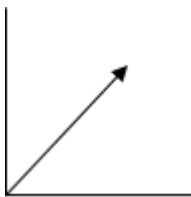
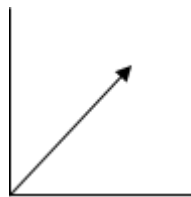
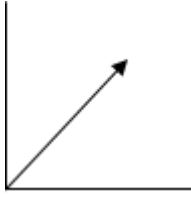
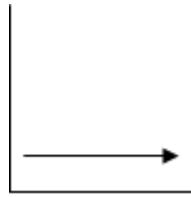
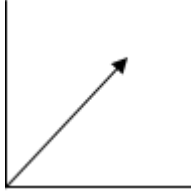
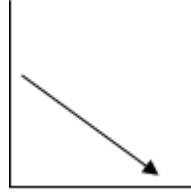
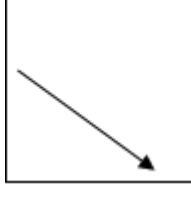
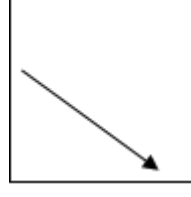
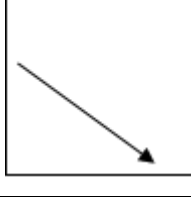
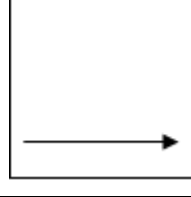
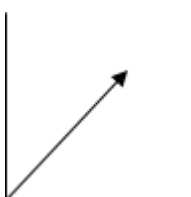
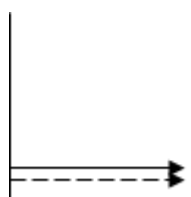
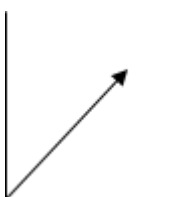
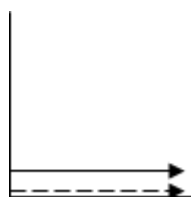
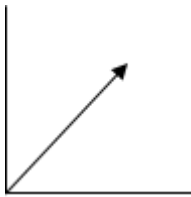
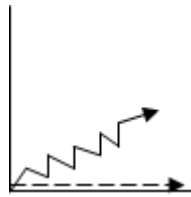
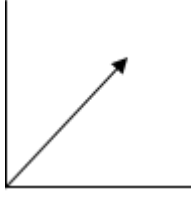
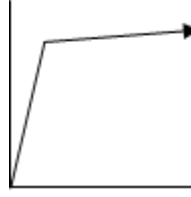


Progress Monitoring Graphs: Basics of Interpretation

#	Goal	What is Happening	What to Consider
1	Increase Performance 	Trendline is Going Up 	• 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 	• 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 	• Confirm the factors <u>listed above</u>. • 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 	• 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 	• 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	Increase Performance 	Inaccurate or Very Low 	• 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	Increase Performance 	Accurate, but Slow 	• 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	Increase Performance 	Inconsistent, but Accurate 	• 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	Increase Performance 	Higher than Expected 	• 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.
[———] Performance Rate or Frequency [- - -] Performance Accuracy			