Positive Behavioral Interventions & Supports: Data-based Decision Making

Tier I Module 7 Handbook

Revised Edition 12/5/18
This PBIS Tier I Handbook was created to accompany the online video module RTI Arkansas: Preparing for PBIS (IAC17034) (available at http://ideaslms.aetn.org/mod/url/view.php?id=14891 – you will need an account to login) or the online video module titled Data-based Decision Making (located on A-state PBIS website at http://cce.astate.edu/pbis/getting-started/). These online modules are best supported when used in conjunction with live PBIS Tier I training workshops. This handbook will guide teams as they work through the implementation process.

Much of the material for this handbook is taken or copied directly from (or based on) the resources and work of

- Missouri Schoolwide Positive Behavior Support (http://pbismissouri.org/)
- OSEP Technical Assistance Center for PBIS (www.pbis.org)
- Individual Schools, School Districts, or States, as referenced throughout the Handbook

Note: “LINK.” Denotes an item/document/template that is conveniently hyperlinked to a page on either the A-State website (http://cce.astate.edu/pbis), or another website.
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Data-based Decision Making

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Why use data for decision making?

In order to make meaningful decisions about behavioral interventions, teams need to have an accurate, complete snapshot of student behavior and performance.

A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

Additionally, having a system for documenting the occurrence of targeted behaviors (e.g., office discipline referrals) provides a way to determine which students need more intensive intervention.

- pbis.org
Types of Data you Can Use for Decision Making

- Demographics
- Attendance
- Grades
- Office Discipline Forms
- Surveys

Collecting Discipline Referral Data

- Each discipline referral costs the school community (students, teachers, administrators, community) in terms of student achievement
- Keep an accurate measure of how long students are out of instruction
- Keep an accurate measure of how much teaching and administrative time is lost due to disciplinary actions
- If many students are making the same mistake it typically is the system that needs to change not the students.
- Use referral data to make informed decisions
  - Identify **precise problems**
  - Place the problems into context
  - Make more efficient & effective action plans

Using Data (specific problems) to Build Solutions

- **Prevention**: How can we avoid the problem context?
  - Who, When, Where
  - Schedule change, curriculum change, etc.
- **Teaching**: How can we define, teach, and monitor what we want?
  - Teach appropriate behavior
  - Use problem behavior as negative example
- **Recognition**: How can we build in systematic reward for desired behavior?
- **Extinction**: How can we prevent problem behavior from being rewarded?
- **Consequences**: What are efficient, consistent consequences for problem behavior?
- **How will we collect and use data** to evaluate (a) implementation fidelity, and (b) impact on student outcomes?

Adapted from Michigan’s Integrated Behavior and Learning Support Initiative: [https://miblsi.org/training-materials/ppsc/training-sequence#schools](https://miblsi.org/training-materials/ppsc/training-sequence#schools)
Red flag item is identified by analyzing Core Reports (most common), Additional Reports, Student Dashboard, or SWIS Dashboard (less common/less preferred). **Reminder:** Add filters one at a time.

<table>
<thead>
<tr>
<th>Red flag item:</th>
<th>Date Range:</th>
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<tbody>
<tr>
<td>Who?</td>
<td>What?</td>
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<th>Drill-Down Filter(s):</th>
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<th>Drill-Down Filter:</th>
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**Referral Summary:**
- Number of students involved: ________
- Number of referrals included: ________

**Is the problem best addressed through systems or with individual students:**
- Systems
- Students

**Precise Problem Statement:**

**Goal:**

### Solution Development

<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>
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<td>Recognition</td>
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<td>Extinction</td>
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<td>Corrective Consequence</td>
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**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?
### PBIS Team Meeting Agenda and Action Plan

**LINK:** *Meeting Agenda and Action Plan*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Facilitator</th>
<th>Time-keeper</th>
<th>Recorder</th>
<th>Data Manager</th>
<th>Communicator</th>
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Others present:

#### Status of Tasks from last meeting

1. 
2. 

#### Data Report (Precise Problem: what, where, who, when, why)

1. 
2. 

#### Action Plan

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<td>Correction</td>
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<tr>
<td>Data Collection</td>
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#### Upcoming Events (Kick-off, Booster, Assessment, PBIS store, Celebration, etc.)

<table>
<thead>
<tr>
<th>Events and Dates</th>
<th>Assigned Tasks</th>
<th>Who</th>
<th>When</th>
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Next Meeting Date________/Time_________/Location_________.

Adapted from TIPS Sample Team Agenda – A Todd, JS Newton, R Horner, B Alaazzine, K Alaazzine (2010)
School-wide Information System (SWIS)

SWIS is a web-based decision system used to improve behavior support in schools and other educational facilities by providing school personnel with accurate, timely, and practical information for making decisions about school environments.

In other words, SWIS is designed to help schools collect, summarize, and use discipline referral data to identify problems to be solved and monitor progress of actions taken.

Features of SWIS:

- Core summary reports (what, where, when, who, how often)
  o Average referrals per day per month
  o Problem behavior
  o Grade
  o Time of day
  o Location
  o Student
  o Day of the week
- Drill Down Tool
  o Sorts data to allow you to find precise problems
- Data Integrity Report
  o Check for any missing data
- Other reports
  o Referrals by staff
  o Year-end report
  o Multi-year reports
  o Ethnicity report
  o Suspension/expulsion report
  o ‘Triangle’ data report (% of students receiving supports at each tier)

For more information on SWIS, go to LINK:
https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx.
Discussion Questions

1. Does your office discipline referral (ODR) form include all essential information needed to identify a precise problem:
   • What is the problem (behavior)?
   • Where is it happening (specific location)?
   • When is it happening (date, time of day)?
   • Who is involved (student, grade, gender)?
   • Why is it happening (motivation)?

2. If not, how will you make this happen?

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?

Will your team make data-based decision the foundation of your team meetings? Who will be responsible for making sure this happens?
RESOURCES

PBIS Compendium – Tier I Resources:
http://pbiscompendium.ssd.k12.mo.us/universal-examples

Missouri PBIS Website - Ongoing Monitoring:

CCE Website – Resources: http://cce.astate.edu/pbis/resources/