

## Designing a Data Collection System to Track Outcomes

1. Determine what you want to measure. What are critical skills that should be tracked? What are challenging behaviors you wish to measure?
2. Determine how to collect your measures.
  - Must be easy to use
  - Must give you meaningful information
  - Should not interrupt the instructional flow or home and school routines
  - Should not create artificial conditions

### Data Collection

#### What to Measure:

Number	The number of times a skill is observed. Requires constant time of observation periods or constant opportunities (e.g., the number of times the child leaves the table in a 20-minute snack time)
Percent	The number of occurrences divided by the number of opportunities times 100 allows for variable time or opportunities (e.g., the percentage of times the child says “more” given a verbal model).

#### How to Measure:

Event Recording	Count the number of discrete behaviors that have clear beginning and ending points.
Duration Recording	Clock the amount of time a behavior occurs.
Task Analytic Recording	Measure the accuracy of performance for each step of a fixed skill sequence.

#### Indirect Measures:

Daily Log	Rate the child’s overall performance, affect, and engagement.
Incident Record	A description of challenging behavior, when it occurs, and behavior intensity.
Permanent Product	Collect samples of child’s work that indicate skill level.
Portfolio Assessment	Collect samples of child’s work, such as photographs of his/her completed block structure, art, dramatic play schemes, videotape play or instructional engagement, or language samples.