

Data-Based Driven Decision Making

Erinni Binikos

Dr. Scala

SPED 351

East Stroudsburg University

Select a student that you and your mentor have confirmed:

The student I and my mentor teacher, Mrs. Kiniropoulos, have chosen to work with is Javier, who is a nine-year-old boy in fourth grade.

Review records, IEP, an any other academic/behavior information for the student:

Student J has an IEP which enlists different modifications. The modifications include: clear, concise language when giving directions, extended response time, repetition, drill, and practice for basic concepts, cues, prompting, modeling, and practice to elicit replacement behaviors, and visual aids. The student receives additional services due to being ESOL. The student has a behavioral document on google docs which is shared with the vice principal, Mr. Garcia, and my host teacher, Mrs. Kiniropoulos. I update the behavioral document when I am in placement, however, everything remains under confidentiality. The behavioral document is confidential behaviors exhibited by student J. Student J gets pulled out during reading wonders and mathematics to work with the special educator and receives speech.

Write a skill summary:

Student J.O. is able to write and complete mathematics proficiently. The student knows his math facts and often participates during mathematics. The student stands between his desk and chair while completing his work. Student is often off task during reading wonders in the morning. Student is seen hiding under his desk, playing with materials in his desk, going to his cubby in the back of the classroom, biting himself, and stabbing papers with his pencil. Student has a lot of troubles going on at home. The student wakes up at six o'clock in the morning to go with his stepdad to take his stepsisters to Governor Wolf. The student's mom is in and out of his life, the father lives in South America, and the grandma is the primary caretaker of the student. The student is being bit by his three-year-old brother at home and claims this to be the reasoning of

biting himself at school. The student claims to not eat breakfast each day and does not like the options give to him at school.

Identify MTSS (RTII/PBIS) support recommendations:

At the student's school, there are various PBIS opportunities. The school has the leader in me as a positive behavior intervention. In the classroom, there are posed zones of regulation where the student is able to identify how they are feeling each day. The student identifies in Tier II for MTSS. The student struggles in reading, reading at a fourth-grade level for progress monitoring. On the most present DORF test, the student read 27 WCPM, 79% accuracy, 12 words for retell, receiving a 1. The student receives extra support for ESOL and speech. For support recommendations, the student will be able to eat breakfast with the Principal when he receives student dollars. This will benefit the student by having him eat breakfast in the morning and be awarded by eating breakfast with his peers and the Principal.

Identify area of need and target area of intervention:

The student needs to stay on task during instructional time. The student often gets out of his seat to go to his cubby and retrieve something from his backpack. Also, the student bites and sucks on his hand during class. I am targeting the student being off task during instructional time.

Annual goals and objectives:

Goal: During instructional time, J.A. will stay on task, by not biting his hand or getting out of his seat, less than three times a day over six consecutive trials.

Objectives: The student will stay on task, without avoidance, with less than three prompts during instructional time.

Make data collection decisions:

Due to working with student J on September 12, 2019 it opened a relationship between me and the student to work with him during this process. On September 12, 2019, the student avoided Wonders by getting out of his seat, played in his desk, began to bite himself, dropped his pencil sharpener, and then hid under his desk. After this incident was brought to the Principal's attention, I was able to speak with the student's parent with my host teacher's permission and get the mother's permission to work with her son for this assignment and keep her posted about his behavior during instructional time. Throughout my observations, I have noticed the students stays more on task during mathematics than reading Wonders. I will be collecting data on Wednesdays and Thursdays when I am in placement. I will be giving the student a tactile object, such as silly putty, so he has something in his hand during instructional time. This will eliminate the student having the urge to bite himself during class.

Determine data collection tools and schedule:

Data will be collected by utilizing interval recording. This is a direct observation where I will observe the occurrence and nonoccurrence of the student exhibiting the behavior. I will conduct the observations dependent on the schedule the student obtains each day. I will observe the student during the time he is in Mrs. Kiniropoulos' classroom: Arrival/breakfast, Wonders, Science/Social Studies, and Dismissal. The student switches to a higher-level group for math class and is not in Mrs. Kiniropoulos' class. I will mark the duration of how long the student is off task, whether he is at his cubby, under his desk, or biting his hand. The duration will be counted in the amount of seconds the student is off task during the class period time he is in Mrs. Kiniropoulos' classroom.

Schedule:

Before Intervention:				After Intervention:		
Interval:	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:	Day 6:
Arrival/Breakfast: 8:55 am – 9:15 am	35.6 seconds	22.5 seconds	29.3 seconds	18. 5 seconds	15.3 seconds	12. 2 seconds
Wonders: 9:10 am – 11:25 am	810 seconds	912 seconds	870 seconds	714 seconds	654 seconds	612 seconds
Science/Social Studies: 2:55 pm – 3:40 pm	138 seconds	210 seconds	156 seconds	132 seconds	78 seconds	90 seconds
Dismissal: 3:40 pm – 3:45 pm	25.6 seconds	15.1 seconds	18.9 seconds	12.1 seconds	10.3 seconds	9.6 seconds

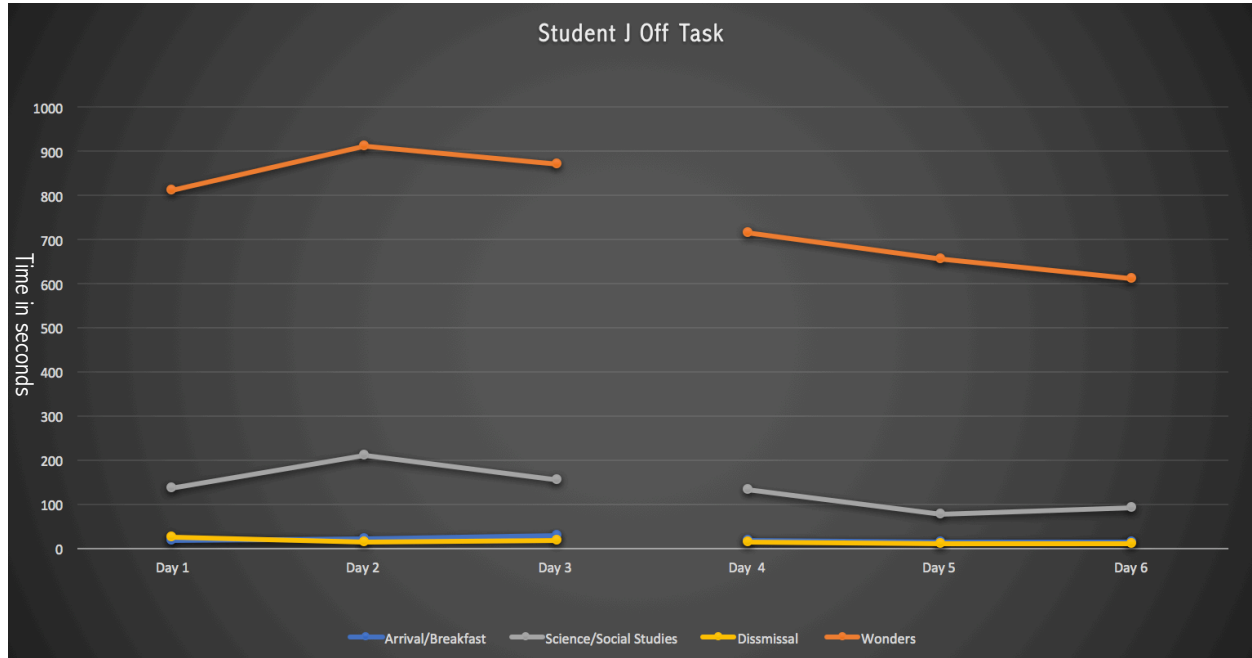
Implement the Intervention:

The intervention was implemented on Wednesdays and Thursdays when I was there to implement the intervention during placement, and six days after consecutively. The intervention began Wednesday, October 16, 2019 and ended Wednesday, October 23, 2019. For the intervention, I gave the student a tactile object, which was silly putty. I gave the student silly putty to have in his hands during instructional time, to observe if the student stays on task.

Minimum 3 baseline; minimum 3 intervention; continue if necessary:

Day 1, 2, and 3 were done prior to the intervention being implemented. Day 4, 5, and 6 were completed with the intervention being implemented with student J.

Represent the data visually:



Evaluate and analyze the data:

The graph represents the amount of time student J spent off task in seconds during each block period he is in Mrs. Kiniropoulos' classroom. Day 3 shows where the baseline ends prior to intervention on Day 4. The amount of time in seconds is shown in seconds on the y-axis and the x-axis represents each day the student was observed. Each line color represents a different block period. Blue is Arrival/Breakfast, yellow is Dismissal, gray is Science/Social Studies, and orange is Reading Wonders. From the graph, it is clear the student for the most part remains on task during arrival time and dismissal time. Where the student struggles to remain on task the most is

Reading Wonders and slightly during Science and Social Studies. However, after the intervention was implemented, it is evident to see the line drop for both Reading Wonders, Science, and Social Studies. Whereas the lines for arrival and dismissal remain stagnant.

Identify instructional adjustments:

For student J, he was able to make a lot of progress throughout the intervention period. Even though he was off task during instructional blocks, he reduced his time and participated during this time. Student J showed no biting or sucking on his hand during his intervention. I believe the student having a tactile object in his hand, eliminated the urge to want to suck on his hand during class. The student participated during Wonders a couple times during the intervention and is showing great improvement. Moving forward if the student shows he is off task, I will give him the option of his tactile object as long as it does not become a distraction. Often when students are offered a choice, they are motivated to participate and get their work complete. The student enjoyed the silly putty and showed growth during this intervention. I believe if I were to continue working with student, he would continue to show improvements, but may have an outlier due to having an off day.