



# Data Rich, Action Poor

How to make Systems and Data work for you!



# Session Outcomes

1. Learn a step by step process for using data to identify behavioral interventions at all tiers
2. Learn how to determine an intervention's effect on problem behavior, providing formative feedback as a result
3. Learn how to structure time and meetings to include teacher ownership and participation at all tiers





# Who are we?

\*Dr. Lauren Gechter

\*Mr. Matt Jones





# Why are we here?

1. We've sat in the same seats as you in the Summer Institute praying for direction
2. We've refined this process over three years
3. We've gotten results from the process





# Expectations

- \*Be skeptical, not cynical
- \*Active participation
- \*Find meaning and purpose





## Results from the process

- 64% decrease in major referrals from last year
- 42% decrease in minor referrals from last year
- 60% decrease in Tier 2 and 3 plans
- 85% of teachers stated the reduction of building behavior was reflected in their classrooms
- 94% of teachers stated the reduction of behaviors equates to more time on instruction in their classroom.





# Paradigm Shift #1

- The data analysis process is about reinforcing desired adult behaviors or beliefs and promoting areas of growth in need.

Hattie:

Teacher estimates of achievement 1.62

Collective teacher efficacy 1.57

Teacher credibility 0.90





# Data Analysis Must Haves

T-1,2,3

- 1. System to collect data**
  - Cause (adult behavior) and Effect (student behavior)
- 2. Process to analyze data and prioritize needs**
  - Problem behavior, function, replacement behavior
- 3. Process for goal setting**
  - Student and Grade level
- 4. Available list of interventions**
  - Matches function, easily monitored
- 5. Process to monitor implementation**
  - How to use intervention, success criteria
- 6. Interactive display of data**
  - Drives dialogue and celebration







# Data Analysis Must Haves



Talk amongst yourselves...

Do you work for your systems or do your systems work for you?



# Questions, Needs, and Ideas

Systems for collecting adult interventions or behavior – Not sounding accusatory

Process for goal setting X3

What kinds of interventions - Who monitors implementation – accountability

How do you know it is the right intervention

Best way to communicate to staff

Ways to display data

Identifying Function- Teachers guess

Consistency with sticking to majors and minors and our response x3





T-1,2,3

## Systems to collect data - 2 Types

**Cause Data**- Strategies or interventions used to achieve specific targets or goals.

**Effect Data**- Student use of interventions to achieve specific targets or goals.

*“Only by evaluating both causes and effects in a comprehensive accountability system can leaders, teachers, and policymakers understand the complexities of student achievement and the efficacy of teaching and leadership practices.” Dr. Reeves (2006)*





# Systems to collect data

## Questions:

- What questions must you answer about behavior and which data helps answer those questions?
- Is there any data you are collecting but not using? If so, why?
- Is there data you aren't collecting but should? If so, why?
- Do you have a system to organize data in an efficient and productive way?





# Examples of Data Collection Systems

T-1,2,3

- K-I-S-S
- Tally sheet to track how many times a behavior occurs
- ABCF Charts
- Target sheet to track use of replacement behavior















Date/ Time	Setting	People in Environment	Antecedent (what happened just before behavior)	Behavior Observed	Consequence (what happened immediately after- positive or negative)	Hypothesized Function of Behavior	Notes (positive reinforcement in place, prevention strategies used)
	<input type="checkbox"/> Gen Ed Class <input type="checkbox"/> Sped Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Recess <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Sped teacher <input type="checkbox"/> Paraprofessional <input type="checkbox"/> Peers <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Nonpref. Task <input type="checkbox"/> Change in routine/ environment <input type="checkbox"/> Pref. Activity stopped <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Work refusal <input type="checkbox"/> Verbal/physical aggression <input type="checkbox"/> Oppositional behaviors <input type="checkbox"/> Resistance to directions <input type="checkbox"/> Withdrawal/self isolation <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Withhold Attention <input type="checkbox"/> Process problem with adult <input type="checkbox"/> Safe spot, buddy room, recovery room, or behavior booth <input type="checkbox"/> Break given <input type="checkbox"/> Maintaining consequences- naturally occurred, not teacher-driven <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Escape demand <input type="checkbox"/> Comm. Feelings <input type="checkbox"/> Get attention <input type="checkbox"/> Get tangible <input type="checkbox"/> Sensory Input <input type="checkbox"/> Get Control <input type="checkbox"/> Other (Specify)	
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T-2,3



T-2,3

# Target Sheet Example

Time	I can start a task in 2 min when given 2 choices		
	Yes	No	Turn Around
<b>Triage</b> Morning Work 9:00-9:30			
Math Flex 9:30-10:00			
Math 10:00-10:50			
<b>Specials</b> 10:55-11:45			





T-2,3

# Target Sheet Example

Time	I can use my counselor card when I have an overwhelming feeling		
8:50-9:30 Morning	Yes	No	NA
9:30-10:05 Math Flex	Yes	No	NA
10:05-10:55 Specials	Yes	No	NA
10:55-12:00 DRI	Yes	No	NA





# Data Collection

## Questions:

- What are ways you collect data?
- How do you monitor fidelity?





# Process to analyze data - Grade Level



## Grade Level Data:

- What's one problem behavior across the board?
- How will the grade level reinforce the desired behavior?

*“As decision-makers, we need a deliberate process to guide us through the examination and analysis of data. Without this, we may be apt to substitute strongly held opinions for the fact-based conclusions that would be derived from a review of the actual data.” Dr. Reeves (2002).*





# Grade Level Behavior Meetings

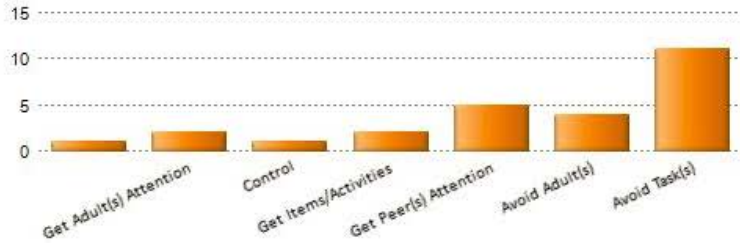
T-1,2,3

- Data to look at:
  - Time of Day
  - Day of Week
  - Patterns of types of behavior
  - Trends in Universal Screener

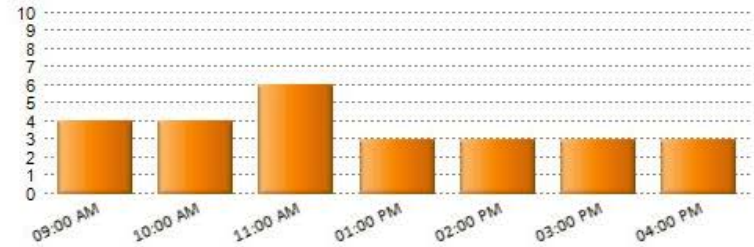


# Pulse Data

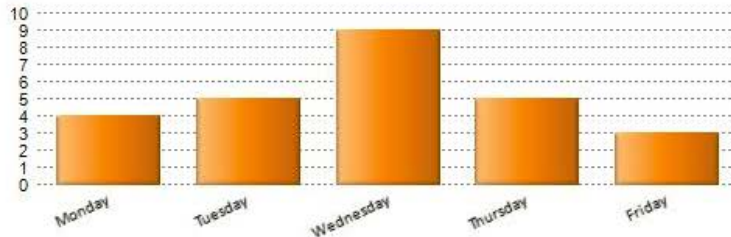
Referrals by Motivation



Referrals by Time of Day

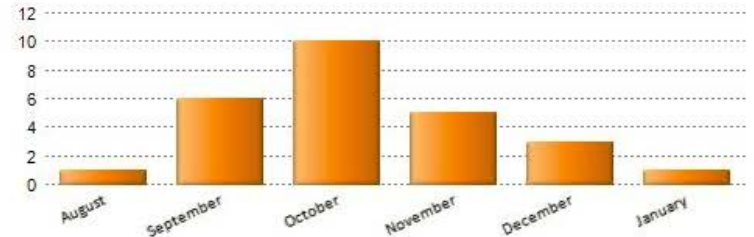


Referrals by Day of Week



Total

Referrals by Month

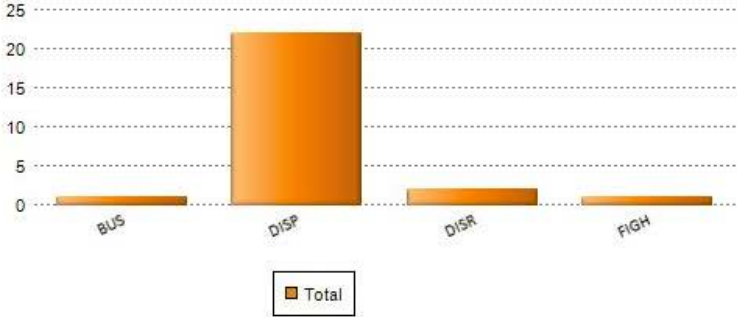


Total

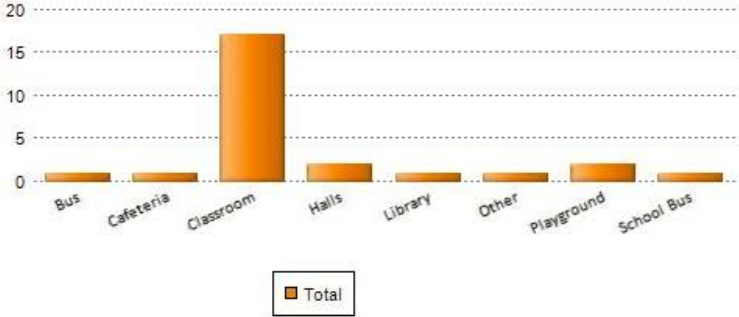


# Pulse Data

Referrals by Problem Behavior



Referrals by Location



# Time of Day

## DIS - Event Percentage by the Hour of the Day:

This table displays the percentage of total discipline events by grade for each hour of the day. It accommodates both military as well as standard time. Between 15 and 20 is highlighted in orange. Over 20 is highlighted in red.

Grade	6:00 am	7:00 am	7:30 am	8:00 am	8:30 am	9:00 am	9:30 am	10:00 am	10:30 am	11:00 am	11:30 am	12:00 pm	12:30 pm	1:00 pm	1:30 pm	2:00 pm	2:30 pm	3:00 pm	3:30 pm	4:00 pm	4:30 pm
Grade 01	0.0 %	0.0 %	0.0 %	0.0 %	0.6 %	0.0 %	5.6 %	7.3 %	8.4 %	9.5 %	12.8 %	15.6 %	0.0 %	2.8 %	4.5 %	10.1 %	5.0 %	7.3 %	3.9 %	1.7 %	1.1 %
Grade 02	0.0 %	0.0 %	0.0 %	0.0 %	2.3 %	2.3 %	3.1 %	7.8 %	4.7 %	6.3 %	10.2 %	3.9 %	0.0 %	12.5 %	4.7 %	7.0 %	9.4 %	6.3 %	3.1 %	9.4 %	1.6 %
Grade 03	0.0 %	0.0 %	0.0 %	0.0 %	0.8 %	2.4 %	2.4 %	4.1 %	2.4 %	3.3 %	2.4 %	4.1 %	0.0 %	4.1 %	10.6 %	8.1 %	4.9 %	21.1 %	5.7 %	11.4 %	3.3 %
Grade 04	0.0 %	0.0 %	0.0 %	0.0 %	0.5 %	2.1 %	4.1 %	7.3 %	8.3 %	5.7 %	6.7 %	5.2 %	0.0 %	6.7 %	7.8 %	10.9 %	3.6 %	5.7 %	6.7 %	3.1 %	2.1 %
Grade 05	0.0 %	0.0 %	0.0 %	0.0 %	1.0 %	3.1 %	5.1 %	7.1 %	5.1 %	6.1 %	7.1 %	3.1 %	0.0 %	8.2 %	6.1 %	6.1 %	10.2 %	5.1 %	5.1 %	9.2 %	4.1 %
Grade K	0.0 %	0.0 %	0.0 %	0.0 %	3.2 %	4.8 %	1.6 %	4.8 %	9.5 %	7.9 %	7.9 %	12.7 %	0.0 %	6.3 %	9.5 %	3.2 %	3.2 %	3.2 %	3.2 %	12.7 %	1.6 %
ALL	0.0 %	0.0 %	0.0 %	0.0 %	1.1 %	2.0 %	4.0 %	6.6 %	6.5 %	6.5 %	8.2 %	7.5 %	0.0 %	6.5 %	6.9 %	8.4 %	5.9 %	8.3 %	4.8 %	6.6 %	2.2 %

## DIS - Event Counts by the Hour of the Day:

This table displays the total discipline events in each hour of the day.

Grade	6:00 am	7:00 am	7:30 am	8:00 am	8:30 am	9:00 am	9:30 am	10:00 am	10:30 am	11:00 am	11:30 am	12:00 pm	12:30 pm	1:00 pm	1:30 pm	2:00 pm	2:30 pm	3:00 pm	3:30 pm	4:00 pm	4:30 pm
Grade 01	0	0	0	0	1	0	10	13	15	17	23	28	0	5	8	18	9	13	7	3	2
Grade 02	0	0	0	0	3	3	4	10	6	8	13	5	0	16	6	9	12	8	4	12	2
Grade 03	0	0	0	0	1	3	3	5	3	4	3	5	0	5	13	10	6	26	7	14	4
Grade 04	0	0	0	0	1	4	8	14	16	11	13	10	0	13	15	21	7	11	13	6	4
Grade 05	0	0	0	0	1	3	5	7	5	6	7	3	0	8	6	6	10	5	5	9	4
Grade K	0	0	0	0	2	3	1	3	6	5	5	8	0	4	6	2	2	2	2	8	1
ALL	0	0	0	0	9	16	31	52	51	51	64	59	0	51	54	66	46	65	38	52	17

# Day of Week

## DIS - Events by Day of the Week:

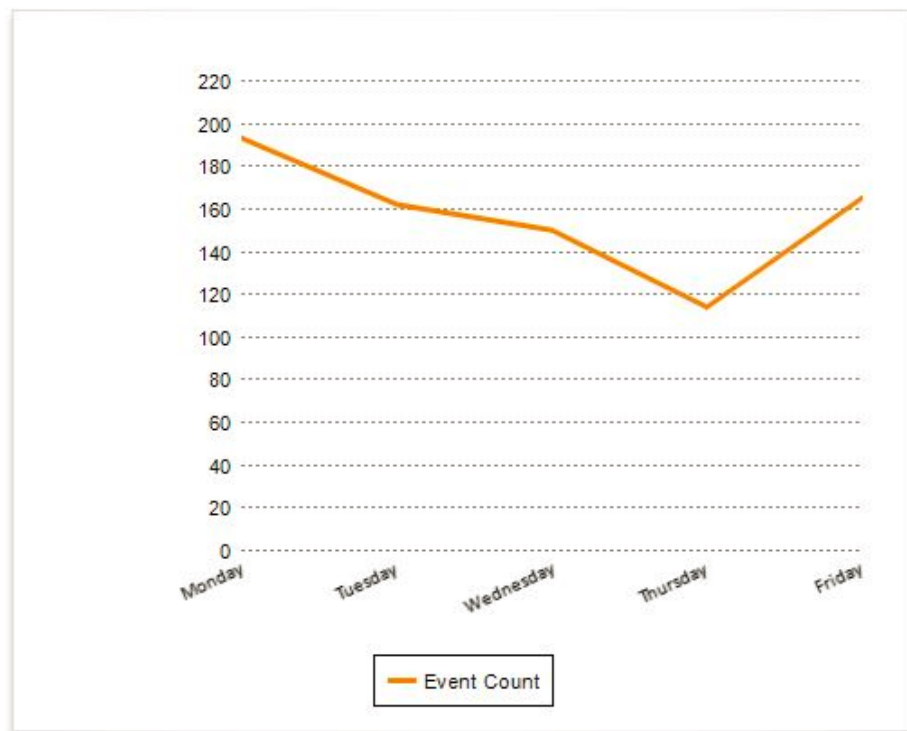
School: **-NONE-** ▼

Grade: **-NONE-** ▼

↕ School	↕ Grade	↕ Monday	↕ Tuesday	↕ Wednesday	↕ Thursday	↕ Friday
Westridge Elementary	Grade 01	33	38	31	32	45
Westridge Elementary	Grade 02	40	25	27	16	20
Westridge Elementary	Grade 03	32	30	18	15	28
Westridge Elementary	Grade 04	50	36	37	29	41
Westridge Elementary	Grade 05	26	19	19	13	21
Westridge Elementary	Grade K	12	14	18	9	10
Westridge Elementary	Total	193	162	150	114	165



## DIS - Discipline Events by Day of the Week:



# System to Analyze the Data

## Questions:

- When do you meet with teachers?
- Who drives the conversation and who makes the decisions?
- Is time used effectively?







T-2,3

## Students who meet decision Rule or are Nominated

Brainstorm in class interventions to try

About 50% of the time we come up with a solution that can be managed inside the classroom.

If a student does need a plan, get more data

ABC/F charts or Data from pulse





T-2,3

# Individual Student Behavior Meetings

- Review existing plans
- Students who tip the decision rule
- Nominated Students
- Tracking





# Plan Review

T-1,2,3

- Don't do all students at once!
- Check data for improvement
- Referral Numbers or Target sheet data





T-1,2,3

# Setting Goals

1. Does baseline data support this as a goal?
2. Will improvement in this area impact learning?
3. Does the replacement behavior match the function?
4. Goal, start date, review date, baseline, goal %, Next steps
5. Next steps: Have you planned for practice and incentive?  
What needs to get done?





T-1,2,3

# Choosing Interventions

- What adult actions will impact student achievement?
- Strategies are most effective when directly aligned to the most urgent needs of students.
- What can you influence?





# What interventions are currently being provided?

- Talk with student
- Talk with family
- Seating arrangement
- Redirection
- Positive recognition
- Partner Teacher
- Restricted Privileges
- Class Meeting
- Use of visual supports
- Teacher proximity
- Reward system
- Breaks
- Providing Choices
- 10/1 positive feedback
- Use of timer

**T-1,2,3**



T-2,3

## Additional Support Ideas

- Social Skills Group
- CICO
- Target Sheet - individualized and intensive
- Counselor sessions
- Ongoing parent meetings
- Alternative Schedule
- Increased incentive



# Things to Consider when writing a plan:

## Review

- Attendance
- Permanent file Review
- Medical diagnosis
- Medication
- Glasses or hearing aids
- Tested for Special Education
- Parent Contact
- Social History
- Changes in home life
- Strengths
- Weaknesses
- Language screening
- Academic Scores

## Plan:

- Behavior
- Function
- Matching replacement
- Incentive
- Instruction
- Practice
- What interventions are currently being provided?

T-2,3





T-1,2,3

# Monitoring Interventions

- Interim measurements
  - Determine effective implementation
  - Determine if intervention is having desired impact
- Make midcourse changes as needed
  - 4-6 weeks data if possible



# Paradigm Shift #2

- Schools must understand that data will be remembered only if presented in the right way. Data on a wall, slide, or graph is not enough. It must be told as a story.



# Adjust plan, make new goal- Grade Level

T-1

Grade Level Goals			
Grade	Goal	start%	End%
K	Self Awareness - I can be the boss of myself and no one else	12/day	
1	Increase kindness towards others		
2	Impulse Control - reduce shouting out	23/day	
3	Reduce BR/RR visits		Opts towards goal
4	Ms. Lopez - solving minor problems independently before seeking adult help Ms. Grant - code switching Mr. Campbell - impulse Control: Reduce shouting out		L G C: 17/day
5	I can be ok when others are not ok (Do not engage)		Data collection

# Adjust plan, make new goal- Students

T- 2,3

Student	Replacement Behavior	Start Date	Start %	Current %	Goal %	Next Steps	Notes
CS217	Being ok when mad	1/8/17	6pts	6pts	6pts	maintain 1 month	Worledge CICO, SGSS
JD317	Reset	1/8/17	monitor	target sheet		revisit 1/12/17	See plan
H1218	CICO	1/8/18	2/wk	2/wk <sup>var</sup>	1/wk		
BH218	CICO/5th buddy						
NJ217	Being ok when mad	11/30	1/wk	1/wk	2/mo		Continue SGSS
RA218	Request reset break when overwhelmed	1/8/18	1/wk	1/wk	2/mo		CICO, friendship group, Reset break
Student	Replacement Behavior	Start Date	Start %	Current %	Goal %	Next Steps	Notes
MP216	Self monitoring	1/9/18	1/mo	1/mo	1/2 mo		SGSS, CICO,
AM217	SGSS (anger strategies)	10/26	2/mo	2/mo	1/mo		Control Anger
JS217	CICO	10/10	2/wk	2/mo	1/month		Schlagel
ZG217 ✓	Exercise Break		2.50DR/wk	1/wk	2/month		Track w/sticker chart
JO317 ✓	CI when overwhelmed by a nonpreferred task.	11/21	44%	30%	80%		Track w/Groves T.S.
ZaG218	SGSS (friendship skills)	1/9/18	1/week	1/week	1/mo		



T-1,2,3

# Behavior Data Teams - Logistics

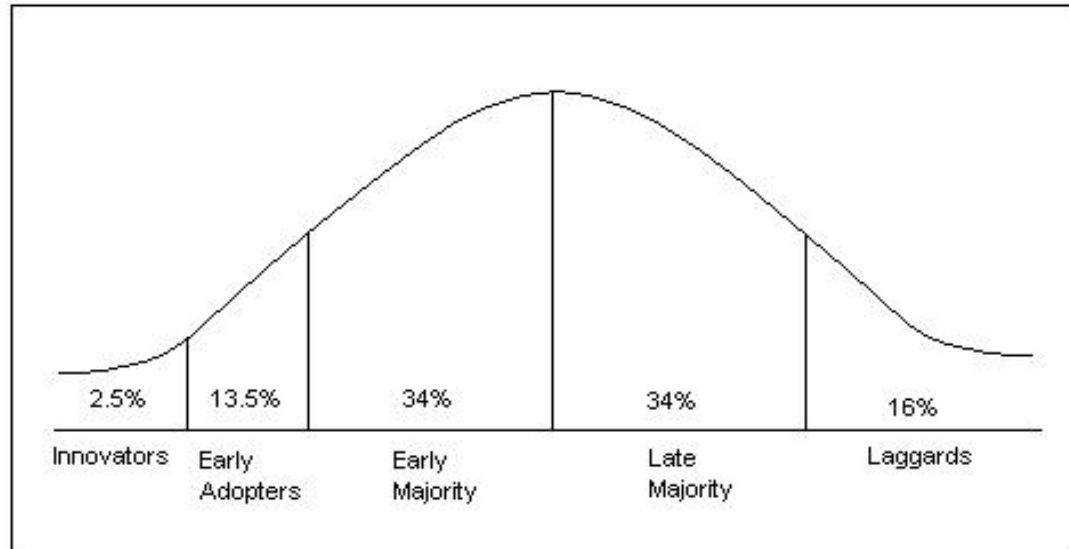
- Every 2 weeks
- Meet with each grade level team
- SW Review
- Grade Level goals or Individual plans





# Paradigm Shift #3

- “The best time to plant a tree was 20 years ago. The second best time is now.” -Chinese Proverb





# Any Questions?



# Contact Information

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