

# Do Now: Please take the Pretest

Directions:

1. Log in at <http://goo.gl/nYJnJn>
2. Enter your email address
  - This allows comparison of pre and posttests
  - You will automatically be sent the results of your posttest
3. Answer the questions as best you can (remember, this is a pretest: if you knew all the answers, there would be no point in my presentation)
4. Hit Submit when finished.
5. Remember to take the posttest at the end of the session

# Establishing Cycles of Continuous Improvement

Using the MO SW-PBS Decision Making Model

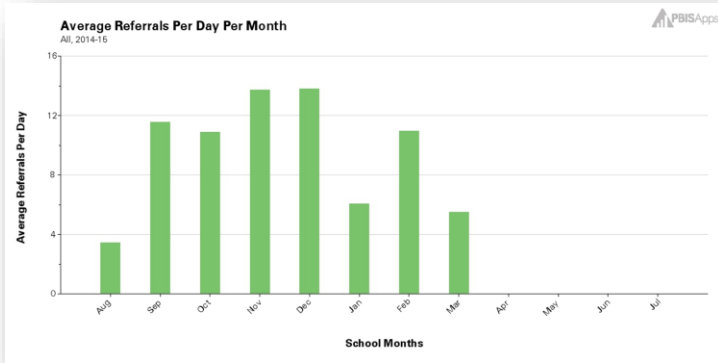


# Why Use Data For Decision Making?

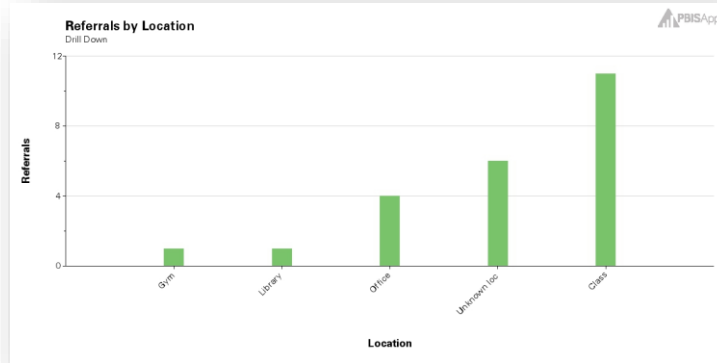
- Establish cycles of continuous improvement
- Decisions are more likely to be effective and efficient when they are based on data.
- The quality of decision making depends on:
  - Identifying the problem
  - Defining the problem
- Data Puts the Problem in the ***Context***, not in the *student!*



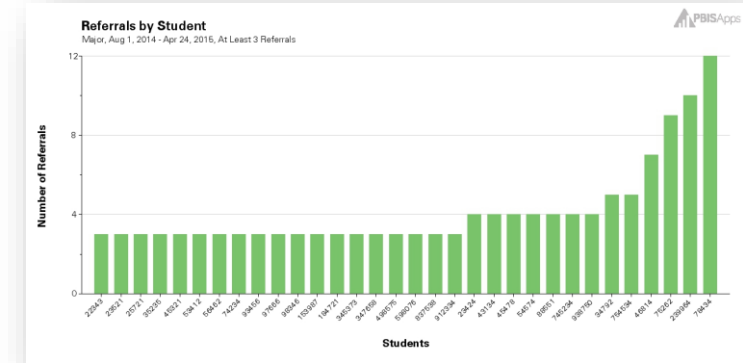
# The Initial Big 5 Data Report



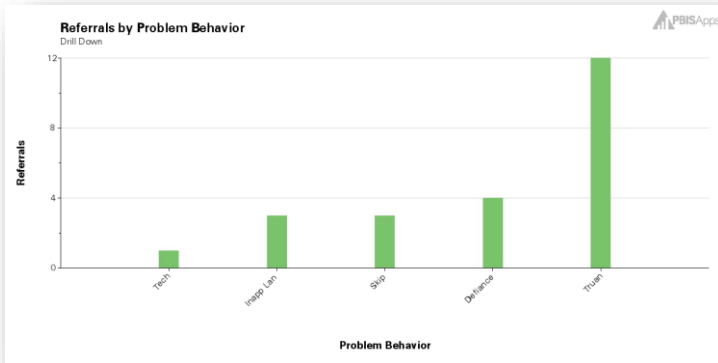
Per Day/Per Month



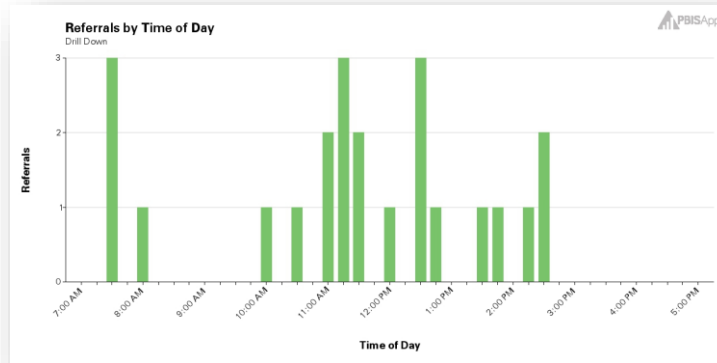
Location



Students



Problem Behavior

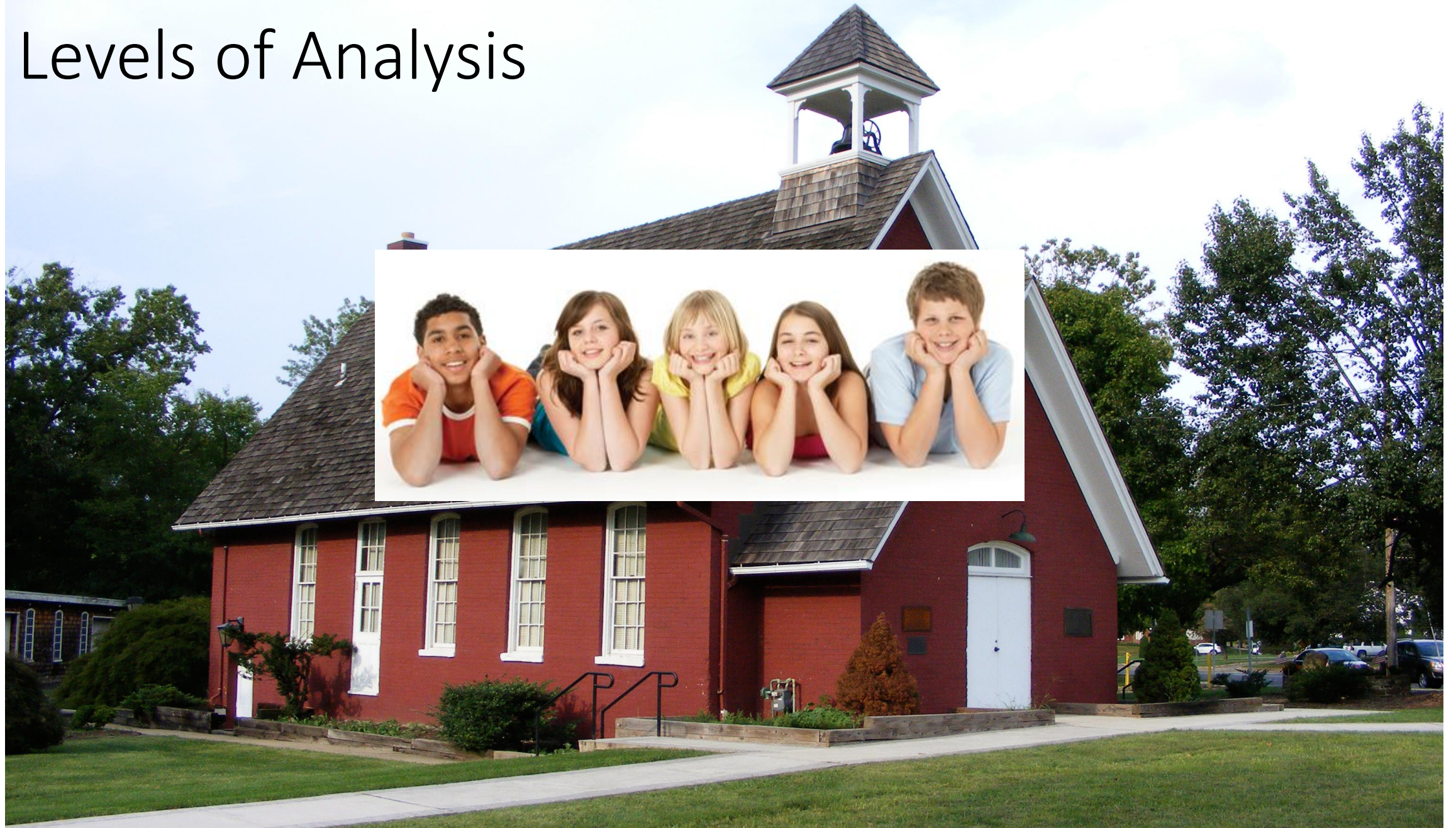


Time of Day

# Think of the Big 5 as Answers to Questions

- Frequency
  - How often? (Per Day/ Per Month)
  - Behavior
  - Location
  - When?
  - Who? (Students involved)

# Levels of Analysis

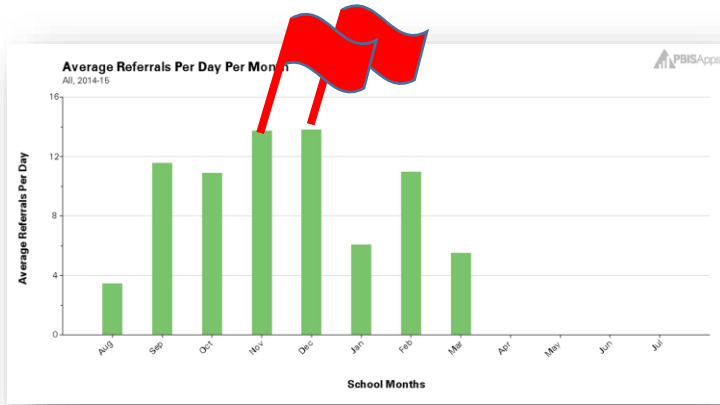


# The Big 5 Questions

- Help us to identify a **focus** problem
- Help us to define the **context** surrounding the focus problem



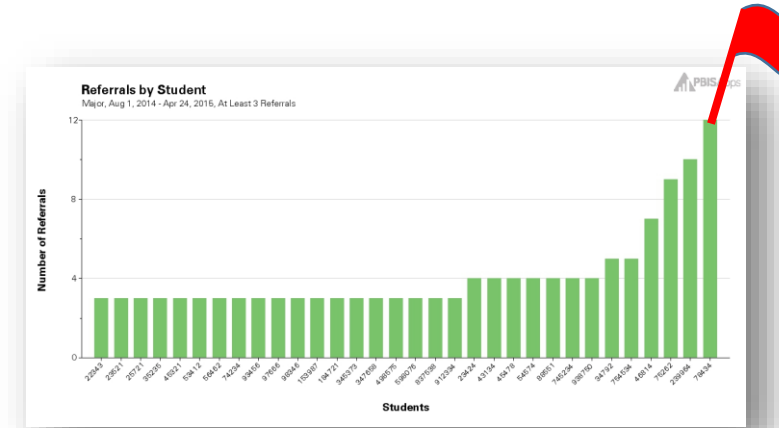
# The Initial Big 5 Data Report



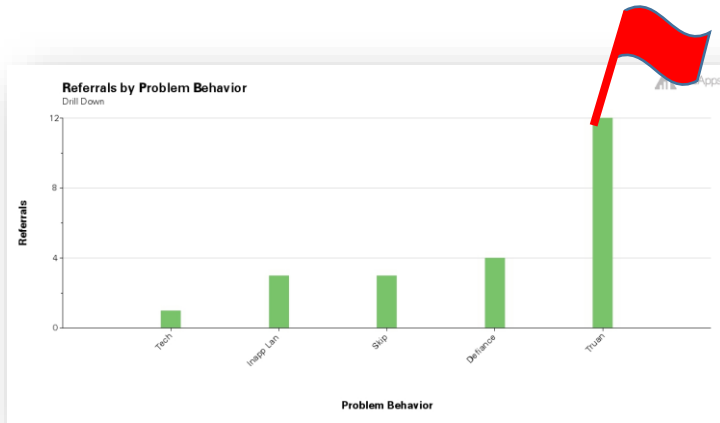
Per Day/Per Month



Location



Students



Problem Behavior



Time of Day

Select *any* red flag as a focus

# Initial Big 5 Report Identifies a *Focus Problem*

- *How Frequent* are problem behaviors reported day/per month?
- *What* is the most *frequently* reported problem behavior?
- *Where* is the most *frequently* reported location?
- *When* is the most *frequently* reported time period?
- *Who* is/are the most *frequently* reported student(s)?



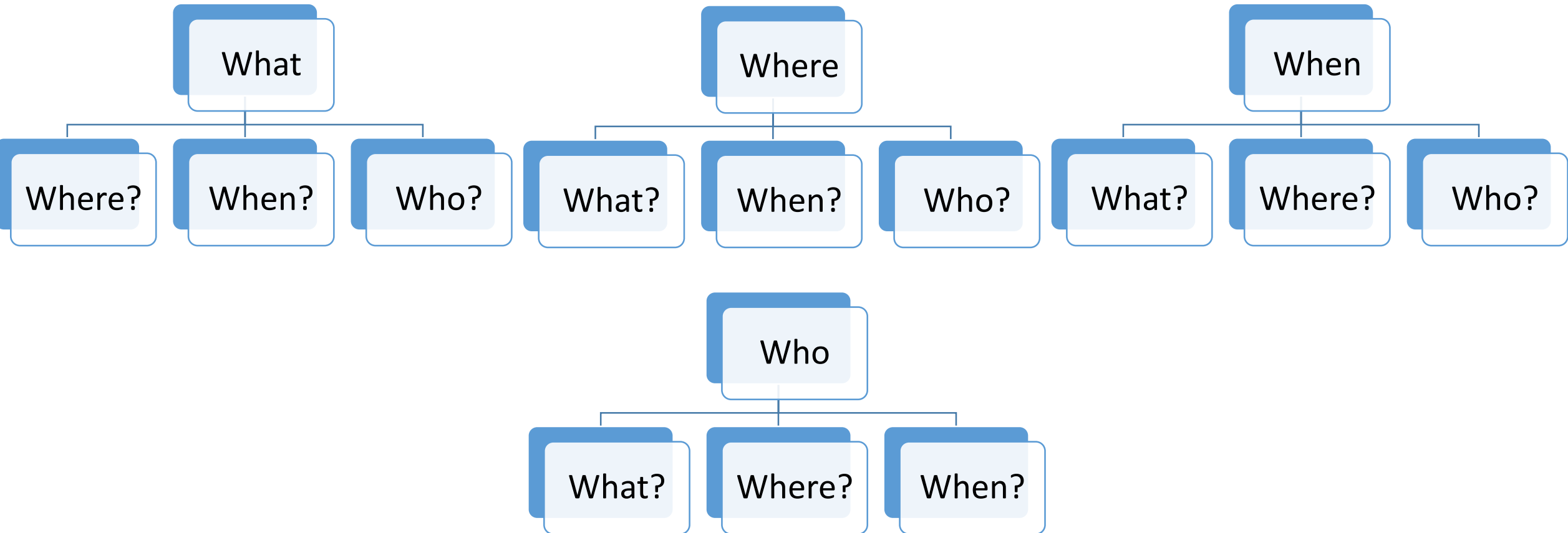
# The Big 5 Data Drill Down Reports Help Define the Context of the Problem

Select a Focus

Use Drill Down to Answer the ***Remaining*** Questions

- What?
- Where?
- When?
- Who?

Select a focus, and use filters to answer remaining questions

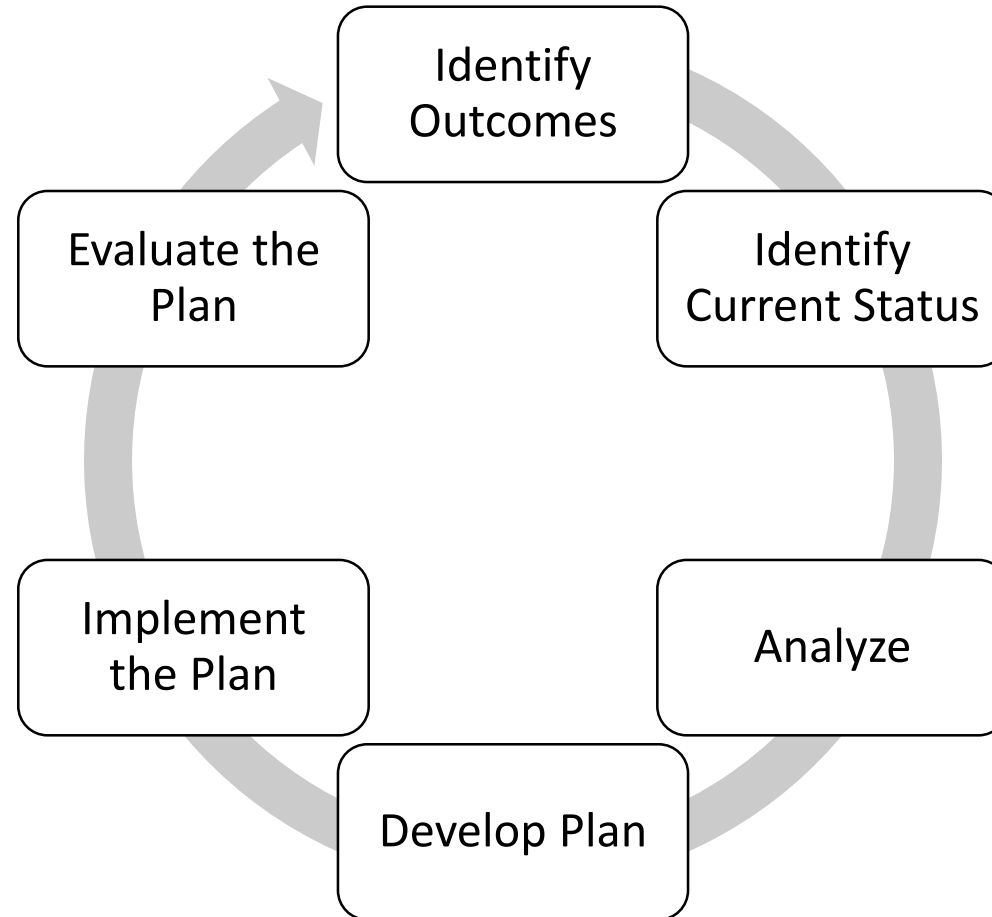


# MO SW-PBS DBDM

**MO SW-PBS Data-Based Decision Making**

<b>1. Identify Outcomes</b>	What is the overall outcome that your school is working toward?			
<b>2. Identify Current Status</b>	<b>Big-3 Report</b> What were the average number of ODR's per day per month? _____ What is the most frequently reported problem behavior? _____ Where are most problem behaviors occurring? _____ When are most problem behaviors occurring? _____ Who are most frequently engaged in problem behaviors? _____ (i.e. individuals, grade level, team, etc.)			
<b>3. Analyze</b>	From Step 2, select ONE area of focus for intensive analysis			
	Behavior:	Location:	Time of Day:	Students:
	Where:	Behavior:	Behavior:	Behavior:
	When:	When:	Where:	Where:
	Who:	Who:	Who:	When:
	Precision Statement: The focus problem for the month of _____ was _____ (behavior) in the _____ at _____ o'clock, and performed by _____ (students)			
<b>4. Develop Plan</b>	Develop Action Plan based on answers to analysis questions. Use Solution Plan Template on the back of this form.			
<b>5. Implement Plan</b>	Plan for monitoring implementation, staff support, follow-up and feedback. Conduct ongoing data collection. How will you monitor fidelity of implementation of the plan? _____ How will you monitor progress toward desired outcome? _____			
<b>6. Evaluate Plan</b>	Not Implemented	Goal Not Met	Goal Met	
	Implemented	Implement the plan Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis		
	Go back to your data; Data cycle around your most frequent behavior			

# DBDM



# Step 1: Identify Outcomes

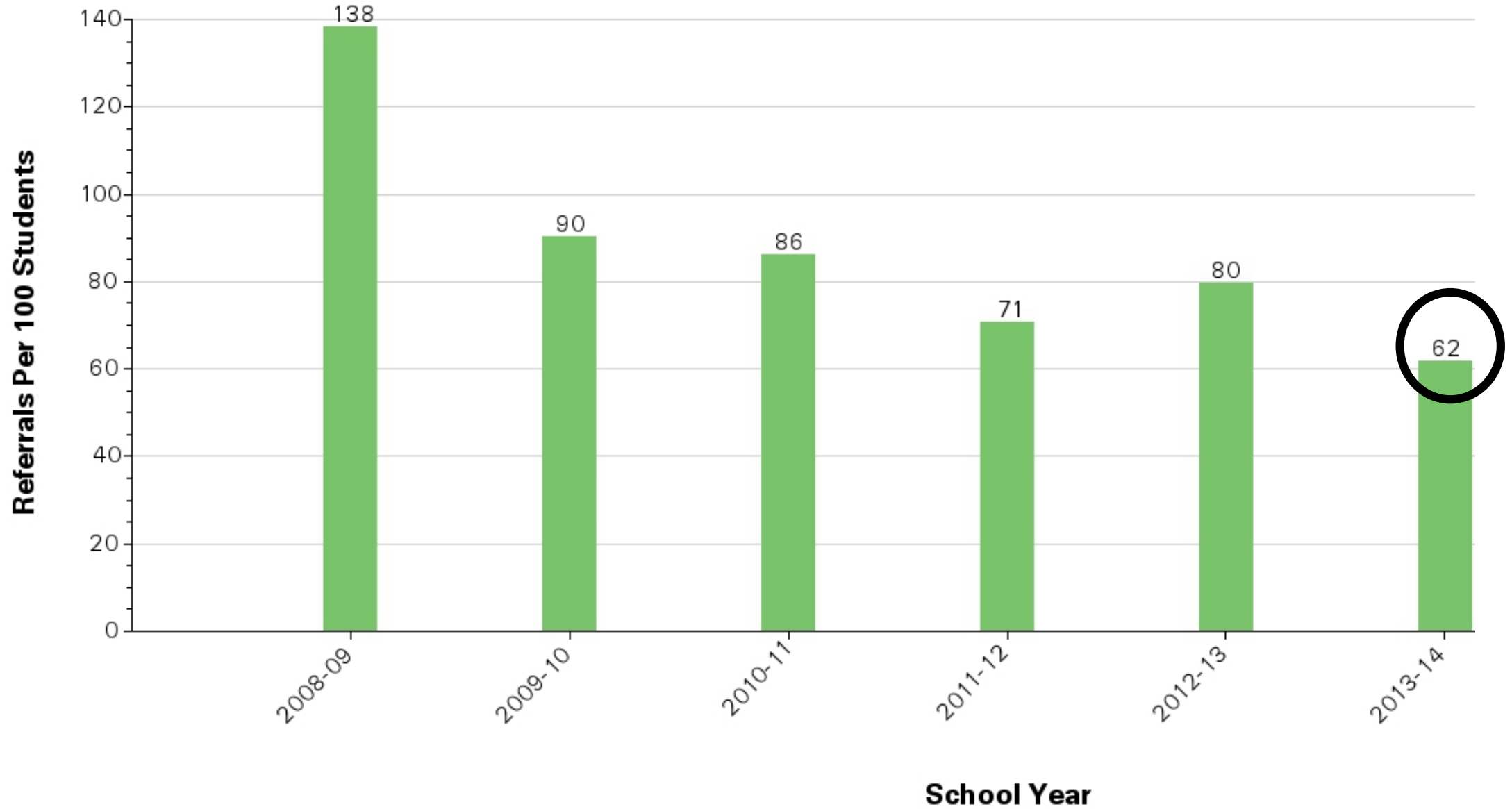


Where do we want to end up?



# Referrals Per 100 Students Per Year

Major



Assume 10% Reduction is Realistic for School  
This Size

$$62 \times .10 = 6.2$$

$$62 - 6 = 56$$

# Desired Outcome

By the end of the 2014-2015 school year, Exemplary Middle School will reduce the total number of office managed ODRs from **62** per 100 students to **56** per 100 students.

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**ime Bound

# Step 1 DBDM

<p><b>1.</b> <b>Identify</b> <b>Outcomes</b></p>	<p><b>What is the overall outcome that your school is working toward?</b></p> <p>By the end of the 2014-2015 school year, Exemplary Middle School will reduce the total number of office managed ODRs from <b>62</b> per 100 students to <b>56</b> per 100 students.</p>
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## Step 2: Identify Current Status

- Where are we now?
- Do we have a problem?
- Look for “red flags”
- Select a *focus* problem area for further analysis

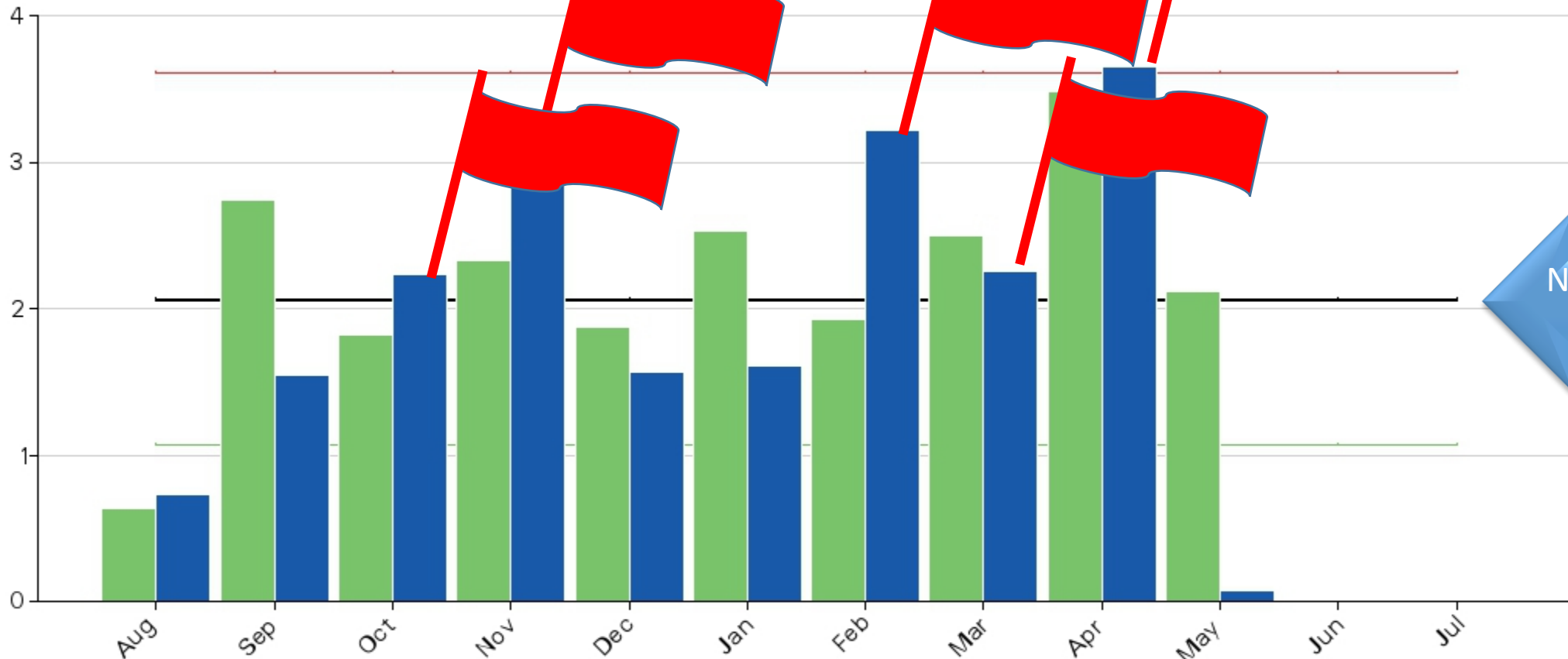
# Look at the Initial Big-5 Data Report

- **How Frequent** are problem behaviors reported day/per month?
- **What** is the most frequently reported problem behavior?
- **Where** is the most frequently reported location?
- **When** is the most frequently reported time period?
- **Who** is/are the most frequently reported student(s)?

# Average Referrals Per Day Per Month - Multi-Year

Major, 2013-14 - 2014-15

Average Referrals Per Day



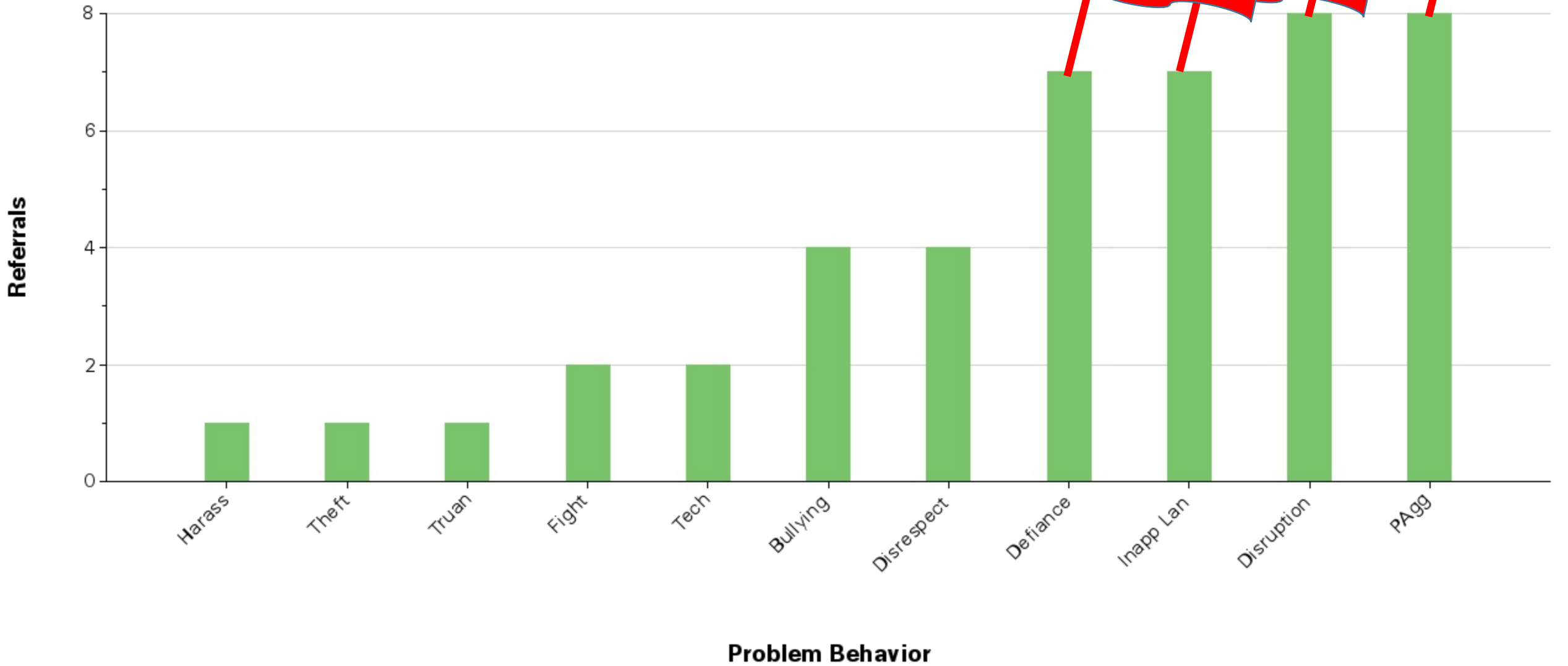
- 2013-14
- 2014-15
- 75th Percentile
- Median Score
- 25th Percentile

National Norm  
Median

School Months

# Referrals by Problem Behavior

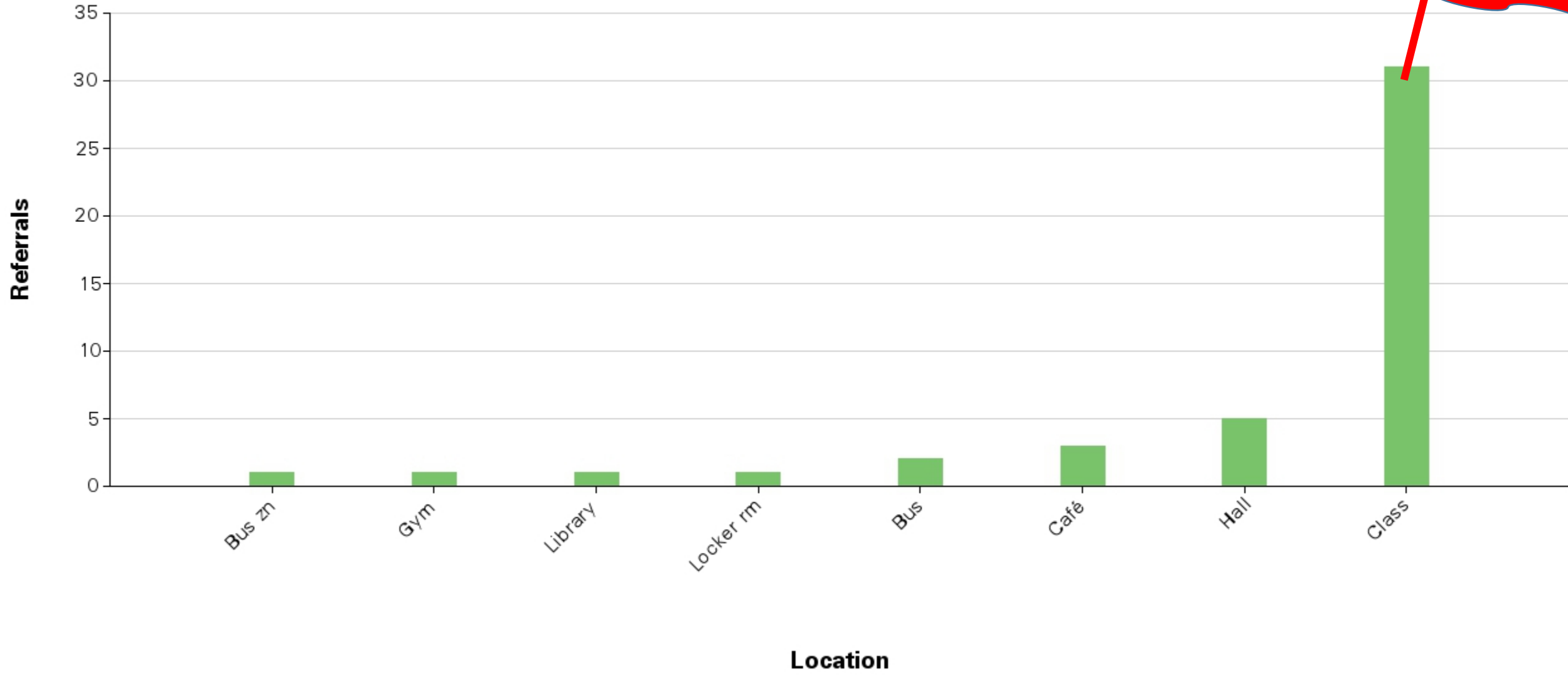
Drill Down





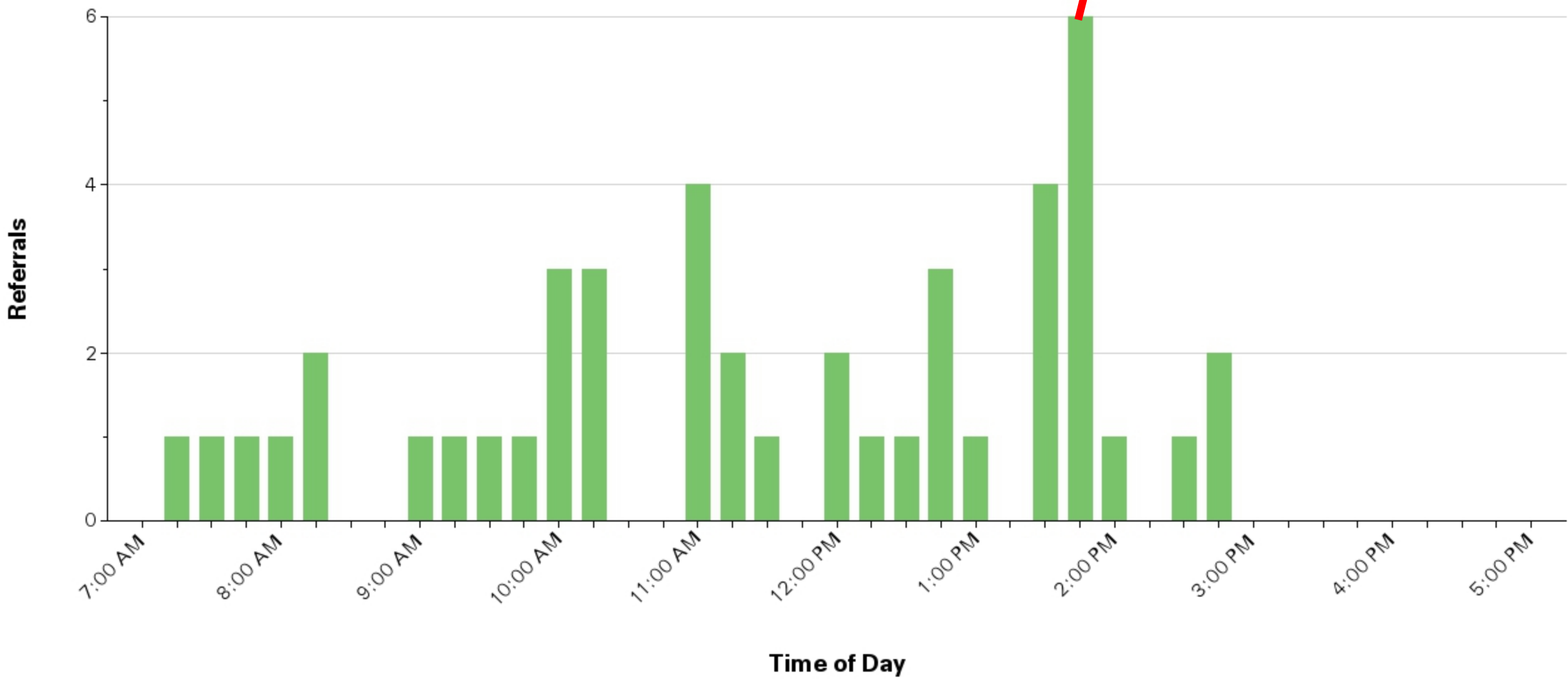
# Referrals by Location

Drill Down



# Referrals by Time of Day

Drill Down

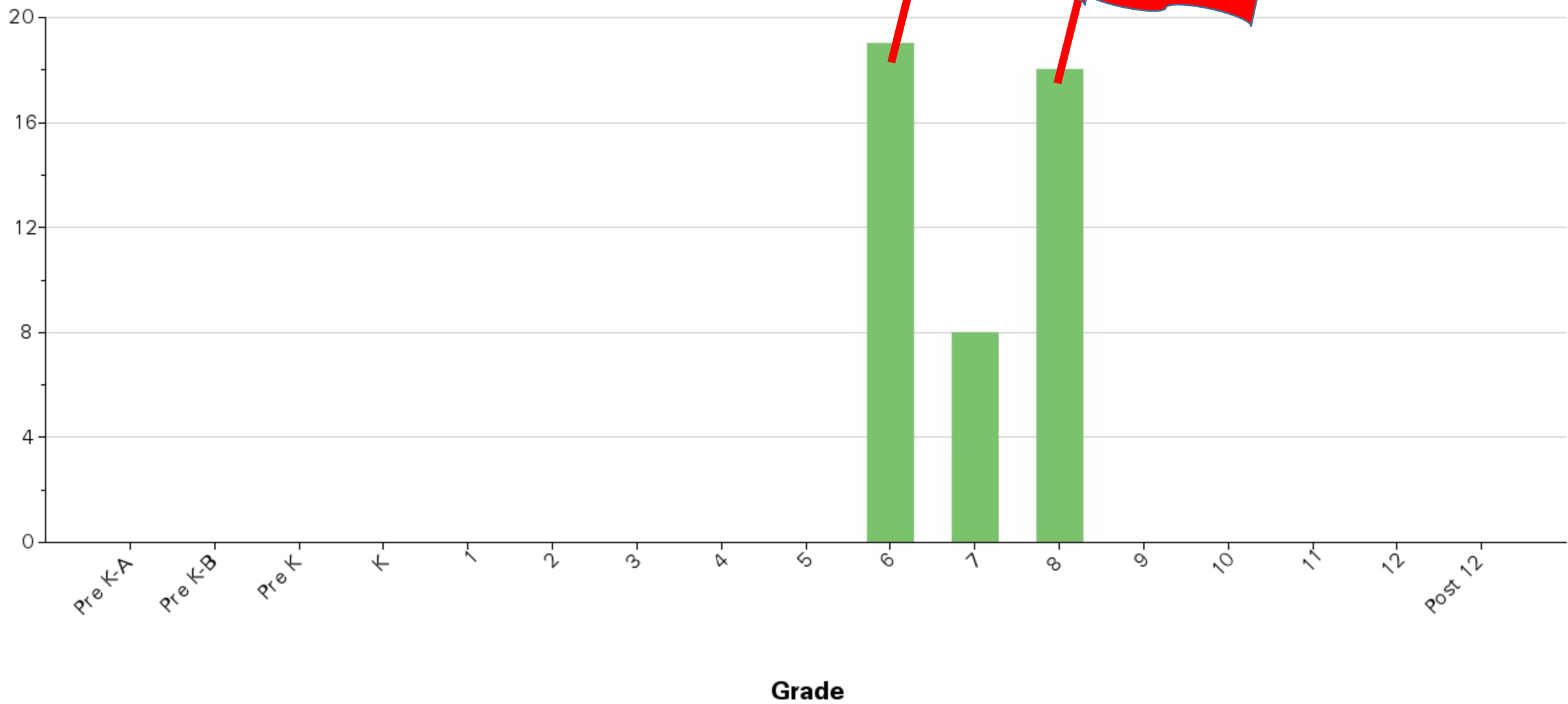


# By Student

- 45 referrals
- 32 students with at least 1 ODR
- 22 students with 1 ODR
- 7 students with 2 referrals
- 3 students with 3 referrals

# Referrals by Grade

Drill Down



# Simple Problem Statements

- Per Day Per Month: 2.25 ODRs in March
- Behavior(s): Physical Aggression and Disruption (8 each)
- Location: Classroom (31)
- Our most frequent time of day was 1:45 PM (6)
- Students: 45 ODRs evenly distributed among 32 students
- Students: 6<sup>th</sup> Grade (19) and 8<sup>th</sup> Grade (18)

# Step 2 of the DBDM Form

## 2. Identify Current Status

### Big-5 Report

What were the average number of ODR's per day per month? **2.25 ODRs in March**

What is the most frequently reported problem behavior? **Physical Aggression and Disruption (8 each)**

Where are most problem behaviors occurring? **Classroom (31)**

When are most problem behaviors occurring? **1:45 PM (6)**

Who are most frequently engaged in problem behaviors? **6<sup>th</sup> Grade (19) and 8<sup>th</sup> Grade (18)**

(i.e. individuals, grade level, team, etc.)

# Your Turn...

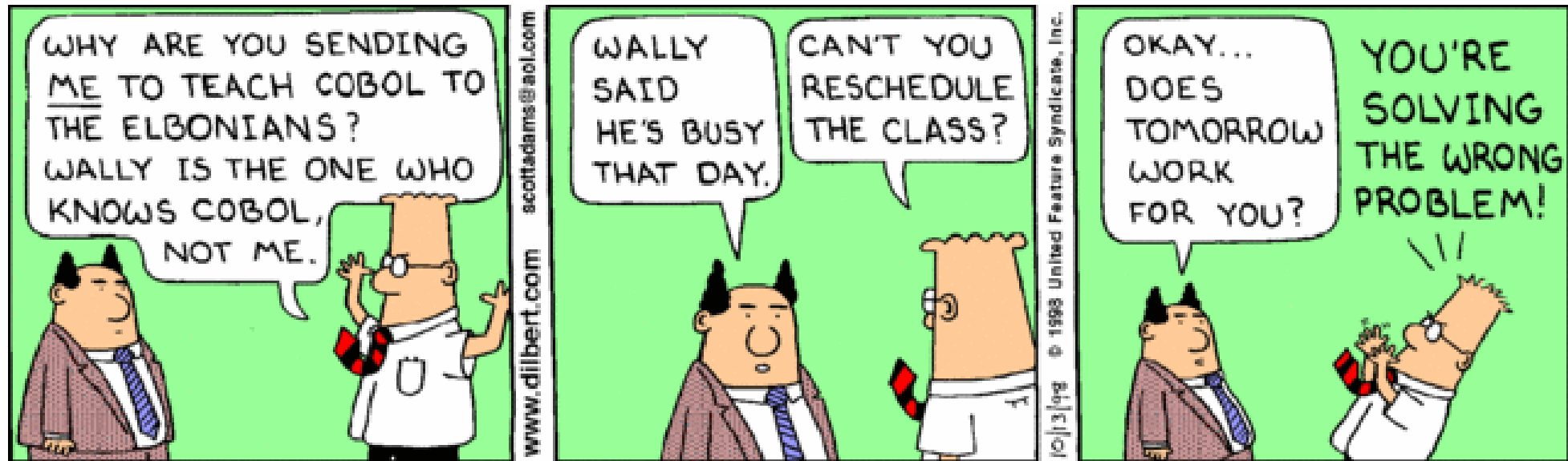
- Using the graphs in the packet, answer the following questions on the form provided
  - **How Frequent** are problem behaviors reported day/per month?
  - **What** is the most frequently reported problem behavior?
  - **Where** is the most frequently reported location?
  - **When** is the most frequently reported time period?
  - **Who** is/are the most frequently reported student(s)?



# Does this mean...?

We averaged 2.25 ODRs per day per month in March. These ODRs were for Physical Aggression and Disruption in the classroom at 1:45 PM, and were committed by 6<sup>th</sup> graders.



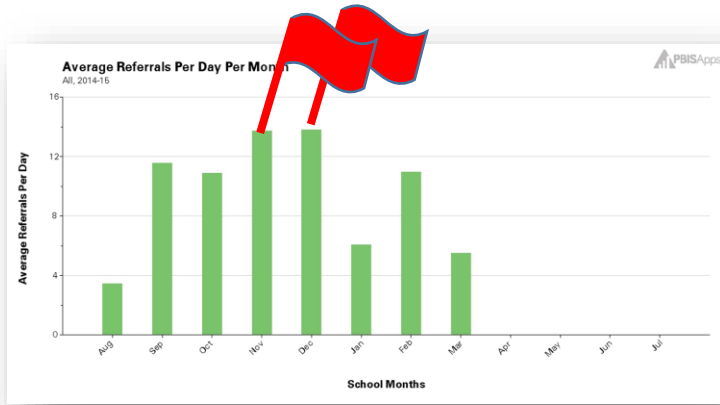


Problem Solving 101: Solve the Right Problem

# Step 3: Analyze

- How can we narrow our focus so that we are addressing the real problem?
- Select a problem on which to focus, and answer the *remaining* Big 5 Questions to determine the context
  - What?
  - Where?
  - When?
  - Who?

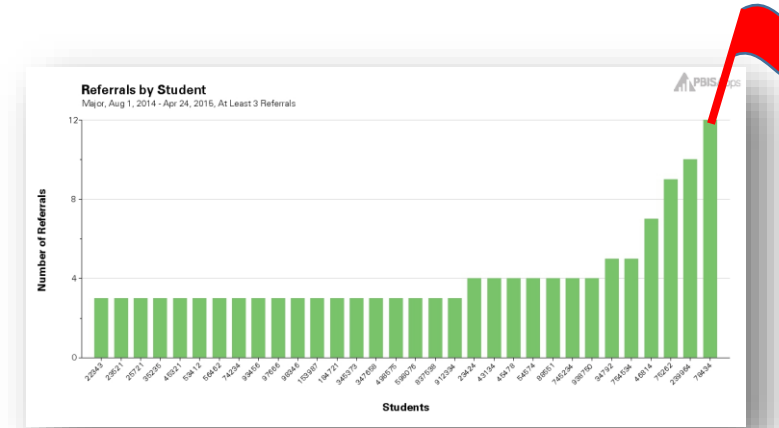
# The Initial Big 5 Data Report



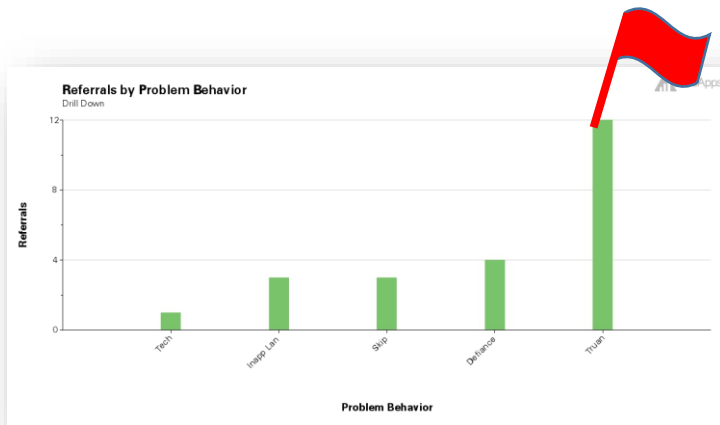
Per Day/Per Month



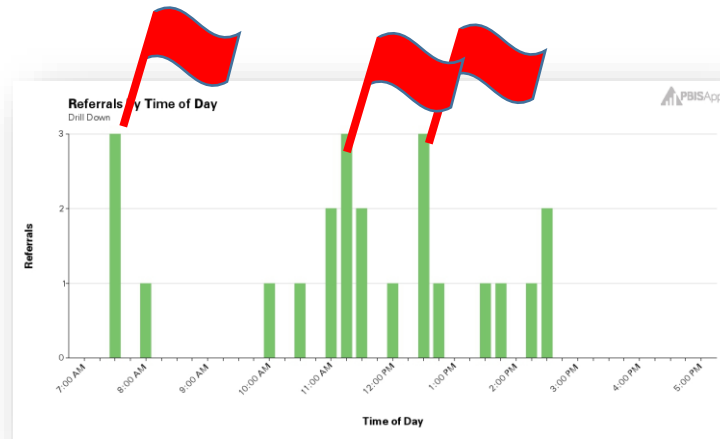
Location



Students



Problem Behavior



Time of Day

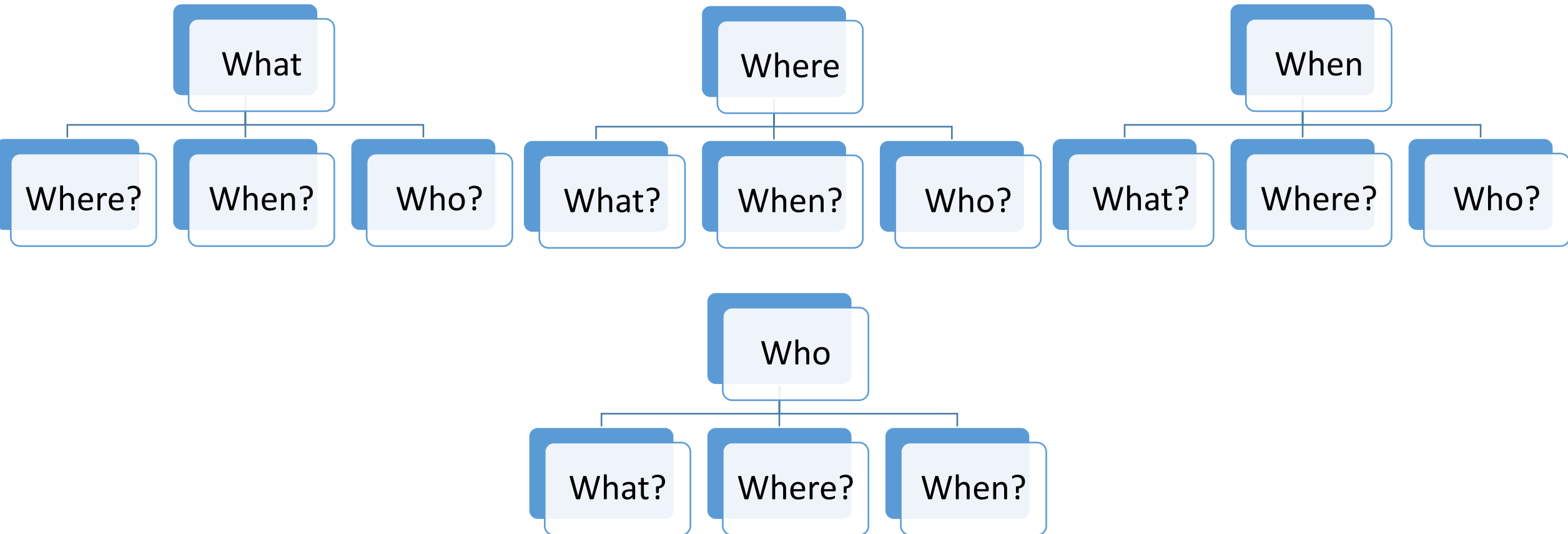
Select *any* red flag as a focus

# Guidelines

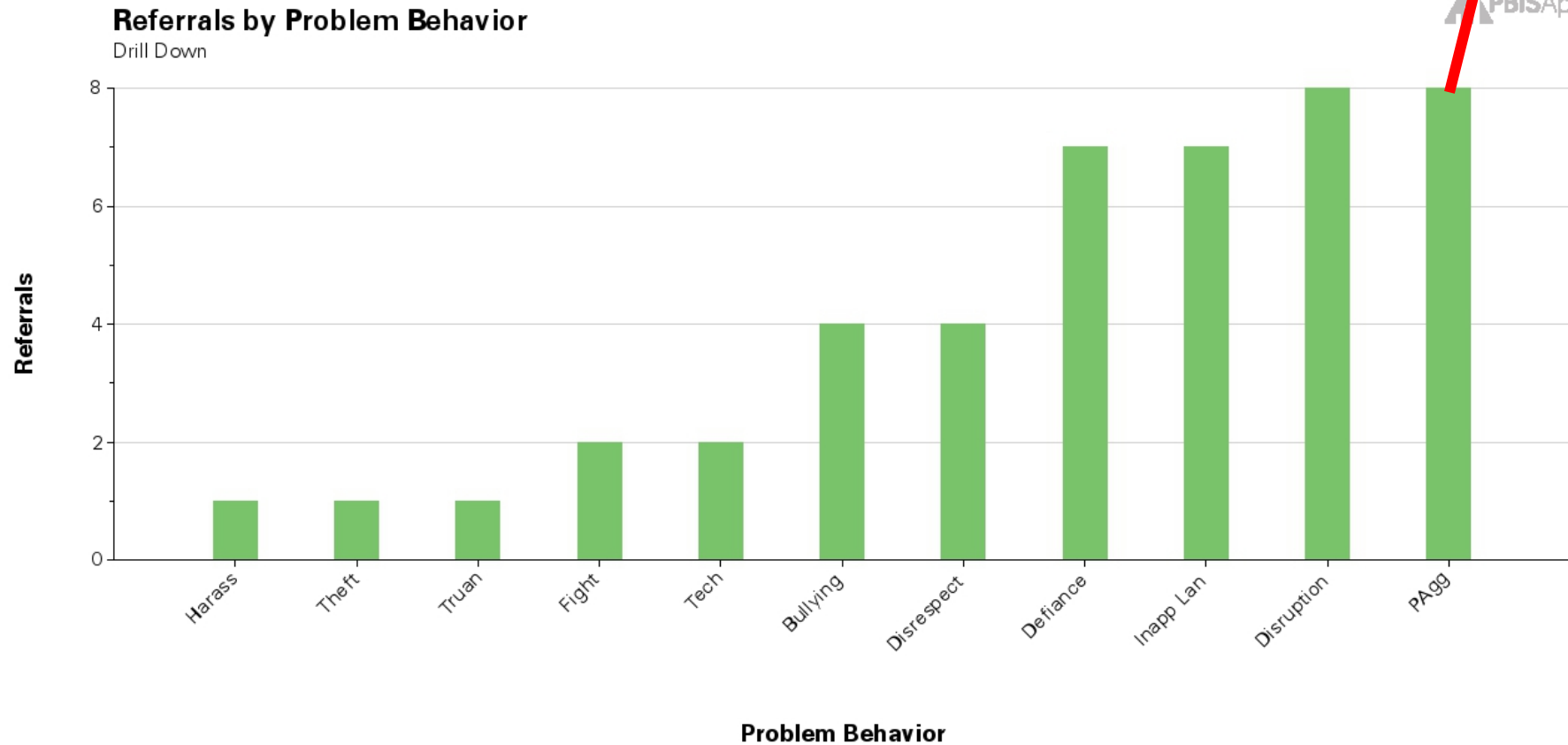
- Consider the number of ODRs potentially impacted
- Consider safety of students

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

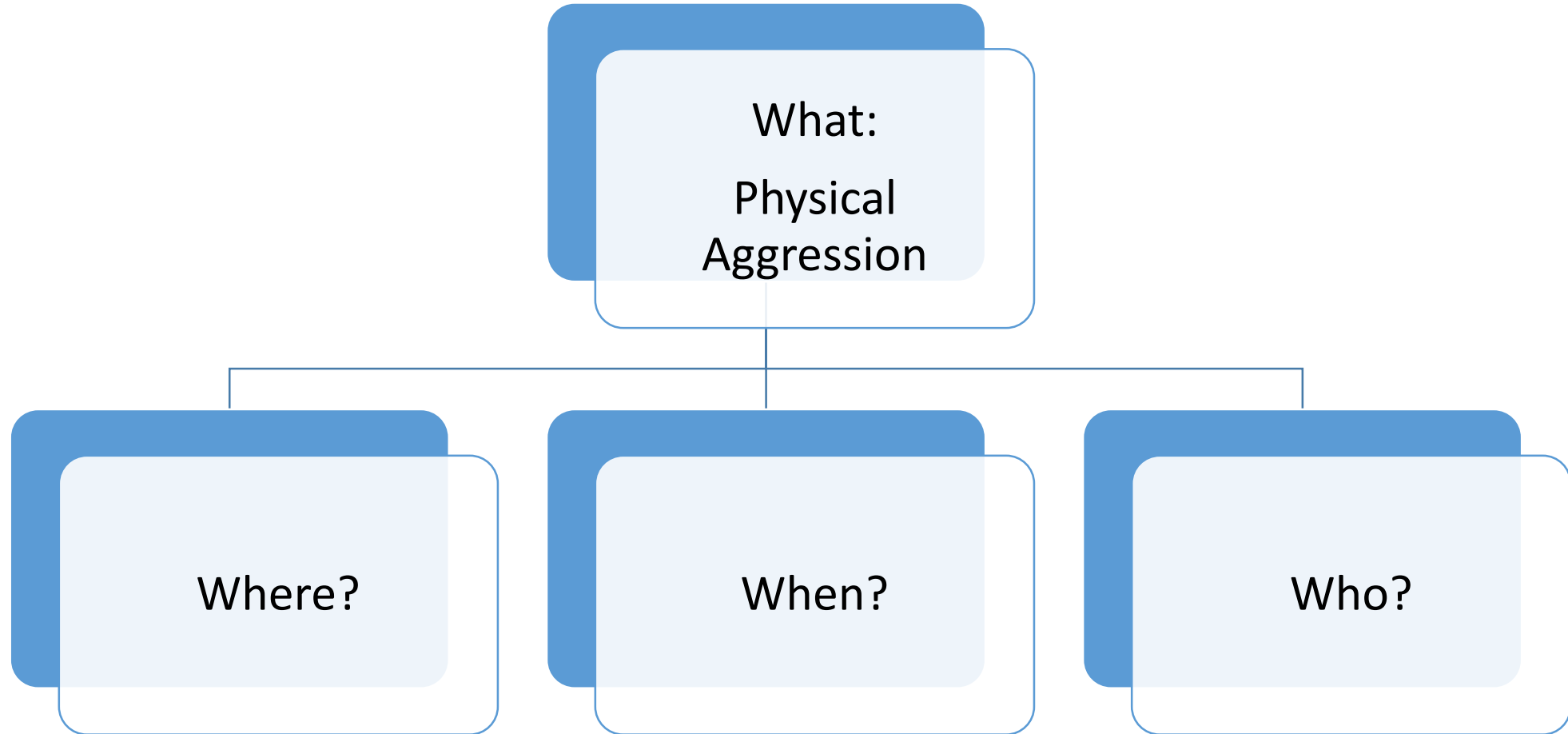
Select a focus, and use filters to answer remaining questions



# Focus Problem: Physical Aggression



# Focus Problem: Behavior



# SWIS Drill Down

- Set Date Range for the Last Month
- Set Referral Type to “Major”
- Select Your Focus Problem (Behavior, Location, Time, or Students/Grade Level)
- Use the “Graph Type” drop down to answer the three remaining questions not addressed by the focus
  - What?
  - Where?
  - When?
  - Who?



SWIS School-wide Systems | CICO Check-In Check-Out | ISIS Individual Students

SWIS Demo School

Dashboard | Add Referral | View Reports | Drill Down | Tools

### Drill Down

**Report Filters**

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral Type
- Major
- Minor

**Include in Dataset**

Date Range - 3/1/15 - 3/31/15

Start\* 3/1/15 End\* 3/31/15

Problem Behavior Physical Ag...

Referral Type - Major

Generate Save Report Template Clear

**Exclude from Dataset**

Load Report: [Dropdown]

Drill Down Report - Generated 4/23/15 3:12 PM

Export Print

**Referrals by Location**  
Drill Down

Graph Type\* Location

Location	Referrals
Location 1	10
Location 2	10
Location 3	20
Location 4	22
Location 5	42

Use Report Filters to Narrow Your Focus

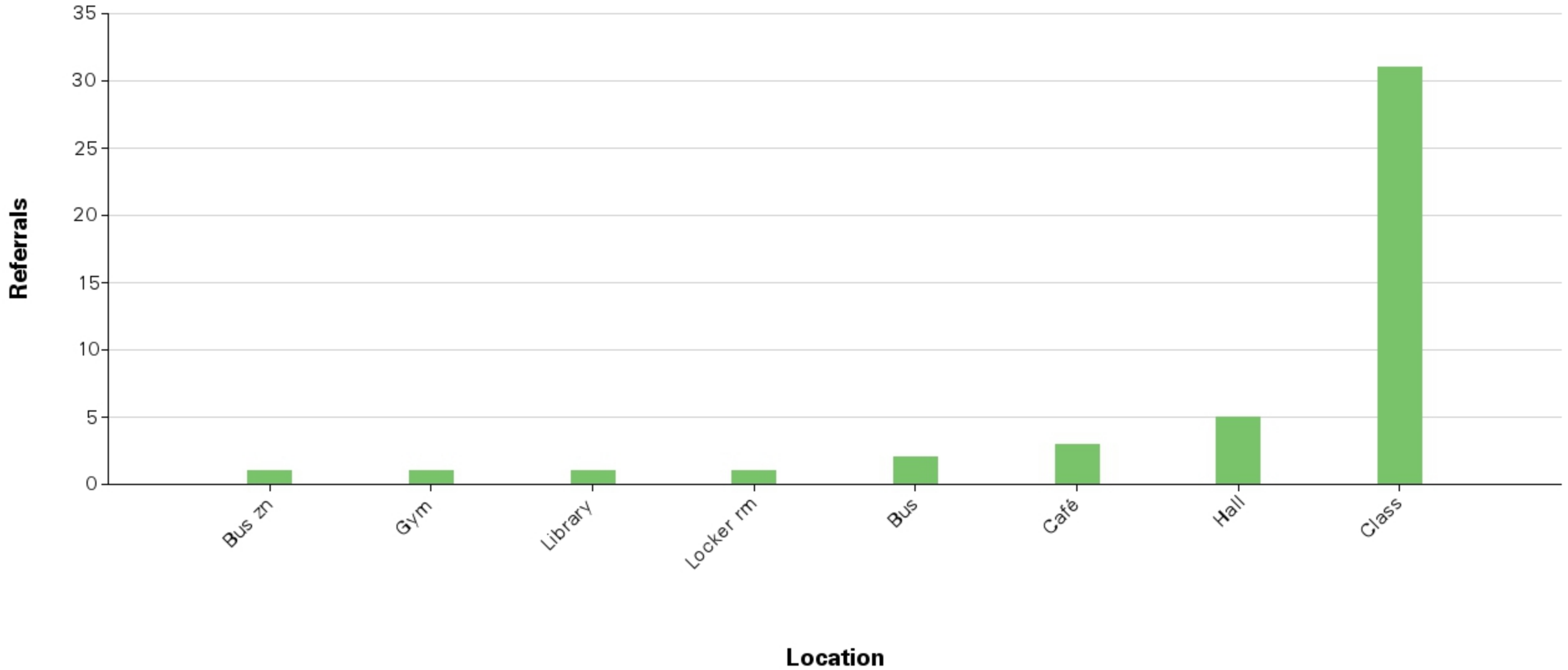
Use Graph Type to Answer Questions





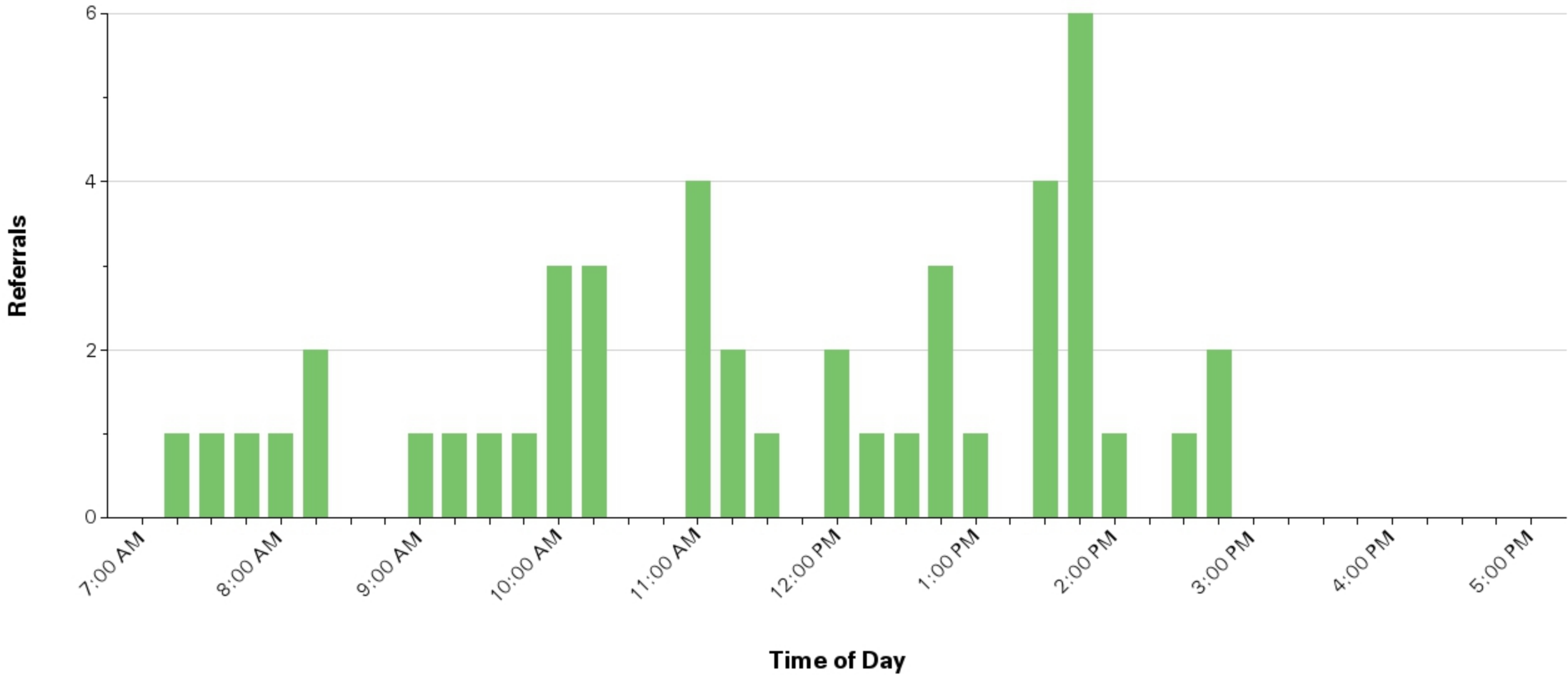
# Referrals by Location

Drill Down



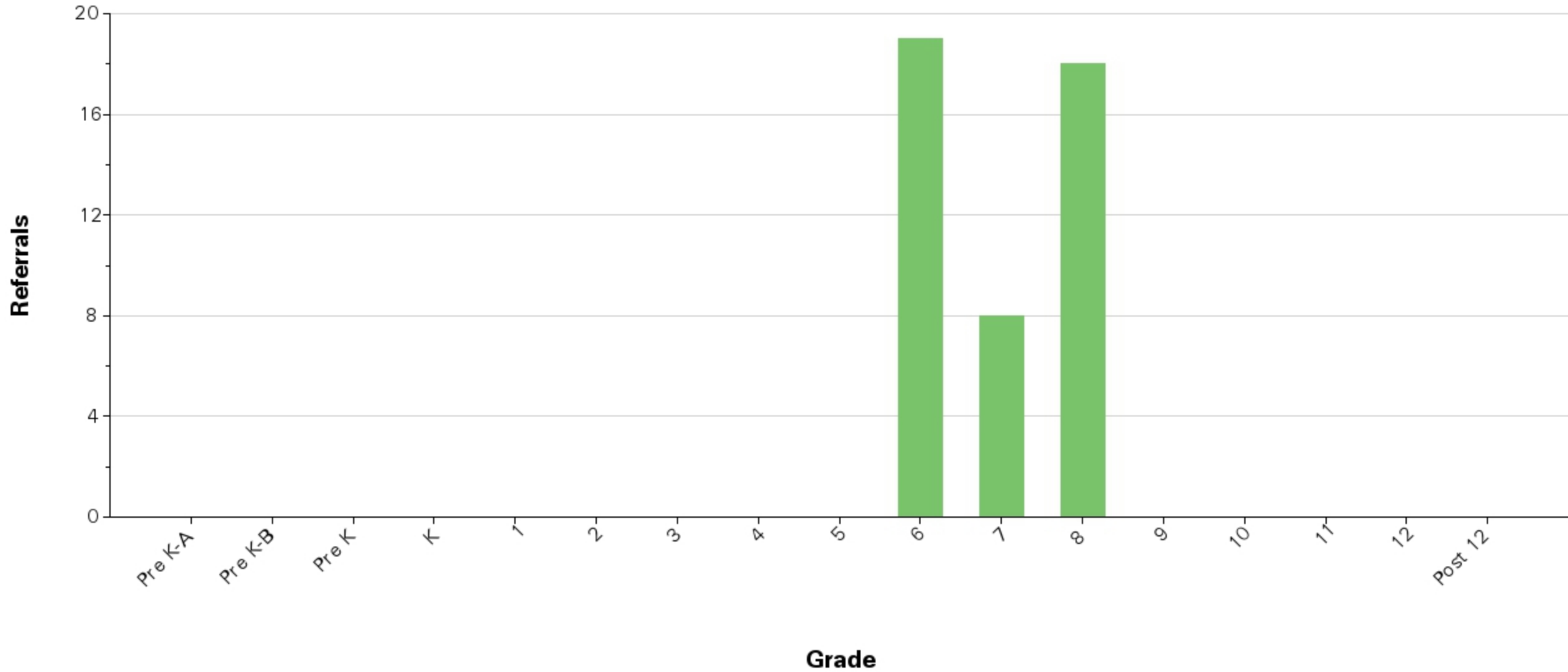
# Referrals by Time of Day

Drill Down



# Referrals by Grade

Drill Down



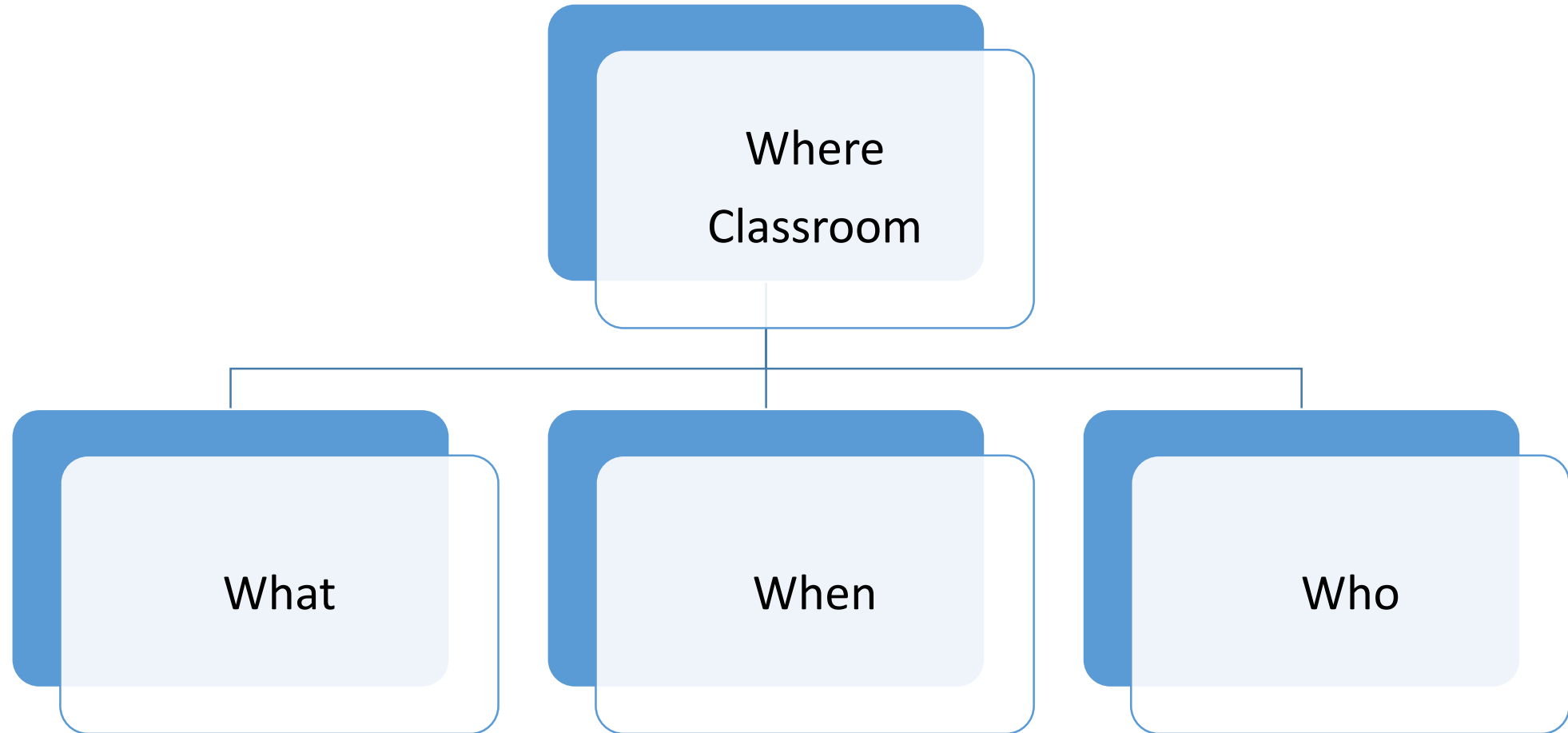
# Focus Problem: Physical Aggression

- Classroom (4) and Hallways (4)
- 12:45 and 1:30 PM
- 6<sup>th</sup> Graders (4) and 8<sup>th</sup> Graders (3)

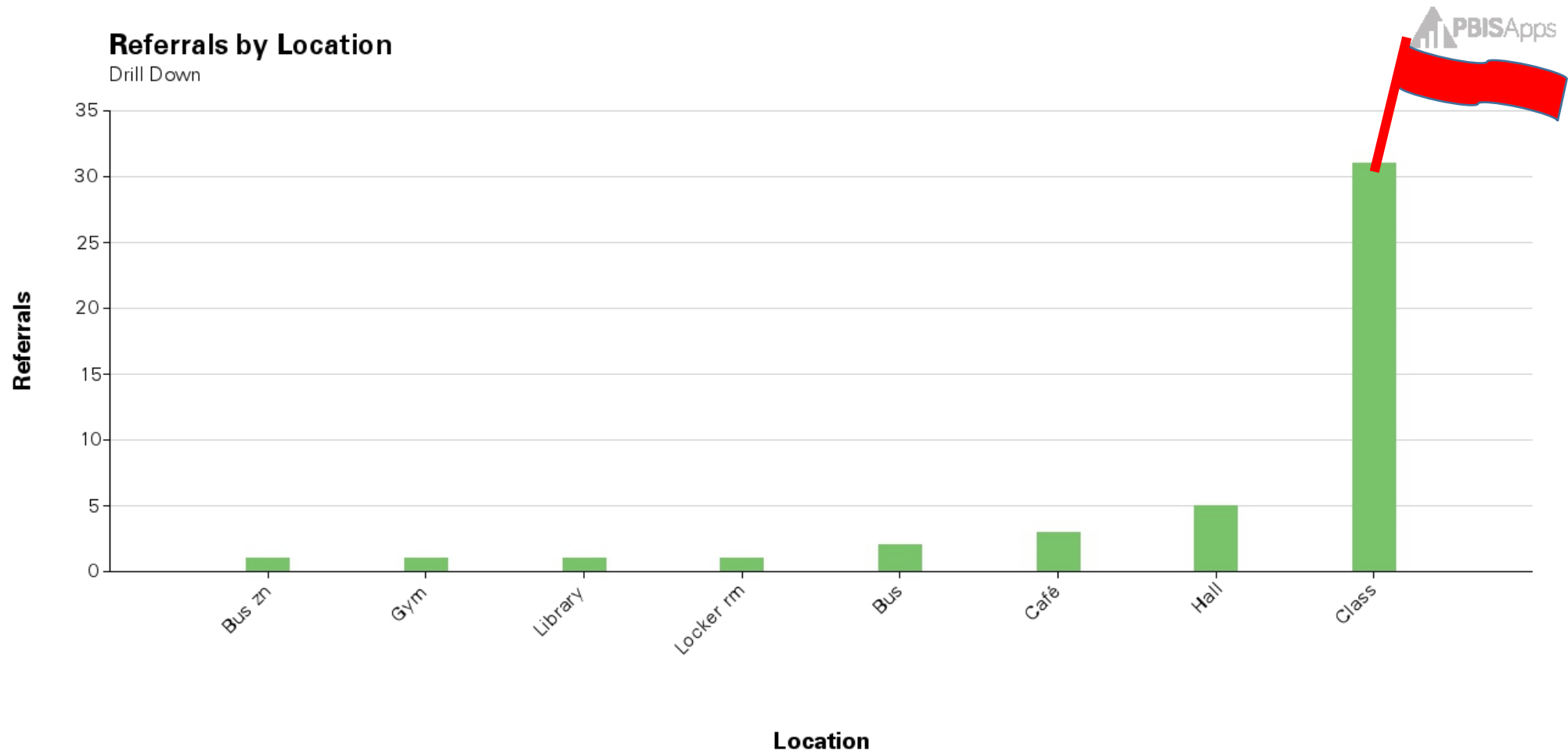
## Precision Statement

The focus problem for the month of March, 2014 was physical aggression in the classrooms and hallways at 12:45 and 1:30 PM, O'clock, and performed by 6<sup>th</sup> and 8<sup>th</sup> graders.

# Focus Problem: Location



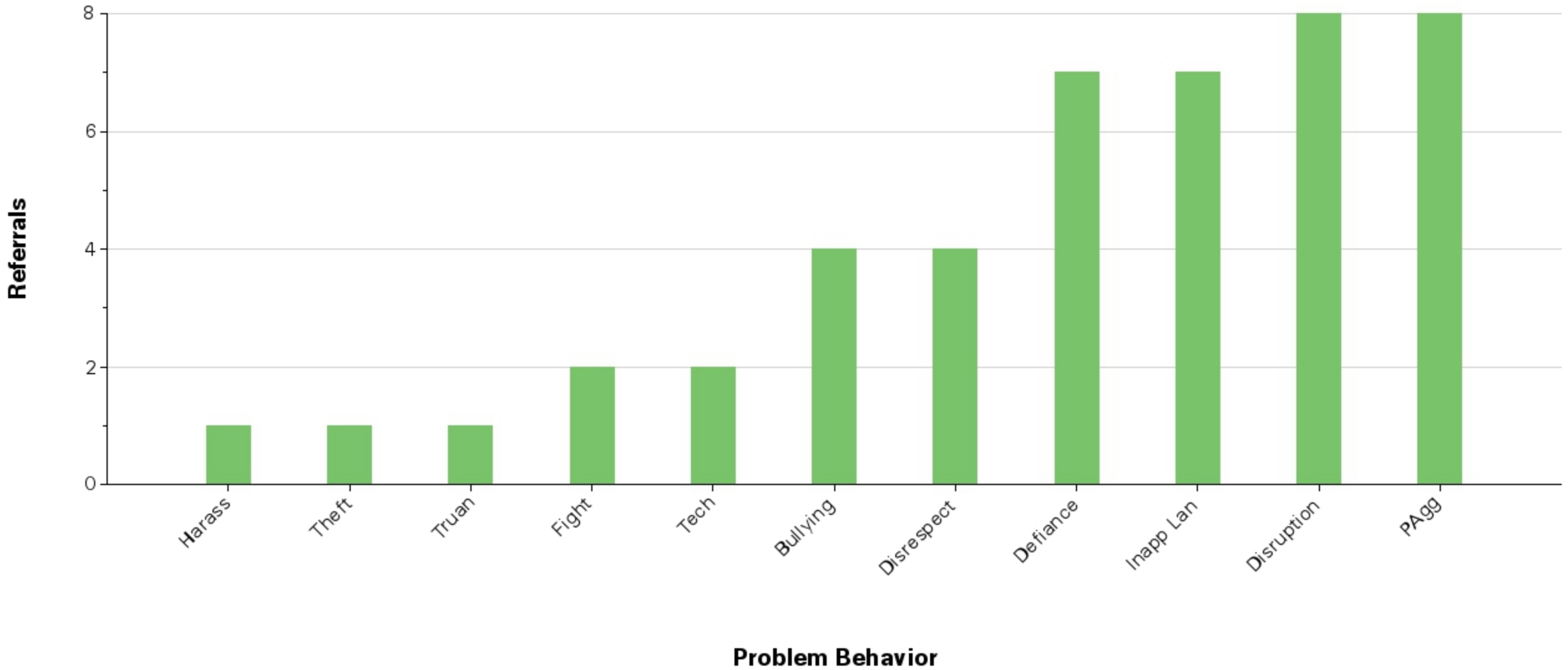
# Classroom





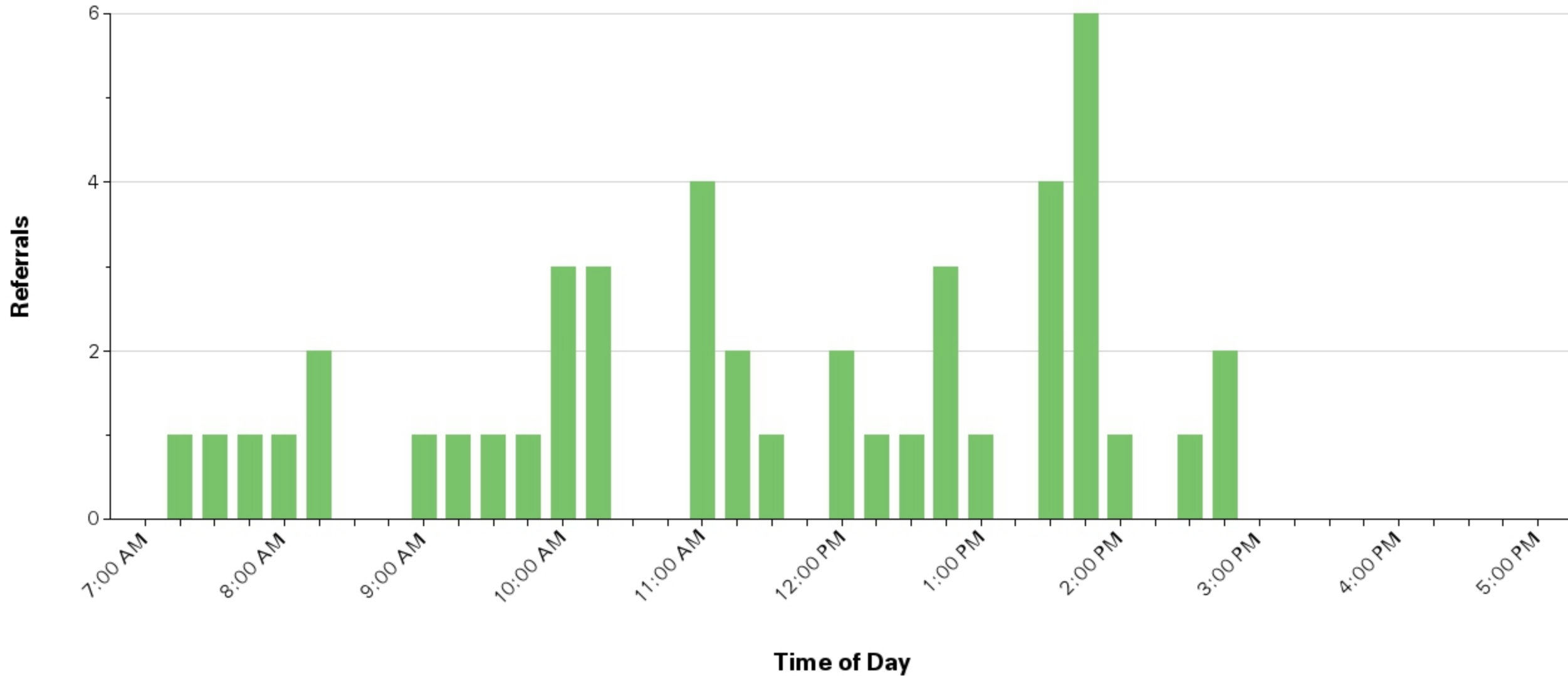
# Referrals by Problem Behavior

Drill Down



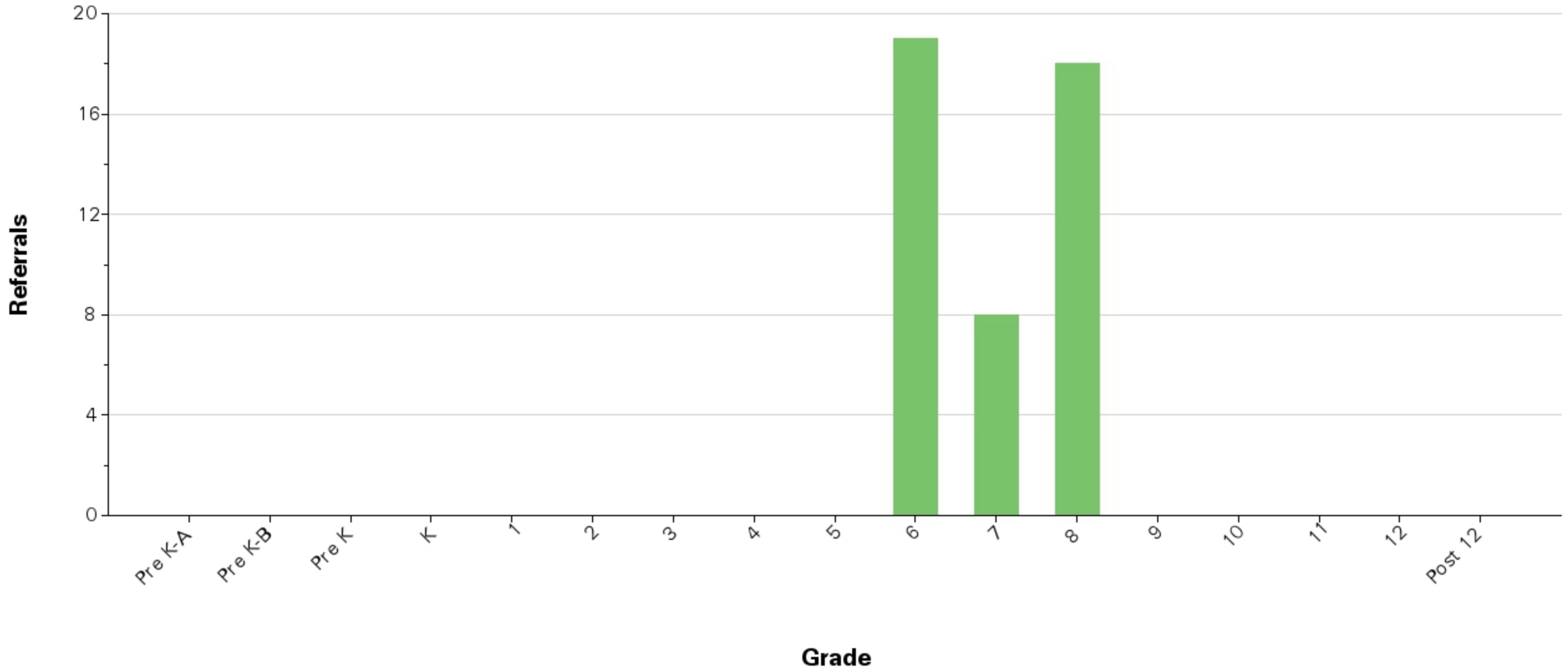
# Referrals by Time of Day

Drill Down



# Referrals by Grade

Drill Down



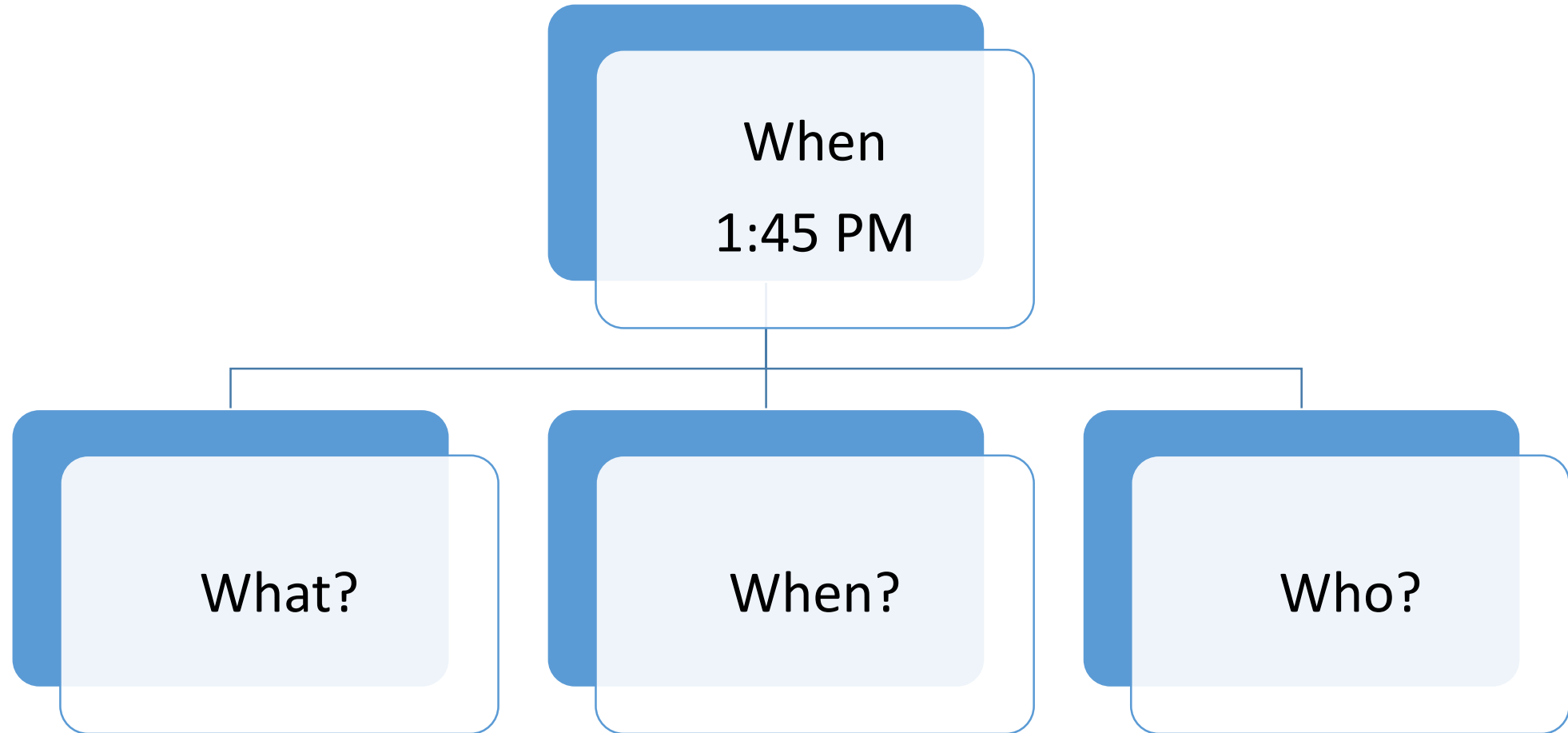
# Focus Problem: Classroom

- Defiance (7)
- 1:45 PM
- 6<sup>th</sup> (14) and 8<sup>th</sup> Graders (14)

## Precision Statement

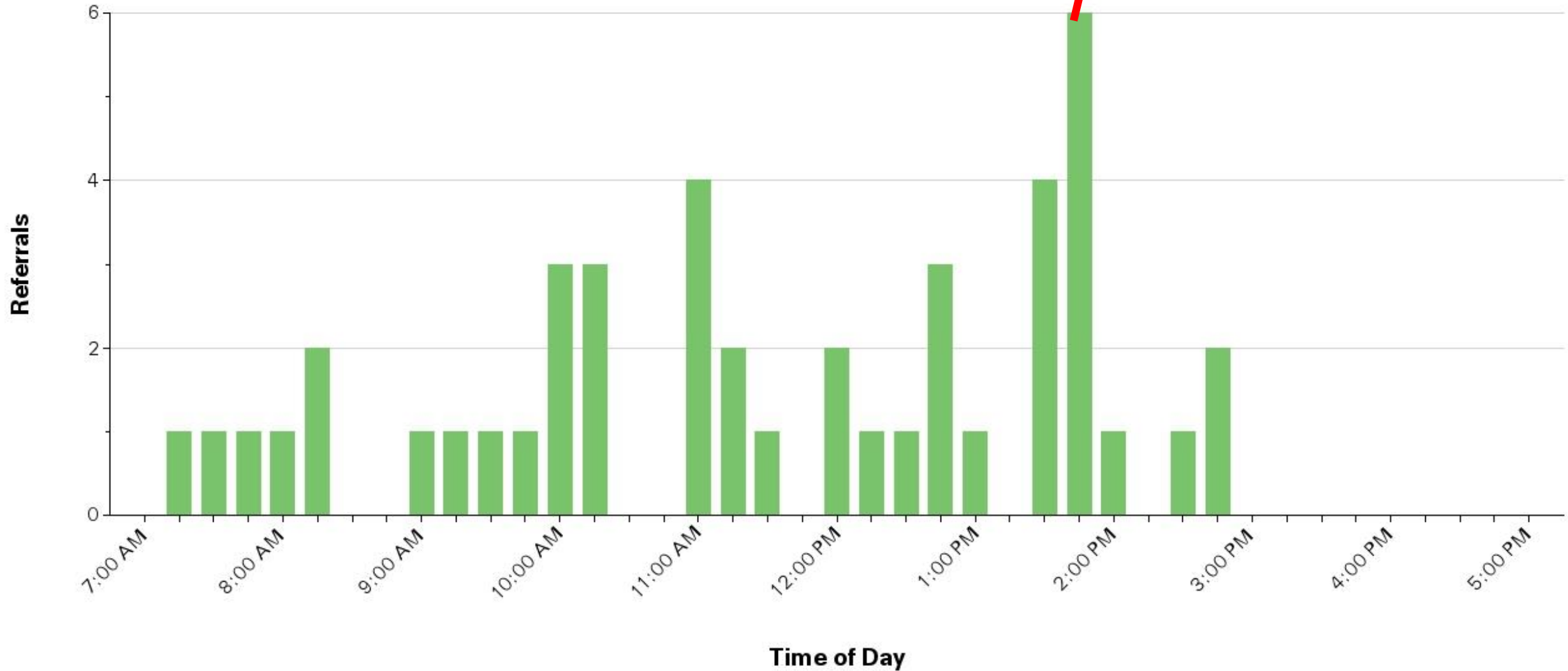
The focus problem for the month of March was Defiance in the Classroom at 1:45 PM O'clock, and performed by 6<sup>th</sup> and 8<sup>th</sup> graders.

# Focus Problem: Time



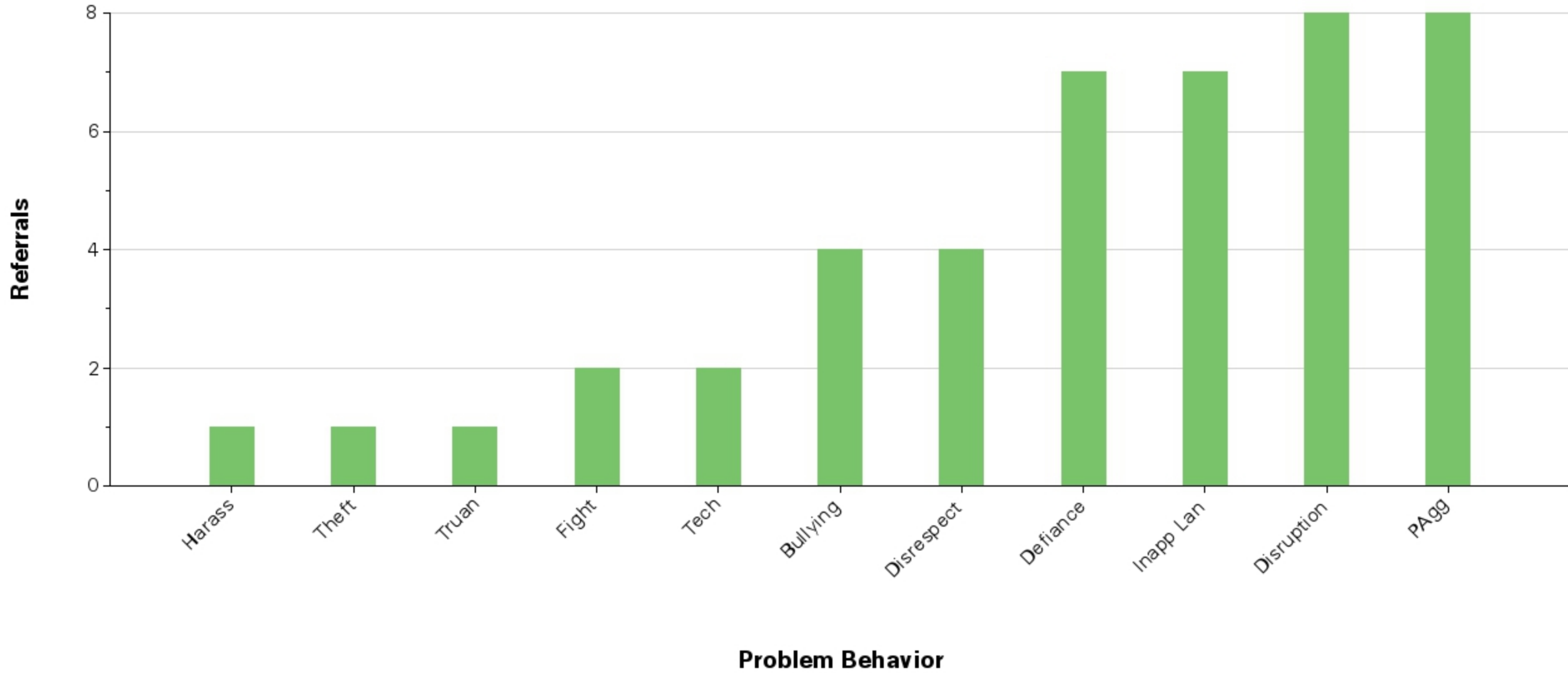
# Referrals by Time of Day

Drill Down



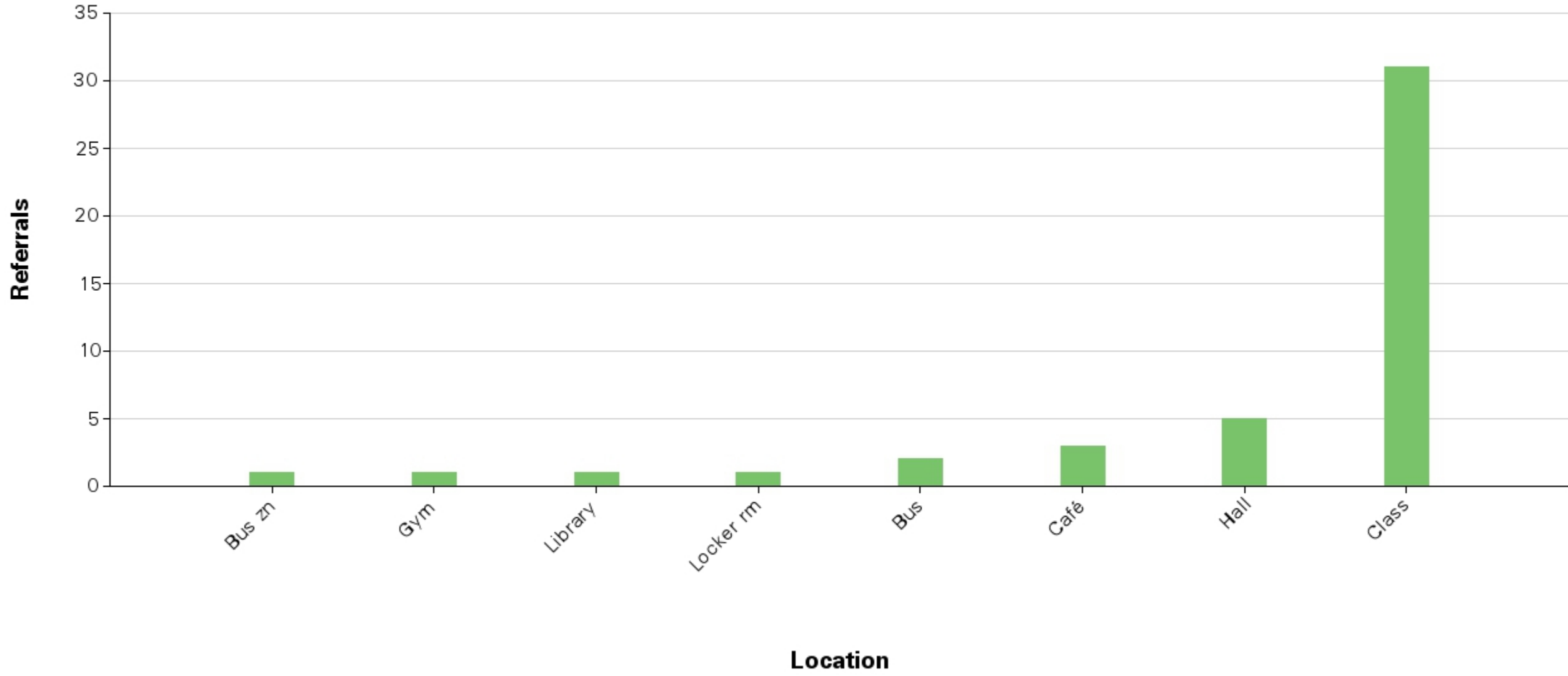
# Referrals by Problem Behavior

Drill Down



# Referrals by Location

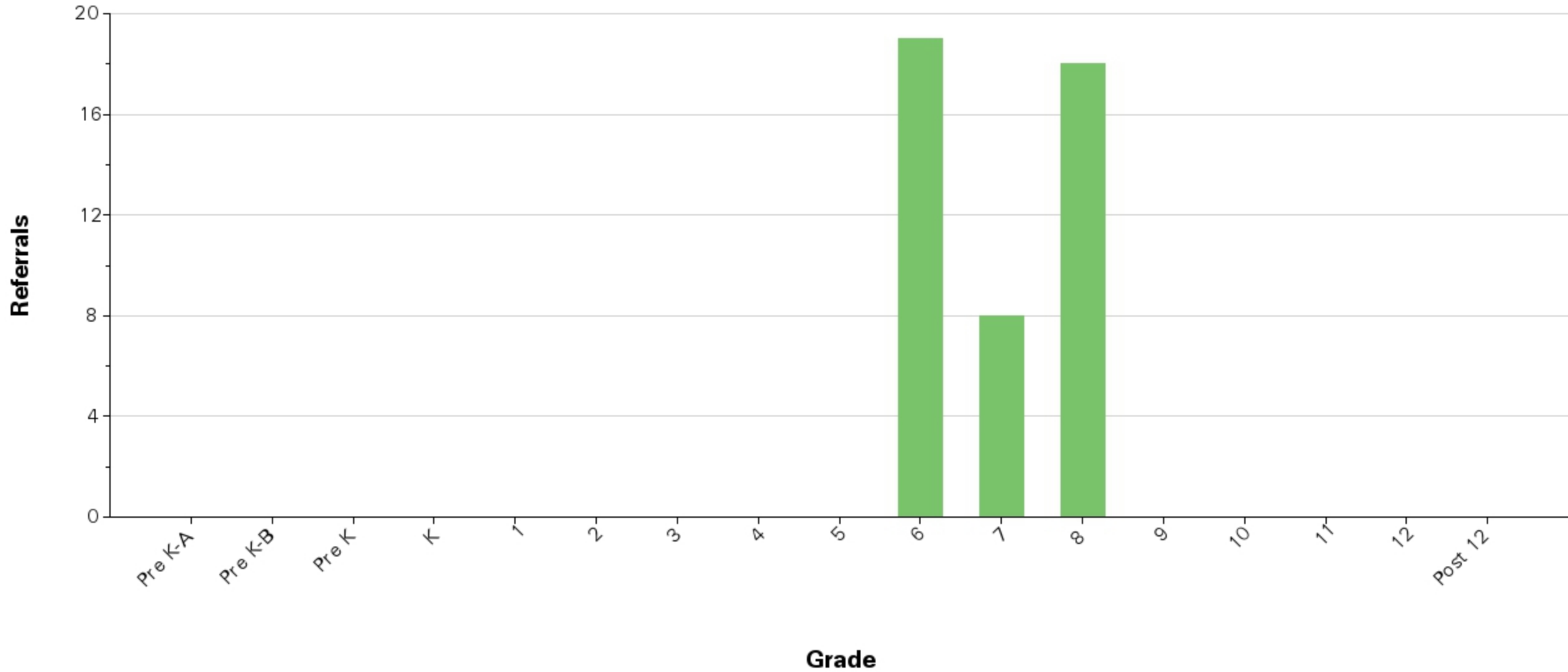
Drill Down





# Referrals by Grade

Drill Down



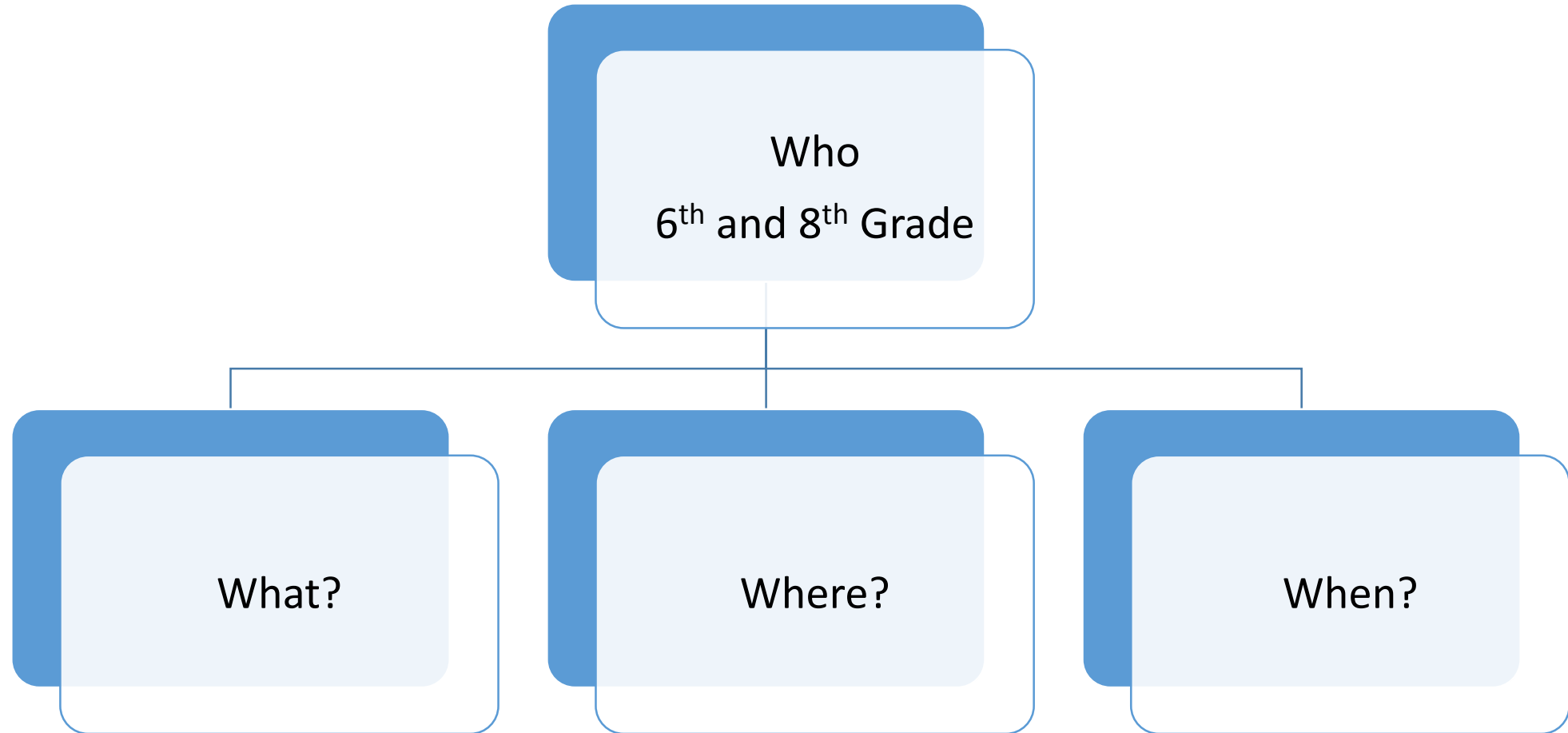
# Focus Problem: 1:45 pm

- Inappropriate Language (3)
- Classroom
- 8<sup>th</sup> Graders (3)

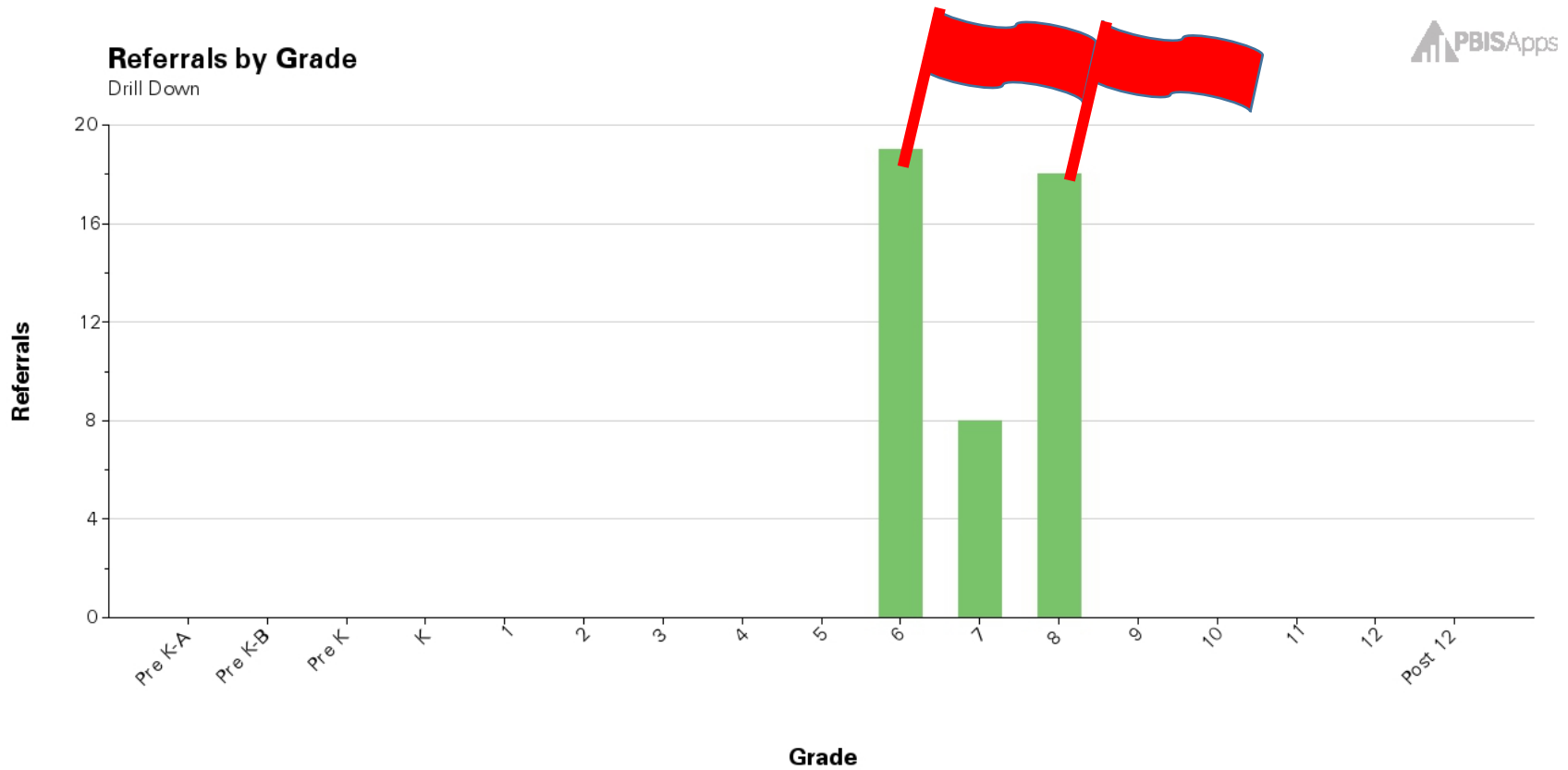
## Precision Statement

The focus problem for the month of March was inappropriate language in the Classroom at 1:45 PM O'clock, and performed by 8<sup>th</sup> graders.

# Focus Problem: Who

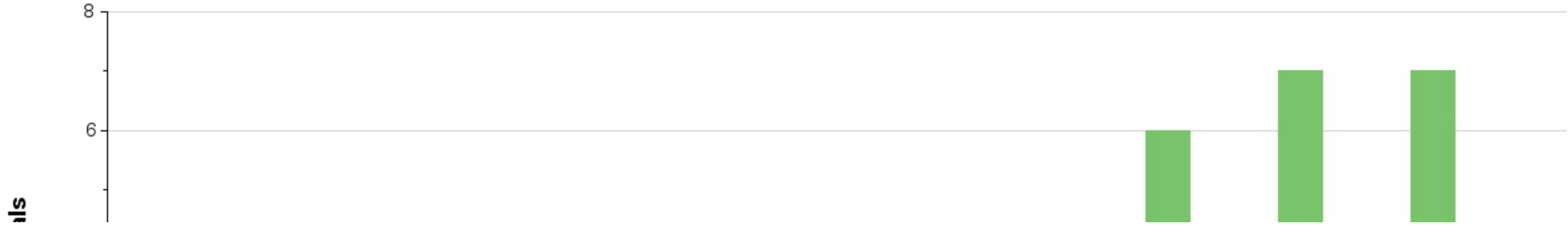


# 6<sup>th</sup> and 8<sup>th</sup> Grade



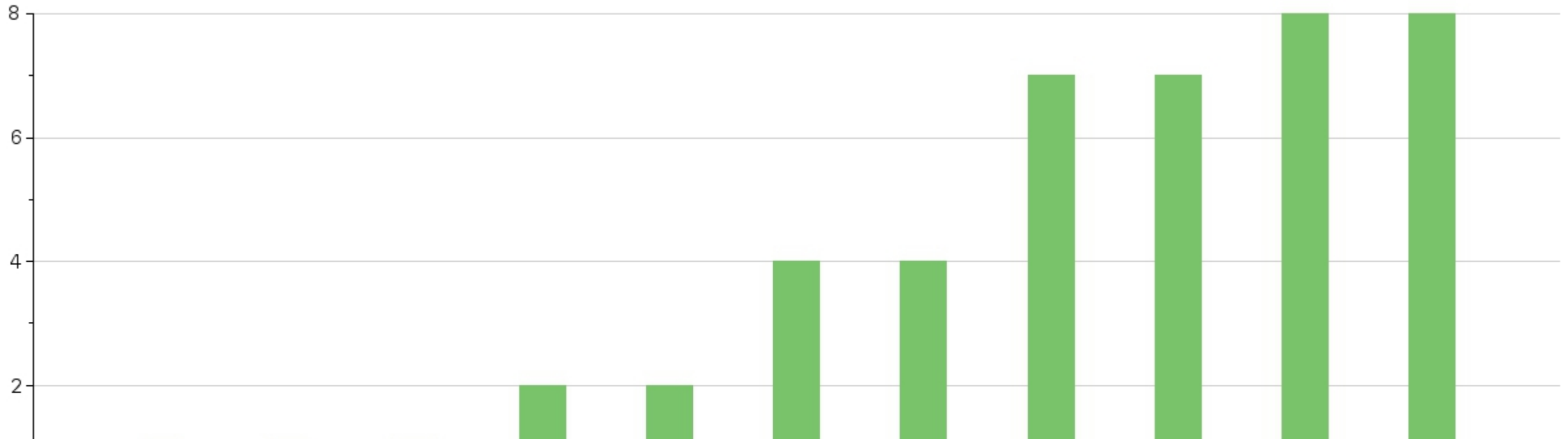
## Referrals by Problem Behavior

Drill Down



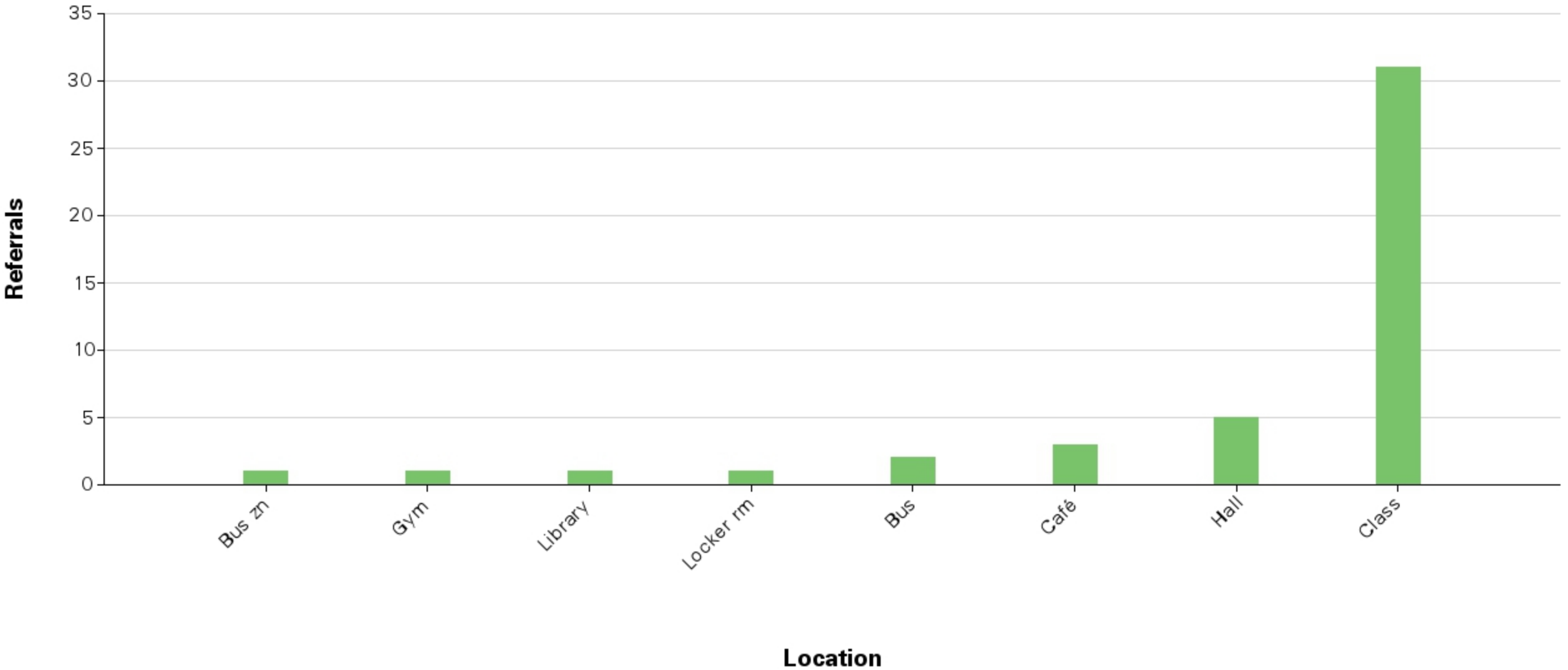
## Referrals by Problem Behavior

Drill Down



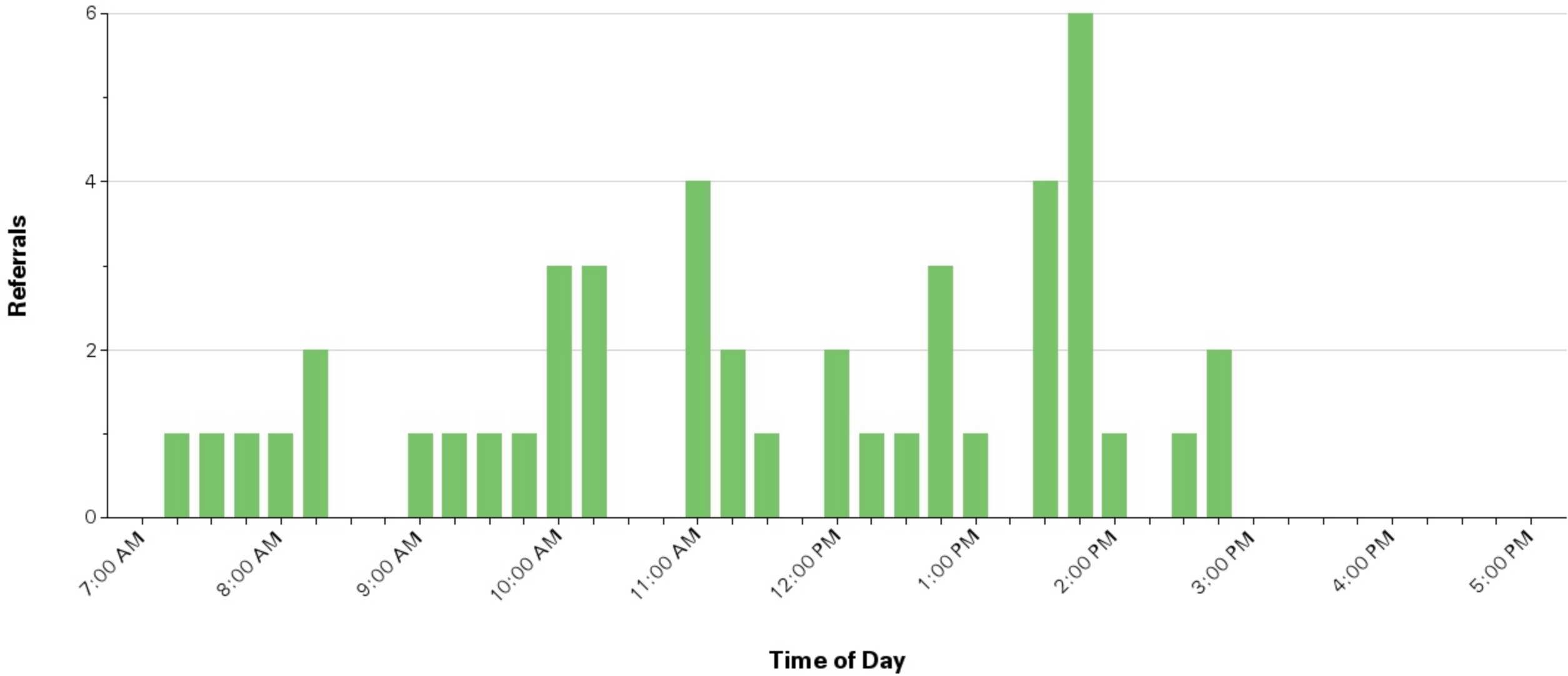
## Referrals by Location

Drill Down



# Referrals by Time of Day

Drill Down



# 6<sup>th</sup> and 8<sup>th</sup> Graders

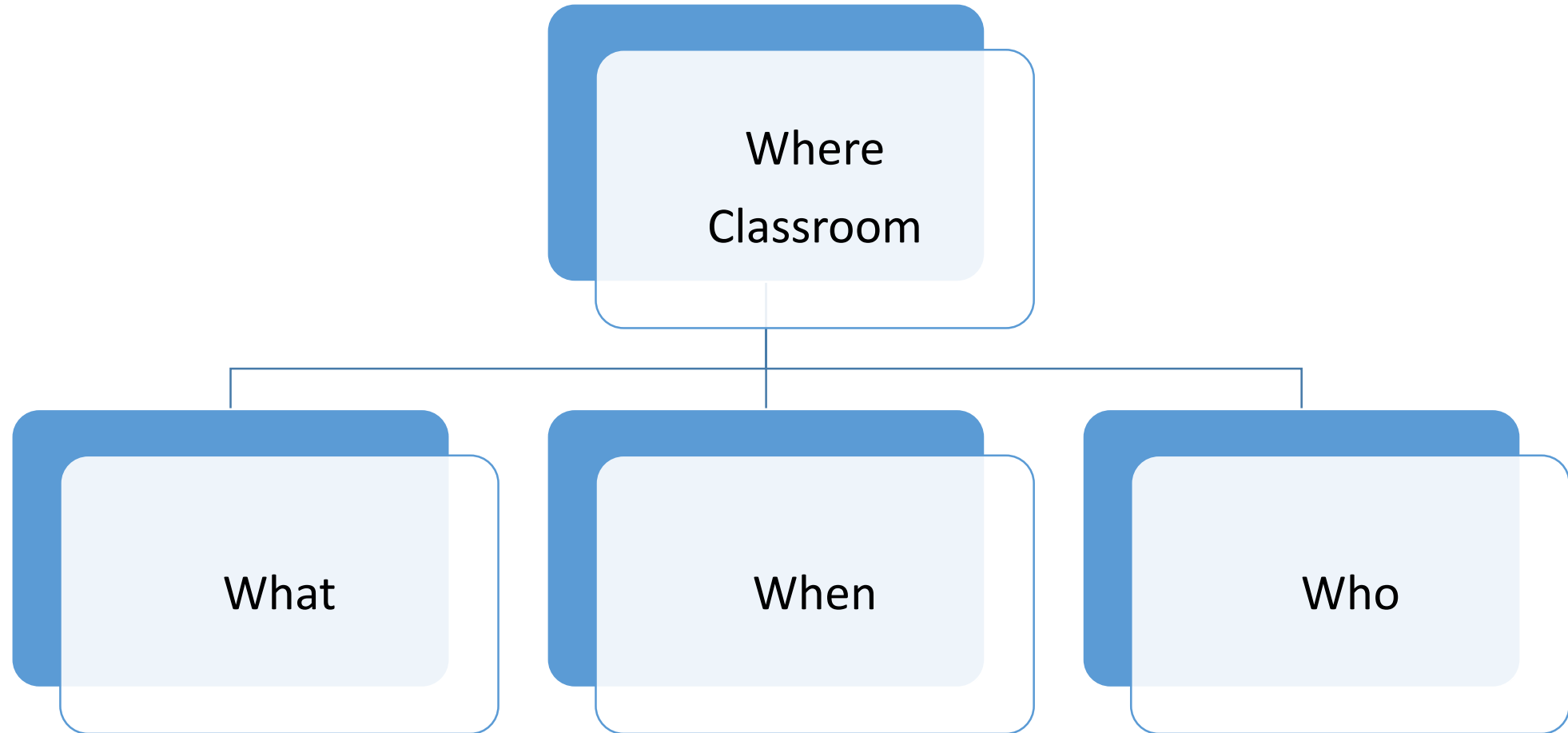
- Physical Aggression (7) and Disruption (7)
- Classroom (26)
- 1:30 PM and 1:45 PM

## Precision Statement

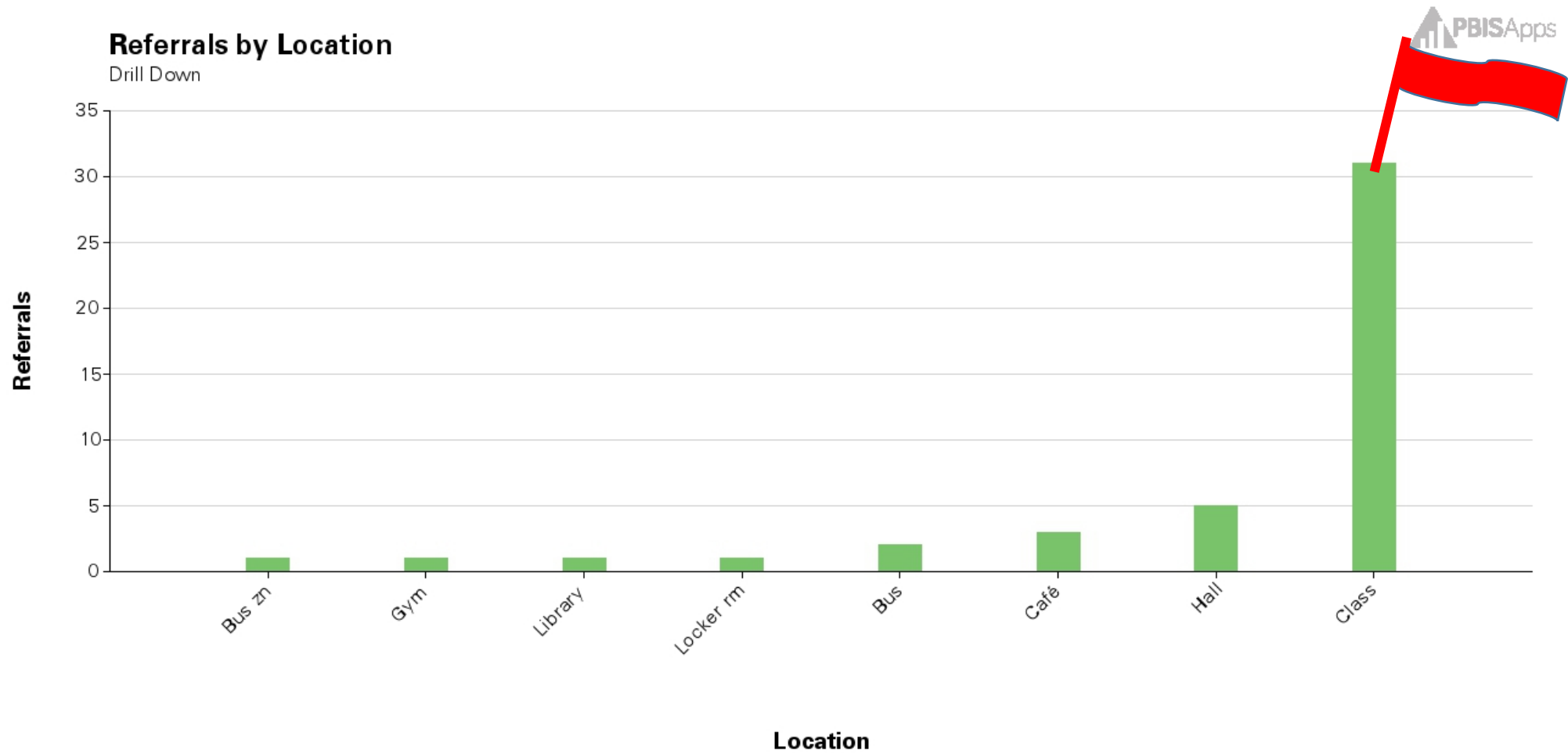
The focus problem for the month of March was Physical Aggression in the Classroom between 1:30 and 1:45 PM, and performed by 6<sup>th</sup> and 8<sup>th</sup> graders.



# Focus Problem: Location

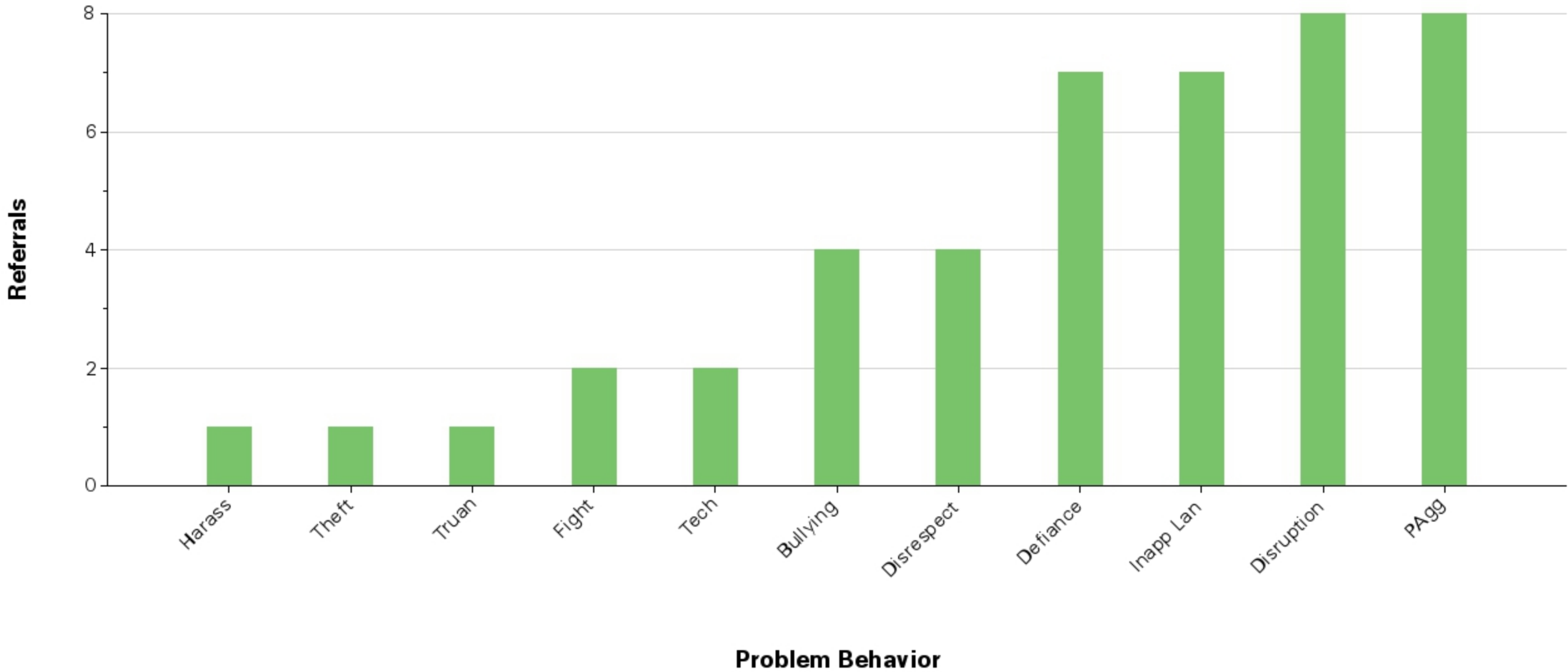


# Classroom



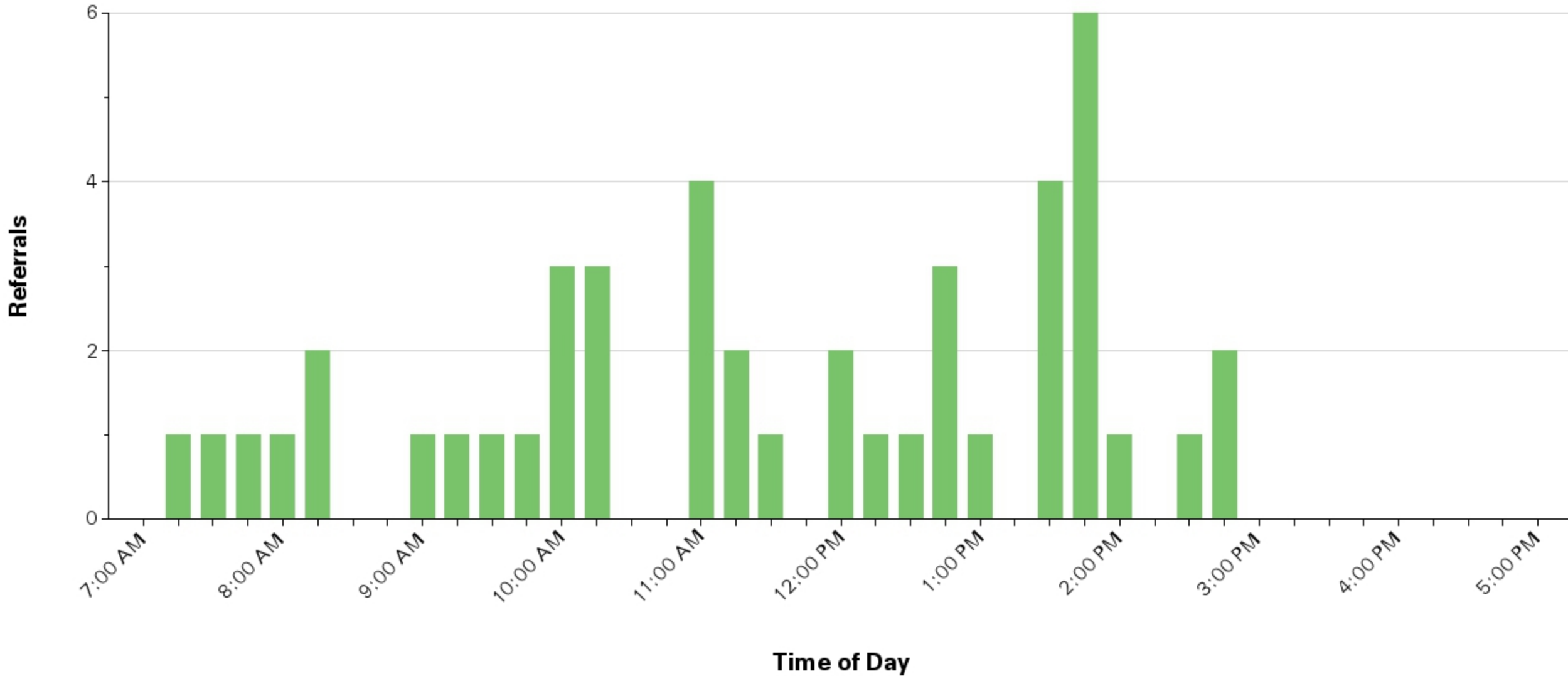
# Referrals by Problem Behavior

Drill Down



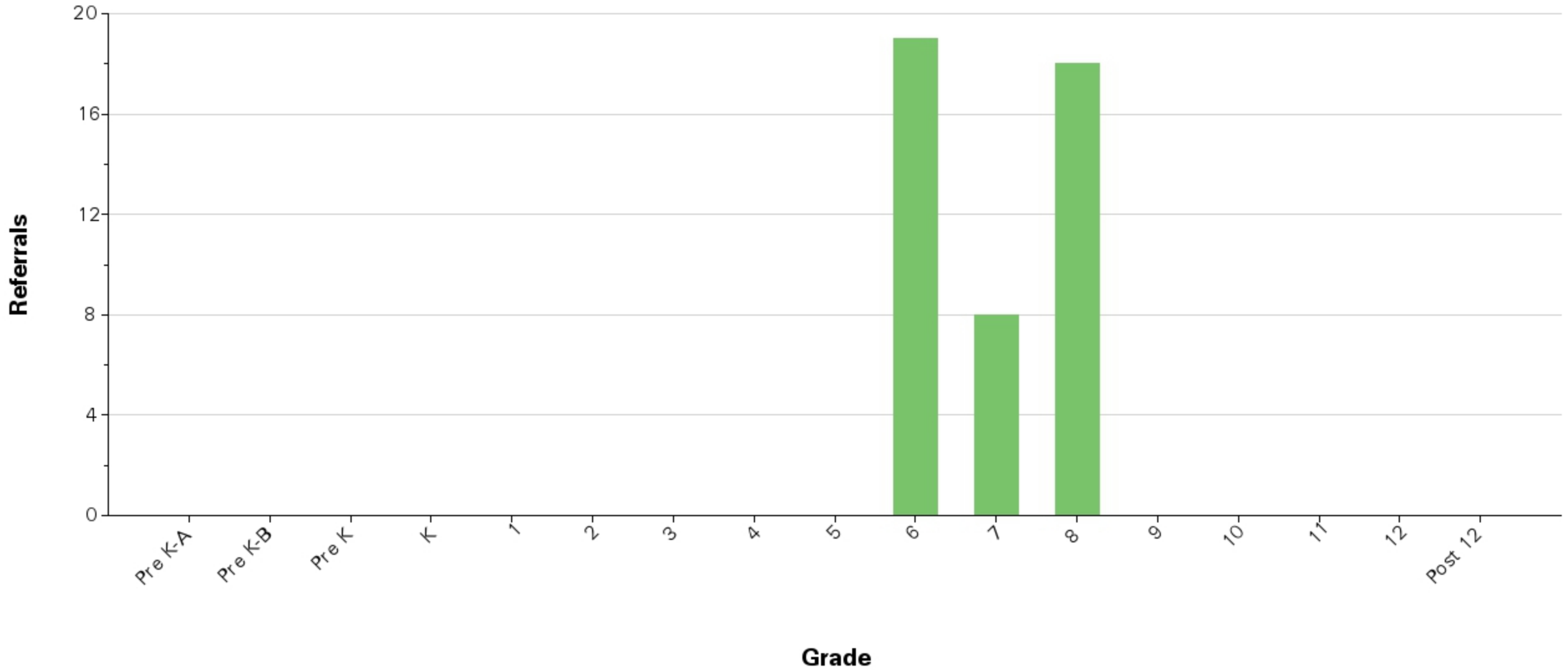
# Referrals by Time of Day

Drill Down



# Referrals by Grade

Drill Down



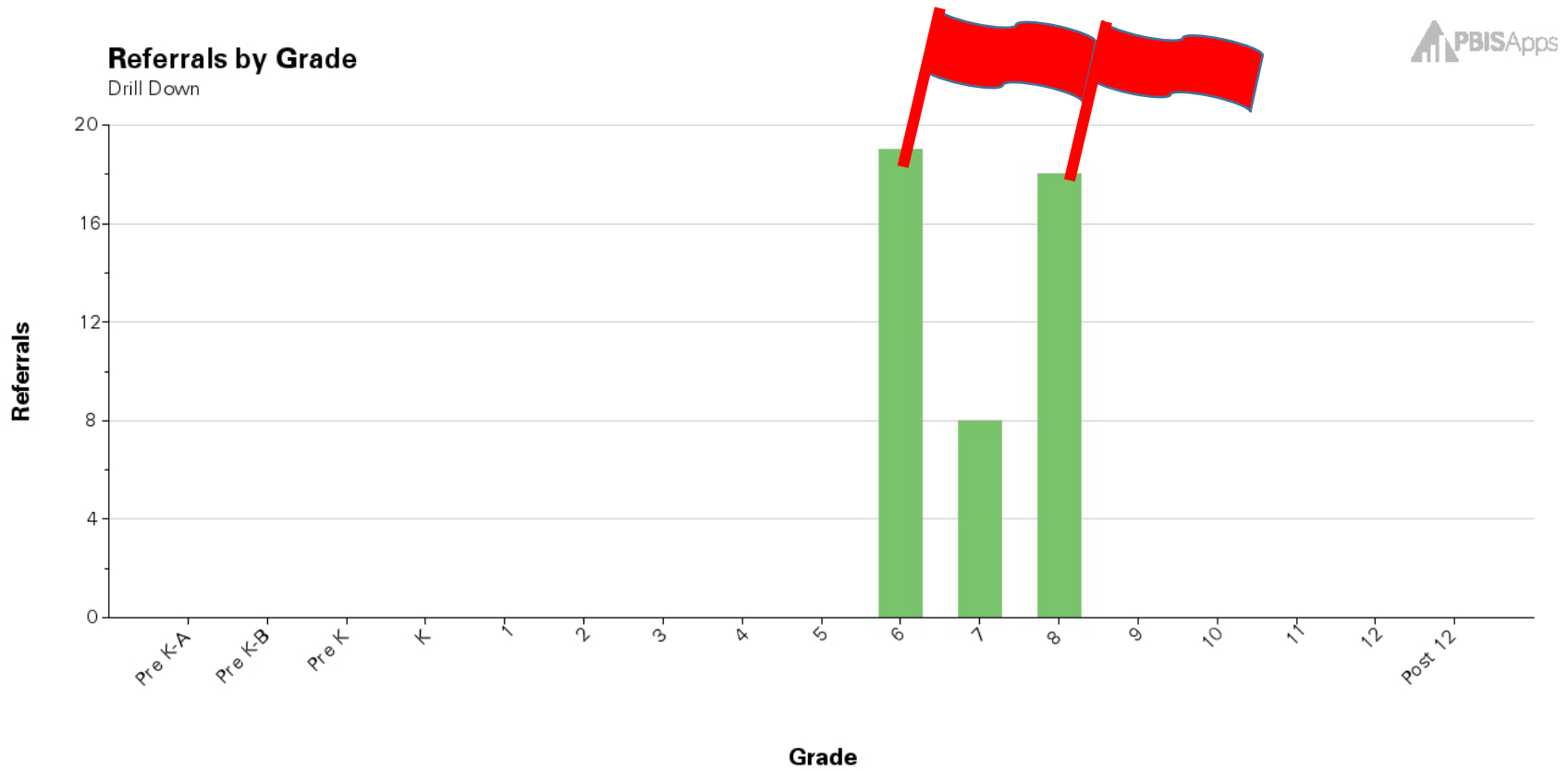
# Focus Problem: Classroom

- Defiance (7)
- 1:45 PM
- 6<sup>th</sup> (14) and 8<sup>th</sup> Graders (14)

## Precision Statement

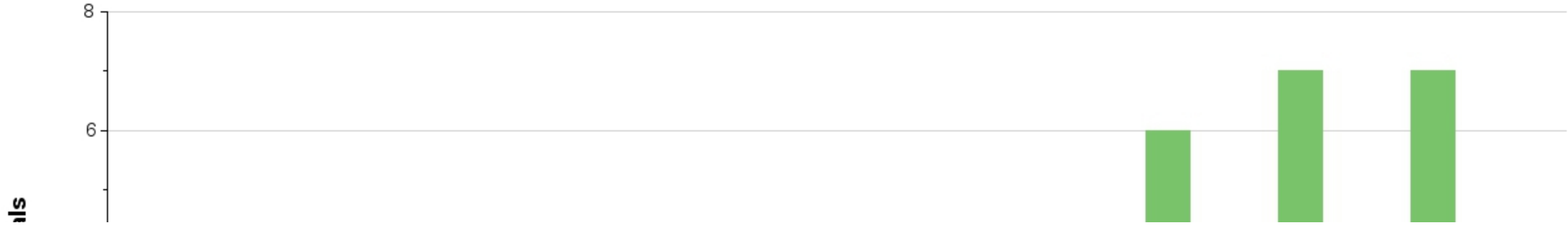
The focus problem for the month of March was Defiance in the Classroom at 1:45 PM O'clock, and performed by 6<sup>th</sup> graders.

# 6<sup>th</sup> and 8<sup>th</sup> Grade



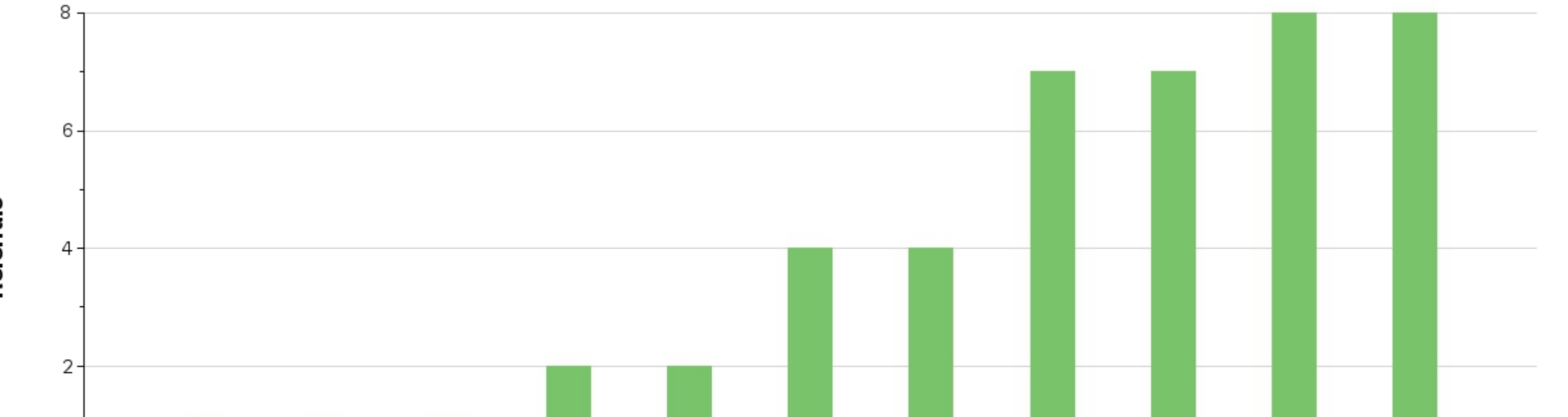
## Referrals by Problem Behavior

Drill Down



## Referrals by Problem Behavior

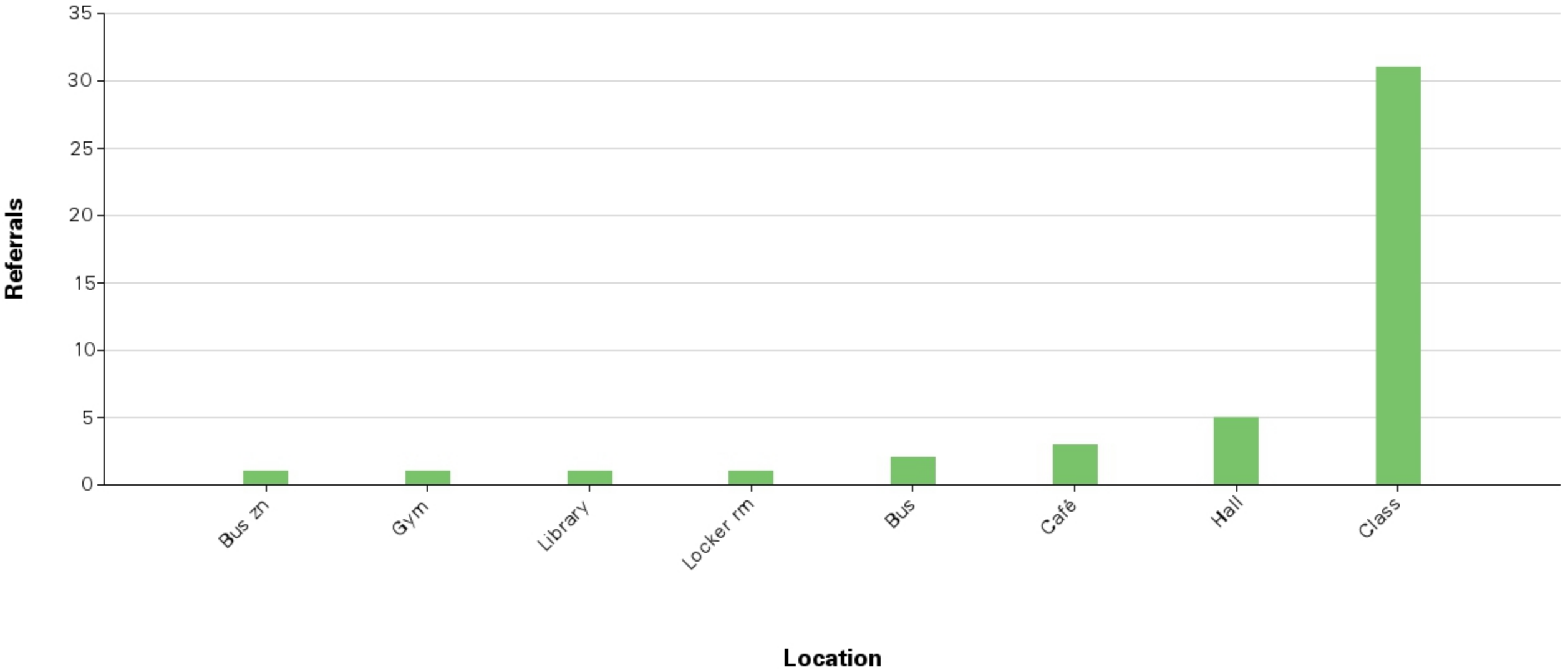
Drill Down





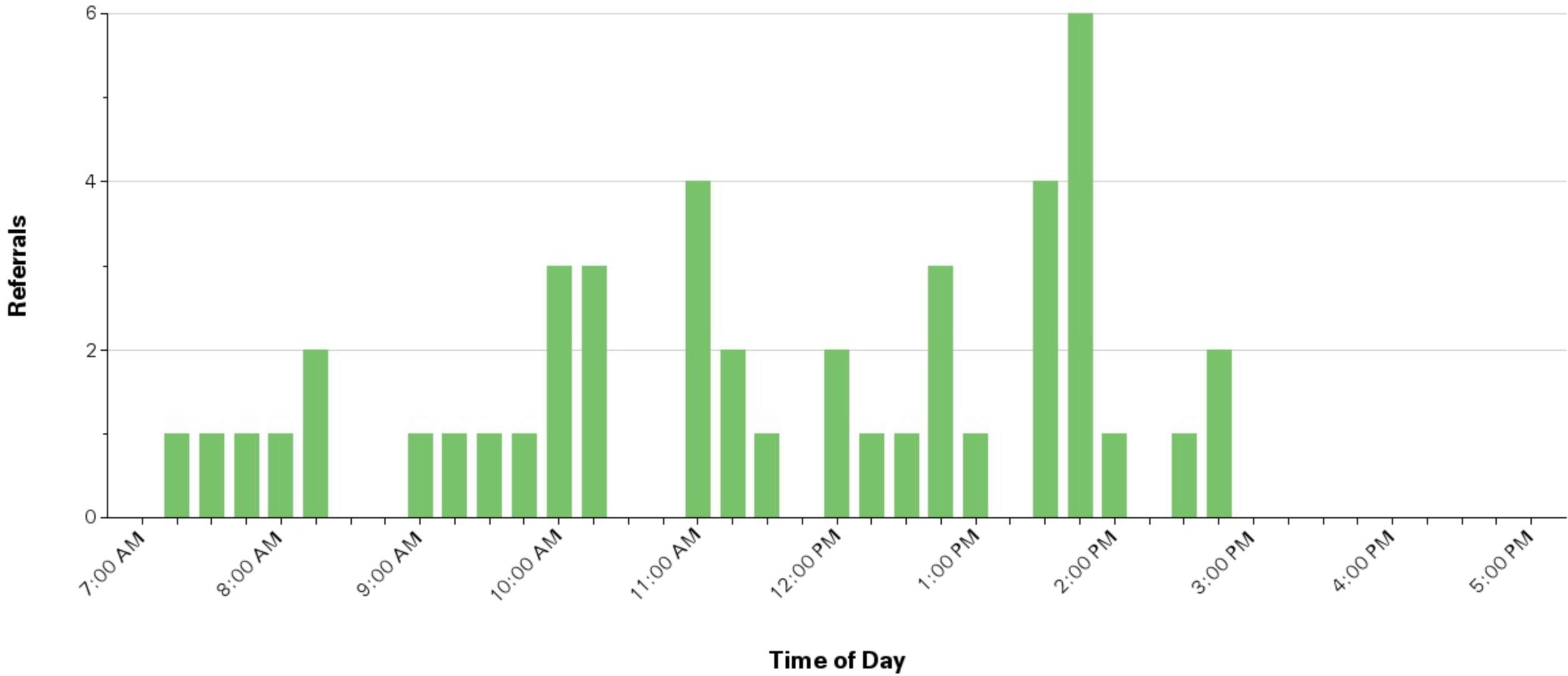
## Referrals by Location

Drill Down



# Referrals by Time of Day

Drill Down



# 6<sup>th</sup> and 8<sup>th</sup> Graders

- Physical Aggression (7) and Disruption (7)
- Classroom (26)
- 1:30 PM and 1:45 PM

## Precision Statement

The focus problem for the month of March was Physical Aggression in the Classroom between 1:30 and 1:45 PM, and performed by 6<sup>th</sup> and 8<sup>th</sup> graders.

### 3. Analyze

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: **6<sup>th</sup> and 8<sup>th</sup>  
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** at **1:30 and 1:45 PM,** and

performed by **6<sup>th</sup> Graders and 8<sup>th</sup> Graders.**

### 3. Analyze

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: **6<sup>th</sup> 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 **6<sup>th</sup> Graders**.

### 3. Analyze

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

Behavior:	Location:	Time of Day:	Students: <u>6<sup>th</sup> graders and 8<sup>th</sup></u>
Where:	Behavior:	Behavior:	Behavior: <u>Disruption</u>
When:	When:	Where:	Where: <u>Classroom</u>
Who:	Who:	Who:	When: <u>1:30 and 1:45</u>

Precision Statement:

The focus problem for the month of March was Disruption

in the Classroom at : 1:30 and 1:45 PM, and performed by 6<sup>th</sup> and 8<sup>th</sup> Graders.

### 3. Analyze

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

Behavior:	Location:	Time of Day:	Students: <u>6<sup>th</sup> graders and 8<sup>th</sup></u>
Where:  When:  Who:	Behavior:  When:  Who:	Behavior:  Where:  Who:	Behavior: <u>Disruption</u> Where: <u>Classroom</u> When: <u>1:30 and 1:45</u>

Precision Statement:

The focus problem for the month of March was Disruption

in the Classroom at : 1:30 and 1:45 PM, and performed by 6<sup>th</sup> and 8<sup>th</sup> Graders.

# Step 4: Develop a Plan

- Identify the replacement behavior and context
- **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



# The Solution Plan

- Intensification of Tier I
- Action 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:				

# 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:				

# Physical Aggression

- Classroom (4) and Hallways (4)
- 12:45 and 1:30 PM
- 6<sup>th</sup> Graders

## Precision Statement

The focus problem for the month of March, 2014 was physical aggression in the classrooms and hallways at 12:45 and 1:30 PM, O'clock, and performed by 6<sup>th</sup> graders.

# Think, Write, Pair, Share

- What prevention measures will you take?
- What will you teach?
- What behavior will you recognize? How?
- What behaviors will you consistently correct? How?

# Possible Action Steps

- What prevention measures will you take?

**Increase Hallway Supervision at 12:45 and 1:30 PM; Develop conflict resolution procedures**

- What will you teach?

**Lessons: Keep hands, feet, and objects to self**

**Lesson: Use "I" Message conflict resolution strategy**

- What behavior will you recognize? How?

**Keeping hands, feet and objects to self**

**Use Conflict Resolution Strategies**

- What behaviors will you consistently correct? How?

**Touching, pushing: Re-teach, choice, conference, mild consequence**

**Hitting, slapping, kicking, fighting: ODR**

Outcome: **Increase the use of conflict resolution strategies; Decrease ODRs for Physical Aggression by 50%**

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?
<p><b>Prevention</b> (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)</p>	<p>Increase Active supervision; clarify conflict resolution procedures</p>	<p>Mr. Jensen will assign staff and do spot checks</p>	<p>April 2, 2015</p>	<p>Mr. Jensen will remind staff assigned to active supervision of the strategies and responsibilities</p>	<p>Mr. Jensen will keep track of individuals who are on duty when he does spot checks; positive recognition of staff</p>
<p><b>Teaching</b></p>	<p>Lessons on “Keep hands and feet to self”; Lesson on using “I” Messages</p>	<p>Mrs. Smith Advisory Teachers</p>	<p>Wednesday April 8</p>	<p>Email Blast with lessons attached</p>	<p>Teachers initial and submit lessons to AP once taught</p>
<p><b>Recognition</b></p>	<p>Staff will give special eagle feather to students demonstrating conflict resolution strategies along with specific positive feedback</p>	<p>Ms. Hempstead All staff</p>	<p>April 8-30</p>	<p>Included in Email Blast</p>	<p>Each advisory will designate a student to count Eagle Feathers on Fridays; Advisory with most eagle feathers will earn pizza party</p>
<p><b>Corrective Consequence</b></p>	<p>Major Physical Aggression: ODRs Escalating: Reteach</p>	<p>Mrs. Smith All staff</p>	<p>April 8-30</p>	<p>Included in Email Blast</p>	<p>Staff google form survey</p>
<p><b>Progress Monitoring Data Collection</b></p>	<p><b>What data will we Review?</b></p> <p>Fidelity: Survey, feather counts, duty attend Benchmark: Phys Agg ODRs</p>	<p><b>Who is responsible for gathering the data?</b></p> <p>Data Manager: Mr. Lowry</p>	<p><b>When/How often will data be gathered?</b></p> <p>Weekly</p>	<p><b>Where will data be shared?</b></p> <p>Staff lounge Staff weekly newsletter</p>	<p><b>Who will see the data?</b></p> <p>All staff</p>

# Your Turn

## Focus Problem: Classroom

- Defiance (7)
- 1:45 PM
- 6<sup>th</sup> (14) and 8<sup>th</sup> Graders (14)

### Precision Statement

The focus problem for the month of March was Defiance in the Classroom at 1:45 PM O'clock, and performed by 6<sup>th</sup> graders.

# Step 5: Implement Plan

- Are we doing what we said we would?
  - How do we know?
- Are we making adequate progress toward our goal?
  - How do we know?



# Fidelity of Implementation

- Likert Scales (sticky dots, anonymous surveys, etc)
- Count Recognition
- Accountability
  - Attendance
  - Initial and submit form to Principal
  - Walkthroughs
- Other Ideas?!?

# Benchmarks

- Increased use of a strategy
- Decrease in ODRs for focus behavior, location, time of day, student group
- Frequent (weekly)

# Step 5 DBDM

<p><b>5. Implement Plan</b></p>	<p>Plan for monitoring implementation, staff support, follow-up and feedback. Conduct ongoing data collection.</p> <p>How will you monitor fidelity of implementation of the plan? <b><u>A count of the number of Eagle Feathers given out will be submitted to the Office each Friday</u></b></p> <p>How will you monitor progress toward desired outcome? <b><u>Data Manager will run a report of the number of ODRs for Physical Aggression each Friday; information will be shared with entire staff in weekly staff newsletter</u></b></p>
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# Turn and Talk...

## **Problem Statement:**

The focus problem for the month of **March** was **Disruption** in the **Classroom** at : **1:30 and 1:45** PM, and performed by **6<sup>th</sup> and 8<sup>th</sup> Graders.**

Solution: If **6<sup>th</sup> and 8<sup>th</sup> grade** teachers increase their use of ***opportunities to respond*** in the classroom, there should be a decrease in the referrals for disruptive behavior.

**Using the problem statement and solution statement above, how might you measure...**

- **Fidelity of implementation**
- **Progress monitoring**

# Step 6: Evaluate Plan

- Did you achieve the goal?
- If not, did you implement with fidelity?

Step 6: Evaluate Plan		<b>Goal Not Met</b>	<b>Goal Met</b>
	<b>Not Implem ented with Fidelity</b>	Implement the plan	Go back to your data; Data cycle around your most frequent behavior
	<b>Implem ented with Fidelity</b>	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	

# Think, Write, Pair Share

- How will this process benefit your school climate?
- How will you share this with your team?
- How will you share this with your staff?
- What do you need in place to follow this process?
- What do you already have in place?

# Posttest

## Directions:

1. Log into <https://goo.gl/HnESBx>
2. Enter your email address
  - This allows comparison of pre and posttests
  - You will automatically be sent the results of your posttest
3. Answer the questions as best you can (remember, this is a pretest: if you knew all the answers, there would be no point in my presentation)
4. Hit Submit when finished.
5. Remember to take the posttest at the end of the session