

# How to Monitor Student Behaviors

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



### Response To Intervention – RTI Resources

 Like  Tweet  Print  Email  +1 30

#### Products





#### Latest Updates





July 22nd, 2013  
**How To: Teach Students to Change Behaviors Through Self-Monitoring**  
Student self-monitoring is an effective tool for behavior change that requires the student to take an active intervention role. Learn the 7steps to quickly set up a self-monitoring intervention.  
[Read more...](#)







 Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. **Spread the word about ICI**  
 [31 July 2013] **Use Direct Instruction to Reach Struggling Learners.** Teachers can make challenging academic material accessible by building assistance directly into instruction. This **checklist** is designed for general-education teachers and summarizes essential elements of a direct-instruction approach.

#### Free Classroom Intervention Kit

	<a href="#">Intervention Planner for Academics</a>	<a href="#">Manual</a>	<a href="#">Sample Reading-Fluency Interventions</a>
	<a href="#">Intervention Planner for Behavior</a>	<a href="#">Manual</a>	<a href="#">Sample Relationship-Building Strategies</a>

#### Featured Tools

-  [Academic Intervention Planner for Struggling Students](#)
-  [Behavior Intervention Planner](#)
-  [Behavior Rating Scales Report Card Maker](#)
-  [ChartDog Graph Maker](#)
-  [Dolch Wordlist Fluency Generator](#)
-  [Early Math Fluency Generator](#)
-  [Learning Disability Accommodations Finder](#)
-  [Letter Name Fluency Generator](#)
-  [Math Work - Math Worksheet Generator](#)
-  [Reading Fluency Passages Generator](#)
-  [Student Academic Success Strategies - Checklist Maker](#)
-  [Student Rewards - Jackpot](#)

Intervention Central  
[www.interventioncentral.org](http://www.interventioncentral.org)



*RTI Toolkit: A Practical Guide for Schools*

---

## Removing the Blindfold: How to Use Classroom Data to Monitor Student Progress

Jim Wright, Presenter

Email: [jimw13159@gmail.com](mailto:jimw13159@gmail.com)

Workshop Downloads at: <http://www.interventioncentral.org/rcscsd>

[www.interventioncentral.org](http://www.interventioncentral.org)

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/rcscsd>



## **Workshop Information**

Here are some points to review about today's training:

1. Please keep your microphone muted until the Q&A segment.
2. You will have the opportunity to participate. In
3. The PowerPoint and handouts for today's training are posted at this URL:

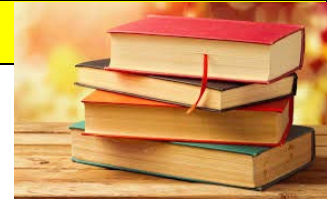
<http://www.interventioncentral.org/rcscsd>

## About Jim Wright



Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the [InterventionCentral.org](http://InterventionCentral.org) website.



# The Struggling Student: Data Tells a Story...

Whenever a student has behavioral challenges, you look to data to tell a coherent story about the student. If any of these elements are missing, the 'data story' can become garbled:

- ❖ What academic/behavior problem(s) is the student experiencing?
- ❖ What is the student's current performance?
- ❖ What goal will you set to show that the behavior has improved?
- ❖ How will you use data as feedback to judge your intervention's effectiveness?

*Jason does not comply with adult requests during class instruction.*

*On a behavior report card (BRC), Jason is rated as 'poor' in compliance on 80% of days.*

*On a BRC, Jason will be rated as 'good' in compliance on 80% of days.*

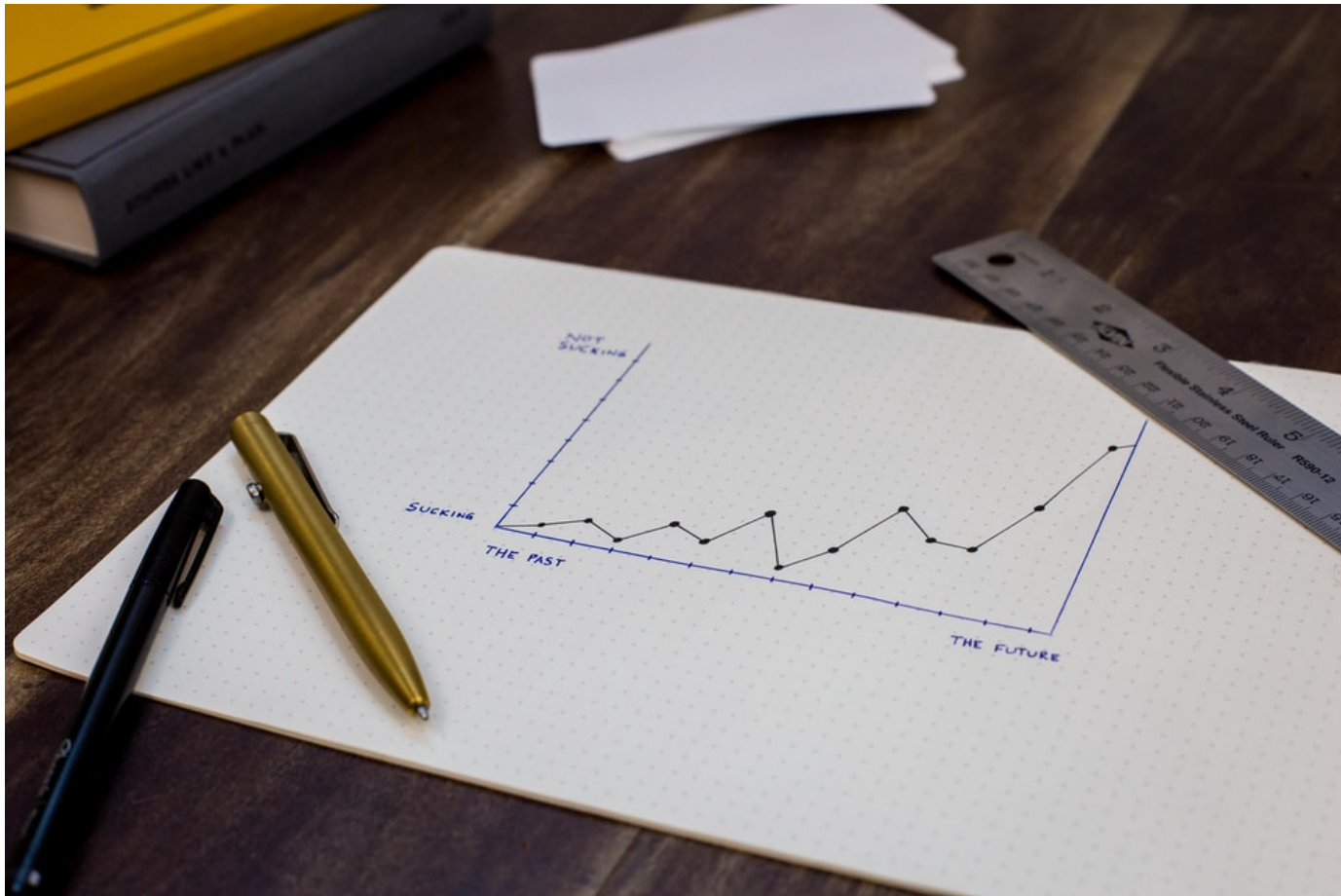
*The teacher will complete the BRC daily. The intervention will be reviewed after 6 instructional weeks.*

# Classroom Data Collection: The Basics...

Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The educator wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.
- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months— whether the intervention is effective.
- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.





## DATA COLLECTION: BIG IDEAS

*Monitoring Student Progress on Classroom Interventions: Five Big Ideas.* These 5 big ideas can help teachers to more effectively and efficiently collect and interpret student data in the classroom ...  
pp. 2-3



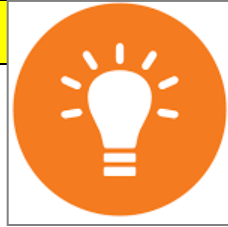


## Data Collection: 5 Big Ideas...

- *Define the student problem clearly.* Before selecting a method of data collection to monitor student progress, the teacher must first define the academic or behavioral problem clearly (Christ, 2008). These are called 'problem identification [ID] statements'.

Problem ID statements can often be improved with information about frequency, intensity, or other objective data to clarify the severity of the problem. 'Sam never turns in homework' can be improved with information about frequency, e.g., 'Sam turns in homework only about 25 percent of the time.'

1

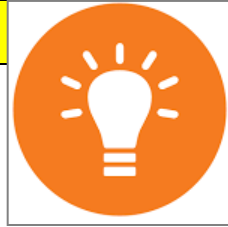


## Data Collection: 5 Big Ideas...

- *Take advantage of practical classroom progress-monitoring tools.* Teachers can use lots of data-collection methods to track student progress on academic or behavioral interventions: e.g., grades, rubrics, interviews, behavior report cards, and checklists.

Such 'informal' measures may appear to lack the rigor of more formal norm-referenced assessments. But the reduced stakes of classroom interventions mean that measures used to track success on these general-education interventions can also be less rigorous (Hosp, 2008).

2

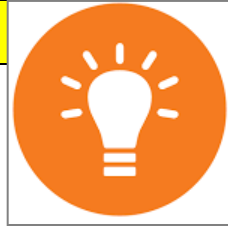


## Data Collection: 5 Big Ideas...

- *Baseline: Know the student's starting point.* When preparing to monitor a student on intervention, the teacher typically first collects 'baseline' data. The instructor assesses the student's academic or behavioral performance on one or more occasions *before* the intervention starts—and uses this preliminary data to estimate that student's starting point or current level of performance (Hixson, Christ & Bruni, 2014).

Baseline information is also used as a point of comparison throughout the intervention period to judge whether that student has made progress.

3



## Data Collection: 5 Big Ideas...

- *Set an intervention goal.* Before launching an intervention and monitoring progress, the teacher establishes a student outcome goal (Hixson, Christ & Bruni, 2014). To compute this outcome goal, the instructor decides how many instructional weeks the intervention will last and calculates a 'realistic but ambitious' performance goal for the student to meet or exceed by the end of the intervention period.

The intervention goal allows the teacher a simple, unambiguous standard against which to judge the success of the intervention.



# Data Collection: 5 Big Ideas...

- *Reduce the 'noise' in the data.* All real-world student performance data contains both real information and an element of error (Hosp, 2008). Error in data collection is ever-present. Teachers, however, can take action to minimize the 'noise', or 'error', that data contains.

## Common Sources of Data 'Noise' (Error)

**Variance in administration of assessments.** Staff vary in their use of the data-collection instrument.

**Variance in student performance.** Factors such as emotional state, physical needs (hunger, fatigue) impact assessments.

**Variance in environment.** Distractions, unexpected changes in routine, etc., affect assessment results.

5

zoom Survey



# How to Succeed with Tricky Data Collection

What are ways to measure **behavior**?

- Behavior Report Cards
- Behavior Checklists
- Behavior Logs



## Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

# Classroom Data Tool: Behavior Report Card

- What It Can Measure:
  - General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

# Response to Intervention

## *Ricky: Daily Report Card*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: Wright Classroom: \_\_\_\_\_

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: \_\_\_ Total NO Score: \_\_\_

	Language Arts	Math	Science	Social Studies	Study Hall
<b><i>Follows class rules with no more than 2 rule violations per session.</i></b>  Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<b><i>Completes assignments within the allocated time.</i></b>  Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<b><i>Completes assignments with 80% accuracy.</i></b>  Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<b><i>Complies with teacher requests. (2 or fewer noncompliance per period)</i></b>  Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

# Response to Intervention

## Ricky: Daily Report Card

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: Wright Classroom: \_\_\_\_\_

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: \_\_\_ Total NO Score: \_\_\_

***Follows class rules--no more than 1 rule violation per session.***

Did the student succeed in this behavior goal?

YES  NO

YES  NO

*Follows class rules with no more than 1 rule violation per session.*

Did the student succeed in this behavior goal?

YES  NO

*Completes assignments within the allotted time.*

Did the student succeed in this behavior goal?

YES  NO

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

*Completes assignments with 80% accuracy.*

Did the student succeed in this behavior goal?

YES  NO

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

*Complies with teacher requests. (2 or fewer noncompliance per period)*

Did the student succeed in this behavior goal?

YES  NO

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

\_\_Y\_\_N

# Response to Intervention

## Ricky: Daily Report Card

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: Wright Classroom: \_\_\_\_\_

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: \_\_\_ Total NO Score: \_\_\_

	Language Arts	Math	Science	Social Studies	Study Hall
<i>Follows class rules with no more than 2 rule violations per session.</i>					
Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	Y N	Y N	Y N	Y N	Y N
<i>Completes assignments within the time.</i>					
Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO					
<i>Completes assignments with 80% accuracy.</i>					
Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO					
<i>Complies with teacher requests. (2 or fewer noncompliance per period)</i>					
Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	_Y_N	_Y_N	_Y_N	_Y_N	_Y_N

**Completes independent assignments within time allocated.**

Did the student succeed in this behavior goal?

YES  NO

# Response to Intervention

## Ricky: Daily Report Card

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: Wright Classroom: \_\_\_\_\_

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: \_\_\_ Total NO Score: \_\_\_

	Language Arts	Math	Science	Social Studies	Study Hall
<p><i>Follows class rules with no more than 2 rule violations per session.</i></p> <p>Did the student succeed in this behavior goal?  <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<p><i>Completes assignments within the allocated time.</i></p> <p>Did the student succeed in this behavior goal?  <input type="checkbox"/> YES <input type="checkbox"/> NO</p>					
<p><i>Completes assignments with 80% accuracy.</i></p> <p>Did the student succeed in this behavior goal?  <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><b>Completes assignments with at least 80% accuracy.</b></p> <p>Did the student succeed in this behavior goal?  <input type="checkbox"/> YES <input type="checkbox"/> NO</p>				
<p><i>Complies with teacher requests. (2 noncompliance per period)</i></p> <p>Did the student succeed in this behavior goal?  <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	__T__N	__T__N	__T__N	__T__N	__T__N

# Response to Intervention

## Ricky: Daily Report Card

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: Wright Classroom: \_\_\_\_\_

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: \_\_\_ Total NO Score: \_\_\_

	Language Arts	Math	Science	Social Studies	Study Hall
<i>Follows class rules with no more than 2 rule violations per session.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments within the allocated time.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

<i>Completes assignments with 80% accuracy.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	<b><i>Complies with teacher requests--no more than 1 incident of noncompliance per period.</i></b>  Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO
<i>Complies with teacher requests (no more than 1 incident of noncompliance per period).</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	



Behavior Report Card

**Charlene: Behavior Report Card**

Student Name: Charlene Date: \_\_\_\_\_

Rater: Mr. Wright Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

**Charlene brought all necessary work materials to class.**

**Charlene brought all necessary work materials to class.**

How well Charlene did in meeting the behavior goal?

1.....2.....3  
Poor Fair Good

\_\_\_\_\_  
I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

If you have any suggestions or comments about this tool, please mail me.

## Roy's Report Card

 [Switch to Expert Mode](#)


[Save](#) [Save as...](#)

[Start New Report Card](#)


Step 1

### Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title 


Roy's Behavior Report Card

Person to fill out the report card 


Mr. Wright

Directions 

Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Student's classroom 

Room 345


Student's first and last name 

Roy

Atkins


Gender  male 

Font family  san serif  Font size  10 pt 

Append signature section 

Instructions for report card signer 

I have reviewed this completed Behavior Report with my child.

Person to sign the report card 

Parent

[Previous](#)

[Next](#)

Free Online App:  
Behavior Report Card Maker.  
Teachers can use this free app  
to create and download (in PDF  
format) customized Behavior  
Report Cards.

## Classroom Data Tool: Checklist

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

# Classroom Data Tool: Checklist

- What It Can Measure:
  - Behavioral routines
  - Generalization: Target behavior carried out across settings
  - Step-by-step cognitive strategies

# Classroom Data Tool: Checklist

## *Start-of-Class Checklist*

- AT THE START OF CLASS, THE STUDENT:
- has a sharpened pencil.
- has paper for taking notes.
- has homework ready to turn in.
- has put her cell phone away in her backpack.
- has cleared her desk of unneeded materials.
- is sitting quietly.
- is working on the assigned start-of-class activity.

Checklist  
Example:  
Classroom  
Routine

## Sample Individual Behavioral Checklist

### **WHEN TAKING A BATHROOM BREAK, THE STUDENT:**

- takes the classroom bathroom pass from its hook.
- quietly leaves the classroom.
- walks directly to and from the bathroom, avoiding conversations and distractions.
- returns to the classroom within 5 minutes.
- hangs up the classroom bathroom pass and returns quietly to seat.

# Classroom Data Tool: Checklist

## *How to Disagree Respectfully*

- Remain calm.
- Listen actively and ask clarifying questions.
- Think about the other person's point of view.
- Explain your viewpoint clearly.
- Act nonjudgmentally.

## *Task Analysis Example: Math Word Problem: 7-Step Self-Check*

Checklist Item
1. <b>Reading the problem.</b> I read the problem carefully. When I do not understand part of the problem (such as a vocabulary word), I try to figure it out before going forward.
2. <b>Paraphrasing the problem.</b> I put the math problem into my own words--and keep at this step until I feel that I am describing the problem correctly.
3. <b>Drawing the problem.</b> I make a drawing that presents the problem as one or more pictures.
4. <b>Creating a plan to solve the problem.</b> Now that I understand what the problem is asking me to do, I make a plan to solve it.
5. <b>Predicting/Estimating the answer.</b> Using my estimating skills, I come up with my best guess for what the answer will be.
6. <b>Computing the answer.</b> I solve the problem, showing all of my work so that I can remember the steps that I followed.
7. <b>Checking the answer.</b> I check my work for each step of the problem to make sure that it is correct. I also compare my actual answer to make sure that it is close to my estimate.



# Advantages of Behavior Checklists...

1. **DEFINING BEHAVIORAL EXPECTATIONS.** The teacher creates a behavioral checklist to clarify behavioral expectations.

4. **PROMPTING THE BEHAVIOR.** Adults can use the checklist to prompt the student to show desired behaviors.

2. **TEACHING THE BEHAVIOR.** The teacher uses the checklist as a guide to teach the behavior to the student.

3. **REINFORCING SHARED EXPECTATIONS.** The checklist encourages multiple educators working with the student to share the same behavioral expectations.



5. **SELF-MANAGING THE BEHAVIOR.** The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

6. **COMMUNICATING WITH PARENTS.** The checklist is a convenient tool to communicate expectations to the student's parent(s).

# Classroom Data Tool: Checklist

Free Online App:  
 Self-Check Behavior  
 Checklist Maker. This  
 online tool allows teachers  
 to define student behavior  
 during classroom routines  
 and transitions – a great  
 way to clearly define  
 behavioral expectations.

The screenshot shows the 'Self-Check Behavior Checklist Maker' web application. At the top, there is a navigation bar with buttons for 'View', 'Edit', 'Outline', 'Track', and 'Configure Tool'. A 'Like' button with a Facebook icon is in the top right corner. Below the navigation bar, the title 'Self-Check Behavior Checklist Maker' is displayed in purple text next to a thumbs-up icon. A brief description states: 'Create customized checklists for students to monitor their own classroom behaviors'. Below this, there is a link: 'If you have any suggestions or comments about this tool, please mail me.' The main content area is titled 'Untitled Document' and includes 'Save' and 'Save as...' buttons on the left, and a 'Start New Checklist' button on the right. The main text area contains an introduction: 'Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download [How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.](#))'. Below this is a 'Directions' section with a link: 'Click [HERE](#) to download the full Self-Check Behavior Checklist Maker manual.' and a bullet point: '• To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down'.

## Classroom Data Tool: Behavior Log/Scatterplot

- **What It Is:** Behavior logs are narrative 'incident reports' that the teacher records about problem student behaviors. The teacher makes a log entry each time that a behavior is observed. An advantage of behavior logs is that they can provide information about the context within which a behavior occurs. (Disciplinary office referrals are a specialized example of a behavior log.)

Logged behavior incidents can then be plotted on 'scatterplots' to look for connections between student schedule and problem behaviors.

# Behavior Log: Sample Form

Student Name: \_\_\_\_\_ Observer: \_\_\_\_\_

---

Time: \_\_\_\_; \_\_\_\_ a.m./p.m. Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Location: \_\_\_\_\_

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

---

---

---

How long did this incident last? \_\_\_\_\_ mins

How severe was the behavior in the incident?

1	2	3
Not Severe	Somewhat Severe	Very Severe

# Classroom Data Tool: Behavior Log/Scatterplot

- **What It Can Measure:**

Behavior logs are often used for teachers to record 'low-incident, high-amplitude' behaviors—that is, behaviors that occur only occasionally but that can disrupt instruction and/or pose a risk to safety (e.g., threats, verbal outburst, tantrum, destruction of property).

## Behavior Log: Sample Form

Student Name: Angela H. Observer: Meredith Z.

---

Time: 11:40 a.m. Date: 10/20/18 Location: Social Studies: Indep Rdng

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

The class was assigned a short passage to read and given 10 mins.

Angela sat at her desk but did not begin the reading. When approached by

the teacher and told to start reading, she refused and suddenly left the room.

How long did this incident last? 2 mins

How severe was the behavior in the incident?

1                      2                      3  
Not Severe      Somewhat Severe      Very Severe

# Behavioral Scatterplot

**Directions:** Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45						
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30						
11:30-11:45						
11:45-12:00						
12:00-12:15						
12:15-12:30						
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

# Behavioral Scatterplot

Step 1: Plot Teacher Behavior Log Data onto Scatterplot. (In example, 'X' represents student refusal to comply with teacher request.)

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day	Date/Day	Date/Day	Date/Day	Date/Day
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30		X				
8:30-8:45						
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15				X		
11:15-11:30						
11:30-11:45		X				
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						



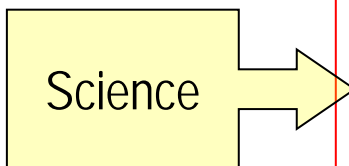
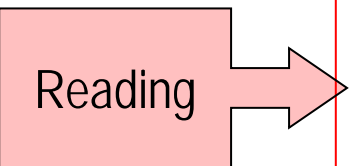
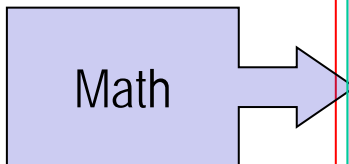
# Behavioral Scatterplot

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day	Date/Day	Date/Day	Date/Day	Date/Day
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45		X				
11:45-12:00						
12:00-12:15						
12:15-12:30					X	
12:30-12:45						X
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

Step 2:

Superimpose the student's school schedule over the scatterplot. Look for significant patterns between location/activity and PRESENCE or ABSENCE of student behaviors.

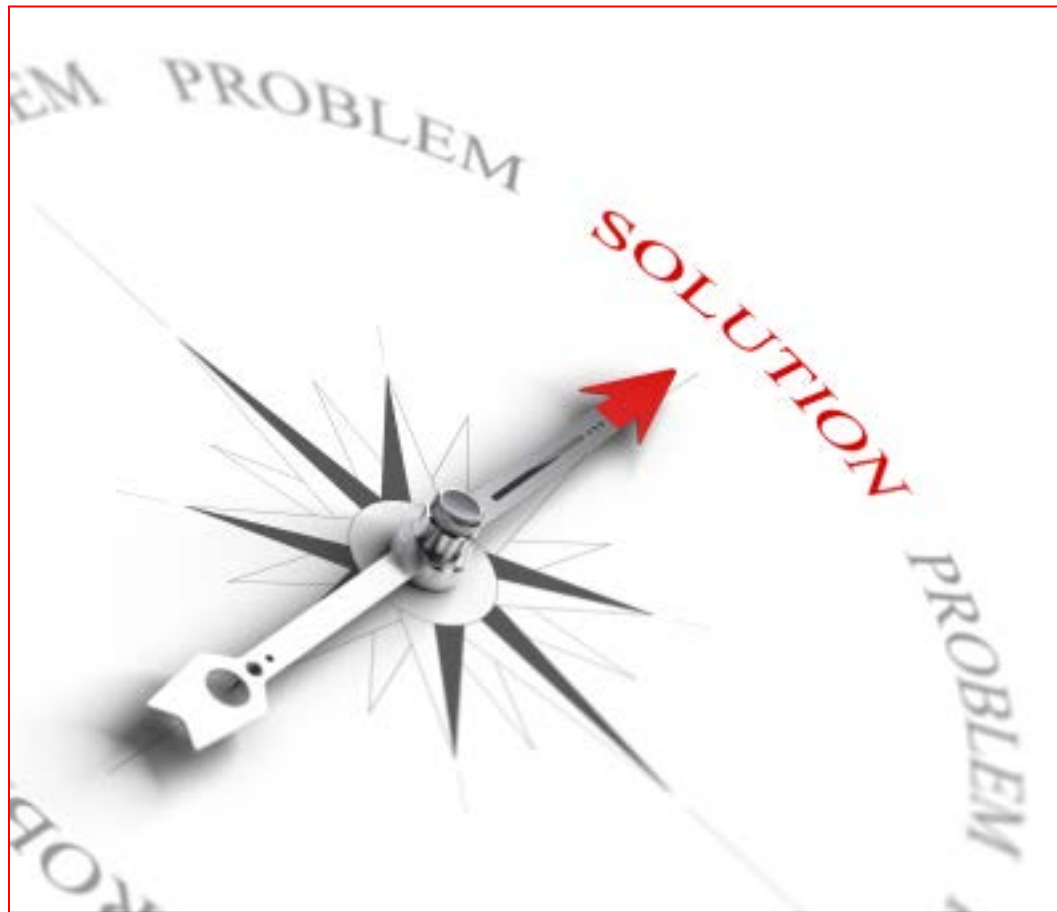


## Behavioral Data Collection: Activity

Question: What methods do you use to collect student behavioral data in your classroom?

Type responses into the chat bar.





# HOW TO MONITOR STUDENT PROGRESS ON CLASSROOM INTERVENTIONS

## How to Monitor Student Progress on Tier 1/Classroom Interventions pp. 12-20

### 7 Steps to Monitor Progress on Tier 1/Classroom Interventions

RTI/MTSS By Jim Wright, Contributing Consultant to Frontline Education on 1/15/2019

When I visit schools as an RTI/MTSS consultant and talk with teachers about Tier 1/classroom academic interventions, I often hear frustration over the difficulty of collecting and interpreting data to monitor student progress. Yet, the critical importance of data is that it 'tells the story' of the academic or behavioral intervention, revealing the answers to such central questions as:

- what specific skills or behaviors does the student find challenging?
- what is the student's baseline or starting point?
- what outcome goal would define success for this student?
- has the student reached the goal?

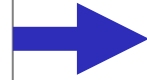
If the information required to answer any of these questions is missing, the data story becomes garbled and teachers can find themselves unsure about the purpose and/or outcome of the intervention.

While following a guide does not eliminate all difficulties in tracking Tier 1/classroom interventions, these 7 steps will help the educators you work with ask the right questions, collect useful data and arrive at meaningful answers at Tier 1.

## STEP 1: What skill or behavior is being measured?

# Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?



2. What data-collection method will best measure your target skill or behavior?



3. How long will your intervention last?



4. What is the student's baseline performance?



5. What is the student's outcome goal?



6. How often will you collect data?



7. How does the student's actual performance compare with the outcome goal?





# How to Monitor Classroom Interventions

**STEP 1: What is the skill or behavior that you are measuring?** The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure.

This 'problem-identification' statement should define the skill or behavior in clear, specific terms.

## Problem-Identification Statements: Examples

HOMEWORK. Russell does not turn in homework.

WRITING. Andrea's writing includes many incomplete sentences.

MATH FACTS. Rick is not fluent in multiplication math facts.

BEHAVIOR. Angela is inattentive in large-group instruction.



# How to Monitor Classroom Interventions

**STEP 2: What data-collection method will best measure your target skill or behavior?** Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention.

(For a list of assessment tools, see handout; pp. 4-6)

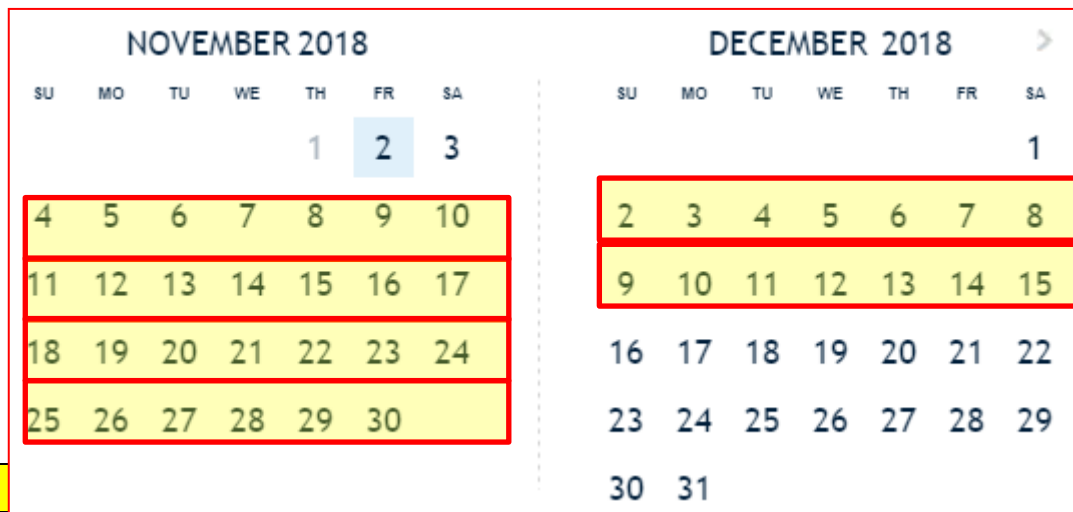


Data Collection Methods: Examples	
<i>Problem ID Statement</i>	<i>Sample Data Tool</i>
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card



# How to Monitor Classroom Interventions

**STEP 3: How long will your intervention last?** When planning your classroom intervention, you should determine an end-date when you can review your progress-monitoring data and decide whether the intervention is successful. A good practice is to run your intervention for at least 6-8 instructional weeks before evaluating its effectiveness.





# How to Monitor Classroom Interventions

## **STEP 4: What is the student's baseline performance?**

Before launching your intervention, you will first use your selected data-collection tool to record baseline data reflecting the student's current performance in the skill or behavior that you are measuring.

Baseline data represents a starting point that permits you to calculate precisely any progress the student makes during the intervention.

Because student data can vary, you should strive to collect at least 3 baseline data points.

## Baseline Data: Examples

<i>Problem ID Statement</i>	<i>Sample Data Tool</i>	<i>Baseline Data</i>
HOMEWORK. Russell does not turn in homework.	Homework log	Russell turned in homework on 20 percent of days when homework was assigned. <b>[Data source: percentage homework completion calculated from 1 week of homework log entries.]</b>
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, an average of 40 percent of sentences are found to be incomplete. <b>[Data source: median value of 3 writing samples collected on different days]</b>
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick calculates an average of 29 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. <b>[Data source: median value of 3 CBM worksheets collected on different days.]</b>
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item " <i>The student requires no more than 1 redirect for inattention during the class period</i> ", the teacher rates this item 'YES' during 1 of 5 days (20 percent). <b>[Data source: percentage calculated from 5 days of DBRC data collection.]</b>



# How to Monitor Classroom Interventions

**STEP 5: What is the student's outcome goal?** You will next set an outcome goal that describes how the student is expected to perform on the target skill or behavior if the intervention is successful (e.g., after 6-8 weeks).

# S.M.A.R.T. (SMART)

- **SPECIFIC**
- **MEASURABLE**
- **APPROPRIATE, ACHIEVEABLE, ATTAINABLE**
- **REALISTIC, RESULTS-FOCUSED**
- **TIME-BOUND**

## Outcome Goal: Examples

<i>Problem ID Statement</i>	<i>Sample Data Tool</i>	<i>Outcome Goal</i>
HOMEWORK. Russell does not turn in homework.	Homework log	Russell will turn in at least 80 percent of assigned homework. [Data source: percentage homework completion calculated from final week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, at least 90 percent of attempted sentences will be correct and complete. [Data source: median value of final 3 writing samples]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick will calculate an average of 49 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: average of final 2 CBM worksheets.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item " <i>The student requires no more than 1 redirect for inattention during the class period</i> ", the teacher will rate this item 'YES' during at least 4 of 5 days (80 percent). [Data source: percentage calculated from final 5 days of DBRC data collection.]



# How to Monitor Classroom Interventions

- **STEP 5: What is the student's outcome goal? (Cont.)** You can use several sources to calculate an outcome goal:
  - *CBMs*. If you are using academic CBMs with benchmark norms, those grade-level norms can help you to set a goal for the student.
  - *Classroom Norms*. If you are measuring a skill for which you lack benchmark norms, you may instead be able to compile classroom norms (i.e., sampling your entire class or a subgroup of your class) and use those group norms to set an outcome goal.
  - *Teacher-Defined Performance Goal (Criterion Mastery)*. Sometimes, you must write an outcome goal—but don't have access to benchmark or classroom norms. In this case, you can always use your own judgment to define a meaningful outcome goal: e.g., the student will successfully follow a 7-step process to solve a math word problem.





# How to Monitor Classroom Interventions

## STEP 5: What is the student's outcome goal? (Cont.)

TIP: For a student with a large academic deficit, you very likely will not be able to close that skill-gap entirely within one 6-8-week intervention cycle.

In this instance, you should instead set an ambitious **'intermediate goal'** that will demonstrate that your student is clearly closing the academic gap with peers.

Students with substantial academic delays may require several repeated intervention-cycles with intermediate goals before they can close the skill-gap sufficiently to bring them up to grade-level peers (**'final goal'**).



# How to Monitor Classroom Interventions

**STEP 6: How often will you collect data?** The more frequently you collect data, the more quickly you will be able to judge whether an intervention is effective (Filderman & Toste, 2018). This is because more data points make trends of improvement easier to spot and increase your confidence in the pattern that the data is showing you.

Ideally, you should collect data at least weekly for the duration of the intervention period. If that is not feasible, you will want monitor student progress no less than twice per month.



# How to Monitor Classroom Interventions

**STEP 7: How does the student's actual performance compare with the outcome goal?** Once you have created your progress-monitoring plan for the student, you will put that plan into action. At the end of the pre-determined intervention period (e.g., in 6 weeks), you will review the student's cumulative progress-monitoring data, compare it to the outcome goal, and judge the effectiveness of the intervention.



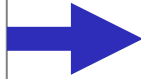
# How to Monitor Classroom Interventions

**STEP 7: How does the student's actual performance compare with the outcome goal? (Cont.)** Here are your outcome decision rules:

- *Outcome goal met.* If your student meets the outcome goal, the intervention is a success. You can stop the intervention or continue for a time if the student still benefits from it.
- *Progress but outcome goal not met.* If your student fails to meet the outcome goal, but you see clear signs that the student is making progress, you might decide that the intervention shows promise. Here, your next step would be to alter the existing intervention to intensify its effect: e.g., smaller group size; more frequent meetings).
- *Little or no progress observed.* If your student does not make progress, you should replace the intervention plan with a new strategy.

# Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?



2. What data-collection method will best measure your target skill or behavior?



3. How long will your intervention last?



4. What is the student's baseline performance?



5. What is the student's outcome goal?



6. How often will you collect data?



7. How does the student's actual performance compare with the outcome goal?



# Questions?

What questions do you have about collecting classroom behavioral data?

