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Hi, everybody, this is Robin from Perkins eLearning. Welcome to the webinar. We are going to get started at the top of the hour, so as people are joining, we invite you to use the chat box if you would like to let us know who you are and where you are calling from.

Hi, everyone, this is Robin from Perkins eLearning, welcome to the webinar series, today is Thursday, September 25, 2014. I want to welcome you to today's presentation on the data collection. We are going to get started in just a moment. I just want to let you know that Perkins eLearning webinars are presented throughout the year on a monthly basis. Register to a land live at no fee or view recorded webinars at a time and place that suits your schedule. This series is one of the offerings in our professional department program which includes publications, eNews letters, webcasts, online and in person classes self-paced study. You can see the entire listing on our website. Today's topic will be presented in two parts and we hope you're able to attend both to make the most of this material. So often, data collection can become cumbersome and overwhelming. As teachers and related service providers, we tend to be at one extreme or the other. Too much data without a purpose, or not enough data to really determine progress. So, to learn how to find a balance between these two professions will discuss efficient data question systems, when appropriate to collect data and how to evaluate student progress. There's also, you'll see at the end of today's session, a little homework assignment provided, and we hope that you will help build part two of this presentation by providing us with some information that you would like to collect data on, you hear more about that as we go on. Before we get started, let me just review a couple of things about the technology. To keep noise levels and control, we have put all of your lines on mute, in just a few minutes, we will provide a question and answer space on the screen and we encourage you to post your questions as they occur to you throughout the webinar. We will have time for Q&A at the end. We do use this virtual meeting room for audio summits with your volume is on and turnoff. External speakers and personal headphones can give you the best audio. You do have individual controls for your screen. So, both audio and video. Part of this introduction gives you time to make the adjustment that you need to sometimes, you may notice the video of our speakers is not fully in sync with their voices. This can happen due to York and activity, or your bandwidth. Sometimes wireless connections are particularly sketchy. If you find that really distracting, that your video and audio are not in sync, one thing you can do is just minimize that video window or hide it so that you can pay better attention to the speakers. This event will be recorded and available tomorrow, on the Perkins website, putting a downloadable version of the slide presentation that you will see today and some of the handouts.

You will see data collection proceeds presented in this webinar, of which the presenters will share on-screen. You will also be able to download files directly from the handouts pot that you can see on your screen, if you find it easier to follow along that way. You can also try and enlarging the frame on your own screen or using full-screen if you would like to be able to see more detail. Just a little bit that you may need to experiment with as we go through the slides. So, thank you for joining us. We appreciate your feedback and your topic suggestions. I can see that our presenters are having their video on and it is my pleasure to introduce Suzanne Fitzgerald and Emma Packard. Suzanne Fitzgerald received her bachelor of arts degree in human services from Western Washington University, and her teaching certificate and Masters in special education from the University of Washington. In addition to her leadership within the Styler-Fitzgerald Program for functional academics, she served as program manager for Washington sensory services were she assist children with significant its abilities or who are deaf/blind. Emma Packard earned her bachelor of arts in early childhood education and attended the University of Washington at Seattle where she earned her master's in education, specializing in individuals with severe or profound disabilities. She teaches at Totem Falls elementary in the Washington school District. I practiced that and I still mess it up. Working with students who need individual help with life skills, communication and social skills. So, welcome to Perkins, Suzanne and Emma, the floor is yours.

And Q so much for having us and welcome to everybody. It is kind of a cold and rainy day here in Seattle. Fall has definitely hit. So anyway, we are excited that you have joined us. So our objectives for today, when we complete this session today, we want to make sure that you will be able to identify why data should be taken, be able to determine whether data should be taken on, when and how data should be taken, and to identify the components needed to create an effective datasheet.

We also wanted to mention just as we are getting started, and Robin had mentioned earlier as well that please type in your questions as they arise. And we're going to cover a lot of information in a very short amount of time, and, if we are not able to get to all of your questions by the end of the webinar, we will gladly review them and send an e-mail, perhaps to Robin and then we'll get them answered one way or another. So, definitely, it is overwhelming, a lot of information in a short amount of time, so please type in your questions. So we wanted to start with a little poll to see where you guys are. How many of you are currently taking data on all student IEP goals? And there is a little poll box there. So, I am kind of seeing that data collection is an consistent, it is the one that is kind of slightly more in the lead. And, we understand that taking data on everything that you need to can be overwhelming, and so, our hope today is that we can provide you with information that will make it more meaningful and manageable. So, we're going to go ahead and get started with LYS taking data collection. -- With the why of taking data collection. So, data gives us concrete way of knowing where our students are in performing a skilled. It lets us know how accurate he -- accurately or fluently they are able to perform skills we are teaching them. It also allows us to determine when program changes are needed. Sometimes, students need their program to be stepped up, and occasionally, we need to step down or step back in student programs and that is determined by the data that we collect. You know, for example, you might have a student who has been working on a skill for a really long time and you look at the data and see they are just not making progress. That might be a time that you said, you know, it's time to change up the program, change my teaching strategies, they be step back the program a lot of it, continue to take data and see how the student progresses.

Another example, sometimes when a student develops a challenging or has challenging behavior, even though you are working on a skill that you faced -- know they can handle, if it is to challenging, that sometimes can increase behavior and cause more problems and can be very helpful to step them back to something that you know they can be successful with. And that can really help with their behavior as well. So, that is another example where you might want to step back the data. Or I'm sorry, the program.

You will notice on your screen we have an sample of a student data sheet. This example is for counting money, using next dollar strategy. You notice across the top we have date boxes. And, below each day box are the numbers 10 down to one. Those were present trials. So, those are the number of trials that kids are doing on a daily basis. The circle is a correct response, and the slash is an incorrect response to the Pocket PC is around a number that represents the percentage correct. So, you will see that where the green arrow is, the day that student at 30% correct, you can see the percentage on the far right. So, this particular graph gives you a very nice visual and makes it really easy to see when students have met criteria by the boxes along the top. You can see where they have consistently been at whatever you've set for criteria.

In addition to making decisions, another thing that is critical with creating data sheets is that you are able to individualize them, and you should individualize them for each student. So for example, you may have a datasheet such as the example on the screen, that shows you the typical way of counting next dollar strategy. You're going to use ones and fives. Well with this particular student, he had a difficult time taking on anything new. So, we decided we want to start with only ones, so recently wrote a note over on the side and just said to start with ones only. Then, once he reached a point where we felt like he has a good handle on counting 1 to 5 using ones, weave through a red line to clearly indicate that there has been a change and now we decided to add in five dollar bills. Now again, it is a very simple change that really helps to prevent this student from a lot of discouragement and frustration. And had we not have this data sheet in a place or we could document the information, it would be nearly impossible to keep everybody on the same page. So again, that's having data sheets with the program changes can't keep everybody on the same pages is huge.

Here again is another example of why data is needed to evaluate progress. As a classroom teacher, I'm not able to work with every student on every program. As much as that would be wonderful, as we all know, that is not reality. So, if I were to, in this example here, if I were to have the opportunity to work with a student and he happened to be having an off day and I sat down to work with him, I might, as the teacher thinks, he only got 30%, he does not know this program. And, he could very well end up getting stuck doing this program over and over again. But again, with our data sheets, you can easily note things that are off. So for example, this student, when his mom happened to travel on business quite often, and very quickly noticed a pattern that when she was out of town, he tended to, his data tended to be much lower. And so, we started noting that on the data sheets. The other thing is that he had terrible allergies and certain days, his mom would give him an allergy medication before you would come to school. And it would make him extremely lethargic. And once again, we would not get a true reading on his data. So, we started noting that as well. And, these patterns are so helpful, because those days were his data is down at 30%, that is not going to deter me from moving on in the program to the next phase. Because clearly, he knows how to do the program, he just happens to have times where he is doing an off day. So again, if I did not have my data and I sat down with him and worked with him but it happened to be one of those days, I would have no way of knowing that and our time with our kids is so precious and I would hate for him to be stuck doing the same thing over and over just from doing something like that. Oftentimes, there are things that can impact that data on a day. This datasheet shows a different way to evaluate progress. Rather than the trials and the correct and incorrect response that I just went over previously, this datasheet is really looking at several different things. We are noting, this happens to be a preferred activity for this student. And so, we are pointing out the programs that the student is working on. The reason we are tracking the particular computer program is because we don't want her to burnout and lose interest on this preferred activity. Another thing that we are working on his initiation. I noticed that in our example, we actually took real data sheets that we use with our students and we tried to scan them into the PowerPoint, but they were so hard to read. So we transferred our data onto the typed data sheets, so I apologize if something is off. But under initiate, to guess or no should be circled. And so the other thing that we are tracking is whether or not the student initiated rubbing the mouse, using the computer, and then, we relied heavily on our notes for this particular type of data sheet. We also note things that are , might be distracting in the environment, that might impact a response. Any type of initiation that, you know, if she had a big smile, pointed at the screen, guided a hand, our hand to the mouse, but then she pushed the button, that type of thing. So this is just another way that we would not be able to keep this information's in our heads. And being able to really track this and know that we are working on a preferred skills to hopefully get her to learn how to use a computer and initiate, that's huge.

So another reason to collect data is for IEP documentation and accountability. It ensures that IEP goals are being worked on and that programming is consistent with the individual education program. IEP progress reporting is easy, and also setting off for the following years IEP. You can take that information from your data if you have an collecting and consistently, you know where the student is, their present level of performance, you know the next step that they need in their program and is privy to write on IEP on your data. That information can be used for three-year reevaluation's. I know that I always provided my data to the psychologist when they were performing three-year evaluations.

So, here is an example of program consistency. This is Dustin, and he's working on money skills. And, he worked on this scale everyday, and because of consistency with a program sheet and data collection, also consistency among the staff, he was able to learn to count to five dollars with a model. We will get into, next session, about program sheets, and that is just a way that you can set up your students programs, have all of the information that staff will need to be able to run the program, and then also how to take data so that there is a lot of consistency and that benefits everybody.

And another thing with the program consistency and just something else to note, is that all of our kids are going to progress at a different rate. And, I had to students who both came into my program, not knowing anything about counting money at all, not even how to count up to five dollars. I started them at the exact same time on a money program, and over the course of about five years, I had one student who could then count to five dollars without a model. At the end of five years. And another student who was able to budget using a full budgeting system. So, the progress look so different, and again, the student that could counter five, he actually, his favorite thing, it is actually Dustin who you can see, his favorite thing, he would go and get slurping sound he was so proud of himself because he could go up to the counter and pay for his own slurping his. So it is very worth the effort for both students, and yet, the progress, the progression over time looks very different. So just keep that in mind. That is another important reason for tracking data and yes, you can see the progress is happening.

Another reason to collect data is to create a confident team environment. Like I said before, datasheet in conjunction with program planning sheets allows each staff to know exactly what they need to do to and lament their student programs and collect data. It also allows the staff to look and just at a glance, nowhere in student is performing on the skills that they are working on. And, the staff worked together to create a positive learning environment for the students. We worked together with the staff to train each other on how to take data. So if one staff member is responsible for taking data on, say, just reading programs, they might cross train another staff member just in case they are out sick or in case an emergency comes up or there are other people they can take the data. But we assigned staff who are responsible for that type of data collection and allow them to train other staff members on how to do that. Of course, with everybody involved so that we can see how it is done. The other thing is, it holds. Educators responsible for making sure that they are running student programs. As Suzanne said, it would be great if we could be collecting data as a teacher, it would be great if we could be collecting data on each student program every day but that is just not reality. You know, at the end of the day, I can look through all of my students datasheet can see that, they are working on every program or, I'm noticing that they are really hitting reading hard by their not getting to communication skills or the goals that the PT has set up for them.

And I think beyond accountability, paras really appreciate knowing exactly what they should be doing with each student and data sheets are another way to provide that knowledge and consistency so that you can pick up a students data book and know exactly where they are out on the different programs. And, I know that they become very dependent on that and in fact in my classroom, if I start a program and don't immediately have a datasheet, often times my paras will say, where is the data sheet question mark and I'm like, I'm sorry. So, it becomes a really critical part of the classroom function.

Another reason to collect data is to keep parents informed and encourage involvement. You know, data sheets that have been filled out over the course of the week or month , the term can be sent home for parents to be able to look at as well. I know I've had parents who have requested updates on the student's progress at varying time intervals. And, it just makes it really handy to go and photocopy it and sent a copy home so the parent knows exactly where the student is functioning on these new skills that they are learning. I've also had some parents have wanted to continue some of the programs that we are doing at school, at home, and so, blank datasheet and programming sheets can be sent home so that they can do that.

So, another hugely important reason for collecting data is to keep everybody on the same page. When we are talking about working with physical therapist or occupational therapists, speech and mind which therapist, our kids that need those services, you rarely meet a child who can progress and meet all of their goals but just having therapy for, you know, 30 min. a week, or 60 or even 90 min. a week. And so these things become critical to also incorporate throughout the school day. And, having a datasheet to track things, like, positioning or how often kids are getting out of their wheelchairs or exercising or getting into standards or whatever it may be, but it's really helpful for not only your therapists, so that you are working together to create the best environment as a team, but also it can be really helpful for doctors. We actually had a student who, the doctor was trying to decide if they should put or do surgery to get rods in his back but first I wanted to try a body check it. So, we would put him in a body check it for however long the doctor told us throughout the day and we tracked it on a daily basis, and based on him wearing his body jacket consistently and that Dr. having hard data to know how often he was doing that, he started to see a progression and it ended up that the student did not need surgery. And so, we ended up being able to keep him in that body jacket and we continued to send in the data and the doctor would use that to determine the length of time necessary for the student to be in a body jacket. And, we actually have had that happen, not that exact same scenario but similar ones with other kids were this data can be huge. Here on your screen, you'll see an example of what a positioning data sheet might look like. This one we have the data, and then, so, you'll notice over on the corner that the date, this is for one day, then there are two different times in the date that this student was out of their chair for a pretty significant amount of time. It also points out where they were, so, what position they were in or, you know, like for example, this student was on the table, we have a therapy table, and he was laying on his back. And then again, a spot for notes. Also as we begin to look at more data sheets, we will be going over quite a few at the end, you'll notice that Emma and I tend to use a key quite often. You will see what the different letters mean. So, the chair, there different types of chairs. There is a rocking chair, beanbag chair, by praying chair and other. So, the R, B, V, O, thought is what they represent. Rather than my staff meeting to take the time to write a rocking chair, they simply circle that R. So, some of these shortcuts will become critical in making an efficient data collection system because it is too cumbersome and there is too much written information, it's really difficult to get people to buy into it and want to take data when I take so much time out of your day. So for some of our students, this kind of data, these kinds of decisions are going to be crucial to their well-being and quality of life. Just being able to track this stuff is hugely important. So, it's going to be on a case-by-case basis.

This next example, you will notice it looks very similar to the format before. But, this one is tracking rather than position. We are looking at exercise. So for this student, it was important for him to get out and either use his walker or go for a bike ride or go down in PEM get some exercise. So, we just again, same set up with the date and the time, and then we just put in what type of exercise the student was doing. So just another example there.

So what should you be collecting data on? Well ideally, anything and everything but reality says critical programs. You want to make sure that you are taking data on student IEP goals and objectives. But sometimes, you're going to have other things that come up that you will need to collect data on and new student behaviors that you need to track how frequently and the level that they are engaging in this behavior. You want to make sure that you are determining key programs for each student. So, make sure you're focusing on independence and quality-of-life, again, using the IEP abjure driver to start all of the data sheets. You also want to prioritize with parents. What are their goals for their students in the future? What are they thinking is going to be helpful in the home, and how can you be working on that and collecting data for that as well? And finally, make sure that you are prioritizing with related service personnel. So, speech and OT/PT, vision teachers, you want to make sure that you are also collecting data on those skills that you're working on in the classroom.

Like I said, sometimes you will have urgent issues that come up. New behaviors that you need to determine how often this is happening. You might be using that in conjunction with functional behavior analysis. You also want to make sure that you are collecting data on IEP goals and also to be asking yourself, why am I teaching and taking data on this and is this functional form a student? -- For my student?

So, these are some of the general guidelines that we use when we are determining both IEP goals and data collection. We are looking for the greatest amount of independence for our students. So, that's first and foremost. We also look for skills that are going to be functional and meaningful. When we say functional, people often got functional academics and that is not always what we are referring to here. Is this a skill that is going to be functional in my student's life and meaningful to them so that they are more likely to want to participate in this skill? And then again, is this a skill that they are going to be encountering on a regular basis? And, will be able to learn, practice and generalize? You know, we want them engaging in the skills we are trying to keep them at frequently as possible.

We also want to make sure that the skills we are teaching our age-appropriate. I have taught elementary and Suzanne taught high school and, you know, I know that Suzanne has said by the time a student retreats are high school if they are not tying their shoes, there are plenty of shoes out there that don't require lacing. Same with identifying colors. If the student does not know their colors by high school, is that really going to be functional in their life? Is that a skill that can be put aside to focus on other things are more functional and meaningful at that age?

Always look for skills that are going to be increasing our student quality-of-life. Again, increasing independence and the great amount of participation as possible in the skills and the things that are going to be happening in their daily lives. And then also, are you evaluating and readjusting student programs frequently? It is so easy to set up a program and let it run itself but we need to be checking in and taking our data Tuesday, you know, they have met this skill and maybe they did a while ago and now we are just kind of reviewing. And that is time off when we could be providing instruction on new skills.

So, we have another poll here. We are interested in which skills you are teaching your individual students. You have a list here.

[ Poll being conducted ]

A lot of social, a lot of adaptive, a lot of vision. Yeah, we are always teaching just a ton of different skills. Obviously, if we are a teacher of the visually impaired our skills are going to be the things that we are collecting data on are going to be a little bit more narrow. If we are OT/PT or speech or communication, our data collection will be more narrowly focused. Classroom teachers, you know, we will be changing -- teaching functional academics, social skills, and we might also be continuing to work on the skills that the TVIs, OT/PTs and SLPs have set up for our students.

And again the criteria and guidelines that he said, really critical because you do, I mean, I have had many situations where a setup program and get this great idea and I get something going for one of my student then all of a sudden, I take a step back and I go, okay, why am I teaching this? And there have been times when I haven't been able to answer that and I say, okay, let's be done with that and do something that will be more valuable and meaningful for my student.

We have another poll here. What criteria and guidelines do you use to determine which skills to teach? And this is a poll where you can just type in your answers. We're just wondering how you determine what you're going to be teaching to your students.

[ Poll being conducted ]

IEP goals, I am seeing FVAs, functional vision assessment, some orientation and mobility assessment, information from the student evaluations, that's great. I know that we also use person centered plans quite frequently. We get together with the entire team including friends and family of the student and start looking at what our post school outcomes for the student. What do we want to be aiming toward and that really informs a lot of our IEP development.

So, when and how often should we be taking data? He needs to be consistent and frequent. It will show gains or the need to adjust the program if you are taking data on a consistent basis. Ideally, 3 to 5 days per week is recommended. And, you also want to be taking data on a set number of trials. So, every day, you might take data on 10 trials. You may continue to provide instruction on that skill, but not necessarily take it. You want to make sure that you can have a snapshot of where the student is. But, we are constantly teaching and to take data on everything that we are teaching on, you know, our continued instruction would be really difficult. So, get a snapshot on where the student is and continue to provide instruction. I know that I always start my sessions with my students by taking data to see where we are and then I get my data done and move on to continuing to provide instruction.

So types of data that you might be collecting. Accuracy, how well a student is performing a skill, fluency, how prickly they are, latency and duration, how much time it takes for them to start engaging in this skill that they have asked, or, how long, overall, they are engaging back. And frequency. How often they are doing it. So, every data sheet should have these things. Of course, you want the student name or initials if you need to collect student information. You want information on what program it is that you are taking data on, just so that everyone is clear and there is no confusion. And a place to put in the date, and staff initials. That's really helpful. Later, if you're noticing a trend that you know that you see with, gosh, with one para- educator of the collection was a little off and it might be the way that the student was working with that para- educator or maybe they need to do some [ Indiscernible ] reliability and make sure that they are collecting data appropriately. Also, an area for comments or notes. If there is a prompt, you know, how well, if you're not running the program, how well the person who is knows what they need to say to, or if they need to, give the student a prompt to help them engage in this skill. And then a key. As Suzanne said, that is going to make it so much more quick for staff to take data if they can just circle one letter. If everybody knows what those information is, via the key, they can just circle it and move on.

And then, depending on the type of data that you are recording, crackers the, you want to place to record if they got it correct or incorrect. Latency and duration, the amount of time, how long did it take for them to start engaging in the behavior or scale, or, how long do they engage in that total. Fluency. You might be taking data on how long. So, you might be doing a reading fluency, or, you might be taking data on the number of prompts it takes for the student to complete this skill. And, you also need a place to record frequency. How often they are engaging in the skill. Or, the behavior. And, that might just be simple tick marks.

So, let's look at some examples of some various data sheets that include some of these components. And, as we go through, we just randomly pick some from different areas, and if you think of other data sheets that you would really like to see an example of, please let us know. Type it into the box and we can't guarantee we are going to have an example, but we do have quite a few that we can pick from. So you know, definitely don't hesitate to let us know if there is one that we missed that you would like to see. We are going to look at a couple of routine data sheets. Looking at these next two data sheets, think about the different ways that you can track data for the exact same thing. Sometimes, well, let's take a look up here. So, this particular data sheet is used to track the student involvement in a routine. And, for Ryan, this was a routine of getting his AFOs out of the cabinet and actually putting them on. We wanted him to be more involved in the process instead of always doing to him, we wanted him to be able to be a part of that process. And so, we listed out the steps over on the column. You will see there's got the date, and then the steps, and as Emma mentioned, we also have his name at the top and what it is exactly that we're doing, the program but in this case, the routine. And then the year is helpful. I learned the hard way, I took a bunch of data and just did not include the year and then going back through overtime, I got very confused. So I now put the year on all of my data sheets. Samantha then for him, we wanted to know if he was initiating, grabbing. So when he went to go get his symbol, did he initiate, in this case, yes he did. And, was it independent or with assistance question mark sometimes we would take his hand, we would put our hand under his and guide him over to his schedule and then he would reach and grab the symbol off. So, he may grab the symbol but not necessarily have done it totally independently. Was hand underhand used, or was he prompted? Sometimes we might even kind of move ourselves over our position to kind of got him over that way, so there might be another strategy that we use rather than just using hand underhand. And once again, notes. And, notes can be anything that you find useful. And, this is one of those columns that you can determine yourself, or tell your staff, you know, please note any time that he reaches out and grabs your hand, or any time that he seems tired. I mean, who knows, whatever it is you can let them know. And staff, again, become very confident in this process and they will begin to kind of know what you're looking for. And, they will just taking notes. And you can get all kinds of valuable information that way.

Now again, with the exact same routine, and actually, let's pull up [ Pause ] -- you know, I'm trying to decide. Sorry. We have the full sheet example. I don't know if we can take a quick poll to see if people are able to see these data sheets clearly. Or, if we need to pull up the full example. Is that possible? It would be number six. I mean, if we are able to see them, we can just keep going. Can people type in?

And I can see the data sheet on my screen very clearly. Thank you, thank you. So obviously, we just took a chunk of the data sheet out, so we don't use this size, we use a full sheet and put as many boxes or areas as we can. So utilize the whole sheet. And then, so, this is the exact same routine. Student, Ryan, his routine of AFOs, and again, the year. And only this time instead of taking data on specific details of what he's doing, this time we are just tracking the number of prompts, my cheek brush like each time that we are prompting him through the process. For us we went to this type of data sheet later on, after he had become more efficient with this bill because it became less important of exactly how we were prompting him and Marge is whether or not he was doing it independently. And what areas we still needed to work on.

So, the flashes that you see.on the column is just each time that he was prompted, whether it be, we still put hand underhand at the bottom, I do that more as a reminder. I put it for all of my data sheets because I want to remind my staff, hand under hand, don't grab their hands. And at the bottom, the total number of prompts for that day. So again, two different data sheets look very different, but for the exact same routines. So be thinking about your style and needs and what would work for you.

And, we are going to look at a couple of data sheets for using a schedule. Notice how these data sheets are very similar. So, this is a slightly different from before, it was the same routine, different data sheets. Now you will notice we have a couple of data sheets that look very similar but are actually individualized for each student. So, this data sheet was designed for a student who is using a wheelchair. And, so, I wanted to know when he goes over to business casual, is he pushing himself independently? With he wields over by staff or did he push himself with assistance? So again, were free prompting him and helping him to get over there? Those are things that happen frequently throughout the day and our goal, obviously, was to get him to push himself independently but sometimes he would end up getting pushed over or he would need that additional help. So, that is what the key is there. That PHI, pushes himself and apparently, W, wheeled by staff, and PHA, pushes himself with assistance that you can create the key however you want as long as people know what they mean. And again, we wanted to see if he grabbed his symbol and did he do that independent, or was it with hand under hand, and then, did he find the staff person he was supposed to be working with and/or handed to him, because often times we found that the staff person was already with him. So we wanted him to have to take the next step of reaching out and actually handing the symbol to the staff person and eventually we would move away and he'd have to come and find us.

And then, he had an arm, for lack of a better term, but a little thing on the side of his wheelchair that had Velcro on it. So when he would check his schedule, he would put his symbol on his chair, so that when we would go to the activity, he would then touch the symbol and touch the activity, and when he was finished, it was his job to take it off of his chair and put it in his container. So did he do that independently or did he need hand under hand assistance? And in the notes, again, whatever you want. Often times when he also put celebrations, exciting steps. So, this was just a note that my staff that, definitely showing more initiative. We celebrate everything and it is exciting to be able to notice those things and see that along the way. It keeps you going.

So again, this one looks very similar to the one before, but this is for another student who actually uses a walker. And sometimes, she's in a wheelchair, and sometimes she is actually just at her desk. So, going to her schedule looks differently. So, you just look at the key again, WI means walks independently with Walker, WA, walked with assistance because sometimes she would have somebody walking with her, not using her walker, WC, wheeled in her wheelchair, or, just at her desk. So the key has changed, but the structure is the same. The staff knows exactly what to do. And again, did she grab the correct symbol? For her, we wanted her to identify the activity. She is a verbal and was learning to use a combination of a braille and tactile symbol, so her job was to say it's time for money or whatever it is that she is supposed to do. And then, she had to initiate staff contact. It wasn't necessarily safe for her to go and find somebody so she might have to say, you know, excuse me, can somebody find Mrs. Suzanne or, you know, Mrs. Suzanne, I'm ready for you. She had to initiate somehow so she wasn't just sitting there waiting for us to come to her. So, those are the things that are slightly different from before but the same structure of the datasheet. The other thing on this one, we highlighted the day with the new schedule location. I always make sure to highlight, write it in red, circle it, something that is going to impact her data. So, she was very fluent in checking her schedule, and we knew that moving the schedule location, and was not just for fun. We had a purpose for it. But, we knew that was going to affect her system and just being able to do that. So, I wanted to make sure that I noted that so that everybody knew, you know, and so that I could look over time and see how long it takes her to get back to where she was simply move her schedule.

Okay, and the next data sheet is an example of taking data on initiating communication. So, this is one that again is individualized. For this particular student who was learning to use an iPad to communicate. Once again, if you look at the setup of the data sheets, it is again similar to the ones before, but it is a totally different skill. So rather than checking the schedule, we are now looking at using the iPad. And, just again, simple modifications to make it easy to track data on just about anything. I'm not going to spend too much time because we are looking at the time there. This one is for social communication and just doing the greeting, learning to greet other people. And so, again, just the date, the staff person who is with the student, sometimes that could be an impact on students and what their data looks like. Did they initiate the greeting? Did she respond to questions? And then notes. And, I thought this one was funny because it is so true, that when she is grading her favorite person, you'll notice that, did she acknowledge them? Yes. Did she initiate the greeting? Yes. Did she respond to questions? Yes. Because she absolutely loves Sally and will do anything for her. These are the patterns that we can see and they become very helpful in trying to get other stuff to happen later on because we know what or who is preferred in this case. Okay, and here are some examples of working, targeting programs that work on building and maintaining independence. These programs are critical. Here's one for toilet training. This is a great example of where you would or might use a students initials, rather than their name, just to protect. Next week when we talk about strategies will talk about location of data sheets to make it easy and to actually be able to get a system in place. And, in our classroom, we have to keep our toilet training data sheets in the bathroom, but other people go into our bathroom and so rather than having their name displayed, we use initials.

And, keys are not always necessary, if everybody knows what something means, then you don't need to have a key written. I mean, everybody knows why and yes and no, and then what type they went. Again, don't need to put that out there for everybody. And so, this is just an example of a toilet training datasheet. And the next one, you know, tracking choices is another great way to remind us throughout the day to offer choices. This is something that seems so simple and yet, if so often forgotten. Just the simple thing of letting our kids pick and, really, our kids could be a part of choosing a lot throughout the day. That we often times end up just naturally doing for them.

And, in this particular one, we working with Cuby on learning to use a game to make choices. So it became critical for us to know if he was truly picking something because it seemed referred, or if he was always looking at the same side, so, was it that he was usually presented with two or four choices, so they were either left, right, top, bottom, or left, right. And so, we wanted to see, at first we thought he was definitely always looking at him I think it was the left side, no matter what choice we put on, and so that is when we started playing around with, you know, things that were, like a card that was either blank or something that was less preferred so that we could know whether or not he was making choices.

Again, that's another great reason to take data, so that we know is he guessing or is he truly seeing and looking at the right choice, or do we need to change up how we are percentage of them? So another similar set of to the other data sheets with Vicki and just specific to the student.

Okay. And then, looking at behavior. You know, when we consider our students behavior, remember that it is not always the obvious thing that can affect learning. Often times, we think behavior, we think of aggressive, challenging behavior. So, I purposefully picked to data sheets that don't focus on that type of behavior. But, with this particular student, we had other stuff going on. She was, what we call random chatter, she would just incessantly talk over and over and over again. She would also repeat everything that we were saying, and then, there are times when we felt like she was really processing and kind of thinking out loud. But, these behaviors really started to impact her learning, so we were trying to figure out how to we deal with this, because if we acknowledge her incessant talking or repeating us, it creates this vicious cycle because it would make her then talk more and was a bigger distraction than it was helpful. So, we simply started tracking, to look for patterns. So here, we wanted to see on this date, you'll notice that we have each period of the date listed out and we happen to know because she had a very consistent schedule, we knew exactly who she was working with during each period of the day. So, we would just protect marks when she would do what we thought was the random chatter, what we thought was maybe mediating or she was processing, and when she would repeat us which is a pretty obvious one. And then, we also were looking at her rocking, because she seemed to do a column -- a calm rocking when she was kind of relaxed and should get more aggressive if she was getting more agitated. So, we kind of thought there would be a connection there. So, we also took note of when she was calm rocking, and then with her schedule and break routine, which is compounded on this sheet because again, for wanting it to be easy, we decided to put the schedule and break routine on the same data sheet, so we were tracking her independence with checking her schedule, setting her timer, ending her break , and getting her materials and calling the staff person back over. So, we just happened to combine two things on this data sheet. And I'll pay that we did find a very clear pattern, once again, where she definitely was, it was a people thing, where she would be way more talking, the random chatter and the repeating when she was with certain people. And, or during on preferred tasks. So, it was definitely helpful to track this data. And again, the next example, oh, I've got to go faster, sorry. This one is the same thing. Actually, the same student. She was complaining a lot about not feeling well and being sick. And, we were very concerned because she has a history of seizures and, you know, we did not know whether something was going on, or what was the deal. So, we started tracking when she would complain about something and what she would complain about. And I will say that once again, we found a pattern with the person she was working with them the task she was doing. She tended to be very sick during the task that she wanted to get out of. And so, with our data, and with the family's approval, and collaboration, we came up with a strategy and plan to work through a number of different interventions. Unfortunately, it became very much a never cry Wolf situation where we do not really know if she was truly sick or if it was tragic out of something. But, with our data and working together with the family, we really helped to narrow it down and change the way we responded to her so that we could then figure out if it was real or not. So, that became really critical in that situation.

So, it's pretty easy once you get a system set up to adapt your data sheets to meet the needs of your students. So, here is a data sheet that comes from the Styer-Fitzgerald Program for functional academics. And this is working on letter and sound identification. So, you can notice on the left, here are the individual letters and can the student identify either through pointing or verbalizing a printed letter, can they tell you what the letter is and what sound it makes?

So, that same data sheet can be used for a student who is learning braille letters. So again, just simple modification here are the top so that everybody knows what you're working on in particular. The first one was printed letters, this one is braille. Here is a data sheet for braille number recognition. Kind of the same set up, that we had before, where you've got the numbers listed here on the left instead of the letters, and then, individual data, each day for if they know it or they don't. And, that can be assessed using either a card that you create, or can they -- on a clock. A braille clock. And then, here is a data sheet for time telling, using a schedule. So you know, can they tell time using a clock or just printed out cards? Again, same idea, just modified, slightly different, based on the student needs.

So, we have a little homework before we come together next time. We would like you to pick one student IEP, and to target one goal to develop a data sheet . And then, if you could send us a copy of the data sheet and the goal so that we noted is with the student information redacted so we could just cross out with a sharpie or use an initial or leave it blank would be fine. And, here are our e-mail addresses. You can send it to one or both of us by, I think that is a Friday, November 14. That is next Friday. We would like to just be able to see how you guys are designing your data sheets, be able to look at what you guys have, and, we may share that in our next presentation, just so other people can see what you guys are doing. You know, all of my best ideas have never been my own, they have always been what I've learned from other amazing teachers. So, we just think this is a nice opportunity for us to rely on each other to get some ideas for data collection. So, I'm actually going to skip ahead one and then we will come back to questions. We have a page of resources. Teachers pay teachers is a great website. They do have some data collection on their. Show me the data was developed by some people at the University of Washington. They have no published data, you can find it on Amazon, but, they have all sorts of data sheets. Google has great resources for behavior charts, the Styer-Fitzgerald Program for functional academics has great data sheets. And then, if you need additional resources, our e-mail addresses are there. Again, especially designed education services is the name of our consulting business. But, we are more than happy to help you track down resources if you need them.

Share ideas and whatnot.

So I apologize, we went to little bit longer than we had anticipated. Are there any questions that we can answer? Okay, can you please clarify functional versus functional academics? I know that, you know, I had students who qualify for adaptive functional academics and under those they need to be nestled under reading, writing and math as functional academics in those categories. Versus functional in, you know, for a student learning to eat. And, is it functional for them to learn to use a spoon versus a student who is too perfect, obviously a spoon is not going to be learning to use a spoon is not functional. In a students life.

This is Robin, I got my microphone back and I can help you read these. One person asked about a data sheet for eating skills. Similar to perhaps the toilet training that you showed, using utensils, napkins, etc. Do you have any comment on that?

You know, that is something we can have for our next presentation. We don't have anything embedded in this PowerPoint.

We have several, and we're happy to e-mail some examples if you would like, prior to, or we can have them ready for the next webinar.

Okay, that sounds great. Another suggestion that came in was a datasheet for vision stimulation.

Yes, absolutely.

And then, eating skills I've asked about. And, to answer Rita's question and several of you have asked, yes, we are going to send the PowerPoint presentation, usually tomorrow with your follow-up e-mail you will have a link to this recording as well as to the presentation and the handouts that were provided. Those handouts are also on your screen right now, in a little box called handouts underneath Q&A, you can download or wait for the full-length that comes in the e-mail usually tomorrow. Since we are right at the top of the hour, I guess I will go ahead and wrap up. And thank you both for this really interesting exploration of all of the different data points and different ways of looking at tracking that data. I want to encourage those of you who attended today to suggest some more ideas that can really help shape the next part two presentation which will be on the 19th. If you have already registered for that, when he registered today, there is nothing or that you need to do. You'll get another reminder to come to the meeting. If you would like to share that information with your colleagues, please forward them for thank you notes that you get tomorrow. So that they can join us as well. And, with that, I guess I will again think our presenters and thank all of you for joining on behalf of Perkins eLearning, myself, Phuong and [ Indiscernible name ], we will see you next time. Thanks.

Goodbye, thank you.

[ Event concluded ]

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