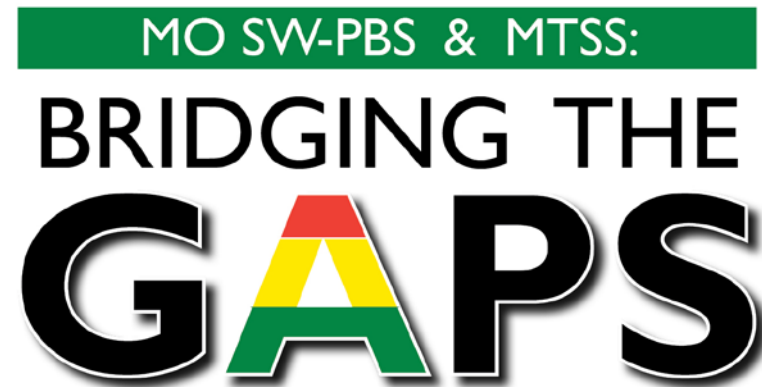


2G: Solution-Planning Around Data: Theory and Practice




Michelle Jones, Student Support Team Coach, West Middle School, Columbia

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

Sarah Moore Loeb, Research Associate, MU Center for SW-PBS

Session Outcomes

- Identify the purpose and steps of examining the Big 5 Report and creating a Solution Plan
- Identify helpful hints and lessons learned from one school's experience



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

Fixsen, et al., 2005


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

McIntosh, et al., 2013



Common Team Errors - Things to Avoid

- Define **broad problem**.
- **Failure to use data** to confirm/define problem.
- **Identify solutions before** analyzing the problem.
- Continue the same **ineffective interventions**.
- **Brainstorm solutions 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.

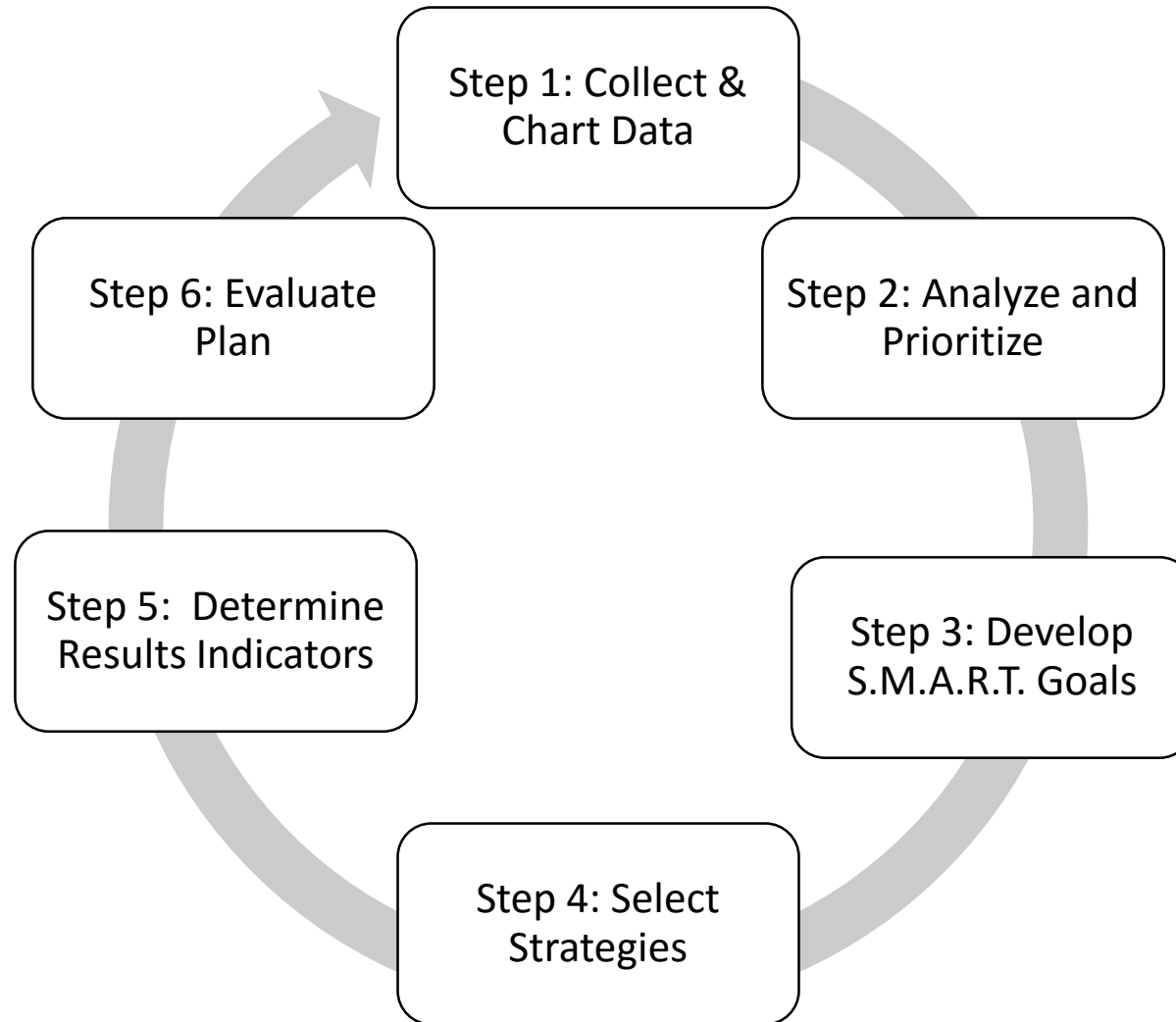


“Take the problem out of the kids and put it in a context. Then and only then can we work on a solution. Precise statements of the problem context lead to smaller, more efficient and more effective interventions.”

Robert Horner (2011)

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

Big Picture of Data Based Decision Making



We've Got a Form For That!

- [Data Based Decision Making Guide](#)

- On the Missouri SW-PBS website:

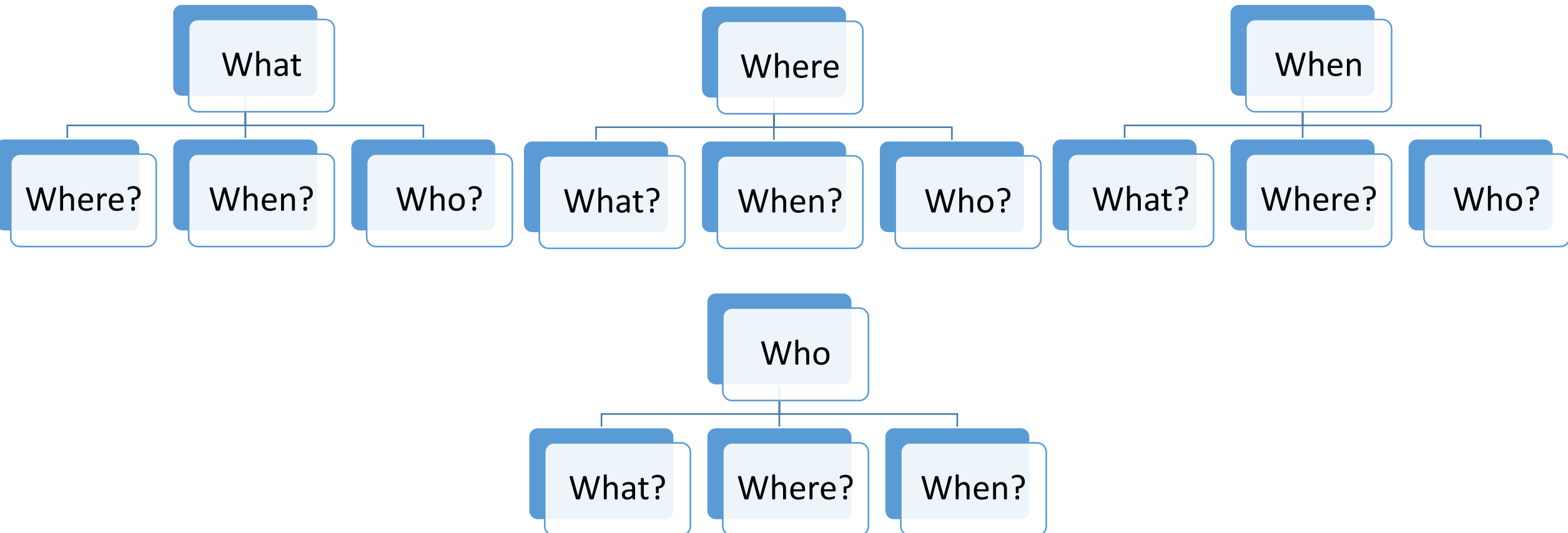
Pbissmissouri.org > Tier 1 > 7. Ongoing Monitoring > T1
Chpt 7 Blank Solution Plan

Step 1: Collect & Chart Data

- Monthly Big 5 Report
 - Per Day Per Month
 - Problem Behavior
 - Location
 - Time of Day
 - Students (with caution!)



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



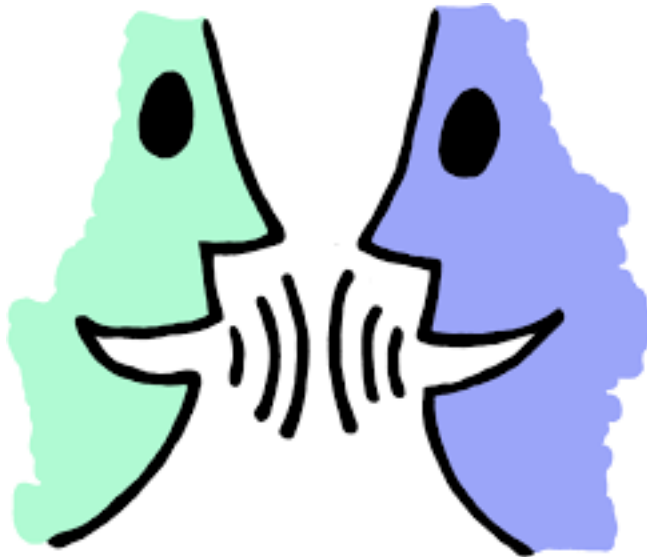


Select a *Focus* problem that will give you the biggest change for the least amount of effort.

Rob Horner, 2011

Turn and Talk

- What system are you currently use to collect and analyze behavioral incidents?
- Does it allow you to drill down?



2. Analyze and Prioritize



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: **7th Graders**

Behavior:

Behavior:

Behavior:

When:

Where:

Where:

Who:

Who:

When:

Replacement Behavior:

Keep hands, feet and objects to self.

Use conflict avoidance/resolution strategies.

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

Specific Measureable Achievable Relevant
Timely

- Increase 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.
- 80% or fewer students will have an ODR by the end of the year.

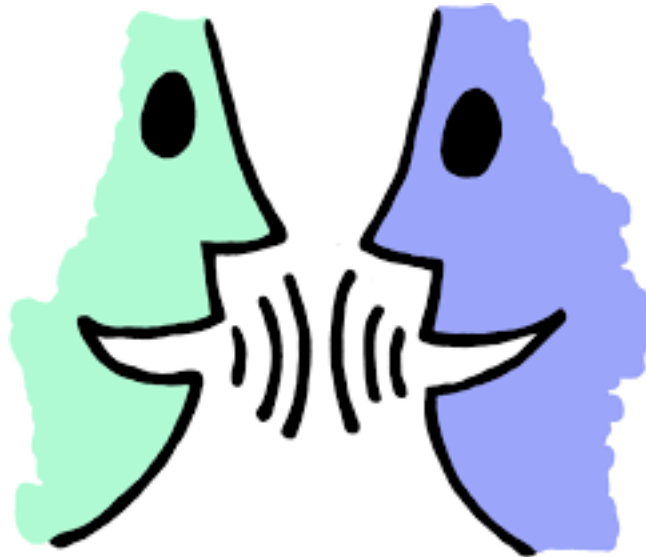
STEP 3: WRITE A S.M.A.R.T. GOAL

Step 3 is to write a S.A.R.T. goal. When writing a S.M.A.R.T goal for schoolwide behavior improvement, the S.M.A.R.T goal can be written in the following format:

(Who) 7th graders will decrease **(Behavior)** aggression in the hallways and the classrooms from **(% or #)** 12 to **(% or #)** 4 between **(Begin date)** February 1, 2016 to **(End date)** February 28, 2016 as measured by the Big 5 data or the month of **(Month)** February.

Turn & Talk

- Does your team currently have a goal you track?
 - If yes, share it
 - If no, what might you consider as a goal?



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 4: Select Strategies

- Identify the replacement behavior and context (go back to your Matrix)
- There is not ONE right solution.
- ***Intensify*** Tier 1 interventions for problem
 - **Prevention** – e.g. increase precorrections, active supervision
 - Teach – e.g. weekly lesson topics
 - Recognize – e.g. ticket challenge
 - Correct misbehavior – e.g. staff practice corrections

Step 4: Select Strategies

- How will fidelity be measured? Examples:
 - Active supervision – administration observations
 - Teach – survey students
 - Recognize – keep track of tickets
 - Correct misbehavior – administration observations

Step 5: Determine Results Indicators/Progress Monitoring Data Collection

- How will we measure if the plan is being implemented? How will fidelity be measured?
 - Regularly Review Office Discipline Referrals

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> <p>Celebrate!</p>
	Implemented with Fidelity	<ul style="list-style-type: none"> • Re-analyze data • Develop an alternate problem • Modify the Solution Plan to address the alternative 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
- Keep your team **on task!**

Turn and Talk

- How might this process help your team?
- How might this process help your school improve implementation of Tier 1?



ANY
QUESTIONS
?

A Little About West Middle School

- 631 Students
- 41% Free/Reduced Lunch
- 31% Minority
- 87% Attendance
- 2016-17 – New Principal, New Assistant Principal
- 4th Year at Tier 1 as a Middle School
- Large staff/team turn-over this year



Our Tier 1 Team

- 14 members
 - 1 Administrator
 - 4 Core Teachers
 - 3 SpEd Teachers
 - ISS Supervisor
 - 5 Electives Teachers
- Monthly meetings



Our Process

- Coach pulls Big 5 from SWIS
- Drill-down Data Based Decision Making Guide
- Team completes Solution Plan at meeting
- [Solution Plan](#)
- [Lesson](#)

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 **focused way** to review SWIS 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

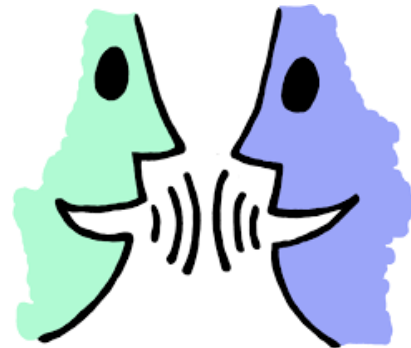
Lessons Learned from West Middle

- Our data entry is cumbersome, so the first question to ask is whether the data is accurate/complete, etc.
- The current Solution Plan is too complex & time consuming to complete monthly, so we share Big 5 data monthly and Solution Plan bi-monthly.
- When we've had a full agenda, it has worked for the Coach/Admin to complete a draft of the Solution Plan ahead of time to discuss with the team.

ANY
QUESTIONS
?

Your Turn to Practice

- What would be the replacement (matrix) behavior?
- How could you:
 - Prevent?
 - Teach?
 - Recognize/Encourage Students and Staff?
 - Correct/Discourage Misbehavior?



Contact Information

Michelle Jones: mijones@cpsk12.org

Linda Bradley: bradleyl@missouri.edu

Sarah Moore Loeb: mooresarah@missouri.edu