Roxanna Fuentes

March 28, 2020

Data Analysis

I implemented behavior plans with a daily tracking system with four students that were further along the Response to Intervention tiers. Along with the daily sheets, I conducted student interviews and took into consideration how many discipline tickets were given. I observed the amount of behavior coaching/disciplinary actions taken in the 2019-2020 school year. Along with this data, the amount of positive behavior intervention strategies used was recorded as well.

The survey instruments that were used are ones that I created specifically to collect data for the study. I am using a system that is influenced by the time I spent working in a behavior program. This system will track student behavior throughout the day. Students receiving Response to Intervention (RTI) behavior accommodations will be tracked using these daily sheets. Teachers are able to fill out the student's day (divided into time/subject blocks) with green, yellow, or red so that the students can review their day before going home. A student may earn a green if they have met their goal most of the time, yellow for some of the time, and red for none of the time. I then used a bar graph to organize the data collected in the folders. This graph allowed students to record the amount of "greens" earned per month in nine-week intervals. The graph helped me see the amount of positive behaviors observed.

Daily Behavior Sheets

Legend: Sep, Oct, Nov, Dec, Jan, Feb, March
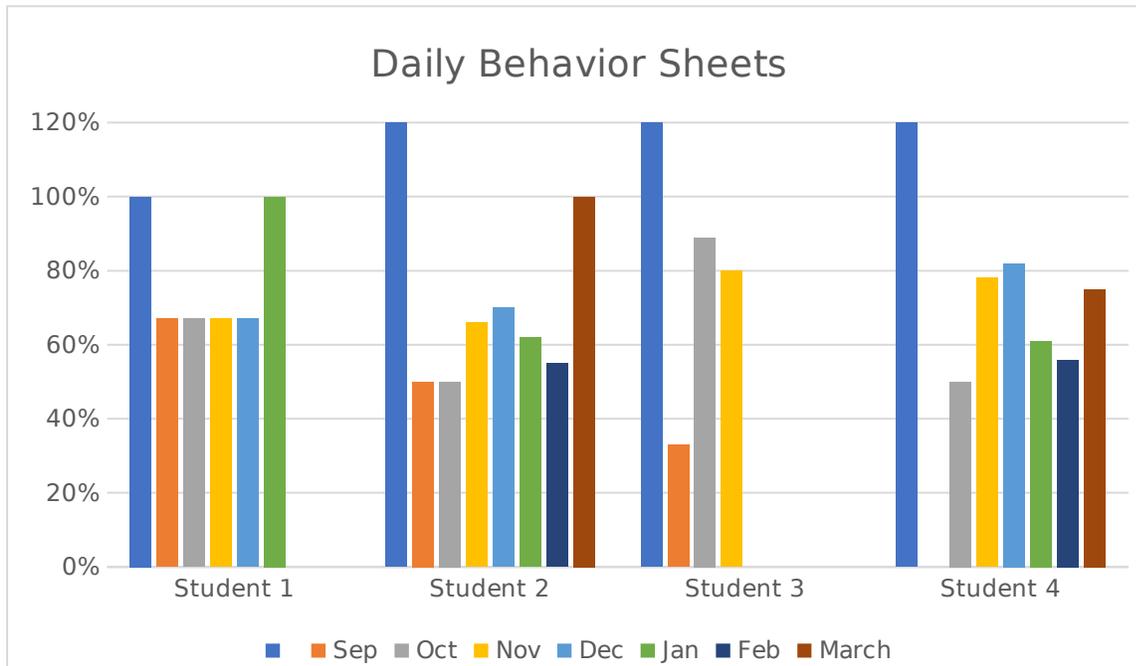
The bar graph above shows the percentages of daily goals met per student throughout the 2019-2020 school year. Some students are missing months because they entered the RTI process later in the year and others moved schools. Because I did not foresee students moving mid-year, I wanted to keep their data to show their own trends.

After compiling the data, I saw a trend in certain months. When the interventions were first put in place, I could see where students struggled to meet their goals. From my own observations, I noticed that during the first few months the students would try to see how many redirections they could get before receiving a yellow/red. Once we got to the months October-December, we had a routine. For the most part, students showed some growth during this time. However, I saw a decline when we came back from winter break. January-March proved to be a challenging time for most students because they were coming from an unstructured break to a semester full of test-prep. I could see how the rigor of the work would affect the students. On February 25th, Student 2 said to me "the work is so hard, so I just want to sit here." As the

students and I worked through the difficulty of the assignments with accommodations, there was a slight growth in the percentage of daily goals met. Because of COVID-19, my data collection ceased in early March.