New York State Education Department
Office of Special Education

Educational Partnership

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Module 2 of 6

Developing Behavior Systems that Work: Using Data to Inform Interventions

Using Discipline Data to Inform Interventions

Developed by the Technical Assistance Partnership for Behavior.

8/24/2022

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

Teachers 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.

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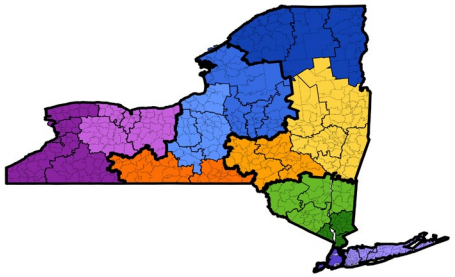
Who Are We?



The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.

Today’s Facilitators

Name

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

BE RESPONSIBLE

- Take care of your needs
- Return on time and quietly
- Sign attendance sheets/complete evaluation form
- Use electronic devices when necessary

BE RESPECTFUL

- Turn cell phones “off” or to “vibrate”
- Listen to others attentively
- Honor confidentiality when applicable
- Stay on topic

BE ENGAGED

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

Virtual Training Expectations

BE RESPONSIBLE

- Take care of your needs
- Return on time and quietly
- Complete evaluation form
- Find a quiet place to participate

BE RESPECTFUL

- Use “mute” to prevent background noise
- Listen to others attentively
- Honor confidentiality when applicable
- Stay on topic

BE ENGAGED

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

Supporting Meaningful Engagement

From **SAFE** Space	To **Brave** Space
• Belief that learning requires comfort • Illusion of safety • Polite discussion • Guarded conversations • Acceptance of oppression and subordination • Unawareness of entitlement and privilege or inactivity in response to awareness	• Belief that learning requires disequilibrium • Reality of risk • Courageous Conversation • Genuine dialogue • Self-determination • Personal responsibility

Krownapple, 2017 p. 233

Supporting Meaningful Engagement Compass

Courageous Conversations Compass

Roadmap

Module Number	Module Title
1:	Introduction to Equitable Behavioral Systems
2:	***Using Discipline Data to Inform Interventions***
3:	Creating Common Disciplinary Language
4:	Creating a Discipline Flowchart
5:	Tier 1 Practices to Support Behavior
6:	Working with Families Around Behavior

Materials

- Module 1 workbook with completed equity statement
- Pathway for Change document
- Behavioral data from previous school year (student, behavior category, time of day, location, average # per day per month, race/ethnicity, Students with Disabilities)
- Module 2 workbook
- "Data Need Not be a Four-Letter Word" article

Objectives for Module 2

- The Educational Organization (EO) will have a data management system that identifies behavioral data and is able to be disaggregated by average referral per day, individual student, offence, location, time of day, grade level, ethnicity/race, gender, Students with Disabilities

- The EO will gain skills in using behavioral data to inform decision making processes regarding interventions to support student achievement (tiered approach). Leadership team reviews and uses data 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
- Discipline comes from the root word “disciple” which means to teach

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 for 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

YOUR TURN

Article, "*Data Need Not Be a Four-Letter Word: Using Data to Improve School Discipline*"

1. Everyone reads the introduction
2. Groups read your assigned section
3. Be ready to share out a summary of each section

YOUR TURN

Activity 1: Current Sources of Data

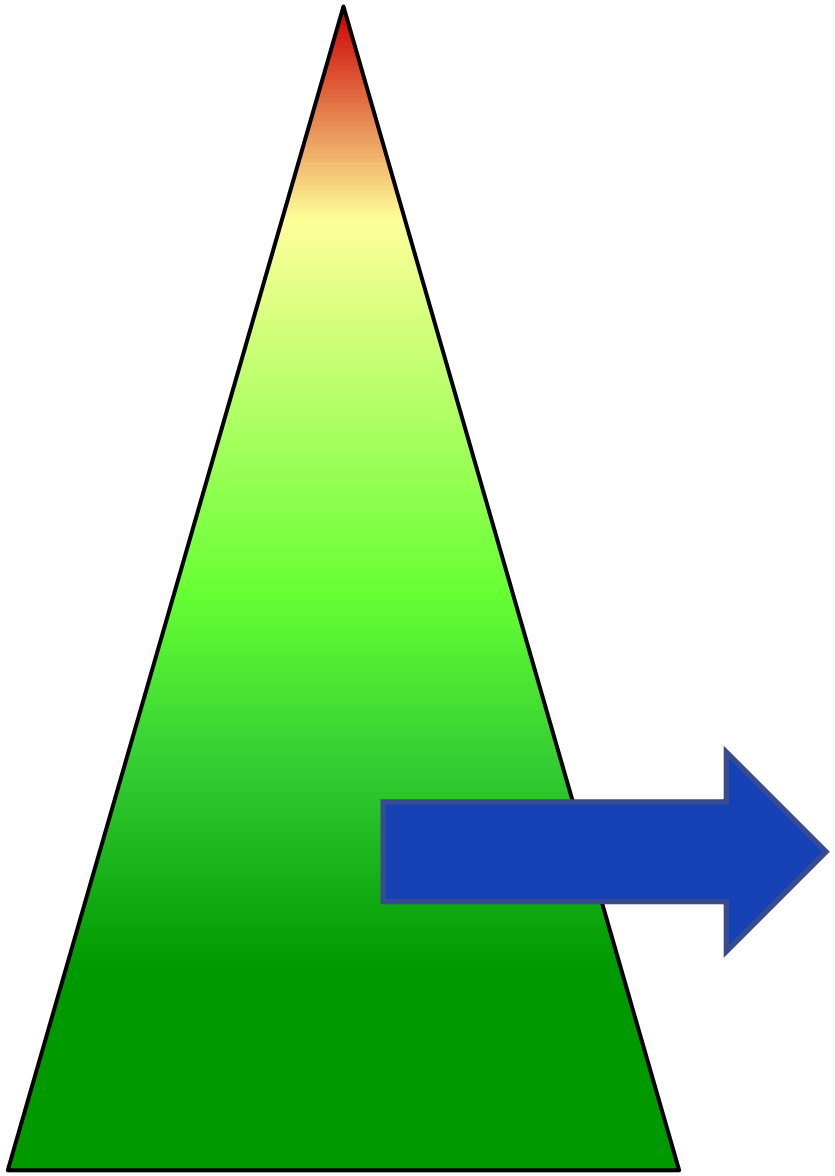
In your workbook, create your elevator speech for why decisions should be data-based in the context of school discipline…

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

Meaningful Data

Can your current data system produce the following?

Using Data within a Tiered Support Model



Measures

Individual Student Data Information System

1. Assessment of selected behavioral outcomes
2. Completely individualized (baseline – outcome data)
3. Assessment of plan implementation fidelity

Tier 2 Data for Some Students

1. Monitors daily progress report data (DPR Card)
2. Monitor # of students receiving tier 2 supports
3. Monitor # of students showing success

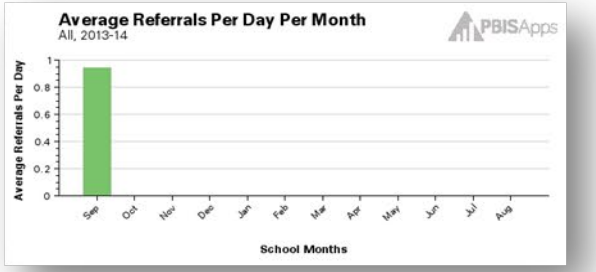
School-wide Data Information System

Office Discipline Referrals

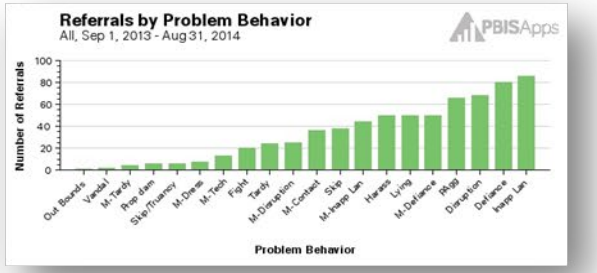
1. per day per month
2. per location
3. per time of day
4. per student
5. per problem behavior
6. per ethnicity
7. Drill Down Function to assess with precision
8. Attendance
9. Grades
10. Repeated minor behaviors

Core School Wide Information System Reports

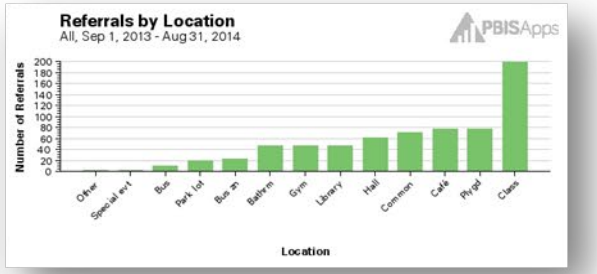
Avg Referrals/Day/Month



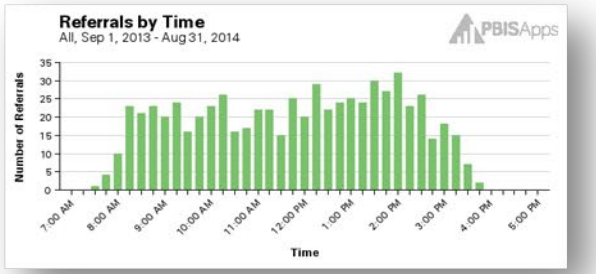
Referrals by Prob Behavior



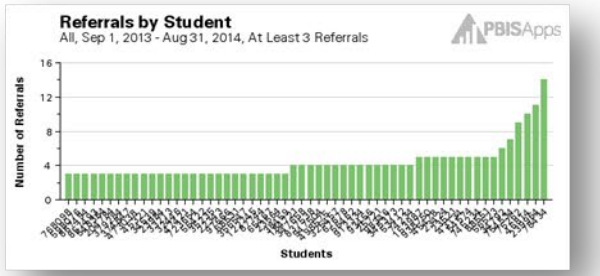
Referrals by Location



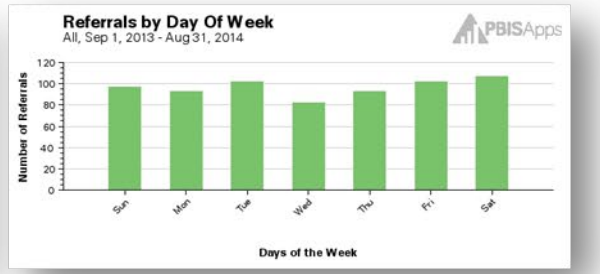
Referrals by Time



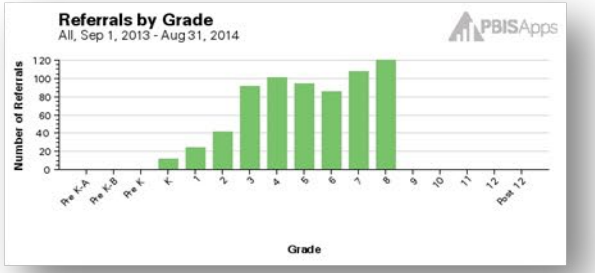
Referrals by Student



Referrals by Day of Week



Referrals by Grade



Making Data Meaningful

Questions to guide your practice

- Data on problem behavior?
  - What minor and major problem behaviors are most common?
- Data on location?
  - Are there specific problem locations?
- Data by student?
  - Are there numerous students receiving referrals or only a small number of students with many referrals?
  - Are there students of a specific race/culture receiving a higher number of referrals.

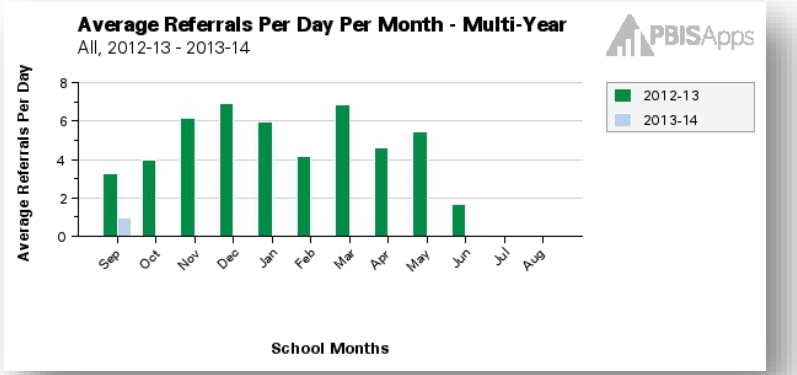
Making Data Meaningful

Questions to guide your Practice

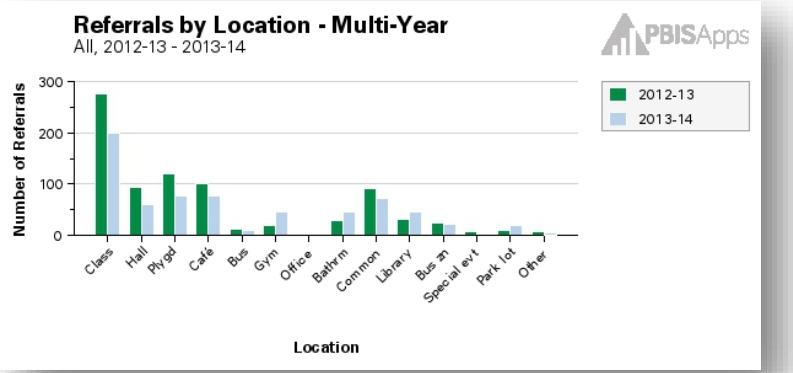
- Data on problem behavior?
  - What minor and major problem behaviors are most common?
- Data on location?
  - Are there specific problem locations?
- Data by student?
  - Are there numerous students receiving referrals or only a small number of students with many referrals?
  - Are there students of a specific race/culture receiving a higher number of referrals.

Additional SWIS Reports I

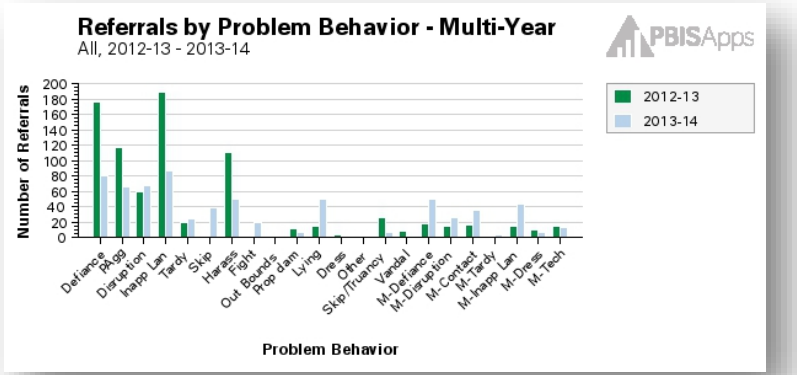
Avg Referrals/Day/Month – Multi-Year



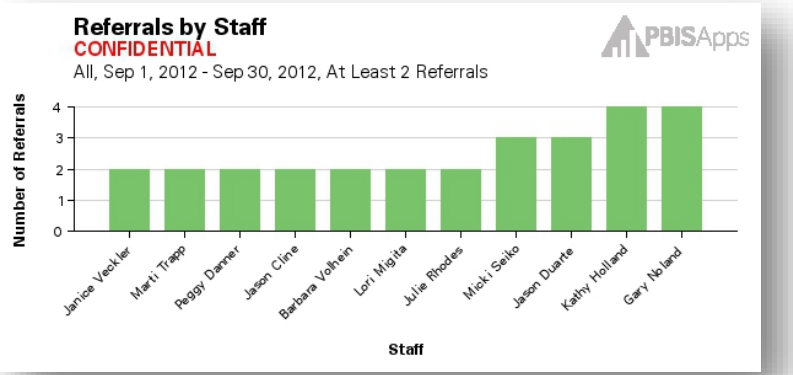
Referrals by Location – Multi-Year



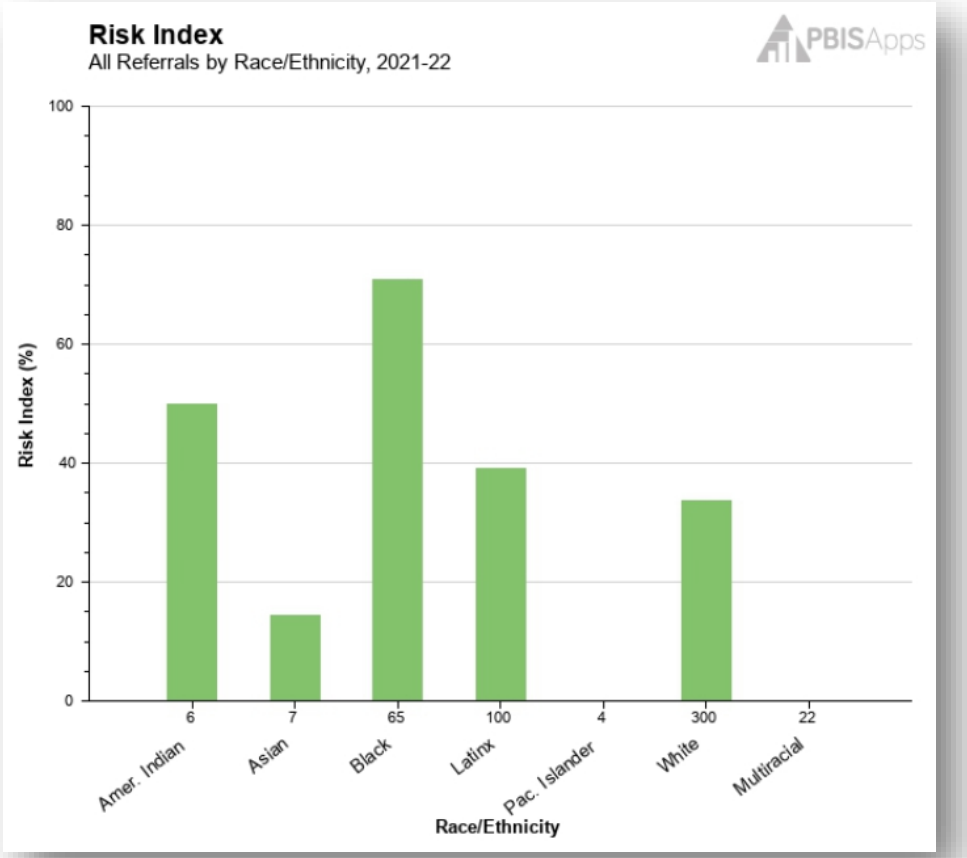
Referrals by Prob Behavior – Multi-Year



Referrals by Staff: Confidential

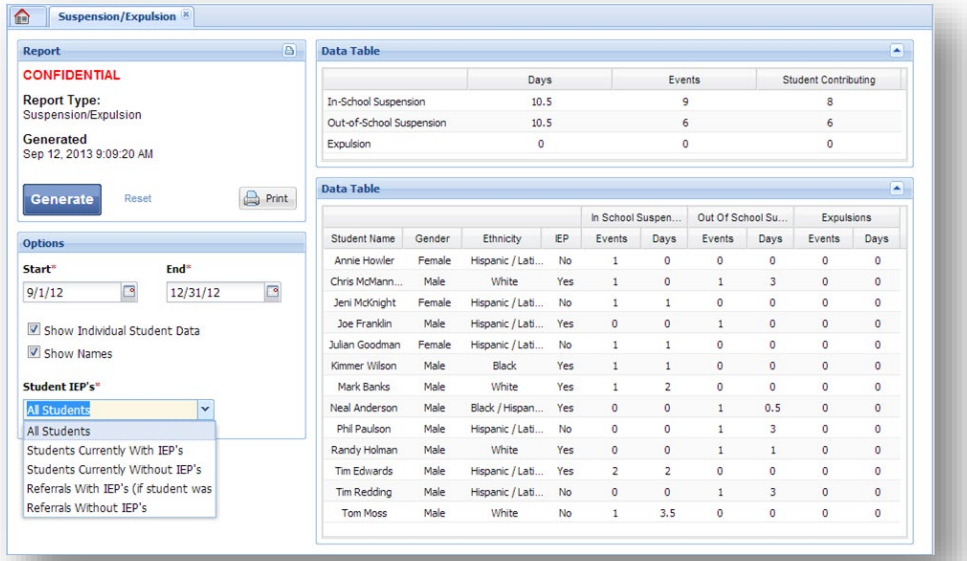


Additional SWIS Reports II

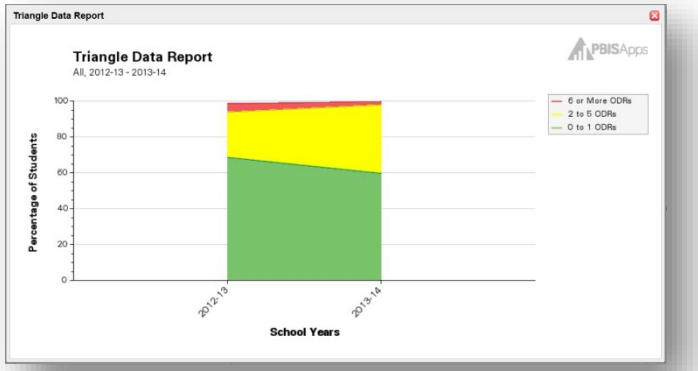


Referrals by Equity

By Students with IEPs

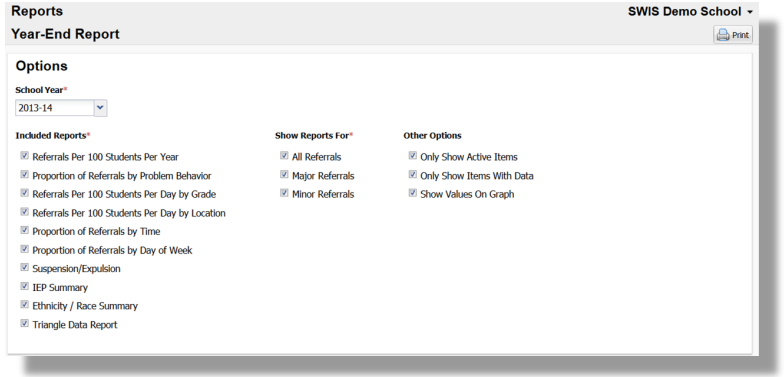


Triangle Data Report

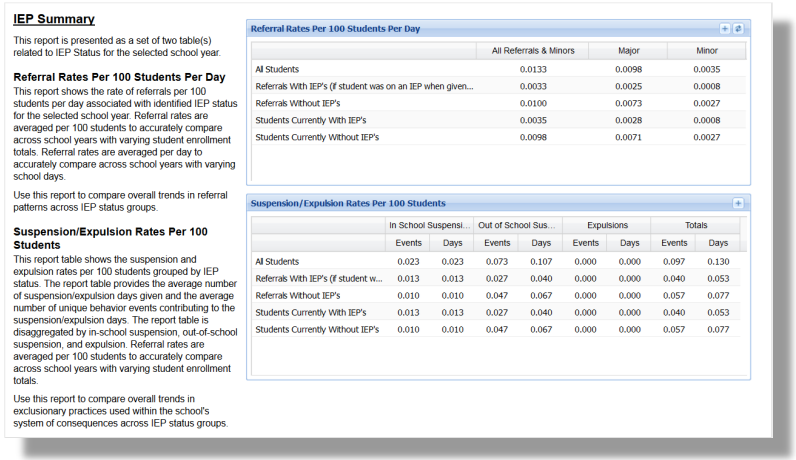


Additional SWIS Reports III

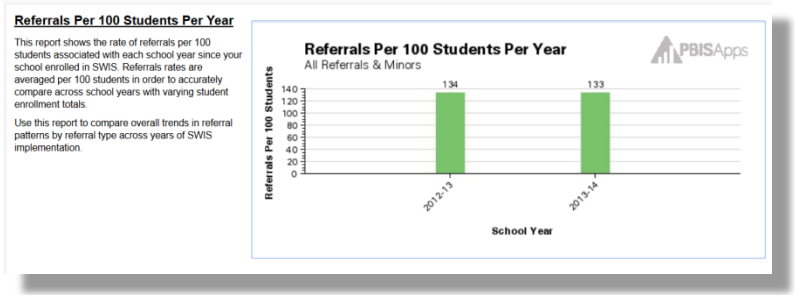
Year-End Report



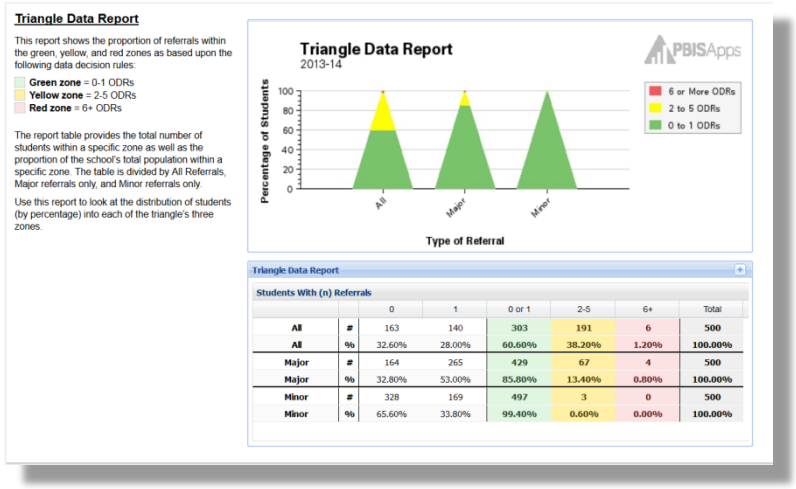
IEP Summary



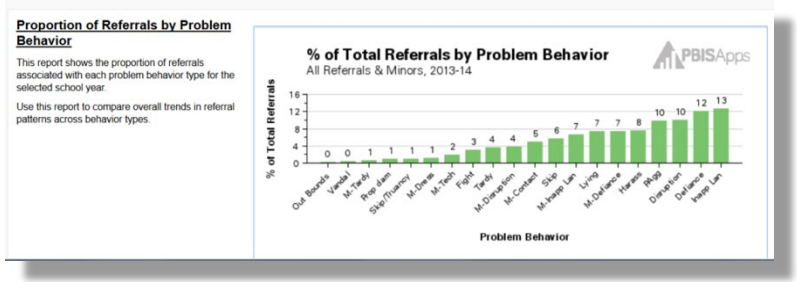
Referrals/100 Students/Year



Annual Triangle Data Report



% Total Referrals by Problem Behavior



Additional Data Sources

Other data can inform our behavioral supports:

- Attendance
  - Student and teachers
- Grades
- Surveys
  - Perception
- Family Voice

YOUR TURN

Activity 2: Do We Have an Efficient Data System?

Activity

Think about what data you currently have available at your school and consider…

- Is it current?
- Is it meaningful?
- Is it reliable?

Where is my district with having an effective, efficient data management system?

Activity 2: Do We Have an Efficient Data System?

Directions

1. With your Leadership team, answer the following questions.
2. Add unfinished items to your Action Plan

Question	Yes/No ?	Action Plan
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		

YOUR TURN

Activity 2: 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

Data Analysis

Data Analysis

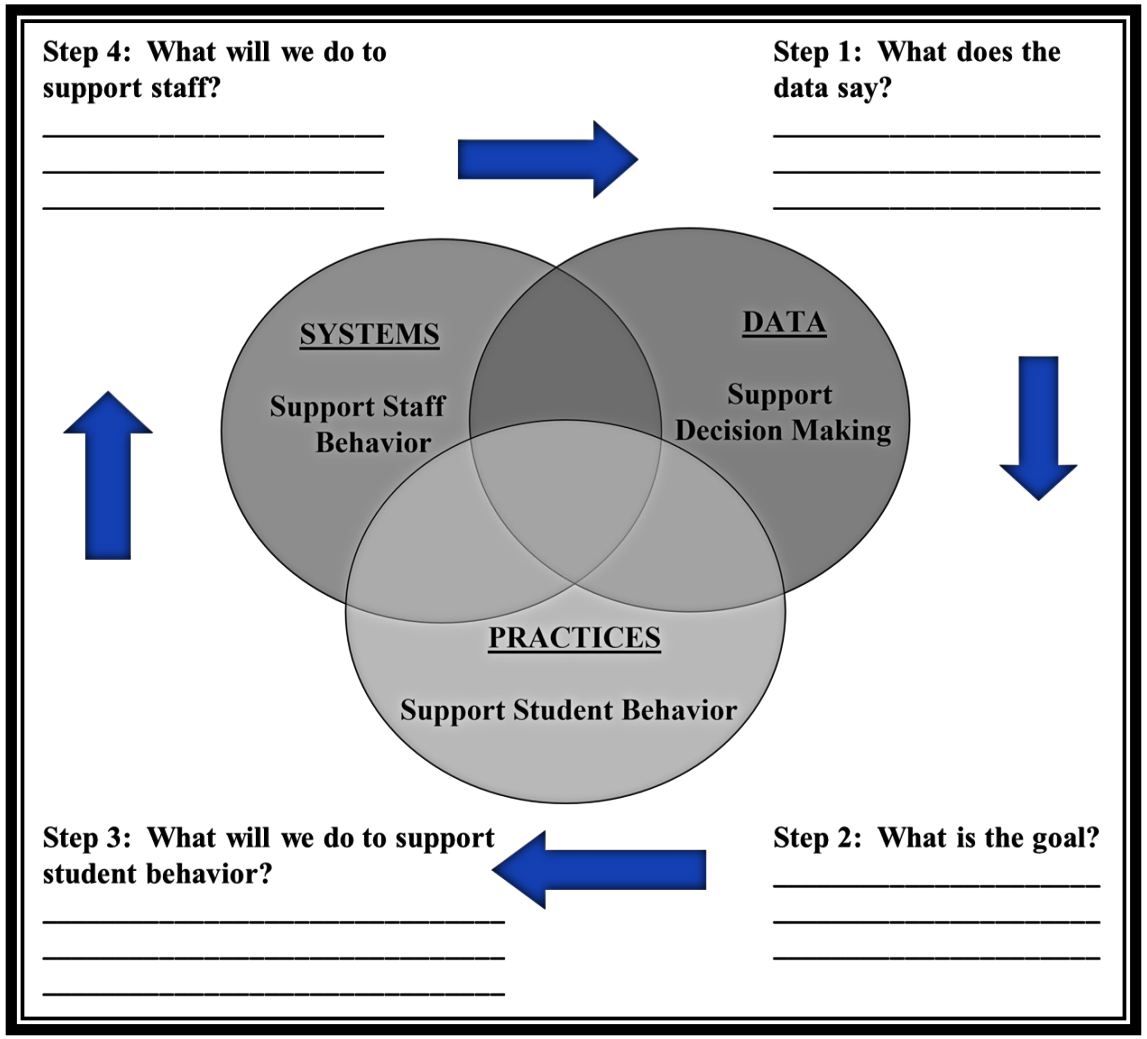
- Is there a problem?
- What areas/systems are involved?
- Are there many students or a few involved?
- What kinds of problem behaviors are occurring?
- When are these problems likely to occur?

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

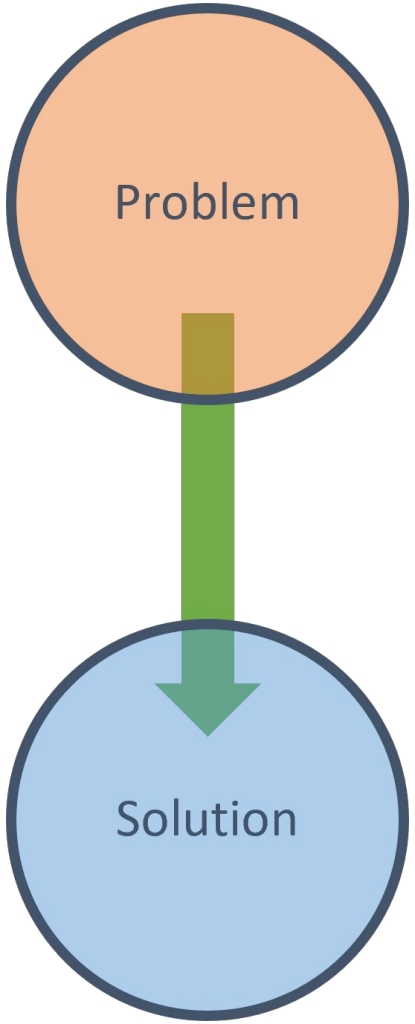
PBIS "3 Circles" Problem-Solving Worksheet

Handout

What will students and teachers say and do as a result?



Old vs. New Decision Making



Primary vs. Precision Statements

How do we go from here to here?

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 Statement

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.

Step 1: Precision Problem Statement

- 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 <u>not useful</u> 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

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

Where? On the playground

Who? A large number of students

What? First recess

Why? To get new playground equipment

YOUR TURN

Activity

Activity 3, Step 1: Problem Solving the Cafeteria Hallway

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

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

Step 2: Set Measurable Goal

- Goals allow you to analyze, monitor, and adjust professional practice.
- Reduce playground ODRs by 50% for all student groups (race, ability, gender) during first recess in the months of April and May (currently #, an increase of 25% from last month)

Is it:

- ❑Specific?
- ❑Measurable?
- ❑Achievable?
- ❑Relevant?
- ❑Timely?
- ❑Inclusive?
- ❑Equitable?

YOUR TURN

Activity

Activity 3, Step 2: Problem Solving the Cafeteria Hallway

Write an 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?
- ✓Inclusive?
- ✓Equitable?

Culturally Responsive Behavioral Systems

- Identify
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity

Step 3: Develop Solution & Action Plan

Solution Component	Definition and Example
Prevention	How can we avoid the problem context? **Remind (pre-correct) students before going to playground about how to access the toys.**
Teaching	How can we define, teach, and monitor what we want? **Reteach the playground expectations to the first recess**
Recognition	How can we build in systematic rewards for positive behavior? **e.g., 3 days no ODRs = 5 extra minutes of recess**
Extinction	How can we prevent problem behavior by removing the reward? **Students who use aggression to access toys will not be able to use toys the next recess**
Consequence	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 **(ODR data, minor data tracking.)**?

Playground Recess Solution…

Using one or more of the solution components, write a solution addressing your Precision Problem Statement on playground behavior.

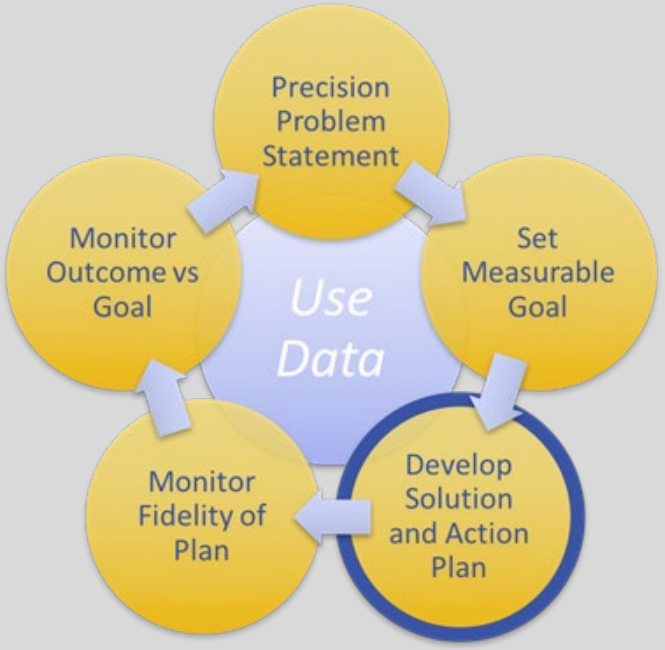
YOUR TURN

Activity

Activity 3, Step 3: Develop Solution & Action Plan

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

Solution Component	Definition and Example
Prevention	How can we avoid the problem context?
Teaching	How can we define, teach and monitor what we want?
Recognition	How can we build in systematic rewards for positive behavior?
Extinction	How can we prevent problem behavior by removing the reward?
Consequence	What are efficient, consistent consequences for problem behavior?
Data	How will we collect and use data for evaluating the fidelity of our solution and student outcomes?



Step 4: Monitor Fidelity of Your Plan

How will you ensure the plan is being implemented as designed?

Are you doing what you say you will do?

All staff surveyed at weekly staff meeting:

Students were reminded how to access the playground equipment appropriately, daily?

1 - No 2 - Somewhat 3 – Yes

Playground expectations were re-taught to first recess group ?

1 - No 2 - Somewhat 3 - Yes

Teachers rate implementation fidelity on scale of 1-3 (low to high), on the fidelity check board, at the end of each month.

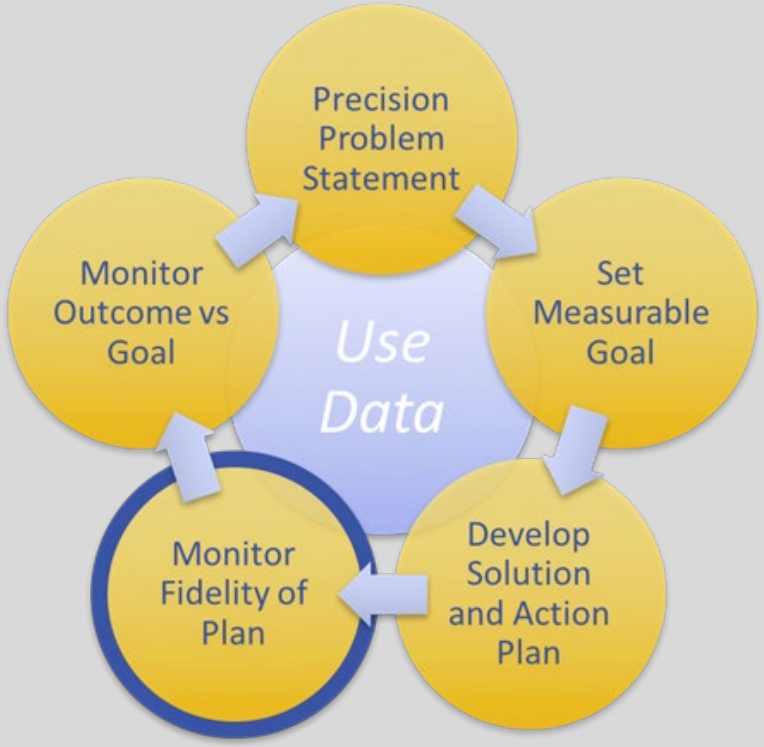
1x per week, Social worker will randomly select two students in each class and interview if they used playground equipment appropriately, if so did they receive extra recess. If they did not use playground equipment appropriately did they receive consequence? Will track on phone using Google Survey.

YOUR TURN

Activity 3, Step 4: Monitor the Fidelity of your Plan

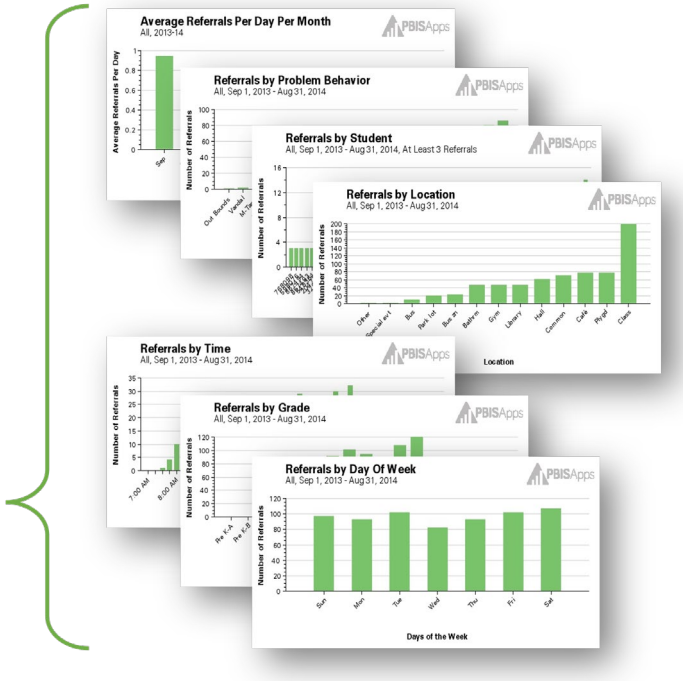
Activity

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



Step 5: Monitor Outcome Vs. Goal

- Sample data categories:
- Attendance
- Tardies
- Grades
- Surveys
- Perception (family, staff, students)
- ODRs (Minor and Major)
- Other?



YOUR TURN

Activity 3, Step 5: Monitor Outcome vs. Goal

Activity

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

Data Sharing with Staff, Students, Community

SHARE monthly

- How are we progressing toward our goal?
- Are we implementing interventions with fidelity?
- New goals based on data.

Get feedback

- Communication is two way
- Collecting accurate data
- Creating behavioral systems

Stress to staff the importance of accurate and consistent input

Data Sharing with Families and Students

- “You know you’ve arrived when you can give information to families and students.”
- Goal
  - To develop trusting relationships and promote ongoing communication
  - Enable families and students to interpret data on their own in the future. Allow students the opportunity to be an active participant in setting goals and progress monitor
- How to share data?
  - Avoid data jargon
  - Be sensitive to cultural behavior norms
  - Make sure that it’s accessible
- When and where to share data?
  - parent teacher conferences, newsletters, communication systems

Action Items and Planning

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

Action Item (Not In Place, Partially in Place, Fully In Place->)	NI	PI	FI
Data system is used to collect and analyze Office Discipline Referral (ODR) data in an efficient manner.	--	--	---
Additional data are collected (attendance, grades, faculty attendance, surveys) and used by Leadership Team	--	--	--
Data analyzed at least monthly to ensure adequate progress, implement fidelity, equitable and culturally responsive intervention.	--	--	--
Data shared with team and faculty monthly (minimum)	--	--	--
Disaggregate data to inform and monitor equitable practices from a school-wide perspective first.	--	--	--
Initiate problem-solving conversations when data identified patterns of disproportionate discipline (one or more groups of students whose discipline referrals are significantly higher than would be expected given their environment	--	--	--
Leadership team Implements problem solving process including precision problem statements, goal setting, action plan, fidelity measure, and monitoring student outcomes.	--	--	--

Homework to Prepare for Module 3

Before our next session...

1. Read *"Safety without Suspensions Article"* https://www.pbis.org/resource/safety-without-suspensions

2. Bring a list of Behavior Categories that are used in your district's data collection/management system (i.e., School Tool, Infinite Campus, etc.)

3. If available, bring copy of your district's Code of Conduct

Questions?

Contact Us

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