Online Universal Screening and Behavioral Progress Monitoring
Assessing Social Validity, Usability and Impact by K-3 Teachers

Intervention

Three teachers attended a three-hour seminar where the purpose and objectives of the study, and the theoretical background of the Student Social Competence program and PMS were explained. They were instructed on using the program and PMS. They also collected consent forms, demand the “hot seat”. During the seminar, they were also able to observe an interactive presentation of progress monitoring.

The following week, teachers were asked to at least three of the student videos (Introduction and two Skills videos) and then use the PMS to conduct a universal screening of student behavior. In the following week, the teachers used the student video and supplementary materials to provide their students with additional training and support during the next week. The next progress monitoring meeting was held at the end of the week, completed the pre-test questionnaires.

Research Design

The evaluation employed a single-case, pretest-posttest design. The study’s single-case design does not control for potential uncontrolled factors (McCardle, 1992; Shadish, Cook, & Campbell, 2002). students with additio...