**Which behaviors are we measuring?**

These three target behaviors have been shown in the research to have a significant impact on the quality of life for students with ASD:

* Independence
* Engagement
* Social Interaction

**Why these 3 behaviors?**

* Collecting and analyzing data on independence provides an opportunity to improve performance in routines at school, at home, and in the community
* Collecting and analyzing data on engagement provides an opportunity to improve participation in general education classroom activities and/or increase opportunities to spend more time in general education classrooms and with the general education curriculum.
* Collecting and analyzing data on social skills provides an opportunity to develop friendships within and outside of the classroom which has also shown to impact academic performance and aid in classroom management.

**How does the data system work?**

Provides an efficient data collection system that gives educators a method for measuring and analyzing student performance because the data collection tools include:

* Immediate feedback
* Embedded graphing
* Embedded analysis

**List of Data and Progress Summary Forms by Age Level**

Early Childhood

* Independence data form
* Student Engagement data form
* Classroom Engagement data form
* Social Interaction data form – Early childhood
* Social Interaction Assessment – Early childhood
* Social skills assessment progress report- Early childhood

Elementary

* Independence data form
* Student Engagement data form
* Classroom Engagement data form
* Social Interaction data form - Elementary
* Social Interaction Assessment – Elementary
* Social skills assessment progress report- Elementary

Middle School and High School

* Independence data form
* Student Engagement data form
* Classroom Engagement data form
* Social Interaction data form - Secondary
* Social Interaction Assessment – Secondary
* Social skills assessment progress report- Secondary

**Description of Data Forms**

***Independence data form***

A two-sided data form that provides an opportunity for educators to monitor and analyze progress on independence with one specific routine that is problematic for a student. To improve independence, it is recommended that data are collected at least once a week and that data are analyzed after every three data points by following the data analysis process outlined on the back side of the form. To use this form, read and follow the directions on the back of the form prior to collecting data. Prior to collecting data, we recommend reviewing the training materials on independence to facilitate correct use of the form.

***Student Engagement data form***

A two-sided data form that provides an opportunity for educators to monitor and analyze engagement across two different activities for which engagement seems to be low. To improve engagement, it is recommended that data are collected at least once a week and that data are analyzed after every three data points by following the data analysis process outlined on the back side of the form. To use this form, read and follow the direction on the back of the form prior to collecting data. Prior to collecting data, we recommend reviewing the training materials on engagement to facilitate correct use of the form.

***Classroom Engagement data form***

A data form that provides an opportunity for educators to monitor and analyze engagement across an entire classroom of students or a subset of students in a classroom. This data allows the team to see the typical level of engagement within an activity for multiple students. This allows the teacher to both identify students who have lower levels of engagement and determine if a particular classroom activity is showing high or low levels of engagement across many students. To improve engagement, it is recommended that data are collected at least once a week and that data are analyzed after every three data points by following the data analysis process outlined on the back side of the form. Prior to collecting data, we recommend reviewing the training materials on engagement to facilitate correct use of the form.

***Social***

* ***Social Interaction data form***
* ***Social Interaction Assessment***
* ***Social skills assessment progress report***

These three forms are used in conjunction with each other to monitor and analyze the opportunities and quality of social interaction across activities in which opportunity for social interaction is likely to occur. The social interaction assessment is used three times throughout the year to identify progress on key indicators of social interaction. Data collected from the social interaction form is used to complete the social interaction assessment. In order to provide an easy visual for analysis, data from the social interaction assessment is then immediately transferred to the progress report which can then be used to identify areas for improvement as well as to provide caregivers with a clear report of progress throughout the year. To improve social interaction, it is recommended that data are collected, using the social interaction data form, at least once a week and that data are analyzed after every three data points by following the data analysis process outlined on the back side of the form. To use the social interaction data form, read and follow the direction on the back of the form prior to collecting data. Prior to collecting data, we recommend reviewing the training materials on social interaction to facilitate correct use of the form.