PBIS Leadership Forum 2021

C1: Getting Started:
Using Data for Decision Making

Presenters
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Chat Panelists
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Midwest PBIS Network (IL)

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

Positive Behavioral Interventions & Supports
## Virtual Forum Expectations

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<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
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| **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 |

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*Virtual PBIS Leadership Forum | #PBISForum October 26-28, 2021*
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

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
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. [Image of navigation menu]
2. [Image of session details]
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

Positive, Predictable, & Safe Learning Environments

Without a Framework

With a Framework

PDIS Positive Behavioral Interventions & Supports
**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
Birth and Death Cycles of Educational Innovations

![Graph showing the birth and death cycles of educational innovations.](Graph)
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.
Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

DATA

SYSTEMS

EQUITY

OUTCOMES

Social Competence & Academic Achievement

PRACTICES

CENTER ON PBIS Positive Behavioral Interventions & Supports
PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework

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

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

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

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

Guiding Principles

MTSS is for all students, families, and educators.

Make student growth and benefit central to all decisions.

Prioritize equity.

Integrate, align, and connect practices.

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

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
  (Bagiante, Kittelman, McIntosh, & Haselton, 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

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

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

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

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
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?

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
Session C1 - Getting Started: Using Data for Decision Making

Data-Based Decision Making

OUTCOMES

SYSTEMS

EQUITY

PRACTICES

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
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
Meet our Chat Panelist:

Therese Sandomierski

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.”

Session C1 - Getting Started:
Using Data for Decision Making
Meet our Chat Panelist:

Brian Gaunt

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

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.”
Invest in Data for 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!
Understanding the why and for what purpose data are being collected is critical.

**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.

**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
A Continuum of Assessment

School-wide Screening:
- Who is and is not responding?
- How effective are our supports?

Progress Monitoring:
- What can and cannot students do and why?
- What supports are indicated?
- 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

Roll-out of Tier 1 Implementation Components

- Teaming; Leadership; Involvement
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**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
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
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)
Outcomes:
Discipline Rates by Implementation Level Across Years

Average 34% fewer ODRs across years

Average 41% fewer OSS days across years

Data-Based Decision-Making

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

Florida's Positive Behavioral Interventions & Support Project
A Multi-Tiered System of Supports

2019-2020 Annual Report

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

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**Assessments**

The purpose of the District Systems Fidelity Inventory (DSFI) is to guide District Leadership Teams in the assessment, development, and execution of action plans to promote the fidelity in the district. This document serves as a guide for districts in the implementation of behavioral systems of support and practices. The DSFI has been designed to serve as a guide for implementation of data-based decision-making and ongoing evaluation of fidelity in the implementation and impact.

**Sections**

- **Section I: Leadership Team**
  - **1.1 Leadership Authority**: One or more leaders of the District Leadership Team have the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).
  - **1.2 Team Membership**: District Leadership Team has representation from a 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.
  - **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, and 3).

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<td>District Organizational Chart, Team Roles &amp; Responsibilities</td>
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<td>1.2 Team Membership</td>
<td>District Organizational Chart, Team Roles &amp; Responsibilities, District Key Stakeholders List</td>
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<td>1.3 Team Expertise</td>
<td>District Organizational Chart, Team Roles &amp; Responsibilities</td>
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**Positive Behavioral Interventions and Supports Implementation Blueprint:**

**PBIS District Systems Fidelity Inventory (DSFI)**

Technical Assistance Center on Positive Behavioral Interventions and Supports

U.S. Department of Education, Office of Special Education Programs

Version 0.2 September 2020

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Fidelity: Are we implementing correctly?

Teaming; Leadership; Involvement

Data-Based Decision-Making

Vision & Expectations

Defining Rules (examples) and Routines

Fidelity?

Preventing & Responding to Inappropriate Behavior

System for Feedback & Acknowledging

System for Teaching

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
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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

Welcome to the New PBISApps Website

Our apps empower educators to make data-driven decisions in real time for the best student outcomes.

The SWIS Suite
Powerhouse reports for schools
Learn More

PBIS Assessment
Measure effectiveness and school climate
Learn More

PBIS Evaluation
Reports for districts, regions & states
Learn More

Vision & Expectations
Teaming; Leadership; Involvement

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

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)**
At ALL tiers KNOW...

Who is receiving services?
School-based? Community?

What services are being delivered?
Evidence-based? With fidelity?

Is it working for ALL?
Are ALL students having positive outcomes as a result of the services being received?

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?
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?

What do FEW need?

What do SOME need?

What do ALL need?

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
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

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KEEP CALM AND PBIS ON
### Action Planning and Q&A

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- **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: OR
   - In “Files” tab,
   - In “Evaluations” in the navigation menu
   - In “Chat”

2. QR Code

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

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

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