**BIP How to: Goal Setting & Progress Monitoring**

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| **Steps**  | **What does this tell me?** **Why is it Important?**  | **Additional Technical Information**  |
| Step 1: Establish a Baseline | A baseline provides you a starting point that later tells you if an intervention is working or isn’t working. Without objective measures, behavior change may be too gradual to determine. A baseline provides you a starting point that later tells you if an intervention is working or isn’t working so that the progress can be easily tracked. Depending on what you are looking to measure, the baseline data is grounded in either outcome or event data  | A minimum of 3-5 data-points are needed prior to starting the intervention to calculate the student’s baseline, or starting point, in the skill or behavior that is being targeted for intervention. In calculating baseline, the team has the option of selecting the median data-point, or calculating the mean baseline performance.The collection method should match data collection method in the goal. So, if you are using a tracker to measure growth, you should pilot the tracker while you are finishing up the FBA so you can have some (a few days, week) baseline data before the interventions start.  |
| Step 2: Set a Goal  | A goal demonstrates a commitment to improvement that is ambitious and achievable and indicates the anticipated progress that a student will make by a specified time.Goals help determine the level of student achievement believed possible when specific strategies identified in improvement plan have been implemented.  | Components of a strong goal:* Behavior
* Length of data collection
* Method of measurement
* Terminal date of review

The length of time reserved for the intervention should be sufficient to allow enough data to be collected to clearly demonstrate whether that intervention was successful. Typically, a behavior intervention should last for four to eight weeks.  |
| Step 2a: Determine the Aim Line  | An aim line shows the projected behavior or skill measure at a fixed point in intervention to assess the student’s progress to help determine if modifying the intervention is necessary. An aim line represents the expected rate of student progress over time. | The aim line is the line that connects the baseline data point to the goal. The slope of the aim line indicates the expected progress a student should make over smaller increments of time (day, week, etc.)  |
| Step 2b: Determine Small Wins and Plan to Celebrate. | Quick wins are small victories and notables successes that are attainable in 1 to 2 weeks. Quick wins are designed to create an atmosphere of change and create momentum, confidence, hope, and commitment for all stakeholders. | Whenever a behavior intervention is launched, it is essential that quick wins are planned for, achieved, and celebrated often throughout the process, but most importantly during the first two weeks.  |
| Step 3: Measure Student Progress to inform Data-Driven Decisions  | Progress Monitoring tells you if a student’s progress toward the goal what the team expected and given the current rate of progress, if a sufficient level of mastery be attained within a reasonable period of time. In comparison to the baseline, progress monitoring tells you if a behavior plan is effective and if the student catching up to peers or another identified standard of expected performance.  | Typically, decisions about student progress are based on at least 6-8 data points. When launching a new intervention, give it at least two to three weeks to see if it is working before changing course.  |

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| **Example of Baseline Data, Goals, and Progress Monitoring Benchmarks** |
| **Baseline Data:** Between February 1 and March 1, Missy averaged 15 removals (due to punching other students) per week. **Goal:** By June 9th (end of 12th week of intervention) Missy will decrease the number of removals (due to punching other students) per week to less than two per week for two consecutive weeks. **Benchmark 1:** By March 31st (end of 3rd week of intervention) Missy will decrease the number of removals (due to the target behavior) (due to punching other students) per week to less than two per week for two consecutive weeks. **Benchmark 2:** By April 21st (end of 6th week of intervention) Missy will decrease the number of removals (due to punching other students) per week to less than two per week for two consecutive weeks. **Benchmark 3:** By May 12th (end of 9th week of intervention) Missy will decrease the number of removals (due to punching other students) per week to less than two per week for two consecutive weeks.  |