

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
Mastery Level = positive Trend = positive Variability = low	Goal was achieved.	Expand fluency and generalization of the goal, or introduce a new behavior or skill.
No Progress Level = low Trend = negative or flat Variability = high or low	Simplify the behavior.	Teach a subset of the behavior or skill.
Slow Progress Level = <5% change Trend = positive Variability = moderate	Improve antecedents.	Change prompts or cues to signal the student to demonstrate the behavior or skill.
Adequate Progress Level = >5% change Trend = positive Variability = low	No change needed.	Progress monitor daily, check implementation fidelity, and continue intervention.
Inconsistent Progress 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).