

Progress Monitoring: Data Analysis

Data Source	Guiding Questions
Skills Acquisition: DBRC Ratings	Is the data complete & reliable?
	Has the student made progress? <i>(Review line graph and interval percentage)</i>
	What trends are evident? <i>(Consider: highs/lows, time of the day, day of week)</i>
Student Independence: Behavior Support Levels	Is the data complete and reliable?
	What are the most common supports provided for the student?
	What trends are evident? <i>(Consider: time of day, day of week, other factors)</i>
Fidelity of Intervention: BIP & Intervention Checklists	Have necessary staff received training in the strategies and interventions?
	Have interventions been delivered with the frequency planned/intended?
	Have intervention steps been followed and implemented with quality?

Overall Findings	Discussion Topics
High skill High independence High fidelity	Consider steps to fade intervention(s) Plan for maintaining skills
High skill Low independence High fidelity	Plan to increase independence Discuss steps to fade the intensity of staff support
Low skill High independence High fidelity	Consider increasing supports to guide/prompt student to use skills & strategies Discuss logistics of skills instruction- increase frequency, change format, etc.
Low skill Low independence High fidelity	Ensure accuracy of function and scale Determine if additional investigation/FBA are necessary Consider increasing the frequency or adding additional interventions
Low skill Low independence Low fidelity	Plan training, modeling, or other actions to increase fidelity of interventions Consider possible adjustment to staff support

