Monitoring Behavior at Tiers 2 and 3

Missouri Schoolwide Positive Behavior Support

MO SW-PBS

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

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

At the end of this session, you will be able to...

- ...understand the types of data metrics

- ...know how the data metrics align with Tier 2-3 data sources

- ...use the Advanced Tier Spreadsheet to monitor different types of Tier 2-3 data

- ...practice entering data in the Advanced Tier Spreadsheet.
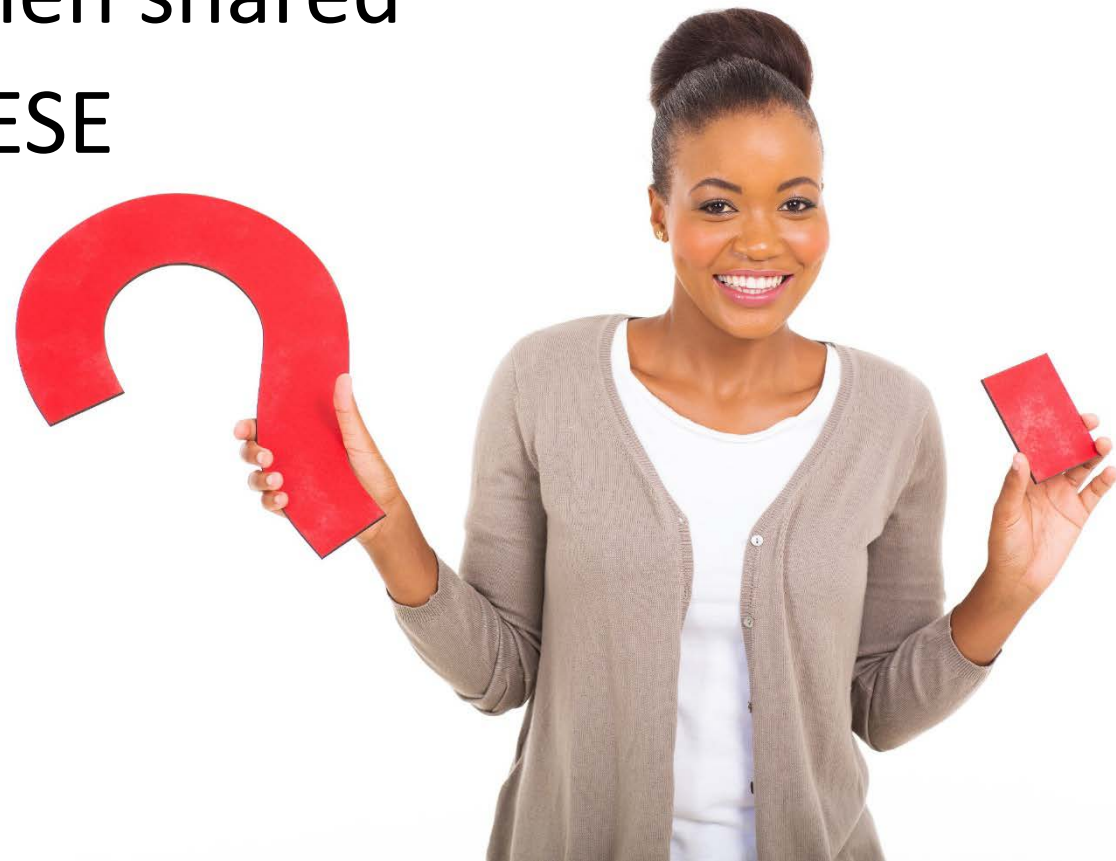
Turn and Talk

- Why do schools need to collect behavioral data on students receiving Tier 2 and 3 interventions?

Monitoring Student Progress - Why?

- Determines if the intervention is effective
- Improves student outcome when shared
- Compliance requirement of DESE

Monitoring Student Progress: Guidelines

- Keep it simple
- Get a baseline
- Use same method for baseline and intervention
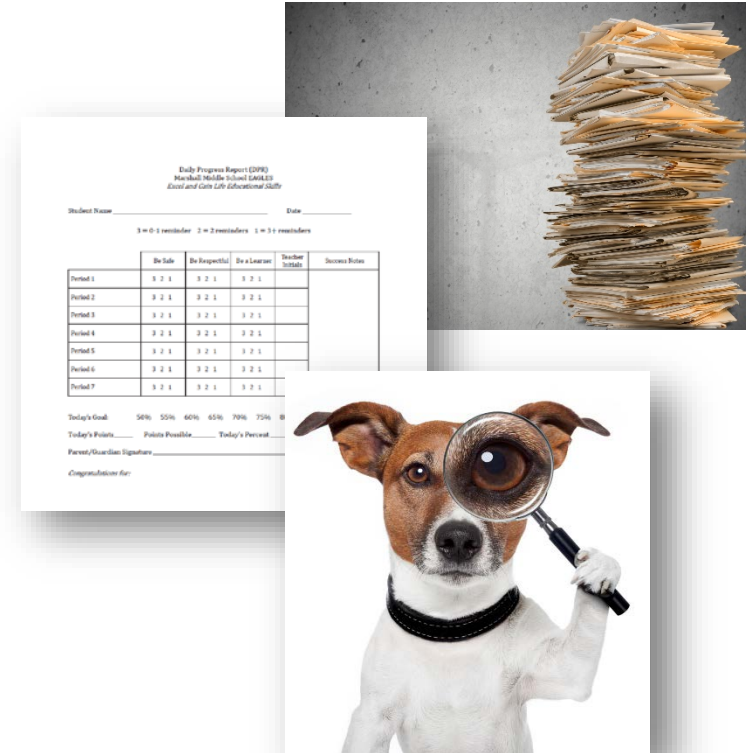- Use data for problem solving and decision making

Baseline

- Allows for an estimate of current level
- Needed to determine initial goal
- Gather 3-5 data points or until a trend emerges
- Collect during a time the behavior is most likely to occur

Daily Percent
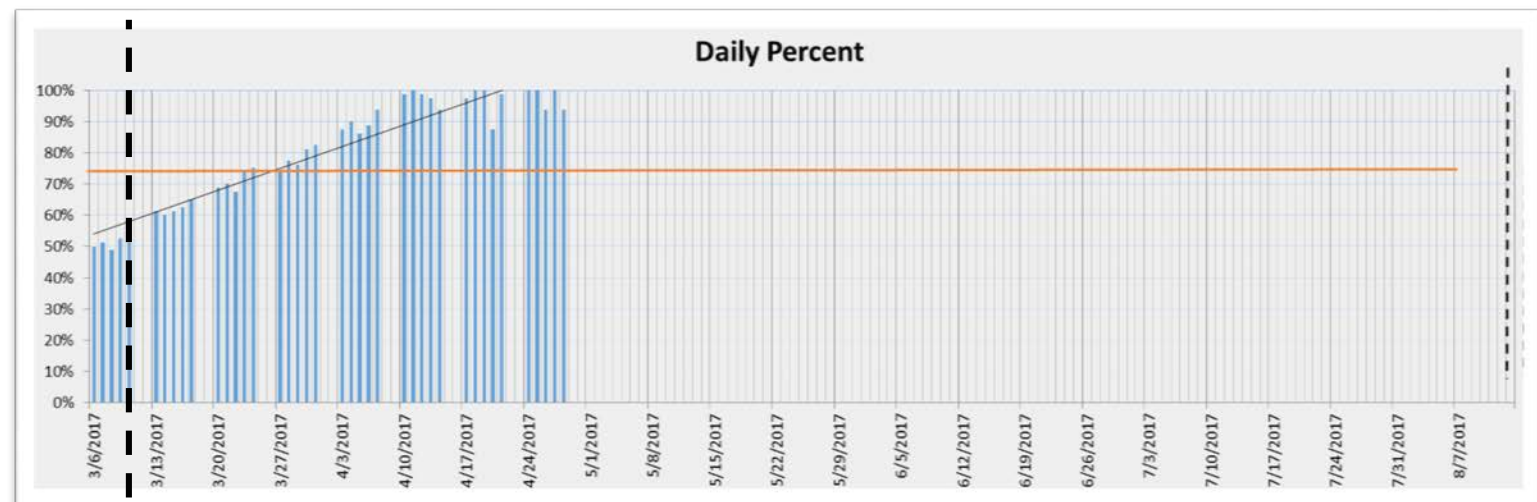
Possible Data Collection Methods

- **Permanent products**

- **Ratings**
  - Daily Progress Report
  - Weekly Progress Report

- **Observational Data**

Possible Data Collection Methods

- Permanent products
- Ratings
- Observations

Permanent Product Data

- Existing records related to target behavior
- Can be *count* or *frequency*
- Examples
  - Attendance or Tardy
  - Minor Discipline Records
  - ODRs
  - Assignment records

Permanent Product Monitoring

- Permanent product considerations:
  - Does *not* provide information concerning antecedents or consequences
  - Applicable only for behaviors that result in a permanent product

Permanent Product Monitoring Example

- Record the percentage of assignments completed to criteria.
  - Example:
    - The student completes 7 of 10 assignments at passing criteria (65%).
    - Therefore 70% of assignments completed at passing criteria

Turn and Talk

• What are some permanent products that you might use to monitor different target behaviors?

Possible Data Collection Methods

- Permanent products
- Ratings (Daily or weekly progress reports, DPR)
- Observations

Daily Progress Report (DPR)
Marshall Middle School EAGLES
Excel and Gain Life Educational Skills

Student Name _____ Date _____

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

	Be Safe	Be Respectful	Be a Learner	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		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points_____   Points Possible_____   Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

Daily Progress Report (DPR)

- Use a CICO DPR and adjust to fit student need
- Create an individualized DPR

Daily Progress Report (DPR)
Marshall Middle School EAGLES
Excel and Gain Life Educational Skills

Student Name _____   Date _____

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	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
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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		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points_____   Points Possible_____   Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

Daily Progress Report - Simple

Daily Progress Report (DPR)
Marshall Middle School EAGLES
Excel and Gain Life Educational Skills

Student Name _____ Date _____

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

	Be Safe	Be Respectful	Be a Learner	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		
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Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points_____   Points Possible_____   Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

Daily Progress Report - Complex

To create an individualized DPR on a 5 point scale, determine the time frames or contexts for recording. Should they be:

- Hourly?
- Per period?
- Only during problematic contexts/activities?
- Only during problematic subject areas?

Daily Progress Report-Complex

Clarify and reach teacher agreement on the meaning of each rating by asking the teacher the following questions:

- Think back over the last month. What would you consider to be a "typical day"? How many times would you estimate that (the student) (specific behavior) during the (day or specific routine)? The response provided can be set at Rating 3.

- Then a "terrible day" would be more than X times (put in the top number team suggested in "1". The response can be set at Rating 1).

- What would be a "fantastic day" for (the student)? How many times would you like to see the behavior occur to consider it a fantastic day? The response can be set at Rating 5.

- What would be a "good day" (or one less than the 5 rating)? The response would be set at Rating 4.

- What would be a "so-so day" (slightly below average)? The response would be set at Rating 2.

Daily Progress Report - Complex

Student_____

	Date	Date	Date	Date	Date	Date	Date	Date	Date
Math class	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1

Behavior: Appropriate to peers by using nice words, keeping hands and feet to self, asking to use others' things.

Key: 1= More than 5 instances of problem behaviors, 2= 3 to 4 instances of problem behavior, 3= 2 instances of problem behaviors, 4= 1 instance of problem behavior, 5= perfect behavior

DPR completed example

Turn and Talk

- What kinds of behaviors might be appropriate for you to use a DPR?

Possible Data Collection Methods

- Permanent products
- Ratings (Daily or weekly progress reports, DPR)
- Observations

Observational Data May Be:

- Event Based
  - Frequency counts
  - Duration recording
- ~~Time Based~~
  - ~~Partial interval~~
  - ~~Whole interval~~
  - ~~Momentary interval~~

Observational Data – Event Based

Frequency Counts – best used when behavior has a
    definite beginning and ending and about the same length
- Behaviors during observation period (behavior per minute)
- Behavior per opportunities

Duration Recording – best used when behavior varies in
    length
- Duration of event/duration of observation (percentage of time)

Event Based – Frequency or Counts

- Examples
  - Talk outs (frequency)
  - Hitting (count)
  - Kicking (count)
- Non-Examples
  - High Frequency hand-flapping
  - High duration on/off task behavior

Observational Data - Duration

- Length of time student is engaged in a behavior or...
- The length of time between receiving a cue and beginning the behavior (latency)
- Appropriate Applications
  - Discrete, moderate to long duration behavior (i.e., tantrums or off task behavior)

Event Based - Duration Recording

- Best used for behaviors that vary in duration
  - Examples
    - Out of seat
    - Tantrums
    - On/off task
  - Non-Examples
    - Hitting
    - Kicking
    - Assignments completed

Turn and Talk

- How might a teacher monitor high frequency observational data while teaching?

- What behaviors would be most appropriate to monitor using event based recording?

Convert to a Single Data Point (percent or ratio)

- Be consistent with units
- Number of permanent products/possible number
- DPR data = number of points earned/possible points
- All *observational* data can be expressed as a ratio
  - Count of Behaviors/Duration of Observation
  - Count of Behaviors/Count of Opportunities
  - Duration of Behavior/Duration of Observation

Summarizing Data for Ease of Interpreting

Graph all data
- Include goal line
- Include trend line
- Used graphed data to make decisions
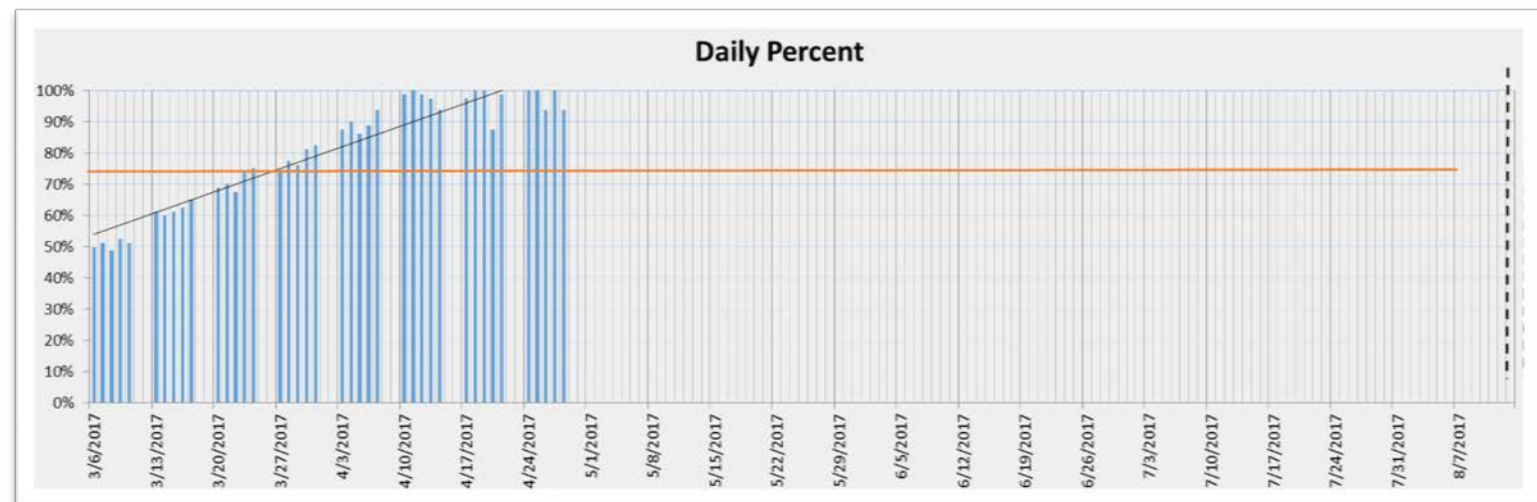
Monitoring Strategies

- Graph results daily or weekly
- Teacher or case manager reviews at least weekly
- Regularly report results to stakeholders
- Celebrate successes
- Team review at least monthly
- Adjust plan as needed

Advanced Tiers Spreadsheet – Collecting Student Information

- A free student information collection option to teams
  - Information from the Adapted FACTS
  - Collects and charts points and other frequency data
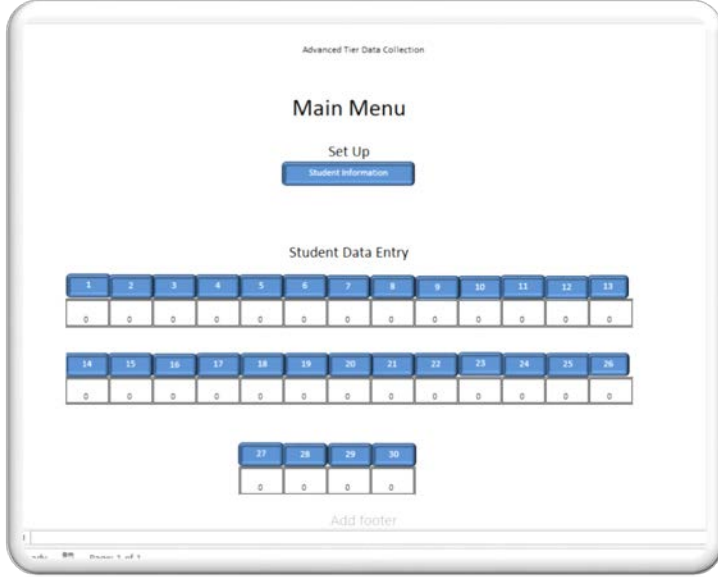
Advanced Tiers Spreadsheet – Collecting Student Information

- Adapted FACTS
  - Demographic information
  - ODR, minors
  - Attendance, tardies
  - Academic performance
  - Access to Tier 1
  - Problem behavior
  - Possible function of behavior
  - Intervention(s) and goal

Advanced Tiers Spreadsheet – Recording Student Data

- Can be used for any data that can be expressed as a ratio or percentage
  - Bar graphs
  - Flexibility in assigning daily points or opportunities
  - Allows user to indicate intervention phase changes on graphs
  - Provides moveable goal line on chart
  - Produces trend line
  - Individual students have their own page

Access Advanced Tiers Spreadsheet (Classic)

http://pbismissouri.org/

Student Scenarios

- Read through the scenario for Jasmine.
- Jasmine's (HO1) student information and intervention data will be entered into the Advanced Tiers Spreadsheet.
- Do the same for Matthew (HO2) and Andrea (HO3)

Jasmine Advanced Tiers Spreadsheet (Classic) scenario
Matthew Advanced Tier Spreadsheet (Classic) Scenario
Andrea Advanced Tier Spreadsheet (Classic) Scenario

Access Advanced Tiers Spreadsheet (Segments)

http://pbismissouri.org/

Joyce Student Scenario

- Read through the scenario for Joyce.
- Enter Joyce's student information and intervention data into the Advanced Tiers Spreadsheet with Time Segments.

Joyce Advanced Tiers Spreadsheet (Segments) scenario

Turn and Talk

- What are the advantages of using the Advanced Tier Spreadsheet over manual graphing?

- Will you use the Advanced Tier Spreadsheet to monitor student behaviors? If so, which one?

- Who will enter student data?

- How often will you share student data?

Questions?!?

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