TIER 2 PROGRESS MONITORING: USING DATA FOR DECISION MAKING

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MAXIMIZING YOUR SESSION PARTICIPATION

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
WHERE ARE YOU IN THE IMPLEMENTATION PROCESS?
ADAPTED FROM FIXSEN & BLASE, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
LEADERSHIP TEAM ACTION PLANNING WORKSHEETS: STEPS

Self-Assessment: Accomplishments & Priorities

Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities

Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements

Leadership Team Action Planning Worksheet
MULTI-TIERED SYSTEMS OF SUPPORT

Academic Systems (RTI)
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

Behavioral Systems (PBIS)
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive

Data-based Decision-Making: Using screening, diagnostic, and progress monitoring assessments to guide instruction and intervention
CORE COMPONENTS

• Teach all students what is expected in all settings of the building
• Reinforce the behaviors we want to see
• Use data to drive instruction and intervention decisions
IMPORTANCE OF DATA COLLECTION
(ALBERTO & TROUTMAN, 2013)

• Data collection serves to:
  – Determine the effects of an intervention on behavior
  – Provide formative and summative evaluation
  – Make decision about the allocation of school-based services
  – Promote communication between stakeholders
DATA ARE IMPORTANT, BUT...

• ESSA
  – Accountability requires data
    • When data are available, we can make data-based decisions

• Behavior specialists have unmanageable caseloads
  – Expectations of classroom teachers do not align with job description

• Clinical settings and university support not an option for everyone
WHAT HAPPENS IN STUDENT SUPPORT TEAM MEETINGS?

GASTROINTESTINAL DATA

CARDIOVASCULAR DATA
WHAT HAPPENS IN STUDENT SUPPORT TEAM MEETINGS?
SHOW ME THE DATA!
DATA ARE IMPORTANT, SO...

"IN GOD WE TRUST; ALL OTHERS MUST BRING DATA."
- W. EDWARDS DEMING
BECAUSE...

Without data you're just another person with an opinion.

W. Edwards Deming
HOWEVER, WE NEED TO KEEP IN MIND...

Data is like garbage. You'd better know what you are going to do with it before you collect it.

~ Mark Twain
BUT LET’S NOT GET OVERWHELMED...

Data are not about adding more to your plate. Data are about making sure you have the right things on your plate.
SO TODAY, LET’S…

KEEP CALM
AND
USE DATA
WISELY
TODAY’S OBJECTIVES

• Gain an understanding about 3 ways to measure student progress within Tier 2 (DBR, direct observation, & intervention-based measures)
• Learn how to select an appropriate method of measurement and how to apply it within an intervention
• Learn about real-world examples of Tier 2 intervention and evaluation done within the context of research
LET’S DISCUSS!

• What tier 2 interventions are you currently implementing in your building?
TIER 2 PROGRESS MONITORING: FORMATIVE EVALUATION

• Tier 2 requires accurate and frequent measures of progress
• Purpose of progress monitoring:
  – Measure student growth
  – Make judgments about intervention effectiveness
  – Determine how and when to continue, adapt, or discontinue intervention
PROGRESS MONITORING TOOLS

• Should be:
  – Sensitive to behavioral growth (Scott, Alter, Roseberg, & Borgmeier, 2010)
  – Reliable and valid (Chafouleas, 2011)

No standard growth rate or mastery criteria for behavior like in academic CBMs
STEP 1: SELECT APPROPRIATE METHOD OF MEASUREMENT

• Options:
  – Direct Behavior Ratings
  – Direct Observation
  – Intervention-Based Measures

Selection depends upon the intervention being implemented
DIRECT BEHAVIOR RATING
DIRECT BEHAVIOR RATING (DBR)

• Involves teachers rating a student’s behavior on 0-10 scale
  – Direct
    • Ratings recorded immediately at end of observation session
  – Behavior
    • Behavior is specific and operationally defined
  – Rating
    • Ratings are conducted repeatedly and follow a 0-10 scale

WWW.DIRECTBEHAVIORRATINGS.ORG
DIRECT BEHAVIOR RATING

Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

- Simple
- Inexpensive
- Efficient

Behavior Descriptions:

**Academically Engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

**Respectful** is defined as compliant and polite behavior in response to adult directions and/or peer interactions. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

**Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

Other names: home-school note, behavior report card, daily progress report, good behavior note
DIRECT BEHAVIOR RATINGS

Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

0% Never
50% Sometimes
100% Always

Circle the number that best represents the student’s behavior:

Older Student Version

Younger Student Version
DIRECT BEHAVIOR RATING: STANDARD FORM

- Each behavior has operational definition with examples and nonexamples
- Other option: Fill in with your own target behaviors

*Lower score for disruptive is more desirable

www.directbehaviorratings.org
DIRECT BEHAVIOR RATING

• Steps for implementation:
  1. Identify the behaviors you want to monitor.
  2. Define the behaviors with examples and nonexamples
  3. Identify the time period or instructional activity for observation
  4. Immediately following observation period, complete the rating
  5. Graph the rating daily
DBR EMPIRICAL SUPPORT

- Evidence of reliability and validity
- Moderately to highly correlated with direct observation
- Consistency across raters (e.g., external observers and teachers)

(Briesch, Kilgus, Chafouleas, Riley-Tillman, & Christ, 2013; Chafouleas, 2011, Chafouleas, Kilgus, & Hernandez, 2009; Riley-Tillman, Chafouleas, Briesch, & Eckert, 2008; Riley-Tillman, Chafouleas, Sassu, Chanese, & Glazer, 2008)
DIRECT OBSERVATION
DIRECT OBSERVATION

• Direct measure of student behavior in real time (i.e., recording behavior as it occurs in the setting of concern)
  – Generally regarded as the gold standard for behavioral assessment measures
    • Teacher Options: Frequency, Momentary Time Sampling
FREQUENCY COUNTS: RECORDING THE NUMBER OF TIMES A BEHAVIOR OCCURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Frequency</th>
<th>Session Length</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>xxxxxxxx (7)</td>
<td>45 min</td>
<td>$7/45 = .16 \text{ per min}$</td>
</tr>
<tr>
<td>Tuesday</td>
<td>xxxxxxxxxxxxxxx (12)</td>
<td>48 min</td>
<td>$12/48 = .25 \text{ per min}$</td>
</tr>
<tr>
<td>Wednesday</td>
<td>xxxxxxxxxxxxxxxxxx (13)</td>
<td>50 min</td>
<td>$13/50 = .26 \text{ per min}$</td>
</tr>
<tr>
<td>Thursday</td>
<td>xxxxxxxx (6)</td>
<td>42 min</td>
<td>$6/42 = .14 \text{ per min}$</td>
</tr>
<tr>
<td>Friday</td>
<td>xxx (3)</td>
<td>30 min</td>
<td>$3/30 = .10 \text{ per min}$</td>
</tr>
</tbody>
</table>

**Discrete behaviors:** raising hand, blurting out, swearing, throwing things

*Must be low-frequency, discrete behaviors*  
*Must convert to rate if session length varies*
FREQUENCY COUNTS IN PRACTICE

• Ideas for application:
  – Marks on an index card
  – Paper clips from one pocket to another
  – Counters
  – Tally marks on paper
  – Tally marks on mailing label on pants

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Larry</td>
<td>### 1</td>
<td></td>
</tr>
<tr>
<td>Bobby</td>
<td>###</td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td>### 11</td>
<td></td>
</tr>
<tr>
<td>Linda</td>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>
GET YOUR RECORDING FORM: LET’S PRACTICE

• Behavior: Number of times “Paula” says
  – Ya’ll
  – Yummy
  – Delicious

Let’s practice.
Paula’s Speaking Behavior

Sessions

Frequency of Words

Ya’ll
Yummy
Delicious
FREQUENCY COUNT: HASHTAG #
**MOMENTARY TIME SAMPLING**

<table>
<thead>
<tr>
<th>Interval</th>
<th>Occur</th>
<th>Did not Occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>8</td>
<td></td>
<td>X</td>
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<tr>
<td>9</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

6/10 = 60%

Continuous Behaviors: On/Off-Task, Compliance, Disruption

Record at a given instance

Graph this %
GET YOUR RECORDING FORM: LET’S PRACTICE

<table>
<thead>
<tr>
<th>Time</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>:10</td>
<td></td>
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<tr>
<td>:20</td>
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<td>:50</td>
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<td>1:00</td>
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<td>1:10</td>
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<td>1:30</td>
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<td>1:40</td>
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<tr>
<td>TOTAL</td>
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</table>
DIRECT OBSERVATION

ADVANTAGES

• Most direct, accurate measure of student behavior

DISADVANTAGES

• May be viewed as labor intensive and distracting to instructional delivery
  – Epstein (2010): Teachers may be resistant to direct observation because they believe they cannot teach and collect data simultaneously
  – Few teachers have training in direct observational recording
DIRECT OBSERVATION

• Implementation Steps:
  1. Identify the behavior you want to measure
  2. Define behavior with examples and non-examples
  3. Determine the method of measurement:
     a. Is it a low-frequency, discrete behavior? → Frequency Count
     b. Is it a high-frequency, discrete behavior? → Time Sampling
     c. Is it a continuous behavior? → Time Sampling
  4. Create observation form and determine session length
  5. Collect data
  6. Calculate (e.g., convert frequency to rate, or determine % of intervals behavior occurred)
  7. Graph data
SETTING

• K-12 self-contained, alternative school for students with challenging behavior

• Adapted PBIS framework for alternative setting (Jolivette, McDaniel, Sprague, Swain-Bradway, & Ennis, 2012)

• Class size = 6-8 students with two adults
PARTICIPANTS

• 2nd-3rd grade classrooms, all participants had IEP goals related to behavior, nominated based on persistent social-behavioral problems

• Classroom 1:
  – Sid: white male; ADHD
  – Bill: black male, ADHD, ODD, Parent-Child Relational Problems
  – Matt: black male, ADHD, ODD

• Classroom 2:
  – Sam: white male, ADHD, ODD
  – Hal: black male, no mental health diagnosis
INTERVENTION

• Each class received 5 social skills lessons across 12 sessions, delivered by classroom teachers
• 30 min sessions 3x/wk and 1 hr session 1x/wk
• Skills taught: listening, using nice talk, accepting consequences, ignoring others, following directions
• Treatment Integrity = 98%
INTERVENTION

• 5-step process for each lesson:
  1. Stop and think
  2. Identify good and bad choices
  3. Identify steps to performing the good choice
  4. Implement the steps
  5. Reflect on the good choice you made
RESULTS

- **DV = negative social behavior**
- In practice, teacher could record skills targeted during intervention:
  - *Frequency*: using nice talk (or negative)
  - *Time Sampling*: listening, following directions
INTERVENTION-BASED MEASURES
INTERVENTION-BASED MEASURES

- Intervention-Based Measures: data that are collected within the intervention
READ 180 CLASSROOM: BLENDED LEARNING
SYSTEM 44 CLASSROOM: BLENDED LEARNING
Who are you?

- Teacher
- Student
Touch your name.

Allison
Dwaine
Laura
Loxton
Ted
Touch an activity to score.
Touch your scores for Whole Group.

Be Respectful
- Never: 0
- A Little: 1
- Sometimes: 2
- A Lot: 3
- Always: 4

Be Responsible
- Never: 0
- A Little: 1
- Sometimes: 2
- A Lot: 3
- Always: 4

Do Your Best
- Never: 0
- A Little: 1
- Sometimes: 2
- A Lot: 3
- Always: 4
Red lines are goal lines, vertical line indicates a new goal was established (phase change)
Customizable settings

Teacher Options:

- Teacher Password:

- Goal: 85%

- Scoring Priority:
  - Use Teacher Score
  - Use Student Score

- Interval Timing:
  - ON
  - Interval Length: 1 mins
  - Signal: mogo

Student Settings:

Behaviors and Descriptions:

1. Be Respectful
   - Did I listen to others, follow directions, and use appropriate language?

2. Be Responsible
   - Did I work carefully on my assigned tasks and ask for help if I needed it?

3. Be Ready
   - Did I have all of my materials and begin assigned tasks immediately?

Group Labels:

- Whole Group
- Small Group
- Independent Reading
- Computer
- Wrap Up

Preferred Email: allison-bruhn@uiowa.edu
EXAMPLE

- Henry
  - 6th grade student
  - Special education services
  - Long, complex behavior history (e.g., eloping, tantrums, police, etc.)
    - 21 ODRs in previous year
    - SDQ: scored in abnormal range on conduct problems and hyperactivity/inattention
  - Beginning reader (BR) according to Scholastic Reading Inventory (SRI)—schoolwide reading screener
RESULTS: USING DATA-BASED DECISION-MAKING FOR EACH PHASE CHANGE
STEP 1: SELECT APPROPRIATE METHOD OF MEASUREMENT

• What method you select depends on:
  – Intervention being used
  – Behavior being measured
STEP 2: SET DECISION RULES

- Decision Rules:
  - What is the mastery criterion or the goal?
    - Length of time
    - Final score/percentage/number that equals grade-equivalent mastery (DBR, direct observation, ODR rate, self-monitoring score)
  - What is acceptable progress toward goal?
    - Rate across time
  - How will we monitor progress toward mastery?
    - Planning a feasible database/system for tracking progress
### Weekly Check In Check Out Data Summary

**Student's Name**: 

**Comments**: 

**Year**: 

**Standard**: 82%

<table>
<thead>
<tr>
<th>Week</th>
<th>Points</th>
<th>Points Earned</th>
<th>Weekly %</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/14</td>
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<td>8/24/14</td>
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<td>8/31/14</td>
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<td>9/7/14</td>
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<td>9/14/14</td>
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<td>9/21/14</td>
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<td>9/28/14</td>
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<tr>
<td>10/5/14</td>
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**Weekly Percentage of Points Earned**

![Weekly Percentage of Points Earned Chart](image-url)
STEP 2 CONTINUED

– Planning for responders
  • Maintenance planning
  • Generalization planning
  • Fade intervention, back to Tier 1/universal supports

– Planning for non-responders
  • Intensify and remain at Tier 2?
  • FBA/BIP between Tier 2 and Tier 3?
  • Referral/assessment for Tier 3?
EXAMPLE

• Large Southwestern High School
  – Tier 1 implemented with fidelity
  – Using SDQ as screener for Tier 2 identification
  – Problem solving team completes “Tracking and Referral Form” when student qualifies for Tier 2
  – Next, Tier 2 plan (based on making data-based decision) is developed
    • Decisions are made PRIOR to intervention implementation
    • Progress is monitored monthly THROUGHOUT intervention with monitoring form
<table>
<thead>
<tr>
<th>Progress Update (after intervention)</th>
<th>DATE</th>
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Progress monitoring data summary:

Decision based on data for next meeting:

<table>
<thead>
<tr>
<th>Progress Update (after intervention)</th>
<th>DATE</th>
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</table>

Progress monitoring data summary:

Decision based on data for next meeting:
STEP 3: CONSIDER TREATMENT INTEGRITY (AKA FIDELITY)

- Students do not have an opportunity to benefit from an intervention they did not experience
TREATMENT FIDELITY

• Treatment fidelity is necessary for drawing accurate conclusions about intervention effectiveness
  – Central to discussion in tiered prevention models (Schulte, Easton, & Parker, 2009)
    • Failure to respond to instruction or intervention provides the basis for more intense supports, and the possibility for special education placement
According to student data, is the student responding to intervention?

No  

Is the intervention being implemented with fidelity?

No  

Need better implementation prior to placing student in more intense level of intervention. Provide training to interventionists.

Yes  

The student may need (a) a different or more intense intervention, or (b) further assessment and evaluation.

Yes  

Is the intervention being implemented with fidelity?

No  

There are likely factors outside of the intervention contributing to improved student behavior.

Yes  

Keep implementing the intervention as designed, and then begin to fade the intervention to promote maintained behavioral change.

Treatment Fidelity Decision Model (Bruhn, Hirsch, Gorsh, & Hannan, 2013)
STEP 4: MODIFY TIER 2 INTERVENTION BASED ON RESPONSIVENESS

• Responders
  – Program for maintenance and reduce intensity until decision rules indicate student should exit Tier 2
  – Encourage generalization

• Non-responders
  – Move to more intense level of intervention
  – Refer for further assessment and evaluation
EXAMPLE OF RESPONDER
SETTING AND PARTICIPANTS

• Large middle school (grades 6-8)
  – Tier 1 PBIS partially in place (54% SET score)
  – Serves majority minority, high poverty students

• Female in 7th grade
  – Nominated by 7th grade teachers and administrator
  – 2 or more ODRs in one year
  – “abnormal” conduct subscale on SDQ
TINA

- 13-year old African American
- No special education eligibility
- Average of .5 ODRs per month
- 4 days out-of-school suspension
- Target behaviors: poor social skills, disruption, impulsivity, physical aggression
- SDQ results:
  - Total Score = abnormal range
  - Conduct Subscale = abnormal range
CICO

Student Recommended for CICO

CICO Implemented

Teacher Check-in with DPR and Feedback

Parent Feedback

Morning Check-in

CICO Coordinator Summarizes Data For Decision Making

Weekly or Bi-weekly CICO Meeting to Assess Student Progress

Afternoon Check-out

Revise Program

Exit Program
<table>
<thead>
<tr>
<th>CHECK-IN CHECK-OUT (CICO)</th>
<th>RTI-PBS Intervention Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Report Form</td>
<td></td>
</tr>
</tbody>
</table>

Teachers, please circle a "2" if the student has met each respective Behavior Goal, circle a "1" if the Behavior Goal is partially met, or a "0" if the student has not met the Behavior Goal. Then, initial in the box below.

<table>
<thead>
<tr>
<th>SUBJECT/AREA</th>
<th>1st period</th>
<th>3rd period</th>
<th>Homeroom</th>
<th>5th period</th>
<th>6th period</th>
<th>TOTAL POINTS</th>
</tr>
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<tbody>
<tr>
<td>Punctual</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td>Respectful</td>
<td>2 1 0</td>
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<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Winning attitude</td>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHER INITIALS**

**TOTAL POINTS**

---

**Total points possible: 50**

My point goal: [ ] out of 50 points OR [ ]%  
I MET MY GOAL

I DID NOT MEET MY GOAL

Incentive:

**COMMENTS:**

Student Signature: ___________________  Parent/Guardian/Caregiver Signature: ___________________

Parent/Guardian/Caregiver Comments: ________________________________________________________________

---

From CICO Manual
CONDITIONS

• Baseline- no CICO

• Intervention- Traditional CICO with modified goal percentages on DPR
  - 40%
  - 75%
  - 80%
  - 85%

• Return to baseline- no CICO

• Return to CICO with 85% goal

How were these percentages determined?
TINA’S BEHAVIOR

<table>
<thead>
<tr>
<th>BL</th>
<th>40%</th>
<th>75%</th>
<th>85%</th>
<th>BL</th>
<th>85%</th>
</tr>
</thead>
</table>

[Graph showing percentage changes over sessions]
REVIEW AND TIME FOR QUESTIONS

• Step 1: Select appropriate method of measurement
• Step 2: Set decision rules
• Step 3: Consider treatment integrity
• Step 4: Modify Tier 2 intervention based on responsiveness

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