Strategies for Effective Data Collection: Why Less is More
(1 CE HOUR)

PDH Academy Course #1901

Course Abstract

If Speech-Language Pathologists aren't careful, data collection can turn into something that is at odds with therapy, rather than something that effectively measures progress while driving therapy. This Introductory level course first examines drawbacks to commonly-used data collection techniques and mindsets, then presents alternative methods that relieve the conflict between great data and great therapy.

NOTE: Links provided within the course material are for informational purposes only. No endorsement of processes or products is intended or implied.

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ASHA CONTINUING EDUCATION
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PDH Academy is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for .1 ASHA CEUs (Introductory level, Professional area)

Learning Objectives

By the end of this course, learners will be able to:

- Recall internal and external factors influencing the need for data
- Identify aspects of, and potential conflicts between, good therapy and good data
- Recognize key components of Intermittent Progress Monitoring and "Daily" Data Collection on Reduced Trials

Timed Topic Outline

I. Introduction; Why Do We Need Data? (10 minutes)
　　Internal Factors; External Factors
II. What is Good Therapy? (5 minutes)
　　Doesn't Teach to the Test/Data; Targets a Short-term Objective that Works toward a Long-term Goal; Functional; Student-specific
III. Why "Collect all the Data" Isn't Helpful (5 minutes)

Good Therapy vs. Good Data; Feedback Impacts Subsequent Trials; Data May
Limit the Types of Tasks We Can Do; Data Collection is Logistically Difficult
IV. Two Methods of Data Collection (25 minutes)
Intermittent Progress Monitoring; "Daily" Data Collection on Reduced Trials
V. Strategies for Effective and Efficient Data Collection (5 minutes)
Data and Therapy are Mutually Exclusive; Have a Plan
VI. Conclusion, Handout, References, and Exam (10 minutes)

Delivery Method
Correspondence/internet self-study with interactivity, including a provider-graded final exam. *To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

Accessibility and/or Special Needs Concerns?
Contact customer service by phone at (888)564-9098 or email at
support@pdhacademy.com.

Course Author Bio & Disclosure
Kristin Bowers is an ASHA-Certified Speech-Language Pathologist, and received ASHA's Award for Continuing Education (ACE) in 2014 and 2017. She graduated from the University of Pittsburgh in 2007 with a B.A. in Communication Science and Disorders, and in 2010 with an M.A. in Speech Language Pathology.

Kristin has utilized her skills as a Speech-Language Pathologist abroad, including her participation in the Bosnia Autism Project in 2012 where she traveled to Bosnia to provide training to related professionals. She has experience in the early intervention (3-5) setting as well as in private practice, and currently works in the school setting servicing children from K-5th grade. She is also the owner of Kiwi Speech, LLC, which creates materials for speech and language services, primarily available on Teachers Pay Teachers.

DISCLOSURES: Financial – Kristin Bowers offers materials for sale on Teachers Pay Teachers and received a stipend as the author of this course. Nonfinancial – No relevant nonfinancial relationship exists.