Practical Behavioural Data Collection

Why, what, and how?

Dr. Russ Fox
Monash University

24 May 2023
Think Forward Educators

Overview

01 To describe key practices that support effective, consistent, and practical behavioural data collection

02 To present a functional approach to understanding behaviour

03 To demonstrate how this functional approach can inform practical collection of ***usable*** behavioural data for major and minor behaviour

Data

Information that can be used to inform decision-making and help support an assessment of impact

Why?

“All individuals who assume responsibility for educating students… must establish a metric that gives them and others the capacity to assess the impact of what they do. "Doing good" is dangerous if individuals do not hold them selves accountable for the outcomes of their propositions, pleas, and promises.”

(Sugai, 1998, p. 174)

Is it just me?

»

Identifying and defining challenges

Step 1. Am I wondering about a major or minor behaviour?

Minor behaviour:
Behaviour that can and should be managed within the classroom using evidence-based practices

For example:
Calling out – Re-teach
Out of seat – Error correction

Non-example: punching of other students

»

Identifying and defining challenges

Major behaviour:
Behaviour that results in significant or persistent disruption, presents safety risks, or is illegal

For example:
Possession of illicit substances
Hitting a teacher

Non-example: Calling out

Step 2: Measure what matters to understand the problem

Consider the relevant dimension of behaviour

- Frequency: How often a behaviour occurs within a given time period
- Latency: The time that passes between a cue and a behaviour
- Duration: How long a particular behaviour lasts

What you are interested should shape what you measure…

»

Is there a relevant minor behaviour in your context?

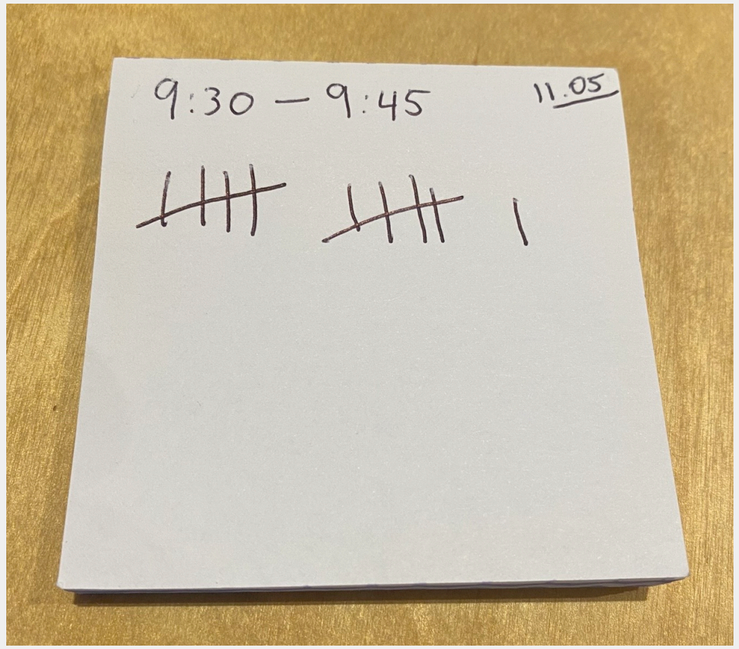
Are you wanting to see a behaviour last longer?

Are you wanting to see less of a behaviour?

Are you wanting to see a behaviour occur more quickly?

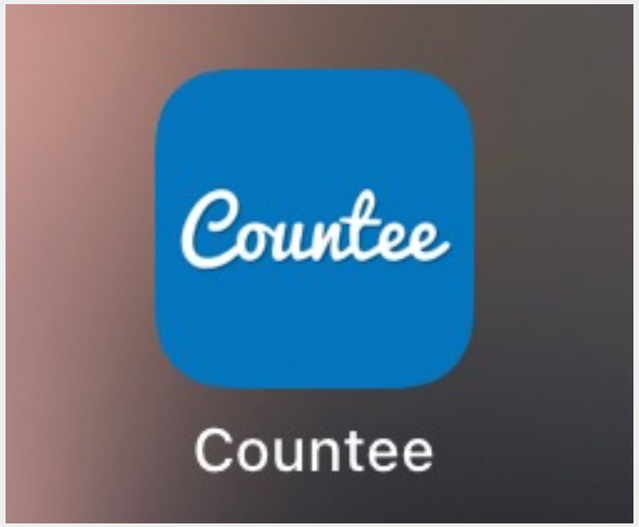
»

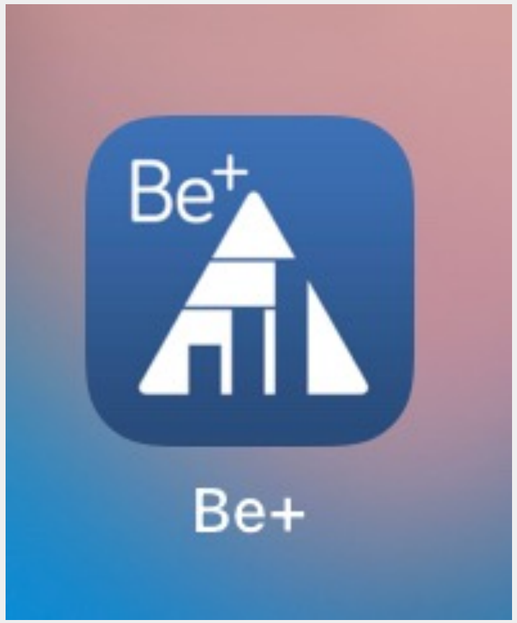
Ok, practically...



»

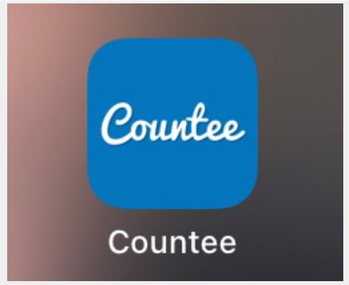
Ok, practically...





»

Download Countee



Apple

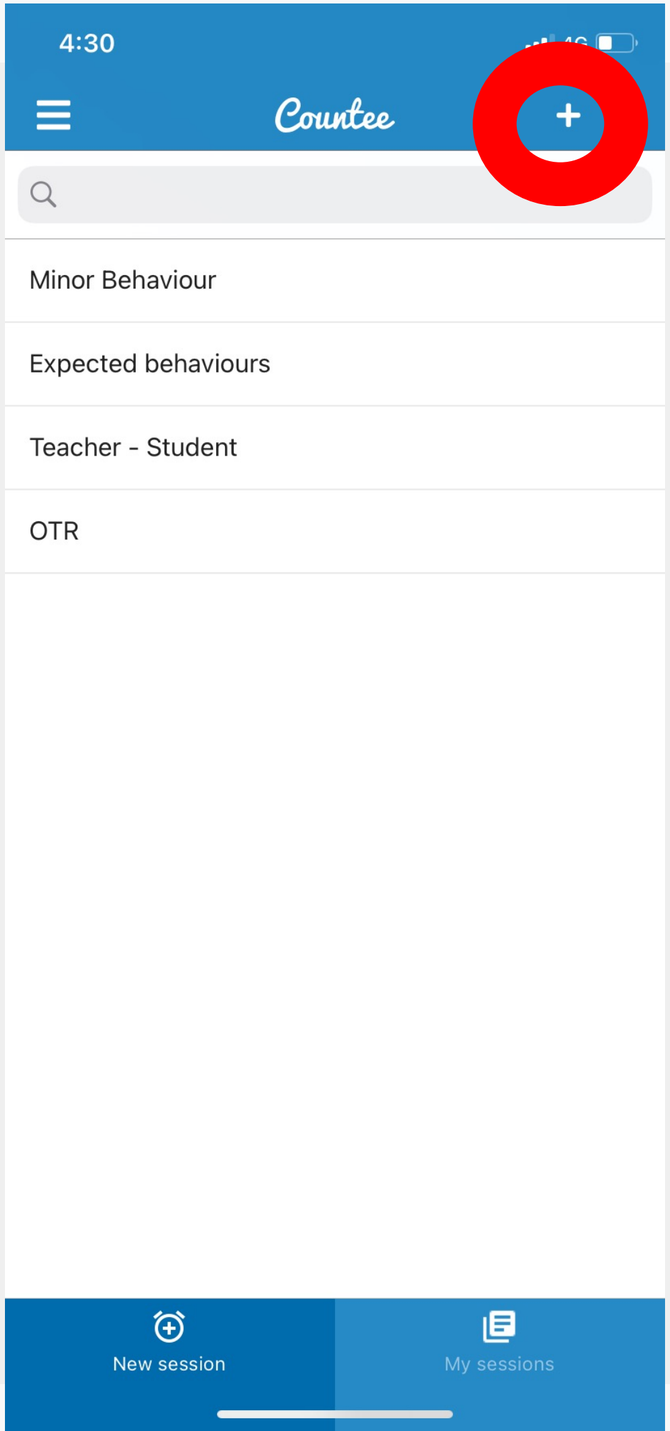
Google Play

Download the Be+ App

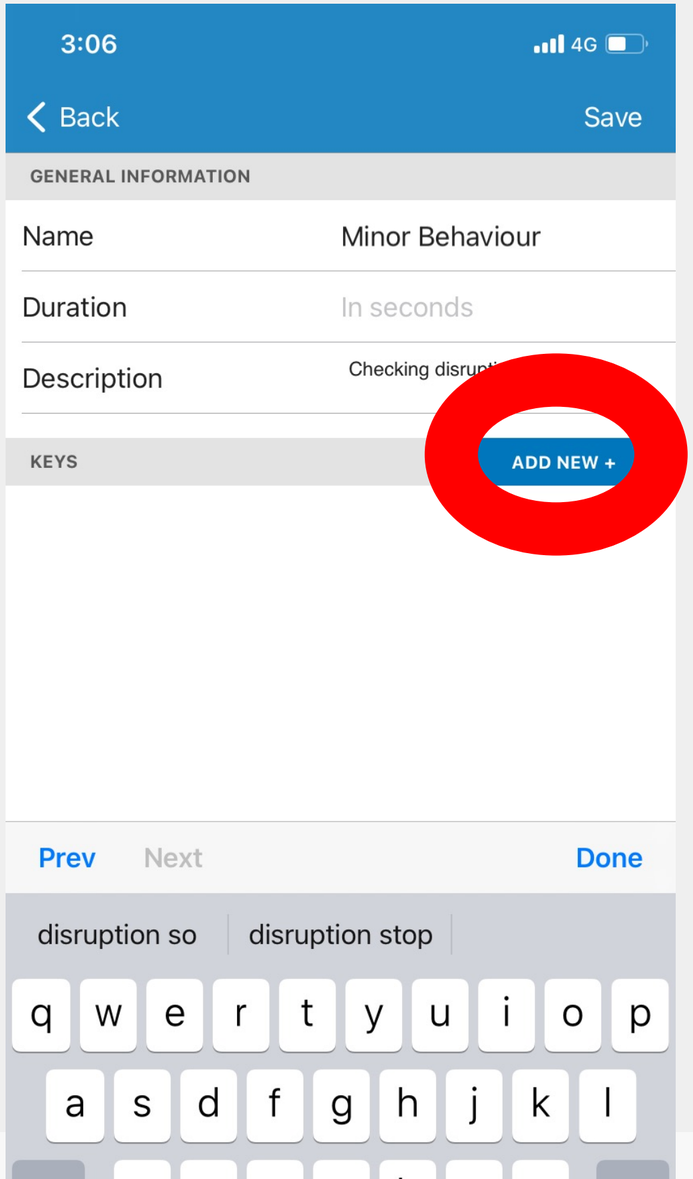
Apple

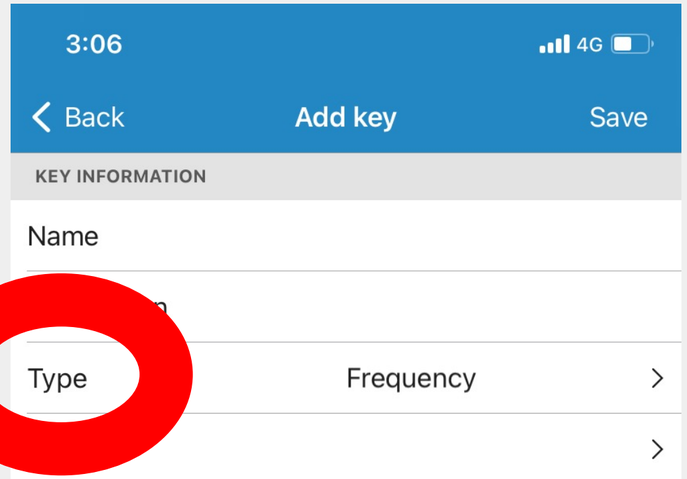
Google Play

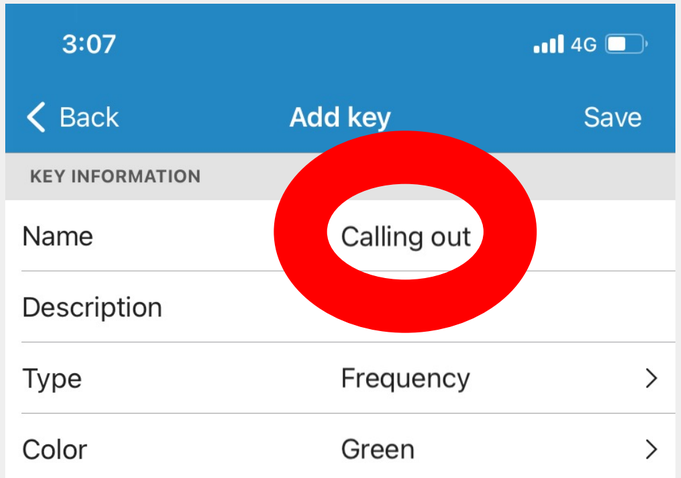
Ok, practically...



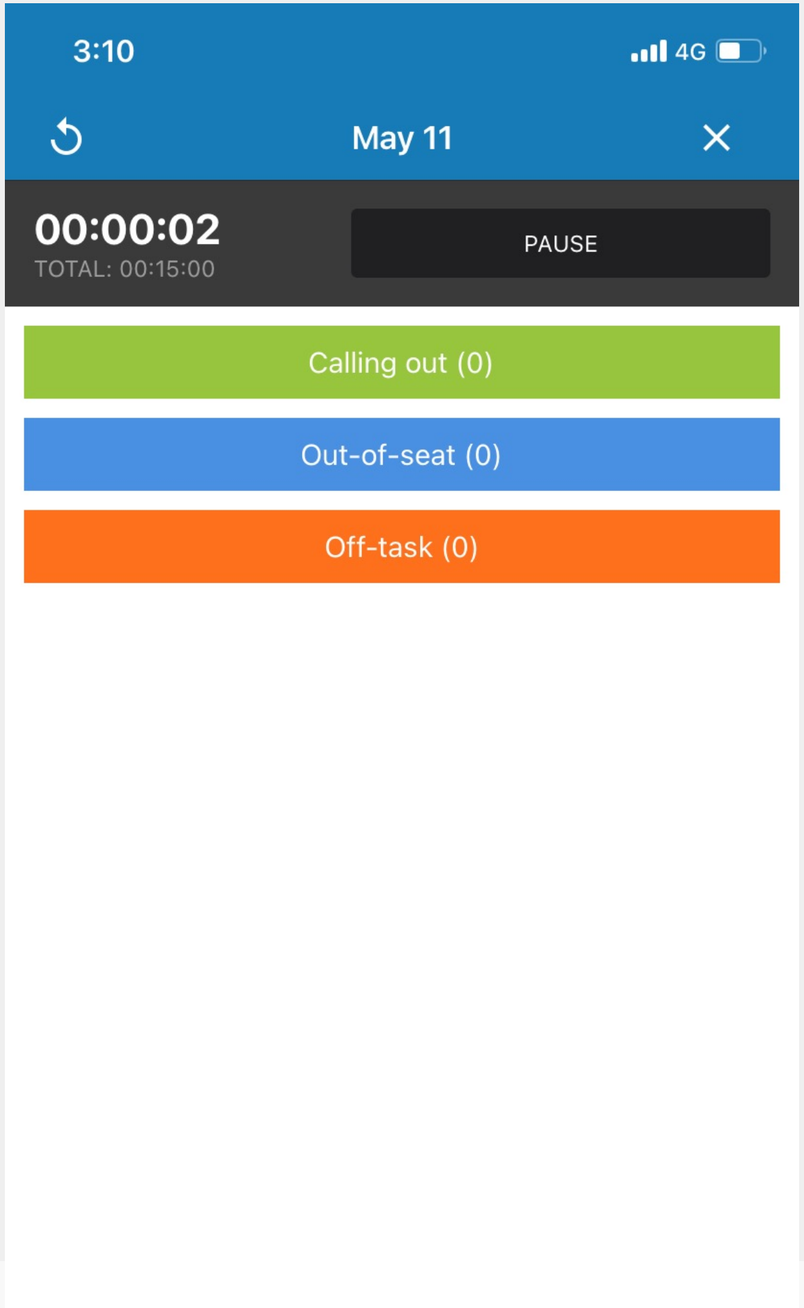
Ok, practically...





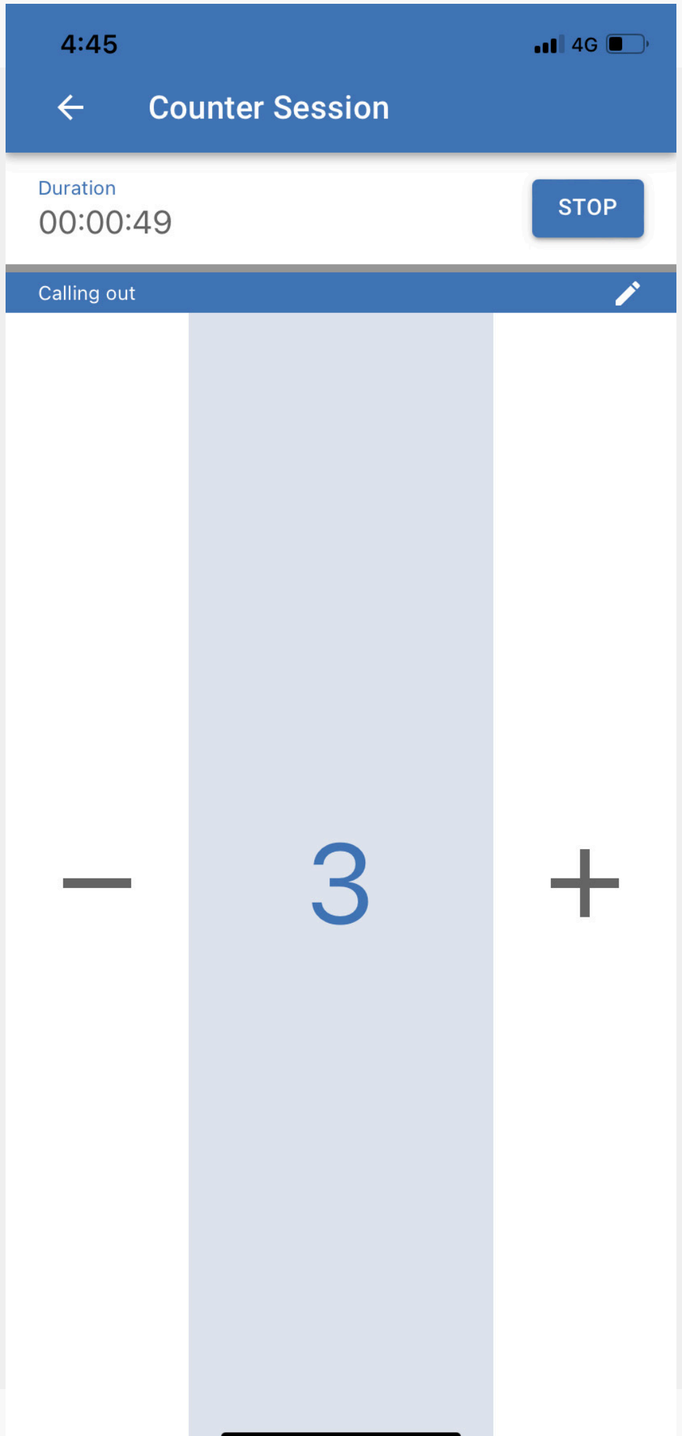


Ok, practically...



»

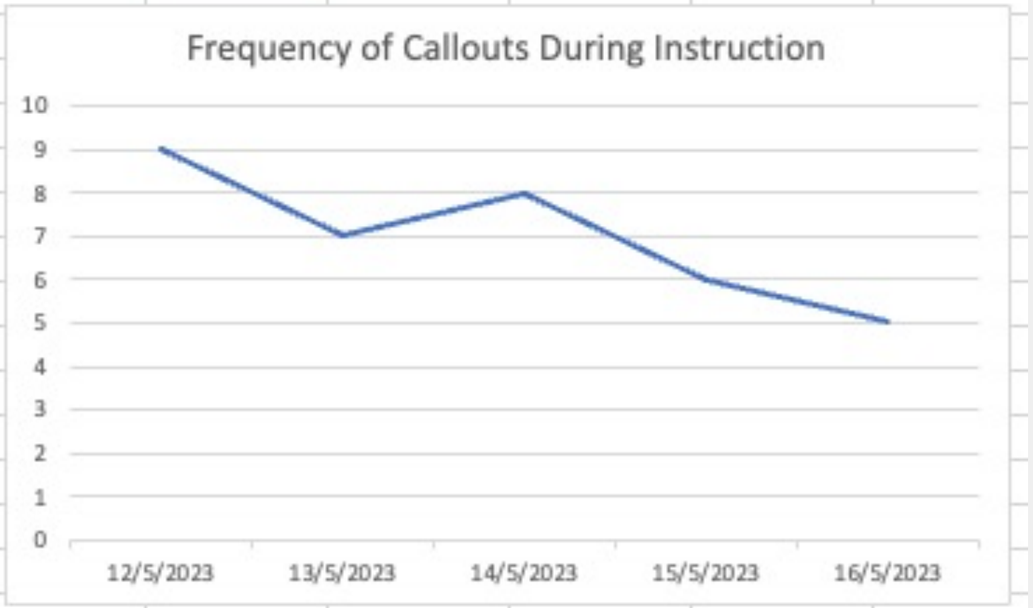
Ok, practically...



»

Ok, practically...

Date	Count
12/5/2023	9
13/5/2023	7
14/5/2023	8
15/5/2023	6
16/5/2023	5



»

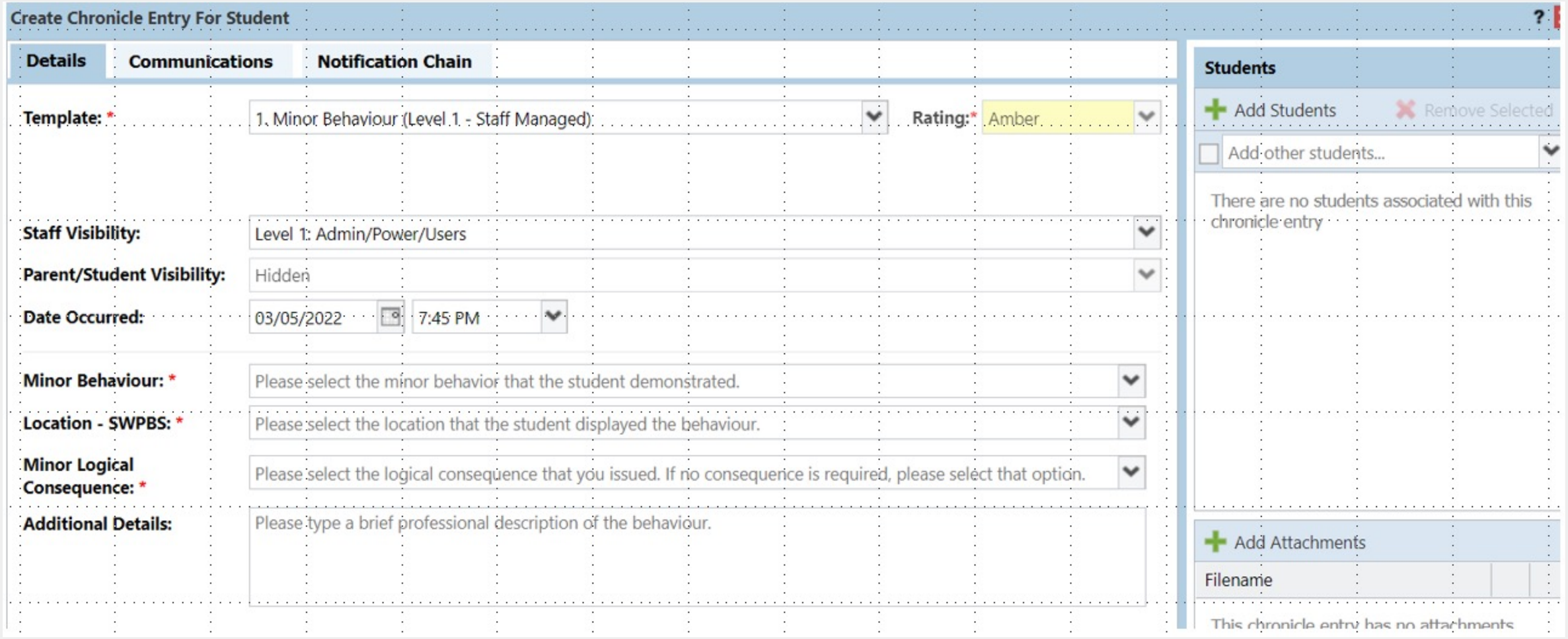
Top Tips

- Be clear in your definition of the target
- Collect comparable data - consistent time, subject, lesson phase
- It is not easy to do when teaching
- Get help!
- Build into existing professional structures
- Check with students
- Simple numbers in a spreadsheet **(date + data = graph)**
- **Trend is your friend!**

And then we teach

- Deliver explicit academic and behavioural instruction
- Provide 3-step error correction
- Prompt and pre-correct
- Break tasks down into smallest teachable components (Task analysis)
- Check for understanding
- Use high rates of opportunities to respond
- Use high rates of behaviour specific acknowledgement/praise
- Move around the room
- Smile, be kind

Worked Example 1



»

Worked Example 2

Minor Incident: Physical Contact

Save | Cancel

This information is shared between all students involved in this incident.

Date: 24/05/2023

Confidential: Mark this incident as confidential

Period: * Monday

Teacher: *

Location: * Classroom (Writing)

Subject: * Block 3

Time: Record the time of the incident.

** Fields marked with an asterisk are required.*

Record Details — All Students

Share for all students

Type of Physical Contact: Hitting | Kicking | Excessive Rough Play | Pushing | Wrestling | Throwing (specify) | Spitting

Description of Incident - this should include relevant details from each student involved - OPTIONAL FOR MINOR INCIDENTS

Follow Up Actions — All Students

Share for all students

- [x] Phase 1 strategies: Non-Verbal Cue | Prompt/Check Understanding | Praise | Restore
- [x] Phase 2 Strategies: Redirect | Reteach | Provide Choice | Differentiate
- [ ] Restorative Chat
- [ ] Parent Contact (please add detail to comments below)

Comment on Follow Up - this should include details of contact with parents, outcomes of restorative chats and details of logical/natural consequences - OPTIONAL FOR MINOR INCIDENTS

Worked Example 2

Phase Two strategies attempted: Redirect | Reteach | Provide choice | Differentiate

☐ Leadership Support Provided by:

Description of Incident - this should include relevant details from each student involved - OPTIONAL FOR MINOR INCIDENTS

Follow Up Actions — All Students

☑ Share for all students

☑ Tier One Strategies to be Reinforced: Setting | Routine | Supervision | Visual Timetable | Check Understanding | Opportunity to Respond | Explicit Teaching of Expectation | Class Culture | Prompts and Precorrections | Relationships | Acknowledgement | Differentiation | Learning Intentions/Success Criteria

☑ Tier Two Strategies to be Considered: Social Skills | Bullying Response | Counselling | Other (specify)

☑ Tier Three Strategies to be Considered: BSP

☑ Restorative Chat: Completed

☑ Booster Training Required: Booster Activity Completed | Booster Training to be included as follow up activity

☐ Walk & Talk

☑ Withdrawal: From yard | From class | From activity

☑ Parent Contact (please add detail to comments below): In person | Phone | sms/email | Letter

☐ Suspension

☐ Outside Agency Involvement

Comment on Follow Up - this should include details of contact with parents, outcomes of restorative chats and details of logical/natural consequences - OPTIONAL FOR MINOR INCIDENTS

Resources to Support Practice Development

Tier-1 Classroom Support Practices – Data Sheet

Teacher: Coach: Date:

Lesson: Time: Observer:

Scoring system:
N/A: An N/A is scored if a specific practice or teacher behaviour is not relevant or required for the session observed.

0 = Not implemented: A score of 0 is provided if a specific practice or behaviour is relevant and required and no part of the described practice is observed.

1: Partially implemented: A score of 1 is provided if some, but not all elements of the practice or behaviour are demonstrated or observed. Comments should be provided to indicate components of the skill or practice not demonstrated.

2: Implemented with fidelity: A score of two is provided if all elements of the practice or behaviour are demonstrated or observed.

Classroom Environment					
Layout of learning space allows for movement, access to resources, and has clearly defined areas for work	2	1	0	N/A	
There is an observable seating arrangement and plan (e.g., rows or pairs with learning partnerships organised)	2	1	0	N/A	

Practical measurement if the challenges continue

02 To present a functional approach to understanding behaviour

03 To demonstrate how this functional approach can inform practical collection of *usable* behavioural data for major and minor behaviour

»

Why the theory...

Function focuses our data collection

Behaviour
Social behaviour
Academic behaviour
made with mematic

Thinking functionally

Looking to the “circumstances” to explain behaviour, not attributing problem behaviour to the individual

Our job is to fix the problem, not to fix the blame

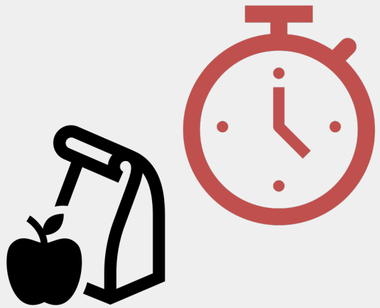
Thinking functionally is not...

Asking teachers to assess what a student is thinking or feeling whilst they engage in disruptive or challenging behaviour

We care about feelings!!

»

The components of functional thinking

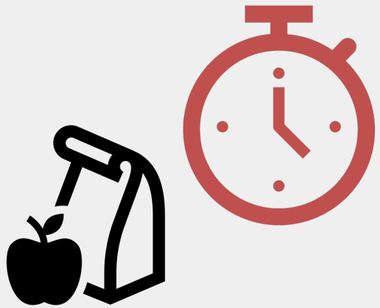


When/where/what

Behaviour (s)

What do I get or get away from?

Context



When/where/what

Behaviour (s)

What do I get or get away from?

Context

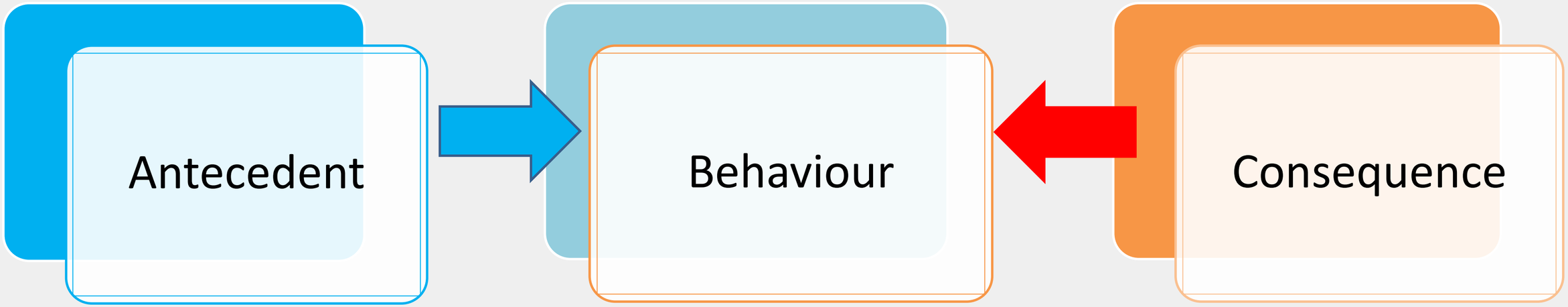
When/where/what

Behaviour (s)

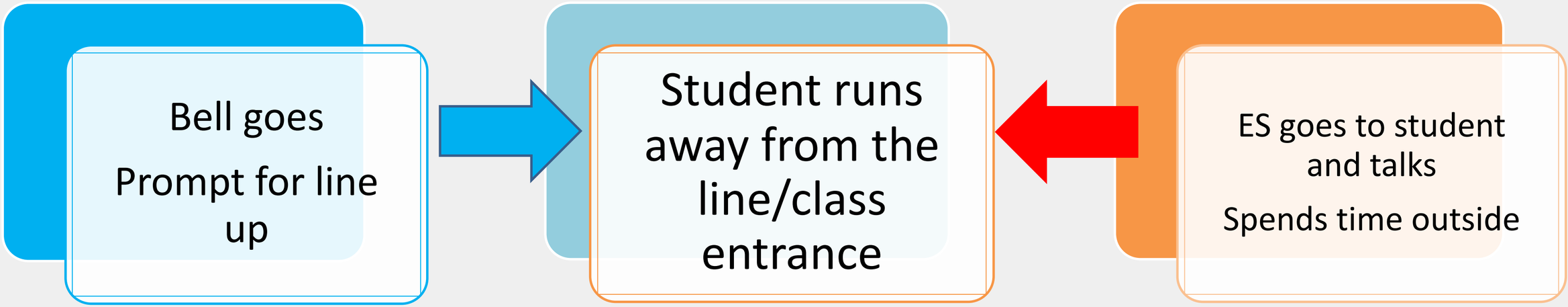
What do I get or get away from?

Function

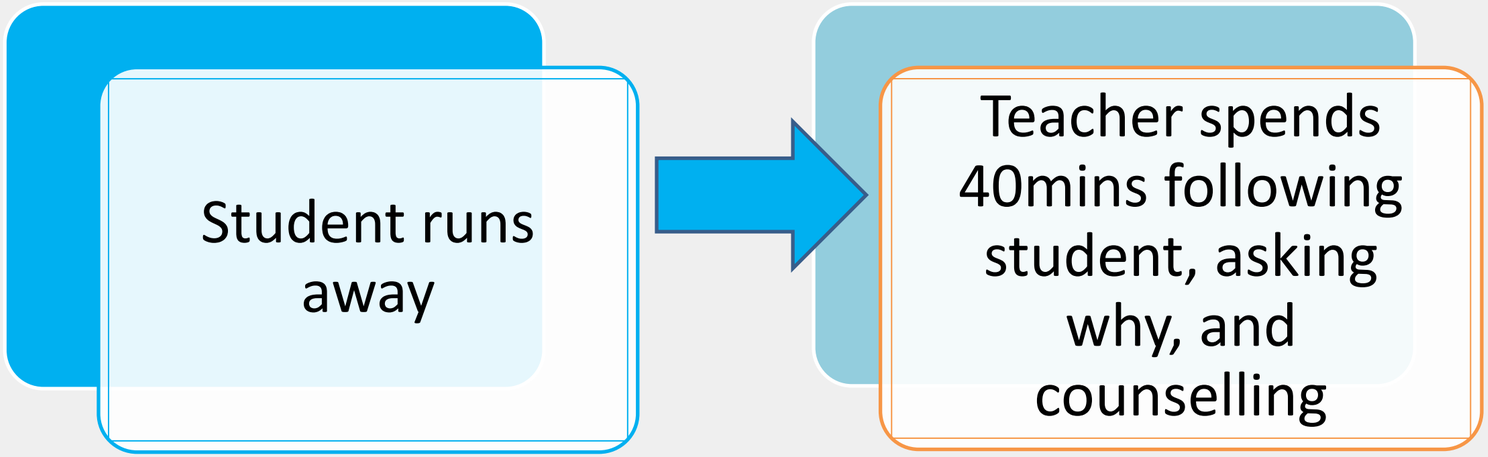
The ABCs



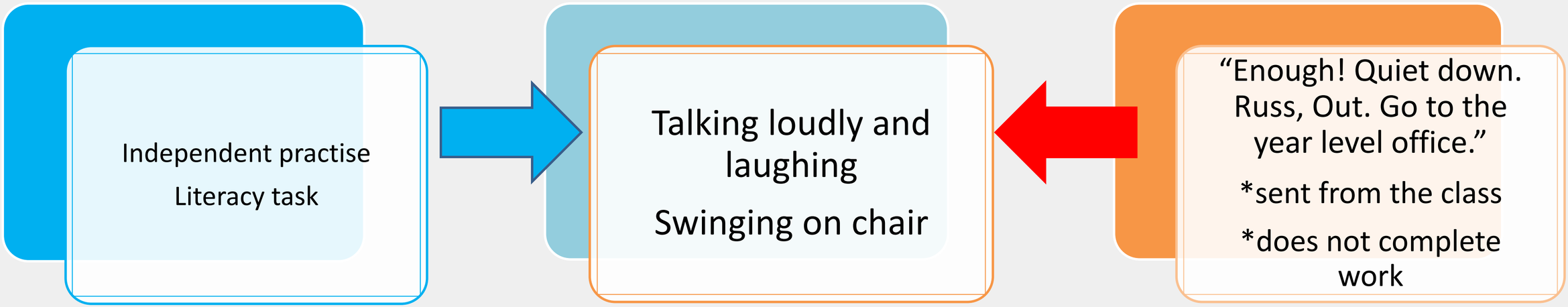
Example: Student line-up



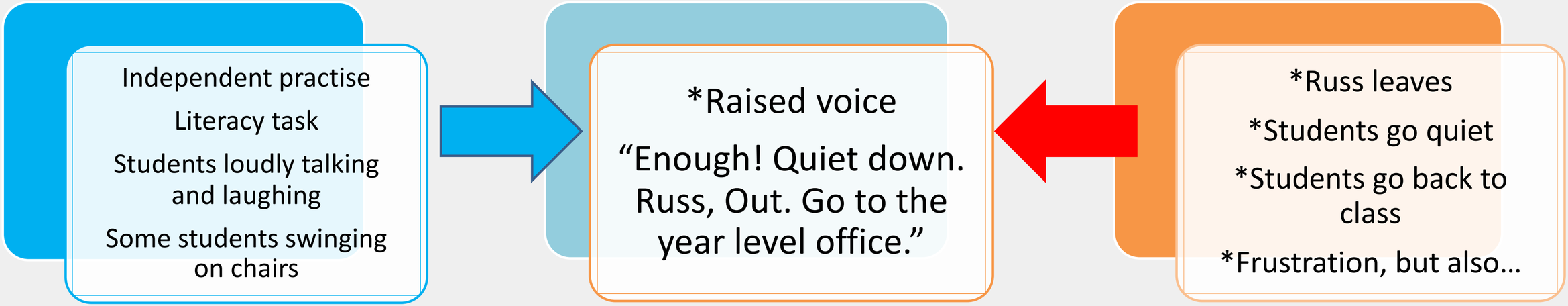
Non-Example: Student line-up



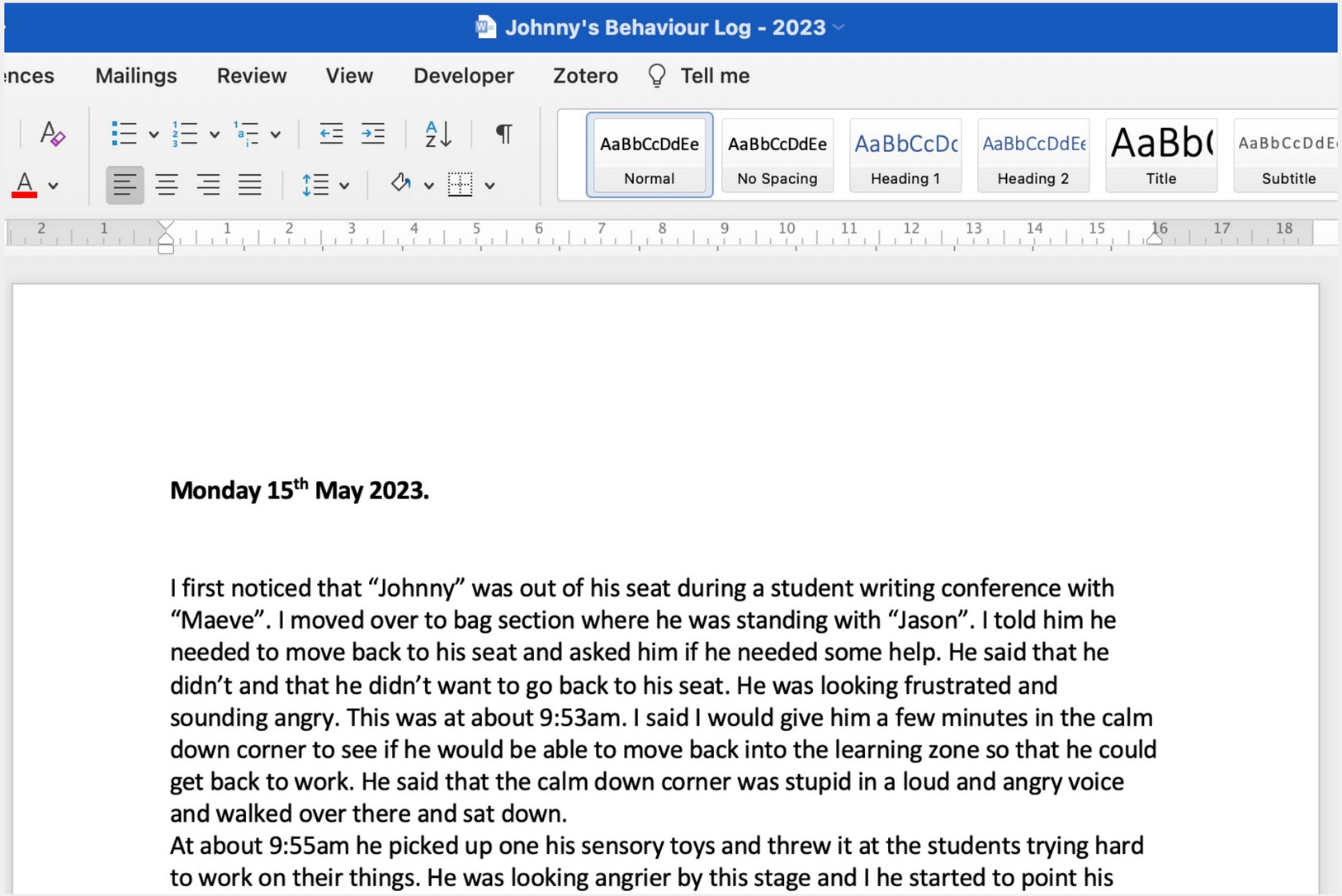
Example: Disruptive Student



Example: Teaching a ‘Disruptive Student’



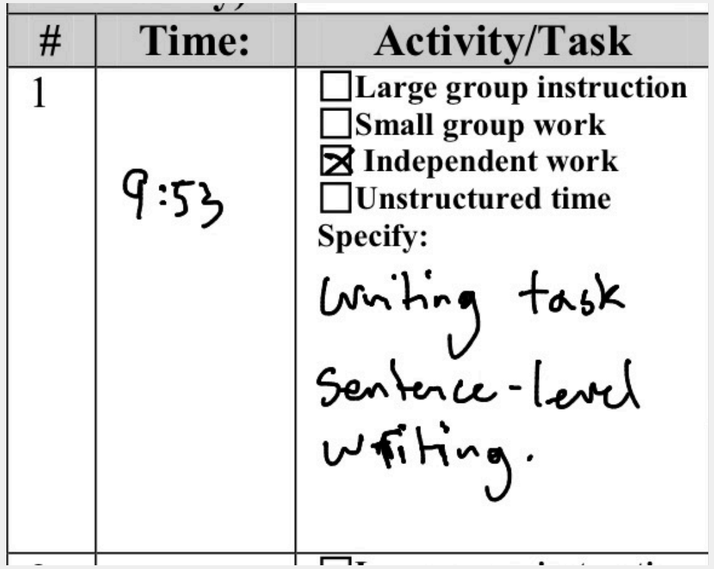
Behaviour Only



Behaviour-in-context

#	Time:
1	9:53

Behaviour-in-context



#	Time:	Activity/Task
1	9:53	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify: Writing task Sentence-level writing.

Behaviour-in-context

#	Time:	Activity/Task	Trigger/Antecedent
1	9:53	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify: Writing task Sentence-level writing.	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☒ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: *Jason

Behaviour-in-context

#	Time:	Activity/Task	Trigger/Antecedent	Behavior
1	9:53	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify: Writing task Sentence-level writing.	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☒ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: *Jason	Walking around at back of classroom

Behaviour-in-context

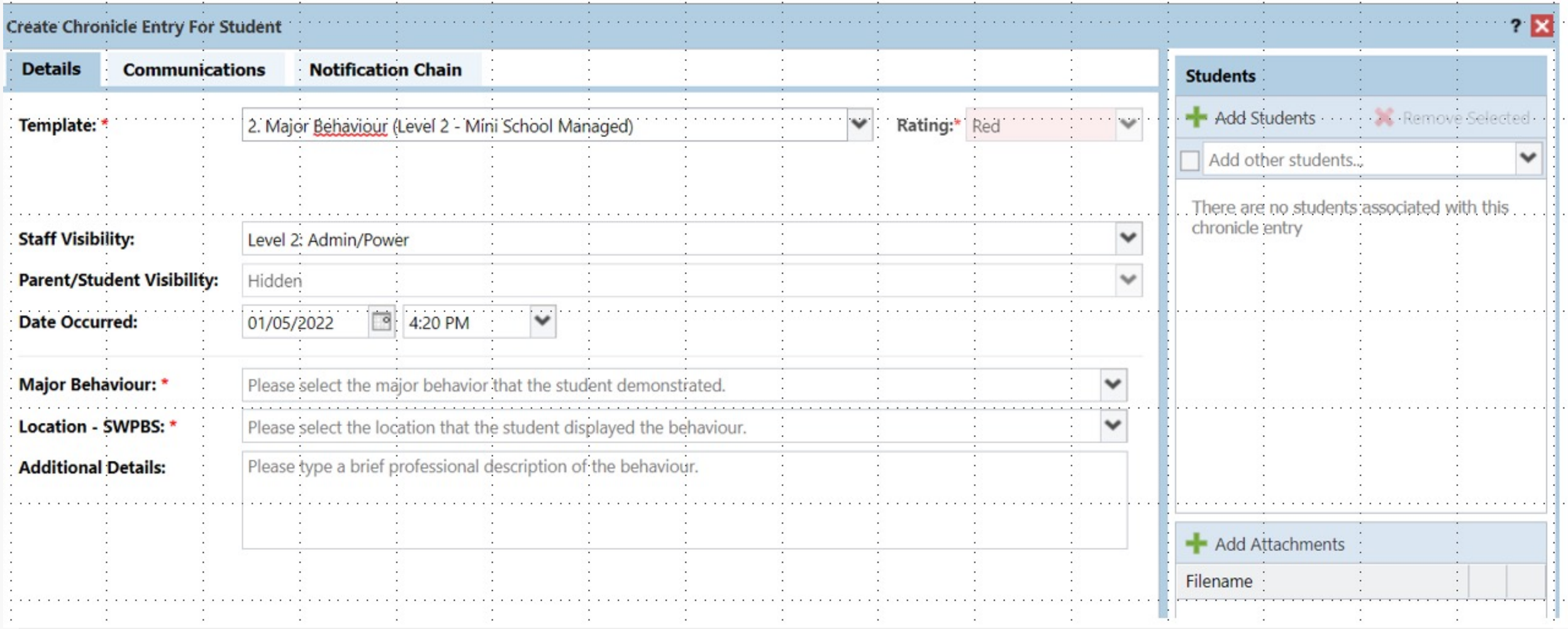
#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
1	9:53	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify: Writing task Sentence-level writing.	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☒ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: *Jason	Walking around at back of classroom	☒ Adult Attention Provided ☐ Peer Attention Provided ☒ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☒ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: Went to calm down space.

Behaviour-in-context

This type of data provides us with...

- When
- Where
- What
- Who
- Evidence to help us understand why behaviour is occurring

Worked Example 1



Worked Example 2

Major Incident: Physical Aggression

Save Cancel

This information is shared between all students involved in this incident.

Date: 24/05/2023

Confidential: ☐ Mark this incident as confidential

Period: Tuesday

Teacher: *

Location: Classroom (Writing)

Subject: Block 3

Time: ☐ Record the time of the incident.

** Fields marked with an asterisk are required.*

Record Details — All Students

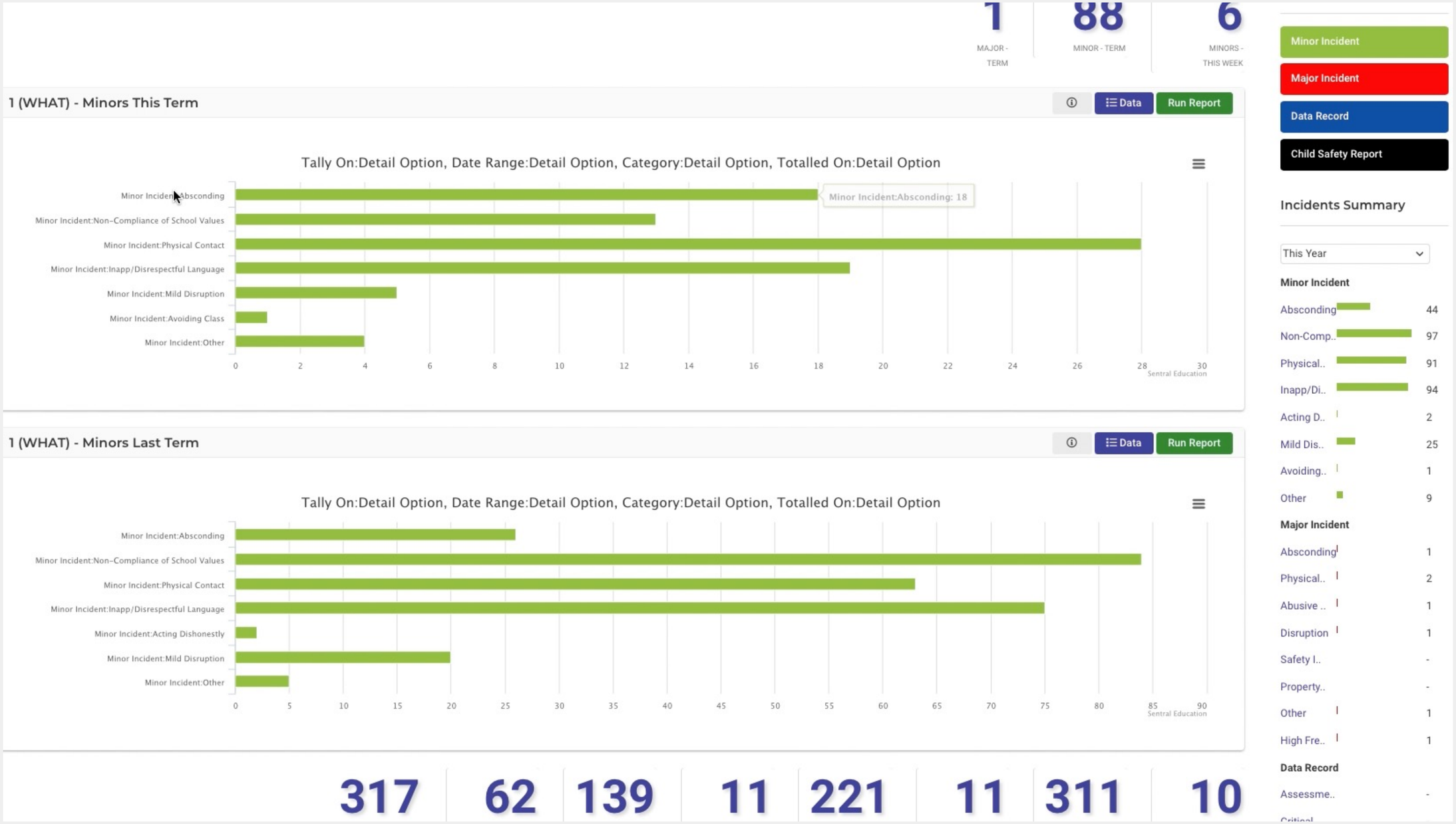
☑ Share for all students

Form of aggression:	Attacking student/s · Attacking Staff · Aggression toward property · Other (Specify)
Other Factors:	Absconding · Aggression · Defiance · Abusive Language · Disruption · Safety Concern · Property Damage
Suspected Function of Behaviour:	Get (specify) · Get Away From (specify)
Phase One strategies attempted:	Non-Verbal Cue · Prompt/Check Undertsanding · Praise · Restore
Phase Two strategies attempted:	Redirect · Reteach · Provide choice · Differentiate

☐ Leadership Support Provided by:

Description of Incident - this should include relevant details from each student involved - OPTIONAL FOR MINOR INCIDENTS

Worked Example 2



Top Tips

- Be clear in your definition of the target
- Be objective
- Thoughts and feelings are important, but we don’t assume
- Get help!
- Build into existing professional structures
- Ask students when things are calm
- Check data for disparities…

It still comes back to teaching…

- Deliver explicit academic and behavioural instruction
- Provide 3-step error correction
- Prompt and pre-correct
- Break tasks down into smallest teachable components (Task analysis)
- Check for understanding
- Use high rates of opportunities to respond
- Use high rates of behaviour specific acknowledgement/praise
- Move around the room
- Smile, be kind

Some Resources and Readings

Knowledge for Teachers Podcast w/ Brendan Lee – Ep 1.
https://www.learnwithlee.net/kft-russfox/

ABC recording – Victorian Department of Education
https://www.education.vic.gov.au/Documents/school/teachers/management/improvement/abc-scatter-plot-data.pdf

Think Forward PL session #1
https://thinkforwardeducators.org/meetings-for-members/fox-leif-behaviour-feb2022

Think Forward Q&A session
https://thinkforwardeducators.org/meetings-for-members/fox-leif-behaviour-jul2022

“There is no such thing as a bad boy”: Igniting compassion for problematic behavior – TED talk by Dr. Patrick Friman
https://www.ted.com/talks/pat_friman_there_is_no_such_thing_as_a_bad_boy_igniting_compassion_for_problematic_behavior

Accompanying published article - Friman, P. C. (2021). There is no such thing as a bad boy: The Circumstances View of problem behavior. *Journal of Applied Behavior Analysis*, *n/a*(n/a). https://doi.org/10.1002/jaba.816

Thank You

Please reach out!

Dr. Russ Fox
Monash University
Russell.fox@monash.edu