**Frequently Asked Questions about Review 360**

1. **Does a new plan need to be created each school year in order to add IEP behavior goals?** Yes, for data purposes, all plans from last year will need to be ended and a new plan will need to be created for the current school year. In the event that it is needed, the data from the previous plan can still be accessed even though the plan has been ended.
2. **Do I enter the student’s annual behavior goal or each individual STIO?**

In order to get the most accurate data, you will need to enter the specific STIO each nine weeks. If the STIO stays the same, except for the percentage increasing or decreasing, then you can edit the plan and go to the objectives tab and update the percentage at the beginning of each nine weeks. If the STIO changes, then you will need to delete the STIO from the previous nine weeks and enter the new STIO. You will not lose the data, it will still populate on the charts and reports!

1. **What must I have entered by August 13, 2018?**

By August 13, behavior STIOs for the **first** nine weeks must be entered. The deadlines for the other three nine weeks will be given out at a later date.

1. **If I am just entering the student’s IEP behavior goals for the purpose of progress monitoring, do I have to add strategies?**

No, it is not required that strategies be added when you are only using Review 360 to monitor progress. Take note of the following when creating your plan:

* Under the Plan Tab, be sure to check “none” under the strategies section
* Under the Plan Tab, be sure to uncheck “track targeted objectives”
* When the recommended strategies page pops-up, do not select any strategies
1. **When do I need to collect ABC Data?**

ABC data needs to be collected whenever you begin to notice a special education student is experiencing behavior deficits or difficulties that is impeding the student’s learning environment or the learning environment of others

1. **Who is responsible for taking ABC Data?**

Any teacher who teaches the student. Yes, this includes general education teachers as well as special education teachers!

1. **Why do I need to collect at least 10 days of ABC Data?**

Ten days of data needs to be collected, in order to determine if there is a pattern in the student’s behavior. If there is a pattern, then a Behavior Tracking Plan needs to be created to address the problem behavior.

1. **Is there a certain ABC Data form we have to use?**

No, the one found in the Sped Notebook on Google Doc is just one example of an ABC form. If you have one you like better, feel free to use it!

1. **How can we create and use the QR scanner codes to collect ABC Data forms electronically?**

If you prefer using this method to collect ABC data, reach out to your Behavior Specialist and they can assist you.

1. **Once I create a Behavior Tracking Plan, do I need to continue to collect ABC Data?**

No, once the Behavior Tracking Plan is created you no longer need to collect ABC Data. At this point, you have determined what the problem behavior is and, therefore, you need to move to a form of data collection that will tell you rather or not the problem behavior is increasing or decreasing. Some type of percentage tracking system will have to be used by **ALL** teachers involved, in order to gather the data needed to score the Behavior Tracking Plan. We recommend using the Interval Data Collection form found under “Behavior” in the “Related Services” portion of the Google Doc “Sped Notebook 2018-2019”.

If new behaviors begin to occur, you will need to start the process over and begin collecting ABC data on the new exhibited behavior.

1. **Is a Behavior Tracking Plan the same thing as a Targeted Support Plan?**

Yes, they are one in the same. Rankin County School District calls it a Targeted Support Plan, but Review 360 calls it a Behavior Tracking Plan.

1. **What if my student has a Targeted Support Plan from last year?**

If you know the plan was successful, enter the information into a Behavior Tracking Plan on Review 360. This may require you to type in some individualized strategies, since all the strategies on the student’s current TSP may not be in Review 360. If you know the plan was unsuccessful, start with step one of the new behavior procedures.

1. **What if my student already has a current Behavior Intervention Plan?**

If a student has a current Behavior Intervention Plan, your Behavior Specialist should be involved with the student and she can guide you as to what steps need to be taken regarding the plan and data collection.

1. **What do I do if I am already using a Behavior Tracking Plan for progress monitoring purposes and my student begins to show a pattern of behavior that warrants interventions/strategies?**

Because there can only be one active Behavior Tracking Plan at a time, you will need to end the current plan and create a new plan. Remember, the data recorded will not be lost! You can still retrieve the data from ended plans.

In the event that the behavior needing to be targeted is the same as the behavior the IEP goal is written for, then you will need to retype the current STIO, as well as, add interventions/strategies to the plan. Use the PowerPoint step-by-step guide for help.

In the event that the behavior needing to be targeted is different than the behavior the IEP goal addresses, you will need to enter both the IEP behavior goal, as well as, the new targeted behavior with interventions/strategies. Use the PowerPoint step-by-step guide for help!

1. **I need step-by-step guidance on creating a Behavior Tracking Plan for the sole purpose of progress monitoring.**

If you are only entering behavior IEP goals for the purpose of progress monitoring, use the “Review 360 Step-by-Step Guide to Entering IEP Behavior Goals and Scoring Goals” word document found under “Behavior” in the “Related Services” portion of the Google Doc “Sped Notebook 2018-2019”.

1. **I need step-by-step guidance on creating a Behavior Tracking Plan that includes strategies to help with an identified problem behavior.**

If you are creating a Behavior Tracking Plan to address an identified problem behavior, use the step-by-step guide in the “Behavior – Sped Professional Development – 8.3.18” PowerPoint found under “Behavior” in the “Related Services” portion of the Google Doc “Sped Notebook 2018-2019”.

1. **I have created a Behavior Tracking Plan in Review 360, but why when I look at the spotlight widget on the home screen the student’s name is not listed?**

While creating the Behavior Tracking Plan, if you selected a date for scoring to begin that is different than the date in which you created the plan, the student’s name will not appear on the spotlight widget until the date the plan has been set to be scored.

**\*\*** Remember to follow the Behavior Procedure Flow Chart when addressing a Special Education Student who is exhibiting behavior deficits/difficulties – this can be found under “Behavior” in the “Related Services” portion of the Google Doc “Sped Notebook 2018-2019”