



# Understanding and Addressing Challenging Behaviors: Expect Success

## Webcast 4: Data

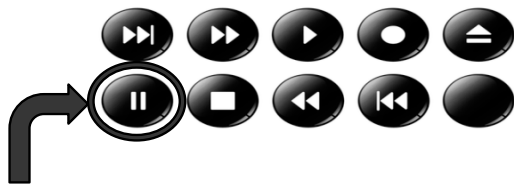


### Your Turn

- Select target behavior for your student
- Write draft of target behavior on paper & have checked
- After checking with trainer, transfer to Form 1 ABC
- **Only fill in Target Behavior on Form 1 for now**



“It’s ok to hit the pause  
button...”



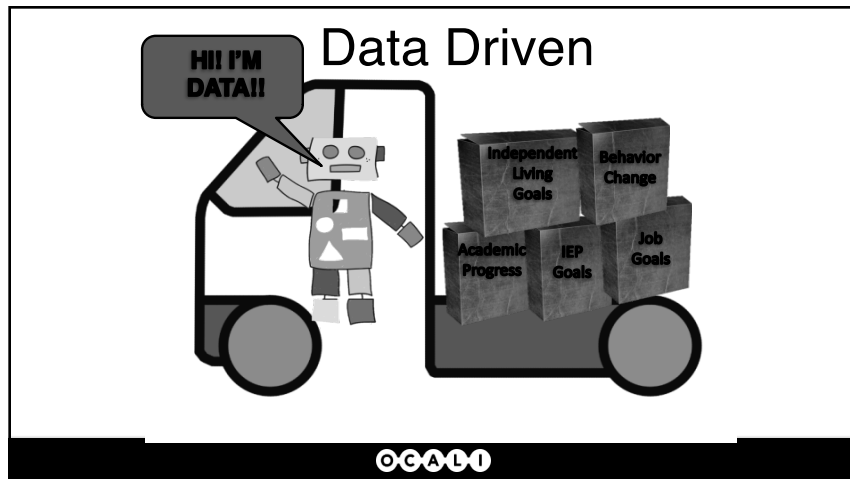
## DATA:

**WHAT WE MEASURE,  
WE CHANGE**



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### Methods to Collect Data

- Frequency
- Duration
- Latency
- Rate
- Interval
- Intensity

✓ Determining the appropriate method(s) for data collection requires consideration of:

- Type
- Intensity
- Frequency
- Duration of the behavior

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### Frequency Recording

- **Purpose:**
  - To count how often a behavior occurs
- **Process:**
  - Identify and define the specific behavior to observe
  - Identify the time period in which the behavior will be counted
  - Count and record the number of times an individual participates in the particular behavior
  - Tally the number of times the behavior occurs
  - Graph to show trends

Period	Yelling Out
1	*****
2	*****
3	****
4	*****
7	*****

Peter yells out in class. Staff are tracking the number of times he yells out.

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### Duration of Behavior

- **Purpose:**
  - To measure how long a behavior lasts
- **Process:**
  - Identify the starting time of the behavior
  - Identify the ending time of the behavior
  - Calculate the total length of time that the behavior was observed to occur without interruption

Julia would not complete her work task from 10:18 am - 10:32 am  
Total time: 14 minutes

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## Latency

- *Purpose:*
  - To measure the how long it takes for a person to respond to a direction, instruction (prompt)
- *Process:*
  - Decide when to track by identifying task or directions to be followed
  - Track how long it takes for the person to begin the task or follow the direction
  - Average the times over a day or week

Three times a day staff will track how long it takes Haydn to check schedule after a verbal directive. Daily average will be graphed.



## Rate of Behavior

- *Purpose:*
  - To determine the average occurrence of a behavior
- *Process:*
  - Identify the length of observation time
  - Determine how often the behavior occurred
  - Divide the number of events by the amount of time

Gorge's data collection showed he spit at staff 15 times in 10 minutes  
 $15/10=1.5$  rate



## Interval Recording

- *Purpose:*
  - To collect a "snapshot" of the behavior in a predetermined time period
- *Process:*
  - Identify a specific time interval at which you will observe and record
  - Break observation period into short intervals of time
  - Document whether or not the behavior occurred at any time within that time interval

Staff is tracking if Frankie bangs his hands on the desk the first 5 minutes of every hour at 15 second intervals.



## Intensity Recording

- *Purpose:*
  - Measures the magnitude, strength, amplitude, force, or effort of a response
- *Process:*
  - Develop an intensity number scale
  - Document the intensity of the behavior as measured by the scale
  - Can be difficult to obtain an objective measure

Josh is hitting staff hard enough to leave a mark and cause bruises to form. Staff is tracking the intensity of the hitting.



## Intensity Recording

Example: Intensity Data Sheet (sometimes called a behavior rating scale)

Student's name _____	Observer _____			
Date _____				
Interfering behavior <u>hitting</u>				
Behavior rating system				
Time behavior occurred	Very severe/intense (dangerous)	Pretty severe (potentially dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (annoying, inconvenient or distracting)
9:15	4	3	2	1
10:05	4	3	2	1
10:23	4	3	2	1
10:40	4	3	2	1
11:30	4	3	2	1
Overall behavior today	Very severe/intense (dangerous)			

National Professional Development Center on ASD



## Intensity Recording

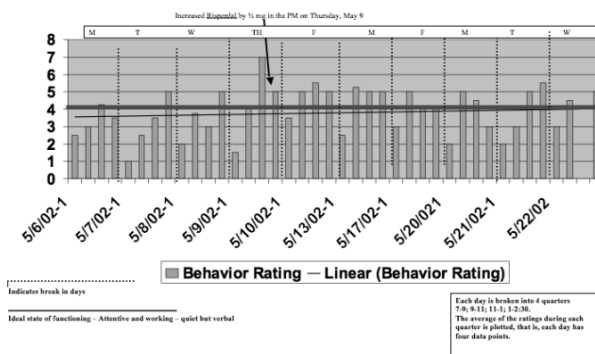
### Intensity Rating Scale

- 1 - Disrupted with verbalizations or physical actions, no material/property destruction, no aggression, continued activity after disruption
- 2- Disrupted with verbalizations or physical actions, no material/property destruction, no aggression, did NOT continue activity following the disruption
- 3 - Material or property destruction occurred, however, **no** aggression
- 4 - Aggression occurred, but there was **no** material destruction
- 5 - Aggression **and** Property destruction occurred

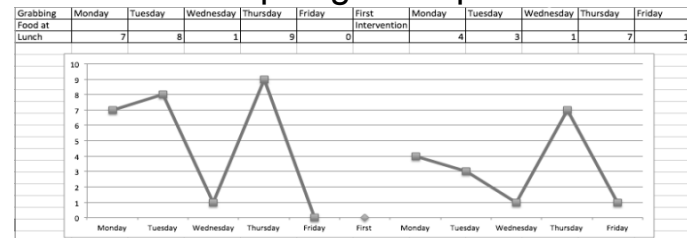
Date: _____		
Time	Rating	Initials



## Graphing Example



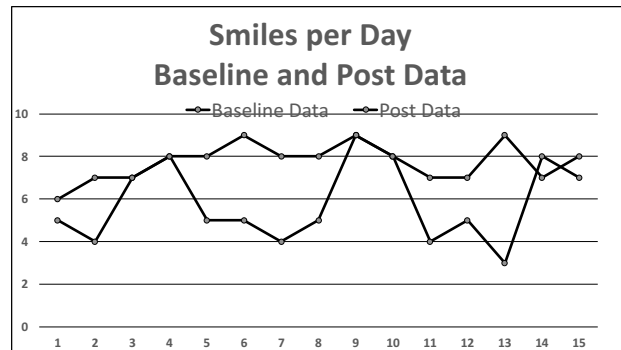
## Graphing Example



Student grabbing food from other trays at lunch. Baseline week one. Started intervention of taping area on table and bench to visually show student his area. Data from week two shows drop first three days; one day increase; back down on Friday. Next additional intervention is to add a handprint to table where student is to place hand he is grabbing food with and eat with other hand. Will continue keeping data and decide next steps.



## Comparison of Pre- and Post-Data



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## Baseline Data

Do we have data that reflects the measurable, observable behavior we identified for our individual?

- If yes, we are ready to collect data for the first intervention
- If no, we need to collect baseline data

UNLESS there are safety concerns.

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Form 2

## Data and Molly

What are you going to measure?	Measure number/duration of interruptions
Which method would work best? (Frequency, duration, latency, rate, interval)	Frequency and duration
Who is going to create the data sheet?	Teacher and psychologist
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	Teacher and paraprofessional
Who will graph the data?	Psychologist
When the team meet to review the data? How will changes be implemented based on the review?	Weekly the first month and then bi-weekly. Data will be examined; If improving, continue plan and if not improving after a month try new intervention

**Target Behavior:**  
*Molly Screams loudly enough to interrupt the teacher's instruction to class*

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Form 2

## Data and Joe

What are you going to measure?	Number of episode
Which method would work best? (Frequency, duration, latency, rate, interval)	Frequency
Who is going to create the data sheet?	Intervention Specialist
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	Content Teachers, Paraprofessional Training from Intervention Specialist
Who will graph the data?	Intervention Specialist
When the team meet to review the data? How will changes be implemented based on the review?	Every 2 weeks until progress is shown. Team will make changes to intervention plan if no progress after one month.

**Target Behavior**  
*Joe stands, looks away from teacher, pushes books off the desk, kicks furniture, and bolts down the hall*

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Form 2

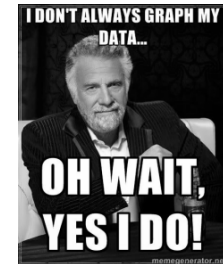
## Data and Rubin

What are you going to measure?	Putting his head down on his desk and not competing his work or joining a small group	<b>Target Behavior</b> Rubin puts his head down on his desk and does not complete his assignments or join his assigned small group
Which method would work best? (Frequency, duration, latency, rate, interval)	Frequency (may also try to keep some latency data when directions are given)	
Who is going to create the data sheet?	Georgia, ED teacher	
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	Each Teacher, Georgia will help everyone know how to track the behavior	
Who will graph the data?	Georgia	
When the team meet to review the data? How will changes be implemented based on the review?	Once a week for a month Team will consider adjusting reinforcement plan if behavior isn't decreasing	

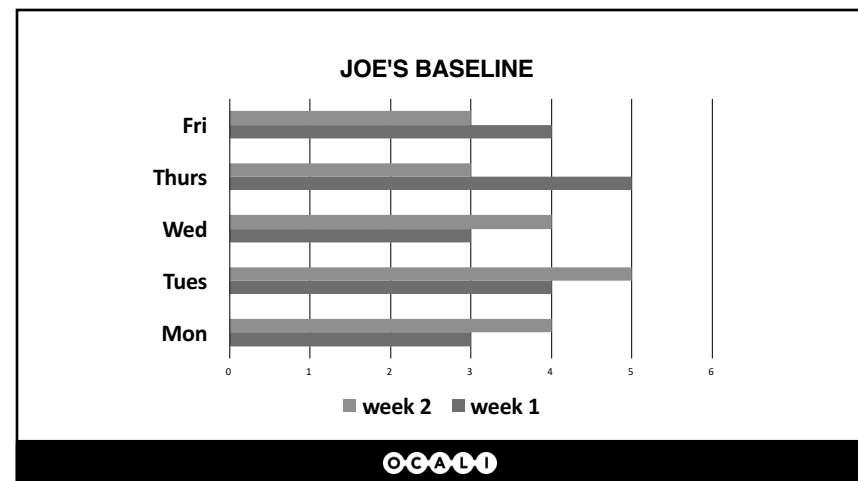
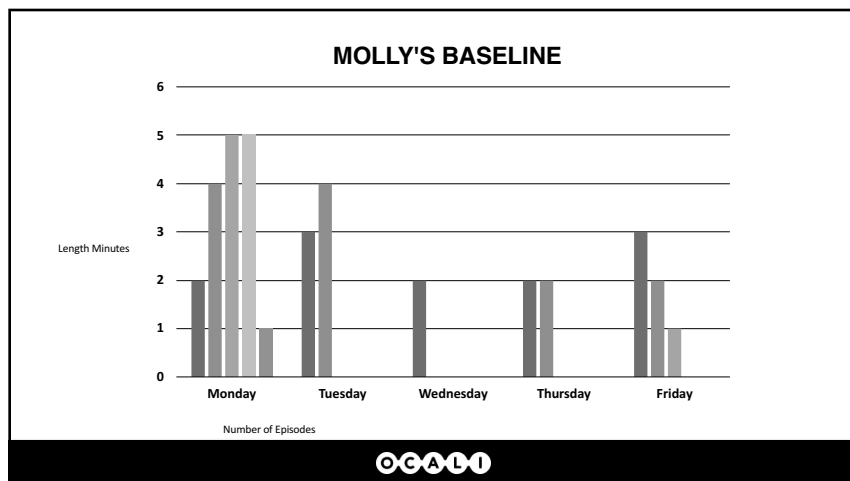
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## Data Collection Information

- Collect data on target behavior
- Choose when and where to collect
- 10 to 12 data points
- Consistency of gathering
- PBIS World Data Tracking  
<http://www.pbisworld.com/data-tracking/>
- Behavior Tracker Pro App  
<https://itunes.apple.com/us/app/behavior-tracker-pro/id319708933?mt=8>
- Class Dojo Classroom Management System  
<https://www.classdojo.com/>

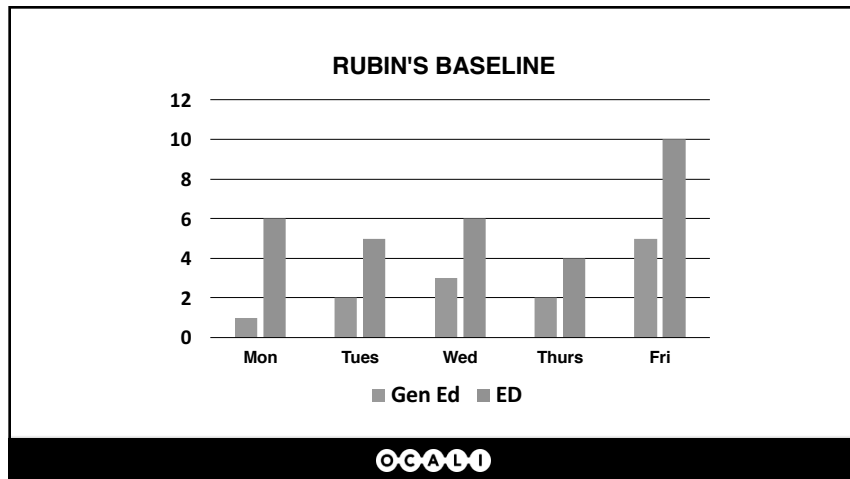


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### Behavior Plan Steps Chart

Creating an Individualized Behavior Support Plan		
Complete Each Step		
1. <b>Select the target individual.</b> Select the target behavior that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, LRE, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?		
2. <b>Identify underlying challenges</b> that may be associated with the behavior. Informal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile		
3. <b>Define the behavior</b> in measurable terms. See Behavior Forms: Form 1 (Green Star Target Behavior Only)		
4. <b>Consider data questions</b> for identified behavior. What will you measure? Frequency? Duration? Intensity? How and When? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2		
5. <b>Identify antecedents, setting events, triggers, consequences, reinforcement.</b> These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided. See Behavior Forms: Form 1		

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### Data and Your Student

What are you going to measure?	
Which method would work best? (Frequency, duration, latency, rate, interval)	
Who is going to create the data sheet?	
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	
Who will graph the data?	
When the team meet to review the data? How will changes be implemented based on the review?	

**Target Behavior**

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- Rate
- Interval
- Intensity

