Monitoring Student Progress for Behavioral Interventions

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Today’s Webinar

- Behavioral monitoring within a multi-tiered system of supports.
- Procedures for progress monitoring student behavior within data-based individualization (DBI) process.
- Application of progress monitoring to case example.
- Time for questions.
Triangle Intervention Logic

- Individualized Intervention
- Secondary Intervention
- Preventative Methods
Triangle Assessment Logic

Daily—or Multiple Times per Week—Progress Monitoring

Weekly or Monthly Progress Monitoring

Screening Instrument/Tools
Defining Progress Monitoring

- Progress monitoring is the process of systematically planning, collecting, and examining data to inform programming decisions.
  - Provides basis for determining whether an intervention is effective.
  - Assists in developing effective intervention plans.
Case Example

Jeff is a 12-year-old student who has consistently demonstrated disruptive behaviors in class, such as calling out, talking back, and interrupting peers. These behaviors prompted his enrollment in the school’s Tier 2 intervention program. Despite these extra supports, Jeff’s disruptive behaviors have actually seemed to increase in frequency and intensity, with no reduction in the number of office discipline referrals. As a result, Jeff’s teacher, Ms. Coleman, has referred him to the school team.
Jeff’s Rates of Office Discipline Referrals Before Tier 2 Intervention
Jeff's ODRs and Points Earned Following Tier 2 Intervention

Tier 2 Intervention Introduced

- Blue bars: Jeff's ODRs
- Red bars: Average Student ODR
Jeff’s Percentage of Points Earned in Tier 2 Intervention for Two Weeks
Individualized Behavioral Progress Monitoring Process

- Step #1: Identification and selection of target behaviors.
- Step #2: Development of measurement system.
- Step #3: Application of measurement system and evaluation of obtained data.
Selecting Target Behaviors

- Identifying the target behaviors.
- Prioritizing the target behavior.
- Defining the target behavior.
Step #1. Identification of a Target Behavior

- Identification of a target behavior requires gathering information on context and features.
- Questions to be addressed through this process include:
  - What does the behavior look like?
  - When does the behavior occur?
  - Why does the student present the behavior?
Target Behavior Information
Gathering Methods

- Questionnaires/interviews
- Checklists
- Anecdotal reports
- Direct observation
Integrating Information to Identify Potential Target Behaviors

- Questionnaire
- Direct Observation
- Target Behavior
- Checklist
- Anecdotal Report

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After two months of the Tier 2 program, it was clear to Ms. Coleman and the school leadership team that Jeff was not responding. Specifically, his ODRs and point sheets totals did not reflect improvement.

The school team and Ms. Coleman worked collaboratively to gather more information about the specific features and context of the behavior. Ms. Coleman:

- Filled out a questionnaire on Jeff’s behavior.
- Completed anecdotal reports.
- Had a colleague come to observe Jeff’s behavior five times over a two-week period.
Jeff’s Target Behavior Data

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Frequency (all observations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of seat</td>
<td>3 times</td>
</tr>
<tr>
<td>Curses</td>
<td>7 times</td>
</tr>
<tr>
<td>Threats</td>
<td>11 times</td>
</tr>
<tr>
<td>Fights</td>
<td>0 times</td>
</tr>
<tr>
<td>Argue</td>
<td>5 times</td>
</tr>
<tr>
<td>Hit/Kicks</td>
<td>1 time</td>
</tr>
<tr>
<td>Talks out</td>
<td>5 times</td>
</tr>
</tbody>
</table>

**Target Behavior Questionnaire**

*Directions.* This form is designed for school personnel to initiate the process of identifying a target behavior. Responses are to be provided by the referring teacher or those school personnel who come in contact with the student most often throughout the school day. The purpose of these responses is to gain a better understanding of the specific features of the behavior that has prompted a referral. Please be as clear and concise as possible.

1. What is the reason for referring the student?

Jeff has been having difficulty paying attention in class. Most concerning, he has been demonstrating challenging behaviors towards peers. These have significantly impacted Jeff’s ability to work and are also affecting his ability to get along with peers. Approximately eight weeks ago, Jeff was enrolled in the school-wide Tier 2 program but has not seemed to be responsive.
Prioritizing Target Behaviors

- Prioritization of behaviors requires assessing the overall importance of the behavior for school success.
  - Does the behavior present danger to the student or others?
  - How often does the behavior occur?
  - Will changing the behavior allow the student to obtain more positive attention?
Jeff’s Target Behavior Prioritization Results

Target Behavior Prioritization Form

Student Name: ____________________________  Date: __________

Directions: The purpose of this form is to provide school personnel with a method for selecting a target behavior for data-based individualization among several that might have emerged from the initial target behavior data gathering process. Completion of this form will require the identification of more than one target behavior in need of focus. List each of these competing behaviors in the form at the top of the form below. Rate each behavior on a three point scale using the following key. 0 = No/Never, 1 = Maybe/Sometimes 2 = Yes/Often 3 = Yes/Vey often.

<table>
<thead>
<tr>
<th>Competing Target Behaviors</th>
<th>Curse</th>
<th>Threat</th>
<th>Hit/Kick</th>
<th>Out of Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the behavior pose a danger to the student or others?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

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Defining the Target Behavior

Characteristics of good target behavior definitions:

1. Objective language referring only to observable characteristics of the behavior.
2. Allows for the behavior to be readily measured.
3. Delineate the boundaries of what the behavior includes and does not include.
# Jeff’s Target Behavior Definitions

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hit/Kick</td>
<td>Jeff will be considered to be hitting or kicking if his foot or hand makes contact with another student with the intent to cause harm. The physical contact must be initiated by Jeff and put forth with sufficient intensity to cause harm to the intended target. Hitting and kicking will not include instances in which Jeff accidentally touches a student with his hand or foot.</td>
</tr>
<tr>
<td>Threaten</td>
<td>Threats mean verbal statements that refer to harming other people, including peers or teachers. This will include statements such as “I will throttle you” or “I will knock you out” but will not include statements such as “I said, ‘leave me alone’” or other statements indicating an attempt to cope with the situation.</td>
</tr>
</tbody>
</table>
Step #2: Developing a Measurement Approach

- Initial considerations
  - How often will data be collected?
  - Who will be collecting the data?
  - In what contexts will data be collected?
  - At what times will data be collected?
  - When will the data be input to allow for evaluation?
Data Collection Methods

- Systematic Direct Observation
- Behavior Rating
Direct Behavior Rating

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Date</th>
<th>5+</th>
<th>5+</th>
<th>5+</th>
<th>5+</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption</td>
<td>9+</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7–8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5–6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0–1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Target Behavior
- Reading
- Writing
- Math
- Art

- Writes name on worksheet: ✔️
- Follows rules: ✔️
- Prepared to learn: ✔️

Total Points Earned = 6 or 50%
DBR Single-Item Form

Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date: M T W Th F

Student:__________________________ Activity Description:__________________________

Rater:__________________________

Observation Time: Start:______ End:______

☐ Check if no observation today

Behavior Descriptions:

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

Behavior:__________________________

% of Total Time

0% 1 2 3 4 5 6 7 8 9 10

0% Never 50% Sometimes 100% Always

V1.3 DBR Standard Form – Fill-in Behaviors was created by Sandra M. Chaisoules, T. Chris Riley-Tillman & Theodore J. Christ.
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Standard Items of DBR-SIS

- Academic Engagement
- Respectful Behavior
- (Non) Disruption

School Success
Integrating Target Behavior into DBR-SIS

- Target behavior information is used to develop clear anchors for ratings.
- Anchors are used to gauge whether the behavior was occurring at low, medium, or high levels.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>80%</td>
</tr>
<tr>
<td>10%</td>
<td>10%</td>
<td>60%</td>
<td>90%</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
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<tr>
<td>60%</td>
<td>60%</td>
<td></td>
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<tr>
<td>70%</td>
<td>70%</td>
<td></td>
<td></td>
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<tr>
<td>80%</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Developing DBR Anchors

- Preliminary target behavior information can be used to inform the development of anchors.

**Operational Definition**

Toby’s aggression is defined as the use of any aberrant behavior that involves making contact with others with an attempt to injure or harm. This includes punching, hitting, kicking, spitting, scratching, pushing, and biting. This does not include patting on the back or shaking hands.
Using Preliminary Data to Develop DBR Anchors for DBI

- Based on this information, the DBR anchors might correspond with the scale as follows:

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>1-2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Toby displayed aggression for 30% of the math class.
Threats refer to verbal statements that refer to harming other people, including peers or teachers. Anchors are as follows: 0 = 1-2 per observation; 5 = 5 per observation; 10 = 10+ per observation.

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-occur. If desired, an additional behavior may be defined and rated.
Implementing the DBR

- Three considerations for increasing the likelihood that the form is being applied consistently:
  - Reviewing the definitions and anchors to ensure consistent application.
  - Having the form ready to be completed.
  - Completing ratings immediately after pre-specified time period.
Step #3: Monitoring and Evaluating Progress

- Evaluation requires examining the DBR data to determine if the student is responding to the intervention.
- Requires managing and organizing data to support summary and analysis.
Managing Data for Evaluation

- Moving the data from the DBR form into a graph is needed to support evaluation.

- Questions to consider are:
  - Who will be responsible for inputting/graphing the data?
  - How often will the data be reviewed?
  - By whom will the data be reviewed?
Begin Data Collection *Before* Intervention

- Need to pilot test tool.
- Capture current performance level based on tool.
- 5 or more data points recommended.
- If data are difficult to interpret, revisit tool and anchors.
Developing Intervention Goals

- The piloting of the DBR tool will provide information that can be useful for establishing evaluation

- Establishing evaluation rules:
  - Because the process is individualized, it is difficult to give firm rules on what constitutes responsiveness.
  - The school team and teacher must define responsiveness up front to assist with evaluation.
  - Make goals ambitious, but feasible to obtain.
Guidelines for Developing Intervention Goals

- Specify an amount of time the intervention must be in place before revising.
- Link intervention goals to DBR anchors.
- Goals should not be static; they can change and evolve over time depending on student responsiveness.
Progress Monitoring Graphs

Pre-Intervention Data

Disruptive DBR Rating

Number of School Days
Progress Monitoring Graphs

Pre-Intervention Data

Disruptive DBR Rating

Number of School Days

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Progress Monitoring Graphs

![Progress Monitoring Graphs](image)

- **Pre-Intervention Data**
- **Post-Intervention Data**
Jeff’s Target Behavior Data (Threatens)
Jeff’s Engagement Data
Jeff’s Disruptive Data
Takeaways

- Developing approach to behavioral progress monitoring for this group of students requires a lot of hard work.

- Only 3-5% of students should qualify in the school; if not – consider reviewing and strengthening Tier 1 and Tier 2.

- Need to individualize assessment process just as you would intervention process.
Disclaimer

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