A Closer Look at Data Collection on AT Trials and Use

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A GA Tools for Life Network Partner
www.gatfl.org

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Data Collection for Assistive Technology

Adapted with permission from “How Do You Know It? How Can You Show It?” Reed, P., Bowser, G., & Korsten, J. Wisconsin Assistive Technology Initiative (2002)
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Framing the Question...
Asking the Right Question

Examine the original question to get at the root of the issue that needs to be answered.

• Design question to;
  – Generate an unbiased, genuine answer.
Asking the Right Question
Common Errors

– Question is
  • Too broad
  • Too specific

– Team members are unfamiliar with what technology can do related to the concern area

– Team members rely on personal opinions/experiences

– Team member disagreement on question(s) to be asked
Common Types of AT Questions

When teams ask questions about a child’s use of AT, the questions can fall into one or more of the following areas.

– What is the difficulty?
– What’s currently happening with/out AT?
– Can AT solve the problem?
– What type of AT is needed?
Data Review

Planning before data collection ensures that progress can be effectively and efficiently monitored.

• Ask the following questions:
  – What is the goal of AT?
  – What IEP goals are supported?
  – What answers will be obtained by data collection?
  – How will the data be collected?
  – What will identify success?
Questions can only be answered if specific information about student performance is collected and analyzed.

– Observable/Measureable performance
– Memory fails
– Adds an objective “voice” to observations
– Different perceptions of events and what is to be measured.
When Collecting Data

- Clarify nature of problem
- Determining baseline
- Analyze
  - Choose specific AT
  - Determine effectiveness
- Identify difficulties
Data Driven Decisions (D³)
## Data Driven Decisions (D³)

<table>
<thead>
<tr>
<th>Date</th>
<th>Tools Used</th>
<th>% Correct</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/04</td>
<td>Calculator</td>
<td>X</td>
<td>70% Baseline</td>
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<tr>
<td>11/05</td>
<td>Calculator</td>
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<td>76% Baseline</td>
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<td>65% Self selected</td>
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<td>80% Self selected</td>
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<td>75% Self selected</td>
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<tr>
<td>11/13</td>
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<td>X</td>
<td>90% Teacher directed</td>
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<tr>
<td>11/14</td>
<td>Calculator</td>
<td>X</td>
<td>88% Self selected</td>
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</table>
The Data Drive....
Determining What and How to Measure
Know What is Measured!!!

Students frequently struggle with multiple aspects. Technology alone rarely addresses all of the student’s needs.

- Types of Change
  - Quality
  - Quantity
Aspect Measurement
What to Look at and When

- **Components**
  - Speed
  - Accuracy
  - Spontaneity
  - Duration
  - Latency

- **Schedule**
  - Ongoing
  - Episodic (probe)
Ways to Gather Data

- Student Interview
- Work Sample Review
- Observation
- Video taping
Student Interview

Important that it is not the only element considered.

• How
  – Conversation
  – Journal
  – Questionnaire

• Why
  – Technology exploration
  – Personal preference
  – Student’s ownership
Work Sample Review

• Most Common
• Data source
  – Permanence
• Flexibility
  – Quantity and/or
  – Quality
A review of the student’s work without information on processes and/or strategies yields a partial answer.
## Work Sample Review Sheet

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Date</th>
<th>Tool Used</th>
<th>Readability</th>
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<tr>
<td>Test-timed</td>
<td>10/6</td>
<td>P/P</td>
<td>~</td>
</tr>
<tr>
<td>Test-not timed</td>
<td>10/9</td>
<td>P/P</td>
<td>~</td>
</tr>
<tr>
<td>Report</td>
<td>12/13</td>
<td>VR</td>
<td>3.1</td>
</tr>
<tr>
<td>Assignment /?’s</td>
<td>12/13</td>
<td>VR</td>
<td>3.3</td>
</tr>
<tr>
<td>Test-timed</td>
<td>1/10</td>
<td>VR</td>
<td>3.6</td>
</tr>
<tr>
<td>Report</td>
<td>1/19</td>
<td>VR</td>
<td>3.2</td>
</tr>
<tr>
<td>Report</td>
<td>1/30</td>
<td>VR</td>
<td>4.1</td>
</tr>
<tr>
<td>Test-timed</td>
<td>2/2</td>
<td>VR</td>
<td>5.4</td>
</tr>
<tr>
<td>Report</td>
<td>3/7</td>
<td>VR</td>
<td>6.9</td>
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</table>
## Rubric Analysis

### Standards-Based Assessment Rubric

**Mode and Grade of Writing:** Kindergarten Informational

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 4</th>
<th>Meets Expectations 3</th>
<th>Approaching Expectations 2</th>
<th>Expectations Not Met 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>• Student develops two or more sentences that give facts about one topic.</td>
<td>• Student dictates or writes one complete thought that expresses one fact about a topic.</td>
<td>• Student draws a picture and orally expresses one fact about a topic.</td>
<td>• Student's oral expression is not a fact about a topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Each idea (fact) flows to the next one.</td>
<td>• Student dictates or writes facts about one topic without any order.</td>
<td>• Student writes or dictates facts that jump from one topic to another.</td>
<td>• Student shows no evidence of making a plan for writing ideas.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>• The article has a title that tells what the writing is about.</td>
<td>• Student uses words that enhance meaning.</td>
<td>• Student writing is confusing.</td>
<td>• No title for writing.</td>
</tr>
<tr>
<td></td>
<td>• Student uses nouns, verbs, and adjectives to write complete sentences.</td>
<td>• Uses a few action verbs.</td>
<td>• The title for writing is nonspecific.</td>
<td>• Facts are unclear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses title for writing.</td>
<td></td>
<td>• Words used do not make sense.</td>
</tr>
</tbody>
</table>

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Sample-Rubric.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Sample-Rubric.aspx)
Observation

- Adds information to other forms
- Two types
  - Anecdotal
  - Event Recording
Anecdotal Observation Guide

• Describe the setting (significant information)
  – Student location
  – Activity
  – Noise level

• Make note of
  – What student says and does
  – What others say and do with the student

• Differentiate information
  – What are Impressions vs. actual facts

• Note Time
  – Be exact
Event Recording

• Observable (Discrete) event
  – Obvious beginning and end
• Benefits
  – Accuracy
  – Seamless recording
# Event Recording Data

<table>
<thead>
<tr>
<th>Date</th>
<th>Phrase</th>
<th># Opportunities</th>
<th># Correct</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/11</td>
<td>What do you see?</td>
<td>14</td>
<td>5</td>
<td>36%</td>
</tr>
<tr>
<td>5/12</td>
<td></td>
<td>14</td>
<td>5</td>
<td>36%</td>
</tr>
<tr>
<td>5/13</td>
<td></td>
<td>14</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>5/14</td>
<td></td>
<td>14</td>
<td>8</td>
<td>57%</td>
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<tr>
<td>5/15</td>
<td></td>
<td>14</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>5/18</td>
<td></td>
<td>14</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>5/19</td>
<td></td>
<td>14</td>
<td>11</td>
<td>78%</td>
</tr>
<tr>
<td>5/20</td>
<td></td>
<td>14</td>
<td>12</td>
<td>89%</td>
</tr>
<tr>
<td>5/21</td>
<td></td>
<td>14</td>
<td>14</td>
<td>100%</td>
</tr>
<tr>
<td>5/22</td>
<td></td>
<td>14</td>
<td>11</td>
<td>78%</td>
</tr>
<tr>
<td>Type of Information</td>
<td>Conditions</td>
<td>Potential Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>• Student must be able to provide information and/or not observable</td>
<td>• Preferences, feelings, intentions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Sample Review</td>
<td>• Time/opportunities to respond constant</td>
<td>• # correct responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Time constant or unimportant and opportunities vary</td>
<td>• % correct responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Time/opportunities vary</td>
<td>• Rate correct responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anecdotal</td>
<td>• Event occurs infrequently or not identified</td>
<td>• General information, related factors, # occurrences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Recording</td>
<td>• Time/opportunities to respond constant</td>
<td>• Number of occurrences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Time constant or unimportant and opportunities vary</td>
<td>• Percentage of occurrences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Time and/or opportunities vary</td>
<td>• Rate of occurrences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyzing Your Data
Critical Factors Impacting Data

- Frequency
- Unexpected Factors
- Ease (user friendly)
- Appropriateness
  - Percentages

- Observer Reliability
  - Inter-observer reliability
    - Reactivity
    - Observer drift
    - Complexity
    - Expectancy
Analyzing Data

Minimum Performance

- Grounded in functional goals

Student will use augmentative communication to request a snack with 85% accuracy on 5 consecutive days.
Identify Mastery Correctly

It is critical to identify what it will take to show that a student has mastered a goal.

Luck or Skill

- Chance
  - 25
  - 50
  - 75
  +
Observing Patterns in Data

“Percentage Only Data” without pattern observation can lead to misinterpretation of the data
Prompting Effects on Data

Prompting levels directly impact performance and data. High levels of support decrease student independence.

- Environmental Cues
- Open ended questions
- Partial verbal and/or physical prompt
- Request verbalization
- Full model
References

• How Do You Know It? How Can You Show It?  
  http://www.wati.org/content/supports/free/pdf/KnowItShowItJan09.pdf

• Hey, Can I Try That?  
  http://www.wati.org/content/supports/free/pdf/HeyCanITryThat08.pdf

• Data Collection Sheets from NATE Network.org, Manuals and Forms tab  
  http://www.natenetwork.org/
Questions
Contact Information

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