

## Data-Based Decision Making

Behavior



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## Data-Based Decision-Making

For Behavior



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## Table of Contents

- Overview of DBDM
- Schoolwide DBDM/Solution Plan
- Collaborative Teams: Integrating Academic and Behavioral DBDM
- Improving School Climate with DBDM

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## Attention Signal

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## Working Agreements

### Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

### Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

### Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

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## Welcome and Introductions

Our trainers for the day are:



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# Data-Based Decision Making

## Overview




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## Session at a Glance

- Importance
- Alignment
- Essential Functions
- Example
- Guidance




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## Essential Questions

- What makes good data-based decision-making?
- How can data-based decision-making improve outcomes for students in your organization?

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## Session Outcomes

*At the end of this session, you will...*

- know how DBDM fits within the DCI Framework.
- know and assess the prerequisites of DBDM.
- understand the purpose of DBDM.
- understand the essential features of any DBDM process.



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## Importance of Data-Based Decision-Making

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## Start with the “Why”




- Decisions are more likely to be effective and efficient when they are based on data.
- Establish cycles of continuous improvement.
- Mostly, it's about creating safe, orderly places for kids to learn and grow, and...
- Giving kids the *soft-skills* they need to be successful in life.



Adapted from PBS APPS (2016)

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## DCI Content Framework

Focus on effective instruction leading to exceptional outcomes for ALL Missouri students		
	Foundations	Collaborative Teams Data Based Decision-Making Common Formative Assessment
	Effective Teaching & Learning Practices	Expectations & Rules Procedures & Routines Encouraging Expected Behavior Discouraging Unexpected Behavior Active Supervision Opportunities to Respond Activity Sequencing & Choice Adjusting Task Difficulty
	Supportive Context	School Based Implementation Coaching Collective Teacher Efficacy Leadership

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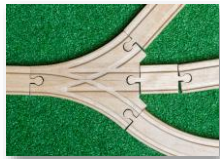
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## DBDM Alignment with MO Learning Standards

Ensures students learn essential and higher order knowledge and skills as identified by the MO Learning Standards through:

- Teacher Collaboration
- Reflection
- Data Analysis
- Action Planning
- Feedback



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## DBDM Alignment with MO Teacher Standards

This DBDM module supports the following MO Teacher Standards:

**#2 Student Learning, Growth, and Development:** Teachers can adapt instruction in order to effectively teach all learners

**#5 Positive Classroom Environment:** The teacher creates a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation

**#7 Student Assessment and Data Analysis:** Teachers uses formative and summative assessment strategies to assess learner progress

**#8 Professionalism:** Teachers are reflective practitioners and use data to inform reflection

**#9 Collaboration:** Teachers collaborate with a shared goal of effective instruction and student learning



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## DBDM Practice Profile

Data-Based Decision Making Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient (S&T is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow up professional development and coaching are critical.)
2. Educators establish collaborative process for collecting data.	Meet 50 criteria: Collaborative data team process: • Establish a data team with members sharing a common interest (content, grade level, etc.). • Meet at regularly scheduled predetermined times to collaborate on student data. • Define and use roles to improve meeting effectiveness and efficiency. • Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction. • Use a system for sharing and storing team documents (e.g., agendas, minutes, etc.). • Hold team accountable for individual and team review of data. Data collection process: • Collect student data in relation to learning targets and behavioral expectations. • Collect data describing instructional processes. • Organize academic, behavioral and implementation data in preparation for review and analysis.	35 criteria are met: Collaborative data team process: • Establish a data team with members sharing a common interest (content, grade level, etc.). • Meet at regularly scheduled predetermined times to collaborate on student data. • Define and use roles to improve meeting effectiveness and efficiency. • Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction. Data collection process: • Collect student data in relation to learning targets and behavioral expectations. • Collect data describing instructional processes. • Organize academic, behavioral and implementation data in preparation for review and analysis.	49 criteria are met: Collaborative data team process: • Establish a data team with members sharing a common interest (content, grade level, etc.). • Meet at regularly scheduled predetermined times to collaborate on student data. • Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction. Data collection process: • Collect student data in relation to learning targets and behavioral expectations.	Fewer than 49 of any of the criteria occur.

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## DBDM Practice Profile Essential Functions

1. Educators establish collaborative process for collecting data.
2. Educators implement a process for examining and interpreting data.
3. Educators determine action steps.
4. Educators use implementation and student outcome data to determine next steps.



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## Partner Activity/Team Activity

- Review the exemplary criteria for each of the Essential Functions.
- Put a "+" next to each that you feel is in place.
- Put a "-" next to each that you feel is not in place.
- Put a "?" next to those that you are unsure what is meant.
- As we go through the presentation, place a "✓" next to those that we discuss.



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## Reflective Questions

- What are the areas that provide opportunities for improvement in your school? How did you identify them? What criteria did you use to select them?
- How do you identify action steps most likely to result in achieving important school or district goals?
- How do you know if your plans are having the desired impact on important student outcomes?
- What do you do if your efforts are not having the desired effect?

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## Overview of Data-Based Decision Making

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**Big IDEA**

- **DATA COLLECTION**
  - MORE THAN JUST RECORD KEEPING;
  - IT'S ABOUT MAKING DECISIONS WITH THE DATA!

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## Pre-Requisites

- Establish Collaborative Teams.
- Utilize Efficient and Effective Team Processes.
- Select a Data Management System.
- Develop and implement procedures for
  - Collecting data.
  - Entering data.
  - Running reports.



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## Think, Pair, Share

- Do teams meet regularly and frequently?
- Do your teams use efficient and effective team processes?
- Does your school have a data management system?
- Do you have procedures for collecting, entering and reporting data?



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## Activity: Head Bands



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## Key Terms

1. **Analyze:**
2. **Contextual Data:**
3. **Contextual Fit:**
4. **Data-Based Decision-Making (DBDM):**
5. **DBDM/Meeting Protocol:**
6. **Effective Teaching and Learning Practice (ETLP):**
7. **Evaluate:**
8. **Evidence-based Practice:**

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## Key Terms

1. **Fidelity Data:**
2. **Implementation Data:**
3. **Office Discipline Referral (ODR):**
4. **Outcome Data:**
5. **Problem:**
6. **Progress Monitor:**
7. **Results Indicators:**

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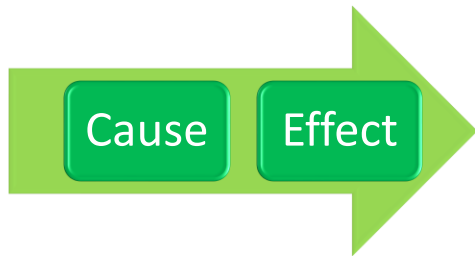
## We need

- The *Right Data*
- At the *Right Time*
- For the *Right People*
- In the *Right Format*



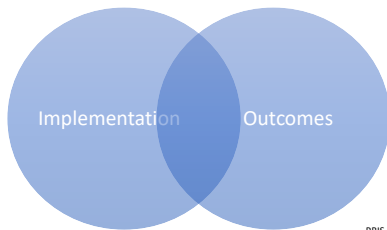
Adapted from Thomas Gilbert, 1978

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### Types of data



PBIS Apps 2016

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Leadership for Learning Framework	
<b>Lucky</b> High results Low understanding of antecedents Unlikely to replicate results	<b>Leading</b> High results High understanding of antecedents Replication of results likely Continued improvement likely
<b>Losing Ground</b> Low results Low understanding of antecedents Replication of failure is likely	<b>Learning</b> Low but improving results High understanding of antecedents Continued improvement likely

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Adapted from Reeves (2008)

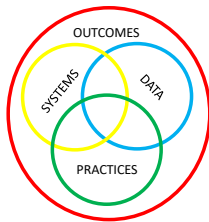
## Activity: 4 Corners

- Is your school losing ground, lucky, learning or leading?
- Go to the corner that best describes where you feel your school/organization falls.
- Have a group discussion with your corner mates describing your rationale/evidence for your determination.

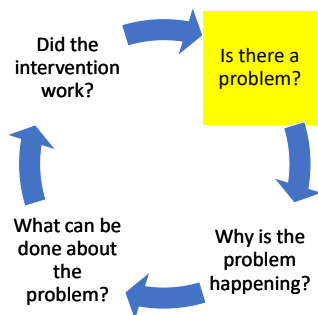


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## PBIS Logic Model/Interconnected Elements

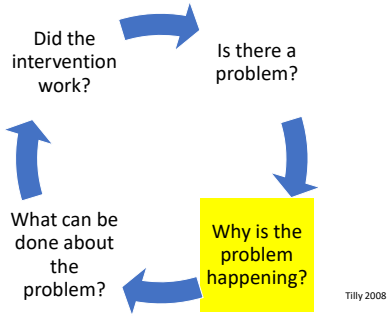


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Tilly 2008

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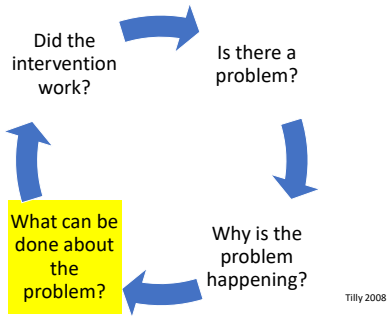
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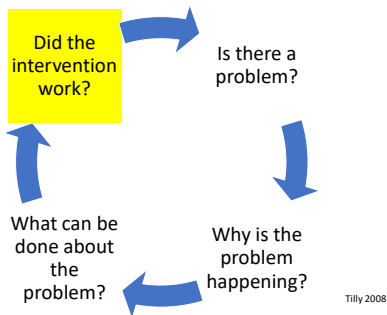
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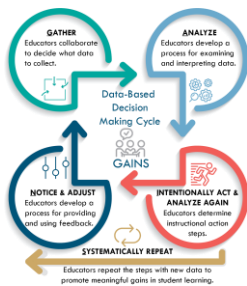
## DBDM Practice Profile Essential Functions

1. Educators establish collaborative process for collecting data.
2. Educators implement a process for examining and interpreting data.
3. Educators determine action steps.
4. Educators use implementation and student outcome data to determine next steps.

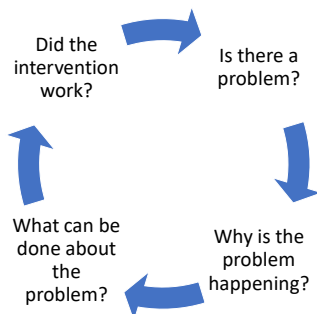


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## GAINS

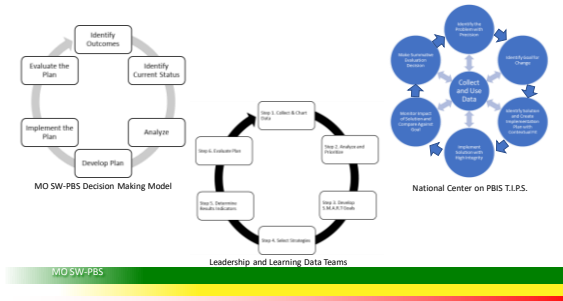


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## DBDM Protocols




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## Think, Pair, Share

- Does your school or district currently use a DBDM?
- Does your DBDM lead to answers of the following questions?
  - Is there a problem?
  - Why is there a problem?
  - What can be done about the problem?
  - Did the intervention work?



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## Unpacking Data Based Decision Making

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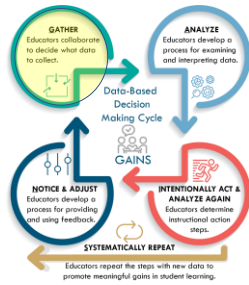
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EF1: Educators establish collaborative process for collecting data.



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*Gather as a Team*



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Gather Relevant Data



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## Enter with a Question

- Do students feel safe at school?
- Are all students disciplined equitably?
- Are we over-relying on exclusionary discipline?
- Are students attending school at high rates?
- Are students graduating on time?



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## Think, Write, Pair, Share

What Data?

- Do students feel safe at school?
- Are all students disciplined equitably?
- Are we over-relying on exclusionary discipline?
- Are students attending school at high rates?
- Are students graduating on time?



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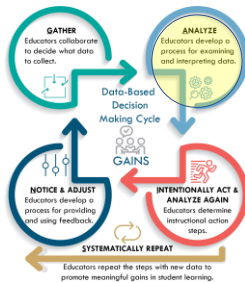
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EF2: Educators implement a process for examining and interpreting data.



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## Identify Opportunities

- Do students feel safe at school?
- Are all students disciplined equitably?
- Are we over-relying on exclusionary discipline?
- Are students attending school at high rates?
- Are students graduating on time?



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## Select an Opportunity for Growth

- Important for students in school and in life
- Moves toward an important school or district goal
- Contextual fit
- Small in number
- Biggest change for the effort

Horner 2011

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## Data Analysis



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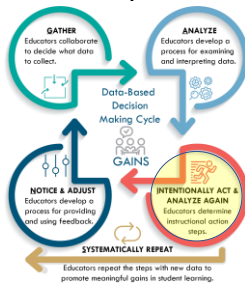
## Partner Activity

- Think of a time when you analyzed data:
  - Did you use data to understand *why* something was happening?
  - Did you use a specific data analysis technique or protocol? What was it?



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## EF 3: Educators determine action steps.



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## Select Change

- Evidence-based
- Directly addresses root cause
- Contextual fit
- Capacity



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## Develop Systems

- Communicate
- Train
- Coach
- Reinforce
- Correct
- Resources



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## Create a Plan

- Goal
- Practice/strategy
- Action steps
- Resources
- Person(s) responsible
- Timeline
- Evidence of completion

*Action Plan*



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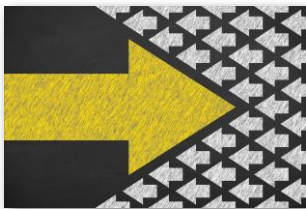
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## Implement Change



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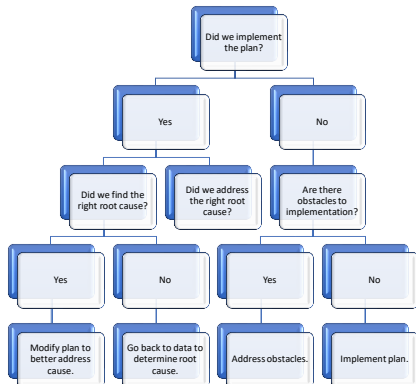
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Monitor Progress



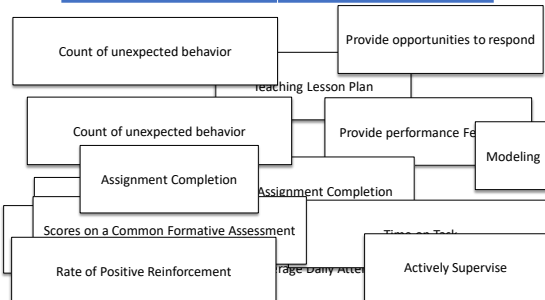
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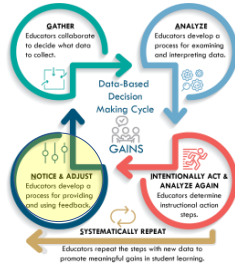
Implementation Data

Outcome Data



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EF4: Educators use implementation and student outcome data to determine next steps.



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## Evaluate Plan

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? <b>Yes:</b> Modify plan to eliminate the obstacles. <b>No:</b> Implement the plan.	Look at data to determine why the goal was achieved, so you can replicate.
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation.  Return to data to identify a new problem to address.

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Then we systematically repeat...

- Creating cycles of continuous improvement.



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## DBDM in Practice

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A Team Using TIPS: Tier 1 Coordination Meeting, Institute of Educational Sciences, University of Oregon.

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## DBDM in Action

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## Compass Points

Excites	Worries
Need to Know	Next Steps



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Adapted from Blackhart, R., Church, M., and Morrison, G. (2013).

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## DBDM Closing and Next Steps

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## Closing and Next Steps



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## Additional Training Opportunities

- Schoolwide DBDM to Improve Behavioral Outcomes for Students
- Using Academic and Behavioral Data for DBDM in Grade or Content Alike Collaborative Teams
- Achieving District/School Climate and Behavior Improvement Goals through DBDM



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## Make a Commitment

- What will you commit to?
- Tell a partner.



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## Questions & Contacts

Name(s) and Contact  
Information



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## Schoolwide Data Based Decision-Making

To Improve Behavioral Outcomes for Students



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## Session at a Glance

- Importance
- Alignment
- Essential Functions
- Example
- Guidance



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## Working Agreements

### Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

### Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

### Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

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## Attention Signal

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## Welcome and Introductions

Our trainers for the day are:



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## Essential Question

- How can schools use Office Discipline Data to improve school climate and student behavior, schoolwide?



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## By the end of this session, you will...

- review Office Discipline Referral (ODR) Data for Schoolwide Patterns.
- analyze schoolwide ODR data to define context.
- select targeted, evidence based practices to address the problem.
- review data to monitor and adjust plans.
- evaluate plan success.



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## Importance of *Schoolwide* Data Based Decision-Making

Using Office Discipline Referral Data

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*“Patterns of office discipline referrals  
may prove a simple, available, and  
useful data source to aid in  
assessment, monitoring, and  
planning.”*

George Sugai, Jeffrey Sprague, Robert Horner, and Hill Walker (2000)

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# A Behavior Improvement Plan for the School



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Data puts the problem in the *context*,  
not in the *student*!

Horner (2011)

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## Prerequisites

- Take the Academic Collaborative Teams PLM.
- Take the Behavior DBDM Overview PLM.
- Establish a building Leadership Team.
- Develop and implement an ODR form that collects contextual information.
- Select a data collection and reporting management system with filters.
- Procedures for collecting ODR data and running reports.

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## Activity: 3, 2, 1, *Bridge*

- 3 words about Schoolwide DBDM to improve student behavior and school climate.
- 2 questions regarding Schoolwide DBDM to improve student behavior and school climate.
- A simile or analogy for Schoolwide DBDM to improve student behavior and school climate.



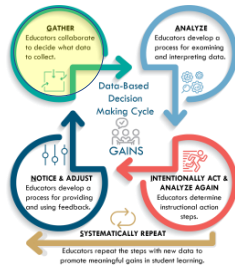
## Unpacking *Schoolwide* DBDM

To Improve Behavioral Outcomes for Students



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EF1: Educators establish collaborative process for collecting data.



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*Gather as a Team*



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Gather Relevant Data



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## What is the *Right* Data

- **How** often?
- **What**?
- **Where**?
- **When**?
- **Who**?

**The Big-5**



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## Office Discipline Referral

- Student name
- Grade Level
- Time and Date
- Referring teacher
- Behavior
- Location of Incident

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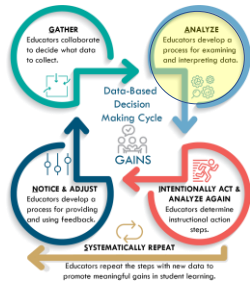
## Think, Write, Pair, Share

- ☐ Student Name
- ☐ Student Grade Level
- ☐ Referring Teacher
- ☐ Behavior
- ☐ Date and Time
- ☐ Location
- ☐ Possible motivation
- ☐ Others Involved
- ☐ Administrative Consequence



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EF2: Educators implement a process for examining and interpreting data.



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To make good decisions, we must...

- **Find** the problem
- **Define** the problem



Adapted from PBS APPS (2014)

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## The Initial Big 5 Data Report



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## Simple Problem Statements

- Per Day Per Month: 1.5 ODRs in January
- Behavior(s): Physical Aggression and Disruption (14 each)
- Location: Classroom (16)
- Our most frequent time of day was 12:45 PM (6)
- Students: 42 ODRs evenly distributed among 31 students
- Students: 6<sup>th</sup> Grade (16)

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## Selecting a Problem on which to Focus

- Consider the number of ODRs potentially impacted.
- Select a **Focus** problem that will give you the biggest change for the least amount of effort. Rob Horner, 2011
- Focus area should involve 10 or more students.
  - 10+ = Systems Issue Personal Communication with Rob Horner, 2016
- Consider student safety.



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## To make good decisions, we must...

- **Find** the problem
- **Define** the problem

Adapted from PBS APPS  
(2016)

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## Sort/Filter

- Isolate data related to your inquiry (the problem)

- Sort
  - Separate relevant from irrelevant
- Filter
  - Remove irrelevant



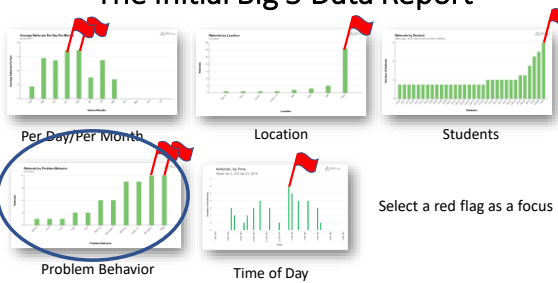
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## Disaggregate



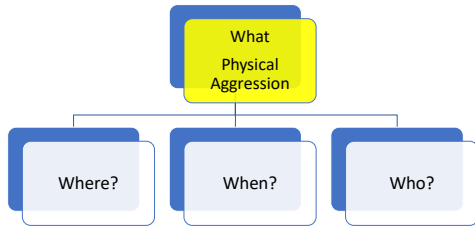
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## The Initial Big 5 Data Report



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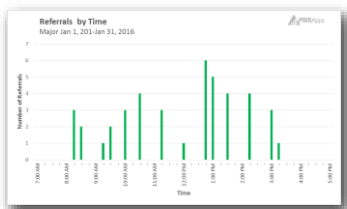
## Focus Problem: Behavior



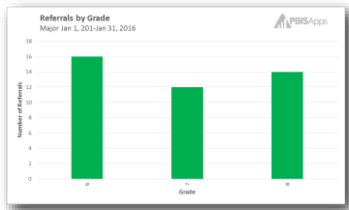
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## Focus Problem: Physical Aggression

- Hall
- 1:00 PM
- 7<sup>th</sup> Graders (8)

### Precision Statement

The focus problem for the month of January was Physical Aggression in the Halls at 1:00 PM O'clock, and performed by 6<sup>th</sup> and 7<sup>th</sup> graders.

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## Activity: Think, Pair, Share

1. 6<sup>th</sup> graders are engaging in physical aggression is occurring in the classrooms at 12:45 PM.
2. 7<sup>th</sup> graders are engaging in physical aggression in the Halls at 1:00 PM.

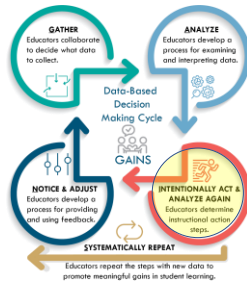
Would you take the same or different proactive measures to prevent these two problems from occurring?

What factors influenced your answer and why?



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### EF 3: Educators determine action steps.



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### Why Do Kids Engage in Unexpected Behavior?

- They do not know the expectation.
- They are not fluent in the expected behavior.
- The unexpected behavior *works* for them.
  - It gets them something they want or need.



Gresham, Sugai, &amp; Horner (2001)

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### Why Do Kids Engage in *Unexpected* Behavior?



Gresham, Sugai, &amp; Horner (2001)

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# Makings of a Schoolwide Intervention

- 1. Identify replacement behavior.
- 2. Intensify active supervision.
- 3. Teach replacement behavior.
- 4. Reinforce replacement behavior.
- 5. Consistently correct unexpected behavior.



Unexpected Behavior	Replacement Behavior
<b>Physical Aggression</b> <ul style="list-style-type: none"><li>• Hitting</li><li>• Fighting</li><li>• Pushing</li><li>• Biting</li></ul>	<ul style="list-style-type: none"><li>• Keep hands, feet, and objects to self.</li><li>• Use conflict resolution strategy.</li><li>• Use words to solve problems.</li></ul>



Unexpected Behavior	Replacement Behavior



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## The Solution Plan

- Action Plan Format
  - Solution Component
  - Action Steps
  - Person Responsible
  - Target Date
  - Communication/PD
  - Evidence action step completed
  - Results Indicators

Solution Plan					
Solution Component			Month and Year		
Solution Component	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or Communication is required?	How will Fidelity be Measured?
Prevention					
Teaching					
Recognition					
Corrective Consequence					
Program Fidelity					

Adapted from PBIS Apps (2016)

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Solution Plan					
School: Exemplary Middle School			Month and Year: February 2019		
Desired Outcome: <u>Students will reduce the number of ODRs for Physical Aggression</u>					
Replacement Behavior: <u>Use I-Message to deescalate conflict. Keep hands, feet, and objects to self</u>					
Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures, increase supervision, adjust task difficulty, increase OTRs)	Add use of "I" message to Matrix. Increase active supervision	PBIS Leadership Team: Mr. Anderson	February 2, 2019	PD over I-Message strategy during staff meeting; reminder email regarding hall duty assignments	PD Meeting Notes Matrix Random check of staff on hall duty
Teaching	Reteach lesson on keeping hands, feet and objects to self; teach I-message strategy	Dr. Meyers	February 5, 2019	Review lesson during staff meeting	Teachers return lesson checklist to principal in return for cold soda
Recognition	Special red "Respect" ticket for students using I-Message or keeping hands, feet and objects to self when provoked	Ms. Tichner	February 8, 2019	Review special recognition ticket during staff meeting	Count "Respect" Tickets
Corrective Consequence	Staff will respond to minor behaviors using continuum of strategies	Mr. Anderson	February 8, 2019	Email reminder of behaviors that lead to phys aggression; review response	Google form Likert scale survey of staff rating of implementation  continued from PBIS Agg. (2016)

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Are we making adequate progress?



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## Monitoring Data: How will you know?

### Implementation Results Indicator

- Teacher lesson accountability sheet
- Count of tickets given to students with specific positive feedback
- Duty assignment attendance

### Outcome Results Indicator

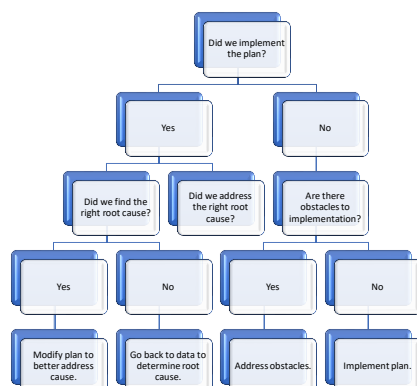
- Count of students for using conflict resolution strategy
- Count of office referrals for physical aggression

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## Activity: Results Indicators

<b>Goal:</b> Become Fluent in Spanish.	
<b>Action Step:</b> Spend 10 minutes per day using the Duolingo App.	
<b>Implementation Results Indicator</b>	<b>Outcome Results Indicator</b>
Keep a log of every day that I spend at least 10 minutes on Duolingo.	Take vocabulary quiz to monitor progress toward goal of fluency.

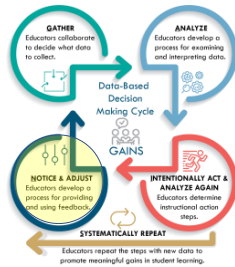
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EF4: Educators use implementation and student outcome data to determine next steps.



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## Evaluate Plan

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? <b>Yes:</b> Modify plan to eliminate the obstacles. <b>No:</b> Implement the plan.	Look at data to determine <i>why</i> the goal was achieved, so you can replicate.
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation.  Return to data to identify a new problem to address.

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Then we systematically repeat...

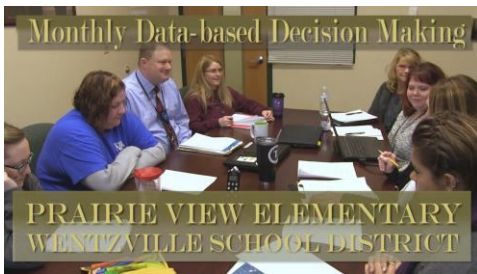
- Creating cycles of continuous improvement.



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## Schoolwide DBDM in Practice

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## Schoolwide DBDM in Action

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## SWOT: Are you Ready for Schoolwide DBDM?

Strengths	Weaknesses
Opportunities	Threats

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## Team Talk

- Based on the SWOT activity, what are your next steps toward implementing Schoolwide DBDM?



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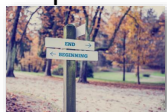
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## Schoolwide DBDM Closing and Next Steps



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## Closing and Next Steps



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## Additional Training Opportunities

- Overview of DBDM for Behavior
- Using Academic and Behavioral Data for DBDM in Grade or Content Alike Collaborative Teams
- Achieving District/School Climate and Behavior Improvement Goals through DBDM



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## References

- Gilbert, T.F. (1978). *Human competence: Engineering worthy performance*. New York : McGraw-Hill.
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## Using Academic and Behavioral Data

### In Data-Based Decision-Making



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## Working Agreements

### Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

### Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

### Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

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## Attention Signal

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## Welcome and Introductions

Our trainers for the day are:



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## Session at a Glance

- Importance
- Overview
- Option A: alternating between academic and behavior collaborative team meetings
- Option B: integrating academic and behavior data in collaborative team meetings
- In practice
- In action
- Closing

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## Essential Questions

- How does alternating academic and behavior DBDM account for the interrelationship between academic skills and behavior?
- Why would you want to consider both academic and behavior data when engaged in DBDM?
- What impact would engaging in DBDM with both academic and behavioral data have on your students?

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## Session Outcomes

*At the end of this session, you will...*

- review the science of behavior, and how academic skills and behavior are interrelated.
- review and analyze behavioral data to make decisions that improve academic and/or behavioral outcomes for students.
- select evidence-based practices that address student needs identified from data analysis.
- monitor progress toward academic and/or behavioral goals.
- evaluate effectiveness of interventions, and make decisions about next steps.

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## Overview of Integrating Academic and Behavior Data

In grade or content alike collaborative teams

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## Overview

- Review of Science of Behavior.
- Demonstrate interconnection between academic skills and behavior.
- Provide two options for utilizing academic and behavior data for decision making.



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## Key Concepts/Big Ideas

- Academic skills and behavior are interrelated.
- Problems in one can cause problems in the other.
- Both must be addressed.



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## Key Terms

- **Academic Data:** Assessments of academic knowledge and skills, including formative assessments, common formative assessments, benchmark assessments, diagnostic assessments, and summative assessments.
- **Behavior Data:** Information about incidents of unexpected behaviors, including classroom managed/ minor behaviors and/or office managed/major behaviors, as well as associated contextual information (behavior, location, time and date, student, possible motivation, etc.,).
- **Grade or Content Alike Collaborative Teams:** A collaborative team that shares a common interest, and meets to make data-based decisions.
- **Results Indicators:** Quick and easily measured data points used for progress monitoring. Includes at least one measure of implementation and one measure of student outcomes.

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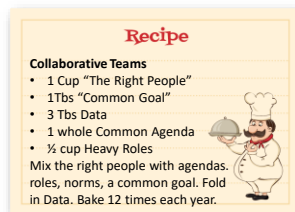
## Recipe

### Topic:

Integrating Academic and Behavior Data in DBDM

### Sample Word Bank:

cup, pint, teaspoon, pinch, chop, mince, blend, fold, stir, bake, sauté, chill, grill, broil, serve over, spoon in, garnish with.



Adapted from Lipton, L., and Wellman, B. (2011).

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# Importance of Using Academic and Behavior Data

In Data-Based Decision-Making



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***Academic and behavioral  
success may be symbiotic, as  
an effective behavioral system  
allows effective academic  
instruction to take place.***

Putnam, Horner, and Algozzine (2010)

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***As we have discussed, unaddressed  
challenges in one area may lead to  
challenges in others.***

McIntosh and Goodman, 2016 p. 114

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Academic Skills ↔ Behavior

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### Unexpected Behaviors...

Deny Students  
Opportunity  
to  
Learn.



Gregory, Bell, and Pollock (2014); Skiba, Arredondo, and Williams (2014)

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### Disrupted Learning...

- Impacts academic skill.
- May reinforce unexpected behavior.



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## The Bottom Line

- Unexpected behaviors impact academic knowledge and skills.
- Poor academic knowledge and skills increase unexpected behaviors.
- Both must be addressed!



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## Unpacking Academic and Behavior Data

In Data-Based Decision-Making

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## DBDM in Collaborative Teams

- Academic Data
  - Academic Assessments
- Behavioral Data
  - Classroom managed/minor unexpected behaviors
  - Office managed Office Discipline Referral Data
- Universal
  - Differentiation



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## Prerequisites

- Complete the Function Based Thinking PLM.
- Establish Collaborative Teams.
- Collaborative teams meet regularly & frequently.
- Team establish systems and procedures.
- Teams select or create quality academic assessments.
- Establish system to collect and report classroom managed behaviors.
- Establish a system to collect and report office managed behaviors



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## Choose your own adventure

A. Solve academic and behavior problems separately.

- Dedicate at least one meeting per month to solving for behavior.
- Solve a common problem using Big 5 behavior patterns and "Solution Components."

B. Look for patterns between academic and behavior data.



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## Option A: Alternating Academic and Behavior DBDM

In grade or content alike collaborative teams



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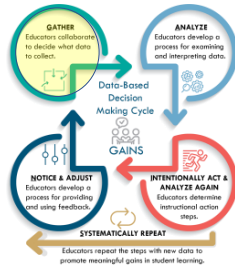
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## EF1: Educators establish collaborative process for collecting data.



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## Collaborative Teams

- Meet weekly
  - Week 1: DBDM/Instructional Plan over CFA data
  - Week 2: DBDM/Solution Plan over Behavior Data
  - Week 3: Monitoring Meeting over Instructional Plan
  - Week 4: Monitoring Meeting over Behavioral Plan

Adapted from *The MU Classroom Problem Solving Manual* (2011)

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## Gather Relevant Data



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## Contextual Data

- **What** was the most frequent behavior?
- **Where** did most unexpected behaviors occur?
- **When** did most unexpected behaviors occur?
- **Who** were the students engaged in the unexpected behavior?
- **Why** did the students engage in unexpected behavior?



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Minor Infractions Log

Student Name: \_\_\_\_\_ Teacher/Grade: \_\_\_\_\_

Date/Time	Location	Antecedent <i>Events that happen immediately before and trigger the behavior. Involving others.</i>	Behavior <i>(Observable/Measurable) What the student does.</i>	Consequence/Adult Action <i>The resulting event or outcome that occurs immediately following the behavior.</i>	Possible Function <i>Obtain/Avoid What?</i>

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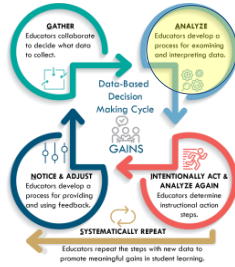
## Team Talk

- Do you have a system for collecting staff managed/minor unexpected behaviors?
- Does it include contextual data (who, what, where, when)?
- Do you have a "decision rule" for when to record staff managed/minor unexpected behavior?
- What are your next steps?



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EF2: Educators implement a process for examining and interpreting data.



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Select a problem

What

Where

When

Who

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Selecting a Problem on which to Focus

- Results in biggest change for the effort Rob Horner, 2011
- Number of incidents potentially impacted
- Multiple classrooms
- Involves 10 or more students
  - 10+ = Systems Issue Personal Communication with Rob Horner, 2016
- Safety of students



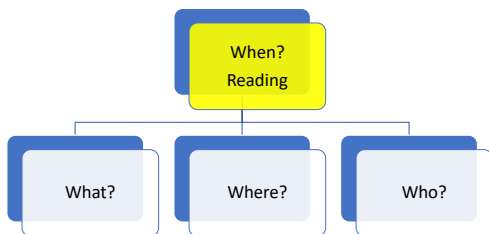
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## Disaggregate



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## Focus Problem: Behavior



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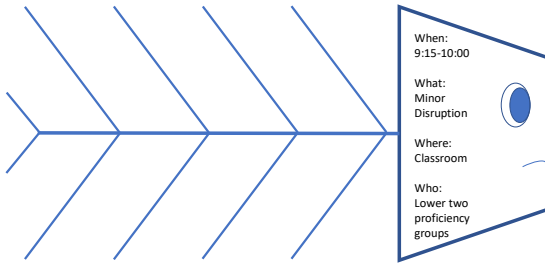
## When: 9:15-10:00 AM

- What: Minor disruption
- Where: In the classroom
- Who: Primarily students in the lower two proficiency groups



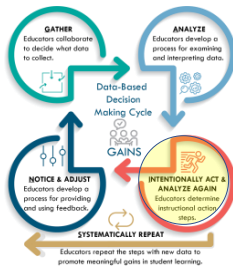
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### EF 3: Educators determine action steps.



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What do you want them to do, instead?



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## Why Do Kids Engage in Unexpected Behavior?



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## Intensify ETLPs

1. Expectations and Rules
2. Procedures and Routines
3. Encouraging Expected Behavior
4. Discouraging Unexpected Behaviors
5. Active Supervision

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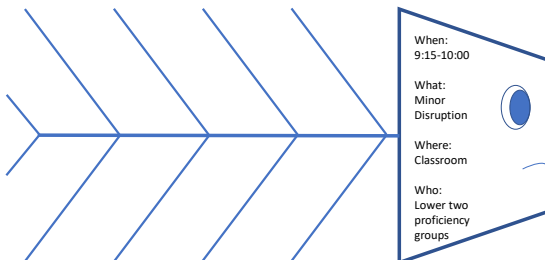
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## Create a Plan

- Goal
- Practice/strategy
- Action steps
- Resources
- Person(s) responsible
- Timeline
- Evidence of completion

*Action Plan*



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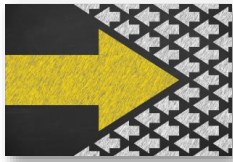
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## Implement Change



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Are we making adequate progress?



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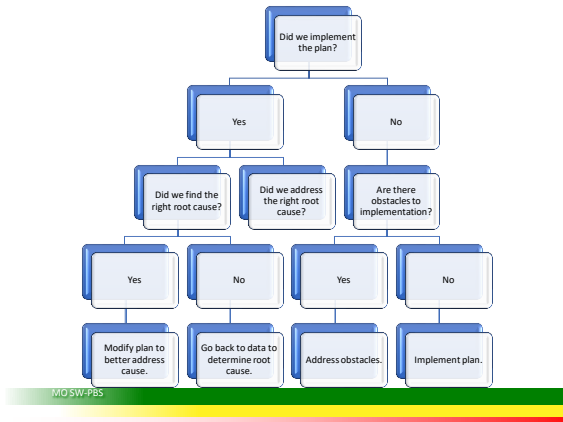
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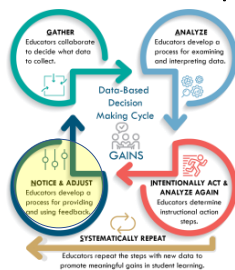


## Activity: Progress Monitoring Decisions

- Work with a partner to complete the Progress Monitoring Decisions Handout.



## EF4: Educators use implementation and student outcome data to determine next steps.



## Evaluate Plan

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? <b>Yes:</b> Modify plan to eliminate the obstacles. <b>No:</b> Implement the plan.	Look at data to determine <i>why</i> the goal was achieved, so you can replicate.
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation.  Return to data to identify a new problem to address.

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Then we systematically repeat...

- Creating cycles of continuous improvement.



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Alternating Academic  
and Behavior DBDM in  
Practice

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## Activity: 5<sup>th</sup> Grade Collaborative Team

- Read *HO15 5th Grade Collaborative Team in Practice*.
- Answer the questions at the bottom of the page.



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## Alternating Academic and Behavior DBDM in Action

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## Activity: Got It/ Need It

Got It!	Need It

Adapted from Lipton, L. and Wellman, B. (2011)

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## Closing and Next Steps



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## Closing and Next Steps



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## Make a Commitment

- What will you commit to?
- Tell a partner.



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## Questions & Contacts

Name(s) and Contact Information



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## References

- Gilbert, T.F. (1978). *Human competence: Engineering worthy performance*. New York : McGraw-Hill.
- Gresham, F.M., Sugai, G., & Horner, R.H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-344.
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## Option B: Integrating Academic and Behavior Data

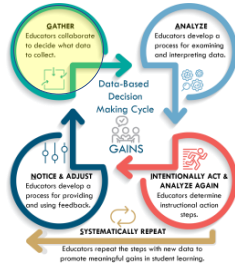
In Data-Based Decision-Making



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## EF1: Educators establish collaborative process for collecting data.



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## Start with a Question

- What do you want students to know and be able to do related to the standards?
- What skill or knowledge gaps do students have?
- Are there relationships between skill or knowledge gaps, and the context surrounding behavior data?



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## Gather Relevant Data

- Assessments of standard(s)
- Diagnostic of skill or knowledge gaps
- Behavior Data (Classroom Minors and ODR)
  - Students in specific grade/content
  - During academic cycle of interest



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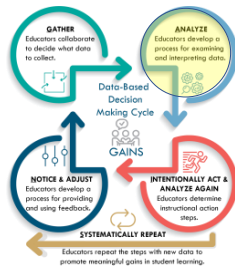
## Activity: Think, Pair, Share

- Do all staff participate in grade or content alike collaborative teams?
- Do you have a system for collecting and reporting academic data?
- Do you have a system for collecting and reporting staff managed/minor behavior data?



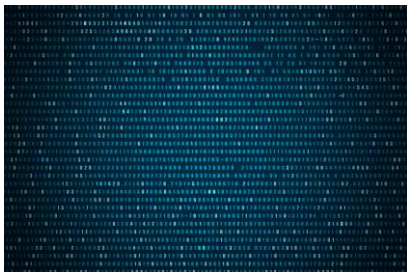
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## EF2: Educators implement a process for examining and interpreting data.



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## Look for the Pattern



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## Why Do Kids Engage in Unexpected Behavior?



Gresham, Sugai, & Horner (2001)

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## Functional Relationship

### Gain

- Adult Attention
- Peer Attention
- Access to Object or Activity

### Escape

- Adult Attention
- Peer Attention
- Activity



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## Look for Patterns

- Is there a standard with which students or groups of students struggle?
- What are the academic skill or knowledge gaps of students or groups of students.
- Are there patterns of unexpected behaviors and related context that correlate with academic skill or knowledge gaps?
  - What behaviors?
  - When (time or activity)?
  - Where?
  - Who (demographic or proficiency group)?
  - Why (what is the immediate consequence of the behavior)?

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**Pattern:**

- There is no relationship between students engaged in unexpected behaviors and their scores on the academic assessment .

**Possible Inference:**

- In general, student behavior is not caused by academic deficiency.



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**Pattern:**

- Students who score low on the academic assessment are engaging in unexpected behavior.
- There appears to be no relationship between the demands of the academic assessment and the demands of the activities when unexpected behaviors occur.
- The consequences that follow the unexpected behaviors vary.

**Possible Inference**

- Behavior does not yet appear to be escape motivated, but may be interfering with learning.



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**Pattern:**

- There is a relationship between student scores on the academic assessment and the students who engage in unexpected behaviors.
- There is a relationship between academic demands of the academic assessment and the academic demands of the activity during which unexpected behaviors occur.
- Behaviors result in disruption of instruction and/or removal from instruction.

**Inference**

- Lack of academic skills are resulting in avoidance motivated behaviors.



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## Pattern:

- Students who engage in unexpected behavior score high on the academic assessment.
- Unexpected behaviors occur at times when the academic task demands are low or are related to the academic assessment.

## Inference

- Students who are proficient may need extended learning opportunities.



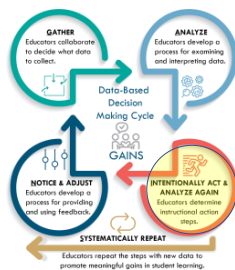
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## Activity: Make an Inference

- When the music plays, walk around the room.
- When the music stops, find a partner with a different lettered card.
- Partner 1 read your scenario.
- Partner 2 make an inference based on the data pattern.
- Partner 1, agree with the inference, or suggest an alternative.
- Trade roles and repeat.

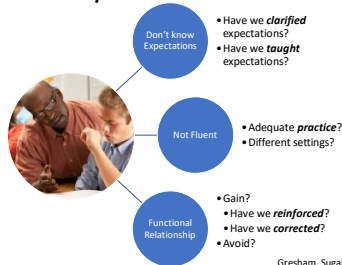
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## EF3: Educators determine action steps.



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## Why Do Kids Engage in Unexpected Behavior?



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Gresham, Sugai, &amp; Horner (2001)

## Effective Teaching and Learning Practices

- Expectations and Rules
- Procedures and Routines
- Acknowledging Expected Behavior
- Correcting Unexpected Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Adjusting Task Difficulty



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## Summary

ETLP	Function/Root Cause
Expectation and Rules	Do not know expectation Not fluent in expected behavior
Procedures and Routines	Do not know expectation Not fluent in expected behavior
Encouraging Expected Behavior	Any function
Discouraging Unexpected Behavior	Any function
Active Supervision	Seek adult attention Avoid adult attention
Opportunities to Respond	Seek adult attention
Activity Sequencing and Choice	Seek preferred activity Avoid aversive activity
Task Difficulty	Avoid aversive activity

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## Summary

ETLP	Function/Root Cause
<b>Expectation and Rules</b>	Do not know expectation Not fluent in expected behavior
<b>Procedures and Routines</b>	Do not know expectation Not fluent in expected behavior
Encouraging Expected Behavior	Any function
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Active Supervision	Seek adult attention Avoid adult attention
Opportunities to Respond	Seek adult attention
Activity Sequencing and Choice	Seek preferred activity Avoid aversive activity
Task Difficulty	Avoid aversive activity

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## Create a Plan

- Goal
- Practice/strategy
- Action steps
- Resources
- Person(s) responsible
- Timeline
- Evidence of completion

*Action Plan*


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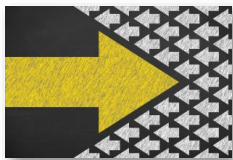
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## Implement Change



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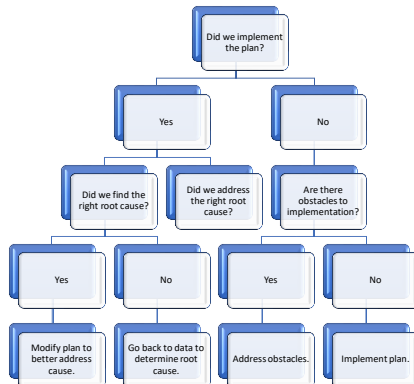
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Are we making adequate progress?



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## Activity: Partner Talk

It seems that several students take turns acting out during algebra. One day, it's Stephen becoming defiant when Ms. Multiplier directs him to get his book out. Another time, Jenny puts her head down and goes to sleep during independent work time. Another day, Jose punches Martin in the shoulder right in front of Ms. Multiplier. All three of these students scored "Far from Proficient" on the last Algebra Common Formative Assessment.

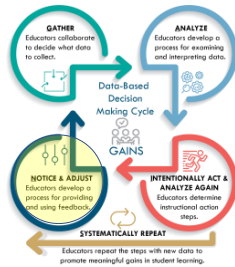
What inference can you make?

What ETLs would you select to address the problem?

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EF4: Educators use implementation and student outcome data to determine next steps.



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## Evaluate Plan

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? <b>Yes:</b> Modify plan to eliminate the obstacles. <b>No:</b> Implement the plan.	Look at data to determine <i>why</i> the goal was achieved, so you can replicate.
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation.  Return to data to identify a new problem to address.

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Then we systematically repeat...

- Creating cycles of continuous improvement.



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## Integrating Academic and Behavior Data in Practice



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## 9<sup>th</sup> Grade Social Studies



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## Integrating Academic and Behavior Data in Action



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## Make a Commitment

- What will you commit to?
- Tell a partner.



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## Questions & Contacts

Name(s) and Contact Information



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## References

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## Achieving District/School Climate and Behavior Improvement Goals

Through Data-Based Decision-Making



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### Working Agreements

#### Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

#### Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

#### Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

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### Attention Signal

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## Welcome and Introductions

Our trainers for the day are:



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## Session at a Glance

- Using building and district level data to achieve climate and behavior improvement goals



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## Essential Questions

- How do you identify climate and behavior improvement goals?
- How do you use data to achieve climate and behavior improvement goals?



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## Session Outcomes

*At the end of this session, you will...*

- use data to identify needs and guide action planning to improve district or schoolwide behavior and climate.



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## Importance of Achieving District/School Improvement Goals

Through DBDM

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## Start with the “Why”

- Decisions are more likely to be effective and efficient when they are based on data.
- Establish cycles of continuous improvement.
- Mostly, it’s about creating safe, orderly places for kids to learn and grow, and...
- Giving kids the *soft*-skills they need to be successful in life.



Adapted from PBS APIS (2016)

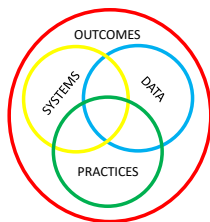
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***Academic and behavioral success may be symbiotic, as an effective behavioral system allows effective academic instruction to take place.***

Putnam, Horner, and Algozzine (2010)

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## PBIS Logic Model/Interconnected Elements



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## Reflective Questions

- What are the areas that provide opportunities for improvement in your district or school? How did you identify them? What criteria did you use to select them?
- How do you identify action steps most likely to result in achieving important school or district goals?
- How do you know if your plans are having the desired impact on important student outcomes?
- What do you do if your efforts are not having the desired effect?

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## Pre-Requisites

- Establish Collaborative Teams.
- Utilize Efficient and Effective Team Processes
- Select a Data Management System
- Establish procedures for
  - Collecting data.
  - Entering data.
  - Running reports.



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## Think, Pair, Share

- Do Building and District Leadership Teams meet regularly and frequently?
- Do your teams use efficient and effective team processes?
- Does your organization have a data management system?
- Do you have procedures for collecting, entering and reporting data?



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## Overview of Achieving District/School Improvement Goals

Through DBDM

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**BIG IDEA**

- Organizations that use data to identify improvement goals, select evidence based strategies that are likely to achieve these goals, and monitor implementation and progress toward these goals are more likely to improve outcomes for students.

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## Key Terms

- **Aggregate:** Summary of an entire data set
- **Disaggregate:** Smaller sub sets of data
- **District Systems Fidelity Inventory (DSFI):** Survey taken by district leadership team (DLT) to assess a district's capacity to support schools implementing systems of behavioral support.
- **PBS Assessments:** A free web based survey site to assist schools in evaluating systems of behavioral support.
- **School Climate Survey (SCS):** Survey used to assess student, staff, and parents' perceptions of different aspects of school climate.
- **School Safety Survey (SSS):** Survey used to assess staff perceptions of risk and protective factors for students experiencing violence.
- **Self-Assessment Survey (SAS):** A survey that is taken by school staff to assess implementation of schoolwide systems of behavioral support
- **Tiered Fidelity Inventory (TFI):** A survey taken by the school leadership team(s) that is used to assess implementation fidelity of behavioral systems of support at all three tiers.
- **Triangulation:** A data analysis technique that involves looking at 3 or more data points in order to infer possible cause.

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## Activate

Think	Puzzle	Explore
What do you think you know about achieving school and district improvement goals through data-based decision-making?	What questions or puzzles do you have?	How can we explore these puzzles?
		

Adapted from Ritchhart, R., Church, M., and Morrison, K (2011)

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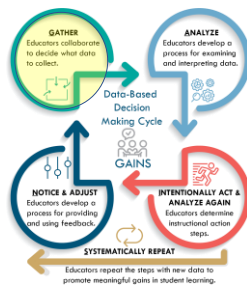
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# Unpacking Achieving District/School Improvement Goals

Through DBDM

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## EF1: Educators establish collaborative process for collecting data.



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## Gather as a Team



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## Gather Relevant Data



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## Start with Broad Desired Outcomes

- Provide a safe and orderly learning environment.
- Achieve equitable, positive outcomes and experiences for all students.
- Maximize time in instruction.
- Teach students "soft skills" needed in school and in life.
- Maximize graduation rates.

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## Enter with a Question

- Do students perceive school as safe?
- Do students experience equitable outcomes (academic, suspensions, ODRs, etc.)?
- Are students attending school? Are we over relying on exclusionary discipline?
- Are students engaging in behavioral expectations?
- Are students graduating at high rates?



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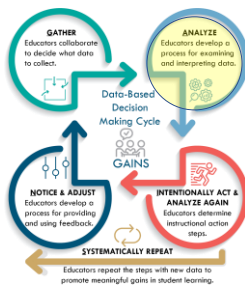
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## Possible Sources of Outcome Data

- School Climate Survey
- Disproportionality metrics (Risk Indices, Risk Ratios, Composition Effects)
- Average Daily Attendance (ADA); ISS, OSS counts and days out of instruction
- Office Discipline Referral (ODR) data
- 4-Year graduation rates

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## EF2: Educators implement a process for examining and interpreting data.



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## Identify Opportunities to Improve



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## Select an Opportunity to Improve

- Based on **outcome** data review
- Aligned with the **mission** and essential functions of district or school
- Important for students in school and in life
- Social validity
- Small in number
- Biggest change for the effort

Horner 2011

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## Analyze Data to Identify Possible Root Cause



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## Data Analysis

- Disaggregate
- Triangulate



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## Disaggregation

- Use filters to remove extraneous information.
  - Which students are involved?
    - Classroom
    - Gender
    - Race and ethnicity
    - With IEP/ without IEP
    - Free & reduced price lunch
- Disaggregation is a problem *finding* strategy.
- Gets at the *why* the problem is occurring.



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## Triangulation

- Review 3 or more data sources related to the problem.
  - At least 1 student outcome measure
  - At least 1 measure of adult action/implementation
  - At least 1 other source
- Gets at *Why* the problem is occurring.



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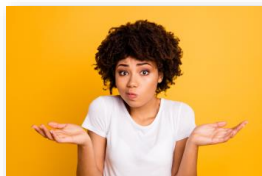
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## What Data Sources?

- Hypotheses
  - Adult activities
  - Perspectives
  - Other Outcomes
  - Disaggregated data
  - Diagnostics



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## Why? to Why!



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## Partner Activity

- A school climate survey reveals that students do not feel safe at school.
  - Identify 3 or more possible data sources that could help you understand why this is occurring.
  - Use “why?” to identify additional data sources.
  - Prepare to share.



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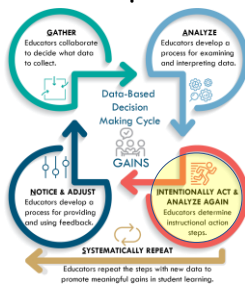
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## EF 3: Educators determine action steps.



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## Select Change

- Evidence-based
- Directly addresses root cause
- Contextual fit
- Capacity



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## Consider

- Practices
- Intensify Fidelity
- Instructional
- Organizational
- Leadership
- Programmatic

Leadership and Learning DMR

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## Alignment

NIRN Hexagon Tool

- Evidence
- Usability
- Supports
- Need
- Fit with current initiatives
- Capacity to Implement

Metz &amp; Louison (2018)

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## Develop Systems

- Communicate
- Train
- Coach
- Reinforce
- Correct
- Resources



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## Create a Plan

- Goal
- Practice/strategy
- Action steps
- Resources
- Person(s) responsible
- Timeline
- Evidence of completion

*Action Plan*



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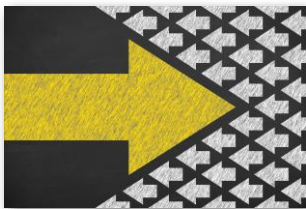
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## Implement Change



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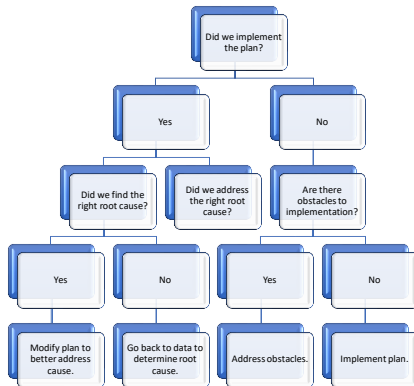
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## Monitor Progress



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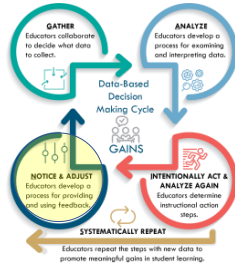
## Activity

- Think about the programs, initiatives, and practices you *currently* implement.
  - Do you have data showing they are effectively achieving important goals?
  - Does staff suffer from initiative overload or fatigue?
  - Are there ineffective initiatives, programs, or practices that you could *stop* doing?
  - Do staff currently have the knowledge and skills to implement them with fidelity?
  - Are they aligned with other school or district activities?



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## EF4: Educators use implementation and student outcome data to determine next steps.



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## Evaluate Plan

	Goal not met	Goal met
<b>Plan not implemented</b>	Are there obstacles to implementation? <b>Yes:</b> Modify plan to eliminate the obstacles. <b>No:</b> Implement the plan.	Look at data to determine <i>why</i> the goal was achieved, so you can replicate.
<b>Plan implemented</b>	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation. Return to data to identify a new problem to address.

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## Then we systematically repeat...

- Creating cycles of continuous improvement.



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## Achieving District/School Climate and Behavior Improvement Goals Through DBDM

in Practice

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### Missouri DLT

- Read the Scenario *A Missouri DLT Setting District Improvement Goals*.
- Identify the Essential Features of the DBDM Practice Profile.



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## Achieving District/School Climate and Behavior Improvement Goals Through DBDM

in Action

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## Activity:

Got It!	Need It

Adapted from Lipton, L., Wellman, B., (2011)

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## Closing and Next Steps

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## Closing and Next Steps



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## Contact Information

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