G2: Data Informed Decision Making to Support Classroom Practices

Lead Presenter: Jennifer Freeman, University of Connecticut; Kimberly Yanek, Center for Social Behavior Supports at Old Dominion University (VA)

Exemplar Presenters: Christine Tapia, Jaime Torres, & Nicole Gonzales, Santa Clara Unified School District (CA)

Topic: Classroom PBIS
Key words: Assessment, Tier 1, PBIS Foundations

Virtual PBIS Leadership Forum
October 21-23, 2020, Chicago, IL

Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+ Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use a shared action plan for your team</td>
<td>Post positive on-topic comments</td>
<td>Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>Complete session evaluations</td>
<td>Questions for the presenters go in the POLLS tab</td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Limit distractions</td>
<td>Use inclusive language</td>
<td>Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>Follow up on your assigned action items</td>
<td></td>
<td>Complete additional polls when prompted</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Take movement breaks</td>
<td>Engage in productive dialogue</td>
<td>Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Presenters</td>
<td>Ensure Files Tab has current materials and related web links</td>
<td>Monitor and remove inappropriate comments</td>
<td>Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>

Tips for Participants
Finding Your Registered Sessions in Pathable

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

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Tips for Participants

Chat, Polls, and Q&A

1. **Chat** for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions. Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the **Q&A** under Polls. Questions for presenters go there.
3. Some sessions have other Polls or more Specific Questions. Complete those when prompted.

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Be careful of accidentally navigating away

While participating in a live Session... Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person's name
Tips for Participants
Support is Available

If at any time you need support as a participant, use the Help Desk:

![Help Desk Image]

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Learning Intentions

We will explore:
- Ways to use data to support accuracy and fluency with classroom practices
- Considerations for using data to support teacher use of effective practices for remote and hybrid models for schooling
- Creating a sustainable culture of data-informed decision making to support classroom practices

OUTCOMES

- PBIS
- Technical
- Guide

https://nepbis.org/classrooms-data-tools-resources/

https://hpbis.org/classrooms-data-tools-resources/

PBS TECHNICAL GUIDE ON USING DATA TO SUPPORT IMPLEMENTATION OF PBIS CLASSROOM BEHAVIOR SUPPORT

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DATA

EQUITY

PRACTICES

OUTCOMES

https://hpbis.org/classrooms-data-tools-resources/
1. Are core/enhanced features of practices implemented with fidelity?

2. Are all individuals achieving desired outcomes?

3. What is the nature of the problem (who, what, why)?

4. Action Plan: How will you enhance implementation (intensify, modify, or select/add features)?

For each box, also consider social validity and equity.
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No
   - Continue to monitor

2. Are all individuals achieving desired outcomes?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.

4. Action Plan: How will you enhance implementation (intensify, modify, or select/add features)?
   - For each box, consider social validity and equity.
Let's Take Poll #1

- What's your role?
  - Teacher
  - Administrator
  - Support Staff
  - Other

Highlights of Presentation

- District Support Model
- Classroom Practices Data Evolution throughout the Years
- School-Site Ownership

Let's Take Poll #2

- Rate your site: My school site uses data to inform and drive our tier 1 classroom practices system.
  - 1 star = Not at all.
  - 2 stars = Learning about it
  - 3 stars = Starting
  - 4 stars = Sometimes
  - 5 stars = Consistently!
Initial/ Full Implementation of T1 Practices System

- 2015 - 2017 2 years - MTSSB study, quick implementation
- Internal District Coach 1 day a week at site - External Coach outside agency
- 2 years trained on 8 classroom practices annually, staff self-reflected on each practice yearly, second year feedback was given on the practices to each teacher
- 3-4 classroom walk-throughs/ data debriefs each year with internal and external coaches present
  - Data from practices, SW SWIS and TFI
  - Highlights and recommendations

Classroom Observations

- Define, Teach, Acknowledge: 100%
  - Make sure you have developed your personalized classroom matrix based on the 3 expectations
- Orderly Physical Arrangement: 89%
  - Great job with furniture arrangement, materials being accessible, and traffic flow
- Routines and Procedures: 89%
  - Try to tie your routines and procedures to R.O.A.R.
Moving to Sustain T1 Practices System

2017-2018 School Year:
- Structure of practice system shifted to a sustainable model:
  - Internal District Coach became External District Coach
  - Internal Site Coaches began to co-lead the practice work with support from External District Coach
  - Teams were encouraged to pick 1-3 classroom practices to review and have external coach give feedback to support implementation

Classroom Practice System

2017-2018 Classroom Practices Data

<table>
<thead>
<tr>
<th>Classroom Practices</th>
<th>Pre-Survey</th>
<th>Coach Visit</th>
<th>PBIS Coaches Visit</th>
<th>Post Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuum of Response Strategies</td>
<td>45% (13)</td>
<td>75% (13)</td>
<td>67% (6)</td>
<td>49% (21)</td>
</tr>
<tr>
<td>Opportunities to Respond</td>
<td>NA</td>
<td>NA</td>
<td>47% (5)</td>
<td>NA</td>
</tr>
<tr>
<td>Positive Behavior Game/Group Contingencies</td>
<td>NA</td>
<td>NA</td>
<td>71% (1)</td>
<td>NA</td>
</tr>
</tbody>
</table>
Sustaining with Minimal External Support

2018-2019 School Year:

- Data analysis became deeper
- External district coach did data collection walk-throughs and reported data to the SLTs
- Site internal coaches created the structure of presentations and lead the data presentations on-site in collaboration with external coach
- Continually used data to pick 1-3 focus practices during action planning time for following year

Classroom Practice System

<table>
<thead>
<tr>
<th>17-18 Practices</th>
<th>18-19 Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data: Coaches Walk-Throughs (%/ # of classrooms)</td>
<td></td>
</tr>
<tr>
<td><strong>Expectations and Rules</strong></td>
<td>96% (6)</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Behavior Specific Praise</strong></td>
<td>60% (6)</td>
</tr>
<tr>
<td><strong>Positive Behavior Contingency</strong></td>
<td>71% (1/6)</td>
</tr>
<tr>
<td><strong>Opportunities to Respond</strong></td>
<td>47% (6)</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>95% (6)</td>
</tr>
<tr>
<td><strong>Active Supervision</strong></td>
<td>78% (6)</td>
</tr>
<tr>
<td><strong>Continuum of Response to Inappropriate Behaviors</strong></td>
<td>67% (6)</td>
</tr>
</tbody>
</table>

Table Key
- More than 5% increase
- Maintained (within 5% increase/decrease)
- New baseline data point
- More than 5% decrease
Focus Practice: Behavior Specific Praise

<table>
<thead>
<tr>
<th>Component</th>
<th>% from WT #1</th>
<th>% from WT #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>All three components are observed: 1.) ID student/group 2.) term of praise 3.) describe/state rule/behavior being acknowledged</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BSPS linked to SW expectation</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>BSPS is contingent on expected behavior and praised immediately</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Ratio of specific praise to specific error correction is 4:1</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>Ratio of all positive to all corrective feedback is 4:1</td>
<td>17%</td>
<td>67%</td>
</tr>
<tr>
<td>Tangible is delivered paired with BSPS</td>
<td>17%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Internal Site Coaches Take the Wheel

2019-2020 School Year:
- All practice based work was lead by site leads and team
- External Coach completed one round of walk-through due to pandemic and reported data to teams

Bracher 2019-2020 Classroom Practices System

- August Kickoff
  - ROAR Binder - 8 practices to 6 identified tier 1 classroom practices
  - Focus Practice: Classroom Teaching Matrix
  - Staff focused on making classroom teaching matrix
  - Signs were rolled out for location based expectations
Bracher 2019-2020 Classroom Practices System

- Focus Practice: Behavior Specific Praise
  - Internal Feedback Walk-Throughs in Fall 2019
  - All-staff focus practice booster

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations and Rules</td>
<td>95% (6) 62% (7)</td>
<td>96% (7)</td>
<td></td>
</tr>
<tr>
<td>New 19-20: Classroom Teaching Matrix</td>
<td>95% (6) 62% (7)</td>
<td>96% (7)</td>
<td></td>
</tr>
<tr>
<td>New 19-20: Encouraging Appropriate Behavior</td>
<td>72% - all-star</td>
<td>79% (7)</td>
<td></td>
</tr>
<tr>
<td>Teaching behavior/routines; preventative prompts</td>
<td>70% (6) 81% (7)</td>
<td>100% (7)</td>
<td></td>
</tr>
<tr>
<td>Behavior Specific Praise</td>
<td>54% (6) 64% (7)</td>
<td>83% - all-star</td>
<td></td>
</tr>
<tr>
<td>Group Contingency</td>
<td>NA</td>
<td>48% (7)</td>
<td></td>
</tr>
<tr>
<td>Opportunities to Respond</td>
<td>53% (6) 60% (7)</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>79% (6) 100% (7)</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Active Supervision</td>
<td>96% (6) 100% (7)</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Continuum of Response for Inappropriate Behaviors</td>
<td>67% (6) 75% (7)</td>
<td>46% - all-star</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**54% - all-star/ acceptable 32% - No need (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Coach Walk-through</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bracher Staff Analysis of Walk Through Highlights

Important: All staff need to be a part of the process to have buy in to the system. Through that lens the walk through debrief/ analysis was designed.

- All staff, classified and certificated participated.
- Split all staff into 6 groups-strategic in placement of people, pre-assigned.
- Each group given a classroom practice focus.
- Next slides show the process.
Data Debrief/ Analysis Agenda

- Review classroom practice expectations
- Analyze data: What went well? What can be improved?
- Brainstorm actions
- Gallery Walk

Read and Note

Take 7 minutes to read your groups Classroom Practice. What is expected of the teacher for the best practice? What should it look like?

Level 0, highlight items that stand out to you.
What Does the Data Say?
Each group will analyze a section of the Walk Through Data.
Identify: What went well?
Write items on the big post it notes.
Be prepared to share:
What Went Well?

What Can Be Improved?
Brainstorm actions we can take to address the areas that need to be improved.
How can we move the needle?
Write ideas on the poster paper under post it note “needs improvement”
Gallery Walk Through

Each person gets 5 dots.

One dot per poster.

Place dot next to idea that will help us move the needle the most on our areas that need improvement.

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Gallery Walk Results

- **Post Routines for each area in room**
- **ROAR needs to be posted near lunch tables**
- **Take a deep breath and look for the positive**

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Gallery Walk Results

- **Group Contingencies**
- **Continuum of Responses to Inappropriate Behavior**
Hughes 2019-2020 Classroom Practices System

- August Kick-off
  - Reviewed practice data and transitioned from 8 to 6 identified tier 1 classroom practices
  - Gave survey to pick focus practices to all-staff

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Hughes 2019-2020 Classroom Practices System

- Focus Practice: Behavior Specific Praise/Encouraging Appropriate Behavior and Continuum of Response to Inappropriate Behavior
  - Staff meeting Group Activity Process
  - PBG Challenge

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### Practices

<table>
<thead>
<tr>
<th>Practices</th>
<th>17-18 Practice Data</th>
<th>18-19 Practice Data</th>
<th>19-20 Practice Data</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Teaching Matrix</td>
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</tr>
<tr>
<td></td>
<td>(Accuracy/ # of classrooms)</td>
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</tr>
<tr>
<td>Expectations and Rules 18-19: Classroom Teaching Matrix</td>
<td>96% (6)</td>
<td>91% (6)</td>
<td>81% (6)</td>
</tr>
<tr>
<td>New 19-20: Encouraging Appropriate Behavior</td>
<td>NA</td>
<td>NA</td>
<td><strong>71% (6)</strong></td>
</tr>
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<td>Teaching behavior routines, preventative prompts</td>
<td>NA</td>
<td>60% (6)</td>
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<td>67% (6)</td>
<td>60% (6)</td>
<td><strong>81% (6)</strong></td>
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</table>
### Encouraging Appropriate Behaviors

**Overall All-Star & Acceptable Implementation %: 71%**

<table>
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<tr>
<th>Practice</th>
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<td><strong>60% (6)</strong></td>
</tr>
<tr>
<td>Opportunities to Respond</td>
<td>47% (6)</td>
<td>60% (6)</td>
<td>3/30/20</td>
</tr>
<tr>
<td>Environment</td>
<td>95% (6)</td>
<td>100% (6)</td>
<td>3/30/20</td>
</tr>
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<td>60% (6)</td>
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</tbody>
</table>

### Digging Deeper into PBIS Implementation/ Moving the Needle as a Collective

Suggestions: Google Doc Form or Box
Highlights from walk-throughs at PBIS Schools

PPT from WT

Discuss with your table group any slides that you found interesting, or that could be helpful in your practice.

Transitioning to Virtual Learning… Enhancing the Foundation

Starting Together Website: SEL Resources
District-Wide

- Connect
  - Morning Meetings
    - Greet
    - Share
    - Message
    - Connection Activity
- Support
  - Routines and Rules (tied to school-wide expectations)
- Teach
  - Define, teach, and acknowledge rules and routines (tied to school-wide expectations)
  - Continuum of consequences for unexpected problem behavior

PBIS Schools

- Monitor
  - Teaming: T1 and T2/3
  - Electronic Behavior Tracking Tools
    - adding SEB characteristics
  - Processes for documentation:
    - majors/minors and attendance

Moving Forward...

- District-Wide Exploration process for social-emotional learning with a focus on tier 1 practices, resources, and curriculum
- Continually clarify and define the tiered system for distance learning with all-staff
- Support site teams with continuous improvement efforts
Resources:
Tier 1 Classroom Practices:
Training & Progress Monitoring Tools

- Classroom Teaching Matrix
- Encouraging Appropriate Behavior
- Continuum of Response to Inappropriate Behavior
- Engagement and Multiple Opportunities to Respond
- Physical Environment
- Active Supervision

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When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

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Please Complete the Session Evaluation to Tell Us What You Thought of This Session G2

Three Ways to Complete:

1) Pathable/Mobile App:
   a. Find the Evaluation Link in the "Files" tab or
   b. Click on "Evaluations" in the navigation menu

2) Online: click on the link in the Pathable "Chat"


Virtual PBIS Leadership Forum
October 21-23, 2020