

# **“SMART” IEPs + Quick and Easy Data Collection**

Brought to you by  
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# **ESSENTIAL QUESTIONS**

(when writing IEP Objectives):

1. Does the objective address a weakness identified in the student's Current Functioning/Present Levels of Performance?
2. Does the objective pass the "STRANGER" Test?
3. How will I take data on this objective?

Before we get

**SMART,**

*let's talk data  
collection  
strategies.....*

#### Data Collection Ideas and Resources

(LeAnn Barnes/Heidi Evans – IDEAS June 2012)

<http://support.cobbk12.org/SSSpecialEducation/snp/Procedures/datasheets.html>

Help yourself to a wide variety of data collection forms created/shared by CCSD's Special Needs PreK staff. Any of these forms can be modified to fit your specific needs.



<http://www.mciu.org/Divisions/SpecialEducation/EarlyInterventionOverview/ProgressMonitoringTools.aspx>

Here, you will find many more data sheets that can be modified for specific needs.



[http://www.interventioncentral.org/tools/chart\\_dog\\_graph\\_maker](http://www.interventioncentral.org/tools/chart_dog_graph_maker)

This site offers a chart-creating tool. You can use this to chart your data to share with parents, other staff.



<http://www.interventioncentral.org/behavioral-interventions/challenging-students/rubber-band-intervention>

This site describes how rubber bands (hair bands are easier on your wrist!) can be used to collect behavior data without having to stop instruction!



**Lap Counter** (clicker) - Use to track data when you are observing a student. This is another very helpful strategy for tracking behavior data.



# *Two kinds of objectives...*

- **Skills**
- **Behaviors** (It's harder to take data for these)

# **DATA Collection Challenge!**

**TSW...decrease eye-rubbing behavior  
from \_\_\_\_\_ times per hour to no more  
than \_\_\_\_\_ times per hour.**

1. (Gather baseline data today – Post-It note + Hair Bands)

# **DATA Collection Challenge!**

**TSW...decrease instances of looking at watch/clock during instruction from \_\_\_\_\_ instances per half hour to \_\_\_\_\_ instances (or less) per half hour.**

1. (Gather baseline data today – Post-It note + Lap-Counter)

...and, last but not least...

4. Is the objective **SMART** ?

- **SPECIFIC**
- **MEASUREABLE**
- **ACHIEVABLE / REALISTIC**
- **TIME-BOUND**

**“SMART Objectives”**

**JEOPARDY**

S

M

AR

T

100

100

100

100

200

200

200

200

300

300

300

300

400

400

400

400

500

500

500

500

Yes – Specific!

**Throckmorton will accurately  
position left and right  
margin stops on  
the Perkins Braille during  
4 out of 5 trials.**



Row 1, Col 1

Yes – This is measurable!

George will use a monocular to scan the environment and locate a targeted stationary object, located 5 to 7 feet away, on 3 out of 5 attempts



No, this is not achievable/realistic.

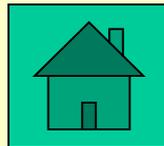
Matilda will accurately set  
and read complex fractions  
on the abacus.

(Note: Matilda is three years old.)



No, this is not effectively time-bound - the time frame is not clear.

**Franco will improve his ability  
to turn to face his  
communicative partner, some  
time before he graduates.**



No, not specific enough – Ideas to improve?

**Freda will localize  
sound sources**



2,1

No, this is not measurable. Ideas to improve?

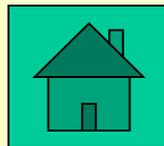
**Brad will braille numbers  
better than he did last year.**



Yes, this is achievable/realistic.

**Fred will enter assigned words  
into an electronic /  
speaking dictionary  
to locate the correct spelling.**

**(Note: Fred is in third grade.)**



Yes, the time frame here makes sense!

**Vinny will move the tray of the  
CCTV to scan for targeted/  
requested information with  
80% accuracy, completed by  
May 15, 2013.**



Yes, this is very specific.

**Given auditory presentation of common sounds (via CD), Bruce will correctly identify the possible source of each sound (ex: horn blowing = car or truck), with 80% accuracy.**



No, not measurable. Ideas to improve?

**Tom will understand braille.**



Yes, this is achievable/realistic!

**Tabitha will correctly answer  
comprehension questions  
using brailled material at her  
Independent reading level  
presented in basic chart / graph  
form.**

**(Note: Tabitha is a 6<sup>th</sup> grader.)**



No. The time frame is unclear (and so is the targeted level of mastery).

**Archer will follow a one-step  
verbal direction  
any time he is asked.**



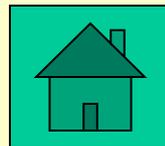
Yes! Specific enough!

**Angelina will use monocular to track a slow-moving object (the size of a basketball or larger) at a consistent focal distance (of 5 to 10 feet), during 4 out of 5 trials.**



(Yes, this is measurable.)

**Sylvester will, when given a  
4-paragraph brailled selection,  
identify at least 3 key points,  
for 3 of 5 trials.**



Not achievable/realistic.

**Vicky will read 42 primary level  
short form words**

**(Note: Vicky is in pre-school.)**



No, there is no time frame provided.

Summer will increase touch-  
typing speed



No, not specific enough (ideas to improve?)

**Arnold will use proper  
cane technique.**



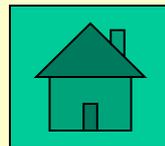
(Yes, measurable!)?

**Ving will accurately subtract  
a 3-digit number  
from a 4 digit number  
on the abacus,  
using synthesis method on  
4 out of 5 trials.**



No – Not Achievable/Realistic

**Bartholomew will learn and implement all of the menus, functions, and options of his electronic notetaking device.**



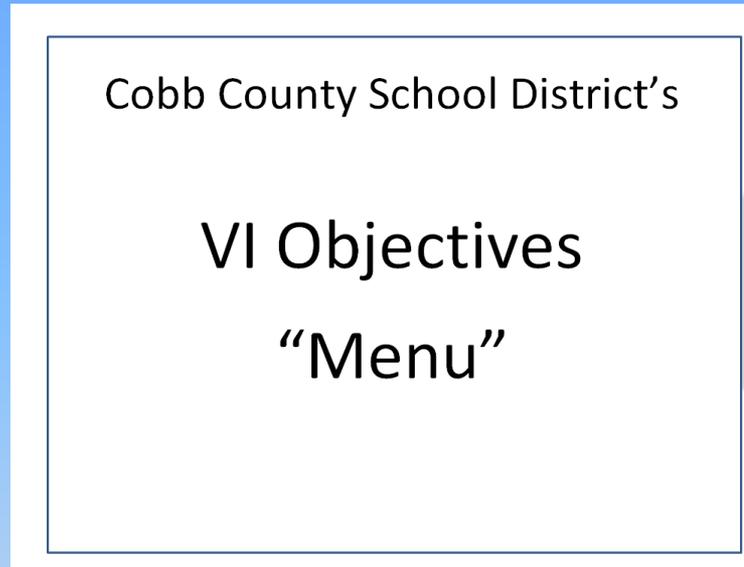
5,3

Yes, the time portion is fine (but the specificity is not too great!)

**Manny will subtract numbers  
using the abacus with 80%  
accuracy, by January 12, 2013.**



# ***Our Gift to you....***



**based on ECC-VI Categories**

*(They are not all **SMART**,  
but they are great “seeds”  
for generating ideas for student objectives!)*

# Hands-On Project:

*In groups of 2 or 3,  
consider some of the ideas  
From the VI Objectives “Menu,”  
and revise to make them  
**SMARTer!***