Tier 3: Intensive Supports

Response to Intervention: Behavior

Tier 3 is only for a FEW students who need more individualized, intensive support in addition to the school-wide supports!

CRITICAL ELEMENTS OF TIER 3
I. Support Systems **II. Functional Behavior Assessment** **III. Positive Behavior Intervention Plan** **IV. Progress Monitoring and Evaluation**

NOTE: In order to provide appropriate Tier 3 supports, RtI teams should refer to the manual, "Addressing Student Behavior: A Positive Approach (Conducting Functional Behavioral Assessments and Developing Positive Behavior Intervention Plans)". Each school should have at least two individuals (school FBA facilitators) who have attended the FBA and PBIP training and received the manual.

I. SUPPORT SYSTEMS

Team Formation

- Tier 3 support teams should be multi-disciplinary and include key personnel who can facilitate a specific student's team in conducting a ***Functional Behavioral Assessment (FBA)*** and developing a ***Positive Behavior Intervention Plan (PBIP)***.
- The team should have a diverse representation of members who know the student best and have a vested interest in positive outcomes. Support teams should include:
    - People who have direct knowledge of the child's behavior and represent personnel charged with implementing the plan (e.g., teachers, therapists, teacher assistants, counselor, other school personnel, etc.)
    - The school should make **considerable** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.
    - School Psychologist
    - One person who has knowledge of and experience in applying behavioral principles, including functional behavior assessments and behavior intervention plans. This role could be filled by the school FBA facilitator, intervention specialist, behavior analyst, exceptional student education (ESE) specialist, guidance counselor, social worker, or other school-based behavioral consultant.
    - One team member has knowledge of the campus and classroom contexts and has the capability of providing resources and making procedural decisions (e.g., administrator).
- At least half of the team members have sufficient training to conduct FBAs and implement Tier 3 supports with fidelity. Each school should have at least 2 school-based FBA facilitators that have received training on FBAs, PBIPs, and Tier 3 progress monitoring.

Team Responsibilities

- Gather information to conduct a Functional Behavior Assessment
- Identify individual behavioral issues through data analysis
- Develop intensive individual interventions and supports (PBIP) based on the FBA hypothesis
- Implement or support implementation of the PBIP
- Monitor the progress of the PBIP
- Assess integrity and intensity of interventions
- Reviews the Tier 3 school process and considers modifications, as needed.
- Administration is responsible for providing all faculty and staff with orientation to the Tier 3 support process. All staff should be aware of their roles in Tier 3 supports.

Collaborative Model

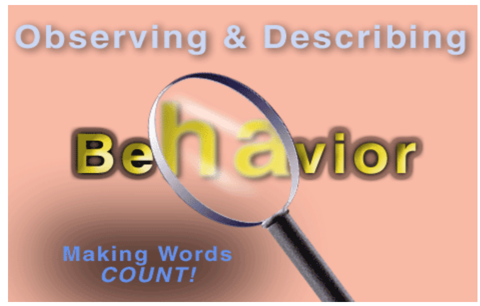
Tier 3: Intensive/Individual Supports are most effective when approached as a collaborative (rather than expert-driven) process. As with other collaborative efforts, building-level administrative support, parental involvement, and student input (when appropriate) are also essential to a successful outcome. Tier 3 interventions most often require change of behavior by the adults more so than the students. That is, adults may need to change features of the environment or context triggering behaviors, teach new skills, and deliver reinforcement differently. To overcome resistance in implementing specific intensive interventions, a collaborative model is adopted that allows and honors teachers as the "local expert" about the individual child and takes into consideration the teacher's input, classroom context and skill capabilities when developing supports.

II. FUNCTIONAL BEHAVIORAL ASSESSMENT

* Refer to the FBA & PBIP manual for more specific information about conducting the FBA. The manual also includes reproducible FBA assessment forms.

A **Functional Behavioral Assessment (FBA)** (see Tier 3 Resources) is a comprehensive and individualized, problem-solving process that addresses challenging behavior. It incorporates a variety of techniques and strategies to gather information as a means of understanding the specific reasons for the student's problem behavior and how a student's behavior relates to or is affected by his/her environment. An FBA looks beyond the form of the behavior (i.e., what the behavior looks or sounds like), and focuses on identifying what causes and maintains the behavior (i.e., the function). This type of assessment leads the observer beyond the "symptom" (the behavior) to the student's underlying motivation (escape, avoid, or gain something).

Step One – Identify the Problem Behavior



What behavior do we want to change?

- Before an FBA can be conducted, the team must pinpoint the behavior causing learning or discipline problems. The team must **identify the behavior** that needs to change.
- Once the behavior of interest is identified, the team must create a **behavioral definition**. A behavioral definition is a statement that specifies exactly what behavior to observe.
  - The definition should be in specific terms that are easy to communicate and simple to measure and record. If the behavioral definitions are vague, it can be difficult to determine appropriate interventions.
  - Precise definitions lead to accurate data collection, reliable measurement, and confidence in educational decision making. Enough detail about the behavior is provided so that anyone observing the student would recognize its occurrence.

Step Two – Gather Sources of Information

Functional Information

- Members of the behavioral support team gather information through a variety of sources including:
  - Review of existing records;
  - Interviews (school personnel, parent, student);
  - Behavioral rating scales or questionnaires;
  - Skill checklists; and,
  - Functional assessment observation of patterns, antecedents, contexts, and consequences (A-B-C data or scatterplots).

Baseline Data - At what level does the target behavior exist (e.g., frequency, duration, etc.)?

- Baseline data is information gathered about the target behavior before a program begins. It is used later to provide a comparison for assessing the success and progress of subsequent interventions. In addition to collecting data on the targeted student, the FBA should also collect comparative data on one or more other students.
- It is recommended that the observer start collecting data as soon as the FBA process begins. That way, the team will have at least 3- 5 days of data, or more, to gather a baseline average.
- Data collection from this point forward must be a continuous, ongoing process. The data collection method chosen for baseline will also need to be used as an evaluation tool in the PBIP to determine the effectiveness of the interventions. Refer to ***IV. Progress Monitoring and Evaluation*** for more information on progress monitoring tools.

Required Sources

Although multiple sources of information are recommended, the following sources are required when completing an FBA:

1. Record Review
2. Structured interview with the parent or family member
3. Structured interview with a teacher, support provider, or administrator.
4. Two functional assessment observations (one observation must be from someone outside of the classroom)
5. Baseline data

Step Three – Summarize Assessment Data

What circumstances or events are likely to trigger or influence the behavior?

The team summarizes the information gathered in Step 2 to determine relationships between the student's behavior of concern and aspects of the environment. The team identifies the following:

- Student's strengths and skills
- Setting events (e.g., variables that appear to be affecting the person's behavior)
- Antecedents (e.g., certain events or situations that trigger the behavior; when, where, with whom the behavior is most/least likely to occur)
- Consequences (e.g., what happens following the behavior? What do they get or avoid?)
- Previous interventions
- Student preferences and reinforcers

Step Four – Formulate Summary Statements

What function does the problem behavior serve? Is the problem behavior a performance deficit or a skill deficit? What replacement behavior should be taught?

WHAT IS "FUNCTION?"

Function refers to why the student is demonstrating the behavior.

Hypothesis Statement

- The hypothesis includes the **antecedents** or contextual events predicting the occurrence of the behavior, the definition of the **behavior**, and the **function** or purpose that it serves.
    - Antecedents include both immediate environmental triggers (e.g., demand to do a non-preferred task) and setting events or triggers that are removed in time from behavior occurrence but act as a trigger.
    - There are two basic functions all behaviors serve. Students are either (a) trying to get attention, sensory input, activities, tangibles or (b) they are trying to avoid or get away from attention, sensory input, activities, tangibles, etc.

"When the teacher is providing instruction, Hannah will yell out during class in order to gain peer attention."

Replacement Behavior

- Once a hypothesis is determined, the team must determine the appropriate behavior they want to teach the student and/or reinforce.
- The replacement behavior is a more acceptable behavior that replaces the inappropriate behavior, yet serves the same function (e.g., ways to gain peer approval through positive social initiations; ways to seek teacher attention through non-verbal signals).

"Rather than yell out during class, I want Hannah to participate in group instruction by raising her hand in order to gain peer attention appropriately."

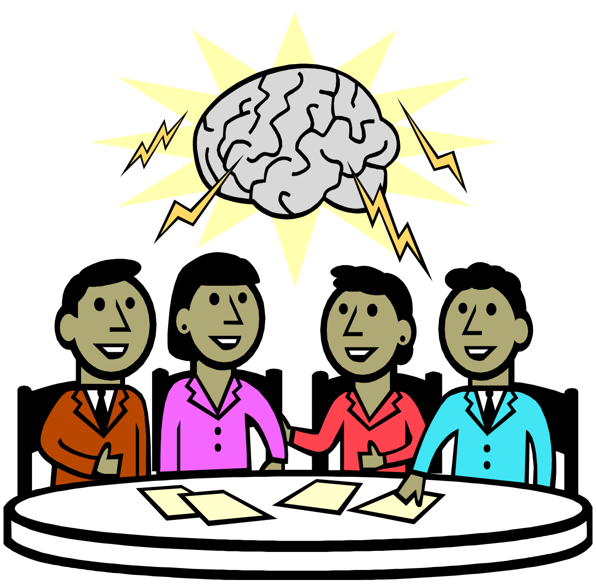
Who should receive an FBA?

Best practice suggests that an FBA be conducted for any student whenever behavior appears to be significantly interfering with the learning process and well before behaviors reach crisis proportions. Although used largely with ESE students, an FBA and PBIP can play a major role in explaining and redirecting the academic and social behaviors of all students, including students with a 504 plan and general education students. Students with problem behaviors that show inadequate response to intervention at Tiers 1 or 2, or those who need immediate intensive interventions, typically warrant an FBA.

When should an FBA be completed?

In general, an FBA and PBIP should be completed when a student's behavior is sufficiently disruptive that it interferes with his or her learning or the learning of others. It is a recommended best practice to complete an FBA before a behavior issue escalates to a point where discipline procedures such as suspension or expulsion are used. School personnel generally should introduce one or more classroom and/or Tier 2 interventions before seeking to initiate the more complex, and often time-consuming, process of an FBA. A formal assessment usually is reserved for serious, recurring problems that do not readily respond to intervention strategies, or classroom management techniques and impede a student's learning, or are ongoing.

Who should complete an FBA?



Persons responsible for conducting the functional behavioral assessment will vary from school to school, depending upon the supports available at the school. To coordinate the effort, each school should have at least two individuals to serve as school-based FBA facilitators. The facilitators should have knowledge and experience conducting an FBA. They will provide assistance and support to the team members during the FBA process. However, a facilitator is no more responsible for the evaluation and implementation than any other team member. With training and support, many components of the assessment can be conducted by individuals on the student's team. In addition, anyone who knows the student or has direct knowledge of the situation and/or is a direct contributor to the situation should participate in providing information for the FBA.

III. POSITIVE BEHAVIOR INTERVENTION PLAN

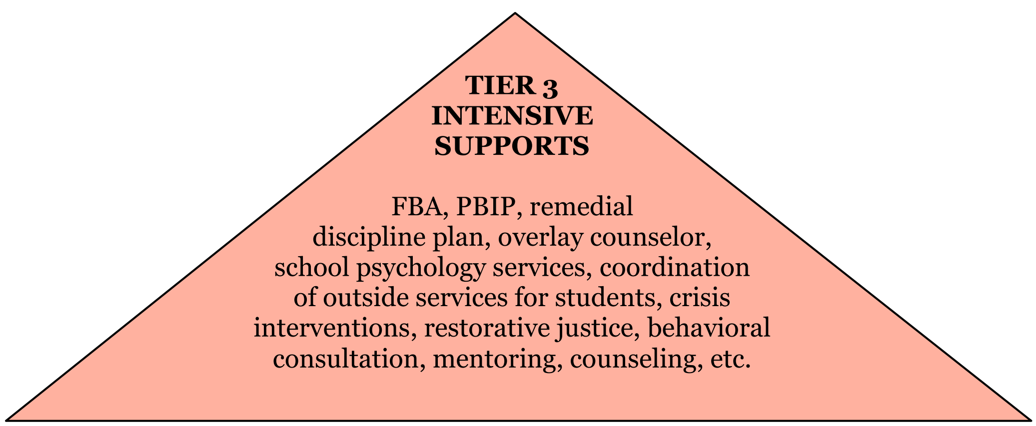
* Refer to the FBA & PBIP manual for more specific information about developing a PBIP. The manual also includes a Behavior Intervention Guide with examples of individualized interventions.

A **Positive Behavior Intervention Plan (PBIP)** (see Tier 3 Resources) is a specific plan of action that designs effective positive behavior interventions to teach the student more acceptable behavior(s) to replace the inappropriate behavior. The purpose is to teach the student more appropriate behaviors that meet the same function, or purpose, as the inappropriate behaviors previously exhibited. When a PBIP is implemented, progress monitoring (data collection) occurs to determine if there are reductions in the inappropriate behavior and increases in the appropriate behavior(s).

In order to develop a more effective and efficient behavior intervention plan, the team members should determine interventions based on information gathered during the FBA. Intervention plans based on an understanding of "why" a student engages in problem behavior are extremely useful in addressing a wide range of problem behaviors. The PBIP includes a combination of multiple interventions based on the student, teacher, and environmental needs and linked to each element of the hypothesis statement (e.g., antecedents, behavior, function).

Levels of Tier 3

As a student moves along the third Tier of intervention and support, schools will want to continue to use the guiding principle of matching services, time, and resources to a student's demonstrated need. The Tier 3 approach should include procedures that allow a continuum of strategies to match the complexity of the student's needs, ranging from simple, single-element interventions to complex, multi-component interventions. Students with severe behavioral or mental health issues may require a "wraparound" approach that supports a school, family and community team collaboration. This process includes person-centered planning and other approaches aimed at broadening the support provided to students with more complex needs.



Step One – Develop Interventions and Strategies

Does the intervention match the hypothesis/function of the targeted behaviors?

Prevention Strategies

- What strategies can we implement to prevent the problem behavior from occurring and to facilitate success?
- These strategies remove the "trigger" or modify the environmental context to make problem behavior irrelevant (e.g., change in environment/setting, instruction methods, and visual strategies).

Teaching Appropriate Behavior

- Determine the replacement behavior - A behavior that is either incompatible to the target behavior or will serve the same purpose (function) as the target behavior, but in a more appropriate way.
- Determine any other appropriate skills that will be taught - These are behaviors that may not necessarily serve the same function as the inappropriate behavior, but are critical for facilitating success.
- Determine the strategies for teaching the appropriate behaviors - The team should determine types of teaching strategies (e.g., direct instruction, modeling, opportunities to practice, immediate feedback, etc.) to ensure the student learns the appropriate behaviors chosen.

Increasing Appropriate Behavior

- Identify reinforcers - A reinforcer is something that is given <u>after</u> the occurrence of behavior that results in an increase in the behavior. The team must determine reinforcers that can be used to motivate the student to engage in the replacement behavior and other appropriate behaviors.
- Determine reinforcement procedures - Reinforcers should only be delivered contingent upon the occurrence of appropriate behavior. They should never be used as a bribe to get the student to behave appropriately. They are only delivered if the student already exhibited an appropriate behavior. There are many different methods to deliver reinforcers. The team must decide what procedures they will use to reinforce the appropriate behaviors.

Decreasing Inappropriate Behavior

- Determine prompts/redirections - Describe any verbal or visual prompts and redirections that will be given when the behavior occurs.
- Determine procedures for changing the way others respond to problem behavior so that it no longer is effective in getting the desired outcomes (i.e., get or escape/avoid).
- Determine possible environmental arrangements - Describe any environmental strategies that may occur in an effort to decrease the behavior.
- Determine last resort strategies – If the problem behavior persists despite least restrictive interventions, what interventions will occur to eliminate the disruption.

Crisis Plan

- Tier 3: Intensive/Individual Supports is a process that takes time to be effective. When severe episodes of problem behavior occur, it is important to provide a rapid response to ensure the safety of all involved and produce a rapid de-escalation of the behavior.
- If the student's behavior is severe enough to cause harm to themselves or others, a crisis plan must be written in the PBIP to address a severe or dangerous situation.
- The teams should spell out the conditions under which a crisis/emergency plan should be used.
- This plan should also include the exact procedures that participating team members should use if these conditions occur.

NOTE: When a student receives Tier 3 supports, he or she will continue to utilize supports that are offered as part of Tiers 1 and 2. However, schools may have to amend how those supports are utilized based on the Tier 3 problem-solving process and ongoing progress monitoring information.

Step Two – Determine Progress Monitoring Procedures

Based on baseline data and information gathered during the FBA, the PBIP should include measurable goals to assess the rate of progress. The goals should be reasonable, but still be indicative of significant improvement. There should also be documentation of the student's response to implemented interventions plus documentation that the PBIP was consistently implemented as designed. Refer to section ***IV. Progress Monitoring and Evaluation*** for more information.

Step Three – Implement and Support the Plan
Is the Behavior Intervention Plan likely to be implemented with fidelity in the classroom?

In order for the PBIP to be implemented as designed, an intervention plan should be developed to ensure all components of implementation are addressed.

- Determine training needs - All participating members should be trained on the procedures in the PBIP, including the interventions, strategies, and progress monitoring procedures. The intensity of training should depend on the level of knowledge of each participant.
- Determine material needs - The team may need to make materials before certain interventions can begin, such as data collection sheets, reward systems, or visual strategies (e.g., schedules, prompts, signs) before the plan can begin. A list of materials and resources should be made and team members should be assigned responsibilities to prepare the materials.
- Determine any environmental arrangements - Specific changes to the environment may be necessary to promote success, such as seating arrangements, removing distractions, de-cluttering the room, moving furniture, etc.
- Determine how the PBIP will be implemented – Who will implement? How often? Locations?

Step Four – Monitor the Effectiveness of the Plan
Once a PBIP is developed, the team should continue collecting progress monitoring data and summarize/graph the data. Progress notes must be completed at the mid 9-week and end of 9-week mark each academic quarter. Based on data and progress, the team determines if revisions are needed. Refer to section ***IV. Progress Monitoring and Evaluation*** for more information.

Who should receive a PBIP?
All students can benefit from the use of consistent positive behavior interventions and supports. Like the FBA, a PBIP is strongly recommended for any student whose behavior regularly interferes with their learning or the learning of others – and preferably be done before the behavior requires disciplinary actions. Positive proactive intervention plans that teach new ways of behaving will address both the source of the problem and the problem itself.

When should we develop a PBIP?
It should be developed only if a current FBA exists on the target behavior and baseline data is collected. If an FBA has not been conducted, the team must conduct the FBA and then develop the PBIP using the information obtained during the assessment. If an FBA already exists, the team must determine if the information is still accurate and valid for the current behavior. It is a recommended best practice to complete an FBA and PBIP before a behavior issue escalates to a point where discipline procedures such as suspension or expulsion are used.

Who should implement the PBIP?
Persons responsible for implementing the PBIP will vary according to the student's needs and the supports available at the school. When developing the PBIP, the team will determine the persons responsible for implementing and monitoring the PBIP. Participants usually include the teacher(s), intervention specialist, and support staff that interacts with the student daily. However, the team may want to consider training other participants, such as the guidance counselor, bus driver, cafeteria staff, parents, and administrator(s). The parent/guardian at home should also be significantly involved with the implementation of the PBIP, as the connection between school interventions and home support can help ensure the student's behavioral success. The individuals at the school who serve the role of FBA Facilitator should also provide assistance and support to the team, as needed. However, a facilitator is no more responsible for the implementation of the plan than any other team member.

IV. PROGRESS MONITORING & EVALUATION

* Refer to the FBA & PBIP manual for more specific information about data collection at Tier 3. The manual also includes a Data Collection Guide and reproducible data collection forms.

Step One - Intervention Fidelity Procedures

At Tier 3, fidelity of intervention implementation continues to be an important consideration for the school team. The school team will need to assess whether interventions are being done as often as necessary and as completely as necessary. Without clear measures of fidelity at Tier 3, it is impossible to assess a student's response to intervention. If the student's behavioral data indicate "no improvement," we must be able to determine if the lack of progress is due to insufficient interventions or to lack of intervention fidelity. This will help determine if interventions should be revised or if training and supports need to increase.

Examples of fidelity procedures:

- "Self-check" or checklist to correspond with each component of an intervention
- Implementation rating scales
- Walkthroughs or observations
- Written scripts or lists that detail the responsibilities of each individual participating in implementing the plan
- Student reports about the strategies and interventions
- Review of intervention products (e.g., data collection sheets, completed token economy sheets, reward charts, behavioral contracts)

Proactive Strategies to Ensure Intervention Fidelity
• Be very specific when writing the interventions and strategies. • Document the individuals responsible for implementing the interventions. • Involve the teacher in developing the interventions and ensure that he/she agrees that the plan matches the context of their classroom and can be implemented. • Provide training on the PBIP interventions to all personnel implementing the PBIP. • Provide follow-up technical assistance support to the teacher to help sustain intervention implementation and also make available opportunities to brainstorm and troubleshoot problems.

See ***Intervention Fidelity across the Tiers*** for samples of Tier 2 Intervention Fidelity Forms.

Step Two – Progress Monitoring Procedures

In order to evaluate the effectiveness of the intervention plan, the team must collect behavioral data to accurately measure changes to the target and replacement behaviors. By collecting and analyzing data on a systematic basis, the team will be able to clearly determine whether the program has produced, or is producing, the desired change in behavior. The use of data also promotes consistent communication to all parties involved (e.g., school and home) on the progress of the interventions, rather than relying on verbal reports and subjective opinions. Only with data can the team accurately assess and document progress with the PBIP and determine if the interventions should be modified or if more supports are necessary.

Type of Data Collection Method

The team must decide which method of data collection will be used. The data collection method and observation tools depend on the identified challenging behavior. The type of behavior, strength of behavior (e.g., intensity, frequency, duration), and context of the behavior (e.g., when and where it occurs) should be considered when deciding on a data collection method.

Refer to ***Choosing a Data Collection Method*** Tool (in Tier 3 Resources) for assistance in determining the most appropriate method.

Data Method	Description
Frequency/Rate	Counts the number of times a behavior occurs in a specific time period.
Duration	Documents the length of a behavior by recording the time the behavior begins and ends.
Percent of Intervals	Determines how behaviors are distributed across an observation by dividing the observation period into a number of smaller time periods or intervals, observing the student throughout each interval, and then recording whether the behavior occurred or not in that interval.
% of Opportunities or % Correct	Determines how often the behavior occurred when given the opportunity to engage in the behavior.
Latency	Documents how long a student takes to begin performing a particular behavior once the opportunity has been presented.
Time Sampling	Determines how behaviors are distributed across an observation by determining small samples of time (30 seconds) within larger intervals (5 minutes), observing the student during the small sample, and recording whether the behavior occurred or did not occur within the small sample of time.
Permanent Product	Selecting a product or result that indicates the occurrence of the target or replacement behavior and recording if the product is or is not produced.
Rating Scales	Assigning a value to each rating scale (1=0-3 incidents, 2=4-6 incidents, etc.) and providing a rating during small intervals of time.

<u>Data Collection Procedures</u>

- **Frequency of Data Collection:**
  At this stage, more intensive progress monitoring techniques should be applied. To provide valid and reliable information regarding a student's performance, Tier 3 progress monitoring must be done with greater frequency (i.e., daily) and with more detailed information gathered (e.g., specifics rather than teacher perceptions). If data is not collected accurately or reliably, the team may conclude that a procedure is working and continue it when in fact it is ineffective and should be modified. On the other hand, the team may also conclude that a procedure is not working and terminate it when in fact it was effective and should have continued to produce greater effects.
- **Comparison Peer Data:**
  Data should be collected occasionally (1-2 x week) on a comparison peer to provide information about how the student compares to peers. The purpose of comparison peer data is to investigate whether a student's behavior is noticeably different from other students in their class. If many students are struggling academically and behaviorally in a classroom, there are likely to be systems or classroom issues that need to be addressed before more intensive interventions are considered.
- **Feasibility of Data Collection:**
  The intensive progress monitoring requires additional amounts of staff time than Tier 2 progress monitoring methods; however, by this stage of the intervention process, the student's behavioral difficulties have been shown to be persistent, and may also be intense, and the additional time and resources would be warranted. However, the complexity of the progress monitoring cannot surpass the ability of the classroom teacher to measure behavior of one student while attending to the academic and behavioral needs of the entire class. The teacher or observer should review his/her resources and daily schedule to determine what data collection systems are feasible and can be implemented successfully.

Step Three – Evaluate the Data

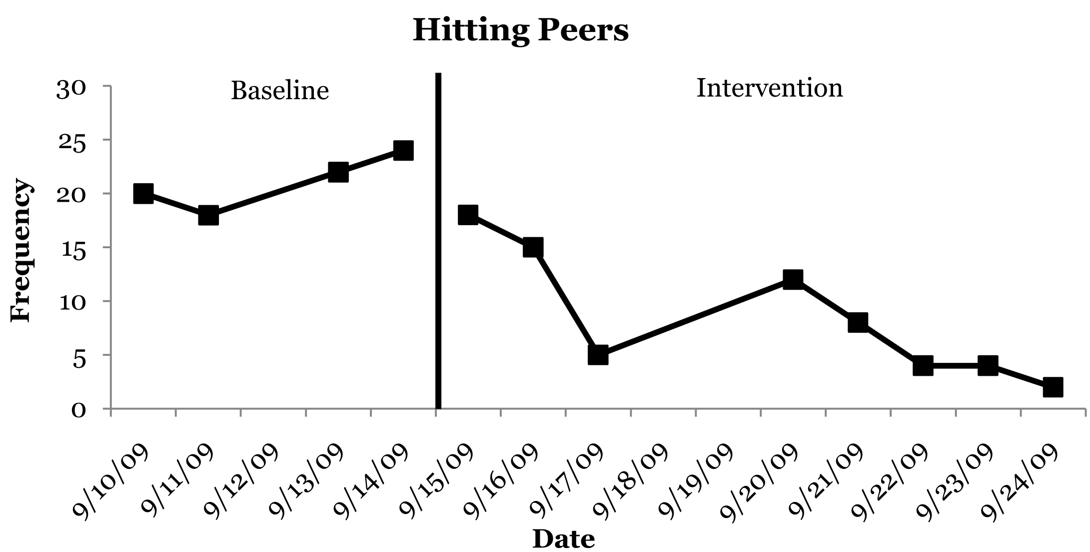
Data Summary and Analysis

Once the PBIP is implemented, behavioral data collection should be on-going and continuous. However, for the data to be useful, the information gathered must be summarized and easily readable.

- Raw data from a data sheet can be difficult to interpret, especially when more than one individual is sharing the information.
- It is recommended to make time to summarize the data at least **weekly**. However, it may be beneficial to take a few minutes at the end of each day to quickly summarize and review the daily data to identify anything that might need to be addressed the next day (e.g., What seemed to go particularly well and what can we draw from that to make other activities more successful?).
- At **least 10 days of data** must be collected before considering modifications or changes to the student's type of support.

Graphing the Data

- Provides an easy, systematic way of displaying information about the target behavior.
- Displays the data in a format that is meaningful and teacher friendly.
- Allows the teacher and team to monitor the progress of the student and provides necessary data to make decisions about intervention effectiveness.
- Evaluates the data for trends by focusing on systematic and consistent increases or decreases in the data. Trends are defined as 3 or more data points in the same direction.



- Graphing can often be time consuming if the person does not have the ability or skills. However, creating graphs can also be easy and quick, depending on the method chosen. The following are different methods for graphing behavioral data.
  - Graph by hand – Graphing Paper
  - Microsoft Excel
    - http://www.uvm.edu/~cdci/tripscy/archivepdr/Creating_Excel_Line_Cht07.pdf
    - http://bcoe.kennesaw.edu/7720/JimData_Presentation.ppt
  - Free on-line graphing websites
    - Chart Dog: http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
    - Create a Graph: http://nces.ed.gov/nceskids/createagraph/
  - ABC Graphs (Download or CD): http://www.abcgraphs.com

<u>Making Data-Based Decisions</u>

Once progress is assessed, the team must determine if any changes need to occur in the student's behavioral supports. The team should only make decisions that are guided by data and the level of progress towards the desired goal. The following are actions that can be taken by the team to better support the student and the PBIP.

- Continue Plan as Written
- Review FBA hypothesis
- Revise Current Intervention(s)
- Add Intervention(s)
- Remove Intervention(s)
- Fade Out Intervention(s)
- Discontinue Plan

Important Questions to Consider when Making Decisions
• Have there been gains in new skills to enable the student to meet his or her needs in a socially acceptable manner? ○ If there has been little or no increase in new skills, what can be done to enhance acquisition?
• Have there been reductions in the student's problem behavior? Are these reductions satisfactory? ○ If there has been little or no decrease in problem behavior, are there sufficient increases in new skills? What can be done to better enable the student to decrease problem behavior?
• If there has been little positive development of new skills and/or decreases in problem behavior, has the team: ○ Implemented the support plan in a consistent manner? ○ Reevaluated the FBA hypotheses and PBIP interventions and support strategies?

<u>Completing Progress Notes</u>

The PBIP must be reviewed and formally documented on the ***Positive Behavior Intervention Plan Progress Note*** (see Tier 3 Resources). The PBIP must be <u>reviewed and documented at the mid 9-week and end of 9-week mark of each academic quarter</u> to ensure that the strategies that are in place are appropriate and that the student is making progress. However, data can be reviewed or the team can meet at **any time** to determine the student's progress. The progress note requires the team to summarize weekly averages of the data collected, determine progress or lack of progress with the target and replacement behavior, and determine an action to take in order to ensure continued success or to promote behavioral success. These progress notes must be <u>distributed to the teacher(s), student's cumulative folder, and the parent</u>.