# Evidence-Based Behavioral Interventions Course Enhancement Module

## *Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention*

### Facilitator's Guide

**2014**

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This Facilitator's Guide is intended for use with the following resources:

- Presentation slides
- Participant handouts

These resources are available on the Course Enhancement Modules webpage of the CEEDAR Center website (www.ceedar.org).

# Introduction to the Evidence-Based Behavioral Interventions Course Enhancement Module

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this course enhancement module (CEM) on evidence-based behavioral interventions to assist faculty at institutions of higher education (IHEs) and professional development providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective instructional environments for all students, including students with disabilities and their nondisabled classmates. This module helps educators appreciate that, to be effective, an instructional environment integrates a continuum of academic and behavioral interventions that are evidence based and accommodate the needs of each student in the class and school.

Through this CEM, participants will learn about assessment tools and intervention practices that can be integrated within a comprehensive, evidence-based behavioral intervention program. These tools and practices involve multiple levels of interventions, including schoolwide, classwide, small-group, and individual behavioral supports. As participants gain knowledge about how to use these tools and practices effectively, they will become proficient in using behavioral data to guide intervention decisions, matching the behavioral intervention to the function of behavior and the intensity of a student's needs. The CEM guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning.

## Purpose

This CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions. Alternatively, specific content, activities, and handouts can be used individually to enhance existing course and/or professional development content.

## Audience

The audience is intended to be teacher and leader candidates within preservice programs at the undergraduate or graduate levels and/or district teachers and leaders participating in inservice professional learning opportunities. The facilitator's guide is designed as a blueprint to support faculty and professional development providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local professional development providers.

## Facilitator's Guide

The facilitator's guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator's notes and talking points are included. The speaker notes are intended as a guide for a facilitator who is using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

## Evidence Based

All information and resources included in *Anchor Presentations on Evidence-Based Behavioral Interventions* were drawn from professional development products developed by U.S. Department of Education–sponsored centers and projects and other well-established and reliable sources. These centers and projects used a rigorous process to directly link their professional development products to available research evidence on behavioral interventions. For example, the National Center on Intensive Intervention (www.intensiveintervention.org) follows a five-step process for product development (i.e., design, production, internal review, external review, and U.S. Office of Special Education Programs approval) to develop its series of eight training modules on how to use a data-based-individualization approach to design and implement intensive academic and behavioral interventions for students with severe, persistent needs.

## Tiered Organization

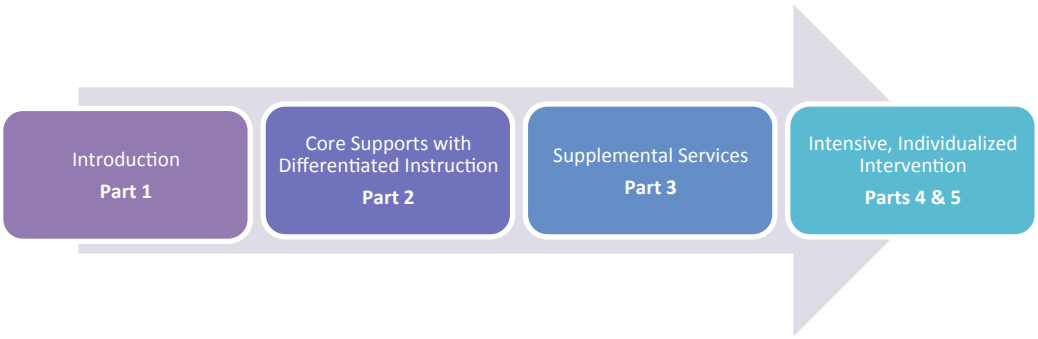
The learning resources are organized into five main parts:

- **Part 1: Introduction.** This part introduces participants to the characteristics of successful schools, teachers, and students, describing the interrelationship between behavior and academics that makes addressing student behavior a crucial part of supporting learning. Behavior is explained in terms of its antecedents and consequences, setting the stage for matching function to intervention at all levels of support. This part also describes the wide variety of students who present with challenging behaviors, outcomes for students with disabilities, and real-life case studies.
- **Part 2: Universal Behavioral Interventions.** This part introduces participants to the concept of universal behavioral interventions—supports for all students—in the context of multi-tiered systems of support such as Positive Behavior Interventions and Supports (PBIS). Universal supports include both schoolwide and classwide strategies.
- **Part 3: Supplemental Behavioral Interventions.** This part introduces participants to the importance of implementing supplemental behavior interventions and using data to determine whether or not a particular behavioral intervention (or set of behavioral interventions) is working to improve student behavior. It includes descriptions of the distinguishing features of supplemental behavioral interventions and considerations for selecting and implementing evidence-based behavioral interventions that meet students' needs, including detailed illustrations of how to effectively use two supplemental interventions, social skills training, and Check In/Check Out.

- **Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention.** This part introduces participants to techniques to identify and monitor target student behaviors over time as part of the process for implementing intensive behavioral interventions for nonresponding students (i.e., those who do not respond to supplemental behavioral interventions). It introduces the concept of data-based individualization (DBI), a systematic method for using data to determine when and how to intensify behavioral interventions. Part 4 describes evidence-based strategies for gathering information on the behavior of nonresponding students, identifying target behaviors for these students, and monitoring these students' progress in improving their behavior after they receive individualized intensive behavioral interventions.
- **Part 5: Intensive Intervention.** This part introduces participants to using a DBI approach to design and implement intensive behavioral interventions that accommodate the individual needs of nonresponding students by addressing the underlying function of behavior. It describes how to conduct functional assessments to develop function-based interventions and includes considerations related to classroom culture, wraparound services, and strategies for documenting and evaluating the impact of intensive behavioral interventions. Part 5 concludes with an overview of U.S. Department of Education–recommended principles for restraining and secluding students whose behavior presents imminent danger of serious physical harm to themselves or other students and adults at school.

  As illustrated in Figure 1, the parts of this CEM are framed according to level of intensity. A complete table of contents and summary of handouts for each part is included at the end of this guide.

**Figure 1. Evidence-Based Behavioral Interventions Anchor Presentation Structure**




## Opportunity to Learn

Learning activities are embedded throughout each part of the anchor presentation. For example, Part 1 concludes with an interactive subpart where facilitators and participants can discuss case studies depicting the real-life stories of four students with challenging behaviors. Part 2 concludes with an interactive discussion of examples of evidence-based behavioral interventions that can be used with all students in the class. Part 3 concludes with interactive subpart where facilitators and participants can discuss how to measure progress for two students who received a supplemental intervention to address their challenging behaviors. Part 4 concludes with an

interactive discussion of progress-monitoring strategies that were used in a case study depicting a student receiving a DBI approach to delivering intensive behavioral interventions. Lastly, Part 5 includes a series of suggested, interactive activities where professors and candidates can analyze and discuss how to implement a DBI approach to intensive behavioral interventions. All activities are optional and may be adapted to meet the needs of a particular audience.

## Resources

The following resources are provided for use in delivering the anchor presentation:

- Facilitator's guide (this document)
- Presentations
- Participant handouts, as needed

All of these materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: "These materials have been adapted in whole or in part with permission from the CEEDAR Center."

## Materials

The following materials are recommended for training and associated activities:

- Chart paper
- Sharpie markers for chart paper
- Regular markers at each table for name cards
- Post-it Notes
- Timer
- Pens at each table
- Internet connection for website links embedded in presentations

Needed materials will vary based on the content and activities selected, which will depend on the audience and the format of the course or professional development session.

### In This Guide

The rest of the guide provides the speaker's notes to support facilitators as they present the content and learning activities included in Part 4 of this anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended.

The table of contents for Part 4 follows, including a listing of handouts.

**Table of Contents**


- Introduction to Data-Based Individualization
- Gathering Information on Behavior
- Identifying Target Behaviors
- Progress Monitoring Target Behaviors
- Case Study: Progress Monitoring Jeff's Target Behaviors
- Additional Resources


**Handouts**


- Handout 9: Target Behavior Questionnaire
- Handout 10: ABC Anecdotal Report
- Handout 11: ABC Checklist
- Handout 12: Direct Behavior Rating (DBR) Individualization Form

# Part 4: Slides and Supporting Facilitator Notes and Text

**Slide 1-CEM on Behavioral Interventions: Part 4 (Identifying and Monitoring a Target Behavior for Intensive Interventions)**

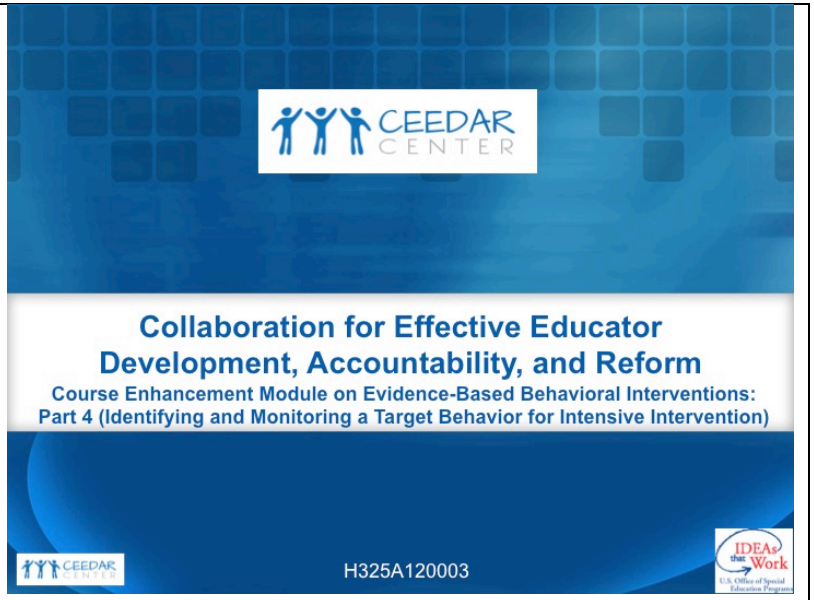
Part 4 of the CEEDAR Course Enhancement Module on Evidence-Based Behavioral Interventions focuses on identifying and monitoring a target behavior for the purpose of designing and evaluating intensive, individualized interventions. Part 5 will address the design and implementation of intensive intervention. While all educators should have some knowledge of the content in these sections, those who provide intensive behavioral intervention will need more in-depth knowledge and practice in application.

Part 4 builds on the content presented in the previous three parts of the module. In particular, the audience should be familiar with the ABCs of behavior (Part 1) and progress monitoring (Part 3).

Speaker notes are provided for most of the PowerPoint slides included in each of the five parts of this CEM. The notes provide additional details about the information presented in a particular slide, including the context for the information being presented as well as further elaboration of key points being discussed. Thus, the speaker notes are intended as a guide for a presenter who is using the PowerPoint slides and may be modified as needed.

Instructions for using the speaker notes

- Text formatted in standard font is a sample script for the presenter. While these may be read verbatim, speaker notes are intended as a guide for the presenter and may be modified as needed.
- Text formatted in *italics* is intended as directions or notes for the facilitator; italicized text is not meant to be read aloud.



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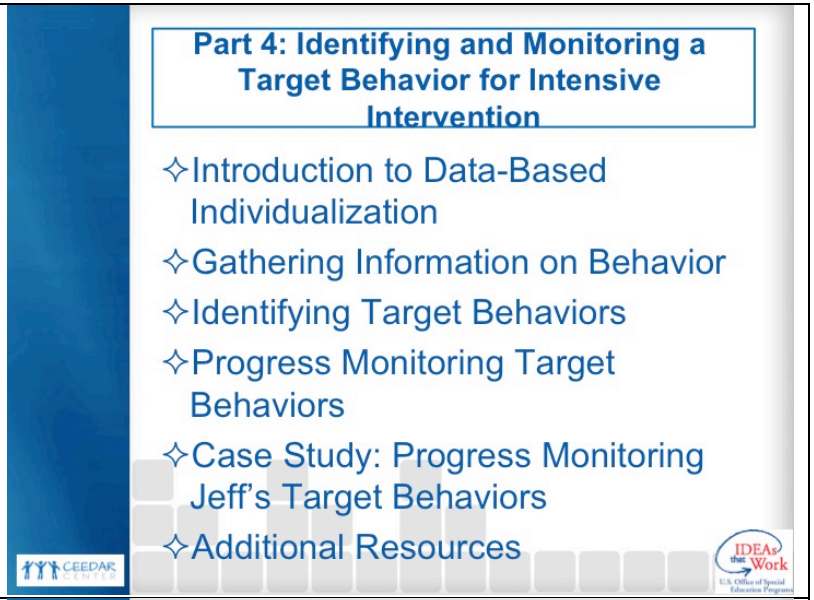
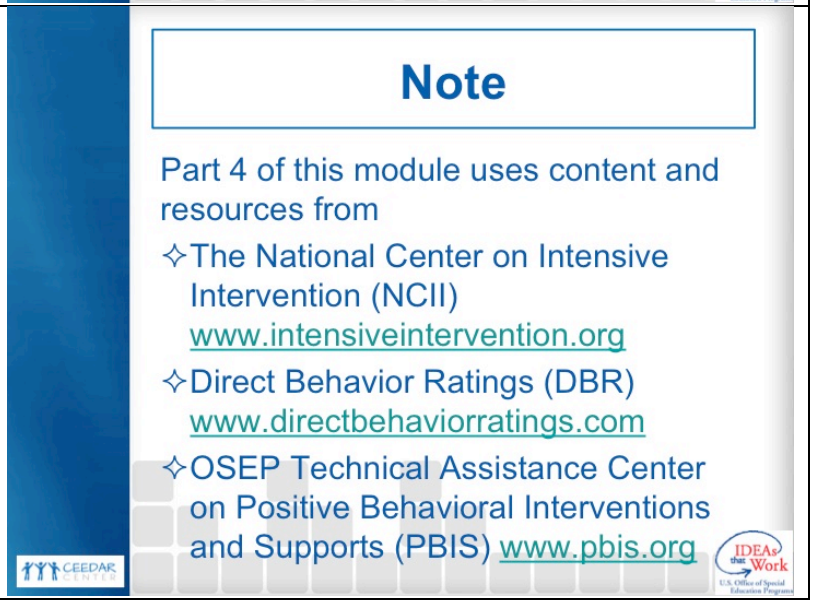
| **Slide 2– Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention**<br><br>*Review slide.* |  |
| **Slide 3– Note**<br><br>Additional resources can be found on these websites, as well as other sources cited throughout this presentation. |  |

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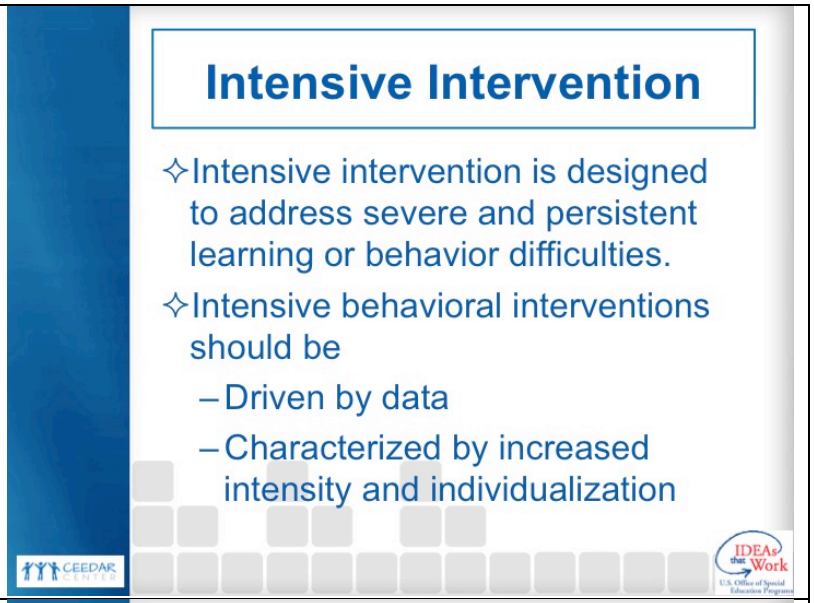
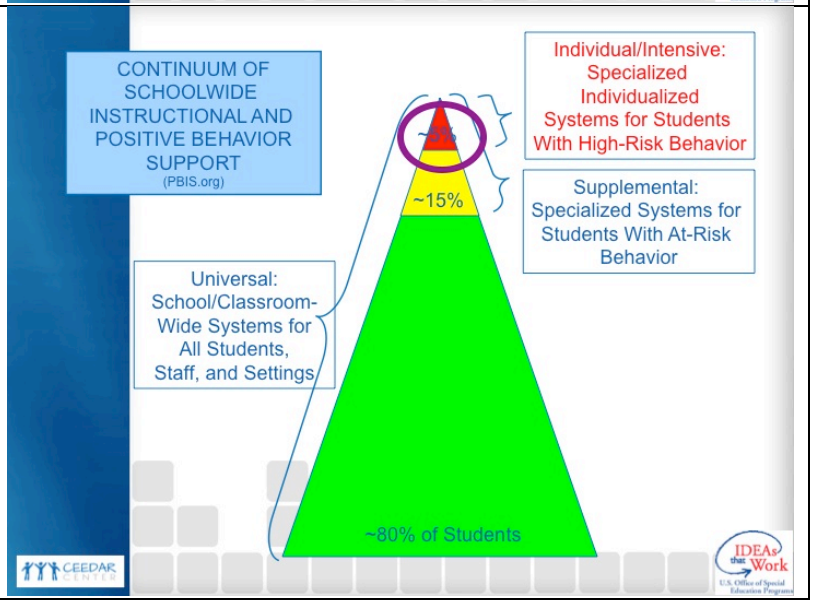
| **Slide 4– Intensive Intervention**<br><br>Intensive interventions are usually reserved for students who have not sufficiently responded to universal and supplemental supports. |  |
| **Slide 5– Continuum of Schoolwide Instructional and Positive Behavior Support**<br><br>In a three-tiered model of support, intensive behavioral intervention would fall in Tier 3. Because individualized intervention is too intensive to provide to all students, it is reserved for the small percentage of students whose needs can not be met with universal and supplementation supports (Tiers 1 and 2).<br><br>Part 2 covers the PBIS framework and universal supports. Part 3 addresses supplemental interventions. Parts 4 and 5 focus on intensive intervention. Part 4 focuses on the target behaviors that allow for data-based individualization of supports. |  |

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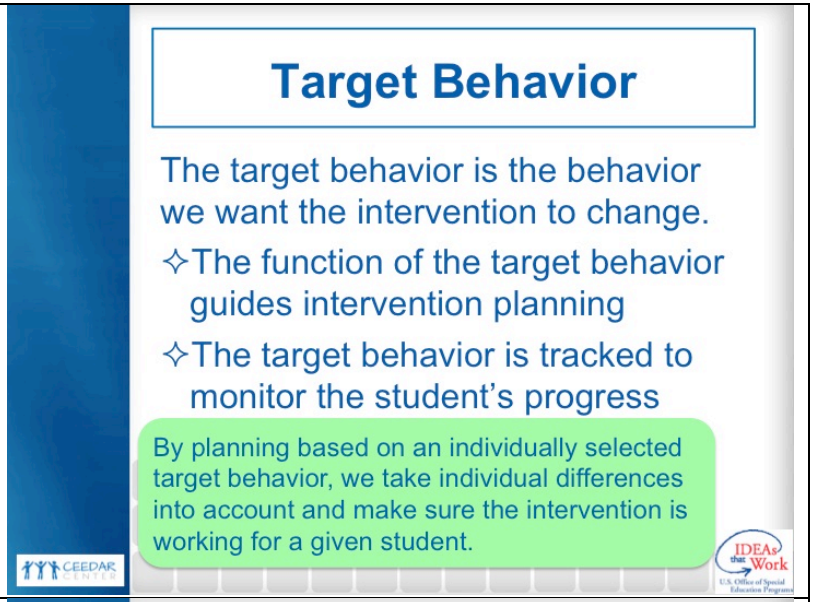
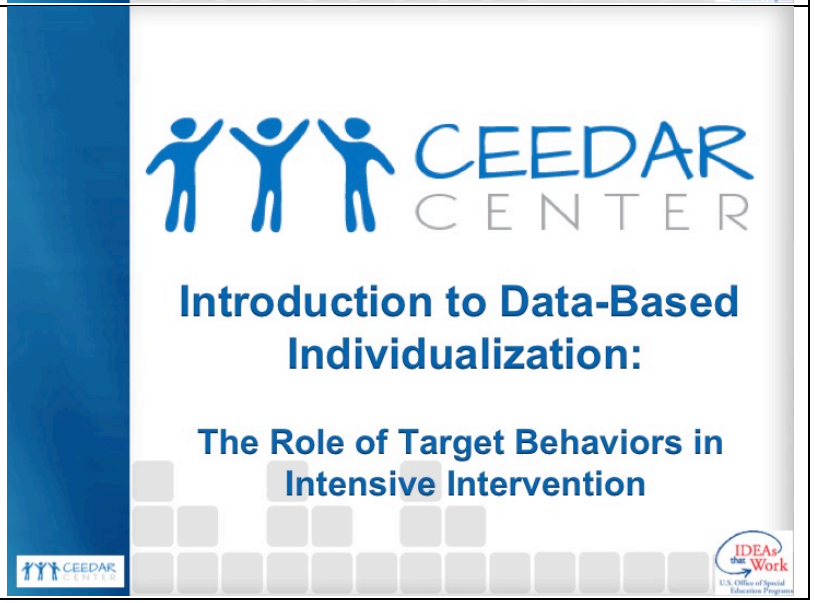
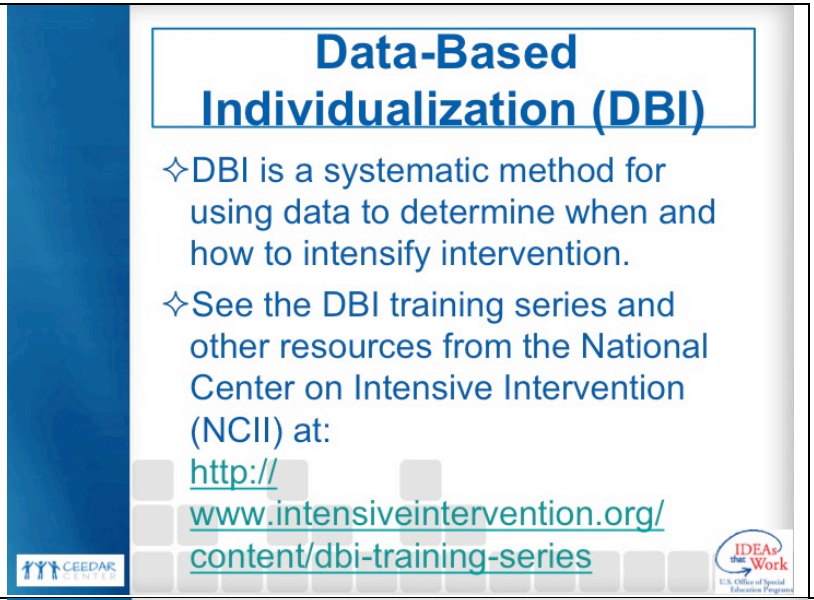
| **Slide 6–Activity – Target Behavior**<br><br>At the intensive level, it is crucial to first identify the individual student's target behavior or behaviors so that we can understand behavior concerns in greater depth. Understanding the ABCs of this behavior (see Part 1) will help us determine the behavior's function and plan an intervention (to be covered in Part 5). This target behavior can also be monitored so we know if the intervention is working for the student. |  |
| **Slide 7– Introduction to Data-Based Individualization: The role of target behaviors in intensive intervention**<br><br>In this section, we will provide a brief overview of the role of target behaviors in data-based individualization---a framework for providing intensive intervention. |  |

**Slide 8– Data-Based Individualization (DBI)**

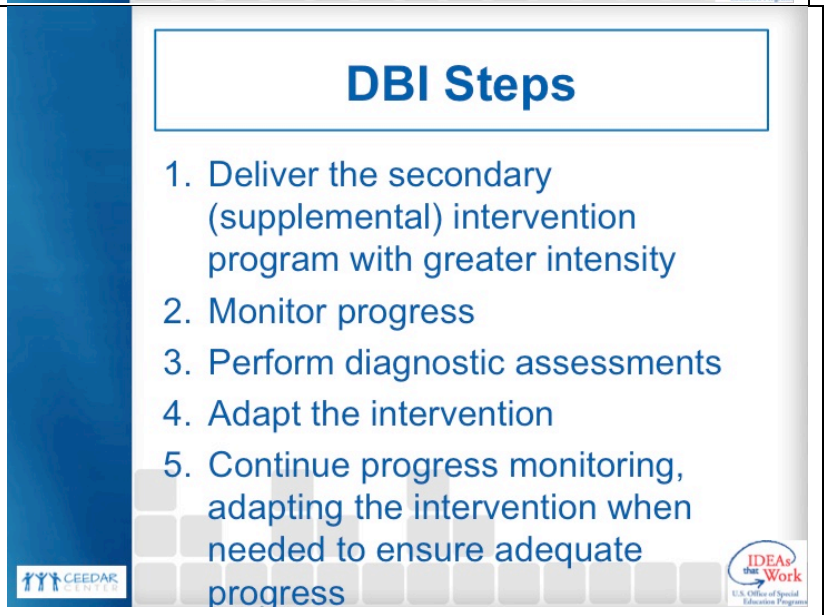
We'll talk about this more in Part 5 of the module, which focuses on intensive behavioral intervention.




**Slide 9– DBI Steps**

Throughout the DBI process, we use progress monitoring data to evaluate a student's response to intervention, moving to the next component as needed:

1. We usually begin by intensifying the supplemental intervention already being used. This intervention should be evidence based (see Part 3).
2. Progress monitoring data are used to evaluate the student's response to the intensified intervention. If the student is still not showing enough progress, we need to collect more information on the student's current skills and needs.
3. Informal diagnostic assessment data are used to identify skill deficits and the function of the problem behavior.
4. Based on these identified needs, we may choose to adapt the current intervention or try a new intervention.



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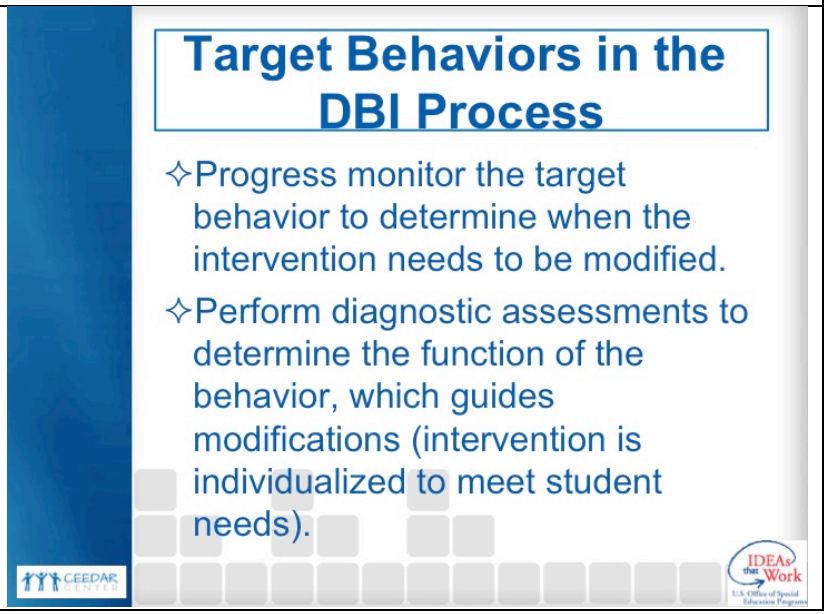
| 5. We continue monitoring progress, making intervention changes as needed. | |
| **Slide 10– Target Behaviors in the DBI Process**<br><br>See part 3 for information on selecting evidence-based supplemental interventions. Part 5 will talk about making evidence-based intervention adaptations aligned to function to provide individualized, intensive intervention. |  |

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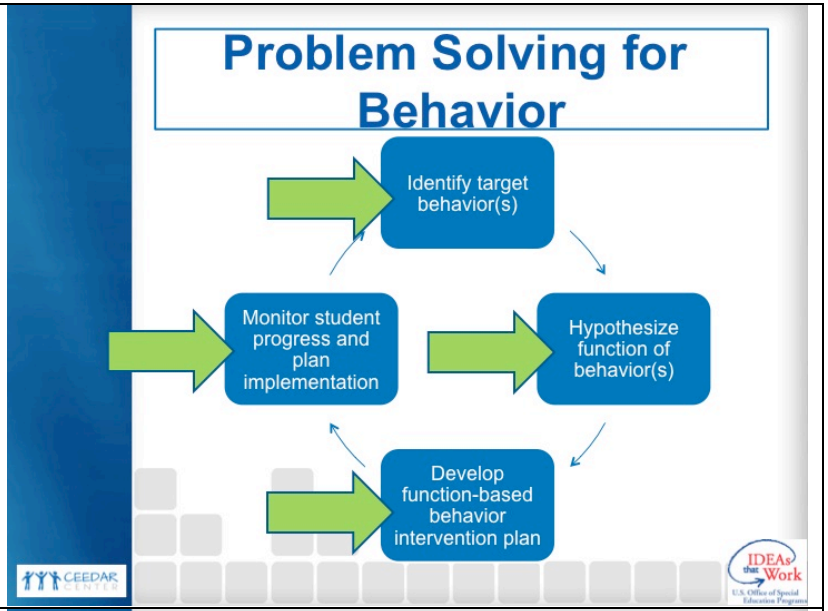
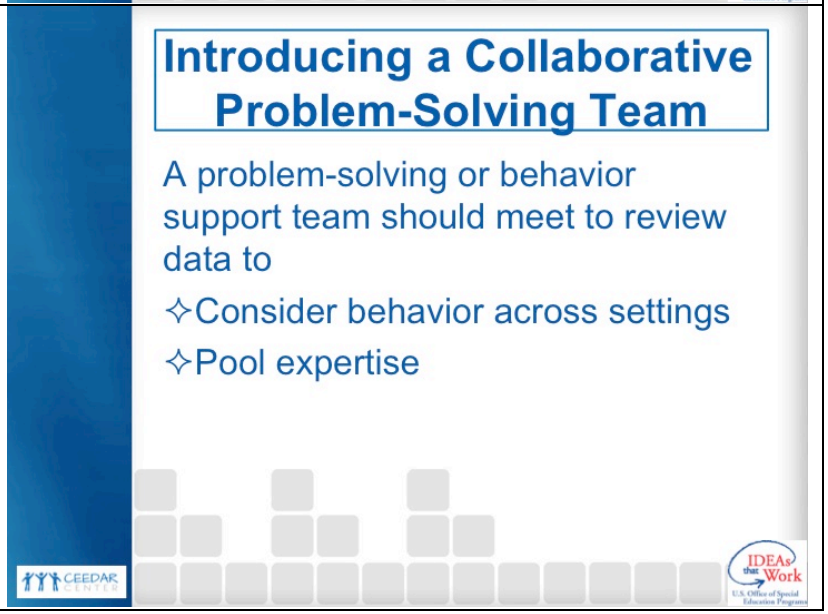
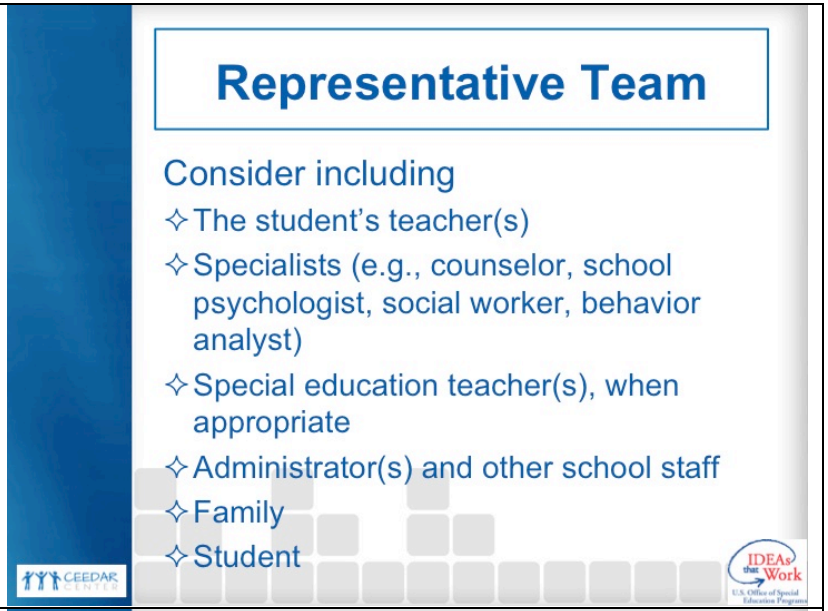
| **Slide 11– Problem Solving for Behavior**<br><br>*Animated slide. Click to bring up the arrows:*<br>1. Once we identify a target behavior…<br>2. We hypothesize its function to inform…<br>3. Intervention planning. We then…<br>4. Monitor changes in that behavior to see if the intervention is working for that student. If it's not working, we may need to revisit an earlier step in the problem-solving process. |  |
| **Slide 12– Introducing a Collaborative Problem-Solving Team**<br><br>Different team members may play different roles, such as helping to understand the problem behavior, designing the intervention, implementing the intervention, and tracking behavior to monitor progress. |  |

**Slide 13– Representative Team**

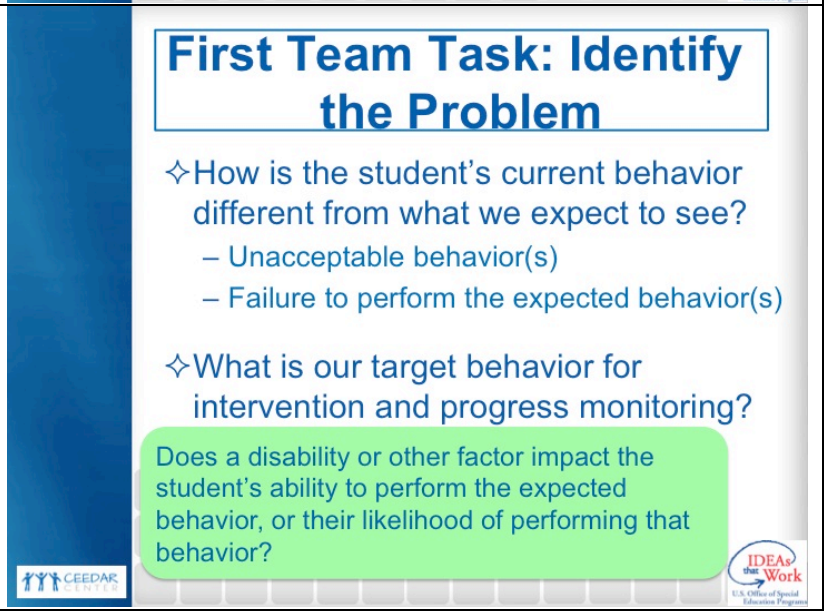
Team composition may vary depending on the situation, but we always need at least one person with expertise in behavior. Most of all, we need a breadth and depth of knowledge of the student and the behaviors of concern across relevant settings.




**Slide 14– First Team Task: Identify the Problem**

Many students with intensive needs display clear "problem" behaviors that are not acceptable in the school setting. They may be disruptive or even dangerous and they may interfere with learning. At other times, the concern may be that the student is NOT doing something, such as not attending class, not turning in homework, or not interacting with peers.

The current situation of concern may encompass many behaviors, but we need to select no more than a few target behaviors to try and change through intervention. Selecting too many behaviors may make it harder to determine function and plan intervention, and it will make it more difficult to monitor progress. We will talk more about the importance of prioritizing target behaviors.



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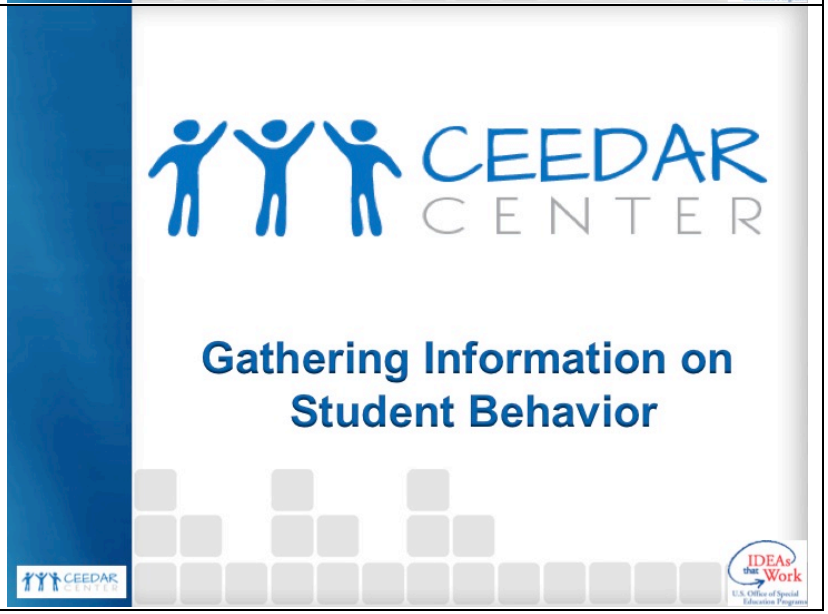
| **Slide 15– Steps for Identifying Target Behaviors**<br><br>Soon, we will go over each of these steps, but first we want to talk about ways to learn more about an individual student's behavior. | |
| **Slide 16– Gathering Information on Student Behavior**<br><br>This section discusses methods for gathering information on student behavior. This information will help us identify a target behavior, and it will inform later parts of intervention planning, covered in Part 5. |  |

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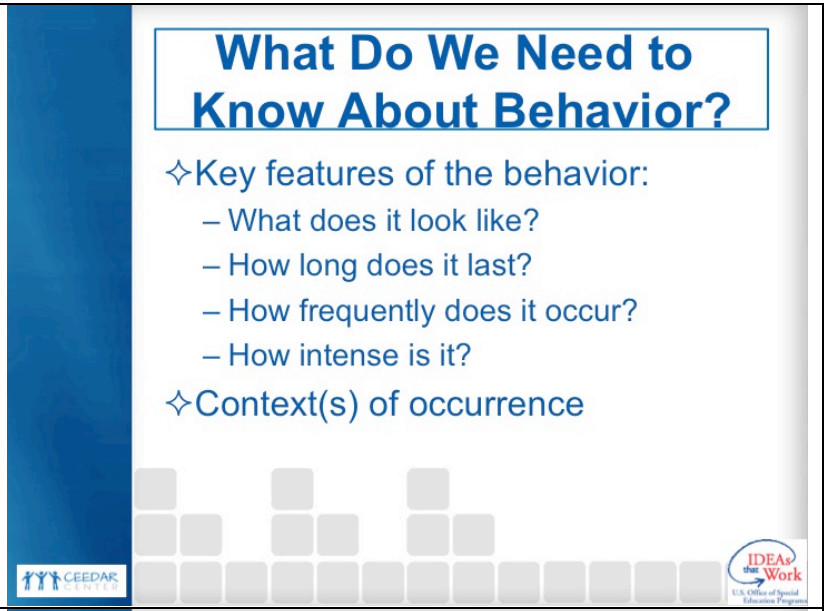
| **Slide 17– What Do We Need to Know About Behavior?**<br><br>Key features help us describe and define behaviors. They may also help us prioritize among potential target behaviors. Information on the context in which the behavior is more or less likely to occur will later help us determine the behavior's function. |  |
| **Slide 18– Why Do We Want to Know?**<br><br>The function of behavior will guide intervention planning, as we will discuss in Part 5. | |

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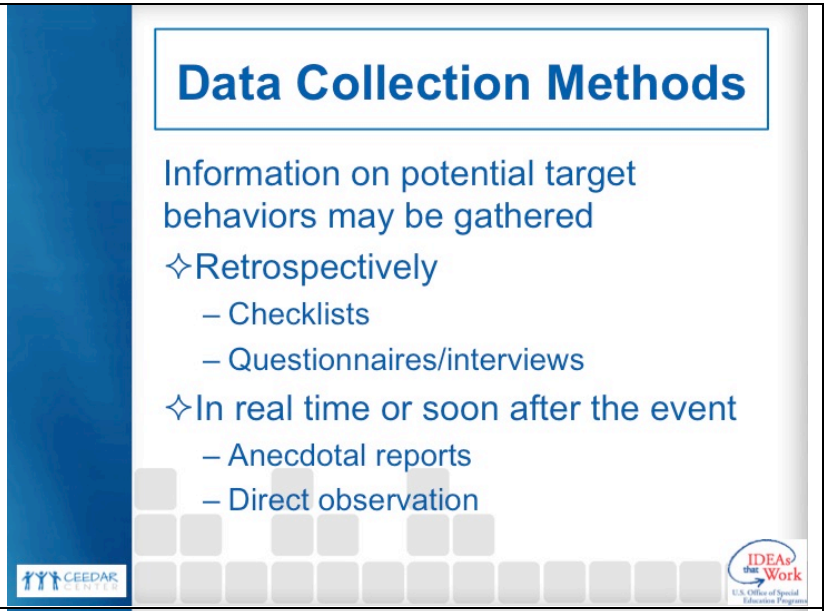
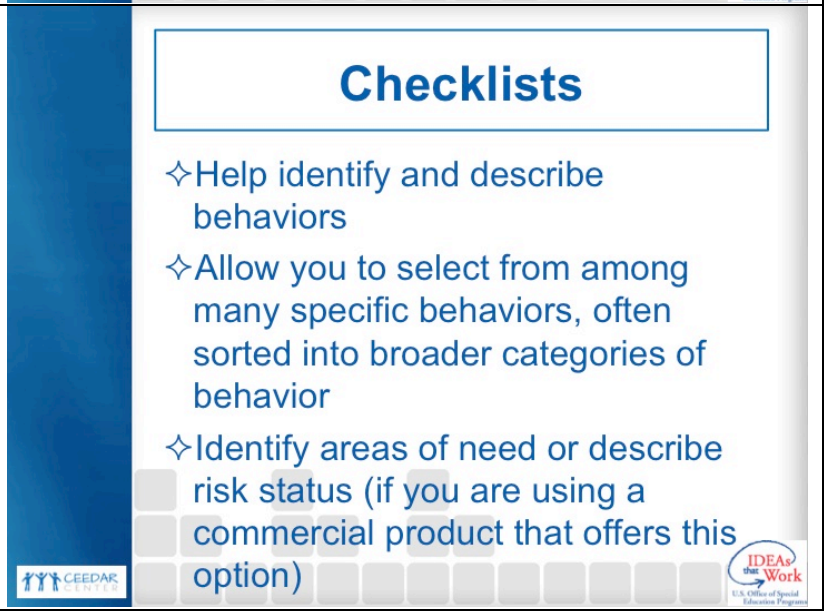
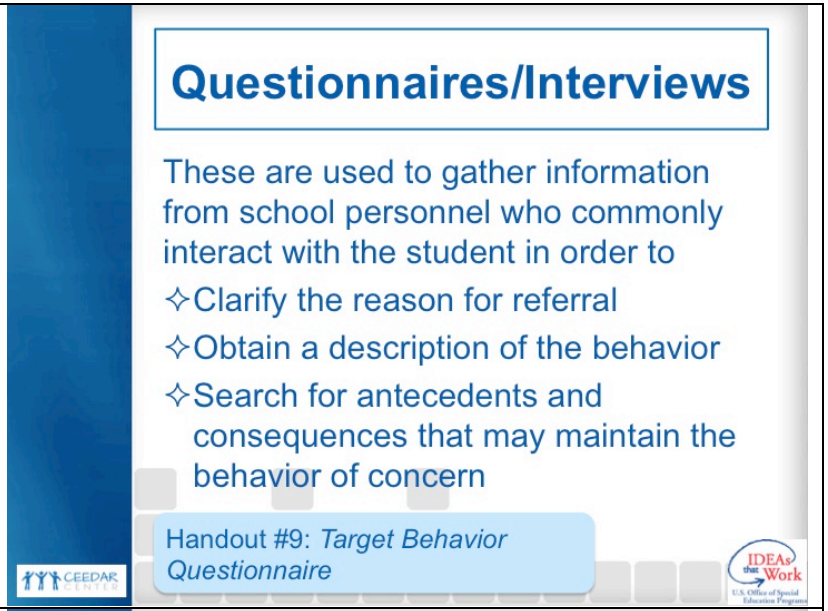
| **Slide 19– Data Collection Methods**<br><br>Multiple sources of information can be considered in order to make a stronger decision. Some of these methods will also help us develop a functional hypothesis.<br><br>Different methods may be completed by different educators, or even parents or students, depending on their knowledge of behavior and the student. |  |
| **Slide 20– Checklists**<br><br>Checklists may be particularly helpful when we are first identifying all the behaviors of concern before prioritizing the target behaviors we will monitor. Some established rating scales ask teachers about specific behaviors to identify areas of concern (such as hyperactivity) and may also provide a risk status or compare a student's behavior to national peer norms. Some commercial checklists come in different versions for teachers, parents, and students. |  |

**Slide 21– Questionnaires/Interviews**

*Review the questions in the handout.*

The sample questionnaire in Handout #9 begins with questions that can help with problem identification. Later questions could help with preliminary ABC analysis. The last question can help a team prioritize behaviors.

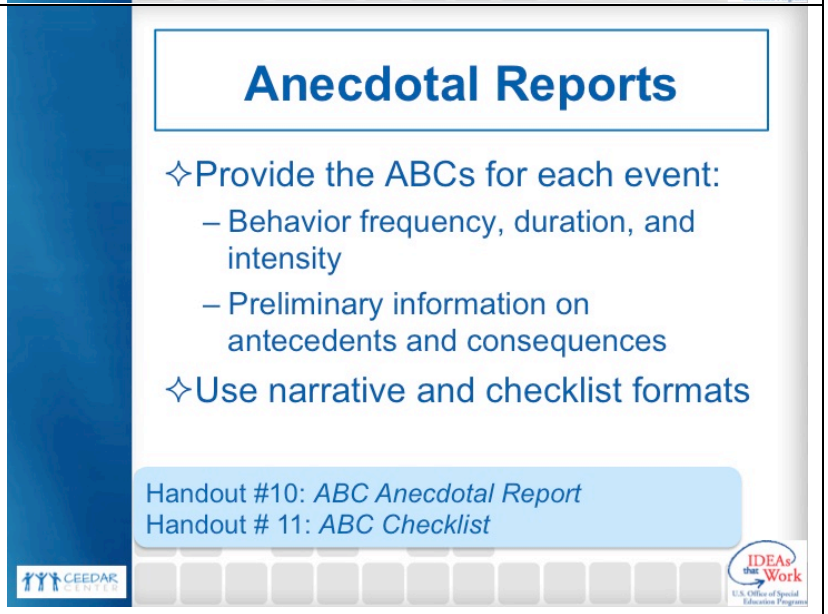
When we talk about functional assessments of behavior in Part 5, we'll look at a longer, more detailed interview form.




**Slide 22– Anecdotal Reports**

Anecdotal reports can serve a dual purpose. By recording the key features of the behavior each time it occurs, we can get information that can help us prioritize target behaviors according to frequency, duration, and intensity. Since these forms also include information on setting, antecedents, and consequences for each event, we can look for patterns that might help us hypothesize the behavior's function during the functional behavior assessment (FBA).
The ABC Anecdotal Report provides a template for recording ABC information about each occurrence of the behavior. *Review this form.*

NCII's ABC Checklist shows how anecdotal reports can incorporate a checklist format to allow quicker recording of the ABCs. This may work best when the student's ABCs are fairly common, or when you



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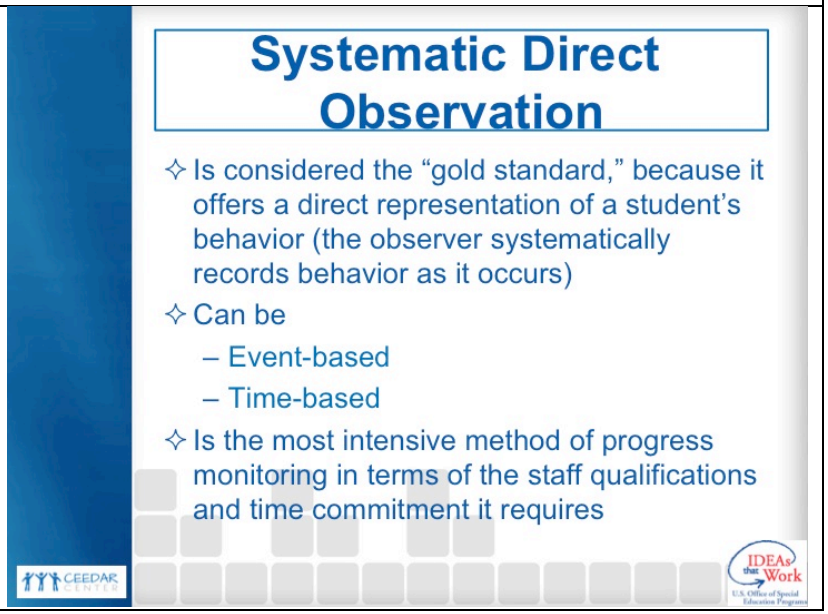
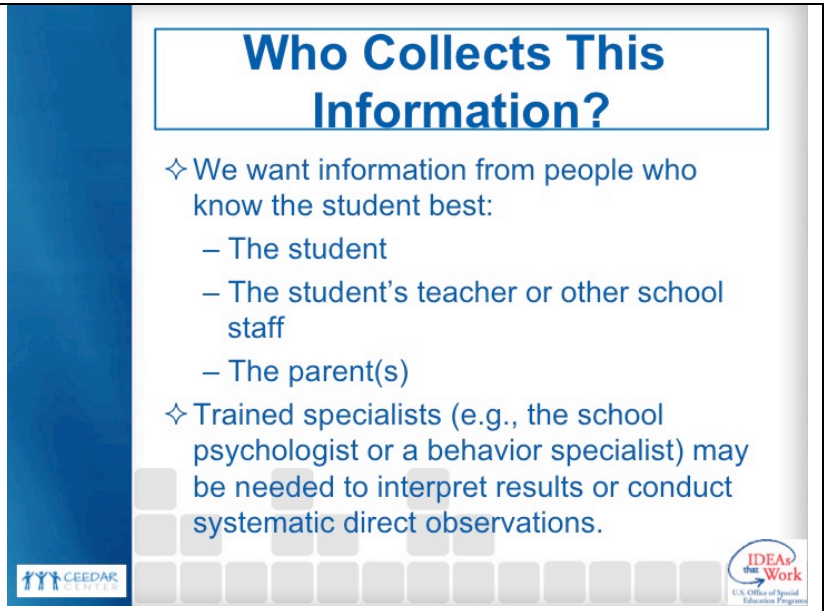
| know a student well enough to make a customized checklist for his or her common ABCs. | |
| **Slide 23– Systematic Direct Observation**<br><br>Examples of event-based methods include frequency, duration, and latency. Time-based methods include whole interval, partial interval, and momentary time sampling.<br><br>Because these methods require careful observation for a period of time, they are time and labor intensive. They also require more training than other methods. School psychologists and other behavior specialists may need to be called in. For these reasons, you probably only want to do this as needed. It may be a great source of information for defining a problem and developing a hypothesis, but it is probably not feasible for frequent progress monitoring. We'll talk more about this later. |  |

**Slide 24– Who Collects This Information?**

There are many ways to get information directly from those people who best know the student. Anecdotal reports may be simple enough for the teacher to complete. Questionnaires, interviews, and checklists or rating scales are all good ways to get information from school staff and, when appropriate, the parent or even the student. School leaders should think about who among their staff is qualified to conduct interviews and interpret results. Some standardized rating scales will need to be scored by someone familiar with that tool.

When the most reliable and detailed information is needed, we turn to systematic direct observations. A classroom teacher cannot do this while also instructing, so a trained observer will need to visit the classroom. To save time on these observations, use the information from other methods to identify the best times and settings to observe.



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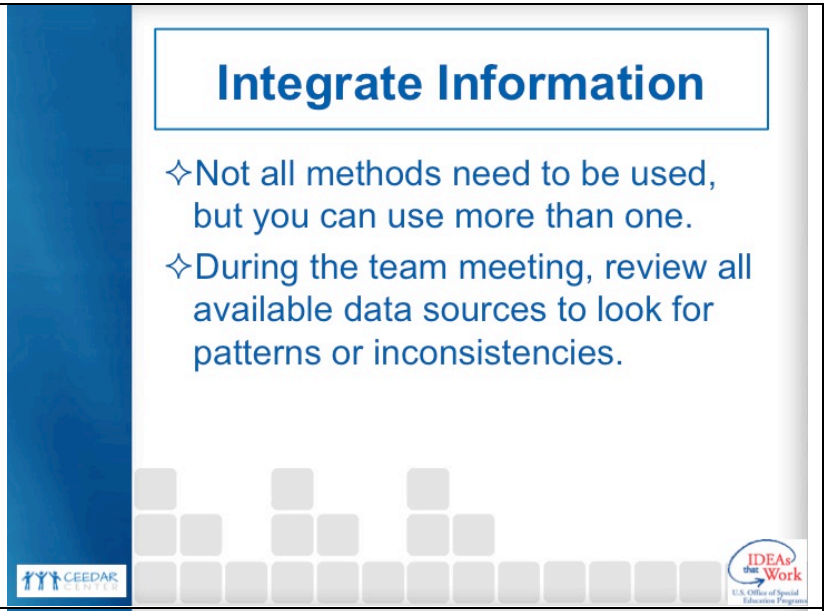
| **Slide 25 – Integrate Information**<br><br>*Review slide.* |  |
| **Slide 26– Identifying Target Behaviors**<br><br>This section describes the process used to identify behaviors of concern, prioritize one or a few target behaviors, and define target behaviors in objective, measurable terms. | |

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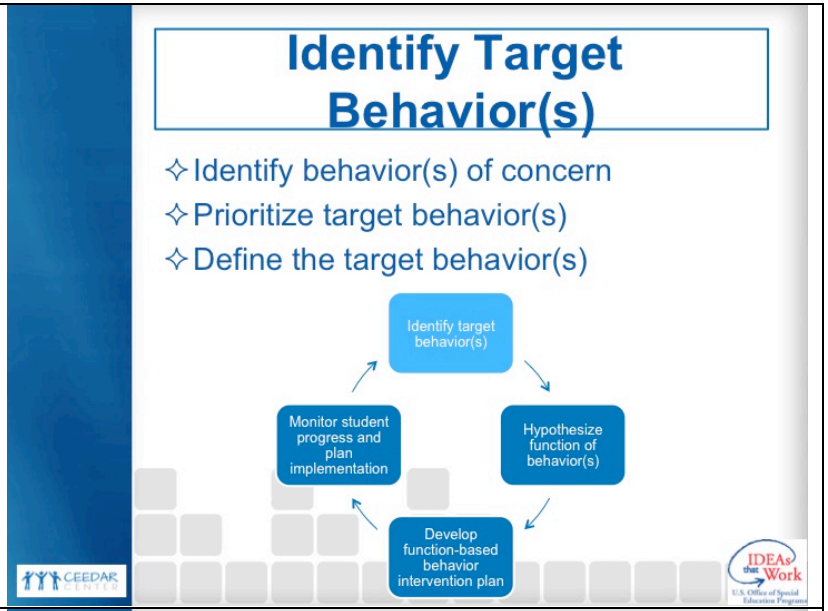
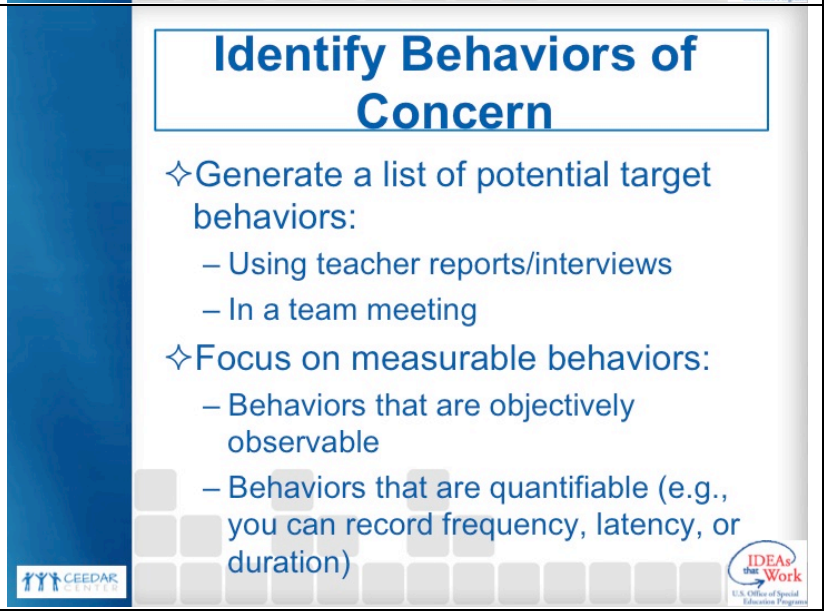
| **Slide 27– Identify Target Behavior(s)**<br><br>Now that we've looked at ways to gather behavioral information, let's look back at our steps for identifying target behaviors. |  |
| **Slide 28– Identify Behaviors of Concern**<br><br>When we talk about defining the problem, we'll go into more detail about making good, observable, measureable behavior definitions. For now, try to avoid vague behaviors like "bad attitude" and think about behaviors we could ultimately use for progress monitoring. |  |

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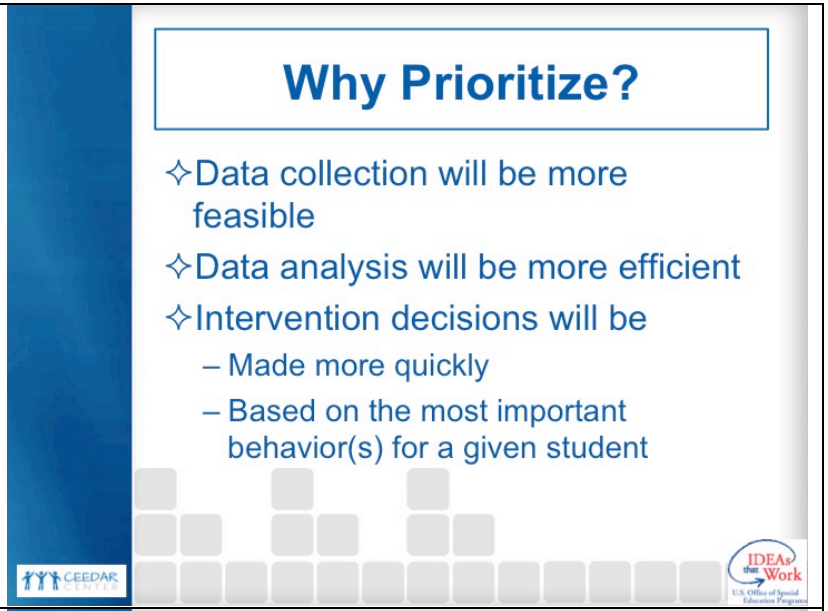
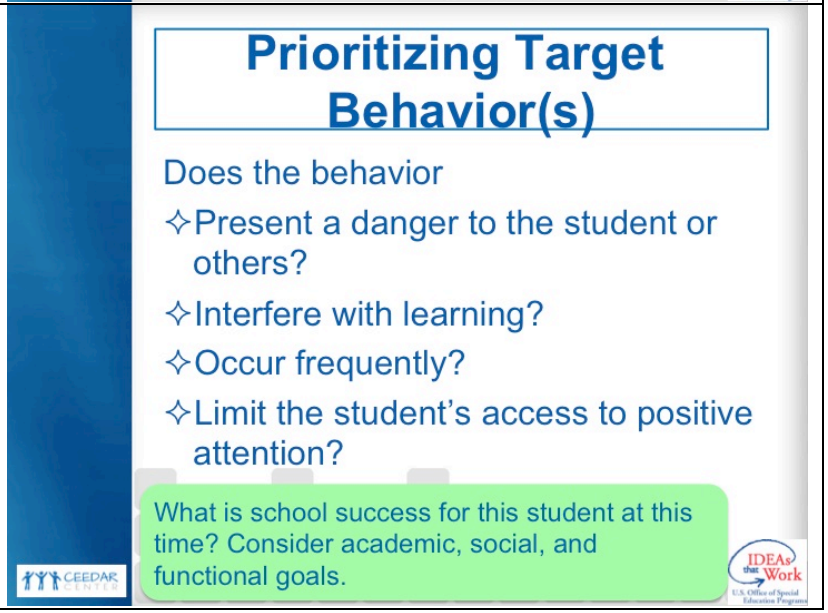
| **Slide 29– Why Prioritize?**<br><br>If we have many behaviors of concern, why can't we address them all at once? If we have too many target behaviors, it will not be practical to collect enough data on them all for either initial planning or progress monitoring. |  |
| **Slide 30– Prioritizing Target Behavior(s)**<br><br>Select target behaviors that are most important for school success. |  |

**Slide 31– Discussion**

**Activity Directions -** Depending on the size of the group, start the discussion in pairs or small groups before sharing out as a whole group. Chose one person to be the note taker and one person who will be the reporter to report out to the whole group.

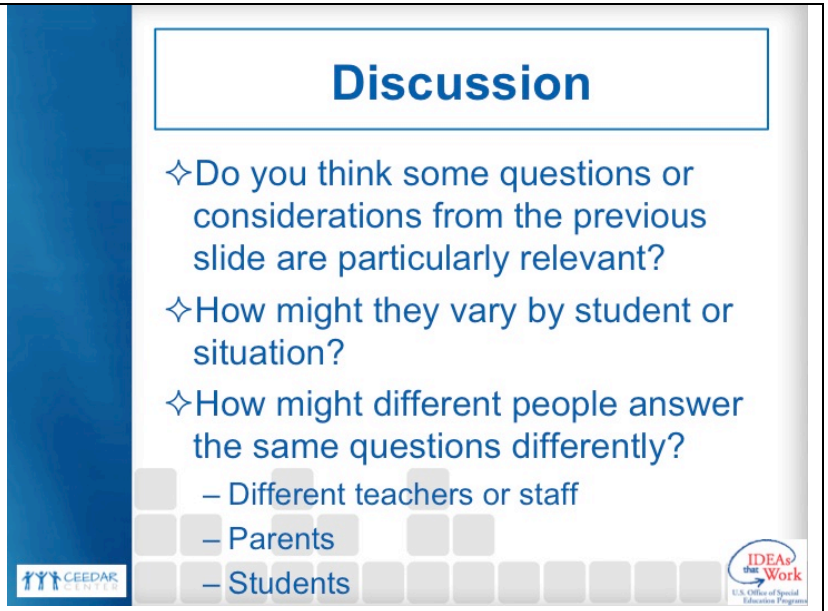
**Possible talking points include:**

How might this vary?

- **Danger:** The same behavior may be more or less dangerous depending on different students' age/ size/ strength.
- **Learning:** Age/grade may impact which behaviors most interfere with school success.
- **Frequency:** Particularly intense or dangerous behaviors may be a higher priority than more frequent behaviors that are less dangerous or interfering.
- **Positive attention:** Some students will not be motivated by increased positive attention, so it would not increase a behavior's priority.

Different responses:

- Parents or students might have different priorities than educators regarding what behaviors are most important for the student's success.
- Different rates of the behavior in different settings, including with different people present, will influence how often a teacher or parent sees a potential target behavior, if at all.
- The same behavior may be more or less disruptive or dangerous depending on the setting.
- Positive attention may be more available in certain settings or may be more likely to be provided by certain staff members.



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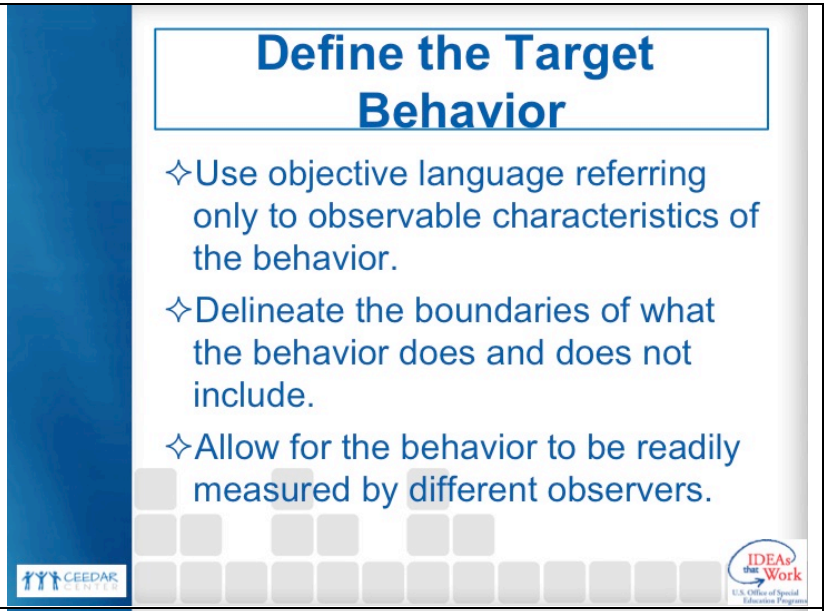
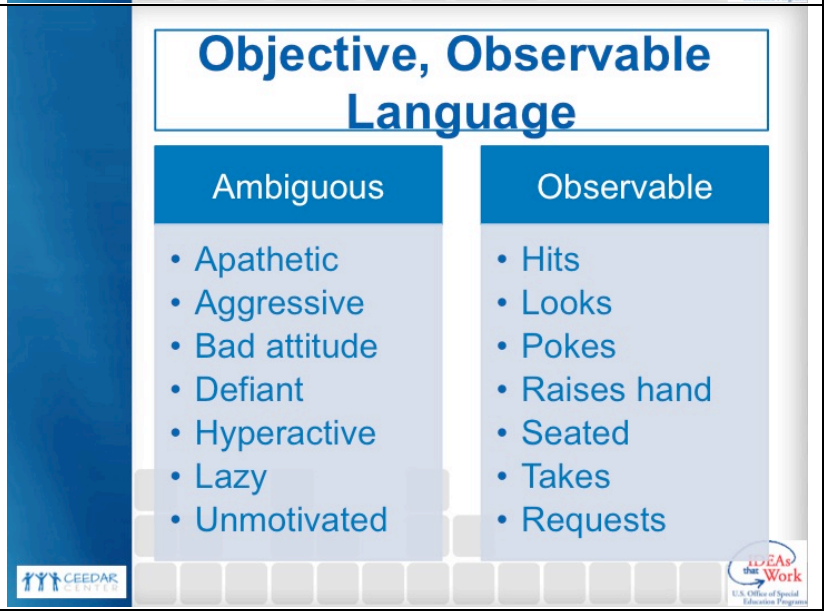
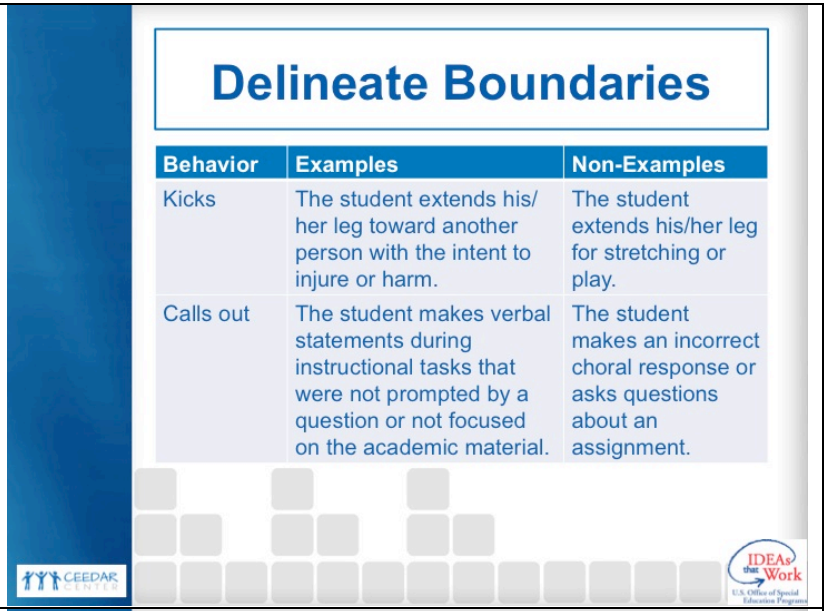
| **Slide 32– Define the Target Behavior**<br><br>Now that we've identified our target behaviors, we must define them. |  |
| **Slide 33– Objective, Observable Language**<br><br>*Review slide.* |  |

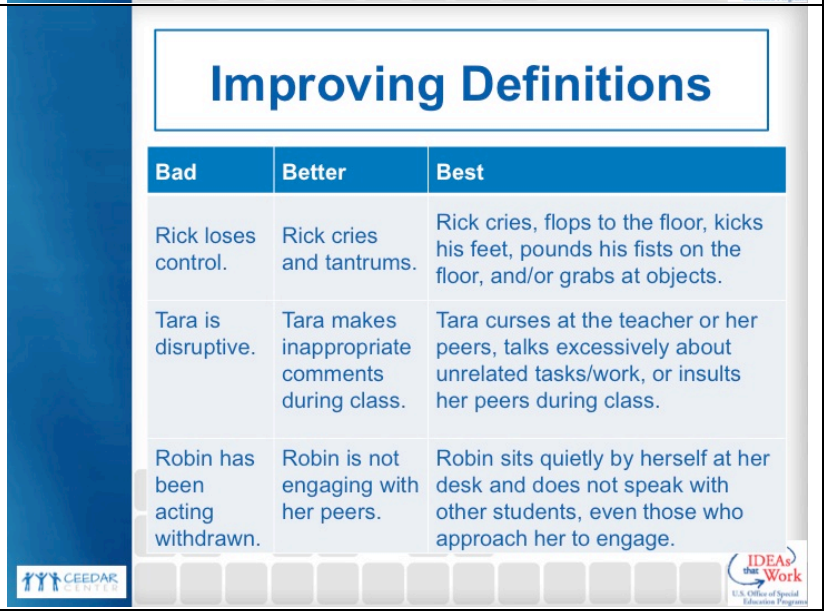
**Slide 34– Delineate Boundaries**

*Review slide.*




**Slide 35– Improving Definitions**

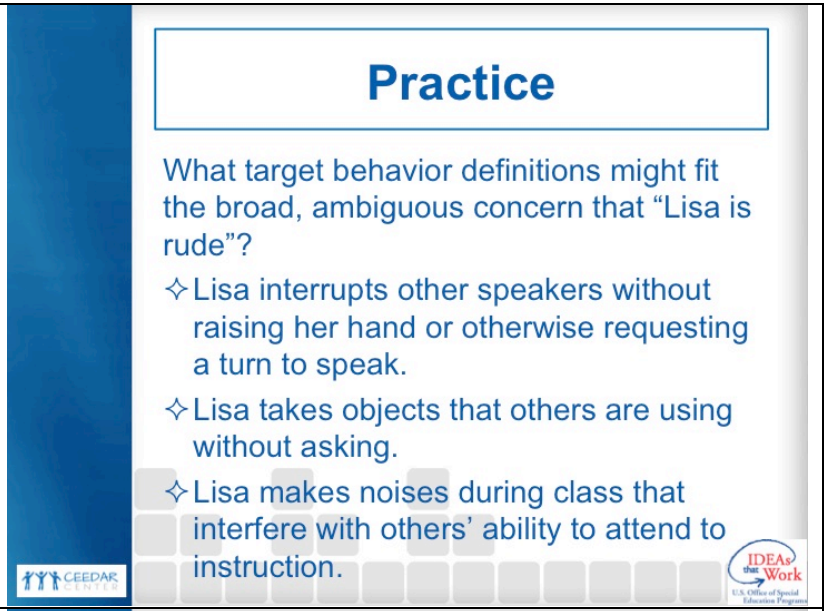
*Review slide.*



**Slide 36– Practice**

*Animated slide. Click to bring up sample definitions.*

First, pose the question and give the audience time to think of examples, perhaps by discussing the question in small groups. Share the examples on the slide and allow the audience to share other examples.




**Slide 37– Activity**

***Purpose of the activity*** *- Help participants describe/clarify ambiguous target behaviors so that they can be objectively defined and measured.*

***Directions for the activity –***

1. *Divide the participants into five table groups.*
2. *Assign each group one of the ambiguous target behaviors listed on the slide.*
3. *Give each table group a piece of chart paper and markers.*
4. *Groups should define and generate as many examples of the targeted behavior as possible using words, pictures, and phrases that illustrate the behavior being as specific as possible. Encourage groups to be creative in their presentation.*
5. *When all groups are finished, give each group an opportunity*

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| *to share their work. See if other group members can add other examples.*<br>6. *Display the charts around the room for participants to review during break or lunch.*<br>***Pulling it all together*** *– Charts can serve as a model for participants to remind them to be as specific and concise as possible when describing student behavior(s).* | |
| **Slide 38– Progress Monitoring Target Behaviors**<br><br>While progress monitoring was introduced in Part 3, this section focuses on progress monitoring using a student's individually selected target behaviors. We will discuss general considerations as well as potential methods and tools for progress monitoring. | |

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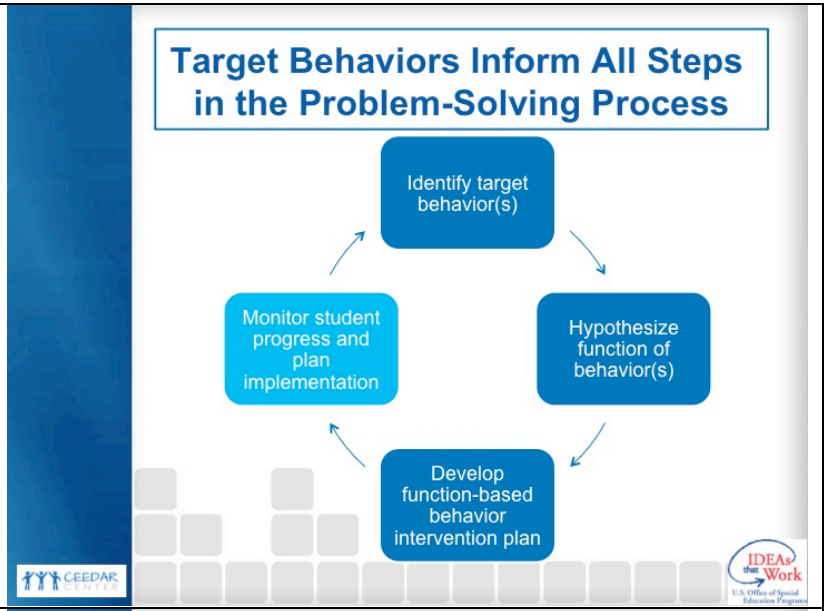
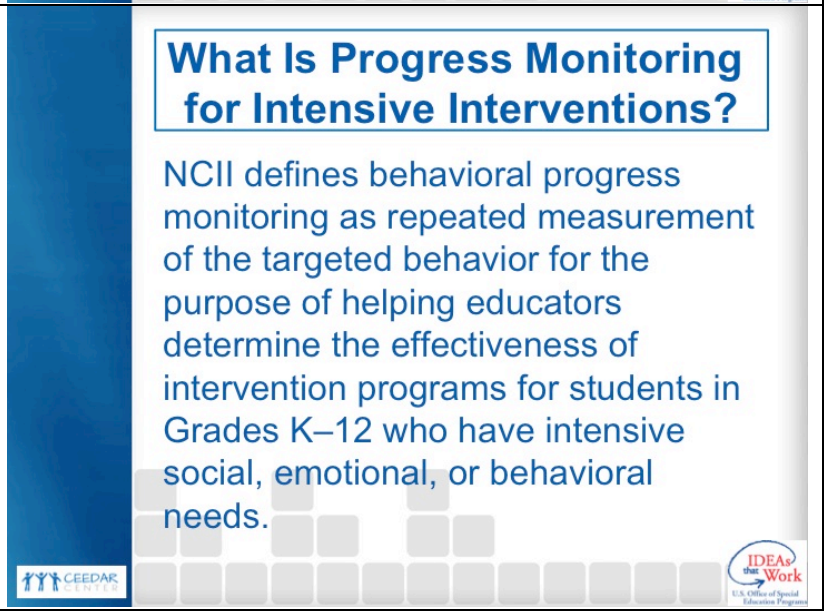
| **Slide 39–Target Behaviors Inform All Steps in the Problem-Solving Process**<br><br>Now that we've defined our target behavior, how do we measure it? We'll need this for progress monitoring.<br><br>We'll talk about functional hypotheses and intervention planning in Part 5. |  |
| **Slide 40– What is Progress Monitoring for Intensive Interventions?**<br><br>*Review slide.* |  |

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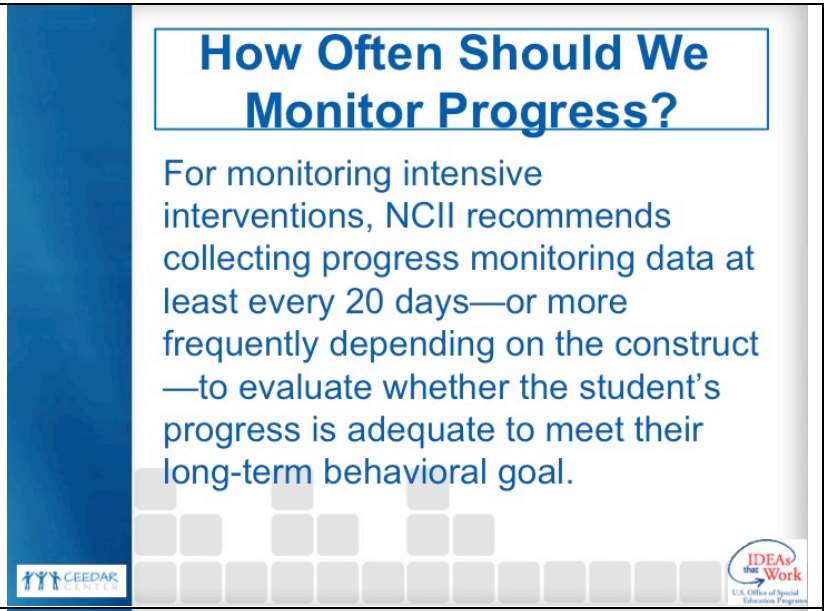
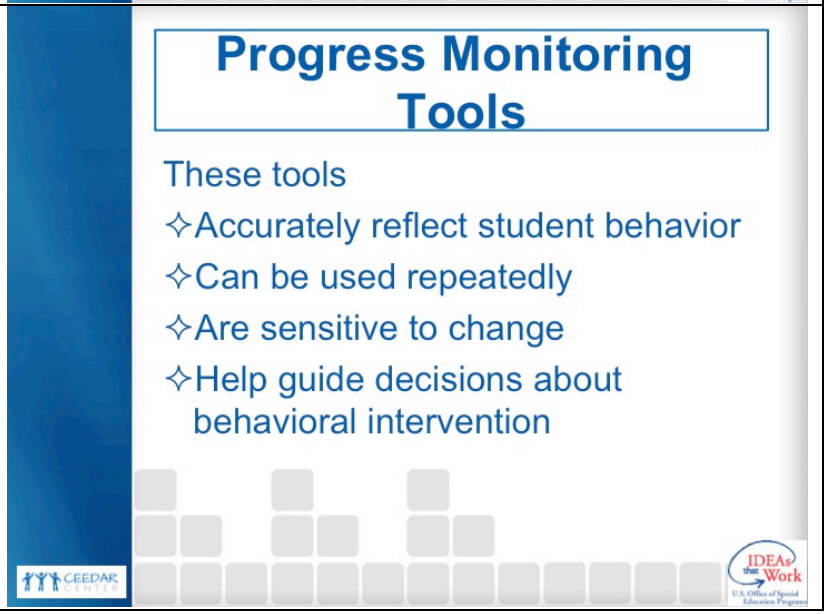
| **Slide 41– How Often Should We Monitor Progress?**<br><br>Some types of behavior progress monitoring data can easily be collected much more frequently than every 20 days. Simple rating scales may be used weekly, daily, or even every class period. Any kind of point system associated with a behavioral intervention will yield data every time the intervention is implemented (e.g., see examples of Check In Check Out cards in Parts 3 and 4). If we are monitoring the frequency of behavior, we will collect data whenever the behavior occurs and review the counts regularly. |  |
| **Slide 42– Progress Monitoring Tools**<br><br>*Review slide.* |  |

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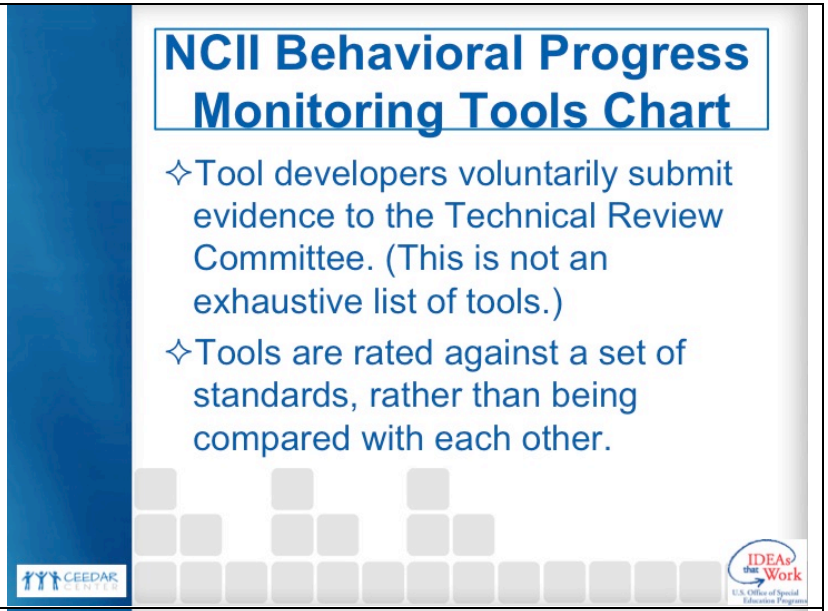
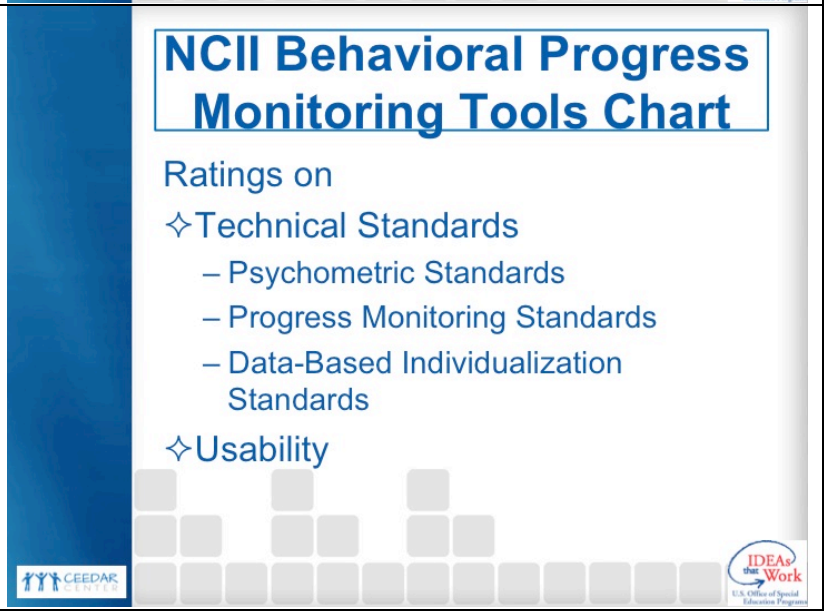
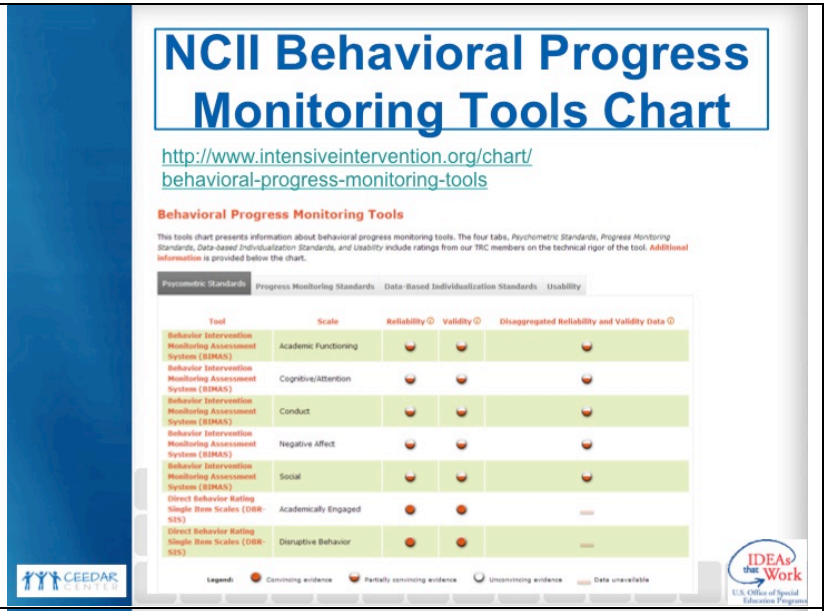
| **Slide 43– NCII Behavioral Progress Monitoring Tools Chart**<br><br>*Review slide.* |  |
| **Slide 44– NCII Behavioral Progress Monitoring Tools Chart**<br><br>*Review slide.* |  |

**Slide 45– NCII Behavioral Progress Monitoring Tools Chart**

*This screenshot was taken 3/21/2014; the tools chart will be updated in the summer of 2014.*

We recommend a live demo; click on a tool or rating bubble for more information.

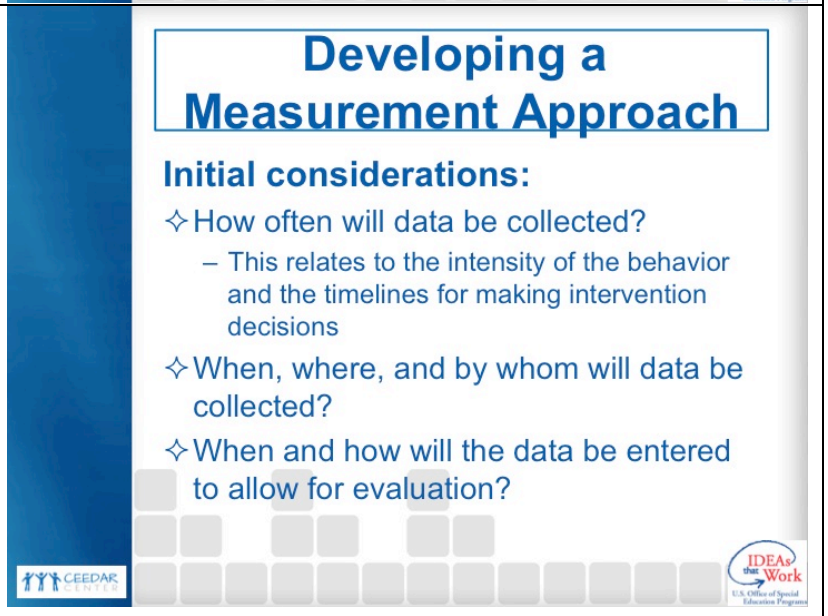
Note that the tool chart includes information on Direct Behavior Rating—a tool we will discuss in this section.




**Slide 46– Developing a Measurement Approach**

Before we discuss specific methods to measure the target behavior, we should discuss general considerations for creating a progress monitoring plan. Recall that progress monitoring for students in need of individualized behavioral interventions requires data to be collected more often than for less intensive interventions. The teacher and school team must consider the most appropriate schedule. Is daily assessment needed, or is weekly assessment enough? The frequency should reflect the intensity of the behavior and the timelines for making intervention decisions.

Other questions to consider relate to who will collect the data, at what times, and in what context(s). The answers to these questions will depend on the selected target behavior and the student's behavioral patterns.



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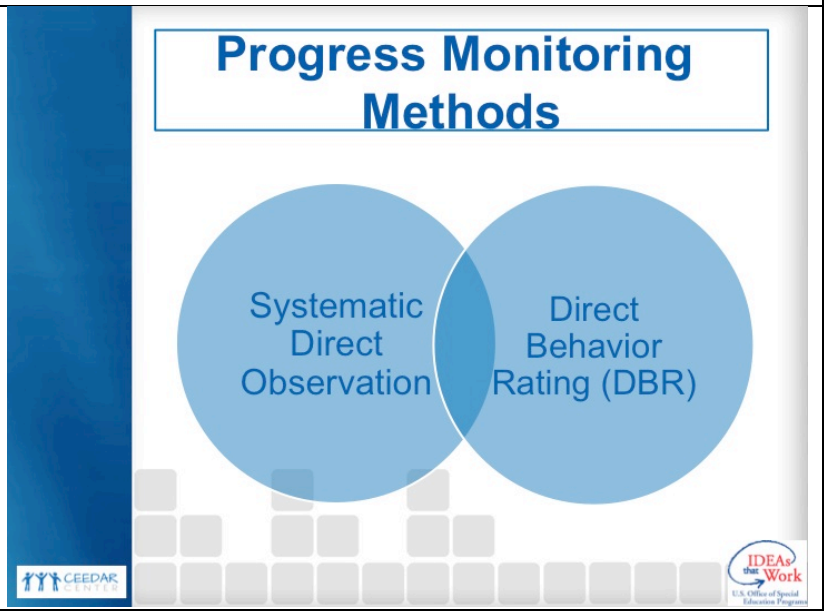
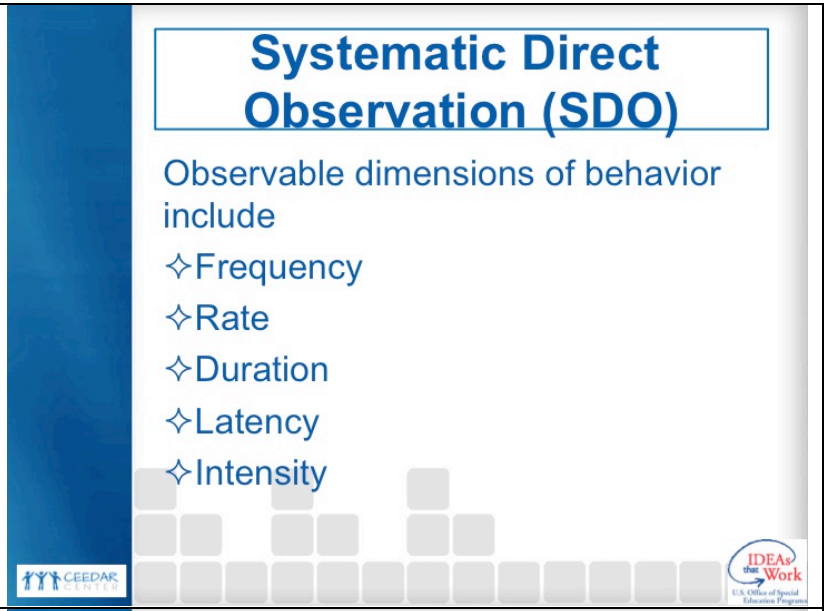
| Finally, it is necessary to design the procedures for ensuring the data are entered for evaluation. | |
| **Slide 47– Progress Monitoring Methods**<br><br>We will review two behavioral assessment methods that can be used for progress monitoring. |  |

**Slide 48– Systematic Direct Observation (SDO)**

- Frequency: The number of times the behavior occurs.
- Rate: The number of times it occurs within a given time period (e.g., 10 times per hour).
- Duration: How long the behavior lasts.
- Latency: The temporal relation of the behavior to other events (e.g., time to respond).
- Intensity: The magnitude or strength of the behavior.

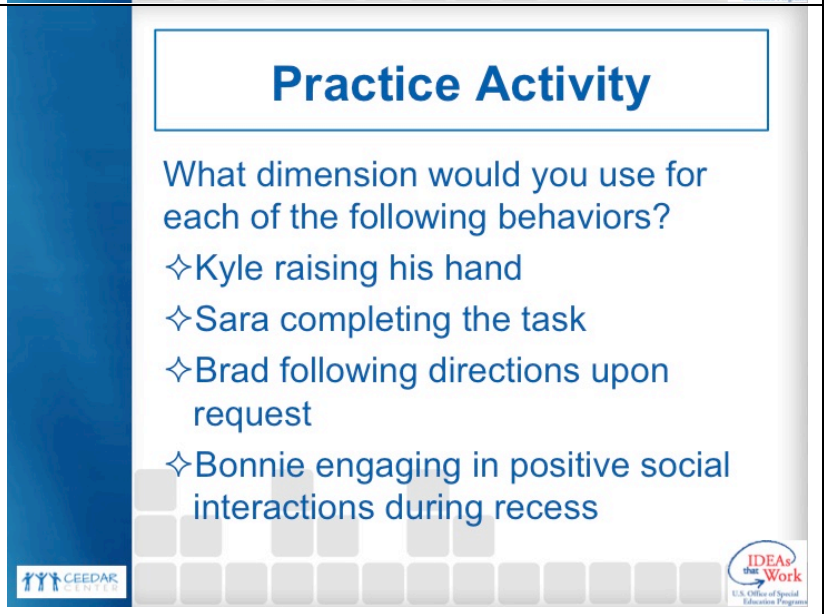



**Slide 49 – Practice Activity**

***Purpose of the activity –*** *To practice identifying the observable dimensions for behaviors*

***Directions for the activity***

1. Look at the sample behaviors listed on the slide.
2. As a group, write down at least one dimension that could be used to measure each behavior. *Give each table group time to reflect and answer. As soon as the table group has come to consensus, everyone at that table group stands up. As soon as all groups are standing, call on the table group finished first to give their answer.*
3. *See if the other groups agree. If they don't, have a class discussion and come to consensus.*
4. *Proceed in the same way with the other behaviors listed on the slide.*



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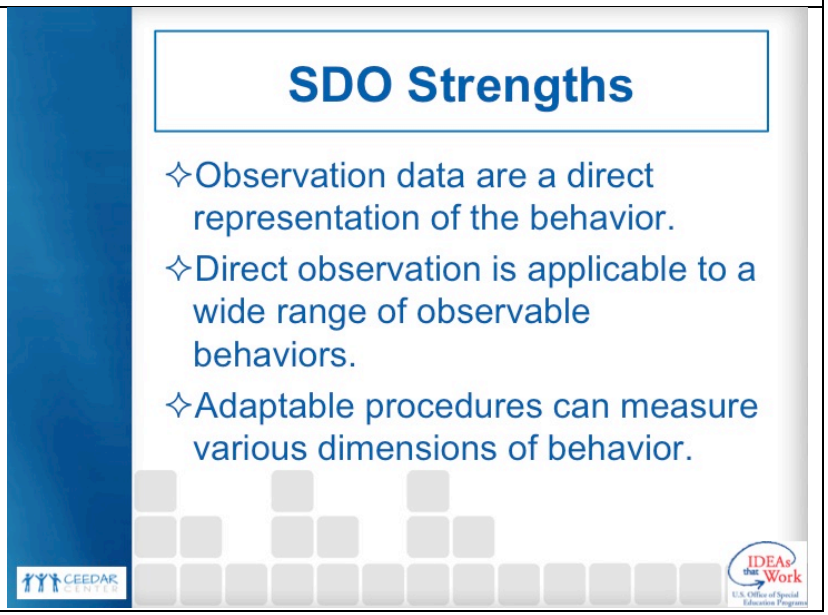
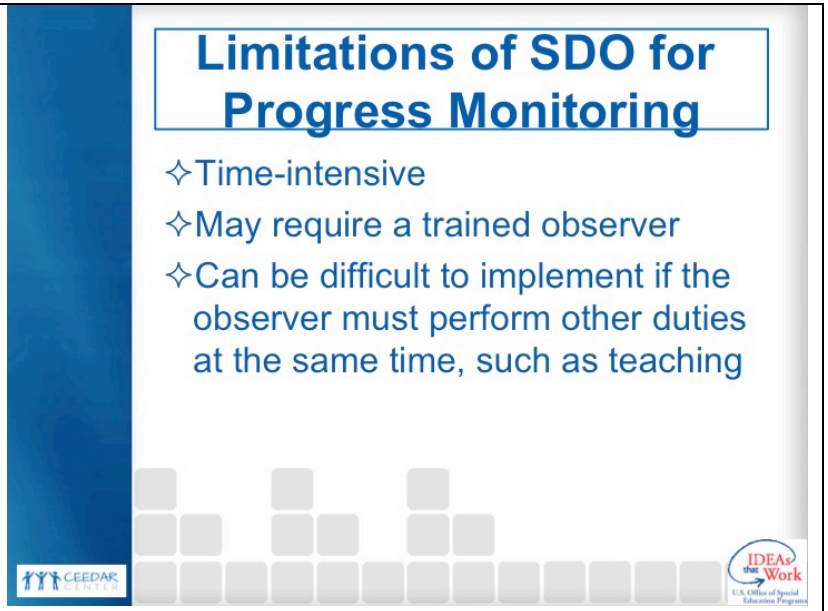
| 5. *See possible answers below.*<br><br>**Possible answers:**<br>• Kyle: Frequency or rate<br>• Sara: Percentage of tasks completed, frequency (assignments submitted)<br>• Brad: Latency (from the time of the request to the execution of the task), percentage of requests<br>• Bonnie: Frequency or rate | |
| **Slide 50– SDO Strengths**<br><br>Systematic direct observation offers several advantages. First, the data collected are closely aligned with the behavior being observed. Another advantage is its flexibility for collecting data on a wide range of behaviors. Virtually all behavior that can be seen can be the subject of direct observation techniques. Lastly, a wide range of procedures is available for collecting data. These methods can be readily adapted to allow behavior data to be collected along various dimensions and for a variety of purposes. |  |

**Slide 51– Limitations of SDO for Progress Monitoring**

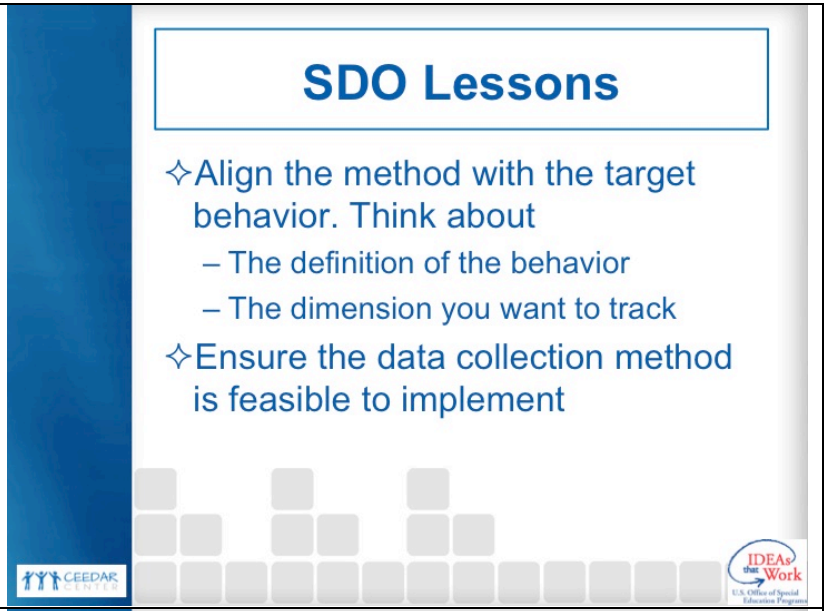
While systematic direct observation can provide very strong and useful data, these methods are often time intensive and difficult to implement, particularly within the context of busy school classrooms. Because of the difficulty of having to attend to instruction, behavior management, and data collection (not to mention a whole host of other issues!), the primary advantage of systematic direct observation—that the method provides a direct index of behavior—might be lost. Moreover, if the method is not feasible and requires too much effort, it is not likely to be used. This would result in no progress monitoring data and no opportunity for data-based individualization.

These limitations do not mean that SDO should never be used—it is often an important part of understanding student behavior and collecting baseline data. However, for the purpose of progress monitoring, it is often too intensive for a teacher to consistently collect SDO data during instruction, and it is rarely feasible for an external observer to help frequently over an extended period of time.



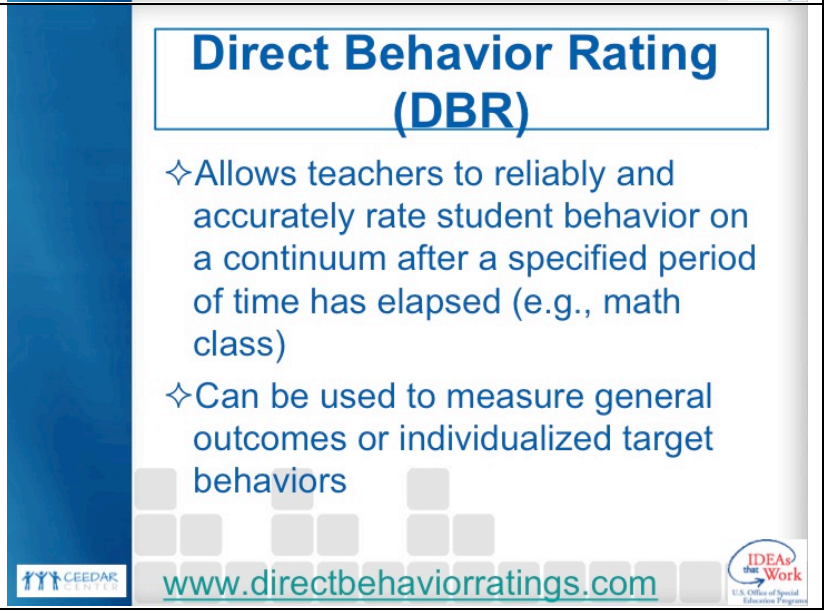
**Slide 52– SDO Lessons**

Despite these limitations, there are some important lessons to be learned from direct observation techniques. The primary advantage of this method is that it provides a direct reflection of the behavior. We want our data to provide accurate information on the chosen dimension of our clearly defined target behavior. For example, if the behavior of concern is desk flips during math, we need to choose a data collection method that tracks how often the behavior occurs (the frequency or rate). Work refusal might be considered in terms of the percentage of work requests the student refuses, or we might want to know how long the student spent refusing to do work (duration). The final consideration is feasibility. If a strong method is too difficult to sustain, it will not be useful for progress monitoring.




**Slide 53– Direct Behavior Rating (DBR)**

Fortunately, there is an alternative method to the often burdensome direct observation approach. Direct Behavior Rating (DBR) can be adapted to focus on a range of target behaviors while also providing an opportunity to measure broader, more general outcomes. The premise of DBR is that teachers can reliably and accurately rate student behavior on a continuum after a specified period of time. These ratings are then used to monitor student progress.
DBR can also be completed by the student, the parents, or others who directly observe the student. Multiple versions of DBR forms are available on the DBR website.



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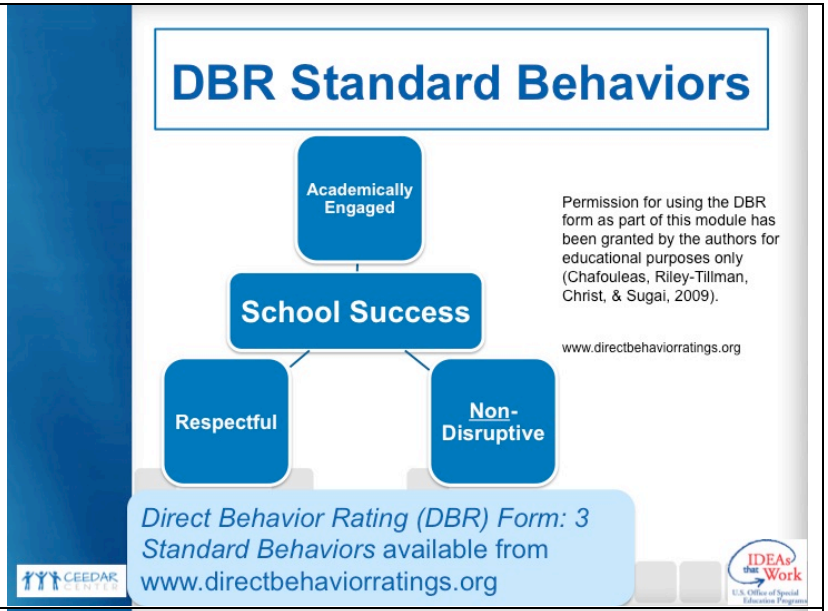
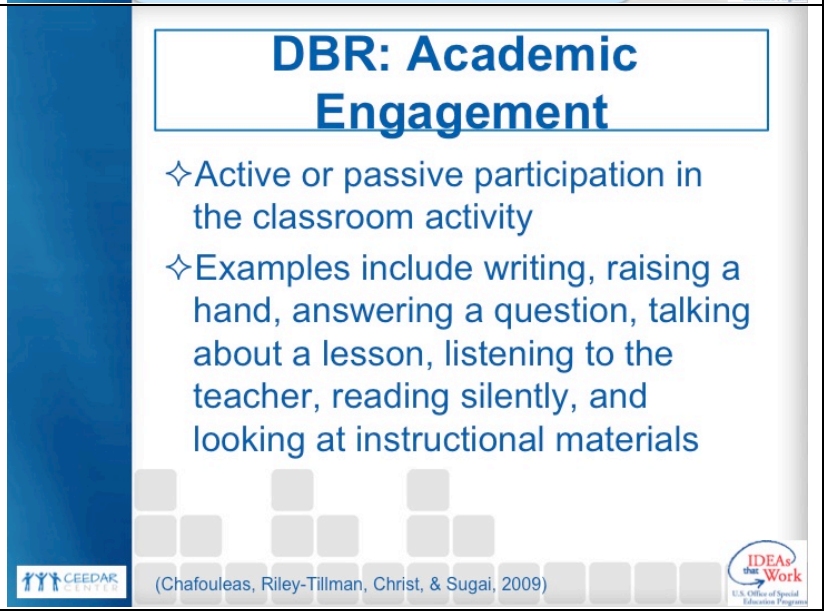
| **Slide 54 – DBR Standard Behaviors**<br><br>*Refer to Direct Behavior Rating (DBR) Form: 3 Standard Behaviors, available for download from http://www.directbehaviorratings.org/cms/files/pdf/V%201.4%20DBR%20Standard%20Form%20with%203%20Standard%20Behaviors.pdf*<br>DBR can be used with three pre-defined, standard behaviors: (a) academically engaged behavior; (b) non-disruptive behavior (looking for reduced occurrence of disruptive behavior); and (c) respectful behavior. These are broader behaviors that are needed for successful school functioning. We will consider the application of these examples and then discuss how to incorporate students' individualized target behaviors into the instrument. |  |
| **Slide 55– DBR: Academic Engagement**<br><br>*Review slide.* |  |

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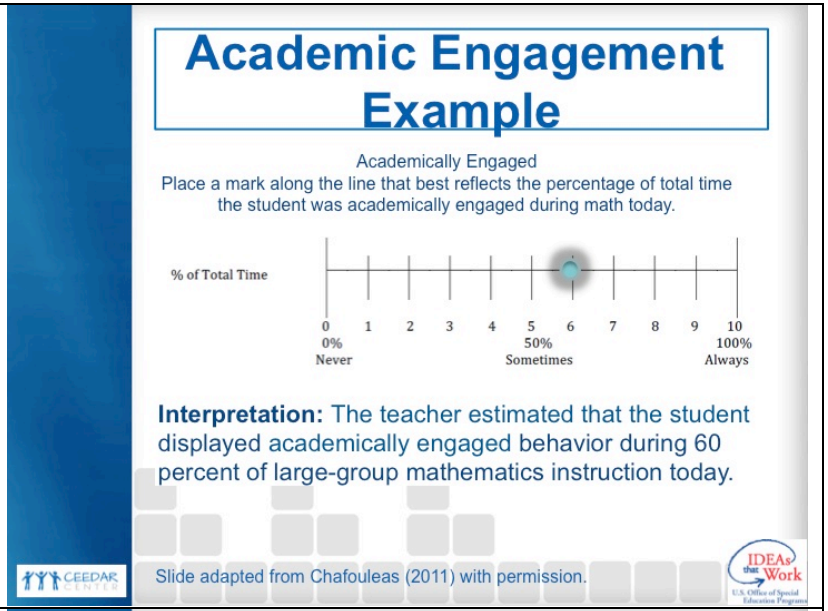
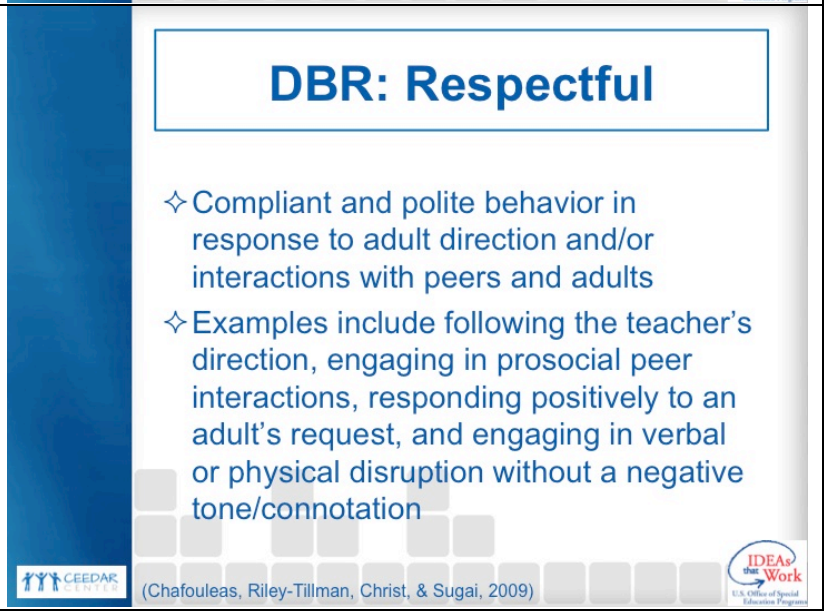
| **Slide 56– Academic Engagement Example**<br><br>*Animated slide. Click to bring up Interpretation.* |  |
| **Slide 57– DBR: Respectful**<br><br>*Review slide.* |  |

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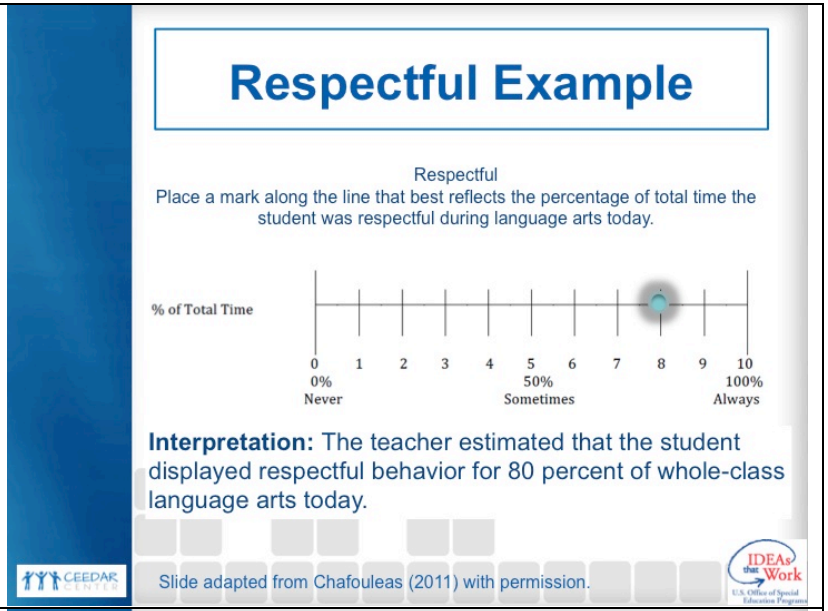
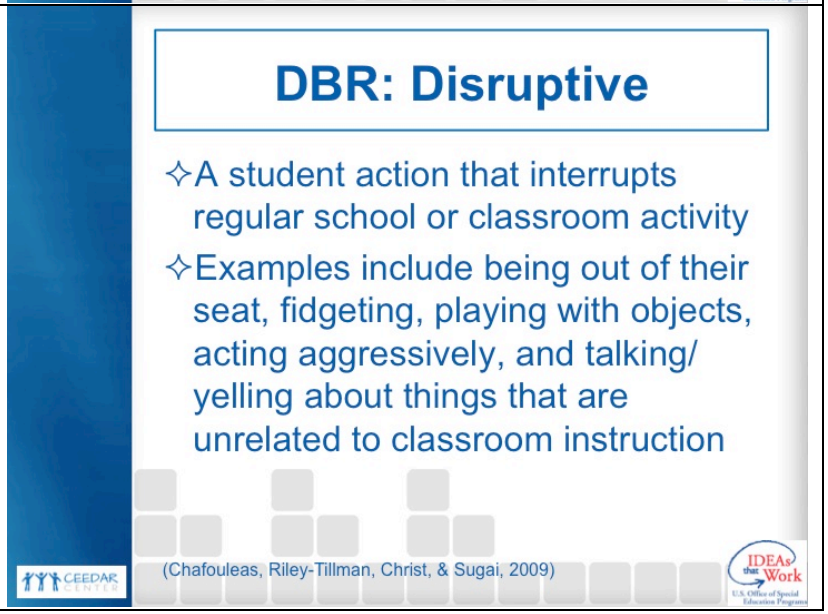
| **Slide 58– Respectful Example**<br><br>*Animated slide. Click to bring up Interpretation.* |  |
| **Slide 59– DBR: Disruptive**<br><br>*Review slide.* |  |

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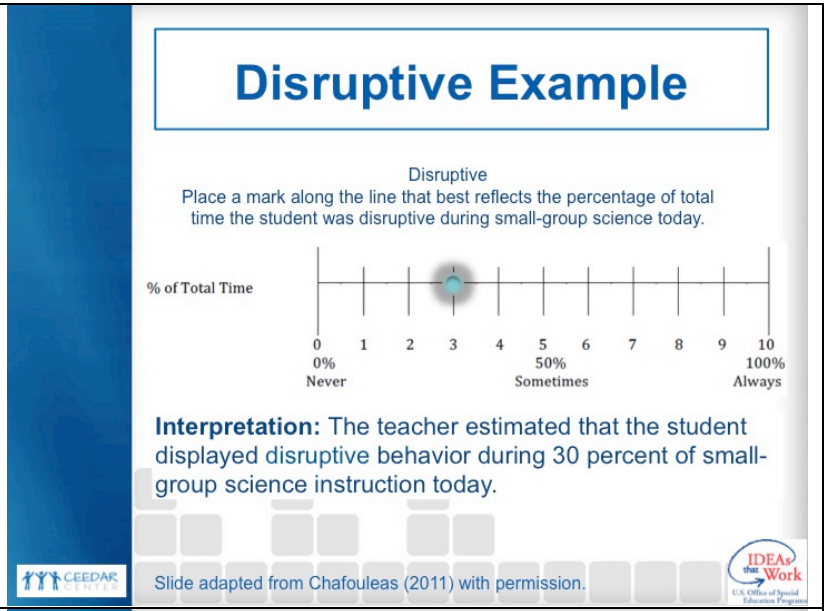
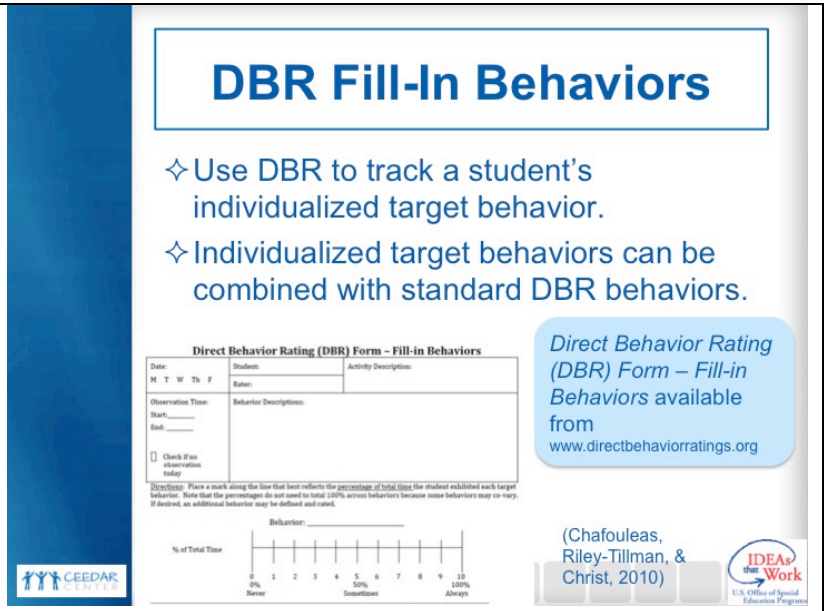
| **Slide 60– Disruptive Example**<br><br>*Animated slide. Click to bring up Interpretation.* |  |
| **Slide 61– DBR Standard Item Takeaways**<br><br>*Review slide.* | |

**Slide 62– DBR Fill-In Behaviors**

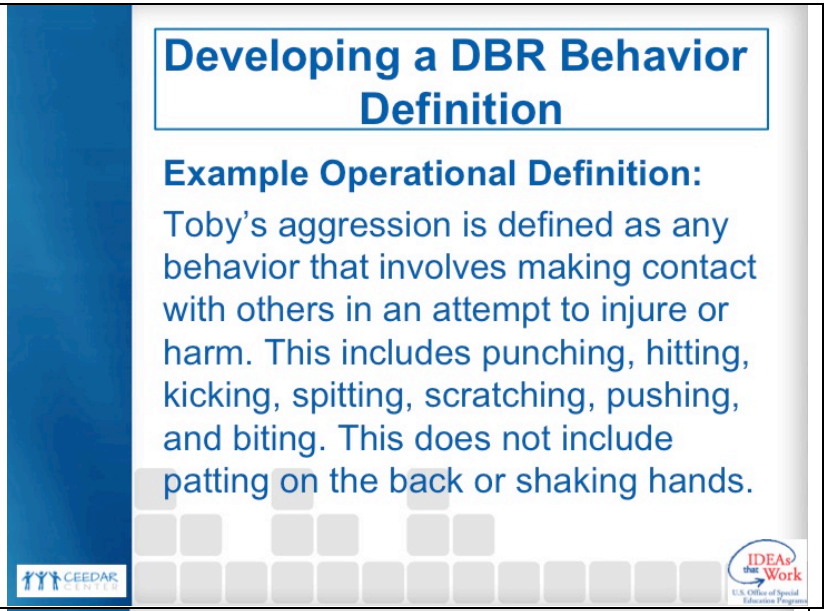
*Provide or reference Direct Behavior Rating (DBR) Form – Fill-in Behaviors (V 1.3 DBR Standard Form – Fill-in Behaviors), available for download from* *http://www.directbehaviorratings.org/cms/files//pdf/V%201.3%20DBR%20Standard%20Form%20-%20Fill-in%20Behaviors.pdf*

The standard DBR items are useful for tracking a student on broad indicators of school success. However, the data-based individualization process often will require the tracking of behaviors specific to the particular student. The DBR form also provides an option to fill in your own target behaviors. This will require school personnel to clearly define the target behaviors and align them with specific criteria or anchors to increase the consistency of the ratings. Examples of this alignment include considering whether the behavior occurs a lot or little, or the percentage of time during which the behavior occurs.



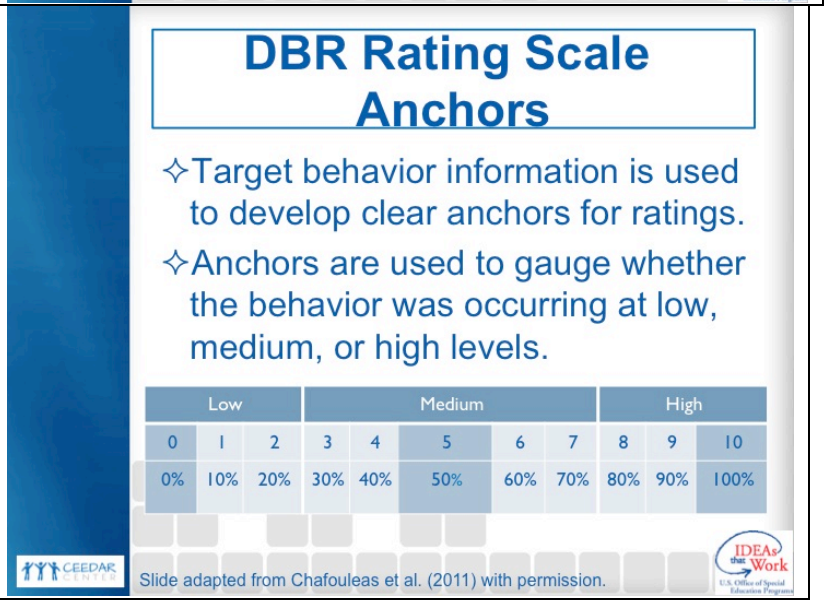
**Slide 63- Developing a DBR Behavior Definition**

*Review slide.*



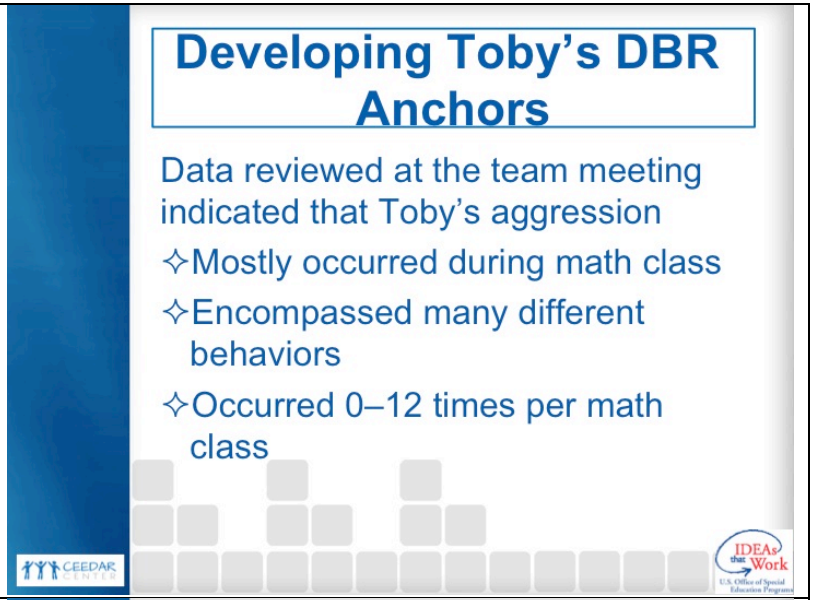

**Slide 64- DBR Rating Scale Anchors**

*Animated slide. Click to bring up table.*
As much as possible, DBR anchors are based on the preliminary information collected to identify, prioritize, and define the target behavior. Information related to the frequency of the behavior, or how likely it is to occur (e.g., the percentage of time), can be used to determine whether the behavior is occurring at high, moderate, or low levels during a particular time period.



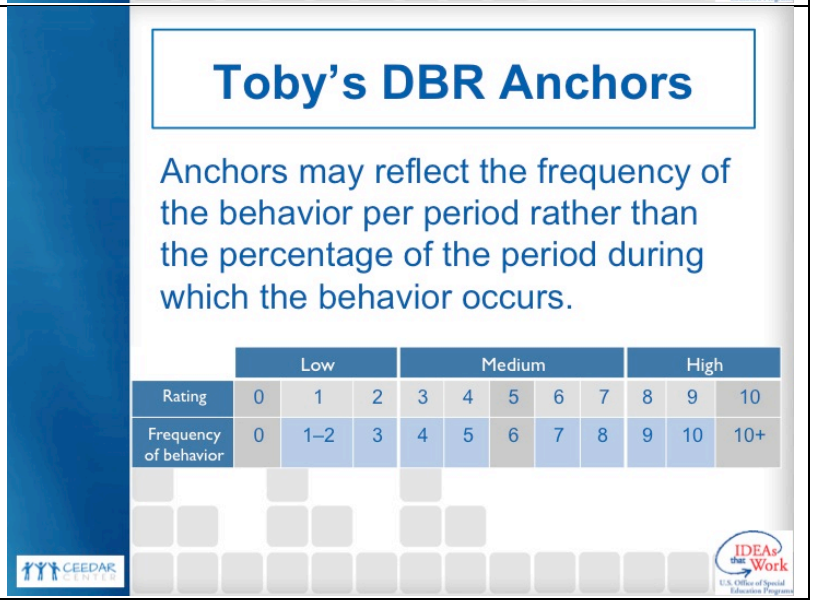
**Slide 65– Developing Toby's DBR Anchors**

*Review slide.*




**Slide 66– Toby's DBR Anchors**

If your preliminary data included direct observation, you may know the range of frequencies for your target behavior, and you can set the upper range as a rating of 10.



**Slide 67- Activity: Individualizing the DBR Form**

*Review slide and handout.*

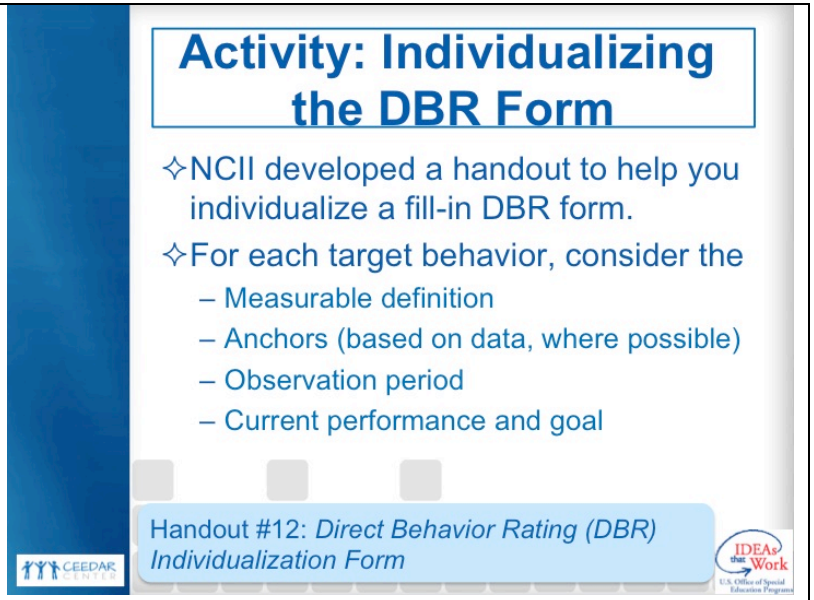
***Activity-To be completed independently and reviewed in pairs***

***Purpose of the activity-*** *Practice filling out a DBR Individualization for a single target behavior. This activity will address behavioral definitions as well as DBR anchors.*

***Directions for the activity***

1. Think of a student that you have previously worked with.
2. On handout #12, fill out the Direct Behavior Rating (DBR) Individualization form. *To save time, you may choose to have them do this for only a single target behavior, although the form has room for up to three.*
3. *When participants have finished, pair them up and have them share their form with a partner and discuss.*
4. *Debrief with the whole group.*
   - Was it difficult or easy to identify the target behavior(s) and provide the definitions?
   - How difficult was it to provide DBR anchors for the target behavior(s).
   - Did you find this activity worthwhile to complete? Please explain.

***Putting It All Together –*** *By completing the DBR handout and sharing with a partner, participants will begin to feel more comfortable filling out the form and using it in their classroom. Discussing together will create additional learning.*



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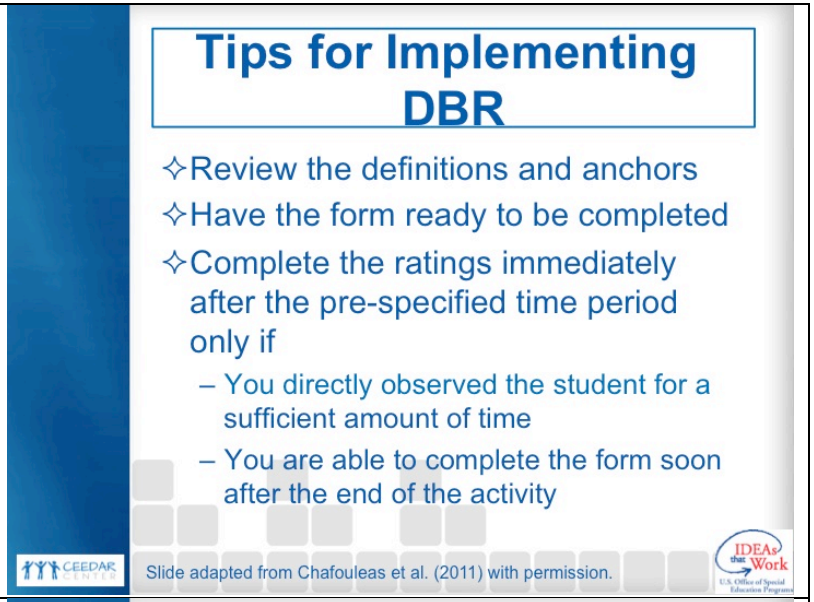
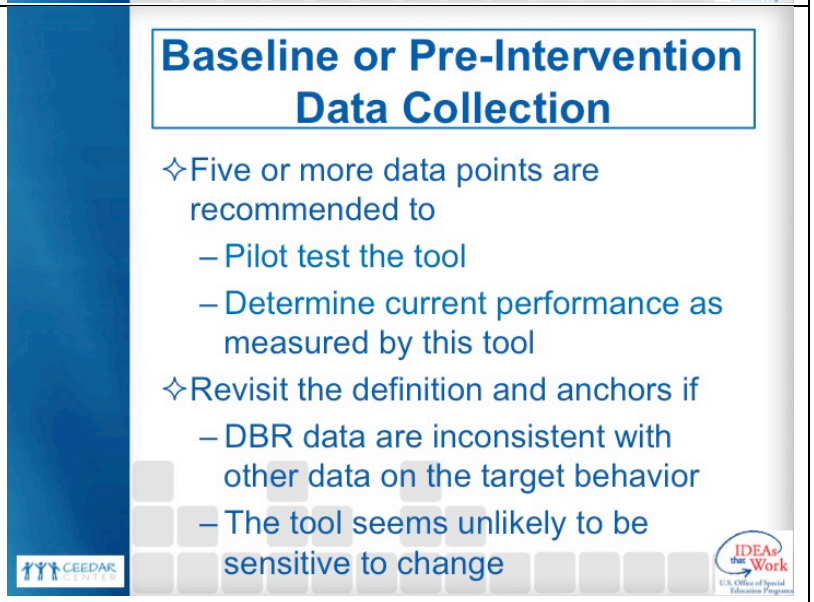
| **Slide 68– Tips for Implementing DBR**<br><br>*Review slide.* |  |
| **Slide 69– Baseline or Pre-Intervention Data Collection**<br><br>After the process for entering data has been outlined, it is necessary to pilot the tool and establish how the individual is currently performing on the tool before intervention begins. The purpose of this "try-it-out" phase is to make sure the DBR anchors and ratings are reflective of student behavior, and to determine a present level of functioning (the baseline). There are no set rules for how long this phase needs to last, but we need enough information to determine whether the tool is accurately reflecting student behavior. The general recommendation is five or more assessment points. Indications of problems with the tool might be the collection of data that are inconsistent with other data on the same target behavior or that seem unlikely to be sensitive to changes in the target behavior. In such cases, it might be necessary to revise the definition or anchors to make sure the instrument is providing accurate |  |

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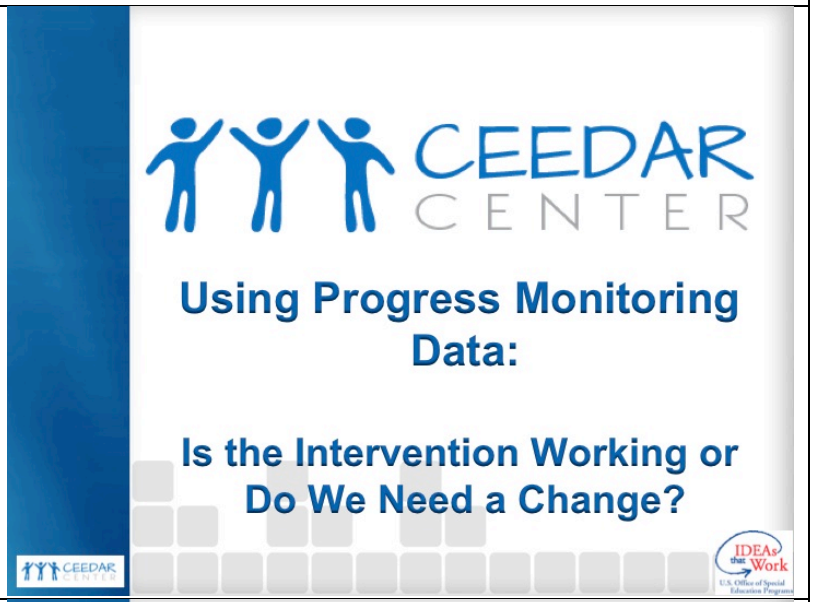
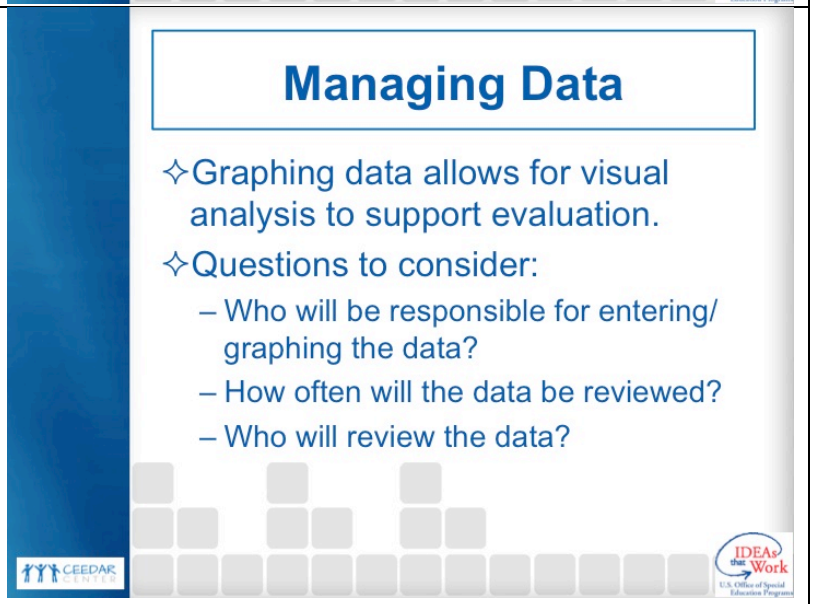
| assessments of individual performance. | |
| **Slide 70– Using Progress Monitoring Data: Is the intervention working or do we need to change?**<br><br>This section discusses considerations for using progress monitoring data to make intervention decisions. For information on interpreting graphed data, see Part 3. |  |
| **Slide 71– Managing Data**<br><br>The first consideration for evaluation is the actual management of the data. This includes determining the process for moving the ratings from the DBR form into some tool for graphing. This might include using a graphing program such as Microsoft Excel, a website such as Chart Dog from interventioncentral.com, or you may do it by hand. NCII also offers a tool to graph a small set of DBR data points (see the progress monitoring module listed in the resources at the end of this PowerPoint).<br><br>*As time allows, preview available tools such as Chart Dog or the NCII graphing tool.*<br><br>Remember, however, that entering data is not enough! We have to analyze it and use it to make intervention decisions. We'll talk about |  |

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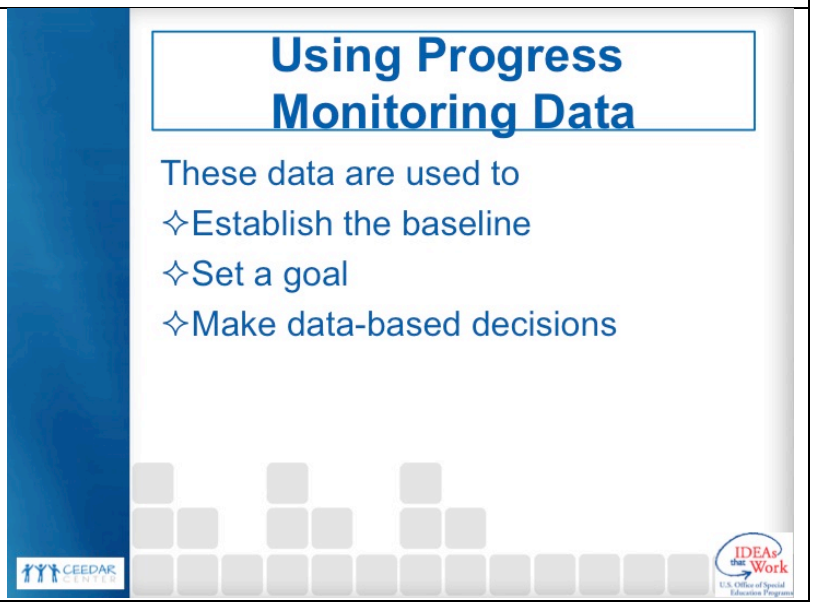
| this in the next few slides. Part 3 talks more about interpreting graphed behavior data. | |
| **Slide 72– Using Progress Monitoring Data**<br><br>*Review slide.* |  |

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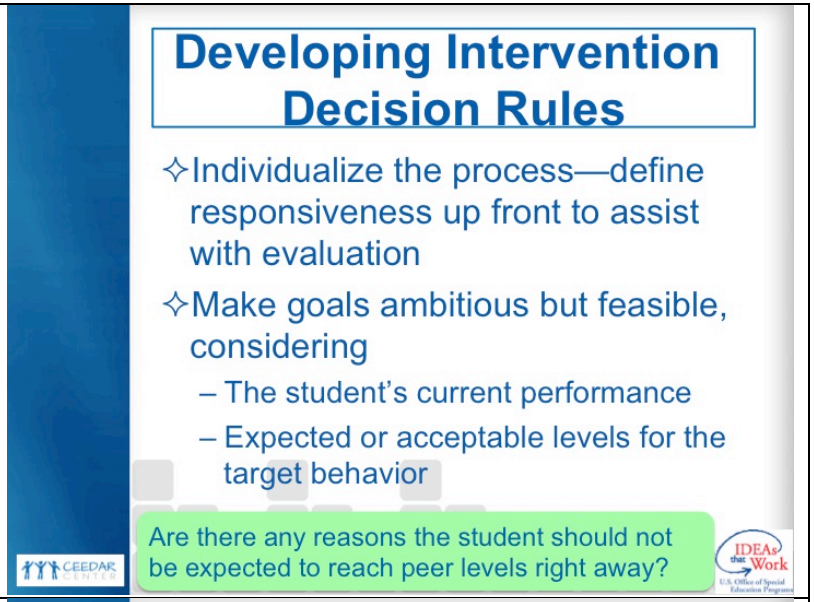
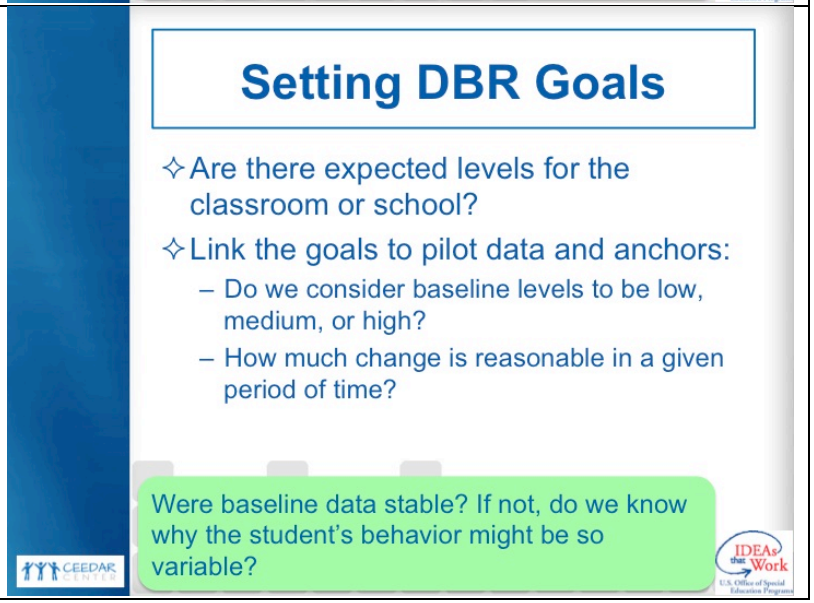
| **Slide 73– Developing Intervention Decision Rules**<br><br>Data collected during the baseline or pre-intervention phase can tell you about the student's current performance, helping the team determine a reasonable goal. |  |
| **Slide 74– Setting DBR Goals**<br><br>Variable data could reflect a problem with the tool, but they may also reflect true variations in student behavior. We can look for patterns in the data to see if we can find antecedents that predict the behavior (see the ABCs of behavior in Part 1). These might relate to the setting or the task the student has been asked to complete, or they might relate to student engagement or motivation. Remember to consider not only triggering antecedents but also setting events such as student health or events at home. We'll talk more about analyzing function in Part 5, but these points highlight the importance of communicating with parents and students about patterns in behavior and the influence of non-school factors. |  |

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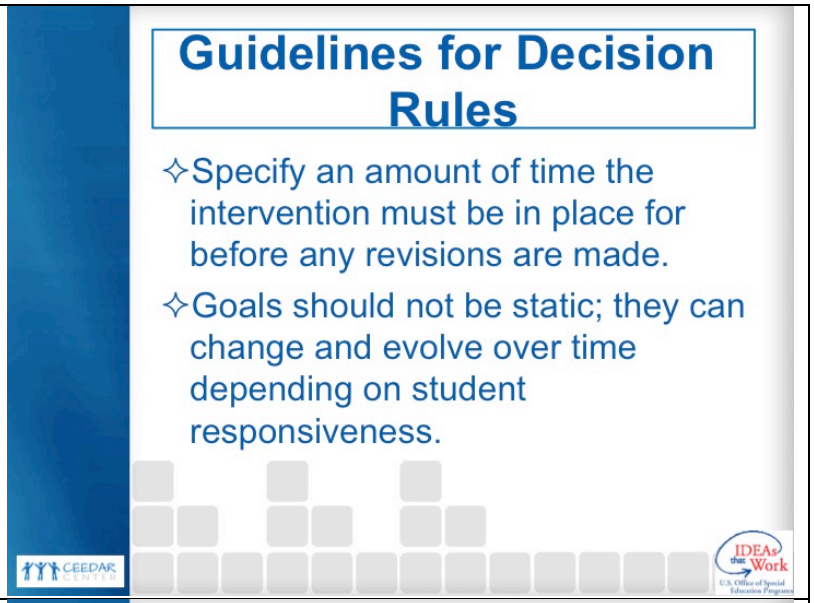
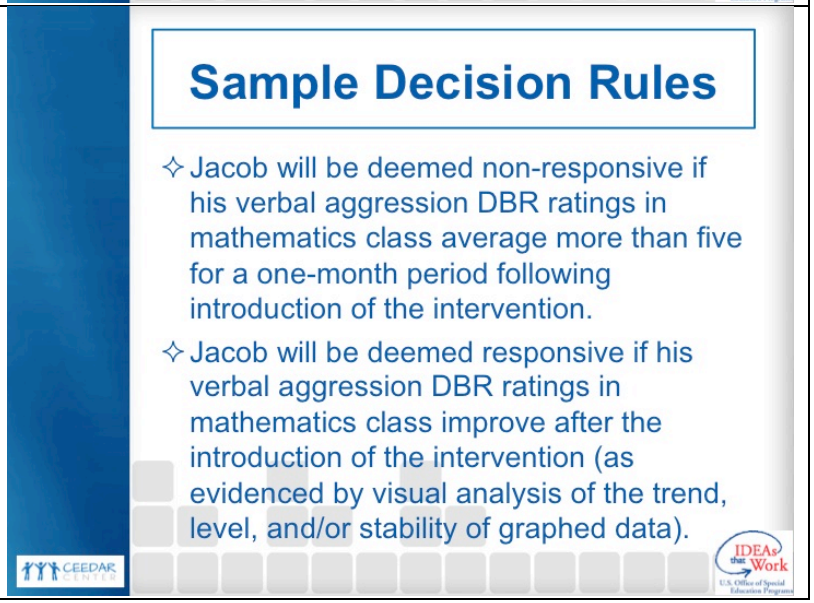
| **Slide 75– Guidelines for Decision Rules**<br><br>*Review slide.* |  |
| **Slide 76– Sample Decision Rules**<br><br>The school team will review the data at the end of the month to determine whether Jacob was responsive and decide on next steps.<br><br>**Activity Extension** – Think about the student that you used to fill out DBR handout #12. Create some sample decision rules for that student. Share with the same partner as before when you are finished.<br><br>For more information on visual analysis, see Part 3. |  |

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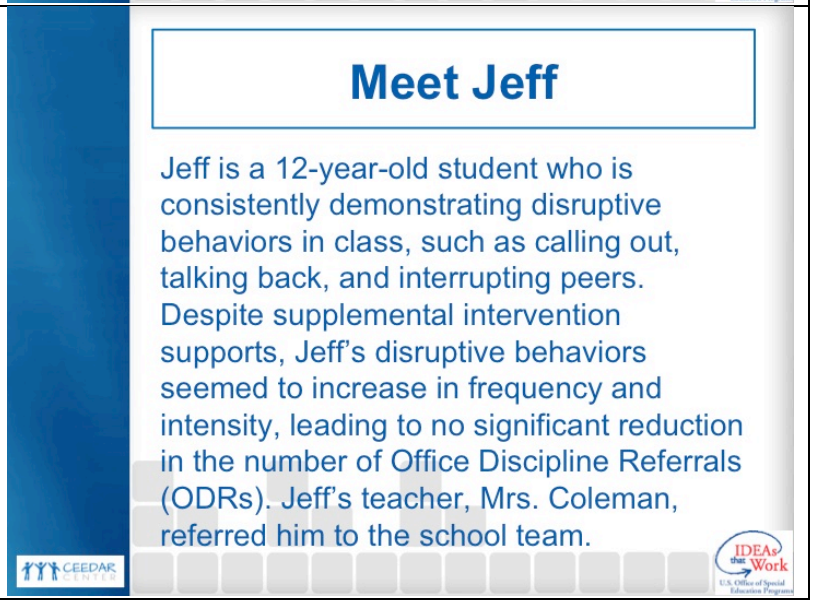
| **Slide 77– Case Study: Progress Monitoring Jeff's Target Behaviors**<br><br>This case study shows how Jeff's support team identifies and monitors his target behaviors. | |
| **Slide 78– Meet Jeff**<br><br>*Review slide.* |  |

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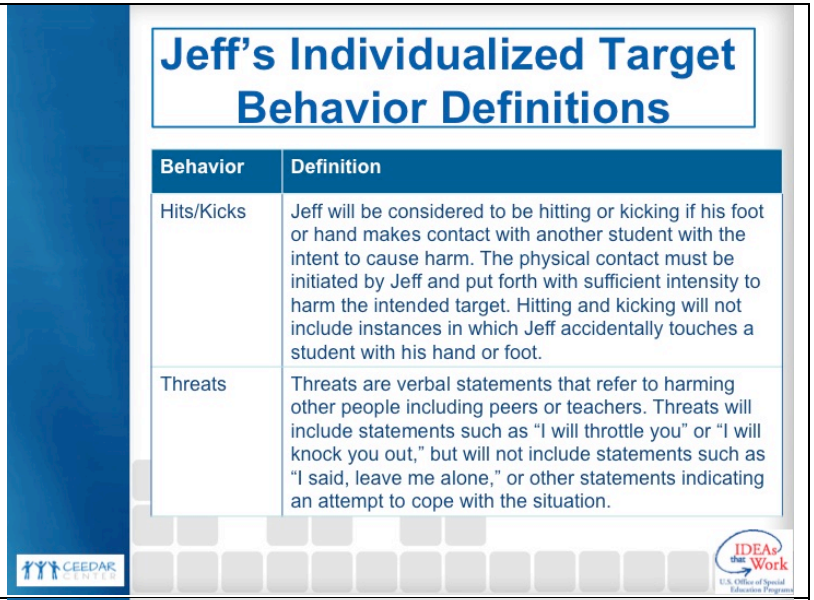
| **Slide 79– Jeff's Potential Target Behaviors**<br><br>During the team meeting, Mrs. Coleman identified these potential target behaviors for Jeff.<br><br>*Read the list.*<br><br>The team decided to collect observational data to learn more about these behaviors. | |
| **Slide 80– Considerations for Prioritization**<br><br>The team decided to prioritize the two behaviors that most interfered with learning for Jeff and his peers. While hitting and kicking did not occur as often as the other behaviors, they are potentially dangerous and need to be monitored. | |

**Slide 81– Jeff's Individualized Target Behavior Definitions**

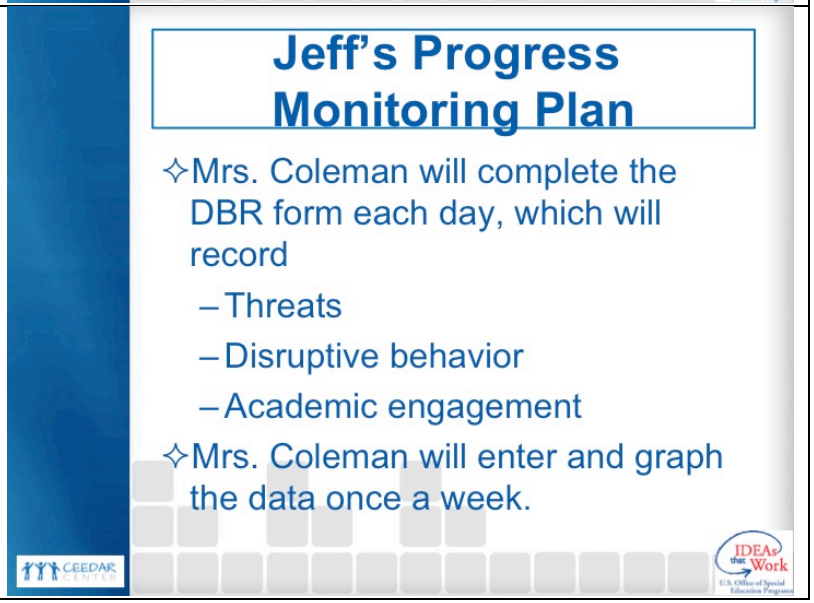
*Review slide.*




**Slide 82– Jeff's Progress Monitoring Plan**

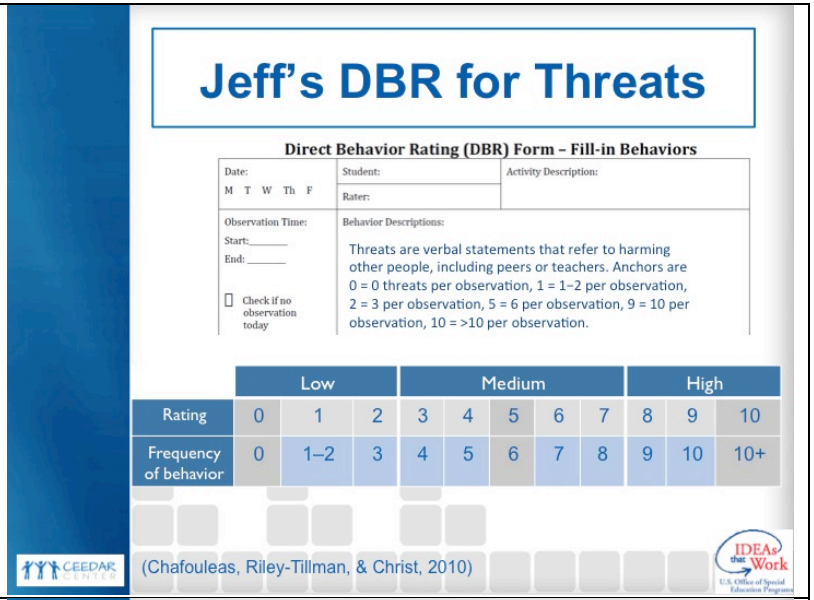
To make intervention decisions, the team will primarily focus on threats. However, they also wanted to monitor disruptive behavior, since it encompasses some of his other frequent behaviors such as being out of his seat and talking out. Academic engagement is also included on the DBR form to see if reducing disruptive and threatening behavior helps Jeff participate more in class.

While hits/kicks are dangerous, they are rare enough that the team did not think they needed to be included on a daily DBR form. This behavior will be tracked by a frequency count, with ODRs serving as a record.



**Slide 83– Jeff's DBR for Threats**

*Review slide.*




**Slide 84– Jeff's Goals and Decision Rules**

If Jeff is not responsive in one or more of the target behaviors, the team will consider if the intervention needs more time to work or should be adapted.

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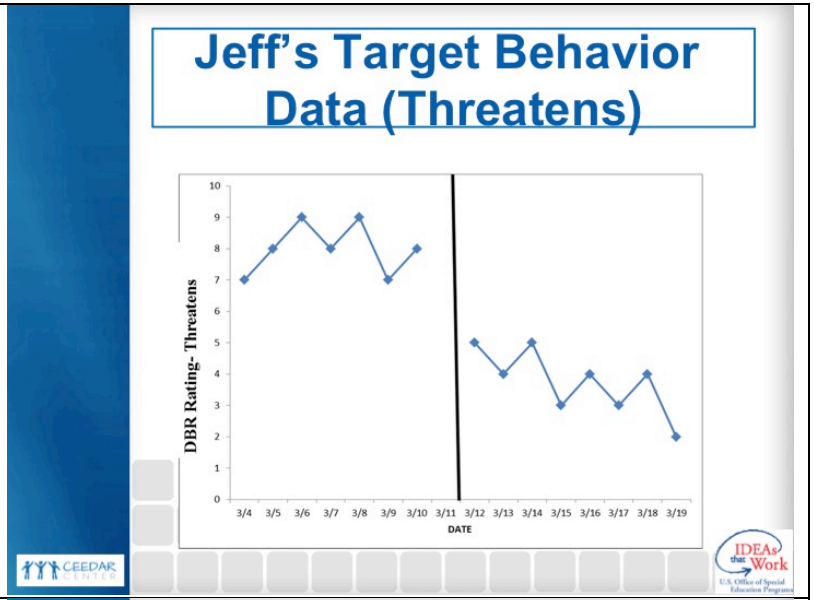
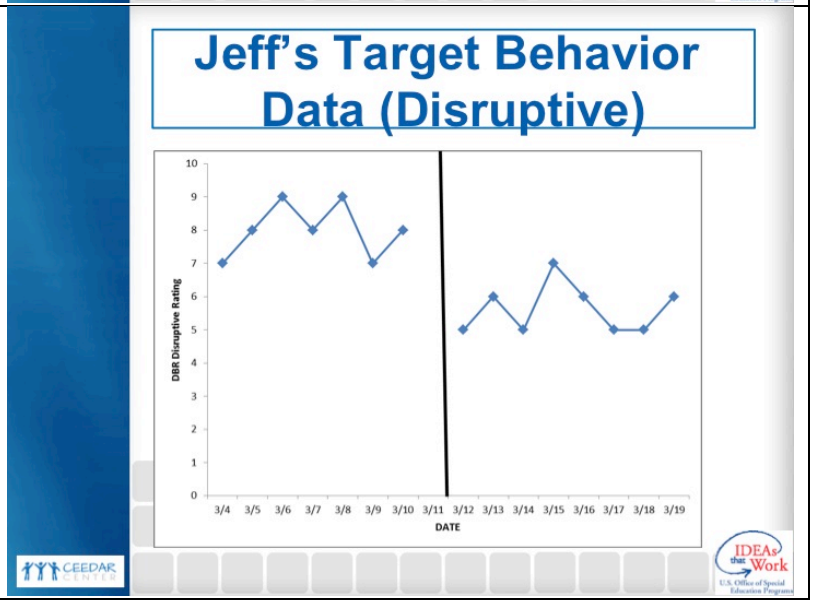
| **Slide 85– Jeff's Target Behavior Data (Threatens)**<br><br>What does this graph tell us about Jeff's threatening behavior before and after the intensive intervention was introduced?<br><br>*Give participants a few moments to think about how to answer this question based on the graphed data. If time allows, discuss as a group.*<br><br>During the intervention, Jeff's threatening behavior dropped in level and showed a decreasing trend. |  |
| **Slide 86– Jeff's Target Behavior Data (Disruptive)**<br><br>Did Jeff's disruptive behavior change after the intensive intervention was introduced?<br><br>*Give participants a few moments to think about how to answer this question based on the graphed data. If time allows, discuss as a group.*<br><br>Jeff's disruptive ratings showed a small decrease in level after the intervention was introduced. |  |

**Slide 87– Jeff's Target Behavior Data (Engagement)**

Did Jeff's academic engagement change after the intensive intervention was introduced?

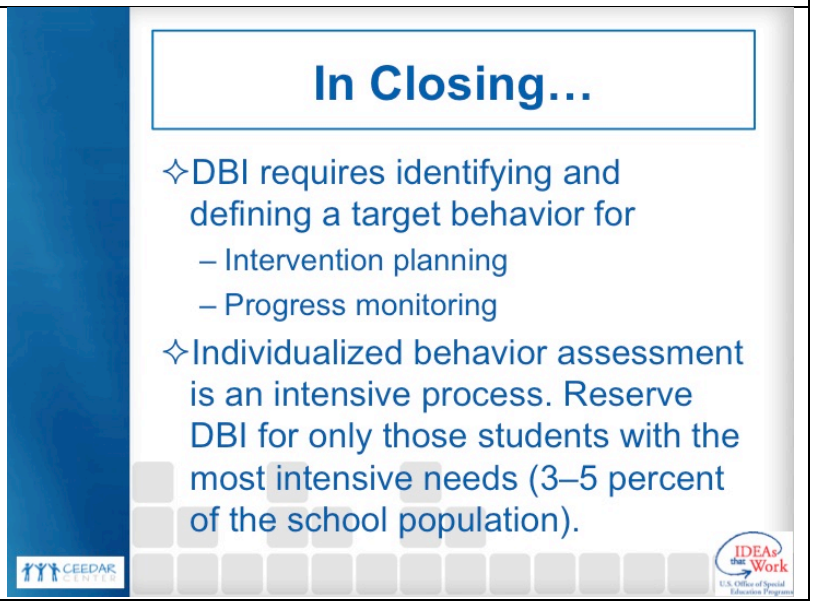
*Give participants a few moments to think about how to answer this question based on the graphed data. If time allows, discuss as a group.*

Jeff's engagement was variable both before and during the intervention. We cannot see any clear change in the level or trend of his engagement data.

Taken together, these three graphs suggest that the intervention has helped reduce concerning behaviors such as threats and disruptions, but it has not helped Jeff become more academically engaged. Jeff needs additional support in this area.

**Slide 88– In Closing…**

Individualized intervention requires individualized assessment.



**Slide 89– Exit Activity**

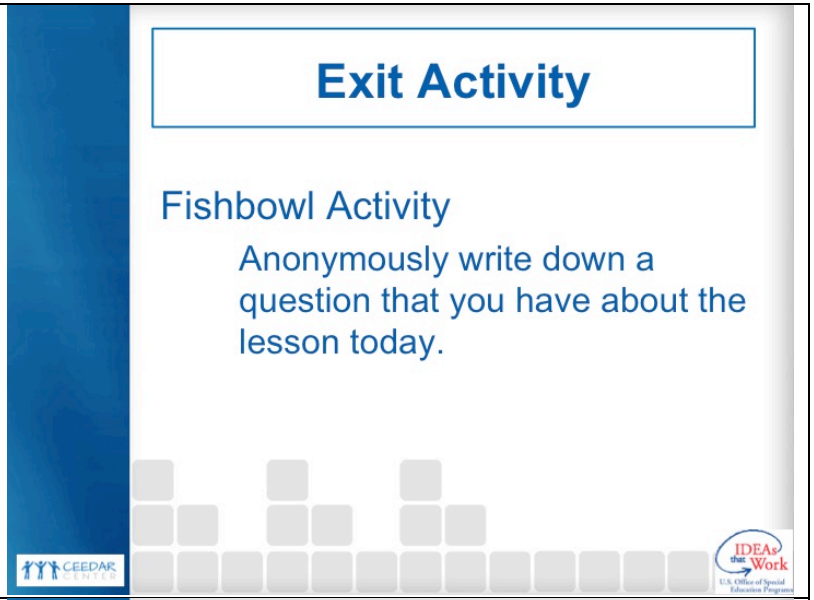
***Activity***

***Purpose of the activity*** *– Review concepts presented in Part 4 of the Behavior Module*

***Directions***

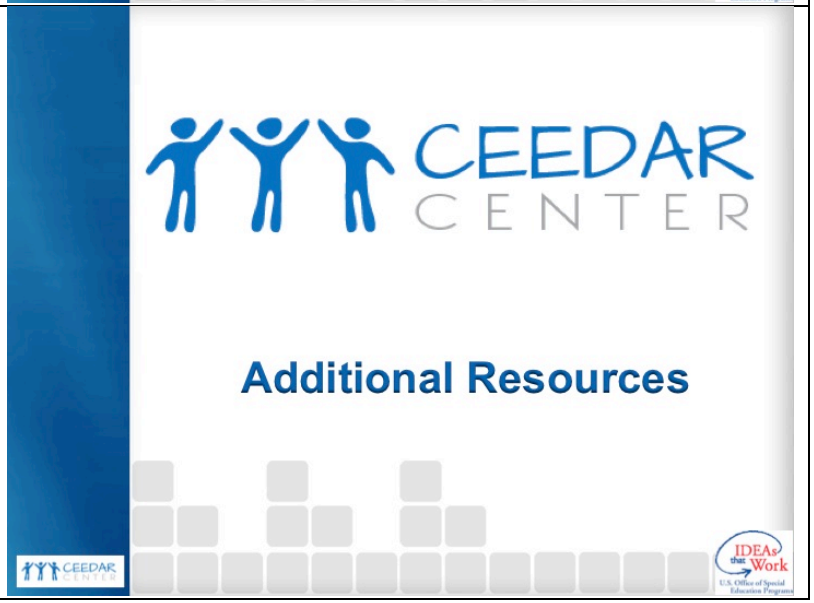
1. *Have participants follow the direction on the slide.*
2. *Collect and mix up questions in a bowl.*
3. *Draw questions and have participants answer.*

***Putting it all together*** *– This serves as a review for Part 4 as well as an introduction to Part 5 of the Behavior Module and helps participants take ownership of their learning*




**Slide 90– Additional Resources**

This section provides internet resources on progress monitoring behavioral interventions.



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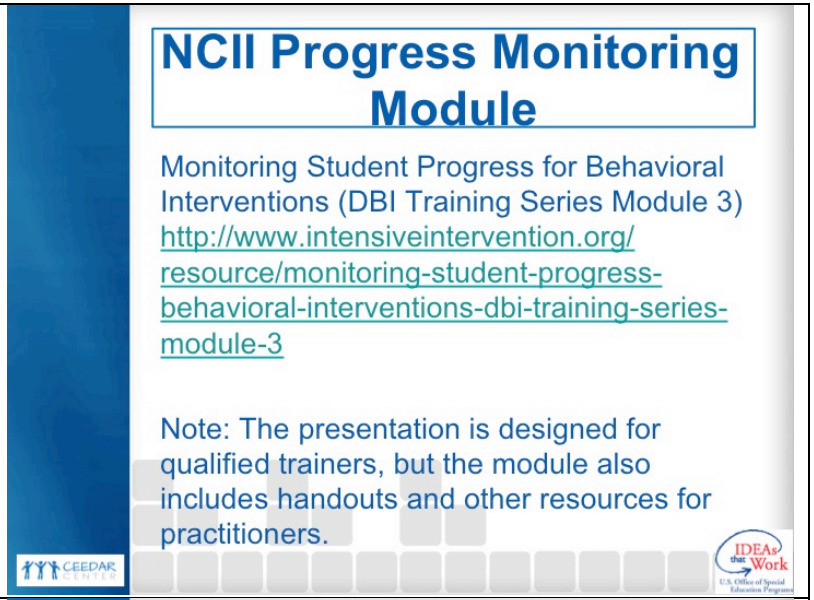
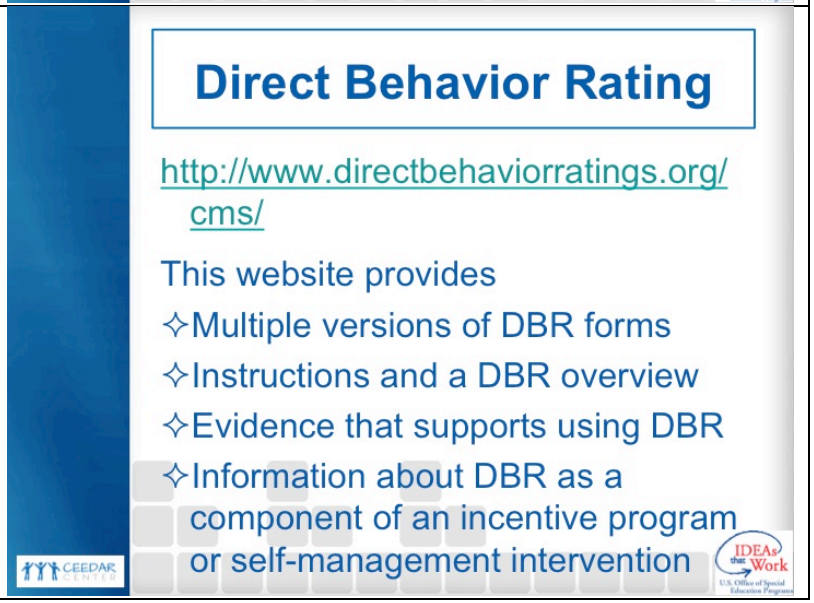
| **Slide 91 – NCII Progress Monitoring Module**<br><br>This module focuses on behavioral progress monitoring within the context of the DBI process. It addresses: (a) the methods available for behavioral progress monitoring, including (but not limited to) Direct Behavior Rating (DBR); and (b) using progress monitoring data to make decisions about behavioral interventions. |  |
| **Slide 92– Direct Behavior Rating**<br><br>Examples of form versions:<br>• Standard behaviors<br>• Fill-in<br>• Booklets with graphing charts<br>• Smiley faces (e.g., for use with small children learning to self-monitor behavior) |  |

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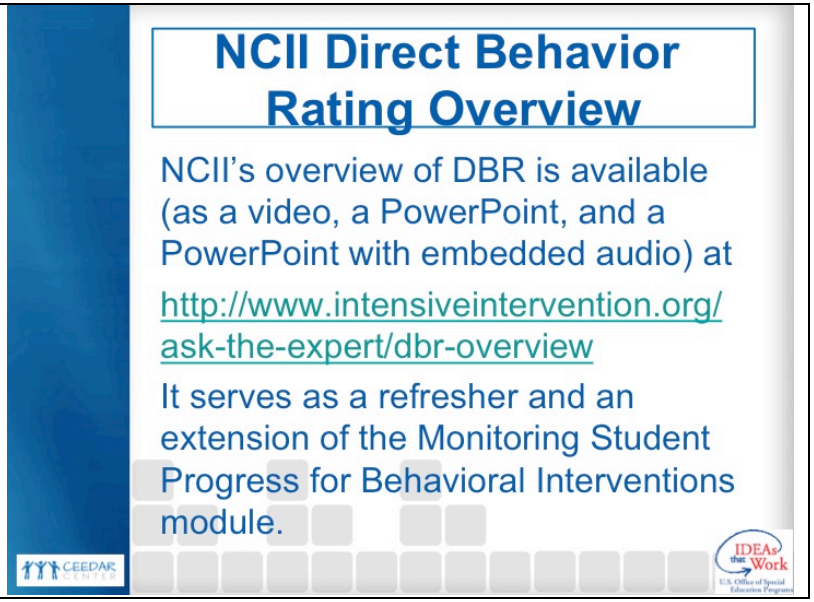
| **Slide 93– NCII Direct Behavior Rating Overview**<br><br>*Review slide.* |  |

# Anchor Presentation Table of Contents and Handouts

**Part 1: Introduction (7 subparts)**
- ✧ Characteristics of Successful Schools, Teachers, and Students
- ✧ Linking Academic Instruction and Classroom Management
- ✧ Rationale for Addressing Behavior
- ✧ The ABCs of Behavior
- ✧ Students with Challenging Behaviors
- ✧ Outcomes for Students with Disabilities
- ✧ Case Studies

**Part 2: Universal Behavioral Interventions in a Multi-Tiered Framework (4 subparts)**
- ✧ Multi-Tiered Systems of Supports
- ✧ Positive Behavioral Interventions and Supports (PBIS) Continuum
- ✧ Universal Intervention: Schoolwide Positive Behavioral Interventions and Supports (SW-PBIS)
- ✧ Classwide Behavioral Interventions

**Part 3: Supplemental Behavioral Interventions (6 subparts)**
- ✧ What Are Supplemental Interventions?
- ✧ The Implementation Process
- ✧ The Importance of Choosing Evidence-Based Behavioral Interventions and Implementing Them With Fidelity
- ✧ Examples of Supplemental Interventions and Strategies
- ✧ Measuring Student Progress
- ✧ Case Studies: Meet Ryan and Aiden

**Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention (6 subparts)**
- ✧ Introduction to Data-Based Individualization
- ✧ Gathering Information on Behavior
- ✧ Identifying Target Behaviors
- ✧ Progress Monitoring Target Behaviors
- ✧ Case Study: Progress Monitoring Jeff's Target Behaviors
- ✧ Additional Resources

**Part 5: Intensive Intervention (8 subparts)**
- ✧ Data-Based Individualization
- ✧ Functional Assessment of Behavior
- ✧ Function-Based Interventions
- ✧ Classroom Culture and Wraparound Services
- ✧ Documenting Intervention and Evaluation
- ✧ Case Study: Supporting Ryan With DBI
- ✧ Restraint and Seclusion
- ✧ Additional Resources

## Handouts

**Part 1**

- ✧ Handout 1: IDEA 2004 Disability Definitions
- ✧ Handout 2: Case Studies: Real-Life Stories of Four Students With Challenging Behaviors

**Part 2**

- ✧ Handout 3: Matrix for Teaching Behavioral Expectations
- ✧ Handout 4: Schoolwide Benchmarks of Quality—Team Member Rating Form

**Part 3**

- ✧ Handout 5 The Four Steps in the Implementation Process
- ✧ Handout 6: Examples of Evidence-Based Behavior Curricula
- ✧ Handout 7: Examples of Evidence-Based Behavior Interventions
- ✧ Handout 8: Worksheet for Identifying Students for Check In/Check Out

**Part 4**

- ✧ Handout 9: Target Behavior Questionnaire
- ✧ Handout 10: ABC Anecdotal Report
- ✧ Handout 11: ABC Checklist
- ✧ Handout 12: Direct Behavior Rating (DBR) Individualization Form

**Part 5**

- ✧ Handout 13: Bob's Target Behavior Questionnaire
- ✧ Handout 14: Functional Assessment Interview
- ✧ Handout 15: Function-Based Behavior Intervention Plan
- ✧ Handout 16: Function-Based Intervention Strategies
- ✧ Handout 7: Examples of Evidence-Based Behavior Interventions (originally introduced in Part 3)

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or polices of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

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