CHAPTER 7: MONITORING STUDENT PROGRESS

LEARNER OUTCOMES

At the conclusion of this chapter, your team will be able to:

- Determine the appropriate method to be used to monitor student progress in the BIP (permanent products, Daily Progress Report (DPR)/self-monitoring, observational data)
- Collect baseline data to determine rate or severity of behavior prior to intervention
- Use progress monitoring data for decision making

The Missouri Department of Elementary and Secondary Education (DESE) requires an intervention to: "have a **targeted assessment**, planning and data collection, be **research based**, and be **monitored regularly** to determine student growth and to inform instruction." (dese.mo.gov)

> " . . . collecting and reporting effect based data is the ultimate tool of accountability."
>
> Alberto & Troutman, 2013, p.67

MONITORING STUDENT PROGRESS

We teach academic skills by determining current level of functioning and then monitoring the acquisition of the skill toward mastery. The same reasoning should be applied to social behavioral skills. This chapter will guide your team through the process of determining current level of functioning, progress monitoring the student's performance of the desired replacement behavior, and using data to inform instruction.

Monitoring student progress is an **essential component** of the Behavior Intervention Plan. The monitoring plan is **determined at the final team meeting prior to implementing** the intervention.

Prior to a student starting an intervention, the team should address the following questions:

- What data will be collected to determine student progress in the intervention?
- How will the data be converted into a graph for visual display (i.e. what tool will be used)?
- How often will collected data be reviewed?

Once the team has established the monitoring plan, baseline data will be collected for the identified problem behavior using the selected method prior to beginning the intervention.

Baseline data provides the team information about the student's **current level of functioning regarding the identified problem behavior.** For example, if the student is currently completing zero homework, that is the baseline. Once the intervention begins, progress monitoring data will be collected to determine whether the intervention is resulting in more homework being completed. In other words, baseline data is

the measuring stick by which intervention data are compared to determine the extent to which a change in the behavior occurred.

Baseline data also aid in goal setting. We use the baseline data information to determine what is a reasonable rate of increase (in expected behavior) or decrease (in problem behavior) for the student to reach his/her goal. Data collection to progress monitor a student's response to an intervention answers the question "Is this intervention effective?" Without objective measures, behavior change may be too gradual to determine.

Whatever method is used to monitor progress, the data should be collected at least weekly. An Excel program may be used to store individual student data or teams may use the *Advanced Tier Spreadsheet* or the new *Behavior Intervention Plan – Intervention Tracker (BIP-IT)* found on the pbismissouri.org website. Graphs are viewed regularly by the Tier 3 Action Team and used for making decisions such as continue intervention as planned, check fidelity of the intervention's implementation, begin to fade the intervention, or intensify/modify the intervention.

Methods for Progress Monitoring

When considering a method to determine student progress, context and efficiency should be a primary focus. What is the most efficient method for the type of behavior you are monitoring that will give the information needed to determine if the student is making adequate progress? Baseline data and progress monitoring data should be collected using the same method so a comparison may be made between data taken prior to and after implementation of the intervention.

PERMANENT PRODUCT MONITORING

EXISTING SCHOOL RECORDS: When the student was identified for Tier 3 support, the Tier 3 Action Team collected information about the problem behavior(s), conducted interviews and a record review, and determined both a short-term and long-term desired replacement behavior. This information forms the basis for selecting what will be monitored.

For example, records of attendance and minor discipline records are items collected by SW-PBS schools and used to help identify students needing additional assistance. If a student was identified for Tier 3 supports using those items, a comparison may be made between the records prior to the intervention (baseline) and after the intervention has been implemented, progress monitoring. The number of times a teacher recorded minor discipline problems during the 2 to 5 weeks prior to the intervention (baseline), and then each week after the intervention has been implemented may be graphed with the traditional trend line, goal line, and change line applied.

Attendance, office discipline records, or classroom/minor discipline records are all examples of permanent products. **Permanent products are tangible items that result from a behavior.** The records of the behavior are evaluated which makes this method easy to apply since the samples are documents maintained regularly by the school. Additional examples include samples of student work and grades.

Some problem behaviors, such as student being off task during work time or when instructions are given, can result in missed assignments. Since teachers maintain records of **completed assignments**, the gradebook can serve as a permanent product for progress monitoring. Again, record the number of weekly

assignments completed in the weeks prior to implementing the intervention (baseline) for comparison to the number of weekly assignments completed after the intervention has been implemented.

If a student's behavior results in refusal to complete or poor completion of specific types of assignments, those **samples of student work** could also be collected and compared. These might include writing samples, independent work samples, quizzes, or worksheets.

DAILY PROGRESS REPORT: Student progress may be monitored by creating a daily progress report (DPR) similar to those created for Check-In/Check-Out (CICO) and Social Skills Intervention Group (SSIG). The replacement behavior is defined (taken from the behavior pathway), the time frame(s) for recording determined, and a scale is developed to indicate the performance level of the targeted replacement behavior

The rating scale to be used may be similar to the one used for CICO, which is usually a 3 point scale:

- 3 indicating they performed the desired behavior with zero to one reminder,
- 2 indicating they required two reminders or corrections for them to perform the desired behavior,
- 1 indicating the student did not perform the desired behavior, or required several reminders and/or redirects before performing the desired behavior.

When determining time frame for recording of behavior, the team should decide if the behavior should be tracked daily, hourly/per period, or only during problematic routines or subjects. The teacher completes the progress report based on the agreed upon parameters. The scores are totaled and graphed.

The following is an example of a simple DPR:

Student_____ Behavior_____

Goal _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Mon	Tues	Wed	Thurs	Fri	Comments
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Today's Points _____ Points Possible _____ Today's Percent _____%						

Collecting Observational Data

Observations serve a variety of purposes. An observation is required as part of the FBA process either to confirm a Summary Statement or collect additional information so an accurate Summary Statement may be written. When designing individual Behavior Intervention Plans (BIP) it may be necessary to collect observational data if the target behavior is not better monitored by a permanent product. These frequency, duration, or intensity observations of a behavior may be gathered before an intervention to establish baseline and then after the intervention to be used to progress monitor.

Observational data provides a snapshot of the behavior by observing during periods of time in which the problem behavior is most likely to occur. Observing the student in the environment where the problem behavior occurs for 15-20 minutes 3-5 times will provide information about the frequency, duration, or intensity of the behavior for baseline purposes. Progress monitoring observations should follow the same time frame, context and method so an accurate comparison to baseline may be made.

STEPS REQUIRED TO CONDUCT AN OBSERVATION

1. Clearly define problem behavior
2. Determine simplest and most accurate method to collect data
3. Collect data
4. Summarize and/or graph results
5. Use data to make decisions

Step 1. Clearly Define Behavior

The first step in the observation process is to clearly define the problem behavior, and the desired replacement behavior to be observed. The behavior(s) must be described specifically to be observable and measureable. The description should allow the observer to count how often the behavior occurs, measure how long it lasts, or determine the intensity of the behavior based on a predetermined scale.

Examples of problem behavior could include:

- Off task = student is not looking at teacher when they are speaking, not putting pen to paper if doing seat work, or is not contributing actively if working in a group
- Talking out = student makes comment before first being acknowledged by the teacher
- Aggressive behavior = student pushes, hits, pinches others

Examples of desired replacement behavior could include:

- On task = student is looking at teacher or following instruction during whole group, student is actively working on assigned task (discussion on topic, reading/writing/calculating assigned task)
- Contribute = student waits to be acknowledged by the teacher before commenting
- Aggressive behavior = student expresses frustration or tries to get peers to respond by talking, keeping hands to self

Some non-examples of defined behavior:

- Suzy is out of control
- Johnny continually talks out
- Sally is inappropriate with peers
- Jimmy is defiant with teachers

In each of these non-examples, it is not clear what behavior the observer should be looking for. One person's definition of "out of control" may be different from another's.

DISCUSSION

Change each non-example to be observable and measureable.

- Suzy is out of control
- Johnny continually talks out
- Sally is inappropriate with peers
- Jimmy is defiant with teachers

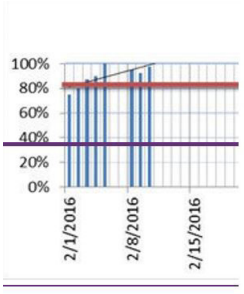
Step 2. Determine The Simplest And Most Accurate Method To Collect Observational Data

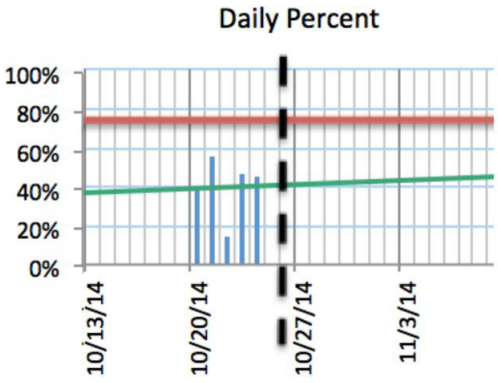
Observational data may be collected in a variety of ways. Determining which method to use is based on the behavior to be observed. This text is covering two broad methods of observational data collection; event based recording and time based recording. Some methods require the observer be someone other than the teacher; other data collection processes are appropriate for a teacher to do during instruction.

For any method, plan on observing for 15 - 20 minutes a minimum of 3 - 5 separate occasions to get a stable trend for baseline data (Kazdin, 2011). The observation should be conducted during a time frame identified as having high probability of the problem behavior occurring based on the context analysis done during the teacher interview.

After each observation, the data should be converted to a percentage to create a single data point and graphed. When collecting baseline data, if the data after three observations is similar, use those 3 data points to describe the level of current performance. For example, if the first 3 data points are 45%, 52%, and 48%, you can be reasonably certain the behavior is performed approximately 50% of the time. If the data points are not similar, for example, 39%, 55%, and 14%, conduct at least two more observations until a trend emerges.

After baseline is graphed, a vertical line is drawn indicating a change. Once the intervention has been implemented, additional observations using the same method at the same time may be used to determine effect of the intervention.





The followingse observation data recording methods are frequently used in gathering behavioral data, and can provide information useful to the team about the problem behavior and the use of the replacement behaviors.

- Event Based Recording
  - Frequency counts
  - Duration recording

- Time-based Sampling
  - Partial interval
  - Whole interval
  - Momentary interval

EVENT BASED RECORDING: Event based recording includes the use of either frequency counts or duration data. Frequency recording is simply noting each time the target behavior occurs during the observational period. A tally mark on a piece of paper, moving a paper clip from one pocket to another, or any other method of recording the number of times the behavior occurred during the observational period may be used. Event based recording requires the observer to watch the student the entire time frame. While this is one of the simplest methods of recording and can be accomplished by the classroom teacher, it is not appropriate for all behaviors.

The behaviors most appropriate for event based recording are those which have a definite beginning and ending of similar duration with low frequency. Examples of behaviors most appropriate for this method include: talking out/blurting, some aggressive behaviors such as hitting or kicking, and being tardy to class. It would be difficult to count pencil tapping on a desktop as the frequency is so high. Similarly, it would be difficult to count being off task because it is unclear when it begins and ends. Out of seat behavior may have large variation in duration which would not necessarily give a clear picture as to the extent of the problem if recorded with event based recording (the student may have been out of seat only once but it lasted most of the class period).

It is important for each observation to be a standard length of time as the data collected is typically converted to a rate such as 5 times in 15 minutes. For this method to be accurate, the observer must be prepared to watch the student continuously during the designated time frame.

Event Recording Form
Frequency Data Collection

Student: _____ Observer: _____

Location: _____

Describe the target behavior.

_____

_____

Note the date and time of each observation.

During the observation, each time the target behavior is observed, make a tally mark in the appropriate column.

At the end of the observation period, add up the tally marks and place the total in the appropriate column. If the behavior is not observed during the scheduled time, enter a zero in the column.

Calculate the rate of behavior by dividing the total occurrences by the total minutes of the observation. For example, if the behavior occurred 12 times in 20 minutes, 12/20 = 1.75/minute.

Date	Time	Behavior Occurrence	Total

Adapted from Kansas Institute for Positive Behavior Support. (2012)

Duration Recording: Duration recording is used to determine the **length of time a behavior lasts each time it occurs** during the specified time frame. A chart may be constructed to record when a behavior starts and when it stops or one could simply start and stop a stop-watch each time the behavior occurs. Duration recording is best used for continuous behaviors, such as being out of seat, crying, or off task behaviors such as looking around the room, chatting with a peer, or digging around in a desk.

Data may be converted to a percentage by dividing the amount of time the behavior occurred by the amount of time observed. For example, if a student was observed for 20 minutes, and over the course of the 20 minutes, the student was chatting with peers instead of working for a total of 8 minutes and 40 seconds, the percentage would be 8.67/20 = .43 or 43% off task, 57% on task. Again, the conversions should be standard and be represented by a single data point on the graph .

Duration Recording Form

Student: _____ Observer: _____

Location: _____

Describe the target behavior.

_____

_____

Note the date and time of each observation.

During the observation, note the time when the behavior begins, continue observing student, and note the time when the behavior ends.

At the end of the observation period, add up the tally marks and place the total in the appropriate column. If the behavior is not observed during the scheduled time, enter a zero in the column.

Calculate the total minutes the behavior was observed. Graph the total minutes for each observation.

Date	Time	Time Behavior Began	Time Behavior Ended	Total Duration of Behavior

Adapted from Kansas Institute for Positive Behavior Support. (2012)

TIME SAMPLING DATA COLLECTION: Time sampling recording methods provide an approximation of the occurrence of behavior rather than an actual count and may be used for behavior of various lengths. A timer or a method of alerting the observer as to when to record. The total period of observation is divided into shorter segments or intervals; the shorter the segments of time, the more accurate the data. It is not uncommon to divide a 20-minute observational period into 10, 20, or 30 second intervals. The same chart may be used for *partial*, *whole*, or *momentary* time sampling recording.

Partial interval recording is used for behaviors which are occurring at a low rate. An example might include a student using name-calling toward peers. The behavior is recorded if it occurs during any **part** of the time interval. The time interval may be adjusted to reflect the usual or hypothesized amount of time the behavior occurs but should be standardized across all observations. This method tends to over-estimate the occurrence of the behavior. This over-estimation increases as the interval increases.

Whole interval recording is best used for behaviors of long duration. One example might be a student putting his or her head down on the desk. The interval of recording should be set at the shortest observed occurrence of the behavior. In this method, the behavior is recorded only when it has occurred the entire or **whole** interval. This method tends to underestimate the behavior.

Momentary interval recording is used with behaviors that are sporadic but at high rates. An example might be a student talking or making sounds during work time. The observer uses the timer to indicate when to look at the student to see if the behavior is occurring at that **moment**. This method tends to underestimate behavior as the behavior may occur more than once during an interval; the smaller the interval the more accurate the data.

Partial Interval Recording
Time Sampling Data Collection

Student: _____ Observer: _____

Location: _____

Describe the target behavior.

_____

_____

Note the date and time of each observation.

Determine the total projected observation time (e.g., 20 minutes), and divide the time into equal intervals (e.g., 30 seconds). In this case there would be 40 intervals.

- All intervals need to be of equal length and can be anywhere from a few seconds to a few minutes long.
- Be prepared with a watch/clock with a second hand, timer, or other signal for timing each interval.

IMPORTANT: Total observation time and length of intervals need to be consistent each time an observation is conducted.

If the behavior is observed **anytime during the interval**, place a ✓, if not, place an O.

At the end of the observation, divide the number of intervals when the behavior occurred by the total number of possible intervals to get a percentage of the behavior. For example, if the student performed the behavior 26 or 40 intervals, record 65%.

Date	Intervals – Mark with ✓ or O										Total times behavior occurred
	1	2	3	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	18	19	20	
Time											
	21	22	23	24	25	26	27	28	29	30	
											%
	31	32	33	34	35	36	37	38	39	40	

Adapted from Kansas Institute for Positive Behavior Support. (2012)

Whole Interval Recording
Time Sampling Data Collection

Student: _____ Observer: _____

Location: _____

Describe the target behavior.

_____

_____

Note the date and time of each observation.

Determine the total projected observation time (e.g., 20 minutes), and divide the time into equal intervals (e.g., 30 seconds). In this case there would be 40 intervals.

- All intervals need to be of equal length and can be anywhere from a few seconds to a few minutes long.
- Be prepared with a watch/clock with a second hand, timer, or other signal for timing each interval.

IMPORTANT: Total observation time and length of intervals need to be consistent each time an observation is conducted.

If the behavior is observed **for the entire interval**, place a ✓, if not, place an O.

At the end of the observation, divide the number of intervals when the behavior occurred by the total number of possible intervals to get a percentage of the behavior. For example, if the student performed the behavior 26 or 40 intervals, record 65%.

Date	Intervals – Mark with ✓ or O										Total times behavior occurred
	1	2	3	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	18	19	20	
Time											
	21	22	23	24	25	26	27	28	29	30	
											%
	31	32	33	34	35	36	37	38	39	40	

Adapted from Kansas Institute for Positive Behavior Support. (2012)

Momentary Interval Recording
Time Sampling Data Collection

Student: _____ Observer: _____

Location: _____

Describe the target behavior.

_____

_____

Note the date and time of each observation.

Determine the total projected observation time (e.g., 20 minutes), and divide the time into equal intervals (e.g., 30 seconds). In this case there would be 40 intervals.

- All intervals need to be of equal length and can be anywhere from a few seconds to a few minutes long.
- Be prepared with a watch/clock with a second hand, timer, or other signal for timing each interval.

IMPORTANT: Total observation time and length of intervals need to be consistent each time an observation is conducted.

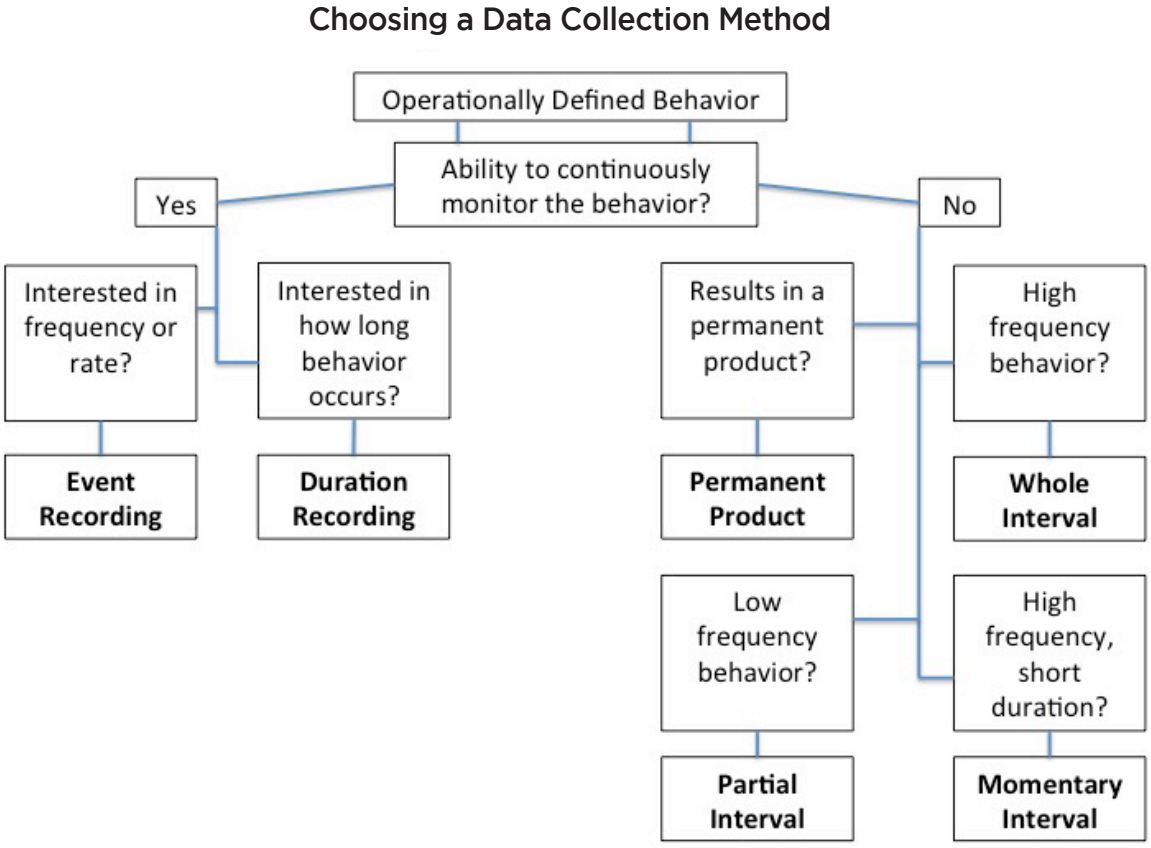
Glance at the student precisely at the end of each interval. If the behavior is observed **exactly at the end of the interval**, place a ✓, if not, place an O.

At the end of the observation, divide the number of intervals when the behavior occurred by the total number of possible intervals to get a percentage of the behavior. For example, if the student performed the behavior 26 or 40 intervals, record 65%.

Date	Intervals – Mark with ✓ or O										Total times behavior occurred
	1	2	3	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	18	19	20	
Time											
	21	22	23	24	25	26	27	28	29	30	
											%
	31	32	33	34	35	36	37	38	39	40	

Adapted from Kansas Institute for Positive Behavior Support. (2012)

When making decisions concerning which data collection method to use, the following flow chart might be helpful:



Step 3. Collect data

Once a method has been determined and a time frame identified where the behavior is most likely to occur, the observations should be planned and conducted. First, plan to collect baseline data, which will consist of 3 to 5 observations of 15 to 20 minutes to produce data points representing current level of performance (Kazdin, 2011). During the planning phase of the intervention, it should be decided how often data will be collected to monitor the effects after implementation of the BIP. Allowing time for the intervention to be fully implemented is recommended before collecting observational data to determine progress, usually 1-2 weeks.

If someone other than the classroom teacher is conducting the observation, the observer should sit in an area of the room where they are able to see the target student but out of the way of instruction. The goal is for the class to proceed as usual, so limit interaction with students as much as possible. If a student asks why the observer is there, the observer should be prepared to make a vague comment such as "I am here to see the great things your teacher is doing." The student should not be aware the purpose of the visit is to observe their behavior. One suggestion would be to train an adult who is a regular part of the classroom to conduct the observations, such as a paraeducator or interventionist. This can increase the likelihood the class will proceed as usual, and the behavior will be typically represented.

Collect data using the method determined during the planning meeting. If the behavior does not occur, schedule an additional observation. If the behavior still does not occur, consider interviewing teachers again to determine most problematic time. If the behavior is of high intensity but low frequency, the teacher or other adults who are regularly in the environment may need to record the observation. Also keep in mind, having an observer in the classroom frequently changes teacher behavior, which affects student behavior.

DISCUSSION

Thinking about a student in your building with problematic behavior:

- Operationally define behavior.
- Choose the most appropriate method of collecting data.
- Determine the time of day to conduct the observation. (How will you determine this?)
- How will you record the data?

Step 4. Summarize and/or Graph Results

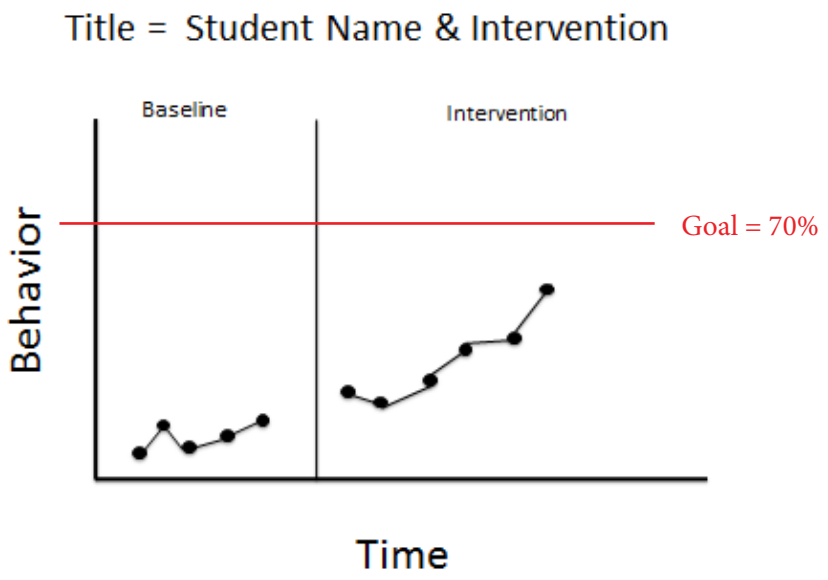
After baseline data has been collected, convert each observation to a single data point on a graph. Draw a vertical line to indicate the end of baseline data and the beginning of data collected after the intervention has been implemented. Each point on the graph should represent the same type of data – actual number, rate, or percentage and should be collected during the same time, across multiple observations. For example, schedule observations at regular times like 9:45 – 10:05 am. Progress monitoring data may be collected as soon as the entire BIP has been implemented with fidelity, usually within one to two weeks . It should be determined during the planning meeting how often the student will be observed to progress monitor intervention effects.

Graphing allows the team to easily recognize a comparison between baseline and intervention data, and to quickly identify the trajectory of student performance. A trend line may be applied which allows for visual inspection to determine if the student is making adequate progress. Consider encouraging students to graph and monitor their own progress toward their goal. This monitoring can increase the likelihood the student will achieve the goal.

Graphs should be standardized with the time or dates recorded on the horizontal line or abscissa and the behavior recorded on the vertical or ordinate line. Graphs should be titled with the student name and intervention. Vertical phase lines should be added any time a change is made in the intervention. A horizontal line should indicate goal. Connect all consecutive data points. When data points are not connected it is an indication there was a break from the intervention; perhaps there was a substitute teacher or the student was absent for a few days.

The *Advanced Tiers Spreadsheet* is available on pbismissouri.org to assist teams in graphing data.

An example of a graph with all needed components is found below.



DISCUSSION

Using the same student in your building from previous discussion, respond to the following:

- What monitoring method will be used to determine progress actual number, rate, or percentage)?
- How will it be graphed (by hand, using the *Advanced Tiers Spreadsheet*, using CICO SWIS, etc)?
- How often will it be graphed?

Step 5. Use Data to Make Decisions

When developing the individualized BIP, the team determined a method to measure student response to the intervention; regularly collected data (ODR, minors, etc.), permanent products, progress monitoring form, or observations. Data should be reviewed at each Action Team meeting, as well as shared with the Tier 3 Core Team at least monthly, and used to determine if the intervention should be continued, intensified, modified, or faded.

When reviewing data, the first step is to determine to what degree the intervention was implemented as intended. Fidelity of implementation may be assessed through self-assessment/self-report, by examining permanent products, or during observations. Fidelity of implementation should always be considered **before** making any changes to an intervention .

The following chart describes a positive, questionable, and poor response to intervention and includes recommended decisions when reviewing student data.

Guidelines for Interpreting Student Data and Making Decisions

POSITIVE RESPONSE

Gap between the trend line and the goal line is closing at an acceptable rate.

Was intervention implemented as intended?

- Continue intervention with current goal
- Continue intervention with goal increased
- Teach self-management
- Fade intervention components

QUESTIONABLE RESPONSE

Gap between the trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- 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.

POOR RESPONSE

Gap between the trend line and goal line continues to widen with no change in rate.

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes:
  - ► Was the problem identified correctly?
  - ► Is intervention aligned with the function?
  - ► Are there other functions to consider?

POSITIVE RESPONSE TO INTERVENTION

If the student is progressing with the intervention, the team must determine how long the student should perform the expected behaviors successfully with support before the intervention is faded. The fading process is specific to the intervention, but frequently incorporates the student taking more responsibility by self-monitoring. The student may also go a longer period of time before receiving recognition or reinforcement as part of the fading process. A student with an individualized BIP may need supports for a long period of time as they learn and become fluent with the desired replacement behavior. Remove parts of the intervention slowly and collect data as to the student reaction before reducing the supports further.

QUESTIONABLE RESPONSE TO INTERVENTION

If the trend line shows a student is having a questionable response to the intervention, and the team is satisfied that the intervention has been implemented with fidelity, then the team may decide to modify or intensify the intervention.

Here are some general suggestions to follow when modifying or intensifying an intervention:

1. Provide more frequent feedback
    - Implement additional feedback session with the intervention facilitator
    - Allow for more frequent interactions between the student and his or her teachers

2. Individualize the feedback procedure
    - Allow the student to select the adult with whom he or she will regularly meet to review progress
    - Allow the student to use alternative ways to contact the adult that will monitor his or her progress (e.g. e-mail, text messaging, etc.)

3. Add a Self-Monitoring Component
    - Identify target behavior
    - Define the target behavior
    - Collect baseline data
    - Design procedure and materials
    - Teach student to self-monitor
    - Monitor progress
    - Follow up and fade

4. Individualize the reinforcer
    - Collaboratively develop an individualized contract that specifies the reinforcers the student will earn
    - Allow the student to select an adult with whom he or she can spend additional time
    - Individualize the reinforcer based on the student's function of behavior

Poor Response to Intervention

If the student is having a poor response to the intervention, and the intervention has been implemented with fidelity, the team may try modifying the intervention based on the above suggestions. If those modifications were unsuccessful, or not practical, another option is to review the information gathered and ask:

- Was the problem identified correctly?
- Is intervention aligned with the function?
- Are there other functions to consider?

Reanalysis of the information gathered during the FBA process and consideration of alternative interventions may be warranted.

> 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, 2010

Next Steps

Below are some next steps to consider as you develop your Tier 3 system . Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning – Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)

1. **Establish a system for developing an Evaluation and Monitoring Plan in order to:**
    - Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection
    - Identify measures and developing schedule to assess and monitor social validity of BIP
    - Develop procedures for assessing fidelity of implementation of BIP

(aligns with Step 7 of FBA/BIP Rubric)