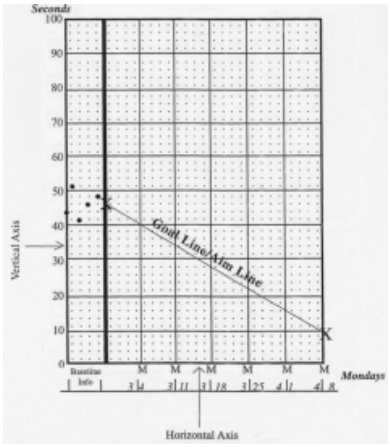
Progress Monitoring

for Teachers of Students who have Visual Disabilities



Iowa Department of Education

Bureau of Children, Family and Community Services

Grimes State Office Building

Des Moines, Iowa 50319-0146

Revised Fall 2006

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Contents

Introduction

Welcome to Progress Monitoring!

We have two very simple goals for this presentation. The first is to clarify the importance of progress monitoring and the important part you play in that process; and second, to step you through the process of progress monitoring.

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Notes

Notes

Progress Monitoring is a tool and does not replace assessment.

What is Progress Monitoring?

This is a systematic procedure for the frequent and repeated collection and analysis of student performance data. It may be used to monitor any **academic** or **nonacademic** behavior.

What is the purpose of progress monitoring?

It provides the opportunity to:

a. examine student performance **over time;**

b. evaluate the effect of **interventions** on performance.

How is progress monitoring related to problem solving?

Progress monitoring is a **tool** for problem solving.

Why should I monitor progress?

- There is no way to predict ahead of time that interventions will be **successful**.
- There is increased emphasis on the demonstration of specific **outcomes** for students.
- Student outcomes improve when performance is **assessed** regularly.
- Progress monitoring allows us to make decisions based on the pattern of performances, rather than on one or two isolated pieces of information.

★ ***Problems in using only Pre-Post Test Comparisons:***

- Insufficient data gives unreliable results.
  - Without structure, insignificant time lag can occur between pre- and post-test.
  - Patterns of performance cannot be analyzed.

What are the obvious benefits of Progress Monitoring?

★ **For Students:**
- Expectations are clear
- Increases motivation
- Student outcomes improve

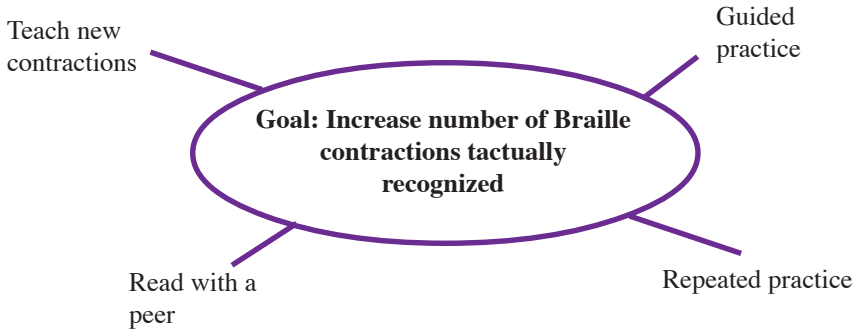
★ **Other:**
- **Students become involved**
- **Self-esteem may increase**

★ **For therapists and teachers:**
- Feedback on interventions
- Data base for decision making
- Instructional planning improves
- Important problem solving tool

- **Visual picture**
- **Improved used of time**

What isn't Progress Monitoring?

It is **NOT intervention!** Progress monitoring is a tool for problem solving. Following is an illustration that demonstrates intereventions.



This presentation is designed to produce some very specific outcomes which will assist you in implementing the progress monitoring process.

Notes

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Progress Monitoring: Outcomes

- To **define progress monitoring,** establish a rationale, and explain the relationship among progress monitoring and problem solving.
- To **define a behavior** that needs strengthening, weakening or shaping and can be counted with high reliability.
- To **define a measurement strategy**, identify characteristics, decisions, and selection of appropriate strategies.
- To **define current level of functioning**, how to collect baseline, summarize data, and determine a discrepancy.
- To select a criteria and **write a goal.**
- To select an appropriate **chart and record data.**
- To **define a decision-making plan**, its elements and analyze patterns of data.
- To identify **interventions** and make decisions about intervention changes.

Other (concerns):

Outcomes

There are seven elements necessary to effective progress monitoring:

1. **Define the behavior.**
   Specific, observable, alterable and measurable

2. **Select a measurement strategy.**
   It must be appropriate to the behavior

3. **Document current level of performance.**
   Utilize baseline data

4. **Prepare goal statement.**
   An expected performance in a time frame

5. **Create a chart.**
   A visual display

6. **Develop decision-making plan.**
   Use data to make decisions

7. **Identify Interventions.**
   Establish effectiveness of the interventions

Defining the Behavior

Why do you want to define a behavior?

- So it can be observed/verified by anyone.
- So accurate, reliable baseline data can be collected.
- So instructional interventions can be focused on the behavior.

What is the criteria used to define the behavior?

The behavior needs to be described as a terminal or generalized behavior. It should be stated such that it is specific, observable, alterable and measurable.

What are the outcomes for defining behavior?

a. To select a critical behavior that is specific so that everyone will focus instructional interventions on it.

b. To gain consensus on the description of the problem to be sure it is alterable.

c. To define that behavior so precisely that it can be measured (counted) reliably so that baseline data can be collected.

Notes

Outcomes

Definition

Notes

What is a BEHAVIOR?

Let's look at some examples:

- putting in a hearing aid/ cochler implant
- watching an interpreter
- responding to environmental sounds
- asking questions of the appropriate person
- following verbal directions
- using correct grammar
- participating in discussion
- answering Wh? questions

Behaviors can be identified in any **domain** and/or **Expanded Core Curriculum (ECC) content areas.** Let's look at some Examples of domains:

Core Curriculum

Classroom/school behaviors

ECC Content Areas

Other

Accessing assistive technology

Career education skills

Compensatory skills including

Communication & Braille

Independent living skills

Orientation & mobility

Recreation & leisure skills

Self-determination

Social interaction skills

Visual efficiency skills

What is the process used in selecting a behavior?

Select a behavior that:

…will give the child a successful experience;

…is a relevant part of the curriculum;

…can be changed (increased or decreased) over time as a result of interventions;

…occurs at a moderate rate;

…is repeatable.

Additional considerations:

- It may be necessary to do an assessment to help you correctly define the behavior.
- If the behavior you want is not in the child's repertoire, you will have to shape the behavior you want.

Following is a checklist you must use to make a valid behavior definition:

- Alterable – can be changed as a result of interventions;
- Measurable – can be counted with reliability;
- Observable – anyone is able to recognize the behavior;
- Specific – defined so that it has no more smaller components;
- Terms – examples and non-examples.

Notes

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Example: Taking off Socks

1. Is it **alterable?**
   - Yes, it improves with practice

2. **Is it observable?**
   - Yes, you can see him/her take off their socks

3. Can you get **specific?**
   - Yes, it can be specified (e.g., take off socks before bath, put on clean ones, or to wear slippers)

4. Is it **measurable?**
   - Yes, you can specify the amount of time to take socks off

Example: Use Braille Writer

1. Is it **alterable?**
   - Yes, it becomes faster with practice

2. **Is it observable?**
   - Yes, you see him/her braille on the Braille writer

3. Can you get **specific?**
   - Yes, it can be specified (e.g., use Braille writer for spelling words, journal entries worksheets)

4. Is it **measurable?**
   - Yes, you can specify the degree (number of contractions, words or amount of time)

Action Verbs that are ***Directly Observable***

to drink	to scoop with a spoon
to sit	to run
to braille	to type
to stand	to walk
to draw	to print
_____	_____
_____	_____
_____	_____
_____	_____

Action Verbs that are ***NOT Directly Observable***

to determine	to be curious
to attend	to integrate
to listen	to feel
to concentrate	to tolerate
to be goal directed	to think
to think critically	to discriminate
to recognize	to cooperate
to be aware	to become competent
to discern	to comprehend
to employ	to perceive
_____	_____
_____	_____
_____	_____
_____	_____

Notes

Notes

Operational Definition

Operational definition must be descriptive enough that two observers could independently observe the same behavioral episodes and obtain similar observational data.

Three Criteria:

1. It must be **objective:**
   Refer to observable characteristics of behavior or environmental events.

2. It must be **clear:**
   Unambiguous, so that it could be read, repeated, and paraphrased by observers.

3. It must be **complete:**
   Include both examples and non-examples of the behavior so that occurrences and non-occurrences of the behavior can be discerned.

STANDARD FORMAT:

Include a Target behavior name

Include a Target student name

Use Action verbs

Give examples and non-examples of the *Target behavior.*

EXAMPLE #1
Putting on shoes means that Joe is able to put his shoes on the corect foot and tie them without assistance. Examples include: (1) putting on shoes to go to PE, (2) putting on shoes after taking off boots, (3) putting on shoes when dressing in the morning.

Non-examples include: (1) hand-over-hand assistance to put shoes on, (2) putting on shoes, but not tying them, (3) putting shoes on the wrong foot.

EXAMPLE #2
Using the abacus means that Sally is able to appropriately manipulate the device for mathematical calculations. Examples include: (1) setting numerals, (2) solving addition problems with sums through nine, (3) solving addition problems when a synthesis of 5 or 10 is needed.

Non-examples include: (1) using incorrect fingering, (2) using incorrect procedure for setting numbers, (3) using incorrect procedure for counting with the device.

You are defining the <u>behavior</u>. A goal statement includes conditions, <u>behavior</u> and criteria.

Behavioral Definition	NOT	A Goal Statement
Defines only a single occurrence of the behavior		Statement of the frequency, etc. a behavior will occur in the future
Includes, what, where, how, when		Adds who, date(s) of completion
No criteria		Criteria must be present

John's Story

Concern:
John is a first grade student who is totally blind. He needs to read his educational materials in Braille. At this time, John can read 26 Braille letters and 5 short-form words.

Behavior:
Read Braille contractions

Behavioral Definition

Read Braille contractions means tactually discriminating the contractions and stating the associated letter, word, or part-word sign.

Examples:
- reading upper whole-word signs
- reading lower whole-word signs

Non-examples:
- not tactually discriminating contraction
- not verbalizing associated short-form word

Notes

Notes

Sally's Story

Concern:
Sally is an eight year old girl with multiple impairments, including cortical visual impairment. Sally is not able to choose and complete grooming tasks due to her physical limitations.

Behavior:
Visual choice making.

Behavioral Definition

Visual choice making means using her gaze to select grooming items.

Examples:

- looking at the hair brush
- looking at the wash cloth
- looking at the toothbrush

Non-examples:

- looking away from items
- looking down
- closing her eyes

Practice Session

Directions: Decide in each behavior below if the words form a valid definition of behavior. If not, write a behavioral definition.

1. Crosses street safely

_____ Alterable
_____ Measurable
_____ Observable
_____ Specific
Alternate definition:

2. Tolerates a variety of textures

_____ Alterable
_____ Measurable
_____ Observable
_____ Specific
Alternate definition:

3. Independent dressing
_____ Alterable
_____ Measurable
_____ Observable
_____ Specific
Alternate definition:

4. Independent walking
_____ Alterable
_____ Measurable
_____ Observable
_____ Specific
Alternate definition:

5. Types accurately
_____ Alterable
_____ Measurable
_____ Observable
_____ Specific
Alternate definition:

Activity:

Write your operational definition of the behavior you choose.

Review of the components of Progress Monitoring:

1. Define the behavior.
Specific, observable, alterable and measurable

Record your information on the Job #1 Chart.

Notes

Notes

2. **Select a measurement strategy.**
   It must be appropriate to the behavior

3. Document current level of performance.
   Utilize baseline data

4. Prepare goal statement.
   An expected performance in a time frame

5. Create a chart.
   A visual display

6. Develop decision-making plan.
   Use data to make decisions

7. Identify Interventions.
   Establish effectiveness of the interventions

What is a measurement strategy?

A **Measurement Strategy** is a procedure for collecting student performance data. The *measurement strategy* must be appropriate to the behavior being observed and **the kind of behavior change** desired.

Characteristics of a Good Measurement Strategy:

- Measures an alterable, terminal behavior
- Systematic
- Reliable
- Valid
- Regular and frequent data collection
- Simple
- Time efficient
- Analyzes performance over time

How and when do you currently monitor student progress?

_____

_____

_____

_____

_____
_____
_____

Do your monitoring systems include all the characteristics of a good measurement strategy?

If yes, how?

_____
_____
_____
_____
_____
_____
_____

If no, how could they be modified so that they would include all the characteristics of a good measurement strategy?

_____
_____
_____
_____
_____
_____
_____
_____

What is problematic about the behavior?

Dimension of the Behavior

Frequency: Behavior happens too **much** or too **little**

- # of times to successfully put on shoes
- # of times to pick up spoon

Notes

Notes

Duration: Behavior is too **long** or too **short**
- time to respond to sound
- time to write using correct verb tense

Latency: Behavior takes too **long** to begin after a prompt
- time to touch a toy
- time to start walking

Measurement Strategy Decisions

Decision 1: How will data be collected?

- Event recording
  1. frequency
  2. percentage
  3. cumulation
- Duration recording
- Latency recording

Decision 2: What materials will be used to collect data?

☛ **Permanent Product Materials**

(The actual products of a target behavior)

workbooks
scores in grade book
practice sheets
journal entries

_____

☛ **Direct Observation Material**

(Recording form used to document observation)

words read per minute
distance walked
words written per minute

_____

Decision 3: In which setting(s) will data be collected?

Specific setting(s) must be identified based on site(s) where behavior is problematic or is expected to be displayed.

If behavior occurs in more than one setting, you should consider collecting data in all relevant sites.

Examples of settings:

classroom
home
playground
store

Decision 4: Who will be responsible for data collection?

Who can collect data?

classroom teacher
special education teacher
support staff person
student
parents

_____

Data collection can be shared. However, it is important to consider the reliability of data collection.

Key factors in selecting data collectors:

- measurement strategy being used
- availability of personnel

Let's Step Through an Example:

(Refer back to the example of John: John is a first grade student who is totally blind. He needs to read his educational materials in Braille. At this time John can read 26 Braille letters and 5 short-form words.)

Notes

Notes

1. **How will data be collected?**

2. **What materials will be used to collect data?**

3. **In which setting will data be collected?**

4. **Who will be responsible for collecting data?**

Let's Step Through Another Example:

(Refer back to the example of Sally: Sally is an eight year old girl with multiple physical impairments including cortical visual impairment, who is expected to use visual choice making to select grooming tasks.)

1. **How will data be collected?**

2. **What materials will be used to collect data?**

3. **In which setting will data be collected?**

4. **Who will be responsible for collecting data?**

Activity:

Use the behavior you choose and answer the following 4 questions: Record your information on the Job #1 chart.

Notes

Notes

1. How will the data be collected?

2. What materials will be used to collect the data?

3. In which setting will the data be collected?

4. Who will be responsible for collecting the data?

Current Level of Performance (Functioning)

Components of Progress Monitoring

1. Define the behavior.
   Specific, observable, alterable and measurable
2. Select a measurement strategy.
   It must be appropriate to the behavior
3. **Document current level of performance.**
   Utilize baseline data
4. Prepare goal statement.
   An expected performance in a time frame
5. Create a chart.
   A visual display
6. Develop decision-making plan.
   Use data to make decisions
7. Identify Interventions.
   Establish effectiveness of the interventions

What are the outcomes for defining current level of performance?

- Allows you to **collect** baseline data;
- Allows you to **summarize** the data in a visual form.

What is the current level of performance?

1. It is behavior(s) at a specific point in time only.
2. It is behavior(s) **before** intervention begins.
3. It is compared to some standard.
4. It can be displayed on a chart.

Notes

Notes

Cheer up! Remember, today is the tomorrow you worried about yesterday.

Why should I collect current performance data?

- To **compare** the student to himself/herself.
- To compare the student with **other standards:**
  - Developmental expectations
  - Peer expectations
  - School rules
  - Teacher expectations
  - Research standards
  - Professional judgment
- To help in setting challenging yet **achievable** goals

How do I describe current level of performance?

1st step: **Collect** baseline data;

2nd step: Summarize that **data;**

3rd step: **Choose** performance standard;

4th step: Evaluate your **data.**

Collecting Baseline Data:

1. Use the same behavior defined earlier.
2. Use the measurement strategy you chose earlier.
3. Collect enough data to be:
   - Stable
   - Representative

Let's examine Stable vs. Representative:

What is STABLE Data?

- At least 3 measures;
- Collected in appropriate setting(s);
- Collected within relatively short time period.

What is REPRESENTATIVE Data?

- Teacher/parent says it is "typical;"
- Accurately describes behavior as it naturally occurs.

Next step:

Summarize the Data

Use a MEDIAN score

*Median = Middle

16, 22, 23	Median = 22
114, 136, 140	Median = 136
100, 107, 107	Median = 107
32, 32, 32	Median = 32
20, 24, 30, 31	Median = 27
65, 72, 80	Median = _____
48, 61, 62	Median = _____
91, 92, 94, 95	Median = _____

Notes

A performance standard is a yardstick by which to measure baseline data.

Notes

A PROBLEM is the difference between what is expected and what occurs.

Next step:

Select a Performance Standard

Examples include:

Criteria for the next environment
Instructional placement standards
Expert judgment
Peer performance
School policy/standards
Developmental norms
Medical standards
Adult expectations
Student expectations

_____

_____

Local norms

Next step:

Evaluate Baseline Data

Does a discrepancy exist between your student's performance and your chosen standard?

"NO" = Stop

"YES" = Answer next question

Is the discrepancy large enough for you to implement an intervention to reduce it?

"NO" = Stop

"STOP" = Do Something

Last Step:

Define the Problem

Exercise 1: John

1. **Collect baseline data.**
   Teachers of students who are blind or visually impaired (TVI) will record total number of contractions read on three consecutive probes.

   Results:

Probe 1:	1 percent of the contractions
Probe 2:	3 percent of the contractions
Probe 3:	2 percent of the contractions

2. **Summarize baseline data:**
   Find median level of performance.

   Median score = 2 percent of braille contractions.

3. **Select a performance standard.**
   Performance standard: Teacher Expectation.

   Teacher expects students to be able to read 150 Braille contractions with 100 percent accuracy.

4. **Evaluate the baseline data.**
   a. Is there a discrepancy between John's performance and that of the performance standard?

      Yes — 2 percent versus 100 percent of required contractions.

   b. Is the discrepancy sufficiently large to suggest that an intervention is needed?

      Yes

Notes

Notes

Exercise 2: Sally

1. **Collect baseline data**.
   TVI will record total number of visual choices made in a 10 minute period on three consecutive days (M, W, Th).

   Results:
   Day 1: 1 choice
   Day 2: 2 choices
   Day 3: 0 times

2. **Summarize baseline data.**
   Find median level of performance.

3. **Select a performance standard.**
   Performance standard: teacher expectation.

   Teacher expects students to visually select 3 out of 4 grooming choices in 10 minutes.

4. **Evaluate the baseline data.**
   a. Is there a discrepancy between Sally's performance and that of the performance standard?

      Yes — Sally is expected to make 3 out of 4 visual choices during grooming time.

      Sally's median score was 1 visual choice.

   b. Is the discrepancy sufficiently large to suggest that an intervention is needed?

      Yes

IEP Narrative

Example –John

John is a first grade student who is totally blind. He needs to read his educational materials in Braille. His median score is 2 percent of the contractions needed to read his materials. Teacher expectations are to read 150 braille contractions. The TVI believes John's rate of performance could improve with intervention.

IEP Narrative

Example –Sally

Sally is an eight year old girl with multiple physical impairments including cortical vision, who is expected to use visual choice making to select grooming tasks. Currently, the teachers choose the order of grooming tasks. Although Sally is unable to complete the tasks by herself, her special education teacher and TVI believe she should be able to make visual choices to indicate the order of grooming tasks.

PRACTICE:

Write a present level of performance for your chosen behavior. To do this you probably will not have an accurate baseline. For this activity, be creative!

Checklist for writing a current level of performance

Include the following:

- student identifiers (name, grade, etc.)
- description of the problem
- median of baseline performance
- statement of expectations for change
- other important information

Record your information on the Job #1 Chart

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Goal Statements

Components of Progress Monitoring

1. Define the behavior.
   Specific, observable, alterable and measurable

2. Select a measurement strategy.
   It must be appropriate to the behavior

3. Document current level of performance.
   Utilize baseline data

4. **Prepare goal statement.**
   An expected performance in a time frame

5. Create a chart.
   A visual display

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*What is A GOAL?*_____

The GOAL is the expected performance at the end of a predetermined goal period.

- *Takes into account a student's current level of functioning;*
- *Precedes and defines the monitoring system.*

*Time Frames*_____

Annual Goal
*The annual **goal** represents the change in students performance Expected to occur over **one year's time.** It represents behavior addressed in the student's present level of academic achievement and functional performance (PLAAFP).*

Short Term Objective
*The **short term objective** is based on the conditions, task, and criteria* defined in the long range goal. It describes smaller changes over time.

Working with Progress Monitoring Goals

The **progress monitoring goal** can represent the annual goal with attached criteria, the short-term objective or a smaller component of the short-term objective.

Types of Goals

Academic – ascending

Non-academic – ascending or descending

What do goals look like?

Academic

Goal line will be ascending

Performance will be expected to increase

Non-Academic

The goal may be either to increase or decrease a certain behavior

Preference should always be given to a goal reflecting the increase in an appropriate behavior, but sometimes it is easier to monitor the inappropriate behavior.

goal line will be Ascending when increasing Appropriate behavior

goal line will be Descending when decreasing Inappropriate behavior

Notes

Notes

"Creativity is so delicate a flower that praise tends to make it bloom, while discouragement often nips it in the bud. Any of us will put out more and better ideas if our efforts are appreciated."

—Alex F. Osbrn
(American Advertising Executive)

COMPONENTS OF A GOAL

Conditions:
Time, situation, materials

Behavior:
Task described is observable

Criterion:
Measures the effectiveness of intervention strategy
and
Sets the standard for evaluation

Student:
The learner

What are conditions?

Academic

Description of the material/text to be used
Description of the difficulty level of text
Date which goal is to be achieved

Non-Academic

Setting in which the behavior is to be displayed
Stimuli to elicit behavior
Date which goal is to be achieved

What is the behavior?

Behavior is the ***description of the task*** to be performed.

What is the criterion?

Definition: the goal criterion is a measurement of the effectiveness of intervention strategies and sets the standard for intervention evaluation.

Questions to Consider when Selecting the Criterion:

(1) Is the standard that I chose earlier acceptable?
Yes_____ No_____

(2) Does the level of performance of the standard need to be modified for this student?
Yes_____ No_____

(3) Are there environmental conditions that need to be in place for the student to achieve?
Yes_____ No_____

(4) Have I considered peer performance of other students on this task in setting a criterion?
Yes_____ No_____

(5) Have I considered the number of opportunities for learning in setting my criterion?
Yes_____ No_____

Setting the Criterion (Standard)

- may be different for each child
- could represent the standard of the mainstream
- represents a reasonable level of performance for this student

Kinds of Performance Standards

Criteria for the next environment
Instructional placement standards
Expert judgment
Peer performance
School policy/standards
Developmental norms
Medical standards
Research standards
Adult expectations
  Parents
  Teachers
  Employers
Local norms

Notes

Notes

Write "Smart" Goals

S PECIFIC

M EASURABLE

A MBITIOUS

R EALISTIC

T ERMINAL

These five ingredients are needed to create a goal that will produce results.

Examples:

Expanded Core Curriculum (ECC) Content Area of Compensatory

John

Conditions: 36 weeks, Braille contractions probe.

Behavior: Read contractions.

Criterion: 150 contractions with 100 percent accuracy.

GOAL

In 36 weeks, when given a Braille contraction probe, John will read 150 Braille contractions with 100 percent accuracy on 3 consecutive opportunities.

Sally

ECC Content Area of Independent Living

Conditions: 18 weeks, grooming choices.

Behavior: Visual choice making.

Criterion: 3 out of 4 visual choices.

GOAL

In 18 weeks, when given four grooming task items, Sally will visually select 3 out of 4 tasks in a 10 minute period on 3 consecutive opportunities.

Notes

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Activity:

1. **Create a goal for your defined behavior in your small group.**

2. **Answer the following questions about your goal:**

   a. Does it ascend or descend?

   b. What are the behavior and conditions?

   c. What standard do you think you might use?

3. **Record on your information on the Job #1 Chart.**

Charting

Why Put Data on a Chart?

1. Creates a learning picture.
2. Allows for decision making.
3. Helps predict learning.
4. Provides documentation.
5. Makes data easier to interpret.

A Chart Visually Displays:

- Beginning Performance Data
- Projected Performance Data
- Actual Performance Data

Starting with a basic chart. Add:

1. *Personal information, and*
2. *Write the goal on the chart.*
3. Label *and number the vertical axis.*

   Criteria for this axis is determined by the measurement you have identified in the goal (in this case it is seconds). To have a broad enough range to cover both ends of the spectrum we will start with 0 seconds and go to 100 seconds.

Notes

Graphed data are easier to interpret than data displayed in a table!

Notes

4. Label and *date the horizontal axis*. (The horizontal axis will represent the days of the week. The heavy vertical lines are the Mondays.)

5. *Plot Baseline data.* The baseline information was collected before the intervention was implemented.

6. *Draw line to separate baseline data from monitoring data.*

7. *Place an X at the point representing the median.*

8. *Plot goal data point (in this case 10 seconds), located at the goal time period (6 weeks).*

9. *Draw the goal line/aim line by connecting the X representing the median baseline marking and the X marking the goal.*

10. *Plot monitoring data points as you collect them.*

Activity:

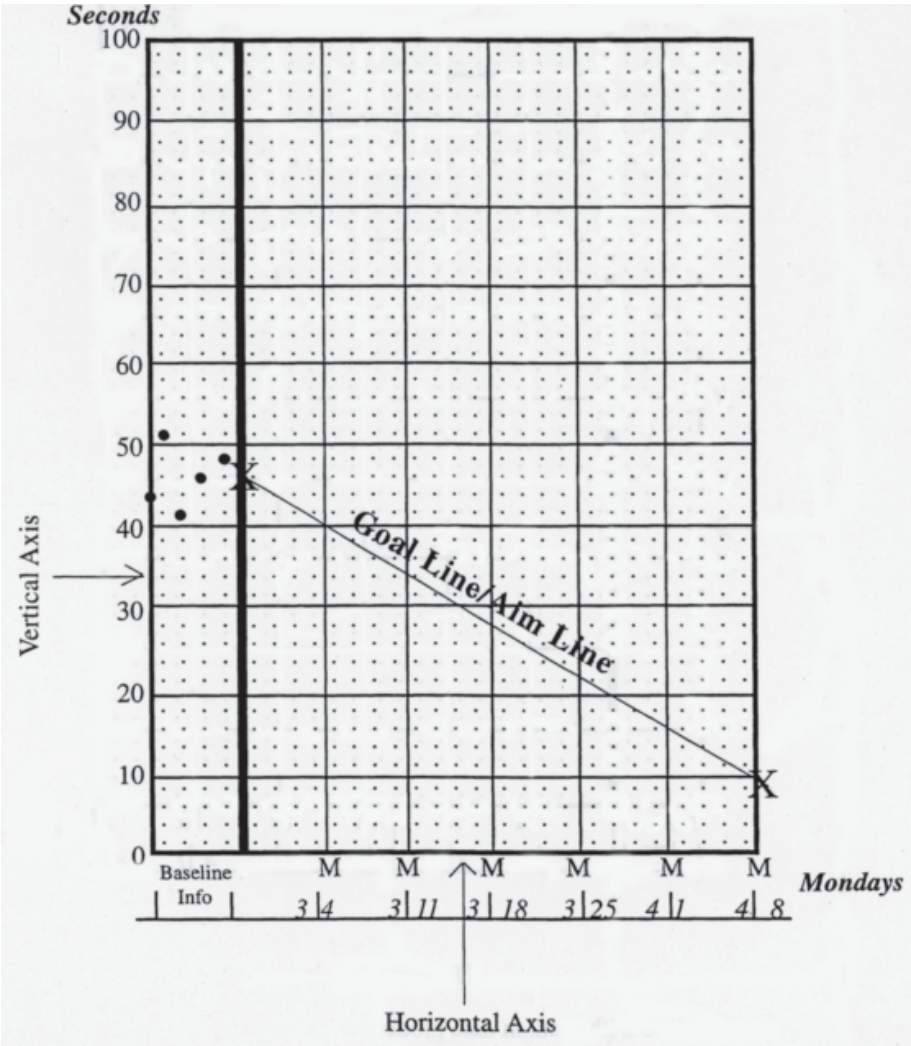
Set up your Job #1 Chart following the above steps.

Decision-Making Plans

A decision-making plan is a procedure for analyzing patterns of data. This includes making decisions about the effectiveness of an intervention.

Data-Based Decision-Making:

- Data must be collected **regularly.**
- Data must be **inspected** regularly.
  (at periodic intervals which logically fit with intervention plans)
- Use decision-making **guidelines.**


Seconds
100
90
80
70
60
50
40
30
20
10
0
Vertical Axis
Goal Line/Aim Line
Baseline Info
M 3/4
M 3/11
M 3/18
M 3/25
M 4/1
M 4/8
Mondays
Horizontal Axis

Notes

Notes

Decision 1:

How often will data be collected and charted?

Data must be collected at least once per week.

Data collection decisions should be based on:

- Frequency of behavior
- Ease of collecting data
- Availability of data collector(s)

Decision 2:

How much data will be collected (and if necessary how will it be summarized**)?**

Academic behaviors:
Will data be collected from one or more probes?

Non-academic behaviors:
Will there be one or more observations per session?

Note: if more than one sample of behavior per session, summarize data by finding the median.

Decision 3:

How many data points will be charted before making the first decision and later decisions?

The chart should be examined at least once a month.

Decision 4:

What decision criteria should be used?

1. Data points relative to the goal line.
2. Number of uncontrolled, atypical variables affecting performance (illness, wrong equipment, vacation).
3. Past proven performance patterns (long latency before change, erratic performance before consistency).
4. Student task, environment, specific issues.

Notes

Notes

JOHN

1. How often will data be collected?
   TVI will record the number of contractions read correctly, three times a week.

2. What amount of data will be collected and how will it be summarized and charted?
   Weekly median scores will be charted by the TVI once a week.

3. How many data points will be charted before trend analysis?
   Data will be inspected for trend analysis once a month by the TVI.

4. What decision criteria will be used?

   - *If performance falls above the ascending goal line, consider decreasing the length of goal time.*
   - *If performance falls below the ascending goal line, consider changing the intervention.*
   - *If there is no consistent pattern of performance or performance is following the goal line, continue the intervention and the goal as written*

SALLY

1. How often will data be collected?
   Special education teacher will record the number of visual choices made in a 10 minute period, three times a week.

2. What amount of data will be collected and how will it be summarized and charted?
   Data will be charted by the special education teacher once a week.

3. How many data points will be charted before trend analysis?
   Data will be inspected once a month when TVI visits.

4. What decision criteria will be used?

   - *If performance falls above the goal line, change the goal by decreasing the length of the goal period.*
   - *If performance falls below the goal line, consider changing the intervention.*
   - *If there is no consistent pattern of performance, continue the intervention and goal as written.*

Notes

Notes

Activity:

1. *Develop a decision-making plan for your behavior. Your plan should define:*

    a. *the frequency of data collection and charting*

    b. *decision guidelines (ascending or descending)*

Record your data on the Job #1 Chart

Identify Interventions

Components of Progress Monitoring

1. Define the behavior.
   Specific, observable, alterable and measurable

2. Select a measurement strategy.
   It must be appropriate to the behavior

3. Document current level of performance.
   Utilize baseline data

4. Prepare goal statement.
   An expected performance in a time frame

5. Create a chart.
   A visual display

6. Develop decision-making plan.
   Use data to make decisions

7. **Identify Interventions.**
   Establish effectiveness of the interventions

What is an Intervention?

A planned, purposeful event to cause a behavior to change to meet a goal. An event that would not have occurred if not planned for, and initiated, by you.

Interventions are designed to change the:

- *Environment*
- *Task required*
- *Child's behavior*

So that the goal is met.

An intervention plan might include the type of instruction to be used, type of materials needed, environmental arrangements, time of day or setting it is to occur in, and motivational strategies

Notes

Notes

Examples of Interventions:

Practice of the goal behavior with:

- *Variety of modifications and/or adaptations*
- *Generalization to different environments*
- *Provide a variety of types of feedback*
- *Provide a v aiety of types of physical, verbal, auditory, and visual prompts*

Teach others to carry out a specific program

Use assistive technology

Structured steps of a process

Structured reinforcement

Teach self-monitoring

- *Student goal-setting and adjustment*
- *Chart their own progress*

John

- Use braille flash cards to identify upper whole-word signs.
- Use braille flash cards to identify lower whole-word signs.
- Practice writing and reading upper and lower whole-word signs using Perkins Brailler.

Sally

- Use a head switch to identify requested grooming tools (real object).
- Practice using two grooming items at a time that are placed 5 to 6 inches apart
- Practice using the grooming tool appropriately to match the tool function.

Use the Decision-Making Plan to Make Intervention Changes

- When intervention changes are made, date and list them on the back in the next phase box;
- On the front, add a phase line and label it ***Phase 2*****,** etc.

Activity:

Describe your intervention the the back of the chart;

Record your phase line on the front of the chart.

Notes

Present Level of Performance: This statement must include a description of the effect of the disability on the student's involvement and progress in the general curriculum, or the effect of the disability on the participantion of the preschool child in appropriate activities. This statement must describe the behavior in specific, observable, alterable, and measureable terms.

Behavior DISCREPANCY at the beginning of the IEP goal period

- What level of student performance would currently be acceptable in goal area? _____ (A)
- Student's level of performance (baseline) at the beginning of the goal period? _____ (B)
- What is the discrepancy between the level of A and B? _____ (C)
- What standard is used to determine the acceptable level of performance in Item A: _____

Standards: • Local norms • Iowa norms • National norms • Criteria for the next environment • Instructional placement standards • Developmental standards • Classroom expectation • School policy/standards • Medical • Professional expectation • Other- [please specify]

Evaluation Procedure [Who is responsible for data collection, method of data collection, setting(s), measurement conditions, monitoring schedule and frequency of data collection per week]

Independence Prediction [What will represent increased independence in the goal area?]

IEP Results: Ending date (M-D-Y) _____/_____/_____

Behavior DISCREPANCY at the end of the IEP goal period

- What level of student performance would currently be acceptable in goal area? _____ (A)
- Student's level of performance at the end of the goal period _____ (B)
- What is the discrepancy between the level of A and B? _____ (C)
- What standard is used to determine the acceptable level of performance in Item A: _____

Standards: • Local norms • Iowa norms • National norms • Criteria for the next environment • Instructional placement standards • Developmental standards • Classroom expectation • School policy/standards • Medical • Professional expectations • Other [please specify]

Progress: Is the student making progress expected by the IEP team? (✓ one)

- ❑ **1**= Goal met
- ❑ **2**= Goal not met; but performance improved
- ❑ **3**= No change or poorer performance
- ❑ **X**= Insufficient data for decision making

Independence: Is the student more independent in the goal area? (✓ one)

- ❑ **G**= Greater independence
- ❑ **U**= Unchanged independence
- ❑ **L**= Less independent
- ❑ **X**= Insufficient data for decision making

Comparison: (to peers or standard) How does the Student's performance compare with general education peers or standards? (✓ one)

- ❑ **NA**= Comparison to age or grade level peers or standards not appropriate
- ❑ **L**= Less discrepancy from peers or standard
- ❑ **S**= Same/No change
- ❑ **M**= More discrepancy from peers or standard
- ❑ **X**= Insufficient data for decision making

Goal status: Will work in the goal be discontinued or continued? (✓ one)

Discontinue Goal

- ❑ **1**= Success, no further special education needs in goal area
- ❑ **2**= Goal area is not a priority for the next year
- ❑ **3**= Limited progress, plateau
- ❑ **4**= Graduation
- ❑ **5**= Moved out of Area

Continue Goal Area

- ❑ **6**= More advanced goal work
- ❑ **7**= Continue as written

Independence findings [Consider the independence prediction and other sources of information then write actual occurrence related to changes in independence in the goal area. The independence findings support the independence conclusion.]

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Student Improvement is Job #1: Goal Area _____ IEP Goal Code _____ Date _____

Student's: Name _____ District _____ School _____ Page _____ of _____

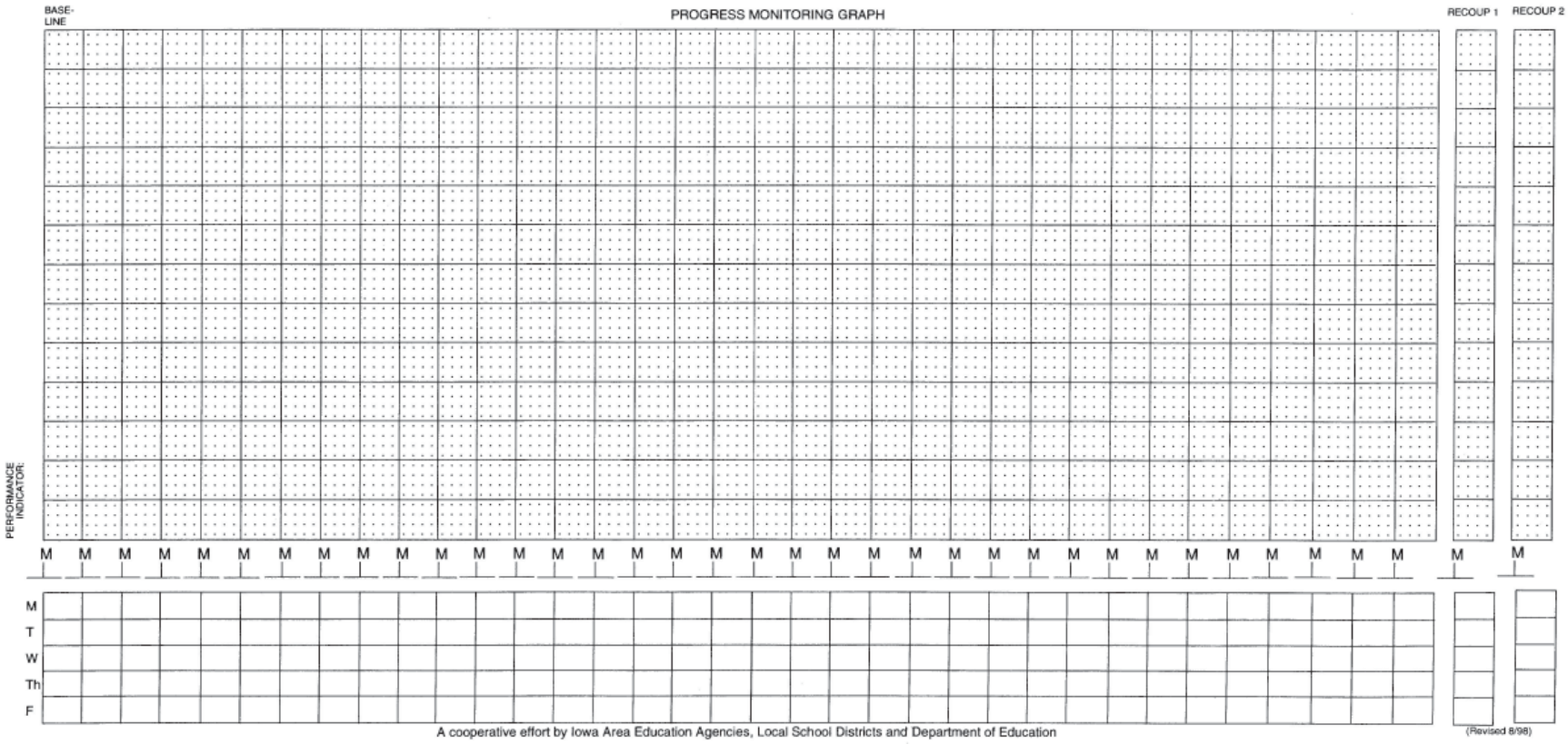
Goal Statement: _____

_____

Expected Level of Performance: Milestone _____ Milestone _____ Milestone _____ Milestone _____

Position(s) Responsible: _____

Service Delivery Option: _____ **Extended School Year Services Needs?** ❑ **Yes** ❑ **No**



A cooperative effort by Iowa Area Education Agencies, Local School Districts and Department of Education

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9-01735

Instructional Intervention Plan

Decision Making Plan:

Student _____ **Goal Area** _____

If progress is insufficient, consult advisior to improve interventions: **Advisor**_____ **Advisor**_____

Phase	Instructional Procedures	Materials	Setting/Group Size	Time	Motivational Strategies
1	*Skills and Strategies*				
2	*Skills and Strategies*				
3	*Skills and Strategies*				
4	*Skills and Strategies*				
5	*Skills and Strategies*				

Review of Progress Monitoring & Mastery Monitoring

Progress Monitoring: Use this method to increase or decrease a behavior. Assumes that there is a behavior present that can be altered.

Mastery Monitoring: Use this method if accuracy is a concern (e.g., behavior either is not present, missing components, or needs to be shaped).

Six Steps	Progress Monitoring	Mastery Monitoring
1. Define the behavior	Use examples and non-examples	Define at least 4 subskills
2. Select measurement strategy	How, who, what, where, why	
	Event recording: frequency, percentile Temporal recording: duration, latency	Establish each subskills' criteria for mastery
3. Determine current level of performance	Baseline	
4. Write a goal	Timeline, conditions, Child, **Behavior,** Criteria **Note: This behavior was the behavior you defined in #1.	
5. Chart and record data	Ascending or descending goal line	Flat goal line and quarter stars
6. Develop a decision-making plan	Examples: Data will be collected weekly & graphed by teacher. Four Point Decision-Making Rule will followed after 4+ consecutive data points.	Examples: Examine quantitative data on a quarterly basis & qualitative data weekly. Changes will be based on data & professional judgment.

Gloria Frolek Clark, MS, OTR/L 9-16-05