“Before I write my name on the board, I’ll need to know how you’re planning to use that data.”
Why CR PBIS Data Collection?

- PBIS podcasts and face-to-face training
- Evidence-based classroom management
- Supporting Social Competence & Academic Achievement
- Supporting Staff Behavior

Integrated Elements

What do we want to accomplish?

Data drives everything we do!
Why tracking minor behaviors?
Operational Definition

- Exact description of the behavior
- What the behavior looks like
- Ensures accuracy of data collection
The kind of data we collect depends on the specific behavior of interest and the relevant dimension of that behavior.
Types of Data Dimensions

- Frequency
- Duration
- Latency
Antecedent  Behavior  Consequence

Predictors  Functions

Positive Behavioral Interventions and Supports of Georgia
Antecedent

Consistently triggers behavior

Change approach
Frequency = Rate

- Behaviors per minute
- Behaviors per hour
- Behaviors per day
- Behaviors per 30 minute period
Duration
Latency

- the time it takes between an antecedent and a behavior
- how long it takes for a behavior to occur
Data Collection Plan
Data Collection Tools
Baseline Data

KEEP CALM AND TAKE BASELINE DATA

© 2013 KeepCalmStudio.com
Take Data Regularly

Desired Effect

Make Necessary Adjustments
Maximizing Structure

Arrival Routines

Dismissal Routines

Supervision Patterns

Grading Routines

Others?
Teaching Expectations

- Student knowledge of expectations
- Any expectations taught to students
- Teacher use of prompts and pre-corrects
Active Engagement
Acknowledgement

- Student rate of earning reinforcements
- Student use of encouraging comments to one another
Responding to Inappropriate Behaviors

Teacher rate of error correction

Student behavioral errors
Frequency Data Collection Form

Name: ________________________________
Target Behavior: ______________________

<table>
<thead>
<tr>
<th>DATE</th>
<th># OF OCCURRENCES</th>
<th>ADDITIONAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11/21/2015
West Virginia Autism Training Center

Frequency Recording Observation Form

Tally the number of behavioral occurrences for each student during each time period

<table>
<thead>
<tr>
<th>Students Observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Name:</td>
</tr>
<tr>
<td>Observer:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Time Begin:</td>
</tr>
<tr>
<td>Time End:</td>
</tr>
<tr>
<td>Target Behavior(s):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME PERIOD</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Observation Notes:

Positive Behavioral Interventions and Supports of Georgia
Anecdotal Record/ABC Format

Student Name: ____________________________

Please describe the following in detail & from the student's experience

<table>
<thead>
<tr>
<th>Antecedent(s)</th>
<th>Behavior</th>
<th>Consequence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive Behavioral Interventions and Supports of Georgia
# Frequency/Event Recording Example

**Student:** Jamie  
**Behavior:** Leaving seat during math class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Start/Stop</th>
<th>Number of Observations</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/7/16</td>
<td>10:50</td>
<td>Xxxxxxxxxxxxxx</td>
<td>12</td>
</tr>
<tr>
<td>10/8/16</td>
<td>10:50</td>
<td>Xxxxxxxxxxxxxx</td>
<td>14</td>
</tr>
<tr>
<td>10/9/16</td>
<td>10:50</td>
<td>Xxxxxxxxxxxxxx</td>
<td>10</td>
</tr>
<tr>
<td>10/10/16</td>
<td>10:50</td>
<td>Xxxxxxxxxxxxxx</td>
<td>12</td>
</tr>
</tbody>
</table>
Minor Referrals on SWIS

**Referral Entry**

- **Referral Type:** Minor
- **Student:** Acer, Tim
- **Grades:** 3
- **IEP Status:** No
- **Staff:** Bean, Nanna
- **Date:** 7/25/18
- **Time:** 8:15 AM
- **Location:** Classroom
- **Problem Behavior:** Disrespect
- **Perceived Motivation:** Avoid Tasks/Activities
- **Others Involved:**
- **Action Taken:** Restitution/Community Service
- **Seclusion / Restraint:** None

**Notes**

**Custom Fields**
- **Hallway:** Select...
- **Parent Contact:** Select...
- **Technology Violation:** Select...

---

*Positive Behavioral Interventions and Supports of Georgia*
Data Drill-Down

Drill Down

Report Filters
- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Student Referral Count
- Referral Type
- Major
- Minor

Include in Dataset
- School Year - 2017-18
- Location - Classroom
- Referral Type - Minor

Exclude from Dataset

Generate
Save Report Template

Drill Down Report - Generated 7/25/18, 12:33 PM

Referrals by Problem Behavior
Drill Down

Options:
- Show Values on the Graph
- Show Additional
Using Data
Data-Based Decision-Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?

2. Are all individuals achieving desired outcomes?

3. What is the nature of the problem (who, what, why)? Review the data based decision making flow charts for practices and systems.

4. What action plan will enhance implementation? (intensify, modify, or select/add features)?

For each box, also consider equity.
Analyzing Your Classroom Data

Tally or aggregate your classroom data.

• Is there a particular misbehavior that is taking time away from learning?

• Do your practices impact all groups of students equally?

• Is there a particular student for whom the usual consequences do not seem effective?