Data-Based Decision Making for Behavior

Overview

When educators engage in Data-Based Decision-Making (DBDM), they "make visible" the relationships between adult actions and student outcomes. Educators use data to:

1. identify problems

2. determine causal factors

3. select effective action steps

4. monitor progress and and make timely adjustments,

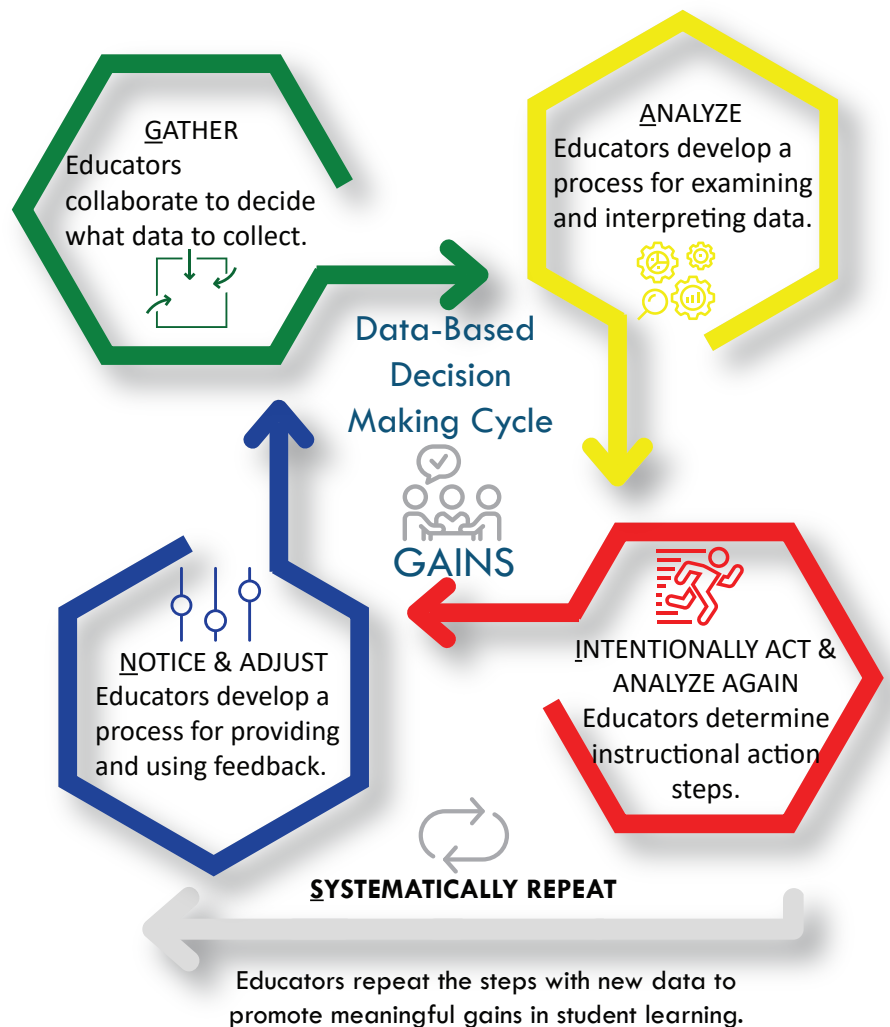5. evaluate the impact of a practice.

Why is it important?

Teams that use data are more likely to achieve improvement goals, identify those practices that have the biggest impact, improve student behavior and academic achievement, and appreciate the causal relationship between adult actions and student outcomes.

"…team decisions will be more effective and efficient when they occur in the context of a formal problem-solving model with access to the right data, in the right format, at the right time."

(Newton, et al., 2009)

G.A.I.N.S Cycle

GATHER Educators collaborate to decide what data to collect.

ANALYZE Educators develop a process for examining and interpreting data.

Data-Based Decision Making Cycle

GAINS

NOTICE & ADJUST Educators develop a process for providing and using feedback.

INTENTIONALLY ACT & ANALYZE AGAIN Educators determine instructional action steps.

SYSTEMATICALLY REPEAT

Educators repeat the steps with new data to promote meaningful gains in student learning.

"Data puts the problem in the context, not in the student."

(Horner, 2011)

Missouri Schoolwide Positive Behavior Support

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