

PROGRESS MONITORING FOR SOCIAL BEHAVIOR

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Important Outcomes to Monitor

- Individual student outcomes
- Monitoring the Tier II/III system
 - What features of the intervention are in place?
 - Are they implemented with fidelity?
 - What outcomes are you getting?

Systems Outcomes: Assessing Process

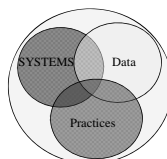
- Self Assessment
 - Monitoring progress over time
 - Developing an action plan
- External Evaluation
 - Monitoring progress over time
 - Useful when outside opinion is warranted

Existing Tools for Assessing Implementation Status

- Tier I Component of SWPBS
 - External
 - School-wide Evaluation Tool (SET)
 - Self Assessment
 - Team implementation Checklist (TIC)
 - Benchmarks of Quality (BoQ)
 - PBS Implementation Checklist (PIC)
 - Phases of Implementation
- Tiers II and III Components of SWPBS
 - External
 - Individual Student Systems Evaluation Tool (ISSET)
 - Self Assessment
 - Benchmarks for Advanced Tiers (BAT)
 - PBS Implementation Checklist (PIC)

ISSET and BAT

- Key Features
 1. Foundations: What needs to be in place?
 2. Tier II interventions
 3. Tier III interventions
- For each feature:
 1. What practices are implemented?
 2. What systems are used?
 3. What outcomes are assessed?



Foundations for Tiers II and III

Student Identification	2-Fully in place	1-partially in place	0-not yet started
7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.	At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.	1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year.	Data sources are rarely used to identify students for Tier 2 and Tier 3 supports.
8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students.	A documented process exists and staff are trained.	A documented process exists but there is no staff training.	The process is informal or does not exist.
9. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.	Staff are notified of a decision within 10 days of making a referral.	Staff are notified of a decision, but not within 10 days.	Staff do not receive notification or receive it inconsistently.
10. Students receive support in a timely manner.	Students begin receiving supports within 30 days of referral.	Students begin receiving supports, but not within 30 days.	Students do not receive support or receive it inconsistently.

Tier 3: Assessment and Plan Development	2-Fully in place	1-partially in place	0-not yet started
44. The problem behaviors are operationally defined.	The problem behaviors for all FBAs are measurable and observable.	The problem behaviors for some FBAs are measurable and observable.	The problem behaviors for FBAs are neither measurable nor observable.
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).	Summary statements from the FBAs include all three components.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.	Summary statements from the FBAs are not developed.
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.	All BIPs are developed by teams with expertise in all 3 areas: school systems, student, behavioral theory.	Some BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, behavioral theory.	BIPs are developed by teams without expertise in these areas; OR, with expertise only 1 area.

Important Outcomes to Assess

- System outcomes
- Individual student outcomes
 - Decision rules for a student beginning an intervention
 - Progress monitoring during an intervention
 - Is the intervention being implemented as designed?

Beginning an Intervention


- Is this intervention a good fit?

Is an Intervention a Good Fit?

- Questions about the student's behavior:
 - What is the problem?
 - Why is the problem occurring (ABC hypothesis)?
 - What outcome is desired (observable)?
 - Who will be implementing and what are their skills and availability?
- Intervention selection: Is this intervention effective for:
 - Problems like this (severity, intensity, where it occurs, etc.)
 - Behaviors triggered and maintained by events like this one?
 - Achieving goals like this?
 - Problems like this with the resources available?

Is this Intervention a Good Fit?

- Evaluating outcomes requires planning before the intervention begins
 1. What are the targeted outcomes?
 2. What is the goal—date and outcome?
 3. How will data be collected?
 4. How will data be analyzed?
 5. How often will progress monitoring occur?

Group Template


Important Outcomes to Assess

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Progress Monitoring

- Is the intervention working?
 - Are the goals we set being reached?

Observable & Measurable

Progress Monitoring Is the Intervention Working?

- Once the intervention has begun
 - Progress monitoring occurs regularly and frequently
 - Feedback from a teacher(s)
 - Team feedback
 - Data are used to guide decision-making
 - Continue the intervention
 - Modify the intervention
 - Begin a new intervention
 - Fade the existing intervention

Student: Jose Ferrero

Behavior Rating Form

Behavior		Date	5/15	5/16	5/17	5/18	5/19	5/20	5/21	5/22	5/23	5/24	5/25	5/26
Profanity	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4	4
Out of seat	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4	4
Raises hand	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4	4

Adapted from University of South Florida PTR Project by C. Anderson, Educational and Community Supports

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Is the Intervention Being Implemented?

- "Are we doing what we said we would do?"

Fidelity of Implementation

Fidelity

- Documentation that intervention is being implemented as designed
- Measurement
 - Self-assessment
 - Assessed by another person

Assessing Fidelity


Assessing fidelity requires....

Planning **BEFORE** the intervention is implemented

Assessing Fidelity

1. What are key components of the intervention?
2. How can fidelity be measured?
3. Who will collect and analyze the data?
4. How will data be used?

Sample BSP



Evaluation, Review and Adaptation

1. How will we know if the plan is being implemented? (What information will be collected, by whom, how summarized, and when reviewed?)
Point card data, completed after each period by Jessica. Whitman will graph and analyze data. Graphs reviewed weekly by Whitman and bi-weekly by IPBS team.
2. How will we know if the plan is being successful? (What student outcomes will be monitored, by whom, how summarized, and when reviewed?)
Goal is for Matt to earn 80% of points each day.

Monitoring Student Progress Over Time

- System requirements
 - Efficient
 - Comprehensive
 - Easily accessible
 - Modifiable to meet needs of individual students

Relevant Information for Individual Students

1. Referral information
2. Intervention description
3. Modifications to intervention
4. Easily interpretable summary of intervention results/progress

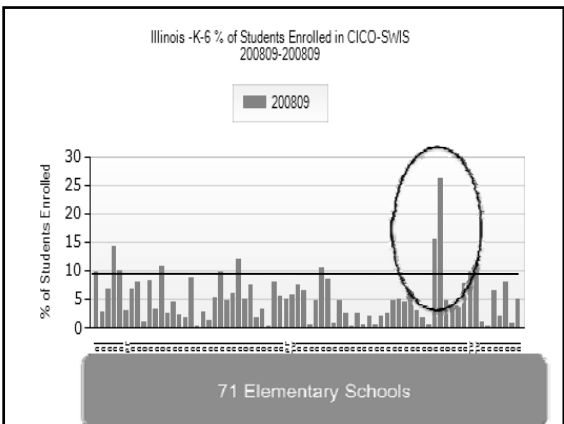
Progress Monitoring in Illinois

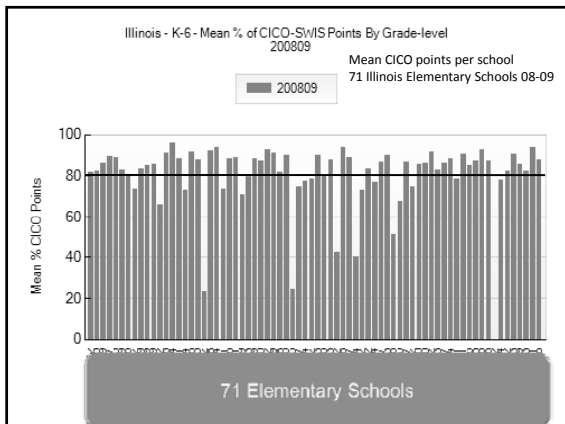
Progress-Monitoring in Illinois

- Progress monitoring is critical at all levels
 - Student
 - Per student, for individual progress-monitoring
 - In aggregate, to monitor effectiveness of interventions themselves
 - Ex. Is our 'problem-solving' group effective?
 - Building/District
 - Per school, to monitor building-level systems
 - Ex. Is our HS effective at keeping youth engaged?
 - In aggregate, to make district-level decisions
 - District as a whole (set goals, allocate resources)
 - Cohort schools vs non-cohort schools (is an initiative working?)

Data-Based Decision-Making

- 1) Student outcome data is used:
 - To identify youth in need of support and to identify appropriate intervention
 - For on-going progress-monitoring of response to intervention
 - To exit or transition youth off of interventions
- 2) Intervention integrity or process data is used:
 - To monitor the effectiveness of the intervention itself
 - To make decisions regarding the continuum/ menu of interventions/supports





Illinois PBIS Network
Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name: _____ School Total Pop as of October 1: _____

Interventions	Check-in/Check-out (CICO)		Social/Academic Instructional Groups		CICO with Individual Features & Mentoring (e.g. CoC)		Brief Function-based Interventions		Complex/Multi-site-domain FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Data-based Decision-rules for defining "response to intervention". Please list below your data-based decision-rule to determine youth response for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in/Check-out (CICO): _____

Responding to Social/Academic Instructional Groups: _____

Responding to CICO with Individual Features & Mentoring (Check-N-Connect, etc.): _____

Responding to Brief Function-based Interventions: _____

Responding to Complex/Multi-site-domain FBA/BIP: _____

Responding to Wraparound Support: _____

Illinois-PBIS Network 2009

Secondary Systems Planning Team
Meeting Agenda

- Number of youth in CICO (record on TT)?
 - Number of youth responding (record on TT)?
 - * Send Reverse Request for Assistance to teachers of all youth not responding
 - Number of new youth potentially entering intervention (share # of RFAs, Universal Screening info and/or # of youth who met the data-based decision-rule cut offs for Secondary support)?
- Repeat for S/AIG, Mentoring & Brief FBA/BIP
- If less than 70% of youth are responding to any of the interventions, the Secondary Systems team should review the integrity of the intervention and make adjustments as needed.*

