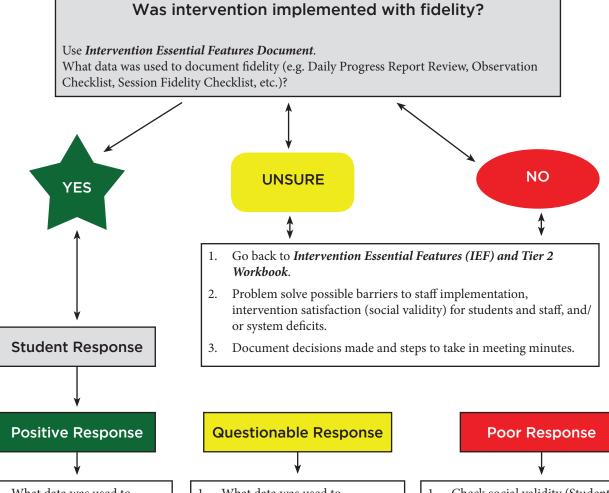# MO SW-PBS Student Progress Monitoring Guide

Review the Pre-meeting Organizer. Answer the questions below for each student requiring action by the team.

Was intervention implemented with fidelity?

Use *Intervention Essential Features Document*.
What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?

YES

UNSURE

NO

1. Go back to *Intervention Essential Features (IEF) and Tier 2 Workbook*.
2. Problem solve possible barriers to staff implementation, intervention satisfaction (social validity) for students and staff, and/or system deficits.
3. Document decisions made and steps to take in meeting minutes.

Student Response

Positive Response

Questionable Response

Poor Response

Positive Response	Questionable Response	Poor Response

1. What data was used to inform progress made in the intervention?
  • Daily Progress Report
  • Weekly Progress Report
2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
3. Did the team follow decision rules to identify student (s) who will continue in the intervention?
  • Continue with Goal
  • Increase Goal
  • Fade
  • Graduate
	1. What data was used to inform progress made in the intervention?
	  • Daily Progress Report
	  • Weekly Progress Report
	2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
	3. Did the team follow decision rules to identify student (s) requiring modifications?
	  • Reconsider Function
	  • Reconsider Goal
	  • Provide More Frequent Feedback
	  • Individualize Feedback Procedure
	  • Individualize the Reinforcer
		1. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
		2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report?
		3. Is the intervention aligned with the function of the student's behavior?
		4. Are there other functions to consider?
		5. When the team is confident with the behavior identification, the alignment of intervention and function, and that no additional functions should be considered, the team should discuss:
		  • Changing the Tier 2 Intervention
		  • Considering the student for Tier 3 Intervention

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