

Progress Monitoring for Tier 2



MU Center for SW-PBS
College of Education
University of Missouri



Outcomes

- Purpose and key features of Tier 2
- Monitoring student behavior
- Using progress monitoring for decision making



Purpose & Key Features of Tier 2

- Academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation.



Purpose & Key Features of Tier 2

- Require a targeted assessment, planning and data collection
- Should be research based
- **Monitored regularly (progress monitoring) to determine student growth and to inform instruction**

*MO Dept. of Elementary & Secondary Education,
Special Education, Compliance*



Purpose & Key Features of Tier 2

- Provide interventions to support approximately 15% of the student population who are at risk, *but not currently engaging in severe problem behavior*

Walker et al., 1996

Crone, Hawken & Horner, 2010, p. 7



Purpose & Key Features of Tier 2

- Continuously Available
 - students can be added to the intervention at any time.
- Quickly & Easily Accessible
 - supports are accessible within 2-3 days of identifying need
- Minimal Time from Classroom Teachers
 - modify traditional methods
 - implement new practices
 - monitor progress & evaluate outcomes



Purpose & Key Features of Tier 2

- Skill Sets Easily Learned
 - consistent with high-quality instruction or
 - can be easily learned
- Aligned with SW Expectations
 - matched with existing Tier 1 approaches
- All Personnel are Aware
 - understand rationale
 - describe interventions used
 - training for implementation



Purpose & Key Features of Tier 2

- Consistent Implementation
 - implemented similarly for 90% or more of students receiving the intervention
 - minor modifications made for a few students
- Matched to Function of Student's Behavior
 - comprehensive FBA NOT required
 - consideration for function using easily accessible data



Purpose & Key Features of Tier 2

- Typically incorporate practices such as:
 - Explicit skill instruction
 - Increased encouragement for appropriate behavior
 - High rates of performance feedback
 - Specific planning for generalization and maintenance



Purpose & Key Features of Tier 2

- Commonly implemented, group-oriented interventions:
 - Check-in/Check-out (CICO)
 - Check & Connect
 - Social Skill Intervention Groups
 - First Step to Success
 - Academic Instructional Groups
 - Academic Accommodations
 - Student Self-Management
 - Positive peer reporting, Tootling, CW-FIT, Simple FBA



Activity: Progress Check

Turn to a partner and discuss key features of Tier 2 interventions

Questions?



Monitoring Student Behavior

Why?

- Answers the question – “Is this intervention effective?”
- Improves student outcome when shared
- Compliance requirement of DESE



Monitoring Student Behavior

When and Where?

- Monitor during problematic times determined by data (minor discipline records)
- If unsure, monitor all time frames and delete as student consistently demonstrates appropriate behavior
- Monitor at least weekly



Monitoring Student Behavior

How?

- Create a monitoring form for each student in a Tier 2 intervention
 - Determine behaviors common to students identified and matched to that intervention
 - Determine how often the form will be completed and by whom



Monitoring Student Behavior

Monitoring form should include:

- Expected behaviors
- Time frames
- Rating
- Goal
- Total



Wonderful Middle School EAGLES Program
Excel and Gain Life Educational Skills

Student Name _____

Date _____

3 = 0-1 reminder

2 = 2 reminders

1 = 3+ reminders

	Be Safe Keep hands & feet to self	Be Respectful Use polite language	Be a Learner Follow directions	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		
<p>Today's Goal: 50% 55% 60% 65% 70% 75% 80%</p> <p>Today's Points _____ Points Possible _____ Today's Percent _____%</p>					

Parent/Guardian Signature _____

Congratulations for _____





CICO Report

Date _____ Student _____ Teacher _____

1 =3 or more 2= 2 reminders 3= 0 – 1	Be Safe			Be Respectful			Be Your Personal Best						Teacher initials			
	Keep hands, feet, and objects to self			Use kind words and actions			Follow directions			Working in class						
Class	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Recess	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Class	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Lunch	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Class	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Recess	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Class	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Total Points =				Today _____%						Goal _____%						
Points Possible = 50																



Windsor Elementary Social Skills Monitoring Program

BE IN CONTROL!



Student Name _____

Rater Name _____

Week of _____

This student is participating in a Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Day 5, please put the completed form in Shannon Jansen's mailbox. You will receive a new form by the morning of Day 1.

3=Displayed Consistently		2=Displayed periodically/inconsistently					1=Did not display
	Targeted Social Skills BE IN CONTROL!	Day One	Day Two	Day Three	Day Four	Day Five	Comments
Be Safe	Be able to control your anger.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Be able to walk away and choose something new.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Be Respectful	Be willing to listen to each other.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Be willing to compromise and meet in the middle.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Be Responsible	Be ready to make a plan together.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Be able to ask an adult for help.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Total Daily Points							
Total Points Possible							Total Points for the Week
Weekly Goal:							Points Possible for the Week
Week's Percentage							_____



Small Group Social Skills

Weekly Progress Report

Student's Name _____ Age/Grade _____

Teacher's Name _____

Date of Report _____ Goal _____

Student has been a member of a social skills training group. During the past few weeks, we have been working on key skills to help the student improve his or her social interactions with peers and adults. Please check the box indicating the level of progress this student has experienced in the last week.

<u>Social Skill with steps listed:</u> 1. Make eye contact 2. Let others talk – avoid interruptions 3. Pay attention 4. Ask questions or take your turn to talk	<u>No improvement (0)</u> (no change) 0 points	<u>Some improvement(1)</u> (appropriate use of the skill 1-3 times but still uses competing problem behavior)	<u>Great Improvement (2)</u> (appropriate use of the skill 4-6 times with rare use of competing behavior)	<u>Competent (3)</u> (appropriate use of skill with 0 use of competing behavior)
Making conversation:				

Mentoring Monitoring form

CHECK

	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F		
Tardy																											≥ 5
Skip																											≥ 3
Absent																											≥ 4
Behavior referral																											≥ 4
Detention																											≥ 2
In-school suspension																											≥ 2
Out-of-school suspension																											≥ 2
Failing classes	_____ D's _____ F's																				risk indicator ≥ 1 F and/or ≥ 2 D's per grading period						
Behind in credits	_____ Credits earned out of _____ total																				earning <80% of possible credits per grading period						

CONNECT

BASIC

< High risk for month

Shared general information																									
Provided regular feedback																									
Discussed staying in school																									
Problem-solved about risk																									



Monitoring Student Behavior

Graphing data allows for visual representation of the data and should include:

- Student level of performance
- Desired level of performance (goal)
- Trend line

Monitoring Student Behavior



Monitoring Student Behavior

Advanced Tier Spreadsheet is free and available for your use

<http://pbissmissouri.org/tier-2-workbook/tier-2-data-tools>



Activity: Progress Check

Turn to a partner and discuss the importance of monitoring individual student progress.

- How are you currently monitoring students?
- Who inputs the data?
- How does the team get individual student data for decision making?

Questions?



Data Decision Rules

- A student in a Tier 2 Intervention should first reach the goal line within 3 weeks.

(Sprague, 2008)

- The general recommendation from most researchers is that we need at least eight data points within 3 weeks of instruction before making a decision about whether or not an intervention change is needed.

(Lembke, 2008)



Using Data for Decisions

How do I know what a reasonable goal is for a student?

- Collect 3 to 5 data points (baseline) before implementing the intervention using the same monitoring form (teacher completes without including the student)
- Start goal at 15-20% above baseline data
- Raise goal every 2 weeks as student achieves goal at least 80% of the time until final goal of 80%-85%

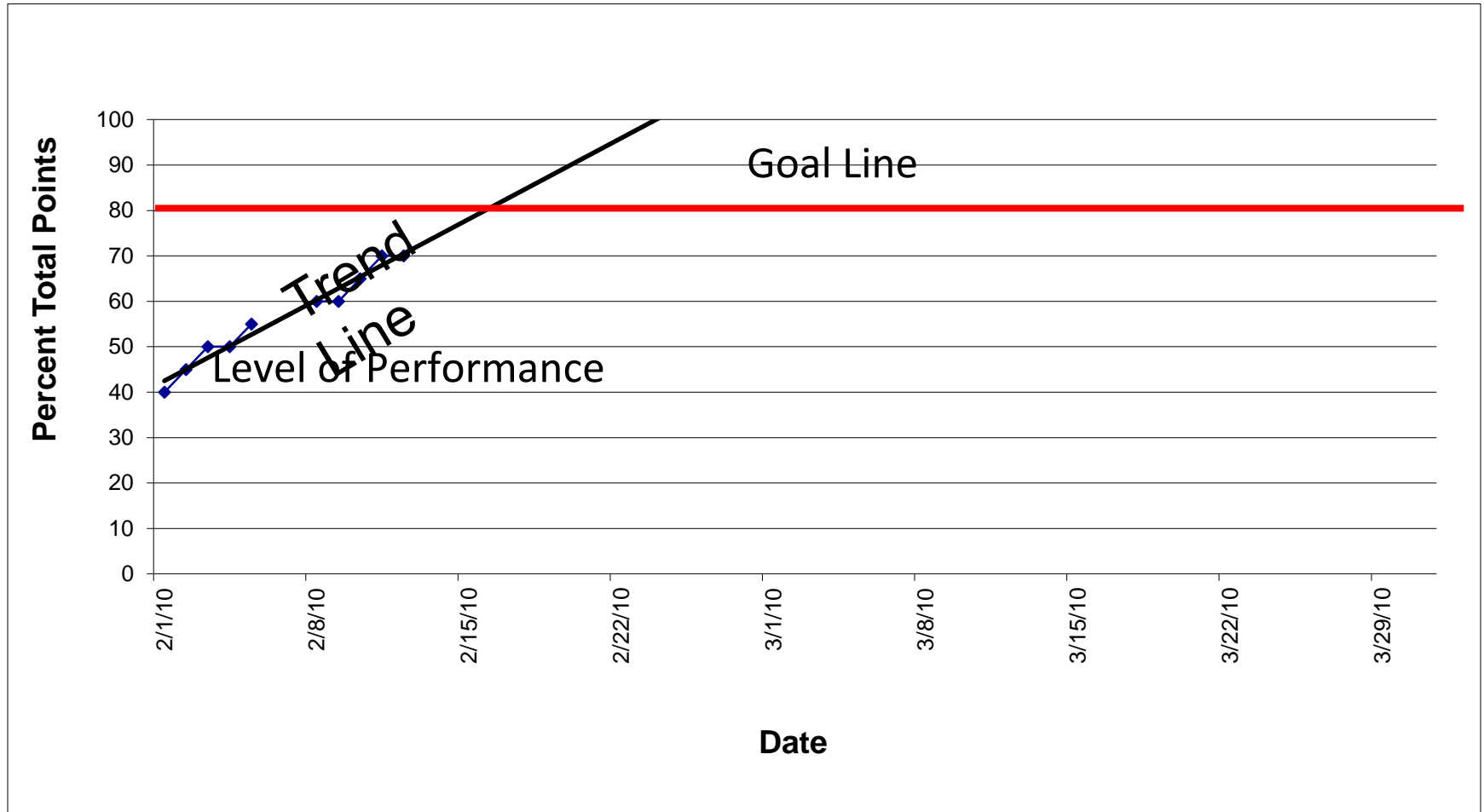


Using Data for Decisions

Student data should be reviewed regularly to determine if student is demonstrating:

- Positive Response - Gap between trend line and goal line is closing at an acceptable rate
- Questionable Response - Gap between trend line and goal line stops widening, but closure does not occur at an acceptable rate.
- Poor Response - Gap between trend line and goal line continues to widen with no change in rate.

Positive Response



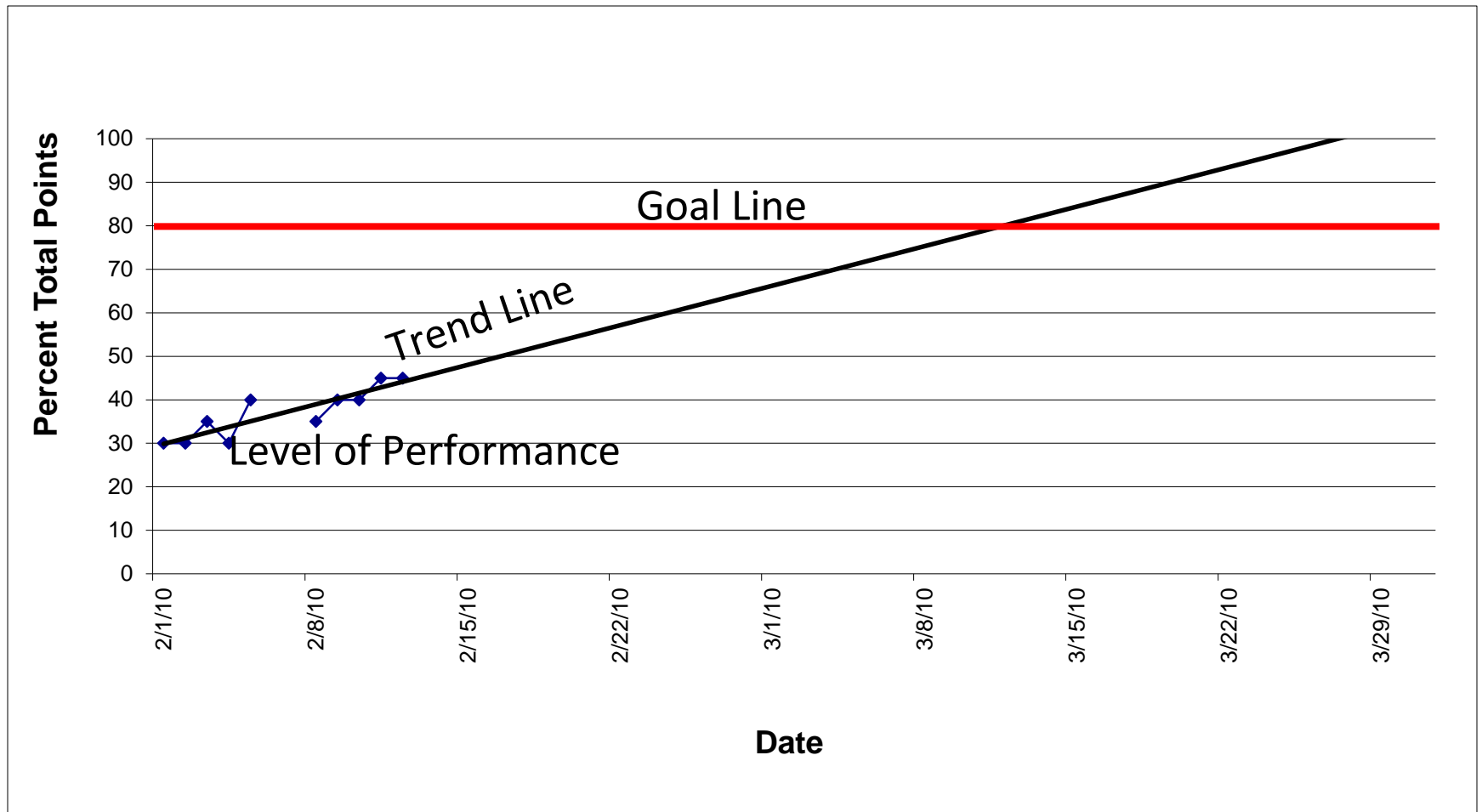


Data Decision Rules

- ***Positive Response to the Intervention***
 - Continue intervention with current goal
 - Continue intervention with goal increased
 - If goal was not at 80%
 - Fade intervention to determine if the student has acquired functional independence if student has acquired goal of 80% or above for a minimum of 4 weeks



Questionable Response to Intervention





Data Decision Rules

- ***Questionable Response to the Intervention***
 - Was intervention implemented as intended?
 - If no - employ strategies to increase fidelity of implementation
 - If yes -increase intensity of current intervention for a short period of time and assess impact.
 - If rate improves, continue.
 - If rate does not improve, return to problem solving.



Fidelity of Implementation

- Fidelity of Implementation =
 - Delivered as planned
 - All steps completed accurately
- “The positive outcomes that have been documented in the research literature are related to high fidelity of implementation by school staff”

(Crone, Hawken & Horner, 2010, p. 88)



Fidelity of Implementation...

1. Check permanent products for accurate completion AND/OR
2. Create a checklist of essential steps/components for the intervention
 - Ask staff to self check as to which components they complete regularly **OR**
 - Observe and use checklist to mark steps completed



Measuring Fidelity of Implementation...

Fidelity of Implementation Checklist (Example)

Student: *Pat*

Implementer: *Ms. Function-based Logic*

Intervention: *Check-in/Check-out*

Week of: *February 15-19*

Directions: For each day, mark “yes” or “no” as to whether the particular intervention component was implemented with integrity. At the end of the week, calculate the column and row totals to assess daily and component integrity.

Intervention Components	DPR 1 Date:		DPR 2 Date:		DPR 3 Date:		DPR 4 Date:		DPR 5 Date:		Component Integrity
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1. Daily Check-in	<u>Yes</u>	No	<u>Yes</u>	No	<u>Yes</u>	No	<u>Yes</u>	No	Yes	No	
2. Regular Teacher Feedback (all sections)	<u>Yes</u>	No	<u>Yes</u>	No	Yes	No	Yes	No	Yes	No	
3. Daily Check-out	<u>Yes</u>	No	<u>Yes</u>	No	<u>Yes</u>	No	Yes	No	Yes	No	
4. Data Collection & Progress Monitoring	<u>Yes</u>	No	<u>Yes</u>	No	<u>Yes</u>	No	Yes	No	Yes	No	
5. Parent Participation	<u>Yes</u>	No	<u>Yes</u>	No	<u>Yes</u>	No	Yes	No	Yes	No	
Daily Integrity											Average DI

Self Check for Fidelity- CICO

Morning Check-in	Yes	No
Greet student using a positive tone of voice		
Help student select / obtain the Daily Progress Report (DPR)		
Remind student of expectations and/or goal for the day		
Ask student if DPR from previous day was signed and returned		
Offer participation reinforcer for checking-in		
Keep interaction & instruction brief		
Use a positive tone throughout interaction		
Refer student to counselor if in crisis		



Data Decision Rules

- ***Questionable Response to the Intervention***
 - Was intervention implemented as intended?
 - If no - employ strategies to increase fidelity of implementation
 - If yes -increase intensity of current intervention for a short period of time and assess impact.
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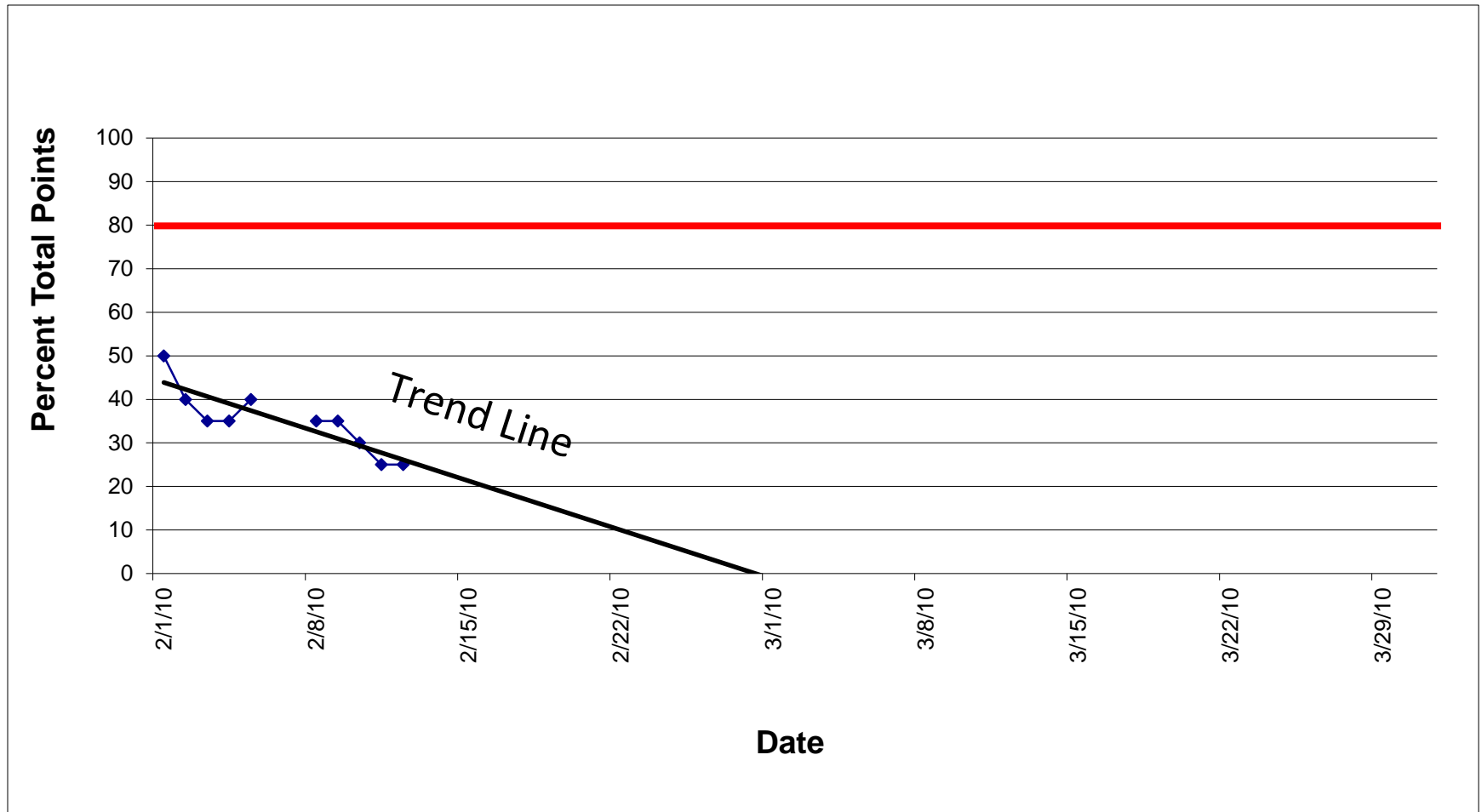


How do we intensify an intervention?

- Provide more frequent feedback
- Individualize the feedback procedure
- Add a self-monitoring component
- Individualize the reinforcer
- Match features of intervention to function of behavior



Poor Response to the Intervention





Decision Rules

- ***Poor Response to the Intervention***
 - Was intervention implemented as intended?
 - If no - employ strategies to increase fidelity of implementation
 - If yes -
 - Was the problem identified correctly?
 - Is intervention aligned with the function?
 - Are there other functions to consider?



Decision Rules – Poor Response

- If problem behavior was not identified correctly, use intensifying procedures with the correct behavior specifically monitored on the DPR
- If intervention does not align with function, change reinforcement to match OR move to a different intervention
- Student may need individualized supports



Activity: Progress Check

Turn to a partner and discuss the importance of using student data for decisions.

- Do you currently check fidelity for questionable or poor response? If not, when and how will you begin doing this?

Questions?



Team Meeting Process

- Video of meeting process

Questions?

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