

The Automated Data Based Decision-Making/Solution Plan

For Google





By the end of this session, you will...

- Understand the logic behind the DBDM/Solution Plan
- Use a practice site to enter data into the Automated DBDM/Solution Plan for Google
- Know how and where to access the DBDM/Solution Plan for Google





Fist to Five



BIG IDEA



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



Start with the “Why”

- Decisions are more likely to be effective and efficient when they are based on data.
- Establish cycles of continuous improvement



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?



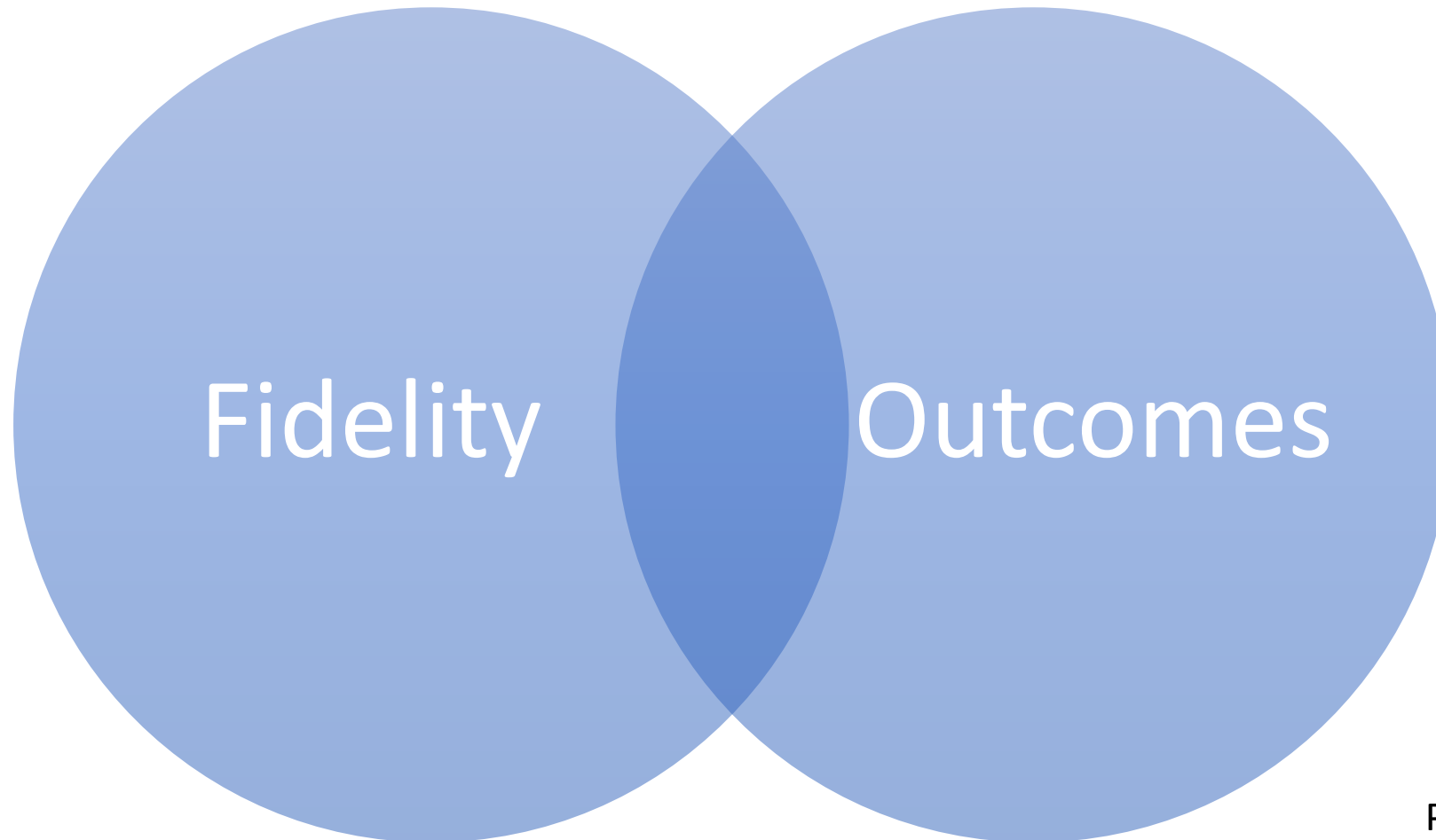
A diagram illustrating the relationship between Cause and Effect. It features a large, light green arrow pointing to the right. Inside this arrow are two dark green rounded rectangular boxes. The first box on the left contains the word "Cause" in white text, and the second box on the right contains the word "Effect" in white text. The boxes are connected by a small gap, and the entire sequence is contained within the body of the large arrow.

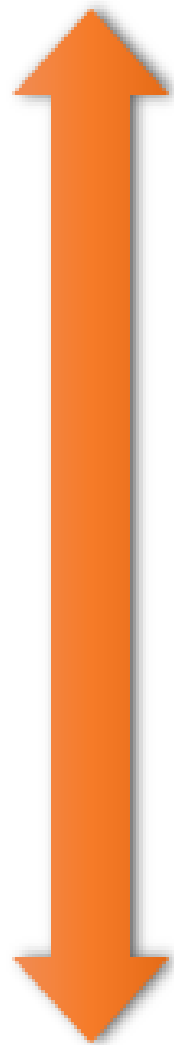
Cause

Effect



Types of data





Leadership for Learning Framework	
Lucky High results Low understanding of antecedents Unlikely to replicate results	Leading High results High understanding of antecedents Replication of results likely Continued improvement likely
Losing Ground Low results Low understanding of antecedents Replication of failure is likely	Learning Low but improving results High understanding of antecedents Continued improvement likely



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 (2000)

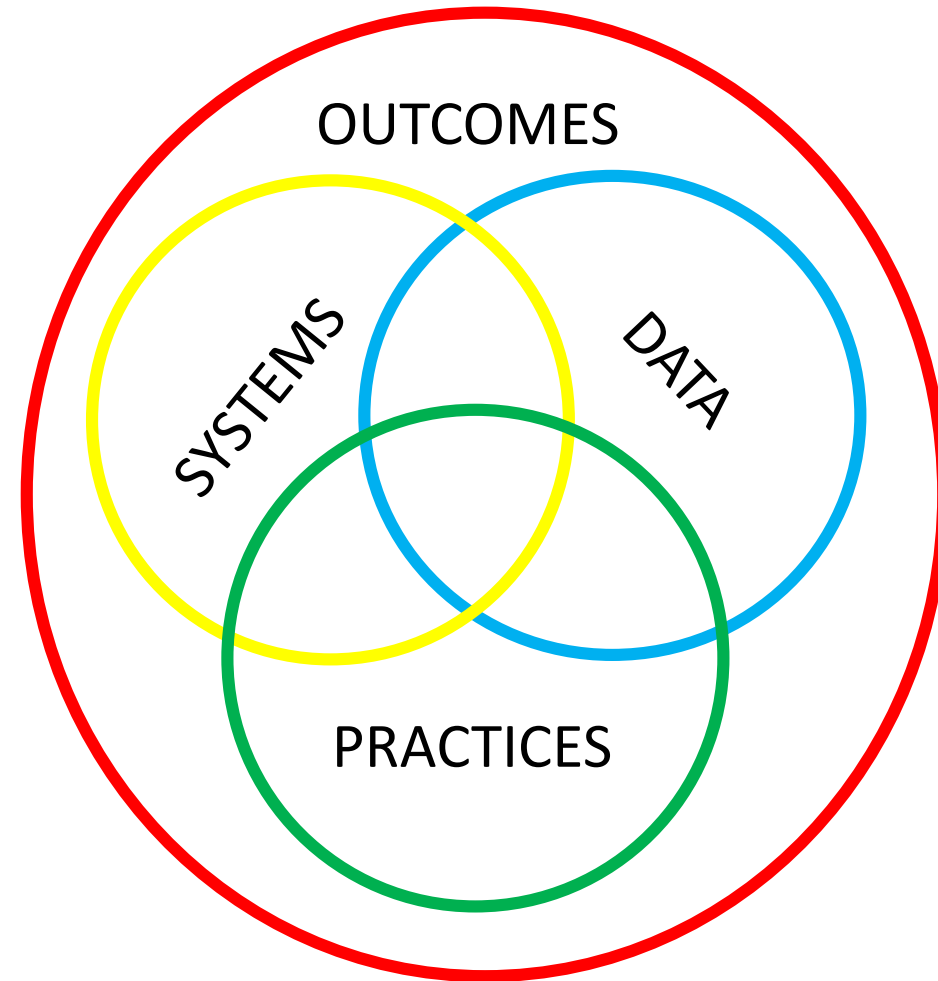


Data puts the problem in the *context*, not in the *student*!

Horner (2011)

A Behavior Improvement Plan for the School







Did the
intervention
work?

Is there a
problem?

Why is the
problem
happening?

What can
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problem?

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To make good decisions, we must...

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





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

- *What?*
- *Where?*
- *When?*
- *Who?*
- *How* often?

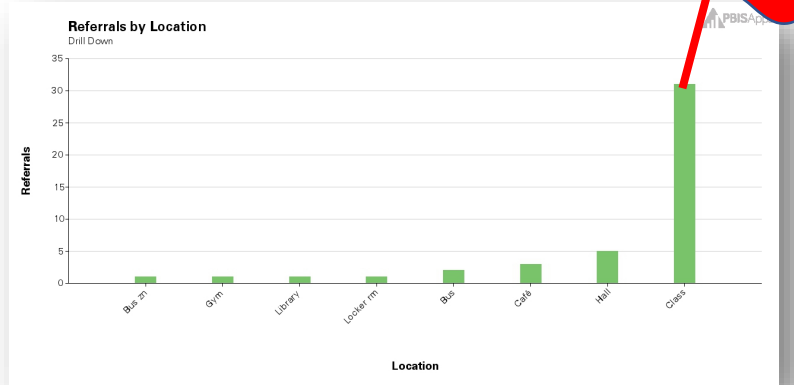
The Big-5



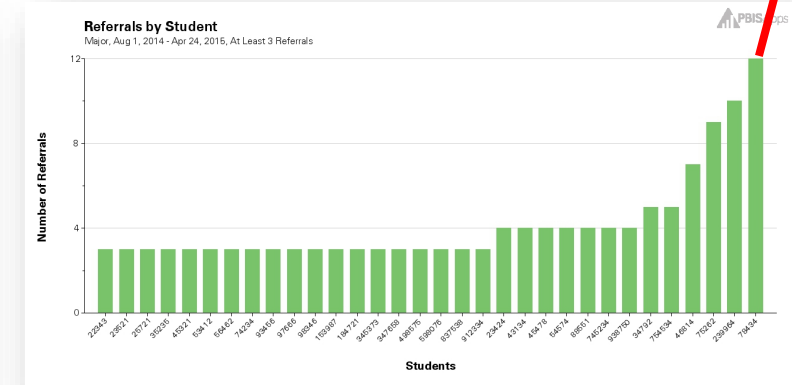
The Initial Big 5 Data Report



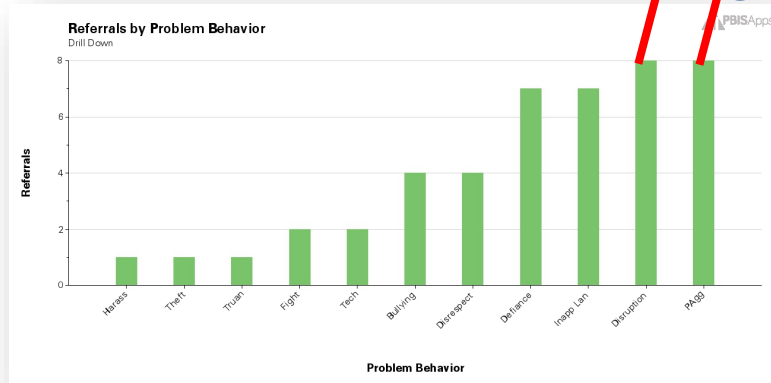
Per Day/Per Month



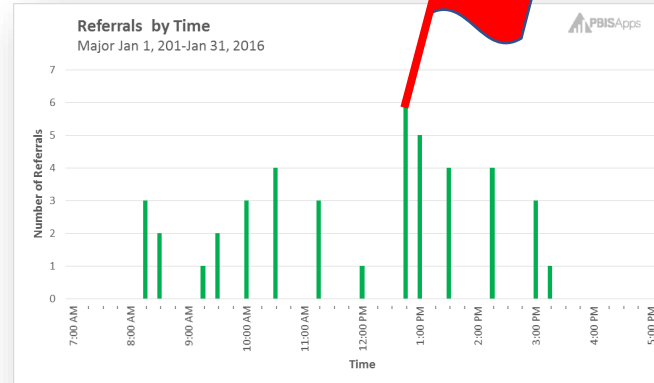
Location



Students



Problem Behavior



Time of Day

Select a red flag as a focus



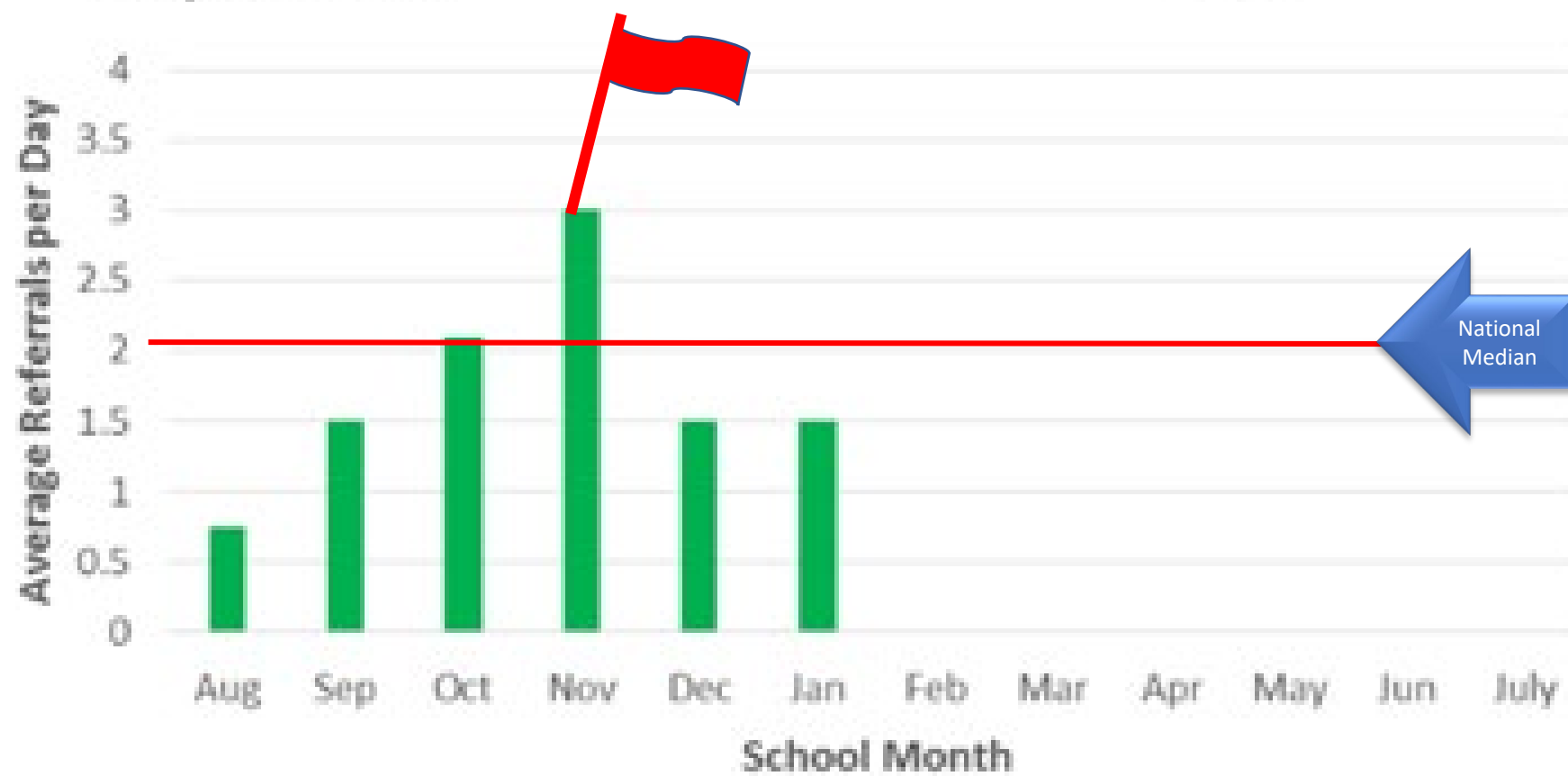
Selecting a Problem on which to Focus

- Select a **Focus** problem that will give you the biggest change for the least amount of effort. Rob Horner, 2011
- Consider the number of ODRs potentially impacted
- Focus area should involve 10 or more students
 - 10+ = Systems Issue Personal Communication with Rob Horner, 2016
- Consider safety of students





Average Referrals per Day Major 2015-16

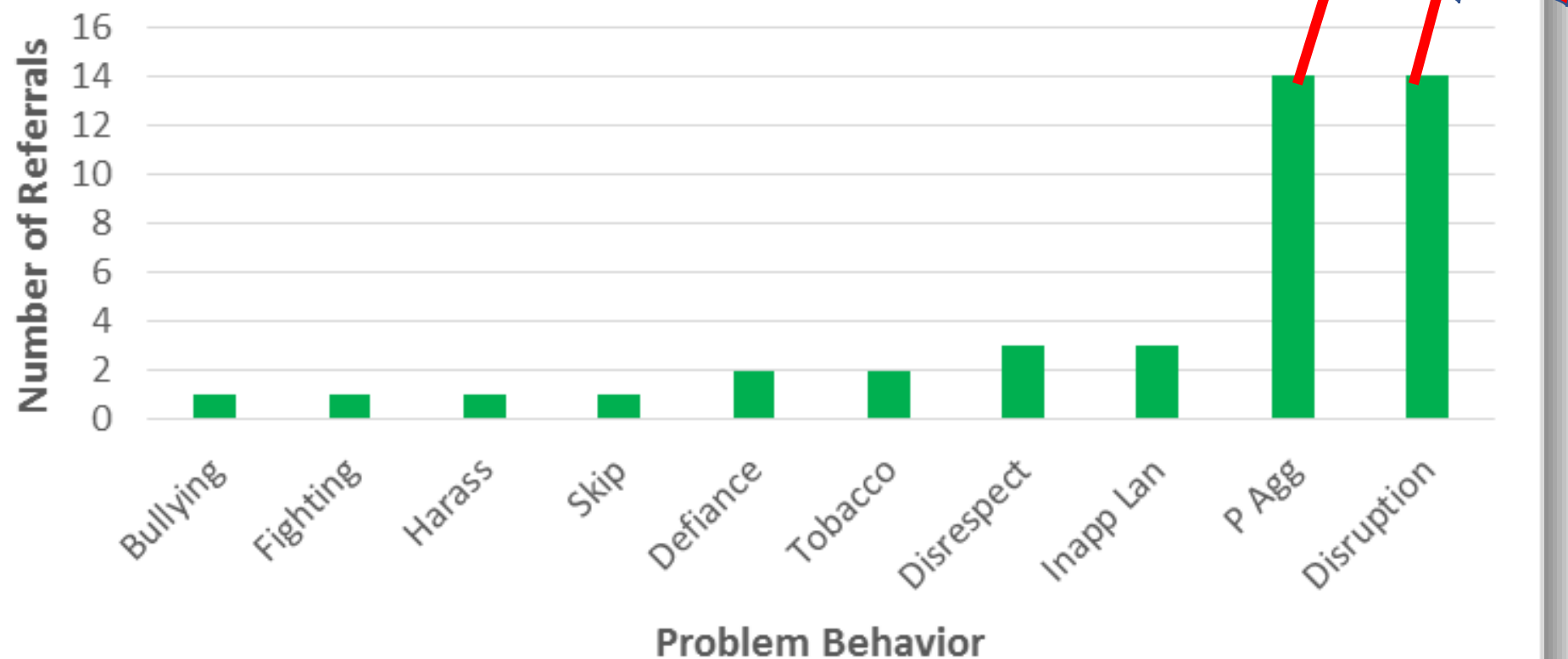


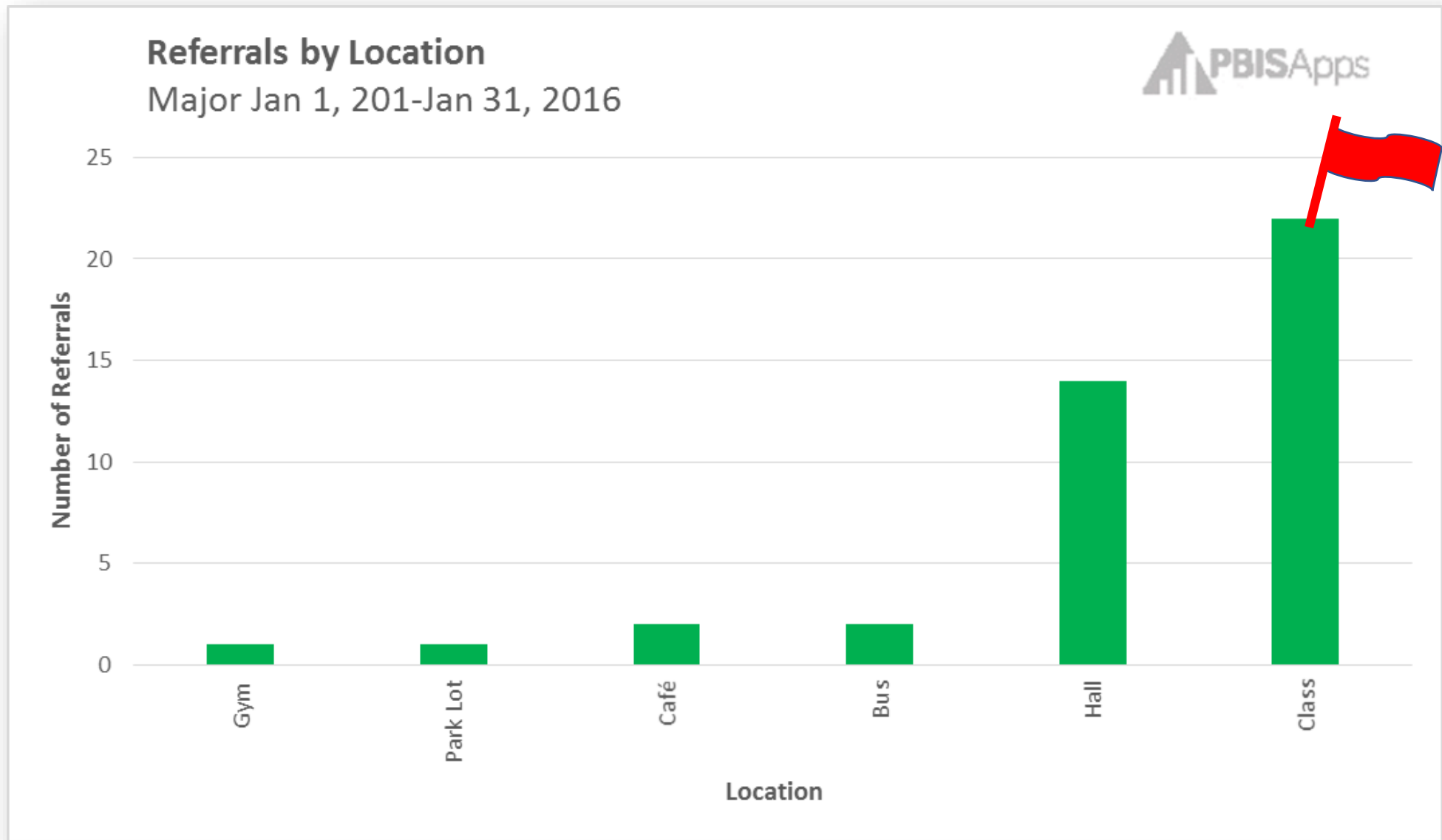


Referrals by Problem Behavior



Major Jan 1, 201-Jan 31, 2016

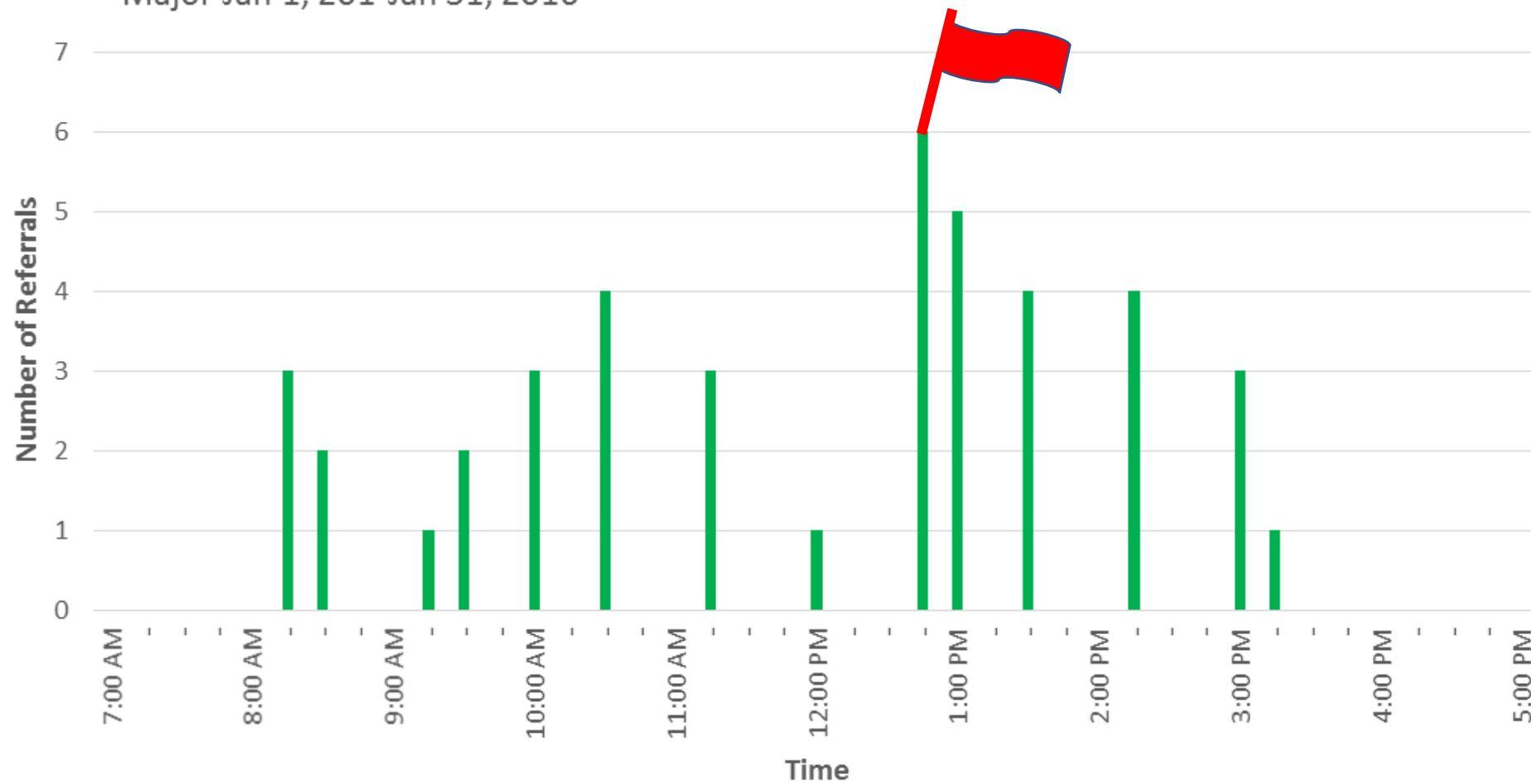






Referrals by Time

Major Jan 1, 201-Jan 31, 2016

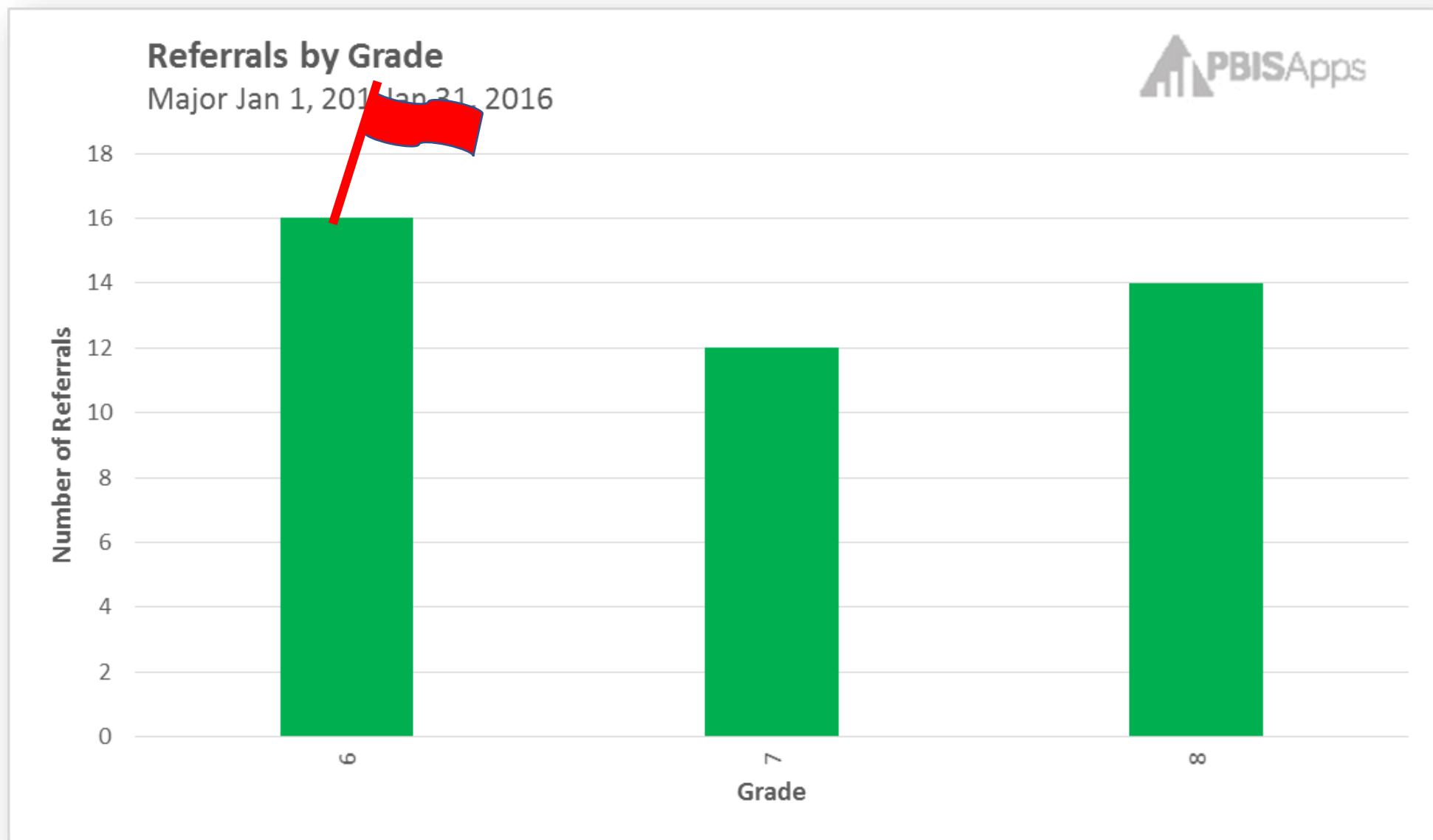


By Students

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: 6th Grade (16)

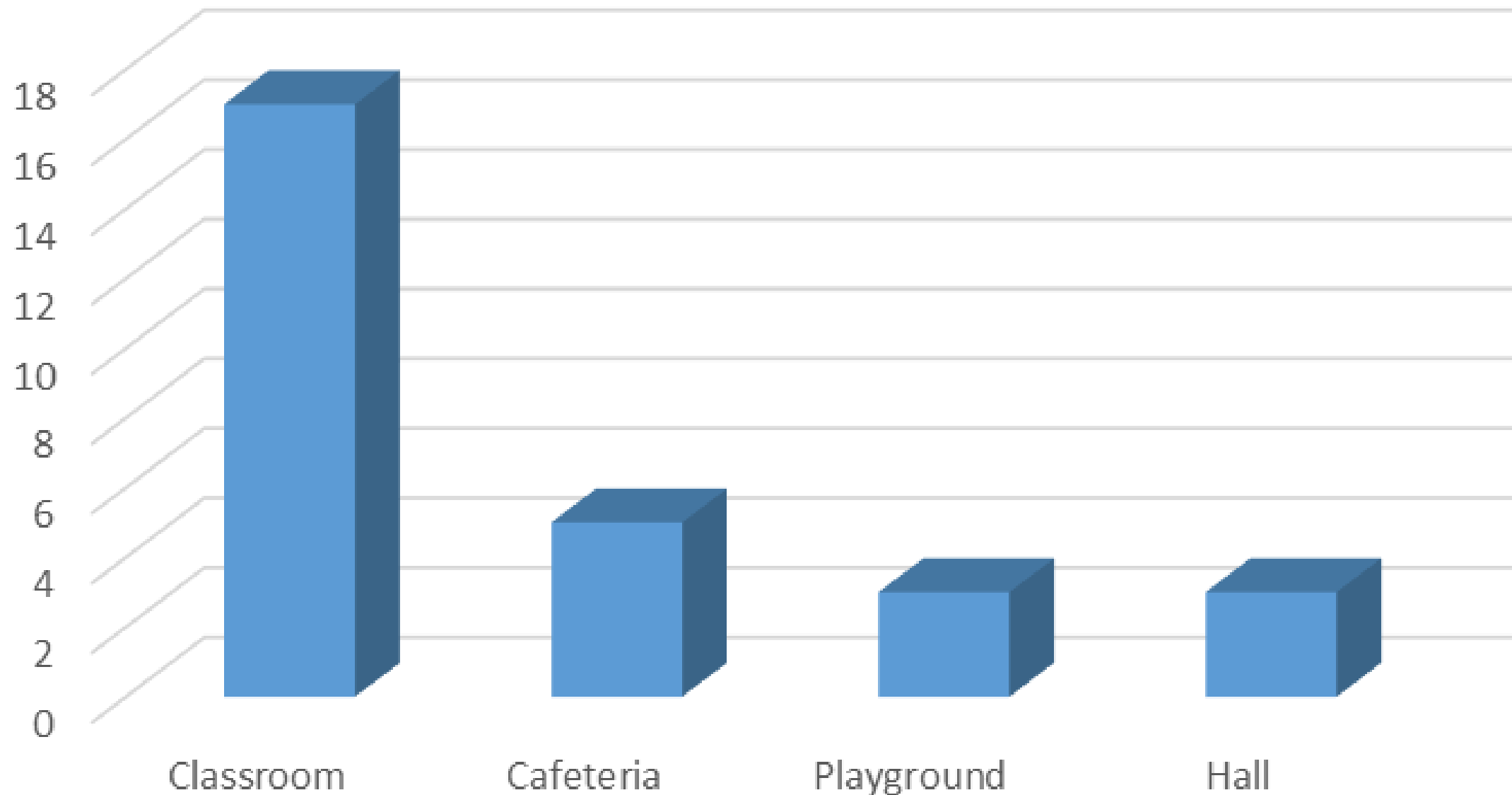


Does this mean...?

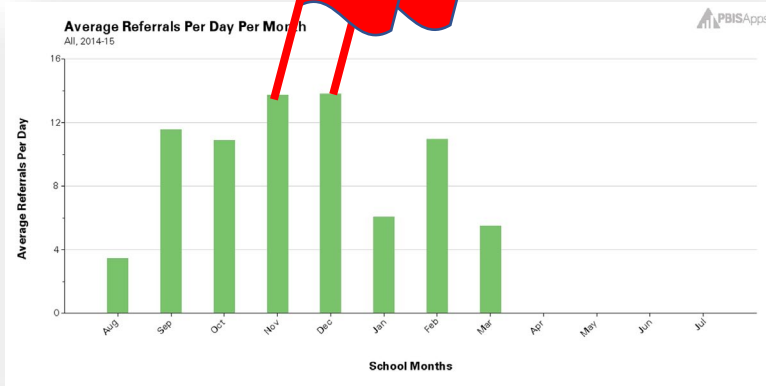
- We averaged 1.5 ODRs per day per month in January. These ODRs were for Physical Aggression and Disruption in the classroom at 12:45 PM, and were committed by 6th graders.



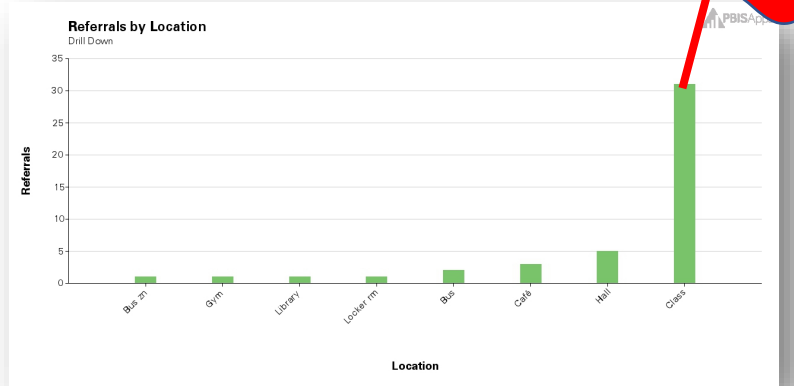
Location



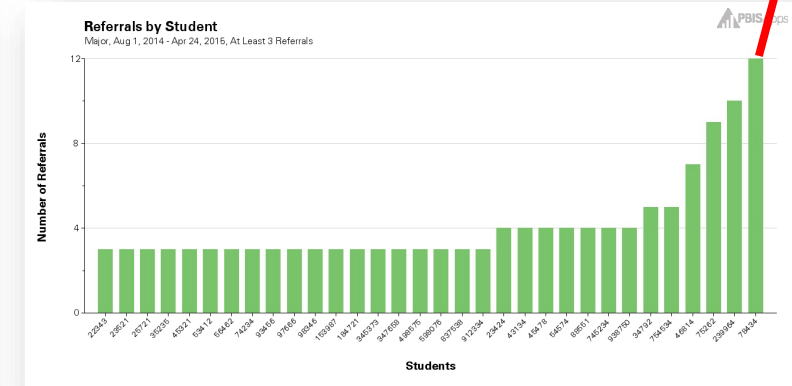
The Initial Big 5 Data Report



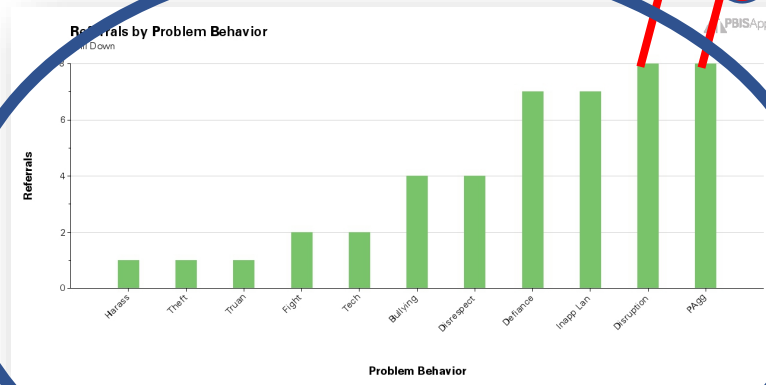
Per Day/Per Month



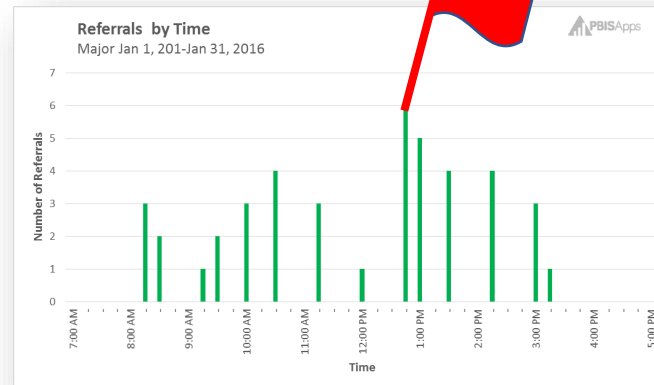
Location



Students



Problem Behavior



Time of Day

Select a red flag as a focus



To make good decisions, we must...

- ***Find*** the problem
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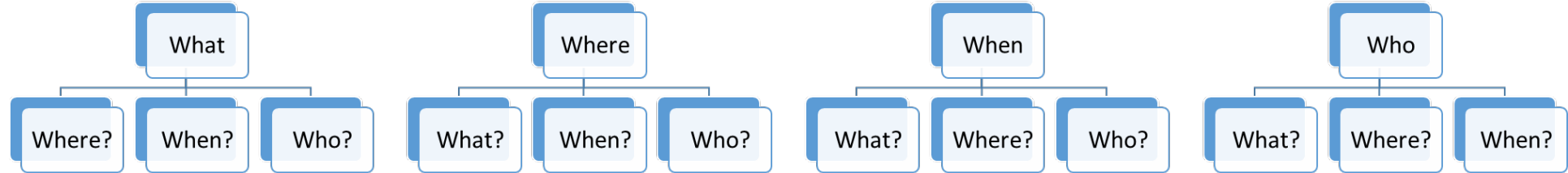




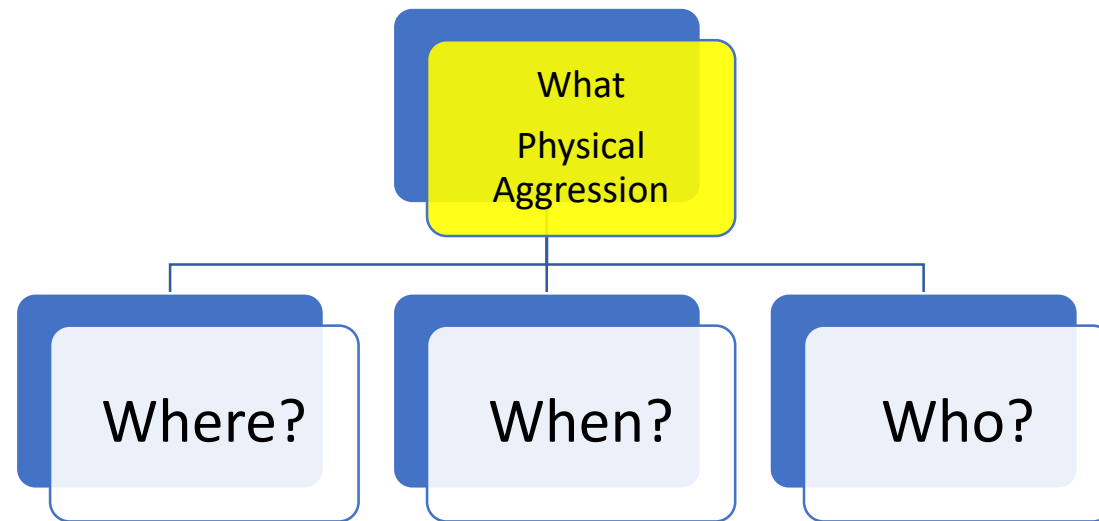
Define the Context

- How can we narrow our focus so that we are addressing the ***right*** problem?
- For the problem you identified on which you want to focus, answer the **remaining** Big 5 Questions as they pertain to the focus problem
 - What?
 - Where?
 - When?
 - Who?

Big 5 Questions Define the *Context*



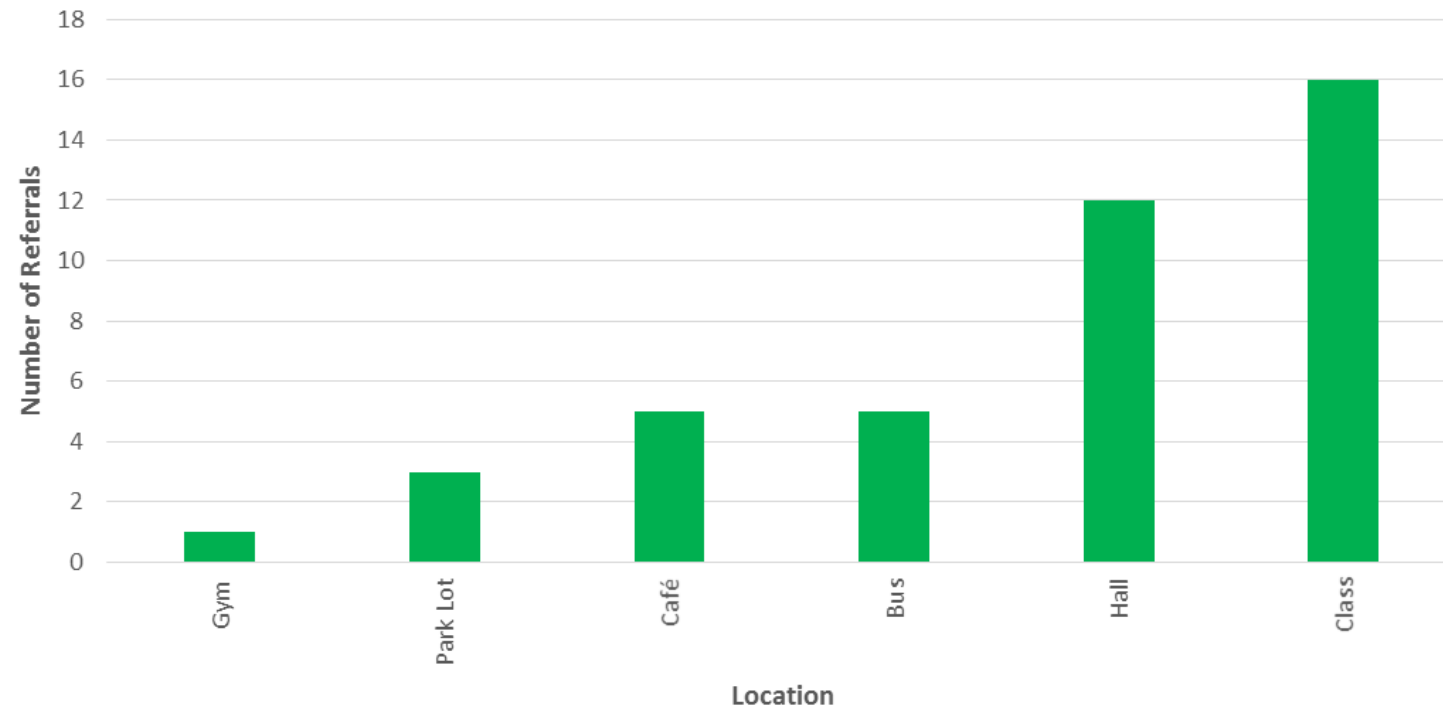
Focus Problem: Behavior





Referrals by Location

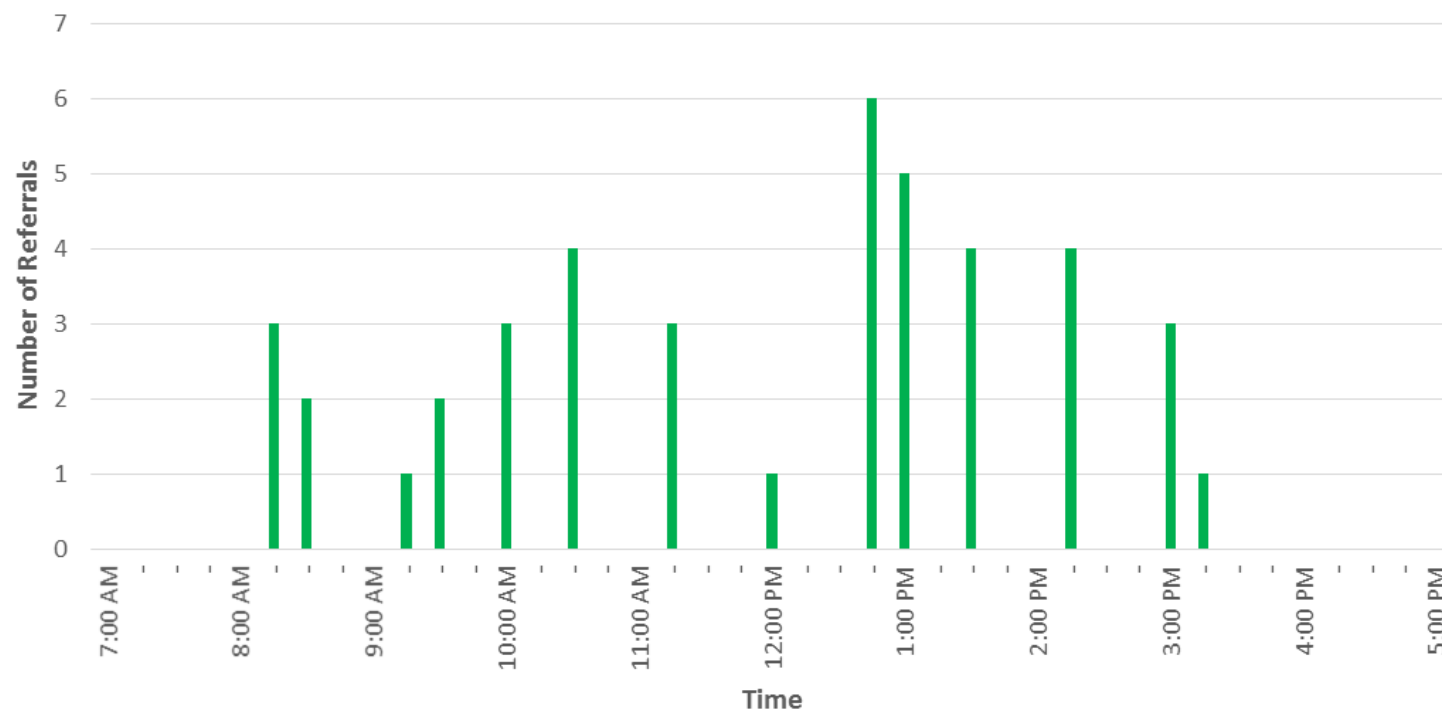
Major Jan 1, 201-Jan 31, 2016





Referrals by Time

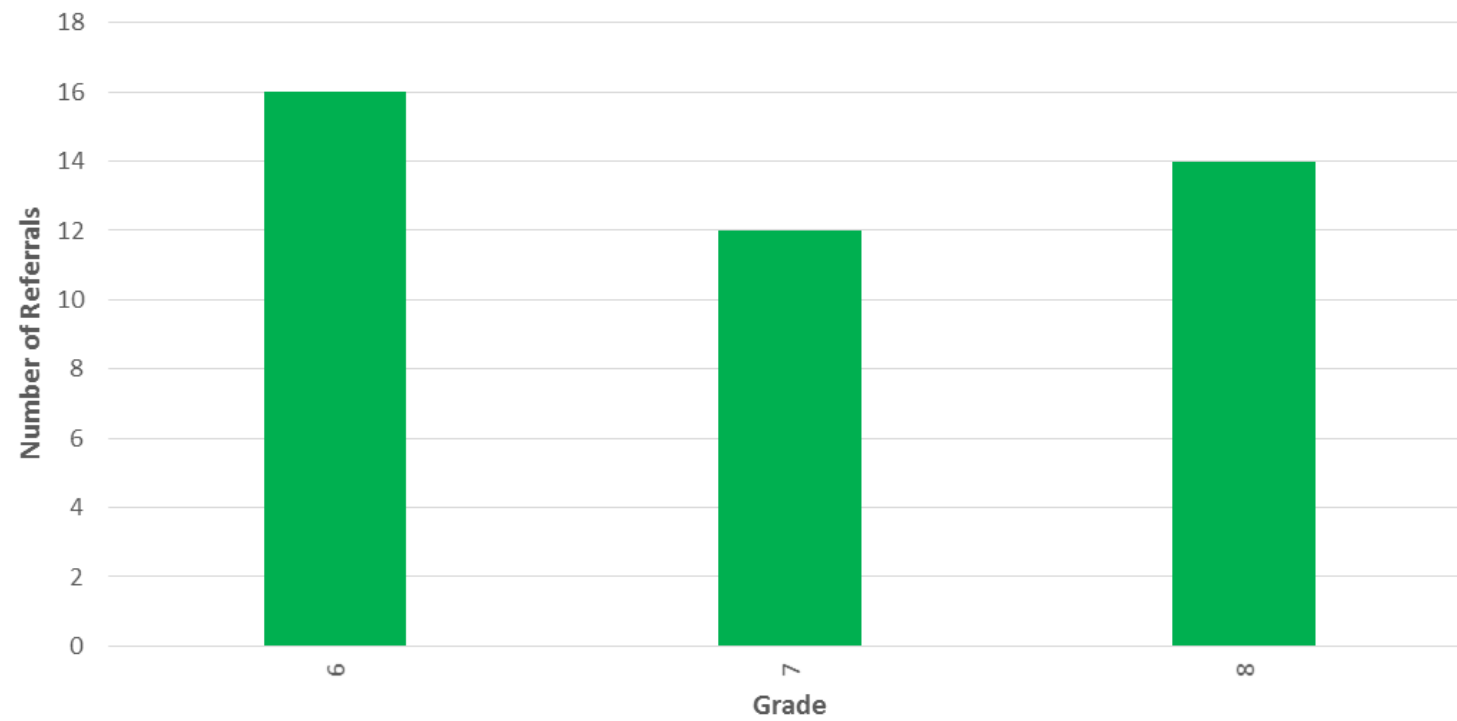
Major Jan 1, 201-Jan 31, 2016





Referrals by Grade

Major Jan 1, 201-Jan 31, 2016





Focus Problem: Physical Aggression

- Hall
- 1:00 PM
- 6th (6) and 7th 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 6th and 7th graders.



Identify Replacement Behavior

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

Keep hands feet and objects to self

Use conflict resolution strategy





Did the
intervention
work?

Is there a
problem?

What can
be done
about the
problem?

Why is the
problem
happening?

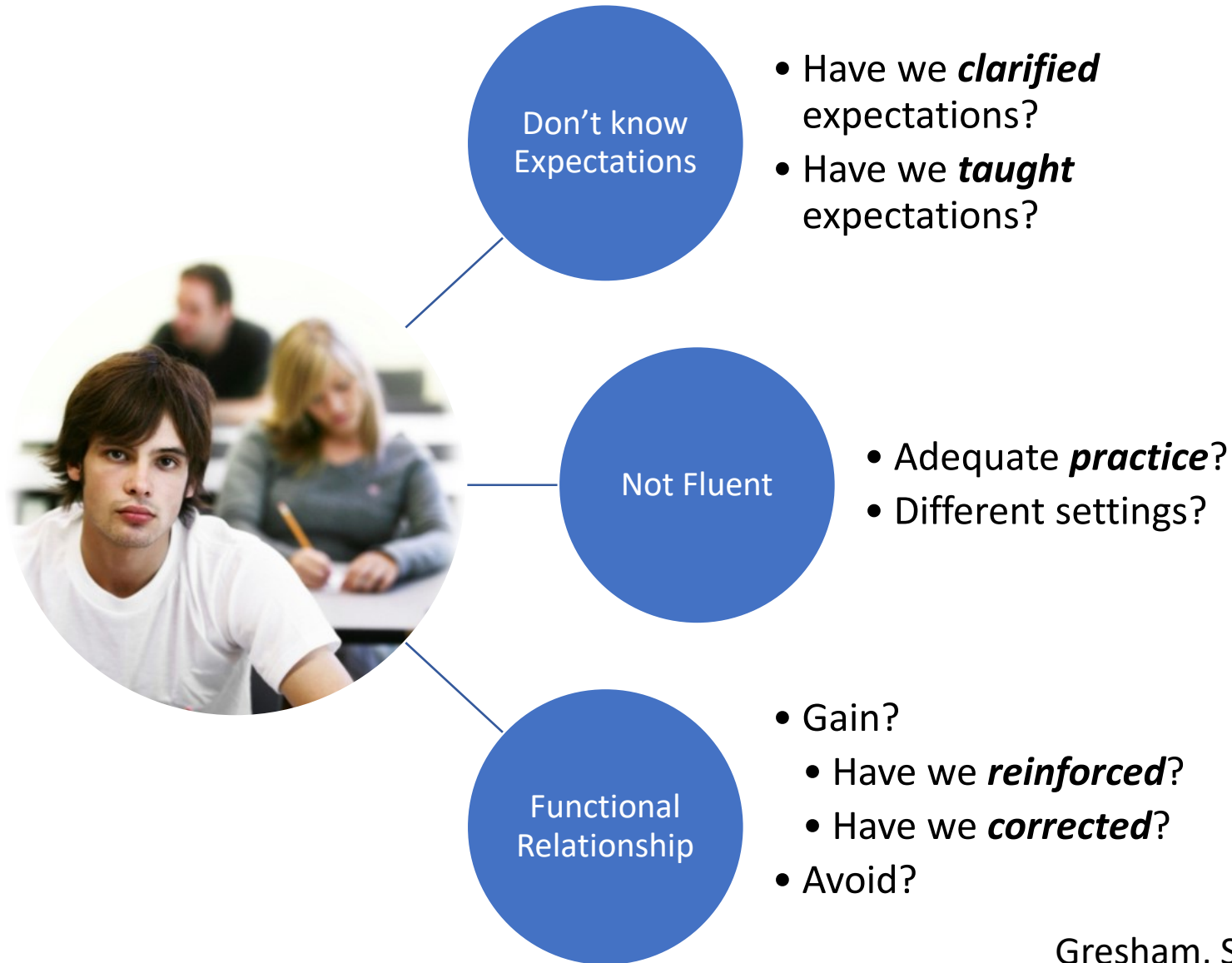
Tilly 2008

Why Do Kids Engage in Unexpected Behavior?

- They do not know the expectation
- They are not fluent in the expected behavior
- The unexpected behavior *works* for them
 - It gets them something they want or need



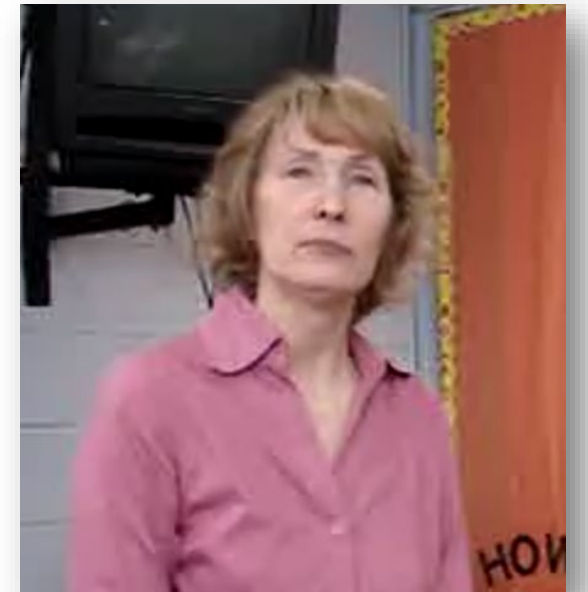
Why Do Kids Engage in *Unexpected* Behavior?





Terry's Questions

- Have we adequately prevented *unexpected* behavior?
- Have we adequately clarified our expectations?
- Have we adequately taught expected behavior?
- Have we adequately reinforced expected behavior?
- Have we consistently corrected *unexpected* behavior?





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Is there a
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problem
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What can
be done
about the
problem?



Intensify Tier 1!



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 6th and 7th graders.
- Replacement Behaviors:
 - Keep hands, feet and objects to self
 - Use conflict resolution strategy





Intensifying Tier 1

- How will we prevent unexpected behavior?

Increase active supervision in the halls

Identify a conflict resolution strategy

- What will we teach?

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

- What behavior will we recognize? How?

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

- What behaviors will we 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
- Action Plan Format



Solution Plan					
School: _____				Month and Year: _____	
Desired Outcome: _____					
Replacement Behavior: _____					
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:				

Adapted from PBIS Apps (2016)

Solution Plan

School: Exemplary Middle School

Month and Year February 2019

Desired Outcome: Students will reduce the number of ODRs for Physical Aggression

Replacement Behavior: Use I-Message to deescalate conflict; Keep hands, feet, and objects to self

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)	Add use of "I" message to Matrix; Increase active supervision	PBIS Leadership Team; Mr. Anderson	February 2, 2019	PD over I-Message strategy during staff meeting; reminder email regarding hall duty assignments	PD Meeting Notes Matrix Random check of staff on hall duty
Teaching	Reteach lesson on keeping hands, feet and objects to self; teach I-message strategy	Dr. Meyers	February 5, 2019	Review lesson during staff meeting	Teachers return lesson checklist to principal in return for cold soda
Recognition	Special red "Respect" ticket for students using I-Message" or keeping hands, feet and objects to self when provoked	Ms. Tichner	February 8, 2019	Review special recognition ticket during staff meeting	Count "Respect" Tickets
Corrective Consequence	Staff will respond to minor behaviors using continuum of strategies	Mr. Anderson	February 8, 2019	Email reminder of behaviors that lead to phys aggression; review response continuum	Google form Likert scale survey of staff rating of implementation



Did the
intervention
work?

Is there a
problem?

Why is the
problem
happening?

What can
be done
about the
problem?

Are we making adequate progress?





Monitoring Data

Fidelity of Implementation

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

Student Outcomes

- Count of ODRs
- Count of Replacement Behaviors
- Number of times students use a new strategy



	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 Respect Tickets	Ms. Tichner	Weekly	Weekly Newsletter	All Staff
	Benchmark: Big 5 Report	Mrs. Albert	Weekly	Weekly Newsletter	All Staff

Evaluate Plan

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





	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? Yes: Modify plan to eliminate the obstacles No: Implement the plan	Look at data to determine <i>why</i> the goal was achieved, so you can replicate
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis	Plan for sustained implementation Return to data to identify a new problem to address

Then we do it all over again...

- Creating cycles of continuous improvement



DBDM/Solution Plan for Google Docs

- Takes teams step by step through creating a Solution Plan or Monitoring Meeting
- Auto fills the DBDM/Solution Plan forms
- Sends email with link to form
- Regional Consultants *automatically* receive copies of Solution Plan and Monitoring Meeting forms!
 - Meets the MO SW-PBS quarterly data reporting requirement

From: moswpbs@gmail.com
To: [Way, Gordon](#)
Subject: Gordons school of the Arts: Solution Plan for the month of June
Date: Thursday, June 14, 2018 1:56:17 PM

Dear My School SW-PBS Leadership Team Member:

The link, below, will take you to a copy of the new Solution Plan for Gordons school of the Arts for the month of June. We have also received a copy for our records.

To save an editable copy to your google drive, simply log into your google drive, open the Solution Plan document, click on "File," then click "Make a Copy." If you would like help implementing or modifying the plan, please contact me at wayg@missouri.edu.

Sincerely yours,

Gordon Way, Ed.D.
Missouri Schoolwide Positive Behavior Support

moswpbs@gmail.com has just shared this
viewable by link Google Document with you:

[Gordons school of the Arts: Solution
Plan for the month of June](#)

1. Collect & Chart Data	<u>Big-5 Report</u> Use your Big-5 Data Report to identify red flags and select a focus area for the month			
2. Analyze and Prioritize	From Step 1, select ONE area of focus for intensive analysis, and use your drill down procedures to answer the question for the focus area. (this becomes the precision problem statement)			
	Behavior: 25 ODRs for <i>Disrespect</i>	Location: ODRs <i>in</i>	Time of Day: ODRs at	Students: <i>had</i> ODRs
	Where: <i>Classroom</i>	Behavior:	Behavior:	Behavior:
	When: <i>10:00</i>	When:	Where:	Where:
	Who: <i>7th Graders</i>	Who:	Who:	When:
	Replacement Behavior: <i>Use kind words</i>			
3. Write a S.M.A.R.T. Goal	Problem Statement: <i>7th grade students are engaged in disrespectful behavior in the classroom primarily at 10:00 AM.</i> S.M.A.R.T. Goal: <i>7th graders will reduce ODRs for disrespect from 25 to 15 by June 30</i>			
4. Select Strategies	See <i>Solution Plan</i> , below			
5. Determine Results Indicators	Student Outcome Data: <i>Targeted behavior</i>			
	Implementation: <i>Count tickets</i>			
	Who will run and share?: <i>Diane</i>			
	When will data be shared?: <i>Weekly</i>			
6. Evaluate Plan				
		Goal Not Met	Goal Met	
	Not Implemented with Fidelity	Are there obstacles to implementation? Y: Modify plan to eliminate obstacles N: Implement the plan	Look at data to determine why goal was achieved	

School <u>Gordons school of the Arts</u>				Month <u>June</u>	
S.M.A.R.T. Goal <i>7th graders will reduce ODRs for disrespect from 25 to 15 by June 30</i>					
This Solution Plan will be fully implemented by <u>6/29/2018</u>					
We will review the plan on <u>7/2/2018</u>					
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 <i>Precorrect to prompt students to follow expected behavior</i>	<i>Give staff scripts for precorrects</i>	<i>Fred</i>	<i>6/14/2018</i>	<i>Staff development</i>	<i>Rosters</i>
Teaching Teach: <u>Use kind words</u> <i>Teach/reteach identified expected behavior</i>	<i>Prepare lesson plans</i>	<i>Diane</i>	<i>6/1/2018</i>	<i>Staff development</i>	<i>Accountability form</i>
Recognition What will you recognize: <u>Use kind words</u> <i>Increase frequency of specific positive feedback (SPF) for students using the expectation/replacement behavior/skill</i>	<i>special raffle</i>	<i>Dr. Dewey</i>	<i>6/8/2018</i>	<i>Staff development</i>	<i>Count tickets</i>

From: moswpbs@gmail.com
To: [Way, Gordon](#)
Subject: Gordon's School of the Arts: Monitoring Meeting for the Solution Plan for the month of April
Date: Wednesday, June 13, 2018 7:17:25 PM

Dear My School Leadership Team Member:

The link below will take you to the monitoring meeting document for the Solution Plan for the month of April. A copy of this document has also been sent to your regional consultants.

You can save an editable copy of this document by logging into your google drive account, opening the document link, clicking on "File," then clicking on "Make a Copy." If you have any questions about how to implement this plan, or would like assistance in making modifications to this plan, feel free to contact me at wayg@missouri.edu.

Sincerely yours,

Gordon Way, Ed.D.

moswpbs@gmail.com has just shared this viewable by link Google Document with you:

[Gordon's School of the Arts: Monitoring Meeting of the Solution plan for the month of April](#)

Monitoring Meeting

School *Gordon's School of the Arts*

Solution Plan for *April, 2018*

S.M.A.R.T. Goal: *We will reduce the number of ODRs for disrespect from 3rd grade students from 18 to 9 by April 30*

Focus Area: Behavior			
Behavior: <i>Disrespect</i> 17 ODRs	Location: ODRs	Time of Day: ODRs	Students: ODRs

Did you achieve your S.M.A.R.T. Goal? *No (adjust plan)*

Increase Implementation

Did not achieve goal; did not implement plan:

Obstacles	Strategies
<i>Teachers forgot to hand out the RESPECT tickets</i>	<i>We will add a space to the RESPECT ticket for teachers to write their names. When we hold the raffle for students, we will add a raffle for teachers. We will include prizes that teachers value (jeans day, duty free lunch ticket)</i>

Modify Plan

Did not achieve goal; implemented plan

Inference:

Strategy	Modifications	Who	When
Prevention			
Teaching			
Reinforcement			
Response			

DBDM/Solution Plan for Google

Make a Commitment

- What will you commit to?
- Tell a partner



Questions & Contacts

Gordon Way, Ed.D.

wayg@Missouri.edu

<http://pbissmissouri.org/>



References

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- Gresham, F. M., Sugai, G., & Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-344.
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- Reaves, D.A. (2006). The learning leader: How to focus school improvement for better results. Association for Supervision and Curriculum Development: Alexandria, Virginia.
- Sugai, G., Sprague, J.R., Horner, R.H., & Walker, H.M. (2000). Preventing school violence. The use of office discipline referrals to assess and monitor schoolwide discipline interventions. *Journal of Emotional and Behavioral Disorders*, 9(2), 94–101.
- Tilly, W. D. (2008). The evolution of school psychology to science-based practice: Problem-solving and the three-tiered model. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology V* (pp. 17-36). Bethesda, MD: National Association of School Psychologists.