

Tier 3 Progress Monitoring

Can individualized supports be monitored systematically, efficiently, and individually? We think so!

Examples and Tools to Support Tier 3 Progress Monitoring



| <i>Tools</i> | Plan Fidelity | Outcomes |
|--------------------------|-------------------------------|-----------------|
| Student/ Plan | TATE TFI-Tier 3 Appendix C | IBRST |
| Tier 3 System | TFI-Tier 3 I-SWIS | I-SWIS |

Measuring Fidelity of PBIS at Tier 3

- (Individual Plan) Daily and weekly checklists of high-priority tasks that are tailored to specific plans
- (System and Individual Plan) FBA and BIP Technical Adequacy Tool for Evaluation (TATE)
- (System and Individual Plan) Individual School-Wide Information System (I-SWIS; PBISApps.org)
- (System) Tiered Fidelity Inventory (TFI) Tier 3 and Appendix C
- (System) Number and proportion of students in need of Tier 3 supports (screening, referrals)
- (System) Days from identification to implementation
- (System) Case load per coordinator and implementer across the school
- (System) System planning meeting attendance and use of time

Measuring Outcomes of Tier 3 Supports

- (System and Individual Plan) Individual School-Wide Information System (I-SWIS; PBISApps.org)
- (System and Individual Plan) Behavior Rating Scale (IBRST; Prevent, Teach, Reinforce model)
- (Individual Plan) Behavior ratings, task analyses, individualized/adapted point cards, intensity ratings that are tailored to the target behaviors and routines addressed in the plan
- (System) Number and proportion of students receiving Tier 3 supports
- (System) Number and proportion of students benefiting or on-track to meet plan goals
- (System) Average weeks required to meet plan goals

BIP Implementation Fidelity Measure Template(s)

Purpose

Monitoring implementation fidelity of behavior intervention plans (BIPs) is a new activity for many teams. Monitoring fidelity allows a team to document changes in implementation over time, identify challenges, and compare implementation patterns to student outcome patterns. BIP fidelity can be measured in many ways at varying levels of intensity and frequency. This document presents three templates to demonstrate variation in measuring BIP fidelity that incorporates a checklist approach combined with a simple rating scale.

Templates include:

1. **Comprehensive Team Implementation Review**

This template is primarily intended for quarterly or monthly checks of all or most plan components including support strategies and coordination/system tasks (e.g., review meetings, progress reports, stakeholder communications).

2. **Quick Implementer Checklist (Rating per plan component)**

This template is intended for weekly or daily checks of only the plan components that should be implemented with high consistency or accuracy to support the student. Each plan component is rated separately to provide additional details regarding implementation activities.

3. **Quick Implementer Checklist (Overall Rating)**

This template is intended for weekly or daily checks of only the plan components that should be implemented with high consistency or accuracy to support the student. One overall rating across plan components is collected.

Considerations for adopting one or more template include:

- a. Phase of implementation (e.g., start-up, progressing/hold, fading)
- b. Intensity of plan components (e.g., time required, difficulty)
- c. Team confidence in BIP effectiveness and efficiency
- d. Frequency of formal and informal review meetings (e.g., twice monthly, weekly, daily)
- e. Frequency of implementer need to review plan components quickly

Modifications to the templates may include:

- Adjust the rating scale and rating criteria to be simpler (e.g., 0-2) or more complex (e.g., 0-5) based on the desired sensitivity
- Add/remove rows to reflect the accurate number of plan components that should be rated (Note that the number of items will impact sensitivity and efficiency of use)
- Create an online survey. Remove student identifiers and include opportunities for anecdotal notes. This option is especially useful when there are multiple implementers
- Create a schedule and action plan for collecting, summarizing, and reviewing fidelity data
- Rotate the plan components measured, especially for more complex BIPs

Recommendation: Schedule both comprehensive team reviews and a quick implementer checklist to capture a broader perspective of implementation fidelity.

Comprehensive Team Implementation Review

In 15 minutes or less, thoroughly review and rate the plan components, including specific support strategies, coordination, data collection, review meetings. Include all stakeholders to the extent possible. Consider implementation accuracy, consistency, and quality.

Observation(s) Interview(s) Self-Report

Student Initials: _____ Today's Date: _____ Next Check: _____

Stakeholder(s) included: _____ _____ _____ _____ _____

| Priority | Plan Component | Rating | | | | | Notes/Tasks |
|----------|----------------|--------|---|---|---|-----|-------------|
| 1 | | 1 | 2 | 3 | 4 | N/A | |
| 2 | | 1 | 2 | 3 | 4 | N/A | |
| 3 | | 1 | 2 | 3 | 4 | N/A | |
| 4 | | 1 | 2 | 3 | 4 | N/A | |
| 5 | | 1 | 2 | 3 | 4 | N/A | |
| 6 | | 1 | 2 | 3 | 4 | N/A | |
| 7 | | 1 | 2 | 3 | 4 | N/A | |
| 8 | | 1 | 2 | 3 | 4 | N/A | |
| 9 | | 1 | 2 | 3 | 4 | N/A | |
| 10 | | 1 | 2 | 3 | 4 | N/A | |

- | | |
|--|----------|
| a. Add up ratings for applicable items | = ____ |
| b. Possible (# items rated x 4) | = ____ |
| c. Calculate overall rating | = ____ % |

1 = Low accuracy, consistency, or quality
 2 = Minimal accuracy, consistency, or quality
 3 = Acceptable accuracy, consistency, and quality
 4 = High accuracy, consistency, and quality
 N/A = no opportunity or not appropriate

Notes and Plan Changes:

Quick Implementer Checklist (Rating per plan component)

In 5 minutes or less, review and rate fidelity of each high-priority plan components in terms of accuracy and consistency across applicable routines and settings.

Implementer: _____ Student Initials: _____

Today's Date: _____ Next Check: _____

| Priority | Plan Component | Rating | | | | | Notes/Tasks |
|----------|----------------|--------|---|---|---|-----|-------------|
| 1 | | 1 | 2 | 3 | 4 | N/A | |
| 2 | | 1 | 2 | 3 | 4 | N/A | |
| 3 | | 1 | 2 | 3 | 4 | N/A | |
| 4 | | 1 | 2 | 3 | 4 | N/A | |
| 5 | | 1 | 2 | 3 | 4 | N/A | |

| | |
|--|--|
| <p>a. Add up ratings for applicable items = ____</p> <p>b. Possible (# items rated x 4) = ____</p> <p>c. Calculate overall rating = ____ %</p> | <p>1 = Low accuracy or consistency</p> <p>2 = Minimal accuracy or consistency</p> <p>3 = Acceptable accuracy and consistency</p> <p>4 = High accuracy and consistency</p> <p>N/A = no opportunity or not appropriate</p> |
|--|--|

Quick Implementer Checklist (Overall Rating)

In 5 minutes or less, review and rate overall fidelity of high-priority plan components in terms of accuracy and consistency across applicable routines and settings.

Implementer: _____ Student Initials: _____

Today's Date: _____ Next Check: _____

| Priority | Plan Component | Rating |
|----------|--|---|
| 1 | Teacher morning check-in | Circle overall implementation rating: 1 2 3 4 |
| 2 | Picture Schedule/ Behavior Card | |
| 3 | Reinforce attempts/positive behaviors with attention | |
| 4 | Ignore low-intensity problems | |
| 5 | Quick, neutral reteach for high-intensity behaviors | |

| | |
|---------------|--|
| <p>Notes:</p> | <p>1 = Low confidence in accuracy or consistency</p> <p>2 = Some confidence in accuracy or consistency</p> <p>3 = Acceptable confidence in accuracy and consistency</p> <p>4 = High confidence in accuracy and consistency</p> |
|---------------|--|

| Individual Point Card (Pct per Goal) Student: _____ Date: _____ | Calm | Clear voice | Hands to self |
|---|-------------------------|-------------------------|-------------------------|
| 1. Bus | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
| 2. Circle | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
| 3. Reading | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
| 4. Lunch | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
| 5. Activity | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
| 6. Activity | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
| Average Rating | ____ / ____ (18) | ____ / ____ (18) | ____ / ____ (18) |
| = ____ / ____ = ____% <i>0 = try again 1 = okay 2 = good 3 = fantastic</i> | | | |

| Individual Point Card (Pct per Period) Student: _____ Date: _____ | Calm | Clear voice | Hands to self | Overall Rating |
|---|---------|-------------|---------------|-----------------|
| 1. Bus | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | ____ / ____ (9) |
| 2. Circle | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | ____ / ____ (9) |
| 3. Reading | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | ____ / ____ (9) |
| 4. Lunch | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | ____ / ____ (9) |
| 5. Activity | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | ____ / ____ (9) |
| 6. Activity | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 | ____ / ____ (9) |
| = ____ / ____ = ____% <i>0 = try again 1 = okay 2 = good 3 = fantastic</i> | | | | |

| Behavior Rating Card Student: _____ Date: _____ | 8am – 10am | 10am – 12pm | 12pm – 2pm | 2pm – 4pm |
|---|-------------|-------------|-------------|-------------|
| ↑Desired Behavior | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| ↑Use of Replacement | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| ↓Problem Behavior | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| <i>5 = high 3 = moderate 2 = low 0 = not observed</i> | | | | |

Routines Monitoring Form (Task Analysis Datasheet)

Todd, Reed, Collier. Baker. Hix-Small, 2002 Adapted by Lane ESD 2010

Student: _____ Routine: _____

Objective & criteria: _____

Teaching Schedule & Location: _____

List the relevant/critical features to vary across instructional opportunities

| | | |
|--------------|-----------|--------------|
| A. Teacher 1 | E. Peer 1 | I. Setting 1 |
| B. | F. | J. |
| C. | G. | K. |
| D. | H. | L. |

+ = independent / = intermittent help 0 = total/full help

| Routine steps | Date | | | | | | | | |
|---------------------------------|------|--|--|--|--|--|--|--|--|
| 12. | | | | | | | | | |
| 11. | | | | | | | | | |
| 10. | | | | | | | | | |
| 9. | | | | | | | | | |
| 8. | | | | | | | | | |
| 7. | | | | | | | | | |
| 6. | | | | | | | | | |
| 5. | | | | | | | | | |
| 4. | | | | | | | | | |
| 3. | | | | | | | | | |
| 2. | | | | | | | | | |
| 1. | | | | | | | | | |
| | | | | | | | | | |
| # Steps completed independently | | | | | | | | | |
| Completion time | | | | | | | | | |
| Staff Initials | | | | | | | | | |
| Features included | | | | | | | | | |
| | | | | | | | | | |

Add up the number of steps performed successfully and graph that number for each opportunity.

If error occurs on the same step 3 consecutive opportunities, define the problem below

(e.g., “stands too close to others” or “always says the same things – not on topic”)

| Date | Problem | Adaptation/Modification |
|------|---------|-------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Individual Point Card Combined with Breaks Are Better

Student: _____

Date: _____

| My Goals Class/Activity | a. _____ | | b. _____ | | c. _____ | | d. <u>Break Routine</u> | | Scale |
|----------------------------|----------|----|----------|----|----------|----|-----------------------------|----|--|
| | Sx | Tx | Sx | Tx | Sx | Tx | Sx | Tx | |
| 1 | | | | | | | | | 5 = I met the goal without teacher reminders 4 = I met the goal with 3+ teacher reminders 3 = I met the goal with 5+ teacher reminders 2 = I tried 2-3 times 1 = I tried once 0 = I did not do this goal Today's Goal is _____% My Total _____/_____ 5 pts per check-in per expectation <i>(200 pts for all 10 check-ins and expectations)</i> |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| Total | | | + | | | + | | | = |
| Notes: | | | | | | | How many breaks did I take? | | Student Signature: _____ Teacher Signature: _____ |

| Minutes out of instruction | M | T | W* | R | F |
|----------------------------|-------|---|----|---|---|
| Homeroom | 45min | | | | |
| Reading/LA | 90min | | | | |
| Math | 45min | | | | |
| Science | 45min | | | | |
| Specials | 45min | | | | |
| Totals | | | | | |

Notes:

**Wed is early release. Adjust instructional minutes to reflect only structured work time. Decrease free-choice/wait time if possible.*

| Selected Reinforcement Track the student's preferred reinforcement options. | M | T | W* | R | F |
|---|---|---|----|---|---|
| Treasure box 1 item | | | | | |
| Sensory room 5min max | | | | | |
| Quiet Break Area 5min max | | | | | |
| Social time with adult 5min max | | | | | |
| 1:1 work time with adult 10min max | | | | | |
| 1:1 social time with peer 5min max | | | | | |
| Work time with peer 10min max | | | | | |
| Fidget toy 10min max | | | | | |
| Notes: <i>*Wed is early release. Adjust instructional minutes to reflect only structured work time. Decrease free-choice/wait time if possible.</i> | | | | | |