Personalizing Interventions to Enhance Optimize Outcomes: Matching, Mapping, Monitoring, and Meeting

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The Plan for this Presentation

• Discuss **how IM4 fits within a multi-tiered system of support (MTSS)** and supports educators to deliver evidence-based interventions for students who need additional support.

• Describe **each of the key steps of the IM4 process that enables effective intervention programming from beginning to end**.

• Discuss **Tier 2 and 3 interventions** that can be tailored to students based on a *root cause analysis*. 
Welcome to IM4, a problem-solving system that coordinates intervention programming from beginning to end for students with social, emotional, and behavioral needs.
Review of MTSS Basics

- MTSS is the “operating system” – programs / practices / policies can all be “run” within it

- A continuous improvement framework for incrementally improving the selection and delivery of supports to ensure that all students receive the supports they need to be successful

- Equity-based, needs driven framework
Purpose of Tier 1

1. **Prevent** problems from emerging

2. **Promote/enhance/optimize** success

3. Provide a **solid foundation** that enable interventions to work better
What makes a behavior a problem?
How does a student go from Tier 1 to Tier 2 or 3?

Proactive detection of students who may be in need of intervention

- Use of existing data capturing warning indicators (“kitchen sink”)
- Universal and/or targeted screening
- Structured Teacher Nomination
What is Tier 2?

10 to 20% of all students who:

- Have socially, emotionally and/or behaviorally needs that necessitate intervention above Tier 1 alone
- Quick and efficient
  - Limited assessment data and minimal expertise needed to select an appropriate intervention for the student
Tier 2 and 3 is a protocol/process/system

Tier 2 and 3 is a coordinated problem-solving process that we wrap around a child not just an intervention

- Proactively detecting students who need intervention
- Matching students to intervention
- Gathering baseline data
- Implementing the intervention
- Monitoring progress
- Meeting
Tier 2 problem-solving process

Step 1: Identify and define the main problem/concern/need

Step 2: Determine why the problem is happening to generate solutions

Step 3: Develop and implement a plan

Step 4: Evaluate whether the plan worked

What intervention does the student need to address the hypothesized root cause underlying the problem?
Who is responsible?

- A multi-disciplinary team is responsible for generating and implementing the solution.
How to organize this process?

- **Problem-solving team** that is activated for students who are detected as having a need that goes above and beyond Tier 1 alone
- **Formal process** of selecting, planning, delivering, and monitoring of the impact of interventions
  - Match, map, monitor, and meet
Intervention Programming from Beginning to End: Intervention Match, Map, Monitor and Meet (IM4)

- **Match**: Match the student to the most precise and appropriate intervention
- **Map**: Map out who is implementing core components of the intervention to increase the fidelity with which the intervention is implemented
- **Monitor**: Gather baseline data and begin monitoring student response to the intervention and intervention fidelity
- **Meet**: Meet as a team to review data and make a data-driven decision
Match

Match the student to the most precise and appropriate intervention
Problem-Solving Process

Step 1: Identify & define the problem

Step 2: Determine why the problem is happening (i.e., root cause analysis)

Step 3: Select an intervention to address the problem

Step 4: Implement the intervention with fidelity and determine whether it was effective

What intervention does the student need to address the hypothesized root cause underlying the problem?
Root Cause Analysis

- Theoretically-informed, data-driven approach to determine the hypothesized root cause that explains why the problem is happening

- Linking root cause to intervention
  - root cause must be amenable to intervention (malleable/alterable) so it can be linked to a precise intervention that educators have ability/control over to implement
Why a **menu** of evidence-based interventions?

- Students with social, emotional and behavioral problems are a heterogeneous group of students.

- One-size-fits-all approach to intervention results in lackluster outcomes.

- Matching students to the most precise intervention requires having a menu of options to select from.
Tier 2 Root Cause Analysis to Determine Why the Problem is Happening
Tier 2 - Root Cause Analysis

Acquisition-Performance Deficit Paradigm

A problem or difficulty will always be observed when a person ..........

(1) lacks or does not possess a skill or given set of behaviors

ACQUISITION DEFICIT
(Can’t do)

OR

(2) is not properly supported or motivated to exhibit the skills or behaviors they do possess

PERFORMANCE DEFICIT
(Won’t do)

to meet the demands and expectations of a given environment (e.g., classroom).
## Acquisition vs. Performance

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Acquisition Deficit</th>
<th>Performance Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of the problem</td>
<td>Problem occurs because the student does not possess the requisite skills/behaviors to meet the demands or expectations of the environment</td>
<td>Problem occurs because the student is insufficiently supported or motivated by the environment to exhibit the skills/behaviors they possess</td>
</tr>
<tr>
<td>Student deficit</td>
<td>Student lacks a skill/behavior that is necessary to meet the social or academic demands of the environment</td>
<td>Student is not properly motivated and/or supported to utilize skills/behaviors they already possess</td>
</tr>
<tr>
<td>Type of problem</td>
<td>Can’t Do Problem (Skill)</td>
<td>Won’t Do Problem (Will)</td>
</tr>
<tr>
<td>Focus of the intervention</td>
<td><strong>Instructional intervention that focuses on teaching the student lagging skills or behaviors to effectively meet the demands from the environment</strong></td>
<td><strong>Intervention that is embedded in the environment that prompts, encourages, and motivates student to use skills/behaviors he or she already possesses</strong></td>
</tr>
</tbody>
</table>
Categories of Interventions

1. **Acquisition Deficit (Can’t Do Problem)**
   - Intervention designed to teach student lagging social, emotional regulation, or executive skills to meet demands from the environment.

2. **Performance Deficit (Won’t Do Problem)**
   - Intervention designed to encourage and motivate the student to use the behavior or skills the student is fully capable of exhibiting.

3. **Student Intervention Matching System**

**Steps**:

1. **IDENTIFY and DEFINE the main problem of concern**
2. **Analyze WHY the problem is happening**

**Subcategories**:

- **Acquisition Deficit**
  - Can’t Do Problem
- **Performance Deficit**
  - Won’t Do Problem
Student Intervention Matching System

**Step 1: Problem Identification**

- **Acquisition Deficit**
  - Emotional Regulation
    - Anxiety
      - e.g., Coping Cat
  - Behavioral Regulation
    - Social Skills
      - e.g., CBITS
    - Attention/Impulse Control
      - e.g., Self-monitoring

- **Performance Deficit**
  - Avoidance of academic work
  - Adult Attention
  - Insufficient opportunity interact w/ peers

**Step 2: Performance vs. Skill Deficit Distinction**

- **Step 3: Matching to Intervention**

**Menu of Interventions**

- Class Pass Intervention
- Check in/Check out
- Positive Peer Report
- School-Home Note
- Behavioral Contract
Tier 2 Menu of Supports

**Tier 2 Menu:**

**Performance-based Interventions**
- Behavioral contract
- Self monitoring
- School-home note system
- Structured, mentor-based program
- Class Pass Intervention
- Goal setting with problem solving

**Acquisition-based Interventions**
- Small group social-emotional skills
  - Social skills
  - Executive functioning
  - Emotion regulation
Tier 3 Root Cause Analysis to Determine Why the Problem is Happening
Pathway Chart

Functional Behavior Assessment – Defensible Hypothesis

3. Setting Events
   Must be periodic, Not continuous!
   An event that increases the likelihood that the trigger will provoke the behavior

2. Triggering Antecedents
   The immediate event that provokes the behavior

1. Problem Behavior
   The main behavior of concern

4. Maintaining Consequences
   The purpose or reason why the problem behavior occurs (i.e., function)
Pathway Chart

3. Setting Events
An event that increases the likelihood that the trigger will provoke the behavior

2. Triggering Antecedents
The immediate event that provokes the behavior

1. Problem Behavior
The main behavior of concern

5. Desired Alternative
In the presence of the trigger, what you want all students to do

6. Typical Consequence
What the typical payoff is for exhibiting the desired behavior

4. Maintaining Consequences
The reason why the problem behavior occurs (i.e., function)

7. Acceptable Alternative
A functionally-equivalent replacement behavior that is socially acceptable

Does the student possess the skills to regulate self in the face of the trigger?
Using FBA data to drive decisions regarding when mental health services are needed

1. Data indicate that the student’s target behavior(s) is emotionally-charged

2. FBA data indicate the student is engaging in avoidance/escape-motivated, emotionally-charged behavior

3. Team determines that the student has an acquisition deficit that interferes with ability to go on the upper pathway AND the functionally-equivalent replacement behavior is only a temporary fix
Initial Tier 2 Intervention

Tier 2 implemented with fidelity and progress monitoring data indicate that **student responded well** to the initial intervention

Tier 2 implemented with fidelity and progress monitoring data indicate that **student did not respond well** to the initial intervention

Modification to Tier 2 Intervention

Tier 2 implemented with fidelity and progress monitoring data indicate that **student responded well** to the initial intervention

Tier 2 implemented with fidelity and progress monitoring data indicate that **student did not respond well** to the initial intervention

Tier 3 Intensive Intervention

Emotional Problem

Behavioral Problem

Cognitive Behavior Therapy

FBA-based BIP & Weekly RBT Solution-focused Counseling

Anxiety

Sadness

Anger/Aggression

Trauma
The Cognitive Behavioral Model

**Situation**

↓

**Thoughts & Meaning Making**

↓

**Reaction**

(Emotional, Behavioral and Physiological)

↓

**Consequences**

(Perceived and actual)

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**CBT STRATEGIES**

Awareness of triggers, exposure activities, & behavioral activation

Cognitive restructuring (helpful vs. unhelpful thoughts)

Teaching skills: relaxation, coping, problem-solving

Contingency management & reactive strategies
Darn it! I stepped in dog poop. I better clean it off so I can go to school.
Of course, I step in dog CRAP. How symbolic. I can’t do anything right. I am a piece of crap.
Anxious child

OMG! This is horrible! I can’t go to school. Everyone will call me stinky dog poop boy!!!
@#$%# dog!! I bet the owner made the dog poop here on purpose. If I saw the owner, I’d kick his butt.
Child with ADHD

Hmmm...something felt squishy. Oh look at that bird.
Sequential Steps of Implementing CBT:

1. Psychoeducate, normalize, and externalize
2. Raising awareness of emotion-provoking triggers and reactions to those triggers
3. Teaching emotion regulation and coping skills
4. Teaching cognitive restructuring skills
5. Developing problem-solving plans and teaching social skills
6. Developing an exposure plan and putting the skills into action
   - Exposure and/or therapeutic action planning
## Example Evidence-based Performance- and Acquisition-Based Tier 2 Interventions

<table>
<thead>
<tr>
<th>Performance-based Intervention</th>
<th>Acquisition-based Intervention</th>
</tr>
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</table>
| • Structured School-based Mentoring  
  • e.g., Check in/Check out | • Traditional social skills training |
| • Behavior contracting           | • Emotion Regulation              |
| • Class Pass Intervention        |  • Anxiety                        |
| • Self-monitoring                |  • Anger                          |
| • School-home note system        |  • Trauma                         |
|                                 | • Executive functioning           |
|                                 |  • Organization                   |
|                                 |  • Impulse control                |
|                                 |  • Attention regulation           |
Performance-Based Intervention

Behavior Contract

Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff

- Teacher benefits by improved student behavior
- Student benefits by earning something based on good behavior

Components of behavioral contract:

- Description of the desired behaviors
- Goal statement specifying by when, what behavior, and under what conditions pay-off will be earned
- Identification of the privileges, rewards, or desired social experiences to be earned (i.e., The Pay-Off)
- Signatures from all parties involved
- Teacher precorrects and prompts student on daily basis using the behavior contract
Behavior Contract: Student Characteristics

- Designed for students who respond well to school-based incentives or contingent access
  - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving precorrection and prompting
Behavior Contract:
Active Ingredients

1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior)
3. Positive reinforcement for meeting goal
4. Teacher follows up with daily pre-correction and prompting
   - Pulling out the contract and reminding the student of the behavior and reward to be earned
   - At the first warning signs of problem behavior, prompting the student
Difference Between Effective and Ineffective Behavior Contracts

- **Negotiated** agreement
- Describes what the student should do
- Provides a **goal** statement
- Outlines what the student will earn as a reward for meeting goal
- Teacher uses contract to precorrect and prompt behavior

**EFFECTIVE BEHAVIOR CONTRACT**

- **Non-negotiated**
- Describes what the student is doing wrong
- Provides **no goal** statement
- Outlines how the student will be punished if problem behavior continues
- No other adult follow through with the contract

**INEFFECTIVE BEHAVIOR CONTRACT**
Performance-Based Intervention
Daily Structured Mentoring (e.g., Check-in/Check-out)

• Assignment of a mentor who provides unconditional positive regard and bookends support on the front- and back-end of each day
  • Avoid a person who has a dual relationship with the student (e.g., mentor and the teacher)

• Active ingredients of behavior change:
  • Behavioral momentum (i.e., getting the day off to a good start)
  • Precorrection (i.e., cutting problems off before they start)
  • Performance feedback (i.e., letting the student know how s/he is doing)
  • Positive reinforcement (i.e., recognizing and rewarding the student)
  • Goal specification and attainment (i.e., increasing student’s motivation and awareness of behavior)
Simple vs. Structured Mentoring

**SIMPLE MENTORING**
- Mentor meets with the child infrequently
- Mentor is there to be a positive role model with limited to no precorrection
- Often no target behaviors identified to address
- Can handle significantly more students

**DAILY STRUCTURED MENTORING**
- Mentor meets with the child on a daily basis
- In addition to positive relationship, mentor precorrects problem behavior
- Daily ratings of specific targets behaviors
- Limitations with regard to the number of students a school can handle
Mentor-Based Support
Basic Sequence of Structured Mentoring

- Morning check in with mentor
  - Positive greeting
  - Deliver praise/reward
  - Provide nonjudgmental feedback

- Teacher evaluation and ongoing feedback
  - Teacher monitoring
  - Prompts to engage in expected behavior
  - Reminder of reward to be earned

- End of day check out with mentor
  - Positive greeting
  - Check for school readiness
  - Cutoff problems before
  - Reminder of expected behaviors
  - Talk about reward to be earned
  - Give student monitoring chart

- Parent Check In upon arrival home
  - Positive greeting
  - Check for school readiness
  - Cutoff problems before
  - Reminder of expected behaviors
  - Talk about reward to be earned
  - Give student monitoring chart

- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow
Mentor-Based Support: Student Characteristics

- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)
Mentor-Based Support: Active Ingredients

1. Assignment of an adult mentor who the student likes or doesn’t mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
   - Encouragement, precorrecting problems, feedback
4. Progress monitoring form to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
   - Praise, public recognition, access to desired privileges/rewards
Performance-Based Intervention
Self-Monitoring

- Intervention designed to increase self-management by prompting the student to self-reflect and self-record specific behaviors on a chart/form

- Two main components:
  - Self-reflection (reflection of behavior over a certain amount of time)
  - Self-recording (marking down on the chart whether behavior met or did not meet expectations)

- Teacher performs periodic honesty checks
Self-Monitoring: Student Characteristics

- Students who need constant prompts and reminders to stay on track
- Students who experience difficulties with self-management / regulation
- Students who exhibit relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors
Self-Monitoring: Active Ingredients

1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check
Self-Monitoring Technology
Performance-Based Intervention
School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments.

- Involves training parents to act upon a school behavioral note by delivering consequences at home consistent with their child’s behavior at school.

- Two-way communication - Parents can share information with school about outside stressors that may be impacting student behavior at school.
School-Home Note Decision Tree

DAILY BEHAVIORAL GOAL

YES - GOAL MET
CELEBRATE YOUR CHILD’S SUCCESS (positively reinforce)

NO - GOAL UNMET
ENCOURAGE YOUR CHILD TO HAVE A BETTER DAY TOMORROW (effective discipline)

PARENT RESPONSE
Consequences Delivered by Parents

Celebrating the child’s success to recognize and acknowledge behavioral goal being met

• **Access to daily home-based privileges**
  - Computer time, video games, talking on the phone, staying up later, hanging out with friends, TV time

• **Access to a reward or desired experiences**
  - Buy-out of chore, money, invite friend over, play outside, after dinner dessert, playing with toys, etc.

• **Behavior specific praise and positive recognition**
Consequences Delivered by Parents

Encouraging a better day tomorrow (effective discipline to teach)

- Loss of daily privileges
  - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun

- Task-based grounding
  - Have the child perform chores that are outside of typical responsibilities
  - Grounded until the chore or chores are completed

- Collaborative problem-solving
  - Debrief about the barriers and create mutually agreeable plan to overcome barrier to meet behavioral goal
# School Name – School-Home Note

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Before Lunch</th>
<th>After Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors</td>
<td>Needs Work</td>
<td>Okay</td>
</tr>
<tr>
<td>Respected other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on class assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed Teacher Instructions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Target Behavior:**

<table>
<thead>
<tr>
<th>On the Yard</th>
<th>Morning Recess</th>
<th>Afternoon Recess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors</td>
<td>Needs Work</td>
<td>Okay</td>
</tr>
<tr>
<td>Interacted well with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yard rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Target Behavior:**

**Teacher comments:**

____________________________________________________________________________________

____________________________________________________________________________________

Teacher Signature: ___________________________

Describe how you handled your child’s performance today (e.g., praised child, earned activity, loss of privilege, extra chore):

____________________________________________________________________________________

Comment for teacher:

____________________________________________________________________________________

Parent Signature: ___________________________

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Cook and Browning Wright (2008)
School-Home Note:
Student Characteristics

- Students whose parents are open and willing to join forces with the school to improve the student’s performance in school

- Students who are unaffected by typical school-based disciplinary consequences

- Students whose parents could benefit from learning skills

- Students who could benefit from consistency across school and home environments
School-Home Note: Active Ingredients

1. Development of a school-home note that captures student behavior and communicates whether behavioral goal was met
   • Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures

2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
   • Goal met = celebrating success
   • Goal unmet = encouraging a better day tomorrow

3. Ensuring that parents are receiving the note & following through
   • Paper, email, phone call, face-to-face
Performance-Based Intervention
Class Pass Intervention

- Intervention designed for students who escaped-motivated disruptive classroom behavior
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
- Students can choose to hold on to the class passes to exchange them for a more preferred item, activity, or privilege
- It works because students:
  - Exercise choice by requesting a break with class pass
  - Dual motivational contingencies (break from work and contingent access to preferred experience)
CPI Implementation Steps

1. Meet with the student to teach them the CPI and how to appropriately request a break using the class pass
2. Identify a spot where the student can break and engage in a preferred activity for 3 – 7 minutes (this depends on how long staff are willing to accept)
3. Determine the rewards and/or privileges that can be earned by saving the class passes (make it such that the more passes means the better the reward and/or privilege)
4. Give the student a predetermined amount of class passes (anywhere from 3 to 5)
5. When implementing the CPI, provide prompts to the student to use the class pass if you see him beginning to engage in problem behavior
6. Monitor and track the effectiveness of the intervention
7. Give the student feedback about how he is doing
Class Pass Intervention: Student Characteristics

- Students who engage in classroom behavior problems only when presented with academic work
- Students whose classroom behavior is hypothesized to be escape-motivated
- Students who have a low tolerance for engaging in academic work
- Students who are more likely to remain on-task when provided with choice
Class Pass Intervention: Active Ingredients

1. Develop the actual class passes to be used
2. Determine the **number** of class passes and length of time the student can break for
3. Identify the **location for the break** (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one
Example of a Class Pass

FRONT

CLASS PASS

# _____
Name: ________________
Time: __________
Where to?: ________________
Initial: __________
Reward for a saved pass:
______________________
_

BACK

Guidelines for Class Pass:

If you use the pass…
1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to ________________.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass… Earn a reward!!!!!!!
Acquisition-Based Interventions

**EMOTIONAL REGULATION/COPING**
- Anger
- Anxiety
- Trauma
- Stress/Depression

**BEHAVIORAL REGULATION**
- Social Skills
- Executive Functioning
Example evidence-based curriculum

EMOTIONAL REGULATION

- Anger
  - Anger replacement training; Coping Power
- Anxiety
  - FRIENDS, Coping Cat, Coping with Stress
- Trauma
  - Bounce Back, Cognitive Behavior Intervention for Trauma in Schools
- Stress/Depression
  - Coping with Depression, Penn Resilience Program, Teaching Kids to Cope

BEHAVIORAL REGULATION

- Social Skills
  - Skillstreaming, Social Skills Improvement System
- Executive Functioning
  - Homework, Organization, and Planning Skills
Map out who is implementing core components of the intervention to increase the fidelity with which the intervention is implemented.
Mapping out a Plan (MAP)  
Focusing on the Active Ingredients

Delivering an effective intervention is like a good cooking recipe that involves combining multiple ingredients to produce a yummy product

• An ingredient is a component of a product that helps achieve its desired outcome

• Single ingredients are necessary but insufficient alone to produce the desired outcome
**Intervention Selected:**
- Performance-Based Intervention
  - Check in/Check Out

**Active Ingredients of Intervention:**
- Assignment of an adult mentor who the student likes and is willing to meet with
- Mentor provides unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)
- Mentor **checks in** with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive interaction/conversation
- Mentor **checks out** with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement
- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback
- Student receives positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)
- If willing and able, parents are included and provided with daily point sheet to support their child’s behavior in the home.

**Intervention Facilitator:**
- School Counselor
  - Mark Cook

**Who’s Responsible?**

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 18, 2016</td>
<td>_______</td>
</tr>
<tr>
<td>Oct. 14, 2016</td>
<td>_______</td>
</tr>
<tr>
<td>Nov. 2, 2016</td>
<td>_______</td>
</tr>
<tr>
<td>Sandy Holmes</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Dates:**

- **Baseline Data Collection:**
  - Date: Oct. 14, 2016
  - Who’s responsible: Teacher (Sandy Holmes)

- **Intervention Start Date:**
  - Date: Oct. 18, 2016

- **Meeting to Review Data Date:**
  - Date: Nov. 2, 2016
Monitor

Gather baseline data and begin monitoring student response to the intervention and fidelity of implementation.
Advantages of Direct Behavior Rating

- Brief and valid
- Behaviors are explicitly defined and measure captures a key dimension of behavior (frequency, duration, intensity)
- Ratings are pre-set so students and adults can easily monitor behavior
- DBR is defensible, flexible, repeatable, and efficient

Direct Behavior Rating Scale Example:

Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

http://dbr.education.uconn.edu/
The Behavior Monitoring Graph illustrates the percent of points earned in daily reports from September 11 to December 4. The graph is segmented into two tiers:

- **TIER 1: Baseline**
- **TIER 2: Mentor-based Support**

The graph shows a rising trend for both tiers, with TIER 2 surpassing TIER 1 around November 13. The assessment dates are marked from 9/11 to 12/4.
Monitoring Intervention Fidelity

Check in/Check Out Fidelity Checklist

The following are the 7 active ingredients associated with developing and implementing an effective Check in/Check out structured school-based mentoring intervention. For each of the active ingredients below, put a check mark in the one that have been implemented when delivering this intervention.

- Assignment of an adult mentor who the student likes and is willing to meet with

- Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)

- Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student

- Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement

- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback

- Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)

- If willing and able, parents were included and provided with daily point sheet to support their child's behavior in the home.

Total Check in/Check out Fidelity Score (# of ✓/7) = ___%
<table>
<thead>
<tr>
<th>Active Ingredient</th>
<th>Fidelity Rating Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of an adult mentor who the student likes and is willing to meet with</td>
<td>10/18 10/24 10/31 11/6</td>
</tr>
<tr>
<td>Mentor provided unconditional positive regard and encouragement to the student</td>
<td>+ + + +</td>
</tr>
<tr>
<td>Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student</td>
<td>+ + + -</td>
</tr>
<tr>
<td>Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement</td>
<td>+ - - -</td>
</tr>
<tr>
<td>Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback</td>
<td>+ - + -</td>
</tr>
<tr>
<td>Student received positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards)</td>
<td>+ + + -</td>
</tr>
<tr>
<td>If willing and able, parents were included and provided with daily point sheet to support their child’s behavior in the home</td>
<td>N/A N/A N/A N/A</td>
</tr>
</tbody>
</table>
Meet as a team to review data (graphed progress monitoring depicting student response and estimates of fidelity of implementation) and make timely and relevant data-driven decisions.
Meeting Phase
Structured Teaming to Drive Data-Driven Actions

- Schedule meeting prior to beginning the implementation of the intervention
- Gather data while the intervention is being implemented
- Prepare data to be consumed by team to drive a decision
- Assign roles and create a structured agenda to ensure the meeting runs efficiently
### Meeting to Make a Data-Driven Adequate Fidelity

<table>
<thead>
<tr>
<th>PROGRESS MONITORING</th>
<th>Adequate Fidelity</th>
<th>Inadequate Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Response</strong></td>
<td>Maintain or Exit</td>
<td>Improve Fidelity or Exit</td>
</tr>
<tr>
<td></td>
<td>Maintain Intervention, Begin Fading Intervention, or Exit Student Progress</td>
<td>Improve fidelity of Implementation, Exit student (i.e., false positive)</td>
</tr>
<tr>
<td><strong>Insufficient Response</strong></td>
<td>Change Intervention</td>
<td>Improve Fidelity</td>
</tr>
<tr>
<td></td>
<td>Select a different intervention, Consider a more intensive intervention</td>
<td>Improve Fidelity of Implementation</td>
</tr>
</tbody>
</table>