



A2 — Practical Problem Solving: Drilling Down Into School Data for Improved Decision Making

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Key Words: Tier 1, Coaching, Training, Behavior



Presenters



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- Provide a basic overview of Data-Based Decision Making using Tier 1 data
- Define and create a precise problem statement for problem-solving teams
- Drill Down into Tier 1 data using the Tiered Fidelity Inventory and Drill Down tool in SWIS

Rationale for Data-Based Decision Making in SWPBIS



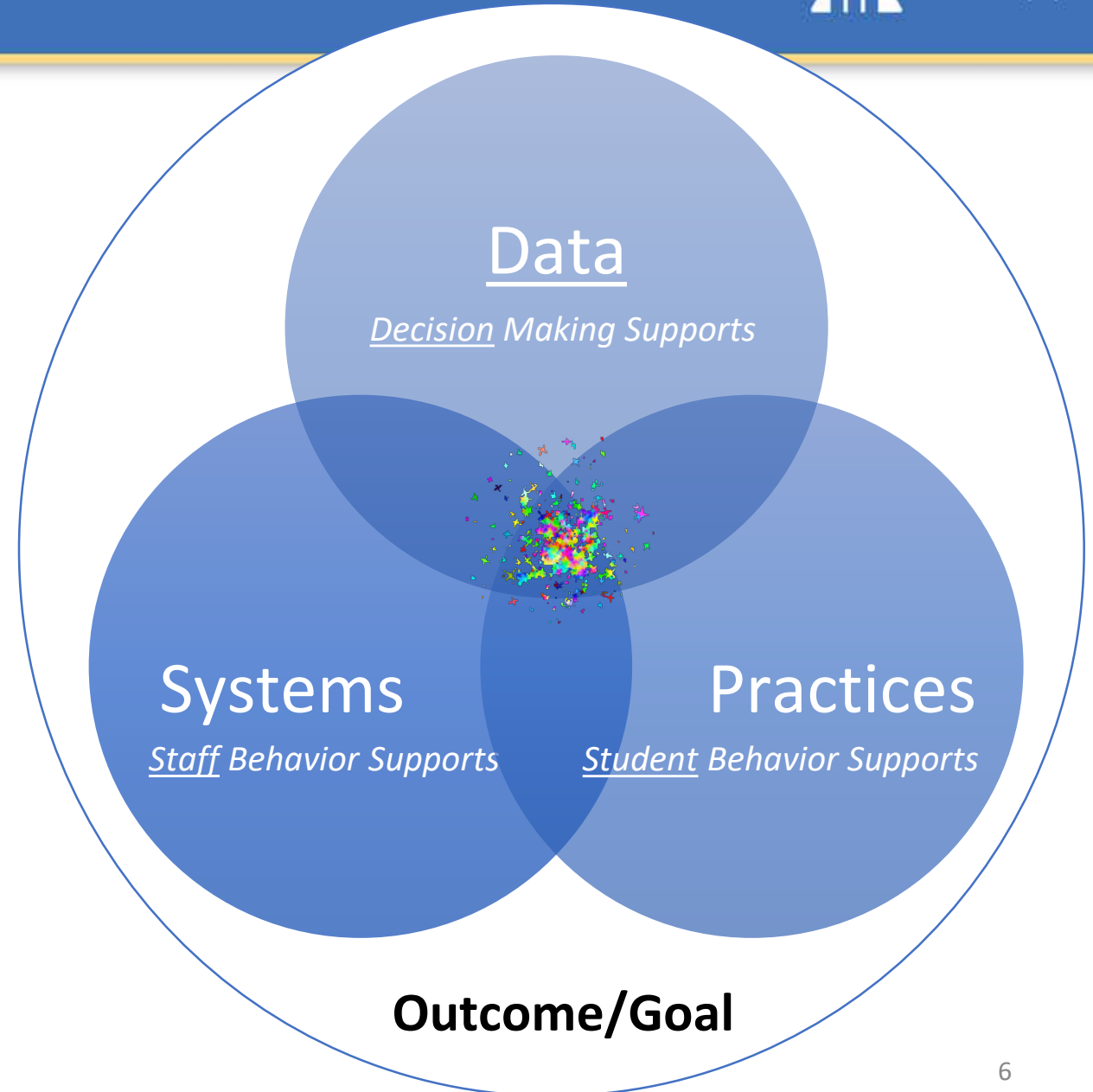
What *single* factor is most related to high sustainability of SWPBIS?



The frequency with which DATA are presented to all school staff

SWPBIS and Outcomes

In SWPBIS, we start by identifying desired outcomes or goals, usually related to student social competence and academic achievement, then we align and organize our data, systems, and practices to move us efficiently and effectively toward those goals.



SWPBIS Continuum of Supports (Tiers)



Tertiary—intensive, individualized
5% of student population



Secondary—targeted, small group
15% of student population



Universal—primary prevention provided to
all students, effective for approximately 80%

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.

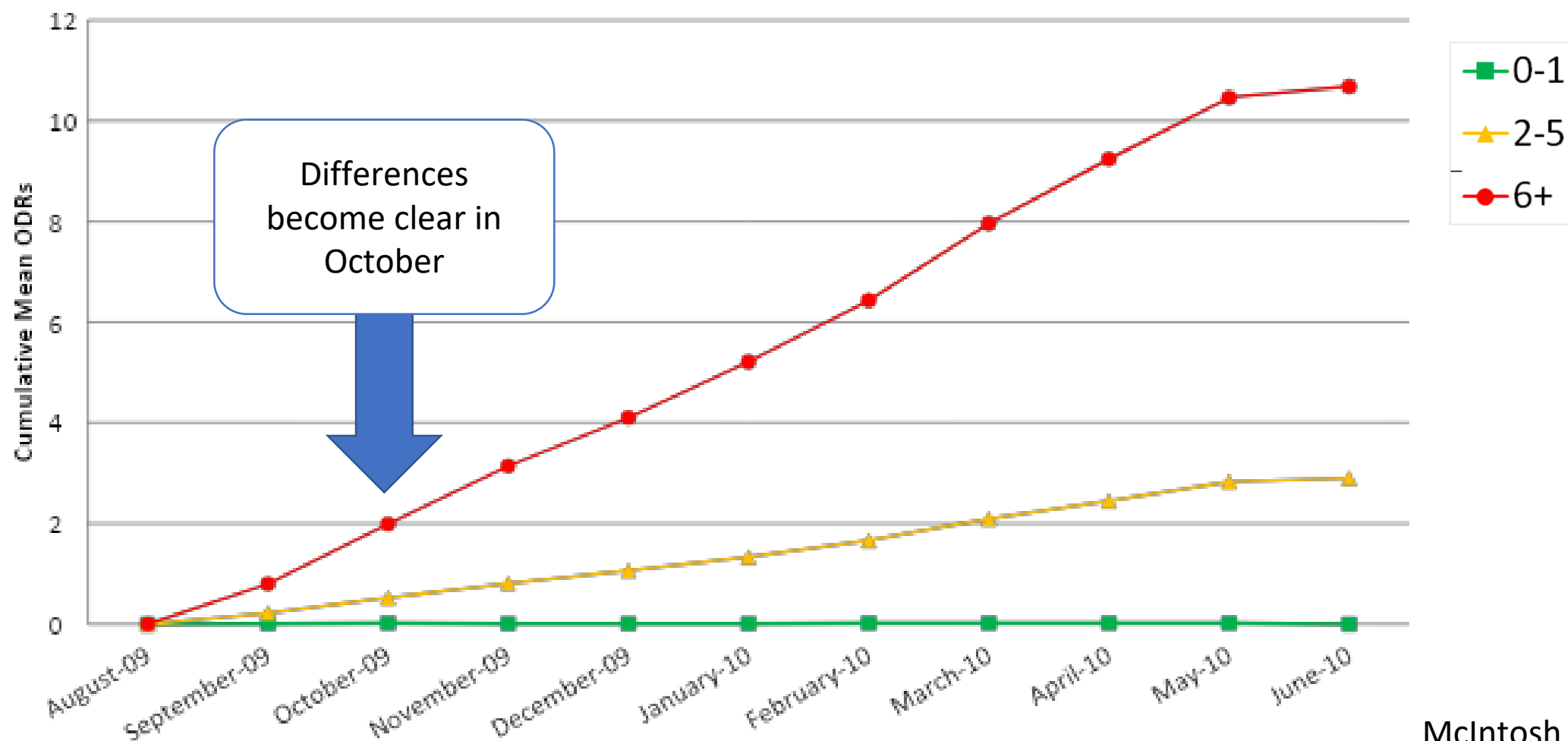
What is a performance gap?



Simply put, a performance gap is the difference between your current situation and your intended situation. Whether you're an athlete, a Fortune 500 company, or a classroom teacher, the performance gap affects your goals and what you need to do to make them a reality.

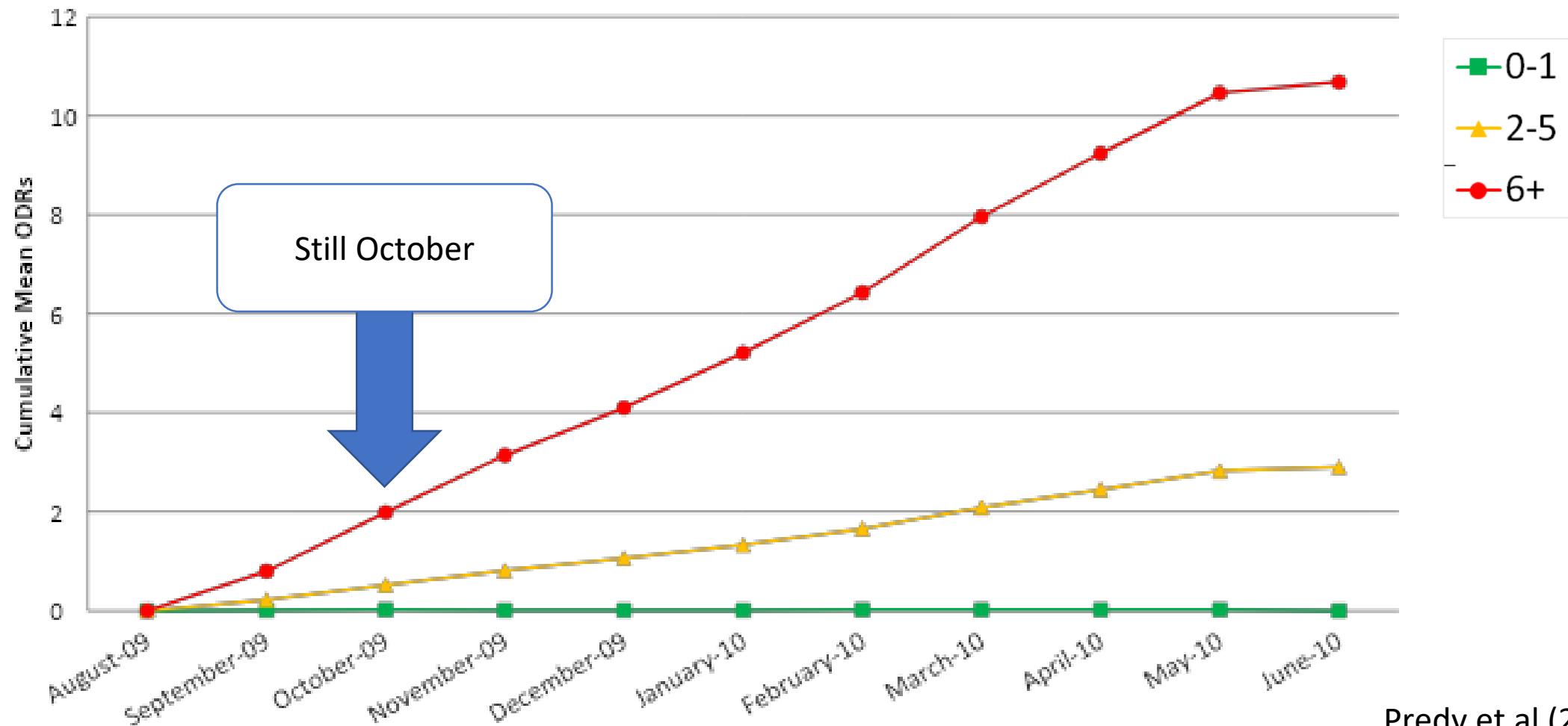
When should schools start screening?

Cumulative Mean ODRs Per Month for Elementary Schools



Are secondary schools different?

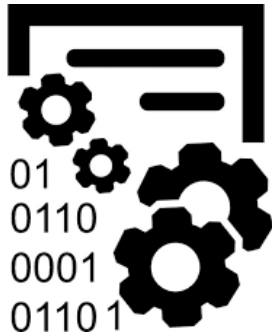
Cumulative Mean ODRs Per Month for Middle Schools



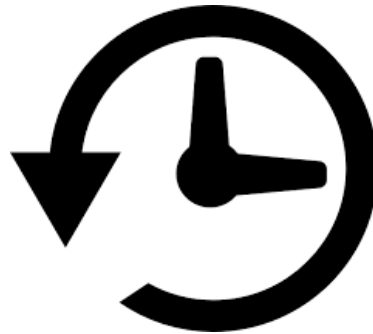
To close performance gaps, we need...



The right people



to have the right data



at the right time



in the right format.

(Gilbert, 1978)

What does that mean?

People

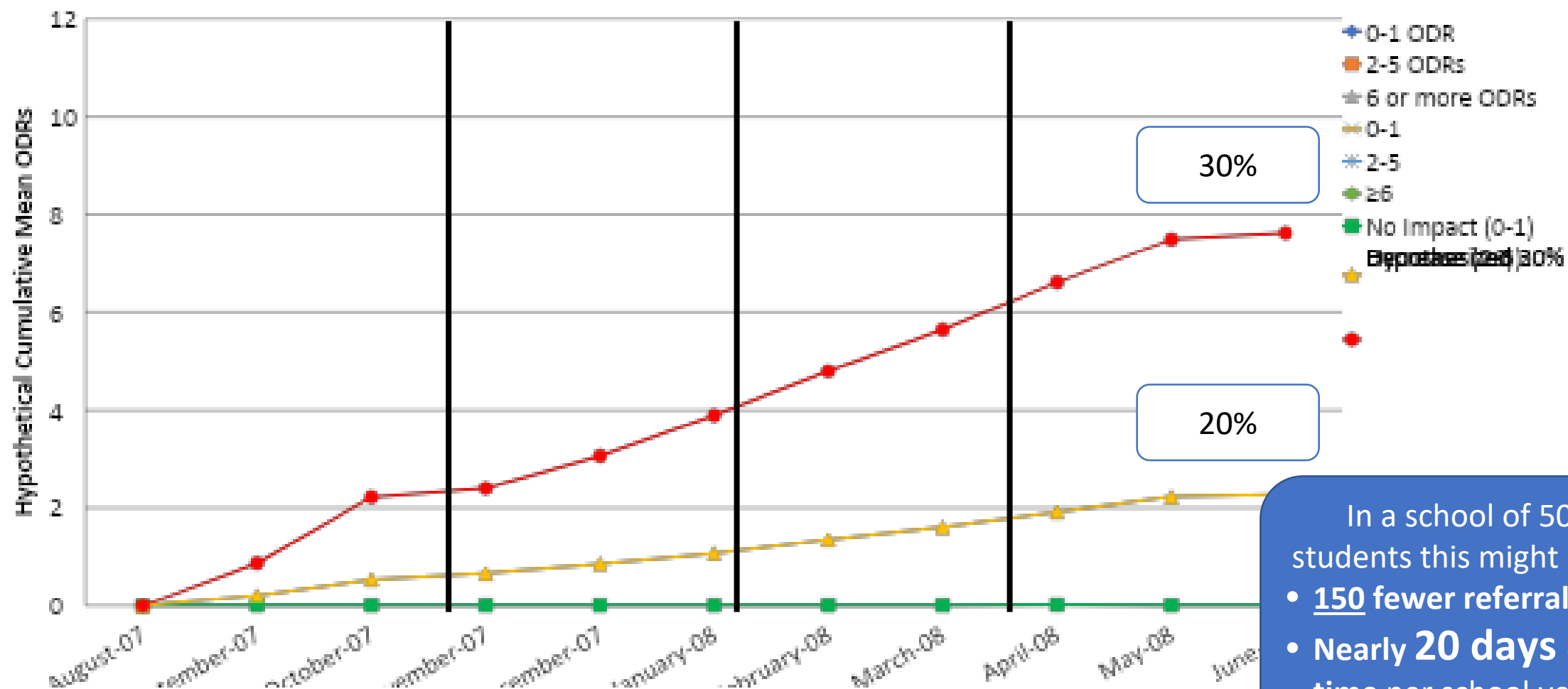
Data

Time

Format

If you can predict it...

Hypothesized Impact of October Catch



Using Data for Decision Making



Types of Information (Data)

**Fidelity
Data**



**Did we implement the systems
and strategies we agreed**

upon?

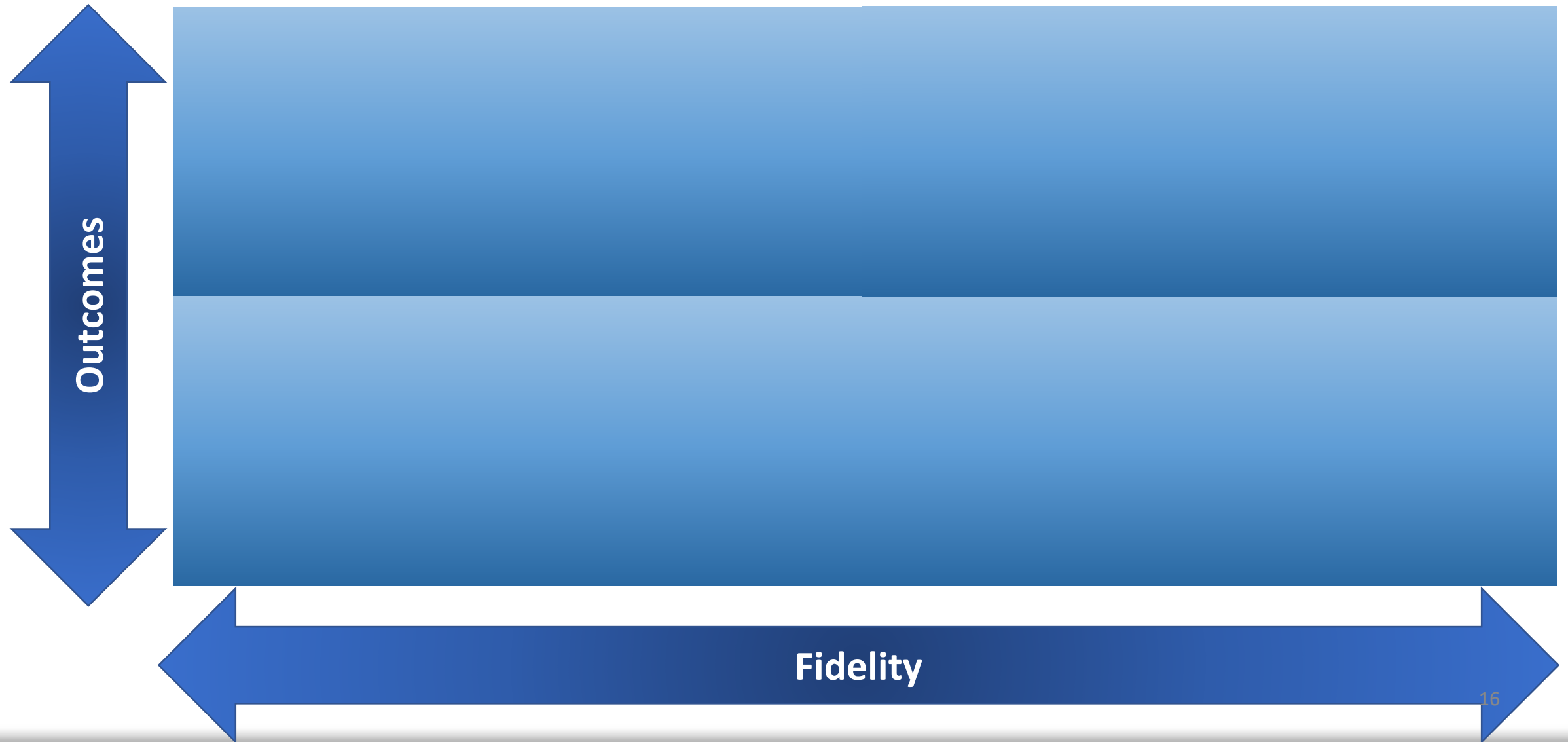
**Outcome
Data**



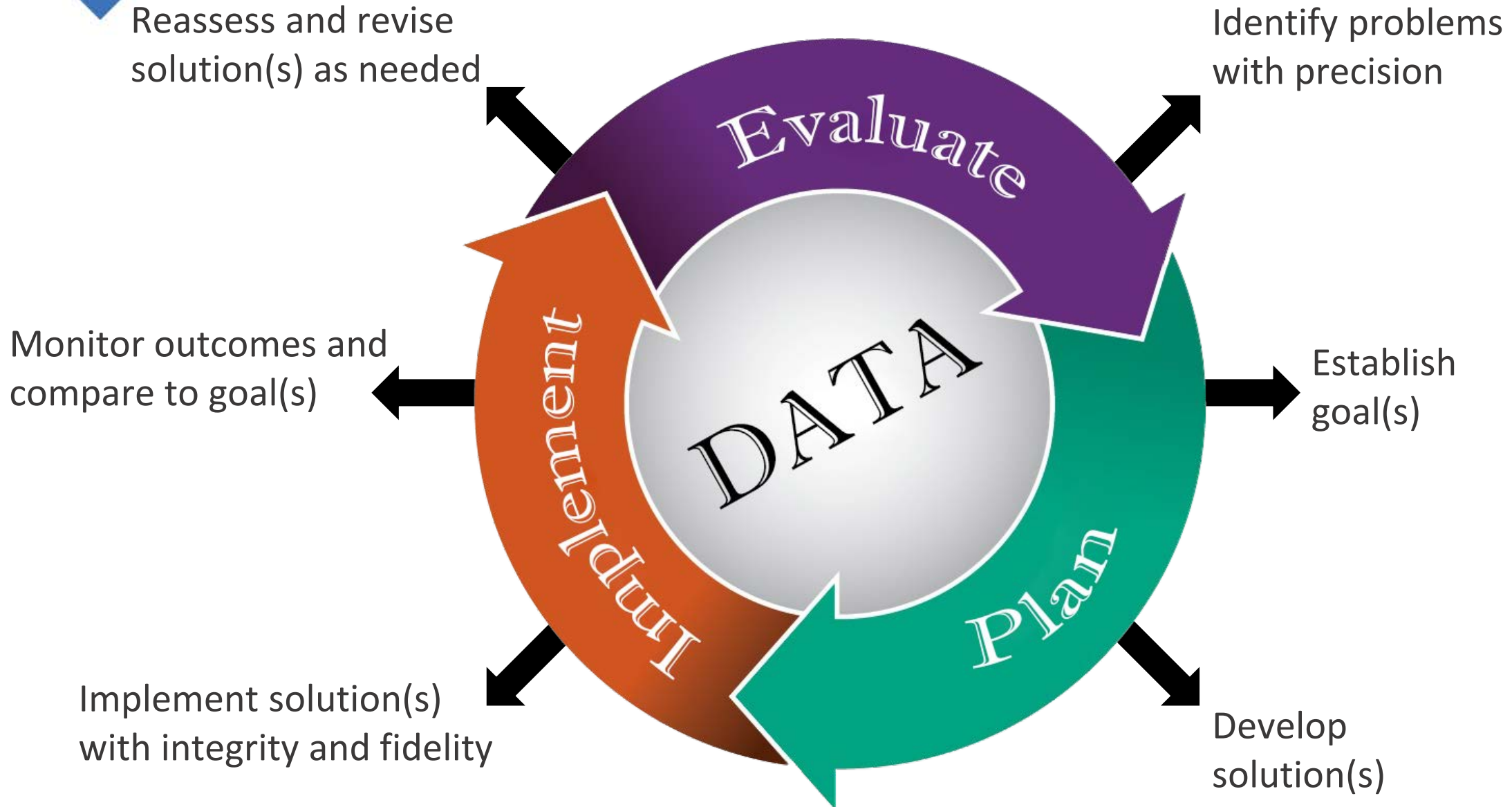
**Is the plan resulting in
progress toward our goals?**



Connecting Fidelity & Outcome Data



Continuous Quality Improvement

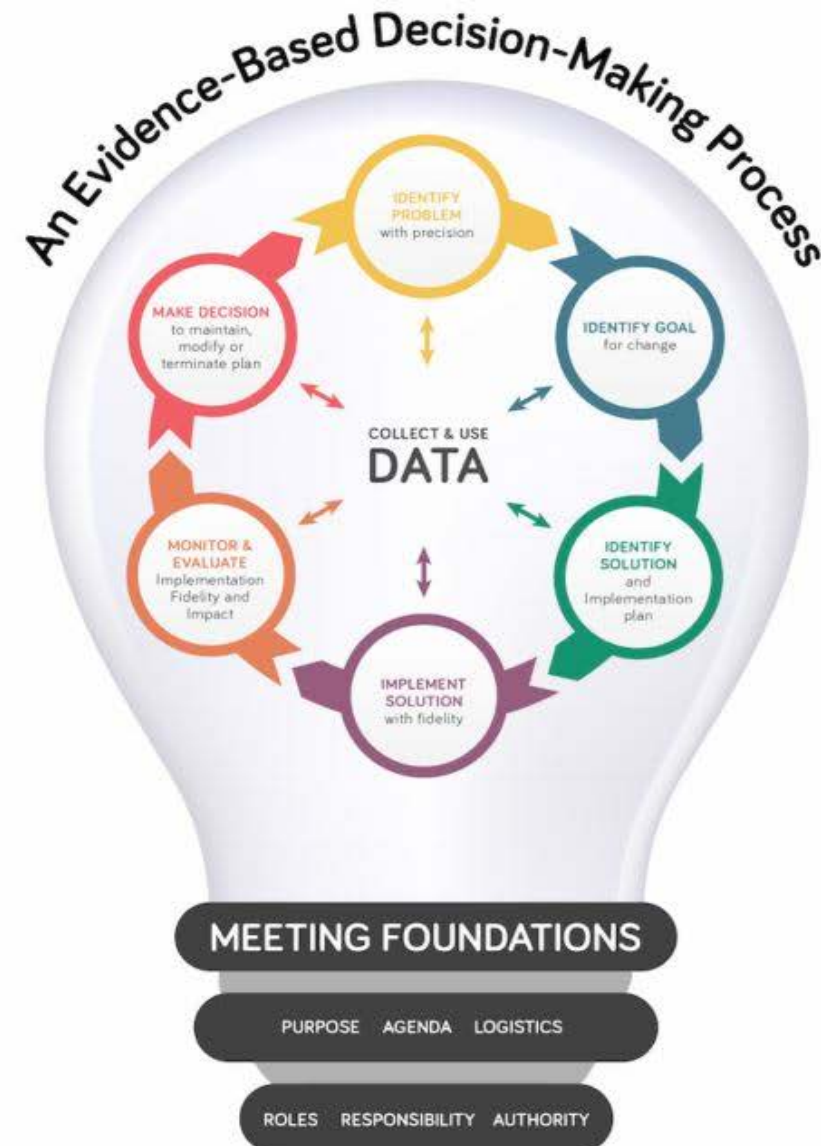


Team-Initiated Problem Solving

TIPS

Team-Initiated Problem Solving

www.pbis.org/Training/TIPS



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

DATA

*The quality of data-based
problem solving depends most
on the first step*

Define the problem to be
solved with:

- **Precision**
(who, what, where, when, how
often, why)
- **Clarity**
(general agreement on priorities)

Why Use Data for Decision Making?

- Data help place the “problem” in the **local context** rather than on the students.
- Data help us ask the right questions...they do not provide the **solutions**.
- Use data to:
 - Identify problems
 - Refine problems and understand the context
 - Define the questions that lead to a solution



What is Data Integrity?



any system that stores,
processes, or retrieves data

For data to be useful, it should reliably match overall perceptions across staff, students, and families.

Accurate
Data

Better
Assumptions

Good
Decisions



Garbage in, garbage out



Primary vs. Precise Problem Statements





Problem Solving with Precision

A dark blue background with a digital, data-like aesthetic. It features numerous small, glowing white and light blue squares and circles scattered across the surface, resembling a network or data points. A bright light source on the right side creates a lens flare effect, illuminating the scene.

**OUR DATA TELLS
A STORY**



Creating a Precise Problem Statement

Use DATA to define...

a **PRIMARY**
summary
statement

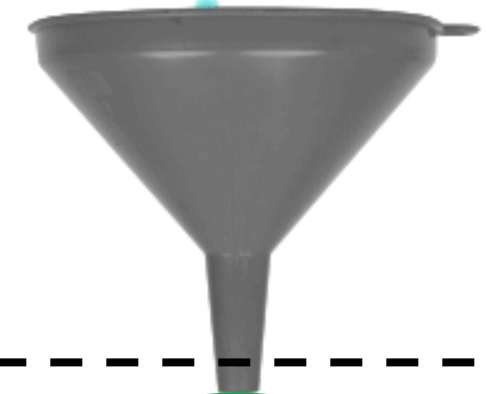
then

a **PRECISE**
problem
statement

System Update/
Big Picture

Primary

Red Flag



Identify
Problem
with
Precision



Precise Problem Statements: Outcomes

Obtain	Avoid
<ul style="list-style-type: none">• Attention (adults or peers)• Tangible (items, activities)• Sensory	<ul style="list-style-type: none">• Attention (adults or peers)• Tangible (items, activities)• Sensory

Why is the problem sustaining?

Precise Problem Statements: Fidelity

Our TFI Total Score was below 80%

- Which **tiers**?
- Which **subscale(s)**?
- Which **items**?
- **Compared to other/previous fidelity data**

Primary Statement



“We’ve had a decreasing trend in our **Tier 1** Scale for the last three months. Looks like the subscale of **Implementation** is the area we need to focus on, specifically with **defining and teaching expectations**, **discipline policies**, as well as **feedback/ acknowledgement**.

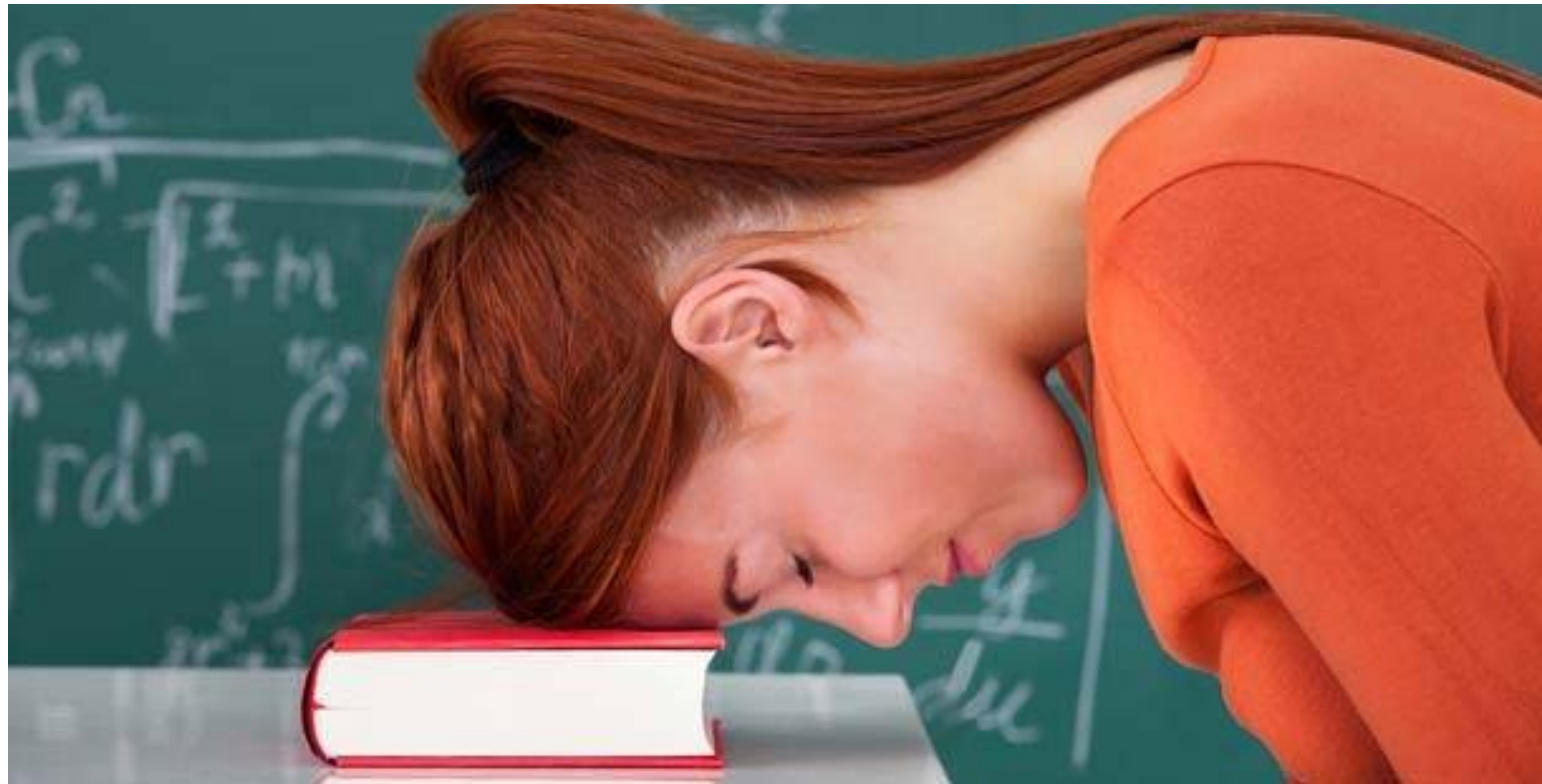
Additionally, **our faculty and student/family/community involvement** have decreased over the same time period.....The staff are reporting **similar areas as ‘not in place’ and as ‘priorities for improvement’ on the SAS.**”

Precise
Problem
Statement

In order to define the problem precisely, we need to answer these questions and be as specific as possible. A well-defined precise problem will be much easier to solve than a vague primary problem statement.



**Recess
is
crazy!**



Precision Statement Example

There are **more ODRs for aggression on the playground** than last year. These are most likely to occur during **first recess**, with **a large number of students**, and the aggression is related to **getting access to the new playground equipment**.

- **What?** more ODRs for aggression
- **Where?** on the playground
- **Who?** a large number of students
- **When?** first recess
- **Why?** getting access to the new playground equipment

Harbor Haven Middle School

565 students
Grades 6, 7 & 8



Drilling Down Into Your Fidelity Data



Step 1: Look at overall picture

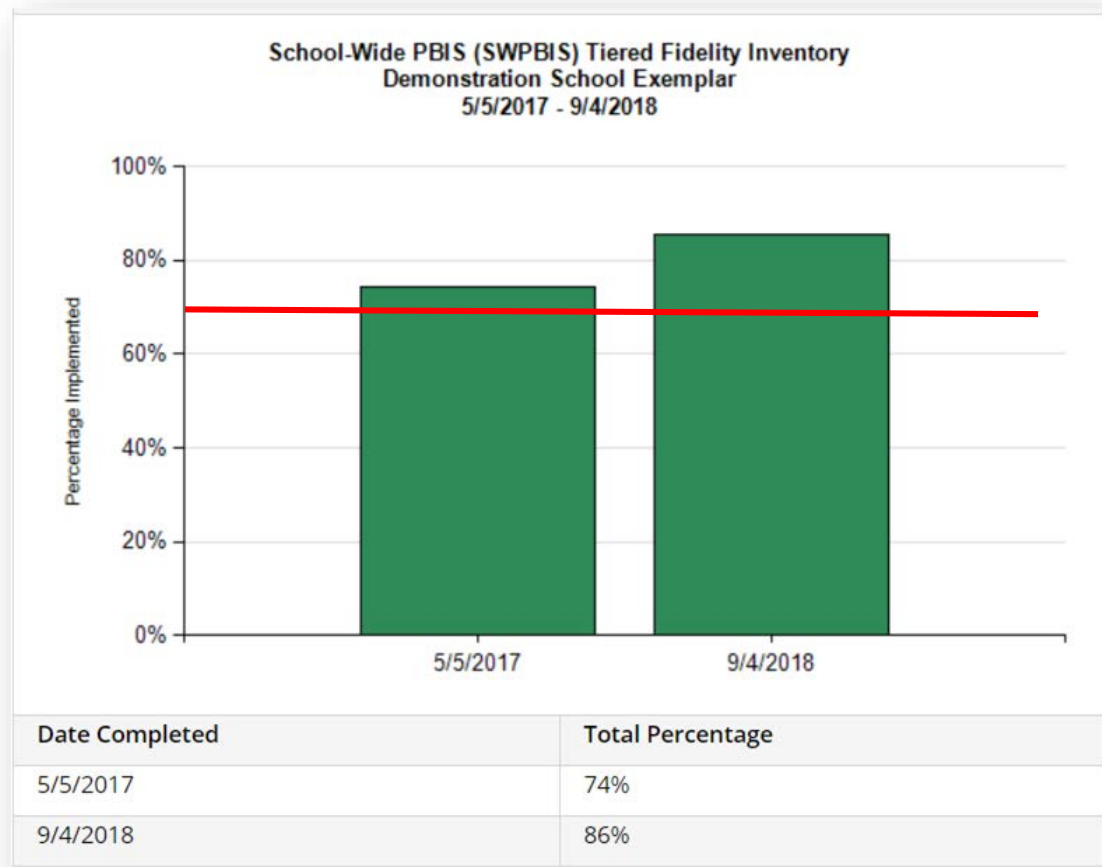
- What are the levels, trends, peaks, and/or valleys?
- How does this year compare with last year?
- How do our data compare with national/regional norms?
- How do our data compare with our preferred/expected status?

Step 2: Filter to a more precise problem statement by adding in additional data/“clues”

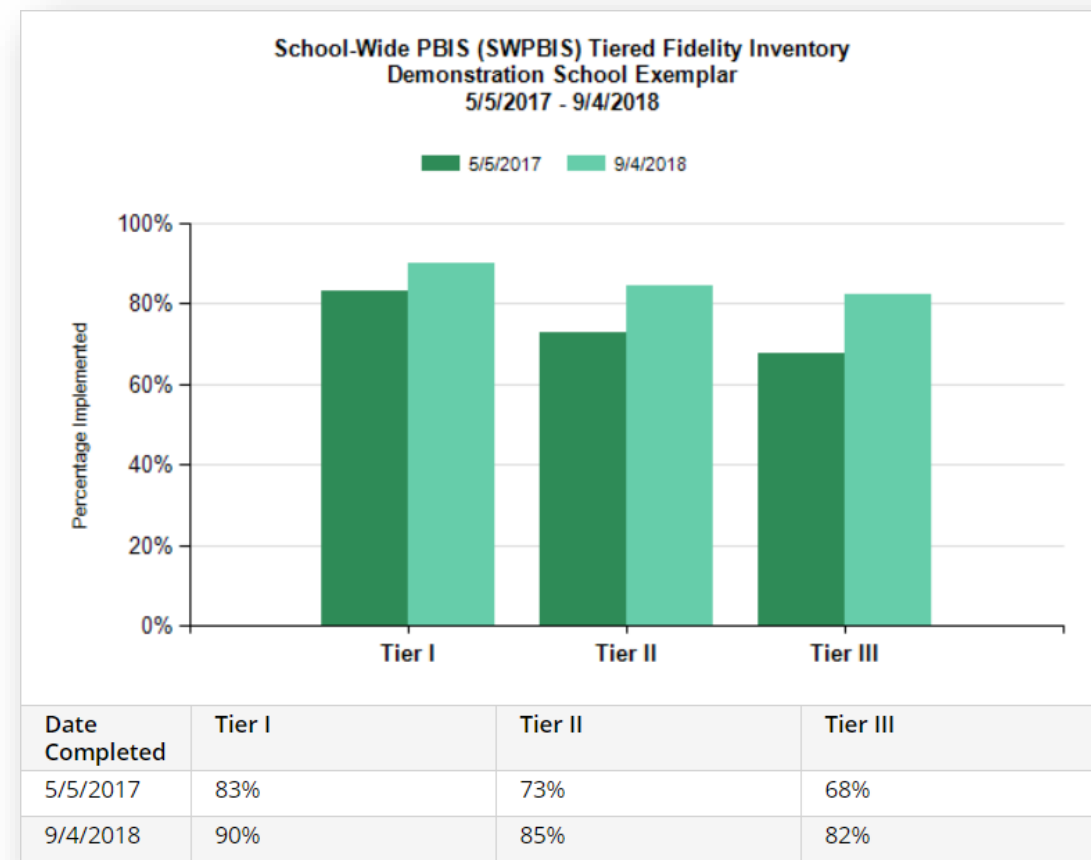


Drilling Down with the TFI (Steps 1 & 2)

Step 1. Overall (Total Score)



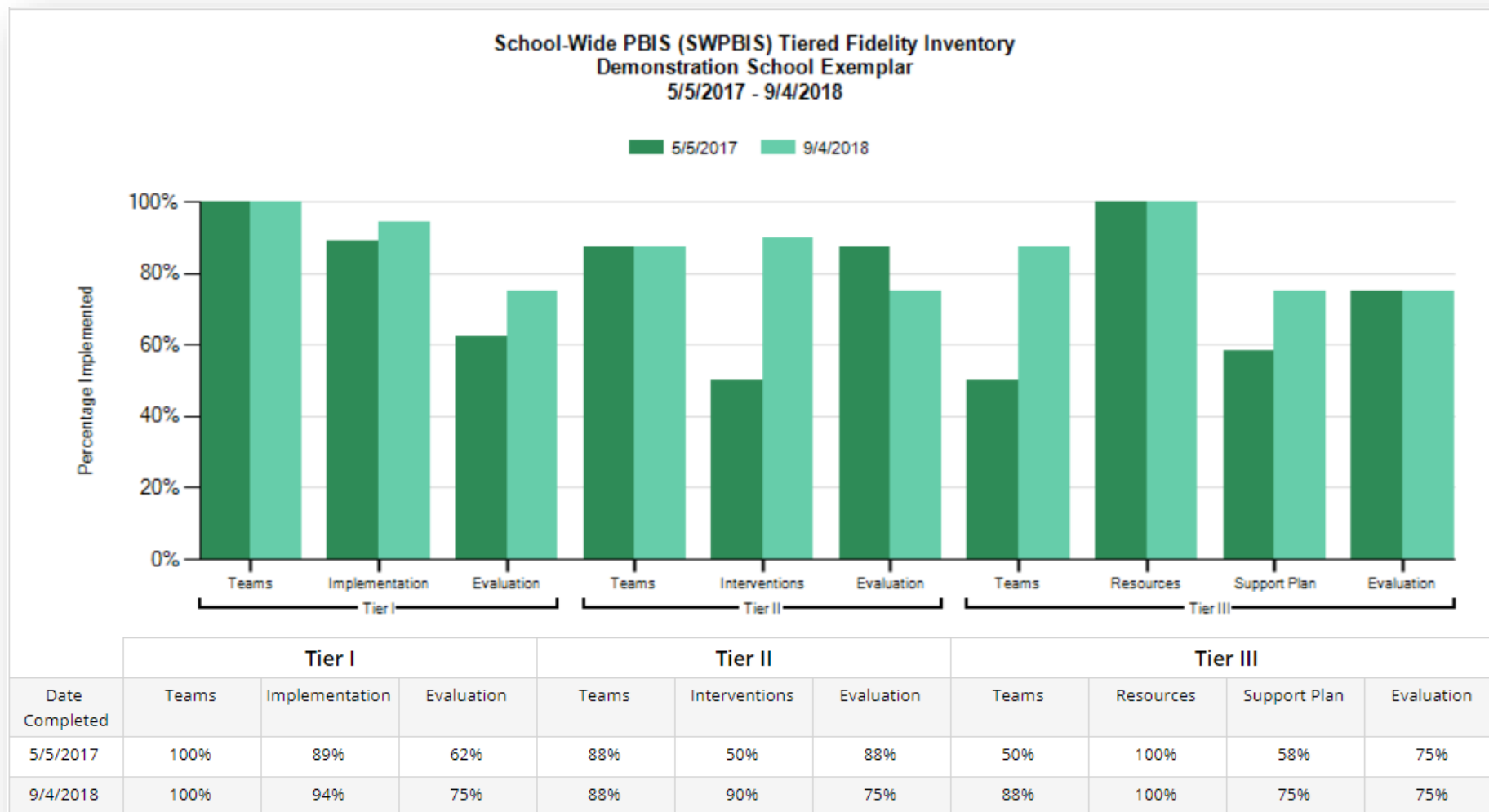
Step 2. Breakdown by Tier



Levels, trends, peaks?

Drilling Down with the TFI (Step 3)

Step 3. Breakdown by Tier & Subscale



Drilling Down with the TFI (Step 4)

Step 4. Review Specific Items

Use the items to build an action plan for areas that can be improved

Tier I: Universal SWPBIS Features

Teams	5/5/17	9/4/18
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2	2
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2
Feature 1 Total: 4 of 4 4 of 4		

Implementation

3. Behavioral Expectations: School has five or fewer positively state expectations and examples by setting/location for student and staff teaching matrix) defined and in place.
4. Teaching Expectations: Expected academic and social behaviors for all students in classrooms and across other campus settings/location
5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed versus staff-managed problems.
6. Discipline Policies: School policies and procedures describe and enforce instructive, and/or restorative approaches to student behavior that are consistently.
7. Professional Development: A written process is used for orienting core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) appropriate behavior, (c) correcting errors, and (d) requesting assistance.
8. Classroom Procedures: Tier I features (school-wide expectations, acknowledgements, in-class continuum of consequences) are implemented in classrooms and consistent with school-wide systems.
9. Feedback and Acknowledgement: A formal system (i.e., written system) for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions,

Teams

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Feature 1 Total: 4 of 4 4 of 4		

Precise Problem Statements: Fidelity

- Which **tiers**?
- Which **subscale(s)**?
- Which **items**?
- **Compared to other/previous fidelity data**



“We’ve had a decreasing trend in our **Tier 1** Scale for the last three months. Looks like the subscale of **Implementation** is the area we need to focus on, specifically with **defining and teaching expectations, discipline policies**, as well as **feedback/acknowledgement**. Additionally, **our faculty and student/family/community involvement** have decreased over the same time period.....The staff are reporting **similar areas as ‘not in place’ and as ‘priorities for improvement’ on the SAS.**”



Precise
Problem
Statement

Drilling Down Into Your Outcome Data



Is there a problem?

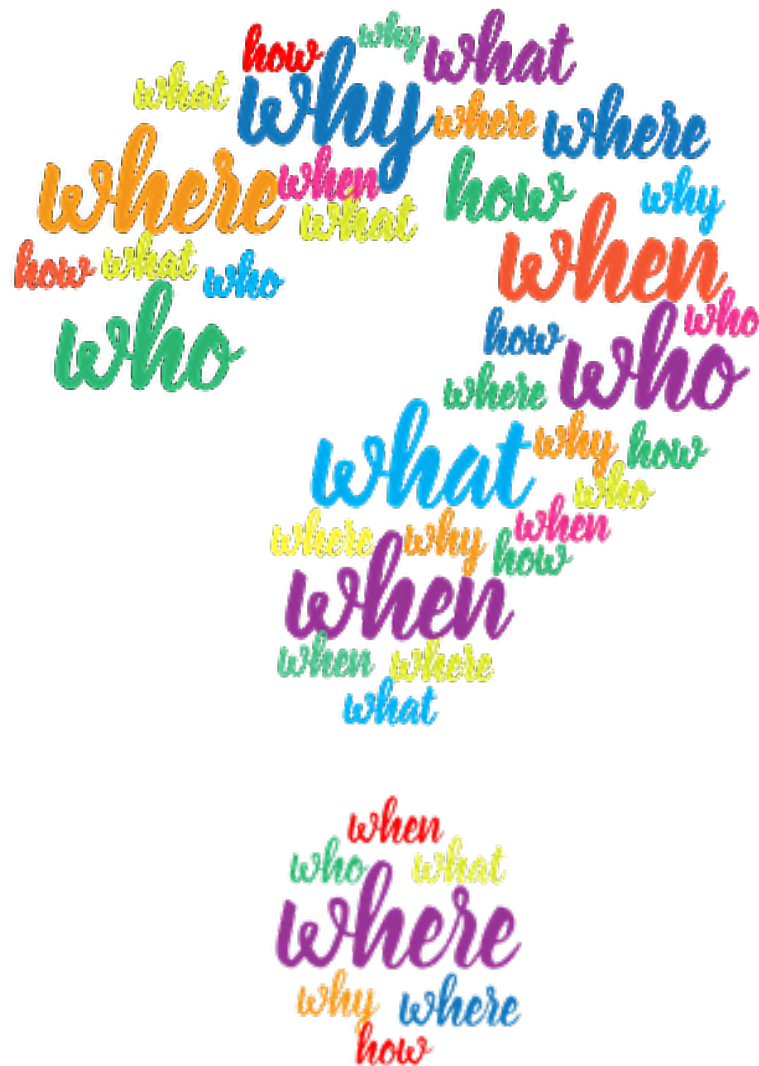
Lately, the faculty buzz around campus is that student behavior is getting worse. When we started the school year, everything seemed fine.

But several months later, the teachers are complaining that they are constantly dealing with students messing around and not getting to class in a timely manner after lunch and after other breaks and transitions.

What kind of statement is this....primary or precise?

What additional information do I need to get more precise?

Is there a problem?

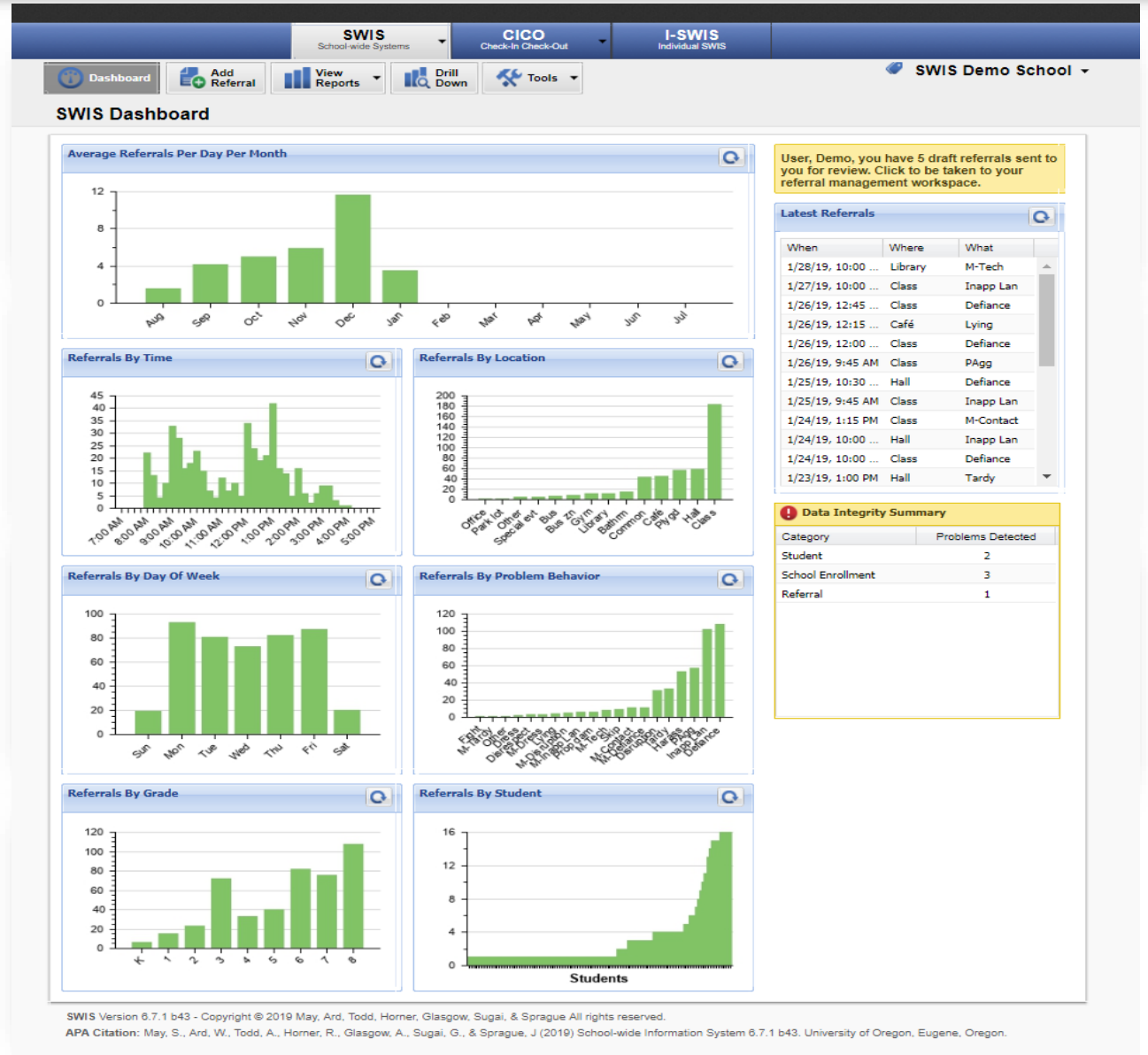


Is there a problem?

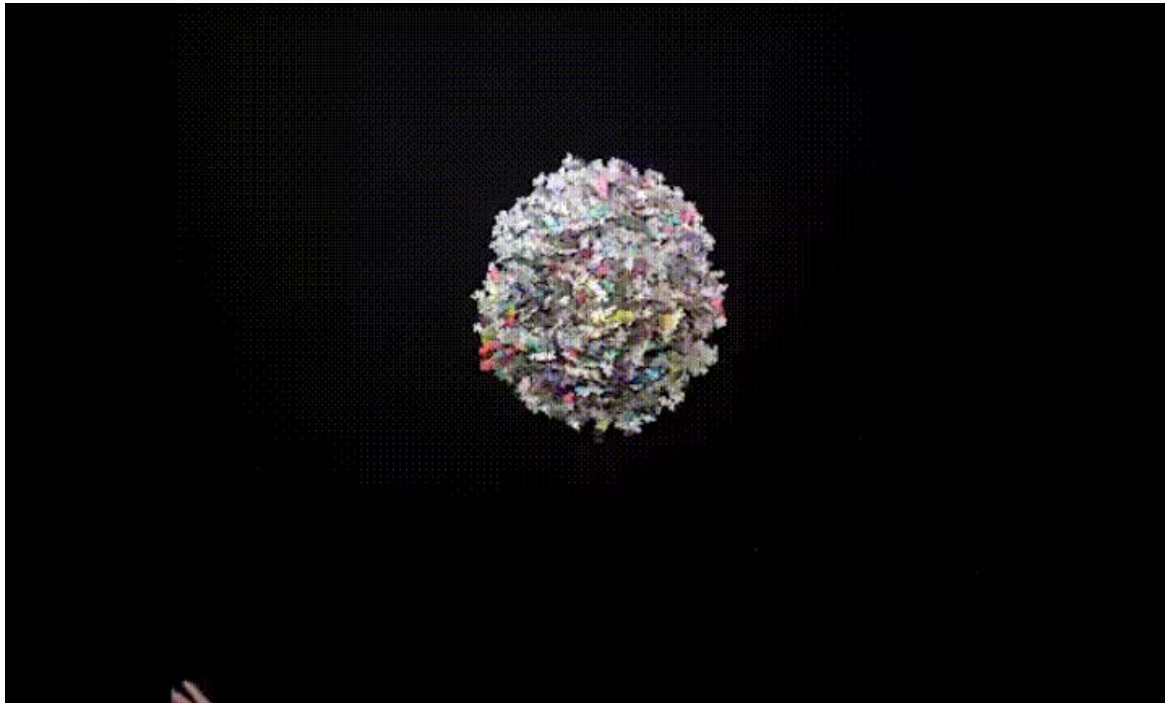
Is there a problem?
If so, what is it?



SWIS Core Reports



What Do I Know?



- I know pieces of information.
- But I do not know if any of this information is connected.
- I need to drill down to look for connections.

Drill Down Worksheet

SWIS Drill-Down Fluency Worksheet

Notes		<this sheet can be completed by the Data Analyst before team meetings>
To help set more effective goals, identifying time ranges for pre and post intervention will be important.	Date Range:	Date range: Start Date: _____ End Date: _____
Notes: Review SWIS Core Reports or Similar Data. Identify possible concern.	Red flag item:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?
Continue to answer questions going from right to left in SWIS drill down. Save the Why for the last question. Save drill down in SWIS.	Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?
	Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?
	Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?
	Drill-Down Filter:	<input type="checkbox"/> Why?
If it is more than 10 students, it should be an Action Item for the Tier I team. If fewer than 10 students, then consider referring to Intervention Team	Referral Summary:	<u>How many students are related to the identified problem:</u> _____ <u>How many referrals are related to the identified problem:</u> _____ <u>What is the baseline for the identified problem:</u> # of Referrals [] / # Of Weeks in Dataset [] = Baseline [] <u>Is the problem best addressed through systems or with individual students:</u> <input type="checkbox"/> Systems <input type="checkbox"/> Students
Build your precision statement from your check boxes.	Precise Problem Statement:	<Type the summary of the precise problem statement in the TIPS Meeting Minutes form>

This **Drill Down Worksheet** allows you to track the “steps” of the drill down

- Record-keeping
- Efficient “back-tracking”
- Replication

Data Drill Down

Dashboard Add Referral View Reports Drill Down Tools SWIS Demo School

Drill Down

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
 - Art Room
 - Bathroom/Restroom
 - Bus
 - Bus Loading Zone
 - Cafeteria
 - Classroom
 - Commons/Common Area
 - Computer Lab
 - Gym
 - Hallway/Breezeway
 - Library
 - Locker Room
 - Music Room
 - Off-Campus
 - Office
 - Other Location
 - Parking Lot
 - Playground
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

Include in Dataset

- School Year - 2018-19
- Location - Hallway/Breezeway

Generate Save Report Template Clear

Load Report: Exclude from

Add Hallway to our
“Include in Dataset” field.



Data Drill Down

Dashboard Add Referral View Reports Drill Down Tools SWIS Demo School

Drill Down

Load Report: [Dropdown]

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
 - Art Room
 - Bathroom/Restroom
 - Bus
 - Bus Loading Zone
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Include in Dataset

- School Year - 2018-19
- Location - Hallway/Breezeway

Generate Save Report Template Clear

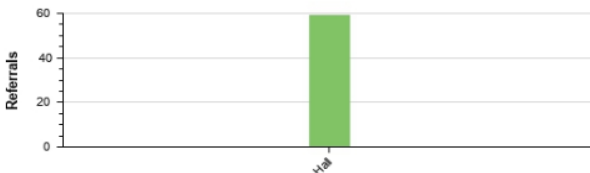
Exclude from Dataset

Drill Down Report - Generated 2/7/19, 10:09 AM

Export Print

Referrals by Location
Drill Down

Graph Type* Location Options: Show Values on the Graph



Location	Referrals
Hall	59

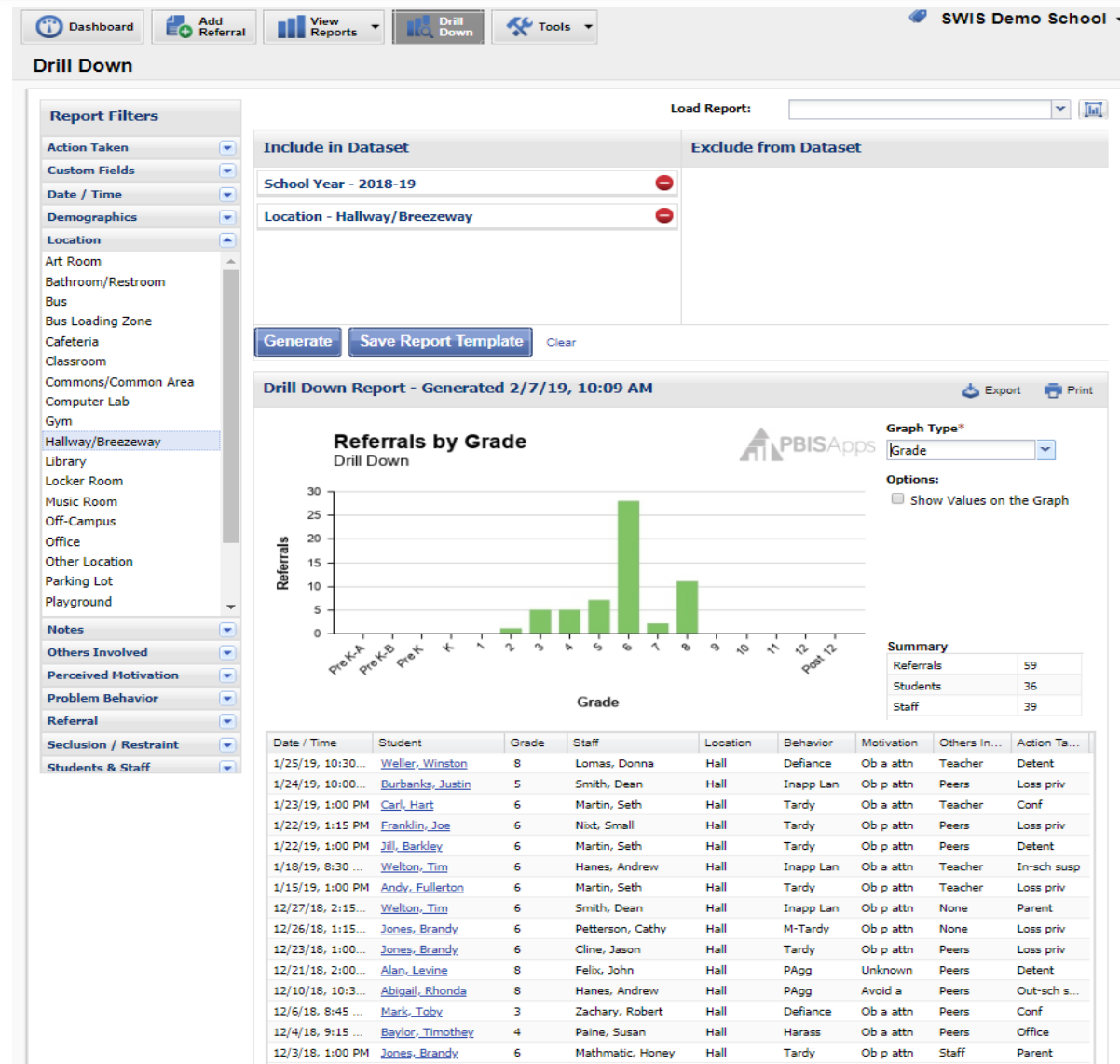
Summary

Referrals	59
Students	36
Staff	39

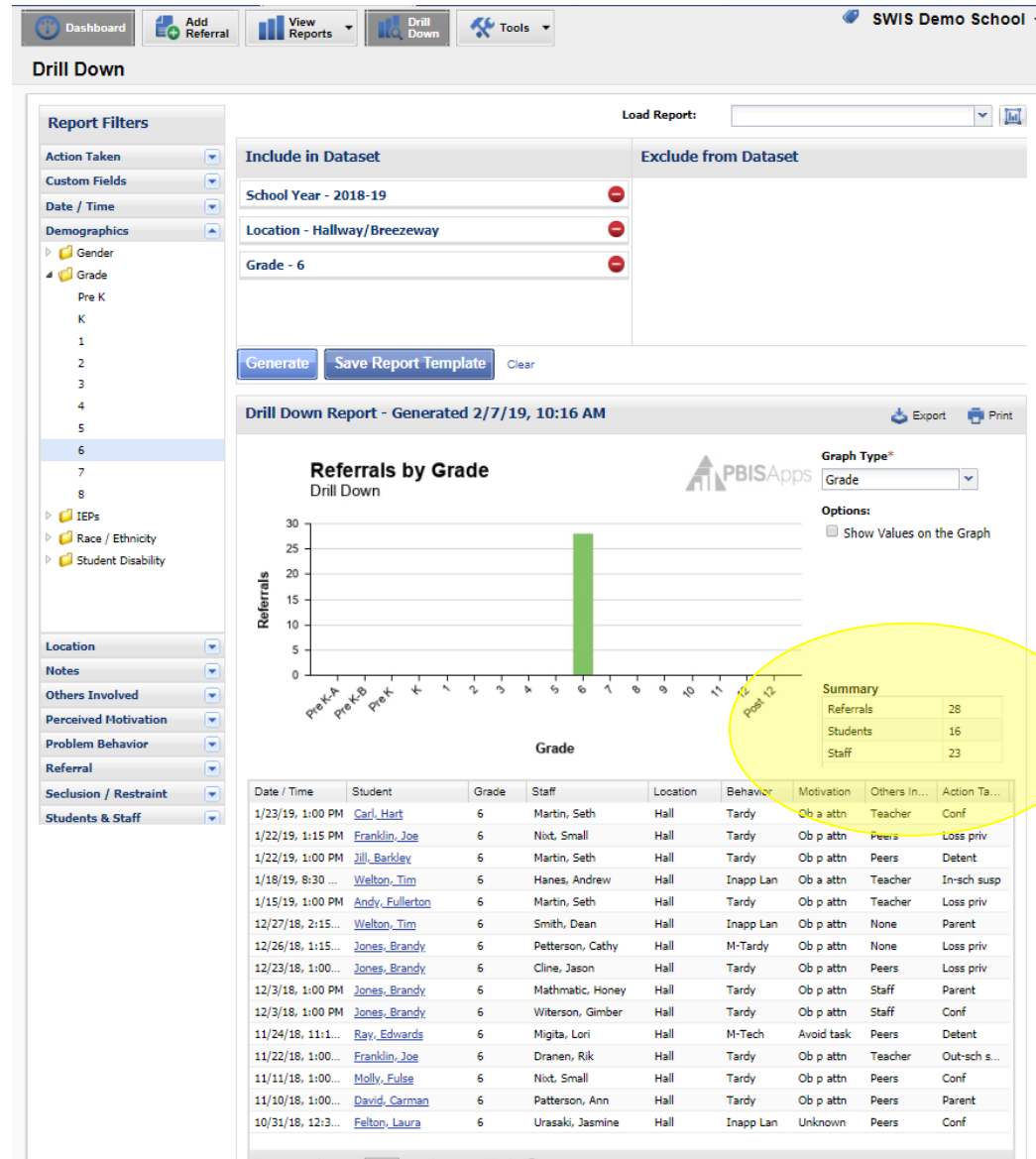
Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
1/25/19, 10:30...	Weller, Winston	8	Lomas, Donna	Hall	Defiance	Ob a attn	Teacher	Detent
1/24/19, 10:00...	Burbanks, Justin	5	Smith, Dean	Hall	Inapp Lan	Ob p attn	Peers	Loss priv
1/23/19, 1:00 PM	Carl, Hart	6	Martin, Seth	Hall	Tardy	Ob a attn	Teacher	Conf
1/22/19, 1:15 PM	Franklin, Joe	6	Nix, Small	Hall	Tardy	Ob p attn	Peers	Loss priv
1/22/19, 1:00 PM	Jill, Barkley	6	Martin, Seth	Hall	Tardy	Ob p attn	Peers	Detent
1/18/19, 8:30 ...	Welton, Tim	6	Hanes, Andrew	Hall	Inapp Lan	Ob a attn	Teacher	In-sch susp
1/15/19, 1:00 PM	Andy, Fullerton	6	Martin, Seth	Hall	Tardy	Ob p attn	Teacher	Loss priv
12/27/18, 2:15...	Welton, Tim	6	Smith, Dean	Hall	Inapp Lan	Ob p attn	None	Parent
12/26/18, 1:15...	Jones, Brandy	6	Petterson, Cathy	Hall	M-Tardy	Ob p attn	None	Loss priv
12/23/18, 1:00...	Jones, Brandy	6	Cline, Jason	Hall	Tardy	Ob p attn	Peers	Loss priv
12/21/18, 2:00...	Alan, Levine	8	Felix, John	Hall	PAgg	Unknown	Peers	Detent
12/10/18, 10:3...	Abigail, Rhonda	8	Hanes, Andrew	Hall	PAgg	Avoid a	Peers	Out-sch s...
12/6/18, 8:45 ...	Mark, Toby	3	Zachary, Robert	Hall	Defiance	Ob a attn	Peers	Conf
12/4/18, 9:15 ...	Baylor, Timothy	4	Paine, Susan	Hall	Harass	Ob a attn	Peers	Office
12/3/18, 1:00 PM	Jones, Brandy	6	Mathmatic, Honey	Hall	Tardy	Ob p attn	Staff	Parent

Change the graph type to change the lens of analysis.

Data Drill Down



Data Drill Down



Use the summary to analyze problem size.

Data Drill Down

Dashboard Add Referral View Reports Drill Down Tools SWIS Demo School

Drill Down

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
 - Gender
 - Grade
 - Pre K
 - K
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - IEPs
 - Race / Ethnicity
 - Student Disability
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

Include in Dataset

- School Year - 2018-19
- Location - Hallway/Breezeway
- Grade - 6

Exclude from Dataset

Generate Save Report Template Clear

Drill Down Report - Generated 2/7/19, 10:16 AM

Referrals by Time of Day
Drill Down

Graph Type* Time of Day

Options:
☐ Show Values on the Graph

Summary

Referrals	28
Students	16
Staff	23

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
1/23/19, 1:00 PM	Carl, Hart	6	Martin, Seth	Hall	Tardy	Ob a attn	Teacher	Conf
1/22/19, 1:15 PM	Franklin, Joe	6	Nixt, Small	Hall	Tardy	Ob p attn	Peers	Loss priv
1/22/19, 1:00 PM	Jill, Barkley	6	Martin, Seth	Hall	Tardy	Ob p attn	Peers	Detent
1/18/19, 8:30 ...	Welton, Tim	6	Hanes, Andrew	Hall	Inapp Lan	Ob a attn	Teacher	In-sch susp
1/15/19, 1:00 PM	Andy, Fullerton	6	Martin, Seth	Hall	Tardy	Ob p attn	Teacher	Loss priv
12/27/18, 2:15...	Welton, Tim	6	Smith, Dean	Hall	Inapp Lan	Ob p attn	None	Parent
12/26/18, 1:15...	Jones, Brandy	6	Petterson, Cathy	Hall	M-Tardy	Ob p attn	None	Loss priv
12/23/18, 1:00...	Jones, Brandy	6	Cline, Jason	Hall	Tardy	Ob p attn	Peers	Loss priv
12/3/18, 1:00 PM	Jones, Brandy	6	Mathmatic, Honey	Hall	Tardy	Ob p attn	Staff	Parent
12/3/18, 1:00 PM	Jones, Brandy	6	Witerson, Kimber	Hall	Tardy	Ob p attn	Staff	Conf
11/24/18, 11:1...	Ray, Edwards	6	Migita, Lori	Hall	M-Tech	Avoid task	Peers	Detent
11/22/18, 1:00...	Franklin, Joe	6	Dranen, Rik	Hall	Tardy	Ob p attn	Teacher	Out-sch s...
11/11/18, 1:00...	Molly, Fulse	6	Nixt, Small	Hall	Tardy	Ob p attn	Peers	Conf
11/10/18, 1:00...	David, Carman	6	Patterson, Ann	Hall	Tardy	Ob p attn	Peers	Parent

Add the clues you learn to the dataset to analyze with more precision and clarity.

Change the graph type to change the lens of analysis.

Data Drill Down

Dashboard

Add Referral

View Reports

Drill Down

Tools

SWIS Demo School

Drill Down

Report Filters

Action Taken

Custom Fields

Date / Time

Day of Week

School Year

2018-19

2017-18

2016-17

2015-16

2014-15

2013-14

2012-13

2011-12

2010-11

2009-10

Time

After Time

Before Time

Time Range

Demographics

Location

Notes

Others Involved

Perceived Motivation

Problem Behavior

Referral

Seclusion / Restraint

Students & Staff

Load Report:

Include in Dataset

Exclude from Dataset

Location - Hallway/Breezeway

Grade - 6

Time Range - 1:00 PM - 1:00 PM

Start

End

1:00 PM

1:00 PM

Generate

Save Report Template

Clear

Drill Down Report - Generated 2/7/19, 10:25 AM

Export

Print

Referrals by Time of Day

Drill Down

Graph Type

Time of Day

Options

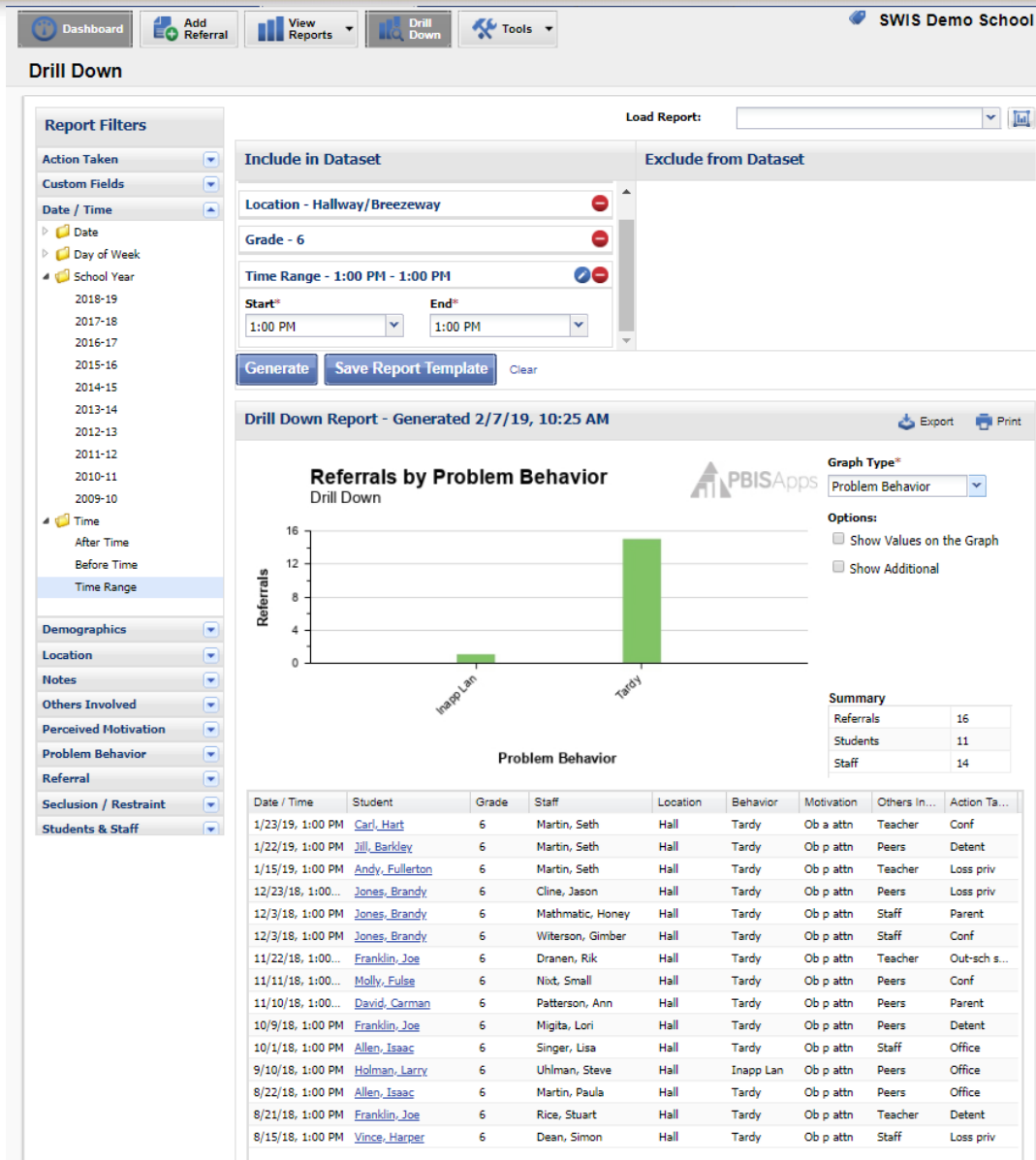
Show Values on the Graph

Summary

Referrals	16
Students	11
Staff	14

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
1/23/19, 1:00 PM	Carl, Hart	6	Martin, Seth	Hall	Tardy	Ob a attn	Teacher	Conf
1/22/19, 1:00 PM	Jill, Barkley	6	Martin, Seth	Hall	Tardy	Ob p attn	Peers	Detent
1/15/19, 1:00 PM	Andy, Fullerton	6	Martin, Seth	Hall	Tardy	Ob p attn	Teacher	Loss priv
12/23/18, 1:00...	Jones, Brandy	6	Cline, Jason	Hall	Tardy	Ob p attn	Peers	Loss priv
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12/3/18, 1:00 PM	Jones, Brandy	6	Witerson, Gimber	Hall	Tardy	Ob p attn	Staff	Conf
11/22/18, 1:00...	Franklin, Joe	6	Dranen, Rik	Hall	Tardy	Ob p attn	Teacher	Out-sch s...
11/11/18, 1:00...	Molly, Fulse	6	Nox, Small	Hall	Tardy	Ob p attn	Peers	Conf
11/10/18, 1:00...	David, Carman	6	Patterson, Ann	Hall	Tardy	Ob p attn	Peers	Parent
10/9/18, 1:00 PM	Franklin, Joe	6	Migita, Lori	Hall	Tardy	Ob p attn	Peers	Detent
10/1/18, 1:00 PM	Allen, Isaac	6	Singer, Lisa	Hall	Tardy	Ob p attn	Staff	Office
9/10/18, 1:00 PM	Holman, Larry	6	Uhlman, Steve	Hall	Inapp Lan	Ob p attn	Peers	Office
8/22/18, 1:00 PM	Allen, Isaac	6	Martin, Paula	Hall	Tardy	Ob p attn	Peers	Office
8/21/18, 1:00 PM	Franklin, Joe	6	Rice, Stuart	Hall	Tardy	Ob p attn	Teacher	Detent
8/15/18, 1:00 PM	Vince, Harper	6	Dean, Simon	Hall	Tardy	Ob p attn	Staff	Loss priv

Data Drill Down



Data Drill Down

Dashboard

Add Referral

View Reports

Drill Down

Tools

SWIS Demo School

Report Filters

Action Taken

Custom Fields

Date / Time

Demographics

Location

Notes

Others Involved

Perceived Motivation

Problem Behavior

Minor - Tardy

Minor - Technology Violation

Other Behavior

Physical Aggression

Property Damage/Vandalism

Skip class

Skip Class/Tuancy

Tardy

Technology Violation

Tuancy

Unknown Behavior

Use/Possession of Alcohol

Use/Possession of Combustible

Use/Possession of Drugs

Use/Possession of Tobacco

Use/Possession of Weapons

Vandalism

Referral

Seclusion / Restraint

Students & Staff

Load Report:

Include in Dataset

Exclude from Dataset

Time Range - 1:00 PM - 1:00 PM

Start* 1:00 PM

End* 1:00 PM

Problem Behavior - Tardy

Primary or Additional

Generate

Save Report Template

Clear

Drill Down Report - Generated 2/7/19, 10:32 AM

Export

Print

Referrals by Perceived Motivation

Drill Down

Graph Type* Perceived Motivation

Options: Show Values on the Graph

Summary

Referrals	15
Students	10
Staff	13

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
1/23/19, 1:00 PM	Carl, Hart	6	Martin, Seth	Hall	Tardy	Ob a attn	Teacher	Conf
1/22/19, 1:00 PM	Jill, Barkley	6	Martin, Seth	Hall	Tardy	Ob p attn	Peers	Detent
1/15/19, 1:00 PM	Andy, Fullerton	6	Martin, Seth	Hall	Tardy	Ob p attn	Teacher	Loss priv
12/23/18, 1:00...	Jones, Brandy	6	Cline, Jason	Hall	Tardy	Ob p attn	Peers	Loss priv
12/3/18, 1:00 PM	Jones, Brandy	6	Mathmatic, Honey	Hall	Tardy	Ob p attn	Staff	Parent
12/3/18, 1:00 PM	Jones, Brandy	6	Witerson, Kimber	Hall	Tardy	Ob p attn	Staff	Conf
11/22/18, 1:00...	Franklin, Joe	6	Dranen, Rik	Hall	Tardy	Ob p attn	Teacher	Out-sch s...
11/11/18, 1:00...	Molly, Fulse	6	Nixt, Small	Hall	Tardy	Ob p attn	Peers	Conf
11/10/18, 1:00...	David, Carman	6	Patterson, Ann	Hall	Tardy	Ob p attn	Peers	Parent
10/9/18, 1:00 PM	Franklin, Joe	6	Migita, Lori	Hall	Tardy	Ob p attn	Peers	Detent
10/1/18, 1:00 PM	Allen, Isaac	6	Singer, Lisa	Hall	Tardy	Ob p attn	Staff	Office
8/22/18, 1:00 PM	Allen, Isaac	6	Martin, Paula	Hall	Tardy	Ob p attn	Peers	Office
8/21/18, 1:00 PM	Franklin, Joe	6	Rice, Stuart	Hall	Tardy	Ob p attn	Teacher	Detent
8/15/18, 1:00 PM	Vince, Harper	6	Dean, Simon	Hall	Tardy	Ob p attn	Staff	Loss priv
8/10/18, 1:00 PM	Dana, Jack	6	Davidson, Bette	Hall	Tardy	Ob p attn	Staff	Parent

Data Drill Down for Connections



A → B

↙
C

Precise Problem Statement & Solution Development

Many 6th graders are having issues with being tardy in the hallway around 1:00, and the behavior might be maintained by peer attention.

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports (<i>most common</i>), Additional Reports, Student Dashboard, or SWIS Dashboard (<i>less common/less preferred</i>). Reminder: Add filters one at a time.		
Red flag item:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input checked="" type="checkbox"/> Where?	Date Range:
	Hallways	2018-2019
Drill-Down Filter(s):	<input checked="" type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why? 6 th graders	
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input checked="" type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why? 1:00	
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input checked="" type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why? Tardy	
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input checked="" type="checkbox"/> Why? Obtain Peer Attention	
Referral Summary:	Number of students involved: <u>10</u>	Is the problem best addressed through systems or with individual students: <input checked="" type="checkbox"/> Systems <input type="checkbox"/> Students
	Number of referrals included: <u>15</u>	
Precise Problem Statement:	Many 6th graders are having issues with being tardy in the hallway around 1:00, and the behavior might be maintained by peer attention.	



What are indicators that a student needs additional supports for externalizing social behavior?

- Tier I 0-1 major ODR
Fewer than X minor/total
- Tier II 2-5 major ODRs
X-X minor/total
- Tier III 6+ major ODRs
X+ minor/total

Is the problem a system-level or student-level issue (rule of 10)?

- **System Issue**
10+ students within a similar context (e.g., location, time of day, grade) engaging in similar behavior(s)
- **Individual/Small Group**
Fewer than 10 students within similar context engaging in similar behaviors

Solution Development

Target Area(s):

Problem behaviors in the hallways

Goal:

Reduce referrals for tardies in the hallways by 50%

Solution Component	Action Step(s)
Prevention	-Increase active supervision. Vice-principal available at that time to monitor hallway. Grade levels establish a supervision rotation between classes.
Teaching	-Reteach behavioral expectations in the hallway areas. - Retrain staff on identifying possible motivation.
Recognition	-Increase recognition for appropriate behavior. -Provide feedback tickets that can be collected and used for spirit wear. -Dance party for the classroom with the fewest referrals.
Extinction	-Post weekly grade-level SWIS data. -Encourage all students to work for the dance party making peer attention for problem behavior less likely.
Correct. Consq.	-Active supervision and continued early consequence (ODR)
Data collection	-Survey staff and students to determine whether strategies (e.g., active supervision, teaching, and recognition) are implemented consistently -Use weekly SWIS data to evaluate change



Precise Problem Statement: Many 6th graders are having issues with being tardy in the hallway around 1:00, and the behavior might be maintained by peer attention.

Goal: Reduce referrals for 6th grade tardiness in the hallways by 50%

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	Notes/Updates
Prevention	Increase active supervision	Vice Principals All staff	Ongoing	Staff visible in the hallways, especially during the 1:00 passing period	
Teaching	Teach behavioral expectations for the commons and hallways	Teachers will teach hallway expectations to their homeroom classes	January 15	Staff sign-off sheet next to the PBIS bulletin board in the Faculty Lounge to indicate completion	Incentives for the class that can have 10 students tell the principal the expectations first
Recognition	Dance Party Recognition tickets for school store	PBIS Team will coordinate	Party by January 31 Tickets by January 10	Dance Party earned tickets used at the Spirit Store	
Extinction	Post weekly data Encourage all students to work for the Dance Party	All staff	Ongoing	Weekly data posted in the commons and hallway	
Correct. Consq.	Active supervision and continued early consequence (minor/major ODR)	All staff	Ongoing	Staff visible in the hallways	

	What data?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	ODR record	SWIS Data Entry person and principal share report with teachers.	Weekly	Emailed to staff and posted in the hallways and commons for students	All staff and students

Know your audience

- What does the team need to know to make good decisions?
- What do staff need to know? Is there anything they need to do?
- Who else would benefit from seeing an update on student behavior (e.g., students, families, parent group)?

Tell the story

Help paint the picture with data: What, where, when, who, how often, why?





Big Idea About Sharing Data

The background of the slide features a majestic, snow-covered mountain range under a dark, star-filled night sky. A bright orange and yellow glow, possibly from a sunset or sunrise, is visible behind the mountain peaks. The text is overlaid on this image.

Maybe stories are
just data with a soul.

Brené Brown

Tools to Get Organized with SWIS



A PBISApps How-To

Data Drill Down (Custom Reports)

<https://www.pbisapps.org/Resources/Pages/Data-Drill-Down-How-To.aspx>



A PBISApps How-To



**Ethnicity:
Data Drill Down**

Drill Down Worksheet

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports (<i>most common</i>), Additional Reports, Student Dashboard, or SWIS Dashboard (<i>less common/less preferred</i>). Reminder: Add filters one at a time.		
Red flag item:	<input type="checkbox"/> Who? <input checked="" type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?	Date Range:
	Inappropriate Language	2017-2018
Drill-Down Filter(s):	<input checked="" type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?	
	3rd Graders	
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input checked="" type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?	
	Between 12:00 and 1:00	
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input checked="" type="checkbox"/> Where? <input type="checkbox"/> Why?	
	Classroom	
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input checked="" type="checkbox"/> Why?	
	Obtain Adult Attention	
Referral Summary:	Number of students involved: <u>14</u>	Is the problem best addressed through systems or with individual students: <input checked="" type="checkbox"/> Systems <input type="checkbox"/> Students
	Number of referrals included: <u>25</u>	
Precise Problem Statement:	The <u>3rd graders</u> are having challenges with <u>inappropriate language</u> to <u>obtain adult attention</u> between <u>12:00 and 1:00</u> in the <u>classroom</u> .	



PBIS Apps Support



The screenshot shows the PBIS Apps website's Support page. The top navigation bar includes links for App Demos, Find a Facilitator or Coordinator, Pay Invoice, and a search bar. The main navigation menu has links for Applications, Resources, Support (highlighted with a red circle), and About Us. Below the navigation, the 'Support' section is active, showing a search bar with the term 'Drill' entered. The search results show 50 results found for 'drill'. The results are categorized by topic: General (8 articles), SWIS (School-Wide Information System) (37 articles), CICO-SWIS (Check In, Check Out) (17 articles), and I-SWIS (Individual SWIS) (6 articles). The search results list several articles, including 'Drill down', 'Drill Down', 'Multi-racial in ethnicity drill down', and 'Drill Down Report options'.

Support

Support Home Submit Payment

Drill question? Ask or enter a search term here. SEARCH

Browse by Topic

General

8 ARTICLES VIEW ALL

- I am logged into the website but unable ...
- I forgot my username and/or password.
- How do I manage user accounts for SWIS a...
- As a facilitator, why do I get an error ...
- How do I find who is my SWIS facilitator...

SWIS (School-Wide Information System)

37 ARTICLES VIEW ALL

- What do I enter if a student's iden...
- I see a blank screen when I try to acces...
- How do I add users at my school?
- How are students who identify as Multi-R...
- How do I define the problem with precis...

CICO-SWIS (Check In, Check Out)

17 ARTICLES VIEW ALL

- What is CICO-SWIS?
- Can we define different print cards per...

I-SWIS (Individual SWIS)

6 ARTICLES VIEW ALL

- I'm having trouble uploading a docu...
- What is I-SWIS?

50 results found for "drill"

Drill down

In the drill down filter, where do I find the grade? I can find it as a graph type, but not in the report filt...

1 SUPPORT STAFF ANSWER 0 COMMUNITY ANSWERS DEC 18, 2013 09:46AM PST

Drill Down

I can no longer pull an individual students name for drill down to print out their report. How can I put just ...

1 SUPPORT STAFF ANSWER 0 COMMUNITY ANSWERS MAY 20, 2014 08:27AM PDT

Multi-racial in ethnicity drill down

Why doesn't drill down by ethnicity include multi-racial? I have a district with several multi-racial stu...

1 SUPPORT STAFF ANSWER 0 COMMUNITY ANSWERS OCT 27, 2017 10:16AM PDT

Drill Down Report options.

How do I display student names and data values on the Drill Down graphs. I see how you can select these with ...

1 SUPPORT STAFF ANSWER 0 COMMUNITY ANSWERS OCT 10, 2013 01:35PM PDT

- FAQs
- Support Articles
- Email support
- Call support

support@pbisapps.org

training@pbisapps.org

Not using Drill Down?

Not using Drill Down is like throwing darts blindfolded. Good luck hitting the target!

~Tia Rupe,
SWIS Facilitator



State Example: System Data Analysis



Elementary and Secondary Tier 1 Behavior Problem-Solving Worksheet

The purpose of this worksheet is to support the School Leadership Team with a cyclical four-step problem solving process using MIMTSS and other data sources. The team will begin by reviewing the final step in the problem-solving process, Plan Implementation & Evaluation, before moving onto Problem Identification, Problem Analysis and Plan Development.

Author: Michigan's Integrated Behavior and Learning Support Initiative

Version: 2.0

Date: July 2019

Directions for Use: Team, review your coach's prompts in **red** and respond to all team prompts in **purple**. Keep the same font colors.

Data Review Date:

Team Members Involved:



Elementary and Secondary Tier 1 Behavior Problem-Solving Worksheet (July 2019)
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education.

Team: If you focused on Tier 1 Behavior at your last data review, keep your previous precise problem statement(s) and short-term objective(s) in mind as you work to identify your current Tier 1 Behavior problem.

What Is Our Current Tier 1 Behavior Problem?

To answer this question, we need to consider any new student outcome data related to Tier 1 Behavior.

Coach: Prepopulate the status column in the table(s) below. Begin by considering the validity of the data.

Tier 1 Behavior Outcomes

Team: Go to MIMTSS School Dashboard, Behavior Outcomes tab, Discipline Referrals button and follow along as your coach guides you through each question in the table(s) below.

Table 2.0 Tier 1 behavior outcomes status

Behavior Outcome Questions	Status
Are there concerns with the validity of any of the Tier 1 Behavior student outcome data? If so, describe concerns.	Y/N Concerns: TEXT
Multi-year Annual Referrals per 100 students/day (Fall only): If there are multiple years of Office Discipline Referral (ODR) rates, are annual referrals per 100 students per day consistently below the national median or trending downward from one year to the next?	School-wide: Y/N Our school's annual rate of ODR's per 100 students per day is trending up/down/no clear trend over the past few years. We are above/below the national median according to our most recent year of data.
Major Referrals Per Day/Month Are ODRs consistently below the national median from one month to the next?	School-wide: Y/N This year our ODR rates are ABOVE the national median for the months of TEXT .

Elementary and Secondary Tier 1 Behavior Problem-Solving Worksheet (July 2019)
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education.

Major Referrals Per Day/Month Across months within the current school year, what is the school-wide trend in ODRs?	Across the months, our rates of ODRs are trending upward/downward/indicate variability with no clear trend .
Major Referrals Per Day/Month How do rates of ODR's each month this year compare to each month of last year, across grade levels?	Describe noteworthy patterns: TEXT (Example: During October and November this year and last year our ODR rates were high compared to all other months.)
Top 3 Problem Behaviors, Locations, and Motivating Factors What types of behaviors (major) are most often resulting in office discipline referrals? Where are those behaviors most likely to occur? Do you understand why these behaviors are occurring?	Top 3 problem behaviors: 1. TEXT 2. TEXT 3. TEXT Top 3 locations: 1. TEXT 2. TEXT 3. TEXT Top 3 motivating factors: 1. TEXT 2. TEXT 3. TEXT Are "unknown" or "other" among the top 3 in any of the above? Y/N Team: If "unknown" or "other" is among the top 3 in any of these areas, add an action item to your plan to re-train staff on completing the referrals, emphasizing the area or areas identified above.

Elementary and Secondary Tier 1 Behavior Problem-Solving Worksheet (July 2019)
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education.

State Example: System Data Analysis cont.

that group across schools within the district to examine patterns of inequity across the district.

Referral Patterns

Coach: Pull up your saved report template in SWIS labeled "Major Referral Patterns" and set the new date range or set up the template using the directions in your Coach's Guide. Practice answering the questions below and take note of patterns to share with your team.

Team: Follow along as your coach guides you through a partial SWIS drill down and the questions in the table below.

Table 2.1 Referral patterns status

Referral Pattern Questions	Status
Top Location: Study the patterns of referrals in SWIS for the top location. <ul style="list-style-type: none"> From Report Filter, click on Location, drag the top location to the dataset. Click Generate, look for most common problem behaviors in this location. 	Top Location: TEXT
Change Graph Type to look for additional patterns and record your observations	Summary table: (How many) <ul style="list-style-type: none"> # Referrals # Students # Staff Graph Types: <ul style="list-style-type: none"> Problem Behavior (What): TEXT Day of the Week (When): TEXT Time of Day (When): TEXT Grade (Who): TEXT Perceived Motivation (Why): TEXT

Top Problem Behavior:
Study the patterns of referrals in SWIS for the top problem behavior.

- Remove the top Location from the dataset (but keep the other filters)
- From Report Filter, click on problem behavior, drag the top problem behavior to the dataset.
- Click **Generate**, look for most common location of this problem behavior.

Change Graph Type to look for additional patterns and record your observations

Disproportionality:

Study the patterns of referrals in SWIS for any race/ethnic group with a risk ratio above or approaching 1.25.

- Remove the top problem behavior from the dataset (but keep the other filters)
- From Report Filter, click on Demographics, click on Race / Ethnicity, drag the appropriate filter to the dataset.
- Click **Generate**, look for most common problem behaviors for this group of students

Change Graph Type to look for additional patterns and record your observations

Top Location: **TEXT**

Summary table: (How many)

- # Referrals
- # Students
- # Staff

Graph Types:

- Location (Where): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Coach: Before completing this section, copy and paste the text below for each race/ethnic group with a risk ratio above or approaching 1.25.

Disproportionate referrals: **GROUP**

Summary table: (How many)

- # Referrals
- # Students
- # Staff

Graph Types:

- Problem Behavior (What): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Team: If time permits, run drill down reports to answer any additional questions for school-wide problem solving. For example, if you notice a specific day of the week where problems are more likely to occur across multiple grades, you may want to add that day of the week as another filter to more fully understand what's happening on that day.

Record your observations: **TEXT**

Additional Data Sources

Coach: Consider if additional data sources are needed and make a plan to gather that data prior to the data review date. Prepopulate the status column in the table below and be prepared to review with your team.

Table 2.2 Additional data sources

Additional Data	Status
What additional student outcome data sources might you consider when identifying areas of need with respect to Tier 1 Behavior (e.g., suspensions, use of seclusion and/or restraint)?	Data Source: TEXT Noteworthy patterns or observations: TEXT

Tier 1 Behavior Precise Problem Statement(s)

Based on the information gathered above where will we focus our problem-solving efforts as a School Leadership Team?

Team: Identify one or two Precise Problem Statement(s) in the area of Tier 1 Behavior. Record a precise statement that summarizes the overall trend in office discipline referrals and then consider if you need an additional statement or two that incorporates more specific information related to behavior that you gleaned from the referral pattern questions or other data sources. If you have focused on Tier 1 Behavior before, go back to your previous precise problem statement(s) to see if these problems are still relevant and should be pasted in the table below or if new problem statements should be developed.

- Questions? Comments?
- Thanks for attending our Drill Down session today.
- Please don't hesitate to reach out to us either at support@pbisapps.org or training@pbisapps.org if you need any assistance or have further questions!



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