



**Progress Monitoring
Meeting Summary Form**

Student's name: Ariyanna Griffin	Date of Review Meeting: 5/22/25
Start of BIP: January 2025	Date of Last Review Meeting: 3/10/2025
Interval: 4 weeks <input type="checkbox"/> 8 weeks <input checked="" type="checkbox"/> 12 weeks	

1. Staff who participated in Progress Monitoring Review Meeting:

Print Name	Title	
Ms. Walters	Science teacher	
Ms. Lee James	ELA teacher	
Mr. Nash	I&S teacher	

2. Data on Targeted Problem Behavior 1

Baseline Data of Target Problem Behavior 1 as indicated on BIP: <i>Copy frequency, duration, intensity, and latency (if applicable) directly from FBA-BIP... data from FBA</i>	Previous Data of Targeted Problem Behavior(s) after implementation of BIP for specified interval: <i>Data frequency, duration, intensity, and latency (if applicable). The current data from previous form.</i>	Current Data on Targeted Problem Behavior(s) after implementation of BIP for specified interval: <i>Update data on <u>Frequency</u>, <u>Duration</u>, and <u>Intensity</u> at every review meeting.</i> NEW DATA	Data Analysis: <i>Has the Targeted Problem Behavior decreased?</i>	
Frequency: 20	Frequency: 12	Frequency: 4	Frequency	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Duration: 30 minutes	Duration: 45 minutes	Duration: 45 minutes	Duration:	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
Intensity: 2	Intensity: 2	Intensity: 2	Intensity:	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
Latency:	Latency: n/a	Latency: n/a	Latency:	<input type="checkbox"/> Y <input type="checkbox"/> N

3. Data on Alternative/Replacement Behavior(s) ex. Ask for help, functional communication instead of screaming/crying, ask for break; Use frequency sheet

Data on Alternative/Replacement Behavior(s) after implementation of BIP for the specified interval: <i>Choose and report on one or more of <u>frequency</u>, <u>duration</u>, or <u>intensity</u> below, as appropriate</i>	Data Analysis: <i>Has the Alternative/ Replacement Behavior increased? (Circle Yes or No as appropriate)</i>	
Frequency: Ariyanna does not use any functional communication	Frequency	<input type="checkbox"/> Y <input type="checkbox"/> N

*Attach data collected

Duration: Ariyanna does not use any functional communication	Duration:	<input type="checkbox"/> Y <input type="checkbox"/> N
	Intensity:	<input type="checkbox"/> Y <input type="checkbox"/> N
Intensity: Ariyanna does not use any functional communication	Latency:	<input type="checkbox"/> Y <input type="checkbox"/> N
	Latency (if appropriate):	

4. **Data on Desired Behavior** (if applicable) frequency and duration

Data on Desired Behavior(s) after implementation of BIP for the specified interval: <i>Choose and report on one or more of <u>frequency</u>, <u>duration</u>, or <u>intensity</u> below, as appropriate</i>	Data Analysis: <i>Has the Desired Behavior increased? (Circle Yes or No as appropriate)</i>	
Frequency: replacement data not taken	Frequency	<input type="checkbox"/> Y <input type="checkbox"/> N
Duration: replacement data not taken	Duration:	Y <input type="checkbox"/> N
Intensity: replacement data not taken	Intensity:	<input type="checkbox"/> Y <input type="checkbox"/> N
Latency (if appropriate): replacement data not taken	Latency:	<input type="checkbox"/> Y <input type="checkbox"/> N

5. **Team conclusions to:**

<p>Continue plan because progress is evident (although goal has not been met): x Y <input type="checkbox"/> N</p> <p>Rationale:</p> <p>Ms. Walters: Ariyanna will refuse to do work, she is disruptive, crude in speech, and off-task consistently. Mr. Nash: Ariyanna is on time to class, disruptive but in defense of herself when others antagonize, does not do work, refuses to get off the computer, and is missing assignments.</p> <p>Ms. Lee James: Ariyanna is non-compliant , defiant, has vocal outbursts, and compulsively lies.</p>
<p>Modify plan because goal has not been met: <input type="checkbox"/> Y x N</p> <p>Ariyanna is making inconsistent progress.</p> <p><i>(If "yes" to modify plan, the team must meet to modify the BIP and send the updated plan to the parent and Special Education Office.)</i></p>
<p>Discontinue plan as goal has been met (BIP completion criteria has been met): <input type="checkbox"/> Y X N</p> <p>Rationale:</p> <p><i>(If "yes" to discontinue plan, a CSE meeting or IEP amendment, with agreement of the parent, must be conducted)</i></p>

*Attach data collected

6. Visual Representation of Data

**Attach data collected*

**Attach data collected*