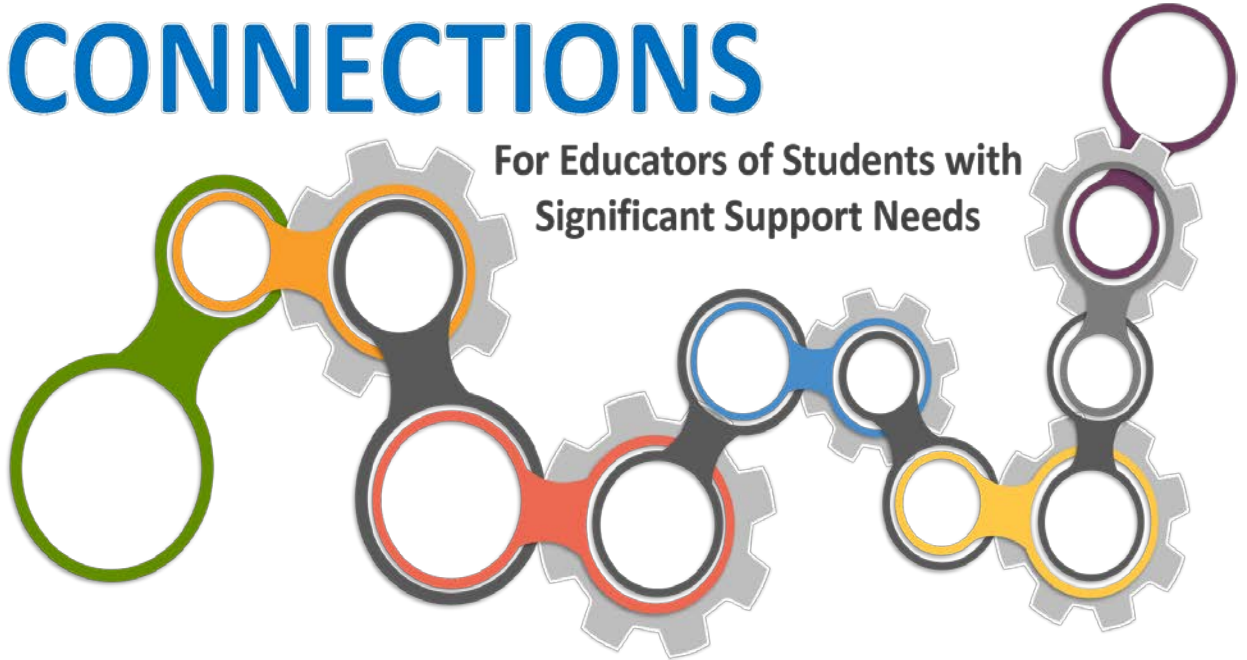# CONNECTIONS

For Educators of Students with Significant Support Needs

Progress Monitoring Overview
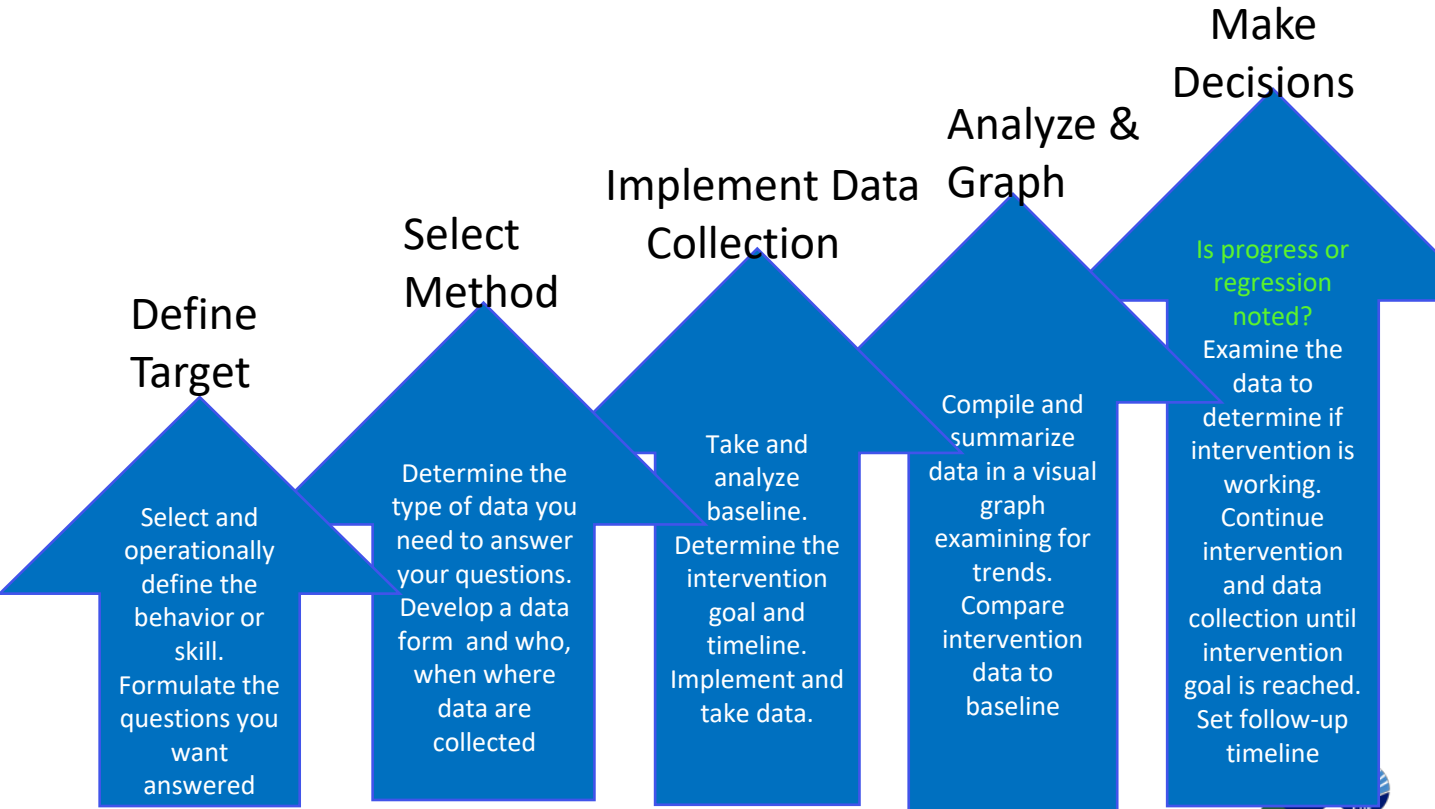
Created by: Significant Support Needs Task Force

COLORADO
Department of Education

Pre-Assessment
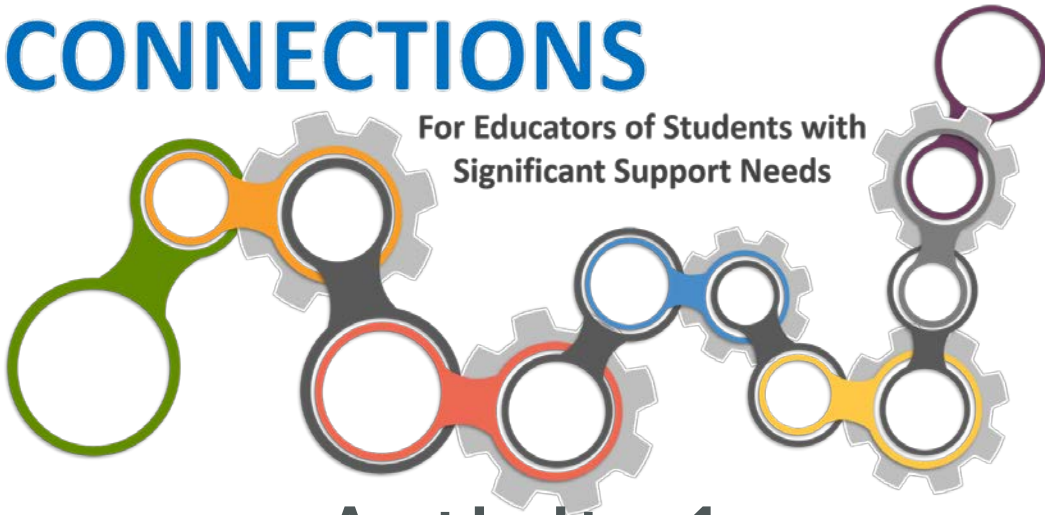
COLORADO
Department of Education

Objectives

1. Define progress monitoring
2. Know the 5 steps to progress monitoring and the order in which they occur.
3. Know the components of the quality indicators that relate to progress monitoring

COLORADO
Department of Education

Steps to Data Collection

Define Target

Select and operationally define the behavior or skill. Formulate the questions you want answered

Select Method

Determine the type of data you need to answer your questions. Develop a data form and who, when where data are collected

Implement Data Collection

Take and analyze baseline. Determine the intervention goal and timeline. Implement and take data.

Analyze & Graph

Compile and summarize data in a visual graph examining for trends. Compare intervention data to baseline

Make Decisions

Is progress or regression noted? Examine the data to determine if intervention is working. Continue intervention and data collection until intervention goal is reached. Set follow-up timeline

From: Golden, C. (2018). *The data collection toolkit.* Baltimore, MD: Paul Brookes Publishing.

COLORADO
Department of Education

CONNECTIONS

For Educators of Students with Significant Support Needs

## Activity 1

Please stop the video and complete Activity 1

Your facilitator will guide you through the activity.

COLORADO
Department of Education

Why do we progress monitor?

1. Why do we progress monitor?
   a. To track progress toward a goal or a standard.
   b. To determine if our teaching is working.
   c. To describe and predict the rate of progress that a student is making toward a goal with our current teaching.
   d. To determine if a change in teaching strategies/instruction has improved progress or to compare the effectiveness of different teaching strategies.
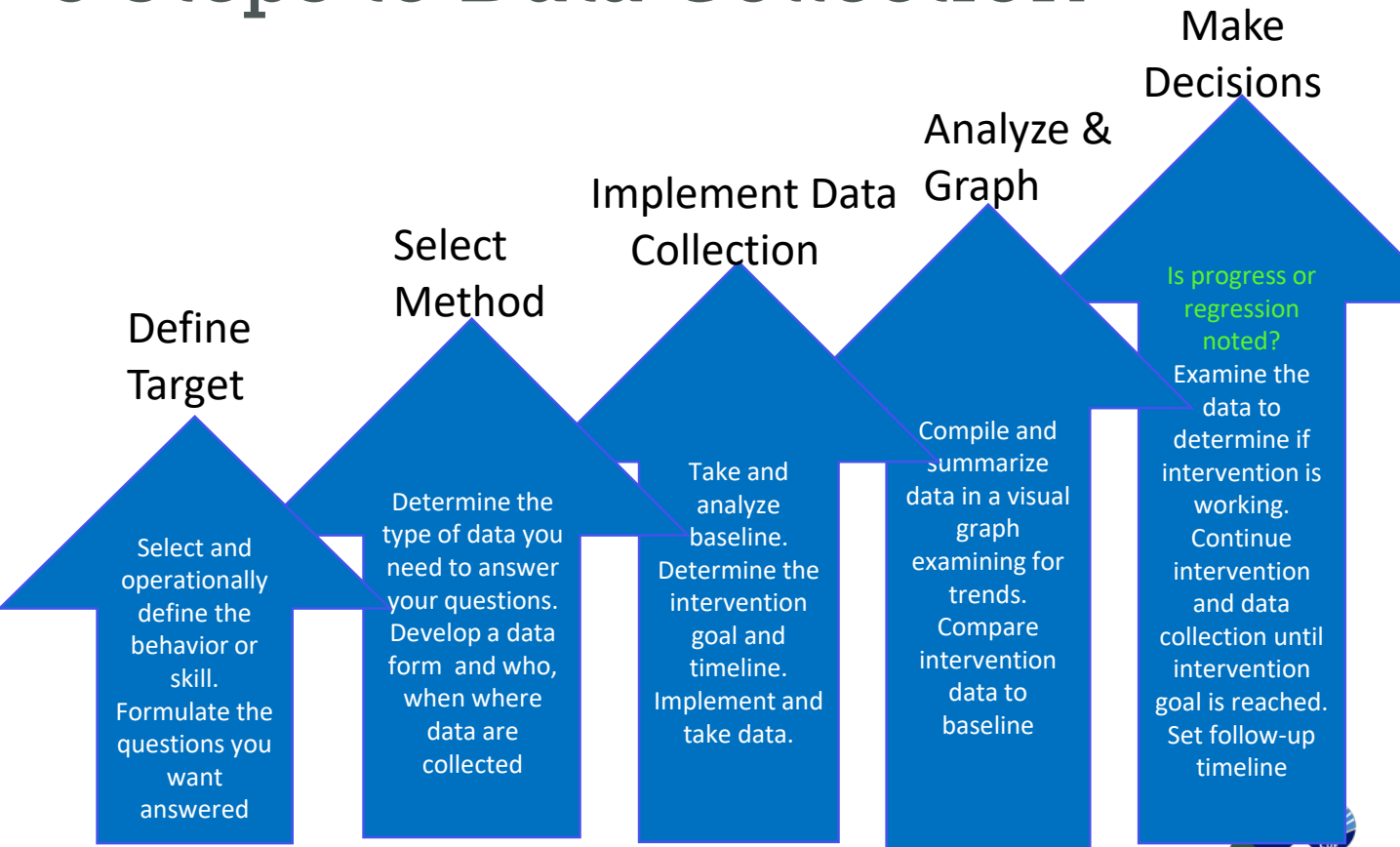
COLORADO
Department of Education

CONNECTIONS

For Educators of Students with Significant Support Needs
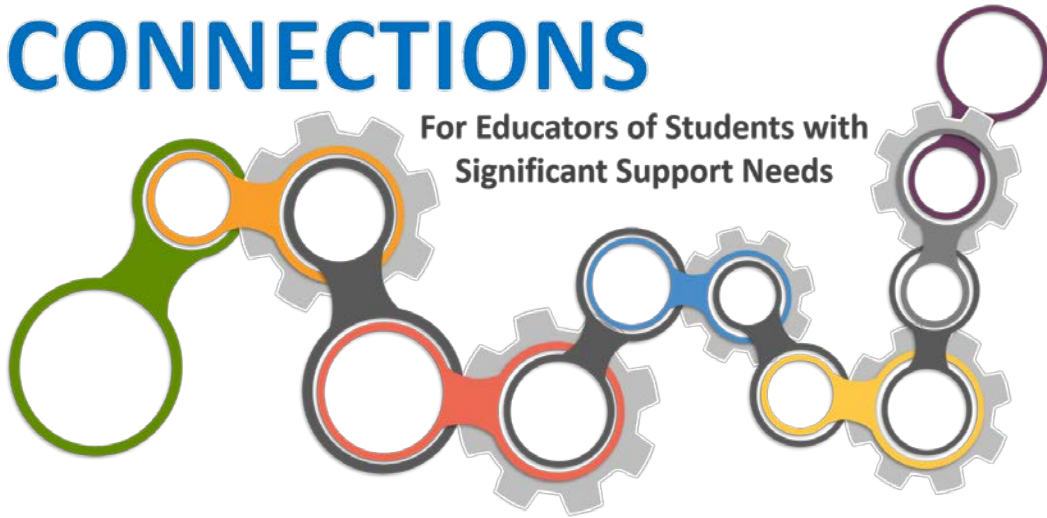
Quality Indicator Review

https://www.cde.state.co.us/cdesped/ssn_qi

COLORADO
Department of Education

5 Steps to Data Collection

Define Target

Select and operationally define the behavior or skill. Formulate the questions you want answered

Select Method

Determine the type of data you need to answer your questions. Develop a data form and who, when where data are collected

Implement Data Collection

Take and analyze baseline. Determine the intervention goal and timeline. Implement and take data.

Analyze & Graph

Compile and summarize data in a visual graph examining for trends. Compare intervention data to baseline

Make Decisions

Is progress or regression noted? Examine the data to determine if intervention is working. Continue intervention and data collection until intervention goal is reached. Set follow-up timeline

From: Golden, C. (2018). *The data collection toolkit.* Baltimore, MD: Paul Brookes Publishing.

COLORADO
Department of Education

Define the Target

1. Select and operationally define the specific behavior or academic skill.
2. Create a smart goal using the ABCDE format and assess the student's baseline of the skill.
   a. Audience
   b. Behavior
   c. Condition
   d. Degree
   e. Evaluation

COLORADO
Department of Education

Example of a target behavior

GOAL: *After reading a book at the primer level that represents diverse cultures, Tyler will answer up to 10 "who" and "where" questions related to the major details, events, characters, and settings in the story, independently with 90% accuracy across 3 opportunities.*

a. Audience. **– Tyler**
b. Behavior – **answer 10 "who" and "where" questions**
c. Condition – **after reading a book at the primer level**
d. Degree – **independently responds with 90% accuracy**
e. Evaluation - *across 3 consecutive opportunities*

COLORADO
Department of Education

Select the Method

1. Determine the type of data you need to assess the progress of the student toward the target.
2. Elements to think about to include.
   a. Who will take the data?
   b. What data form will you use?
   c. When and how often will you take the data?
   d. How will you take the data?
   e. How will it be organized?

Implement the Collection

1. After a plan is determined including who, what, when where and how data will be collected, it is time to put it into practice.
   a. Create the data from for the goal (target behavior)
   b. Establish the baseline - a measurement of the behavior taken before interventions are started. It is important because it allows the team to compare the behavior before and after implementation of the intervention plan to determine if the interventions are working
   c. Select the intervention to be used
   d. Continue to take data

Classroom Data Collection & Analysis

Example of data collection

- Tyler Comprehension questions Data Form – Baseline

Name of Story Read	Date	"Who" Questions Accuracy and prompt level	"What" questions Accuracy and prompt level
The PICNIC	9/15	5 out of 10 - 1 2 out of 10 - 2 3 out of 10 – 3	6 out of 10 – 1 3 out of 10 – 2 1 out of 10 – 3
The PICNIC	9-18	6 out of 10 - 1 2 out of 10 - 2 2 out of 10 – 3	6 out of 10 – 1 4 out of 10 – 2 0 out of 10 – 3
The PICNIC	9-21	9 out of 10 - 1 1 out of 10 - 2 0 out of 10 – 3	8 out of 10 – 1 1 out of 10 – 2 1 out of 10 – 3

1=independent.   2=visual prompt.   3=verbal 4=no response or refusal

Analyze the Data

1. Compile and summarize the raw data.
2. Determine the trends in the data
3. Compare intervention data to baseline

Make an Instructional Decision:
Is the intervention working?

1. Determine if the student is making growth
   a. Yes -
      a. Fast enough?
   b. No - What are you going to change?
      a. Prerequisite skill missing or not fluent?
      b. Should you change the amount of instruction?
      c. Intervention- Instruction
      d. Change amount of practice
2. Decide to continue or change intervention.

COLORADO
Department of Education