Progress Monitoring

Kimberly J. Vannest, Ph.D.

Note today’s audio will be delivered via your computer speakers….please ensure they are on with volume turned up.
• How do we know who is responding to our efforts and who needs more assistance? Progress monitoring is common in academic areas, but what about in behavior? There are multiple methods for progress monitoring behavior and response to intervention—this session will highlight a few options and help you determine which is a best fit for your students.
Reasons for Progress Monitoring

- Schools consistently rate student emotional and behavioral problems as a major concern (Hardman & Smith, 2003).
- Current reauthorization of IDEA provides options when assessing and providing services to students experiencing behavioral difficulties (Knotek, 2007).
- If teachers do not collect student performance data, it is impossible to document that a problem exists (Witt, VanDerHeydem, & Gilbertson, 2004).
- In the past, the primary method for documenting behavioral progress of students was direct behavioral observation (Hintze, 2005).
- Direct observations typically have high reliability and validity, and are the “gold standard” for documenting student behavior (Wilson & Reschly, 1996);
- Direct observations tend to be time-consuming, viewed as a barrier to instruction (Gunter, Callicott, Denny, and Gerber, 2003)
- Teachers cannot collect data efficiently when using direct observations (Hintze & Matthews, 2004).
What is Progress Monitoring?

- Progress monitoring as we know it in the education of students with exceptionalities is derived and based on principles of:
  - Simple repeated measurement of student performance toward a long-range instructional goal (Deno, 1985)

- There is a national center on progress monitoring sponsored by the U.S. Office of Special Education Programs
  - PM (progress monitoring) is not new, and as an educational practice is unlikely to go away.
Advances in PM

• While academic progress monitoring has a greater than 25 year history, progress monitoring of behavior is more in its infancy in school settings.

• So what types of behaviors would work for progress monitoring.
  o Tier One behaviors or School Wide Expectations
    • Safe
    • Respectful
    • Responsible
  o Tier Two behaviors or targeted behaviors
    • Follow directions the 1st time
    • Turns in homework without reminder
  o Tier Three behaviors or IEP goals and objectives
    • Self selects time out room rather than aggressing against staff
    • Lying and stealing
Implicit in PM are the following

- Current performance levels are well understood.
- Longer term or future goals are established.
- Frequent and straightforward measures of performance are valid and reliable.
- And the data will be used to inform instruction and programming.
Outcomes of PM

- According to the national center on progress monitoring, active users/consumers can expect to see:
  - Accelerated learning
  - Improved instruction
  - Better documentation
  - Efficient communication with families and other professionals about student performance
  - Higher expectations
  - Fewer special education referrals.
Simple, repeated measures

• Simple, straightforward, quick or easy measures may include
  o Frequency counts - How many problems were completed by Randy, number of hand raising occurrences for Jill, frequency of shoving on the playground or cursing in class for Stuart.
  o Rate, Latency, Duration
  o Rating Scales – estimating a level of performance as a number or letter grade.
    • Follows directions -- y/n,
    • Prepared in class - a,b,c,d,f
    • Respectful to teachers and classmates (always, sometimes, never)
Rating Scales

- Rating Scales may save time and be more compatible with instruction.
  - i.e. it is difficult to count pencil tapping while examining Napoleon's motives in war.

- Scales will have pros and cons associated with their level of sensitivity and their clarity in the construct.
  - Follows directions - y/n,
  - Prepared in class - a, b, c, d, f
  - Respectful to teachers and classmates (always, sometimes, never)
Scaling Considerations

• A yes/no scale may be easiest for a teacher but will limit your sensitivity to growth.
• A 10 point scale may provide a range but pose challenges.
• 4, 5, 6, 7 point scales are sometimes ideal.
Important to know what you are measuring

"Matthews ... we're getting another one of those strange 'aw blah es span yoi!' sounds."
Measurement

• Progress Monitoring is only as “good” as the measure.

• In academic progress monitoring we typically use a concrete performance:
  o Words correct per minute,
  o Number of spelling words correct,
  o Number of steps in a math problem correct.

• In behavioral progress monitoring we strive for the same level of “easy identification” so how do we monitor respect, preparation, or following directions?
Lets revisit tier 1, 2, and 3 behaviors

• **Tier One behaviors or School Wide Expectations**
  - Safe
  - Respectful
  - Responsible

• **Tier Two behaviors or targeted behaviors**
  - Follow directions the 1st time
  - Turns in homework without reminder

• **Tier Three behaviors or IEP goals and objectives**
  - Student remains in the assigned instructional area
  - Self selects time out room rather than aggressing against staff
  - Lying and stealing
School Wide Expectations

- Safe, Responsible, Respectful
  - Yes/No
  - A,B,C,D,F
  - 1,2,3,4,5

  Lets use “Safe”, these anchors would be created for “everyone”, and letter grades reflect “norms”

<table>
<thead>
<tr>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionally endangers others or hurts self or others</td>
<td>Accidents does something where there is risk or occurrence of accident</td>
<td>About as safe as the typical student in class</td>
<td>Extra effort on safety for class or self (noticed someone else’s chair was left out)</td>
<td>Went above and beyond to notice someone else’s safety – notified the principal that the floors were wet in the boys bathroom</td>
</tr>
</tbody>
</table>
# Targeted Behaviors

- **Follows Directions, Turns in Homework**
  - Y/N
  - A,B,C,D,F
  - 1,2,3,4,5

Let’s use “follows directions” and numbers, these anchors are for a common problem, the scale may or may not reflect “norm” behavior – remember you want to see progress toward a goal and this is a behavior target (meaning not norm)

<table>
<thead>
<tr>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuses to follow directions or follows directions with loud and disruptive complaining.</td>
<td>Follows directions after 2 or more reminders or “choice and consequences”</td>
<td>Follows directions without complaint with 1 verbal reminder</td>
<td>Follows directions with a non-verbal prompt from teacher (hand signal or point to symbol on the white board)</td>
<td>Follows directions the first time without any reminders</td>
</tr>
</tbody>
</table>
Individual Behavior

- Student remains in assigned area
- These behaviors are individually scaled. And the starting point (or present level of performance) should be toward the bottom of the scale.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leaves the classroom</td>
<td></td>
</tr>
<tr>
<td>Student is out of the assigned area for the majority of the period</td>
<td></td>
</tr>
<tr>
<td>Student remains seated for the majority of the period, only leaves the</td>
<td></td>
</tr>
<tr>
<td>assigned area for brief periods</td>
<td></td>
</tr>
<tr>
<td>Student is in the assigned area for around half of the period</td>
<td></td>
</tr>
<tr>
<td>Student remains seated in assigned area for the duration of the period</td>
<td></td>
</tr>
</tbody>
</table>
Benefits of Scaling

- This allows for monitoring growth
- This allows for a task analysis of the steps to achieving the goal
- This provides a concrete example to general education about successive approximations and not just “allowing behavior”
- This allows a student to “see” progress and not be defeated or helpless in their behavior change
- This provides an instructional prompt for educators or parents working with the student
AIMSweb Behavior

The most comprehensive three tier system for screening, intervention and progress monitoring behavior
AIMSweb Behavior – Progress Monitor

Progress monitoring options

- What to monitor? **You choose:**
  - Maladaptive behavior
  - Prosocial behavior
  - School-wide expectations
  - Custom behavior

- How to monitor? **You choose:**
  - Intervals
  - Frequencies
  - Rating scales

- Which rating form response options? **You choose:**
  - Never, Sometimes, Often, Almost always (0, 1, 2, 3)
  - Rarely, Sometimes, Often, Most of the time (0, 1, 2, 3)
  - Strongly Disagree, Disagree, Agree, Strongly agree (0, 1, 2, 3)
  - Below average, Average, Above average (0, 1, 2)
  - Rarely, Often, Most of the time (0, 1, 2)
  - Yes, No (1, 0)

- Who does the rating? **You choose:**
  - Teachers
  - Interventionists
  - Student
Here’s an example of a frequency progress monitoring form, which would track the total number of occurrences of a behavior.

**Behavior Monitoring Form - Timmy Sample**

This behavior rating form has been developed based on the information provided in the AIMSweb benchmark and progress monitoring system. Please enter a Total Count for each behavior and time period (when greater than 1).

Please complete this rating form by: 4/15/2010.

Date: ________________

Completed by: Mrs. Math

**Behavioral Goal**
Timmy will increase his class participation level and improve the quality of his interactions

**Replacement Behavior**
Timmy will come to class on time and will do what he is asked to do

<table>
<thead>
<tr>
<th>Item</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raised hand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked appropriate question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here’s an example of a rating scale progress monitoring form.
Here’s an example of an interval progress monitoring form, which would track the percent of time engaged in a task.

**Behavior Monitoring Form - Timmy Sample**

This behavior rating form has been developed based on the information provided in the AIMSweb benchmark and progress monitoring system. Please enter a Total Count for each behavior and time period (when greater than 1).

Please complete this rating form by: 4/15/2010.

**Date:** __________________________

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**Behavioral Goal**
Timmy will increase his class participation level

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<th>Math</th>
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<th>Science</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remained on task.</td>
<td>____%</td>
<td>____%</td>
<td>____%</td>
<td>____%</td>
</tr>
</tbody>
</table>
To set up progress monitoring, the system will guide you through these steps.
First, choose whether to monitor behavior or School-wide expectations.
Next, select the type of progress monitoring form.
Then select the behaviors or school-wide expectations to monitor.
Then, identify the target behaviors associated with the screener items.

14. Is fearful

<table>
<thead>
<tr>
<th>Specific Behaviors</th>
<th>Select behavior for rating form</th>
<th>Select Rating Response Categories</th>
<th>Behavior Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is afraid of failing</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Negative</td>
</tr>
<tr>
<td>Is afraid of other students</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Negative</td>
</tr>
<tr>
<td>Is hesitant to learn new things</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Negative</td>
</tr>
<tr>
<td>Is outgoing</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Positive</td>
</tr>
<tr>
<td>Is willing to take risks</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Positive</td>
</tr>
<tr>
<td>Likes to learn new things</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Positive</td>
</tr>
<tr>
<td>Remains calm before tests</td>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Positive</td>
</tr>
</tbody>
</table>

(Add new behavior)
For every item you selected, a list of observable behaviors associated with that item is presented. Select the behaviors to monitor, or enter custom behaviors.

Then select the response type for the form. For any custom behavior added, indicate whether the behavior is positive or negative.

<table>
<thead>
<tr>
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(Add new behavior)

Specific Behaviors

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</thead>
<tbody>
<tr>
<td></td>
<td>Never - Sometimes - Often - Always</td>
<td>Positive</td>
</tr>
</tbody>
</table>
If you are monitoring school-wide expectations, you will instead see a list of common behavior expectations to choose from—or add your own.

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<th>Select Rating Response Categories</th>
<th>Behavior Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Prepared</td>
<td><img src="" alt=" " /></td>
<td>Meets expectations</td>
<td>Negative</td>
</tr>
<tr>
<td>Be Ready</td>
<td><img src="" alt=" " /></td>
<td>Does not meet expectations</td>
<td>Negative</td>
</tr>
<tr>
<td>Be Respectful</td>
<td><img src="" alt=" " /></td>
<td>Exceeds expectations</td>
<td>Negative</td>
</tr>
<tr>
<td>(Add new behavior)</td>
<td><img src="" alt=" " /></td>
<td>Exceeds expectations</td>
<td>Positive</td>
</tr>
<tr>
<td>Specific Behaviors</td>
<td>Select behavior for rating form</td>
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<td>Behavior Type</td>
</tr>
</tbody>
</table>

(Add new behavior) Specific Behaviors
Finally, set up the rating form.

Give the form a name, describe the goal and replacement behavior.
Input the target goal, and indicate scoring direction.

Form Name: [ ]
Behavior Goal: [ ]
Replacement Behavior: [ ]
Initial Target Goal: [ ]

A high score on this form reflects Positive/Negative behavior.

Skip Summer Months: [ ]
Summer dates are 06/01-08/31.

Behavior intervention schedule and frequency

One Time: [ ] On: [ ]

Frequency Beginning Date: [ ]
Frequency Ending Date: [ ]

Daily: [ ] every [ ] day(s)
Weekly: [ ] every [ ] week(s) on [ ]
Monthly by Day: [ ] The [ ] day of every [ ] month(s)
Monthly by Week: [ ] The [ ] week of every [ ] month(s)
And set the time period and frequency.

Frequency and interval forms can have multiple ratings per day.
Students who do not have screening results can’t be flagged with areas of concern or automatically added to Action Plan caseload.

So to create a monitoring form for these students, the teacher would have to select them to add to the Action Plan caseload.
Because the student has no screening results, no items appear in the behavior table.

To create a behavior rating form for this student, select one or more categories to see a list of related behaviors.

Or check here to see a list of School-wide Expectations.

In either case, you will also have the option to create custom behaviors or expectations.
AIMSweb Behavior also lets you select interventions.
Similar to the process for selecting behaviors to monitor, the system will either help you select interventions based on the screener results, or based on your selection of behavior categories.
If the student has benchmark results, this page will display the items corresponding to areas of concern, and associated intervention strategies.


<table>
<thead>
<tr>
<th>Strategy</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency Management</td>
<td></td>
</tr>
<tr>
<td>Exposure-based techniques</td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
</tr>
</tbody>
</table>

### 16. Is easily distracted from classwork.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency Management</td>
<td></td>
</tr>
<tr>
<td>Exposure-based techniques</td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Pays attention.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency Management</td>
<td></td>
</tr>
<tr>
<td>Exposure-based techniques</td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
</tr>
</tbody>
</table>
Click on the link to view the intervention. Check the box to select the intervention for the student.
AIMSweb Behavior – Intervention

Classroom Intervention Resource

IMPROVING PROBLEM-SOLVING SKILLS

Description: Problem solving is the application of a set of skills to address situations that have multiple choices for resolution. Problem solving is taught through modeling, direct instruction, and guided practice. The learning objective for this approach is for the student to use newly learned problem-solving skills in place of aggressive behaviors.

Illustration: Karen, a junior high school student, asked a classmate for help with an assignment during class. Her teacher directed her to stay on task, and Karen responded with profanity. The school psychologist worked with Karen to understand her aggressive behaviors and to develop a problem-solving strategy to better cope with frustration and stress. Karen learned that her response to the teacher’s request was inappropriate. Using her new problem-solving skills, Karen learned to define the problem and set goals to eliminate her use of profanity when she became frustrated. Karen determined alternative ways to respond to the teacher, being sure to explain her need for help with completing assignments. At the end of the each period, Karen evaluated the choices she made and the consequences that occurred as a result.
**Teaching Strategy:** The key to improving problem-solving skills is for students to develop the ability to know when and how to generate alternatives for their problematic behavioral urges (see Appendix B for sample lesson plans). Teachers can use the following steps when teaching this approach:

1. Choose a high-interest example that is related to problem solving, such as a current news event, a current school issue, or a funny story about life at home.

2. Share the example with the students to introduce the concept of problem solving. Teachers may choose to tell a story or show a picture or other visual depiction (e.g., a video of two students arguing) and ask the students to describe the problem.

3. Introduce the basic steps to problem solving. When necessary, substitute words that are appropriate for the students’ age and vocabulary level.

4. Create a problem-solving scenario that results in an inappropriate, aggressive response. Be sure to consider appropriateness for culture, gender, socioeconomic status, and age.

5. Choose a student to play the role of each person in the scenario, and have the students act out the story. Tell the students to act how they think their character would respond to the situation. Be sure that students understand not to actually engage in behaviors that might hurt others (e.g., a student may pretend to break an object but should not actually break it).

6. Ask the students who were watching the skit to identify the problem(s) in the story and brainstorm ways to solve the problem.
### AIMSweb Behavior – Intervention

#### LESSON PLAN
**Listening Effectively**

**Social Skills: Secondary Level**

<table>
<thead>
<tr>
<th>Lesson Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This lesson plan is an example of one that would be used by a teacher to instruct a class of secondary students in learning effective listening skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To teach the steps for listening effectively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 to 45 minutes</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

**Materials**

- Note cards, blackboard, or overhead projector

**Learning Objectives**

The students will demonstrate understanding of effective listening skills by stating the listening steps.
# AIMSweb Behavior – Intervention

## Lesson Procedure

<table>
<thead>
<tr>
<th>Anticipatory Set</th>
<th>Stage purpose: To provide interesting examples of the behavior or skill to capture students’ attention and motivate them to participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: (Prior to the start of class, select one student from the class to help perform a listening example. The scenario should involve the student asking you questions while you are preparing for a classroom lesson. Provide the student with answers that clearly show you are not listening to what is being asked.)</td>
<td></td>
</tr>
<tr>
<td>Teacher: (A few minutes before beginning this lesson, prompt the student you selected to begin the scenario.) Today, we are going to learn the steps for becoming better listeners. This lesson will help us: 1) Learn seven steps for effective listening; 2) Practice the skills with other classmates; 3) Practice the steps at home.)</td>
<td></td>
</tr>
</tbody>
</table>

**PEARSON**
# AIMSweb Behavior – Intervention

## Lesson Plan
### Listening Effectively

<table>
<thead>
<tr>
<th>Teaching: Input</th>
<th>Social Skills: Secondary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td><em>Stage purpose:</em> To provide the information needed for behavior or skill acquisition.</td>
</tr>
</tbody>
</table>

### Students:
1. What were (Lisa) and I just doing?

#### Possible answers:
- You were talking.
- You were having a conversation.

**Teacher:** Right. What else were we doing?

#### Possible answers:
- Well, you weren’t listening.

**Teacher:** Right. How did you know I wasn’t listening?

#### Students:
1. Why is it important to have good listening skills?

#### Possible answers:
- To know what others are saying.
- To maintain friends.

**Teacher:** Yes. These are all good answers. I asked (Lisa) to ask me questions and told her that I wouldn’t be listening closely to her. Thank you, (Lisa), for helping out. There are many pieces to being a good listener. Let’s review some of them.

- List the following steps on the board: provide note cards to students so they can write them down. For each step, solicit ideas on why it would be important:
  1. Stop what you are doing.
  2. Look at the person who is speaking.
  3. Sit/stand up straight.
  4. Maintain eye contact.
  5. Acknowledge that you are listening (e.g., nod head).
  6. Ask questions if you do not hear or do not understand something.
  7. Repeat to the person a summary of what was said.
## AIMSweb Behavior – Intervention

### LESSON PLAN
**Listening Effectively**

<table>
<thead>
<tr>
<th>Teaching: Modeling</th>
<th>Social Skills: Secondary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Stage purpose: To model successful use of the behavior or skill being taught.</td>
</tr>
<tr>
<td></td>
<td>(Select a student and ask him or her to tell the class about what the lunch special in the cafeteria is going to be today [or any brief topic that the student will know about and have details to discuss]. While the student begins to talk about the lunch special, model the steps to effective listening by pointing to the board as you go through each step.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching: Checking for Understanding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Stage purpose: To ask questions that probe student learning beyond mere recall in order to assess higher levels of understanding.</td>
</tr>
<tr>
<td></td>
<td>(Ask your class if you followed all the steps on the board. Ask individual students one by one to describe how you did each step. Praise all accurate or close answers. Incorrect answers should be corrected and restated.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Stage purpose: To provide each student with the opportunity to demonstrate knowledge of the behavior or skill.</td>
</tr>
<tr>
<td></td>
<td>(Assign students to groups of two. Instruct one student in each group to raise one hand, and instruct the other person in the group to put both hands in his or her lap. Students with hands in lap will be the “talkers,” and students with one hand up will be the “listeners.” Instruct the “talker” students to tell their partners what they did after school yesterday. Instruct the “listener” students to follow the seven listening steps. Walk around the room and check on student performance.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Stage purpose: To review and clarify the key points and ensure that students are able to retrieve them.</td>
</tr>
<tr>
<td></td>
<td>Let’s come up with at least five reasons for why listening is important. Who has at least one reason?</td>
</tr>
<tr>
<td>Students:</td>
<td>Accept and reinforce all reasonable answers.</td>
</tr>
<tr>
<td>Teacher:</td>
<td>(Record responses on the board.)</td>
</tr>
<tr>
<td></td>
<td>Using effective listening skills is important for all of these reasons. (Restate all the answers on the board.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Practice</th>
<th>Stage purpose: To reinforce and generalize the learned behavior or skill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>(Ask students to take home the listening list and ask a parent or friend to practice. Have students draw a line and write “parent signature” under the line. Assign a small number of points or tokens for the assignment. Tell students that [three extra points] will be awarded that week for students caught using the steps on the listening list.)</td>
</tr>
</tbody>
</table>
AIMSweb Behavior – Intervention

Introducing Yourself to Others

Related Behaviors:
- Making eye contact
- Initiating conversation
- Saying “please” and “thank you”
- Getting along with others

OBJECTIVE: The students will learn to greet other people by introducing themselves. More specifically, students will learn to state their names and give some information about themselves when meeting new people.
AIMSweb Behavior – Intervention

TELL

Coaching is an instructional teaching strategy derived from social learning theory that uses verbal instruction and receptive language skills to teach social behavior. The Tell phase uses coaching techniques to present social rules or concepts and introduces the skill in a discussion format.

1. **Introduce the skill and ask questions about it.**
   Discuss what it means to introduce yourself to others. Ask the students to think of examples of times when they have been introduced to someone.
   Ask questions about the skill.

2. **Define the skill and discuss the Key Words.**
   Define the skill as telling someone new who you are. Discuss strategies for introducing yourself to others, particularly making eye contact, smiling, saying “hi,” asking questions, taking turns in conversation, and paying attention to others.
   Introduce the Key Words in the box at right. Discuss how each word relates to introducing yourself to others.

3. **Discuss why the skill is important.**
   Discuss what benefits the students may experience from introducing themselves to others (e.g., making a new friend, learning something new, feeling included).
   Ask the students to discuss what happens when people don’t introduce themselves to others. Have the students describe a time when they did not introduce themselves to others and tell what happened.

4. **Identify the Skill Steps; have the students repeat them.**
   Talk about the Skill Steps:
   **Preschool/Early Elementary**
   **Step 1: Look**
   Look. Do you see someone new?
   **Step 2: Smile**
   Smile. Show that you are friendly and nice.
   **Step 3: Talk**
   Say, “Hi, my name is ______.” Say something about yourself.
   **Step 4: Ask**
   Ask, “What’s your name?” Ask questions.
   **Step 5: Repeat**
   Talk and ask questions.

**UNIT RESOURCES**
1. Skill Steps Cue Cards
2. Video clips
3. Social Skills Progress Chart
   Additional support materials are included on the SSIS Intervention Guides Resource Disc.

**Key Words:**
**Preschool/Early Elementary:** greet, introduce, notice, polite, friendly
**Upper Elementary/Secondary:** introduce, greet, polite, interested
AIMSweb Behavior – Intervention

Upper Elementary/Secondary

**Step 1: Find**  
Find someone new. Introduce yourself.

**Step 2: Smile**  
Smile to show you are friendly and nice.

**Step 3: Talk**  
Say your name, and tell something about yourself.

**Step 4: Ask**  
Ask questions to get to know the person.

**Step 5: Repeat**  
Talk and ask questions. Try to find things in common.

5. **Repeat the Skill Steps.**

Have the students recite the steps and the correct sequence for the social skill of introducing yourself to others. Verbal rehearsal is an essential component of behavioral rehearsal.
AIMSweb Behavior - Reports

Individual BESS Report

Individual Student Benchmark Behavior Report
Teacher-Child BESS
Washington School District (SAMPLE DATA) - Adams Elementary School
Teacher: Mrs. McKinley  Student: Ross Anderson  Grade: K
Benchmark Scores for 2009-2010 School Year

Maladaptive Behavior Screening (Teacher Rating)

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Year</th>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Current Classification</th>
<th>Current Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior - BESS Teacher Form (Child/Adolescent)</td>
<td>2009-2010</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td>Normal Risk</td>
<td>No action needed; meets or exceeds basic expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td>56</td>
<td>53-59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Summary: The quality of Mrs. McKinley's ratings of Ross' behavior provided on the behavior rating form is within acceptable ranges.

Maladaptive Behavior Screening Summary: In Spring Benchmark, Ross Anderson's BESS Teacher Form T Score was 56, indicating Normal Risk for having or developing behavioral or emotional problems. No action needed; meets or exceeds basic expectations.
AIMSweb Training (SAMPLE DATA)  
Year: 2009-2010

Individual Student Benchmark Behavior Report
Washington School District (SAMPLE DATA) - Adams Elementary School  
Teacher: Mrs. McKinley   Student: Corey Benson   Grade: K

Social Behavior Screening

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consult with behavior specialist
Consider need for individual instruction
Meets or exceeds basic expectations

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Year</th>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Classification</th>
<th>Current Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosocial Behavior</td>
<td>2009-2010</td>
<td>K</td>
<td></td>
<td>3</td>
<td></td>
<td>Occasional Difficulty</td>
<td>Consider need for individualized instructions</td>
</tr>
<tr>
<td>Motivation To Learn</td>
<td>2009-2010</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prosocial Behavior Summary:** In Spring, Corey Benson’s Prosocial Behavior rating was Level 3, indicating Occasional Difficulty. Consider need for individualized instructions.
AIMSweb Behavior – Reports

Group Level SSIS Prosocial Behavior Report

Class Level Distribution by Scores and Classifications
Washington School District (SAMPLE DATA) - Adams Elementary School
Grade K - Spring 2009-2010
Teacher-Child BASC2 BESS

<table>
<thead>
<tr>
<th>Name</th>
<th>Teacher-Child BASC2 BESS</th>
<th>Potential Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimmen, Brook</td>
<td>Excellent Skills</td>
<td>Behavior: Meets or exceeds basic expectations</td>
</tr>
<tr>
<td>Erickson, Brooke</td>
<td>Excellent Skills</td>
<td>Behavior: Meets or exceeds basic expectations</td>
</tr>
<tr>
<td>Bogan, Alexandria</td>
<td>Adequate Skills</td>
<td>Behavior: Meets or exceeds basic expectations</td>
</tr>
<tr>
<td>Bradley, Brittney</td>
<td>Adequate Skills</td>
<td>Behavior: Meets or exceeds basic expectations</td>
</tr>
<tr>
<td>Carlson, Hannah</td>
<td>Adequate Skills</td>
<td>Behavior: Meets or exceeds basic expectations</td>
</tr>
<tr>
<td>Excellent Skills</td>
<td>- 28.6 %</td>
<td></td>
</tr>
<tr>
<td>Benson, Corey</td>
<td>Occasional Difficulty</td>
<td>Behavior: Consider need for individualized instructions</td>
</tr>
<tr>
<td>Occasional Difficulty</td>
<td>- 42.9 %</td>
<td></td>
</tr>
<tr>
<td>Anderson, Ross</td>
<td>Frequent Difficulty</td>
<td>Behavior: Consider need for individualized instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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AIMSweb Behavior - Reports

SAMPLE Behavior Score Distribution Report
Sample School District - Example Elementary School
Grade 3 - Spring 2008-2009

Behavior Screening - BESS Teacher Form (Child/Adolescent)
Service Code by Risk Classification

Normal Risk
- Special Ed: 24%
- Title I: 24.1%
- General Ed: 51.9%

Extremely Elevated Risk
- Special Ed: 12.8%
- Title I: 31.7%
- General Ed: 55.5%

Elevated Risk
- Special Ed: 9.2%
- Title I: 28.3%
- General Ed: 62.5%

Behavior Screening - BESS Teacher Form (Child/Adolescent)
Progress Monitoring

• An effective intervention, data collection system, student feedback, and home-school communication opportunity.

• Valid and reliable measures provide strong evidence of a student’s response to programming and instruction.

• Visible data (in the form of graphs) facilitates communication, analysis and decision making.

• Progress monitoring can be as simple as a y/n on a post-it note or as sophisticated as a comprehensive electronic management system.
Thank you

kvanness@tamu.edu

Bookmark our site for upcoming fall sessions
www.PsychCorp.com/RTIwebinars