



Data-Based Problem Solving: Secondary Schools

Live Chat

Friday November 18th

2:30-3:30 EST



Florida Department of Education
Dr. Eric Smith, Commissioner



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Problem-Solving Process

Step 1: Problem Identification

What's the problem?



Step 2: Problem Analysis

Why is it occurring?



Step 3: Intervention Design

What are we going to do about it?

Step 4: Response to Intervention

Is it working?



Tier 1 Problem Solving Guiding Questions

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?



Data Sources

- Office-Managed referrals (Majors/ODRs)
- Records of classroom-managed incidents (Minors)
- Tardies, attendance
- ISS/OSS events and days
- Student, Staff, Parent surveys
- Requests for assistance
- Academic data
- Direct observations

Tier 1 utilizes easily-obtainable data sources for problem identification



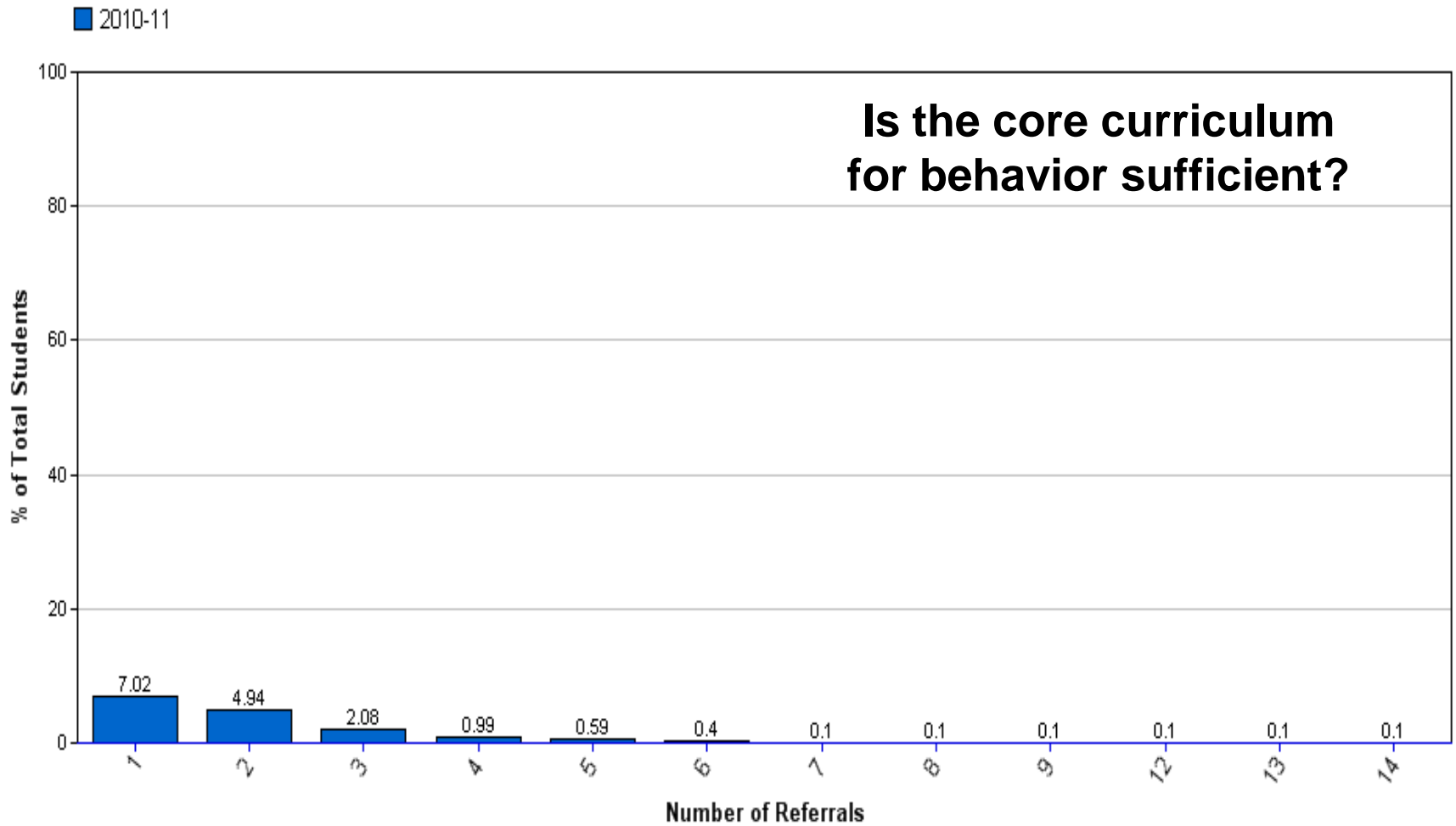
Tier 1 Problem Solving Guiding Questions

Step 1 – Problem ID

- What do we expect out students to know, understand, and do as a result of instruction?
 - **School-Wide Expectations**
- Do our students meet or exceed these expected levels? (**How sufficient is the core?**)
 - **80% of students receive no more than 1 Office Discipline Referral (ODR) in a year** *[national norm for SWIS schools]*
 - **Absenteeism**
- Are there groups for whom core is not sufficient?
 - **Disaggregated by AYP group**

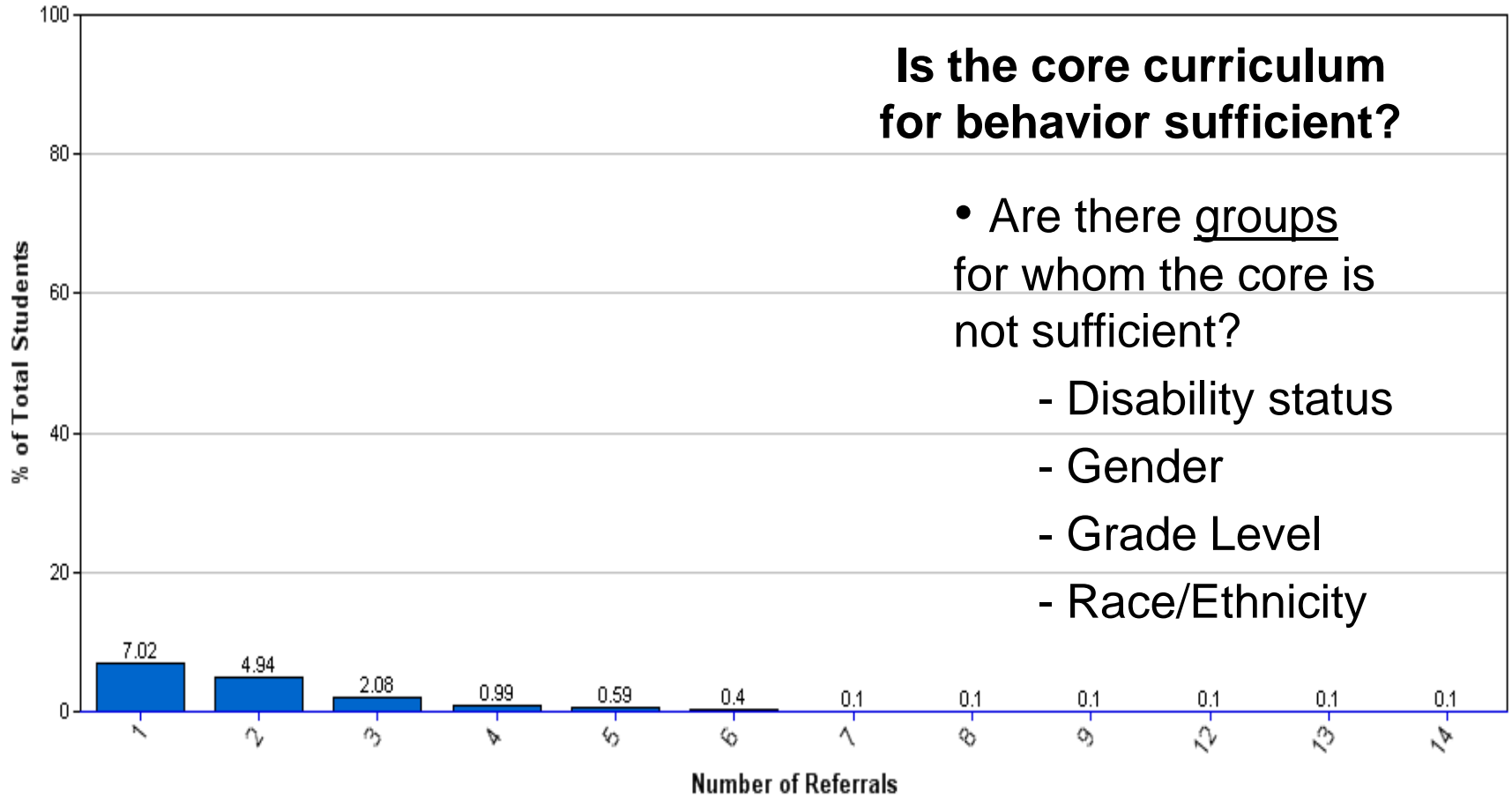


Percentage of Total Students WI _ # Referrals



Percentage of Total Students WI _ # Referrals

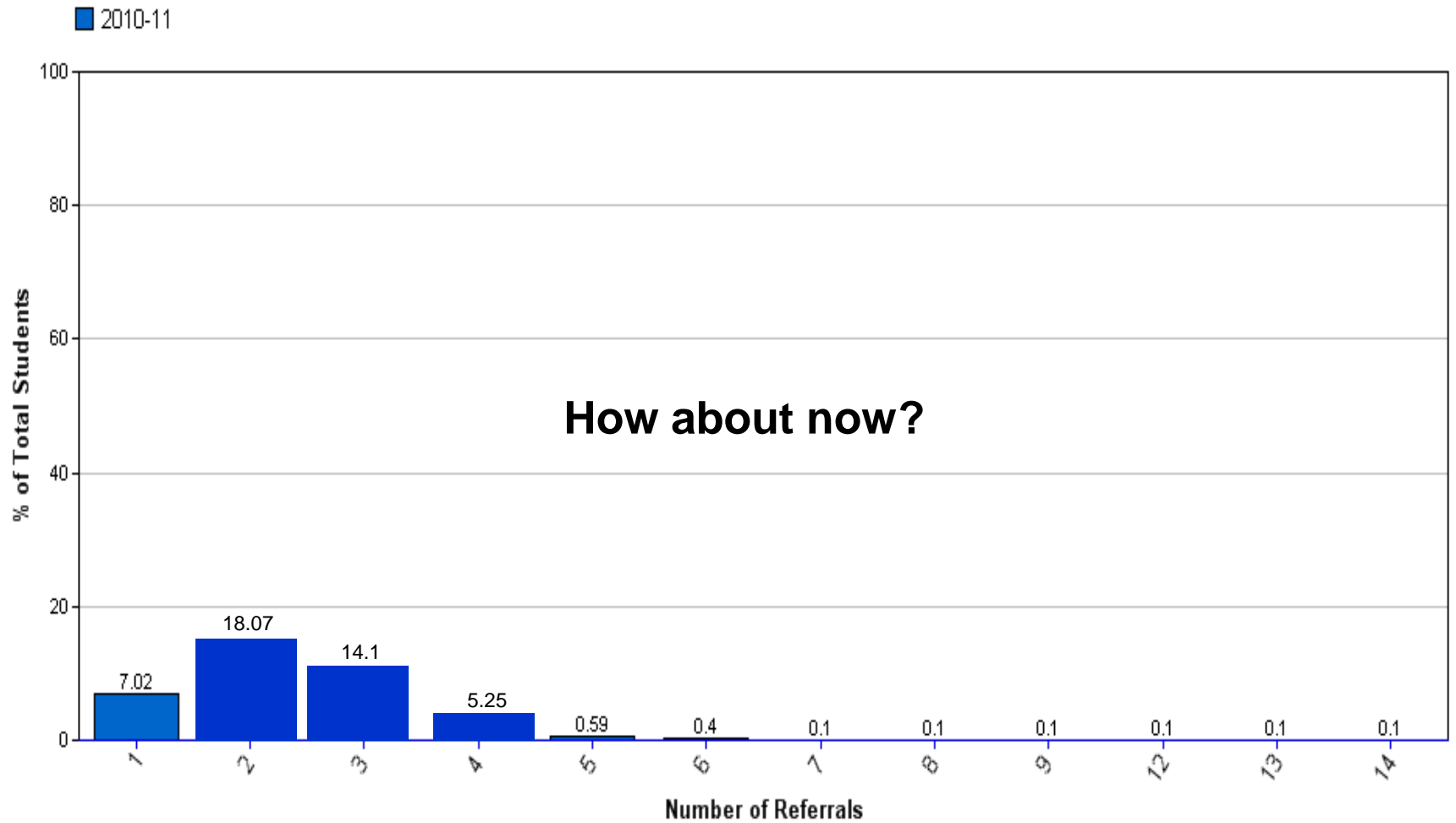
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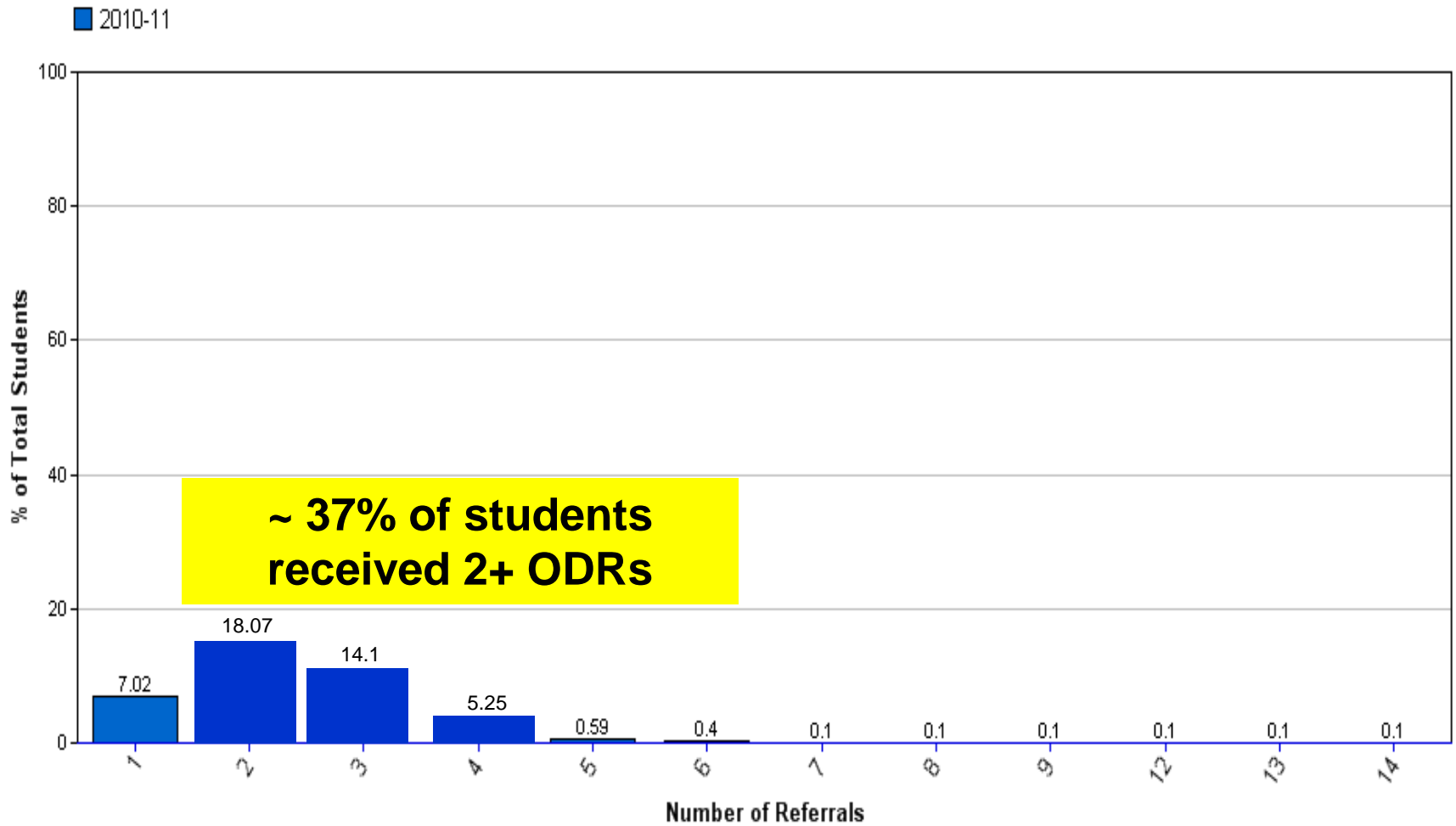
Is the core curriculum for behavior sufficient?

- Are there groups for whom the core is not sufficient?
 - Disability status
 - Gender
 - Grade Level
 - Race/Ethnicity

Percentage of Total Students WI _ # Referrals



Percentage of Total Students WI _ # Referrals



Problem ID

More than 20% of our students received multiple referrals last year.

- Tendency to jump to an ‘obvious’ explanation: “This is because kids can be tardy 3x/semester before getting an in-school suspension...so let’s suspend them after the **FIRST** tardy!”
 - This demonstrates that it’s necessary to pinpoint the problem, but it shouldn’t be a stopping point – **WHY** are kids coming to class late multiple times each semester?



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:
 - What **barriers** have or could preclude students from reaching expected levels?
 - Instruction
 - Curriculum
 - Environment
 - Learner



Instruction

- Are instructional **best practices** for behavior being used? (location, opportunity to practice skill)
- Is instruction being delivered in **sufficient amounts**?



Instruction

- Are instructional **best practices** for behavior being used? (location, opportunity to practice skill)
- Is instruction being delivered in **sufficient amounts**?
 - a) Students are provided lessons about getting to class on time in the classroom, but are not taught how to use the appropriate skills in common areas.
 - b) Students are provided lessons about getting to class on time during the first 2 weeks of school only.



Curriculum

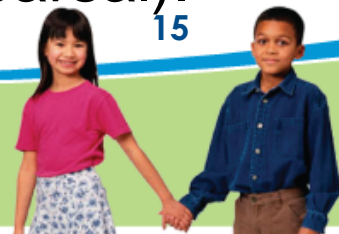
- Are we teaching the **right skills**?
- Does the curriculum use our **school-wide expectations**?
- Does the curriculum support best practices in **instruction**?
- Is our **staff equipped** to deliver the lessons as designed?
- Is the curriculum delivered with **fidelity**?



Curriculum

- Are we teaching the **right skills**?
 - Does the curriculum use our **school-wide expectations**?
 - Does the curriculum support best practices in **instruction**?
 - Is our **staff equipped** to deliver the lessons as designed?
 - Is the curriculum delivered with **fidelity**?
- a) Students are taught that “it is important to get to class on time,” but don’t have opportunities to practice what they need to do to make that happen (end conversations quickly, avoid congested areas, etc.)
- b) The packaged curriculum used to teach our SWE consists of lecture and worksheets (no skill rehearsal).

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Environment

- Are the school-wide expectations **posted**?
- Does our staff **refer** to the school-wide expectations?
- Does our staff use best practices in **classroom management**?
- Is our **reward system** implemented consistently across settings?
- Are **district policies** aligned with our mission?



Environment

- Are the school-wide expectations **posted**?
 - Does our staff **refer** to the school-wide expectations?
 - Does our staff use best practices in **classroom management**?
 - Is our **reward system** implemented consistently across settings?
 - Are **district policies** aligned with our mission?
- a) Students are not rewarded for being in class on time.
- b) Discussions of tardiness/ punctuality don't reference the school-wide expectations



Learner

- Are students **accessing** core instruction?
- Do students “**buy-in**” to our system?



Learner

- Are students **accessing** core instruction?
- Do students “**buy-in**” to our system?
 - a) Lessons on punctuality are given in the first 5 minutes of class only (students who are tardy aren't there).
 - b) Students roll their eyes and ignore their teacher during lessons on punctuality.
 - c) Students throw their school-wide tokens on the floor.



Validating Hypotheses

- Collect easily obtainable data to support or rule out ideas
 - Interventions are more likely to be on target and effective
- Consider validity/accuracy of data sources: **“triangulate”**



Validating Hypotheses: ICEL by RIOT

DOMAINS	Hypothesis	R <i>Review</i>	I <i>Interview</i>	O <i>Observe</i>	T <i>Test</i>
I <i>Instruction</i>					
C <i>Curriculum</i>					
E <i>Environment</i>					
L <i>Learner</i>					

How do you know??

- **Benchmarks of Quality, PIC**
- **Focus groups**
- **Artifacts**
- Office-Managed referrals (Majors/ODRs)
- Records of classroom-managed incidents (Minors)
- Tardies, attendance
- ISS/OSS events and days
- Student, Staff, Parent surveys
- Requests for assistance
- Academic data
- Direct observations

The data you collect depend on the questions you need to answer



Secondary School Implementation

What we're learning:

- Data aren't reviewed
- Skills aren't taught
- Rewards are inconsistent
- Administrators aren't walking the walk
 - Rewarding faculty for implementation
 - Protecting meeting time
 - Funding
 - Rewarding students for demonstrating SWE



Tier 1 Problem Solving Guiding Questions

Step 3 – Plan, Develop, Implement

- What **strategies** or interventions will be used?
- What **resources** are needed to support implementation of 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?



Action Plan

Part B

Tier 1/Universal PBS: Specific RtI:B Action Plan

Critical Element	Step 1: What is the problem/issue/task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up or Completion Date	Step 4: How will we know when we've been successful?
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			

Tier 1 Problem Solving Guiding Questions

Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to core been effective?
- If not, was the intervention implemented with fidelity? How do you know?
- Your team may need to revisit problem identification and/or hypotheses...



A Self-Correcting 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?

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Questions?



...Some ideas for implementation



Miami-Dade: School-Wide Strategy

- **Problem:** Poor attendance
- **Strategy:** Reward students' for being where they needed to be, when they needed to be there
- **How they did it:**
 - Attendance Flags
 - Reward entire school if they reach 97% mark for the week
 - Competition between classes for lowest absenteeism
 - Rewards improved attendance: District's "Most Improved" for 1st & 3rd Quarters





SHS

**Show
Responsibility**

**Have
Respect**

**Exhibit
Self-Control**



School-Wide Behavior Bingo

	Be Respectful	Be Responsible	Be Ready to Learn
Homeroom			
Class 1			
Class 2			
Lunch			
Class 3			
Class 4			
Class 5			
Class 6			

Getting HS Teachers Involved

(Teachers hated attending pep rallies)

- Homecoming Week:

- Every teacher attending rally had name placed into drawing
- 5 Winners received gift certificate to Denny's
- Additional recognition in newsletter

- Class of the week:

- Identified through administrator walk-throughs
- One class per week nominated, based on outstanding instruction, student behavior and student work.
- Announced on Wolf-TV and presented with a framed certificate pronouncing them Class of the Week.

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What Other HS have done:

- Phone calls home
- “Fast passes” for cafeteria
- Tickets to school sporting events
- Parking spaces
- Dances
- Access to a special cafe/store/seating area
- Shadow a teacher/administrator for a day
- Medallions/wristbands for model students
- Music played over loudspeaker between classes
- Faculty/student sports competition



Still More to Consider...

- **Web Resources:**

- Ideas for Free Incentives:

<http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Rewards-Incentives/Ideas%20for%20Free%20Incentives.pdf>

- Increasing the Effectiveness of Reward Systems (non-token economy based):

<http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Rewards-Incentives/Increasing%20the%20Effectiveness%20of%20Reward%20Systems.pdf>



HS Example

- Funding:
 - Student parking fees and soda sales = \$3000 for each school year.
 - Partners in Education donate specific money or items to be used for PBS.
 - Within the school different clubs/organization donate items.
 - The school has paired with the Rotary and Kiwanis Clubs to recognize the students of the month.



Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org



Thank you!!

