The Contributions of the SCC to Intervention Programming

Fabrizio & Moors

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The Contributions of the SCC to Intervention Programming:

Moving Data from Post Hoc Rationale to Elegant Measurement, Assessment, and Evaluation
Michael Fabrizio
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The challenges of data

• Measurement
• Assessment
• Evaluation

The challenges of data

You can take behavior out of time......
but you can’t take the time out of behavior.
- Dr. Eric Haughton

Percent correct is a “dimensionless quantity”
- Johnston and Pennypacker, 1993

Measurement

• Definition
  – The collection of (usually) quantitative information
  – Some dimension of behavior
• Importance
  – Allows us to see whether change occurs
• What we still see
  – Folks usually measure
  – Folks sometimes (Ali) or usually (Michael) measure narrowly
  – Folks sometimes (Ali) or usually (Michael) measure something besides a dimension of behavior
    – percent

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Measurement

SCC
  • Frequency
  • Celeration
  • Bounce
  • Multiple movement cycles

Latency = 1/time to start
Duration = 1/time to complete
Extensity & Intensity = handled on the SCC through phase changes

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Assessment

• Definition
  – The placement of measurement into a meaningful context

• Importance
  – Helps us understand data

• What we’re still seeing
  – Meaningful contexts often missing
    • Criterion-referenced assessments

Assessment

• SCC
  – Frequency
    • Empirically-validated aims
    • Socially-validated aim ranges
  – Celeration
    • Standardized description
      – Across students on same skill
      – Across different skills with same student

Hear/Say Learning Channel

Frequency Range

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