Effective Use of Data for Schoolwide Decision Making in PBIS

California Technical Assistance Center on Positive Behavioral Interventions and Support

CalTAC-PBIS, Inc.

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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:
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

What next?

Has the problem been solved?

What, Who, When, Where, and Why?

Implement Solution with High Integrity

Identify Problem with Precision

Monitor Impact of Solution and Compare against Goal

Collect and Use Data

Make Summative Evaluation Decision

Identify Goal for Change

Identify Solution & Create Implementation Plan with Contextual Fit

Decide What, Who, When, Where, and Why?

Identify What we want the problem to change

How do we want the problem to change?

Did we implement with fidelity?

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

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.
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

What

When

Why

Where

Who

Collect and Use Data

- Collect Data
- Use Data

Foundation
- Integrity
- Accountability
- Transparency
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 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
Is there a problem?
If so, what is it?
Harbor Haven Middle School

School-wide Data

Average Referrals Per Day Per Month

<table>
<thead>
<tr>
<th>School Months</th>
<th>Referrals Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>2</td>
</tr>
<tr>
<td>Oct</td>
<td>4</td>
</tr>
<tr>
<td>Nov</td>
<td>6</td>
</tr>
<tr>
<td>Dec</td>
<td>8</td>
</tr>
<tr>
<td>Jan</td>
<td>6</td>
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<tr>
<td>Feb</td>
<td>4</td>
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<tr>
<td>Mar</td>
<td>2</td>
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<tr>
<td>Apr</td>
<td>2</td>
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<tr>
<td>May</td>
<td>4</td>
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<tr>
<td>Jun</td>
<td>6</td>
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<tr>
<td>Jul</td>
<td>8</td>
</tr>
<tr>
<td>Aug</td>
<td>6</td>
</tr>
</tbody>
</table>

Referrals by Location

- Class
- Playground (outdoor common area)
- Commons (indoor common area)
- Cafeteria

Referrals by Problem Behavior

- Inappropriate Language
- Defiance
- Disruption

Referrals by Time of Day

- 11:15, 12:15, 1:15, 2:00
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

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.

Change the graph type to change the analysis.

Use the summary to analyze problem size.
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.
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.
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

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

**Target Area(s):** Problem behaviors in the indoor/outdoor common areas  
**Goal:** Reduce referrals for disruption in the commons & hallways by 50%

<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
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<tbody>
<tr>
<td><strong>Prevention</strong></td>
<td>Increase active supervision. Vice-principals share responsibility for indoor and outdoor common areas. Grade levels establish a supervision rotation.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Teach behavioral expectations in the indoor and outdoor common areas</td>
</tr>
</tbody>
</table>
| **Recognition**          | - Increase recognition for appropriate behavior  
                          - Provide feedback tickets that can be collected and used for spirit wear  
                          - Spirit rally & dance for the grade level with the fewest referrals                                                                              |
| **Extinction**           | - Post weekly grade-level SWIS data  
                          - Encourage all students to work for the spirit rally & dance making a peer acknowledgement of problem behavior less likely.                                |
| **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.)

<table>
<thead>
<tr>
<th>Solution Components</th>
<th>What are the Action Steps?</th>
<th>Who is Responsible?</th>
<th>By When?</th>
<th>How will Fidelity be Measured?</th>
<th>Notes/Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevention</strong></td>
<td>Increase active supervision</td>
<td>Vice Principals All staff</td>
<td>Ongoing</td>
<td>Staff visible in the indoor and outdoor common areas</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Teach behavioral expectations for the commons and hallways</td>
<td>Teachers will teach commons &amp; hallways expectations to their homeroom classes</td>
<td>January 15</td>
<td>Sheet posted next to the PBIS bulletin board in the faculty lounge for people to sign and indicate they did it</td>
<td>Incentives for the grade level which can have 10 students tell the principal the expectations first</td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
<td>Spirit Rally and Dance Recognition tickets for school store</td>
<td>PBIS Team will coordinate Rally by January 31 Tickets by January 10</td>
<td>Spirit Rally and Dance Tickets used at the spirit store</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extinction</strong></td>
<td>Post weekly data Encourage all students to work for the spirit rally</td>
<td>All staff</td>
<td>Ongoing</td>
<td>Weekly data posted in the commons and hallway</td>
<td></td>
</tr>
<tr>
<td><strong>Corrective Consequence</strong></td>
<td>Active supervision and continued early consequence (minor/major ODR)</td>
<td>All staff</td>
<td>Ongoing</td>
<td>Staff visible in the hallways</td>
<td></td>
</tr>
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</table>

**Data Collection**
- **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?**
- 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?

Did you greet 5 students by name today?  

Yes □   No □

Interventionist Name:  Marcy  
Intervention:  Daily Double

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:

<table>
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<th>Goal &amp; Timeline</th>
<th>Fidelity of Imp.</th>
<th>Effectiveness of Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>☐ Not started  ☑ Partial imp.  ☑ Imp. w/fidelity  ☑ Stopped</td>
<td>☐ Worse  ☑ No Change  ☑ Imp. but not to Goal  ☑ Imp. &amp; Goal met  Current level = .42 per school day</td>
</tr>
</tbody>
</table>

Precise Problem Statement: 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).

Solution: PBIS Team will create a Reccess-to-Classroom Transition to School Wide Rules (What)-Teachers will provide instruction of Transition-to-Classroom Procedures (How)
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?