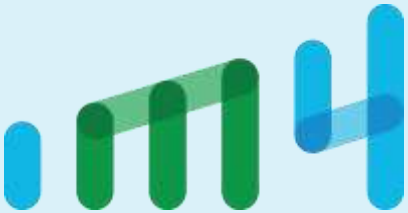

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Personalizing Interventions to Enhance Optimize Outcomes:
Matching, Mapping, Monitoring, and Meeting

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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

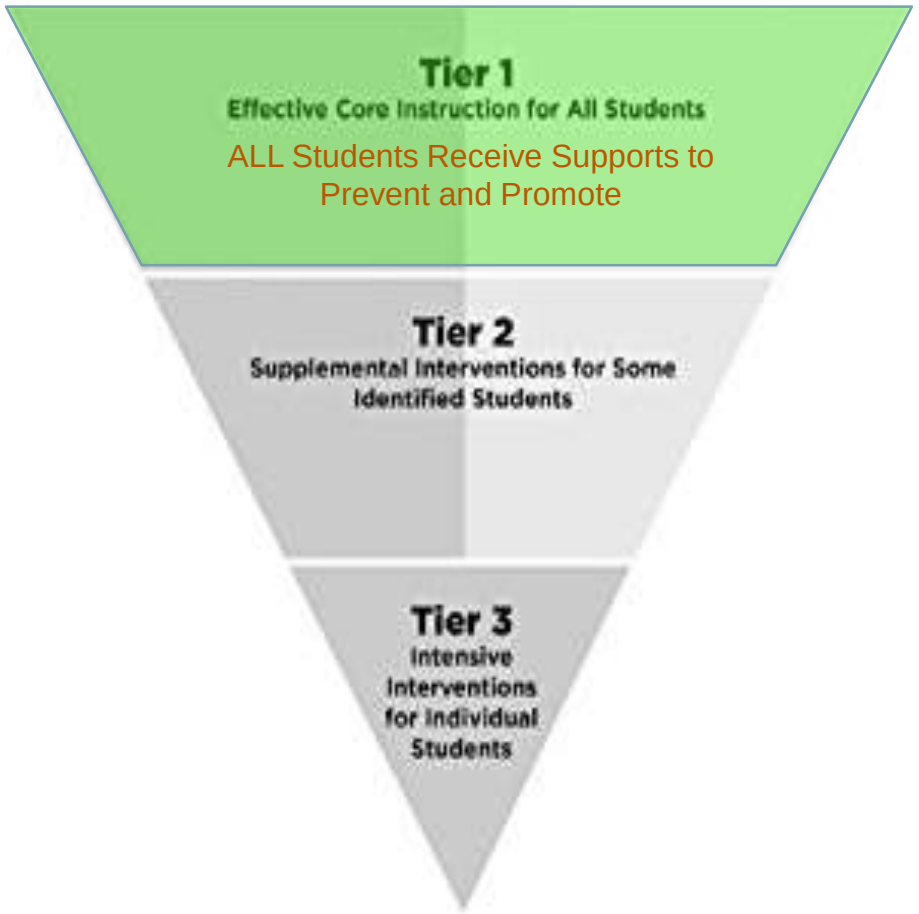
- MTSS is the “operating system” – programs / practices / policies can all be “run” within it
- A continuous improvement framework for incrementally improving the selection and delivery of supports to ensure that all students receive the supports they need to be successful
- Equity-based, needs driven 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

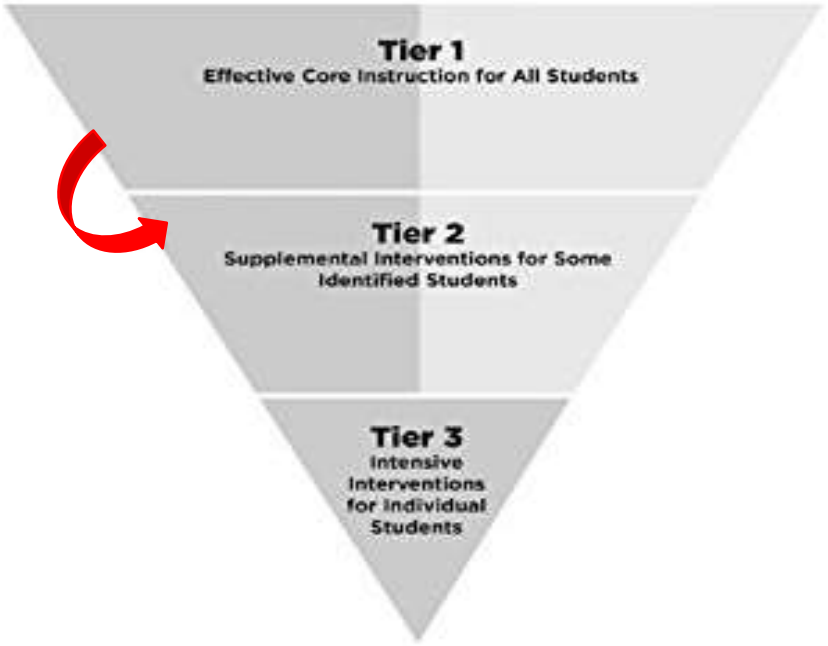


What makes a behavior a problem?

How does a student go from Tier 1 to Tier 2 or 3?

Proactive detection of students who may be in need of intervention

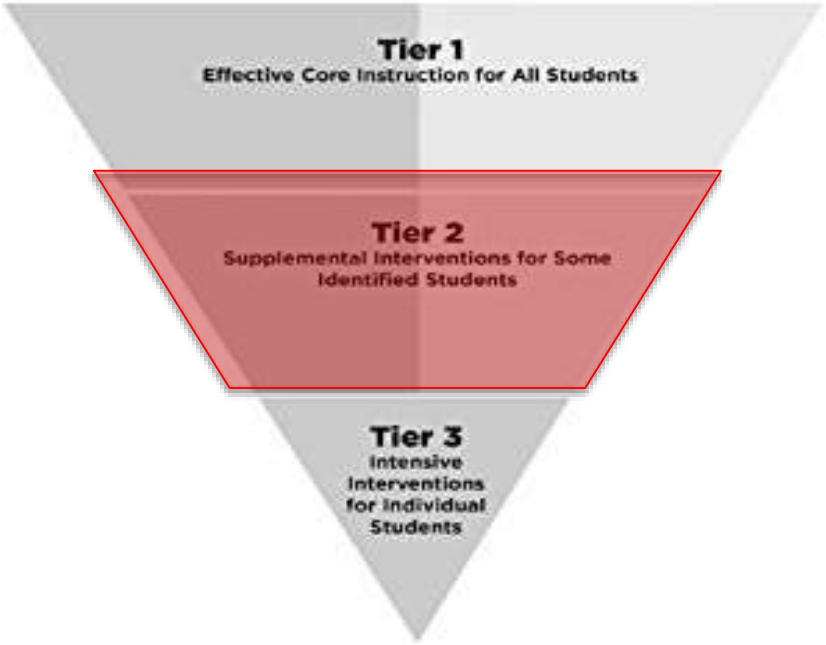
- Use of existing data capturing warning indicators (“kitchen sink”)
- Universal and/or targeted screening
- Structured Teacher Nomination



What is Tier 2?

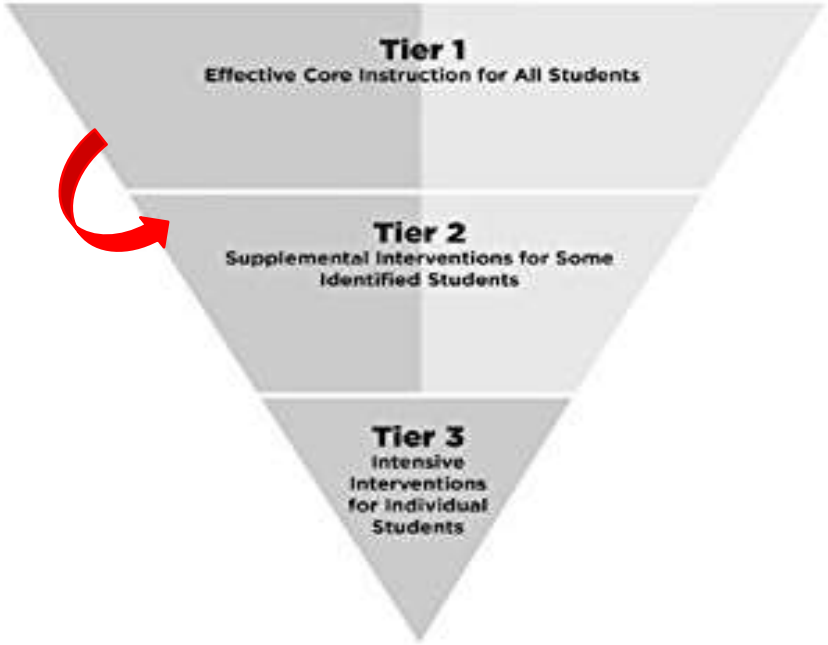
10 to 20% of all students who:

- 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



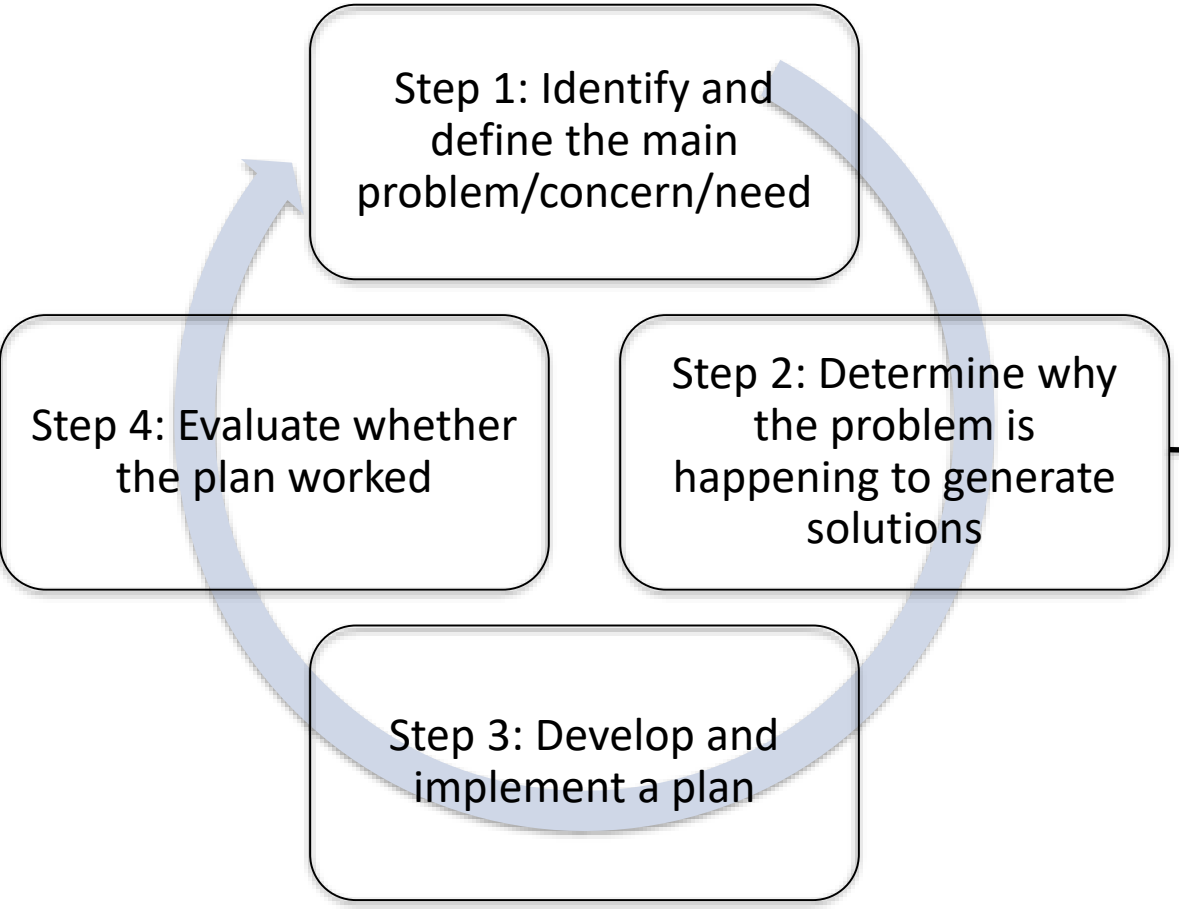
Tier 2 and 3 is a protocol/process/system

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**



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

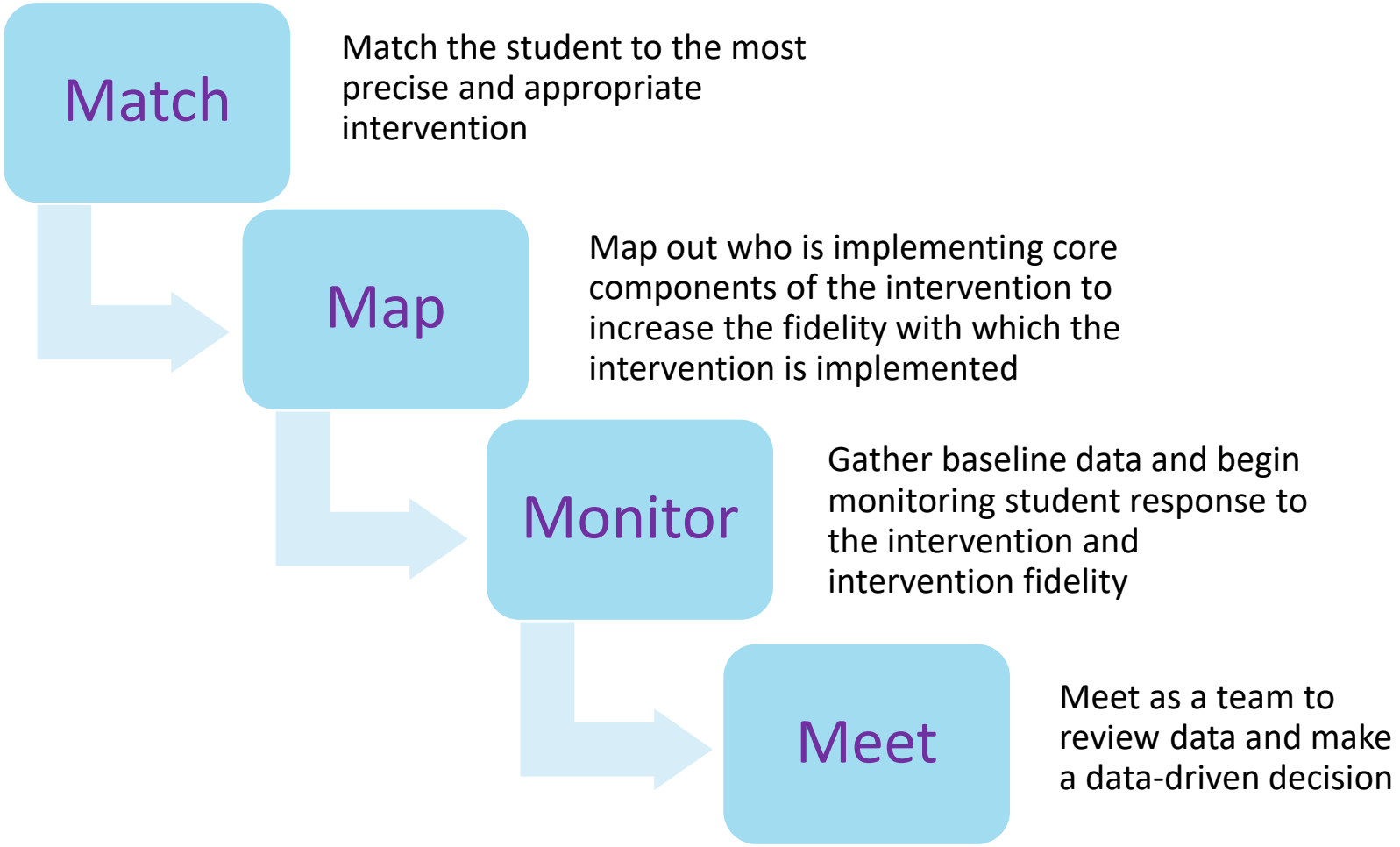
Who is responsible?

- A multi-disciplinary team is responsible for the 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

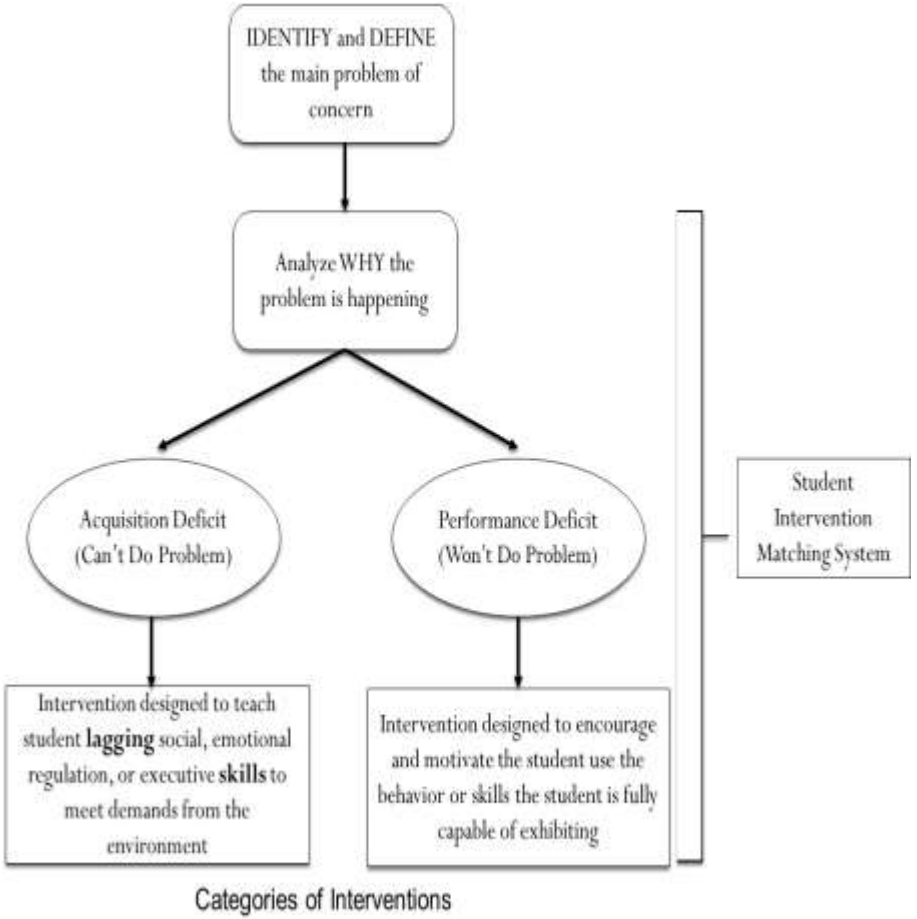
Intervention Programming from Beginning to End: Intervention Match, Map, Monitor and Meet (IM4)



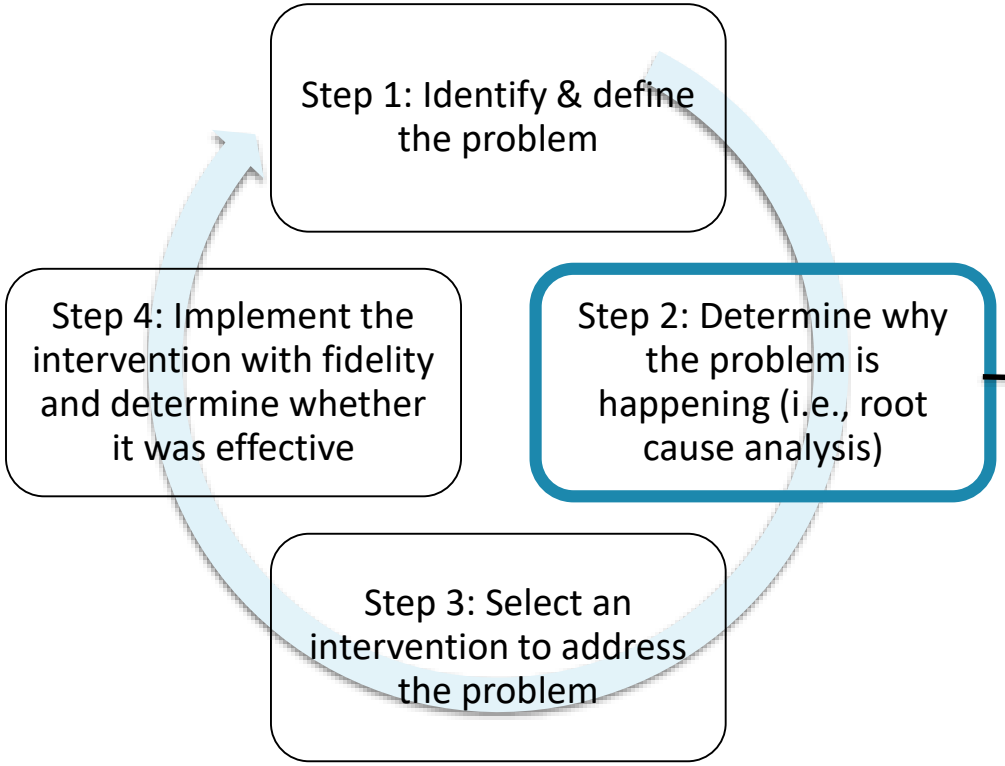
match

Match

Match the student to the most precise and appropriate intervention



Problem-Solving Process

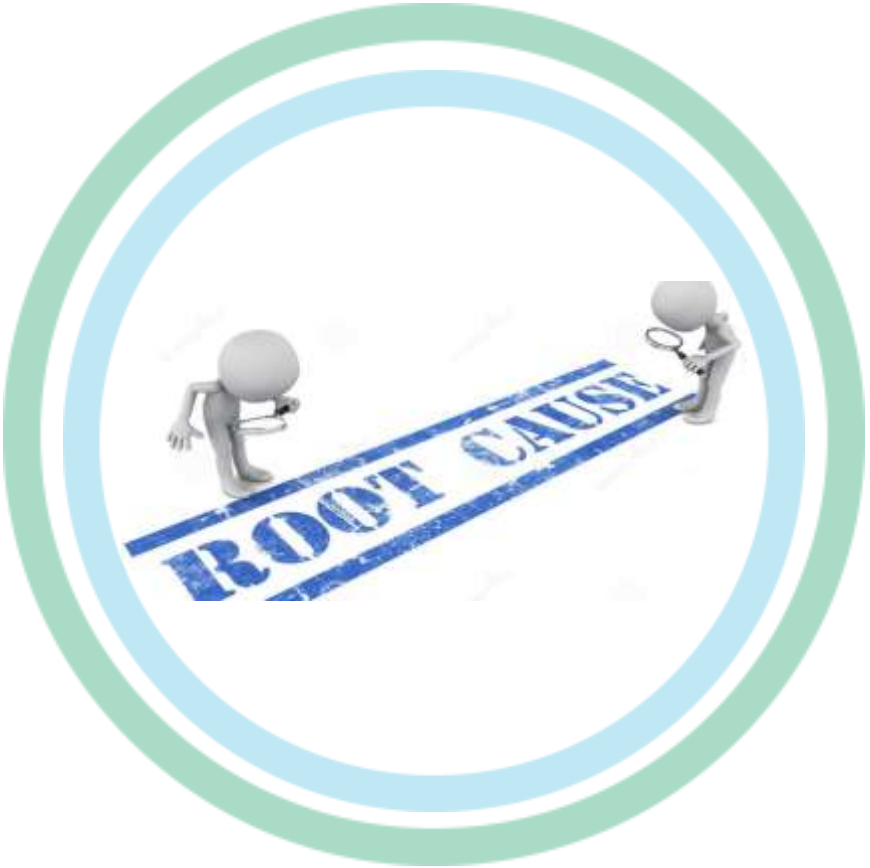


What intervention does the student need to address the hypothesized root cause underlying the problem?

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

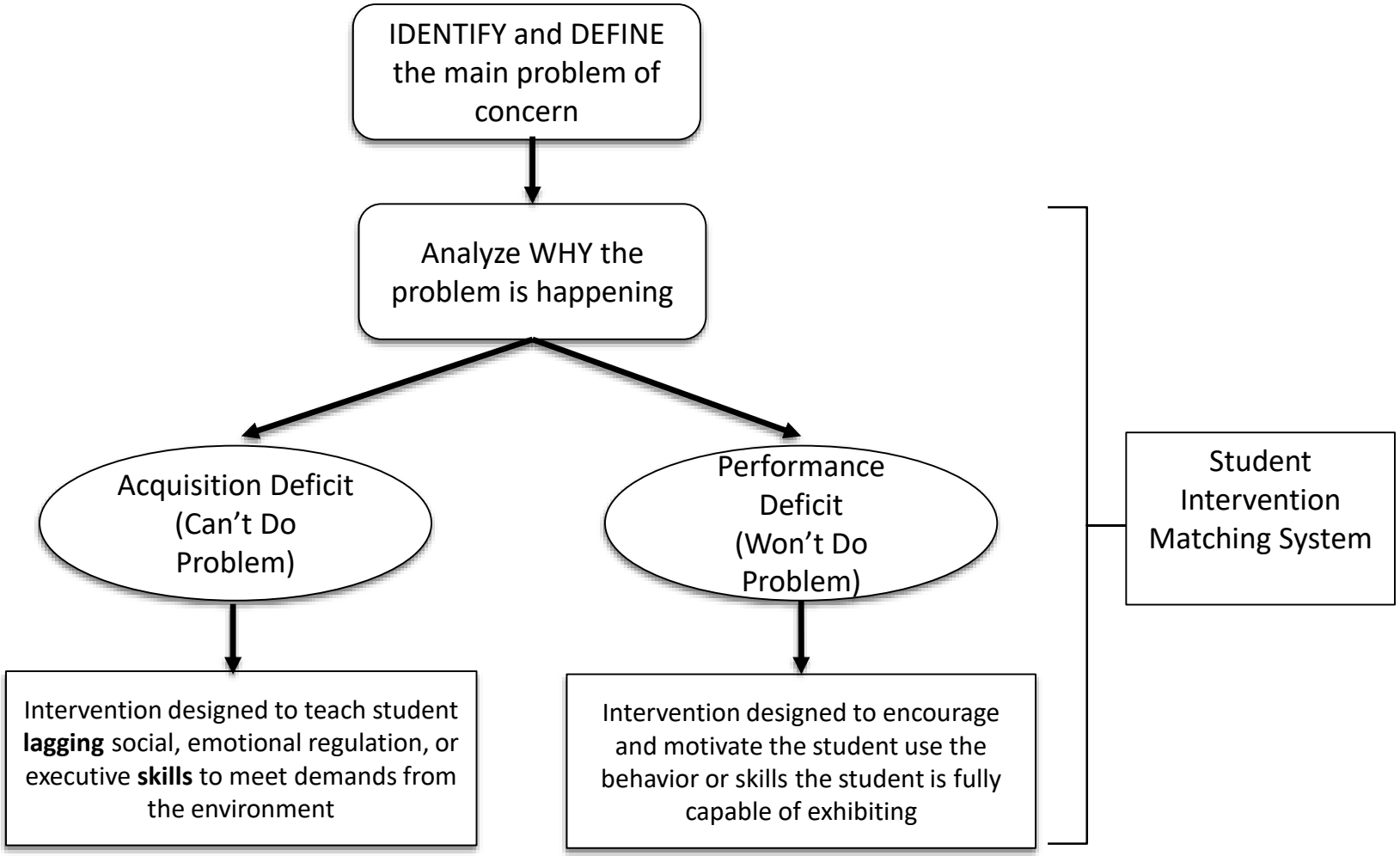
(Won't do)

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

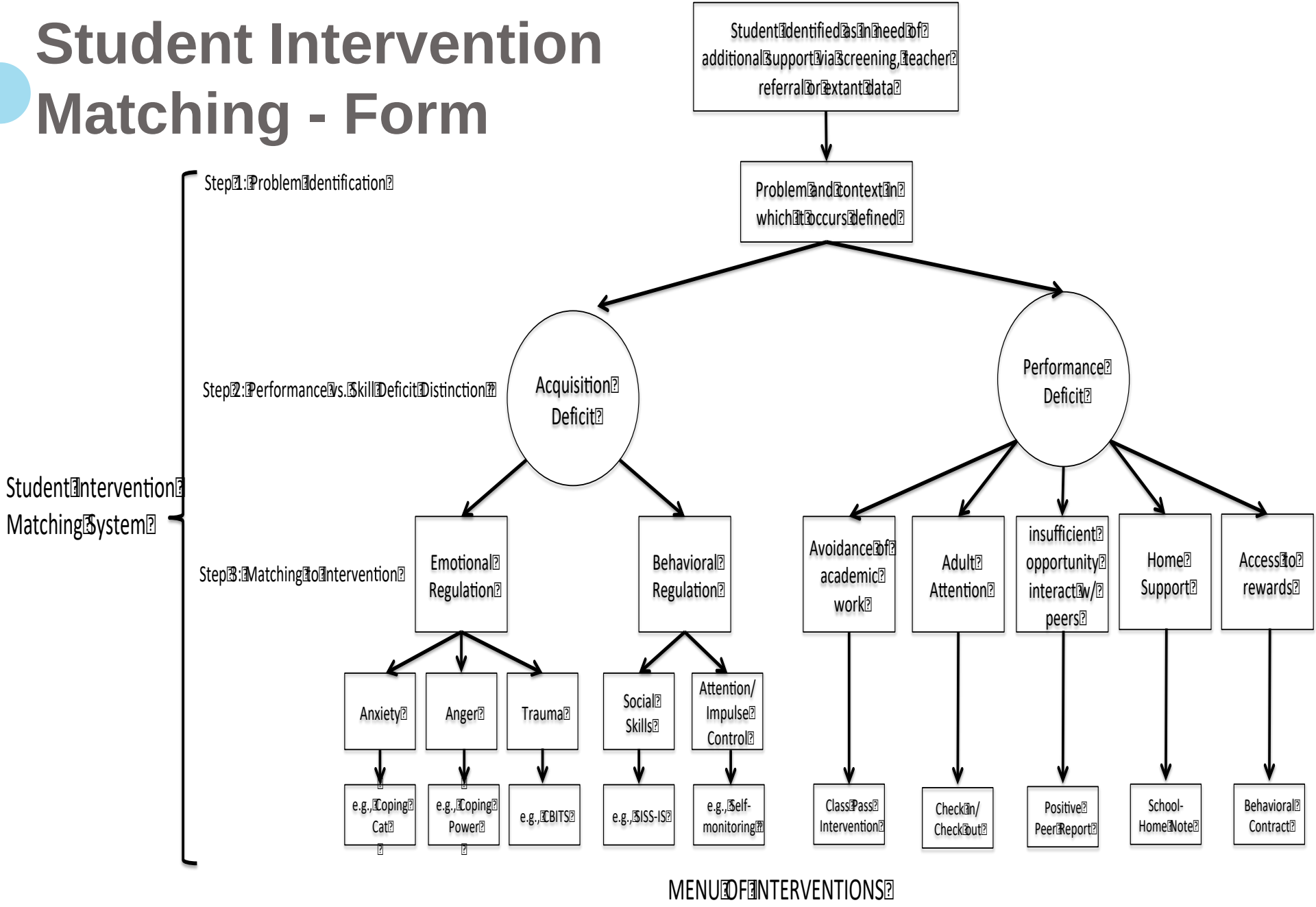
Acquisition vs. Performance

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

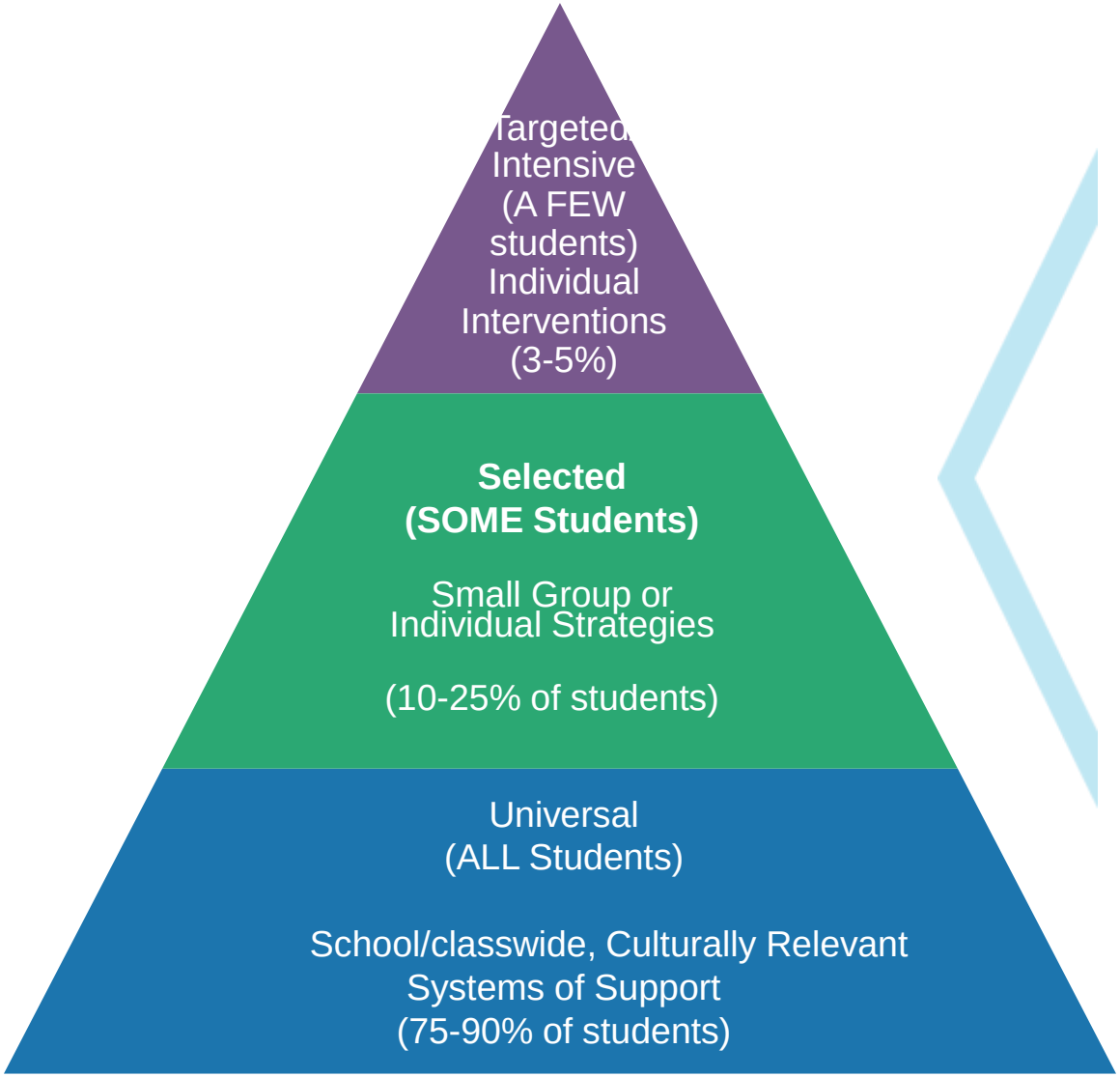
Categories of Interventions



Student Intervention Matching - Form



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

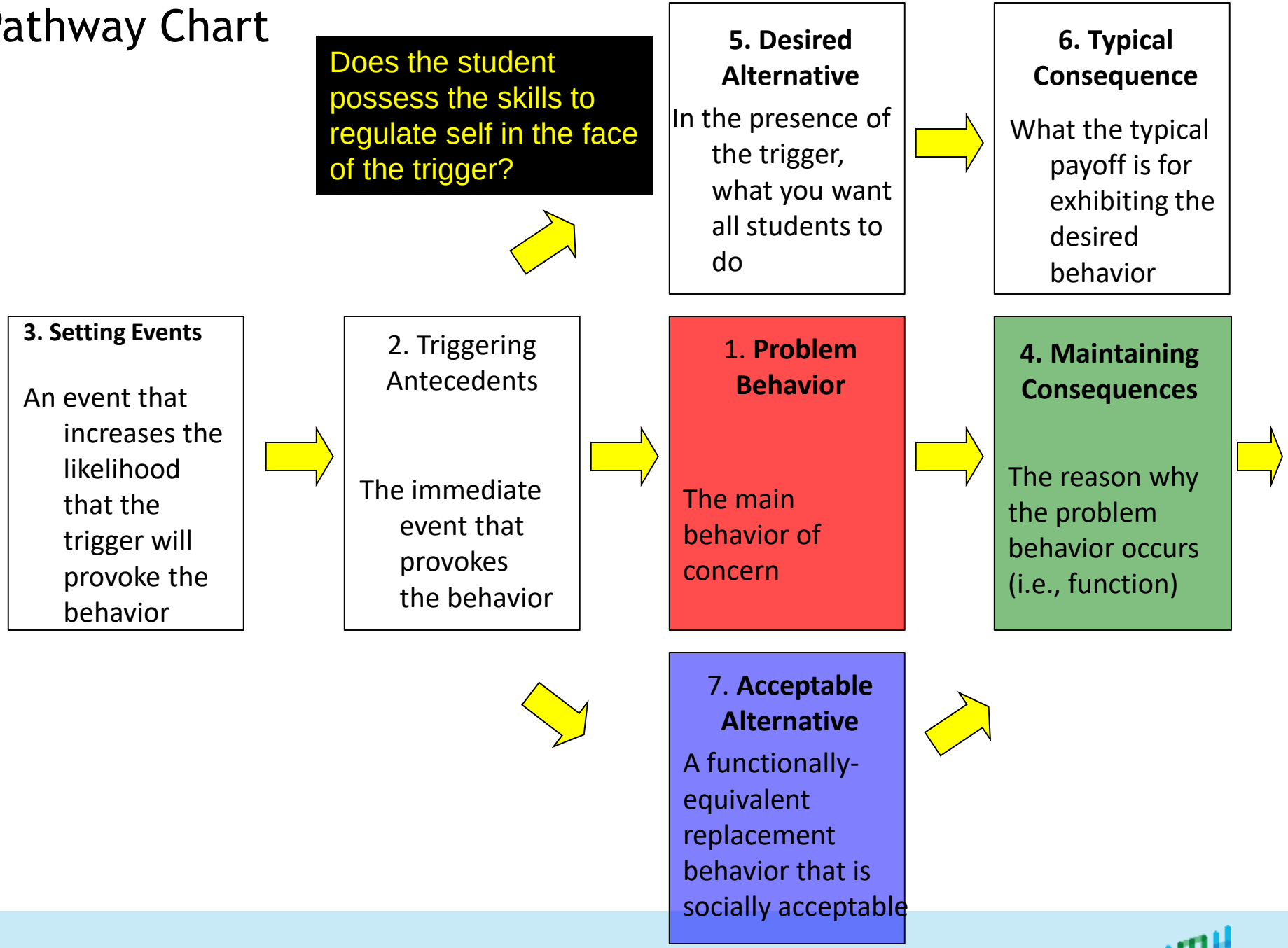
1. **Problem Behavior**

The main behavior of concern

4. Maintaining Consequences

The purpose or reason why the problem behavior occurs (i.e., function)

Pathway Chart



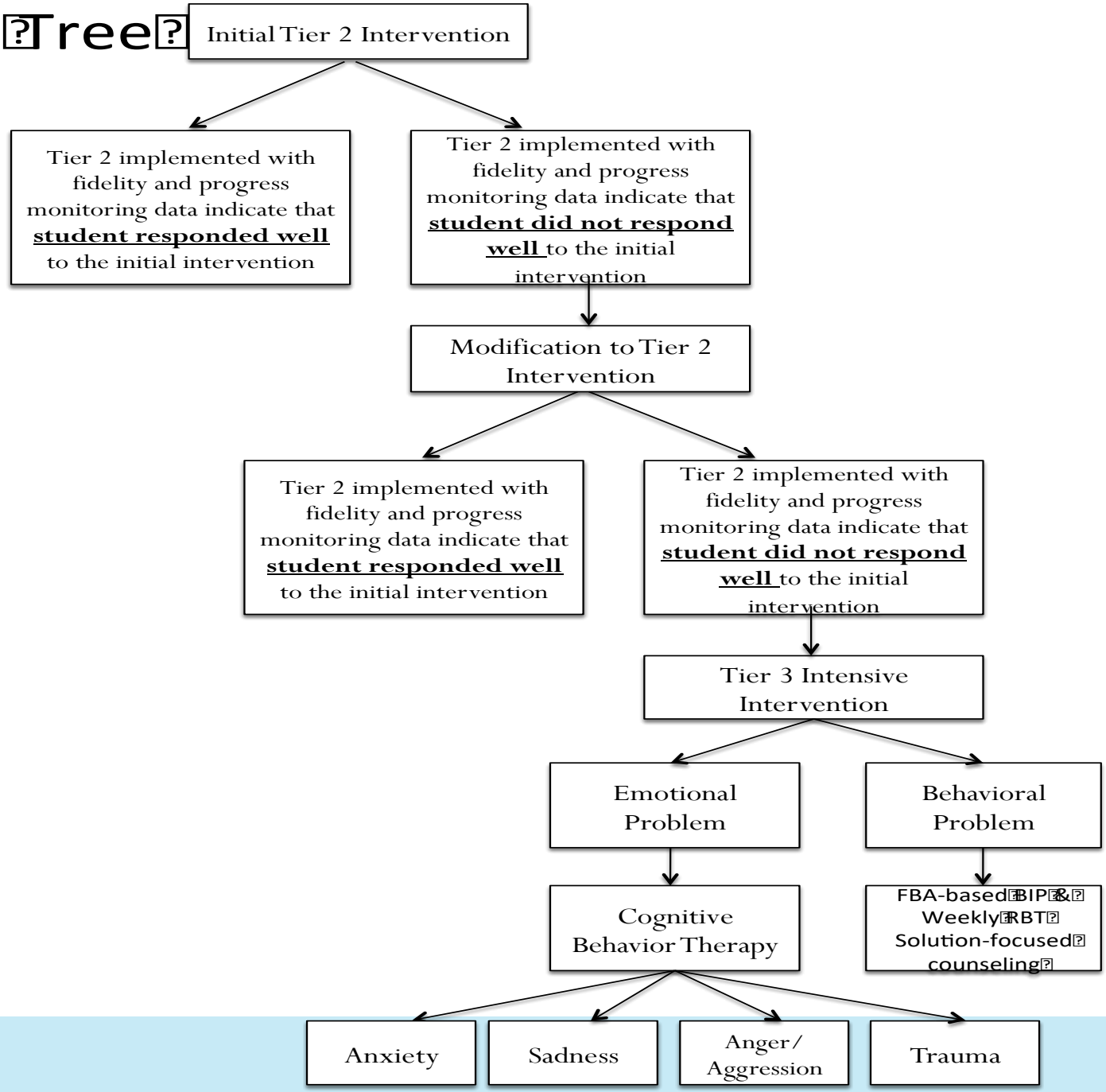
Using FBA data to drive decisions regarding when mental health services are needed

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**

Decision Tree



The Cognitive Behavioral Model

CBT STRATEGIES

Situation

↓

Awareness of triggers, exposure activities, & behavioral activation

Thoughts & Meaning Making

↓

Cognitive restructuring (helpful vs. unhelpful thoughts)

Reaction (Emotional, Behavioral and Physiological)

↓

Teaching skills: relaxation, coping, problem-solving

Consequences (Perceived and actual)

Contingency management & reactive strategies

Typical child

Darn it! I stepped in dog poop. I better clean it off so I can go to school.

Depressed child

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!!!

Aggressive child

@#$%# 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..somethin g 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

Performance-based Intervention

- Structured School-based Mentoring
  - e.g., Check in/Check out
- Behavior contracting
- Class Pass Intervention
- Self-monitoring
- School-home note system

Acquisition-based Intervention

- Traditional social skills training
- Emotion Regulation
  - Anxiety
  - Anger
  - 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

- 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

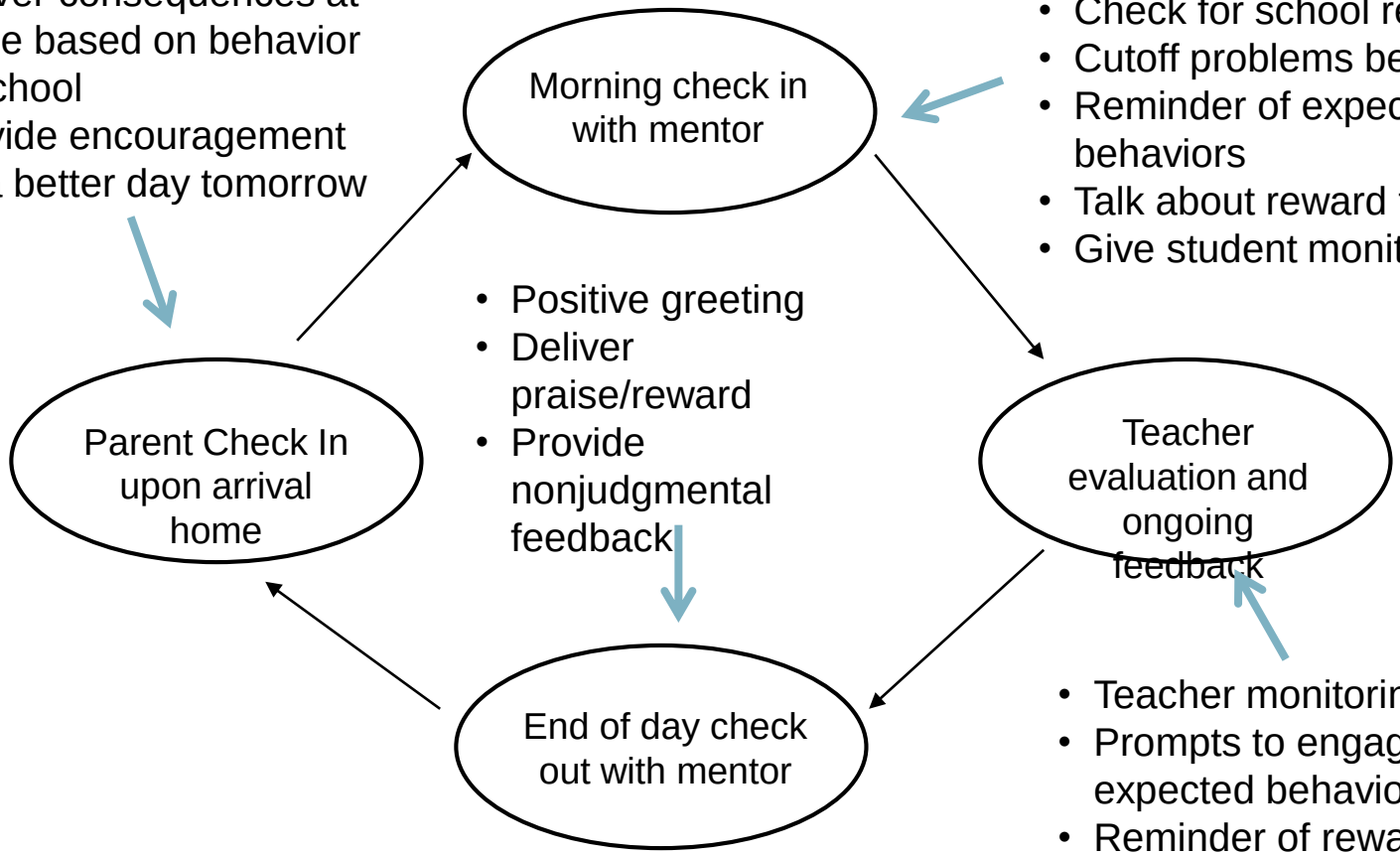
SIMPLE MENTORING

- 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

DAILY STRUCTURED MENTORING

Mentor-Based Support

Basic Sequence of Structured Mentoring



- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow

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

- Positive greeting
- Deliver praise/reward
- Provide nonjudgmental feedback

- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned

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 needs 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

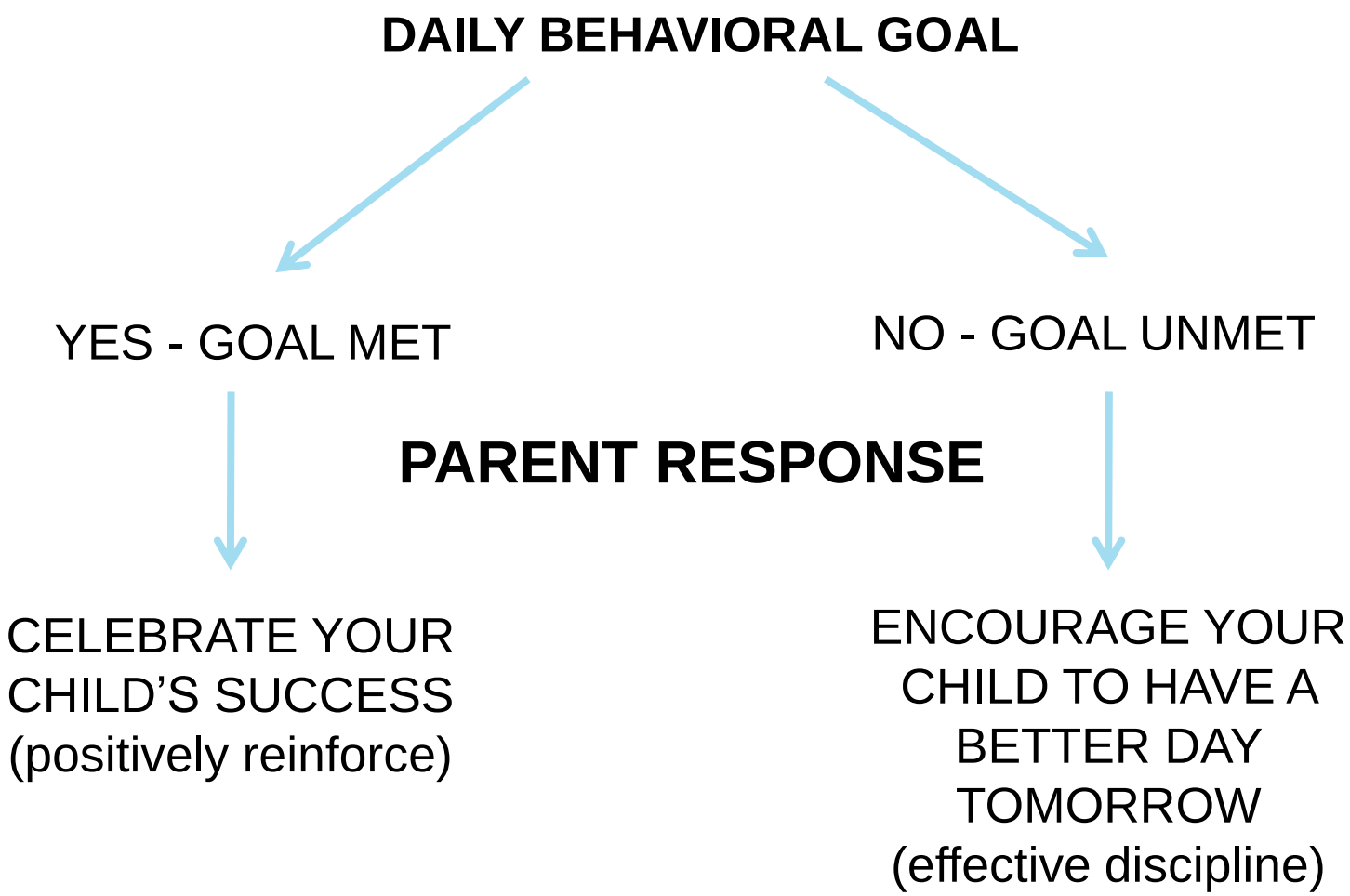
Performance-Based Intervention
School-Home Note System

- 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



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

Name:_____ Date:_____

	Classroom					
	Before Lunch			*After Lunch*		
Behaviors	Needs Work	Okay	Excellent	Needs Work	Okay	Excellent
Respected other students						
Worked on class assignments						
Followed Teacher Instructions						
Target Behavior:						

	On the Yard					
	Morning Recess			*Afternoon Recess*		
Behaviors	Needs Work	Okay	Excellent	Needs Work	Okay	Excellent
Interacted well with others						
Yard rules						
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:_____

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

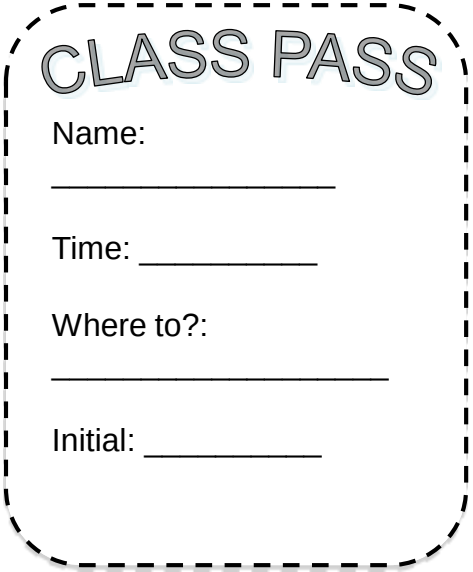
1. Development of a school-home note that captures student behavior and communicates whether behavioral goal was met
   - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures

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

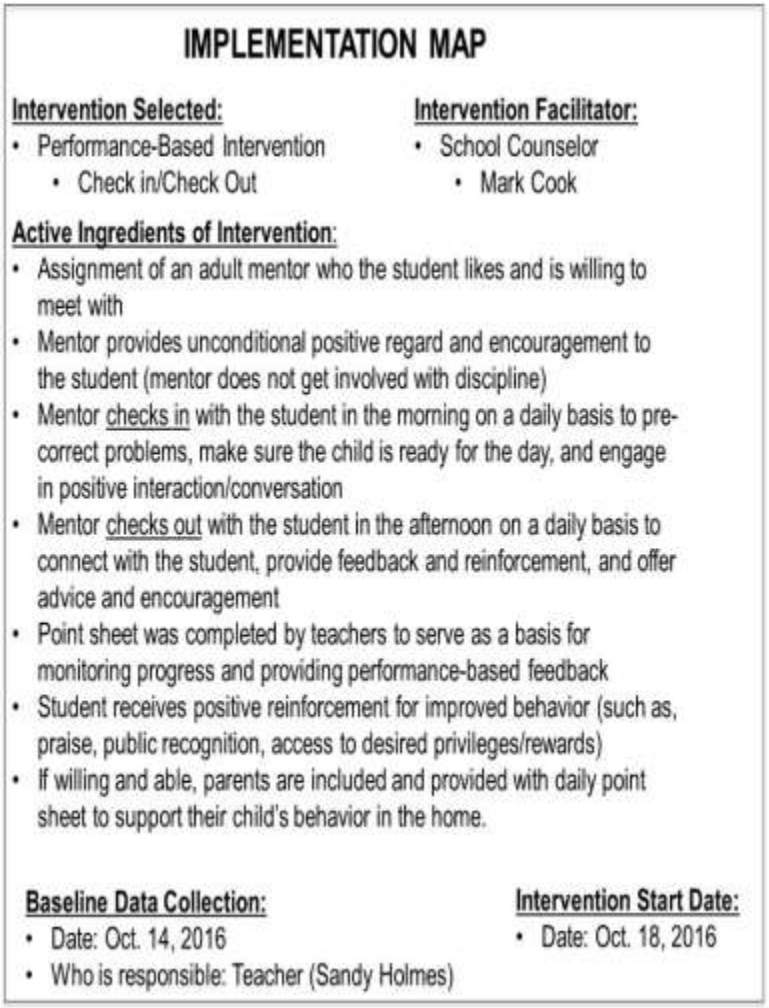
BEHAVIORAL REGULATION

- Social Skills
  - Skillstreaming, Social Skills Improvement System
- Executive Functioning
  - Homework, Organization, and Planning Skills

map

Map

Map out who is implementing core components of the intervention to increase the fidelity with which the intervention is implemented



IMPLEMENTATION MAP

Intervention Selected:
- Performance-Based Intervention
  - Check in/Check Out

Intervention Facilitator:
- School Counselor
  - Mark Cook

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.

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

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

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

IMPLEMENTATION MAP

Intervention Selected:
- Performance-Based Intervention
  - Check in/Check Out

Intervention Facilitator:
- School Counselor
  - Mark Cook

Who's Responsible?

Active Ingredients of Intervention:

- Assignment of an adult mentor who the student likes and is willing to meet with — Initials:_____
- Mentor provides unconditional positive regard and encouragement to the student (mentor does not get involved with discipline) — Initials:_____
- 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 — Initials:_____
- 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 — Initials:_____
- Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback — Initials:_____
- Student receives positive reinforcement for improved behavior (such as, praise, public recognition, access to desired privileges/rewards) — Initials:_____
- If willing and able, parents are included and provided with daily point sheet to support their child's behavior in the home. — Initials:_____

Dates:

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

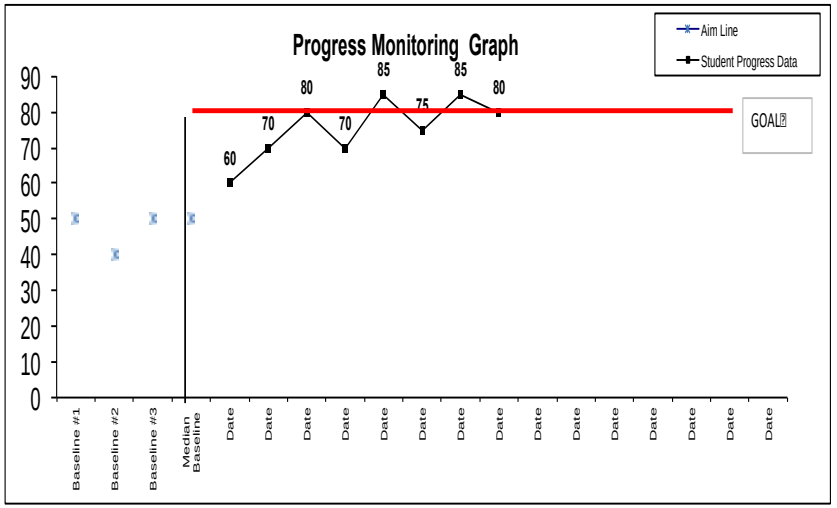
Intervention Start Date:
- Date: Oct. 18, 2016

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

monitor

Monitor

Gather baseline data and begin monitoring student response to the intervention and fidelity of implementation

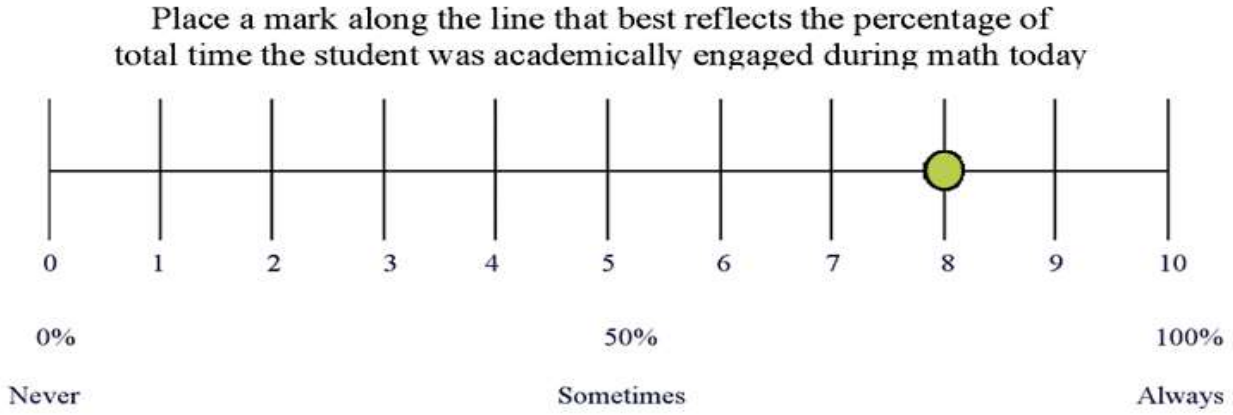


	Fidelity Rating Date			
Active Ingredient	10/18	10/24	10/31	11/6
Assignment of an adult mentor who the student likes and is willing to meet with	+	+	+	+
Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)	+	+	+	+
Mentor checked 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.	N/A	N/A	N/A	N/A

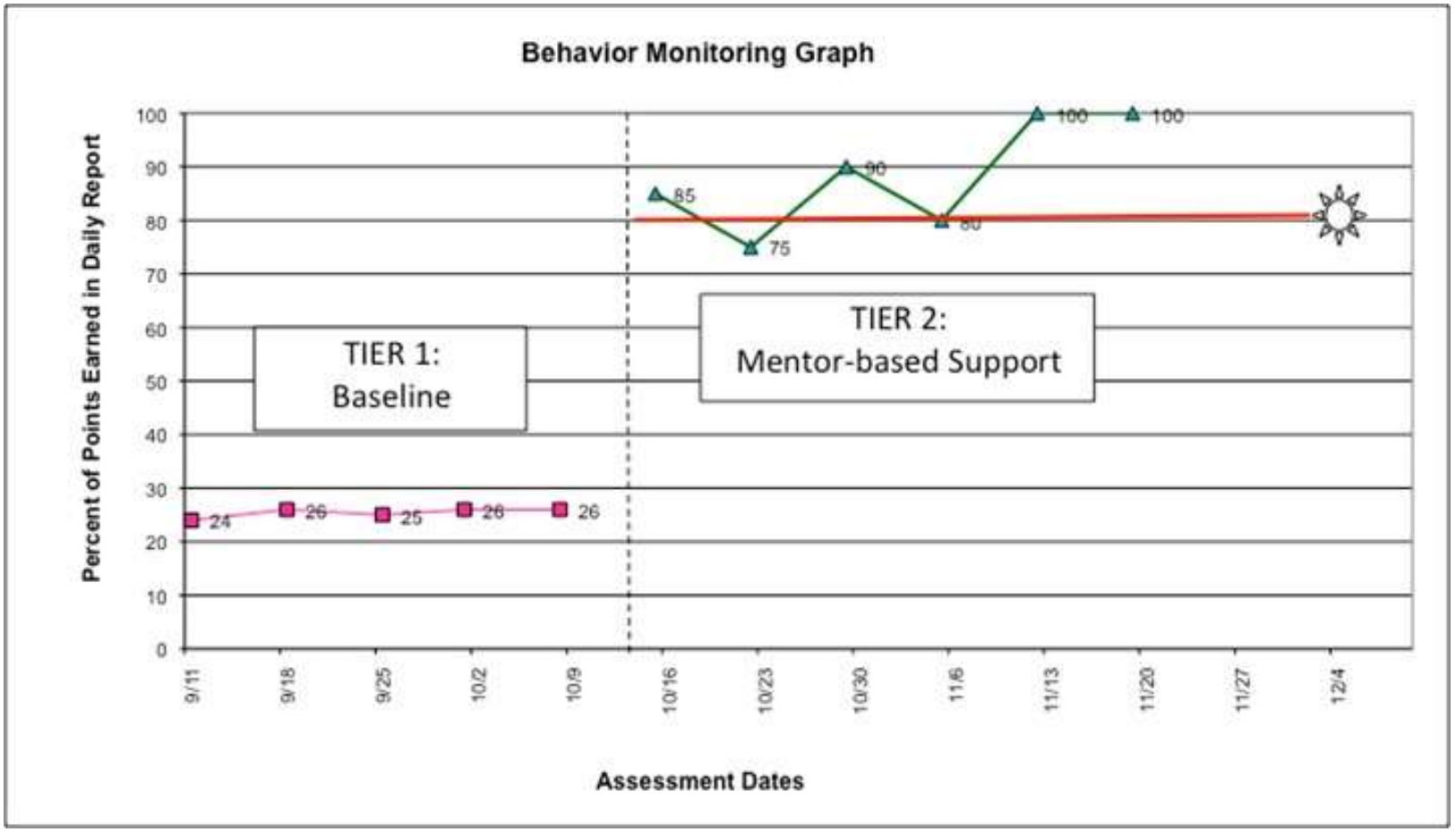
Advantages of Direct Behavior Rating

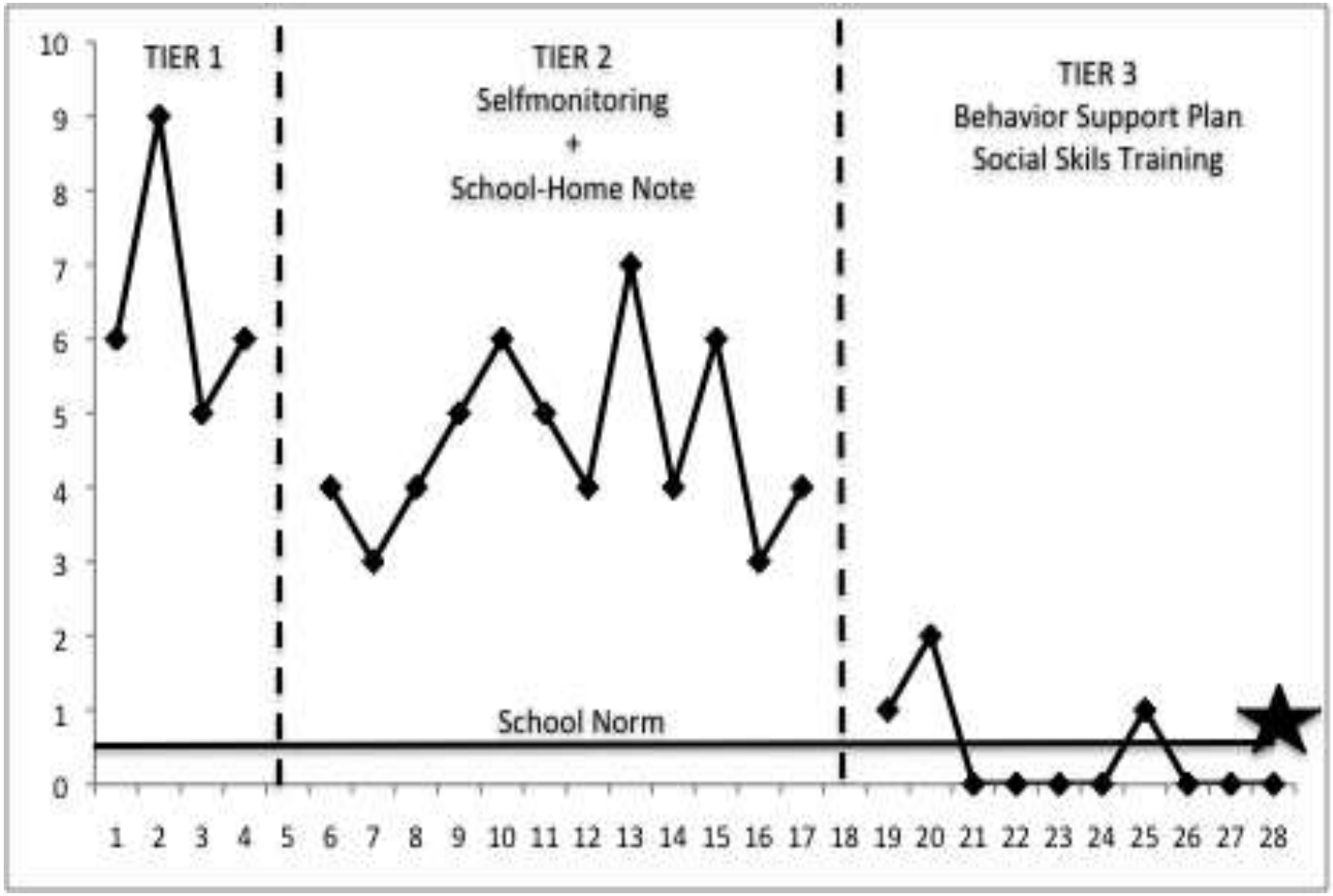
- Brief and valid
- Behaviors are explicitly defined and measure captures a key dimension of behavior (frequency, duration, intensity)
- Ratings are pre-set so students and adults can easily monitor behavior
- DBR is defensible, flexible, repeatable, and efficient

Direct Behavior Rating Scale Example:



http://dbr.education.uconn.edu/


Behavior Monitoring Graph
Percent of Points Earned in Daily Report
100
90
80
70
60
50
40
30
20
10
0
TIER 1:
Baseline
TIER 2:
Mentor-based Support
24
26
25
26
26
85
75
90
80
100
100
9/11
9/18
9/25
10/2
10/9
10/16
10/23
10/30
11/6
11/13
11/20
11/27
12/4
Assessment Dates


TIER 1
TIER 2
Selfmonitoring
+
School-Home Note
TIER 3
Behavior Support Plan
Social Skils Training
School Norm
10
9
8
7
6
5
4
3
2
1
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

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 ones 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.

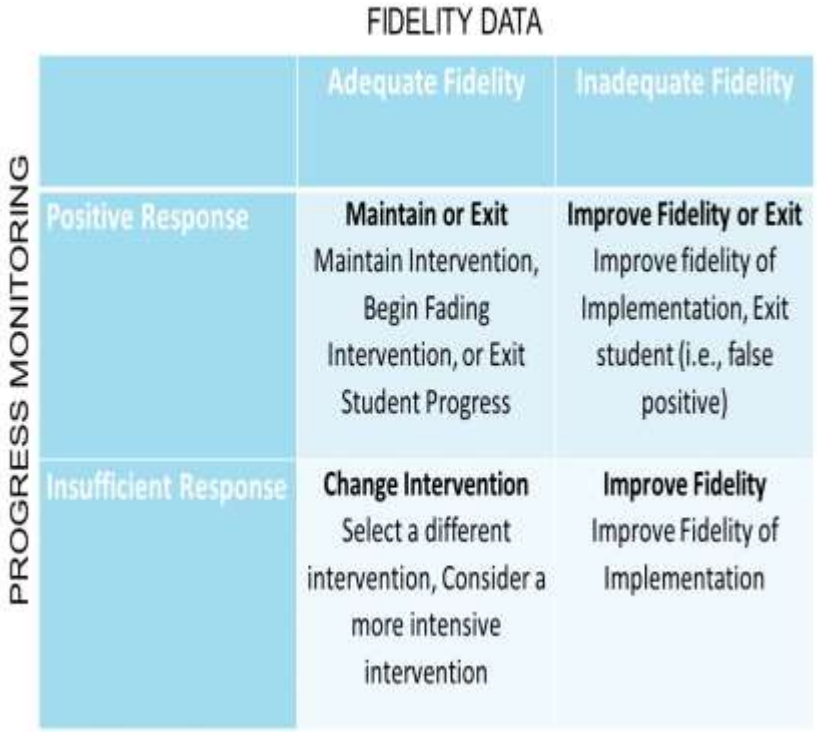
Total Check in/Check out Fidelity Score (# of ✓/7) = _____%

	Fidelity Rating Date			
Active Ingredient	**10/18**	**10/24**	**10/31**	**11/6**
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.	N/A	N/A	N/A	N/A

meet

Meet

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

FIDELITY DATA

PROGRESS MONITORING

	Adequate Fidelity	Inadequate Fidelity
Positive Response	**Maintain or Exit** Maintain Intervention, Begin Fading Intervention, or Exit Student Progress	**Improve Fidelity or Exit** Improve fidelity of Implementation, Exit student (i.e., false positive)
Insufficient Response	**Change Intervention** Select a different intervention, Consider a more intensive intervention	**Improve Fidelity** Improve Fidelity of Implementation

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