

## Using the Progress Monitoring Tool for Behavior Intervention Plans (BIPs)

All students with a Behavior Intervention Plan must be monitored to track the success of the intervention being used. The Progress Monitoring Tool found on the DOE Counseling website is the document we use to track progress.

<https://drive.google.com/file/d/1bpMLHQD1m02GwrcrcNCKoatcZKaySxjkK/view>

Step 1) Fill in the dates for the current week on the top left side of the page.

Week consists of \_\_/\_\_/\_\_ to \_\_/\_\_/\_\_

Step 2) Write the Student's name, the staff member(s) responsible for recording the data, and the class number the student is in (i.e. Y86, X73, V69).

- If the student has a Behavior Support Paraprofessional, that is the person who should keep the bulk of the data on the student. Any other adult in the room should record the data when the 1:1 para is absent, part-time (.8 or .5 of the student's day) or at lunch.
- Not all students with BIPs have 1:1 Behavior Support Paras. If this is true of a student in your class, the classroom team together records the data – the teacher and classroom para can decide how it will be done between them and list it on the Classroom Responsibility Chart.

Step 3) In the Problem Behavior section, you will usually see "aggression" and/or "non-compliance" written. This information can be found on and copied from the Behavior Intervention Plan uploaded in SESIS. The student will display the problem behavior because he/she either wants to get something (object, food, attention) or get away from something (difficult work, boring work, another person).

**PROBLEM BEHAVIOR:**

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Step 4) Record all incidents of the Problem Behavior in this section

DATE	Activity / Period / Subject	Start Time	End Time	Total Time (minutes unless stated otherwise)	Intensity (if applicable)				
					1	2	3	4	5
		-- : --	-- : --	-- : --	1	2	3	4	5
					1	2	3	4	5
					1	2	3	4	5
					1	2	3	4	5
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					1	2	3	4	5
					1	2	3	4	5
					1	2	3	4	5
					1	2	3	4	5

- Begin by writing the date of the first day of the school week under DATE.
- When a behavior incident begins, write the period of the day or the subject that is being taught.
- Document the start time of the behavior, and then the end time of the behavior and how many total minutes the child was acting out. (The time can be 1 minute, 20 minutes or over an hour. Be as close to accurate as you can be.)
- Circle only ONE number for INTENSITY – the HIGHEST number of intensity that occurred during this incident. (For example, a student will usually start with a level 1 intensity but may quickly escalate to 4. Mark only the 4 if that is the worst of the behavior.)
- If there are no incidents for the student on this day, put dashes across the row in each column.
- If a student is ABSENT, write the date and then ABSENT in the row.
- Continue with each day of the week. Use another sheet if all the rows are filled.
- If the 1:1 para is ABSENT, data must still be recorded for the student. Another adult in the classroom is responsible. At no time should a row read 1:1 PARA ABSENT – NO DATA.

The intensity level of the can be determined by the chart at the bottom of the Progress Monitoring Tool.

Define Intensity Levels for Behavior of Concern:	Example of Intensity Levels for Problem Behavior
1.	1. Only impacts the student
2.	2. Impacts others in immediate area
3.	3. Impacts everyone in class
4.	4. Impacts other classrooms or common areas
5.	5. Impacts entire school or seriously dangerous or violent behavior

Again, the information defining the intensity levels for behavior of concern is found in the BIP document uploaded in SESIS.

Step 5) When a student uses his/her Replacement Behavior, put a tally mark in the section on the right side of the middle section of the page.

- The Replacement Behavior is the strategy or coping technique that redirects the child from the problem behavior.
- This section is separate from the Problem Behavior section next to it. There need not be any direct correlation. Chances are when the child is exhibiting levels of problem behavior, they are past the point of initiating the replacement behavior.
- You will see the replacement behavior enacted before level 1 or right at level 1 most times.

<b>ALTERNATIVE/REPLACEMENT BEHAVIOR:</b>	
	_____
	_____
	_____
<b>Replacement Behavior Frequency Tally</b> Put a tally mark ("/") each time the student uses the <u>replacement behavior</u>	

Step 6) Keep each weekly sheet in a folder/binder in the classroom. Progress Monitoring meetings take place every few weeks. The documents will be requested and the data collected will be reviewed.