PBIS Leadership Forum 2021

C1: Getting Started: Using Data for Decision Making

Presenters

Heather Peshak George, PhD
University of South Florida
hgeorge@usf.edu

Brian Meyer
Midwest PBIS Network
brian.meyer@midwestpbis.org

Chat Panelists

Brian Gaunt, PhD & Therese Sandomierski, PhD
Florida PBIS Project, University of South Florida

Diane LaMaster
Midwest PBIS Network (IL)

Topic: School-wide PBIS
Keywords: PBIS Foundations; Tier 1; Outcomes

CENTER ON PBIS Positive Behavioral Interventions & Supports

Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE Kind	✧ Limit **distractions**	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

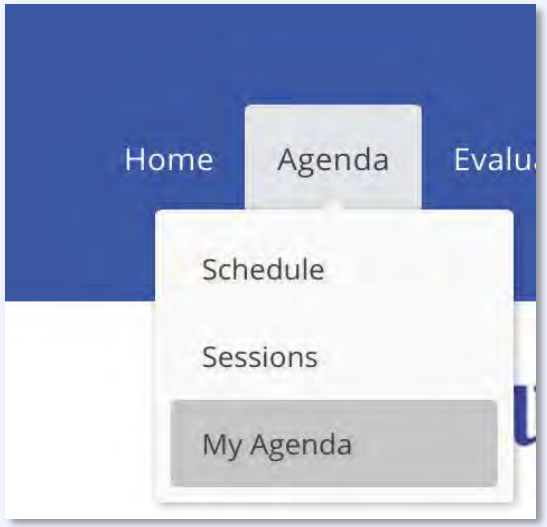
v10.22.21

Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

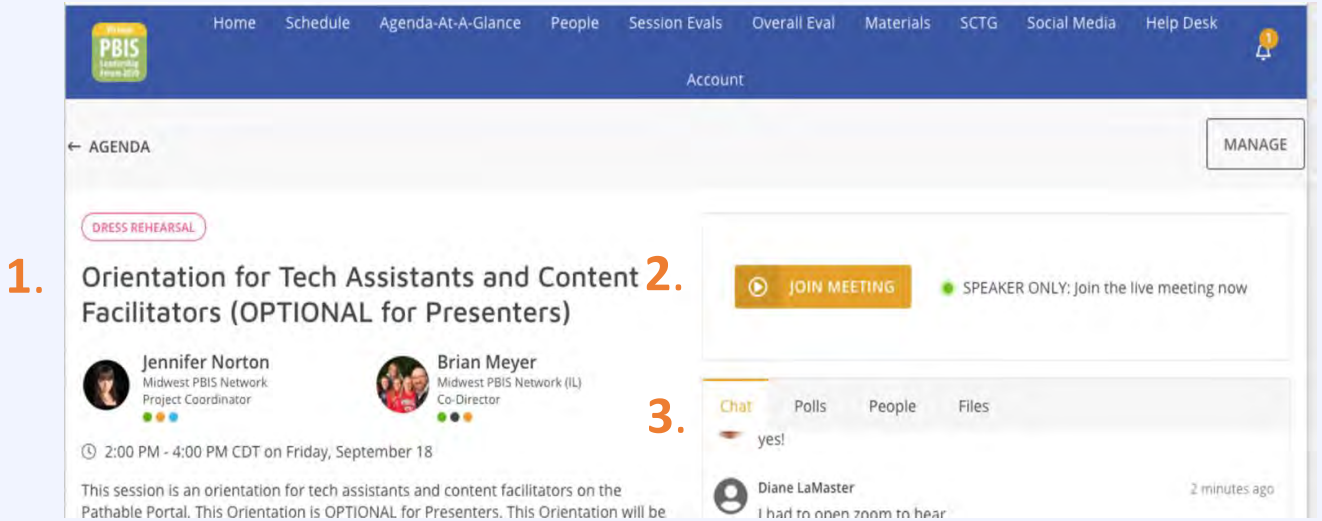
Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



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



Tips for Participants

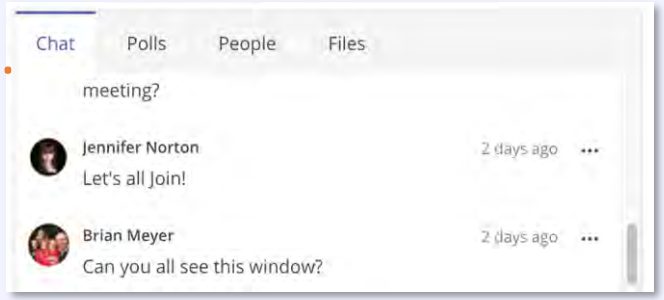
Chat, Polls, and Q&A

1. Use 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

1.



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

2.

3.

Tips for Participants

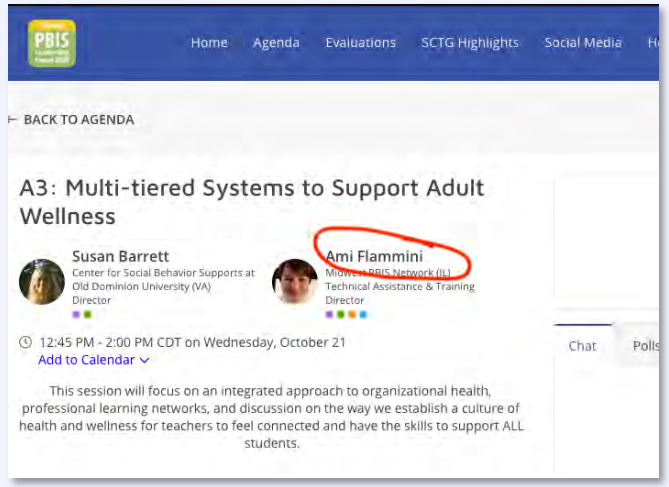
Be careful of accidently navigating away

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

1.

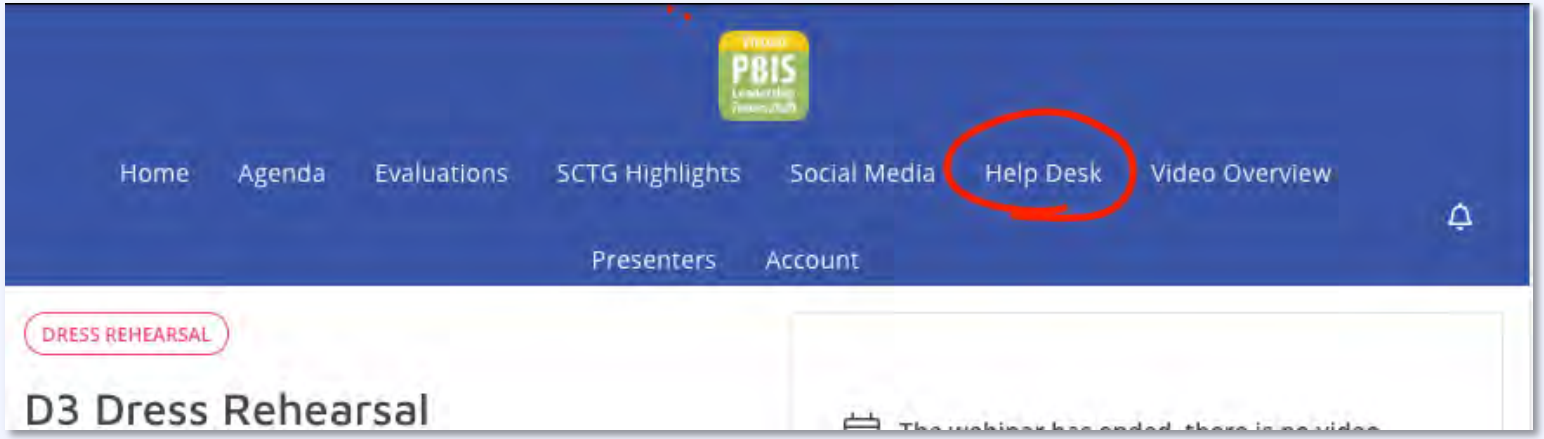
2.



Tips for Participants

Support is Available

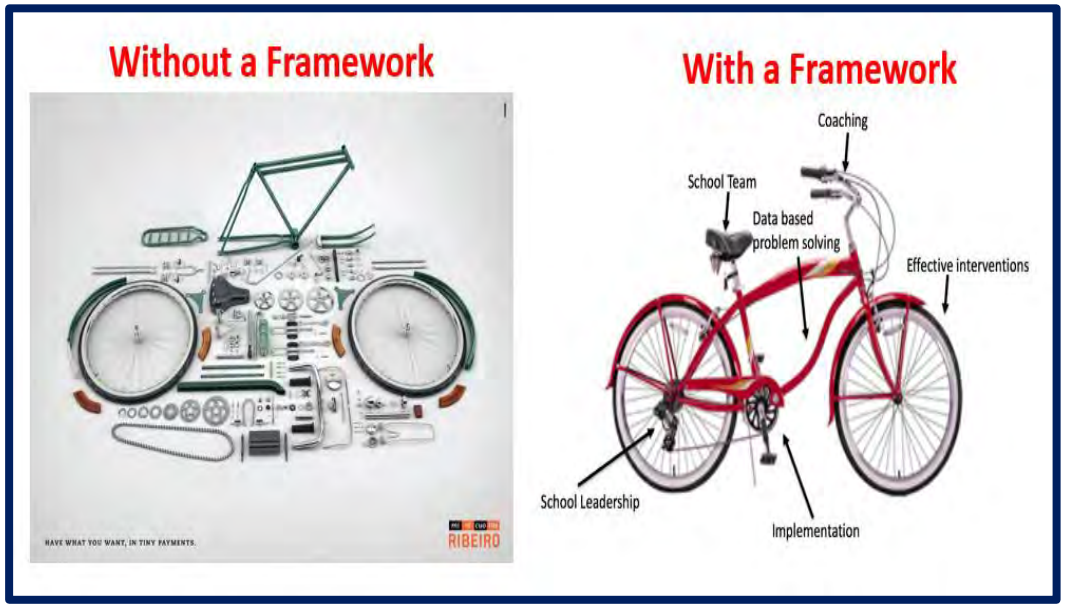
If at any time you need support as a participant,
use the Help Desk:

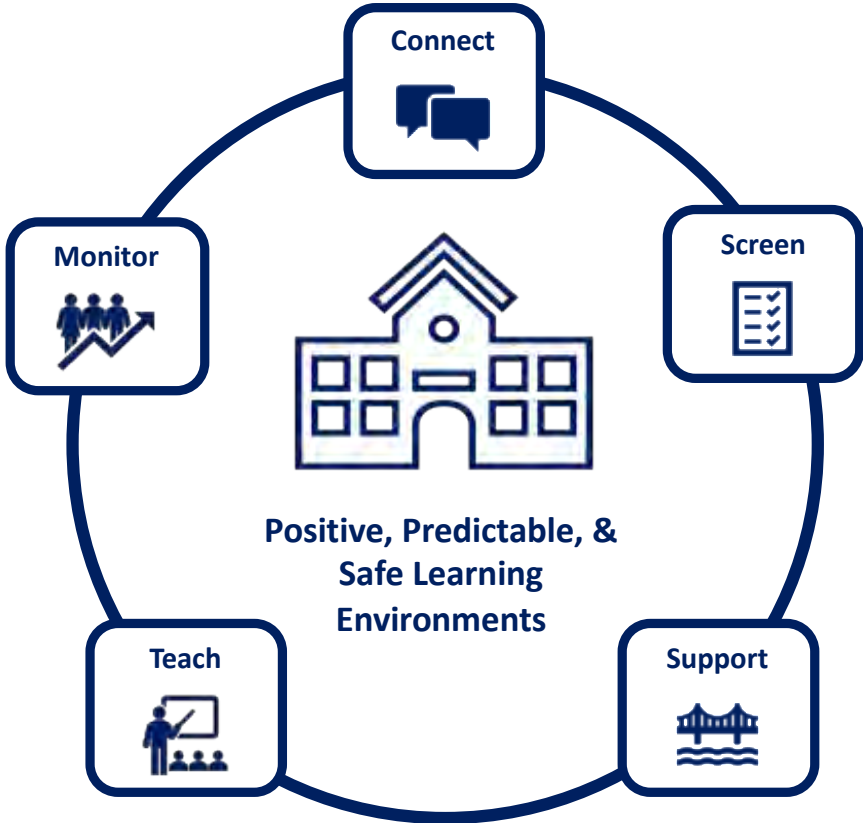


Norms for Getting Started Strand

- Please use the **Chat Box** to post questions and/or responses
- When posting, please **first identify** your **(1) district name** and/or **location (state)** and **(2)** your **title/position** *(see examples below)*
  - Pinellas County Schools – FL, Teacher: How many people should be on a team?
  - NY, Coach: What type of data should we collect?
- Please participate in **polls** (when prompted) in the session
- Two versions of **handouts** with **embedded hyperlinks** can be downloaded
  - (1) 6 slides per page AND (2) full page slides

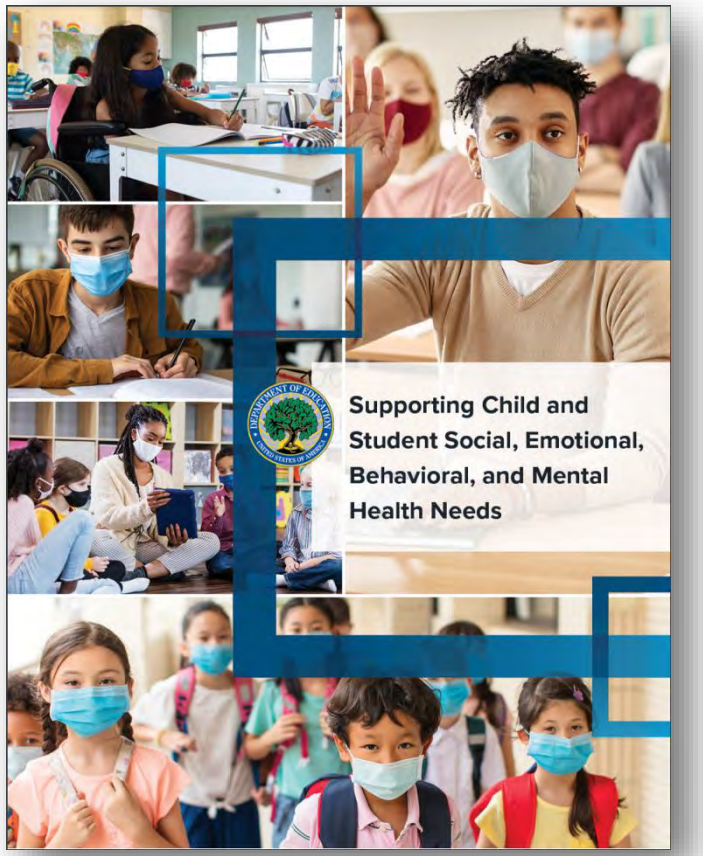
Big Ideas


Without a Framework
HAVE WHAT YOU WANT, IN TINY PAYMENTS.
RIBEIRO
With a Framework
Coaching
School Team
Data based problem solving
Effective interventions
School Leadership
Implementation


Connect
Monitor
Screen
Positive, Predictable, & Safe Learning Environments
Teach
Support

U.S. Department of Education

Press Release October 19, 2021



October 19, 2021. U.S. Department of Education, Office of Special Education and Rehabilitative Services. *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs.* Washington, DC, 2021. Available at: https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf

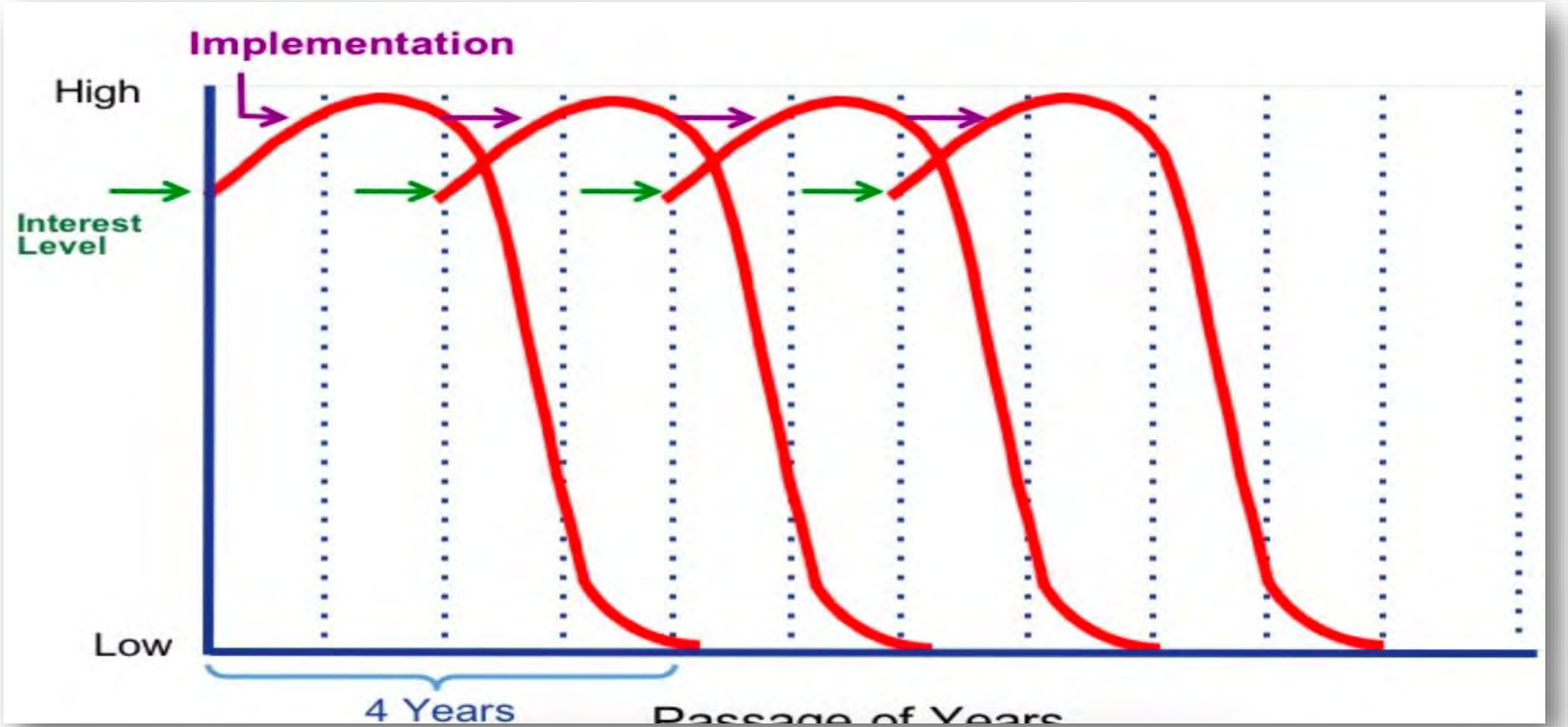
U.S. ED Recommendations on SEBMH

1. Prioritize wellness for each and every child, student, educator, and provider
2. Enhance mental health literacy and reduce stigma and other barriers to access
3. Implement a continuum of evidence-based prevention practices
4. Establish an **integrated framework of educational, social emotional, and behavioral-health support** for all
5. Leverage policy and funding
6. Enhance workforce capacity
7. Use data for decision making to promote equitable implementation and outcomes

CENTER ON PBIS Positive Behavioral Interventions & Supports

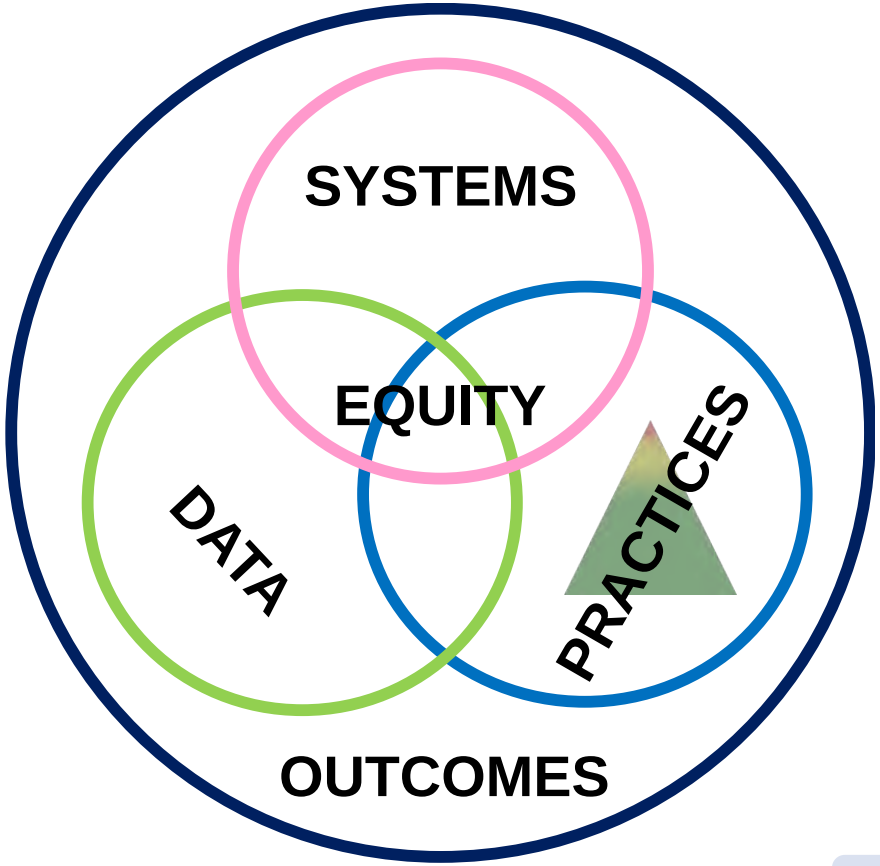
MIDWEST PBIS NETWORK

Birth and Death Cycles of Educational Innovations



How is PBIS Continually Relevant in a constantly changing educational landscape?

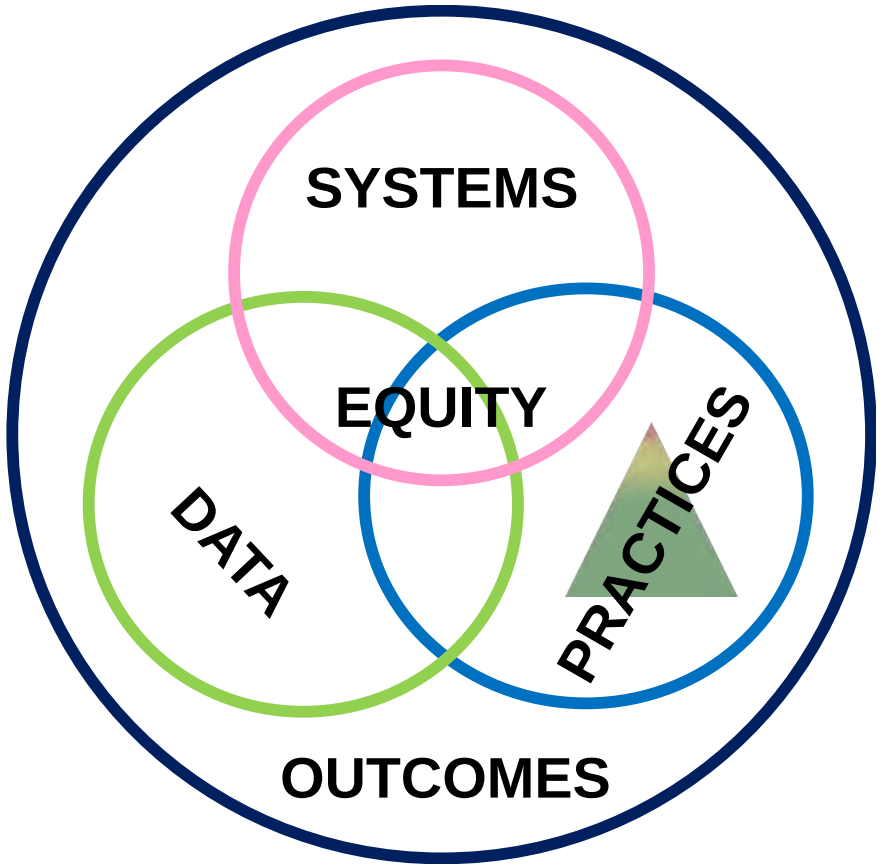
PBIS organizes your school to achieve its **outcomes** through understanding its **data**, providing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.



Midwest PBIS Network 8-18-21
Adapted from: USDOE OSEP TA Center on PBIS (October 2015). PBIS Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon, 5.
https://www.pbis.org/blueprint/implementation-blueprint

Supporting Staff Behavior

Supporting Decision Making

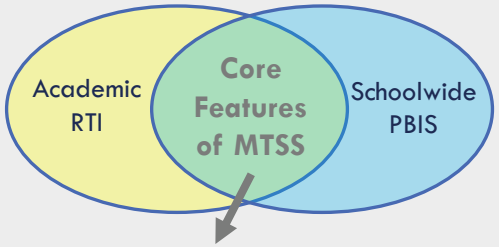


Supporting Student Behavior

Social Competence & Academic Achievement

CENTER ON PBIS Positive Behavioral Interventions & Supports

PBIS is the social-emotional-behavioral **Multi-Tiered System of Supports** (MTSS) Framework

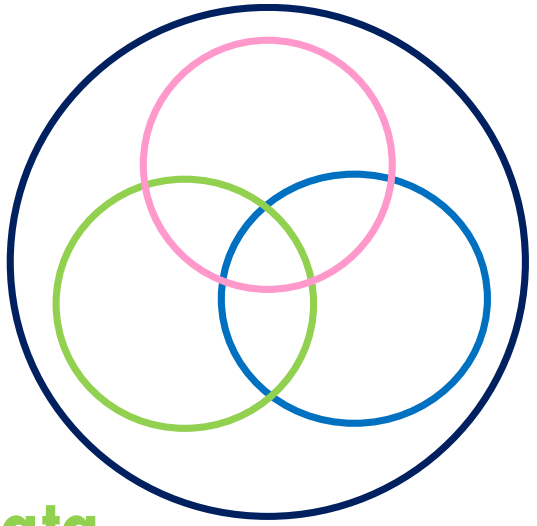


1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-20-21. Adapted from: McIntosh, K.& Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

Systems

1. Team-based leadership and coordination
6. Professional development, coaching, and content expertise



Practices

3. Three-tiered continuum of culturally relevant evidence-based interventions

Data

2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening

MIDWEST PBIS NETWORK

Guiding Principles

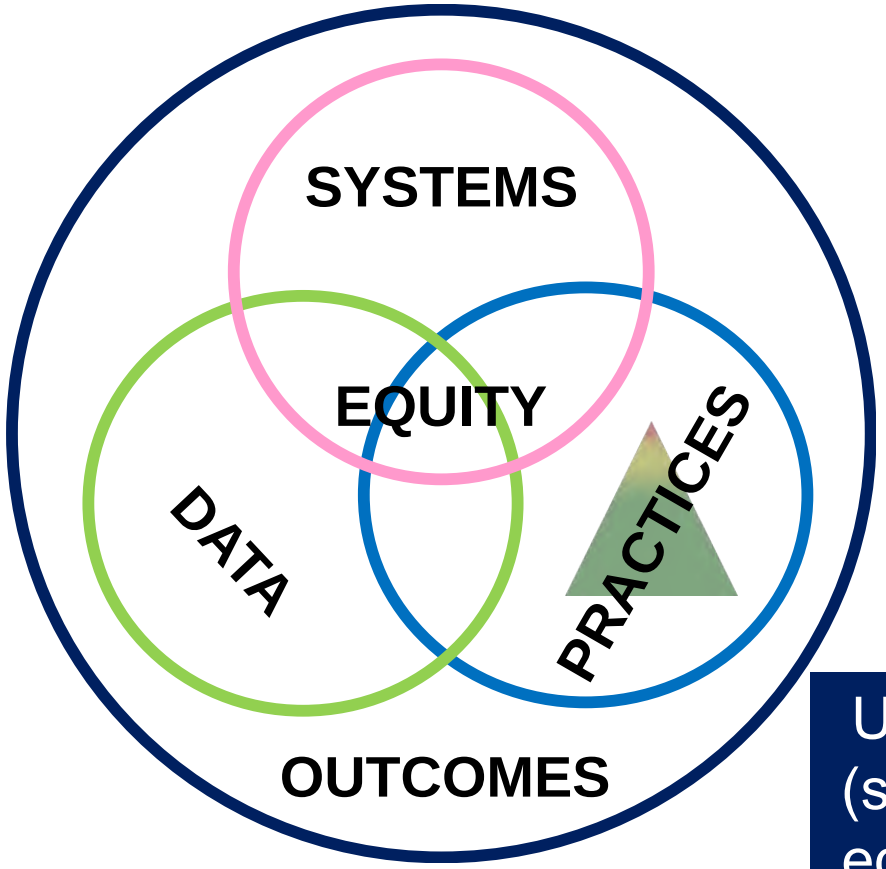
MTSS is for *all* students, families, and educators

Make student **growth** and **benefit** central to all decisions

Continue to invest in **systems** to support high-fidelity implementation across time

Prioritize **equity**

Integrate, align, and connect practices



Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decisions

Implement a small number of effective, culturally-relevant **practices** well

Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity)

Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed

Improved Student Outcomes

academic performance
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

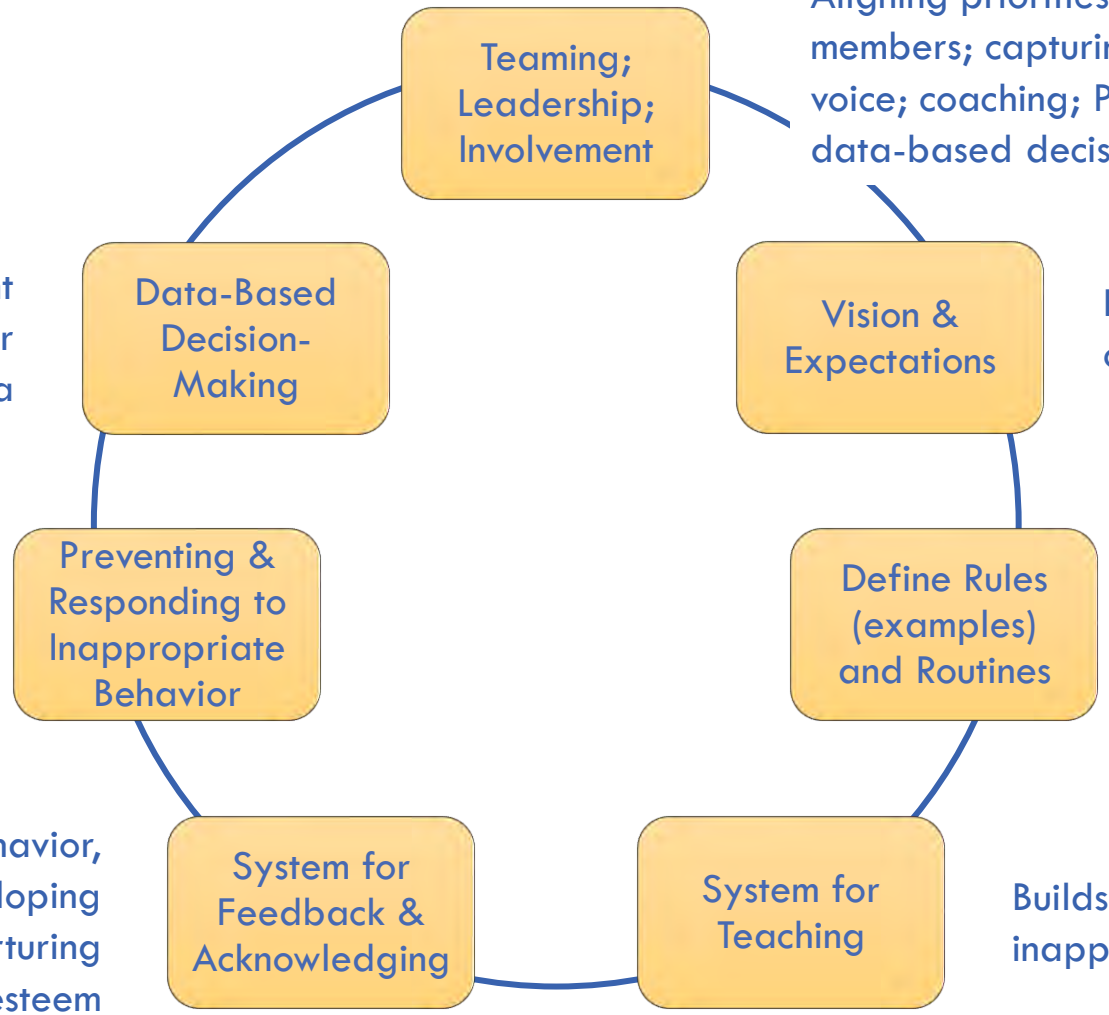
perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

Outcomes of Implementing School-Wide PBIS with Fidelity

Roll-out of Tier 1 Implementation Components



Aligning priorities of community members; capturing stakeholder voice; coaching; PD; facilitate data-based decision making

Formalizing the desired culture for your organization

Creates a safe, predictable, consistent environment

Builds skills; helps replace inappropriate coping skills

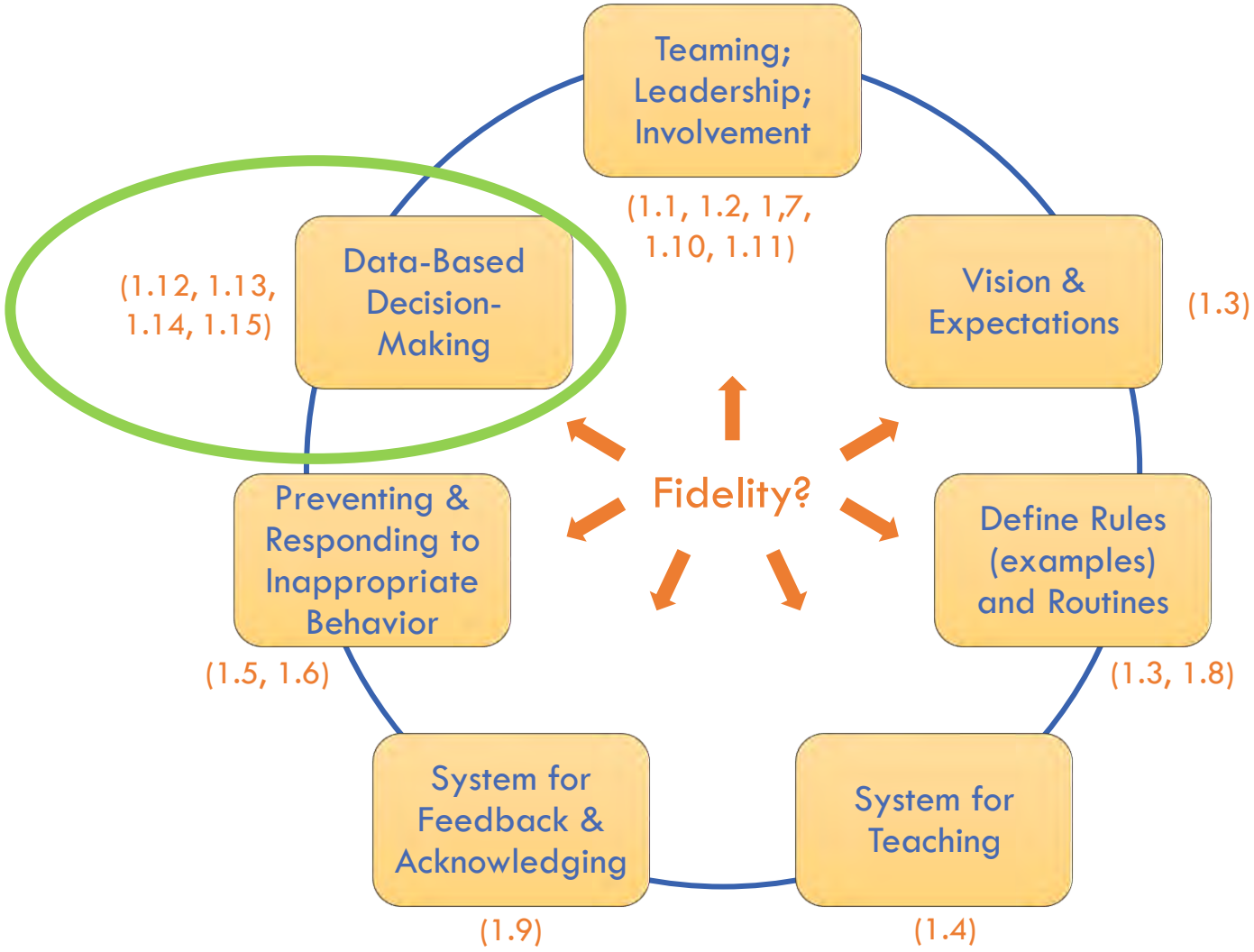
Encourages desired behavior, supports staff in developing relationships; creating a nurturing environment; helps build self-esteem

Supports a safe environment; creates predictability; growth mindset and restorative strengthens relationships and community

Ensure fidelity; Efficient and effective processes for making decisions with data

MIDWEST PBIS NETWORK

Roll-out of Tier 1 Implementation Components

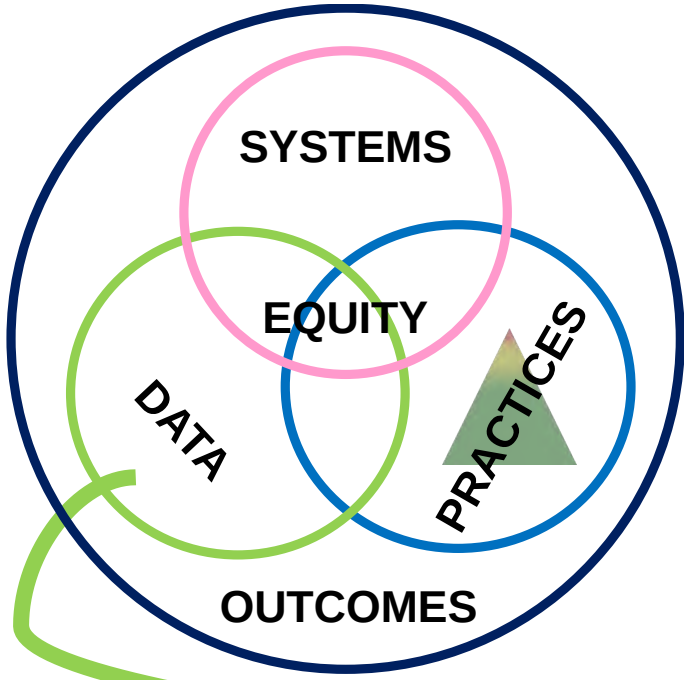


TFI	Tiered Fidelity Inventory (TFI) Tier 1 Components
1.1	Team Composition
1.2	Team Operating Procedures
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback & Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

MIDWEST PBIS NETWORK

Session C1 - Getting Started:

Using Data for Decision Making



Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

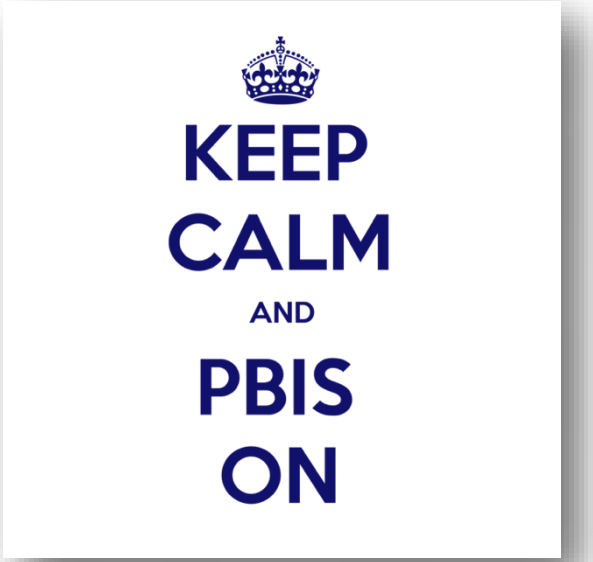
TFI 1.12 1.13 1.14 1.15

Take the POLLs! Pre-Assessment

Data Learning Objectives

1. Our leadership team reviews accurate and up to date behavioral data monthly (1.12)
2. Our leadership team develops data-based action plans to address behavioral needs, and monitors each plan monthly. (1.13)
3. Our leadership team regularly assesses fidelity of teachers' discipline practices and of our PBIS implementation (1.14)
4. At least annually, our leadership team evaluates overall progress, develops an action plan, and reports out to stakeholders. (1.15)

Scale:
- Absolutely
- Sort of
- Not so much



Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Meet our Chat Panelist:

Therese Sandomierski

Session C1 - Getting Started:
Using Data for Decision Making

Role:
Technical Assistance Specialist,
FLPBIS Project - USF

Background:
Therese has a background in school psychology, and her areas of interest include equity in multi-tiered PBIS systems and restorative practices.

E-mail: tsandomiersk@usf.edu

"When I think about data within the PBIS Framework, I think about accuracy, disaggregation and communication."

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Meet our Chat Panelist:

Brian Gaunt

Session C1 - Getting Started:
Using Data for Decision Making

Role:
Inter-Project Coordinator & TA Specialist,
FLPBIS Project and Florida PS/RtI Project - USF

Background:
Passionate about data-based problem solving, effective consultation, and systems coaching practices for sustainable implementation of PBIS/MTSS.

E-mail: bgaunt@usf.edu

"When I think about data within the PBIS Framework, I think about how important it is that school teams at all three tiers have a structured, common process (i.e., problem solving process) to follow in the use of data to ensure matched supports to student needs, design and implement instruction/intervention options, and evaluate the impacts of those supports for continuous improvements."

Meet our Chat Panelist:

Diane LaMaster

Session C1 - Getting Started:
Using Data for Decision Making

Role:
Technical Assistance Coordinator,
Midwest PBIS Network

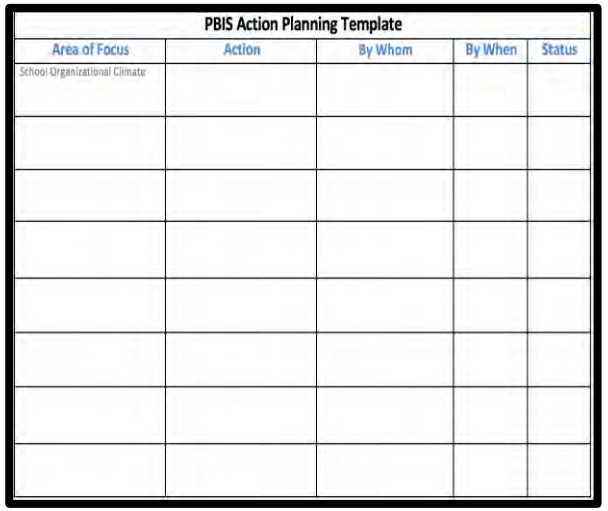
Background:
Involved with PBIS since 1999.
Coaching/training/TA/implementation experience in all tiers of support for students

E-mail: diane.lamaster@midwestpbis.org

"When I think about data within the PBIS Framework, I think about how to aggregate school-wide data to define problems with precision and develop effective and efficient action plans."

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- **Data-Based Decision-Making**



Invest in Data for Decision Making

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Do you (or does your team) review/analyze data?

- ❑Yes, at ***every*** meeting
- ❑Yes, but ***not regularly*** (at least 2 times annually)
- ❑Yes, but only ***at the beginning*** of the school year
- ❑Yes, but only ***at the end*** of the school year
- ❑No, I ***wish*** we did!

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Understanding Data

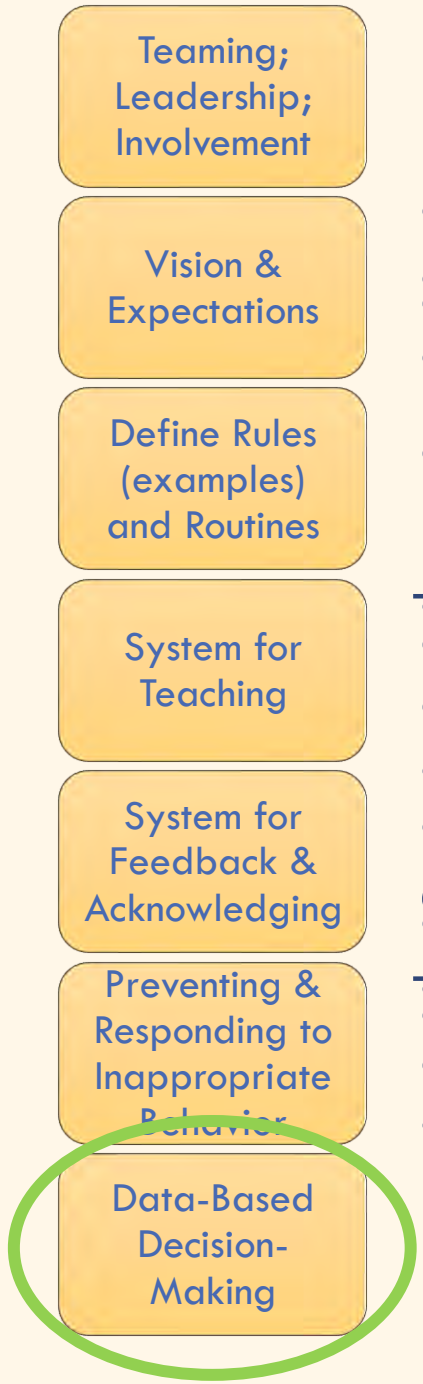
Evaluation Purposes

- **Summative** provides overall to inform decisions about whether to continue, abandon, or modify
- **Formative** reviews interventions as they are implemented with intent on improving outcomes
- **Accountability** reflects adherence to procedures, policies or practices

Levels of Data Collection

- **Universal Screening** identifies students who are not making progress at expected rates
- **Diagnostic Assessment** determines what students can and cannot do across domains
- **Progress Monitoring** determines if interventions are producing desired effects

*Understanding the **why** and **for what purpose** data are being collected is critical*



A Continuum of Assessment

School-wide Screening:

Who is and is not responding?

How effective are our supports?

What can and cannot students do and why?

What supports are indicated?

Progress Monitoring:

How effective is the intervention?

Is the intervention being implemented as intended?

Evaluating Outcomes:

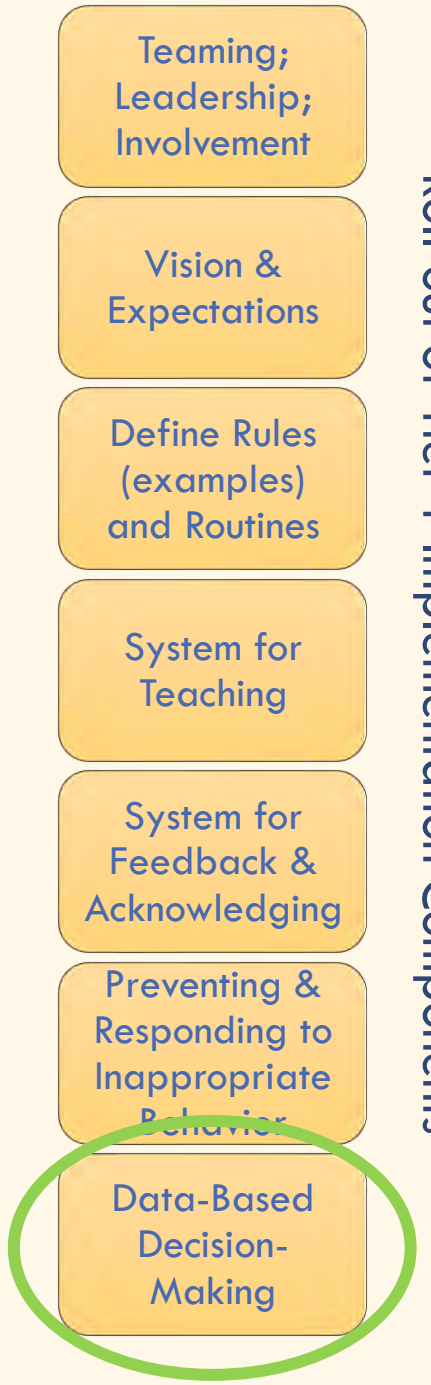
How did we do?

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

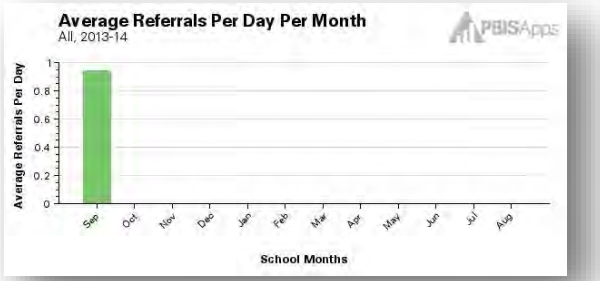
Examples of Types of Data Collected

- **Fidelity of System**
  - Benchmarks of Quality (BoQ), Tiered Fidelity Inventory (TFI), Team Implementation Checklist (TIC), School-wide Evaluation Tool (SET), Walkthroughs, Checklists, etc.
- **Fidelity of Practices**
  - Walkthroughs, Checklists, Observations, Classroom practice assessments, etc.
- **Outcomes**
  - Office Discipline Referrals (ODRs), In-School Suspensions (ISS), Out-of-School Suspensions (OSS), Attendance, Students Acknowledged/Rewarded, Grades and/or standardized test scores, Teacher requests for assistance, Special Education referrals, Students achieving their goals, Regained instructional time, etc.
  - Staff, Student, and/or Parent Surveys
    - Self-Assessment Survey (SAS), Satisfaction, Climate, Social-emotional-behavioral (mental health), Bullying, Substance Use
  - Focus Groups, Direct Observations, Lesson Plan Artifacts

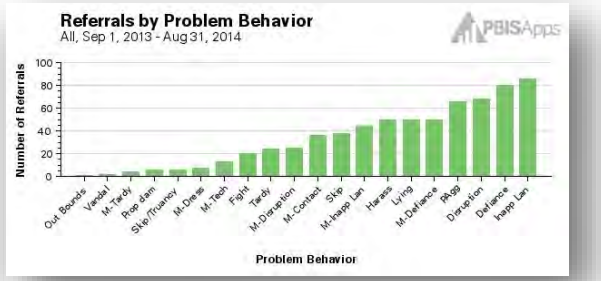


Example of Discipline Referral Data:
Core SWIS Reports

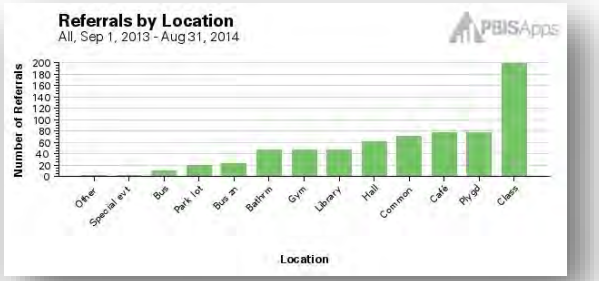
Avg Referrals/Day/Month



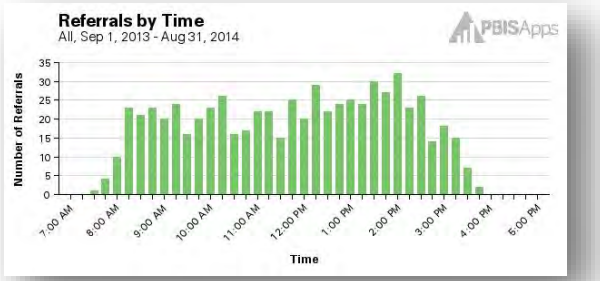
Referrals by Prob Behavior



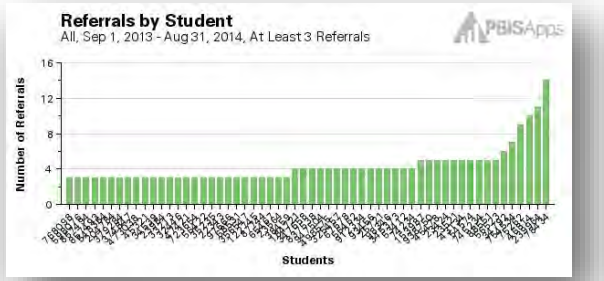
Referrals by Location



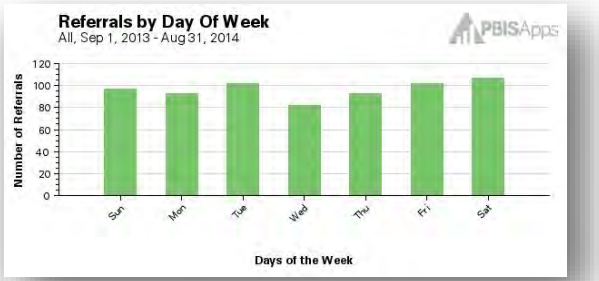
Referrals by Time



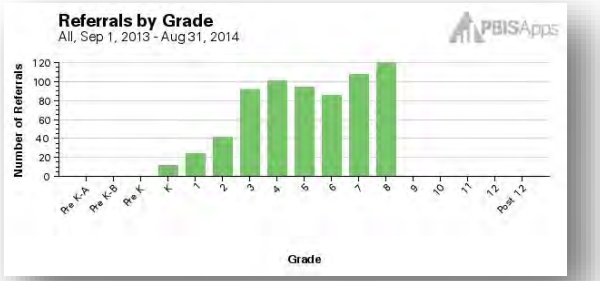
Referrals by Student



Referrals by Day of Week



Referrals by Grade

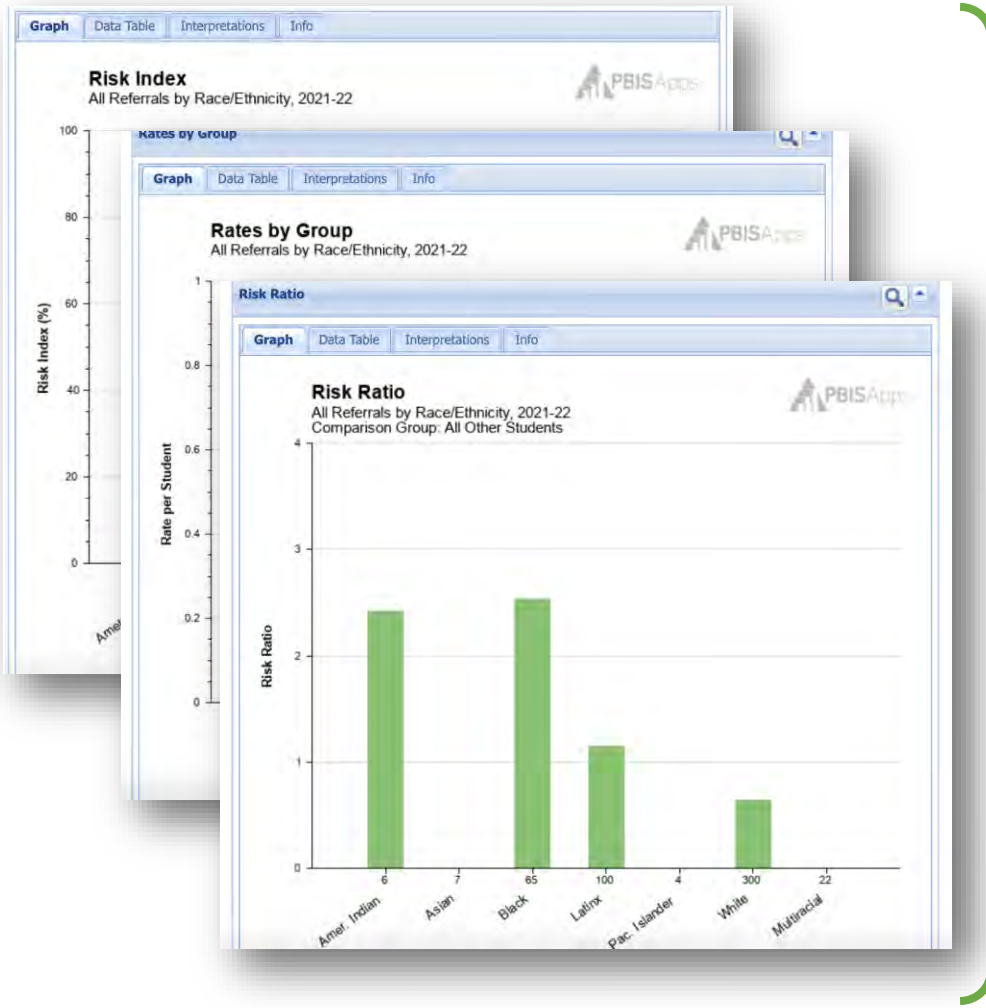


https://www.pbisapps.org/products/swis

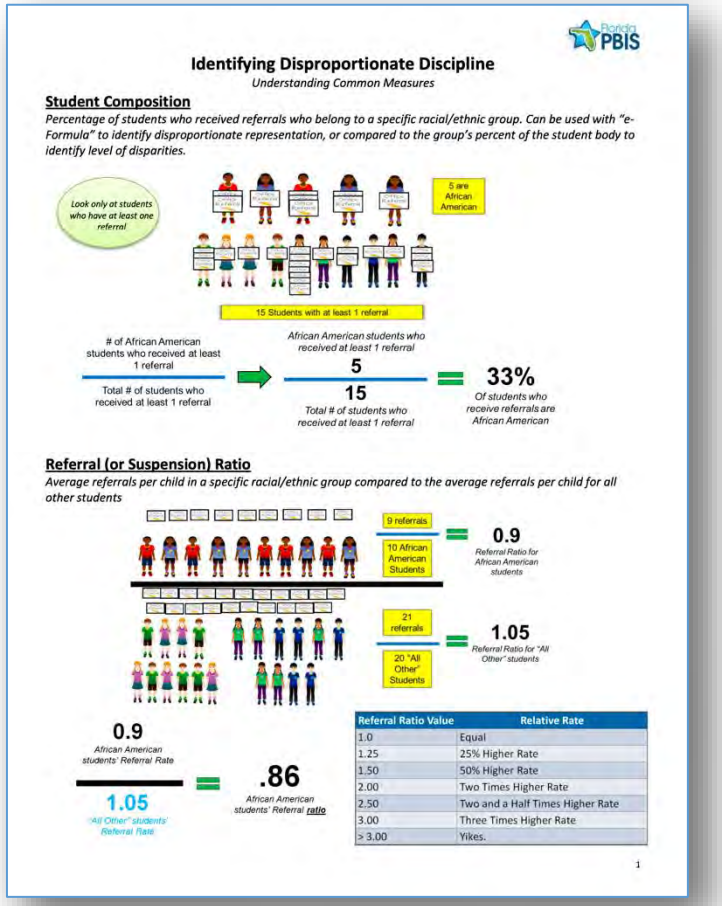
Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Disproportionate outcomes will not be addressed, unless EQUITY is a documented and supported PRIORITY



SWIS Equity Report (three graphs)



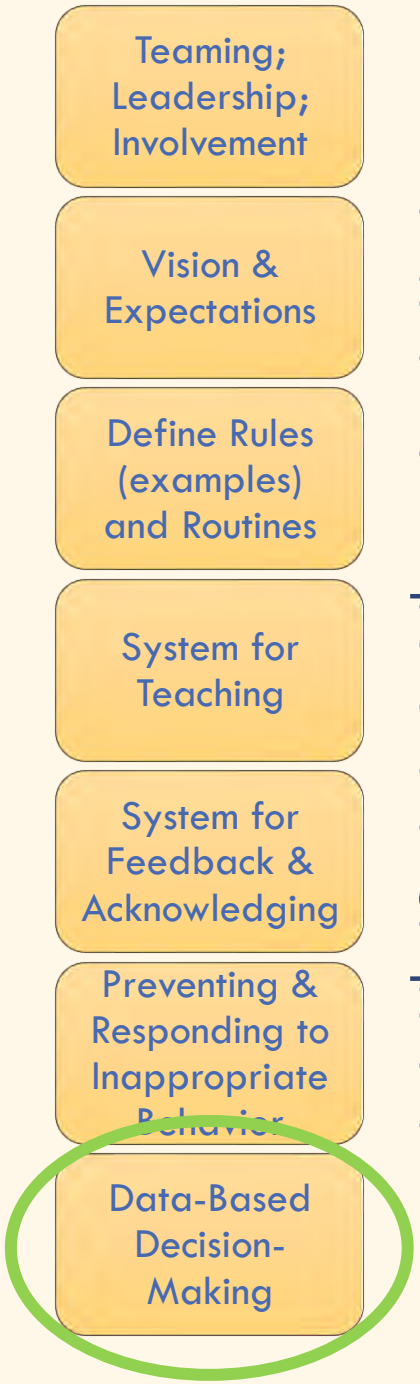
Equity Metrics Handout for Problem ID – www.flpbis.org

Roll-out of Tier 1 Implementation Components

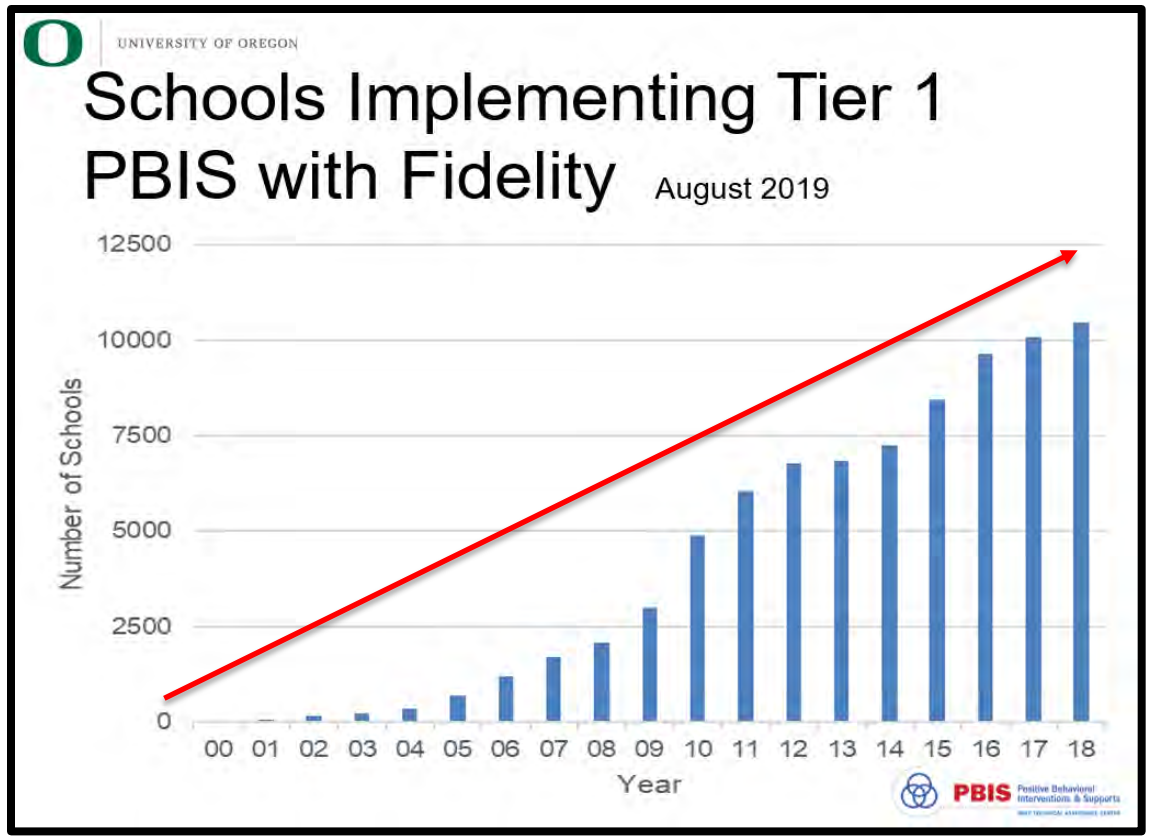
- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

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



Fidelity of Implementation

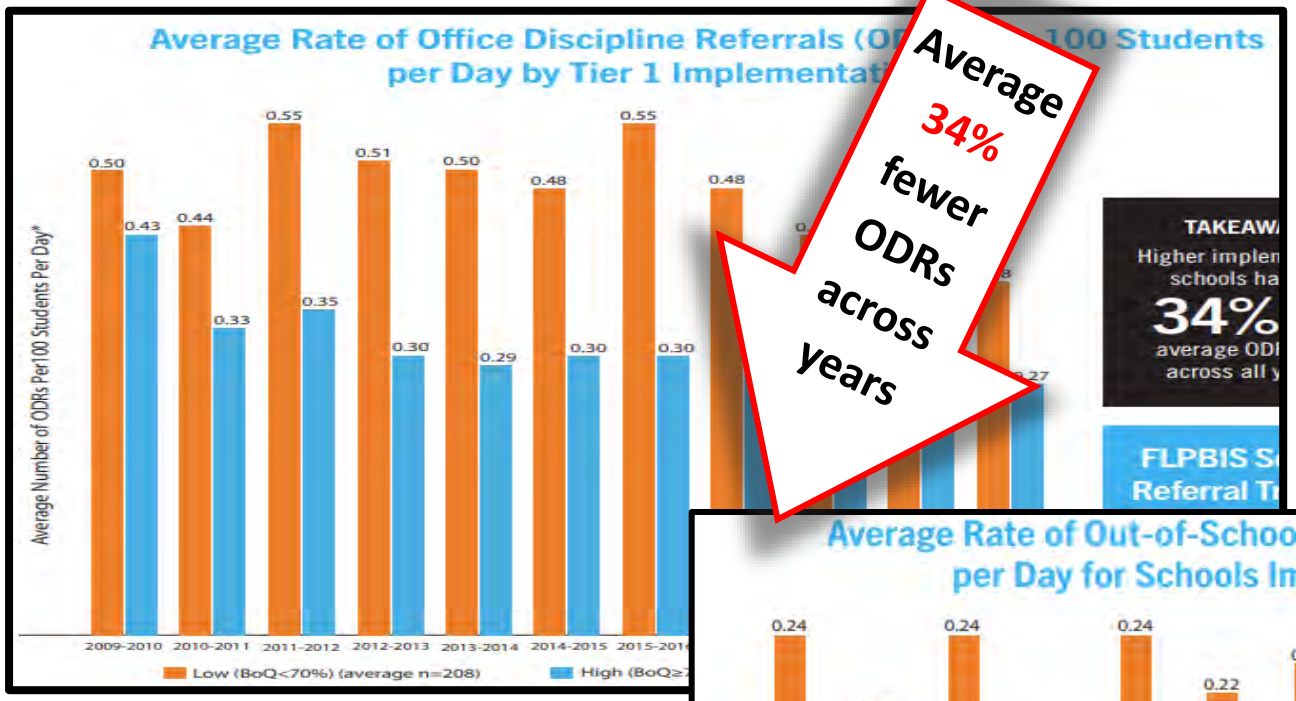


Defined as the extent to which a program, intervention, framework, or practice, "as conceptualized in a theoretical model or manual, is ***implemented as intended****"*

(Schulte, Easton, & Parker, 2009, p. 460)

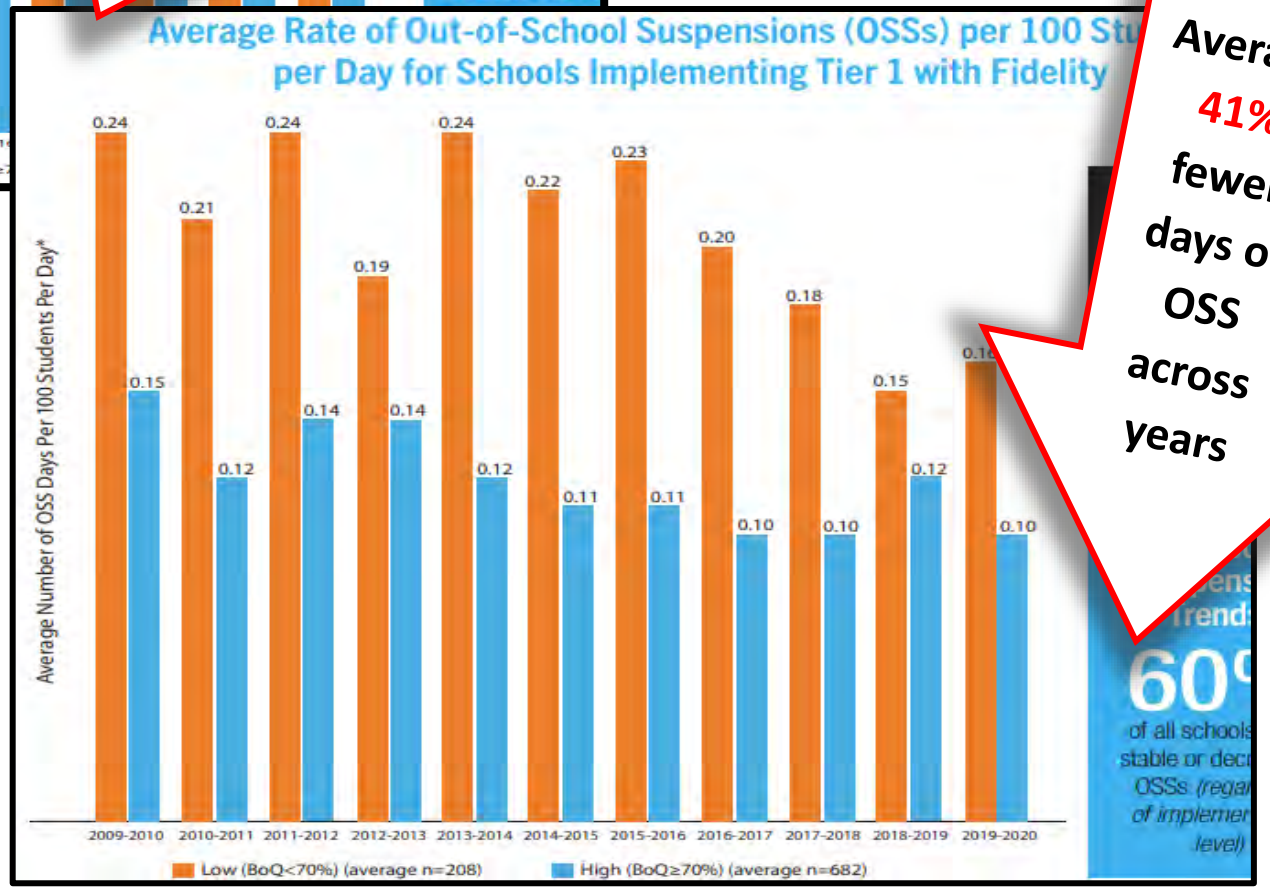
Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

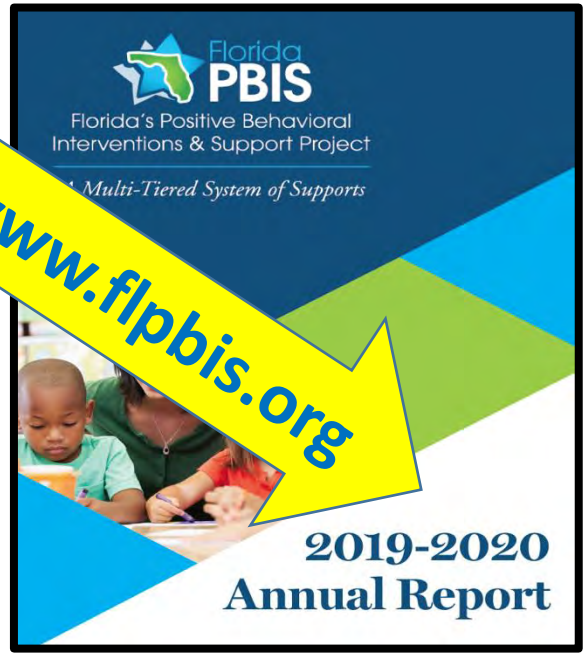


Average 34% fewer ODRs across years

Outcomes:
Discipline Rates by Implementation Level Across Years



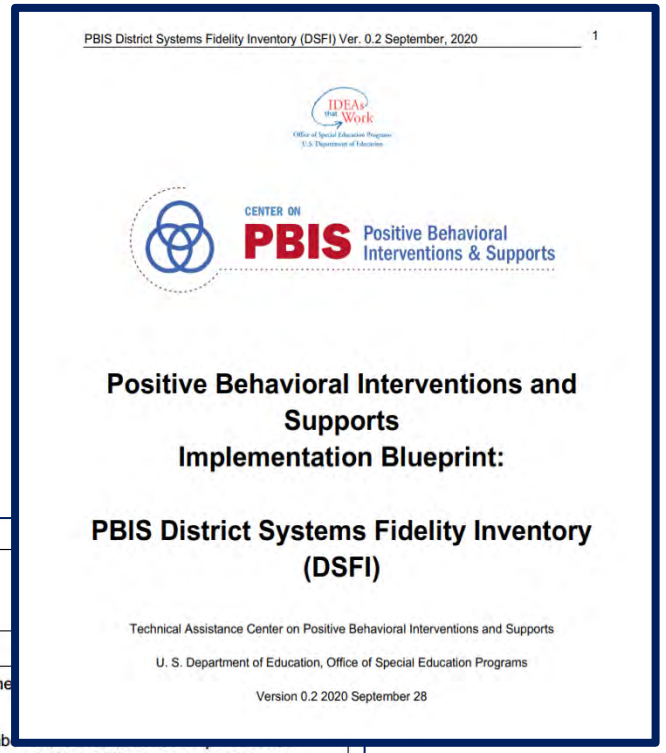
Average 41% fewer days of OSS across years

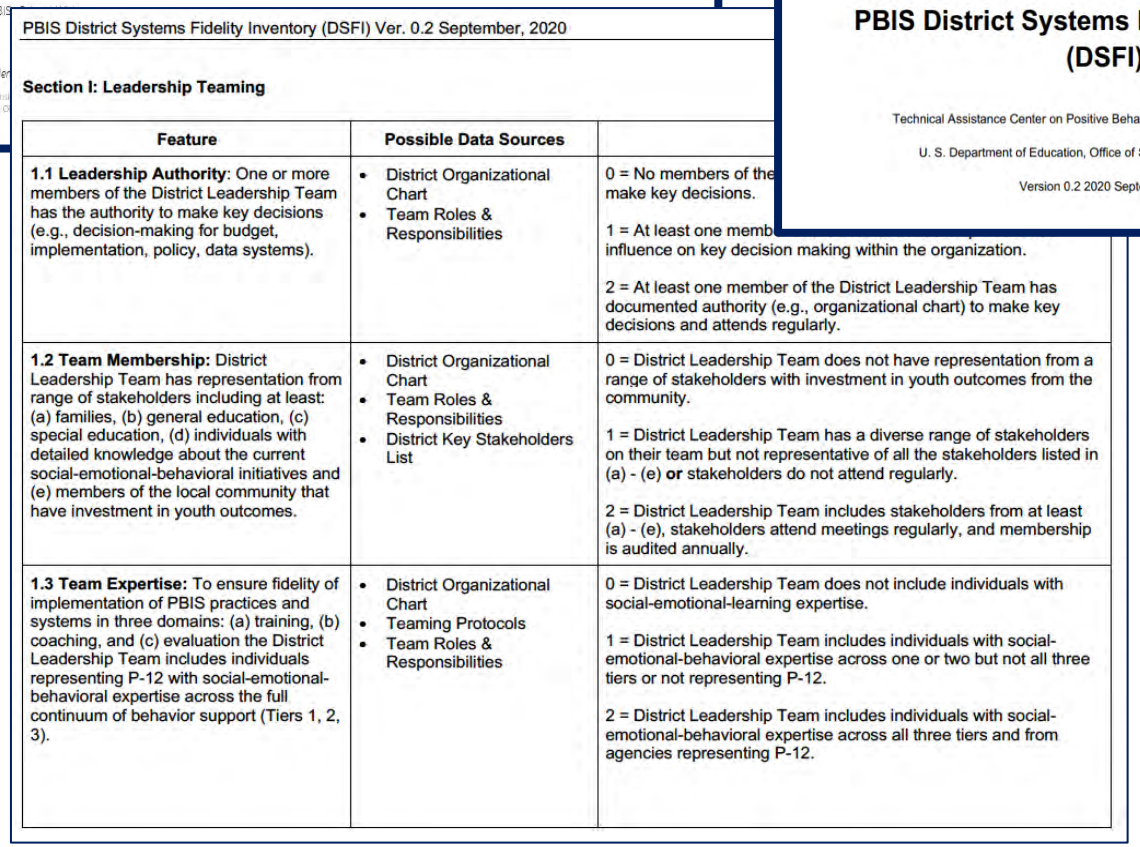


www.flpbis.org

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making





PBIS District Systems Fidelity Inventory (DSFI) Ver. 0.2 September, 2020

Section I: Leadership Teaming

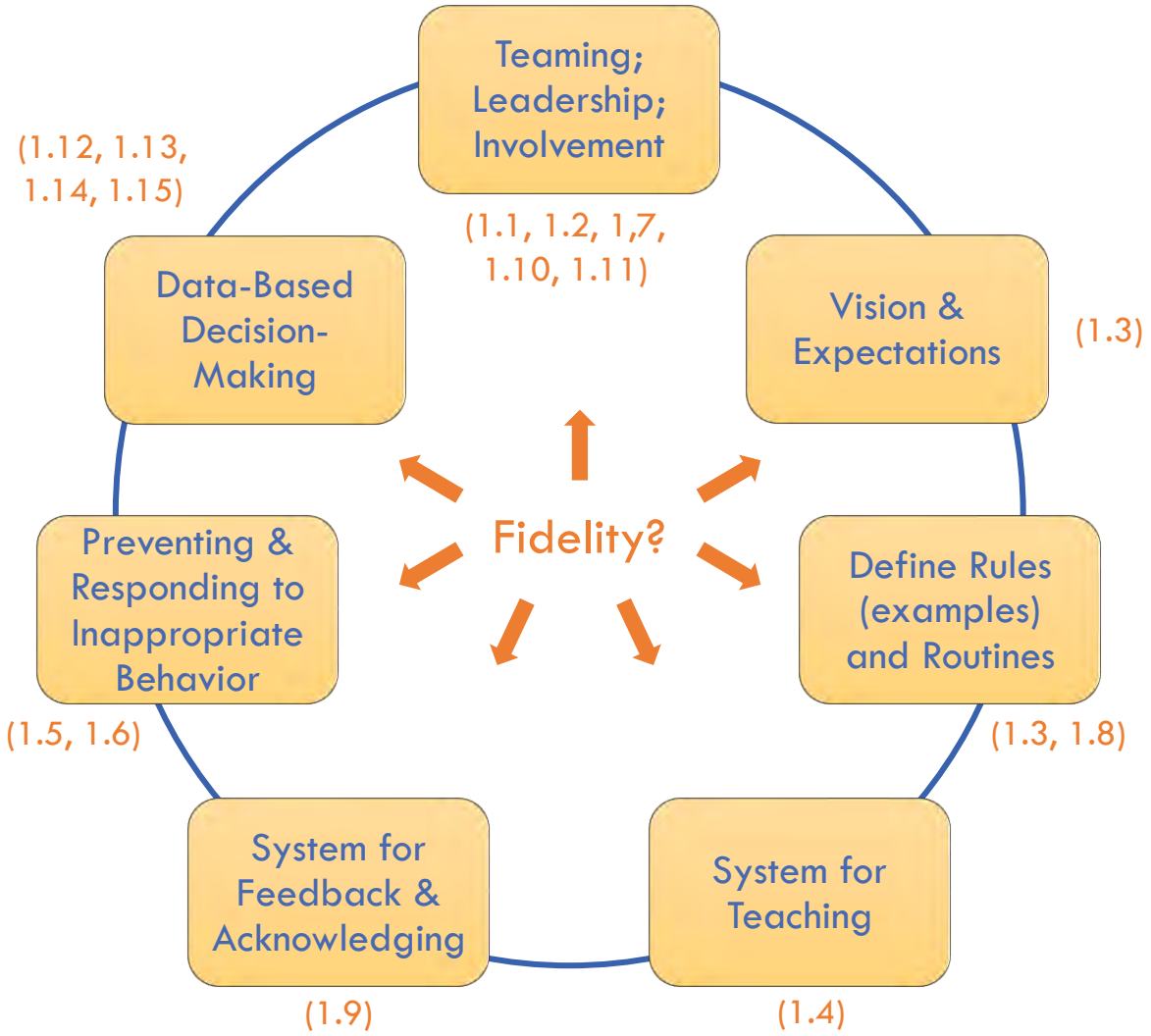
Feature	Possible Data Sources	
1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	• District Organizational Chart • Team Roles & Responsibilities	0 = No members of the make key decisions. 1 = At least one memb influence on key decision making within the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.
1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.	• District Organizational Chart • Team Roles & Responsibilities • District Key Stakeholders List	0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community. 1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) - (e) **or** stakeholders do not attend regularly. 2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually.
1.3 Team Expertise: To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).	• District Organizational Chart • Teaming Protocols • Team Roles & Responsibilities	0 = District Leadership Team does not include individuals with social-emotional-learning expertise. 1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12. 2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.

CENTER ON PBIS Positive Behavioral Interventions & Supports

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Fidelity: Are we implementing correctly?

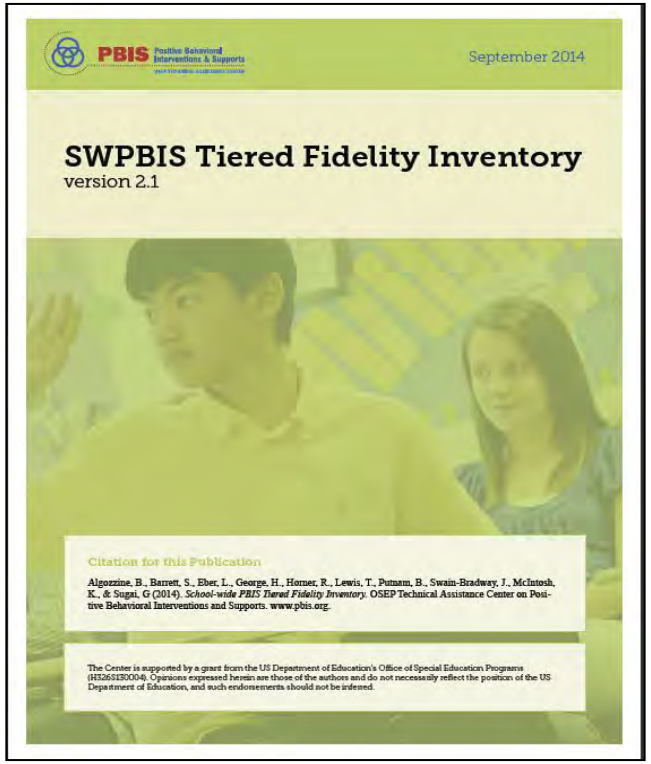


TFI	Tiered Fidelity Inventory (TFI) Tier 1 Components
1.1	Team Composition
1.2	Team Operating Procedures
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback & Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

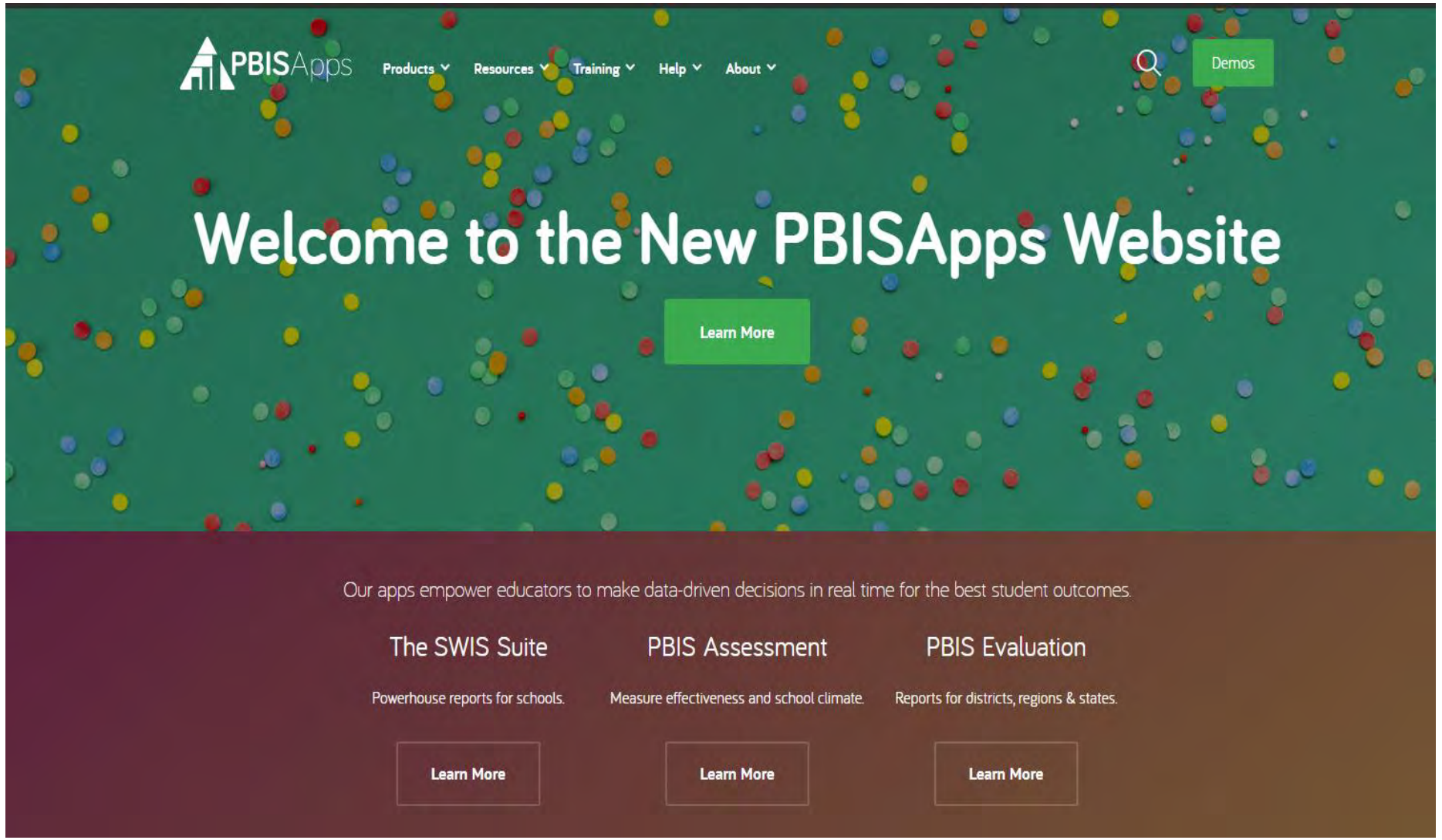
Available from OSEP TA-Center www.pbis.org
www.pbisapps.org

No Cost

Assessors Training PowerPoint and Assessors Training Video at www.pbisapps.org



www.pbisapps.org



Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Use Data to Guide Intervention and Instruction

- **Problem-Solving Process** - guides interventions for adequate fidelity or outcomes
- **Action Planning Process** – identifies steps for improvement and sustainability

Swain-Bradway, J., Putnam, R., Freeman, J., Simonsen, B., George, H. P., Goodman, S., Yanek, K., Lane, K. L. & Sprague, J. (December 2017). https://www.pbis.org/Common/Cms/files/pbisresources/PCBS%20Data%20Brief%2012.18.17.pdf

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Are your data useful? For what?

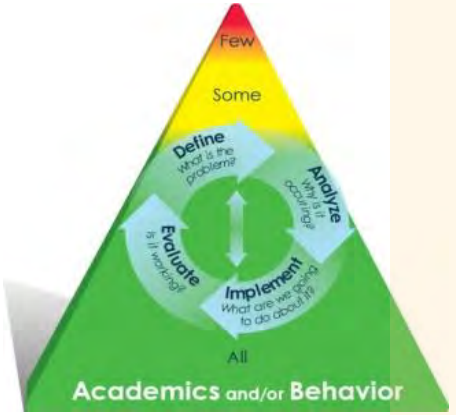
Data source(s) should:

1) Help you to identify needs in relation to established goals; **(DEFINE)**

2) Help you to understand the barriers to reaching goals; **(ANALYZE)**

3) Provide sufficient info to select, match, and deliver services/supports; **(IMPLEMENT)**

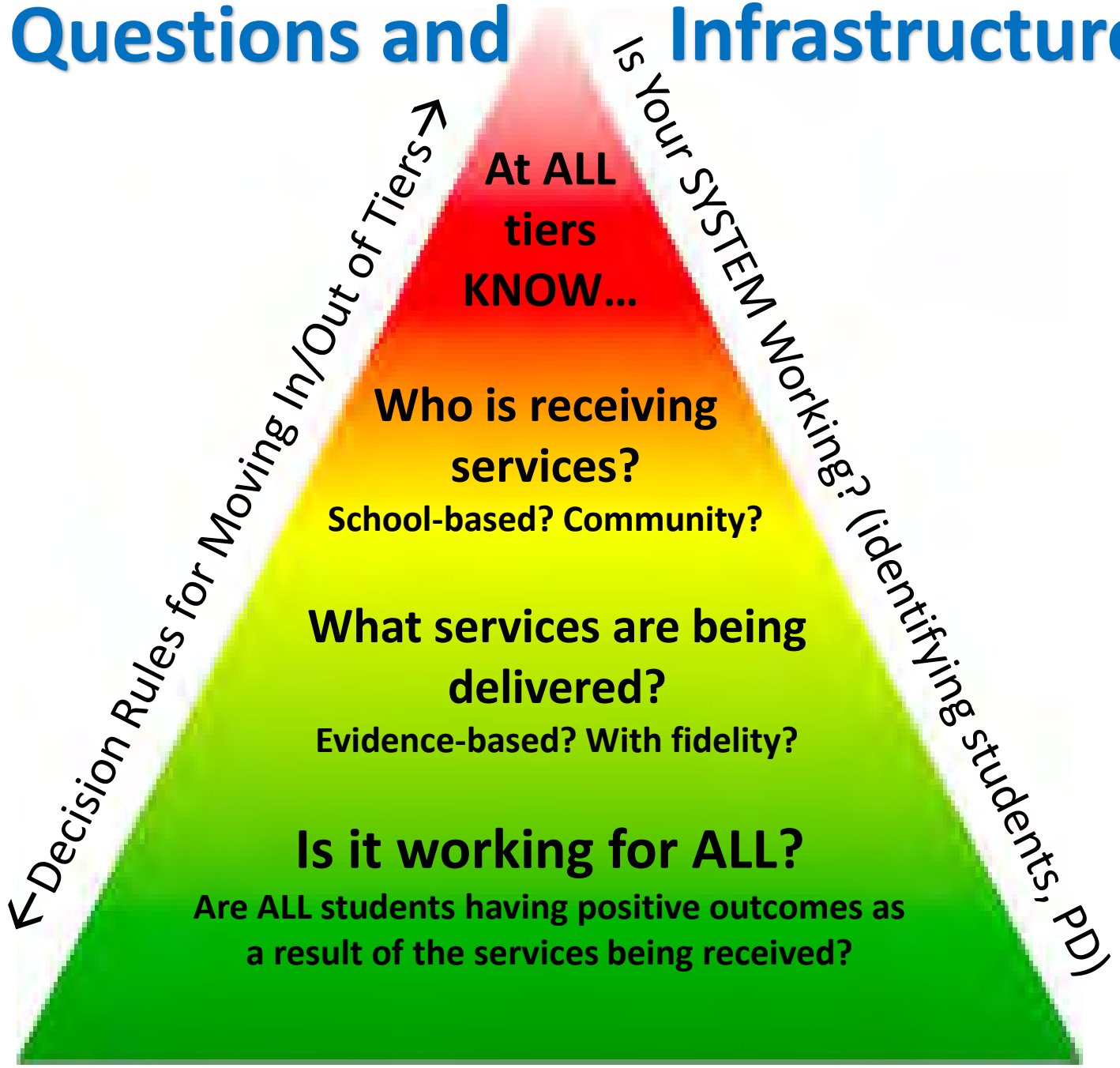
4) and contribute to evaluating the effectiveness of services and supports provided. **(EVALUATE)**



Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Key Questions and Infrastructure



Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

In General, Questions to Address…

- ❑Are behaviors **improving**?
- ❑Are behaviors **holding steady**?
- ❑Are behaviors **getting worse**?

Why?

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Questions for Consideration

1. What data are needed to assist us in making meaningful and efficient decisions?

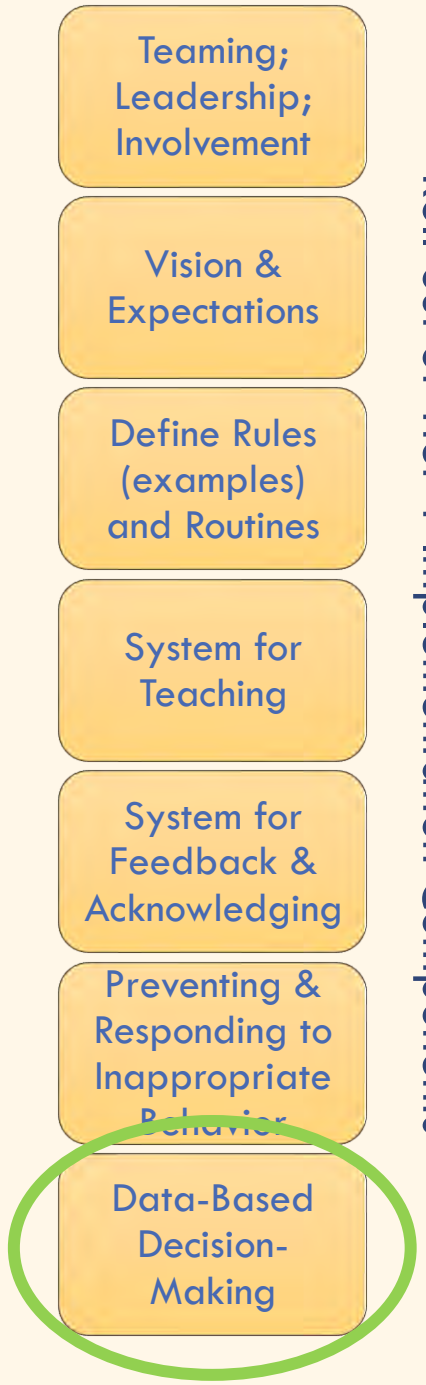
2. Are there additional data that could help us? If yes, what type?

3. What will we need in order to begin using data regularly for decision-making during team meetings?

Consider the data-based decision-making capacity of your system…

- Do your data-analysts have full access to the data?
- Within 5-10 minutes of the start of the meeting, are your teams reviewing up-to-date precision-problem statements developed by your data-analyst?
- Are your teams able to develop a complete action plan to address the problem (10 min or less process per problem)?

If these components are not in place, what are your Tier 1 teams doing during meetings instead?!

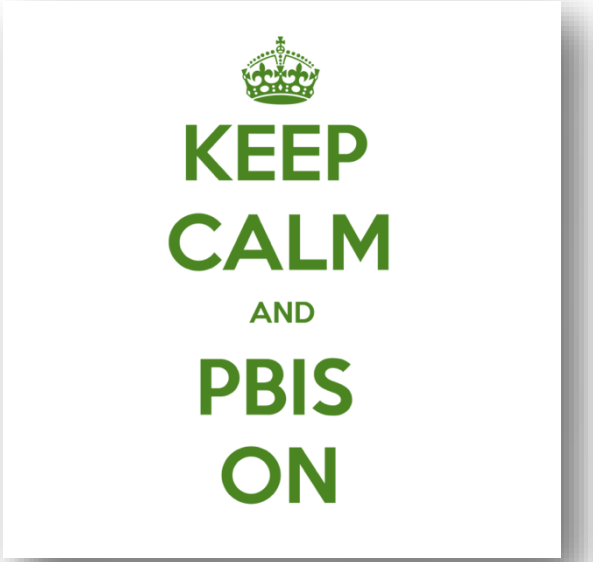


Lets Revisit the Poll Results and Action Plan

Data Learning Objectives

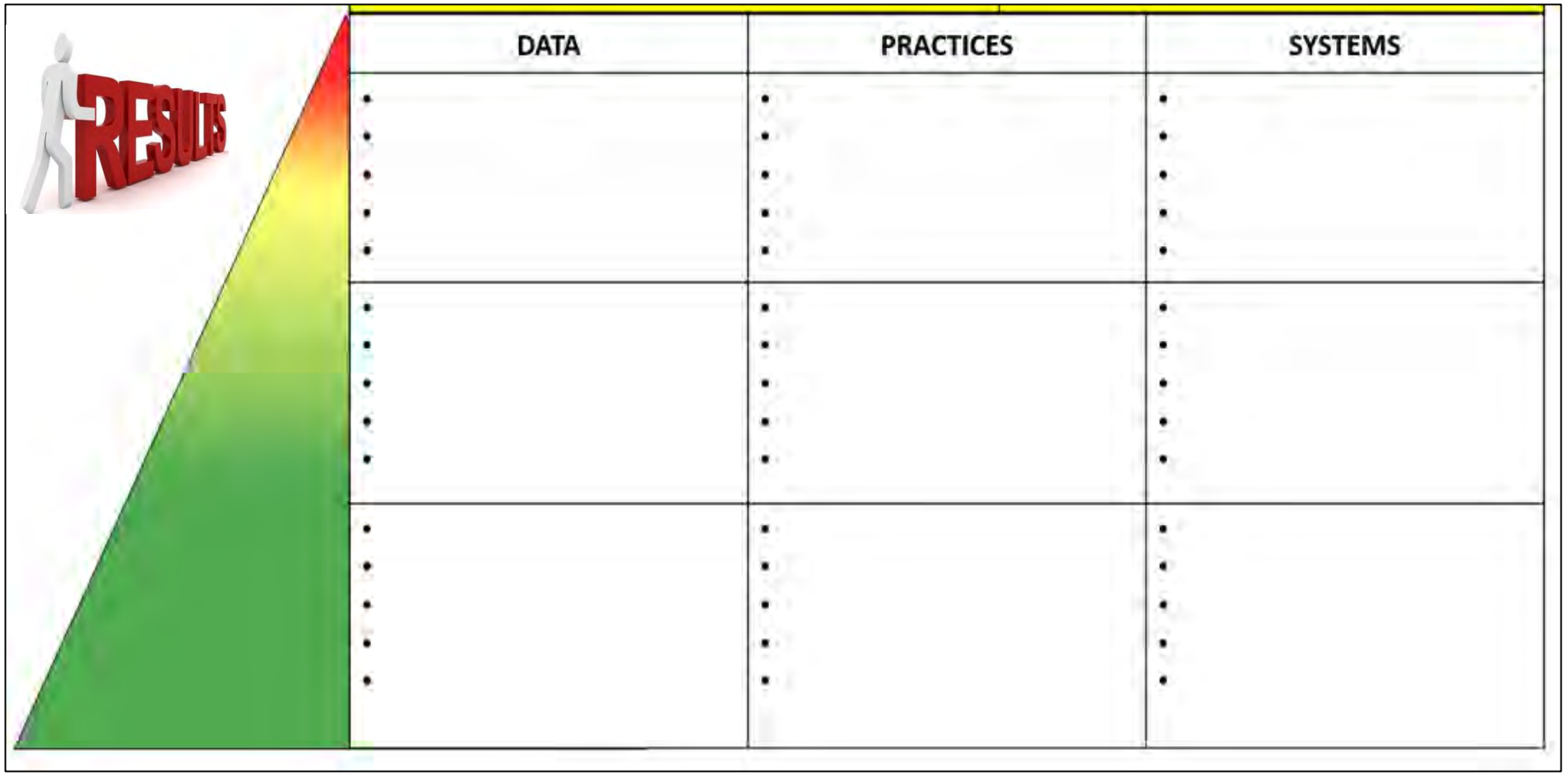
1. Our leadership team reviews accurate and up to date behavioral data monthly (1.12)
2. Our leadership team develops data-based action plans to address behavioral needs, and monitors each plan monthly. (1.13)
3. Our leadership team regularly assesses fidelity of teachers' discipline practices and of our PBIS implementation (1.14)
4. At least annually, our leadership team evaluates overall progress, develops an action plan, and reports out to stakeholders. (1.15)

Scale:
- Absolutely
- Sort of
- Not so much



Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making



Action Planning and Q&A

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Please Complete this Session's Evaluation

Session #C1- Getting Started: Using Data for Decision Making

1. In the Event Platform/App:

- In **"Files"** tab,
- In **"Evaluations"** in the navigation menu
- In **"Chat"**

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

OR

2. QR Code

SCAN ME

Evaluations are anonymous! We send reminder emails to all participants.

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Resources

CENTER ON
PBIS
Positive Behavioral
Interventions & Supports
www.pbis.org

Florida
PBIS
Florida's Positive Behavioral
Interventions & Support Project
www.flpbis.org

Midwest PBIS Network
Positive Behavioral Interventions and Supports
www.midwestpbis.org