Progress Monitoring for Tier 2 and 3 Interventions

AIM² Procedures

Assessing
1. Match to intervention
2. Select progress monitoring tool and gather baseline data

Implementing
1. Identify implementers
2. Review intervention scripts and key components
3. Actively implement the intervention

Monitoring
1. Gather progress monitoring data on an ongoing basis
2. Monitor fidelity of implementation
3. Input data in

Meeting
1. Convene team to review data
2. Distribute graphed progress monitoring data
3. Make a data-driven decision (improve fidelity, maintain, modify, intensify, or lessen/fade intervention)
Problem-Solving Process

Step 1: Define the problem

Step 2: Determine why the problem is happening

Step 3: Select an intervention to address the problem

Step 4: Implement the intervention with fidelity and determine whether it was effective

Student Intervention Matching System

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
Why is it critical to select a tool to gather baseline data prior to implementing the intervention?

Selecting a Tool and Gathering Baseline Data

- Tools
  - Direct behavior rating
  - Brief behavior rating forms
  - Point sheets
  - Existing data
    - Office referrals
    - Attendance
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:**

Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

0% 1 2 3 4 5 6 7 8 9 10

0% 50% 100%

Never Sometimes Always

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)

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

- Point sheet is used to award points to the student for exhibiting particular target behaviors
- Positively stated behaviors are identified and incorporated into the point sheet
  - e.g., Safe, respectful and responsible
- Specific time intervals to deliver points are selected (e.g., every 30 minutes, every period, or two times daily)

Brief Behavior Rating Scales

- Abbreviated rating scales that contain change sensitive items and assess particular domains of a student’s emotional and behavioral functioning
- Select the brief behavior rating scale(s) that represent the main areas of concern for the student
  - Social skills
  - Depressive behaviors
  - Anxious behaviors
  - Disruptive/inattentive behaviors
  - Aggressive behaviors
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 RATING: 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 RATING: Your ratings during this phase are intended to reflect the student’s behavior since the intervention was implemented. It is important to not to 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.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threatened to hurt or harm another student</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was physically aggressive toward peers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bullied other students</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Insulted peers by teasing or calling them names</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Challenged your or your teacher’s authority</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was reprimanded for bad classroom behavior</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Argued with classmates</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When corrected, argued or became upset</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTALS

Progress 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

**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 Facilitator:**
- School Counselor
  - Mark Cook

**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) = ___% 

<table>
<thead>
<tr>
<th>Active Ingredient</th>
<th>Fidelity Rating Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of an adult mentor who the student likes and is willing to meet with</td>
<td>10/18 10/24 10/31 11/6</td>
</tr>
<tr>
<td>Mentor provided unconditional positive regard and encouragement to the student</td>
<td>+ + + +</td>
</tr>
<tr>
<td>Mentor checked in with the student in the morning on a daily basis to pre-correct</td>
<td>+ + + +</td>
</tr>
<tr>
<td>problems, make sure the child is ready for the day, and engage in positive conversation with the student.</td>
<td></td>
</tr>
<tr>
<td>Mentor checked out with the student in the afternoon on a daily basis to connect</td>
<td>+ - - +</td>
</tr>
<tr>
<td>with the student, provide feedback and reinforcement, and offer advice and encourageme</td>
<td></td>
</tr>
<tr>
<td>Point sheet was completed by teachers to serve as a basis for monitoring progress</td>
<td>+ - + -</td>
</tr>
<tr>
<td>and providing performance-based feedback.</td>
<td></td>
</tr>
<tr>
<td>Student received positive reinforcement for improved behavior (such as, praise,</td>
<td>+ + + -</td>
</tr>
<tr>
<td>public recognition, access to desired privileges/rewards)</td>
<td></td>
</tr>
<tr>
<td>If willing and able, parents were included and provided with daily point sheet</td>
<td>N/A N/A N/A N/A</td>
</tr>
<tr>
<td>to support their child’s behavior in the home.</td>
<td></td>
</tr>
</tbody>
</table>
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

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Meeting to Make a Data-Driven

**FIDELITY DATA**

<table>
<thead>
<tr>
<th>PROGRESS MONITORING</th>
<th>Sufficient Fidelity</th>
<th>Insufficient Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Response</td>
<td>Maintain or Exit</td>
<td>Improve Fidelity or Exit</td>
</tr>
<tr>
<td></td>
<td>Maintain Intervention, Begin Fading Intervention, or Exit Student Progress</td>
<td>Improve Fidelity of Implementation, Exit Student from Progress</td>
</tr>
<tr>
<td>No Response</td>
<td>Change Intervention</td>
<td>Improve Fidelity</td>
</tr>
<tr>
<td></td>
<td>Select a different intervention, Consider a more intensive intervention</td>
<td>Improve Fidelity of Implementation</td>
</tr>
</tbody>
</table>