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Read About It



Information at a Glance

Three preschool teachers each had a child in their classroom for whom they had concerns. The teachers collected and recorded data for the children: Ms. Carol on Dominique's requesting behaviors; Ms. Kathy on Jaylen's early literacy skills; and Mr. Nick on Trevor's engagement. Now these teachers want to organize the data into graphs that makes it easy to understand and share information about the children's progress.

Teachers know the importance of recording the progress of children with individualized education programs (IEPs). One benefit of putting this data into graph form is that it can clearly show the changes in a child's progress over time. A graph can show the child's response to instruction and intervention. Graphs can make it easier to understand and share data, and use it in making decisions.

Graphing data doesn't need to be complicated. You can learn more in [Improving Child Outcomes with Data-Based Decision Making: Graphing Data](#). Teachers who are new to graphing may want to focus on the last section of the article, "Using Graphs to Inform Instruction and Intervention." To dig deeper into the process, focus on the middle section which describes the different parts of a graph. Find out what Dominique, Jaylen, and Trevor's graphed data said about their progress! Division for Early Childhood (DEC) and Sage Publications have allowed free access to this article through May 31, 2015.

Take a Look

All About Data

Teachers gather data in their classrooms and use it to guide their teaching practices and improve outcomes for the children they work with. This short presentation from the National Center on Quality Teaching and Learning (NCQTL), [Using Data to Inform Teaching](#), highlights how to collect and use that important information. It shows how you can choose the data collection method that works for you, your classroom, and the situation, using notes, work samples, videos, photos, and checklists. Find out how organizing and using data helps teachers discover if a child's learning is on the right track, or if changes to the teaching are needed.

Try It Out!

Three Great Ideas

This month we talked with Kathleen Artman Meeker, assistant professor in the College of Education at the University of Washington. She told us her three favorite ways to graph data. Here's what she said:

1. Create a simple table that lets you collect data and see the child's progress. For example, to track the number of challenging behaviors a child has during the



week: Put the days of the week across the top row, and the numbers from "5" to "1" (or "10" to "1") down the left column. If you fill in the box next to the "1" in Monday's column, the child had one or fewer challenging behaviors. If you fill in all five boxes, the child had five or more challenging behaviors. At the end of the week, you'll have a quick snapshot of the child's progress.

2. You could also make a table that creates its own line graph. For example, to track the number of conversational turns a child takes while talking to a peer: Draw a table with the dates for one week (or your choice) across the top row, and the numbers from "5" to "1" (or other numbers) down each column. Each day, highlight or circle the number of the child's conversational turns. At the end of the week, draw a line to connect them and create a simple line graph.
3. A "self-graphing" data sheet also is useful. For example, if you are teaching a child to do a set of connected behaviors (like using the toilet or washing their hands), you could make a data table that lists each step in the left column. Put the first step at the bottom and the last step at the top. List the dates across the top row. Then, put an "I" if the child did the step independently or a "P" if the child did the step with prompting. At the end of the week, draw a line to connect the boxes marked with an "I" to see the child's progress.

Improve Your Practice

Check out a 15-minute In-service Suite from the NCQTL:

Ongoing Child Assessment: Planning for Assessment

Teachers and administrators need accurate and consistent assessment information, and the key is preparation and planning. For ideas to set up your documentation system and record your observations, see the in-service suite [Planning for Assessment](#). You can use the [Tools for Teachers: Assessment Tracking Chart](#) to keep track of whether data have been collected on specific children's learning goals. This and other ongoing child assessment suites are on the [NCQTL portal](#) on the Early Childhood Learning and Knowledge Center (ECLKC).

Families Too!

Screening, Evaluation, and Assessment – What are the Differences?

These terms can seem confusing! Screening, evaluation, and assessment are separate processes that serve different purposes. Screenings are the first step to identify children who may need more testing to see if they have a delay in development, under the provisions of Part C (early intervention program for infants and toddlers) and Part B (services for school age children) of the Individuals with Disabilities Education Act (IDEA). Evaluations show if there in fact is a delay or disability. Assessments give ongoing information, over time, about children's levels of performance and their early intervention or educational needs. Find more information about the differences between [screening](#) and [assessment](#) on the [Early Head Start National Resource Center \(EHSNRC\) portal](#) on the ECLKC.

Special Events

The [42nd Annual National Head Start Association \(NHSA\) Conference and Expo](#) takes place in Washington, DC, at the Walter E. Washington Convention Center, March 29–April 2.

The [12th Annual National Training Institute on Effective Practices](#) takes place in St. Petersburg, FL, at the Renaissance Vinoy Resort and Golf Club, April 22–24.

The [2015 National Early Childhood Inclusion Institute](#) takes place in Chapel Hill, NC, at the Friday Center, May 12–14.

We Want to Hear from You!

The Head Start Disabilities Services Newsletter is produced monthly by NCQTL. Email Kristin Ainslie at ncqtl@uw.edu to submit questions or suggestions for future newsletter topics.

Select this link to view previous [Head Start Disabilities Services Newsletters](#) on the ECLKC.

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