

Universal Screener / Progress Monitor – 2nd Edition

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The USPM-2 (Universal Screener/Progress Monitor, 2nd Edition) provides a simple, yet powerful, research-based, time- and cost-effective system to screen and monitor the whole child as per teacher perceptions. Use of the USPM-2 allows for systematic implementation of *RtI* and PBIS-MTSS interventions and services.

Introduction

The USPM-2 is a research-based universal screener and progress monitor utilizing teachers' perceptions to assist schools with the identification of mild, moderate, or significant levels of risk across ten different domains. The information gathered allows for systematic, data-based decisions along the three-tiered system of support to help students.

A key component of the *RtI* (Response to Intervention) service delivery model is universal screening for students. A variety of screening methods are and have been utilized at different schools and districts throughout the nation. Many current screening methodologies address only academics. There exist several issues and concerns with only screening for academics and not addressing the whole human.

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Introduction (continued)

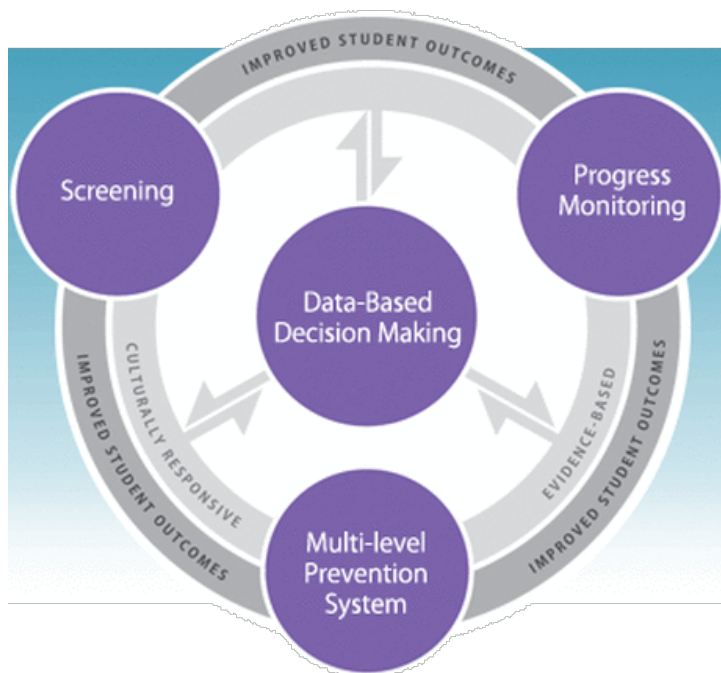
Many other concerns related to the use, misuse, or nonuse of screening practices are well documented in the research and include the fact that unreliable or even invalid instruments, such as DIBELS (*RtI* Action Network), are often or sometimes limited, screening only levels of risk in reading.

Other problematic issues include differing perceptions of how screenings should occur, resulting in a wide range of practices between and within schools in the same district and even between individual staff members within the same grade in the same school. The USPM-2 can provide consistency in service delivery methods within a grade level, school, and district.

Many districts across the nation continue to struggle with the successful implementation of *RtI*/PBIS-MTSS (Education Week, 2016). The USPM-2 effectively addresses and resolves many concerns and obstacles in the provision of an effective, systematic screening and monitoring instrument and methodology to better serve students.

Overview

A complete discussion of Response to Intervention (*RtI*), Positive Behavior Interventions & Support (PBIS), and Multi-Tiered Systems of Support (MTSS) is not possible in this limited space. However, it is important to note the USPM-2 provides the structure necessary for the successful implementation for districts that utilize these models.



In its most basic form, the USPM-2 is a universal screener which identifies levels of concern along a three-tiered ("multi-level") system of prevention, intervention, and postvention, allowing data-based decisions. The USPM-2 allows several ways to monitor progress (by student, class, grade, school, and district) leading to improved student outcomes at a variety of levels in different domains.

**Thank You
For Considering
The USPM-2!**

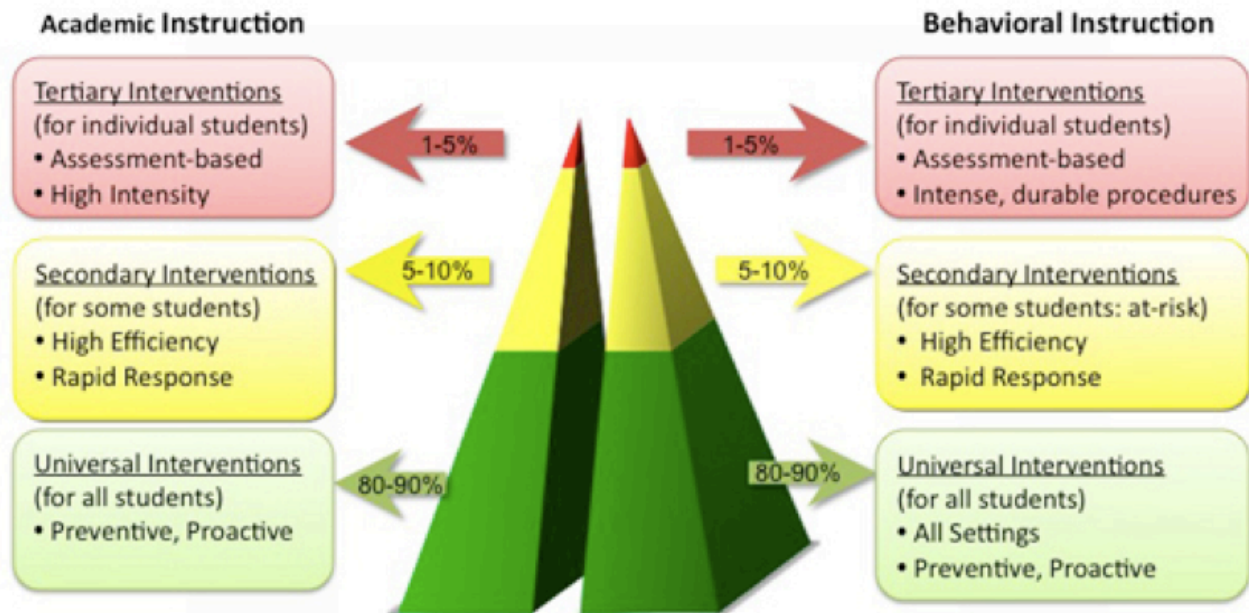
Photo credit: rti4success.org



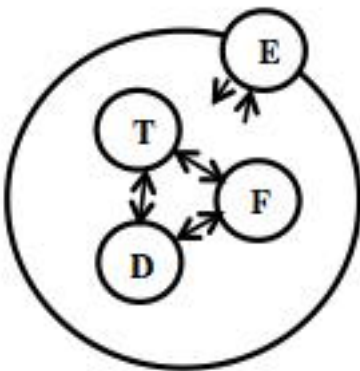
Overview (continued)

Designing Schoolwide Systems for Student Success

Source: www.pbis.org



Most are already familiar with the three tiers of *RtI* and PBIS. Consistent with the *RtI* model, the USPM-2 identifies levels of concern for academics but unlike the PBIS model, it is not limited to only accounting for behaviors – instead, the USPM-2 addresses the *whole human* along the full spectrum of internal and external factors - *everything*.



A **reciprocal-determinism** model (Bandura) addresses the "whole human" and considers cognitions (Thinking), emotions (Feelings), and behaviors (Doing), within the setting (Environment/Social) and accounts for and addresses the complex interactions between and within them all.



Advantages & Disadvantages

There are advantages and disadvantages to every program, method, strategy, philosophy, and test. The USPM-2 is no different. Here are some of the pros and cons:

Pros:

- Is cost-effective (*FREE* for use in DUSD!)
- Is time-effective (Approximately 10 hours per year for teachers)
- Is easy to use
- Goes beyond academics and behavior and addresses the “whole child”
- Allows and encourages professional judgment
- Values and respects teacher perceptions
- Stresses early intervention and prevention
- Effectively uses technology
- Is based on research and allows opportunities for additional research
- Provides structure and consistency to the *RtI* and PBIS-MTSS service delivery models
- Provides data to assist with decisions to effectively help students
- Provides several opportunities to monitor student progress
- Encourages collaboration/consultation/communication amongst stakeholders
- Enhances home-school communications
- Does not label children – instead labels levels of concern or risk
- *And more!*

Cons, Considerations, & Cautions:

- The USPM-2 includes student names and other personal information, including ratings. Therefore, the ratings and results should be considered confidential to be shared only with involved personnel and stakeholders. Ratings related to any individual student should be freely shared with parents/guardians. The USPM-2 is not a “secret” list, but it is a “confidential” list.
- The USPM-2 does not “profile” students. Research indicates profiling does not work.
- There are many cautions and potential pitfalls whenever ranking and sorting occur by any method. It is always important to remember the sole purpose of ranking and sorting is to find effective ways to help students.
- If/when the use of the USPM-2 expands throughout schools within a district, there will be increased time and effort needed to effectively manage data. Each school will need at least one person who is able to utilize Excel™ to manage data for students, classrooms, and grades.

CAUTION: The USPM-2 is not for use for students in crisis. If a student is in crisis, or in the event of an emergency, take immediate and appropriate actions per site and district procedures, regulations, and follow any and all applicable laws.



How It Works

- Each teacher/rater is provided with the Universal Screening Form via e-mail.
- Teacher completes the form.
- Completed form is forwarded to administration and Site USPM-2 Manager via e-mail.
- Results are collected, calculations are performed, and merged.
- Results are shared with teachers, grade levels, and site/district administration.
- Stakeholders collaborate/consult to make data-based decisions.
- Progress Monitoring occurs as appropriate.
- Ratings occur three times per year (at the end of each trimester).

Instructions for the Rater

Open the Universal Screening Form (see next page) received via e-mail...

- a) Enter Rater/Teacher Name and Date (upper right hand corner).
- b) Enter Student Names in this format: LASTNAME, First (e.g., DOE, John).
- c) Enter 3-Letter Abbreviation for Teacher Name (e.g., Smith = SMI).
- d) Complete/Fill the Grade (Gr) column.
- e) Indicate Gender (M/F) for each student in the G column.

NOTE: The USPM-2 is in the formative stages of development; therefore the form may vary slightly from the form pictured on the next page. Current plans include adding columns to include additional identifiers (e.g., language status, migrant status, attendance status, special education status, etc.) to allow for additional opportunities to understand and effectively serve students and subgroups.

- f) Rate each student from 1 to 5 in each of the ten columns/domains.

KEY to Ratings (see lower left-hand corner of the form):

1	Tier I	No Concerns
2	Tier I	At Risk/Mild Concerns
3	Tier II	At Risk/Moderate
4	Tier II	Monitoring/Interventions
5	Tier III	Significant Concerns

- g) Each domain is operationally defined on a subsequent page.
- h) Enter the Number of Students (red font) for whom ratings occurred for subtotals and averages to be automatically calculated.
- i) Interpretation and subsequent data-based decisions can occur.



ANYTOWN SCHOOL

Rater: Jane Smithson
Date: 01/12/17

#	Name	T	Gr	G	ACAD			ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	Sub	Avg
					ELA	Math											
1	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
2	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
3	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
4	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
5	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
6	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
7	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
8	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
9	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
10	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
11	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
12	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
13	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
14	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
15	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
16	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
17	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
18	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
19	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
20	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
21	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
22	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1
23	DOE, Jane	SMI	2	F	1	1		1	1	1	1	1	1	1	1	10	1
24	DOE, John	SMI	2	M	1	1		1	1	1	1	1	1	1	1	10	1

KEY TO RATINGS:

- 1 Tier I - No Concerns
- 2 Tier I - At Risk/Mild Concerns
- 3 Tier II - At Risk/Moderate
- 4 Tier II - Monitoring/Intervention
- 5 Tier III - Significant Concern

Sub:

Avg:

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

24	24	24	24	24	24
1.0	1.0	1.0	1.0	1.0	1.0

Number of Students: 24

10.00



ANYTOWN SCHOOL

CONFIDENTIAL

Rater: Mrs. Smith
Date: 10/14/16

#	Name	T	Gr	G	ACAD					MOT	SOC	EMOT	BEH	ENV	Hx	OTH
					ELA	Math	ATTD	MOT	SOC							
1	A.R.	SMI	3	M	3	3	1	1	2	1	1	1	2	1	1	1
2	B.B.	SMI	3	F	3	2	1	1	2	1	1	1	1	1	1	1
3	Z.E.	SMI	3	M	3	3	1	1	2	1	1	1	1	1	1	1
4	R.T.	SMI	3	F	1	2	1	1	1	1	1	1	1	1	1	1
5	B.N.	SMI	3	M	5	4	1	2	3	3	3	4	4	1	1	1
6	C.Y.	SMI	3	F	5	5	1	2	3	3	3	3	3	1	1	1
7	W.N.	SMI	3	M	5	5	1	5	3	3	3	4	3	1	1	1
8	O.B.	SMI	3	F	3	3	1	4	2	2	2	3	3	1	1	1
9	M.V.	SMI	3	M	2	4	1	3	2	2	2	2	1	1	1	1
10	V.I.	SMI	3	F	2	3	1	1	2	2	2	1	1	1	1	1
11	P.R.	SMI	3	M	2	3	1	5	2	2	2	3	1	1	1	1
12	N.N.	SMI	3	F	5	5	1	1	3	3	3	1	1	1	1	1
13	R.I.	SMI	3	M	1	1	1	1	2	2	2	1	1	1	1	1
14	F.E.	SMI	3	F	1	2	1	3	3	3	3	4	1	1	1	1
15	I.W.	SMI	3	M	3	4	1	3	3	3	2	4	1	1	1	1
16	C.L.	SMI	3	M	5	5	1	5	5	5	5	5	4	1	1	1
17	E.B.	SMI	3	M	5	5	1	4	4	4	5	5	4	1	1	1
18	N.E.	SMI	3	F	2	1	1	1	2	2	2	1	1	1	1	1
19	G.H.	SMI	3	M	3	2	1	3	4	3	3	4	2	1	1	1
20	L.R.	SMI	3	F	2	2	1	4	1	1	1	1	1	1	1	1
21	D.D.	SMI	3	M	3	2	1	3	3	3	3	4	1	1	1	1
22	H.P.	SMI	3	M	1	5	1	4	3	3	3	5	2	5	1	1
23	L.U.	SMI	3	F	5	4	1	4	5	4	5	5	4	1	1	1

Sub	Avg
16	1.6
14	1.4
15	1.5
11	1.1
28	2.8
27	2.7
31	3.1
23	2.3
19	1.9
15	1.5
21	2.1
22	2.2
12	1.2
20	2
23	2.3
37	3.7
35	3.5
13	1.3
24	2.4
15	1.5
22	2.2
30	3
34	3.4
0	0

KEY TO RATINGS:

- 1 Tier I - No Concerns
- 2 Tier I - At Risk/Mild Concerns
- 3 Tier II - At Risk/Moderate
- 4 Tier II - Monitoring/Intervention
- 5 Tier III - Significant Concern

Sub:
Avg:

70	75	23	62	62	57	65	43	27	23
3.0	3.3	1.0	2.7	2.7	2.5	2.8	1.9	1.2	1.0

Number of Students:

23

507

2.20



Operational Definitions

Each area is rated/described as per teacher perceptions.

Academics (ACAD)

Levels of concern regarding academic performance in both **English-Language Arts (ELA)** and **Math (Math)**. Grades, test scores, quality/quantity of work, etc.

Attendance (ATTD)

Level of concern regarding attendance, including days missed both excused and unexcused, tardies, missed school in the past, etc.

Motivation (MOT)

Level of concern related to the effort the student puts forth.

Social (SOC)

Level of concern related to relationships with other humans (students, teachers, administrators, other adults, etc.), such as sharing, helping, friendships, bully/victim, social skills, etc.

Emotional (EMOT)

Level of concern related to feelings/emotions. For example, sadness, crying, inappropriate affect, etc.

Behavioral (BEH)

Level of concern related to observable behaviors, including compliance with school wide and classroom discipline policies and any others ranging from desired (raising hand before speaking) to the undesired (hitting students).

Environmental (ENV)

Many external factors can affect a student's performance. Home and Community factors might include the divorce/separation of parents, death in the family, gang influences, substance abuse in the neighborhood, poverty, living conditions, etc. Environmental factors (i.e., culture, character, respect, safety, school warmth, etc.) at school play an important role.

Health (Hx)

Levels of concern related to health and wellness (conditions, physical limitations, allergies, diet/nutrition, etc.).

Other (OTH)

There exist a myriad of other factors which can place a child at risk or for which a school can help. List them in this column.



Interpreting the Data

Once data is collected, the USPM-2 provides extensive opportunities for interpretation.

- Student
- Classroom
- Grade
- School
- District

General Approach

- Look at the averages for each student to determine overall levels of concern.
- Look at ratings in each domain to determine specific (“targeted”) levels of concern.
- Address highest levels of concerns first (triage, prioritize).
- Use lowest areas of concerns (possible strengths) to overcome weaknesses if possible.

Example #1: A typical student profile.

ELA	Math	ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	SUB	AVG
5	4	1	3	1	1	1	3	1	1	21	2.1

Overall: John’s overall average of 2.1 is ranked 16th of 24 students in the class. **Needs:** The most significant concerns exist with reading, writing, and math. He needs to improve his performance in these academic areas (ELA = 5; Math = 4). John is usually motivated (MOT = 3) to try his best, except during ELA activities, in AR quizzes (he has 1.5 points), and when asked to read aloud in front of the class. His parents have reported he has no quiet place (ENV = 3) to complete his homework and that he dislikes homework; he states he wants to play basketball instead of having to do homework. **Strengths:** John has had perfect attendance; he has many friends and always seems happy and friendly; his behavior is appropriate and he always follows classroom rules and expectations; he appears healthy and active, winning second place in the school’s Presidential Fitness Test.

Example #2: An easily-to-identify goal.

ELA	Math	ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	SUB	AVG
5	5	5	1	1	1	1	1	1	3	24	2.4

Overall: Academically ranked 20th of 24 in the class, Jim is experiencing significant academic difficulties, primarily due to extensive absences (he has missed 12 of 42 days with 8 unexcused absences). Over the past three years he has averaged 27 absences per year. Parent reports transportation remains a huge issue. He was referred for SARB late last year but a meeting has not yet been held. **Needs:** He needs to improve his attendance. **Strengths:** When present, he puts forth his best effort, has a lot of friends, and seems to enjoy school.



Interpreting the Data (continued)

Example #3: Using a reciprocal-deterministic approach.

ELA	Math	ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	SUB	AVG
5	5	1	5	5	5	5	4	1	1	37	3.7

Overall: Juan's overall average of 3.7 is rated as the most significant in the class and grade level. This English Language Learner receives specialized academic support and speech services through special education. **Needs:** Although he receives special education support, he appears to have given up on academics, realizing he is far behind his peers. There has been a recent parental separation at home. He sometimes becomes angry with peers on the playground and when that happens, disruption occurs in the classroom as the arguments may continue for the duration of the day. **Strengths:** He has perfect attendance, appears healthy and active, and is friendly, helpful, and talkative with adult staff.

Example #4: Screening at the classroom level.

ELA	Math	ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	SUB	AVG
3.3	3.1	1.3	2.8	1.9	1.5	1.7	1.1	1.3	1.0	454	1.89

Overall: The third grade teacher examined the class averages for each domain. Academics appeared as the primary concern, as would be expected. However, she observed Motivation was the next highest area of concern. **Needs:** Several individual students, as well as the class in general, need to improve their motivation to succeed. **Strengths:** Except for two students who continually disrupt class with their antics, the class, based on a comparison of first and second trimester ratings, has made a lot of progress this year (down from 3.2 to 2.8).

Example #5: Screening at the grade level.

ELA	Math	ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	SUB	AVG
2.8	2.8	1.3	2.3	1.2	1.5	2.7	1.3	1.2	1.1	2087	1.8

Overall: Totals are shown for 114 students in the 5th grade. Academics have shown progress over the years (ELA & Math = 2.8 compared with 2nd grade ELA & Math = 3.4). **Needs:** Behavior (BEH = 2.7) and motivation (MOT = 2.3) appear as significant concerns. **Needs:** Fifth graders need to choose to control their behaviors and motivation in a more productive fashion so they can successfully complete the rest of the school year and begin a successful transition to middle school.

Interpreting the Data (continued)

Example #6: Sorting data by intensity for a grade level & considering next steps.

Name	ELA	Math	ATTD	MOT	SOC	EMOT	BEH	ENV	Hx	OTH	AVG
C.B.	5	5	1	5	5	5	5	4	1	1	3.7
R.G.	5	5	4	5	2	1	3	1	5	5	3.6
H.O.	5	5	1	4	4	5	5	4	1	1	3.5
L.R.	5	4	1	4	5	4	5	4	1	1	3.4
K.D.	5	5	3	5	4	5	1	2	1	1	3.2
Y.Y.	5	5	5	5	1	4	1	4	1	1	3.2
A.M.	5	5	1	5	3	3	4	3	1	1	3.1
N.R.	1	5	1	4	3	3	5	2	5	1	3.0
R.D.	2	3	1	2	5	3	4	3	2	5	3.0
S.A.	5	4	1	2	3	3	4	4	1	1	2.8

Once data is gathered for an entire grade level, sorting by intensity can determine and prioritize the most significant needs. Sorting can occur per each domain (e.g., could determine those students with the highest behavioral or attendance concerns, etc.). The following notes identifies the ten students with the highest levels of concern based on overall Average scores and, using the data, begins to consider possible next steps.

Name Possible next steps, considerations, decisions....

- C.B. Already in special education; at next meeting review FAPE/LRE.
- R.G. Teacher/psych consultation has occurred/consider CART/invite nurse; admin consult.
- H.O. Is a CART student; consider scheduling next CART.
- L.R. Student is a CART student; other factors exist; administrative interventions.
- K.D. Already in special education; at next meeting review FAPE/LRE.
- Y.Y. English Language Learner, Level 1. No other information available in records.
- A.M. Nothing significant in AERIES; needs to improve motivation. Other?
- N.R. First year at site; 2 health issues indicated; consult nurse/psych/admin; consider §504.
- R.D. Significant history; district involvement; CART is being scheduled; invite district rep.
- S.A. Behavior interfering with academics; CART scheduled; no answer when phoned home.

Making Data-Based Decisions

The examples in the prior section show just a few ways data gathered from the USPM-2 can begin to assist with subsequent decisions.

No single score should ever be used; the decisions educators make are important in students' lives; *always consider everything*.



Making Data-Based Decisions (continued)

Decisions/interventions usually, but not always, occur along a continuum. Sometimes, a brief empowering communication between a professional educator and student is all that is needed - in other cases, extensive interventions/services over a long period of time are necessary.

Decisions/interventions can occur immediately and on an individual basis or can occur via a group with all stakeholders involved such as in professional learning communities, grade level meetings, CART/SST, MTSS, IEPT, §504, SARB meetings, and other consultations and collaborations, etc.

Data can lead to “targeted interventions.” For example, if a student’s attendance concerns are significant, a referral to SARB (or other intervention aimed at improved attendance) is needed. If a student’s health is a significant concern, a referral to the school nurse (or other appropriate referral) is needed. Avoid the “shotgun approach” (providing “everything” in hopes that “something will work”).

Children’s lives are dynamic and always changing. A student may be Level I in the morning but a Level III by the afternoon. Don’t wait for the next trimester to act! Provide immediacy as appropriate. A student may move from prevention, to intervention, to postvention in the span of a few hours!

Even though it may not always seem like it, a wealth of resources exist both within the schools and in the community. Continue to use resources wisely.

It is important to note that teachers and other professional educators are experts already making hundreds of decisions per hour in working with students, parents, other educators, and the community. The USPM-2 and/or other research-based screening and monitoring instruments can provide structure, consistency, and monitoring to assist with important decisions in students’ lives.

Interventions

In the present zeitgeist of the emergence of PBIS and MTSS, schools and districts across the nation have met and developed a wealth of interventions, both global (e.g., schoolwide positive behavioral expectations, reward activities and incentives, etc.) and individual (e.g., behavioral contracting, positive behavior recognition, etc.), so a discussion related to interventions will not occur here. The USPM-2 can help teachers, grade levels, schools, and districts use data to more effectively provide and monitor interventions and services.



Progress Monitoring

Data is gathered through screening and then interpreted. Using the data (and all other information available), targeted interventions and/or services are provided as appropriate to address identified concerns. To determine if the interventions were successful, and to what extent, progress monitoring is used.

In the USPM-2, the “US” is an abbreviation for “Universal Screener.” The “PM” is an abbreviation for “Progress Monitor,” and is the second, equally important component of this instrument.

Determining student success is an age-old question in the noble field of education. In its purest form, educators often recognize success through the “teaching moment.” But in modern education - in the age of documentation, accountability, scores, and outcome-based practices - schools increasingly need to provide data.

There may exist hundreds of ways to monitor students’ progress and determine success. As consumers and public entities, schools and districts need to be aware there are other Universal Screeners and Progress Monitors available on the market. Some are free and some are for purchase. Just as is true for educators working with students, districts need to make wise decisions in choosing the best universal screeners and progress monitors for their students.

In the USPM-2 model, there are two primary methods of monitoring progress: 1) the use of the USPM-2 itself and 2) the use of the Progress Monitor-2 (PM-2). Both are addressed:

1) Using the USPM-2 to Monitor Progress

Administered three times per year, comparisons can be made over time to monitor student’s progress in overall averages and/or per any domain. For example, at the first trimester Student A’s level of concern in Behavior (BEH = 5) was considered significant; given targeted interventions, by the second trimester, improvement was noted (BEH = 3).

It is important to note that through monitoring, movement in both directions can be caught, helping to keep students from “falling through the cracks.” For example, Student B started the year in Tier I but halfway through the second trimester, attendance (ATTD = 3) elevated concerns to Tier II.

Observed movement between the three *RtI* tiers can provide similar opportunities to monitor levels of concern and the effectiveness of interventions.



Progress Monitoring (continued)

Similarly, progress can be monitored per class, per grade, per school, and district. For example, at the first trimester rating, Teacher A's class average in behavior appeared to be a concern (BEH = 3.7). She implemented a Why Try group (a classroom management group for teachers) and tried various positive behavioral interventions and by the second trimester, the class average fell to 2.7!

Still, some students may show little change over time for various reasons. For example, Student C has a significant lifelong health problem (Hx = 5). However, the student is on an active §504 plan and the nurse, teacher, and involved staff are aware and provide reasonable accommodations. The student's health concerns may always be significant but interventions and services are provided as appropriate and necessary.

Collecting and merging USPM-2 data can often easily and immediately reveal descriptive trends just by looking but if desired, the USPM-2 also allows for powerful inferential research to determine if statistically significant changes have occurred.

2) Using the PM-2 to Monitor Progress

The PM-2 (page 15) is an easy to use, one-page progress monitor in Excel™ format. Progress toward any identified measurable goal can be monitored over time. Results are auto-calculated and represented graphically.

How It Works

- The need (goal) is identified/targeted.
- Intervention to address the goal is identified and provided.
- Progress is documented on the US-2 form.
- Results are displayed showing progress or lack thereof.
- Determination is made if goal was met or not.

Instructions for the Rater

Open the Progress Monitor Form in Excel™ format.

- a) Enter Rater/Teacher Name, Student Name, and Date.
- b) Enter the Referral Concern.
- c) Enter the Goal.
- d) Enter the Intervention(s) to be provided.
- e) Enter the recorded data in the *R* (Response) column. Up to 20 responses can be recorded on a single page (additional sheets can be used as needed).

Progress Monitoring (continued)

- f) In the next three columns, enter the frequency of observations. These columns are completely customizable. A typical daily schedule would follow the day-month-date format (e.g., MON APR 17), but many other possibilities exist: Period 1, 2, 3 etc. or 9:00, 9:15, 9:30, etc. Use the best format for each individual case.
- g) For auto-calculations to occur, enter the Number of Responses. Usually this will be 20 but at times may be less. In order for valid data to be calculated the N *must* exactly match the number of R's!
- h) Data is generated and includes the sum, the average, and the slope (important to behaviorists).
- i) Data is visually displayed in graph form.
- j) Enter a brief summary in the Results & Observations section
- k) Share with stakeholders, discuss progress, and make further [data-based] decisions!

Helpful Hint: Print out the form, keep it on your desk or close at hand, use paper-and-pencil format to enter observations and information; go back and type the PM-2 at a later date.

There is not time or space to include an in-depth discussion related to the many nuances of behaviorism (i.e., behavioral observations and interventions, schedules of reinforcement, etc.). One of the foundations of this model is to keep it simple - with a little practice, anyone can effectively use the PM-2! *And of course, training is available!*

Ultimately, whichever method is used (USPM-2, PM-2, or other), in order for *Rtl*/MTSS to be successful in any school or district, effective progress monitoring is a key component and needs to occur.

Rtl In The News...

SPECIAL REPORT

Rtl Expands, Encounters Growing Pains

"*Rtl* continues to expand its reach and evolve. This special report on *Rtl* - *Education Week's* second such report - explores the challenges facing educators as they adopt *Rtl* for new uses, scale it up to more schools and districts, and use it to improve learning for all students."

www.edweek.org

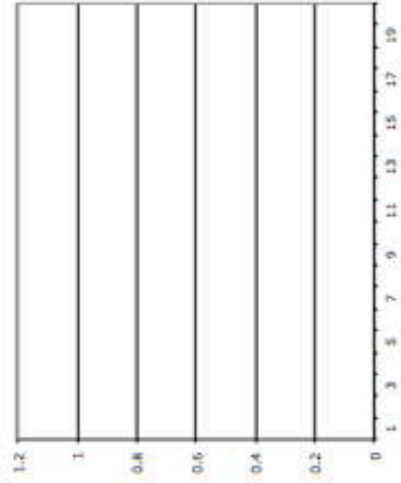




PROGRESS MONITOR-2
Date: _____

Student: _____
Teacher: _____

No.	R	Day	Mon	Date
1		31	MON	FEB 17
2		3	TUE	FEB 18
3		24	WED	FEB 19
4		10	THU	FEB 20
5		14	FRI	FEB 21
6		9	MON	FEB 24
7		3	TUE	FEB 25
8		13	WED	FEB 26
9		15	THU	FEB 27
10		1	FRI	FEB 28
11		0	MON	MAR 3
12		4	TUE	MAR 4
13		2	WED	MAR 5
14		1	THU	MAR 6
15		0	FRI	MAR 7
16		0	MON	MAR 10
17		1	TUE	MAR 11
18		1	WED	MAR 12
19		5	THU	MAR 13
20		2	FRI	MAR 14



Sum:	0
n:	20
Avg:	0.0
stdev:	0

Referral Concern: _____

Goal: _____

Intervention(s)/Reinforcer(s): _____

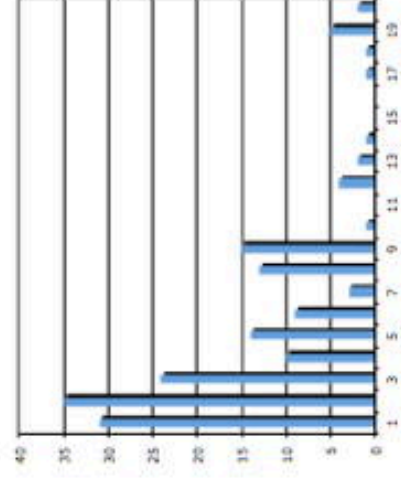
Results & Observations: _____



PROGRESS MONITOR-2
Date: March 16th, 2017

Student: Jane Doe
Teacher: Mary Smith

No.	R	Day	Mon	Date
1	35	31	MON	FEB 17
2	35	3	TUE	FEB 18
3	24	24	WED	FEB 19
4	10	10	THU	FEB 20
5	14	14	FRI	FEB 21
6	9	9	MON	FEB 24
7	3	3	TUE	FEB 25
8	13	13	WED	FEB 26
9	15	15	THU	FEB 27
10	1	1	FRI	FEB 28
11	0	0	MON	MAR 3
12	4	4	TUE	MAR 4
13	2	2	WED	MAR 5
14	1	1	THU	MAR 6
15	0	0	FRI	MAR 7
16	0	0	MON	MAR 10
17	1	1	TUE	MAR 11
18	1	1	WED	MAR 12
19	5	5	THU	MAR 13
20	2	2	FRI	MAR 14



Sum:	171
n:	20
Avg:	8.6
stdev:	1.2

Referral Concern: _____

Goal: _____

Intervention(s)/Reinforcer(s): _____

Results & Observations: _____

The PM-2 is an easy yet powerful tool to monitor student progress. This one-page document is in Excel™ format and allows data to be represented graphically. Results are automatically calculated and can represent up to 20 observations. Imagine showing up at the CART meeting and showing the progress your student has made, indicating the success of your interventions!



Future Directions

Because a work of art is never done, because the profession of education continuously evolves, because we strive to provide outstanding services for our students, and because the USPM-2 remains in the formative stages of program development, the instrument is always being refined.

- Subgroups are being added to allow for more in-depth analysis and understanding.
- Inter-rater reliability is an emphasis area to insure consistency between raters.
- The author is learning to protect cells in Excel™ to protect formatting.
- Pivot Tables in Excel™ are being considered to provide detailed reports for groups.

The USPM-2 As A 2016-17 Pilot Project in the DUSD

Early in the 2016-17 school year, teachers at Princeton Street School were invited participate in the initial stages of the formation of a research-based universal screening method. The USPM-2 attempts to identify concerns at mild, moderate, or significant levels of risk in ten different domains. It is hoped the use of this model and resulting data can help the school site understand, prioritize, and effectively serve students as per identified needs. The USPM-2 incorporates progress monitoring and provides the structure for the district's *RtI/PBIS-MTSS* service delivery model.

Acknowledgements

The author would like to acknowledge and thank Mr. James Hay, Director of Student Support Services, for his time, efforts, expertise, and encouragement to help the USPM-2 pilot project become a reality in DUSD.

The author would like to acknowledge and thank the Princeton Street School administration and third grade teachers for their assistance, support, time, and professionalism in helping with the initial piloting and ongoing development of the USPM-2.

The Princeton Street School USPM-2 Task Force:

- Mr. Mark Ruiz, Principal
- Mr. Joshua Herrera, Assistant Principal
- Mrs. Veronica Campos, Teacher
- Mrs. Mary Jane Gonzalez, Teacher
- Mrs. Alicia Marquez, Teacher
- Mrs. Cynthia Oropeza, Teacher
- Mr. David Trevino, Teacher



Acknowledgements (continued)

As of the writing of this document (December of 2016), *LaVina Middle School and Terrace School have begun piloting the USPM-2 at their school sites. Who will be next?*

How To Start A USPM-2 Pilot Project At Your Site

To start a pilot project at your site, contact Mr. James Hay or Don Asbridge.

Program Development & Evaluation

If/when formative-summative program evaluation determines the USPM-2 to successfully serve students, it may expand district-wide. Trainings, will continue as long as there is interest, and the program is deemed [highly] successful for students.

Success is ultimately to be determined through administrative decisions, research, and teacher perceptions. The USPM-2 will be known to be successful once teachers can highly recommend the USPM-2 to other teachers.

Resources & References

From the *California Department of Education*

Resources by *Rtl*² Ten Core Components

<http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp>

On this page are resources, links, and information to help districts with implementation. In addition, the simplicity of *Rtl* is outlined:

- High-quality classroom instruction
- High expectations
- Assessments and data collection
- Problem-solving systems approach
- Research-based interventions
- Positive behavioral support
- Fidelity of program implementation
- Staff development and collaboration
- Parent and family involvement
- Specific Learning Disability determination (*Rtl*² only)

Search the California Department of Education site for much more related information!



Resources & References (continued)

From the *PBIS* site:

School-wide Screening for At-Risk Students: Best Practices and School Examples

http://www.pbis.org/common/cms/files/pbisresources/B1_Lewis_Powers_Dixon_REVISED.pdf

This site provides pretty good information but unfortunately tends to stress behavior and makes the topic of screening look like rocket science, which is one reason districts across the nation are not systematically screening. Still, the site is recommended for any school considering implementing a school-wide screening program.

From the *Center on Response to Intervention*:

Universal Screening

<http://www.rti4success.org>

Much information and links related to the topic of universal screening, but mostly addresses academics and turns the whole topic of screening into rocket science, which is why many districts across the nation are not screening.

From *USA Today*

Controversy plagues school mental health screening

<http://www.usatoday.com/story/news/nation/2014/01/13/school-mental-health-screening/4454223/>

There is much for schools to consider with screening students. As previously mentioned, “There are many cautions and potential pitfalls whenever ranking and sorting occur by any method. It is always important to remember the sole purpose of ranking and sorting is to find effective ways to help students.” The USPM-2 does not screen for, nor diagnose, mental health conditions. It does screen for real-life issues.

Reciprocal Determinism

https://www.youtube.com/watch?v=YrA_gYEhCmo

A 2:56 video provides a brief introduction and overview of reciprocal determinism.

The USPM-2 addresses *everything*!

The goal of the USPM-2 is to help students



Resources & References (continued)

All USPM-2 forms, the User's Guide, past research, and related materials will be made available for all DUSD employees for unlimited use within the district. Do not redistribute outside of the district.

Contact Information:

Please contact the author for USPM-2 questions, consultation, or training.

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Disclosure Statement

The author, Donald J. Asbridge, originally envisioned, researched, developed, and copyrighted © the USPM 1.0 in 1993 and retains all rights.

The author is making the USPM-2 available for consideration and free unlimited use within the Delano Union School District in efforts to improve the effectiveness of the *RtI/PBIS-MTSS* service delivery model. Coinciding with this offer, the author receives additional opportunities to further develop, research, and/or distribute the instrument and model outside of the district. The author receives no additional payment or compensation for any USPM-2 related activities within the district. The USPM-2 is sold on the author's personal website.

Thank you for everything you do for students!

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