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.
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

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
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<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✷ Take care of your personal needs</td>
</tr>
<tr>
<td></td>
<td>✷ Return on time and quietly</td>
</tr>
<tr>
<td></td>
<td>✷ Sign attendance sheets / complete eval. form</td>
</tr>
<tr>
<td></td>
<td>✷ Use electronic devices when necessary</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✷ Put cell phones to “off” or “vibrate”</td>
</tr>
<tr>
<td></td>
<td>✷ Listen to others attentively</td>
</tr>
<tr>
<td></td>
<td>✷ Honor confidentiality when applicable</td>
</tr>
<tr>
<td></td>
<td>✷ Stay on topic</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>✷ Be an active participant</td>
</tr>
<tr>
<td></td>
<td>✷ Participate with an open mind</td>
</tr>
<tr>
<td></td>
<td>✷ Take notes</td>
</tr>
<tr>
<td></td>
<td>✷ Make plans to stay until training dismissal</td>
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# Virtual Training Expectations

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</tbody>
</table>
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

- Activity
- Handout
- Poll
- Discussion
- Reflection
- Action Plan
- Vetted/Policy
## Tier 1: Professional Learning Roadmap

<table>
<thead>
<tr>
<th>TFI Sub-Scale #</th>
<th>Team Components</th>
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<tbody>
<tr>
<td>TFI 1.1</td>
<td>Team Composition</td>
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<td>TFI 1.2</td>
<td>Team Operating Procedures</td>
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<table>
<thead>
<tr>
<th>TFI Sub-Scale #</th>
<th>Implementation Components</th>
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<tbody>
<tr>
<td>TFI 1.3</td>
<td>Behavioral Expectations</td>
</tr>
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<td>TFI 1.4</td>
<td>Teaching Expectations</td>
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<td>TFI 1.5</td>
<td>Problem Behavior Definitions</td>
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<tr>
<td>TFI 1.6</td>
<td>Discipline Policies</td>
</tr>
<tr>
<td>TFI 1.7</td>
<td>Professional Development</td>
</tr>
<tr>
<td>TFI 1.8</td>
<td>Classroom Procedures</td>
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<tr>
<td>TFI 1.9</td>
<td>Feedback and Acknowledgement</td>
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<td>TFI 1.10</td>
<td>Faculty Involvement</td>
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<tr>
<td>TFI 1.11</td>
<td>Student/Family/Community Involvement</td>
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<tr>
<th>TFI Sub-Scale #</th>
<th>Evaluation Components</th>
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<tr>
<td>TFI 1.12</td>
<td>Discipline Data</td>
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<td>TFI 1.13</td>
<td>Data-based Decision Making</td>
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<td>TFI 1.14</td>
<td>Fidelity Data</td>
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<tr>
<td>TFI 1.15</td>
<td>Annual Evaluation</td>
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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?
Core SWIS Reports

- Avg Referrals/Day/Month
- Referrals by Prob Behavior
- Referrals by Location
- Referrals by Time
- Referrals by Student
- Referrals by Day of Week
- Referrals by Grade
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

- Referrals by Ethnicity
- Students With Referrals by Ethnicity
- Students Within Each Ethnicity With Referrals

By Students with IEPs

Triangle Data Report

TFI 1.12: Discipline Data
TFI 1.13 Data-based Decision Making
Additional SWIS Reports III

TFI 1.12: Discipline Data
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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

TFI 1.12: Discipline Data
TFI 1.13 Data-based Decision Making
Use these icons on the following slides to follow the decision-making process as you practice.

1. Precision Problem Statement
   - Monitor Outcome vs Goal
   - Set Measurable Goal
   - Use Data
   - Develop Solution and Action Plan

2. Set Measurable Goal
   - Monitor Outcome vs Goal
   - Use Data
   - Develop Solution and Action Plan

3. Use Data
   - Monitor Outcome vs Goal
   - Use Data
   - Develop Solution and Action Plan
   - Precision Problem Statement

4. Use Data
   - Monitor Outcome vs Goal
   - Use Data
   - Develop Solution and Action Plan

5. Use Data
   - Monitor Outcome vs Goal
   - Use Data
   - Develop Solution and Action Plan
   - Precision Problem Statement

TFI 1.12: Discipline Data
TFI 1.13 Data-based Decision Making
## Primary vs. Precision Statements

How do we go from here to here?

<table>
<thead>
<tr>
<th>Primary Statements</th>
<th>Precision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many referrals</td>
<td>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.</td>
</tr>
<tr>
<td>September has more suspensions than last year</td>
<td></td>
</tr>
<tr>
<td>Gang behavior is increasing</td>
<td></td>
</tr>
<tr>
<td>The cafeteria is out of control</td>
<td></td>
</tr>
<tr>
<td>Student disrespect is out of control</td>
<td></td>
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</table>
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?
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

<table>
<thead>
<tr>
<th>Solution component</th>
<th>Definition and Example</th>
</tr>
</thead>
</table>
| **Prevention**     | How can we avoid the problem context?  
  *e.g. schedule lunch times, change lighting* |
| **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* |
| **Consequences**   | 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.)* |

**Cafeteria Hallway Solution...**

*Using one or more of the solution components, write a solution addressing your Precision Problem Statement on hallway behavior outside the cafeteria.*

**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.

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.

All staff surveyed at weekly staff meeting:

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

1 - No 2 - Somewhat 3 - Yes
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

<table>
<thead>
<tr>
<th>TFI</th>
<th>Action Item</th>
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<tbody>
<tr>
<td>1.12</td>
<td>Data system is used to collect and analyze Office Discipline Referral (ODR) data in an efficient manner</td>
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<tr>
<td>1.12</td>
<td>Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team</td>
</tr>
<tr>
<td>1.13</td>
<td>Data analyzed at least monthly to ensure adequate progress, implementation fidelity, equitable and culturally responsive interventions</td>
</tr>
<tr>
<td>1.13</td>
<td>Data shared with team and faculty monthly (minimum)</td>
</tr>
<tr>
<td>1.13</td>
<td>Disaggregate data to inform and monitor equitable practices to identify over-representation/under-representation of any group</td>
</tr>
<tr>
<td>1.13</td>
<td>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)</td>
</tr>
<tr>
<td>1.13</td>
<td>Team Implements problem solving process including: precision problem statements, goal setting, action plan, fidelity measure, and monitoring student outcomes.</td>
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(Not In Place; Partially; Fully In Place ->)
Questions?
Appreciation is given for the contributions to this Professional Learning
Contact Us