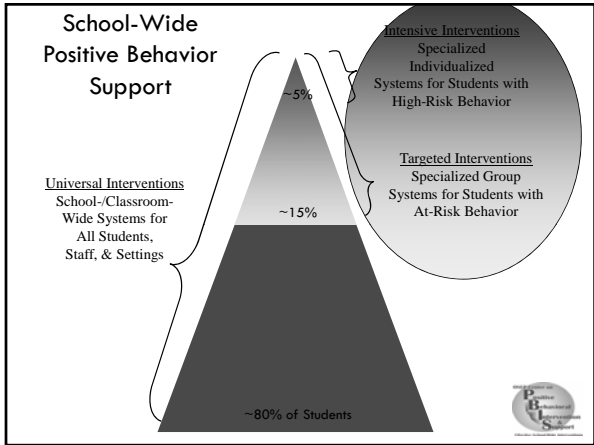
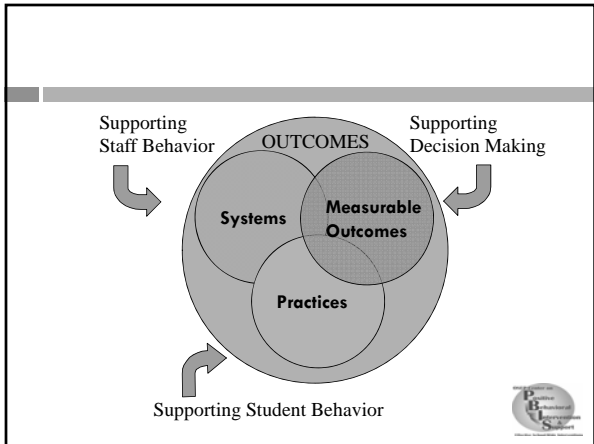


**PROGRESS MONITORING
FOR SOCIAL BEHAVIOR**

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Important Outcomes to Assess

- System outcomes
 - What key features of student support are in place?
 - Are key features implemented with fidelity?
- Individual student outcomes
 - Decision rules for starting an intervention
 - "Is this intervention a good fit?"
 - Progress monitoring during an intervention
 - "Is the intervention resulting in the outcomes we want?"
 - Is the intervention being implemented as designed?
 - "Are we doing what we said we would do?"

Systems Outcomes: Assessing Process

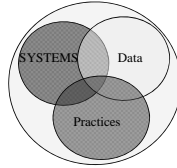
- Self Assessment
 - Monitoring progress over time
 - Developing an action plan
- External Evaluation
 - Monitoring progress over time
 - Useful when outside opinion is warranted

Existing Tools for Assessing Process

- Universal Component of SWPBS
 - External
 - School-wide Evaluation Tool (SET)
 - Self Assessment
 - Team implementation Checklist (TIC)
 - Benchmarks of Quality (BoQ)
 - Phases of Implementation
- Targeted & Intensive Components of SWPBS
 - External
 - Individual Student Systems Evaluation Tool (ISSET)
 - Self Assessment
 - Checklist for Individual Student Systems (CISS)

ISSET and CISS

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



Important Outcomes to Assess

- System outcomes
- Individual student outcomes
 - Decision rules for starting an intervention
 - "Is this intervention a good fit?"
 - Progress monitoring during an intervention
 - "Is the intervention resulting in the outcomes we want?"
 - Is the intervention being implemented as designed?
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Important Outcomes to Assess

- System outcomes
- Individual student outcomes
 - Decision rules for starting an intervention
 - "Is this intervention a good fit?"

Is an Intervention a Good Fit?

- Questions about the student's behavior:
 - What is the problem?
 - What is the hypothesis about why the problem is occurring
 - What is the goal of intervention?
- 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?

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?



Important Outcomes to Assess

- System outcomes
- Individual student outcomes
 - Progress monitoring during an intervention
 - "Is the intervention resulting in the outcomes we want?"

Students in IPBS—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



Important Outcomes to Assess

- System outcomes
- Individual student outcomes
 - Is the intervention being implemented as designed?
 - "Are we doing what we said we would do?"

Fidelity

- Documentation that intervention is being implemented as designed
- Measurement
 - Teacher-completed
 - Assessed by another person

Student Outcomes--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




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



Student Information Form

This form is to assist your team in monitoring progress of students over time. Please complete one form for each IPED student.

Student First Name: _____ Student Last Name: _____ Date: _____

IPED Number: _____ Case Manager: _____ Referring Teacher(s): _____

Conforms for IPED US research published: Yes No

How referred (check all that apply)	Date/Number/Description	Behavior of Concern
<input type="checkbox"/> Ref. by Teacher (IPED #00000000)		
<input type="checkbox"/> Ref. by Academic (IPED #00000000)		
<input type="checkbox"/> Ref. by Self (IPED #00000000)		
<input type="checkbox"/> Other Ref. (IPED #00000000)		
<input type="checkbox"/> Transfer Statement		
<input type="checkbox"/> Parent request		
<input type="checkbox"/> Administrative Request		
<input type="checkbox"/> Other (IPED#)		
