



Data-Based Problem Solving

*Florida's PBS:RtIB Project Chat
October 11, 2011*



Florida Department of Education
Dr. Eric Smith, Commissioner



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Evaluating Your Data

Evaluation Process Includes:

- System to efficiently and effectively collect, record and graph data
- Resources and expertise to review and analyze data
- Monthly review and analysis of discipline and outcome data
- SWPBS Action Plan updates based on data review and analysis



Discipline Data

- Office Discipline Referrals:
 - Average referrals/day/month
 - Referrals by: problem behavior, location, time of day, and individual student
 - Referrals by motivation or function (get/obtain, escape/avoid)
 - Office-managed vs. classroom-managed referrals
 - ISS/OSS data
 - And so much more!



Other Data Sources

- Staff, student and/or parent surveys
- Staff and student attendance
- Teacher requests for assistance or school-wide behavioral screening
- ESE referrals
- Grades and/or standardized test scores (FCAT)
- Fidelity measures
 - Benchmarks of Quality, PBS Implementation Checklist, Walkthrough Evaluations
 - SWPBS Action Plan
- Direct observations



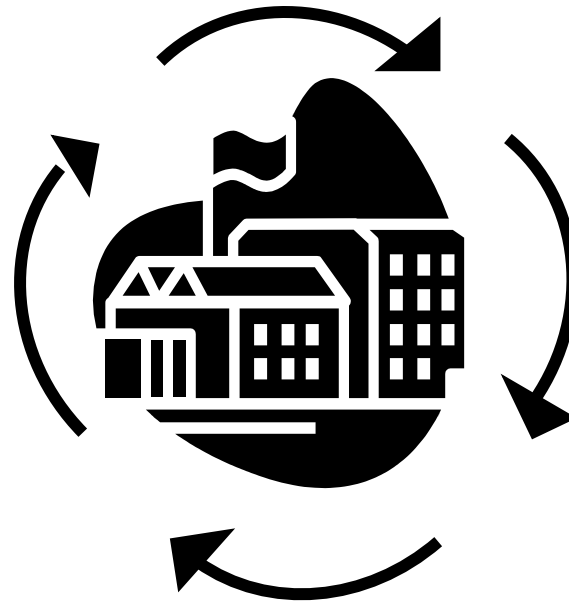
Problem-Solving Process

Step 1: Problem Identification

What's the problem?

Step 4: Response to Intervention

Is it working?



Step 2: Problem Analysis

Why is it occurring?

Step 3: Intervention Design

What are we going to do about it?

5



Tier 1 Problem Solving Guiding Questions

Use the 4-step problem solving process:

Step 1 – Problem ID

- What do we expect out students to know, understand, and do as a result of instruction?
- Do our students meet or exceed these expected levels? (How sufficient is the core?)
- Are there groups for whom core is not sufficient?



Problem Identification

Are 80% of o

If my school has 600 students & this is our data, the answer is yes! Only 21(4%) of our students have 2+ ODRs. Translated this means that the core is sufficient for 96% of our students!

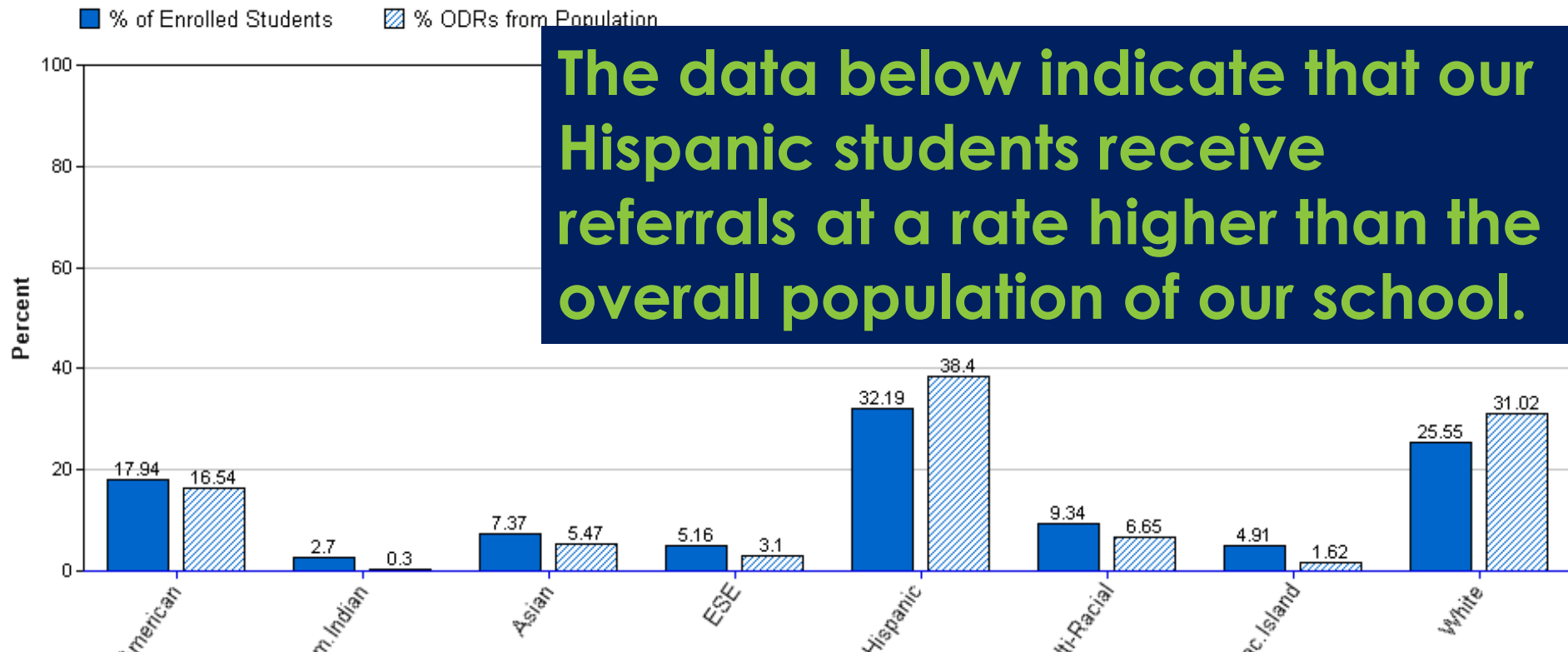
Referrals By Student



Problem Identification

Are any subgroups over-represented in receiving referrals?

Referrals by Population



The data below indicate that our Hispanic students receive referrals at a rate higher than the overall population of our school.

Tier 1 Problem Solving Guiding Questions

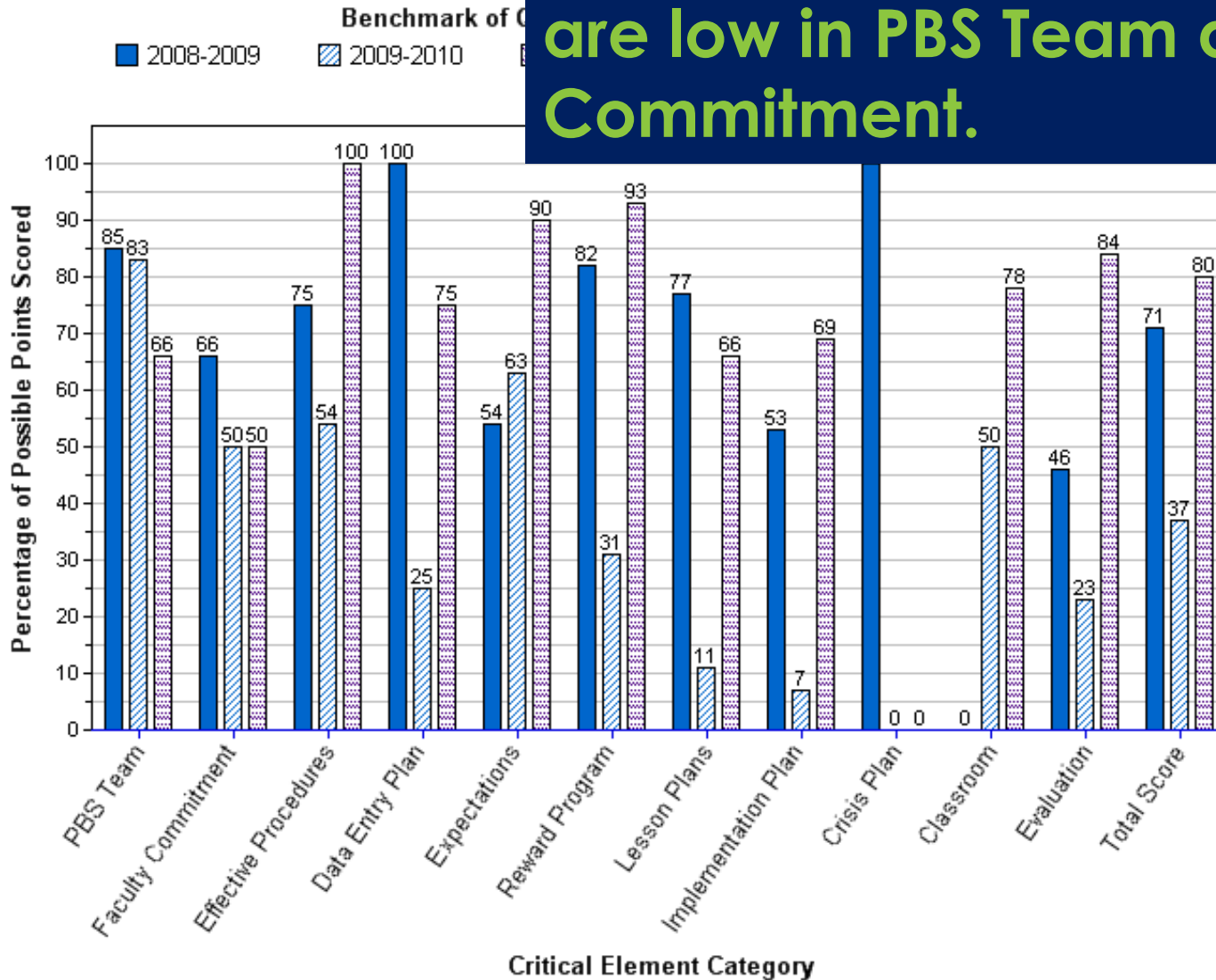
Step 2 – Problem Analysis

- If the core is NOT sufficient for either the school as a whole, or for a group of students:
 - Has the Tier 1 System been implemented with fidelity?
 - What barriers have or could preclude students from reaching expected levels?



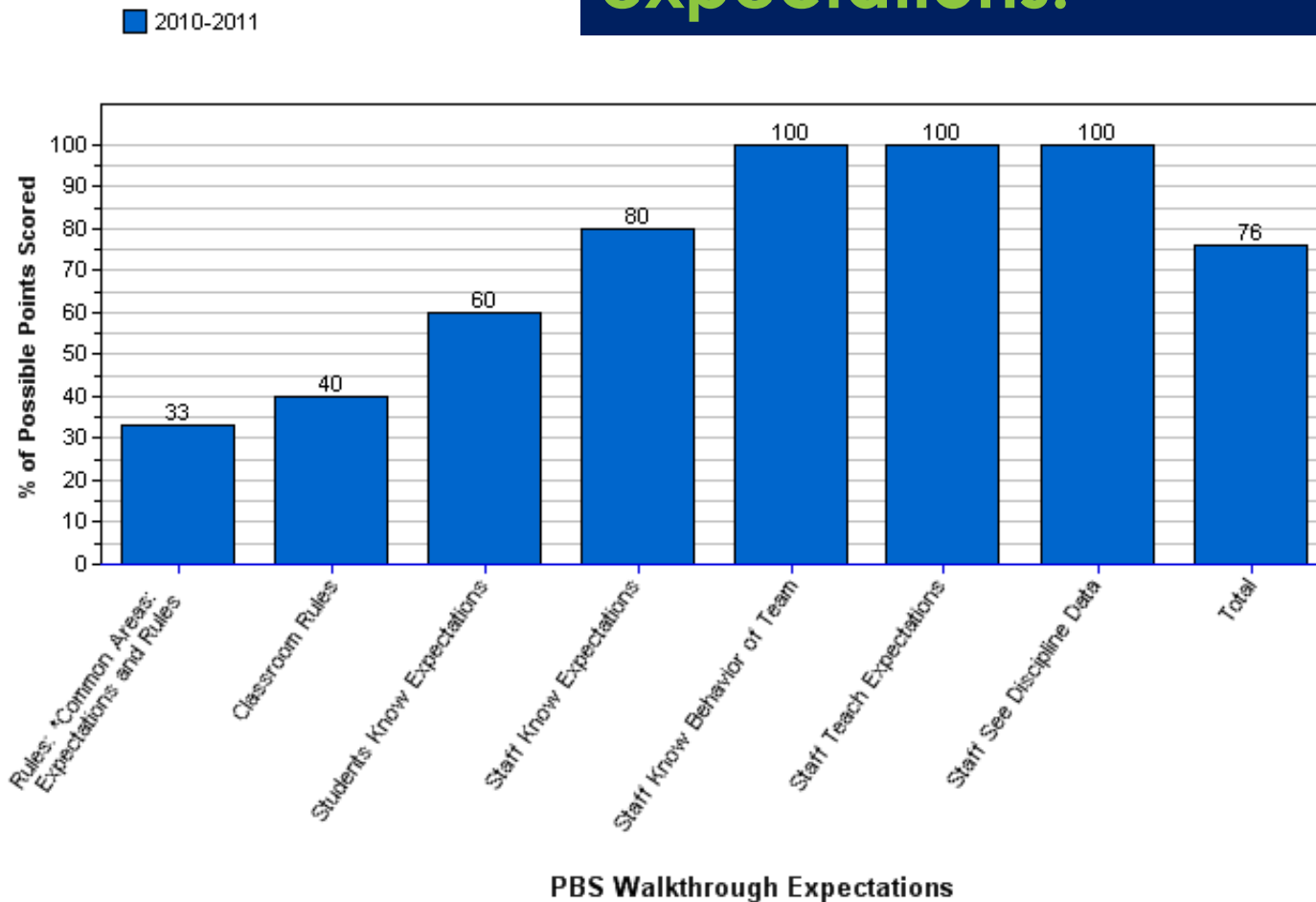
Problem Analysis

Overall we are implementing w/fidelity (70+ on BoQ) but we are low in PBS Team and Faculty Commitment.



Problem Analysis

Our expectations are not posted and our students do not know the expectations.



Tier 1 Problem Solving

Guiding Questions

Step 3 – Plan, Do

- What strategies or interventions will be used?
- What resources are available to implement the plan?
- How will sufficiency and effectiveness of core be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?

You may find that you need to better define and analyze the “problem” in order to develop an effective intervention plan.



1. Problem Identification

Step 1: Problem Identification
What's the problem?

	Data	Summary
End Year Data	ODRs per 100	
	ISS & OSS per 100	
	Average Daily Attendance	
	Benchmarks of Quality	
ODR Data	Average Referrals/ Day/ Month	
	Referrals by Problem Behavior	
	Referrals by Location	
	Referrals by Time of Day	
	Referrals by Student	
	Referrals by Staff	
	Other:	

<http://flpbs.fmhi.usf.edu/coachescorner.asp>
Intervention Planning and Rtl

Problem Identification - Example

RTI:B Problem-Solving Process: Making Data-Based Decisions

Step 1: Problem Identification

What's the problem?

	Data	Summary
End Year Data	ODRs per 100	Slight decrease from baseline (62) to first year (58)
	ISS & OSS per 100	ISS-increase from 33 to 38/100 OSS- decrease from 23 to 19/100
	Average Daily Attendance	Increase from baseline (89%) to first year (92%)
	Benchmarks of Quality	BoQ Total = 63 Areas in need of improvement: data entry, teaching, and implementation
ODR Data	Average Referrals/ Day/ Month	Slight increase during first 3 months of school August = 9.25, October = 11.63
	Referrals by Problem Behavior	Disruption, inappropriate language, disrespect
	Referrals by Location	#1 = Cafeteria #2 = Hall and classroom tied
	Referrals by Time of Day	During all lunch periods from 10:50 -12:25
	Referrals by Student	17 students have 5 or more referrals
	Referrals by Staff	N/A
	Other: ESE vs. Gen Ed students	3 of the 17 students are ESE

2. Problem Analysis

Adapted: Advanced SWIS Facilitator Workshop, APBS Conference, March 2008
by Florida's Positive Behavior Support Project, RtI for Behavior, University of South Florida, Tampa, Fl.

<http://flpbs.fmhi.usf.edu/coachescorner.asp>

Step 2: Problem Analysis Intervention Planning and RtI

Why is it occurring?

Hypothesis:

- What is the problem?
- When, where and how often is the problem behavior occurring?
- Who is engaging in the problem behavior?
- Why is the problem behavior occurring?

The most significant concern of the PBS team is _____
problem behavior

that is taking place most often in _____.
problem location

occurs _____, and is most likely to happen
frequency /quantify behavior

_____. Students from _____
time (lunch, recess, P.E., etc.) *grade levels/groups of students*

are most likely to engage in this behavior. We think students may engage in this

behavior in order to _____.
function of behavior (get/obtain or avoid/escape)

Problem Analysis - Example

Step 2: Problem Analysis

Why is it occurring?

Hypothesis:

- What is the problem?
- When, where and how often is the problem behavior occurring?
- Who is engaging in the problem behavior?
- Why is the problem behavior occurring?

The most significant concern on campus is the disruption, disrespect & inappropriate language towards staff that is occurring most often in the cafeteria.

These behaviors have shown an increasing trend across the first 3 months of school.

17 students have 5 or more ODR's during all lunch periods (10:50 a.m. – 12:25 p.m.)

We think the students are engaging in these behaviors to gain adult attention. It appears the students are being rewarded/reinforced when staff argue back and forth with the students.

The cafeteria is overcrowded and this may also contribute to the problem behaviors.

2. Hypothesis Development

Variables to Consider:

- **School-Wide**
 - Supervision, staff commitment and buy-in
- **Classroom**
 - Organization, cleanliness, location
- **Curriculum**
 - Expectations defined, adequate lesson plans, plan for teaching
- **Instruction**
 - Frequency, fidelity to lesson plan, opportunities to practice
- **Family/Community**
 - Commitment and support
- **Students**
 - Characteristics shared by the majority of the students in the school



3. Intervention Design

Step 3: Intervention Design

What are we going to do about it?

- **Define Replacement Behavior:** Determine appropriate replacement behavior to replace the problem behavior.
- **Prevention:** Remove or alter the ‘trigger’ or antecedent of the problem behavior
- **Teach Replacement Behavior:** Re-teach behavioral expectations. Provide direct instruction and/or demonstrate expected behavior.
- **Reinforce:** Reward replacement behavior when it occurs. Prompt and/or remind, as necessary.
- **Minimize Reinforcement of Problem Behavior:** Alter how others respond to problem behavior so it will be decreased and/or extinguished. (i.e. minimize reinforcement of problem behavior)
- **Collect Other Data:** If necessary, collect more data to gain additional information if the team has difficulty developing the hypothesis.

Define Replacement Behavior: What do we want the students to do instead?

Students will **show respectful and responsible behavior by listening to adults, waiting their turn to talk, and refraining from using profanity in the cafeteria in order to get adult attention.**

<http://flpbs.fmhi.usf.edu/coachescorner.asp>

Intervention Planning and RtI

Adapted: Advanced SWIS Facilitator Workshop, APBS Conference, March 2008 by Florida's Positive Behavior Support Project, RtI for Behavior, University of South Florida, Tampa, FL.

3. Intervention Design - Example

Prevention Strategies (Triggers/Antecedents)	
1. Change the cafeteria schedule so fewer students are present during each lunch period.	
2. Increase the level of active, preventative supervision (proximity control)	
3. When a student is becoming disruptive and/or disrespectful towards an adult, the adult will provide prompts by referring the student to the expectations and rules posted in the cafeteria.	
4. Increase reinforcement to students engaging in appropriate behaviors	
Teach Replacement Behavior	
1. When and where will the replacement behavior be taught?	2. The replacement behavior will be taught in the cafeteria every day the first week of November and will be reviewed every Monday until winter break. It will be taught immediately upon return in January.
2. How will the replacement behavior be taught?	3. The school-wide expectations and rules will be reviewed and re-taught, as needed. The replacement behavior will be taught using mini-lessons developed by the PBS team and cafeteria staff. Students will demonstrate understanding through role-play.
3. Who will be responsible for teaching the behavior?	4. AP and cafeteria staff
Reinforce Replacement Behavior	
1. What will students earn for engaging in the replacement behavior?	2. 'Friday 5' – All students demonstrating the expectations with no cafeteria ODRs, will earn an extra 5 mins of lunch time on Friday.
2. When/how often will the reinforcer be distributed?	3. Every Friday
3. Who will provide the reinforcer?	4. AP and cafeteria staff
Minimize Reinforcement of Problem Behavior	
1. Teach staff how to prompt students to the SW expectations and cafeteria rules in a non-confrontational manner when students are becoming disruptive and/or disrespectful. (i.e. flat affect, minimal eye contact, no arguing with students, etc.)	

3. Intervention Design - Example

Prevention Strategies (Triggers/Antecedents)

1. Change the cafeteria schedule so fewer students are present during each lunch period.
2. Increase the level of active, preventative supervision (proximity control)
3. When a student is becoming disruptive and/or disrespectful, the adult will provide prompts by referring the student to the expectations/rules.
4. Increase reinforcement to students engaging in appropriate behaviors



3. Intervention Design - Example

Teach Replacement Behavior

Questions	Strategies
<ol style="list-style-type: none"><li data-bbox="19 428 888 528">1. When and where will the replacement behavior be taught?<li data-bbox="19 771 908 871">2. How will the replacement behavior be taught?<li data-bbox="19 1113 695 1213">3. Who will be responsible for teaching?	<ol style="list-style-type: none"><li data-bbox="985 428 1893 699">1. In the cafeteria every day the first week of November and will be reviewed every Monday until winter break. It will be taught immediately upon return in January.<li data-bbox="985 714 1893 1099">2. Expectations/rules will be reviewed and re-taught as needed. The replacement behavior will be taught using mini-lessons developed by PBS team and cafeteria staff. Students will demonstrate understanding through role-play.<li data-bbox="985 1113 1584 1156">3. AP and cafeteria staff.

3. Intervention Design - Example

Reinforce Replacement Behavior

Questions	Strategies
1. What will students earn for engaging in the replacement behavior?	1. Friday "5" – all students demonstrating expectations and rules with no cafeteria ODRs will earn an extra 5 minutes of recess time on Friday
2. When/how often will the reinforcer be distributed?	2. Every Friday
3. Who will provide the reinforcer?	3. AP and cafeteria staff

Minimize Reinforcement of Problem Behavior

1. Teach staff how to prompt students to the expectations and cafeteria rules in a non-confrontational manner when students are becoming disruptive and/or disrespectful (i.e. flat affect, minimal eye contact, no arguing with students, etc...)

Using Data to Guide Interventions

- Match interventions to the function of behavior
 - <http://flpbs/coachescorner.asp> - 'Intervention Planning & Rtl'...
'Intervention Ideas Based on Function of Behavior'
- Use your hypothesis statement to inform your interventions
- Determine the smallest change your team can make that will have greatest impact. **DO IT!**



Tier 1 Problem Solving Guiding Questions

Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to core been effective?



4. Response to Intervention

Step 4: Response to Intervention Is it working?

- **Monitor Progress:** Collect and review implementation and outcome data to monitor success of intervention strategies.

Evaluation Criteria	Results
Data: <ul style="list-style-type: none">• What data will be gathered?• Who will collect the data?• Was the intervention implemented with fidelity?	
Time Frame <ul style="list-style-type: none">• When will the data be collected?• How often will the data be reviewed?	
Target/Goal: <ul style="list-style-type: none">• Decrease in problem behavior• Increase in replacement behavior	
Outcomes: <ul style="list-style-type: none">• What worked?• What did not work?• What needs to be modified or changed?	<p>http://flpbs.fmhi.usf.edu/coachescorner.asp Intervention Planning and RtI</p>

Step 4: Response to Intervention

Is it working?

- **Monitor Progress:** Collect and review implementation and outcome data to monitor success of intervention strategies.

Evaluation Criteria	Results
Data: <ol style="list-style-type: none"> 1. What data will be gathered? 2. Who will collect the data? 3. Was the intervention implemented with fidelity? 	<ol style="list-style-type: none"> 1. SWIS custom reports ODRs in cafeteria Fidelity of implementation checklist completed by AP 2. Jimmy Dean, Data Specialist and AP 3. Review fidelity checklist data
Time Frame <ol style="list-style-type: none"> 1. When will the data be collected? 2. How often will the data be reviewed? 	<ol style="list-style-type: none"> 1. Bi-weekly 2. Monthly during the regular PBS meeting
Target/Goal: <ol style="list-style-type: none"> 1. Decrease in problem behavior 2. Increase in replacement behavior 	<ol style="list-style-type: none"> 1. < 2 ODRs in cafeteria weekly 2. Majority of students in each lunch period earned 5 minutes extra lunch weekly
Outcomes: <ol style="list-style-type: none"> 1. What worked? 2. What did not work? 3. What needs to be modified or changed? 	<ol style="list-style-type: none"> 1. <i>(Review data and answer questions during monthly meeting)</i>

Questions?



Use Your Data

- Identify areas that are problematic
- Improve Tier 1 supports
- Expand and implement PBS/RtI:B strategies
 - Tier 2/Supplemental
 - Tier 3/Intensive
- Support the acquisition of additional resources for further school improvement
- Promote PBS/RtI:B within the community
- Identify and celebrate successes

