# 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

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# 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

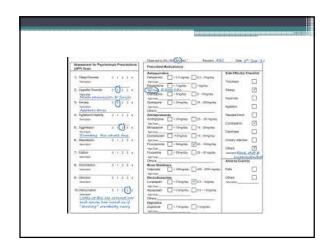
# Two Types of Data Collection

- · 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				
<ul> <li>Consider how the child behaves with others, not just with you. T</li> <li>Try to consider whether a given behavior interferes with the chill</li> <li>For example body rocking or social withdrawal might not disrupt</li> </ul>	d's developm	ent, function	ing or relatio	nships.
individual development or functioning.  Do not spend too much time on each item — your first reaction	is usually the	correct or	e.	
Do not spend too much time on each item – your first reaction  1. Excessively active at home, school, work, or elsewhere	0	1	2	3
Do not spend too much time on each item – your first reaction  1. Excessively active at home, school, work, or elsewhere  2. Injures self on purpose	0 0	1 1	2 2	3
Do not spend too much time on each item – your first reaction  1. Excessively active at home, school, work, or elsewhere  2. Injures self on purpose  3. Listless, sluggleb, inactive	0 0	1 1 1 1	2 2 2 2	3
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problem consists of either servicious behavior or "repolitive stemotyped behavior," begin with Part 1. Howev- polition consists of aggression or some other form of society daughter behavior, such as properly distruction or complete only first 6.	beton	ii.	23	<ol> <li>(c) or a symmetry introduced is social structure.</li> <li>(c) the other region in profittive, shread ped behaviors such as body rocking, hand or finger waving, object helping, mostlying, etc.</li> </ol>					Yes	į			
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Now lung have you known the person?YhansMorths Do you identify the person on a daily basis? Yes No			26.	The bells extremel	avior so y difficu	ome to At to ins	occur is smpt. (	n ryckes Ouring a	Dui	ng a % 'cycle !	igh" cycle, the behavior occurs frequently and is the behavior ransly accurs.	Yes	
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	Ties .	No									Social Poinforcement (attention)		
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Part II. Social Reinforcement				19	- 20	24	25 .	76 Z1			Autonatic Reinforcement (pain attenuation)		
4. The behavior often occurs when heighe has not recoived much attention.	fee	No		-	men	****							
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The behavior oren occurs when you one hinther loss or exercision	105	No.		_									

# **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	Erhavior	Consequence	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
- $\,{}^{\circ}\,$  End of the interval
- Use when:
  - High Frequency Behaviour
  - Busy data collector (I.e. teacher)

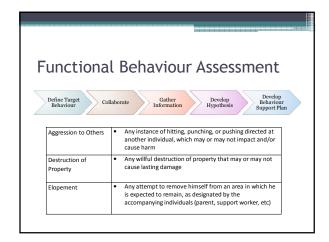
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# Example CASE STUDY

Don't Think of Behaviour As:	Think of Behaviour As:
<ul> <li>Inherent</li> <li>Occurring out of the blue</li> <li>Occurring because there's a full moon</li> <li>Occurring because of the the person</li> </ul>	<ul> <li>Learned</li> <li>A form of communication</li> <li>A way to get a need met</li> <li>Occurring in contexts</li> <li>Being influenced by biological, social, affective, and environmental factors</li> </ul>

# 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



ADC Da	ta Call			
ABC Da	ata Coll	ection		
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
Aione in bedroom			11:15	August 5

# **FUNCTION?**

• Remember, SEATS

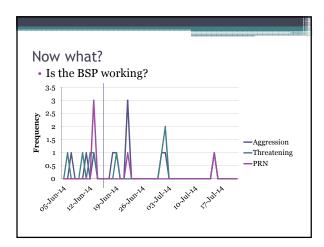
# ATTENTION SEEKING

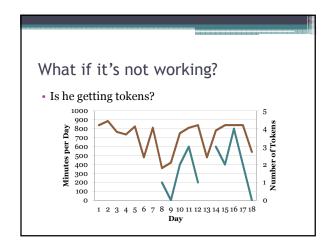
• Now we need a Behaviour Support Plan

# BSP

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

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	Date 2014	# of TOKENS	Destruction	Aggre (pusl grabl hitti	ning, oing,	Verbal Aggression	PRN	COMMENTS	Staff Initial
				Staff	Peers				

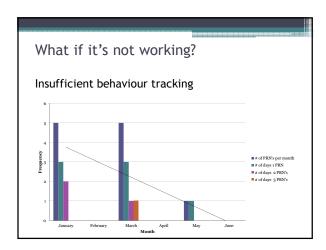




# What if it's not working?

- 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

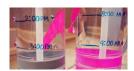


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# Self-Management



- 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 !!!	
NNV	
QUESTIONS	
QUESTIONS	
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