

Effective Behavior Data Collection: A school-wide approach to collecting and analyzing data

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What: Over the course of several years, we have created many programs and systematic methods of collecting behavior data for each individual child across our entire school setting. This data collection system needed to be simple enough for our staff to use without taking up too much time. We take data from daily point sheets that cover four basic behavior categories, individual behavior goals, and data collected by our safe crisis management staff. The programs and methods we have created allow data to be collected by all staff across our entire school setting. We then take that data and analyze it in order to make informed decisions in the classroom as well as write behavior data summaries to present to various stakeholders including parents, outside case workers, and physicians.

Why: We need to use accurate data, rather than anecdotal evidence, to make informed decisions about behavioral interventions, student placement, and medication. Since we are a special school, we also need to ensure that we are accurately monitoring student behavior in order to fulfill accountability requirements for IEP's. This method allows us to look at behavior in many ways including time of day, duration, and frequency over the course of weeks, months, or years. The program we have created and use to compile all this data also allows us to look at specific behaviors as requested by outside case managers, doctors, and parents. We can then write simple, one page data summaries that are easy to understand.

Results: Since developing this program, we have been able isolate and track very specific antecedents, behaviors, and consequences which have allowed us to write more meaningful and effective behavior intervention plans. We are able to provide outside case workers such as community living support personnel and primary care physicians with true pictures of student behavior when parents are unable to articulate or are just uninvolved. We have reduced conflict with parents as we can now better support our decisions and show the need for specific interventions. We have also been able to obtain extended school services for students and justify the need for more in home support services based upon the data collected at school.

How We Collect Data

- Basic behavior data is collected using a daily point sheet (pg3). Each student is evaluated 10 times a day on four general behavior categories including a specific behavior goal
- Safe Crisis Management staff collects specific data for each intervention with a child they are involved in (pg4). This data allows us to evaluate what strategies worked as well as look for patterns in behavior.

How We Present Our Data

- Daily point sheet data is put into a MS Excel program by classroom staff. That data can be printed out as simple graphs that give us a overall picture of student progress (pg5).
- Safe Crisis Management data is entered into a computer program which allows us to evaluate behavior in a more detailed way (pg 6-13).

How We Use Our Data

- Data is used in the IEP process to support decisions we make, write goals, complete functional behavior analysis as well as write behavior intervention plans.
- School resource teacher also writes behavior data summaries based upon the data collected to help inform outside stakeholders of concerns or progress for our students. Summaries can be used several different ways including....
 - Evaluate medication changes (pg14-18)
 - Make changes to student schedules (pg19-20)
 - Review long-term student progress (pg21-22)
 - Support placement decisions (pg23-25)

BINET SCHOOL

Intake Form

Name:

TIME OCCURRED

DATE

TIMEOUT ROOM ENTER TIME

ATTENDING STAFF

CLASSROOM TEACHER

BEHAVIORS (CHECK ALL THAT APPLY)

LOCATION THE BEHAVIOR OCCUR?

CLASSROOM	
HALLWAY	
CAFETERIA	
BUS	
RESTROOM	
GYM	
LIBRARY	
LIFE SKILLS	
WORK LAB	
MUSIC / ART	
OUTSIDE	
CBI	
JOB TRAINING	
ROOM 125	

WHAT WAS THE BEHAVIOR?

REFUSAL TO FOLLOW DIRECTIONS	
CLASS DISRUPTION	
PERSONAL AREA	
OUT OF AREA	
RUNNING FROM STAFF	
YELLING / SCREAMING	
VERBALLY ABUSIVE	
COLLAPSING TO THE FLOOR	
DESTRUCTION OF PROPERTY	
THROWING	
PUSHING	
GRABBING	
SCRATCHING	
PINCHING	
HITTING	
HEAD BUTTING	
SPITTING	
BITING	
KICKING	
THIEVERY	
TAKES OFF SHOES / SOCKS	
UNDRESSES	
INAPPROPRIATE GESTURES	
REFUSED IN CLASS TIME OUT	
PHYSICALLY ABUSIVE - SELF	
PHYSICALLY ABUSIVE - STUDENT	
PHYSICALLY ABUSIVE - STAFF	
URINATION / DEFECTION	

INTERVENTIONS / DE-ESCALATION

PLANNED IGNORING	
NON-VERBAL CUES	
QUIET WARNING	
POSITIVE REDIRECTION	
REMINDERS OF RULES	
3 X's	
COLOR CHANGE	
(1st THEN) PREFERRED ACTIVITY / ITEM	
WAIT TIME	
SELF-DIRECTED COOL-DOWN	
VERBAL REPRIMAND	
PROXIMITY CONTROL	
AREA TIME OUT	
CONFERENCE W/ CHILD	
LEAVE AREA (WALKING, GYM etc.)	
IN-ROOM TIME OUT	

TRANSPORTS

EXTENDED ARM (TP)	
2 PERSON EXTENDED ARM (TP)	
HOOK (TP)	
CRADLE CARRY (TP)	

INDIVIDUAL ASSISTS

EXTENDED ARM	
CRADLE STAND/SIT	
CRADLE / TRANSITION	
UPPER TORSO - STAND / SIT	
UPPER TORSO TRANSITION	
SUPINE TORSO	
PRONE BRIDGE	
SHOULDER	

TEAM ASSISTS

2-PERSON EXTENDED ARM	
2 PERSON BICEP-STAND/SIT	
2-PERSON UPPER TORSO-STAND / SIT	
MULTIPLE PERSON SUPINE TORSO	
MULTIPLE PERSON SUPINE EXTENSION	
MULTIPLE PERSON PRONE TORSO	
MULTIPLE PERSON PRONE BRIDGE	
HOOK TRANSPORT/TRANSITION	

Behavior:

Names:


Student Name: _____

M T W T H F


Date: _____

When a student does not receive a thumbs-up a comment **MUST** be included.


Bus Ride

 1 2 3 4 TO


7:30-8:00

 1 2 3 4 TO


8:05-9:00

 1 2 3 4 TO


9:05-9:55

 1 2 3 4 TO


10:00-10:45

 1 2 3 4 TO


10:50-11:35

 1 2 3 4 TO


11:40-12:25

 1 2 3 4 TO


12:30-1:00

 1 2 3 4 TO

1:05-2:05

 1 2 3 4 TO

Homeroom

 1 2 3 4 TO

Points Earned

_____/10

IEP Behavior Goals:



Verbal Respect



Hands & Feet to Self

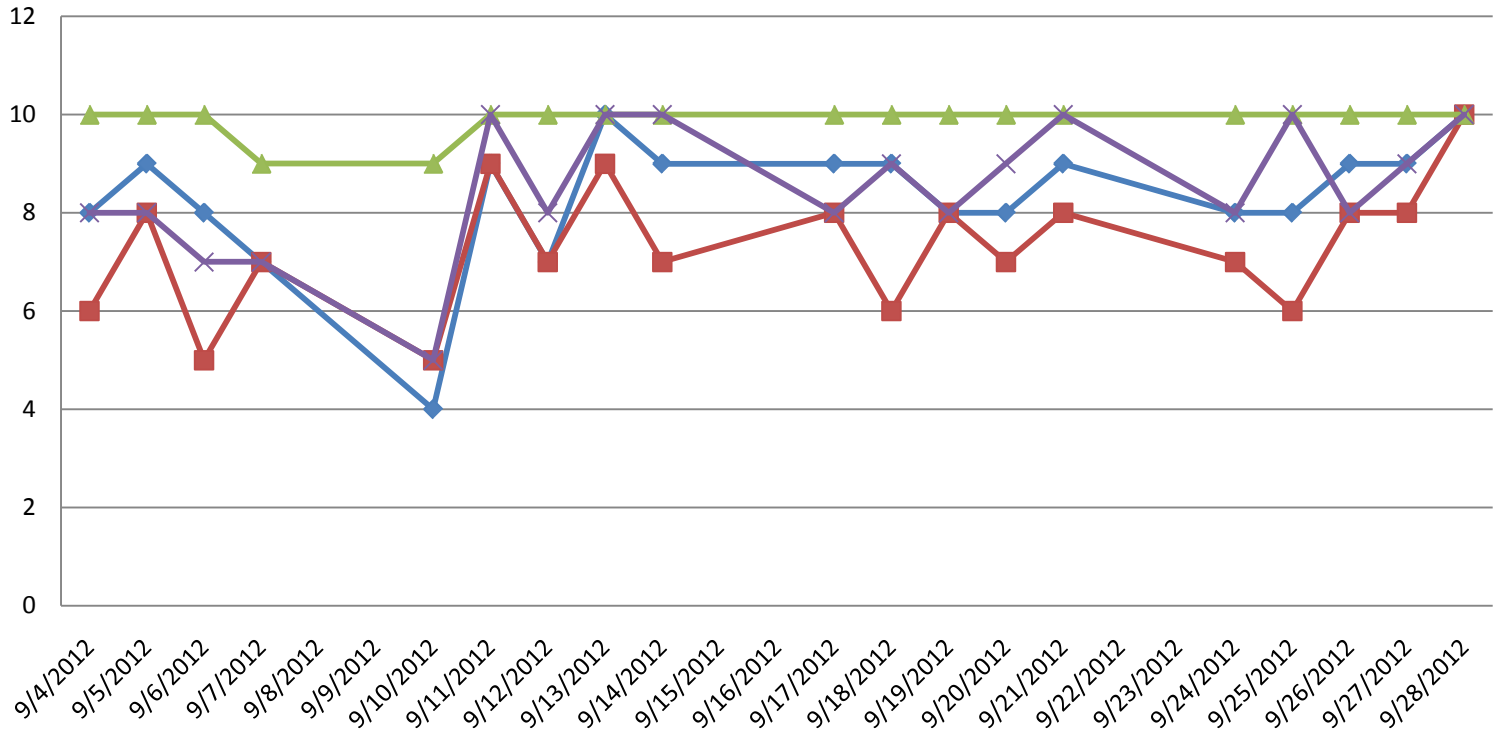


Verbal Respect



On Task

Monthly Data



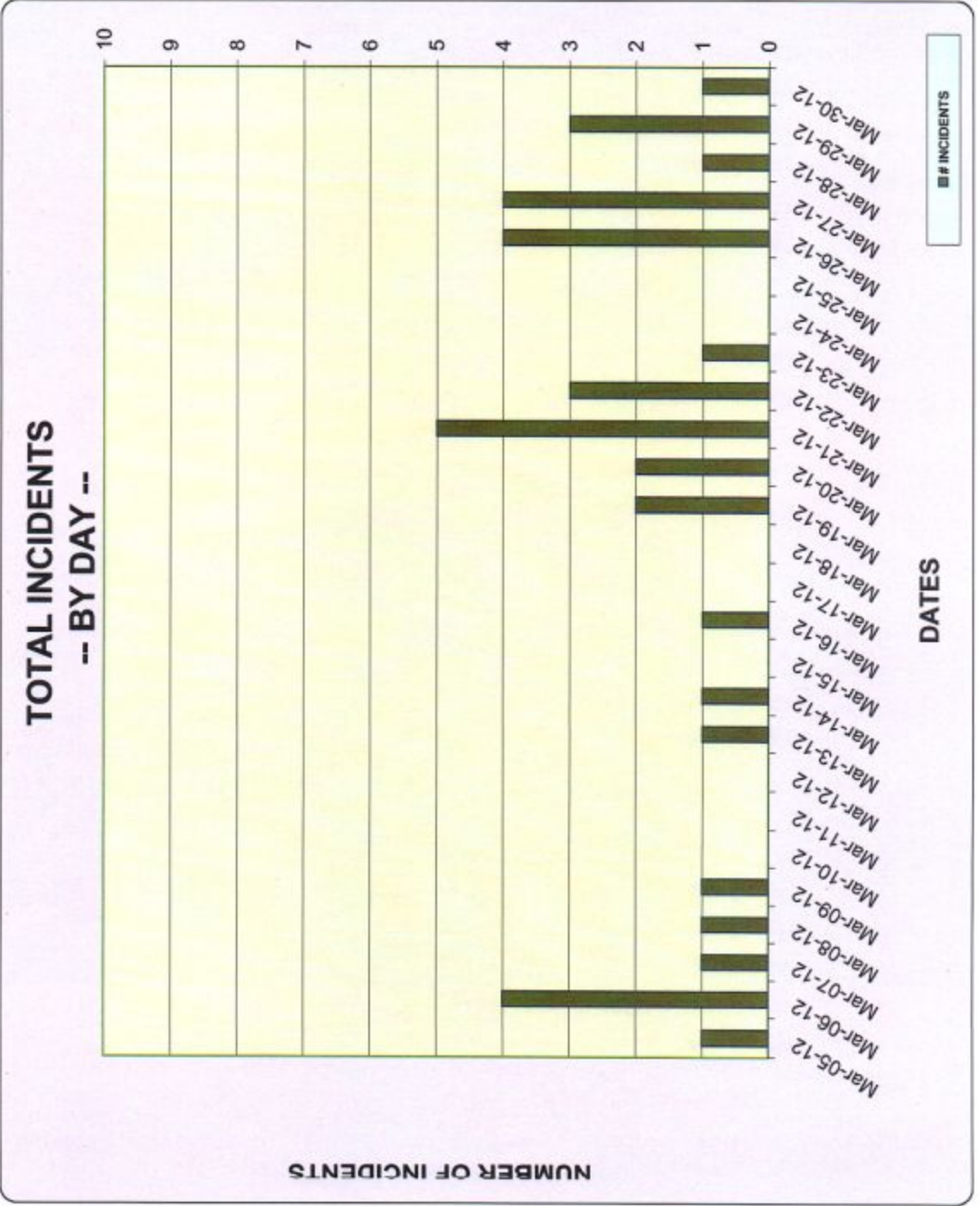
	9/4/2012	9/5/2012	9/6/2012	9/7/2012	9/10/2012	9/11/2012	9/12/2012	9/13/2012	9/14/2012	9/17/2012	9/18/2012	9/19/2012	9/20/2012	9/21/2012	9/24/2012	9/25/2012	9/26/2012	9/27/2012	9/28/2012
◆ Follow Directions	8	9	8	7	4	9	7	10	9	9	9	8	8	9	8	8	9	9	10
■ Keep hands and feet to self	6	8	5	7	5	9	7	9	7	8	6	8	7	8	7	6	8	8	10
▲ Verbal Respect	10	10	10	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10
✕ On Task	8	8	7	7	5	10	8	10	10	8	9	8	9	10	8	10	8	9	10

Binet School

TIME OUT PROGRAM

TOTAL INCIDENTS BY DAY

March, 05 - March, 30 - 2011 - 2012
7th - 20 Day Cycle of School



Binet School

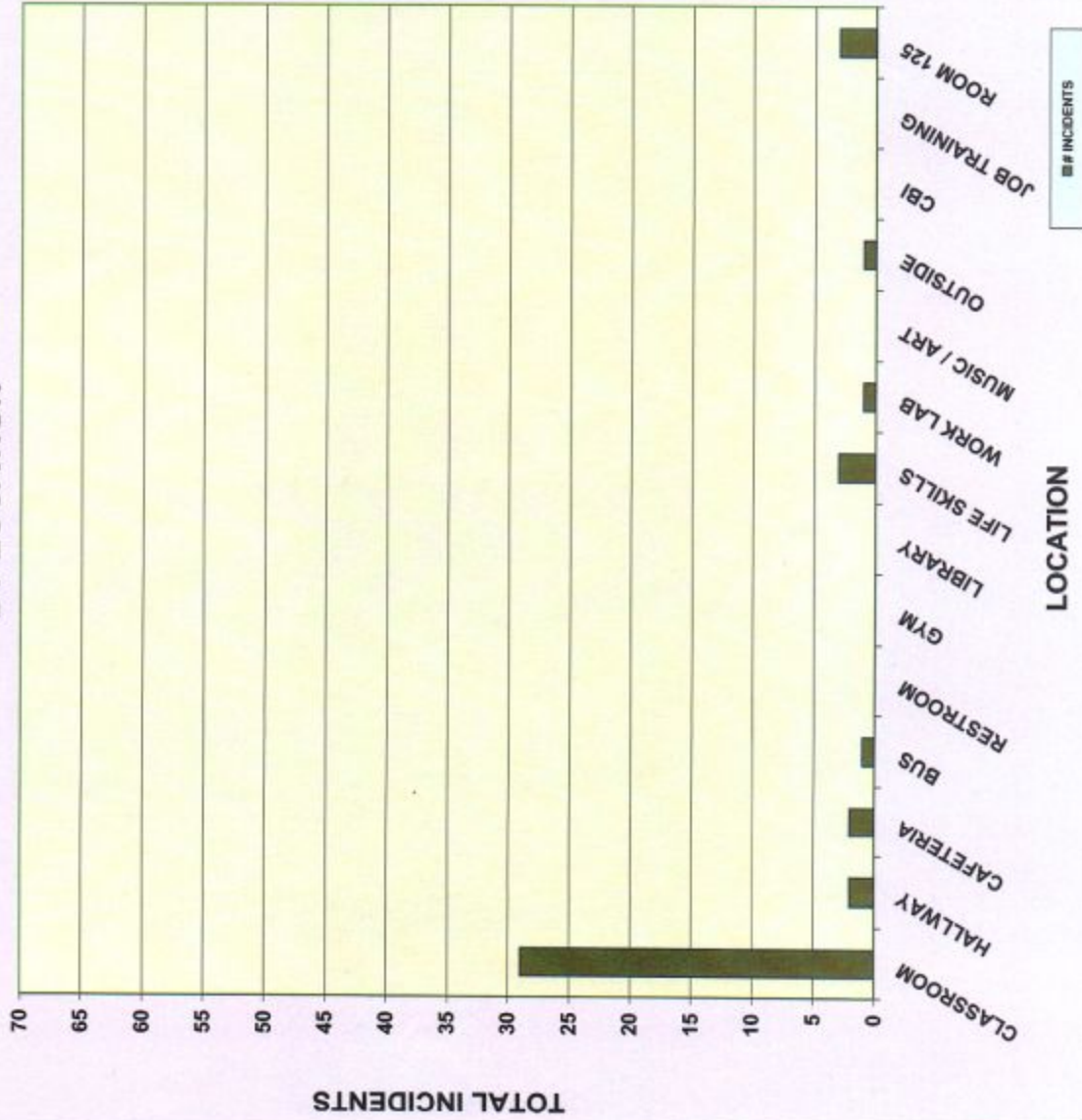
TIME OUT PROGRAM

TOTAL INCIDENTS BY LOCATION

March, 05 - March, 30 - 2011 - 2012

7th - 20 Day Cycle of School

TOTAL INCIDENTS -- BY LOCATION --



LOCATION THE BEHAVIOR OCCUR?	# INCIDENTS
CLASSROOM	29
HALLWAY	2
CAFETERIA	2
BUS	1
RESTROOM	1
GYM	1
LIBRARY	1
LIFE SKILLS	3
WORK LAB	1
MUSIC / ART	1
OUTSIDE	1
CBI	1
JOB TRAINING ROOM 125	3

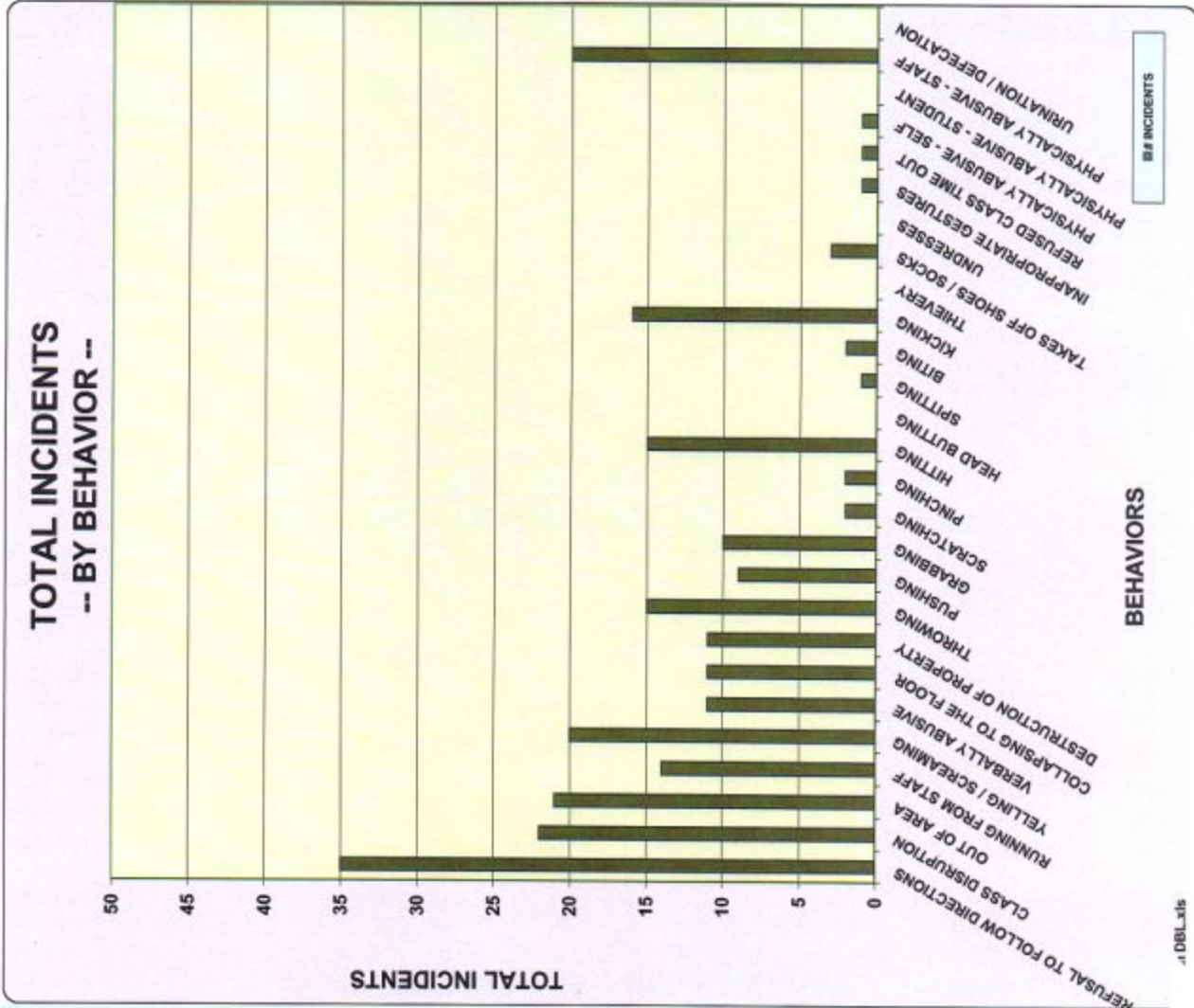
Binet School

TIME OUT PROGRAM

TOTAL INCIDENTS BY BEHAVIOR

March, 05 - March, 30 - 2011 - 2012
7th - 20 Day Cycle of School

WHAT WAS THE BEHAVIOR?	# INCIDENTS
REFUSAL TO FOLLOW DIRECTIONS	35
CLASS DISRUPTION	22
OUT OF AREA	21
RUNNING FROM STAFF	14
YELLING / SCREAMING	20
VERBALLY ABUSIVE	11
COLLAPSING TO THE FLOOR	11
DESTRUCTION OF PROPERTY	11
THROWING	15
PUSHING	9
GRABBING	10
SCRATCHING	2
PINCHING	2
HITTING	15
HEAD BUTTING	1
SPITTING	1
BITING	2
KICKING	16
THEFT	3
TAKES OFF SHOES / SOCKS	3
UNDRESSES	3
INAPPROPRIATE GESTURES	1
REFUSED CLASS TIME OUT	1
PHYSICALLY ABUSIVE - SELF	1
PHYSICALLY ABUSIVE - STUDENT	1
PHYSICALLY ABUSIVE - STAFF	1
URINATION / DEFECACTION	20



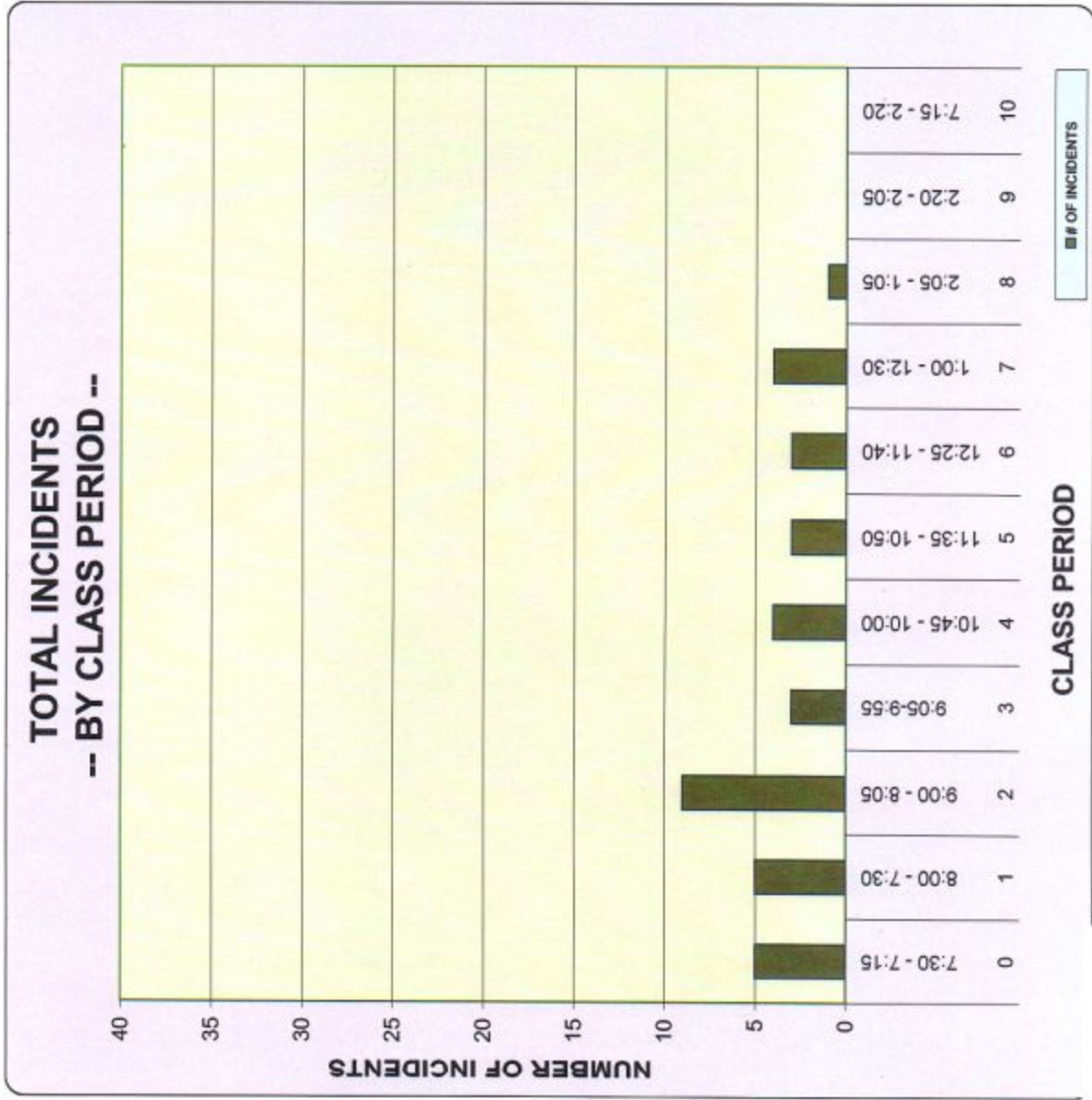
Binet School

TIME OUT PROGRAM

TOTAL INCIDENTS BY CLASS PERIOD

March, 05 - March, 30 - 2011 - 2012

7th - 20 Day Cycle of School



CLASS PERIOD	TOTAL # INCIDENTS
0 7:15 - 7:30	5
1 7:30 - 8:00	5
2 8:05 - 9:00	9
3 9:05-9:55	3
4 10:00 - 10:45	4
5 10:50 - 11:35	3
6 11:40 - 12:25	3
7 12:30 - 1:00	4
8 1:05 - 2:05	1
9 2:05 - 2:20	0
10 2:20 - 7:15	0

Binet School

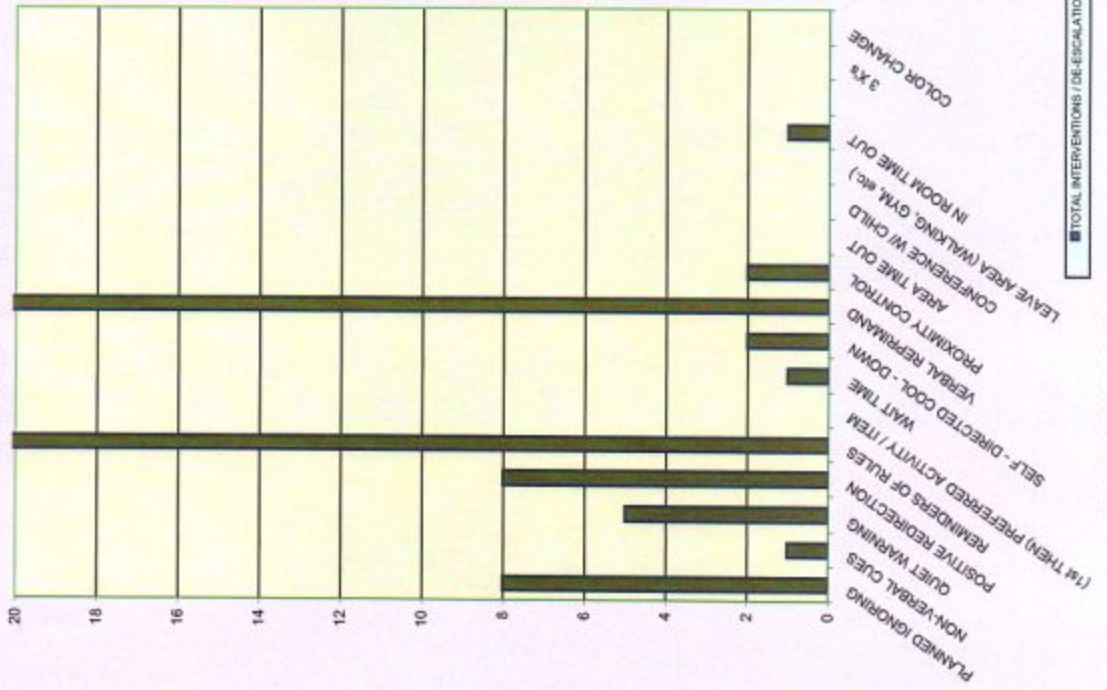
TIME OUT PROGRAM

TOTAL INTERVENTIONS / DE-ESCALATION

March, 05 - March, 30 - 2011 - 2012

7th - 20 Day Cycle of School

TOTAL INTERVENTIONS / DE-ESCALATION



INTERVENTIONS / DE-ESCALATION	# INCIDENTS
PLANNED IGNORING	8
NON-VERBAL CUES	1
QUIET WARNING	5
POSITIVE REDIRECTION	8
REMINERS OF RULES	28
(1st THEN) PREFERRED ACTIVITY / ITEM	
WAIT TIME	1
SELF - DIRECTED COOL - DOWN	2
VERBAL REPRIMAND	22
PROXIMITY CONTROL	2
AREA TIME OUT	
CONFERENCE W/ CHILD	
LEAVE AREA (WALKING, GYM, etc.)	
IN ROOM TIME OUT	1
3 X's	
COLOR CHANGE	

DE-ESCALATION

Binet School

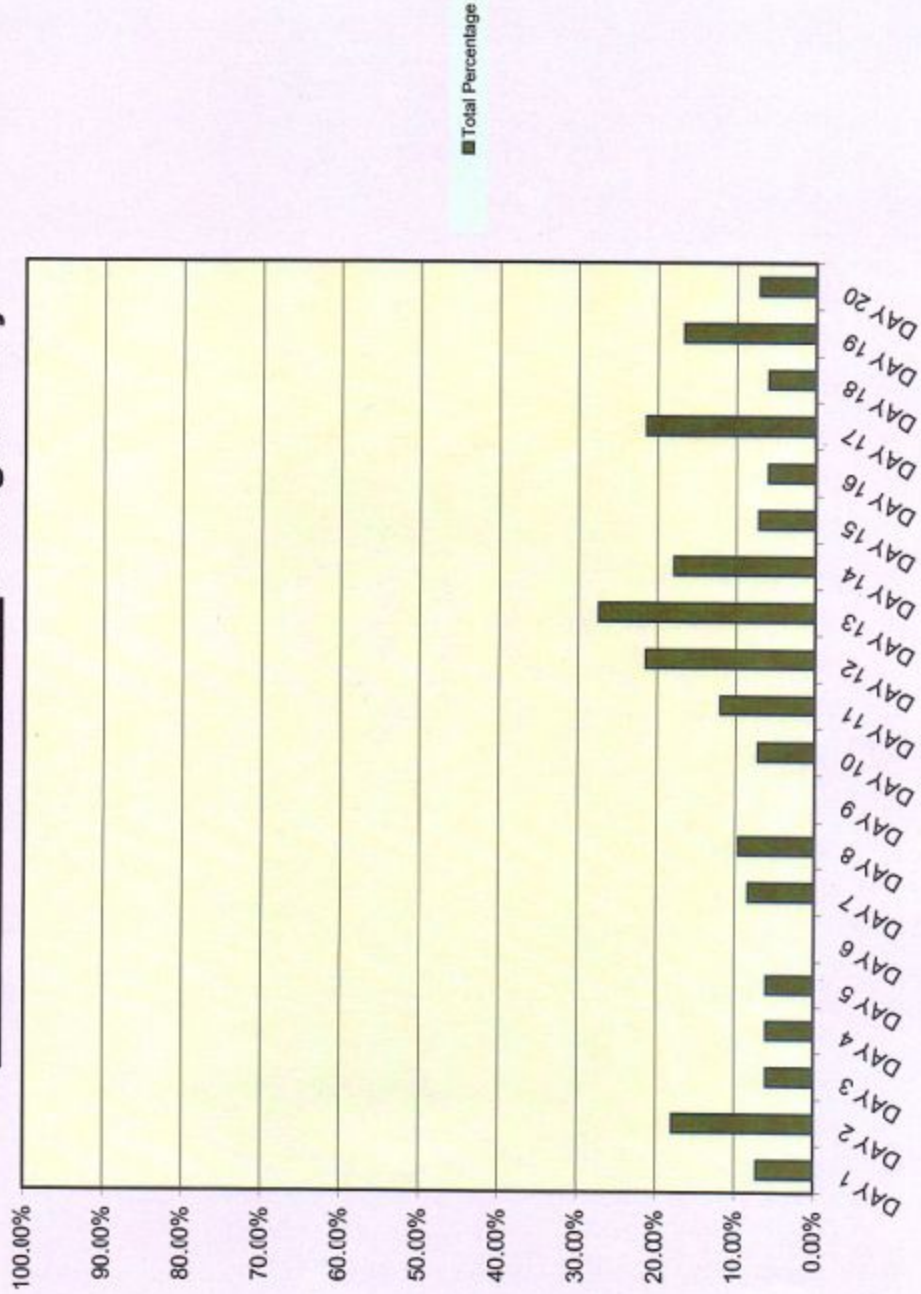
TIME OUT PROGRAM

TOTAL T.O. AND INTERVENTION DURING THE DAY

March, 05 - March, 30 - 2011 - 2012

7th - 20 Day Cycle of School

Total T.O. and Intervention During the Day



Day	Minutes
DAY 1	7.143%
DAY 2	17.857%
DAY 3	5.952%
DAY 4	5.952%
DAY 5	5.952%
DAY 6	8.333%
DAY 7	9.524%
DAY 8	7.143%
DAY 9	11.905%
DAY 10	21.429%
DAY 11	27.381%
DAY 12	17.857%
DAY 13	7.143%
DAY 14	5.952%
DAY 15	21.429%
DAY 16	5.952%
DAY 17	16.667%
DAY 18	7.143%
DAY 19	17.857%
DAY 20	7.143%

Binet School

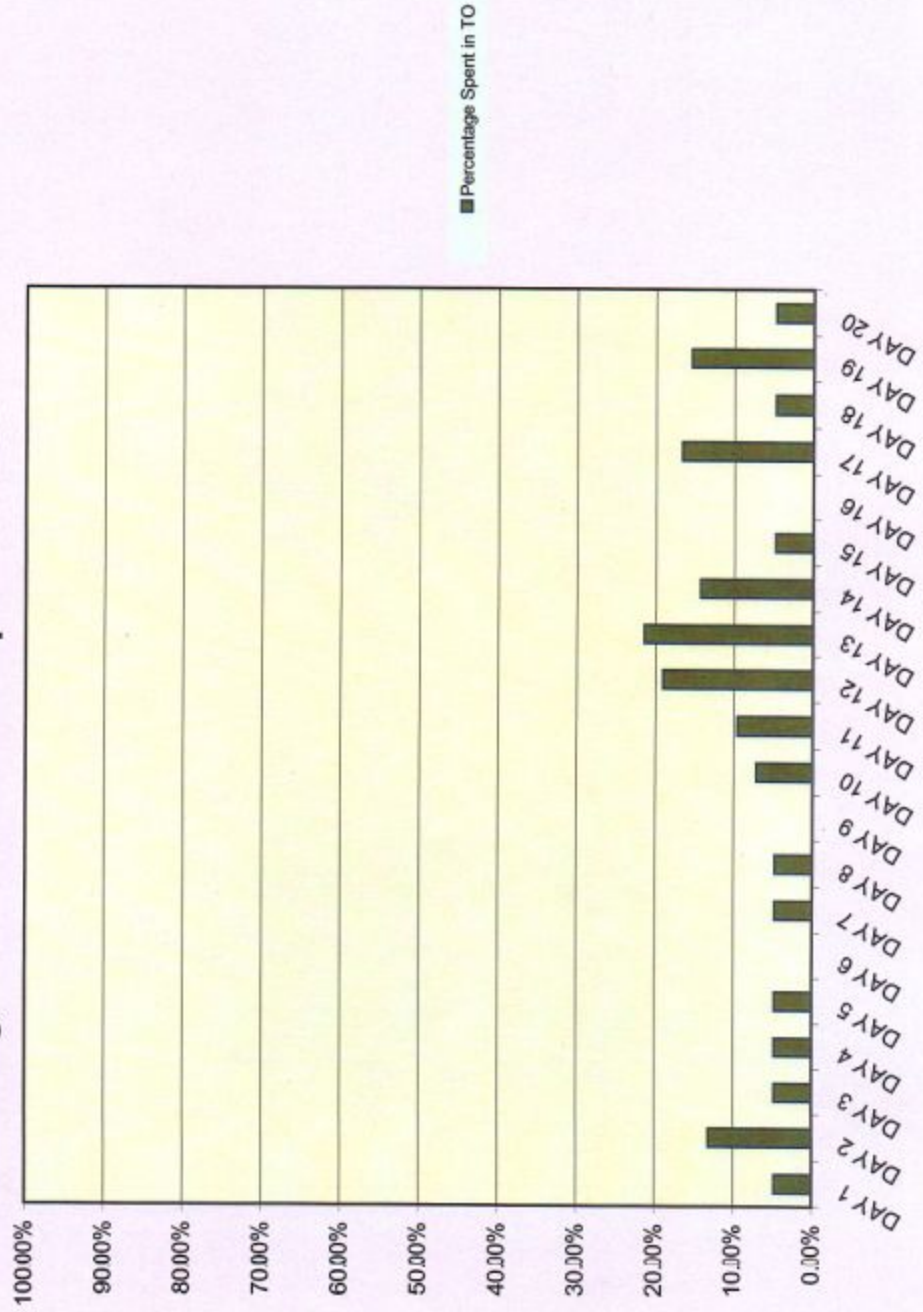
TIME OUT PROGRAM

PERCENTAGE OF INSTRUCTION TIME SPENT IN T.O. ROOM

March, 05 - March, 30 - 2011 - 2012

7th - 20 Day Cycle of School

Percentage of School Time Spent in T.O.



Day	Minutes
DAY 1	4.76%
DAY 2	13.10%
DAY 3	4.76%
DAY 4	4.76%
DAY 5	4.76%
DAY 6	4.76%
DAY 7	4.76%
DAY 8	4.76%
DAY 9	4.76%
DAY 10	7.14%
DAY 11	9.52%
DAY 12	19.05%
DAY 13	21.43%
DAY 14	14.29%
DAY 15	4.76%
DAY 16	4.76%
DAY 17	16.67%
DAY 18	4.76%
DAY 19	15.48%
DAY 20	4.76%

Binet School

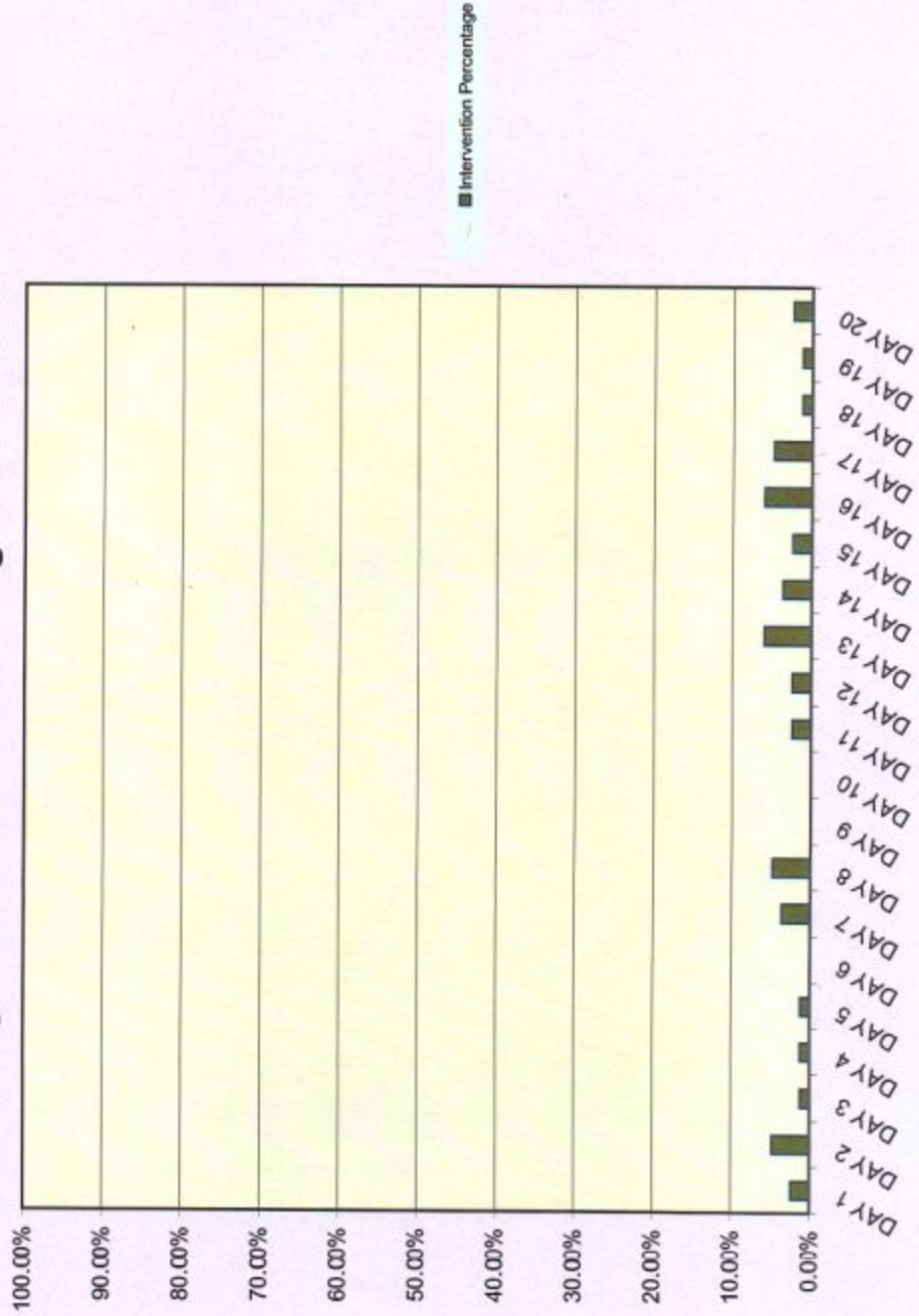
TIME OUT PROGRAM

PERCENTAGE OF INTERVENTION DURING CLASS PERIOD

March, 05 - March, 30 - 2011 - 2012

7th - 20 Day Cycle of School

Percentage of Intervention During Class Period



Day	Minutes
DAY 1	2.38%
DAY 2	4.76%
DAY 3	1.19%
DAY 4	1.19%
DAY 5	1.19%
DAY 6	0.00%
DAY 7	3.57%
DAY 8	4.76%
DAY 9	0.00%
DAY 10	0.00%
DAY 11	2.38%
DAY 12	2.38%
DAY 13	5.95%
DAY 14	3.57%
DAY 15	2.38%
DAY 16	5.95%
DAY 17	4.76%
DAY 18	1.19%
DAY 19	1.19%
DAY 20	2.38%

Behavior Data Summary

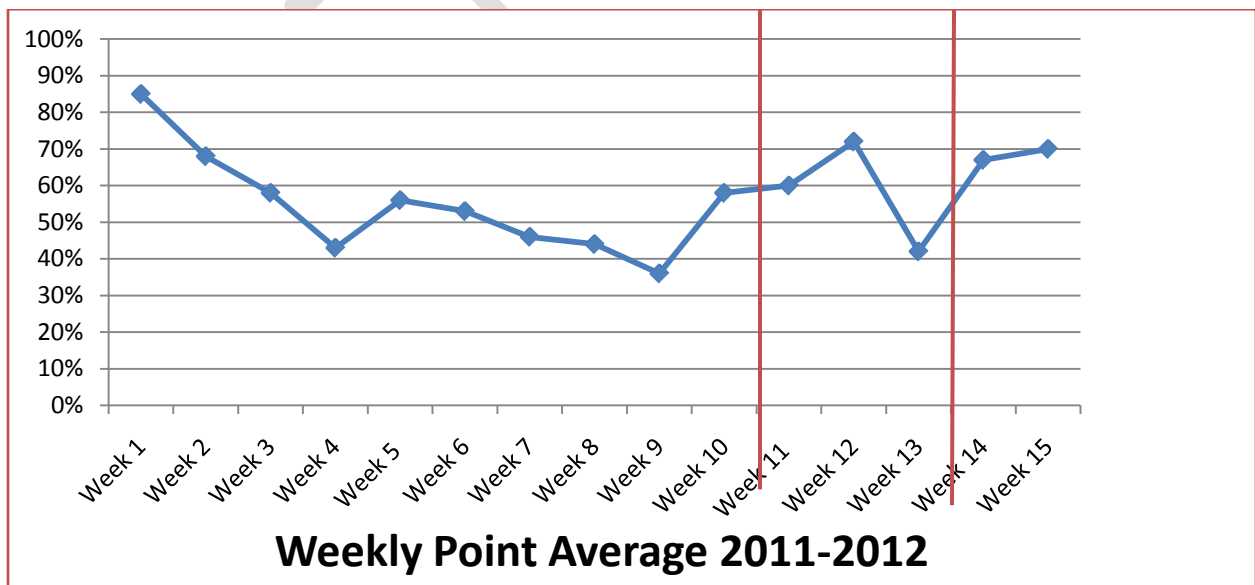
Student: John

Date of Report: 4/20/2012

John attends a JCPs special school for students with multiple disabilities with a primary behavior disorder. All of our student have individualized behavior intervention plans and staff specializes in behavior modification strategies. John has only attended Binet since January 3rd, 2012. As indicated by John's mother there have been some recent medication changes. He was put on a new medication starting on 3/9/2012 and then the medication dosage was increased starting 3/31/2012. This summary is a review of behavior data collected at that school over those three time periods. For this summary data will be averaged by weeks. Weeks 1 to 10 indicate the period of time from 1/3 to 3/9 when he was not on medication. Weeks 11 to 13 cover the period of time from 3/9 to 3/31 which is when he started the new medication. Weeks 14 and 15 cover the time period between 3/31 and 4/20. It should be noted that between 3/31 and 4/20 there are three complete weeks but only two weeks of data were collected due to spring break falling in that time period.

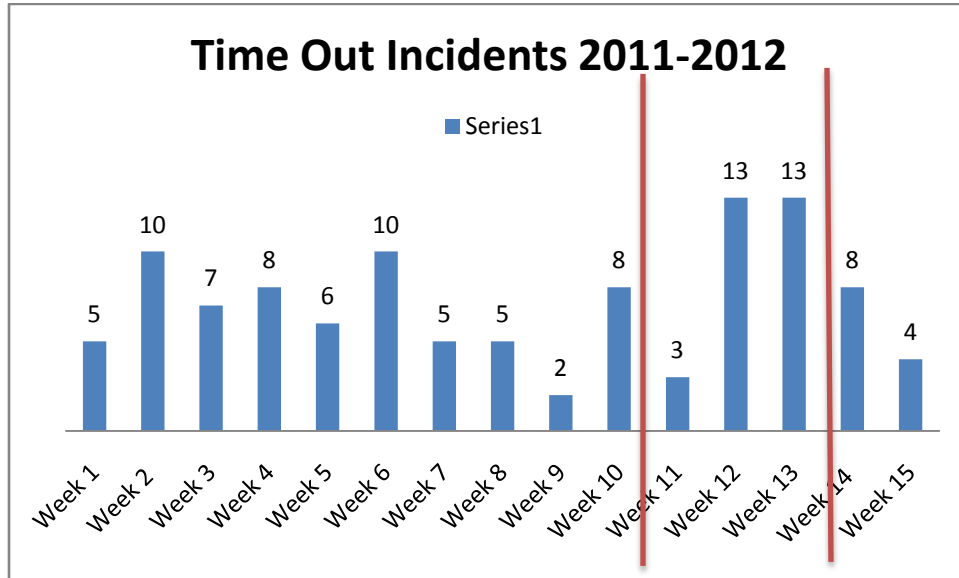
Summary of Daily Point Sheet

At Binet, each students behavior is monitored using a daily point sheet that is kept with the student at all times. The school day is broken up into 10 periods and students' behavior is monitored in four different areas during each period. At Binet any day in which a student earns 80% or more of the possible points is considered a successful day. The following graph shows the average daily point total for John.



Summary of Time Out Behavior Logs

At Binet, anytime a student becomes physically aggressive towards themselves or others in the classroom, or they are creating too much of a disturbance to others, they may be removed from the room and taken to Time Out (TO) until they can return to class.



Anecdotal reports by teachers and TO staff do indicate that the time it has taken John to calm down, process with staff and get back to class has decreased in the last few weeks. More time will be needed to be able to clearly determine if the medication increase has been effective.

Behavior Data Summary

Student: John

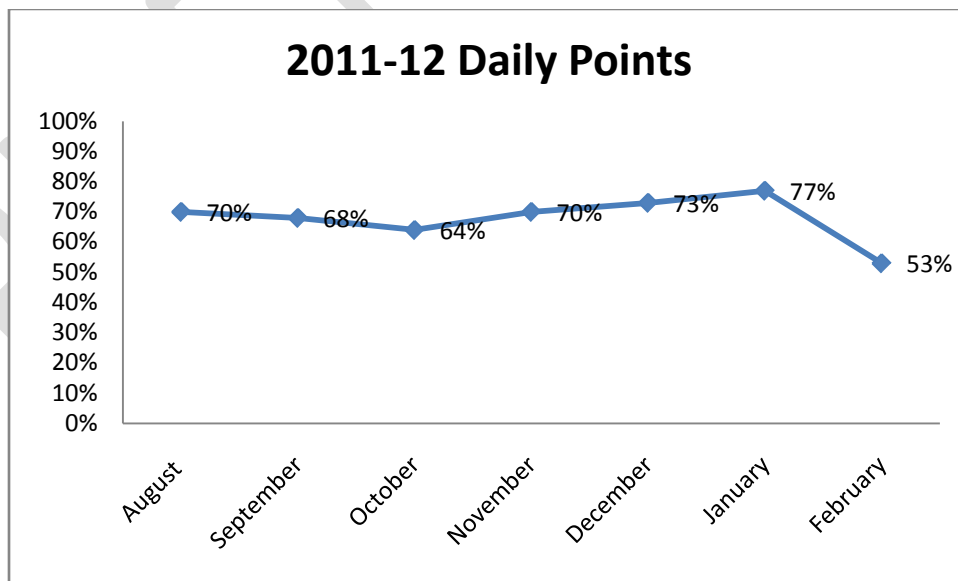
Date of Report: 2/13/2012

Grade: 4

John attends a JCS special school for students with multiple disabilities with a primary behavior disorder. All of our student have individualized behavior intervention plans and staff specializes in behavior modification strategies. John has attended Binet since September of 2008. John has made tremendous progress while at Binet. There have been great efforts made by staff and Johns family to make sure he receives the services he needs and the specific behavioral intervention to support his academic and behavioral progress. Recently John has been taken off of medication and classroom staff have noticed a severe increase in aggressive and problem behavior. There concern is that John's progress may be halted or even digress. This summary is a review of the behavioral data kept at Binet up to 2/10/2012

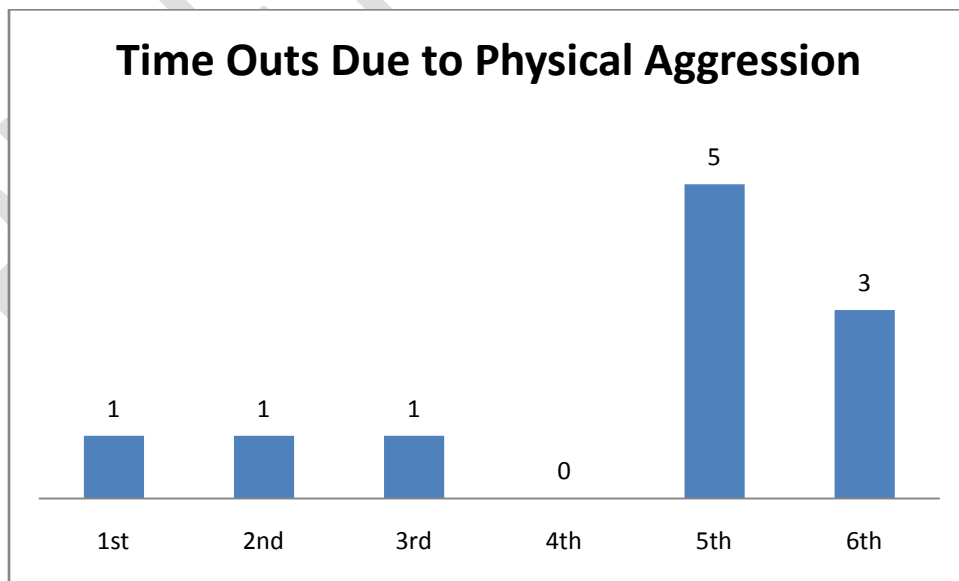
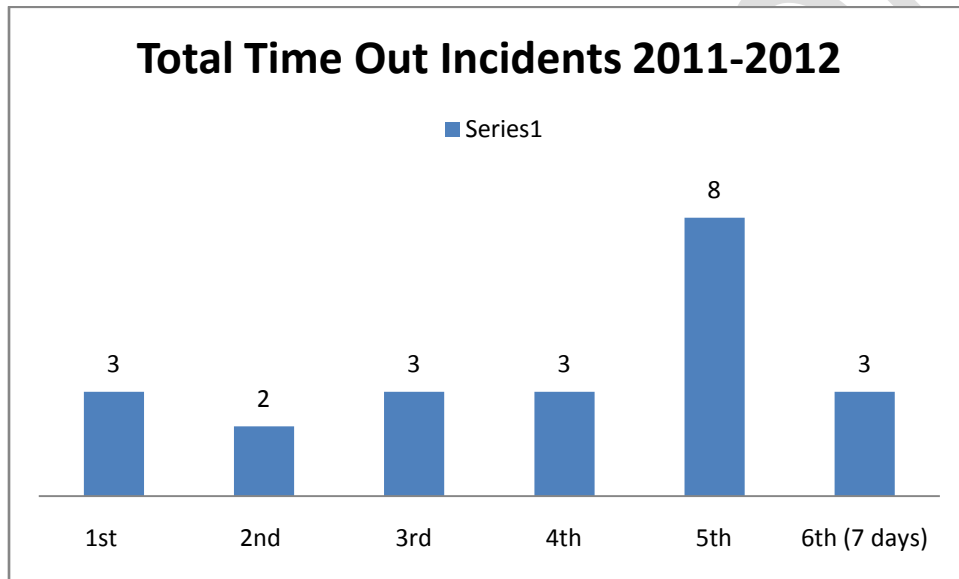
Summary of Daily Point Sheet

At Binet, each students behavior is monitored using a daily point sheet that is kept with the student at all times. The school day is broken up into 10 periods and students' behavior is monitored in four different areas during each period. In the past three years John has increased his daily point average from around 30% to around 75%. With the recent change in medication that average has significantly dropped.



Summary of Time Out Behavior Logs

At Binet, anytime a student is too disruptive towards other students or becomes physically aggressive towards themselves or others in the classroom, they may be removed from the room and taken to Time Out (TO) until they can return to class. The following graphs show the number of TO incidents that John has had this school year as well as the number of times those TO's were the result of a physical aggression. With this data, the school year is broken up into 20 day school segments. So far this year there have been 5 full 20 day segments and the 6th segment consists of only 7 school days.



It should be noted that in the past two years John has improved greatly seeing his average number of TO's fall from a high of 32 in one twenty day school cycle to an average of 2 by the end of the last school year. This data shows that not only has the number of TO incidents increased since the medication change, but the number of TO's as a result of physical aggression has also increased.

The increase in negative behavior has also been noticed outside of school. John's mother reports an increase in aggressive behavior. There was also one incident in which he hit a CLS worker causing him to be dropped from receiving CLS services. These services have been vital to John's progress and a huge help to mom as well.

BINET SCHOOL

Bowling Behavior Data Summary

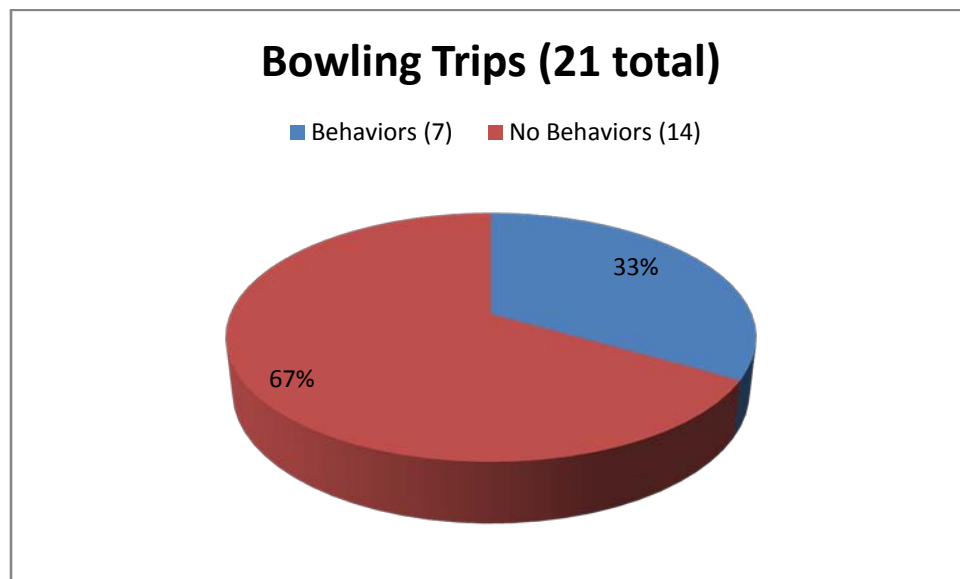
Student: John

Date of Report: 3/1/2011

Grade:12

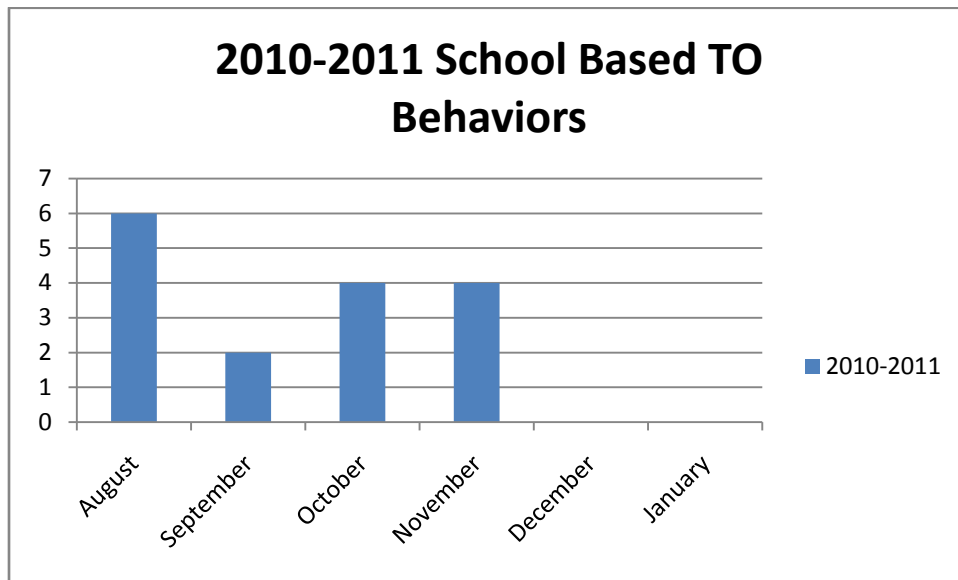
John attends a JCPs special school for students with multiple disabilities with a primary behavior disorder. All of our student have individualized behavior intervention plans and staff specializes in behavior modification strategies. Over the course of the past couple of school years John has made significant improvements in his behavior. This summary looks specifically at John's behavior during his weekly bowling class compared to his behavior while in the school building.

John goes bowling every Wednesday from 9:05 to 11:35. This is his first year bowling with Special Olympics. To date John has gone bowling a total of 21 times this year starting on September 3rd. The first chart shows a total number of trips in which John had problem behaviors (7) compared to trips with no behaviors (14). The behaviors exhibited include refusing to bowl, refusing to load up on the bus, pushing staff, and hitting staff. On two occasions the behavior escalated to the point that Staff had to return to school early with John.



When looking at these incidents in relation to dates of occurrence, the intensity and frequency of the behaviors has increased as the school year has gone on. For the first 3 grading periods of the school year, there were only 4 problematic behaviors exhibited while at the bowling alley and

none in which John had to be brought back to school. In the last grading period (4th overall) there were 3 incidents alone, including two that required staff to bring him back to school. Over the same time period, John's overall behavior in regards to aggression and refusal to follow directions has decreased while at school. Included in this report is a graph that shows the decrease in school based behavior incidents over the course of the year. It should be noted that this graph does not include the month of February, in which there was a large spike (6 total) in the number of TO behaviors.



Another important factor in this behavior summary is the length of time of the bowling trip compared to the rest of the classes John attends throughout the school week. The bowling class is from 9:05 to 11:35 including the five minute drive to the bowling alley from Binet School and back. That is a total of 2 and ½ hours for a single activity. The rest of John's school schedule includes classes of either 45 or 30 minute periods. Bowling class is more than three times longer than any other class John attends over the course of a week. Within his normal 45 minute class periods, John's work tasks are broken down into even smaller increments of time with periods of rest in between. While bowling, the activity is straight through and not broken up at all.

Behavior Data Summary

Student: John

DOB: 10/2/1992

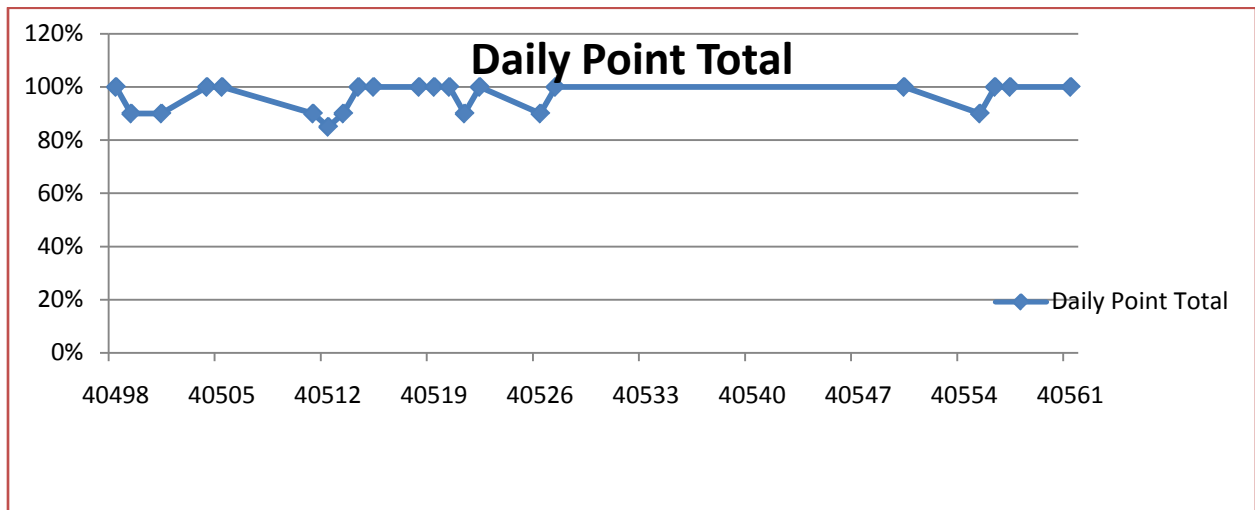
Grade: 12

Summary Dates: November 16th 2010-January 18th 2011 (22 present school days)

John attends a JCPS special school for students with multiple disabilities with a primary behavior disorder. All of our student have individualized behavior intervention plans and staff specialize in behavior modification strategies. Over the course of the past couple of school years John has made significant improvements in his behavior. This summary does not indicate any crisis or severe change in behavior nor is this a detailed description of any single behavior incidents and instead is just a summary of his progress.

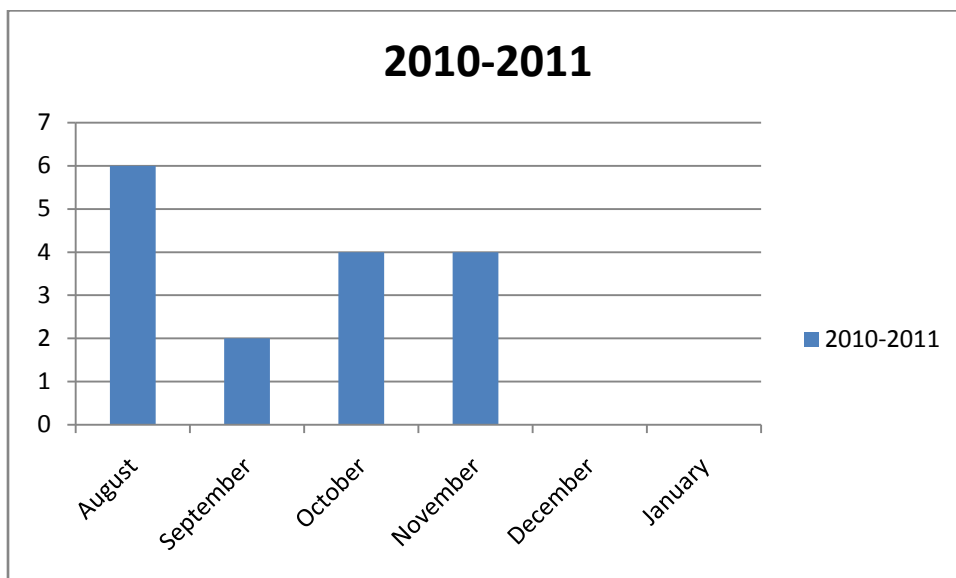
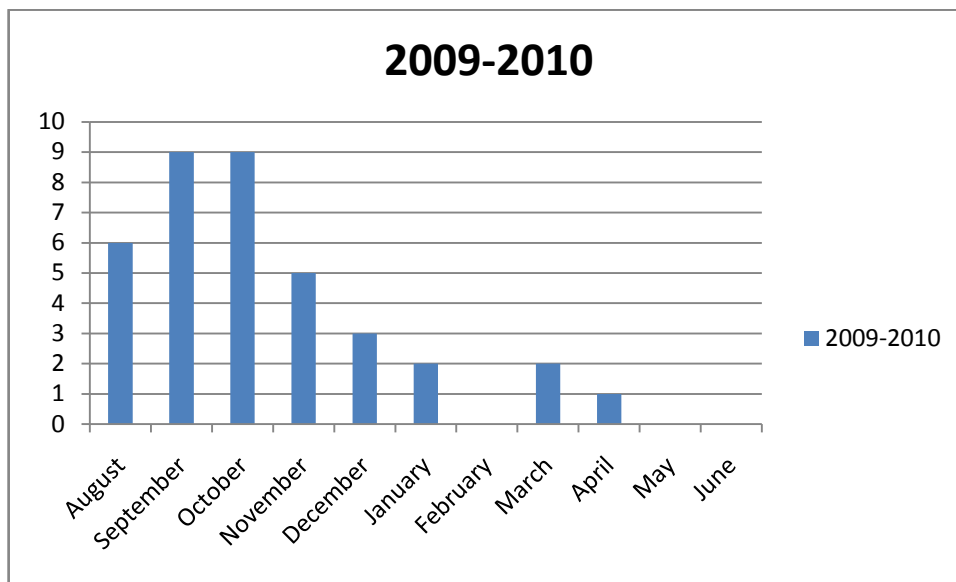
Summary of Daily Point Sheets

A review of daily point sheets shows that John has averaged earning 96% of his daily points. Over the course of the past 22 school days he has 14 days in which he has earned all of his points. His lowest point percentage over that same span was 85%. At Binet any daily point score over 80% is considered a successful day. In this same time period there were no behavior incidents that resulted in his removal from class and only one occurrence of physically aggressive behavior in which John pushed a staff member but was able to be redirected and did not have to be removed from class.



Summary of Time Out Behavior Logs

John has shown steady progress in regards to his behavior over the past two year. The following graphs show the number of time outs per month from the 2009-2010 school year and for the 2010-2011 school year up to January 18th 2011. From the beginning of the 2009-2010 school year in August, until the end of the school year in June, John showed a steady decrease of removals from class from a high of nine in September and October to no removals from class in the month of May. John showed some regression in behavior over the summer and started off the current school year with a high of six removals from class in the month of August. John has demonstrated quicker decline in behavior problems this year and has not been removed from class in December or January.



Behavior Data Summary

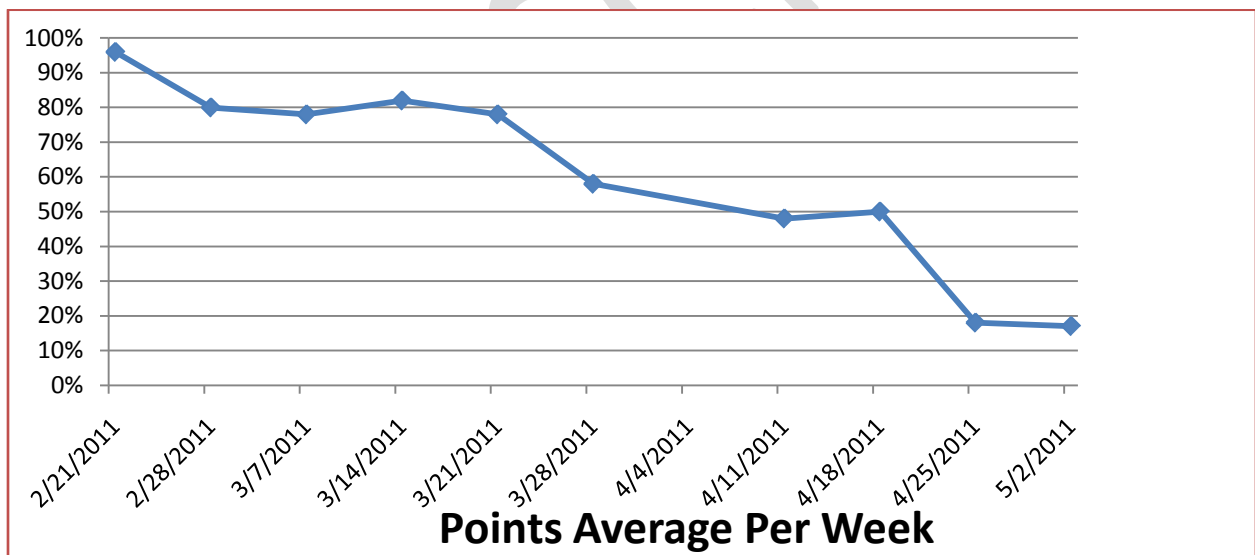
Student: John

Date of Report: 5/6/2011

Grade: 7

John attends a JCPs special school for students with multiple disabilities with a primary behavior disorder. All of Binets' student's have individualized behavior intervention plans and staff specializes in behavior modification strategies. John has attended Binet since August of 2009 making this school year him 2nd full year at Binet. Anecdotal reports from John's teachims and classroom staff members have suggested that John has had a significant increase in negative behaviors in the past few weeks and that he is becoming significantly more physically aggressive. This summary is a review of all the behavior data regarding John that is kept at Binet. The summary covers the entire 2010-2011 school year and is broken into 8 cycles each consisting of 20 school days.

Summary of Daily Point Heets



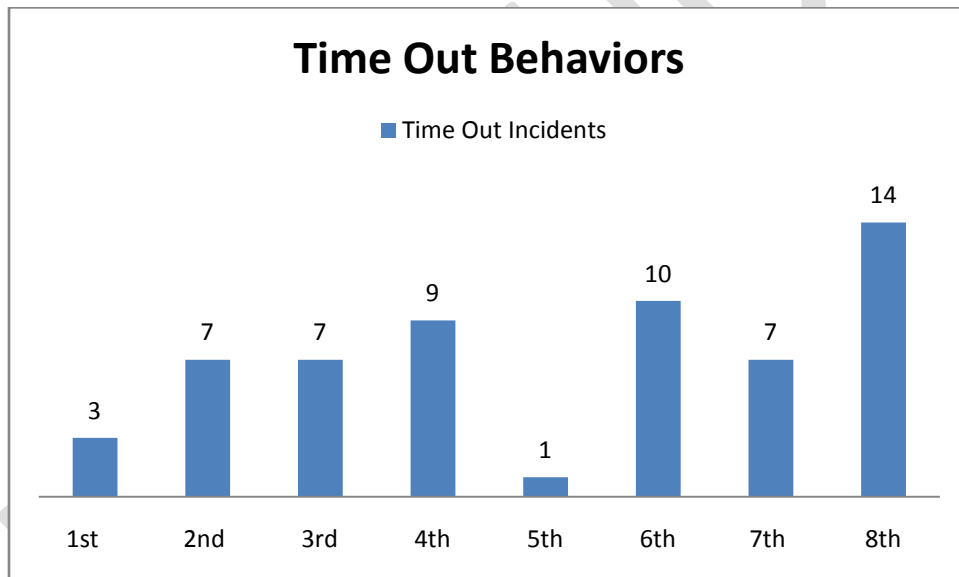
At Binet, each student has a point heet for every day that they carry around school with them. For each of the ten class periods, student behavior is monitored in four different areas; following directions, staying on task, keeping hands and feet to themselves, and having verbal respect. The above graph shows the average number of points earned each week for the past ten weeks.

The data supports reports by teachims that negative behavior has increased recently. In the ten weeks covered by this graph John's average weekly point total fell from a high of 96% the week of February 21st to a low of 17% for the week of May 2nd. It is also important to note that John's point

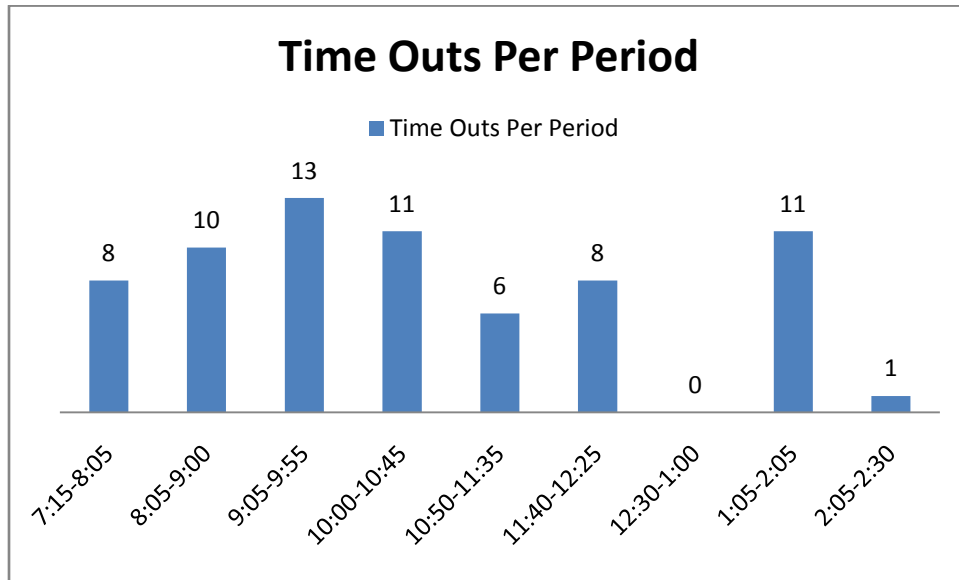
average from the start of the year up to February 21st was 83%. During the ten weeks covered in this graph his average was only 60% and the last five weeks average was only 38%.

Summary of Time Out Behavior Data

At Binet, a student may be removed from the class and taken to time out (TO) anytime they becomes aggressive towards staff and other students, or their behavior becomes too disruptive for other students in the classroom. The first graph shows the total number of TO behaviors documented for all eight of the twenty school day cycles. For the entire 2010-2011 school year to date, John has had to be removed from class a total of 58 times. The data shows that over the course of the school year, removals from class gradually increased. In the past two school weeks alone John has been removed from class at least once, every single day. He has also been suspended from school for a day which is the first time since he has started attending school here and not something commonly done at Binet.



The next graph shows the number of time outs per class period. This data shows that thime is no one time of the day that John is more likely to have a behavior problem but it should be noted that during the lunch period (12:30-1:00), thime has not been a single TO incident all year. It is also important to note that 48 out of 58 (82%) removals from class occurred during academic class periods and only 10 occurred during transition, outside, in the bathrooms, or during gym.



Upon more in depth evaluation of TO reports it should be mentioned that the aggressive behaviors exhibited by John also increased as the school year went on. These behaviors include grabbing, pinching, and kicking staff members. Such behaviors were rarely documented in the early part of the school year but became much more frequent in the last two cycles of the year. It should be noted that this idea is not supported by exact numbers but is just a summary of reading through TO behavior logs.