Progress Monitoring for Social Emotional and Behavior Interventions

Steps 5 and 6

Key Point: If we intervene, we have to progress monitor

“Data collected as part of each support can be used to determine whether the given strategy, practice, or intervention program adequately addressed the student’s identified need.” (Lane 2014)

Review: Behavior and Social at Tier 2

• Match Interventions and supports to skill deficits
• Primarily in-class supports, some small group interventions
• Interventions and supports address the following:
  • Acquisition (can’t do)
  • Fluency (trouble doing independently)
  • Generalization (doesn’t do in all settings)
Review: Behavior and Social at Tier 3

- Tier 3 is for:
  - more intense (deep levels of risk) needs
  - more broad (many different types of risk) needs
  - when Tier 2 has been ineffective
- Protocol should cover:
  - Function Based Interventions
  - Mental Health Focused Interventions
  - Suicide Intervention Crisis Recovery

Organize your interventions and supports with the following:
1. Clear Description
2. Entry Criteria
3. Progress Monitoring
4. Exit Criteria

to allow for rapid access — don’t make the student wait for what they need because the SYSTEM hasn’t been set up yet.

Tier 2 and 3 Interventions and Supports

- Tier 3 – Student Centered
- Acquisition
- Fluency
- Generalization
- Attendance Only

Time & Resources Required

More

Less
Progress Monitoring Methods

• Attendance, Behavior Referral and Course Grade data
• Screening Tool
• Instructional Practice Fidelity Tool
• Self Monitoring
• Daily Progress Report
• Direct Behavior Rating
• Behavior Rating Scale
• Direct Observations

Time & Resources Required

<table>
<thead>
<tr>
<th>Time &amp; Resources Required</th>
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<tbody>
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</tbody>
</table>

A-B-C Data

• Pros
  – Already collecting the data for all students
  – Simple to use, graph, and track
  – Can easily be used along with other progress monitoring methods

• Cons
  – May be insensitive to small changes
Screening Tools

• Pros
  – Direct connection to screening system
  – Comparable to many academic progress monitoring systems
  – Can be used at various intervals (daily, weekly, monthly, etc.)

• Cons
  – Not industry standard
  – Many screeners are not built and researched for frequent administrations
  – Limited question types
Instructional Practice Fidelity Tools

• Pros
  – Already part of Tier 1
  – Easy to implement
  – Flexible and adaptable
  – Emphasizes best practices that benefit all students

• Cons
  – Can be difficult to manage with a large number of students
  – Can be difficult to implement across multiple settings consistently

Example

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Observation period (10-min block)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Positive)</td>
<td>(Negative)</td>
</tr>
<tr>
<td>Ratio of Interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to Respond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misperceptions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self-Monitoring

• Pros
  – Teaches independence and responsibility
  – Less data collection from staff
  – Helps transition between generalization and independence
  – Works with many types of behaviors and social skills

• Cons
  – Requires teaching “inter-rater reliability” with a staff member first
  – Can be difficult for younger students to complete independently and accurately
  – Requires verification from other data
Example

**Self Monitoring Record**

<table>
<thead>
<tr>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
<th>Use Conflict Resolution Skills as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2  •</td>
<td>1  •</td>
<td>0  •</td>
<td>2  •</td>
</tr>
</tbody>
</table>

1st/5th Period
1st/6th Period
2nd/7th Period
3rd/8th Period
Today's goal

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Daily Progress Reports

**Pros**
- Can tie in with School-Wide behavior expectations
- Uniform method for multiple interventions and students
- Useful in bridging between other interventions and supports

**Cons**
- Variable by adult and not completely objective
- Can create a lot of data to manage

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Example

<table>
<thead>
<tr>
<th><strong>EXPECTATIONS</strong></th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Points</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Teacher Initials

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www.ksdetasn.org/mtss
Direct Behavior Ratings

- **Pros**
  - Research supported
  - Easy to train and implement
  - Can be used at various intervals (daily, weekly, specific classes, etc.)

- **Cons**
  - Early stages of research with limited behaviors to measure
  - Can create a lot of data to manage

Examples

- **Academically Engaged**

  Place a mark along the line that best reflects the percentage of total time the student was Academically Engaged during task today.

- **Younger Version**

- **Older Version**

Adapted from Chafouleas 2017

Behavior Rating Scale

- **Pros**
  - Personalized to the student’s needs
  - Easy to complete once created
  - Rates both the problem and the replacement behaviors

- **Cons**
  - Requires deep knowledge of the student’s behaviors
  - Each Behavior Rating Scale is different and based on student needs
Example

<table>
<thead>
<tr>
<th>Problem Behavior: “Hitting and Teaching Others”</th>
<th>Scale</th>
<th>Replacement Behavior: “Say classroom’s name to gain peer attention”</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>11+ Times</td>
<td>5</td>
<td>1-100% of Opportunities</td>
<td>5</td>
</tr>
<tr>
<td>8-10 Times</td>
<td>4</td>
<td>81-40% of Opportunities</td>
<td>4</td>
</tr>
<tr>
<td>5-7 Times</td>
<td>3</td>
<td>41-60% of Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>2-4 Times</td>
<td>2</td>
<td>21-40% of Opportunities</td>
<td>2</td>
</tr>
<tr>
<td>0-1 Times</td>
<td>1</td>
<td>0-20% of Opportunities</td>
<td>1</td>
</tr>
</tbody>
</table>

Direct Observations

- **Pros**
  - Most accurate form of data collection
  - Large body of research supporting usage
  - Many options of data collection methods to match to student behaviors

- **Cons**
  - Time intensive
  - Often take additional staffing to complete

Examples

- Frequency Recording
- Duration
- Interval Recording
- Opportunity Recording
- Latency
- Etc.
Concluding Tips

- Match intensity of intervention needs to intensity of data collection method
- Track both the problem and the replacement behavior whenever possible
- Consider using more than one data collection method to progress monitor.
  - Ex. Tracking both Office Referrals and Daily Progress Report

Tracking Progress

- Use a spreadsheet to keep track of the data
- Problem solve around who is going to manage the data
  - Often within the Collaborative Teams or Intervention Manager
- Review data frequently
- Use decision/change rules when applicable
Example

Team Time

- What interventions do we already have?
- What data collection methods do we already use?
- Where do we already have things in place?
- Where do we have gaps?
  - Which progress monitoring methods do we need to research more?

Resources

- https://intensiveintervention.org
- www.ksdetasn.org/resources
  - Terry Scott data collection video