Organizing and Analyzing Data at Tier II and Tier III

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Struggling to help your Tier II and Tier III PBIS team(s) use their data for decision making?
Confused about how often and which data to review?
Trying to make sense of fidelity vs. implementation data?

This session will explore strategies for you to offer teams as they organize their systems, data, and practices to more efficiently and effectively reach better outcomes.

Educational and Community Supports

Educational and Community Supports (ECS) is a research unit within the College of Education at the University of Oregon.
- ECS focuses on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals.
- Federal and state funded projects support research, teaching, dissemination, and technical assistance.

PBIS Applications is a series of educational tools created within ECS and related to the implementation of multi-tiered systems of support (MTSS).
- The PBIS Application tools have been utilized in 25,000+ schools both domestically and internationally.

Session Description

Session Intentions
Who is in the audience?

- School/Faculty
- Teacher
- PBIS Coach
- Administrator
- Related Service Provider
- District/Regional Program Coordinator

Implementing at:

- Tier I
- Tier II
- Utilizing CICO-SWIS
- Tier III
- Utilizing ISIS-SWIS

What is it? Still learning and growing We know how to do it, now we're working to sustain it Very fluent and very effective

Tier II Targeted Systems of Support

- Where are your schools in Tier II implementation?
- Where is your confidence level in coaching Tier II?

Tier III Individualized Systems of Support

- Where are your schools in Tier III implementation?
- Where is your confidence level in coaching Tier III?

Foundational Elements
Essential Components of MTSS

The intent of MTSS is to improve outcomes for all students while providing immediate supplemental supports for students at risk of poor academic and social outcomes.

Tertiary—intensive, individualized
- Focus = Few students, 5% of overall population
- Setting = Small group, 1–3 students
- Instruction = Individualized, explicit and focused on remediation of skills, matched to student need, intervention duration 20+ weeks
- Assessments = Individual diagnostic assessment, weekly or twice weekly progress monitoring

Secondary—targeted, small group
- Focus = Some students, 15% of overall population
- Setting = Small group, 5–8 students
- Instruction = Supplemental to core instruction with support of re-teaching and review, matched to student need, intervention duration 8–15 weeks (<20 weeks)
- Assessments = Group diagnostic assessment, biweekly or monthly progress monitoring

Universal—primary prevention

Advanced (Tier II & III) Systems of Support

Tier II
- Secondary, Targeted
  - Focus = Some students, 15% of overall population
  - Setting = Small group, 5–8 students
  - Instruction = Supplemental to core instruction with support of re-teaching and review, matched to student need, intervention duration 8–15 weeks (<20 weeks)
  - Assessments = Group diagnostic assessment, biweekly or monthly progress monitoring

Tier III
- Tertiary, Intensive
  - Focus = Few students, 5% of overall population
  - Setting = Small group, 1–3 students
  - Instruction = Individualized, explicit and focused on remediation of skills, matched to student need, intervention duration 20+ weeks
  - Assessments = Individual diagnostic assessment, weekly or monthly progress monitoring

Multi-Level Prevention System

Essential Question: Is the student successful at this level of support? Students themselves do not fit into a tier of supports; instead, their needs are addressed at the tiers provided.

Intensity is a two-way street. Improved student outcomes are the result of continually monitoring and modifying (as needed) instructional programs and methods.

Systems Change

OUTCOMES
Social Competence & Academic Achievement

DATA

PRACTICES

SYSTEMS

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior
Big Idea in MTSS: Continuous Quality Improvement

- Data Collection and Organization
- Defining the Problem with Precision
- Goal Identification
- Solution Development
- Action Planning

Cycle of Continuous Improvement

Plan 
Implements 
Evaluate

Value and Utility of Data

Enablers of Sustainability


Barriers to Sustainability

What single factor is most related to high sustainability?

The frequency that data are presented to all school staff.

Value and Utility of High Quality Decision Systems

• What’s the goal?
  • To make schools more effective learning environments

• How?
  • 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 achieve valued outcomes (Gilbert, 1978).

• Why focus on behavior?
  • Social behavior is the single, most common reason students are excluded from education.

Performance Gap & Cause Analysis

<table>
<thead>
<tr>
<th>Environment/System</th>
<th>1—Information</th>
<th>2—Resources</th>
<th>3—Incentives</th>
<th>4—Motives</th>
<th>5—Capacity</th>
<th>6—Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clear expectations, timely, specific feedback</td>
<td>Materials, tools, time, processes</td>
<td>Financial &amp; non-financial encouragement</td>
<td>Desire to work and excel</td>
<td>Ability to learn and do</td>
<td>Requisite knowledge and skill base</td>
</tr>
</tbody>
</table>

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.

The value of data emerges only when analysis provides insight that direct decisions for students.

“Big Idea” Define problems with precision and clarity.

“Define problems with precision and clarity.” —Stephen H. White, Beyond the Numbers, 2005
Data-Based Decision Making

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

- We use data to:
  - Identify and refine problems
  - Define the questions that lead to solutions

- Data help place the “problem” in context rather than on the students

Information with a Purpose

Different types of information serve different purposes.

Types of Information (Data)

Fidelity Data
Did we implement the systems and strategies we agreed upon?

Outcome Data
Is the plan resulting in progress toward our goals?

Connecting Outcomes & Fidelity

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Lucky</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive outcomes, low understanding of how they were achieved</td>
<td>Positive outcomes, high understanding of how they were achieved</td>
</tr>
<tr>
<td></td>
<td>Replication of success is unlikely</td>
<td>Replication of success likely</td>
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</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Losing Ground</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undesired outcomes, low understanding of how they were achieved</td>
<td>Undesired outcomes, high understanding of how they were achieved</td>
</tr>
<tr>
<td></td>
<td>Replication of failure likely</td>
<td>Replication of mistakes unlikely</td>
</tr>
</tbody>
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Monitoring Implementation
Fidelity at Tier II and Tier III

- **Fidelity of Implementation** determines the adults’ current level of understanding and implementation fluency.

- **School-wide PBIS Fidelity Measures**
  - Identify evidence-based tools to assess the level of PBIS implementation across the school (e.g., ESET, TII, BAT, SAS, MATT) to make systems-level decisions.

- **Staff level Training and Coaching**
  - Identify systems to ensure all faculty/staff are oriented and fluent in delivering Tier II practices (e.g., staff self-report, observations).
  - Identify systems to ensure all faculty/staff are oriented and fluent in delivering Tier III support plans (e.g., staff self-report, observations).
  - Make consistent sharing of fidelity and outcome data across staff and local community a priority.

Fidelity of Implementation

- Introducing **Fidelity of Implementation**
  - Fidelity data is an opportunity to discuss the student’s support plan, not a tool to pick on staff!

- Questions to ask of fidelity data:
  1. Is the plan being implemented?
  2. Is the plan a good contextual fit for the environment?
  3. Is additional training or coaching needed?
  4. Are there sufficient resources allocated to implement the plan?
  5. Has something changed (e.g., staff, schedule, student behaviors)?

Monitoring Outcomes

- **Universal Screening** determines students’ current level of performance and need for additional supports
  - Collect information on all students at least twice a year
    - After the first 6 weeks of the new school year
    - 6 weeks after the return from winter break
  - Use data-decision rules for decision making.
We use Continuous Progress Monitoring to identify system-level as well as student-level performance.

- Regular collection and review of data (e.g., referrals, reading probes, standardized assessments)
- Use of data for decision making and action planning

Monitoring Outcomes

Monitoring Outcomes

- Outcome Measures or Summative Assessments

Organizing the Data: Systems-Level Fidelity

Tier II (Targeted) and Tier III (Intensive)
Fidelity Assessments Tier II & Tier III

- Team Assessments
- Tiered Fidelity Inventory (TFI)
- Walk-through Report
- Benchmarks of Advanced Tiers (BAT)
- Individual Systems School-wide Evaluation Tool (ISSET)
- Progress Monitoring
  - Measurement of Advanced Tiers Tool (MAT1)
- Self-Assessments
  - CICO Self-Assessment
  - Others

TFI: Total Score Report

TFI: Scale Report

TFI: Subscale Report
Collected Analyzing Data: TII & TIII

Organizing and Analyzing the Outcome Data
Tier II (Targeted)

Outcomes
Targeted, Tier II
- Monitor overall student progress within CICO intervention
  - Daily Progress Report (DPR)
  - Average Daily Points
  - Progress toward individual goal
- Monitor overall integrity of CICO intervention
  - Number of students on intervention
  - Overall progress toward school-wide goal

Check In Check Out (CICO) Essential Elements
The backbone of CICO involves a daily “check-in” and “check-out” with a respected adult
- Efficient system that is capable of providing behavioral support to groups of students
- Designed to increase the likelihood that each class period begins with a positive adult-student interaction
- Increases the frequency of contingent feedback from teachers/supervisors
Check In Check Out Cycle

CICO intervention implemented

Morning Check-in
Home Check-in
Class Check-In
Teacher Checks
Afternoon Check-Out
Class Check-Out

Why does CICO work?

- Program can be applied in all locations
  - Classroom, playground, cafeteria
  - Anywhere there is a staff member who knows their role

- Elevated recognition for appropriate behavior
  - Adult attention delivered each target period
  - Adult attention (and tangible) delivered at end of day

- Link school and home support
  - Provide format for positive student/parent contact

- Organized to fade into a self-management system
  - Increased options for making appropriate choices
  - Increased ability to self-monitor performance/progress

- Links behavior support and academic support
  - Allows for incorporation of academic support for academic-based, task-avoidance problem behavior

Why does CICO work?

- Improved structure and predictability
  - Prompts are provided throughout the day for correct behavior
  - System for linking student with at least one positive adult
  - Student agrees to participate (on board)

- Student is "set up for success"
  - First contact each morning is positive
  - "Blow-out" days are pre-empted
  - First contact each class/activity period is positive and sets up behavioral momentum

- Increase in contingent feedback
  - Feedback occurs more often
  - Feedback is tied to student behavior
  - Inappropriate behavior is less likely to be ignored or rewarded

- Program can be applied in all locations
  - Classroom, playground, cafeteria
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Precision

School-Wide Report
- Helps to evaluate:
  - How are we doing with implementation of CICO?
  - How are students responding?
Helps to evaluate:

- How is each student doing in relation to the school-wide goal?

Helps to evaluate:

- What is one student’s pattern over time?

Helps to evaluate:

- What does one student’s average day look like?

Helps to evaluate:

- What is one student’s pattern over time in a single class period?
Organizing and Analyzing the Data

Tier III Individualized

The ISIS-SWIS Advantage

Efficiency

- Provides structure and tools for creating and maintaining student files
- Brings individualized student progress monitoring, goal setting, and decision making into one place
- Supports efficient data entry to keep records current
- Allows teams to easily access data for timely evaluation and decision making

Equity

- Provides equal access to quality support for students requiring individualized interventions
- Provides staff with predictability, leading to clear roles and responsibilities

Outcomes

Intensive, Tier III

- Monitor student progress toward individually defined goals and measures
- Monitor integrity and fidelity of individual plan implementation

Efficiency

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Why was ISIS-SWIS developed?

- Schools needed:
  - A way to efficiently enter, store, and summarize data for decision making
  - A system designed for team-based planning
  - A system with flexibility to monitor progress for students with a variety of behavioral and academic needs and supports.


Examples of Tier III Data Collection

### Quality

- Brings together goals/objectives from a student’s support plan into a comprehensive student file to allow for quality decision making
- Supports compliance with federal procedures around Tier III support (e.g., FBA, BSP, IEP)
- Documents the history of student interventions and progress

### Flexibility

- Allows progress monitoring to be individualized based solely on the team’s identification of the student’s needs
- Number of measures
- Team member access to data
- Measure details and metric types
- Data collection schedule(s)
- Individualized goal(s)
- Wide variety of reporting options
- History of plan changes and anecdotal notes

### Student Point Card

<table>
<thead>
<tr>
<th>Check in</th>
<th>Check out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
</tr>
</tbody>
</table>

**Check in:**

- **Check in:**
  - **Respect:**
    - Use appropriate language
    - Use polite terms
- **Integrity:**
  - Follow directions
  - Ask for help if needed
  - Finish all work
  - Do not look
- **Perseverance:**
  - Finish tasks
  - React well

**Check out:**

- **Check out:**
  - **Respect:**
    - Use appropriate language
    - Use polite terms
Date

# steps

275

Staff

TK  VC  TK  TK  TK  TK  TK

Location

SW  DM  7-11  7-11  7-11  DM

Step of Routine                   # items

1. Get basket (except for one item)

2. Read 1st item

3. Find item

4. Put item in basket, cross off list

5. Repeat 2-4 for 2nd item

6. Repeat 2-4 for 3rd item

7. Repeat 2-4 for 4th item

8. Repeat 2-4 for 5th item

9. Go to checkout

10. Wait turn, place items on belt

11. Wait, give next dollar when told

12. Take change, say thanks

13. Put money in pocket

14. Pick up bag

15. Walk out of store

Completion time

25  23  20  15  26  10

Measures:

• Total number (or percent of steps) completed independently

Provides:

• An overall look at student progress
• Progress on specific steps in a routine

Measures Rate of Problem Behavior

# of times Student hit head in 10 minute time segments

Date
8:50-9:00  11:20-11:30  1:00-1:10  2:20-2:30

2/15/12  l l l l

2/17/12  l l l l l l l

2/19/12  l l l l l l l
Data Entry

Guiding Questions
• Is our data collection system working efficiently and effectively?
• Do we know what data to enter?

School-Wide Report

Guiding Questions
• What is the “temperature” across this school year and today?
• Which students are we serving?
• Are we monitoring the fidelity of plan implementation?
• Are students making progress?
• Which student plans need additional attention?

Student File

Guiding Questions
• Are we implementing Carly’s plan?
• What data, measures, and documents do we have readily available?
• Who are the members of Carly’s team?
• What questions do we have regarding the progress of the plan?
• What data might we look at next?
Guiding Questions
• How is the student performing in relation to the outcome goal?
• What are the trends, peaks, and patterns?
• What are the next steps?

Report Type: Measure

Guiding Questions
• How is the student performing in relation to the outcome goal?
• What are the trends, peaks, and patterns?
• What are the next steps?

Report Type: Measure with Fidelity Comparison

Guiding Questions
• How is the student performing in relation to the outcome goal?
• What are the trends, peaks, and patterns?
• What are the next steps?
• How do fidelity of implementation data compare with the outcome data?

Report Type: Time Segment

Guiding Questions
• How is the student performing across segments of the day?
• During which time segment is the student having the most success?
• During which time segment is the student having the least success?

Report Type: Single Time Segment

Guiding Questions
• How is the student performing in relation to the outcome goal?
• What are the trends, peaks, and patterns?
• What are the next steps?
• How do fidelity of implementation data compare with the outcome data?
Tools for Your Toolbox

So Much Data, So Little Time!

- With so many data, how will we be able to build a comprehensive framework for data-based decision making?

How do you eat an elephant?

Tools to add to your toolbox
- Targeted Interventions Reference Guide
- Tier III Support Plan Worksheet
- Data Review and Monitoring Plan Guide
- CICO-SWIS and ISIS-SWIS Readiness Checklists
- ISIS-SWIS Student File Set Up Checklists
- PBIS Applications – PBISApps.org

Targeted Interventions Reference Guide
Tier III Support Plan Worksheet

Multi-tiered Data Review and Monitoring Plan Guide

Student File Set-Up Checklist

Readiness Checklists
PBIS Applications

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PBIS Applications Contacts
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- training@pbisapps.org
- support@pbisapps.org

Reflection Time

Something that squares with my beliefs.

Something that squares with my beliefs.

Something that squares with my beliefs.

Three important points I want to remember.

A question that keeps going around in my head.

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