Contents

Figures *vii*

Acknowledgments *ix*

Chapter 1 Data: A Four-Letter Word? 1
Data-Driven Instruction Is Here to Stay

Chapter 2 If You Don't Know Where You're Going, How Will You Know When You Get There? 5
Writing Goals That Direct Strategies and Instruction

Chapter 3 It's as Easy as A–B–C–D! 11
Four Components of a Well-Written Goal

Chapter 4 K.I.S.S. Me! 27
Keeping Data Simple

Chapter 5 A Bird in the Hand 31
Permanent Products and Quantified Behavior Observations

Chapter 6 If at First You Don't Succeed, Trial, Trial Again 37
Increasing Desired Behaviors

From *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data* (2nd ed.),
© 2014 by Terri Chiara Johnston, Champaign, IL: Research Press (800-519-2707, www.researchpress.com)

Chapter 7 It's All in the Eyes of the Beholder 45
Decreasing Challenging Behaviors

Chapter 8 Less Can Be Better 55
Interval Recording and Time Sampling

Chapter 9 Will This Never End? 63
Measuring Duration, Latency, and Intensity

Chapter 10 Are We There Yet? 69
Data Collection and Beyond

Appendix A: Increasing Behavior Examples 77

Appendix B: Decreasing Behavior Examples 85

Appendix C: Reproducible Forms 97

References and Bibliography 103

About the Author 105

From *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data* (2nd ed.),
© 2014 by Terri Chiara Johnston, Champaign, IL: Research Press (800-519-2707, www.researchpress.com)

Figures

1 Behavior Descriptions 15
2 Data Collection Methods for Evaluating Response to Intervention 32
3 Jake's Grade Data 33
4 Graph of Jake's Grade Data 33
5 Objectives Assessed with Permanent Products: Worksheets or Tests 34
6 Tommy's Sorting Performance 35
7 Objectives Assessed with Observed Outcomes 36
8 Mary's Counting Behavior 39
9 Ben's Item Identification 40
10 Morgan's Shoe-Tying Behavior 42
11 Emily's Hand-Washing Behavior 43
12 Examples of Objectives Compatible with Self-Graphing Format 44
13 Examples of Definitions for Aggression 47
14 Jason's Scatter Plot for Out-of-Area Behavior 50
15 Graph of Jason's Out-of-Area Behavior 51
16 Melissa's Interval-Recording Data 57
17 Melissa's Time-Sampling Data 61

From *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data* (2nd ed.),
© 2014 by Terri Chiara Johnston, Champaign, IL: Research Press (800-519-2707, www.researchpress.com)

18 Kory's Duration Data 64
19 Graph of Kory's Duration Data 64
20 Joey's Latency Data 66
21 Graph of Joey's Latency Data 66
22 Randi's Intensity Data 67
23 Graph of Randi's Intensity Data 67
24 Decreasing Behavior: Which Data Collection System to Use 70

From *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data* (2nd ed.),
© 2014 by Terri Chiara Johnston, Champaign, IL: Research Press (800-519-2707, www.researchpress.com)