

# Progress Monitoring Checklist

## 10 Ways to Increase the Effectiveness of Tier 2 or Tier 3 Interventions

Weekly data graphs should be analyzed to assess a student's target behavior (the behavior we are trying to change) to determine if the behavior is moving in the desired direction. If a student does not progress immediately, it's normal to feel disappointed, but do not despair; consider how long the student has been using their maladaptive behavior and how long it takes to learn a new skill or habit. Persevere.

There could be numerous reasons why an intervention might not succeed in changing a student's behavior on the first attempt. Consider the following reasons for the lack of progress and choose a solution that fits.

ISSUE	POSIBLE SOLUTION
<b>Not enough</b>	Maybe this intervention is good for the student, but they need more support. Consider reteaching, additional practice, or adding an additional intervention.
<b>Not a match</b>	Maybe this intervention didn't meet the student's needs. Consider another intervention.
<b>Low frequency</b>	Maybe this intervention didn't occur regularly enough due to other academic or logistical reasons to impact the student. Increase frequency and try again.
<b>Low attendance</b>	Maybe the student didn't attend the intervention on a regular basis and as a result didn't receive a big enough dose of the support. Increase attendance and try again.
<b>Low fidelity</b>	Maybe only parts and pieces of the intervention were implemented. Provide staff with training and teach them to implement correctly, then try again.
<b>Low motivation</b>	Maybe the student is unmotivated to continue due to perceived lack of progress. Show students their progress monitoring data graph. This can motivate students and create behavior momentum to continue to try.

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<b>Mismatched personnel</b>	Maybe there was not a good match between the student and the teacher/facilitator for whatever reason. Change personnel and try again.
<b>No time</b>	Maybe there is no time to pull the student from academics for an intervention. If the student is failing (academically or behaviorally) the student may not be engaged in learning, may be disruptive to the learning of others, and the situation is unlikely to change without intervention. Consider pros/cons of missed instruction versus benefits of the intervention.
<b>No personnel</b>	Maybe no one is available to coordinate or facilitate an intervention. Increase support in the classroom using the strategies listed in the PBIS Tier 2 Manual, Classroom Management chapter, and consider creative ways to shift time/personnel.
<b>Wrong function</b>	Maybe the function identified in the FBA is proving to be incorrect (based on the fact that the function-based intervention is not working). Revisit the FBA process, reassess the data, and consider revising the hypothesis and writing a new BIP.

Excerpt from the Assessment chapters of the **PBIS Tier 2 Manual** and **PBIS Tier 3 Manual**, available from Amazon, Apple Books, or [koi-education.com/books](http://koi-education.com/books).