The Power of Progress Monitoring For Students Receiving Tier 2 Supports

Cat Raulerson, Rebecca Webster: FLPBIS

Glen Lastra, Hernando County Schools
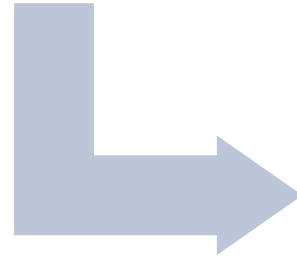
A Multi-Tiered System of Supports

1

Think of the last time you wanted to improve something..

This Photo by Unknown Author is licensed under CC BY-ND

How did you know you made progress?

How frequently did you check on progress?

What did seeing progress promote?

The "Power" of Progress Monitoring For At-Risk Students

powerful adjective

pow·er·ful | \ ˈpau̇(-ə)r-fəl 🔊 \

Definition of *powerful*

1   : having great <u>power</u>, prestige, or influence
   // a *powerful* leader

2   : leading to many or important deductions
   // a *powerful* set of postulates

Objectives

- **Identify powerful practices** in progress monitoring.
- **Model** team decision making at school and individual level.
- **Identify** resources for teams to improve current practices.
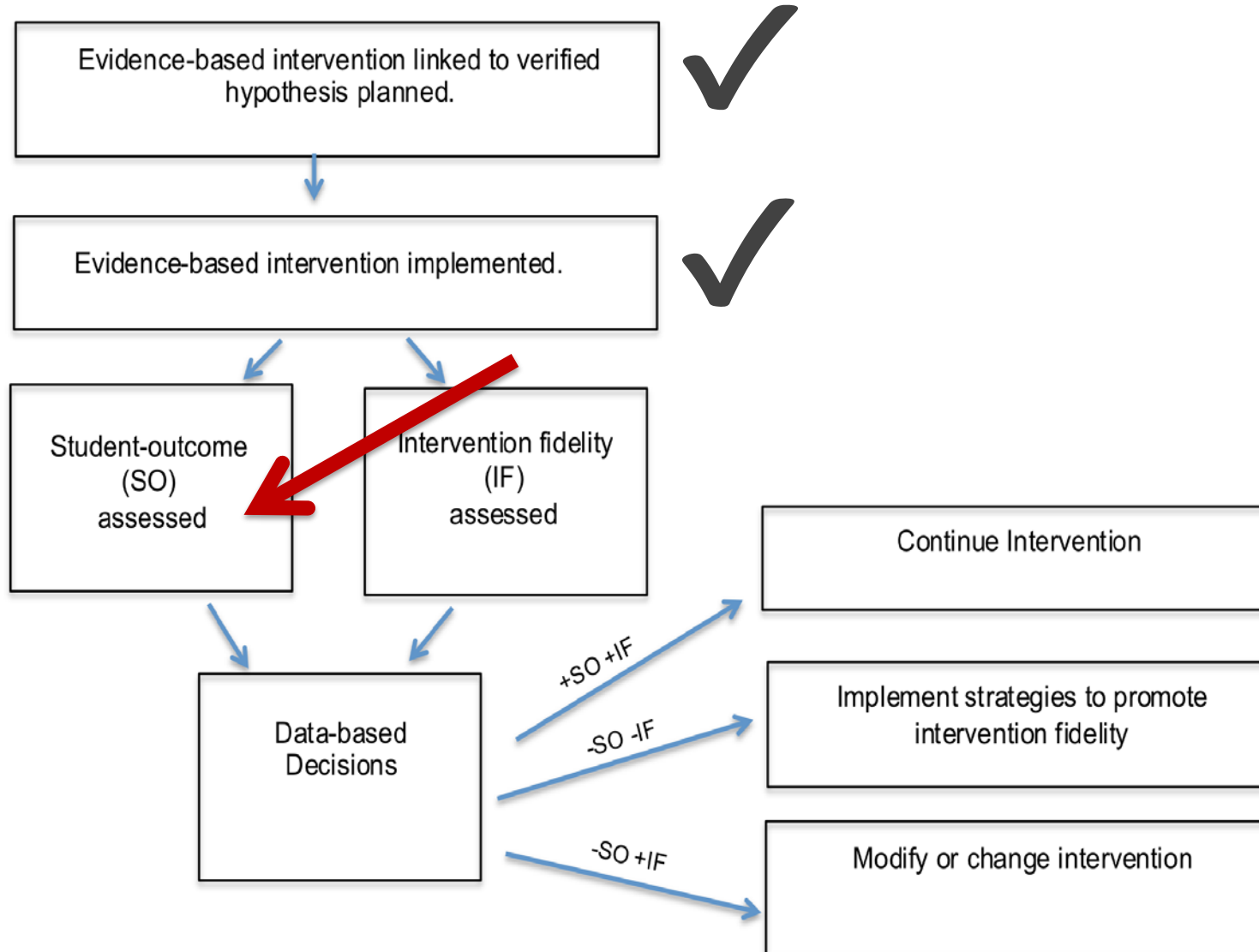
3

Florida **PBIS**

Team Quick Check

Does your team…

❑ Monitor progress of students receiving Tier 2 supports

   ❑ Monitor individual and student group data

❑ Monitor fidelity of Tier 2 interventions

❑ Develop and implement decision rules:

   ❑ Good response, Questionable Response, and Poor Response

Effective Progress Monitoring
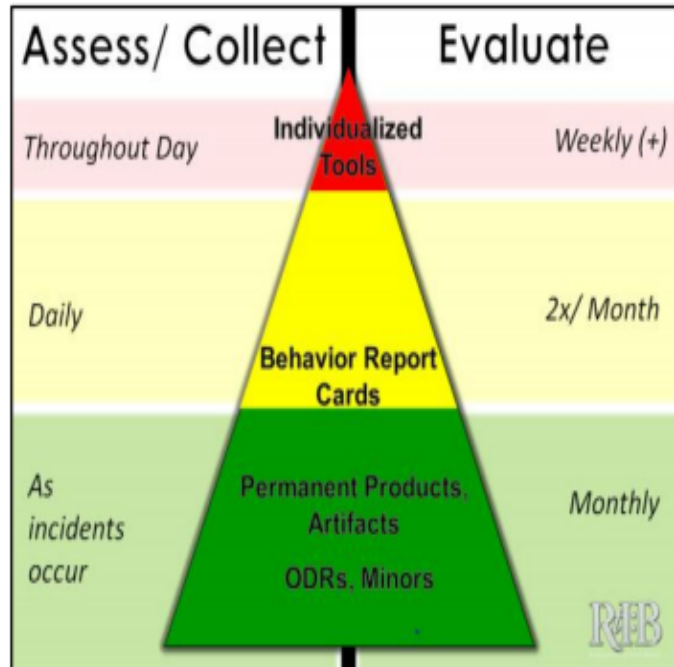
Answers These Guiding Questions For Teams

1. Is the student making progress towards school-wide expectations?

2. Is the intervention effective for most of the students receiving the intervention? How will you know?

3. Is the intervention being implemented with fidelity? How will you know?

Progress Monitoring

Evidence-based intervention linked to verified hypothesis planned. ✓

Evidence-based intervention implemented. ✓

Student-outcome (SO) assessed

Intervention fidelity (IF) assessed

Data-based Decisions

+SO +IF → Continue Intervention

-SO -IF → Implement strategies to promote intervention fidelity

-SO +IF → Modify or change intervention

6

Monitoring Student Progress

Progress Monitoring at Tier 2

Assess/ Collect		Evaluate
Throughout Day	Individualized Tools	Weekly (+)
Daily	Behavior Report Cards	2x/ Month
As incidents occur	Permanent Products, Artifacts / ODRs, Minors	Monthly

Tier 2 Monitoring Tool Features

- Assess specific skills/expectations
- Sensitive to small increments of change over time
- Administered efficiently and repeatedly (quick/easy)
- Easily summarized in teacher/family-friendly format for communication purposes (graphs)
- Able to compare progress across students

Daily/Weekly Monitoring Tools

- Daily point sheets
- Behavior Report Card
- Checklists/Rating Scales

Florida PBIS

Daily Progress Report/Behavior Report Card: An Efficient Way to Measure Progress

ONCE-A-DAY Behavior Report Card

Name: _____ Dates:_____ Intervention: _____

Rating Scale: 3=Good day   2= Mixed day   1=Will try harder tomorrow

Simple rating scale can be used for **all** students

SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.			Tues.			Wed.			Thurs.			Friday		
Be an Active Learner	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
Be Respectful	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
Be Considerate	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
Be Prepared	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1

ALL goals are based on the school-wide expectations

Florida PBIS

BEP Raider Report

Crews Lake MS

Name _____   Date _____

BEP Mentor: _____

Goals	1st period	2nd period	3rd period	4th period	5th period	6th period	Goal Total
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Attentive	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Independent	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Dedicated	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Educated	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
*	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Class Total							
Teacher Initials							
Substitute Initials							

BEP M/F Goal: _____/84   BEP T/W/R Goal: _____/56   BEP Daily Score: _____%

Personal Goal Met? Y / N

Student Signature: _____   Parent/Guardian Signature: _____

Responsible	Attentive	Independent	Dedicated	Educated	Respectful
0	0	0	0	0	0
My behavior was poor and I did nothing to improve it.	I did not listen, pay attention, or participate in the lesson.	I did not have any of my materials for class today. The teacher had to prompt me to get materials ready.	I was more than 2 minutes late to class.	I did not work during class/ I did not have any homework done.	I was disrespectful to my teacher or peers and did not correct my behavior.
1	1	1	1	1	1
I had a few issues with behavior but I worked to correct my mistakes.	I was engaged in the lesson, and I participated and listened most of the time.	I was missing some of my supplies/the teacher had to prompt me to get my materials ready.	I was less than 2 minutes late to class.	I did some classwork during class/ I completed my homework.	I was somewhat disrespectful to my teacher or peers, but I corrected my behavior.
2	2	2	2	2	2
I had no behavioral issues in class today.	I was engaged in the lesson, and I participated and listened the entire time.	I had all of my supplies in class today/the teacher did not have to remind me to get them prepared.	I was on time to class today.	I did all of my classwork/ turned in all of my homework.	I was respectful to my teachers and peers.

- Monitor performance throughout the day

- Teachers trained on how to provide feedback/rating

- Rubric printed on bottom half of sheet to clarify scoring for teachers, students, and family

1 point (Respectful):

"I was somewhat disrespectful to my teacher or peers, but I corrected my behavior"

Florida PBIS

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:

Child's Name: _____   Date: _____

MY RULES	Arrival/Centers	Circle Time	Snack	Outside Play	Centers/Clean Up
Listen to others					
Be a good friend					
Be a team player					

How many ? _____   How many ? _____   Was it overall a _____ OR _____ day?

Parent/Guardian Signature:_____   Date: _____

Florida PBIS

Considering Internalizing Progress Monitoring

Tier 2 Interventions

1. Pro-Social Skills

Social Skills

  a. Skillstreaming

  b. LEAPS

Self-Regulation/Anxiety

  a. Coping Cat

  b. Mind-Up

2. Academic Behavior Skills

  a. Behavior Education Program (BEP)

  b. Academic Behavior Check-in/Check-out (ABC)

  c. Homework, Organization and Planning Skills (HOPS)

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Self-Check Use calming strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use your words Use safe hands	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for help Connect with safe person	2 1 0	2 1 0	2 1 0	2 1 0

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Use coping strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Monitor your feelings and physical reactions	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Self-Monitor and Practice STIC Task	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Self-report, Rating Scales, Using your School Wide Social Emotional Screener If Possible

Coping Cat Example

Collecting 1x/ 2 weeks
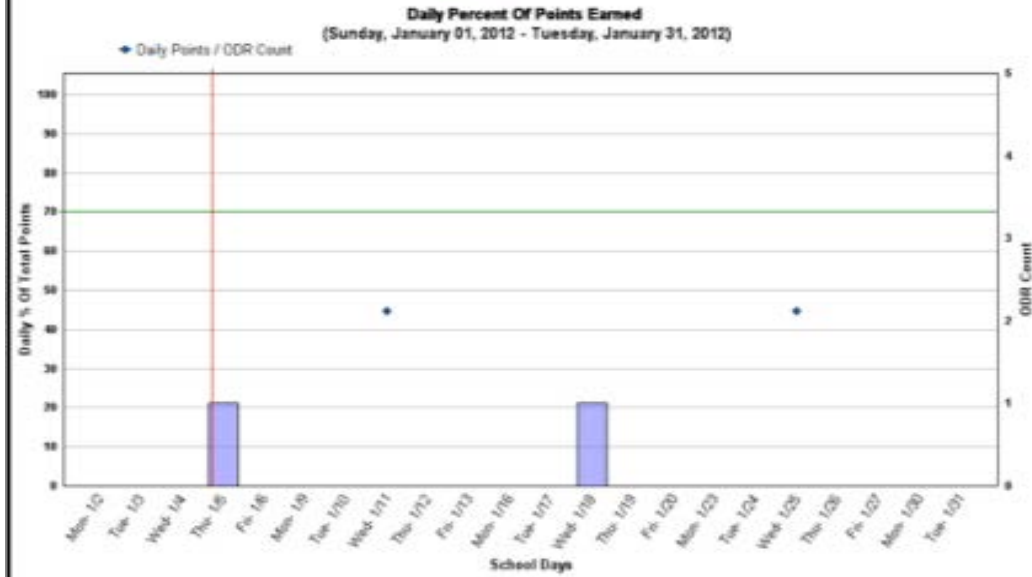
Collecting 1x/ Week
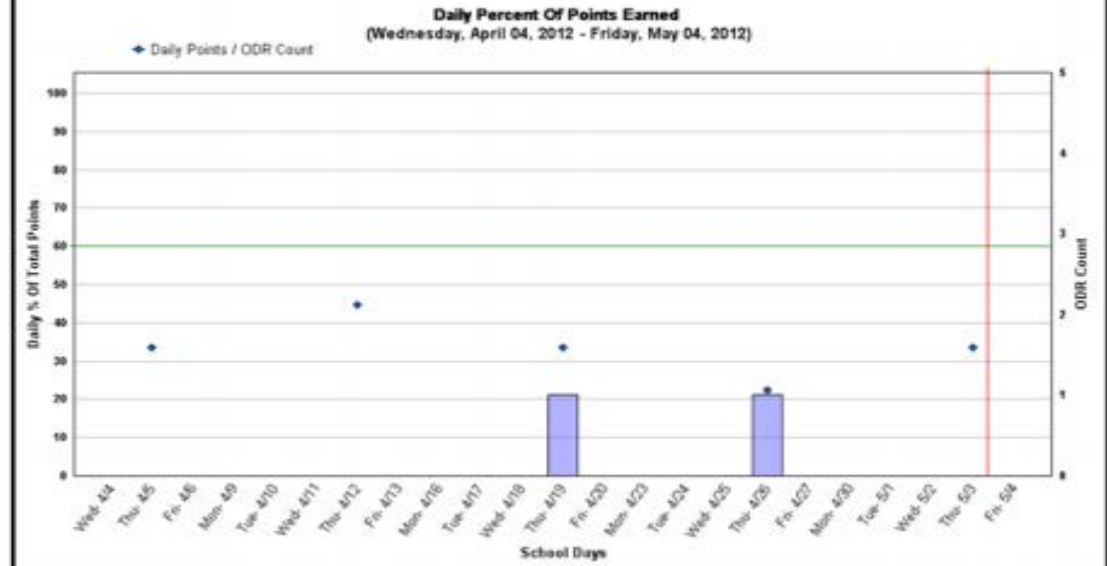
Collecting 1x/ Day
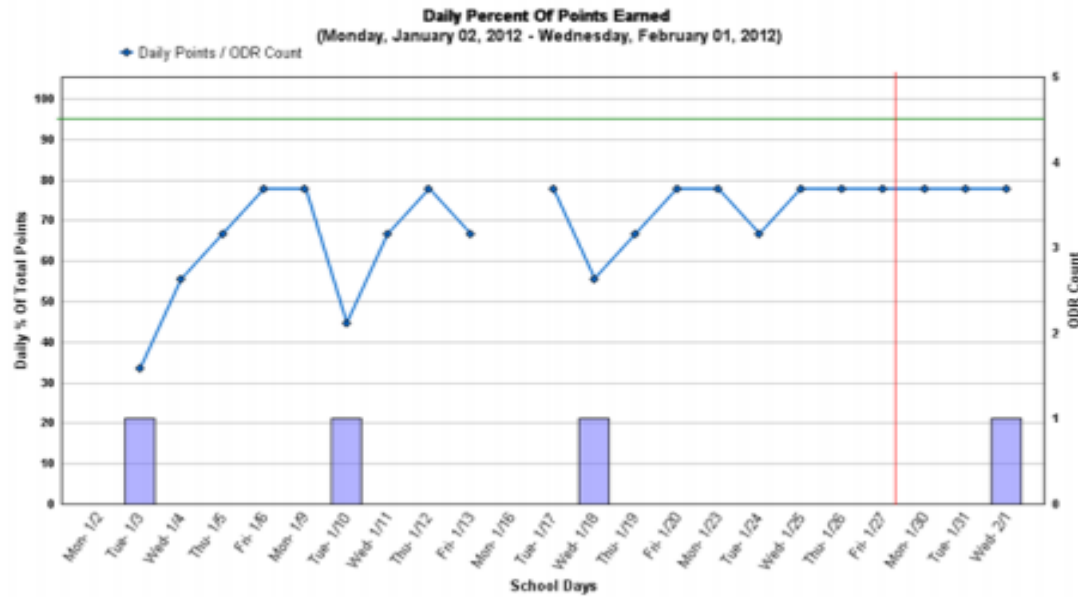
Collecting Throughout the Day

Sensitive to Small Changes Over Time

Daily Percent Of Points Earned
(Thursday, September 01, 2011 - Saturday, October 01, 2011)

13
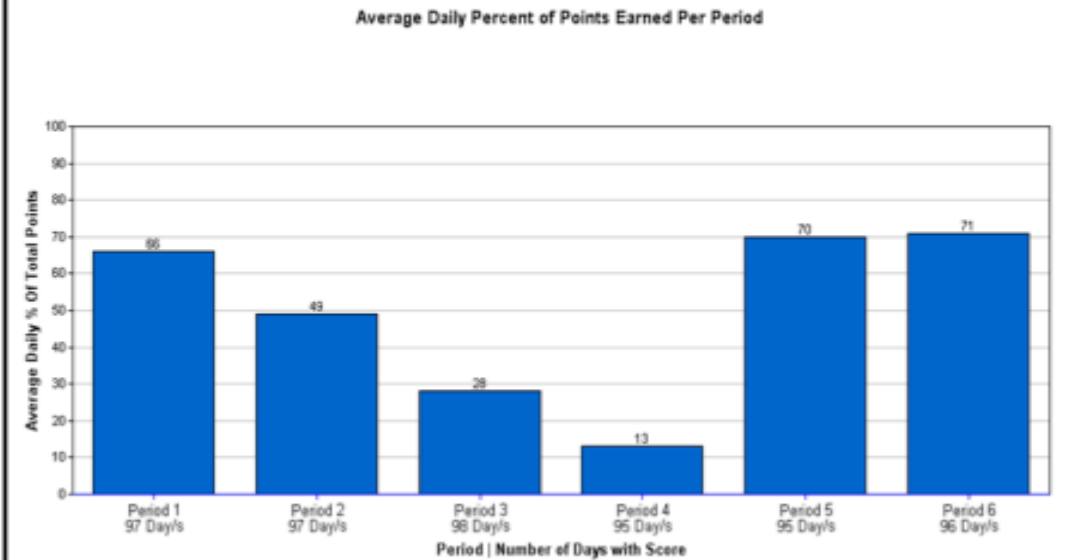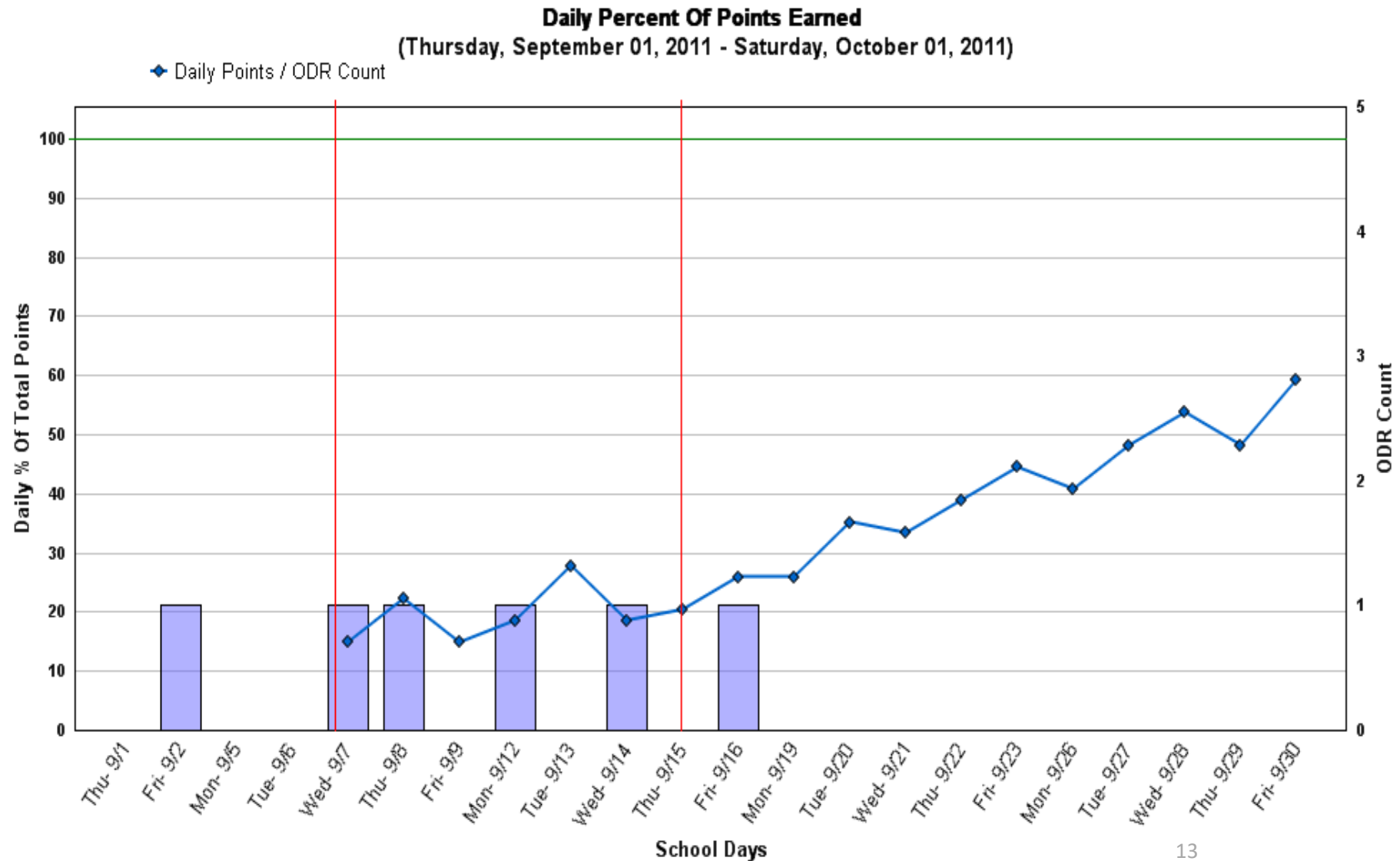
Decision Rules for Each Intervention
Guiding Questions

Intervention Implementation

1. What is the criteria to receive the intervention?
2. What is the goal?
3. When will the goal be achieved?
4. What defines intervention implementation fidelity?
5. How will the team respond if the intervention is not being implemented with fidelity?

Monitoring Student Progress

1. How often will progress monitoring occur?
2. What defines a positive response to the goal?
3. When & how will the intervention be faded if it is 'successful'?
4. What defines 'lack of progress' toward the goal?
5. How will the team respond if progress is questionable or poor?

Decision Rules for Tier 2
Examples

Students receiving 2+ office referrals by October and have a score of 7 or higher on the Student Internalizing Behavior Screening Scale (SIBSS) will be considered for Tier 2 supports

Students with internalizing behaviors will receive Coping Cat intervention.

Target behaviors will be added to students' behavior report cards if their goal was met less than 7/10 days.

When a student meets their goal 8/10 days, the goal will be increased by 5%.

Florida PBIS

Setting Initial Goals
Guiding Questions

'Setting Up Success'

Is the student able to meet the initial goal?

Adjusting the Goal

What is the criteria for increasing the goal?

What is the criteria for decreasing the goal?

Scope & Sequence of Curriculum

What skills are taught?

How soon should students learn the new skill(s)?

Intervention Progress

What is the typical rate of progress for the specified intervention?

How do students receiving intervention compare?

When your progress pictures actually show progress

Make a Meme+

Florida PBIS
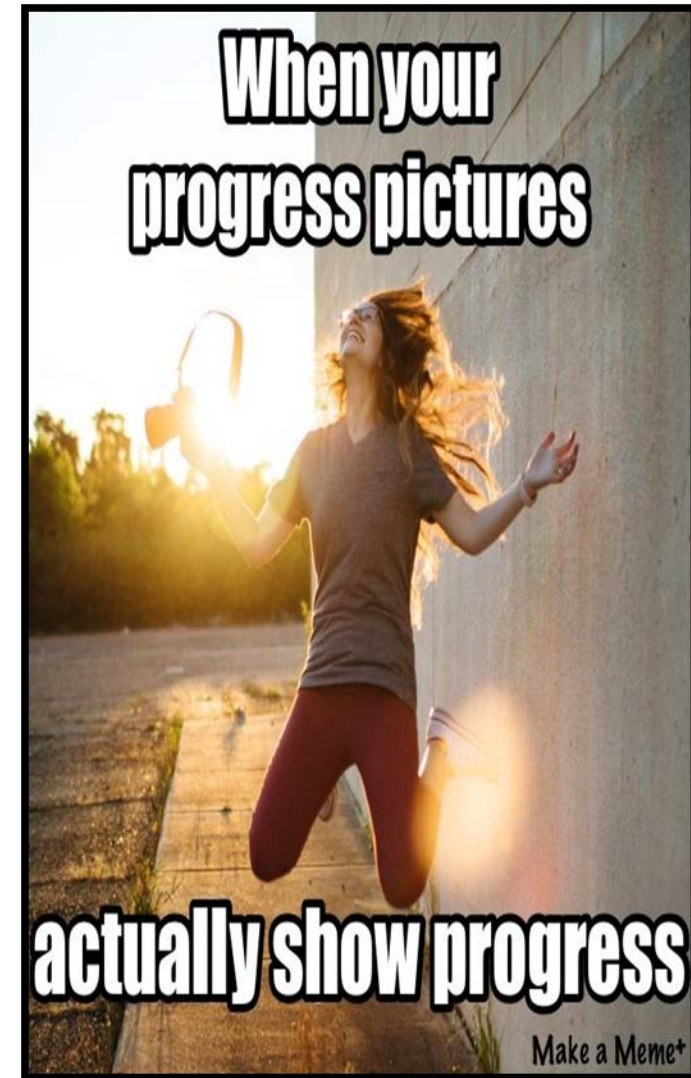
Progress Monitoring Students

If student progress monitoring tools are not sensitive to small changes over time & are not summarized in graph format, consider these questions:

- What is the type and frequency of data collection?
- What data system is being used to collect and analyze the data?

Excel Tool Examples:

- MW and Wisconsin Tracking Tools: http://www.midwestpbis.org/evaluation/resources
- FLPBIS Student Tracking Sheet: /media/get/MTgyMjg1Mjg=

Data Platform Examples

- SWISS Check In Check Out: https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx#cico
- RTIB: https://www.flrtib.org/resources.html
- District developed or selected database

Monitoring Fidelity
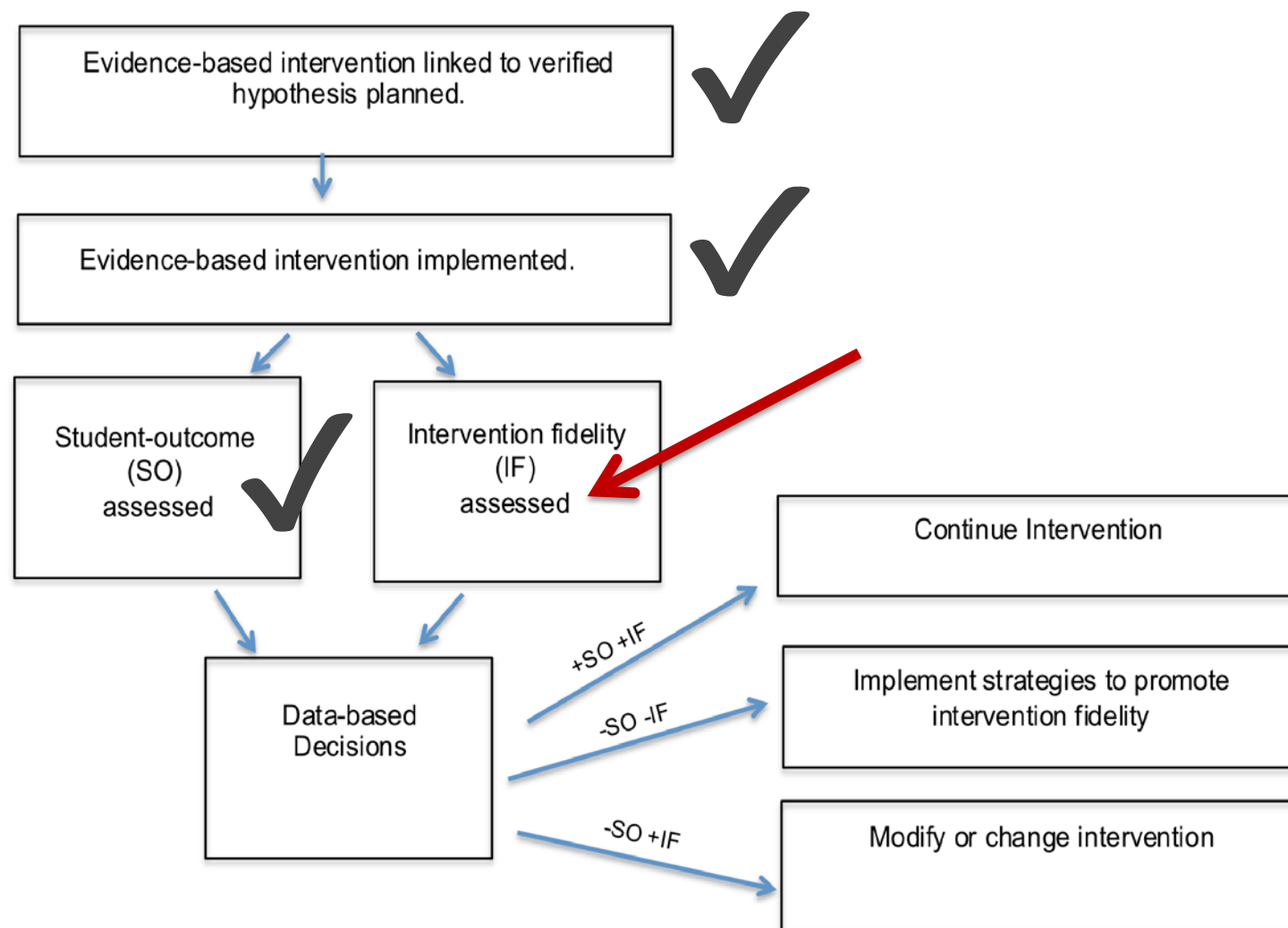
Student Outcomes

Guiding Questions for Each Intervention

1. Which students are meeting their goals?
   a. How many days have they received the intervention?
   b. What was their baseline? Have they met goal?
   c. Is the intervention being implemented with **fidelity?**
   d. Should we continue, modify, or increase supports?

2. Which students are not meeting their goals?
   - Address the items above for each student not meeting the goal

I CAN'T LOSE WEIGHT
MUST BE MY TRAINER'S FAULT

Florida PBIS

Intervention Fidelity

Intervention Fidelity Tools

1. Publisher developed checklists
2. Tier 2 Intervention Fidelity Checklist

Tier 2 Intervention Fidelity Checklist

Teacher _____   Student: _____   Date: _____

Intervention CICO	Was the intervention implemented?	Fidelity Score Y = 1 N= 0 NA = NA
1. Greeted/prompted student(s) at beginning of each class/activity	Yes/No/NA	
2. Reinforced/prompted student during class	Yes/No/NA	
3. Rated DPR at end of each class/activity	Yes/No/NA	
4. Reviewed DPR ratings with student at end of each class/activity	Yes/No/NA	
Implementation Scores (Total Y's/Total Y's + N's in column)		

Drilling Into Tier 2 Data

Step 1
- Systems Level - Group Data

Step 2
- Individual Data

Step 3
- Are Supports Implemented with Fidelity?

Step 4

Utilize Decision Points
a. Fade supports
b. Continue supports
c. Increase supports
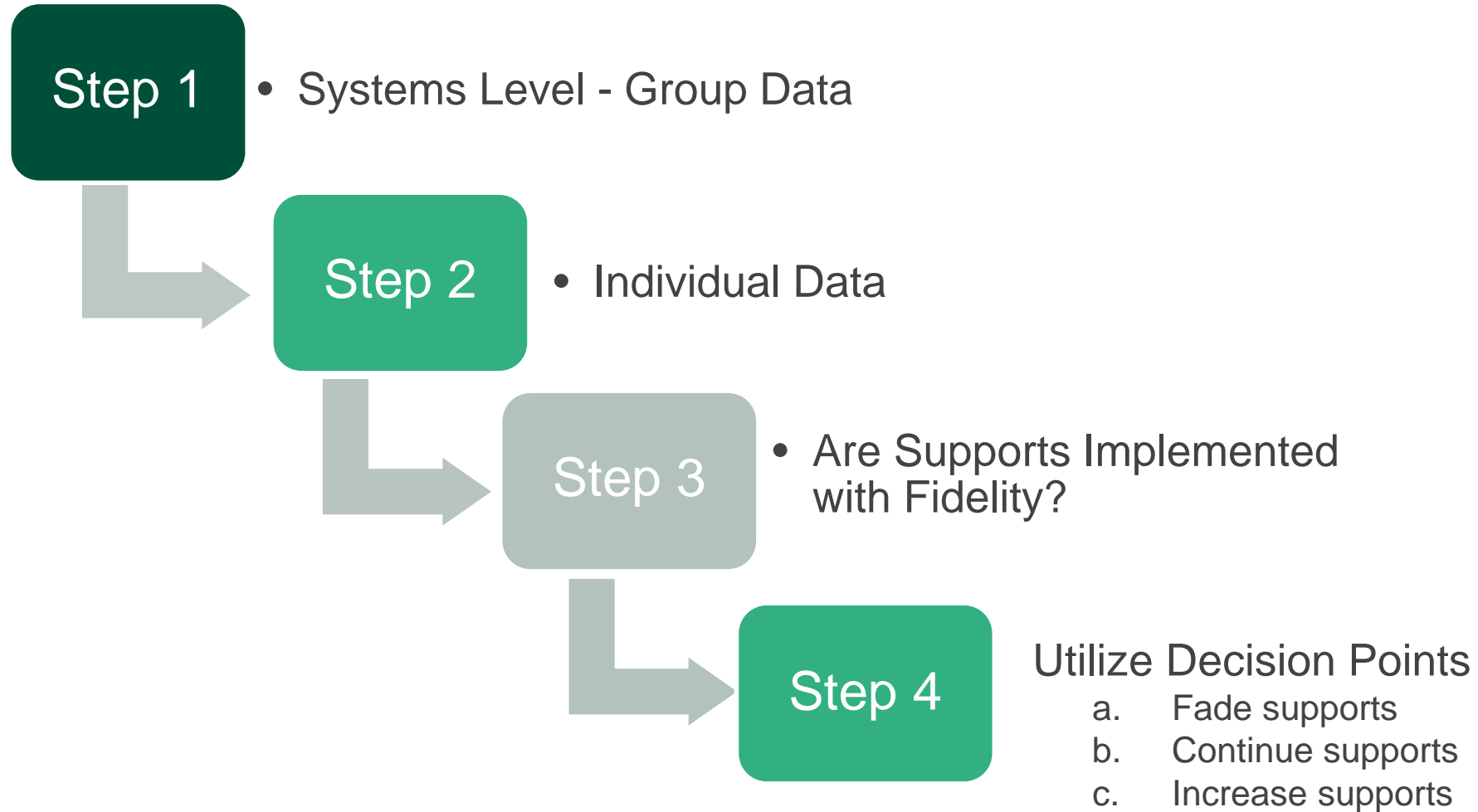
Sample Agenda/Minutes
/media/get/MTY4MzY5MTU=/media/get/MTY4MzY5MTU=

Tier 2 Curriculum	# of Students	% Meeting Goal	% Not Meeting Goal	# Moving Between Tiers
BEP/CICO				
Skillstreaming				
Coping Cat				
Second Step				

Are students meeting their goals?

Average Daily Points by Student (All Interventions)
(Thursday, August 01, 2013 - Friday, June 06, 2014)
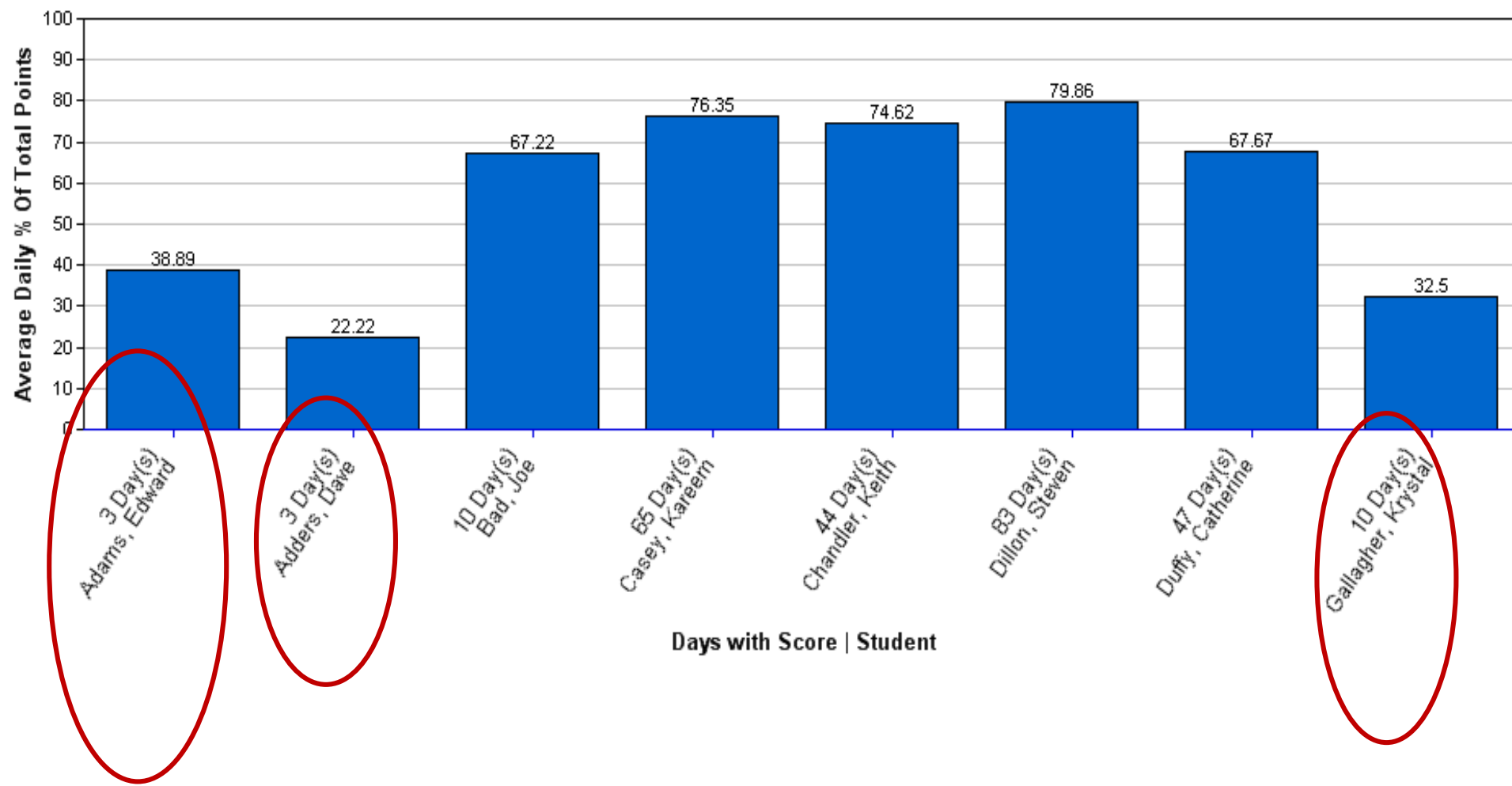
Did we select the right intervention(s)?
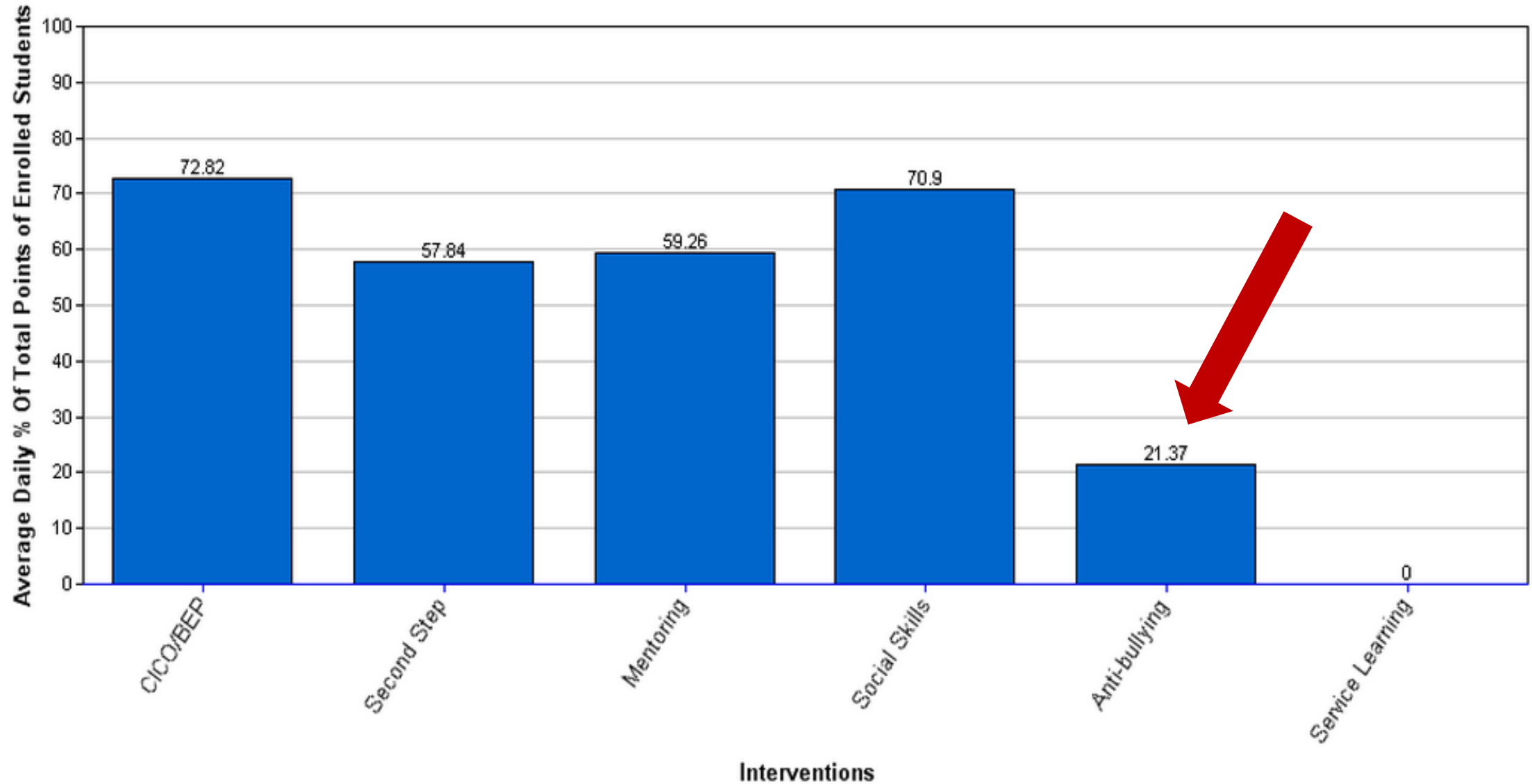
Positive Response
Decision Rules

1. Criteria for identification
   a. Percentages (75% of points)
   b. Consecutive periods of time (4 of 5 days)
   c. Cumulative average (daily average on behavior report card)
2. How long should the performance be maintained?
3. Does goal achievement have to be consecutive? *(Can the student have a bad day?)*
4. Process for fading
   a. Intensity?
   b. Frequency?
   c. Is maintenance needed over a long period of time?

Questionable Response
Decision Rules

1. How long will the intervention be implemented before determining the response is questionable?

2. Confirm

    a. Function is correct and addressed

    b. Pre-requisite skills are present

    c. Overall intervention effectiveness

    d. Intervention fidelity

3. Process for addressing intervention:

    a. Intensify?

    b. Modify?

    c. Discontinue?

Poor Response
Decision Rules

1. How long will the intervention be implemented before determining the response is poor?
2. Determine 'Gap'
   a. How big does the 'gap' need to be between student's progress and the goal?
   b. Between student's progress compared to others in the same intervention?
3. Confirm
   a. Function is correct & addressed
   b. Pre-requisite skills are present
   c. Intervention fidelity across all environments
   d. Intervention is effective for other students
4. Intensity, modify, discontinue intervention

Next Steps?

Daily Percent Of Points Earned
(Thursday, September 01, 2011 - Saturday, October 01, 2011)

28
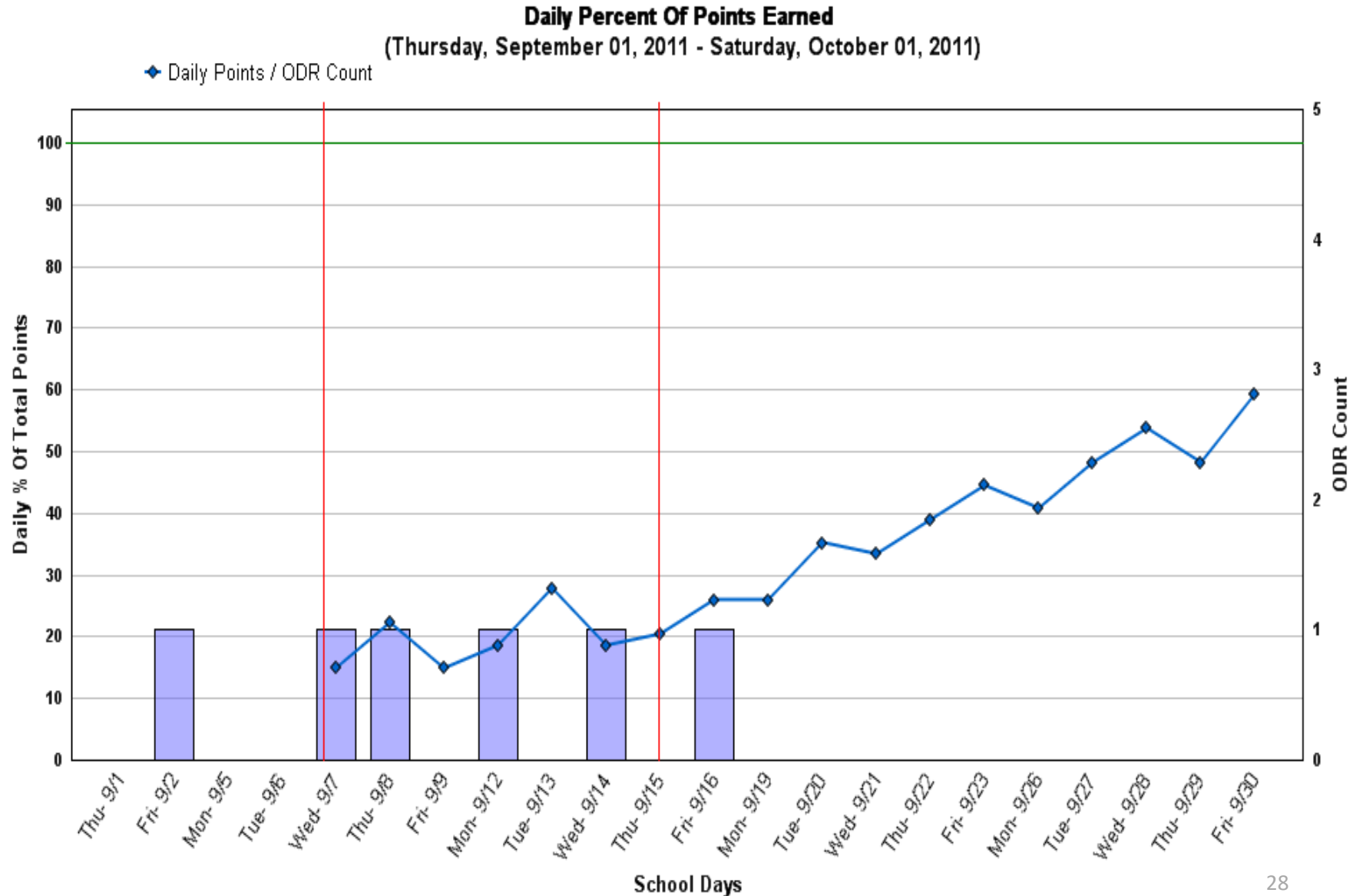
Dataland School Example
Krystal Gallagher - Mentoring
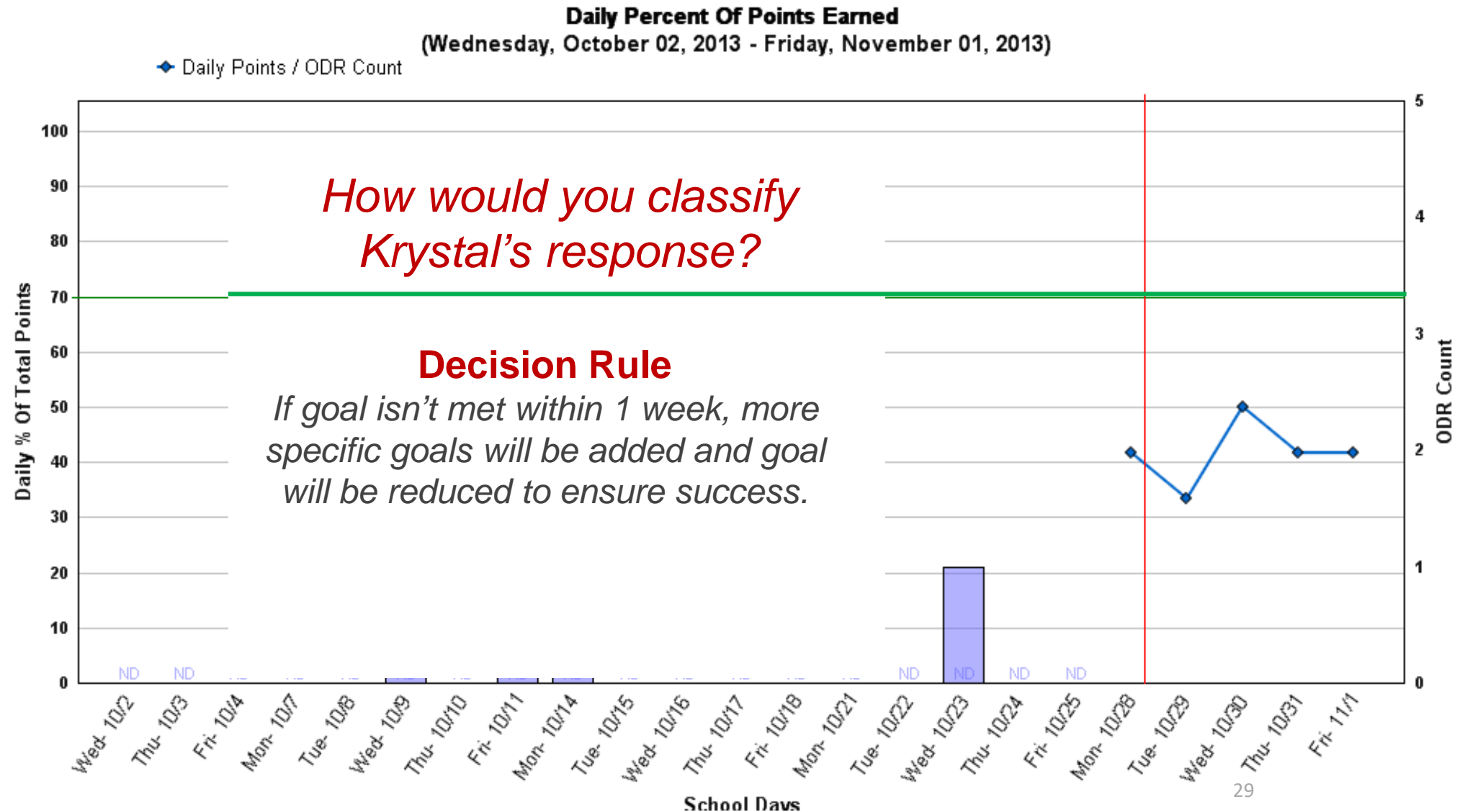
Daily Percent Of Points Earned
(Wednesday, October 02, 2013 - Friday, November 01, 2013)

How would you classify Krystal's response?

Decision Rule
If goal isn't met within 1 week, more specific goals will be added and goal will be reduced to ensure success.

Hernando County Schools Exemplar

Principal Mike Lastra

A Multi-Tiered System of Supports

First Step: Tier I Expectations

Grade levels determine common grade level expectations and school wide expectations (Pre School).

Grade level expectation meetings every 9 weeks.

Consistency of modeling expectations.

Meaningful incentives.

Meaningful consequences.

SBLT review all Tier I data (through RtI:B) bi weekly.

MTSS/Problem Solving Team

Tier II & Tier III Problem solving team members: Administration, School Based Psychologist, School Based Behavior Specialist, MTSS Coordinator, District Personnel

Purpose: Determine the function of the behavior to develop individual interventions for struggling students.

Targeting Problem Behavior Through RTIB

Referrals by Problem Behavior
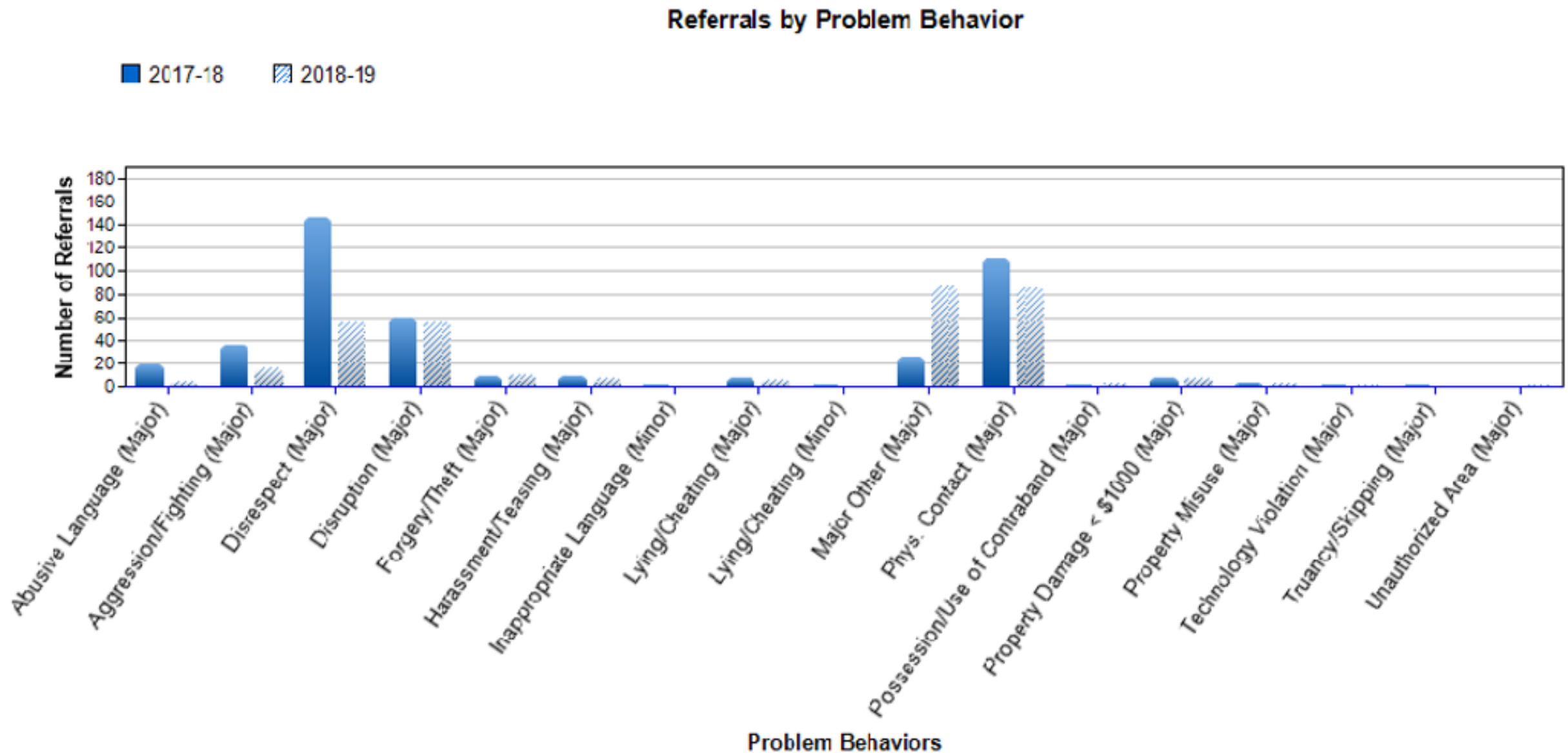
In School Solutions

Change the purpose of ISS

Students on TII and TIII for behavior need to be in class.

We rebranded ISS from In School Suspension to In School Solutions.

Students sent to ISS receive an intervention and are sent back into the learning environment when ready.

34

Brooksville Elementary ISS/OSS Data

Tier II Behavior Checklist

(To be completed by the student's teacher and team prior to referral)

Name:_____   Date:_____

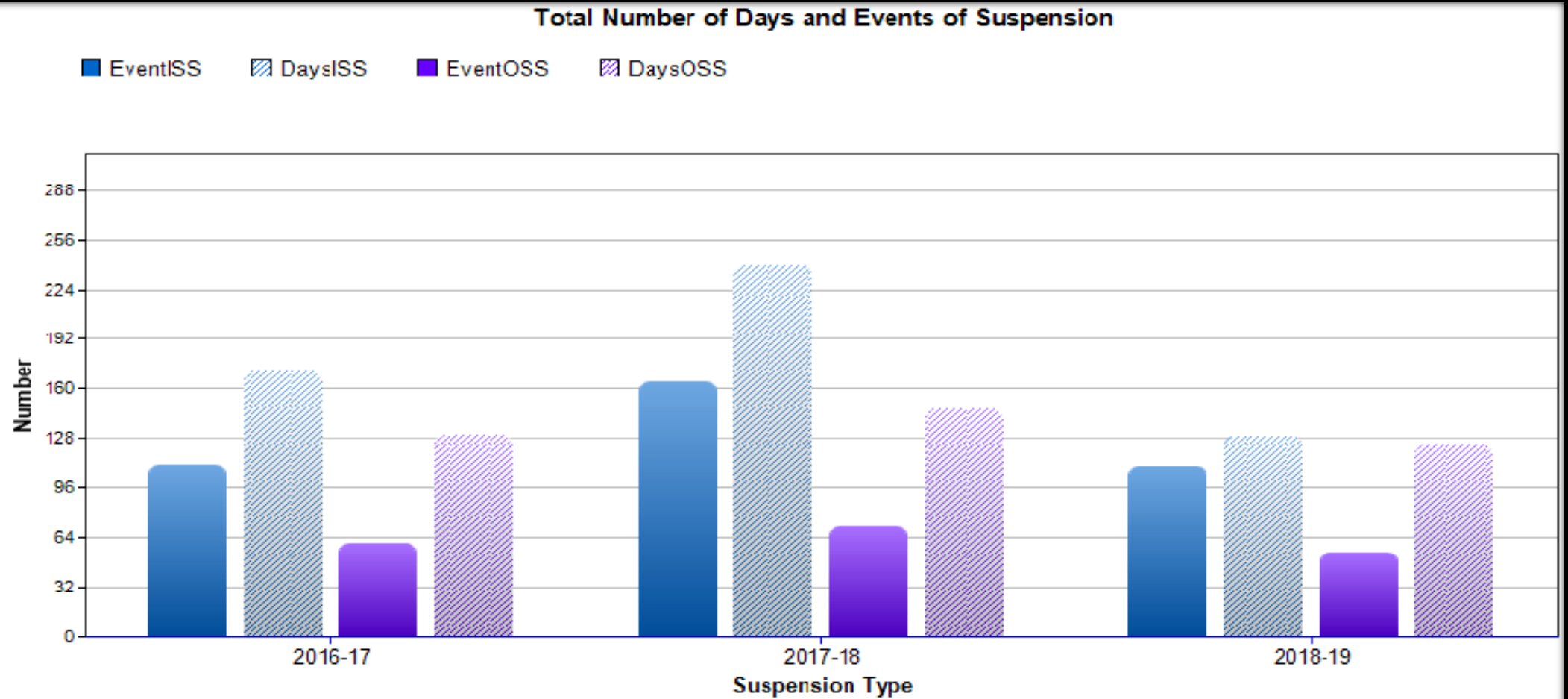Student Number:_____   School Year:_____

Description of behavior
issues:_____
_____

Expectations and rules taught and reviewed.	Yes	No
Student can state school wide expectations.	Yes	No
Classroom rules are posted.	Yes	No
Classroom management plan in place.	Yes	No
Reinforcement for appropriate behavior in place & utilized.	Yes	No
Data indicates 80% of classroom/peers are meeting expectations.	Yes	No
Met with team to discuss interventions (provide documentation).	Yes	No
Parent conference to discuss behavior issues (provide documentation).	Yes	No

Attach documentation of student's problem behavior(s) and infractions/discipline

Turn in this form, with above completed, and documentation to Kristi Jernigan or Miranda Boyer.

Tier II Behavior

(To be completed by Guidance prior to removal from Tier II)

Student completed Tier II intervention.	Yes	No
Data (RtiB) shows student met goal.	Yes	No
Data shows student has maintained goal for 3 weeks following the Tier II intervention.	Yes	No

If the answer is "Yes" to all of the above questions, the student should be removed from Tier II Behavior Intervention.

Guidance:_____   Date:_____

Once this portion is completed place in RTI file.

Tier II Procedures

Steps for Student Success

Tier II Supplemental Interve...

Tier I procedures and policies for all students:

- Teaching school-wide expectations.
- Teaching rules for various settings (halls, cafete...
- Developing and teaching YOUR classroom rules.
- Having a classroom management system in plac...

Step 1-Team Driven

Meet with your team to discuss and prioritize students...
possible interventions to try and then implement them...

Step 2-Parent Driven

Have a parent-teacher conference to discuss behavior concerns and interventions that are being used.

Step 3-Teacher Driven

Contact Guidance to schedule an observation of the student you feel needs Tier II support and complete the top portion of the Tier II Behavior Checklist.

Step 4-Guidance Driven

Guidance will match students that need Tier II supports with appropriate interventions. At this time, our Tier II interventions include:

- Small Group
- Check-in Check-out
- Mentor-Mentee (as needed)

Step 5-Monitor student progress. Data will be collected by both weekly behavior charts and observations, as well as, discipline information to evaluate the impact of the intervention.

Step 6-Problem Solving Meeting

After 4-6 weeks Guidance and Teacher will meet to discuss the data and if the interventions are working.

Resources For Tier 2 System Development

- Missouri PBIS Tier 2 Resources and Workbook
  - https://pbismissouri.org/tier-2-workbook-resources/
- Florida PBIS Tier 2 Resources:
  - https://www.livebinders.com/play/play?id=2289152
  - Recorded sessions Tier 2 Progress Monitoring and Universal Social Emotional Screening With Tools: https://www.livebinders.com/play/play?id=2227709#anchor
- CI3T: Screening practices and supporting ongoing progress monitoring
  - http://www.ci3t.org/screening

Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) Mobile App: click on "session evaluation" under the session description.

2) Online: click on the link located next to the downloadable session materials posted at http://www.pbis.org/ presentations/chicago-forum-19

3) QR Code: Scan the code here (or in your program book) and chose your session from the dropdown Menu.

Contact Information and Resources

FLPBIS:MTSS Project

Phone: (813) 974-6440

Fax: (813) 974-6115

E-mail: flpbs@fmhi.usf.edu

http://flpbs.fmhi.usf.edu

www.facebook.com/FloridaPBIS

www.twitter.com @flpbs

OSEP TA Center on PBIS

www.pbis.org

Association on PBS

www.apbs.org