



# Quarterly Newsletter

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## Managing the Monster of Data Collection

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Whether you are a first-year teacher or a tenured teacher, collecting data can seem like a monstrous task. From stacks of paperwork to excel spreadsheets, data collection can feel overwhelming. Maybe you've been searching for ideas to improve tracking your child's progress at home. If either of these is you, then this review might be for you!

Managing the monster, which we refer to as data collection, can be conquered with the help of Christine Reeve and her book, *Taming the Data Monster*. The book is full of forms, ideas, and a link for free resources. In addition to that, there is a free [blog](#), [podcast](#), and [resource](#) section.

*Taming the Data Monster* provides:

- Time-saving tips
- Strategies for analyzing data
- Unifying data collection with your teaching
- Ready-made forms for data collection
- Insight for interpreting the data

Promoting independence is an important part of any data collection process. A simple way to start collecting data to track progress is with a prompt-level system. Prompt Levels:

4 = Independent

3 = Verbal

2 = Model

1 = Hand-over-Hand Guidance

Before starting any data collection process, you must first determine the goal. Goals should be achievable, measurable, and individualized to meet the student's specific need(s). Whether you are in a school setting developing an Individualized Education Plan (IEP) for a parent working on daily living skills, the goal should focus on a specific skill that can be broken into smaller steps. This is called task analysis.

Once you have your goal, you can break it into steps necessary to develop, improve, and work toward the acquisition of the designated skill. You can use the prompt level system to track progress for each step. For more information, check out *Steps to Independence* by Bruce L. Baker and Alan J. Brightman.

Website for FREE printable data collection sheets:

<https://www.teacherspayteachers.com/Browse/Search:data%20collection/Price-Range/Free>

