

## Summary of Measurement & Data Collection Options

Measurement - Data Collection	Application
<p><b>A. Degree of Active Participation</b></p> <p><b>Is the student becoming less dependent on an adult or peer for assistance with the skill or task?</b></p> <p>* Expect the student to actively participate in the interaction</p> <p>* Always provide the least amount of prompting necessary to give the student as much independence as possible</p> <p>* Allow an appropriate amount of wait time for responses before increasing prompts</p>	<p><b>How Much Help Does the Student Need to Perform the Task/Skill?</b></p> <p>You can rate the <u>Level of Support</u> needed by the student on a 5 point scale:</p> <p><i>1 = The student is Independent. They can perform the task all by themselves - no prompting needed.</i></p> <p><i>2 = The student needs Non-verbal Prompting (eye contact; look of expectation – raised eyebrows)</i></p> <p><i>3 = The student needs a Verbal Prompt or Reminder to initiate the task or to keep going.</i></p> <p><i>4 = The student needs a Physical Prompt (Helping Hand) to initiate the task or to keep going.</i></p> <p><i>5 = The student needs a Verbal <b>and</b> Physical Prompt to initiate the task or keep going.</i></p> <p><i>6 = The student needs full support ( e.g. Hand over Hand as well as Verbal Cues.</i></p> <p>This is an effective way to measure the student's move towards independence. Our goal is to help the student move towards the #1 level.</p> <p><b>Example:</b>  <b>Switch Use</b>                      How much support does the student require to activate their switch?</p> <p><i>The Student used a switch 6 times today. Twice at <u>5</u> and four times at <u>4</u>.</i></p>
<p><b>B. Frequency of Performing the Skill or Task.</b></p> <p>How many times did the Student Perform the Task or Engage in the Requested Behaviour?</p> <p>You also want to record the opportunities</p>	<p><b>How Many Times ?</b></p> <p>Example:  <b>How many times did the student...</b></p> <ul style="list-style-type: none"> <li>•Request Help</li> <li>•Hit the Switch to turn on Tape Recorder</li> <li>•Request 'More'</li> <li>•Make a Choice</li> </ul>

<p>the student had to engage in the behaviour compared to the number of times they actually performed the task.</p>	<p><i>Student Requested Help 11 times this morning. Student was asked to Hit his Switch 10 times today and responded 5 times. Student was offered 8 Opportunities to make Choices today , she made a Choice 5 times.</i></p>
<p><b>C. Accuracy of Behaviour or Skill</b></p>	<p><b>How Precisely Does the Student Perform the Behaviour or Skill?</b></p> <p>Example:  <b>Answering Questions</b>  <i>Student answered 7/10 “Wh” questions after reading story.</i></p> <p><b>Choice Making</b>  How many times did the student make a clear choice the <u>first time objects were presented?</u></p> <ul style="list-style-type: none"> <li>• <i>Student was presented with 10 Choice Making Opportunities today. She made a clear choice on the first presentation 3 times.</i></li> </ul>
<p><b>D. Appropriateness of the Behaviour or Skill.</b></p>	<p><b>Does the Student Use Behaviours that Fit with Social Norms?</b></p> <p>Example:  <b>Asking for Help (Vocalizing)</b>  Does the student demonstrate this skill when he needs help?</p> <p><i>Student said “help please” during cooking and during math activity. No hitting episodes.</i></p>
<p><b>E. Duration of the Behaviour</b></p>	<p><b>How Long Does the Student Perform the Skill</b></p> <p>Consider this measurement if the team is wanting to increase the time a student needs to perform a skill or behaviour.</p> <p>Example:  <b>Filling the snack dispenser</b>  How long does the student stay on task independently?</p> <p><i>Student independently filled dispenser for 15 minutes.</i></p>

<p><b>F. Latency of Response</b></p>	<p><b>How Quickly Does the Student Respond</b>                  Is the student responding more quickly to a cue or direction?</p> <p>Example:  <b>Following Directions</b>                  How long did it take for student to respond after hearing a direction?</p> <p><i>Student washed hands within 10 seconds after hearing direction, "Go wash your hands"</i></p>
<p><b>G. Generalization of the Skill</b></p>	<p><b>In How Many Different Situations and with How Many Different People Does the Student Perform the Skill</b></p> <p>Example:  <b>Using a single switch</b></p> <p><i>Student uses the switch to turn on the popcorn machine once a week, the pencil sharpener once a week, and the tape recorder every day. A variety of people (e.g., T.A., several different peers) are present at the time of the switch activity.</i></p>