

4E: Beyond Admiring the Problem Using Big 5 Data to Create a Solution Plan

Dr. Heather McCullar, STEM Specialist, Benton Elementary School, Columbia 93
School District;

Linda Bradley, Research Assistants, MU Center for SW-PBS

Session Outcomes

- Learn how to analyze office discipline referral data in a Big 5 Report.
- Discover how one school uses their Big 5 data to create solution plans and how to create your own.

Effective school leadership teams use of data were the best predictors of fidelity of implementation.

McIntosh, et al., 2013

A team-based approach to implementation is much more likely to achieve fidelity of implementation and improved outcomes.

Fixsen, et al., 2005

Common Team Errors - Things to Avoid

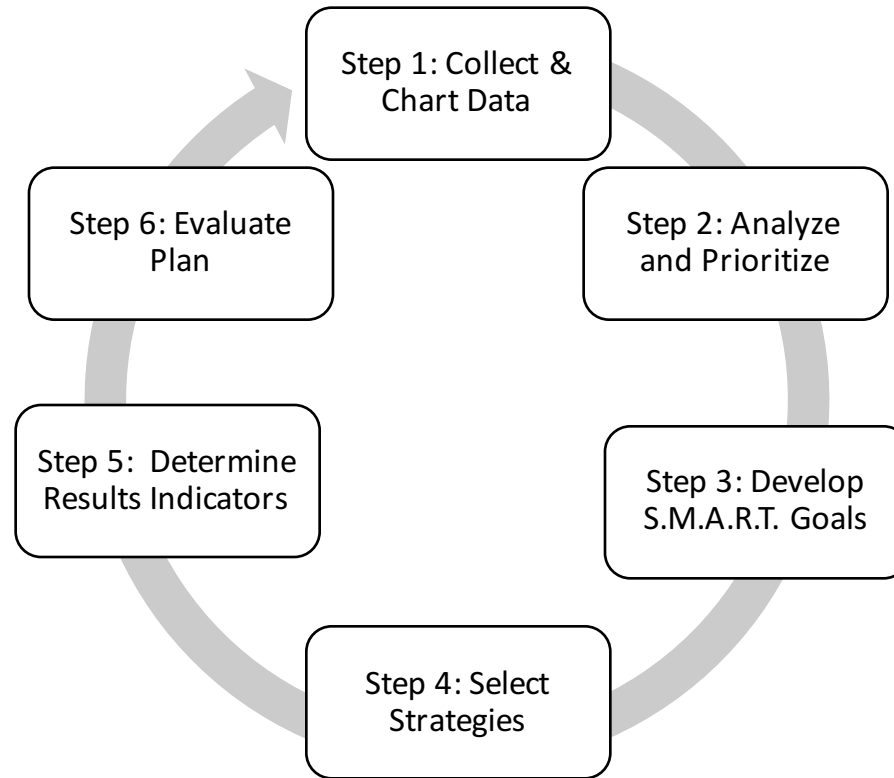
- Define broad problem that does not allow people to focus on functional solutions.
- Failure to use data to confirm/define problem.
- Identify solutions before analyzing the problem.
- Continue the same ineffective interventions because they're familiar.
- Agree on a solution without a plan for implementation or evaluation.
- Agree on solution but never re-visit to determine if the solution was implemented or effective.
- Focus on students versus what adults need to do differently.

“Take the problem out of the kids and put it in a context. Then and only then can we work on a solution. Precise statements of the problem context lead to smaller, more efficient and more effective interventions.”

Robert Horner (2011)

Co-director, National Center on Positive Behavior Interventions and Support

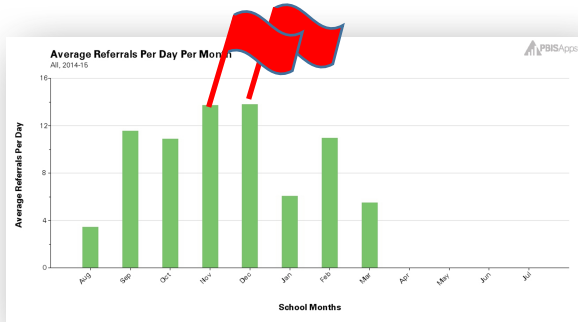
Big Picture of Data Based Decision Making



Step 1: Collect & Chart Data

- Monthly Big 5 Report
 - Per Day Per Month
 - Problem Behavior
 - Location
 - Time of Day
 - Students

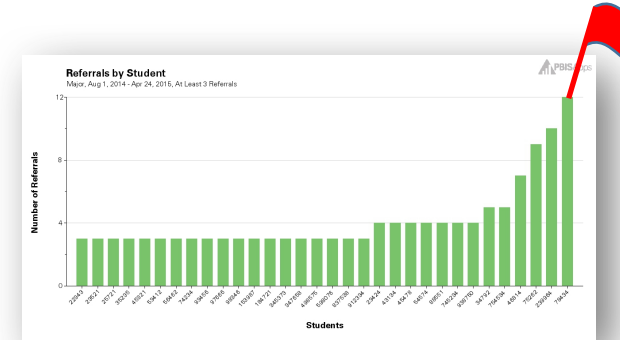
Step 2: Analyze and Prioritize



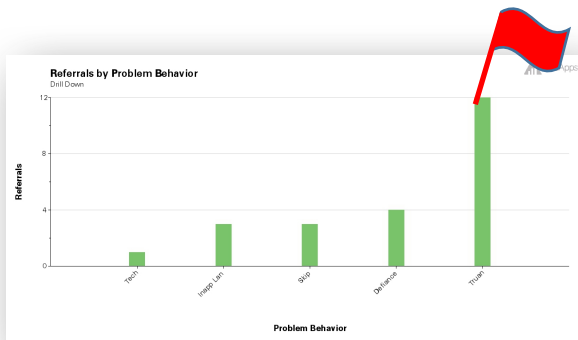
Per Day/Per Month



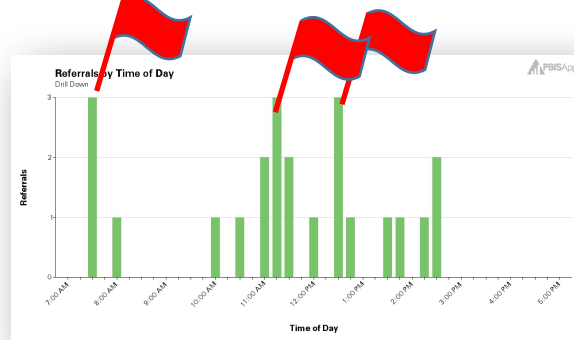
Location



Students



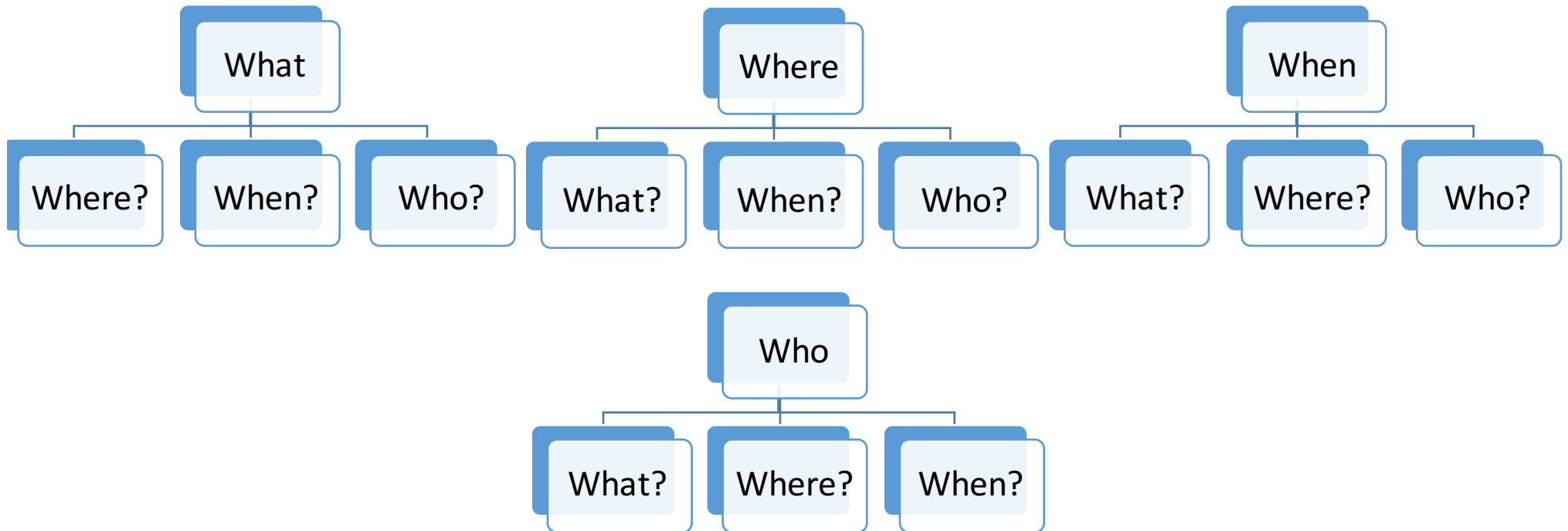
Problem Behavior



Time of Day

Select **any** red flag as a focus

Select a focus, and use SWIS Drill Down button to answer remaining questions



Select a *Focus* problem that will give you the biggest change for the least amount of effort.

Rob Horner, 2011



From Step 2, select ONE area of focus for intensive analysis

Behavior:

Physical Aggression

Location:

Time of Day:

Students:

Where: **Classroom
and Hallways**

When: **12:45 and
1:30 PM**

Who: **6th Graders**

Behavior:

When:

Who:

Behavior:

Where:

Who:

Behavior:

Where:

When:

Precision Statement:

The focus problem for the month of **March** was **Physical Aggression**
in the **Classroom and Hallways** at **12:45 and 1:30 PM** O'clock, and
performed by **6th Graders**.

Step 3: Write a S.M.A.R.T. Goal

Specific **M**easureable **A**chievable **R**elevant **T**imely

- Increase attendance to average of 95% per day by May
- More time in class / Decrease office referrals by 10% in 2016-17 school year
- Increase use of Specific Positive Feedback to 4:1 ratio by 90% of staff as measured by observations in January and April
- Decrease bus referrals by 10% by December, 2016
- Improve family participation in open house and parent/teacher conferences from 85% to 90% in 2016-17 school year.

Step 4: Select Strategies

- Identify the replacement behavior and context (go back to your Matrix)
- **Intensify** Tier 1 interventions for problem
 - Do we have adequate **preventative** measures in place?
 - Do we have expectations, rules and procedures?
 - Do we have adequate and active supervision?
 - Other environmental considerations (scheduling, attractive nuisance, etc.)
 - Have we **taught** expectations, rules, and procedures?
 - Have we adequately **reinforced** expected behaviors
 - Have we consistently **discouraged** inappropriate behavior?
 - What data do we need to **monitor**?
 - Implementation
 - Outcomes

When Making Decisions...

- There is not ONE right problem on which to focus.
- There is not ONE right solution.
- Solutions should address the problem with
 - Prevention Strategies
 - Teaching Solutions
 - Recognition Strategies
 - Corrective/Instructive Consequences
- Progress Monitoring...How will we know if we implemented our plan?

Solution Plan

Outcome:

| 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: | | | | |

Step 5: Determine Results Indicators

- How will we measure if the plan is being implemented? How will fidelity be measured?
 - Observation of staff in assigned supervision spots
 - Teachers tear off a slip when they teach the lesson
 - Recognition ticket counts
- Are we having a quick impact?
 - Weekly discipline referrals going down?
 - Is school having quick progress toward the schoolwide ticket goal?

Step 6: Evaluate the Solution Plan

| Step 6: Evaluate Plan | | Goal Not Met | Goal Met |
|-----------------------------|--------------------------------------|---|---|
| | Not Implemented with Fidelity | <p>Were there obstacles to implementation?</p> <p><input type="checkbox"/> Yes: Modify plan to eliminate obstacles</p> <p><input type="checkbox"/> No: Implement the plan</p> | <p>Look at data to determine why goal was achieved.</p> |
| | Implemented with Fidelity | <ul style="list-style-type: none"> • Re-analyze data; • Develop an alternate hypothesis (problem); • Modify the plan to address the alternative hypothesis (problem) | <p>Plan for sustained implementation</p> <p>Review Big 5 data and develop a new problem statement and Solution Plan</p> |

Overwhelmed Yet?

- Consider having someone review the Big 5 data BEFORE the team meeting and suggest a Problem Statement.
- If at all possible, use SWIS to help with Drill Down steps.
- Reserve the majority of meeting for developing/reviewing the Solution Plan

Benton STEM Elementary

- 1896 original building; 1927 new building
- 300 students K-5
- 77% FRL
- 71% Minority
- 2011-2012 Made transition to STEM Focus (completed 5th year)



Benton PBIS

- Meet monthly to review SWIS data and reflect on implementation
- Composed of administration, classroom teachers, counselor, support staff, home-school coordinator, and STEM Specialist

Benton's Data (end of Oct)

- **Current Status:**

- ODRs per day per month: 3.5 in Oct
- Problem Behavior: Defiance
- Location: Classroom
- Time of Day at 11:30 – 1:00
- Performed by all students.

- **Desired Outcomes:**

- Sustain implementation with 80% of students with 0-1 ODRs
- Decrease office referrals from the classroom by 5% for defiance
- Improve dismissal transition based on faculty survey result

Our Solution Plans Based on Our Big 5

- Solution Plan for Dismissal
 - Prevention -
 - Define & post dismissal routines in all classrooms
 - Clarify adult supervision stations and times
 - Teaching - “Cool Tools” and daily announcements
 - Cool tools focused on arrival and dismissal building expectations
 - Recognition –
 - Classrooms set goals and celebrations for dismissal procedure
 - Corrective Consequence
 - Reteach
 - Use “Buzz Words”

2. Solution Plan for Defiance

- Prevention -
 - Faculty discussion about defiance vs disrespect
 - Faculty training on de-escalation strategies
- Teaching - “Cool Tools” and daily announcements
 - Cool Tool - Follow directions right away
 - Teach students ways to respond when you disagree
- Recognition –
 - Increase “Bee Bucks” for following directions
- Corrective Consequence
 - Reteach
 - Use “Buzz Words”

Buzz Words

- I noticed you were...
- What is the expectation for...
- Please show me...
- Thank you for...

Plan Evaluation

- Supervision and transition at dismissal improved based on teacher feedback at November faculty meeting and PBIS team meeting
- Need continued monitoring of Cool Tool teaching and staff knowledge of effective de-escalation strategies

Benefits of Reviewing Data and Using a Solution Plan

- Data allows team to make decisions based on schoolwide data and not perceived problems
- The solution plan provides a structured way to review SWISS data
- Data and the plan keeps discussions on-task and focused on strategy development
- This process allows the group to assess effectiveness of strategies and solutions

ANY
QUESTIONS
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Contact Information

Linda Bradley: bradleyl@missouri.edu

Heather McCullar: hmcullar@cpsk12.org