

**Possible Progress Monitoring Tools**

**1). Behavior Report Card** Level 2/Supplemental/Tier 3 students

- A class-by-class behavior report card will be used to track specific behaviors for Level 2 and 3 students. The report card will be brief (1 minute to fill out and provide feedback to the student) and will be based on teachers' global assessments of that student's behavior during class.
- **ADVANTAGES:** Quick, easy method of daily progress monitoring. Easily adaptable for self-monitoring. More detailed analysis of behavior ratings on a class-by-class basis is possible.
- **DISADVANTAGES:** Lacks information about specific instances of behavior. Global personalized rating is subject to bias and drift.

<b>Behavior Progress Report</b>							
Name: _____				Date: _____			
Intervention Code: _____							
Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow							
<b>Goals:</b>	Class 1	Class 2	Class 3	Class 4	Lunch	Class 5	Class 6
1.							
2.							
3.							
Comments: _____							
_____							
_____							
Parent signature and comments: _____							
_____							

Points Possible: \_\_\_\_

Points Received: \_\_\_\_

% of Points: \_\_\_\_

Goal Achieved? Y N

For more information on these tools, progress monitoring targeted behaviors, or Rtl for behavior, please contact the FL PBS Project:  
[flpbs@fmhi.usf.edu](mailto:flpbs@fmhi.usf.edu)

**2). Behavior Rating Scale** Beginning Level 3/Tertiary Students

- A daily behavior report card will be used, much like the one that is used for Tier 2 students. However, this report card will have individual records for each class – the report card stays with the teacher, and the student checks in with each teacher to see how their behavior in that class was rated on a day-to-day basis. This report card also provides anchors to increase teachers' accuracy when reporting a student's behavioral progress. The rating scale will also provide a more specific estimation of the student's behavior so that it is sensitive to smaller changes in behavior (e.g., it will provide a 5-point rating scale, rather than a 3-point rating scale).
- **ADVANTAGES:** Still quick and easy to fill out. Sensitive to smaller changes in student behavior. Anchors allow for better reliability on day-to-day ratings.
- **DISADVANTAGES:** Training is necessary for staff to use anchors properly; additional training will be needed to avoid drift.

<b>Behavior Rating Scale</b>																					
<b>Teacher:</b>		<input type="checkbox"/> <b>SS</b>		<input type="checkbox"/> <b>2S</b>		<input type="checkbox"/> <b>ICPS</b>		<input type="checkbox"/> <b>GC</b>													
<b>Student:</b>		<input type="checkbox"/> <b>BEP</b>		<input type="checkbox"/> <b>BlyP</b>		<input type="checkbox"/> <b>AM</b>		<input type="checkbox"/> <b>CR</b>													
Behavior	Date:																				
	80-100%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	60-70%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	40- 50%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10-40%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Not observed	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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**3). Behavior Observation Form Late Level 3/Wraparound Students**

- This form records a student's performance in 5- to 15-minute intervals throughout the school day. This is only to be used for students requiring the most intensive services; it is likely that these students will already have additional school personnel supporting them (e.g., para professionals, behavior specialists, etc...). This format allows the most in-depth reporting of a student's behavior, and can be used to maximize the opportunities for reinforcement of a student's behavior.
- **ADVANTAGES:** Provides in-depth recording of student's behavior in small time intervals throughout the day. Can be adapted to reflect individual behaviors and/or interactions. Provides a record of student behavior, not a staff member's rating of behavior. Can be used with multiple or single behaviors. Can be adapted to include daily points and goals, lending itself to self-monitoring.
- **DISADVANTAGES:** Can be time consuming. Training is required of all staff members who will use the form. Can become complicated. Requires staff buy-in and commitment to use.

<b>Behavior Observation Form</b>																
Teacher: _____																
Student: _____																
Goal:		Hrm		Lang Arts1		Lang. Arts 1		Lnch		Math		Sci.		P.E.		History
Follows 2-step directions:		9:00-9:15		9:20-10:10		10:15-11:05		1110-1130		11:35-12:25		12:30-1:20		1:25-2:15		2:20-3:10
Total points earned:		/3		/10		/10		/4		/10		/10		/10		/10
<b>/67</b>																

**KEY:** (+) = Working independently/Appropriately Engaged; (/) = Mostly off-task; @ = uses target social skill;

Rule Violation – specify F= Fighting, A=Aggression, D=Disruption, R=Disrespect/Defiance, M=Destroy materials, L=Language;

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