

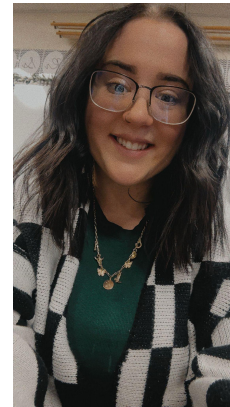
Data Driven Decisions

Knox County R-1 PBIS team



Knox County PBIS Presenters:

- Mrs. Kayleigh Fogle- Board Certified Behavior Analyst
- Mrs. Paige Gudehus- Elementary Special Education
- Ms. Bethany Hoffman- Third Grade Teacher



Building a Strong Team

- One teacher per grade level
- Specials teachers
- Special education department
- School counselor
- CPI certified staff members



KCR1 PBIS Team accepting the Award of Excellence at the 2024 PBIS Institute



2024/2025 KCR1 PBIS Team

What type of person are you?

Objective Vs. Subjective

Objective

not influenced by personal feelings or opinions in considering and representing facts

The student is under the table.

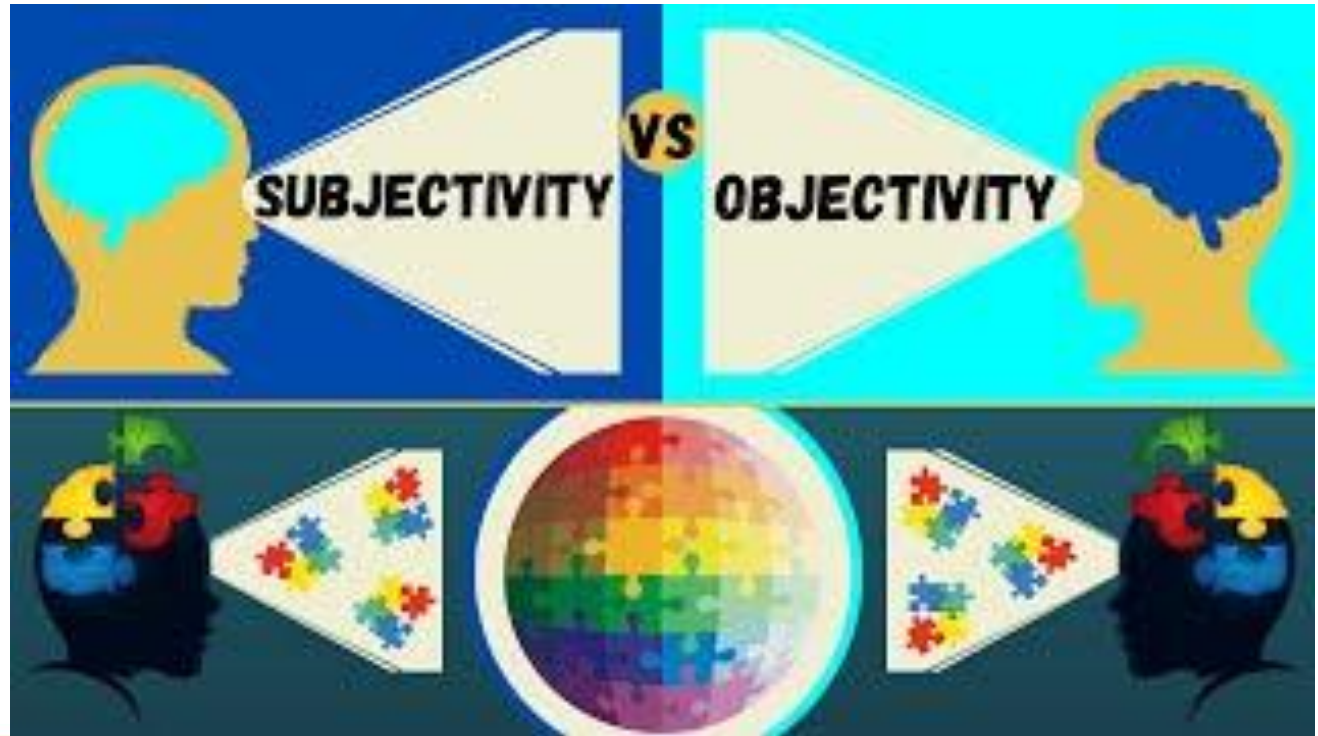


Subjective

based on or influenced by personal feelings, tastes, or opinions

The student is under the table, that's immature!

Are humans
objective
or
subjective?

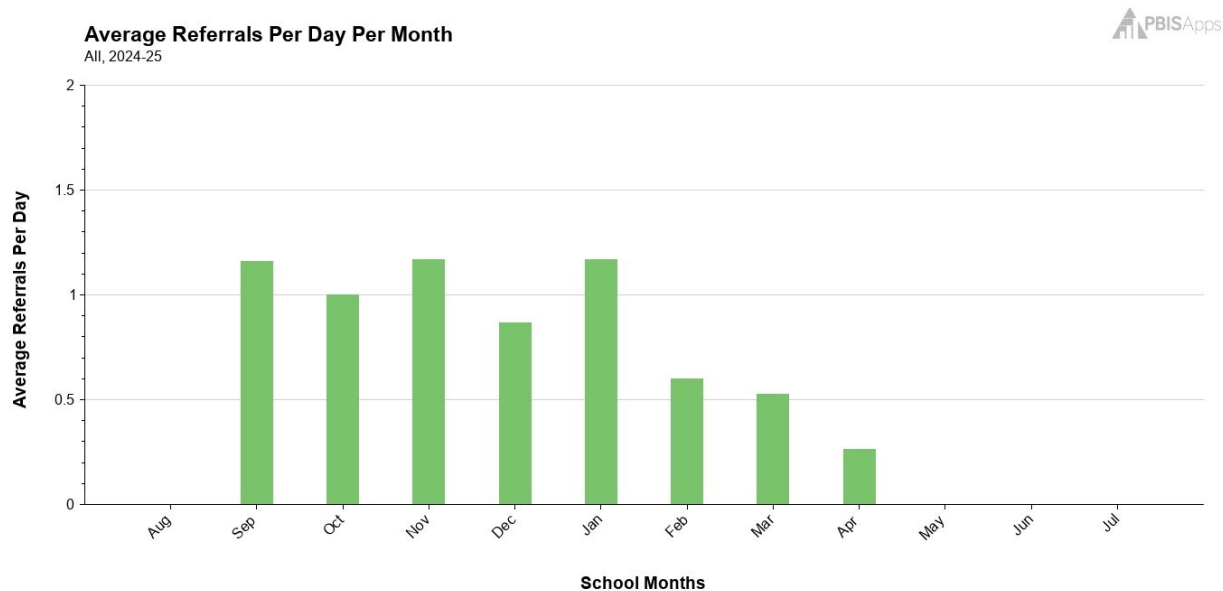


Example

Mrs. Fogle and Mrs. Thrower receive a call for a Tier 3 student. The immediate response from both of them is, “Again?! We were just there.”



Example Continued



Why is data important for making decisions?

- Data backs up teacher claims of student behaviors in the classroom and all school settings.
 - Data or it didn't happen!
- Data is presented to parents to make them aware of behaviors at school, documentation allows us to provide information on severity and frequency of behaviors.
- Data allows the PBIS team to analyze student behaviors and determine when/if a student needs to be moved up in the tier system.

How do we increase data collection?

- Whose responsibility is data collection?
 - Encourage teachers to record data
 - If it happens in your classroom, you are responsible for entering it
- Sharing changes in data
 - PBIS team sends out trends in minor and major data
- Have a simplified data tracker
 - SWIS Application for teacher's phones
 - Graphic organizer- recording sheet
- Share the benefits of the data
 - Gives students opportunities such as small group lessons
 - Determine patterns in student behavior that may lead to an unknown cause
 - Allows the PBIS team to implement behavior interventions

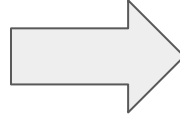
How does your school approach behavior data collection?



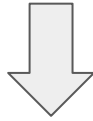
Turn and Talk 3
Minutes



Here's how we do it:



How does your school differentiate
Minors from Majors?



Turn and Talk 3 Minutes



Minors Vs. Majors

Minors

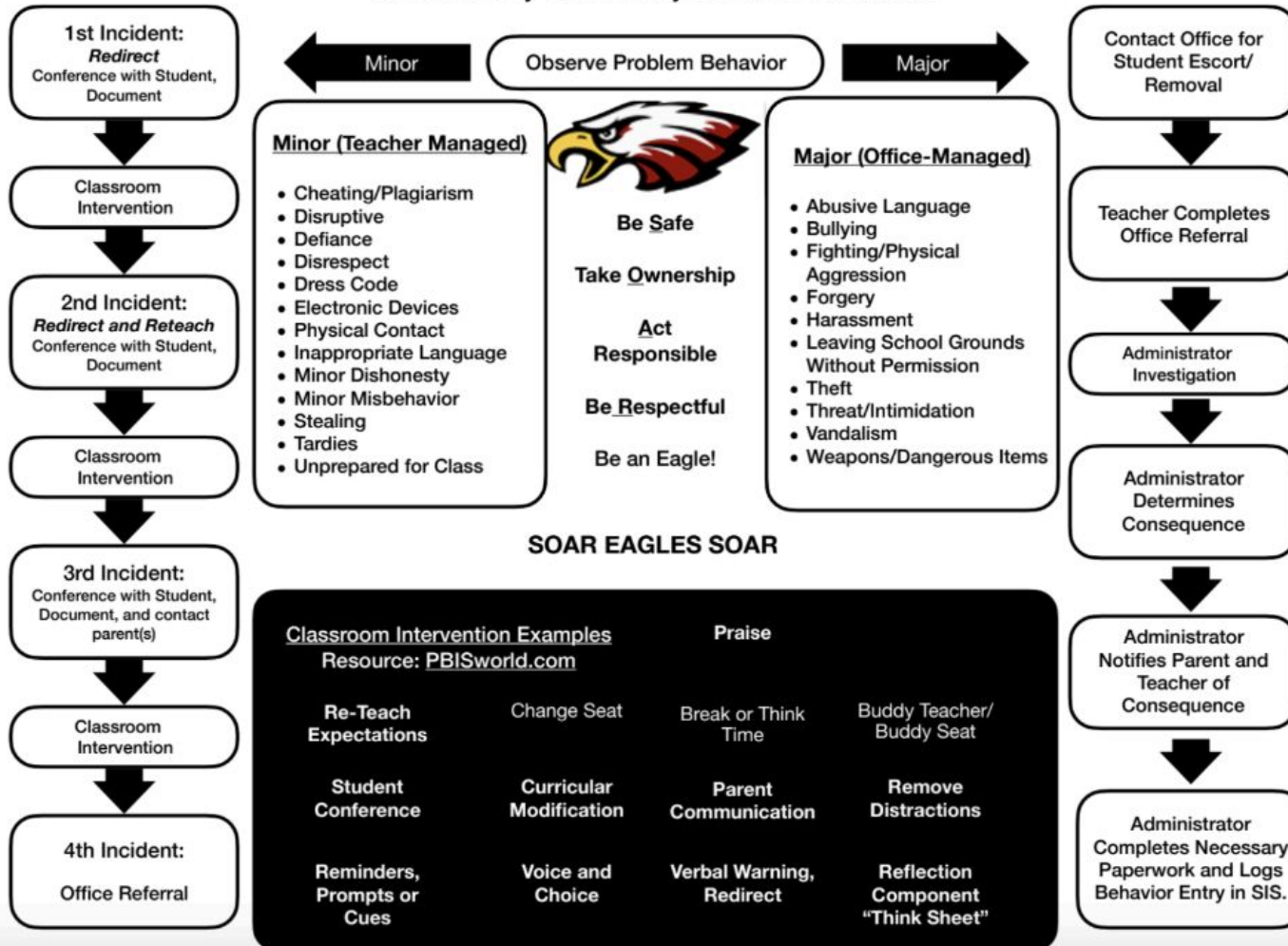
- staff managed within the current setting
- does not happen over a prolonged period of time
- small behaviors such as blurting/not following class expectations
- require only slight consequences

Majors

- administrator managed
- happens over a longer period of time
- physical aggression
- prolonged disruption
- require more intensive consequences



Knox County Elementary Behavior Flowchart



How do we use data to analyze our school environment?

How does your school use Micro and Macro Data?



Turn and Talk 3 Minutes



Micro Vs. Macro

Micro Data

looking at the data of one student to determine the best course of action for that student's needs



Macro Data

looking at the data of the entire school to determine the best course of action for the whole PBIS program



How KCR1 PBIS Uses Macro Data

- School counselor was regularly meeting an increasing number of students who struggle with anxiety and trauma.
- Increase in SWIS data showing the need for additional personnel such as an assistant principal and full time BCBA.
- Implementation of Family Groups
 - Use Macro Data to determine what lessons to address during Family Group time.
- Addition of Golden Eagle Awards
 - Macro Data indicated that overall, specials was a time of increased disruptive behaviors.
- Addition of New PBIS Signage



KNOX COUNTY ELEMENTARY

BEHAVIOR EXPECTATIONS



BE SAFE



TAKE OWNERSHIP




ACT RESPONSIBLY



BE RESPECTFUL



	ALL SETTINGS	CLASSROOM	BUS	HALLWAY	CAFETERIA	BATHROOM	PLAYGROUND	GYM	TECHNOLOGY
S BE SAFE	<ul style="list-style-type: none">- Stay in assigned areas- Keep your body to yourself	<ul style="list-style-type: none">- All four on the floor- Use walking feet- Use materials as directed	<ul style="list-style-type: none">- Keep seated- Face forward in seats- Keep belongings in your space- Speak softly	<ul style="list-style-type: none">- Use walking feet- Face forward in line- Walk on right side of hallway	<ul style="list-style-type: none">- Use walking feet- Clean up or report any/all spills- Face forward in line	<ul style="list-style-type: none">- Use walking feet- Keep water/soap where it belongs- Wash hands with soap & water	<ul style="list-style-type: none">- Use equipment as directed- Leave ground materials alone- Walk up and down bleacher steps	<ul style="list-style-type: none">- Use equipment as directed- Play on gym floor- Carry iPads securely	<ul style="list-style-type: none">- Report cyber bullying- Stay on appropriate websites/apps- Protect private information
O TAKE OWNERSHIP	<ul style="list-style-type: none">- Right Your Wrongs- Take Care of Yourself- Ask for Help When Needed	<ul style="list-style-type: none">- Admit mistakes	<ul style="list-style-type: none">- Tell driver about damage on bus- Report bullying	<ul style="list-style-type: none">- Quiet body	<ul style="list-style-type: none">- Pick up materials before leaving	<ul style="list-style-type: none">- Report problems with facilities to an adult	<ul style="list-style-type: none">- Collect and return classroom equipment- Use good sportsmanship	<ul style="list-style-type: none">- Use good sportsmanship	<ul style="list-style-type: none">- Keep iPad charged- Report problems with devices- Keep track of iPad
A ACT RESPONSIBLY	<ul style="list-style-type: none">- Be Prepared- Be on time	<ul style="list-style-type: none">- Organize and maintain materials- Turn in assignments on time- Focus on instruction	<ul style="list-style-type: none">- Gather and take all belongings- Watch for your stop- Clean up your area before unloading	<ul style="list-style-type: none">- Complete tasks and return promptly	<ul style="list-style-type: none">- Put materials in assigned locations- Collect all materials before being seated	<ul style="list-style-type: none">- Flush- Clean up after yourself	<ul style="list-style-type: none">- Be a problem solver- Report broken equipment- Leave all ground materials on the playground	<ul style="list-style-type: none">- Put equipment away- Take care of equipment- Be a problem solver	<ul style="list-style-type: none">- Practice self-control- Follow teacher's directions- Use technology as instructed
R BE RESPECTFUL	<ul style="list-style-type: none">- Take care of all school materials- Use kind words	<ul style="list-style-type: none">- Raise hand for help- Be a listener- Follow teacher's directions	<ul style="list-style-type: none">- Follow bus driver's directions- Use appropriate words	<ul style="list-style-type: none">- Quiet body	<ul style="list-style-type: none">- Use manners- Stay in your own space- Eat your own food- Use quiet voices	<ul style="list-style-type: none">- Give others privacy- Wait your turn	<ul style="list-style-type: none">- Take care of equipment- Play by the rules	<ul style="list-style-type: none">- Take care of equipment- Play by the rules	<ul style="list-style-type: none">- Leave iPad case free of writings, markings, and/or stickers- Use earbuds

IN THE HALLWAY

BE SAFE

- Use walking feet
- Face forward in line
- Walk on right side of hallway

TAKE OWNERSHIP

- Quiet body

ACT RESPONSIBLY

- Complete tasks and return promptly



BE RESPECTFUL

- Quiet body



VOICE LEVELS



0 SILENCE IS GOLDEN
Absolute silence. No one is talking.



1 SPY TALK
Whispering. Only one person can hear you.



2 LOW FLOW
Small group work. Only the group can hear.



3 FORMAL NORMAL
Normal conversation voice.



4 LOUD CROWD
Presenting voice. Everyone can hear you.



5 OUT OF CONTROL
Playground voice. Never used inside.

IN THE BATHROOM

BE SAFE

- Use walking feet
- Keep water/soap where it belongs
- Wash hands with soap & water

TAKE OWNERSHIP

- Report problems with facilities to an adult

ACT RESPONSIBLY

- Flush
- Clean up after yourself

BE RESPECTFUL

- Give others privacy
- Wait your turn



ON THE PLAYGROUND

BE SAFE

- Use equipment as directed
- Leave ground materials alone

TAKE OWNERSHIP

- Collect and return classroom equipment
- Use good sportsmanship

ACT RESPONSIBLY

- Be a problem solver
- Report broken equipment
- Leave all ground materials on the playground

BE RESPECTFUL

- Take care of equipment
- Play by the rules





The future belongs to those
who BELIEVE in the BEAUTY
of their DREAMS. - Eleanor Roosevelt

First Grade
April 2025

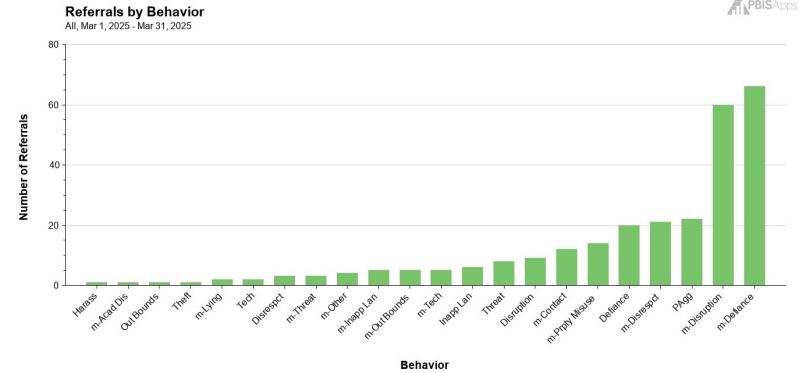
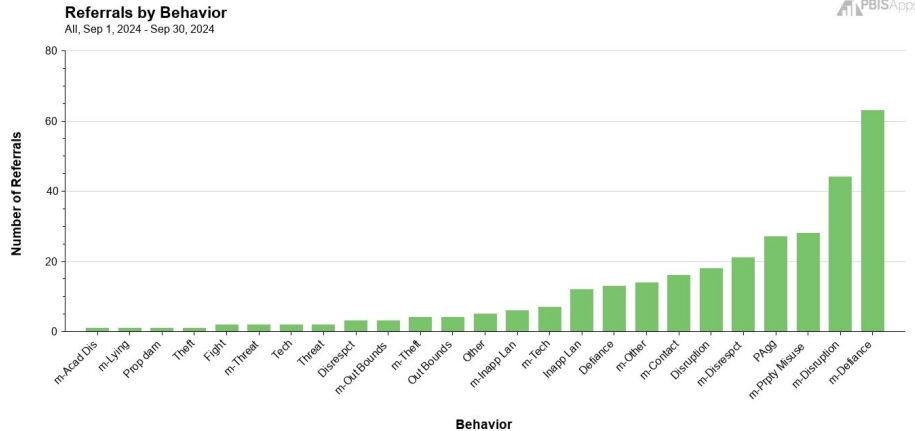


G R E A T
W O R K !



SOARING
SHOUT OUTS

Macro Data Scenario Turn and Talk 5 Minutes



5:00

Micro Data Scenario Turn and Talk 5 Minutes

Jack is a 7.5 year old first grader who repeated kindergarten. He has 22 minors for disruption within the classroom, 10 of them are during whole group reading time and 5 are during math time; the remainder happened during specials. Jack also has 4 majors for physical aggression toward objects, 3 of which happened during whole group reading and 1 at recess. 18 of Jack's 22 minors were documented as having a function of task avoidance. Jack's parents are aware of his behavior at school, they report that he gets consequences at home for behaviors at school, and comes to school well rested and fed.

How would your PBIS team address these behaviors?

What interventions would you recommend?

Is this enough data to recommend intervention?



5:00

A decorative border made of red and dark red geometric shapes, including rectangles and trapezoids, framing the top and bottom of the slide.

Thank you for coming!

Questions? Comments?