SELF-MONITORING INTERVENTION ESSENTIAL FEATURES EXAMPLE

**Intervention Essential Features**

* + Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
  + Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

**School Name:**  Best Elementary

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| **Intervention** | ☐ Check-In, Check-Out | ☐ Social Skills Intervention Group |
|  | ☐ Check & Connect | ☐ Self-Monitoring |

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| Name of Intervention | | Self-Monitoring | |
| 1. Description of intervention that includes function addressed:  ☐ Obtain  ☐ Avoid/Escape *task and/or adult attention* | | Students who are chosen for this intervention are given a specific behavior (defined operationally) of focus. The behavior is reviewed, including context it is used, examples and non-examples. Student is taught how to self-monitor, how they will be cued, and the form to use (DPR). Teachers monitor the student’s accurate rating until they are accurate at least 80% for 5 days and then check at a rate of about 1/5 times the student rates themselves. DPR is collected by the classroom teacher at the end of the day. Rewards are given for meeting goal. A goal is set for the next day. DPR is turned in to coordinators mailbox to be entered in the Advanced Tier Spreadsheet.  Student information is collected using the Tier 2 Adapted FACTS Part A to determine if student is appropriate for this intervention. This intervention focuses on students who engage in low level problem behaviors in order to avoid adult attention and/or avoid work tasks. | |
| 2. Intervention coordinator and/or facilitator(s) identified | | Coordinator (one of the Tier 2 team members) assists in setting up the intervention. Teachers of the participating student implement intervention.  Coordinator: Special Education Teacher  • Responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for Mentors/Facilitators.  Mentors/Facilitators: Classroom Teachers, School Counselor, Para- Professionals.  • Work directly with participants and families. | |
| 3. List at least two sources of data used to identify students for intervention:  ☐ Existing school data  ☐ Teacher/parent nomination  ☐ Emotional-behavioral screening  process  ☐ Other | Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 Staff Handbook for details. | |
| 4. Description of system to determine function of student behavior that includes both:  ☐ Records Review  ☐ Context Analysis | Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. The Tier 2 Adapted FACTS Part A includes a records review and context analysis. The Self-Monitoring Intervention is designed to provide structure for students who engage in problem behavior to avoid/escape work tasks. | |
| 5. Description of documented procedures for introducing/orienting new participants to the intervention for:  ☐ Students  ☐ Teachers  ☐ Families | • Coordinator will assist orientating teachers by providing the forms, cueing system, and behavior of focus (determined by Tier 2 Adapted FACTS Part A)  • They will also discuss the teacher’s role in checking student accuracy, giving feedback at the end of the day, collecting the DPR, and setting goals.  • Teacher or counselor will contact families to describe the student’s participation in the intervention and agree on how the parent will receive regular progress updates.  • Coordinator or counselor will orient student by reviewing the target behavior, having the student practice completing the monitoring form, discussing examples and non- examples, cueing system to be used, and setting goals/ receiving rewards. | |
| 6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly) | DPR will be collected by the classroom teacher at the end of the day and turned into the coordinator.  The coordinator will enter the score into the Advanced Tier Spreadsheet (ATS). The teacher may also be willing to enter scores or have the student enter their scores into the ATS which could be housed as a Google Doc so coordinator would have access. ATS will be reviewed at monthly Tier 2 meetings to determine if student is making adequate progress.  A data-based system is in place to graph daily/weekly behavior ratings; student progress is evaluated and data decisions applied at least monthly; and weekly monitoring of student progress in the intervention takes place. | |
| 7. Documented fading process that includes decision rules, description of process and graduation from intervention | Student should demonstrate approximately 4 weeks of 80% or above before fading begins  • Reteach or review skills as needed  • Review progress and celebrate success  • When student is consistently using skill and attaining goal, reduce  the times per week that student monitors  • Periodically check for maintenance  • If student is not accurately monitoring skill, review of skill or  monitoring procedure may be needed | |

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| 8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations | During the Self-Monitoring Intervention, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make better choices.  Before fading, you may want to change the location or time period of monitoring to ensure generalization to other areas. Self-Monitoring may be reinstated if maintenance checks determine the need.  Student will be faded from Self-Monitoring by slowly fading the teacher checks, the goal setting, and the rewards for attaining goal. Student will be encouraged to use the skills learned in Self- Monitoring for other goals the student wishes to achieve. Student ODR and Minor discipline data will be reviewed periodically by the Tier 2 team to assure they are still demonstrating appropriate behavior. |
| 9. Description of documented strategies for weekly family communication/ feedback regarding intervention | Intervention facilitators communicate with home regarding the Self- Monitoring intervention in the following ways:  • sharing the daily and/or weekly ratings; extra points are earned if the DPR is signed and returned the next day  • emailing and/or calling families to discuss student progress  Teachers also email and/or call families regarding the progress they are seeing in their classrooms |
| 10. Description of documented strategies for weekly communication/feedback with participating classroom teachers | At the beginning of each school year, all faculty receive annual Self- Monitoring training.  Once the student is identified to participate in the program, the designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data.  After the Tier 2 Team reviews baseline data and a goal for the student has been set, a Tier 2 member meets with applicable teachers to demonstrate use of the DPR and effective feedback strategies.  During the first week of intervention participation, the facilitator checks in with applicable teachers 3 days to demonstrate effective feedback, provide support for awarding student points, and answer questions.  The facilitator provides a copy of each student’s weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student’s data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student’s data is reviewed. |

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| 11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention | At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students:  • Who have participated to date  • Are currently enrolled in the program  • Who graduated from the program  • Who required additional and/or more intensive intervention  Monthly staff meetings will include time to report how many students are participating in the intervention and how many of those are making adequate progress. |
| 12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response | During the first week of implementation, for each student, the intervention coordinator will observe all school-based components of the intervention (observing students with their use of Self- Monitoring) using a fidelity checklist. After each observation,  the coordinator will provide verbal and/or written feedback to participating staff members. When each participating staff member achieves 100% fidelity for 3 consecutive observations, the intervention coordinator will teach those staff members to complete and submit  a weekly fidelity self-assessment of the intervention components implemented.  The intervention coordinator reviews staff member self-assessments regularly and provides additional teaching and support for areas lacking fidelity.  During Tier 2 Team meetings, if a student’s data indicates response to the intervention is questionable or poor, a review of one week’s DPRs will be completed. In addition, fidelity checklists and teacher self-assessments will be examined so the team can evaluate the extent to which the intervention has been implemented with fidelity prior to making decisions about modifying, intensifying, or discontinuing student participation in the program.  If teacher checks student accuracy and does not agree with the student rating, they should discuss the discrepancy and check accuracy more frequently than the recommended 1/5 average until student accuracy improves to at least 80%. |
| 13. Description of documented system for annually assessing social validity of intervention | Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The intervention facilitator assists students and families as needed. The intervention coordinator collects and aggregates social validity data annually; the Tier 2 team reviews the data and modifies the intervention as needed. This information is shared with full staff. |
| 14. Description of documented system for annually evaluating intervention outcomes that includes:  ☐ # Students Participating  ☐ # Students Graduating  ☐ # Students Needing More Intensive Support | The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.  Student, teacher, and parent are surveyed quarterly or when student graduates as to satisfaction with the intervention process and results |