



# PBSIS

Helping Schools Build Systems of Support

## USING PROGRESS MONITORING TO ENHANCE CHECK-IN SYSTEMS FOR STUDENTS NOT RESPONDING

The Boggs Center on Developmental Disabilities  
Rutgers, The State University of New Jersey

*In Partnership with the*

**Offices of Special Education**

**New Jersey Department of Education**

2019-2020 School Year

**RUTGERS**  
Robert Wood Johnson  
Medical School

**THE BOGGS CENTER**  
ON DEVELOPMENTAL DISABILITIES

In partnership with NJDOE OSE funded by IDEA funds - Part B 2019-2020



# Resources

- Access the tools and resources from this session at [www.njpbs.org](http://www.njpbs.org) (select function-based problem solving resources, then selecting interventions from the menu)
  - [Check-in System Plan Template](#) and [sample plan](#)
  - [Check-in system progress monitoring Excel template](#)
  - [Professional development module for providing feedback](#)
  - [Teacher Try First Strategies](#)
  - [Letter to teacher template](#)
  - [Initial letter to parent template](#)
  - [Progress monitoring letter to parent templates](#)
  - [Exit letter to parent template](#)
  - [Check-in system implementation fidelity checklist](#)
  - [Talk time request](#)





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# Check-in System Basics



# Check-in Systems

## • Check-in Check-out (CICO)

- Crone, D.A., Hawken, L.S., & Horner, R.H. (2010). Responding to problem behavior in schools: *The behavior education program*. Guilford Publications, NY.
- Hawken & Breen (2017). Check-in Check-out 2nd Ed. Guildford Publications, NY (DVD)

## • Check and Connect

- For a full list of references: <http://www.checkandconnect.umn.edu/research/references.html>

## • Check, Connect and Expect

- Cheney, D., Lynass, L., Flower, A., Waugh, M., Iwaszuk, W., Mielenz, C., & Hawken, L. (2010). The Check, Connect, and Expect Program: A Targeted, Tier 2 Intervention in the Schoolwide Positive Behavior Support Model. *Preventing School Failure, 54* (3), 152-158.

## • Breaks are Better

- Anderson, C., & Boyd, R.J. Breaks are Better Implementation Manual. Retrieved from <http://www.warrencountyschools.org/userfiles/1410/my%20files/breaks%20are%20better%20manual.pdf?id=525179>
- Boyd, R. J., & Anderson, C. M. (2013). Breaks are better: A tier II social behavior intervention. *Journal of Behavioral Education, 22*(4), 348-365.

## • Enhancements

- Klingbeil, D.A., Dart, E.H., & Schramm, A.L. (2019). A systematic review of function-modified check-in/check-out. *Journal of Positive Behavior Interventions, 21*(2), 77-92. DOI: 10.1177/1098300718778032
- Maggin, D.M., Zurheide, J., Pickett, K.C., & Baillie, S.J. (2015). A systematic evidence review of the check-in/check-out program for reducing student challenging behaviors. *Journal of Positive Behavior Interventions, 17*(4), 197-208. DOI: 10.1177/1098300715573630





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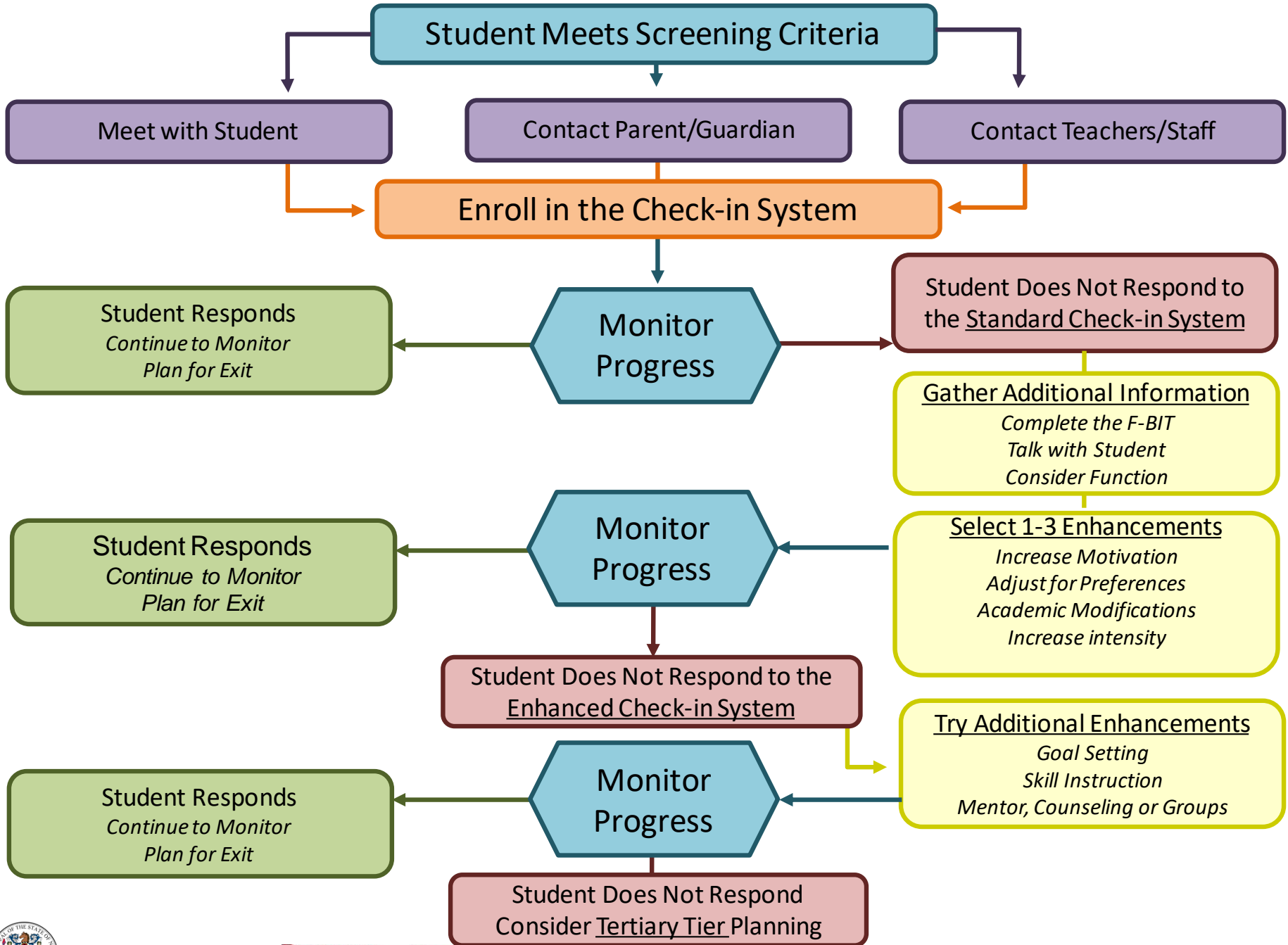
FALL-HAMILTON ENHANCED  
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# Features of Progress Monitoring



# Features of Progress Monitoring

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- **Data are collected daily (daily reports)**
- Data are summarized daily (the number/percentage of points earned)
- Data are graphed and reviewed weekly
  - Apply decision rules
  - Determine next steps





# Example: Daily Report with School-Wide Expectations

Specific Behaviors	Math			Language Arts			Science			Social Studies			Special Area		
<b><i>Respectful</i></b>	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
<b><i>Reflective</i></b>	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
<b><i>Responsible</i></b>	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0

<b>Positive Feedback:</b>	<b>Suggestions to try:</b>

<b>Class</b>	<b>Materials Needed for tests, assignments, etc:</b>



# Using a Rubric for Assignment Points

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- Use a rubric to guide the assignment of points
- Rubrics are important because they
  - increase the accuracy of our ratings
  - neutralize bias
  - Provide a concrete reference in conversations with the student



**Respectful:** When you are respectful, you show consideration for how your words and actions will affect other people. When you are respectful you value each other's point of view, even if you disagree. When you are respectful, you are polite and kind and treat each other with dignity.

<b>Did Not Meet Expectation</b>	<b>Partially Met Expectation</b>	<b>Met Expectation</b>
<p>Engaged in behaviors that were disrespectful and did not respond to teacher prompts or redirection to stop or reframe comments / actions:</p> <ul style="list-style-type: none"> <li>• Ex: Took another person's belongings without asking</li> <li>• Ex: Vandalized other people's property (e.g., writing on someone's book)</li> <li>• Ex: Walked away when someone was talking to you</li> <li>• Ex: Disregarded people's requests to do something</li> <li>• Ex: Disregarded a procedure or routine that is established</li> <li>• Ex: Made comments, gestures or noises that were unkind</li> </ul>	<p>Engaged in behaviors that were disrespectful, but responded to prompts or redirection to stop or reframe the comments / actions</p>	<p>Engaged in respectful behaviors with minimal or no teacher assistance</p> <ul style="list-style-type: none"> <li>• Ex: Listened when someone was</li> <li>• Ex: Asked before touching or taking other people's belongings</li> <li>• Ex: Used words or gestures that were kind, helpful or cooperative</li> <li>• Ex: Cooperated with adult directions</li> <li>• Ex: Cleaned up your area</li> <li>• Ex: Used an inside voice</li> <li>• Ex: Followed procedures and routines</li> </ul>



# Features of Progress Monitoring

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- Data are collected daily (daily reports)
- **Data are summarized daily (the number/percentage of points earned)**
- Data are graphed and reviewed weekly
  - Apply decision rules
  - Determine next steps



# Electronic Daily Report

Student Goal: Jeremy will achieve 95% of points for 3 consecutive weeks.

	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5</b>	<b>Period 6</b>	<b>Period 7</b>	<b>Totals</b>
	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	
Respectful	2	2	N/A	2	2	2	N/A	10
Responsible	2	2	N/A	2	2	2	N/A	10
Reflective	2	2	N/A	2	2	2	N/A	10
<b>Total</b>	<b>6</b>	<b>6</b>	<b>N/A</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>N/A</b>	<b>30</b>

**Daily %: 100%**



# Weekly Benchmarks

- The goal reflects the long-term accomplishment
- Benchmarks reflect the anticipated progress that is attainable

Date	10/7	10/14	10/21	10/28	11/4	11/11	11/18	11/25	12/2	12/9	12/16	12/23			
<b>Expected Progress Benchmarks</b>	BL	40%	45%	50%	55%	60%	70%	75%	80%	85%	90%	95%			
<b>Actual Weekly Average</b>	35%	40%	45%	45%	40%	55%	60%	60%	70%	80%	90%	95%			
<b>Intervention Decision</b>	Beginning Intervention	Continue Intervention	Continue Intervention	Continue Intervention	Adjust Intervention	Continue Intervention	Continue Intervention	Adjust Intervention	Continue Intervention	Continue Intervention	Continue Intervention	Continue Intervention			



# Features of Progress Monitoring

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- Data are collected daily (daily reports)
- Data are summarized daily (the number/percentage of points earned)
- **Data are graphed and reviewed weekly**
  - **Apply decision rules**
  - **Determine next steps**



# Daily Reports

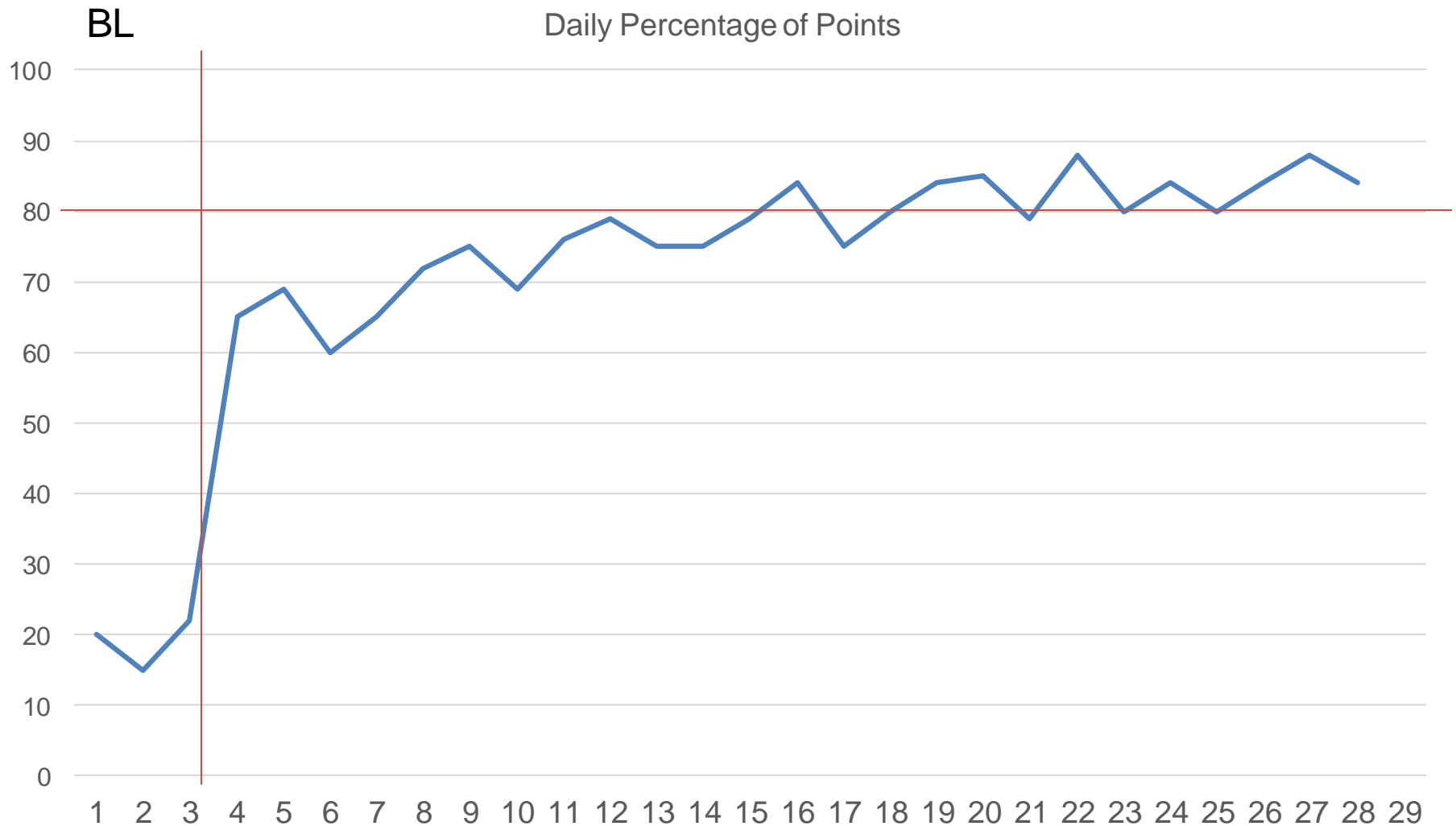
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- Whether you decide to use a paper/pencil method or an electronic method (like Google), you will need a system to graph your data so that you can monitor progress





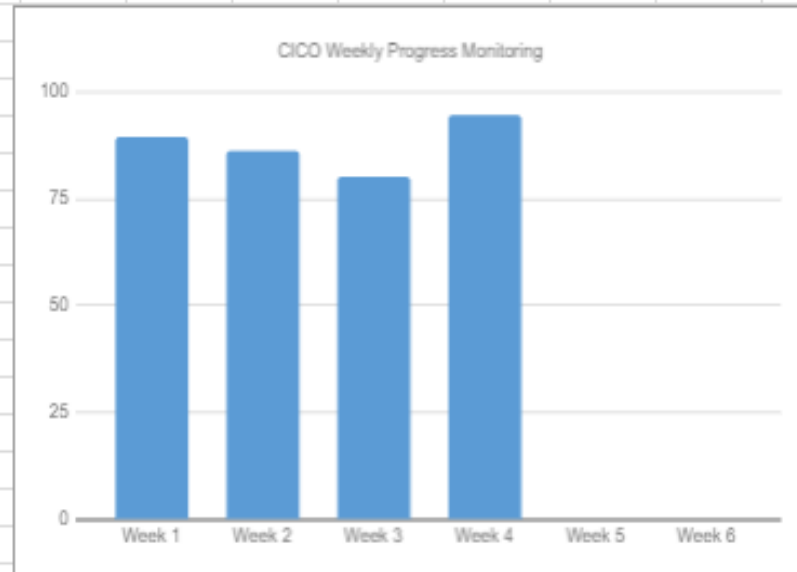
# Data is Graphed and Compared to Goal



# Data is Graphed and Compared to Goal

## CICO Progress monitoring

April 16	Week 1	89.29
April 23	Week 2	86.11
April 30	Week 3	80.1
May 7	Week 4	94.76
	Week 5	0
	Week 6	0





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# Implementation Fidelity



# Monitoring Implementation Fidelity

- To what extent are plan components being implemented with fidelity
- Use a variety of strategies to assess and manage implementation fidelity:
  - Reflection checklist
  - Coaching discussions
  - Periodic check-in



# Monitoring Check-in System Implementation Fidelity

- Systems level implementation fidelity
  - To what extent are the systems feature consistently in-place?
    - Tools: Benchmarks of Advanced Tiers, Tiered Fidelity Inventory
- Individual student implementation fidelity
  - To what extent is the check-in system being consistently for an individual student?
    - Tool: Student-level checklist



Student Name:	Date:		
Person Completing Checklist:			
<b>AM CONTACT</b>	In-Place	Partially In-Place	Not-In-Place
AM check-in is consistently available			
AM check-in consistently includes student designated features (e.g., granola bar is available)			
There is a consistently implemented plan for managing the check-in when personnel are absent and communicating the details of the plan to the student			
The AM contact provides supportive and encouraging interactions			
The AM contact provides the student with what they need to begin the day			
<b>END OF CLASS FEEDBACK</b>	In-Place	Partially In-Place	Not-In-Place
Teachers consistently provide the end of class feedback.			
Determination of points is guided the rubric for the target behaviors.			
There is a consistently implemented plan for managing the check-in when personnel are absent and communicating the details of the plan to the student			
End of class feedback is delivered in a positive and encouraging manner (e.g., uses TLC, provide coaching support, points out positives)			
End of class feedback provides an opportunity for the student to reflect on they did (e.g., "Can you think of an example when you when respectful during class")			
Teachers consistently fill in the point chart using the rubric as a guide			
<b>PM CONTACT</b>			
PM check-in is consistently available			
PM check-in consistently includes designated features (e.g., school-wide)			
There is a consistently implemented plan for managing the check-in when personnel are absent and communicating the details of the plan to the student			
The PM contact provides supportive and encouraging interactions			
The PM contact enters points into the progress monitoring worksheet			
<b>PROGRESS MONITORING</b>			
The student's individual progress graph is updated each week			
Data is reviewed weekly			
Decision rules are applied to determine intervention decisions			
Decisions to continue or adjust the intervention are documented			
Adjustments to the intervention are communicated to everyone			
Adjustments to the intervention are consistently implemented			

- Implementation Fidelity is Critical

- Always address fidelity issues first

Have you taught your teachers how to provide effective feedback?





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# Applying Decision Rules



# Data Decision Rules

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- Data decision rules are the guidelines you apply to determine when adjustments to an intervention may be necessary





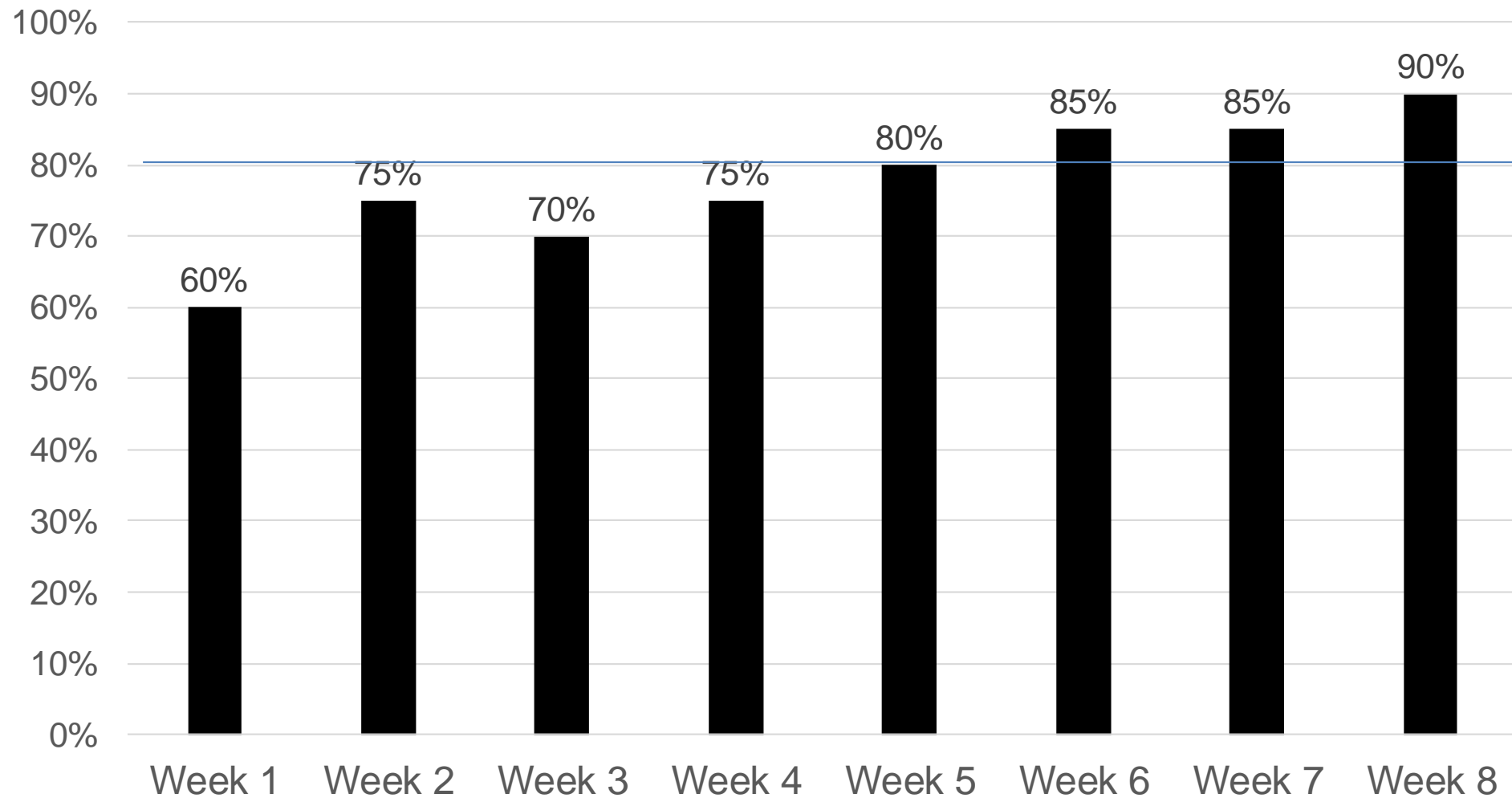
# Progress Monitoring Decision Rules

YES	NO	Questions to Consider
		<i>Is there a 5% or better improvement from the prior decision making point?</i>
		<i>Is the average progress increasing, flat or decreasing?</i>
		<i>Is progress 'on track' with the AIM line?</i>
		<i>Are there extenuating circumstances to consider?</i>
		<i>Is the intervention being implemented with fidelity?</i>
		<i>Is it time to adjust the intervention? Why or why not?</i>



# Sample Check-in System Data

## Rapid and Steady Success





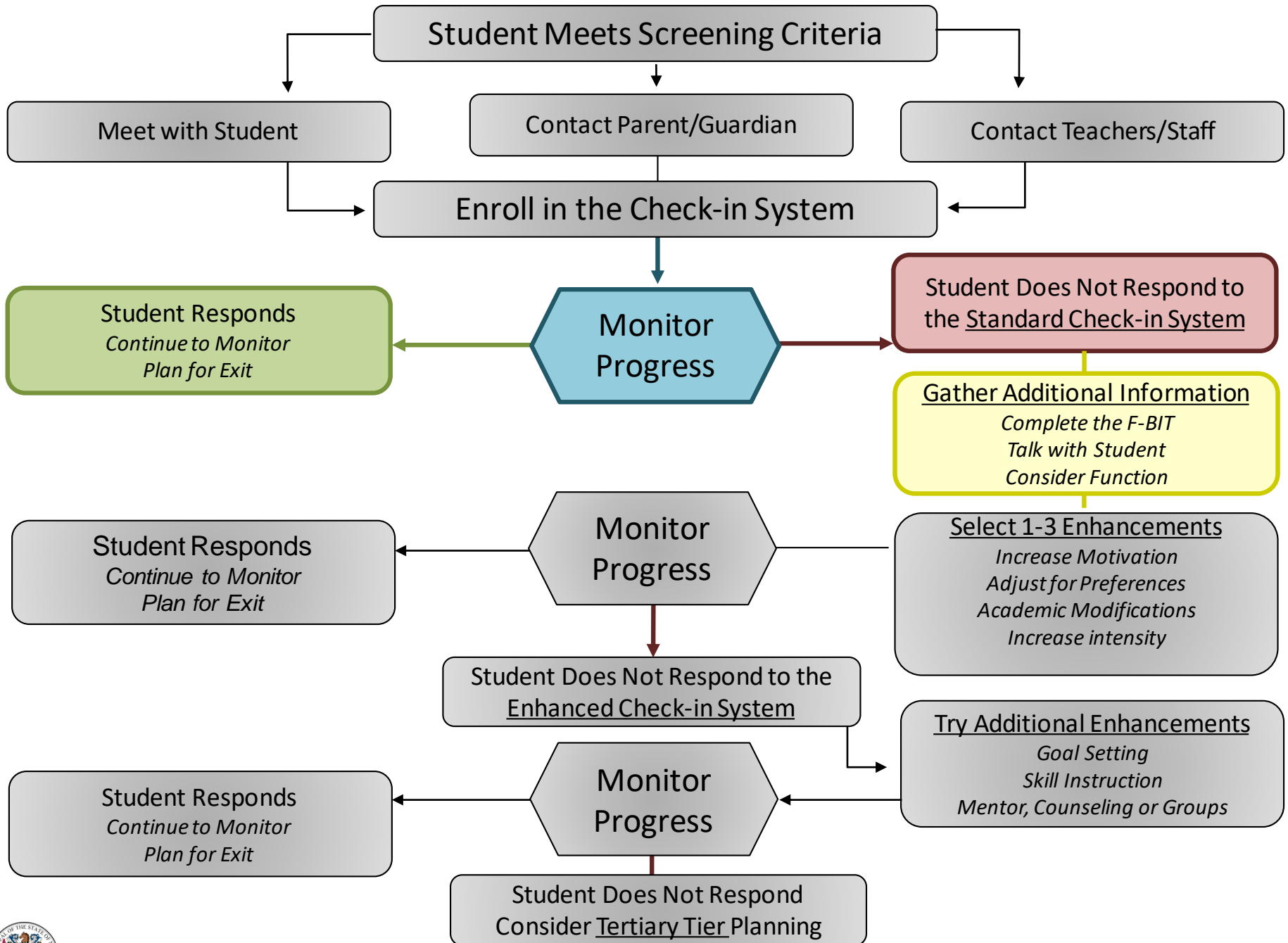
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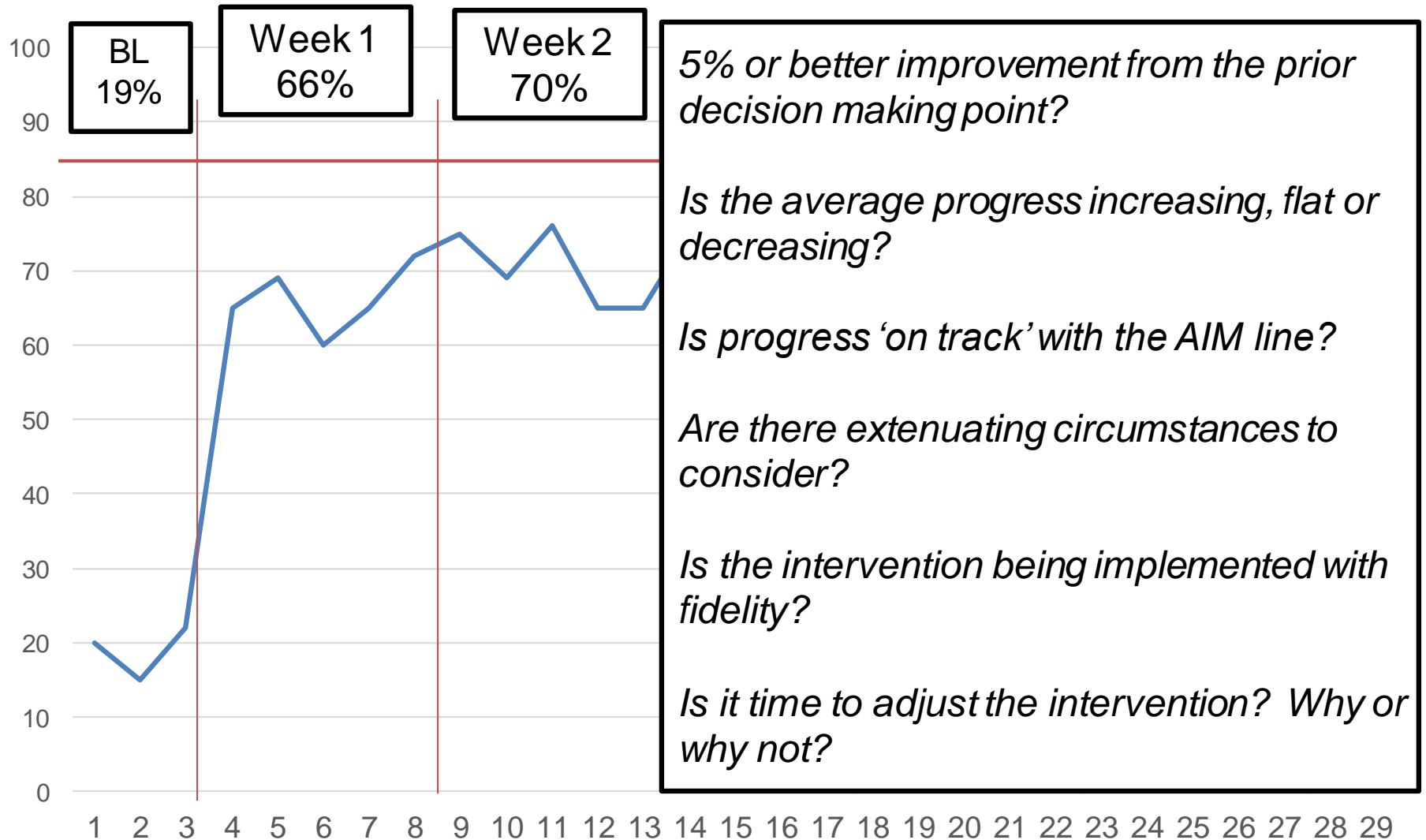
# The Role of Understanding Behavior Patterns





# Daily & Weekly Percentage of Points

## Goal: 85% for 3 consecutive weeks



# Student is Not Responding

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- You can anticipate that the standard check-in system will not initially work for some students
- The primary reason for this is that some students need a more intense intervention



# Student is Not Responding

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- To get the right combination of strategies, you may need to gather some additional information to understand why the behavior is occurring
- A discussion of behavior patterns is beyond the scope of this session, but is critical to selecting the right combination of strategies



# Summary of Pattern and Function

- *When presented with challenging work, Mike puts his head down and does not get started in order to avoid doing the work.*
- The check-in system increases the positive support Mike is receiving, but doesn't' necessary address the academic need
- Selecting enhancements that make adjustments to in-class assignments or learning materials would be an important compliment to Mike's check-in system plan





# Summary of Pattern and Function

- *When provide with critical feedback, Jillian rolls her eyes and disagrees with the teacher in order to escape the feedback / demand.*
- The check-in system is helping to build a positive rapport between Jillian and her teachers
- A combination of enhancements that focus on teaching Jillian strategies to manage her emotional responses and offering her teachers strategies for adjusting how they present feedback may increase the effectiveness of the overall plan





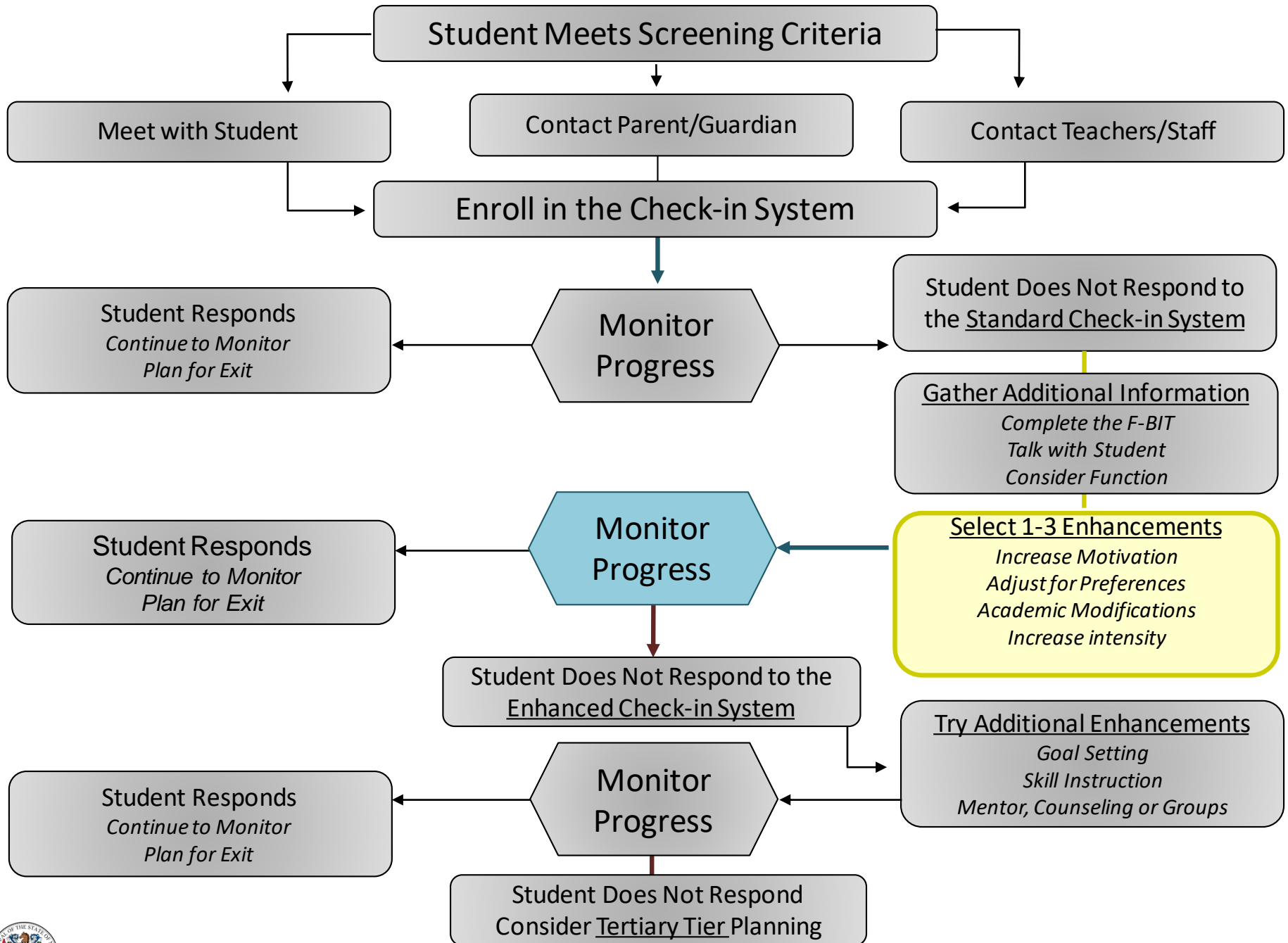
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## Enhancing the Standard Check-in System





# Enhancing the Check-in System

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- There are a number of options for enhancing the check-in system
- Some will focus on enhancements to the system itself, others will focus on in-class adjustments:
  - Increasing motivation
  - Enhancements for escape-motivated behaviors
  - Enhancements for attention-motivated behaviors
  - Skill development enhancements



# Check-in System Enhancements

## Increasing Motivation

- Increase the motivation to attend checks by:
  - Offer a school-wide ticket for attending the check
  - Add bonus points for attending the check
  - Make a non-contingent healthy snack available at the check
  - Make a contingent healthy snack available for meeting a check attendance criteria



# Check-in System Enhancements

## Increasing Motivation

- Increase motivation to meet expectations by enhancing the incentive system
  - Increase the frequency of access to incentives
    - Adjust the number of points needed for the incentive
  - Increase the value of the incentive system by offering a range of incentive options
    - Item (e.g., snack)
    - Privilege (e.g., lunch in the courtyard)
    - Social (e.g., basketball in the gym with 2 friends)



# Check-in System Enhancements

## Escape-Motivated Behaviors

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- Adjust interactions to promote cooperation
  - Ex: Changing how instructions / demands are presented
  - Ex: Offer options or choices
  - Ex: Use precorrections to review expectations before routines
- Using advanced warnings for transitions
  - Ex: First – then
  - Ex: in 2 minutes...



# Check-in System Enhancements

## Escape-Motivated Behaviors

- Differentiate instruction to reflect learning needs
  - Incorporate peer support (e.g., working with a partner)
  - Provide remediation for missing academic skills
  - Adjust assignments
- Build student self-efficacy
  - Incorporate a system for taking breaks (e.g., Breaks are Better)
  - Teach skills related to escape-motivated issues (e.g., ask for a break, ask for help)
  - Use self-monitoring to reflect on engaged behavior
  - Engage the student to generate a suggestion or option





# Check-In System Enhancements

## Self-Monitoring

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- Self-monitoring provides the student with a structured way to reflect on how they are doing
- Using daily self-monitoring supports the development of reflection and self-regulation by training yourself to compare how you are doing to a standard you set
- Let's take a look at a self-monitoring example



# Sample Self-Monitoring Tool

<p><b><u>Not Applicable (N/A)</u></b></p> <ul style="list-style-type: none"> <li>I did not interact with anyone during this period</li> </ul>	<p><b><u>I did Awesome! (2 Points)</u></b></p> <ul style="list-style-type: none"> <li>I used positive or neutral words, tone and body language to convey my message</li> <li>I used one of the strategies to help me</li> </ul>	<p><b><u>I did Okay, but I Can Do Better Next Time (1 Point)</u></b></p> <ul style="list-style-type: none"> <li>I made an effort to use positive or neutral words, tone and body language to convey my message BUT</li> <li>I had to self-correct (reframed) after I said something negative OR</li> <li>The teacher had to speak to me about my language</li> <li>I didn't put my best effort into using my strategies</li> </ul>	<p><b><u>I Need to Make a Plan for Tomorrow (0 Points)</u></b></p> <ul style="list-style-type: none"> <li>I consistently used negative words, tone or body language during class</li> <li>I had a hard time managing my emotions today</li> <li>I didn't try to self-correct</li> <li>I didn't respond to teacher prompts</li> <li>I didn't use one the strategies</li> </ul>
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## Self-Evaluation

My Schedule	Not Applicable (N/A)	I did Awesome! (2 points)	I did Okay (1 point)	Make a Plan to Try Again Tomorrow (0 points)
Insert schedule				



# Check-in System Enhancements

## Attention-Motivated Behaviors

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- Adjust interactions to increase teacher attention in the classroom
  - Ex: Beginning, middle, end of class contact
  - Ex: More frequent praise
  - Ex: preferred seating
- Increase peer attention
  - Bring a friend to the check
  - Incorporate working with a peer



# Check-in System Enhancements

## Attention-Motivated Behaviors

- Increase access to preferred adults
  - Add a mid-day check to increase positive adult contact
  - Add in time with a preferred adult (e.g., lunch on Friday)
- Build student self-efficacy
  - Teach skills to self-monitor need for attention (e.g., Talk Time Request)
  - Teach skills to support building social relationships
  - Ensure access to leadership or special assignment opportunities



# Attention-Self-Regulation Example

## Reflect on the Need to Talk with Someone

<b><i>Talk Time Request</i></b>		
<i>I would like to schedule a time to talk with someone this week</i>		
Today's Date:	My preferred person to talk to is:	
<b>I would describe my need to talk with someone as:</b>		
<b>___ Immediate</b> <i>I need to talk with someone today</i>  Examples: I'm very upset or very sad Something has happened I feel unsafe	<b>___ Pretty Soon</b> <i>I would like to talk with someone by tomorrow</i>  Examples: Something is on my mind I'm worried about something	<b>___ It Can Wait</b> <i>I can wait until later in the week</i>  Examples: I have news I want to share I would like get some advice I have a problem I want to solve
<b>Talk Time Schedule</b>		
<b>Date:</b>	<b>Day:</b>	<b>Time/Period:</b>
<b>Location:</b>	<b>With:</b>	



# Check-in System Enhancement

## Mentor Assignment

- Mentors offer students an opportunity to...



- talk about what is happening in the student's life
  - problem solve situations
  - provide positive feedback and encouragement
- Mentorship is a more intensive interaction



# Check-in System Enhancements

## Skill Development

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- Typically, the check-in system is linked to the school-wide expectations
- For some students it may be helpful expand this focus on related skills or strategies
- Instruction may occur individually or in a small group



# If You Teach a Replacement Skill

- (1) Link to a school-wide expectation
- (2) Include on the daily report

Student Goal: Melissa will achieve 80% of points for 3 consecutive weeks.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Totals
	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	2-1-0	
Respectful	1	2	1	1	2	1	1	9
Responsible	2	2	1	2	2	2	2	0
Reflective - Requests a Break	2	2	2	2	2	2	2	14
<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>36</b>

**Daily %: 85%**

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# Examples of Strategies

- **Stay in the Moment:** Sometimes we escalate our emotions by thinking about what might happen or creating scenarios that haven't actually play out. We get ahead of ourselves and by doing so we make ourselves angry, anxious or sad. Stay in the moment, when your thoughts starting getting ahead of the situation, slow it down. Concentrate on the here and now.
- **Give a Compliment:** Saying nice things to people makes us feel better about ourselves and can turn the entire situation around. When tempted to say something negative to someone give a compliment instead.
- **Reframe:** Sometimes we say something before we think it through. When that happens try reframing. Reframing is replacing something you said with language that is positive or neutral. "Let me try saying that another way...."
- **I Statements:** When we are in difficult situations and feeling upset, it can be hard for us to tell others how we are feeling. I statements get your message across without provoking the other person. There are three parts to "I Statements." First, you state how you feel (e.g. I feel mad). Second, state what your trigger was (e.g. I feel mad when it seems like no one is listening to me). Third, describe why you feel that way (e.g. I feel mad when it seems like no one is listening to me because I feel ignored).



# Check-in System Enhancements

## Bi-Weekly Reflection Sessions

- Meeting with the check-in system coordinator provides the student with an opportunity to talk about how things are going, look at their data, identify additional supports and celebrate successes



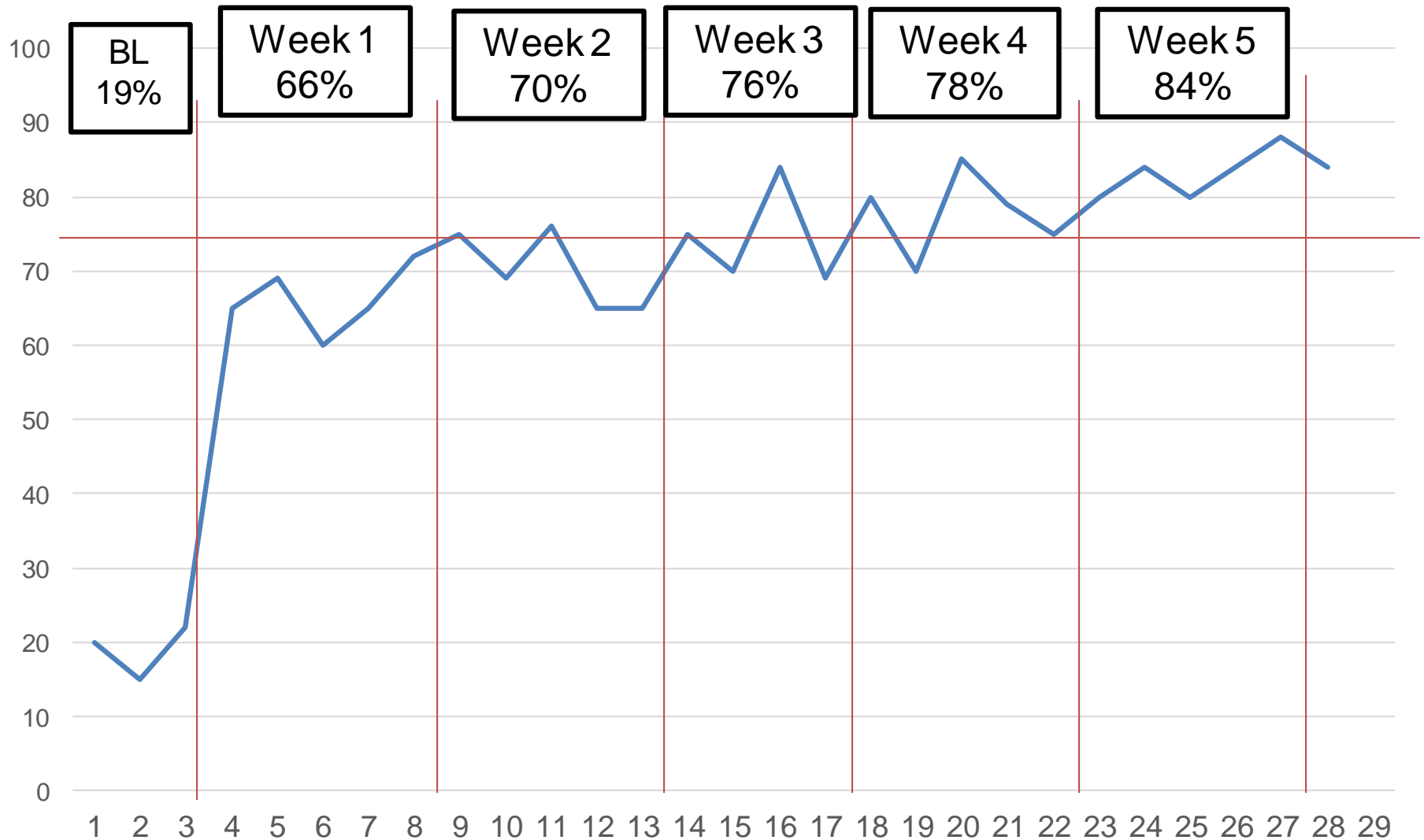
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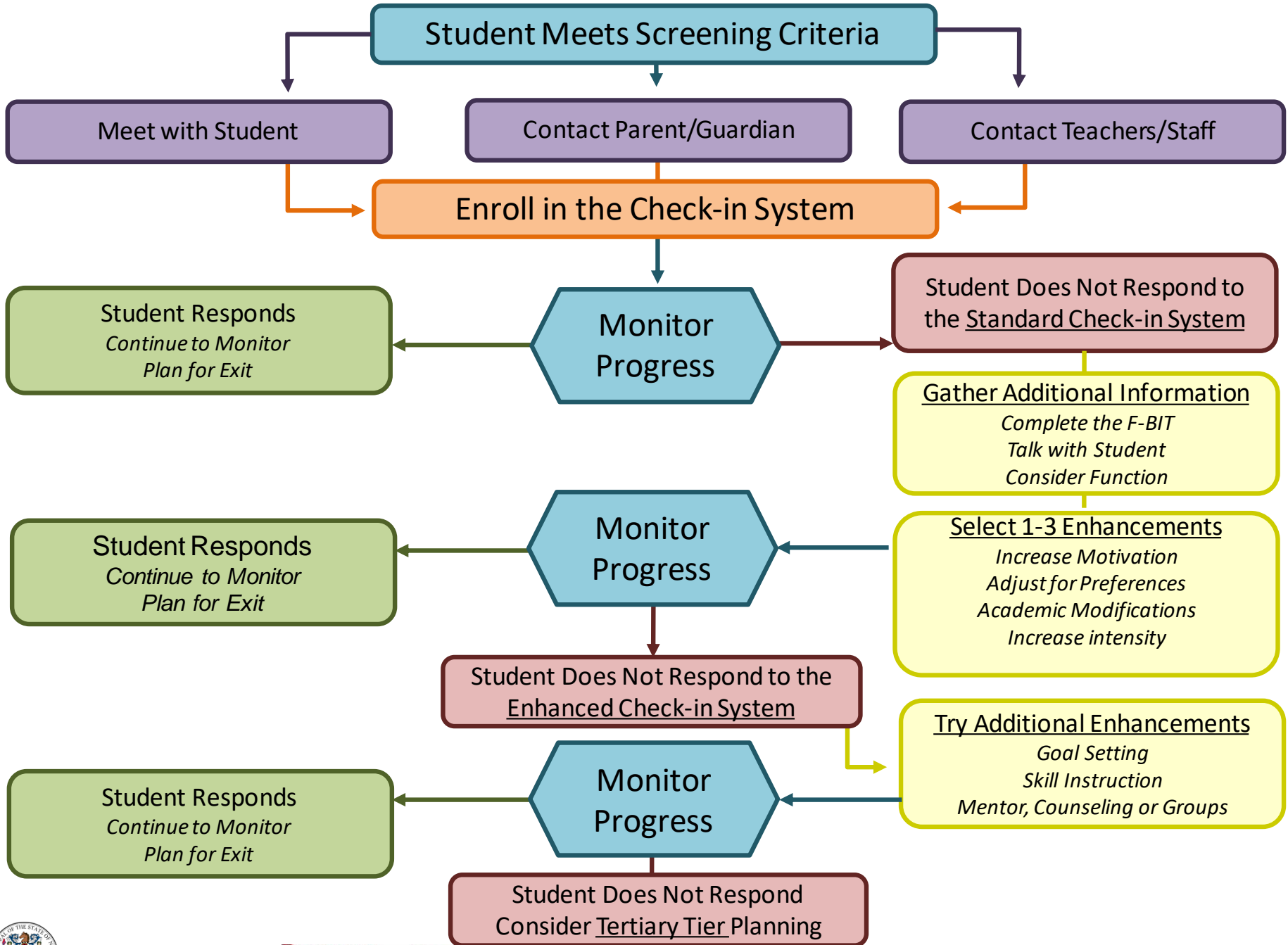
# The Teacher Try First list



# Daily & Weekly Percentage of Points

## Goal: 85% for 3 consecutive weeks







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# Exit Criteria and Fading



# Considerations for Exiting the Intervention

- In most cases the exit process will involve a fading of features rather than a cutoff of strategies
- Think about fading along a continuum of need from a quick fade to a slow fade
- You'll need to weigh the *balance of need* against the *pace of fading* to determine how you fade the intervention
  - Continue progress monitoring!



# Exit Criteria Considerations

## Questions to Consider

*The student feels confident about fading back features of the check-in system.*

*The student made steady and consistent progress toward the goal.*

*We have considered critical events occurring in the student's life that may impact an exit transition.*

*We have identified essential features most influential on the student's progress to initially maintain.*

*We have considered student input to design the fading plan.*

*We have considered the extent to which intervention enhancements need to remain in place during the fading process.*

*We have considered the need to transition the student to other naturally occurring or less structured opportunities as part of the exit plan*





# Considerations for Exiting the Intervention

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- Considerations for exit criteria can be organized into four categories:
  - Student Preference
  - Risk Factors for Relapse
  - Ease of goal attainment
  - Soft landing to other forms of intervention features



# Considerations for Exiting the Intervention

## • Student Preference

- *How confident does the student feel about fading back the check-in structure?*
  - Are they enthusiastic to begin fading or do they express a worry?
- *What are the student's preferences about how to begin fading back the intervention?*
  - Is there an aspect of the intervention they feel most comfortable with fading first?



# Considerations for Exiting the Intervention

## • Risk Factors for Relapse

- *What, if any, other events are occurring in the student's life that may increase the risk of relapse?*
- *Which features of the intervention has been most influential in the student's success?*
  - Consider leaving these features and begin fading other features



# Considerations for Exiting the Intervention

## • Ease of Goal Attainment

- *How easy or difficult was it for the student to achieve their goal?*
  - Student progress was steady and consistent
  - Student progress was inconsistent, stalling or regressing one or more times
- *To what extent did the student need enhancements to system to achieve their goal?*
  - The student did not need any enhancements
  - The student needed 1-2 enhancements
  - The student needed 3 or more enhancements



# Considerations for Exiting the Intervention

## • Soft Landing Considerations

- *How can you embed features of the check-in system to occur naturally within the student's routines?*

<b>Check-in System Features</b>	<b>Examples of Naturally Occurring Features for Transition</b>
<b><i>AM/PM Checks</i></b>	<ul style="list-style-type: none"><li>• Teach the student to use a Talk Time Request and rubric to schedule appointments</li><li>• Enroll the student in a weekly group</li><li>• Support the student to join clubs or student committees</li></ul>
<b><i>End of Class Feedback</i></b>	<ul style="list-style-type: none"><li>• Use of school-wide tickets to provide reinforcement</li><li>• Provide feedback typical to naturally occurring routines</li><li>• Teach the student to self-monitor / self-rate their performance</li><li>• Use peer to peer class management strategies (e.g., tootling)</li></ul>



# 4 Week Sample Fading Plan

<b>Week 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
AM Check	X	X	X	X	X
End of Class Feedback	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings
PM Check	X	X	X	X	X

<b>Week 2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
AM Check	X	X	X	X	X
End of Class Feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback
PM Check	X	No PM	No PM	No PM	X



# 4 Week Sample Fading Plan

<b>Week 3</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
AM Check	X	No AM	No AM	No AM	No AM
End of Class Feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback
PM Check	X	No PM	No PM	No PM	X

<b>Week 4</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
AM Check	X	No AM	No AM	No AM	No AM
End of Class Feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback
PM Check	No PM	No PM	No PM	No PM	X



# Walk Away Points

- Monitor student progress weekly to determine response to intervention and needed adjustments to the intervention
- To select enhancement, gather information about the function of behavior
- Planning interventions is as much an art as it is a science – sometimes you need to try a couple times before you find the right combination
- When it is time to exit the intervention plan for a fading out of features





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- Visit [www.njpbs.org](http://www.njpbs.org) for resources
    - Function-based Planning Resources
      - [Selecting Interventions](#)
  - Contact [sharon.lohrmann@rutgers.edu](mailto:sharon.lohrmann@rutgers.edu) for more information

