


End of Day Procedures



End of Day Procedures-Overview

- Summarize data from the day's activities
- Counselors and learning center staff members complete data tracking sheets
- Prepare materials for the following day or following week
- Importance of keeping good records of children's behavior and progress
 - Use data to set behavioral criteria
 - Use data to define treatment response

End of Day Procedures

- Enter point system and time-out data
- Each Sport Leader keeps records for that sport
- Each counselor keeps records for 3 children
- Lead Counselor monitors all records and completes site-specific duties
- Group tasks are split between counselors to divide work equally
- Developmental aides and teachers complete academic tracking forms

Important Points

- Record all data clearly and legibly
- Work carefully; errors in data can be carried forward into errors in treatment evaluation
- Assign tasks according to staff members' strengths for most efficient procedure
- Lead counselors and teachers are responsible for verifying all work completed by counselors and aides
- All forms are clinical records and must be treated confidentially

Binders

- **Group Binder** for schedules, group tracking sheets, and filing point and behavior reports
- **Counselor Binders** for children's records and Sport Leader records

Daily Awards Tracking Sheet

- Record the names of children who earn group awards, such as High Point Kid, each day.
- Use to track award winners and determine end of summer awards.

Group Discussion Attention Question Tracking Sheets

- The counselor who does not lead one of the three sports keeps records for Group Discussion Standardized Attention.
- Use the 2 Group Discussion questions asked each day (from 2 point sheets)
- 5 of 6 GD questions (3 days) = increase difficulty
- < 3 of 6 GD questions (3 days) = decrease difficulty

Group Discussion Attention Question Tracking Sheet															
Child: O'lover							Counselor: Padricio								
Day #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Level:	B	B	B	B	I	I	I	B	B	B					
Standardized Correct	1	1	2	2	1	0	1	1	2	1					
Standardized Asked	2	2	2	2	2	2	2	2	2	2					
% Correct over Last Three Days	NA	NA	0.67	0.83	NA	NA	0.33	NA	NA	0.67					
Child: Ojwalid															
Day #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Level:	B	B	B	B	B	I	I	I							
Standardized Correct	1	1	1	2	1	2	1	1	1						
Standardized Asked	2	2	2	2	2	2	2	2	2						
% Correct over Last Three Days	NA	NA	0.50	0.67	0.67	0.83	NA	NA	0.67	0.83					

80% correct over last 3 days=increase difficulty; 80% correct over last 3 days=decrease difficulty

Recess/Daily Report Card Tracking Sheets

- Use to summarize the information needed to determine whether children have earned recess reinforcers each day.
- Source of data entry information for overall positive daily report card percentages
- Use to determine whether children have met the DRC criterion for Friday field trips.

Target Behavior Summary Tracking Sheets

- Record the frequency of each target behavior and whether the child met the daily criterion for that behavior.
- Includes a graph to depict child's progress throughout the summer.
- Use data to evaluate the need for modifications in targets or criteria.
- One form for each target behavior.

Child:	Murchell		Target Behavior:		Verbal Abuse															
Counselor:	Fladice		Definition:		See Manual															
Day #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Daily Rate	17	22	10	7	15	6	7	5	9	7	6	8	4	5	4	4	5	5	4	4
Criterion	N/A	N/A	N/A	N/A	12	12	12	12	6	6	6	6	6	6	6	6	6	6	6	6
Met Criterion?					N	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y

Day #	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Daily Rate	4	2																		
Criterion	2	2																		
Met Criterion?	N	Y																		

NOTE:

Field Trip Criteria Tracking Sheet

- Record the child's DRC totals for each day
- Record the Friday level earned each week
