Progress Monitoring
RMS

Name: Stu Dent | **DOB:** 05/05/2015 | **Age:** 11 yrs, 6 mos | **Date of Report:** 11/20/2026

Grade: 5th Grade | **School:** RMS | **Case Manager:** Eric Koestner, MS Ed., BCBA, LBA

Parents: Michael Dent, Mary Dent

Monitoring Period: 10/26/2026 – 11/20/2026 (20 Tracked Sessions)

BEHAVIORAL PATTERN & CONTEXT ANALYSIS

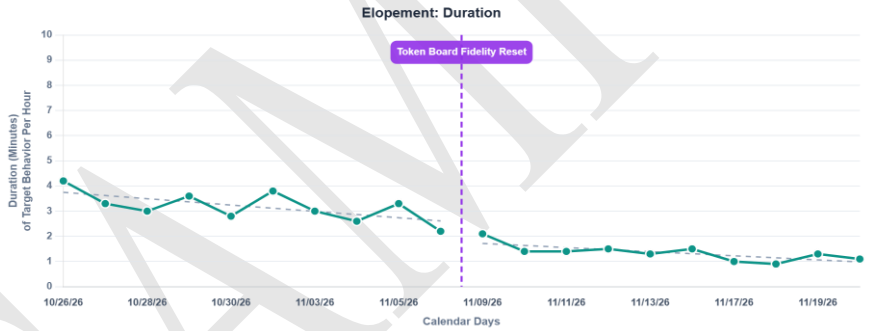
This section summarizes recorded intervals by day of the week, time of day, and setting to show when and where target behaviors occur most often.

Target Behavior	Peak Day(s)	Peak Time(s)	Peak Context(s)
Elopement (Duration)	Monday	11:30 AM	Lunch / Recess
Environmental Disruption (Frequency)	Tuesday	11:30 AM	Lunch / Recess
Non-Compliance	Thursday	09:00 AM	Reading / ELA

**Note: 'Variable' indicates the behavior occurred at a relatively consistent rate across multiple contexts with no clear, isolated peak.*

SECTION I: TARGET BEHAVIOR PROGRESS

This section evaluates the frequency, duration, or interval percentage of target behaviors of concern slated for reduction under the active Behavior Intervention Plan (BIP).



Progress Dimension	Baseline Level	Current Average (This Period)
Elopement (Duration)	4m 24s/hr	2m 16s/hr **Since 11/09/26: 1m 21s/hr**
Baseline Comparison: **Below Baseline (Decreased)** (48% reduction from baseline)		

Definition: *Leaving a designated supervised area without permission. This includes walking, wandering, or sudden rapid movement (bolting) out of visual range or beyond safe boundaries. The episode ends when Stu returns to the designated area and complies with supervision. Example: Sprinting down the hallway, or wandering out of the classroom during a lesson. Non-Example: Walking to the bathroom with a valid hall pass.*

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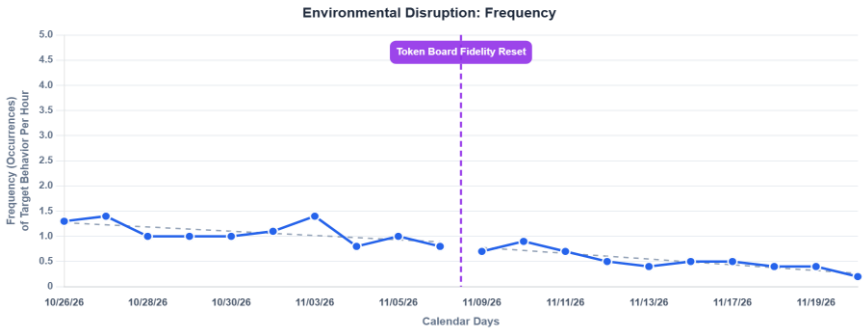
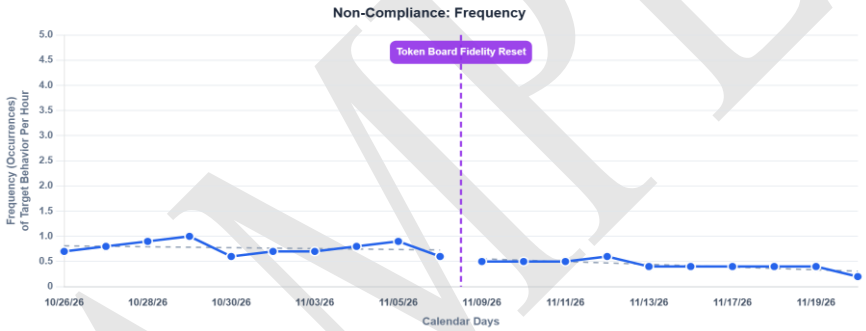


Progress Dimension	Baseline Level	Current Average (This Period)
Environmental Disruption (Frequency)	1.29 incidents/hr	0.80 incidents/hr **Since 11/09/26: 0.52 incidents/hr**
Baseline Comparison: Below Baseline (Decreased) (38% reduction from baseline)		

Definition: *Any instance of throwing safe items, overturning furniture without breaking it, or making a mess (e.g., sweeping items off a desk) that does not result in permanent damage but requires cleanup. The behavior ends when the disruption stops for 1 minute. Example: Sweeping all items off a desk onto the floor. Non-Example: Dropping a paper by mistake.*



Progress Dimension	Baseline Level	Current Average (This Period)
Non-Compliance (Frequency)	0.86 incidents/hr	0.60 incidents/hr **Since 11/09/26: 0.43 incidents/hr**
Baseline Comparison: Below Baseline (Decreased) (30% reduction from baseline)		

Definition: *Failure to initiate a response to a direct, clear staff directive or assigned instructional task (e.g., beginning a worksheet, putting materials away, or lining up) within 10 seconds, accompanied by passive refusal such as placing his head down or pushing work materials aside. The episode ends when Stu initiates the requested directive or task. Example: Placing his head down on the desk for more than 10 seconds after being instructed to begin a writing worksheet. Non-Example: Pausing briefly to select an icon on his AAC device or requesting assistance before starting a task.*

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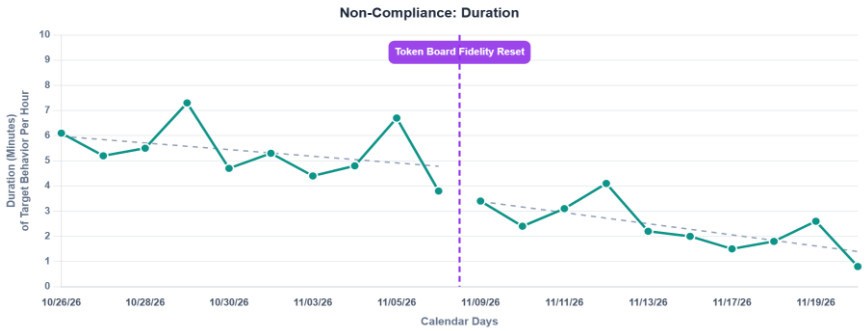
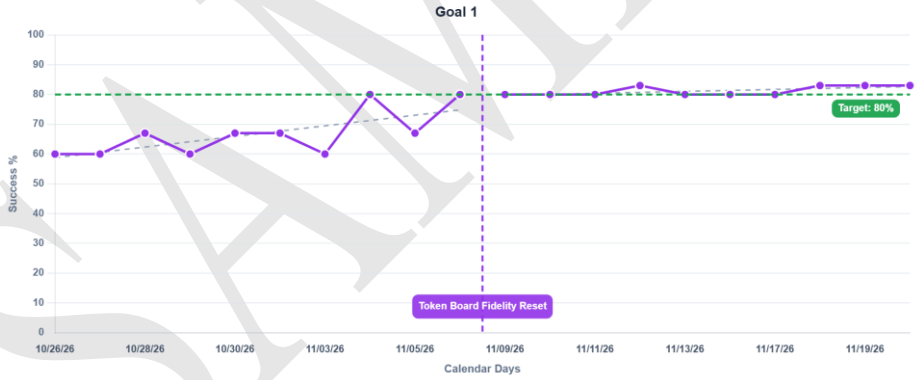


Progress Dimension	Baseline Level	Current Average (This Period)
Non-Compliance (Duration)	6m 48s/hr	3m 53s/hr **Since 11/09/26: 2m 23s/hr**
Baseline Comparison: **Below Baseline (Decreased)** (43% reduction from baseline)		

Definition: *Failure to initiate a response to a direct, clear staff directive or assigned instructional task (e.g., beginning a worksheet, putting materials away, or lining up) within 10 seconds, accompanied by passive refusal such as placing his head down or pushing work materials aside. The episode ends when Stu initiates the requested directive or task. Example: Placing his head down on the desk for more than 10 seconds after being instructed to begin a writing worksheet. Non-Example: Pausing briefly to select an icon on his AAC device or requesting assistance before starting a task.*

SECTION II: SMART GOAL PROGRESS EVALUATION

This section measures the rate of success and skill acquisition for replacement behaviors and academic and social objectives defined in Stu's behavioral goals.



Goal Measure	Current Status / Target Objective
Current Success Rate	**Stu achieved this goal at a success rate of 74% (Post-phase since 11/09/26: 81%).**
Goal Status	**Approaching Target (Period: 74% vs. 80%; Since 11/09/26: 81%, At Target)**
SMART Objective	*By 10/23/2027, when Stu is denied access to a preferred item or activity during school routines, he will accept the response or request a later turn using an accessible communication method (e.g., AAC, picture card, or gesture) instead of engaging in elopement, across 80% of opportunities for 3 consecutive weeks, as measured by documented data collection.*

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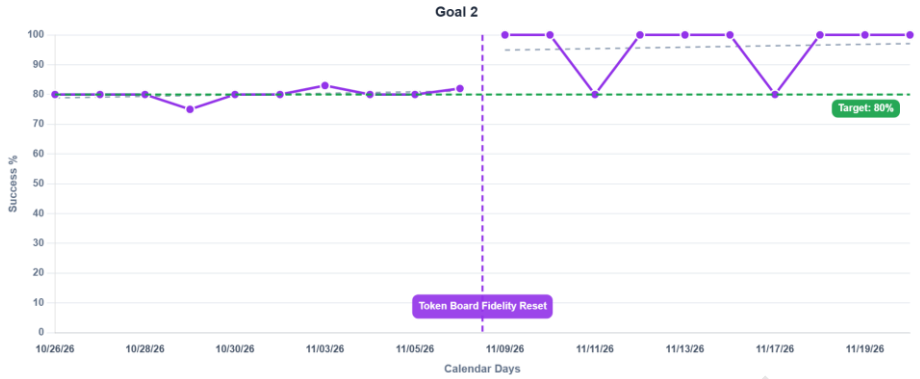
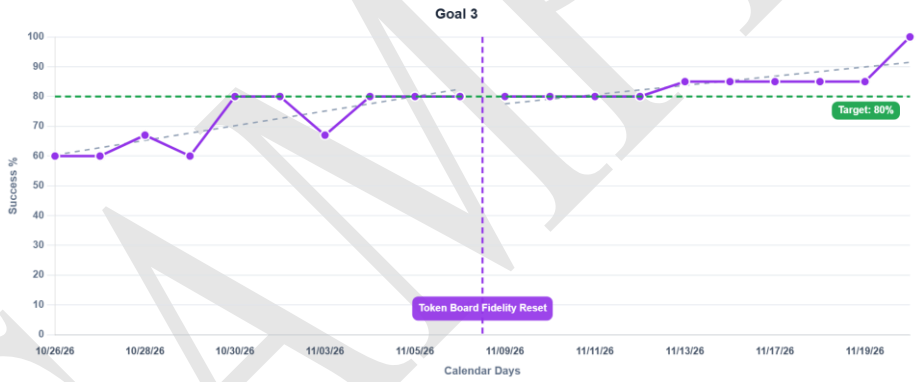


Goal Measure	Current Status / Target Objective
Current Success Rate	**Stu achieved this goal at a success rate of 88% (Post-phase since 11/09/26: 96%).**
Goal Status	**Target Met (Period: 88% vs. 80%; Since 11/09/26: 96%)**
SMART Objective	*By 10/23/2027, when Stu is participating in peer activities or social routines in school settings, he will use an accessible communication method (e.g., AAC, picture card, or appropriate gesture) to gain attention instead of engaging in environmental disruption, across 4 out of 5 observed instances for 4 consecutive weeks, as measured by documented data collection.*



Goal Measure	Current Status / Target Objective
Current Success Rate	**Stu achieved this goal at a success rate of 78% (Post-phase since 11/09/26: 85%).**
Goal Status	**Approaching Target (Period: 78% vs. 80%; Since 11/09/26: 85%, At Target)**
SMART Objective	*By 10/23/2027, when Stu is presented with a demand or academic task during school routines, he will independently signal for a break or assistance using an accessible communication method (e.g., AAC, visual card, or gesture) instead of engaging in non-compliance, with 80% independence for 10 consecutive school days, as measured by documented data collection.*

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PROGRESS NOTES & RECOMMENDATIONS

Across 20 tracked days in the monitored period, elopement (measured via duration) decreased relative to baseline, moving from an initial baseline average of 4 minutes and 24 seconds to a period average of 2 minutes and 16 seconds per hour. Additionally, data for environmental disruption reflected a lower average than baseline, shifting from 1.29 instances at baseline to 0.80 instances per hour. Furthermore, non-compliance decreased in both rate and duration compared to baseline, changing from 0.86 occurrences and 6 minutes, 48 seconds per hour to 0.60 occurrences and 3 minutes, 53 seconds per hour.

Regarding skill acquisition and adaptive objectives, Stu met the target criterion for Goal 2 (88% vs. 80% target) and approached target levels on Goal 1 (74% vs. 80% target) and Goal 3 (78% vs. 80% target).

A phase change ("Token Board Fidelity Reset") was recorded on 11/09/26.

Recommendations: Given downward trends across tracked behaviors, continued implementation of active supports, including the "Token Board Fidelity Reset" phase, with consistent fidelity is recommended, with proactive visual supports prioritized during peak contexts (Lunch / Recess and Reading / ELA). Additionally, the team may review Goal 1, Goal 2, and Goal 3 (including post-phase gains since 11/09/26) to verify consecutive-session mastery criteria and assess readiness for gradual prompt fading.

If you have any questions regarding Stu's progress or the current behavioral interventions, please feel free to contact me.

Eric Koestner

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Eric Koestner, MS Ed., BCBA, LBA
District BCBA
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Date: 11/20/2026

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