

Data Collection Tools for Autistic Learners

Tracking Progress towards Individualized Educational Program (IEP) Goals

Monitoring IEP Goals with Curriculum-Based Measurement

IEPs for autistic learners often include goals that are evaluated with curriculum-based measurement (CBM). CBM can include brief reading, writing, or math assessments that monitor student growth towards an end-of-year goal. CBM probes are conducted regularly, (e.g., weekly, twice a week, once every two weeks), to measure correct and incorrect responses for a particular skill. Scores from CBM assessment results are typically graphed and used to monitor students' progress towards IEP goals and objectives. They are useful when making data-based decisions about instructional strategies, intervention curriculum, or instructional dosage.

Schools may use data assessment programs that graph student progress, such as aimswebPlus, DIBELS, i-Ready, or easyCBM. If schools do not have access to such data systems, the National Center on Intensive Intervention (NCII) has a free tool for educators. The NCII's Student Progress Monitoring Tool for Data Collection and Graphing includes an editable file that enables educators to chart and graph benchmark and progress monitoring data.

To learn more about monitoring IEP goals with CBM, see the following suggested resources:

- Vanderbilt's Iris Center Module on Progress Monitoring: <https://iris.peabody.vanderbilt.edu/module/pmm/cresource/q1/p02/#content>
- National Center for Intensive Intervention's Student Progress Monitoring Tool for Data Collection and Graph: <https://intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel>
- National Center for Intensive Intervention's How Do I Select an Academic Progress Monitoring Measure Module: <https://intensiveintervention.org/select-academic-progress-monitoring-module>
- National Center for Intensive Intervention's Overview of Academic Goal-Setting Strategies Module: <https://intensiveintervention.org/resource/overview-academic-goal-setting>
- National Center for Intensive Intervention's Graphing and Analyzing Academic Progress Monitoring Data Module: <https://intensiveintervention.org/graphing-analyzing-academic-progress-monitoring>

Monitoring IEP Goals with Data Collection Sheets

Some autistic learners may have IEP goals that are not easily measured with CBM. These goals may include communication, academic readiness, social skills, executive functioning skills, or behavior. Educators must frequently and regularly track student progress towards goals and objectives to make decisions about the effectiveness of instruction and interventions. A variety of data collection tools can be helpful for educators as they plan for instruction and progress monitoring, ensuring that instructional performance is measured regularly and frequently. The following pages include examples of data collection sheets for student progress toward IEP goals and objectives. You can access a blank version of the “Progress Monitoring- IEP Goal” tool [here](#), a blank version of the “Progress Monitoring- Individual Skill” tool [here](#), and the “Progress Monitoring- Individual Daily Sheet” [here](#).

For more information about monitoring IEP goals with data collection sheets, please see the following suggested resource:

TRIAD’s “Understanding and Monitoring Behaviors” Module Series:

- Create a free account at <https://triad.vkclearing.org/en-us/>.
- Log in and click this link to be taken directly to the module series page. <https://triad.vkclearing.org/en-us/My-Courses/LrnTab1597/myplan/LrnCtrl1597/myplan/LrnKC1597/true/FID1597/12329e8b-074a-402b-a295-950b3ad8c702>.

Progress Monitoring – IEP Goal Form

Student Name	"Student A"
IEP Goal	Given a daily visual schedule, "Student A" will transition to the next activity with no more than two verbal or positional prompts within 5 minutes on eight of 10 consecutive school days.

Benchmark 1	Given visual symbols of daily activities, "Student A" will match the symbol to the activity with 90 percent accuracy on four consecutive weekly probes.
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V	G	Po	Ve	RF	AD	M	P
Visual	Gestural	Positional	Verbal	Reduce Field	Adjust Demand	Model	Physical

Date	1/15	1/22	1/29	2/5	2/12
Instructor Initials	GK	GK	GK	GK	GK
Accuracy	60%	70%	65%	70%	75%
Prompt Level Needed (circle)	V G Po Ve RF AD M P	V G Po Ve RF AD M P	V G Po Ve RF AD M P	V G Po Ve RF AD M P	V G Po Ve RF AD M P
Additional Notes	2 verbal, 1 positional	3 verbal	1 verbal, 1 positional	3 verbal	2 verbal

Date	2/19	2/26	3/4	3/11	3/18
Instructor Initials	GK	GK	GK	GK	GK
Accuracy	75%	75%	70%	80%	80%
Prompt Level Needed (circle)	V G Po Ve RF AD M P	V G Po Ve RF AD M P	V G Po Ve RF AD M P	V G Po Ve RF AD M P	V G Po Ve RF AD M P
Additional Notes	3 verbal	2 verbal	1 verbal, 1 positional	1 verbal	0 prompts

Progress Monitoring— Individual Skill

Student Name	"Student B"
Targeted Skill	When given two numbers on cards numbered zero to nine, identify the bigger number.

Instruction	Reinforcers	Materials Needed
"Which number is bigger?"	high five, spin toy, rubber duck	cards numbered zero to nine

Prompt Key	V	G	Po	Ve
	Visual	Gestural	Positional	Verbal
	RF	AD	M	P
	Reduce Field	Adjust Demand	Model	Physical

Date 3/15/2024										
Trial	1	2	3	4	5	6	7	8	9	10
Response	+	+	+	+	+	+	+	+	+	+
	-	-	-	-	-	-	-	-	-	-
	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Prompt	P	P	P	P	P	P	P	P	P	P
	M	Po		Po				Po		
Notes										

Date 3/18/2024										
Trial	1	2	3	4	5	6	7	8	9	10
Response	+	+	+	+	+	+	+	+	+	+
	-	-	-	-	-	-	-	-	-	-
	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Prompt	P	P	P	P	P	P	P	P	P	P
	M	Po	Po							
Notes										

Coding Key	
<p>+ = correct response</p> <p>- = incorrect response</p> <p>NR = no response</p>	<p>P = prompt (if prompt is required, use key above to list prompt used)</p> <p>Instruction = words the instructor says to tell the student to complete the task (e.g., "Match this," or "Touch X")</p>

Progress Monitoring— Individual Skill Daily Sheet

Student	Staff	Date
"Student C"	MH	3/1/2024

Skill	Criteria	Cue	Prompt	Target	1	2	3	4	5	%
Identify letter sound	80%	"Touch the letter that makes the /m/ sound."	Model	Touches m for /m/ sound in a field of 3 letters	-	-	+	+	+	60
Identify letter sound	80%	"Touch the letter that makes the /r/ sound."	Model	Touches r for /r/ sound in a field of 3 letters	+	-	+	-	+	60
Identify letter sound	80%	"Touch the letter that makes the /t/ sound."	Model	Touches t for /t/ sound in a field of 3 letters	-	-	+	+	+	60
Identify sight word	80%	"Which one is _____?"	Gestural	Touches word "the" in a field of 3 high frequency word cards	-	-	+	+	+	60
Identify sight word	80%	"Which one is _____?"	Gestural	Touches word "by" in a field of 3 high frequency word cards	+	+	-	+	+	80
Identify sight word	80%	"Which one is _____?"	Gestural	Touches word "did" in a field of 3 high frequency word cards	+	+	-	+	-	60
Additional Notes										

Monitoring IEP Goals with General Education Participation Plans and Data Collection Templates

Autistic learners are frequently included in the general education setting for one or more subjects or activities. With planning and coordination from school staff, autistic learners can be meaningfully included in the general education setting, even if their IEP goals differ significantly from grade level standards. A participation plan is an organizational tool that includes classroom and student-specific information to help general and special educators systematically include IEP goals and objectives into natural opportunities in the general education environment (Kurth et al., 2020). IEP goals included on participation plans can focus on academic development, as well as communication, academic readiness, social skills, executive functioning skills, or behavior. Participation plans support progress monitoring data collection within the general education setting. Critical components of participation plans can include the following:

- **Relevant IEP goals:** This section includes student IEP goals paraphrased to highlight the relationship to the academic and/or non-academic domains of the specific class or subject. While academic goals are usually prioritized within the general education setting, school teams are encouraged to also consider communication, social, adaptive, or coping goals. The special education teacher, being the expert on the student's IEP goals, can take the lead in developing this part of the plan in collaboration with the IEP team.
- **Common routines or the class activity schedule:** This section lists the typical routines or activities that take place during the daily schedule or class schedule. The general education teacher can lead this portion of the plan by identifying common class activities and student expectations. It may be necessary to update this section of the participation plan periodically or at the beginning of new units of study.
- **Link to relevant IEP goals:** This section outlines which paraphrased IEP goals should be prioritized during each activity in the class schedule. This should be a collaborative process between the special and general educator.
- **Additional skills to teach:** This section identifies skills in addition to those identified in the IEP goals that the student needs to demonstrate to actively participate in the activity taking place in the general education setting. The special and general educators can work together to list these skills, considering what students without IEPs are doing during this time and identifying skills the student with the IEP could be taught to maximize his or her engagement. These skills could include organizational skills like storing or retrieving materials; attending skills such as following along while a teacher reads, or copying notes that are displayed on a smart board; or academically based conversational skills like responding to a turn-and-talk prompt given by a teacher. Once additional skills to teach are determined, the general and special education teacher should consider how those will be taught and include paraeducators or other support staff in their planning.
- **Curricular supports or adaptations:** This section includes any accommodations, accessibility tools, or other supports that the student requires to successfully participate in the routine or activity. These may include additional

visual supports, adjustments to teaching methods, alternative assignment response options, or changes to the physical setting. The special educator can take the lead in determining curricular supports or adaptations in consultation with the general educator, keeping the accommodations listed in the student's IEP in mind. Once curricular supports or adaptations are identified, the general and special education teacher should ensure that paraeducators or other support staff that work with the student have a plan to implement the selected supports or adaptations.

The following pages include an example of a participation plans and data collection template to measure student progress toward IEP goals and objectives in the general education setting. You can access a blank version of the "General Education Participation Plan" tool and "General Education Participation Plan Data Collection Tool" [here](#).

For more information about monitoring IEP goals with general education participation plans and data collection templates, please see the following suggested resources:

- Accommodations Fidelity Checklist:
https://vkc.vumc.org/assets/files/triad/tips/Accommodations_Fidelity_Checklist.pdf
- Preparing for and Implementing Effective Inclusive Education with Participation Plans:
https://www.researchgate.net/publication/342585254_Preparing_for_and_Implementing_Effective_Inclusive_Education_With_Participation_Plans

General Education Participation Plan

Student: "Student D"	Class, Subject, or Activity: Science	General Education Teacher: BH	
Relevant IEP Goals (paraphrased): <ol style="list-style-type: none"> 1. "Student D" will demonstrate understanding of content by answering "who" and "what" questions. 2. "Student D" will use a communication device to respond to social greetings or questions from peers and adults. 3. "Student D" will identify three content related sight words per unit of study. <p>*Reading the student's IEP goals can be helpful for instructors. Please see Mrs. C to view relevant portions of the IEP.</p>			
Common Routines or Class Schedule	Link to Relevant IEP Goal	Additional Skills to Teach	Curricular Supports or Adaptations
Get materials Get science workbook and spiral and pencil from bin.	2	Open spiral to blank page and write the date at the top.	<ul style="list-style-type: none"> • Label science workbook (front and spine) and spiral with SCIENCE. • Color coordinate both with blue labels.
"Do Now" Read "Do Now" prompt on the white board and write answer in spiral.	1, 3	Look back at yesterday's notes to answer today's "Do Now".	<ul style="list-style-type: none"> • Adapt the "Do Now" to be a who or what question related to yesterday's lecture content. • Provide visual options of answer choices for "Do Now" who or what questions.
Teacher lecture Listen to teacher lecture, complete notes in workbook, watch video clips.	1	Underline or highlight key concepts and vocabulary.	<ul style="list-style-type: none"> • The teacher will use gestural and visual prompts and proximity to help "Student D" focus on screen or lecture. • "Student D" will be given simplified, completed notes to tape into science spiral and highlight and underline during the daily lecture.
Class discussion Respond to questions from teacher during lecture.	1, 2	Raise hand and wait to be called on before speaking in whole group discussion.	<ul style="list-style-type: none"> • Preview the question that "Student D" will be asked before the discussion takes place. • Provide visual options of answer choices for "Student D."

Common Routines or Class Schedule	Link to Relevant IEP Goal	Additional Skills to Teach	Curricular Supports or Adaptations
<p>Independent work Complete additional workbook page related to lecture.</p>	<p>1, 3</p>	<p>Look back at today's notes to answer independent workbook page.</p>	<ul style="list-style-type: none"> • Adapt the workbook pages to be accessible to the student or read the workbook prompts aloud to the student. • Underline or highlight key words and phrases in the workbook activity. • Make open-ended questions multiple choice from a field of three.
<p>Class closure Write homework in agenda.</p>	<p>1, 2</p>	<p>Write homework assignment in agenda.</p>	<ul style="list-style-type: none"> • "Student D" will review highlighted and underlined notes daily as homework.

General Education Participation Plan Data Collection Tool

Student: Student D Week: 3/4 – 3/11	Data Collection Instructions: Circle 2 if “Student D” responds correctly and independently. Circle 1 if “Student D” requires any prompt to respond correctly. Circle 0 if “Student D” responds incorrectly or did not respond at all. Make sure to provide modeled and guided instruction for each goal at least once per day and collect data for each goal at least three times each week. Each week, write the total number of points earned over the points possible for each goal area.				
IEP goal (paraphrased): “Student D” will demonstrate understanding of content by answering “who” and “what” questions.	Materials: Science workbook, copy of completed teacher notes, visual support with unit vocabulary words, definition, and picture support			Points earned: 10/12	
	Monday	Tuesday	Wednesday	Thursday	Friday
Who	2 X	2 1 0	X 0	2 1 0	2 1 0
What	2 X	2 1 0	X 1 0	2 1 0	2 1 0
IEP goal (paraphrased): “Student D” will use a communication device to respond to social greetings or questions from peers and adults.	Materials: AAC device programmed with common social responses (e.g., yes, no, I don’t know, I’m good, etc.)			Points earned: 7/12	
	Monday	Tuesday	Wednesday	Thursday	Friday
Social response-peer	2 1 0	X	2 1 0	2 1 0	X
Social response-adult	2 1 0	X	2 1 0	2 1 0	X
IEP goal (paraphrased): “Student D” will identify 3 content related sight words per unit of study.	Materials: Highlight content-related sight words in the science workbook; content word flash cards			Points earned: 16/24	
	Monday	Tuesday	Wednesday	Thursday	Friday
Energy	2 1 0	2 1 0	X 0	2 1 0	2 1 0
Light	2 1 0	2 1 0	X 0	2 1 0	2 1 0
Sound	2 1 0	2 1 0	X 0	2 1 0	2 1 0

References

Kurth, J. A., Miller, A. L., & Toews, S. G. (2020). Preparing for and Implementing Effective Inclusive Education with Participation Plans. *Teaching Exceptional Children*, 53(2), 140–149.