Effective Use of Data for Schoolwide Decision Making in PBIS

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EVENT DATE   March 18, 2015

[Title Slide]

TOM HANSON

Hi everybody! Welcome to our first in a series of three School Climate Alliance webinars that focus on the use of student behavioral data when implementing PBIS. Although the focus is on data use in the context of PBIS, what we will learn is very relevant for all types of school climate improvement strategies. The theme is completely consistent with the primary focus of the alliance; that is, using data to help identify issues, plan actions, and monitor whether what we are doing is working.

[**Slide:** *Goals for the webinar*] Here's the agenda…well, the goals for the webinar, actually: become familiar with a problem-centered inquiry process to support the ongoing use of data for improving school climate, and to learn from experts and each other to support ongoing collaborative efforts in understanding and addressing school climates issues. So this is an opportunity to interact with each other and tap into the expertise of our presenter, Barbara Kelley. Again, as Dan was mentioning, please type your questions and comments, or any links to resources that you have, in the chat area. I'm going to interrupt every so often and read the questions to Barbara so she doesn't have to look at the chat area while she's going through her presentation. Also, please be sure to fill out the survey before signing off. Your feedback is very important to us as well as to our funder. So we'd really appreciate it if you would fill out that survey.

So I'm going to introduce Barbara Kelley. Barbara Kelley is the…let me give you…I'm sorry, I'm a little disorganized. [**Slide:** *Agenda*] Here's the roadmap of the talk. Now Barbara Kelley is the CEO and president of the California Technical Assistance Center on Positive Behavior Interventions and Support. Barbara actually did us the pleasure of presenting back in December on PBIS systems for Tier 3 referrals. Working with Barbara over the past few months, she is extremely busy. She is currently the California Positive Behavioral Interventions and Support state coordinator, and is an associate of the National Positive Behavioral Interventions and Support Technical Assistance Centers that's run out of Oregon and Connecticut. She has been a PBIS consultant, trainer, and coach for over 12 years. So I'm going to pass it over to Barbara.

BARBARA KELLEY

[**Slide**: *Poll*] So our poll question is—to get started so we have an understanding of who's on the line—what is your experience with the School-Wide Information System? So A is there that you think it's just a kind of cheese; or B—you've been trained on SWIS, but you really don't use it yet, or you've been trained on SWIS, and you use it for decision making; or you do have a team that uses behavior data from any source for decision-making.

MODERATOR

We have 12% saying a type of cheese; 25% are saying that they have been trained on SWIS but don't use it yet; 4%, we have been trained on SWIS and use it for decision-making; and 25%, we have a team that uses behavior data from any source for decision-making. And 31% did not answer.

BARBARA KELLEY

All right; thank you. That gives me an idea of who's in the room; so as we go through this presentation, those of you that already use SWIS—not only if you have questions to ask, but if you've got some great information to add—be sure to type that in so that we can share it with everyone.

[**Slide**: *TIPS II*] Okay. So I'm going to review for you a process that we use in PBIS called TIPS II. It's *Team-Initiated Problem Solving*, and this is not really meant to be a training for TIPS; that is a full-day process. I really just want to introduce you to the idea of how we use data for decision-making, particularly behavioral data for decision-making, in a team process. You'll see down here in the bottom where it says *meeting foundations*. We're not going to review any of that with you today. Basically what that's talking about is for a team to be able to use TIPS effectively, it means that they're a team that really already has those team agreements in place about how they work together, they use norms of collaboration, they have working agreements, they've got roles and responsibilities that are defined, so they make sure that they have a facilitator. There is a data analyst who looks at the data, does the drill down, and brings that to the team. They have a minute-taker, because they're good at making sure that they have recorded the minutes and they have agendas. They're able to get the information out to the rest of their team members in a really efficient manner. We really ask that they're able to do that within 24 hours. And that there's a calendar that's already been made for meeting dates for the whole year. They do make sure that they take electronic minutes of their meetings, and this is a great little idea that TIPS shares with our teams, and it's been one of the tricks, if you want to call it, for your team, that most of the teams really like and they don't ever stop doing it, and they share it with other teams that they're on. And that is that not only are they taken electronically, but that you have them projected up on the screen during the meeting. And it just makes the team much more efficient. Helps you stay on task better, and it also makes sure that there's clarity before everybody leaves; they kind of really have reached a good agreement on what was going on in the meeting. So I'm not going to review those team foundations—those meeting foundations—but remember, these are high-functioning teams that are able to use the *Team-Initiated Problem Solving* process.

So just to get started…oh, and I want to make sure you see the citation here, for those people down on the bottom left there that created TIPS II, and you'll be able to pull off the information about TIPS online at the UOECS.org website.

[**Slide:** *DATA*] So data, sometimes, comes as a bad word, or we're getting used to getting lots of data and we're not really sure how to use it. And in our experience, we're finding that people really aren't tired of solving problems, but they are really tired from solving the same problem over and over again. So this is what TIPS really helps you with, so that we don't end up with the straw man all in pieces down there like it is in this cartoon.

[**Slide:** TIPS II Model Diagram] So we start here with *identifying the problem with precision*. So really, that's where we're looking at what is the problem? Who are we having the problem with? When it is happening? Where and why is it happening?

Then we'll move down to *identifying the goal* that we want to have for change; so how do we want the problem to change? And there we're asking things like, what evidence do we also need to show that we have achieved our goal? So not just how do we want to change it, but what are we looking for to know for sure that we made the change?

Then we move down to *identifying the solution and creating an implementation plan*. And this is, what are we going to do to bring about the desired change? What is the plan for making that happen? And so often, we might get our data, and take a look at it, and we run right here to the solution plan. But we want to make sure that first we identify our problem; move into what is it we want to get out of that—our goal; how are we going to measure it; then down to creating our solution. Because when we do that, our plan has a better chance that it's actually going to be a good, contextual fit to what our problem is in the first place.

Then we move into implementing the solution with really high integrity. So we're going to ask ourselves, did we implement with fidelity? Did we do the plan as we intended to do the plan? Are there any problems within that that we didn't think of ahead of time, that we need to go back and make sure we can problem-solve so we can implement with fidelity.

Then we move into *monitoring the impact* of the solution and comparing it over here against our goal. So did we meet our goal, and what was the impact of our solution? Next we move on up into *making summative evaluative decisions*, and then deciding what is next. So we want to see, has our desired goal been achieved, and what should we do next? And then we're back here. If it wasn't resolved, then we're back identifying the problem, moving to the goal, and working around the circle. If it was resolved, then we're on to looking at our data again, or celebrating where we have come.

[**Slide:** *Identify Problem with Precision*] So when we identify a problem with precision, we want to make sure that we're asking those questions beyond just is there a problem, but what is the problem, who are we having the problem with? When, where, and why are we having that problem? [**Slide:** *Start with* Primary *Problem Statements*] So we start with a primary problem statement, and for this we're taking a look at the big picture. Then, we use the data to refine the problem to a precise problem statement. So for example, starting up here in the top box, office discipline referrals for sixth graders are above the national median for schools

our size. So that's our primary problem. We know that we have an issue, but we want to move to a more precise problem statement so that we can build a plan that's more exact, with the idea that we can do less to get more. So now we've looked at our data, now we've decided that referrals for physical aggression—so not just office discipline referrals, but they're for physical aggression—and among sixth graders, or sixth grade students, and it's happening from 11:30 to 12:30. And we know it's happening mostly in the cafeteria, and that they are increasing over time. So it is believed that the misbehavior is being maintained by peer attention; so this is the *why*. What is the maintaining consequence for the misbehavior?

[**Slide:** *Practice with Data*] Let's do a little practice with taking a look at the data. We initially thought we would go live on SWIS, but with only an hour we were a little too worried that adding that much complexity to our technology, we might spend more time on the technology than actually looking at the data. So I prepared some slides that are snapshots from SWIS, so those of you that use SWIS will recognize these slides. Others of you, this will be an introduction to what this type of data looks like, but also a reminder of the kind of data that you'll need to collect if you're going to use behavior for decision-making.

So we're looking at average referrals per day per month across the year, and we're trying to see if we have a problem at this school. So when you use SWIS, you will always have the national median score, so this means for all schools that are your particular grade levels—whether you're elementary, or whether you're middle, or whether you're high school—and matched for the size of your school. So they're only matched on those two variables, the type of school and the size of your school. What would be the median average office discipline referrals per day per month? So we're looking at that and we can measure, wow, we're above that on every single month. We also have this increasing trend. So the story here for our office discipline referrals, when we take that first snapshot to see if we have a problem or not, is our average major and minor office discipline referral forms per school day per month are higher than the national median for a school of our enrollment size, for all months except June. They might've gotten tired of writing referrals, I'm thinking. We have peaks in frequency of problems in November, December, January, and March, with an increasing trend from September to March. So there's our first look at it; do we have a problem? It looks like we do.

[**Slide:** *Precision Components*] So this where now we want to go into and see, what is our problem, when is it happening, where is it happening, who is it happening with, and why, so that we can begin to build a solution. [**Slide:** *Examples*] So here are some examples of going from a primary problem statement into a precise problem statement. For example, teachers might be in the lounge and say, "Gang-like behavior is really increasing in our school." Well, when we take a look at our data, we will be able to say, "Well, it's really about verbal and physical aggression," which for some places is called *bullying*. This verbal and physical aggression on the playground is increasing during the first recess, is being done mostly by four fourth grade boys, and seems to be maintained by social praise from the bystander peer group. So going from this to this is a really big difference.

Okay, so when we go from saying "gang-like behavior" to that precision statement, it makes a big difference in how exact we can be in our solution development in our plan.

Or we might hear that the buses are awful. And now when we take a look at our data, we can see that there were 45 referrals from third, fourth, and fifth graders using inappropriate language on the afternoon buses, because these students wanted attention from their peers. So again, we can really do something with this kind of information to build a plan, rather than just saying that the buses are awful.

[**Slide:** *Moving from Primary to Precise*] So when we move from that primary to precision statement, we really want to be thinking about what problem behaviors are most common. So when you're using SWIS that means you're just clicking on the chart that looks at referrals by problem behavior. If you don't use SWIS, and you use some other behavioral referral source, then your question is, what problem behaviors are most common? How can you get that information?

The second question is, when are problem behaviors most likely…or, not what…*where*. Where are problem behaviors most likely to be occurring? So that's looking across the place of the misbehavior. So this means that on your office referral forms, you've got to make sure that you have a place to say if it's happening in the classrooms, on the playground, out in the quad area, out at the buses, out at a sporting event—whatever the general settings are for your school—so you can find out the referrals by location.

And when are the problem behaviors most likely to occur? So again, with SWIS you would be looking at that chart, *Referrals by Time*. It is recommended that you get those referrals by time of day down to 15-minute increments—rather than saying first period, second period, or during reading time, or during lunch—mainly because the beginning of lunch looks very different than the end of lunch, as does any one of our class periods. Or the middle time is very different contextually; what's going on is different. So you just don't get as much information if you're not clear down to about that 15-minute increment.

And then you want to look at, so who was engaged in those problem behaviors? You know, it's very easy for us to say, "Oh, everybody and all; there was a whole group of kids." But if we can really look at our referrals and see which students that it was, then we've got a better chance, again, of being targeted in our intervention. The last thing we want to ask is, why are those problem behaviors still sustaining? Why are the kids keeping it up? What is it that they're getting out of that? And that's really where we have to use our drill-down data in order to look at the function of the misbehavior. So again, that is data that you'll need to be collecting on your office discipline referral form. If you are a PBIS school, are you involved in using school climate work and you're looking at behavior, the underlying theory for positive behavior intervention supports is the science of behaviors; so the ABCs of behavior. So getting to the point where we can make our best guess as teachers, as to why a student is doing what they're doing, then we will be able to match our intervention to meet that *why*. And then we've got a stronger likelihood that the new social behavior is going to be accepted because it works for the students. So that's a whole couple days of training, but the understanding of the *why* is pretty crucial when you're establishing your interventions.

[**Slide:** *Harbor Haven Middle School*] Are there any questions? Or does anybody want to add information before we go into looking at an example of Harbor Haven Middle School?

TOM HANSON

So Barbara, we had a question early on, when you were talking about the meeting foundations; are they available for us to review, or do we have to take the training to get those?

BARBARA KELLEY

Well, on the very first slide, it has the reference of the www.uoecs.org, and all of the TIPS work is up there. And I'm fairly certain in there you'll be able to find a list of what those meeting foundations are. Because I know I rattled them off…I rattled them off pretty fast.

TOM HANSON

No, they were good. And so, again, we'll send the PowerPoint out to folks after the call. Barbara, one other question. I know when you showed the graph of the trends across month for incidences. [**Slide:** *Practice with Data*] Oh, thank you. Do you see…we actually did…had a study with the alliance schools where we collected those data and basically plotted the monthly incidences across time. We found a general trend, sort of like this, where there was basically a peak as we moved to December, then during the holidays there was a decline, and then—exactly like this—then a peak up to March. But do you see a lot of variation across schools in sort of how this works? Or is this kind of a typical trend?

BARBARA KELLEY

It's called a bicamel.

TOM HANSON

That's what it is.

BARBARA KELLEY

It even has a name. It is a typical trend. And then when you collected your data, did you look at it office referrals per day per month, or just number of referrals?

TOM HANSON

We just did rates, you know, per month.

BARBARA KELLEY

So your…when you…go back and do that again. And you'll need to do it office referrals per day per month. Because you can't compare month to month unless you control for the number of days we're on campus. And your chart will look a little different when you do that.

TOM HANSON

Right. We did that.

BARBARA KELLEY

You did that? Yeah, then that's fine. So the…yeah, the bicamel piece is pretty common, mainly because a lot of our schools are looking at a semester look. And you might even find it looks a little bit differently when we're talking about just high schools, because it will go kind of like a little bit of a quarter look. It will kind of go up and down a little. But it is fairly normal to do that. I don't know about normal, but…you see it a lot.

TOM HANSON

Typical.

BARBARA KELLEY

Typical, that's the word I wanted—typical.

TOM HANSON

Okay. We have another question. Does the system capture who is doing the referring? Or is that…?

BARBARA KELLEY

Yes. It'll capture…yeah, because on the referral forms you wouldn't put the student's homeroom teacher's name; you actually write down the name of the person who is writing the referral, so that you would be able to pull up your referral data by teacher as well.

TOM HANSON

So, here's the follow-up question. What do we do with the information that one teacher is responsible for most of the referrals?

BARBARA KELLEY

Well, and that particular screen shot that you pull up—by teacher—is something that only the highest level of access has the ability to do. So typically that would be the principal and the coach for the team. And that is something that then becomes—for the team to look at—to how can they give support? What kind of plan can they write that would help that teacher with the students that they have? Looking not for any kind of evaluation of the teacher. So when we use SWIS, and particularly when you use any kind of data in PBIS, whether it's fidelity data or student outcome data, is that we're not looking to use that in any kind of evaluative way; we're really using it for problem solving. So everything is around that data; what can we do to help with decreasing the referrals? And sometimes that requires some administrative support, but a lot of times it requires the team getting together to help that teacher.

[**Slide:** *Harbor Haven Middle School*] So we're going to look at an example school—Harbor Haven Middle School. We're talking about a middle school of only 565 kids, and it's grades six, seven, and eight. [**Slide:** *HHM—Is there a problem?*] So when we take a look at Harbor Haven, we've noticed the teachers coming into the lounge, and they're beginning to talk a little bit

about, things are just seeming to get worse. They started the school year out, and things seemed to be okay. And as we go on, the teachers are beginning to complain about the kids messing around a lot and not really getting back to class on time. So we hear this kind of general buzz of things that are going on. And what we want to do now is then go to our dashboard and check the vital signs of the school—what kind of red flags would show up for us. So those of you that have the SWIS, you'll recognize this is the first page; when you sign into SWIS, you come into your school, this is what shows up for you on the very first page. And we're going to look at some of these piece by piece, but the very top slide you see is that one that's the office referrals per day per month. And in the next one down, we'll be looking at it by time, and then it's by location to the right. The middle row is looking at it by days of the week. The one next to that is looking at it by problem behavior. I don't think you need to read these; I'm just letting you know what the slides kind of look like. And then the bottom row is looking at it by grade level and by who—which students, individually, are receiving those referrals. And so again, those of you with SWIS understand this; but others that haven't been using this, the bar graph shows number of referrals. So you can see there's a few kids that are getting a lot of them, over there on the right, and there's quite a few kids that have two or more. So it does let us know, just looking at this, yeah, we might have some problems; we may need to go deeper into the dashboard to find out what our problems are.

[**Slide:** *HHMS Average Referrals Per Day Per Month*] So we're taking a look at our average referrals per day per month for Harbor Haven, and what we've got is that for every month so far, we are above the national median, and there seems to be a general trend that we are increasing with our office referrals from the beginning of the school year until now.

[**Slide:** *School-wide Data*] Then we take at look at those referrals by location. And it seems like our problems seem to be in the classroom. That's the highest bar, and that again is not uncommon; that is pretty typical—even we just finished the state report, and the classroom is the area with the greatest difficulty by location. And then the problem is about disruption and defiance, but that's for the whole state of California. So for this particular one, it is in the classroom, but it's also the playground and the commons area and the cafeteria. So we've got three if you lump those three together in those unsupervised times, those unstructured times— not necessarily unsupervised, because there's always somebody with our kids, but those unstructured times. Those together are kind of a group. And the problem behaviors we're finding are inappropriate language, defiance, and disruption. We look at it by time of day, and we've got some peaks at different times during the day. And knowing our schedules, that will tell us something about what's going on with the behavior. [**Slide:** *School-wide Data* 2] Then we take a look at it by grade levels, and we find the majority of our referrals are coming from the eighth grade. And then when we look at the referrals by students, we've got 44 students that have more than two referrals. So we have quite a few kids; this isn't just four kids. This isn't something that we're going to tackle with a small group. This is something that we probably need to take a look at systemwide.

[**Slide:** *What Do I Know?*] So we're looking at now what our problem is; it's inappropriate language, defiance, and disruption. Where is it happening? On the classroom…or, in the classroom…on the playground, in the common areas, and the cafeteria. Majority of the

referrals are coming from the eighth grade, and then we also know the time of day that referrals are happening. The 11:15, the 12:15, and the 1:15 are the transition periods from lunch back to class for the three different lunch times that we have. It's a little added bit of information.

[**Slide:** *What Do I Know?* Pause button] So we've got a lot of pieces of information. But we don't really know if any of that information is really connected. We don't really know if it really is only the eighth graders that are having that problem, because it's still fairly generic, so we need to drill down and look for those connections. [**Slide:** *Data Drill Down*] So when we use the drill-down (Ok, so all of my green arrows are going to come up, so it might hide some data. I might have to fill you in on what this means). But the first thing that you would do is use the information from your dashboard to drill down to analyze the data. So that means that we want to look at this school year, and the first thing that we want to look at is…we're choosing to take a look at the commons—the common area—and the playground; those unstructured times. We want to tackle the classroom differently; right now we want to look only at those times and take the classroom out of the picture, and see then what our data tells us when we take a look at problem behavior. So see where the green box is? I mean, not the green box, the blue box. We are going to change the graph type by problem behavior. We will click on that, and say we want to look at problem behavior. What comes up for us now is it's physical aggression and defiance; those are the two areas when we're taking a look at just the common area. So we took out the classroom. And then, we are going to use the summary analysis down here where that light kind of gray box is to make sure that we haven't drilled down to where we are only talking about a couple of kids now; but no, we're looking at least 63 referrals—and I can't see the number of kids where the box is covered, but it's still a good number of kids. We didn't drill down to nothing, or to where it's only talking a few kids; we've still got a good catch of kids in this drill down.

[**Slide:** *Data Drill Down* 2] So we want to change the analysis again. So we've put in now that we're looking at physical aggression, and we're looking at…let's see, what was the one just before it? Physical aggression and defiance. And let's see, now by time of day, do we…what we see. And here, now, those three major times peak for us. So we've got better data now. We had lots of little peaks before, but now we really have these three peaks, and they do relate right back to the time that we change classrooms. We look at, again, that gray box to make sure we still have a good number of students that we're talking about, and we've got over 40 referrals, and it's involving over 34 students out of the 44 that we started with, so we're still on the right track. So now we know that our…

TOM HANSON

Barbara?

BARBARA KELLEY

Yes.

TOM HANSON

Yeah, just two quick questions. One is, did the chart show the comparison with the national median when you start digging deeper, or do we lose that?

BARBARA KELLEY

You lose that.

TOM HANSON

Yeah, okay.

BARBARA KELLEY

That national median one is only on the average referrals per day per month.

TOM HANSON

Got it.

BARBARA KELLEY

It won't show up by problem behavior or any of that. That's specific to your site now, because the behavior is contextual; so you can't really compare that to another site. Now you're only talking about your site, your school. Any other questions?

TOM HANSON

Okay. I guess…I have one. It…so this is amazing, just the…how granular the time of day is, and I'm just wondering if you're going to have any time to talk about sort of how you… how folks actually enter all this data, this specific data. It seems daunting to me, coming from the outside.

BARBARA KELLEY

Right, so to enter this data, a school does quite a bit of work, because to have good data means you've had to reach a lot of good agreements. So the school will really have good agreement on what disruption, defiance, physical aggression is. They will also have agreement on what is defiance or disruption or physical aggression; when it's something the classroom teacher should handle and when it should go to the office. So that there is consistency, then, when you're looking at what we call a major referral, which means the office managed it. You have a good idea of the type of behavior; that is, compared to physical aggression when it's something that a teacher would be handling. So that's a lot of the work—to make sure that the data going in is correct. And then you create an office discipline referral, and on that referral form, about the only thing you should ever be writing is the student's name. Everything else should be boxes that you circle so that it's quick and easy, so that writing the referral is very simple to do. It takes very little practice. And that never tends to be any of the difficulty with the whole process. We have several schools that have put those templates in various fashions on their desktops so they can do it electronically and send it to the office. And then the entry

piece itself takes 30 seconds per referral to enter. So most of us are used to our other data entry systems that are fairly cumbersome and take a while to get this amount of data in them. But SWIS is not; SWIS is built strictly for this. SWIS was built as a response to our needs in the field. So it's built specifically for what we're doing here. So it makes it very doable, very user friendly. And then, to get the data back, you're seeing it's actually faster than what I'm doing on these charts when I'm pretending to build with these. So it's really just clicks of buttons, and your charts will come up for you. As well as, if you'll notice on the bottom of this, you see the graph, but underneath it is a table. And that table then has all the data behind what's supporting that graph. So it's right there for you as well—the graph and the table. So as we continue to drill…oh, go ahead.

TOM HANSON

One more; I'm sorry. Can SWIS disaggregate students by ethnic group, and SES, and ethnic subgroups?

BARBARA KELLEY

Not SES, but by ethnicity, and special education, and 504.

TOM HANSON

Thank you.

BARBARA KELLEY

So ethnicity. We're going to do that next; that's what we're going to talk about next time. And you think this is amazing, wait until you see what it does with ethnicity. It's incredible. All right, are we ready to move to the next part of our questions?

[**Slide:** *Data Drill Down* 3] Okay, doing our drill down, now we've got the *where*—in the school common areas. We've got the *what*—it's physical aggression, defiance, and inappropriate language. And we know the *when*—it's at lunchtime. So now we want to ask the final question, which is the perceived motivation, which is the *why*. So in that blue box again, we will change the graph type to our unit of analysis. And you can see the big circle around that tallest bar, and that's letting us know that most of it is about obtaining peer attention. So this is where, again, takes some training on the office discipline referral form, so that teachers go, "What did the kid just get out of that?" Not what did I do to them, but what did the kid get out of it? And it doesn't take a lot for us to get fairly good at being able to make a good best-calculated guess on what they're doing. Now we know what's maintaining that misbehavior is the attention that they're getting from their peers.

[**Slide:** *Data Drill Down for Connections*] So now we have a hypothesis statement, really, for anybody who does behavioral analysis; we're taking a look at, in the commons playground area—really our outdoor common areas—we have problems with physical aggression, inappropriate language, and disruption during lunch transitions and attention-maintained. So then we can make a hypothesis statement. From this, we can now start writing a plan. So we've done all this before we jump to the plan. The hypothesis statement is that many

students are engaging in disruptive behavior in the indoor and outdoor common areas, during lunch transition times, and the behavior is being maintained by attention.

So with this [**Slide:** *Identify Solution* and…], we can now move to trying to bring about this desired change. So now we need to identify a solution, and create an implementation plan that has a contextual fit, because it's matching what our data is saying our issues are. [**Slide:** *Solution Development Behavioral Elements*] So the solution development plan follows these one, two, three, four, what…six/seven elements. And so we're taking a look at, first, how can we prevent the problem from happening in the first place? What can we do to focus on prevention? That is a key underlying element when you're looking at PBIS. So what can we do to reduce the situations that lead to those behaviors? The next thing in our action steps will be talking about, how do we ensure that the students know what they should be doing in these situations? So in PBIS, we always take the stance that when kids have misbehaviors, it's really a communication issue, and it's a skill deficit. So we're going to help them go from acquisition level of a social skill, to fluency, to really being able to generalize that. So kids might know what they need to do in the classroom, but are they able to do that across all environments? So that would then be that it's a fluency issue, and that's what we're working on. So we need to look at, how are we going to teach the kids what it is that they need to be doing in those situations? And particularly when you've got peer-maintained behaviors for kids who are being physically aggressive. Those bystander kids really may not…or they may know what to do; they may not feel empowered to do that. So how can we help those bystander kids know what it is that they need to do so that they're not giving attention to the student who is…or those groups of kids that are being physically aggressive.

And then we need to look at the reinforcement piece; so how are we going to ensure that the appropriate behavior is being recognized? What's our plan for making sure that we are giving good feedback when the kids are doing what it is that we would like them to do, just like we do when we're teaching them an academic skill. And then we're going to talk about, how are we going to extinguish the misbehavior, which means that, how are we going to make sure that it no longer works for them? So if we're thinking they're doing that behavior because it's getting peer attention, what's our plan so that they're not going to get peer attention for it anymore? How can we make sure it doesn't work for them? And then we're going to think about if we need to correct. So an error does happen, meaning that a kid is still physically aggressive, what's our plan to be able to deal with that so that we don't increase the…the…become part of the problem, so that we don't escalate the misbehavior ourselves just by our reaction. So what's our method of doing that? How are we going to use our discipline flow charts, just go into what are the logical consequences that typically happen, so that we don't end up giving more energy, time, or attention to the situation any…more than is required. Are then, are there any safety precautions? So we need to make sure that we're taking into account the safety issues. So you go through the process of coming up with your best ideas along those elements.

[**Slide:** *Solution Development*] And here's an example of the solution development plan for our group. So their target area was really, they had problem behaviors in the indoor/outdoor common areas, and they wanted to reduce those referrals for disruption in the common areas

by 50%. So this was the goal they choose. So when you go to write your solution development, it may seem silly, but it's really important to write your target and your goal, because we'll get into problem solving and the solution development, and we'll be off solving a problem for what happens out on the monkey bars, because we just do that. We end up…"Oh, and I saw this happen there, and this could be better if we did all of this together." We really want to concentrate just on the data, just on the target areas that we came up with. So, for example, their solution development and prevention was to increase the active supervision, and have the vice principals share responsibility for the indoor and outdoor common areas, and that the grade levels establish a supervision rotation. So as I come up with these, think about your own school; what would be some of the ideas you would come up with for prevention?

What I'd like to do is—we do have about 15 more minutes, and we're almost to the end. If we could take a little bit of time here, does anybody want to share an idea they would have at their school for prevention, if you had this problem at your school site?

TOM HANSON

Barbara, I'm not really answering your question; we do have another question, though.

BARBARA KELLEY

Okay.

TOM HANSON

Can I ask it?

BARBARA KELLEY

Oh please; yes.

TOM HANSON

Okay. Do you have suggestions for simple analyses for those of us not using SWIS? Like, what's the most important data to collect and look at, in your experience?

BARBARA KELLEY

Well, those first five questions. Let me go back to the slide. That's why I put the question with them, because for us it automatically happens when you're using SWIS, but when you're not…here [**Slide:** *Moving from Primary to Precise*]. So you would want to try to answer these questions. What problem behaviors are most common? Where are they most likely to occur? And, honestly, before we had SWIS, we used tally marks. We would go out for three days at a time, take some good data, and go make decisions off of that. So it wasn't the best, but it gave us something to go on. When are they most likely happening? Again, that…figure out a way to be able to answer that question. Who is engaged in problem behavior? And then, again, why are they happening, and why are they sustaining? And so this last one is really critical. It's very important to increase the likelihood that your plan is going to work. There is some research out there that if we just go on what we think, and we don't use the line of reasoning behind the

ABCs of behavior, that we're right only three out of ten times. And it's a 50/50 chance, so we're wrong a lot more than we are right in guessing on the motive, or the whys, for the misbehavior. So it's one that probably is something that if you're not involved in PBIS, it's something you would need to be working on. It is part of PBIS training for most schools, so you will be getting that, as it is the basis for PBIS; it's the underlying theory of action. Does that help answer that question?

TOM HANSON

Yes.

BARBARA KELLEY

And a lot of you are probably using ARIES—is going to be a guess on my part—and ARIES has been working really hard to be able to give you queries to answer these five questions. You can't do the drill down, but you can do the beginning if you're using ARIES.

All right, so on the solution development; [**Slide:** *Solution Development*] then, for this particular school, they looked at teaching. And so they decided that they were going to teach the behavioral expectations in the indoor and the outdoor common areas. So they were going to go back to their schoolwide matrix, and make sure that they were teaching the behaviors that they expect to see kids do, particularly during those transition times. What does it look like to transition? So they realized they had taught the behaviors from their behavior matrix that they want kids to do in the common areas—the outdoor areas—but they didn't teach it specific during that transition time when you're out there. So they went back and re-taught that. Is there a question? Nope; okay.

And again, specific to PBIS, will be people who understand what I mean when I'm talking about a behavior matrix and behavior expectations, and how you teach them; but basically I'm not sure if everybody's involved in PBIS or not. It means that we have defined what it is that we want to see kids doing, and we've operationalized that into what would you see and hear if kids are doing that in each one of those settings. And then we teach it. We don't just post it on the wall; we actually teach and give them multiple opportunities to practice that and to get recognized for doing what we're expecting them to do.

So that plays into the next one, which is recognition. And so we need to increase our recognition of the appropriate behavior, because we already have a recognition system, but now we're going to target it specific to the physical aggression or the inappropriate language, and we're going to recognize the kids for using the words that we want them to do, for keeping their hands and feet to theirself [sic]—whatever it is that's on our matrix that's the opposite of what it is that they're doing that is the misbehavior. And then we're going to make sure that we…for this particular school, they're going to provide their feedback tickets and make sure that they know that they can turn those in for spirit wear. So they're making it a big school initiative, a really big campaign that we are trying to work on our behavior during those transition times. And then, they're going to have a spirit rally and a dance for the grade level that has the fewest referrals. So they're just going above board to bring attention to this issue.

Then for extinction, they're going to post weekly grade-level SWIS data, so they're going to let everybody take a look at their data and see how they're doing with decreasing their referrals during that particular time. They're going to also encourage all students to work for their spirit rally, and dance making, and they're going to have peer acknowledgement of…making peer acknowledgement of the problem behavior less likely; that they know if they're not supporting it. So extinction, too—there are the other things that you could do here, that would help make it not work, and it might be backup in your teaching. You're going to be including teaching kids what to do if they see it happening on campus. What should you do? So that they know what to do, to help with that extinction piece.

And then a corrective consequence is they are going to have active supervision, so that they're going to try to be there and prevent the problem from happening in the first place. And then they're going to give prompts and redirects, and re-teach, and provide choices to those kids as they see them beginning to engage in those misbehaviors that they're trying to extinguish. And then they're going to use their SWIS data on a weekly basis to evaluate the change.

So this is what they came up with, and they really want to decrease their office discipline referrals by 50%. So when they set their goal, they now know if they met their goal, because they gave themselves a metric to see if they were going to meet their goal.

[**Slide:** *Precise Problem Statement*—action plan chart] So this is another nice little trick that comes with TIPS, and the idea that you don't just create the solution plan, you need to turn it into an action plan. So the next form will say, these are our solution components. These are the steps that we were going to do, going down that second column. The third column is, who is going to make it happen? The fourth column is by when? And then the fifth column is, how will we measure it; how will we measure the fidelity that it actually happened? And then, what kind of notes might we want to take? So by doing the action plan, you really increase the likelihood that you're going to do your solution plan.

[**Slide:** *Implement Solution with High Integrity*] And then the final step is you really want to know is if the solution plan was implemented with fidelity. And you want to make this simple. It can be as simple as a social validity scale where we ask everybody, "So hey, how did you implement the plan?" A one is a no, and a five is a yes. Where are you on this? And collect that kind of data. You could find threes, and fours, or fives, but how were you on implementing the plan?

[**Slide:** *Monitor Impact of Solution*…] And you want to monitor the impact of the solution and compare it against your goal. So, [**Slide:** *Did we make a difference?*] well, this is going to be hard to see this; that's supposed to come up one at a time. But the idea here is you've collected your data, and you've made a goal, you have a goal that's underneath your whole plan, and you're going to see if you did what you said you would do. Here's another example of one was, did you greet your students by name today? Yes or no? That's all we wanted to know, because that was part of the plan in looking at the fidelity. So you've got your goal and your timeline in that square that's on the bottom that kind of blew up larger. And it says what their goal was and when they wanted to get it done by. And then, how were we with fidelity? Was it not started; was it partially implemented; was it implemented with fidelity; or is it time to

stop the plan because it was very successful? And then, what was the effectiveness of your solution? So you're just taking a look at it and getting everybody's opinion on how it worked, as well as taking a look at your data.

[**Slide:** *What Next?*] So what would be next for the team is to decide if they need to continue those solutions? They've gotten some progress monitoring; things are getting better; we need to continue it? It might be that we've got some improvement, but we've not met our goal, so we may decide that we want to just increase the frequency of the reinforcement, or probably… maybe the reinforcement isn't strong enough or it didn't match. Or it might be that we have the wrong lie behind what we're doing. So we're going to go back and take a look at our plan. And then we might want to look at the barriers to implementing the solutions. It might be that the plan was great, but we just couldn't pull it off. We really didn't have that many vice principals as we thought we were going to have, that somebody would be able to be out there at all the transition times; the reality of the school was they were pulled off to an IEP meeting, and so we were left without having an AP there. So what were some of the barriers in our solution? And then, if it is starting to work, do we want to just maintain, because we met our goal, or do we want to start fading out our solutions? Can we start backing off on putting so much effort and energy into this one area? Or is it going to be that we don't need to make any changes at all, and we're just going to recycle through the problem-solving process. So we step back and take a look, and I think that…oh.

[**Slide:** *What Next for Your Team?*] So to work with a team, it really means that we've got a team commitment to always coming back and looking at the plan, at the problem, and not focusing on a student or a teacher or a particular issue. We're always taking a look at our plan. We are going to make sure we're assessing, or that we have access to current and accurate data, and this is some of the difficulty that teams will encounter when we want to use data for decision-making, is that sometimes our data isn't as current, isn't as easy to get, isn't as user-friendly as we would like it to be. And on our teams, are we really including the right people? Do we have the people on the team that can help us make decisions if things need to change? Do we have the people that are informed, that have some of the expertise to be able to help with the solution plan and solution development? And then, always a commitment to coaching, because all of this only works if we keep coaching ourselves. The research is pretty clear on professional development; for us to really implement what it is that we're learning, it means that we're coaching ourselves, coaching each other, or working with external coaches as well. Nope, that was it.

TOM HANSON

Barbara, I'm sorry; this is a question from my lack of knowledge. Like, who is on the team, typically?

BARBARA KELLEY

Typically. Well, typically the team will consist of the members of your Tier 1 or your schoolwide committee. As you progress through the tiers, your team might have members that are on the Tier 1 team, the Tier 2 team, and the Tier 3 team. It might be that you have three

different teams and you're looking at issues from different perspectives. So everybody pretty much does it different; the biggest point would be that you have the expertise on the team, and that it is a team that represents the school, so that you communicate easily. For example, if you are a school that works through PLCs, you might want to make sure that there's a representative from each PLC on the team, so what you want to communicate out of that solution plan can happen easily because it already…you already have meetings scheduled to make that happen.

TOM HANSON

I just want to thank you so much, Barbara. That was a very, very useful talk. And that leads us to…remember, everyone, that this is the first of a series of three talks; the next one will be focusing on equity—examining issues of equity in schools and drilling down to sort of, you know, looking at disproportionality and solutions to that.