Step 3: Collecting Baseline Data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School |  | District |  | Date |  |

Team Members:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. |  | 5. |  |
| 2. |  | 6. |  |
| 3. |  | 7. |  |
| 4. |  | 8. |  |

|  |  |
| --- | --- |
| Coach |  |

## Checklist – Step 3: Collecting Baseline Data

|  |  |
| --- | --- |
| **Check when completed** | **Item** |
|  | Complete and confirm through **Determining the Function of the Behavior: Using the Function Matrix** on **Planning Sheet.**  (Handout 6 [HO6] on ci3t.org/fabi). |
|  | What is the behavioral dimension you are focusing on? (in **Planning Sheet**).  (Handout 6 [HO6] on ci3t.org/fabi).  Explain here: |
|  | What measurement system did you select to measure behavior? (in **Planning Sheet**).  (Handout 6 [HO6] on ci3t.org/fabi).  Explain here: |
|  | Describe the data collection procedures you will use to measure the behavior: materials needed, data collection sheet, scheduled observation times.  Explain here: |
|  | How did your team become reliable in data collection?  Explain here: |
|  | How many reliability data observations were completed?   |  |  | | --- | --- | |  | sessions | |
|  | What was the percent of agreement between observers (inter-observer agreement; IOA) on the data collection training (reliability training)?   |  |  | | --- | --- | |  | % | |
|  | How many baseline data points did you collect?   |  |  | | --- | --- | |  | data points | |
|  | How many baseline data points included IOA (at least 25% of observations)?   |  |  | | --- | --- | |  | points with IOA | |
|  | What was your IOA for baseline?   |  |  | | --- | --- | |  | % | |
|  | Graph your baseline data. |
|  | Complete and turn this checklist into your coach. |

## Suggested Readings

1. In the *Beyond Behavior* special issue (2011, Vol. 20, No. 3):
   1. Read in the method section of articles 2-4 to see how the behavior was measured (e.g., what dimension? What recording system? How often was reliability assessed) and how people became reliable in the measurement system.
   2. In these same articles, review the graphs to see how the data are displayed.
2. Read the following chapters in Umbreit, J., Ferro, J. B., Lane, K. L., & Liaupsin, C. J. (2024). *Functional assessment-based intervention: Effective individualized support for students*. Guilford.
   1. Chapter 9 to learn how to identify an appropriate measurement system.
   2. Chapter 10 to learn about the practicalities of collecting baseline data.

## Step 3 Tips

1. Make sure you pick a measurement system that allows you to capture the dimension of interest.
2. Be certain to pick a recording system that is feasible, reliable, and stay with the same data collection system in each intervention phase.
3. Train with other data collectors before you begin collecting baseline data to be certain the data you are graphing and interpret is truly measuring student performance.
4. You will be measuring and graphing the target and/or replacement behavior.