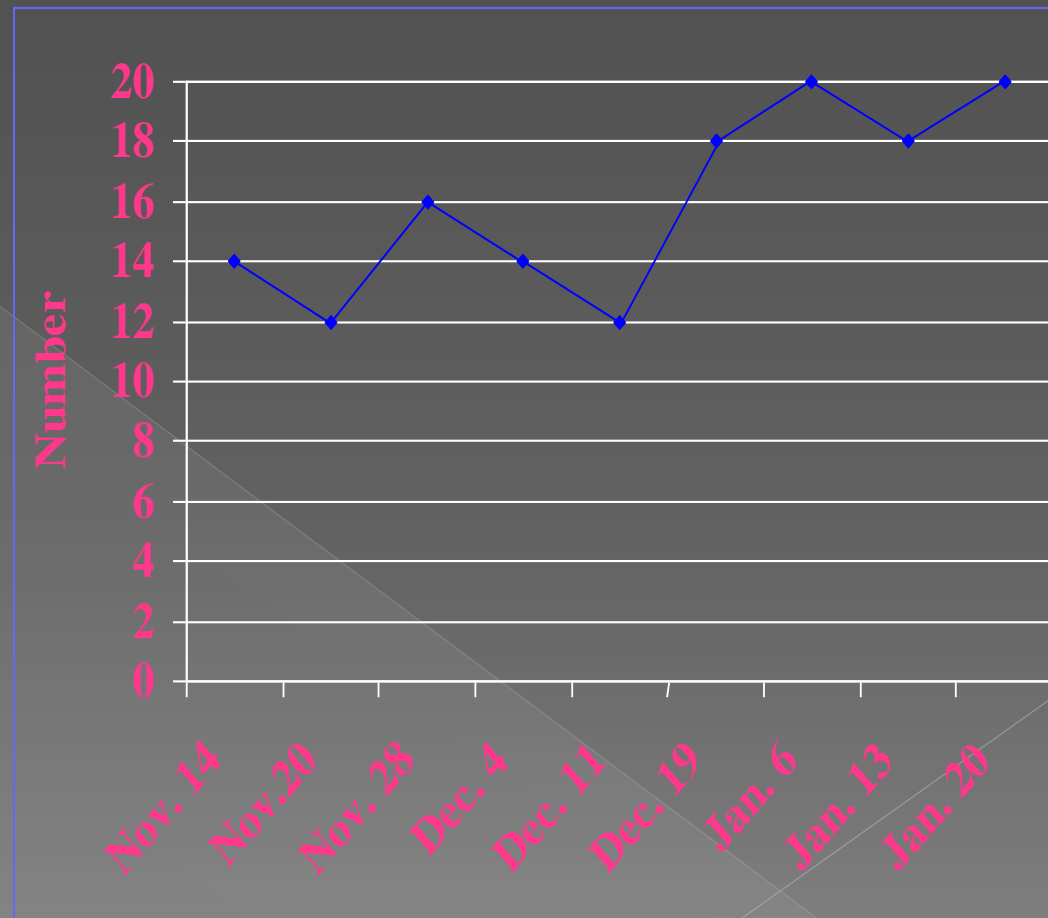
Dear Eddie's Parents,

Look how well Eddie has done on his IEP goal.

He has met his target of 18 correct for the last four weeks. Let's schedule an IEP meeting to talk about where we should go from here.

Sincerely,

Eddie's Teacher



Legal Decisions:

Can you stand by your data?

- Absence of adequate progress monitoring has been the focus of several administrative and judicial decisions
- Courts unwilling to accept claims of school districts appropriateness of a student's program **without proof in the form of data.**

Etscheidt, Susan K. (2006)

Legal Decisions

- Recent decisions concerning progress monitoring reveal five areas of concern (Etscheidt, S. K. , 2006):
 1. IEP team fails to develop or implement progress monitoring plans;
 2. Responsibilities for progress monitoring are improperly delegated;

3. IEP team does not plan or implement progress monitoring for behavior intervention plans (BIPs);
4. The team uses inappropriate measures to determine student progress toward graduation;

5. Progress monitoring is not frequent enough to meet the requirements of IDEIA or to provide meaningful data to IEP teams.

References

Etscheidt, Susan K. (2006). Progress monitoring: Legal issues and recommendations for IEP teams. *TEACHING Exceptional Children*, 56-60.

Cited within - The IEP Progress Monitoring Process
www.swoserrc.org/uploads/IEPDevelopment-ProgressMonitoringPart3.pps

<http://www.polyxo.com/data/>