Data Collection in Real World Behavioural Treatment

Samantha Mulcaster, M.S. Regional Support Associates

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
 - $\ ^\circ$ 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

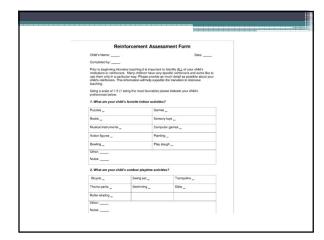
Two Types of Data Collection

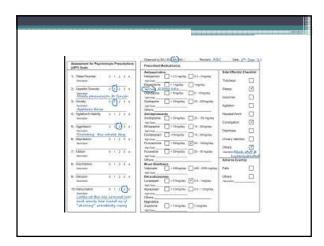
- Data collection can be
 - Direct
 - Indirect
- What's the difference?
 - Objective
 - Subjective

-	

Indirect - Interviews & Questionnaires

- Can be a great starting point for data
 - Major problem areas
 - Identify goals
 - Rapport
- Information to obtain:
 - What is the problem> detailed description
- How often? How long?
- What happens before and after?
- What have you tried before?





Aberrant Behavior Checklist				
Please rate the child's behavior for the last 4 week	s according	to the scale	below.	
0 = Not at all a problem				
1 = The behavior is a problem, but si	ight in degre	e		
2 = The problem is moderately serio	us			
3 = The problem is severe in degree				
merit an extreme rating. b. Consider how the child behaves with others, not just with you. To. c. Try to consider whether a given behavior interferes with the child for example body rocking or social withdrawal might not disrupt individual fewelopment or functioning.	d's developm	ent, function	ing or relatio	
Do not spend too much time on each item – your first reaction	is usually the	correct or	e.	
Excessively active at home, school, work, or elsewhere	0	1	2	3
Excessively active at home, school, work, or elsewhere Injures self on purpose	0 0	1 1	2 2	3
Excessively active at home, school, work, or elsewhere Injures self on purpose Substess, sluggish, inactive	0 0	1 1 1 1	2 2 2 2	3
Excessively active at home, school, work, or elsewhere Injures self on purpose Sustess, sluggish, inactive Aggressive to other children or adults (verbally or physically)	0 0 0	1 1 1 1 1	2 2 2 2	3 3
Excessively active at home, school, work, or elsewhere Injures self on purpose Sistess, suggest, inactive 4. Aggressive to other children or adults (verbally or physically) Seeks isolation from others	0 0 0 0 0	1 1 1 1 1 1 1	2 2 2 2 2	3 3 3
Excessively active at home, school, work, or elsewhere Injures self on purpose It sites, singgish, inactive Aggressive to other children or adults (verbally or physically) Seeks isolation from others Cheanington, recurring body movements.	0 0 0 0 0 0	1 1 1 1 1 1 1 1	2 2 2 2 2 2 2	3 3 3 3
Excessively active at home, school, work, or elsewhere Injures self on purpose Instess, slaggabl, inactive Aggressive to both dirther or adults (vertally or physically) Management of the order or more results Toolstroom (Insepportsely noisy and rough)	0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2	3 3 3 3 3
Excessively active at home, school, work, or elsewhere Injures self on purpose Instead, suggest, inactive Aggressive to the children or adults (verbally or physically) Seeks isolation from others Chessingless, recurrent body movements Toboterous (inappropriately noisy and rough) Scream (suppropriately noisy and rough)	0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2	3 3 3 3 3 3
Excessively active at home, school, work, or elsewhere Enjoyers self on purpose Endoses, sluggial, inactive Aggressive to both direle or adults (verbally or physically) Seeks soletion from others Seeks soletion from others Endoses sole	0 0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3
Excessively active at home, school, work, or elsewhere Injures self on purpose Instead, suggest, inactive Aggressive to the children or adults (verbally or physically) Seeks isolation from others Chessingless, recurrent body movements Toboterous (inappropriately noisy and rough) Scream (suppropriately noisy and rough)	0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2	3 3 3 3 3 3
Describely after at home, school, work, or diswhere Organic of the supplies O	0 0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3
Excessively active at home, school, work, or elsewhere Enjoyers self on purpose Endoses, sluggial, inactive Aggressive to both direle or adults (verbally or physically) Seeks soletion from others Seeks soletion from others Endoses sole	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3 3 3
Executively active at home, school, work, or elameter Teyrans self on suppose Teyrans self on suppose Aggressive to other children or adults feetbally or physically) Seless solidation from others Managinesis, recorring body incoverents Evidence (seeps offers) Seless solidation for self-selessis offers Managinesis, recorring body incoverents Managinesis, recorring body incoverents Managinesis, recorring body more offers Managinesis of selessis of the selessi	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3
Describely active at home, shoot, work, or develope a transfer angine. Interest and of an appear. Interest and of an appear. Interest support, nanther A ager solve to other diction or adults for table or physically). Extendingsis, recording holy movements. To bosterous, or placeporateity roses and rough). This recording holy active and rough. This recording holy active and rough. This recording held halance, subnormal, repetitive movements. Its impulsive (see author).	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3 3 3
Decemberly active of home, school, work, or disenshire Listens, fuggeth, nactive Agrances to other children or abdits (verhally or physically) Sets is soldier in more disense or abdits (verhally or physically) Sets is soldier in more diversionments. Desire control of the con	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3 3 3 3

	PO 1000	100 100 100	0 1010 1010 101	100 100	=	3 5		5			M 0000 DOM 0	-
FORCEOUR, ASSESSMENT EXCESSION TON, OF ARTY TO ME SHARE AND	that may part of it is source og direct off form behaviors, if the		Page 14, 15, 16, 17, 18, Page 19, 20, 21, 22,	The beha (S)he offe The beha When the The beha II. Roreon The beha turroundi (S)he see behavior. (S)he is g	ior ofter is non- ior ofter behavior ior occu- ior occu-	occurs complar cocurs cocurs y cocurs benefici in frequence in section in comment in section in	during: c during when it you of when; heindour shown it nown it	trainin e imm en resp ou pla paesen en (s) igh san inforce social	ng activiti edute e pond by ce low d M he is ato tes regar ers or rar	ar or when saled to complete trake. Its or when saled to complete trake. Its or when saled to complete trake. Its or when saled to complete trake. Incomplete that you will up or creed, group trace for off the sale or an opposit trake. Incomplete that have been or an opposit trake that when and that of when it going to that the thanker all the or whome the or when you trave thanker all the or whome that you you so in harder transdation only wroupes in appropriate opportunities or the or whome thanker all thanker thanker all thankers and thankers and thankers and in their foreign existence.	Yes Yes Yes Yes	
Informati Person Relationship			24.	When IXE	w engac	pe in the	behari	br, you	and off	ters usually respond by doing nothing (i.e., you nev	eror Yes	
Indicate your relationship to the portion:ParentTeacher/metudorPesidoriid Staff How lung have you known the person?YearsMonths	_	ew.	25.	ransly after The behan	icy sees	ne bi oo	urino	ches. C	ouring a	"high" cycle, the behavior occurs frequently and is a the behavior randy occurs.	Yes	,
Do you interest with the person on a daily basis?YesNo										e person is if.	Yes	
E"Yes," how many hours per day? E"No," how many hours per week?												
In what situations do you typically observe the person? (Mark all that apply)			27.	(5)he has	a Nistor	ofrecu	nert ile	ess (e	9,4870	or sinus infections, aflergios, demotific).	Yes	,
	thing to	-			Cir	sie the i	ome an	wered	1704.1	Scoring Summary If you completed only Plat II, also circle home 1, 2,	and 3	
Part I Social influences on Behavior 1. The behavior usually socials in our presence or in the presence of others. You										Likely Maintaining Yarlable		
The behavior usually scout soon after you or others intered with himfler in some way, such as delivering.		-			2	3 4	5	6	7 8	Social Reinforcement (attention)		
an netrocition or novimend, waking away from (growing) the benther, laking away a "preferred" item, the requiring femiliar to change activities, ability to comeons eiter in his/her presents, etc.	. ,			- 1		3 9				 Social Reinforcement (access to specific activity Social Reinforcement (access) 	desitors)	
3. The behavior often is accompanied by other "emplianes" responses, such as yalling or crying. Yes		0		1					17 1			
Complete Part II if you arroward "Yes" to liem 1, 2, or 3, Skip Part II if you arroward "No" to all three liens in I	Part			19		21 25				Automatic Reinforcement (sensory stimulation	0	
Part II. Social Reinforcement				19	20	24 25	26	27		Automatic Reinforcement (pain attenuation)		
4. The behavior often occurs when height has not received much attention. Ye												
 When the behavior occurs, you or others usually respond by interacting with the himber in some way (s.g., confusing statements, without correction or reprinced, response blocking, addression) 	. ,			Cow	tenn	hter_						,
Sibe often engages in other annoying behaviors that produce attention.				-	_		-		_			
She frequently approaches you or others and/or inflates social interaction. Yes												
The behavior control occurs when you does himber little of attention												
				_								

Direct Assessment

- Observation based
- Many types of observation
- Accurate
- Time consuming
- Requires training

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

Date	Time	Antecedent	Behavior	Contequence	Possible Function

Continuous Recording

- · Recording every instance of behaviour
- Use:
 - $\,{}^{_{\rm o}}$ When responses are similar
 - Distinct beginning and end
- Do not use:
 - High frequency
- $\,{}^{\circ}\,$ Duration or intensity matters

Interval Recording

- WHOLE INTERVAL
- Entire duration
- PARTIAL INTERVAL
- At least once
- TIME SAMPLING
 - $\,{}^{_{\rm o}}$ End of the interval
- Use when:
 - High Frequency Behaviour
 - Busy data collector (I.e. teacher)

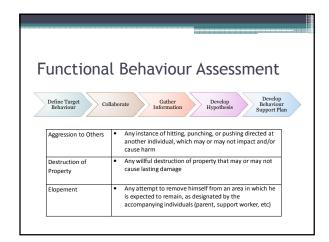
			_
			_

Example CASE STUDY

Don't Think	Think
of Behaviour As:	of Behaviour As:
 Inherent Occurring out of the blue Occurring because there's a full moon Occurring because of the the person 	 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
- ${}^{\circ} \ Aggression$
- Property Destruction
- Elopement



10 1000 1000 1000 1000 1000 1000 1000	10 1000 New Hole Hole 1000 New Heat Hole 1000 NOOL		
ta Coll	ection		
Behaviour	Consequence	Time	Date
Tried to run out front door	Staff member sat with him	3:50	August 4
Kicked cabinet door	Staff member scolded	5:00	August 4
Tried to leave out door	Staff member chased her	9:00	August 5
Slap housemate	Scolded and supervised by staff	9:30	August 5
Throw item into hallway & yell	Staff come to retrieve and scold	11:15	August 5
	Behaviour Tried to run out front door Kicked cabinet door Tried to leave out door Slap housemate Throw item into	Tried to run out front door with him Kicked cabinet door Tried to leave out her Slap housemate scolded and supervised by staff Throw item into Staff come to retrieve	Behaviour Tried to run out front door with him Kicked cabinet door Tried to leave out her Slap housemate scolded and supervised by staff Throw item into Staff come to retrieve Time Staff member sat with him 5:00 5:00 5:00 9:00 9:30 9:30 11:15

FUNCTION?

• Remember, SEATS

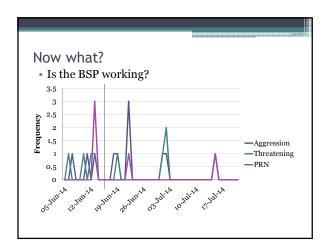
ATTENTION SEEKING

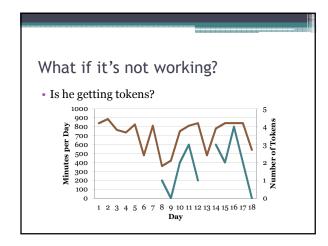
• Now we need a Behaviour Support Plan

BSP

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

:a S	hee	t					
# of TOKENS	Destruction	Aggression (pushing, grabbing, hitting)		Verbal Aggression	PRN	COMMENTS	Staff Initial
		Staff	Peers				
			# Destruction Destruction	Aggression (pushing, grabbing, hitting)	Aggression (pushing, grabbing, hitting) Aggression Aggression Aggression Aggression	Aggression (pushing, grabbing, hitting) Aggression Verbal Aggression Aggression PRN	Aggression (pushing, grabbing, hitting) Aggression Verbal Aggression Aggression PRN

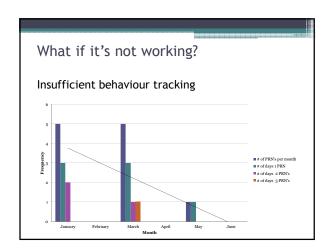




What if it's not working?

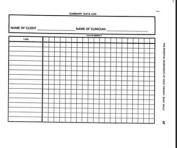
- Is everyone implementing the plan?
- Divide the behaviour by staff member

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



Moving forward?

- Stable behaviour
- New skills
 - Increase independence



Self-Management



- People are not always willing to collect data
- Sometimes people can't take data
- Have to think outside the box
- Pictures
- Journal Writing
- Stickers on a Calendar
- Alarms
- Medication Bottles
- Visual Prompts



Thank you !!!	
NNY	
QUESTIONS	
QUESI 10183	
- •	