Effective Use of Data For Individual Needs in PBIS

California Technical Assistance Center on Positive Behavioral Interventions and Support

May 14, 2015

Barbara Kelley

Goals for the webinar:

» Explore a data-based inquiry process to identify and effectively address individual students' social-emotional needs.

» Learn from experts and each other to support ongoing efforts in understanding and addressing school climate issues.

Agenda

» Welcome

» Barbara's presentation (35 minutes)

» Group "discussion" (15 minutes)

» Survey

Describe your use of student behavioral data…

» We don't use student behavior data for school-wide decision making at this point.

» We use student behavior data to address school-wide climate issues.

» We use individual student behavior data to create individual student behavior support plans

» We use ISIS-SWIS to create individual student behavior plans.

Tier III Intervention and Data for decision making

**Exploration of
Tier III Behavior Support Planning and
Data-based decision making**

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Tier III: The Final PBIS Frontier

» This is the Voyage of PBIS Participants

» Your PBIS Mission: To Explore Tier III Data Based Decision Making

» To Learn about Behavior Rating Scales and Fidelity Checks

» To Boldly Go Where A PBIS Team Has Not Gone Before!

OUTCOMES

To explore the steps of a simple functional behavior support plan & Progress monitoring tool

Engage.

# Tier III Interventions and progress monitoring are like Star Trek because ….

"It's human nature to stretch, to go, to see, to understand. Exploration is not a choice, really; it's an imperative."

— Michael Collins, flew on Gemini 10 and Apollo 11

Know Your ABC's: Defining and Understanding Behavior

Antecedent	**B**ehavior	**C**onsequence
Prevent	**T**each	**R**einforce
THE WHEN & WHERE	THE WHAT	THE WHY
Events or happenings that occur before that predict	The target defined in observable and measureable terms	The outcome or feedback that immediately follows

Determine "Pay Off" (therefore...)
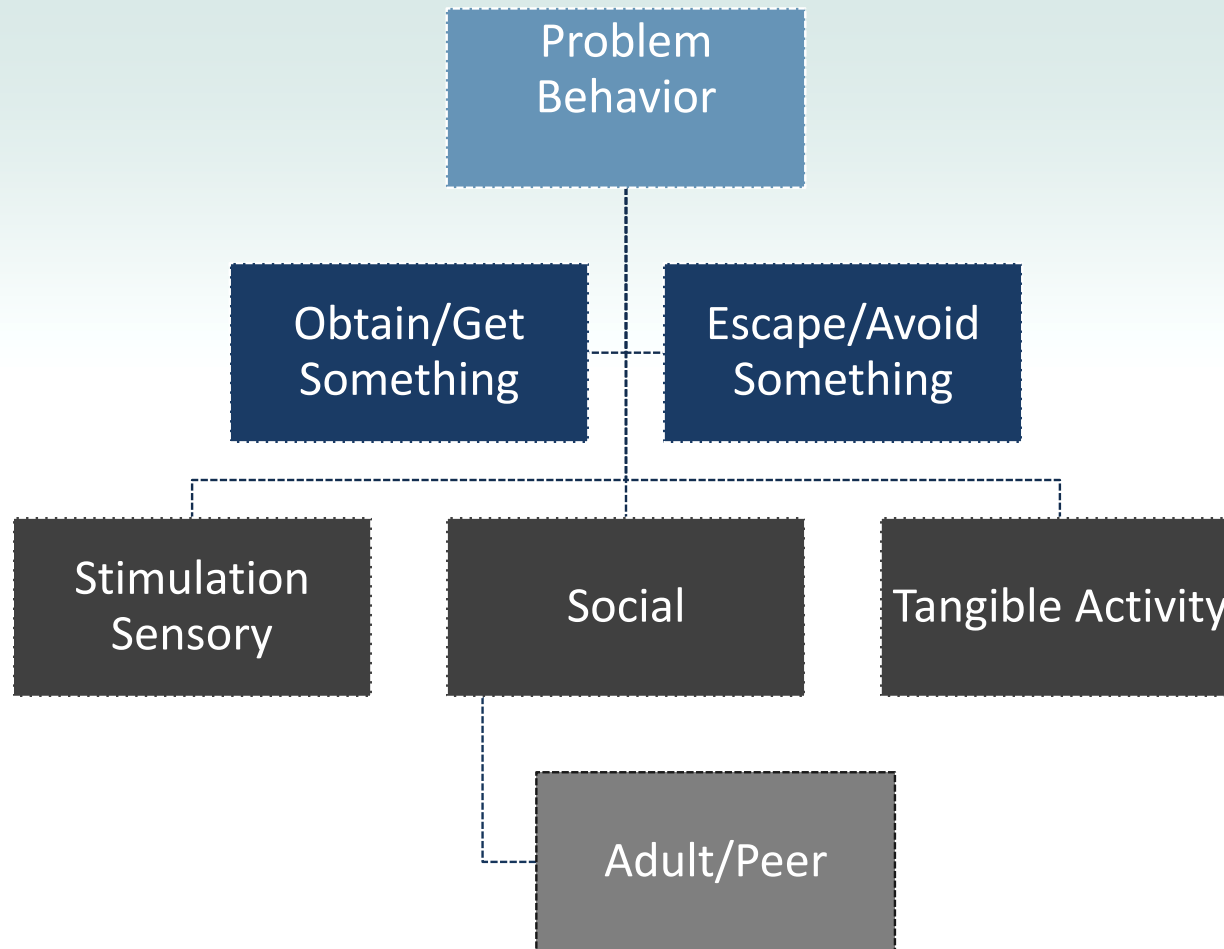
Effective implementation

» A commitment to successful outcomes for students

» Fidelity of implementation

» Capacity of the team members

» Availability, involvement and support of school administrators

» Family involvement

» Wrap around Services

Team Approach

- School-based Team built around the Identified Student

- Team Agreements

- Team Meeting Dates: Specific Purpose

- Roles and Responsibilities (facilitator, recorder, data entry/analyst, time keeper)

- Focus on the student's strengths and needs

- Discuss student needs
  - What do we need to provide for the student to be successful

Students Strengths and Needs Chart

SOCIAL Strengths	ACADEMIC Strengths
Mike is able to play all sports. Always picked first to play on teams	Test Taking Music Art
SOCIAL Needs	**ACADEMIC Needs**
Using words to express his feelings and thoughts	Group Work Collaborative Lab Class Discussions Independent work time: off task

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Goal Setting

» Identify and Operationalize the Problem Behavior

» Identify Long Term Life Goal

» Identify 3 Broad Goals
  - Behavior
  - Social-emotional
  - Academic

» Identify Target Behaviors
  - Operationalize Behavior to decrease
  - Replacement behavior to increase
  - Social-emotional increase
  - Academic to increase

DATA: Behavior Rating Scales

Student: Johnny   School: _____

KEY:

1. **Task Engagement:** Rate your perception of the *amount of time* Johnny remains in his seat with eyes focused on the teacher and/or work materials during independent academic work.

2. **Tantrums:** Rate your perception of the *number of times* Johnny engages in screaming, kicking furniture and/or people, and throwing objects (all 3 behaviors must be present).

Why Collect Data?

» Is the student's challenging behavior one that should be targeted for intervention?

» Are the interventions strategies effective in decreasing the student's challenging behavior after implementation?

» Is the student increasing the use of the replacement behavior?

» Are the goals of the intervention being met?

» Are modifications needed to the intervention plan? If so, what types of modifications need to be made?

Behavior Rating Scales

» Which metric best measures the behavior (frequency, duration, intensity)

» Establish appropriate anchor points

- Decrease behavior:

   - *typical is anchor 4*

- Increase behavior:

   - *typical is anchor 2*

Behavior Rating Scale

Student: Johnny   School: _____

Behavior	Date										
Task Engagement appropriate	>10 min 8-10 min 5-7 min 2-4 min 0-1 minute	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Tantrums problem behavior	daily 7-9 4-6 2-3 0-1/day	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

KEY:

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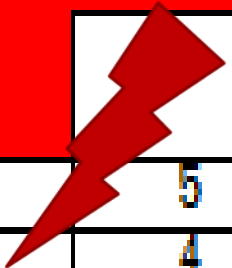
Anchor Points - DECREASING BEHAVIOR Frequency

Frequency anchor Points: number of occurrences, a range (10-20 X per day), or percentage of time the behavior occurs. 5 is extremely bad, 4 typical day, 3 good, 2 better, 1 goal.

Note: Some behaviors being evaluated may occur in routines or in periods with various times attached to them. For those use a percentage of opportunities rather than frequency ranges.

BEHAVIOR						
Tantrum	10+ Daily	5	5	5	5	5
	8-9	4	4	4	4	4
	6-7	3	3	3	3	3
	4-5	2	2	2	2	2
	0-3	1	1	1	1	1

Anchor Points - DECREASING BEHAVIOR Duration

Duration Anchor Points: Measured in actual time (120 min), range of time (10-20 min), or the percent of the activity (% of circle time). 5 is higher than typical, 4 typical day, 3 good, 2 better, 1 goal

						Date
BEHAVIOR						
Physical Agg	>40%	5	5	5	5	5
	31-40%	4	4	4	4	4
	21-30%	3	3	3	3	3
	10-20%	2	2	2	2	2
	<10%	1	1	1	1	1

Duration Anchor Points: Measured in actual time (120 min), range of time (10-20 min), or the percent of the activity (% of circle time). 5 is higher than typical, 4 typical day, 3 good, 2 better, 1 goal

						Date
BEHAVIOR						
Physical Agg	>10 minutes	5	5	5	5	5
	8-10 minutes	4	4	4	4	4
	5-7 minutes	3	3	3	3	3
	2-4 minutes	2	2	2	2	2
	< 2 minutes	1	1	1	1	1

Anchor Points - DECREASING BEHAVIOR Intensity

Intensity Anchor Points: Acceptable behaviors at lesser magnitude. 5 is higher than typical day, 4 typical day, 3 good, 2 better, 1 goal

	BEHAVIOR					Date
Physical - Aug	Ear – piercing	5	5	5	5	5
	>than playground	4	4	4	4	4
	Playground voice	3	3	3	3	3
	>than inside voice	2	2	2	2	2
	Soft whimper/squeal	1	1	1	1	1

Frequency

Frequency Anchor Points: number of occurrences, a range (10-20X per day), or percentage of time the behavior occurs. 5 is goal, 4 better, 3, good, 2 typical day, 1 worse

Note: Some behaviors being evaluated may occur in routines or in periods with various times attached to them. For those use a percentage of opportunities rather than frequency ranges.

BEHAVIOR		Date				
Uses words	10+ Daily		5	5	5	5
	7-8		4	4	4	4
	6-7	3	3	3	3	3
	4-5	2	2	2	2	2
	0-3	1	1	1	1	1

Anchor Points - _INCREASING_ BEHAVIOR Duration

Duration Anchor Points: Measured in actual time (120min), range of time (10-20 min), or the percent of the activity (25% of circles time). 5 goal, 4 better, 3 good, 2 typical, 1 less than typical.

BEHAVIOR		Date				
on-task behaviors	>80%	5	5	5	5	5
	65-80%	4	4	4	4	4
	55-65%	3	3	3	3	3
	40-55%	2	2	2	2	2
	>40%	1	1	1	1	1

Anchor Points - _INCREASING_ BEHAVIOR Intensity

Intensity Anchor Points: behaviors at lesser magnitude. 5 is the goal, 4 better, 3 good, 2 typical, 1 less than typical
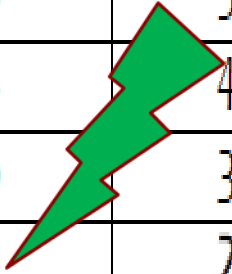
	BEHAVIOR	Date				
Physical Activity/Pl	Takes Turns	5	5	5	5	5
	Negotiates		4	4	4	4
	Verbally threatens	3	3	3	3	3
	Kicks or Hits	2	2	2	2	2
	Hitting and kicking	1	1	1	1	1

Anchor Points - _INCREASING_ BEHAVIOR Count

Increasing Words Per Minute: Acceptable behaviors at lesser magnitude. 5 is goal, 4 better, 3 good, 2 typical, 1 less than typical

BEHAVIOR		Date				
	135-145	5	5	5	5	5
	120-135	4	4	4	4	4
WPM	110-120	3	3	3	3	3
	90-110	2	2	2	2	2
	70-90	1	1	1	1	1

Anchor Points - *INCREASING* BEHAVIOR Count

Skill Acquisition: Acceptable behaviors at lesser magnitude. 5 is goal, 4 better, 3 good, 2 typical, 1 less than typical

	BEHAVIOR	Date				
Vocabulary words	135-145	5	5	5	5	5
	120-135		4	4	4	4
	110-120	3	3	3	3	3
	90-110	2	2	2	2	2
	50-90	1	1	1	1	1

Johnny's Behavior
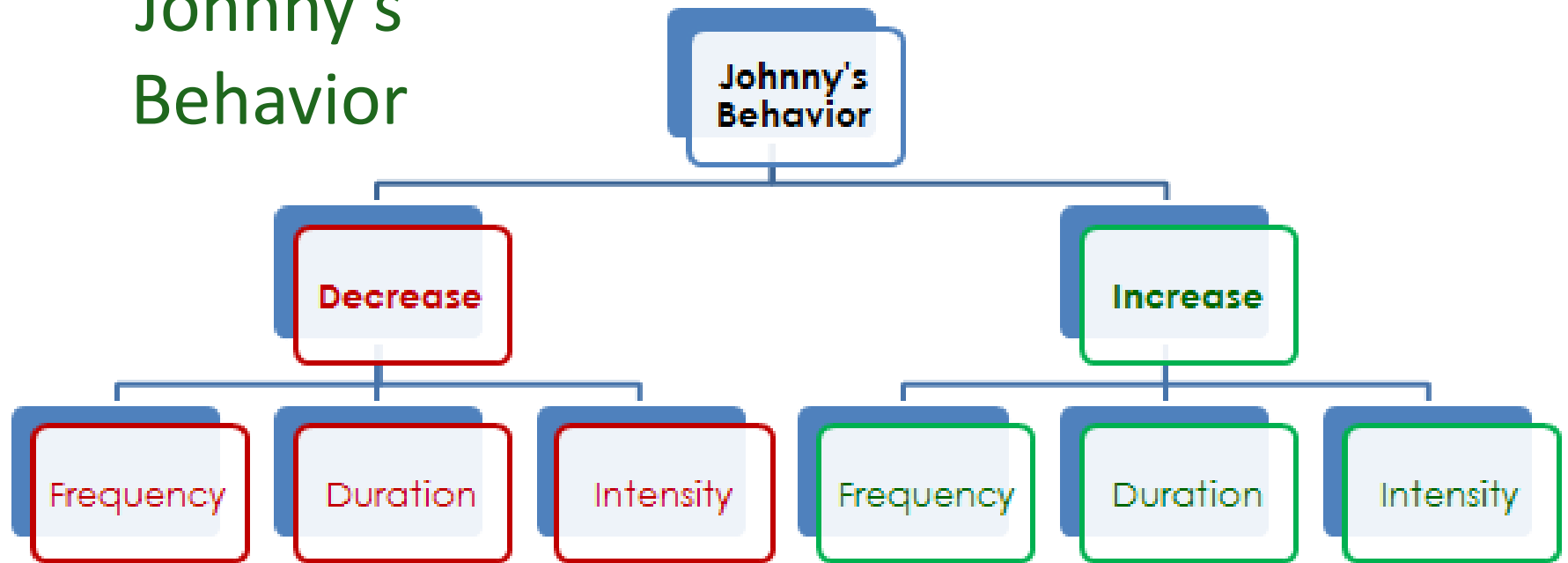
Decreasing Misbehavior

- ➢ Determine current level of functioning
- ➢ Place on Level 4
- ➢ Determine ultimate goal and place on level 1
- ➢ Establish incremental steps between level 4 and level 1
- ➢ Include level 5

Increasing Desired Behavior

- ➢ Determine current level of functioning
- ➢ Place on Level 2
- ➢ Determine ultimate goal and place on level 5
- ➢ Establish incremental steps between level 2 and level 5
- ➢ Include level 1

Assessment is your Prime Directive

Chart Responses

Organizing Data to Establish a Pattern

PREVENT Data	TEACH Data	REINFORCE Data
Problem Behavior: Reading, math Independent/Group Seat Work Transitions from preferred activity End of recess, art, music Told "no"	**Motivation/Function** To escape, delay or avoid To obtain attention from behavior specialist	**Consequences:** Sent to time out Allowed to stay in art and music class Delay in upcoming activities Sent to behavior specialist
Prosocial Behavior: Science Independent/group Recess, art, music When engaged in computer	**Social Skills:** Getting attention appropriately **Problem Solving Skills:** Transitioning appropriately **Communication Skills:** Expressing emotions and requesting wants	**Acknowledgement:** Enjoys time with behavior specialist **Enjoyable Items or Activities:** Computer Recess, art, music Social interaction with adults

Hypothesis Statement

identifies why the challenging behavior is occurring (function or purpose)

1. **WHEN** – antecedent or setting events that occur prior to the challenging behavior
2. **THEN** – specific challenging behaviors demonstrated by the student as defined during the goal setting process
3. **AS A RESULT** – function or purpose of the behavior

hypothesis statement and data collection (behavior rating scales)

REQUIREMENTS:	WHEN	THEN	AS A RESULT
Problem Behavior			
Replacement Behavior			

PTR SATELLITES

EXAMPLE

Student: Johnny   School: _____

Behavior	Date										
Task Engagement appropriate: >10 min / 8-10 min / 5-7 min / 2-4 min / 0-1 minute		5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Tantrums problem behavior: 10+ daily / 7-9 / 4-6 / 2-3 / 0-1/day		5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

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Prevention Strategies

Examples...

* Providing Choices
* Transition Supports
* Environmental Supports
* Curricular Modifications
* Adult Verbal Behavior
* Classroom Management
* Increase Non-contingent Reinforcement
* Setting Event Modifications
* Opportunity for Prosocial Behavior (Peer Support)
* Peer Modeling or Peer Reinforcement

BEHAVIOR INTERVENTIONS

TEACH Strategies

Examples...

* Replacement Behaviors (Functionally Equivalent)
* Specific Academic Skills
* Problem-Solving Strategies
* General Coping Strategies
* Specific Social Skills
* Teacher-Pleasing Behaviors
* Learning Strategies
* Self-Management (Self-Monitoring)
* Independent Responding
* Increased Engagement Time

BEHAVIOR INTERVENTIONS

REINFORCE Strategies

Examples...

★ Reinforce Replacement Behavior (Functionally Equivalent)
★ Discontinued Reinforcement of Challenging Behavior
★ Group Contingencies
★ Increased Ratio of Positive to Negative Responses
★ Home – to – School Reinforcement System
★ Delayed Gratification

Intervention Plan

PREVENT

- Are additional materials and resources needed?
- If so, who is developing or getting the materials
- What is the start date?
- Are environmental/curricular modifications needed?
- If so, who will make the modifications and how will they be presented to the student?
- Are specific peers needed to implement?
- If so, who will select, train and reinforce the peers?

Specific Steps

Intervention Plan

TEACH

- Has the replacement behavior been operationally defined?
- What specific skills are needed to perform the replacement behavior?
- Does the student already have the skills?
- Who is going to teach the replacement behavior?
- How and when will the replacement behavior be taught?
- What specifically will the implementer say/do to carry out the intervention effectively?
- At what point in time does the teacher prompt the student to use the replacement behavior?

## Specific Steps

Intervention Plan

REINFORCE - ACKNOWLEDGE

- What was the outcome of the challenging behavior?
- How will the replacement behavior meet the same outcome?
- Will the new behavior get reinforced as quickly as the challenging behavior?
- What else is reinforcing the student? People, items or activities?
- Are the reinforcers readily available?
- If not, what needs to happen so they will be available when needed?
- If the reinforce is a person, will that person be available?
- Who will provide the reinforce?
- When will the reinforce be delivered?
- How will the delivery be tracked to be sure it is delivered as specified?

Specific Steps

Task Analysis

Training Appendix Task Analysis of Intervention Plan		Did the implementer complete the step?
PREVENT Intervention:		
1.		1. Yes No
2.		2. Yes No
3.		3. Yes No
4.		4. Yes No
5.		5. Yes No
6.		6. Yes No
TEACH Intervention:		
1.		1. Yes No
2.		2. Yes No
3.		3. Yes No
4.		4. Yes No
5.		5. Yes No
6.		6. Yes No
REINFORCE Intervention:		
1.		1. Yes No
2.		2. Yes No
3.		3. Yes No
4.		4. Yes No
5.		5. Yes No
6.		6. Yes No
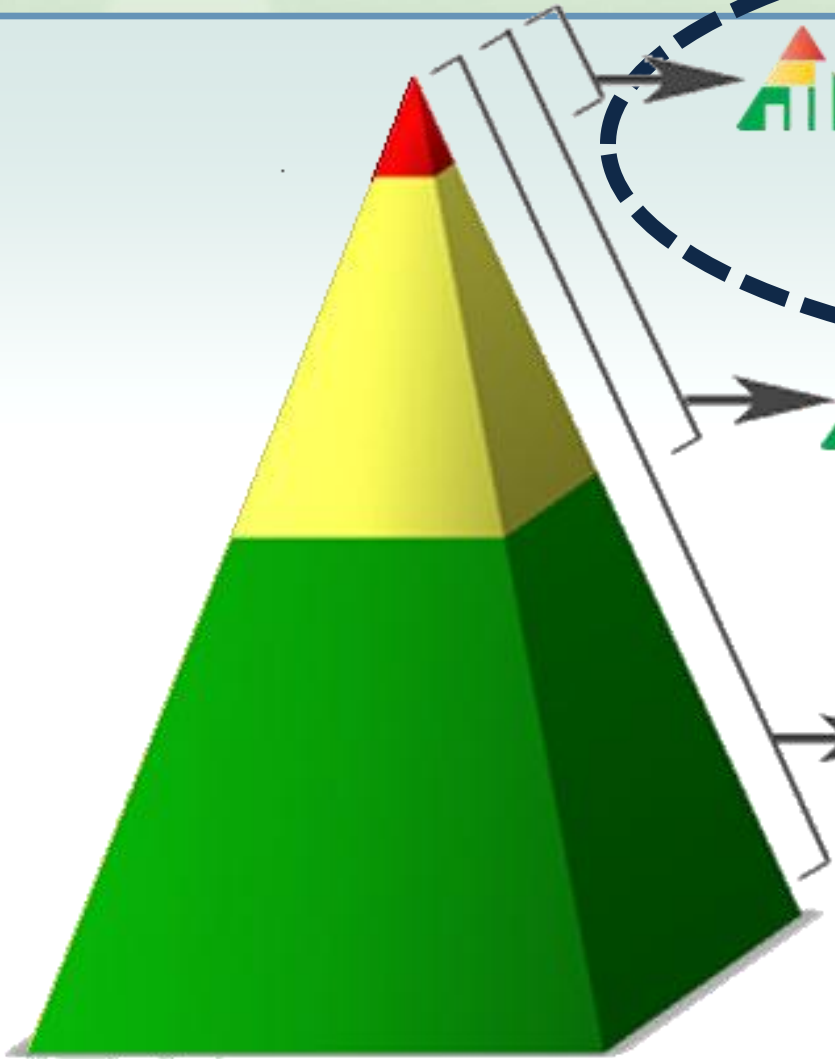
ISISSWIS

ISIS-SWIS is a decision system for students requiring more intensive and individualized supports for academic social or mental health services.

CICOSWIS

CICO-SWIS is a decision system for targeted or group-based interventions for students needing additional support beyond the Universal or Tier 1 system.

SWIS

The School-Wide Information System (SWIS) is a web-based decision system designed to help school personnel to use office referral data to monitor progress of school-wide and individual student interventions.
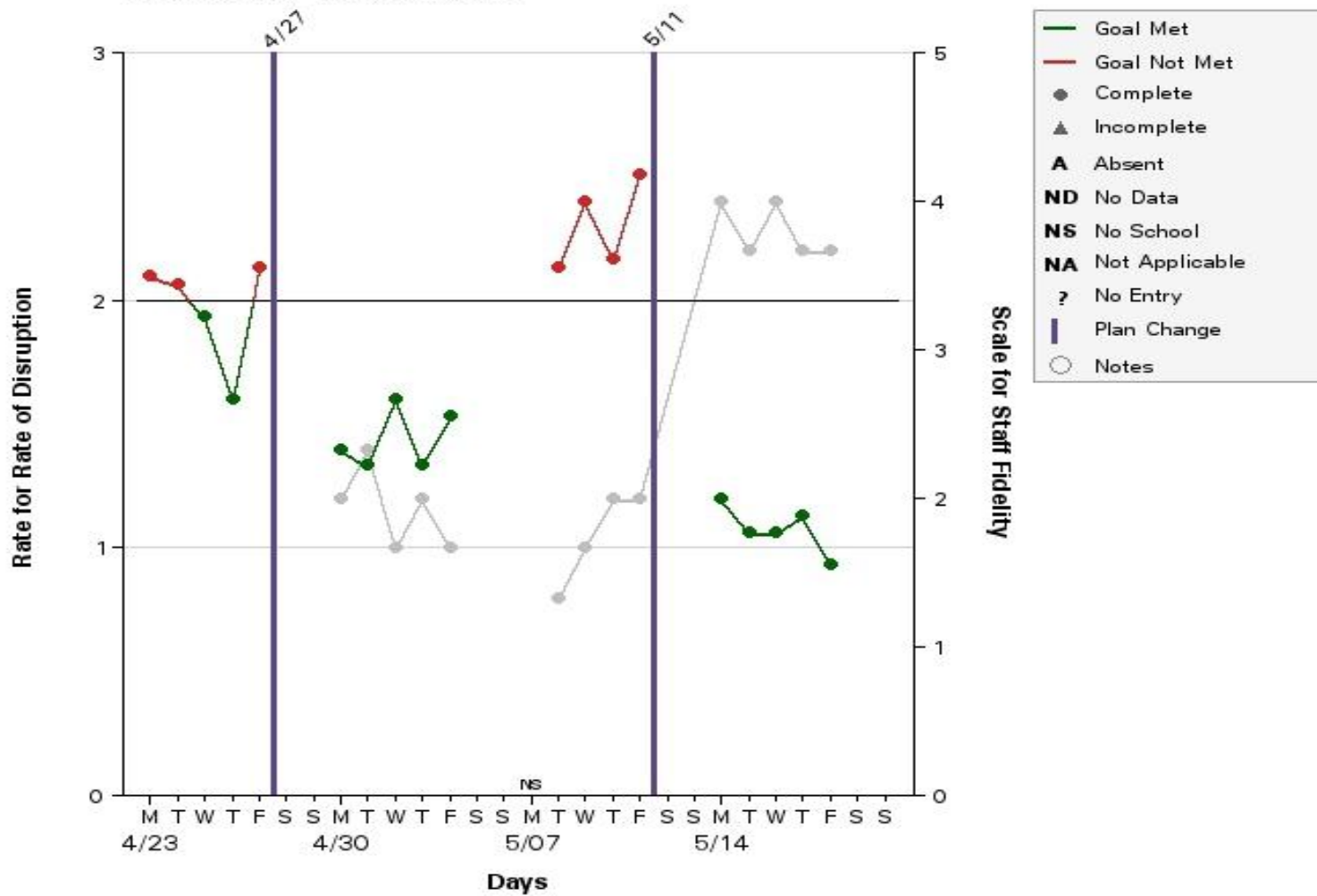
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What is ISIS-SWIS?

» Set up, collect and monitor a student's outcome data on individualized goals based on team agreements

» **Set up, collect and monitor fidelity data about the implementation of the support plan**

» Upload and store critical student support documents needed for planning and decision-making

» **Summarize outcome and fidelity data for problem solving and decision making**
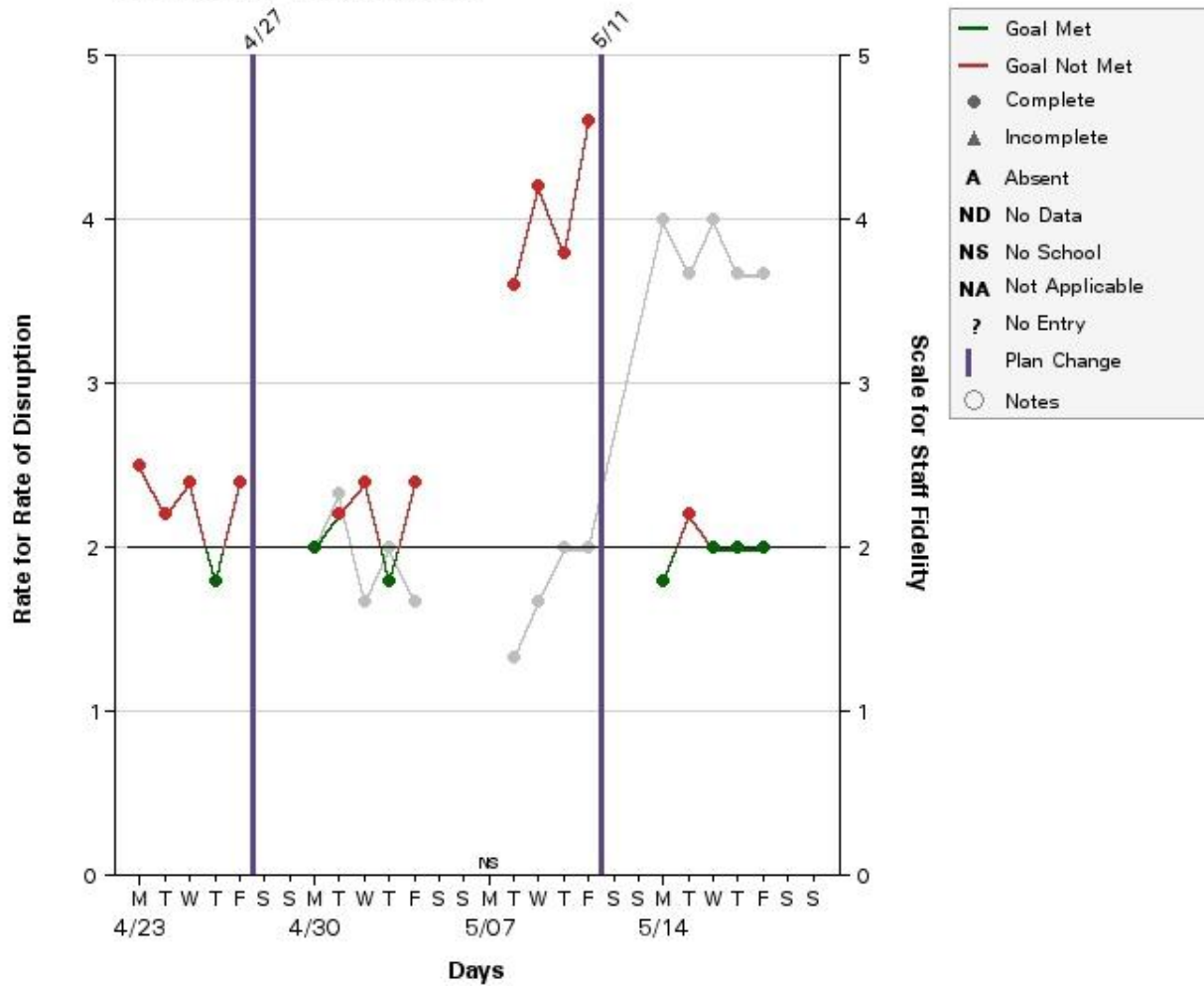
ISIS Measure Report

ISIS Single Time Segment Report

ISIS Single Time Segment Report
Rate of Disruption - Lunch/Recess
Carly Johnson, 4/23/12 to 5/20/12

PBISApps

Legend:
- Goal Met
- Goal Not Met
- Complete
- Incomplete
- A Absent
- ND No Data
- NS No School
- NA Not Applicable
- ? No Entry
- Plan Change
- Notes

Decision Making Tree

Positive Behavior Change
- Extension
  - Generalization Setting
  - Generalization Intervention
- Shaping
- Fading Reinforcement
  - Delayed Gratification
  - Intermittent Schedule
- Self-Management

If Behavior is Not Improving

Behavior is NOT improving

Implemented with FIDELITY

NO — YES

NO

Too Difficult
- ID Difficult Features
- Alternate Strategies
- More TA

Not Match
- Modify Features /Strategies to match context

Drift
- ID Features affected by drift
- Booster TA

YES

Hypothesis Incorrect
- Revise Hypothesis
- More Data
- New Interventions
- More TA

Hypothesis Correct Intervention Insufficient
- ID Affect Potency
- Powerful
- New Strategies
- More TA

Implement
With High Integrity

Are we implementing the plan with high integrity?

1   2   3   4   5

No   Yes

Adherence and Quality

Behavior Support Plan	At a minimum: Is it being implemented?			How well is it being implemented?		
PREVENT	Y	N	NA	1	2	3
TEACH	Y	N	NA	1	2	3
REINFORCE	Y	N	NA	1	2	3

Reflecting Conversation

A useful tool in debriefing events beginning with summarizing impressions, moves through recall/supporting information, analyzing cause-and-effect relationships, constructing new learning, and reflection.

Summarize	What are your impressions about some of the key practices?
Analyze	What effect do you think implementing these key practices would have?
Construct New Learning	What new thinking will guide the decisions you make for students with challenging behaviors?
Invite Commitment	How might this experience influence you individual student plans?

THANK YOU for YOUR CURIOUSITY

"We want to explore. We're curious people. Look back over history, people have put their lives at stake to go out and explore … We believe in what we're doing. Now is the time."

Eileen Collins — STS-114 commander, a few days before the re-launch of the Space Shuttle program, reported on http://www.space.com/, 11 July 2005. First woman commander of a space mission.