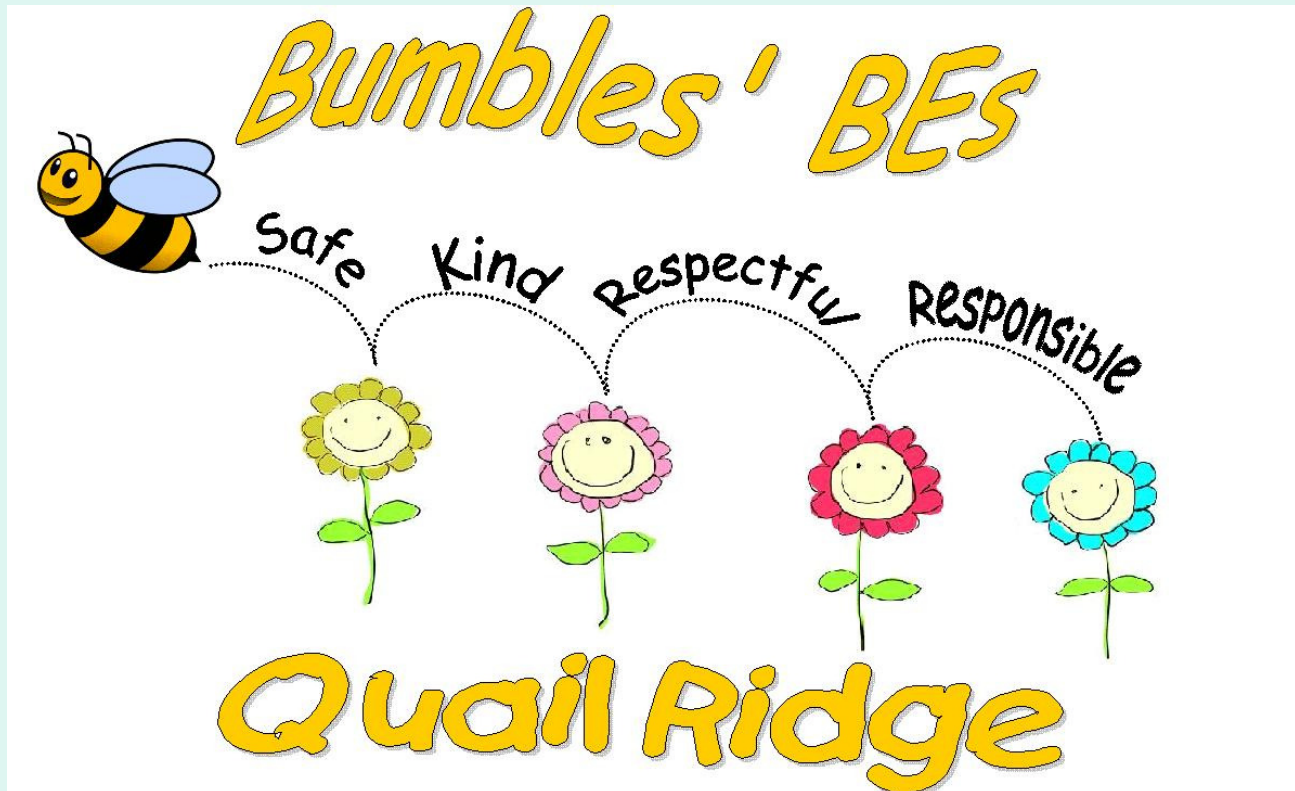


Use of Behavior Data at QREC



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QREC by the Numbers

- Total of 350 attending students
 - 210 students receive services via an IEP
 - 140 general education students
- Two 3 hour sessions 4 days per week
- We are in our second year in the PBIS process, emerging 1





Structure of QREC

- We have fashioned our pre-school to mirror the elementary-kindergarten setting as much as possible.
- We created a continuum of service predicated on serving students in the Least Restrictive Environment that approximates school-aged services as much as possible.

Continuum of School-Based Services at QREC

Listed from Least to Most Restrictive

- Pre-K Class co-taught by an ECSE and EC teacher comprised of 20 students (10:10)
- Conventional ECSE Class taught by ECSE teacher comprised of 12 students (8:4)
- Integrated Autism Class taught by ECSE teacher comprised of up to 10 students (6:4)
- Self-Contained Autism Class taught by ECSE teacher
- Self-Contained Functional Skills Class taught by ECSE teacher
- Self-Contained Motoric Class taught by ECSE teacher



Progression Along the Continuum

- The ultimate goal is for children that qualified for special education services will no longer require those services upon entry to Kindergarten.
- From initial enrollment, the expectation is for students to progress to the next LRE on the continuum, hopefully finishing at QREC in a Pre-K environment.



Why collect behavior data?

- The same reason we collect data for IEP goals; to confirm progress and/or inform our decisions regarding what changes if any need to be made with regard to how the student is educated, which interventions are implemented, and to determine if the intervention is working.



Why collect behavior data?

- We use behavior data to assist us in determining when a student is ready to make the jump to the next LRE.
- We use behavior data when discussing the transition to Kindergarten.
- We use behavior data to confirm interventions are working. This is an RtI approach within a "special education" school.



How do we collect behavior data?

First we had to create our Matrix!



Universal Expectations	Playground	Hallways	Pickup/ Drop off Zone	Vehicle Safety	Elevator	Bathroom	Library	Classroom	Stairs
Be Safe	<ul style="list-style-type: none"> • Hands and feet • Follow equipment rules 	<ul style="list-style-type: none"> • Walking feet • Follow teacher • Eyes forward 	<ul style="list-style-type: none"> • Backpack on • Still body 	<ul style="list-style-type: none"> • Hold teacher's hand • Listening ears • Walking feet • Seat belt on 	<ul style="list-style-type: none"> • Teachers go first • Teachers push buttons • Still body • Listening ears 	<ul style="list-style-type: none"> • Still body • Quiet voice • Be clean 	<ul style="list-style-type: none"> • Sit and look at book • Feet on floor • Hands and feet to self 	<ul style="list-style-type: none"> • Walking feet • Sit criss-cross apple sauce • Six legs on the floor • Hands and feet to self 	<ul style="list-style-type: none"> • STEPS • Stay in line • Take your time • Eyes forward • Put right hand on rail • Stop at the spot
Be Kind	<ul style="list-style-type: none"> • Include others in games • Share toys • Take turns • Use nice words 	<ul style="list-style-type: none"> • Hands and feet to self • Use nice words 	<ul style="list-style-type: none"> • Voice off • Listening ears • Hands and feet to self 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Hands and feet to self • Wait your turn 	<ul style="list-style-type: none"> • Hands and feet to self 	<ul style="list-style-type: none"> • Quiet voice • Hands and feet to self • Share books 	<ul style="list-style-type: none"> • Use nice words • Help your friends • Eyes looking 	<ul style="list-style-type: none"> • Hands to self • Quiet voice • One person per step
Be Respectful	<ul style="list-style-type: none"> • Listen to teachers • Say "okay" to teacher 	<ul style="list-style-type: none"> • Quiet voice • Look at others belongings with your eyes 	<ul style="list-style-type: none"> • Voice off • Sit criss-cross applesauce 	<ul style="list-style-type: none"> • Stay seated while waiting • Listen to adults 	<ul style="list-style-type: none"> • Hands and feet to self • Still body • Quiet voice 	<ul style="list-style-type: none"> • Quiet voice • Still body 	<ul style="list-style-type: none"> • Quiet voice • Take care of books • Listening ears 	<ul style="list-style-type: none"> • Listening ears • Quiet voice • Hands and feet to self 	<ul style="list-style-type: none"> • Quiet voice • Listen to directions • Hands to self
Be Responsible	<ul style="list-style-type: none"> • Line up when teacher calls 	<ul style="list-style-type: none"> • Stay with class • Follow directions 	<ul style="list-style-type: none"> • Listen for your name • Watch your teacher • Voice off 	<ul style="list-style-type: none"> • Quiet voice • Wait your turn • Backpack on back 	<ul style="list-style-type: none"> • Follow teacher directions 	<ul style="list-style-type: none"> • Keep it clean • Quiet voice • Be green 	<ul style="list-style-type: none"> • Follow library rules 	<ul style="list-style-type: none"> • Follow directions • Clean up 	<ul style="list-style-type: none"> • Back pack on back • Wait for teacher at top/bottom



How do we collect behavior data?

- The Matrix established the norm, what was to be expected across all settings!
- Another benefit to the building-wide discussion was creating a shared perspective amongst all teachers: Pre-K to Self Contained. Keep in mind, the goal is for Self contained students to progress into the LRE of the Pre-K classrooms. Therefore it was critical for all teachers to have this common understanding.



How do we collect behavior data?

- Creating the Matrix was a major undertaking that required many faculty meetings and lot of time/effort invested by the PBIS Committee.
- The Matrix also helped our staff to draw a distinction between Minors and Majors.
- The Matrix is not perfect and will continue to evolve.



Collecting Data: Minor v. Major

- Another time consuming discussion....time well spent.
- One of the primary reasons for the protracted discussion was the consideration of what is DEVELOPMENTAL EXPECTED for a 3-5 year old child.
- ODR evoked a very passionate discussion!
- Ultimately we are a school and schools have rules and codes of conduct.



How do we collect behavior data?

- Ultimately we agreed that the safety of the students and staff was the primary factor that distinguished a major from a minor. Significant Off-Task behavior was determined to be worthy of the Major distinction. All majors are considered an Office Disciplinary Referral (ODR)



Tiered Response to Majors

A Bee Report is a Tier 1 response and should be completed for the following reasons:

- 1.) Destructive behavior, harm to self, others, or property**
- 2.) Off task behavior (flop and drop, running from staff, etc)**
 - 5yr old: 3 complete minutes**
 - 4yr old: 4 complete minutes**
 - 3yr old: 5 complete minutes**



Tiered Response to Majors (Bee Reports)

The response to a major is tiered similar to the RtI-PBIS Pyramid

- **Tier 1 (infrequent occurrence)**
 - Teacher completes a Bee Report using SISK12 (district-wide software program)
 - Teacher inputs the basic information required for the Big 5 Generator (Behavior, Date, Time of Day, Location)
 - Administrator may or may not be involved in the response to the infraction



Tiered Response to Majors

- **Tier 2 (moderate occurrence)**
 - Teacher completes an ABC Data Collection Sheet or Behavior Data Calendar.
 - Administrator will be involved in the response to the infraction. Administrator makes phone call to parent.
- **Tier 3 (chronic occurrence)**

ABC Behavior Data Form

Date/Time	Behavior (s)	Duration of behavior	Antecedent (what happened right before)	Consequence (what happened right after)



How do we use data?

- Tier 1 data is used to determine high need areas and ensure proper supervision in those areas.
- Tier 1 data is used to confirm we taught the social skill properly.
- Tier 1 data is used to determine if the Matrix &/or lessons needs to be revised.
- Tier 1 data is used to determine what supplements need to be created/purchased.



How do we use data?

- Tier 2 and Tier 3 infractions
 - School Counselor and or Administrator are involved in the response to the negative behavior and discussion/analysis of the function of the behavior. However, to date we have not created an FBA/BIP.
- Tier 2 and Tier 3 data is used to guide social emotional goal development.
- Recall previous regarding placement on the continuum of LRE and K Transitions