

Coaching Guide: Behavioral Progress Monitoring

Overview

This coaching guide accompanies the National Center on Intensive Intervention module *Monitoring Student Progress for Behavioral Interventions*. It is intended to guide coaching support for implementation planning following the training session. This guide provides suggested activities, but coaching should always be tailored to the needs of the school or district.

Coaching Objectives

- Check for understanding of training content (answer any questions).
- Support team in use of the Direct Behavior Rating (DBR) form and data collection, as needed.
- Support team in analysis of DBR data, including use of DBR Graphing Template.

Check for Understanding: Sample Questions

- Do you have any questions from the training?
- Did you understand the different methods for gathering information on target behaviors?
 - Questionnaires and interviews (see slides 21, 27)
 - Checklists (see slides 22, 28)
 - Anecdotal reports (see slides 23, 29)
 - Direct observation (see slides 24, 30)
- What are key considerations for defining the target behavior? (see slides 36–42)
- What are the advantages and disadvantages of systematic direct observation, and how does DBR address some of the disadvantages? (see slides 46–53 on direct observation and slides 54–73 on DBR)
- What kind of behavioral data do you currently collect in your school? Do you think you need to change your behavioral progress monitoring practices in any way? If so, what should change, and why?
- Why is it useful to pilot a DBR tool before changing an intervention? (see slides 78–80)
- What are three features of graphed data we can examine to evaluate a student’s response to an intervention? (see slides 88–91)

Support for Use of DBR Form

If the team needs support in using DBR, review the relevant sections of the presentation (see slides 55–73) using a specific student in the school.

- Complete the Target Behavior Questionnaire (Handout 2) for the student to prioritize and define the target behavior.
- Consider these questions:
 - How often will data be collected?
 - Who will collect the data?
 - In what contexts/settings will the data be collected?
 - At what times will the data be collected?
- Support the team in writing a behavior description and setting anchors.
- Develop an implementation plan (e.g., using the DBR form daily for the next two weeks and then discussing with the coach).

Support for Use of DBR Data

If the team has started using DBR and would like support analyzing the data, ask the team to select a student to discuss and bring the data collected thus far to the coaching session, along with the DBR form to provide a context for the target behavior and data collection schedule. If only preintervention data are available, a second coaching session should be scheduled to compare preintervention and postintervention data.

- Use the Excel Graphing Template and support staff as they enter data to create a graph. (This template is downloadable from <http://www.intensiveintervention.org/> on the webpage for this module.)
- Use the following guiding questions as staff examine graphed data (for more information on creating and interpreting graphs, see slides 82–99):
 - What does the trend in your data imply? Does the trend change preintervention and postintervention?
 - Are the data stable or variable? What does that tell you?
 - If you have preintervention and postintervention data, calculate the means. What difference is there? What does that tell you?
 - How do the data impact the behavioral interventions you are using?