PBIS Tier 1
Data-Based Decision Making

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Our Targets Today

- Participants will describe ways to collect and use meaningful behavioral data to inform and create powerful Tier 1 interventions with precise action plans.

- Participants will describe why it is important to use meaningful behavioral data.
PBIS School-Wide Systems for Student Success

Academic Systems

- **Tertiary Interventions**
  - Individual students
  - Assessment-based
  - High intensity

- **Secondary Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Primary Interventions**
  - All students
  - Preventive, proactive

Behavioral Systems

- **Tertiary Interventions**
  - Individual students
  - Assessment-based

- **Secondary Interventions**
  - Some students (at-risk)
    - High efficiency
    - Rapid response

- **Primary Interventions**
  - All settings, all students
    - Preventive, proactive
PBIS Team

• PBIS Teams
  • Roles in Building
  • Roles in District
  • Recommended Members:
    • Admin
    • Facilitator
    • Teachers
    • Para-Educator
    • Office Staff
  • The team drives Data-Based Decision Making (DBDM)
Using Our “Gut”
Improving Decision Making
Which data collection tools do you use in your buildings?

- Skyward
- Homeroom
- SWIS
- Other?

How do you use the data to develop action plans? And how do you structure the action plans?
What is SWIS?

The School-Wide Information System (SWIS) is a web-based decision system used to improve behavior support in schools and other educational facilities by providing school personnel with accurate, timely, and practical information for making decisions about school environments.

Big Idea

Make decisions based on data.

Big Idea

It’s more than just record keeping, it’s about decision making.
Why was SWIS developed?

**Overall Goal**
Make schools more effective learning environments.

**Strategy**
Repeatedly giving people the right information, at the right time, in the right format is the single most effective way to improve decision making and valued outcomes.

**Behavior**
Social behavior is the single most common reason students are excluded from schools.
Data-Based Decision Making

Decisions are more likely to be **effective** and **efficient** when they are based on data.

The quality of decision making depends most on the first step—defining the problem to be solved.

**Big Idea**  Define problems with precision and clarity.
Data-Based Decision Making

Data help us ask the right questions. They do not provide the answers.

We use data to:

- Identify & refine problems
- Define the questions that lead to solutions
- Data help place the “problem” in the context rather than on the students.
ODR Forms

CRMS Office Discipline Referral

BEARS: Be Excellent, Accepting, Respectful, Safe

Date: ____________ Time: __________ Referring Staff: ____________________________

Student: ___________________________________________ ☐ IEP ☐ 504 Grade: _____

Others Involved: _______________________________________ ☐ IEP ☐ 504 ☐ Participant ☐ Victim Grade: _____

Others Involved: _______________________________________ ☐ IEP ☐ 504 ☐ Participant ☐ Victim Grade: _____

Location:

☐ Classroom: ____________ ☐ Off Campus: ____________
☐ Hallway/breezeway
☐ Cafeteria
☐ Bus Route #: ____________
☐ Gym
☐ Restroom: ____________
☐ Commons/Courtyard
☐ Library

☐ Bus Zone
☐ Bus Stop
☐ Office
☐ Event/Field Trip: ____________
☐ Parking Lot
☐ Unknown: ____________
☐ Other: ____________

☐ Parent has been notified of incident:

☐ Email
☐ Voicemail
☐ Conversation

Staff member: ____________
## Majors vs. Minors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Minor (Teacher Managed)</th>
<th>Major (Office Managed)</th>
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</thead>
</table>
| Defiance/ Disrespect/ Non-Compliance | • Not working/ Unfinished work  
• Not participating in Group Work  
• Making faces/ Rolling eyes  
• Huffing, sighing, etc.  
• Arguing- Inappropriate Response to Teacher Request  
• Uncooperative behavior  
• Talking back  
• Cheating/ Lying  
• Leaving assigned area  
• Minor object stealing | • Blatant or excessive non-compliance  
• “F-you”, flipping off, etc.  
• Repetitive minor incidences that normal classroom consequences are not addressing  
• Leaving campus/hiding from staff  
• Forgery  
• Theft of major objects or pattern of minor stealing that is on-going |
The Drill Down

• Who?
• What?
• Where?
• Why?
• When?

• (How often?)
Is the problem more of a... ???

• OR
Primary Statements

• 5th graders are just so defiant.
• The lunchroom is out of control.
• Hallway behavior is such a problem.
• The drop off area is mayhem in the morning.
Precision Statement

• *Examples:*

• 17 students in 5\textsuperscript{th} grade are showing defiant and disruptive behaviors between 10:15-11:30 to avoid tasks in the classroom.

• OR

• Brian Bender shows a pattern of inappropriate language in the classroom on Mondays & Wednesdays for adult attention.
Solution Development

• Which interventions will you put into place that will address the motivation behind the behavior?

• What are the action steps?

• Who is responsible?

• By when?

• How will fidelity be measured?

• Data collection and sharing? Is it working?
Continuous Quality Improvement

Cycle of Continuous Improvement

- Data Collection and Organization
- Defining the Problem with Precision
- Action Plan Implementation
- Goal Identification
- Solution Development
- Action Planning
How do we help individual students?

• Student Dashboard
• Identify Red Flags
• Drill Down
Shifting our approach to discipline...

• How are discipline approaches shifting in your district? In the state?
• Do you see this type of DBDM approach promoting positive change in your district? How?
Additional effective data collection tools:

• Behavior
• Attendance
• Academics
• Other systems to paint the full picture
Questions?

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