PBIS Data-Based Decision Making for Leadership Team Meetings **Date Initiated:** 12/10/XX **Date Reviewed:** 3/30/XX

1 - Precise Problem Statement		2 - Referral Summary	3 - Goal	4 - Problem Analysis	
What?	Minor and Major Disruption	How many students are related to the identified problem? _120__ How many referrals are related to the identified problem? _260__ The problem is best addressed through: ☒ Systems ☐ Students	By the end of the 3rd quarter, there will be a 50% reduction of minor disruptive behaviors from 6th and 7th grade students. Students will raise their hand to be called on, work quietly in groups, use school language, participate in activities, and stay in assigned areas.	**The problem is occurring because…**	**If_____would occur, the problem would be reduced.**
Where?	In the Classroom			***Instruction:*** lessons that address the behavior errors are not being taught	students were being taught the behavior lessons
When?	1st Semester between 1:00 - 3:30pm			***Curriculum:*** does not allow for student choice, preference or interest resulting in disengagement	the curriculum allowed for student choice, preference or interest with learning activities
Who?	6th and 7th graders			***Environment:*** expectations, rules and routines are not taught consistently	expectations, rules and routines are taught consistently
Why?	Task Avoidance				
First semester between 1:00 and 3:30pm, 32% of 6th and 7th grade students received 2 or more referrals for disruption, to avoid tasks in the classroom.					

5 - Solution Development				
Solution Components	**What are the action steps?**	**Who is Responsible?**	**By When?**	**Notes/Updates**

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Prevention	6th/7th grade teacher teams will develop behavior lessons	Teachers, Behavior Specialist	January 6th	
Teaching	Master schedule will be adjusted to include time for teachers to teach expectations and rules	Principal	January 16th	Look at doing once a week during Cougar Time with 5 mins to review at the beginning of classes after lunch leading into the afternoon lessons
Recognition	Teachers will increase verbal and tangible reinforcement for task engagement and respect in the afternoon	6th/7th Grade Teachers	3rd Quarter	Need to provide 6th and 7th grade teachers with extra praise tickets
Consequence	Teachers will utilize reteach/practice, planned ignoring, and student conferences as initial consequences for minor disruption	Behavior Specialist, PBIS Team	Jan-March	Need to develop strategy guidance, and minor strategy survey

6 - Evaluation

	What data will we look at?	Who is gathering the data?	When will data be gathered?	Where will data be shared?	Who will see the data?	Did it work?
Fidelity Data	• Classroom Walkthrough • TFI	• PBIS Coach/Behavior Specialist • PBIS Team	• Quarterly • April	Monthly staff meetings, PBIS Team meetings	6th & 7th grade teachers, PBIS Team	☐ Not started ☒ Partial implementation ☐ Implemented with fidelity ☐ Stopped
Outcome Data	• # of minor referrals • Survey of consequences	• Data Analyst • All Staff	Weekly	Monthly staff meetings, PBIS Team meetings	6th & 7th grade students and teachers, PBIS Team	☐ Worse ☐ No Change ☒ Improved but not to goal ☐ Goal met
Next Steps	☒ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Revisit Problem Solving					
Notes	About 70% of the 6th and 7th grade teachers are regularly teaching rules and expectations, OTR have increased as well. TFI will be taken at the next PBIS Leadership Team Meeting. Overall referrals have been on a downward trajectory since last semester. There were 30 minor disruption referrals for 6th grade and 18 for 7th grade as of end of March.					

The following outlines details regarding the PBIS data-based decision-making process. The data analyst on the PBIS leadership team is key to this process. Part of the process should be completed prior to the team meeting with the rest being completed during the team meeting.

Prior to Meeting by Data Analyst

1: Precise Problem Statement – A precise problem can be obtained by digging into data. It is specific, observable and measurable. To write a precise problem statement start by identifying *what* problem behaviors are involved and then clarify the problem by identifying *when* they are occurring, *where* they are occurring, *who* is engaging in them and *why* the problems are continuing to occur.

2: Referral Summary – A systems issue is identified as 10 or more students with at least 10 referrals within a similar context, engaging in similar behavior(s) and a student's issue (individual or group) is identified as less than 10 students within similar context engaging in similar behaviors.

3: Goal – A goal is a definition of success that will detail the change that is desired. It is a statement of where you want the data to be. When writing a goal, be sure to make it **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely.

4: Problem Analysis – Problem analysis allows teams to identify possible root causes of the problem by considering relevant information related to instruction, curriculum, environment, and the student (learner). Note this is a framework for *guiding* your investigation, not a rigid process. In the PBIS context, there is no curriculum in a strict sense, and the philosophy of PBIS is that the learner is never considered a cause. Rather, teams must understand the learner(s) to identify what changes to make to the learner's environment or how behavior is taught to change conditions and contingencies. Once the root cause is examined the team will then gather more data to analyze and validate a hypothesis. For specific questions to help teams with problem analysis around instruction, curriculum, environment, and the learner see *Problem Analysis: Guiding Questions* form.

During Meeting with PBIS Team

5: Solution Development – Solution development has teams use guiding questions to start formulating a plan to reach their goal. Two questions teams should consider are: 1) What will you do to bring about the desired change and 2) How will you remove the barriers to success? The solution development should include four components: 1) Prevent– Remove or alter the "trigger" for problem behavior, 2) Define & teach – Define behavioral expectations and provide demonstration/instruction in expected behavior (alternative to problem behavior), 3) Reward/reinforce the expected/alternative behavior when it occurs; prompt for it as necessary, 4) Withhold reward/reinforcement for the problem behavior, if possible ("Extinction") and, 5) Use non-rewarding/non-reinforcing corrective consequences when the problem behavior occurs. Teams must also outline action steps tied to each solution component, assign roles, state a specific date for completion of actions.

6: Evaluation – Evaluation looks first at the fidelity and outcome data collection items that will be used for evaluating progress. *Fidelity* data tells us about the systems and practices that we, as adults, provide for students. It tells us if the plan was executed as it was intended to be. *Outcome* data tells us about the impact that our current systems and practices are having on students. It tells us if we got results or made an impact. Based on your fidelity and outcome results the team will look at the big picture to determine the next steps. Questions to consider are: 1) What should you do next?, 2) Do you need to modify the strategy to make a strong impact?, 3) How do you maintain the goal, once it is reached?, 4) Do you need to revise he goal?, 5) Was the solution as feasible as you thought?, or 6) Do you need to redefine the precise problem?

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