



Step 8: Data-based Decision Making Snapshot

"Without good data and assessment reports, we are simply throwing the spaghetti at the wall, seeing what sticks, then trying something else."

-Beth Baker and Char Ryan

"The greatest challenge to any thinker is stating the problem in a way that will allow a solution."

-Bertrand Russel

SWPBIS Tiered Fidelity Inventory

TFI 1.12 Discipline Data:

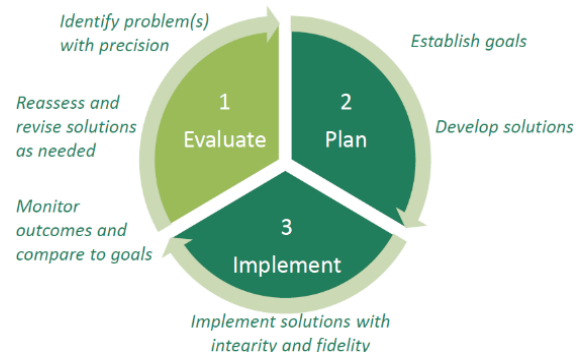
Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

1.13 Data-based Decision Making:

Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.

Continuous Improvement Cycle

Using data for decision-making is key to using the collaborative learning cycle, which results in effective, efficient and effective action planning and implementation. Data (observations, facts or numbers), when collected and organized, become information and knowledge. Data alone are merely numbers or words and have no intrinsic meaning. Individuals or groups give meaning to data by organizing, analyzing, interpreting and using them. Problem solving teams define questions, leading to solutions by identifying and refining problems. The problem is placed in the context, not the student.

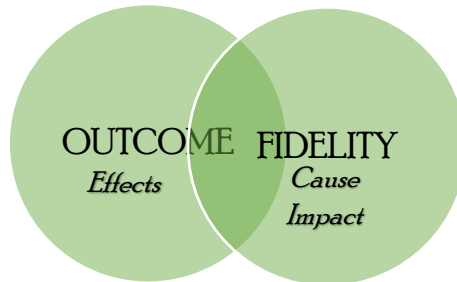


$$A + B = C$$

Adult Behaviors equal student Change

Outcome

- ▲ We made impact!
- ▲ We got results!



Fidelity

- ▲ We worked the plan the way it was designed.

Integrity

- ▲ We gave it our best effort!

Literature Review

A 2010 review documented 160+ publications

Effective teams use data to document progress and outcomes, guide decisions, and inform stakeholders (Boudett, City, & Murnane, 2006; Burke, 2010; Deno, 2005; Hill 2010; Newton, Algozzine, Algozzine, Horner, & Todd, 2011; Newton, Horner, Algozzine, Todd, & Algozzine, 2009; Pidgeon & Gregory, 2004; Renfro & Grieshaber, 2009)

A critical predictor of sustained implementation of SWPBIS (Coffey & Horner, 2012; McIntosh et al., 2013)

Fidelity and student outcome data are essential (Fixsen, Blase, Metz, & Van Dyke, 2013)

Which school are you?

Outcomes	Lucky	Sustaining
	Positive outcomes, low understanding of how they were achieved <i>Replication of success is unlikely</i>	Positive outcomes, high understanding of how they were achieved <i>Replication of success likely</i>
	Losing Ground	Learning
	Undesired outcomes, low understanding of how they were achieved <i>Replication of failure likely</i>	Undesired outcomes, high understanding of how they were achieved <i>Replication of mistakes unlikely</i>
	Fidelity	

Adapted from: *Decision Making for Results: Data-Driven Decision Making (2nd Edition)*

Team-Initiated Problem Solving TIPS

Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. L., & Preston, A. I. (2015).

TIPS is a framework to use during meetings focusing on data-based decision making to improve student outcomes. TIPS is applicable for varied data sources (e.g., DIBELS, AIMSweb, SWIS), content areas (e.g., academics, behavior) and levels of application (e.g., school, district, state).



TIPS Problem Solving Process

- ▲ Identify a problem with precision
- ▲ Identify goal for change
- ▲ Identify solution and create implementation plan with contextual fit
- ▲ Implement solution with high integrity
- ▲ Monitor impact of solution and compare against goal
- ▲ Make summative evaluative decisions

Meeting Foundations

Effective teams establish effective foundations for their meetings:

- ▲ Meeting schedule is created
- ▲ Members attend meetings consistently
- ▲ Projected agenda is reviewed and followed
- ▲ Team roles are clearly defined and assigned to team members with specific responsibilities for before, during and after meetings
- ▲ Solutions identified by team can be approved for implementation during the meeting

Defined Team Roles

- Facilitator
- Data Analyst
- Minute Taker
- Team Member(s)

Meeting Minutes

Effective teams document critical features of their meetings:

- ▲ TIPS Meeting Minutes are used to document meetings through problem-solving steps, and record decisions made during the meeting
- ▲ Previous problems are reviewed with data to indicate level of implementation (fidelity) and current levels (outcome data) are documented on meeting minutes
- ▲ Data are projected and in the right format to answer questions

Notes:

Date of Initial Meeting:				Date(s) of Review Meetings	
Brief Problem Description (e.g., student name, group identifier, brief item description)					
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution → Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i> <i>What fidelity data will we collect?</i> <i>What? When? Who?</i> <i>What outcome data will we collect?</i> <i>What? When? Who?</i>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i>
Current Levels:			Fidelity Data: Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:		Outcome Data (Current Levels): Comparison to Goal <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:
Next Steps					
<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:					

Notes:

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of **tracking** whether we're completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually **completing** the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the **desired effects** on student behavior?

Our Rating		
Yes	So-So	No

PBIS Assessment (www.pbisapps.org) is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture. Surveys are completed online with reports immediately available as soon as a survey is submitted.

PBIS Assessment improves the efficiency and accuracy with which surveys can be used to complete four purposes:

1. Initial assessment of discipline practices to determine how SWPBIS should be adopted.
2. Implementation assessment of the fidelity with which schools use SWPBIS procedures.
3. Sustained assessment of SWPBIS implementation at all three tiers to promote ongoing use of core SWPBIS features.
4. Assist in designing action plans to improve implementation fidelity.

PBIS Assessment includes surveys for research, for annual assessment, and for progress monitoring of SWPBIS. Surveys which support Tier I implementation includes:

School Climate Survey

School Safety Survey (SSS)

Self-Assessment Survey (SAS)

Tiered Fidelity Inventory (TFI)

School Climate Survey

is a set of multi-dimensional surveys measuring student perceptions of the school climate. School teams wanting to gain a student perspective on the overall climate in the building will use the School Climate Survey. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and questions related to school climate with Likert-type response options. Surveys include:

- ▲ **School Climate Survey: Elementary**
- ▲ **School Climate Survey: Middle/High**

Students take the survey under the guidance of teachers or other school personnel.

School Safety Survey (SSS)

is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning. Teams interested in knowing more about staff perception of SWPBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% participation recommended for reliable results. When the survey window closes, and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

Tiered Fidelity Inventory (TFI)

gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. As part of the California PBIS Coalition state recognition process, teams complete the TFI with a certified external reviewer. For more information on the CA PBIS recognition process, please visit: www.pbisca.org



School Safety Survey (SSS)

is a survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS. The survey is to be completed in PBIS Assessment by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window closes, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

TEAM MEETING FOUNDATIONS



#1

“The Big Five”

Processing Activity: Spend-A-Dot

- Place a sticky dot on the ONE thing you feel is important for your team to remember.
- Use this information as data to begin action planning priority for team meeting foundations.

1. Give the meeting a purpose.

Have you ever gone to a meeting and spent the first few minutes trying to figure out who's running it and what you're going to discuss? Teams using TIPS [establish meeting foundations](#) as their very first step. The meeting foundations are critical. They get agreement among team members about why they meet, when they meet, what decisions they'll make, and how their decisions are documented. Meetings should have a regular agenda format and every member should know their role. Ask your teams how they take minutes and where those minutes get saved so everyone can access the information later. Laying this groundwork will save your teams time and headaches down the road.

2. Name and Train a Data Analyst

TIPS researchers quickly learned the team meeting typically was the first time anyone in the group had seen the data they were about to discuss. Team members would work together to analyze the information collaboratively and come up with ideas for defining the problem to solve. While that process feels inclusive, it also takes time. Enter the data analyst. This is the team member responsible for reviewing data before the meeting, looking for potential problems to be discussed, getting the issues on the agenda, and bringing the data to the meeting so everyone can follow along. The data analyst keeps the meeting focused on generating solutions rather than admiring the problem.

3. Administrators Get to Wear Their Administrator Hat

With an administrator on your team, you have access to the person who makes decisions about budget, schedule, and personnel. So why give that person any other role in a meeting? Many of the teams assumed the administrator would also facilitate the meeting. *“When we told administrators, they weren't going to be the meeting facilitator, we watched their shoulders relax. We gave them permission to be leaders and to make decisions rather than run a meeting.”* However, you select your meeting facilitator, let the administrator stay off the nomination list.

4. Backups, Backups, Backups

Just when you have the roles and process down, someone on your team inevitably leaves. Turnover in schools is real and getting a new person oriented to the process takes time. Do your teams have a system in place to keep the momentum going while bringing a new team member up to speed? Anne Todd says, “the key is to give every role a backup.” Make sure there is at least one other person on the team who knows what another team member does.

5. Get Precise

A key component of TIPS is defining the problem with precision. A problem is never fully defined until you can describe not just the what of the issue, but also the where, when, who, and why. Teams use Core Reports to identify the school's current reality and to ask: Is there a problem? If you can't find a problem, that's not a bad thing; celebrate successes where you find them. If there is a red flag, it's time to get precise. Data drill downs look at the possible problem in context.

- ▲ What is the problem behavior?
- ▲ Where is the problem happening?
- ▲ When is the behavior most likely to occur?
- ▲ Who is engaged in the behavior?
- ▲ Why do students likely engage in the behavior?

TEAM MEETING FOUNDATIONS

#2

Fidelity Checklist

TEAM MEETING FOUNDATION	Scoring Criteria	SCORE
<p>Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.</p>	<p>0= No primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. 1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. 2= Primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.</p>	
<p>Meeting participants have the authority to develop and implement problem-solving solutions.</p>	<p>0= Meeting participants do not have the authority to develop and implement problem solving solutions. 1= Meeting participants have the authority to develop but not implement problem solving solutions. 2= Meeting participants have the authority to develop and implement problem solving solutions.</p>	
<p>Meeting started on time.</p>	<p>0= Meeting started <u>more than</u> 10 minutes late. 1= Meeting started less than 10 minutes late. 2= Meeting started on time.</p>	
<p>Meeting ended on time, or members agreed to extend meeting time.</p>	<p>0= Meeting ended <u>more than</u> 10 minutes over scheduled time. 1= Meeting ended 10 minutes over scheduled time. 2= Meeting ended on time or members agreed to extend meeting time.</p>	
<p>Team members attend meetings promptly and regularly.</p>	<p>0= Less than 75% of team members attend meetings promptly and regularly. 1= <u>Although</u> team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early. 2= More than 75% of team members (with exception of administrator) attend meetings regularly, promptly and remain present until the meeting has concluded.</p>	
<p>Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.</p>	<p>0 = Public agenda format was not used to define topics and guide meeting discussion. 1= Public agenda format was not used to define topics and guide meeting discussion, but agenda was available for participants to refer to during the meeting. 2= Public agenda was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.</p>	
<p>Previous meeting minutes were present and reviewed at start of the meeting.</p>	<p>0= Previous meeting minutes were not present or reviewed at start of the meeting. 1= Previous meeting minutes were present but not reviewed at start of the meeting. 2= Previous meeting minutes were present and reviewed at start of the meeting.</p>	
<p>Next meeting was scheduled by the conclusion of the meeting.</p>	<p>0= Next meeting was not scheduled. 1= Next meeting was referred to but not scheduled. 2= Next meeting was scheduled.</p>	
<p>Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.</p>	<p>0= Meeting Minutes are not distributed to all team members. 1= Meeting minutes are distributed to all team members but not within 24 hours of the meeting. 2= Meeting minutes are distributed to all team members within 24 hours of the meeting.</p>	

FIDELITY & EFFECTIVENESS

Tier I Team Decision Guidelines

#3

Team Meeting Foundations & Decision Guidelines (2017). Horner, Todd, Flannery, Nese, Chaparro, Conley, University of Oregon.

MTSS Monthly Review Cycle		Behavior	Academics
Implementation Fidelity	Are systems of support in place and being implemented as planned?	<i>Aim for 70% implementation fidelity (e.g., TFI-I review quarterly, staff reporting 80% implementation fidelity/ review monthly, students/families/ community members' input/ review annually)</i>	<i>Aim for 80% implementation fidelity on R-TFI/quarterly, and staff reporting 80% implementation fidelity/review monthly</i>
Current Problem Levels	How many months are problem levels at or below the national median or expected for each grade?	<i>Aim for 8 of 10 months to be at or below the national median across a school year/review monthly</i>	<i>Aim for 8 of 10 months to be at or above the expected level for each grade level/review monthly</i>
Trends	Is there a gradual increase or decrease in problem levels across a 4-month period?	<i>Aim for consistent and/or decrease in problem levels across time and grade levels/ review monthly</i>	<i>Aim for consistent increase in growth toward benchmark/ review monthly</i>
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?	<i>Aim for consistent and/or decrease in problem levels across time and grade levels/review monthly</i>	<i>Aim for all grade levels being within the benchmark range across time/ review monthly</i>
Student Proportions	Are the Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?	<i>Aim for 85% of students having no more than one major ODR across time and grade levels/review monthly</i>	<i>Aim for 80% emerging/on grade level, 15% strategic, and 5% intensive/ review monthly</i>
Groups and Individual Students	Do any students need Tier II or Tier III supports?	<i>Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III supports/review monthly</i>	<i>Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III support/review monthly</i>

Tier I New Problem	Tier I Progress Monitoring Guidelines
<ul style="list-style-type: none"> ▲ Check levels of implementation fidelity ▲ Look for increase/spike in errors/problem behaviors ▲ Review of skills & expectations after extended absences ▲ Use previous year's data trends for prevention planning 	<p><u>Fidelity of Implementation</u></p> <ul style="list-style-type: none"> ▲ TFI-Tier I to measure the systems procedures & processes ▲ Fidelity checklist for participating staff <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> ▲ If less than 85% of students are succeeding review implementation fidelity before adjusting the plan ▲ Make sure the problem is defined with precision and solutions with contextual fit ▲ Consider Tier II or III supports for students with 2+ referrals

TEAM MEETING FOUNDATIONS

Meeting Minutes

#4

Data-Based Decision Making Team Meeting Minutes

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyst
Today's Meeting						
Next Meeting						

Team Members present:

Today's Agenda Items:	Agenda Items for Next Meeting
1. Previous Agenda Items	1.
2.	2.
3.	3.
4.	
5.	
6.	

Tier I Systems Update

Implementation Fidelity	Student Outcomes					
Measure used: Tiered Fidelity Inventory (TFI) Report used: Use TFI subscale Report Update Quarterly	Measure used: Office Discipline Referrals Reports used: SWIS: Use Average Per Day Per Month Report, Referrals by Student Report Update monthly					
Percent of Implementation <i>Aim for 70% on TFI</i>	<i>Average per day per month</i> <i>Aim for at/or below national median</i>	Trends across time Red flag if trend is increasing	Peaks in time Red flag if month(s) stand out with higher frequency	% of students with 0-1 major ODR Aim for 80-85%	% of students with 2-5 major ODRs Aim for 10-15%	% of students with 6+ major ODRs Aim for 1=5%
Current Status	Current Status			Current Status	Current Status	Current Status

Problem Solving Process

Date of Initial Meeting:

Brief Problem Description:

Precise Problem Statement What? When? Where? Who? Why? How Often?	Goal & Timeline What? By When?	Solution Actions By Who? By When?	Identify Fidelity & Outcome Data What? When? Who?
<p style="text-align: center;">Current Levels:</p>			What fidelity data will we collect? What? When? Who?
			What outcome data will we collect? What? When? Who?

Implementation Solutions

<p style="text-align: center;">Did it work? Review current levels and compare to goal. </p>	<p>Fidelity Data:</p> <p>Level of Implementation</p> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped	<p>Outcome Data (Current Levels):</p> <p>Comparison to Goal</p> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met
<p style="text-align: center;">Next Steps</p> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other	<p>Notes:</p>	<p>Notes:</p>

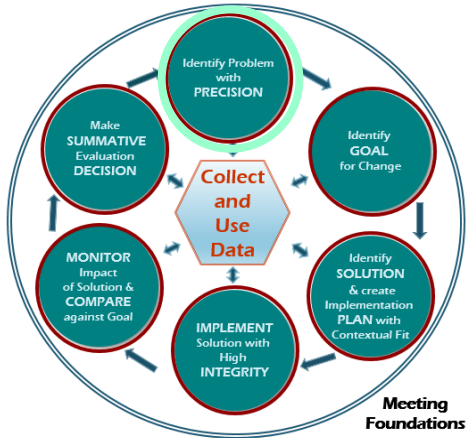
Evaluation of Team Meeting

	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student behavior?			

PROBLEM SOLVING MODEL

#5

Precision Statements



What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

- ✓ From a Drill Down Data worksheet:
 - ▲ Answer the five questions.
 - ▲ Create a precision problem statement from your data answers.

Precision Components for Behavior Problem Statements

What? When? Where? Who? Why? How Often?

1. What problem behaviors are most common?
2. Where are problem behaviors most likely?
3. When are problem behaviors most likely?
4. Who is engaged in problem behavior?
5. Why are problem behaviors sustaining?

Precision Summary Statement:

PROBLEM SOLVING MODEL

SMART Goal

#6



What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

✓ Create a SMART goal for your precision problem statement.

- ▲ Specific
- ▲ Measurable
- ▲ Achievement
- ▲ Relevant
- ▲ Timely

Goal:
(What?)

Timeline:
(By When?)

PROBLEM SOLVING MODEL

#7

Solution Plan



What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

✓ From the goal, create a solution plan with behavioral elements.

<p>PREVENT</p> <p>What can we do to prevent the problem?</p>	Focus on prevention first. How could we reduce the situations that lead to these behaviors?	<p>*Adjust physical environment</p> <p>*Define and document expectations and routines</p> <p>*Assure consistent and clear communication with all staff</p>
<p>TEACH</p> <p>What can we do to teach to solve the problem?</p>	How do we ensure that students know what they SHOULD be doing when these situations arise?	<p>*Explicit instruction linked to school-wide expectations</p> <p>*Teach what to do, how to do it and when to do it</p> <p>Model respect</p>
<p>REINFORCE</p> <p>What can we do to acknowledge appropriate behavior?</p>	How do we ensure that appropriate behavior is acknowledged?	<p>*Strengthen existing school-wide rewards</p> <p>*Include student preferences</p> <p>*Use function-based reinforcers</p>
<p>CORRECTIVE CONSEQUENCE</p> <p>What will we do to provide corrective feedback?</p>	How will you correct errors?	<p>*Intervene early by using a neutral, respectful tone of voice</p> <p>*Label inappropriate behavior followed by what to do</p> <p>*Follow SW discipline procedures</p>

PROBLEM SOLVING MODEL

Impact & Feasibility



What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

Before determining if solution had an impact on student behavior, ensure a high level of implementation fidelity:

- ▲ How will we know solution was implemented with fidelity?
 - Define what, how and when to gather implementation fidelity data
 - Define when data will be reported
- ▲ Did we implement solution with fidelity?
 - Use fidelity to determine the degree that solution actions were implemented as planned
 - Use fidelity data to revise solution actions, as needed

Measure the degree in which the intervention was implemented as defined/expected:

- ▲ Use percent/absolute value/ rate/scale as metric
- ▲ Strive for 80% fidelity of implementation as measured weekly (bi-weekly) on scale of 1-5

Make easy for staff to record data:

- ▲ Fidelity Check Board: X on number line
- ▲ Fist to five
- ▲ Fidelity check basket
- ▲ Direct observation

Are we implementing the plan?

1 2 3 4 5

No Yes

Monitoring Program Fidelity Tiered Fidelity Inventory (TFI)

#9

TFI Subscale	Item	Score	Possible Data Sources
Teams	1.1 Team Composition		School Organization Chart (Team Member Profile) Tier I Team Meeting Minutes
	1.2 Team Operating Procedures		Tier I Team Meeting Agenda and Minutes Tier I Team Meeting Role Descriptions (Team Member Profile) Tier I Action Plan
Precision Statement:		Current Level: TFI Team Subscale Score:	Solution/Actions: By who? By when?
		Goals and Timeline: What? By When?	
Next Steps: <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:			

TFI Subscale	Item	Score	Possible Data Sources
Implementation	1.3 Behavioral Expectations		TFI Walkthrough Tool/Informal Walkthroughs Staff Handbook Student Handbook
	1.4 Teaching Expectations		TFI Walkthrough Tool/Informal Walkthroughs Professional Development Calendar (Staff Meetings etc.) Lesson Plans
	1.5 Problem Behavior Definitions		Staff Handbook Student Handbook School Policy Discipline Flowchart
	1.6 Discipline Policies		Discipline Policy Student Handbook Code of Conduct Informal Administrator Interview
	1.7 Professional Development		Professional Development Calendar (Staff Meetings etc.) Staff Handbook
	1.8 Classroom Procedures		Staff Handbook Informal Walkthroughs Progress Monitoring Individual Classroom Data
	1.9 Feedback and Acknowledgement		TFI Walkthrough Tool Classroom Walkthrough Tool
	1.10 Faculty Involvement		PBIS Self-Assessment Survey Informal Surveys Staff Meeting Minutes Team Meeting Minutes
	1.11 Student/Family/Community Involvement		Surveys Voting Results from Parents/Family Meetings Team Meeting Minutes

<p align="center">Precision Statement:</p> <p>1.3 Behavioral Expectations 1.4 Teaching Expectations 1.9 Feedback and Acknowledgement</p>	<p align="center">Current Level: TFI Implementation Subscale Score:</p> <p align="center">Goals and Timeline: <i>What? By When?</i></p>	<p align="center">Solution/Actions: By who? By when?</p>
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Next Steps:
 Continue current plan
 Modify plan
 Discontinue plan
 Other
 Notes:

<p align="center">Precision Statement:</p> <p>1.8 Classroom Procedures</p>	<p align="center">Current Level: TFI Implementation Subscale Score:</p> <p align="center">Goals and Timeline: <i>Wy When?</i></p>	<p align="center">Solution/Actions: By who? By when?</p>
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Next Steps:
 Continue current plan
 Modify plan
 Discontinue plan
 Other
 Notes:

<p>Precision Statement: 1.5 Problem Behavior Definitions 1.6 Discipline Policies</p>	<p>Current Level: TFI Implementation Subscale Score:</p> <p>Goals and Timeline: <i>Wy When?</i></p>	<p>Solution/Actions: By who? By when?</p>
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Next Steps:
 Continue current plan
 Modify plan
 Discontinue plan
 Other
Notes:

<p>Precision Statement: 1.7 Professional Development 1.10 Faculty Involvement 1.11 Student/Family/Community Involvement</p>	<p>Current Level: TFI Implementation Subscale Score:</p> <p>Goals and Timeline: <i>Wy When?</i></p>	<p>Solution/Actions: By who? By when?</p>
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Next Steps:
 Continue current plan
 Modify plan
 Discontinue plan
 Other
Notes:

TFI Subscale	Item	Score	Possible Data Sources	
Evaluation	1.12 Discipline Data		School Policy Team Meeting Minutes Student Outcome Data	
	1.13 Data-based Decision Making		Data Decision Rules (Minor/Major) Staff Professional Development Calendar Staff Handbook Team Meeting Minutes	
	1.14 Fidelity Data		School Policy Staff Handbook School Newsletters School Website	
	1.15 Annual Evaluation		Staff, Student, Family Surveys Tier I Handbook Fidelity Tools School Policy/School Newsletters Student Outcomes/District Reports	
Precision Statement			Current Level: TFI Evaluation Subscale Score: Goals and Timeline: <i>What? By When</i>	Solution/Actions: By who? By when?
Next Steps: <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:				

Monitoring Classroom Practices

#10

Adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by:

Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015

Data Collection Strategy <i>What key strategies can I use to collect data on student behavior in my classroom?</i>	Tools and Resources for Data Collection Method <i>How can I use this to efficiently track student behavior in my classroom?</i>	Conditions and Examples <i>For what types of behaviors will this strategy be appropriate?</i>	Non-Examples of Use <i>For what types of behaviors will this strategy be inappropriate?</i>
<p>Counting Behaviors</p> <p>Record or document <i>how often</i> or how many times a behavior occurs (<i>frequency</i>) within a specified period-of-time. Convert to <i>rate</i> by <i>dividing count by time</i> (minutes or hours) observed.</p>	<p>Moving paper clips from one pocket to the next</p> <p>Keeping paper/pencil tally</p> <p>Using a counter (like counter used for golf)</p> <p>App on smartphone or tablet</p>	<p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration)</p> <p>Examples: How often a student swears in class How many talk-outs versus hand raises occur during a lesson</p>	<p>Behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., behavior lasts for varying amounts of time)</p> <p>Non-examples: How many times a student is off task (likely <i>not</i> discrete or consistent) How often a student is out of seat (likely <i>not</i> consistent)</p>
<p>Timing</p> <p>Record or document <i>how long</i>: (a) a behavior lasts (<i>duration</i> from beginning to end), (b) it takes for a behavior to start following and antecedent (<i>latency</i>), or (c) how much time lapses between behaviors (<i>inter-response time</i>)</p>	<p>Timer or clock (and recording the time with paper and pencil)</p> <p>App on smartphone or tablet</p> <p>Use of vibrating timer (e.g., MotiAiders)</p>	<p>Behaviors that are discrete (clear beginning and end) and directly observed</p> <p>Examples How long a student spends walking around the classroom (duration out of seat) How long it takes a student to begin working after work is assigned How long it takes a student to start the next problem after finishing the last one (inter-response time)</p>	<p>Behaviors that are not discrete (clear beginning and end) or directly observed</p> <p>Non-Examples How long it takes a student to say an inappropriate four-letter work (duration is <i>not</i> the most critical thing to measure) How long a student is off task (if the behavior is not discrete; that is if the behavior does not have a clear beginning and end)</p>

<p>Data Collection Strategy</p> <p><i>What key strategies can I use to collect data on student behavior in my classroom?</i></p>	<p>Tools and Resources for Data Collection Method</p> <p><i>How can I use this to efficiently track student behavior in my classroom?</i></p>	<p>Conditions and Examples</p> <p><i>For what types of behaviors will this strategy be appropriate?</i></p>	<p>Non-Examples of Use</p> <p><i>For what types of behaviors will this strategy be inappropriate?</i></p>
<p>Sampling</p> <p>Estimating how often a behavior occurs by recording whether it happened during part of an interval (<i>partial interval</i>), during the whole interval (<i>whole interval</i>), or at the end of the interval (<i>momentary time sampling</i>)</p> <p>Shorter intervals lead to more precise measurement</p> <p>Partial interval is appropriate for shorter more frequent behaviors; whole interval is appropriate for longer behaviors; and momentary time sampling facilitates multi-tasking (you record at the end of an interval)</p>	<p>Create a table, with each box representing a time interval (e.g., 30 seconds), and decide how you will estimate (partial, whole, momentary time sampling); use a stopwatch or app to track each interval, and record following your decision rule</p>	<p>Behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or inconsistent (e.g., behavior lasts for varying amounts of time)</p> <p>Examples</p> <p>An estimate of how often a student is off-task (percentage of intervals off task)</p> <p>An estimate of how often a student is out of seat (percentage of intervals out of seat)</p>	<p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration)</p> <p>Non-examples</p> <p>How often a student swears in class (you could count this)</p> <p>How many talk outs versus hand raises occur during a lesson (you could count this)</p>
<p>Antecedent-Behavior-Consequence (ABC) cards, incident reports, or ODR's</p> <p>Record information about the events that occurred before, during or after a behavioral incident</p>	<p>Paper-and-pencil notes on pre-populated forms</p> <p>Electronic data collection method (e.g., SWIS, Google Docs, other data-based tools)</p>	<p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and both behavior and context are directly observed or assessed</p> <p>Examples</p> <p>A tantrum (cluster of behaviors) where staff saw what preceded and followed</p> <p>A fight among peers where the vice principal was able to gather information about what happened before and after by interviewing students</p>	<p>Behaviors that are not discrete (clear beginning and end), countable (low enough frequency to count), and/or both behavior and context are not directly observed</p> <p>Non-examples</p> <p>How often a student swears (count)</p> <p>How long a student pauses between assignments (measure inter-response time)</p>

VOICES FOR POSITIVE CHOICES

#10

Promoting Youth Voice for Positive Change

Adapted from: *Speak Out/Listen Up*, Washoe County School District & West Ed
Team Initiated Problem Solving Model www.pbis.org



YOUTH VOICE

Listening to student voice is the practice of educators intentionally, purposefully, and systematically eliciting student viewpoints on a specific topic for improvement purposes. The term *youth voice* is defined as:

- ▲ Students planning and making decision that affect school culture and climate
- ▲ students involved in actions that address current school challenges
- ▲ students and adults sharing decision-making power
- ▲ students and adults both being viewed as teachers and learners and as assets and resources.



STORYTELLING WITH DATA

Students are involved in analyzing and interpreting surveys or other descriptive data tied to school culture and climate. Through the Team Initiated Problem Solving (TIPS) Model, students learn to interpret the data by exploring the results from their viewpoints, generating a precision statement and goals, and making recommendations for improving the situations described by the data. Students work jointly with educators to use results and recommendations to plan for action steps. Fidelity and outcomes measures are established.

STEP 1: PREPARATION



A. PURPOSE (create your WHY)

B. LOGISTICS (space, materials, permission slips)

C. SURVEY OR DESCRIPTIVE DATA (i.e. School Climate Survey www.pbisapps, Expect Respect Student Survey www.pbis.org, Student Voice Panel *Blake Miller*) **and REENGAGEMENT INVENTORY required** (see Youth Voice #1)

D. RECRUIT PARTICIPANTS (adult facilitator and students)

E. ASSIGN ROLES (Facilitator, Data Analyst, Survey Coordinator, Recorder, Communication Specialist)

STEP 2: STORYTELLING/DATA ANALYSIS



A. WHAT IS THE DATA SAY (Discuss trends or patterns in the data)

B. ANSWER WH-QUESTIONS (Create a precision statement/ narrative statement by answering wh-questions from data and WHY Worksheet required (Youth Voice #2). Statements are posted on the wall.

C. DESIGN A GOAL TO REACH (Narrative Statements and SMART Goals are recorded on Action Plan/ Student Voice #4)

STEP 3: SOLUTION PLANNING



A. STUDENTS IDENTIFY CURRENT ISSUES AND SOLUTIONS
(*More or Less Worksheet*) (Youth Voice #3)

B. PREVENT/TEACH/REINFORCE SOLUTION PLAN IS CREATED Action Plan (Youth Voice #4)

C. FIDELITY AND OUTCOME CHECKUPS (Using Action Plan and Created Checklists)



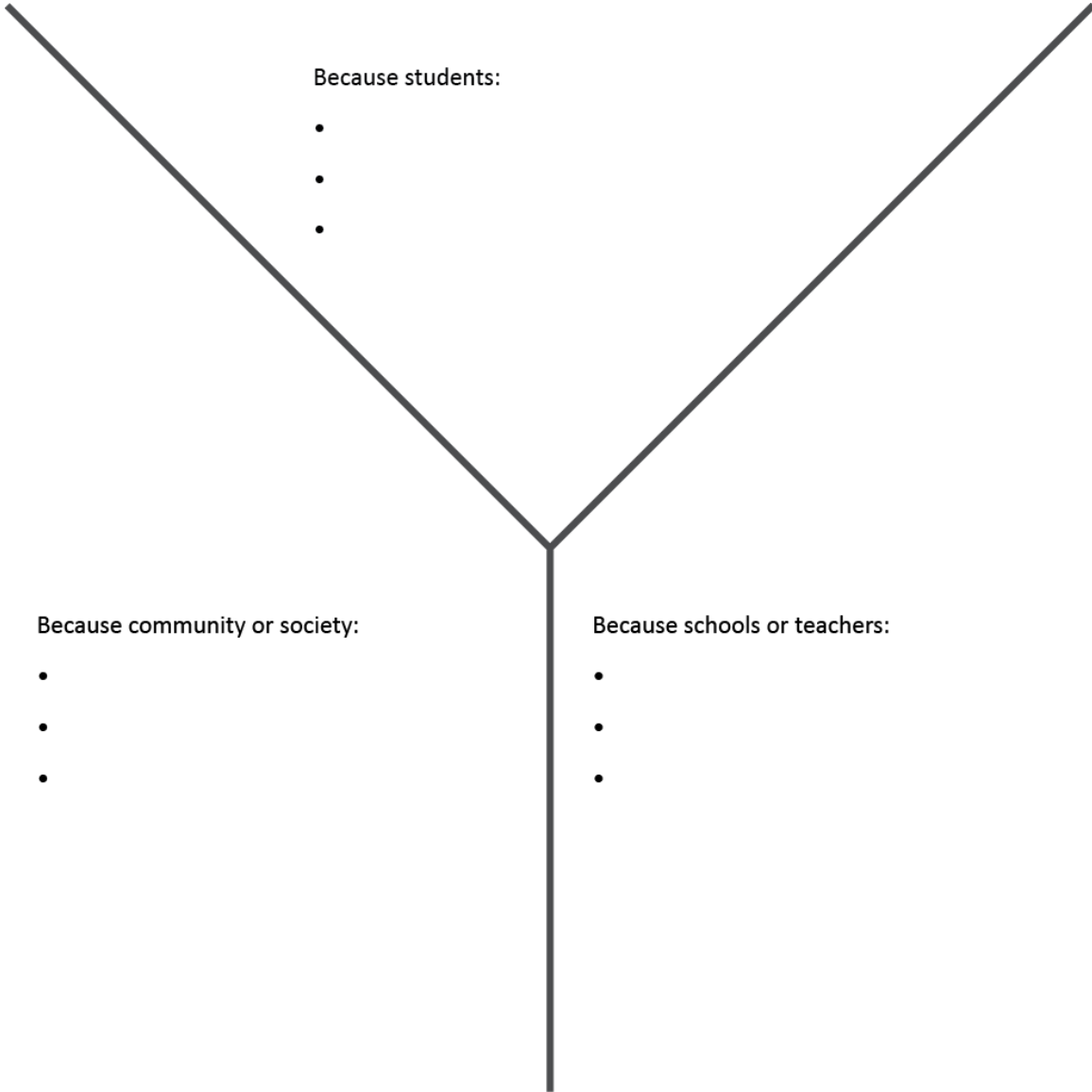
YOUTH VOICE #1
REENGAGEMENT INVENTORY

At this school, I think that ...	Yes	No	Don't Know
I have teachers and administrators who care about me			
I am treated fairly by teachers and administrators			
I belong here			
I have the academic support I need			
I have the personal support I need			
I am safe			
I am not threatened by gang members			
I am involved in an extracurricular activity that I like			
I have teachers and administrators who help me stay on track to graduate			
I have friends who help me make good choices			

**YOUTH VOICE #2**
WHY (Y) WORKSHEET

From the narrative statement(s) you developed based on the Reengagement Inventory results, select one to three you want to address. For each narrative statement you select, use each of the three “because” sections of the “Y” to list your explanations for why the Inventory produced the results it did. Then, list a few issues you think the schools should address.

Narrative statement(s) _____



Some issues schools should address:

..

Adapted from: School Change Collaborative. (2000). *Listening to student voices: Analyzing Surveys with Kids tool guidebook*. Portland, OR: Northwest Regional Educational Laboratory.



YOUTH VOICE #3
MORE OR LESS WORKSHEET

As issues are identified for the school to address, students discuss and record:

- A. Current activities to address the issues
- B. Activities schools should do more of
- C. Activities schools should do less of

Issues identified	Student suggestions	
	Do more of this ...	And do less of this ...
1. _____ _____ _____ Current activities to address it:		
2. _____ _____ _____ Current activities to address it:		
3. _____ _____ _____ Current activities to address it:		

Adapted from: School Change Collaborative. (2000). *Listening to student voices: Analyzing Surveys with Kids tool guidebook*. Portland, OR: Northwest Regional Educational Laboratory.


DATE/LOCATION:

NEXT MEETING DATE:

MEMBERS PRESENT:

DESCRIPTION OF ISSUE:

Narrative Statement What? When? Where? Who? Why? How Often?	Solution Actions By Who? By When?	Identify Fidelity & Outcome Data What? When? Who?
<p>Goal & Timeline What? By When?</p>		What fidelity data will we collect? What? When? Who?
		What outcome data will we collect? What? When? Who?

Implementation Solutions		
<p>Did it work? Review current levels and compare to goal. </p>	<p>Fidelity Data:</p>	<p>Outcome Data (Current Levels):</p>
<p>Next Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other <p>Notes:</p>	<p>Level of Implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped <p>Notes:</p>	<p>Comparison to Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met <p>Notes:</p>

<p>PREVENT What can we do to prevent the problem?</p>	<p>Focus on prevention first. How could we reduce the situations that lead to these behaviors?</p>
<p>TEACH What can we do to teach to solve the problem?</p>	<p>How do we ensure that students know what they SHOULD be doing when these situations arise?</p>
<p>REINFORCE What can we do acknowledge appropriate behavior?</p>	<p>How do we ensure that appropriate behavior is acknowledged?</p>

Tiered Fidelity Inventory Action Planning Items

TFI 1.12 Discipline Data

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and individual student.

TFI 1.13 Data-based Decision Making

Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.



TFI	Action Items <i>(Not in Place; Partially; Fully in Place)</i>	NI	PI	FI
1.12	Data system is used to collect and analyze discipline data (Office Discipline Referral-ODR).			
1.12	Team regularly disaggregates discipline data to assess and monitor equity in student outcomes across all sub-groups.			
1.12	Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team.			
1.13	Teams have access to accurate & current data reports needed for problem solving and decision-making.			
1.13	Teams have at least one member who is fluent in generating basic and drill-down reports from data source(s).			
1.13	Data is analyzed by team and data narrative is shared with faculty on a monthly basis.			
1.13	Team Implements problem solving process including precision problem statements, goal setting, action plan, fidelity measure, and monitoring student outcomes.			
1.13	Team completes the Team Initiated Problem Solving (TIPS) Fidelity Checklist.			
1.13	Students are involved in analyzing and interpreting surveys or other descriptive data tied to school culture and climate.			

ACTION PLANNING

What? Who?	By When?

What? Who?	By When?