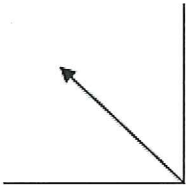
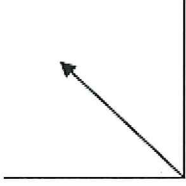
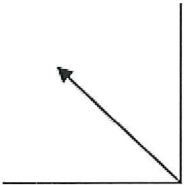
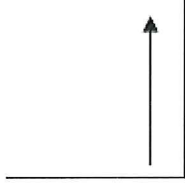
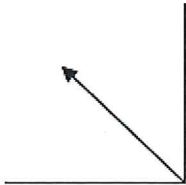
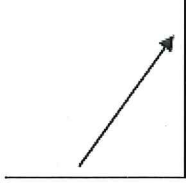
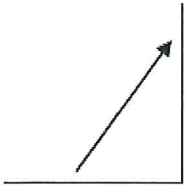
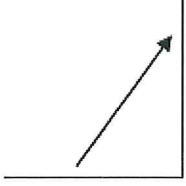
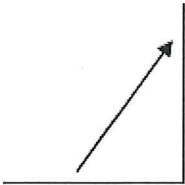
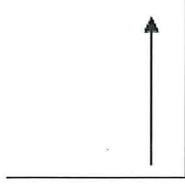

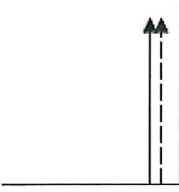
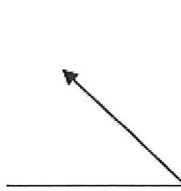
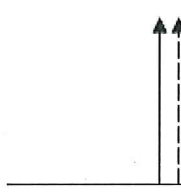

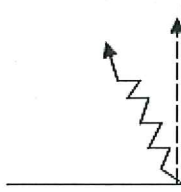

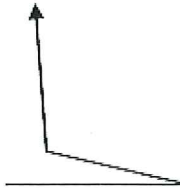


Progress Monitoring Graphs: Basics of Interpretation

#	Goal	What is Happening	What to Consider
1	Increase Performance 	Trendline is Going Up 	<ul style="list-style-type: none"> Stay with the current objective. Stay with the current presentation or plan. Increase the power of, or revise the schedule of reinforcers to increase the rate of improvement. Provide better feedback to increase the rate. Provide more practice opportunities to increase the rate.
2	Increase Performance 	Trendline is Same or Flat 	<ul style="list-style-type: none"> Confirm student has necessary prerequisite skills (if no, move back to a less complex objective. If yes, change the instruction to acquisition phase.) Revise the schedule of reinforcement to increase the rate of ascension. Make a change in the setting, materials, or delivery variables such as questioning, feedback, pace, explanations, length of lessons, size of group, lesson sequence, type of practice.
3	Increase Performance 	Trendline is Going Down 	<ul style="list-style-type: none"> Confirm the factors listed above. Provide meaning for the task or behavior. Change the type or schedule of reinforcement. Use preferred activities or student-selected rewards.
4	Decrease Performance 	Trendline is Going Down 	<ul style="list-style-type: none"> Stay with current objective. Stay with the current presentation or plan. Increase the power of, or revising the schedule of reinforcers (of the alternate behavior) to improve the rate of decision of the target behavior. Provide better feedback about the behavior. Provide more practice opportunities for the alternate behavior.
5	Decrease Performance 	Trendline is Same or Flat 	<ul style="list-style-type: none"> Confirm the factors in #2 and #3 above regarding the decreasing of target behavior. Make sure that the student is aware of the behavior that needs to decrease.

Progress Monitoring Graphs: Basics of Interpretation

6	<p>Increase Performance</p> 	<p>Inaccurate or Very Low</p> 	<ul style="list-style-type: none"> • Use a more intense method of acquisition instruction. • Use more extensive explanations, models, demonstrations, guided practice with error correction, feedback, and reinforcement. • Break the task down into smaller units. • Allow very little independent, unsupervised practice. • Shape the behavior (reinforce small steps) toward the desired goal. • Simplify the task
7	<p>Increase Performance</p> 	<p>Accurate, but Slow</p> 	<ul style="list-style-type: none"> • Use fluency instruction. • Emphasize rate. • Provide short bursts of drill and repeated practice. • Challenge students with more frequent timed practices. • Have the student self-monitor, self-evaluate. • Make sure that accuracy is maintained.
8	<p>Increase Performance</p> 	<p>Inconsistent, but Accurate</p> 	<ul style="list-style-type: none"> • Emphasize rate and accuracy. • Increase the power of the reinforcer. • Make sure the reinforcer has value. • Have the student set his/her personal goals. • Challenge the student to monitor his/her own performance.
9	<p>Increase Performance</p> 	<p>Higher than Expected</p> 	<ul style="list-style-type: none"> • Change the goal or objective. • Make sure that the student can perform the task or behavior in different settings or types of tasks. • Periodically monitor the behavior to assure that the skill or behavior has been maintained. • Re-examine the progress monitoring/intervention plan.
<p>[———] Performance Rate or Frequency [- - - -] Performance Accuracy</p>			

