Progress Monitoring Overview

What is it?
Progress monitoring is used to evaluate the effectiveness of intervention(s) at Tiers II and III. Teams will evaluate outcomes associated with interventions for individual students and for the school as a whole to drive instructional decisions and continuous improvement.

Who is involved?
- Teachers: Use data from progress monitoring to make good instructional decisions.
- Teams supporting and monitoring students at Tiers II and III: Continuously analyze student-level behavior progress monitoring data for each student receiving behavioral intervention in Tier II and Tier III. If a student is identified as needing intensive, individualized Tier III behavioral interventions, this team should establish individualized behavioral goal(s) for the intervention and select progress monitoring tools and procedures to allow the team to track the student's progress toward the goal(s) and to drive decisions about continuing, modifying, or decreasing/increasing the intensity of behavioral intervention.
- School-wide RTI^2-B Leadership Teams: Use progress monitoring data to guide decision making about school-level changes to interventions. Establish and follow decision rules for modifying interventions at Tier II and Tier III or decreasing/increasing intensity of behavioral intervention.
- District- and School-wide RTI^2-B Leadership Teams: Consult with your district level RTI^2-B coach or TBSP provider (tbsp@utk.edu) to request support for selecting and using behavioral progress monitoring tools, and establishing decision rules for Tier II and Tier III.

When should it occur?
Teams supporting and monitoring students at Tiers II and III should continuously analyze student-level behavior progress monitoring data for each student receiving Tier II and Tier III behavioral intervention. At a minimum, these teams should review the student's progress monitoring or other data once a month. At Tier II and Tier III, each student's behavioral progress data are collected as frequently as daily and reviewed weekly to monthly, depending on the progress monitoring tool/procedures selected and the target behaviors identified. Typically, Tier III behavioral progress monitoring will follow individualized procedures (e.g., collecting data on target behaviors that are specific to the student's needs).

How are data used?
- To make good instructional decisions
- To assess student's performance or responsiveness to intervention
- To evaluate students' progress toward goal(s)
- To evaluate the overall effectiveness of the interventions in place at a school

What tools are available?

The *School-Wide Information System: Check-In Check-Out* (CICO-SWIS) and
Individual Student Information System (ISIS-SWIS): The CICO-SWIS and ISIS-SWIS are online for-purchase tools. The CICO-SWIS allows school staff to enter, summarize, and review individual student's daily progress reports using CICO point cards (Tier II). Teachers complete the point card throughout the day. The ISIS-SWIS allows school staff to enter, summarize, and review data from individualized collection procedures (Tier III). The CICO-SWIS and ISIS-SWIS are available at www.pbisapps.org. There is an annual subscription fee of $350 for one app or $460 for two apps (discounts apply when subscribing to multiple apps in the SWIS Suite).

TBSP has created a free tool using excel called the Progress Monitoring Tool. Below is a guide for how to use this tool to monitor the students' individual behavioral data collected through a daily point system.

Progress Monitoring Tool Guide

1. First, click *Enable Macros/Content.*
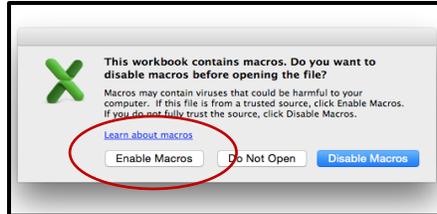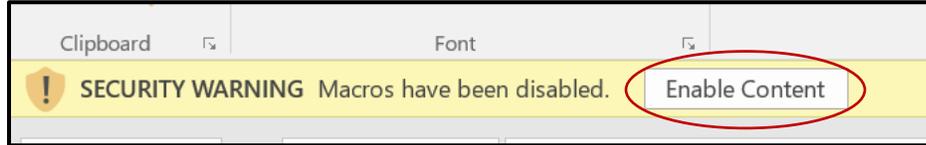
2. Click the *Student Information* button to begin entering identifying information. This tool can house individual student data, small group data, or an entire class.
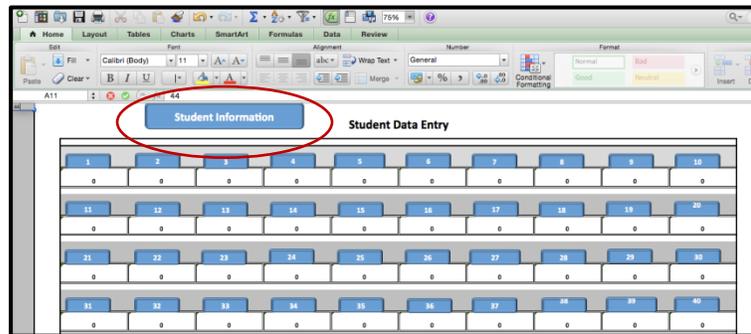

3. Begin entering student information starting with the student name. Fill in each space moving left to right. *Date of Identification* refers to the date the student was designated for more intensive monitoring beyond Tier I supports. Once you have finished entering student information, click *Back to Main Menu* to return to the home page.

4. To select an individual student for data entry, click the numbered button associated with the student (e.g., click number one [1] to access Jason's data page).
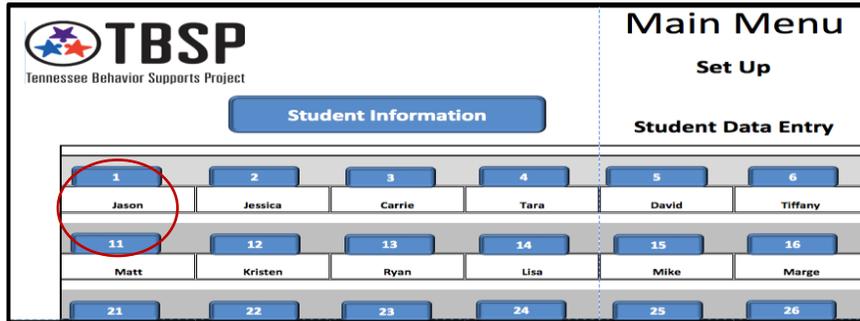

5. Depending on the real-time data collection method selected, data may have been collected prior to entry in this tool via alternate methods (e.g., recording sheets, app, other behavior tool, or anecdotal records). Once ready to enter data, begin by denoting the date on which data collection began. For this tool, the start date must occur on a Monday. The following dates will automatically populate Monday-Friday dates.
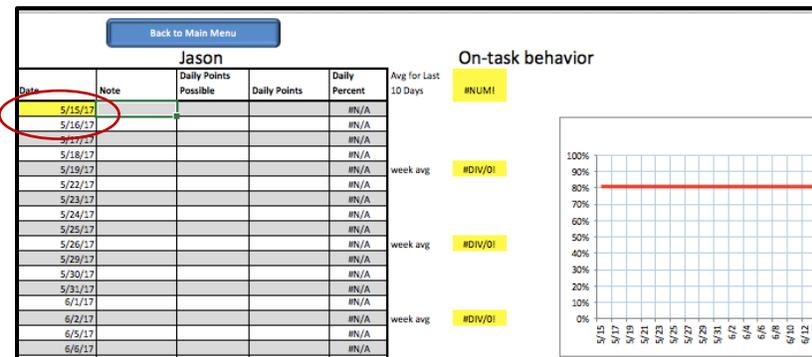

6. For each student's data page fill in *Daily Points Possible* and *Daily Points* received. Also, include any notes that may assist with analyzing each day's point received. For example, entering the note "reported sick" on 5/22/17 explains a sudden dip in the *Daily Points* received on that date.
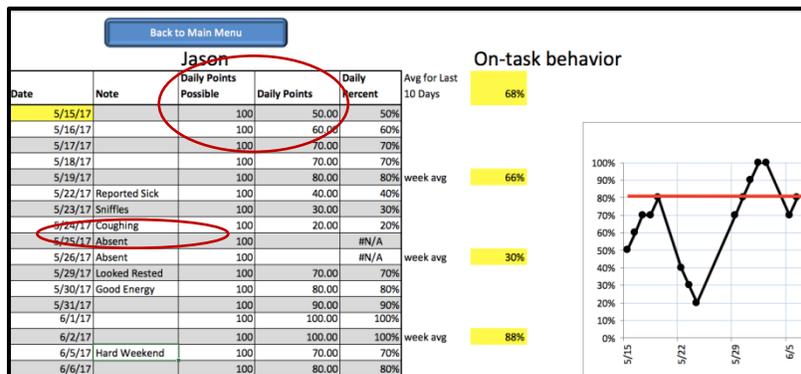
7. The blue perforated lines located on the right side of the graph can be moved with the cursor to separate out portions of time. The red line indicating the goal percentage can also be moved with the cursor, depending on the specified goal of the child.
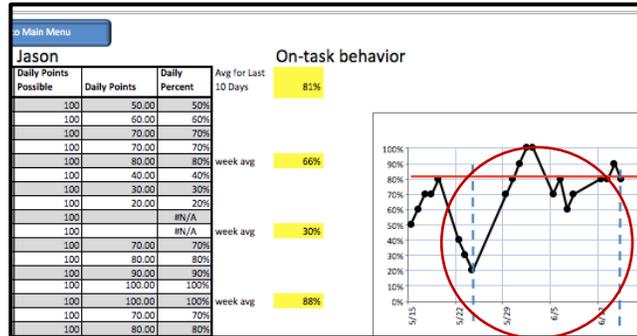
8. The target (goal) behavior is located at the top of the page with the weekly average points earned highlighted in yellow.
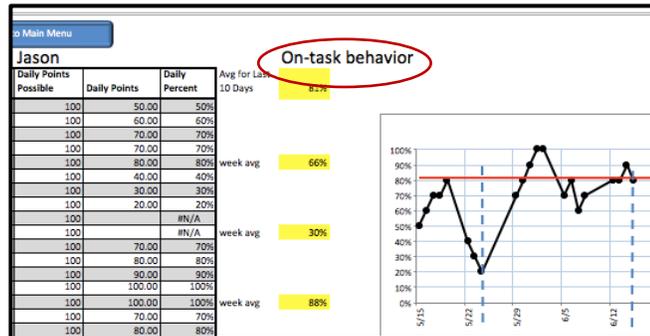
9. Use this tool to track and monitor students' daily behavioral progress through Tier II and Tier III interventions.