



# Introduction

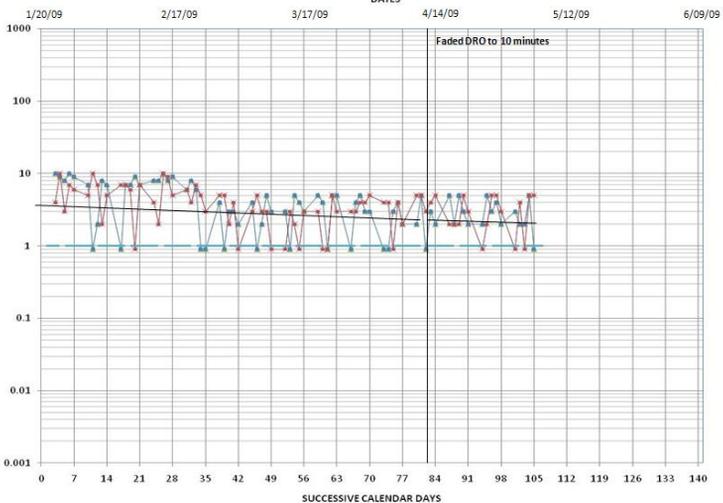
- [GraphStudentData.com](http://GraphStudentData.com) is a website that lets you track student data and create graphs and reports from it.
- You can enter session data and other information such as definitions, strategies, phaselines and medication changes.
- Graphs, data sheets and reports can be created for you automatically based on what you entered.



Saugus Public Schools  
Veteran's Elementary School  
Classroom 214

Jonathan Papelbon  
Aggression  
2/1/09 – 5/1/09

Created by: Kevin Robinson  
Created on: 12/19/09



**Definition:**  
Any time Jonathan verbally states, either under his breath or in a typical voice volume, that he "hates" something, "doesn't want to do this," "I want to go home," "I can't do this," "I'm not going to do this," "I don't like...", "This is stupid," "I don't want to do this anymore," "This is boring."

**Strategy:**  
Ignore and redirect Jonathan to talk about appropriate topics through asking him questions to spur a conversation.

**Legend:**  
■ Frequency (bits)  
● Frequency (slaps)  
— Record Floor



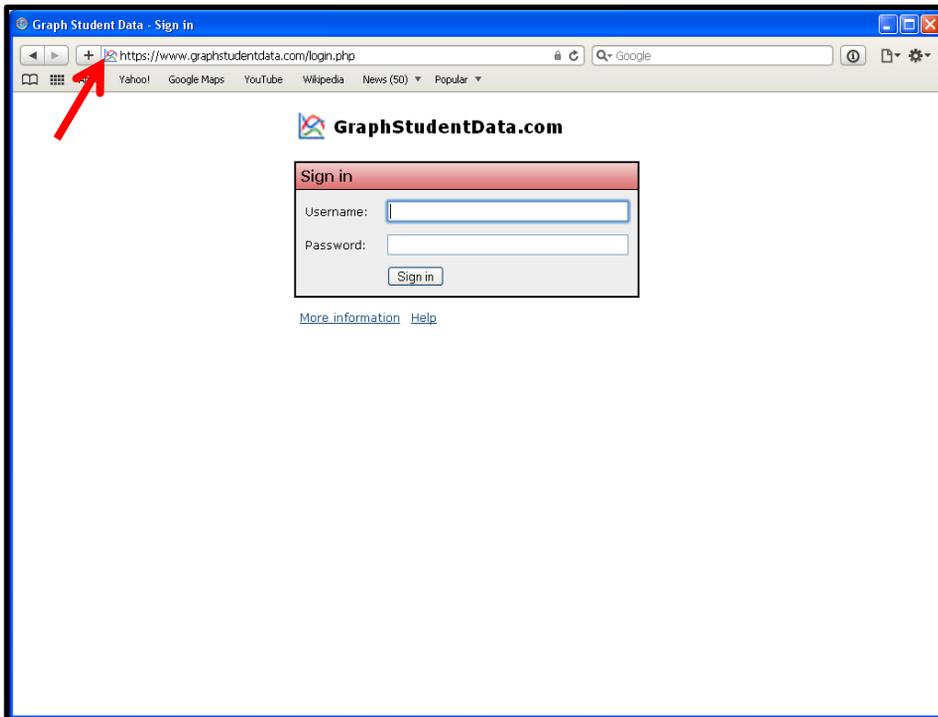
Veteran's Elementary School  
Data Sheet for  
Daniel Ethier

Behavior:	8am - 9am	9am - 10am	10am - 11am	11am - 12p
<b>Position Peer Interaction</b> <b>Definition:</b> Any time Daniel participates in any of the following activities: having a conversation with a peer (at least five minutes), working cooperatively with a peer, playing a game with a peer, losing to a peer in a game, doing tasks or academic work that are not typically part of his schedule (i.e., not done weekly or not done within the last three school days), working interactively with a teacher for longer than ten minutes at a time, having preferred outings cancelled or being denied access to tangibles or activities (such as reading or playing a computer game).  <b>Duration:</b> Positive Reinforcement <b>Property Destruction</b> <b>Definition:</b> Any time Owen destroys or defaces an inanimate object that holds a value greater than \$5, or throws any inanimate object not in the direction of a person (excluding swings). Examples include hitting the computer, punching or kicking walls, furniture, or windows, throwing newspaper out of a window and tearing down curtains. Each distinguished by a new procedure.  <b>Strategy:</b> Extinction <b>Independent relaxation</b> <b>Definition:</b> Any time Daniel asks to relax independently without engaging in targeted challenging behaviors.	Frequency			
	Frequency			
	Duration (Minutes)			
	Frequency (Independent)			



# Signing in

- Open a web browser like Internet Explorer and type in [www.graphstudentdata.com](https://www.graphstudentdata.com)



- Use the same username and password you use to access your email. If you're not sure about your username or password, talk with an administrator at your school.
- Internet Explorer 8 is officially supported, but other browsers like Chrome or Firefox may be faster.



# Site layout

**There are three main pages on graphstudentata.com, the Home page, Student page and Behavior page.**

## **Home page**

After you sign in, you'll see the home page with a list of your students. This is where you create reports for your classroom.

## **Student page**

Each student has his own page showing the behaviors that are tracked. This is where you create graphs and data sheets.

## **Behavior page**

Each student's behavior (e.g., Aggression) has its own page. This is where you enter data about behavior rates, definition, strategy and phaselines.

You can also click *Help* on the upper right of any page to get a copy of this user manual.



# Most common tasks

**These are tasks that you'll probably do most frequently on [GraphStudentData.com](http://GraphStudentData.com) :**

Entering behavior data

Entering phaselines, etc.

Creating graphs

Creating data sheets

Creating reports



# Entering behavior data

- To enter behavior data, open the behavior page.

Session	Date	Frequency Accuracy	Percent Independence
349	5/5/2010	14	60
350	5/6/2010	6	30
351	5/7/2010	7	20
352	5/10/2010	13	30
353	5/11/2010	24	40
354	5/12/2010	15	40
355	5/13/2010	18	50
★ 356	5/14/2010	10	60
357	5/17/2010	13	80
358	5/18/2010	15	70
359	5/19/2010	25	50
360	5/20/2010	15	80
361	5/21/2010	19	80
362	5/24/2010	8	90
363	5/25/2010	16	80
364	5/26/2010	15	70
365	5/27/2010	19	80
366	5/28/2010	24	70
367	5/31/2010	54	100

- Use the mouse, keyboard and scrollbars to move around like on other web pages or programs.
- Enter the date and behavior values.
- Click on the session number on the left to enter data about phaselines or other notes.



# Entering phaselines, etc.

- On the behavior page, sessions with phaselines or notes have a star next to them.
- Click on the session number in the leftmost column to view or add notes for that session. You can add multiple notes.

Home username@saugus.k12.ma.us Help Sign out

Ethier, Daniel - Functional Communication

<< Student Saved Behavior info Search tags... Add column Show hidden columns

Session	Date	Start	End
349			
350			
351			
352			
353			
354			
355			
★ 356	5/14/2010	10	60
357	5/17/2010	13	80
358	5/18/2010	15	70
359	5/19/2010	25	50
360	5/20/2010	15	80
361	5/21/2010	19	80
362	5/24/2010	8	90
363	5/25/2010	16	80
364	5/26/2010	15	70
365	5/27/2010	19	80
366	5/28/2010	24	70
367	5/31/2010	54	100

Add row Add many

Edit tags

Enter information about session 356 (on 5/14/2010)

Type	Description
Condition line	Changed student's reinforcement schedule to FR 5

Add

OK Delete session Cancel

- Phaselines, condition lines and medication changes will be shown on graphs. Other notes will not be graphed.



# Adding new sessions

- To add new sessions of data to a behavior, click *Add row* or *Add many* at the bottom of the behavior page.
- You can then enter the session date and data in the other columns
- If the last session already has a date entered, when you click *Add many*, you can choose to automatically fill in the dates for the new sessions. If not, the new sessions will just be blank.

The screenshot shows a web application interface for a student named Stanley, Dustin. The main area displays a table of sessions with columns for session ID, date, and other metrics. A dialog box titled 'Add rows' is open, allowing the user to specify the number of rows to add (currently set to 5) and choose how to fill in the dates: 'Leave blank', 'All dates', or 'Weekdays only'. The 'Add many' button at the bottom left of the table is highlighted with a red arrow.

Session	Date	Value 1	Value 2	Value 3
432	8/30/2010	2	58	265
433	8/31/2010	18	92	308
434	9/1/2010	3	67	265
435	9/2/2010	12	81	339
436	9/3/2010	12	46	317
437	9/6/2010		83	256
438	9/7/2010	10	56	240



# Saving behavior data

- When you are working on the behavior page, your work is automatically saved every minute or so.
- You cannot edit behavior data when another user is already working on it. You can still view the data, but will not be able to save any changes until the other user is done.

The screenshot shows a web interface for 'Ethier, Daniel - Positive Peer Interaction'. A modal dialog box titled 'Behavior locked' is displayed over a table. The dialog contains the text: 'This behavior is currently being editing by another user. You can view the data but cannot save any changes.' and buttons for 'OK' and 'Back to student page'.

Session	Date	Freq Acc
690	8/25/2011	34
691	8/26/2011	23
692	8/29/2011	25
693	8/30/2011	24
694		24
695	9/1/2011	34
696	9/2/2011	4
697	9/5/2011	50

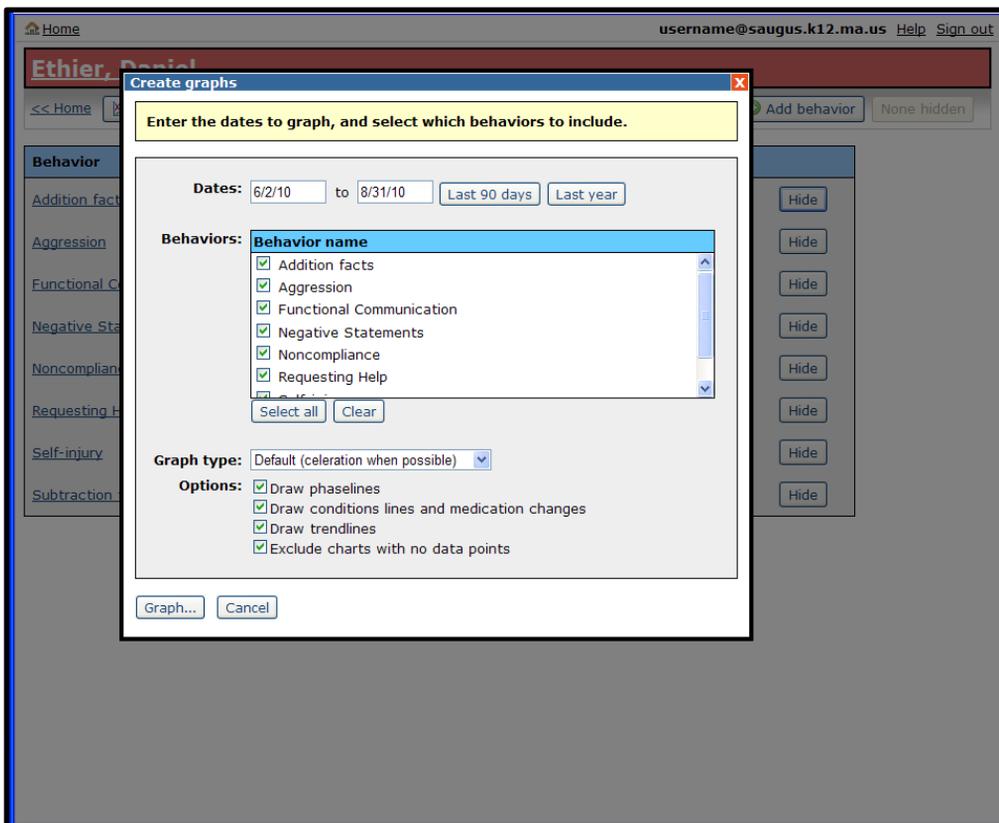
- If you haven't worked on the behavior page after 15 minutes, your work will be saved and you will be redirected back to the student page so other users can edit that behavior.

The screenshot shows a modal dialog box titled 'Session timed out'. The text inside reads: 'The behavior window was saved and closed because you weren't working for 15 minutes. Any changes were saved automatically.' There is an 'OK' button at the bottom.



# Creating graphs

- You can create graphs about a student's behavior from the student page. Click on the *Graphs* button.
- This will open a window where you can decide which behaviors to graph, and what dates you want to include.

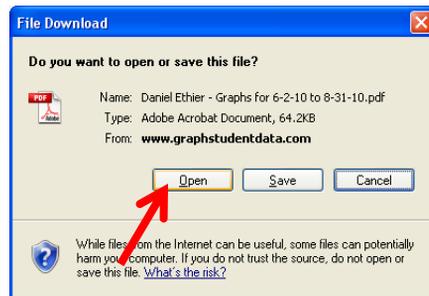


- You can also choose which type of graph to create (e.g., celeration chart or equal interval) and toggle options like drawing trendlines.

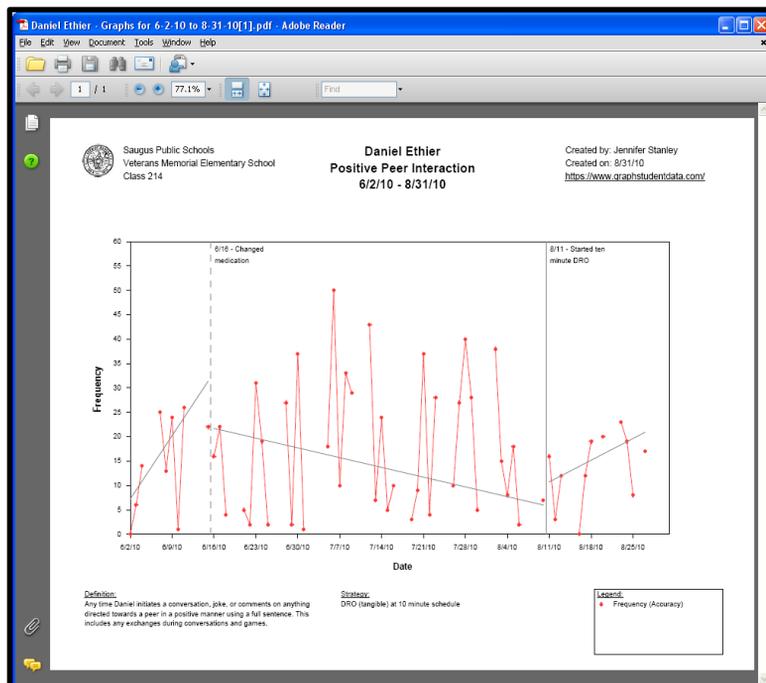


# Printing or saving graphs

- When you create graphs on [GraphStudentData.com](http://GraphStudentData.com), the website creates a PDF file and sends it to your computer. You may see a message asking you to open or save the graphs.



- If you are having problems viewing PDF files, talk with an administrator at your school. Viewing graphs with Acrobat Reader is shown below.





# Celeration charts

**Celeration charts on GraphStudentData.com are based on a daily standard celeration chart. The y-axis is logarithmic and the x-axis represents a range of 140 calendar days.**

- **What is required**

In order to graph a behavior as a celeration chart, there must be a Recording interval column and at least one column of Frequency data. If there is a second column of Frequency data, it will also be plotted.

- **Chart periods**

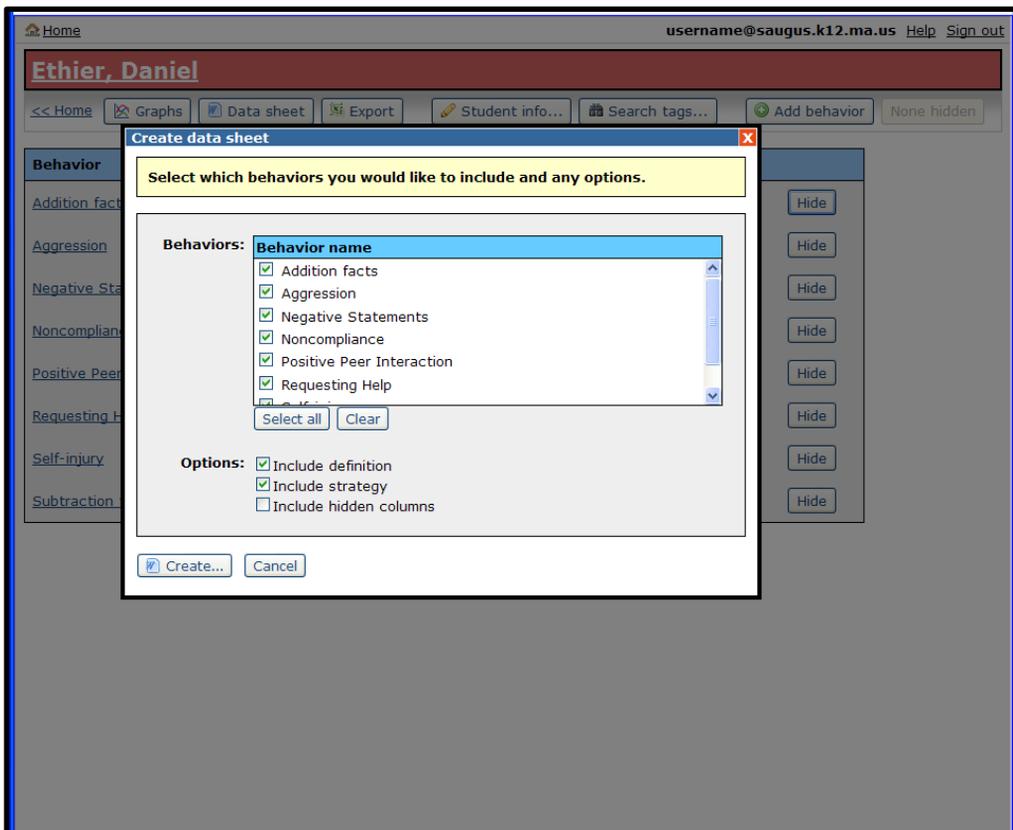
There are three celeration periods each school year, each of which contains 140 calendar days. The fall period starts on September 1<sup>st</sup>, the spring period starts around January 19<sup>th</sup>, and the summer period begins around June 10<sup>th</sup>. The summer period is shorter, and only runs until the next September 1<sup>st</sup>.

If you create a celeration chart for dates that go across these periods, [GraphStudentData.com](http://GraphStudentData.com) will create multiple celeration charts to display all of the data during those dates.



# Creating data sheets

- You can create data sheets for recording data from the student page. Click on the *Data Sheet* button.
- This will open a window where you can decide which behaviors to include, and whether or not to include each behavior's definition and strategy.



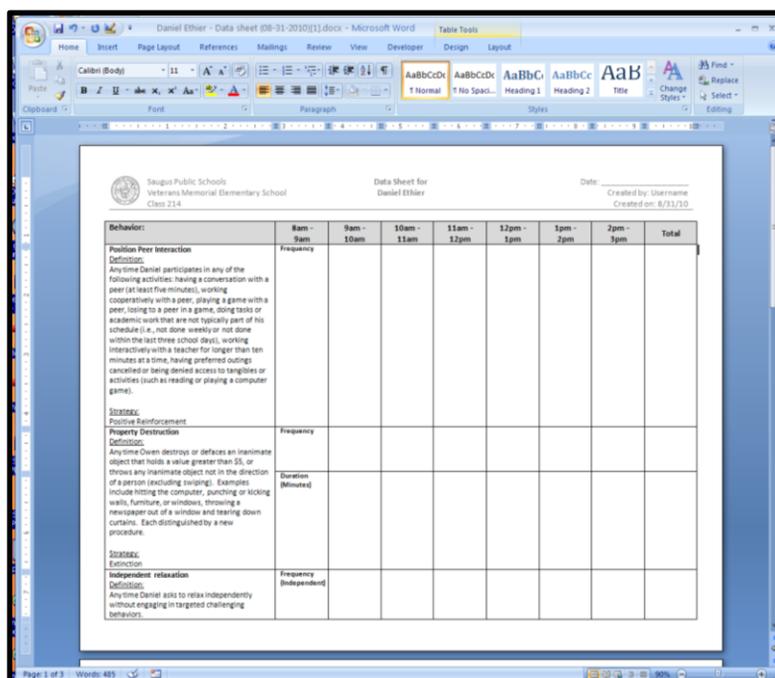


# Printing or saving data sheets

- When you create data sheets on graphstudentdata.com, the website creates a Microsoft Word .docx file and sends it to your computer. You may see a message asking you to open or save the data sheet.



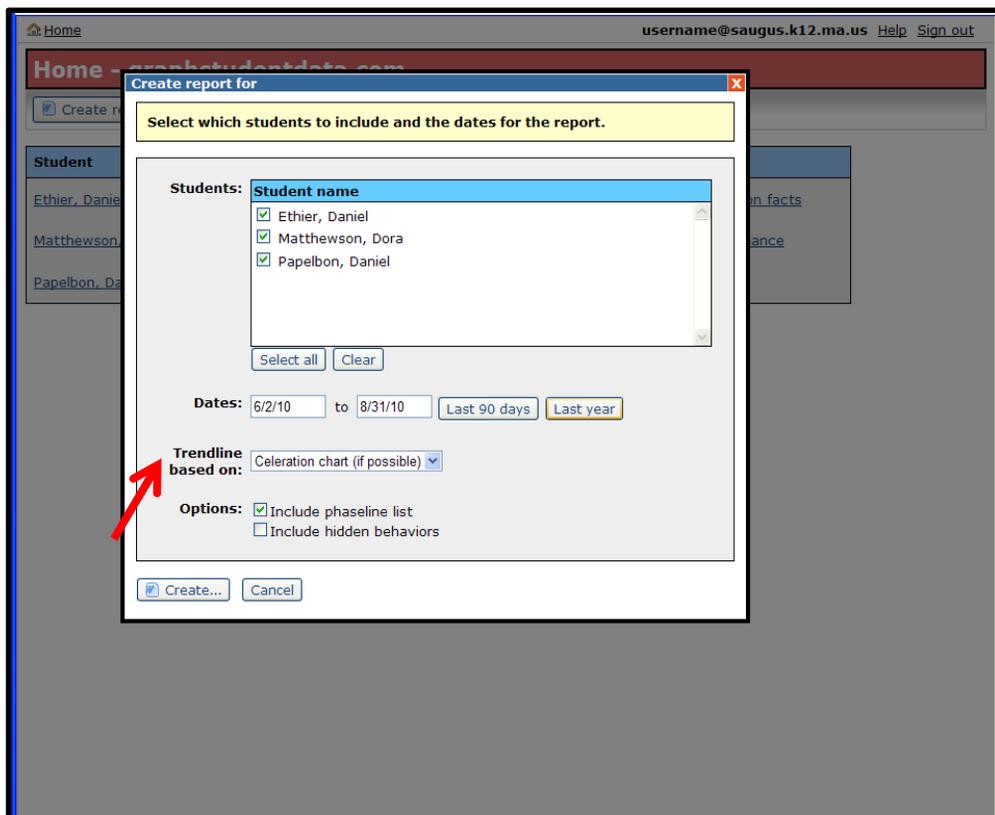
- You will need Microsoft Word 2007, Word Viewer or a similar program installed on your computer to open and print the data sheet. Word 2007 is shown below.





# Creating reports

- You can create reports summarizing data for several students from the Home page. Click on the *Reports* button.
- This will open a window showing all the students in your classrooms. You can decide which students to include and which dates the report should cover.



- Make sure the chart type matches graphs you create so that trendline information on the report will match.



# Printing or saving reports

- Reports are Microsoft Word .docx files, just like the data sheets.
- You will need Microsoft Word 2007, Word Viewer or a similar program installed on your computer to open and print the data sheet. Word 2007 is shown below.

Student name	Behavior	Current definition and strategy	Data	Proposals or changes																		
Daniel Bard	Aggression	<p><b>Definition:</b> Any time Owen initiates a conversation, joke, or comments on anything directed towards a peer in a positive manner using a full sentence. This includes any exchanges during conversations and games.</p> <p><b>Strategy:</b> Positive Reinforcement (attention)</p>	<p><b>Baseline data:</b> 5.0 over six days</p> <table border="1"> <thead> <tr> <th>Data</th> <th>Sessions</th> <th>CPL</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Frequency</td> <td>7</td> <td>168.1</td> <td>decrease</td> </tr> </tbody> </table> <p><b>Phaselines and notes</b></p> <table border="1"> <thead> <tr> <th>Phaselines and notes</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Added DRO</td> <td>8/24/10</td> </tr> <tr> <td>Changed medication (note)</td> <td>8/12/10</td> </tr> <tr> <td>Changed reinforcement program</td> <td>7/29/10</td> </tr> <tr> <td>Start of baseline phase</td> <td>6/8/10</td> </tr> </tbody> </table>	Data	Sessions	CPL	Trend	Frequency	7	168.1	decrease	Phaselines and notes	Date	Added DRO	8/24/10	Changed medication (note)	8/12/10	Changed reinforcement program	7/29/10	Start of baseline phase	6/8/10	
	Data	Sessions	CPL	Trend																		
	Frequency	7	168.1	decrease																		
Phaselines and notes	Date																					
Added DRO	8/24/10																					
Changed medication (note)	8/12/10																					
Changed reinforcement program	7/29/10																					
Start of baseline phase	6/8/10																					
Functional Communication	<p><b>Definition:</b> Any time Owen participates in any of the following activities: having a conversation with a peer (at least five minutes), working cooperatively with a peer, playing a game with a peer, losing to a peer in a game, doing tasks or academic work that are not typically part of his schedule (i.e., not done weekly or not done within the last three school days), working interactively with a teacher for longer than ten minutes at a time, having preferred outings cancelled or being denied access to tangibles or activities (such as reading or playing a computer game).</p> <p><b>Strategy:</b> Exclusionary Time Out with Exclusion</p>	<p><b>Baseline data:</b> not taken</p> <table border="1"> <thead> <tr> <th>Data</th> <th>Sessions</th> <th>CPL</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Percent (Accuracy)</td> <td>52</td> <td>194.8</td> <td>increase</td> </tr> </tbody> </table> <p>No phaselines or notes.</p>	Data	Sessions	CPL	Trend	Percent (Accuracy)	52	194.8	increase												
Data	Sessions	CPL	Trend																			
Percent (Accuracy)	52	194.8	increase																			
Noncompliance	<p><b>Definition:</b> Any time Owen initiates a conversation, joke, or comments on anything directed towards a peer in a positive manner using a full sentence. This includes any exchanges during conversations and games.</p> <p><b>Strategy:</b></p>	<p><b>Baseline data:</b> (none)</p> <table border="1"> <thead> <tr> <th>Data</th> <th>Sessions</th> <th>CPL</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Percent (Minutes)</td> <td>20</td> <td>196.1</td> <td>decrease</td> </tr> </tbody> </table> <p>No phaselines or notes.</p>	Data	Sessions	CPL	Trend	Percent (Minutes)	20	196.1	decrease												
Data	Sessions	CPL	Trend																			
Percent (Minutes)	20	196.1	decrease																			

- Current performance level (CPL) is calculated by averaging all values during the most recent phase or condition. Teachers can write their own information in the proposals section.



# Other common tasks

**These are some other common tasks:**

Adding and hiding behaviors

Changing behavior definitions, strategies, etc.

Adding, moving and hiding columns of data

Searching for phaselines



# Adding behaviors

- You can add new behaviors from the student page. Click on the *Add behaviors* button and a new behavior will be added to the list.

The screenshot shows a web interface for a student named Daniel Ethier. At the top, there is a navigation bar with a home icon, the text 'Home', and a user profile section with 'username@saukus.k12.ma.us', 'Help', and 'Sign out'. Below this is a red header bar with the student's name 'Ethier, Daniel'. A toolbar contains several buttons: '<< Home', 'Graphs', 'Data sheet', 'Export', 'Student info...', 'Search tags...', 'Add behavior' (highlighted with a red arrow), and 'None hidden'. Below the toolbar is a table with two columns: 'Behavior' and 'Last updated'. The table lists several behaviors with their respective update times and 'Hide' buttons.

Behavior	Last updated	
<a href="#">Addition facts</a>	8/31/10 at 8:49pm	<a href="#">Hide</a>
<a href="#">Aggression</a>	8/31/10 at 5:58pm	<a href="#">Hide</a>
<a href="#">Negative Statements</a>	8/31/10 at 5:58pm	<a href="#">Hide</a>
<a href="#">Noncompliance</a>	8/31/10 at 5:57pm	<a href="#">Hide</a>
<a href="#">Positive Peer Interaction</a>	8/31/10 at 10:18pm	<a href="#">Hide</a>
<a href="#">Requesting Help</a>	8/31/10 at 5:58pm	<a href="#">Hide</a>
<a href="#">Self-injury</a>	8/31/10 at 5:58pm	<a href="#">Hide</a>

- After you click on *New Behavior #1* to open the behavior page, you can click on its name to rename it and set other behavior information.

The screenshot shows the 'New Behavior #1' page for Daniel Ethier. The header bar is red and contains the text 'Ethier, Daniel - New behavior #1'. Below the header is a toolbar with buttons: '<< Student', 'Saved' (with a green checkmark), 'Behavior info', 'Search tags...', 'Add column', and 'No hidden columns'. A red arrow points to the 'Saved' button. Below the toolbar is a table with three columns: 'Session', 'Date', and 'Frequency'. The 'Session' column has a value of '1'. Below the table are two buttons: 'Add row' and 'Add many'.

Session	Date	Frequency
1		



# Hiding behaviors

- Instead of permanently deleting behaviors you don't want to track any more, you can hide them so they won't appear on the student page anymore.
- You can hide a behavior from the behavior page (click *Behavior info* and then click *Hide*), or you can do it from the student page by clicking *Hide*.

Home username@saugus.k12.ma.us Help Sign out

**Ethier, Daniel**

<< Home | Graphs | Data sheet | Export | Student info... | Search tags... | Add behavior | None hidden

Behavior	Last updated	
<a href="#">Addition facts</a>	8/31/10 at 8:49pm	Hide
<a href="#">Aggression</a>	8/31/10 at 5:58pm	Hide
<a href="#">Negative Statements</a>	8/31/10 at 5:58pm	Hide
<a href="#">Noncompliance</a>	8/31/10 at 5:57pm	Hide
<a href="#">Positive Peer Interaction</a>	8/31/10 at 10:18pm	Hide
<a href="#">Requesting Help</a>	8/31/10 at 5:58pm	Hide
<a href="#">Self-injury</a>	8/31/10 at 5:58pm	Hide

- To bring back hidden behaviors, click *Show hidden*. You can select which hidden behaviors to bring back.

Home username@saugus.k12.ma.us Help Sign out

**Ethier, Daniel**

<< Home | Graphs | Data sheet | Export | Student info... | Search tags... | Add behavior | Show hidden

Behavior	Last updated	
<a href="#">Addition facts</a>	8/31/10 at 8:49pm	Hide
<a href="#">Aggression</a>	8/31/10 at 5:58pm	Hide



# Changing behavior info

- On the behavior page, you can set the definition, strategy, baseline and IEP objective for that behavior. This information will be included on data sheets, graphs and reports.
- Click on the *Behavior info* button.

Home username@saugus.k12.ma.us Help Sign out

**Ethier, Daniel - Positive Peer Interaction**

<< Student Saved Behavior info Search tags... Add column Show hidden columns

Session	Date	Frequency Accuracy
690	8/25/2011	34
691	8/26/2011	23

- Type your changes and click OK. You can also hide the behavior from this window.

Home jstanley@saugus.k12.ma.us Help Sign out

**Ethier, Daniel - Positive Peer Interaction**

<< Student Saved Behavior info Search tags... Add column Show hidden columns

**Behavior information**

Edit behavior information

Behavior name: Positive Peer Interaction

Definition: Any time someone initiates a conversation, joke, or comments on anything directed towards a peer in a positive manner using a full sentence. This includes any exchanges during conversations and games.

Strategy: DRO (tangible) at 10 minute schedule

Baseline data:

IEP objective:

Last edited: 8/31/10 at 10:18pm

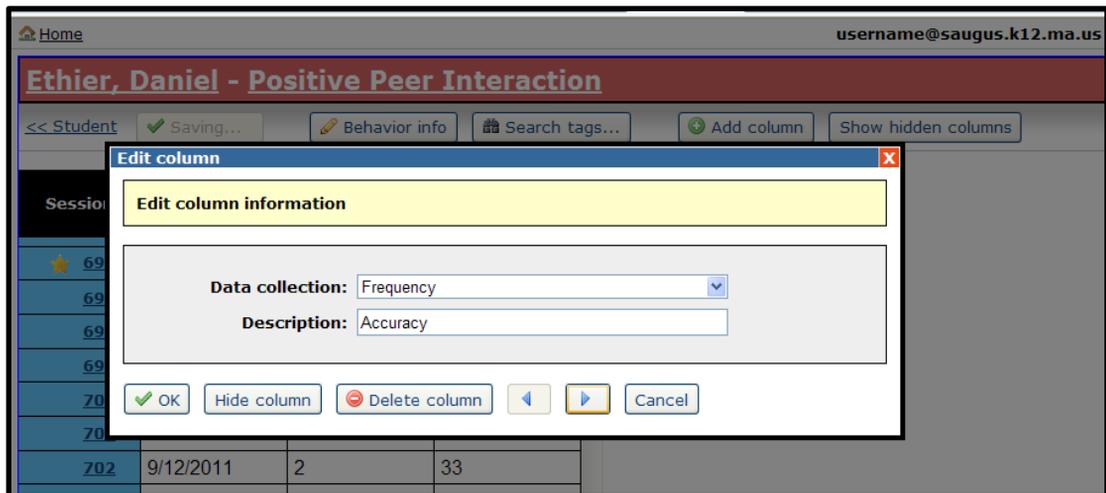
OK Hide behavior Delete behavior Cancel

704		38
705	9/15/2011	45
706	9/16/2011	31
707	9/19/2011	8



# Adding columns of data

- On the behavior page, you can add multiple columns of data, and you can change the type of data they represent.
- Click the *Add column* button to make a new column. Then click on the title of the column to edit it. You can change the type of data collection and the description of the column.



- You can also use the arrows to move the column to the left or to the right on the page. This order will be used when making the data sheet and when creating reports.



# Hiding columns of data

- If there's a column of data that you no longer want to track, you can hide it instead of permanently deleting it. Click on the title of the column to edit it. Then click *Hide column*.
- Hidden behaviors will not be graphed, and will not show up on data sheets or reports.
- To bring back hidden columns, click *Show hidden columns*. Then choose which behaviors you want to show again and click *Show columns*.

The screenshot shows a web application interface for 'Ethier, Daniel - Positive Peer Interaction'. A 'Show hidden columns' dialog box is open, displaying a table of hidden columns. The dialog has a title bar with a close button (X) and a message: 'These columns of data are hidden. You can select columns and click 'Show.''. Below the message is a table with two columns: 'Data collection' and 'Description'. The table contains three rows: 'Latency' (Successful), 'Percent' (Unsuccessful), and 'Duration' (Prompted). Each row has a checkbox to its left. At the bottom of the dialog are four buttons: 'Show columns', 'Delete columns', 'Select all', and 'Cancel'. A red arrow points to the 'Show columns' button. The background interface shows a data table with columns for date, count, and percentage. The table has rows for sessions 702 through 708. At the bottom of the interface are buttons for 'Add row' and 'Add many'.

Data collection	Description
<input type="checkbox"/> Latency	Successful
<input type="checkbox"/> Percent	Unsuccessful
<input type="checkbox"/> Duration	Prompted

Session	Date	Count	Percentage
702	9/12/2011	2	33
703	9/13/2011	13	16
704		38	36
705	9/15/2011	45	34
706	9/16/2011	31	26
707	9/19/2011	8	49
708	9/20/2011		



# Searching for phaselines

- You can search for phaselines on the behavior page by clicking *Search tags*.
- Enter the text you want to search for and select the type.

The screenshot shows a web application interface for a student named Daniel Ethier. A 'Search tags' dialog box is open, displaying a search for 'dro'. The search results table is as follows:

Session	Date	Type	Description
419	8/11/10	Phaseline	Started ten minute DRO

A red arrow points to the '419' session ID in the first row of the results table.

- If you click on any of the results, you can open the window to edit the phaselines for that session.



# View all phaselines

- You can also view all of the phaselines for a student and filter them. Click *View tags* on the student page.
- You can filter the tags by typing a value and clicking *Go*. You can also sort the table by clicking on the headings.

Home username@saugus.k12.ma.us Help Sign out

### Ethier, Daniel - Search tags

<< Student Filter:  Update Show all 2 results

Behavior	Session	Date	Type	Description
<a href="#">Positive Peer Interaction</a>	<a href="#">419</a>	8/11/10	Phaseline	Started ten minute DRO
<a href="#">Requesting Help</a>	<a href="#">259</a>	9/17/09	Condition line	Strategy faded to only ten minute DRO instead of every five minutes

- For each tag there is a link that will take you directly to the behavior page where you can edit it.