# PROGRESS MONITORING

P811Q Protocol

# 811 PROGRESS MONITORING PROTOCOL

The new 811 Progress Monitoring Protocol is intended to streamline the BIP progress monitoring process. Progress monitoring for all students with Behavior Intervention Plans will take place at the same time for all students at the end of every marking quarter. Support will be offered for all teachers to navigate through this process at the same time.

It is important to keep in mind that through regular progress monitoring, we intend to work toward decreasing the students' need for crisis management paraprofessionals. Through modifying BIPs as progress is made, many students can become more able to regulate their behaviors with less support.

# 811 PROGRESS MONITORING PROTOCOL

Progress monitoring meetings will held quarterly, during the week when report cards are due.

Progress monitoring sheets will be faxed into SESIS quarterly, following PM meetings

## 1 MONTH PRIOR TO REPORT CARD TIME

Initially (first few marking periods upon implementation of this protocol) teachers will be sent a memo detailing all materials needed for progress monitoring meetings.

Ultimately, teachers will employ progress monitoring protocol on their own, with the support of the school counselors and behavior specialist as needed.

## 1 MONTH PRIOR TO REPORT CARD TIME

Memo indicates:

- Progress monitoring meetings will be held on _date

- When Progress Monitoring Meeting Sign-up Sheet will be posted in office (20 minutes time slots throughout entire school day). Teachers must sign-up one slot per student with BIP

## 1 MONTH PRIOR TO REPORT CARD TIME

Memo will remind teachers that:

3 weeks before PM meeting, progress monitoring data must be recorded on official PM data sheet to ensure that 10 days of data is collected. 10 days only are recorded on sheet; 3 weeks will account for absences or holidays during this period, ensuring there is still 10 days of data.

*** Teachers must hold phone conference with parents within one week prior to PM meeting in order to go over BIP and progress with parents.***

## 1 MONTH PRIOR TO REPORT CARD TIME

Teachers should be taking data on an ongoing basis for these students.

811 COUNSELORS ARE AVAILABLE TO MEET WITH ALL TEACHERS IN NEED OF ASSISTANCE USING DATA SHEETS

The progress monitoring sheet is used to collect a 10-day **sample** of the data in order to monitor BIP effectiveness.

## DURING WEEK OF REPORT CARDS

**Quaterly Progress Monitoring Day**

Counselors and behavior specialist will hold PM meetings in 20 min. time slots throughout the day.

A different day will be scheduled for each site, so that counselors at multiple sites can hold these meetings.

## DURING PROGRESS MONITORING MEETING

Teachers are expected to bring:

Progress Monitoring Chart(s) completed with 10 days of data

The Baseline Data Summary Chart, which is used to tally the data (the frequency, intensity and duration).

Progress monitoring chart 10_30_14[1].pdf - Adobe Reader
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# PROGRESS MONITORING TOOL for BEHAVIOR INTERVENTION PLANS

## FREQUENCY CHART including INTENSITY, DURATION & LATENCY

Week consists of __/__/__ to __/__/__

Student's Name: _____ Staff: _____ Subject/Class: _____

Directions: Please use the chart below to record the occurrences of the problem behavior and the alternative/replacement behavior during the Progress Monitoring of the Behavior Intervention Plan.

**PROBLEM BEHAVIOR:**
_____
_____
_____

**ALTERNATIVE/REPLACEMENT BEHAVIOR:**
_____
_____
_____

| DATE | Activity / Period / Subject | Start Time | End Time | Total Time (minutes unless stated otherwise) | Intensity (if applicable) | Replacement Behavior Frequency Tally<br>Put a tally mark ("/") each time the student uses the replacement behavior |
|---|---|---|---|---|---|---|
| | | __ __ : __ __ | __ __ : __ __ | __ __ : __ __ | 1 2 3 4 5 | |
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**Frequency** is a count (tally mark "/") of each occurrence of the behavior. **Duration** is the amount of time the behavior lasted, from start to end time, in minutes unless otherwise noted. **Latency** is the delay from the antecedent to the start of the behavior, in minutes unless otherwise noted. **Intensity** Levels describe the severity of the behavior. Describe the 5 levels below, as defined in the baseline data period.

| Define Intensity Levels for Behavior of Concern: | Example of Intensity Levels for Problem Behavior |
|---|---|
| 1. | 1. Only impacts the student |
| 2. | 2. impacts others in immediate area |
| 3. | 3. Impacts everyone in class |
| 4. | 4. Impacts other classrooms or common areas |
| 5. | 5. Impacts entire school or seriously dangerous or violent behavior |

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Table Tools

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# Baseline Data Summary of Frequency, Intensity, Duration, and/or Latency

Baseline Data from: __/__/__ to __/__/__ Student's Name: _____ DOB: _____

Problem Behavior of Concern: _____ Staff: _____

Directions: Summarize 10 days of baseline data collection with the methods that were the most appropriate and relevant to measure the problem behavior of concern: Frequency, duration, intensity and/or latency. Note: More days of data may be added.

| **Baseline Days** | **Frequency** [Frequency = COUNT of NUMBER of TIMES the behavior occurred] (Example: 3 times on Day 1) | **Duration** [Duration = LENGTH of TIME each behavior lasted] (Example: 4 min, 5 min, 6 min on Day 1) | **Intensity** [Intensity = SEVERITY (1-5) of each occurrence] ( 5 Levels defined below] (Example: Level 1, Level 2, Level 2 on Day 1) | **Latency** [Latency = LENGTH of TIME DELAY from antecedent to start of each behavior] (Example: 8 min, 7 min, 9 min on Day 1) |
|---|---|---|---|---|
| Day 1 | | | | |
| Day 2 | | | | |
| Day 3 | | | | |
| Day 4 | | | | |
| Day 5 | | | | |
| Day 6 | | | | |
| Day 7 | | | | |
| Day 8 | | | | |
| Day 9 | | | | |
| Day 10 | | | | |
| **Totals** | ☐ times / 10 days | | | |
| | ÷ number of days (10) | ÷ ☐ total frequency count | ÷ ☐ total frequency count | ÷ ☐ total frequency count |
| **Baseline Averages** | ___ times per day | Average duration of each occurrence | Average intensity of each occurrence | Average latency of each occurrence |
| **Range: Low to High** | Range: ____ to ____ | Range: ____ to ____min | Range: ____ to ____ | Range: ___ to ___ min |

| Define Intensity Levels for Problem Behavior: | Example of Intensity Levels for Problem Behavior |
|---|---|
| | 1. Only impacts the student |
| | 2. impacts others in immediate area |
| | 3. Impacts everyone in class |
| | 4. Impacts other classrooms or common areas |
| | 5. Impacts entire school or seriously dangerous or violent behavior |

## DURING PROGRESS MONITORING MEETING

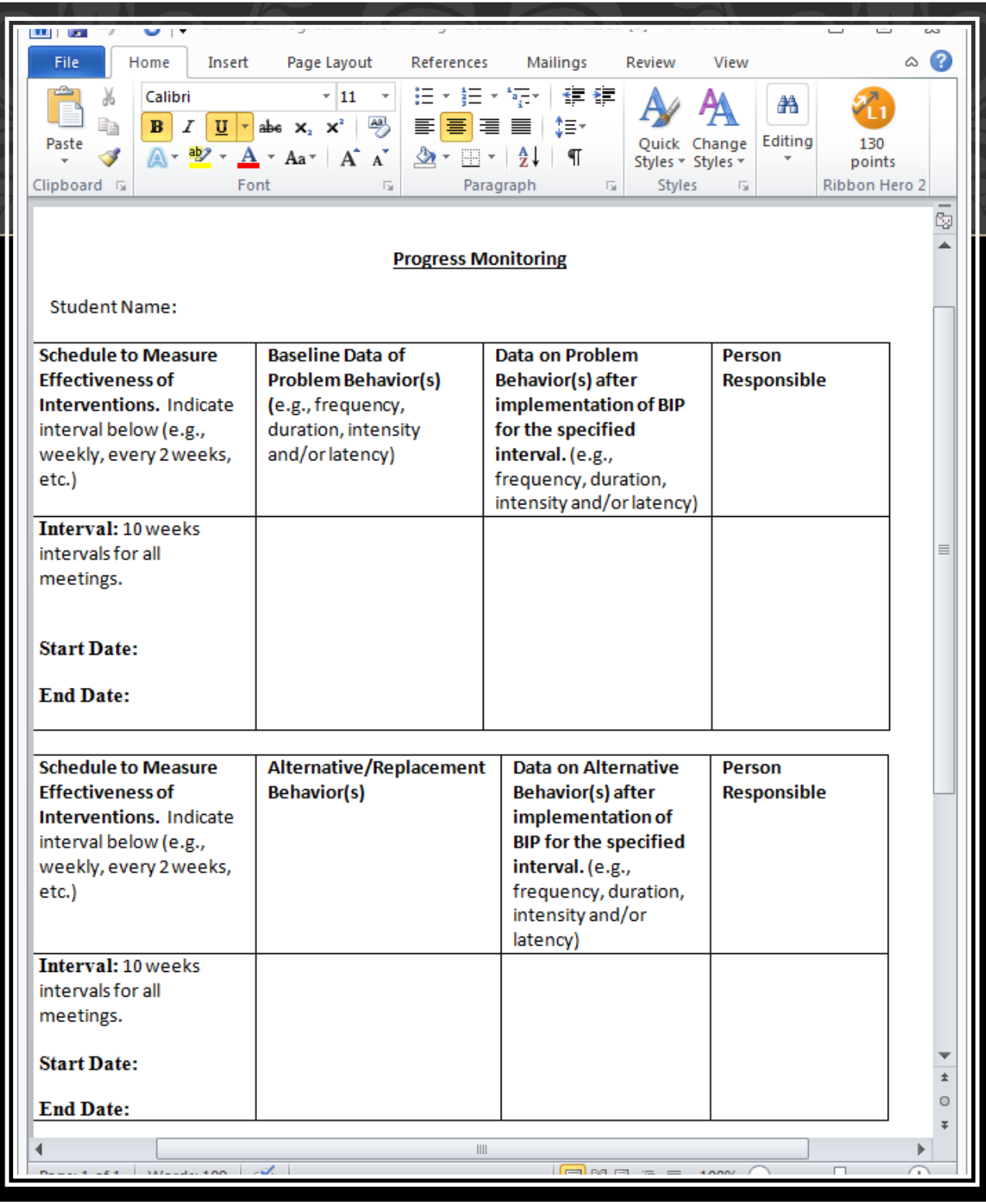
Teachers are expected to bring:

BIP, including

The Blank Progress Monitoring section of the BIP

***needs to be updated with the new frequency data***

The blank Review Meeting page (last page of the BIP)

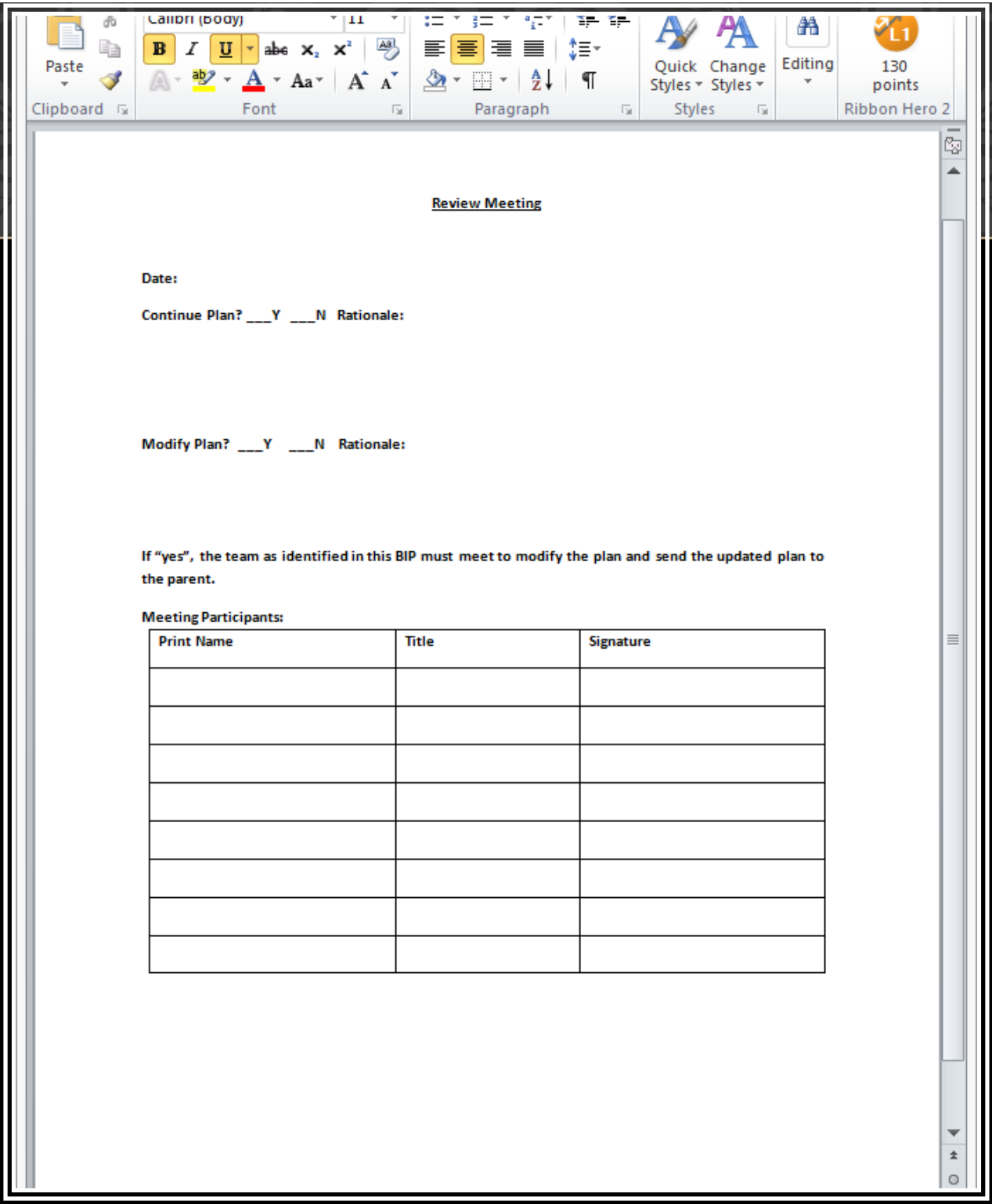


**Progress Monitoring**

Student Name:

| **Schedule to Measure Effectiveness of Interventions.** Indicate interval below (e.g., weekly, every 2 weeks, etc.) | **Baseline Data of Problem Behavior(s)** (e.g., frequency, duration, intensity and/or latency) | **Data on Problem Behavior(s) after implementation of BIP for the specified interval.** (e.g., frequency, duration, intensity and/or latency) | **Person Responsible** |
|---|---|---|---|
| **Interval:** 10 weeks intervals for all meetings.<br><br>**Start Date:**<br><br>**End Date:** | | | |

| **Schedule to Measure Effectiveness of Interventions.** Indicate interval below (e.g., weekly, every 2 weeks, etc.) | **Alternative/Replacement Behavior(s)** | **Data on Alternative Behavior(s) after implementation of BIP for the specified interval.** (e.g., frequency, duration, intensity and/or latency) | **Person Responsible** |
|---|---|---|---|
| **Interval:** 10 weeks intervals for all meetings.<br><br>**Start Date:**<br><br>**End Date:** | | | |



**Review Meeting**

**Date:**

**Continue Plan? ___Y ___N Rationale:**

**Modify Plan? ___Y ___N Rationale:**

**If "yes", the team as identified in this BIP must meet to modify the plan and send the updated plan to the parent.**

**Meeting Participants:**

| Print Name | Title | Signature |
|---|---|---|
| | | |
| | | |
| | | |
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## DURING PROGRESS MONITORING MEETING

Teachers are expected to bring:

Progress monitoring meeting form

# Progress Monitoring Meeting Form

| Student: | Date: | Form Checklist: |
|---|---|---|
| Target behavior: | | ___Progress Monitoring Tool/ Chart<br>___Baseline Data Summary sheet<br>___Progress Monitoring section of the BIP (updated w/ new frequency data )<br>___Review Meeting for BIP (last page of the BIP) |

**To Be Completed Prior to Meeting:**

| Summary of progress monitoring phone conference with parent, including parental concerns: |
|---|
| |
| What strategies have been used during this progress monitoring period to move the student toward more independent self-regulatory behavior/ to work toward decreasing need for crisis paraprofessional? |
| |
| Justification for continuing 1:1 crisis paraprofessional: |
| |

**To Be Completed During Meeting:**

Continue or modify BIP?:_____

| Modifications, if any, to be made: |
|---|
| |
| Additional comments/ concerns/follow up: |
| |

## DURING PROGRESS MONITORING MEETING

Teachers are also expected to bring:

Fax coversheet for Documents Related to Assessment- Progress Monitoring _ date
(to have been created/ obtained by teacher prior to meeting)

## DURING PROGRESS MONITORING MEETING

All forms will be reviewed and student progress, as well as any changes to BIP, will be discussed.

If no changes are made to BIP, packet is submitted with fax coversheet to be faxed into SESIS by school aid/ office staff.

If changes are made to BIP, teacher revises BIP based on revisions made at progress monitoring meeting and faxes revised BIP into SESIS that week.