

High School PBIS Symposium 2018

Purposeful Problem Solving High School Teams

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February 8, 2018

Thank you to Anne Todd, University of Oregon

Authentic Engagement

Contextual Influences

- Size
- Culture
- Developmental Level

Key Foundational Systems

- Data
- Leadership
- Communication

Core Features of Implementation

- DATA
- PRACTICES
- SYSTEMS

Key Focus Areas

- SCHOOL ENGAGEMENT & SUCCESS
- Social Behavior
- Academic Success
- Personalization/School Belonging
- Freshman Support

Flannery and Kato, 2012


High School PBIS Implementation Model

Meeting Foundations

- Identify Problem with Precision
- Identify Goal for Change
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity
- Monitor Impact of Solution and Compare against Goal
- Make Summative Evaluation Decision

Collect and Use Data

Team Initiated Problem Solving (TIPS)



SWPBIS Tiered Fidelity Inventory
version 2.1

February 2017

Teams Subscale


- 1.1 Team Composition
- 1.2 Team Operating Procedures
- 2.1 Team Composition
- 2.2. Team Operating Procedures
- 3.1 Team Composition
- 3.2 Team Operating Procedures

Evaluation Subscale

- 1.12 Discipline Data
- 1.13 Data-based Decision Making
- 2.10 Level of Use
- 2.11 Student Performance Data
- 3.14 Data System
- 3.15 Data-based Decision Making
- 3.16 Level of Use

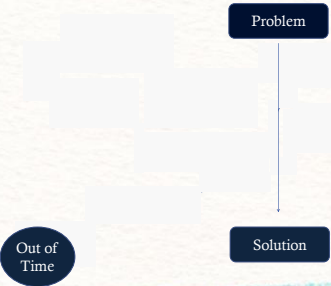
Citation for this Publication:
Alperin, E., Barrett, S., Chen, L., Conroy, D., Harniss, R., Lewis, T., Patten, B., Swain-Bradway, J., Wehner, K., & Wynn, G. (2017). *SWPBIS Tiered Fidelity Inventory (SWPBFIT) Technical Assistance Center and User Manual*. Retrieved from www.pbis.org

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Share your Tier I PBIS Implementation Team Composition and Operating Procedures?



Effective Problem Solving Conversations?




Problem

Solution

Out of Time

Effective Problem Solving Conversations?




PROBLEM

PROBLEM SOLVING

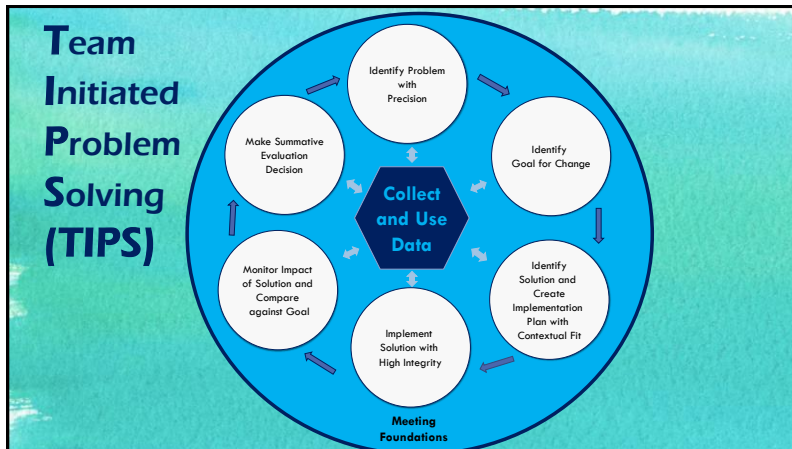
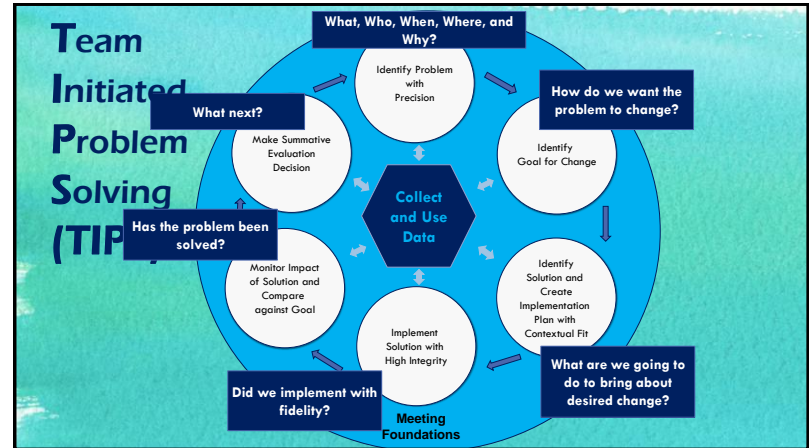
SOLUTION

ACTION PLAN



Tier I Team Purpose:

1. Develop and implement Tier I systems and interventions for academic and social success
2. Monitor fidelity of implementation of Tier I systems and supports
3. Monitor academic and social progress for all students
4. Screen, select, and refer students in need of Tier II & III supports




Collect and Use Data

What type of data do you collect and use to assess current levels?

Critical Warning Indicators

Attendance	
Behavior	
Social – Emotional	
Coursework	



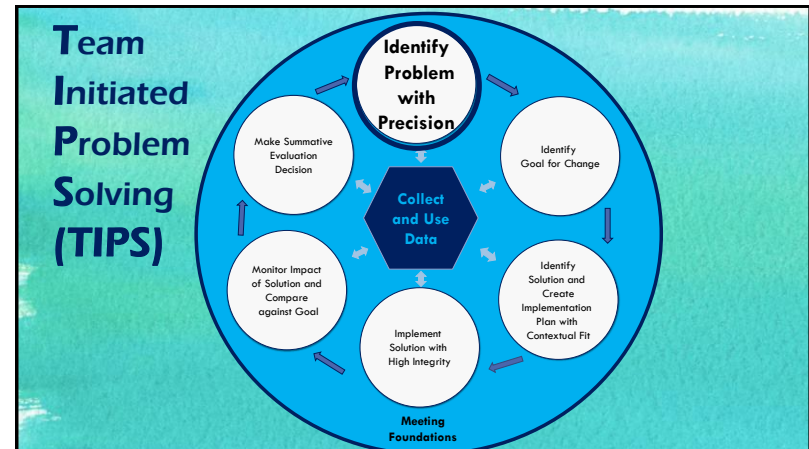
Early Warning Systems (EWS)

available existing data housed at the school to:

- ❖ Predict which students are at-risk for dropping out of high school or not moving to next level
- ❖ Target resources to support off-track students while they are still in school before they drop out
- ❖ Predict students who are not performing up to ability or are not college & career ready
- ❖ Examine patterns and identify school climate

Collect and Use Data

Attendance	Attendance/Tardiness Chronic absenteeism
Behavior	Office Referrals Suspensions
Social – Emotional	Internalizing Behaviors Family Stressor Behavioral Screening
Coursework	Academic Screening Common Assessments Standardized Testing Grades Retention



DEFINING A PROBLEM WITH PRECISION

different problems that will need different solutions

A large group of freshman are displaying inappropriate behaviors in the quad. This cohort of students has grown up to reside in less than positive neighborhoods, many of which are in inner-city households with older siblings who have been in an out of jail over the past years. Drugs, alcohol, and violent behavior are the norm on the streets around their homes.

Primary

Six 11th grade students are loitering in the halls in the morning and have accumulated more than 10 referrals for loitering and being tardy during the past month. It is believed that they are doing this in order to avoid homework reviews that take place in the class during that time.

Precise

WHAT WHERE WHEN WHO WHY

Gang-like behavior is increasing.

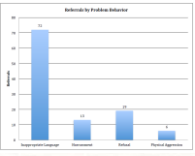
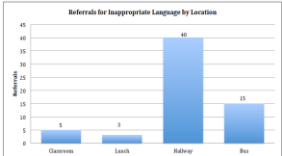
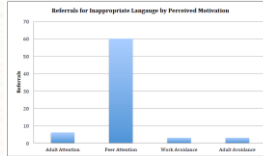
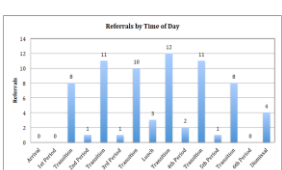
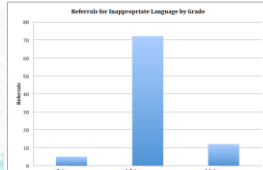
Classroom behavior is awful!


Bullying (verbal and physical aggression) in the commons is increasing **during "first period"** is being done mostly by **thirteen 9th grade boys**, and seems to be **maintained by social praise from the bystander peer group.**

Classroom minor disrespect and disruption are increasing over time, and are most likely during the **last 15 minutes of our first block periods** when students are engaged in **independent seat work**. This pattern is most common in **9th and 10th grades**, involves many students, and appears to be **maintained peer attention.**

Create a Precision Statement

Data Scenario: Behavior/Office Discipline Referrals



TIPS Meeting Minutes

Date of Initial Meeting:			Date(s) of Review Meetings		
Brief Problem Description (e.g., _____ group identifier, brief item description)					
Precise Problem Statement <small>What? When? Where? What? Why? How Often?</small>	Goal and Timeline <small>What? By When?</small>	Solution → Actions <small>By Who? By When?</small>	Identify Fidelity and Outcome Data <small>What? When? Why?</small>	Did it work? <small>(Review current levels and compare to goal)</small>	
<small>What fidelity data will we collect?</small>			<small>What outcome data will we collect?</small>		
<small>Current Levels:</small>			<small>Next Steps</small>		

Now add "How Often" to this precise problem occurs.

TIPS Meeting Minutes

Date of Initial Meeting:	
Brief Problem Description (e.g., student name)	
Precise Problem Statement	→
<small>What? When? Where? Who? Why? How Often?</small>	
<p>7th graders are engaging in inappropriate language in the hallway during passing periods throughout the day to get peer attention.</p>	
Current Levels:	
December: 65	
January: 72	

Create a Precision Statement

Data Scenario: **Freshman Enrollment in AP Classes**

Freshman Enrollment in (at least 1) AP Classes in Spring Semesters

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of Freshman Enrolled in at least 1 AP Class	15	11	19	25	13
Total Number of Freshman	618	640	603	639	611
Overall Percentage	2%	2%	3%	4%	2%
Percent Eligible for AP classes	35%	28%	38%	39%	41%

Counselor Survey About AP Classes for Freshmen
2014-2015 school year

Counselors, please your agreement with the following statements:

1) During registration, I make my doing AP classes aware of AP classes available for them to take during their freshman year.

2) I feel knowledgeable about AP classes that freshmen can take.

Average response = 3.1

Average response = 1.8

Student Survey About AP Classes During Freshman Year
2014-2015 school year

Students, please your agreement with the following statements:

1) During registration, my counselor told me that there were AP classes available for me to take during my freshman year.

2) I wanted to take AP classes during my freshman year.

3) If you answered no, what kept you from taking an AP class?

No one told them
Wasn't interested
Did not know how to register for it

Average response = 1.3

Average response = 3.7

TIPS Meeting Minutes

Date of Initial Meeting: _____

Brief Problem Description (e.g., student not taking AP classes): _____

Precise Problem Statement

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

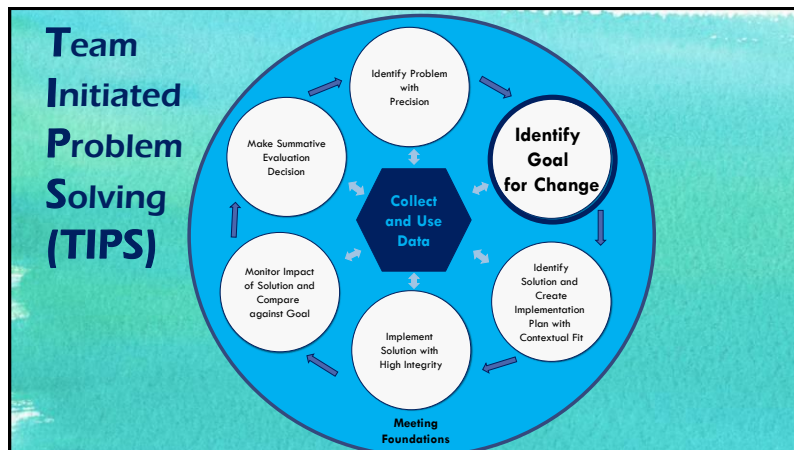
Freshman enrollment in AP classes is lower than expected based on percent eligible because counselors do not feel knowledgeable about about AP classes, freshmen are not informed of options, and students don't know how to register for AP classes.

Current Levels:

2014-15: 2%

2013-14: 4%

2012-13: 3%



What?

By When?

GOAL

Current: 38 referrals for Aggression during the past month	Current: 1.5 referrals per day for defiance	Current: 61% of 9th grade students meeting expectations in Algebra
Goal: .5 or fewer referrals per day for Aggression by March	Goal: 1 or fewer referrals per week or .20 per day for defiance by April 1 st	Goal: 80% of 9th grade students meeting expectations in Algebra by Spring Benchmark

[SHORT LOGO HERE]
TIPS Meeting Minutes Guide

School: _____

Today's Meeting	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Next Meeting:						

Team Members & Attendance (Place "X" to left of name if present)

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

Systems Overview

Overall Status	Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting: _____

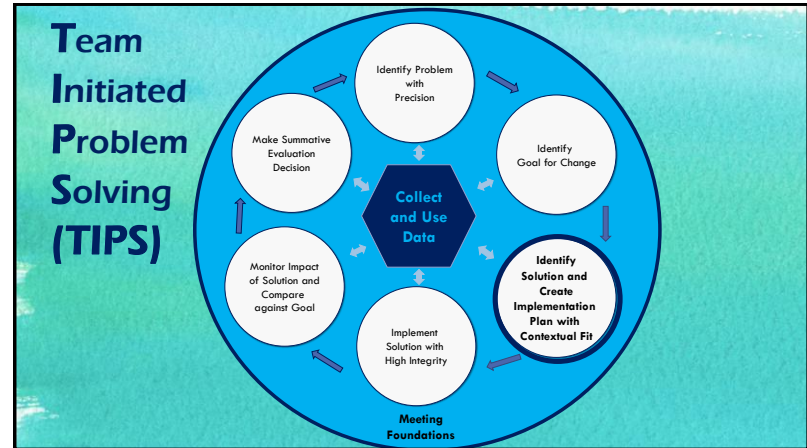
Brief Problem Description (e.g., student name, group identifier, brief item description): _____

Precise Problem Statement	Goal and Timeline	Solution Actions	Identify Fidelity and Outcome Data	IMPLEMENTS	Did it work?
What? When? Where? Who? Why? How Often?	What? By When?	By Who? By When?	What fidelity data will we collect? What? When? Where?	What? When? Where?	(Review current level and compare to goal)

Current Levels: _____

Next Steps

- Continue current plan
- Modify plan
- Discontinue plan
- Other



SOLUTION ELEMENTS	ACTION STEPS
Prevent	Focus on prevention first. How could we reduce the situations that lead to these behaviors?
Teach	How do we ensure that students know what they SHOULD be doing when these situations arise?
Reinforce	How do we ensure that appropriate behavior is recognized?
Extinguish	How do we work to ensure that problem behavior is NOT being rewarded?
Correct	How will you correct errors?
Safety	Are additional safety precautions needed?

[SHORT LOGO HERE]
TIPS Meeting Minutes Guide

School: _____

Today's Meeting	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Next Meeting:						

Team Members & Attendance (Place "X" to left of name if present)

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

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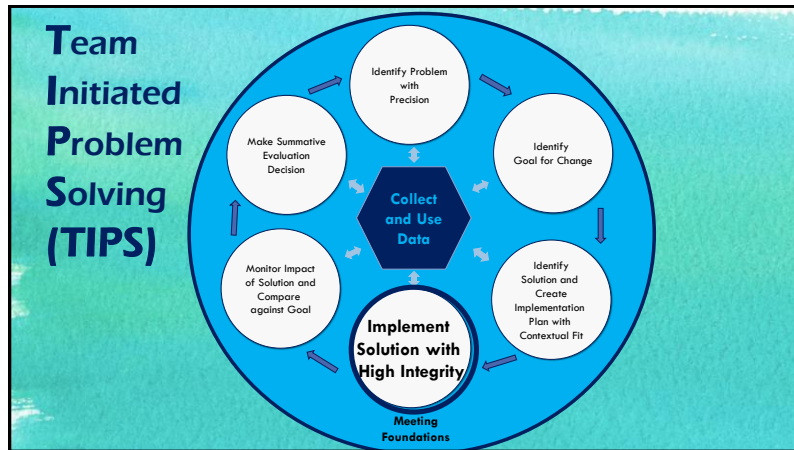
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Precise Problem Statement	Goal and Timeline	Solution Actions	Identify Fidelity and Outcome Data	IMPLEMENTS	Did it work?
What? When? Where? Who? Why? How Often?	What? By When?	By Who? By When?	What fidelity data will we collect? What? When? Where?	What? When? Where?	(Review current level and compare to goal)

Current Levels: _____

Next Steps

- Continue current plan
- Modify plan
- Discontinue plan
- Other



EVALUATION PLANNING

Every problem needs to be monitored and evaluated

Part 1 → How to assess the Fidelity of Implementation
Part 2 → How to assess the Impact of Solutions

Problem Solving Process

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>
			<p><i>What fidelity data will we collect?</i> <i>What? When? Who?</i></p> <p><i>What outcome data will we collect?</i> <i>What? When? Who?</i></p>
Current Levels:			<p>Did it work? <i>(Review current levels and compare to goal)</i></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 Notes: <p>Outcome Data (Current Level)</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 Notes: <p>Next Steps</p> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:

When have you gathered fidelity data?

Did I do what I said I would do?

I didn't have potatoes, so I substituted rice.


I didn't have paprika, so I used another spice.

I didn't have tomato sauce, so I used tomato paste. A whole can, not a half-can - I don't believe in waste.

My friend gave me the recipe and said you couldn't beat it.


There must be something wrong with her, I couldn't even eat it!

Other Ways to Gather Fidelity Data



Did you provide "high-five greetings" to all students entering your class on time in the morning this week?

No 1 2 3 4 5 Yes



Fidelity Check for All Staff

Did you implement the Cougar Paw morning greeting routine this week?

1 2 3 4 5

Not at all ○ ○ ○ ○ ○ Every morning

Submit

EVALUATION PLANNING

Every problem needs to be monitored and evaluated

Part 1 → How to assess the Fidelity of Implementation

Part 2 → How to assess the Impact of Solutions

Problem Solving Process

Date of Initial Meeting: _____

Brief Problem Description (e.g., student name, group identifier, brief item description): _____

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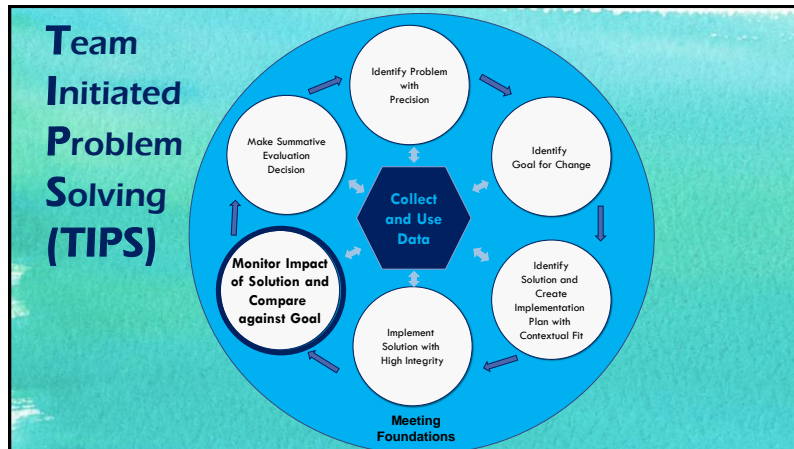
Current Levels: _____

Date(s) of Review Meetings: _____

Did it work?
(Review current levels and compare to goal)

Fidelity Data:	Outcome Data (Current Level)
<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 Notes:	<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 Notes:

Next Steps

 Continue current plan
 Modify plan
 Discontinue plan
 Other
 Notes:


Referrals by Problem Behavior Across Last Month

Problem Behavior	Last Month	Current Month
Inappropriate Language	72	25
Harassment	13	8
Refusal	15	5
Physical Aggression	6	3

Freshman Enrollment in (at least 1) AP Classes in Spring Semesters and Anticipated Enrollment Based on Intent to Register for 2015-2016 School Year

	2013-2014	2014-2015	Anticipated 2015-2016 Expressing INTENT to Enroll in AP Classes
Number of Freshman Enrolled in at least 1 AP Class	25	13	125
Total Number of Freshman	639	611	628
Overall Percentage	4%	2%	20%
Percent Eligible for AP classes	39%	41%	39%

Counselor Survey About AP Classes for Freshman | 2015-2016 school year

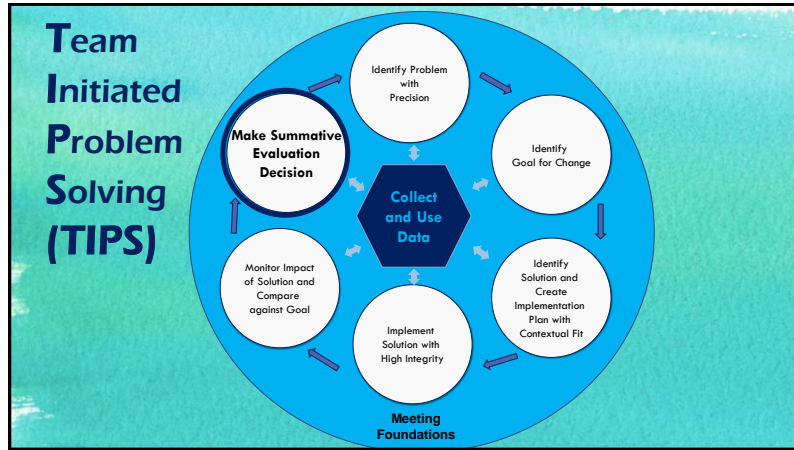
Counselors, please your agreement with the following statements:

1) During registration, I am making my rising 9th graders aware of AP classes available for them to take during their freshman year.

Average response = 4.75

2) I feel knowledgeable about AP classes that freshman can take.

Average response = 4.75



SUMMATIVE: NEXT STEPS

Problem Solving Process

Date of Initial Meeting: _____

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>	IMPLEMENTS	DATE(S) OF REVIEW MEETINGS
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Current Levels:				<p>Next Steps</p> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:	
Notes:					

Share one question you still have regarding Purposeful Problem Solving Teams

Share one thing you will share with your team when you return to your campus

QUESTIONS	MARK POINTS AND KEY CONCEPTS

IMPLICATIONS AND NEXT STEPS