

PBIS Leadership Forum 2021 C1: Getting Started: Using Data for Decision Making

Presenters

Heather Peshak George, PhD
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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



Virtual Forum Expectations

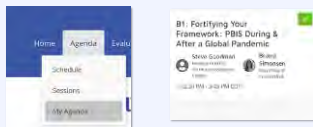
EXPECTATION	OVERALL Event	CHAT tab	POLLS tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab 	<ul style="list-style-type: none"> Add questions before and/or during session
BE Kind	<ul style="list-style-type: none"> Limit distractions 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
For Presenters	<ul style="list-style-type: none"> Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> Identify common Qs to address in final 15 minutes

Virtual PBIS Leadership Forum | #PBISForum | October 25-28, 2021

Tips for Participants Finding Your Registered Sessions in Pathable

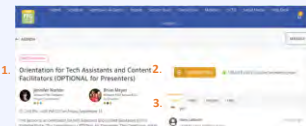
Your Personalized Schedule (My Agenda)

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.



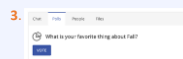
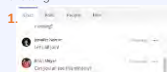
Tips for Participants Navigating the Session Page

- Session Details (Title, Presenters, Date & Time, Description, Keywords)
- Join Session
- Interact through Chat, Polls, & Uploaded Files



Tips for Participants Chat, Polls, and Q&A

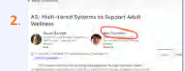
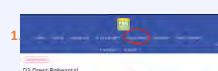
- Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions. Follow overall Forum expectations for responsible, respectful, and safe chatting.
- Find the Q&A under Polls. Questions for presenters go there. Some sessions have other Polls or more Specific Questions. Complete those when prompted.



Tips for Participants Be careful of accidentally navigating away

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

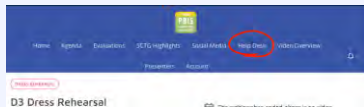
- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does navigating away look like? Here are some examples:
 - Clicking on any area of the navigation menu
 - Clicking on a Person's name



Tips for Participants

Support is Available

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



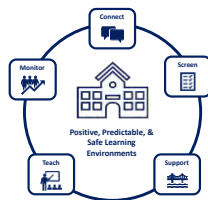
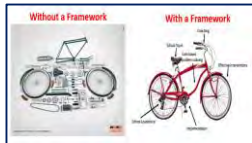
Norms for Getting Started Strand

- 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

www.pbis.org



Big Ideas



U.S. Department of Education

June 2020/October 12, 2021



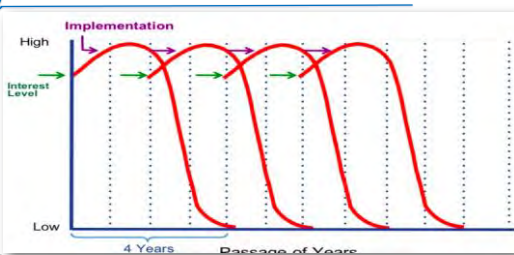
October 12, 2021 U.S. Department of Education, Office of Special Education and Rehabilitation Services, Supporting Child and Adolescent Social, Emotional, Behavioral, and Mental Health Needs, Washington, DC, 2021. Available on <https://www.ed.gov/media/SED-2021-022.pdf>

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

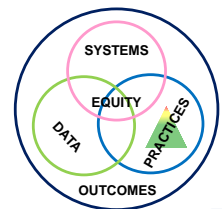


Birth and Death Cycles of Educational Innovations



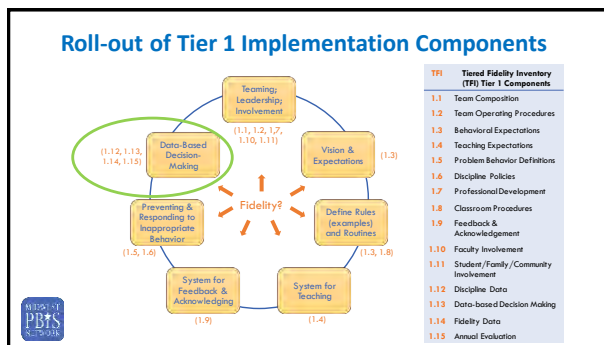
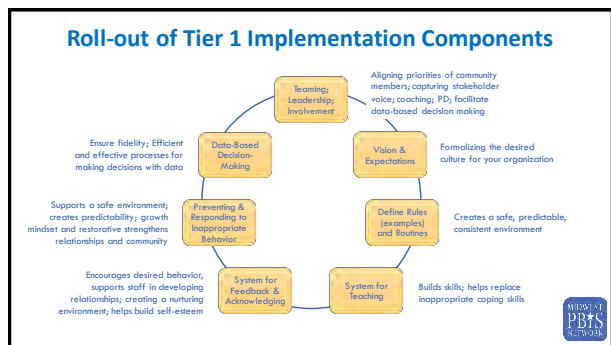
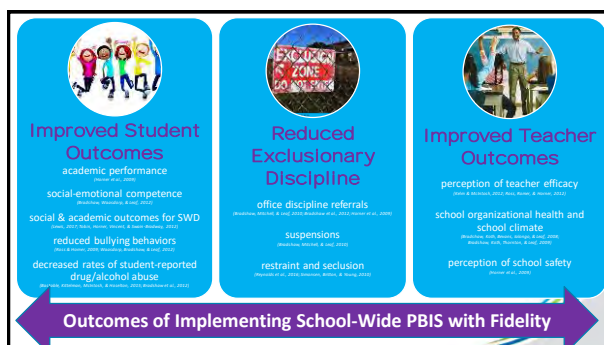
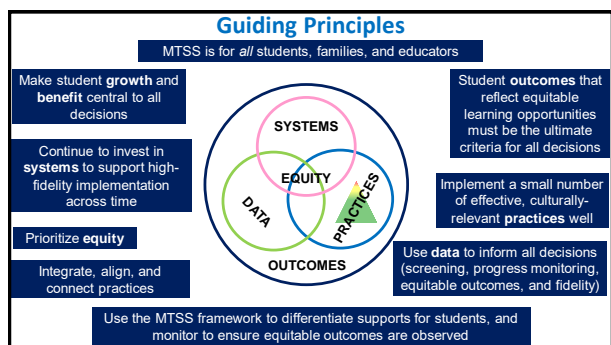
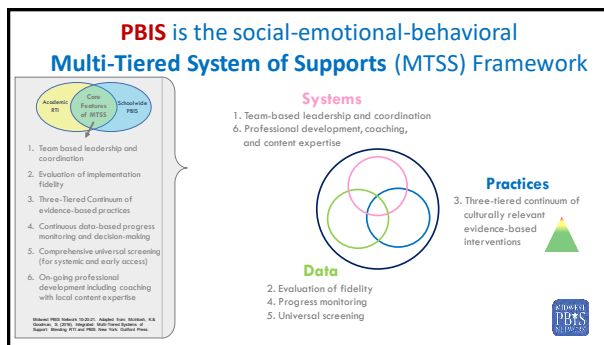
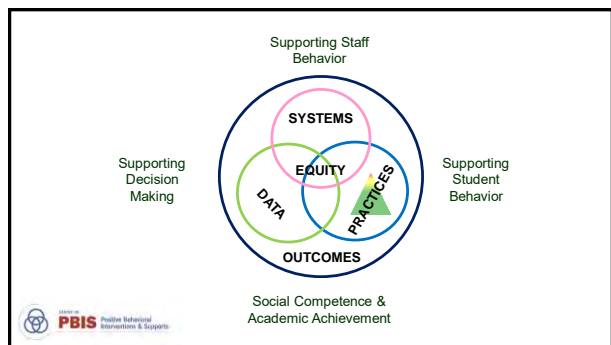
How is PBIS Continually Relevant in a constantly changing educational landscape?

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: Gable, C. (2017). The Center for PBIS October 2018. PBIS Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. 5.
<https://www.pbis.org/blueprint/implementation/blueprint>





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 Behaviors
- Data-Based Decision-Making**

TRI
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

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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: tsandomierski@usf.edu

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

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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."

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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."

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Invest in Data for Decision Making

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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 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?

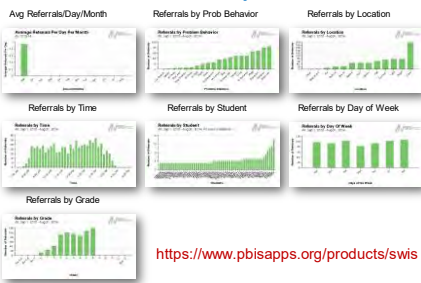


Examples of Types of Data Collected

- **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



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



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

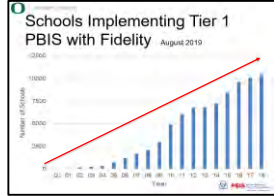


Data Sharing with Staff, Students, Community

- 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

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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)

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Discipline Rates by Implementation Level Across Years



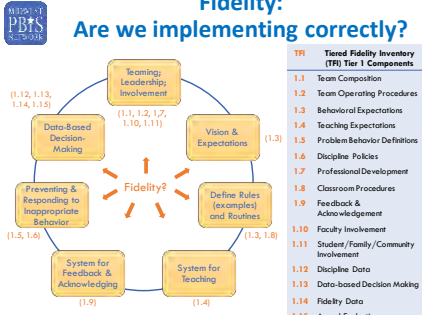
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Assessments



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Fidelity: Are we implementing correctly?



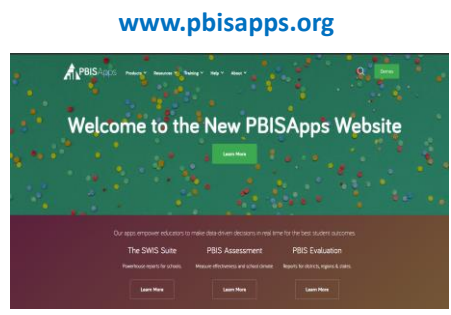
Available from CSEP TA-Center www.pbis.org
www.pbisapps.org

No Cost

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

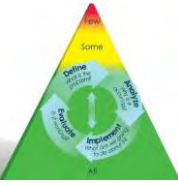


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Use Data to Guide Intervention and Instruction



- **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., R. Goodman, S., Noveck, K., Lane, K. L. & Sprague, J. (December 2017). https://www.pbis.org/Common/Cms/Files/pbisresources/PCBS%20dat%20@neth%2012_18_17.pdf



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Are your data useful? For what?

Data source(s) should:

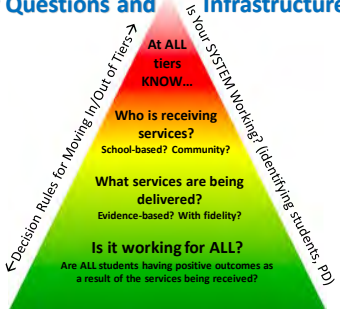
- 1) Help you to identify needs in relation to established goals; (**DEFINE**)
- 2) Help you to understand the barriers to reaching goals; (**ANALYZE**)
- 3) Provide sufficient info to select, match, and deliver services/supports; (**IMPLEMENT**)
- 4) and contribute to evaluating the effectiveness of services and supports provided. (**EVALUATE**)

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Key Questions and Infrastructure



Decision Rules for Moving In/Out of Tiers



Is your SYSTEM Working? (Identifying students, PD)

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In General, Questions to Address...

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





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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?




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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?!



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Lets Revisit the Poll Results and Action Plan


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Action Planning and Q&A


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Please Complete this Session's Evaluation

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

1. In the Event Platform/App: OR 2. QR Code

- 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

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

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Resources



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



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



Midwest PBIS Network
 Positive Behavioral Interventions and Supports
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