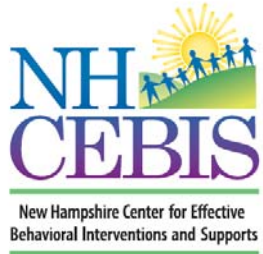


Looking Forward by Looking Back Using Data-Based Decision Making Cohort 5 Universal Team Training Day 6

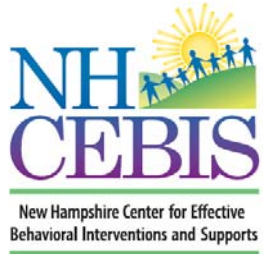
Howard S. Muscott, Ed.D, Eric Mann, LICSW,
Stacy Szczesiul, Doctoral Candidate

hmuscott@seresc.net; emann@seresc.net

www.nhcebis.seresc.net



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is provided by
The NH Department of Education, Bureau of
Special Education, under the leadership of
Santina Thibedeau



Acknowledgements

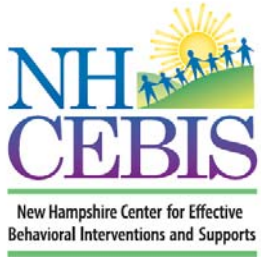
- Becky Berk, Joyce Welton, Julie Prescott
- NH Leadership Team
- Tony Paradis & the SERESC Team
- George Sugai
- Rob Horner
- Lucille Eber
- NH school partners
- NH family partners

Outcomes for Today

1. To provide opportunity to review concepts related to the use of data & the process of data-based decision-making.
2. To provide opportunity for Universal Teams to assess & reflect upon the effectiveness of the first year of SW implementation using data & data-based decision-making.
 1. Complete Process Assessments
 2. Look at Student Outcome Data
 3. Consider Fidelity of Implementation

Outcomes for Today

3. To provide opportunity for Universal Teams to use their data to refine features of the primary prevention system.
4. To provide opportunity for Universal Teams to use data to inform the next teaching rollout & consider a plan for rollout activities for the 08-09 school year.



Cohort 5 Universal Team Training Day 6

Looking Forward by Looking Back

1. Quick SW-PBIS Review

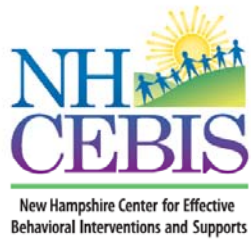
- Triangle, Circles and Ovals
- Steps of School-Wide system
- Data based Decision Making

2. Process Assessments: Informing Action Plans

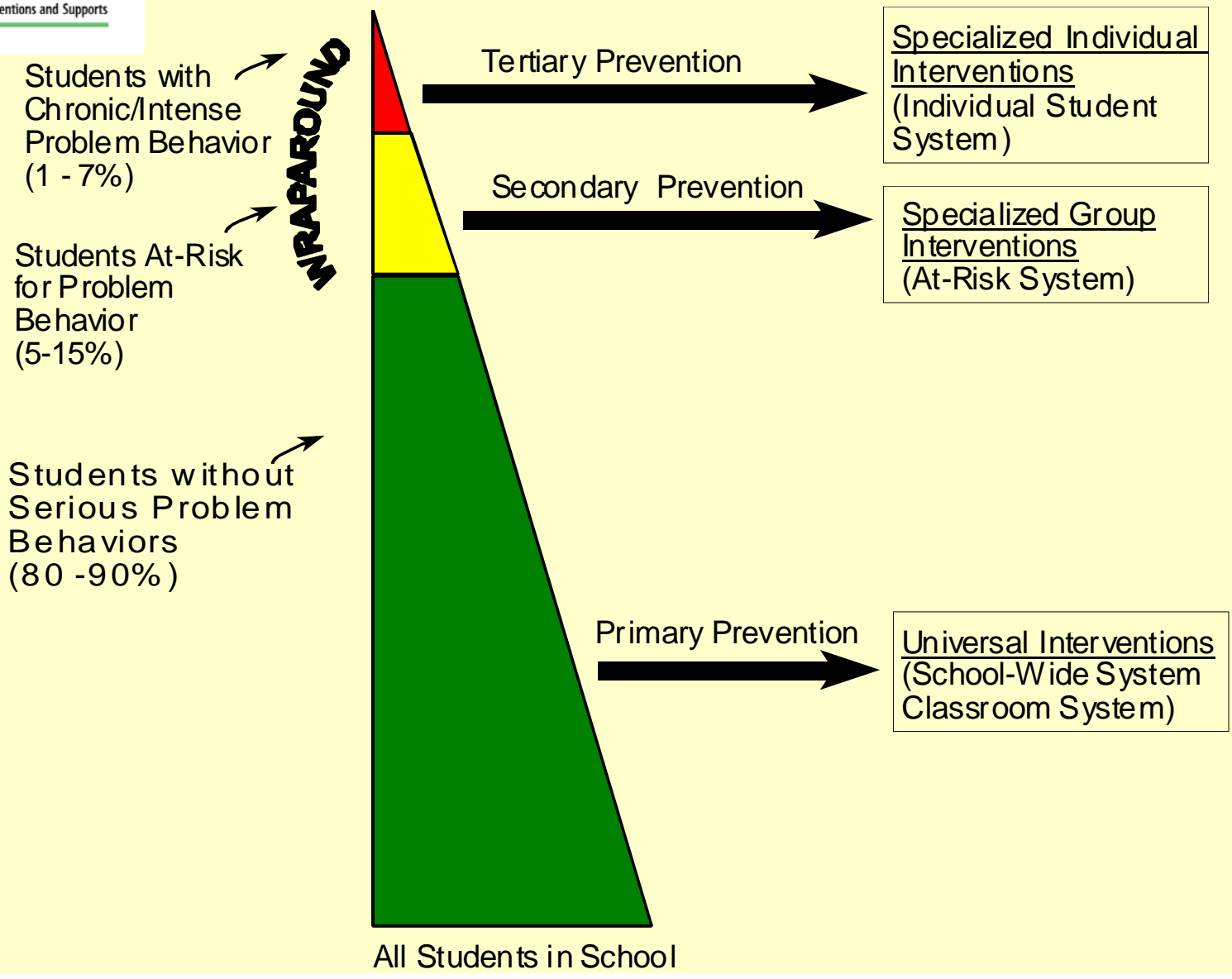
- Collaborative Team
- Universal Checklist 2.2

3. The 08-09 SW Teaching Plan and Rollout

- Reflection: What worked?/ What didn't?
- Making it Better / Consider Outcomes
- Increasing Staff Engagement and Fidelity of Implementation
- Enhancing Home – School – Community Communication

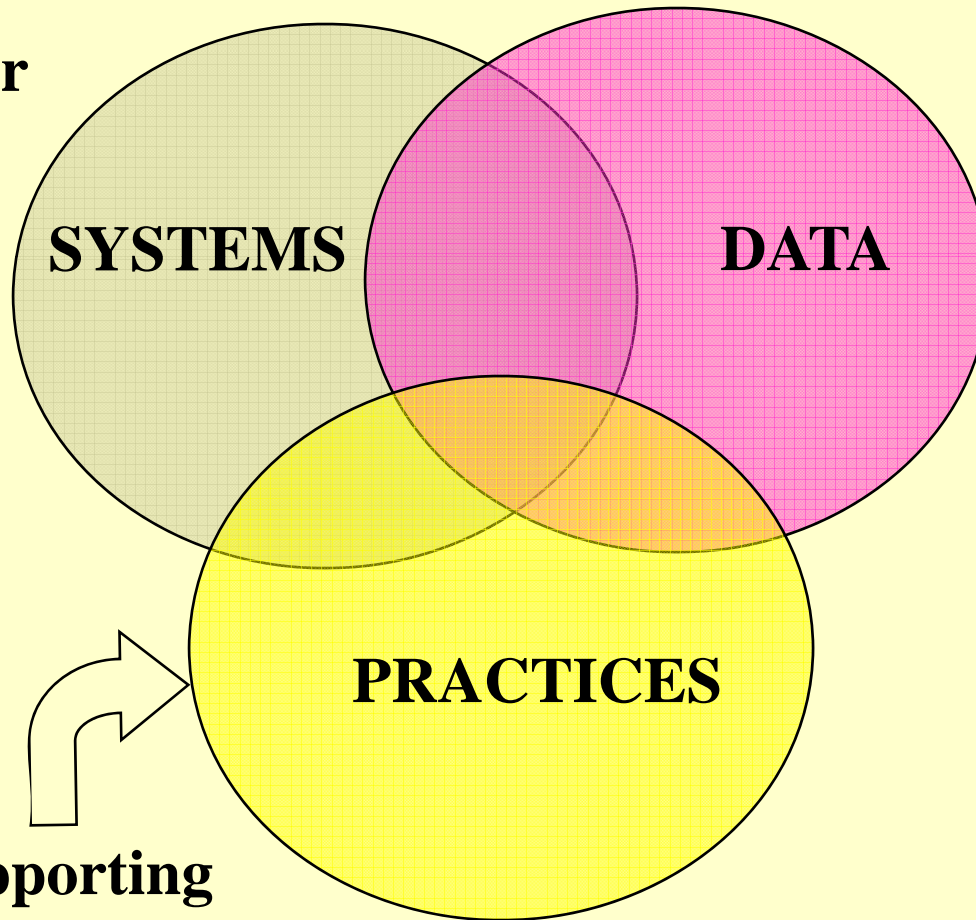
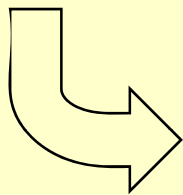


Continuum of Positive Behavior Interventions and Support

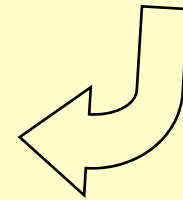


PBIS Support Systems

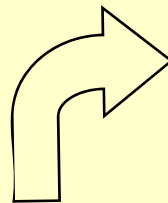
**Supporting
Staff Behavior**



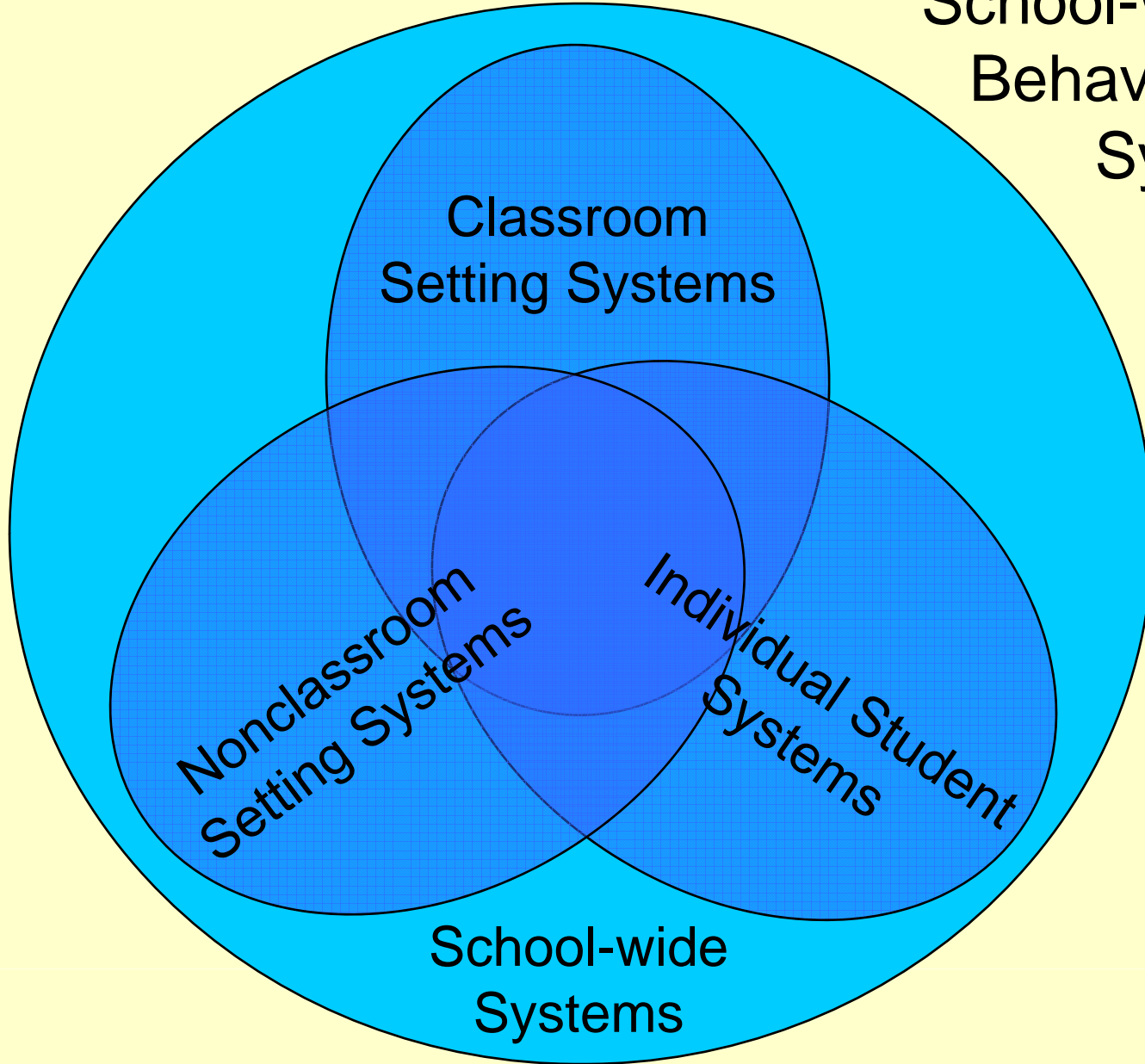
**Supporting
Decision
Making**



**Supporting
Student Behavior**

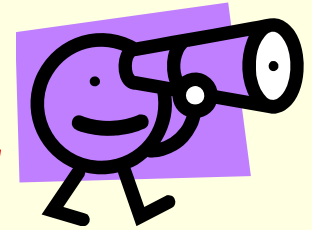


School-wide Positive Behavior Support Systems

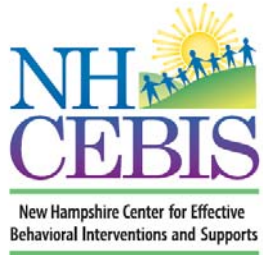


PART 1: Looking Forward

Universal Team and Team Processes



- Consider what the U-Team will look like next year?
 - Any strategic changes?
 - Will some move to Targeted?
 - How will you orient new members?
 - Family voice?
 - New Coach(es)?
- Consider what you learned about effective team processes as you look forward?
 - Is your team's mission the correct mission?
 - Have you established and kept to your Ground Rules?
 - Have you had enough meeting time to make progress to your mission?
 - Are meeting roles working?
 - Facilitation
 - Record keeping/ Decision log?

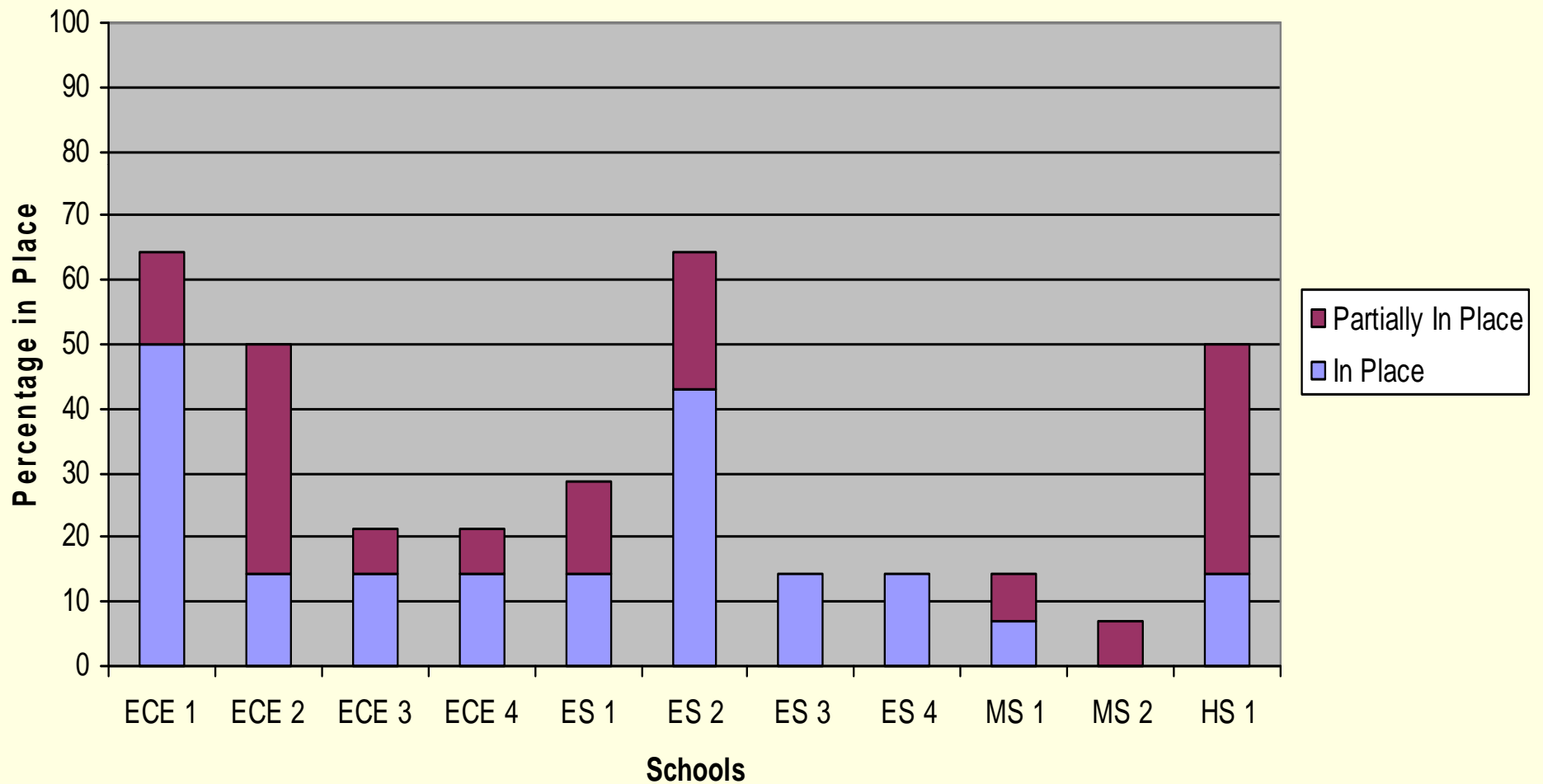


Collaborative Team Process Checklist

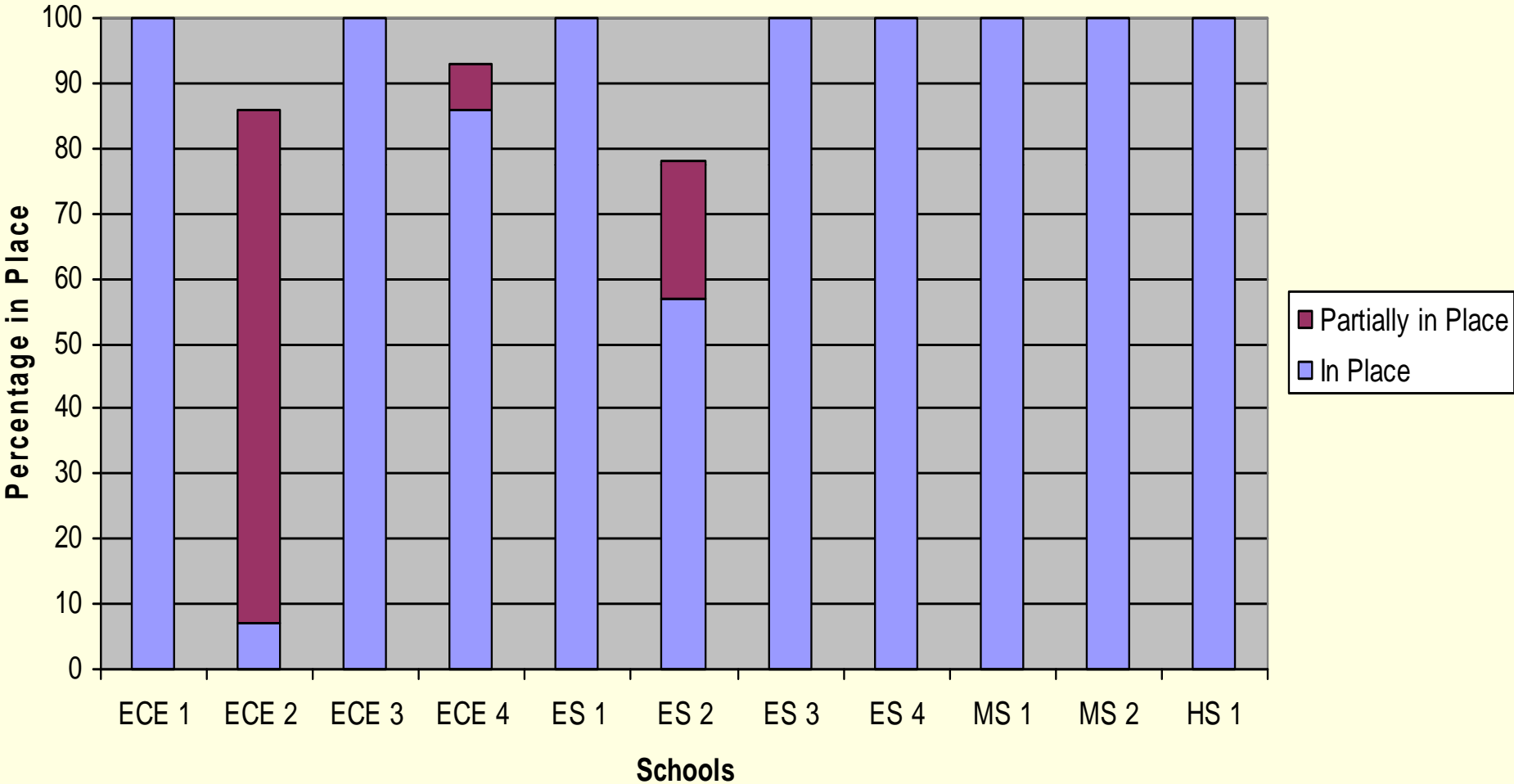
Mann and Muscott, 2004

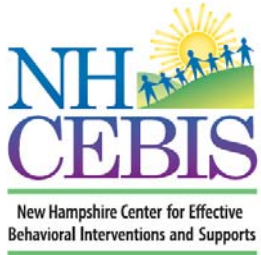
- Tool to assess team functioning (14 items)
- Assess status (In place, Partial, Not in Place)
- Identify Priority (High, Medium, Low)
- Develop action plan based on priorities
- Should be completed 2xs a year (Fall, Spring)
- Universal team functioning is priority #1!

**New Hampshire Center for Effective Behavioral Interventions and Supports
Collaborative Team Checklist Scores for 11 Cohort 5 Early Childhood
Education Centers and K-12 Schools Involved in PBIS-NH
Baseline January 2006**



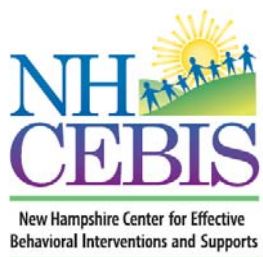
**New Hampshire Center for Effective Behavioral Interventions and Supports
Collaborative Team Checklist Scores for 11 Cohort 5 Early Childhood
Education Centers and K-12 Schools Involved in PBIS-NH
Fall 2007**





Collaborative Team Checklist Activity

- Who: Universal Team
- What: Complete the Collaborative Team Checklist (Status only) on the paper version
 - If you have a laptop, please have a coach enter the data on [surveymonkey.com](https://www.surveymonkey.com)
 - If you don't have a laptop, please provide the completed copy to Joyce Welton or Becky Berk
- Timeframe: 20 minutes
- Report Out: None



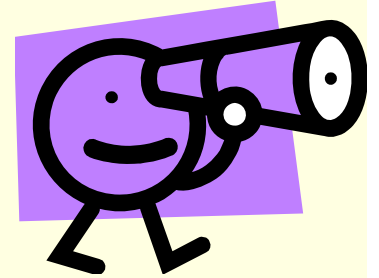
Process Assessment Schedule

Stacy Szczesiul, Evaluation Coordinator

NH-CEBIS UT Assessment Tools and Checklists in PBIS Assessment	Frequency	Month(s) Conducted and Submission deadline	Collected and Tracked by NH CEBIS?	Leaders/ Coordinators	Participants	Purpose	Submitted Via
Universal Collaborative Team Checklist	2x/yr	September (15) March (15)	Yes	Universal Team	Team members	Assessment on status and priority of various measures of team functioning	Data Coordinator Online, final version
Universal Team Implementation Checklist 2.2	2x/yr	September (15) March (15)	Yes	Universal Team	Team members	Monitors the effective implementation of School-wide (Universal) PBIS initiatives.	Data Coordinator Online, final version
Universal Roll-out Checklist	2x/yr	September (15) March (15)	Yes	Universal Team	Team members	Creates an action plan for designing the introduction of the program to students, families and staff	Data Coordinator Online, final version
Family Engagement Checklist	2x/yr	September (15) March (15)	Yes	Universal Team	Universal Team with parental input or survey feedback	Assessment on status and priority of measures to involve, welcome and communicate with parents in meaningful ways.	Data Coordinator Online, final version

PART 2: Looking Forward

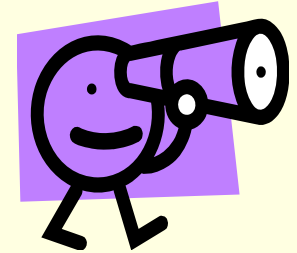
On-going Communications



- Consider developing ‘outcome indicators’ (how you’ll know communications are effective) for effective communications with:
 - Family
 - Staff
 - District/ SAU
 - Community
 - Students
- Consider strategies to achieve communications outcomes?
- Consider methods to *assess* whether communications outcomes are achieved?

PART 3: Looking Forward

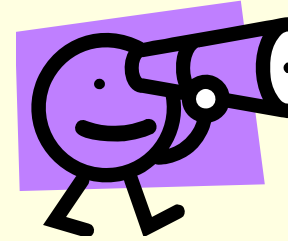
Prevention and Response Practices



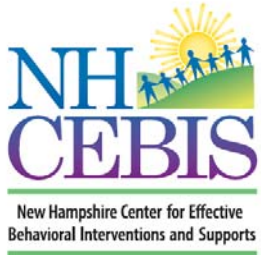
- Consider what you've learned about how to keep the 'language' of your system **ALIVE** in your building
- Consider whether classroom teachers use common language and use common, agreed to practices for behavior management & classroom instruction
 - Active supervision?
 - Positive contacts (striving for 4:1)?
- Consider whether the behaviors in your behavioral matrix the 'correct' behaviors and words
 - Observable, measurable, positively-stated, teachable...
 - Are all relevant locations/routines addressed?

PART 3: Looking Forward

Prevention and Response Practices



- Consider whether your problem behavior definitions work for staff & administration
- Consider whether your problem behavior response process is used & working (both staff and administrative processes)
 - Do response practices work for minors? major?
- Consider if staff need more PRACTICE to get on the same page?
 - How would you know that staff are on the same page?
- Consider whether you know *EARLY ON* who the students are that are not responding to SW supports
 - Is there an efficient process to add supports for these students?
 - Are SW supports working for the ‘right’ # of students?

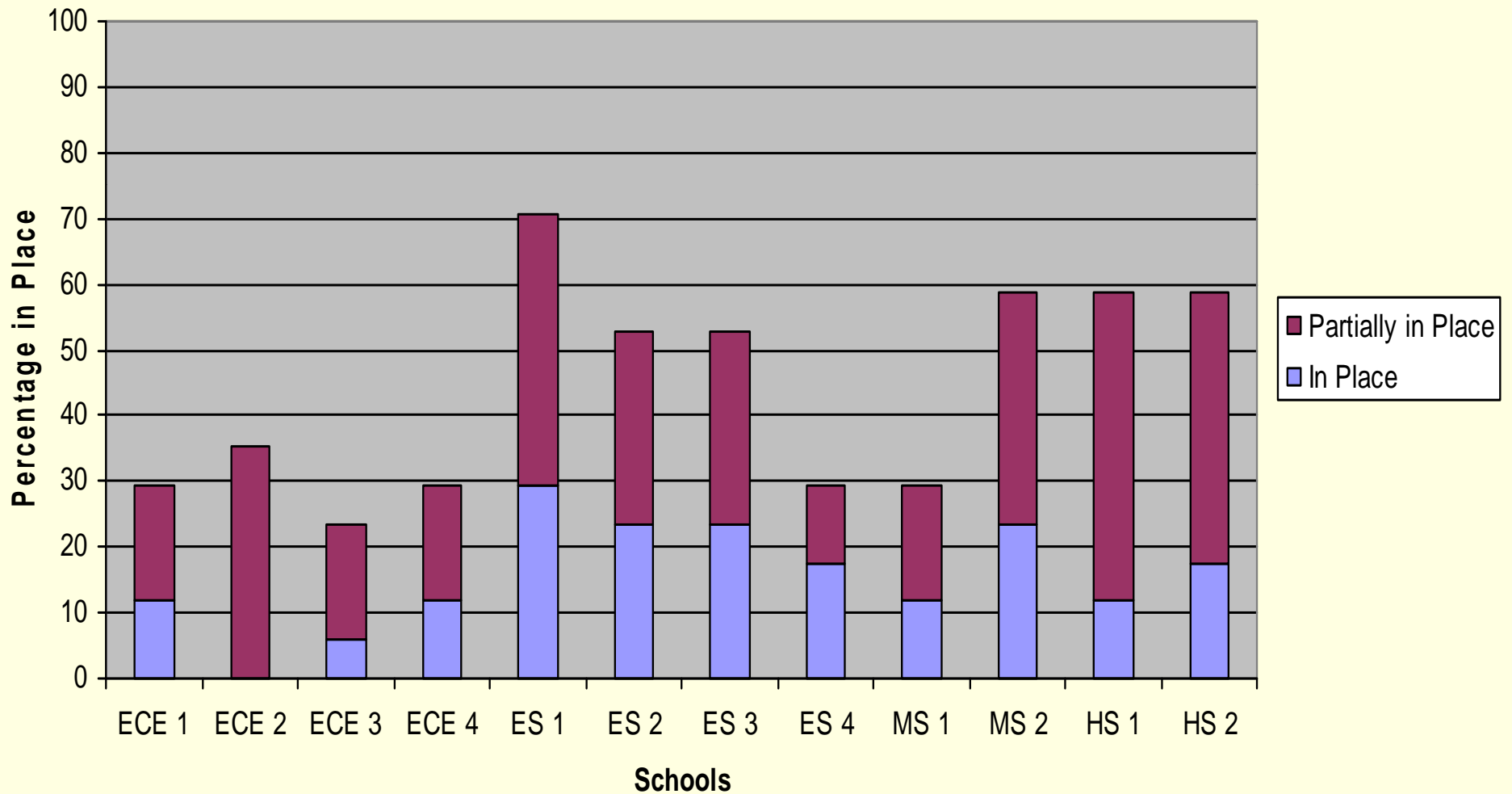


Universal Team Checklists 2.2

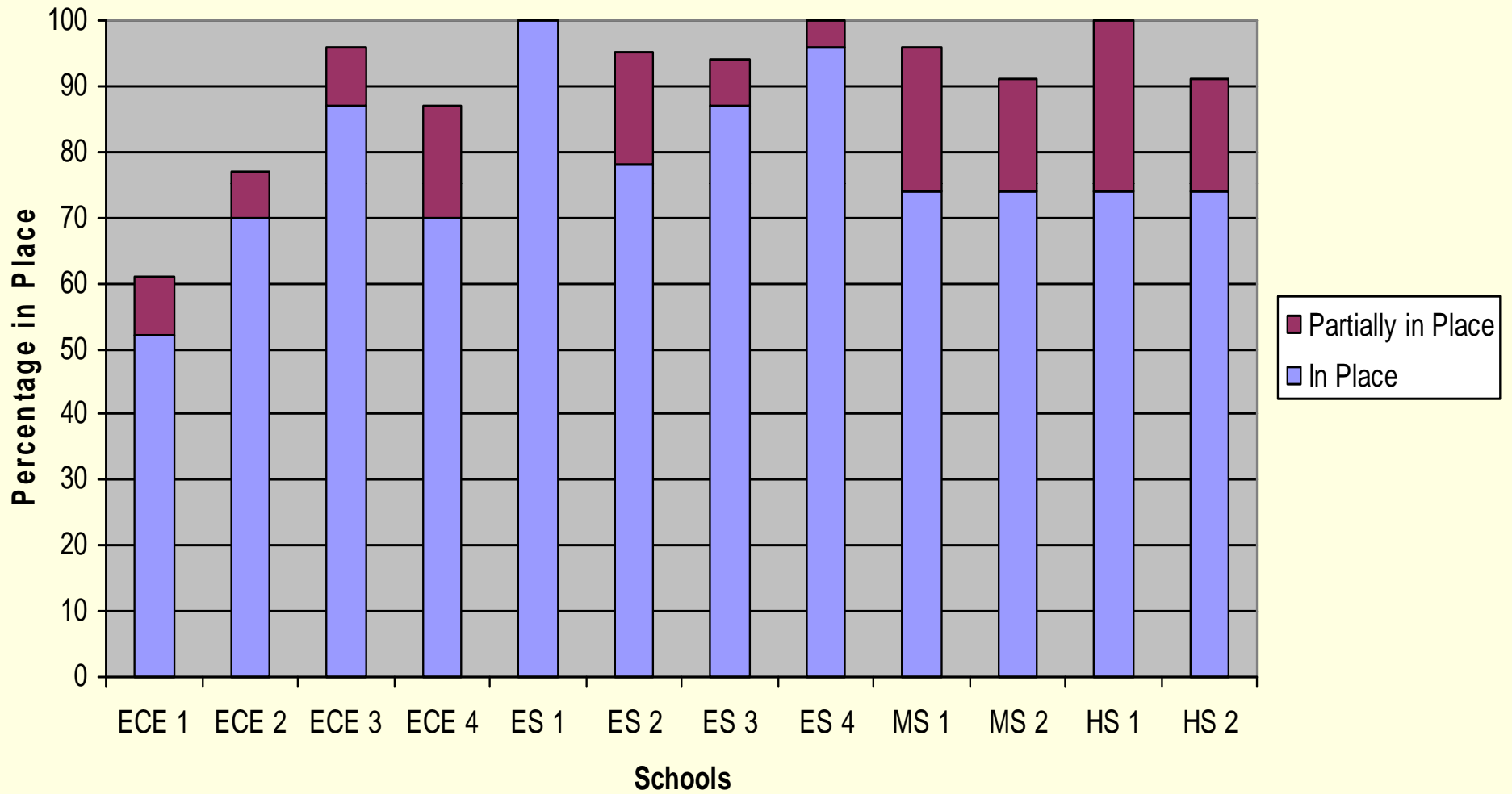
Sugai, Horner, Lewis-Palmer, 2002

- Two Checklists (Start-Up and Monitoring)
- Assess status (In place, Partial, Not in Place)
- Typically identify Priority (High, Medium, Low) – no need to do that now
- Develop action plan
- Collect baseline during Summit

**New Hampshire Center for Effective Behavioral Interventions and Supports
Universal Team Implementation Checklist Scores for 12 Cohort 5 Early Childhood
Education Centers and K-12 Schools Involved in PBIS-NH
Baseline January 2006**



**New Hampshire Center for Effective Behavioral Interventions and Supports
Universal Team Implementation Checklist Scores for 12 Cohort 5 Early Childhood
Education Centers and K-12 Schools Involved in PBIS-NH
Fall 2007**

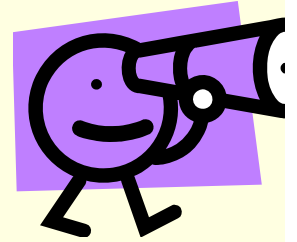


Universal Team Checklist Activity

- Who: Universal Team
- What: Complete Universal Team Checklist (Status only) on the paper version.
 - If you have a laptop, please have a coach enter the data on the website
 - If you don't have a laptop, please provide the completed copy to Joyce Welton or Becky Berk
 - If time permits identify initial action items
- Timeframe: 30 minutes
- Report Out: None

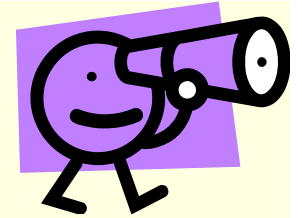
PART 5: Looking Forward

Rollouts, Teaching and Recognition



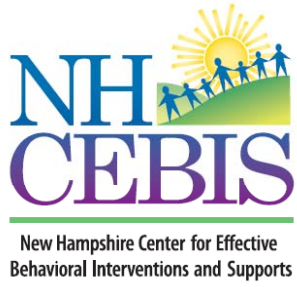
- Consider if your initial kick-off event met your desired outcomes?
 - Did it reach ALL children?
 - All Families?
 - Were staff well-prepared?
- Consider whether subsequent teaching rollouts were based on data
- Did you use the *‘Evaluate School-wide Teaching Plans’* tool to assess the fidelity of your teaching rollouts?

PART 5: Looking Forward



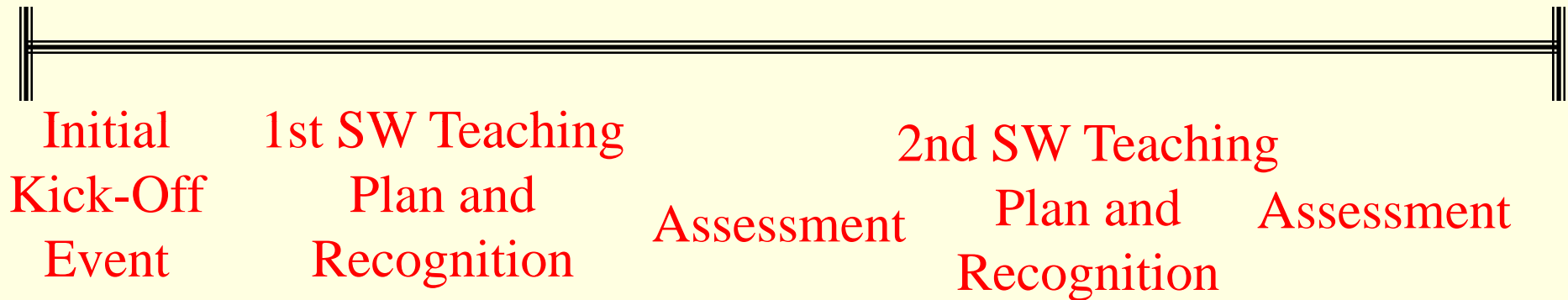
Rollouts, Teaching and Recognition

- Did you use the *‘Evaluate School-wide Recognition Plans’* tool to assess the fidelity of recognition plans used with teaching rollouts?
- Consider family involvement outcomes with regard to teaching rollouts
- Consider whether data were used to assess if teaching rollouts have met desired outcomes
- Consider developing a schedule for future rollout activities throughout the school year



Yearly Teaching Schedule

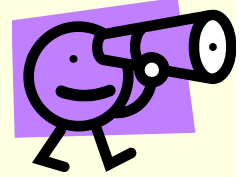
Fall-Holidays



January-June

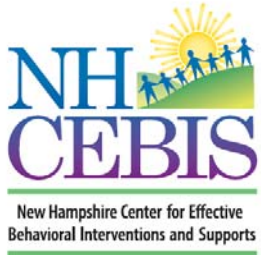


PART 5: Looking Forward



Rollouts, Teaching and Recognition

- Consider how DATA continues to be used regularly in the decision-making process
- Think about problem-solving regarding the accuracy of your data
 - Has staff reluctance to provide data has been addressed / discussed/ problem-solved
 - Are staff satisfied that data is gathered efficiently?
- Consider whether staff regularly sees summarized data that they have provided
 - Has showing the data helped with buy-in?
- How did you use data to help determine desired outcomes prior to designing strategies for improvement



Using Data-Based Decision-Making as a Framework for Achieving Outcomes

1. Begin with Broad Outcomes (What do we want to achieve?) or Key Questions (What do we want to know?)
2. Identify the scope a Problem (scope and context) through the use of Data (Where we are now?)
3. Translate Broad Outcomes into Specific Objectives with Criteria for Success based on data (What exactly do we want to achieve by when?)
4. Identify Action items to get to the outcomes (What do we want to do?) (Strategic Plan) which creates Structure so that follow through is an expectation
5. Monitor and Evaluate progress – Use Data to assess your progress (Did it work?)

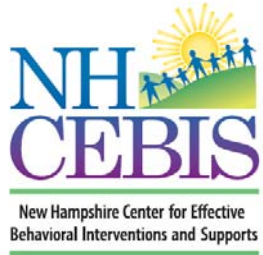
Adapted from Horner (2003)

Key Questions We Want Answered

1. What are the outcomes we hope to achieve?
2. What problems get in the way of achieving that outcome?
3. What data do we have? Need?
4. How can we solve those problems?
5. How will we know if we have achieved early success?

Key Questions We Want Answered

1. What are the outcomes we hope to achieve?
2. What problems get in the way of achieving that outcome?
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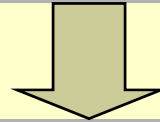


Identify Broad Outcomes By Asking Key Questions

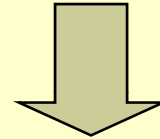
1. What do you want to achieve in terms of creating environments in each school that are safe and conducive to learning for all students and staff?
2. How will we measure the overall effectiveness of district programs with regard to social/emotional well being?

Logic Model for Early Outcomes in PBIS-NH

**Implementing PBIS Systems, Data
and Practices with Fidelity**



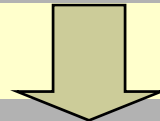
Reliable Data System



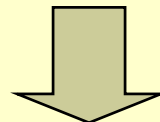
Universal System Separates the 3-Tiers (Triangle Data)



Comparisons Against National Norms by Level



Behavior Reductions in Specific Situations



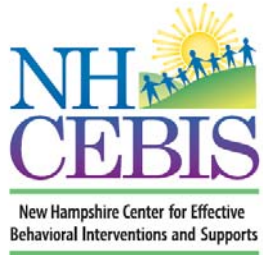
Administrative and Faculty Buy-In Continues

Three Types of Outcomes

1. Implementation with Fidelity
2. Student Outcomes
3. Staff, Student and Family Satisfaction

Key Questions We Want Answered

1. What are the outcomes we hope to achieve?
2. What problems get in the way of achieving that outcome?
3. What data do we have? Need?
4. How can we solve those problems?
5. How will we know if we have achieved early success?



What Problems or Challenges Do We Face?

1. List 3-5 significant problems, challenges or barriers to obtaining your desired outcomes?

Key Questions We Want Answered

1. What are the outcomes we hope to achieve?
2. What problems get in the way of achieving that outcome?
3. **What data do we have? Need?**
4. How can we solve those problems?
5. How will we know if we have achieved early success?

Mining Data: Using Data for Decision-Making Presented by

Rob Horner, Anne Todd, Steve Newton,
Bob Algozzine, Kate Algozzine

Goals

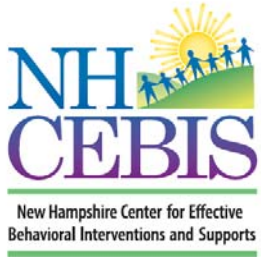
- Define three roles for data use in a problem-solving model
- Define the key features of a problem statement
- Define the process for identifying the data needed for decision-making
- Define the process by which data are used to identify, refine, and problem-solve.

Uses of Data

- Identify problems early
 - Use data on a regular basis (every two weeks) to monitor key indicators, and identify problems before they become difficult
- Refine a problem statement to a level of precision that will allow functional solutions
- Use data to identify possible solutions.

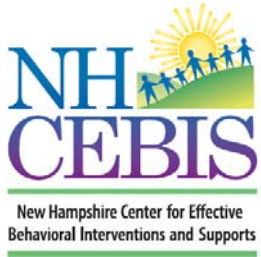
Identifying problems/issues

- **What data to monitor**
 - ODR per day per month
 - OSS, ISS, Attendance, Teacher report
 - Alignment to School (SAU) Improvement Plans
 - Climate measures; ‘My Vision’ survey
 - Team Checklist/ SET (Are we doing what we planned?)
- **What question to answer**
 - Do we have a problem?
- **What questions to ask of Level, Trend, Peaks**
 - How do our data compare with last year?
 - How do our data compare with national/regional norms?
 - How do our data compare with preferred/expected status?
- **If a problem is identified, then ask**
 - What are the data we need to make a good decision?



Using Data to Refine Problem Statement

- The statement of a problem is important for team-based problem solving.
 - Everyone must be working on the same problem with the same assumptions.
- Problems often are framed in a “Primary” form that creates concern but is not useful for problem-solving.
 - Frame primary problems based on initial review of data
 - Use more detailed review of data to build “Precision Problem Statements.”



Primary versus Precision Statements

■ **Primary Statements**

- Too many referrals
- September has more suspensions than last year
- Gang behavior is increasing
- The cafeteria is out of control
- Student disrespect is out of control

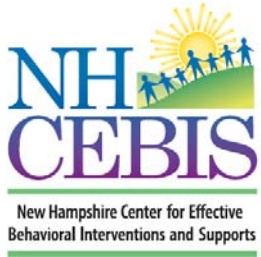
■ **Precision Statements**

- There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

Precision Problem Statements

(What are the data we need for a decision?)

- Precise problem statements include information about the five core “W” questions.
 - **What** is the problem, and how often is it happening
 - **Where** is it happening
 - **Who** is engaged in the behavior
 - **When** is the problem is most likely
 - **Why** is the problem is sustaining



Primary versus Precision Statements

■ Primary Statements

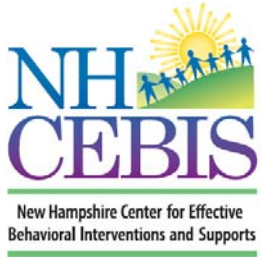
- Too many referrals
- September has more suspensions than last year
- Gang behavior is increasing
- The cafeteria is out of control
- Student disrespect is out of control

■ Precision Statements

- **There are more ODRs for aggression on the playground than last year.** These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related **to getting access to the new playground equipment.**

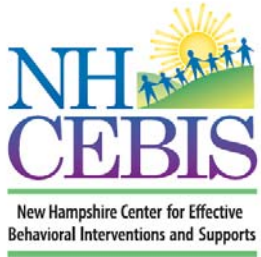
What are the types data most likely to need to move from a Primary to a Precise statement?

- **What** problem behaviors are most common?
 - ODR per Problem Behavior
- **Where** are problem behaviors most likely?
 - ODR per Location
- **When** are problem behaviors most likely?
 - ODR per time of day
- **Who** is engaged in problem behavior?
 - ODR per student
- **Why** are problem behaviors sustaining?
 - Motivation (may not provide enough precision)



What other data might you want?

- ODR by staff
- ODR by IEP
- ODR by grade
- ODR by gender by grade

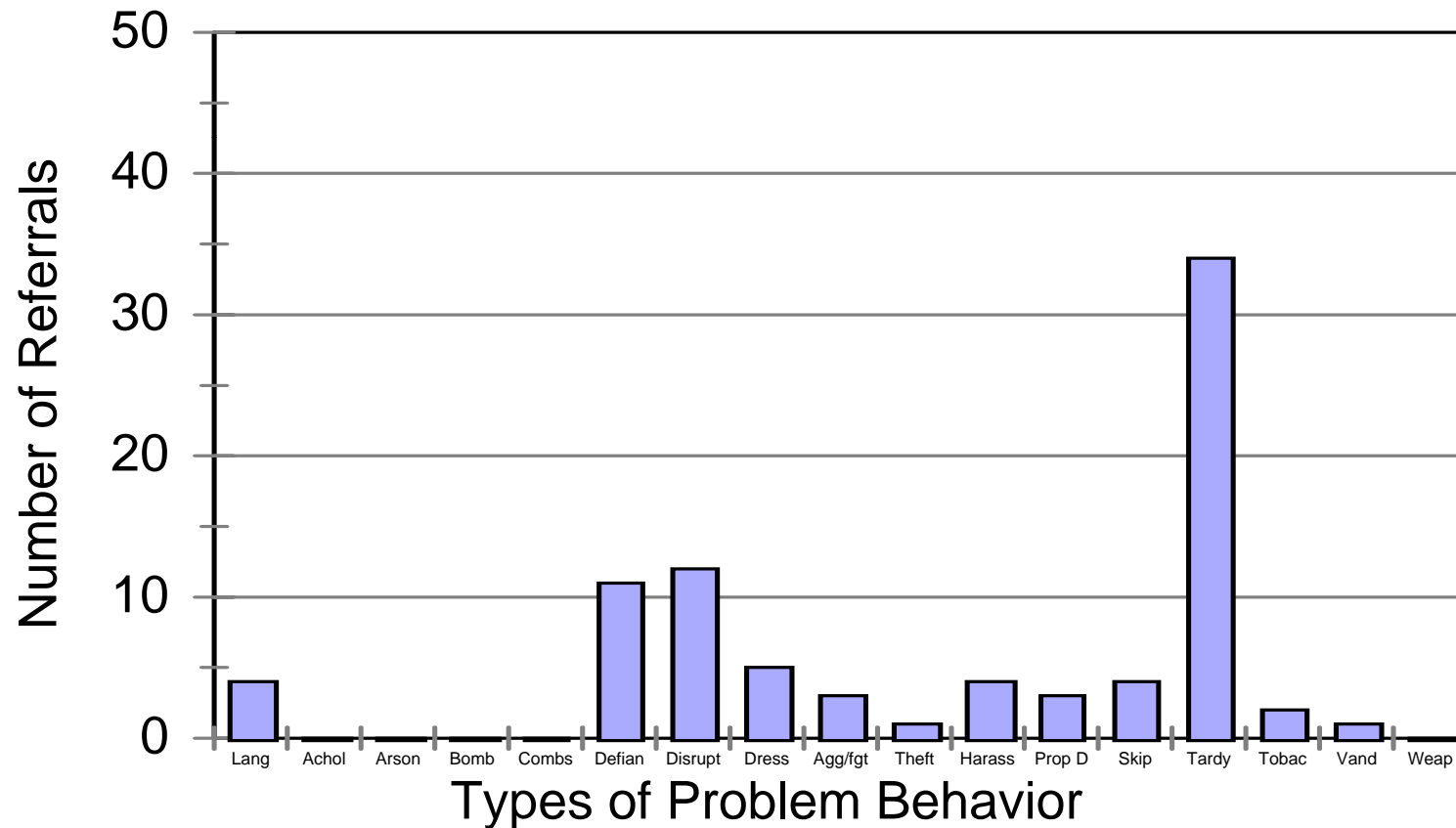


Test precision problem statement

- Use precision problem statement to build and test hypotheses.
 - Problems are most common in D-Hall wing
 - Problems are more likely during second recess
 - Problems are most common during assembly schedule
 - Problems are more likely during state testing periods

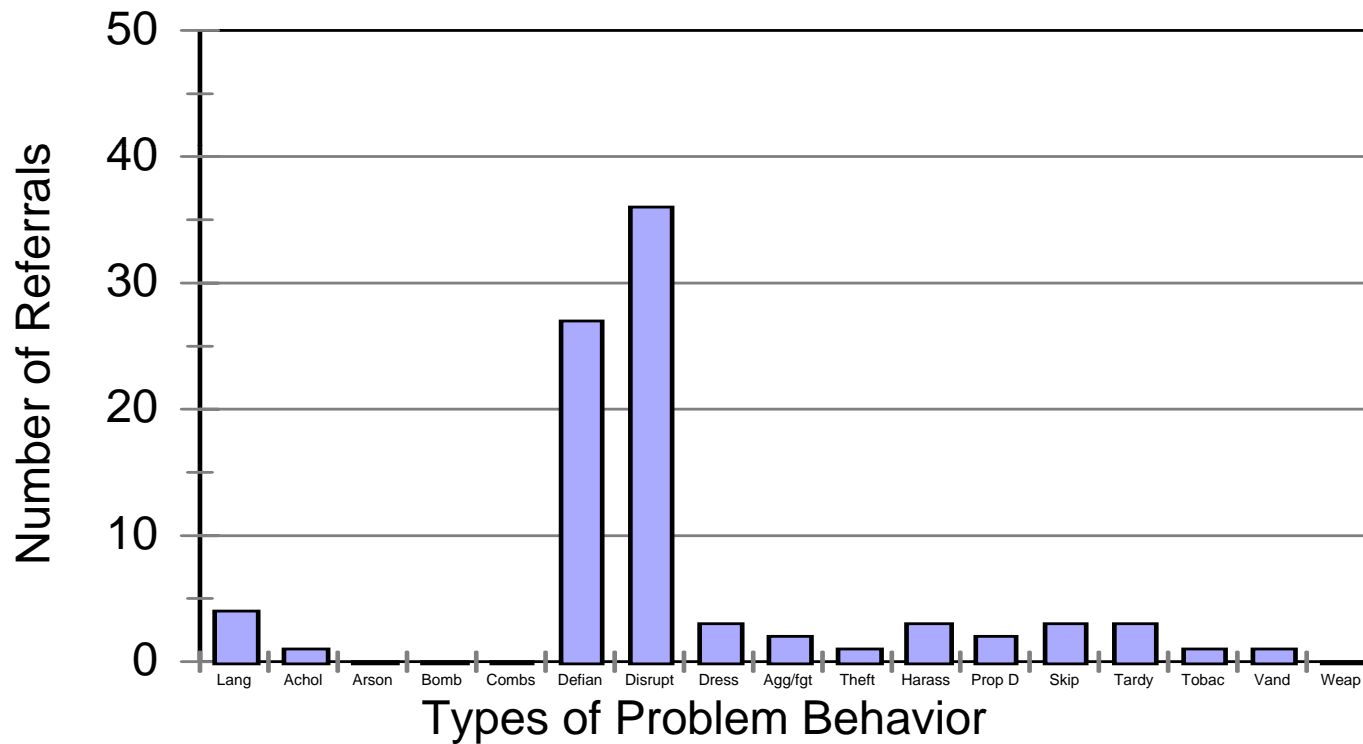
What behaviors are problematic?

Referrals per Prob Behavior



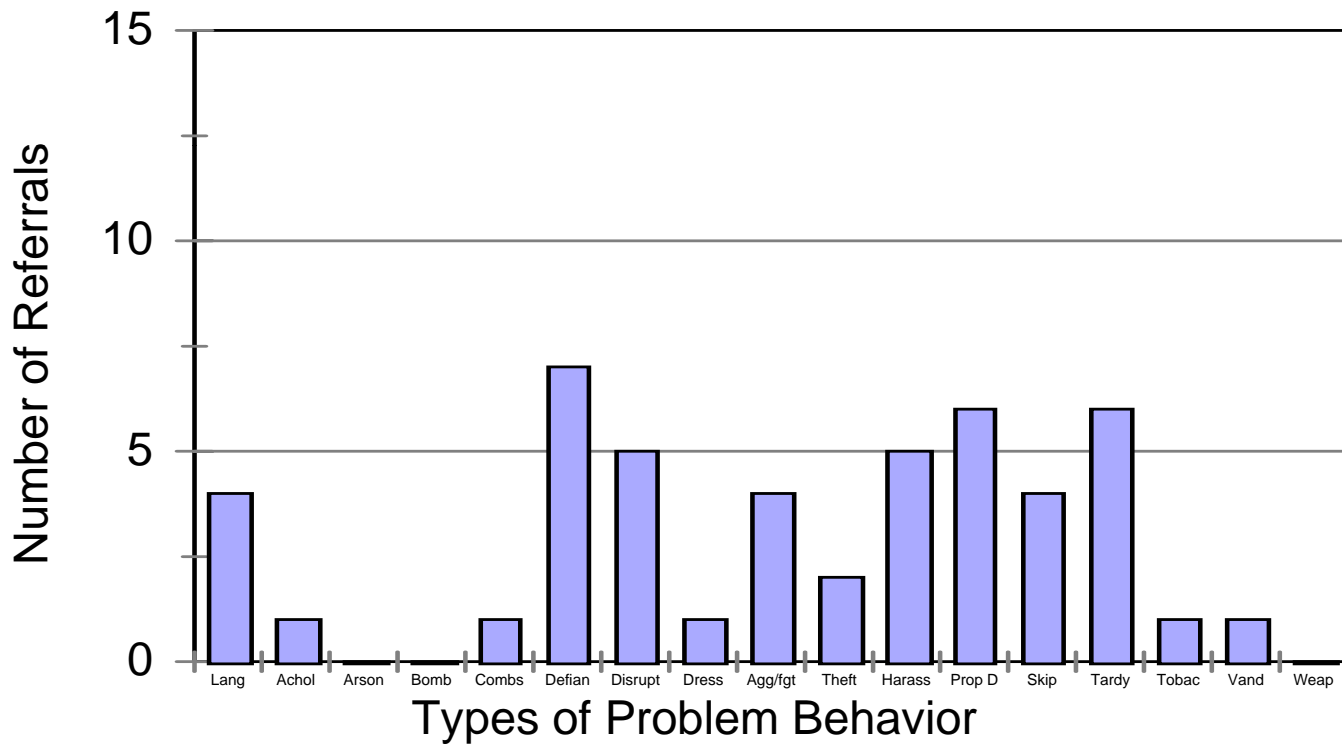
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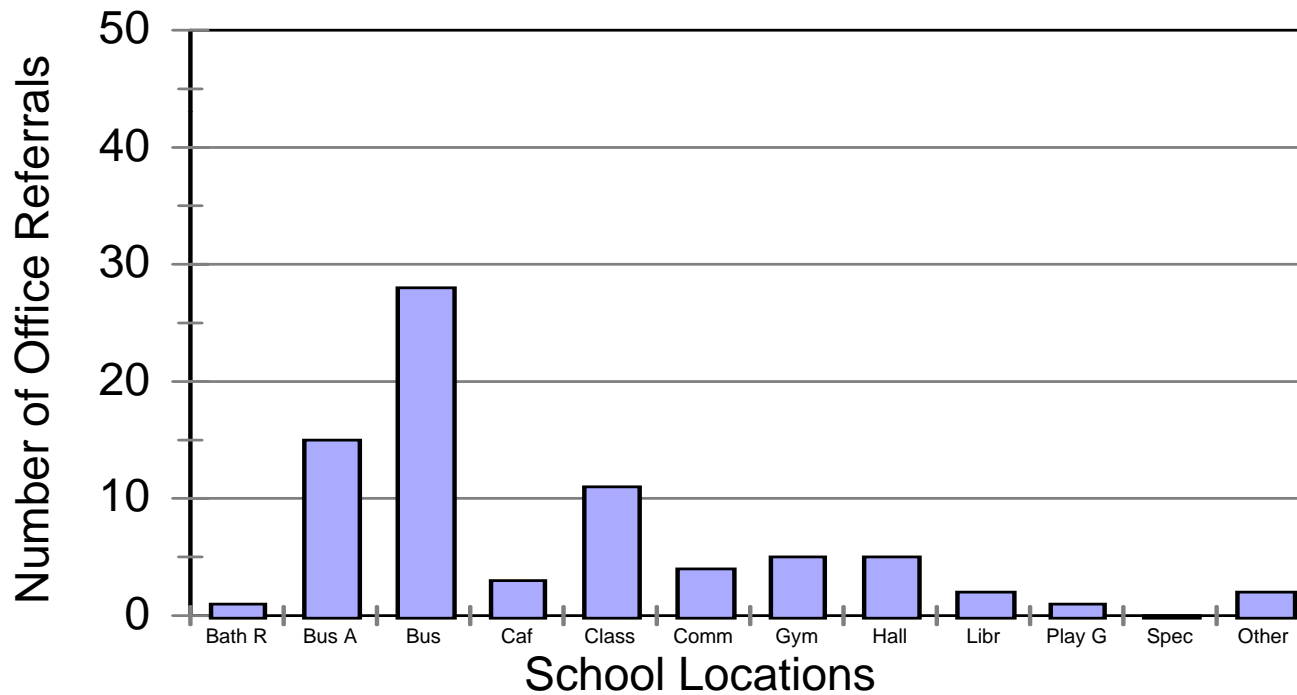
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Referrals per Prob Behavior



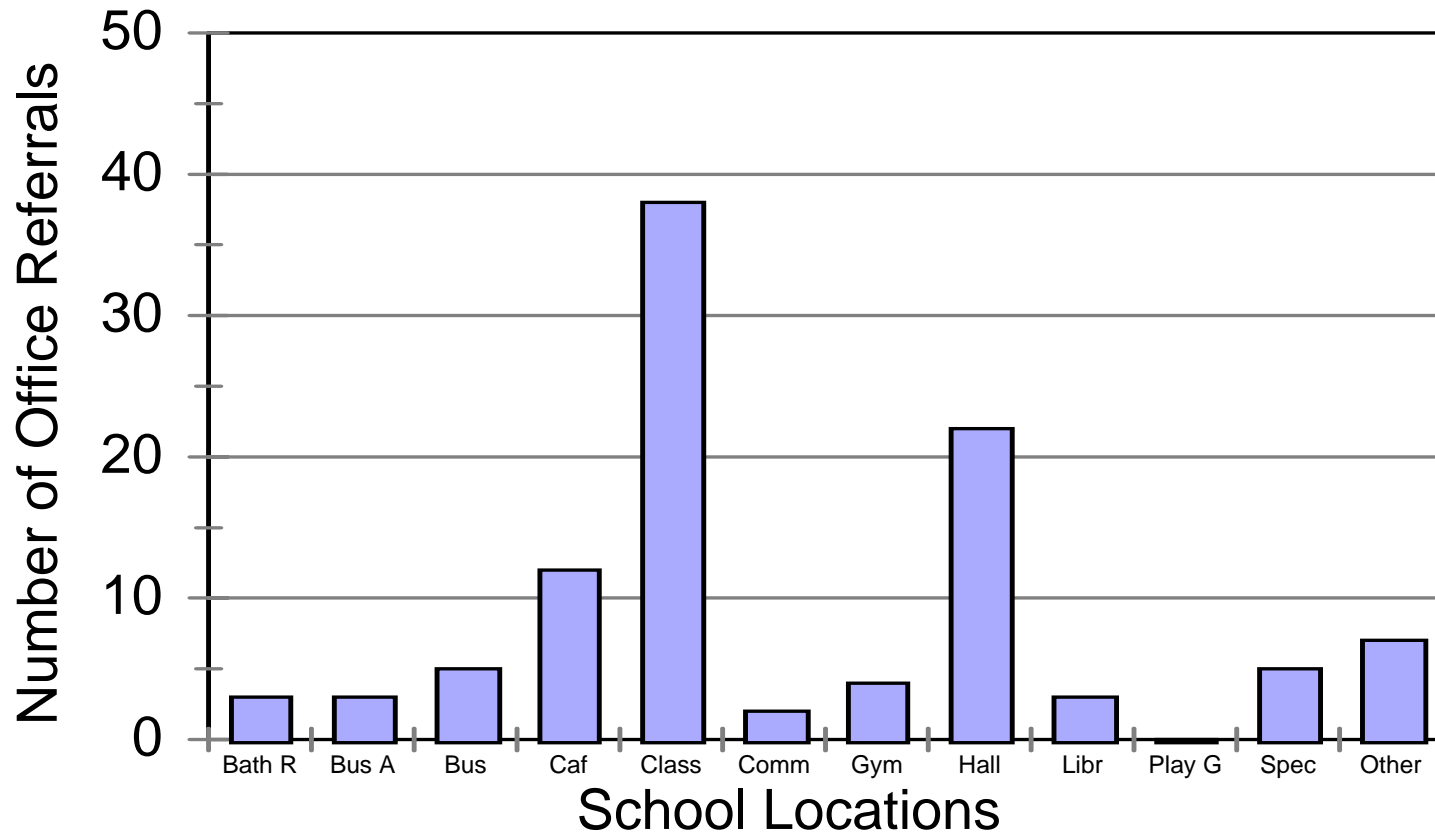
Where are the problems occurring?

Referrals by Location



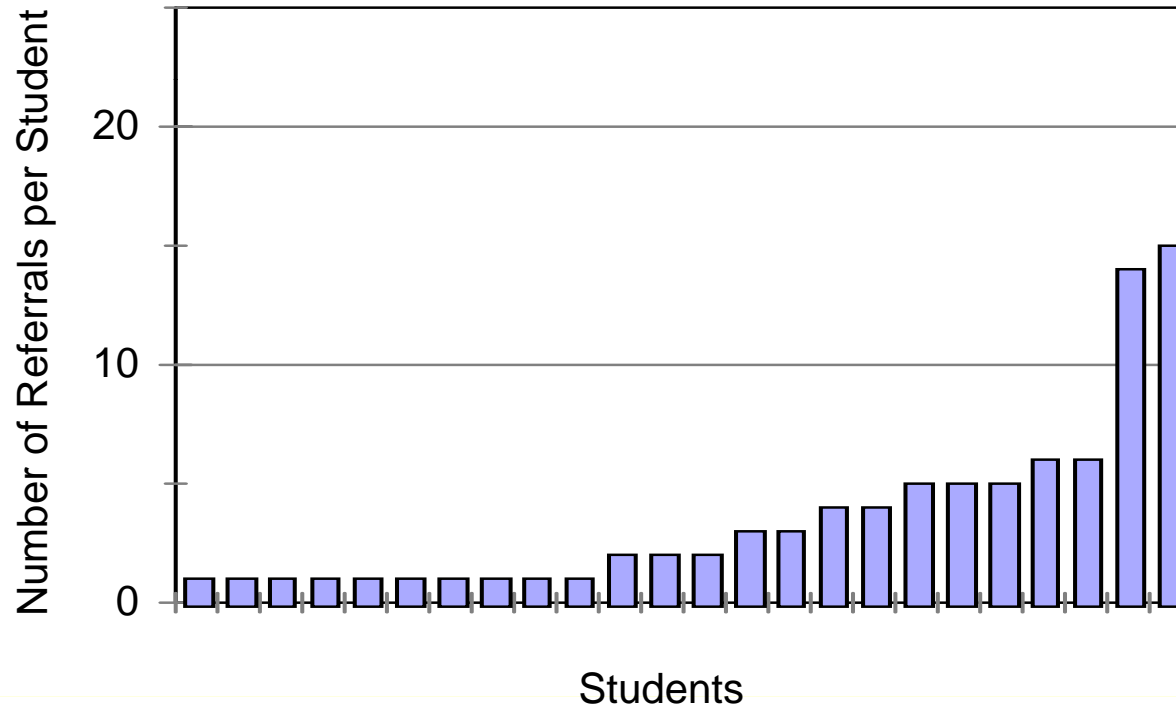
Where are the problems occurring?

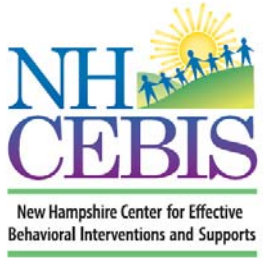
Referrals by Location



Who is contributing to the problem?

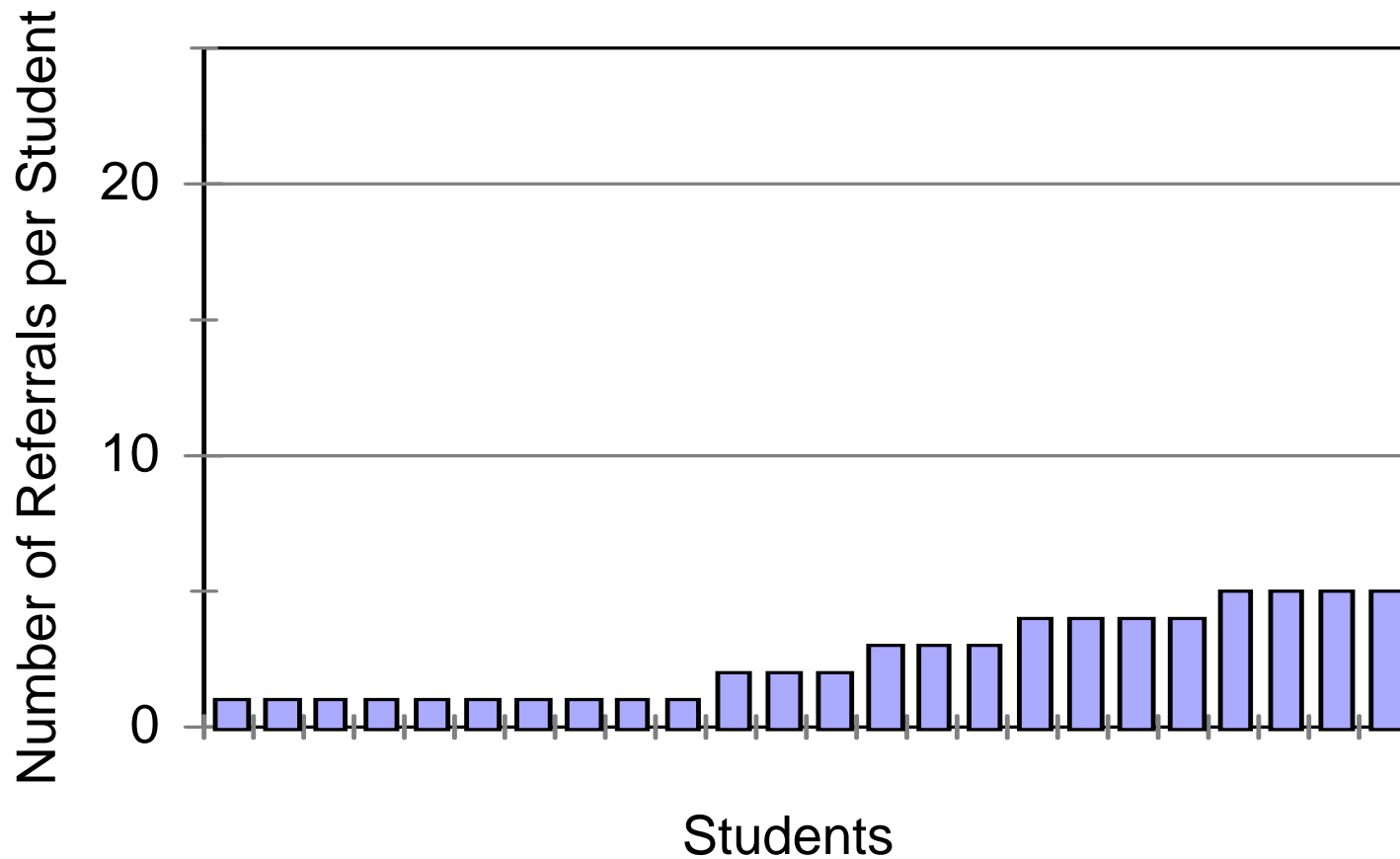
Referrals per Student





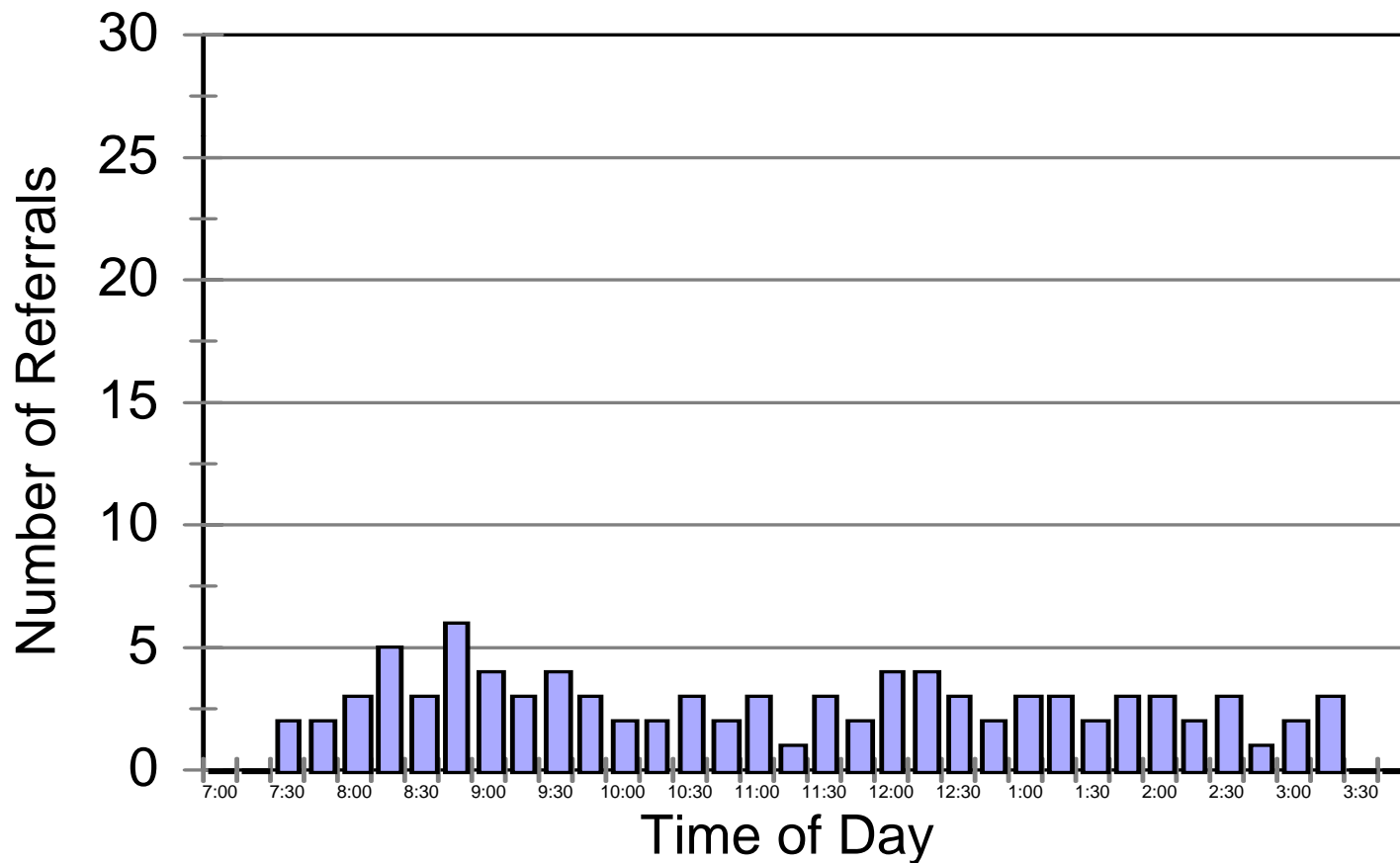
Who is contributing to the problem?

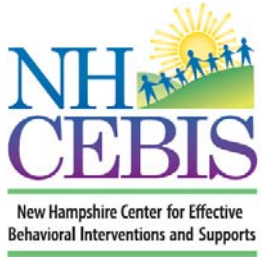
Students per Number of Referrals



When are the problems occurring?

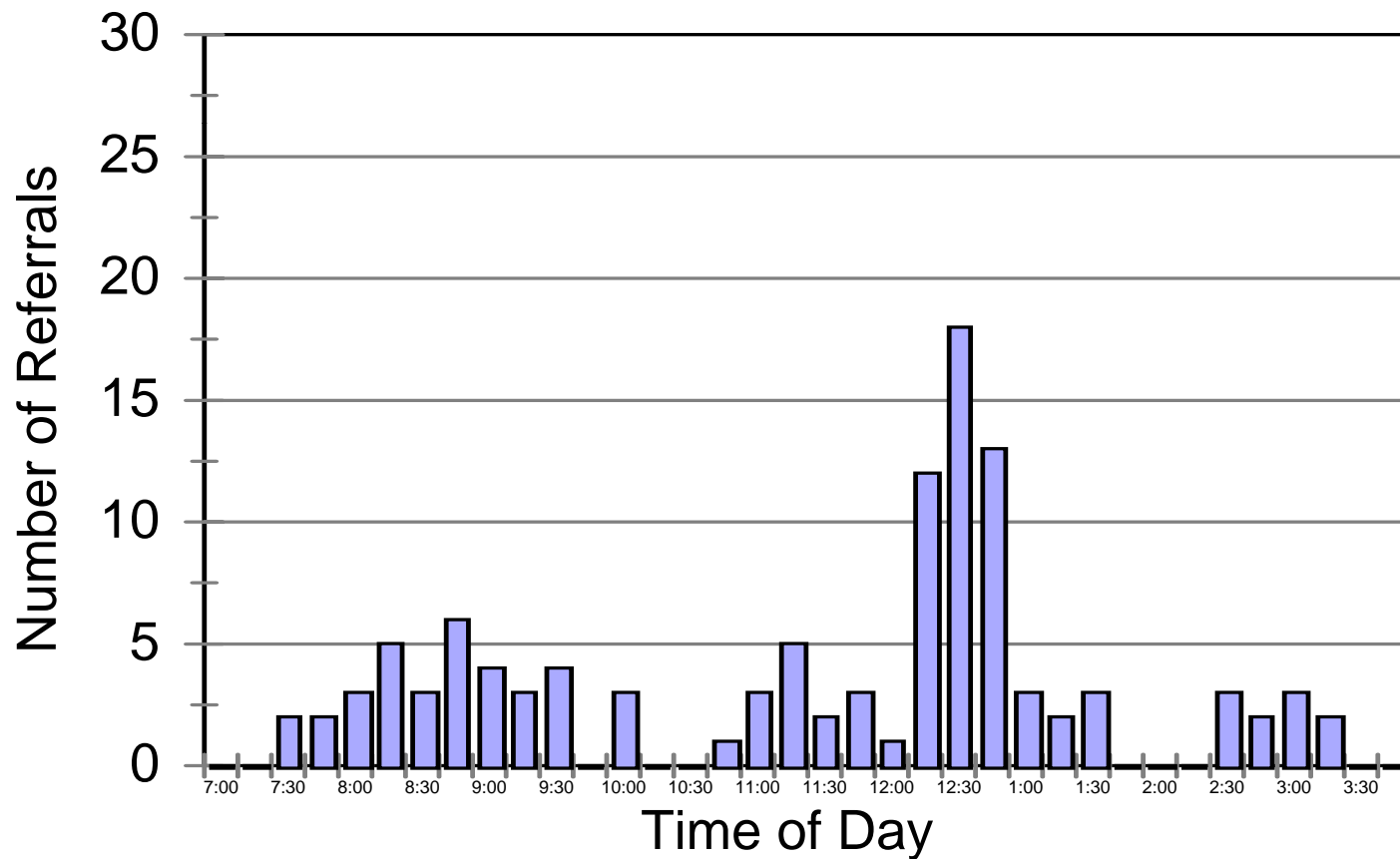
Referrals by Time of Day





When are the problems occurring?

Referrals by Time of Day



Key Questions We Want Answered

1. What are the outcomes we hope to achieve?
2. What problems get in the way of achieving that outcome?
3. What data do we have? Need?
4. **How can we solve those problems?**
5. How will we know if we have achieved early success?

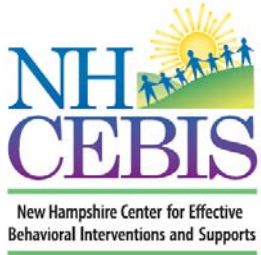
How can we solve those problems?

1. Translate Broad Outcomes into Specific Objectives with Specific Criteria for Success
2. Select Evidence-Based Practices that are Effective and Effective
3. Create an Action Plan with measurable outcomes

Translate Broad Outcomes into
Specific Objectives with
Specific Criteria for Success
based on Your Precision
Statements and Data

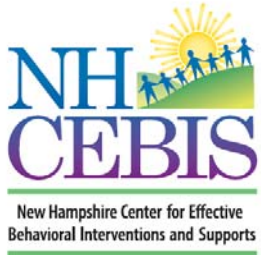
How can we solve those problems?

1. Translate Broad Outcomes into Specific Objectives with Specific Criteria for Success
2. Select Evidence-Based Practices that are Effective and Effective
3. Create an Action Plan with measurable outcomes



Using Data to Build Solutions

- **Prevention: How can we avoid the problem context**
 - Who, When, Where
 - Schedule change, curriculum change, etc
- **Teaching: How can we define, teach, and monitor what we want**
 - Teach appropriate behavior
 - Use problem behavior as negative example
- **Recognition: How can we build in systematic feedback for desired behavior**

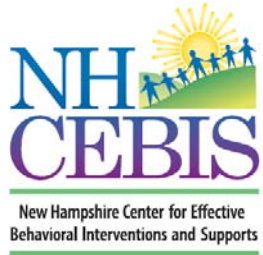


Using Data to Build Solutions

- **Extinction**: How can we prevent problem behavior from being inadvertently rewarded
- **Consequences**: What are efficient, consistent consequences for problem behavior
- How will we collect and use data on (a) implementation fidelity, and (b) impact.

How can we solve those problems?

1. Translate Broad Outcomes into Specific Objectives with Specific Criteria for Success
2. Select Evidence-Based Practices that are Effective and Effective
3. Create an Action Plan with measurable outcomes



Create an Action What with Measurable Outcomes

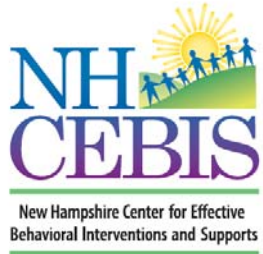
1. Who?
2. What?
3. By When?
4. How will we know?

Key Questions We Want Answered

1. What are the outcomes we hope to achieve?
2. What problems get in the way of achieving that outcome?
3. What data do we have? Need?
4. How can we solve those problems?
5. How will we know if we have achieved early success?

Monitor and Evaluate Progress

- Assess each of the specific objectives to determine whether implementation has achieved desired outcomes.



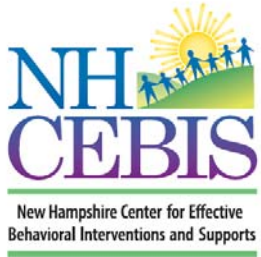
Data-Based Decision-Making Activity

- Who: Universal Team
- What: Review the data based decision-making process we discussed along with any data you brought with you. Complete as many steps as you can to learn the process.
- Time: 20
- Report out: None – but continue this process over the next few weeks/months at school to prepare you for next year.

Where Do We Go from Here?

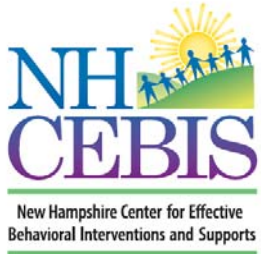
Filling Gaps

Implementing Secondary and Tertiary Supports



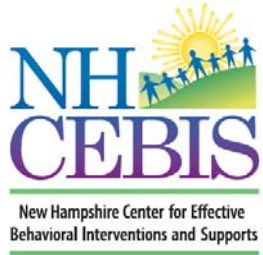
Universal Team Activity

- Who: Universal Team
- What: Discuss your yearly teaching plan and initial rollout activity
 - Faculty, Students, Families, Central Office Administration
 - What Worked (Strengths)?
 - What are Challenges (Needs)?
 - What have you learned from 1st to influence the next?
- Time: 20
- Report out: None



Creating a Teaching Plan for 2008-09

- Develop a first draft of a yearly teaching schedule
- Consider whether cultural conundrums are getting in the way of teaching implementation or dealing with features of the primary prevention system
- If so, address those conundrums
- Consider a strategy for getting feedback on the cultural conundrums or universal features you want to refine
- Develop a process for staff ratification



Creating a Beginning of the Year “Kick-Off” Event for 2008-09

- Whose attention are we trying to get?
- How can we get it and increase engagement?
- What beliefs/information/skills are we trying to get across?
- How will we know if we have accomplished our outcomes?

Mega Action Planning

1. Review the items from each checklist that are partially in place or not in place.
2. Identify the highest priority items for action between now and the end of the school year
3. Create an action plan for the timeframe between now and the end of the school year that indicates
 - What needs to be done? -- step by step
 - Who is responsible?
 - By when?