

# Choosing the Right Data at the Right Time

Correlation Does Not Imply Causation

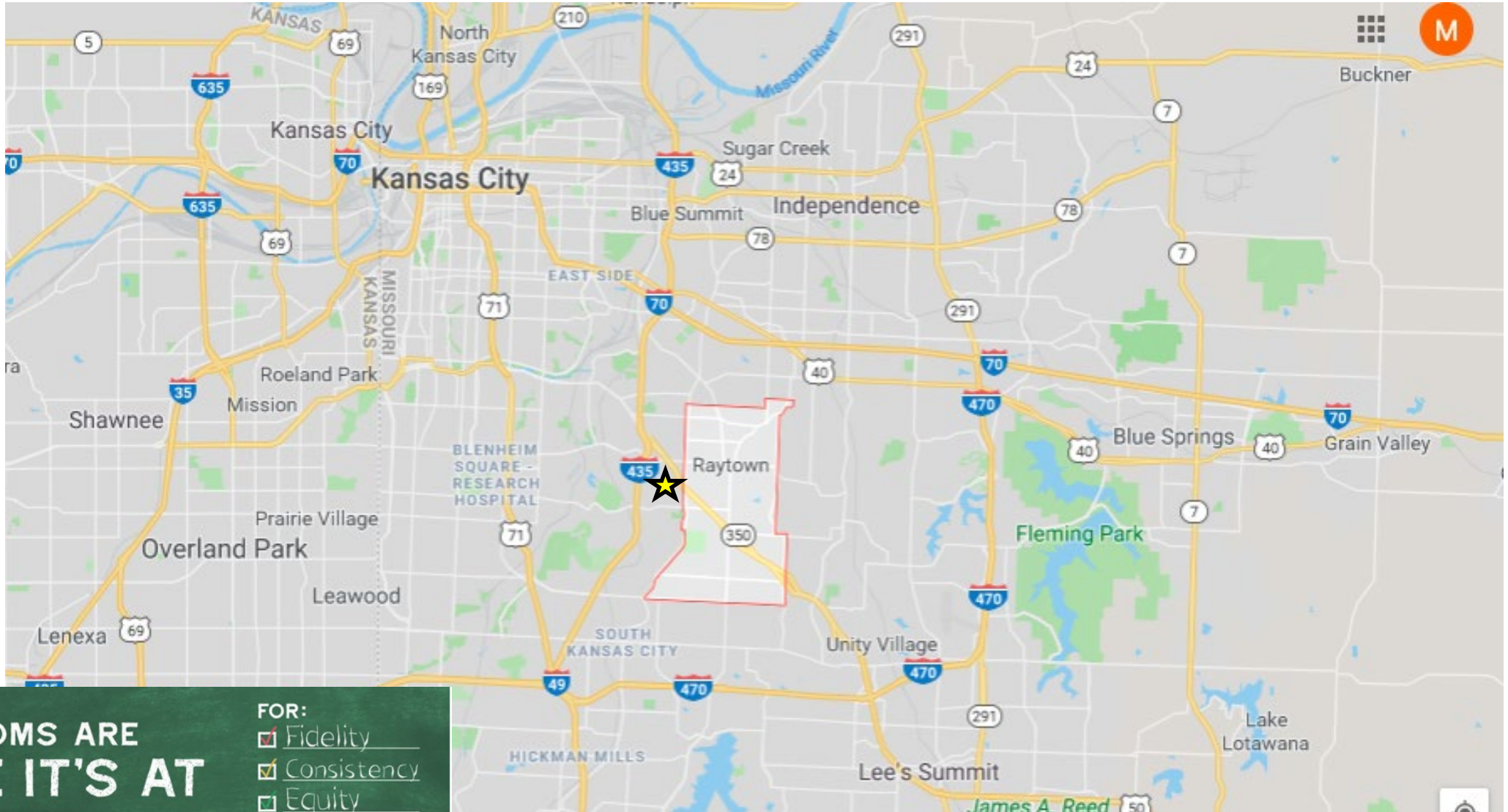
Matt Jones  
Raytown School District  
Westridge Elementary  
Kansas City, MO  
2019

CLASSROOMS ARE  
WHERE IT'S AT

FOR:

- Fidelity
- Consistency
- Equity

# Westridge Elementary



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## Student demographics:

- K- 5
- African American - 59%
- White - 19%
- Hispanic - 12.5%
- Multiracial - 9%
- Remaining other



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# Westridge Elementary

- . ADA attendance ended at 93.2%
- . 100% free breakfast and after school meal
- . 77% of students qualify for free or reduced-priced lunch
- . SW - PBS Silver Level Recognition

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# Choosing the Right Data for the Right Intervention

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

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

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# Choosing the Right Data for the Right Intervention

**Problem Behavior** - Student has difficulty following directions when she doesn't want to.

**Looks Like** - Saying no, yelling at adults, yelling at peers, refusal to move to Safe Seat or Buddy Room

**Replacement Behavior** - Follows direction within one minute or asks for a break

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# Cause Data - Measuring Outcomes Not Behavior

## Good Choices

3- 0-1 Redirects    2- 2 Redirects    1- 3+ Redirects

Date \_\_\_\_\_

Targets	8:15-8:40	8:40-9:20	9:20-10:05	10:05-11:28	11:28-12:00	12:00-12:25	12:25-1:25	1:25-2:25	2:25-3:20	3:20-3:35
I can follow directions the first time	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1
I can complete all my work	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1

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# Cause Data - Measuring Outcomes Not Behavior

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Date \_\_\_\_\_

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I can follow directions the first time	3		3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1
I can complete all my work	3		3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1

**What does this tell us about the replacement behavior?**



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# Cause Data – So Many Unanswered Questions

- ? Did she ever need a break?
- ? Did she comply in the time given?
- ? How often is she asking for a break?
- ? Are the replacement behaviors feeding the function?

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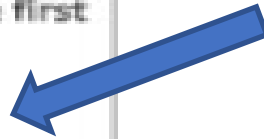
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# So What Do We Measure?

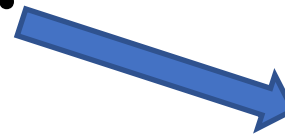
Narrow the focus to one priority problem behavior and one replacement behavior aligned to function

Targets
I can follow directions the first time
I can complete all my work

**NO**



**YES!**



I will follow directions within one minutes	I will ask for a calm down break if I feel overwhelmed or wiggly
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# Effect Data - Measuring the Specific Behavior

Time:	I will follow directions within one minutes	I will ask for a calm down break if I feel overwhelmed or wiggly	Notes:
8:50-9:10	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
9:10-9:30	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
9:30-10:00	<input checked="" type="radio"/> yes no NA	<input checked="" type="radio"/> yes no NA	
10:00-10:30	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
10:30-11:00	yes <input checked="" type="radio"/> no NA	<input checked="" type="radio"/> yes no NA	
11:00-11:30	yes <input checked="" type="radio"/> no NA	yes <input checked="" type="radio"/> no NA	
11:30-12:00	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
12:00-12:30	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	

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Time:	I will follow directions within one minutes	I will ask for a calm down break if I feel overwhelmed or wiggly	Notes:
8:50-9:10	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
9:10-9:30	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
9:30-10:00	<input checked="" type="radio"/> yes no NA	<input checked="" type="radio"/> yes no NA	
10:00-10:30	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
10:30-11:00	yes <input checked="" type="radio"/> no NA	<input checked="" type="radio"/> yes no NA	
11:00-11:30	yes <input checked="" type="radio"/> no NA	yes <input checked="" type="radio"/> no NA	
11:30-12:00	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	
12:00-12:30	<input checked="" type="radio"/> yes no NA	yes no <input checked="" type="radio"/> NA	

**What does this tell us about the replacement behavior?**

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# Effect Data – So Many Answered Questions

? Did she ever need a break? *3 times.*

? Did she take a break when needed? *2 out of 3 times.*

? Did she comply in the time given? *6 out of 8 times.*

? How often is she asking for a break?

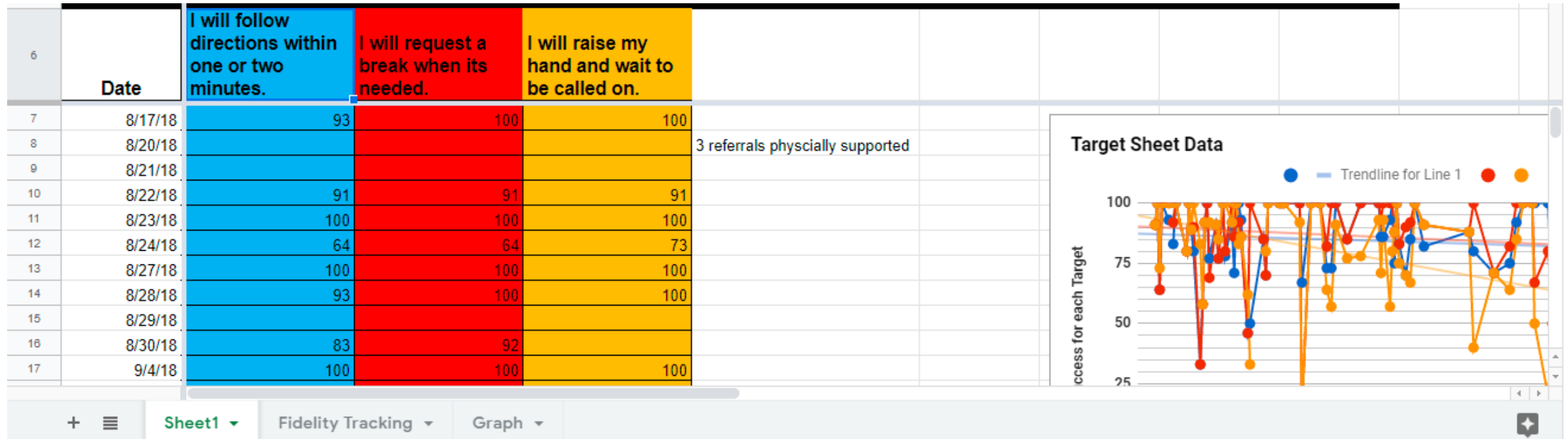
? Are the replacement behaviors feeding the function?

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# Effect Data – Graph it and Make it Real

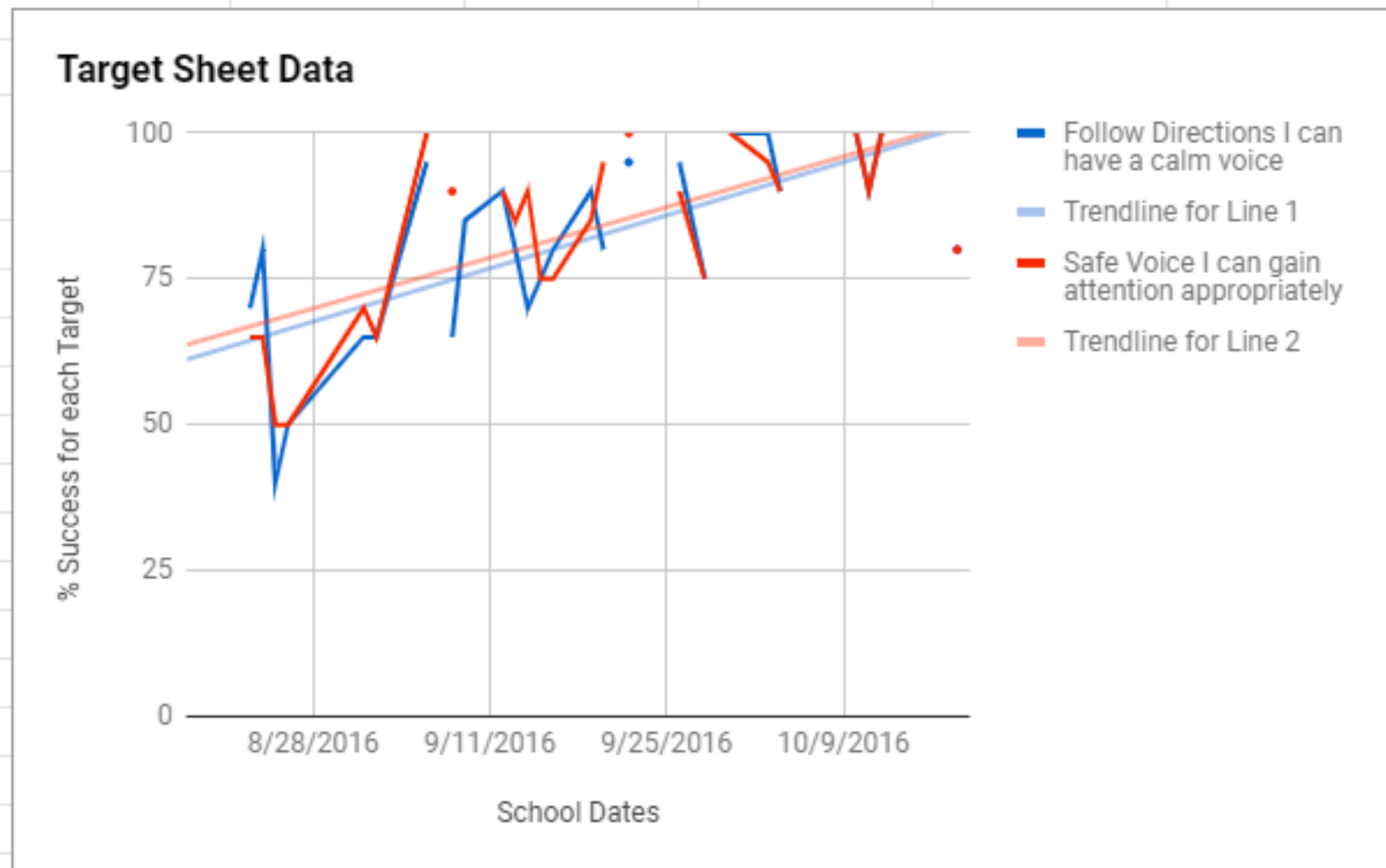


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# Effect Data – Graph it and Make it Real



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# Effect Data – Driving the Discussion

## How effect data dictates the conversation

- Data is black and white and requires little interpretation
- Removes the opportunity for staff to judge success on feelings
- Pinpoint specific times when replacement behaviors are working
- Clear and consistent criteria for success

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# Effect Data – Driving the Plan Forward

How effect data can determine next steps for an intervention

- Replacement behaviors are feeding the function
- Although student is able to take a break, the teacher typically provides a prompt.
- Change to a higher preferred task or “longer” break if self prompted
- Increase support for pattern of times where breaks aren’t taken

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# Results of Focused Data – Tier 1

- Major referrals have decreased by 72% since 15-16 school year
- Minor referrals have decreased by 40% since the 15-16 school year
- Out of school suspensions have decreased by 52% since the 15-16 school year.

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## Results of Focused Data – Tier 2 and Tier 3

- Number of students on behavior plans has decreased by 45% since the 2015-2016 school year.
- Number of meetings regarding behavior plans has decreased by 83% since the 2015-2016 school year.
- All of the equates to approx. 265 days of instruction added with students in classrooms instead of buddy rooms, recovery, ISS, or OSS.

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# Contact Information

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