



# BRANCHING MINDS

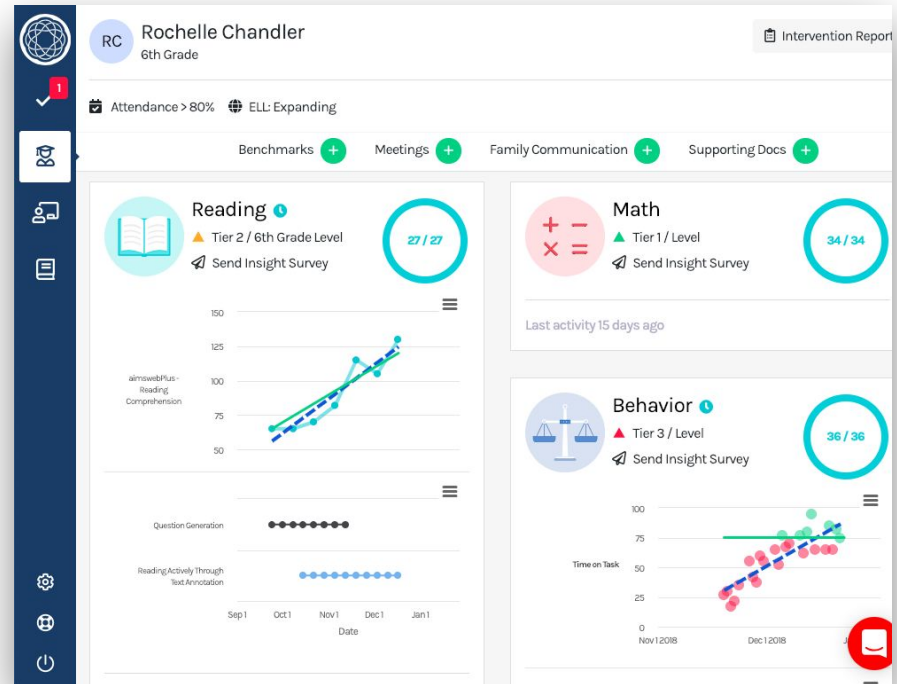
**Best Practices for Behavior Progress Monitoring in MTSS**

**TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE**

# Branching Minds Web Application

## ➤ Streamline and scaffold daily work to make best practices practicable

- ❏ Use data to ID who needs support
- ❏ Use learning science to ID why
- ❏ Create academic/behavior/sel plans guided by best practices
- ❏ Use right evidence-based intervention
- ❏ Streamline communication across colleagues and families





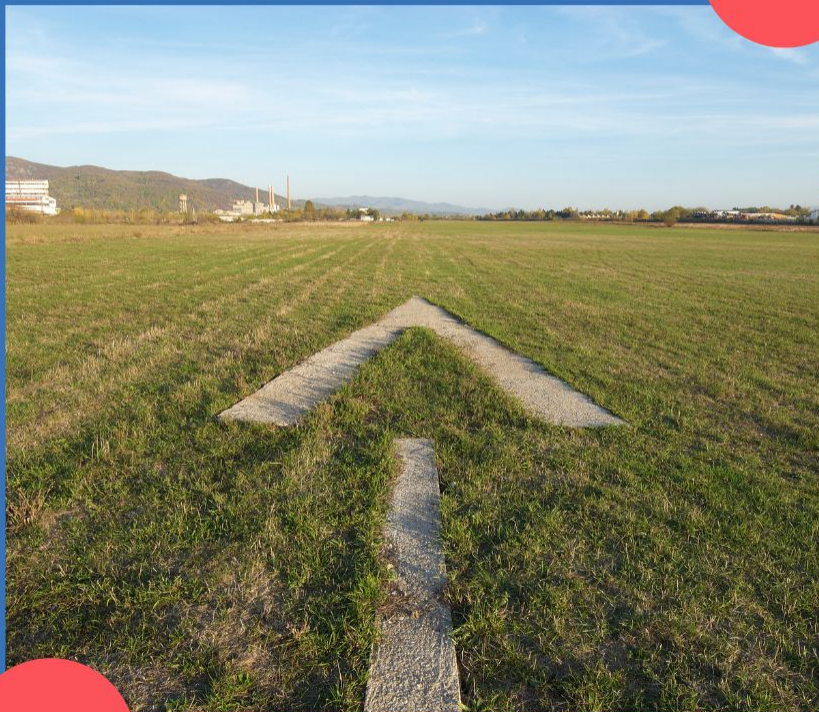
**Essie Sutton**

Director of Learning Science  
Branching Minds



**Trudy Bender**

Coordinator for District  
Behavior Intervention  
Waco ISD, Texas



# Agenda



**Behavior Progress Monitoring in MTSS**



**Waco ISD's Behavior PM Journey**



**Supporting Behavior and SEL through Branching Minds**



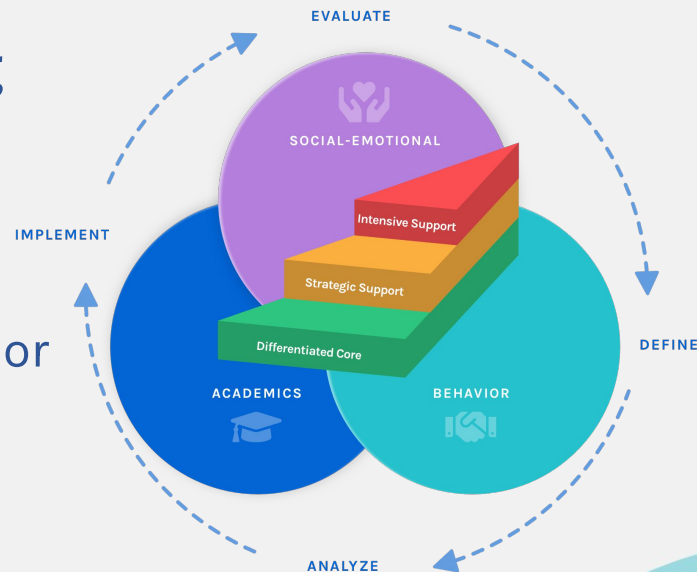
**Q&A**



# Progress Monitoring in MTSS

**Ensures accurate decision-making regarding:**

- Student growth
- Intervention effectiveness
- How and when to continue, end, or adapt targeted interventions



# Academic vs. Behavior Progress Monitoring

- Both are used to measure the effectiveness of an intervention or support
- Both require goals that are tied to the student's skill level/needs
- With academic pms there are nationally normed assessments- with behavior pms we don't have these
- Behavior pm is often more frequent/regular

# Common Challenges with Behavior Progress Monitoring

- Time consuming for teachers and specialists
- Students moving across classrooms and teachers across the day
- Lack of tools that are reliable, valid, practical, and feasible
- Educators need to develop their own criteria
- Measuring behavior for multiple students at once

# Behavior Progress Monitoring vs. Behavior Interventions

- Behavior tracking alone doesn't constitute an intervention or support
- Some interventions encompass progress monitoring
  - E.g., Check-in/Check-out
  - Needs to still be an interactive component that goes beyond just tracking behavior

# Steps for Behavior Progress Monitoring

1. Define behavior and select PM type
2. Select appropriate tier 2 or 3 support
3. Outline plan for pm and data evaluation
4. Implement plan
5. Analyze results and problem-solve next steps



# 1. Define Behavior and Select PM Type

- Use available student data to determine behaviors to focus on
- Develop clear definitions of target behaviors
- Select PM Type aligned with behaviors and their frequency:

Scale	Student's observed behavior on a determined scale
Percent	Percent of time student displays behavior
Rate	Number of times student displays behavior during specified time
Points/Score	Number of times student displays a behavior

## 2. Select Appropriate Tier 2 or 3 Support

- Select support that is aligned with student need
- Ensure that student will receive the support during the same time as the ongoing pm
- If using a combined pm and intervention ensure that there is an interactive component
  - E.g., Check-in/Check-out

### 3. Outline Plan for PM and Data Evaluation

- Who will be responsible, how many times a day, what class periods?
- What is the goal/mastery criteria?
- How will we know when students have met their goal?
- How long?
- What does adequate progress look like?

## 4. Implement Plan

- Deliver support or intervention as recommended
- Ensure staff have necessary training and materials
- Track behavior pm data alongside the fidelity of intervention implementation
- Record when intervention is implemented AND when it is not implemented (and why)

## 5. Analyze Results and Problem-Solve Next Steps

- If student is not showing improvement:
  - Adapt goals, dosage, feedback, reinforcement, and intervention components (before moving student to Tier 3 or referring for additional services)
- If student is showing improvement:
  - Maintenance and fading



A photograph of a dense forest with tall, slender trees and a path leading into the distance. The trees are covered in green leaves, and the path is covered in fallen leaves. The text "Waco ISD Behavior Progress Monitoring Journey" is overlaid on the image in white.

# Waco ISD Behavior Progress Monitoring Journey



# Waco, TX



- 23 campuses
- 15,000 students
- 88% Economically Disadvantaged
- 60% Hispanic-Latino, 30% Black, 9% White

Waco ISD has had very high discipline and suspension rates, DAEP placements, and significant disproportionality in discipline. In the past 6 years, we have established a multi-tiered system of behavior supports, begun to track discipline data systematically, and cut suspensions over 40%.

# MTSS-Behavior in Waco ISD

- **SCREENING:** Discipline data, attendance, and teacher input
- **INTERVENTION OPTIONS:** A small number of core behavior supports available at every campus
- **INTERVENTION MONITORING:** MTSS system to track intervention implementation and fidelity
- **PROGRESS MONITORING:** Practical tools/options for data collection and progress monitoring for each intervention.

# Early-Stage Behavior Intervention, Tier 1

- Early-Stage Interventions begin with Planned Discussion, Corrections Planning, and Increasing Positive Interactions\*
- Teachers provide early-stage interventions with **brief, qualitative** progress monitoring.
  - Initial documentation takes less than 60 seconds in MTSS system
  - Weekly check off with a note takes less than 15 seconds

If improvement isn't sufficient, the next stage is Data Collection -- formal data gathering begins and a baseline is established.

\* Resource: [Early-Stage Interventions: Behavior Strategies for Every Teacher, Sprick, 2020, Ancora Publishing](#)

# Tips for Baseline Data

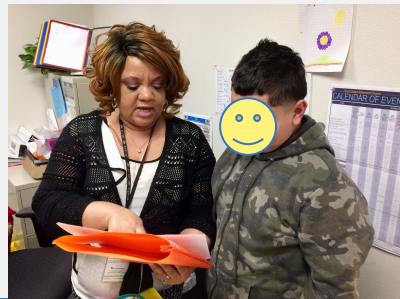
- Provide structure around where, when, and how long data should be collected. 2 weeks of data is typical.
- Clearly define the behavior so that it can be **counted** or rated objectively.
- Gather data periodically rather than all day if possible.
- Provide the teacher with several options for data collection.

Be sure to communicate regularly with the teacher. If online data entry is required, it must be quick and easy.



# Tier 2 Intervention

- Our standard interventions are Check In Check Out, social emotional learning, meaningful jobs, and mentorship.
- A daily data point is minimum, more frequent is better.
- Campus system supports teachers with data collection and ensures regular progress monitoring by the Tier 2 team (every 2 weeks). A full Student Assistance Team meeting is called when needed.

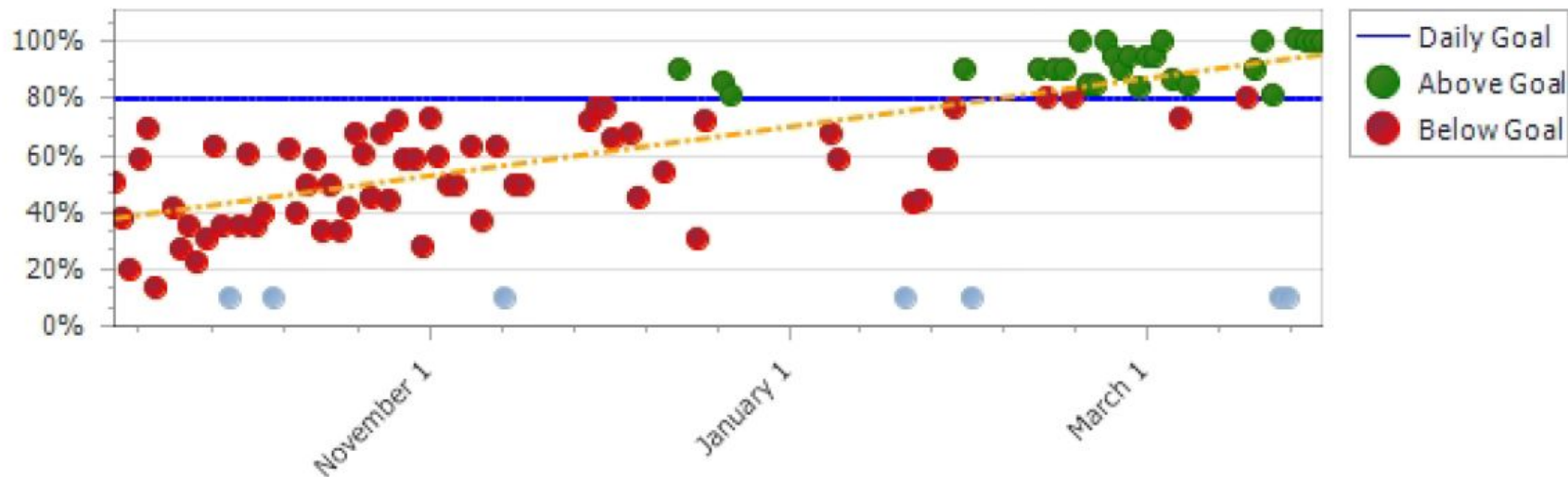


# Key to Success

Data collection and progress monitoring for challenging behavior is frequent and consistent ... because behavior change is often inconsistent, slow, and difficult to detect.

Date Range: 8/13/2018-4/1/2019

## Student Progress Report



Resource: [Connections CICO Software, Garrison, Ancora Publishing](#)

# Tier 3 Intervention

- Our standard Tier 3 interventions include a complete behavior support plan with wraparound services, individualized CICO, PASS\*.
- Campus staff assist teachers by providing very frequent monitoring and data collection.
- Progress monitoring by the Tier 3 team occurs weekly, with a full multi-disciplinary team meeting called when needed, typically once per 1-2 months.
- Behavior staff complete an FBA after any target behavior occurs. This qualitative data is compiled and analyzed along with the quantitative data.

Resource: [PASS: Inclusion for Students with Behavior Disorders, Poole & Caperton Brown, 2009, Ancora Publishing](#)

## Tier 3 Data Examples

Thursday 4/18/2019

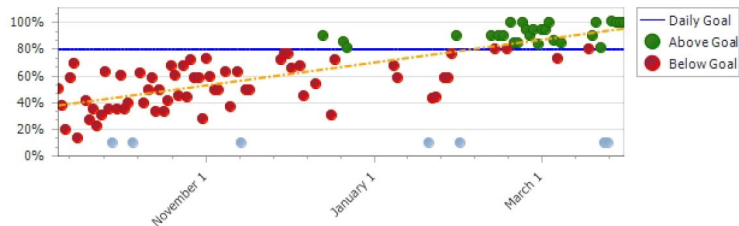
Behavior Rating (see key below)				Self: <u>Classwork Complete</u> requires a daily Y or N, Homework Complete mark only on days due.			Staff Comments/Signature
Schedule	Hospice/U	Responsible and Safe	Helpful, nurturing	Classwork Complete	Homework Complete	Homework Assigned	
Morning Activity	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>			Y N	
Breakfast	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>			Y N	
Reading	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>		<input checked="" type="radio"/> <input checked="" type="radio"/>	Y N	
Writing	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/>	Y N	
Math	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/>	Y N	
Lunch	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>			Y N	
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Dismissal	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>			Y N	

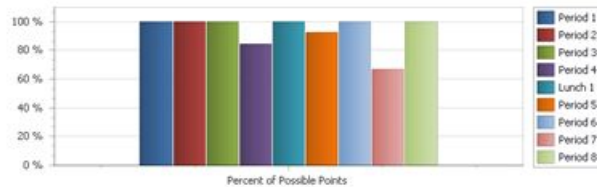
FP1 COORDINATOR LSF-ONLY		Bonus Points		Parent Initials	Parent/Guardian Comments
Parent Signature (Adds 10% to total.)	(Each bubble adds 1% to total.)	Homework Rating: Write the class and title of homework. Include missing points. (For how well it is done, do not check, read.)			
	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/>	<input type="radio"/>			
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	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/>	<input type="radio"/>			
All Homework/Reading Completed (Adds 10% to total.)		Parent/Guardian Signature:			

Date Range: 8/13/2018-4/1/2019

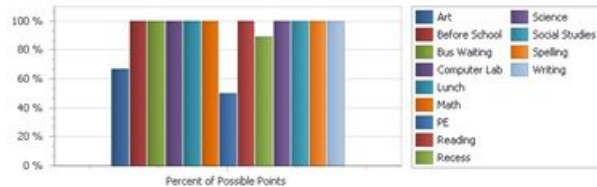
## Student Progress Report



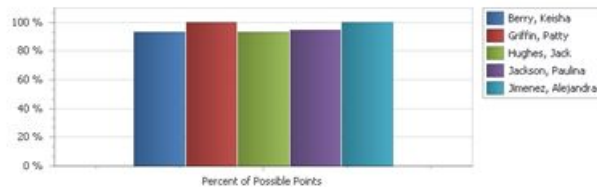
### Class Periods



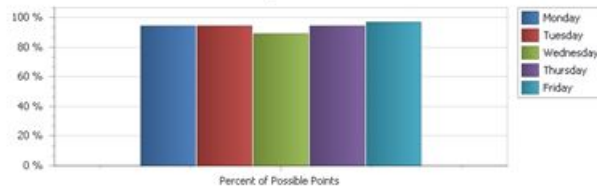
Subject



## Staff



Day of Week



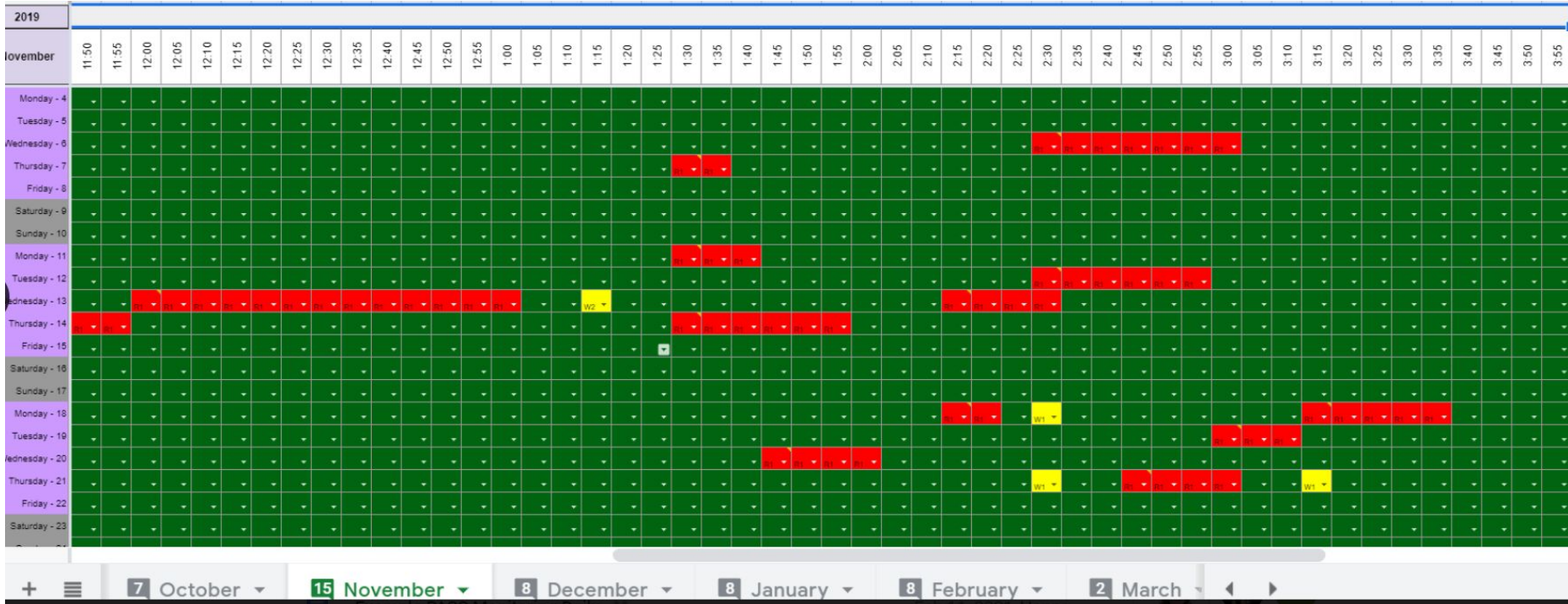


# Key to Success

Put data in a visual format to highlight patterns in behavior - time of day, location, subject area, staff member, even day of the week.

If you can predict it, you can adjust for it

## Tier 3 Data Example



Resource: [PASS: Inclusion for Students with Behavior Disorders, Poole & Caperton Brown, 2009, Ancora Publishing](#)



# Making data collection practical

- **Go old school** - Hard copy, portable tools make data entry online a once-a-week task.
  - Daily behavior cards
  - Clipboard with chart
  - Clicker
  - Masking Tape
- **Utilize technology** - Google forms, QR codes, spreadsheets, and specialized data collection programs help organize and analyze the data
- **Make it accessible** - Pull it all together in one place.

# Old School Tools

## Behavior Counting Form

Intervention: D:  
Data Collection and Debriefing

Student \_\_\_\_\_ Grade/Class \_\_\_\_\_ Teacher \_\_\_\_\_ Week of \_\_\_\_\_

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Thursday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Thursday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Monday																								
1	2	3	4	5	6	7	8	9	10	11														
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11														

Student Nov. 4-8 Grade/Class \_\_\_\_\_ Teacher \_\_\_\_\_ Week of \_\_\_\_\_

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday																								
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Thursday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Nov. 11-15 Goal due date (Goal not met.)

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

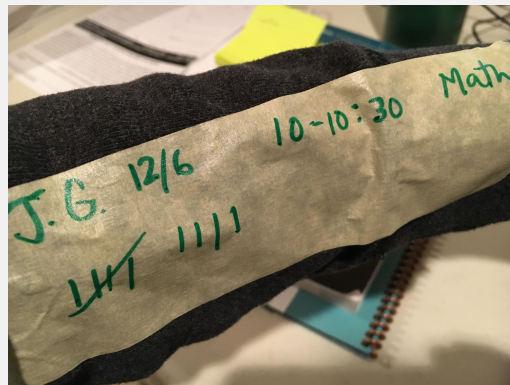
Nov. 18-22

Monday																								
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Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**I am...**

	Caring ~I use kind words and a kind tone of voice.~	Responsible ~I do my work and took care of my materials.~	Honest ~I am truthful.~	Respectful ~I am nice to others.~	Comments
Morning 1	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Morning 2	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Lunch	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	



# Technology Tools



Google Forms



TB

Trudy Bender: To-Dos

Current: Week of 3/01/21

**Self-Check Form for Jordan**

Goals: Jordan shows self-control and asks for help or a break when needed.

\* Required

Class Period \*

☐ Math

☐ Science

☐ English

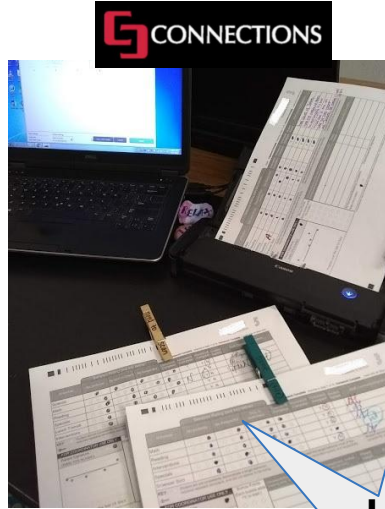
☐ Lunch

☐ Choir

☐ Option 6

Did Jordan meet his goals? 0-No 1-Some 2-YES! \*

☐ 0 ☐ 1 ☐ 2



M.H. Skywalker High School

1

2

3

**Respect**

1

2

3

1

2

3

CLEAR

SCAN TO GIVE 6

OR search for student

**HAVE A  
BACKUP  
PLAN!**

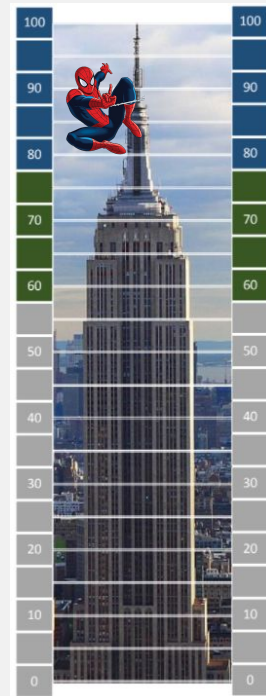


DS	Demo Student: Administration B...		BEHAVIOR PROGRAM Social Emotional Education with Research Based Curriculum - Waco, WISD	2	x/week	20	min		...	
DS	Demo Student: Administration B...		BEHAVIOR STRATEGY Behavior Support Plan - Waco, WISD	Add a note (optional)					...	
DS	Demo Student: Alta Vista		BEHAVIOR MEASURE Check In Check Out Daily Percentage	M	T	W	T	F		...



Behavior tracking alone doesn't constitute an intervention or support

BUT -- collecting data and sharing it with the student is an important part of intervention. Many students are motivated by seeing their progress!





# PROGRESS MONITORING

Don't measure anything unless the data helps you make a better decision or change your actions. If you're not prepared to change your diet or your workouts, don't get on the scale.

— Seth Godin —

# Making PROGRESS MONITORING practical

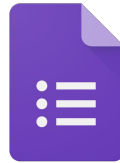
- Structure Tier 2 / 3 teams with a standard meeting time and format.
- Assign roles, especially for data analysis, materials manager, and documentation.
- The coordinator for interventions identifies students that are a priority to discuss any given week.
  - Identify cut points to trigger discussion of entry, adjustment, or exit for intervention programs
  - Gather all needed documentation ahead of time, including intervention fidelity data
- Share progress frequently with students, staff, and parents.

# Key to Success

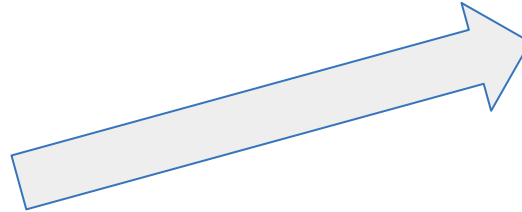
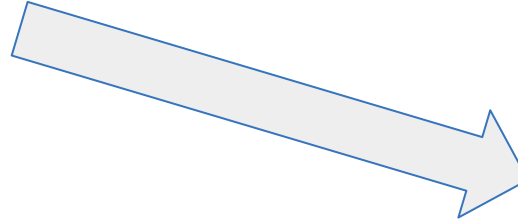
Everything needed to create and document behavior intervention plans, data, and progress monitoring is in one place and is accessible to everyone that works with the student.



*Wraparound Services*



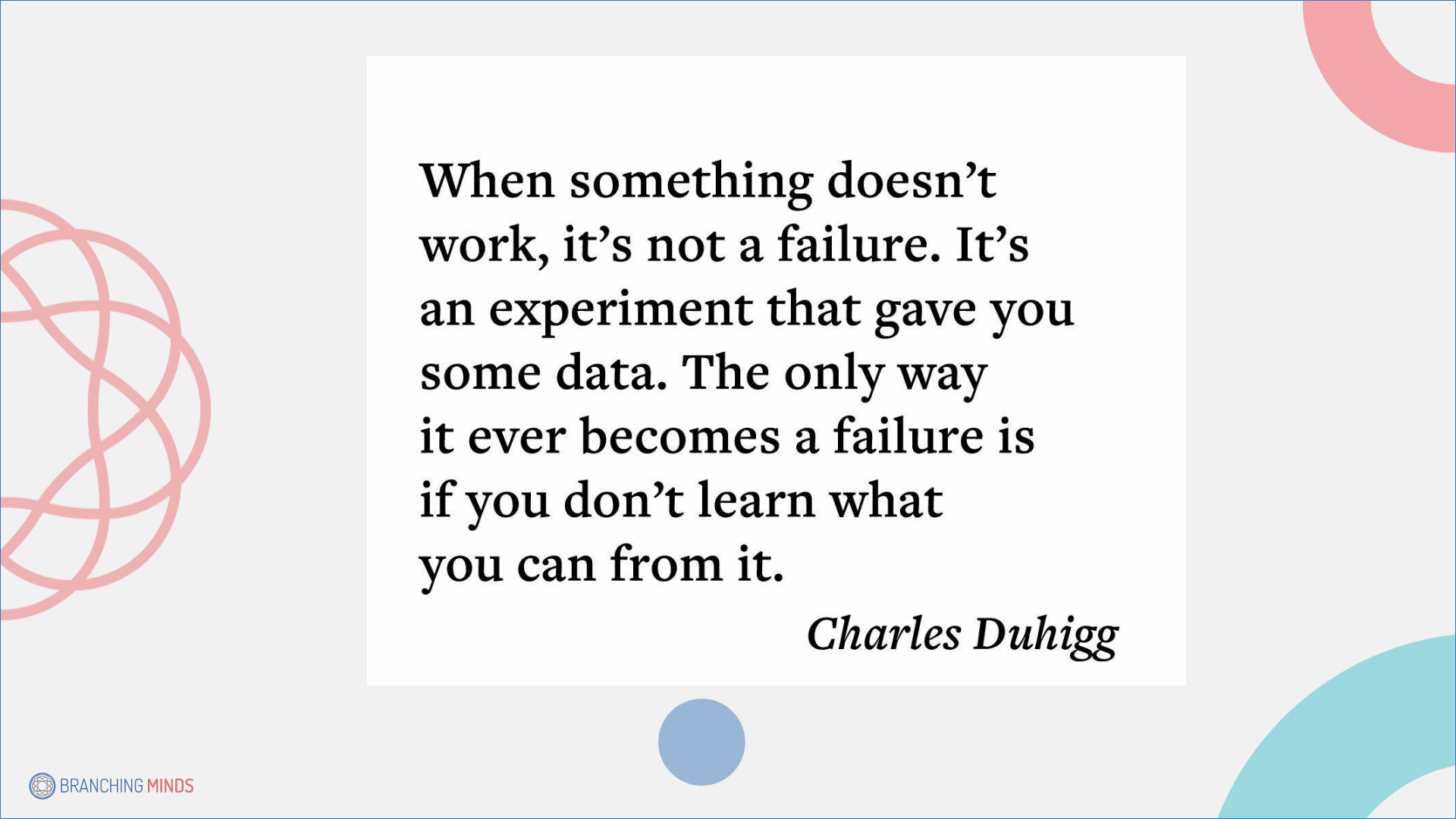
Google Forms



# MTSS SYSTEM



BRANCHING  
MINDS



When something doesn't work, it's not a failure. It's an experiment that gave you some data. The only way it ever becomes a failure is if you don't learn what you can from it.

*Charles Duhigg*

# Behavior Progress Monitoring on Branching Minds



## Behavior

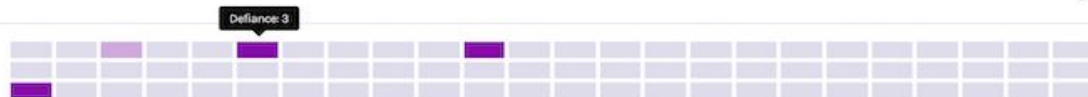
▲ Tier: 3 🎓 Grade Level: 6

2016-2017 School Year (Grade 9) 📄 🗑️ Collapse All

### Background

### Progress Chart

Defiance  
Inappropriate Language  
Physical Aggression



BrM Elementary Weekly Behavior Tracker

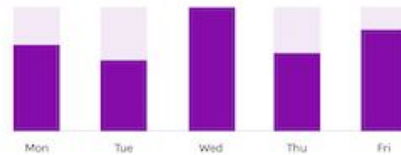


### Behavior Incidents

#### Time of Day



#### Day of Week



#### Location



#### Type of Incident

Defiance



#### Referring Staff Member

Maya Got



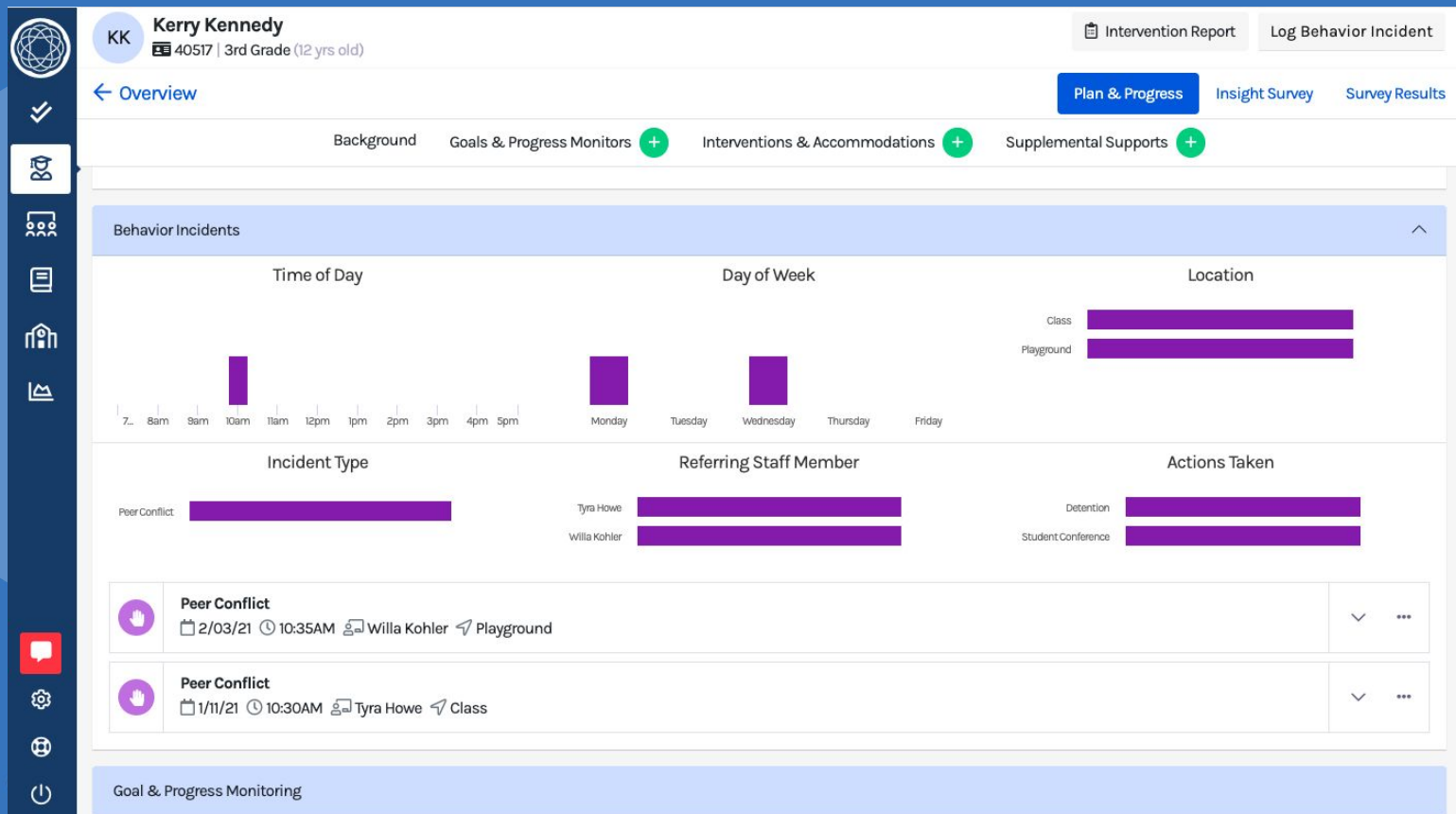
#### Action Taken

Detention

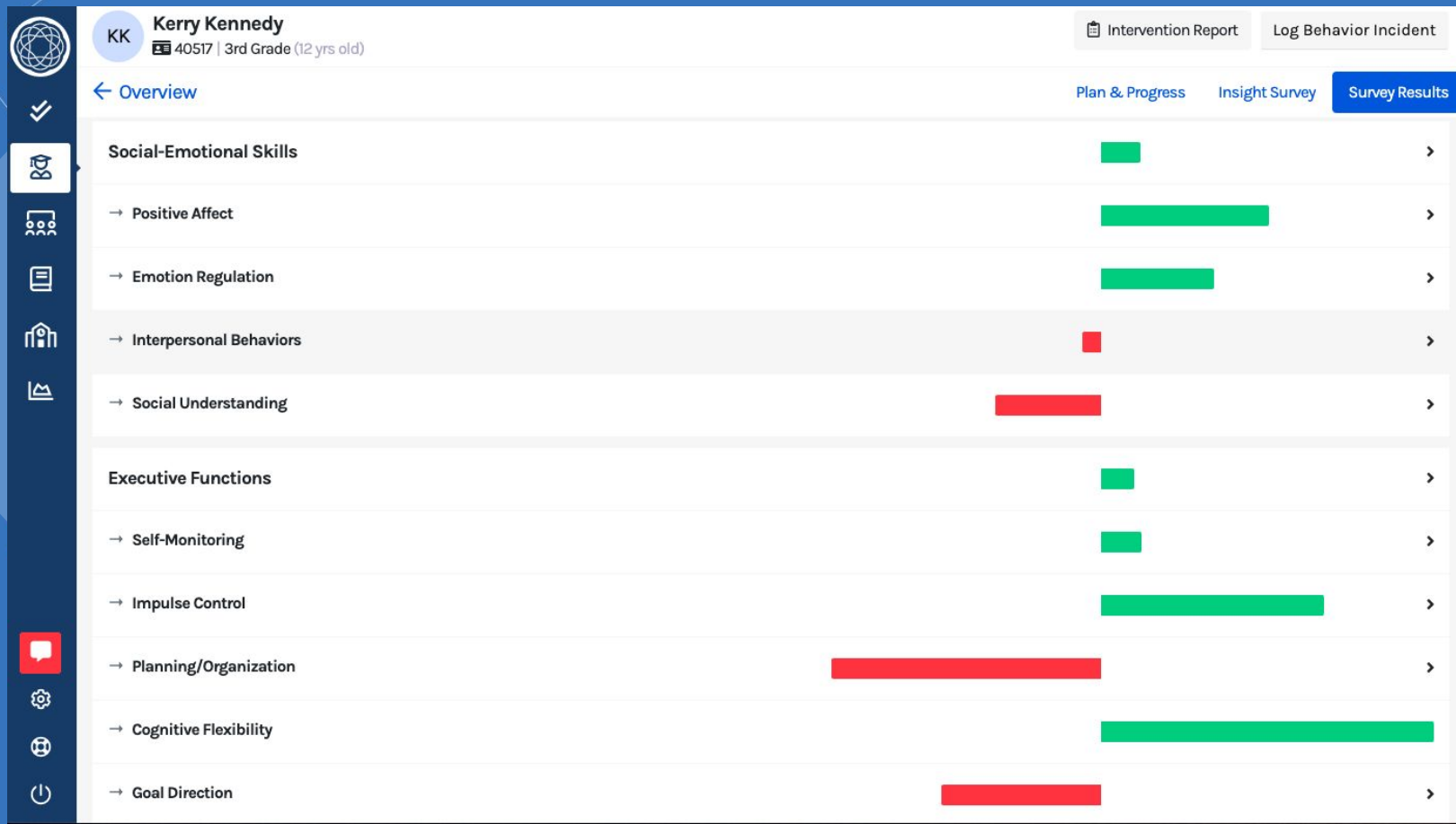




# Review Behavior Incident Data



# Review Insight Survey Results



# Review SECA Results

BRANCHING		Language: EN   ES
SECA		Aug 24, 2020 Global Social and Emotional Competence Score: 2 ^
Measure	Score	
Relationship Skills	1	
Responsible Decision-making	3	
Self-awareness of Emotions	2	
Self-awareness of Strengths and Weaknesses	3	
Self-management of Emotions	2	
Self-management of Goals	3	
Self-management of School Work	3	
Social Awareness	2	

# Develop PM and Intervention Plan

**Behavior Goals & Progress Monitors**

Start Date \*

02/08/2021

End Date \*

03/01/2021

Which assessments/measures will you use? \*

Direct Behavior Rating Scale (Scale, 2 measures)

Goal

80

How to Score

Managing Behavior Measures

Organization \*

Kerry will have all of her homework completed before class, bring all necessary materials to class, and hand in assignments on time

Peer Cooperation \*

Kerry will be able to work with peers in class and on the playground cooperatively without getting into fights or arguments

Who will monitor this behavior? (add class or time optionally)

Tyra Howe


Homeroom

Add another

Who will evaluate the goal outcome? \*

Tyra Howe

**Plan Details**



Program

3-3

Harmony SEL: Problem Solving

Start Week \*

03/01/2021

End Week \*

04/12/2021

Group size \*

One on one

Times per week \*

1

Mins per session \*

30

Delivery Setting

In Class (Teacher)

Modifications (optional)

Please enter modifications, if any

How To Use

Assign to Staff \*

Tyra Howe

# Implement Plan and Enter Data

The screenshot shows a web application interface for managing student data. A modal window is open, titled "How did Kerry Kennedy do on 02/08/21 with...". The modal contains two sections: "Organization" and "Peer Cooperation". The "Organization" section has a text input field with the value "3" and a dropdown menu. The "Peer Cooperation" section has a text input field with the value "2" and a dropdown menu. Below these sections are "Cancel" and "Save" buttons. The background interface shows a list of students with their names and icons, and a table with columns for "Organization", "Peer Cooperation", and "Score".

**How did Kerry Kennedy do on 02/08/21 with...**

**Organization:** "Kerry will have all her homework completed before class, bring the necessary materials to class, and hand in assignments on time"

**Peer Cooperation:** "Kerry will be able to work with peers in the classroom and on the playground cooperatively without getting into fights and arguments"

Measured by Scale

Organization: Homeroom 3 / 5pts

Peer Cooperation: 2 / 5pts

Cancel Save

**Showing 25 To-Dos**

No filters added.

Current: Week of 2/08/21

KK Kerry Kennedy

KK Kerry Kennedy

**Establish Organizational Routines**

10th Grade Reading Support

Student	Icon	Activity	Score	Actions
JA Jeremy Auer	📊	READING PROGRESS MONITORING FAST (English) - Synthesis Comprehension	Score	🗨️ ✓ ...
CB Chanel Bahringer	📊	READING PROGRESS MONITORING FAST (English) - Synthesis Comprehension	Score	🗨️ ✓ ...
AB Ashleigh Balistreri	📊	READING PROGRESS MONITORING FAST (English) - Synthesis Comprehension	Score	🗨️ ✓ ...







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Think  
You're