

#BETC2023

# Transforming the world of education together

Come back together at BET-C 2023 with colleagues and local and national experts and discover how to align our PK-12 work to best support student achievement and wellness within a multi-tiered framework.

[BET-C.org](https://www.bet-c.org)

# Progress Monitoring Tier 3 Interventions Using Google Sheets: *Learn the ProMo Flow*



Yadira Flores, Ph.D.  
Daniel Gulchak, Ph.D.

#BETC2023



# Introductions

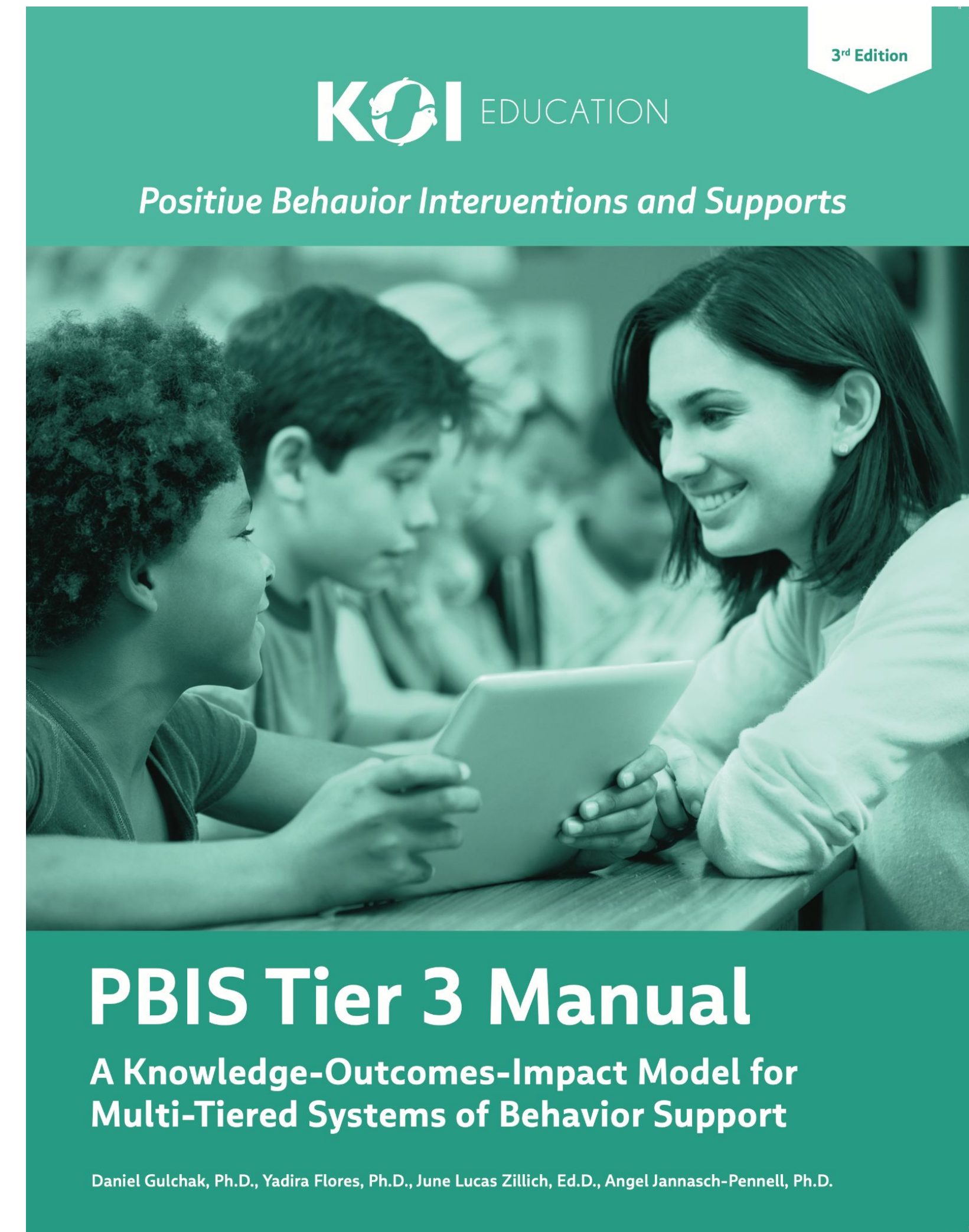
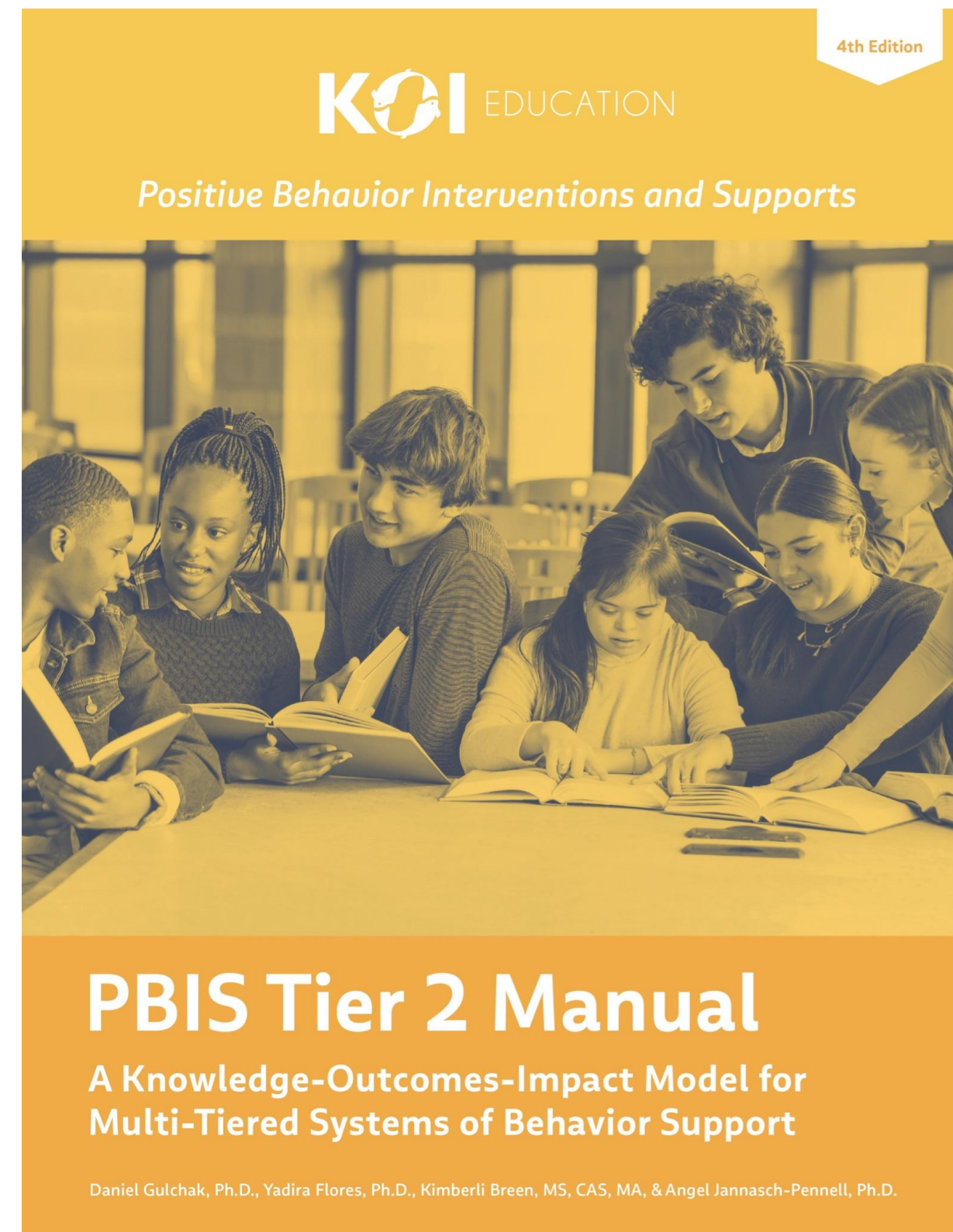
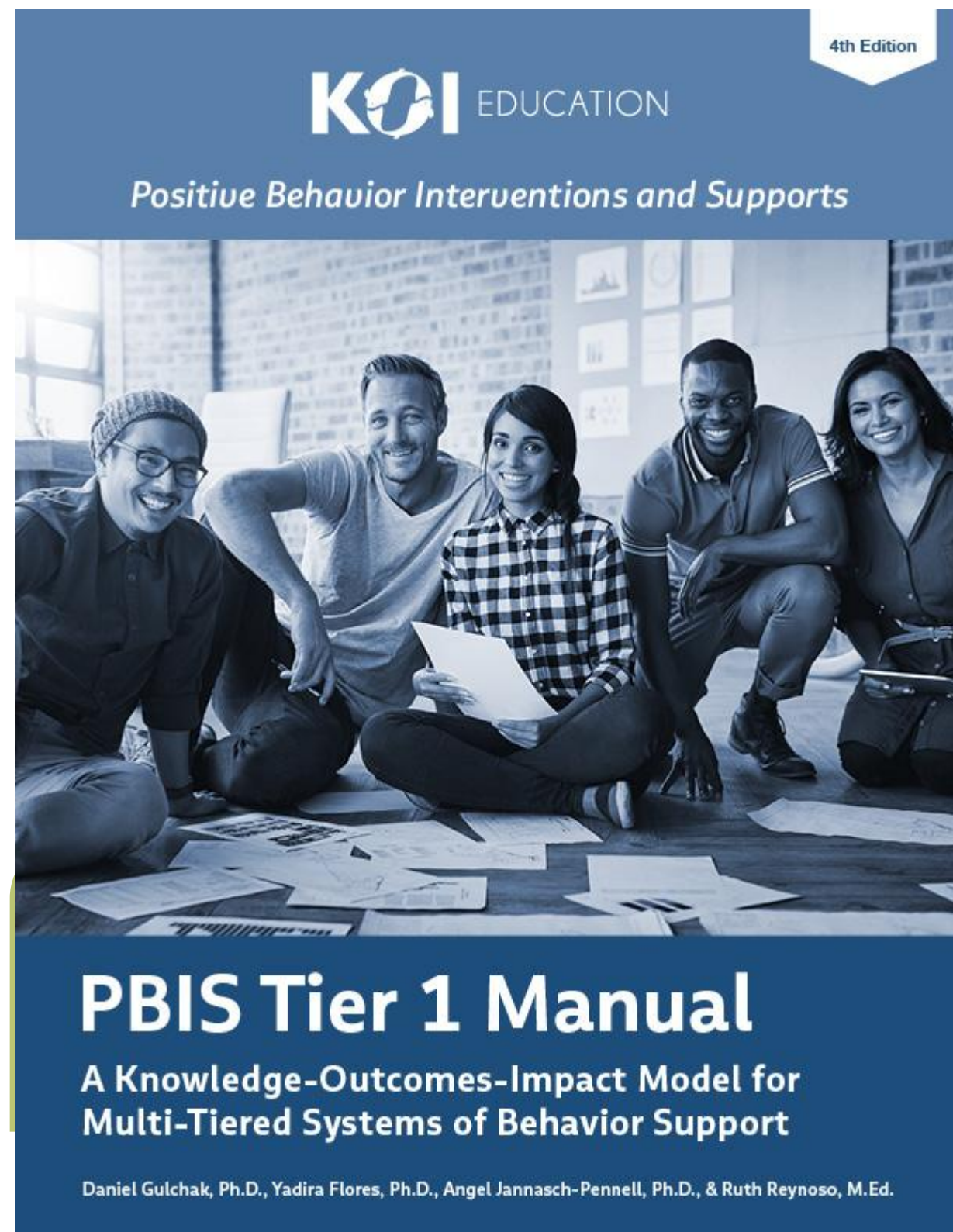
- **Dr. Yadira Flores**  
Scottsdale Unified School District
- **Dr. Daniel Gulchak**  
KOI Education



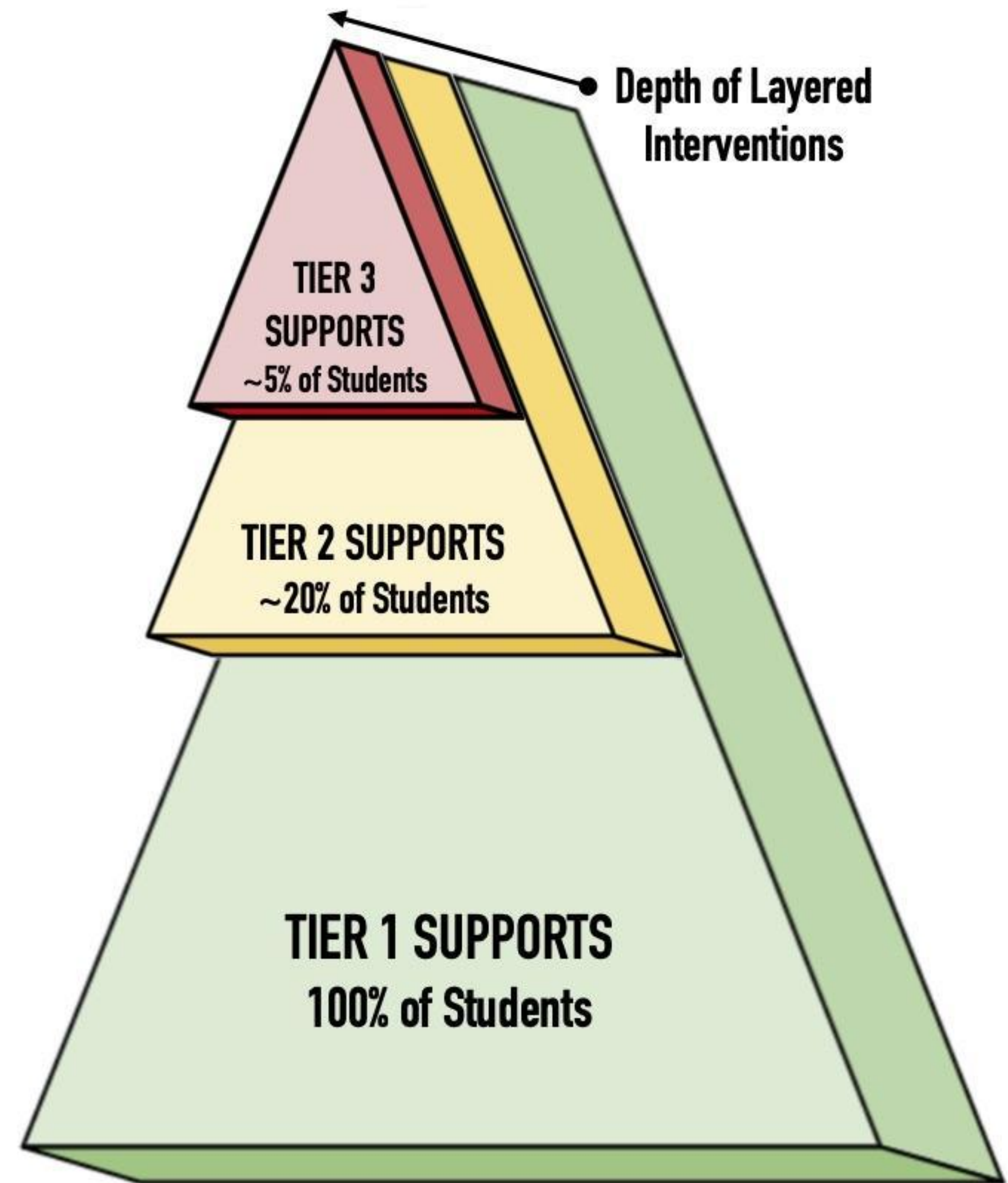
Handout &  
Free PBIS  
Resources



# KOI-Education.com/books



Students who are not successful with Tier 1 interventions alone, need additional layers of behavioral supports



# How Many Students Might Need Tier 3 Interventions?

Prevalence Rate (approximate)
Mental Health Disorder - 1 in 5
High School Students who Seriously Consider Suicide - 1 in 6
Special Education - 1 in 7
ADHD - 1 in 10
PBIS: 6+ Office Discipline Referrals - 1 in 20
Autism Spectrum Disorder - 1 in 54

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# How Many Students Might Need Tier 3 Interventions?

Prevalence Rate (approximate)	Percentage of Population
Mental Health Disorder - 1 in 5	20%
High School Students who Seriously Consider Suicide - 1 in 6	17%
Special Education - 1 in 7	14%
ADHD - 1 in 10	10%
PBIS: 6+ Office Discipline Referrals - 1 in 20	5%
Autism Spectrum Disorder - 1 in 54	1.8%

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# How Many Students Might Need Tier 3 Interventions?

Prevalence Rate (approximate)	Percentage of Population	Number of possible students if there are 1000 students in the school
Mental Health Disorder - 1 in 5	20%	200
High School Students who Seriously Consider Suicide - 1 in 6	17%	170
Special Education - 1 in 7	14%	140
ADHD - 1 in 10	10%	100
PBIS: 6+ Office Discipline Referrals - 1 in 20	5%	50
Autism Spectrum Disorder - 1 in 54	1.8%	18

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# Reflection

- How many tier 3 interventions are you currently providing and monitoring on a daily/weekly/monthly basis?
- How many students might need tier 3 intervention...



# Learning Objectives

1. Learn how to use a systemic approach to track daily, weekly, and monthly progress monitoring (ProMo) data.
2. Discover a 3-step data-based decision-making model.
3. Use a Google Spreadsheet to collect program/intervention data.
4. Identify 10 ways to increase the effectiveness of a Tier 3 intervention.



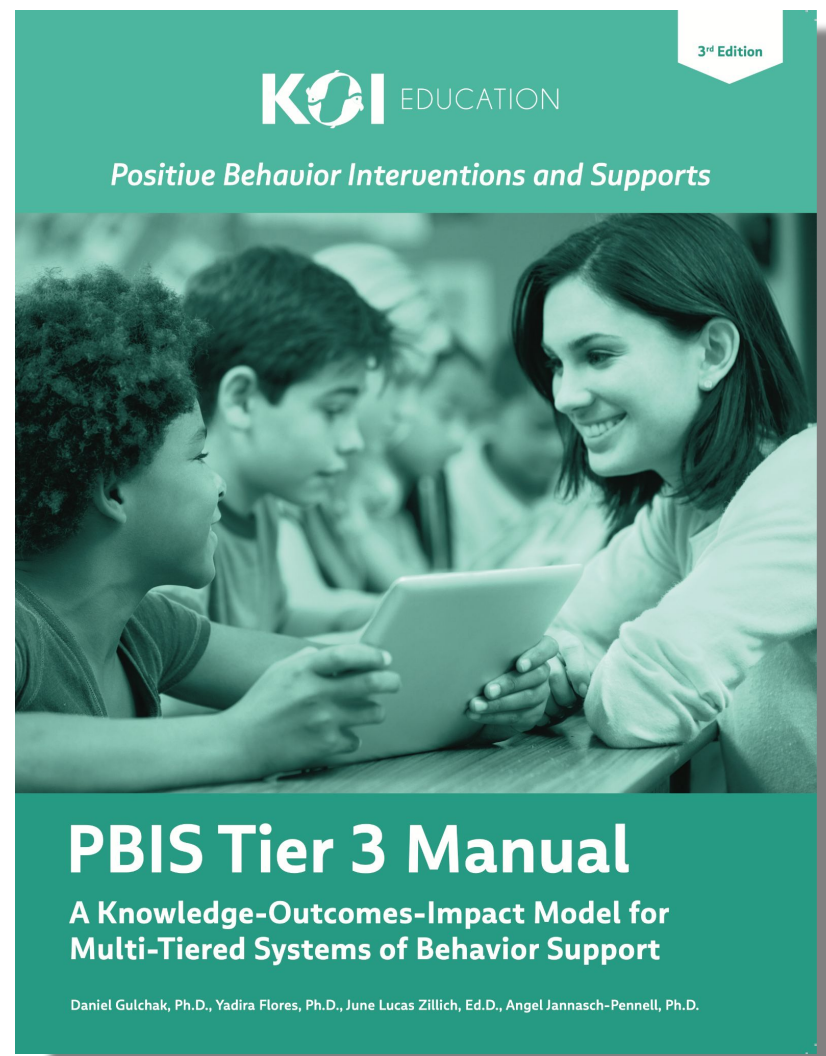
# Sharing is Caring

- What software are you currently using to progress monitor Tier 3 interventions?



# Track Daily, Weekly, and Monthly Progress Monitoring (ProMo) Data





# Progress Monitoring Tier 3 Interventions

- Get to know the **ProMo Flow**



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# Daily Progress Report

- Every Day:
  - Student behavior interventions should be tracked on a daily basis.
  - This helps teams to determine if the intervention is a correct match to the behavior, if it is working, and to determine student growth.



**DPR**  
Daily  
Progress Report

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# Daily Progress Report

- Social Emotional Behavior Intervention
- Check-In/Check-Out
- Social Skill or Therapeutic Intervention



## Daily Progress Report

Use this DPR to document meeting your group goals

Name \_\_\_\_\_

Month \_\_\_\_\_ Year \_\_\_\_\_

1 Point is earned for demonstrating each of the following behaviors at every meeting: Safe, Respectful, Responsible and Participation. See definitions posted in the group area.

Record the date and points earned - Maximum 4 points/meeting.

Monday	Tuesday	Wednesday	Thursday	Friday	Average
<b>Monthly Average</b>					

Comments:

Coordinator Signature \_\_\_\_\_ Date: \_\_\_\_\_

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



KOI-Education.com



Updated 6/2020

# Daily Progress Report

- Academic Interventions



## Daily Progress Report

Use this DPR to document meeting your academic goals

Name \_\_\_\_\_

Month \_\_\_\_\_ Year \_\_\_\_\_

Record the date and percent earned on assignments.

Monday	Tuesday	Wednesday	Thursday	Friday	Average
<b>Monthly Average</b>					

**Comments:**

Coordinator Signature \_\_\_\_\_ Date: \_\_\_\_\_

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





# Daily Progress Report

	A	B	C	D	E	F	G
1		<b>Student Name</b>	<b>Jean Smith</b>		<b>Intervention</b>	<b>Self-Monitoring 'Being Respectful'</b>	
2	<b>Date</b>	<b>Notes</b>	<b>Goal</b>	<b>Goal Line</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Percent</b>
3	9/1/2019	baseline	80	80%	60	40	67%
4	9/2/2019			80%	60	55	92%
5	9/3/2019			80%	60	50	83%
6	9/4/2019			80%	60	60	100%
7	9/5/2019			80%	60	55	92%
8				80%			
9				80%			
10				80%			
11				80%			

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# Weekly Progress Monitoring

- *Every 4-6 Days:*
  - Weekly data graphs can be analyzed to assess the target behavior level, trend and variability to determine if the behavior is moving in the desired direction.

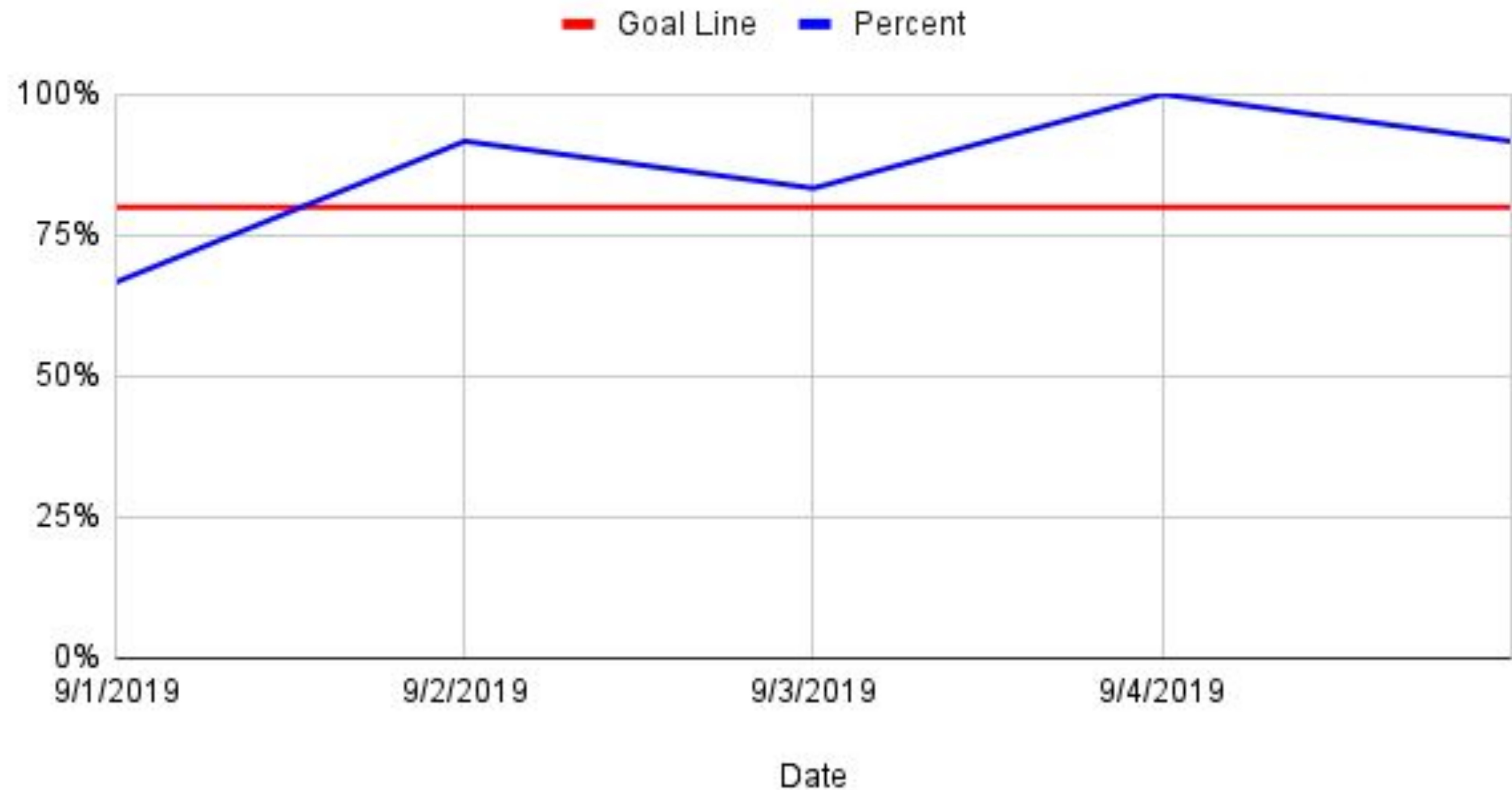


**Weekly**  
Every 4-6 Days:  
Progress Monitoring

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# Weekly Progress Monitoring

Student - Intervention Name

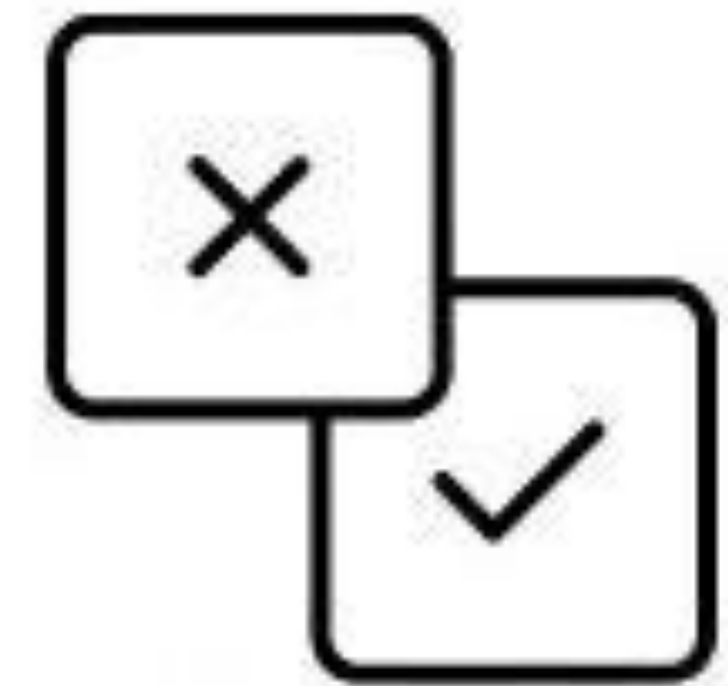


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# Monthly Progress Decision

- Every 4-6 Weeks:
  - About a month after implementing an intervention, monthly progress can be analyzed to make a decision with the Tier 3 team.



**Monthly**  
Every 4-6 Weeks:  
Progress Decision

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# A 3-step data-based decision-making model



# Monthly Progress Decision

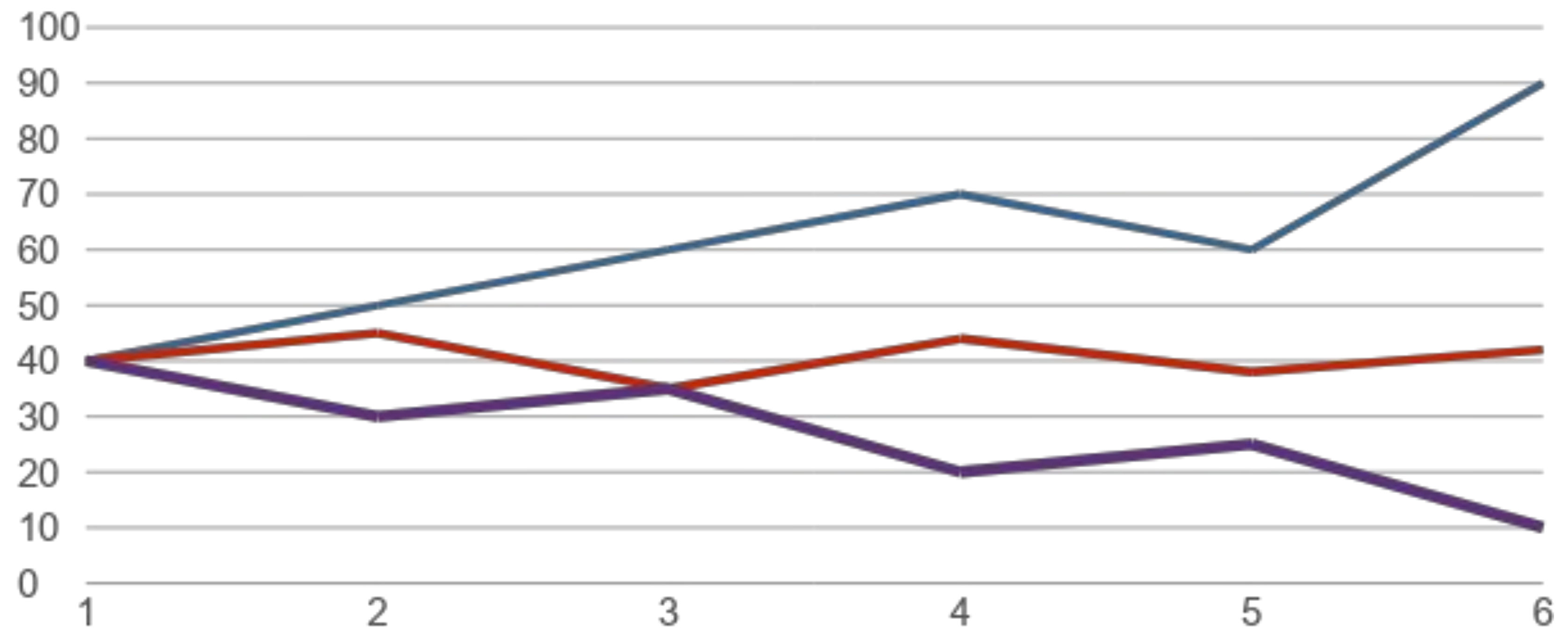
Three Basic Assessment Decisions:

- **Progress** - Data is moving in the right direction
- **No Progress** - Data is flat or highly variable
- **Regression** - Data is moving in the wrong direction

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# Monthly Progress Decision



-Progress

-No Progress

-Regression



# Monthly Progress Decision

Three Basic Assessment Decisions:

- **Progress** - Data is moving in the right direction
  - No change -
- **No Progress** - Data is flat or highly variable
  - Change Antecedents -
- **Regression** - Data is moving in the wrong direction
  - Change Consequences -

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# Monthly Progress Decision

Data-Based  
Decision-Making  
Guidelines:

[koi-education.com/  
tier-3-resources](http://koi-education.com/tier-3-resources)

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## Data-Based Decision-Making Guidelines

Data-Based Decision-Making refers to the process where educators examine intervention data to identify student progress or lack of progress, and apply results to inform specific team decisions. This process of critically examining the intervention helps the team make accurate and informed instructional decisions. Student progress improves when teams use explicit decision rules.

Data-Based Decision-Making Guidelines		
Data Pattern	Decision	Instructional Change
<b>Mastery</b> Level = positive Trend = positive Variability = low	Goal was achieved.	Expand fluency and generalization of the goal, or introduce a new behavior or skill.
<b>No Progress</b> Level = low Trend = negative or flat Variability = high or low	Simplify the behavior.	Teach a subset of the behavior or skill.
<b>Slow Progress</b> Level = <5% change Trend = positive Variability = moderate	Improve antecedents.	Change prompts or cues to signal the student to demonstrate the behavior or skill.
<b>Adequate Progress</b> Level = >5% change Trend = positive Variability = low	No change needed.	Progress monitor daily, check implementation fidelity, and continue intervention.
<b>Inconsistent Progress</b> Level = variable Trend = variable Variability = high	Improve consequences.	Change reinforcement or positive consequences to increase motivation. Increase feedback, choices, and/or self-monitoring.

Modified from Jimenez, Mims, and Browder (2012).

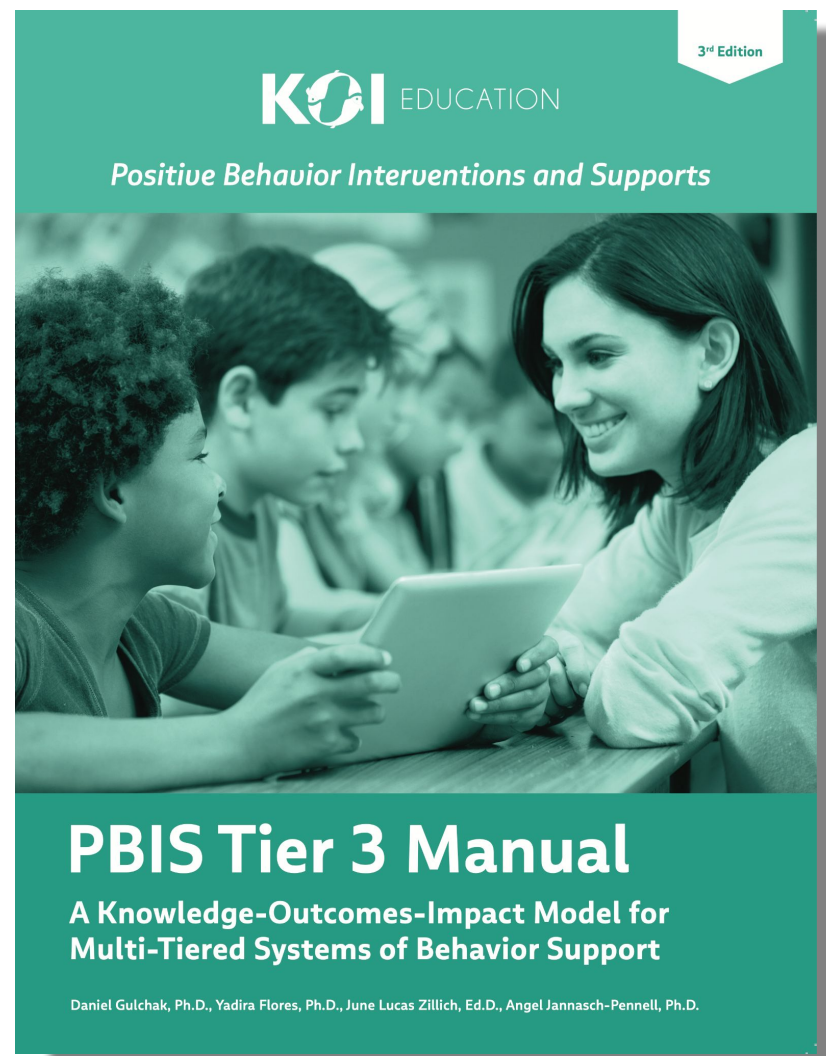
# Reflection

- What does your team need to do next in order to analyze **daily**, **weekly** and **monthly** Tier 3 progress monitoring data?



Use a Google Spreadsheet to collect program/intervention data





# Progress Monitoring Tier 3 Interventions

- Use the FREE **ProMo Flow** spreadsheet...



8 users present

PLM Home - Progress Monitoring

File Edit View Insert Format Tools Database Help

Make Progress Monitoring Selected

**DPR**  
Daily  
Progress Report

**WPR**  
Weekly  
Progress Report

**MPR**  
Monthly  
Percent Responding

3 min. Video

# Videos, Spreadsheet, and more...

[koi-education.com/resources](http://koi-education.com/resources)

Tier 3

The screenshot shows the 'PBIS Tier 3 Resources' page. At the top, it says 'You're now accessing PBIS Tier 3 Resources'. Below this, there is a disclaimer about Creative Commons License. The page is organized into several columns of resources:

- Creative Commons License:** Includes the CC BY-NC-SA logo and text stating that the resources are free and licensed under a Creative Commons Attribution-NonCommercial-ShareAlike license.
- Assessment - Tier 3:** Lists resources such as 'Assessment Schedule (PDF) (Google Sheet)', 'TFI Tier 3 Support Plan Worksheet (PDF)', 'Progress Monitoring: ProMo Tier 3 Tutorial (Video)', 'ProMo - Progress Monitoring Spreadsheet (Google Sheet)', and 'Progress Monitoring App (Website) (PDF)'.
- Behavior Tracking Tools:** Lists various tools like 'Behavior Tracking Tools Graphic (PDF)', 'Behavior Graph Template (Google Sheet)', 'DBDM Guidelines (PDF)', 'Behavior Tracking Tools: ABC Analysis (PDF)', 'ABC Functional Analysis (PDF)', 'Assessment Checklist (PDF)', 'Behavior Rating Scale/Anchor Point (PDF)', 'Frequency Record (PDF)', 'Response Prompt Record (PDF)', 'Response Record (PDF)', 'Routine Analysis (PDF)', 'Scatter Plot (PDF)', 'Task Analysis (PDF)', 'Time-Based (Interval/Duration/Latency) (PDF)', and 'Trial Record (PDF)'.
- Functional Behavior Assessment:** Lists 'Functional Behavior Assessment (Video)'.
- Behavior Intervention Plans:** Lists 'Behavior Interventions Plan - Template (Google Doc) (PDF)' and 'ISSET Tier 3 Checklist (PDF)'.
- Differential Reinforcement:** Lists 'Differential Reinforcement Worksheet (PDF)' and 'Meta-Analysis EBD Students (PDF)'.
- Group Contingency:** Lists 'Group Contingency Worksheet (PDF)'.
- Self Monitoring:** Lists 'Self-Monitoring (Video)', 'Self-Monitoring Worksheet (PDF)', and 'SMA Chart (Google Doc) (PDF)'.

An orange arrow labeled 'Tier 3' points to the top of the page. Another orange arrow labeled 'Assessment files' points to the 'Assessment - Tier 3' section. A third orange arrow labeled 'DBDM Guidelines' points to the 'DBDM Guidelines (PDF)' link in the 'Behavior Tracking Tools' section.

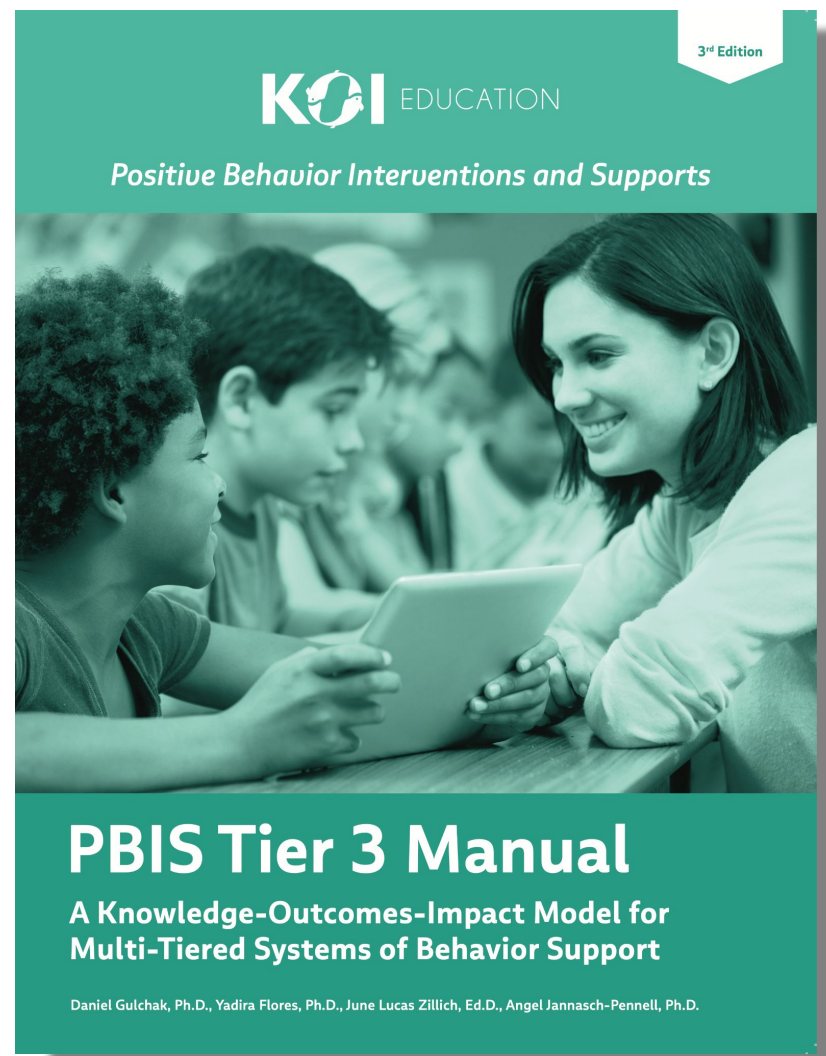
Assessment files

DBDM Guidelines



# 10 ways to Increase the Effectiveness of a Tier 3 Intervention





# Weekly Progress Monitoring

Are these issues impacting progress?

- Not enough
- Not a match
- Low frequency
- Low attendance
- Low fidelity
- Low motivation
- Mismatched personnel
- No time
- No personnel
- Wrong function

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# Monthly Progress Decision

## Progress Monitoring Checklist

[koi-education.com/  
tier-3-resources](https://koi-education.com/tier-3-resources)

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### Progress Monitoring Checklist

#### 10 Ways to Increase the Effectiveness of Tier 2 or Tier 3 Interventions

Weekly data graphs should be analyzed to assess a student's target behavior (the behavior we are trying to change) to determine if the behavior is moving in the desired direction. If a student does not progress immediately, it's normal to feel disappointed, but do not despair; consider how long the student has been using their maladaptive behavior and how long it takes to learn a new skill or habit. Persevere.

There could be numerous reasons why an intervention might not succeed in changing a student's behavior on the first attempt. Consider the following reasons for the lack of progress and choose a solution that fits.

ISSUE	POSSIBLE SOLUTION
<b>Not enough</b>	Maybe this intervention is good for the student, but they need more support. Consider reteaching, additional practice, or adding an additional intervention.
<b>Not a match</b>	Maybe this intervention didn't meet the student's needs. Consider another intervention.
<b>Low frequency</b>	Maybe this intervention didn't occur regularly enough due to other academic or logistical reasons to impact the student. Increase frequency and try again.
<b>Low attendance</b>	Maybe the student didn't attend the intervention on a regular basis and as a result didn't receive a big enough dose of the support. Increase attendance and try again.
<b>Low fidelity</b>	Maybe only parts and pieces of the intervention were implemented. Provide staff with training and teach them to implement correctly, then try again.
<b>Low motivation</b>	Maybe the student is unmotivated to continue due to perceived lack of progress. Show students their progress monitoring data graph. This can motivate students and create behavior momentum to continue to try.

# Learning Objectives

1. Learn how to use a systemic approach to track daily, weekly, and monthly progress monitoring (ProMo) data.
2. Discover a 3-step data-based decision-making model.
3. Use a Google Spreadsheet to collect program/intervention data.
4. Identify 10 ways to increase the effectiveness of a Tier 3 intervention.



# Questions...

Please complete your evaluation for  
this session





# Knowledge. Outcomes. Impact.

[info@koi-education.com](mailto:info@koi-education.com)

[koi-education.com](http://koi-education.com)

480.420.6564

