

Using PBIS in Your GNETS Classroom

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Using PBIS in Your GNETS Classroom

The PBIS Toolbox

Meg McDuffie, The Futures Program - GNETS

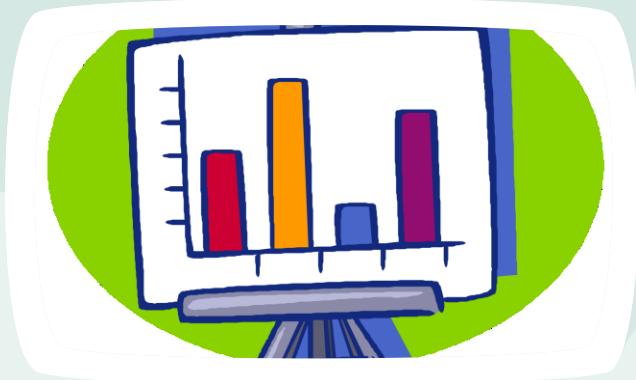
Leigh Anne Myers, The Futures Program - GNETS



Learning Targets:

- I can use a daily data collection tool with PBIS rules and expectations to monitor social skills mastery.
- I can use a daily data collection tool to monitor student progress toward exit criteria.
- I can use a comprehensive daily data collection tool to help engage students in a check-in/check-out model to increase the student's awareness and help the student take ownership of their behaviors.
- I can help students become engaged in the data analysis process to review their exit criteria and behavioral goals.





| | | | |
|-------------------------|----------------|---------------------|-------------------|
| Daily % | | The Futures Program | |
| Hold ? | | Day #: | |
| School Behaviors | | | |
| Skills | | 1 pt = Some Skills | 0 pts = No Skills |
| Be Safe | Be Responsible | Be Respectful | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| 1 2 | 0 1 2 | 0 1 2 | |
| Bank Totals | | | |
| Balance: | | | |
| Points: | | | |
| Points: | | | |

| Exit Criteria (Behavior Skills) | | | | | | |
|---------------------------------|-------|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Time | Class | 1 | 2 | 3 | A | C |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

| Social Skills: | | |
|---|--|----------------------------|
| | | |
| Social Skills: | | |
| | | |
| Antecedent Event (A) | Consequence / Outcome (C) | Reaction (R) |
| 1. A. Transition (Movement from one activity to another) | 1. A. Choice Given | 1. A. Behavior Stopped |
| 2. B. General Access (Student can't have an activity, item, etc.) | 2. B. Redirection | 2. B. Behavior Continued |
| 3. C. Adult Instructive/Directive | 3. C. Discussion of Behavior | 3. C. Behavior Interrupted |
| 4. D. New Task (A task to which the student has never been exposed to) | 4. D. Removal from class | |
| 5. E. Teacher attention to other | 5. E. Redirection to task | |
| 6. F. Routine Task (A task the student is exposed to regularly such as morning announcements) | 6. F. Planned ignoring (staff will withhold attention) | |
| 7. G. Physical Prompt (example hand on shoulder) | 7. G. Personal space given | |
| 8. H. Assignment Given | 8. H. Changed Activity | |
| 9. I. Peer Interaction (negative or positive) | 9. I. Peer attention given | |
| 10. J. Adult Attention (positive or negative) | 10. J. Adult attention given | |
| 11. K. | 11. K. Physical Prompt | |
| 12. L. | 12. L. | |



Page 1 of Point Sheet:

PBIS, Token Economy, Exit Criteria Goals, Exit Criteria Data Collection, ABC Data Tool, Program Level

Page 2 of Point Sheet:

Exit Criteria Replacement Skills



Student Name: _____

Date: _____

| Exit Criteria & Goal: | Did I make progress on this goal today? |
|-----------------------|---|
| | |
| | |
| | |
| | |

Did I meet my PBIS goal today? Yes No

Did I earn an Opportunity today? Yes No

Comments:

Parent/Guardian Signature: _____

Page 3 of Point Sheet: This is the take home sheet. Exit Criteria/Goal, Indicate whether met Exit Criteria and PBIS Goals, Indicates whether opportunity was needed, and Teacher Comments.

The FUTURES Program Matrix

| CLASSROOM | HALLWAY | BATHROOM | SENSORY ROOM | MEDIA CENTER | GYM | OFFICE | Opportunity Room | BUS |
|-------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Maintain Physical Boundaries | Maintain Physical Boundaries | Proper Hygiene | Using Materials Appropriately | Maintain Physical Boundaries | Using Materials Appropriately | Maintain Physical Boundaries | Maintain Physical Boundaries | Maintain Physical Boundaries |
| Remain in Assigned Area | Remain in Assigned Area | | | Remain in Assigned Area | Maintain Physical Boundaries | Remain in Assigned Area | Remain in Assigned Area | Remain in Assigned Area |
| Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings |
| Accept Feedback | Appropriate Conversation | Wait Patiently | Wait Patiently | Use Materials Appropriately | Respect for Self and Others | Wait Patiently | Follow Directions | Appropriate Conversation |
| Accept No | Talking with Others | Accept Feedback | Accept Feedback | Accept Feedback | Sportsmanship | Accept Feedback | | Talking with Others |
| Appropriate Conversation | Respect for Self and Others | | | | Controlling Emotions | | | Accept Feedback |
| Respect for Self and Others | Accept Feedback | | | | Accept Feedback | | | |
| Starting Right Away | Follow Directions Self-Control | Use Materials Appropriately | | Use Materials Appropriately | Follow Directions | Follow Directions | Accept Feedback | Follow Directions |
| Remaining on Task | Self-Control | Self-Control | Self-Control | Follow Directions | Self-Control | Self-Control | Follow Directions | |
| Self-Control | | Follow Directions | Follow Directions | Self-Control | | | | |
| Follow Directions | | | | | | | | |

Page 4 of Point Sheet: PBIS FUTURES Program-Wide Behavioral Matrix

Learning Targets:

I can use a daily data collection tool with PBIS rules and expectations to monitor social skills mastery.



Be Safe

Be Respectful

Be Responsible



The FUTURES Program Matrix

| BE... | CLASSROOM | HALLWAY | BATHROOM | SENSORY ROOM | MEDIA CENTER | GYM | OFFICE | Opportunity Room | BUS | STEM Lab |
|-------------|-------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| SAFE | Maintain Physical Boundaries | Maintain Physical Boundaries | Proper Hygiene | Using Materials Appropriately | Maintain Physical Boundaries | Using Materials Appropriately | Maintain Physical Boundaries | Maintain Physical Boundaries | Maintain Physical Boundaries | Maintain Physical Boundaries |
| | Remain in Assigned Area | Remain in Assigned Area | | | Remain in Assigned Area | Maintain Physical Boundaries | Remain in Assigned Area | Remain in Assigned Area | Remain in Assigned Area | Remain in Assigned Area/ Use Materials Appropriately |
| | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings | Be aware of your surroundings |
| RESPECTFUL | Accept Feedback | Appropriate Conversation | Wait Patiently | Wait Patiently | Use Materials Appropriately | Respect for Self and Others | Wait Patiently | Follow Directions | Appropriate Conversation | Accept Feedback |
| | Accept No | Talking with Others | Accept Feedback | Accept Feedback | Accept Feedback | Sportsmanship | Accept Feedback | | Talking with Others | Accept No |
| | Appropriate Conversation | Respect for Self and Others | | | | Controlling Emotions | | | Accept Feedback | Appropriate Conversation |
| | Respect for Self and Others | Accept Feedback | | | | Accept Feedback | | | | Respect for Self and Others |
| RESPONSIBLE | Starting Right Away | Follow Directions Self-Control | Use Materials Appropriately | | Use Materials Appropriately | Follow Directions | Follow Directions | Accept Feedback | Follow Directions | Starting Right Away |
| | Remaining on Task | Self-Control | Self-Control | Self-Control | Follow Directions | Self-Control | Self-Control | Follow Directions | | Remaining on Task |
| | Self-Control | | Follow Directions | Follow Directions | Self-Control | | | | | Self Control |
| | Follow Directions | | | | | | | | | Follow Directions |

Follow Directions

- *Look at the person
- *Say "OK"
- *Do it right away
- *Check back when necessary

Accepting Feedback

- *Look at the person
- *Stay Calm
- *Say, "OK"
- *Don't argue

Accepting "NO"

- *Look at the person
- *Say, "OK"
- *Stay calm
- *If you disagree, ask later

Respect for Self & Others

- *Show a positive opinion of yourself by acting responsibly
- *Show honor for feelings and rights of teachers by using appropriate language and gestures
- *Show honor for the feelings & rights of others by using positive words & allowing a personal space.

Controlling Your Emotions

- *Recognize body signs that you are getting upset (muscles tense, heart racing, face getting red)
- *Use a strategy to help yourself calm down (Positive thinking, Physical activity, relaxation activities; ie. deep breathing)
- *If you need a quiet space, ask an adult



“THE POSSESSION AND USE OF PROSOCIAL BEHAVIORS DIRECTLY AFFECT A STUDENT’S ABILITY TO PROFIT FROM ACADEMIC EDUCATION.”

- J.D. HOLLINGER



Teaching Skills for Success

- Students with emotional and behavioral disorders have difficulties with learning, managing emotions, and building and managing relationships.
- Students are trapped in inefficient behavior and interaction cycles that preclude them from being successful.
- Direct instruction of skills is much more effective than hoping that student's will learn skills implicitly.



Guidelines for Teaching Social Skills

- **Limit the scope.**
- **Define Behaviors in Observable and Measurable Terms.**
- **Match the Terminology to the level of the learner.**
- **Define the skill in terms to what the learner will do.**
- **The skill vs. the learner should be the focus.**
- **Be consistent with the Social Skill terminology of your program.**



Proactively Teaching

Introduce Skill

Describe the Appropriate Behavior

Give a Reason for the Skill

Request Acknowledgment

Feedback

Positive Consequence

Establish Future Follow-Up Practice



Social Skill Instruction

Instruction “must be offered in a well coordinated manner over substantial time and with sufficient intensity to alter the deeply engrained consequences of exposure to a host of negative background factors”

- Albert Bandura

It takes more than one time to teach a skill!



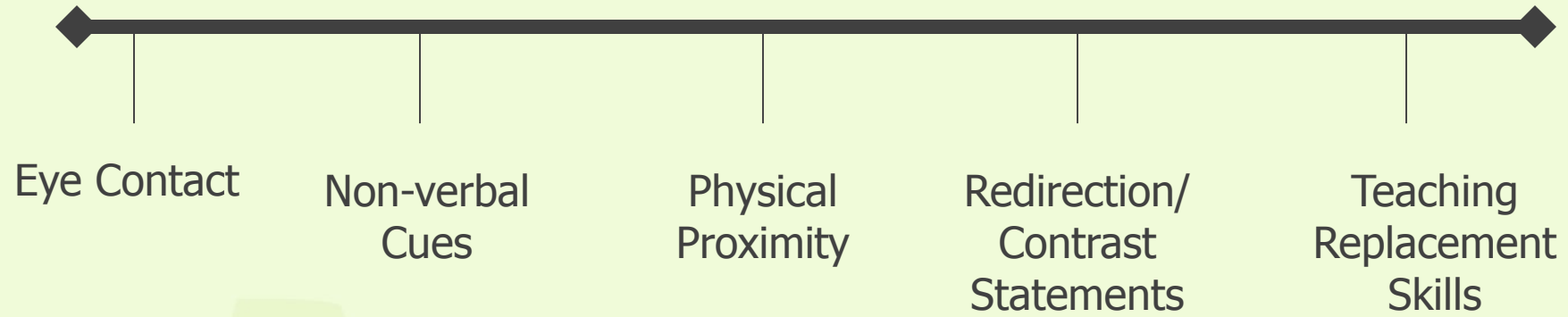
GENERALIZATION

Generalization is a process through which a behavior learned, or strengthened in one stimulus situation, tends to occur in other situation.

You must teach your students to use the skills at all times, in all settings, and with all peers/adults.



Reactively Teaching



Why do you teach a replacement skill?

- Less restrictive interventions have not been effective in changing the behavior.
- Remediate a skill deficit through teaching an alternative.
- Goal is to strengthen a replacement skill.



BENEFITS OF TEACHING REPLACEMENT SKILLS

- Systematic Method
- Protects Relationships
- Teaches a Replacement Skill
- Contributes to a Positive Learning Environment



Throughout the class period



Social Praise

Built in breaks

Direct Social
Skill Instruction

Teaching
Replacement
Skills

Specific Verbal
Praise



??????????????



| | | | |
|----------------------------|----------------|-----------------------|----------------------|
| Name: | | Daily % | |
| Teacher: | | | |
| Date: _____ | | Hold ? | |
| School Behaviors | | | |
| 2 pts = All Skills | | 1 pt = Some Skills | 0 pts = No Skills |
| Period | Be Safe | Be Responsible | Be Respectful |
| 1 | 0 1 2 | 0 1 2 | 0 1 2 |
| 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| 3 | 0 1 2 | 0 1 2 | 0 1 2 |
| 4 | 0 1 2 | 0 1 2 | 0 1 2 |
| 5 | 0 1 2 | 0 1 2 | 0 1 2 |
| 6 | 0 1 2 | 0 1 2 | 0 1 2 |
| 7 | 0 1 2 | 0 1 2 | 0 1 2 |
| 8 | 0 1 2 | 0 1 2 | 0 1 2 |
| 9 | 0 1 2 | 0 1 2 | 0 1 2 |
| 10 | 0 1 2 | 0 1 2 | 0 1 2 |
| Bank Totals | | | |
| Point Bank Balance: | | | |
| Bonus Points: | | | |
| Purchase Points: | | | |

Data Collection for Social Skill Mastery:

At the end of each class period, review the matrix and the three expectations with each student (for that class period only), and then the student will circle the correct number of points earned for each expectation.

2 = All skills were utilized

1 = Some skills were utilized

0 = No skills utilized (or student was in crisis behavior)

Bank Totals:

This is the point balance for the token economy system

System Level Advancement and Reduction

3 Levels- Level 1 (0-69%), Level 2 (70-79%), Level 3 (80-100%)

Advancement

- All students begin at Level 1, with a goal of 70% on their CICO data. Once they have met/exceeded their goal of 70% for 10 consecutive days they will move to Level 2. They will use a yellow point sheet at Level 1.
- Once on Level 2, a student's goal will be changed to 80% in CICO. Once they have met/exceeded their goal of 80% for 10 consecutive days they will move to Level 3. They will use a blue point sheet at Level 2.
- Once on Level 3, a student's goal will be changed to 90% in CICO. They will use a white point sheet at Level 3.
- If the student meets his daily goal then the day advances by one, until 10, in which case they would increase their level.

Reduction

At the end of each day, during Daily Check-Out Conferencing, determine the student's daily percentage and compare it to their goal. Write their daily percentage in the box on the front of the point sheet. If their daily percentage is below the goal then place a Y (yes) in the hold box. If it is at or above the goal then place a N (no) in the hold box. If they earn a hold twice in one week (Monday thru Friday) they will move down a level and begin the advancement process, 10 consecutive days at or above level, again. If they earn a hold their days begin again at 0.



Learning Targets:

I can use a daily data collection tool to monitor student progress toward exit criteria.



Monitoring Exit Criteria Progress:

Each student's individual exit criteria is displayed on the right side of their point sheet, with the criterion for mastery.

Sample of Exit Criteria (Behavior Skills):

Mark the number of incidents that Emma Sample is unable to accept feedback, which looks like yelling, name calling, stomping, or growling when given non-preferred feedback and/or directives. (Accepting Feedback). No more than 6 incidents per week for 8 consecutive weeks.

On bottom:

Each time a student engages in the behaviors specifically defined in the exit criteria, a tally mark is placed in that class period under the column that corresponds with the exit criteria listed above.

| The Futures Program | | | | | | | FBA Process | |
|---------------------------------|-------|---|---|---|---|---|-------------|--|
| Day #: | | | | | | | | |
| Exit Criteria (Behavior Skills) | | | | | | | Goal | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Time | Class | 1 | 2 | 3 | A | C | R | |
| | 1 | | | | | | | |
| | 2 | | | | | | | |
| | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| | 9 | | | | | | | |
| | 10 | | | | | | | |

Social Skill/Replacement Skill:

Each student's individual replacement skill steps are located in each social skill section, and correspond to the exit criteria on Page 2.

Sample of Social Skill/Replacement Skill: Accepting Feedback

- *Look at the person
- *Stay Calm
- *Say, "OK"
- *Don't argue

| |
|-----------------------|
| Student Name: _____ |
| Social Skills: |
| |
| Social Skills: |
| |
| Social Skills: |
| |

| Antecedent Event (A) | Consequence / Outcome (B) | Reaction (R) |
|--|--|---------------------------|
| □ A. Transition (Movement from one activity to another) | □ A. Choice Given | □ A. Behavior Stopped |
| □ B. Denied Access (student can't have an activity, item, etc.) | □ B. Redirection | □ B. Behavior Continued |
| □ C. Adult Instruction/Directive | □ C. Discussion of Behavior | □ C. Behavior Intensified |
| □ D. New Task (A task to which the student has never been exposed to) | □ D. Removal from class | |
| □ E. Teacher attention to other | □ E. Redirection to task | |
| □ F. Routine Task (A task the student is exposed to regularly such as mopping) | □ F. Planned ignoring (staff withhold attention) | |
| □ G. Physical Prompt (example hand on shoulder) | □ G. Personal space given | |
| □ H. Assignment Given | □ H. Changed Activity | |
| □ I. Peer Interaction (negative or positive) | □ I. Peer attention given | |
| □ J. Adult Attention (positive or negative) | □ J. Adult attention given | |
| □ K. | □ K. Physical Prompt | |
| □ L. | □ L. | |

Learning Targets:

I can use a comprehensive daily data collection tool to help engage students in a check-in/check-out model to increase the student's awareness and help the student take ownership of their behaviors.



| | | | |
|----------------------------|----------------|---------------------------|----------------------|
| Name: | | Daily % | |
| Teacher: | | | |
| Date: _____ | | Hold ? | |
| School Behaviors | | | |
| 2 pts = All Skills | | 1 pt = Some Skills | |
| 0 pts = No Skills | | | |
| Period | Be Safe | Be Responsible | Be Respectful |
| 1 | 0 1 2 | 0 1 2 | 0 1 2 |
| 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| 3 | 0 1 2 | 0 1 2 | 0 1 2 |
| 4 | 0 1 2 | 0 1 2 | 0 1 2 |
| 5 | 0 1 2 | 0 1 2 | 0 1 2 |
| 6 | 0 1 2 | 0 1 2 | 0 1 2 |
| 7 | 0 1 2 | 0 1 2 | 0 1 2 |
| 8 | 0 1 2 | 0 1 2 | 0 1 2 |
| 9 | 0 1 2 | 0 1 2 | 0 1 2 |
| 10 | 0 1 2 | 0 1 2 | 0 1 2 |
| Bank Totals | | | |
| Point Bank Balance: | | | |
| Bonus Points: | | | |
| Purchase Points: | | | |

Check-In/Check-Out Self-Monitoring:

As the teacher is conferencing with the students at the end of each class period. The ultimate goal is for the student to be able to accurately self-monitor their behaviors based on given expectations and rules in the matrix.

The Futures Program

FBA Process

Day #:

Exit Criteria (Behavior Skills)

Goal

| | |
|--|--|
| | |
| | |
| | |

Exit Criteria Data Entry:

- Enter Exit Criteria into ISIS daily.
- Determine if the student has met the Exit Criteria for the day.

| Time | Class | 1 | 2 | 3 | A | C | R |
|------|-------|---|---|---|---|---|---|
| | 1 | | | | | | |
| | 2 | | | | | | |
| | 3 | | | | | | |
| | 4 | | | | | | |
| | 5 | | | | | | |
| | 6 | | | | | | |
| | 7 | | | | | | |
| | 8 | | | | | | |
| | 9 | | | | | | |
| | 10 | | | | | | |

| | | | |
|----------------------------|----------------|---------------------------|----------------------|
| Name: | | Daily % | |
| Teacher: | | | |
| Date: _____ | | Hold ? | |
| School Behaviors | | | |
| 2 pts = All Skills | | 1 pt = Some Skills | |
| 0 pts = No Skills | | | |
| Period | Be Safe | Be Responsible | Be Respectful |
| 1 | 0 1 2 | 0 1 2 | 0 1 2 |
| 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| 3 | 0 1 2 | 0 1 2 | 0 1 2 |
| 4 | 0 1 2 | 0 1 2 | 0 1 2 |
| 5 | 0 1 2 | 0 1 2 | 0 1 2 |
| 6 | 0 1 2 | 0 1 2 | 0 1 2 |
| 7 | 0 1 2 | 0 1 2 | 0 1 2 |
| 8 | 0 1 2 | 0 1 2 | 0 1 2 |
| 9 | 0 1 2 | 0 1 2 | 0 1 2 |
| 10 | 0 1 2 | 0 1 2 | 0 1 2 |
| Bank Totals | | | |
| Point Bank Balance: | | | |
| Bonus Points: | | | |
| Purchase Points: | | | |

PBIS Data Entry:

- Enter points into CICO to compute the daily percentage.
- Write Percentage on Point Sheet.
- Determine if they met their CICO goal.
- If yes- advance their day by one and write the next number on their point sheet.
- If no- mark y in the hold box, and write Day # 0.

| | | | |
|----------------------------|----------------|---------------------------|--------------------------|
| Name: | | Daily % | |
| Teacher: | | | |
| Date: _____ | | Hold ? | |
| School Behaviors | | | |
| 2 pts = All Skills | | 1 pt = Some Skills | 0 pts = No Skills |
| Period | Be Safe | Be Responsible | Be Respectful |
| 1 | 0 1 2 | 0 1 2 | 0 1 2 |
| 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| 3 | 0 1 2 | 0 1 2 | 0 1 2 |
| 4 | 0 1 2 | 0 1 2 | 0 1 2 |
| 5 | 0 1 2 | 0 1 2 | 0 1 2 |
| 6 | 0 1 2 | 0 1 2 | 0 1 2 |
| 7 | 0 1 2 | 0 1 2 | 0 1 2 |
| 8 | 0 1 2 | 0 1 2 | 0 1 2 |
| 9 | 0 1 2 | 0 1 2 | 0 1 2 |
| 10 | 0 1 2 | 0 1 2 | 0 1 2 |
| Bank Totals | | | |
| Point Bank Balance: | | | |
| Bonus Points: | | | |
| Purchase Points: | | | |

Token Economy Data Entry:

- If student has met ALL Exit Criteria goals they will earn 12 Bonus Points.
- These points may ONLY be used to purchase, not entered into CICO, but they are entered into their Account Book.
- Account Book update daily.

End of day conferencing:

At the end of the day, the homeroom team will conference with each student about the student's day, and make notes on their Point Sheet and Take Home page.

- Did you meet your Exit Criteria goal? (mark on take home sheet)
- What went well?
- What could you do better tomorrow?

| The Futures Program Parent Contact Sheet | | |
|--|---|----|
| Student Name: _____ | | |
| Date: _____ | | |
| Exit Criteria & Goal: | Did I make progress on this goal today? | |
| | | |
| | | |
| | | |
| | | |
| Did I meet my PBIS goal today? | Yes | No |
| Did I earn an Opportunity today? | Yes | No |
| Comments: | | |
| | | |
| Parent/Guardian Signature: _____ | | |
| Return this Take-Home sheet signed by Parent/Guardian for a Responsibility Ticket. | | |

Name: _____
 Teacher: _____
 Date: _____

_____ Day # _____
 Hold ? _____

The Futures Program
 Day #: _____

FBA Process

School Behaviors

2 pts = All Skills 1 pt = Some Skills 0 pts = No Skills

| Period | Be Safe | Be Responsible | Be Respectful |
|--------|---------|----------------|---------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Bank Totals

| | |
|----------------------------|--|
| Point Bank Balance: | |
| Bonus Points: | |
| Purchase Points: | |

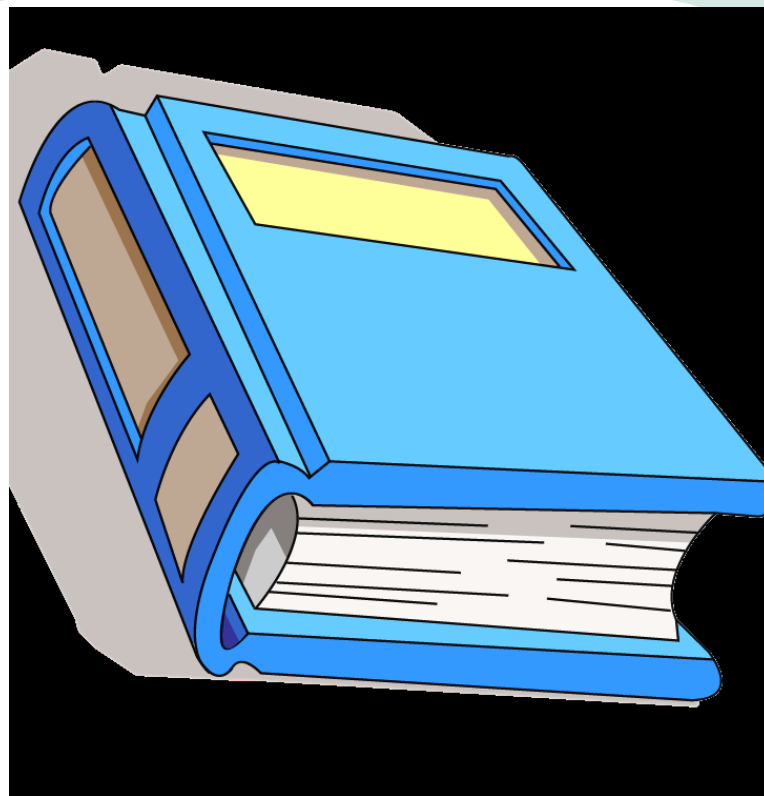
Exit Criteria (Behavior Skills) Goal

| | |
|--|--|
| | |
| | |
| | |

| Time | Class | 1 | 2 | 3 | A | C | R |
|------|-------|---|---|---|---|---|---|
| | 1 | | | | | | |
| | 2 | | | | | | |
| | 3 | | | | | | |
| | 4 | | | | | | |
| | 5 | | | | | | |
| | 6 | | | | | | |
| | 7 | | | | | | |
| | 8 | | | | | | |
| | 9 | | | | | | |
| | 10 | | | | | | |



=



What Next?

What is a Focus Portfolio?

A way to organize all of your progress monitoring data in one location.

A way to allow students to discuss their goals/objectives with their teacher.

A way to allow easy access to their data for each individual student.

A way for students to understand their progress over time.

A way to allow students to take ownership of their progress.

A way to encourage student lead IEPs.

A way to empower students...



Questions?



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