

# Using Discipline Data

To Improve Student Behavior *Schoolwide*



# BIG IDEA



- *DATA COLLECTION*
  - *MORE THAN JUST RECORD KEEPING;*
  - *IT'S ABOUT MAKING DECISIONS WITH THE DATA!*



# Start with the “Why”

- Mostly, it's about creating safe, effective places for kids to learn and grow based on data.
- Establishing the soft skills they need to be successful in life.





# Can You Identify with This?

Are you drowning in data?

Are you data rich and information poor?



We need

- The *Right Data*
- At the *Right Time*
- In the *Right Format*



Thomas Gilbert, 1978



# Pre-Requisites

- Data Management System
- Procedures for
  - Collecting data
  - Entering data
  - Running reports



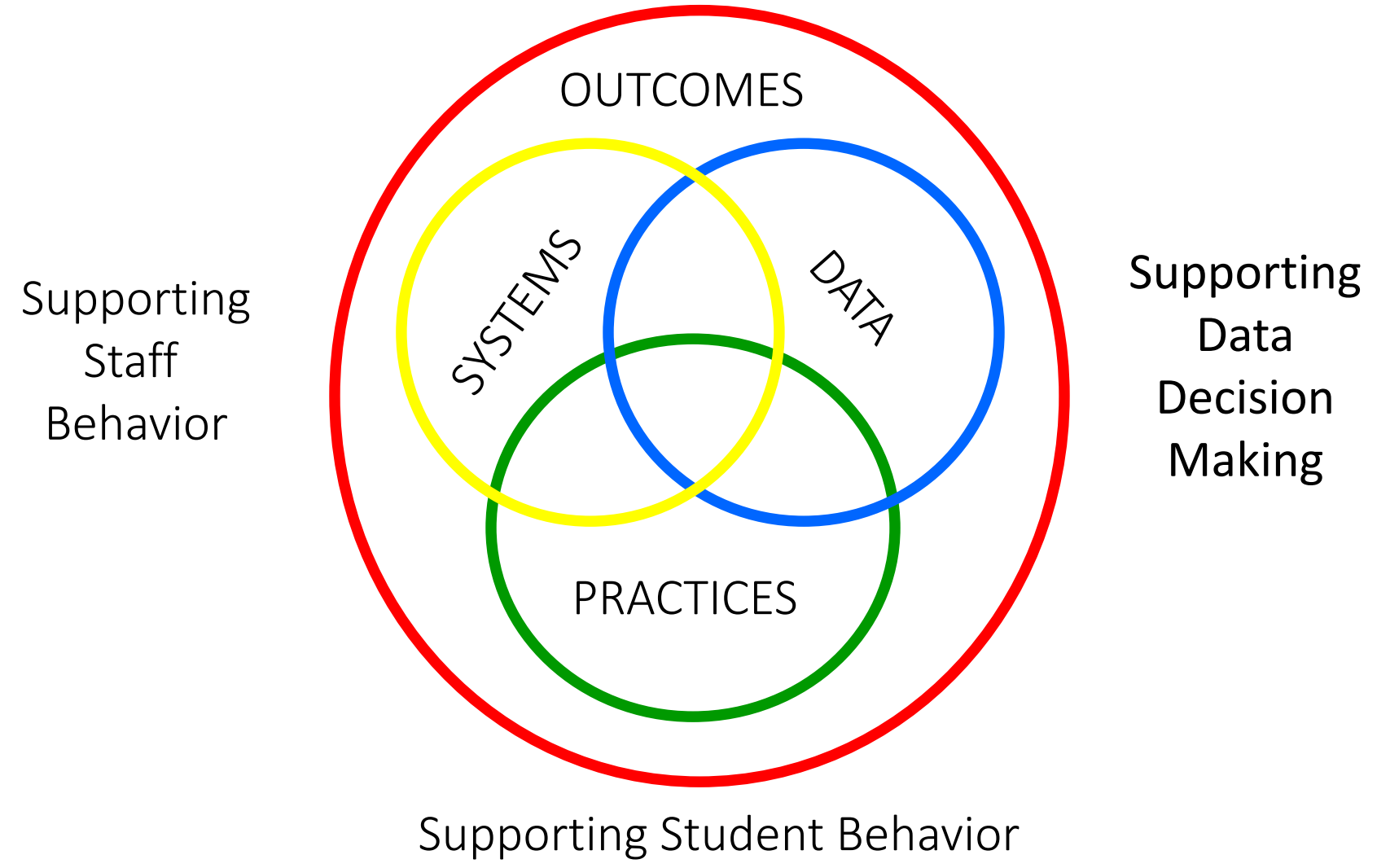
# Think, Pair, Share

- Does your school have a data management system?
  - SWIS
  - Data Collection Tool
  - Student Information System
  - Other
- Do you have procedures for ...
  - collecting ODR information?
  - entering ODR data into the system?
  - running reports?

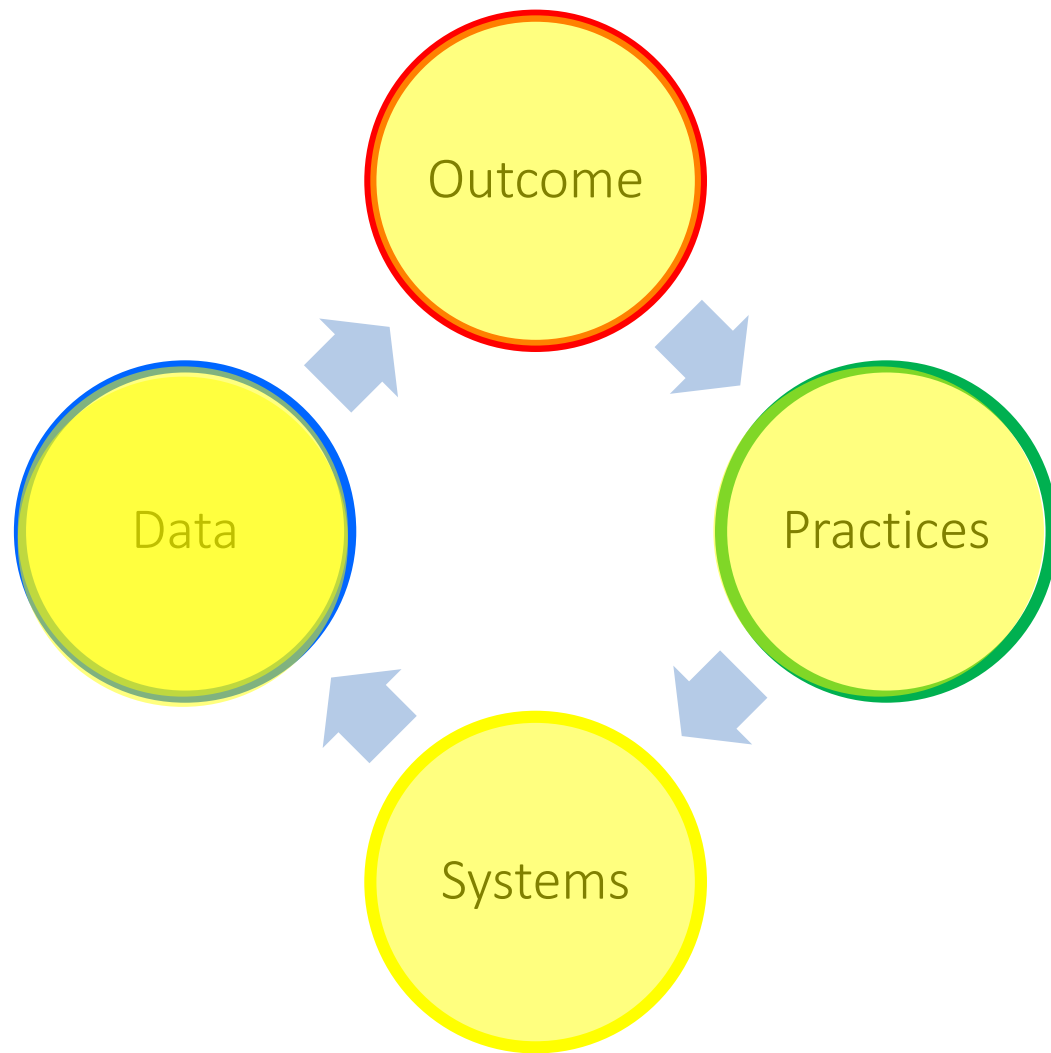


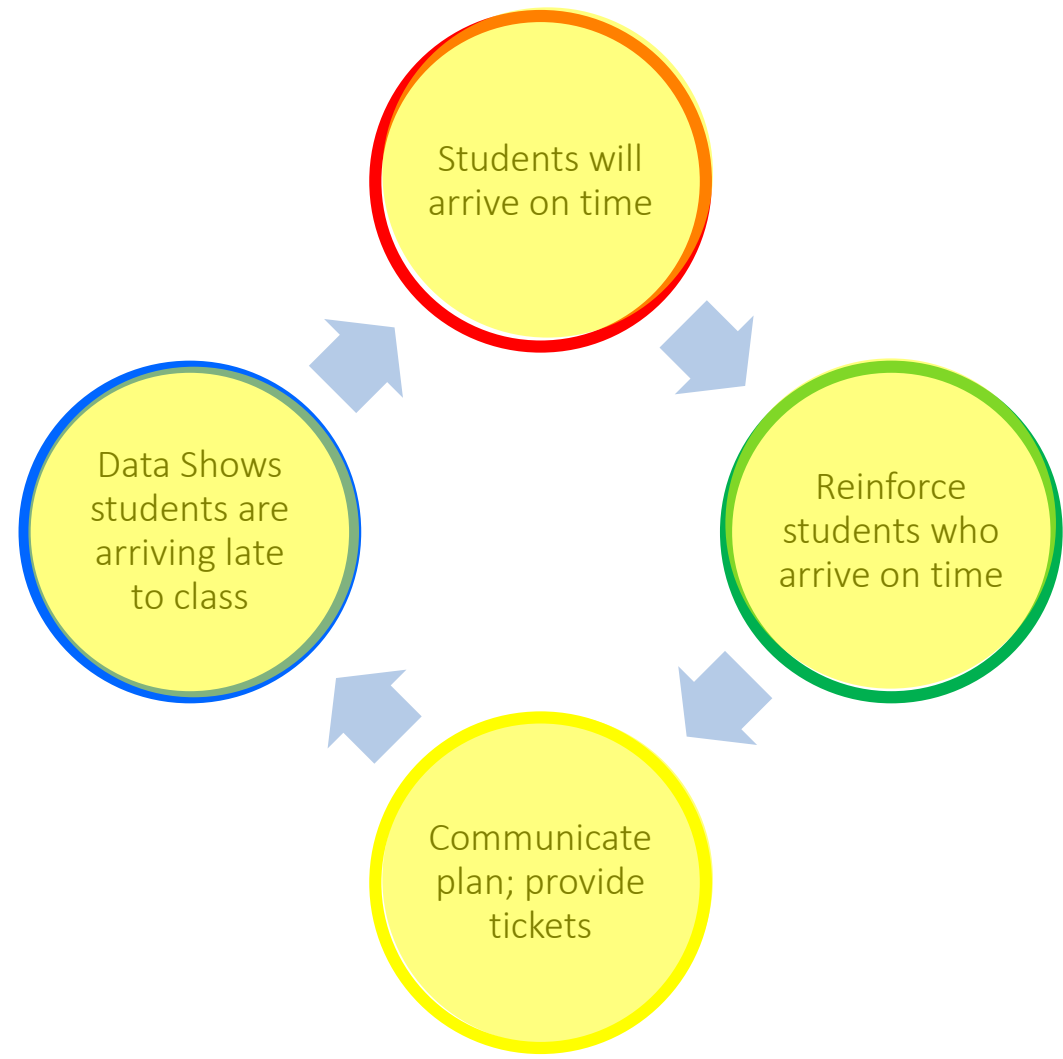


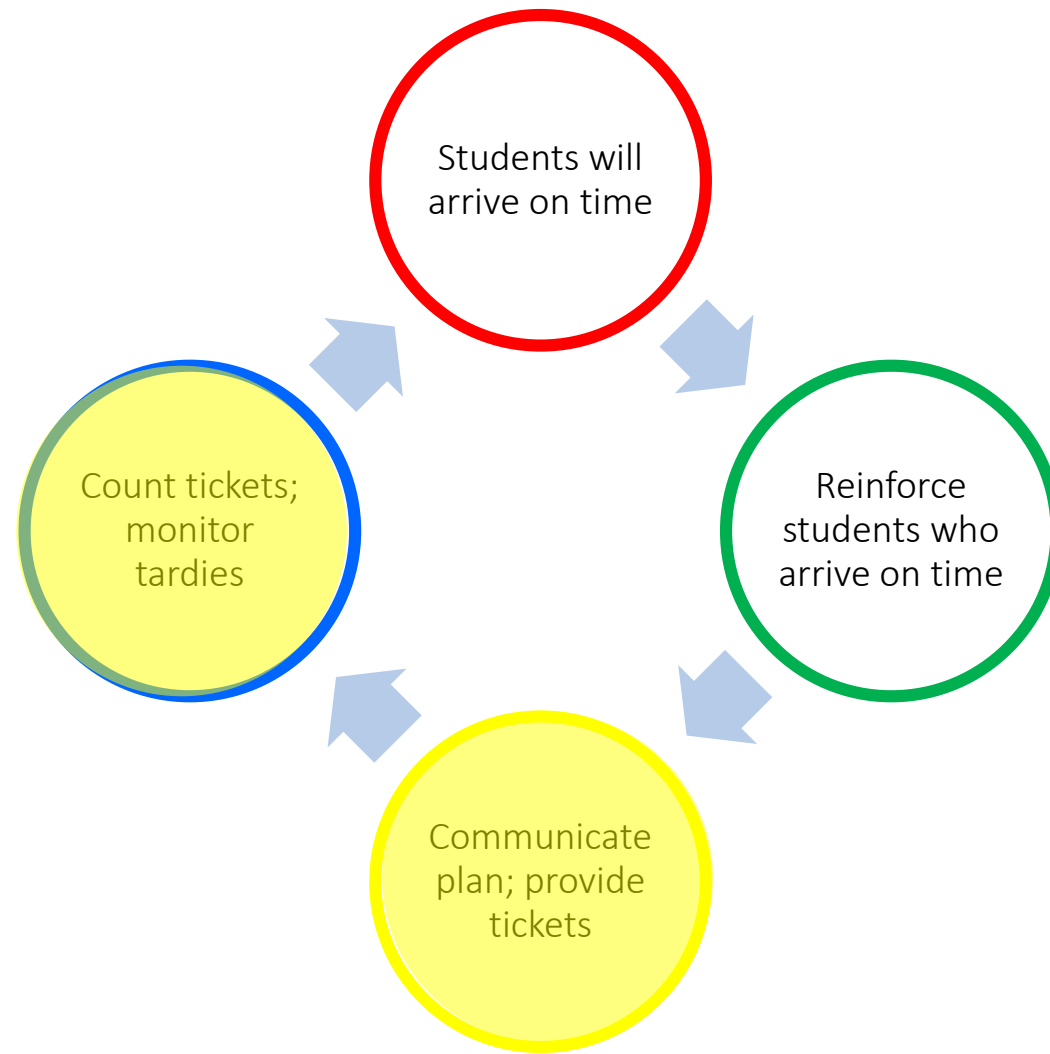
# Social Competence & Academic Achievement

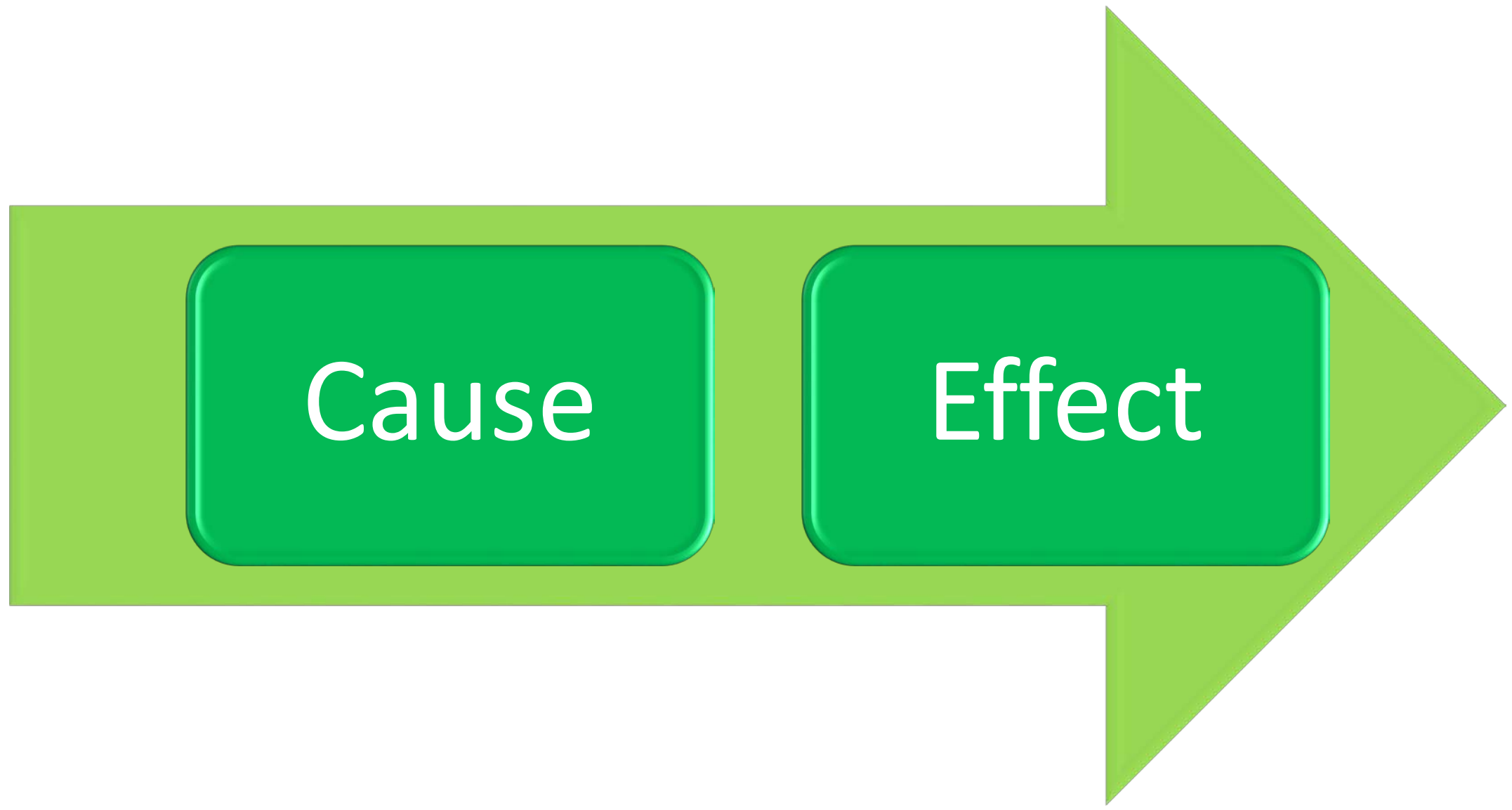










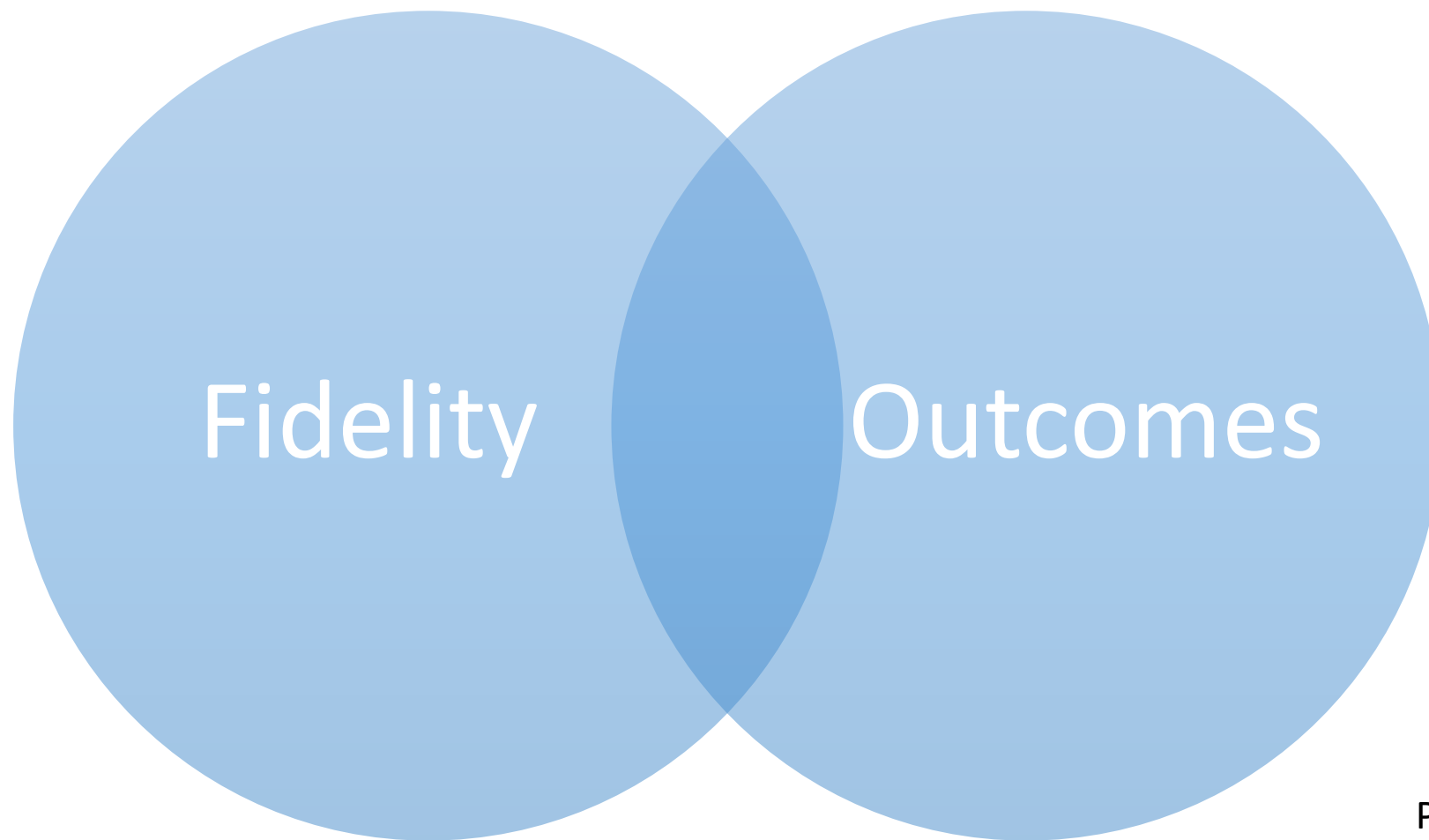


Cause

Effect



# Types of data



# Connecting Outcomes & Fidelity

|                 |   |   |
|-----------------|---|---|
|                 | <b>Lucky</b>  | <b>Sustaining</b>   |
| <b>Outcomes</b> | Positive outcomes, low understanding of how they were achieved<br><i>Replication of success is unlikely</i> | Positive outcomes, high understanding of how they were achieved<br><i>Replication of success likely</i>     |
|                 | <b>Losing Ground</b>  | <b>Learning</b>   |
|                 | Undesired outcomes, low understanding of how they were achieved<br><i>Replication of failure likely</i>     | Undesired outcomes, high understanding of how they were achieved<br><i>Replication of mistakes unlikely</i> |
|                 |   | <b>Fidelity</b>   |

Leadership  
and Learning

# Think, Pair, Share

- Is your school losing ground, lucky, learning or leading?
- How do you know?





*“Patterns of office discipline referrals may prove a simple, available, and useful data source to aid in assessment, monitoring, and planning.”*

George Sugai, Jeffrey Sprague, Robert Horner, and Hill Walker





Data puts the problem in the *context*, not in the *student*!

Horner (2011)

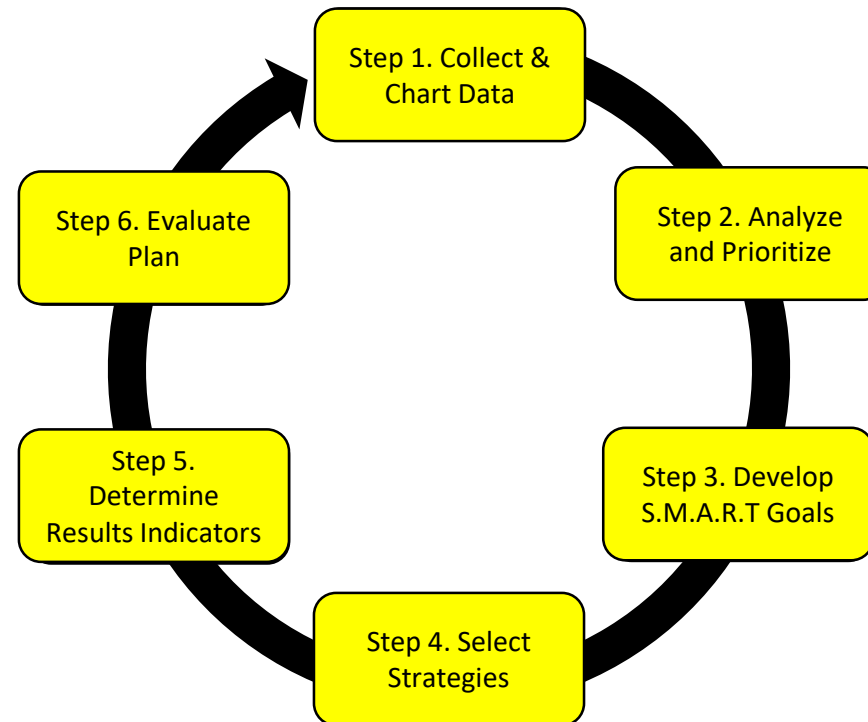


# MO SW-PBS DBDM/Solution Plan

**Missouri Data Based Decision Making Model**

|  |  |  |  |           |
|--|--|--|--|-----------|
| <b>1. Collect &amp; Chart Data</b>     | <b>Big-5 Report</b><br>What were the average number of ODR's per day per month?<br>What is the most frequently reported problem behavior?<br>Where are most problem behaviors occurring?<br>When are most problem behaviors occurring?<br>Who are most frequently engaged in problem behaviors?<br>(i.e. Individuals, grade level, team, etc.) |  |  |           |
| <b>2. Analyze and Prioritize</b>       | From Step 2, select ONE area of focus for intensive analysis (this becomes the precision problem statement)  |  |  |           |
|  | Behavior:  | Location:  | Time of Day:   | Students: |
|  | Where:   | Behavior:  | Behavior:  | Behavior: |
|  | When:  | When:  | Where:   | Where:    |
|  | Who:   | Who:   | Who:   | When:     |
|  | Replacement Behavior:  |  |  |           |
| <b>3. Write a S.M.A.R.T. Goal</b>      | (To copy to Solution Plan, Tab over after each entry)<br><Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date>, as measured by the Big-5 Data Report for the month of <intervention month>.   |  |  |           |
| <b>4. Select Strategies</b>            | Develop Action Plan based on answers to analysis questions and resulting hypothesis. Use <i>Solution Plan Template</i> on the back of this form.   |  |  |           |
| <b>5. Determine Results Indicators</b> | These are the progress monitoring data from the solution plan. This data should be monitored weekly or bi-weekly. Make mid-course corrections, as necessary.   |  |  |           |
| <b>6. Evaluate Plan</b>                | <b>Goal Not Met</b>  |  | <b>Goal Met</b>  |           |
|  | <b>Not Implemented with Fidelity</b>   | Are there obstacles to implementation?<br>Y <input type="checkbox"/> : Modify plan to eliminate obstacles<br>N <input type="checkbox"/> : implement the plan | Look at data to determine why goal was achieved  |           |
|  | <b>Implemented with Fidelity</b>   | Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis  | Plan for sustained implementation<br>Go back to your data; Data cycle around your most frequent behavior |           |

# DBDM



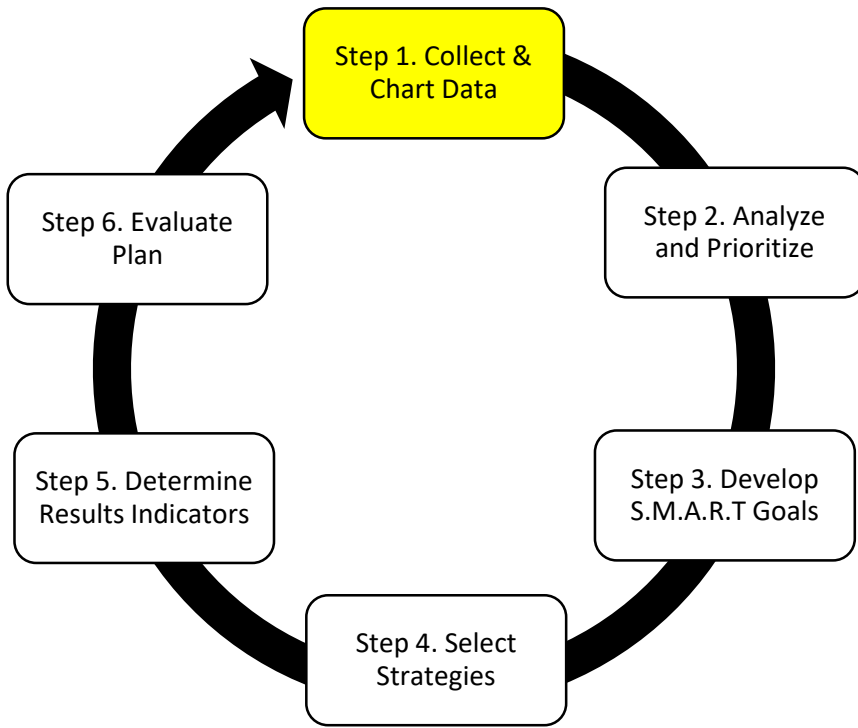
Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process

## Missouri Data Based Decision Making Model

|                                 |  |  |  |           |
|---------------------------------|--|--|--|-----------|
| 1. Collect & Chart Data         | <p><u>Big-5 Report</u></p> <p>What were the average number of ODR's per day per month?</p> <p>What is the most frequently reported problem behavior?</p> <p>Where are most problem behaviors occurring?</p> <p>When are most problem behaviors occurring?</p> <p>Who are most frequently engaged in problem behaviors?<br/>(i.e. individuals, grade level, team, etc.)</p> |  |  |           |
| 2. Analyze and Prioritize       | From Step 2, select ONE area of focus for intensive analysis<br>(this becomes the precision problem statement)   |  |  |           |
|                                 | Behavior:  | Location:  | Time of Day:   | Students: |
|                                 | Where:   | Behavior:  | Behavior:  | Behavior: |
|                                 | When:  | When:  | Where:   | Where:    |
|                                 | Who:   | Who:   | Who:   | When:     |
| Replacement Behavior:           |  |  |  |           |
| 3. Write a S.M.A.R.T. Goal      | <p style="background-color: yellow;">[To copy to Solution Plan, Tab over after each entry]</p> <p>&lt;Population&gt; will decrease ODRs for &lt;behavior&gt; from &lt;start number&gt; to &lt;target number&gt; between &lt;start date&gt; and &lt;target date&gt;, as measured by the Big-5 Data Report for the month of &lt;intervention month&gt;.</p>                  |  |  |           |
| 4. Select Strategies            | Develop Action Plan based on answers to analysis questions and resulting hypothesis. Use <i>Solution Plan Template</i> on the back of this form.   |  |  |           |
| 5. Determine Results Indicators | These are the progress monitoring data from the solution plan. This data should be monitored weekly or bi-weekly. Make mid-course corrections, as necessary.   |  |  |           |
| 6. Evaluate Plan                |  | Goal Not Met   | Goal Met   |           |
|                                 | Not Implemented with Fidelity  | Are there obstacles to implementation?<br>Y <input type="checkbox"/> : Modify plan to eliminate obstacles<br>N <input type="checkbox"/> : Implement the plan | Look at data to determine why goal was achieved  |           |
|                                 | Implemented with Fidelity  | Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis  | Plan for sustained implementation<br>Go back to your data; Data cycle around your most frequent behavior |           |



# Step 1: Collect and Chart Data



Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process



# To make good decisions, we must...

- ***Find*** the problem
- ***Define*** the problem





# What do we need to know to *find* problems?

- **How** often are problem behaviors occurring?
- **What** are the most frequent problem behaviors?
- **Where** are most problem behaviors occurring?
- **When** are most problem behaviors occurring?
- **Who** are engaged in most problem behaviors?

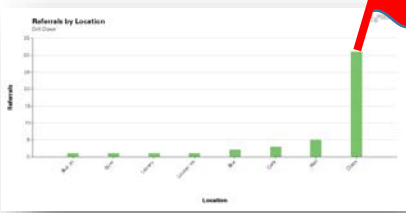
The Big-5



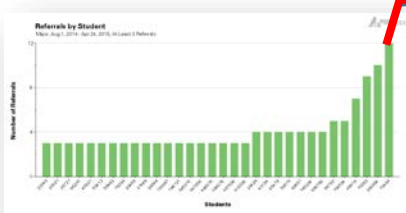
# The Initial Big 5 Data Report



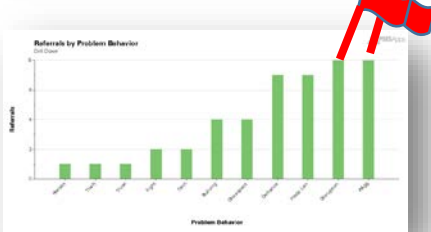
Per Day/Per Month



Location



Students



Problem Behavior



Time of Day

Select a red flag as a focus

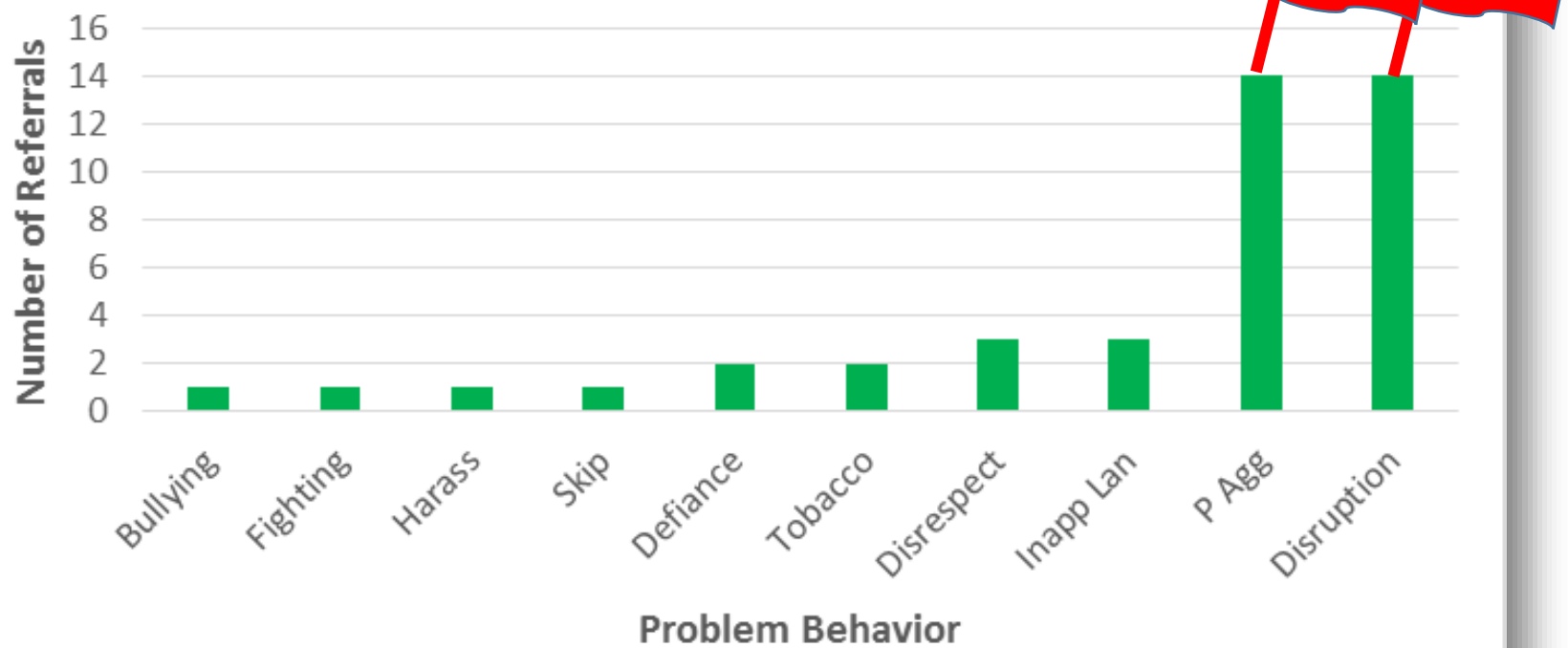


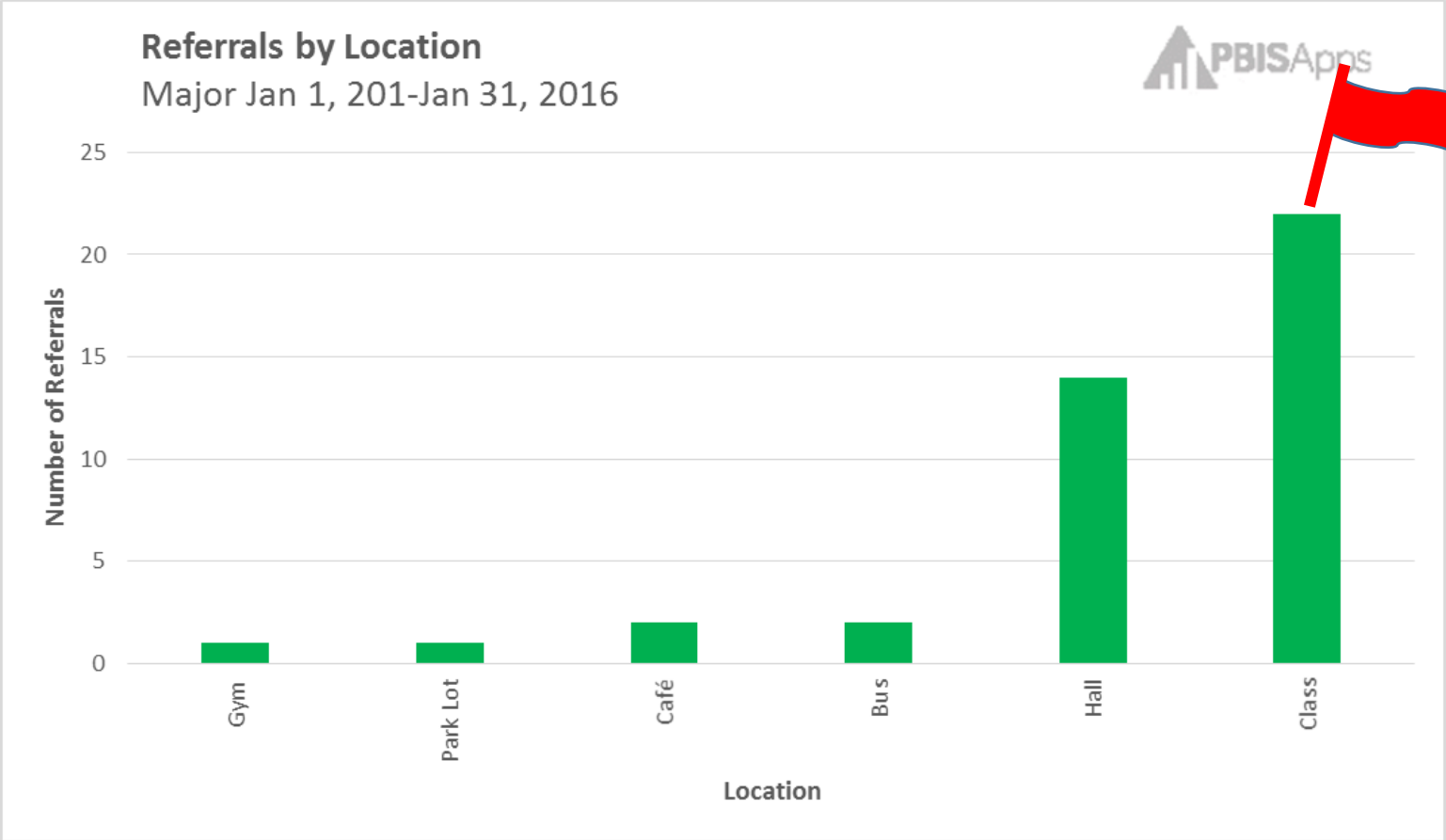


# Referrals by Problem Behavior



Major Jan 1, 201-Jan 31, 2016

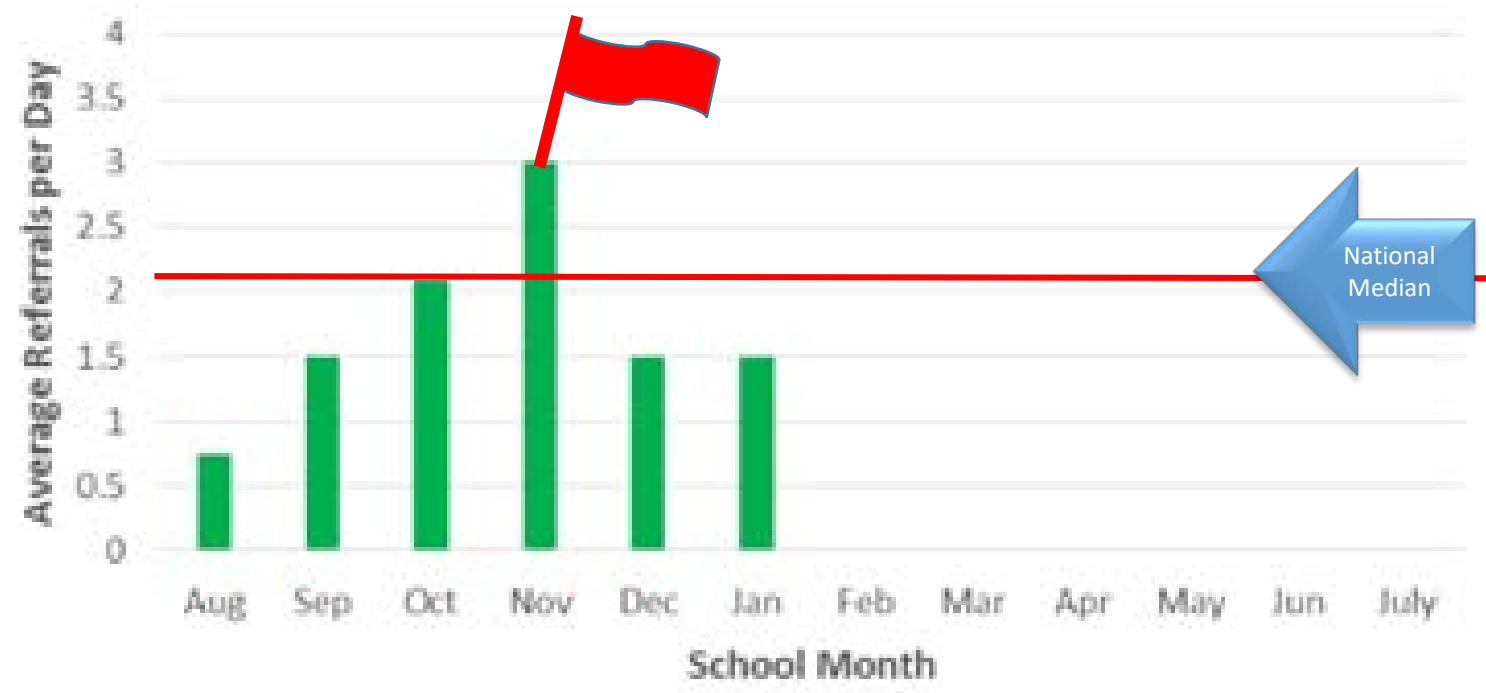






# Average Referrals per Day

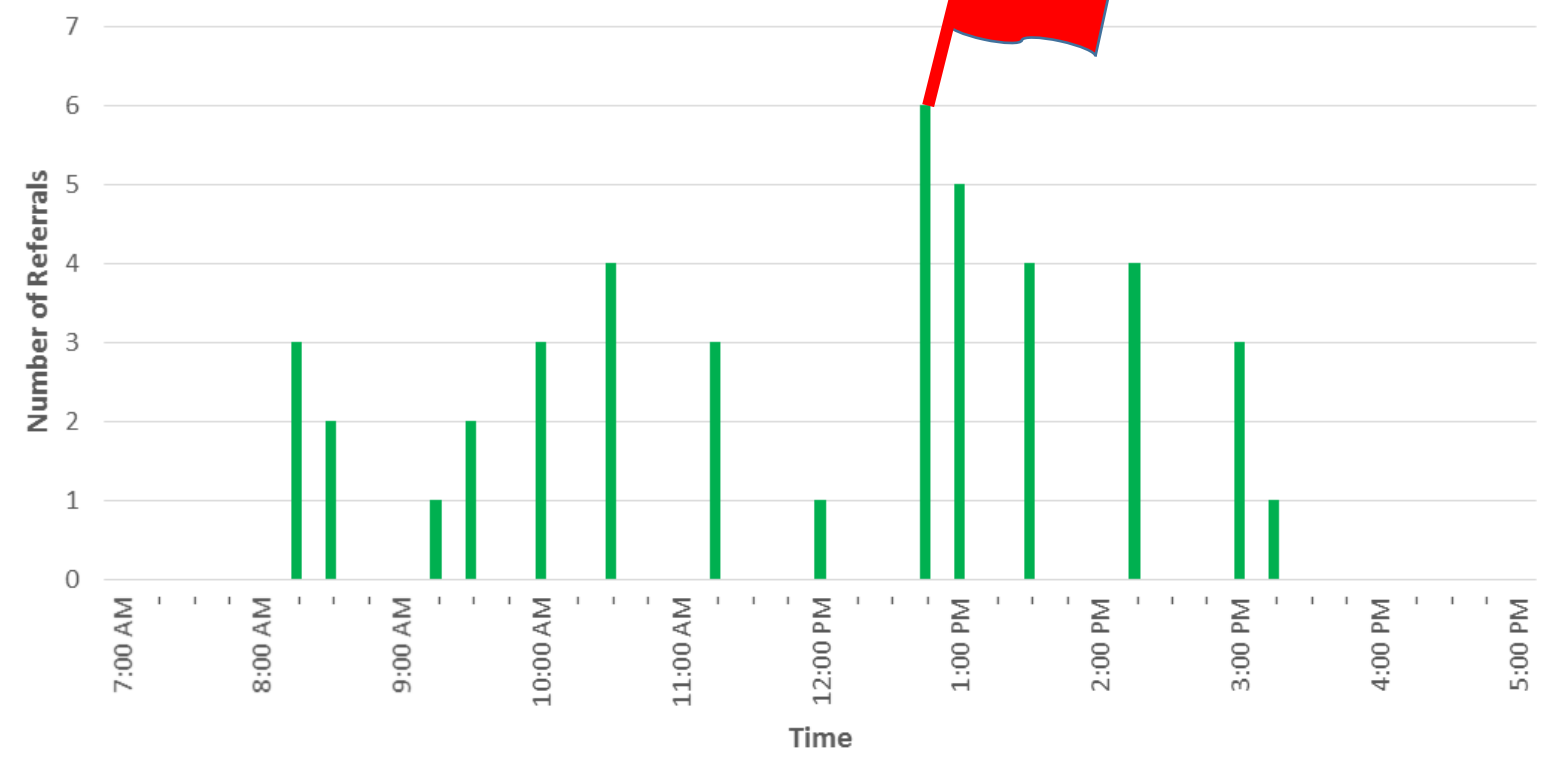
## Major 2015-16





### Referrals by Time

Major Jan 1, 201-Jan 31, 2016

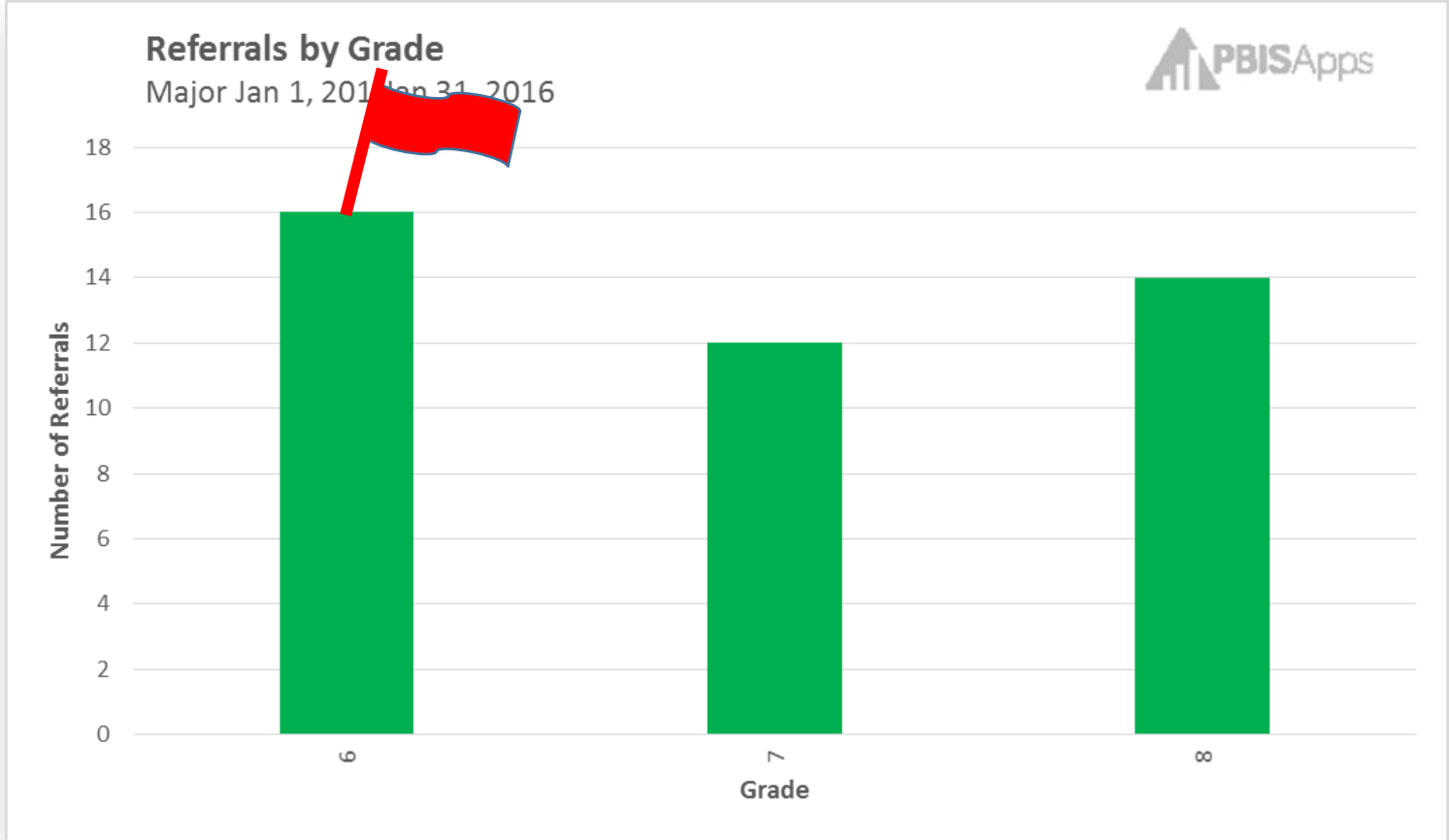


# By Students

42 referrals

- 22 students with 1 ODR
- 7 students with 2 referrals
- 2 students with 3 referrals







# Simple Problem Statements

- Per Day Per Month: 1.5 ODRs in January
- Behavior(s): Physical Aggression and Disruption (14 each)
- Location: Classroom (16)
- Our most frequent time of day was 12:45 PM (6)
- Students: 42 ODRs evenly distributed among 31 students
- Students: 6<sup>th</sup> Grade (16)



Missouri Data Based Decision Making Model

|                         |   |
|-------------------------|---|
| 1. Collect & Chart Data | <u>Big-5 Report</u><br>What were the average number of ODR's per day per month? |
|-------------------------|---|

|                                    |   |
|------------------------------------|---|
| <b>1. Collect &amp; Chart Data</b> | <p><u>Big-5 Report</u></p> <p>What were the average number of ODR's per day per month? 1.5</p> <p>What is the most frequently reported problem behavior? Physical Aggression and Disruption</p> <p>Where are most problem behaviors occurring? Classroom</p> <p>When are most problem behaviors occurring? 12:45 PM</p> <p>Who are most frequently engaged in problem behaviors? 6<sup>th</sup> Grade<br/>(i.e. individuals, grade level, team, etc.)</p> |
|------------------------------------|---|

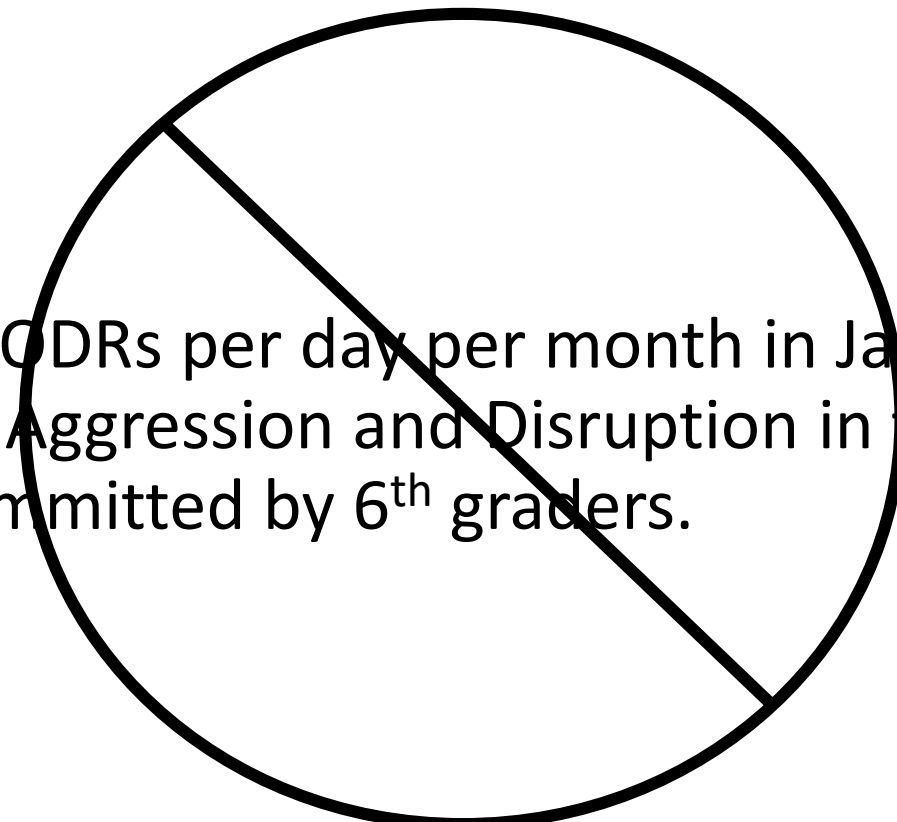
|  |                           |   |  |
|--|---------------------------|---|--|
|  | WITH FIDELITY             | <input type="checkbox"/> implement the plan   |  |
|  | Implemented with Fidelity | Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis | Plan for sustained implementation<br>Go back to your data; data cycle around your most frequent behavior |



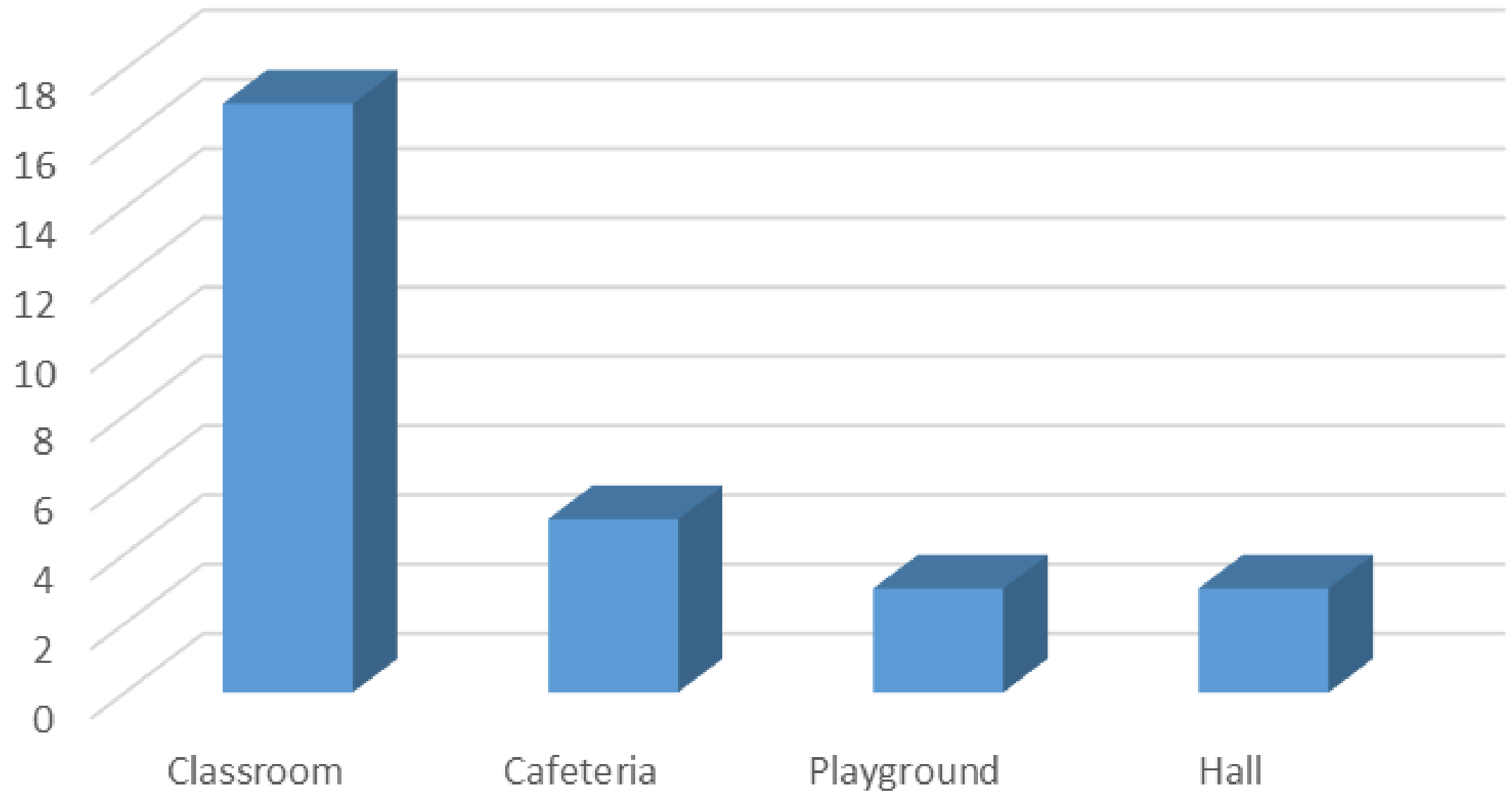


# Does this mean...?

- We averaged 1.5 ODRs per day per month in January. These ODRs were for Physical Aggression and Disruption in the classroom at 12:45 PM, and were committed by 6<sup>th</sup> graders.

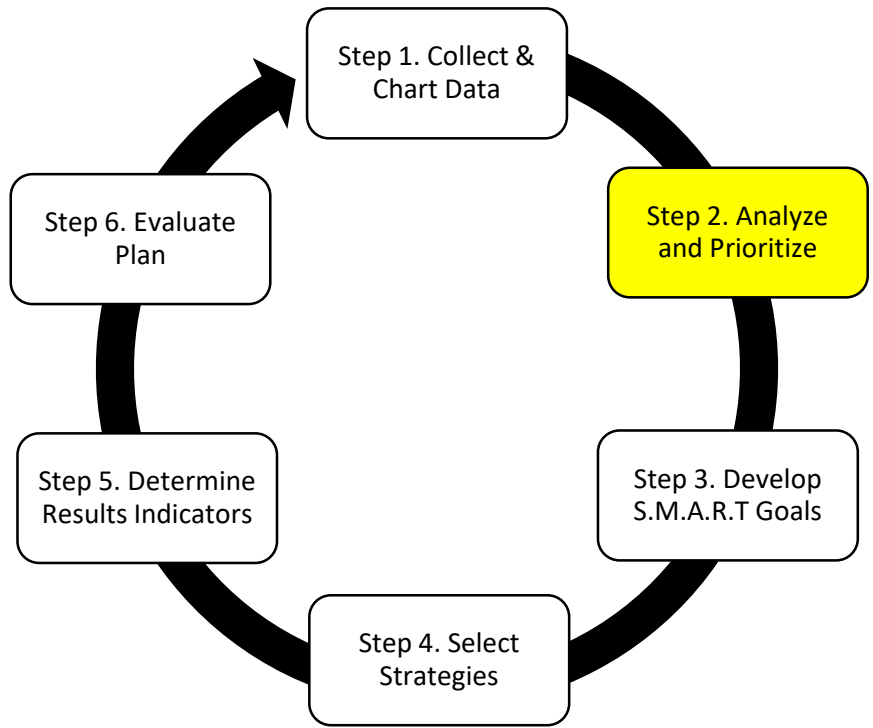


# Location





# Step 2: Analyze and Prioritize



Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process



# Step 2: Analyze and Prioritize

- Select a red flag identified in step 1 as our priority problem to solve
- Analyze this problem to really define what is going on



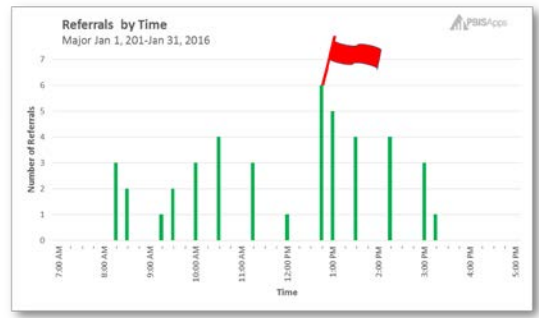
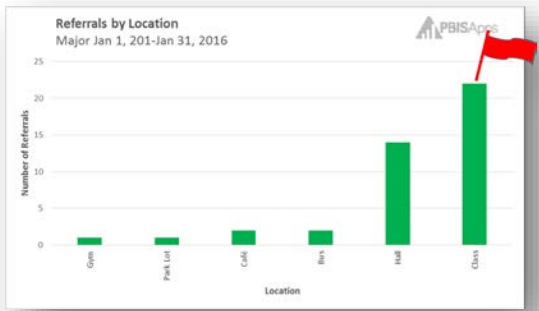
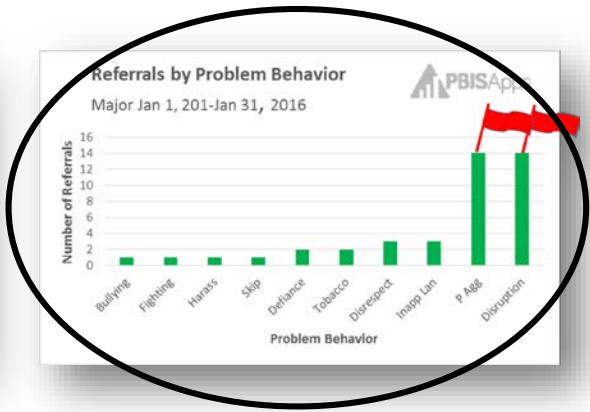
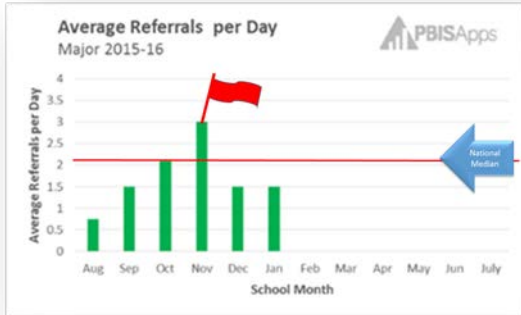


# Selecting a Focus

- Select a **Focus** problem that will give you the biggest change for the least amount of effort.
- Consider the number of ODRs potentially impacted
- Focus area should involve 10 or more students
  - 10+ = Systems Issue
- Consider safety of students

Rob Horner, 2011

Personal Communication with Rob Horner, 2016



Select a red flag as a focus



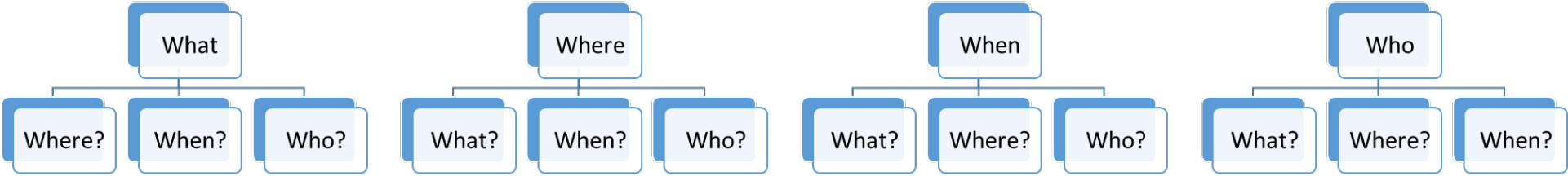
# What do we need to know to make a decision?

- **What** is the problem?
- **How** often is the problem happening?
- **Where** is the problem happening?
- **When** is the problem most likely to occur?
- **Who** is engaged in the problem?

**The Big-5**



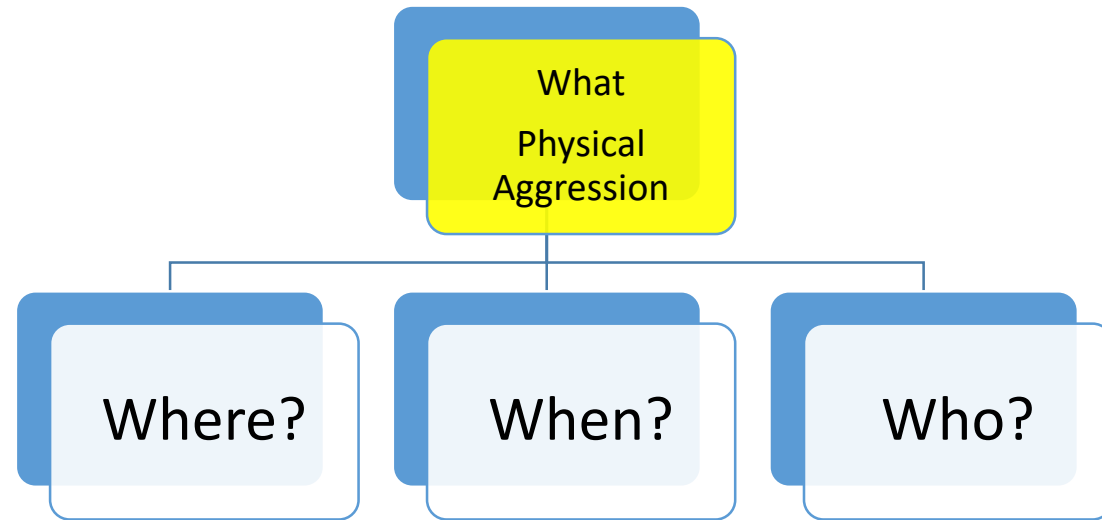
# The Big 5 Questions Analyze and Define the Problem

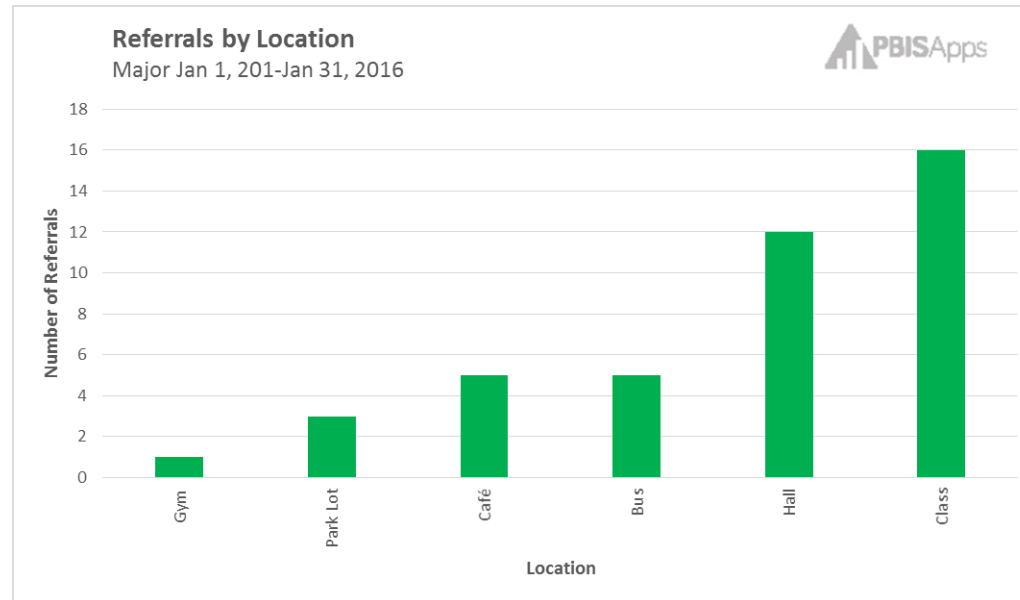


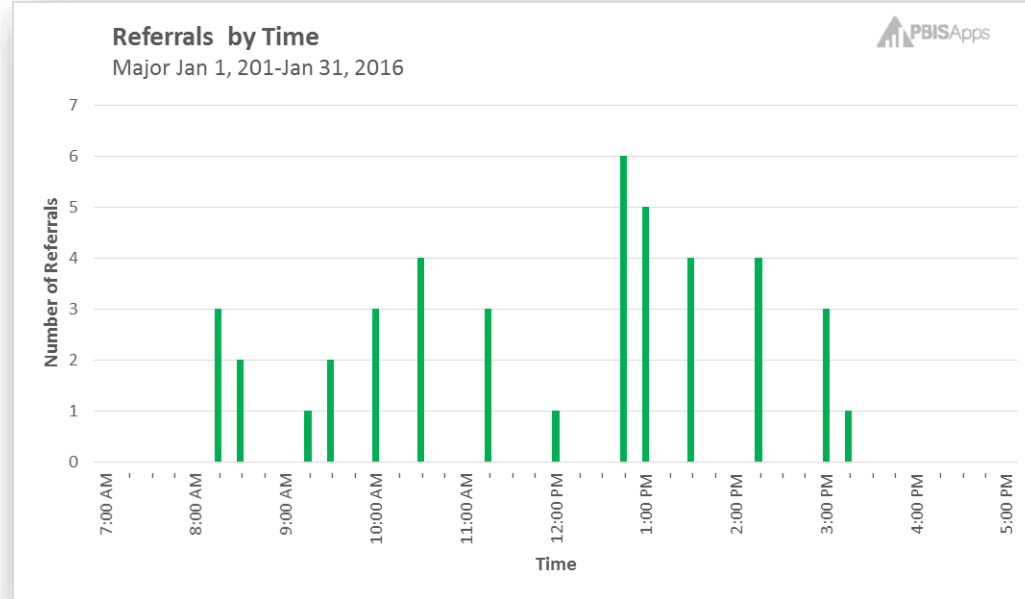


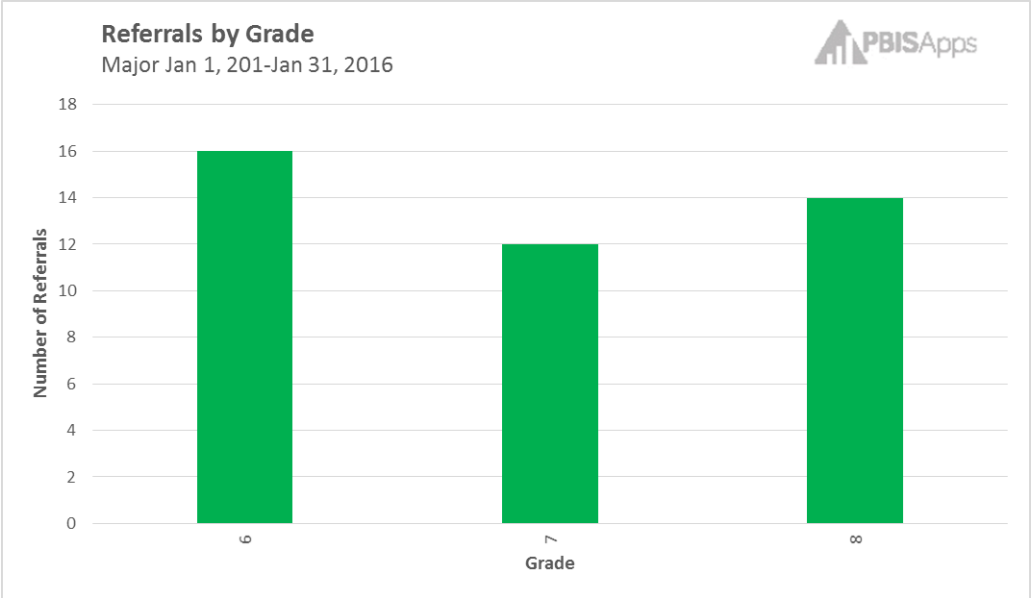


# Focus Problem: Behavior











# Focus Problem: Physical Aggression

- Hall
- 1:00 PM
- 6<sup>th</sup> (6) and 7<sup>th</sup> Graders (8)

## Precision Statement

The focus problem for the month of January was Physical Aggression in the Halls at 1:00 PM O'clock, and performed by 6<sup>th</sup> and 7<sup>th</sup> graders.



# Identify Replacement Behavior

- What do you want them to do instead?
  - Should be from the matrix

Keep hands feet and objects to self

Use conflict resolution strategy



Missouri Data Based Decision Making Model

|                         |   |
|-------------------------|---|
| 1. Collect & Chart Data | <p><u>Big-5 Report</u></p> <p>What were the average number of ODR's per day per month?</p> <p>What is the most frequently reported problem behavior?</p> <p>Where are most problem behaviors occurring?</p> |
|-------------------------|---|

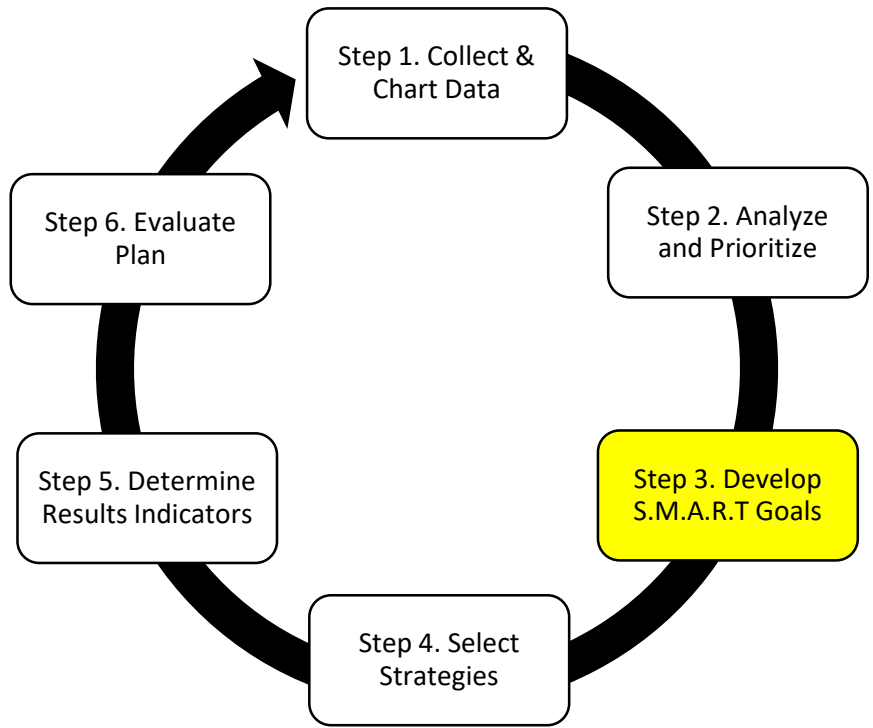


|   |  |           |              |           |
|---|--|-----------|--------------|-----------|
| <b>2. Analyze and Prioritize</b>  | <b>From Step 2, select ONE area of focus for intensive analysis (this becomes the precision problem statement)</b> |           |              |           |
|   | Behavior: Physical Aggression  | Location: | Time of Day: | Students: |
|   | Where: Hall  | Behavior: | Behavior:    | Behavior: |
|   | When: 1:00 PM  | When:     | Where:       | Where:    |
|   | Who: 6 <sup>th</sup> and 7 <sup>th</sup> Grade   | Who:      | Who:         | When:     |
| Replacement Behavior: Keep hands feet and objects to self; use conflict resolution strategies |  |           |              |           |

|                                      |   |   |
|--------------------------------------|---|---|
| <b>Not Implemented with Fidelity</b> | implementation?   | Look at data to determine why goal was achieved   |
|                                      | <p>Y <input type="checkbox"/> Modify plan to eliminate obstacles</p> <p>N <input type="checkbox"/> implement the plan</p> |   |
| <b>Implemented with Fidelity</b>     | <p>Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis</p>            | <p>Plan for sustained implementation</p> <p>Go back to your data; data cycle around your most frequent behavior</p> |



# Step 3: Develop a S.M.A.R.T. Goal



Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process





# S.M.A.R.T. Goal

- Specific
- Measureable
- Achievable
- Relevant
- Time bound





Missouri Data Based Decision Making Model

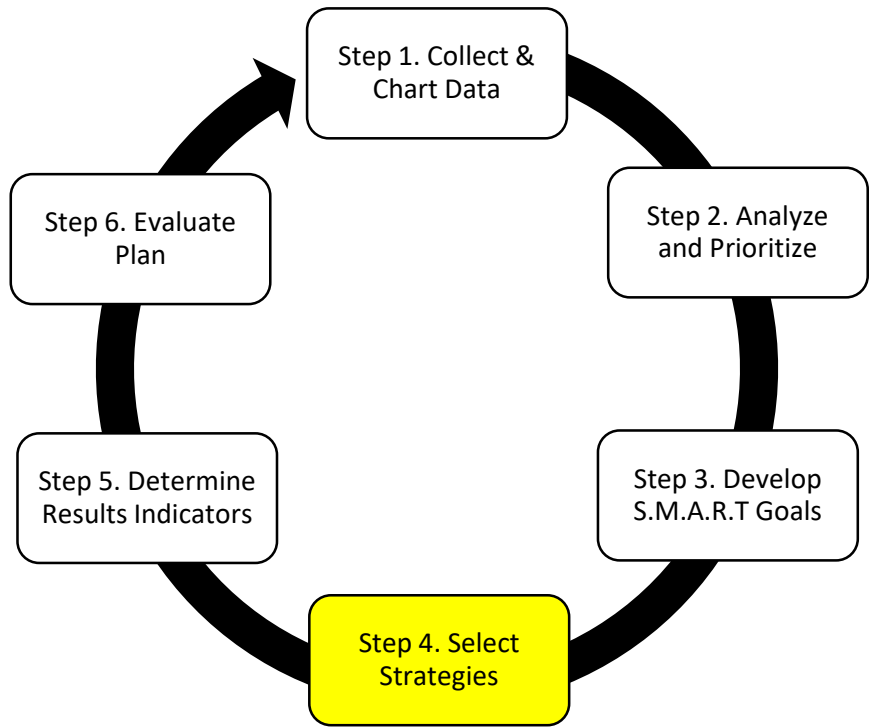
|                         |  |
|-------------------------|--|
| 1. Collect & Chart Data | <u>Big-5 Report</u><br>What were the average number of ODR's per day per month?<br><br>What is the most frequently reported problem behavior?<br><br>Where are most problem behaviors occurring?<br><br>When are most problem behaviors occurring?<br><br>Who are most frequently engaged in problem behaviors?<br>(i.e. individuals, grade level, team, etc.) |
| 2. Analyze              | From Step 2, select ONE area of focus for intensive analysis   |

|  |   |
|--|---|
| <p><b>3. Write a S.M.A.R.T. Goal</b></p> | <p>(To copy to Solution Plan, Tab over after each entry)</p> <p><u>6<sup>th</sup> and 7<sup>th</sup> Grade students</u> will decrease ODRs for <u>Physical Aggression</u> from <u>14</u> to <u>4</u> between <u>February 1</u> and <u>February 29</u>, as measured by the Big-5 Data Report for the month of <u>February</u>.</p> |
|--|---|

|                                 |  |  |  |
|---------------------------------|--|--|--|
| 5. Determine Results Indicators | These are the progress monitoring data from the solution plan. This data should be monitored weekly or bi-weekly. Make mid-course corrections, as necessary. |  |  |
| 6. Evaluate Plan                |  | Goal Not Met   | Goal Met   |
|                                 | Not Implemented with Fidelity  | Are there obstacles to implementation?<br>Y <input type="checkbox"/> : Modify plan to eliminate obstacles<br>N <input type="checkbox"/> : implement the plan | Look at data to determine why goal was achieved  |
|                                 | Implemented with Fidelity  | Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis  | Plan for sustained implementation<br><br>Go back to your data; data cycle around your most frequent behavior |



# Step 4: Select Strategies



Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process



# Step 4: Develop a Plan

- ***Intensify*** Tier 1 interventions to address 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?
  - How will we ***monitor*** our progress?
    - Implementation
    - Outcomes



# Focus Problem: Physical Aggression

- Precision Statement
- The focus problem for the month of was Physical Aggression in the Halls at 1:00 PM O'clock, and performed by 6<sup>th</sup> and 7<sup>th</sup> graders.
- Replacement Behaviors:
  - Keep hands, feet and objects to self
  - Use conflict resolution strategy



# Intensifying Tier 1

- What prevention measures will you take?

**Increase active supervision in the halls**

**Identify a conflict resolution strategy**

- What will you teach?

**Lessons: Keep hands feet and objects to self; conflict resolution strategy**

- What behavior will you recognize? How?

**Keeping hands, feet and objects to self; using conflict resolution strategy; We will give out special red “respect” tickets**

- What behaviors will you consistently correct? How?

**Behaviors that lead to physical aggression (horseplay, disrespectful language); Redirect, reteach, choice, conference**

**ODRs for Physical Aggression**



# The Solution Plan

- Intensification of Tier I
- Gantt Chart



| Solution Plan  |                            |  |                                       |   |                                |
|--|----------------------------|--|---------------------------------------|---|--------------------------------|
| School _____   |                            | Month and Year _____                       |                                       |   |                                |
| S.M.A.R.T. Goal: <Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date> as measured by the Big-5 Data Report for the month of <intervention month> |                            |  |                                       |   |                                |
| 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<br>(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:<br>Benchmark:    |  |                                       |   |                                |

### Solution Plan

School: Exemplary Middle School

Month and Year: February 2016

S.M.A.R.T. Goal: 6<sup>th</sup> and 7<sup>th</sup> Grade students will decrease ODRs for Physical Aggression from 14 to 4 between February 1 and February 29 as measured by the Big-5 Data Report for the month of February.

| 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<br>(example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs) | Add use of "I" message to Matrix; increase Active Supervision  | PBIS Leadership Team<br>Mr. Anderson (VP) | February 2, 2016 | At staff meeting, team explain "I Message" strategy; Mr. Anderson send email notification regarding duties            | PD Meeting Notes; Matrix; Mr. Anderson will spot check halls to make sure staff are on duty |
| Teaching  | Re-teach lesson on Keeping hands feet and objects to self; teach "I message strategy"  | Dr. Meyers                                | February 5, 2016 | During staff meeting, Leadership team will also go over the lesson  | Teachers turn in lesson checklist to Dr. Meyers by Friday, in return for a cold soda.       |
| Recognition   | Special red "Respect" ticket for students using "I message", or keeping hands feet to self when provoked. Hold drawing each Friday. Separate drawing for staff | Ms. Tichner, PBIS cheerleader             | February 8, 2016 | At staff meeting, Ms. Tichner will explain special recognition. Respect tickets placed in mailboxes on Monday Morning | Count of "Respect Tickets"  |
| Corrective Consequence  | Staff will respond to minor behaviors that tend to lead to physical aggression, using minor response strategies  | Mr. Anderson                              | February 8, 2016 | Mr. Anderson will send email blast to staff, listing minor behaviors that lead to phys aggress., review responses     | Google Form Likert scale survey of staff rating implementation                              |

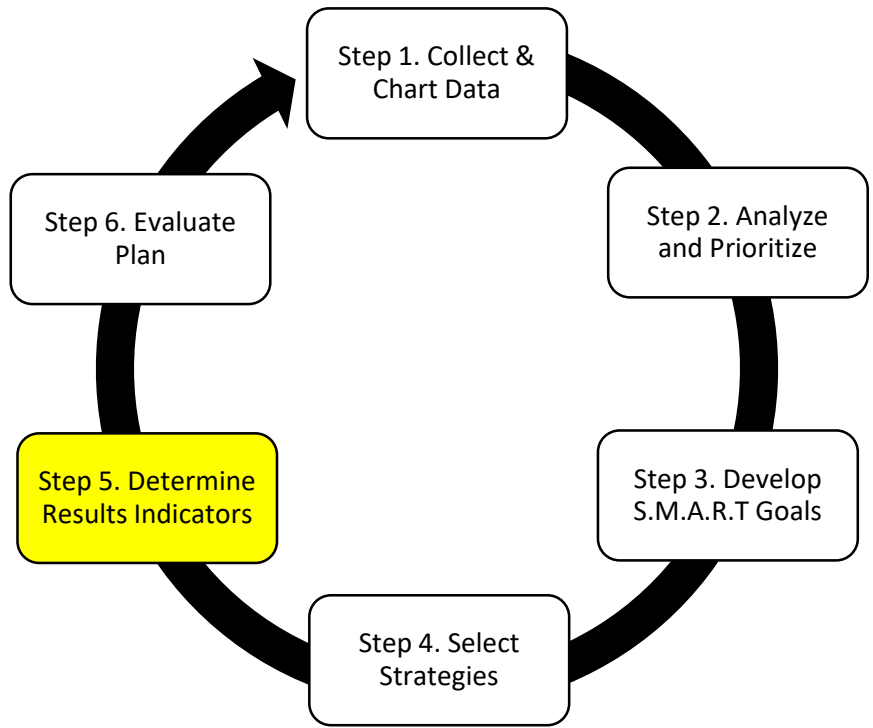
|  | What data will we Review? | Who is responsible for gathering the data? | When/How often will data be gathered? | Where will data be shared? | Who will see the data? |
|--|---------------------------|--|---------------------------------------|----------------------------|------------------------|
|--|---------------------------|--|---------------------------------------|----------------------------|------------------------|

|                                     |                                      |             |        |                   |           |
|-------------------------------------|--------------------------------------|-------------|--------|-------------------|-----------|
| Progress Monitoring Data Collection | Fidelity: Count of tickets           | Ms. Tichner | Weekly | Weekly newsletter | All staff |
|                                     | Benchmark: Behavior report from SWIS | Mrs. Albert | Weekly | Weekly Newsletter | All staff |





# Step 5: Determine Results Indicators



Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process



# Step 5: Implement Plan

- Are we doing what we said we would?
  - How do we know?
  - If not, why not?
  - Are there obstacles to full implementation?
- Are we making adequate progress toward our goal?
  - How do we know?
- Monitor and adjust accordingly!



# Think, Pair, Share

- What are some ways your team could measure whether staff are fulfilling their commitment to teach the new conflict resolution strategy?





# Monitoring Data

## **Fidelity of Implementation**

- Count of Recognition
- Lesson Accountability
- Likert Type Scales
  - Sticky dots
  - Survey
- Walkthroughs/Observations

## **Student Outcomes**

- ODRs
- Expectation Following Behaviors
- Number of times students use a new strategy

# Progress Monitoring (Outcomes)

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





### Solution Plan

School Exemplary Middle School

Month and Year February 2016

S.M.A.R.T. Goal: 6<sup>th</sup> and 7<sup>th</sup> Grade students will decrease ODRs for Physical Aggression from 14 to 4 between February 1 and February 29 as measured by the Big-5 Data Report for the month of February.

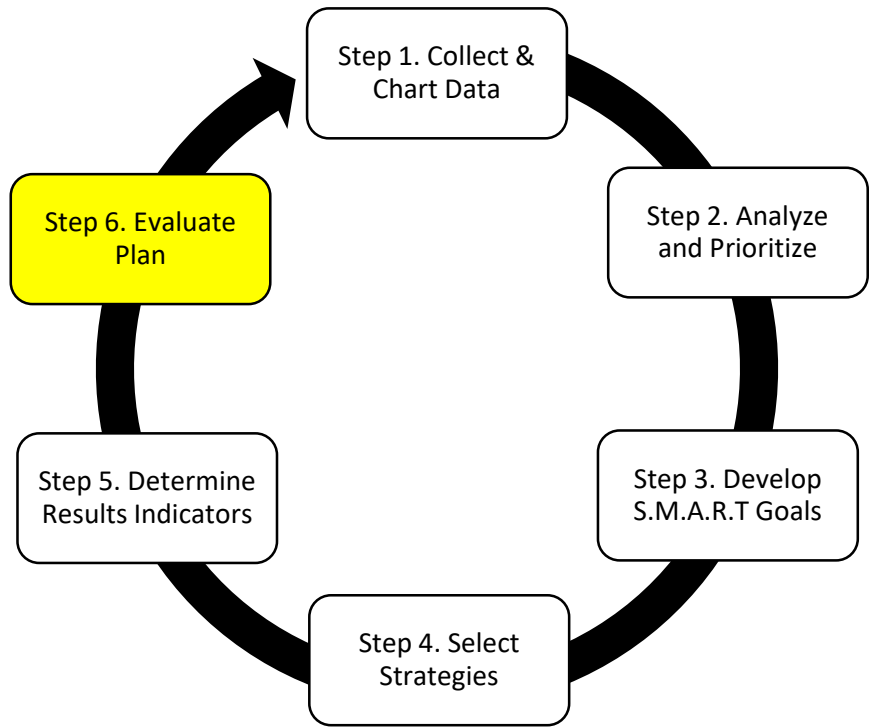
| Solution Components | What are the Action Steps? | Who is Responsible?  | By When?         | What Professional Development and/or communication is required? | How will Fidelity be Measured? |
|---------------------|----------------------------|----------------------|------------------|---|--------------------------------|
| Prevention          | Add use of "I" message to  | PBIS Leadership Team | February 2, 2016 | At staff meeting, team  | PD Meeting Notes;              |

|                                     | 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: Count of tickets<br>Benchmark: Behavior report from SWIS | Ms. Tichner<br>Mrs. Albert                 | Weekly<br>Weekly                      | Weekly newsletter<br>Weekly Newsletter | All staff<br>All staff |

|                                     |   |  |                                       |  |                                       |
|-------------------------------------|---|--|---------------------------------------|--|---------------------------------------|
| Corrective Consequence              | Identify and respond to minor behaviors that tend to lead to physical aggression, using minor response strategies |  |                                       | blast to staff, listing minor behaviors that lead to physical aggression, review responses | survey of staff rating implementation |
|                                     | 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: Count of tickets<br>Benchmark: Behavior report from SWIS  | Ms. Tichner<br>Mrs. Albert                 | Weekly<br>Weekly                      | Weekly newsletter<br>Weekly Newsletter   | All staff<br>All staff                |



# Step 6: Evaluate Plan



Based on Leadership and Learning Center Data Team/Decision Making for Results Data-Based Decision Making Process



# Step 6: Evaluate Plan

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







Missouri Data Based Decision Making Model

|                         |   |
|-------------------------|---|
| 1. Collect & Chart Data | <p><u>Big-5 Report</u></p> <p>What were the average number of ODR's per day per month?</p> <p>What is the most frequently reported problem behavior?</p> <p>Where are most problem behaviors occurring?</p> <p>When are most problem behaviors occurring?</p> |
|-------------------------|---|

|                         |                                      |   |   |
|-------------------------|--------------------------------------|---|---|
| <b>6. Evaluate Plan</b> |                                      | <b>Goal Not Met</b>   | <b>Goal Met</b>   |
|                         | <b>Not Implemented with Fidelity</b> | <p>Are there obstacles to implementation?</p> <p>Y <input type="checkbox"/>: Modify plan to eliminate obstacles</p> <p>N <input type="checkbox"/>: Implement the plan</p> | <p>Look at data to determine why goal was achieved</p>  |
|                         | <b>Implemented with Fidelity</b>     | <p>Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis</p>  | <p>Plan for sustained implementation</p> <p>Go back to your data; Data cycle around your most frequent behavior</p> |

|                  |                                      |   |   |
|------------------|--------------------------------------|---|---|
| 6. Evaluate Plan |                                      | <b>Goal Not Met</b>   | <b>Goal Met</b>   |
|                  | <b>Not Implemented with Fidelity</b> | <p>Are there obstacles to implementation?</p> <p>Y <input type="checkbox"/>: Modify plan to eliminate obstacles</p> <p>N <input type="checkbox"/>: Implement the plan</p> | <p>Look at data to determine why goal was achieved</p>  |
|                  | <b>Implemented with Fidelity</b>     | <p>Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis</p>  | <p>Plan for sustained implementation</p> <p>Go back to your data; data cycle around your most frequent behavior</p> |

# Then we do it all over again...

- Creating cycles of continuous improvement



# Make a Commitment

- What will you commit to?
- Tell a partner



# Questions & Contacts

Gordon Way, Ed.D.

[wayg@Missouri.edu](mailto:wayg@Missouri.edu)

<http://pbissmissouri.org/>

