Positive Behavioral Interventions & Support

Module 6: Making Data-Based Decisions

Ohio | Department of Education

Ohio PBIS Training Modules

Ohio PBIS Network

Module 1

Introduction to PBIS

Module 2

Developing Clear School-wide Expectations

Module 3

Teaching Behavior Expectations Across All Settings

Module 4

Encouraging and Acknowledging Desired Behavior

Module 5

Discouraging Problem Behavior

Module 6

Data-Based Decision-Making

Ohio | Department of Education

Learning Objectives

Module 6: Making Data-Based Decisions

- Understand the rationale for establishing a data-based decision-making system

- Learn how to apply the steps in making data based decisions

- Learn how to collect and use data for decision-making for the school, targeted groups, and individual students

- Define "problem statements" that can lead to functional solutions

- Learn how to access and use PBIS assessments, surveys, and tools to inform PBIS leadership teams

Data-based Decision-making

- Prior to making changes within the school environment, it is important to know what needs to be changed

- Information about what is going on has to be accurate and useful for identifying problems

- Analyze problems so that interventions can be effective and efficient

Reasons to Collect Data

- Essential for good decision-making
- Professional accountability
- Decisions made with accurate data are more likely to be:
    - (a) implemented
    - (b) effective

Steps for Making Data-Based Decisions

1. Determine what questions you want to answer

2. Determine what data will help to answer questions

3. Determine the simplest way to get data

4. Put system in place to collect data

5. Analyze data to answer questions

Focus on both Academic and Social Outcomes

Determine what questions you want to answer

Examples

- Can we predict problems/success?

- Possible "function" of problem behavior?

- Who needs targeted or intensive academic supports?

- What environmental changes/supports are needed?

Data-based Decision Making Worksheet

1. Question	2. Data to help answer	3. Simplest way to get data	4. System to collect	5. Analysis
Does our PBS intervention focusing on universal social supports decrease problem behavior?	Existing: Office Discipline Referral Form Current collection: Team notes Additional: more specifics on form and clearly defined categories	ODR form sent to office for both Majors and Minors ODR information entered at end of each day by secretary	Staff send ODR with student if major offense Place ODR in inbox on secretaries desk for minors All entered by secretary daily at end of day or first thing in the AM for late submitted minors	Data graphed with major summaries for each PBS team meeting Data graphed and presented at monthly staff meetings Data reviewed for a) trends over time, b) month by month comparisons, c) comparisons made to last year, and d) sorted if improvements are not observed (e.g., who, where, day)
Notes:	Revise current office discipline form Draft definitions of each category	Introduce new form and process for majors/minors to staff Revise form and category definitions based on feedback Review new process with all staff on final form Set up data-base for data entry (SWIS)	Train secretary to enter data If questions arise, principal or PBS team chair consulted Unresolved definition /procedures returned to team for review	

Determine what data will help to answer questions

Existing data set(s)

Current data collection

Additional / new data

Confidence in accuracy?

Complete picture?

Data-based Decision Making Worksheet

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Determine the simplest way to get data

- Agreement on definitions
- Standard forms / process
- Frequency of collection
- Target "Multi-purpose" data/use

Train ALL staff on use & provide on-going Technical Assistance

Data-based Decision Making Worksheet

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Put system in place to collect data

- Build on existing systems
- Add components over time
- Central entry point

Data-based Decision Making Worksheet

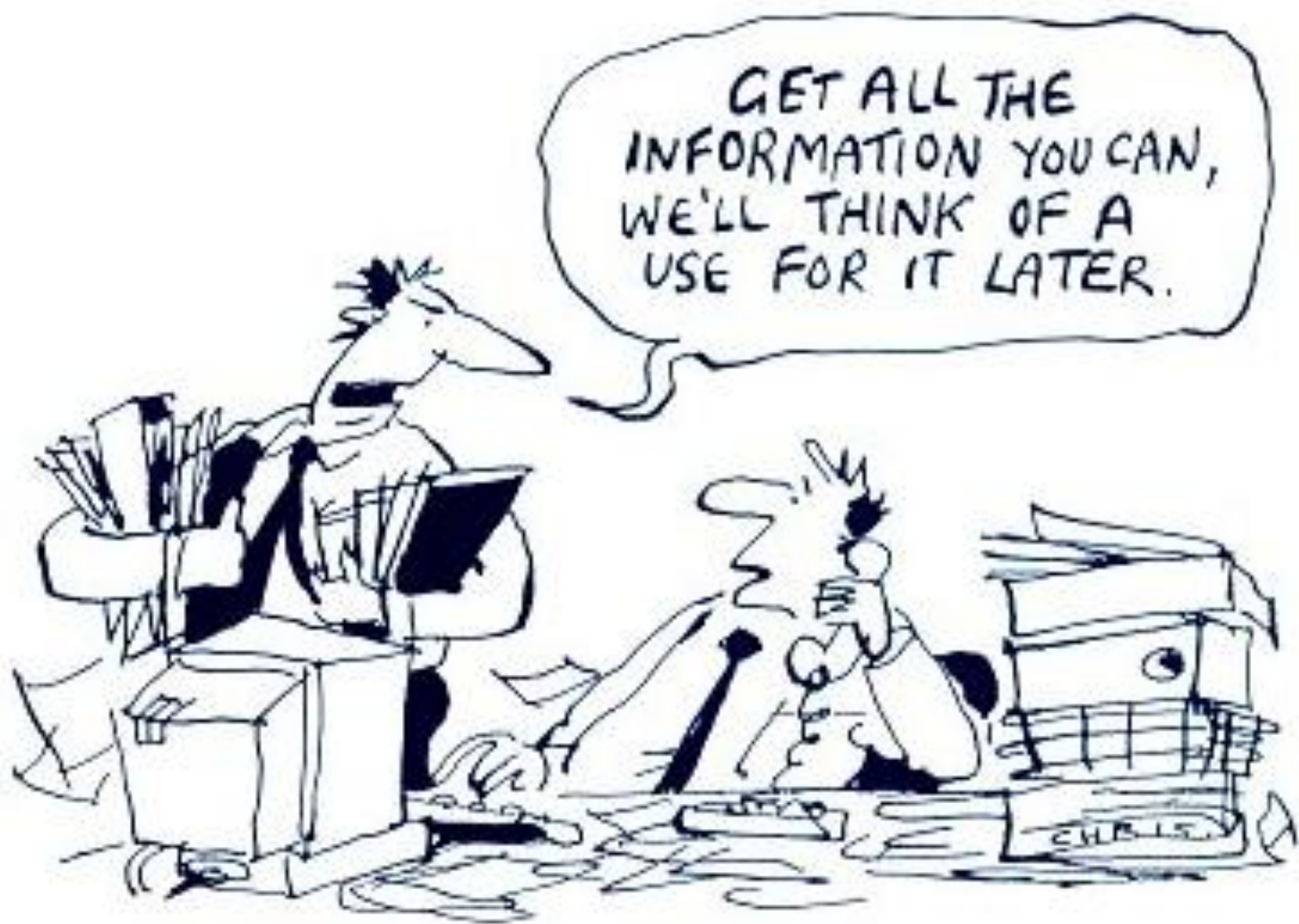| 1. Question	2. Data to help answer	3. Simplest way to get data	4. System to collect	5. Analysis
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Analyze data to answer questions

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- Trends

- Instruction & supports (in place/not in place)

- Pre/post "big outcomes"

- Comparisons (norm / local)

Data-based Decision Making Worksheet

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Data Collected Are Meaningful *(Functional)*

- Information collected should be meaningful to the school.

- Proactive school year planning

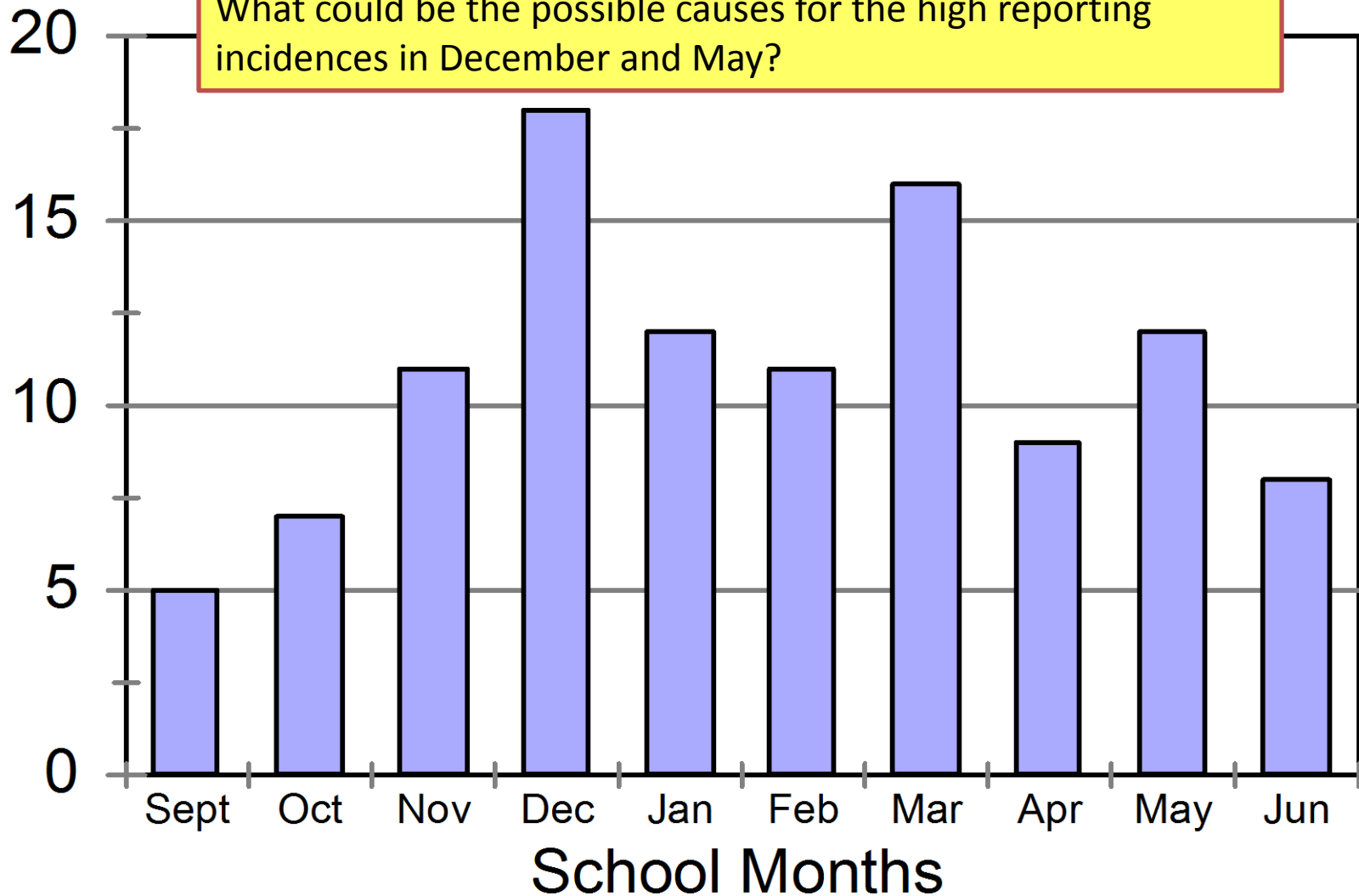- Data should be available for team decision-making throughout the year.

Using Meaningful Data to Improve Decision Making

What type of data do we review?

- Referrals per month
- Referrals by location
- Referral by type of problem behavior
- Referrals by time of day
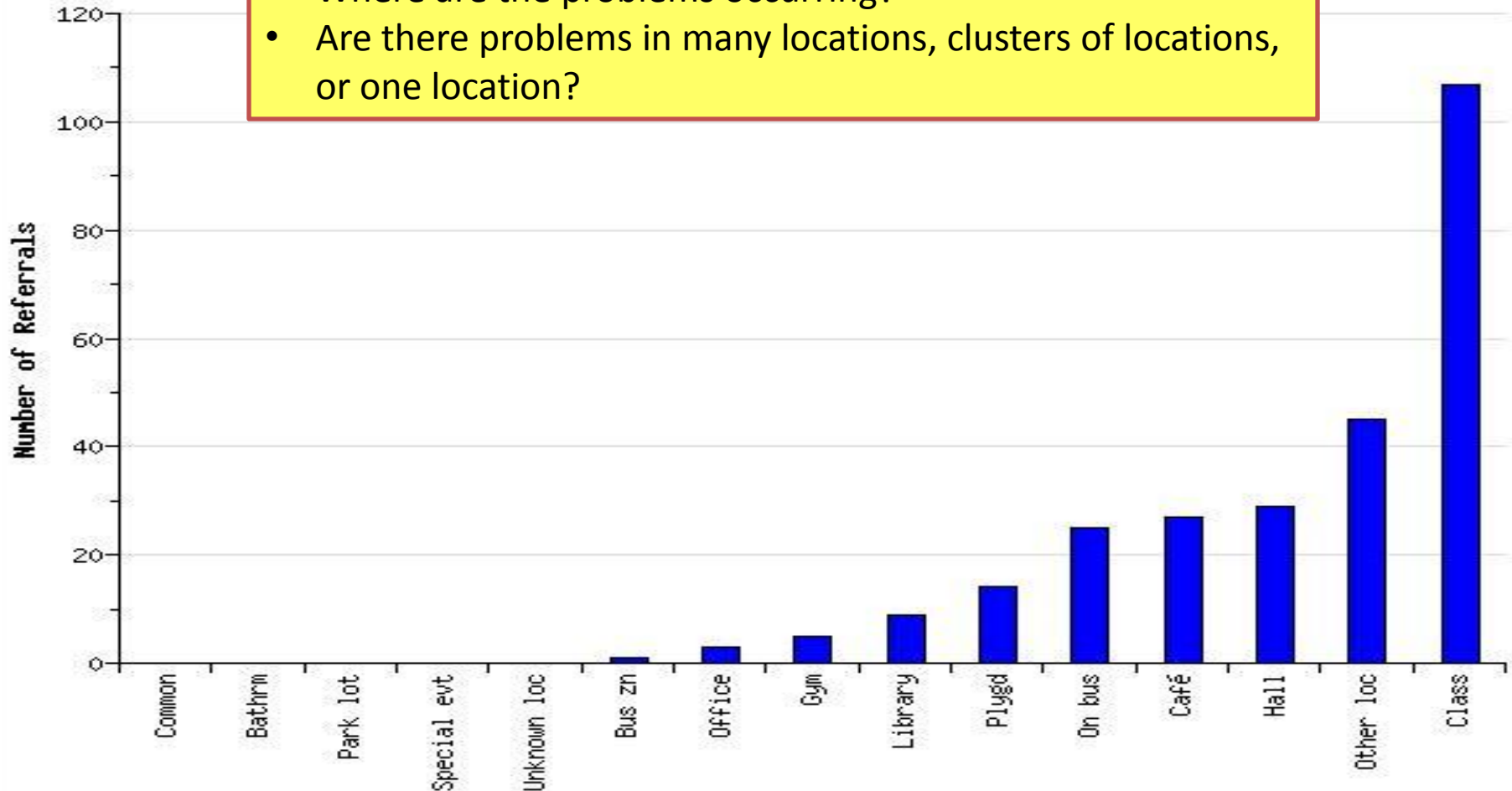- Referrals by student

Number of Office Discipline Referrals
By Location

Referrals By Location

- Where are the problems occurring?
- Are there problems in many locations, clusters of locations, or one location?

Number of Office Discipline Referrals
By Problem Behavior

Referrals By Problem Behavior

What behaviors are occurring most often?
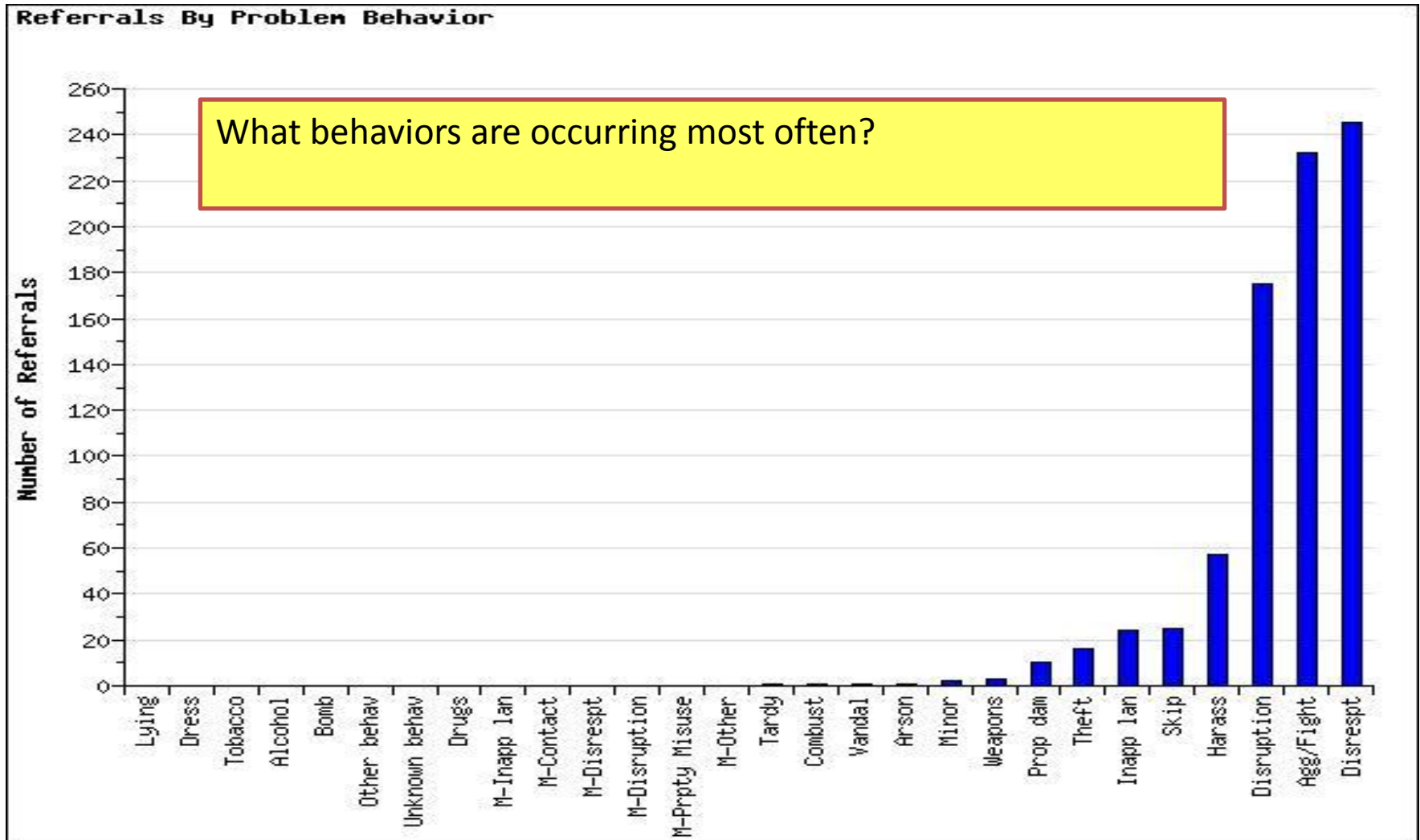
Number of Office Discipline Referrals
By Time

- What time are there problems occurring?
- What could be possible reasons for the spikes in referrals during those times?

Referrals By Time
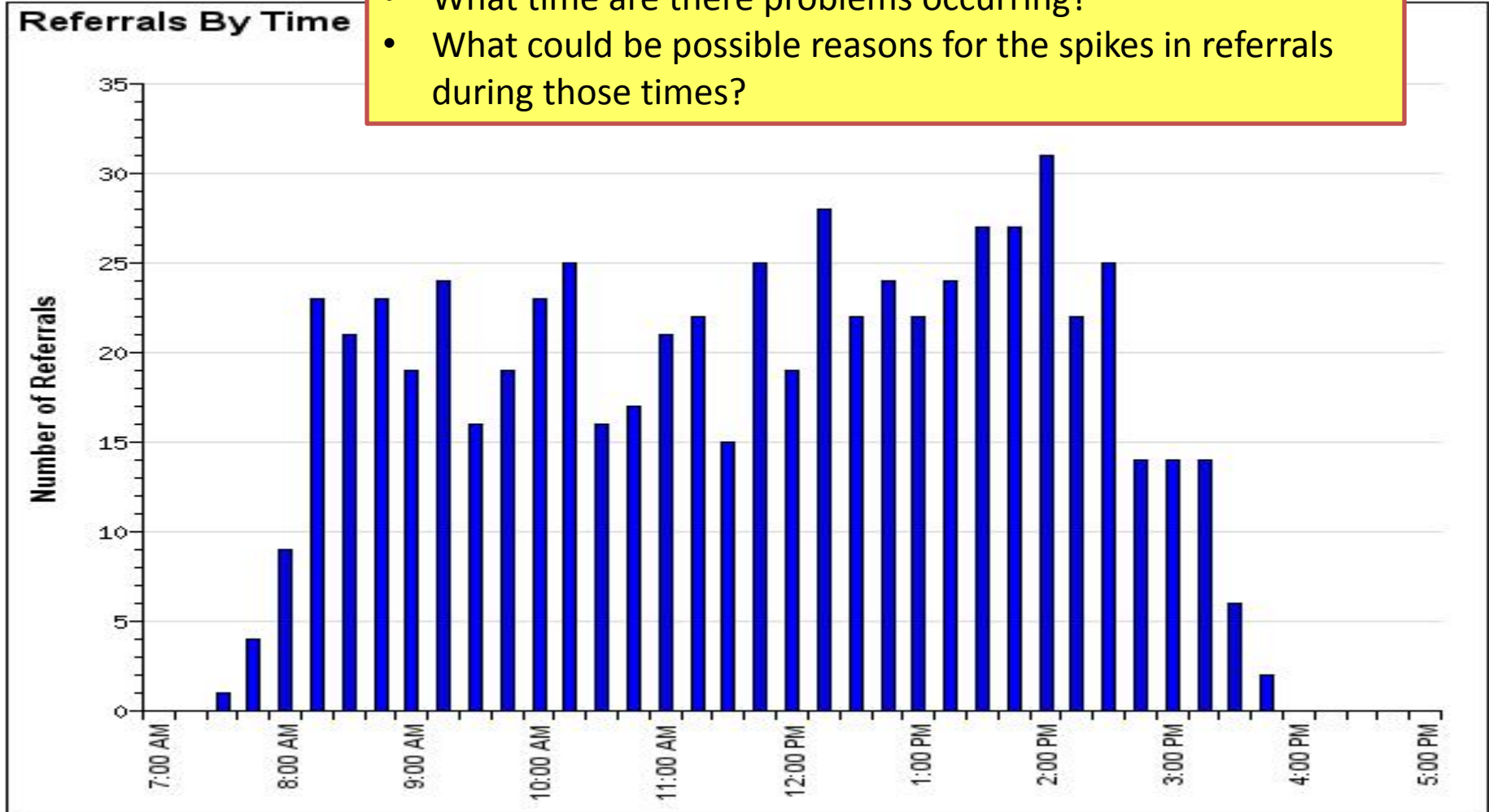
Referrals: 644

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Number of Office Discipline Referrals
By Student

Who is contributing to the problem?
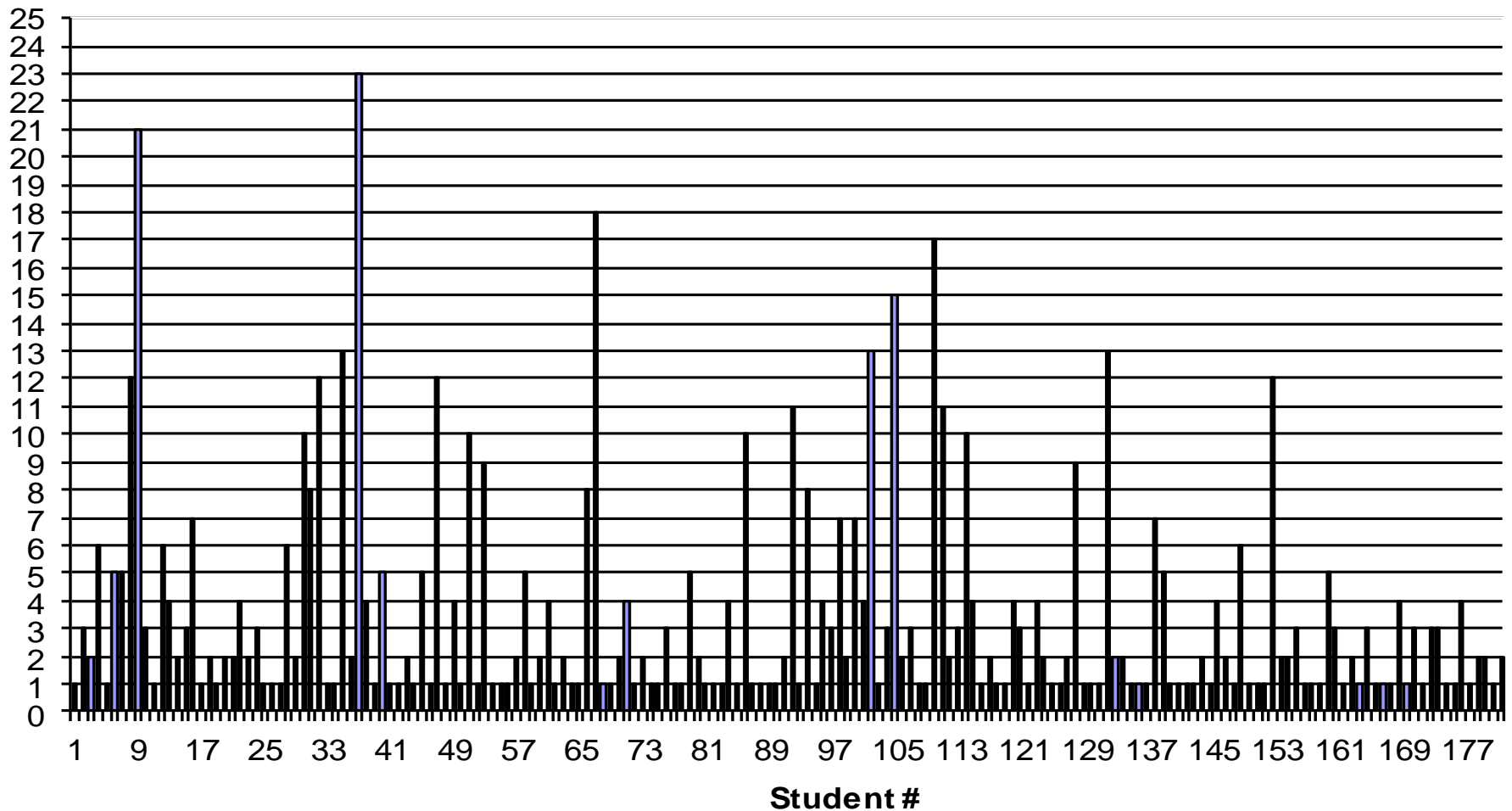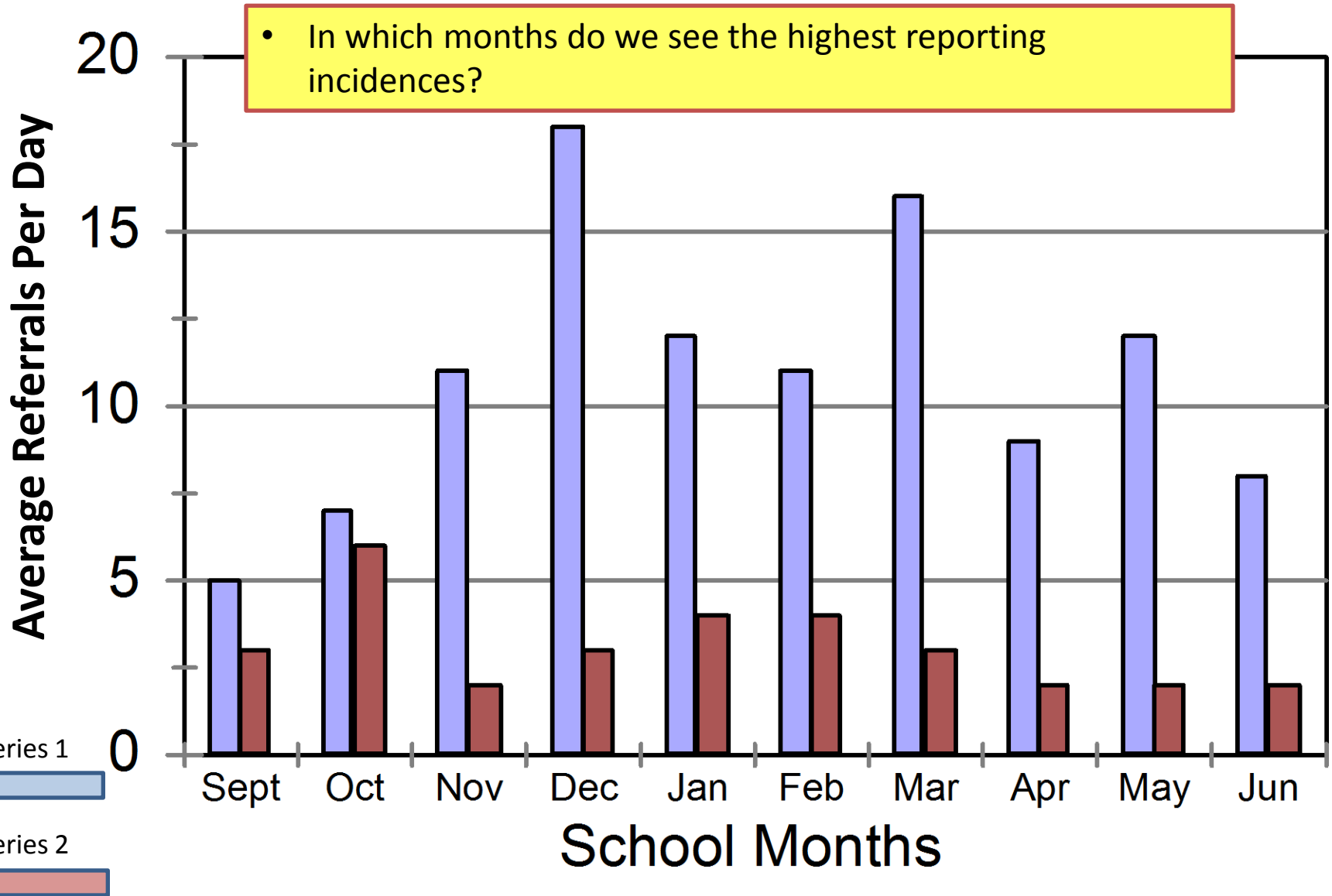
Number of Office Discipline Referrals
By Student

Referrals By Student

- How would a team use information on a particular group of students?
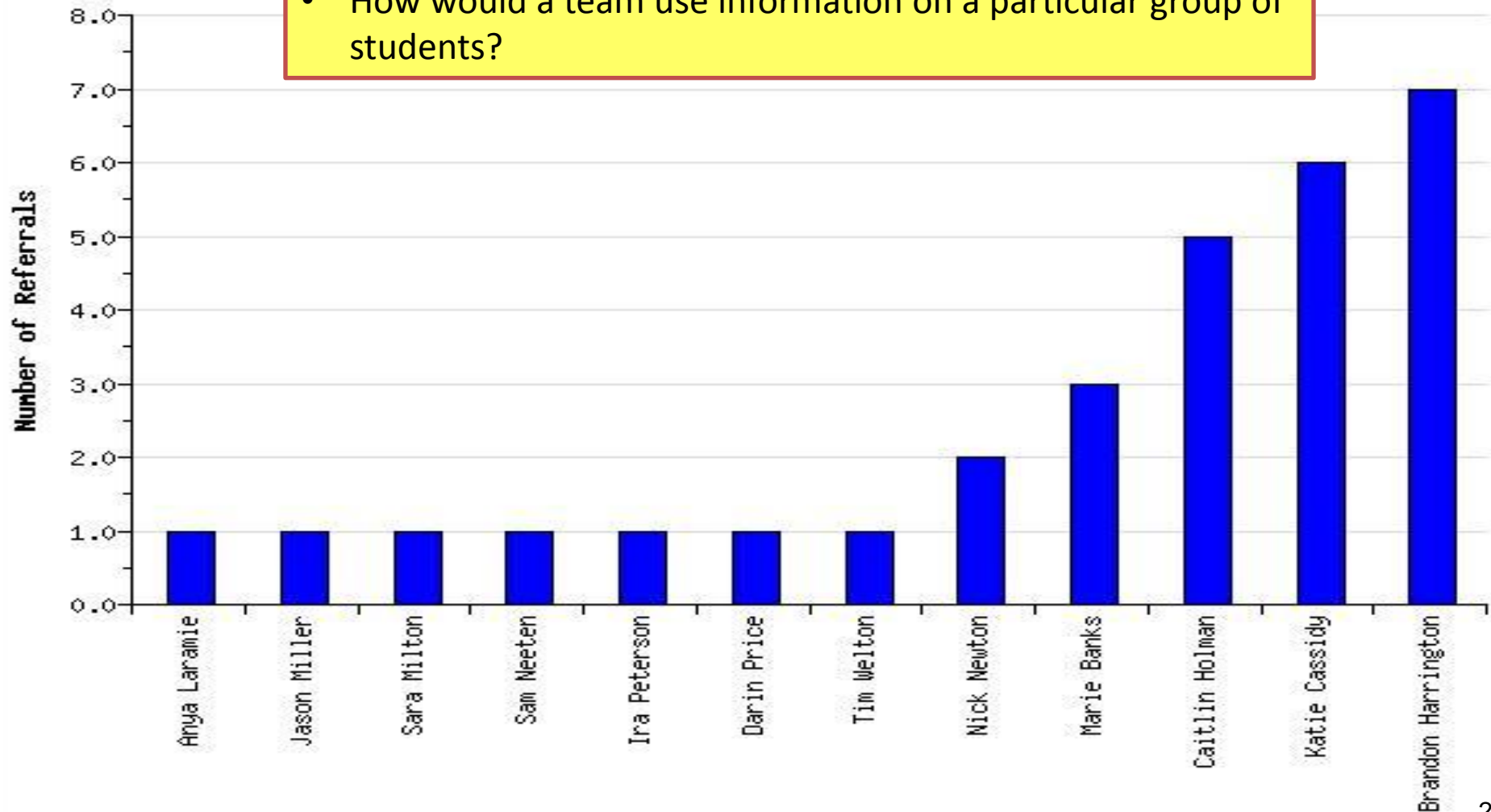
IF...	FOCUS ON...
• More than 40% of students receive one or more office referrals • More than 2.5 office referrals per student	School Wide System
• More than 35% of office referrals come from non-classroom settings • More than 15% of students referred from non-classroom settings	Non-Classroom System
• More than 60% of office referrals come from the classroom • 50% or more of office referrals come from less than 10% of classrooms	Classroom Systems
• More than 10-15 students receive 5 or more office referrals	Targeted Group Interventions /
• Less than 10 students with 10 or more office referrals • Less than 10 students continue rate of referrals after receiving targeted group settings • Small number of students destabilizing overall functioning of school	Individual Student Systems

Important Points to Remember…

- Don't collect data for collection sake
  - make sure informs the process

- Don't "drown" in data
  - keep focused on the question

- Data without context are simply numbers

Active Decision-Making:
Transforming Data into Useful Information


The Ohio 5-Step Process

Active Decision-Making

- Use data to identify a possible problem

- Use data to build a precise "problem statement"

- Use data to select a solution (intervention)

- Use data to assess if a solution is (a) being implemented, and (b) being effective.

Using School Level Data to Make Decisions

Identify "problems" with "precision"

- Well defined problems prompt functional solutions

- Poorly defined problems prompt discussions in which the problem is admired, but not addressed.
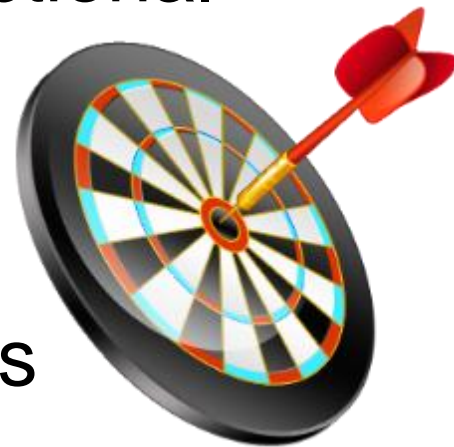
Identify Problems with Precision

Primary statements are vague and leave us with more questions than answers.

Precise problem statements include information about the five core "W" questions.

- **What** is problem, and how often is it happening?
- **Where** is it happening?
- **Who** is engaged in the behavior?
- **When** the problem is most likely?
- **Why** the problem is sustaining?

Primary vs. Precision Statements

Primary Statements

- Too many referrals

- September has more suspensions than last year

- Gang behavior is increasing

- The cafeteria is out of control

- Student disrespect is out of control

Precision Statements

There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

Precise or Primary Statement?

"There is too much fighting at our school".

There were 30 more ODRs for aggression on the playground than last year, and these are most likely to occur from 12:00-12:30 during fifth grade's recess because there is a large number of students, and the aggression is related to getting access to the new playground equipment".

Precise or Primary Statement?

ODRs during December are higher than in any other month.

Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent seat work. This pattern is most common in 7th grade, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention… we are not sure).

Precise or Primary Statement?

Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and incivility in the school

James D. is hitting others in the cafeteria during lunch, and his hitting is maintained by peer attention.

PBIS Assessment Surveys & Tools

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PBIS Assessment

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS).

PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture.

PBIS Tools and Surveys	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
Universal Intervention (Tier I)	Schoolwide Evaluation Tool (SET) Pre-School-Wide Evaluation Tool (SET)	Benchmarks of Quality (BoQ) Self Assessment Survey(SAS) Early Childhood Benchmarks of Quality (ECBoQ)	Team Implementation Tool Checklist (TIC)
Targeted & Intensive Interventions (Tiers II & III)	Individual Systems Student Evaluation Tool (ISSET) Coming Soon	Self Assessment Survey (SAS) Benchmarks for Advanced Tiers (BAT)	Monitoring Advanced Tiers Tool (MATT)

Outcome Tool/Instrument: School Safety Survey

PBIS Evaluation
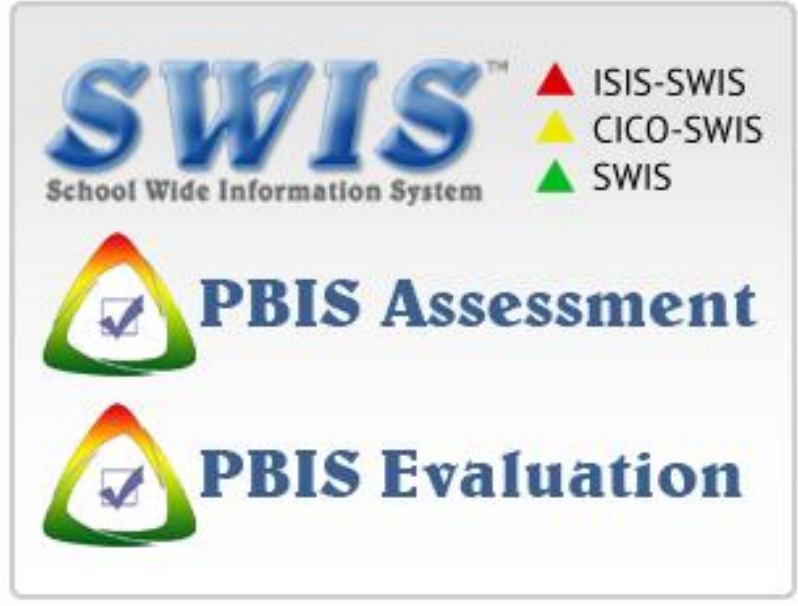
http://www.pbis.org/evaluation/evaluation_tools.aspx

https://www.pbisapps.org/Applications/Pages/PBIS-Evaluation.aspx

Data Integration

Data integration solutions available through PBIS Apps are flexible enough to integrate with a district's database, no matter which student information system is used.
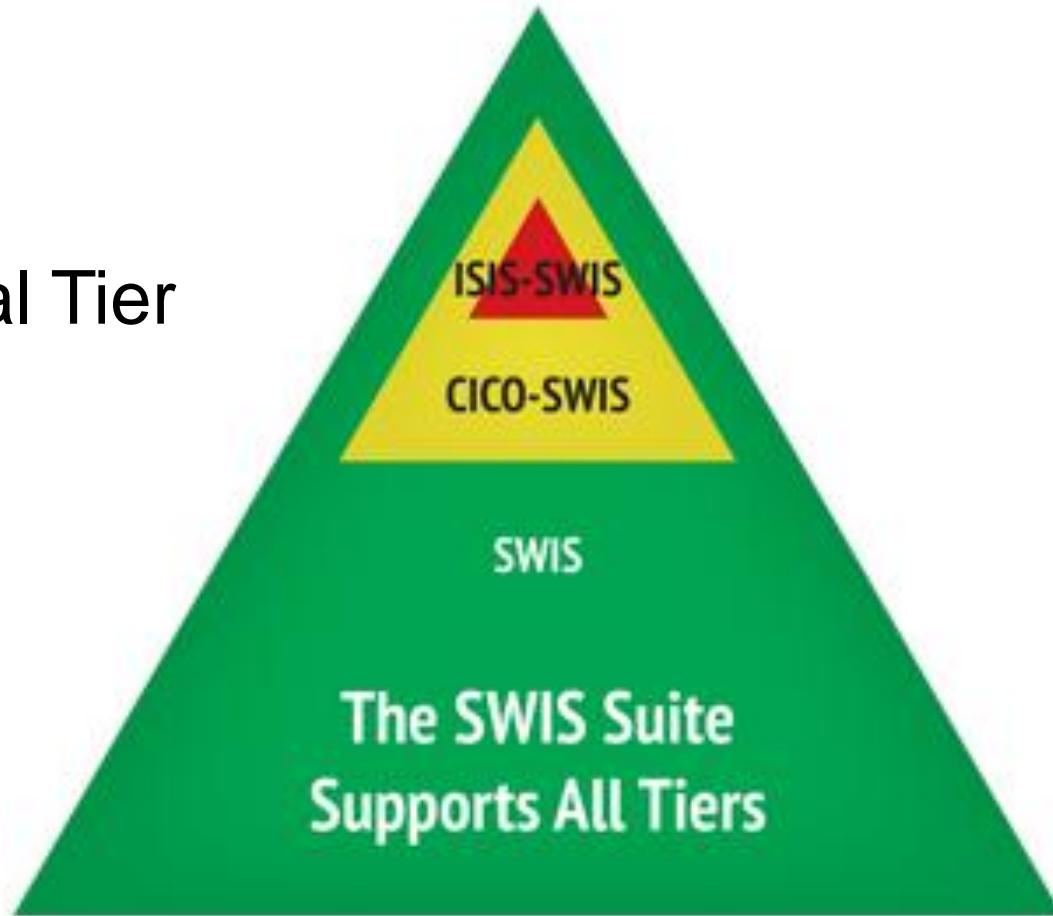
Current Integration Options

- SWIS Data Exchange (SDEX)
- Distributor
- PBISApps (API)

School-wide Information System (SWIS) Suite

SWIS

Universal Tier (Tier I)

https://www.pbisapps.org/Pages/Default.aspx

Evaluation Blueprint for School-Wide Positive Behavior Support

http://www.pbis.org/evaluation/evaluation_blueprint.aspx

Evaluation

Schools, districts, regions, and states implementing SWPBIS develop an evaluation plan to:

1. Address evaluation questions
2. Select evaluation measures and a schedule for completing them, which meet the needs of local decision makers
3. Use evaluation data for decision making at the school, district, region, and state levels.

Typically, schools and districts start with implementation and assessment of Universal (Tier I) systems. When Targeted (Tier II) and Intensive (Tier III) systems are added, assessments of these tiers are integrated into the evaluation.

Try the PBIS Assessment Demo »   Get PBIS Assessment »

Check In Check Out (CICO)

https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx#cico

Check-In Check-Out (CICO-SWIS)

CICO-SWIS provides school staff with an online space to enter CICO point card data easily and efficiently online. Data are summarized across five reports allow teams to:

a. **Monitor individual student progress:** Three reports give teams a way to see
    a. If each student is meet his/her goals each day.
    b. How each student is doing at each check-in period.
    c. The overall impact of plan changes made throughout the course of the intervention.
    d. The impact of the intervention on each student's office discipline referral count.
b. **Review the overall integrity and fidelity of the program:** Targeted (Tier II) and Universal (Tier I) teams can review tow graphs in CICO-SWIS to see:
    a. Overall student programs in the targeted intervention.
    b. Overall effectiveness of the CICO intervention in the school.

Why does CICO work?

Improved structure
- Prompts are provided throughout the day for correct behavior.
- System for linking student with at least one positive adult.
- Student chooses to participate.

Student is "set up for success"
- First contact each morning is positive.
- "Blow-out" days are pre-empted.
- First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.

Increase in contingent feedback
- Feedback occurs more often.
- Feedback is tied to student behavior.
- Inappropriate behavior is less likely to be ignored or rewarded.

ISIS-SWIS

https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx
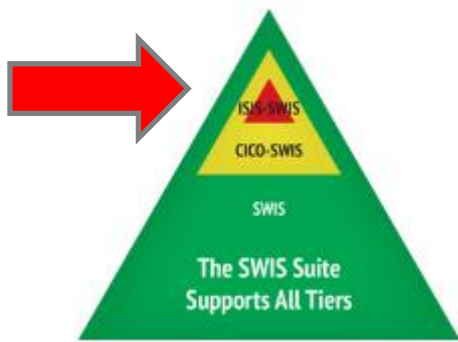
ISIS-SWIS is a decision system for students receiving more intensive supports for academic, social, or mental health services. Teams using ISIS-SWIS can:

1. **Define data collection measures:** Teams tailor ISIS-SWIS to each student's file to effectively monitor the student's specific outcomes as well as the overall fidelity of the plan. Each individualized plan is setup across the following fields:
    a. Number of measures
    b. Team member access to the data
    c. Measure details
    d. Data collection schedule
    e. Goals
    f. Reports
    g. Plan change history and notes

2. **Upload and store documentation:** ISIS-SWIS supports compliance with federal procedures around Tier III supports by supplying teams with a place to store all documents related to a student's plan.

3. **Summarize data for decision:** ISIS-SWIS brings together the goals and objectives from a student's support plan into a comprehensive student file allowing for quality decision making. Team members can enter all data efficiently keeping all records current.

TEAM TIME

- What current system is used by our team to make data-based decisions?

- What data does our team currently look at?

- Does our team use the data they collect to make decisions?

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