



New York State Education Department
Office of Special Education
Educational Partnership





PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

TFI 1.12: Discipline Data

TFI 1.13 Data-based Decision Making

Produced by the Technical Assistance Partnership for Behavior

9/15/2023

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

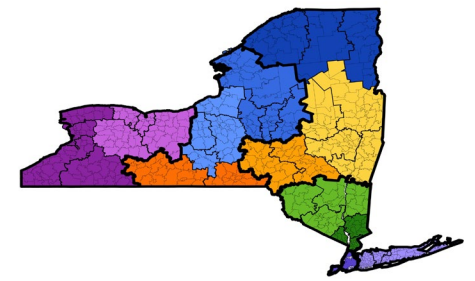


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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Agenda



Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

Slide Marker Icons



Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

1.12 Discipline Data and 1.13 Data-based Decision Making

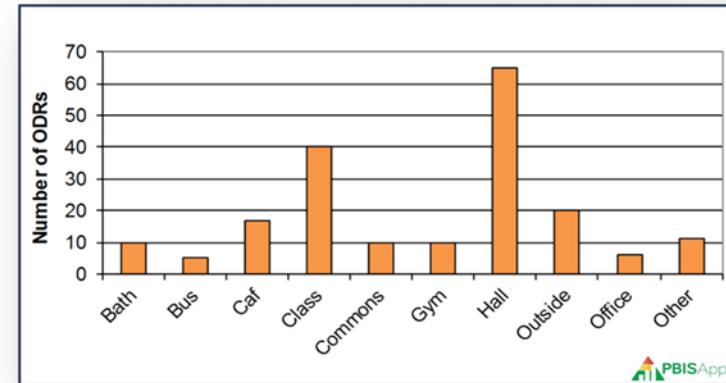
Purpose:

Prepare and plan for facilitating implementation of Data Analysis

Outcomes:

1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.



Definition

Data are the many sources of information we use to make decisions about how to allocate our resources of time and attention for teaching, redirecting, prompting, and reinforcing behaviors.

Data come in many forms such as office referrals, attendance records, grades, surveys, verbal feedback, and observations.

Data must be documented and shared to be most effective in action planning.

Rationale

Data allow us to look at a problem more objectively.

Without data, we are more likely to make ambiguous, or emotionally driven decisions.

Data can be used for identifying and planning to address problems, celebrating successes, and accountability.

Why Use Data or Decision Making?

Data helps us ask the right questions...it does not provide the answers.

Use data to:

- Identify problems
- Refine problems
- Define the questions that lead to solutions

Data helps place the “problem” in the context rather than in the students.

Activity

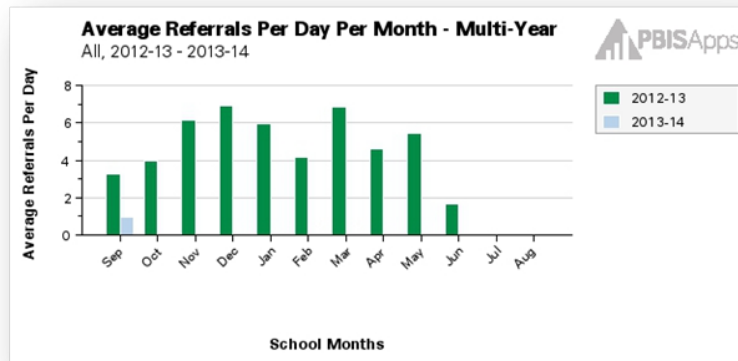


Turn to your shoulder partner or discuss as a table:

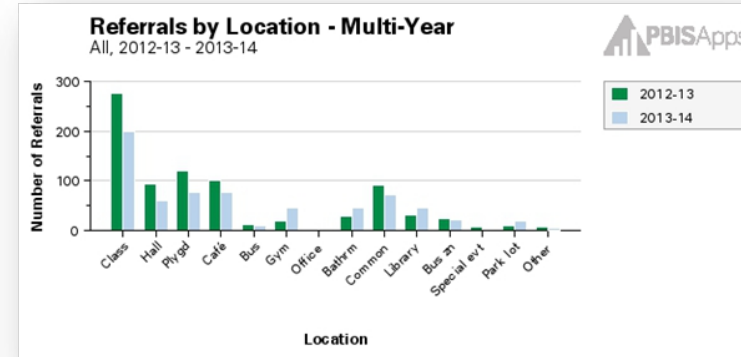
- What are different sources of data you use in the classroom?
School-wide?
- How comfortable are you, as an individual and as a group accessing and interpreting these data?

Additional SWIS Reports

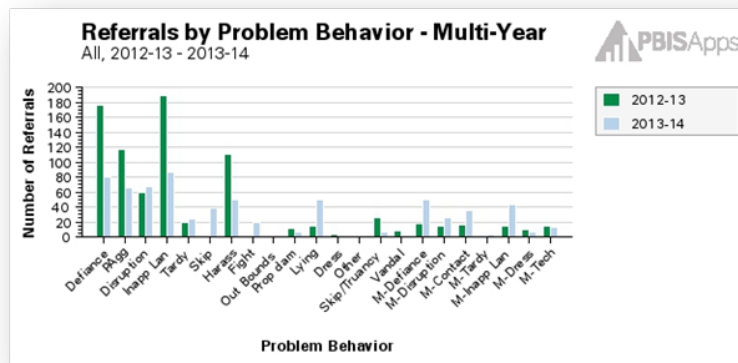
Avg Referrals/Day/Month – Multi-Year



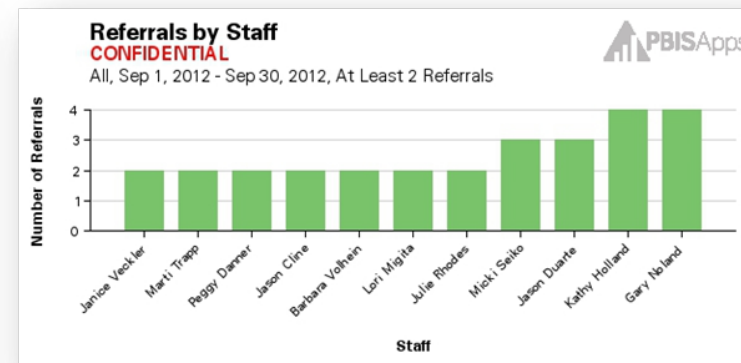
Referrals by Location – Multi-Year



Referrals by Prob Behavior – Multi-Year

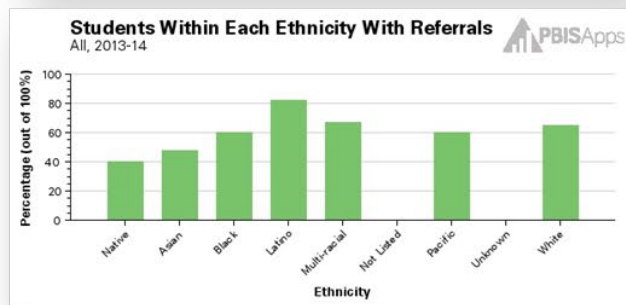
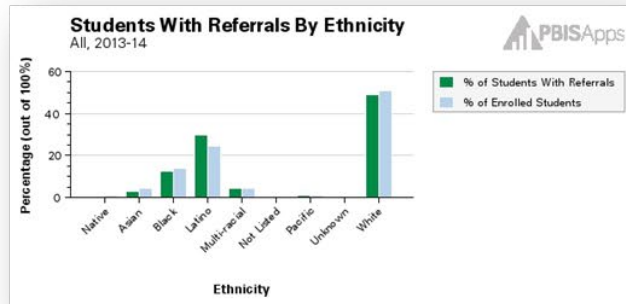
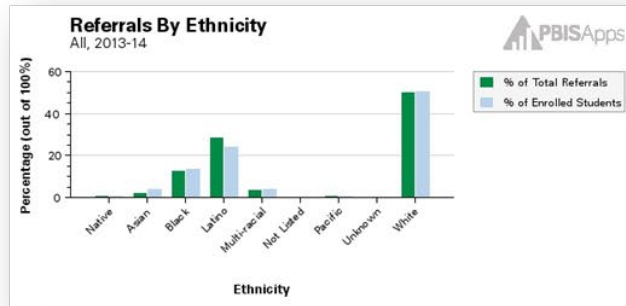


Referrals by Staff: Confidential



Additional SWIS Reports II

By Students with IEPs



Referrals by Ethnicity (three graphs)

Suspension/Expulsion

Report
CONFIDENTIAL
Report Type: Suspension/Expulsion
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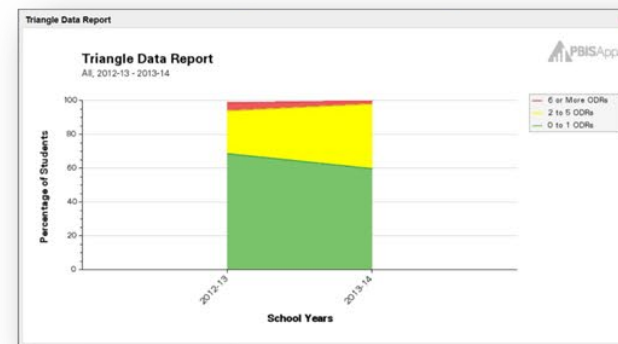
Data Table

	Days	Events	Student Contributing
In-School Suspension	10.5	9	8
Out-of-School Suspension	10.5	6	6
Expulsion	0	0	0

Data Table

Student Name	Gender	Ethnicity	IEP	In School Suspen...		Out Of School Su...		Expulsions	
				Events	Days	Events	Days	Events	Days
Annie Howler	Female	Hispanic / Lat...	No	1	0	0	0	0	0
Chris McMann...	Male	White	Yes	1	0	1	3	0	0
Jeni McKnight	Female	Hispanic / Lat...	No	1	1	0	0	0	0
Joe Franklin	Male	Hispanic / Lat...	Yes	0	0	1	0	0	0
Julian Goodman	Female	Hispanic / Lat...	No	1	1	0	0	0	0
Kimmer Wilson	Male	Black	Yes	1	1	0	0	0	0
Mark Banks	Male	White	Yes	1	2	0	0	0	0
Neal Anderson	Male	Black / Hispan...	Yes	0	0	1	0.5	0	0
Phil Paulson	Male	Hispanic / Lat...	No	0	0	1	3	0	0
Randy Holman	Male	White	Yes	0	0	1	1	0	0
Tim Edwards	Male	Hispanic / Lat...	Yes	2	2	0	0	0	0
Tim Redding	Male	Hispanic / Lat...	No	0	0	1	3	0	0
Tom Moss	Male	White	No	1	3.5	0	0	0	0

Triangle Data Report



Additional SWIS Reports III

Year-End Report

Reports
Year-End Report

Options
School Year*
2013-14

Included Reports*

- Referrals Per 100 Students Per Year
- Proportion of Referrals by Problem Behavior
- Referrals Per 100 Students Per Day by Grade
- Referrals Per 100 Students Per Day by Location
- Proportion of Referrals by Time
- Proportion of Referrals by Day of Week
- Suspension/Expulsion
- IEP Summary
- Ethnicity / Race Summary
- Triangle Data Report

Show Reports For*

- All Referrals
- Major Referrals
- Minor Referrals

Other Options

- Only Show Active Items
- Only Show Items With Data
- Show Values On Graph

Referrals/100 Students/Year

Referrals Per 100 Students Per Year

This report shows the rate of referrals per 100 students associated with each school year since your school enrolled in SWIS. Referrals rates are averaged per 100 students in order to accurately compare across school years with varying student enrollment totals.

Use this report to compare overall trends in referral patterns by referral type across years of SWIS implementation.

Referrals Per 100 Students Per Year
All Referrals & Minors

School Year	Referrals Per 100 Students
2012-13	134
2013-14	133

% Total Referrals by Problem Behavior

Proportion of Referrals by Problem Behavior

This report shows the proportion of referrals associated with each problem behavior type for the selected school year.

Use this report to compare overall trends in referral patterns across behavior types.

% of Total Referrals by Problem Behavior
All Referrals & Minors, 2013-14

Problem Behavior	% of Total Referrals
Out. Behav.	0
Verbal	0
M. Targ.	1
Rel. Tan.	1
Self-Harm	1
M. Conv.	2
M. Tan.	3
Fight	4
Tru.	4
M. Disrupt.	6
M. Control.	6
Stip.	7
M. Harass. Lan.	7
M. Disrupt.	7
Harass.	7
Relig.	8
Disrupt.	10
Defiance	12
Harass. Lan.	13

IEP Summary

IEP Summary

This report is presented as a set of two table(s) related to IEP Status for the selected school year.

Referral Rates Per 100 Students Per Day

This report shows the rate of referrals per 100 students per day associated with identified IEP status for the selected school year. Referral rates are averaged per 100 students to accurately compare across school years with varying student enrollment totals. Referral rates are averaged per day to accurately compare across school years with varying school days.

Use this report to compare overall trends in referral patterns across IEP status groups.

	All Referrals & Minors	Major	Minor
All Students	0.0123	0.0098	0.0035
Referrals With IEP's (if student was on an IEP when given...	0.0033	0.0025	0.0008
Referrals Without IEP's	0.0100	0.0073	0.0027
Students Currently With IEP's	0.0035	0.0028	0.0008
Students Currently Without IEP's	0.0098	0.0071	0.0027

Suspension/Expulsion Rates Per 100 Students

This report table shows the suspension and expulsion rates per 100 students grouped by IEP status. The report table provides the average number of suspension/expulsion days given and the average number of unique behavior events contributing to the suspension/expulsion days. The report table is disaggregated by in-school suspension, out-of-school suspension, and expulsion. Referral rates are averaged per 100 students to accurately compare across school years with varying student enrollment totals.

Use this report to compare overall trends in exclusionary practices used within the school's system of consequences across IEP status groups.

	In School Suspensi...		Out of School Sus...		Expulsions		Totals	
	Events	Days	Events	Days	Events	Days	Events	Days
All Students	0.023	0.023	0.073	0.107	0.000	0.000	0.097	0.130
Referrals With IEP's (if student w...	0.013	0.013	0.027	0.040	0.000	0.000	0.040	0.053
Referrals Without IEP's	0.010	0.010	0.047	0.067	0.000	0.000	0.057	0.077
Students Currently With IEP's	0.013	0.013	0.027	0.040	0.000	0.000	0.040	0.053
Students Currently Without IEP's	0.010	0.010	0.047	0.067	0.000	0.000	0.057	0.077

Annual Triangle Data Report

Triangle Data Report

This report shows the proportion of referrals within the green, yellow, and red zones as based upon the following data decision rules:

- Green zone = 0-1 ODRs
- Yellow zone = 2-5 ODRs
- Red zone = 6+ ODRs

The report table provides the total number of students within a specific zone as well as the proportion of the school's total population within a specific zone. The table is divided by All Referrals, Major referrals only, and Minor referrals only.

Use this report to look at the distribution of students (by percentage) into each of the triangle's three zones.

Triangle Data Report
2013-14

Triangle Data Report
2013-14

Students With (n) Referrals	0	1	0 or 1	2-5	6+	Total
All	# 163	140	303	191	6	500
All	% 32.60%	28.00%	60.60%	38.20%	1.20%	100.00%
Major	# 164	265	429	67	4	500
Major	% 32.80%	53.00%	85.80%	13.40%	0.80%	100.00%
Minor	# 328	169	497	3	0	500
Minor	% 65.60%	33.80%	99.40%	0.60%	0.00%	100.00%

Additional Data Sources

Other data can inform our behavioral supports:

Attendance

- Student and Teachers

Grades

Surveys

- Perception

Do We Have an Efficient Data System?



Are we collecting the right information? What, where, when, who, why

Is data collection efficient?

- Less than 60 sec to fill out, less than 30 sec to enter

Do we get data in the right format?

- Graphic format

Do we get the data at the right time?

- Before and during meetings
- Data no more than 24 hours old

Does our Data-Analyst prepare in advance, and bring a draft Precision Problem Statement to our team meetings to present?

Are data used for decision-making by all?

- Data presented to all faculty at least monthly
- Data available for whole school, small group and individual student evaluation

Workbook: TFI 1.12. 1.13 Activity 2

Data Entry

Consistent

- Every 24-48 hours
- Train people entering those data

“Real time”

- Real time entry allows for real time look at those data
- Accountability
- Decision-making

Data Analysis

Is there a problem?

What areas/systems are involved?

Are there many students or a few involved?

What kinds of problem behaviors are occurring?

When are these problems likely to occur?

What is the most effective use of our resources to address this problem?

Data Based Decision Making

TFI 1.13 Data-based Decision Making

Data-based Decision Making

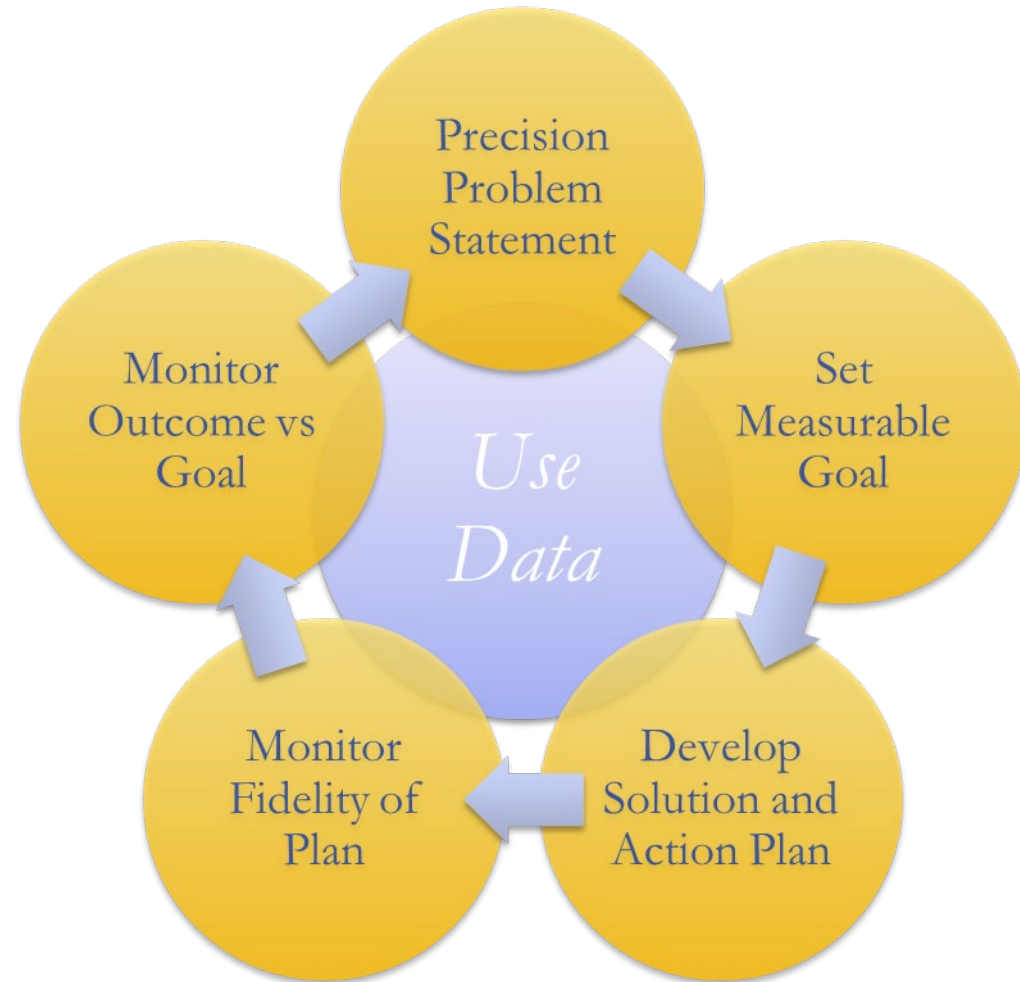
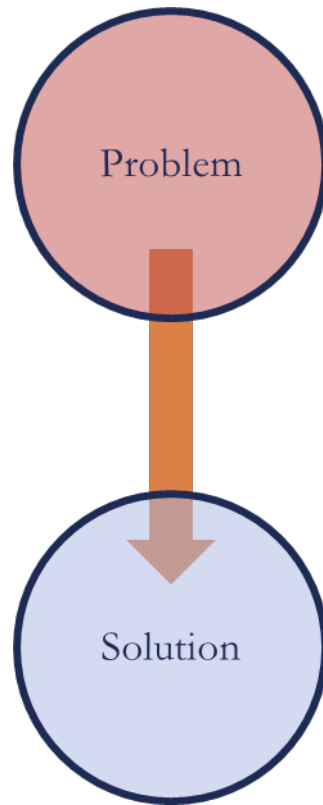
Decisions are more likely to be effective and efficient when they are based on data.

The quality of decision making depends most on the first step—defining the problem to be solved.

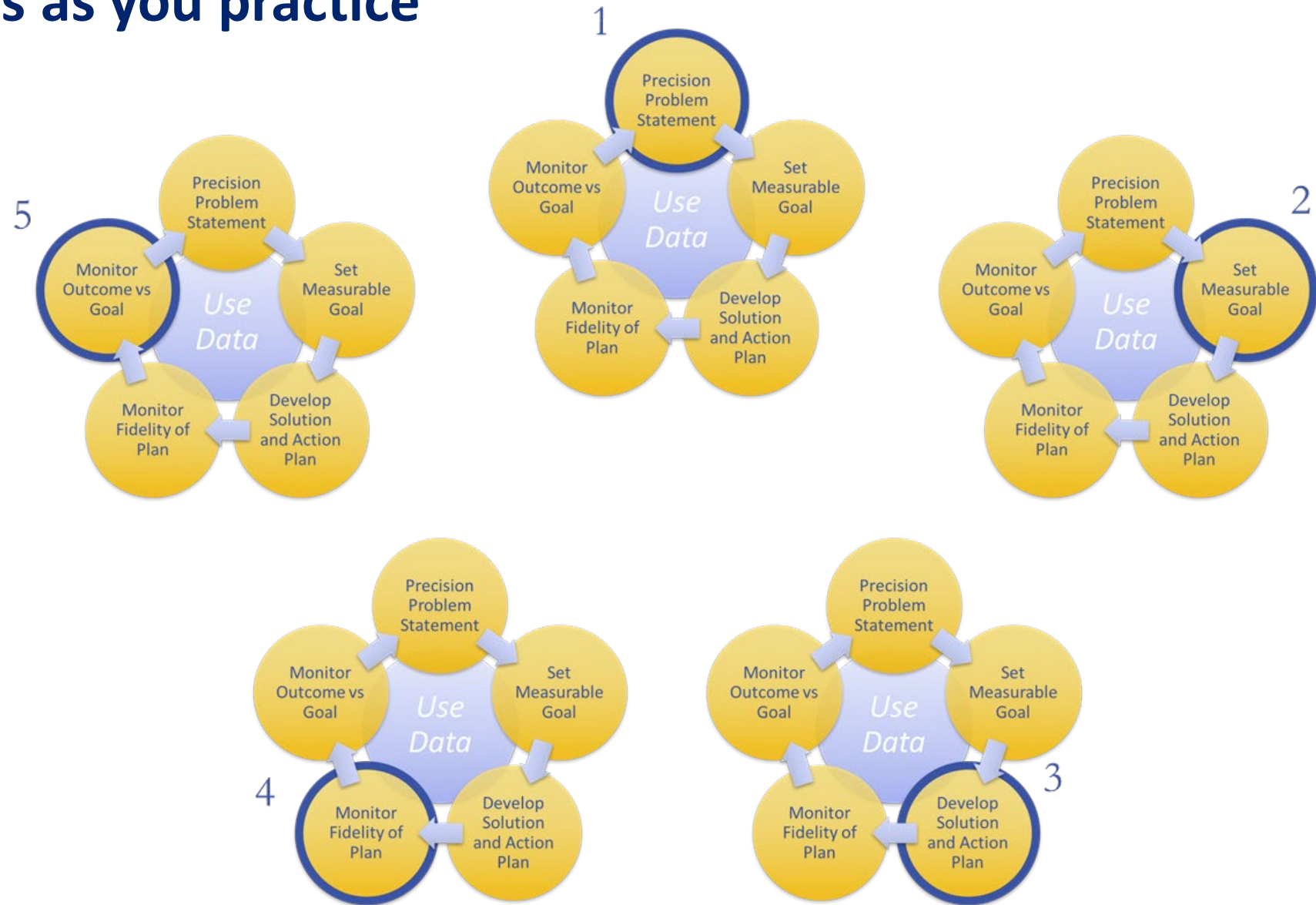
Big Ideas:

- ✓ Define problems with precision and clarity.
- ✓ Data help place the “problem” in the context rather than on the students.
- ✓ Includes specific focus on equity

Old vs. New Decision Making



Use these icons on the following slides to follow the decision-making process as you practice



Primary vs. Precision Statements

How do we go from here to here?

Primary Statements	Precision Statement
Too many referrals	There are 25% more ODRs for aggression on the playground this month 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.
September has more suspensions than last year	
Gang behavior is increasing	
The cafeteria is out of control	
Student disrespect is out of control	



Identifying the Problem

The statement of a problem is important for team-based problem solving.

- Everyone must be working on the same problem with the same assumptions

Problems often are framed in “**primary**” form. That form raises awareness and concern but is not useful for problem solving.

- Frame primary problems based on initial review of data
- Use a more detailed review of the data to build precise problem statements which are solvable



Ask the Right Questions

What are the data we need for a decision?

Precise problem statements include information about the following:

- **What** is the problem behavior?
- **How** often is the problem happening?
- **Where** is the problem happening?
- **Who** is engaged in the behavior?
- **When** is the problem most likely to occur?
- **Why** is the problem sustaining?



Solution Development and Action Planning



Activity 3

There are **25% more ODRs for aggression** on the **playground** this month 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.

What? 25% More ODRs for aggression

When? First recess

Where? On the playground

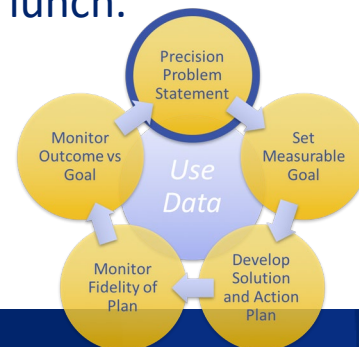
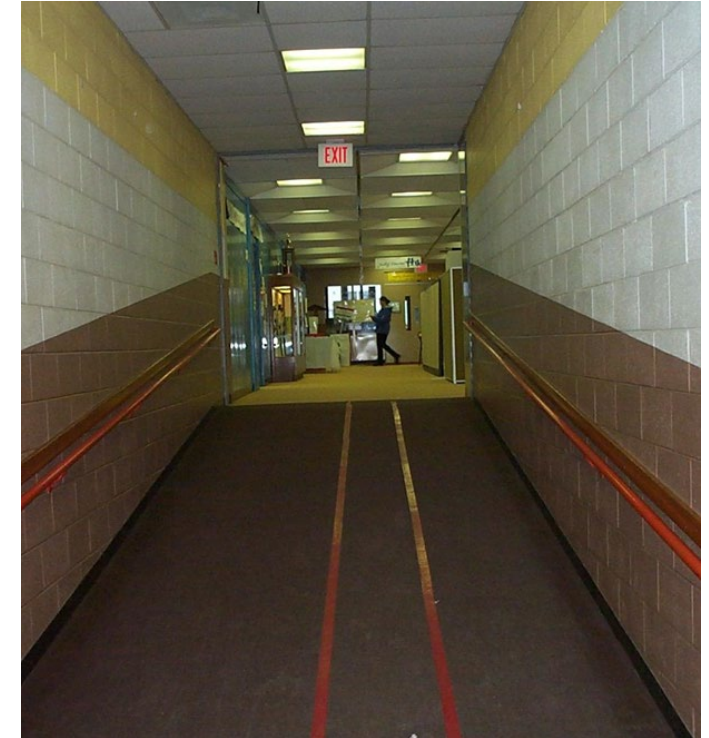
Why? To get new playground equipment

Who? A large number of students

Problem Solving the Cafeteria Hallway

The Data

- What is the problem behavior? Physical altercations.
- How often is the problem happening? Every day. 24 referrals in the last month in this location.
- Where is the problem happening? In the hallway outside the cafeteria
- Who is engaged in the behavior? Many students (about 40%)
- When is the problem most likely to occur? During lunch, while entering and exiting
- Why is the problem sustaining? Students want to access the lunch line first, especially on chicken nugget day!
- Data also showed that students were getting sent out of class and placed in an alternative setting right outside the cafeteria. They were the first ones to be dismissed for lunch.



Write an example precision problem statement for hallway behavior in the entrance to the cafeteria entrance

Workbook: TFI 1.12., 1.13 Activity 4 (Step 1)

Identify a Measurable Goal

Goals allow you to analyze, monitor, and adjust professional practice.

*Reduce hallway ODRs by 50% per month for Feb through May.
(currently 24 per month average)*

Is it:

- Specific?
- Measurable?
- Achievable?
- Relevant?
- Timely?



Activity: Write Example for a Measurable Goal




What measurable outcome do you want to achieve from your Precision Problem Statement on hallway behavior outside the cafeteria?

- ✓ Specific
- ✓ Measurable
- ✓ Achievable
- ✓ Relevant
- ✓ Timely

Workbook: TFI 1.12., 1.13 Activity 4 (Step 2)

Building a Solution & Action Planning



Solution component	Definition and Example	Cafeteria Hallway Solution...
Prevention	How can we avoid the problem context? e.g. schedule lunch times, change lighting	<p>Using one or more of the solution components, Write a solution addressing your Precision Problem Statement on hallway behavior outside the cafeteria.</p> 
Teaching	How can we define, teach, and monitor what we want? e.g. build “Quiet” curriculum, teach hallway expectations, buy decibel meter	
Recognition	How can we build in systematic rewards for positive behavior? e.g. 3 quiet days = 5 extra minutes of social time at lunch	
Extinction	How can we prevent problem behavior by removing the reward? e.g. Do not respond to student who speaks out instead of raising hand	
Consequenc	What are efficient, consistent consequences for problem behavior? e.g. Error correction; practice appropriate behavior (document with Major/Minor ODR)	
Data	How will we collect and use data for evaluating the fidelity of our solution (e.g. walkthrough reports, observations, self-assessments), and student outcomes (e.g. SWIS ODR data, time on task, etc.)?	



Workbook: TFI 1.12., 1.13 Activity 4 (Step 3)

Measure Fidelity of Implementation

How will you ensure the plan is being implemented as designed?
Are you doing what you say you will do?

9th grade teachers rate implementation fidelity on scale of 1-5 (low to high), on the fidelity check board, at the end of each month.

All staff surveyed at weekly staff meeting:

Did you acknowledge 5 students, not in your classroom, daily?

1 - No 2 - Somewhat 3 - Yes

Team members will each take one passing period a day and count the number of staff standing in doors to monitor hallways.

1x per week, Social worker will randomly select two students in each class and interview if they used Stop, Walk, Talk. Will track on phone using Google Survey.

Activity: Measure the Fidelity of your Plan



Write a fidelity measure for your solution to addressing hallway behavior outside the cafeteria.

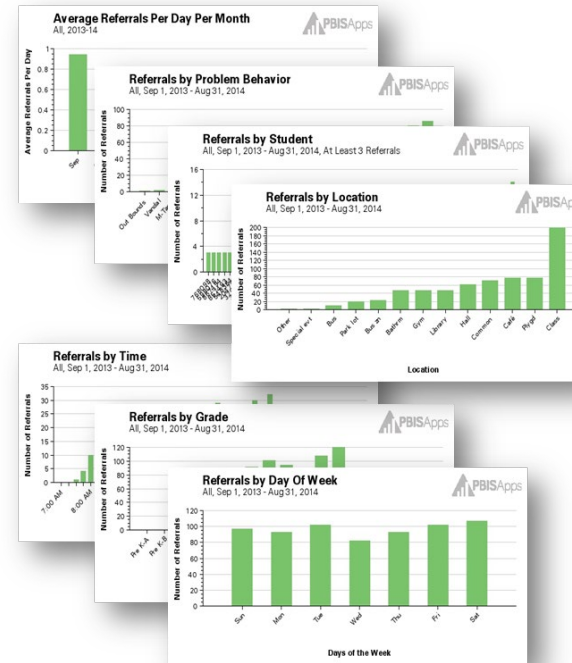
Workbook: TFI 1.12., 1.13 Activity 4 (Step 4)

Was your problem-solving a success?

Monitor Outcome Data vs Goal

Sample data categories:

- Attendance
- Tardy
- Grades
- Surveys
- Perception (family, staff, students)
- ODRs (Minor and Major)
- Other?



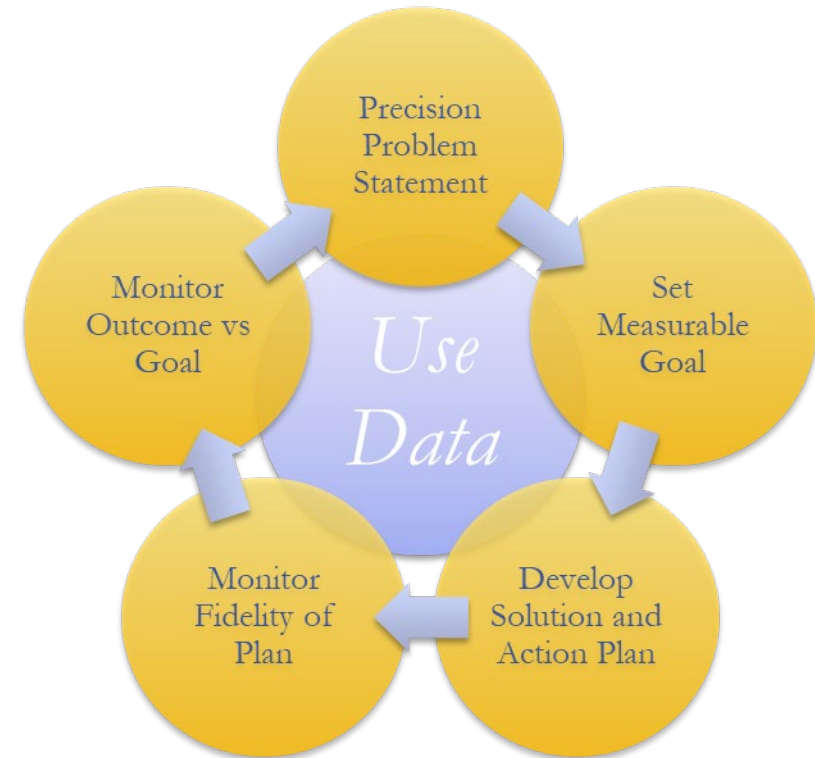
Activity: Step five of your Problem-Solving Process



- At your next meeting, review if you were successful:
- Do you need to change the precision problem statement, goal, action plan, or fidelity measure?



What was the real story behind this cafeteria hallway picture?



Data Sharing with Staff, Students, Community

SHARE monthly

- How are we progressing toward our goal?
- What are the results of our fidelity checks for our interventions?
- Are these data accurate?
- Are we over writing ODRs, under writing ODRs?
- Are we being consistent in writing and definitions of behavior?

Get feedback

- Communication is two way

Stress to staff the importance of accurate and consistent input

TFI 1.12: Discipline Data

TFI 1.13 Data-based Decision Making

ACTION PLANNING

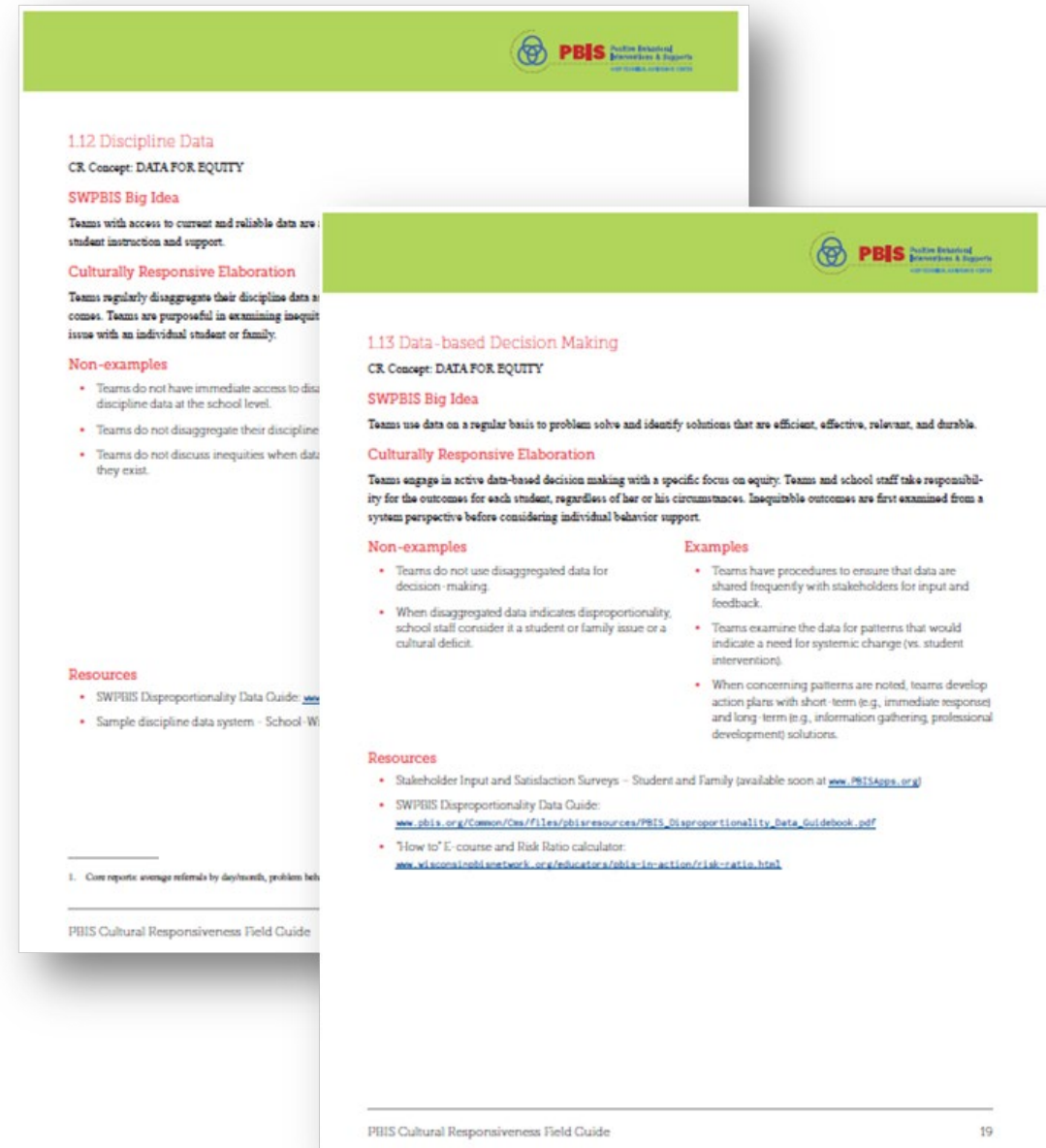
1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



PBIS Cultural Responsiveness Field Guide

Task: 1.12 Discipline Data

Team: Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.



Action Items and Planning - 1.12, 1.13



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.12	Data system is used to collect and analyze Office Discipline Referral (ODR) data in an efficient manner			
1.12	Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team			
1.13	Data analyzed at least monthly to ensure adequate progress, implementation fidelity, equitable and culturally responsive interventions			
1.13	Data shared with team and faculty monthly (minimum)			
1.13	Disaggregate data to inform and monitor equitable practices to identify over-representation/under-representation of any group			
1.13	Initiate problem-solving conversations when data identifies patterns of disproportionate discipline (one or more groups of students whose discipline referrals are significantly higher than would be expected given their enrollment)			
1.13	Team Implements problem solving process including: precision problem statements, goal setting, action plan, fidelity measure, and monitoring student outcomes.			

Questions?





THANK YOU!

Appreciation is given for the contributions to this Professional Learning



Contact Us



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EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
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