

Collecting Academic and Behavior Data at Home

SPECIAL EDUCATION MEDIATION SERVICES

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Today's Training Team

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Special Education Mediation Services

Grant-Funded	Free	Federally Mandated
A Grant-Funded Initiative of the Michigan Department of Education Office of Special Education (OSE).	Offer FREE mediation, IEP facilitation and collaborative communication training to schools and parents across Michigan.	Enables the OSE to meet its obligation under the IDEA to provide statewide mediation services at no-cost to schools and parents to resolve special education disputes.

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Today's Discussion

During today's presentation, we will share information on the most common issues with regard to data, the realities of data collection during remote learning, and how you can support progress monitoring at home during the COVID 19 pandemic and beyond.

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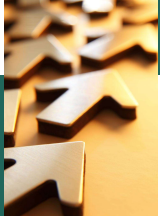


Today's Topics

The topics covered will include:

- How is progress on IEP goals supposed to be measured?
- How to determine what data needs to be monitored and collected.
- Practical tips for collecting quantitative and qualitative data.
- How to track questions or observations you might want to raise with the IEP team regarding "How is your student doing at home during remote instruction?"

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Progress on IEP Goals



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IEP Goals for Progress Monitoring



- Your child’s IEP shall include an annual goal for goals.
- Data collection as part of the IEP is most commonly referred to as Progress Monitoring.
- Each goal must have short-term objectives or benchmarks – smaller steps to help the student meet the goal.
- If you are not sure what the smaller steps are, you can ask the IEP team or their case manager, “What skills should my child be learning to make progress toward this goal?”

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Present Level of Academic Achievement and Functional Performance (PLAAFP)



The PLAAFP should include:

- Present levels that are used to create the goals.
- Information related to the most recent evaluations and current classroom data.
- Pertinent information regarding the student’s needs.
- Qualitative as well as quantitative data.

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How is Progress Measured?



- Each goal should be measurable.
- Each goal should describe the skill or behavior the student is going to learn, increase or master.
- Each goal should clearly outline the level of performance the student is expected to achieve to meet the goal.
- Each goal should include a statement of how often the data should be collected.

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Measurable or Not Measurable

Draw	Read orally	Understand	Maintain
Turn in	Retell	State	Feel
Determine	Match	Develop	List
Appreciate	Sequence	Trace	Participate
Enhance	Label	Improve	Appropriate
Seek			

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MEASURABLE OR NOT MEASURABLE

Draw ✓	Read orally ✓	Understand ✗	Maintain ✗
Turn in ✓	Retell ✓	State ✓	Feel ⚠
Determine ✗	Match ✓	Develop ⚠	List ✓
Appreciate ✗	Sequence ✓	Trace ✓	Participate ✗
Enhance ✗	Label ✓	Improve ✗	Appropriate ✗
Seek ✗	Say ✓		

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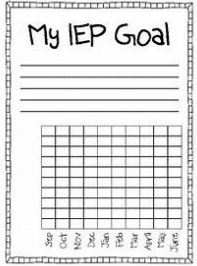
Questions or Observations to Share




- As you review your student's goals, to the best of your ability, you need to determine if they are measurable.
- If the goals do not appear to be measurable or cover skills that you feel are appropriate to meet your student's needs, you have the right to request an IEP meeting or a meeting to develop an amendment to discuss, update and/or revise the goals.

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 **Determining Data to Be Collected**





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 **Determining Data to Collect**

- In the time of the COVID shutdowns and the school districts who have chosen to safe-start school virtually, rather than a face-to-face or in-person schooling option, the parents have often become the student's instructional support.
- The situation has often given the parents the opportunity to provide progress monitoring on their student's goals.
- The parent's goal monitoring may differ from the school staff's monitoring because of the differences in the at-home vs school programming setting.

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QUANTITATIVE:
Data that can be counted or tallied.

QUALITATIVE:
Data that characterizes or gives feedback.

Quantitative and Qualitative Data

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Data Collection Methods

Quantitative Data	Qualitative Data
<ul style="list-style-type: none"> o Can be counted, measured and expressed using numbers o Is objective, to-the-point and conclusive o Suitable for data analysis o Can be used to ask "how much" or "how many" o Close-ended o Often generated through tests 	<ul style="list-style-type: none"> o Descriptive and conceptual o Categorized based on traits and characteristics o Non-statistical, typically unstructured or semi-structured in nature o Can be used to ask the question "why" o Open-ended o Often generated through observations and notes

<https://learn.g2.com/qualitative-vs-quantitative-data>

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Quantitative Data

- Numerical data in the form of counts or numbers, such as number correct on a worksheet
- Tally sheet collecting number of responses for a social or behavioral goal
- Rating scale
- Face-to-face interview on list of closed ended questions

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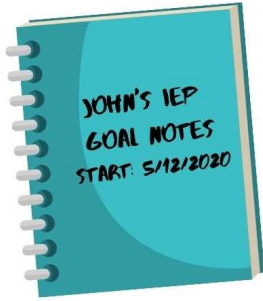


Qualitative Data in an IEP

- Notes from classroom observations
- A student's work sample with comments from their teacher
- Feedback from a teacher about a student's progress without a grade
- Narrative descriptive statements or information that cannot be counted, measured or easily expressed using number
- Tries to answer questions about what actions people take and what motivates them to take those actions

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What Could Qualitative Data Look Like?



Seven horizontal lines for writing.

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What Could This Look Like?

MAY 17 2020: John loved it when he got to see his teacher's face live on Zoom. He especially loved story time today and when Mr. Jones shared a video of a national park. He hated the math work sheet and would fight me on doing it. I also hated math when I was in school and I'm not sure I'm showing him the right way it's supposed to be done. I'm afraid that he is going to fall behind in math because of this. I'm also noticing he's not talking as much as he used to. He's very excited during Zoom time, but it's hard for him to wait his turn and click on the right buttons to raise his hand or unmute. I get frustrated helping him too!



Seven horizontal lines for writing.

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Seven horizontal lines for writing.

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IEP Goal Data Sheet Page 2 of 3

#	Goals/Objectives	Start Date	Dates					Notes
			8/23/10	9/30/10	10/5/10	9/1/10	9/2/10	
1	John will correctly add 16 of 20 mixed two-digit addition (with and without regrouping) problems in three of four consecutive trials by January, 2021.	8/23/10	40%	50%	60%	70%	80%	
2	John will correctly add 16 of 20 mixed two-digit addition (with and without regrouping) problems in three of four consecutive trials by May, 2021.	8/23/10	40%	50%	60%	70%	80%	
3	John will correctly add 16 of 20 mixed two-digit addition (with and without regrouping) problems in three of four consecutive trials by January, 2021.	8/23/10	40%	50%	60%	70%	80%	
4	John will correctly add 16 of 20 mixed two-digit addition (with and without regrouping) problems in three of four consecutive trials by May, 2021.	8/23/10	40%	50%	60%	70%	80%	

What Could Quantitative Data Look Like?

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Sample Goal

Sample goal:
John Pupil will correctly add 16 of 20 mixed two-digit addition (with and without regrouping) problems in three of four consecutive trials.

1. Is the goal measurable?
2. What data will you need to collect?
3. What additional data, besides the number correct on each of the trials, could you collect?

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IEP Goal Objectives

- In Michigan, IEP goals include at least two objectives. These break down the goal into manageable skills. For the yearly goal (Oct. 2020 to Oct. 2021)
- *John Pupil will correctly add 16 of 20 mixed two-digit addition (with and without regrouping) problems in three of four consecutive trials.*
- *Objective 1:* John will correctly add 16 out of 20 two-digit addition problems without regrouping in three of four consecutive trials by January, 2021.
- *Objective 2:* John will correctly add 16 out of 20 two-digit addition problems with regrouping in three of four consecutive trials by May, 2021.

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Data Need to Collect

1. How many problems John gets correct on each trial.
2. How many of the trials does he achieve 16 out of 20 problems correct?
3. Which type of problem is he getting wrong? With regrouping or without regrouping? Or a mix of both?
4. Are there certain numbers or number combinations that he seems to have trouble understanding?
5. Has he mastered this goal? Is he able to complete all three trials at more than 80%? So is he ready for another goal?
6. Is 80% (16 out of 20) a high enough mastery goal? Should it be 100%?

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Sample Worksheet

11	92	62	49	23
+ 9	+ 4	+ 7	+ 9	+ 9
✓ 21	96	69	✓ 57	✓ 34
83	52	18	93	39
+ 6	+ 5	+ 2	+ 5	+ 6
89	57	20	98	✓ 44
14	72	59	12	27
+ 2	+ 9	+ 5	+ 1	+ 1
16	✓ 82	✓ 66	13	38
56	69	21	81	82
+ 5	+ 5	+ 3	+ 4	+ 8
61	✓ 63	24	85	90

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Sample Skills Data Sheet for Goal

Trial	# without regrouping /# attempted	# with regrouping /# attempted	Total Correct
1	10/10	3/10	13/20
2			
3			
4			

1. Did you notice any pattern in the problems he got wrong?

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Sample IEP Goal

Annual Goal:

Student will sit, attend to and participate in large group activities (remaining seated, imitating actions, making choices, following directions, attempting/completing tasks) for 30 minutes with no more than 2 prompts in 7 out of 10 opportunities as recorded on teacher made chart by the annual review of the IEP.

- 1. What data will you need to collect?

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DATA NEED TO COLLECT

This goal is more complicated in the data to collect:

- Remaining seated
- Imitating actions
- Making choices
- Following directions
- Attempting tasks
- Completing tasks
- 30 minute time limit
- Two prompts
- 7 out of 10 opportunities

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Quantitative or Qualitative


- Remaining seated?
- Imitating actions?
- Making choices?
- Following directions?
- Attempting tasks?
- Completing tasks?
- Is the student supposed to meet all of the 6 listed tasks during each 30 minute session to be successful?
- What is a prompt?
- What does 7 out of 10 opportunities mean? Seven different large group activities?

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Sample Skills Sheet for Goal

Attempts	Remaining seated	Imitating actions	Making choices	Following directions	Attempting tasks	Completing tasks	Completed 30 minutes	# of prompts
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

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Questions and Observations

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Questions to Consider

What went well during the remote learning periods?


What were some of the struggles during the remote learning periods?

What concerns do you have for this school year?



What challenges are you having?

What type of support do you feel your family needs to be successful if learning from a distance?


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Additional Questions to Consider

-  How is your student doing at home during remote instruction?
-  How is your student reacting to their in-person school setting?

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Contact SEMS

 <p>Services</p>	 <p>Program information</p>	 <p>Website</p>
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