The Power of Progress
Monitoring For Students Receiving Tier 2 Supports

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Glen Lastra, Hernando County Schools

A Multi-Tiered System of Supports
Think of the last time you wanted to improve something..

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

Objectives

- Identify powerful practices in progress monitoring.
- Model team decision making at school and individual level.
- Identify resources for teams to improve current practices.
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
- Continue Intervention
- Implement strategies to promote intervention fidelity
- Modify or change intervention
Monitoring Student Progress

- 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

Tier 2 Monitoring Tool Features

Daily/Weekly Monitoring Tools

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

<table>
<thead>
<tr>
<th>SCHOOL-WIDE EXPECTATIONS/BEHAVIOR GOALS:</th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be an Active Learner</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Be Considerate</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Be Prepared</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Simple rating scale can be used for all students

ALL goals are based on the school-wide expectations
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”
Age Group Considerations

### 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

<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
<th>Teacher Initials</th>
<th>Success Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Today’s Points ______ Points Possible_______ Today’s Percent ______%  

Parent/Guardian Signature ____________________________

*Congratulations for:*
Considering Internalizing Progress Monitoring

### Tier 2 Interventions

#### 1. Pro-Social Skills
- **Social Skills**
  - a. Skillstreaming
  - b. LEAPS

#### 2. Academic Behavior Skills
- **Self-Regulation/Anxiety**
  - a. Coping Cat
  - b. Mind-Up
  - c. Homework, Organization and Planning Skills (HOPS)

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Coping Cat Example

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**Adapted from Grant Middle School STAR CLUB From MWPBIS**

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Self-Check</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use calming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategy</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use your words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use safe hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Ask for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safe person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

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Self-report, Rating Scales, Using your School Wide Social Emotional Screener If Possible
Sensitive to Small Changes Over Time

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

- Daily Points / DDR Count

![Graph showing daily percent of points earned over a period from Thursday, September 01, 2011, to Saturday, October 01, 2011. The graph indicates a trend where daily points count increases over time, suggesting sensitivity to small changes over time.](image-url)
### Decision Rules for Each Intervention

#### Guiding Questions

<table>
<thead>
<tr>
<th>Intervention Implementation</th>
<th>Monitoring Student Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the criteria to receive the intervention?</td>
<td>1. How often will progress monitoring occur?</td>
</tr>
<tr>
<td>2. What is the goal?</td>
<td>2. What defines a positive response to the goal?</td>
</tr>
<tr>
<td>3. When will the goal be achieved?</td>
<td>3. When &amp; how will the intervention be faded if it is ‘successful’?</td>
</tr>
<tr>
<td>5. How will the team respond if the intervention is not being implemented with fidelity?</td>
<td>5. How will the team respond if progress is questionable or poor?</td>
</tr>
</tbody>
</table>
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%.
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?
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](http://www.midwestpbis.org/evaluation/resources)
- FLPBIS Student Tracking Sheet: [media/get/MTgyMjg1Mjg=](media/get/MTgyMjg1Mjg=)

Data Platform Examples

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

- Evidence-based intervention linked to verified hypothesis planned.
- Evidence-based intervention implemented.
- Student-outcome (SO) assessed
- Intervention fidelity (IF) assessed

- Data-based Decisions
- Continue Intervention
- Implement strategies to promote intervention fidelity
- Modify or change intervention
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
Intervention Fidelity

Intervention Fidelity Tools

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

<table>
<thead>
<tr>
<th>Tier 2 Curriculum</th>
<th># of Students</th>
<th>% Meeting Goal</th>
<th>% Not Meeting Goal</th>
<th># Moving Between Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP/CICO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skillstreaming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coping Cat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)?

![Bar chart showing average daily % of total points of enrolled students for different interventions.]

- CICOREP: 72.82%
- Second Step: 57.84%
- Mentoring: 59.28%
- Social Skills: 70.9%
- Anti-bullying: 21.37%
- Service Learning: 0%
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?
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?

Decision Rule
Earn 80% of points 4 of 5 days/week for 3 consecutive weeks.
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.
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

- Abusive Language (Major)
- Aggression/Fighting (Major)
- Disrespect (Major)
- Disruption (Major)
- Forcible/Theft (Major)
- Harassment/Teasing (Major)
- Inappropriate Language (Minor)
- Lying/Cheating (Major)
- Lying/Cheating (Minor)
- Major Other (Major)
- Phys. Contact (Major)
- Possession/Use of Contraband (Major)
- Property Damage <$1000 (Major)
- Property Misuse (Major)
- Technology Violation (Major)
- Truancy/Skipping (Major)
- Unauthorized Area (Major)

Number of Referrals

- 2017-18
- 2018-19
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.
Brooksville Elementary ISS/OSS Data

Total Number of Days and Events of Suspension

![Bar chart showing the total number of days and events of suspension for ISS and OSS from 2016-17 to 2018-19. The chart compares the number of events (EventISS, EventOSS) and days (DaysISS, DaysOSS) for each year.]
### Tier II Behavior Checklist

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number:</td>
<td>School Year:</td>
</tr>
</tbody>
</table>

| Description of behavior issues: | |
|---------------------------------| 

---

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

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

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

---

### Tier II Behavior

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

<table>
<thead>
<tr>
<th>Student completed Tier II intervention.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data (RtI/B) shows student met goal.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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 Interventions

Step 1 - Team Driven
Meet with your team to discuss and prioritize students.

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
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3) **QR Code:** Scan the code here (or in your program book) and choose your session from the dropdown menu.
Contact Information and Resources

**FLPBIS:MTSS Project**

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