

Step 3: Collect Performance Data

There are several options for collecting and graphing student data. The school Tier 2 Team should decide which option best meets the needs of CICO personnel who will be responsible for keeping track of student data. The data collection system needs to be accurate, but also manageable.

SWIS-CICO. Page 89 of the Crone et al., 2010 intervention manual describes the Schoolwide Information System-Check-in, Check-out (SWIS-CICO) web based system which allows personnel to track percentage of points earned across an entire school day and percentage of points earned within each class period. Access to this information provides Tier 2 Teams with ample data for problem solving if student response to the intervention is questionable or poor. There are minimal costs associated with use of the SWIS-CICO program. Refer to www.swis.org for additional information and demonstration of features provided.

DATA SPREADSHEET. A second option for schools that do not select SWIS-CICO is a Microsoft Excel graphing spreadsheet that is available on the Missouri SW-PBS website (www.pbissmissouri.org). This instrument is titled as *The Advanced Tiers Data Collection Spreadsheet* and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily percentages can be entered for each student in the CICO program. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program. Finally, the spreadsheet was created to hold data for up to 30 students. If more than 30 students participate in your school's program, additional copies of the spreadsheet can be downloaded, free of charge.

GRAPH BY HAND. Another option some schools consider is graphing student data by hand. Creative ideas have included asking students to mark a graph that is posted on a wall in the check-out location, allowing students to mark their progress in a folder that stays in the check-out room, or use of a computer based program that students can access. For younger children, some schools choose to use a visual representation of progress with pictures that can be moved up or down in relation to a goal line. One disadvantage to a hand graphing system is lack of a trend line. When student data is stable (either high or low) it is not difficult to make decisions about the intervention. However, if student data is variable (sometimes high, other times low, maybe in the middle) it is more challenging to determine whether the response is positive, questionable or poor.

The following page provides an example template that can be used for hand graphing daily percentage of points earned. This example was retrieved from the Evidence Based Intervention Network, EBI.missouri.edu.

Intervention Graph (Percent)

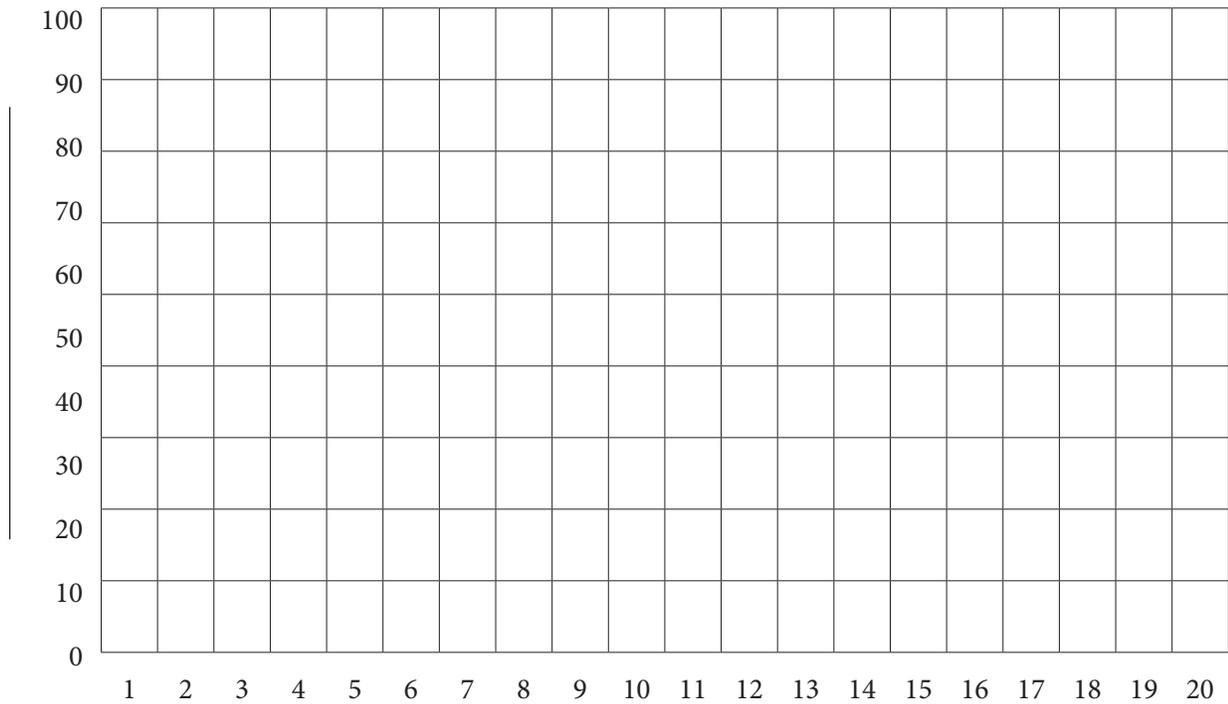
Student Name: _____ Interventionist: _____

Dates: _____ Setting: _____

Intervention: _____

Outcome Data: _____

Intervention Goal: _____



Comments: _____