

Im4education.com

# Intervention Programming from Beginning to End: Matching, Mapping, Monitoring, and Meeting

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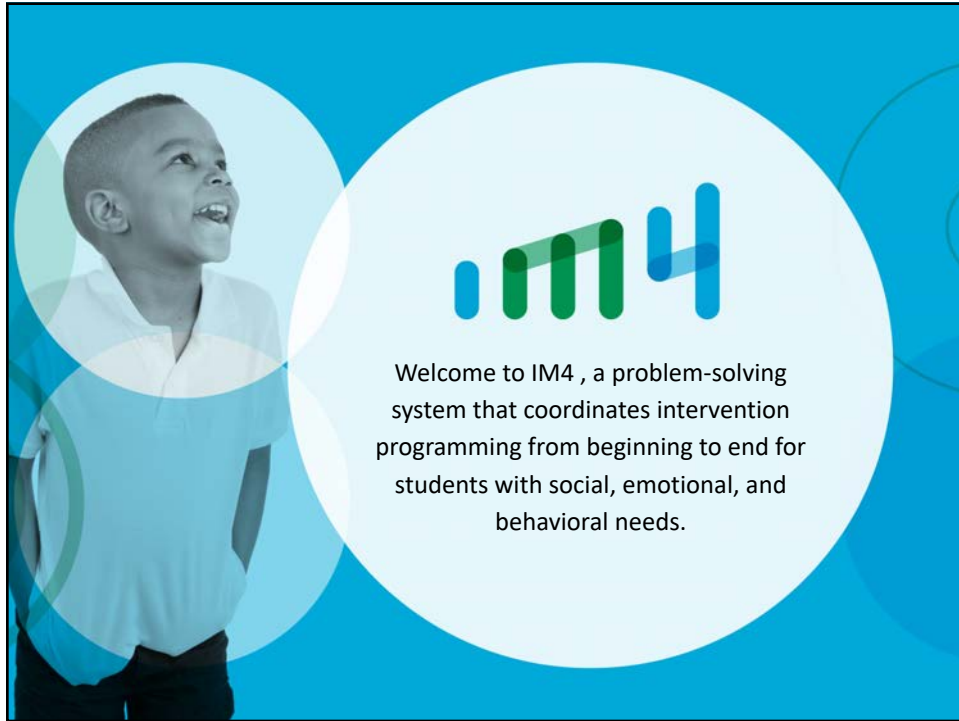
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## The Plan for this Presentation

- Discuss **how IM4 fits within a multi-tiered system of support (MTSS)** and supports educators to deliver evidence-based interventions for students who need additional support
- Describe **each of the key steps of the IM4 process** that enables effective intervention programming from beginning to end
- Discuss **Tier 2 and 3 interventions** that can be tailored to students based on a *root cause analysis*






Welcome to IM4 , a problem-solving system that coordinates intervention programming from beginning to end for students with social, emotional, and behavioral needs.

What makes a behavior a problem?

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## Review of MTSS Basics

- MTSS is the “operating system” – programs / practices / policies can all be “run” within it
- A continuous improvement framework for incrementally improving the selection and delivery of supports to ensure that all students receive the supports they need to be successful
- Equity-based, needs driven framework

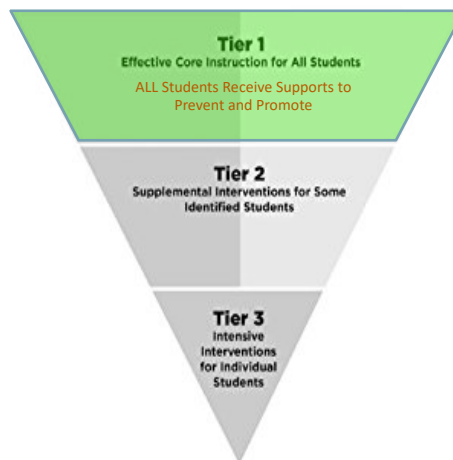


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## Purpose of Tier 1

1. **Prevent** problems from emerging
2. **Promote/enhance/optimize** success
3. Provide a **solid foundation that enable interventions** to work better



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## Nurturing, Predictable, Reinforcing and Responsive Host Environments



### Nurturing Environment

- Secure **relationships** that create sense of belonging, respect and safety
- Setting and **enforcing limits compassionately and with empathy** (teaching that behaviors have consequences)



## Predictable Environment

- A predictable environment is one in which the **adults strive to maintain consistency** in their expectations and reactions to behavior
- Predictable environments are **stable environments in which students** can anticipate what is going to happen and how to respond



## Reinforcing Environment

- Students/staff are **non-contingently** acknowledged for their value and worth as a person
  - Greetings, check-ins, farewells
- **Contingent** recognition of behavior, effort, and contributions to greater good
  - Effective praise
  - Access to privileges, social activities/experiences



## Responsive Environments

- Provide children with **experiences they need to develop the knowledge and skills** necessary to meet the demands of work, civic and private aspects of life
- **Early and timely intervention** when struggles / problems first emerge



## The Recipe for Tier 1



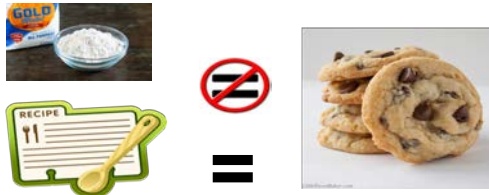
What are the ingredients?



## Metaphor

### TIER 1 as a BAKING Recipe

- Providing high quality school experiences that serve as a platform for life success is like a good cooking recipe that involves the integration of **core active ingredients**
  - An active ingredient is a **component** of a recipe that **helps achieve its desired outcome**
  - Single **ingredients represent necessary** features of the recipe, **but insufficient** alone to produce the desired outcome



## Evidence-Informed Ingredients

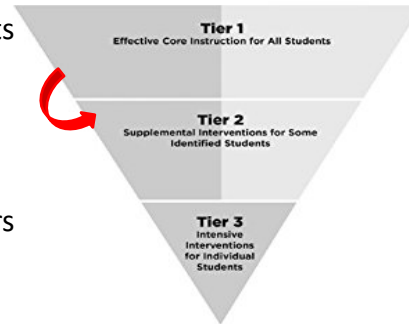
- **Environment** – adults in charge create a safe, structured, predictable, and positive environment
- **Relationships** – everyone (staff and students) feels a sense of trust, belonging and respect
- **Teaching/modeling**– rigorous instruction to teach students the social, emotional, and academic skills to meet the demands of work, civic and home life
- **Agency: motivation/future orientation** – sense of purpose, hope, and future orientation
- **Relentless Family Support/Engagement** – families and community organizations are partners (takes a village)



## How does a student go from Tier 1 to Tier 2 or 3?

Proactive detection of students who may be in need of intervention

- Use of existing data capturing warning indicators (“kitchen sink”)
- Universal and/or targeted screening
- Structured Teacher Nomination



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## Existing Social, Emotional, and Behavior Screening Tools

- **Free screening tools**
  - Student Risk Screening Scale (Externalizing & Internalizing)
  - Brief Externalizing and Internalizing Screener for Youth (BEISY)
  - Youth Internalizing & Externalizing Problem Screeners (YIPS & YEP)
  - Strengths and Difficulties Questionnaire (SDQ)
- **Commercially available screening tools**
  - Social, Academic, Emotional Behavior Risk Screener (SAEBRS; FBL)
  - Systematic Screener for Behavioral Disorders (SSBD)
  - Behavior and Emotional Screening Scale (BASC)
  - Social Skills Improvement System – Screener (SSIS-S)
  - DESSA-Mini
  - Review360 (Student internalizing behavior screener & Student externalizing behavior screener)

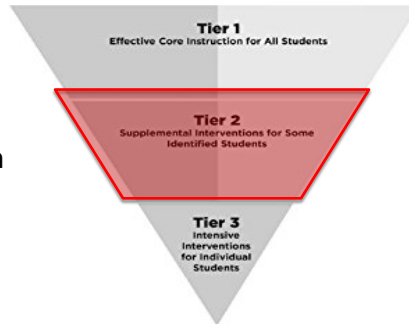




## What is Tier 2?

10 to 20% of all students who:

- Have socially, emotionally and/or behaviorally needs that necessitate intervention above Tier 1 alone
- Quick and efficient
  - Limited assessment data and minimal expertise needed to select an appropriate intervention for the student



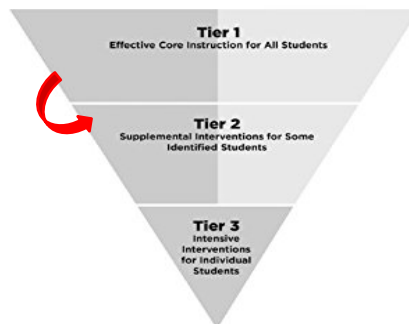
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## Tier 2 and 3 is a protocol/process/system

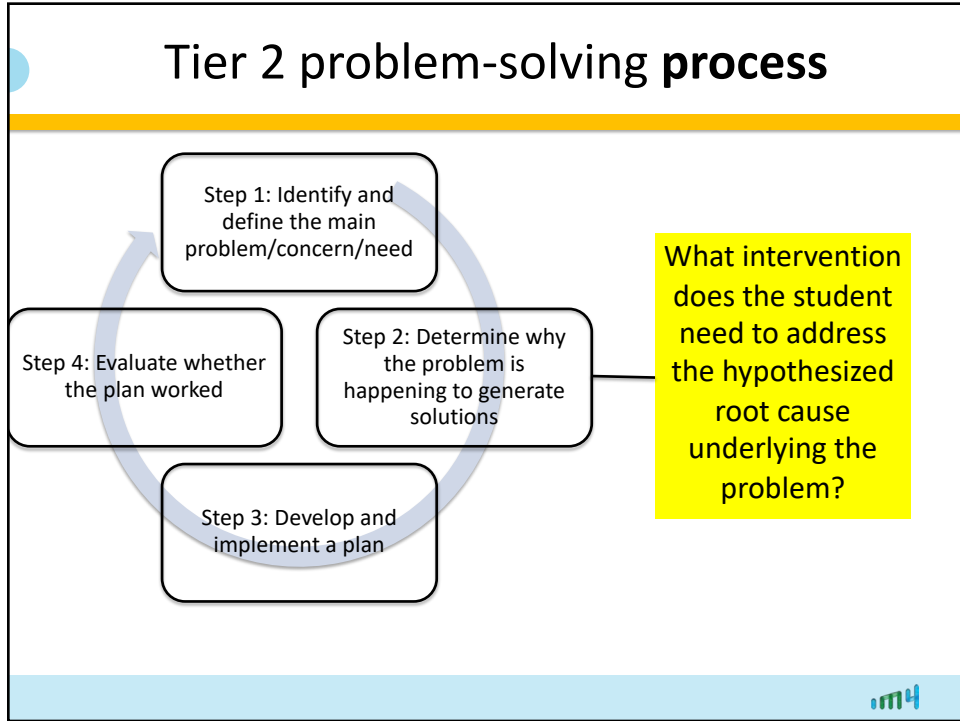
Tier 2 and 3 is a coordinated problem-solving process that we wrap around a child not just an intervention

- Proactively detecting students who need intervention
- Matching students to intervention
- Gathering baseline data
- Implementing the intervention
- Monitoring progress
- Meeting



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## Who is responsible?

- A multi-disciplinary team is responsible for the generating and implementing the solution

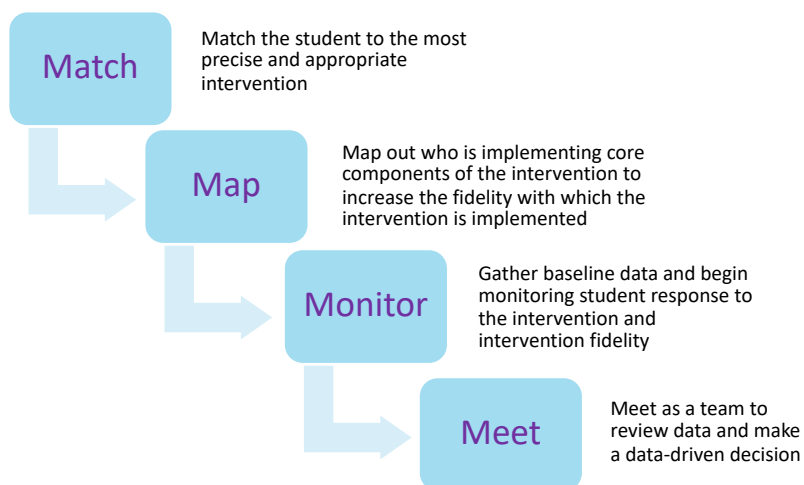
**OWNERSHIP**

## How to organize this process?

- **Problem-solving team** that is activated for students who are detected as having a need that goes above and beyond Tier 1 alone
- **Formal process** of selecting, planning, delivering, and monitoring of the impact of interventions
  - Match, map, monitor, and meet

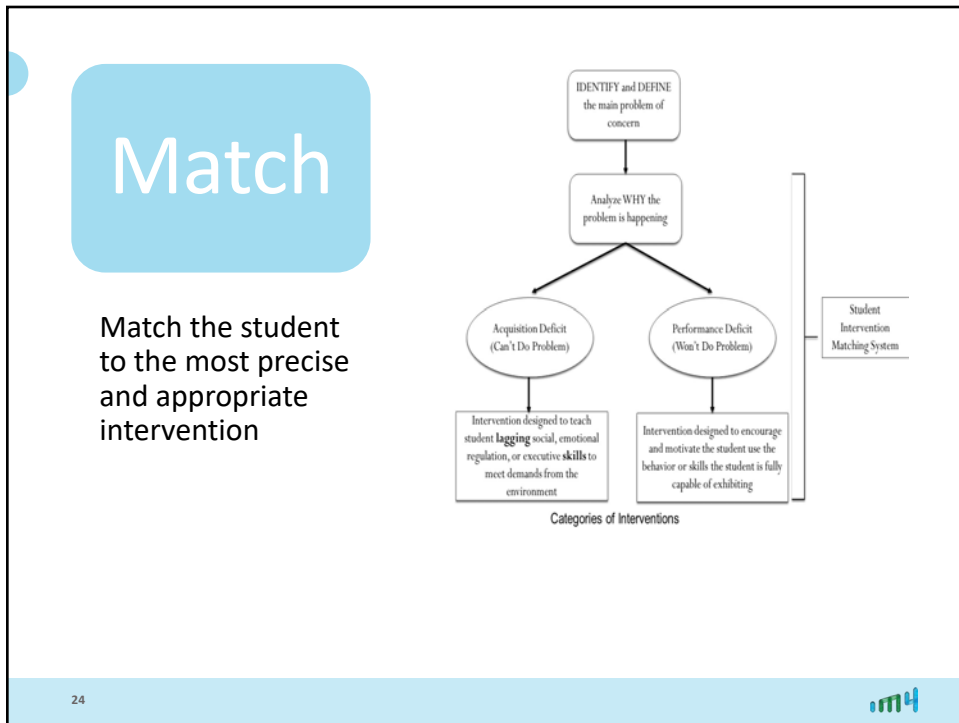


## Intervention Programming from Beginning to End: Intervention Match, Map, Monitor and Meet (IM4)





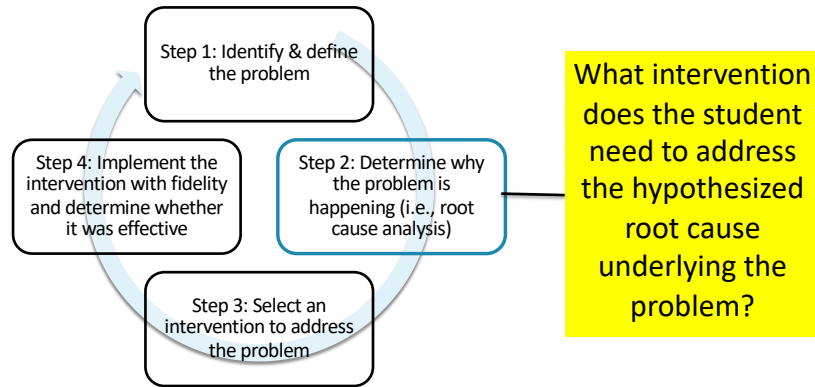
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## Problem-Solving Process



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## Root Cause Analysis

- Theoretically-informed, data-driven approach to determine **the hypothesized root cause that explains why** the problem is happening
- Linking root cause to intervention
  - root cause must be **amenable to intervention** (malleable/alterable) so it can be linked to a precise intervention that educators have ability/control over to implement



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## Why a menu of evidence-based interventions?

- Students with social, emotional and behavioral problems are a heterogeneous group of students
- One-size-fits-all approach to intervention results in lackluster outcomes
- Matching students to the most precise intervention requires having a menu of options to select from



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## Tier 2 Root Cause Analysis to Determine Why the Problem is Happening

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## Tier 2 - Root Cause Analysis

### Acquisition-Performance Deficit Paradigm

A problem or difficulty will always be observed when a person.....

(1) lacks or does not possess a skill or given set of behaviors

**ACQUISITION DEFICIT**  
(Can't do)

OR

(2) is not properly supported or motivated to exhibit the skills or behaviors they do possess

**PERFORMANCE DEFICIT**  
(Won't do)

to meet the demands and expectations of a given environment (e.g., classroom).

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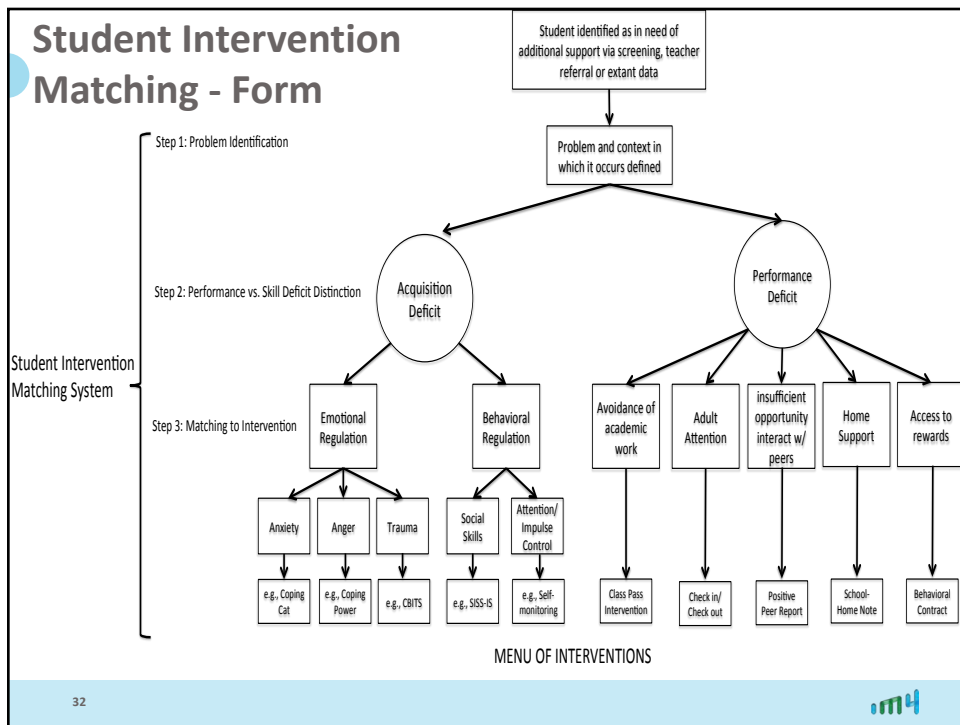
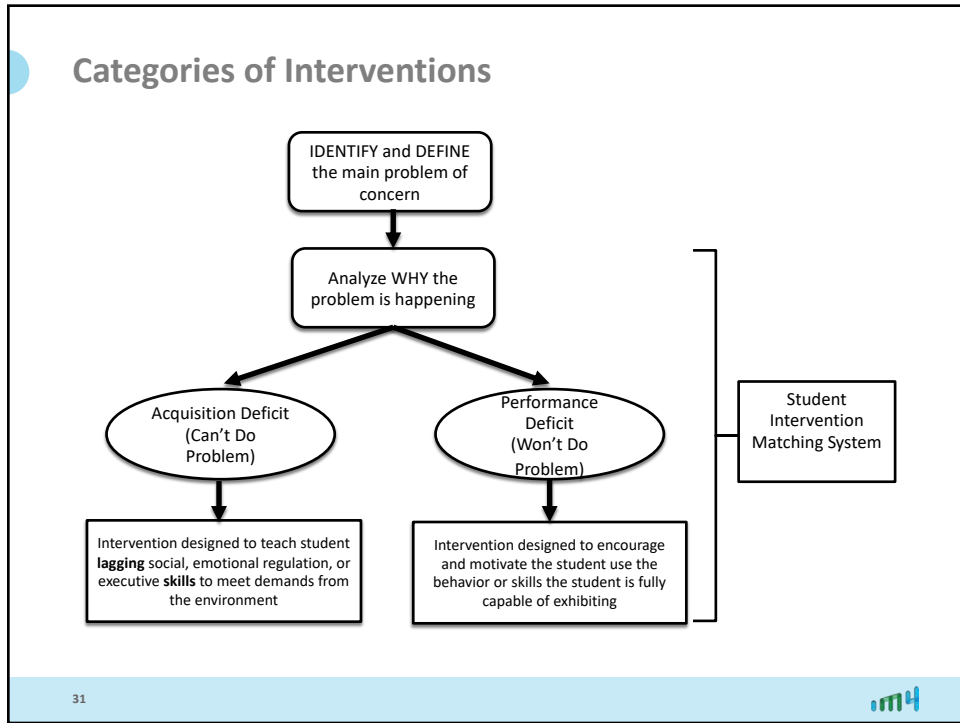


## Acquisition vs. Performance

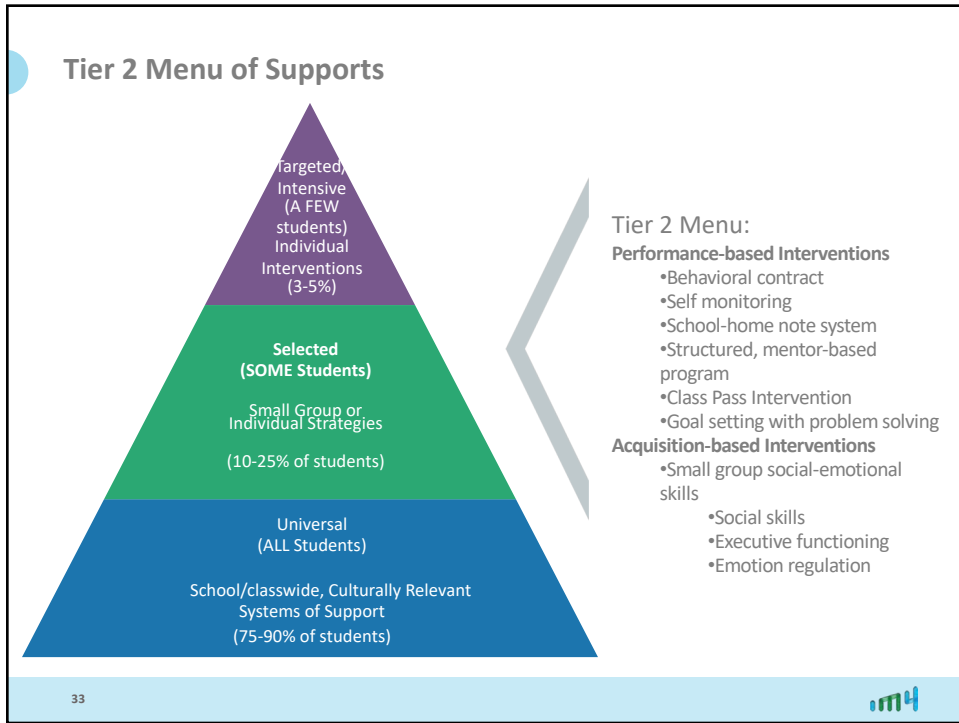
Descriptor	Acquisition Deficit	Performance Deficit
Explanation of the problem	Problem occurs because the student does not possess the requisite skills/behaviors to meet the demands or expectations of the environment	Problem occurs because the student is insufficiently supported or motivated by the environment to exhibit the skills/behaviors they possess
Student deficit	Student lacks a skill/behavior that is necessary to meet the social or academic demands of the environment	Student is not properly motivated and/or supported to utilize skills/behaviors they already possess
Type of problem	Can't Do Problem (Skill)	Won't Do Problem (Will)
Focus of the intervention	<b>Instructional intervention that focuses on teaching the student lagging skills or behaviors to effectively meet the demands from the environment</b>	<b>Intervention that is embedded in the environment that prompts, encourages, and motivates student to use skills/behaviors he or she already possesses</b>

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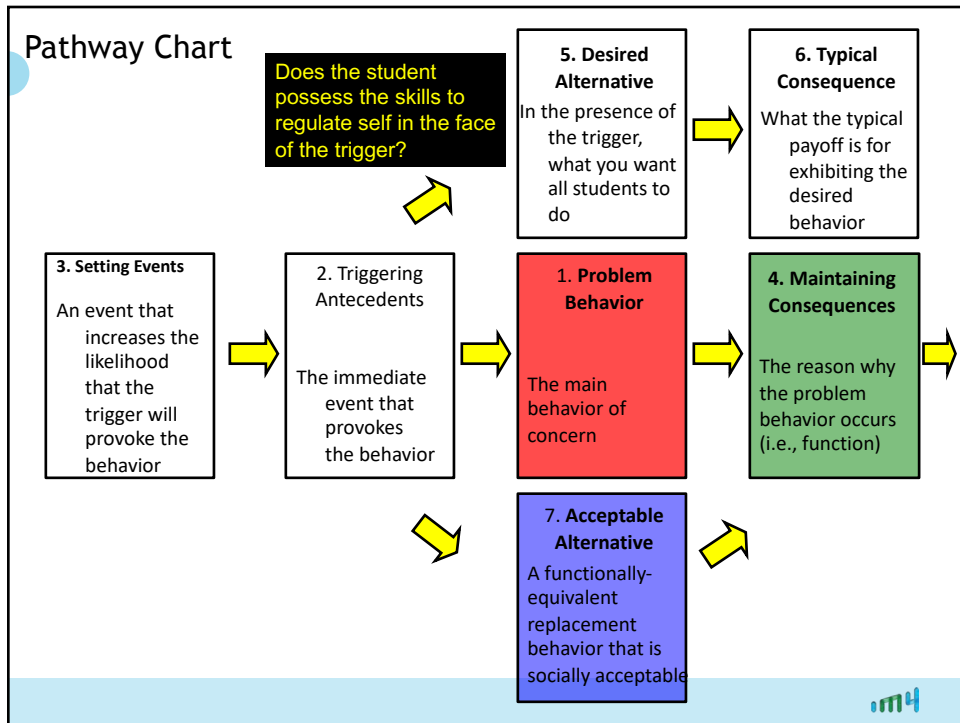
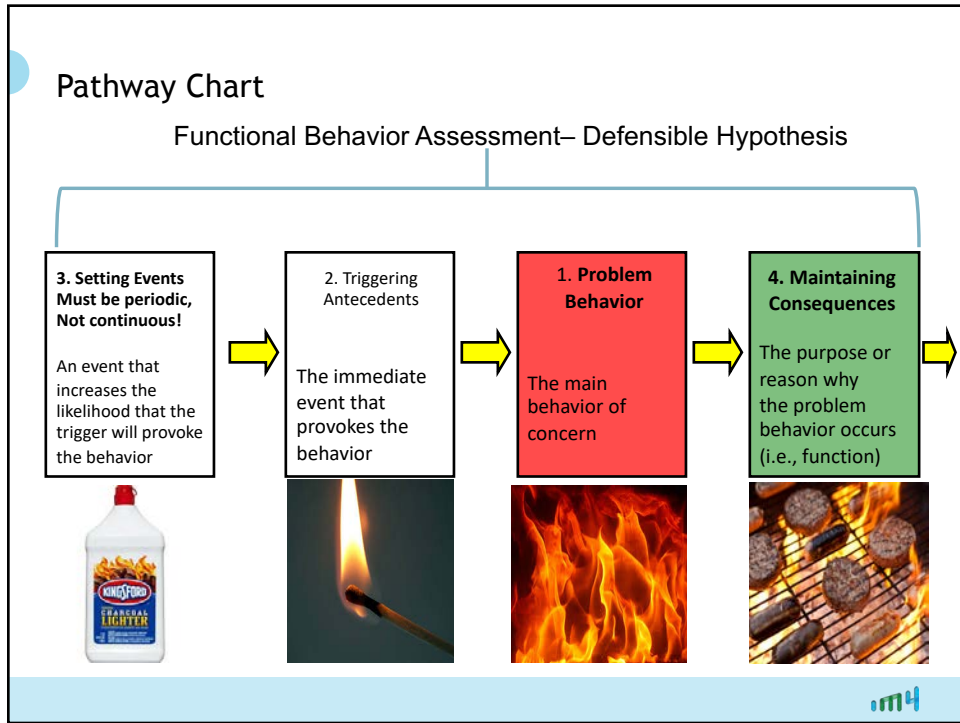






## Tier 3 Root Cause Analysis to Determine Why the Problem is Happening

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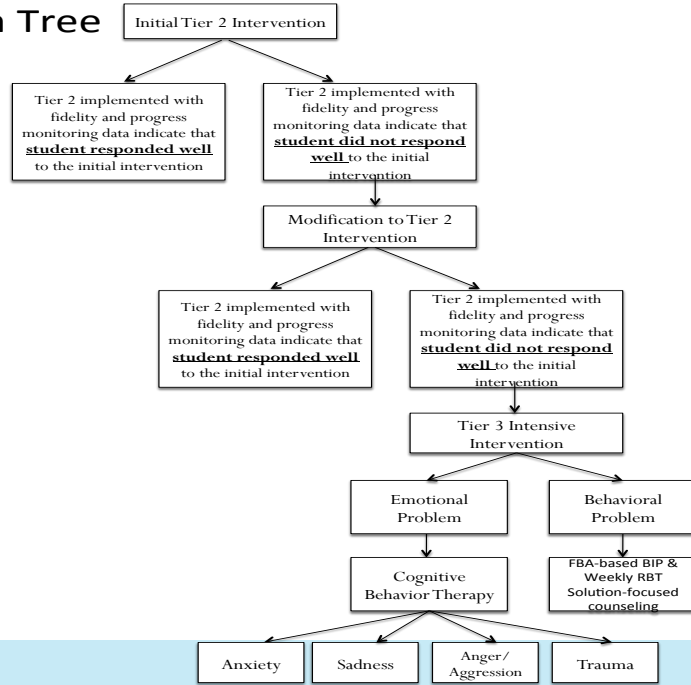


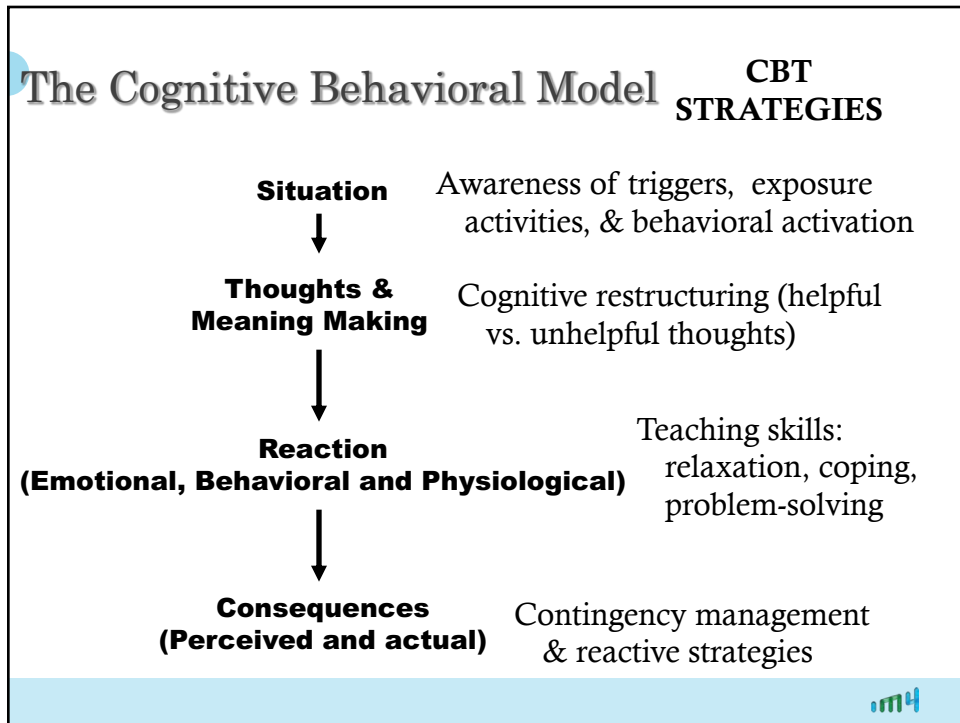
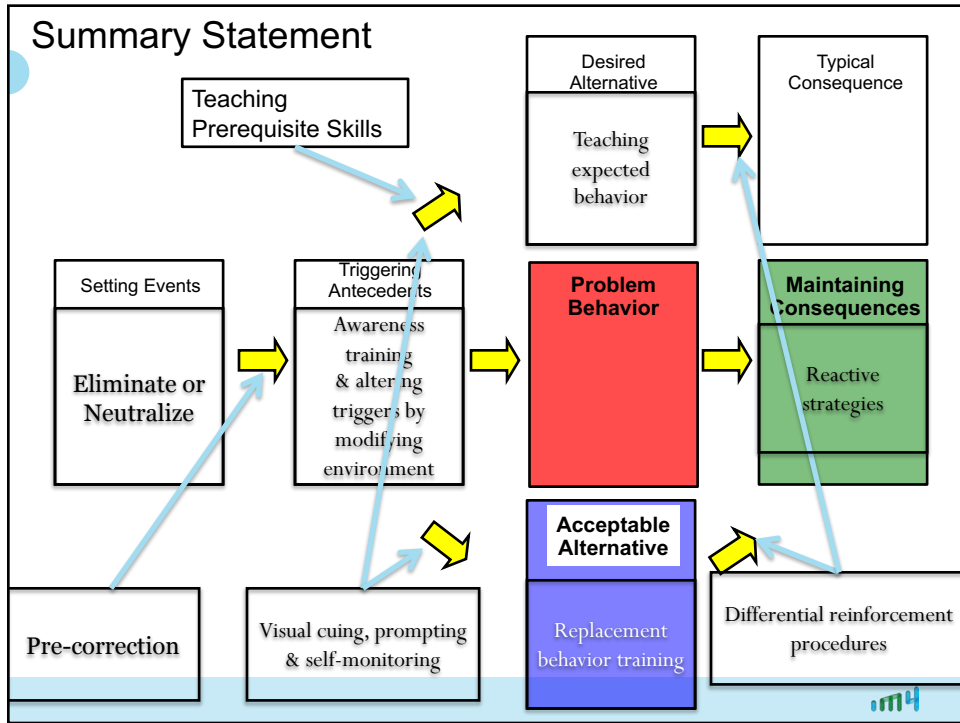
## Using FBA data to drive decisions regarding when mental health services are needed

1. Data indicate that the student's **target behavior(s) is emotionally-charged**
2. FBA data indicate the student is engaging in **avoidance/escape-motivated, emotionally-charged behavior**
3. Team determines that the student has an **acquisition deficit** that interferes with ability to go on the upper pathway AND the **functionally-equivalent replacement behavior is only a temporary fix**




### Decision Tree







Typical child




Darn it! I stepped in dog poop. I better clean it off so I can go to school.




Depressed child




Of course, I step in dog CRAP. How symbolic. I can't do anything right. I am a piece of crap.




Anxious child




OMG! This is horrible! I can't go to school. Everyone will call me stinky dog poop boy!!!

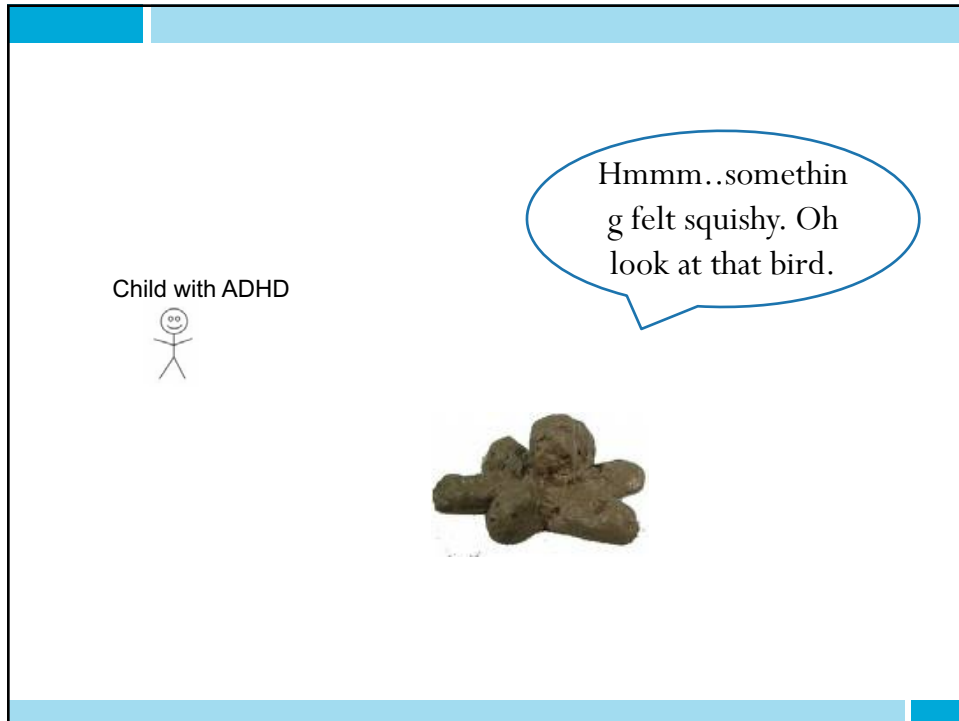


Aggressive child



@#%# dog!! I bet the owner made the dog poop here on purpose. If I saw the owner, I'd kick his butt.





## Sequential Steps of Implementing CBT:

1. Psychoeducate, normalize, and externalize
2. Raising awareness of emotion-provoking triggers and reactions to those triggers
3. Teaching emotion regulation and coping skills
4. Teaching cognitive restructuring skills
5. Developing problem-solving plans and teaching social skills
6. Developing an exposure plan and putting the skills into action
  - Exposure and/or therapeutic action planning



## Example Evidence-based Performance- and Acquisition-Based Tier 2 Interventions

### Performance-based Intervention

- Structured School-based Mentoring
  - e.g., Check in/Check out
- Behavior contracting
- Class Pass Intervention
- Self-monitoring
- School-home note system

### Acquisition-based Intervention

- Traditional social skills training
- Emotion Regulation
  - Anxiety
  - Anger
  - Trauma
- Executive functioning
  - Organization
  - Impulse control
  - Attention regulation

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## Performance-Based Intervention Behavior Contract

**Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff**

- Teacher benefits by improved student behavior
- Student benefits by earning something based on good behavior

### **Components of behavioral contract:**

- Description of the desired behaviors
- Goal statement specifying by when, what behavior, and under what conditions pay-off will be earned
- Identification of the privileges, rewards, or desired social experiences to be earned (i.e., The Pay-Off)
- Signatures from all parties involved
- Teacher precorrects and prompts student on daily basis using the behavior contract



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## Behavior Contract: Student Characteristics



- Designed for students who respond well to school-based incentives or contingent access
  - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving precorrection and prompting

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## Behavior Contract: Active Ingredients



1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior)
3. Positive reinforcement for meeting goal
4. Teacher follows up with daily pre-correction and prompting
  - Pulling out the contract and reminding the student of the behavior and reward to be earned
  - At the first warning signs of problem behavior, prompting the student

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## Difference Between Effective and Ineffective Behavior Contracts

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <u>Negotiated</u> agreement</li> <li>• Describes what the student <u>should do</u></li> <li>• Provides a <u>goal</u> statement</li> <li>• Outlines what the student will <u>earn as a reward</u> for meeting goal</li> <li>• Teacher uses contract to precorrect and prompt behavior</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Non-negotiated</u></li> <li>• Describes what the student is <u>doing wrong</u></li> <li>• Provides <u>no goal</u> statement</li> <li>• Outlines how the student will be <u>punished</u> if problem behavior continues</li> <li>• No other adult follow through with the contract</li> </ul> |
|--|---|

**EFFECTIVE BEHAVIOR CONTRACT**

**INEFFECTIVE BEHAVIOR CONTRACT**

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## Performance-Based Intervention

### Daily Structured Mentoring (e.g., Check-in/Check-out)

- Assignment of a mentor who provides unconditional positive regard and bookends support on the front- and back-end of each day
  - *Avoid a person who has a dual relationship with the student (e.g., mentor and the teacher)*
- Active ingredients of behavior change:
  - Behavioral momentum (i.e., getting the day off to a good start)
  - Precorrection (i.e., cutting problems off before they start)
  - Performance feedback (i.e., letting the student know how s/he is doing)
  - Positive reinforcement (i.e., recognizing and rewarding the student)
  - Goal specification and attainment (i.e., increasing student's motivation and awareness of behavior)

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## Simple vs. Structured Mentoring

- Mentor meets with the child infrequently
- Mentor is there to be a positive role model with limited to no precorrection
- Often no target behaviors identified to address
- Can handle significantly more students

SIMPLE MENTORING

- Mentor meets with the child on a daily basis
- In addition to positive relationship, mentor precorrects problem behavior
- Daily ratings of specific targets behaviors
- Limitations with regard to the number of students a school can handle

DAILY STRUCTURED MENTORING

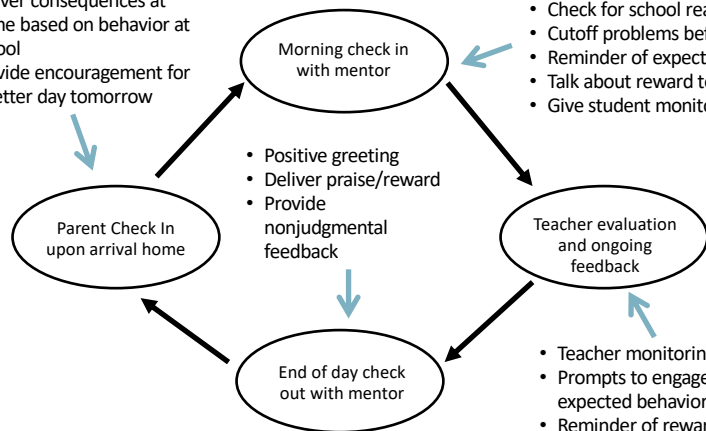
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## Mentor-Based Support

### Basic Sequence of Structured Mentoring

- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow



- Positive greeting
- Check for school readiness
- Cutoff problems before
- Reminder of expected behaviors
- Talk about reward to be earned
- Give student monitoring chart

- Positive greeting
- Deliver praise/reward
- Provide nonjudgmental feedback

- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned

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## Mentor-Based Support: Student Characteristics



- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)

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## Mentor-Based Support: Active Ingredients



1. Assignment of an adult mentor who the student likes or doesn't mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
  - Encouragement, precorrecting problems, feedback
4. Progress monitoring form to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
  - Praise, public recognition, access to desired privileges/rewards

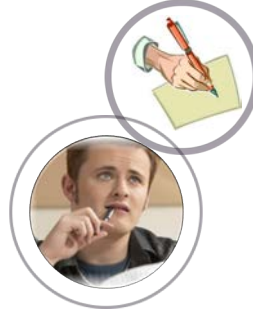
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## Performance-Based Intervention

### Self-Monitoring

- Intervention designed to **increase self-management** by prompting the student to self-reflect and self-record specific behaviors on a chart/form
- Two main components:
  - Self-reflection (reflection of behavior over a certain amount of time)
  - Self-recording (marking down on the chart whether behavior met or did not meet expectations)
- Teacher performs periodic honesty checks



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### Self-Monitoring: Student Characteristics

- Students who needs constant prompts and reminders to stay on track
- Students who experience difficulties with self-management / regulation
- Students who exhibit relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors



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## Self-Monitoring: Active Ingredients



1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

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## Self-Monitoring Technology



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**Self-Monitoring Form**  
10-minute intervals

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


Behavior: \_\_\_\_\_

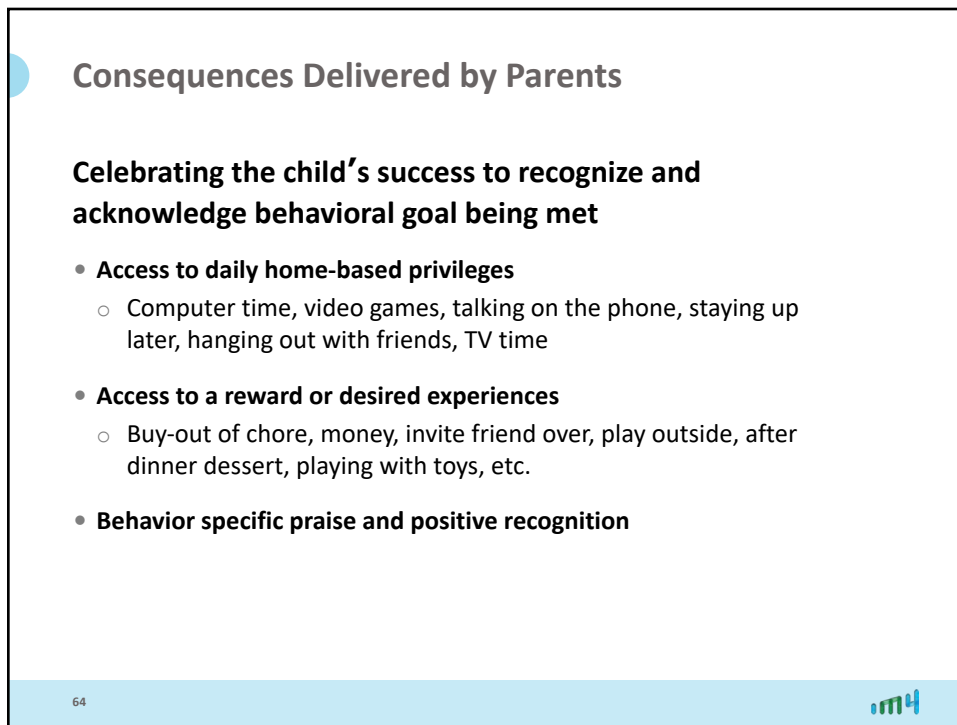
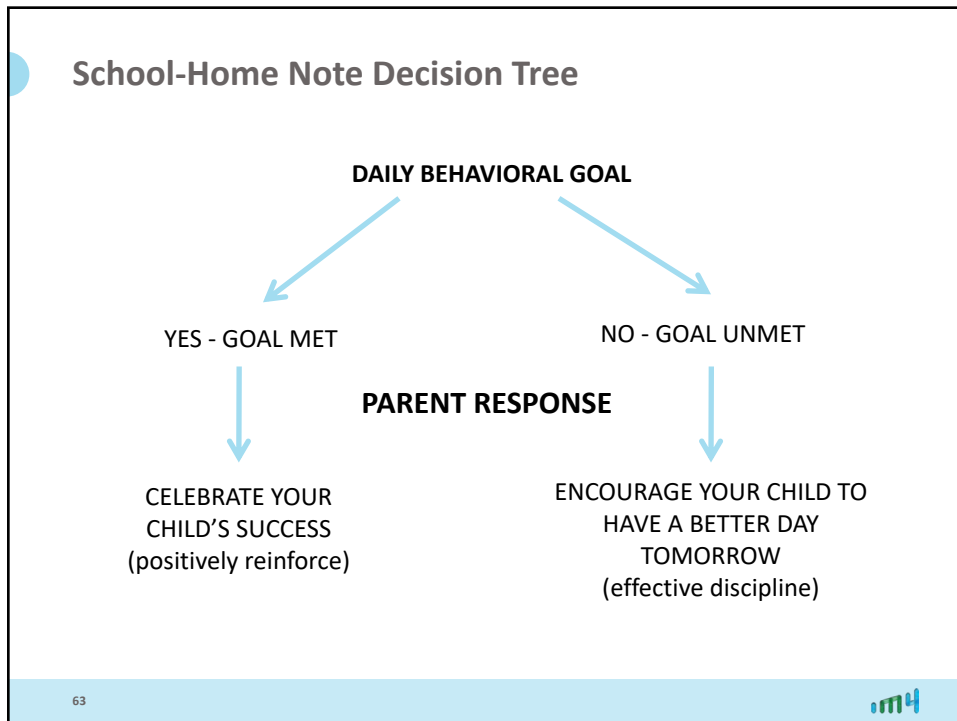
	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29					
9:20-9:29			12:30-12:49					
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10:30-10:49			1:50-1:59					
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

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## Performance-Based Intervention School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments
- Involves training parents to act upon a school behavioral note by delivering consequences at home consistent with their child's behavior at school
- Two-way communication - Parents can share information with school about outside stressors that may be impacting student behavior at school

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## Consequences Delivered by Parents

### Encouraging a better day tomorrow (effective discipline to teach)

- **Loss of daily privileges**
  - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
- **Task-based grounding**
  - Have the child perform chores that are outside of typical responsibilities
  - Grounded until the chore or chores are completed
- **Collaborative problem-solving**
  - Debrief about the barriers and create mutually agreeable plan to overcome barrier to meet behavioral goal

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### SCHOOL NAME – School-Home Note

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

Behaviors	Classroom					
	Before Lunch			After Lunch		
	Needs Work	Okay	Excellent	Needs Work	Okay	Excellent
Respected other students						
Worked on class assignments						
Followed Teacher Instructions						
<b>Target Behavior:</b>						
Behaviors	On the Yard					
	Morning Recess			Afternoon Recess		
	Needs Work	Okay	Excellent	Needs Work	Okay	Excellent
Interacted well with others						
Yard rules						
<b>Target Behavior:</b>						

Teacher comments: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Describe how you handled your child's performance today (e.g., praised child, earned activity, loss of privilege, extra chore): \_\_\_\_\_

Comment for teacher: \_\_\_\_\_

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

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## School-Home Note: Student Characteristics



- Students whose parents are open and willing to join forces with the school to improve the student's performance in school
- Students who are unaffected by typical school-based disciplinary consequences
- Students whose parents could benefit from learning skills
- Students who could benefit from consistency across school and home environments

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## School-Home Note: Active Ingredients



1. Development of a school-home note that captures student behavior and communicates whether behavioral goal was met
  - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures
2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
  - Goal met = celebrating success
  - Goal unmet = encouraging a better day tomorrow
3. Ensuring that parents are receiving the note & following through
  - Paper, email, phone call, face-to-face

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## Performance-Based Intervention

### Class Pass Intervention

- Intervention designed for students who escaped-motivated disruptive classroom behavior
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
- Students can choose to hold on to the class passes to exchange them for a more preferred item, activity, or privilege
- It works because students:
  - Exercise choice by requesting a break with class pass
  - Dual motivational contingencies (break from work and contingent access to preferred experience)

CLASS PASS

Name: \_\_\_\_\_

Time: \_\_\_\_\_

Where to?: \_\_\_\_\_

Initial: \_\_\_\_\_

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### CPI Implementation Steps

1. Meet with the student to teach them the CPI and how to appropriately request a break using the class pass
2. Identify a spot where the student can break and engage in a preferred activity for 3 – 7 minutes (this depends on how long staff are willing to accept)
3. Determine the rewards and/or privileges that can be earned by saving the class passes (make it such that the more passes means the better the reward and/or privilege)
4. Give the student a predetermined amount of class passes (anywhere from 3 to 5)
5. When implementing the CPI, provide prompts to the student to use the class pass if you see him beginning to engage in problem behavior
6. Monitor and track the effectiveness of the intervention
7. Give the student feedback about how he is doing

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## Class Pass Intervention: Student Characteristics



- Students who engage in classroom behavior problems only when presented with academic work
- Students whose classroom behavior is hypothesized to be escape-motivated
- Students who have a low tolerance for engaging in academic work
- Students who are more likely to remain on-task when provided with choice

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## Class Pass Intervention: Active Ingredients



1. Develop the actual class passes to be used
2. Determine the number of class passes and length of time the student can break for
3. Identify the location for the break (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

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## Example of a Class Pass

FRONT

**CLASS PASS**  
 # \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Where to?: \_\_\_\_\_  
 Initial: \_\_\_\_\_  
**Reward for a saved pass:**  
 \_\_\_\_\_

BACK

Guidelines for Class Pass:  
 If you use the pass...  
 1. Choose a time when you need to step out of the class.  
 2. Fill out one of your passes.  
 3. Show pass to teacher.  
 4. Walk to \_\_\_\_\_.  
 5. Have adult where you walked initial pass on your way back to class.  
 6. Enter class quietly.  
 7. Join classroom activity.  
 If you save the pass...  
 Earn a reward!!!!!!!

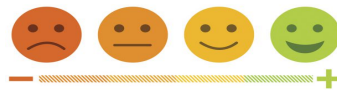
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## Acquisition-Based Interventions

### EMOTIONAL REGULATION/COPING

- Anger
- Anxiety
- Trauma
- Stress/Depression



### BEHAVIORAL REGULATION

- Social Skills
- Executive Functioning



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## Example evidence-based curriculum

### EMOTIONAL REGULATION

- Anger
  - Anger replacement training; Coping Power
- Anxiety
  - FRIENDS, Coping Cat, Coping with Stress
- Trauma
  - Bounce Back, Cognitive Behavior Intervention for Trauma in Schools
- Stress/Depression
  - Coping with Depression, Penn Resilience Program, Teaching Kids to Cope

### BEHAVIORAL REGULATION

- Social Skills
  - Skillstreaming, Social Skills Improvement System
- Executive Functioning
  - Homework, Organization, and Planning Skills

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# Map

Map out who is implementing core components of the intervention to increase the fidelity with which the intervention is implemented

**IMPLEMENTATION MAP**

<b>Intervention Selected:</b>	<b>Intervention Facilitator:</b>
<ul style="list-style-type: none"> <li>Performance-Based Intervention</li> <li>Check in/Check Out</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor</li> <li>Mark Cook</li> </ul>
<b>Active Ingredients of Intervention:</b>	
<ul style="list-style-type: none"> <li>Assignment of an adult mentor who the student likes and is willing to meet with</li> <li>Mentor provides unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)</li> <li>Mentor <u>checks in</u> with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive interaction/conversation</li> <li>Mentor <u>checks out</u> with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement</li> <li>Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback</li> <li>Student receives positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)</li> <li>If willing and able, parents are included and provided with daily point sheet to support their child's behavior in the home.</li> </ul>	
<b>Baseline Data Collection:</b>	<b>Intervention Start Date:</b>
<ul style="list-style-type: none"> <li>Date: Oct. 14, 2016</li> <li>Who is responsible: Teacher (Sandy Holmes)</li> </ul>	<ul style="list-style-type: none"> <li>Date: Oct. 18, 2016</li> </ul>

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## Mapping out a Plan (MAP) Focusing on the Active Ingredients

Delivering an effective intervention is like a good cooking recipe that involves combining multiple ingredients to produce a yummy product

- An ingredient is a component of a product that helps achieve its desired outcome
- Single ingredients are necessary but insufficient alone to produce the desired outcome



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**IMPLEMENTATION MAP**

<p><u>Intervention Selected:</u></p> <ul style="list-style-type: none"> <li>• Performance-Based Intervention             <ul style="list-style-type: none"> <li>• Check in/Check Out</li> </ul> </li> </ul>	<p><u>Intervention Facilitator:</u></p> <ul style="list-style-type: none"> <li>• School Counselor             <ul style="list-style-type: none"> <li>• Mark Cook</li> </ul> </li> </ul>
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Who's Responsible?

<p><u>Active Ingredients of Intervention:</u></p> <ul style="list-style-type: none"> <li>• Assignment of an adult mentor who the student likes and is willing to meet with</li> <li>• Mentor provides unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)</li> <li>• Mentor <u>checks in</u> with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive interaction/conversation</li> <li>• Mentor <u>checks out</u> with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement</li> <li>• Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback</li> <li>• Student receives positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)</li> <li>• If willing and able, parents are included and provided with daily point sheet to support their child's behavior in the home.</li> </ul>	<p>Initials: _____</p> <p>Initials: _____</p> <p>Initials: _____</p> <p>Initials: _____</p> <p>Initials: _____</p> <p>Initials: _____</p> <p>Initials: _____</p> <p>Initials: _____</p>
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<p><u>Dates:</u></p> <p><u>Baseline Data Collection:</u></p> <ul style="list-style-type: none"> <li>• Date: Oct. 14, 2016</li> <li>• Who's responsible: Teacher (Sandy Holmes)</li> </ul>	<p><u>Intervention Start Date:</u></p> <ul style="list-style-type: none"> <li>• Date: Oct. 18, 2016</li> </ul> <p><u>Meeting to Review Data Date:</u></p> <ul style="list-style-type: none"> <li>• Date: Nov. 2, 2016</li> </ul>
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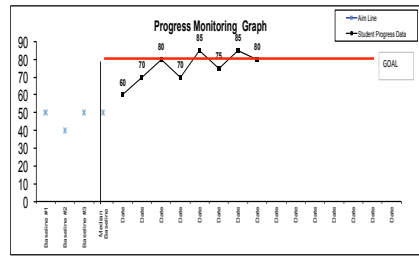






# Monitor

Gather baseline data and begin monitoring student response to the intervention and fidelity of implementation



Action Item	Fidelity Rating Date			
	10/18	10/24	10/31	11/05
Assignment of an adult mentor who the student likes and is willing to meet with	+	+	+	+
Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with situations)	+	+	+	+
Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student	+	+	+	+
Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement	+	-	-	+
Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback	+	-	+	-
Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)	+	+	+	-
If willing, and able, parents were included and provided with daily point sheet to support their child's behavior in the home.	N/A	N/A	N/A	N/A

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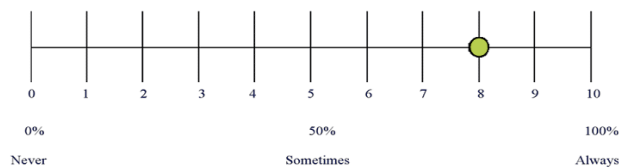


## Advantages of Direct Behavior Rating

- Brief and valid
- Behaviors are explicitly defined and measure captures a key dimension of behavior (frequency, duration, intensity)
- Ratings are pre-set so students and adults can easily monitor behavior
- DBR is defensible, flexible, repeatable, and efficient

Direct Behavior Rating Scale Example:

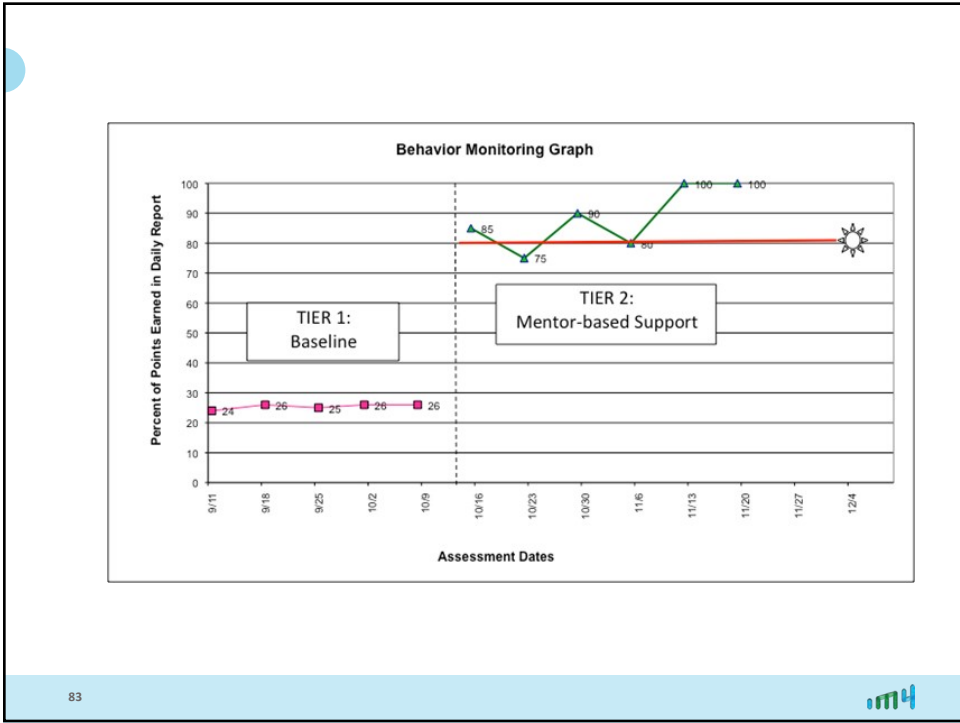
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today



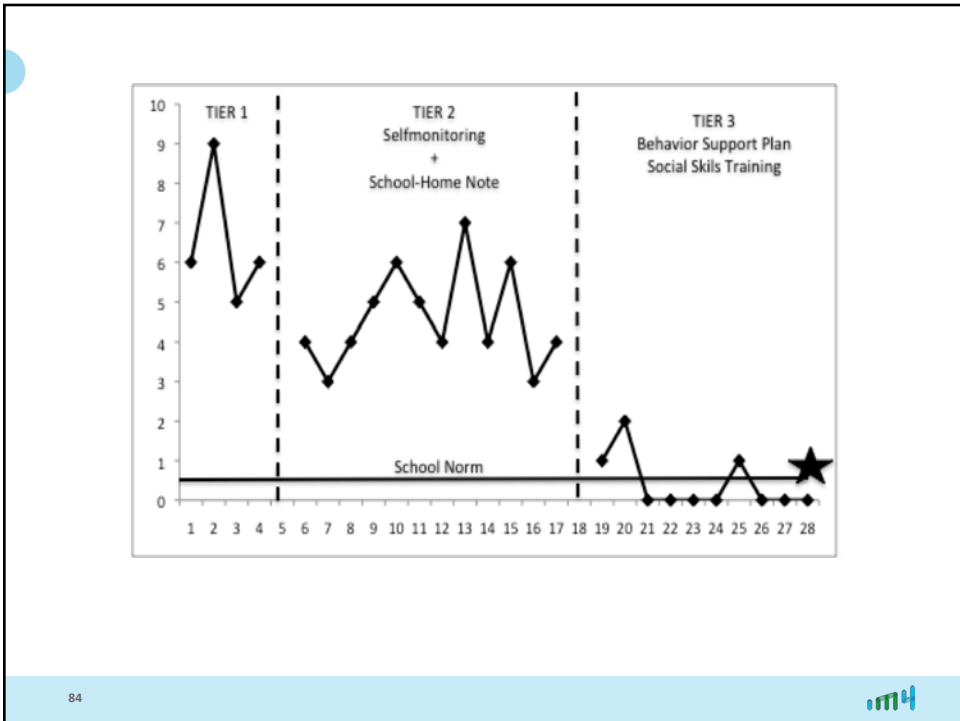
<http://dbr.education.uconn.edu/>

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## Monitoring Intervention Fidelity

### Check in/Check Out Fidelity Checklist

The following are the 7 active ingredients associated with developing and implementing an effective Check in/Check out structured school-based mentoring intervention. For each of the active ingredients below, put a check mark in the one that have been implemented when delivering this intervention.

- Assignment of an adult mentor who the student likes and is willing to meet with
- Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)
- Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student
- Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement
- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback
- Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)
- If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.

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Total Check in/Check out Fidelity Score (# of ✓/7) = \_\_\_\_%



Active Ingredient	Fidelity Rating Date			
	10/18	10/24	10/31	11/6
Assignment of an adult mentor who the student likes and is willing to meet with	+	+	+	+
Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)	+	+	+	-
Mentor <u>checked in</u> with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student	+	+	+	-
Mentor <u>checked out</u> with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement	+	-	-	-
Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback	+	-	+	-
Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)	+	+	+	-
If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.	N/A	N/A	N/A	N/A

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# Meet

Meet as a team to review data (graphed progress monitoring depicting student response and estimates of fidelity of implementation) and make timely and relevant data-driven decisions

FIDELITY DATA			
	Adequate Fidelity	Inadequate Fidelity	
PROGRESS MONITORING	Positive Response	<b>Maintain or Exit</b> Maintain Intervention, Begin Fading Intervention, or Exit Student Progress	<b>Improve Fidelity or Exit</b> Improve fidelity of Implementation, Exit student (i.e., false positive)
	Insufficient Response	<b>Change Intervention</b> Select a different intervention, Consider a more intensive intervention	<b>Improve Fidelity</b> Improve Fidelity of Implementation

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## Meeting Phase

### Structured Teaming to Drive Data-Driven Actions

- Schedule meeting prior to beginning the implementation of the intervention
- Gather data while the intervention is being implemented
- Prepare data to be consumed by team to drive a decision
- Assign roles and create a structured agenda to ensure the meeting runs efficiently

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## Meeting to Make a Data-Driven

		FIDELITY DATA	
		Adequate Fidelity	Inadequate Fidelity
PROGRESS MONITORING	Positive Response	<b>Maintain or Exit</b> Maintain Intervention, Begin Fading Intervention, or Exit Student Progress	<b>Improve Fidelity or Exit</b> Improve fidelity of Implementation, Exit student (i.e., false positive)
	Insufficient Response	<b>Change Intervention</b> Select a different intervention, Consider a more intensive intervention	<b>Improve Fidelity</b> Improve Fidelity of Implementation

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