

Course 7:

SCHOOLWIDE DATA-BASED DECISION MAKING USING STUDENT BEHAVIORAL DATA

Outcome:

- Use student outcome, implementation fidelity, and contextual data to make decisions that improve outcomes for students.

Background Knowledge:

- Read Section 2 – A Systems Approach: Data

Lessons to Using Data to Make Decisions:

1. Use data to guide development and implementation of systems and practices.
2. Review and use office discipline referral (ODR) Big 5 data to make schoolwide decisions.
3. Review academic and behavioral data to make decisions.
4. Use a survey to assess schoolwide safety and climate.

Lesson 1: Use Data to Guide Development and Implementation of Systems and Practices.

Lesson 1.a. Use Action Plan Checklist.

As described in the MO SW-PBS Handbook, MO SW-PBS building leadership teams use implementation and student outcome data to monitor both what the adults in the building are doing (implementation or “cause” data) and the impact these efforts have on students (outcomes or “effect” data). Building leadership teams use implementation and outcome data to guide development of systems and practices of their SW-PBS framework, monitor implementation of their SW-PBS framework, problem solve, monitor progress toward implementing plans and achieving goals, and evaluate their SW-PBS framework.

For example, we encourage building leadership teams to use the action plan checklist at the end of each chapter in this Implementation Guide to identify and build components of their SW-PBS framework, identify gaps in implementation, and determine next steps. Teams can go through each item on the action plan checklist sequentially to assess the extent to which each are “in place,” and then select priorities from those items deemed “not in place.” Once these priorities have been selected, teams determine their next steps. These action steps are put into an action plan format, and the team uses this action plan to hold themselves accountable for completing the action steps by the target dates.

Lesson 1.c. Complete and Discuss PBIS Assessments Survey Results.

In addition, SW-PBS building leadership teams use several standardized surveys to guide, monitor and problem solve around their implementation. Most of these surveys are available through PBIS Assessments, an application of PBIS apps (<https://www.pbisapps.org/Pages/Default.aspx>). SW-PBS teams use implementation survey reports individually, and in comparison, to identify strengths and gaps in their implementation. They use this information to select a small number of actionable goals and plan action steps to achieve these goals.

Furthermore, several of these assessments measure the same or similar elements but from different vantage points. Comparing the results from these assessments can give teams a multi-dimensional perspective of the level of implementation of specific components. For example, the Tiered Fidelity Inventory (TFI) is a self-assessment by the Leadership Team of their school's Tier 1, 2, and 3 implementation. In addition, the Tiered Fidelity Inventory includes an external evaluation component of Tier 1 implementation. This assessment can be compared to the Self-Assessment Survey (SAS), which assesses staff perception of implementation. Comparing the external evaluator's assessment of various components of implementation to the team's and staff's perceptions of the implementation of these same components, respectively, can provide the team with valuable insights regarding level of implementation, effectiveness of communication, and the effectiveness of professional development. While most surveys in PBIS Assessments are measures of implementation, some provide indirect measures of student outcomes. MO SW-PBS recommends the following PBIS Assessments surveys to evaluate and monitor implementation and outcomes. These include the School Safety Survey (SSS), the School Climate Survey (SCS), the Self-Assessment Survey (SAS), and the Tiered Fidelity Inventory (TFI).

See End of Lesson Resources for More Information on TFI and SAS.

OTHER SOURCES OF FIDELITY DATA: WALK-THROUGHS, OBSERVATIONS, AND SURVEYS

In addition to the Action Plan Checklists and PBIS Assessments surveys, SW-PBS schools often use other methods to monitor implementation fidelity. These sources of formal and informal data can provide valuable information about the implementation fidelity of SW-PBS, particularly at the individual staff member level of implementation. These sources need not be overly arduous or time consuming. Three such sources of information are walkthroughs, observations, and surveys.

Walkthroughs are brief (three to ten minute) classroom visits in which the visitor records observations of the use of predetermined evidence-based practices. The walkthrough can be compared to a collage, in that a series of snapshots are taken at different points in time, and put together to form an overall picture of what is going on in the school and in individual classrooms. As with any sampling of data, the greater the number and more random the sample (in terms of staff or time of day), the more accurate will be the assessment of effective practices in the school or classroom.

With regard to SW-PBS, a walkthrough form can be designed or an existing form adapted to include evidence-based SW-PBS practices. For example, the form can include a space for monitoring counts of specific positive feedback, non-specific positive feedback, and critical feedback. The observer records the number of times that staff members give each of the respective kinds of feedback during a 10-minute time segment, and a ratio is calculated. Across many observations, the average ratio provides an accurate assessment of the rate at which staff provides specific positive feedback throughout the building. Trends over time can also be calculated, and indicate progress over time in the level of implementation of this evidence-based practice.

Lesson 1.e. Monitor Routine Implementation with Other Sources of Data.

The building administrator typically conducts walkthroughs, although, depending on the culture of the school, peers can also participate. Regardless of who conducts the walkthroughs, it is important that high levels of trust be established prior to using walkthrough information to provide critical feedback to staff members. Walkthroughs should be oriented towards supporting best practices, celebrating the use of these practices, providing feedback, and identifying schoolwide Opportunities for improvement. They should not be used to punish or embarrass staff.

Related to walkthroughs are observations. Observations are generally longer in duration than the walkthrough. Like the walkthrough, an administrator usually conducts the observation, although depending on the school culture and the intent of the walkthrough, peers can also participate. Although observations are often part of the teacher evaluation process, the focus of this section is only on the use of observations to provide formative assessments and feedback for individual staff members to facilitate professional growth. Please refer to state and district guidelines for direction on conducting observations as part of the formal evaluation process.

A single observation often lasts the entire lesson. Like the walkthrough, observations should have a focus that is aligned with school improvement goals. Observations can be of model lessons, providing teachers an opportunity to observe an exemplary implementation of a new practice or strategy. Alternatively, observations can also be of teachers implementing a newly acquired practice or strategy for formative feedback or coaching. Ultimately, the goal of both types of observation is to improve the capacity of the individual staff member to implement the practice or strategy.

As with walkthroughs, it is important that observations have a focus. Furthermore, it is helpful for the observer to identify “look-fors” prior to the observation. An example of a focus for an observation might be the use of “Opportunities to respond” strategies in the classroom. The “look-fors” might include the use of specific whole group response strategies, such as response cards, white boards, thumbs up/ thumbs down, or chorus response.

MO SW-PBS has developed several walkthrough/observation forms that can be used or adapted by schools. These forms were designed to collect information on a variety of evidence-based practices, and can be tailored according to the school’s improvement goals. This packet is available on the Tier 1 Effective Classroom Practices page of the MO SW-PBS Website (<https://pbissmissouri.org/>).

STUDENT OUTCOMES

Improving student outcomes is why we do what we do! It does not matter how well a school scores on the SAS or the TFI if students experience poor or declining outcomes in our schools. The outcome data the team monitors always depends on the desired outcomes. Outcome data help SW-PBS teams to identify goals, and to monitor progress toward those goals. They are used to evaluate the effectiveness of SW-PBS Implementation, and to monitor implementation progress over time. The MO SW-PBS Handbook includes an extensive discussion of student outcome data. This Implementation Guide will provide a brief discussion of student outcomes that are typically monitored at Tier 1.

Lesson 1.b. Clarify Procedures for the Use of Office Referrals.

Office Discipline Referrals are a proxy measure for student behavior. SW-PBS schools typically want to maximize expectation following and pro-social behavior, and reduce the numbers of unexpected behaviors. You cannot observe every behavior every student engages in. However, you can count ODRs. Furthermore, the context surrounding ODRs (behavior, location, time of day/activity, and students involved) can be used to solve problems, and reduce future unexpected behaviors. The use of ODRs and surrounding contextual factors to create cycles of continuous improvement will be discussed later in this chapter.

Other student outcomes SW-PBS teams monitor include attendance, discipline equity, exclusionary discipline, graduation rates, and perceptions of school climate and safety (positive relationships, connectedness, etc.). In addition, there is a relationship between student behavior and academic achievement. As such, SW-PBS teams often monitor academic outcomes as well. A process for grade or content alike collaborative teams to analyze academic data in conjunction with behavioral data is described later in this chapter.

SCHOOL OUTCOME DATA AND END OF YEAR REPORTS

Triangulation is a term taken from navigation and land surveying that refers to the process of fixing the location of a point in space using the convergence of measurements taken from two other points. In the social sciences, the term has come to mean checking the conclusions drawn using one source of data against two or more other sources of data (Denzin, 1978; Merriam, 2009).

It is for just such a purpose that MO SW-PBS has developed End of Year (EOY) reports for each of the participating schools. The MO SW-PBS EOY reports gather a variety of implementation and outcome data into one place, allowing for initiative evaluation and annual action planning. Data compiled in the report includes survey data pulled from PBIS Assessments (SSS, SAS, and TFI scores), data pulled from the MO SW-PBS Online data system (completion of DBDM/Solution Plans, SW-PBS Systems artifacts, etc.), ODR and assistance referral data from the School Outcomes Data submission (see School Outcome Data Form, below), and Tier 2 and Tier 3 intervention outcome data. In addition, the report comes in a fillable PDF format, allowing teams to add additional data points, and to complete guiding questions.

Lesson 1.d. Annually Collect, Review, and Report MO SW-PBS School Outcome Data.

EXAMPLE

Consider the following two scenarios of how one school might use the MO SW-PBS EOY report. In the first scenario, the team notices an overall increase in the number of ODRs for the school year. The EOY report indicates that the team has completed a matrix, social skills lessons and a teaching schedule. However, item 1.4 on the TFI items report indicates that expected behaviors have not been taught. This is confirmed by the SAS subscale report indicating that the majority of the staff who took the SAS perceive that there are no systems in place to teach schoolwide expectations. These results suggest to the team that they need to improve their system of communication and professional development with regard to lessons, teaching schedules, and possibly the expectation that all staff teach social skills lessons.

In the second scenario, a school district is facing budget cuts for the coming school year, and must take a hard look at the costs of various initiatives relative to student outcomes. The principal of a school that has been implementing SW-PBS for five years has noticed improved outcomes for students during this time. Not only does she believe that SW-PBS is cost effective, she would like to see these improved outcomes brought to scale through a district-wide adoption. She directs the team to prepare a presentation to the school board. The team decides to use the EOY report as the basis for this presentation. Using this report, they are able to show that as their implementation fidelity data improved (as indicated by the SAS, the SET, and their quarterly reporting), the number of ODRs decreased significantly across all grade levels. They have also seen an improvement in perceptions of safety and increased student attendance. Estimates of time out of instruction due to disciplinary issues have decreased. Academic data has also shown an improvement. The team attributes some of this improvement to lower disruption, improved attendance and increased time in instruction. Finally, the team has observed an increase in the number of assistance referrals, but a steady decline in the number of students who qualify for special education. The team interprets this as indicating that students are responding to Tier 1, Tier 2 and Tier 3 interventions, resulting in fewer false positive special education identifications. Furthermore, there is a decrease in the number of students with existing IEPs that have ODRs, suggesting that all students, including those with disabilities, are sharing in improved outcomes. The board is impressed, and asks the superintendent to consider piloting SW-PBS in other schools throughout the district.

Most of the data used in the EOY reports is pulled from existing databases. However, Missouri does not have a consistent method for collecting ODR data, student assistance referral data, or special education referral data. Therefore, MO SW-PBS encourages schools to collect this information throughout the school year, and then submit it to MO SW-PBS in June of each year as part of the MO SW-PBS School Outcomes Data. Teams can complete the School Outcome Data form and email it to moswpbs@missouri.edu, or enter the data directly into the MO SW-PBS system using a unique link that is sent to team members in May of each year. Contact your MO SW-PBS regional consultant for more information.

Missouri SW-PBS Student Outcome Data

School: _____ District: _____ Year: _____

Student Assistance Referrals

Go to the second page for description of each category

	School Assistance Team (Academic or Behavioral)	Special education (Academic or Behavioral)	Other
Grade	# Referred	# Referred	# Eligible
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Referrals by Students

Office Managed Behaviors--no minors

School Year	# of Students
0-1 referrals	
2-5 referrals	
6+ referrals	
Total should equal official count plus any added students for year of reporting.	

Office Referrals by Grade Level
Office Managed Behaviors – No Staff Managed Behaviors

Grade	IEP	Non-IEP
Pre-K		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

- Referrals for assistance: (Include students referred for concerns in academics, behavior or both areas).
 - Assistance referrals: Number of referrals to general education team(s) within the school for academic, social or behavioral support. These referrals occur before the special education referral process. Teams may include a Student Support Team, Student Assistance Team, Problem-Solving Team, etc.
 - Referrals to special education: Number of referrals to special education for initial evaluation, & number found eligible for services.
 - Referrals to outside agencies: Number of referrals to agencies or services outside of school for academic, social or behavioral support.
- Referrals by student: (Total number should equal official count plus added students for the school year reported).
 - Students with 0-1 office discipline referrals; green—responsive to Tier 1 interventions.
 - Students with 2-5 office discipline referrals; yellow—at-risk for problems.
 - Students with 6+ office discipline referrals; red—elevated risk.
- Office discipline referrals by grade level: (Total per grade disaggregated by IEP and non-IEP).

Submit this worksheet to: moswpbs@missouri.edu in the body of the email please include:
 Contact Name & Email
 School and District Name

Student Outcome Data			
Data Source	Reporter/ Respondent	When	
Classroom Managed/Minors	Classroom Teacher	Daily/Weekly	SW-PBS schools often collect data on classroom managed/minor behaviors. This data is used by collaborative teams to make decisions around academic and behavioral data. In addition, minor behavior data can help teams identify students for additional support, who might otherwise go unidentified. Staff should collect the following information: 1) name of student, 2) behavior, 3) location, 4) time of day or activity. Determine a decision rule for when to record minor behaviors.
Big 5 ODR Data Reports	Database Manager	Monthly, Annually	The compilation of a school's office discipline referral (ODR) data. This data, combined with the descriptive data of 1) frequency (per day per month), 2) behavior, 3) location, 4) time of day, and 5) individuals involved to identify possible causes/contributors to behavioral outcomes.
ISS, OSS, and Expulsion	Database Manager	Monthly, Annually	Year to date number of incidents resulting in ISS, OSS, and Expulsion, as well as the total number of days assigned to ISS or OSS. Exclusionary discipline keeps students out of instruction and prevents them from learning desired social skills. As such, SW-PBS schools seek to reduce the reliance on exclusionary practices in favor of preventive and proactive practices and instructional alternatives to suspension.
Risk Index, Risk Ratio, Compositional Metrics	Database Manager	Quarterly	Risk indices, risk ratios, and compositional metrics allow schools to compare outcomes for different demographic groups (disability status, SES, race and ethnicity, etc.) to quickly identify and progress monitor disproportional outcomes experienced by these groups. Recommended for use with ODRs, Suspension, Special Education Referrals and eligibility, and assignment to Gifted and Talented programs.
School Safety Survey (SSS)	Representative Staff (SSS)	Annually	A staff survey to determine risk and protection factors for school safety and violence. It is completed by a minimum of five staff members. However, schools are encouraged to survey as many stakeholders as possible. Provides information to determine training and support needs related to school safety and violence prevention.
School Climate Survey (SCS)	Students Staff (Staff version, Optional)	Annually (2 nd or 3 rd quarter)	A survey to measure student perceptions of school climate. The survey is brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. The survey includes a set of demographic questions about the participant and questions related to school climate with Likert-type response options.
MO SW-PBS School Outcome Data (SOD)	Administrator, Coach, or Database Manager	Annually (end of year)	1) Referrals for academic and/or behavioral assistance by grade level, 2) Special Education referrals and eligibility by grade level, 3) ODRs by grade level and IEP status, and 4) Triangle Data (the number of students with 0-1 ODRs, 2-5 ODRs and 6+ ODRs).
Attendance	Administrator, or Database Manager	Monthly & Annually	In Missouri, the percentage of students in attendance >90% of the time; in other states, Average Daily Attendance is the daily average percentage of the student population in attendance.
Tier 2/3 Intervention Outcomes	Tier 2/3 Team(s) Data Manager(s)	Monthly	The number of students participating in each Tier 2/3 intervention; the number of students responding positively to each Tier 2/3 intervention; the number of students who have graduated from each tier 2/3 intervention; the number of students who require more intensive supports.

Information about the School Safety Survey and the School Climate Survey is provided at the end of this course.

Implementation Fidelity			
Data Source	Reporter/ Respondent	When	Purpose
Self-Assessment Survey (SAS)	All School Staff	Annually (2 nd Quarter)	A valid and reliable survey of staff perceptions regarding the status and priority of SW-PBS systems. Includes assessment at the following levels of analysis: 1) schoolwide, 2) non-classroom (e.g., cafeteria, hallway, playground), 3) classroom, and 4) Individual student. Used to assess fidelity of implementation, action planning and decision-making, and validation of Leadership Team's actions.
Tiered Fidelity Inventory (TFI)	Individual with "Team Member" rights on PBIS Assessments	Recommended quarterly until 80% achieved three consecutive quarters; once annually thereafter	A valid and reliable self-assessment of all three tiers of implementation. The team that works with a specific tier takes the scale for that tier. The tier 1 scale is informed by a building walk, as well as staff and student interviews. It is recommended that an external coach or facilitator conduct the building walk, and facilitates the administration of the TFI. A team member enters the TFI results into PBIS Assessments. This survey replaces several PBIS Surveys, including the Benchmarks of Quality (BoQ) and the Benchmark for Advanced Tiers.
School Safety Survey (SSS)	Representative Staff (SSS)	Annually	A staff survey to determine risk and protection factors for school safety and violence. It is completed by a minimum of five staff members. However, schools are encouraged to survey as many stakeholders as possible. Provides information to determine training and support needs related to school safety and violence prevention.
Intervention Essential Features	Tier 2 Team	When adding a new standard protocol Tier 2 Intervention	A planning guide to assist teams as they adopt and adapt a standard protocol Tier 2 interventions.
Adapted FACTS	Tier 2 and Tier 3 Teams	When evaluating a student for possible Tier 2 or Tier 3 Supports	Used to identify the possible function of a student's behavior in order to select the appropriate Tier 2 standard protocol intervention, or to assist Tier 3 teams as they identify possible function of a student's behavior in order to assist them in developing a Behavior Intervention Plan.
Behavior Intervention Plan Rubric	Tier 3 Team	When developing a Behavior Intervention Plan	Used to assess the quality of a Behavior Intervention Plan prior to implementation. The intent of this review is to ensure a high degree of likelihood that if implemented will lead to improved outcomes for the target student.

Information about the Self-Assessment Survey, Tiered Fidelity Inventory and the School Safety Survey is provided at the end of this course.



Team Activities

Team Activity

Use the *Tier 1 Universal Supports - Data Collection, Reporting Analysis and Action Planning* guide to identify which assessments you will use to monitor implementation and outcomes. Then make a plan for who, how and when you will collect, generate reports and conduct cycles of analysis.

Tier 1–Universal Supports • Data Collection, Reporting, Analysis and Action Planning

Data Source	When	Who Completes	Who Enters	Who Generates Reports	Who Analyzes	Who Proposes Action Steps	How to Share With School Community
<i>Big 5 ODR Reports</i>	<i>Monthly</i>	<i>ODR forms completed by referring staff</i>					
<i>Self-Assessment Survey</i>	<i>Annually in Spring</i>	<i>All Staff</i>	<i>Everyone takes online at PBIS Assessments</i>				
<i>School Safety Survey or School Climate Survey</i>	<i>Fall of each year</i>	<i>All Staff, Students and Family take the SSS; All students take the SCS</i>	<i>Everyone takes online at PBIS Assessments</i>				
<i>MO SW-PBS Tier 1 Action Planning Checklist</i>	<i>Monthly</i>	<i>SW-PBS Leadership Team</i>					
<i>MO SW-PBS School Outcomes Data</i>	<i>Annually in Spring</i>	<i>SW-PBS Leadership Team</i>		<i>SW-PBS Regional Consultant</i>			
<i>Action Plan</i>	<i>Monthly</i>	<i>SW-PBS Leadership Team</i>					
PBIS Assessments Used by Advanced SW-PBS Leadership Teams							
<i>Tiered Fidelity Inventory (TFI)</i>	<i>Spring of the year, once team has earned two consecutive scores of 80/80 on the SET.</i>	<i>SW-PBS Leadership Team in Consultation with an Outside Facilitator</i>	<i>SW-PBS Leadership Team Member with Team Member Level Access to PBIS Assessments</i>				

The following is an example of a school triangulating data from various sources to identify a problem, set an annual school improvement goal, identify the root cause of the problem, select an evidence-based solution, develop a plan to implement the solution, and monitor the plan implementation.

Example:

Missouri High School

A high school team conducts a data review at the end of the school year to identify growth Opportunities and set school improvement goals for the coming school year. On reviewing their summative student outcome data for the year, the team determines that they would like to reduce out-of-school suspensions. A review of SAS and TFI data suggests that the team is running Big 5 data reports and sharing these with the staff, but they do not have a process for regularly using this information to improve student behavior. They identify a number of action steps that will systematize the use of ODR data in a data-based decision-making process to encourage expectation following behaviors and to prevent minor problems from escalating into suspendable offenses. They put these action steps into their school improvement plan, then implement the plan. They decide to monitor progress toward achieving their goal by comparing suspensions to date for the current school year to suspensions for the same time period during the previous school year. They monitor plan implementation by keeping track of Solution Plans completed during Building Leadership Team Data Meetings, and records of the evaluation of Solution Plans. By doing this, they are able to adjust their plan if they are not making adequate progress toward their goal.



Team Activities



Stakeholder Engagement



Action Plan

Team Activity

- Discuss with your team the pros and cons of using PBIS Assessments surveys to improve your Tier 1 Implementation.

Stakeholder Engagement and Communication

- Have stakeholder representation on your SW-PBS Leadership Team (teachers, parents, community members, students, etc.).
- Plan to share annual implementation and outcome data with stakeholders.
- Plan to share annual school improvement plan with stakeholders.
- Plan to regularly share progress-monitoring data related to the school improvement goals with stakeholders.

Action Planning

- Determine which SW-PBS Assessments and Surveys your team wants to take in order to monitor implementation fidelity.
- Identify action steps you need to take to activate a SW-PBS Assessments account and engage a SW-PBS Assessments Coordinator.
- Create an assessment calendar that includes the SW-PBS Assessments and Surveys that you identified for administration at your school.
- Reserve dates on your calendar for
 - Progress-monitoring your SW-PBS implementation
 - Problem-solving around your SW-PBS implementation

Lesson 2: Review And Use (ODR) Big 5 Data To Make Schoolwide Decisions.

SW-PBS schools use discipline data regularly to make decisions that improve student behavior and school climate. By continuously using this data to identify, define, and analyze a new problem to tackle, select and implement evidence-based practices to address the problem, and progress-monitor and evaluate the implementation of these practices and progress toward desired student outcomes, the team creates cycles of continuous improvement, slowly but steadily decreasing the frequency of unexpected behaviors.

Although using office discipline referral (ODR) data to make decisions follows the same basic principles as those described in the handbook, there are adaptations that are specific to decision-making around discipline data. These adaptations include the level of analysis, the frequency with which teams review discipline data, the information included in the data review, the procedures for analyzing the data, and the strategies selected to address the problem.

While SW-PBS teams use data to make decisions about individual students and small groups of students, what we are discussing in this implementation guide is the use of discipline data to make decisions affecting the entire school. The leadership team reviews school-level discipline data to identify a focus problem that affects multiple students, often across multiple settings. The solution the team lands upon to solve the schoolwide problem is usually implemented by all staff and with all students. By focusing on solving schoolwide problems, the team not only systematically improves outcomes for more students, but also systematically refines implementation of Tier 1 systems of support.

The SW-PBS Leadership Team dedicates part or all of at least one monthly meeting to a review of discipline data. These reviews take one of two forms: a review and analysis of Big 5 data to produce a new Solution Plan, or a progress-monitoring meeting where the team reviews data as it relates to an existing Solution Plan to determine if they are making adequate progress toward their goal, need to make any midcourse adjustments, or can declare “mission accomplished” and move on to identify a new problem to solve. A monthly cycle is frequent enough to have a meaningful impact on school climate and student behavior. It also allows for timely midcourse corrections if the team has not yet met the goal of their Solution Plan. At the same time, it allows enough time for the intervention to have the desired effect on student behavior. Some teams may wish to hold brief progress-monitoring meetings more frequently, such as weekly or biweekly, to allow the team to respond quickly and make any needed midcourse adjustments.

Lesson 2.a. Use an electronic data management system to collect, analyze and report ODRs in a Big 5 Format.

For more information on selecting the data management system that's right for your team, refer to Appendix 1: Data Management Systems in the MO SW-PBS Handbook.

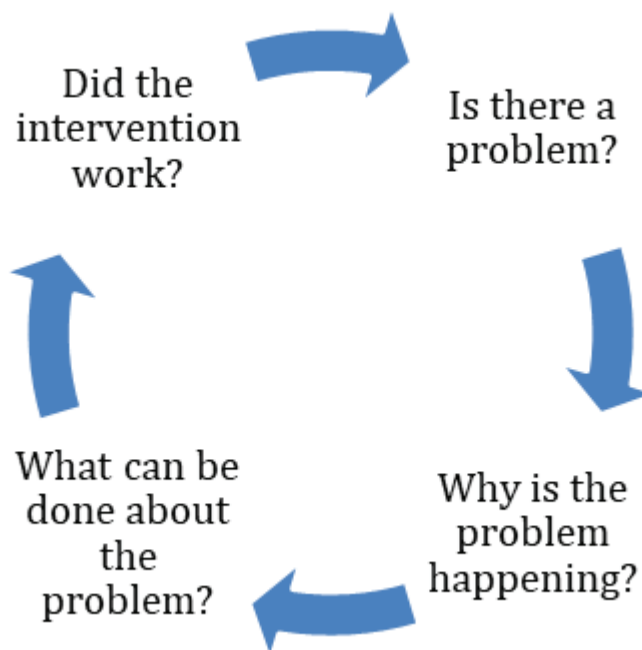


Team Activities

Team Activity:

- Discuss how decision-making around discipline data can impact the school climate and student behavior at your school.
- Discuss the pros and cons of meeting weekly or monthly to make decisions using ODR data or to have progress-monitoring meetings to monitor schoolwide interventions based on ODR data.

It may be easiest to describe the data used to identify and define the problem, the process for analyzing the data, and the strategies selected to address schoolwide behavior problems in terms of the questions that Tilly (2008) identified as being answered by every good data-based decision-making procedure. Recall from the MO SW-PBS Handbook that these questions are: (a) “What is the problem?” (b) “Why is the problem happening?” (c) “What can be done about the problem?” and (d) “Did the intervention work?” Each of these steps uses data to answer the questions.



Tilly 2008

Question 1: Is There a Problem?

The first step in any data-based decision-making model is to select a problem to solve. When using ODR data to solve schoolwide problems, this becomes a two-step process: identify the problem and define the problem. To identify the schoolwide problem, SW-PBS schools use contextual information collected with ODRs to answer what we call the Big 5 questions:

1. What (behavior)?
2. Where (location)?
3. When (time of day, day of week, month of year)?
4. Who (students or groups of students)?
5. How often (frequencies for all of the above)?

For any given month, the team reviews ODR data to determine the most frequently occurring unexpected behaviors, the locations where most unexpected behaviors occurred, the times when most unexpected behaviors occurred (time of day, day of week, month of year), and the students or groups of students (e.g., grade levels) who were engaged in most of the unexpected behaviors. The frequency (how often) of unexpected behaviors is recorded as related to the other four questions.

Obviously, in order to use the Big 5 questions to identify their focus problem, the team must collect this information on their ODRs and be able to sort ODRs by frequency for each of the categories (behavior, location, time of day/day of week/month of year, student(s)/demographic group). While the team can certainly hand tally frequencies for each of the categories, it is much easier to do this with a good quality electronic data management system that both allows the user to record this information and has an easy-to-use and instantaneous frequency reporting feature.

The initial Big 5 Data Report gives frequencies for behaviors, locations, times, and students. A team can review this report and quickly spot possible Opportunities for improvement based on these frequencies. The team selects one area on which to focus. They will further analyze this focus area in order to craft their intervention in a way that specifically targets this problem.

Each of the Big 5 charts will have at least one high-frequency area, meaning there will be a minimum of 5 high-frequency problems that the team will choose from as their next focus problem to solve.

The team will select only one focus problem! We offer the following guidance in selecting a focus problem for further analysis. First, consider the number of ODRs (PBIS Apps, 2016). Deciding to focus on solving for problems in the library doesn't make much sense if there is only one ODR from the library. However, if there were 20 ODRs from the library, the team probably would want to figure out why so many ODRs are coming from the library. Similarly, try to solve a problem that involves at least ten different students (R. Horner, personal communication, March 8, 2016). Ten or more students suggests that the problem is systemic. Fewer than ten students suggests that these students may need Tier 2 or Tier 3 supports. Next, consider selecting a problem in which "the smallest change, that if

Lesson 2.b. Review the Big 5 Data Report At Least Monthly and Make Decisions Based on That Data.

To answer the Big 5 questions, the team must have an Office Discipline Referral form that collects the following information: 1) student name; 2) date of behavior incident; 3) behavior; 4) location of behavior incident; 5) time of day that behavior incident occurred and month of the year. In addition, we recommend including the following: referring staff member, others involved (e.g., staff, teacher, peer, substitute, other), possible motivation (gain, avoid), and administrator decision.

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

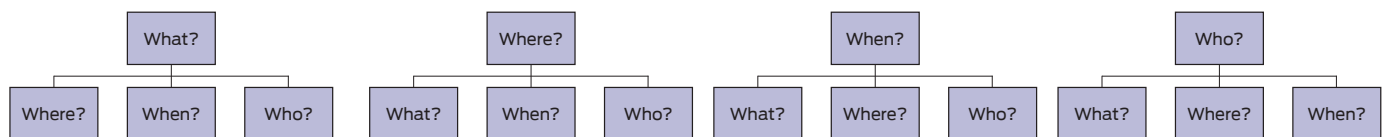
Sugai, Sprague, Horner, and Walker, 2000

It should be noted that there may be times when you choose a focus problem that is not the highest frequency behavior, location, time, or student group. In some instances, you will choose to solve a problem that the team determines is important to solve, such as an unexpected behavior that compromises student safety.

implemented with fidelity, will bring about the biggest change” (Horner, 2011). Early and easy impactful wins can help you build staff commitment for future efforts. Finally, it is important to consider problems that potentially compromise student safety. Although schools are first and foremost educational institutions, a school’s highest mandate is to ensure the safety of its students.

Once a focus problem has been identified, the team will further analyze this problem to define the context surrounding it. This analysis is necessary because it cannot be assumed that just because the frequencies for specific behaviors, locations, times, and students are similar that there is a relationship between them. For example, if the most frequently referred behavior is disrespect and the most frequent location of behavior incidents is the classroom, it does not mean that the disrespect is occurring in the classroom. Disrespect could be distributed throughout a number of other locations, including the cafeteria, hallways, and playground. Likewise, a number of different behaviors may be occurring in the classroom, with inappropriate language being most frequent. If the team made a decision based on their initial Big 5 Data report to focus on disrespect in the classroom, they might be solving the wrong problem!

To do this deeper analysis, use filters to separate out information from ODRs unrelated to the focus problem and then answer the Big 5 questions specifically as they relate to your focus problem. For example, if you decide to focus on the unexpected behavior of disruption, filter out information from ODRs for all behaviors except disruption in order to determine where the disruption is occurring, when it is occurring, and who are the students engaged in the disruptive behavior. Alternatively, if you decide to focus on the location of the classroom, filter out ODRs for all locations except the classroom in order to determine which behaviors are occurring in the classroom, when they are occurring, and who are the students engaged in unexpected behaviors in the classroom. Go through a similar process if you are focusing on a specific time or a specific group of students. The following diagram shows what questions to ask if the focus problem is behavior, location, time, or student group, respectively:



Once you have filtered out information unrelated to the focus problem and answered the remaining Big 5 questions as they relate to your focus problem, craft what a precision problem statement. A precision problem statement is based only on information from ODRs related to your focus problem and is therefore an accurate statement of the problem that you are solving. For example, using the previous example, once drilled down you could accurately say that “Inappropriate language occurred in the classroom between 9:00 and 10:15 a.m., primarily involving 11th grade boys.”

As you identify what, where, when and who, your team may also need to disaggregate or drill down within the data to check for signs of disproportionality in ODRs. For more information on how to monitor and address discipline disproportionality, see the discussion and examples in the MO SW-PBS Handbook Section 2 – A Systems Approach: Data.



Team Activity

Discuss with your team the following questions:

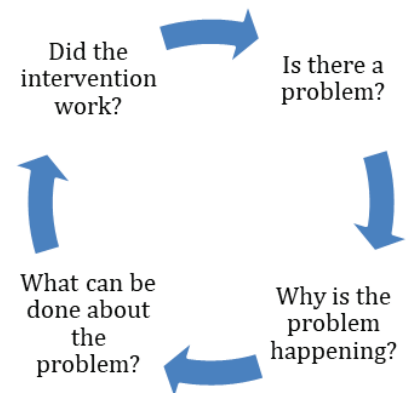
1. What is the capacity of your school/district student information system to collect and report ODR data? Does your data system allow for data drill down reporting to create precision problem statements?
2. As a team, discuss the federal government's requirement in the No Child Left Behind Act (NCLB, 2001) that schools and districts disaggregate data by race and ethnicity. Why was it important to do this? How is this related to our analysis of the focus problem?

Tilly, 2008

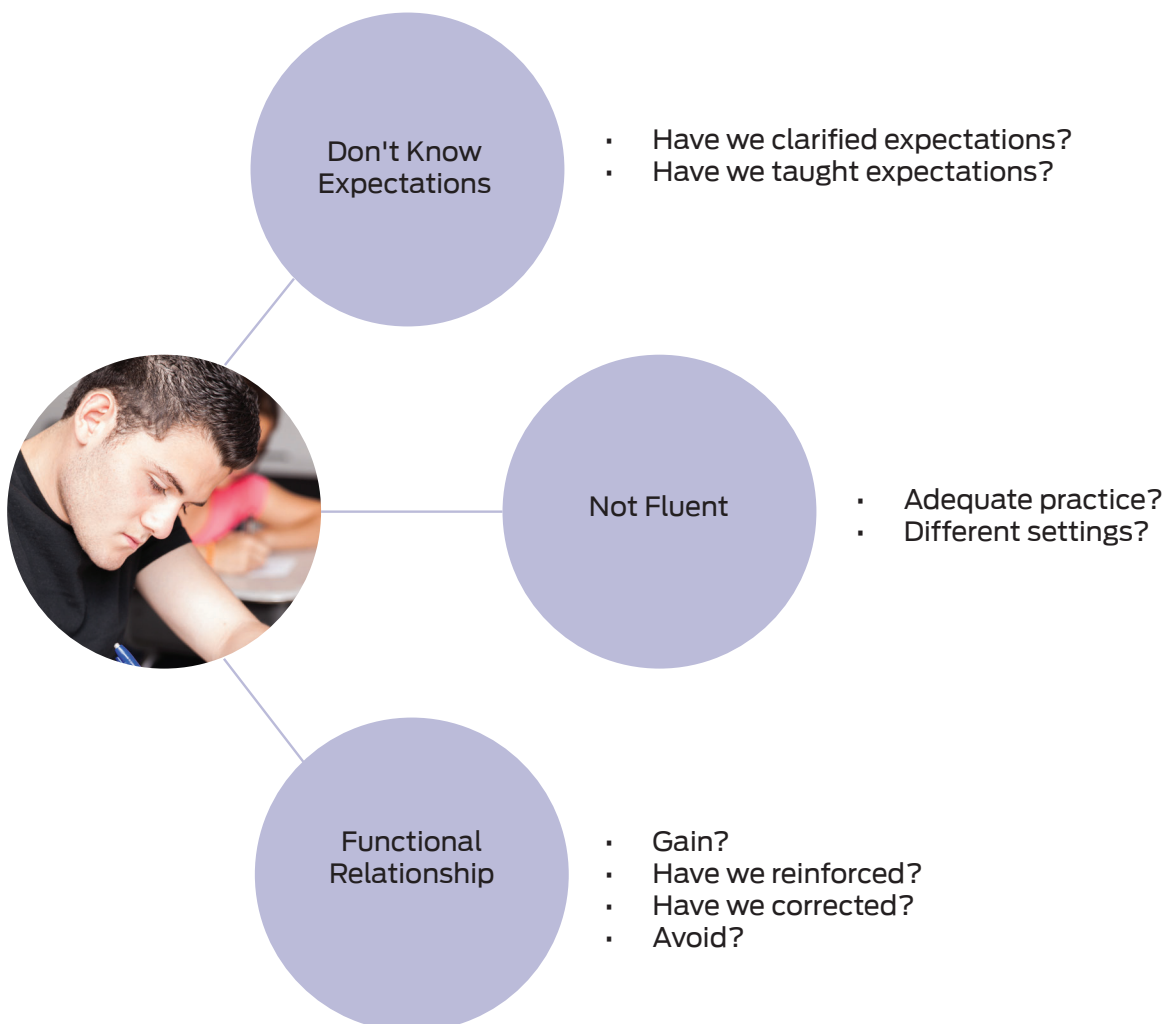
Question 2: Why Is the Problem Happening?

In addition to defining the problem, determining why the problem is occurring can also help you target your intervention in a way that increases the likelihood it will succeed. Remember, students engage in unexpected behaviors for three reasons: They don't know the expectations, they are not fluent in the expected behavior, or the unexpected behavior serves a function for them.

If you keep these three things in mind in relation to the problem you are solving, then you can answer the following questions as they relate to the problem identified:



Tilly 2008



1. Have we adequately prevented the unexpected behaviors?
2. Have we adequately taught and given students Opportunities to practice the expected replacement behaviors?
3. Have we adequately reinforced the expected behavior?
4. Have we consistently used instructional responses to discourage the unexpected behaviors?

If you think about each of these three questions taken together, they get at whether students have had access to Tier 1 Supports, specifically as these supports relate to the unexpected behavior and its expected replacement behavior. You can answer these questions by critically reflecting on your implementation of Tier 1 as it relates to the unexpected behavior and its replacement, and/or you can use implementation data to inform your answers (e.g., expectations matrix, lesson plans, lesson teaching checklist, duty assignments, procedures for addressing minors, walkthrough and observation data, etc.).

Note that we have chosen not to consider the function driving the unexpected behaviors when solving for schoolwide problems. This is because functions are individual. It is perfectly appropriate and necessary to identify function when solving unexpected behavior patterns of individual students. However, when planning a schoolwide intervention (i.e., involving 10 or more students), it is recommended you address function by designing a menu of reinforcers that satisfy the different possible functions of behavior.

As you and your team answer each of these questions, remember to reflect critically and hold yourselves to a high level of rigor. For example, as you consider whether you have adequate prevention measures in place, consider not only whether there is adult supervision in the setting where the unexpected behavior occurred, but also whether the adults are actively supervising the students. Do routines and procedures create an efficient flow of traffic, or do they create logjams? Is the setting safe, or is there an “attractive nuisance” (objects that tempt students to behave unexpectedly, engage in dangerous behavior, or hide from the staff)? Are teachers in the setting using engaging instructional practices, or are students bored, overwhelmed, or frustrated with instructional activities? Similarly, as you consider whether you have adequately taught the expectations to the students, think about how you would teach them a mathematics algorithm. You would not simply tell them the equation, then move on without giving them ample Opportunities to practice and providing them with feedback, and expect them to do well on the test. Rather, you would tell them the equation, show them how to solve it, solve one together, and then give them multiple Opportunities to practice with feedback, until they developed a high level of fluency. The same should hold true for behavioral lessons; you tell them the expectation, show them examples and non-examples, and provide lots of Opportunities for them to practice with feedback, until you feel comfortable that they are fluent in using the behavior in the appropriate context. If you haven’t done this, you have not adequately taught the expectation!

As you assess whether students have had adequate reinforcement, remember you are going for a ratio of at least 4:1 with all staff and for all students, especially in relation to the desired replacement behavior. If all staff members are not at or near this ratio, then your rate of reinforcement is probably inadequate. Similarly, if your answer to the previous questions led you to the conclusion that you needed to add a behavior to your matrix, it is a pretty good bet that staff have not yet reinforced this behavior at high rates.

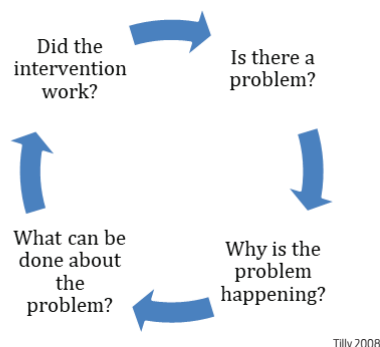
Finally, as you reflect on whether you have consistently corrected the unexpected behaviors, you need to take several things into account: Do you have a continuum of instructional responses to unexpected behaviors as part of your school policies? Do all staff members consistently use these practices? Has your team identified staff-managed variations of the unexpected behavior and staff-managed minors that are likely to lead to the unexpected behavior for which you are solving, and are all staff members consistently correcting students engaged in these unexpected minor behaviors? Remember, the goal is to intervene before behaviors rise to the level of an ODR.

Team Activity:

- How can you and your team ensure rigor as you critically and honestly reflect on Tier 1 implementation as it relates specifically to your precision problem statement?
- Are there readily available (or easily implemented) measures that can help you assess implementation of Tier 1 components as they relate to your precision problem statements?



Team Activities



Question 3: What Can Be Done About the Problem?

The third question that all good data-based decision-making processes answer relates to selecting and implementing strategies likely to solve the problem, developing these strategies into a Solution Plan, and implementing the plan. The last section analyzed whether all students had access to Tier 1 components, specifically as they relate to the unexpected behavior and its replacement. Now that you have identified Tier 1 components where you may have inadequate implementation, you can select one or more of these Tier 1 components to intensify and focus implementation in ways that target the problem you are trying to solve.

The four components of Tier 1 (a.k.a. Solution Components) that align with the four questions that assess access to Tier 1 are Prevention, Teaching Expected Behavior, Reinforcing Expected Behavior, and Discouraging Unexpected Behavior. **Margin Box:** The four components of Tier 1 that align with the questions are called Solution Components on the Solution Plan. These include Prevention, Teaching Expected Behavior, Reinforcing Expected Behavior, and Discouraging Unexpected Behavior. As you develop action steps to shore up one or more of the Solution Components, you are not simply increasing implementation, generally. Rather, you are increasing implementation of Solution Components specifically as they relate to the precision problem statement. Prevention strategies are designed around the setting of the precision problem statement. Teaching and reinforcing strategies focus on teaching and reinforcing replacement behaviors of the unexpected behavior from your precision problem statement. Corrective strategies focus on improving the consistency of correcting both the staff-managed and office-managed variations of the unexpected behavior, as well as staff-managed behaviors that may lead to ODRs for the unexpected behavior from your precision problem statement.

To have an effective solution plan, you must include at least those solution components for which you identified implementation gaps in relation to the precision problem statement. However, including plans to intensify all four Solution Components, regardless of implementation gaps, will increase the likelihood that the plan will succeed if fully implemented. Just keep in mind that the more solution components included in any one plan, the more difficult it may be to fully implement. A plan that is not implemented because it is too ambitious is just as ineffective as no plan at all.

“Take the problem out of the kids and put it in a context.”

Horner, 2011

The Solution Plan is basically an action plan that forces the team to plan action steps to increase or intensify implementation of the four Solution Components. As an action plan, it includes elements to help the team hold itself accountable for plan implementation. These include the selection of specific action steps around each of the Solution Components, identification of a named individual to take the lead on implementing specific action lessons, determination of a timeline in which specific action steps will be completed, and selection of measures that can provide evidence that the action steps have been completed.

Once you have created your plan, it must be implemented with fidelity. A well-thought-out plan perfectly aligned with solving the focus problem may as well go into the recycling bin if it is not implemented with fidelity.

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 ODR Report for the month of <intervention month>.

Solution Components	What are the Action Steps?	What Professional Development and/or communication is required?	Who is Responsible?	By When?	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?	Who will see the data?
Progress Monitoring Data Collection	Fidelity: Benchmark:				



Team Activities

Team Activity:

- As a team, select a recent schoolwide unexpected behavior from your school. Come up with at least one strategy for each of the four Solution Components that directly addresses the schoolwide behavior problem that you selected.
- What action steps would you need to complete in order to implement each of these strategies?
- For each of the strategies you identified, select a measure that will let the team know the action steps have been completed.

Question 4: Did the Intervention Work?

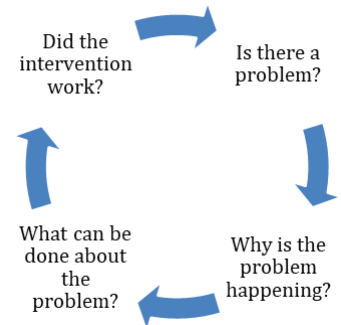
The final question can be considered in two parts. First, the team progress monitors its plan to determine whether it is working, and does so frequently enough to be able to make any necessary mid-course corrections in a timely manner. Second, the team evaluates the plan once its target date has passed. This summative evaluation informs the team whether the intervention worked, so they know whether to persist in problem solving around this goal or move on to the next problem to solve. In addition, the evaluation provides good information regarding whether a similar intervention might be appropriate for a similar problem in the future.

Both progress monitoring and evaluation require two types of data: implementation and outcome. Implementation data merely assess whether the staff is adhering to their commitment to implement the plan. Outcome data is a measure of student progress toward the desired outcome. In many instances, you can use the same implementation and outcome metrics for progress monitoring as you do for evaluation. The only caveat is the time period. Progress-monitoring data should be collected frequently. For a DBDM/Solution Plan using ODR data, the progress-monitoring data should be collected at least once per week. Evaluation data is collected for the entire time period in which the plan is in place.

Decision making around progress-monitoring data is based on how the team can answer two questions: “Are we progressing toward our desired student outcome?” and “Are we implementing the plan as designed?”

1. If the team is not making progress and is not implementing the plan as designed, are there obstacles to implementation? If so, they modify the plan to remove or avoid the obstacles. If not, they intensify their efforts to implement the plan.
2. If they are not making progress but are implementing the plan with fidelity, they may want to reassess why they think the problem is occurring, and intensify, modify, or rewrite the plan to better address the likely cause.
3. If they are making adequate progress but have not implemented the plan, it makes sense to identify those factors that are affecting student progress toward the goal. In some cases, systems can be created to support or sustain these factors.
4. Finally, if the team is making adequate progress toward the goal and implementing the plan with fidelity, it is likely that the plan is working and the team should sustain implementation for the duration of the Solution Plan.

Similarly, the same decision-making guide based on the same two questions can be used to evaluate the plan. Again, 1) if the team did not meet the student outcome goal and did not implement the plan with fidelity, were there obstacles to implementing the plan? If so, they should modify the plan to address the obstacles and re-implement the plan. If there were no obstacles, but someone dropped the ball, then they simply need to implement the plan. 2) If the goal was not met, but the plan was implemented, then they should go back



Tilly 2008



Key Terms

Implementation data = implementation fidelity data
Outcome data = student progress toward the desired outcome

Progress monitoring data = frequent collection for possible mid-course corrections

Evaluation data = collection at the end of the implementation period

to their data to determine whether they identified the correct cause of the problem. If they determine that they did not correctly identify the cause, they should modify or rewrite the plan so that the correct cause is addressed. If they did identify the correct cause, they should either modify or intensify the plan. 3) If the goal was met, but the plan was not implemented, then the team may want to determine why the goal was met so they can plan for sustainability. 4) Finally, if the goal was met and the plan was implemented, then the team should plan for sustainability and move on to identifying the next problem.

	Goal Not Met	Goal Met
Not Implemented with Fidelity	Are there obstacles to implementation? <input type="checkbox"/> Yes: Modify plan to eliminate obstacles <input type="checkbox"/> No: 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 Go back to your data; Data cycle around your most frequent behavior



Team Activity

As a team, consider an academic course that one of you recently taught. Were any mid-course corrections implemented based on formative assessments? Why or why not? Were instructional strategies implemented with fidelity? How do you know? Did students achieve the desired learning objectives? How do you know? Have you ever gone through a similar process using behavior data and a behavior plan? Can you see value in using this process to improve academic and behavioral outcomes for students?

Stakeholder Engagement and Communication

- How will you share behavior data with all stakeholders?
- How often will you share behavior data with all stakeholders?
- How will you involve staff in Data-Based Decision Making and solution planning around ODR data?
- How will you involve students in Data-Based Decision Making and solution planning around ODR data?
- How will you communicate solution plans with staff?
- How will you share the results of your schoolwide intervention with all stakeholders?

Action Planning

1. Determine how often the leadership team will meet to review ODR data and plan schoolwide Solution Plans. Make this a standing agenda item (recommended monthly).
2. Determine how often your team will meet to progress monitor schoolwide Solution Plans based on ODR data. Make these a standing agenda item (recommended weekly).
3. Action plan how your team can efficiently complete each of the following steps at your monthly meetings:
 - a. The data manager will run an initial Big 5 Data Report for the previous month and share with team members.
 - b. The team will use this report to select a focus problem.
 - c. The data manager will use filters to drill down into the focus problem and identify the what, where, when, and who specific to the focus problem.
 - d. The team will use the drill-down information to craft a precision problem statement.
 - e. The team will assess components of Tier 1 implementation specifically as they relate to the precision problem statement.
 - f. The team will select action steps for each of the Solution Components for which they identified gaps in Tier 1 implementation to specifically address the precision problem statement.
 - g. The team will identify metrics that easily measure Solution Plan implementation that will be used to measure progress toward the goal and evaluate the plan.
 - h. The team will identify student outcome data that will be used to measure progress toward the goal and evaluate the plan.

Lesson 2.c. Regularly Communicate Big 5 ODR Data and Solution Plans With Staff



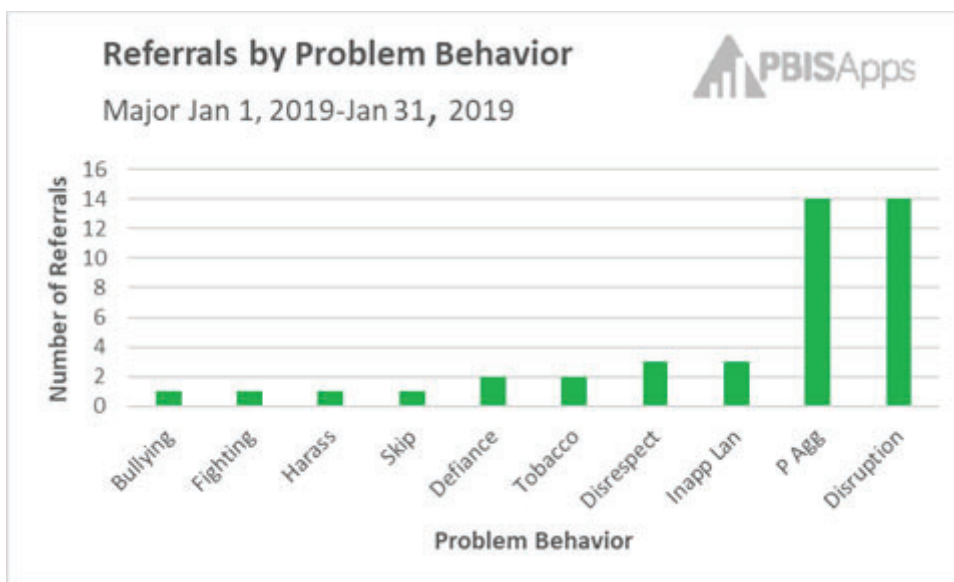
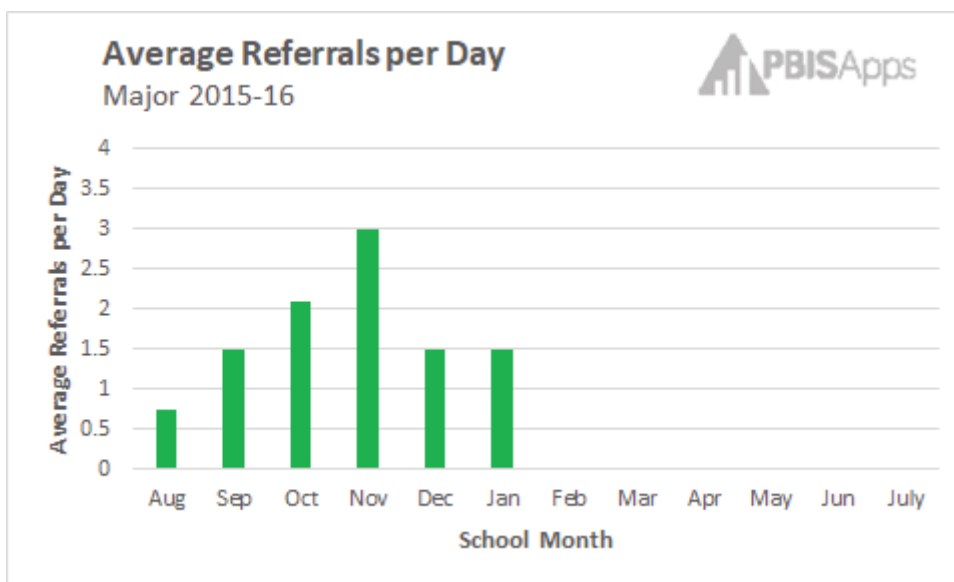
Example

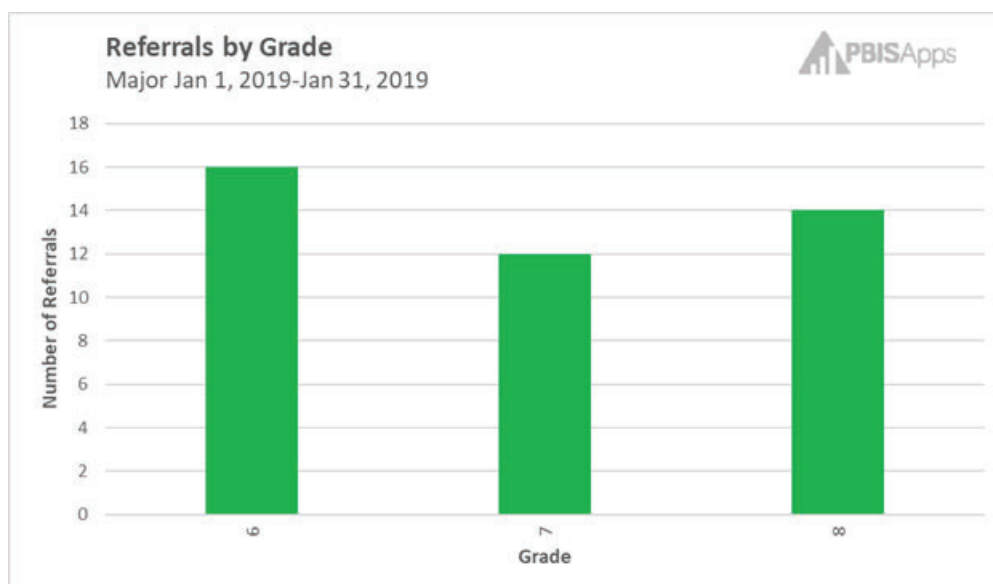
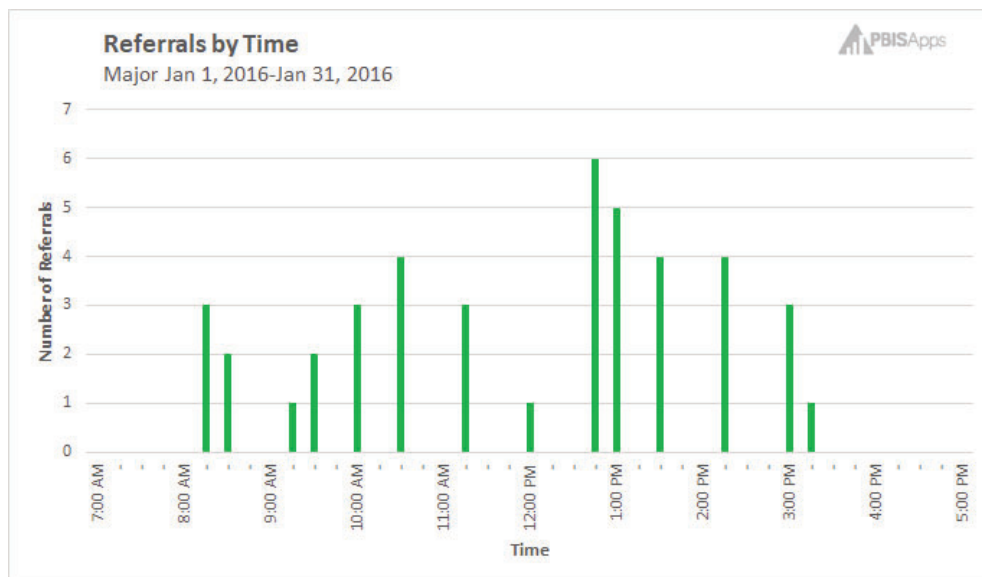
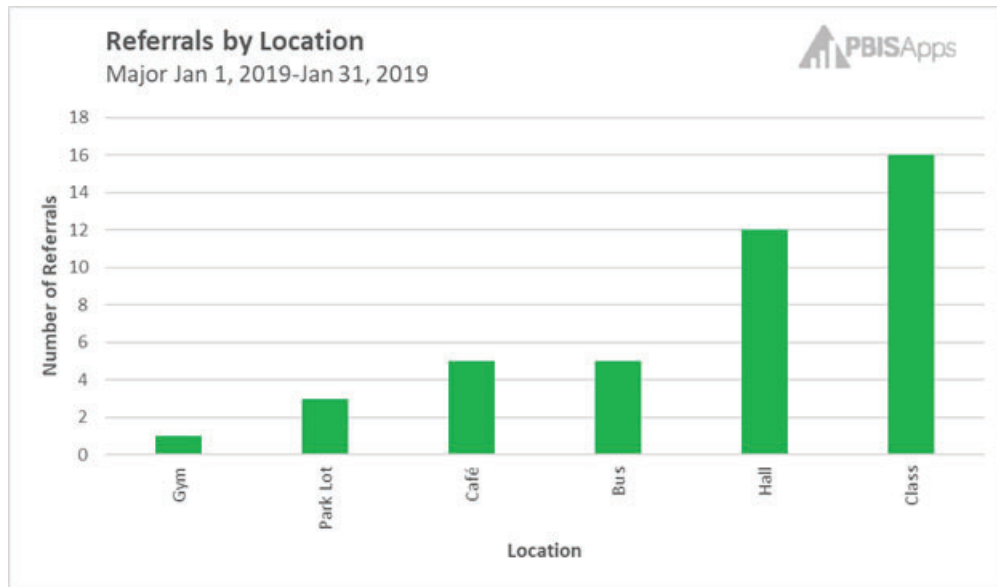
Exemplary Middle School DBDM Cycle

The team met for their monthly meeting behavior meeting. The data manager ran an initial Big 5 Data Report for the month of January. The team then implemented the DBDM cycle to consider what the plan for intervention schoolwide should include.

Question 1: What is the Problem?

Exemplary Middle School Big 5 Report – January





The Big 5 Report indicated that the most frequently referred unexpected behaviors for January were for physical aggression and disruption. The location where most behavior incidents occurred was the classroom. The time of day that most behavior incidents occurred was 12:45 p.m. Finally, the students who received the most ODRs were the 6th graders. A series of simple problem statements could be crafted as follows:

1. The most frequently reported unexpected behaviors for the month of January were disruption and physical aggression.
2. Most of the ODRs occurred in the classroom.
3. Most behavior incidents occurred at 12:45.
4. The group of students most often engaged in the unexpected behaviors were 6th graders.

Using the guiding principles described above, the team decided to focus on solving for the unexpected behavior of physical aggression. This is because physical aggression involved a fairly large number of ODRs, more than 10 students, and is a safety concern. The team could have decided to solve for the classroom location, due to the large number of ODRs coming from classrooms. However, they decided that because physical aggression involves student safety, they should make it a priority.

Notice that the team cannot infer from the simple problem statements that 6th graders were engaged in physical aggression and disruption in the classroom at 12:45. There are a number of behaviors, locations, times, and groups of students, and the ODRs may be distributed in a variety of ways that obscure information related to the ODRs for physical aggression. Therefore, the team's data manager filtered out data from ODRs that did not involve physical aggression. The team used this data drill-down to determine that ODRs for physical aggression were primarily coming from the hallways, that they were distributed throughout the day, and that 8th graders were involved in most of the incidents, although the 6th graders also engaged in physical aggression.

At this point, the team can make an accurate precision problem statement that 8th and 6th graders were engaged in physical aggression in the hallways and that this behavior was distributed evenly throughout the day. If the team developed their Solution Plan around this precision problem statement, they can select strategies that target the actual problem, thereby greatly increasing the likelihood of successfully solving this problem.

Question 2: Why is the Problem Happening?

The Exemplary Middle School team reflected on their implementation of the Tier 1 components specifically as they relate to their precision problem statement, "8th and 6th grade students are engaged in physical aggression in the hallways at various times during the day." In pondering whether they have prevention measures in place, they considered whether there is adequate supervision in the hallways. Are staff members assigned to hall duty? Are they performing hall duty? Are they engaged in active supervision during hall duty? On reflection, they determine that busy staff members have been skipping hall duty.

Similarly, the team reflected on their expectations matrix. What are the desired replacement behaviors for physical aggression? What are the expected behaviors that might prevent or de-escalate situations that might otherwise lead to physical aggression? Are these on the expectations matrix? The team decided that while "keep hands, feet, and objects to self" and "use kind words" are both included in the matrix, there is no expected behavior routine to help students de-escalate conflicts.

Because the team had not identified a conflict de-escalation strategy, they knew one would need to be taught to the students. In addition, the team reflected on whether the students have been adequately taught to "keep hands, feet, and objects to self" and "use kind words." They concluded that they have taught the students these lessons, but the students could use reminders.

As the team reflected on whether the students have received adequate reinforcement, they acknowledge the students will need to be reinforced at very high rates for a new skill, such as the de-escalation strategy. In addition, they determine they really don't know if staff are reinforcing students at least at a 4:1 ratio for "using kind words" and "keeping hands, feet, and objects to self," because they have not been collecting data on this. They determine that they have to assume that students have not been reinforced at adequate rates.

Finally, the team reflected on whether staff are consistently correcting minor staff-managed behaviors that lead to physical aggression. They identify horseplay, smack talk, and minor verbal harassment as behaviors that can lead to physical aggression. They note the staff handbook includes a continuum of responses to minor and major behavior, and that these responses are instructional. However, they are not sure whether staff are using these strategies to address minor behaviors that lead to physical aggression. They determine they will also plan to ensure staff members consistently follow this continuum in responding to these behaviors.

Question 3: What Can Be Done About the Problem?

The Exemplary Middle School team has identified possible gaps in all four of the Tier 1 components assessed by the four questions. They determine that they will need to plan for each of the four Solution Components.

The team decided to address prevention in two ways. First, they will remind staff that it is important to observe their hall duty assignments and use active supervision skills while on assignment. To take a positive approach with the staff, the team decided to conduct random assignment checks and to reinforce staff who are actively engaged in hall duty. Second, the team selected a simple de-escalation routine to add to the matrix. This routine is “use ‘I Messages.’” They operationalize the steps of this routine.

The team readily recognized they have not taught the new de-escalation strategy. Therefore, they will need to develop lesson plans for staff members. They decided to ask teachers to teach the new lesson during advisory time. They developed a lesson accountability card that teachers initial and submit to the vice principal once the lesson has been taught. To keep it positive and to reinforce teachers who comply with these requests, the vice principal will give teachers a coupon for a free soft drink in return for the completed lesson accountability card. In addition, the team will ask staff to remind students to “use kind words” and to “keep hands, feet, and objects to self” while in the halls.

The team decided they would like to keep track of whether staff are reinforcing students at high rates for behaviors that avoid physical confrontations. To do this, they decided to design a special “respect” ticket for the month. This ticket will be given specifically to those students who are “caught” using kind words or de-escalating conflict. Staff will be instructed to pair the ticket with positive specific feedback. Advisory teachers will collect the tickets. The student SW-PBS Leadership Team will count the tickets and determine the weekly prizes for the raffle.

The team decided to provide the staff with a list of behaviors that commonly lead to physical aggression. They remind the staff to use their continuum of instructional responses to unexpected behaviors to address these staff-managed minor behaviors.

Finally, the team identified implementation and outcome measures they can use to both progress monitor and evaluate the plan. Implementation measures are data points that monitor whether the practice associated with a solution component is in place. For example, the team determined that teachers would teach the new conflict resolution strategy. Therefore, the team asked teachers to initial and date a lesson accountability form when the lesson has been taught and students have been given at least three Opportunities to practice. They turn this form in to the vice principal, who will recognize their efforts by giving them a coupon for a soft drink. The cards are the measure of implementation of the lesson. The outcome measure focuses on the desired student outcomes. In the case of DBDM/Solution Planning, this is nearly always a Big 5 report, with particular attention paid to the focus area. The report is cumulative for the intervention period. A weekly Big 5 report is used for progress monitoring, and a final Big 5 report for the month is used to evaluate the plan. The team indicated on the Solution Plan when this data will be collected and reviewed. By planning to frequently review implementation and progress toward the desired student outcome, the team will increase the likelihood the plan will be implemented and that they can make timely mid-course corrections, if needed.

Note that the team stayed focused on how they can leverage adult actions and structure the environment to increase the likelihood students will engage in the expected behaviors. They avoided making inferences about student intentions or characteristics of their home lives that cause them to exhibit unexpected behavior. The team recognized that student behavior is directly related to the learning environment. By focusing on what they can do to increase the likelihood students will engage in the expected behaviors, the team is taking control of the situation. This is a very empowering act!

Solution Plan

Month and Year February 2019

School: Exemplary Middle School _____

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

Replacement Behavior: Use I-Message to de-escalate 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 I messages" to Matrix; Increase active supervision	SW-PBS 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	Teach lesson on "use I-message" routine. Pre-correct students to "use kind words" and "keep hands, feet, and objects to self."	Dr. Meyers	February 5, 2019	Review lesson during staff meeting	Teachers return lesson checklist to principal in return for soft drink coupon.
Recognition	Create and use special red "Respect" ticket for students using kind words or de-escalating conflict	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
	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 Benchmark: Big 5 Report	Ms. Tichner Mrs. Albert	Weekly Weekly	Weekly Newsletter Weekly Newsletter	All Staff All Staff

Question 4: Did the Intervention Work?

The Exemplary Middle School team decided to count special recognition tickets for students caught using kind words and de-escalating conflict. They also asked teachers to complete an accountability card indicating the date they taught the conflict resolution strategy. Lesson accountability cards and tickets are used to monitor implementation fidelity.

The data manager ran a weekly Big 5 report to monitor incidents of physical aggression each week. The team reviewed this data at a brief monitoring meeting at the end of each week. After the first week, the team noted they are not on a trajectory to meet their goal. They look at the lesson accountability cards and determine the lessons have not yet been implemented. On reflection and based on data from teachers, they determined the obstacle to implementing the lessons was not enough time to teach the lessons and cover the curriculum. The team asked for time during the upcoming assembly to go over the lessons as a school, including time for students to role play. The lessons were re-taught. Subsequent Big 5 reports showed the trajectory is back on track to meet the goal.

At the end of the month, the data manager ran a monthly Big 5 data report to determine whether the team had met their goal. They also reviewed their “Respect Ticket” counts. The team used the evaluation rubric to determine that the plan was implemented and they met their goal. They used the same Big 5 data report to identify a new problem on which to focus.

END OF EXAMPLE

Lesson 3: Review Academic And Behavioral Data To Make Decisions.

"As we have discussed, un-addressed challenges in one area may lead to challenges in others,"

McIntosh and Goodman, 2016 p. 114

SW-PBS teams understand that behavior and academic outcomes are interrelated. Students who lack the academic skills demanded by an instructional task or activity may engage in escape motivated unexpected behaviors. Similarly, unexpected behavior may disrupt instruction and prevent student learning. You can see how this interrelationship can quickly devolve into a vicious cycle! As more and more districts and schools are meeting in grade or content alike collaborative teams to use common formative assessment data to identify skill or learning gaps among their students and select instructional strategies designed to address these gaps, we encourage teams to integrate staff-managed minor unexpected behavior into their data review and analysis.

Remember, this discussion is related to students engaged in unexpected minor/staff managed behaviors. It is not about students who have triggered the decision rules for Tier 2 or Tier 3 referrals (for students who meet criteria for possible Tier 2 Targeted or Tier 3 Individual and Intensive support, refer to the Tier 2 and Tier 3 Implementation Guides). Rather, this discussion is to provide your grade or content alike collaborative teams with strategies for differentiating instruction based on patterns found between academic and behavioral data. In this section, we will discuss some different options, depending on your needs and level of sophistication with data analysis.

The first option is simply to dedicate alternative collaborative team meetings to academic and behavioral data, respectively. An example of a monthly collaborative team meeting cycle is as follows:

- Week 1: analyze common formative assessment (CFA) data and develop a solution plan based on your academic data.
- Week 2: analyze minor/staff managed unexpected behavior patterns, and develop a solution plan (similar to the building level solution plan process discussed in the last section).
- Week 3: conduct an “Academic Plan Monitoring Meeting” in which the team progress monitors the implementation of the academic solution plan and progress toward the desired student outcome.
- Week 4: conduct a “Behavior Plan Monitoring Meeting” in which the team progress monitors the implementation of the behavioral solution plan and progress toward the desired student outcome.

The advantage of the first option is that it is fairly easy to implement. The disadvantage is that it does not necessarily take into account the interrelatedness of academic skills and behavior. The process which collaborative teams use to make decisions using classroom managed/minor behaviors is nearly identical to the process used by the building leadership team to make decisions based on ODR data. The biggest difference is the range of students whose data is reviewed, and the intensity of the behavior. Collaborative teams review data associated only with students served by that team. For example, a third grade collaborative team reviews

classroom managed/minor behaviors of third graders. A high school mathematics collaborative team reviews classroom managed/minor behaviors of mathematics students.

Finally, this Implementation Guide is focused data-based decision-making around behavior data. For more information about data-based decision-making using academic data, please visit the MO EduSail website at <http://www.moedu-sail.org/>.

The second option is one in which the team differentiates instruction based upon an integrated analysis of academic and behavioral data. Before we get into specifics, it is important to remember that in an academic or behavioral MTSS framework, Tier 1 is not so much about responding to an individual student's challenges. Rather, Tier 1 practices focus on ensuring that all students have what they need to be successful in all areas (McIntosh and Goodman, 2016). So, while it may feel like we are splitting hairs, we are focusing more on differentiation at Tier 1 Universal than on providing interventions for students.

An integrated analysis involves looking for patterns between academic and behavioral data. Specifically, teams look for patterns between the students who are engaged in minor unexpected behaviors, the context surrounding the unexpected behaviors (time/activity, location, type of behavior, consequence), overall scores on the academic assessments, patterns of scoring on specific items in the academic assessments, and the academic demands of the particular academic assessment or specific items on the academic assessment (i.e. is the student required to read or write). These patterns reveal clues as to how best to differentiate academic and behavioral instruction for different students in the classroom. The team can then select evidence-based differentiation strategies from the Effective Teaching and Learning Practices (ETLPs).

The following table is suggested as a guide for differentiating based upon academic and behavioral data patterns. Collaborative teams can select from one or more of the ETLPs to intensify. If the members of the collaborative team are not yet fluent in the practices, select one or two ETLPs on which to focus.

"Tier 1 practices are not selected specifically in response to individual challenges, but rather to maximize success for all students in all areas."

McIntosh & Goodman, 2016, p. 114

Example

Making Decisions from Academic and Behavior Data

Pattern	Possible Inference(s) (Function of Behavior)	ETLP(s) for Differentiation
There is no relationship between students engaged in unexpected behaviors and their scores on the academic assessment	<ul style="list-style-type: none"> • Student behavior is not caused by academic deficiency • Students do not know the expected behavior • Students are not fluent in the expected behavior • Students are seeking adult or peer attention • Students are avoiding adult or peer attention 	<ul style="list-style-type: none"> • Teach Expectations and Rules • Practice Expectations and Rules • Teach Procedures and Routines • Practice Procedures and Routines • Reinforce behavioral expectations • Discourage unexpected behaviors • Increase opportunities to respond • Increase active supervision
Students who engage in unexpected behaviors also score low on the academic assessment. However, there does not appear to be a relationship between the demands of the academic assessment, the demands of the activities when unexpected behaviors occur, or the consequences that follow the unexpected behaviors	<ul style="list-style-type: none"> • Behavior does not appear to be escape motivated, but may be interfering with learning. 	<ul style="list-style-type: none"> • Address academic knowledge or skill deficits • Reteach and practice behavior expectations • Reteach and practice procedures and routines • Reinforce expected behavior • Discourage unexpected behavior • Increase active supervision
There is a relationship between student scores on the academic assessment and the students who engage in unexpected behaviors; there is a relationship between academic demands of the academic assessment, academic demands of the activity during which unexpected behaviors occur; behaviors result in disruption of instruction and/or removal from instruction.	<ul style="list-style-type: none"> • Lack of academic skills are resulting in avoidance motivated behaviors 	<ul style="list-style-type: none"> • Task sequencing and choice • Adjust task difficulty (i.e. modality of instruction; modality of expression)
Students who engage in unexpected behavior score high on the academic assessment	<ul style="list-style-type: none"> • Students who are proficient may need extended learning opportunities 	<ul style="list-style-type: none"> • Provide opportunities to extend learning

Collaborative Team Data Report. A collaborative team organized the academic and behavioral data for efficient analysis and decision making, using a template adapted from Leadership and Learning. In this example students were grouped based on proficiency levels, which were collectively agreed upon by the collaborative team members. In addition, the team added the number of minor unexpected behaviors documented for the instructional period in parens ().

What would this combined data tell the collaborative team? What questions would you have about the data?

Minor Unexpected Behavior Data Collection: Your team developed a system for minor or staff managed unexpected behaviors in Course 6.

Example

Charting Patterns of Academic and Behavior Data

		Proficient Score Range: 10 - 8		Close Score Range: 7 - 6		Far to Go Score Range: 5		Intervention Score Range: 4 and below	
TEACHER	Number of Students	Number Proficient	Percent Proficient	Number Close	Percent Close	Number Far to Go	Percent Far to Go	Number Intervention	Percent Intervention
Leifman	25	8 Mary (1) Mark (0) Ali (0) Steve (0) Eva (0) Grace (0) Sam (2) Jax (0)	32%	6 Berry (0) Janette (0) Sally (0) Sherri (0) Michael (0) Sarah (0)	24%	8 Toby (0) Stephanie (0) Pete (0) Roger (0) Alex (0) Dave (0) Terry (0) Vergil (0)	32%	3 Debbie (3) Nicky (0) Mary (4)	12%
Battles	22	2 Anita (0) Fred (0)	9%	8 Sofie (0) Maria (0) Marcus (0) Allison (1) Jackie (1) Vernon (0) Steve B (0) Roger (2)	36%	8 Steve C (0) Tia (0) Adam (6) Matt (1) Ralph (0) Oliver (0) Jami (1) Buffie (3)	36%	4 Brad (3) Jim (4) Daisy (6) Elizabeth (2)	19%
Robb	26	3 Charlotte (0) Murray (0) Grade (0)	12%	7 Annebel (1) Connor (0) Ben (0) Emily (0) James P (10) James R (3) Burke (0)	27%	11 Milo (0) Sadie (4) Myron (1) Owen (2) Maria (0) Jake (0) Meredith (1) Stormy (0) Steele (1) David (1) Blake (0)	42%	5 Joey (0) Peggy (6) Gene (7) Theenda (6) Gregg (4)	19%
Shippy	24	4 Celia (0) Liam (1) Addison (0) Olivia (0)	16%	3 Hayden (2) Anne (0) Jackson (0)	13%	13 Sienna (0) Lucy (0) Donovan (0) Brendan (2) Enriqu (5) Theo (2) Collen (1) Adele (8) Cameron (4) Abram (1) Sylvie (3) Hudson (0) Luke (0)	54%	4 Aven (5) Gwen (0) Max (8) Reid (10)	16%
Total in Proficiency Group	97	17	18%	24	25%	40	41%	16	16%
Behaviors per Group		4		20		47		68	
Behaviors per student		.24 per student	A	.83 per student	B	1.18 per student	C	4.25 per student	D

Numbers in () indicate the classroom minors documented during the instructional period.

Example

9th Grade Social Studies Using ETLs to Differentiate Based on Integrated Data Analysis

The 9th grade social studies collaborative team is reviewing results from a recent common formative assessment and comparing these results with the number of classroom minors documented. They notice that students in their “Far from proficient” group have engaged in a disproportionate number of classroom managed/minor behaviors during social studies. An integrated analysis of academic and behavioral data suggest that unexpected behaviors among these students tend to increase during activities with a high demand for reading and writing skills. The team identifies a number of different modalities through which the students can access the content (videos, recordings, computer-assisted learning), and demonstrate mastery of content (oral presentation, multimedia presentation, videos). In addition, they provide the students with reteaching in the expectations and acceptable alternative behaviors. Finally, they identify alternatives to exclusionary responses to unexpected behaviors in order to maintain access to instruction and to avoid inadvertently reinforcing unexpected behaviors.

Team Activity

Think of a student who struggled academically and who frequently engaged in unexpected behaviors. Was there a relationship between the student’s academic struggles and his or her challenging behavior? Were you able to successfully address both the academic and behavioral challenges? If so, how? If not, do you think this student might have benefited from an integrated approach? Share your story with your team.



Stakeholder Engagement and Communication

- Are all instructional staff engaged in grade or content alike collaborative teams?
- Engage collaborative teams in data-based decision-making using behavior data, or integrated academic and behavior data.
- What schoolwide data needs to be shared with staff to help them to understand the connection between academic and behavioral performance?



Action Planning

- If you are not already doing so, consider implementing collaborative teaming with your grade or content alike teams.
- Does your team have a system for documenting classroom managed/minor behaviors? If not, consider adding to your action plan.
- If you are not already doing so, consider incorporating classroom managed/minor behavior data into your collaborative team DBDM cycle.
- What additional training in Data-Based Decision-Making, academic assessment design, and evidence-based practices do you need to provide to staff? Consider adding to your action plan.



*See End of Lesson
Resources for
More Information on
SSS and SCS.*

Lesson 4: Use a Survey to Assess Schoolwide Safety and Climate.

An important set of outcomes for schools centers around safety and climate. Are students safe? What is the school doing to mitigate safety concerns? Is the school a welcoming, accepting place where students feel like they belong? Do students feel like they have positive relationships with school staff and other students? Is teaching and learning a priority at the school? Kids won't learn in an environment where they are not safe, don't feel safe, or don't feel like they are wanted. We therefore recommend that schools assess safety and/or climate at least once annually, and use the results from these assessments to develop school improvement goals and action plans.

Many districts administer a school climate and/or safety survey. A high-quality survey that allows the building or district leadership team to disaggregate data by student demographic groups can give you the data you need in order to monitor school climate and safety outcomes for students.

Alternatively, PBIS Apps has surveys that you can use to assess safety and climate.

The School Safety Survey (SSS) (Sprague, Colvin, & Irvin, 2002) is available on PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>). It is a measure of Risk Factors in the school and surrounding neighborhood, as well as Protective Factors that the school or district has put in place to mitigate the Risk Factors. Directions for taking the SSS, as well as an electronic copy, can be found at the end of this Course. You can also take the survey online at PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>).

The School Climate Survey authors recommend 6th graders take the elementary version of the SCS in elementary schools serving students up to the 6th grade.

The School Climate Survey (SCS) (La Salle, McIntosh, & Eliason, 2016) is also available on PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>). The SCS comes in two versions for students: an elementary version and a secondary version. The elementary version is intended for students in grades 3–5. It measures school climate over four dimensions: school connectedness, school orderliness, school safety, and peer and adult relationships. The secondary version of the SCS is intended for students in grades 6–12. It measures school climate across three dimensions: teaching and learning, relationships, and safety. Directions and a copy of the two student versions of the SCS can be found at the end of this Course, or your students can take the SCS online at PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>).

Whether you use one of the commercially available climate and safety surveys, create your own climate survey or take advantage of the SSS and SCS, monitoring and action-planning factors related to safety and climate can help you make your school a safe, positive place for students to learn and grow.

END OF COURSE SELF-ASSESSMENTS

ACTION PLANNING CHECKLIST

Tier 1 Action
Planning Checklist

If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Ongoing Monitoring	✓ Developed
1. Data is used to guide development and implementation of systems and practices.	
1. a. An Action Plan Checklist is used to guide and assess the development and implementation of your SW-PBS framework.	
1. b. Procedures for the use of office referrals are written.	
1. c. PBIS Assessments survey results are completed and discussed.	
1. d. MO SW-PBS School Outcome Data is collected, reviewed and reported annually.	
1. e. Routine implementation is monitored with other sources of data.	
1. f. Summative implementation and outcome data are reviewed.	
2. Office discipline referral (ODR) Big 5 data is used to make school-wide decisions.	
2. a. An electronic data management system is used to collect, analyze, and report ODRs in a Big 5 format.	
2. b. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data.	
2. c. The team regularly communicates Big 5 data and solution plan with staff.	
3. Academic and behavioral data are reviewed to make decisions.	
4. A survey is used to assess schoolwide safety and climate.	

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Tier 1 Team Minutes & Big 5 Report OR Solution Plan	Documentation of team dialog regarding: <ul style="list-style-type: none"> □ Outcome Goal identified by Big 5 or PBIS Survey Review □ Prevention/Teaching/Recognition Steps and/or Corrective Consequences □ Progress Monitoring (Fidelity/Outcomes) □ Includes Who, When, PD Needs, Communication Plan 	Minutes/Big 5 or Solution Plan includes 3 of the 4 features	Minutes/Big 5 or Solution Plan not evident or includes fewer than 2 features	2 1 0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Schoolwide Data-Based Decision Making.

SELF-ASSESSMENT SURVEY



Schoolwide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			9. A team exists for behavior support planning and problem solving.			
			11. Data on unexpected behavior patterns are collected and summarized within an ongoing system.			
			12. Patterns of student unexpected behavior are reported to teams and faculty for active decision making on a regular basis (e.g., monthly).			

This contains only the items from the Self-Assessment Survey that address Schoolwide Data-Based Decision Making.



TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
Subscale: Teams		
1.12 Discipline Data: Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of unexpected behavior events by behavior, location, time of day, and by individual student.	<ul style="list-style-type: none"> • School policy • Team meeting minutes • Student outcome data 	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of unexpected behavior events by behavior, location, time of day, and student
1.13 Data-Based Decision Making: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.	<ul style="list-style-type: none"> • Surveys • Voting results from parent/family meeting • Team meeting minutes 	0 = No documentation (or no Opportunities) for stakeholder feedback on Tier 1 foundations 1 = Documentation of input on Tier 1 foundations but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months
1.14 Fidelity Data: Tier 1 team reviews and uses SW-PBS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none"> • School policy • Staff handbook • School newsletters • School website 	0 = No Tier 1 SW-PBS fidelity data collected 1 = Tier 1 fidelity collected informally and/or less often than annually 2 = Tier 1 fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> • Staff, student, and family surveys • Tier 1 Handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters 	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted but not annually, or outcomes are not used to shape the Tier 1 process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

This contains only the items from the Tiered Fidelity Inventory that address Schoolwide Data-Based Decision Making.

Assessing Outcomes

The ultimate goal of SW-PBS is to improve social and behavioral outcomes for students. Ongoing monitoring involves establishing cycles of continuous improvement to improve these outcomes. In the near term, schools that implement the DBDM/Solution Plan should see a decrease in the number of ODRs associated with the focus problem during and immediately following that data cycle. In the long term, schools should observe an overall decrease in the number of ODRs per day, per month, and per year.

In addition, the team should see improvements in any behavior around which they problem solve. For example, if they problem solve around improving student attendance, they should observe improved attendance, provided the plans are aligned with the problem they are solving, are evidence based, and are implemented with fidelity.

Course 7: Ongoing Monitoring

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Tiered Fidelity Inventory (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

PURPOSE: The purpose of the TFI is to provide an efficient tool for measuring implementation fidelity at all three tiers. It was designed to ultimately replace several of the assessment tools currently used by PBIS schools, including the School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd & Horner, 2001), the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010), and the Benchmarks for Advanced Tiers (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, March 2012). Recent research demonstrates that scores on the TFI have robust content validity, and are strongly correlated to other fidelity measures at all three tiers (McIntosh, Massar, Algozzine, Peshak George, Horner, Lewis, & Swain-Bradway 2017). A score of 70% or above is considered to be the implementation criterion for Tier 1 (Mercer, McIntosh, & Hoselton, 2017). Criterion scores for Tier 2 and Tier 3 have not yet been established. The TFI can be used to guide initial implementation, for progress monitoring, and as part of a year-end evaluation of SW-PBS implementation.

WHEN: At least once, annually, in the spring

WHO: Team

To Take the Survey: The TFI is divided into three sections, or scales, one for each tier of implementation. Each scale has 15-17 items. The TFI is taken by either the building leadership team, or the team that plans and monitors implementation for the respective tier. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is entered into the PBIS Assessments site. If multiple teams take the different scales of the TFI, it is recommended that they score the TFI on paper first, then enter all three scales into PBIS Assessments at the same time, as this will enable the three scales to be calculated for a total score report. In addition, Algozzine, et al., (2014) recommend that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations.

Prior to taking the TFI as a team, it is recommended that an individual familiar with PBIS and either the TFI or SET walkthrough conduct a TFI walkthrough. This walkthrough will help the team to answer three of the items in the TFI Tier 1 scale. MO SW-PBS also recommends that the individual who conducts the walkthrough, as well as the individual who facilitates the administration of the TFI with the team be someone external to the school. Research by McIntosh, et al., (2017) shows that validity is higher when an external facilitator is present. This external facilitator can be a regional consultant, a district staff member, or a staff member assigned to another building.

Missouri recommends that participating MO SW-PBS schools take the TFI once annually in the Spring, once they are training at the Emerging level or beyond (schools that wish to take the TFI more frequently for progress monitoring purposes may do so). In addition, Missouri Schools that are interested in pursuing the MO SW-PBS Award of Excellence and that are still in their Emerging or Emerging Advanced training years must engage a MO SW-PBS regional consultant to conduct the TFI Walkthrough and facilitate the TFI. In addition, schools that are applying for Bronze level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI. Schools applying for Silver level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI and take the Tier 2 scale. Teams applying for Gold level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI, and take the Tier 2 and Tier 3 scales of the TFI.

ENTER DATA: One team member who has “Team Member” access in PBIS Assessments enters the responses into PBIS Assessments. For more information about PBIS Assessments, visit <https://www.pbisapps.org/Pages/Default.aspx> or contact your MO SW-PBS Regional Consultant

REPORTS: School team members with Team Member level access can run reports from the school’s PBIS Assessments account. Reports include a Total Score Report, a Scale Report, a Subscale Report, and an Items Report. The Total Score Report can be used to compare one year to the next. However, we recommend using caution to interpret this report, since the total score treats no score entered as “0, not in place.” As such, a team that does not complete all three scales (i.e., a team that is progress monitoring Tier 2) would have an artificially depressed Total Score Report. With that caveat, the scale report can help a team identify a Tier that may provide an opportunity for

growth; the subscale report can then provide a specific component that may provide an opportunity for growth; and the items report can provide specific elements within a component on which the team can focus improvement efforts. So, working from the aggregated reports and drilling down to the individual items provides a logical, sequential process for analyzing the data in order to find specific Opportunities for growth.

Samples from each of the TFI reports available through PBIS Assessments follow:



TFI Items Report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Exemplar
Zenith, Winnemac

School Year: 2018-19
Date Completed: 5/5/2019

Tier 1: Universal SWPBIS Features

Teams	5/5/19
1. Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2
Feature 1 Total: 4 of 4	
Implementation	5/5/19
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	2



Self-Assessment Survey (SAS)

Sugai, Horner, & Todd, 2003

PURPOSE: The Self-Assessment Survey (sometimes referred to as Effective Behavior Support Self-Assessment Survey [EBS/SAS]) is a research validated assessment that measures staff perceptions of the status and priority for improvement of SW-PBS systems at the following levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors (Safran, 2006). It is used for awareness building with staff, action planning and decision-making, assessment of change over time, and team validation. Used initially with all staff, it can be used subsequently with all staff, a representative group, or a focus group for ongoing planning.

Research by Kent McIntosh (Mathews, McIntosh, Frank, & May, 2014) found the SAS to be predictive of measures of sustainability after 3 years. In particular, they found that items measuring classroom systems related to acknowledging expected behaviors, matching instruction and materials to student ability, and access to assistance were robust predictors of sustained implementation.

WHEN: Annually in the spring; new teams may also wish to complete during their first fall as a pre-assessment.

WHO: MO SW-PBS strongly encourages that all certified and non-certified staff members complete the survey. Other stakeholders, including parents, may also take the survey.

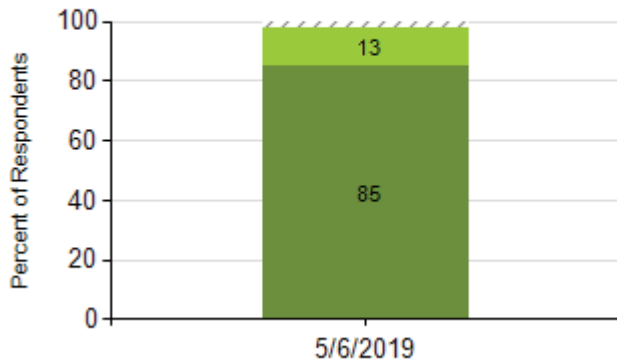
TO TAKE THE SURVEY: The Self-Assessment Survey can be taken using a paper copy (see below), or using a multi-user survey link through PBIS Assessments. For more information about taking multi-user surveys on PBIS Assessments, visit <https://www.pbisapps.org/Pages/Default.aspx>.

REPORTS: SAS reports can be run by an individual with "Team Member" level of access from PBIS Assessments. For more information regarding running SAS reports, visit <https://www.pbisapps.org/Pages/Default.aspx>.

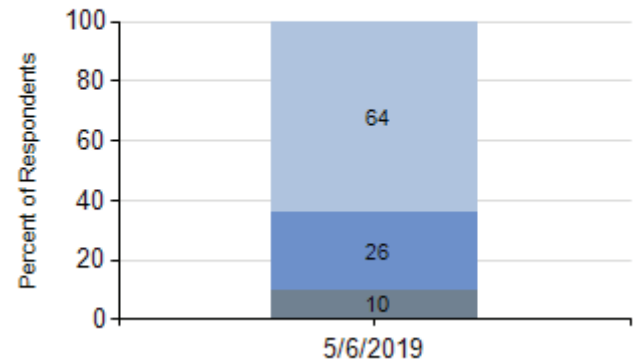
The SAS reports available through PBIS Assessments include a Total Score Report, a Subscale Report, and an Items report. The Total score report provides a measure of the percentage of respondents who feel that the system is in place and the percentage who feel that it is a priority at each of the four levels of analysis (Schoolwide, Non-Classroom, Classroom, and Individual). The Subscale report draws from specific items of the section of the survey assessing Schoolwide systems, and reports them out by seven essential features (expectations defined, expectations taught, reward system, violations system, monitoring, management system, and district support). These essential features are aligned with the essential components identified by MO SW-PBS as part of the training scope and sequence. Finally, the reports include an Items report. This report can be downloaded as a heat map that makes it easy to spot specific items that respondents feel are in place (white), partially in place (yellow), or not in place (red), making it easy to spot Opportunities to celebrate, Opportunities to grow, and improvement over time.

Samples from each of the SAS reports available from PBIS Assessments follow:

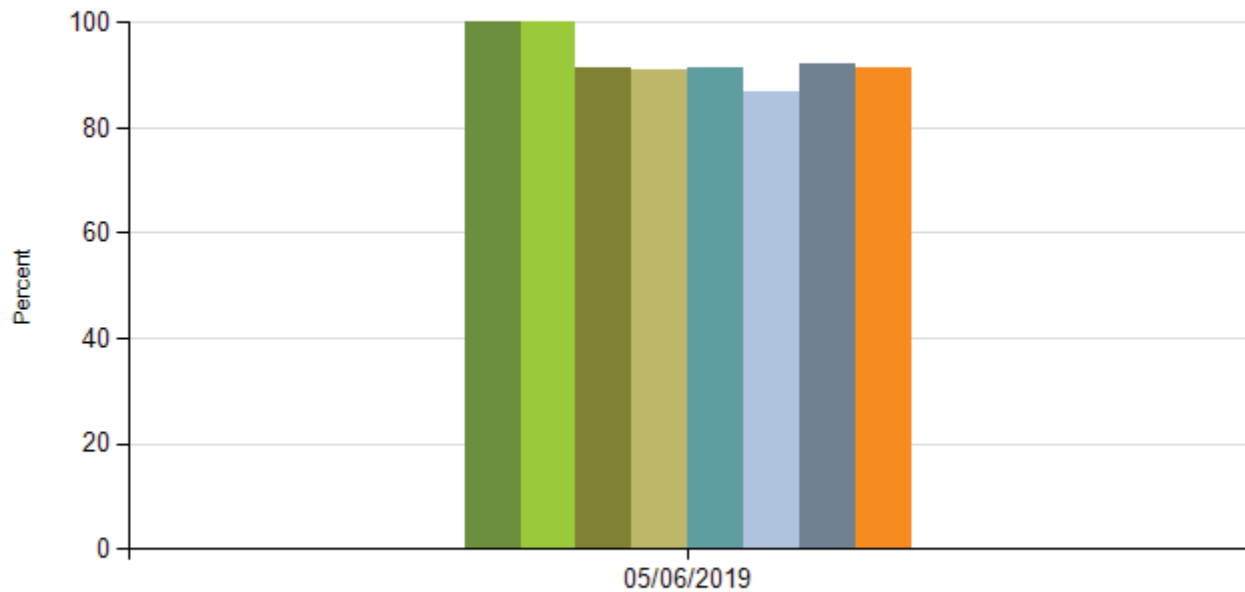
School-Wide Current Status
Demonstration School Exemplar
5/6/2019



School-Wide Improvement Priority
Demonstration School Exemplar
5/6/2019



SAS School-wide System Subscale
Demonstration School Exemplar
5/6/2019



Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management Implementation Average

Self-Assessment Survey Items

Demonstration School Exemplar NCES ID: Zenith, Winnemac				Demonstration District NCES ID:		
School Year			Number of Responses	Date Completed		
2018-19			34	05/06/2019		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
100 %	0 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	12 %	88 %
100 %	0 %	0 %	2. Expected student behaviors are taught directly.	8 %	36 %	56 %
82 %	18 %	0 %	3. Expected student behaviors are rewarded regularly.	15 %	23 %	62 %
88 %	12 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	12 %	40 %	48 %
71 %	29 %	0 %	5. Consequences for problem behaviors are defined clearly.	12 %	42 %	46 %
82 %	18 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	20 %	24 %	56 %
76 %	24 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	8 %	36 %	56 %
94 %	6 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	0 %	20 %	80 %
100 %	0 %	0 %	9. A team exists for behavior support planning & problem solving.	8 %	17 %	75 %
100 %	0 %	0 %	10. School administrator is an active participant on the behavior support team.	4 %	4 %	92 %
82 %	12 %	6 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	25 %	17 %	58 %
76 %	18 %	6 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	17 %	33 %	50 %
88 %	12 %	0 %	13. School has formal strategies for informing families about expected student behaviors at school.	8 %	25 %	67 %
56 %	31 %	13 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	9 %	36 %	55 %
75 %	19 %	6 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	17 %	25 %	58 %
81 %	19 %	0 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	0 %	27 %	73 %
88 %	13 %	0 %	17. The school team has access to on-going training and support from district personnel.	4 %	46 %	50 %
87 %	7 %	7 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	9 %	9 %	82 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
100 %	0 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	31 %	69 %
88 %	12 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	36 %	25 %	39 %
94 %	6 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	8 %	8 %	83 %
82 %	18 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	0 %	23 %	77 %
94 %	6 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	0 %	18 %	82 %

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1 of 2

SCHOOL CLIMATE SURVEYS

La Salle, McIntosh, & Eliason (2016)

PURPOSE: The School Climate Surveys are valid and reliable measures of school climate. There are two versions of the survey: an elementary version, and a middle/high school version. The elementary version measures student perceptions of school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations. The middle/high school version measures student perceptions of school climate along three dimensions: teaching and learning, relationships, and safety.

WHEN: Annually in the fall. As of the 2018-2019 school year, MO SW-PBS teams may take the School Climate Survey, the School Safety Survey (SSS) (Sprague, Colvin, & Irvin, 2002), or both. **WHO:** MO SW-PBS strongly encourages teams to have students in grades 3-12 take the survey

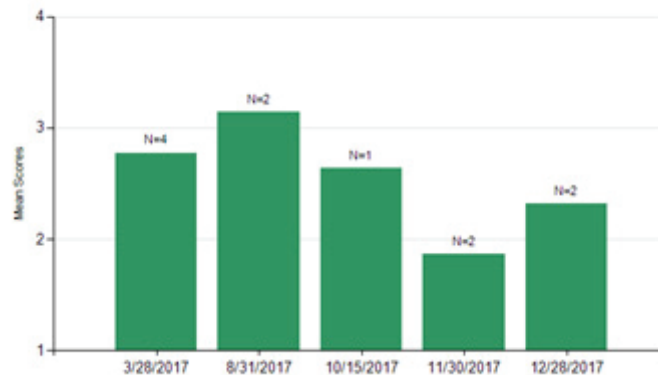
TO TAKE THE SURVEY: Students take the surveys using a multi-response link from PBIS Assessments, during the school day, and using campus computers. Students in grades 3-5 take the elementary version, and students in grades 6-12 take the middle/high school version. The National Technical Assistance Center recommends that elementary schools serving up to the 6th grade can allow 3-6th graders to take the survey. However, if an elementary school serves students in the 6th grade or beyond, National Center recommends that the students take the version of the survey validated for their grade level.

REPORTS: Reports can be pulled by an individual who has Team Member Level access in PBIS Assessments, or by your MO SW-PBS Regional Consultant. For more information, visit <https://www.pbisapps.org/Pages/Default.aspx>.

Elementary Reports are as follows:

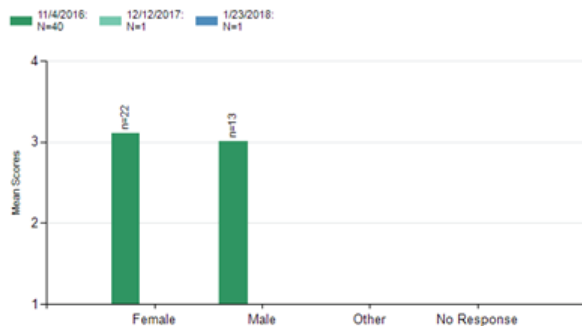
School Climate Survey Total Score Report

School Climate Survey: Elementary
-- Total Scores By Survey Date --
School Years: 2016 - 2017



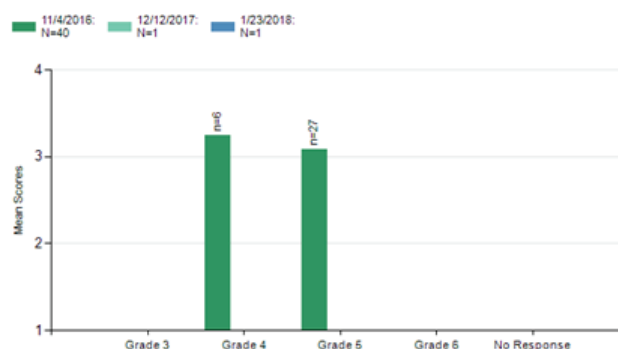
School Climate Survey Scored by Gender

School Climate Survey: Elementary
-- Scores By Gender --
School Years: 2015 - 2017



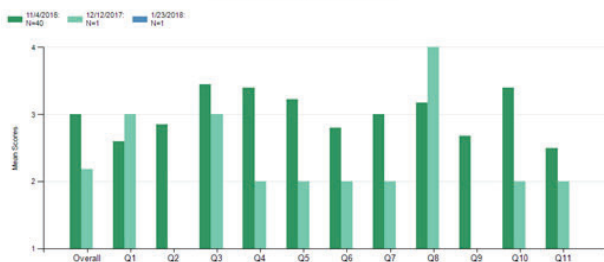
School Climate Survey Scored by Grade

School Climate Survey: Elementary
-- Scores By Grade --
School Years: 2015 - 2017



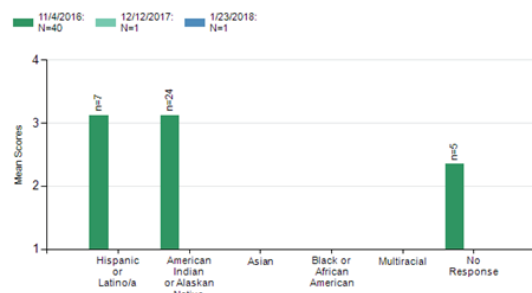
School Climate Survey Scores by Item

School Climate Survey: Elementary
-- Scores By Items --
Demonstration School Exemplar: 2015 - 2017



School Climate Survey Scores by Race and Ethnicity

School Climate Survey: Elementary
-- Scores By Race/Ethnicity --
School Years: 2015 - 2017

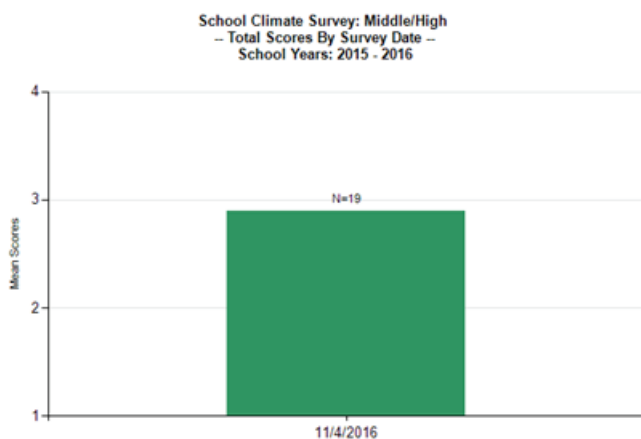


Items Report

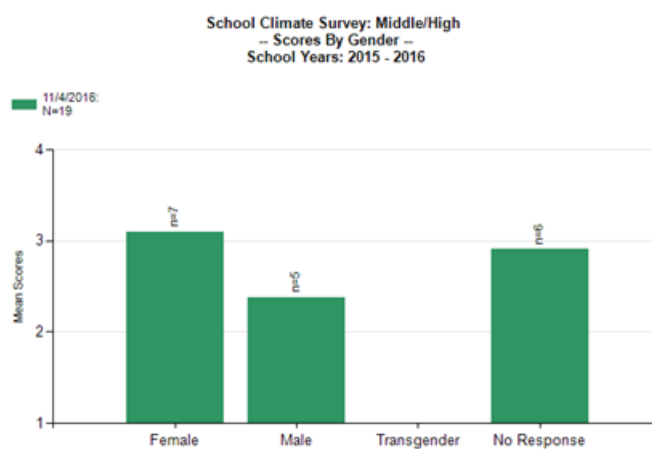
School-Climate-Survey-Elementary										
Demonstration School Exemplar										
Zenith, Winnemac										
School Years: 2015-16										
Report Date Range: 11/18/2015 - 10/28/2016										
Climate Survey Items for survey period:	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
11/4/2015 - 11/4/2016										
Number of Respondents: N=19										
By Race/Ethnicity										
Hispanic or Latino/a (n=6)	2.91	2.83	2.67	3	3	2.83	3	2.83	2.83	3.17
Asian (n=1)										
Black or African American (n=1)										
White (n=4)										
Multiracial (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Gender										
Female (n=7)	3.1	3.29	3.14	3.43	3.29	2.86	2.86	2.86	2.86	3.29
Male (n=5)	2.38	2.4	2.2	2.4	2.2	2.2	2.6	2.6	2.2	2.6
Transgender (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Sexual Orientation										
Heterosexual (n=5)	2.84	2.8	2.6	3.4	3	2.8	2.8	2.8	2.4	3
Gay/Lesbian (n=3)										
Bisexual (n=2)										
No Response (n=9)	2.94	2.67	3	3	3.11	3	2.78	2.89	3.11	2.89
To preserve anonymity, responses will not be shown for groups with n = 5. Their data are included in the other reports.										
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The following are Middle/High School Climate Survey reports.

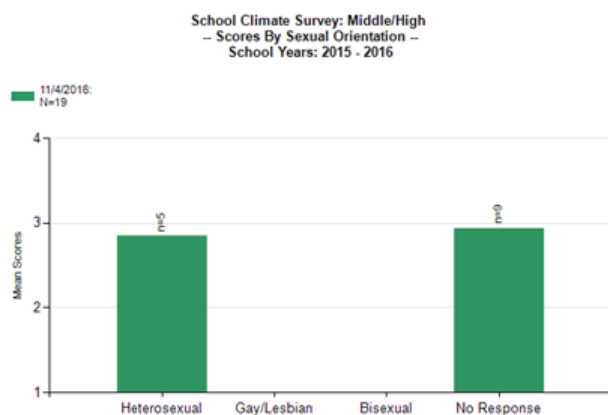
Total Score Report



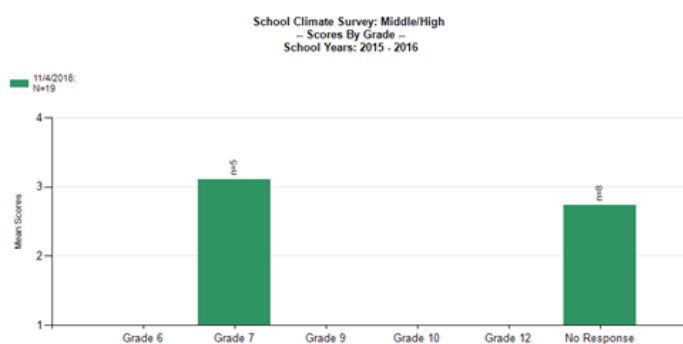
Scores by Gender



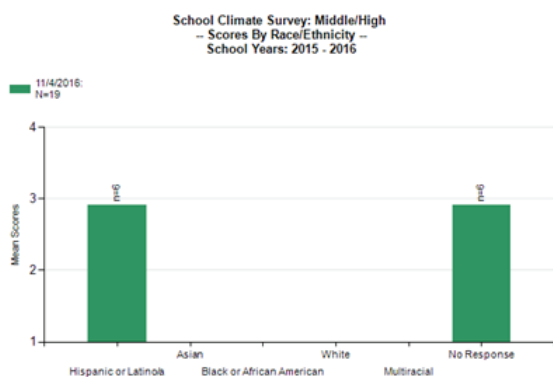
School Climate Survey Scores by Sexual Orientation



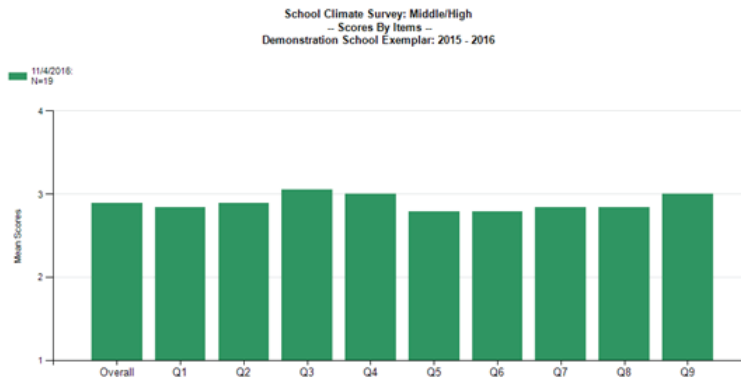
School Climate Survey Scores by Grade



School Climate Survey Scores by Race and Ethnicity



School Climate Survey Items Report



Climate Survey Items for survey period: 11/1/2017 - 1/12/2018 Number of Respondents: N=1039	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
By Race/Ethnicity										
Hispanic or Latino/a (n=63)	2.82	2.49	2.71	2.94	2.97	3.06	2.92	2.49	2.79	2.98
American Indian or Alaskan Native (n=20)	2.95	2.75	3.1	3.1	3.05	3.2	3.05	2.55	3	2.75
Asian (n=18)	2.73	2.39	3	2.67	3	2.83	3.11	2.61	2.44	2.56
Black or African American (n=70)	3.01	2.6	2.77	3.37	3.37	3.21	3.1	2.79	2.91	2.97
Native Hawaiian or Other Pacific Islander (n=3)										
White (n=789)	2.94	2.59	2.95	3.1	3.17	3.19	2.93	2.5	2.95	3.1
Multiracial (n=37)	3.05	2.73	2.86	3.22	3.38	3.3	2.92	2.57	3.24	3.19
No Response (n=39)	2.64	2.46	2.67	2.92	2.67	2.64	2.72	2.36	2.44	2.85
By Gender										
Other (n=14)	2.63	2.64	2.86	2.71	3	2.29	2.86	2.79	2.14	2.36
Female (n=495)	2.95	2.61	2.93	3.1	3.16	3.22	2.93	2.59	2.92	3.12
Male (n=504)	2.93	2.56	2.92	3.12	3.18	3.16	2.97	2.45	2.97	3.06
No Response (n=26)	2.55	2.5	2.62	2.65	2.65	2.54	2.69	2.35	2.38	2.54
By Sexual Orientation										
Heterosexual (n=875)	2.96	2.6	2.95	3.1	3.18	3.18	2.98	2.55	2.99	3.09
Gay/Lesbian (n=24)	2.9	2.42	2.79	3.21	3.25	3.12	2.75	2.54	2.62	3.42
Bisexual (n=72)	2.69	2.53	2.49	2.96	3.03	3.04	2.69	2.29	2.36	2.79
No Response (n=68)	2.83	2.56	2.99	3.18	2.97	3.07	2.82	2.38	2.66	2.85
By Grade										
Grade 9 (n=297)	3	2.65	3	3.27	3.31	3.2	3.06	2.63	2.96	2.96
Grade 10 (n=266)	2.9	2.62	2.86	3.05	3.09	3.11	2.92	2.52	2.89	2.99

To preserve anonymity, responses will not be shown for groups with $n < 5$. Their data are included in the other reports.

School Safety Survey (SSS)

Sprague, Colvin & Irvin, 2002

PURPOSE: The School Safety Survey is an annual survey that provides an assessment of Risk and Protection Factors for students at school and in the surrounding community. The survey provides information that can help teams to determine training and support needs related to school safety and violence prevention (Sprague, Colvin, Irvin & Strieber, 1998).

WHEN: Annually in the fall.

WHO: MO SW-PBS strongly encourages all staff, students, and family members to complete the survey, if possible. A minimum of five specific staff members are required to take the SSS.

Schools wishing to apply for the MO SW-PBS Award of Excellence must take either the SSS or a school climate survey (such as the SCS).

The new PBIS Assessments links for taking multi-user surveys will make it easier for teams to

engage all stakeholders, including parents and students. Students as young as 5th grade should be able to complete the survey. Teachers can take advantage of classroom computers and the computer lab to make it easier for students to participate in the SSS. Actively engaging students in informing the SW-PBS initiative increase feelings of ownership in SW-PBS among students

TO TAKE THE SURVEY: The survey can be taken using a paper copy, or on PBIS Assessments using a multi-user survey link. For more information about taking the survey on PBIS Assessments, visit [https:// www.pbisapps.org/Pages/Default.aspx](https://www.pbisapps.org/Pages/Default.aspx).

REPORTS: Currently, reports can be pulled by either a regional consultant, or an individual with Team Member level access on PBIS Assessments. For more information regarding pulling reports, visit [https:// www.pbisapps.org/Pages/Default.aspx](https://www.pbisapps.org/Pages/Default.aspx).

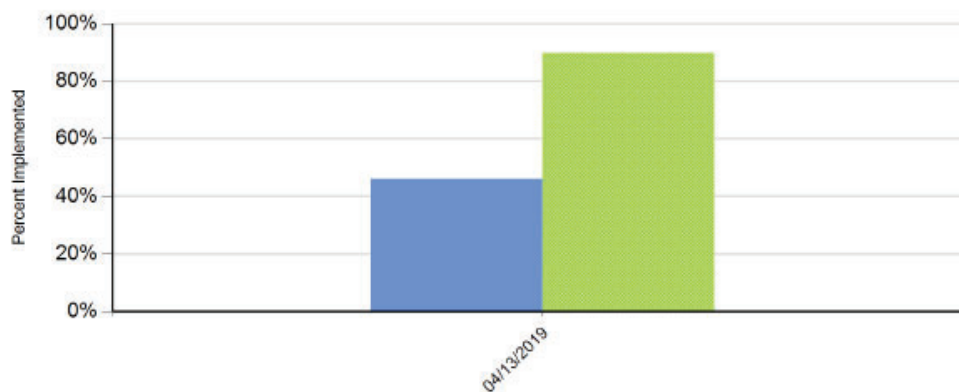
The following charts are available through the school's PBIS Assessments account:

School Safety Survey Subscale

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Safety Survey Subscale
Demonstration School Exemplar
4/13/2019-5/2/2019

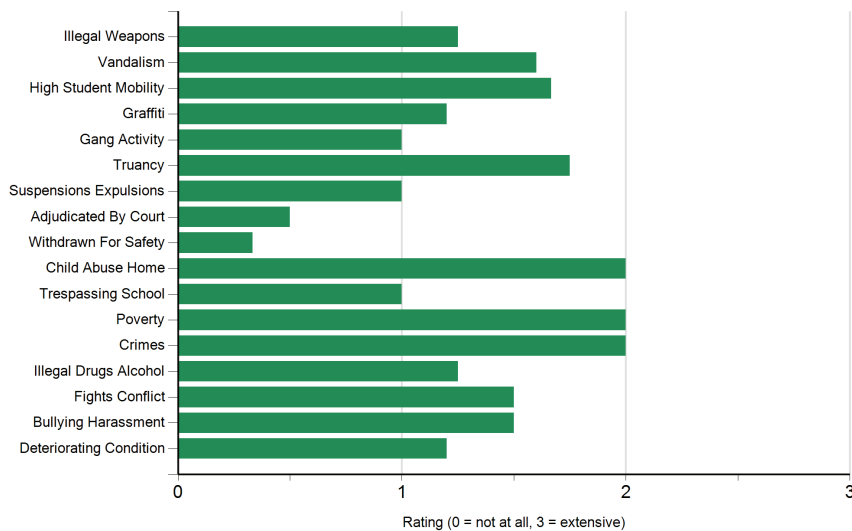


School Safety Survey Items

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

Risk Factors Item Scores: 2018-19
Demonstration School Exemplar



School Safety Survey Items

