



Organizing Data in the Classroom

WHY DO WE NEED DATA?

Answers Questions...

- To make informed decisions
- Such as, “Is my intervention working?”
- Such as, “What is the function of this behavior?”

Provides Evidence

- Brings to light the true frequency or duration of a behavior.
- Supports or refutes a hypothesis

Measures Progress

- Indicates if a student is making progress or regression

Is Required

- There are 13 Federal Mandates setting the expectations for IEPs (All covered when you create SMARTER IEP goals.)

WE WANT OUR DATA TO BE

- Portable
- Easy to read-laid out in a simple format.
- Organized
- Accessible-for teachers, students, and paras
- DOABLE



CLIPBOARD SYSTEM

Using the clipboard system, all the materials needed to collect data on the goals can be attached easily to the board. They can be displayed in an area where teachers and paras, can easily access the materials.

You can assign each student a number, letter, symbol, or color to keep the information confidential! Make sure to include a writing device, timer, ect for the teacher!

IEP DRAWERS SYSTEM

Using the IEP Drawers system, all the materials needed to collect data on the goals can be added to the drawer, as well as the data sheet and teacher materials (pencil, timer, clicker, ect). They can be located in an area where teachers and paras, can easily access the materials. You can use a sharpie to write the students' name on the drawers and the drawers can be removed, taken to the table, and brought back after instruction is done.



INDEPENDENT TASK BOX SYSTEM

Using IEP Task box system, students can maintain and practice previously learned skills while working on new behavior skills such as working independently, following a schedule, raising hand, communicating help for finished, etc. Data can be collected daily and tasks can be changed as students master a box. It's also a great opportunity to take data on multiple students at a time.

Task Box Data Sheet				
Task Box Label	Description	PR	CK	IND
●	Put-in: Pom Poms in ice tray			Independent 9/14/21
▲	Put in Key Tabs			Independent 8/23/21
★	Take out: Golf balls			Independent 9/8/21
◆	Put in: Small circle chips			Independent 8/24/21
■	Clip eggs on bucket			Independent 9/1/21
■	Put in: Cubes			Independent 9/14/21
●	Put in: Bell balls			Independent 12/1/21
●	Put in: Sponges			Independent 8/26/21
A	Match letters			Independent 11/30/21
B	Match initial consonants			
C	Match letters on clothes pins			
D	Label colored clothes: Word to picture			
E	Sort: Big and little			
F	More or less			
G	Sequencing number words			
H	Sort: Hot and cold		4/4	
I	-			
J	-			
K	-			
L	-			



Date:	5/9								
Followed Schedule	+								
Raised hand for "Help"	-								
Signed "Help"	+								
Raised hand for "Finished"	-								
Signed "Finished"	G								
Prompt Hierarchy: V- Visual: Showing a visual of what the student is supposed to do Verbal: DO NOT USE VERBALS. Students should be working independently with non-verbal prompts G- Gestural: Pointing to the correct response or pointing to what they should do next M- Modeling: Show the student the correct response PP- Partial Physical: Some physical contact to student (ex. Touch elbow to prompt response) FP- Full Physical: Hand over hand.									



GET
CONNECTED!



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