

Welcome to DATA WEEK!
June 16-17

MISSOURI SW-PBS
SUMMER INSTITUTE

VIRTUAL CONFERENCE
SUMMER 2021



THANK YOU FOR
JOINING US

Session 4 – Using Office
Discipline Data to
Improve Outcomes for
Students

Begins at 10:45 a.m.

Tweet about your
experience!

#SI2021

Welcome to DATA WEEK! June 16-17

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- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

Tweet about your experience!

#SI2021

For Technical Assistance, contact Tammy Bagley.

Phone: 573-881-4849

Email: tammy@custommeetingplanners.com



The DBDM/Solution Plan

**Using Office Discipline Data to Improve Outcomes
for Students**



DATA



What are you currently doing to solve common student behavior problems?



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By the end of this session, you will be able to...

- to identify a schoolwide behavior problem
- analyze data to precisely define the problem
- select targeted, evidence based practices to address the problem.
- monitor progress and make adjustments
- evaluate plan success
- practice

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Rationale

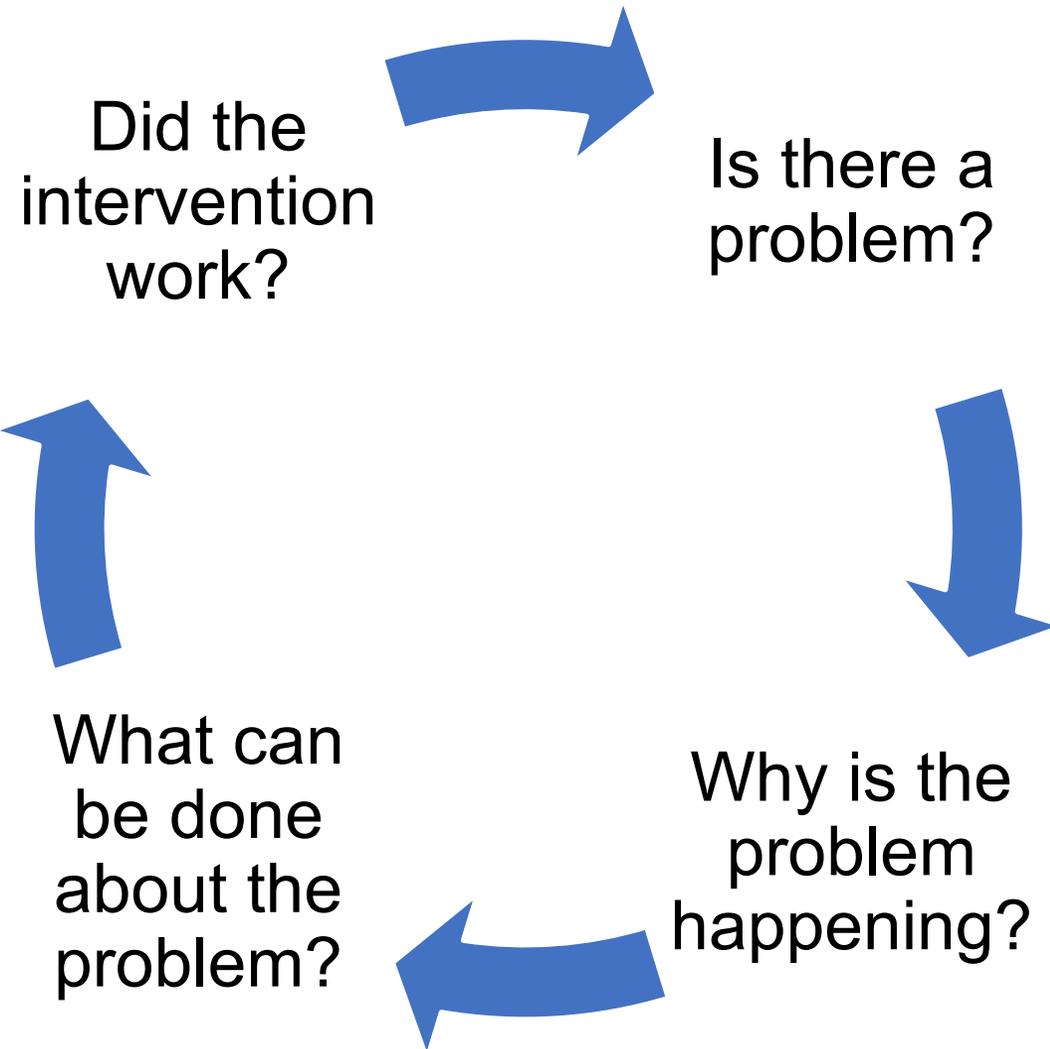


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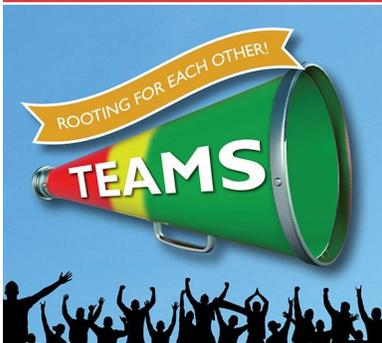
ROOTING FOR EACH OTHER!

TEAMS

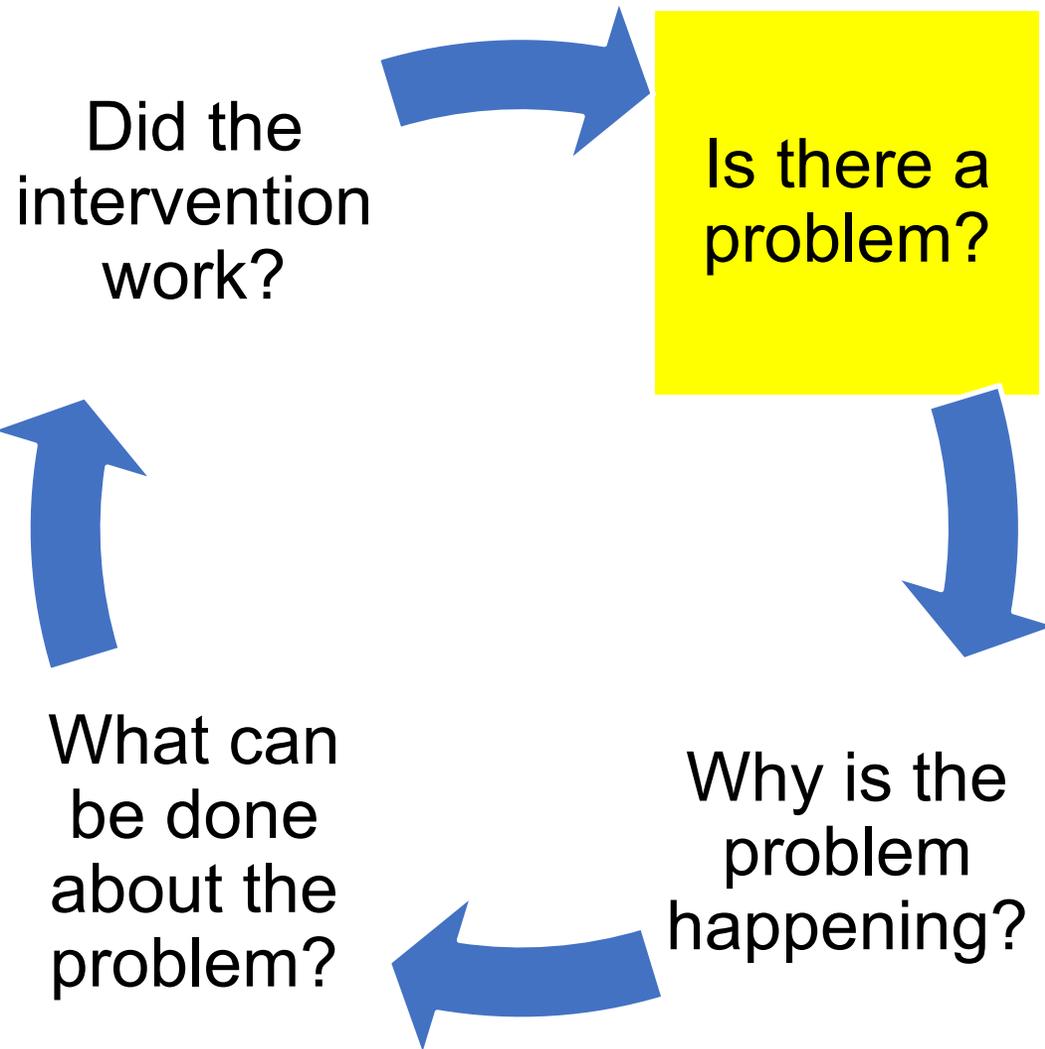
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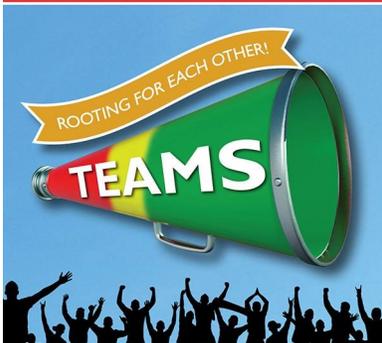
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How Often

What

Where

When

Who

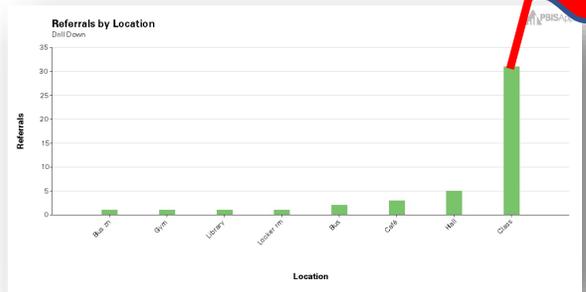
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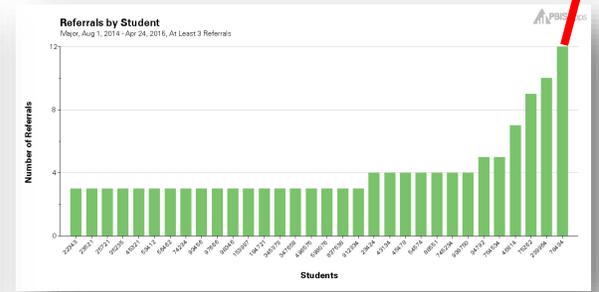
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Per Day/Per Month



Location





Simple Problem Statements

- There were 1.5 ODRs per day in January.
- Physical Aggression (14) and Disruption (14) were the most frequently reported behaviors.
- Most incidents occurred in the classroom (31).
- Most behavior incidents occurred at 12:45 PM (6)
- Most of the behavior incidents involved 6th Grade students (16)



DATA

DBDM

1. Is there a problem?				
Identify the Problem	<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? _____ (i.e. individuals, grade level, team, etc.)</p>			
2. Why is there a problem?				
Identify the problem area on which you will focus, below.				
Focus Problem	Behavior: _____	Location: _____	Time: _____	Students: _____
Define the problem	Where: _____	What: _____	What: _____	What: _____
	When: _____	When: _____	Where: _____	Where: _____
	Who: _____	Who: _____	Who: _____	When: _____
Replacement Behavior	_____			
3. What can be done about the problem? (complete Solution Plan on back)				
4. Is the intervention working/Did the intervention work?				
Is the intervention working	<p>Progress Monitoring: Implementation _____</p> <p>Progress Monitoring: Outcome: _____</p> <p>How Often? _____</p>			
Did the intervention work		Goal Not Met	Goal Met	
	Not Implemented with Fidelity	<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>	Look at data to determine why goal was achieved	
	Implemented with Fidelity	<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>	

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Select a problem to solve

What
Physical
Aggression



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Consider...

- The number of ODRs
- Big change/Low effort.
- System wide (10 or more)
- Student Safety

Personal Communication with Rob Horner, 2016



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Did the
intervention
work?



Is there a
problem?

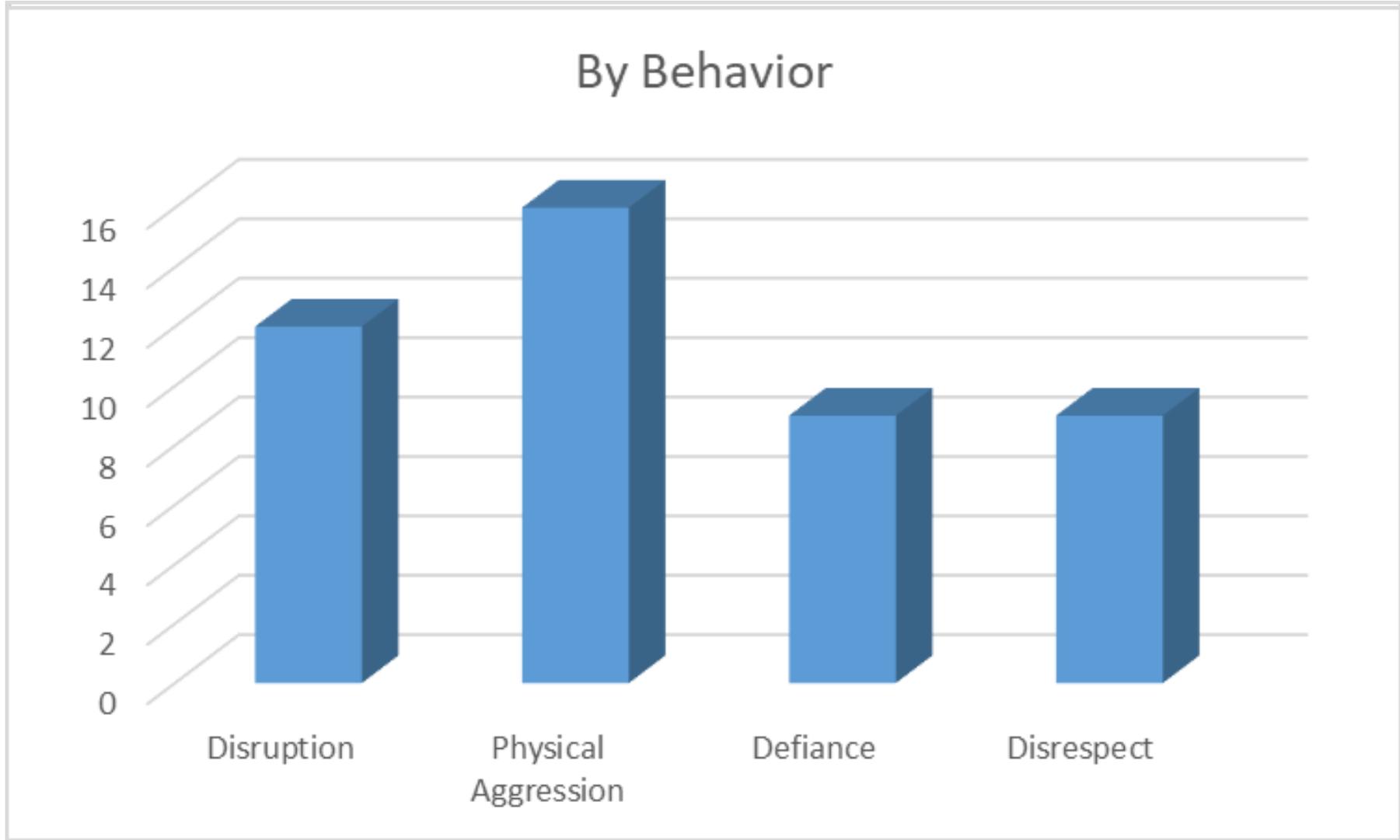


Why is the
problem
happening?



What can
be done
about the
problem?





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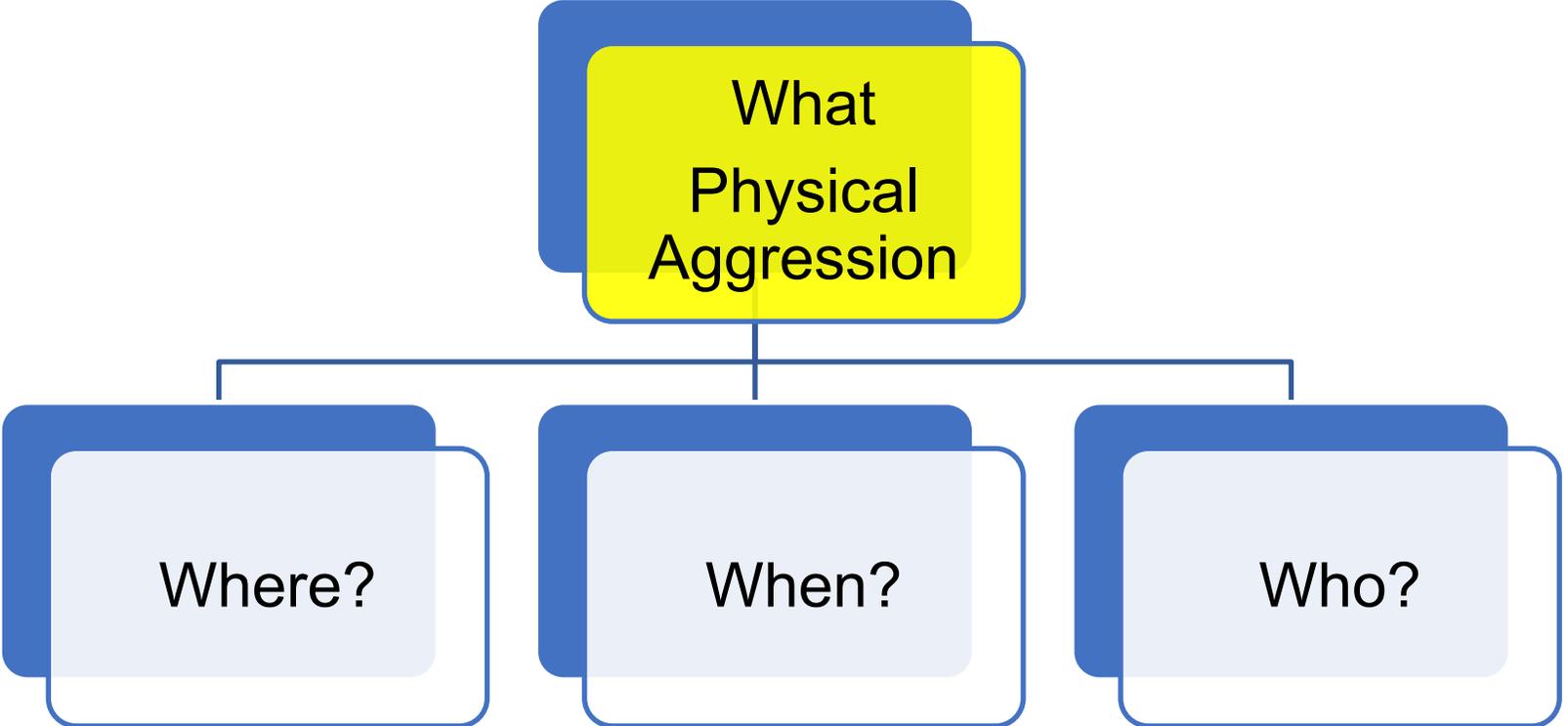
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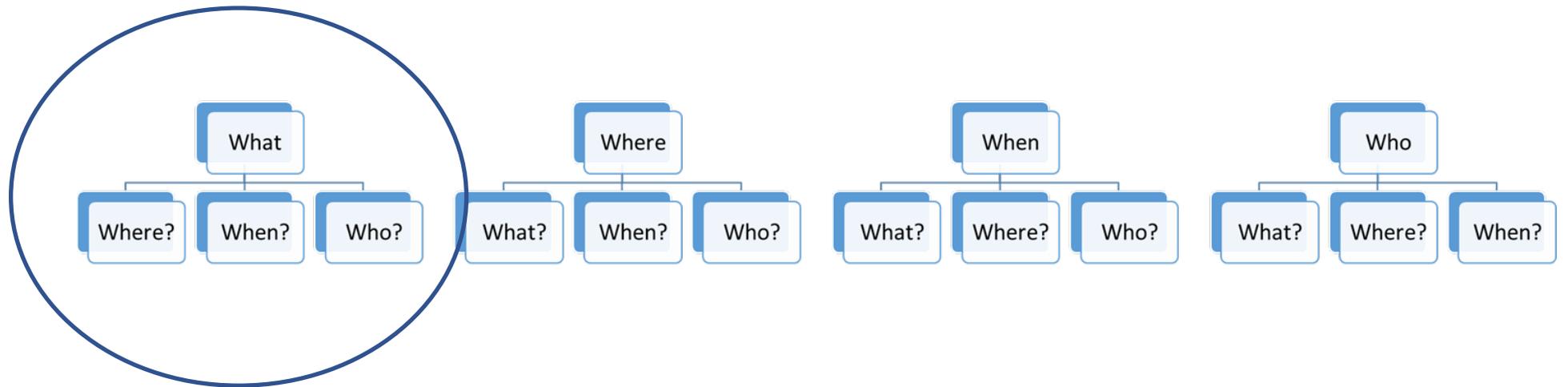
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Disaggregate



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Location	January
Classroom	ⅣⅠ ⅣⅠ Ⅲ
Playground	Ⅲ
Commons	
Hall/Breezeway	ⅣⅣ
Cafeteria	
Bath/Restroom	
Gym	
Library	
Bus Loading	
Parking Lot	
Bus	
Special Event	
Off-Campus	
Stadium	
Office	
Locker Room	
DATA	

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DBDM

1. Is there a problem?												
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Did the intervention work	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;"></th> <th style="width: 40%;">Goal Not Met</th> <th style="width: 40%;">Goal Met</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; background-color: #e0e0e0;">Not Implemented with Fidelity</td> <td style="padding: 5px;"> <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> </td> <td style="padding: 5px;">Look at data to determine why goal was achieved</td> </tr> <tr> <td style="text-align: center; background-color: #e0e0e0;">Implemented with Fidelity</td> <td style="padding: 5px;"> <p>Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis</p> </td> <td style="padding: 5px;"> <p>Plan for sustained implementation</p> <p>Go back to your data; Data cycle around your most frequent behavior</p> </td> </tr> </tbody> </table>		Goal Not Met	Goal Met	Not Implemented with Fidelity	<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>	Look at data to determine why goal was achieved	Implemented with Fidelity	<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>		
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Precision Problem Statement

7th graders are engaging in physical aggression in the Halls at 1:00 PM.

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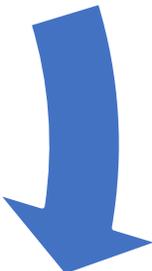


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Did the intervention work?



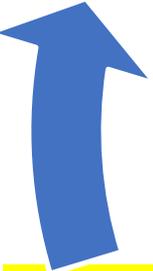
Is there a problem?



Why is the problem happening?



What can be done about the problem?





Why Do Kids Engage in Unexpected Behavior?

- Don't know
- Not Fluent
- Behavior serves a function/fills a need



Gresham, Sugai, & Horner
(2001)



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Make A Plan

1. Identify *replacement* behavior.
2. Intensify active supervision.
3. Teach replacement behavior.
4. Reinforce replacement behavior.
5. Consistently correct unexpected behavior.



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Solution Plan

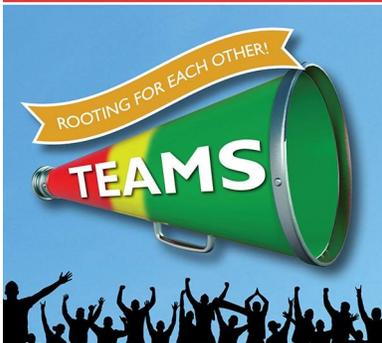
School: _____ Month and Year _____

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:				

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Progress Monitor Plan Implementation

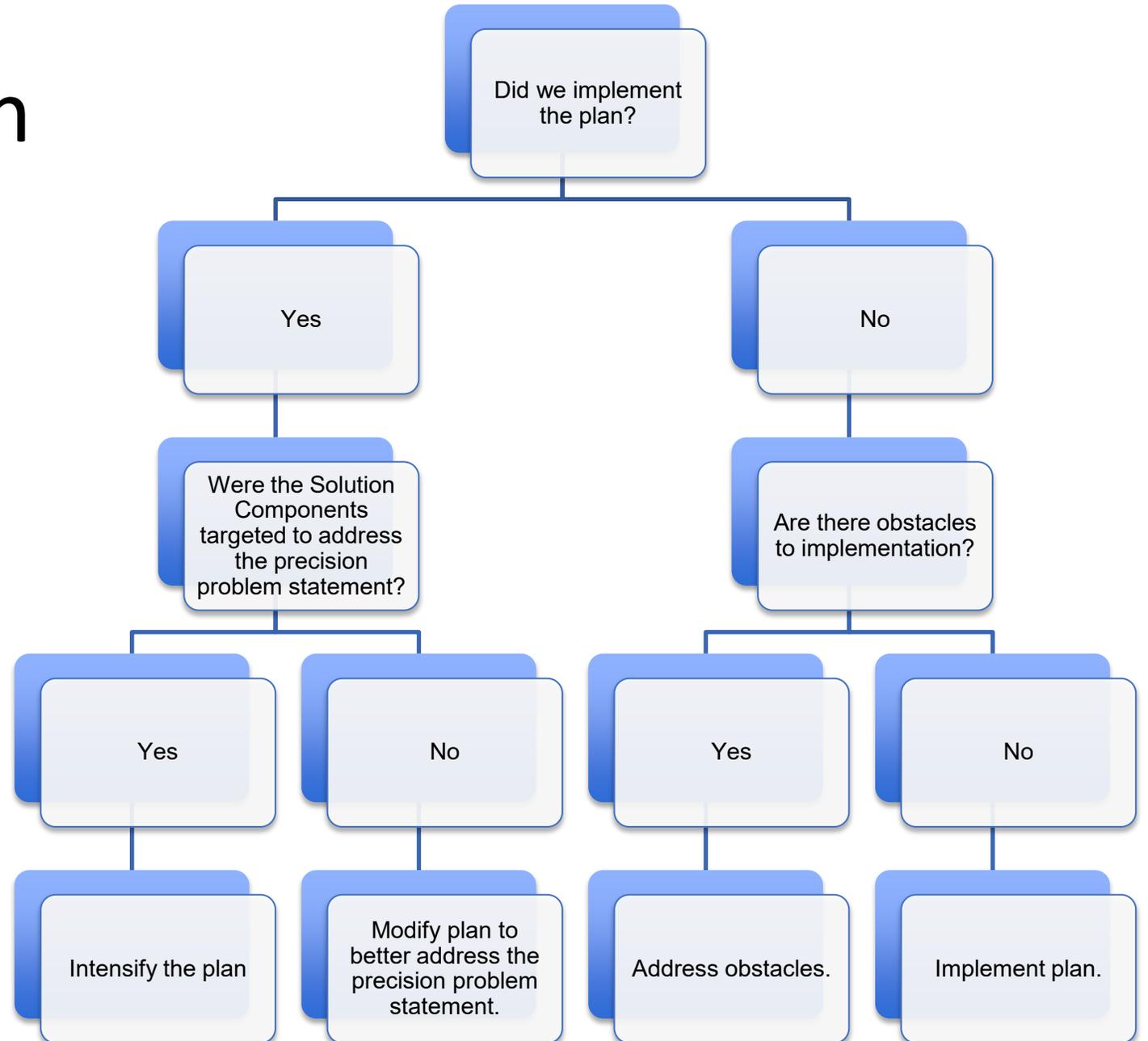
Prevent: Increase Active Supervision	Reinforce: Respect Tickets
Teach: Conflict de-escalation strategy	Correct: Reteach “use kind words”

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Monitor the Plan



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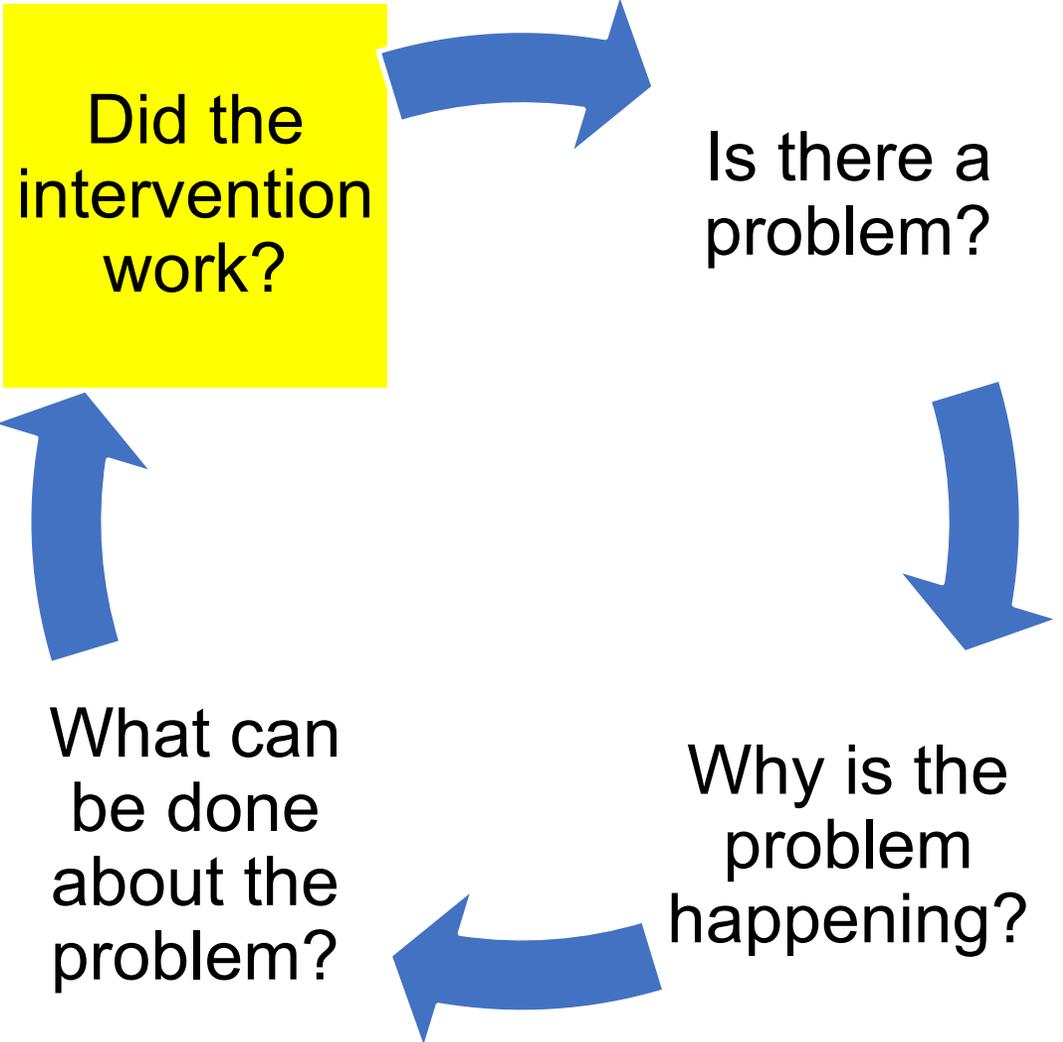
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Evaluate the Plan

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

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Turning Data into PD, Coaching, and Practice

LIVE EVENT SESSION 3

EVALUATION SESSION 3

Session 4

10:45 am to 12:00 pm

Using Office Discipline Data to Improve Outcomes for Students

LIVE EVENT SESSION 4

EVALUATION SESSION 4

HO1 DBDM/Solution Plan

HO2 Big 5 Report and Drill Down

Session 5

1:15 pm to 2:30 pm

Visioning Lab: Data

LIVE EVENT VISIONING LAB

EVALUATION VISIONING LAB



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Design by Creative Courtney

DBDM

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Solution Plan

School: _____

Month and Year _____

Desired Outcome: _____

Replacement Behavior: _____

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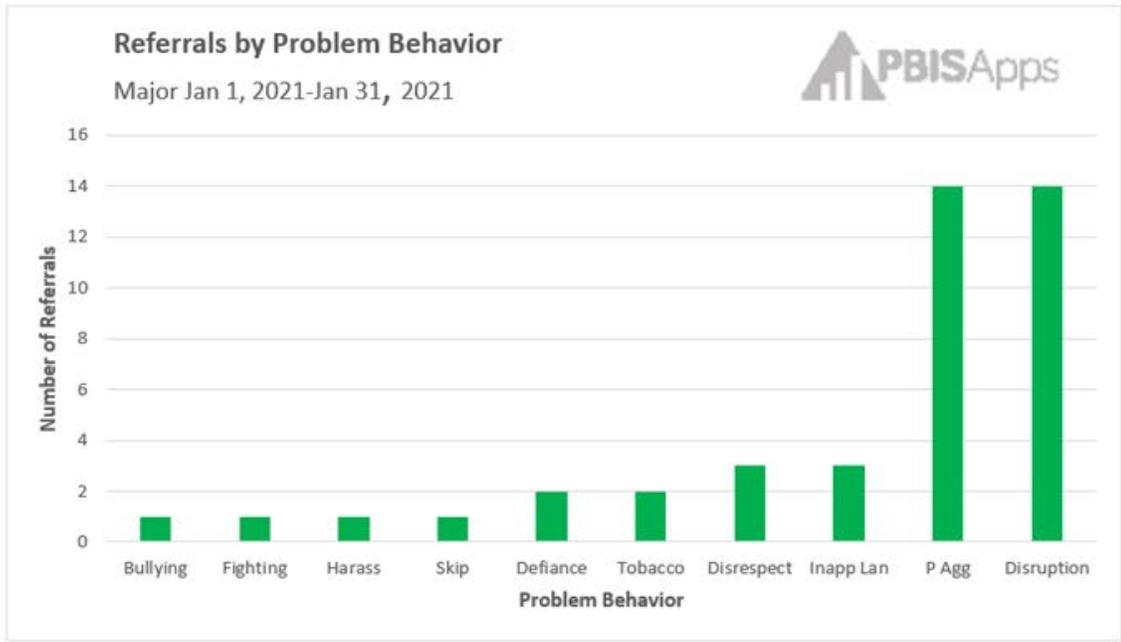
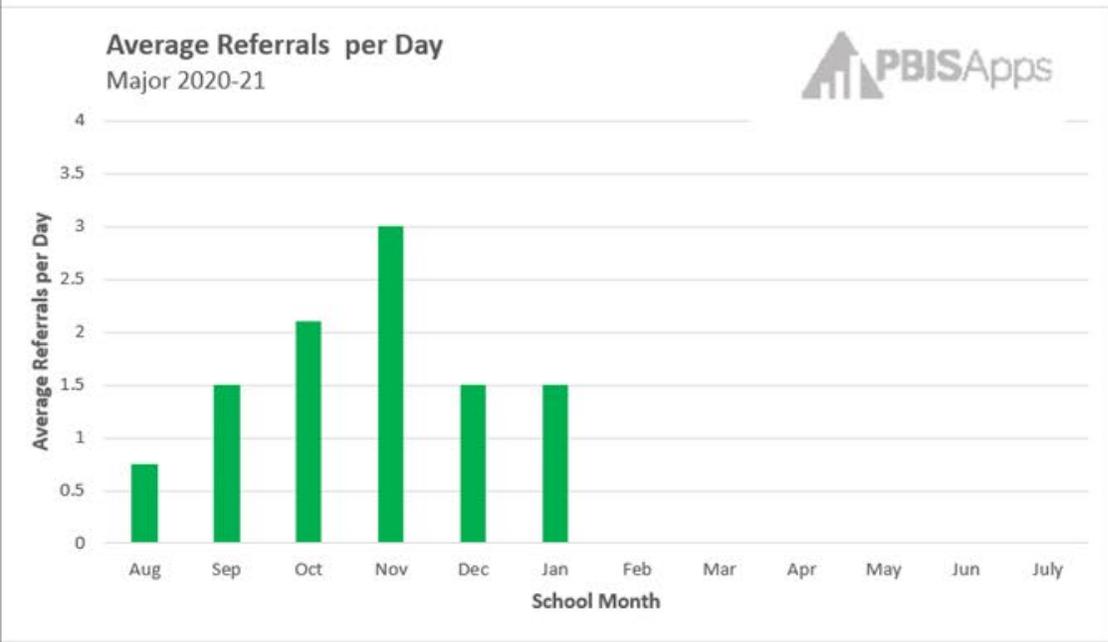
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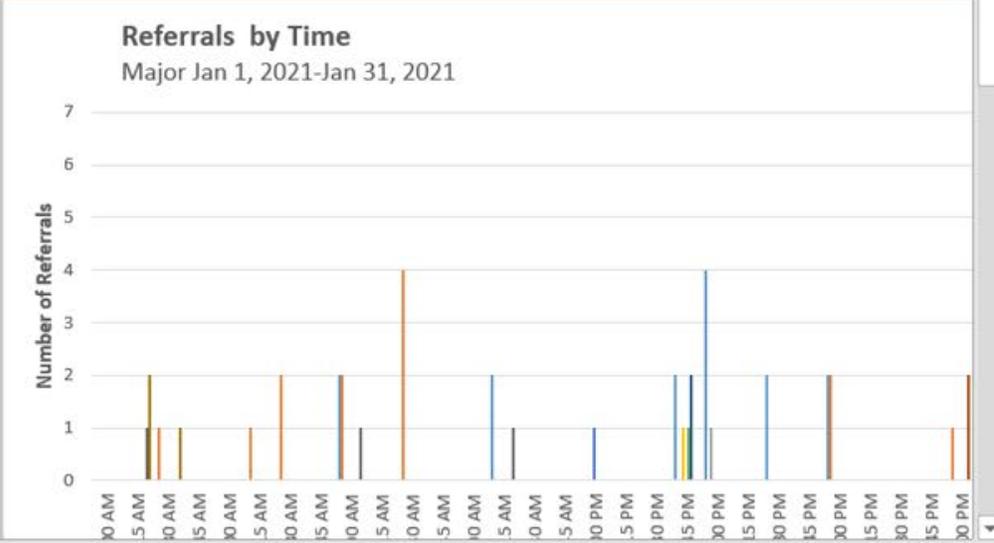
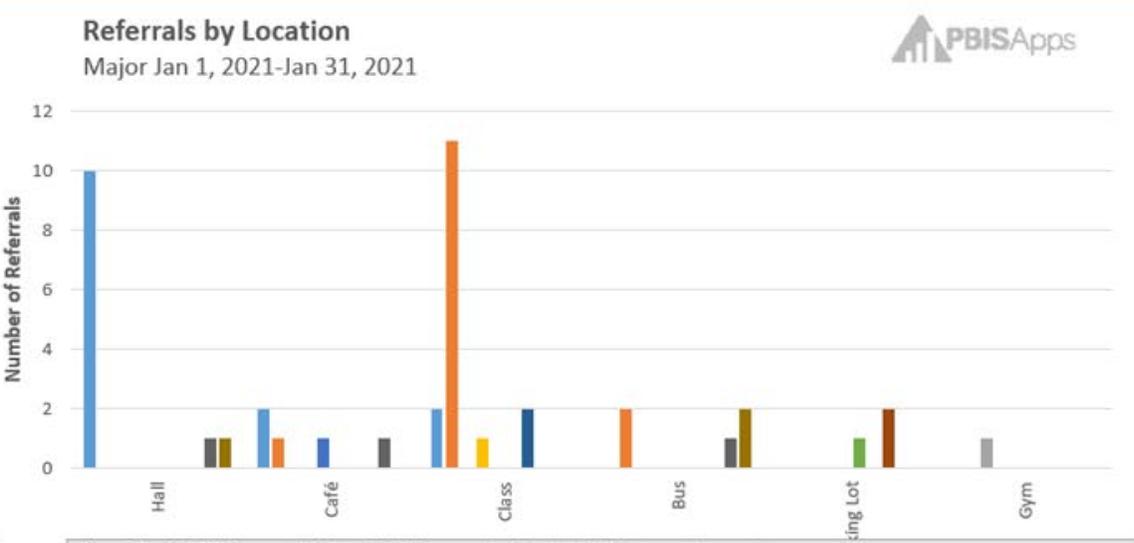
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A1 Behavior

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1																					
2																					
3																					
4																					
5																					
6																					
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- Behavior**
- Bullying
 - Defiance
 - Disrespect
 - Disruption
 - Fighting
 - Harass
 - Inapp Lan
 - P Agg



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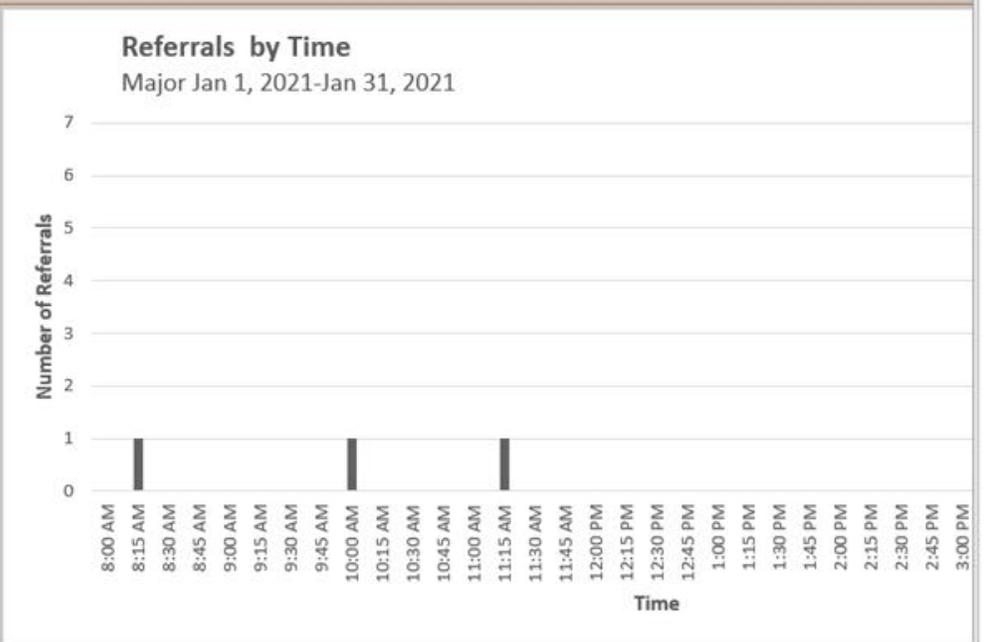
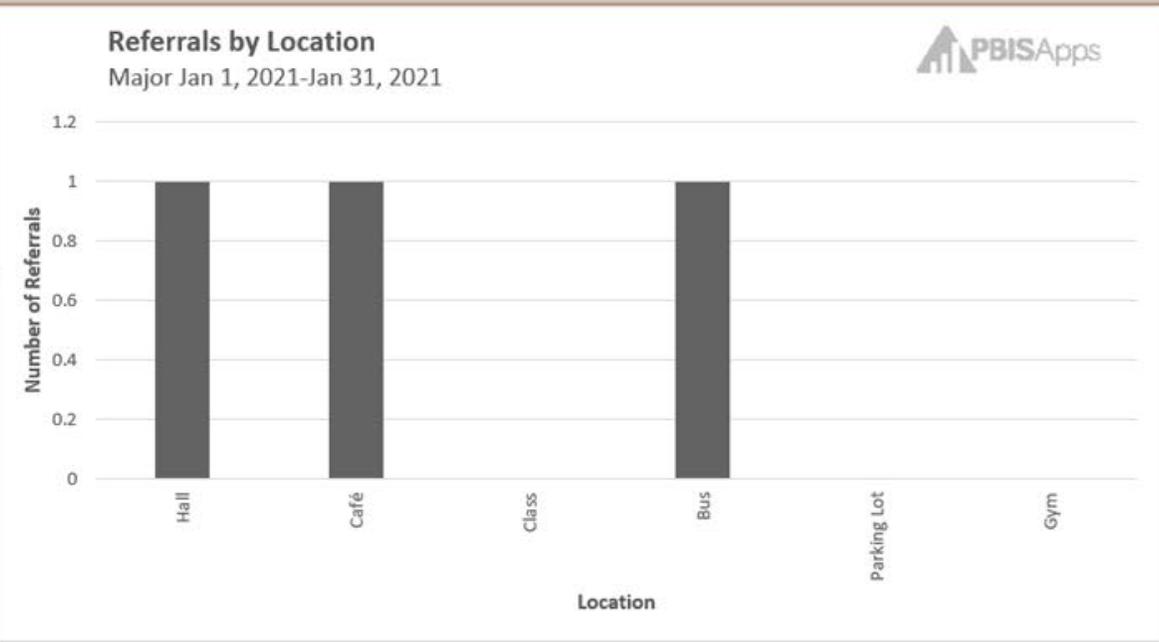
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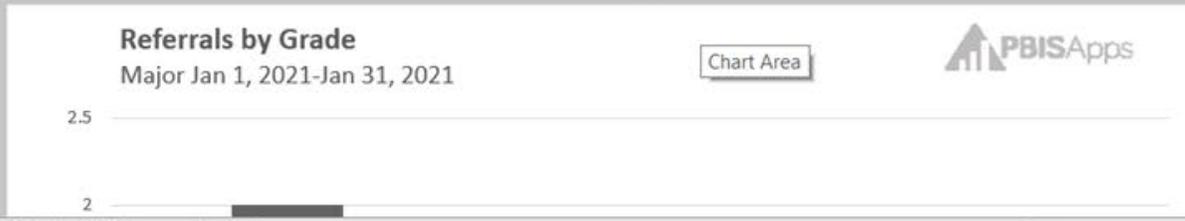
A1 Behavior

A B C D E F G H I J K L M N O P Q R S T U

1 10 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39



- Behavior**
- Bullying
 - Defiance
 - Disrespect**
 - Disruption
 - Fighting
 - Harass
 - Inapp Lan
 - P Agg





Breakouts

- Choose Roles (facilitator, data manager, recorder, engaged participant)
- Use the Handouts 1 and 2 to try to get through steps 1-3 of the DBDM/Solution Plan.



DATA

Compass Points

<u>E</u> xcites	<u>W</u> orries
<u>N</u> eed to Know	Next <u>S</u> teps



CONTACT INFORMATION

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June 16-17

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THANK YOU FOR JOINING US!

Please complete the
[Evaluation Survey.](#)

Session 5 will start at 1:15 p.m.

Please use the same Zoom
meeting link to join the next
session.