

WVPBIS Virtual Academy

Day 2:Session 2

Data

TFI 1.12 & 1.13





Today's Objectives

- TFI 1.12 Discipline Data
 - Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student
- TFI 1.13 Data-Based Decision Making
 - Tier 1 team reviews and uses discipline data at least monthly for decision-making.

Effective Data Systems for Behavior

A Multi-Tiered System of Support that uses a data-based problem-solving process to make decisions about how to support provision in schools.

Requires a data collection system that makes it easy to answer questions that come up during the problem-solving process.

TFI 1.12 Discipline Data



Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student

Possible Data Sources:

- School policy • Team meeting minutes
- Student outcome data

TFI SCORE

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 problem behavior events by behavior, location, time of day, and student

Possible Data Sources

- School policy
- Team meeting minutes
- Student outcome data
- WVEIS/ WV ZOOM
- Expected Behaviors in Safe and Supportive Schools (Policy 4373)
- County Policy
- Staff Handbook
- Student Handbook
- Discipline Flow Chart



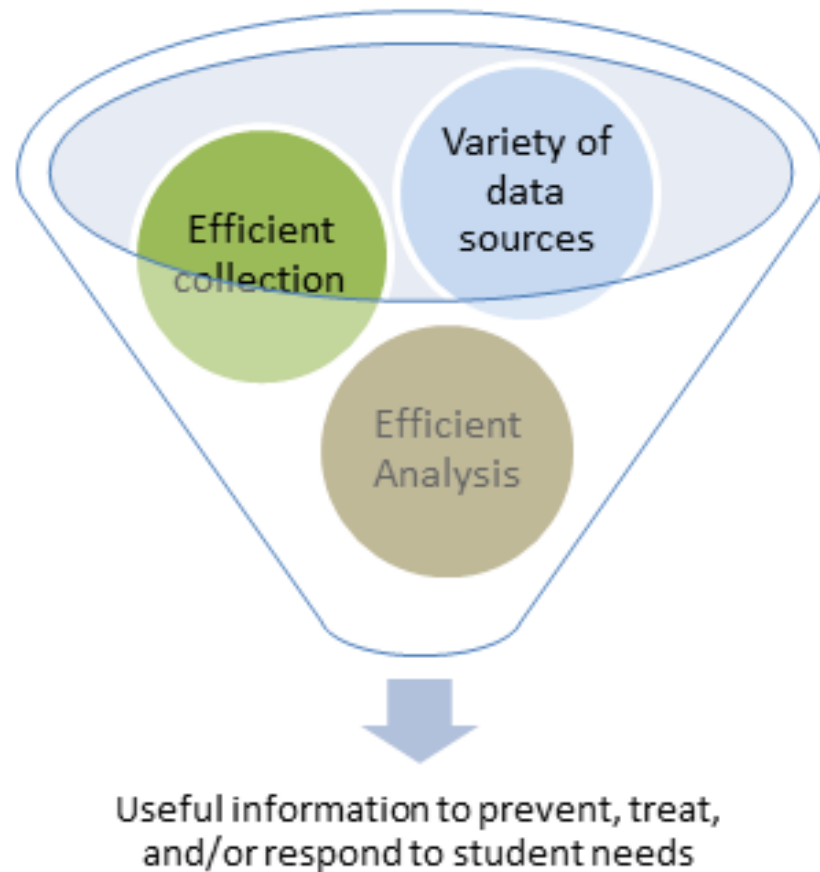
END GOAL:

TFI-Score of 2= Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student

So...How do we get there?!



Data Sources: What should they provide us?



Data sources should:

- Help you to identify students' needs in relation to established goals
- Help you to understand the barriers to students' reaching their goals
- Provide sufficient info to select, match, and deliver services/supports to students
- Contribute to evaluating the effectiveness of services and supports provided to students

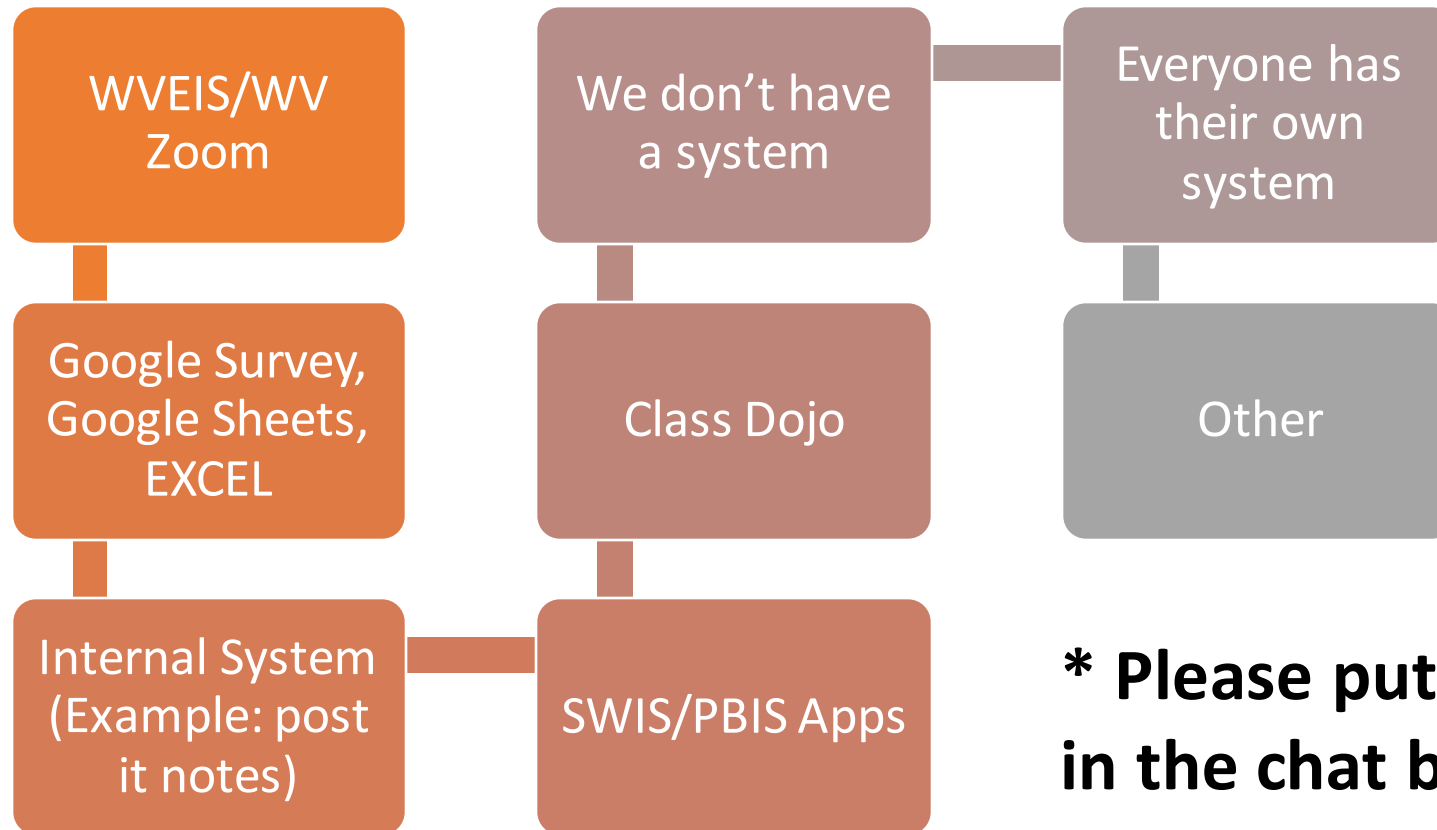
Data Collecting questions to ponder...



Currently:

- What do we use to collect data?
- Is it a uniform/school-wide approach?
- Does every teacher do their own thing in their room?
 - Is the data driven around anything/purpose?
 - What are we collecting data for?
- What are we doing with that data (drive decision making)?

What does your current school wide data system look like?

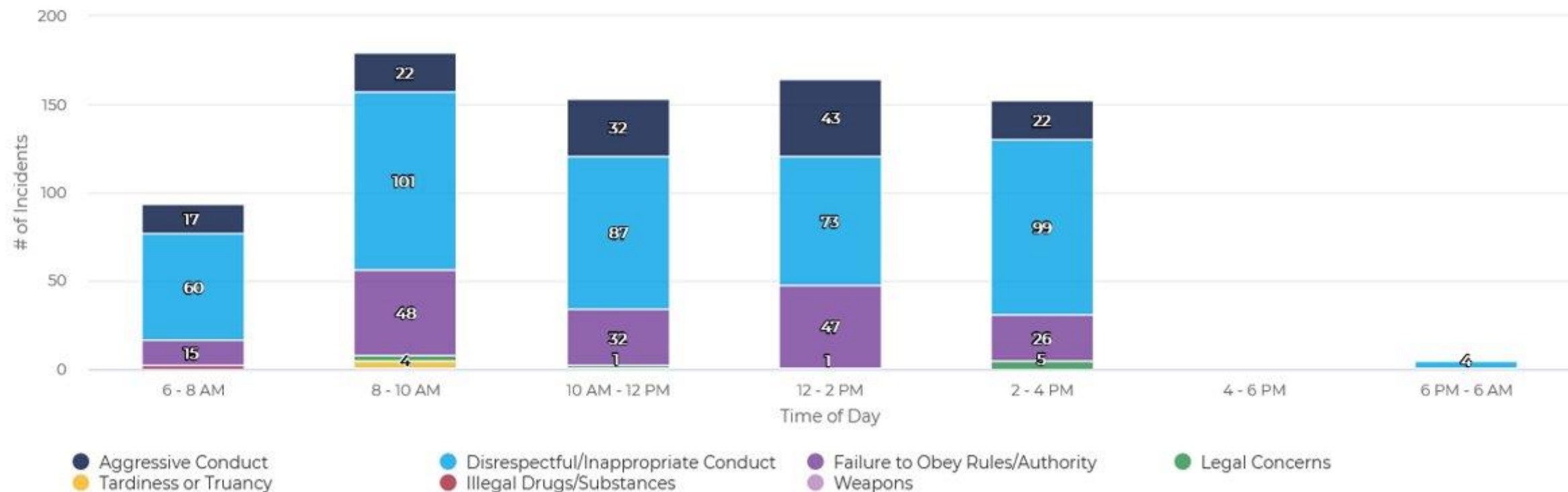


*** Please put your response in the chat box ***

What we need

A system designed to help schools/facility personnel use office referral data to monitor progress of school-wide and individual student interventions.

The # of incidents occurring throughout the day by incident type



Tier 1 Data Systems

Characteristics of Systems

- Regular data collection allows educators to monitor the progress of all students
- Data is used to guide instruction and lesson plans
- Data is used to evaluate effectiveness of Tier 1 instruction and supports (–e.g., end of year TFI Score)
- Answer specific questions to guide effective problem solving
- Inform evidence-based instructional practices and progress towards meeting school-wide or districtwide standards

Using Data: Guiding Questions

- What do we expect our students to know, understand, and do as a result of instruction?
- Do at least 80% of our students meet or exceed these expected levels?
- If not, changes to Tier 1 are needed
- If yes, are there subgroups of students for whom the core is not sufficient?
- What barriers have prevented students from reaching the expected levels?
- How will fidelity of support be monitored over time?

Remember:

If it isn't recorded, it didn't happen....

Reasons NOT TO record discipline incidents:

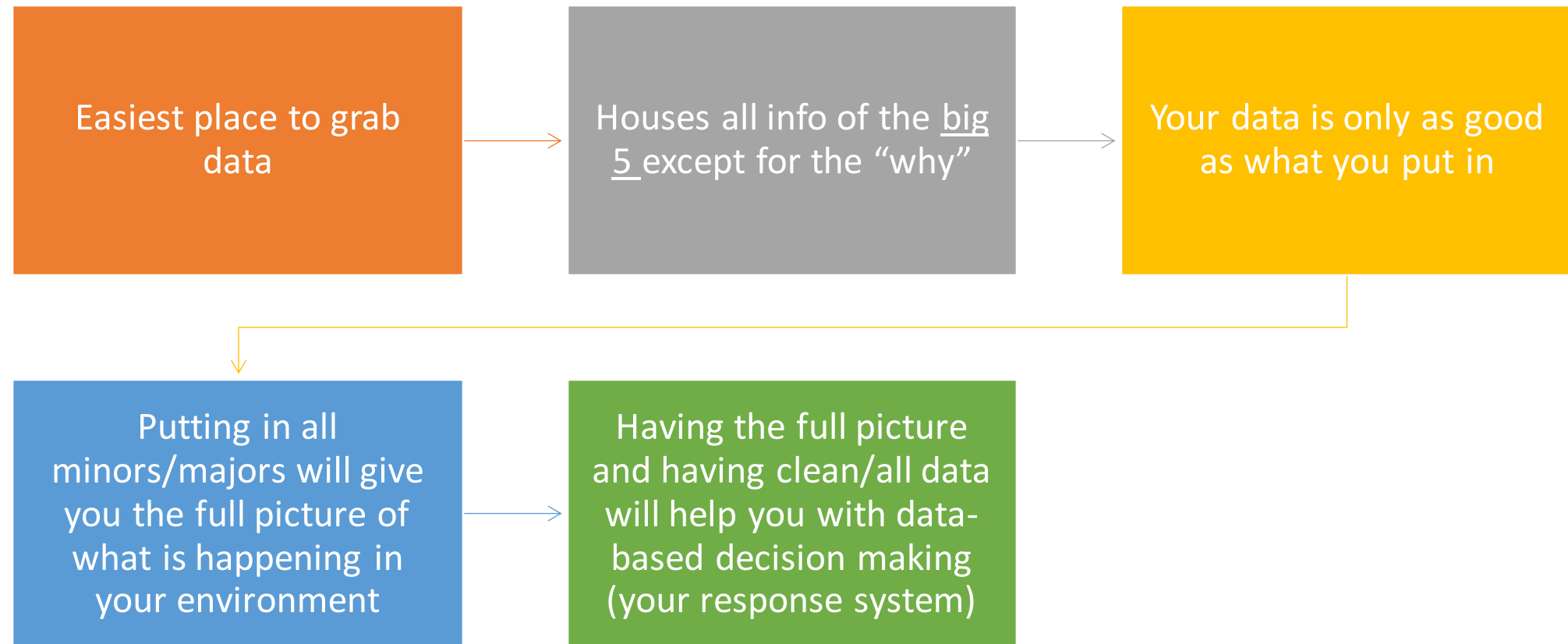
- Makes me look bad
- Makes my school look bad
- Too much paperwork/time
- Big Brother (check our mindset)
- Audit for disproportionality

Reasons TO record discipline incidents:

- Data Based Decisions need accurate data to be any good
- Improves student interventions and outcomes
- Allows school to adjust current policies where needed
- Shows school improvement with clean data

TIP: *An intervention is just a strategy if data is not collected*

WVEIS/WV Zoom

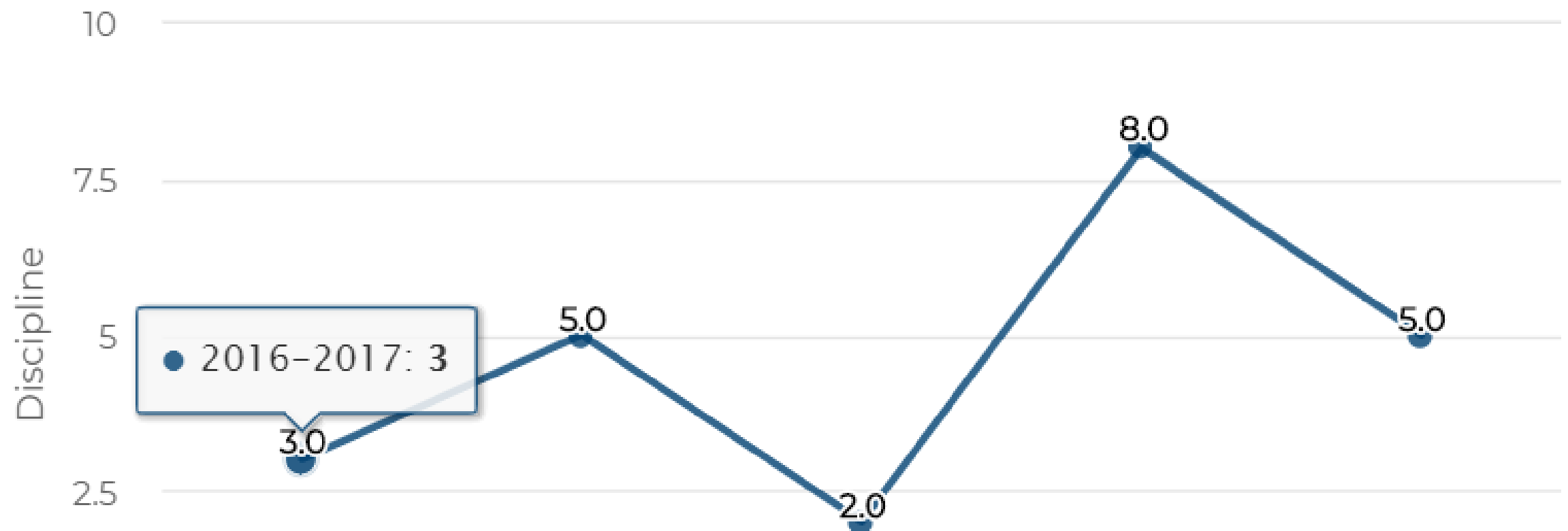


Severity Level	Type	Year	2016-2017	2017-2018	2018-2019	2019-2020	Totals	
4	Possession and/or Use of Dangerous Weapon		1				1	
3	Battery Against a Student	1					1	
	Harassment/Bullying/Intimidation		3		5		8	
	Threat of Injury Against An Employee or A Student	1					1	
	Verbal Assault Against a Student		1				1	
2	Habitual Violation of School Rules or Policies	1	4		13		18	
	Insubordination		9		12		21	
	Leaving School Without Permission		1				1	
	Physical Fight Without Injury	1	9		7		17	
	Possession of Knife not meeting Dangerous Weapon Definition (West Virginia Code ?61-7-2)		1				1	
	Profane Language/ Obscene Gesture/ Indecent Act Toward An Employee or A Student		1				1	
1	Deceit		1				1	
	Disruptive/Disrespectful Conduct	2	20		5		22	49
	Inappropriate Language	1	1				2	
	Possession of Inappropriate Personal Property		2				2	
	Skipping Class		2				2	

Student Incident Trend



Shows the students incident count for each year through the current count this year.





TFI 1.13 Data-Based Decision Making

Tier 1 team reviews and uses discipline data at least monthly for decision-making.

Possible Data Sources:

- Data decision rules
- Staff professional development calendar
- Staff handbook
- Team meeting minutes

TFI SCORE

0 = No process/protocol exists, or data are reviewed but not used

1 = Data reviewed and used for decision-making, but less than monthly

2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate a problem, an action plan is developed to enhance or modify Tier 1 supports

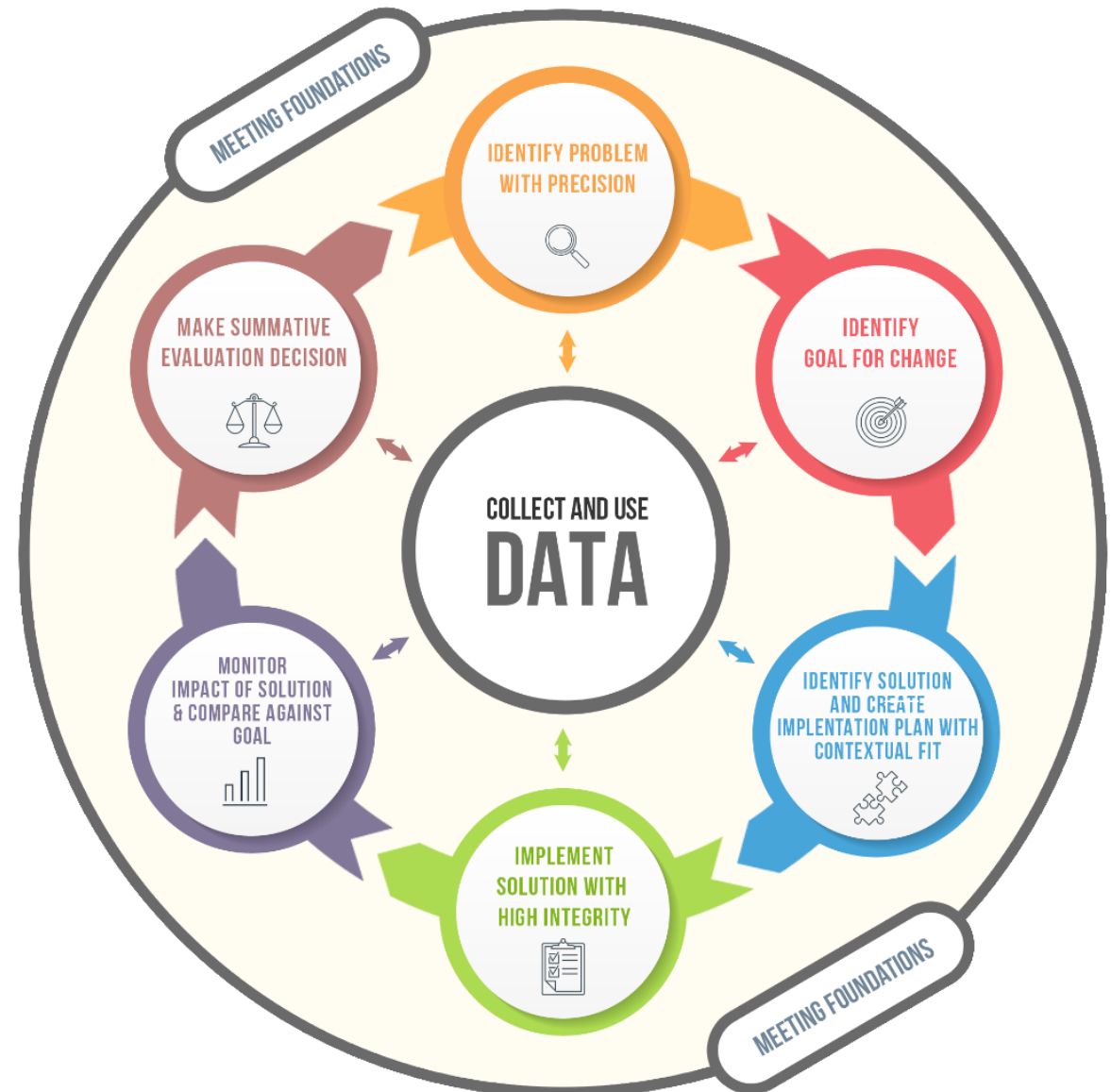
Essential Elements of Decision-Making System

- Team foundations (roles, schedule, agenda)
- Define problems with precision
- Define the goal before the solution
- Build functional and contextually-relevant solutions
- Transform solutions into action plans
- Measure fidelity and impact (repeatedly)
- Adapt solutions over time to fit new data

Team-Initiated Problem Solving (TIPS) Model



<https://www.pbis.org/training/tips>



Why Use Data for Decision Making?

- Decisions are more likely to be effective and efficient when they are based upon data.
- The quality of decision making depends most upon the first step; defining the problem to be solved with precision and clarity.
- Data helps place the “problem” in the local context rather than on the students.
- Data help us ask the right questions...they do not provide the solutions. (action plan)
- Summarize data across large date ranges (e.g., quarterly, annually) to monitor and prevent previous problem patterns

Use data to:

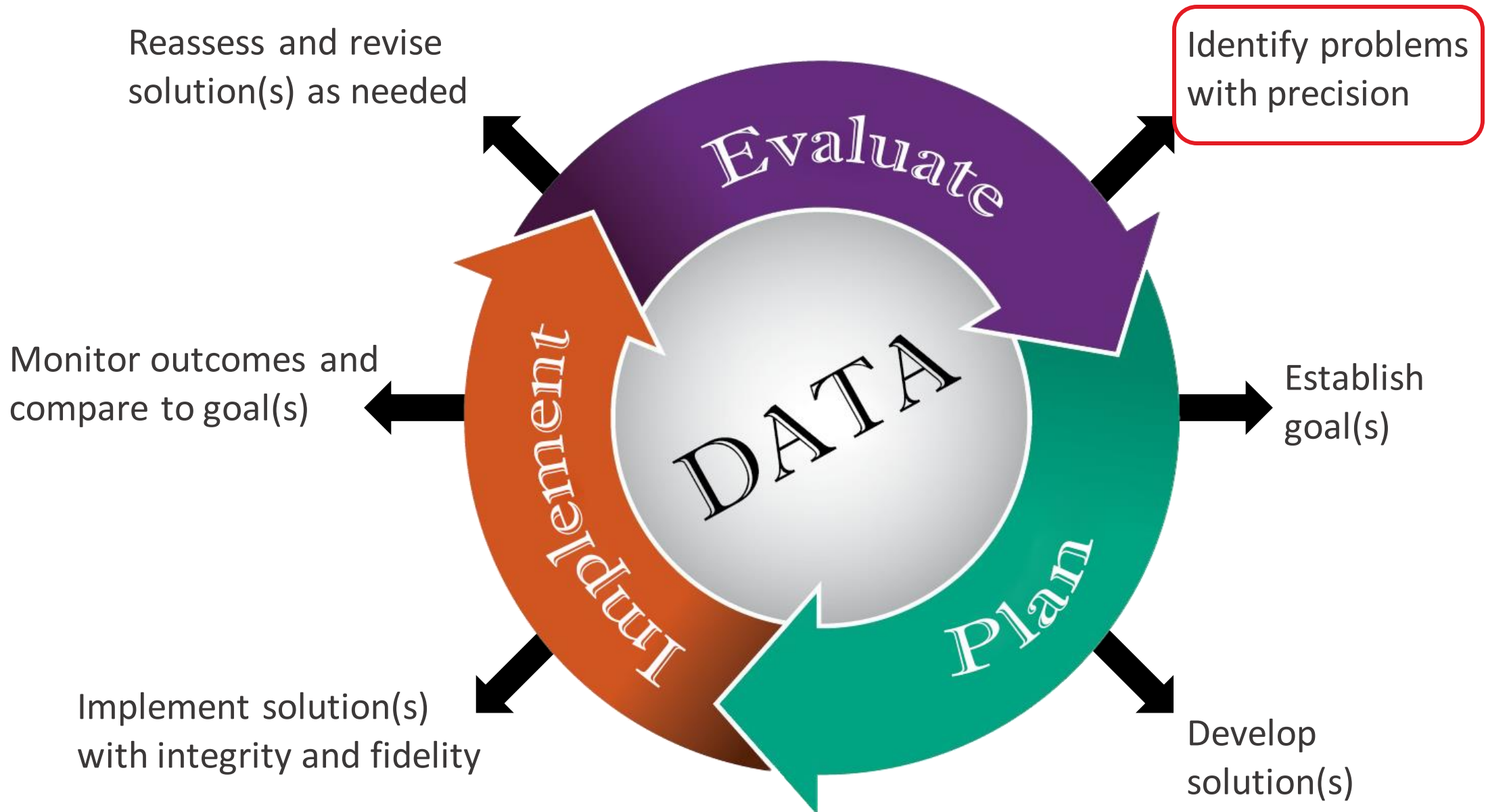
Identify problems (Who, What, When, Where)

Refine problems and understand the context

Define the questions that lead to a solution

Setting Up Efficient Data Systems

Continuous Quality Improvement



Identifying Problems/Issues

What data should teams monitor?

- Referral Data (Core Reports)
Referrals Per Day Per Month, OSS, ISS
- Others: attendance, teacher reports, other screening tools
- Internalizing vs. Externalizing Data (nurse visits)
- Fidelity of PBIS implementation (e.g., TFI)
Are we doing what we planned to do? Are we making improvements? How do we know?

What question should we answer?

- Do we have any problem areas/grade level groups/etc.?

Identifying Problems/Issues

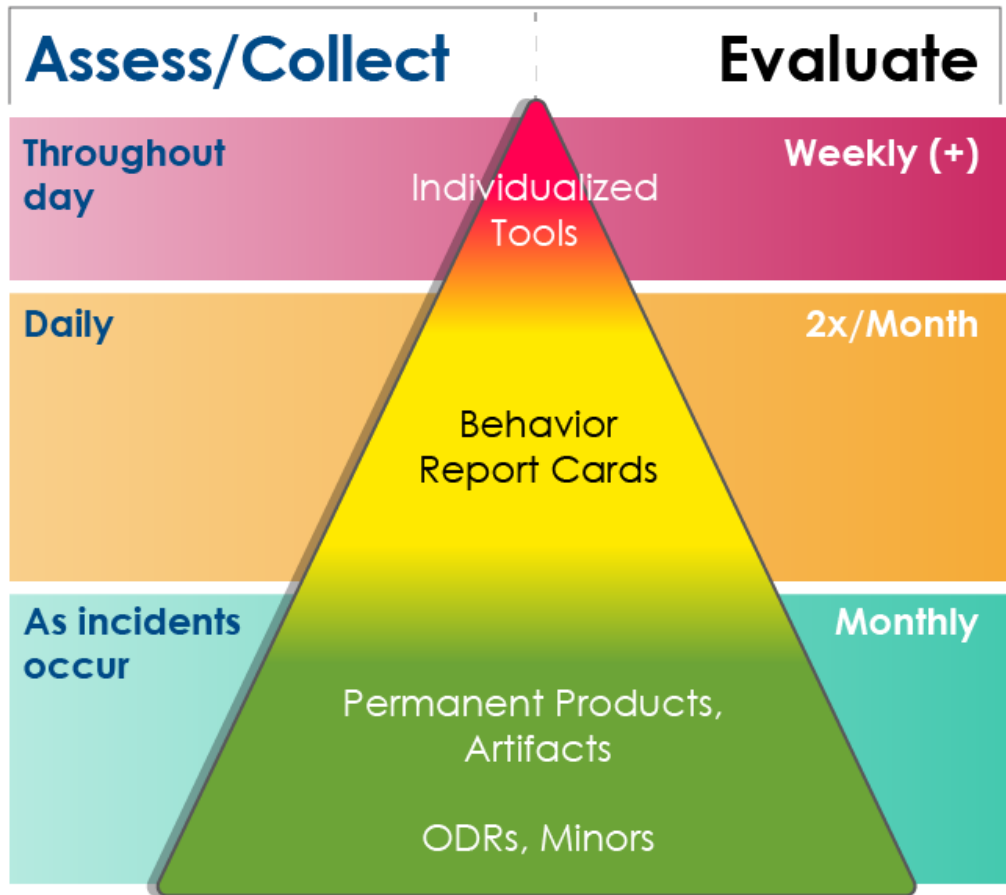
What is our current status?

- What are the levels, trends, peaks, and/or valleys?
- How does this year compare with last year?
- Where are our gaps?
- What is our data not telling us?
- How does our school data compare with other elementary schools within the county?
- How does our data compare with our preferred/expected status?

Do we have a potential problem?

- What additional data do we need to be sure?

Displaying Data/How Often



At each tier, the frequency of data collection and evaluation should match the intensity of the supports provided to students. The way that data are displayed and used will vary depending on the specific questions that are being asked. Data systems must be flexible enough so that teams may combine and disaggregate their information as needed to problem-solve effectively.

Meeting/Evaluate Data

Considerations:

- How often are you meeting?
- How often do you currently discuss data in your staff meetings (regardless of PBIS implementation)

Needs

- Tier 1- Meeting Monthly to evaluate data/track growth of goals that were set
- Problem Solving: The data you collect/system you use should be driving your conversations and next steps
- Action Plan: Have an action plan with next steps from the discussion you had during problem solving

TIPS Meeting Minutes/Problem Solving Process

Date of Initial Meeting: 3/5/18					Date(s) of Review Meetings 4/7/18	
Brief Problem Description (e.g., student name, group identifier, brief item description):						
Precise Problem Statement What? When? Where? Who? Why? How Often?	Goal and Timeline What? By When?	Solution Actions By Who? By When?	Identify Fidelity and Outcome Data What? When? Who?	IMPLEMENTATIONS	Did it work? (Review current levels and compare to goal)	
Many 3 rd and 4 th graders (who) are engaging in Defiance (what), between 11:45 and 12:00pm, near the end of their 30 min recess period (when), with most of these instances occurring on the playground, in class or in the hall (where), because the students want to avoid the upcoming classroom instructional period (why).	Reduce referrals by 50% (5 or fewer) by the date of our April Meeting	PBIS Team will create Transition-from-Recess-to-Classroom Procedures linked to SW rules Teachers will provide explicit instruction of above procedures	What fidelity data will we collect? What? When? Who?		Fidelity Data:	Outcome Data (Current Levels):
			3 rd and 4 th grade teachers rate implementation fidelity on a scale of 0-5 (low to high) on the fidelity check board		7/10 teachers taught procedures	7 referrals since plan was implemented
			What outcome data will we collect? What? When? Who?		Level of Implementation Not started X Partial implementation Implemented with fidelity Stopped Notes:	Comparison to Goal Worse No Change X Improved but not to goal Goal met Notes:
ODR data						
Current Levels: 10 referrals in the past month					Next Steps	
					Continue current plan Modify plan Discontinue plan Other Notes:	

Team Homework 😊

WV Zoom Search Activity

Part 1:

• Directions: Using your school's ZOOM data (or data system you have), answer the following questions. When completed, please send this to your Behavior Support Specialist to go over this information.

1. Find your log in/password: _____
2. How many total office referrals did you have last year? _____
3. What is your average number of referrals per day? _____
4. Are these referrals going up or down? _____
5. What grade level has the most referrals? _____
6. Is there a certain location (hot spot) that has more referrals? If so, what is it? _____
7. What is your data not telling you/Where are your gaps? _____

Team Homework continued... 😊

WV Zoom Search Activity

Part 2:

- Directions: Use your data from above, create an action plan as a team for how you will improve your current data and data system. You may use the TIPS Problem Solving sheet that has been sent along with this or make your own. The main goal is that you are action planning on how to improve your data that you currently have, as well as your data system as a whole. If you do not have any data and were not able to answer the above questions, please schedule a meeting with your BSS on next steps 😊

Due Date: November 13th, 2020

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Behavior Support Specialists



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Northern Early Childhood BSS ▲

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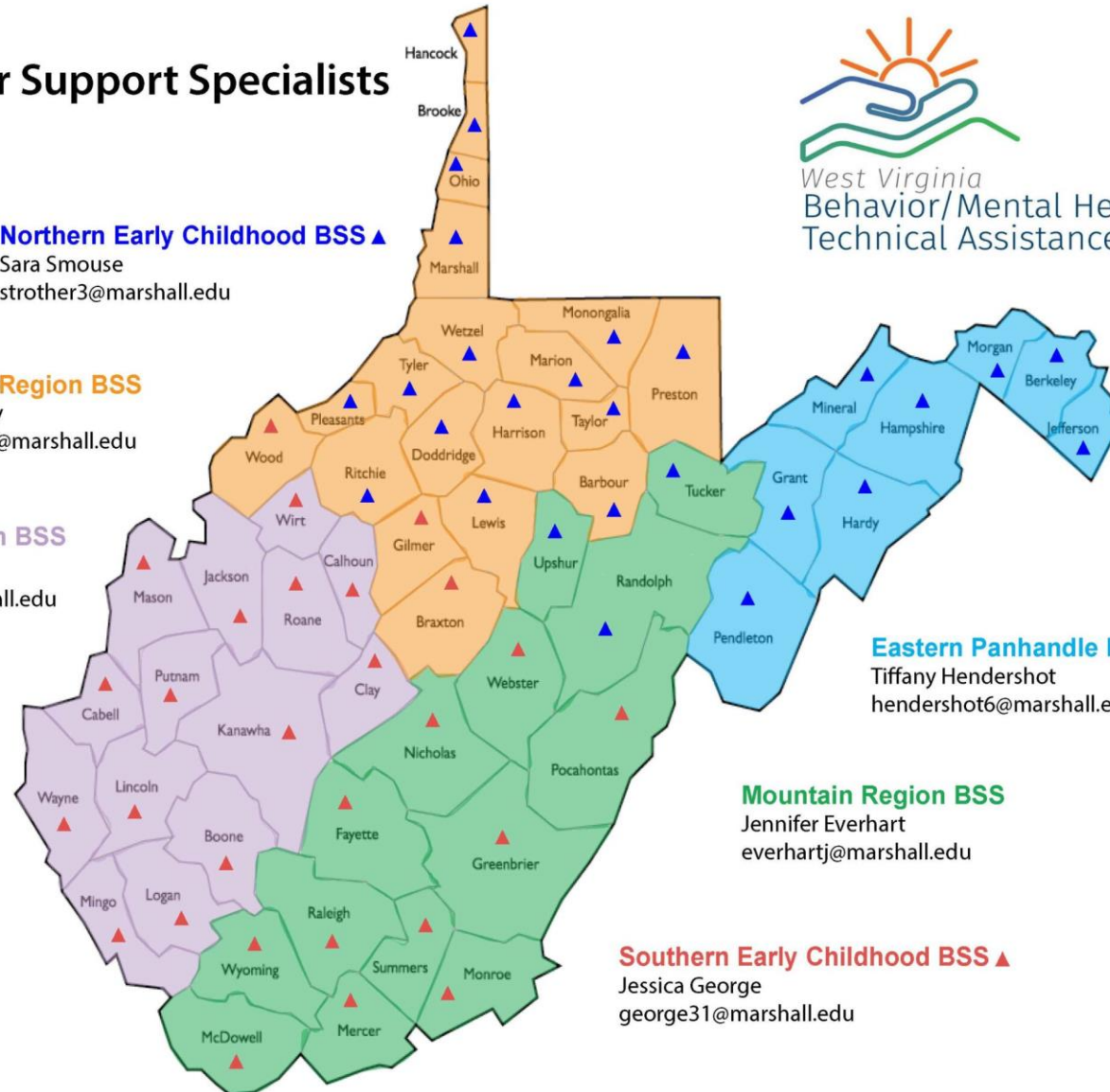
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Homework – Due November 13, 2020

<http://wvpbis.org/virtual-academy/>

Session 2.1 – Watch Video and Complete Acknowledgement System and Reward System Worksheets with your Team

Session 2.2 – Watch Videos and Complete Discipline System 10 Prep Questions

Session 2.3 – Complete Data Systems Worksheet Part 1 and 2



Behavior Support Specialist Check- In

Your Behavior Support Specialist will be in contact to set-up Session 2 follow-ups.



Next Sessions

Session 3.1 – November 17–
Classroom Practice/SEL

Session 3.2 – November 18–
Buy-In and Professional
Development

Session 3.3 – November 19–
Families, Fidelity, and Figuring it
All Out