

20th INTERNATIONAL CONFERENCE  
ON POSITIVE BEHAVIOR SUPPORT

The  
**Expanding  
World of PBS:**

**SCIENCE, VALUES, AND VISION**

— *Jacksonville, FL* —

**I10 - Progress Monitoring Tier 3 Interventions  
Using Google Sheets: Learn the ProMo Flow**

**#APBS2023**

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



Daniel Gulchak, Ph.D.  
Yadira Flores, Ph.D.  
Angel Jannasch-Pennell, Ph.D.

#APBS2023

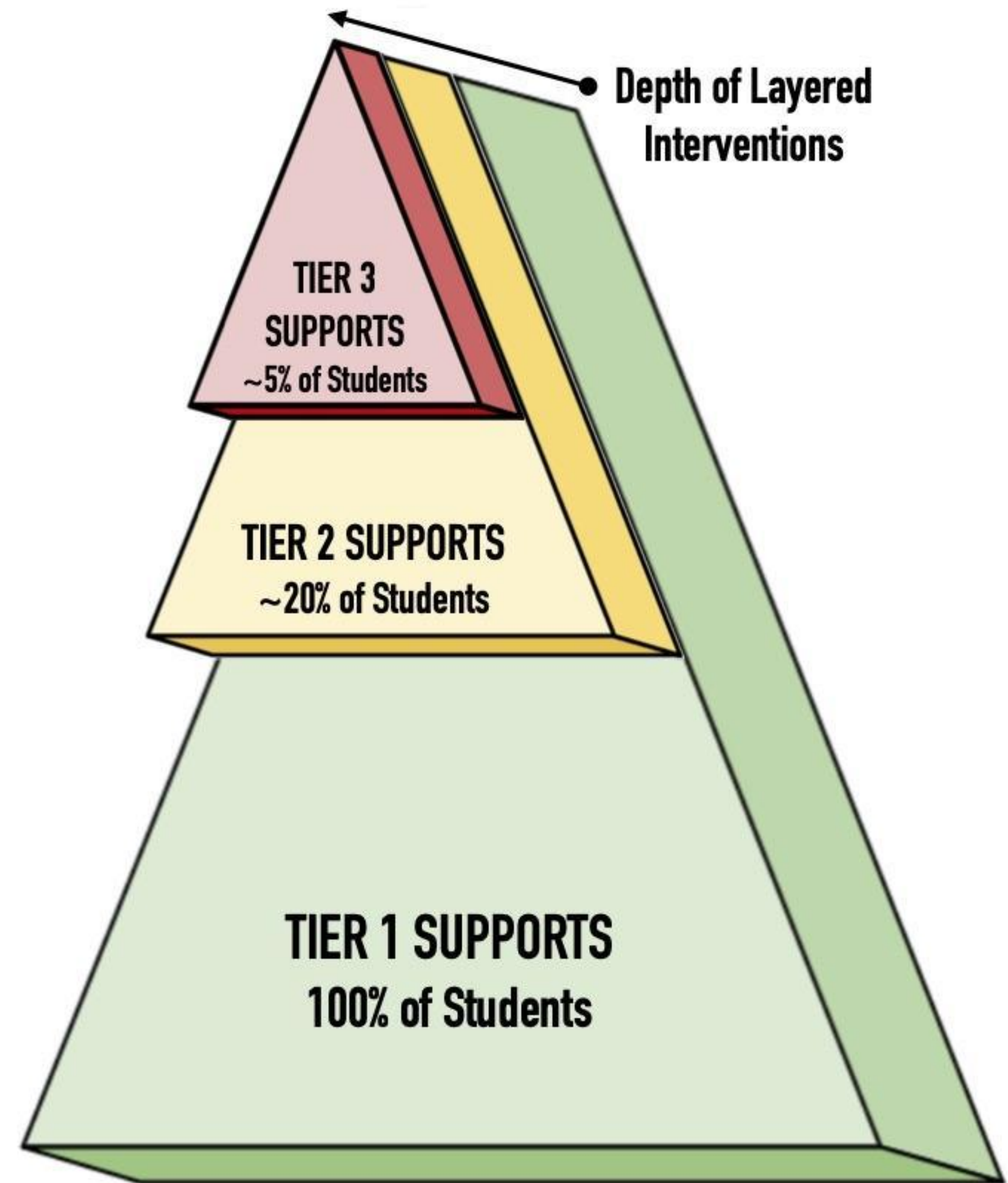


# Introductions

- **Dr. Daniel Gulchak**  
Arizona State University
- **Dr. Yadira Flores**  
Scottsdale Unified School District
- **Dr. Angel Jannasch-Pennell**  
KOI Education



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



# How Many Students Might Need Tier 3 Interventions?

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

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# How Many Students Might Need Tier 3 Interventions?

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

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# How Many Students Might Need Tier 3 Interventions?

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

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# Reflection

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





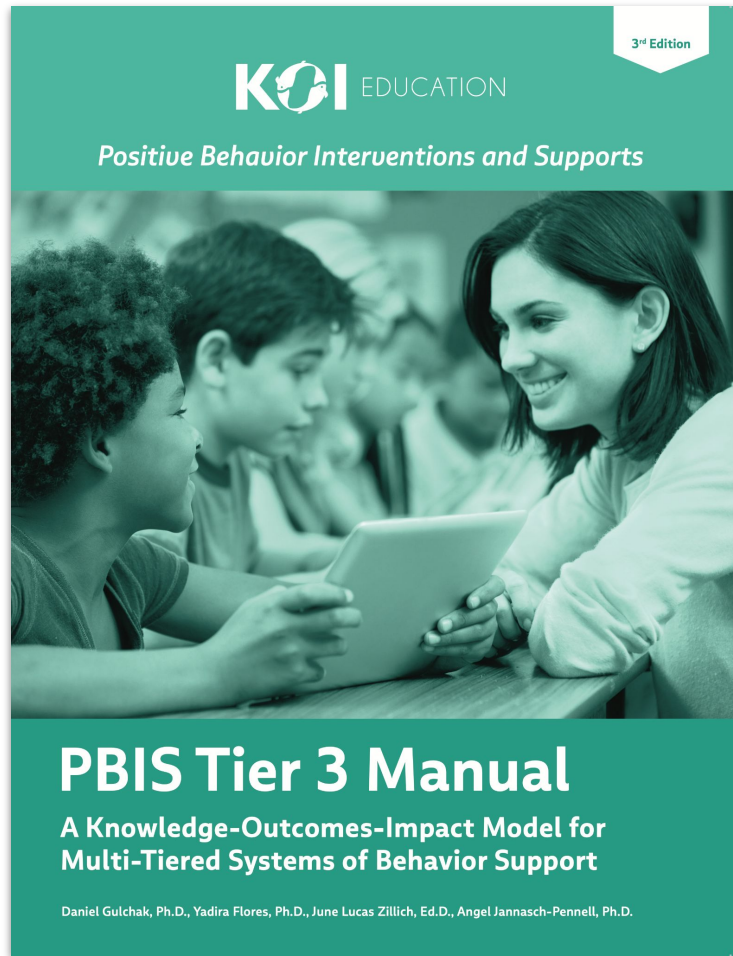
# Learning Objectives

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



Track daily, weekly, and monthly  
progress monitoring (ProMo) data





# Progress Monitoring Tier 3 Interventions

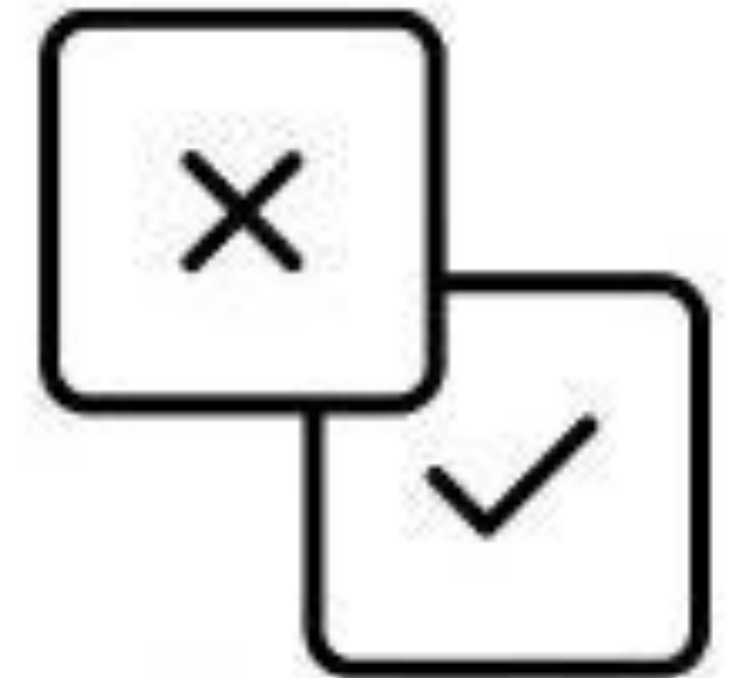
- Get to know the **ProMo Flow**



**DPR**  
Daily  
Progress Report



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



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

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# Daily Progress Report

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



**DPR**  
Daily  
Progress Report

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# Daily Progress Report

- Social Emotional Behavior Intervention
- Social Skills Intervention
- Therapeutic Intervention



## Daily Progress Report

Use this DPR to document meeting your group goals

Name \_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

**Comments:**

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

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



# Daily Progress Report

- Academic Interventions



## Daily Progress Report

Use this DPR to document meeting your academic goals

Name \_\_\_\_\_

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

Record the date and percent earned on assignments.

Monday	Tuesday	Wednesday	Thursday	Friday	Average
Monthly Average					

Comments:

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

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



KOI-Education.com



Updated 6/2020

# Daily Progress Report

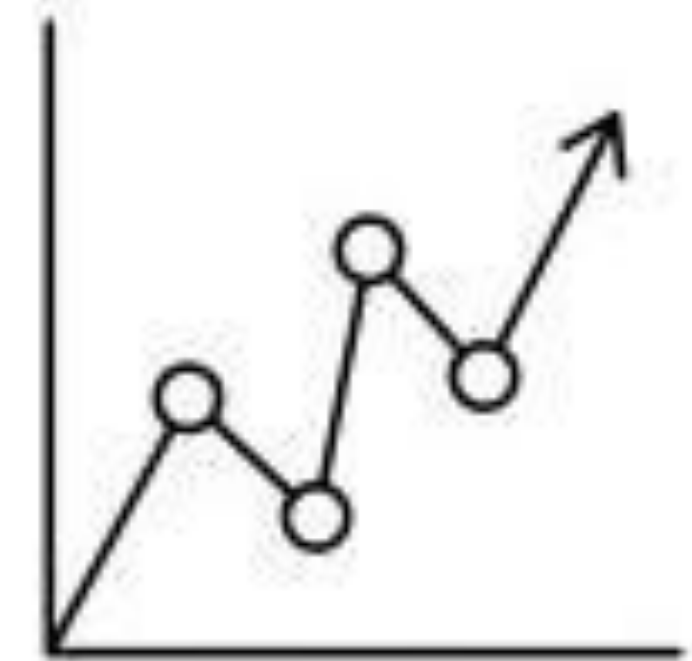
	A	B	C	D	E	F	G
1		<b>Student Name</b>	<b>Jean Smith</b>		<b>Intervention</b>	<b>Self-Monitoring 'Being Respectful'</b>	
2	<b>Date</b>	<b>Notes</b>	<b>Goal</b>	<b>Goal Line</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Percent</b>
3	9/1/2019	baseline	80	80%	60	40	67%
4	9/2/2019			80%	60	55	92%
5	9/3/2019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

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# Weekly Progress Monitoring

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



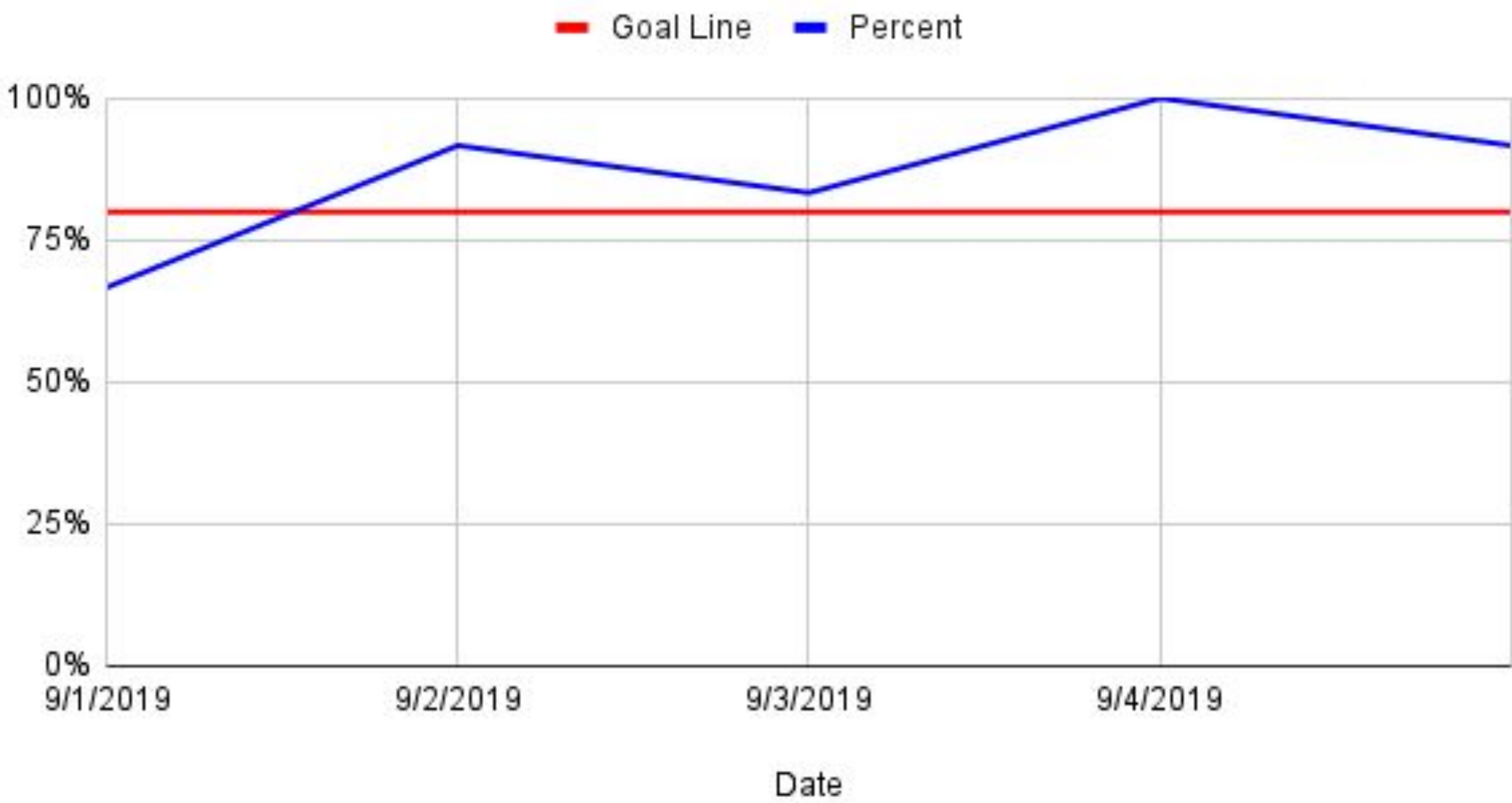
**Weekly**  
Every 4-6 Days:  
Progress Monitoring

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# Weekly Progress Monitoring

Student - Intervention Name

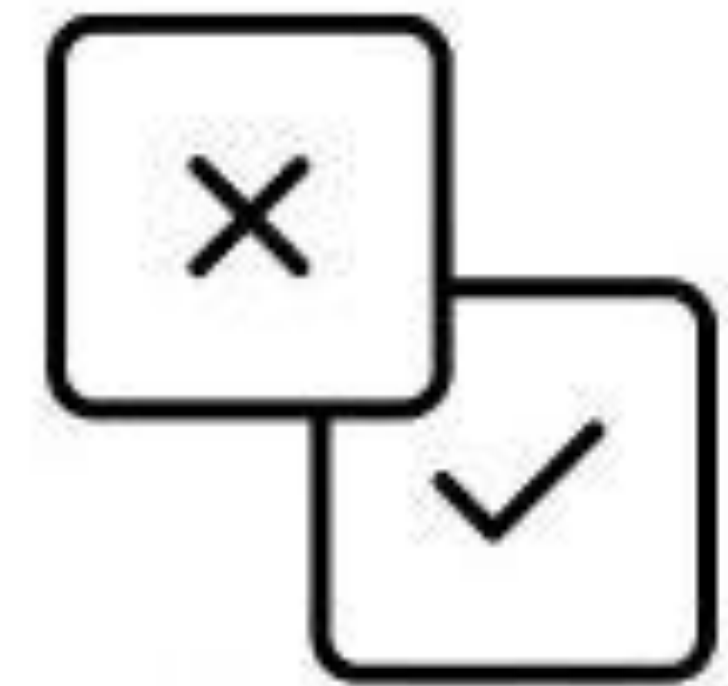


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# Monthly Progress Decision

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



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

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



# Monthly Progress Decision

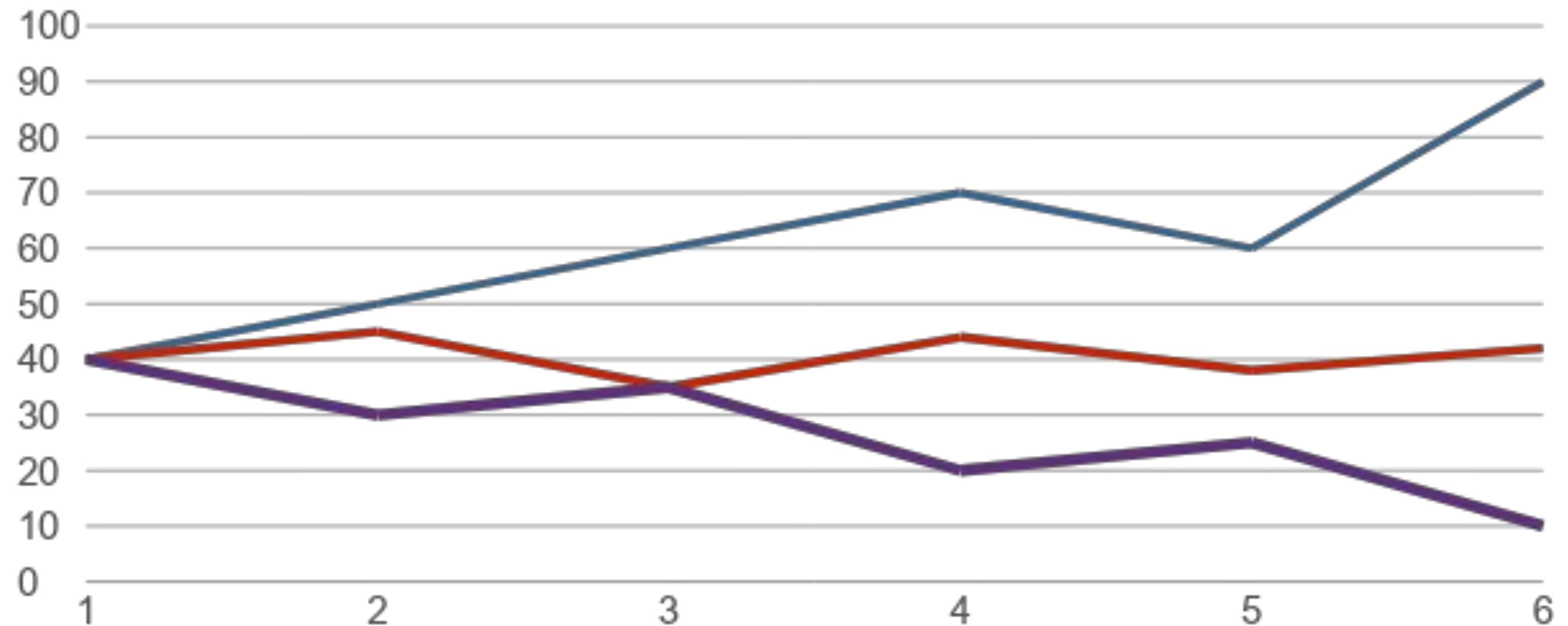
Three Basic Assessment Decisions:

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

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# Monthly Progress Decision



-Progress

-No Progress

-Regression



# Monthly Progress Decision

Three Basic Assessment Decisions:

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

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# Monthly Progress Decision

Data-Based  
Decision-Making  
Guidelines:

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

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## Data-Based Decision-Making Guidelines

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

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

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

# Reflection

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





Use a Google Spreadsheet to collect program/intervention data



# Progress Monitoring Tier 3 Interventions

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



The image shows a video presentation slide with a grid background. At the top, there are three icons representing different report types, connected by curved arrows indicating a flow:

- DPR**  
Daily  
Progress Report
- WPR**  
Weekly  
Progress Report
- MPR**  
Monthly  
Percent Responding

The slide also features a navigation bar at the bottom with several menu items: "The Distribution", "The Distribution", "Improving Access", and "MPR Weekly Progress Reporting".

3 min.  
Video

# Videos, Spreadsheet, and more...

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

Tier 3

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

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

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

Assessment files

DBDM Guidelines



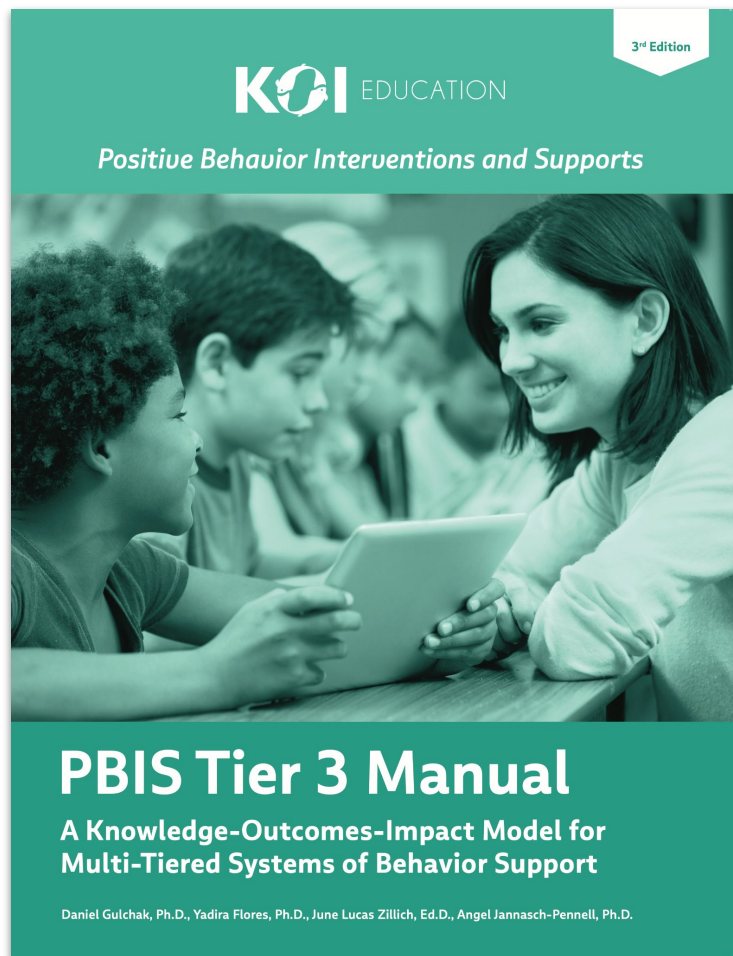
# Sharing is Caring

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



# 10 ways to increase the effectiveness of a Tier 3 intervention





# Weekly Progress Monitoring

Are these issues impacting progress?

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

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# Questions...





# Knowledge. Outcomes. Impact.

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

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

480.420.6564

