

IEP Progress Monitoring Toolkit

Data-driven strategies for tracking behavior goal achievement

From *Classroom Pulse* - www.classroompulse.io

Part 1: Progress Monitoring Schedule Template

Daily Data Collection Log

Date	Target Behavior	Measurement	Result	Notes
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Weekly Progress Summary

Week of: _____

Student: _____

IEP Goal: _____

Day	Data Point	Goal Target	Above/Below Target
Mon			
Tue			
Wed			
Thu			
Fri			

Weekly Average: _____ Goal Target: _____

Trend Direction: Increasing Stable Decreasing

Part 2: Graph Template

100% |
90% | Goal Line: _____
80% | _____
70% |
60% |
50% |
40% |
30% |
20% |
10% |

0% | _____
W1 W2 W3 W4 W5 W6 W7 W8 W9 W10 W11 W12

Student: _____ Goal: _____

Baseline: _____ Target: _____ Target Date: _____

Part 3: Decision Rules Flowchart

After 4 Consecutive Data Points, Ask:

Are all 4 data points ABOVE the aim line?

|

YES --> Consider:

|

- Raising the goal

|

- Fading supports

|

- Adding new target behavior

|

NO

|

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Are all 4 data points BELOW the aim line?

|

YES --> Take Action:

|

- Increase intervention intensity

|

- Modify intervention approach

|

- Conduct new FBA if needed

|

- Consider adjusting goal

|

NO

|

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Are data points VARIABLE around the aim line?

|

YES --> Continue:

- Maintain current intervention

- Continue monitoring

- Review in 2 more weeks

Part 4: Goal Adjustment Criteria Checklist

Consider RAISING the Goal When:

- Student has already met the annual goal
- Data consistently exceeds aim line by 20%+ for 4+ weeks
- Current goal no longer presents a meaningful challenge
- Student demonstrates readiness for higher expectations

- Team agrees adjustment benefits the student

Consider LOWERING/MODIFYING the Goal When:

- Multiple intervention changes (3+) have not improved progress
- Original goal was set without adequate baseline data
- Significant circumstances have changed (health, family, etc.)
- Goal is causing undue frustration or negative outcomes
- Team agrees current goal is not appropriate
- New assessment data suggests different targets

Documentation Required for Goal Changes:

- Progress monitoring data (minimum 6 weeks)
- Trend analysis showing need for change
- Documentation of interventions tried
- Parent notification/consent
- IEP team meeting notes
- Amended IEP document

Part 5: Parent Progress Report Template

STUDENT PROGRESS REPORT

Student Name: _____

Reporting Period: _____

IEP Goal: _____

Current Performance:

Metric	Baseline	Current	Goal Target

Progress Graph: [Insert or attach graph]

Summary of Progress: - [] Making expected progress - on track to meet goal - [] Making progress - slightly below expected rate - [] Limited progress - intervention modifications needed - [] Regression - significant concerns, team meeting recommended

Interventions Currently in Use: 1. _____
 2. _____ 3. _____

What's Working Well: _____

Areas of Concern: _____

Recommendations/Next Steps: _____

Parent Input Requested: We value your partnership! Please share any observations from home:

Questions? Contact: _____ at _____

Part 6: Data Collection Method Selection Guide

Frequency/Event Recording

Use When: - Behavior has clear beginning and end - Behavior is discrete (countable) - You want to know how many times

Examples: Hand raising, call-outs, physical aggression incidents

Duration Recording

Use When: - Length of behavior matters - Behavior is continuous - Goal relates to time

Examples: Time on task, tantrum length, time to begin work

Interval Recording

Use When: - Behavior is continuous/hard to count - Sampling is more practical - You want to estimate percentage of time

Examples: On-task behavior, peer interaction, engagement

Latency Recording

Use When: - Response time matters - Measuring compliance - Starting behavior is the concern

Examples: Time to follow directions, transition time, work initiation

Quick Reference: Progress Monitoring Frequency

Activity	Recommended Frequency
Data Collection	Daily or per opportunity
Graph Updates	Weekly
Trend Analysis	Every 2-4 weeks
Team Data Review	Monthly
Parent Progress Reports	Quarterly (minimum)
Goal Adjustment Review	Quarterly or as data indicates

This toolkit is provided by Classroom Pulse for educational purposes. For automated progress monitoring, visit www.classroompulse.io