

# DATA COLLECTION MADE EASY

## WHAT SHOULD I TAKE DATA ON?

- IEP Goals
- Behavior
- Group Instruction
- Social Interactions



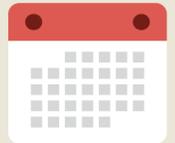
## FIND THE FORM THAT WORKS FOR YOU

Some people prefer to use a daily data sheet...



...weekly data sheet...

or a monthly progress monitoring sheet.



## WHY IS TAKING DATA IMPORTANT?

Data helps educators determine if instruction, programs, and interventions are working.



It also helps determine if a change is needed.

## DATA COLLECTION - TIPS AND TRICKS

Keep data sheets in the area of the classroom where they will be used most frequently.



Make a data schedule. Assign students to specific people and/or days. This allows for more focused data collection.

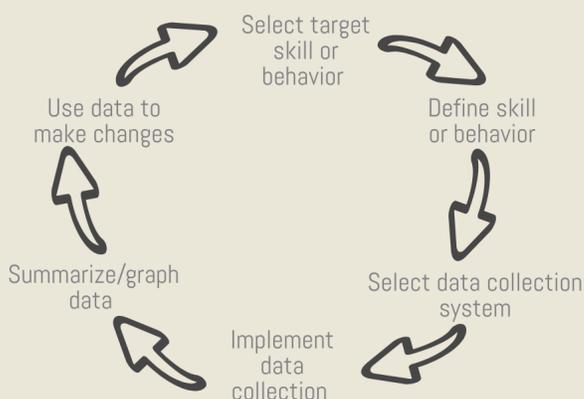


Use counters such as a clicker, tape, post-it or paperclips to record data. Then transfer to the data sheet at the end of the session.



## DATA COLLECTION AND GOAL WRITING

When writing IEP goals and objectives, take a second to picture how your data sheet may look and what materials you plan to use.





# Mastering the Art of Offering Controlled Choices



**WHY**  
is it important to give children the power to make choices?

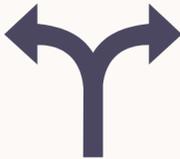


Choices allow children to partake in the decision-making process.



Thus increasing engagement and decreasing problem behavior.

## Choice Types:



**This OR That?**



**How to do it?**



**How many?**



**Who will help?**



**What color?**



The **KEY** is to offer a limited menu of choices, all of which you are ok with.



Offering a choice prevents negotiation and will help avoid a power struggle.



**AVOID:**  
Giving choices that are not available.

Giving an empty threat like canceling a major holiday.

## What does this sound like?



Would you like to wear your shoes or boots today?



Would you like to walk to the car fast or slow?



Would you like 2 or 3 cookies for dessert?



Would you like mom or dad to read you a book?



Would you like to wear your red or blue shirt today?

# The Importance of Using Visuals

Visual supports can be used to increase understanding of language and assist with expressive communication.



## Benefits of Using Visual Supports

Decreases:

- Behavior
- Anxiety



Increases:

- Understanding
- Flexibility
- Independence

## Visual supports can assist with:

- making choices 
- developing concepts of time 
- supporting comprehension 
- preparing for changes 

## Everyone uses visual supports!

Visual supports help to make abstract information more concrete.

Some forms of visual supports that we use everyday are:

- to-do lists
- calendars
- road signs

There are many types of visuals that can support language and learning.

These include:

- emotion symbols
- choice boards
- timers
- key phrases - "I want..."
- safety
- schedules
- labels
- first/then statements
- task sequence

Remember to make visual supports portable, durable, and easily accessible.



Pair visuals with verbal language for a multi-sensory approach.

Teach students to use the visuals by modeling expectations and reinforcing desired behaviors!

Don't forget:



# REINFORCEMENT

VS

# BRIBERY



## REINFORCEMENT

Rewards are earned as an incentive for a job well done



Creates a lasting positive change on behavior



Planned ahead of time and delivered with praise



Adult is in control - They decide when (and if) reward has been earned.



## BRIBERY

Bribes are given in response to a challenging behavior



Changes behavior in the moment but not over time



Reactive and delivered in frustration



Child is in control - Negotiation is made in exchange for compliance.



# Behavior specific praise

## A HOW-TO GUIDE



Children LOVE

attention.

Therefore, it is VERY important to give attention to behaviors that we LIKE and want to see happening MORE often.



Try to CATCH YOUR CHILD BEING GOOD as often as you can and reinforce that behavior using BEHAVIOR SPECIFIC PRAISE.



BEHAVIOR SPECIFIC PRAISE involves clearly stating what you like about your child's behavior.



REMEMBER: Praise is most effective when it is given 4x more often than a corrective statement.



Instead of saying "Good job!"

Say "Good job! I like the way you cleaned your room."



# The Power of Positive Phrasing

&

## HOW TO LIMIT THE OVERUSE OF "NO/STOP/DON'T"

SAY THIS...



It's time to use walking feet.



Let's only take a few out at a time.



Show me how your quiet voice sounds.



I have something to tell you. Come closer so you can hear it.



Use two hands when you carry that.

INSTEAD OF THAT...



REMEMBER: Label the behavior that you would like to see more of and begin each interaction with a positive statement.



STOP running!



DON'T dump your toys!



NO yelling!



GET over here!



DON'T spill that!

# The Functions of Behavior



## SEAT



Pull up a

to learn WHY challenging behaviors occur and how to respond most effectively.

## Sensory

### Why?

These behaviors provide access to sensory stimulation. It "feels good to engage in the behavior."

### When?

Sensory behaviors occur at any time, in the presence or absence of another person.

### How to Respond:

Teach a functional replacement behavior that provides compatible sensory input.

For example: If a child puts non-edible things in their mouth, provide them with access to a chew tube or gum.



## Escape

### Why?

These behaviors remove an undesired situation or person.

### When?

Escape behaviors occur at a time in which something is viewed as being too hard, too boring, or too loud.

### How to Respond:

Teach the child to request a break when needed. Divide tasks into small parts or give within activity choices.

For example: If a child flops out of their chair during a work session, provide them with access to a break card.



## Attention

### Why?

These behaviors provide a reaction from others. They are often described as "acting-out" behaviors.

### When?

Attention seeking behaviors occur at a time in which the child desires a social interaction with another person.

### How to Respond:

Teach the child to request and receive positive attention through engaging in desirable behaviors.

For example: If a child screams to gain attention, provide them with access to praise for having a quiet voice.



## Tangible

### Why?

These behaviors provide access to highly preferred items or activities.

### When?

Tangible seeking behaviors occur at a time in which the child desires a specific item or activity.

### How to Respond:

Teach the child to ask for, wait, and/or exhibit a specific behavior prior to granting access to the item.

For example: If a child begs to use the iPad, allow them access following the completion of a task or chore.



P  
A  
I  
R  
I  
N  
G

Pairing or "building rapport" is a way to establish yourself as a reinforcer.

If you associate yourself with the things the child finds enjoyable, they will want to spend time with you.

You become recognized as...



"THE GIVER OF GOOD THINGS."



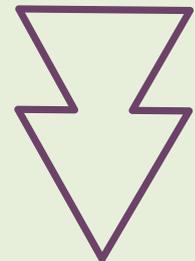
During the pairing process, it is important to initially present zero demands.

Instead, let the child take the lead and follow along.

When you pair with a child you are more likely to see:



...an increase in cooperation and a willingness to try new things...



...as well as a decrease in problem behavior.

## Helpful Tips

Offer items for FREE not contingent on behavior.



Play how the child plays and go with the flow.



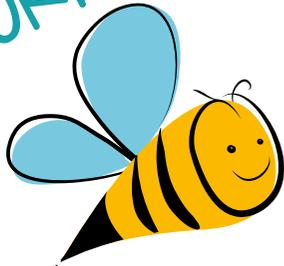
Interact with the child without requiring a response.



Be silly and HAVE FUN!



BEE SURE TO...



# ...FOLLOW THROUGH



Consistency is KEY!  
Give demands that you can reinforce or provide a consequence for if not followed.



Uphold your verbal request and assist your child by using prompting or modeling to ensure follow through.



Start by choosing a few demands you will be able to follow through with, then outline the rules and consequences to establish a contingency plan.



Provide your child with POSITIVE REINFORCEMENT any time they comply with the requests you have made.



Consistently following through with demands shows your child that your words have meaning and that you will do what you say.



Giving empty threats break down trust, teach children that promises are untrue, and ultimately put the child in control.



What if I can't follow through with the demand I gave?

- modify the parameters of the request
- offer more time
- offer a controlled choice
- offer help to complete the task

## Effective communication Tips:



Get on your child's level - kneel down next to them when speaking.



Deliver instructions in a calm but firm manner - use simple language.



Avoid over explaining your reasons for doing something - less=more.

How do I motivate my child to do something he/she doesn't want to do?

OR

How do I get my child to comply with a hard or undesirable request?

?

Motivation  
+  
compliance  
=  
success

# Behavioral Momentum



Increases MOTIVATION and gives your child many opportunities to be SUCCESSFUL by providing a series of quick and easy COMPLIANCE tasks (coupled with positive reinforcement) before presenting a more challenging task.

Present 3-5 EASY tasks immediately followed by a reward (praise, token or sticker) for each one.

Then present a DIFFICULT task followed by a highly desired reward.

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"Clap your hands."  
(GOOD JOB)

"What's your name?"  
(HIGH FIVE)

"Count to three."  
(WAY TO GO)

"Clean up your activity."  
(GIVE STICKER)

# Premack Principle

"Grandma's Rule"

Premack Principle occurs when a preferred activity is used as reinforcement for a non-preferred activity.

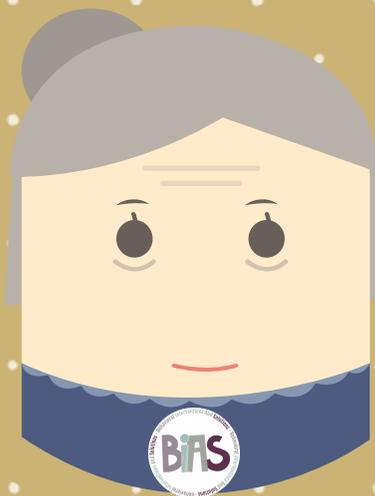
First

LOW-probability behavior  
OR  
Something that the child  
NEEDS to do.

Then

HIGH-probability behavior  
OR  
Something the child  
LIKES to do.

The use of Premack Principle or "first/then" language increases motivation and establishes the contingency that reinforcement is available following engagement in a non-preferred activity.



"First eat your veggies, then you can have a cupcake."

First



Then



**NOTE:** Ensure that the high-probability (preferred) behavior remains reinforcing by restricting access to the item or activity.

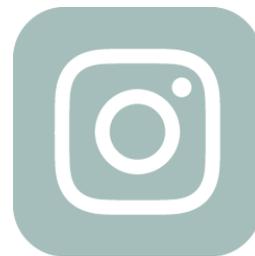
# Thank You!

Questions? Contact [solutions@biasbehavioral.com](mailto:solutions@biasbehavioral.com)



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