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MO SW-PBS Data Based Decision Making (DBDM)

Since its beginnings in 2006, MO SW-PBS has supported schools in collecting office discipline referral (ODR) data, reporting ODR data in a graphic "Big 5" format and using the ODR data in a consistent Data Based Decision Making (DBDM) process.

Step 1. Collect & Chart Data
Step 2. Analyze and Prioritize
Step 3. Develop S.M.A.R.T Goals
Step 4. Select Strategies
Step 5. Determine Results Indicators
Step 6. Evaluate Plan
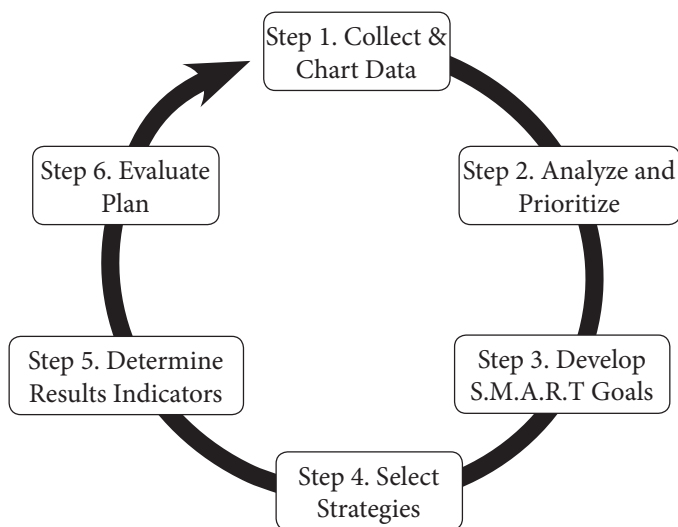
Through the work with our partner schools and information from PBIS National Center, we have developed a tool to help teams engage in Data Based Decision Making efficiently and effectively: the DBDM Solution Plan.

The initial step involves accurately collecting ODR data and summarizing this data in the form of a "Big 5" report (Step 1: Collect & Chart Data). The next step is to develop a **Primary Problem Statement** that includes ODR rate per day, location, problem behavior, time of day, how many students involved (Step 2: Analyze to Prioritize).

In This Issue...

Missouri Schoolwide Positive Behavior Support

OUR MISSION

The mission of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

We have learned that teams often have to "drill deeper" in order to develop a more *Precise Problem Statement* to better target the schoolwide response. We guide teams to look at one context of the *Primary Problem Statement* (e.g., problem behavior, location, time of day, etc.) and examine the data through just that lens (Step 2: Analyze to Prioritize). From that process, teams target schoolwide response by developing a Precision Problem Statement (Step 3: S.M.A.R.T. Goal).

<Population> will decrease ODRs for **<behavior>** from **<start number>** to **<target number>** between **<start date>** and **<target date>** as measured by the Big 5 Data Report for the month of **<intervention month>**.

For example: **7th Grade** will decrease ODRs for **Physical Aggression** from **12** to **2** between **November 1, 2016** and **November 30, 2016** as measured by the Big 5 Data Report for the month of **November**.

Since the inception of MO SW-PBS, we have trained teams to develop a plan that includes effective strategies and measures of plan implementation, (Step 4: Choose Strategies and Step 5: Determine Results Indicators). Perhaps the most helpful tweak to the process was introduction of a standardized *Solution Plan* (again Steps 4 &5 only more directed) in 2015-2016.

Solution Plan

School: _____   Month and Year _____

S.M.A.R.T. Goal: <Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date> as measured by the Big-5 Data Report for the month of <intervention month>.

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					
	What data will we review?	**Who is responsible for gathering the data?**	**When/How often will data be gathered?**	**Where will data be shared?**	**Who will see the data?**
Progress Monitoring Data Collection	Fidelity: Benchmark:				

The ***Solution Plan*** guides teams to select action steps that are targeted intensifications of Tier 1 practices based on prevention, teaching replacement behaviors, reinforcing appropriate behavior, and discouraging inappropriate behavior. The Solution Plan also guides teams to select indicators to monitor whether the plan is implemented, and whether it is producing the desired student outcomes. We know that for teams new to MO SW-PBS the **DBDM Solution Plan** process can be daunting because it is part of the new way of thinking about and providing behavioral support. For more veteran teams the **DBDM Solution Plan** process might prove vexing because we are asking teams to implement new ways of doing everyday/monthly tasks. Word from schools that have hung-in there and completed several **DBDM Solution Plan** cycles is that, "Using the DBDM was difficult because it was a new way of doing things. But using the **DBDM Solution Plan** takes our discussion about data, our planning and our implementation to a whole new level of efficient use of time. We are seeing the kind of results we want and we are getting better at completing a **DBDM Solution Plan** cycle."

EXAMPLE

Solution Plan
(Missouri Middle School Example)

Outcome: <u>To increase the use of conflict resolution strategies; to decrease physical aggression</u>

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/ or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)	*Increase active supervision in halls from 8:00 to 8:50, and from 12:00 to 12:50.*	*Assistant Principal Mr. Ferguson; Staff assigned to hall duty (Mr. Smith, Ms. Doe, Ms. Clark)*	*At next staff meeting, staff will watch the active supervision video, and will role play A.S. Scenarios*	*Effective Monday 2/2/2015*	*Mr. Ferguson will monitor whether staff are in assigned locations; Staff meeting minutes*
Teaching	*Reteach respect in hallway lesson; Teach conflict resolution strategies; lessons will occur during advisory*	*Ms. Caldwell (PBIS Chair); Advisory teachers*	*The lesson plans will be reviewed at the staff meeting*	*Lessons will be covered on Wednesday 2/4/2015*	*Teachers will initial and date lesson schedule, and return to Mr. Ferguson for cold soda.*
Recognition	*Students will be given special red respect tickets for demonstrating respectful behavior in the hall*	*Ms. Caldwell (PBIS Chair)*	*At staff meeting, staff will be reminded to give specific positive feedback with respect tickets; respect tickets will be put in a weekly drawing with one staff member and one student recognized each week*	*2/5/2015 through 2/27/2015*	*Respect tickets will be counted;*
Corrective Consequence	*Teachers will use redirects and reteaching for minor physical aggression and disrespectful language; write up major PhysA*	*Ms. Maxwell (PD Chair) Mr. Ferguson*	*During staff meeting, staff will be reminded to use redirects and reteach; staff will role play redirect and reteach*	*2/5/2015 through 2/27/2015*	*Each Friday, staff will rate fidelity using fidelity survey on google forms*

|	What data will we review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection	*Weekly Big 5 data report*	*Ms. Maxwell (data)*	*Every Friday*	*Via principals weekly electronic newsletter, once per week (Monday)*	*All staff*

To learn more about DBDM Solution Planning, check out our online resources at pbismissouri.org/dbdmsolution-plan-using-the-big-5-data-to-address-schoolwide-behavior-problems/, or reach out to your MO SW-PBS Consultants.

Data-based Decision-making (DBDM) For Tier 2 and Tier 3 Interventions

Data-based decision-making is critical for successful planning and implementation of Tier 2 or Tier 3 interventions. Two pieces of data that are sometimes overlooked are Baseline Data and Social Validity Data. Learn more about each of these data points and make plans to successfully collect this data as your team implements Tier 2 or Tier 3 interventions.

BASELINE DATA

Title = Student Name & Intervention
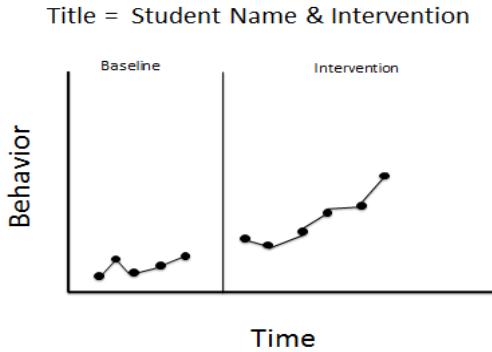
What is baseline data?

Baseline data is the current level of functioning immediately before an intervention is provided. Collecting baseline data is a crucial step, but one that is quite often skipped.

How to collect baseline data?

First, make sure that that you are collecting baseline data on the same behavior and in the same manner as you will for collecting data that will be used to progress monitor during the intervention. This ensures that there is a clear, comparable set of data. That said, baseline data can be data points already collected, such as office discipline referrals (ODRs), minor behavior referrals, absences, or tardies. Permanent products such as completed assignments and work samples can also be used. Finally, data collected specifically for behavior support interventions such as teacher behavior ratings or direct observation data can also be used for baseline data. See Chapter 4 of the Tier 2 workbook (pbismissouri.org/tier-2-workbook/) and Chapter 7 of the Tier 3 workbook (pbismissouri.org/tier-3-workbook/) for more information.

How to use baseline data for decision making?

Data points should be plotted on a graph. When 3 to 5 data points indicate a stable pattern of behavior, the baseline has been established. From this level of baseline functioning a goal should be set. While it is important to set a goal that is challenging, it should also be one that the student can achieve within the first few days of intervention.

SOCIAL VALIDITY DATA is a crucial piece of information for Tier 2 and Tier 3 teams when students are participating in interventions.

What is social validity data?

Social validity is a measure of the acceptability or relevance of a program or procedures to its consumers. Basically, we want to know whether the student and family find the intervention helpful and valuable. Dimensions of social validity include 1) the goal is a valued outcome for the student and his or her family, 2) acceptability of treatment and 3) importance of effects.

How to collect social validity data?

MO SW-PBS encourages teams to monitor social validity throughout all phases of intervention: before the intervention begins, during implementation of the intervention and after the student graduates. Social validity data can be collected through surveys, questionnaires or interviews. For example surveys or interview questions see Chapter 4 of the Tier 2 workbook (pbismissouri.org/tier-2-workbook/) or Chapter 6 of the Tier 3 workbook (pbismissouri.org/tier-3-workbook/).

How to use social validity data?

Your team will need to make a plan for how it will use the social validity data you collect. Consider the following questions:

- When will surveys, questionnaires or interviews take place?
- Who will administer?
- Who will participate?
- How will results be organized and shared?

Planning ahead for a systematic process to review and summarize social validity increases the likelihood that the data will be used for DBDM decision-making and reinforces the value of the participants' perspective.

MO SW-PBS WEBINARS

As a service to our partner schools, MO SW-PBS is providing informational webinars on topics of interest to schools participating at all training levels.

These webinars will supplement and reinforce information provided during regional training. See the descriptors and outcome goals below. For further information regarding registration please see https://goo.gl/bRx5tL.

Recognition Webinars

At the end of this session, you will understand:

+ The purpose of recognition
+ Submission logistics
+ SAS and SET/TFI minimum requirements
+ Items to submit for Bronze, Silver, and Gold

Tier 1 Recognition (Bronze)

Approximately 30 minutes. All sessions will be identical.

December 12, 7:30 a.m.
(Register no later than December 5)

December 15, 3:30 p.m.
(Register no later than December 5)

January 10, 3:30 p.m.
(Register no later than January 4)

January 19, 7:30 a.m.
(Register no later than January 4)

Tier 2-3 Recognition (Silver & Gold)

Approximately 30 minutes. All sessions will be identical.

December 5, 3:30 p.m.
(Register no later than November 16)

December 8, 7:30 a.m.
(Register no later than November 16)

January 10, 7:30 a.m.
(Register no later than January 4)

January 19, 3:00 p.m.
(Register no later than January 4)

Intervention Essential Features (IEF)

Approximately 30 minutes. All sessions will be identical. Encouraged for all Tier 2 and Tier 3 schools.

At then end of this session, you will be able to:

+ Determine the criteria and level of specificity for completing the IEF document that is used for staff communication, your Tier 2 handbook, and Silver/Gold recognition.

February 13, 3:30 p.m.
(Register no later than February 1)

February 16, 7:30 a.m.
(Register no later than February 8)

Readiness Webinars

Approximately 30 minutes. Will help schools determine if you have the requirements in place to begin Tier 2 or Tier 3 training.

Tier 2 Readiness Outcome

At the end of this session, you will be able to:

+ Determine readiness for development of Tier 2 against recommended criteria and ensure Tier 1 is fully in place

February 27, 3:00 p.m.
(Register no later than February 15)

Tier 3 Readiness Outcome

At the end of this session, you will be able to:

+ Analyze Tier 1 and Tier 2 implementation fidelity to determine Tier 3 readiness

March 30, 3:00 p.m.
(Register no later than February 15)

Missouri SW-PBS School Success Stories

Schools implementing positive behavior supports in Missouri and across the nation use various acronyms to describe their work: Schoolwide Positive Behavior Support (SW-PBS), Positive Behavior Support (PBS) or Positive Behavior Intervention and Supports (PBIS). In addition, early childhood programs often call their work Program Wide Positive Behavior Support (PW-PBS). Regardless of the acronym, the schools are all referring to a framework of proactive, multi-tiered behavioral supports that include systems, data and practices. Please enjoy the Success Stories from several of our MO SW-PBS schools from across Missouri on the following pages.

Region 5 Northwest:
Covel D. Searcy Elementary
(page 7)

Region 6 South Central:
Campbellton Elementary *(page 8)*

Region 7 Southwest:
Ava High School *(page 9)*

Region 8 St. Louis:
Timberland High School *(page 10)*
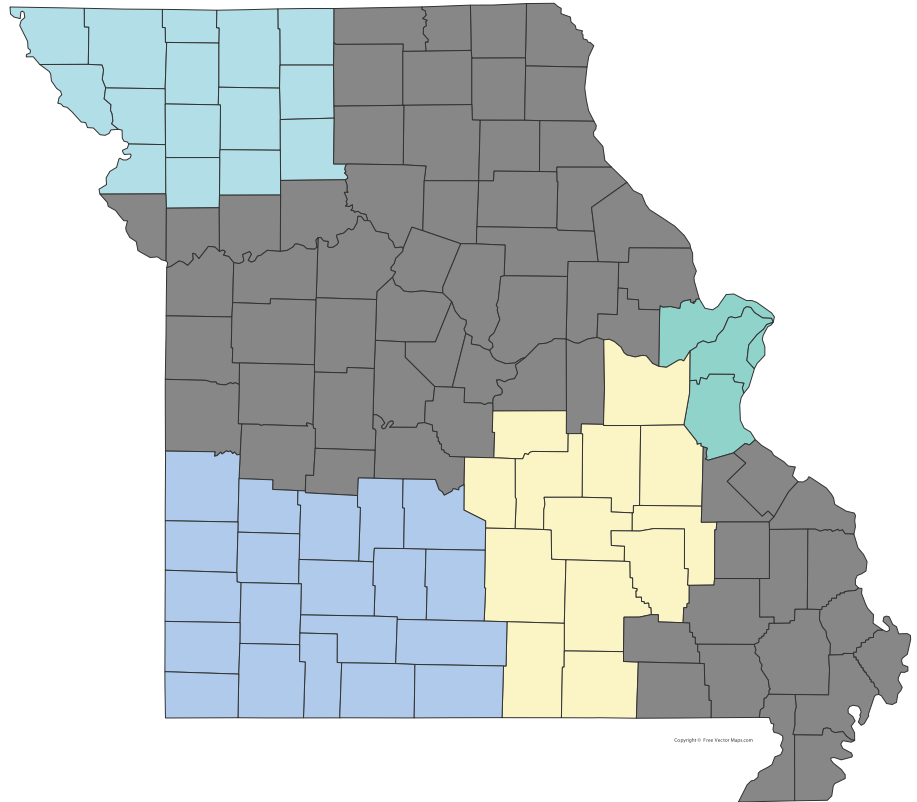
REGION 5 NORTHWEST

The CHAMPions at Covel D. Searcy Elementary
Gallatin, Missouri

Covel D. Searcy Elementary is a rural school serving over 248 school students in northwest Missouri.

Covel D. Searcy Elementary (CDSE) has worked hard to implement SW-PBS for 3 years. At CDSE we are beginning our third year of Tier 1, and have just begun Tier 2 Level One training. The Tier 1 building team is committed to working toward fidelity in implementation. Teachers implement PBS social skills lessons with their classes once a week. "Red Days" on our school schedule are committed to PBS lessons and discussions related to the PBS expectations, progress, and procedures. We achieved 100% for two years in a row on the SET score, and had all 12 data indicators "In Place" on the Tier 2 Readiness Checklist.

CDSE has worked to use data to drive decision making. In the past 3 years, student attendance has increased from 95.82% to 96.83%. The Precision Problem Solving Statements based on our Big 5 data reports have been valuable. Our overall school goal for 2015-16 was to see a 20% decrease in ODRs. We met that by an actual decrease of ODRs by 50%. In addition, we have had a decrease of students receiving ISS by 45%. Additionally, MAP scores have increased by 18% in communication arts and 4% in math.

A unique feature of SW-PBS implementation at Covel D. Searcy Elementary includes our approach to providing positive recognition and celebration of success. Since we are the Bulldogs and our mascot's name is Champ the Bulldog, we have created catchy names and phrases for various PBS features. Students earn Dog Dollars for rewards tickets; they shop at Paw Mart; and are recognized on the Wall of CHAMPions. In addition, they have time out at the Paws Place.

During the 2015-16 school year CDSE implemented an Ambassadors program. Through this program, intermediate and upper level elementary students are trained to assist and run various jobs throughout our school. Some of these jobs have included welcoming new students to our building, running PAW Mart, and creating videos to be shown at our PBS Champ Camp. This program has many benefits. The intermediate and upper level students have an enhanced sense of responsibility and independence and the primary students have children to look up to.

Staff Dog Dollars were also initiated during the 2015-16 school year. Pink Dog Dollars are passed out from one staff member to another for doing something helpful and having positive attitudes. These can be turned in to our building principal for staff prizes, such as a jeans day. It has been noted that our Pink Dog Dollar system seems to boost staff morale.
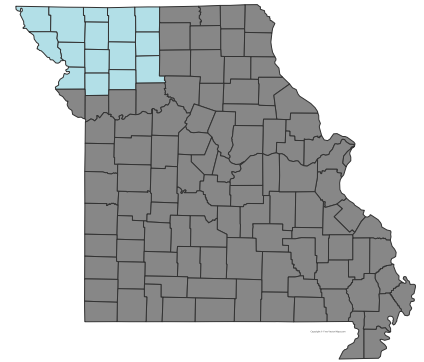
School Demographics

- Administrator – 1
- Teaching Staff – 28
- Support Staff – 11
- Students Served – 248
- White – 92%
- Black – .8%
- Latino – 1.6%
- Asian – 1.2%
- Free/Reduced – 59%

Student Outcomes

- Average Daily Attendance – 95.86%
- ODRs
  - 89% 0-1 ODRs
  - 9% 2-5 ODRs
  - 2% 6+ ODRs

## REGION 6 SOUTH CENTRAL

Campbellton Elementary

Campbellton Elementary is a rural, public school serving over 150 elementary school students in the School District of Washington. We have implemented Tier 1 of SW-PBS for three years. As we have delved into SW-PBS this school year, the gathering of minor data has been essential to our action planning. As monthly minor data has been collected, our SW-PBS team has consistently addressed behavior concerns in a positive way to avoid future incidents. Monthly minor behavior data and the Big Five data report have shown improvement in the areas addressed each month. As the staff has noticed the positive results of the data driven decision making each month, their ownership and implementation of the SW-PBS program has grown.

The data used to drive our decision making and action planning has proven to be effective. In the past three years, student attendance has increased from 96.71% to 97.63% and office referrals have decreased from 154 to 72 referrals. Students receiving two or more ODRs has also decreased from 25% to 10%. Additionally, MAP scores of students scoring in the top two quartiles has increased by 6% in communication arts and 4% in mathematics.

Some of the unique features of SW-PBS implementation at Campbellton Elementary include:

- Sixth grade students created videos that are used to introduce school wide expectations to new students and staff
- Students caught in a shining moment are recognized as "Shining Stars" and have monthly lunch celebrations
- Classes K-6 take turns sponsoring a monthly assembly highlighting a character trait that is followed by a buddy activity related to the character trait in the assembly with partnered classes
- The sixth grade leadership team takes on many leadership roles throughout the school

Campbellton Elementary was honored to receive the MO SW-PBS Bronze Recognition Award this past summer as a Tier 1 Emerging Phase school at the 2016 MO SW-PBS Summer Training Institute. Our staff has fully committed to implementing SW-PBS and the effects show in our data results. As a result of SW-PBS implementation at Campbellton Elementary, our students are achieving their goals and responsibilities.
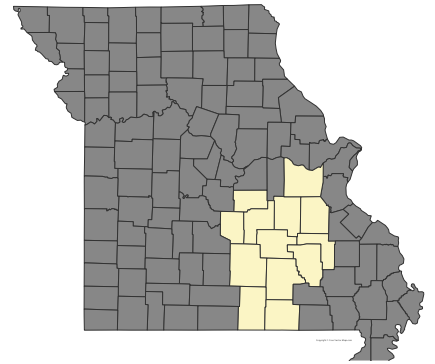
School Demographics

- Administrator – 1
- Full Time Teaching Staff – 8
- Part Time Teaching Staff – 10
- Support Staff – 7
- Students Served – 153
- White – 96%
- Black – 0%
- Hispanic – 1%
- Asian – 0%
- Mixed – 3%
- Free/Reduced – 28.3%

Student Outcomes

- Average Daily Attendance – 97.63%
- ODRs
  - 90.9% 0-1 ODRs
  - 6.5% 2-5 ODRs
 - 2.6% 6+ ODRs

REGION 7 SOUTHWEST

Ava High School

Ava High School is a rural public school serving over 400 students in grades 9-12 in the heart of Douglas County in South Central Missouri. The staff and students at Ava High School have been working hard to implement SW-PBS for 4 years. Ava High School has implemented Tier 1 to make it part of our school culture with support from both the Ava Elementary and Ava Middle School. This year Ava High School has stepped into Tier 2 and is working hard to implement the specific strategies available through our Bear Time Mentoring Program and the Check and Connect Intervention strategy.

One of Ava High School's newest success stories is found in the incorporation of Positive Referrals through the Bear Growl system which has gained the support of a local business owners and alumni of Ava High School. Award winners are celebrated in an interview at the local radio station and receive a personalized ball cap and lanyard.

Part of the success of the SW-PBS program at Ava High School has been using data to drive decisions about student placement in tutoring programs and study/social skill interventions. Some of the best data the AHS PBS team uses is found in existing school data, such as grades, attendance, ODRs, as well as teacher referrals. Student leadership this year has increased as the AHS Student Council has begun teaching the four principles of the Bear Code in school assemblies: Be Responsible, Earn Respect, Actively Learn, Remain Safe. In addition, small grade-level groups use specific lesson plans and videos to teach the behavior matrix to every student at Ava High School.

In the past 4 years of SW-PBIS implementation student attendance has increased from 93.6% to 94.2%. Even with the drastic changes in EOC testing requirements, Communication Arts scores have increased by about 9% over the past 4 years. Ava High School is seeing a decrease in ODRs, and the entire staff with guidance from the PBIS team uses the ODR data to understand student issues to help target interventions.
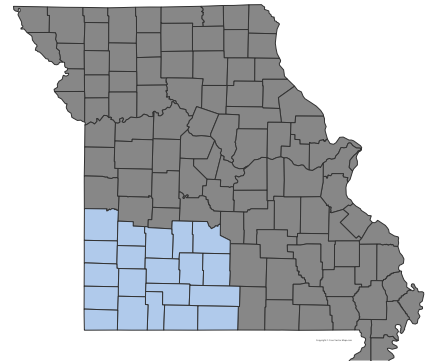
School Demographics

- Administrator – 2
- Certified Staff – 42
- Support Staff – 5
- Students Served – 405
- White – 96.8%
- Black – .25%
- Latino – .74%
- Asian – .49%
- Mixed – 1.72%
- Free/Reduced – 63%

Student Outcomes

- Average Daily Attendance – around 95%
- 90.5% of students have 90% or better attendance rate
- ODRs
  - 77.07% 0-1 ODRs
  - 19.02% 2-5 ODRs
  - 3.9% 6+ ODRs

REGION 8 ST. LOUIS

Timberland High School Uses Data to Increase Attendance

Timberland High School (THS) is one of three high schools in the Wentzville School District, which is the fastest growing suburban district in Missouri. After graduating the largest class (approximately 600 seniors) in 2015-16, Timberland now serves 1644 students in grades 9-12.
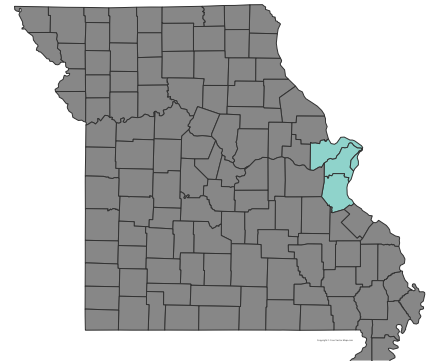
Timberland has been implementing PBIS strategies in order to create a more positive and successful school climate since 2012 and is currently in their first year of Tier 2 implementation. In June 2016, Timberland received a MO SW-PBS Bronze Recognition Award after meeting all requirements for implementation of Tier 1 with fidelity. This was achieved by having monthly meetings of the teacher-led and administrator-supported PBIS committee in which discipline and attendance data was analyzed and programs and incentives were developed.

THS has created a matrix of behavioral expectations for all areas of the school (classroom, commons, restrooms, gym, etc.). The students on the Link Crew staff created videos which are shown to all students at the beginning of the year and all expectations are posted for reference around the building. In addition, Timberland has trained staff to implement the 8 effective classroom strategies and is currently moving towards becoming a trauma-informed school.

Other programs that THS uses to improve attendance include the monthly "Donut Brigade" in which 1st hour classes are awarded fresh donuts delivered by the administration if they achieved perfect attendance with no tardies for several days in a row. In spring 2016, THS held their inaugural "Leader of the Pack" awards ceremony in which 60 students were nominated by their teachers for exemplifying the core values of respect, responsibility and integrity.

Timberland High School has worked hard to use data to drive decision making. The precision statements created from the MO SW-PBS monthly data collection showed THS staff that the vast majority of referrals were occurring at the beginning of the school day. This has resulted in creating targeted incentives to address attendance and tardy issues. An analysis of the past three school years shows that students who have had more than one referral (which typically indicates chronic attendance or tardy issues) has decreased by 4%! For example, a comparison of the first quarter referral rates shows that in 2014-15, 8.6% of students had more than one referral. In 2015-16, that number had gone down to 7% and in the first quarter of the current school year, only 3.9% of students have received more than one discipline referral.

While Timberland is beginning to implement Tier 2 interventions, such as a Learning Strategies class for non-IEP students, they are also continuing to increase attendance for all students, but especially 12th graders. One new program that will be implemented in 2016-17 is "On-Time Tickets" where students who are in their first hour class by the time the bell rings on a randomly selected day are given a ticket that allows them to leave their last class 3 minutes early so they can avoid the student lot traffic.
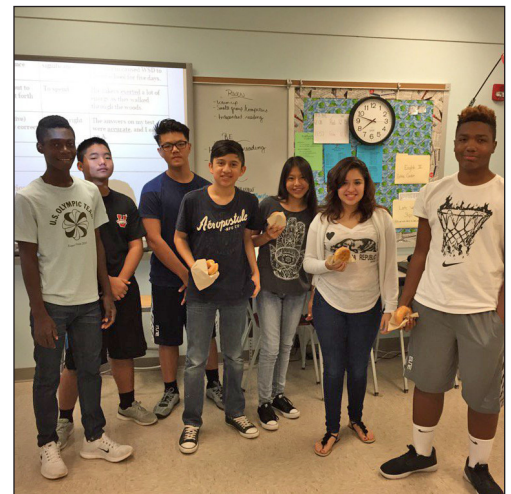
School Demographics

- Administrator – 6
- Teaching Staff – 110
- Support Staff – 20
- Students Served – 1644
- White – 85.9%
- Black – 7%
- Latino – 3.8%
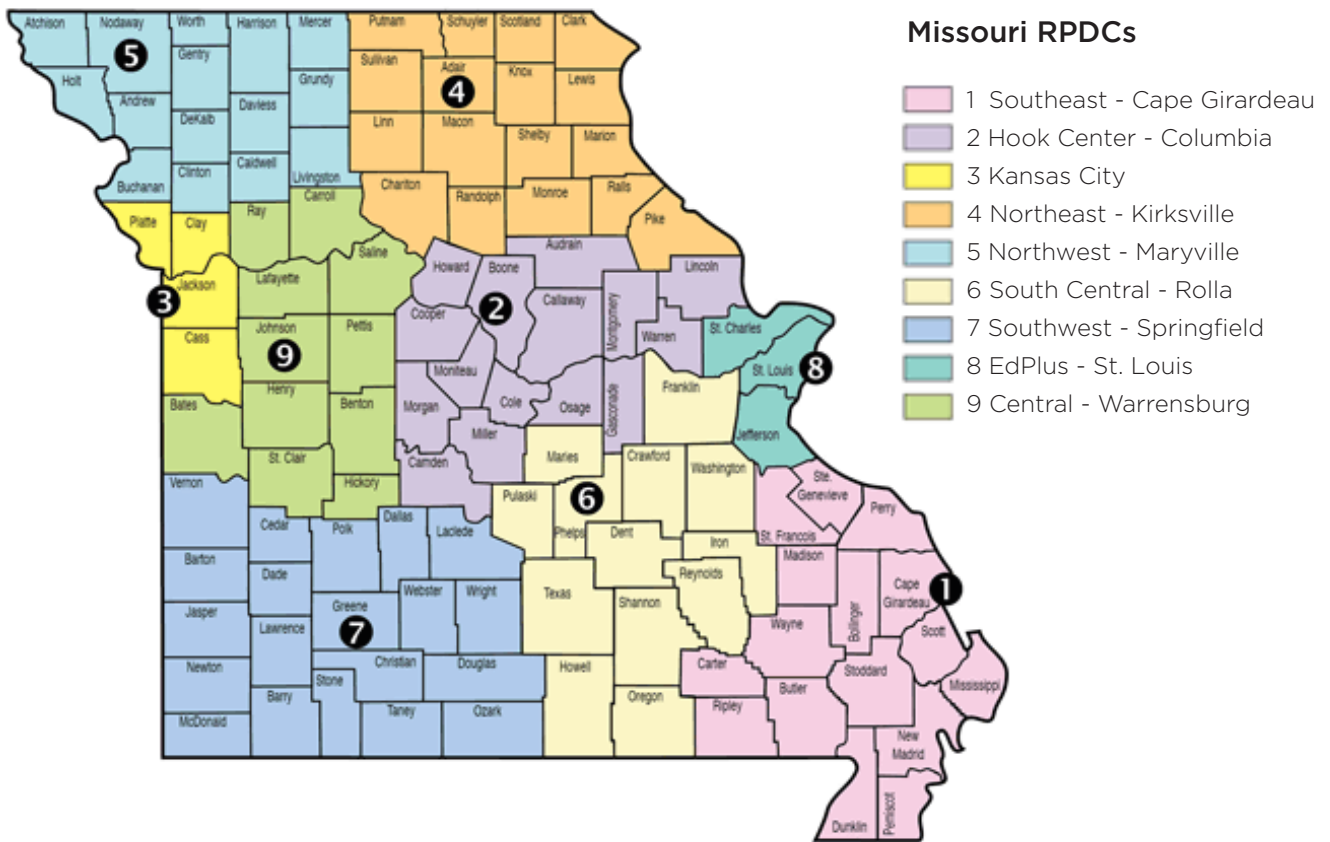- Asian – 1.2%
- Mixed – 1.8%
- Free/Reduced – 16.8%

Student Outcomes

- Average Daily Attendance – 94.5%
- ODRs
  - 96.6% 0-1 ODRs
  - 3% 2-5 ODRs
  - 0.4% 6+ ODRs

For more information, please visit the MO SW-PBS website at **pbismissouri.org** or contact your RPDC.

Missouri RPDCs

1 Southeast - Cape Girardeau
2 Hook Center - Columbia
3 Kansas City
4 Northeast - Kirksville
5 Northwest - Maryville
6 South Central - Rolla
7 Southwest - Springfield
8 EdPlus - St. Louis
9 Central - Warrensburg

REGION 1: SOUTHEAST RPDC
www4.semo.edu/rpdc

REGION 2: HOOK CENTER
heartofmissourirpdc.org

REGION 3: KANSAS CITY RPDC
http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center-2/

REGION 4: NORTHEAST RPDC
rpdc.truman.edu

REGION 5: NORTHWEST RPDC
nwmissouri.edu/rpdc

REGION 6: SOUTH CENTRAL RPDC
rpdc.mst.edu

REGION 7: SOUTHWEST RPDC
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REGION 8: EDPLUS RPDC
www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC
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pbismissouri.org

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Office of Special Education
Effective Practices
205 Jefferson St.
P.O. Box 480
Jefferson City, MO 65102-0480
573-751-0187

MU

Center for SW-PBS
College of Education
University of Missouri
Townsend Hall
Columbia, MO 65211
573-882-1197