# Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals

**[Slide 1 – Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals]: Amy Peterson**: Hi everyone, this is Amy Peterson and I am excited to welcome everyone to this webinar today, Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals. So, we'll jump right in and we'll really start off with just introducing you to the GoToWebinar platform.

**[Slide 2 – Webinar Format & Questions]:** So, on your panels you should see a question pod, and this is where you can ask any question that you might have. If you're having technical issues about sound or any kind of issues with that, feel free to ask those there. And if you have questions for the presenters, you can also ask those questions there. If they're quick questions that we can give you a quick answer to then we'll do that right in the moment. But we might also hold some of those questions until the end and ask the presenters after they're done sharing at the end that they answer those questions at that time.

So, that's just a quick hint for you there. You'll also see a handouts pod on that same toolbar where you can access the slides for this webinar as well as the goals; the guide that we just recently released related to the content of this webinar. So, those are both available for you. And then, in the chat pod there was also the link to where all of the recordings for this webinar will be on the website for you as well.

**[Slide 3 – Introducing the PROGRESS Center]:** This webinar is a collaborative effort between the National Center on Intensive Intervention as well as the new PROGRESS Center. And so, this is a center that was just funded by the Office Special Education Programs that really is focused on helping local schools and educators to implement high-quality education programs. So, there will be a lot more information coming out from this Center. But, if you want to connect with this Center and learn a little bit more, you can see the website down at the bottom there which is promotingprogress.org. So, please visit that website and stay connected. Let us know your challenges and the work that you're doing. There's a place to sign up on that website for the e-mail list so that you can continue to learn more as the work comes out and the technical assistance opportunities come out from the Center as well.

**[Slide 4 – Session Outcomes]:** This webinar is really going to focus in on a couple of things. So, we're going to really talk about understanding how progress monitoring can support the delivery of intensive interventions and also really looking at goal setting. So, looking at how we can set behavioral goals to really improve our IEPs and really look at behavioral IEP goals. So, we'll talk about that across the webinar. And I just want to introduce—before I turn it over to the presenters—the two presenters for this webinar.

**[Slide 5 – Introductions]:** So, we've got Doctor Teri Marx who's here at the American Institutes for Research and the National Center on Intensive Intervention as well as actually the

PROGRESS Center that I just mentioned. She is a Senior Researcher here at AIR. She leads a lot of technical assistance and professional development across states, districts and schools throughout the country around intensive intervention in academics and behavior. She supports states in implementation MTSS frameworks and a range of different projects and works there. And she comes to us from a former hat as a Social Worker; a school Social Worker. And so, it brings that perspective as well to this work. And she'll talk about that a little during this session I believe.

And our other presenter is Doctor Faith Miller who is an Associate Professor of Educational Psychology within the school Psychology program at the University of Minnesota, Twin Cities. And her research interests really focus on improving Multi-Tiered Systems of Support for students who experience social, emotional, and behavioral difficulties. And that includes both the use of defensible assessments as well as data-based decision-making and problem solving to really provide the continuum of high-quality interventions and supports for students.

So, we're excited to have both Faith and Teri on to share their expertise with us around this behavior goal setting. And if you saw that Behavior Guide earlier, you'll see that they are the two authors for that guide as well and they'll talk through that content a little bit more. So, with that I'm going to turn it over to Teri to start us off.

**[Slide 6 – NO Time Like the Present]: Teri Marx:** Thanks Amy. Hi everyone, this is Teri Marx and Amy did introduce me. I am here at the American Institutes for Research and do work on NCII as well as the PROGRESS Center. And as Amy mentioned, I was a school Social Worker. I worked in the state of Illinois. And so, some of the examples that I will be giving are actually from my personal experiences to try to make that connection to when I was in practice with some of the things that I wish I would have known.

So, we're just going to start out by framing our conversation. So, the slide that's up on the screen is really talking about there's no time like the present. And we really believe this to be true because, I'm not sure that everyone heard that there was a recent Supreme Court ruling on the Endrew F. case of 2017, and there are some potential implications for us to consider as a result of that case. And if you're not familiar with that case, I encourage you to check out the Office of Special Education Programs and the U.S. Department of Education's frequently asked questions around the case for some of the ways that they've talked about this.

But really, that case was a case that landed all the way to the Supreme Court level. And what it's really helping us to think about as educators is making sure that in our IEPs, whether we are talking about academics, functional performance, behavioral, social emotional or whatever skill that we are focused on, we need to make sure that we are demonstrating student's progress towards the goal that we have written in the IEP. And that is definitely a foundation for helping us to ascertain if the Free and Appropriate Education standard was met.

And what the Endrew F. case as well is helping us to think about is really making sure that we are ensuring that our students with disabilities, in particular, can meet challenging standards. There are things that we can't necessarily say about the case from a National Center perspective just because we aren't, we aren't lawyers right. So, we can't go into the nitty gritty of the legal

details and some of the legal implications.  But we do encourage you to check with your state and or your local district folks/representatives that are supporting you in the work to see if there are any clarifications in your local policies in relationship to the Endrew F. case.

**[Slide 7 – Introduction to Data-Based Individualization]:** So, let's go ahead and move forward.  And I'm going to introduce you if you haven't already been exposed to the data-based individualization process.  And we're going to go ahead and kind of walk through that process.

**[Slide 8 – What is Intensive Intervention?]:** What it is, is that it's really a way to deliver an intensive intervention.  And here at the National Center on Intensive Intervention, the way that we talk about that is that we are addressing severe and/or persistent learning and/or behavioral difficulties.  We talk about intensive intervention in two ways; the first one is that it has to be driven by data, and we characterize intensity through increasing that intensity and/or the individualization of the supports that we're providing to students. So, DBI which we're now going to talk about, is this process of…

**[Slide 9 – Intensive Intervention through Data-Based Individualization (DBI)]:** So, the process that the graphic off to the left really kind of walks through what that process is, and it is just that.  It's a process for delivering intensive intervention.  So, it's not going to be: here's the answer to fix all of your problems at Tier 3; here are your answers to fix all of your problems in Special Education.

This is really intended just to be a process for helping you to systematize your iterative process around use of data to inform instructional interventions that we're providing.  So, we start that process by delivering a Tier 2 and/or evidence-based practice or program with fidelity. We're going to then progress monitor for student responsiveness.  If the student is non-responsive to what we're already providing and putting in place for that student, we're going to dig deeper by gathering some diagnostic data and reviewing those diagnostic data.  In the area of behavior, this might look similar to what we call some informal functional behavioral assessment processes.

Then from there, we're going to craft our support plan, we're going to be looking at ways to intensify or adapt that existing intervention.  So, we're not necessarily using those data and the student's non-responsiveness to the intervention to say that we're going to scrap that completely, but that we're going to use the data that we have to maybe to make some informed decisions about ensuring that we are addressing the student's functional behavior appropriately during that intervention—making sure that they have multiple opportunities to practice skills and get opportunities for feedback, both corrective feedback and positive feedback.  As we're doing those intensifications and adaptations, we need to continue to deliver, collecting that progress monitoring data and to use that.

**[Slide 10 – Five DBI Steps]:** And so, the next slide really just recaps the five steps that I just shared.  We start with that intervention. We progress monitor.  We engage in some level of a diagnostic assessment.  We're going to make an adaptation to our validated intervention that we've been delivering with fidelity.  And we're going to continue that progress monitoring as we encounter any times where the student's instruction might need to change with the results of their responsiveness.

**[Slide 11 – How does DBI support implementation of special education requirements?]:** So, we bring this up and we're going to talk now about how this process that we just referred to, that data-based individualization or that DBI process, can really help us within our Special Education requirements. So, we know that many schools across the nation are implementing Multi-Tiered Systems of Support. And we are, at the Center level, working with some states intensively and through targeted relationships to help them think about how they can use that DBI process to help with their Tier 3, their intensive intervention processes, as well as to support some of their Special Education decisions.

On the first part of that we would see the referral and eligibility requirements. So, what we are often charged to do within the referral processes for Special Education or to determine eligibility is to really make sure that we have determined that what we're doing the student still needs either that same level of support to ensure that they can continue to make progress. We might have to rule out lack of instruction on the academic side depending on what category we are actually referring to or making eligibility determinations for. And it is also another method for us to give progress monitoring data to our parents and families that we're working with.

And then on the next part here, it's also the information that can help us as we're developing an IEP, so that Individualized Educational Program, and as we're implementing our specially designed instruction as a part of our IEP. So, progress monitoring data is really great information to include in the PLAAFP statement; our Present Levels of Academic Achievement and Functional Performance. It also helps us set more realistic IEP goals and design our specially designed instruction. And in some cases, it may also help us estimate the level of service that's needed.

**[Slide 12 – Before we begin individualization …]:** I am getting a little bit of feedback, so I think we might have one of our speakers not on mute. So, if you could just mute while we're going through. Alright so, the data-based individualized process, you hear the word individual or individualization. But we have to think about what we're doing first before we actually individualize our intervention. So, that first step that we talk about is really starting with delivering that evidence-based practice or program with fidelity. We're then going to develop a progress monitoring plan to support determining whether or not the student is making progress. And that has to be progress in relationship to a goal set for the student.

So, that's that second step. You can't progress monitor if you don't have a goal. And so, that's really what we want to kind of help to clarify in this webinar. It is how we can use some of these practices that we're going to talk about to help us inform a progress monitoring plan and goal setting.

**[Slide 13 – Setting Goals Based on Logical Practices]:** So, let's think about that goal setting. We want to base them on logical practices and we want to make sure that every single member of our IEP Team are—if we have a Problem-Solving Team or whatever it might be—they need to understand how that goal was set, why that goal was set in the way that it was, and then what is the level of intensity of the intervention that we need to deliver in order for the student to meet that goal. And that's where we really want to make sure that we're all on the same page around

that. In addition, in that orange box at the bottom is really telling us is that knowing the goal helps educators select appropriate interventions to help students reach the goal. That is true across academics and behavior.

**[Slide 14 – Behavioral Progress Monitoring and Goal Setting]:** But we're going to focus on the behavioral side of things today. And that's probably why you signed up for this webinar in the first place. And so, we're going to talk not about behavioral progress monitoring and goal setting.

**[Slide 15 – New Resource!]:** The resource that we're going to be highlighting is a new guide that we put out and it's also included in the handouts section of the toolbar that you have. And it's a resource that covers all these different things that are bulleted on this particular page. So, you can access information about what do need to make sure that we're including in our behavioral IEP goals.

How do we know which behaviors we should be addressing? And how do we actually monitor progress towards those goals that we're setting for students? And that's what we're going to be framing this conversation around today.

**[Slide 16 – The Fatal Flaw]: Amy Peterson:** Hi Teri, this is Amy. Before you go on, I just want to jump in.

**Teri Marx:** Okay.

**Amy Peterson:** We had a question. If you could define what we mean by PLAAFP?

**Teri Marx:** Present Levels of Academic Achievement and Functional Performance.

**Amy Peterson:** Great

**Teri Marx:** Yep. Alright so, there's a quote on this slide here and you will see that it is a quote from me. So, I was a school Social Worker and I will tell you that as I was practicing, I did collect a ton of data, right. I was going into classrooms all of the time observing students, interviewing parents and teachers, and perhaps giving some ratings scales to teachers. And then often times what I would do is I would write a really quality FBA and behavior support plan.

I'm not trying to toot my own horn on that one, but I do think that they were pretty good quality plans. But, after that I stopped collecting data. And I'm wondering if that's the same for anybody else? And I think one of the reasons that that was true for me when I was in practice is because I felt that it was more important for the legal requirement of the FBA for the IEP as opposed to really understanding, truly understanding the purpose of data collection. Which is to inform whether or not the student is being responsive to what we're doing, right. And helping us make informed decisions about the student's progress. And so, the takeaway here is that we have to continue to collect data and we have to be progress monitoring.

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that Work
U.S. Office of Special
Education Programs

**[Slide 17 – Fixing the Fatal Flaw]:** So, how do we fix that fatal flaw through progress monitoring? And you'll see here that we are clicking through and we are seeing multiple behavior point sheets. How many of you are familiar with those point sheets right? What I will tell you is that I collected a lot of those. And I still see educators collecting a lot of point sheets, whether it's a Check-in Check-out point card or a Daily Report Card that you're sending home to parents or just information, generally speaking. It could be just as students go through various periods of the day that they're either self-monitoring or the teacher is reporting on their performance.

And so, we see stacks and stacks of paper. So, that's what that left side is representing: stacks and stacks of paper. What we don't often do is then use those stacks and stacks of paper in a meaningful way to determine whether or not the student is making progress. And that's what's represented on the right-hand side of this slide.

So, what we want to move from is stacks and stacks of paper that might have really good information about the student's behavior and also help us to identify perhaps patterns of when student behavior is likely to occur. It could provide anecdotal information from teachers that's going to help us to understand maybe the frequency and topography of the behavior. But what we really want to make sure that we're doing is that if we are collecting those data, the first thing that we want to start doing is making sure that we're graphing that. Because, when we are able to visually see in comparison to where we expect the student to be—so, that's that horizontal line on our graph over there, the goal line— we can look and see whether or not that student is making progress and whether or not they're responding to what we've put into place.

**[Slide 18 – What does IDEA say about IEP goals?]:** So, what does IDEA say about IEP goals? They have to be related to function; well not have to be. They can address functional skills that students need. So, they are—they should be written to meet the child's needs and help the child be involved in and make progress in the General Education curriculum. And so, those are the key parts that I'm pulling out of this section of the IDEA and we really do want to then clarify on the next slide.

**[Slide 19 – What do quality behavioral IEP goals include? *]:** What we're going to put into these quality behavioral IEP goals that's going to help us to get to the standards that are there through the IDEA. What I will say about this—and you'll see a little asterisk out there—it is that we need to check with our state or district regulations policy for guidance around this first. I will say that some states are actually a little bit more specific or less specific than others and they may have additional policy or guidance that you need to follow. But generally speaking, what we want to be seeing in our IEP goals is we have to have the time frame, the assessment condition, whatever that target behavior is that we are focused on, the supports needed, and the level of proficiency or timeline, and then how we're going to measurement it.

And so, this is actually a table that is pulled directly out of the guide that's included as a handout. And so, you don't have to feel like you have to rush down and take a picture of this slide or jot down all of the information. You can access this same chart just by going to that guide that's already developed, and what you will see in it is that there are examples, but then it also includes some sample goal language. And what we're saying is that the three dots, if you look at like the

assessment conditions, there are three categories and the rest of them have three. The top line kind of goes with the top line in each of the rows if that makes sense.

**[Slide 20 – The Goal Should …]**: The goal should—and this is going to be information that we need to be thinking about—we should in all of our goals be addressing those present levels. So, again going back to the Present Levels of Academic Achievement and Functional Performance. We should have already had some level of data to inform our present level statement. Right so, we might have already collected some data as a part of either an eligibility and or an annual review kind of process that we're engaging in and so we might already have that data readily available.

The only thing that we're encouraging folks to do is to focus your IEP goals on the replacement behavior and that's going to help us measure what the student will be doing, not necessarily on the behavior change. And it's also going to help us to then be able to connect what we're doing as far as intervention to determining the student's responsiveness to that intervention. And so, focusing on the replacement behavior is something that we are going to encourage. I'm not going to walk through the examples and non-examples on this webinar right now just for time's sake, but they are included, and described in more depth in the Guide.

**[Slide 21 – The Goal Should …]:** So, other tips about the goal. We should focus on student behavior and not educator behavior, right. We really again, if we're focusing on a replacement behavior, it's something that we need to see the student demonstrate. We also need to monitor that goal with enough frequency to determine progress and make timely instructional and or intervention decisions. With those behavior charts that we tend to talk about with those stacks and stacks of paper that's just sitting on your desk. It's that we might be daily monitoring or even hourly monitoring of a student's behavior, but they're not easily interpreted for responsiveness.

We also should be using a measure that is objective, is valid, and reliable and we're going to talk a little bit more in depth about the first one that's listed there which is Direct Behavior Rating, rather than a more subjective measure. And we should also make sure that the goal is realistic yet ambitious. And that is important too because we want to make sure that we are not, you know, asking our students, whom we know have some level of struggle or some level of challenge in relationship to a potential disability or other executive functioning or communication needs, to expect that their performance is going to be perhaps greater than their peers.

This is not something that we want to include in an IEP. We want to make sure that we're being realistic in the student's performance given our present level of the data that we have, all of the information that we know about that student, but still ambitious enough that we can help them kind of make sure that they're closing gaps both in academic performance as well as a functional and behavioral performance.

**[Slide 22 – Replacement vs. Target Behavior]:** So, replacement behavior. We get asked this question and it's actually a question that came in before the webinar. You had an opportunity to submit questions and there was a question around this. If we're focusing our goal on the

replacement behavior, what about problem behaviors?  And we're calling them, kind of, those are kind of the target behaviors or behaviors of concern.

One of the things that we talk about in the Guide is that we want to make sure that we're not just talking about externalizing behaviors when we're thinking about this, but we're thinking about internalizing behaviors. If the student is withdrawn or perhaps disengaged in instruction, that's another level of behavior that we don't often try to target.  So, what we want to try to focus on here is the replacement behavior but we can still collect information on the student's "problem" behavior, and I'm putting in air quotes and I know that you can't see me but that word "problem" or that target behavior.

And in some instances, you could be monitoring multiple target behaviors or "problem" behaviors while you're also identifying the student's responsiveness to your intervention or the instruction that you've put in place on that replacement behavior.  This also is going to provide you with a level of evidence that you can share with parents and families to really help them understand exactly whether or not the student is making progress.  And so, how do we know which behavior to identify or prioritize and operationalize?

[Slide 23 – **How do we know which behavior to …**]:  From here what I'm going to do is flip it over to Faith Miller.  And she is going to take it from here and help you figure this part out. How do we actually make sure that we are able to understand what the behavior or concern is? And then move forward with collecting really informative progress monitoring data that will help us inform a goal.  So, Faith I turn it over to you.

[Slide 24 – **Identify**]:  **Faith Miller:** Thanks, so much Teri and thanks to everyone.  I am really happy to have the opportunity to talk with you all today about this really important topic.  So, I think Teri did a really nice job providing an overview and some context for this, right. But certainly, what I think all of us are really eager for is: okay, but what does this look like; okay, but how do we actually do this?  So, I'm going to spend some time now talking a little bit about the process right, sort of here in.

And what I'm going to do is I'm going to spend a little bit of time talking about how do we actually identify, prioritize, and operationalize this target behavior.  And so, what we need to do first in this identification process is that we have to select behaviors or a set of behaviors to focus on.  This requires the collection of some kind of background information on the context and the features of the behavior.  So, the context of the behavior tells us about the conditions under which the behavior occurs.  So, about the setting of the events that are happening, before and after the behavior.  And this helps us to understand why the behavior is actually occurring.

And then we need to know a little bit about the features of the behavior.  So, how long does it last? How frequently does it occur?  What does it look like?  How intense is it?  These features really help us to create a behavior definition that allows for objective, reliable measurements. And that is the foundation of being able to engage in this whole process as well.  We need to be really systematic in thinking about how we identify, prioritize, and define these targets.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs that Work
U.S. Office of Special
Education Programs

**[Slide 25 – Prioritize]**:  We will, once we've gotten a sense, through some of these data collection methods about sort of the general sense about the behavior at hand you need to start to think about prioritizing.  Often times, it's not just a simple behavior necessarily that's of concern but multiple behaviors.  And so, what do we do in those cases where there's sort of a constellation of behaviors?  And so, really what we're encouraging folks to do is to really think about sort of parsimony here.  So, what will get us the most bang for our buck?

So, think about really prioritizing only a few behaviors in order to make that data collection and analysis process more feasible.  And by really individualizing based on fewer behaviors, we can make decisions more quickly and with more confidence because we have selected the behaviors that are most meaningful for students.  So, then we're just really encouraging folks to really just be more mindful of that as they're selecting and identifying target behaviors.

**[Slide 26 – Operationalize]**:  Once we've done that, then we need to operationalize.  And I think this one is sort of; I think folks think about it like: oh yeah, of course you need to operationalize the data.  But this is such a critical part of the process and I think one that's often underemphasized.  And so, what we need to do is that we need to use objective language really focusing on observable characteristics of the behavior.  We need to focus on behavior that can be readily measured and we need to be very clear about what included in the behavior definition and what is not included in that behavior definition.

Remember, sort of, the goal here is that anyone reading this definition should be able to come up, look at it and understand very clearly what the behavior is.  We really don't want room for ambiguity here.  And so, the operationalizing piece is just really, really critical for setting the stage for success here.

**[Slide 27 – Identifying the Function]**:  Once we've done that, we also want to highlight this issue of identifying the function.  So, why is this important?  Well, we know based on decades of research that function based interventions are generally more effective than ones that are not.  And so, any time that we're developing a behavior intervention plan you need to understand the behavior.  And we should always be considering the function of behavior in that process. And so, as we're working through this, we really need to be intentional about thinking through what are some possibilities here in terms of the function of behavior?  Sometimes it's due to a skill deficit that the student simply doesn't have the skills to be able to perform that behavior.  Other times it's more sort of performance based.  So, they're trying to gain something or avoid something.  And so, really being intentional about identifying that function is really critical again because that's sort of one of the core components that's driving the effectiveness of this entire process.

So, we need to be mindful about that. And again, just sort of a quick caveat here to what Teri mentioned previously.  It's that a lot of times our IEP goals focus almost exclusively on behavior that is problematic of those externalizing behaviors and disruptive behavior, but we really need to go beyond that.  We need to expand our scope and include behaviors beyond the externalized behaviors and consider internalizing problems, lack of engagement and other behaviors that are problematic and interfering with the student and the student's performance in the school setting.  And so, I just want to highlight that as well.

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that
Work
U.S. Office of Special
Education Programs

**[Slide 28 – Selecting a Functionally-Relevant Replacement Behavior]**:  So, I mentioned that function is critical to this whole process.  So, how do we actually identify functionally relevant replacement behavior?  So, when we're developing an effective IEP we have to, have to, have to ensure that the student learns an appropriate replacement behavior.  Without learning how to do something appropriately in place of the inappropriate behavior the things, the circumstances likely aren't going to change for the better. So, it's important to think about what you want the students to do, to learn and how that can be supported by the environment that they're in.

**[Slide 29 – Focus the Goal on the Replacement Behavior]**:  So, just to provide a little bit of context on some examples here.  I hope that we could go back to the previous slide.

**[Slide 28 – Selecting a Functionally-Relevant Replacement Behavior]**:  There we go.  So, if a student is having some challenges or lashing out physically whenever they come to a task that they don't understand, part of what will help a student is to find an appropriate alternative behavior to this behavior based on their function.  So, if the student doesn't know how to appropriately ask for help and then when faced with a demand that he doesn't understand, and then that produces frustration and he gets physical.

So, if we start to unpack that and focus on the function of the behavior, then when we select an intervention it's going to lead to the most successful outcome.  And so, we could spend potentially a lot of time and effort developing interventions and strategies that may not be the best fit if we don't attend to function.  So, this is something that we just really need to be intentional about during our process.

**[Slide 29 – Focus the Goal on the Replacement Behavior]**:  Again, as Teri mentioned we're really encouraging folks to focus the goal on the replacement behavior.  Again, we continue to progress monitor those target behaviors, but we really want to focus on what we want the student to do.  So, again this just sort of breaks down a little bit further some of those details that Teri talked about previously.

So, we want to identify that condition.  So, for example when given verbal prompts.  What is the replacement behavior that we want the student to engage in?  Well, we want the student to ask for help within one minute.  We want to then define some criterion for acceptable performance.  And then the timeline for that as well.  So, that just gives you sort of a snapshot of the Guide's reply and why it's so important to focus in on replacement behavior systemically.

**[Slide 30 – Don't forget to teach replacement behaviors!]**:  Of course, we can't have a goal that's focused on a replacement behavior without teaching it.  So, we really need to be intentional here about teaching that replacement behavior.  We need to think beyond the problem behavior itself.  You know there are a lot of core foundational social emotional learning and SEL competencies.  There's self-management, self-awareness and relationship skills just to name a few that underline many of these problems.

And so, when we think about this, we can adopt sort of a more whole child approach rather than a solo approach to focus on problem behavior.  So, again just moving beyond that sole focus on

the problem behavior. But really sort of switching that scope and that focus to those replacement behaviors, and then keeping that whole child approach is really critical to this whole process.

**[Slide 31 – Goal Setting and Progress Monitoring – Four Steps]**: So, once we've identified, prioritized, and operationalized sort of those targets, it sort of brings us to the heart of our talk today: goal setting and progress monitoring.

**[Slide 32 – Step 1: Determine the Measurement]**: And so, what we're going to do is we're going to outline four steps to setting behavioral goals and progress monitoring. So, those four steps are broken down pretty clearly here. We're going to start with step one, determining the measurement. So, once we have this behavior identified we need to think about how we're going to measure it. And you can start to see here that most of these steps are going to be very clear following the identification of those target replacement behaviors and the conditions of greatest concern.

So, again you're sort of setting the groundwork for success sort of leading up to this point. So, you need to think about what tools we're going to use. What approach? Are we going to use observation, Direct Behavior Ratings or some other forms of measurement tool? How are we actually going measure that? What scale are we going to use? We need to think about frequency of data collection. The context for assessment? And then the decision and evaluation rules. And so, again if we're just really intentional about these things upfront, it's going to set us up for success down the line.

**[Slide 33 – Common Tools for Progress Monitoring]**: And I just want to spend a couple of minutes highlighting one or two common approaches progress monitoring. And I think this is where a lot of schools sort of get stuck. So, how do we actually monitor student progress? There are several defensible ways to do that.

Well typically they sort of basically fall into two main buckets. One is systematic direct observation. And I think that's really great under sort of the best-case scenario where schools have a lot of resources to be able to do that. But for some schools that's not necessarily feasible all the time. And so, they need to consider some other options.

And so, direct behavior rating provides one option that basically combines the benefits of systematic direct observation with the efficiency of a rating scale. So, I just want to spend just a couple of minutes talking a little bit about DBR for the folks who maybe aren't as familiar with that progress monitoring approach.

**[Slide 34 – What is DBR?]**: So, DBR is a tool that involves a brief rating of a target behavior following a specified observation period. So, DBR exists in a lot of different forms. You can sort of think about these as point sheets, Check-in Check-out data, and that can help us inform our decision making certainly. But when you think about a little more structured and more standardized approach, DBR sort of can provide that. So, it's a flexible assessment method in that it can be sort of tailored to specific target behaviors.

But also, there's a standardized form that's been developed with evidence of reliability and validity. And so, that's one of the strengths of this approach. It is that there is actually, instead of a homegrown assessment, as I like to call them, assessment method; the standard DBR form actually has evidence for reliability and validity. And so, you can feel a little bit more confident about the defensibility of those data.

**[Slide 35 – DBR Standard Behaviors]**: So, that standard form that I mentioned encompasses three different behavioral targets. They are academically engaged behavior, respectful behavior and then non-disruptive behavior. So, basically what folks have done sort of in this little arena, they have applied those three key indicators as really critical to student's success in school. And so, each of those targets if we think about a lot of the focus of our behavioral work in schools sort of relates to if you fall into one of those three buckets.

And so, again just one of the strengths is that that standard form has actually been evaluated for evidence of reliability and validity. So, this just provides a little bit more; you can get a little more confidence. In terms of the data that you actually have.

**[Slide 36 – Academic Engagement Example]**: So, what does that actually look like? For those of you that haven't seen a DBR form, we have just provided this for a frame of reference. So, each behavior is just a single item, and we ask teachers during the regular course of instruction to observe the student of focus and immediately following the observation period to provide a rating reflecting the proportion of time that the student engaged in that target behavior. So, you see here that this is the academic engagement scale. We're just asking the teacher to provide an estimate of the proportion of time that the student is academically engaged. So, in this example they were academically engaged sixty percent of the time during large group math instruction for that observation period. So, again you can kind of see how it actually works to combine the benefits of systematic direct observation and the efficiency of a rating scale.

**[Slide 37 – Learn more about DBR]**: So, in my work I've done a lot related to DBR. And so, I'm happy to answer questions that folks have about that. But if you're not familiar with DBR, please do visit the NCII website. There's a really nice overview video that we've linked to here that can help get you started and you can use that link as a resource as well.

**[Slide 38 – Ensure there are Decision/Evaluation Rules]**: So, that gives you a little bit of context about some options. Obviously systematic direct observation and DBR aren't the only options. But I would say that they are two of the more defensible options in terms of evidence to support their reviews. And that's something that you just always want to be mindful of when we're selecting a progress monitoring tool.

If we create something on our own, we don't really know if it's measuring what we think it's measuring. We don't know if it's actually sensitive to change. And so, when we used these methods that have evidence of reliability and validity, then we can feel again a little bit more confident in the decisions that we're making. So, once we've identified that measurement approach or those measurement tools, we need to ensure that there are decision and evaluation rules. So, basically, we need to determine what does responsiveness look like? What does non-

responsiveness look like?  And again, that timeframe becomes really important.  We need to be really intentional about this in advance if we want to provide the best support to our students.

So, again before we actually engage in this progress monitoring effort, we should really think about, well, what would success look like?  When would we think okay, we need to reevaluate progress here and engage in some problem solving around this?  So, again just be really intentional about doing those things in advance.  Of course, there's the caveat again that Teri mentioned.  Just check with your state regulations related to IEP people/development because there could be differences there.

**[Slide 39 – Step 2: Establish Baseline of Student Performance]**  Alright so, step two.  Once we've done that, we need to think about establishing a baseline of student performance.  So, unless there's an ethical reason to begin immediate intervention; so, if it's a case where the student is posing potential harm to themselves or others, we would want to sort of postpone intervention in these cases.  But in general, we are hoping to collect at least five data points to establish baseline performance in those cases where there's not an immediate need to intervene.

And so, the goal there is just to get a general sense of what that behavior looks like prior to intervention.  Ideally, those data would demonstrate stability, so they wouldn't be super variable.  But sometimes, the problem is that the behavior is variable.  The student may perform well one day and not perform well another day. So, sometimes variability are inherent in the data that we collect.  And so, if we do see that variable performance we usually want to try and collect a little bit more information to be able to try to get a more sort of stable estimate of the student's performance.

**[Slide 40 – Establishing Baseline – DBR Example]**:  Using DBR as our example, we can think about piloting that DBR tool in advance in order to provide some of the groundwork for the work that we're doing.  So, we want the school team to define responsiveness upfront as I mentioned.  And because the process is individualized, it's really difficult for us to give sort of hard and fast rules about what constitutes responsiveness.  Obviously, this is really going to vary based on the target behavior and the current levels of performance.  But we do want to make the goals ambitious but also feasible to obtain.

**[Slide 41 – Step 3: Set a Measurable and Realistic Goal]:** And I just want to spend another minute to talk a little bit more about that.  So, we have our example and our non-example or measurable and realistic goal here.  Often times, we'll see things like oh, we want the student to be one hundred percent accurate or one hundred percent you know frequency with this particular data.  Well, if we're not expecting peers to perform at one hundred percent accuracy, we shouldn't expect that same rate from students with disabilities.  So, again it really should be within the realm of sort of possible and realistic performance for the student.

Similarly, if we set a goal for a student at fifty percent then we're essentially saying that the behavior will just happen by mere chance alone.  And that's problematic because we need to raise the expectation for student performance to a rate commensurate with peers.  So, what we want to see are those realistic and ambitious goals. We want to see it at or around ninety percent for behaviors that we want to increase or ten to twenty percent for behaviors that we want to

decrease. And again, always thinking about that peer performance as the guiding mechanism that we're sort of thinking about here.

**[Slide 42 – Examples of Graphed Data]:** Once we set those measurable and realistic goals, we want to graph them. And so, I just want to spend a little bit of time talking about how important this visual depiction of data is. As Teri mentioned, so many schools we work with, you know, they understand the importance of data collection. They are collecting those point sheets, those daily behavior ratings, those observations, but visually graphing the data is absolutely critical to engage in defensible decision making.

So, you see we have some sample graphs here depicting student performance. And we always want to include that goal so that we can visualize progress. Again, once we've articulated that in advance, it will be pretty clear what we need to do if we're meeting that goal consistently or not. And then we can engage in some data-based problem-solving real time as we see those data. So, I really encourage folks to be mindful about graphing that data in an ongoing way so that we can actually look at them and interpret them and make decisions based on them.

**[Slide 43 – Step 4: Evaluate Progress Using Graphed Data]:** So, again we're going to take those all of those forms that we have and we're going to put them utilizing those graphs. And so, just with academic progress monitoring, this allows us to see more quickly if we need to adjust instruction or our intervention. We don't want to wait for our student to fail. We want to respond to their needs.

**[Slide 44 – Data Evaluation Methods and Features]:** So, how do we start to interpret those graphs? So, one of the most straightforward ways to do that is just through visual analysis. And visual analysis with those graphs includes three general parts. We want to look at the level of the data on average. So, did the behavior improve from baseline and intervention? Trend, so looking at the slope of the data. Is it increasing, is it decreasing, is it staying the same? And then looking at variability of the data. So, how much the scores are actually fluctuating. And each of those pieces will be informative about sort of what needs to happen next in terms of making decisions.

**[Slide 45 – Making Decisions Based on Data]:** So, if we form good measurements, if we set good decision rules in advance, and if we graph the data, making decisions on the data becomes pretty straight forward. We can then engage in good decision-based data making. So, if the student is meeting their goal consistently at the initial review date then we need to consider a couple of different courses of action. We can gradually increase that goal. We can think about fading supports but continuing to collect data.

If the behavior is not making adequate progress towards that goal, we can think about reviewing that data again to make some adjustments and adaptations or some intensifications to the approach that we're using to intervene. We can think about changing the reinforcer or increasing the schedule of reinforcements. Or we could also revisit those A, B C data. Those antecedent behavior consequence data to ensure that the intervention is addressing the correct function of the behavior.

**[Slide 46 – Summary]:** With that, I will turn it back over to Teri to give us a summary of what to do here.

**[Slide 47 – Developing IEP Goals]: Teri Marx:** Thank you Faith.  So, we are at the summary stage and we're going to hopefully leave a couple of minutes for some questions.  So, if you have some questions that you've already been thinking about and I know that there have been some that have come in, feel free to send those in now and we'll try to save some time to answer them as well.

But really, in summary what we want to think about with our IEP goals is what we're trying to answer through them.  So, what does the student, what do they need to know or be able to do?  That's going to be the focus of our goal and our instruction.  And then how will progress towards this annual goal be measured?  And that's our data collection and our progress monitoring piece that we've been talking about.

Some of the things that we want to caution you around are the pitfalls that we've seen.  So, as an example: goals not aligning with areas of need identified in those Present Levels of Academic Achievement and Functional Performance.  So, I always like to give this example because it's very close to my heart.  It's something that a family member of mine has an IEP and they have social skills deficits as identified through their present levels at the school that their attending.  But yet, their IEP goals focus on whether or not they're going to raise their hand in class.

Raising hand behavior is not going to help the social skills deficit that that person has.  So, we want to make sure that as we're developing goals that are meaningful to what we are identifying through data as the need.  The other thing that we've seen as common pitfall is that they only address a small part of it.  So, they might have a broader reading comprehension issue but, we're only looking at sight word recognition as the area that we're going to collect information about or write our goal about.

We also see that progress is measured either by observational trials or anecdotal notes and data aren't able to be interpreted easily.  Those data in particular aren't able to be interpreted for responsiveness.  As Faith was mentioning, we want to make sure that we can make defensible decisions around whether or not a student is responding.

**[Slide 48 – Making the IEP Feasible]:** And so, the other piece that we want to talk about is how DBR and valid and reliable progress monitoring tools can really help us make an IEP process feasible.  So, as we are developing that process and as we are thinking about progress monitoring it can really help us to set a measurable goal that is comparable to baseline performance; or comparable, sorry they look the same but different words.  But, setting a measurable goal.  We want to be looking at, is the student making progress in comparison to how they performed previously? Are we able to collect data as frequently?

And this is going to help us with that school–home connection.  Because, we're going to be able to share; hey, check this out.  Your student was at sixty-five percent last week, but we increased our intervention a little bit and now they're up to seventy percent academically engaged during

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that Work
U.S. Office of Special
Education Programs

math instruction. We're going to keep encouraging them. We hope that you do the same at home.

And then that can also help us as we're developing out our quarterly progress updates and annual goals. So, I will tell you, my scenario that I talked about in the very, very beginning of the webinar as being a school Social Worker. I always felt like I was scrambling and just trying to pull pieces of information together to put together my quarterly progress report notes for students with IEPs that had social and emotional goal areas that I was addressing for social work services. I was just pulling from, you know, here's this anecdotal note or I did an observation here or this piece of information. Had I done more frequent progress monitoring through databases, sorry through Direct Behavior Rating or through that DBR method, I would have already had those data collected, graphed, and analyzed for responsiveness, making it way more easy for me to put it into a quarterly progress report and/or to help with determining the annual goal for the next year as we're reviewing it as the IEP Team. And it does allow for that flexibility as the needs change over time. So, those are some of the key things that we wanted you to kind of takeaway and to be thinking about.

**[Slide 49 – Questions & Answers]:** We're going to open up now for questions and answers and we've already seen some come through. So, let's see if we've got some.

**Amy Peterson:** Yeah so Teri, there is one in here. Both Teri and Faith, in thinking about kind of this switch and pushing folks to kind of move away from focusing on educator behaviors, for example number of prompts. What are some ideas that you might have to kind of help with that transition and really helping teams to shift their focus from educator behaviors to focusing more on those student behaviors that you were talking about? Are there any suggestions there?

**Teri Marx:** I can come up with some. Faith feel free to jump in if you've got any examples. But I think one of the things that we want to steer folks away from is that focus on educator behaviors. Ideally, we want to be able to show that we're teaching something. We can't necessarily—we can provide prompts—but what is it that we're actually teaching the student to do or not to do?

And that's really the focus of the replacement behavior. And I think that this is one of the things; and Faith kind of mentioned this on one of her slides. It's that as we become so focused on trying to decrease a problem behavior, we often times forget that teaching part of where the student really needs to focus on for a social skill or a social and emotional skill that they might be needing to kind of build. So, I think that that would kind of be my response in a very short way. Probably not as eloquent as I could normally say it. Faith, I don't know if you have anything to add into that?

**Faith Miller:** No, I completely agree with that. You know, your points are spot on. That's what we need to be doing.

**Amy Peterson:** And it sounds like it's kind of supporting educators and others in mindset shifts about what is the best way for us to really move this work forward. And some challenging conversations probably need to take place, but it will help us in the long run. Another question

that we got around implementation challenges was really thinking about kind of, in your experiences, what are some of the most common obstacles that teams really need to overcome as they kind of shift with implementation and look at this implementation?  Is it things like team training or lack of administrator support or lack of sufficient personnel?  Are there areas that folks really need to focus in on as early wins of implementation that they could really focus in on supporting to move the bar here?

**Faith Miller:**  Sure, I'm happy to speak to one thing that comes to mind.  I think for me, a big variable, a big obstacle is folks just not having the system and structures in place to do this and do it well.  I think the situation that Teri described of sort of us going around and trying to collect those data sort of at the last minute and putting them into the IEP.  Again, we really just need to be a lot more proactive and intentional about it.  And in order to do we need to put systems and structures in place to support us with this work.

And so, for me that's one of the biggest obstacles that I see.  It's folks not being thoughtful about setting up those structures and systems.  What are those; what's the process for doing data?  What's the process for graphing those data in a timely fashion?  Collecting those data and all of that.  That really needs to be thought about and figured out in advance.

**Amy Peterson:** Great, and I think that kind of goes to one of the questions that I saw in the chat a little bit earlier as well.  That was really around, you talked kind of in this webinar really specifically supporting behavioral IEP goal development.  But really in thinking about this data collection process and goal setting and monitoring process.  You know, is this relevant and if so, how might it be relevant for kind of students who are not identified as well?  Are there any differences?  Are there similarities?  What would you think about as you think about that set, that initial tiered system of support in addition to targeting specifically on IEP goals?

**Teri Marx:** Well-

**Faith Miller:**  Yeah, I think.  Go ahead Teri.

**Teri Marx:** I was going to say, I think the process is the same.  We see many students who are a part of Tier 1 and Tire 2 instruction that need some behavioral support and need some work on behavioral skills but it's not rising to the level of them qualifying for an IEP and or requiring significant accommodations and modifications within the classroom setting.  But we would, we could potentially still follow the same processes around understanding what that student's behavior—how they're demonstrating that behavior and why they might be demonstrating that behavior to help us identify some potential changes to academic instruction or the academic setting for which that behavior is occurring.  But you know still making sure that we're following the same processes as far as having a goal that we're measuring against.

And that could also help to determine you know down the line if the student does end up qualifying for an IEP.  You know is behavior an area that is likely to impede their learning and or success in school that we need to continue to address through some behavioral programing through an IEP.

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that Work
U.S. Office of Special
Education Programs

**Amy Peterson:** Okay.

**Faith Miller:** Yeah, and just one quick add-on. I love this question because I think we're so good at this on the academic side of things, but when it comes to behavior it can be less so. And so, you know I think that to me; yeah absolutely, having those structures and systems in place for Tier 2 type of progress monitoring is really important. And for me, the big differentiator is just the intensity of data collection.

So, the type of data collection that we're going to be engaging in in Tier 2 versus you know more intensive cases is going to vary. The intensity and the frequency of that data collection is going to be ramped up for those students who need additional support. So, for me that's sort of the differentiating factor, that intensity of data collection. Sort of matching that level of intensity of support for the student.

**Amy Peterson:** Great.

**Teri Marx:** I will also say that I see a couple of questions that are in there around like reliability and potential validity of DBR and I do kind of want to give a couple of different examples of just why this process is reliable from a practitioner's standpoint. So, Chris Riley-Tilman who has done a lot of research on the DBR if your familiar with his work at all. He's a Senior Advisor for the National Center on Intensive Intervention and he and I have actually co-presented. He is the reason why we're connected to Faith Miller in the first place and we thank him for that because she's been a great collaborator.

But one of the things that he shared at a conference presentation that I think resonates with folks as you're thinking about this tool and the potential for some reliability around it is this. If you're a new parent and your doctor tells you to monitor your child's diaper changes. So, they want you to kind of be looking for things like you know are you changing the diaper more frequently? Does the nature and topography of the child's diaper look, smell all those things? Is the consistency different? It's kind of a gross example but, I think it relates really well. Because if we're thinking about measuring in one specific time period. So, let's just say math instruction. That teacher of whoever is providing the rating is going to be able to tell you pretty consistently over time. In a sense, they become their own control that the student's behavior changed in some way, shape or form or yes, it did actually decrease over time.

And that's similar to what that doctor was recommending for that parent of a newborn. It's to make sure that you're looking for those different features. They may not be asking you collect a frequency chart on how many times you are changing a diaper. But generally, parents of newborns can tell you yes, I changed way more diapers today than I did yesterday.

I was chatting with Faith a little bit before this webinar and I made a joke. I'm like we could probably do a comparison with the Corona Virus right now and hand washing frequency. I guarantee that many of you could say with certainty that your hand washing frequency probably went up as a result of the Corona Virus and all of the different news out there related to that. And so, you can measure over time whether or not you've stayed consistent with it, whether or

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that Work
U.S. Office of Special
Education Programs

not you're actually—did I actually wash for twenty seconds and ten second rinse or whatever it is that the recommendations are.

So, be thinking of that.  Your teacher becomes their own control.  You become your own control as you're thinking about the ratings that you're providing on DBR.  And that's one of the reasons why they're able to find reliability information on the tool.  I know it's one o'clock, so I want to go ahead and wrap us up.

**Amy Peterson:** Yeah and Teri I just wanted to mention one thing really quickly.  We saw a number of questions in there about accessing the recording and whether that will be sent out to you.  A link to where the recording will be, I posted it in the chat a couple of times as well.  It will be up on the NCII website.  So, we will post the recording up there.  It usually takes us about a day or two.  We will hopefully try and get it as quickly as we can get it up and available for you.

But that link will be included in the thank you email that you receive at the end of this webinar.  As well as a link to the evaluation.  So, we'd love your feedback on that.  We know that there are a lot of questions that we didn't get to dig into as much as well.  So, feel free to keep reaching out to the Center, asking us for additional information and support and we'll try our best to answer those as much as possible that we can.

So, yeah definitely keep connecting with us.  We know that we were only able to touch the surface with this.  It's really a big topic and we really are appreciative of both Teri and Faith's perspectives and great learning and starting up the conversation.  But we know that we didn't finish it here.  So, feel free to continue to connect with us and take a look at that guide if you haven't done so already.  There's a lot of great content and context in there as well that might be something for you to share with others, your colleagues to really have this conversation.  Especially if you're starting to shift you know mindsets around the data that you collect of you know some of those implementation barriers you talked about earlier as well.

**[Slide 50 – Resources to Learn More!]:** So, the website is up there for you.  You can see that it's intensiveintervention.org.  That will be where you can find the information for this webinar.  It will be up on that homepage in that scroll bar where you could see it earlier.  You might have registered there.  It will be in a number of different places in the search and all of that.  If you have any problems finding it, you can email us at ncii.air.org and we will make sure that you get that recording.  And then in the rest of the slide deck, there's just some additional resources that might help you.

**[Slide 51 – Introduction to DBI / Intensive Intervention]:** Both on the academic goals and the behavior goal setting side.  There was a webinar a couple of weeks ago on that and a guide that came out on that as well.  As well as other information on intensive intervention and DBI.

**[Slide 52 – Tools to Support IEP Development and Goal Setting]:** So, thank you so much for taking the time today.

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that Work
U.S. Office of Special
Education Programs

**[Slide 53 – Thank you!]:** Thank you both Teri and Faith for your wonderful content.  And we really appreciate all of you joining on a busy Friday.  And I hope this information was helpful for you.  So, thank you again.  Don't hesitate to reach out to us on social media or check out our YouTube channel where this will also be posted as well.

**[Slide 54 – Disclaimer]: Teri Marx:** Have a wonderful afternoon everyone!