



A Six-Step Protocol for Engaging Students in Progress Monitoring

[Slide 1- A Six-Step Protocol for Engaging Students in Progress Monitoring] Tessie Bailey:

Welcome to today's webinar, A Six-Step Protocol for Engaging Students in Progress Monitoring. Today's webinar is hosted by the PROGRESS Center at the American Institutes for Research, or AIR. We are an Office of Special Education Programs funded center, aimed at promoting progress for students with disabilities.

[Slide 2- Why We Do What We Do] Tessie Bailey: My name is Tessie Rose Bailey, and I'm the director of the PROGRESS Center. The Center was actually developed in 2019 in response to the Endrew F. Supreme Court Decision from 2017 and that case states that individualized education program or the IEP must be reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

Under the IDEA, the IEP serves as the foundation for promoting progress for students with disabilities. Today's session provides a standardized approach for monitoring student progress towards annual IEP goals. It can also be used to support progress monitoring for students receiving supports through your tier 2 or tier 3 systems.

[Slide 3- Promoting Progress for Students With Disabilities] Tessie Bailey: Now, just a little bit about the center. To ensure free appropriate public education, commonly referred to as FAPE, and improved outcomes for students with disabilities, the PROGRESS Center supports local educators in both the development and the implementation of high-quality educational programming.

We know that a well-designed program begins with an IEP that provides the supports and services necessary to promote progress towards ambitious annual goals. We also know for students to benefit, we have to ensure a high degree of fidelity to that program using evidence-based and high leverage practices.

Today's webinar is part of a larger series of trainings and resources that we have available to support local educators in implementing well-designed programs.

[Slide 4- Poll] Tessie Bailey: Now, we'd like to start off today with a short poll. We want to know a little bit about you. So take a moment and click on one of the boxes to let us know what's your current role that's led you to learn more about this particular service. I can see the poll indicates we're talking about statement of special education services and aids, but really we're talking about progress monitoring protocol for engaging students.

Just select one of those. If the fourth one is, you're not fitting into one of the first three buckets, just put in the chat box what your current role might be. I see some researchers, some graduation coaches. Higher education. Hi, Mitch. RTI coordinators.

Looks like we have a lot of administrators on today's call and an equal amount of special education and general educators. If you look in the chat, you'll see that we have all types of roles accessing today's information. A lot of folks who look like they'll take this and share it with their local educators. Thank you so much.

[Slide 5- Meet the Presenters] Tessie Bailey: So I'm excited to get us started today. We have two amazing presenters, Dr. Jenlyn Furey is an associate professor of school psychology at the graduate program at Rhode Island College. And then we have Dr. Susan Loftus-Rattan, and she is an assistant professor of school psychology in the graduate program at Duquesne University.

Now, if I made any errors in pronunciations, they'll correct those for me when I pass it over. So join me in welcoming our presenters today.

[Slide 6- Objectives] Susan Loftus-Rattan: Hi. Thank you so much. Thank you for that introduction. I'm so happy you all joined us today to hear more about actively involving students in progress monitoring. So thank you very much.

I'm going to start off by talking about our objectives for this webinar. So we're going to start off by kind of reviewing some of the research around progress monitoring and particularly involving students in that through providing performance feedback and engaging students in shared goal setting.

Then we're going to introduce you to a six-step progress monitoring routine that we created to help educators be able to provide this type of feedback and work with their students in a way that is organized and simple to use but includes a lot of good research-based components.

Then we will talk about how you can evaluate outcomes if you do implement this routine at your school, and we'll talk about both academic outcomes and social-emotional outcomes. Then we'll share some resources that could help you along if you are implementing this that you can take a look at moving forward.

[Slide 7- Agenda] Susan Loftus-Rattan: Here's the agenda for today, how we will reach the objectives we have. Most of the time will be spent on step 2, taking you through the protocol step-by-step, providing instructions on how you would implement it, and giving you examples of what that would look like.

After we're done with our presentation, we will be happy to take any questions you have. So as Tessie said, please put those questions in the Q&A box, and we will try to get to as many of those as we can.

[Slide 8- MTSS and Progress Monitoring] Susan Loftus-Rattan: First, I want to give a little bit of an overview of MTSS and progress monitoring. So many of you are probably very familiar with MTSS, but MTSS stands for multi-tiered system of supports. It is a framework that focuses on prevention and intervention for -- we're going to focus on the academic side of things, but it can also be applied to behavior and social-emotional kinds of functioning.

We think about our progress monitoring protocol as a part of MTSS as well as a way to support students who have IEPs and working towards those goals. It helps students who are at risk and struggling a little bit and those students who are already identified as having a disability and working on IEP goals.

So this visual here shows some of the main components of MTSS and how they work together. I'll start off briefly talking about screening, which we won't put a lot of emphasis on today, but that's a really

important step in the MTSS framework, where we're identifying those students we're concerned about who may not be meeting the benchmarks that we have set for them.

That helps us put those students in line with services that will help them. So putting interventions in place that match up with their need.

And the great thing about MTSS is we don't just put students in interventions and hope for the best see you at the end of the year kind of thing. We want to check in on them regularly to make sure whatever instruction or intervention they're receiving is actually benefitting them. So that's where progress monitoring comes in.

So progress monitoring is assessing students frequently, typically using curriculum-based measures or CBMs, so that we can make a determination of whether or not the intervention that they're receiving is working or if we need to make any adjustments in intensity or adjustments in the content that they're receiving. So that we're using that data-based decision-making so crucial to MTSS.

So we use CBMs because they are perfect for progress monitoring for several reasons. One is that they have a lot of research behind them. So we know these measures are reliable and valid for progress monitoring. They also are sensitive to change, and that's really important for progress monitoring because we're looking to see if students are making change over a relatively short period of time.

So we need these measures that will show us whether they're making improvements over a few weeks. They're also quick and easy to give, which is also important for progress monitoring because you're doing it so often that you don't want to be taking a ton of instructional time away from the students.

So the way the progress monitoring typically works is a teacher maybe at the end of the week will take the student, give them the CBM, and then they will score the CBM, add the data point to the student's graph and kind of put it away until next time. Usually they don't involve the students in that process by showing them, oh, here's the score that you received and here's your graph and this is what it means. That is not often a part of the typical progress monitoring process we see happening in schools.

We think there's really a lost opportunity there that by including students in that process, there can be a lot of benefits. This can be particularly beneficial for students with learning disabilities because students with learning disabilities are shown to have less self-efficacy than other students, meaning they have less of a belief in their own abilities, and they also tend to use a lot of peer comparisons.

So they might be making really good progress individually on their own, but they see they're maybe not reading as well as their peers in the classroom but they don't feel they're getting better. So by seeing a graph where they're plotting data points every week and being shown they're increasing, it can have a lot of benefits.

The last thing I want to mention about MTSS is just that emphasis on evidence-based practices, which is so important. That's why on the next slide I will talk a little bit about the research behind using performance feedback and goal setting.

[Slide 9- Research on Performance Feedback and Goal Setting] Susan Loftus-Rattan: As you can see on this page, I listed the citations for several different studies that have shown positive academic outcomes for reading, writing, and mathematics. When using feedback and goals setting with students. Overall, the studies have shown medium to large effect sizes when using feedback and goal setting in typical practice, where the student is not involved in that process at all.

Feel free to take a look at some of these studies if you are really interested in this. It is very encouraging, and these studies span the age ranges from kindergarten up into high school. We have good support for this type of practice. We also see positive social-emotional outcomes as well. So increases in self-efficacy and motivation for students who are taking part in the process of kind of self-evaluation and looking at their own data to make decisions, and talk about what that means for them. So that's a really nice outcome too, especially for students with learning disabilities as I had mentioned earlier.

[Slide 10- Rationale for Six-Step Protocol] Susan Loftus-Rattan: So we came up with this protocol because we saw the research that shows this is a good practice with good outcomes, but there really wasn't anything like practical to help teachers to implement this. We decided to create something that we think is easy to use and is cost effective so the materials, the forms are available for download and can just be printed out.

It does not take a lot of resources. Really the only resources is a little bit of extra time at the end of a typical progress monitoring session. As I mentioned, there's research behind using performance feedback and goal setting, and we also, I'll show you in a minute, all the components of our six-step process have research support behind them as well.

We were really careful and know how important it is to be promoting things that have research behind them, and then we also worked really hard to make this as practitioner friendly as possible because we know, if something is really complex or cumbersome, it is not likely to get used in the real world. Hopefully, you'll agree with us that these are very practitioner friendly.

[Slide 11- Description of Six-Step Protocol] Susan Loftus-Rattan: Here are the six steps. Jenlyn is going to go through each of these steps in great detail, but I just want to point out kind of some of the main components that we focused on to try to emphasize, while using this protocol. So we're giving that explicit feedback, so telling the students exactly what they scored on a CBM, what that means, and then we're also, it's important to provide specific, true, and positive feedback.

So finding something that's positive to share with the student to help with that motivation. So even if their score went down, there's something positive that can be said.

Then we have the students participate in their own data graphing, and we look at the graphs with them so that they can see, okay, what does this mean? Did this go up? Did this go down? And then adding in a lot of reflective questioning. So what has been going well? What has been difficult? Those kinds of things.

Then at the end, we set a goal for next time and the students kind of thinking about whether or not they'll be able to meet that goal. So, again, that self-reflection and evaluation. We recommend using this protocol each time you monitor a student's progress, and that typically will be weekly or every other week.

So now Jenlyn is going to go into more specific detail about the materials and each step of the six-step process.

[Slide 12- Materials Needed] Jenlyn Furey: Great. Thanks. So next I'm going to overview what this looks like, and hopefully, especially for those of you who are teachers and are looking to implement this as soon as possible, this will be helpful to guide your implementation.

Firstly, the materials that you need include the typical progress monitoring materials that you might already be using. So the administration and scoring materials. Typically, we are looking at a curriculum-based measurement that is aligned with the skills that you're building in your intervention. So we're monitoring the same skills that we are targeting in our intervention, whether that's oral reading fluency or math computation.

Another material that you'll need is a progress monitoring bar graph or a line graph. On the screen here you can see an example of a line graph, and we also, you'd want to include or bring with you either a pencil, a marker. If you're working with younger students, small stickers can also be fun to mark their scores each week because part of this procedure means having the students be the ones to mark their score and progress.

If you are using a data management system and using technology to graph your progress monitoring graphs, you can adapt this by making sure you bring the laptop or computer or device where you enter your data and having that available during your progress monitoring session so the student can be the one to enter their score and they'll be able to see their graph on an Excel screen or Google sheets or whatever it is that you're using.

[Slide 13- Materials Needed] Jenlyn Furey: So in addition to your kind of business as usual progress monitoring materials, for this routine you're going to also have a script with instructions, and there is a script for the very first session, the introductory session, which is shown on the far left here. Then you have a different script that you'll use for sessions 2 and up.

So the script is going to tell you exactly what to do and exactly what to say to implement each step of this routine. Then the other material that you'll need is one copy of a note-taking log and fidelity checklist. You can see that on the far right of the screen here. The note-taking log, you're going to print one copy for each session, and that's why there's multiple of those showing on the screen here.

So you're going to use these in combination, one script and one note-taking log for completing this instructional routine.

[Slide 14- Materials Needed] Jenlyn Furey: As a resource to remind you of what materials are needed and some of the notes that I've mentioned, you can find this checklist through the PROGRESS Center when you download the materials that were shared in the chat. So you can go through and make sure that you have everything you need before you get started.

[Slide 15- Script and Instructions for Session 1] Jenlyn Furey: So I'm going to go through and explain and show you what is involved with each of these steps. I'm going to start with the introductory script. So this is the one you're using the very first session and you're explaining to the student what is progress monitoring and you're sort of orienting them to this additional routine that you're going to be doing with them.

So for your introduction, you're going to say to the student after you've completed the progress monitoring, what we just did is called progress monitoring. It helps us to know if you're improving in your skills in reading or writing or math. Each time we do progress monitoring we get information that helps us to think about what to do to make sure you're learning. Do you have any questions so far?

At this point, the student might have questions. A common question that they might ask is, is this graded? Typically, this is a formative assessment. It's not part of a grade. So we would tell the student, no, it's not graded. But it's really important that you put forth your best effort because it's going to give us information about how you're learning and what you might need.

[Slide 16- Script and Instructions for Session 1] Jenlyn Furey: So after the introduction, you're going to start the routine. As Susan mentioned, the first step in the routine is to give explicit performance feedback. Immediately after you administer the progress monitoring, you'll say to the student, now I'm going to calculate your score by counting how many words you read. Or if you did a different type of CBM, you might say, I'm counting how many problems you solved, how many sounds you segmented.

Then you're going to tell them their score. Your score is 35. At this point, you're going to record the score in the note-taking log. So throughout the instructions and scripts, you will see a prompt to record the response or to record information in the note log.

Step 2 is you're going to provide specific, true, and positive feedback to the student on some aspect of their performance on that progress monitoring probe. So you're going to give feedback that is meaningful and specific, positive, and true.

So you'll say that I liked that you -- and then insert your specific feedback. An example might be I liked that you used the decoding strategy that we've been practicing to sound out this word. Or I noticed that you used the new strategy that we're using to solve this math problem.

A teacher's going to be in a really great position to give the specific feedback because what we're going to do is we want to tie it that we're seeing some qualitative evidence that the student is improving, and we're making a connection to the intervention and the skills that we're trying to build with the student.

So even if in step 1, even if their score wasn't as high as we might have hoped it would be, step 2 ensures that this student is always going to get some type of a positive feedback that is specific and true, which is really important for supporting motivation. So that through a kind of self-determination theory, getting this feedback and ensuring that is something said to the student each session, I noticed or I liked that you did this, helps to promote that feeling of competence.

[Slide 17- Script and Instructions for Session 1] Jenlyn Furey: So steps 3 and 4 for the introductory session are going to be introducing the student to collaborative data graphing and collaborative data analysis. In step 3, before you show the graph to the student, you're going to basically explain how the graph works. There's a step built in here where you can make sure the student is understanding exactly how to read the graph.

So you'll say to the student, every time we do progress monitoring, we will add your score to this graph. First we find today's date here next we find your score over here. And we mark your score on the graph here. So you point to the place where the x and y axis meet. This shows us that today your score was 35, or whatever the score was.

In step 4, we're explaining a little bit more about how we're going to be analyzing the data. So in this very first session, we'll say to the student, the next time we do progress monitoring, we'll add your new score to this graph. The graph will tell us if your score went up, went down, or stayed the same. If your score goes up, it shows us that you're improving or getting better in your reading skills.

[Slide 18- Script and Instructions for Session 1] Jenlyn Furey: Step 5 in the introduction is a quick reflective question. So we're going to be asking the student in a supportive and non-evaluative tone, what have you been doing to improve your reading skills? Or writing or math skills. So you're going to listen to what the student responds and record that in your note-taking log. This is starting the process of reflective questioning, which we expand upon that in subsequent sessions.

We're prompting the student to think about their academic behaviors inside and outside of school and what they've been doing to improve those skills.

[Slide 19- Script and Instructions for Session 1] Jenlyn Furey: The final step is step 6. In that last step, we engage the student in collaborative goal setting. So it starts by asking for feedback from the student to give the teacher feedback on how they can help the student improve. So you'll say to the student, I'm going to think about how I can help you keep improving. Do you have any ideas about what I can do to help you improve?

So you'll listen and record your notes in the note-taking log. This is prompting the student to think about if there's anything that the teacher can do differently that will help them to learn. The student might say, no, I'm not sure, or they might have an idea.

I really like it when you teach me this strategy, or I really like it when you let me choose from these activities. It just gives a moment to prompt and have the teacher show they're taking accountability for the student's growth.

Now, the second part of this is we are encouraging the student to set their own goal. We'll say to the student, let's set a goal that you can work on to keep improving. What can you do from now until next time so you keep improving? The first time you do this, they might need some scaffolding to come up with some ideas. You might give some sample goals, such as, well, you can -- one of the things we're working on in our intervention is this list of sight words.

Maybe your goal could be to practice those at home for this many minutes at night. Or you can kind of think back to the goals of the intervention and what goals they might set for outside of the intervention time.

Once you have a goal you've agreed upon, you'll say to the student, good thinking. Your goal for this week, or for the next two weeks, is to practice reading for ten minutes a night. Using this scale, tell me how sure you are that you can reach your goal. So now we have built into this a self-efficacy scale that ranges from 0, I cannot do it, to 10, I am sure I can do it.

We're going to show the student this scale, the same scale is in the note-taking log, and we'll have them rate on a scale of 1 to 10 how confident they are about reaching that goal.

And the last statement you'll give in the session is with both of us working together, I know that you will continue to improve.

So that concludes the very first session. The first session is going to take a little bit longer than the following sessions because you're doing a lot more explaining. The student may have more questions. But the first session concludes with I know you will continue to improve.

[Slide 20- Script and Instructions for Sessions 2+] Jenlyn Furey: So for sessions 2 and up, the script is similar. There are some steps that are exactly the same. There's a couple of steps that are a little bit different. So steps 1 and 2 are the same in the introductory script and sessions 2 and up.

You're going to start with the explicit performance feedback, telling them exactly what their score was. Then you're going to give them the specific, true, and positive feedback, so something that you noticed that they improved upon in their performance.

[Slide 21- Script and Instructions for Sessions 2+] Jenlyn Furey Then in steps 3 and 4, the script is a little bit different now. Now you've explained to them what -- how to use the progress monitoring graph. Step 3 in sessions 2 and up, you're going to show them their graph, whether it's on the computer or it's a paper graph. And you'll say, together let's add the new score to your progress graph.

At this point, you'll prompt the student to be the first to add the score. They might have scaffolding and reminders of how to use the graph. We're going to find today's date. We're going to find your score. And we're going to find where these points meet. You're going to point to where they put the sticker or mark it with a marker.

The important part is that you want to have the student really take an active role in this. If you're using a computer, you can have the student type their score into the system. In most systems you can see the graph up here immediately, and you can kind of see the change from last time to this time. So that's step 3 is you're graphing the data together.

Step 4 is collaborative data analysis. You're going to say to the student, let's look at what the graph shows us. Did your score go up, go down, or stay the same since last time?

For the very first session and for all sessions, you want to make sure that whatever they're responding is accurate. If not, we can kind of review how to read the graph. We can point to the previous data point and today's data point to kind of show that pattern. So you're going to record their response in that notating log.

[Slide 22- Script and Instructions for Sessions 2+] Jenlyn Furey: So then the next step is step 5, and it's similar in sessions 2 and up. Again, you're going to ask them in that supportive and non-evaluative tone, what have you been doing to help you keep improving? You're going to listen to their response. And this time, because it's the second time you've done this process with them, you're going to look back to your notes from last time that you did this and see what their previous goal was.

You're going to compare the goal to their response and remind them of what their previous goal was. So last time you set a goal to read for ten minutes every night. Do you think you accomplished this goal? This is a time for the student to have some reflection on what's working, what's not working for them.

This is a time for the teacher or the interventionist to be supportive of the student. Again, we want to ask these questions in a non-evaluative tone, but we're just gathering information to help the student think through what they might change in terms of their goal setting for future sessions.

[Slide 23- Script and Instructions for Sessions 2+] Jenlyn Furey: So you're going to record that in a note-taking log, and then you're ready for the final step, step 6. This step is the same as it was in the very first session. So, again, you're going to first model that you're thinking about how you can help the student improve. Asking the student, do you have any ideas about what I can do? Let's set a goal so that you can work -- let's set a goal you can work on so that you keep improving.

What can you do from now until next time so that you keep improving? So they might set the same goal as last time to practice for this number of minutes every night, or they might have a different goal. You can certainly give them sample goals to choose from if they're struggling to come up with a goal.

Again, as the teacher or the person doing the intervention, you're really well positioned to help set a specific goal. Again, you're going to tell them good thinking, restate the goal, have them rate their



self-efficacy, and again end the session by saying, with both of us working together, I know that you will continue to improve.

[Slide 24- Note-Taking Log and Fidelity Checklist] Jenlyn Furey: So I want to take a couple of minutes to take a closer look at that note-taking log that I referenced. Here is a screenshot. Again, you can find this from the PROGRESS Center. We have here an abbreviated version of the script. You want to still use the script, but there's sample pieces of the script here so that you can know where to write the responses.

We've got steps 1 through 6 listed with a check box next to each step. You're going to print a copy for each session, record the score, record the responses. This is where all the written information is going to go. This is also really important to complete each time because, when we are implementing an intervention, we want to make sure that we've gone through and implemented it with fidelity.

By checking off each step at a time, that's helping you to ensure that you've not skipped a step or skipped over something and that you're implementing it as it was intended.

[Slide 25- Note-Taking Log and Fidelity Checklist: Steps 1-4] Jenlyn Furey Just to give you just some other ideas about what this would look like when it's completed for a real student, we can see this example of a completed fidelity checklist and note-taking log for steps 1 through 4. So we see that in step 1 the student's score was 25 words correct in a minute. The feedback that was given to the student on their performance was that I really liked that you used a decoding strategy to read the word glad.

We can see that they completed step 3 and added that new score to the graph. And we can see that the score stayed the same this week as compared to last week.

[Slide 26- Note-Taking Log and Fidelity Checklist, Steps 5-6] Jenlyn Furey: Then for steps 5 and 6 here are some examples of what the student's goal may have been or what they've been doing to keep improving. In this case, they were practicing reading for ten minutes every night. Or it could have been practicing math facts, whatever the goal was.

Do you think you accomplished your goal? And the student's response. Then what ideas do you have about what I can do as the teacher to help you keep improving?

Finally, they're going to set another goal for the next week or two weeks. What can you do from now until next time to keep improving? In this case, the student set the same goal. It seems to be working well, so they're going to keep practicing for ten minutes every night. We see pretty strong self-efficacy in this case.

[Slide 27- Note-Taking Log and Fidelity Checklist, Example 1] Jenlyn Furey: And here's another example, just so you can see. Each time that you complete this routine, you're going to have a new fidelity checklist completed with the student's name and the date. So we can -- we want to make sure that, when we're working with the student for the third or fourth session, we have previous note-taking logs because we're going to be referring back to this to say next time you set this goal. We want to make sure we have the information organized.

So we can be looking and reflecting on what goal was set and whether or not the student felt like it was an effective goal.

[Slide 28- Note-Taking Log and Fidelity Checklist, Example 2] Jenlyn Furey: Then I have one more example of a note-taking log and just some examples of what a student might say and what the teacher might say. In this example, in step 2, you can see the feedback the teacher gave in step 2 was I really liked that you read this line like a question. Great prosody. You can give more positive feedback here. It doesn't have to be -- you can just find something that is meaningful, specific, true, and positive related to their progress monitoring performance.

We're not really looking at the score, but we're looking at how they solved a problem, a strategy that they used, something specific.

[Slide 29- Evaluating Outcomes] Jenlyn Furey: Lastly, if you are implementing this routine, there are two ways you can look at outcomes for this student. One, you can look if this routine is helping to improve their academic outcomes. To do this, it's very straightforward to take the existing progress monitoring data you're already using and compare the student's rate of improvement or progress before you put this routine into place and after.

So we can look at their rate of improvement before. Maybe it was one word per week. And after, maybe that rate of improvement increased to 2.5. That's one way that we can do kind of a brief experimental analysis to look at whether or not this showed improvement for the student.

There's a built-in self-efficacy scale right in step 6. This is another way we can evaluate outcomes. We can even graph the self-efficacy over time or just evaluate at the end of the intervention how strong their self-efficacy is for reaching their goals.

Then the last area that we might look to evaluate outcomes is academic motivation. So there are many available options. One I mentioned is reading. It's the self-regulation questionnaire in reading. The school motivation and learning strategies inventory. Or the student mindset survey-revised focused on kind of measuring growth mindset in the area of reading. Those are some evaluating outcomes options.

[Slide 30- Conclusion] Jenlyn Furey: To kind of conclude, before we go into our questions, I just want to reiterate we really hope these materials -- our goal is to get these materials in the hands of practitioners to enhance what they're already doing in their progress monitoring with students.

Progress monitoring is something that's done very frequently with students receiving special education services. Students with learning disabilities, students who are receiving interventions as part of an MTSS intervention. Again, it's often something that is done to students. We want to take this time to supplement a brief, easy routine, to actively involve students in this process.

So we're being transparent with them, and we're giving more agency and self-determination when it comes to their academic outcomes. This is an efficient and effective way to improve these skills. It really, when taken together, these practices align with a growth mindset approach because we are really sharing with the student their progress. We have visual evidence that we're showing them that, even if they don't see themselves as being maybe a strong reader or strong in math.

Compared to their peers, we have visual evidence that you have improved. Or we can take a look at the graph over a longer period of time to see you are making big improvements.

We're sending the message to students that improvements are possible through high quality instruction and their efforts.

[Slide 31- Resources] Jenlyn Furey: That's the conclusion. We do have some resources here for those of you who might be interested in learning more about the research behind this routine. The last citation is a paper that Susan and I published in the journal *Intervention School and Clinic*. And there's also resources on how to find this information from the PROGRESS Center, information about the center on MTSS, and the national center on intensive intervention.

So we can turn it over and check in on your questions now.

[Slide 32- Q&A] Tessie Bailey: I just want to thank both of you for such an informative and engaging session. I have a lot of take-aways, and I'm going to share some of those really quickly. We did receive a number of questions. I just want to let the folks know that our participants, you can submit a question at any time, and we will continue to ask those.

If we don't get to all of them, we will try to get to all of them, but just continue to connect with us if we don't answer a question you have.

I will say the one thing that sort of stuck out to me, we really as a center focus on the development and implementation of the IEP. The data that you indicated in that evaluation outcomes seems such a critical piece of the development of the present levels of academic and the functional performance. I just wanted to share with folks that, from my perspective, there's a lot of data that can enhance the development of that portion of your IEP and help you in making decisions around the supports and services that are necessary.

What a blessing to have a student say to you, these are the things that I need, right? We're trying to co-create this IEP with families and students, and it's a great way to provide that feedback.

I want to share -- we have a bunch of questions that came. I'll try to do them in the right order. We did have some questions around just how long does it take? What's the length of time? What should I maybe plan for if I was going to start this routine? And then maintain the routine.

Jenlyn Furey: That's a really good question. The first session will vary, depending on how many student questions there are and how much scaffolding they need. Sessions 2 and on, about three to four minutes, that's in addition to your typical progress monitoring. So it is three or four minutes. It is some time. I know that it's hard to find time during the day.

Considering how powerful just a small change in your typical routine can be and having that moment of connection with a student and encouraging the feelings of competence, the feelings of autonomy and really having the opportunity to give that positive feedback and to set goals is really valuable.

Rather than doing a completely separate intervention that focuses on building self-determination skills or building motivation, we can just tag this on to something we're already doing, and it can be much more seamless and meaningful.

Tessie Bailey: I would say for those of you on the call today who are familiar with the taxonomy of intervention intensity that comes out of the National Center on Intensive Intervention, that sixth dimension is around behavioral support.

We think about the design of interventions as embedding these types of features that they're not seen as separate portions. I'm glad you mentioned that.



So it wasn't really clear, I guess, for me which grades would this be relevant for? Is it primarily for those lower grades? Can we use it across the grade spans?

Susan Loftus-Rattan: In the research that we looked at, we saw studies done from kindergarten all the way through up into using it with high school students. So really anyone who is being progress monitored, this could potentially be valuable for.

Even some people may think like kindergarten, how would they be able to think about themselves in that way? There have been studies to show that even kindergarteners can think about their own performance and build those self-determination skills as well. Really throughout all of the grades it could be appropriate for.

Tessie Bailey: And I know through the MTSS center, one of the things that is strongly promoted is the engagement of students in the design and delivery of their interventions. So it seems like this piece of it really allows the interventionist or whoever's providing that the ability to have this authentic conversation around how do we ensure that what we're providing is relevant to you? Both from their perspective but also as seen on that progress monitoring data.

I'm wondering if there's any other special considerations, thinking about that, that educators might consider for middle school and high school?

Jenlyn Furey: I think what you said about that authentic connection and relationship, that's important across all grade levels. I think because high school level, middle school level, at the elementary level, you're with typically the same teacher. You kind of have a closer-knit group of adults. And I think that just that piece of connection, sometimes it's not as prevalent at the middle and high school level because you're seeing so many different teachers throughout the day.

So having this carved out as a time for middle school level or high school level students who are being progress monitored because there's an academic need to get this regular feedback opportunity to just reflect honestly with a supportive adult and to hear the message of the adult that's built into the script, which is how can I help you? What can I do? How can we work together to get you to where we're setting you up for your goal?

I think that as much as we try to do with education in all students, this is something that happens anyway. It ensures it's going to happen. At the middle and high school level, sometimes we miss students in terms of those connections.

Tessie Bailey: And I think you all said something that really stuck with me. We often do it to students. We progress monitor to students and not really engage them in the process. We just received a question in line with this. What happens when progress monitoring itself feels frustrating to the student? How do you recommend reframing the process to sort of reduce those negative feelings about progress monitoring?

Susan Loftus-Rattan: I think that's why that second step of the progress is so important. That we're really always focusing on something positive and something that really truly is good and not just saying, you know, not trying to be fake like you did great. But saying here's something you've been working on and how you succeeded in that.

Talking about the data, students will get frustrated if they're seeing that their graph is going down, if they're seeing that their graph is flat lining, but that's when you're having those conversations and being



encouraging about, okay, what can we do? We're in this together. We're going to work together to figure out how to help you.

So it's not you can't do this. It's how do we figure out what we can all do to support you. So changing that mindset, helping to change that mindset of a child that may have low self-efficacy or has had a lot of experience for failure in this area to flip it around and say we can do this. Let's think of a plan and work toward it.

Hopefully, you can start seeing even the small changes in the positive direction and really start building on those.

Tessie Bailey: I also think that maybe, if we have a kid that has that negative perception of it, is that we set very short-term feasible goals to focus on the process in building the relationship that you all are talking about before we get into that more challenging aspects, right? It's almost like saying, well, let's step back and do something that seems feasible before we really get into the nitty gritty of it.

Jenlyn Furey: I was going to add those are really great points and kind of the student who's frustrated with the progress monitoring process. I would assume that they're being progress monitored anyway, and that adding this to it could potentially, depending on the student, help to address some of that frustration so that they're not having to just practice this skill that's really difficult for them, but they're seeing that all of this work that they're putting into it is showing an improvement.

If it's not showing an improvement, then there's a conversation, and there's intensifying intervention or giving more support. Potentially in the instructional level is not right. So depending on why the student is so frustrated with the process to begin with. Adding some of these connections into the typical progress monitoring feature could be something that could be especially helpful for a student who is struggling.

Tessie Bailey: I think the other thing that strikes me, and we hear this a lot from schools, is teachers sort of get to a point when a kid is not progressing, they're doing to and not with, they're seeing the data that a student is not progressing, and there's a concern about, well, why is that? We kind of feel paralyzed in our ability to move forward.

It seems that this sort of process can help us develop that process as to why this kid may not be responding. Whether it's an engagement issue or the kid finds it difficult or not matching their needs. We're getting that feedback on that behavior. To let you know that we're trying to help you and the student knows they're helping you. It's so powerful.

There's a question about who delivers this? Is this something that has to be done by the classroom teacher? Can a paraeducator or a student support be able to do this?

Susan Loftus-Rattan: Yeah, that's a good question. So because of the aspect of providing that specific positive feedback, it really makes sense to us that the teacher or whoever's providing the intervention be the one that also does the progress monitoring and the protocol.

Because it would be much easier for that person to be able to notice, oh, you used the magic E to read this word, and if it's someone else coming in rather than just progress monitoring and doing the protocol, it would be much harder for them to really be able to kind of connect through the intervention to the assessment to the feedback.

So we would recommend that whoever is providing the instruction or intervention is the one who also monitors the progress and provides the feedback.

Tessie Bailey: Yeah, and I think that idea that this is part of the intervention design and delivery, as opposed to something outside, can help facilitate that sort of idea that it's done by the same person.

Jenlyn Furey: Right.

Tessie Bailey: So I do have two more questions, and I'll kind of combine them. You guys can tackle them however.

We sort of talked a lot about this approach for students with learning disabilities, but I'm curious if it has application for kids, for example, who take the alternate assessment. It also seems to me that it could be applicable to behavior. I'm curious if you saw any research around its use in that domain.

Jenlyn Furey: The scope of research for our article was focused on students with learning disabilities and students who maybe don't have learning disabilities but have more significant academic needs. So that was what we reviewed in reporting the literature and the effectiveness. That's the group that was the demographic. However, I think that, depending on the student and the needs, I agree that it could be a very effective potentially with other students with different needs.

But we want to make sure that we are using data or using an assessment that is sensitive to change so that what we're showing them each time is something that is appropriate based on whatever their goals are, and we can just use this framework as an opportunity, a structured opportunity to give that feedback and help students to engage in that reflection. Susan, did you have anything else to add about that?

Susan Loftus-Rattan: Yeah, I agree. I did not see anything in terms of behavior interventions and providing this kind of feedback. That's an interesting idea. It logically makes sense that you could do a similar kind of feedback where we're looking at did the student meet the behavior goals this week? That would be interesting to look into it more.

Tessie Bailey: I know there's some researchers on the call, so maybe that's something you can do. I know there are programs like check in and check out that kind of have some of these elements. That's probably where we're seeing some of those connections. Great.

[Slide 33- Staying Connected With the PROGRESS Center] Tessie Bailey: I want to formally close this up today, but I want to start out by thanking you both for such an amazing discussion and for sharing the resources and your findings with the center itself. A lot of those resources are listed in the chat box. So you can get to those.

I also want to thank you all for attending today. I know it's getting close to December, which is always the craziest part of the school year. Hopefully, you found this very relevant in your work. If you do want to stay up to date and connected with us, we have a newsletter. You can access it from our home page. There's a link in the chat box as well.

But you can also follow us on Twitter and Facebook @k12progress. In the chat box, you'll also see our colleague Zach who has put the session feedback. Please take a moment to complete that. We use that data in looking at future resources and future webinars.



As always, we appreciate hearing your feedback. Just make sure that you stay connected with us and tell us what are your immediate needs and how we can best support you. Thanks, everybody. Thanks, Janet. Thanks, Dina. Thanks, everyone.