

Detailed Instructions for the Data Collection Sheet

Fill out student information.

Student: Tim

Date: Today

Fill out skill information. List the skill you are measuring and the delay. In this example:

Skill: Multiplication Facts 9s

Time Delay: 4 seconds

In the column under **Card**, list the cards you are using. Here I listed the multiplications facts of 9, starting with 9 X 1 and continuing to 9 X 10.

The next columns represent sessions that you will work on this skill with the student. You may need more sessions, so you can use additional sheets. In this example, I am starting this strategy with the student, so I numbered my sessions:

Session 1	Session 2	Session 3
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Under each **Session** there is room for notes. You can use these areas to record information about how you completed the session, how the student performed, or what you want to do the next time.

Session 1	Session 2	Session 3
Notes: left cards in order	Notes: went through all cards first; then used only the cards he missed in order and recorded those	Notes: use all cards in mixed order for this session

Next, you will record data. A ✓ is used for correct responses and an ✗ for incorrect responses. The P represents the prompt.

- ✓ ✗ This row is where you will record data if the student answers correctly or incorrectly during the delay.
- P ✓ ✗ This row is where you will record data if the student needs a prompt. If no response, you mark ✗ here.

Examples:

In both Session 1 and Session 2, the student correctly responded to 9×1 and 9×2 . You know this because they are marked correct in Session 1:

9 X 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	P <input checked="" type="checkbox"/>	<input type="checkbox"/>
9 X 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	P <input checked="" type="checkbox"/>	<input type="checkbox"/>

In Session 2, they are blank because the notes state that only the cards that he missed after an initial practice with the cards were tested. So that means he answered correctly.

Session 2	
Notes: went through all cards first; then used only the cards he missed in order and recorded those	
<input checked="" type="checkbox"/>	<input type="checkbox"/>
P <input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
P <input checked="" type="checkbox"/>	<input type="checkbox"/>

Let's look at 9×7 . In Session 1, he did not respond during the time delay period. He responded correctly after receiving a prompt.

9 X 7	<input type="checkbox"/>	<input type="checkbox"/>
	P <input checked="" type="checkbox"/>	<input type="checkbox"/>

This is what that situation would sound like:

Stimulus: Teacher holds up flash card with $9 \times 7 = \underline{\hspace{2cm}}$ and teacher asks, "What is nine times seven?"

Constant Time Delay: Teacher waits 4 seconds /counts silently to 4.

Response: Student reads card but does not answer: "Nine times seven equals"

Note: If the student does not respond, states they do not know the answer, or provides an incomplete answer as in the example, the teacher uses a prompt. The teacher provides the prompt automatically after the 4 seconds if the student does not respond at all.

Teacher demonstration as prompt: Teacher: “Nine times seven equals sixty-three. What is nine times seven?”

Response after prompt: Student: “Nine times seven equals sixty-three.”

In Session 2, the student does answer during the 4 second delay after the teacher asks, “What is nine times seven?”

But, he gives an incorrect answer. That would be recorded like this:

9 X 7	✓	✗
	P ✓	✗

Let’s look at one more example. This shows the student did not respond during 4 second delay. In this case, two things could have happened. Either the student gave an incorrect response after the prompt, or they did not answer at all.

Session 1		
9 X 9	✓	✗
	P ✓	✗