# Ohio 5-Step Process: PBIS

# Companion Guide for Data-Driven Decision Making in PBIS Tier 1

*The purpose of this tool is to monitor and evaluate the effectiveness of your team’s Tier 1 PBIS framework and universal interventions/supports. It is not intended for identifying or problem-solving individualized student needs. When individual student concerns arise, it is recommended that these be noted in the Parking Lot and addressed in a separate meeting with the appropriate personnel. Building Leadership Teams (BLT) or program/building PBIS teams should plan to engage in this process on a monthly basis, either with new data (Steps 1-4) or reviewing post-intervention outcomes (Step 5).*

**Before the BLT/Building PBIS Team meeting:**

* Determine shared norms for team collaboration.
* Determine common purpose and focus for meeting (e.g., analyze/interpret data; determine if a new problem exists, define problems with precision, discuss/select solutions for new problems, evaluate solutions for previous problems).
* Determine data necessary for the meeting. Data sources could include: Big 5 +2 data, SWIS or other Office Discipline Referral (ODR) tracking software, Behavior Incident Report (BIR) data, attendance, classroom, students at-risk for failure/drop-out, adult implementation data, climate survey data, early childhood program assessments, Self-Assessment Survey (SAS), Tiered Fidelity Inventory (TFI), etc. The SAS,TFI, and other early childhood program assessments are available at [www.pbis.org](http://www.pbis.org).
* Determine who will be responsible for bringing data to meeting, or for navigating in database during the meeting.

**What to bring to the BLT/Building PBIS Team meeting:**

* Data as identified above, in graph or table form (or computer/projector to review data within SWIS)
* Instructional materials that will help you plan
* Calendar for setting future meeting dates

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| **Step 1: Collect and chart data** (3-5 minutes)Team uses data to assess and evaluate critical features and outcomes of PBIS.  |

Considerations for gathering behavioral data

* Be sure not to use individual student names
* Use graphs whenever possible (make the data “tell a story”)
* Where appropriate (e.g., program/district/building-level data) breakdown data by sub-groups
* For building-wide office discipline referral data or early childhood program behavior incident data, bring reports that address the “Big 5 + 2”:
	+ Average number of referrals per day/per month
	+ Number of incidents by location (or for early childhood, by activity/routine)
	+ Number of incidents by time of day
	+ Number of incidents by day of the week
	+ Number of incidents by grade level (or for early childhood, by staff)
	+ Number of incidents by student
	+ Number of incidents by problem behavior
* Other appropriate data sources include:
	+ Tiered Fidelity Inventory (TFI, Tier 1 Action Plan Data), Self-Assessment Survey (SAS) or other program/school-wide PBIS assessment data,
	+ Other building-wide data: climate surveys, attendance, early warning system
	+ Classroom-level/minor behaviors

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| **Step 2:** **Analyze data** (10 minutes) |

Remember, a **precise problem statement** includes information about the 5 core “W” questions:

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

*Example: There are more BIRs/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.*

General considerations for data analysis

* Do we have a problem? How do we know?
* What is the precise nature of the problem?
* Why does the problem exist?
* What other information might we want?
* Does your team need support/training in a specific area?

Considerations for program/school-wide ODR data analysis:

* On which specific behaviors were strengths noted?
* Patterns/Trends: Are there any patterns and/or trends that became evident upon reviewing the data (i.e. multiple students exhibiting the same problem behavior)?
	+ Examine subgroups of the student population (e.g., racial/ethnic minorities, economically disadvantaged, English language learners, students with disabilities) to reveal additional trends/patterns or disproportionalities).
* Urgent Needs: Which specific weaknesses were noted (e.g., particular problem behaviors, locations, times of day, etc.)?
	+ Use Drill Down to develop a precise problem statement (see sidebar)

Record important information from analysis in Step 2 (either in 5-Step Process template or in a form that can easily be transferred into the template)

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| **Step 3:** E**stablish shared expectations for implementing specific effective changes consistently across the building** (15 minutes) |

General considerations for data analysis

* What outcomes do we want to see change? What goals do we have for our building (related to the data analyzed)?
* What specific changes in adult behavior do we need to make in order to reach those goals? Be as specific as possible
	+ Before adding new expectations to adults in the building, consider changing or eliminating any policies or procedures which may be ineffective or getting in the way of success.
* How can we build off of our current strengths to make necessary changes?

Considerations for school/program-wide incident report data analysis:

Before developing shared expectations for Step 3, the PBIS team should reflect upon the following question**: “Are we certain that we have adequately taught the expectation in the setting/situation identified above?”**  Was the desired behavior captured in the building’s program/school-wide behavior matrix? What specific teaching strategies, materials, etc. were used to ensure that all students were taught the desired behavior?  Were the instructional strategies or examples relevant to students from diverse cultures, and accessible to students with diverse learning needs (e.g., ELL, SWD, etc.)?  If the team is not certain that all students have had access to instruction on the desired behavior, then instructional strategies should be prioritized in Step 3.

If the team feels that instruction on expected behavior has been adequate and implemented with fidelity, then teams should prioritize strategies for preventing challenging behavior and/or reinforcing desired behavior.

1. *Student Performance Indicator Considerations*
* What reduction in problem behavior do we expect to see?
* What should students be doing instead (replacement behavior)?
* To which of the program/school-wide expectations will you connect the desired behavior?
1. *Adult Implementation Considerations*
* Consider what your team has already done regarding prevention of unwanted behaviors, teaching, and reinforcement of desired behaviors to determine priorities for next steps.
* As you develop new adult implementation strategies in Step 3, be sure to consider prevention, teaching, and reinforcement strategies. The strongest intervention plans often include all three of these components.
	+ What are the strategies that adults can implement to prevent behaviors from occurring? Consider schedule changes, environmental changes, active supervision, etc.
	+ What teaching needs to occur to help students engage in desired behaviors? Specify learning targets and connect them to the appropriate program/school-wide expectation(s). Who will teach, where will the teaching occur, and how long the teaching should last? Are there necessary materials needed?
	+ What reinforcement strategies will we use to acknowledge and encourage desired behavior?
	+ Consider the effectiveness of the program’s/building’s corrective consequences – What classroom behavior management strategies may be needed before students are removed from the classroom and/or referred to the office? Are we inadvertently reinforcing students with our classroom or building corrective consequences? Are there additional alternatives to school removals that we should explore (e.g., restitution, peer mediation, Saturday school, restorative justice)?
* What professional development or support is needed to use these strategies?
* How will this be communicated to families? (Note in Reflection/Communication section at end of form).

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| **Step 4: Plan for implementation and monitoring** (10 minutes)* Who will implement? How long will we implement?
* How will we know if we implemented with fidelity?
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Before the next meeting, the team will need to implement the agreed upon strategies from Step 3 for the agreed upon time. Determine:

* Who will follow this plan, and for how long,
* How your team will ensure everyone follows the plan,
* What type of assessment you will use to assess the effectiveness of the strategy and the improvement in student behavioral outcomes, and
* How that data will be gathered/reported for the next meeting.

*NOTE: Steps 3 and 4 may cycle around through several meetings depending on the target behavior and the length of time necessary to teach the expectation(s). The formative data should help determine if the strategy was effective in helping students learn and progress.*

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| **Step 5: Collect, chart and analyze post-intervention data** (10-15 minutes, not at same meeting as steps 1-4). |

* First, consider whether the plan was implemented as designed. If not, the team may conclude that additional time to implement and monitor the strategy is needed before analyzing post-intervention data.
* Look at the process for Step 1. The collection of data in this step should mirror the collection in Step 1 so the data can be compared.
* Consider which strategies that were implemented had the greatest impact on student behavior. How do you know?
* Which successes need to be replicated and where?
	+ Could these successful strategies be applied to other similar types of behavioral challenges in the building?
* What, if any, changes does the PBIS team need to make to its program/school-wide action plan or other plans in order to ensure that this need is addressed in the future?
* What are the team’s next steps?  Has this issue been adequately resolved, or are additional strategies necessary?
* Determine next area for team to address through the 5-Step Process.

*Reflection/Communication*

*Before concluding the meeting, make sure the team completes the Reflection/Communication Plan. Consider what the Program/District Leadership Team, Building Leadership Team, Teacher-Based Teams/grade level teams, and/or families need to know in terms of successes, or challenges of the team which will require support or assistance. Also include items from the Parking Lot if they will require follow-up from others.*