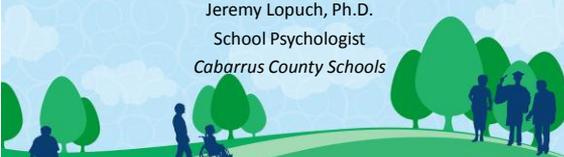


66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Using Progress Monitoring for Students with Intense Learning Needs

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SELF-ASSESSMENT:   

A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
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Objectives

- Summarize the steps of selecting and implementing a progress monitoring system
- Design and evaluate a progress monitoring plan for a student struggling in reading



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What is Progress Monitoring?

Progress monitoring (PM) is a process to measure student performance over time. PM is used to-

- a) Quantify RtI
- b) Modify instruction
- c) Evaluate effectiveness

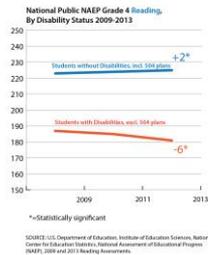
(NCII, 2014)



Why Do We Need PM?.

National Emergency

Many students with disabilities don't possess basic reading skills (Danielson & Zumeta, 2016)



Why Do We Need PM? Cont.

More Support

More Repetition

3 to 5 percent students unresponsive to research-based instruction (Stecker et al. 2010)

Students with persistent learning problems need 10 to 30 additional opportunities for practice (Gersten et al. 2008)

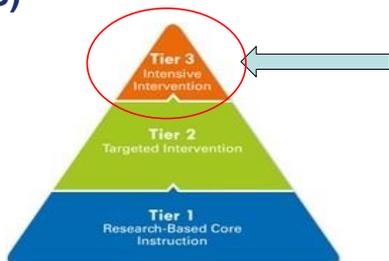


Who needs PM? Cont.

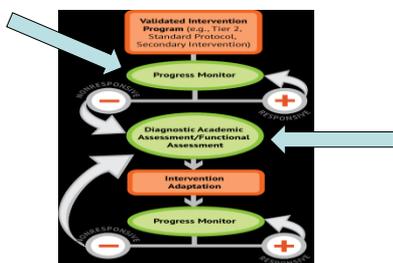
Students with disabilities **not making progress** in research-validated instructional programs provided with integrity

Very low, persistent academic performance

Multi-tier System of Supports (MTSS)



What Does PM in Tier 3 Look Like?



• Image from National Center on Intensive Instruction (NCII, 2014)

What Can We Use to PM?

- Curriculum-Based Measurement (CBM)
 - (e.g., DIBELS, AimsWEB, easyCBM)

CBM-DIBELS ORF

Benchmark 3
DIBELS Oral Reading Fluency

When I say "begin", start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin. At the end of 1 minute, place a checkmark after the last word read and say "Stop".

Ice Cream

It's so hot. Ice cold ice cream cools me off. I like	12
strawberry the best, but rocky road is good, too. My brother	23
likes bubble gum and vanilla.	28
The ice cream man comes down our street in the	38
summer. He has donuts, ice cream bars, and balloons. I	48
like balloons best.	51
When he gets close he toots his horn. All the kids hear	63
the horn. They get some money and go outside to wait. They	75
sit on the sidewalk until he comes. They want to buy	86
something to eat. His ice cream tastes good.	94
But the best ice cream of all you can't buy. My mother	106
makes it. She uses our old ice cream freezer. She puts milk,	118
sugar and eggs inside.	122
I get to turn the handle. She puts lots of ice inside. My	135
hand gets cold. It takes a long time. My arm gets very tired	148
turning the handle. But that's it is ready to eat. And my mom	161
lets me lick the dasher. I think the very first taste is the best.	175
Yum! That's the best part of all.	182

TOTAL: _____

Decision Making

Task	Examples	Decisions
Problem Identification	Screening	Tier placement
Problem Analysis	Identify skill deficits	Specific intervention placement
Progress Monitoring	Measure response	Movement between tiers and SE eligibility
Program Evaluation	Effectiveness of curriculum	Continue, modify, or replace instruction

Table from Ball & Christ (2012)

Steps in Progress Monitoring



Steps in Progress Monitoring

- Step 1. Select appropriate tests
- Step 2. Administer and score the probes
- Step 3. Graph data
- Step 4. Set goals
- Step 5. Data-based decision making



STEP 1: Select Appropriate Tests

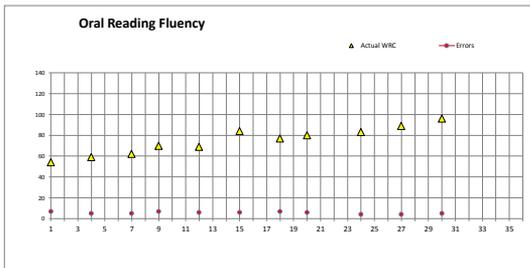
- Assessment/Instruction Alignment?
 - Early lit skills, sentence reading, comprehension?
- Reliable and valid?
 - Consistently measure important skills
- Brief?
- Grade level?
 - 9th grade student on 4th grade reading level



STEP 2: ADMIN AND SCORE

- Follow directions!
- Use norms/benchmark data specific to tool
 - DIBELS Next Benchmark Goals
 - AIMSweb cut-scores
 - Local norms?

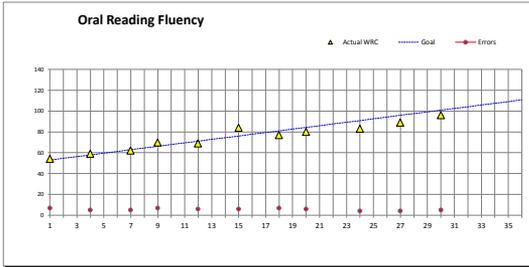
STEP 3: GRAPH



STEP 4: GOAL SETTING

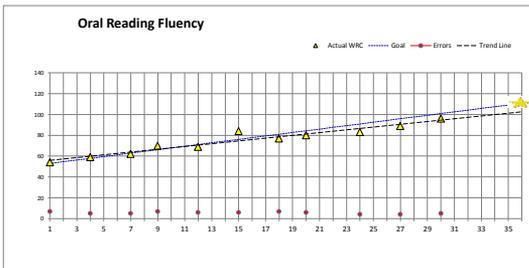


STEP 4: GOAL SETTING



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STEP 4: GOAL SETTING



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STEP 4: GOAL SETTING

- Motivates students
– (Johnson & Graham, 1990)
- Immediate feedback
– (Reid & Lienemen, 2006)
- Compare progress
– (Speece, n.d.)

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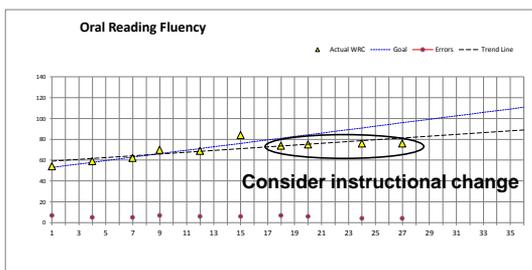
STEP 5: DATA DECISION RULES

- Select rule
 - E.g., Four-point rule, dual discrepancy, visual analysis

- Be consistent



STEP 5: DATA DECISION RULES



STEP 5: DATA DECISION RULES

- Visual analysis + graphic aids

- Decision making accuracy

– Van Norman & Christ (2016)



Progress monitoring improves student achievement if...

- Collect data
- Re-evaluate goals
- Modify instruction
- Data-based decision rules

Stecker et al. 2005



Case Study

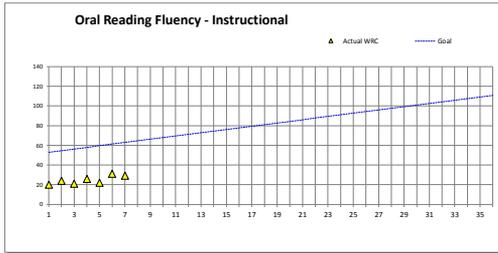


Case Study-Mariah

- Mariah reading at 2nd grade level (in 4th grade)
- Received Corrective Reading in group of 6 students for 20 minutes, per session, 3x per week for 7 weeks
- Progress monitoring data showed not responding to this intervention program at an adequate rate.
- Decision: Add 15 minutes per session.



Case Study-Mariah



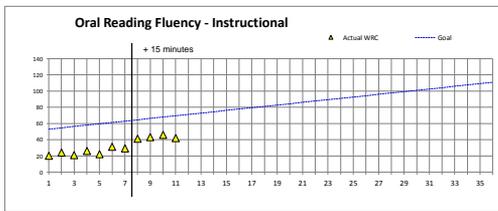
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Step 2: Progress Monitoring

- Teacher set a reading fluency goal, and progress monitoring using a Passage Reading Fluency (PRF) assessment for several weeks.
- Based on progress monitoring graph, she was not progressing at the rate needed to meet her goal,
- Decision: Likely need more intensive supports.

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Instructional Adaption #1



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Step 3: Diagnostic Assessment

- Looked for error patterns in Mariah’s most recent passage reading fluency data.
- Also administered a phonics survey to determine Mariah’s decoding strengths and weaknesses.
- Outcome: difficulty applying decoding strategies to vowel teams.



Step 4: Instructional Adaptations

- Despite the increase in intervention length, Mariah continued to make insufficient progress.
- Decision: Intensify decoding instruction by
 - (a) fluency practice of newly taught teams;
 - (b) explicit instruction and error correction; and
 - (c) frequently checking for retention.



Step 5: Progress Monitor

- Improved substantially with this revised program, but her most recent four progress monitoring scores still fell below her goal line.
- Additional diagnostic data determined she did not appear to retain skills once they were no longer the instructional focus.
- More frequent checks for retention of previously taught skills; (b) distributed practice; and (c) immediate and explicit error correction.
- Mariah’s performance improved enough to put her on track to meet her goal.
- Decision: continue plan and monitor



Reflect

Identify a student in your setting whom you believe might benefit from the use of PM.

Set up the steps (e.g., what grade level PM material, instructional decisions, data used)

What decisions can we make about student's case? What are the next steps?

IN SUMMARY

- PM to assess and evaluate student achievement
- Establish and follow decision rules
- Make changes
- Multiple data sources



Questions?



Contact

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Resources

- National Center on Intensive Intervention
– <http://www.intensiveintervention.org/>
- National Center on Progress Monitoring
– <http://www.studentprogress.org/>
- Vanderbilt University Peabody College IRIS Center
– <http://iris.peabody.vanderbilt.edu/>

