



BONUS GUIDE

Data Collection & Tracking System

A READY-TO-USE ABA MEASUREMENT
SYSTEM



FOUNDATIONS

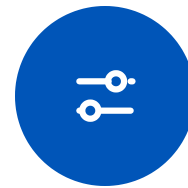
Why Data Drives Every Decision

In ABA, data is not paperwork, it is the evidence base. Every teaching change you make across the toolkit's VB-MAPP programs should be defended by numbers, not impressions.



Objective Progress

Numbers show real gains in mands, tacts and listener skills, free of bias.



Data-Based Decisions

Trends tell you when to advance, hold, or modify a target program.



Accountability & Funding

Clean graphs justify medical necessity and satisfy funder audits.



Early Problem Detection

Flat or falling data flags a stalled program before weeks are lost.

IF IT ISN'T MEASURED, IT ISN'T MANAGED.

MEASUREMENT

Core Measurement Types

Five dimensions capture almost any target in the toolkit. Select the one that matches the behavior you are teaching or reducing.

THE FIVE YOU WILL USE MOST

**Frequency**

Count or rate of a response, e.g. mands per hour.

**Duration**

How long a behavior lasts, start to stop.

**Latency**

Time from the SD to the first response.

**Percent**

Correct responses out of trials presented.

**Trials**

Trials to reach the mastery criterion.

**KEY IDEA**

Match the measure to the behavior. The dimension you pick must reflect what actually needs to change, whether that is how often, how long, or how accurate.

MEASUREMENT

Choose the Right Measure



WHEN

Decide before the first session, not after.



BEHAVIOR TYPE

Discrete, continuous, or free-operant?



GOAL

What dimension defines success here?

BEHAVIOR TO MEASURE MAP

1

Discrete skill acquisition

Tacts, listener IDs, intraverbals scored right or wrong.



USE

Percent correct

2

Rate of manding

Spontaneous requests emitted across free-operant time.



USE

Frequency / rate

3

Tantrum length

Episode duration you are working to shorten.



USE

Duration

4

Compliance speed

Delay between an instruction and the child starting.



USE

Latency

5

Skill efficiency

How quickly a new target reaches mastery.



USE

Trials-to-criterion



PROCEDURES

Discrete-Trial Data (DTT)

DTT gives you clean, trial-by-trial numbers for acquisition targets. Score consistently so the graph reflects learning, not recording drift.

1

Take a cold probe first

Score the first, unprompted trial of each target before teaching.

2

Score every trial as + or -

Mark independent correct as plus, incorrect or no response as minus.

3

Code the prompt level

Note FP, PP, gestural, or independent so you can fade systematically.

4

Calculate session percent

Independent correct divided by total trials, times one hundred.

5

Note the conditions

Record therapist, setting, and any illness or schedule change.

**OUTCOME**

A rising percent-independent line across sessions is your clearest signal that the SD now controls the response without prompts.

ACQUISITION

Tracking Skill Acquisition

Acquisition is more than hitting a number once. Track mastery, then confirm the skill holds over time and transfers beyond the table.

**MASTERY**

Set the bar before you teach the target.

**MAINTENANCE**

Probe mastered targets on a thinning schedule.

**GENERALIZATION**

Check new people, settings, and materials.

**MASTERY CRITERION EXAMPLE**

80% or higher independent responding across 3 consecutive sessions, demonstrated with at least 2 different therapists, before the target is moved to maintenance.

**GOOD TO KNOW**

A skill mastered but never generalized is not functional. Build generalization probes into the plan from the start, not as an afterthought.



BEHAVIOR REDUCTION

ABC Data for Challenging Behavior

Before you reduce a behavior, understand what drives it. ABC recording captures the context around each episode so patterns emerge.



Antecedent

What happened right before, such as a demand, a denial, or a transition.



Behavior

The observable response in operational terms, no labels or guesses.



Consequence

What followed, such as escape, attention, or access to an item.



WHY IT MATTERS

Patterns across ABC entries reveal the likely function: escape, attention, tangible, or automatic. Function, not topography, drives the intervention.



TOOLS

Build Your Data Sheet

A good sheet makes correct recording almost automatic. Include every field below so any team member can run and score the program.

1

Header block

Child, date, therapist, program, and session number.

2

Target and SD

The specific target and the exact instruction to deliver.

3

Operational response definition

Observable, measurable wording of what counts as correct.

4

Prompt and score codes

A legend: I, G, PP, FP, plus and minus, defined on the sheet.

5

Trial cells

Enough cells for the block, with room for a running total.

6

Notes field

Space for setting events, refusals, and reinforcer changes.

**TIP**

Print the code legend directly on every sheet. It removes guesswork and keeps scoring consistent across your whole team.

ANALYSIS

Graph & Read Your Data

Plot every target and read the graph, not the raw sheet. Visual analysis rests on a few properties you can judge at a glance.

**LEVEL**

The average height of the data in a phase.

**TREND**

Direction and slope of the path over time.

**VARIABILITY**

How much points bounce around the trend.

**ALSO CHECK OVERLAP**

Compare overlap of data points between phases. Less overlap between baseline and intervention means a stronger, more convincing treatment effect.

**GOOD TO KNOW**

Always graph before your session note. A trend you can see is worth more than a percentage you have to reconstruct from memory.



DECISIONS

Decision Rules

Turn the trend into an action. Apply the same rules every time so program changes are predictable and defensible.

- 1

Advance the target
Mastery met, so move it to maintenance and add the next target.

 **SIGNAL**
80% independent, 3 sessions, 2 therapists
- 2

Maintain the target
Data is rising steadily, so keep the procedure unchanged.

 **SIGNAL**
Clear upward trend
- 3

Modify the program
Change one variable: prompt, reinforcer, or teaching procedure.

 **SIGNAL**
3 flat or declining points



CHANGE ONE THING
When you modify, alter a single variable at a time. Change the procedure and the target together and the data can no longer tell you what worked.



PITFALLS

Common Data Mistakes

Most bad decisions trace back to bad data, not bad teaching. Keep your recording honest with these habits.

DO

- ✓ Define each behavior operationally before you record.
- ✓ Take data during the session, in real time.
- ✓ Graph every target at least once a week.
- ✓ Change one variable at a time when you adjust.

AVOID

- ✗ Relying on memory and reconstructing data later.
- ✗ Changing the procedure and target in one move.
- ✗ Only summarizing at month end for the report.
- ✗ Scoring prompted responses as independent correct.

**BOTTOM LINE**

Real-time, operationally defined data graphed weekly gives you decisions you can trust and defend at any review.



GET STARTED

Quick-Start Checklist

Launch the system this week. Work through these steps in order and you will be collecting decision-ready data by your next session.

**Write operational definitions**

Define each target and behavior in observable, measurable terms.

**Pick a measure per target**

Match frequency, duration, latency, or percent to each goal.

**Build and print data sheets**

Include headers, SDs, code legend, trial cells, and notes.

**Set your mastery criteria**

Decide the threshold before teaching, e.g. 80% over 3 sessions.

**Set up a graph per target**

Prepare one chart so data goes straight to the graph.

**Schedule a weekly review**

Book a fixed time to apply your decision rules to the trends.



MEASURE, GRAPH, DECIDE, REPEAT.

