

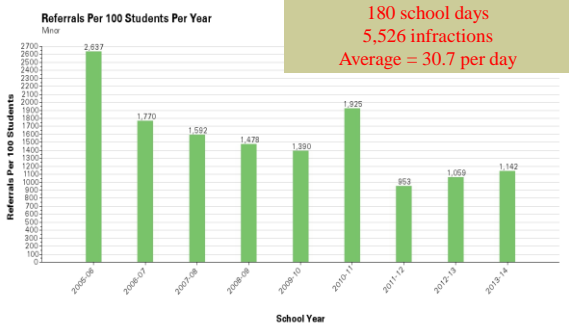


Enhancing Schoolwide Discipline Using
Data for Decision Making
*2014 Conference on Schoolwide Culture,
Climate and Positive Behavior Support*
August 20-21, 2014

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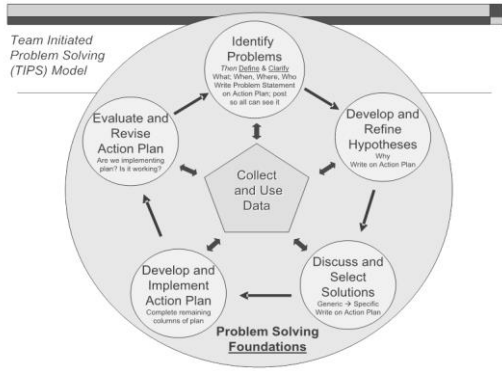
Sandown North Elementary School (K-3)
2005-2006 to 2013-14





Team **I**nited **P**roblem **S**olving **M**odel
J. Stephen Newton, Robert H. Horner, Anne W. Todd,
Bob Algozzine, Kate M. Algozzine (2010)

- Four year grant funded by U. S. Department of Education’s Institute of Education Sciences -- 2008-2012
- **Goal:** Develop a “problem-solving model” for school teams that results in active use of data to (a) define problems, (b) build solutions, and (c) transform solutions into practical action plans.





A Tale of Tardiness at ConVal High School (1,200)

For 2005-06
 7,982
 Averaged nearly 800 per month
 Averaged approx. 44 per day



Improving Decision Making

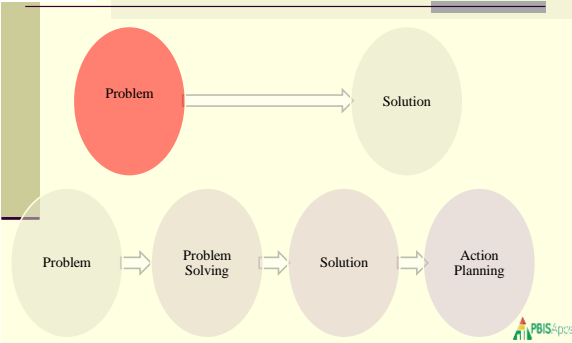
As decision makers, we need a deliberate process to guide us through the examination and analysis of data. Without this, we may be apt to substitute strongly held opinions for the fact-based conclusions that would be derived from a review of the actual data.

—Douglas B. Reeves,
The Leader's Guide to Standards, 2002





Improving Decision Making





Data-Based Decision Making ConVal High School 2005-06 7,982 Tardies to Class

- What type of behaviors?
 - Tardies to class
- Where are the behaviors occurring?
 - Across all types of classrooms
- What time of day are they occurring?
 - Across all class periods
- What proportion of students are exhibiting minors?
 - Many students
- Hypothesis:
 - Inconsistency of staff/Lack of instruction



ConVal High School Action Plan

1. Goal Setting: Reduce tardies by 50%
2. Prevention: Staff consensus on what tardy/getting to class on time means
3. Teaching: Getting to Class on Time
4. Recognition: Announce classes who get 90% of students on time to class
5. Corrective Response: Return to office, tardy slips
6. Data Collection: Tardies in SWIS



Addressing Tardies

2 Feet through the Door at ConVal HS

SCHOOL-WIDE EXPECTATIONS

Respect, Responsibility, and Integrity

Skill: Being on Time to Class

By the time the bell stops ringing, your entire body must be across the threshold of the classroom door.



A Tale of Tardiness at ConVal High School 1,200 Students

| School Year | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| Tardies | 7,982 | 253 | 257 | 127 | 137 | 196 | 183 |
| Average Per Month | 798 | 25 | 26 | 13 | 14 | 20 | 18 |
| Average Per Day | 44 | 1.4 | 1.4 | 0.7 | 0.8 | 1.1 | 1.0 |



Sandown North Elementary School K-3 (306 students)





Team Initiated Problem Solving Model Newton, et al (2010)

1. Define core outcomes
2. Identify measures used to monitor the core outcomes
3. Establish and apply standards for the identified measures
4. Collect and use data throughout



Key Questions We Want Answered

What are the broad core outcomes you hope to achieve this year?

How do they connect to your school improvement goals/accreditation process?

To create a positive learning environment characterized by safety, trustworthiness, respect, responsibility (STAR).



What are you Trying to Accomplish this Year?

- Develop/design the features?
- Build capacity through training and TA?
- Increase faculty, administration, family buy in?
- Improve fidelity of implementation?
- Improve school climate?
- Reduce problem behaviors, suspensions, expulsions?
- Improve positive behavior?
- Increase time for learning?
- Increase academic achievement?
- Other?



Team Initiated Problem Solving Model Newton, et al (in press)

1. Define core outcomes
2. Identify measures used to monitor the core outcomes
3. Establish and apply standards for the identified measures
4. Collect and use data throughout



Begin with Broad Core Outcomes or Key Questions

1. What do you want to **achieve** in terms of student behavior this year (broad core outcomes)?
2. Do you have **past and/or current data** (Valid) to answer the questions? Is it **accurate**? (Reliability)
3. If not, how can you get **valid and reliable data**?



Key Features of Effective Data Systems

1. The data is used to answer **important questions** about outcomes
2. The data are **accurate**
3. The data are very **easy to collect** (1% of staff time)
4. The data are collected **continuously**
5. The data collection should be an **embedded** part of the **school cycle** not something "extra"



Key Features of Effective Data Systems

- 6. Data should be **summarized** prior to meetings of decision-makers (e.g. weekly)
- 7. Data are used for **decision-making**
 - 1. The data must be available when decisions need to be made
 - 2. The people who collect the data must see the information used for decision-making
- 8. The data are used to **celebrate success**



Potential Data Sources

Problem Behavior Incident Reports
Office Discipline Referrals
 In and Out of School Suspensions
 Surveys on Bullying, Harassment,
 School Safety Tardies, Absenteeism,
 Staff Surveys, Climate Surveys,
 Courses Failed, etc.



Team Initiated Problem Solving Model Newton, et al (in press)

- 1. Define core outcomes
- 2. Identify measures used to monitor the core outcomes
- 3. **Establish and apply standards for the identified measures**
- 4. Collect and use data throughout



**Data-Based Decision Making
and PBS Teams; Standards**
Newton, Horner, Algozzine, Todd, Algozzine (in press)

- Establish standards for outcome measures:
 - a) Level, trend, and variability of the school’s referrals during the previous school year;
 - b) Level, trend, and variability of referrals of other schools of similar size and grade level (e.g., a national average); and
 - c) Social expectations of the school’s community members, faculty, and students.



Team Initiated Problem Solving Model
Newton, et al (2010)

4. **Collect and Use Data (Throughout)**
 - I. **Review Current Status and Identify Problems (Primary to Precise)**
 - II. **Develop and Refine Hypotheses**
 - III. **Discuss and Select Solutions**
 - IV. **Develop and Implement Action Plan**
 - V. **Evaluate and Revise Action Plan**



Main Ideas
Horner (2009)

- 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



Main Ideas

Horner (2009)

- 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.

Using ODRs to Identify Problems

- Build a picture for the pattern of office referrals in your school.

Goal

1. Identify problems empirically
2. Identify problems early
3. Identify problems in a manner that leads to problem solving not just whining

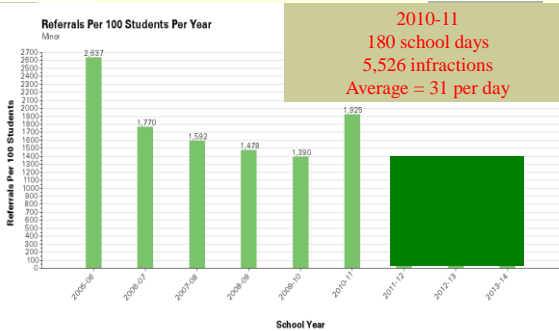


SWIS – Data System for PBIS

- Maintained by University of Oregon
- Web Site Based – www.swis.org
- Allows easy Student Data Input
- Creates Data Charts/Analysis
- Assists Team in Discussing Data with Staff
- Small yearly investment (\$350.00)



Sandown North Elementary School (K-3) 2005-2006 to 2010-11





More Precision Is Required to Solve the Identified Problem

1. Define problem by identifying **What** problem behaviors are involved in ODRs
2. Clarify problem by identifying
 - a) **When** ODRs are occurring (time of day)
 - b) **Where** ODRs are occurring (location)
 - c) **Who** is engaging in problem behaviors that result in ODRs
 - d) **Why** are problem behaviors continuing to occur

Which Statement Is More Precise?

| | |
|--|--|
| 1a. Too many ODRs | 1b. Total of 22 aggression ODRs on playground last month; twice as many as last year & showing increasing trend this year; occurring during first recess; 15 different students involved; aggression appears to provide peer attention, and resolve unclear playground rules (who gets equipment). |
| 2a. Verbal threats and gender harassment in the cafeteria are increasing; 80% of events are from 4 students during second lunch; We are unclear what is maintaining these behaviors. | 2b. Behavior in cafeteria is uncivil and unsafe. |
| 3a. Hallway noise is too loud (disruptive) during 7 th grade passing periods before and after lunch. | 3b. Hallway noise is unbearable. |
| 4a. The number of ODRs per day has increased by 20% each month since school started. | 4b. The number of ODRs per day has increased by 20% each month since school started. Most incidences are with 4-6 grade, in the afternoon. Students are engaging in inappropriate language and harassment. |

To work through the SWIS Reports, we use the *Behavior Data Review Worksheet*

Behavior Data Review Worksheet: Using SWIS "Big Five" Reports

School: _____ Date: ____/____/____

Use SWIS Average Referrals Per Day Per Month Report to answer the following questions.

What is the magnitude of discipline problems within our school?
 Look at the "Average Referrals Per Day Per Month" report (click on the "Advanced Options" button and select "Show National Data on the Graph")

Selection one...
 We are above the 75th Percentile
 We are between the median (50th) percentile and the 75th percentile
 We are between the 25th percentile and the 50th percentile (celebrate!)
 We are below the 25th percentile (really celebrate!)

Consider the questions below to assist in continuous improvement around reducing discipline problems.

| Additional Guiding Questions | Data Summary | What might be done to improve this situation? (consider...Prevention, Teaching, Recognition, Extinction, Consequence) |
|---|--------------|--|
| Are there trends or patterns to the Average Referrals per Day per Month data? (Average Referrals per Day per Month*) | | |
| Where are the problem behavior events occurring? (Referrals by Location*) | | |
| What types of problem behaviors are occurring most often? (Referrals by Problem Behavior*) | | |
| When are the problem behaviors occurring? (Referrals by Time*) | | |
| Who is contributing to the problems? (If > 20% of enrollment has > 2 ODR then focus on Universal Systems) (Referrals by Student*) | | |

Average Referrals per Day per Month

Behavior Data Review Worksheet: Using SWIS "Big Five" Reports

School: _____ Date: ____/____/____

Use SWIS Average Referrals Per Day Per Month Report to answer the following questions.

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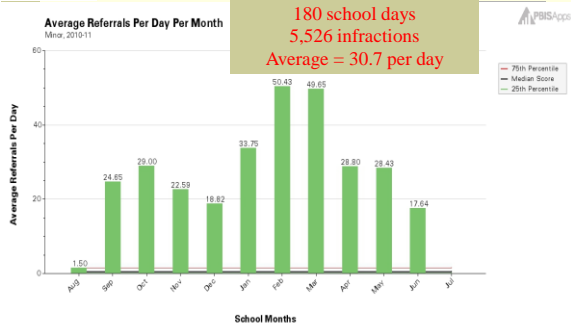
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| When are the problem behaviors occurring? (Referrals by Time*) | | |
| Who is contributing to the problems? (If > 20% of enrollment has > 2 ODR then focus on Universal Systems) (Referrals by Student*) | | |

Indicate any trends you see in Average Referrals per Day per Month.

Sandown North Elementary School (K-3) Staff Handled Minor Behavioral Infractions 2010-11 How Often?



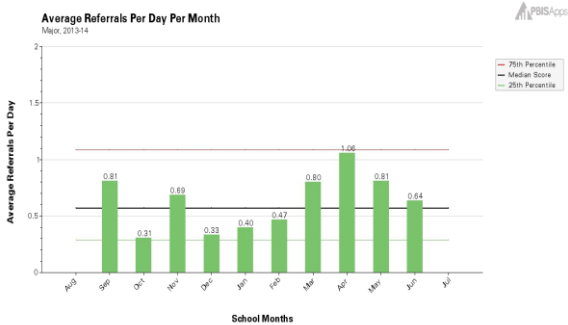


Data-Based Decision Making and Sandown North Elementary School

- In 2010-11, there were 5,526 documentable minors or approximately 31 per day; this was a 38% increase over 2019-10
- It reversed a 4 year trend downward
- The data on minors show a variable trend across months from a low of 19 in December to a high of 50 in February and March
- Each month last year, the level of minors per school day exceeded the national average
- An upward trend began in January and peaked in March
- Teachers and staff are unhappy with the level of documentable minors



Practice: Describe the Data



Referrals by Problem Behavior

Behavior Data Review Worksheet: Using SWIS "Big Five" Reports
School: _____ Date: ____/____/____

Use SWIS Average Referrals Per Day Per Month Report to answer the following questions.

What is the magnitude of discipline problems within our school?
Look at the "Average Referrals Per Day Per Month" report (click on the "Advanced Options" button and select "Show National Data on the Graph")

Selection one...
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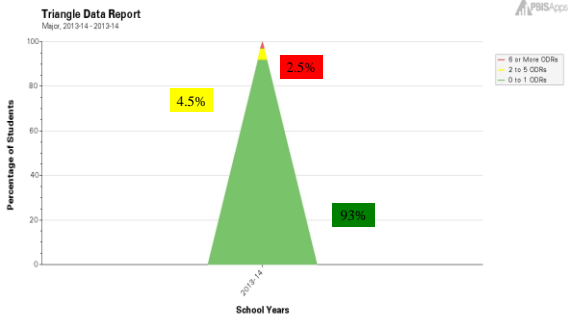
Consider the questions below to assist in continuous improvement around reducing discipline problems.

| Additional Guiding Questions | Data Summary | What might be done to improve this situation? (consider: Prevention, Teaching, Recognition, Reduction, Consequence) |
|---|--------------|--|
| Are there trends or patterns in Average Referrals per Day data? (Average Referrals per Month?) | | |
| When are the problem behaviors most occurring? (Referrals by Location?) | | |
| What types of problem behaviors are occurring most often? (Referrals by Problem Behavior?) | | |
| When are the problem behaviors occurring? (Referrals by Time?) | | |
| Who is contributing to the problems? (If >20% of enrollment has >2 ODR then focus on Universal Systems) (Referrals by Student?) | | |

Indicate what types of problem behaviors you see occurring most often.



Practice: Describe the Data





Team Initiated Problem Solving Model

Newton, et al (2010)

4. Collect and Use Data (Throughout)

- I. Review Current Status and Identify Problems (Primary to Precise)
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Hypothesis

- Is best explanation for what the data and your experience tell you
- Provides a possible “why” for other Ws you discovered
- AND guides you toward possible solutions



Developing a Hypothesis Based on Data: WHY!

- Gaining answers to the “what, who, when, and where” questions explored during the problem definition and clarification process will quickly guide team members to begin asking “why” questions



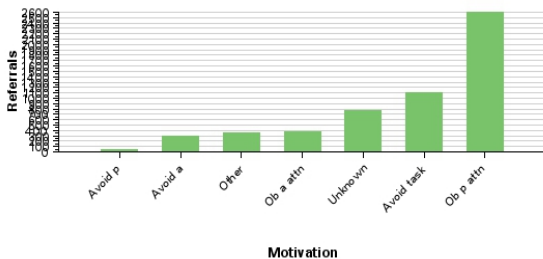
Developing a Hypothesis Based on Data: WHY!

- Why do these particular types of problem behavior account for a large majority of ODRs?
- Why does this particular group of students account for a large majority of this particular type of problem behavior and ODRs in general?
- Why is this type of problem behavior and ODRs in general happening most often at this time of the day?
- Why is this type of problem behavior and ODRs in general happening most often during these months?
- Why is this type of problem behavior and ODRs in general happening most often in this school location?



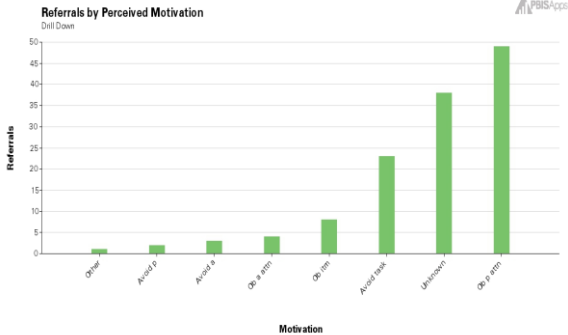
Sandown North Elementary School (K-3) 2010-11 Why?

Referrals by Perceived Motivation
Drill Down





Practice: Describe the Data





Data-Based Decision Making and Sandown North Elementary School 2010-11

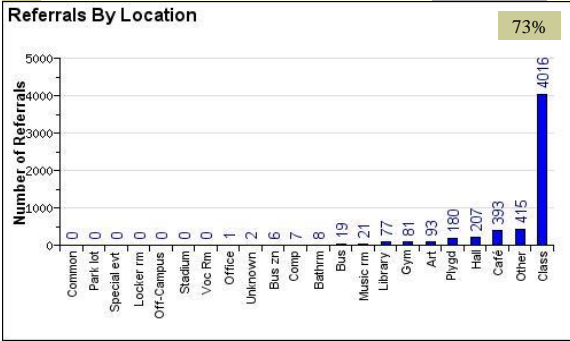
- Every month in 2010-11 ODRs per school day exceeded the national average of other elementary schools of comparative enrollment size
- The data show variability with a low of about 18 per day in December and June and a high of about 50 per day in February & March
- Two downward trends occurred from October through December and March through June
- Teachers and staff are concerned that student problem behavior is a barrier to effective instruction

Sandown North Elementary School

| Minor Problem Behavior | Definition |
|---|--|
| Disrespect/ Non-compliance (M-Disrespt) | Student fails to respond to an adult request despite a verbal or visual reminder. Student engages in rude, negative comments, written messages, or actions that are directed at someone. (e.g., "That was stupid, you are a jerk."). (If profanity was used classify as a major). |
| Disruption (M-Disruption) | Student engages in behavior that briefly interrupts the education process and stops after one adult request. (e.g., loud talk, tapping pencils, toys, electronics from home, etc.). |

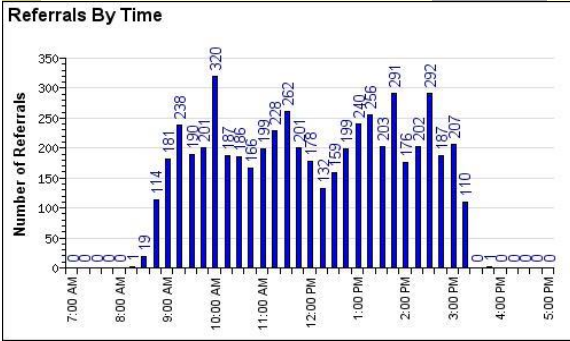


Sandown North Elementary School (K-3)
Location of Minor Infractions 2010-11





Sandown North Elementary School (K-3)
Time of Minor Infraction 2010-11





Sandown North Elementary School (K-3)
Minor Infraction 2010-11

| | # Minor | % Minor |
|--------------------------------|---------|---------|
| Students with 0 Referrals | 73 | 25.44 % |
| Students with 1 Referrals | 24 | 8.36 % |
| Students with 0 or 1 Referrals | 97 | 33.80 % |
| Students with 2-5 Referrals | 58 | 20.21 % |
| Students with 6+ Referrals | 132 | 45.99 % |



**Data-Based Decision Making and Sandown North Elementary School 2010-11
Total Minor Infractions 5,526**

- What type of behaviors?
 - 57% are disruption; 27% are disrespect
- Where are the behaviors occurring?
 - 73% in classrooms
- What time of day are they occurring?
 - No real pattern
- What proportion of students are exhibiting minors?
 - Approximately 2/3s have exhibited 2 or more
- Hypothesis:
 - Lack of explicit instruction



Developing a Hypothesis Based on Data: WHY!

- A large proportion of students (66%) are engaging in minor problem behavior (disrespect and disruption) in classrooms because (a) we have not universally identified classroom expectations, (b) explicitly taught them to students over time, (c) systematically reinforced students for exhibiting those expectations.



**Team Initiated Problem Solving Model
Newton, et al (2010)**

4. Collect and Use Data (Throughout)

- I. Review Current Status and Identify Problems (Primary to Precise)
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CLOSE TO HOME by John McPherson



The faculty's new biker gang dress code dramatically reduced discipline problems at Welsner Junior High.



Discuss and Select Solutions

- Effective solutions typically combine team members' knowledge about the local context, the specific problem, and behavioral theory.
- Information about the what, who, when, and where of problem behaviors and a hypothesis about why problem behaviors occur
- Leads a team to generate, discuss, and select from the following five broad solution strategies, those that "fit" their hypothesis statement (plus safety)



Solutions – Generic Strategies

- Prevent – Remove or alter "trigger" for problem behavior
- Define & Teach – Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem)
- Reward/reinforce – The expected/alternative behavior when it occurs; prompt for it, as nec.
- Withhold reward/reinforcement – For the problem behavior, if possible ("Extinction")
- Use non-rewarding/non-reinforcing corrective consequences – When problem behavior occurs
- Consider Safety issues



Sandown North ES Action Plan

1. Goal Setting: Reduce disruption and disrespect by 25%
2. Prevention: Define expected behaviors
3. Teaching: Teach 6 classroom behaviors
4. Recognition: Verbal praise
5. Corrective Response: 4 Rs, Logical Consequences
6. Data Collection: Continue SWIS documentation



Define and Teach Expected Classroom Behaviors

1. Follow Adult Directions
2. Use Kind Words
3. Match Voice to Task
4. Keep Personal Space
5. Do My Best
6. Take Care of Materials

Defining Expected Classroom Behaviors at Sandown North ES

| Follow Adult Directions | | "I will follow adult directions." | |
|---|----------------------|-----------------------------------|---------------------------|
| Safe | Trustworthy | Always Respectful | Responsible |
| I will listen carefully so I know what to do. | I will wait quietly. | I will look at the adult talking. | I will follow directions. |

| Use Kind Words | | "I will use kind words." | |
|-----------------------------------|------------------------|---|---|
| Safe | Trustworthy | Always Respectful | Responsible |
| I will choose my words carefully. | I will tell the truth. | I will use a kind voice when talking to others. | I will say, "You can play" and then find a way. |



Team Initiated Problem Solving Model Newton, et al (2010)

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Develop and Implement Action Plan: Include Concise Descriptions

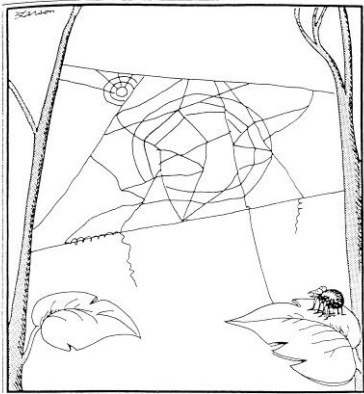
1. Defined and clarified problem;
2. Hypothesis generated by the team;
3. Selected solution(s) and task(s) that must be undertaken in order to implement the solution;
4. Name of the PBS Team member who will coordinate completion of a task;
5. Date by which a task will be completed; and
6. Goal, timeline, and decision rule concerning the expected effect of implementation on the targeted problem

| Problem Solving Action Plan | | | | |
|---|--|---|---|--|
| Precise Problem Statement | Solution Actions | Who? | When? | Goal, Timeline, Rule & Updates |
| <p>More than half of the students in the school have exhibited more than 6 minor infractions.</p> <p>About 3/4 of all minors occurred in classrooms.</p> <p>Disruption and disrespect accounted for almost 3/4s of all minor problem behaviors.</p> <p>This is likely because students have received insufficient instruction in classroom expectations and (b) limited reinforcement for exhibiting positive</p> | <p>Prevention: Remind students of STAR expectations in class</p> <p>Teach: Teach specific behavioral expectations within classroom</p> | <p>Classroom Teachers</p> <p>Teachers will focus on problem routines and teach expectations</p> | <p>Daily first two weeks; periodically thereafter</p> <p>Twice within first two weeks; Boosters as needed</p> | <p>Goal: Reduce minors by 25% per month (Currently 31 per month average)</p> <p>Measures:</p> <p>1. Minors</p> <p>2. Brief fidelity survey</p> <p>Timeline:</p> <p>Review monthly</p> |
| | <p>Recognition: Specific verbal praise and STARS</p> | Classroom Teachers | <p>Begin with high rates; move to intermittent; then celebrations</p> <p>Ongoing</p> | |
| | <p>Corrective Consequence- Active supervision and continued early consequence (minor)</p> | Classroom Teachers | Ongoing | |
| | <p>Data Collection – Documentation form & weekly report</p> | Data entry person & principal shares report with supervisors | Weekly | |

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"Whoa! . . . That CAN'T be right!"

Monitoring and Evaluation

- Fidelity
 - Did we do what we said we would do?
 - Make it simple
- Student Outcomes
 - Did our intervention produce the outcomes we were expecting
 - Use the right data to answer the questions you are asking

Solution Actions

- Choose the solutions that will create an environment that makes the problem irrelevant, inefficient, and ineffective.
 - Choose least amount of work that will have the biggest impact on decreasing the problem.

Are we doing the plan?

1 2 3 4 5
 No Yes

monitors to assess implementation of plan

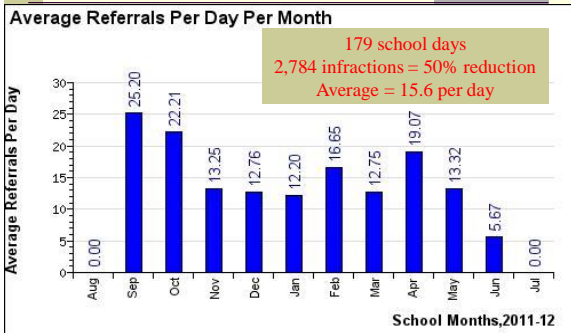


Evaluate and Revise As Needed

- If the solution has not produced the desired effect (the goal) within the established timeline, the team should revise the hypothesis (which may be faulty) and/or the specific solutions that were implemented.
- The team will (a) establish a *revised* goal, timeline, and decision rule for the revised solution; and (b) implement the revised solution in an effort to solve the problem.



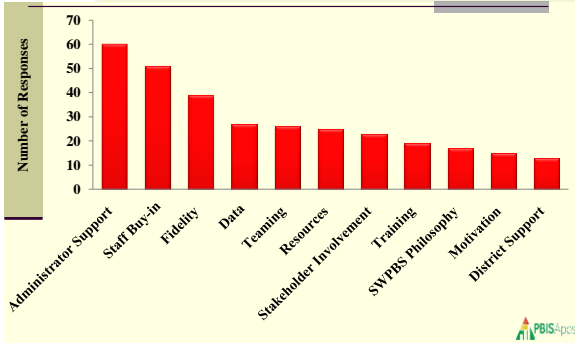
Sandown North Elementary School (K-3) Staff Handled Minor Behavioral Infractions 2011-12





Enablers of Sustainability

McIntosh, K., Preddy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014).





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