

Data Based Decision Making

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Session Description

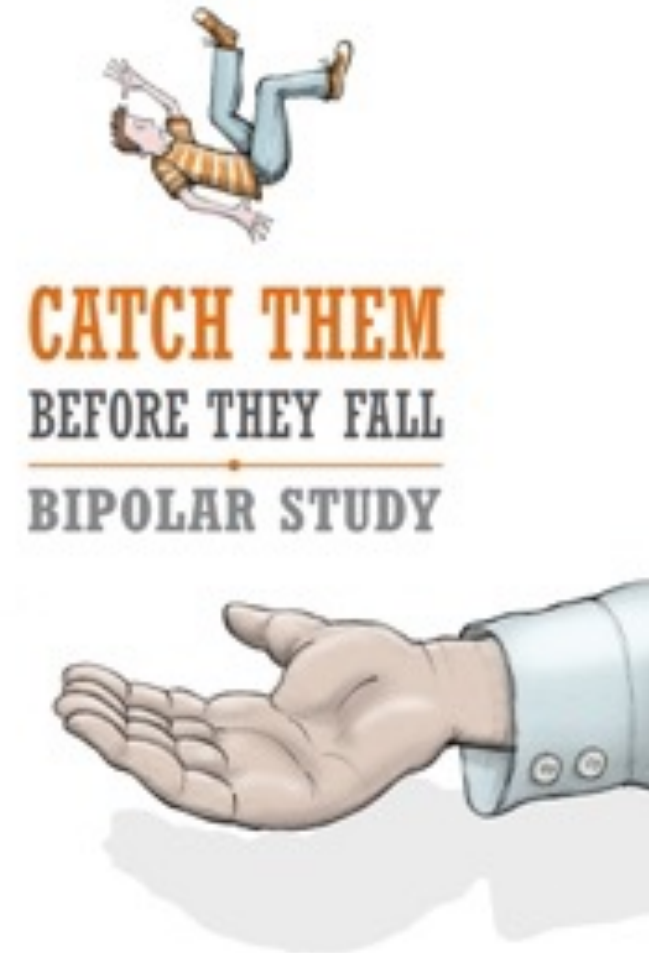
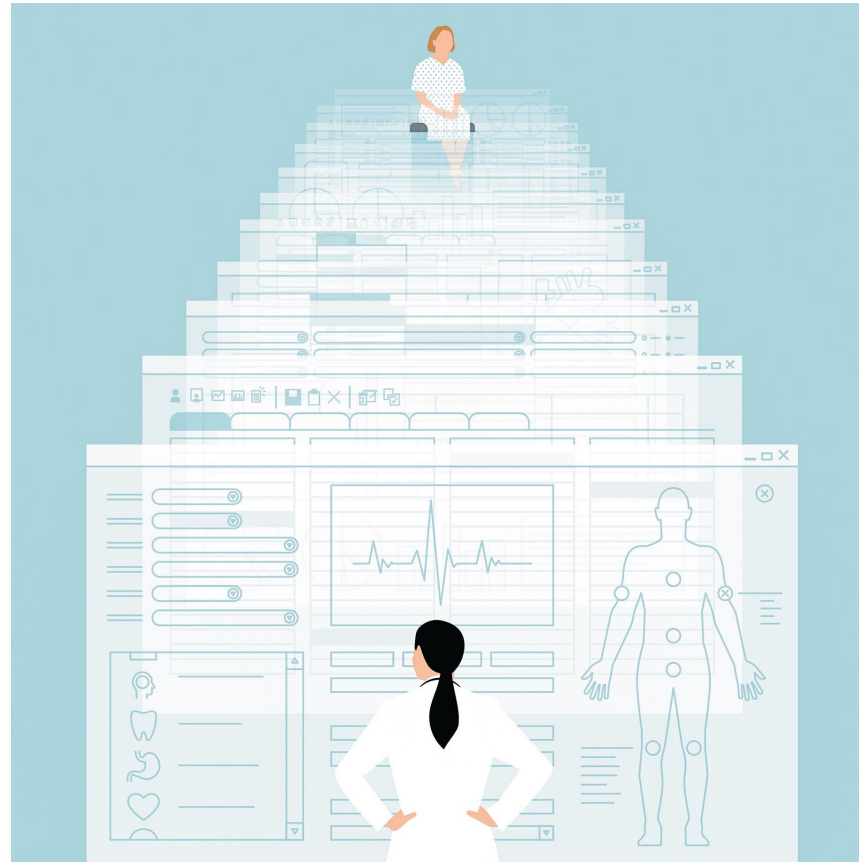
We are rich in data! How we use this data can make all the difference. Accepting that trauma-informed practices help establish conditions for learning that benefit all students, how might we approach better identifying students that might benefit from additional supports? We will look at our Early Warning System and screening measures that could be added. We will also discuss the development of possible data triggers that could be used to identify changes in behavior that should prompt further inquiry. We will discuss the school MTSS team and the safety team and how they may use information on an ongoing basis in attempts to identify students with needs and intervene early.

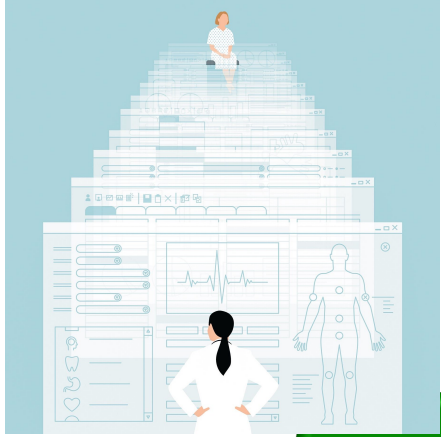
Optimistic Opener

► Zoom Rooms

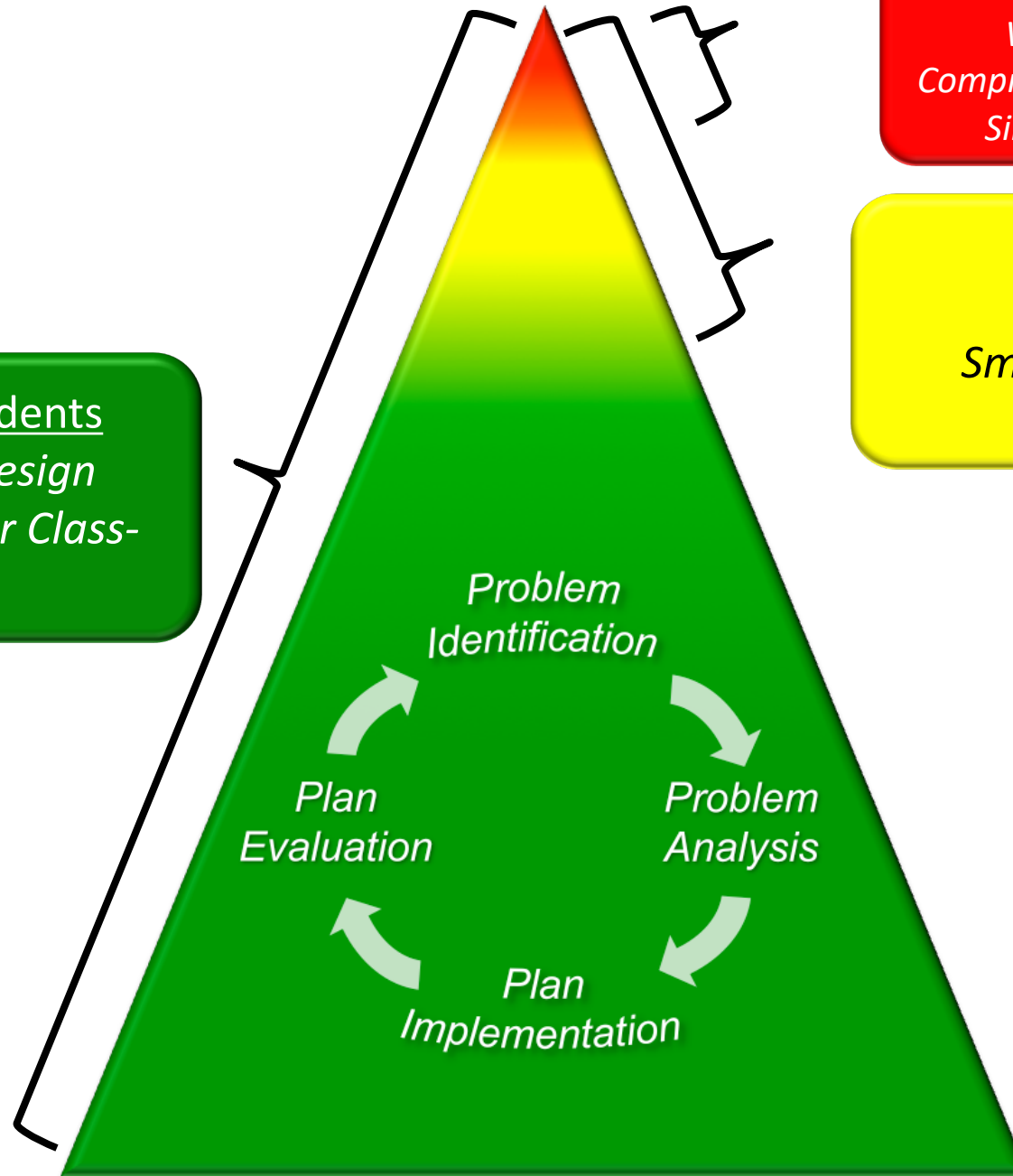
- Introduce yourself, your affiliation (school or agency), and what does this quote mean to you?

Set the Stage





~80% of students
*Universal Design
School-wide or Class-
wide*



~5%
*Wraparound
Comprehensive FBA/BIP
Simple FBA/BIP*

~15%
Small Groups

Why Use Data

- ▶ 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).
 - Define problems with precision and clarity

Why Use Data For Decision Making?

- ▶ Data help us ask the right questions...they do not provide the answers.
Use data to:
 - Identify problems
 - Refine problems
 - Define the questions that lead to solutions

- ▶ Data help place the “problem” in the ***context*** rather than in the students.

Recommendations for Data Use

- ▶ Build “decision systems” not “data systems”
- ▶ Use data in “decision layers”
 - Is there a problem? (overall rate of ODR)
 - Localize the problem
 - location, problem behavior, students, time of day
 - Get specific
- ▶ Don't drown in the data
- ▶ It's “OK” to be doing well
- ▶ Be efficient
- ▶ Elementary: Minor/ Secondary: Major

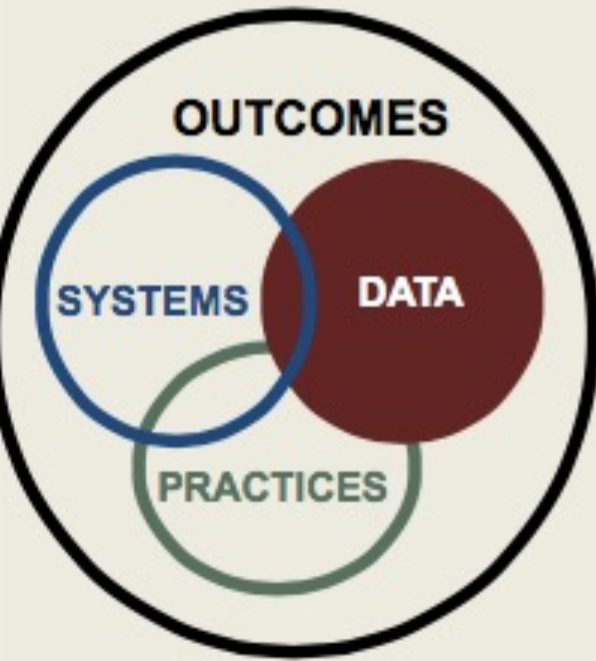
ISF School View: Blending PBIS + SMH

Adapted from "What is a systems Approach in school-wide PBS?"

OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.pbis.org/schoolwide.htm>

Adapted from the National Community of Practice on Collaborative School Behavioral Health:

<https://www.youtube.com/watch?v=mZvXX7NWpDk>



Supporting Decision Making:

BEFORE...

No data is used to identify students for Tier 2/3 interventions, staff waits for a major incident to occur before referring, and/or referrals made due to life events vs. display of needs

No data is used to monitor the fidelity of implementation/effectiveness of the Tier 2/3 interventions and/or data not kept by CMH providers

If data is utilized to identify students for interventions & supports, it's data gathered from within school walls

AFTER...

Data-based decision rules are developed for each tier based on school & community factors that allow students to be readily identified, placed, and then transitioned out of appropriate levels of support based on need

Process data is used at all three tiers for all interventions/supports; individual student data is utilized by the teams at Tier 2/3

Decision rules and interventions/supports reflect a wide-variety of data from both within school and the community



Washoe County School District
SEL Social & Emotional Learning

What data do we have

- ▶ Zoom Room
- ▶ Share out

Formal Data System

Use Data to Guide Discussion & Instruction

- Who is on the team?
- How does one access the team?
- How often is this team meeting to review the data?

School Leadership/MTSS Teams

- Tiered Fidelity Inventory
 - Reading
 - PBIS
 - Restorative Practices (RP)
- School Climate Data
- Fidelity of Implementation Data
- Group Progress Monitoring Data
- Access Data
- Universal Screeners
 - Attendance Reports
 - Behavior Reports
 - Connectedness Practice
 - MAP
 - Early Warning System
- Summative Assessments
 - SBAC
 - End of Course (EOC) Exams
 - ACT
 - Etc.
- Grades

Teacher Teams

- Universal Screeners
 - Attendance Reports
 - Behavior Reports
 - Connectedness Practice
 - Student Risk Screening
 - MAP
 - Early Warning System
- Common Formative Assessments
- Summative Assessments
 - SBAC
 - End of Course (EOC) Exams
 - ACT
 - Etc.
- Diagnostic Assessments
- Access Data
- Fidelity of Implementation Data
- Progress Monitoring Data
 - Group Progress Data
 - Individual Student Data
- Student Profile Page
- Grades

What about our informal data collection system

- ▶ Nurses Log
- ▶ Counseling Log
- ▶ Restroom Log
- ▶ Bus Logs/Referrals
- ▶ Class Dojo or other classroom systems

- ▶ Large breakout with guiding questions

We have all this data...but now what?

- ▶ We universally screen!

Universal screening readiness checklist

- Build a foundation
 - ☐ *Secure district and building-level administrative support for universal screening*
 - ☐ Establish universal screening committee consisting of district and building-level administrators, student support personnel, teachers, family and community representatives and assign roles
- Clarify goals
 - ☐ Identify purpose of universal screening (e.g., mental health, social skills assessment)
 - ☐ Determine desired outcomes

- Identify resources and logistics

- ☐ Identify resources for supporting students identified via screening (in-school and community-based)
- ☐ Create a timeline for executing screening process including frequency of screening (e.g., once, or multiple times per year?)
- ☐ Create administration materials (e.g., power point to share process with staff, parents and community members, consent forms, teacher checklists)
- ☐ Schedule dates for screening(s) and meetings to share school-wide results

Universal screening readiness checklist

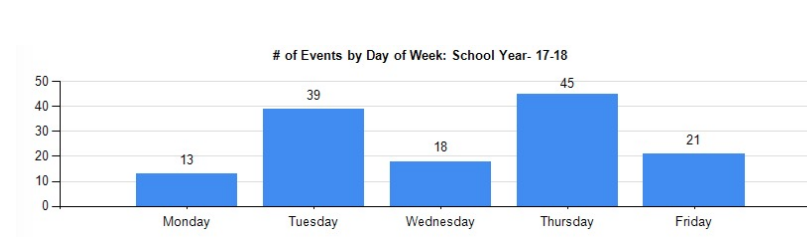
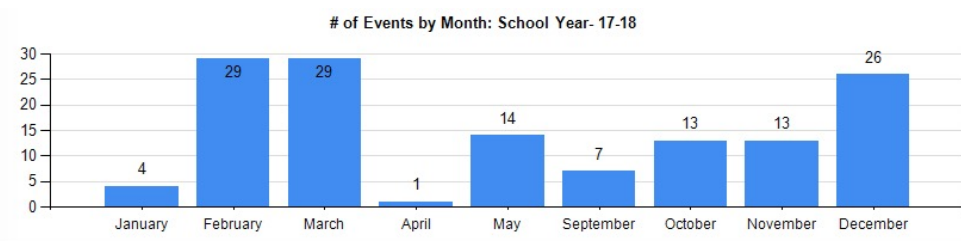
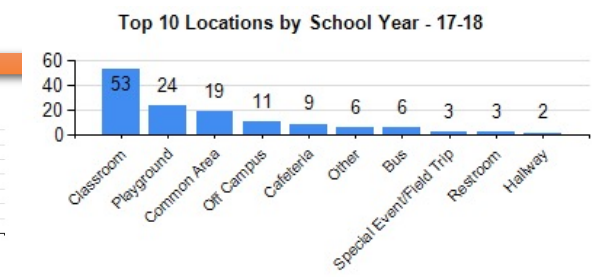
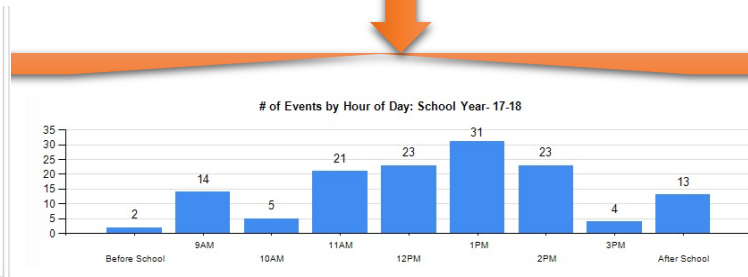
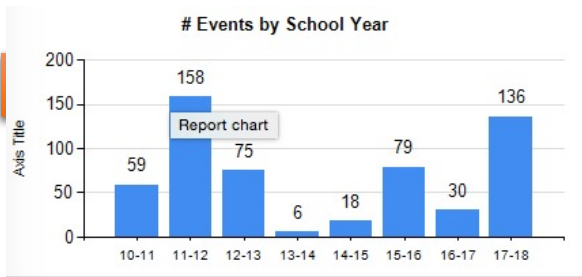
- Data

- ☐ Develop data collection and progress monitoring system
- ☐ Determine systematic process for using results to inform interventions
- ☐ Plan for sharing screening and progress monitoring results with staff and families

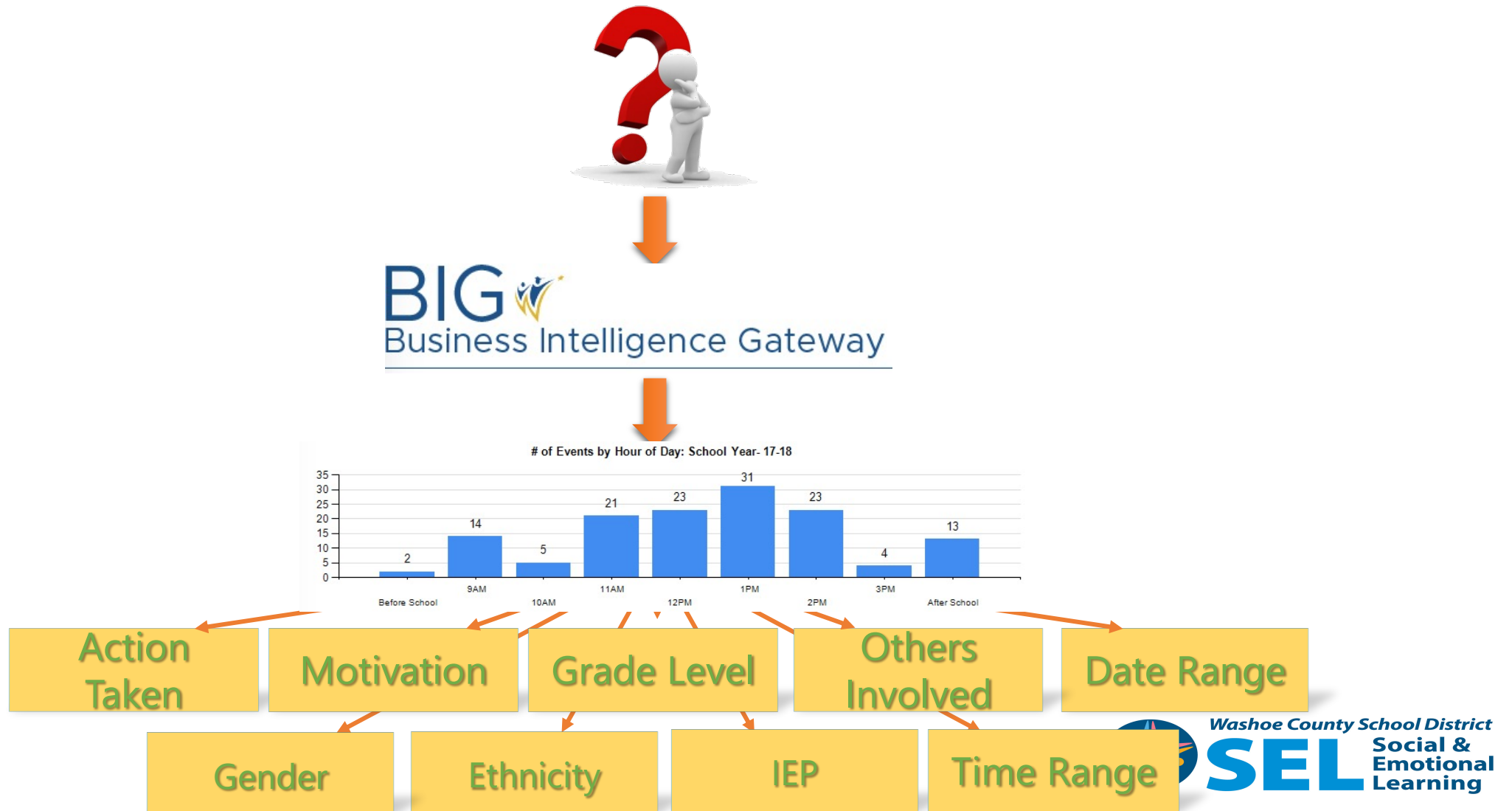
Using BIG Data to Solve Problems



BIG
Business Intelligence Gateway



Using BIG Data to Solve Problems



Content Checkpoint

- Quick Write -- 45 seconds:
- What is data-based decision making?
- Why is it useful?

WRITE & TALK



- Quick Talk – Zoom Rooms
 - Same? Different? Why?



PICK AT LEAST THREE:

- Universal Screening Score
- SWIS Majors/Minors
- Attendance
- Teacher “Referral”
- Grades/GPA
- Credit Accrual
- Other _____

Determine which data your team will consider



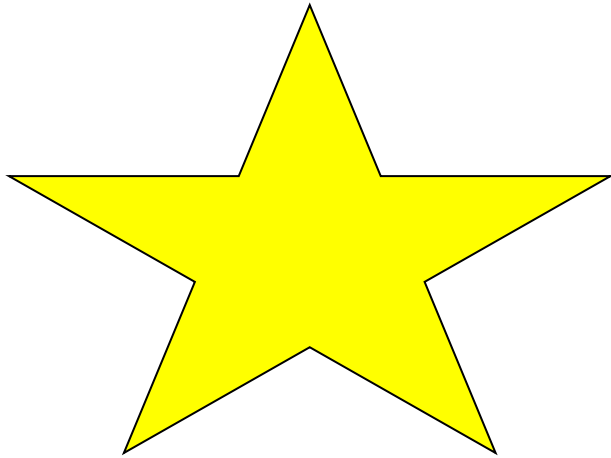
Use the data

Identify the
need

Select the
intervention

Having predetermined criteria for:

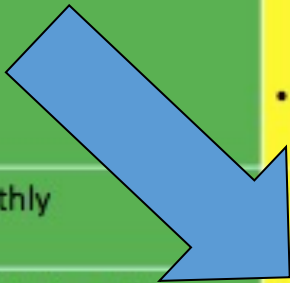
- How students get access to, &
- How students graduate out of interventions



- MTSS Tab Intervention Bank

Sophisticated Intervention Table

TIER/TYPE	TIER 1/UNIVERSAL: ALL STUDENTS/STAFF FUNCTION-INFORMED INTERVENTION 100% of students receive	TIER 2/TARGETED: LARGE/SMALL FUNCTION- INFORMED GROUPS 5-15% of students access	TIER 2 /TARGETED: INDIVIDUALIZED FUNCTION- INFORMED INTERVENTIONS	TIER 3/INTENSIVE: HIGHLY INDIVIDUALIZED, FUNCTION-BASED INTERVENTIONS 1-5% of students access
EVIDENCE- BASED PRACTICES	Universal PBIS: <ul style="list-style-type: none"> • Direct instruction of behavior • Reinforcement of desired behaviors • Pre-correction • Re-teaching 	<ul style="list-style-type: none"> • Check-In Check Out (CICO) • Check-in Check Out With Modified Features (CICOWMF) • Social Academic Instructional Groups (SAIG) 	<ul style="list-style-type: none"> • Individualized Adult-Student Mentoring: (Check & Connect) 	<ul style="list-style-type: none"> • Brief FBA/BIP • Complex FBA/BIP • Wraparound <ul style="list-style-type: none"> • Embed in all of the above: Individualized CICO (WMF), SAIG, C&C
DURATION/ FREQUENCY PER CYCLE	<ul style="list-style-type: none"> • All year/daily 	<ul style="list-style-type: none"> • CICO & CICOWMF: 4-6 weeks/15 minutes throughout day • SAIG: 4-6 weeks/30 min block 1-2x a week 	<ul style="list-style-type: none"> • C&C: 2 years/weekly 30 minutes minimum per student based on data outcomes 	<ul style="list-style-type: none"> • BFBA/BIP: 4-6 weeks + /daily • CFBA/BIP & WA: high frequency/structure until progress made
DATA REVIEW	<ul style="list-style-type: none"> • Monthly 	1-2x/month	<ul style="list-style-type: none"> • 2x/month + as needed 	<ul style="list-style-type: none"> • Weekly + as needed
MAIN /OTHER FUNCTIONS MET	MAIN: Obtain adult attention OTHER: Obtain access to items/activities & obtain	MAIN: Obtain adult attention OTHER: Obtain access to items/activities &	MAIN: Obtain adult attention OTHER: individualized to meet function of goals of	MAIN: Individualized to meet function(s) at a higher intensity, duration, frequency



Data Decision Rules

Support/ Interventions	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria
Small group social skills instruction: Skills Streaming Curriculum	<p>Small group instruction by counselor or other trained interventionist.</p> <p>Lessons taught based on identified needs in student group. 20 min, 4x per week. “Internalizers” group separate from “externalizers” group</p>	<p>SRSS-IE: E7 or I5= Moderate or High Risk</p> <p>AND</p> <p>Office Discipline Referrals (ODR): 2+ for social/peer challenges</p> <p>AND</p> <p>“Needs Improvement” on Report Card social indicators</p>	<p>ODRs earned for social/peer challenges</p> <p>Scores on Weekly Progress Report</p> <p>Attendance in group</p>	<p>SRSS-IE low risk</p> <p>ODRs earned=0</p> <p>Improvement on report card social indicators</p> <p>Mastery of lessons related to target skill(s) in group</p>



Guidelines for Data Collection

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	Behavior: SRSS - mod to high risk Academic: 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract Treatment Integrity Social Validity	Successful Completion of behavior contract
Self-monitoring	Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.	Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM	Work completion and accuracy in the academic area of concern; passing grades Treatment Integrity Social Validity	Passing grade on the report card in the academic area of concern

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Mentoring Program (Sophomores/ Juniors/ Seniors)	<p>Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance.</p> <p>Volunteer teachers serve as mentors; meeting weekly (30 – 60 min) with students during the school day.</p>	<p>(1) 10th/11th/ 12th graders</p> <p>(2) Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher ODR ≥ 2 Absences ≥ 5 days in one grading period</p> <p>(3) Academic: GPA ≤ 2.75</p>	<p><u>Student Measures:</u></p> <p>(1) Increase of GPA at mid-term and semester report cards.</p> <p>(2) Decrease of ODR monitored weekly.</p> <p>(3) Reduced absences (fewer than one per quarter)</p> <p><u>Treatment Integrity:</u> Mentors complete weekly mentoring checklists to report meeting time and activities.</p> <p><u>Social Validity:</u> Pre and post surveys for students and mentors.</p>	<p>Yearlong support</p> <p>Students who no longer meet criteria next fall</p> <p>Seniors: graduation</p>

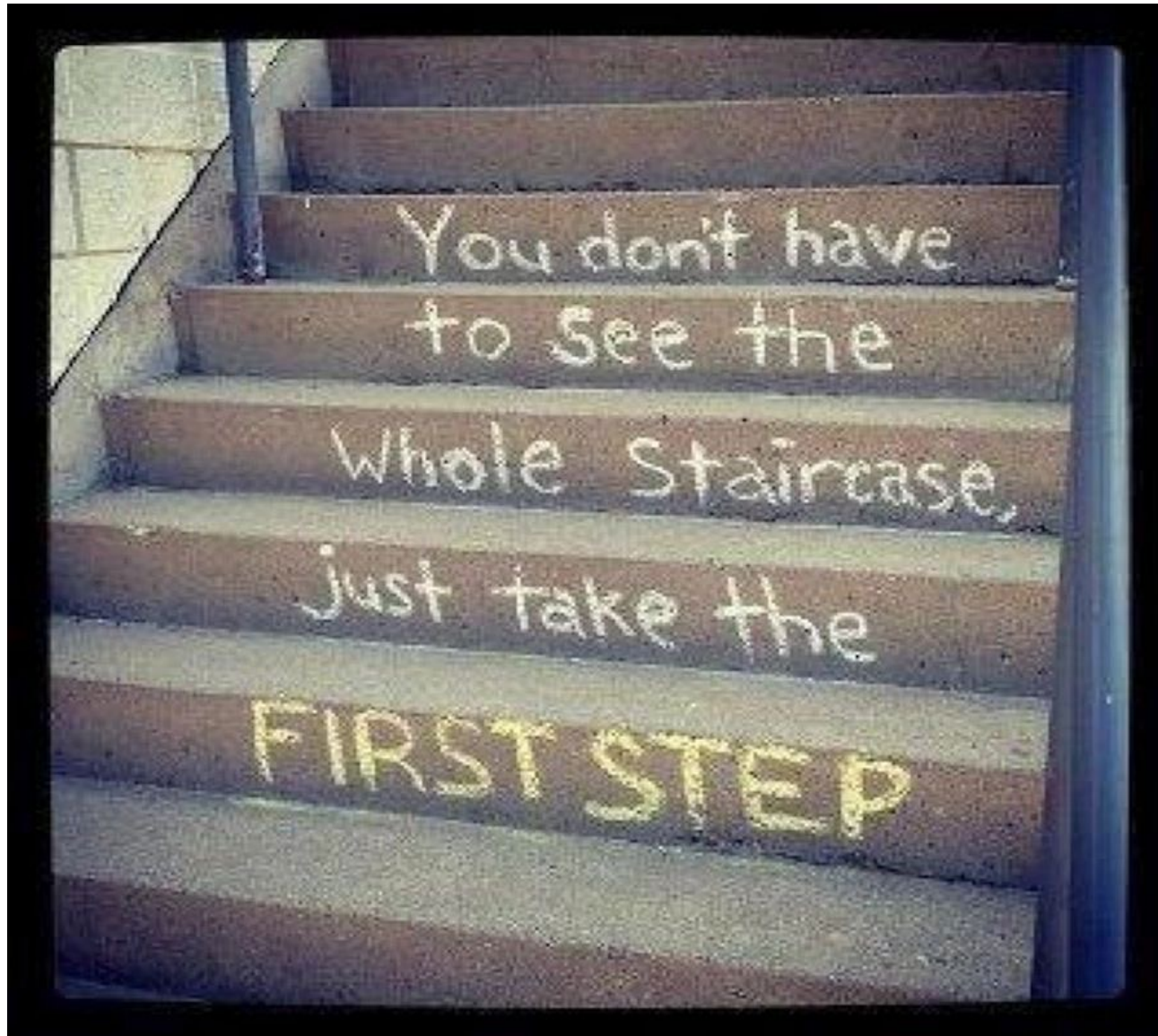
Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology*, 29, 203-229.

Logistics----how do you know, parent consent, HIPPA

Breakout and share what they're currently doing to determine interventions and needs.
How could a formal process, like DDR, be beneficial for their teams.
Do a sample

Whole group Q&A
Wrap up

We're In This Together



A Little One-On-One...

