Introduction to
Positive Behavioral Interventions and Supports
September 15, 2014

Planning Process

- Form PBIS Committee (Have a well represented team.)
- Take a look at what your school already has in place for expectations. Are there things that could fit under the umbrella of PBIS?
- Select 3-4 expectations that you would like to present to the staff. If 80% of the staff would really like something else then the team can meet with staff to see if the expectations can be reasoned out. The expectations must be stated in a positive tone.

Implementation

- Matrix (**Student Expectations**) during this step you will look at where and when most misbehavior occurs.
- Select behavior for each part of the matrix (limit to 4 if you can)
  Here is the **most important piece of information** for your behavioral expectations they must be observable / measurable with meaningful data collection
- Next, how will you teach the behavioral expectations on you newly designed Matrix?
- How will every adult in your school recognize and acknowledge positive behavior?
- How will every adult in your school recognize and acknowledge positive behavior?

<u>PBIS Information & Practices</u>

<u>Be Respectful!   Be Responsible!   Be Prepared!</u>

<u>What is PBIS?</u> The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. The emphasis is on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

<u>Why use PBIS?</u> Teaching behavioral expectations and rewarding students for following them is a much more **positive approach** than waiting for misbehavior to occur before responding. **The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.**

<u>School-Wide and Classroom Expectations</u>: All teachers should plan to teach students the school-wide matrix and classroom procedures. Your classroom procedures and MATRIX should be <u>clearly</u> posted in your classroom. If you need MATRIX posters please let me know.

<u>Please add these teaching moments to your lesson plans!</u>

- **Playground Expectations:**   Discuss and model playground expectations with students. Expectations for using the equipment, play area boundaries, safety precautions and lining up at the end of recess as well as other items listed on the school matrix should be discussed.
- **Cafeteria Expectations**: Discuss and model cafeteria expectations prior to lunch and practice cafeteria line procedures, keeping areas clean, lunch numbers, manners, and dismissal procedures.
- **Restroom Expectations:**   Discuss and model procedures bathroom expectations with students including how to line up for the restroom, the number of students allowed in restroom at one time, privacy of others, flushing, washing hands and keeping restrooms clean.
- **Hallway Expectations**: Discuss and practice hallway expectations such as walk to the right, panther pride profile, personal space, keeping up with your class and stopping points. Practice, practice, practice!
- **Bus Expectations:** Discuss and practice dismissal procedures, bus lot behavior, locating designated bus, boarding procedures, BEHAVIOR WHILE RIDING THE BUS and exiting the bus. All students will ride a bus at some point this year and all students need to review and practice bus behavior.
- **Assembly Expectations**: Please talk with students about the expectations prior to any assembly.
- **Classroom Expectations**: Discuss model and practice matrix expectations for the classroom and ensure students are aware of the individual classroom procedures you have in place!

<u>Panther Pride</u> Panther Pride will be: <u>**hands at sides or behind your back**</u>, walking to the right, keeping away from walls and bulletin boards, straight line & keeping up with class.

STOP SIGNS: Red STOP signs are placed around the building and are to be used as stopping points for students when traveling in the hallways.

STAR STUDENTS:

Each classroom teacher will pick a student of the week. This student should be one that has exhibited positive behavior that week. This can be the student that has shown an improvement in behavior or a student that "always" behaves. Teachers will submit the name of their student on Fridays (or the last day of the school week). Nomination lists will be placed in each teacher's mailbox. Every classroom teacher needs to nominate a student. Monday morning the Star Students from the previous week will be announced. Students will have their picture taken and given a reward for their achievement.

STUDENT OF THE MONTH:

 Each Star Student's name will be placed in a box for a Student of the Month drawing. There will be a Student of the Month for each grade level. This student will be announced at the end of the month and will participate in a monthly pizza party.

BUS STUDENT OF THE WEEK:

Bus drivers will nominate an outstanding bus student each week. This student should be one that has exhibited positive bus behavior that week. This can be the student that has shown an improvement in behavior or a student that "always" behaves. Bus Drivers will be given slips to put their nomination and the slips will be placed inside a box by the sign-in sheets on Friday mornings. Monday morning the Bus Students of the Week will be announced. Students will have their picture taken. All of the Bus Students of the Week pictures will be posted.

ATTENDANCE:

Attendance awards are given monthly to one class per grade level with the best attendance. If attendance is a tie the team will look at late arrivals to break the tie. Classrooms will receive a

small treat and the classes will be announced over the intercom. Classes will get a certificate to hang outside the classroom door.

GOLD KEY STUDENTS:

Gold Key students are recognized twice a year at the school board meetings. We are allowed 4 nominations. Students are only allowed to receive this award once in their school career. Students may be recognized for the following:

- Student is a role model for other students.
- Student has shown involvement in his/her community.
- Student has shown an improvement in behavior/attitude/achievement.
- Student consistently displays positive character traits.
- Student gets along well with peers and adults.
- Student has gone above and beyond to help another student.

SOCIAL SKILL LESSONS:

Teachers should have received via email short (5-10 minutes) social skill lessons/outlines that should be discussed with students on scheduled dates. All the elementary schools in the county will be doing the same short lessons. The PBIS team decided that these lessons can be incorporated into your Daily 5 routine on the specified dates.
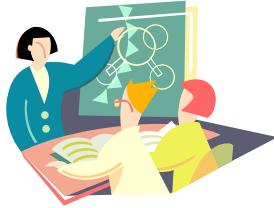
FEATURED TEACHER:

Featured Teacher forms have been placed in each teacher's mailbox. The forms should be completed and turned back in to Mrs. Joyce. Mrs. Joyce will announce the Featured Teacher and the information will be placed on the "Featured Teacher" bulletin board.

PANTHER BUDDY:

This program is optional and was put in place to raise staff morale. Staff members sign up and are assigned a secret panther buddy. The buddy is to give notes of encouragement and/or small treats during the year. At the end of the year a social will be held to reveal buddies.

What is Positive Behavior Interventions and Supports (PBIS)?

- Evidence-based process for schools to improve students behavior
- Framework that establishes a positive school culture
- Proactive positive approach to school-wide discipline system

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What is Positive Behavior Interventions and Supports (PBIS)?

PBIS is a process for creating safer and more effective schools by focuses on improving a school's ability to *teach* and *support* <u>positive behavior for all students.</u>

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PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 1. Behavioral Expectations are **Defined**.

- A small number of behaviors
- Clearly defined in positive , simple rules or procedures

  ❖ Be Respectful
  ❖ Be Responsible
  ❖ Be Safe

  ❖ Respect Yourself
  ❖ Respect Others
  ❖ Respect Property

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PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 2. Behavior Expectations are **Taught.**

- Behavioral expectations are taught in real settings: in the classroom, in the hallways and cafeteria, on the playground and other common areas
- Describe what each rule means and looks like in each of the settings
  Example—Being Respectful in the classroom means raising your hand when you want to speak.
  Example—Being Respectful in the cafeteria means using a person's name when you talk to him or her

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PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 3. Appropriate Behaviors are <u>Acknowledged.</u>

- Once appropriate behaviors have been *defined* and *taught,* they need to be acknowledged on a regular basis.
- Acknowledgement may be done through a formal system like tickets, coupons.
- Acknowledgement may be done through social events where students are recognized.

Note: Adult interactions with students should be based on a 4:1 ratio, meaning 4 positive interactions to 1 negative interaction

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PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 4. Behavioral Errors are **Corrected Proactively**.

- Clear procedures are needed to provide information to students that their behavior was unacceptable
- Clear procedures are needed to prevent the unacceptable behavior to receive inadvertent rewards or attention
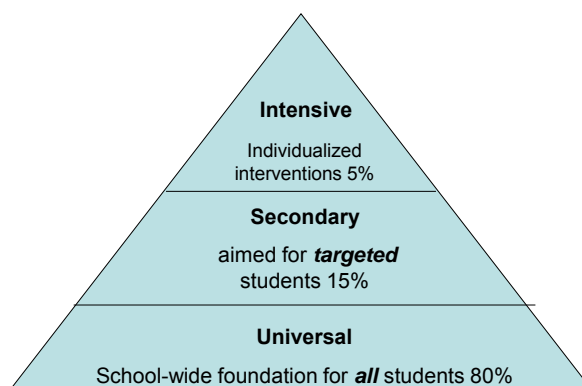
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PBIS includes school-wide procedures and processes intended for:

- **ALL** students, **ALL** staff and in **ALL** settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers
- Individual student supports for the estimated 3-7% of students who present the most challenging behaviors

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PBIS uses a 3-Level Support Approach

Intensive
Individualized
interventions 5%

Secondary
aimed for *targeted*
students 15%

Universal
School-wide foundation for *all* students 80%

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Why Do Schools Need PBIS?

Discipline issues affect the entire school community!

- Too many *students* leave school, one way or another, because of school discipline.
- *Teacher* attrition is directly connected to discipline issues (half of new teachers are no longer in the profession by their fifth year)

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Why Do Schools Need PBIS?

- Reduce office referral rates
- Improve attendance and school engagement
- Improve academic achievement
- Reduce dropout rates

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Why Do Schools Need PBIS?

- Reduce delinquency in later years
- Improve school climate
- Reduce referrals to Special Education

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Steps to Develop a PBIS Plan

1. <u>Staff Recognition of need</u>—based on data
2. <u>Preplanning</u>—form a planning and implementation team
3. <u>Rules and Procedures</u>—create 3-5 school-wide behavioral expectations
4. <u>Develop Behavioral Expectations</u>—matrix showing what expectations would look like in each setting, classroom, in the hallways and cafeteria, on the playground and other common areas

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Steps to Develop a PBIS Plan

5. <u>Conduct Staff Training/Orientation on PBIS Implementation Plan</u>—introduce program, common language and reinforcements
6. <u>Design Process for Teaching the Behavioral Expectations to All Students</u>—taught in all school areas through role-plays with specialized training for areas that show high incidences of problem behaviors
7. <u>Behavioral Expectations Taught</u> —based on matrix

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Steps to Develop a PBIS Plan

8. <u>Develop Plan for Acknowledging & Recognizing Appropriate Behaviors</u>—verbal recognition, assembly, stickers, call home
9. <u>Design Consequences System for Reducing Inappropriate Behavior</u>—teaching vs. punishment with respect to TUSD discipline rubric, state, and federal law
10. <u>Administrative Support and Reinforcement</u>—critical to successful implementation: commitment of key administrators

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Steps to Develop a PBIS Plan

11. <u>Teacher Support and Reinforcement</u> —critical to successful implementation: commitment of 80% of school's teachers
12. <u>Individual Support Systems are Integrated School-wide</u>—provide additional interventions as necessary for students in the second and top tier of the support pyramid
13. <u>Plan for Periodic PBIS Team Meetings, Staff Feedback, Promotion and Program Evaluation</u>—ongoing

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PBIS Provides the Building Blocks of Positive Behavior

You can be an agent for change at your school!

BE informed
Be Involved
Be ready to make a difference
Believe (PBIS) Positive Behavior Interventions Supports **WORKS** and can create a caring, safe, and positive learning environment at your school!

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UNIVERSITY OF MINNESOTA
Driven to Discover℠

Institute on Community Integration

CEHD | College of Education + Human Development

Search

Check & Connect

The Institute's research-based intervention model to increase student engagement at school and with learning

ABOUT CHECK & CONNECT | RESEARCH | TRAINING & CONSULTATION | IMPLEMENTATION | ONLINE RESOURCES

CONTACT US

The Components and Elements of Check & Connect

Check & Connect has four main components and three main elements:

Components of Check & Connect

1. **The Mentor**: A person assigned to a specific student(s) who builds a strong relationship with him/her based on mutual trust and open communication, nurtured through a long-term commitment focused on success at school and with learning. This person may be called a mentor, monitor, graduation coach, intervention specialist, etc.

2. **"Check" Component**: Systematic monitoring of student performance variables (warning signs of disengagement such as attendance, grades, and behavior referrals) using data readily available to school personnel.

3. **"Connect" Component**: Timely, personalized, data-based interventions designed to provide support tailored to individual student needs, based on the student's level of engagement with school ("check" data), associated influences of home and school, and leveraging of local resources.

4. **Parent/Family Engagement**: Mentors partner with parents/families. They work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.

Elements of Check & Connect

1. **Relationships**: Are based in mutual trust and open communication and nurtured through a long-term commitment focused on promoting a student's educational success.

   - *Focus on alterable variables:* Refers to systematic monitoring (i.e., "checking") of indicators of disengagement (attendance, grades, behavior) that are readily available to school personnel and can be altered through intervention.

   - *Personalized, data-based intervention:* Refers to "connect" interventions, which are supportive interventions that are personalized, not prescriptive. Mentors use data—including information on the student's needs ("check" data and student perspective), family circumstances, and availability of school and community resources—as the basis for intervention design. It is expected that different students on a mentor's caseload will receive different interventions.

   - *Long-term commitment:* Means that interventions are implemented for a minimum of two years. Mentors make a two-year commitment, which may involve following highly mobile youth and families from school to school and program to program within a district.

   - *Participation and affiliation with school:* Means that mentors facilitate student access to and active participation in school-related activities and events.

2. **Problem Solving and Capacity Building**: Means a cognitive-behavioral approach is used to

Inside About Check & Connect

- Components/Elements of Check & Connect
- Emphasis on Student Engagement
- Using Check & Connect with Existing Initiatives (PBIS, RtI, etc.)
- Partnerships
- Acknowledgements
- Participant Interviews and Testimonials

"Everything about our school feels better when students feel engaged, and they're engaged when they're successful, when people care about them, and when they belong. Check & Connect has a benefit both for the students in their individual success, as well as for the school and our culture and our overall success in accomplishing our mission."

- Dave Brecht, Principal, Chaska High School, Chaska, MN

View Intro PPT (18 min.)

Download flyer (PDF)

Download brochure (English or Spanish)

Check & Connect Manual

The 2012 edition of the *Check &*

Connect manual, <u>Implementing with Fidelity</u>, is a comprehensive guide to implementing *Check & Connect*.

promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, foster productive coping skills, and diminish dependency on the mentor.

3. **Persistence Plus:** Refers to persistence, continuity, and consistency. The mentor is a persistent source of academic motivation, is familiar with the youth and family (continuity), and conveys the message that "education is important for your future" (consistency).

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<u>Attend-Engage-Invest</u> is a blog forum to share perspectives on Check & Connect, dropout, student engagement, and related topics.

Frequently Asked Questions

Check & Connect Student Engagement Intervention, Institute on Community Integration, U of MN
6 Pattee Hall, 150 Pillsbury Dr SE, Minneapolis, MN 55455 | <u>checkandconnect@umn.edu</u> | Toll free 866-434-0010 | 612-624-2097

The top banner photographs used on this website are for illustration purposes only. |
Check & Connect Student Engagement Intervention: <u>Contact Us</u> | <u>ICI</u> | <u>CEHD</u> | <u>Privacy</u>
UMN-Twin Cities: <u>Parking & Transportation</u> | <u>Maps & Directions</u> | <u>Directories</u> | <u>U of MN</u>

2. PBIS #2 (Components and Elements (pdf))

Positive Behavior Intervention System

PBIS is a _____, not a _____.

OBJECTIVE:

There are 4 objectives for today:

a. _____

b. _____

c. _____

d. _____

1. The objective of PBIS is to create a school-wide discipline system of support that includes

pro-active strategies for _____, _____ and

_____ appropriate student behaviors to create

_____ school environments.

2. There are four messages from PBIS:

   - _____ that are justifiable and measureable

   - on-going decision making that is _____

   - evidence-based _____

   - _____ ensuring durable, high-fidelity of implementation

NECESSITIES:

3. What do you need to implement PBIS?

   _____ ☐   _____ ☐

   _____ ☐   _____ ☐

   _____ ☐   _____ ☐

Place an X in the box next to each "necessity" that you've already implemented.

MATRIX:

4. There are 3 commonalities to having a matrix:

_____   _____

_____

5. There are 3 benefits to having a matrix:

   a. A clear set of _____expectations and behaviors.

   b. _____ to area and location.

   c. _____, not reactive.

6. A school-wide PBIS system allows us to have:

_____   _____

_____

Have fun with teaching the matrix. Students love to see teachers acting silly.

FLOW CHART:

7. The purpose of a flow chart is that it provides:

   a. common _____ and _____ to discipline.

   b. procedures for _____ and _____.

8. PBIS says misbehaving students are looking for one of two things:

   a. _____

   b. _____

DATA COLLECTION:

9. Data collection provides a coordinated focus on:

   a. _____

   b. _____

   c. _____

10. The benefits of data collection are that:

   a. Decisions are more likely to be _____ and

_____ when they are based on data.

   b. Data helps us _____.

11. Use data to:

   a. _____ problems.

   b. _____ questions that lead to solutions.

   c. _____changes.

Data Analysis

12. Benefits of analyzing data:

   a. _____ indicators of behavior.

   b. Helps place the problem in the _____ rather than in the student.

Implementing Change

13.   _____

_____

_____

_____   _____

Remember to share changes and successes with staff. Provide staff with the data facts.

Acknowledge and Recognize

14. Create rewards for:

_____   _____

_____   _____

Useful websites:

http://www.pbis.org/

http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

http://www.pbis.org/training/student.aspx

http://www.pbis.org/swpbs_videos/default.aspx

POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

LEARNING SUPPORT COORDINATORS
SESSION 2-OCTOBER 14, 2014

BEHAVIOR IS LEARNED AND CAN BE TAUGHT

1

FOUR ESSENTIAL ELEMENTS

❖ CLARITY-plan, expectations and procedures clear to all

❖ CONSISTENCY- school and family using the same plan, expectations and rewards

❖ SIMPLICITY-simple, practical, accessible

❖ CONTINUATION-even as behavior improves it is important to keep the teaching and the positive supports in place

COMPARISON OF TRADITIONAL BHEAVIOR MANAGEMENT AND POSITIVE BEHAVIORAL SUPPORT

Traditional Behavior Management	Positive Behavioral Support
❖ Views individual as "the problem"	❖ Views systems, settings, and skill deficiencies as "the problem"
❖ Attempts to "fix" individual	❖ Attempts to "fix" systems, settings, and skills
❖ Extinguishes behavior	❖ Creates new contacts, experiences, relationships, and skills.
❖ Takes days or weeks to "fix" a single behavior	❖ Takes years to create responsive systems, personalized settings, and appropriate/empowering skills.
❖ Implemented by a behavioral specialist	❖ Implemented by a team
❖ Often resorted to when systems are inflexible	❖ Flourishes when systems are flexible

2

REVIEW

❖ WHERE IS THE MATRIX?

❖ IS THERE COMMON LANGUAGE?

❖ IS THERE A SYSTEM WIDE FOCUS ON POSITIVE BEHAVIOR?

❖ WHAT DID YOU PUT IN PLACE FOR NEW STUDENTS?

❖ HAVE YOU HELD A "KICK OFF" ASSEMBLY?

MAKING IT HAPPEN

- PLANNING ANOTHER STAFF DEVELOPMENT
- TEACHING BEHAVIOR EXPECTATIONS
- DEVELOP PLAN FOR RECOGNIZING APPROPRIATE BEHAVIORS
- DESIGN CONSEQUENCES SYSTEM FOR REDUCING INAPPROPRIATE BEHAVIOR
- INDIVIDUAL SUPPORT SYSTEMES ARE INTEGRATED SCHOOL WIDE

3

GROUP ACTIVITY

THINK OF 10 THINGS YOU SAY ALL THE TIME
   THAT ARE DIRECTIVES AND FIGURE OUT HOW
   TO MAKE THEM ENFORCEABLE STATEMENTS.

CHOICES

A. You're welcome to _____or_____.

B. Feel free to _____or_____.

C. Would you rather_____or_____.

D. What would be best for you _____or
    _____.

4

PRESISTENT PROBLEMS

TRY SAYING: I'M GOING TO HAVE TO DO
SOMETHING. I'M NOT SURE WHAT JUST YET.
TRY NOT TO WORRY TOO MUCH ABOUT IT.
I'LL LET YOU KNOW WHEN I DECIDE HOW I'M
GOING TO RESPOND.

5

Active Decision-making:
Transforming Data into Useful Information

Rob Horner, Anne Todd, Steve Newton,
Bob Algozzine, Kate Algozzine

www.pbis.org
www.swis.org
www.pbssurveys.org

Goals

- ☐ Logic for school-wide Positive Behavior Support
- ☐ Design of "decision-systems" for schools
- ☐ Collection and use of data for decision-making
  - ■ Whole school
  - ■ Targeted groups
  - ■ Individual student

1

Main Messages

- Supporting social behavior is central to achieving academic gains.

- School-wide PBS is an evidence-based practice for building a positive social culture that will promote both social and academic success.

- Implementation of any evidence-based practice requires a more coordinated focus than typically expected.

What is
School-wide Positive Behavior Support?

- School-wide PBS is:
    - A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to achieve both social and academic success for all students.

- Evidence-based features of SW-PBS
    - Prevention
    - Define and teach positive social expectations
    - Acknowledge positive behavior
    - Arrange consistent consequences for problem behavior
    - On-going collection and use of data for decision-making
    - Continuum of intensive, individual interventions.
    - Administrative leadership – Team-based implementation (Systems that support effective practices)

2

Establishing a Social Culture

7500 Schools across 44 states implementing
school-wide positive behavior support

3

Six Basic Recommendations for Implementing PBIS

- ☐ Never stop doing what is already working

- ☐ Always look for the smallest change that will produce the largest effect
    - ☐ Avoid defining a large number of goals
    - ☐ Do a small number of things well

- ☐ Do not add something new without also defining what you will stop doing to make the addition possible.

Six Basic Recommendations for Implementing PBIS

- ☐ Collect and use data for decision-making

- ☐ Adapt any initiative to make it "fit" your school community, culture, context.
    - ☐ Families
    - ☐ Students
    - ☐ Faculty
    - ☐ Fiscal-political structure

- ☐ Establish policy clarity before investing in implementation

LAUSD.pptx

4

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

~5%

~15%

~80% of Students

Nebraska
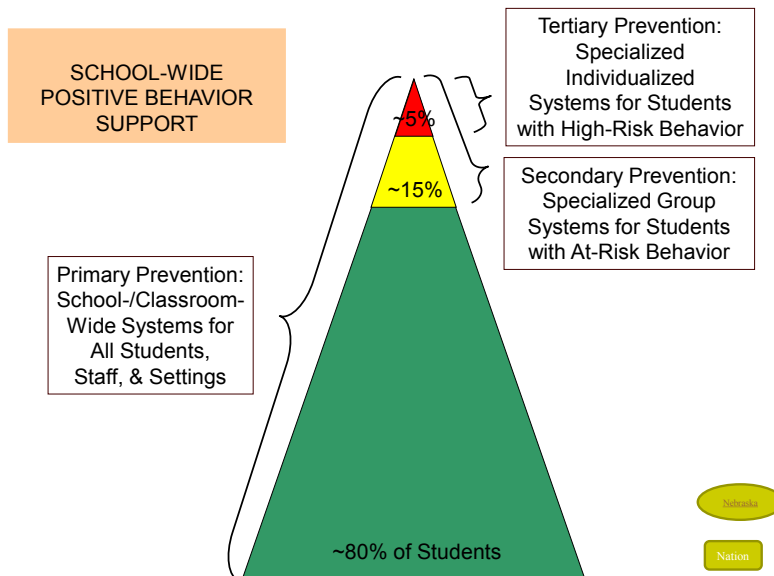
Nation

Michigan: Distribution of Elementary Reading Intervention Level

24%

33%

43%

56%

24%

20%

Steve

Amanda

Jorge

Kent

Miora

Reading Intervention Level (based on DIBELS)

(n = 4074) All Students   Students with 6+ ODRs   (n = 201)

Benchmark   Strategic   Intensive

Dr. Steve Goodman

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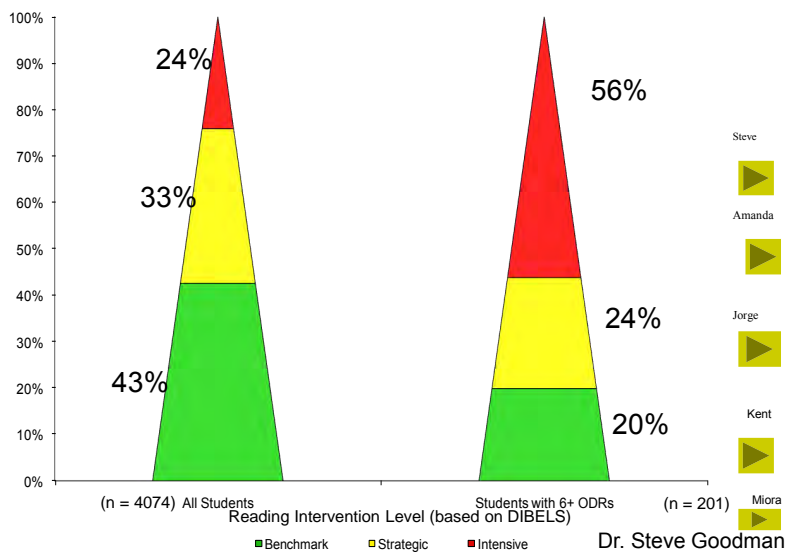
Using Data within PBIS

□ **Use data to assess current status**
  □ EBS Self-assessment Survey

□ **Use data to assess implementation fidelity**
  □
  □ pbssurveys.org
  □ Benchmarks of Quality (BoQ)

□ **Use data to assess impact on students**
  □ Office Discipline referrals

Use Data for Decision-making

□ "We are all continually faced with a series of great opportunities, brilliantly disguised as insoluble problems."
  □ John Gardner

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Main Ideas

- Decisions are more likely to be effective and efficient when they are based on data.

- The quality of decision-making depends most on the first step (defining the problem to be solved)
    - Define problems with precision and clarity

Main Ideas

- Data help us ask the right questions…they do not provide the answers: Use data to
    - Identify problems
    - Refine problems
    - Define the questions that lead to solutions

- Data help place the "problem" in the context rather than in the students.

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Main Ideas

- ☐ The **process** a team uses to "problem solve" is important:
  - ■ Roles:
    - ■ Facilitator; Recorder; Data analyst; Active member
  - ■ Organization
    - ■ Agenda; Old business (did we do what we said we would do); New business; Action plan for decisions.
    - ■ What happens BEFORE | Agenda, data summary, positive nag
    - ■ What happens DURING | Updates, identify problem, problem solve
    - ■ What happen AFTER a | Minutes posted, tasks completed

Decision-making at many levels

- ☐ Whole school
- ☐ Small groups or school areas
- ☐ Individual student

- ☐ --
- ☐ Same basic process

▶ Carol

▶ SWIS

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Team Initiated Problem Solving (TIPS) Model
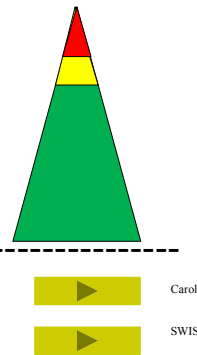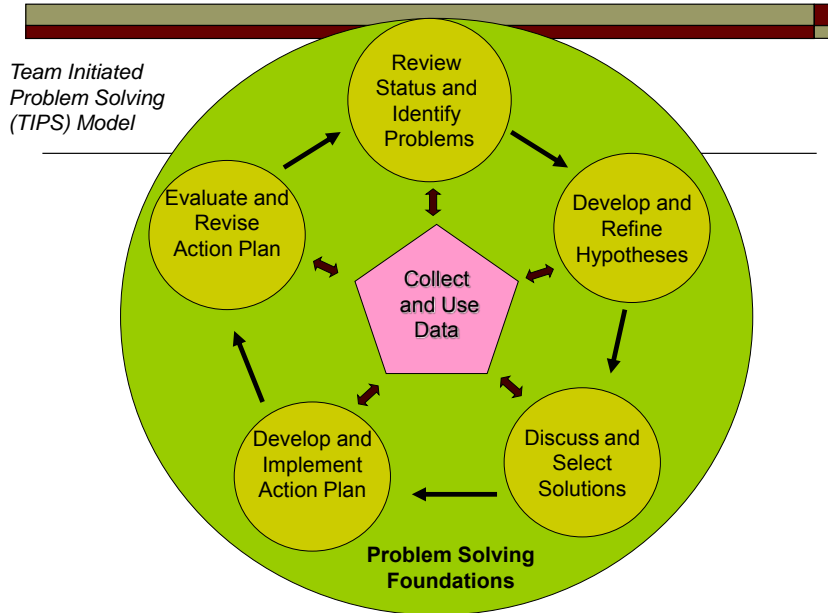
Using Data

□ Use data to identify a possible problem?

□ Use data to build a precise "problem statement?

□ Use data to select a solution (intervention)

□ Use data to assess if a solution is (a) being implemented, and (b) being effective.

9

Use data within "decision systems"
not "data systems"

Question	Decision	Data Source
Is there a problem? Primary/Precise problem statement.	Should we allocate resources to this problem?	Compare "observed" with "expected" (ODRs, ORF)
Is there a reasonable solution?	Do we have a reasonable intervention, and should it be implemented?	Technical adequacy Contextual Fit
Is the intervention being implemented as planned?	Do we need more resources to implement the intervention?	On-going data related to fidelity of implementation
Is the intervention proving effective?	Should we continue the intervention, modify it, or terminate it?	On-going data related to impact of the intervention on student behavior

Using Data

□ Use data in "decision layers"

□ Don't drown in the data

□ It's "OK" to be doing well

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Problem ?

Systems ?

Local/Individual ?
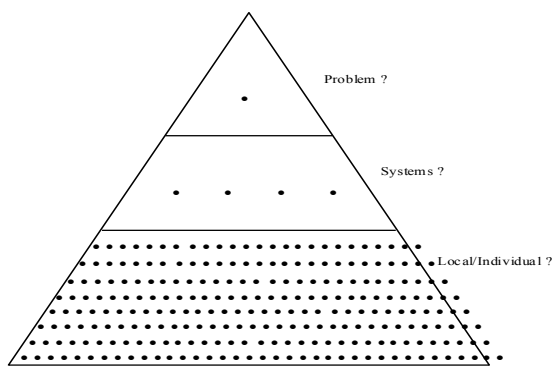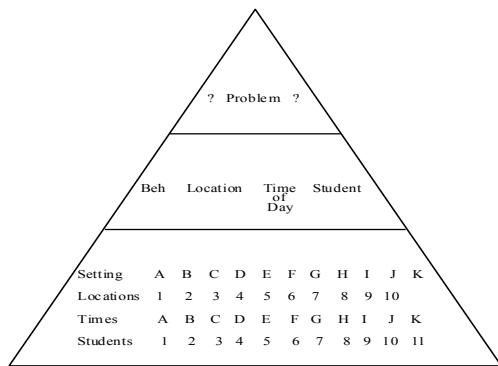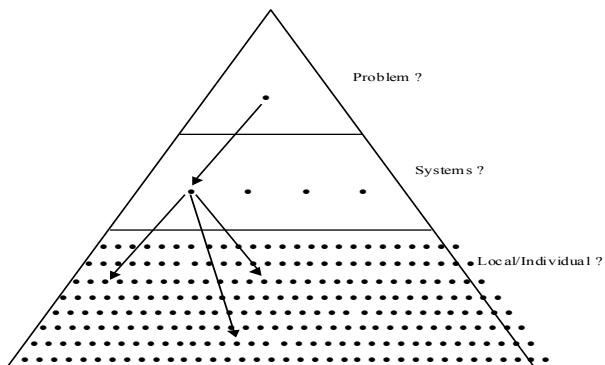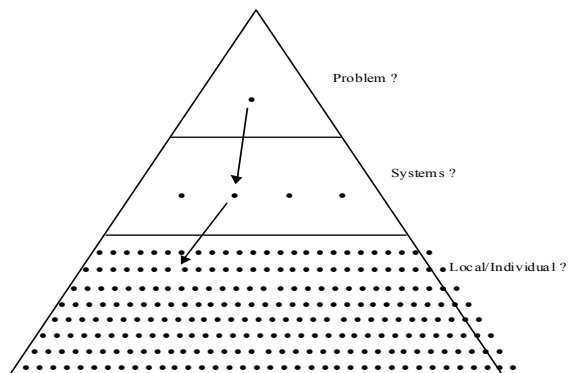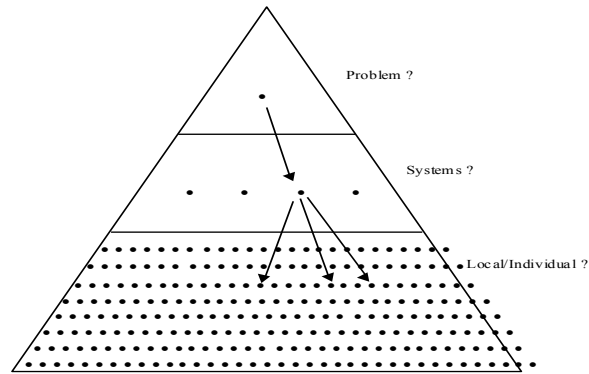
Six things to avoid

- Define a solution before defining the problem

- Build solutions from broadly defined, or fuzzy problem statements

- Failure to use data to confirm/define problem

- Agree on a solution without building a plan for how to implement or evaluate the solution

- Agree on a solution but never assess if the solution was implemented

- Serial problem solving without decisions

13

Using Data for Decision-making at the Whole School Level

☐ Identifying "problems" with "precision"
   - Well defined problems prompt functional solutions
   - Poorly defined problems prompt discussions in which the problem is admired, but not addressed.

☐ "Well begun is half done"
   - Aristotle, quoting a proverb

Precise Problem Statements
(What are the data we need for a decision?)

☐ Solvable problem statements include information about the five core "W" questions.
   - **What** is problem, and how often is it happening
   - **Where** is it happening
   - **Who** is engaged in the behavior
   - **When** the problem is most likely
   - **Why** the problem is sustaining

14

□ "Everything is vague to a degree you do not realize till you have tried to make it precise."

  ■ Bertrand Russell

Primary versus Precision Statements

□ **Primary Statements**

- Too many referrals
- September has more suspensions than last year
- Gang behavior is increasing
- The cafeteria is out of control
- Student disrespect is out of control

□ **Precision Statements**

- There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

15

Primary versus Precision Statements

Primary Statements

- Too many referrals
- September has more suspensions than last year
- Gang behavior is increasing
- The cafeteria is out of control
- Student disrespect is out of control

Precision Statements

- **There are more ODRs for aggression on the playground than** last year. These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related **to getting access to the new playground equipment**.

Precise or Primary Statement?

- Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and insecurity in the school

- James D. is hitting others in the cafeteria during lunch, and his hitting is maintained by peer attention.
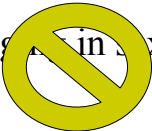
16

Precise or Primary Statement?

□ ODRs during December are higher than in any other month.

□ Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent seat work. This pattern is most common in 7th and 8th grades, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention… we are not sure).

Precise or Primary Statement?

□ Three 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention and possibly unsophisticated sexual expression.

□ Boys are engaged in sexual harassment
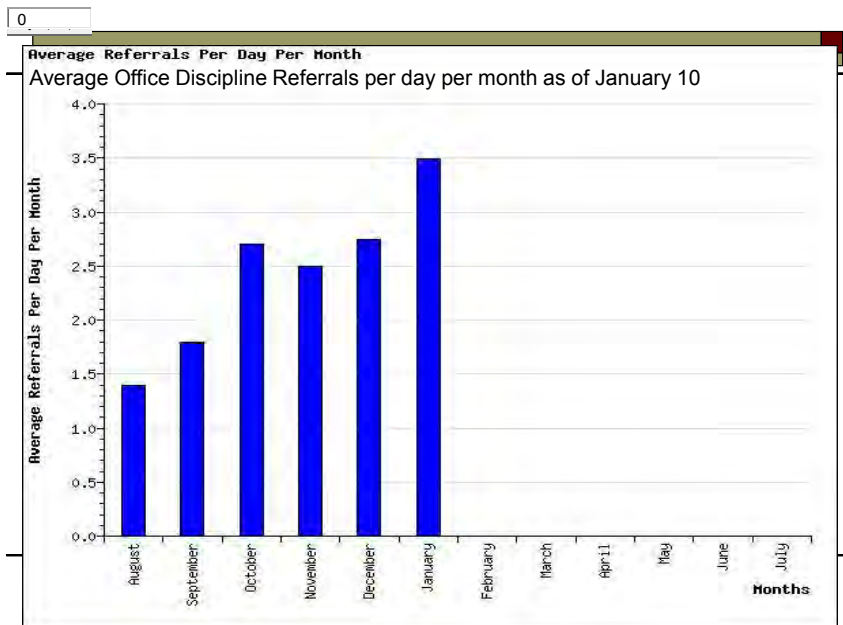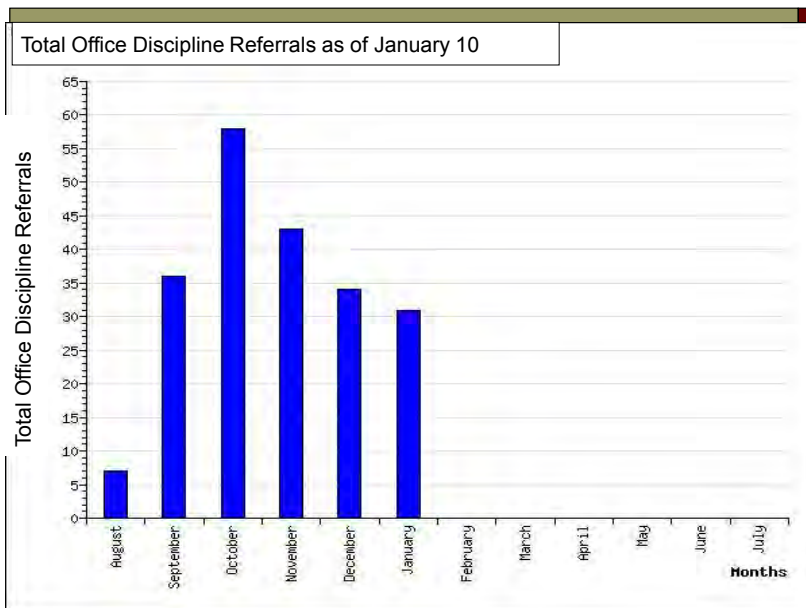
17

Organizing Data for Decision-making

- ☐ Compare data across time
- ☐ Moving from counts to count/month

Using Data

- ☐ Identifying a possible problem: A difference between what you want and what you have.
  - ■ What data to review?
    - ☐ Office discipline referrals per day per month
    - ☐ Avoid simple counts
    - ☐ Avoid one data point (look at trends)
  - ■ How to use data
    - ☐ Compare with national standards
    - ☐ Compare with local standards
    - ☐ Compare with prior experience

18

Total Office Discipline Referrals as of January 10

Average Office Discipline Referrals per day per month as of January 10

2. PBIS #2 (Decision_making (ppt))   **VI-23 p. 42**

SWIS summary 07-08 (Majors Only)
2,532 schools; 1,300,140 students; 1,139,119 ODRs

| Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 per school day
K-6	1762	444	**.35** (sd=.46) (*1 /300 / day*)
6-9	482	653	**.92** (sd=1.42) (*1/ 110 / day*)
9-12	176	914	**1.06** (sd=.1.57) (*1/105 / day*)
K-(8-12)	312	401	**1.00** (sd=.1.86) (1/ 155 / day

Interpreting Office Referral Data:
Is there a problem?

- ☐ Absolute level (depending on size of school)
  - ■ Middle, High Schools (> 1 per day per 100)
  - ■ Elementary Schools (>1 per day per 300)
- ☐ Trends
  - ■ Peaks before breaks?
  - ■ Gradual increasing trend across year?
- ☐ Compare levels to last year
  - ■ Improvement?

20

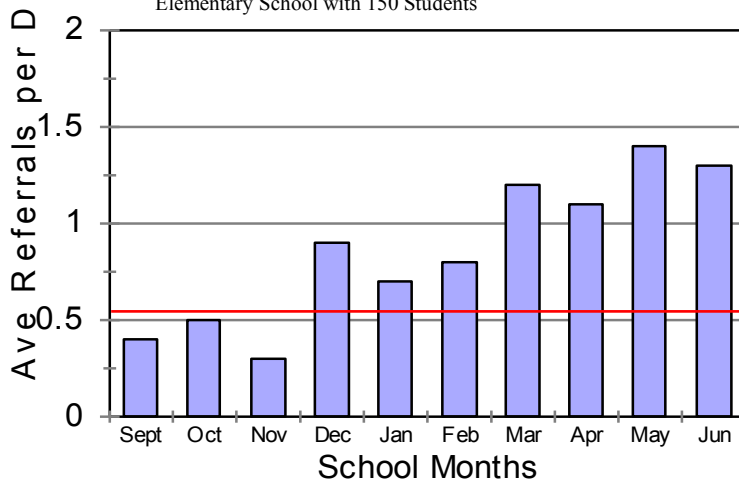***Application Activity: Absolute Value***
Is there a Problem?

Compare with national average: 625/100 = 6.25   6.25 X .92 = **5.75**

Office Discipline Referrals per Day
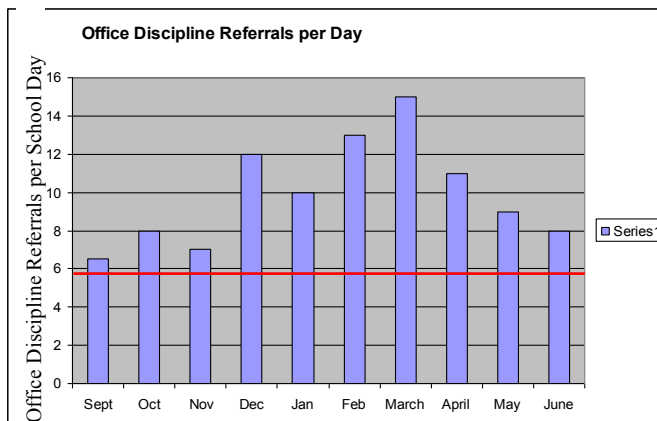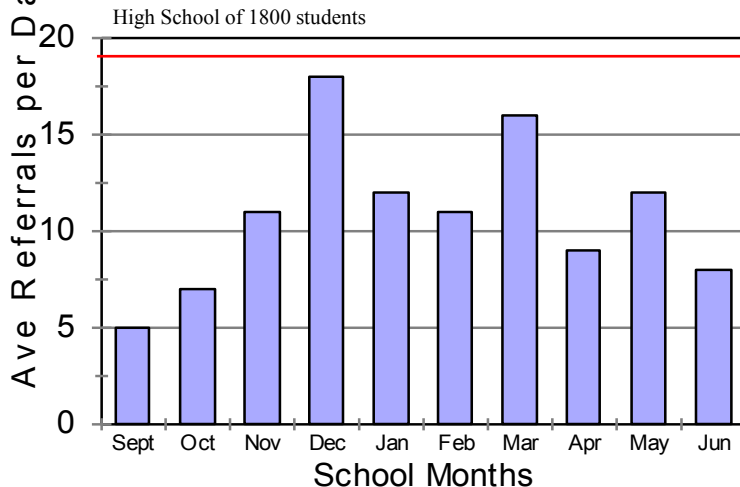

Office Referrals per Day per Month

Compare with National Average   150 / 100 = 1.50   1.50 X .35 = **.53**
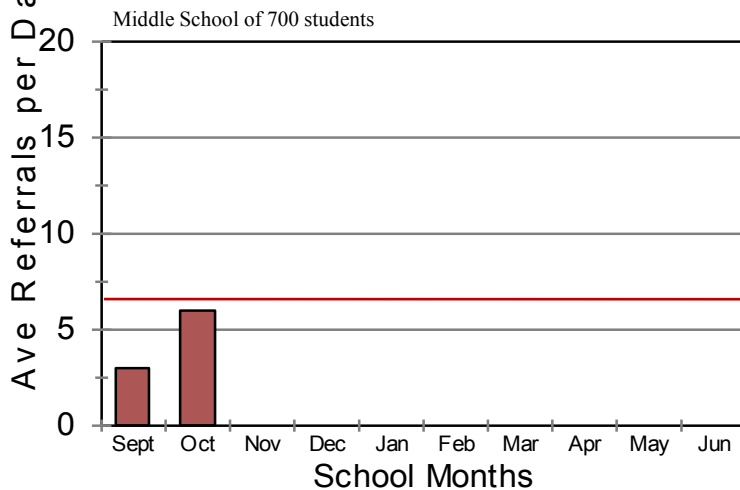
Elementary School with 150 Students

21

Office Referrals per Day per Month

Compare with National Average	1800 / 100 = 18 18 X 1.06 = **19.08**

High School of 1800 students

Office Referrals per Day per Month
This Year

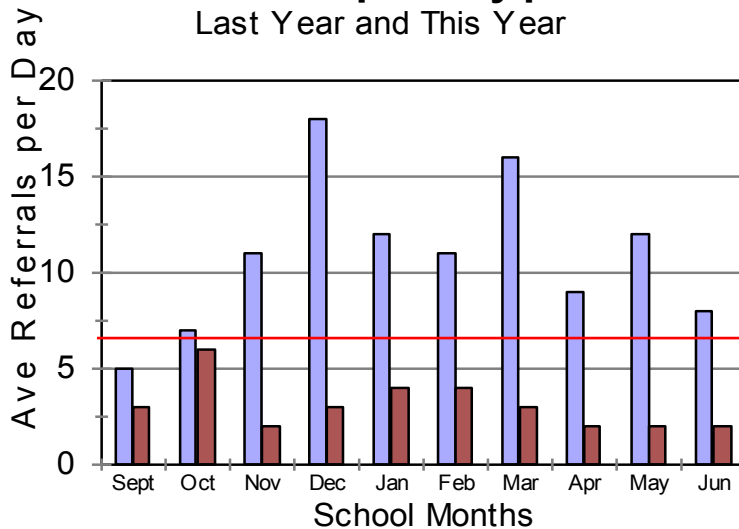Middle School of 700 students

22

Office Referrals per Day per Month
Last Year and This Year

Office Referrals per Day per Month
Last Year and This Year

23

Middle
School

N= 495

Office Referrals per Day per Month

This Year

Is There a Problem? #2

Absolute - Trend - Compare

Middle
School

N=495

Office Referrals per Day per Month

This year (Middle)

Middle
School

N= 495
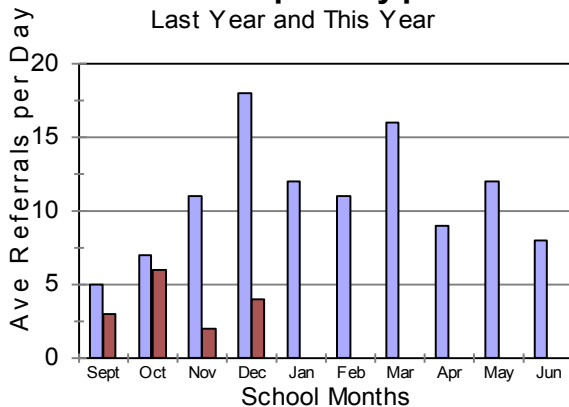
Office Referrals per Day per Month
Last Year and This Year

Middle
School

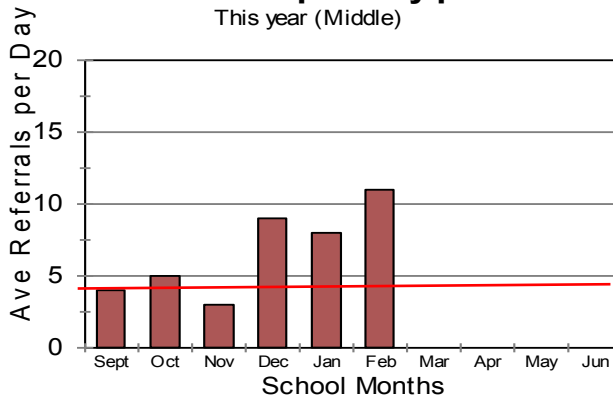N= 495

Office Referrals per Day per Month
Last Year and This Year

25
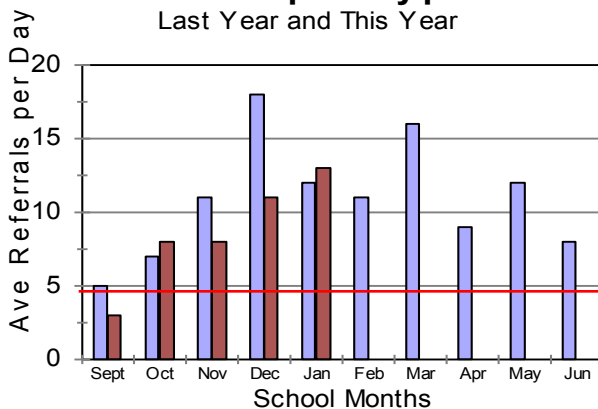
What are the data you are most likely to need to move from a Primary to a Precise statement?

- **What** problem behaviors are most common?
  - ODR per Problem Behavior
- **Where** are problem behaviors most likely?
  - ODR per Location
- **When** are problem behaviors most likely?
  - ODR per time of day
- **Who** is engaged in problem behavior?
  - ODR per student
- **Why** are problem behaviors sustaining?
  - No graph

What other data may you want?

- ODR by staff
- ODR by IEP
- ODR by grade
- ODR by gender by grade

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Test precision problem statement

- ☐ Use precision problem statement to build and test hypotheses.
    - ☐ Problems are most common in D-Hall wing
    - ☐ Problems are more likely during second recess
    - ☐ Problems are most common during assembly schedule
    - ☐ Problems are more likely during state testing periods

What behaviors are problematic?

Referrals per Prob Behavior

Number of Referrals (y-axis: 0, 10, 20, 30, 40, 50)

Types of Problem Behavior: Lang, Achol, Arson, Bomb, Combs, Defian, Disrupt, Dress, Agg/fgt, Theft, Harass, Prop D, Skip, Tardy, Tobac, Vand, Weap

27
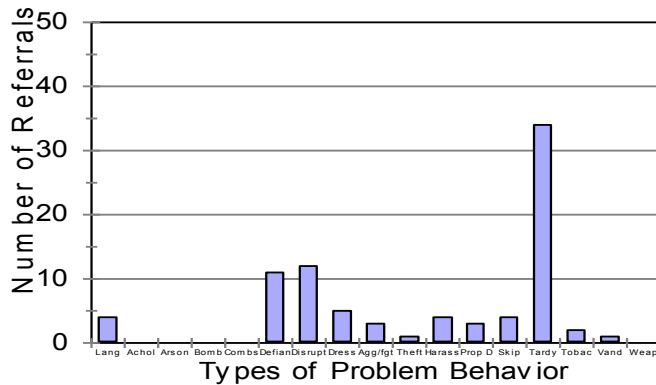
What behaviors are problematic?

Referrals per Prob Behavior

What behaviors are problematic?
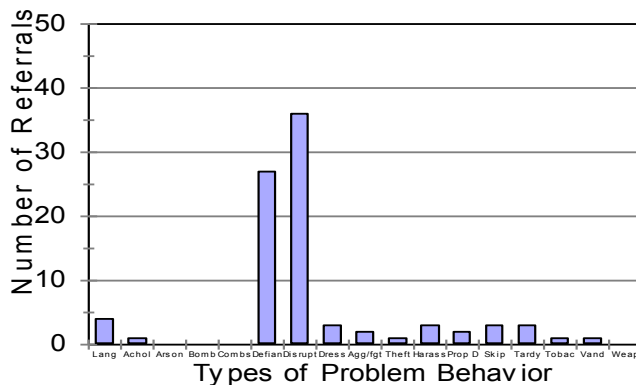
Referrals per Prob Behavior

28
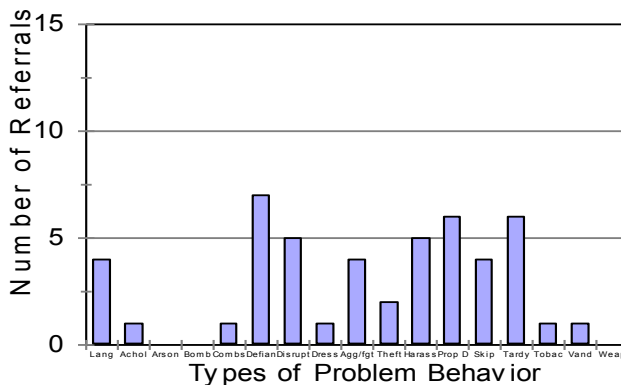
Where are the problems occurring?

Referrals by Location

Where are the problems occurring?

Referrals by Location

29
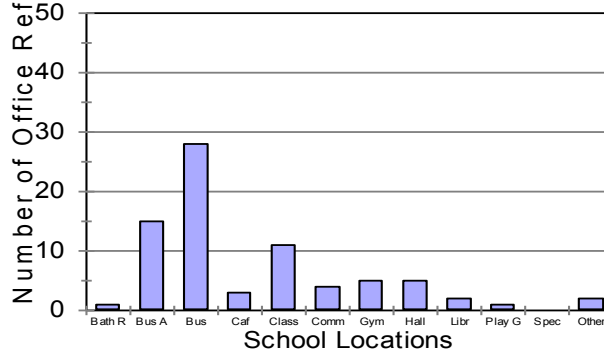
Who is contributing to the problem?
Referrals per Student
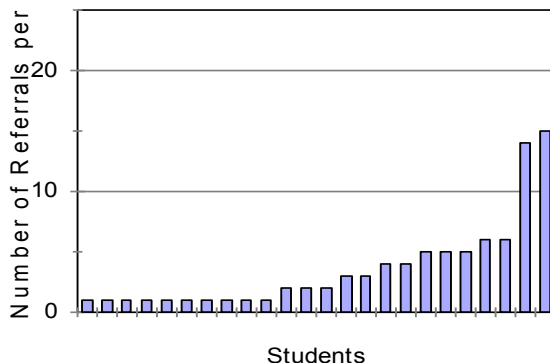
Who is contributing to the problem?
Students per Number of Referrals

30
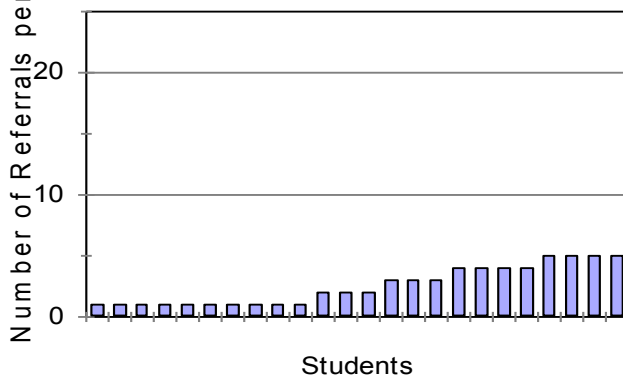
When are the problems occurring?

Referrals by Time of Day

When are the problems occurring?

Referrals by Time of Day

31
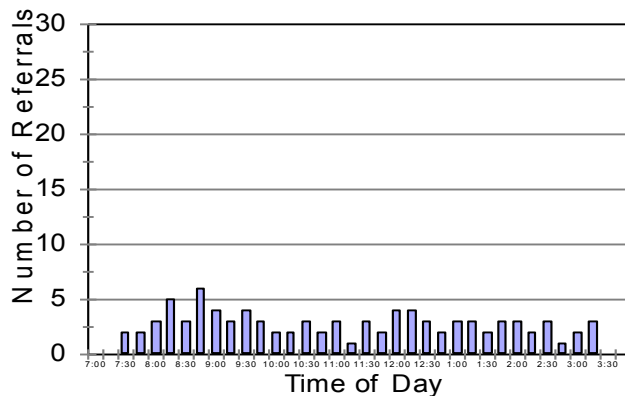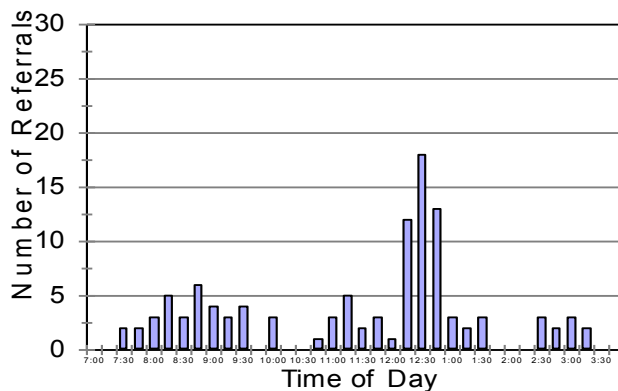
Moving to fine-grained analysis

☐ SWIS Custom Reports

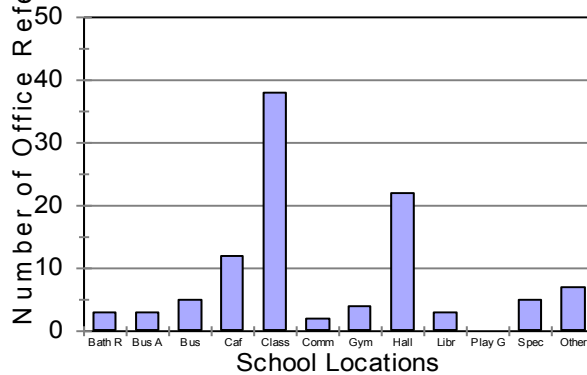| View	Describe the challenges Neal appears to be experiencing?								
	Data	*Student*		*Staff*	*Time*	*Location*	*Behavior*		
2	09/22/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Unknown	None	Conf
3	09/23/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Unknown	Staff	Loss priv
4	09/25/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Ob a attn	None	Loss priv
5	09/30/2007	Neal Anderson	4	Dean Smith	10:15AM	Plygd	Disrespt	Unknown	Staff	Conf
6	10/02/2007	Neal Anderson	4	Dean Smith	10:15AM	Plygd	Disrespt	Unknown	Staff	Conf
7	10/07/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Unknown	Staff	In-sch susp
8	10/09/2007	Neal Anderson	4	Dean Smith	10:15AM	Plygd	Disrespt	Unknown	None	Out-sch susp
9	11/03/2007	David Anderson-Jones	4	Jason Cline	10:00AM	Class	M-Contact	Ob a attn	Staff	Conf
10	01/05/2008	David Anderson-Jones	4	Dale Cocker	10:30AM	Plygd	M-Contact	Ob a attn	Peers	Office

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View	Describe the challenges we are experiencing in the Parking lot									
	Date	*Student*		*Staff*		*Location*	*Behavior*			
119	04/01/2008	Mark Banks	8	Dale Cocker	8:00:AM	Park lot	Tobacco	Ob p attn	Peers	In-sch susp
120	03/13/2008	Brian Bender	7	Sally Post	3:00:PM	Park lot	M-Disrespt	DK	Peers	Parent
121	04/21/2008	Dottie Denner	8	Brenda Franken	8:00:AM	Park lot	Dress	Ob p attn	Staff	Parent
122	01/27/2008	Joe Franklin	7	Frannie James	3:15:PM	Park lot	Tobacco	DK	Peers	In-sch susp
123	02/01/2008	Joe Franklin	7	Carol Earley	3:30:PM	Park lot	Vandal	Ob a attn	Peers	Out-sch susp
124	01/12/2008	Samual Fullerton	7	Frannie James	3:15:PM	Park lot	Tobacco	DK	Peers	In-sch susp
125	10/30/2007	Bruce Gil	8	Starla Paulson	2:15:PM	Park lot	Skip	Avoid a	Staff	In-sch susp
126	03/08/2008	Willie Loman	7	Anne Harrison	3:30:PM	Park lot	Tobacco	Ob p attn	Peers	In-sch susp

A Context for Designing Solutions

- ☐ Behavior support is the redesign of environments, not the redesign of individuals
    - ☐ Attend as much, or more, to what happens between problem behavior bouts as what happens during instances of problem behavior.
        - ☐ (Edward Carr)

- ☐ Positive Behavior Support plans define changes in the behavior of those who will implement the plan.

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Building Solutions

- □ Packages versus Practices
    - □ Many good ideas, packages and procedures exist
    - □ Most are expensive to implement, and not a perfect fit with your problem
    - □ Be efficient as well as effective

- □ Most good interventions will be multi-component
    - □ Be wary of the one-trick strategy.

Using Data to Build Solutions: Four Elements to Consider

- □ **Prevention: How can we avoid the problem context?**
    - ■ Who, When, Where
    - ■ Schedule change, curriculum change, etc

- □ **Teaching: How can we define, teach, and monitor what we want?**
    - ■ Teach appropriate behavior
    - ■ Use problem behavior as negative example

- □ **Recognition: How can we build in systematic reward for desired behavior?**

- □ **Extinction: How can we prevent problem behavior from being rewarded?**

- □ **Consequences: What are efficient, consistent consequences for problem behavior?**

- □ **Monitoring: How will we collect and use data to evaluate (a) implementation fidelity, and (b) impact on student outcomes?**

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Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Problem solving Mantra

- ☐ Do we have a problem?
  - ■ (Identify the primary problem)

- ☐ What is the precise nature of the problem?
  - ■ (Define, clarify, confirm/disconfirm inferences)

- ☐ Why does the problem exist, & what should we do about it?
  - ■ (Hypothesis & solution)

- ☐ What are the actual elements of our plan?
  - ■ (Action Plan… what will we do, who will do it, when it get done)

- ☐ Is our plan being implemented?
  - ■ (Evaluate & revise plan)

- ☐ Is the plan having the desired effect?
  - ■ (Maintain, modify or terminate the plan)

35

- ❑ Quick example of the five step process with East Elementary
- ❑ 500 students
- ❑ K-5

Step one: review status and identify problems

Rose Elementary

Enrollment: 500 students
Grades: K – 5

National Mean Level of ODRs for Elementary Schools is .35 per 100 students per day, or **1.75** for a school of 500 (downloaded from www.swis.org Aug 30, 2007)

36
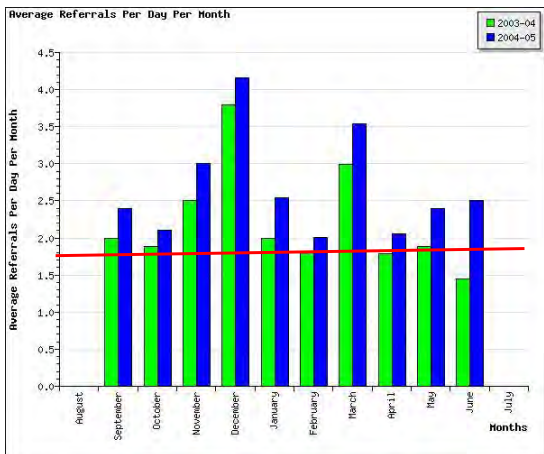
Rose Elementary Problem Identified

1. For all but one month during last year (2004-2005), the rate of ODRs per day exceeded the national average reported by elementary schools across the United States

2. The data show a minimal trend across months, but there are noticeable increases in the ODR level in December and March.

3. For each month of the last school year, the level of ODRs per day exceeded the level from the corresponding month during the prior school year (2003-2004)

4. Teachers, families, and students themselves have reported that student problem behavior is unacceptable and presents a barrier to effective instruction.

Step two: develop and clarify hypothesis

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38
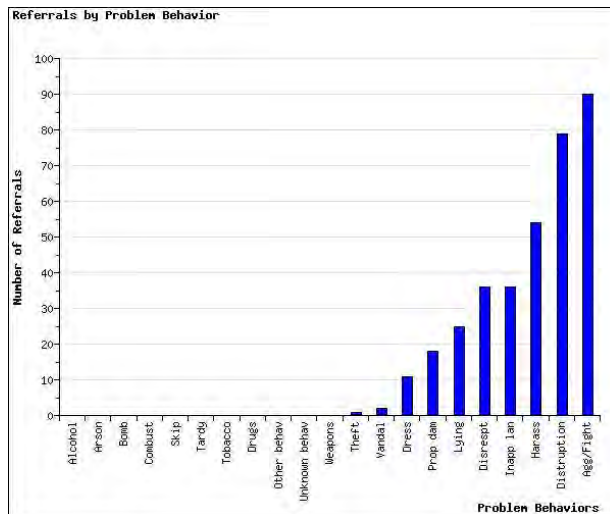
Rose Elementary Hypothesis Statement

- A large proportion of students are engaging in disruption & aggression on the playground during recess because
  - We have not developed playground specific expectations and taught them to students
  - Playground supervisors have not been included as participants in the planning, teaching and evaluation
  - Disruption and aggression are resulting in access to peer attention and time with preferred equipment.

Step 3: Discuss and Select Solutions

Rose Elementary Example

Prevent problem behavior situation	Ensure that supervisors are on the playground and are engaged in active supervision .
Teach appropriate behavior	Teach the school-wide behavior expectations of being safe, respectful, and responsible, and do the teaching on the playground where problem behaviors are most likely.
Reward appropriate behavior	Provide a formal system for playground supervisors to recognize appropriate play on the playground.
Reduce reward for problem behavior	Teach all students to signal "stop" when they are treated disrespectfully. Teach playground supervisors to ensure that aggression and disruption are not allowed to gain access to preferred activities or materials.
Deliver corrective consequences for problem behavior	Review continuum of consequences for problem behavior on playground with students and supervisors and make sure continuum is in effect.
Collect data to assess if the intervention (a) is implemented with fidelity and (b) produces desired impact on student behavior.	Collect, summarize and report data.

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Designing Solutions

- □ If many students are making the same mistake it typically is the system that needs to change not the students.

- □ Teach, monitor and reward before relying on punishment.

- □ An example (hallways)

Examples

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Trevor Test Middle School

565 students
Grades 6,7,8
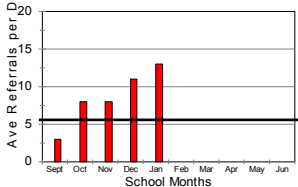
41

Referrals by Student

75 students with 1 ODR; 28 students with 2 ODRs
This report is for 3 or more ODRs
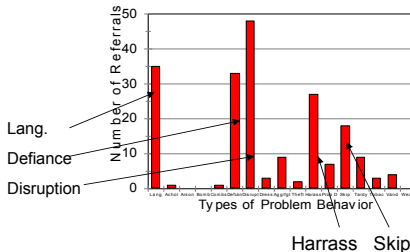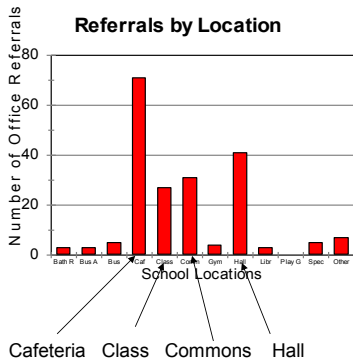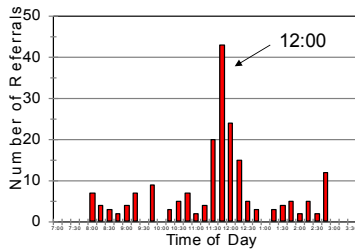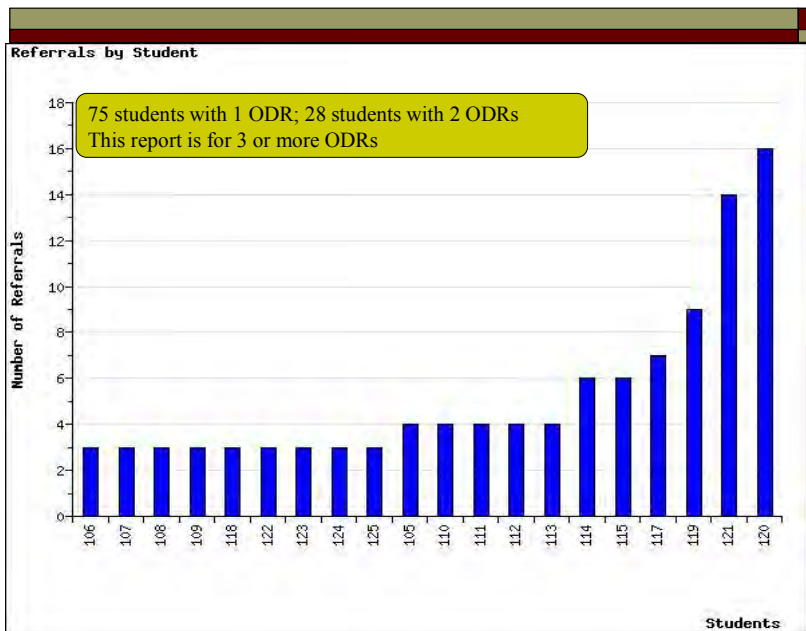
View

Custom Report
ODRs for This Week from Cafeteria

14	Chris Black	6	Brenda Franken	12:00PM	Café	M-Disrespt	Ob a attn	Teacher	Loss priv
15	John Candy	8	Joy Songbird	12:00PM	Café	Disruption	Ob p attn	Peers	Loss priv
16	Samual Fullerton	7	Cathy Petterson	12:30PM	Café	Harass	Ob p attn	Peers	Conf
17	Issac Spillman	5	Tanya Stewart	11:45AM	Café	Harass	Ob p attn	Peers	Office
18	Chris Black	6	Mary Smith	12:00PM	Café	Forge/Theft	Ob itm	Peers	In-sch susp

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Precision Statement/Hypothesis

- □ What
- □ Where
- □ When
- □ Who
- □ Why
- □ What other info needed?

- □ Possible Solutions?

Precise Problem Statement & Hypothesis Development

- □ Many students from all grade levels are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention

- □ A smaller number of students engage in skipping and noncompliance/defiance in classes, (mostly in rooms 13, 14 and 18), and these behaviors appear to be maintained by escape.

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Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Solution Development:
For disruption in hall and cafeteria

Prevention	*Teach behavioral expectations in cafeteria*
Teaching	*Maintain current lunch schedule, but shift classes to balance numbers.*
Reward	*Establish "Friday Five": Extra 5 min of lunch on Friday for five good days.*
Extinction	*Encourage all students to work for "Friday Five"… make reward for problem behavior less likely*
Corrective Consequence	*Active supervision, and continued early consequence (ODR)*
Data Collection	*Maintain ODR record and supervisor weekly report*

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Langley Elementary School

478 Students

K-5
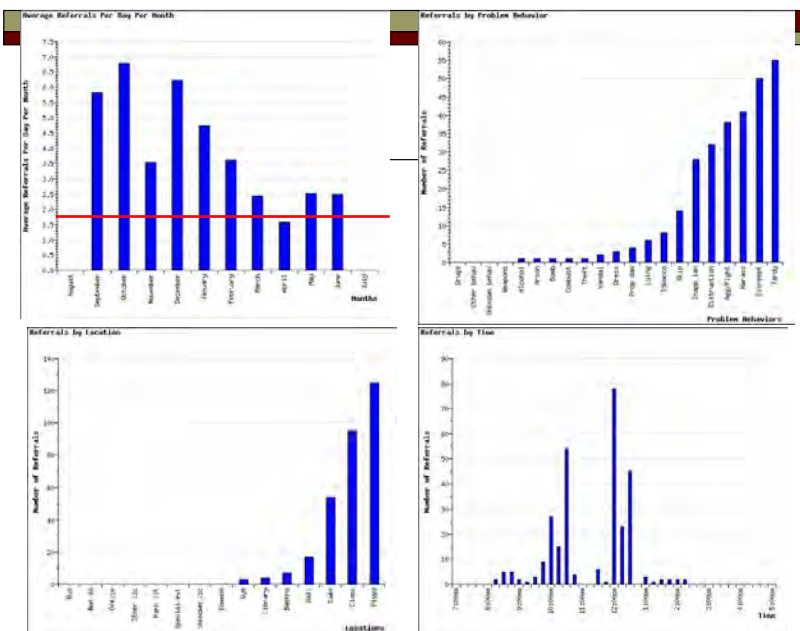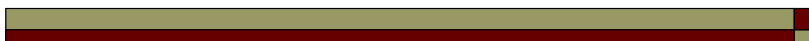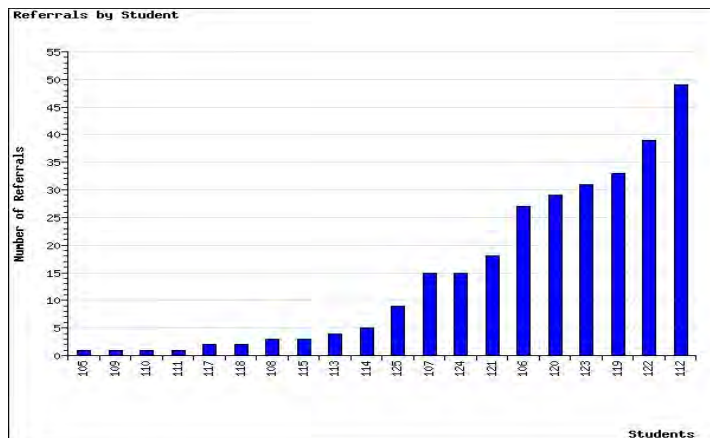
45

Precision Statement/Hypothesis

□ What

□ Where

□ When

□ Who

□ Why

□ What other info needed?

□ Possible Solutions?

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Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Next Steps

- ☐ High School Example
- ☐ Your School
- ☐ Individual Student Supports
- ☐ Planning for implementation

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Sandhill High school
354 students

Sandhill High School: 354 students

48

Sandhill High School

Sandhill High School

49
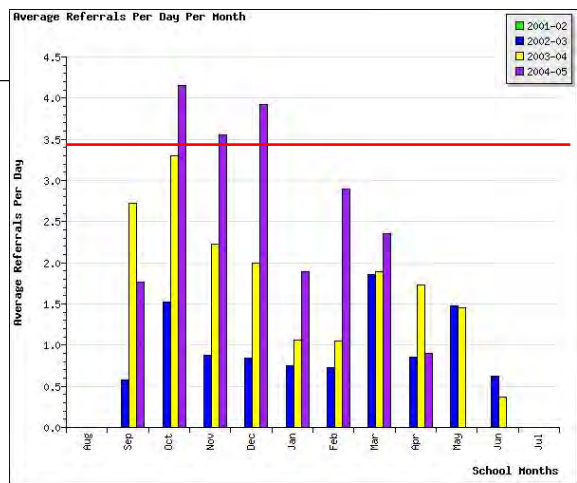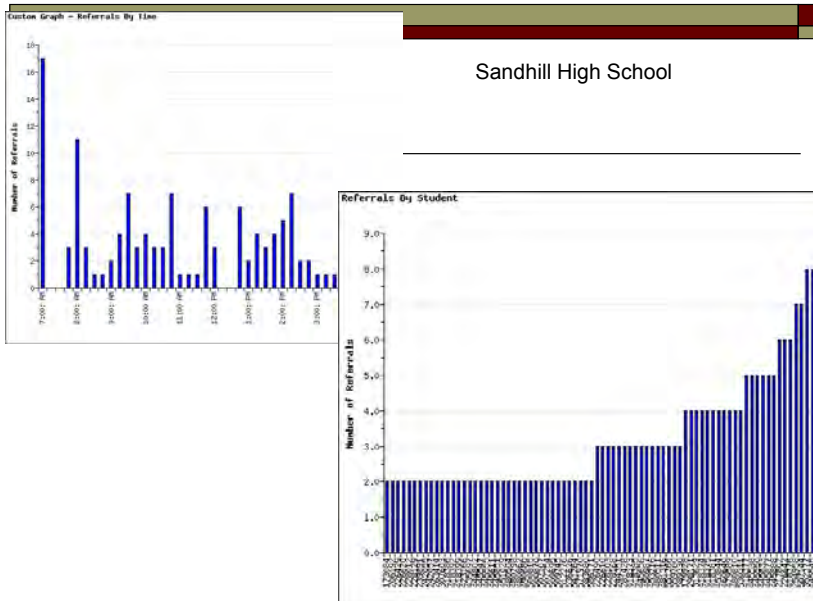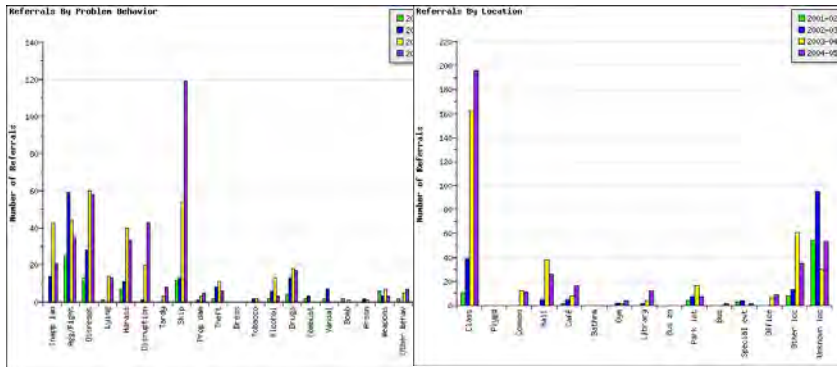
Custom Report: Classroom

- Many students in many contexts… primarily disrespect, and skipping.

Precision Statement/Hypothesis

- What
- Where
- When
- Who
- Why
- What other info needed?

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Grade Level Example

□ Mark Twain Elementary

□ Elliot Middle

□ Gorman High School

Your School

□ Use the Office Discipline Referral Summary

   □ Build from your SWIS data, or your best guess from 07-08

□ Compute the national average for your school

   □ Elementary   .35 per 100 per day
   □ Middle   .92 per 100 per day
   □ High   1.06 per 100 per day
   □ K- (8 or 12)   1.00 per 100 per day
   □ **Enrollment / 100 X (rate for your grade level)**

51

Your School

- Build your best guess about the patterns for:
  - Location
  - Time of day
  - Type of problem behavior
  - What proportion of students have 0-1; 2-5; 6+ ODRs?

- Do we have a problem?
- Can we define it with precision?

Your School

- Review Data
- Do we have a problem?
- Define problem with precision (or plan party)
- Develop solution options
- Define Action plan needed to implement solution

52

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Your School

- ☐ Use the solution model to build "possible elements of a solution"
  - ☐ Remember that you may have many that are appropriate
  - ☐ Identify many, then select the option(s) that are most likely to be both effective and "doable" in your school

- ☐ Action Plan
  - ☐ Who will do what when?

53

Why PBIS?

To make schools:

❖ **PREDICTABLE**
❖ **CONSISTENT**
   ❖ **POSITIVE**
      ❖ **SAFE**

PREDICTABLE-CONSISTENT-POSITIVE-SAFE

How do we achieve this kind of school culture?

1

TO ANSWER THESE QUESTIONS WE ARE GOING TO WORK IN TRAIDS

❖How do we achieve this kind of school culture? (predictable, consistent, positive and safe)

❖What needs to happen? What would your school look like?

❖Choose one person to report back to the group.
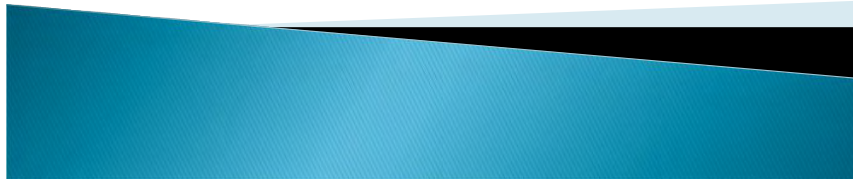
Characteristics of PBIS
George Sugai and Brandi Simonsen Center for PBIS and Center for Positive Behavioral Interventions and Supports, University of Connecticut

▸ 1. The PBIS framework is based on student outcomes
▸ 2. Adoption of evidence and research-based practices
▸ 3. Consistent with the response-to-intervention
▸ 4.The effective, efficient, and relevant use of data or information to guide decision-making

2

I want you to think about your school and go to each poster and write what you already have in place that shows: 1.student outcomes 2.evidence and research based practices 3.consistent response to intervention 4. use of data to make informed decisions

WHY DO SCHOOLS NEED PBIS?

‣ Well, the USP says we need it! !!
‣ Seriously, the goal is to:
  ❖Reduce office referral rates
  ❖Improve attendance and school engagement
  ❖Improve academic achievement
  ❖Reduce dropout rates
  ❖Improve school climate

This list is your job description, but buy in by the staff is a must. You are not the PBIS person. You are the leader, but everyone or at least 80% of the staff need to participate.

3

2. PBIS #2 (Why PBIS (ppt))

VI-23 p. 79

4 Components of PBIS

2. PBIS #2 (Why PBIS (ppt))

Using your white board write <u>where</u> you feel most misbehavior occurs during the day.
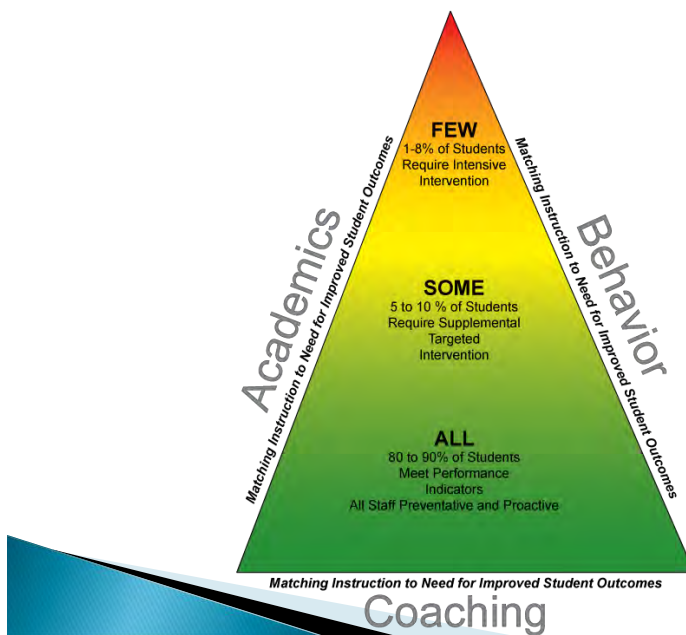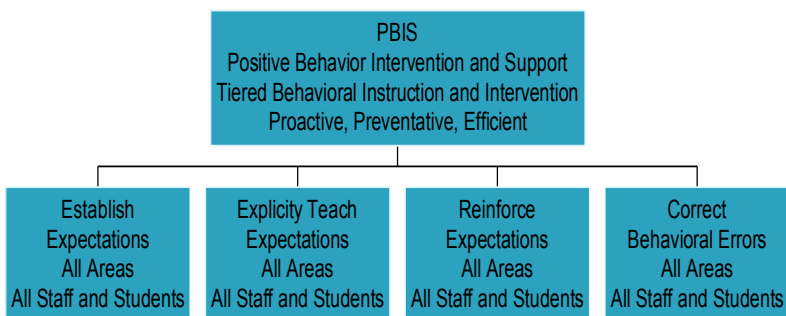
EVIDENCE–BASED INTERVENTION PRACTICES

SCHOOL-WIDE
1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

5

Evidence-Based Intervention Practices

CLASSROOM

1. All school-wide
2. Maximum structure & predictability in routines & environments
3. Positively stated expectations posted, taught, reviewed, prompted, and supervised.
4. Opportunities to respond and do well academically
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

Evidence-Based Intervention Practices

INDIVIDUAL STUDENT

▸ 1.Behavioral competence at school & district levels
▸ 2.Function-based behavior support planning
▸ 3.Team-& data-based decision making
▸ 4.Comprehensive person-centered planning & wraparound processes
▸ 5.Targeted social skills & self-management instruction
▸ 6.Individualized instructional & curricular accommodations

6

Evidence-Based Intervention Practices

NONCLASSROOM
- 1.Positive expectations & routines taught & encouraged
- 2.Active supervision by all staff (Scan, move, interact)
- 3.Precorrections & reminders
- 4.Positive reinforcement

Evidence-Based Intervention Practices

FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families

2. Frequent, regular positive contacts, communications, & acknowledgements

3. Formal & active participation & involvement as equal partner

4. Access to system of integrated school & Community resources

7

CREATE A MATRIX
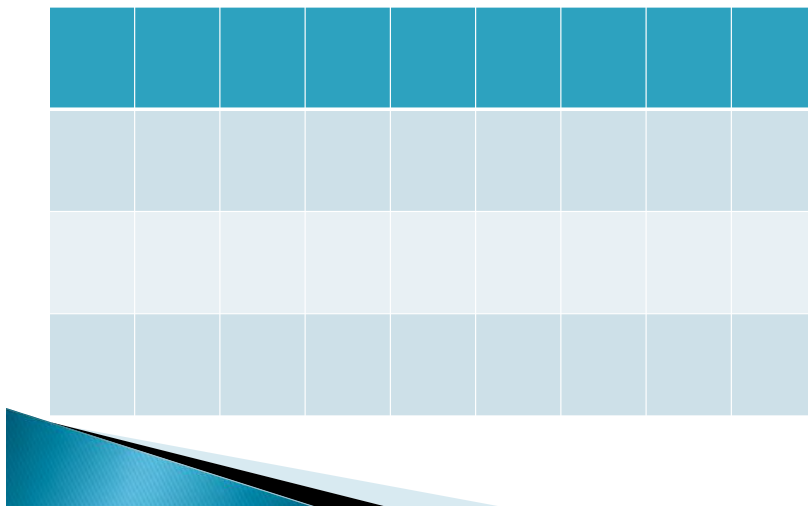
KEEP IN MIND

You will want your expectations to be:

* No more than 5
* Keep it simple
* Positively stated
* Be specific
* Observable, Measurable
* Publicly Post in a prominent place (in other words everywhere)

8

TIPS FOR A GOOD MATRIX

▸ SOMETHING THAT IS EASY TO CATCH ON TO
▸ SOMETHING THAT IS SCHOOL SPIRIT
▸ KEEP IT RATHER SHORT (4 0R 5) WORDS
▸ SCHOOL LOGO
▸ NAME OF SCHOOL (IF IT IS SHORT)
▸ SOMETHING THAT ALL AGES UNDERSTAND

ACKNOWLEGEING POSITIVE BEHAVIOR

Go to the white paper on the wall and write down rewards for positive behavior

Be creative

Be sensitive to what students would enjoy

Be fun

9

THANK YOU SO
MUCH FOR A
LOVELY CLASS

10

VI-23 p. 86

MY-BEHAVIOR-RESOURCE.COM
pREVENTION · TEACHING · consIstency

| PBIS Resource Center | Teacher Resource Center | Bullying Resource Center | About Dr. Eric |

Data Collection

Basic Rules for Data Collection   What data should schools take?   Data Collection Systems

What type of data does a school need to collect?

Most schools collect and record office discipline referrals (ODRs). These are instances of behaviors that require immediate administrative attention. This type of data is important to document major incidents in schools, as well as required for more intensive behaviors.

However, if schools are not systematically collecting and summarizing data for chronic low level behaviors that result in disciplinary actions other administrative attention, the everyday needs of students and behaviors that frustrate teachers are not being addressed. These can be collected through Minor Incident Reports (MIRs). An MIR is simply a point of data that indicates that a teacher had to stop and discipline a student beyond normal prompts and verbal correction, such as assigning a detention, making an environmental change, or contacting a parent.

Click here to read how MIRs work in a discipline plan

Click here for MIR printing proof and how to use them in schools.

Minor Incident Report

Student Name: _____

Grade: _____   Time: _____

Location: ☐ Lunch ☐ Recess ☐ Hallway ☐ Restroom
☐ Library ☐ Bus Area ☐ Other _____

Behavior: ☐ Rough Play   ☐ Defiance   ☐ Running
☐ Excessive Noise   ☐ Profanity   ☐ Tardy
☐ Excessive Talking   ☐ Name Calling (Profane Name)
☐ Teasing Others (Intent to Embarrass)
☐ Property Misuse   ☐ Other: _____

Action: ☐ Verbal Warning ☐ Student Conference
☐ Timeout (In-class)   ☐ Detention

Comments:

MY-BEHAVIOR-RESOURCE.COM
PREVENTION   TEACHING   CONSISTENCY

Teacher Resource Center

The Teacher Resource Center at My-Behavior-Resource.com is designed to provide teachers with professional development topics to address current behavioral issues in public schools. More..

PBIS Resource Center

School-wide positive behavior interventions and supports (PBIS) is a systemic framework for addressing challenging behaviors within schools. More..

Bullying Resource Center

The complex nature of bullying demands interventions that are more multifaceted than a simple "anti-bullying" sign posted in the hallways or assigning bullies to an alternative school. More..

Student Name	Grade	Gender	Ethnicity	Referrer (e.g. teacher, monitor, etc)	Infraction	Location	Date	Time	Consequence

	GRADE								
Code	**Kinder**	1	2	3	4	5	6	7	8
Name	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Total	0	0	0	0	0	0	0	0	0

3. PBIS #3 (Data Management (excel))

VI-23 p. 89
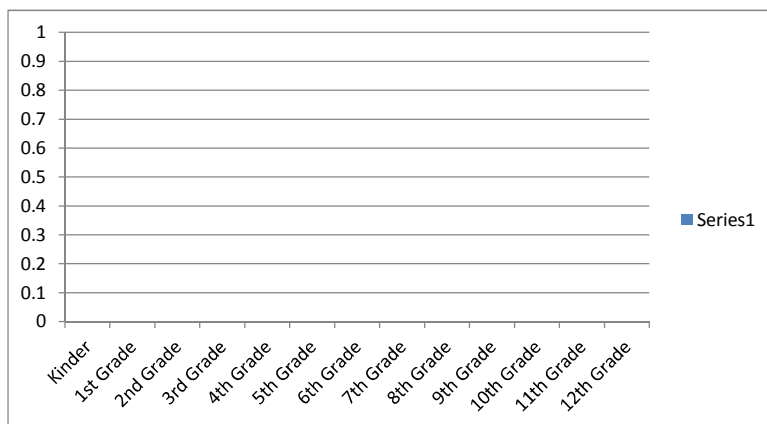
GENDER

Code	**Male**	Female
Name	Male	Female
Total	0	0

VI-23 p. 90
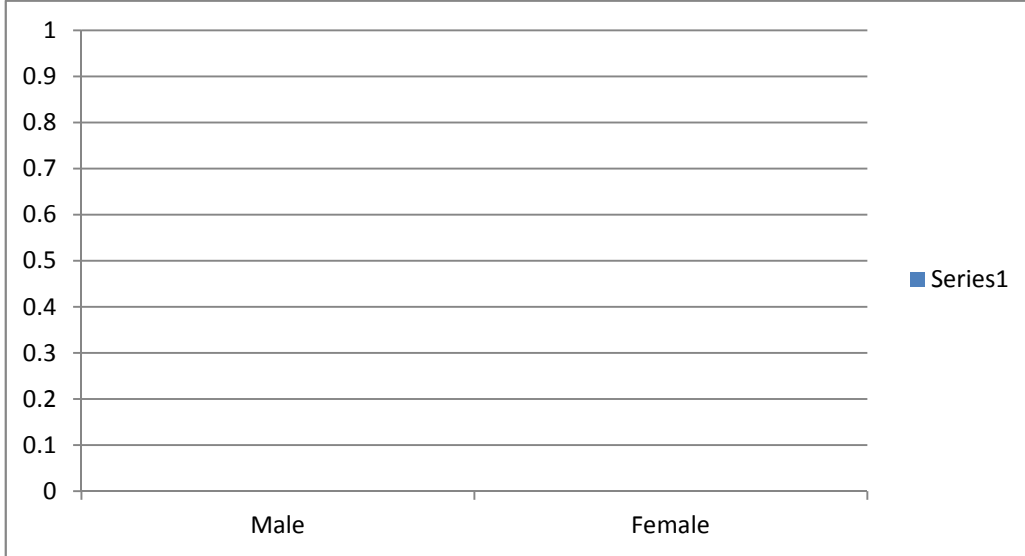
Ethnicity

Code	LA	AA	AS	AN	NA	PI	MU	ELL	ExEd
Name	Latino	African Am.	Asian	Anglo	Native Am	Pacific Island	MULTI	ELL	Ex Ed
Total	0	0	0	0	0	0	0	0	0

3. PBIS #3 (Data Management (excel))

VI-23 p. 91
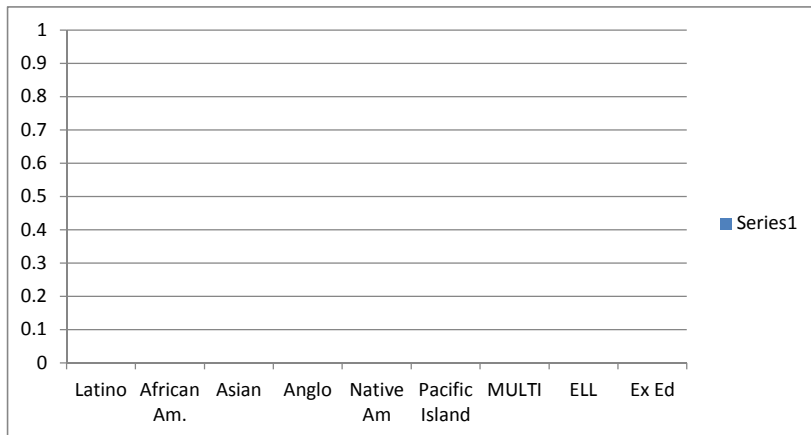
Referrer

Code	R1	R2	R3	R4	R5	R6
Name	insert name	insert name	insert name	insert name	insert name	insert name
Total	0	0	0	0	0	0
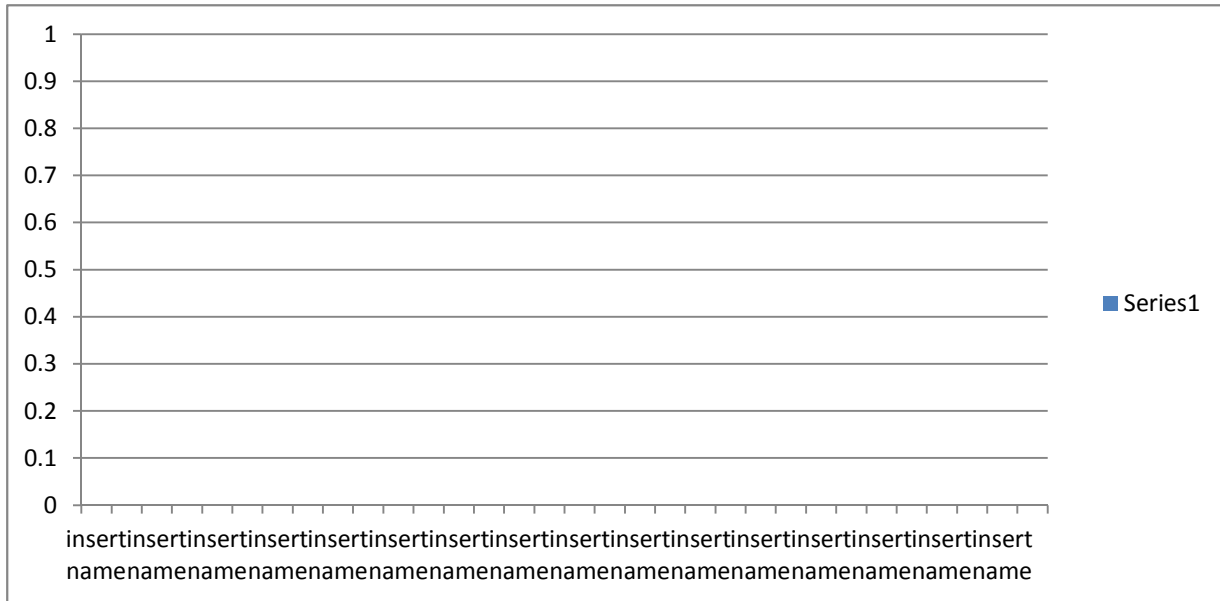
INFRACTION

Code	I1	I2	I3	I4	I5
Name	insert infraction	insert infraction	insert infraction	insert infraction	insert infraction
Total	0	0	0	0	0

3. PBIS #3 (Data Management (excel))

VI-23 p. 93
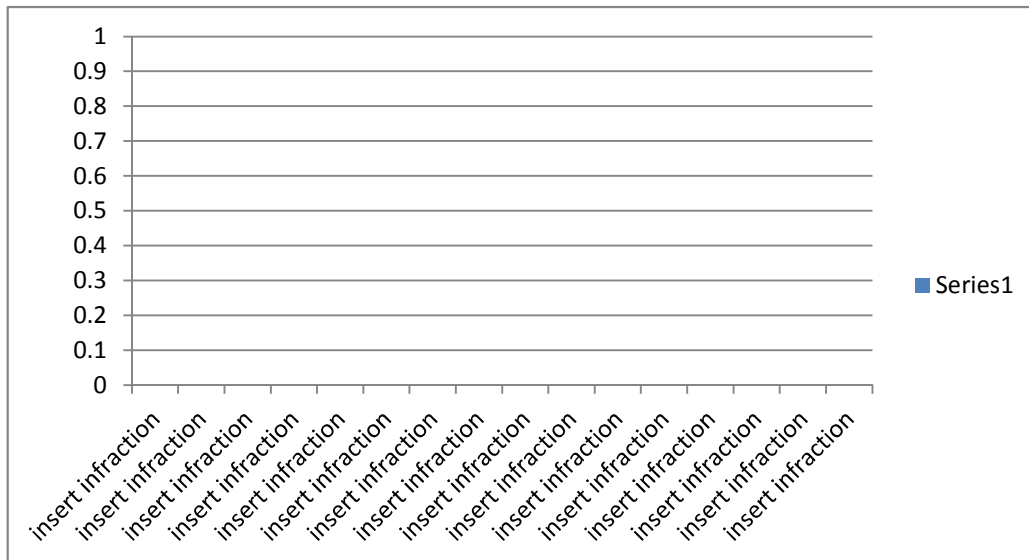
LOCATION

Code	L1	L2	L3	L4	L5	L6	L7
Name	insert location	insert location	insert location	insert location	insert location	insert location	insert location
Total	0	0	0	0	0	0	0
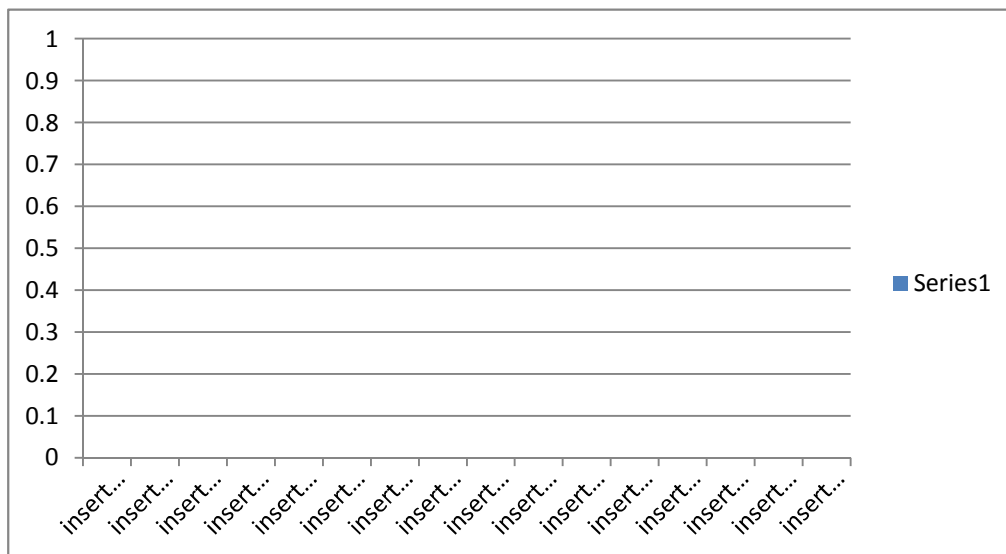
TIME

Code	BS	AS	LU	P0	P1	P2
Name	Before School	After School	Lunch	insert class	insert class	insert class
Total	0	0	0	0	0	0
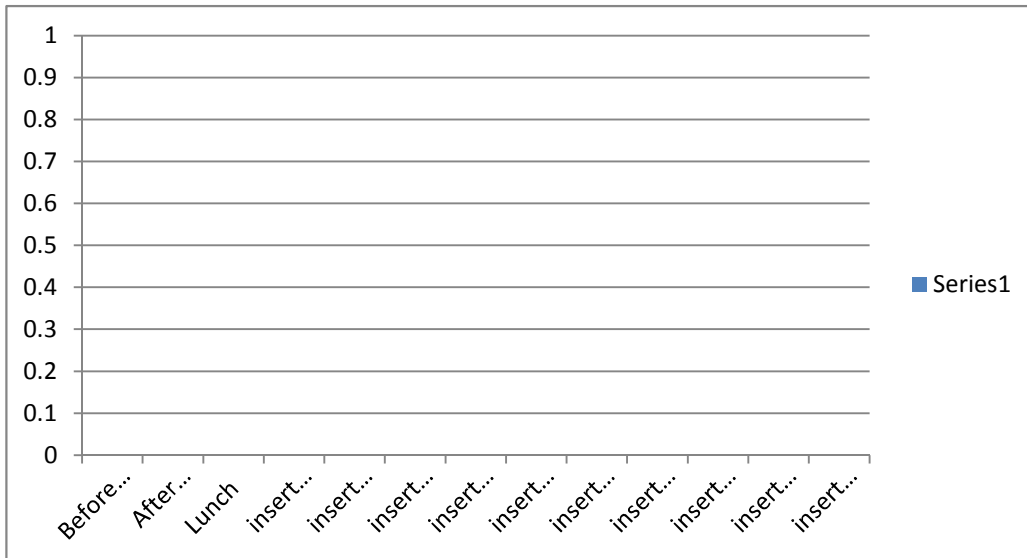
CONSEQUENCE

Code	C1	C2	C3	C4	C5	C6	C7	C8
Name	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence
Total	0	0	0	0	0	0	0	0
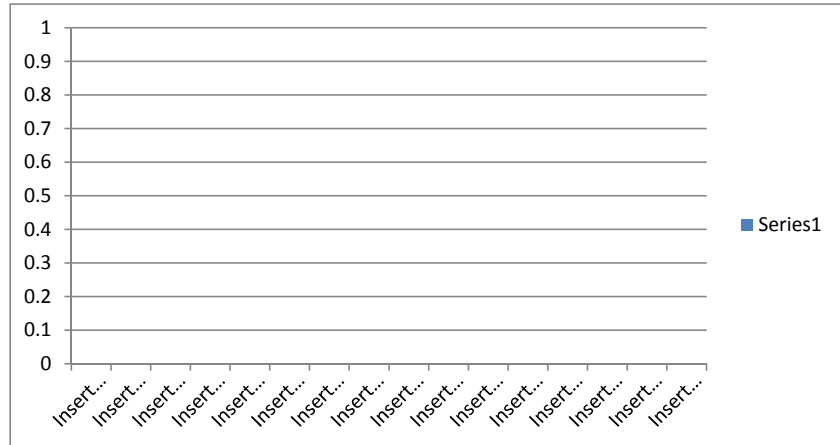
PBIS Data Management using Excel

**Greg Dorsey &
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March 31, 2000

1

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward

PBIS Data Management using Excel

This handout will look at the different data that can be pulled from the PBIS template for MS Excel. Topics covered include data entry, graphs, multiple workbooks, formulas, reports, filtering, and others.

The template is customizable so that each individual building and district, with just a little editing, may use it. Codes are created by the user, the number depending on need. They may be simple (I1, I2, …) or more complex by using whole words and phrases.

PAGE 1 --- Main Date Entry.

fig 1.1

The main entry sheet is a straightforward data entry sheet.   In this example, it is filled with some junk data as an example. Across the top row of the spreadsheet are the various types of data we are tracking, (gender, grade, infractions, etc…) and the data then goes across the rows on down. Excel can handle 65536 rows, so don't worry about running out of space.

The codes used are created solely based on the need of the user. For example, under the **Location** column in the picture above, the codes L1, L2,

2

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward

Codes do not have to be in the format of L1, C1 and so on; they can be whole words or names. Just remember that they must be entered exactly the same each time.

L3 through L15 are used. And as seen by the list in appendix A, these codes represent places such as Lunch Room, Gym, Hallway, and so on. *Also, the tracking is in no way limited to a certain number of codes per topic, other than the fact if too many are used, the legends on the graphs are harder to print in a reader friendly way.*

Last PAGE --- Data For Graph

The data for graph page is very important for the graphing. The reason being that when the separate pages are used for each report, the data is broken over many lines and Excel is unable to graph anything but a straight line of data, either across or down (in versions older than Office 2000).

fig 1.2

In the picture above, each piece of data that is to be graphed is laid out in a solid line. This data will need to be placed in the report view, shown below. This is done by copying the formulas from the Data for Graph page to the sheet it belongs on, in this case the location sheet.

3

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward
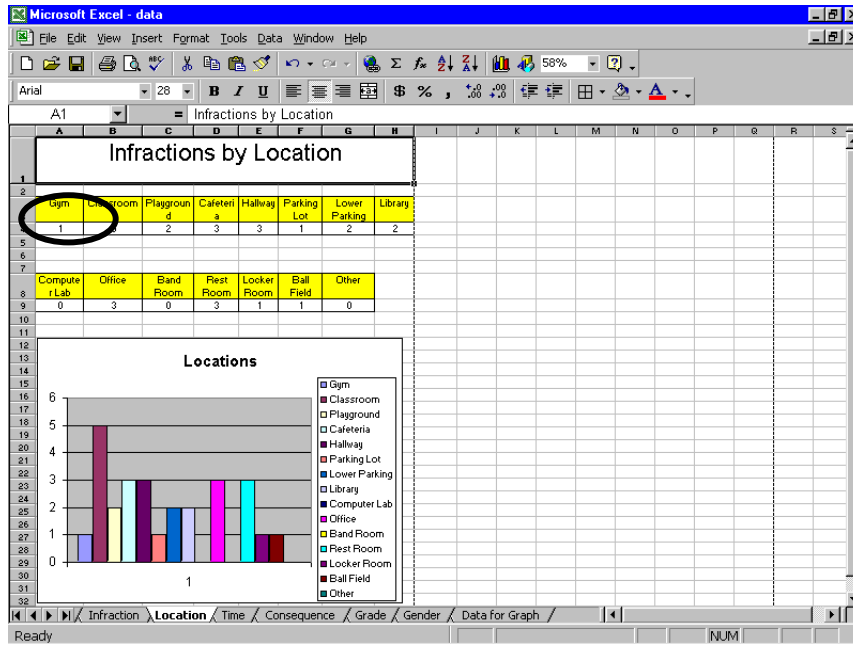
fig 1.3

A Look at Formulas

The formula that all of the data is collected from is virtually the same for each time, with only a minor change for each. The basic formula look likes =**COUNTIF('Main Data'!$column$first row:$column$last row,"Code")**
For the location formula above the gym (circled in example above fig 1.3) would be =**COUNTIF('Main Data'!$F$4:$F$300,"L1")**. Now look at that a little more closely…

=	COUNTIF	('Main Data'!	$F$4	:	$F$300	,"L1")
The equal sign always starts a equation	The COUNTIF formula will count the number of times a certain item appears in a given range.	Main Data refers to the main data sheet that the equation is calculating from. This is not need if the calculation is done on the same work sheet.	The **F** and **4** are the column and row identifiers that show where the formula range start. The dollar <**$**> states that the equation will always point to these cells.	The Colon is always used as a break between the start and finish of a range.	Same as $F$4 only representing the end of the range. This number can go up to 65536 so there is plenty room.	The **L1** represents what the formula is counting; in this case **L1** represents the occurrences of Infractions that take place in the Gym.

4

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward

Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot	Lower Parking	Library
1	5	2	3	3	1	2	2

In the section above, taken from the location page, the equations are in the format above. Each one is exactly the same except for the code that it is counting. The gym uses the formula
=COUNTIF('Main Data'!$F$4:$F$300,"**L1**")   While the classroom uses
=COUNTIF('Main Data'!$F$4:$F$300,"**L2**") The playground would use "**L3**", the Cafeteria "**L4**" and so on.

Setting Up the Formulas in Each Sheet

To set up the formulas for the calculations, go to the Data for Graph sheet. It will be easier to keep track of the formulas if all of the computations are done in one place. Create a list going across with the first list of data that is being charted. Again using the location numbers it would look something like this.

	A	B	C	D	E	F
1						
2						
3	Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot
4		5	2	3	3	1
5						

Next set up the initial formula, which should be the first item, in this case, **Gym**.   As seen above, the formula for gym would be
=COUNTIF('Main Data'!$F$4:$F$300,"L1")

After setting up the initial formula, it can be copied to the remaining cells by using the drag command.
  1. Place the cursor on the bottom right corner of the cell with formula in it. In this case **A4**. (Circled above) The cursor will change from the "3-D" plus to a simple plus (+).
  2. Click and hold down the mouse button and move the mouse over to highlight the entire row that the formula is to be copied into. (See below).

5

	A	B	C	D	E	F	G
1							
2							
3	Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot	Lower Parking
4	1	5	2	3	3		2

DASHED LINE

3. Once the entire row that the formula is going into is highlighted (as shown with the dashed line) release the mouse button.

4. All of the newly filled cells will be the same as the first. In this case the **1** that is under **GYM**. Move to the next cell under **CLASSROOM** (Cell B4). In the formula bar, change the **L1** to **L2** leaving the rest of the formula alone.

5. Do this for each of the cells, changing only the Code (L1, L2,…) in each to correspond with the header in ROW 3 that each code reflects.

6. Repeat this for each Column in the **MAIN DATA** page that has data to track. (Time, Infraction, Consequence, etc…)

*** Remember that these numbers can always be changed, added or subtracted later.

Setting up Individual Report Sheets

To create the individual data sheets, choose **insert** from the top menu bar, and then choose **worksheet**. This will insert a blank worksheet in the spreadsheet. Rename it by choosing **Format → Sheet → Rename**. Name it for whichever information that will be reported on in that page, as below.

| Infraction | Location | Time | Consequence | Grade | Gender | Data for Graph |
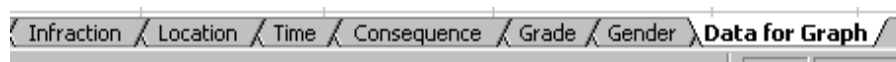
Copy the information from the Data for Graph sheet to the new sheet created by highlighting the cells to be copied, choosing **copy** from the **Edit** menu, move to the new worksheet by clicking on the sheets name, put the cursor where the cells should be pasted to, and choose **Edit → Paste**.

Report Sheets - in Depth

After covering the basics of the formulas, this next session will look at the individual parts of the report sheets, such as the formatting and the graphs, and how to create and manipulate each of those pieces.

6

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward
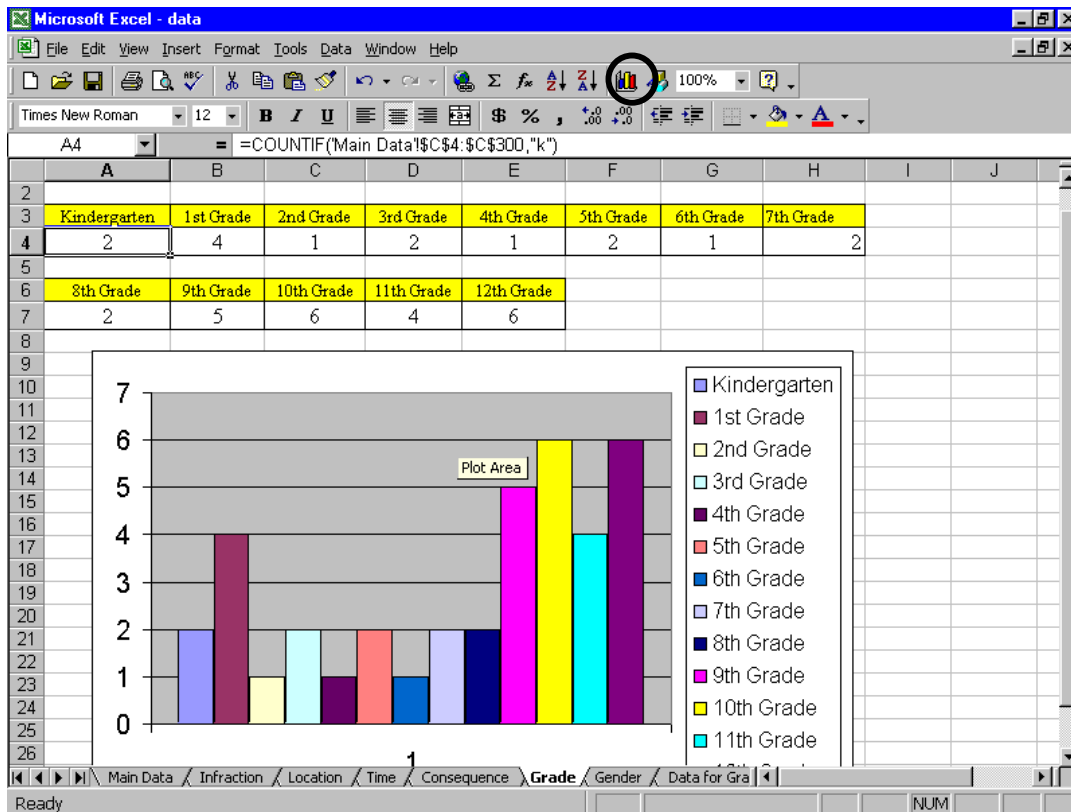
When setting up the individual report sheets, the first step is to copy the formulas from the **Data for Graph** page.

1. Go to the Data for Graph Sheet by clicking on the sheet's title along the bottom of the page.
2. Click on the first cell of the range to be copied and hold the mouse button down. Move the mouse to the last cell in the range and release the button. In this instance, the range would be the yellow row with the titles and the next row with the formulas.
3. From the top menu bar, choose **Edit → Copy.**
4. Move back to the report sheet that the data is going into, by clicking on its title on the bottom of the page.
5. Place the cursor in the cell that the data is to be copied into. In the example above, cell **A3** is the first cell in the range. Choose **Edit → Paste**.
6. Using the **Cut** command, move the cells so that they are on multiple rows if needed, as in the example above, where the 8th grade data starts on a new row.

Next we need to graph the data. This is done using the **Chart Wizard** (circled above).

7

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward

7. Click on the **Chart Wizard** button on the menu bar.
8. Choose the type of Graph needed. Column sometimes works best with large amounts of Data, but any of the choices may be made. Click **Next**.
9. Next, enter the data range. To do this, click on the small button at the end of the range box. The screen will go back to the spreadsheet. Click on **Data for Graph;** highlight the range to be graphed in the same method as the copying above. Click on the small button again. This will lead back to the graph wizard.
10. From the **Series In** option, choose whether the graph data is in columns or rows. In this example, choose **Columns**. Click **Next.**
11. Title the Chart if desired, then click **Next,** then **Finish**. The graph will pop up the work sheet. Move the graph to the position desired.
12. Repeat this for each report sheet.

Tracking Data Monthly & Over Time

Data of this type can be informative both over a longer period of time like a semester or school year, or shorter amounts of time, like a month. The simplest way to do this is to track all the data on one long running sheet, then at the end of the month, copy that months data to a new sheet. To do this, first create a blank template of the sheet for future uses.

1. Go to the **Main Data** sheet. Highlight all of the data in the sheet, except the column headers and hit the **delete** key.
2. Go to the top menu bar, and choose **File → Save As….**

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward
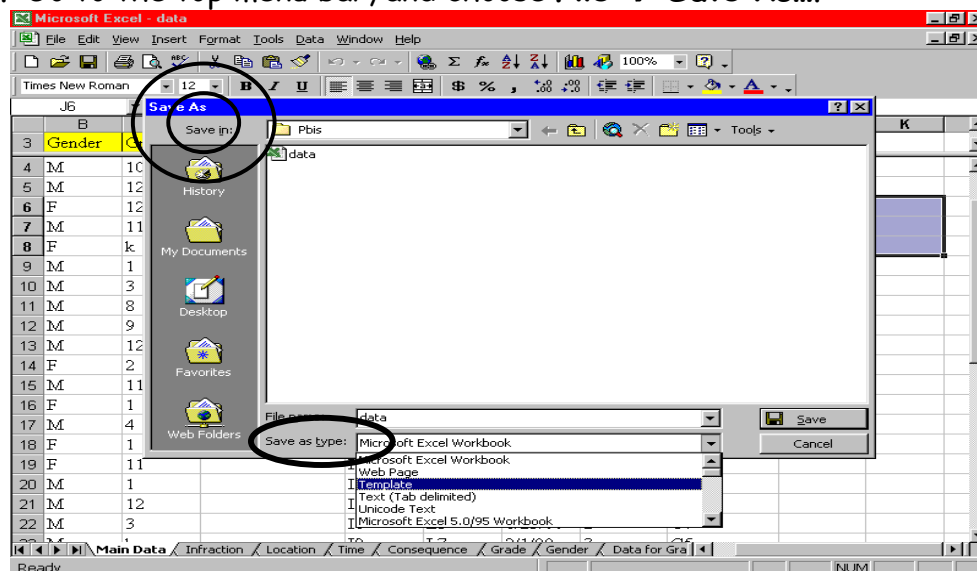
3. In the **Save as Type** (circled) choose **Template**. Under **Save In,** Change to the **Spreadsheet Solutions** folder on the hardrive, usually in Microsoft Office → Templates.
4. Name the file, and hit the **Save** Button.

Now that a blank template is created, the monthly sheets can be done.

5. Choose **File → New**. Click on the **Spreadsheet Solutions** tab. Choose the file created in the steps above.
6. Open the main tracking document. Sort by date.
   o Click on the first cell in the header row, in the examples above, cell **A3** (Student Name)
   o From the Top Menu Bar, choose **Data → Sort**.
   o In the window that pops up, choose sort by **Date**. Click **Ok**.
7. Go to the first day of entry for the month to be pulled out. For example, if pulling out the December data, move to the row that might contain 12/1/99.
8. Click on the Row Number that has the first entry for the month. Holding down the button, move the mouse down till all of the rows for that month are highlighted.

9. Choose **Edit → Copy**. Switch to the new blank document.
10. Click in the cell where the first line of data is to go, **A4** in the example above. Choose **Edit → Paste**
11. Do a **File → Save As…** and name the file, in this case, **December**. Click **Save**.

Repeat this at the end of each month. That way there will be a running total and a monthly total. This can also be done for any amount of time, or to track any one piece of information, not just dates.

9

3. PBIS #3 (DataManagementUsingExcel (pdf))   **VI-23 p. 105**

PBIS Data Tracking   ROE 02   Greg Dorsey & Candi Hayward

Filtering Data

In some instances, data may be filtered to look at a certain piece of information, such as one particular student's infractions, the number of a certain infraction, referrals from a particular teacher, the number of infractions that happen in a given location, and so on. Filtering can do this.
To Filter:

1. As in the sorting example above, in the **Main Data** sheet, click on the first cell of the title row (**A3**, Student name).
2. From the top menu bar, choose **Data → Filter → Auto Filter**.
3. This will place little arrows on each of the items. These drop down arrows will give all of the items in that column as choices.

Student Name	Gender	Grade	Referring Teacher	Infraction	Location	Date	Time	Consequence
Alan Scott	M	10	(All)	I1	L3	12/1/99	BS	C1
Ted Grant	M	12	(Top 10...)	I2	L5	12/9/99	AS	C2
Dinah Lance	F	12	(Custom...) Allen	i3	L7	12/10/99	LU	C5
Jay Garrick	M	11	Jones Jordan	I5	L4	12/10/99	1	C3
Joan Garrick	F	k	Palmer Raymond	I6	L8	12/10/99	2	C6
Rex Tyler	M	1	(Blanks) (NonBlanks)	I12	L2	12/12/99	4	C8

4. Click on the arrow of the topic to filter by, and choose the criteria. In this example, clicking on Jordan would give only the rows that Jordan was the referring teacher. Data can be filtered by more than one category by choosing the first criteria, and then by choosing a second from what that leaves and so on.
5. Once the data has been properly filtered, copy the data to a blank template as in the example above.   That information is now graphed in a new sheet. **Filtering in a document does not affect the graphs in that document.   The new information must be copied to a new sheet for the data to be graphed alone.**

10

3. PBIS #3 (DataManagementUsingExcel (pdf))   **VI-23 p. 106**

PBIS World.com

| Home | Tier 1 | Tier 2 | Tier 3 | Data | Forum | Info |

Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships
Poor Self Esteem	Rushing Through Work	Sadness/Depression	Somatic Complaints
Stealing	Tantrums/Out of Control	Tardiness	Unable to Work Independently
Unfocused/Inattentive	Unmotivated	Upset/Crying	Other

SEARCH PBIS WORLD

Google™ Custom Search

THE PBIS WORLD BOOK!

SUPPER SLEUTHS MYSTERY DINNER GAMES

Bring your HS drama club or student org together with one of these great games!

PBIS WORLD RECOMMENDS

Cool Learning CLT Tools

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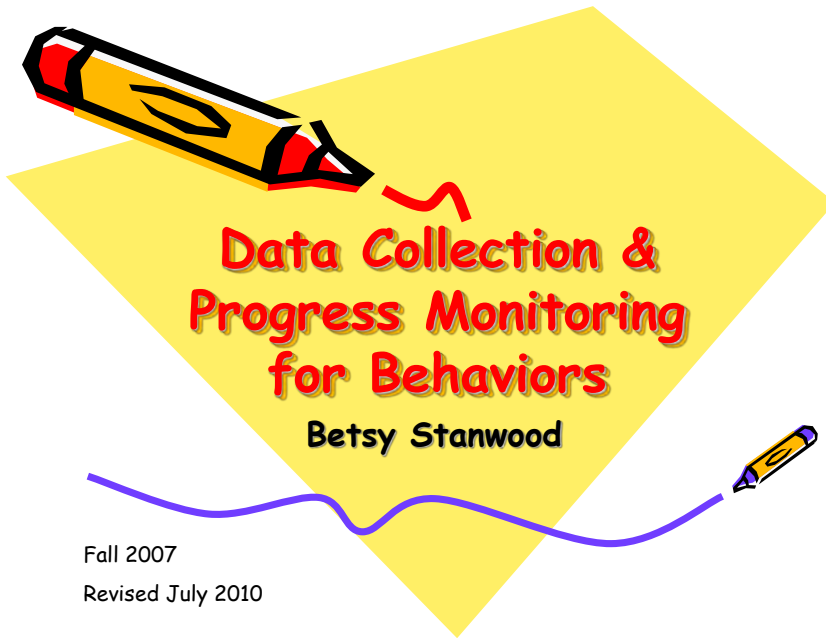
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Data Collection & Progress Monitoring for Behaviors

Betsy Stanwood

Fall 2007

Revised July 2010

First…

A basic understanding of Positive Behavioral Interventions and Supports and How it fits with Problem Solving Model

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What is "*Positive Behavioral Support*"?

PBIS focuses on *PROACTIVE* support strategies that

- reduce the likelihood of problem behavior
- allow individual students to be as independent and successful as possible in the school setting.
- encompass a range of strategies from systemic to individual supports

PBIS Continuum

Intensive Interventions – individualized strategies supporting students with high risk behaviors

Universal Interventions – proactive strategies supporting all students

Targeted Interventions – specialized strategies supporting students with at risk behaviors

5%

15%

80% of Students

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Positive Behavioral Interventions & Supports

Universal

Targeted

Intensive

▪ **School-wide PBIS**

- System wide procedures
- School wide systems
- Classroom systems
- Non classroom systems

▪ **- Proactive management ideas**
- Informal/formal data collection and evaluation

▪ **PSM Team / IAP / IEP**

- PSM Interventions
- IAP or IEP
- Functional Behavior Assessment
- Behavior Intervention Plan
- Data collection, assessment, observation

▪ **Mental Health in the Schools**

▪ **PSM Team / IAP / IEP**

- Formal evaluation
- Functional Behavior Assessment
- Behavior Intervention Plan
- Manifestation Determination
- Short-Term Suspension Analysis Worksheet

Problem Solving Continuum

Levels of Intervention

INTENSIVE
1 – 7 %

STRATEGIC
5 - 15 %

CORE
80 - 90 %

School-wide systems to support student achievement.

Adapted from Sugai and Horner

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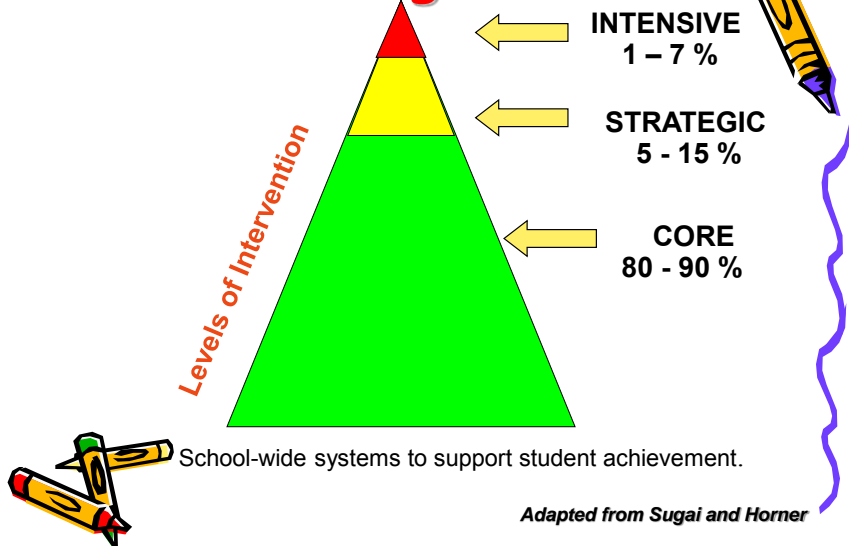
How Do the Processes Align?

The most important alignment is that both support most students through "universal" school/classroom processes, some students through more "targeted" support, and a small group with the most "intensive" support

Other Areas of Alignment Include:

- Baseline data collection
- Analysis of data collected
- Problem definition
- Design interventions
- Identification of who, when, where teaching will occur
- Implementation of interventions
- Charting/Progress Monitoring
- Analysis of progress
- Continue implementation, change the interventions some, change the interventions significantly
- Continue with the review plan, intervene, analyze process
- Based in Behavior Analysis
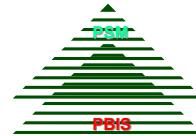
Data Collection

Collecting Data in Many Ways to Assist in the Development of Intervention Strategies

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Why do you need to collect data?

- to implement best teaching practices
- to report progress to parents
- to collect information regarding a student or students' performance
- to address the I.D.E.A. "Special Factors" requirement for a student with an IEP
- to monitor a behavior or the response to an intervention directed towards the behavior
- to determine eligibility for accommodations or educational services

Ways to Collect Data . . .

Informal

ADMIT ONE

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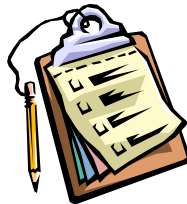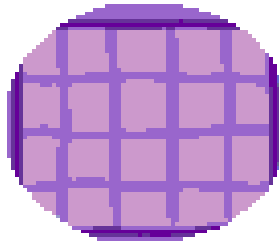
Basic Conduct Chart

NAME: _____   DATES:_____TO_____

SCHEDULE	BEHAVIOR #1	BEHAVIOR #2	BEHAVIOR #3	BONUS POINTS	STEPS/HOME WORK/OR AGENDA
			TOTAL		

TEACHER COMMENTS:

PARENT COMMENTS:

From "Practical Charts for Managing Behaviors" by Lynn Lanvelle

Time Increments Chart

Student Name _____   Date _____

BEHAVIOR	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	COMMENTS

Each Mark = 1 Point

Morning Points   [   ]   Afternoon Points   [   ]

Parent Signature _____

From "Practical Charts for Managing Behaviors" by Lynn Lanvelle

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Ways to Collect Data . . .
Formal

Start time: 8:05 **End time**: 9:00   **Setting:** Seventh-grade math class
Definition of behavior: Talking out is defined as any noise that is made without first raising hand in appropriate manner and waiting for permission to speak.
Observer: Carol Burke (math teacher)

Student Name	Mon. 3/2/98	Tues. 3/3/98	Wed. 3/4/98	Thurs. 3/5/98	Fri. 3/6/98
Sammy	llll	llll	lll	llll	ll
Karen	l	l	ll	llll	l
Chris	llll	lll	lll	lll	llll

Key: Each tick mark represents one talk-out.

Sample Event Record

Ways to Collect Data . . .
Formal

Student: Bugs Bunny
Start time: 8:05   **End time:** 8:15   **Setting:** seventh-grade English class
Definition of behavior: On-task behavior is defined as appropriately writing, reading, talking about the assignment, or waiting to ask the teacher a question regarding the assignment.
Observer: Daffy Duck (recess monitor)

minute	10"	20"	30"	40"	50"	60"
1	O	O	X	X	X	O
2	X	O	O	O	X	O
3	X	O	O	X	O	X
4	X	X	X	O	O	X
5	O	O	X	O	X	O
6	O	X	X	X	X	X
7	X	O	O	O	O	O
8	O	X	X	X	X	O
9	X	O	O	O	X	X
10	O	X	X	O	X	O

Key: O = Behavior was not observed at all during the 10-second interval.
           X = Behavior was observed at least once during the 10-second interval.
           10" = 10 seconds.

Sample Interval Recording

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Another Data Collection Tool

-Tool Provided by Suzanne Rilling

Sample Completed Data Collection Tool

-Tool Provided by Suzanne Rilling

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Example Format for Data Collection

FREQUENCY DATA SHEET						
Student: _____			Teacher: _____			
Date	Time	Behavior of Concern Exhibited	Location/Activity	Presence of Others, Peers, Adult(Specify)	Adult Response/Action	Other Factors
		Behavior: Tallies:				

NHCS PBIS 3 Tool

And Now What?

Organize and Summarize

Analyze

Intervention and Evaluation

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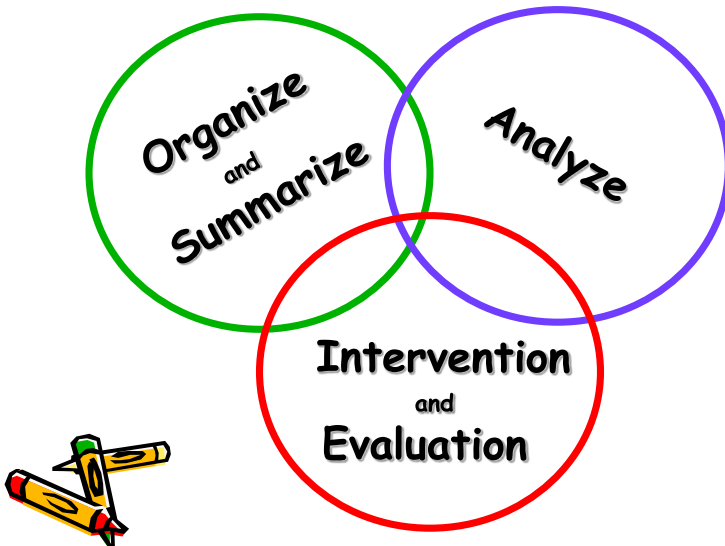
Organize and Summarize

- **Record behaviors that can be seen and measured**
- **Collect information across time and settings**
- **Utilize multiple observers, if possible**
- **Utilize data collection tools**

Be Specific
Be Concise
Be Descriptive
Just the facts!

Analyze the Data

- **Are there patterns?**
- **Are there specific locations,times, subjects or people? (Triggers)**
- **Are there physical signals of impending problems?**
- **Are there home concerns? Divorce? Death? Illness? Transition?**
- **How often do the behaviors occur? (frequency)**
- **How long do behaviors last? (duration)**
- **How severe or damaging are the behaviors? (intensity)**
- **Can the student continue with their school day when behavioral episode is over?**

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Example Format
for Data Analysis

Behaviors Of Concern (What student does)	Frequency (How often occurs per hour, day week)	Intensity (How damaging or destructive: mild, moderate, severe)	Duration (How long lasts: minutes, hours)

NHCS PBIS 4 Tool

Intervention and Evaluation

- **Change aspects of the environment that trigger challenging behavior**
- **Teach the student more acceptable ways to get their needs met**
- **Change aspects of the environment that happen following the behavior**
- **Collect data and evaluate impact of interventions on behavior**

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Research

What We Should Know About Behaviors

What Does the Research Tell Us?

George Batsche

Professor of Psychological and Social Foundations
Coordinator of Graduate Programs in School
Psychology @ USF (University of South Florida)
College of Education

Specialty: Bullying, adolescent depression,
aggression, violence prevention. Batsche has
been on NBC Today, Oprah Winfrey and 20/20
on bullying, aggression and violence prevention.

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Focus on Tiers (Levels)
I & II as
General Education Requirement

Tier I
- Data on Office & Discipline referrals and Actions that took place
- School wide Positive Behavioral Interventions and Supports
- Second Step

Tier II
- Direct behavior training (social skills)
- Additional training or groups (self-instruction, anger control, organizational skills)
- Development of Programs in the school to address top areas of need

-George Batsche

Focus of Tier (Level) III
as More Formal Process

Team Meets & Typically begins
- Formal Collection of data (Frequency data)
- Completion of Functional Behavioral Assessment (FBA)
- Design of a Behavioral Intervention Plan (BIP)
- Implementation of BIP
- Progress Monitoring

-George Batsche

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What about Progress Monitoring & Peer Comparisons?

Level of Behavior "necessary for success" _versus_ Level of Current, Local Peer Performance

Level of Behavior Necessary for Success (Proficient Level)

- 75% for
- On Task
- Compliant
- Accuracy of Work

Level of Current, Local Peer Performance

Peer could be as high as 90% but this is more than proficient. National Standard (NCLB) is proficient.

-George Batsche

But What About the Most Severe Behaviors?

- **Harmful to self or others: Assault and battery**
- **Not Harmful to self or others but causes significant disruption of the learning environment.**

Target for replacement behavior would need to be higher than the 75% proficient level

100% would need to be the target level for replacement behavior

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What Are We Doing?

What We Are Doing With Behaviors

What Have We Been Doing?

- Progress monitored by observing student at least 3 times a week
- Remembered that we needed to progress monitor academic areas that were impacted by the behavior
- Charted results of our behavior observations and our academic probes
- Utilized **same** decision making strategies regarding changing the interventions as we would with an academic only issue
- Remembered that students who have behavioral issues but have no educational impact would continue at PSM intervention level but would not be eligible for consideration for entitlement.

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What Criteria Have We Used?

- **Student must meet all of the criteria set despite intervention at <u>grade level</u> and a <u>minimum of three changes in the hypotheses and strategies per skill area.</u>**
- **Criteria can be met using**
  - **progress monitoring in one academic area and one behavioral area OR**
  - **in two behavioral areas.**

NHCS Behavior Criteria

- **Student must meet all of the criteria indicated despite**
  - **intervention at grade level**
  - **a minimum of 3 changes in hypoteses & strategies per skill area**
- **Criteria can be met using progress monitoring in**
- **1 academic area & 1 behavior area OR**
- **2 behavior areas**

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NHCS Behavior Criteria
4 Criteria Areas

1. **Performance well below peers as evidenced by performance below goal(s) set below.**

   a) Replacement behavior goal set @ 100% for behavior that
      i. Is or may be harmful to self and/or others. EXAMPLES INCLUDE BUT ARE NOT LIMITED TO
         - **Assault** (any act of such nature to excite an apprehension of a harmful or offensive physical contact with the person or another) and
         - **Battery** (intentional and un-permitted physical contact with the person of another).
      ii. Is not harmful to self or others but causes significant disruption of the learning environment as defined by acting in any manner so as to interfere with any teacher's ability to conduct a class or other school activity. These behaviors may require removal of the student from the classroom in some instances. EXAMPLES INCLUDE BUT ARE NOT LIMITED TO
         - Cursing
         - Tantrums

NHCS Behavior Criteria
4 Criteria Areas Continued

   b) Replacement behavior goal set @ 75% for behavior that
      i. Involves noncompliance without overt aggressive behaviors generally referred to as
         - Insubordination (the refusal to carry out a reasonable request by a staff member and/or refusal to abide by reasonable school and/or classroom rules). EXAMPLES INCLUDE BUT ARE NOT LIMITED TO
            – Ignoring adult requests or directives to return to seat, start assignment, and redirect to assignment or assigned physical space
      ii. Involves lack of work completion
      iii. Involves time off task

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NHCS Behavior Criteria
4 Criteria Areas Continued

2. **Rate of Growth below peers**
   a) The trend line of the data must be compared to the aimline.
   b) It must be compared based on the percentages used (75% or 100%).
   c) Must determine if the trend line of the data is not projected to intersect with the aimline in 18 weeks OR less.
   d) If it is not projected to intersect in the 18 weeks or less then the rate of growth criteria has been met.

3. **Intensity and nature of instruction in the last part of Level III must resemble specially designed instruction.**

4. **Federal & state adverse educational impact is met when each of the three criteria (1-3 in this section) are met.**
   – Performance well below peers
   – Rate of Growth below peers
   – Intensity of instruction required in Level III resembles specially designed instruction

Progress Monitoring

Using the Student's Progress
to Monitor Effectiveness of the PSM
Intervention Strategies

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Progress Monitor Student's Response to Interventions

- **Progress monitor by observing student at least 3 times a week**
- **Remember you need to progress monitor academic areas that are impacted by the behavior**
- **Chart results of your behavior observations and your academic probes**
- **Utilize same decision making strategies regarding changing the interventions as you would with an academic only issue**
- **Remember that students who have behavioral issues but there is no educational impact will continue at PSM intervention level but will not be eligible for consideration for entitlement.**

Example Baseline Data on Tyler Teal

- **Student: Tyler Teal**
- **Grade 3**
- **Target Behavior: On Task**
- **Baseline Data:**
  - **Day 1   26/60 = 43%**
  - **Day 2   46/60 = 77%**
  - **Day 3   32/60 = 54%**
  - **Median   32/60 = 54%**
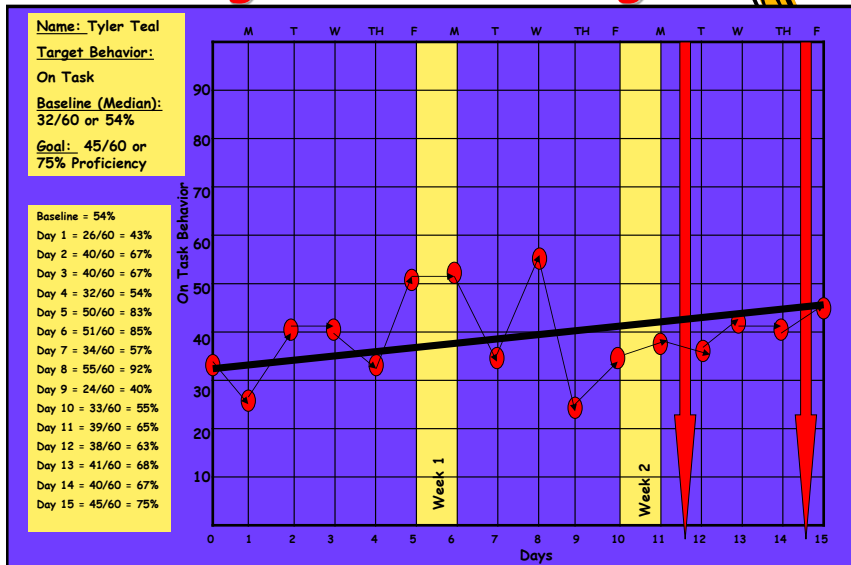
I just know I can do my work.

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Set Goal for Tyler Teal

- On task behavior falls under "level of behavior necessary for success" or <u>proficiency level</u> which is <u>75%</u>

- Goal for Tyler Teal's on task behavior would be 45/60 (75%).

- Current baseline for Tyler Teal is 32/60 or 54%

Progress Monitoring

Name: Tyler Teal

Target Behavior:
On Task

Baseline (Median):
32/60 or 54%

Goal: 45/60 or 75% Proficiency

Baseline = 54%
Day 1 = 26/60 = 43%
Day 2 = 40/60 = 67%
Day 3 = 40/60 = 67%
Day 4 = 32/60 = 54%
Day 5 = 50/60 = 83%
Day 6 = 51/60 = 85%
Day 7 = 34/60 = 57%
Day 8 = 55/60 = 92%
Day 9 = 24/60 = 40%
Day 10 = 33/60 = 55%
Day 11 = 39/60 = 65%
Day 12 = 38/60 = 63%
Day 13 = 41/60 = 68%
Day 14 = 40/60 = 67%
Day 15 = 45/60 = 75%

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3. PBIS #3 (Data Collection and Progress Monitoring for Behaviors (ppt))

VI-23 p. 128

Will Tyler Teal get to Proficient Level within 18 weeks of Intervention?

- **Consider whether Tyler will likely reach the 75% within 18 weeks or less**
- **Ask if Tyler's projected "on task" behavior (trend) line will intersect the "aim line" within the time period above.**

If no, then the "Growth Rate" Behavior criteria has been met.	**·If yes, the "Growth Rate" Behavior criteria has NOT been met.**

Another Example:

Situation: Toby has low incidence but high intensity behaviors that meet the definition of "assault" . (i.e. hitting adults & peers such that there are safety concerns)
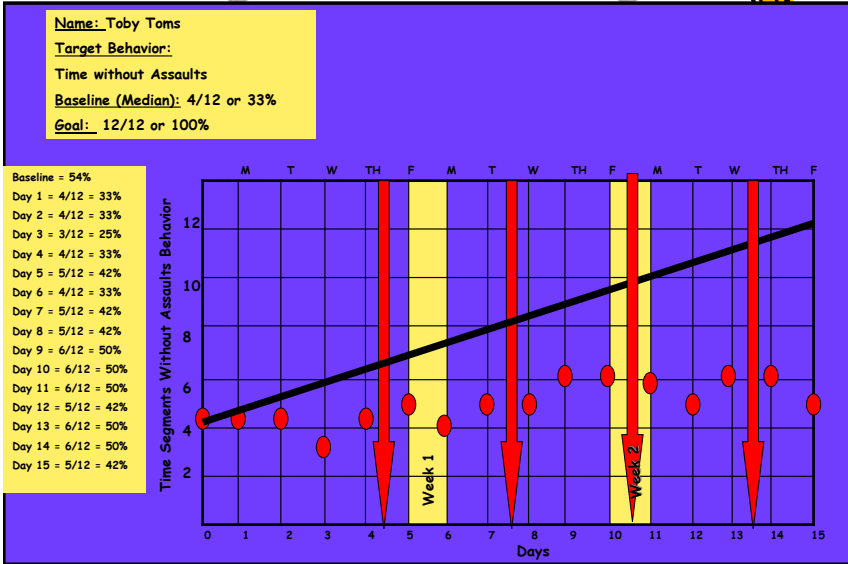
Toby's Baseline: 4 thirty minute intervals in a day without incident (4/12) or 33%.

Goal : 12/12 intervals without incident or 100%.

Note: There are 12 thirty minute intervals in the day. (6 hour day)

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Progress Monitoring

Name: Toby Toms
Target Behavior:
Time without Assaults
Baseline (Median): 4/12 or 33%
Goal: 12/12 or 100%

Baseline = 54%
Day 1 = 4/12 = 33%
Day 2 = 4/12 = 33%
Day 3 = 3/12 = 25%
Day 4 = 4/12 = 33%
Day 5 = 5/12 = 42%
Day 6 = 4/12 = 33%
Day 7 = 5/12 = 42%
Day 8 = 5/12 = 42%
Day 9 = 6/12 = 50%
Day 10 = 6/12 = 50%
Day 11 = 6/12 = 50%
Day 12 = 5/12 = 42%
Day 13 = 6/12 = 50%
Day 14 = 6/12 = 50%
Day 15 = 5/12 = 42%

Progress Monitoring

- **Teacher records intervals without incidents in the 12 thirty minute intervals during each day. Simply use checks on a chart for intervals without incident.**

- **Record your data on a Progress Monitoring chart.**
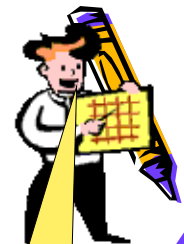
What about Toby Toms? Would you project that he will reach 100% in 18 weeks or less?

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Some Notes

F.Y.I.

- Be very specific in defining the behavior you plan to target for progress monitoring. Example: What does "on task" behavior look like?
- Don't make the mistake of observing and collecting data on the negative behavior only.
- Be sure to progress monitor the positive behavior.
- Don't teach any of the behaviors in your BIP until you get your baseline data.
- When doing progress monitoring use same the time frame for collecting data and stick to straight numbers and not percentages (if possible).

Resources

- NHCS Positive Behavioral Interventions and Supports Training Modules
- NHCS Special Education & Related Services Manual
- "Practical Charts for Managing Behavior" by Lynn Lavelle (Pro-ed Publishing)
- Web Resources
  - -www.pbis.org
  - -http://cecp.air.org
  - -www.interventioncentral.com
  - -www.udel.edu
  - -http://darkwing.uoregon.edu/~ttobin/
    (Click on *Case Study*)
  - -http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=behavior&section=cases
  - -http://usfcollab.fmhi.usf.edu/expertdetail.cfm?staffid=4

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