Planning for and Implementing Systematic Progress Monitoring

A 4-Step Model by Judy Sylva, Ph.D.
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Ground Rules

• Use the chat to post questions throughout the presentation.
• Mute and turn off any other devices during the webinar.
• Participate!!
Chat Response

• In the chat section, introduce yourself with your first and last name and indicate whether you teach kids with
  – Mild to moderate disabilities
  – Moderate to severe disabilities
  – Early Childhood
  – Deaf and Hard of Hearing
  – Visually Impaired
  – Orthopedically Impaired
Polling Question

• Use the your clicker to indicate if you are regularly recording or collecting and reporting progress monitoring information on academic goals for all of the students in your class with IEPs.
  – Click the word Yes for “Yes”
  – Click the word No for “No”
Polling Question

• Use the your clicker to indicate if you are regularly recording or collecting *and* reporting progress monitoring information on behavioral or social/emotional goals for all of the students in your class with IEPs and/or behavior support plans.

  – Click the word Yes for “Yes”
  – Click the word No for “No”
Polling Question

• Use the your clicker to indicate if you are winging it for progress monitoring and reporting for all or some of the goals for all of the students in your class with IEPs.
  – Click the word Yes for “Yes”
  – Click the word No for “No”
A 4-Step Process for Managing Progress Monitoring

1. Identify what student responses need to be learned and monitored
2. Determine the criterion for mastery of student responses
3. Develop a plan to manage progress monitoring data collection
4. Collaborate with, train, and monitor paraprofessionals in progress monitoring
Step 1

• Identify what student responses need to be learned and monitored
  – Monitor BOTH academic and behavioral goals
  – Operationally define student responses
  – Determine the conditions under which a student response meets the criterion in the IEP goal
  – Determine the scope and sequence of instruction required for the student to learn the designated response
Let’s see an example of Step 1

• What student response needs to be learned? Is it operationally defined?

**Goal:** In one year from today, Joey will transition to and complete tasks without additional adult prompts on at least 60% of opportunities in 4 out of 4 observations in each of three months.
Let’s see an example of Step 1

• Under what conditions must the response be demonstrated?

**Conditions:** transitions among seatwork activities as well as between out of the classroom activities to seat work activities that require task completion. In our daily schedule this would mean that there are opportunities to work on this response during the morning block of instruction from 8:30-10:30am with transitions among academic activities; during the transition from morning break to small group rotations from 11-Noon; during the transition from lunch to mainstreaming in 5th grade class for PE on Mondays and Science on Thursdays and from lunch to afternoon block of instruction the rest of the week from 12:50-2:00pm.
Let’s see an example of Step 1

- Another consideration in the category of conditions is determining when a correct response will be coded.

**Conditions (cont.):** Correct responses are those where the aide or peers or teacher do not provide additional reminders for participating in the transition or completing tasks. *Prompts directly related to instruction of the task do not count for this target response. The natural cues for transition include (a) the teacher’s instruction to the group to transition, (b) the visual supports on the board that include the schedule, (c) following what Joey sees the other students doing without additional reminders, (d) the bells and playground proctor whistle for transition from morning break and lunch.*
Let’s see an example of Step 1

• What instruction will support Joey learning the response?

  **Instruction:** Time delay procedures will be used by the aide or teachers in conjunction with nonverbal prompts for transition and task completion. Peer prompting will also be used. Positive reinforcement will be used for days when Joey makes a target number of least prompted or independent transitions and task completions each day by allowing for preferred activity to be included in the choice activities at the end of each day from 2:25-2:30pm.
Step 2

• Determine the criterion for mastery of student responses
  – Determine the timeline for progress reporting
  – Identify multiple measures for the targeted student response(s)
  – Determine what data needs to be recorded or collected to monitor progress toward criterion
Let’s see an example of Step 2

• What is the criterion for mastery?

**Goal:** In one year from today, Joey will transition to and complete tasks without additional adult prompts on at least 60% of opportunities in 4 out of 4 observations in each of three months.

**Criterion:** 60% of opportunities so a sample of both successful and unsuccessful responses must be recorded to determine percentage (correct responses/correct + incorrect responses x100=%)
Let’s see an example of Step 2

• What is the timeline for progress reporting?

**Timeline:** The annual goal is due one year from today and we are required to provide progress reports three times per calendar year and at the annual IEP meeting. The objectives for the goal are also aligned with three progress reporting periods. For each progress reporting period, the percentage of accuracy increases:
  - In 3 months, the objective is for at least 40% of opportunities without adult prompts in 3 out 4 observations per month;
  - In 6 months, the objective is for at least 50% of opportunities without adult prompts in 3 out 4 observations per month;
  - In 9 months, the objective is for at least 60% of opportunities without adult prompts in 3 out of 4 observations per month.
Let’s see an example of Step 2

• Identify multiple measures for the targeted student response(s). What data needs to be recorded or collected to monitor progress toward criterion?

**Data:** Two types of data will be collected. First target charts for access to preferred choices during choice activities will be utilized and placed in a portfolio. Second a chart with the transitions and tasks will be developed with a code entered for transition and task. The codes will be as follows: + for independent correct response; P for prompted response; - for inaccurate response or inappropriate behavior with no response to prompting.
**Name:** Joey

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**Response Code:**  
+ = correct   
- = incorrect   
P = adult prompted

**Riverside County Office of Education**  
**Intensive Behavioral Intervention Programs**  
**Natural Settings/ Multiple Targets Data Sheet**

**PROCESS Project EBP Webinar**  
10/3/13 J. Sylva, Ph.D.
Step 3

- Develop a plan to manage progress monitoring data collection based on:
  a. Manpower
  b. Number of students in the class or on the caseload
  c. Number of goals per student
  d. Types and frequency of data collection required

  – Determine who will record or collect data
  – Determine a schedule for when the data will collected by student or by goal type or by type of data
  – Determine how frequently data will be recorded or collected
Let’s see an example of Step 3

• Who will collect the data?

**Who:** The classroom aides will collect the data described above. The target charts will be completed with Joey by the aide designated by the teacher. The detailed observational charts will be recorded by one aide designated by the teacher or may be broken up and assigned to one aide in the am and another aide in the pm.
Let’s see an example of Step 3

• When will the data be collected?

**When:** The target charts will be completed with Joey at the end of each block of instructional time. The detailed observational charts will be recorded for each transition and task throughout the day.
Let’s see an example of Step 3

• How frequently will the data be collected?

**How Frequently:** The target charts will be completed with Joey on a daily basis. The detailed observational charts will be recorded one day per week on a Monday or Thursday as long as at least one chart is completed per week for a total of 4 observations per month.
Chat Response

• In the chat section, indicate different types of data that could be recorded or collected for any one of the following:
  – Academic goals
  – Language/communication goals
  – Behavior/social-emotional goals
Step 4

• Collaborate with, train, and monitor paraprofessionals in progress monitoring
  – Planning for paraprofessional
  – On the job training

Special Connections.ku.edu
Step 4: Planning for the Paraprofessional

- What factors should I consider in planning for paraeducators?
  - Paraeducator Experience, Skill, and Training
  - Complexity of the Task
- How can I plan for paraeducators efficiently?
  - Communicating About Plans
  - Planning Forms and Formats
    - see example: Communication and Data Collection
  - Ease of Use
  - User-Friendly
Step 4: On the job training

• How do I train paraeducators? [KU Training Components Chart]

  Component 1: Theory
  Component 2: Demonstration
  Component 3: Practice and Feedback
  Component 4: Coaching
• Plan for Joey’s goal
  – **Goal:** In one year from today, Joey will transition to and complete tasks without additional adult prompts on at least 60% of opportunities in 4 out of 4 observations in each of three months.
  – **Conditions:** transitions among seatwork activities as well as between out of the classroom activities to seat work activities that require task completion. In our daily schedule this would mean that there are opportunities to work on this response during the morning block of instruction from 8:30-10:30am with transitions among academic activities; during the transition from morning break to small group rotations from 11-noon; during the transition from lunch to mainstreaming in 5th grade class for PE on Mondays and Science on Thursdays and from lunch to afternoon block of instruction the rest of the week from 12:50-2:00pm.
  – **Conditions (cont.):** Correct responses are those where the aide or peers or teacher do not provide additional reminders for participating in the transition or completing tasks. *Prompts directly related to instruction of the task do not count for this target response.* The natural cues for transition include (a) the teacher’s instruction to the group to transition, (b) the visual supports on the board that include the schedule, (c) following what Joey sees the other students doing without additional reminders, (d) the bells and playground proctor whistle for transition from morning break and lunch.
  – **Instruction:** Time delay procedures will be used by the aide or teachers in conjunction with nonverbal prompts for transition and task completion. Peer prompting will also be used. Positive reinforcement will be used for days when Joey makes a target number of least prompted or independent transitions and task completions each day by allowing for preferred activity to be included in the choice activities at the end of each day from 2:25-2:30pm.
• Plans for Joey’s goal (cont.)
  – **Criterion:** 60% of opportunities so a sample of both successful and unsuccessful responses must be recorded to determine percentage (correct responses/correct + incorrect responses x100=%)  
  – **Data:** Two types of data will be collected. First target charts for access to preferred choices during choice activities will be utilized and placed in a portfolio. Second a chart with the transitions and tasks will be developed with a code entered for transition and task. The codes will be as follows: + for independent correct response; P for prompted response; - for inaccurate response or inappropriate behavior with no response to prompting.  
  – **Who:** The classroom aides will collect the data described above. The target charts will be completed with Joey by the aide designated by the teacher. The detailed observational charts will be recorded by one aide designated by the teacher or may be broken up and assigned to one aide in the am and another aide in the pm.  
  – **When:** The target charts will be completed with Joey at the end of each block of instructional time. The detailed observational charts will be recorded for each transition and task throughout the day.  
  – **How Frequently:** The target charts will be completed with Joey on a daily basis. The detailed observational charts will be recorded one day per week on a Monday or Thursday as long as at least one chart is completed per week for a total of 4 observations per month.
Let’s discuss an example for Step 4

- I will share my ideas, so please feel free to use the chat section to post comments or ideas related to the following:
  - What considerations do we need to make in planning for paraprofessionals to implement this progress monitoring plan?
  - What should be included in on the job training for implementing this progress monitoring plan?
Resources

• The following is a link to the resources referenced in this presentation:
  – Special Connections by the University of Kansas
    http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration
• Useful article on the subject of progress monitoring: