

Monitoring Student Progress for Behavioral Interventions

Webinar Q&A

Question: Can you provide an example of a Tier 2 behavioral intervention?

Answer: An example of a Tier 2 behavioral intervention that is commonly used within the PBIS framework is Check-in/Check-out (CICO). This intervention provides additional reinforcement for school-wide expectations by providing students with scorecards containing goals aligned to those expectations. Students are provided feedback throughout the day by their teachers regarding whether or not they met expectations, or are making progress. Students “check in” each morning and “check out” every afternoon with a designated staff member to remind students of their goals and provide reinforcement and encouragement. Students are rewarded when they meet their goals.

Question: When compiling student behavioral data, should schools also include information that was gathered from a private provider or assessments completed outside of the school setting?

Answer: Data from external sources or private providers can provide valuable information to help teams gain a big picture understanding of a student. However, when monitoring student progress for behavioral interventions, teams should focus on data that’s available in the appropriate setting. For example, if the behavioral intervention occurs in the school setting, teams should use data from the school setting as well. Because each setting is different, a student may present different behaviors across settings. Using data from relevant settings will help teams to better analyze the student’s response to behavioral intervention within the appropriate context.

Question: When conducting a behavioral observation, how much time is needed to gather the frequency of student behavior?

Answer: The length of an observation session and number of observation sessions needed depends on the particular behavior. For behaviors that occur more frequently, shorter observation periods often suffice. The staff conducting the observation may find that they have observed enough occurrences to get a sense of the frequency of the behavior. However, for behaviors that occur less frequently, longer observations periods may be needed.

Question: What computerized progress monitoring systems are available for behavior?

Answer: Some examples of computerized behavioral progress monitoring systems include:

The SWIS system (School-Wide Information System) is an online behavioral data collection system that aligns to the PBIS framework. SWIS is used to collect and summarize student behavioral data to facilitate data-based decision making. SWIS includes three applications: SWIS, CICO-SWIS, and ISIS-SWIS that align to the different tiers of the PBIS framework. ISIS-SWIS was designed specifically for students receiving more intensive supports and allows teams to individualize student files as well as upload relevant documents.

<https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx#isis>

The developers of Direct Behavior Rating have also created a web-based application for behavioral data analysis called BASIS. This system allows users to collect and analyze data at the school, class, or individual student level. The goal of this system is to empower educators to use Direct Behavior Rating (DBR) data to make decisions within a multi-tiered framework of supports. This system is currently being tested and is not yet available to the public.

<http://directbehaviorratings.org/cms/index.php/projects>