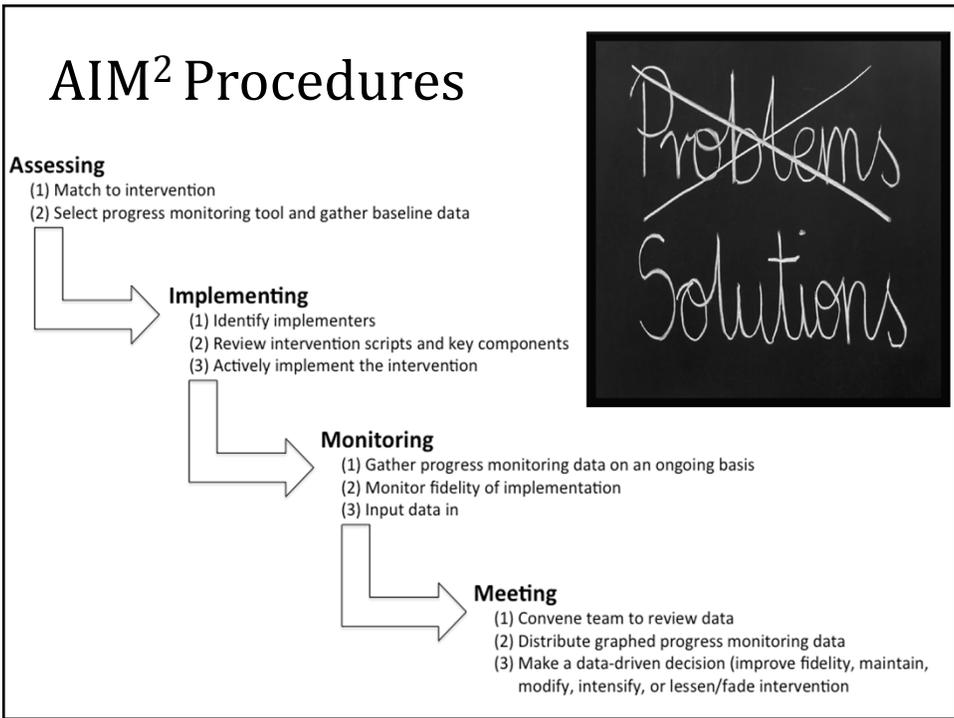
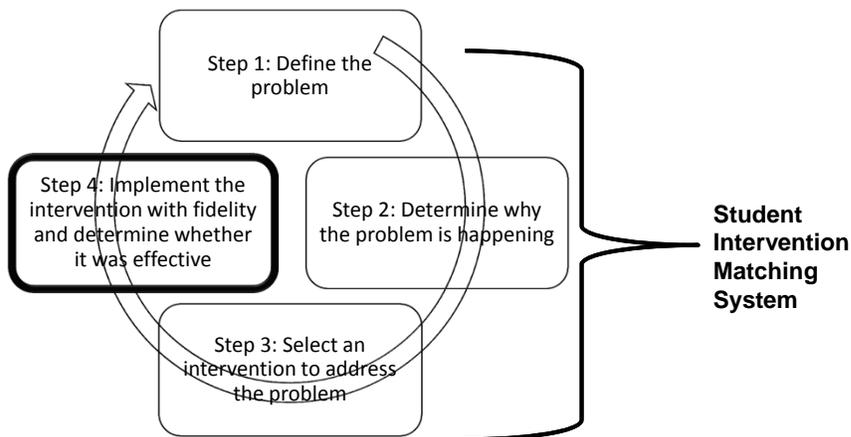


Progress Monitoring for Tier 2 and 3 Interventions



Problem-Solving Process



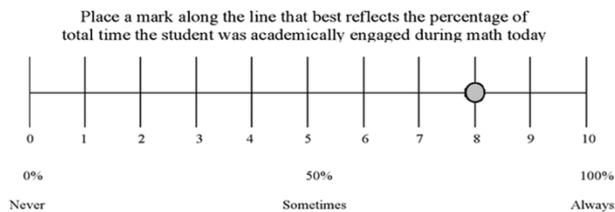
Steps to Progress Monitoring

1. Assign person to be responsible for gathering and organizing the PM data
2. Select tool and gather baseline data
3. Collect the PM data on a weekly basis
4. Input it into a data management system
5. Generate a graph after a minimum of three data points have been collected
6. Team evaluates graph to make a data-based decision

Direct Behavior Rating

- Brief and valid
- Behaviors are explicitly defined and measure captures a key dimension of behavior (frequency, duration, intensity)
- Ratings are pre-set so students and adults can easily monitor behavior
- DBR is defensible, flexible, repeatable, and efficient

Direct Behavior Rating Scale Example:



<http://dbr.education.uconn.edu/>

Existing Data

- Definition:
 - Data sources that already exist within the setting (“permanent products”)
- Advantages:
 - Already available
 - Highly contextually relevant
 - Natural occurrence can reduce/limit reactivity

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

Existing data

- Examples:

- Office discipline referrals (ODRs)

- Attendance and tardy records
 - Suspension/expulsion data
 - Data from existing behavior management plans (e.g., token economy)

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

What is an ODR?

- “an event in which (a) a student engaged in a behavior that violated a rule/social norm in the school, (b) a problem behavior was observed by a member of the school staff, and (c) the event resulted in a consequence delivered by administrative staff who produced a permanent (written) produce defining the whole event”
(Sugai, Horner, & Walker, 2000, p. 96)

CMSD OFFICE REFERRAL FORM

Student Name _____ Date ____/____/____

Time ____ a.m. / p.m. Grade: K 1 2 3 4 5 6 7 8

Location: Cafeteria Hallway Classroom Library
 Bathroom Music Gym other

Others involved: None Staff Teacher Substitute Other

If peers were involved, list them: _____

Referring Staff: _____

Problem Behavior	Possible Motivation	Action Taken in Classroom
Minor: Classroom Infractions <input type="checkbox"/> Inappropriate Verbal Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Classroom Transition Tardy <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> To Obtain Items/Activities <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peers(s) <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Avoid Work <input type="checkbox"/> Unclear/Don't Know <input type="checkbox"/> Unknown Motivation <input type="checkbox"/> Other Motivation	<input type="checkbox"/> Loss of Privilege/Points <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Detention <input type="checkbox"/> Mediation <input type="checkbox"/> Restitution <input type="checkbox"/> Time out <input type="checkbox"/> Shuttle <input type="checkbox"/> Other (i.e. Contracting)
Major: Administrative Referral <input type="checkbox"/> Abusive (Inappropriate Language) <input type="checkbox"/> Fighting (Physical Aggression) <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Flagrant Disruption <input type="checkbox"/> Skip Class/Tardy <input type="checkbox"/> Property Damage <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Use/Possession <input type="checkbox"/> _____Tobacco _____Alcohol _____Drugs <input type="checkbox"/> Vandalism <input type="checkbox"/> Bomb Threat/False Alarm <input type="checkbox"/> Arson <input type="checkbox"/> Use/Possession of Weapons <input type="checkbox"/> Other Behavior <input type="checkbox"/> Unknown Behavior	<input type="checkbox"/> Other Motivation	Additional Comments: _____ _____ _____ _____

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

AGGRESSIVE/DISRUPTIVE BEHAVIOR

BRIEF BEHAVIOR RATING PROGRESS MONITORING SCALE

Student Name: _____ Rater Name: _____ Date: _____

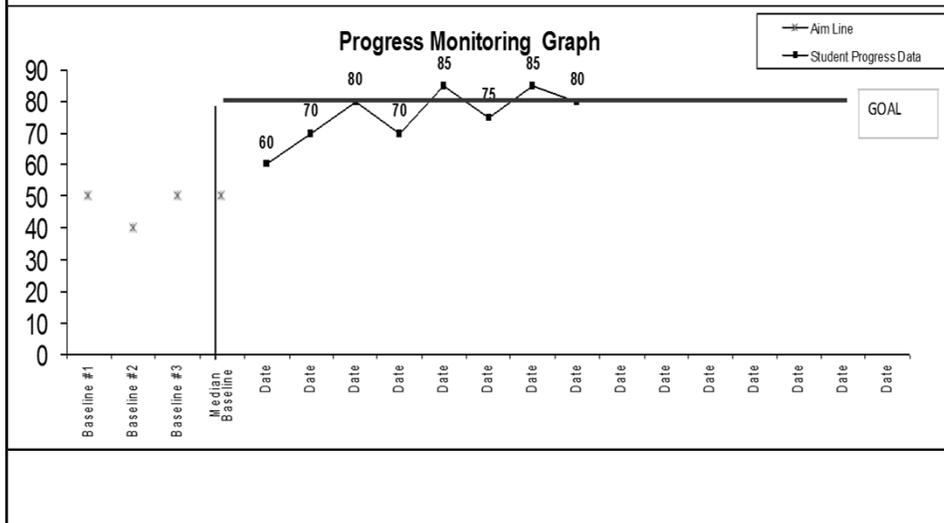
Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

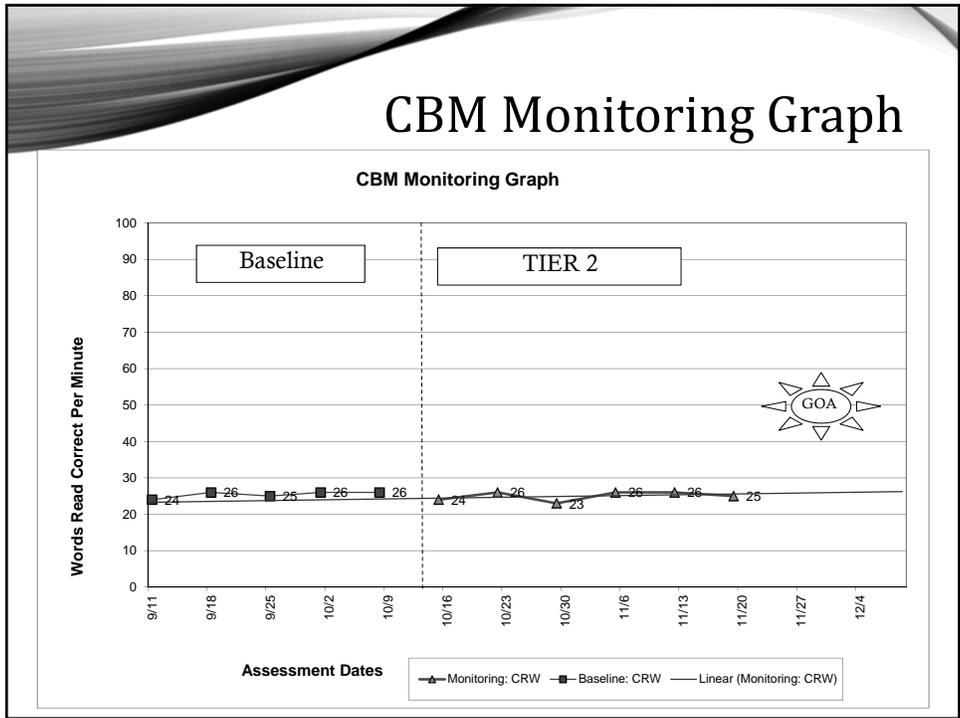
- **BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- **INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Threatened to hurt or harm another student	0	1	2	3	4
Was physically aggressive toward peers	0	1	2	3	4
Bullied other students	0	1	2	3	4
Instigated peers by teasing or calling them names	0	1	2	3	4
Challenged your or other teachers' authority	0	1	2	3	4
Was reprimanded for bad classroom behavior	0	1	2	3	4
Argued with classmates	0	1	2	3	4
When corrected, argued or became upset	0	1	2	3	4
TOTALS					

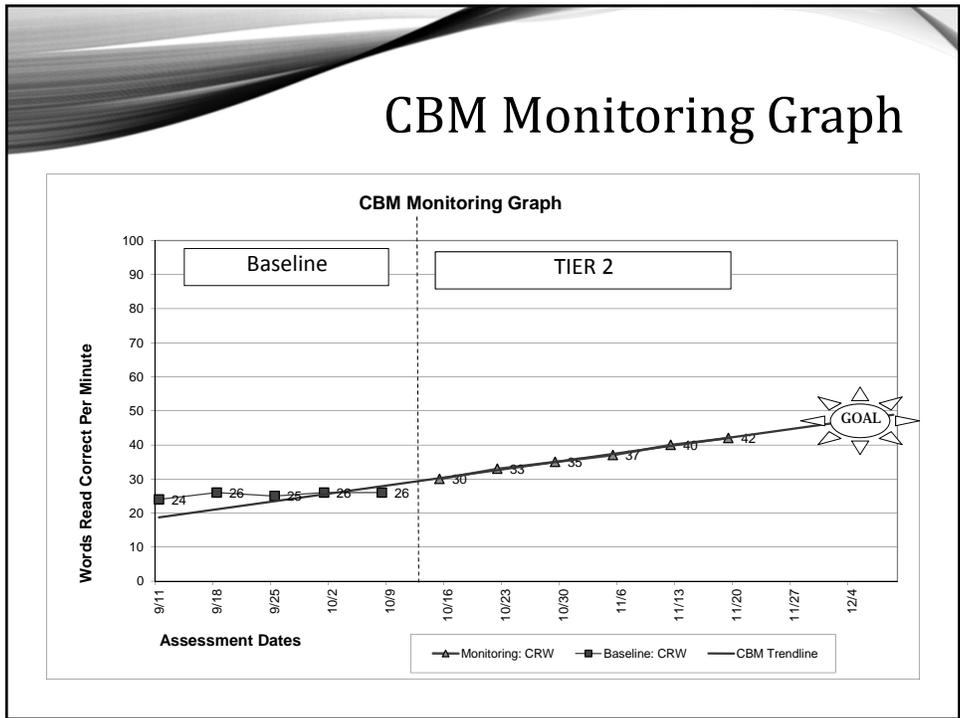
Progress Monitoring Graph



CBM Monitoring Graph



CBM Monitoring Graph



Implementation Plan Focusing on the Active Ingredients

- Delivering an effective intervention is like a good cooking recipe that involves multiple ingredients
- An ingredient is a component of a product that helps achieve its desired outcome
- Single ingredients represent necessary features of the recipe but insufficient alone to produce the desired outcome



IMPLEMENTATION MAP

Intervention Selected:

- Performance-Based Intervention
 - Check in/Check Out

Intervention Facilitator:

- School Counselor
 - Mark Cook

Active Ingredients of Intervention:

- Assignment of an adult mentor who the student likes and is willing to meet with
- Mentor provides unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)
- Mentor checks in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive interaction/conversation
- Mentor checks out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement
- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback
- Student receives positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)
- If willing and able, parents are included and provided with daily point sheet to support their child's behavior in the home.

Baseline Data Collection:

- Date: Oct. 14, 2016
- Who is responsible: Teacher (Sandy Holmes)

Intervention Start Date:

- Date: Oct. 18, 2016

Honing in on the active ingredients

Check in/Check Out Fidelity Checklist

The following are the 7 active ingredients associated with developing and implementing an effective Check in/Check out structured school-based mentoring intervention. For each of the active ingredients below, put a check mark in the one that have been implemented when delivering this intervention.

- Assignment of an adult mentor who the student likes and is willing to meet with
- Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)
- Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student
- Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement
- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback
- Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)
- If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.

Total Check in/Check out Fidelity Score (# of ✓/7) = _____%

Active Ingredient	Fidelity Rating Date			
	10/18	10/24	10/31	11/6
Assignment of an adult mentor who the student likes and is willing to meet with	+	+	+	+
Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)	+	+	+	+
Mentor <u>checked in</u> with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student	+	+	+	+
Mentor <u>checked out</u> with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement	+	-	-	+
Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback	+	-	+	-
Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)	+	+	+	-
If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.	N/A	N/A	N/A	N/A

Meeting Phase

Reviewing Data to Make a Decision

- Schedule meeting prior to beginning the implementation of the intervention
- Gather data while the intervention is being implemented
- Prepare data to be consumed by team to drive a decision
- Assign roles and create a structured agenda to ensure the meeting runs efficiently

Teaming Logistical Issues

- Team membership (the who)
 - Administrator, school psychologists, counselors, social workers, gen. ed teacher, sped teacher, behavior/cultural specialists
- Team roles (the who does what)
 - Facilitator, note taker, time keeper, case managers, and processor
- Frequency of meetings (the when)
 - Once every week or every other week
- Length of meetings (the how long)
 - 45 to 60 minutes
- Number of students discussed per meeting (the focus)
 - Students must have at-least 4 progress monitoring data points to evaluate RTI

Agenda of Meetings

- Spend 3-5 minutes per student
- Steps to meeting:
 - Case facilitator presents the student, describes current supports being implemented, and the fidelity of implementation (1-2 minutes)
 - Implemented with fidelity
 - Student attended school to receive intervention
 - Case facilitator passes out the progress monitoring graph and each team member reviews data (1 minute)
 - Each team member makes their own data-based decision (1 minute)
 - Maintain, modify, lessen, or intensify supports
 - Place student in one of the decision piles
 - Maintain, modify, lessen, intensify, or reconciliation

Meeting to Make a Data-Driven

FIDELITY DATA

PROGRESS MONITORING		Sufficient Fidelity	Insufficient Fidelity
	Positive Response	Maintain or Exit Maintain Intervention, Begin Fading Intervention, or Exit Student Progress	Improve Fidelity or Exit Improve Fidelity of Implementation, Exit Student from Progress
	No Response	Change Intervention Select a different intervention, Consider a more intensive intervention	Improve Fidelity Improve Fidelity of Implementation