

Data Collection in Real World Behavioural Treatment

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Data Collection is Cool

- Makes things easy
- Provides visuals
- Follows ABA guidelines
- Transferrable

ABA is an Evidence Based Practice

- Specifies the way in which professionals or other decision makers make decisions by identifying evidence that there may be for something and rate the practice based on scientific soundness
- Eliminate unnecessary risk
- Better outcomes
- Objective

What is ABA?

- **APPLIED**
 - Importance of the behaviour to life
- **BEHAVIOUR**
 - Needs improvement
 - Must be observable and measurable
- **ANALYSIS**
 - **Functional relationship between behaviour and intervention**
 - We change behaviour by changing environment

WHY Data?

- Determine target behaviour
- Function of the behaviour
- Is treatment working?
- Accurate decision making
- Reinforcement preferences
- Progress/Rate of skill acquisition

Two Types of Data Collection

- Data collection can be
 - Direct
 - Indirect
- What's the difference?
 - Objective
 - Subjective

What to assess?

- Topography
 - Specific movements/behaviours
- Frequency
 - Number of instances
- Duration
 - Length of time
- Intensity
 - How hard? How loud?
- Latency
 - Time between stimulus and behaviour

Direct Assessment Strategies

- Descriptive Analysis
- Continuous Recording
- Interval Recording
 - Partial Interval Recording
 - Whole Interval Recording
- Time Sampling Recording

Descriptive Analysis

- Usually A-B-C Data Collection
- Often determine function
 - S.E.A.T.
- Antecedent –
 - Directly before
- Behaviour –
 - What happens
- Consequence
 - Directly after

ABC Analysis

Date: ___/___/___ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

| Date | Time | Antecedent | Behavior | Consequence | Possible Function |
|------|------|------------|----------|-------------|-------------------|
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Continuous Recording

- Recording every instance of behaviour
- Use:
 - When responses are similar
 - Distinct beginning and end
- Do not use:
 - High frequency
 - Duration or intensity matters

Interval Recording

- **WHOLE INTERVAL**
 - Entire duration
- **PARTIAL INTERVAL**
 - At least once
- **TIME SAMPLING**
 - End of the interval
- Use when:
 - High Frequency Behaviour
 - Busy data collector (I.e. teacher)

Example CASE STUDY

| Don't Think of Behaviour As: | Think of Behaviour As: |
|--|--|
| <ul style="list-style-type: none">• Inherent• Occurring out of the blue• Occurring because there's a full moon• Occurring because of the the person | <ul style="list-style-type: none">• Learned• A form of communication• A way to get a need met• Occurring in contexts• Being influenced by biological, social, affective, and environmental factors |

CASE STUDY: Adam

- Adam is a 19 year old
- ASD
- Lives in a group home
- "Behaviour comes out of nowhere"
- Used FAST, Observation & Interview to determine behaviour
 - Aggression
 - Property Destruction
 - Elopement

Functional Behaviour Assessment

| | |
|-------------------------|---|
| Aggression to Others | <ul style="list-style-type: none"> Any instance of hitting, punching, or pushing directed at another individual, which may or may not impact and/or cause harm |
| Destruction of Property | <ul style="list-style-type: none"> Any willful destruction of property that may or may not cause lasting damage |
| Elopement | <ul style="list-style-type: none"> Any attempt to remove himself from an area in which he is expected to remain, as designated by the accompanying individuals (parent, support worker, etc) |

ABC Data Collection

| Antecedent | Behaviour | Consequence | Time | Date |
|-----------------------------------|--------------------------------|----------------------------------|-------|----------|
| Housemate choosing dinner | Tried to run out front door | Staff member sat with him | 3:50 | August 4 |
| Staff doing puzzle with housemate | Kicked cabinet door | Staff member scolded | 5:00 | August 4 |
| Watching T.V alone | Tried to leave out door | Staff member chased her | 9:00 | August 5 |
| Family visiting housemate | Slap housemate | Scolded and supervised by staff | 9:30 | August 5 |
| Alone in bedroom | Throw item into hallway & yell | Staff come to retrieve and scold | 11:15 | August 5 |

FUNCTION?

- Remember, SEATS

ATTENTION SEEKING

- Now we need a Behaviour Support Plan

BSP

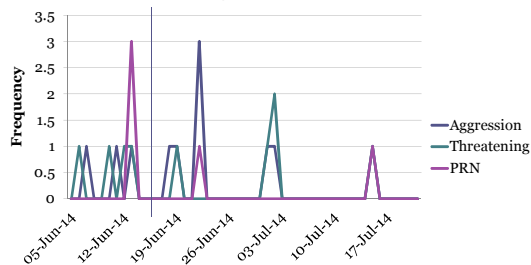
- Token reinforcement system
- Built-in one on one time with staff
- Visual schedule
- How do we know if this will work ??
- DATA COLLECTION

Data Sheet

| Date 2014 | # of TOKENS | Destruction | Aggression (pushing, grabbing, hitting) | | Verbal Aggression | PRN | COMMENTS | Staff Initial |
|--------------|-------------|-------------|--|-------|----------------------|-----|----------|------------------|
| | | | Staff | Peers | | | | |
| | | | | | | | | |

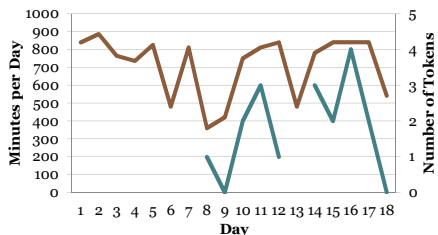
Now what?

- Is the BSP working?



What if it's not working?

- Is he getting tokens?



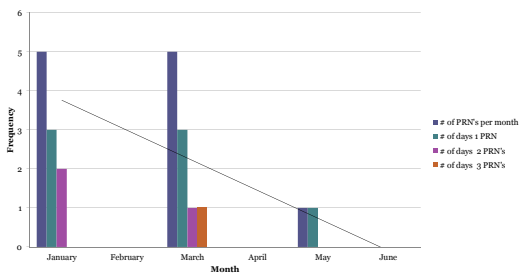
What if it's not working?

- Is everyone implementing the plan?
- Divide the behaviour by staff member

| Staff Member | Average Number Bx Recorded in June | Average Number of Bx Recorded in July |
|--------------|------------------------------------|---------------------------------------|
| John | 3 | 1 |
| Sam | 4 | 3 |
| Alex | 13 | 15 |

What if it's not working?

Insufficient behaviour tracking



Thank you !!!

