Using Data for Decision Making

Office Discipline Referral Data
Presented by Anne W. Todd
University of Oregon
September 2013
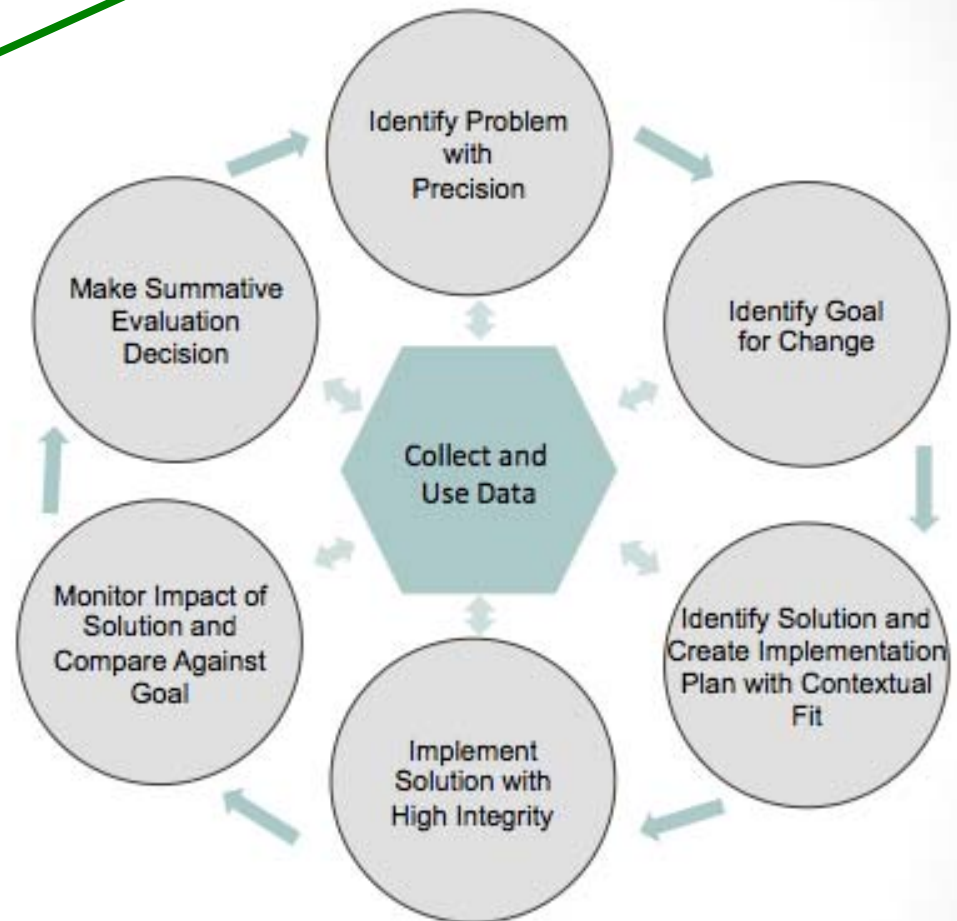
Improving Decision-Making

From

PROBLEM

↓

SOLUTION

PROBLEM SOLVING

TO

Identify Problem with Precision

Identify Goal for Change

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Monitor Impact of Solution and Compare Against Goal

Make Summative Evaluation Decision

Collect and Use Data

Main Ideas

Decisions are more likely to be effective and efficient when they are based on data
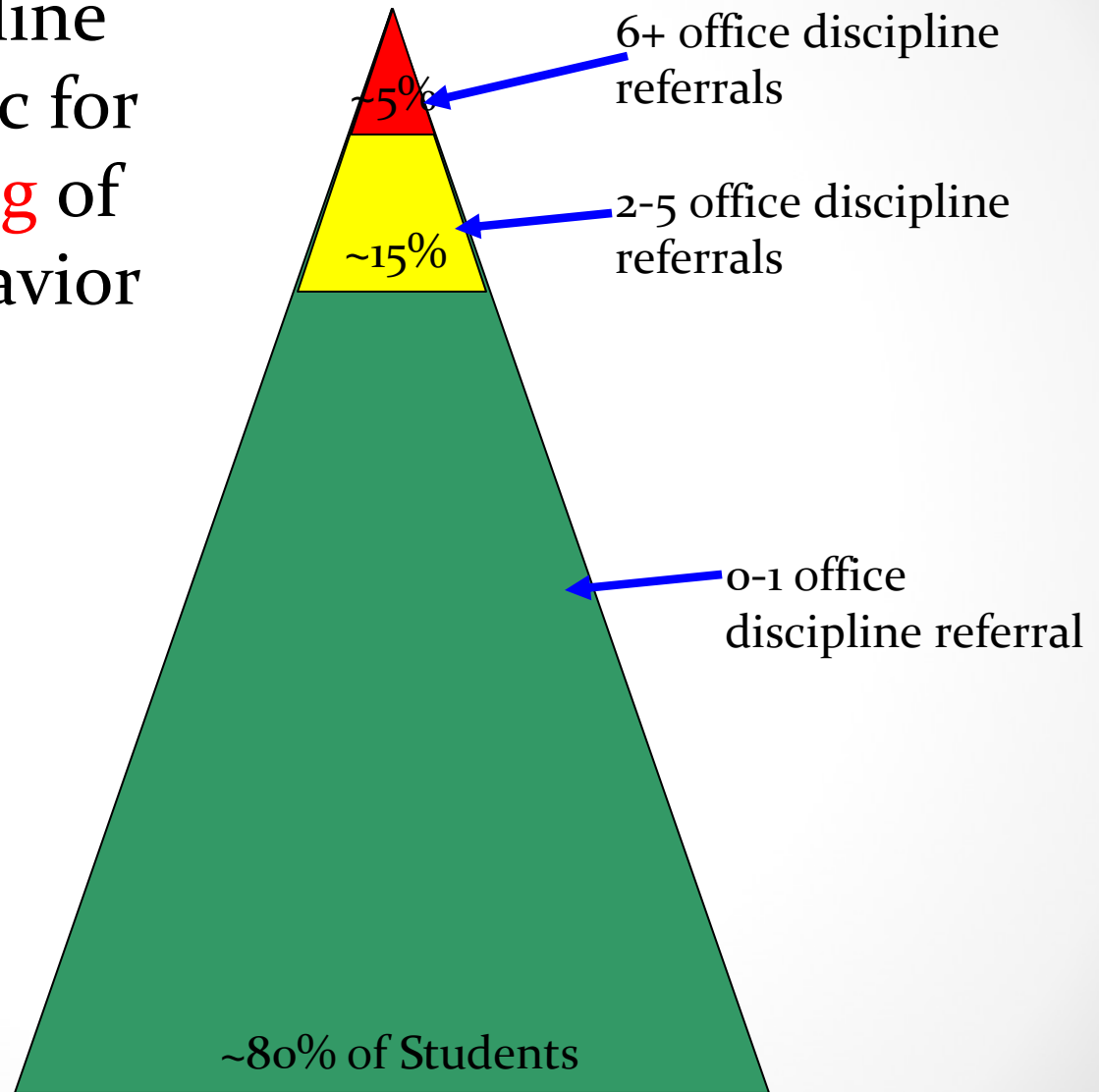
Quality of decision-making depends most on the first step (defining the problem to be solved)

Data help us ask the right question…they do not provide the answers: Use data to identify problems, refine the problems, and define the questions that lead to solutions

Data help place the "problem" in the context rather than in students

Student report as a Universal Screening Tool
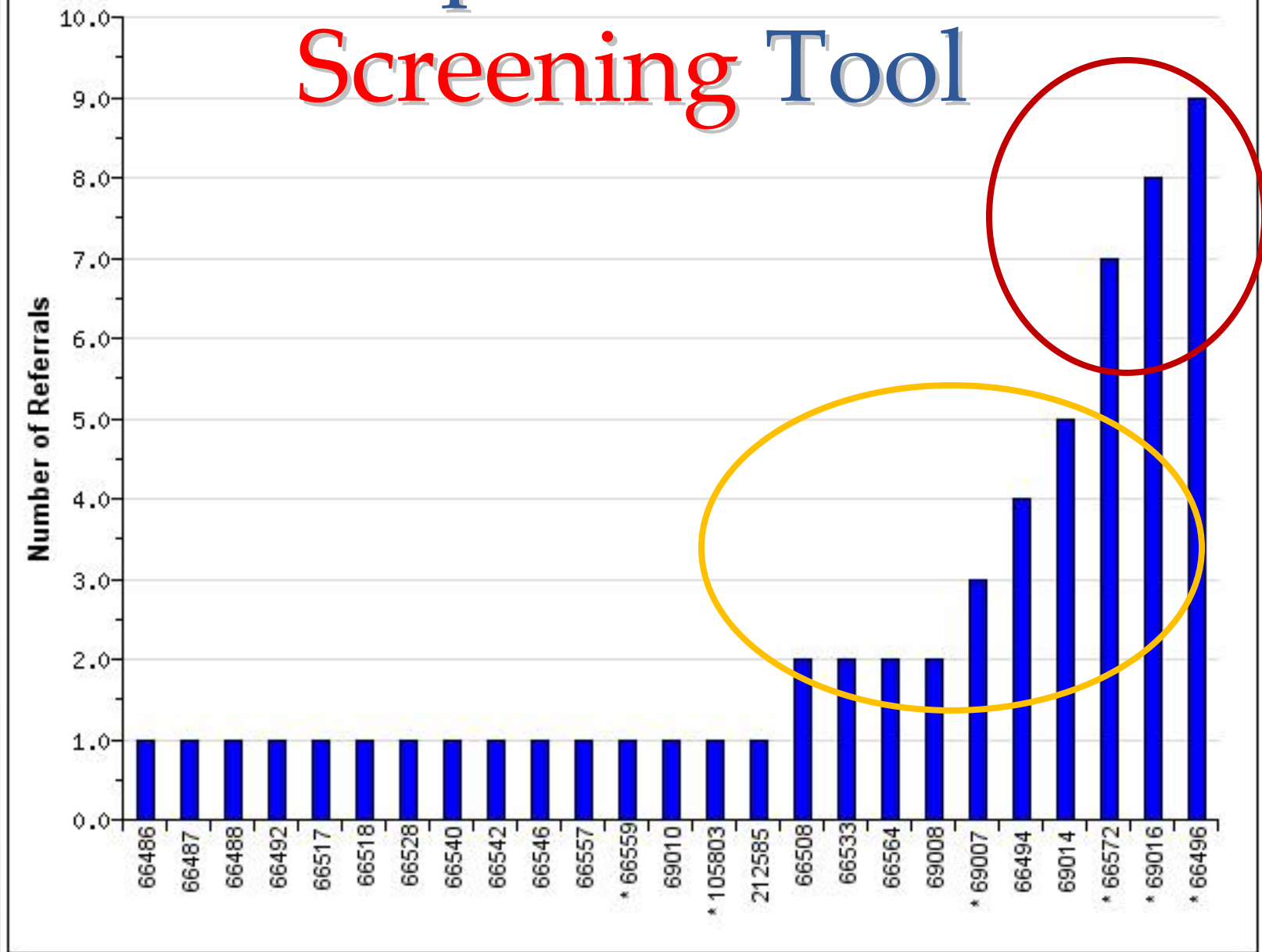
Cumulative Mean ODRs Per Month for 325+ Elementary Schools 08-09

The number of students at Benchmark has decreased by 5.7% from the beginning to the middle of first grade.
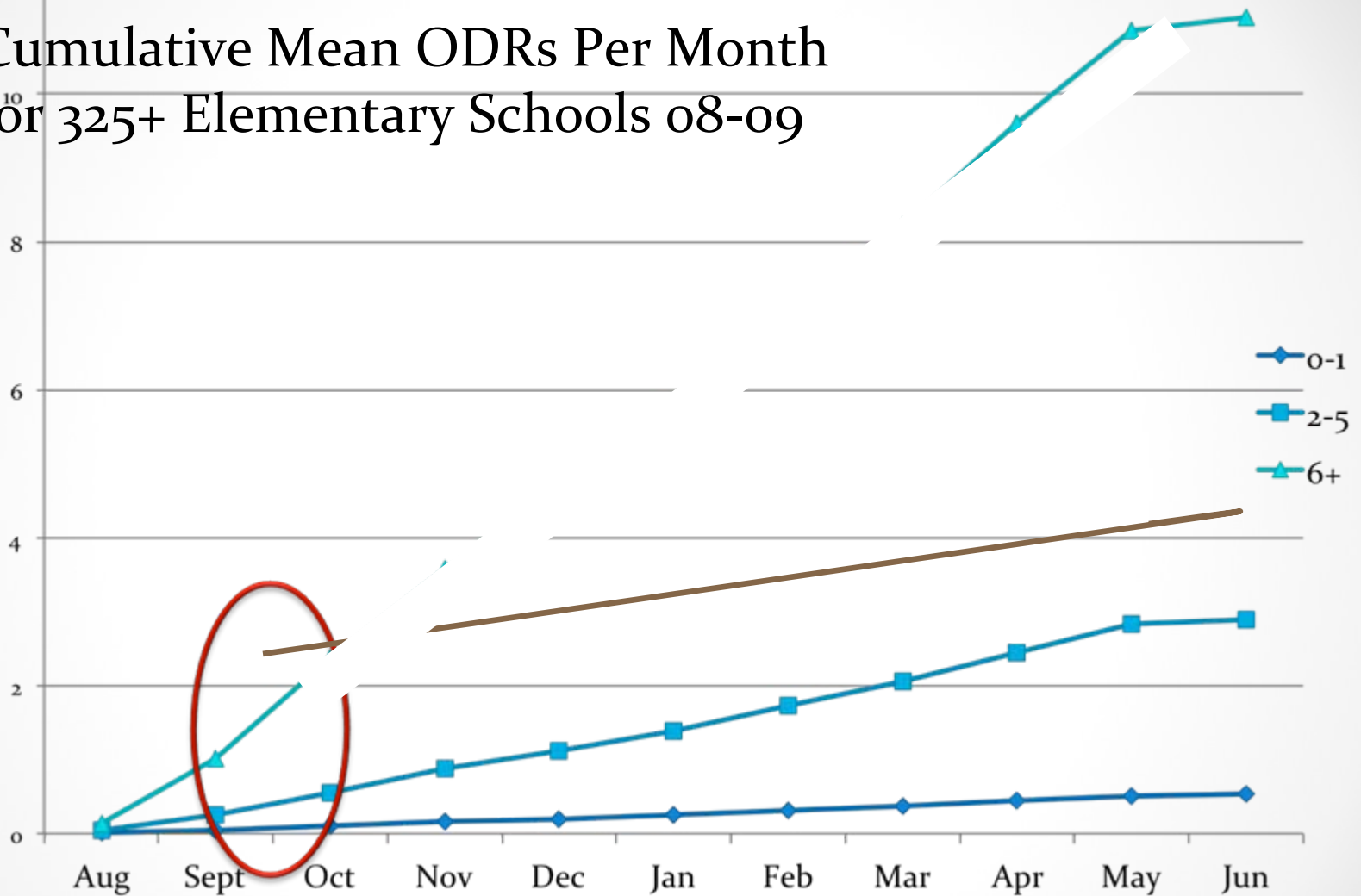
...dicators of Basic Early Literacy Skills
...ectiveness by School - DIBELS 6th Edition

BENCHMARK:
80% at the beginning of first grade
74.3% at the middle of first

...le of 1st Grade

Beginning of First Grade Instructional Recommendation to Middle of First Grade Benchmark Status on NWF	Likely to Need Intensive Support at Beginning of Year to			Likely to Need Strategic Support at Beginning of Year to			Likely to Need Benchmark Support at Beginning of Year to			Benchmark Status on NWF in Middle of 1st (Totals)	
	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established		
	5 Students Intensive at Beginning of 1st 7.1% of Total Students			9 Students Strategic at Beginning of 1st 12.9% of Total Students			56 Students Benchmark at Beginning of 1st 80% of Total Students			N=70	
Count	3	2	0	0	3	6	80%	10	46	Deficit	4.3%
% of Instructional Recommendation	60%	40%	0%	0%	33.3%	66.7%	0%	17.9%	82.1%	Emerging	21.4%
% of Total	4.3%	2.9%	0%	0%	4.3%	8.6%	0%	14.3%	65.7%	Established	74.3%

74.3%

SWIS su **SWIS** Majors Only)

5429 schools; 2,714,421 students; 1,924,594 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 stud/ school day	Median ODRs per 100 per stud/ school day	25th Percentile ODR/100/ school day	75th Percentile ODR/100/ school day
K-6	3321	451	.32 (.38)	**.21**	.10	.39
6-9	985	614	.58 (.76)	.40	.22	.69
9-12	503	805	.69 (.70)	.49	.27	.89
PreK-8	297	445	.49 (.56)	.32	.15	.60
PreK-12	74	338	.81 (1.30)	.44	.20	.80

PBISApps

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login

How to Login

You might wonder what happened to SWIS, PBIS Assessment and PBIS Evaluation. Find out how to login with this helpful video.

Learn More

○ ○ ○

SWIS
School Wide Information System

▲ ISIS-SWIS
▲ CICO-SWIS
▲ SWIS

PBIS Assessment

PBIS Evaluation

Upcoming Trainings

SWIS Facilitator Certification
Traverse City, MI
September 24 — September 26

SWIS Facilitator Certification
Wilderness Territory, Wisconsin Dells, WI
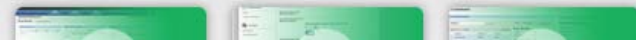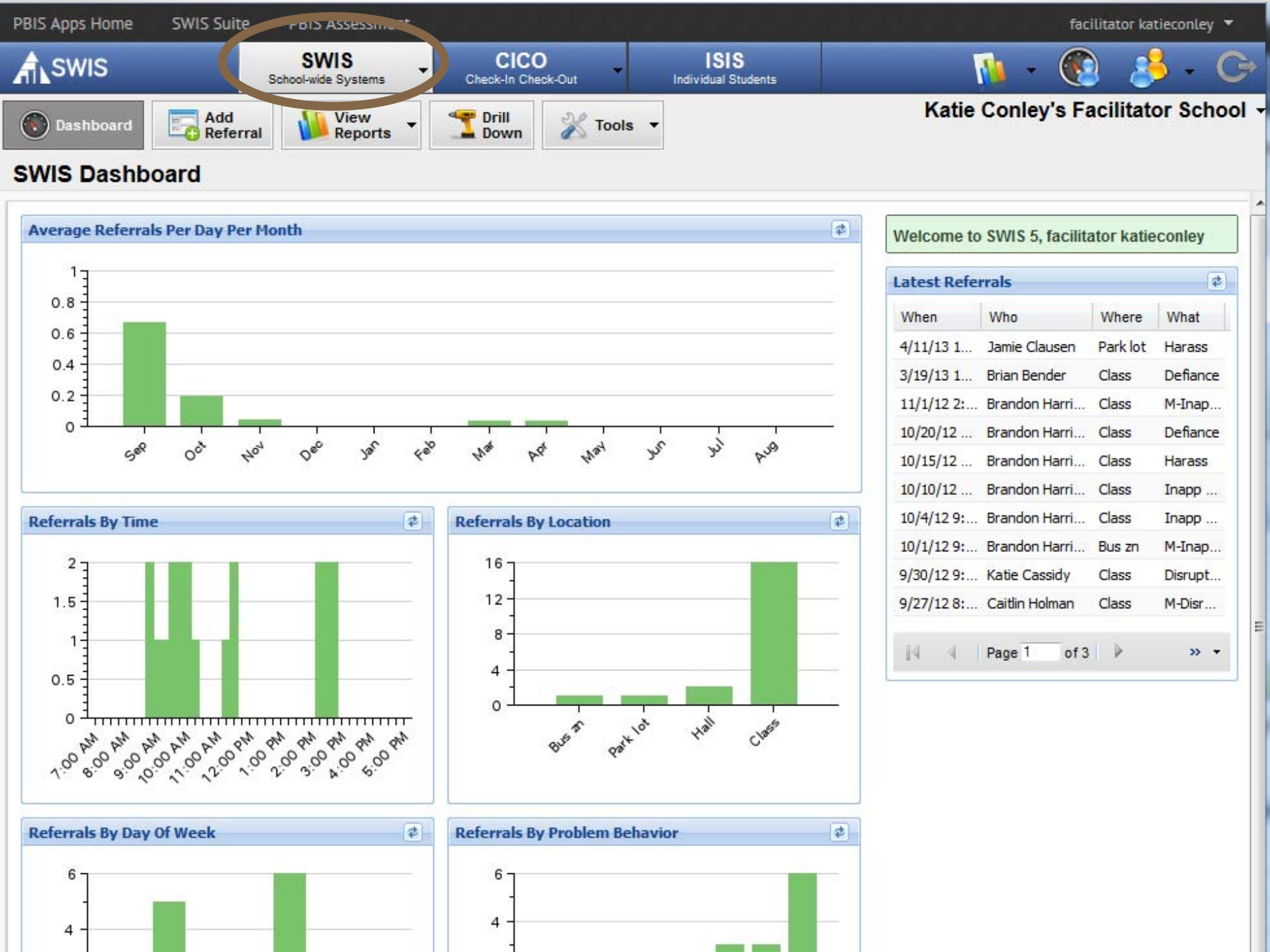September 18 — September 20

VIEW ALL »

PBISApps Login

Please login using the app bar at the top of the page. Watch this video to see how.

What's New?

SWIS 5 is Here

Latest Videos

SWIS

SWIS School-wide Systems ▼   **CICO** Check-In Check-Out ▼   **ISIS** Individual Students

🔧 Dashboard | Add Referral | View Reports ▼ | Drill Down | Tools ▼

Katie Conley's Facilitator School ▼

SWIS Dashboard

Average Referrals Per Day Per Month

Welcome to SWIS 5, facilitator katieconley

Latest Referrals

When	Who	Where	What
4/11/13 1...	Jamie Clausen	Park lot	Harass
3/19/13 1...	Brian Bender	Class	Defiance
11/1/12 2:...	Brandon Harri...	Class	M-Inap...
10/20/12 ...	Brandon Harri...	Class	Defiance
10/15/12 ...	Brandon Harri...	Class	Harass
10/10/12 ...	Brandon Harri...	Class	Inapp ...
10/4/12 9:...	Brandon Harri...	Class	Inapp ...
10/1/12 9:...	Brandon Harri...	Bus zn	M-Inap...
9/30/12 9:...	Katie Cassidy	Class	Disrupt...
9/27/12 8:...	Caitlin Holman	Class	M-Disr...

|◀ ◀ Page 1 of 3 ▶   » ▼

Referrals By Time

Referrals By Location

Referrals By Day Of Week

Referrals By Problem Behavior

SWIS

SWIS School-wide Systems   **CICO** Check-In Check-Out   **ISIS** Individual Students

Katie Conley's Facilitator School

Dashboard | Data Entry | View Reports | Tools

CICO Dashboard

CICO Enrolled Students

Search: [   ] 🔍 ✖   Filter: ☑ Enrolled | ☐ Unenrolled

Enroll Update   Unenroll

Student	District ID	% Goal
● Brandi Holman	10947	80%
● Brian Bender	10428	75%
● Caitlin Holman	10447	80%
● Cason Holman	10878	80%
● Codi Franks	10744	75%
● Jason Miller	10970	80%
● Justin Burbanks	10175	80%
● Katie Cassidy	10241	80%
● Marie Banks	10694	75%
● Sara Milton	10631	75%

Brian Bender

Has IEP:	Yes
Has 504 Plan:	No
Has ISIS Student File:	No

CICO

% Goal:	75%
Days Enrolled in CICO:	558
Date Enrolled:	6/1/13
Last Data Entry:	7/18/13
Last Plan Change:	7/18/13

SWIS

# Referrals:	1
Referrals This School Year:	1
Last Referral:	3/19/13

● Enrolled ● Unenrolled

Welcome to SWIS 5, facilitator katieconley

Student Success (Last 4 Weeks) ↻

Student ▲	Avg % of Points
Brandi Holman	66.00%
Brian Bender	58.50%
Caitlin Holman	76.25%
Cason Holman	90.00%
Codi Franks	80.00%
Jason Miller	81.67%
Justin Burbanks	90.00%
Katie Cassidy	76.67%
Marie Banks	75.00%
Sara Milton	75.00%

CICO - School-wide ↻

100
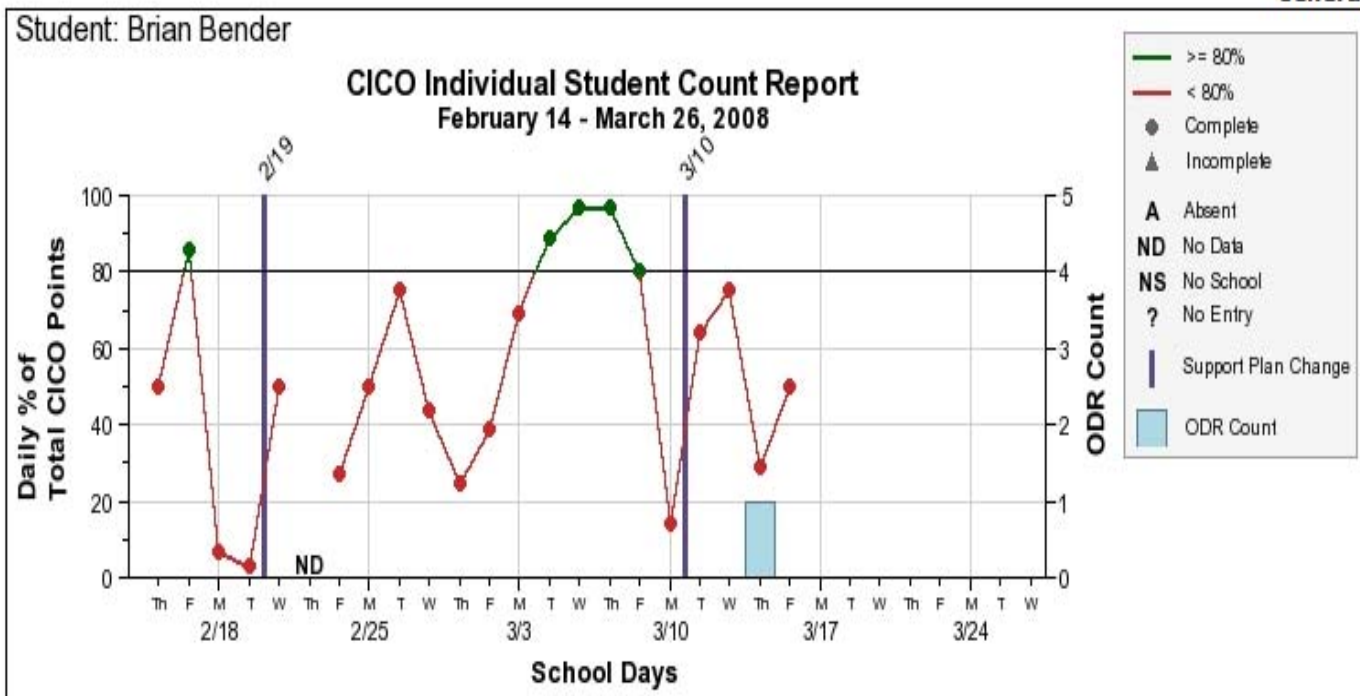
SWIS
School-wide Systems

CICO
Check-In Check-Out

ISIS
Individual Students

ISIS Main

ISIS
Main

School-Wide
Reports

Tools

ISIS Main

Student Files (10)

Filter: ☑ active | ☑ inactive | ☐ archived | ?

	Status	Student ▲	Coordinator	StartDate
🔑	📂	Bill Ardes	April Stone	Dec 5, 2010
🔑	📂	Brian Bender	Margie Rose	Jan 9, 2012
🔑	📂	Carly Johnson	April Stone	Sep 20, 2010
🔑	📂	David Anderson-Jones	Margie Rose	Mar 4, 2011
🔑	📂	Lou Armack	April Stone	Feb 9, 2011
🔑	📂	Mark Banks	Margie Rose	Oct 12, 2011
🔑	📂	Michelle Bier	Margie Rose	Apr 16, 2011
🔑	📂	Neal Anderson	Margie Rose	Sep 23, 2011
🔑	📂	Tim Franks	April Stone	Oct 7, 2011
🔑	📂	Tina Brent	Margie Rose	Sep 15, 2011

New   Open   Set Status ▼   Delete

Summary | History

Student:	Brian Bender
Coordinator:	Margie Rose
Status:	Active
Implementation:	Starting
Days In ISIS:	595
Start Date:	1/9/12 End Date: --
Active Measures:	3
Assessments:	2
Support Plans:	1
Team Members:	6

🔑 = access, 🔒 = no access
📂 = active, 📁 = inactive, 📇 = archived

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APA Citation: May, S., Talmadge, N., Todd, A. W., Horner, R. H., McGovern, S., Morris, J., Conley, K., Sampson, N., Eliason, B., & Cave, M (2013) Individual Student Intervention System 1.1. University of Oregon, Eugene, Oregon.

Swis

SWIS   CICO   ISIS

Person Management ▾   My Account   Logout

📁 Brian Bender ❌

ISIS Main   Student File ▾   Data Entry ▾   Reports ▾

Implementation Status: Progressing ▾

Dashboard   Student   Assessment / BSP / Documents   Measures   Team Members

Student File for **Brian Bender**
Coordinator: Margie Rose

Start Date: 1/9/12   Modify

Student File Summary

Description	Value
Student File Status	Active
Assessment In Place	✓
Support Plan In Place	✓
Fidelity Data Last Entry Date	Jun 8, 2012
Outcome Data Last Entry Date	Jun 8, 2012
Implementation Status	Progressing

Measures (3)

Status	Name	Measure Type	Next Collection
🔧	Asking For Help	Outcome	Jun 11, 2012
🔧	Assignment Completion	Outcome	Jun 11, 2012
🔧	Staff Fidelity	Fidelity	Jun 15, 2012

Assessments / BSP / Documents (4)

Name	Type	Date Added
Brian's BSP	Plan	Mar 13, 2012
Direct Observation Data	Assessment	Jan 9, 2012
FACTS	Assessment	Jan 9, 2012
Winter Class Schedule	Other	Jan 9, 2012

Team Members (6)

Name	Type	Team Role	Access Level
Binder, Joe	Staff	CICO Advisor	Full Use
ebs, ebs	Staff	Teacher	Coordinator
Holland, Kathy	Staff	Teacher	Read Only
Rice, Stuart	Staff	Teacher	Full Use
Rose, Margie	Staff	Coordinator	Coordinator
Stenson, Frank	Staff	Teacher	No Access

SWIS

△ SWIS | △ CICO | △ ISIS

Person Management ▼ | My Account | Logout

📁 **Brian Bender** ❎

📞 ISIS Main | 📁 Student File ▼ | ✏️ Data Entry ▼ | 📊 Reports ▼

Implementation Status: Progressing ▼

Measure | Single Time Segment | Time Segment

From*

`5/5/12` 📅

To

`Today` 📅

Primary Measure*

Asking For Help ▼

Comparative Measure

None ▼

Options

- ☑ Student Name
- ☑ Goal Lines
- ☑ Support Plan Changes
- ☑ Notes

🖨 Print

Student: Brian Bender

ISIS Measure Report
Asking For Help
May 5, 2012 - June 4, 2012

Legend:
— Goal Met
— Goal Not Met
● Complete
▲ Incomplete
A Absent
ND No Data
NS No School
? No Entry
| Support Plan Change
○ Notes Entered

Y-axis: Count (0, 2, 4, 6, 8)

X-axis labels: 05/07, 05/22, 05/29

Days: S S M T W T F S S M T W T F S S M T W T F S S M T W T F S S M
Dates: 05/07 ... 05/14 ... 05/21 ... 05/28 ... 06/04

NS markers shown along bottom; A marker shown.

Scheduled Entry Dates

1 of 3

Student: Brian Bender

ISIS Measure Report
Asking For Help
June 5, 2012 - July 5, 2012

Legend:
— Goal Met
— Goal Not Met
● Complete
▲ Incomplete

✅ **Generate Report**

* = Required

📊 **Graphs** | Support Plan Changes | Asking For Help | Notes

SWIS

△ SWIS   △ CICO   △ ISIS

Person Management ▾ | My Account | Logout

📩 **Brian Bender** ❌

ISIS Main | Student File ▾ | Data Entry ▾ | Reports ▾

Implementation Status: Progressing ▾

Measure | Single Time Segment | Time Segment

From*
5/5/12 📅

To
Today 📅
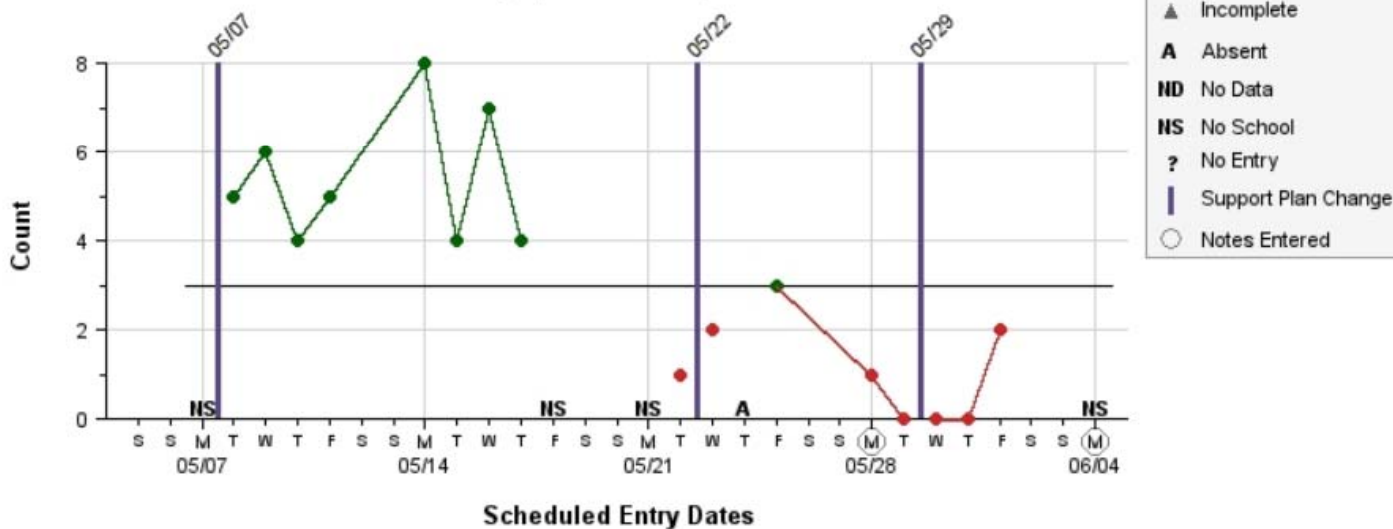
Primary Measure*
Asking For Help ▾

Comparative Measure
Staff Fidelity ▾

Options
☑ Student Name
☑ Goal Lines
☑ Support Plan Changes
☑ Notes

🖨 Print

Student: Brian Bender

ISIS Measure Report
Asking For Help
May 5, 2012 - June 4, 2012

Legend:
— Goal Met
— Goal Not Met
● Complete
▲ Incomplete
A Absent
ND No Data
NS No School
? No Entry
▮ Support Plan Change
○ Notes Entered
— Comparative Measure

Count / Staff Fidelity Fixed Scale

Scheduled Entry Dates

1 of 3

Student: Brian Bender

ISIS Measure Report
Asking For Help
June 5, 2012 - July 5, 2012

Legend:
— Goal Met
— Goal Not Met
● Complete
▲ Incomplete

✔ **Generate Report**

* = Required

📊 **Graphs** | 📋 Support Plan Changes | 📋 Asking For Help | 📋 Staff Fidelity | 📋 Notes
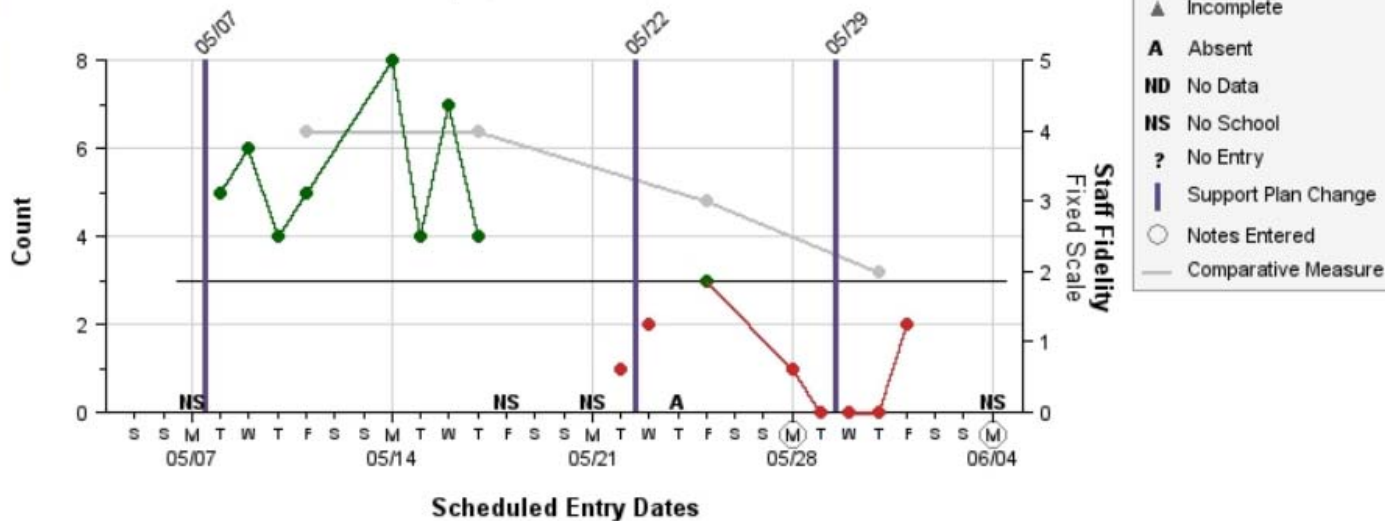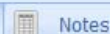
Data Integrity
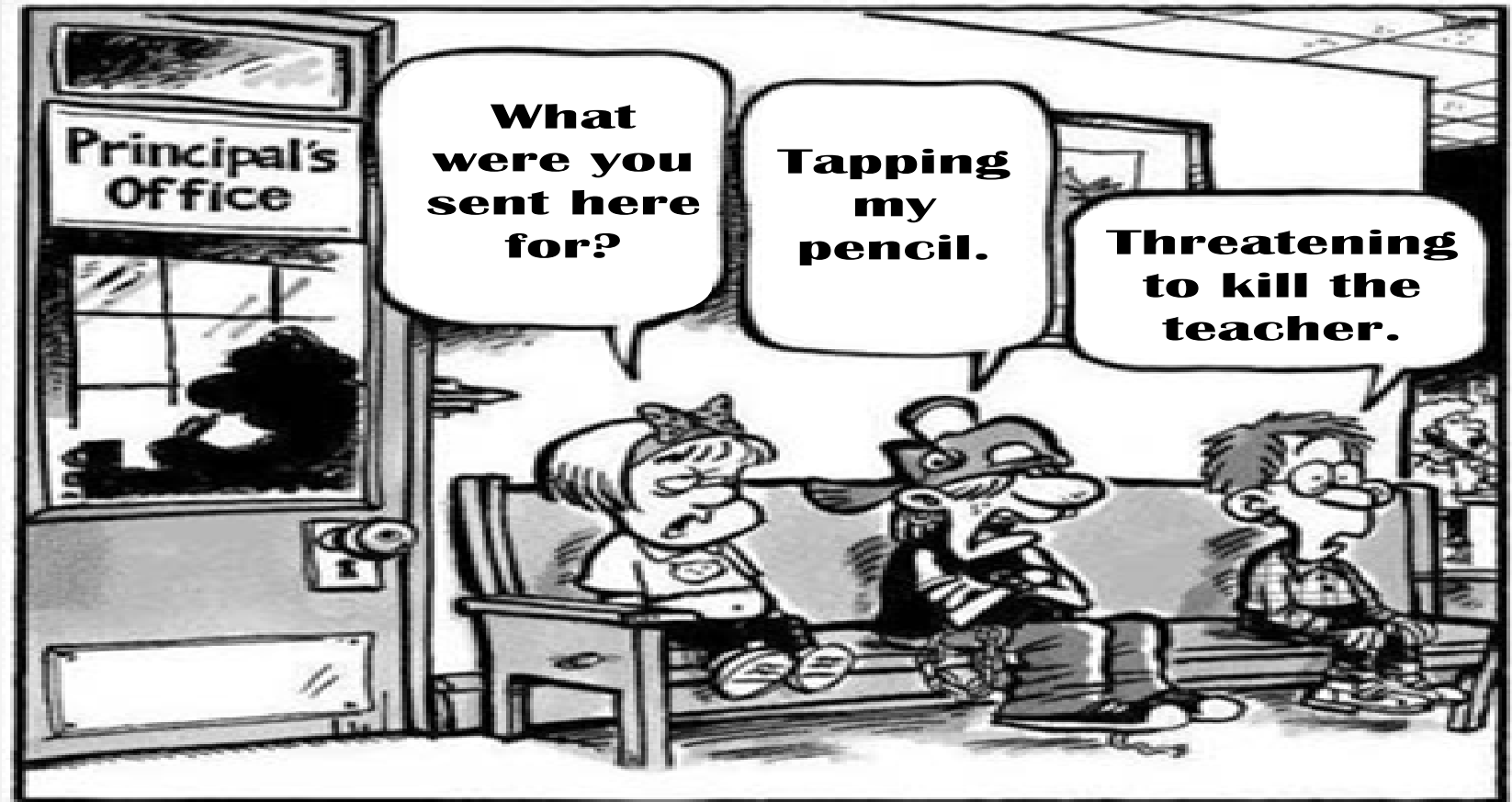
Your data need to be accurate in order to make sound decisions

Readiness for Licensing

Example

Staff Managed	Office Managed
Minors •Inappropriate Language •Physical Contact •Defiance/Insubordination/Non-Compliance •Disrespect •Disruption •Dress Code •Technology Violation •Property Misuse •Tardy *Consequences are determined by staff*	Majors •Abusive/Inappropriate Language •Fighting •Physical Aggression •Defiance/Insubordination •Harassment/Intimidation •Inappropriate Display of Affection •Vandalism/Property Destruction •Lying/Cheating •Skipping •Technology Violation •Dress Code •Theft •Arson •Weapons •Tobacco •Alcohol/Drugs

PBISApps

Readiness for Licensing

General Process & Predictable System

General Procedure for Dealing with Problem Behaviors

PBISApps
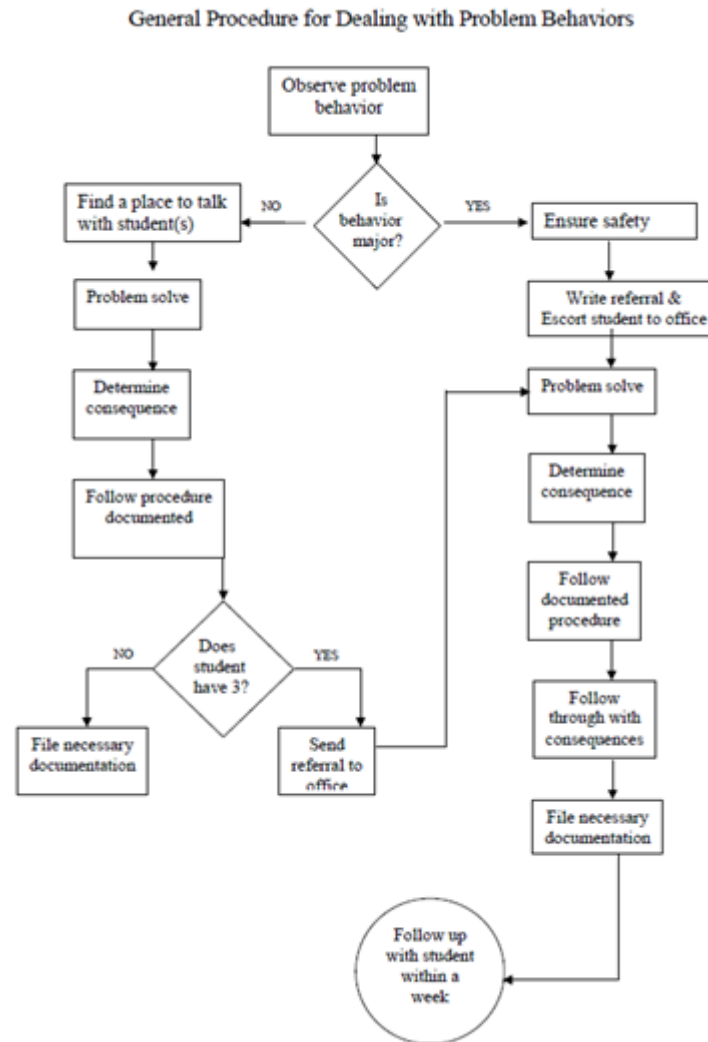
Readiness for Licensing

Ongoing Readiness Tasks:

• Review SWIS Readiness Requirements with new administrators and others as needed.

- o Provide information about how school/facility is currently using or could use SWIS Data for decision making.

• Work with new and inherited school/facility to regain or maintain readiness.

• Provide Swift @ SWIS User Trainings for new users and boosters for current users.

Readiness for Licensing

SWIS Readiness Checklist
School-wide Information System

PBISApps

School/Facility: _____   Certified SWIS Facilitator: _____   Date: _____

SWIS Requirements	Data Source	Status			Next Check
		Not in place	Partial	In Place	
1. Building administrator supports the implementation and use of SWIS.	Administrator Interview				
2. A school/facility-wide behavior support team exists and reviews SWIS referral data at least monthly.	Team Roster & Meeting Schedule				
3. The school/facility has an incident referral form and definitions for behaviors resulting in administrative-managed (major) vs. staff-managed (minor) incidents in place that is compatible with SWIS referral data entry.	Incident Referral Form(s) Problem Behavior Definitions				
4. Within three months of SWIS licensing, the school/facility is committed to having in place a clearly documented, predictable system for managing disruptive behavior (e.g., School-wide PBIS).	Written Guidelines				
5. Data entry time and staffing are scheduled to ensure that incident referral data will be current to within a week at all times. Data entry staff have access to all necessary information (e.g., student records).	Data Entry & Report Generation Schedule				
6. A small number of people within the school/facility are identified to gain SWIS access and are scheduled to attend a 3-hour Swift at SWIS Training conducted by a certified SWIS Facilitator.	Specific Date, Time, Location, Computers, Internet Access				
7. The school/facility agrees to maintain technology (i.e., internet browsers, district permissions) compatible with SWIS.					
8. The school/facility agrees to both initial and ongoing coaching on the use of SWIS for school/facility-wide decision making.	Administrator/ Coordinator Interview				
9. The school/facility agrees to maintain SWIS compatibility and maintain communication with a certified SWIS Facilitator who agrees to provide ongoing support to the school/facility on the use of SWIS.	Administrator/ Coordinator Interview				

Items that are Not in Place or Partially in Place can be organized into an action plan.

Ridgeline Elementary Problem Behavior

Ridgeline Elementary Office Referral Definitions

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespct)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

| Major Problem Behavior	Definition
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespct)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Ridgeline Elementary Problem Behavior Definitions cont.

Major Problem Behavior	Definition
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start ~~up~~ of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Ridgeline Elementary Procedure for Managing Problem Behaviors
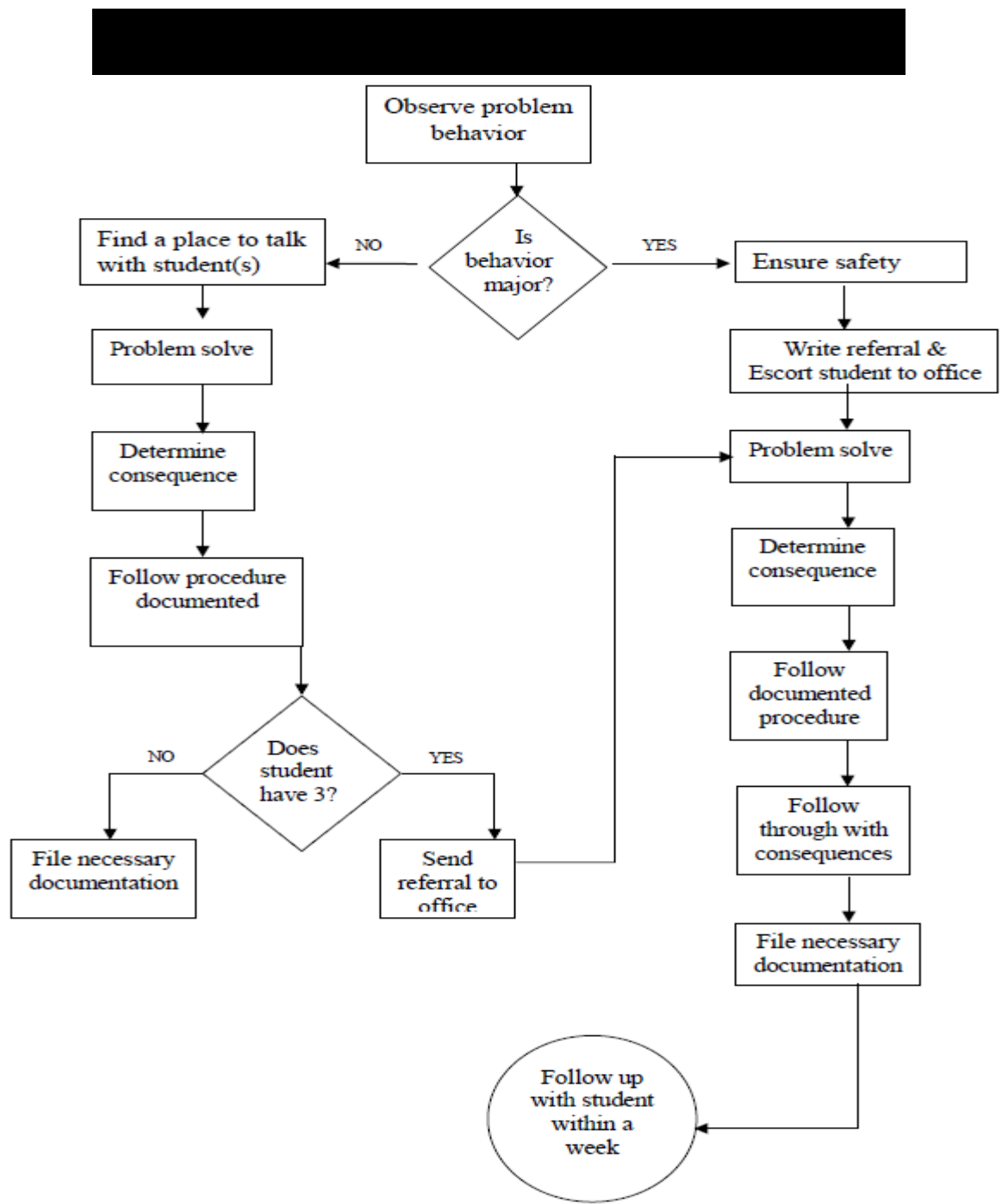
Hallway Noise Study

Using SWIS Data for Active Decision Making

A brief vignette to demonstrate how SWIS data is used to support data-based decision making.

Kartub, D., Taylor-Greene, S., March, R., Horner, R.H. (2000). Reducing Hallway Noise: A Systems Approach. *Journal of Positive Behavior Interventions, 2(3)*. 179-182

Problem

- Staff at a middle school (Grades 6-8) in a rural school district with 520 students have identified an issue with student noise in the hallways.

  - Teachers complain that hallway noise is significantly disruptive around lunch.

  - Three lunch periods (by grade)

  - Students required to walk past classrooms still in session to access cafeteria.

Problem Solving Process

a.   Team Assesses the Extent of the Problem

- Vote during faculty meeting confirmed as a priority to address

b.   Review Existing Practices

- Students were taught school-wide expectations
- Teaching Assistant in hall gives out detentions & office referrals for loud noise.

c.   Review Existing Data

- Referrals by location
- Hallway ODR per student

Problem Solving Process

d. Build a hypothesis

Noise is occurring because

•Students have been in class all morning (low blood sugar) and want to socialize (peer attention)
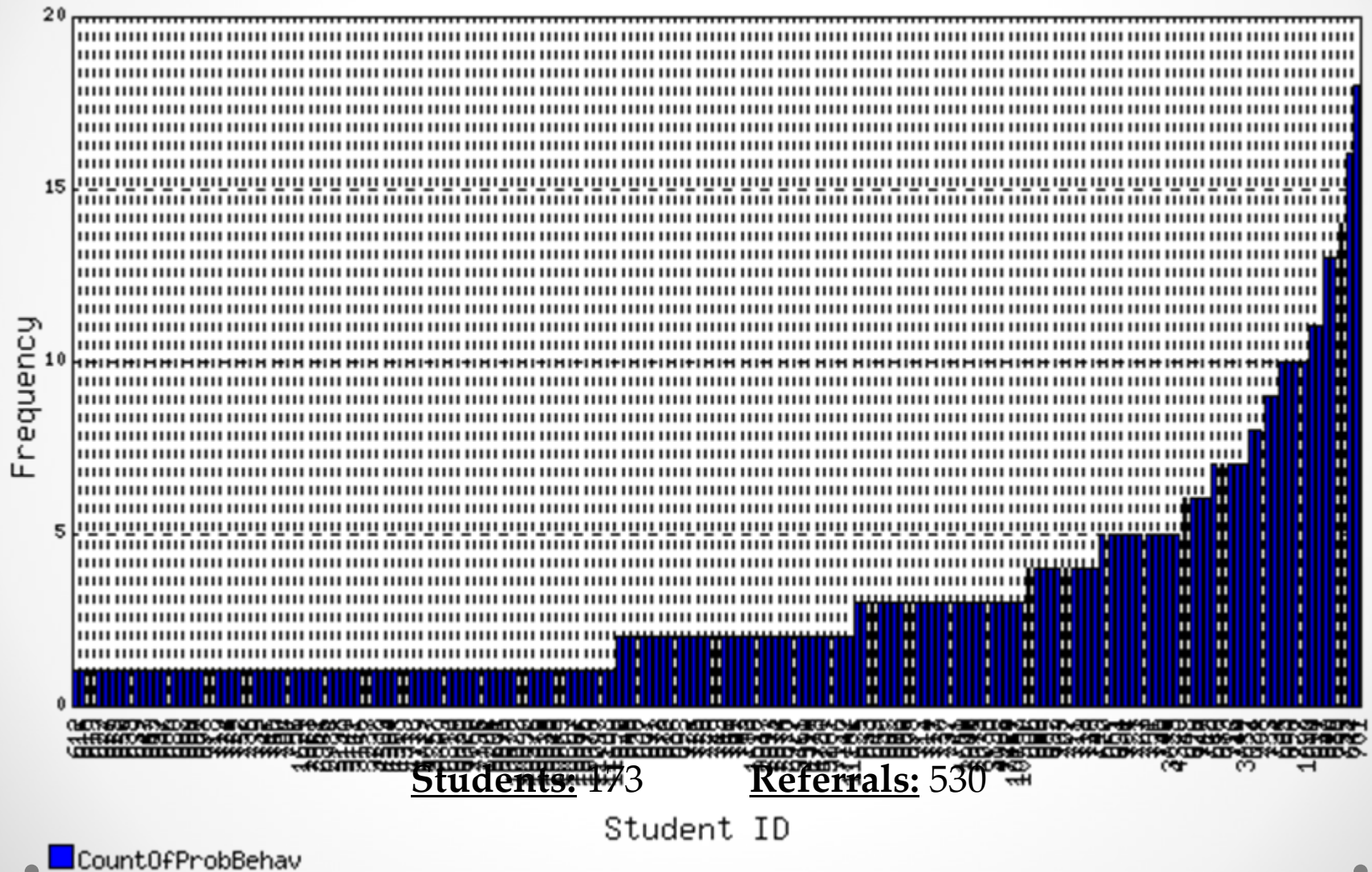
•Hallway is loud at beginning and end of day

e. Define problem-solving logic

•Small number of kids = address **group/individually** Large number of kids = address **system**

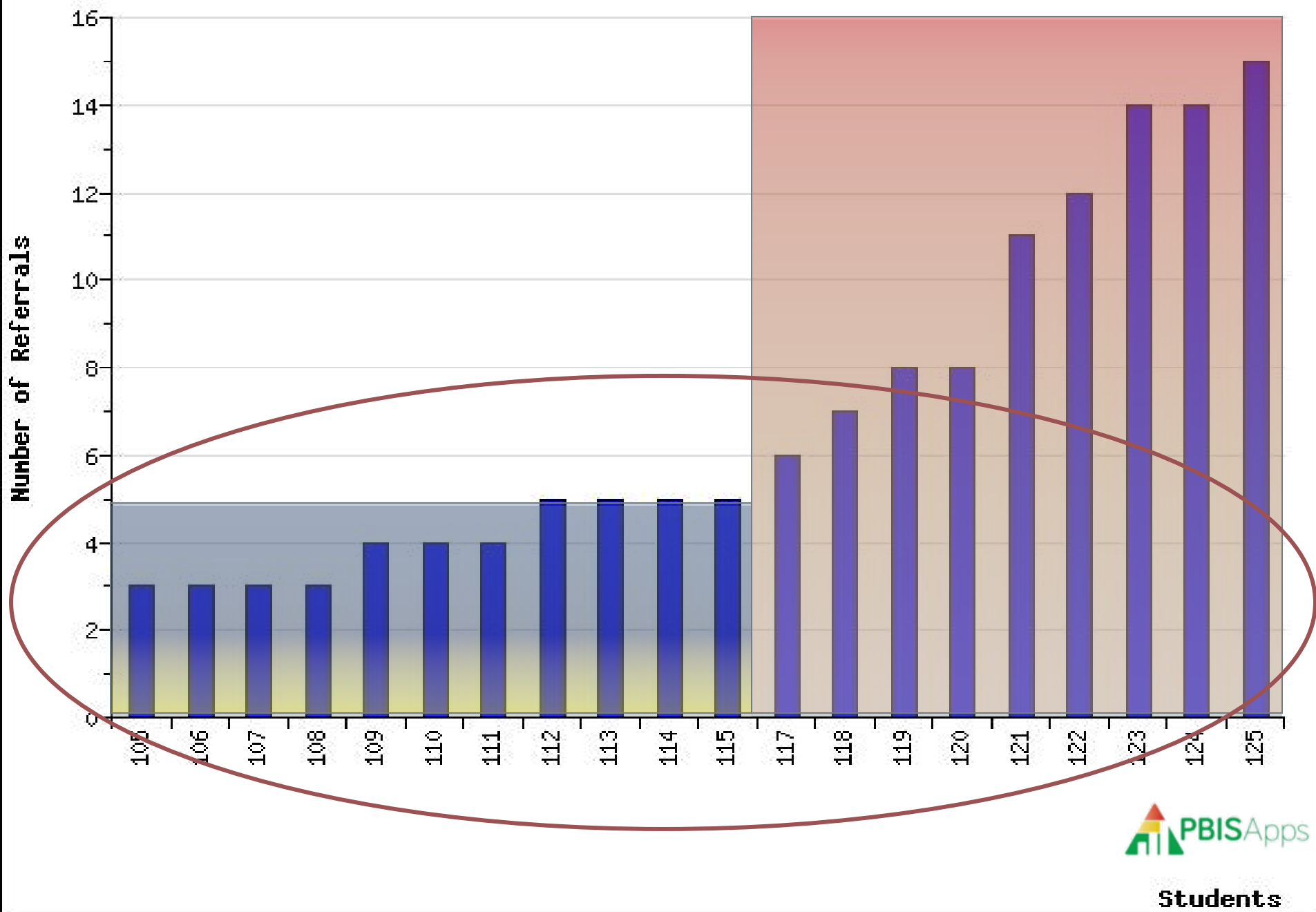•Define, teach, monitor, and reward BEFORE increasing use of punishment.

Office Referrals by Location
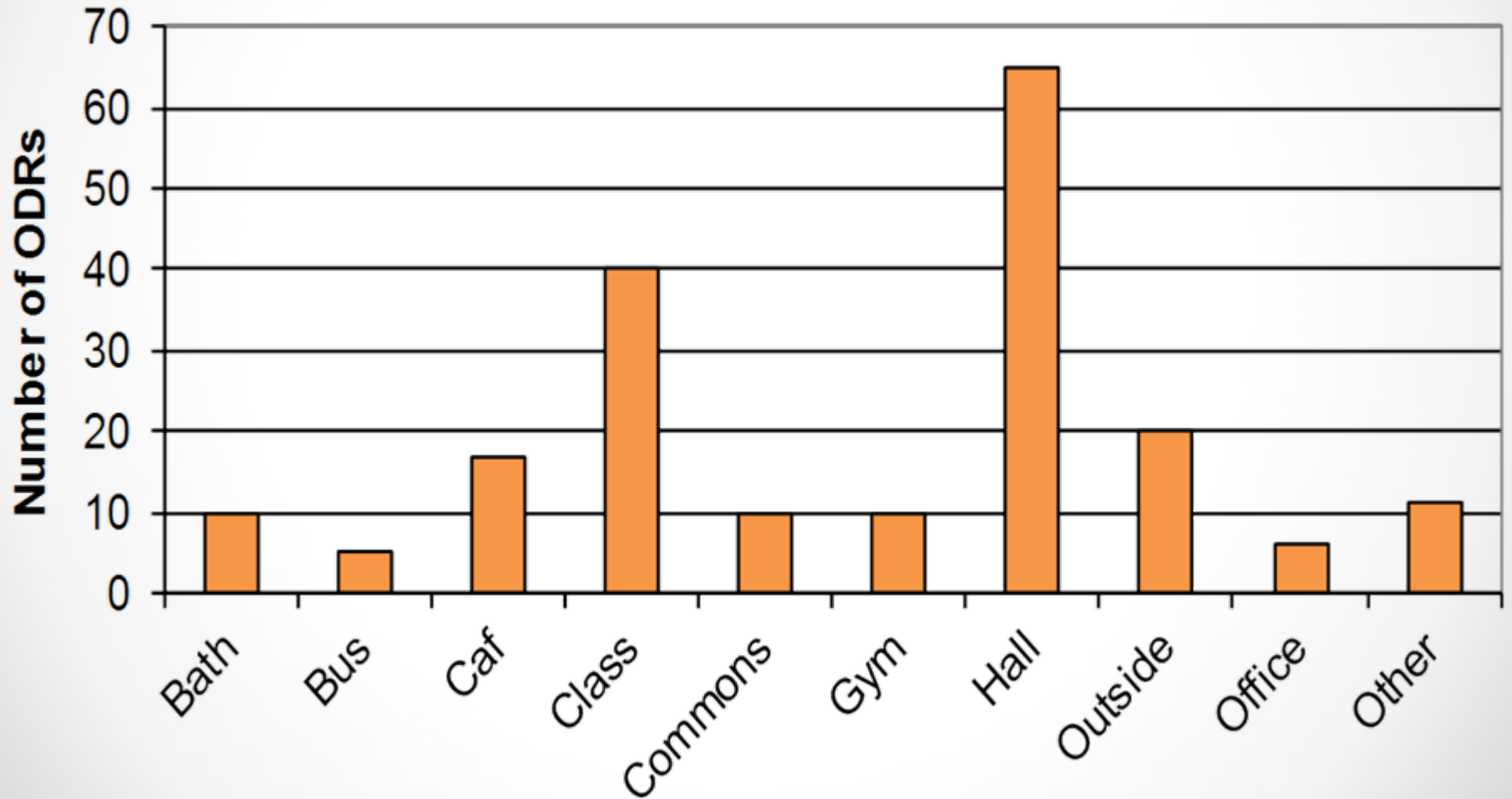
Office Discipline Referrals by Student

Students: 173   **Referrals:** 530

Referrals by Student

Drill Down into the Problem

Who? Large number of students across grade levels

What? Disruptive (loud, rowdy) behavior

When? After morning class

Where? Hallway

Why? (a) To gain peer attention, and (b) behavior is similar to what they do before and after school.

*Teaching Assistant's consequences are not proving effective

Solution (keep it simple)

- **Make lunch hallways look different from hallways in morning and afternoon.**
  - Change lighting

- **Review school-wide expectations for hallway**
  - Five-minute review of "quiet"

- **Build reward for valued behavior**
  - Three days of quiet in hallway results in an extra five minutes of social time (at lunch or at end of school)

- **Remind students to be quiet just before they are released for lunch**

- **Measure and Implement**
  - Use a decibel meter to measure noise level
  - Public posting of results

Build Action Plan

| Actions	Who	When
1. Build "Quiet" Curriculum	Ben and Mary	Nov 12
2. Buy Decibel Meter	Rob	Nov 10
3. Teach Hallway Expectations/ Reminders	Team	Dec 2-3
4. Collect and Post Data	Reiko	Ongoing
5. Schedule Lunch Times	Ms. Green	Ongoing
6. Graph and Report Data	Reiko	Ongoing
7. Report to Staff	Team	Staff Meeting

Sixth Grade Lunch Noise
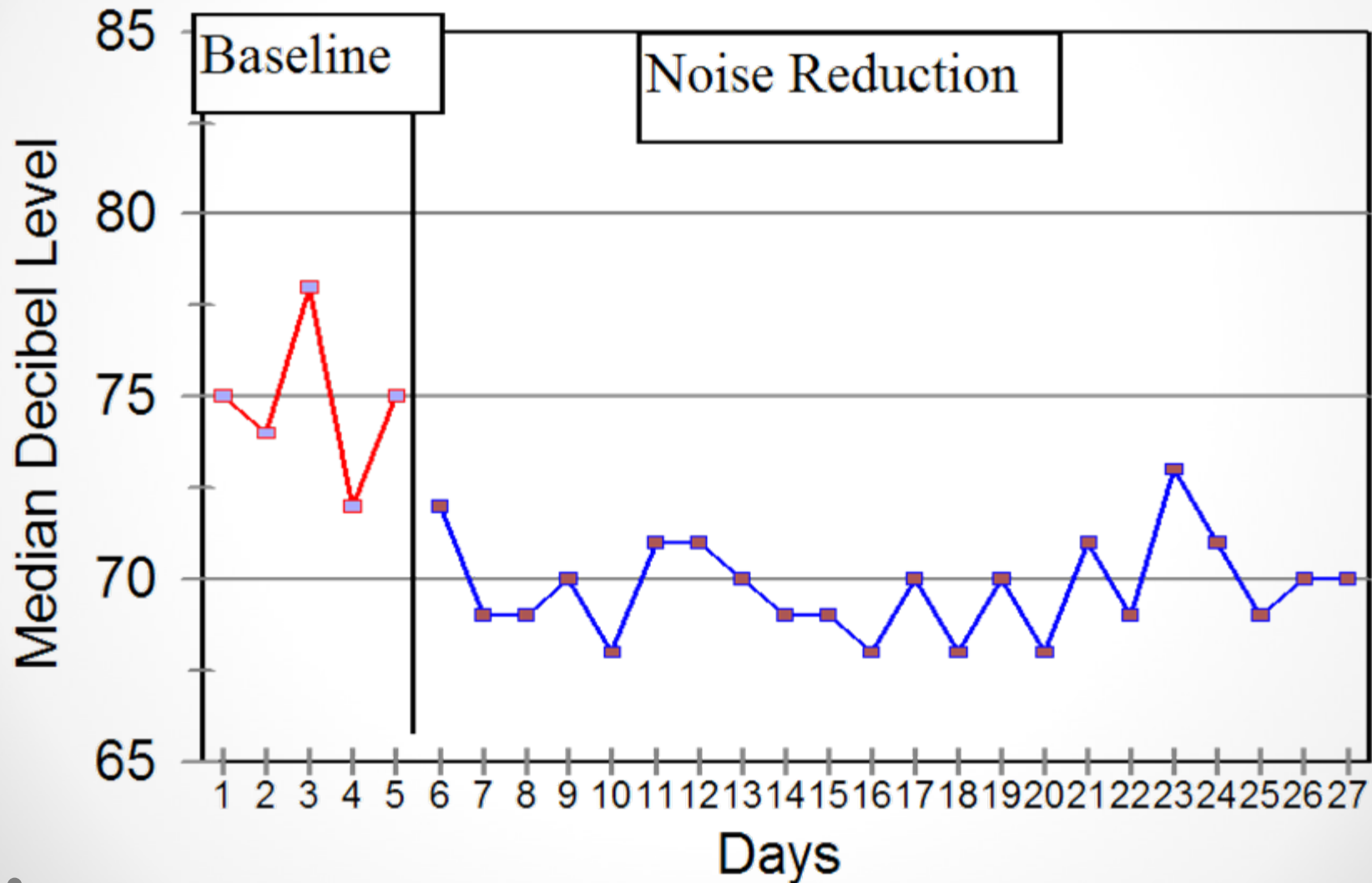
Seventh Grade Lunch Noise
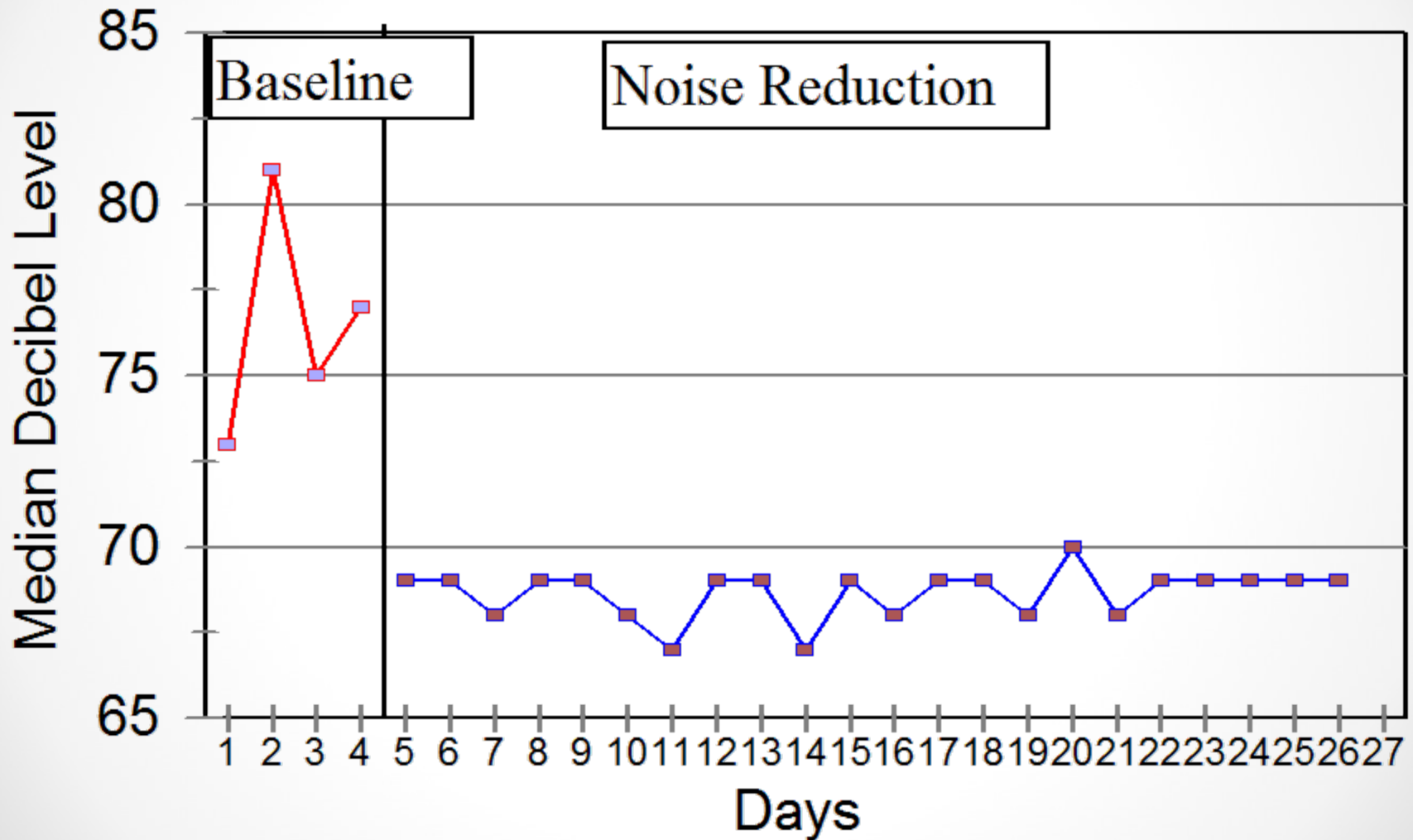
Eighth Grade Lunch Noise
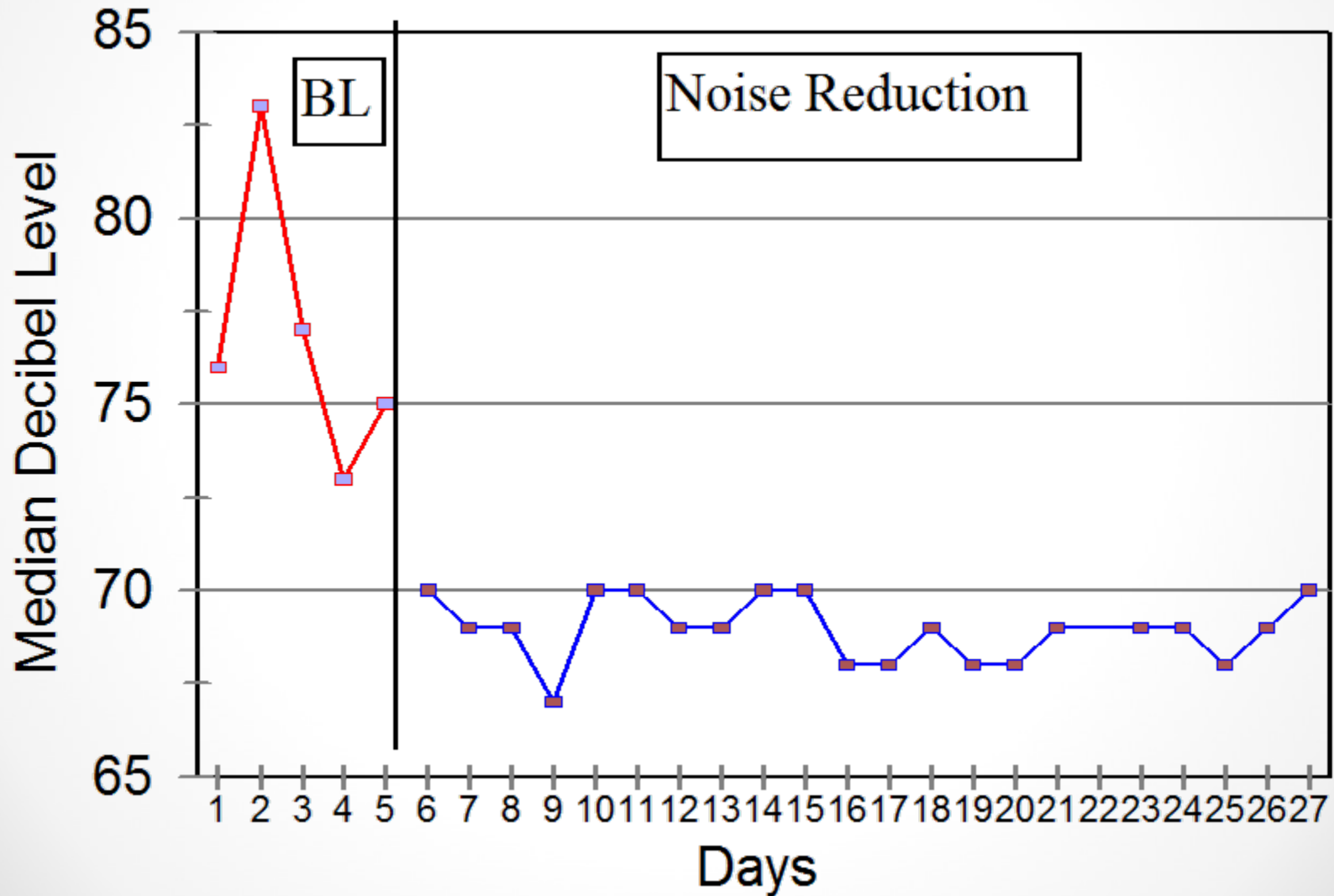
Elementary School

(Title 1)

- **Total enrollment= 550**
  - **3 classes per grade level**
  - **18 classrooms (30/class)**

- **Primary Problem Statement**
  - **fighting and physical aggression on playground**
    - **550 students full playground area, expectations, equipment use**

- **Precise Problem Statement**
  - **High rates of physical aggression, disrespect and inappropriate language on the playground *during second and third grade recess*. Many students are involved and it appears they are *trying to get access to equipment/games***
    - **180 2^{ne}/3rd graders, routine for accessing/sharing equipment/games**

We have high rates of physical aggression, disrespect and inappropriate language on the playground

Costs:

Planning:

Supervisor Meeting costs 12 people 60 min

3-4 people about 2 hours each for planning details

One hour of administrative time to schedule

Total time = 21 hours

Implementation:

All supervisors spend a full day away from regular duties

All students spend 45 minutes of classroom instruction time

All teachers spend 45 classroom instructional minutes

Total time supervisor time= ~ 18 hours

instructional time = ~ 90 min per grade level

Problem Statement

We have high rates of physical aggression, disrespect and inappropriate language on the playground during second and third grade recess.

Benefits Resulting from defining the problem with more precision:

Narrowed focus from whole school to 2nd & 3rd grade teachers, supervisors and students.

Total planning time = ~ 11 hours
Total implementation time = ~ 2 hours

K, 1st, 4th, 5th grade teachers, supervisors and students *maintained their regular schedule recouping 90 min instructional time per grade level*

Problem Statement

We have high rates of physical aggression, disrespect and inappropriate language on the playground during second and third grade recess. Many students are involved and it appears they are trying to get access to equipment/games
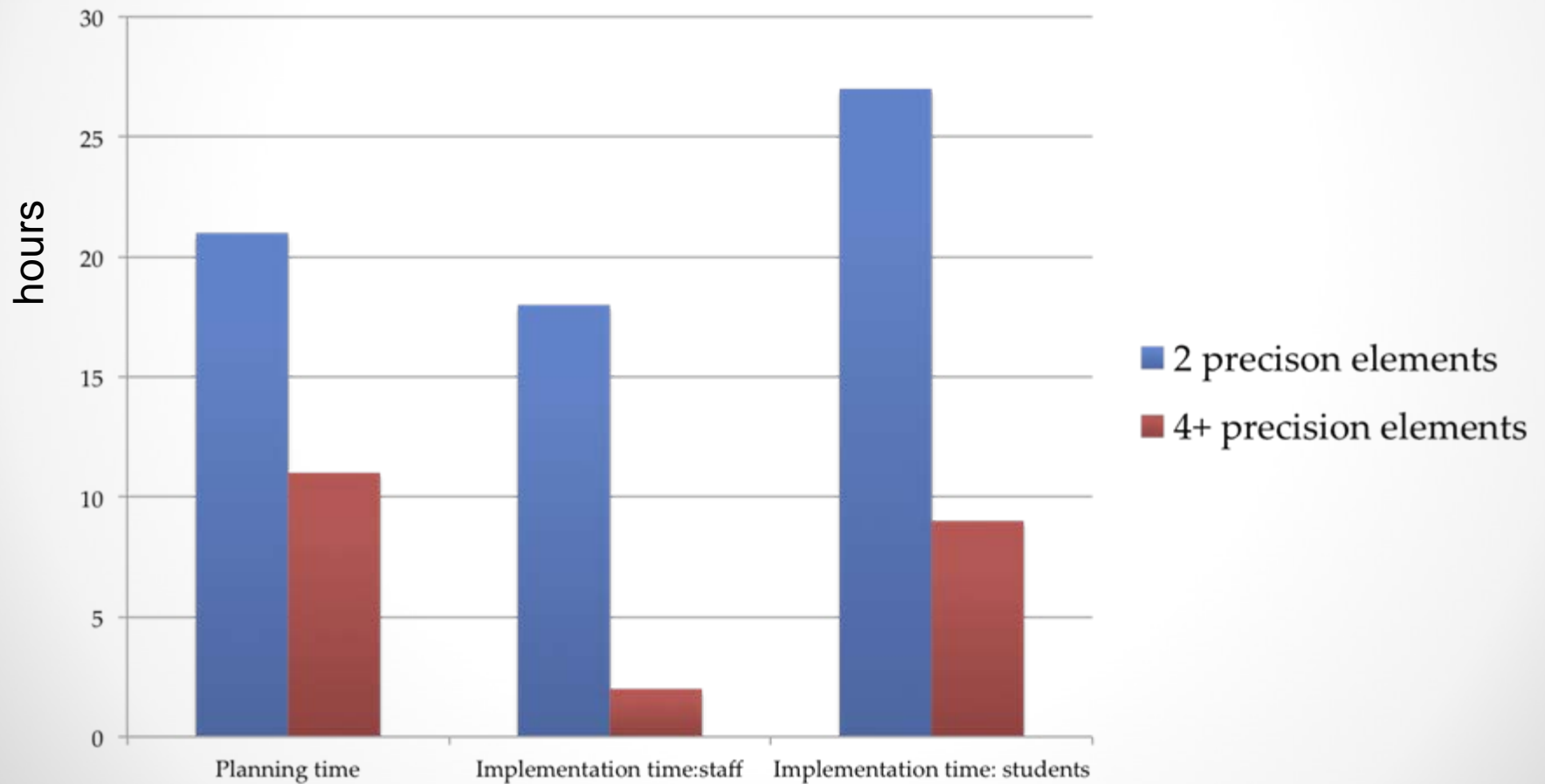
Benefits resulting from defining the problem with *more* precision:

Solution implementation decisions are more specific, function-based and have contextual fit
(focused on equipment/games)

Provides opportunities for better instruction
Prevents further planning and loss of instructional time

Savings in Planning & Implementation Time

Moving from Primary Problem Statements

to Precision Problem Statement

Meeting Phase	DATA Teams	TIPS
Before Meeting	Collect and Chart Data	Meeting Foundations (Roles/responsibilities, projected minutes, internet access) Database with accurate current data that provides generation of precise problem statements and custom reports
Start of meeting		Review minutes from previous meeting Review data & adjust agenda as needed
During the meeting	Varied meeting notes	Electronic Meeting Minute Form
	Analyze strengths and obstacles	Define problems with precision
	Establish SMART Goals (Specific, measureable, achievable, relevant, timely)	Define Goals (what by when)
	Discuss Instructional Strategies	Select solutions & action plans for implementation (who does what by when)
	Determine Results Indicators	Define Evaluation Plan to measure fidelity of implementation & and effects on student behavior
End of meeting		Review tasks, timelines Team self assessment
After the meeting	Disseminate notes	Post and Disseminate meeting minutes
	Team lead meets with administrator	Team members complete assigned tasks

Celebrating Success

"We are not where we want to be,

We are not where we are going to be,

But we are not where we were."

-Rosa Parks

Love Those Data!

By Scott Perry

Linn Benton Lincoln ESD

Albany, Oregon

You gotta think about data every time you start to look at your school.

Collect that data and use those data as a tool!

- Hall Data
- Class Data
- Data From the Lunchroom
- Playground
- Breezeway
- Even in the Restroom

Without those data it just won't happen it's true!

There was a school I knew, said they had it all…

Signs posted up and down those halls.

Taught the rules, everybody did know…

But never looked at data so they never did grow!

Ya gotta love those data!

Ya gotta use those data!

Without a team scanning data…

You really ain't a PBIS school!

Ahhh data:

If it can't be counted…
does it exist?

George Sugai

Let the data lead you to the right "questions to ask" not the answers.

Rob Horner

Data need not be

a four letter word!

Anne Todd

Let decisions drive the data you collect.

Rob Horner

When I die, I want a graph on my tombstone…

and in my obituary!

George Sugai

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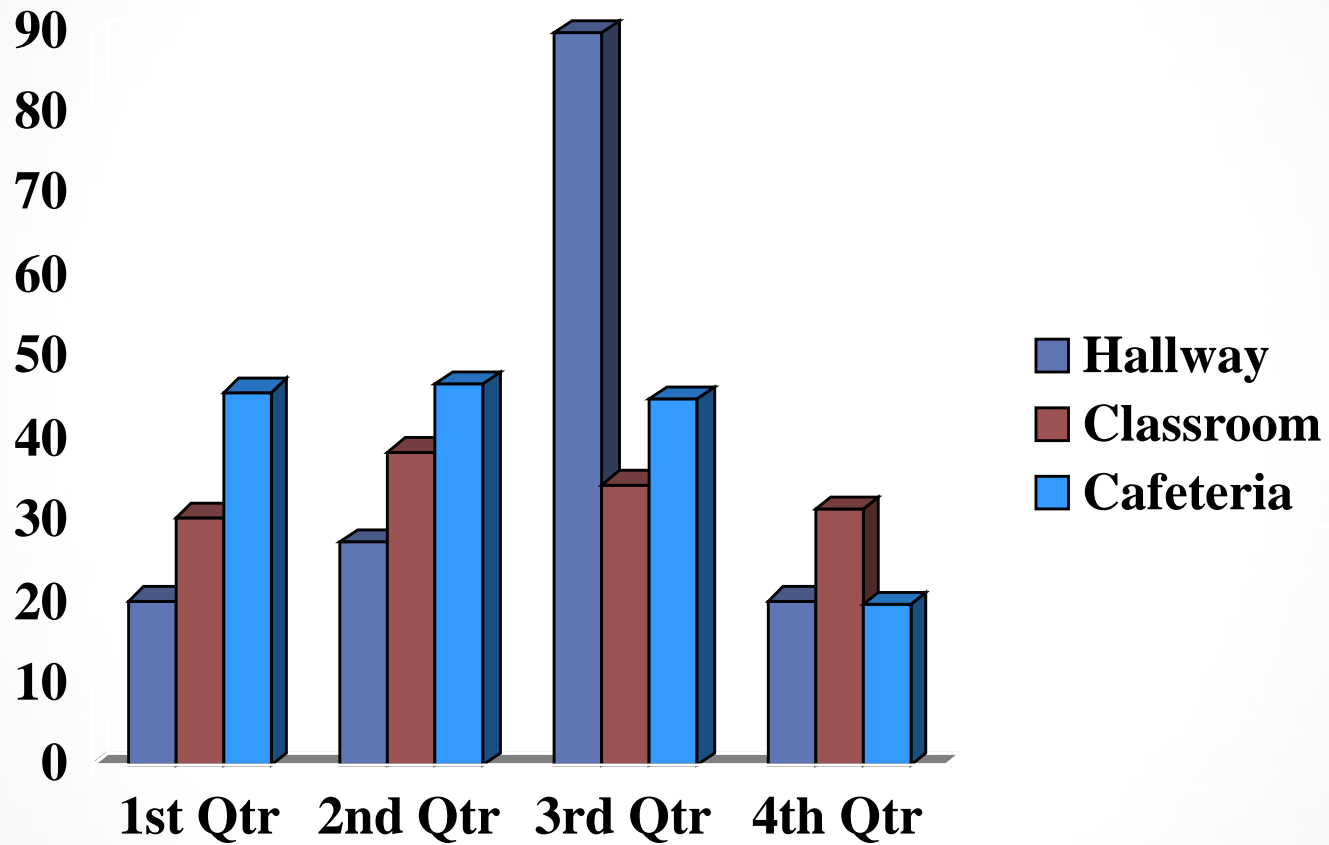# Ya gotta use those data!

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