

Turning Behavior into Data: Practical Tracking Tools from PBEC

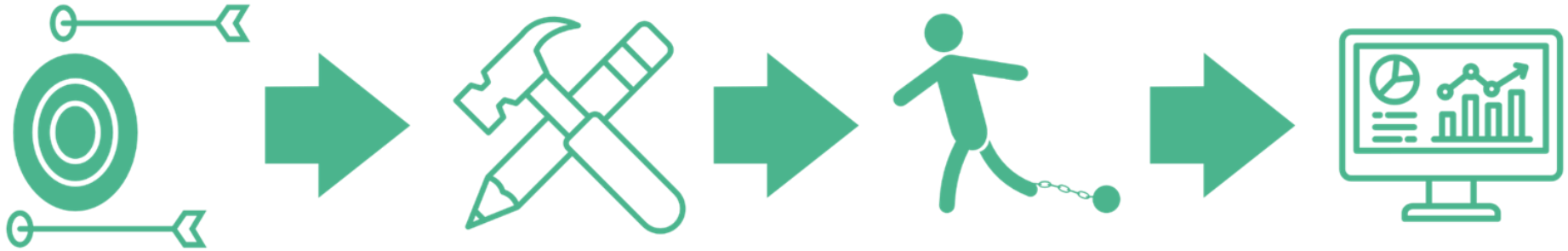
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The Problem We Faced



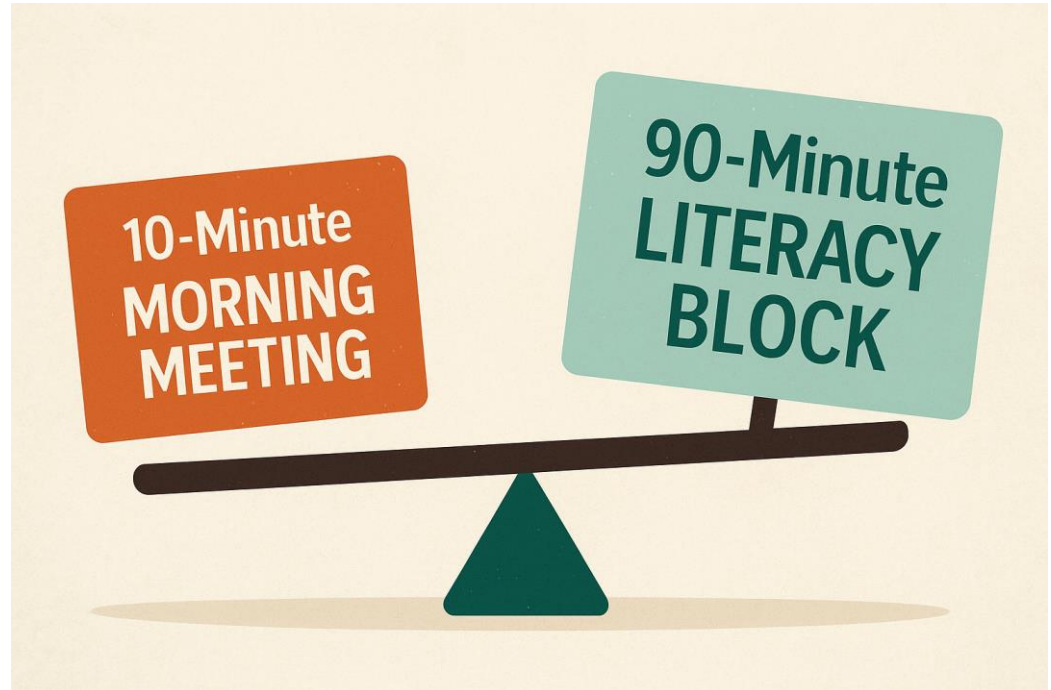
When 'Data' Isn't Really Data

- Stacks of point cards, ABC sheets, and anecdotal notes...
- Lots of words, few numbers.
- No common system across schools.



The Numbers Didn't Add Up

- Inconsistent time samples.
- No shared definition of intervals or expectations.
- Apples-to-oranges comparisons.



Coordinators to the Rescue

- We began designing custom data-collection tools for teams.
- Each system matched the case manager's style and comfort level.



Customization Became Dependence

- Every case manager wanted their own version.
- Coordinators became the system architects for everyone.
- Support was inconsistent and unsustainable.
- We realized we weren't building tools... we were building dependencies.



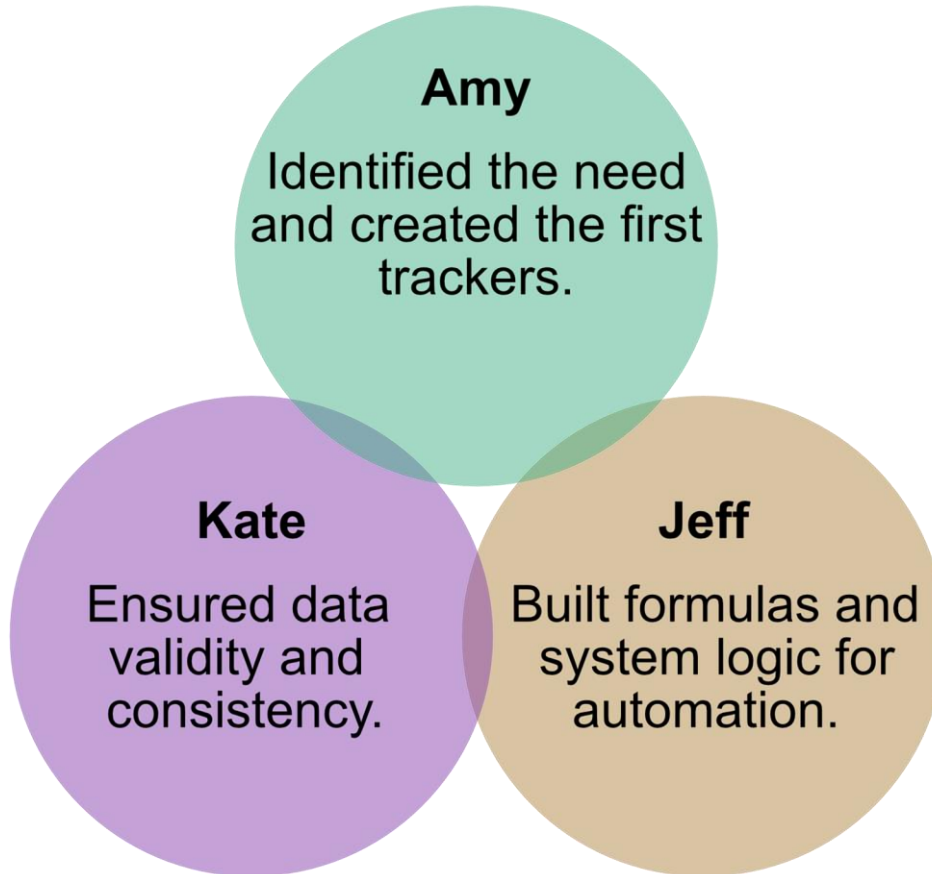
From One-Off Tools to One Framework

- We needed a flexible, supported system.
- It had to meet most case managers' needs without constant redesign.
- Our goal: consistent, interpretable, and easy-to-use behavior data.



Our process

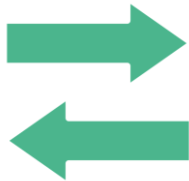
From Idea to Implementation



The Goal: Consistent, Comparable, and Understandable Data



Consistent – Common structure across teams.



Comparable – Data aligned across settings and timeframes.



Understandable – Visuals that make sense to both staff and families.

Key Design Decisions

- Operational definitions embedded in each tool.
- Standardized time intervals.
- Built-in automation for graphs and summaries.
- Shared templates accessible across the cooperative.



Introducing the PBEC Behavior Trackers

Data Collection Options for Behavior				
Tool/Method	Tracking	Components & Considerations	Common behavior(s) tracked	Can use with other methods
Internal Rating Scales - 30 Minutes Internal Rating Scales - 15 Minutes	Overall behavior regulation or engagement <u>30 Minute Tracking</u> <u>15 Minute Tracking</u>	<ul style="list-style-type: none"> Operationally defined ratings Feedback is not given to student Ratings are tracked throughout the day regardless of the presence or lack of specific behaviors It can be used as a school-to-home communication log <p>Population: Typically used in a center-based/level 3 type of setting.</p> <p>Pros: Data covers the entirety of the day Provides overall information about daily behavior</p> <p>Cons: Requires staff to document all day Requires frequent staff collaboration and observation to ensure ratings are consistent across raters</p>	<ul style="list-style-type: none"> Behavior Regulation Engagement in scheduled activities 	No
Frequency / Intensity Tracking <ul style="list-style-type: none"> 1 Behavior 2 Behaviors 3 Behaviors 	Occurrences of specific target behavior(s) <u>Tracking</u>	<ul style="list-style-type: none"> Specific target behavior is operationally defined Intensity rating scale operationally defined Tracking only when the presence of target behavior(s) occur Feedback is not provided to the student Can set up to track target behavior or positive skill acquisition <p>Population: Students demonstrating frequent or intense level of challenging behaviors</p> <p>Pros: Provides information if the presence of a challenging behavior is diminishing or not</p> <p>Cons: Does not provide information when the target behavior(s)/skills are not present</p> <p>*WORK WITH SPECIFIC COORDINATOR TO SET UP*</p>	1-3 target challenging behaviors or target skills such as aggression/elopement or successfully taking a break	Yes
Point Sheets 30 minute 7-period	Demonstrations of specific skill(s) <u>30 Minute Tracking</u> <u>7 Period Tracking</u>	<ul style="list-style-type: none"> 1-3 skills operationally defined Can be used for tracking purposes only or as a strategy to adjust behavior by providing feedback within a consistent check-in/check-out system It can be utilized in settings 1-4 Provides information if skill(s) are increasing or not <p>Population: Students who can (or are practicing) receiving feedback</p> <p>Pros: Part of check-in/check-out system: consistent feedback is given at the start and end of each time sample</p> <p>Cons: Requires communication with many staff; may lose reliability if raters are not following definitions Students have point sheets with them physically</p>	<ul style="list-style-type: none"> Following directions Work completion Social interactions Utilizing coping strategies Self Advocacy 	Yes

Internal Rating Scales

Tool/Method	Tracking	Components & Considerations	Common behavior(s) tracked	Can use with other methods
<u>Internal Rating Scales - 30 Minutes</u> <u>Internal Rating Scales - 15 Minutes</u>	Overall behavior regulation or engagement <u>30 Minute Tracking</u> <u>15 Minute Tracking</u>	<ul style="list-style-type: none"> Operationally defined ratings Feedback is not given to student Ratings are tracked throughout the day regardless of the presence or lack of specific behaviors It can be used as a school-to-home communication log <p>Population: Typically used in a center-based/level 3 type of setting.</p> <p>Pros: Data covers the entirety of the day Provides overall information about daily behavior</p> <p>Cons: Requires staff to document all day Requires frequent staff collaboration and observation to ensure ratings are consistent across raters</p>	<ul style="list-style-type: none"> Behavior Regulation Engagement in scheduled activities 	No

Example

Frequency/Duration/Intensity

Tool/Method	Tracking	Components & Considerations	Common behavior(s) tracked	Can use with other methods
Frequency / Intensity Tracking <ul style="list-style-type: none"> • <u>1 Behavior</u> • <u>2 Behaviors</u> • <u>3 Behaviors</u> 	<p>Occurrences of specific target behavior(s)</p> <p><u>Tracking</u></p>	<ul style="list-style-type: none"> • Specific target behavior is operationally defined • Intensity rating scale operationally defined • Tracking only when the presence of target behavior(s) occur • Feedback is not provided to the student • Can set up to track target behavior or positive skill acquisition <p>Population: Students demonstrating frequent or intense level of challenging behaviors</p> <p>Pros: Provides information if the presence of a challenging behavior is diminishing or not</p> <p>Cons: Does not provide information when the target behavior(s)/skills are not present</p> <p>*WORK WITH SPECIFIC COORDINATOR TO SET UP*</p>	1-3 target challenging behaviors or target skills such as aggression/ elopement or successfully taking a break	Yes

Example

Point Sheets

Tool/Method	Tracking	Components & Considerations	Common behavior(s) tracked	Can use with other methods
Point Sheets <u>30 minute</u> <u>7-period</u>	Demonstrations of specific skill(s) <u>30 Minute Tracking</u> <u>7 Period Tracking</u>	<ul style="list-style-type: none"> 1-3 skills operationally defined Can be used for tracking purposes only or as a strategy to adjust behavior by providing feedback within a consistent check-in/check-out system It can be utilized in settings 1-4 Provides information if skill(s) are increasing or not <p>Population: Students who can (or are practicing) receiving feedback</p> <p>Pros: Part of check-in/check-out system: consistent feedback is given at the start and end of each time sample</p> <p>Cons: Requires communication with many staff; may lose reliability if raters are not following definitions Students have point sheets with them physically</p>	<ul style="list-style-type: none"> Following directions Work completion Social interactions Utilizing coping strategies Self Advocacy 	Yes

Example

Social/Emotional/Behavior Data Collection Options

Data Collection Options for Behavior				
Tool/Method	Tracking	Components & Considerations	Common behavior(s) tracked	Can use with other methods
Internal Rating Scales - 30 Minutes Internal Rating Scales - 15 Minutes	Overall behavior regulation or engagement 30 Minute Tracking 15 Minute Tracking	<ul style="list-style-type: none"> Operationally defined ratings Feedback is not given to student Ratings are tracked throughout the day regardless of the presence or lack of specific behaviors It can be used as a school-to-home communication log <p>Population: Typically used in a center-based/level 3 type of setting.</p> <p>Pros: Data covers the entirety of the day Provides overall information about daily behavior</p> <p>Cons: Requires staff to document all day Requires frequent staff collaboration and observation to ensure ratings are consistent across raters</p>	<ul style="list-style-type: none"> Behavior Regulation Engagement in scheduled activities 	No
Frequency / Intensity Tracking <ul style="list-style-type: none"> 1 Behavior 2 Behaviors 3 Behaviors 	Occurrences of specific target behavior(s) Tracking	<ul style="list-style-type: none"> Specific target behavior is operationally defined Intensity rating scale operationally defined Tracking only when the presence of target behavior(s) occur Feedback is not provided to the student Can set up to track target behavior or positive skill acquisition <p>Population: Students demonstrating frequent or intense level of challenging behaviors</p> <p>Pros: Provides information if the presence of a challenging behavior is diminishing or not</p> <p>Cons: Does not provide information when the target behavior(s)/skills are not present</p> <p>*WORK WITH SPECIFIC COORDINATOR TO SET UP*</p>	1-3 target challenging behaviors or target skills such as aggression/elopement or successfully taking a break	Yes
Point Sheets 30 minute 7-period	Demonstrations of specific skill(s) 30 Minute Tracking 7 Period Tracking	<ul style="list-style-type: none"> 1-3 skills operationally defined Can be used for tracking purposes only or as a strategy to adjust behavior by providing feedback within a consistent check-in/check-out system It can be utilized in settings 1-4 Provides information if skill(s) are increasing or not <p>Population: Students who can (or are practicing) receiving feedback</p> <p>Pros: Part of check-in/check-out system; consistent feedback is given at the start and end of each time sample</p> <p>Cons: Requires communication with many staff; may lose reliability if raters are not following definitions Students have point sheets with them physically</p>	<ul style="list-style-type: none"> Following directions Work completion Social interactions Utilizing coping strategies Self Advocacy 	Yes

