C4 - Data-Based Decision Making to Support Classroom Management

Lead Presenter: Jennifer Freeman
Exemplar Presenters: Jennifer Bouckaert & Margo Ferrick

With Support from Brandi Simonsen

Key Words: Classroom, Assessment
17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS: SCIENCE, VALUES, AND VISION

CALL FOR PAPERS OPENS JUNE 2019

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

For more information, visit: conference.apbs.org
College and Career Readiness for Transition (CCR4T)
Development and Validation of a Student Measure

**Measurement Study funded by the Institute of Educational Sciences to be carried out from 2019-2023**

**Key personnel:** Allison Lombardi, Mary Morningstar, Valerie Mazzotti, Jennifer Freeman, Hariharan Swaminathan, and Jane Rogers

**Seeking school partners to:**
- 2019-20 – participate in virtual focus groups, specifically secondary general and special education teachers, other school personnel
- 2020-21 OR 2021-22 - Field-test the measure in schools. Administer the CCR4T to students school-wide in an online survey format, which will take about 30-50 minutes (potentially a class period)
- 2021-22  Provide feedback on usefulness of scores, data reports. *Access to data will be provided to all school partners.*

- *Interested in participating in focus groups?* Fill out a form, visit [http://ccr4t.education.uconn.edu](http://ccr4t.education.uconn.edu)
- *Questions?* Email us allison.lombardi@uconn.edu or jennifer.freeman@uconn.edu
Today’s Objectives

1. Describe a framework for using data to guide the implementation of classroom practices
2. Identify key tools for monitoring fidelity and outcomes associated with the implementation of classroom practices
3. Describe the approach taken by one district to support classroom practice implementation districtwide
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

• Brandi Simonsen
• Jennifer Freeman
• Steve Goodman
• Barbara Mitchell
• Jessica Swain-Bradway

• Brigid Flannery
• George Sugai
• Heather George
• Bob Putnam
• Renee Bradley et al. (OSEP)
**Interactive Map of Core Features**

**Foundations** (Table 1)

1.1 **Settings**
The physical layout of the classroom is designed to be effective.

1.2 **Routines**
Predictable classroom routines are developed and taught.

1.3 **Expectations**
Three to five classroom rules are clearly posted, defined, and explicitly taught.

**Practices** (Table 2)

2.1 **Supervision**
Provide reminders (prompts), and actively scan, move, and interact with students.

2.2 **Opportunity**
Provide high rates and varied opportunities for all students to respond.

2.3 **Acknowledgment**
Using specific praise and other strategies, let students know when they meet classroom expectations.

2.4 **Prompts and Precorrections**
Provide reminders, before.

2.5 **Error Corrections**
Use brief, contingent, and specific statements when misbehavior occurs.

2.6 **Other Strategies**
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

2.7 **Additional Tools**
More tips for teachers.

**Data Systems** (Table 3)

3.1 **Counting**
Record how often or how many times a behavior occurs (also called frequency).

3.2 **Timing**
Record how long a behavior lasts (also called duration).

3.3 **Sampling**
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval.

3.4 **ABC Cards, Incident Reports, or Office Discipline Referrals**
Record information about the events that occurred before, during, and after a behavior incident.
### Tables with Definitions, Examples, Non-Examples, and Resources

#### 1. Matrix of Foundations for Classroom Interventions and Supports

<table>
<thead>
<tr>
<th>SETTINGS</th>
<th>ACTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Critical Features</td>
</tr>
<tr>
<td>WHAT key strategies can I use to support behavior in my classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
</tr>
<tr>
<td>Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)</td>
<td>Design classroom layout according to the type of activity taking place:</td>
</tr>
<tr>
<td>• Design classroom layout according to the type of activity taking place:</td>
<td>• Tables for centers</td>
</tr>
<tr>
<td>• Tables for centers</td>
<td>• Separate desk for independent work</td>
</tr>
<tr>
<td>• Separate desk for independent work</td>
<td>• Circle area for group instruction</td>
</tr>
<tr>
<td>• Circle area for group instruction</td>
<td>• Consider teacher versus student access to materials</td>
</tr>
<tr>
<td>• Consider teacher versus student access to materials</td>
<td>• Use assigned seats and areas</td>
</tr>
<tr>
<td>• Use assigned seats and areas</td>
<td>• Be sure all students can be seen</td>
</tr>
<tr>
<td>• Be sure all students can be seen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. Wong & Wong, 2009
2. Archer & Hughes, 2011
PCBS Practices Decision-making Guide: 3 Key ?s

Do data indicate that students are still engaging in problem behavior?

Are the foundations of effective PCBS in place?
- Effectively design the physical environment of the classroom
- Develop & teach predictable classroom routines.
- Post, define, & teach 3-5 positive classroom expectations.

Are proactive and positive PCBS practices implemented consistently?
- Provide high rates of varied opportunities to respond.
- Use prompts and active supervision.
- Acknowledge behavior with specific praise & other strategies.

UCONN
UNIVERSITY OF CONNECTICUT

CBER
Center for Behavioral Education & Research
Promoting Academic and Behavior Supports

PBIS
Positive Behavioral Interventions & Supports
OSEP Technical Assistance Center
Are students still engaging in problem behavior?

Yes

Are behaviors minor or major expectation violations?

Minor

Use brief, specific error correction & other strategies.

Major

Well done! Monitor outcomes and adjust as needed.

No

Do data indicate that students are still engaging in problem behavior?

Many

Review, adjust & intensify CWPBIS. Ask for help!

Few

Request additional (tier 2 & 3) support for students.
Multi-tiered Framework of Professional Development Support

**Tier 1**
Universal PD: Training & Self-Management

**Tier 2**
Targeted PD: Self-Management with Peer or Coaching Supports

**Tier 3**
Intensive PD: Data-driven Consultation

**Progress Monitoring**
Walk-through, Student Data Review, Teacher Collected Data

**Universal Screening**
Walk-through & Student Data Review

Data should be used within a positive and proactive framework!!

(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2014)
PBIS Technical Brief on Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems

Prepared by: Jessica Swais-Bradway, Bob Putnam, Jennifer Freeman, Brandi Simmons, Heather George, Steve Goodman, Kimberly Yanez, Kathleen Lane, & Jeffrey Sarraque

What is the purpose of this technical brief?

There are two main purposes of this technical brief. First, this brief will guide educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices. See Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators guide for an overview of PCBS practices, which are the foundation of classroom management. Second, this brief will guide school leadership teams to use data for decision making when implementing systems to support educators’ implementation of PCBS. The PBIS Technical Brief on Systems to Support Educators’ Implementation of Positive Classroom Support describes the systems needed to enhance educators’ implementation of PCBS practices with fidelity. Using data to guide decisions can help maximize educator responsiveness to students’ and educators’ needs.

This brief describes (1) the types of data included in a comprehensive decision-making process; (2) an illustration of how these data sources are used to support implementation of PCBS in the data-based decision-making process; (3) tables that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use, and (4) examples of the data for decision-making cycle at the classroom and school levels. This technical brief is intended to guide data use and selection at the tier 1 level for students and educators and is not intended to describe the more intensive data collection strategies required to support students or educators receiving tier 2 or 3 supports. The tier 2 and tier 3 sections of pbis.org provide additional information about advanced tiers.

What are data and how can we use them in our classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. These patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this brief, data refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (fidelity), (2) evaluating progress toward desired goals (outcomes), (3) guiding a problem-solving process if adequate fidelity or outcomes are not observed, and (4) informing an action plan for improvement. Also, because data-based decisions occur in the context of the classrooms or school setting, it is critical to consider local norms and values in selecting and measuring strategies (social validity) and ensuring selected strategies support all individuals (equity).

What needs to be in place before we can effectively use data to guide PCBS implementation?

Educators and school teams should have been trained in PCBS practices and systems before they can examine the effectiveness of these practices and systems at the classroom and school levels, respectively. Although individual classroom educators can adopt PCBS practices and data use, the impact of PCBS practices will be greater if the practices are implemented within
1. Are core/enhanced features of practices implemented with **fidelity**?

2. Are all individuals achieving desired **outcomes**?

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.
   - For each box, also consider **social validity** and **equity**.

4. **Action Plan:** How will you enhance implementation (intensify, modify, or select/add features)?

No

Continue to monitor

Yes
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with **fidelity**?

   - Yes
   - No

   Continue to monitor

2. Are all individuals achieving desired **outcomes**?

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for **practices** and **systems**.

4. **Action Plan**: How will you enhance implementation (intensify, modify, or select/add features)?

For each box, also consider **social validity** and **equity**.
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No

2. Are all individuals achieving desired outcomes?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?

4. Action Plan: How will you enhance implementation (intensify, modify, or select/add features)?

Continue to monitor
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No

2. Are all individuals achieving desired outcomes?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.

4. Action plan: How will you enhance implementation (intensify, modify, or select/add features)?

For each box, also consider social validity and equity.
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with **fidelity**?
   - Yes
   - No

2. Are all individuals achieving desired **outcomes**?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for **practices** and **systems**.
   - Continue to monitor

4. **Action Plan**: How will you enhance implementation (intensify, modify, or select/add features)?
   - Yes
   - No

For each box, consider **social validity** and **equity**.
<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Types of Tools and Resources for Data Collection</th>
<th>Examples of Use</th>
<th>Non-Examples of Use</th>
</tr>
</thead>
</table>
| **Equity of access**: all individual and groups of students have access to appropriate learning opportunities | **Direct observation**  
- Use direct observation or self-monitoring to ensure practices are implemented equitably (e.g., all students receiving similar rates of OTRs, praise, etc.) and differentiated only based on need/data (not on demographic characteristics)  
- Disaggregate existing *outcome measures* to ensure all students and groups of students are meeting learning and behavior goals  
**Perceptions of students, staff, families**  
- Survey students, educators, and family members to assess perceptions about equitable access and outcomes | **Ensure screening takes place for all students enrolled in a school**  
**Examine fidelity data to ensure equal access to effective practices and programs**  
**Examine disaggregated *outcome* data to ensure adequate progress for all individuals and groups**  
**If data show an overrepresentation of subpopulations, examine *practices* and *systems* in relation to those subpopulations** | **Use data to punish or embarrass individual or groups of staff or students** |
| **Equity of outcomes**: all individual and groups of students are able to reach established goals | | | |
1. Are core/enhanced features of practices implemented with **fidelity**?

How would you know?

2. Are all individuals achieving desired **outcomes**?

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for **practices** and **systems**.

For each box, also consider **social validity** and **equity**.
1. Are core/enhanced features of practices implemented with fidelity?

How would you know?

Self Assessment
Direct observation Checklists
Direct observation of specific skills
Self-management of specific skills
Pros, Cons, and Additional Recommended Resources*

**Pros:**
- Efficient
- Comprehensive

**Cons:**
- Lack psychometric data
- Subjective, potential for bias

**Examples:**

Simonsen, Fairbanks, Briesch, & Sugai (2006)

Simonsen & Myers (2015)

Simonsen et al. (2015)

*In all cases, we prioritized free or cheap resources.*
Pros: Most accurate for specific skills

Cons: Narrow, Potentially resource intensive

Examples:

(e.g., Simonsen et al., 2016)  (e.g., Scott & Hirn, 2011)  (Gessner, 1516 😊)

*In all cases, we prioritized free or cheap resources
Across three studies, we’ve found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects.

(Simonsen, Freeman, Dooley, Maddock, & Kern, 2017)

**Teachers…**

- Set a **goal** (criterion for self-reinforcement)
- **Self-monitored** daily
- Entered data into an Excel **Spreadsheet**, which automatically graphed daily praise rates relative to goal
- **Self-evaluated** and **self-reinforced**
- Received **weekly email prompts** to use specific praise and submit data
### Planning for self-management

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target behavior:</strong></td>
</tr>
<tr>
<td><strong>Current rate of target behavior (estimate):</strong></td>
</tr>
<tr>
<td><strong>Goal rate of target behavior:</strong></td>
</tr>
<tr>
<td><strong>Plan for self-monitoring the behavior (how will you take data on the behavior?):</strong></td>
</tr>
<tr>
<td><strong>Plan for increasing the rate of the target behavior:</strong></td>
</tr>
<tr>
<td>(a) How will you prompt/remind yourself to engage in the behavior?</td>
</tr>
<tr>
<td>(b) How will you incorporate the behavior into your instruction?</td>
</tr>
<tr>
<td>(c) How will you prompt/remind yourself to self-monitor?</td>
</tr>
<tr>
<td><strong>Plan for self-reinforcement if you meet your goal:</strong></td>
</tr>
</tbody>
</table>
Materials to Support Self-Management

Pre-formatted spreadsheet is available at nepbis.org

Note these materials can also be used to support data sharing across professional learning communities or grade level teams.
Pros, Cons, and Additional Recommended Resources

Pros:
• Potentially more objective

Cons:
• Resource intensive (for validated tools)
• **OR** lack psychometric data

Examples:

Classroom Assessment Scoring System™ (CLASS)

Pianta, Hamre, & Downer (UVA)

Classroom Strategies Scale (CSS)


Positive Behavior Support

Classroom Management: Self-Assessment Revised

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai
Center on Positive Behavioral Interventions and Supports
University of Connecticut

Version: April 7, 2006

Observer Checklists

Missouri SW-PBIS Classroom Observation Tools Classroom Walk Through / Brief Observation / Observations

This document is intended to serve several related purposes. Overall, the materials are designed to help administrators in school districts and schools with developing a system of positive behavior support (PBS) that supports student success and provides administrators with a clear understanding of their instructional environments.

First, it identifies a set of eight essential classroom instructional practices that are evidenced to support academic and social/behavioral achievement. The specific practices are outlined below.

1. Define classroom rules, align them to schoolwide expectations, teach the rules, and acknowledge rule following.
2. Define classroom routines, teach routines, and acknowledge routine following.
3. Identify student behavior (e.g., 5-second intervals, keep the room quiet, etc.)
4. Provide positive feedback for evidence of positive behavior (i.e., work hard, do your best).
5. Provide positive feedback for evidence of inappropriate behavior (i.e., respect those around you).
6. Develop a repertoire of strategies for responding to inappropriate behavior.
7. Promote academic success.
8. Promote student involvement (i.e., how much is clear).
9. Support peer interactions (i.e., how much is clear).

The second purpose of the document is to provide a set of sequential observation tools for administrators. The tools are based on the classroom 8 and can be used in conjunction with an observation protocol to determine the year-end decision.

• Brief Observation
• In-depth Observation

The practices in the Classroom Walk Through on page 4 may be conducted during non-instructional or instructional time. The practices are related to documents and artifacts which can be collected and assessed at any time.

Missouri SW-PBIS

Simonsen et al. (2006)
Meet the Classroom Management Observation Tool (CMOT)

4 validated items assess key areas of classroom management:

1. Active Supervision
2. Opportunities to Respond
3. Specific Praise
4. + to - ratio

6 items related to other features of classroom management:

1. Schedule
2. 3-5 Positive Expectations
3. Physical Arrangement
4. Routines
5. Taught & Prompted Expectations
6. Additional Consequence Strategies
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?

2. Are all individuals achieving desired outcomes? How would you know?

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.
   - For each box, also consider social validity and equity.

4. Action Plan: How will you enhance implementation (intensify, modify, or select/add features)?
   - Yes
   - No
   - Continue to monitor

Yes
2. Are all individuals achieving desired outcomes?

How would you know?

Direct Behavior Ratings (DBR)
Grades/Work Samples
Attendance
Anecdotal Reports (ABC Charts)
Direct Observation
  - Event Based Systems (Tally)
    - Time (Duration/Latency)
    - Time Based Estimates
      - Partial/Whole Interval Recording
      - Momentary Time Sampling

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Types of Tools and Resources for Data Collection</th>
<th>Examples of Use</th>
<th>Non-Examples of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Operationally defined in observable measurable terms and using examples and non-examples</td>
<td>Direct observation data-collection applications:</td>
<td>• Determine if students/staff members are demonstrating the desired skill(s).</td>
<td>• Diagnosis of disability, mental health disorder, etc.</td>
</tr>
<tr>
<td>• Student/Classroom Observation and Analysis tool (SCOA)</td>
<td>✓ Direct Behavior Ratings</td>
<td>• The frequency and accuracy students/staff members using the desired skill(s).</td>
<td>The entire range of skills possessed by the students/staff</td>
</tr>
<tr>
<td></td>
<td>✓ SWIS (School-Wide Information System)</td>
<td>• The presence of non-positive, or contraindicated, classroom practices (e.g. shaming, yelling, clip charts, red-yellow-green cards, loss of recess, etc.).</td>
<td>Perceived relevance of outcomes</td>
</tr>
<tr>
<td></td>
<td>• Grade, discipline, or attendance data collection programs</td>
<td>• The specific skills that need developing/increasing</td>
<td>If the strategies/interventions are being implemented to fidelity</td>
</tr>
<tr>
<td></td>
<td>• Examples of student work/competencies (classwork, homework, projects, tests, etc.)</td>
<td>• Use Function-based information to refine implementation of Tier 1 supports</td>
<td>Assess educator or student perception of practice</td>
</tr>
<tr>
<td></td>
<td>• Number of school-wide reinforcers distributed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anecdotal records:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Antecedent Behavior Consequence (ABC) form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systematic Direct Observation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• See table of tools in the for how to monitor PBBS practices using direct observation strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Items marked with a check (✓) have undergone validation and have established psychometric properties. Other tools are widely used, but their psychometric properties have not been established.
Direct Behavior Rating

Completed directly after a defined observation period

Focused on 3 Key behaviors:
- Academic Engagement,
- Respectful,
- Disruptive

• Rated on a scale of 1-10
• Can be used to progress monitor
• Can be adapted to whole class use
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No

   2. Are all individuals achieving desired outcomes?
      - Yes
      - No

   4. Action Plan: How will you enhance implementation (intensify, modify, or select/add features)?

3. What is the nature of the problem (who, what, why)?

Continue to monitor
### SWIS Implementation Readiness

<table>
<thead>
<tr>
<th>Staff Managed are Minors</th>
<th>Office Managed are Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minors</td>
<td>Majors</td>
</tr>
<tr>
<td>• Inappropriate Language</td>
<td>• Abusive/Inappropriate Language</td>
</tr>
<tr>
<td>• Physical Contact</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Defiance/Insubordination/Non-Compliance</td>
<td>• Physical Aggression</td>
</tr>
<tr>
<td>• Disrespect</td>
<td>• Defiance/Insubordination</td>
</tr>
<tr>
<td>• Disruption</td>
<td>• Harassment/Intimidation</td>
</tr>
<tr>
<td>• Dress Code</td>
<td>• Inappropriate Display of Affection</td>
</tr>
<tr>
<td>• Technology Violation</td>
<td>• Vandalism/Property Destruction</td>
</tr>
<tr>
<td>• Property Misuse</td>
<td>• Lying/Cheating</td>
</tr>
<tr>
<td>• Tardy</td>
<td>• Skipping</td>
</tr>
</tbody>
</table>

*Consequences are determined by staff*
SWIS Implementation Readiness

General Process
&
Predictable
System

More information and examples are available at www.pbisapps.org in the SWIS Resources section
Precise Problem Statements

Precise problem statements include information about the following questions:

• **What** is the problem behavior?
• **How** often is the problem happening?
• **Where** is the problem happening?
• **Who** is engaged in the behavior?
• **When** is the problem most likely to occur?
• **Why** is the problem sustaining?

What are the data we need for a decision?
Primary vs. Precision Statements

Primary Statements

- Too many students off task
- November has more office referrals than October.
- Tardiness is increasing.
- The class is out of control.
- Student disrespect is disrupting instruction.

Precision Statement

- There are more students tardy for class this month than last. These are most likely to occur during 5th period (right after lunch) and with a large number of students (roughly 50% of the class), and the tardiness appears to be related to getting access to peers and “down time”.
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No
   - Continue to monitor

2. Are all individuals achieving desired outcomes?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.
   - For each box, also consider social validity and equity.

4. Action plan: How will you enhance implementation (intensify, modify, or select/add features)?
   - How do you do this?
4. **Action plan**: How will you enhance implementation (intensify, modify, or select/add features)?

Action Plans Include:
- Clearly Defined Problems linked to Goals
- **WHO** and **WHEN**

A plan for (a) prompting and reinforcing completion of each action item and (b) evaluating the fidelity and outcomes for each action item.

---

**Tools and Resources for Action Planning**

<table>
<thead>
<tr>
<th>What are specific tools I can use for action planning?</th>
<th>How should I use these tools for action planning?</th>
<th>How should I NOT use these tools for action planning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Northeast PBIS Network Action Planning Template</td>
<td>Use an ongoing action planning tool at each team meeting to review progress and identify new tasks</td>
<td>Create a new action plan at each meeting and never review previous action plans</td>
</tr>
<tr>
<td>• Florida’s SWPBIS Action Planning Guide</td>
<td>Share the action plan document with all team members and stakeholders regularly</td>
<td></td>
</tr>
<tr>
<td>• Action Plan Template in Classroom Self-Assessment-Revised</td>
<td>Use data to define clear goals and evaluate progress toward fidelity and outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of Use**

- Use data to define clear goals and evaluate progress toward fidelity and outcomes
- Share the action plan document with all team members and stakeholders regularly
- Create a new action plan at each meeting and never review previous action plans

---

**How do you do this?**
Defining Goals

- Define the problem with precision
- Define the measure of the problem (level, amount)
- Define what would be considered “good”
- Use the goal to guide the solution
  - How can we move from where we are to where we want to be?
Using Data to Develop Solutions

**Prevention**—How can we avoid the problem context?
- Schedule change, curriculum change, etc.

**Teaching**—How can we define, teach, and monitor what we want?
- Teach appropriate behavior
- Use problem behavior as negative example

**Recognition**—How can we systematically reward positive behavior?

**Extinction**—How can we prevent problem behavior from being rewarded?

**Consequences**—How can we systematically correct problem behavior?

**How will we collect and use data to evaluate:**
- Implementation fidelity
- Impact on student outcomes
## Solution Development

<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
</tr>
</tbody>
</table>
| Data collection    | • What data will we look at?  
                      • Who is responsible for gathering the data?  
                      • When/How often will data be gathered?  
                      • Where will the data be shared?  
                      • Who will see the data? |
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with **fidelity**?
   - Yes
   - No

2. Are all individuals achieving desired outcomes?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for **practices** and **systems**.
   - No
   - Yes

4. **Action Plan**: How will you enhance implementation (intensify, modify, or select/add features)?
   - Continue to monitor

For each box, consider **social validity** and **equity**.
Southbridge Demographics

Student Race and Ethnicity

- African American: 2%
- Asian: 1.4%
- Hispanic: 57.3%
- Native American: 0.2%
- White: 37.3%
- Native Hawaiian, Pacific Islander: 0.1%
- Multi-Race, Non-Hispanic: 1.7%

Selected Populations

- First Language not English: 35.2%
- English Language Learner: 24.3%
- Students With Disabilities: 21.2%
- High Needs: 79.3%
- Economically Disadvantaged: 69.7%
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices implemented with **fidelity**?

4. **Action Plan**: How will you enhance implementation (intensify, modify, or select/add features)?

2. Are all individuals achieving desired outcomes?

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.
   - For each box, also consider social validity and equity.

   Yes
   - Continue to monitor

   No
   - Yes
   - No
The educator effectively engaged in active supervision of the students...

The educator effectively provided most/all students with...

The educator effectively provided specific praise to acknowledge...

The educator effectively provided more frequent acknowledgement...

---

Average CMOT Score April 2018

Secondary Average

Elementary Average
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices implemented with **fidelity**?

2. Are all individuals achieving desired outcomes?

3. What is the nature of the problem (who, what, why)?
   Review the data based decision making flow charts for practices and systems.

4. **Action Plan**: How will you enhance implementation (intensify, modify, or select/add features)?

For each box, also consider **social validity** and **equity**.
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with **fidelity**?
   - Yes
   - No

2. Are all individuals achieving desired **outcomes**?
   - Yes
   - No

3. What is the nature of the problem (who, what, why)?
   - Continue to monitor

4. **Action Plan**: How will you enhance implementation (intensify, modify, or select/add features)?

   Yes
   No
Strengths:
- Physical arrangement
- Routines

Areas of concern:
- Teaching and prompting expectations
- Secondary
Strengths:
- Active supervision
- OTRs emerging

Areas of concern:
- Providing effective positive and corrective feedback
- Move from somewhat to effective in all areas
- Understanding how it all fits together
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No

2. Are all individuals achieving desired outcomes?
   - Yes
   - No
   - Continue to monitor

3. What is the nature of the problem (who, what, why)?
   - Review the data based decision making flow charts for practices and systems.
   - For each box, also consider social validity and equity.

4. Action plan: How will you enhance implementation (intensify, modify, or select/add features)?
## Solution Development

<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
</tr>
</tbody>
</table>
| Data collection             | • What data will we look at?  
                              | • Who is responsible for gathering the data?  
                              | • When/How often will data be gathered?  
                              | • Where will the data be shared?  
                              | • Who will see the data? |
Tier 1 Plans for this year

**Teaching**
- In-district PBIS team trainings
  - Focused on Classroom practices and Systems
  - On-site TA walk throughs with coaches and admin
- Wednesday PD
  - Integrating classroom management and instructional practices

**Recognition**
- Staff recognition systems focused on classroom implementation

**Data Collection**
- Implementation of SWIS district-wide
- Self-management/self-reporting initially to build trust
- District wide walk-through tool (CMOT)

**Building Capacity**
- Advanced teacher cohort
- Train the Trainer cohort
Targeted Support

**New Hire Focus**
- Intensive 2 week training (before school started)
- Mentoring- monthly sessions + assigned to a PTS teacher

**Coaching Model**
- Pairing struggling teachers with a coach in district
- Non-punitive/ non-evaluative relationship with the coach

**PBIS Focus**
- Partnership with UCONN
- Flexible with the needs of the district (more intensive at secondary level) and adapting training
Today’s Objectives

1. Describe a framework for using data to guide the implementation of classroom practices

2. Identify key tools for monitoring fidelity and outcomes associated with the implementation of classroom practices

3. Describe the approach taken by one district to support classroom practice implementation districtwide
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are core/enhanced features of practices & systems implemented with fidelity?
   - Yes
   - No
   - Continue to monitor

2. Are all individuals achieving desired outcomes?
3. What is the nature of the problem (who, what, why)?
4. Action Plan: How will you enhance implementation (intensify, modify, or select/add features)?

---

Precise Problem Statements

Precise problem statements include information about the following questions:

- What is the problem behavior?
- How often is the problem happening?
- Where is the problem happening?
- Who is engaged in the behavior?
- When is the problem most likely to occur?
- Why is the problem sustaining?

What are the data we need for a decision?

Solution Development

<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
</tr>
</tbody>
</table>

Data collection

- What data will we look at?
- Who is responsible for gathering the data?
- When/How often will data be gathered?
- Where will the data be shared?
- Who will see the data?
Questions?

Thank you!
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and choose your session from the dropdown Menu.