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| --- | --- | --- | --- | --- |
| Review Date | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** |  | **ID:** |  | | **D.O.B.:** |  | | **Age:** |  |
| **School:** |  | **Teacher:** | |  | | | **Grade:** | |  |
| **Report Submitted by:** | | | | | | | | | |

**Note: A progress monitoring report must be completed separately for each target behavior addressed by this student’s Behavior Intervention Plan.**

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| Target Behavior: |

Student has consistently demonstrated the desired long-term goal behavior(s) as defined in the Behavior Intervention Plan (BIP). Fade supports and/or discontinue BIP.

Target behavior has decreased and student has begun to engage in the desired long-term goal behavior(s) but has not achieved consistency in demonstrating the desired long-term behaviors. Continue plan as is or review factors below to modify and improve plan effectiveness.

Target behavior has decreased and replacement behaviors have increased; however, student has not yet demonstrated desired long-term goal behaviors. Continue plan as is or review factors below to modify and improve plan effectiveness.

Target behavior remains unchanged or has increased; replacement behavior is seen infrequently/not at all. Consider possible factors:

|  |  |
| --- | --- |
| Possible Factors Contributing to Maintenance of the Target Behavior/ Barriers to Success | Plan for Reducing Barriers |
| Student has inconsistent attendance |  |
| Student is not motivated by intervention |  |
| Home/School collaboration |  |
| Function of behavior is in question |  |
| Plan has been in place for less than four weeks |  |
| Other: |  |

**Additional Notes** (Please include quantitative and qualitative summary and graphs)**:**

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