The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

# Facilitator's Guide to PBIS Training

Module 9: Collecting and Using Data for PBIS Tier I Decision Making







### **Arkansas State Personnel Development Grant**

Focus Area: Data-Based Decision Making

### Title of Training:

# Module 9: Collecting and Using Data for PBIS Tier I Decision Making

### Suggested Training Time: 2-3 Hours

### About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

### What is included?

- The first part of this guide (pgs. 1 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a green star.
  - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

### Suggested pre-requisites to this training:

<u>Module 1</u> (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

<u>Module 4</u> (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

<u>Module 5, 6, and 7</u> (Developing PBIS Behavioral Expectations, Teaching Behavioral Expectations, and Acknowledging Expected Behavior) will give more background about how to develop behavioral expectations for the classroom, teach the behavioral expectations in the classroom, and acknowledge when students use appropriate behavior in the classroom. <u>Module 8</u> (Responding to Inappropriate Behavior) will give more background on responding to inappropriate behavior in the classroom.

### **Training Description:**

This training module has been developed to stress the importance of, as well as take attendees through, the process of collecting and using school-wide discipline and other data on a regular basis to make informed decisions.

### **Training Sections:**

Section 1 – Why Use Data for Decision Making? (Slides 3 – 7) pgs. 5 – 12 Section 2 – Minor Behaviors and Major Behaviors (Slides 8 – 19) pgs. 13 – 29 Section 3 – Team Problem Solving (Slides 20 – 39) pgs. 30 – 58

**Training Materials/Equipment Needed:** 

### PowerPoint for Module 9: Collecting and Using Data for PBIS Tier I Decision Making

- Equipment to project the PowerPoint
  - Laptop computer
  - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
  - o Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - "Clicker" to advance slides
- Note on showing videos embedded in the PowerPoint presentation:

- Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
- It may take a minute for video to load. Be patient.
- Once video is loaded, a still shot with arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

### **Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

### Handouts:

Physical and/or electronic copies of

- What should an office discipline referral form contain? (pg. 23)
- Example of office discipline referral form (pg. 24)
- Example of procedural flowchart for problem behaviors (pg. 28)
- Blank procedural flowchart (pg. 29)
- Precise problem statements (pg. 48)
- Problem solving action plan example (pg. 49)
- <u>Problem Solving Action Plan template</u> (pg. 50)



### Activities in this Training:

• Taking inventory of current discipline referral forms (pg. 22)

- Distribute the handout (pg. 23)
- Distribute or display the example (pg. 24)
- Procedural Flowchart (pg. 27)

- Distribute or display the example (pg. 28)
- Distribute the blank template (pg. 29)
- Problem Solving Action Plan (pg. 47)
  - Distribute precise problem statements (pg. 48)
  - Distribute or display the action plan example (pg. 49)
  - Distribute the blank template (pg. 50)

### **Essential Questions:**

These essential questions will be addressed in this training module:

- What is the importance of regularly collecting discipline data?
- What are some relevant data collection and analysis systems?
- How do you dig into the data to develop a precise problem statement?
- How do you use data to problem solve and action plan?

### **Trainer Tips:**

- Many schools/teachers delay entering data all kinds of data until it's "absolutely necessary". The problem is, if there are no data, it's difficult to make an action plan and make decisions. This applies to school-wide and also classroom situations.
- Another issue is having incomplete data. Be sure to stress the importance of not only collecting and using current data, but urging staff to fill out forms completely. The more you know, the better you can plan and monitor the progress made.
- As schools begin to move toward Tiers II and III, teachers will have to be in the habit of observing student behavior in the classroom and reinforcing the classroom expectations. Students with interventions will need progress monitoring, and teachers need to be prepared for that.

# **Training Section One**

# Why Use Data for Decision Making?

Slides 3 - 7

### Goals

Participants will understand

- The importance of regular collection of relevant data
- What types of data to collect



# [ Collecting and Using Data for PBIS Tier I Decision Making ]

### **Trainer Notes:**

• In this module we will discuss the collection and use of data for problem solving and decision making, as well as progress monitoring.



Slide #2 [ Context ]



# Slide #3 [ What Are Data? ]

### **Trainer Notes:**

• Data are not mystical or mysterious. They are pieces of information that tell you something. For example, counts of positive or negative behavior are data. Office referrals are data. Grades are data.





### **Trainer Notes:**

• Let's make a strong case for the use of data when making decisions about behavior.



# Slide #5 [ Uses Of Data In Schools ]

### **Trainer Notes:**

 Data guide instruction and intervention by: (1) assessing how well core features of a practice or systems are being implemented (fidelity), (2) evaluating progress toward desired goals (outcomes), (3) guiding a problemsolving process if adequate fidelity or outcomes are not observed, (4) informing an action plan for improvement, and (5) considering local norms and values in selecting and measuring strategies and ensuring selected strategies support all individuals (equity).



# Slide #6 [ Benefits Of Collecting Data ]

### **Trainer Notes:**

 By collecting data, we can keep an accurate measure of how long students are out of instruction and how much teaching and administrative time are lost. By looking at how many students are making the same mistake, you can evaluate how well your systems are working. Office referral data can be used to help you make informed decisions about supporting students. You can dig into these data to determine more precise problems, which in turn helps you focus your efforts better, making your action plans more efficient and effective.



# Slide #7 [ A Snapshot Of Behavior ]

### **Trainer Notes:**

By looking at the data we have available, we are able to get a more accurate description of what is going on in the school. We not only take the guess work out of the equation, but we don't base decisions on input from incomplete sources, such as staff observations, which are often biased, based on their own subjective experience of what happens at school. Having an accurate record of student behavior provides a way to determine what is actually happening school-wide.

# **Training Section Two**

# **Minor Behaviors and Major Behaviors**

Slides 8 - 19

### Goals

Participants will understand

- Why and how to collect minor behavior data
- How to develop a procedural plan to collect major behavior data
- How to evaluate the progress of an action plan



# Slide #8 [ Minor Behaviors ]

### **Trainer Notes:**

• First, let's take a look at why and how you can collect and use minor behavior data.



# Slide #9 [ Monitoring Minor Behavior ]

### **Trainer Notes:**

 By monitoring minor behaviors in the classroom and other school areas, you will have a systematic way to action plan and access staff and specialized services available. This also gives teachers a way to self-evaluate the effectiveness of the strategies they are using. By systematically looking at minor behaviors, you can identify where you will require more teaching, supervision, encouragement, skill development, environmental changes, or even some professional development.



# Slide #10 [ Considerations Beyond Tier 1 ]

### **Trainer Notes:**

The focus at Tier 1 is the whole school or classroom; however, the data work for Tiers 2 and 3 as well. Define when the decision to monitor minor behavior should occur. Some typical considerations include: 1) the student is losing instructional time because of their behavior, 2) the behavior is occurring frequently, requiring substantial teacher time, or 3) the intensity of the behavior draws attention, causing disruption to activities. Staff will want to maintain documentation to help make decisions on when to engage other supports to address the problem.



# Slide #11 [ Collecting Data For Minors ]

### **Trainer Notes:**

 Collecting minor data does not need to be inconvenient or time consuming. Some easy ways to collect data are using a teacher log, using forms specifically designed to tally minor behaviors as they occur, or employing simple electronic monitoring software. To create a system for analyzing the data, you will need someone who will be responsible for collecting data from all staff regularly and a process for analyzing and sharing the databased results with stakeholders.



# Slide #12 [ Minor Behavior Report Examples ]

### **Trainer Notes:**

 Some schools collect minor incident reports. The form at left is for minors in non-classroom settings, while the form at right is for both non-classroom and classroom use. These could be used as a reference for parent teacher conferences, and also down the road if staff want to consider referring students for additional supports (Tier 2 or Tier 3 interventions).



# Slide #13 [ Major Behaviors ]

### **Trainer Notes:**

• Now, let's take a look at office-managed behaviors.



# Slide #14 [ Staff Roles In Referrals (Examples) ]

### **Trainer Notes:**

 Refer students according to definitions for office-managed behaviors. Thoroughly complete the ODR form and be prepared to visit with an administrator if necessary. Send the student to the office; use an escort or call for help if safety is an issue. Notify the office when a student has been sent. Be prepared to visit with an administrator to determine restitution, make up work, additional interventions, etc. Then, be ready to accept the student back into the class when the administrator determines readiness and ensure a smooth transition for the student.



# Slide #15 [ Prepare Staff For Using ODR Form ]

### **Trainer Notes:**

• Make sure staff have a thorough understanding of the form or forms used when referring students to the office for behavior. Be sure staff understand their role in making a referral, as well as what will happen in the office during and after the referral, such as problem resolution, possible consequences, data entry, visits to referring staff, etc.

Administrative Decision:       Class suspension       PPW suspension         Parent Confact       In-school detention       Board suspension         Detention       Out-of-school suspension       Referral to PST/ARD         Other       Out-of-school suspension       Referral to PST/ARD         Administrative Comments and/or Follow Up:       Category III Offense (please specify)         Preparedness       Category III Offense (please specify)         Preparedness       Other         Other       Other	Description:			
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Diministructure     D	Administrative Co	mments and/or Follow Up:		
	Administrative Co	mments and/or Follow Up: nission Category III Off	nse (please specify)	

# Slide #16 [ Form To Track Minors and Majors ]

### **Trainer Notes:**

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This particular form can be used to track both minors and majors. The first section of the form lets you record information on who was involved, as well as when and where the behavior happened. The next section of the form lets you easily identify the problem behavior. The third section gives you space to describe the event in more detail, while also giving a best guess as to the student's motivation for the behavior. The last section is used to document the consequences used and any comments that might help in the problem solving process.

# ACTIVITY

Have attendees look at their current forms for recording behavior infractions. Is there a form for minors? How complete is the form for office referrals? Does it ask when, where, who was involved, and motivation? Distribute or display the info on page 23 to guide attendees through this assessment exercise (example on pg. 24 can also be displayed or printed for attendees).

# What should an Office Discipline Referral Form contain?

- <u>Student</u> involved
- Grade of student involved
- What was the problem behavior
- Description of incident
- When it happened (date AND time of day)
- Location where it happened
- Others that were involved
- Perceived motivation behind behavior
- Referring staff
- <u>Action</u> taken

### OFFICE DISCIPLINE REFERRAL FORM

Ref						Grade:
	erring Staff:				Date:	Time:
Loc	ation:					
	Classroom #			Cafeteria		Parking Lot
ב	Hallway			Lavatory		🗆 Bus
)	Trailers/Tech Wing			Assembly		D Other:
<u>rol</u>	blem Behaviors:					
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ב	3-5 Repeat Minor Incide	ent Ke	ports		(Automat	ic Office Referral)
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ב	Aggression/harassment (minor	)			Gambling	g
ב	Calling out				Instigatin	g conflict/disruption
ב	Defiance/disrespect/insubordin	ation			Significa	nt vandalism
ב	Dress code				Smoking	(inside building)
ב	Electronics/telecommunications	S			Truancy	(checklist must be attached)
ב	Food/drink (outside cafeteria)				_	Class
ב	Horseplay				_	School
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# Slide #17 [ Procedural Chart ]

### **Trainer Notes:**

• Develop a procedural chart so that all staff are consistent in the referral process. This is an example of a question that a procedural chart should answer. Continued on next slide.



# Slide #18 [ (Procedural Chart Cont'd) ]

### **Trainer Notes:**

• This is another example of a question that needs to be answered through a procedural chart.



## [Sample Flowchart For Dealing With Problem Behaviors]

### **Trainer Notes:**

• This is an example of a procedural chart. Notice how this chart begins with asking if the student has had access to Tier I (learning and being reinforced for expected behaviors). From there, depending on whether it's minor or major, the staff member has a reference for taking the appropriate steps in response.

# ACTIVITY

### **Procedural Flowchart**

The example shown on this slide is on page 28 and can be printed and given to attendees as a handout.

Ask attendees to assess what procedures they currently have in place and use the example to either modify their current procedures or develop a new plan. A blank template is available on page 29 or here: <u>http://cce.astate.edu/pbis/wp-content/uploads/2016/03/Blank-Procedurefor-Problem-Behavior-Flowchart-2.docx</u>





## General Procedure for Dealing with Problem Behaviors

# **Training Section Three**

# **Team Problem Solving**

Slides 20 - 39

### Goals

Participants will understand

- The process for problem solving with data
- How to develop an action plan based on a precise problem



# Slide #20 [ Team Problem Solving ]

### **Trainer Notes:**

• We will go into more detail about team meetings in another module. This section highlights the data-based decision making at the heart of the team meeting.



# Slide #21 [ Meeting Goals ]

### **Trainer Notes:**

• The main focus of a PBIS team meeting is to problem solve around current behavior data.





# [ Judy Elliott's Problem-Solving Process ]

### **Trainer Notes:**

• DESE promotes the use of Judy Elliott's problem-solving model to increase consistency and communication within and across schools. Please note that in PBIS, Tier 1 focuses on school-wide issues (all children in the aggregate) and uses aggregate data to identify "hot-spots" in the school—it does not focus on individual children. At Tier 2, the focus can be on individual children.

Judy	El ر	liott's	Model (ICEL/	<mark>RTI≩rkansas</mark> RIOT)
		Key Do	mains of Learning	
	I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction	
	С	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance	
	E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management	
	L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.	
	L	http://www.flor erventions/day:	idarti.usf.edu/resources/pl_modules/intensive_int x485/GeneralSession/ICEL%20RIOT%20Matrix.pdf	Arkansas Positive Behavioral

# Slide #23 [ Judy Elliott's Model (ICEL/RIOT) ]

### **Trainer Notes:**

• Image obtained from

http://www.floridarti.usf.edu/resources/pl modules/intensive intervention s/days4&5/GeneralSession/ICEL%20RIOT%20Matrix.pdf. The ICEL/RIOT matrix itself is not a data collection instrument. Instead, it is an organizing framework that increases schools' confidence both in the quality of the data that they collect and in the findings that emerge from the data (Hosp, 2006, May). The leftmost vertical column of the ICEL/RIOT matrix includes four key domains of learning to be assessed: instruction, curriculum, environment, and learner (ICEL). ICEL gives you the types of things to look at, but is flexible. This is a framework for **guiding** your investigation, not a rigid process. In the PBIS context, there is no curriculum in a strict sense, and the philosophy of PBIS is that the learner is never considered a cause. Rather, you must understand the learner(s) to identify what changes to make to the learner's environment or how behavior is taught in order to change conditions and contingencies.

Pot	ential Sources of Information	n II = fRailsas
R	Review of historical records and products	
1	Interview of key stakeholders	
Ο	Observe performance in real time functional settings	
т	Test student through careful use of appropriately matched measurement technologies	

# Slide #24 [ Potential Sources Of Information ]

### **Trainer Notes:**

 Image obtained from <u>http://www.floridarti.usf.edu/resources/pl\_modules/intensive\_intervention</u> <u>s/days4&5/GeneralSession/ICEL%20RIOT%20Matrix.pdf</u>. This table includes four potential sources of student information to examine what is not going well: review, interview, observation, and test (RIOT). Schools should attempt to collect information from a range of sources to control for potential bias from any one source. The RIOT sources help validate the hypothesis that is developed in step two of Judy Elliott's Problem-Solving Process, but other sources of information can and should be used as well.

	Variables	Review	Interview		Observe	Test
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# [ Problem-Solving Using The ICEL/RIOT Matrix ]

### **Trainer Notes:**

• Image obtained from

http://www.floridarti.usf.edu/resources/pl\_modules/intensive\_intervention s/days4&5/GeneralSession/ICEL%20RIOT%20Matrix.pdf</u>. DESE recommends the ICEL/RIOT framework to help educators verify that they have asked the right questions and sampled from a sufficiently broad range of data sources to increase the probability that they will correctly understand a student's presenting concern(s). Viewed in this way, the matrix is not a rigid approach but rather serves as a flexible framework for exploratory problem solving. There is an additional resource called Team-Initiated Problem Solving (TIPS), developed by the PBIS Technical Assistance Center that helps organize meetings to facilitate discussion. There is special training for this available, but the major focus is on conducting an efficient, effective problem solving team meeting.



# [ Define/Identify A Problem With Precision ]

### **Trainer Notes:**

 A precise problem is a focused problem that can be addressed that will make a big impact without requiring a lot of resources and time invested. Start with one of the above and dig down! Motivation is important in developing hypotheses and effective solutions. You want to make it more rewarding to use appropriate behavior.



# [Example Of A Precise Problem Statement]

### **Trainer Notes:**

This problem statement was developed using referrals for fighting (which must have been sparked by data or hypotheses), then sequentially looking for where, when, and who; those on the playground, those between 9:15 and 10:15, and those from 3<sup>rd</sup> and 4<sup>th</sup> grade. A good thing to note here is that the motivation might spark additional observation to see if something can be done to the environment, such as adding more equipment or changing the schedule, in addition to re-teaching students the expectations. You want to find lasting solutions. Getting into the practice of looking at motivation will help teams build function-of-behavior assessment skills that will be increasingly used in Tiers 2 and 3.



Slide #28 [ Data System ]

### **Trainer Notes:**

 Arkansas is trying to increase consistency among schools, so student GPS is an expected data collection and reporting tool. If a school wants even greater precision (in ADDITION to GPS), another example is the School-wide Information System (SWIS) run by the PBIS group in Oregon (website: <u>https://www.pbisapps.org/applications/Pages/Application-Demos.aspx#</u>). This link will open an overview page. Click on "SWIS, CICO-SWIS, & I-SWIS" to get to the demo page. From there it will show data reports and an example of the "Drill Down" tool.



# Slide #29 [ Identify A Goal For Change ]

### **Trainer Notes:**

Now you need to think about where you WANT the data to be. What is an acceptable level? When will the behavior cease to be a concern? The goal needs to include a time period; how soon do you feel the goal should be achieved?



# Slide #30 [ Example Of A Goal With Timeline ]

### **Trainer Notes:**

 Does it seem achievable to see a 75% reduction in playground fighting? If we look at all playground fighting, what percent fall into the category we defined in our precise problem statement? If we address those students only, is it reasonable to expect a reduction this large in a month's time?



# Slide #31 [ Identify A Solution, Create A Plan ]

### **Trainer Notes:**

• Use these guiding questions to start formulating a plan to reach your goal.



# Slide #32 [ Solution Strategies ]

### **Trainer Notes:**

These are some generic solution strategies: (1) Prevent – Remove or alter the "trigger" for problem behavior. (2) Define & teach – Define behavioral expectations and provide demonstration/instruction in expected behavior (alternative to problem behavior). (3) Reward/reinforce the expected/alternative behavior when it occurs; prompt for it as necessary.
 (4) Withhold reward/reinforcement for the problem behavior, if possible ("Extinction"). (5) Use non-rewarding/non-reinforcing corrective consequences when the problem behavior occurs. (6) Consider safety issues.



Slide #33 [ Create A Plan ]

### **Trainer Notes:**

• The plan needs to include a prevention component, a teaching component, an acknowledgement component, and appropriate consequences. You must outline and assign roles, state a specific date and goal, and select a method for evaluating progress.



# [Example: Trevor Test Middle School]

### **Trainer Notes:**

• This slide and the next two show an example of using a precise problem statement and hypothesis to create an action plan for reducing problem behavior. The hypothesis was developed through observation and data.

D	
Prevent "Trigger"	Change lunch schedule so fewer students are eating between 11:30 AM and 12:00 PM.
Define & Teach	Focus on 6 <sup>th</sup> graders- define cafeteria expectations, develop and post expectation signage in cafeteria, demonstrate and teach expectations.
Reward/Reinforce	Set up "Friday 5" (extra five minutes of lunch time on Friday, if no ODRs occur in cafeteria during lunch time).
Withhold Reward (Extinction)	Ensure staff don't argue back and forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up "Friday 5".
Corrective Consequence	Ensure active supervision during lunch (possibly add one supervisor between 11:30 AM and 12:00 PM); ensure quick corrective consequence, per our handbook.
Safety	
	Arkanas Positive Behavioral

# Slide #35 [ Example Cont'd ]

### **Trainer Notes:**

• Using the solution strategies from slide 32, the above plans were developed. The next slide shows an example of a full action plan, complete with a goal, timeline, persons responsible, etc.

Precise Problem Statement	Solution Actions	Who will complete?	By When?	Goal, Timeline, Rule & Updates	
Many instances of disruption occurring in cafeteria between 11:30 AM and 12:00 PM: laree maiority	Prevention: Change lunch schedule so fewer students are eating between 11:30 AM & 12:00 PM	Principal	Monday 10/5	Goal: Reduce cafeteria ODRs by 50% per month (currently 24 per month)	
involving 6 <sup>th</sup> graders. Hypothesis: • cafeteria overcrowded • 6th graders with insufficient instruction in cafeteria	Define & Teach: Focus on 6 <sup>th</sup> graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations	Teachers will take students to cafeteria; cafeteria staff will teach expectations	Rotating schedule on 10/5	Measure: • ODRs in cafeteria • Fidelity: re-teaching of expectations & reminders before lunch (teacher survey), supervisor duty	
expectations • attention from adults and peers rewarding disruption	Reward/Reinforce: Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)	Principal and School Counselor will develop chart & announce to school	Announcement on 10/5 during morning announcements	(observation) Timeline: Review monthly	
	Extinction: Ensure staff don't argue back & forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5	1) Principal will discuss in staff mtg; 2) teachers remind students before lunch	1) Staff mtg on 10/1 2) Ongoing	Update when? Next PBIS Team meeting	
	Corrective Consequences: Ensure active supervision during lunch (possibly add one supervisor between 11:30 AM and 12:00 PM); ensure quick corrective consequence, ner our handbook	Hall and cafeteria supervisors	Ongoing		

# [Example: Problem Solving Action Plan]

### **Trainer Notes:**

• This is an example of a problem-solving action plan that starts with the precise problem statement and hypothesis and includes all the components: prevention, teaching, recognition, extinction, corrective consequences, roles assigned, date set, and a method for measuring progress.

# ACTIVITY

### Problem Solving Action Plan

Hand out or display the precise problem statement examples on page 48 and assign one to each team (or divide the room into small groups). Have teams/groups develop a problem solving action plan that contains all of the elements discussed in slides 33 – 36. Distribute or display the example from slide 36, which can be found on page 49, as well as the <u>blank</u> template (follow link or print from page 50).

# Precise Problem Statement #1:

Inappropriate language and disrespect in the class at 11:30-12:15, involves many students in grades 3-5. The perceived motivation is attention from peers.

# Precise Problem Statement #3:

A large number of students in each grade level (3, 4, and 5) are using texting to spread rumors and harass peers. Texting occurs in unstructured times, both during the school day and after school, and appears to be maintained by attention from others.

# Precise Problem Statement #2:

Bullying on the playground is increasing during first recess is being done mostly by four 4<sup>th</sup> grade boys, and seems to be maintained by attention from the bystander

peer group.

# Precise Problem Statement #4:

There are many referrals for disrespect in the cafeteria. This is happening from 12:15-12:45 every day and involves many students from 2<sup>nd</sup> and 3<sup>rd</sup> grade. The behavior is maintained by peer and adult attention.

Problem Solving	<u>Action Plan</u>			
Precise Problem Statement	Solution Actions	Who will complete?	By When?	Goal, Timeline, Rule & Updates
Many instances of disruption occurring in cafeteria between 11:30 AM and 12:00 PM; large majority	<b>Prevention:</b> Change lunch schedule so fewer students are eating between 11:30 AM & 12:00 PM	Principal	Monday 10/5	<b>Goal:</b> Reduce cafeteria ODRs by 50% per month (currently 24 per month)
<ul> <li>involving 6<sup>th</sup> graders.</li> <li>Hypothesis:</li> <li>cafeteria overcrowded</li> <li>6th graders with insufficient instruction in cafeteria</li> </ul>	<b>Define &amp; Teach:</b> Focus on 6 <sup>th</sup> graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations	Teachers will take students to cafeteria; cafeteria staff will teach expectations	Rotating schedule on 10/5	Measure: • ODRs in cafeteria • Fidelity: re-teaching of expectations & reminders before lunch (teacher survey), supervisor duty
expectations <ul> <li>attention from adults</li> <li>and peers rewarding</li> <li>disruption</li> </ul>	<b>Reward/Reinforce:</b> Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)	Principal and School Counselor will develop chart & announce to school	Announcement on 10/5 during morning announcements	(observation) <b>Timeline:</b> Review monthly
	Extinction: Ensure staff don't argue back & forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5	<ol> <li>Principal will discuss in staff mtg; 2) teachers remind students before lunch</li> </ol>	<ol> <li>Staff mtg on</li> <li>10/1</li> <li>Ongoing</li> </ol>	<b>Update when?</b> Next PBIS Team meeting 11/3
	<b>Corrective Consequences:</b> Ensure active supervision during lunch (possibly add one supervisor between 11:30 AM and 12:00 PM); ensure quick corrective consequence, per our handbook	Hall and cafeteria supervisors	Ongoing	

Example - F Precise Problem Statement:	Problem Solving Action	l Plan	
Solution Actions	Who is responsible?	By when will it be completed?	Goal, Timeline, & Updates
Prevention			Goal:
Recognition			
Extinction			Timeline:
Corrective Consequence			
Data Collection			Update:



# Slide #37 [ Implement The Solution With Integrity ]

### **Trainer Notes:**

 When evaluating progress, it's important to make sure everything was done with fidelity. Have a method for staff to report what they have done. For example, if you ask all classroom teachers to re-teach an expectation daily for two weeks, give them a simple way of reporting back to you that they did this – maybe a checklist that they will return to someone's mailbox at the end of the two weeks.



# Slide #38 [ Monitor The Impact Of The Solution ]

### Trainer Notes:

 Go back to your data to see if you are seeing results. At the end of the determined timeline have a data report ready to discuss with team members. The team will then decide whether this problem has been solved, or if the plan needs revising.



# Slide #39 [ Evaluate & Make A Decision ]

### **Trainer Notes:**

 When evaluating your plan at the determined deadline, using the determined method, you have to once again make a decision. Use the questions on the slide. This is a continuous process: progress monitoring previous action plans, developing new action plans, and making decisions based on current data.



# Slide #40 [ Do It With Fidelity! ]

### **Trainer Notes:**

• The TFI is an important tool in the PBIS implementation process. It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS.

1.12	2 Disciplin	e Data Subscale: Evaluation
Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>1.12 Discipline Data:</b> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	<ul> <li>School policy</li> <li>Team meeting minutes</li> <li>Student outcome data</li> </ul>	<ul> <li>0 = No centralized data system with ongoing decision making exists.</li> <li>1 = Data system exists but does not allow instantaneous access to full set of graphed reports.</li> </ul>
Main Idea: Teams need th in the right form at the r effective dec	ne right information right time to make risions.	2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student.
	1	Arkansas Positive Behavioral

# Slide #41 [ 1.12 Discipline Data ]

1.13 Da	ata-Based D	RTIZrkansas ecision Making Subscale: Evaluation
Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>1.13 Data-based Decision Making:</b> Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum- Based Measures, state tests) at least monthly for decision making.	<ul> <li>Data decision making for non-responders</li> <li>Staff professional development calendar</li> <li>Staff handbook</li> <li>Team meeting minutes</li> </ul>	<ul> <li>0 = No process/protocol exists or data are reviewed but not used</li> <li>1 = Data reviewed and used for decision making, but less than monthly</li> <li>2 = Team reviews discipline data and uses data for decision making at losst monthly. If data</li> </ul>
Main Idea: Teams need the right information in the right form at the right time to make effective decisions.		for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
		Arkansas Positive Behavioral

# [ 1.13 Data-Based Decision Making ]



Slide #43 [ Summary ]



Slide #44 [ Resources ]

### **Trainer Notes:**

• PBIS Apps Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators and PBIS Technical Guide on Systems to Support Educators' Implementation of Positive Classroom Support.

### **Discussion Questions:**

The following questions will help schools start thinking about how they will collect and use data for decision making. They will also help teams address the way they will discuss data with staff and make sure that collecting useful data is a priority.

- 1. Does your office discipline referral (ODR) form include all essential information needed to identify a precise problem?
  - a. What is the problem (behavior)?
  - b. Where is it happening (specific location)?
  - c. When is it happening (date, time of day)?
  - d. Who is involved (student, grade, gender)?
  - e. Why is it happening (motivation)?
- 2. If not, how will you update your current form or create a new one?
- 3. How will you ensure that staff understand the importance of fully completing the referral form?
- 4. How will you ensure that staff are recording minor offenses?
- 5. Do you have sufficient time allotted for staff to enter discipline data regularly? Is there a backup person that could be trained?
- 6. Will your team make data-based decision making the foundation of team meetings? Who will be responsible for making sure this happens?

### **Resources:**

- PBIS Compendium Tier I Resources (scroll down to "Forms"): <u>http://pbiscompendium.ssd.k12.mo.us/universal-examples</u>
- Missouri PBIS Website Ongoing Monitoring (click and expand item number 7):

http://pbismissouri.org/tier-1-workbook-resources/

- CCE Website Tier I Resources:
  - Responding to Problem Behavior: <u>http://cce.astate.edu/pbis/responding-to-problem-behavior/</u>
  - Leadership Team Tools (click to expand "Team Meeting Tools"): http://cce.astate.edu/pbis/pbis-leadership-teams/

### Next Module:

The suggested next module is Module 10: The PBIS Team Meeting. This module will guide teams through efficient, effective team meeting protocol and team problem solving.