

# **Effective Use of Data for Schoolwide Decision Making in PBIS**

**California Technical Assistance Center on Positive  
Behavioral Interventions and Support**

**CaTAC-PBIS, Inc.**

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**March 18, 2015**

## Goals for the webinar:

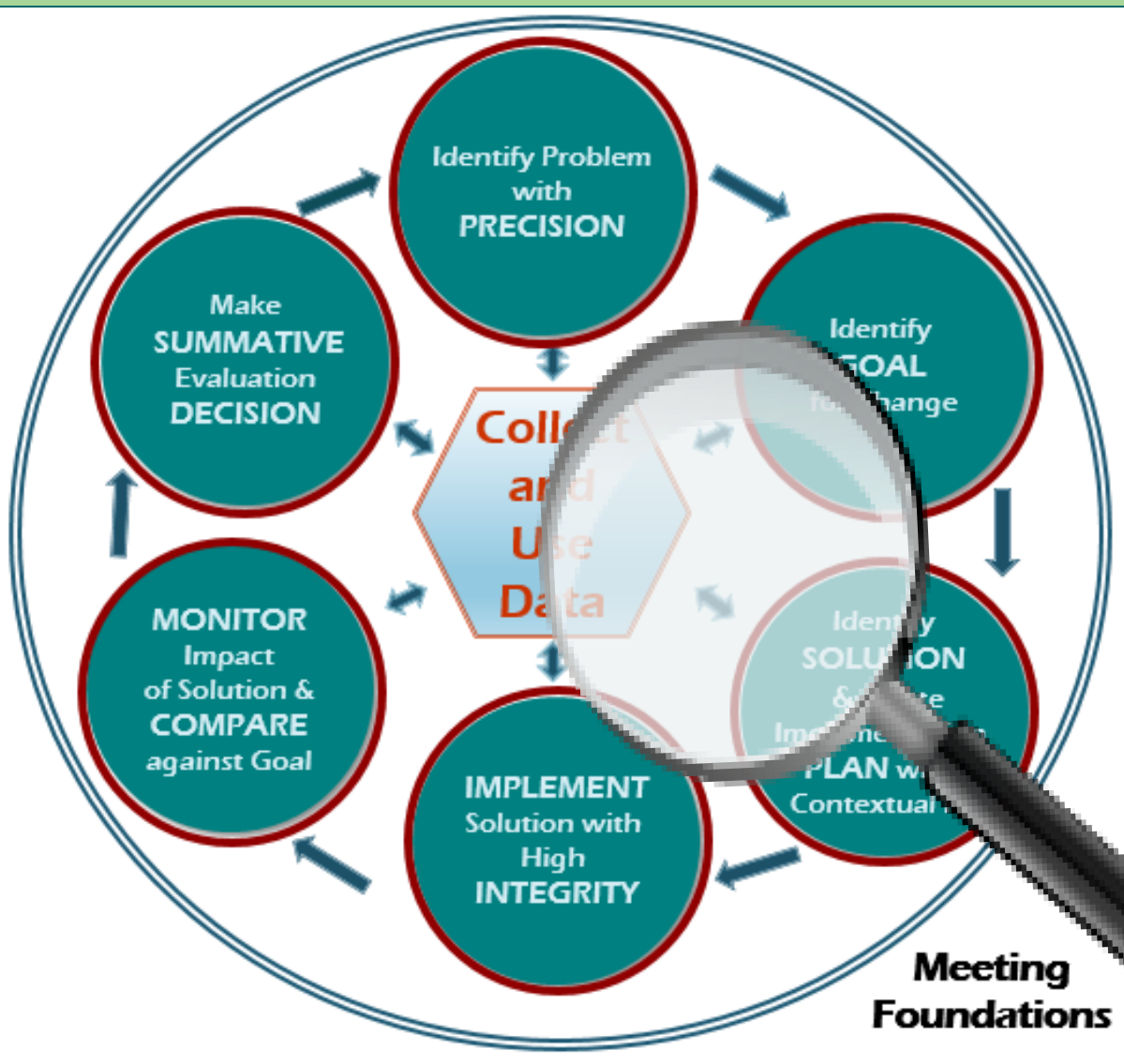
- » Become familiar with a problem-centered inquiry process to support the ongoing use of data for improving school climate.
- » Learn from experts and each other to support ongoing collaborative efforts in understanding and addressing school climate issues.

# Agenda

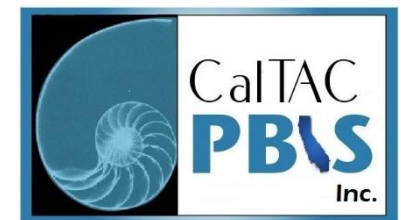
- » Welcome
- » Introduction to *Team Initiated Problem Solving II* (35 minutes)
- » Group “discussion” (15 minutes)
- » Survey

# Poll

- » SWIS – a type of cheese
- » We have been trained on SWIS but don't use it yet
- » We have been trained on SWIS and use it for decision making
- » We have a team that uses behavior data from any source for decision making.



# Team-Initiated Problem Solving TIPS II



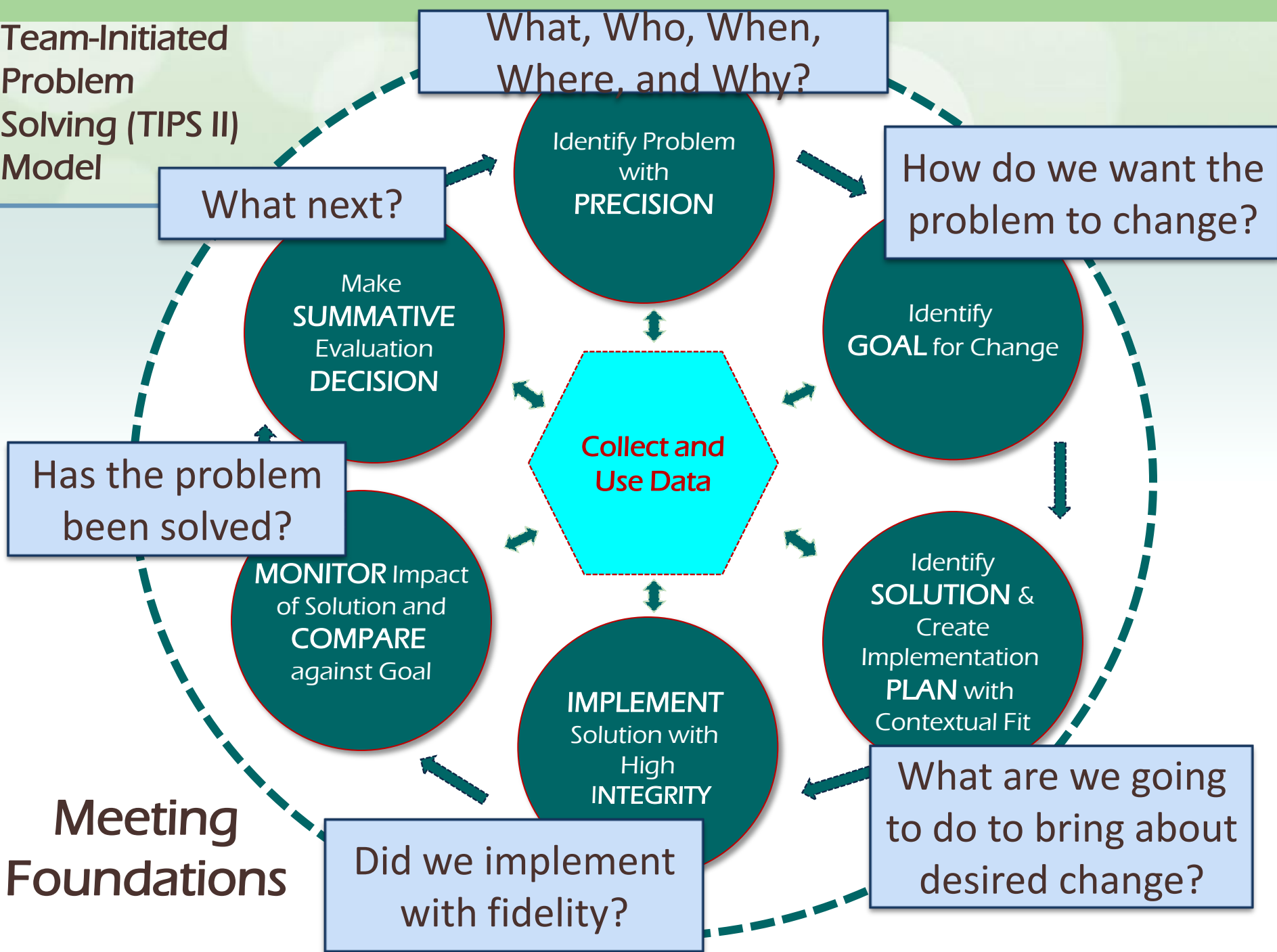
APA Citation:

Todd, A. W., Newton, J. S., Algozzine, K., Horner, R. H., Algozzine, B., & Cusumano, D. L. (2013). The Team Initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Online at <http://www.uoecs.org>



People aren't tired from solving  
problems – they are tired from solving  
the same problem over and over.

Team-Initiated  
Problem  
Solving (TIPS II)  
Model



# Identify Problem with Precision

» What, Who, When, Where, and Why





# Start with *Primary* Problem Statements



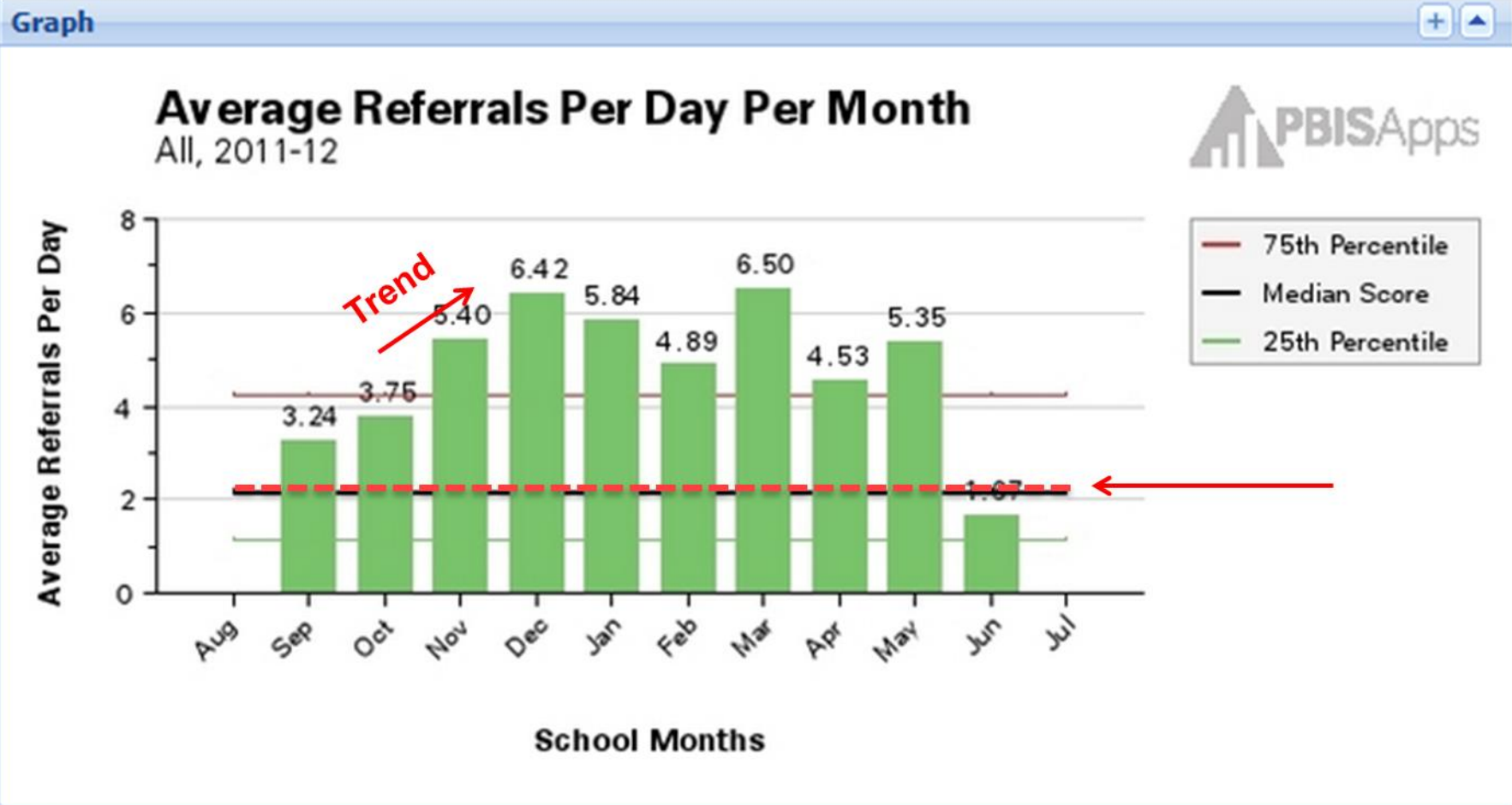
***Office discipline referrals for 6th graders are above national median for schools our size.***

Look at the Big Picture. Then use data to refine the problem to a Precise Problem Statement.

*Move to Precise Problem Statements*

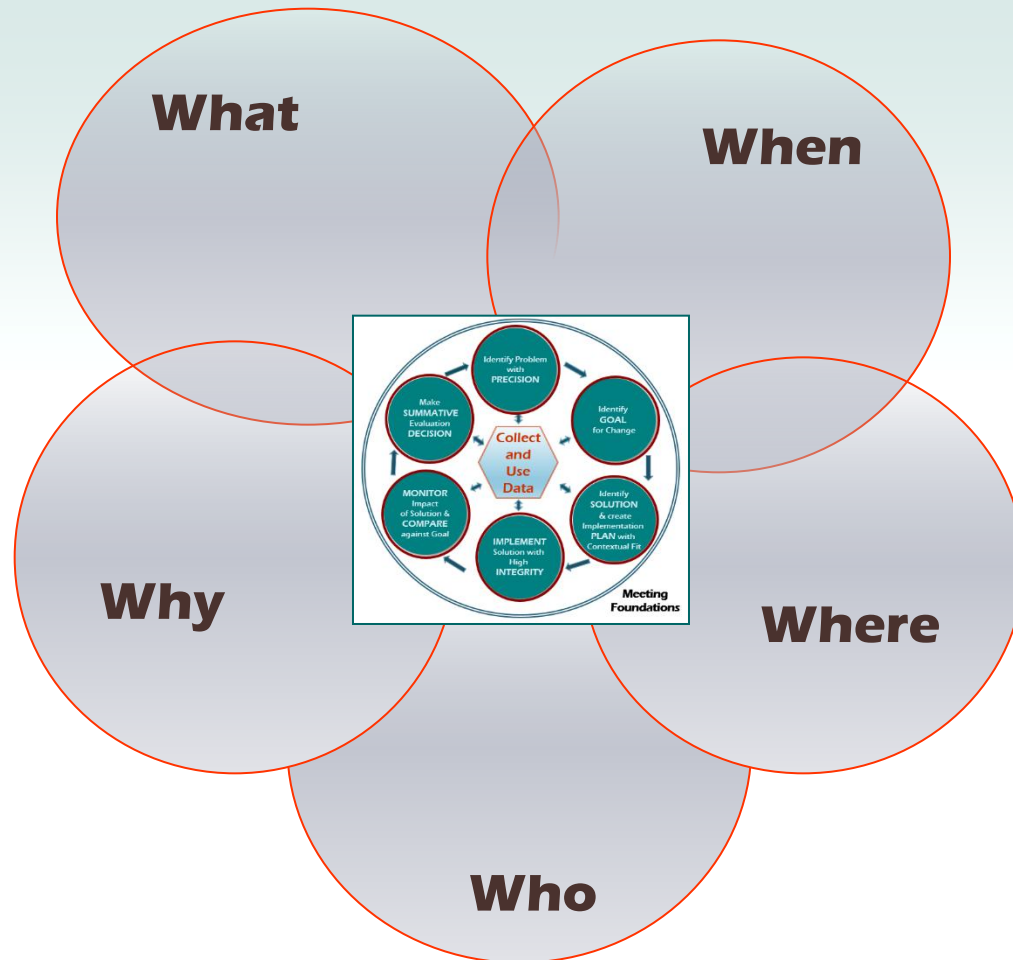
***Referrals for physical aggression among sixth grade students from 11:30-12:30 in the cafeteria are increasing over time. It is believed that the misbehavior is being maintained by peer attention.***

# Practice with Data



Our average Major and Minor ODRs per school day per month are higher than national median for a school of our enrollment size for all months except June. We have peaks in frequency of problems in November, December, January, and March with an increasing trend from September to March.

# Precision Components For Behavior Problem Statements



# Examples: Primary to Precise

**Gang-like behavior is increasing.**



Bullying (verbal and physical aggression) on the playground is increasing during “first recess,” is being done mostly by four 4th grade boys, and seems to be maintained by social praise from the bystander peer group.

**The buses are awful!**



There were 45 referrals for 3rd, 4th, and 5th graders using inappropriate language on the afternoon buses because these students wanted attention from their from peers.

# Moving from Primary to Precise

What problem behaviors are most common?

- **Referrals by Problem Behavior**

Where are problem behaviors most likely?

- **Referrals by Location**

When are problem behaviors most likely?

- **Referrals by Time**

Who is engaged in problem behavior?

- **Referrals by Student**

Why are problem behaviors sustaining?

- **Data Drill Down**

# Harbor Haven Middle School



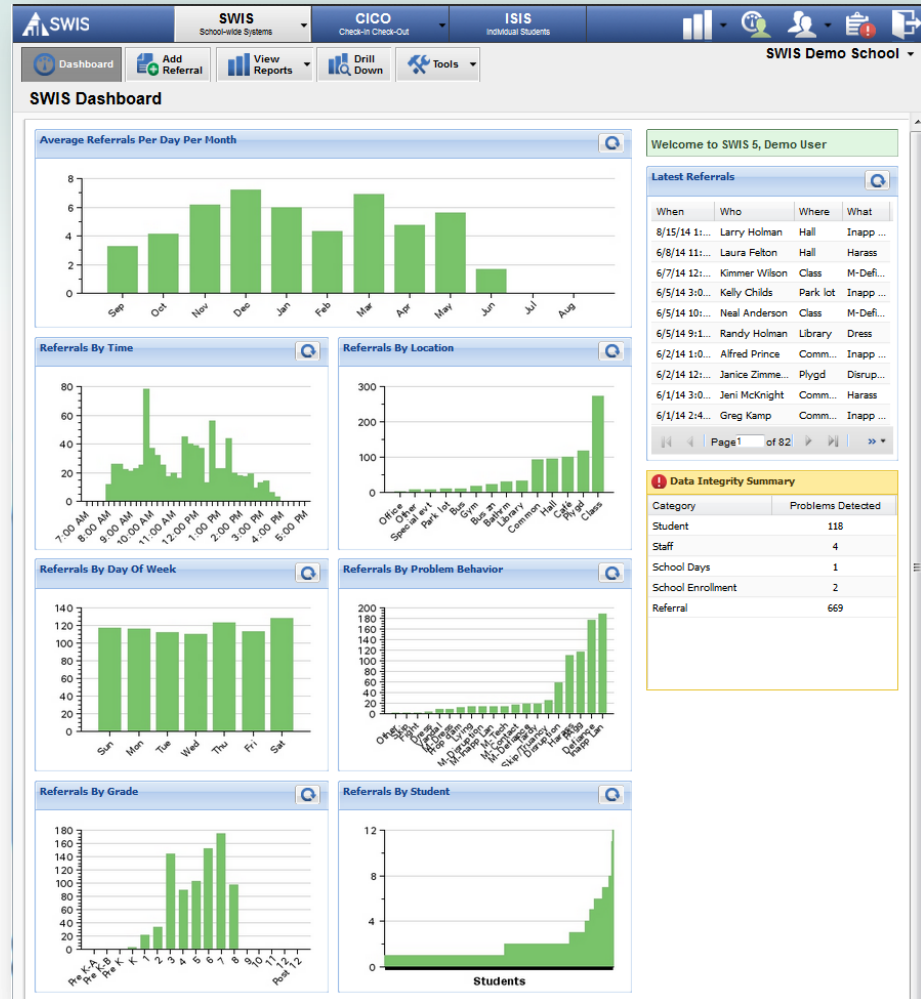
**565 students**

**Grades 6, 7, 8**

# Harbor Haven Middle School

» Is there a problem?

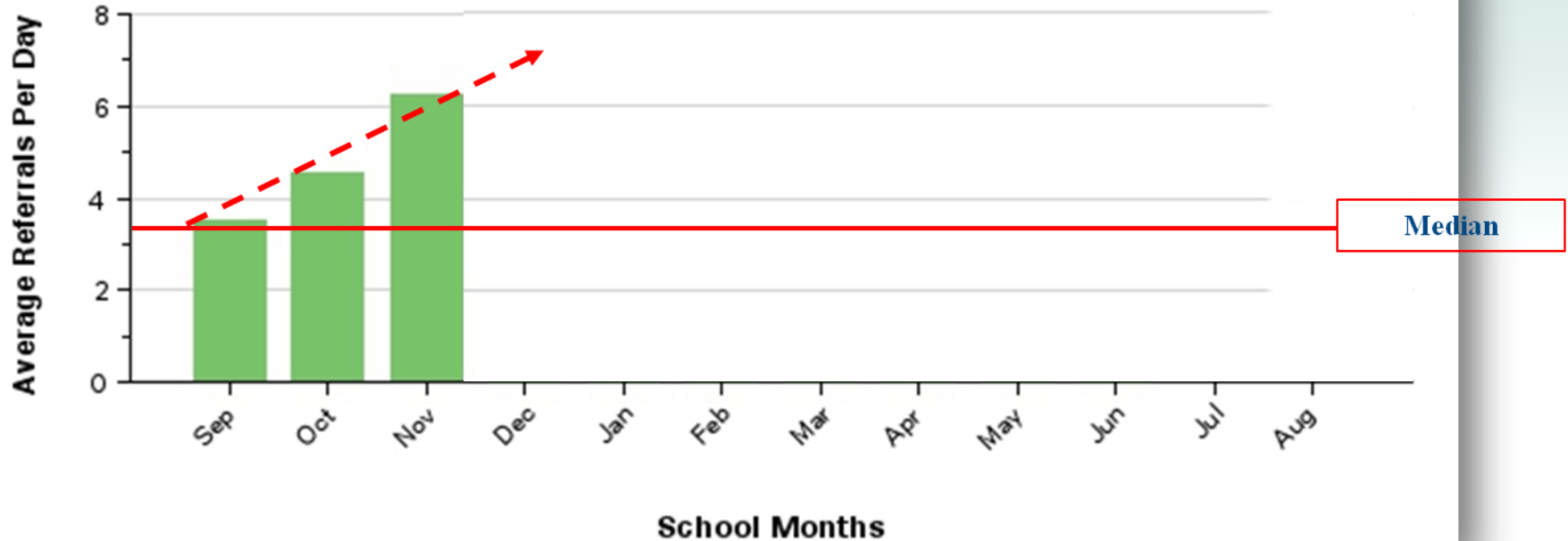
» If so, what is it?



# Harbor Haven Middle School

## Average Referrals Per Day Per Month

All, 2013-14



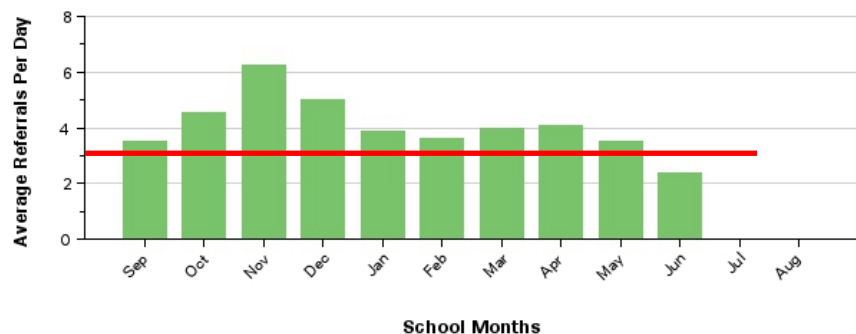


# Harbor Haven Middle School

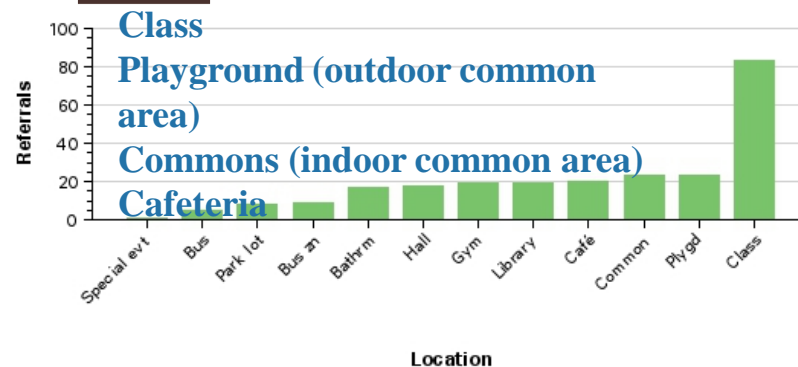
## School-wide Data

**Average Referrals Per Day Per Month**

All, 2013-14



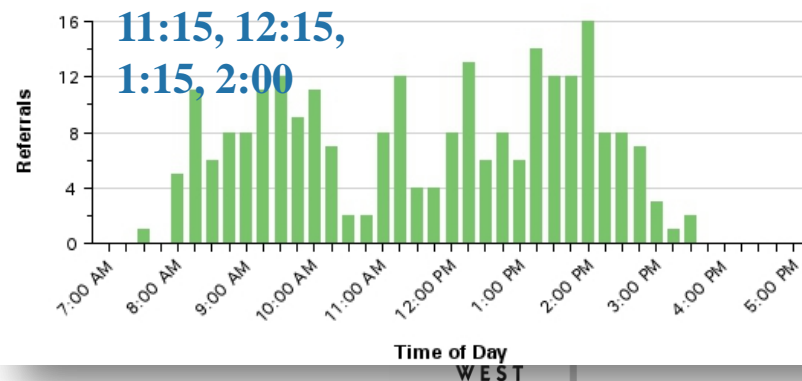
**Referrals by Location**



**Referrals by Problem Behavior**

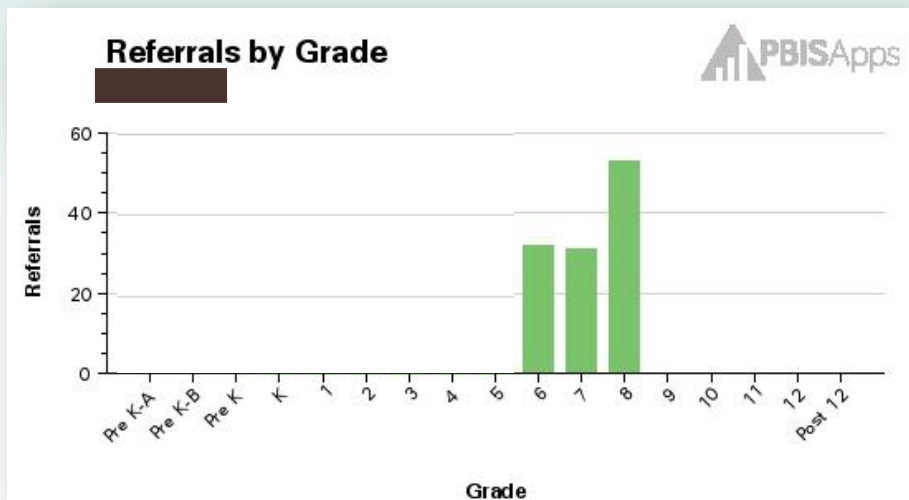


**Referrals by Time of Day**

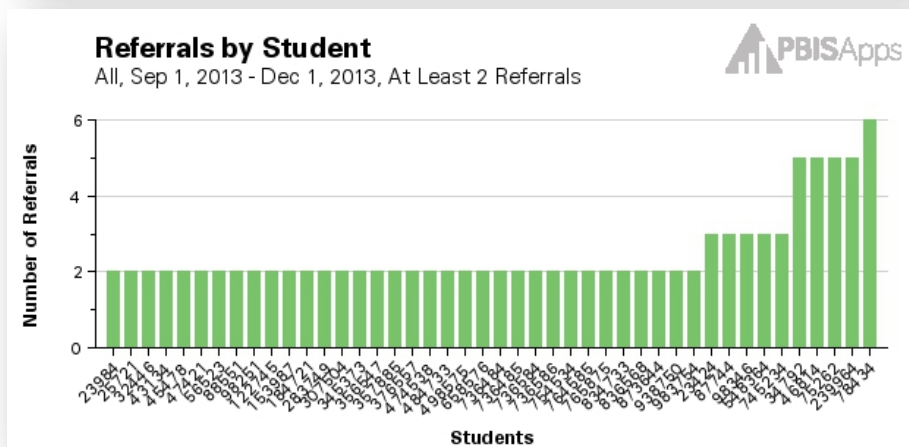


# Harbor Haven Middle School

## School-wide Data



## Majority of referrals come from 8th grade.



**44 students have more than 2 or more referrals.**

# What Do I Know?

**What?** Inappropriate language, defiance, & disruption

**Where?** Class, playground, commons & cafeteria

**Who?** Majority of referrals are from 8th grade

**When?** 11:15, 12:15, 1:15, & 2:00

# What Do I Know?



**I know pieces of information.**

**But, I do not know if any of this information is connected.**

**I need to drill down to look for connections.**

# Data Drill Down

## Drill Down

**Report Filters**

- Action Taken ☐
- Custom Fields ☐
- Date / Time ☐
- Demographics ☐
- Location ☐
- Notes ☐
- Others Involved ☐
- Perceived Motivation ☐
- Problem Behavior ☐
- Referral Type ☐
- Seclusion / Restraint ☐
- Students & Staff ☐

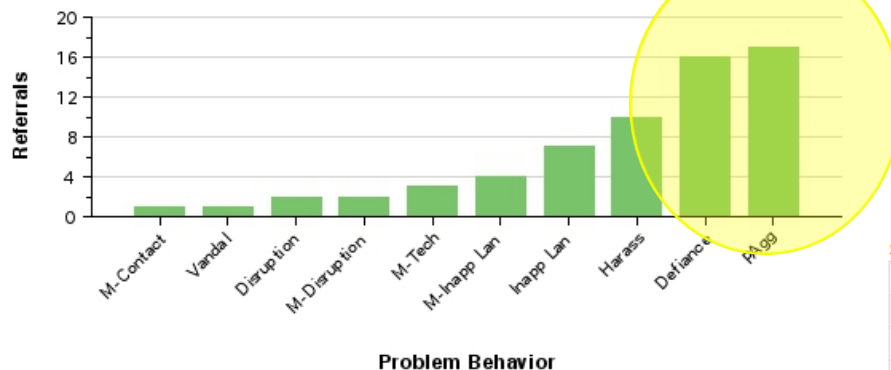
**Include in Dataset**

- School Year - 2013-14
- Location - Commons/Common Area
- Location - Playground
- Date Range - 9/1/13 - 12/1/13
- Start\* 9/1/13 End\* 12/1/13
- Generate Save Report Template Clear
- Drill Down Report - Generated 8/19/14 11:20 AM

Use the information from the SWIS Dashboard to drill down and analyze data.

The school considers the playground and the commons to be the common areas.

**Referrals by Problem Behavior**  
Drill Down



**Graph Type\***

Problem Behavior ☐ Show Additional

Change the graph type to change the analysis.

### Summary

Referrals	63
Students	1
Staff	1

Use the summary to analyze problem size.

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others Inv...	Ac...
9/3/13 10:00 AM	<a href="#">Bruce Gil</a>	7	Brenda Franken	Common	Inapp Lan	Ob p attn	Teacher	Office
9/7/13 10:15 AM	<a href="#">Amanda Franks</a>	4	Kathy Holland	Plygd	Disruption	Ob itm	Peers	Office
11/19/13 8:45 AM	<a href="#">Daryl Carpenter</a>	7	Gail Bundy	Common	PAgg	Ob itm	Peers	Loss priv
9/12/13 2:30 PM	<a href="#">Bruce Gil</a>	7	Sally Hickman	Common	Defiance	Unknown	None	Loss priv
9/19/13 10:00 AM	<a href="#">Jimmy Roberts</a>	5	Jason Duarte	Plygd	PAgg	Ob itm	Peers	Loss priv
10/24/13 2:15 PM	<a href="#">James Jones</a>	5	Stuart Rice	Plygd	Inapp Lan	Ob p attn	Peers	Conf

# Data Drill Down

## Drill Down

### Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
  - Minor - Minor/Warning
  - Minor - Other
  - Minor - Physical Contact/Phy
  - Minor - Property Misuse
  - Minor - Tardy
  - Minor - Technology Violation
  - Other Behavior
  - Physical Aggression
  - Property Damage/Vandalism
  - Skip class
  - Skip Class/Truancy
  - Tardy
  - Technology Violation
  - Truancy
  - Unknown Behavior
  - Use/Possession of Alcohol
- Referral Type
- Seclusion / Restraint
- Students & Staff

Load Report:

Include in Dataset

Exclude from Dataset

Location - Playground

Date Range - 9/1/13 - 12/1/13

Start\* 9/1/13 End\* 12/1/13

Problem Behavior - Physical Aggression

Generate Save Report Template Clear

Drill Down Report - Generated 8/19/14 11:20 AM

Export Print

### Referrals by Time of Day

Drill Down

Graph Type\* Time of Day

Summary

Referrals	Students	Staff
40	34	28

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
9/3/13 10:00 ...	<a href="#">Bruce Gil</a>	7	Brenda Franken	Common	Inapp Lan	Ob p attn	Teacher	Office
9/7/13 10:15 ...	<a href="#">Amanda Franks</a>	4	Kathy Holland	Plygd	Disruption	Ob itm	Peers	Office
11/19/13 8:45...	<a href="#">Daryl Carpenter</a>	7	Gail Bundy	Common	PAgg	Ob itm	Peers	Loss priv
9/12/13 2:30 ...	<a href="#">Bruce Gil</a>	7	Sally Hickman	Common	Defiance	Unknown	None	Loss priv

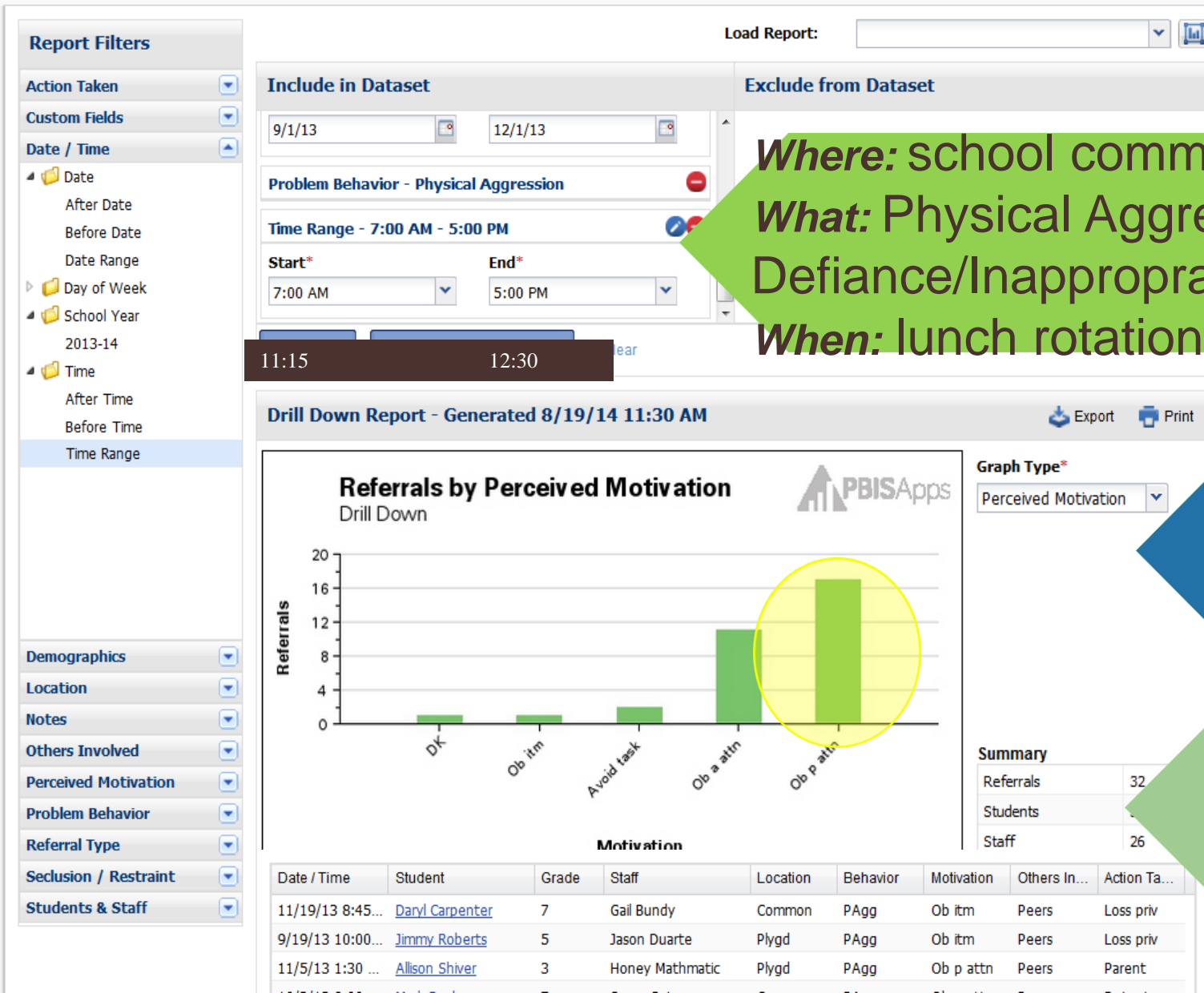
Add the clues you learn to the dataset to analyze with more precision and clarity.

Change the graph type to change the analysis.

Use the summary to analyze problem size.

# Data Drill Down

## Drill Down



**Where:** school common areas  
**What:** Physical Aggression/  
 Defiance/Inappropriate Language  
**When:** lunch rotation times

Change the  
graph type to  
change the  
analysis.

Use the  
summary to  
analyze  
problem size.

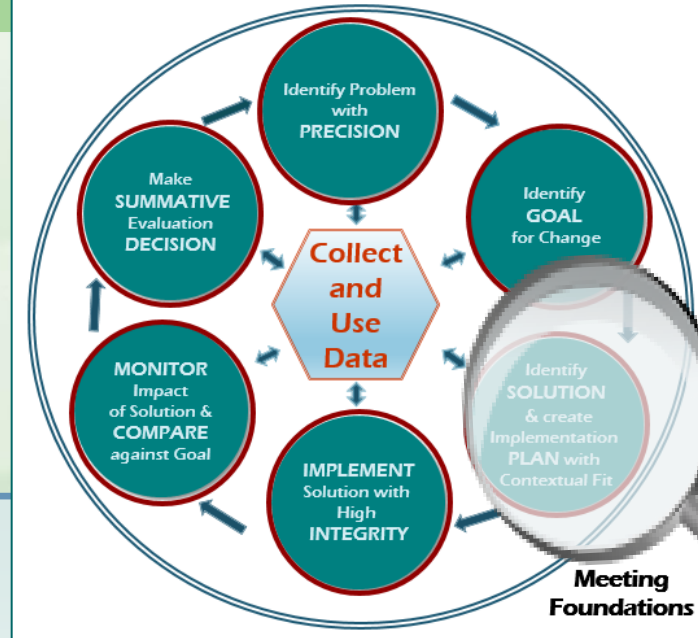
# Data Drill Down for Connections

1. Commons & Playground (outdoor common area)
2. Physical Aggression, Inappropriate Language, Disruption
3. Lunch Transitions
4. **Attention Maintained**
5. Precise Problem Statement & Solution Development



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





# **Identify solution and create implementation plan with contextual fit**

What are we going to do to bring about the desired change?

# Solution Development

## Behavioral Elements

Solution Elements	Action Step(s)
<b>Prevent</b>	Focus on prevention first. How could we reduce the situations that lead to these behaviors?
<b>Teach</b>	How do we ensure that students know what they <b>SHOULD</b> be doing when these situations arise?
<b>Reinforce</b>	How do we ensure that appropriate behavior is recognized?
<b>Extinguish</b>	How do we work to ensure that problem behavior is <b>NOT</b> being rewarded?
<b>Correct</b>	How will you correct errors? What are efficient consistent consequences (behavior flow chart) and reduce likelihood of escalating the behavior?
<b>Safety</b>	Are additional safety precautions needed?

# Solution Development

**Target Area(s): Problem behaviors in the indoor/outdoor common areas**

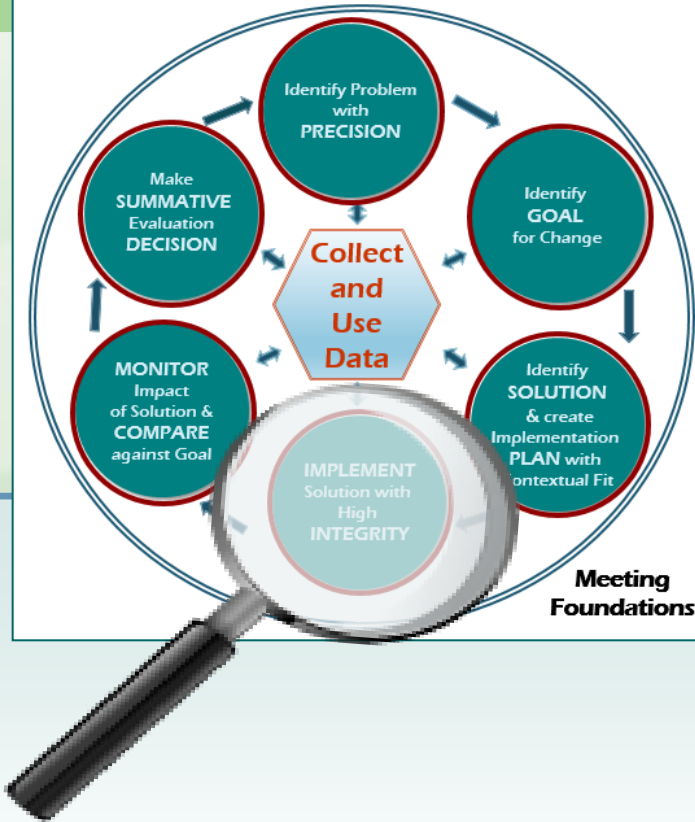
**Goal: Reduce referrals for disruption in the commons & hallways by 50%**

Solution Component	Action Step(s)
Prevention	Increase active supervision. Vice-principals share responsibility for indoor and outdoor common areas. Grade levels establish a supervision rotation.
Teaching	Teach behavioral expectations in the indoor and outdoor common areas
Recognition	<ul style="list-style-type: none"><li>-Increase recognition for appropriate behavior</li><li>-Provide feedback tickets that can be collected and used for spirit wear</li><li>-Spirit rally &amp; dance for the grade level with the fewest referrals</li></ul>
Extinction	<ul style="list-style-type: none"><li>-Post weekly grade-level SWIS data</li><li>-Encourage all students to work for the spirit rally &amp; dance making a peer acknowledgement of problem behavior less likely.</li></ul>
Corrective Consequence	Active supervision and continued early consequence (ODR), prompt, redirect, reteach, provide choices
Data collection	Use weekly SWIS data to evaluate change

**Precise Problem Statement:** Many students are engaging in problem behavior in the indoor and outdoor common areas during lunch transition times and the behavior is maintained by attention.

**Goal:** Reduce referrals for disruption in the commons & hallways by 50% (currently 24 per month avg.)

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	Notes/Updates
Prevention	Increase active supervision	Vice Principals All staff	Ongoing	Staff visible in the indoor and outdoor common areas	
Teaching	Teach behavioral expectations for the commons and hallways	Teachers will teach commons & hallways expectations to their homeroom classes	January 15	Sheet posted next to the PBIS bulletin board in the faculty lounge for people to sign and indicate they did it	Incentives for the grade level which can have 10 students tell the principal the expectations first
Recognition	Spirit Rally and Dance Recognition tickets for school store	PBIS Team will coordinate	Rally by January 31 Tickets by January 10	Spirit Rally and Dance Tickets used at the spirit store	
Extinction	Post weekly data Encourage all students to work for the spirit rally	All staff	Ongoing	Weekly data posted in the commons and hallway	
Corrective Consequence	Active supervision and continued early consequence (minor/major ODR)	All staff	Ongoing	Staff visible in the hallways	
	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	ODR record	SWIS Data Entry person and principal share report with teachers.	Weekly	Emailed to staff and posted in the hallways and commons for students	All staff and students



# **Implement solution with high integrity**

How will we know solution was implemented with fidelity?

# **Implement With High Integrity**

**Are we implementing the plan?**

**1**

**2**

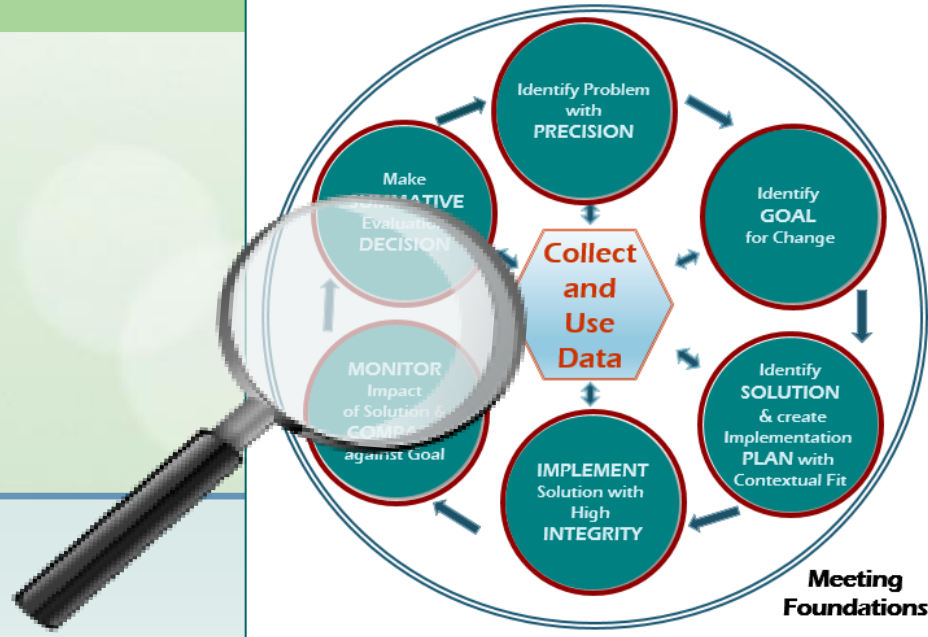
**3**

**4**

**5**

**No**

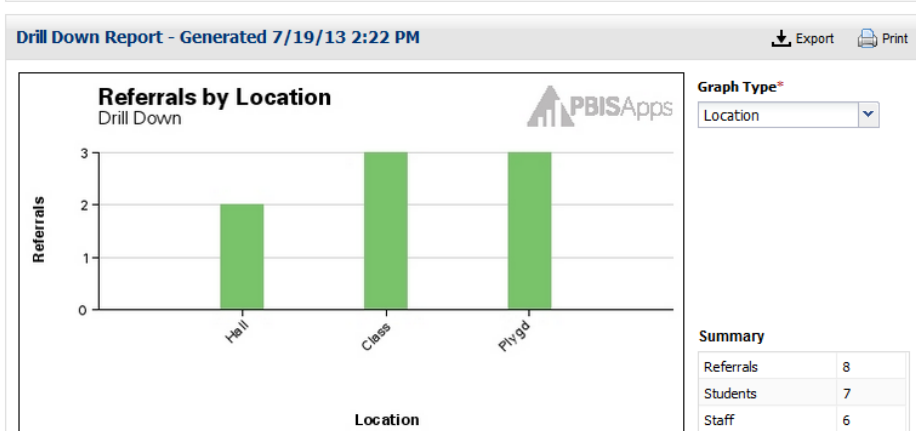
**Yes**



**Monitor impact of  
solution and compare  
against goal  
Make summative  
evaluation decisions**

# Did we make a difference?

Include in Dataset	Exclude from Dataset
<b>Date Range</b> <b>Start*</b> 1/1/12 <b>End*</b> 1/31/12 <b>Defiance/Insubordination/Non-Compliance</b> <b>Classroom</b>	
<b>Generate</b> <b>Save Report Template</b> <small>Clear</small>	



Did you greet 5 students by name today? ☒ Yes ☐ No

Interventionist Name: Marcy Intervention: Daily Double  
 Intervention for student(s): \_\_\_\_\_

Did you implement the intervention according to the directions?

☒ Yes as per directions

☐ Yes, but with slight modification

Please detail modifications: \_\_\_\_\_

No, the intervention was not implemented because: \_\_\_\_\_

Precise Problem Statement (What, When, Where, Who, Why)	Solution (Prevent, Teach, Extinguish)	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Many 3rd and 4th graders (Who) are engaging in Defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these instances occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom instructional period (Why).	PBIS Team will create Recess-to-Classroom to School Wide Rule.  Teachers will provide instruction of Transition-to-Classroom Procedure.	Reduce instances to a rate of .20 instances per school day or less (i.e., no more than 1 instance every 5 school days) by the date of our April meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input checked="" type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met Current level = .42 per school day



# What next?

- » No changes. Recycle through problem solving
- » Maintenance goal reached; fade out solutions
- » Continue solutions
- » Improvement but goal not met. Increase the frequency of reinforcements
- » Examine barriers to implementation of solutions

# What next for your team?

- » Coaching Commitment
- » Team Commitment
- » Access to current and accurate data?
- » Including the right people?

