

6.

*Data-based
Decision-making*

Data-based Decision-making:
Evaluating the Impact of School-wide
Positive Behavior Support

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OSEP Funded Technical Assistance Center
www.pbis.org

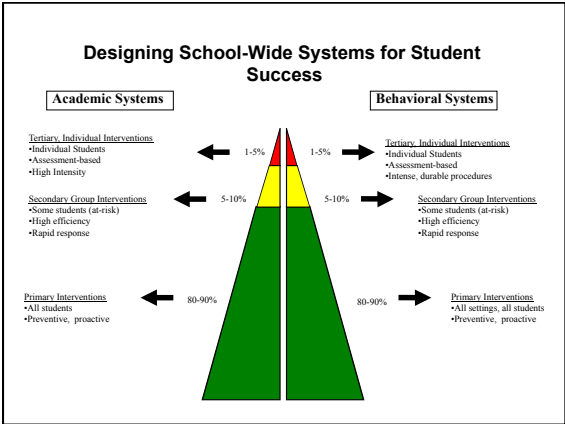
Purpose

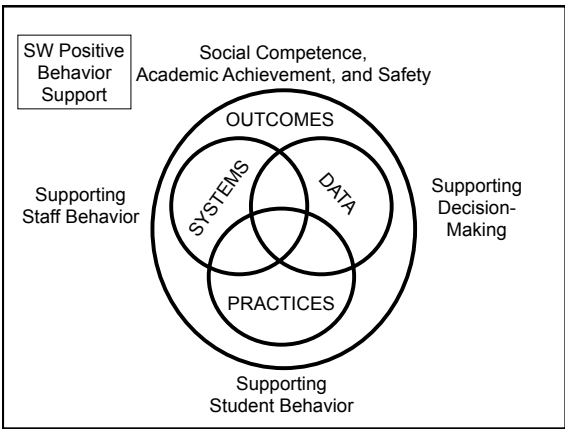
- Examine the extent to which the logic of School-wide Positive Behavior Support (PBS) fits your real experience in schools
- Define the outcomes for School-wide PBS
 - Is School-wide PBS related to reduction in problem behavior?
 - Is School-wide PBS related to improved school safety?
 - Is School-wide PBS related to improved academic performance?
- Define tools for measuring School-wide PBS outcomes
- Examine a problem-solving approach for using office discipline referral (ODR) data for decision-making
- Provide strategies for using data for decision-making and action planning

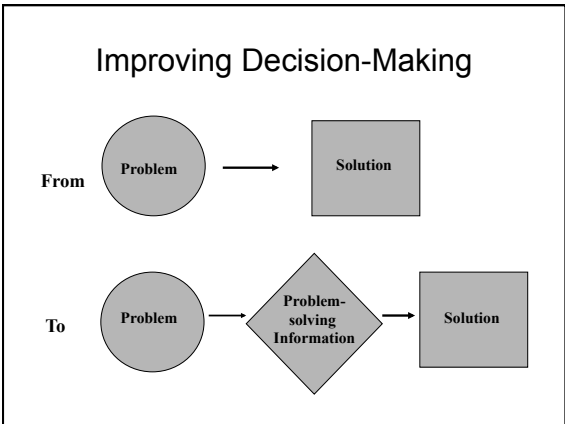
To Improve Schools for Children

- Use evidence-based practices
 - Always look for data of effectiveness
- Never stop doing what is working
- Implement the smallest change that will result in the largest improvement

Measure → Compare → Improvement







Problem-solving Steps

1. Define the problem(s)
 - Analyze the data
2. Define the outcomes and data sources for measuring the outcomes
3. Consider 2-3 options that might work
4. Evaluate each option:
 - Is it safe?
 - Is it doable?
 - Will it work?
5. Choose an option to try
6. Determine the timeframe to evaluate effectiveness
7. Evaluate effectiveness by using the data
 - Is it worth continuing?
 - Try a different option?
 - Re-define the problem?

Key Features of Effective Data Systems

- Data are accurate
- Data are very easy to collect
- Data are used for decision-making
- Data are available when decisions need to be made
- Data collectors must see the information used for decision-making

Guiding Considerations

- Use accessible data
- Handle data as few times as possible
- Build data collection into daily routines
- Establish and use data collection as a conditioned positive reinforcer
- Share data summaries with those who collect it

Types of Questions

- Initial Assessment Questions
 - What type or which program do we need?
 - Where should we focus our efforts?
- Ongoing Evaluation Questions
 - Is the program working?
 - If no,
 - ✓ Can it be changed?
 - ✓ Should we end the program?
 - If yes,
 - ✓ Do we need this program anymore?
 - ✓ What do we need to do to sustain success?

Basic Evaluation Questions by School or Program

1. What does “it” look like now?
2. How would we know if are successful?
3. Are we satisfied with how “it” looks?
 - YES:
 - ✓ Celebrate
 - NO:
 - ✓ What do we want “it” to look like?
 - ✓ What do we need to do to make “it” look like that?
4. What can we do to keep “it” like that?

Is School-wide PBS Having a Positive Influence on School Culture?

Using Office Discipline Referral Data

Office Discipline Referrals and The BIG 5!

- Examine office discipline referral rates and patterns
 - Major Problem events
 - Minor Problem events
- Ask the BIG 5 questions:
 - How often are problem behavior events occurring?
 - Where are they happening?
 - What types of problem behaviors?
 - When are the problems occurring?
 - Who is contributing?

Office Discipline Referral Caution

- Data reflects 3 factors:
 - Students
 - Staff members
 - Office personnel
- Data reflects overt rule violators
- Data is useful when implementation is consistent
 - Do staff and administration agree on office-managed problem behavior verses classroom-managed behavior?

Staff Managed (minors)	Office Managed (majors)
<ul style="list-style-type: none"> •Tardy •Unprepared; no homework/ materials •Violation of classroom expectations •Inappropriate language •Classroom disruption •Minor safety violation •Lying/Cheating <p>Consequences are determined by staff</p>	<ul style="list-style-type: none"> •Repeated minor behaviors •Insubordination •Blatant disrespect •Abusive/Inappropriate language •Harassment/Intimidation •Fighting/Physical aggression •Safety violations that are potentially harmful to self, others and/or property •Vandalism/Property destruction •Plagiarism •Theft •Skipping classes •Illegal behaviors: <ul style="list-style-type: none"> Arson Weapons Tobacco Alcohol/Drugs

Office Discipline Referral Form

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Others involved: None Peers Staff Teacher Substitute Unknown Other

<u>Problem Behavior</u>		<u>Location</u>	<u>Possible Motivation</u>		
Major	Minor				
Abusive language	Inappropriate language	Hallway	Classroom	Attention from peers	Avoid work
Fighting/physical aggression	Disruption	Cafeteria	On bus	Attention from adults	Obtain items
Harassment	Property misuse	Library	Special event	Avoid peers	Don't know
Overt defiance	Non-compliance	Restroom	Common area	Avoid adults	Other _____
Other _____	Other _____	Office	Parking lot	Other _____	
			Other _____		

Consequence

Lose privilege	Parent contact
individual instruction	Out-of-school suspension
Conference	Time in office
In-school suspension	Other _____

SWIS™ Compatibility Checklist
Procedure for Documenting Office Discipline Referrals
 School _____ Date _____

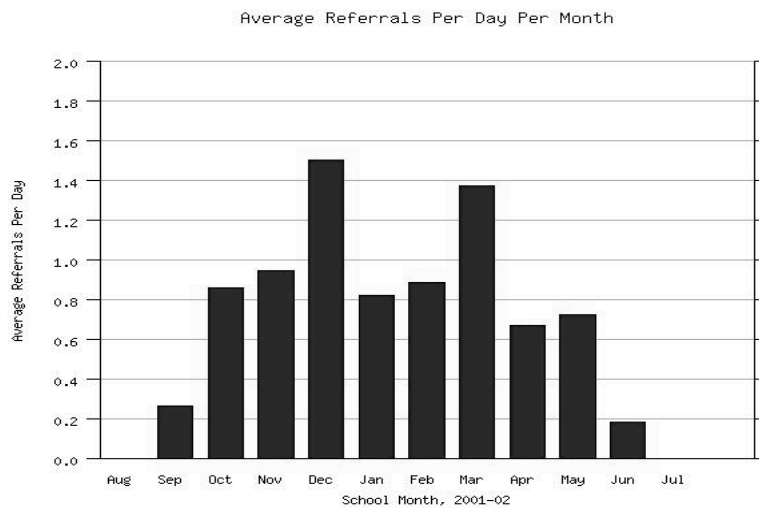
Compatibility Question	Date	Date
1. Does a clear distinction exist between problem behaviors that are staff managed versus office managed exist and is it available for staff reference?	Yes No	Yes No
2. Does a form exist that is SWIS™ compatible for SWIS™ data entry that includes the following categories?	Yes No	Yes No
a. Student name?	Yes No	Yes No
b. Date?	Yes No	Yes No
c. Time of incident?	Yes No	Yes No
d. Student' s grade level?	Yes No	Yes No
e. Referring staff member?	Yes No	Yes No
f. Location of incident?	Yes No	Yes No
g. Problem behavior?	Yes No	Yes No
h. Possible motivation?	Yes No	Yes No
i. Others involved?	Yes No	Yes No
j. Administrative decision?	Yes No	Yes No
k. Other comments?	Yes No	Yes No
l. No more than 3 extra info.	Yes No	Yes No
3. Does a set of definitions exist that clearly defines all categories on the office discipline referral form?	Yes No	Yes No

Next review date: _____
Redesign your form until answers to all questions are "Yes."
 Readiness requirements 4 and 5 are complete when you have all "Yes" responses.

Tables versus Graphs

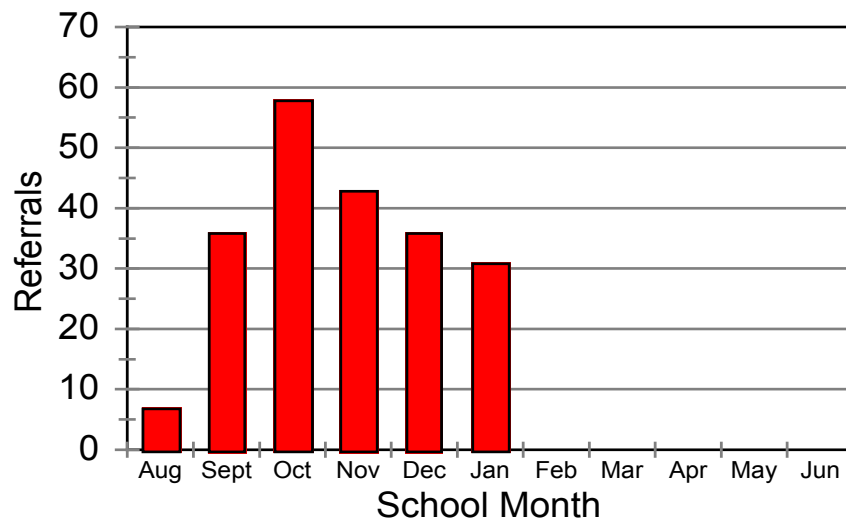
Year	Month	Number of Days	Number of Referrals	Average Referrals Per Day
2001	Aug	0	0	0.00
2001	Sep	19	5	0.26
2001	Oct	21	18	0.86
2001	Nov	18	17	0.94
2001	Dec	14	21	1.50
2002	Jan	22	18	0.82
2002	Feb	17	15	0.88
2002	Mar	19	26	1.37
2002	Apr	21	14	0.67
2002	May	18	13	0.72
2002	Jun	11	2	0.18
2002	Jul	0	0	0.00
Totals:		180	149	0.83

Number of ODR per Day and Month

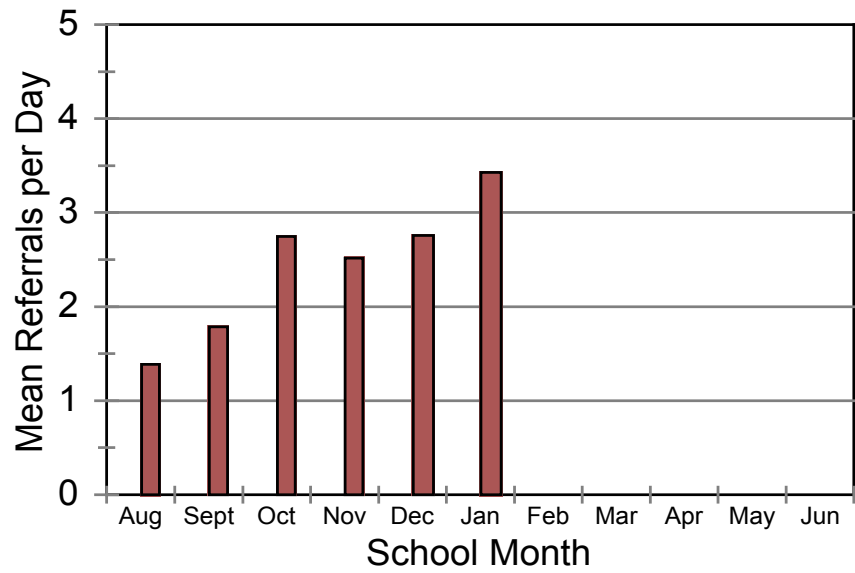


Total verses Rate

Total Number of ODRs per Month



Number of ODRs per Day and Month



Priorities and Rationale

- Graphs
- Rate

SWIS summary 2008-2009 (Majors Only)
 3,410 schools; 1,737,432 students; 1,500,770 ODRs

Grade Range	Number of Schools	Avg. Enrollment per school	National Avg. for Major ODRs per 100 students, per school day
K-6	2,162	450	<u>.34</u> = about 1 Major ODR every 3 school days, or about 34 every 100 days
6-9	602	657	<u>.85</u> = a little less than 1 Major ODR per school day, or about 85 every 100 days
9-12	215	887	<u>1.27</u> = more than 1 Major ODR per school day, or about 127 every 100 days
K-(8-12)	431	408	<u>1.06</u> = about 1 Major ODR per school day, or about 106 every 100 days

Newton, J.S., Todd, A.W., Algozzine, K, Horner, R.H. & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon

SWIS

SWIS summary 2009-10 (Majors Only)
 4,019 schools; 2,063,408 students; 1,622,229 ODRs

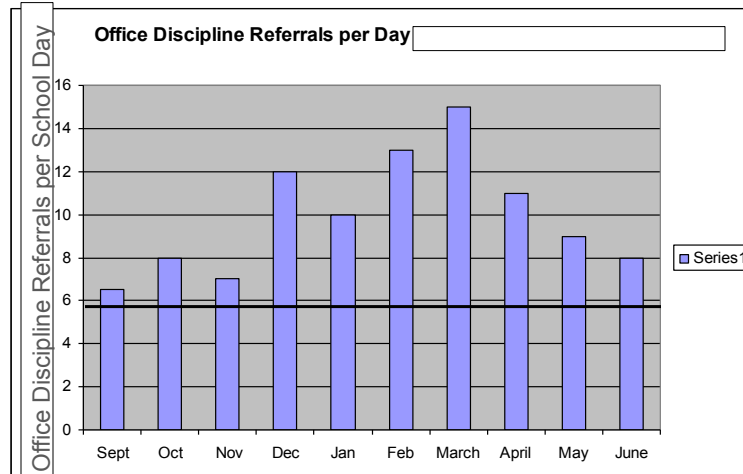
Grade Range	Number of Schools	Mean Enrollment per school	Median ODRs per 100 per school day
K-6	2565	452	.22
6-9	713	648	.50
9-12	266	897	.68
K-(8-12)	474	423	.42

Interpreting Office Referral Data: Is there a problem?

- Absolute level (depending on size of school)
 - Middle, High Schools (> 1 per day per 100)
 - Elementary Schools (>1 per day per 300)
- Trends
 - Peaks before breaks?
 - Gradual increasing trend across year?
- Compare levels to last year
 - Improvement?

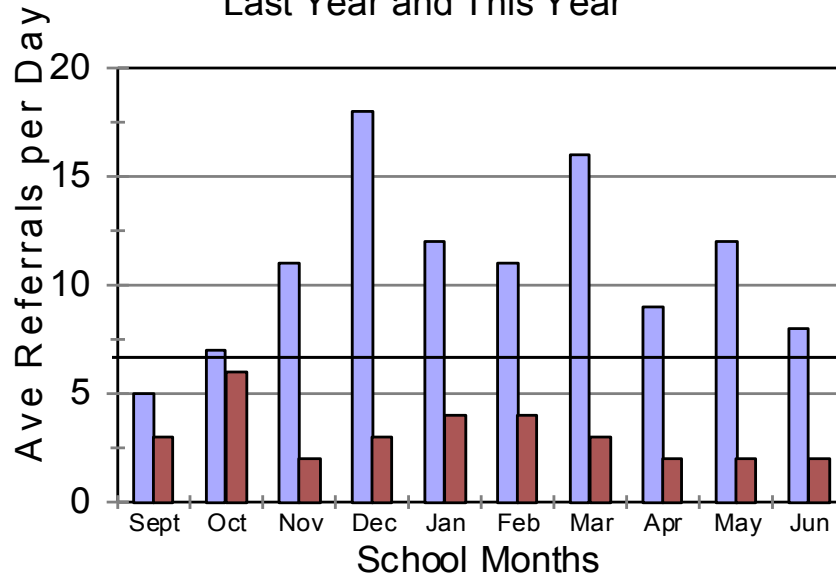
Application Activity: Absolute Value
Is there a Problem?

Compare with national average: $625/100 = 6.25$ $6.25 \times .92 =$
5.75



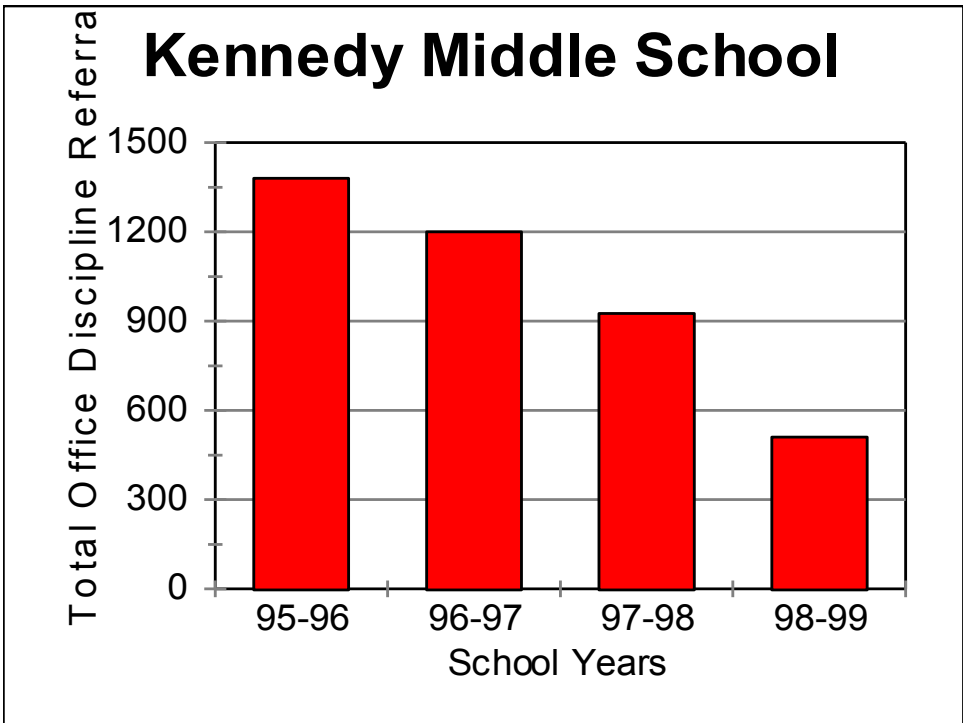
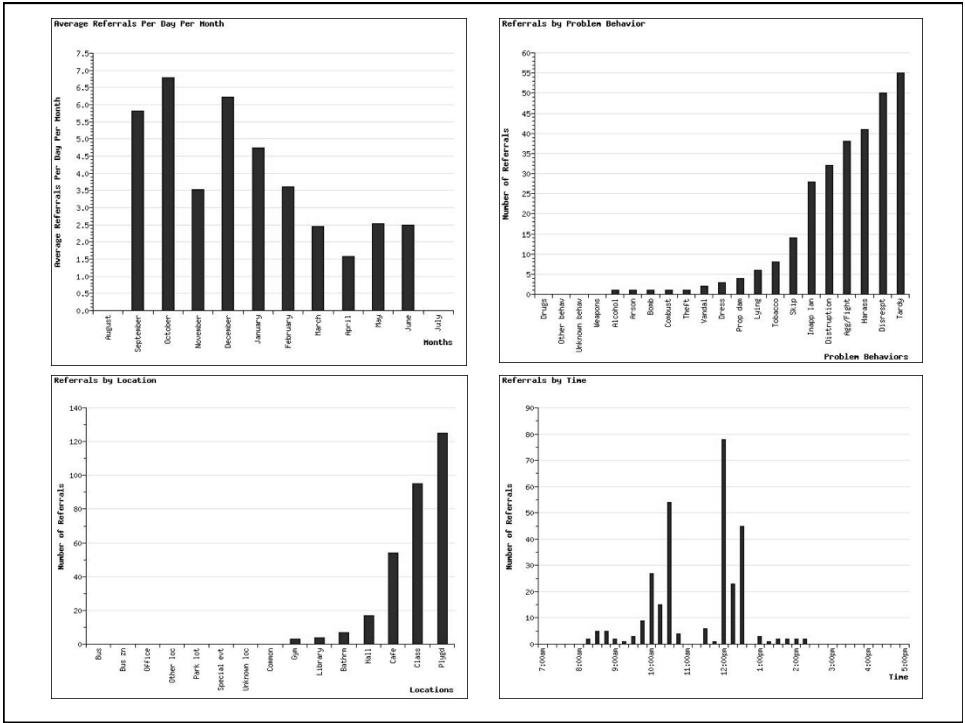
Office Referrals per Day per Month

Last Year and This Year



Trevor Test Middle School

565 students
Grades 6,7, and 8



What Does a Reduction of 850 Office Discipline Referrals and 25 Suspensions Mean? Kennedy Middle School

- | | |
|---|--|
| • <u>Savings in Administrative Time</u> | • <u>Savings in Student Instructional Time</u> |
| • ODR = 15 minutes/ event | • ODR = 45 minutes/ event |
| • Suspension = 45 minutes/ event | • Suspension = 216 minutes/ event |
| • 13,875 minutes | • 43,650 minutes |
| • 231 hours | • 728 hours |
| • 29, 8-hour days | • 121, 6-hour school days |

Are Schools Adopting School-wide PBS to Criterion?

- Use the:
 - Team Implementation Checklist (TIC)
 - School-wide Evaluation Tool (SET)
 - Tiered Fidelity Inventory (TFI)
 - EBS Self-Assessment Survey (School-wide section)
 - Others
 - Measure and analyze annually
- ★ We'll focus on TIC today!

Team Implementation Checklist (TIC)

- Characterizes the evolution of School-wide PBS implementation:
 - “Achieved,” “In progress,” or “Not started”
- Assists in:
 - Initial assessment
 - Getting started on action plan
 - Measuring progress of School-wide PBS Implementation
- Assesses team-based response
 - Quarterly or monthly

TIC Feature Areas

1. Establish Commitment
2. Establish and Maintain Team
3. Conduct Self-Assessment
4. Define Expectations
5. Teach Expectations
6. Establish Reward System
7. Establish Violations System
8. Establish Information System
9. Build Capacity for Function-based Support
10. Ongoing Activities

PBIS Team Implementation Checklist (TIC 3.1)

Complete & submit to coach quarterly. Status: A = Achieved, I = In Progress, N = Not Yet Started				
	Date:			
ESTABLISH COMMITMENT				
1. Administrator's Support & Active Involvement <ul style="list-style-type: none"> • Admin attends PBIS meetings 80 % of time • Admin defines social behavior as one of the top three goals for the school • Admin actively participates in PBIS training 	Status:			
2. Faculty/Staff Support <ul style="list-style-type: none"> • 80% of faculty document support that school climate/discipline is one of top three school improvement goals • Admin/faculty commit to PBIS for at least 3 years 	Status:			
ESTABLISH & MAINTAIN TEAM				
3. Team Established (Representative) <ul style="list-style-type: none"> • Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. • Team has established clear mission/purpose 	Status:			
4. Team has regular meeting schedule, effective operating procedures <ul style="list-style-type: none"> • Agenda and meeting minutes are used • Team decisions are identified, and action plan developed 	Status:			
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support <ul style="list-style-type: none"> • Team has completed the "Working Smarter" matrix 	Status:			

Scoring the TIC

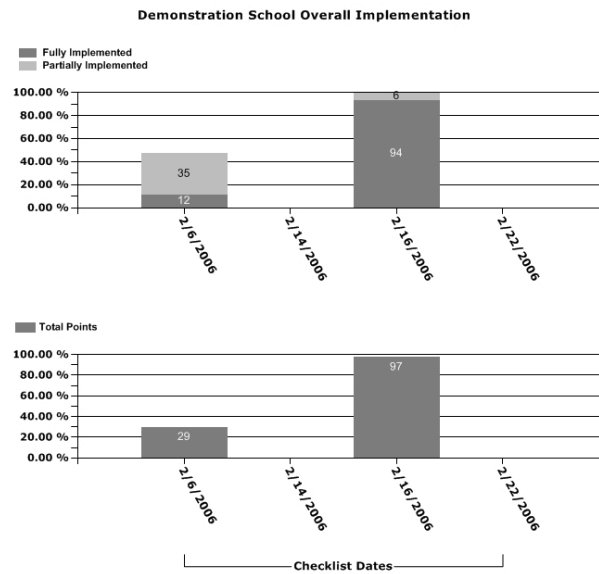
- **Implementation Points**
 - Achieved = 2
 - In progress = 1
 - Not Started = 0
- **Percentage of Items Implemented**
 - Total
 - ✓ Number of items scored as "Achieved" divided by 22 (items)
 - Subscale scores
 - ✓ Number of items in each subscale area scored as "Achieved" divided by the number of items in that subscale area
- **Percentage of Points Implemented**
 - Total
 - ✓ Total number of points divided by 44
 - Subscale scores
 - ✓ Total number of points in each subscale divided by total number of items multiplied by 2

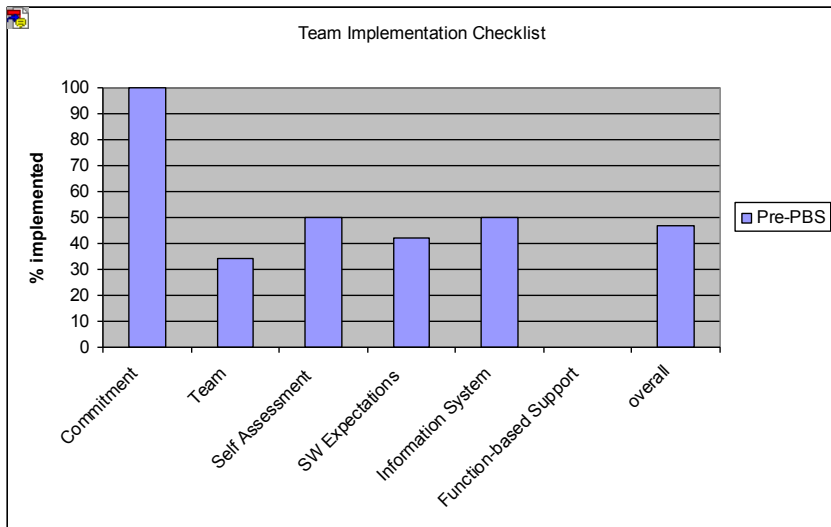
pbisapps.org

- Enter fidelity data (TIC, SAS, SET) into – “PBISAssessment” through PBISApps

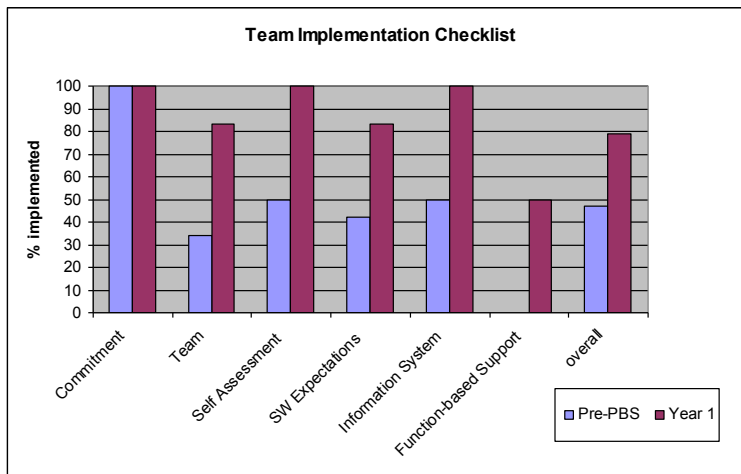


Team Implementation Checklist (TIC)

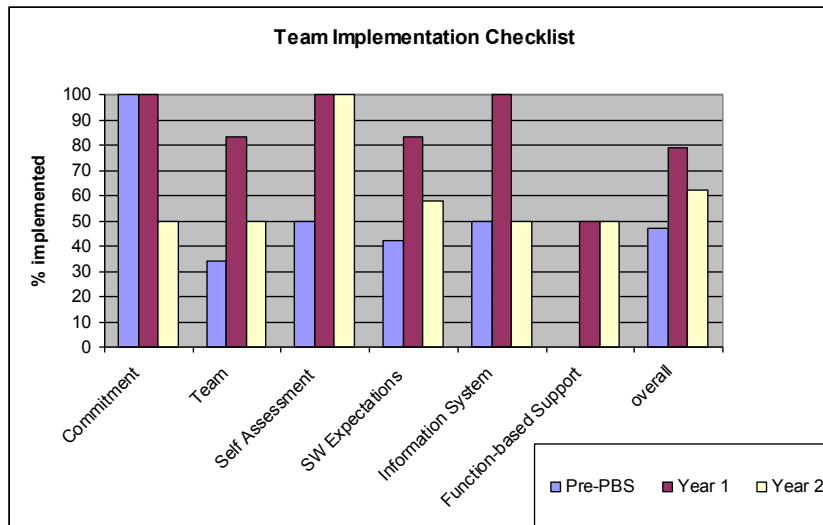




1. What is working well? 2. What are next steps?



1. What is going well? 2. What are next steps?



1. What is going well? 2. What are next steps?

Main Messages

- Invest in prevention
- Create an effective environment
 - Leadership, teams; hosts for effective practices
- Use different systems for different problems
 - Individual student level alone will be insufficient
 - Collaboration with Mental Health Professionals
- Build a culture of competence
 - Define, teach, monitor, and reward appropriate behavior
- Build sustainable systems
 - Resist person-dependent interventions
- Invest in gathering and using information for decision-making and problem-solving

Action Planning

- Use your self-assessment information
 - Rally School-wide commitment
 - Establish a PBS Team
 - Focus on prevention (define, teach, monitor, and reward appropriate behavior)
 - ✓ Ask kids tomorrow if they know the expectations
 - ✓ Ask kids if they are being acknowledged for appropriate behavior
 - Use information system to guide implementation efforts
- Build Action Plan
 - When will the team meet?
 - What will be reported to faculty?
 - What will be reported to families?

Action Planning

- Which system are you going to work on?
- What are the specific outcomes?
 - When will they be completed?
 - What short-term activities are needed?
 - Who will be responsible?
- Reporting Schedule
 - What information will be gathered and by whom?
 - When will information be reported?