

# STRATEGIES FOR EFFECTIVE DATA COLLECTION: Why Less is More

## Final Exam (1 CE HOUR)

- 1. There are multiple reasons to collect data on student performance, some being internal (i.e., directly related to the SLP) and others external. Which of the following is NOT an example of an external factor?**
  - a. District-Required Paperwork
  - b. Driving Therapy
  - c. Families and Teachers
  - d. Funding/Insurance
- 2. The statement “While funding sources vary widely between districts, agencies, and/or states, one thing is almost always true – the funding sources want to ensure that their money is being well spent,” is an example of \_\_\_\_\_.**
  - a. An argument against collecting data
  - b. An external reason to collect data
  - c. An internal reason to collect data
  - d. None of the above
- 3. In general, good therapy does NOT \_\_\_\_\_.**
  - a. Cater to each student and the way that they will make the most progress in the shortest amount of time
  - b. Target a short-term objective that works toward a long-term goal
  - c. Teach to the test/data
  - d. Work toward a functional goal
- 4. In considering good therapy, SLPs should keep in mind: “By \_\_\_\_\_, we can confound the results of any subsequent testing. We don’t want students to just learn the answers to a subset of questions. Rather, we want to teach them to use a skill which they will be able to apply to all representations of those questions.”**
  - a. Targeting a short-term objective
  - b. Teaching to the test
  - c. Working toward a long-term goal
  - d. Working toward an outcome that will benefit students generally
- 5. Typically, \_\_\_\_\_ may look different in the first few minutes of a session than at the end.**
  - a. Both good data and good therapy
  - b. Consistent therapy
  - c. Good data
  - d. Good therapy
- 6. In order to collect good data, therapists must be \_\_\_\_\_.**
  - a. Consistent
  - b. Dynamic
  - c. Flexible
  - d. Tactile
- 7. Both intermittent progress monitoring and “daily” data collection on reduced trials \_\_\_\_\_.**
  - a. Can be adapted to specific needs
  - b. Combine data collection with therapy provision
  - c. Encourage that data be collected on more trials overall
  - d. All of the above
- 8. When using intermittent progress monitoring, a therapist should \_\_\_\_\_.**
  - a. Conduct direct therapy during progress-monitoring sessions
  - b. Consider data collection and therapy to be mutually exclusive
  - c. Hold frequent progress-monitoring sessions
  - d. Plan to collect data on trials every session
- 9. When using “daily” data collection on reduced trials, a therapist should \_\_\_\_\_.**
  - a. Collect data on all productions throughout a session
  - b. Conduct a mini data-collection session right at the beginning of each therapy session
  - c. Measure the student’s performance on many productions of the skill currently being addressed (50 is a good target)
  - d. Provide input and feedback during data collection
- 10. The statement “For this method to work, the SLP must have a clearly defined set of short-term objectives for the year,” best describes \_\_\_\_\_.**
  - a. “Daily” data collection on reduced trials
  - b. Data collection during therapy sessions
  - c. Intermittent progress monitoring
  - d. All of the above

## ANSWER SHEET

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

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Phone: \_\_\_\_\_ Email: \_\_\_\_\_

ASHA membership # \_\_\_\_\_

License/certification # and issuing state/organization \_\_\_\_\_

Clinical Fellow: Supervisor name and ASHA membership # \_\_\_\_\_

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**By submitting this final exam for grading, I hereby certify that I have spent the required time to study this course material and that I have personally completed each module/session of instruction.**

### Strategies for Effective Data Collection: Why Less is More Final Exam

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)

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