# Graphing & Analyzing Data in the Classroom

PROJECT ACCESS

## WHY DO WE NEED TO GRAPH?

Graphing our data is the best way to visually see how the intervention is working...or not working. Graphing after every data collection (at the end of the week, maybe?) helps you stay informed and know when it's time to change or adjust our supports.

## A GOOD GRAPH HAS...

- A title
- Labeled axis
- X and Y Increments that make sense
- Phase change lines (if applicable)
- Accurately represent the data!
- Maintenance: you can indicate maintenance by changing the point shape or color and adding an arrow and label.
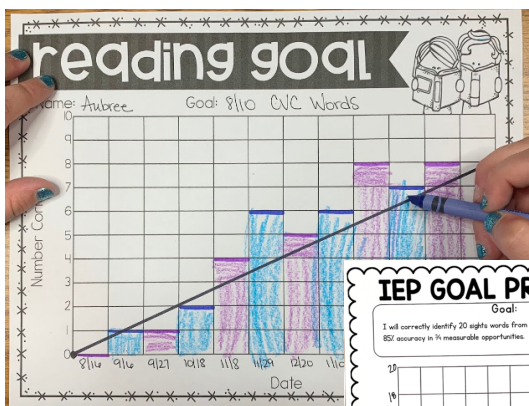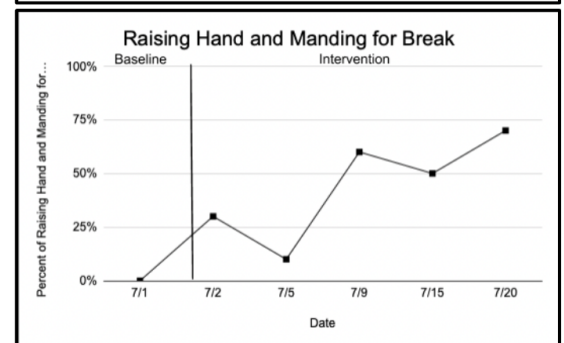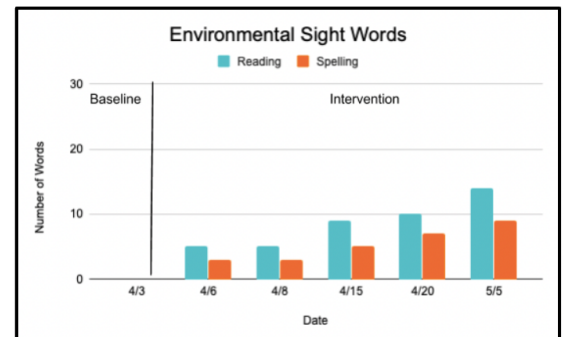






## STUDENT-LED GOAL SETTING AND GRAPHING

Most students can help with goal tracking in some form or fashion, even students with higher support needs! Our learners deserve to be informed about their educational plans and goals. In my experience, my students loved celebrating meeting objectives and goals just as much as I did! Getting students involved in their own goal setting and graphing:

- increases buy-in
- can be reinforcing for some students
- increases overall feelings of accomplishment
- gets students involved in their own programing and IEP meetings
- increases understanding of graphs

# NOW WHAT?

- After creating your graph, it is important to keep them updated as the student progresses.
- Show your graphs at IEP meetings, to paras or other teachers, and even the student. It's especially fun when the intervention or strategy is working. And if it isn't, we can easily see that from the graph and know it's time to switch it up.
- If the data indicates that your strategy isn't working. Tweak or completely change your strategy. You can continue to graph this on the same graph using another phase change line like you did on the baseline.
- Your graphs are valuable and can help you make data driven decisions on what to do next. Whether that is continue with the strategy, change it, or move to the next goal.
- There is no point in wasting your time graphing if you do not plan on using the graphs to inform your decisions, show progress to parents/teachers/student.

# WHAT DO WE DO?

When our students are not showing progress, what do we do? We change the environment. We are not here to "make kids conform" to our standards and strategies. We need to change our teaching style and strategies to meet our learners where they are.

- Just because the strategy you are using is not working for the student, does not mean that you are a bad teacher/therapist or that you are doing anything wrong! It simply means that the strategy isn't working for THAT student! Maybe look at your reinforcement. Do a reinforcement inventory or preference assessment!
- Try a new strategy!
- It's important to collect data and graph FREQUENTLY. Otherwise, you will waste time implementing a strategy that isn't working.



When a flower doesn't bloom, we fix the ENVIRONMENT in which it grows, not the flower.

# RESOURCES

- Need help navigating google sheets and creating graphs that represent your data? We have some videos to help you learn to create graphs in google sheets under the "How tos and Tutorials" tab.
- Need ideas on data sheets? Project ACCESS has created a whole folder just for that! Or learn how to make your own!
- Fact sheet on Organizing Data in the Classroom
- Fact sheet on Classroom Friendly Data Collection Methods
- Fact sheet on Writing SMARTER IEP goals
- Want a whole workshop on data collection? Check out our free, online, work at your own pace workshops!



Line Graphs

Bar Graphs

Google Forms Hacks

Creating Data Sheets