**PBIS Leadership Forum 2021**

**C1: Getting Started: Using Data for Decision Making**

**Presenters**
Heather Peashak-Garke, 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)

**Keywords:** PBIS Foundations; Tier 1; Outcomes

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**Virtual Forum Expectations**

**BE RESPONSIBLE**
- Use a shared action plan for your team
- Complete session evaluations
- Post positive comments

**Chat Tab**
- Use concise, professional language
- Questions for presenters go in the Polls tab

**POLLS Tab (+Q&A)**
- Ask questions before and/or during session
- Add questions before and/or during session

**BE KIND**
- Limit distractions
- Use inclusive language
- Be aware of your stress level

**BE SAFE**
- Engage in productive dialogue
- Ask solution-oriented questions
- Monitor and remove inappropriate comments

**For Presenters**
- Ensure Files Tab has current materials and related weblinks
- Identify common Qs to address in final 15 minutes

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**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 checkmark in the upper right corner indicates you are registered.

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**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. Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.
2. Find the Q&A under Polls. Questions for presenters go there.
3. Some sessions have other Polls or Specific Questions. Complete those when prompted

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**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:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

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

**Systems**
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. Centralized universal screening
6. On-going professional development and stakeholder training

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

**Practices**
1. Team Composition
2. Data Collection/Progress Monitoring
3. Behavioral Expectations
4. Policies
5. Professional Development
6. Communication
7. Acknowledgment
8. Facility/Community
9. Discipline Time
10. Data-based Decision-Making
11. Faculty Time
12. Annual Evaluation

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

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

Outcomes of Implementing School-Wide PBIS with Fidelity

Roll-out of Tier 1 Implementation Components

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Outcomes of Implementing School-Wide PBIS with Fidelity

Roll-out of Tier 1 Implementation Components
Session C1 - Getting Started: Using Data for Decision Making

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: tsandomierski@usf.edu

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

Brian Gaunt
Role: Inter-Project Coordinator & TA Specialist, FLPBIS Project and Florida PBIS 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 all teams have a structured, common process (i.e. problem solving process) to follow in the use of data to inform needed support to student needs, design and implement instruction, intervention plans, and evaluate the impact of those supports for continued improvements."

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: dianelamaster@mideastpbis.org

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

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 PBS 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

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 Data

Evaluation Purposes
- Summative provides overall to inform decisions about whether to continue, abandon, or modify.
- Diagnostic Assessment determines what students can and cannot do across domains.
- 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.
- Progress Monitoring determines if interventions are producing desired effects.
- Diagnostic Assessment determines what students can and cannot do across domains.
- Formative reviews interventions as they are implemented with intent on improving outcomes.

Example of Discipline Referral Data:

- SWIS Equity Report (three graphs)
- Data-Based Decision Making
- SBIS System for Feedback and Accountability
- Leadership; Teaming; Teaching
- Making Vision & Expectations
- Decision-Based Implementation
- Roll out of Tier 1 Implementation Components
- 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 overwriting ODRs, underwriting 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, Pasinio, & Reiterer, 2009, p. 266).

Outcomes: Discipline Rates by Implementation Level Across Years

Available from OSEP TA Center: www.pbis.org
No Cost Assessors Training PowerPoint and Assessors Training Video at www.pbisapps.org

www.pbisapps.org
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 teams able to develop a complete action plan to address the problem (10 min or less process per problem)?

<table>
<thead>
<tr>
<th>Data source(s) should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help you to identify needs in relation to established goals; <strong>(DEFINE)</strong></td>
</tr>
<tr>
<td>2. Help you to understand the barriers to reaching those goals; <strong>(ANALYZE)</strong></td>
</tr>
<tr>
<td>3. Provide sufficient info to select, match, and deliver services/supports; <strong>(IMPLEMENT)</strong></td>
</tr>
<tr>
<td>4. and contribute to evaluating the effectiveness of services and supports provided; <strong>(EVALUATE)</strong></td>
</tr>
</tbody>
</table>

Key Questions and Infrastructure

**Are ALL**
- **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?

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?

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)?
**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 teacher 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).

**Action Planning and Q&A**

**Resources**

- Center for PBIS
  - Positive Behavioral Interventions & Supports
  - [www.pbis.org](http://www.pbis.org)
- Florida’s Positive Behavioral Interventions & Support Project
  - [www.flpbis.org](http://www.flpbis.org)
- Midwest PBIS Network
  - Positive Behavioral Interventions and Supports
  - [www.midwestpbis.org](http://www.midwestpbis.org)