Back to Basics: Let's Talk Data Collection
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- [Amy] And at this time it is a pleasure to introduce Marva Mount this afternoon who's going to be presenting on data collection. Marva Mount has worked in a variety of settings in her 30 plus year career, with school-based services being her favorite work setting due to the many facets of treatment that can be delivered there. She has presented at the state, national, and international levels on a variety of school-based issues. Marva's a chapter author and contributor to the fifth edition of Professional Issues in Speech Language Pathology and Ideology, as well as a contributing author to ASHA Special Interest Group 16 Perspectives. She's currently serving as the ASHA 2020 Convention topic chair for Leadership and Professional Issues. So welcome, Marva. Always a pleasure to have you with us.

- [Marva] Thank you so much. Well happy Thursday, everyone. I think it's Thursday. In our current climate, I forget what day it is, which I'm sure a lot of you do too. So let me just say, wow, what a last couple of three months it's been for everyone. So I hope you're all well, I hope you're all safe, and I hope you're all taking good care of yourselves and your family and friends. What we're gonna talk about today is data collection. And I think, I was probably maybe 15 years into the field before I felt like I really got a handle on data collection, and I think it's something that definitely scares a lot of us in terms of just the magnitude of what it is that we're trying to do in terms of data collection. So let's go over a couple of things here. Financially, I am being paid an honorarium for this course. I'm a contributing author to book chapters. I'm also an ASHA 2020 Convention topic chair for Leadership and Professional Issues. If ASHA 2020 actually happens, we're very hopeful that it will but lots of uncertainty there. And then content disclosure. This learning event does not focus exclusively on any specific product or service, and this course is presented by SpeechPathology.com. And aren't we all grateful that we have Speech Pathology on call. Your learning outcomes today, we're gonna talk about data collection in terms of its importance, we're gonna talk about purposes of data collection within a therapy session, and then we're gonna

focus on a couple of specific data collection methods or tools that I think you might find helpful in your practice. And as they talked about earlier, if you do have a question and you want to type it into the question and answer pod, you are certainly welcome to do that at any time. If you want to save them to the end, we can certainly do that as well. And whatever works best for everybody. So I'll be checking that pod periodically to make sure I'm not missing something.

This is our agenda. We're gonna talk about why we collect data, we're gonna talk about what data collection models do we want to choose and why, because I think what I've learned specifically through the years as being a speech language pathologist is there is not a one size fits all data collection model. And I think that's what gives us a lot of trouble when we try to take data sometimes. So we're gonna look at those models. We're gonna look at those tools and then we're gonna save a little bit of time for some question and answers to summarize everything today. Okay, data. Why is it critical to our work? We use it for so many different things. We use it, first off, to determine if a student needs an evaluation. We use it to determine if a child is eligible for services, if they have a disability. We use it for the shaping of our goals and objectives. We're constantly using it to evaluate our therapy methods and methodologies and interventions.

We use it constantly to demonstrate progress to parents and other staff members, as well as to ourselves. We also need to make sure that students are making progress. So if they're not, we can make some adjustments. And we also utilize it for billing of services. We use it to determine when goals are met and when it's time maybe to move forward with other targets. And we also use it to determine dismissal from services, which is super important. And through the years as a speech language pathologist, that has become an area where we really need good data because we have a lot of situations that arise when we try to dismiss a student because everybody thinks once you're in, you're in for life and there are lots of controversies surrounding dismissal. So

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our data that we collect for those purposes is additionally important. So why do we do it? I like this quote. "Data collection demonstrates that our profession "and the work we do is beneficial, effective, "and necessary to guide our decision making "and treatment delivery from eligibility to dismissal." That pretty much sums it up for me. We want to make sure that those we serve understand why we choose to do what we do. We have to have data to show how effective what we're doing is, and then we also have to have it to guide our decision making process because if we don't use data to put people in situations where they can get services and then to take people out of those service provision situations, we really are doing a disservice to our clients. And we never want to do that. So what does our public seek from us as speech language pathologists?

They want verification of outcomes of our interventions. This is so true when we're working with children. Their parents want to understand what the outcome is supposed to be. And they want us to give them some kind of guidance in terms of how long the intervention is going to take and how much effort is going to be necessary in order for that student to progress.

We also utilize it for our public in terms of characterization of behaviors that constitute a learning outcome. What is it we want to focus on? What are the behaviors that we want to obtain in order to make sure that we are focused and progressing with our learning outcomes for our students? And then mechanisms to assess how well our students achieve those outcomes. You can't just say, oh, I think I'm gonna do this a little while and then we're gonna stop. You really have to have a firm beginning point. You have to have lots of checkpoints along the way and then you definitely have to have, for your end game, how to check that out at the end. So what should your data be? First and foremost, it should always be comprehensive. You should be able to take data in such a way that anyone could pick up that data sheet and understand exactly what it is you're trying to do, what your focal points are, and what your expectations

are for those particular students that you're working with. It needs to be inclusive of multiple sources of data and information, and I think as we progress through the educational system now, this is super important. It's not just our data. Particularly in a school system, if you're working with kiddos in a school, you need to have a lot of information about what they're doing educationally because our focus always has to be on the educational model and how those children are progressing. So just our data on its own is not enough. We have to be able to share information with our classroom teachers, with our other support professionals, with other therapies that that student might be able to obtain in a set, access in a school.

But we also have to utilize that information to see and determine how well our students are progressing. I know if you go to IEP meetings sometimes and you sit there and you talk about how great the kids are doing and you talk about they mastered all their objectives and then you look up from your little well prepared message that you have for everyone, and people are looking back at you like, who are you talking about? This student that you are referring to does not sound at all like the student I have in my class. And that happens when we rely solely on the data that we obtain and not on all the data that's available for the student.

So definitely think in terms of data from other sources. And that might be grades from the classroom teacher, that might be portfolios that the students put together in class. We need to have our eye on more than one source of information. It also should be an assessment of skills in multiple contexts and environments. In schools, the least restrictive environment components are very specific in terms of what we need to do to meet those federal requirements. And then each state also has very specific rules and regulations in terms of collecting data from multiple contexts and environments. Most all laws and regulations governing special education speaks specifically to the fact that we need to be observing and assessing our students in multiple environments, not just in one place. And then our data also needs to be derived from multiple types of

formative and summative measures. And that's where it can get a little tricky for us. So we're gonna focus on a lot of those today. Why, what, how, when. From the start, you need good information to present to parents and teachers. And you also need that information to be very understandable. So you're looking at data that's been collected through the response to intervention process, you're looking at data that has been collected in terms of the results of that response to intervention, you're looking at comprehensive report writing with understandable vocabulary and examples. Your data starts way back at the very beginning when anyone mentions that the student might be having a problem.

So your data that you're gonna carry forward starts at the very first moment that someone brings it to the attention of that response to intervention team that this particular student is struggling or having some kind of difficulty. So you want to speak specifically to how that impairment is gonna interfere with academic and functional performance. And that statement is directly out of IDEA. You want to provide strategies and methods that speak specifically to student challenges. You want the parents and the teachers to understand how they can support this student along the way because you can't do all the work.

You're not gonna see the student or be with the student enough for that to happen. And then I like to use visuals whenever possible when I'm trying to explain data to individuals. I know I'm a visual learner. A very visual learner. And I know that in some IEPs, the parents are very confused sometimes by the information that we provide. You're giving them kind of an informational dump at this IEP meeting and you're expecting a lot of times for one parent to go home and share all this data with another parent. And not only are they typically very apprehensive and afraid of the information that's coming at them, but they're just not capable of absorbing all that information auditorily. So I always like to include some visual ways to represent data to my parents because I think that makes a whole lot more sense to them and I think that they feel

more a part of what we're doing when we do share visual ideas and concepts with them instead of just talking at them all the time. So here is an example of some RTI data. I know that most school districts across the United States have their own way of obtaining that information from classroom teachers. And so you have probably tons of systems in place, electronic sharing systems, all those kinds of things that your district provides. But if you happen to be in a school district where they don't provide that information or they don't provide some kind of a system for sharing information, I like to give my teachers ways that they can collect data, and I also try to explain to them how important it is that they take data in a specific way because that's gonna help me figure out in the end those trial periods of that response to intervention situation, whether I feel like we need to go forward with an evaluation or not.

So here's kind of an example. You see under performance, I give them specifically what they're supposed to be looking for. Because what I have discovered in all my years since RTI became a thing, and I know most of us that have been in education for awhile, we shudder at the term itself, response to intervention. We freak out when we hear it because we understand the commitment that we're asking from teachers. But we don't necessarily always provide a good format or information for what they need to be collecting. So I try to be really specific. So if you see given five trials, student correctly asked three when and where questions independently, okay, because that particular student has been presented to me because they have difficulty asking and answering WH questions.

Okay, so I want that teacher to be very specific with what kind of data they're collecting. I can't just say, okay, off you go, Mrs. Teacher, and leave her up to her own devices, because she may not understand exactly what I want her to look for. So way back at our response to intervention process, I always try to give teachers a clear way to understand what kind of data I'm collecting. So you'll see I have correct responses, benchmark performance, what type of prompts she's giving, level of prompt, and then

any kinda notes that she wants to give to me or he wants to give to me. And I start this kind of information way back because if you'll note how I have this kind of written under performance, that tells me specifically what I need to evaluate in terms of my evaluation instruments I'm gonna collect. And Rupa, I see that you have a question here about absences and I'll come to that in just a minute. So I do see it, so don't think I'm avoiding the question. Here's another example of, and you'll understand this a little bit more when we get to rubrics, which is one of my favorite things to use as a data collection tool, but you'll see that I've specifically asked the teachers to tell me. Do you give no prompt? Do you give a minimal prompt? Do you give a moderate prompt? Do you give a maximum prompt?

And what do I mean by that? Because you remember, we are great at understanding what kind of prompts and cues kids need. Classroom teachers may not be. So I also give them a little information in terms of, okay, what does no prompt look like? What does a minimal prompt look like? What does moderate or maximum prompting look like? Because I think that really a system in terms of what are you doing for that particular student to make this work for them. And if I find that they're all verbal prompts, then that helps me also in the next RTI meeting. That helps me talk to teachers about, okay, do you notice that you're giving all verbal prompts? You're not giving any visual prompts. You're not giving any visual directions. You're not giving any examples to the student as you move along. I think this is really important from the get go because this gives me a massive amount of information in terms of how I need to move forward to the evaluation process.

Okay, whoops, all right. So in talking about evaluation data, first we go from the RTI situation and then we go into our evaluation data. I always try to provide this or a form of this. There are many of them out there. Many people have made these. But I always try to do it in terms of a bell curve. We're always gonna be talking about standard scores and percentile ranks, and we can't assume that everybody understands what a

standard score and a percentile rank looks like. So when I'm explaining evaluation data to the parents, I always want to have this with me and I'm gonna draw on it with a marker. I'm gonna tell them exactly where the scores are for their particular child, and then I'm gonna explain to them what I mean by that. Because if you just throw out, well, your child scored a standard score of 63, that has no meaning to them at all. So you have to show them in the big picture what that means. So here's another example of giving visual data to parents. I never go to an IEP meeting without this. I have one of these on my clipboard and I have it laminated so that I can use the same one for every single student, I just wipe it off. I mark on it with one of those Vis-A-Vis pens and this is Charlie's and then I wipe it clean, and then the next one, this is Sally's. So it's not like you have to go to a lot of difficulty or add extra work for yourself.

But it is really super important from the get go for parents to understand what you're talking about. And this little piece of information, just this one page, shows them where their child is functioning and how far they are from the normal range or how far they are from where the expected range is for them. This is very important, I think, for parents to see from the beginning. So why do we collect data? It's not just to give us a headache. It's actually, there are some important components to it. So we need to talk about, is our student responding to treatment. Is our treatment reasonable? Is there efficacy in our treatment?

And then we need to talk about significant improvement and behavior change over time. So what's the rate of that? What's the magnitude of that, the extent? The broad enough to encompass various demonstrations of progress. Are there threats to the validity of our data collection? And how long should the treatment targets be addressed in treatment? This is super, super important, I feel like, in public schools because you don't want children to be in speech for life. You don't want them to be lifers. You want them to get in there, do the work, and get out. That's how it's supposed to be. And if you don't have good data collection in terms of your treatment

targets, then you're never going to know or be able to prove to someone why you feel like it's time for treatment to stop. So some guidelines for collecting therapy data. Only relevant data. And what I mean by that is I see a lot of people take a lot of data every therapy session. And some districts do require that, and if they do, then so be it. However, what I've discovered is when you present something new to a student, you need baseline data, that's a given. But what you don't need is then to collect the same kind of data over the next three or four times you see that student while you're trying to teach that new skill. So I'm just suggesting that maybe you need to take better data and take it less often.

You take a baseline, so you know where your starting point is, and then maybe you don't take data the next two or three therapy sessions because what are you gonna find when you take data over those first two or three therapy sessions? You're gonna find, hey, he's not good at this at all. Well, didn't you already know that from the baseline data that you collected? So you don't need six days of the same information. Especially not at report writing time or progress reporting time. Just make sure that you're taking data that's necessary. So baseline data is always requirement. You always need to do that.

But while you're working with that student and going through different materials and methodologies to treat or to explain those particular deficit areas, you may not need to take data during those times because you know they haven't learned it yet and you know you haven't given them enough information for them to show any increase in production from the first baseline data that you took. So how often do you need to take that data? What kind of given intervals do you need to observe a change in behavior? If you're just taking data for the point of just, oh, I've got to take data, then you may be doing a little bit more work than you need to be doing. And then I want you to consider different ways of collecting data through natural structured or rubric versus correct, incorrect. Okay. What to measure. Make sure I covered all that, okay. What to measure,

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implementing data collection. So what are we gonna measure? We have quantitative data and we have qualitative data. How to measure. Okay, we need naturalistic, we need structured, we need different settings, we need a combination of all of those. And when to measure. How frequently, how often do you need it to determine if change is occurring? And then multiple measures. You, the student, the teacher, the family. And then the manner in which you measure. Those are all very important in terms of data collection. When you're talking qualitative versus quantitative, that qualitative data provides insights and understanding about a particular problem. So your conclusions are a little bit tentative. You're gonna review them on an ongoing basis. That typically describes every student IEP.

Qualitative deals with quantity or numbers. So the quantitative part is you're drawing conclusions and generalizations and you need that data. You need hard data to come to some kinda conclusion. Typically that's at the end of an IEP cycle. Do we continue this goal, do we have to rewrite this goal, or is this goal mastered and we're gonna move onto something else. So qualitative data is kind of what we're doing all through that IEP period and then quantitative data is what we do at the end. That's the kind of data that we really need to determine how we're gonna rewrite those IEPs. So what do we collect?

Well, sometimes we talk about predetermined targets. Those would be your IEP goals and objectives. How objective is the data that we do collect, and then the behavior can be operationally defined for observation and measurement. So we've already defined our behavior because that becomes our goal. More than one person can collect and interpret data on targets in the same manner with the same results. This is super important. And this is what I meant earlier when I said, sometimes you think the person's doing great, and then you realize the teacher thinks the child's doing horrible. You need more than one person taking information, and then when you come together and share that information, it needs to look very similar. Sometimes our data is kinda

skewed because we're working with the kids in a very small controlled group, and we have lots of cuing and different kinds of things that we've set up for the child to be successful that the classroom doesn't offer. And that gives you an opportunity to determine what kind of accommodations or modifications might be needed in that classroom if you're seeing some really good results and the teacher isn't. So that's a perfect way to figure that out. Qualitatively, that's more subjective. And that can be a situation where your data can look very different from another SOP that's working on the same skill, because you put in a lot of subjectivity into that, and you may be observing things in a little different manner.

So you're not incorporating cues. You're not incorporating the type or level of cuing that maybe this other person is giving. So that also gives you lots of information. And then you want to obtain that data from a variety of sources in order to preserve what you're seeing and what other observers are seeing. So how do we measure it? I think our end goal is always naturalistic because we want to see if the speech and language goals are being generalized into a more naturalistic setting, like classroom, playground, lunchroom, home. Structured in our therapy setting where we can control all the moving parts, and aren't we great at controlling all the moving parts? I just had someone say to me the other day, I think speech pathologists are the most controlling people I've ever seen. I took a little bit of offense to that, and I also giggled a little bit 'cause I knew it was true.

Didn't obviously make that known but we are kinda controlling, as a whole. We want a variety. School, home, therapy setting, playground, lunchroom. We're gonna talk about some things today in just a sec that will show you how to do that the easiest way. And then we always want a combination of everything that I just talked about. So the best way to collect data, so you truly see and understand if generalization is taking place. And we want our kids to take ownership. So the specific data collection tools we're gonna look at today are going to address just that very thing. Okay. When to measure.

Establish specific check points. Spend more time on your therapy and less time on data collection. I'm an older person. I don't like to think of myself as an older person, but I am, and going through my masters program, my undergrad and masters program, many, many, many years ago, probably much longer than many of you on this webinar today have been alive on this earth, back then, it was, you must take data every single time you see the whites of that child's eyes. If you're not doing that, then you're not a good therapist. That was kinda the situation that I came from. So when I got out of school and I went into a public school, I was so overwhelmed by, first of all, four children sitting in front of me. Four children working on totally different goals and objectives. 30 minute session where I had to hit all the high notes, plus I had to take all this great data.

And that's when I realized, after I did that for awhile, that that detracted or took away from the therapy that I was trying to do for those students because I was so convinced if I wasn't taking it, if you don't put that tally mark for every single utterance they have, then you're not being a good therapist. And what I want to give you permission to do today is spend more time on your therapy and less time on your data collection. And we're gonna talk about how to do that. But primarily, think in terms of logical progression for your particular students, and think about in a grading period, 'cause that's how most of us function because of progress reporting. Think during a grading period, how many times do you actually need to take data on a particular student in order for you to be able to report progress. And once you come up with that magical number, and it may be different for every single student. It also may be different for your language students versus your articulation students or your fluency students. So I just want you to take some time and think about each one of your individual students and what is really important to you in terms of learning what they can and cannot do. Here are some factors. The internal factors. Measure progress, drive therapy, determine goals. And those are the three primary factors for us as speech language pathologists, particularly in the public school, because we're on a timeline. Every single

day that we're at work, we're on a timeline with these kiddos. And we don't always take into account external factors. What's the student benefit? What's benefit to teachers and families? Legal protection, funding sources. We need to kinda focus on those internal factors, but we also need to not forget those external factors. Don't forget what the benefit of the student is. And some students, taking data in front of them is very anxiety provoking to those particular kiddos. And so maybe we don't want to do that for some particular students because of the anxiety that it presents.

So outside our boxes, 'cause we all have a way that we think things need to be. And the older you are, the less likely you are to consider other factors because you're very set in your ways. So I'm gonna say a couple of things here that I think are super important. First of all, your students need to be responsible for taking data. They need to see their own progression. They need to be able to self-monitor because that's how we get children to take ownership. We're all really good at taking ownership for everyone, and we're all really good at saying, you know what, let me just do that for you 'cause it's easier, it'll be faster. I can do it better than you. That kind of thing. But we need our students to understand what they're there for, and we need them to be able to see their progress, especially our older, middle school and high school kiddos.

If you want buy-in from those grade levels, then you have to make them responsible for some of this stuff. You want your feedback to be very explicit to those students. I do a lot of supervision and I hear a lot of therapists, particularly with articulation. If a student does something incorrectly or produces a sound incorrectly, I hear this a lot. Oh, that was a good try. That tells me nothing. You need to be very explicit. No I'm sorry, that was not correct. Do it again. I'm sorry but that was not right. You got to try it again. You're trying really hard, but that was not an accurate production. We can't be afraid to tell the kids they made an error. That's what we're there for. So make it very explicit and give them opportunities to see what they're doing on their own. You take good data less often, you talk and you share it. Make the student part of the process. Even

little preschoolers need to be a part of the process. That way, you can kinda think ahead and you can utilize all this data that you're collecting to drive your present levels of performance that you're gonna be writing into your IEPs, and also those goals for the next school year. And then have a system so that you organize therapy in a way that you actually know what data you're taking in on what. And I can tell you that there are many days at the end of the day I'm thinking, did I really even take data on what I intended to take data on? So hopefully, these tools that we're about to look at for the last half will help you to do that a little more efficiently. Know what you're measuring. Understand ways that you can measure student driven or taken data and then all that excellent data the teacher can give you. Grades, portfolios and work samples. Okay.

So if you walk away with only one thing today, I want you to walk away with this. Collection of data is not a one size fits all. Not one way of collecting data is ever going to fit every single thing you need it to because your caseload is too vast, your caseload is too different, and you just can't make tallies work for everything. So if you don't remember anything else from today, remember that. So let's talk about it. For the purposes of a one hour webinar, we're not gonna be able to look at everything. So I chose three of the things that drive my therapy with my students.

Tally counts, I still do that. I'm still a big fan of it because that's how I was, I'm gonna put this in quotes, that's how I was raised by my speech family. We're gonna talk about rubrics today and I'm gonna show you some ways to do that, and then we're gonna also talk about graphing of progress. Okay, the first one is the most traditional. So tally, counters, number charts. That percentage wheel from Super Duper that you can buy. Whatever it takes. Anything that you take in numbers of information and then you average it. You take the number of correct and the number of incorrect. You figure out what the percentage is. You're probably all taught this method in college. It's very quick and easy math. Some of us who are not great mathematicians like myself, we choose 10 as our target number, 'cause it's really easy to consider percentages on, if

you have 20 responses or 10 responses or something like that. It's very effective. Most of the time, it's very effective. Is it efficient? Yes, in some situations, it's very efficient, like as an articulation. In other areas like more pragmatic, social language type goals and objectives, it is not efficient at all. We have to be able to figure out a way to do a little bit better job in terms of those things that are not as concrete and are more difficult to measure. So tally, counters, number charts, those work great if you have a concrete target to measure. If you don't, it's probably not gonna be the way you want to go. There's a thing called Swivel Scheduler. I don't know if you know about it. But you can enter data digitally as it's being collected, and it does all the math for you. Which, as I said before, I'm not a mathematician so it's a really great way to give overall percentages or averages.

It collects the first session that you put into it as a baseline and then it generates a graph of progress for the student. If you've never heard of it, you might want to check it out. It does not cost anything. So you might want to look at that and just, if you're a big tally, clicker data collection kinda person, Swivel Scheduler might be good for you. You might want to check that out. Okay. For the remainder, let's talk a little bit about rubrics and graphs. Because tallies are self-explanatory. We don't need to talk about that very much. Everybody kinda needs to focus on some things are a little bit less concrete and a little more difficult to measure.

So a rubric can work for anything, from artic, fluency, voice, language, social pragmatics. It can work for anything. It's very informative for data that's hard to quantify. You can collect more data and you can have more flexibility in your data collection if you use a rubric. It allows you to quantify your responses. So it's easier to gather information to incorporate from other sources. And what I mean by that is it's really easy for you to use your rubric in a classroom. It's really easy for you to use a rubric in a conversation with a teacher or a conversation with a parent, based on a specific goal and how they're doing in another setting other than speech. It allows you

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to set ranges. It gives you a level of prompts and cues, which I think, if anything else, this is the most important. Wait, I'm trying to get that, oh, there it is, okay. So when you think about, I'm technologically challenged today, guys, let's see. Anyway, nevermind. Okay. So just look at this part right here, set of level and prompts. And you'll see when we look at our first rubric example, what I mean by that. This is the thing that confuses a lot of folks, and this is also something that allows data from other sources to look very different from ours. So everybody that uses a rubric is on the same page in terms of level of prompts and cues. And that keeps the data collection consistent across areas and across data collectors.

And that's a super important aspect of a rubric. It also gives you detailed description of a specific behavior. You can monitor carryover a lot better with it. You can take data from a lot of different sources and incorporate it into a rubric. It's also an easy chart, easy to chart growth visually, and I'll show you how in just a second. And then it gives a really great visual representation for parents. And like I said before, if you really want parent buy-in and understanding, you need to provide them with some of those visuals. It's great for use with larger groups. So if you are being compelled in your particular district to do a lot of collaborative therapy within the classroom, I think you'll really love rubrics.

You can stop walking around with masking tape up your leg and up both your arms where you're trying to take tally mark data on all four kids that you're working with in that room at one time. It just is a lot easier in terms of larger group production in terms of what you have to collect on those students. And then the best part is it pairs really nicely with all educational lessons because teachers use rubrics all the time. For lots of different subjects. So when you're thinking about scaffolding your rubric or what is your rubric gonna look like, the first thing you need to do is define what you want that student to be able to do. So what is the expected outcome or the expected behavior that you want from that student? And by behavior, I mean, what's your goal for that

particular student, whether it be artic or fluency or language. But what do you want that student to do in the end? When therapy is all said and done, what's your end game for that particular student? Then when the skill is fully developed, that's your highest rank on your rubric. And you'll understand all this in just a second. I'm gonna show you an example. It keeps your language objective so that a teacher understands exactly what they need to do in class to get the exact same performance that you're getting in speech. Likewise, if you want to share with your parents, the parent knows exactly what they're looking for in a certain situation to get the same behavior that you're getting by using the same prompts, the same cues, the same everything. So it gives you lots of consistency over evaluators, whoever might be evaluating the behavior.

The target description for skill setup, you're going to give the description of the target goal or objective, and then you're gonna work backward to set up the lowest ranking number. That's gonna make sense in just a second when I show you the example. Lowest ranking number will actually be the baseline for your students. So think, lowest ranking number as baseline. This is what they're coming to you able to do. So that's gonna be the lowest number in your rubric. Then you're gonna build those pieces of that puzzle for all the things the student can't do yet, and you're gonna include all the levels of support needed by that student from start to finish. And here's what it's gonna look like.

So here's your scaffolding cheat sheet. Student baseline is your lowest level of performance. You're gonna list the skill is emerging. However, student requires supports. Then you're gonna list all the supports required to successfully complete that skill or that goal or objective. If the skill is developing, however, supports may still be needed, you're gonna list some additional supports, but maybe they don't need as many supports as they did at that lowest level. And then the end result is your target. The skill you want your student to be able to do independently without any cuing, any

modeling, anything like that. So here's a sample. Okay, so this is a rubric that I made. And that I use with my students. And I will tell you right now that if you want this, I will be happy to provide it for you. When you get to the end of this workshop, you're gonna have my email address and all you have to do is email me and tell me what you want that you saw today that you'd like to utilize. And this is actually a form you can type on. It's made with Excel, so it's very easy for me to change information out for my students quickly by just cutting and pasting from other sources or other documents. So you'll notice, level one, student is successfully able to, and that's when I'm gonna put their goal or their objective. And then you look there.

It says, with constant prompting and cues. And they're only between zero and 25% independent. So anybody that is gonna work on what I'm gonna type in that little section is gonna be able to do that the same as I would do, because they have what the requirements are for that particular student and how independent they are with that particular goal at the moment. And then you'll notice when you move to number two, you're gonna have the same objective in there, but you're gonna have with moderate prompts and cues. So 25 to 50% independent. So they're getting a little bit better at it. One was their baseline.

Two, I took data, they're making some progress. Student is successfully able to, three and four. You'll see that you're going 50, 75, 75 to 100. You're gonna be able to graph it on the bottom, and then you're also gonna have a place for some therapy notes. And you're gonna have, this is a whole progress monitoring document. You don't need anything else. You don't need sheets and sheets and sheets of tally marks, if you get my drift there. So this makes it super easy. So here's one that I did for a student. And you'll notice that I color code mine. You don't have to but I'm a weirdo and I like to do that. So you'll see on baseline day, where he was, and then I took data a little too quickly. I took it about two weeks later and you see, he was still kind of in the toilet on that. He still hadn't gotten it. But he was successfully able to categorize objects in our

information with constant prompting and cues. So that's the objective. But then you can see how I waited a little while. I waited two weeks, a little bit over two weeks, and I took data again. Oh, now he's not doing too badly with that. And then you see, I took data about two weeks after that. And he was doing even better than he was before. So that gives you an idea of what I mean by take data less often and make it more functional data that you're taking, instead of every single time you see that student, you're constantly trying to take tally marks that don't always work. Here is one from Schoolhouse Talk. And I have to give this person kudos for just a sec. If you haven't looked at some of her information on Teachers Pay Teachers, she does some amazing things. And her rubrics are very detailed.

Particularly, her rubrics for story retelling and a lot of the pragmatic social language. They are available at Teachers Pay Teachers. She did give me permission to share this with you today. But in addition to mine being very simplistic, you can see how very complicated you can make one of these in terms of she has this set up for, she has a certain way that she puts in the information for the character, for the setting, for the action events, and for the actual comprehension of that. And she gives some really great detailed instructions for some of these rubrics that she has that are very detailed.

So you might want to go out and take a look at some of her information. But this is a one stop document where you can take an entire progress monitoring period of data. And it just makes it so much easier for everyone to follow it. And particularly for parents, they finally understand what you're talking about. They understand what your endgame is and what you're evaluating when you're working with this particular student. And then imagine if you have six week grading periods and you have six of these, and you take all six of them to your IEP, and when you're explaining the student's progress, just think about how much more understandable this is for a parent, and how much more likely they are to say, oh my gosh, this is a lot of really great information and I understand now why you say Johnny has mastered that goal

and objective. It will help you out of a lot of really tight spots. So when we talk a little bit, that's my spiel on rubrics. And again, anything you just saw, if you want it, I would be happy to share it with you. Then student directed data, let's talk a little bit about that. I always use the last five to eight minutes of my therapy session allowing my children to chart their own progress. Even if they're itty bitties, they can still color in a graph. But what we do is we spend the last five to eight minutes taking that information that I have and placing it on a graph that they can fill in themselves, because I want them to always understand, this is where you are, this is what you need to do to accomplish the next step or the next 10%, those points that you're looking for on that graph. And I have so much buy-in for my middle and high schoolers now that I do this all the time with them because they feel like they're a part of it and they know what they have to do to get out of speech.

And isn't that what they're all looking for from the age of eighth grade on. They want out of there. So here's an example of how simple it is. So this is for articulation. And you see I have up at the top, goal targeted, artic goal number one. Okay so at the end of every session, we take five to eight minutes. I say, okay, you got 30% on your speech goal number one. We talk about what that speech goal is. If my kids are older, I actually write the goal out for them on the top of this form. But you'll see that I have them take this at the end of every session.

That makes me accountable for doing the tallies at the end of the session, number one, so that I don't end up with 12 therapy sessions worth of tally marks that I have to then sit and average at the end for 56 kids or 70 kids or 100 kids or however many kids. This is so time consuming if you don't keep up with it. So this keeps me accountable and it also helps the children to be accountable too. And isn't it so much easier for you to get this data from a graph at the end of a grading period than it is for you to go through all those stinking tally marks that you have. I think you will find that this helps your data collection be very comprehensive and a lot speedier. Okay, so a couple of

things that they're great about. We already talked about the child's buy-in because they get to see their visual progress. But the biggest one is parents love to see this, and they especially love it if it's taken by their kid, because no more questions about was Sally present, or no more questions about, well, John said he didn't see you at all this past grading period. Nope, sorry ma'am, this is in John's handwriting. This is John's graph. This is John's, he does this every single time he comes. And it's also a great way for me to show if the kids aren't showing up. And my middle and high school kids sometimes choose not to come with me. Or I'll call for them and they leave class and they never come.

So in answer to Rupa's question, she asked, for one of my students, my data showed how attendance affects progress and parents could clearly see how and when she came to school for more than three to five days in a row, she showed maintenance of skills. After long absences, skills dropped below baseline. So Rupa is taking information that way because there is definitely a way for you to be able to see if kids don't show up or kids don't come or kids are frequently absent, how that affects their ability to make progress.

And I think that's super important. So Rupa, thank you for sharing that with us. Grace says, hi there, I have a question about your 10101 system for data. Is that correct, incorrect? Okay, so the number on the 10101 system, that's just like a, kind of a erroneous number. That doesn't mean anything except something to me because it fits with our teacher accountability system. So on that particular data form, there will be a column for correct and incorrect. So don't worry about too much about that number. That just is assigned to our teacher reporting system where I work. Okay. So we're talking a little bit more about have data at your fingertips. And then let's see. I'm gonna show, if you don't know how to use a Google Form, I'm gonna take you through that really quick, and then we're gonna save some time for questions, 'cause we're about 50 minutes in and we want to make sure that we let you end on time. So if you utilize

Google Forms, if you don't, you may just kinda want to check into that because it's a really quick, easy way to do progress updates. Google Forms has a graph system that you can have for your students to chart their progress, and it's very easily shareable with teachers and parents. The great thing about it is, it's pretty time intensive in terms of work on the front end. So at the beginning of the school year, you may have to take some time and set this up. But once you create it, it's so very easy to update it. So you might want to look at using Google Forms as a way to collect data for your students because it would be very easy for you to keep track of it and maintain it. So I'm gonna run through just a couple of slides from Google Drive, select New, and I've given you some pointers here.

And for those of you younger ones that are rolling your eyes, this is for the more seasoned therapists like me who have technology difficulties. And you're gonna select More down here, and then you're gonna select Google Form over there. And then at the top of it, you're gonna see a place where you can include a student goal and I think it just says Notes or something at the top. But it allows you to type in the student goal, which is also super easy for then for you to cut and paste when you get ready for the next IEP and you need to change the goal out.

It's super easy for you to do that. You're gonna put the level target in and you can include supports and level of cuing, which I really love. And then you have progress monitoring area that matches the student goal. So you have percentages versus trials attempted, and then you have a place to put in observations during therapy. So how you make a copy of it, you can copy an existing form by selecting these three vertical dots up at the top right here. And then you click on, when you click on those dots, here's your dropdown. And then you click on Make Copy, and then you can easily change out the student names, goals, objectives, et cetera. So this is a really super easy way for you to make multiple copies for all your students. Then if you want to view the data that you've collected, up in the top, you'll see a place for responses. You

click on those responses and it'll allow you to review each session that you've done with that particular student. And then if you want to view data in a Google Sheet, you just click Sheets. There's a little Sheets icon up at the top. This way you can share responses with anybody with a valid email address. And for those parents that want me to send progress home weekly, and that's typically some of my more involved students, it's super easy to do it with Google Forms, and I don't have to constantly be putting something in the backpack that the kid's never gonna get home with anyway. It also is where I share with parents what I want them to be doing at home. And if I have any other areas that I'm concerned about or that I know that the parents are concerned about, we can talk about those.

So it's affected by activity we choose, level of input we provide, and level of complexity we are asking for the student. Those are the three major things that are gonna interfere with your data collection. So pay close attention to activities that you've chosen, input you're asking of the student, and then level of complexity that you're asking in terms of all those prompts and cues that you're gonna be utilizing. Data collection's probably the hardest thing we do.

Because you have to do it in real time. Sometimes you're doing group therapy versus individual. Sometimes you're doing collaborative versus pull out. Sometimes you're working on 10 goals at the same time. But most importantly, sometimes it's because our plans don't work as expected because we read our plans but no one else does. So make your data valid. Remember, one size data does not fit all. And then I've given you quite a few resources here that I think might be useful to you. Back onto this slide here is my email address. And then just because I can, I'm sharing a picture of my goofy dog Murphy, to remind you to relax, refresh and reset, because you have all had quite a year. Okay, do you have any, Carrie says, do you have any references that support the use of rubrics as a means of collecting data? I've recommended the use of rubrics, but I feel like my administrators would benefit from additional educational research. There's

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a lot of information in the educational world, Carrie, about rubrics. There is not a lot of research in the speech world. There's some, but it's hard to come by. But if you will look up, if you just Google rubrics and education, you will find lots of research in the educational world. And sometimes my administration will say to me, well Marva, you're not in the educational world. You're in the speech world. And then that gives me a wonderful opportunity to explain to them again what I really do. And that's help kids be successful educationally. So you might want to check out or Google rubrics used in the education world. I think you'll find a lot of information there. Linda says, so you still need tallies to determine percentages though, correct?

Linda, no. If you're using a rubric, you're determining success based on your levels at the top. So a level one is you're very inexperienced and your baseline shows that you cannot do that task. A level four would show that you've mastered that task. So instead of tallies, you're gonna be using your levels that you've predetermined across the top of your rubric. So on rubrics, no, you don't have tally marks. Laura says, do you define the difference between moderate and minimal prompting when doing rubrics? Yes, and if you'll notice, I do it in percentage, increments of percentages. So I do zero to 25, then I do 25 to 50, 50 to 75, and then if they're doing it 75% of the time with a minimal prompt, then I would consider that to be mastered.

You, however, can set that up any way you want, which is one of the beauties of rubrics. So you can determine what you want that level of accuracy to be. In articulation, you may want it to be they only have zero to 10% that they're not doing it correctly. If you're going on a 90% margin on your goals and objectives. So you can do that any way you wish. Jenny says, I'm always concerned that my therapy materials, especially for language or pragmatics, are at different levels. How do I be consistent with my data versus materials? Do you take certain probes and repeat them, or use varying monitoring probes? That's a great question, Jenny. I would probably suggest that you do not have, I would suggest that you not have materials that are, how do I

say this? Pick a material that is easily, you can easily identify the goal and objective within that material. And I don't mean it has to be specifically for WH questions. But have a real good picture, clear picture in your mind, about how you want that material to be utilized to affect that particular goal or objective that you're observing or working on. It really doesn't matter what material you utilize, as long as going into it, you recognize yourself, okay, I'm using this material for this specific purpose, for this specific level of prompting or cuing.

And if you want more information about that, let me know and just email me, and we can chat about it via email. And then this person says, I love having kids monitor their progress but how do you balance this if you're not always taking data? How I would balance that is I would just tell the kids, okay, if they're doing articulation, I probably definitely take data every single time 'cause I think that can fluctuate so much more. But I might explain to the kids at the beginning, okay, this is your very first time for us taking this information and it's probably not gonna be very good today. We're gonna give you lots of practice over the next two weeks, and then we're gonna take data again, and you're gonna drag your graph out and we're gonna graph it. Just so they know exactly what my level is. Okay, Amy, we're at one hour. And do you want me to keep answering questions or do you want me to just have people email me?

- [Amy] I think we could take a couple more questions. Let's do two more questions, and then I do see that there are still a lot in the queue. But everyone, Marva's email address is in the handouts, and as she said, please feel free to email her, or you can always forward your question to me and I can make sure that Marva gets it. For those of you who do need to log off at this time, you are more than welcome to do so. For those of you who'd like to stick around for maybe one or two more questions, I think that would be okay.

- [Marva] Okay. And I'm also, I'll get back with you right away. So if you've ever listened to one of my webinars, you know I'll answer you. So don't think, oh I'm gonna send the question, she won't ever answer me. I promise, I'll answer you. This one, how do you track progress on inferences? Every passage is different. Some longer, some short or more difficult. Roberta, that's a great question. That's why I think a rubric for those less concrete things is so important because you can build in every aspect of your particular question within the development of your rubric. So you can talk about the length of the passage that you're requesting. You can talk about the difficulty of the passage that you are collecting data on. Or you can talk in terms of, okay, inference in this passage of no more than two paragraphs or no more than 50 words or whatever. You can build that into your rubric, which is why I think those rubrics are so beneficial in terms of those less concrete things that we have to utilize. Can rubrics be used when billing Medicaid in the school system?

Absolutely. Medicaid billing in the school system does not specify how you take data. It just specifies that if you're going to be billing for a particular session or particular service, such as speech pathology, you have to be able to promote or demonstrate that the child has made progress. So Medicaid in no way, shape or form, in any state that I've ever lived in, tells you how you have to collect the data. They just tell you that you have to have data to support progress. Okay, one more question. Let's see. How do you keep all the students' progress forms organized? Do you simply have a folder with all your students' graphs and charts? Yes, Carrie. Each one of my students has their own folder. And when they enter my classroom, the folders are all in a bin right at the door. At the door, so they come in, they know the rules, they get their folder, they come to the desk. But everything that we do in therapy is contained in those pocket folders. And my school is usually really great about giving me those. But if they're not, I always hit the dollar store or the Dollar Tree or something like that where you can get a package of five for a buck or something like that. So yeah, I keep all of it together. So I think Amy says that's the last question we're gonna take today, to make sure that we

are very observant and conscientious about your time that you're spending with us. And again, my email address is on the screen right now, mountmg@sbcglobal.net. Anything you saw today, I'm happy to share it in a big format. And if you have any additional questions that we didn't get to today, I'm so sorry, but an hour's not very long. So let me know what I can help you with and thank you so much for letting me have an hour of your time today.

- [Amy] Oh well, thank you for joining us, Marva. It's always such a pleasure to have you here and I know I always learn so much. And data collection is certainly something that I think we can just continue to add to our, I guess, our knowledge of what we can do better. So thank you for sharing your expertise in this area. I'd also like to thank all of our participants for joining us today. We certainly do appreciate your time and look forward to seeing everyone again soon. Have a great rest of the day.