Session 3E - Understanding Data & Outcomes in PBIS

Presenters:
Dr. Brian Gaunt – USF FLPBIS
Wendy Rau, Megan Lytle, Sara Stoner – BSN, RN/Cambell Elementary
October 27th, 2022; 2:30PM – 3:45PM CT

- Topic: Data-based Decision-making
- Keywords:
  - Evaluation
  - Outcome
  - Sustainability
Objectives

★ Participants will understand the importance of incorporating data in problem identification and MTSS planning and implementation.

★ Participants will be able to identify different strategies for data collection and sharing as it relates to different tiers.

★ Participants will understand data use in the Quality Improvement Process.
Sustainable PBIS – Critical Role of Data

Four Principles for Sustaining School-wide Systems

- Promote PRIORITY
- Ensure EFFECTIVENESS
- Increase EFFICIENCY
- Use data for CONTINUOUS REGENERATION
USE DATA VS. USED BY DATA

“Many of these [school] improvements were possible because teachers trusted that data were used for school improvement. This is important in light of research that shows teacher suspicion of data (Ingram, et al., 2004); principals in this study ensured that data were used for diagnostic purposes that were seen by teachers as beneficial and non-threatening. We may characterize this by suggesting that practice was improving because these schools were helping teachers use data rather than be used by data.”

HAVING DATA IS INSUFFICIENT FOR IMPROVEMENT!

"The mere presence of data does not automatically imply that usable information is available. Educators need support to use these data to the fullest extent."


Coaching and leading should (a) provide direct training and technical assistance to classroom teachers and students; and (b) ensure organizational sufficiency and alignment to sustain those training supports over time.

- Fullan, M. & Knight, J. (2011)
Data Sources & Quality

Types of Data
- Student Outcomes
  - Stable/Decreasing Discipline Rates
  - Compared to State Averages
  - Discipline trends (Including Big 6 Data)
- SEB screening data - teacher completed or student reported
- Academic performance (e.g., escape-maintained variables)
- Perception Data
- Stakeholder Feedback
- Early Warning Systems Indicators

Data Quality
- Impacts team confidence in decisions, accuracy of data-based decisions
  - Junk in – Junk out
  - \( \uparrow \) Implementation = \( \uparrow \) outcomes; only when implementation is accurately assessed
- Quality can be impacted by the data culture of the school
  - Can be supported through regular training, feedback and prompting
  - Value the accuracy over the resulting score
SYSTEM VARIABLES AFFECTING DATA USE

- Effective Teaming Practices
- Data System Procedures & Infrastructure
- Data Coaching Practices & PD
- Leadership & Data Culture
- Educator Beliefs, Skills & Knowledge

Effectiveness of Data-based Decision Making
Exemplar: Lincoln Public Schools

Lincoln Public Schools, Lincoln Nebraska
  • Wendy Rau, Director of Health Services, MSN, BA, RN
  • Megan Lytle, MBA, MSN, RN
  • Sara Stoner, BSN, RN

Title: Data Driving Decisions in the Health Office
Objectives

★ Participants will understand the importance of incorporating data in problem identification and MTSS planning and implementation.

★ Participants will be able to identify different strategies for data collection and sharing as it relates to different tiers.

★ Participants will understand data use in the Quality Improvement Process.
DATA
## Student Health - Health Code Detail

<table>
<thead>
<tr>
<th>Condition</th>
<th>Visit Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stomachache</td>
<td>15</td>
</tr>
<tr>
<td>Injury - Extremity</td>
<td>14</td>
</tr>
<tr>
<td>Headache</td>
<td>11</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>8</td>
</tr>
<tr>
<td>Vomiting</td>
<td>7</td>
</tr>
<tr>
<td>Seizure</td>
<td>6</td>
</tr>
<tr>
<td>Muscle Soreness/Pain</td>
<td>5</td>
</tr>
<tr>
<td>Contact Parent/Guardian</td>
<td>4</td>
</tr>
<tr>
<td>Menstrual Cramps</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 124
Houston, we have a PROBLEM
Health Office Visits per Year after MTSS Implementation

- Elementary D
- Elementary E

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary D</th>
<th>Elementary E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018</td>
<td>8,912</td>
<td>9,159</td>
</tr>
<tr>
<td>2018/2019</td>
<td>6,378</td>
<td>6,046</td>
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<tr>
<td>2019/2020</td>
<td>3,716</td>
<td>3,589</td>
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<tr>
<td>2020/2021</td>
<td>2,709</td>
<td>2,307</td>
</tr>
<tr>
<td>2021/2022</td>
<td>2,866</td>
<td>3,442</td>
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</table>
Using Elementary D’s Data from 2021-2022...

Over 5 years...
Visits decreased by 6,046

If we allot 10 minutes per visit that’s
60,460

Instructional minutes GAINED

= 144 Days of School
Data and Tier 1
Tier 1

- Evaluate Data
- Implementation of PBiS/MTSS-B
- Education of Health Services Staff
- Presenting data and plan to Building Administration and Teachers

Campbell Health Office Expectations...

- Be Safe
  - Be sure your teacher or adult knows where you are at all times - bring a pass with you
  - Wait quietly in blue chair until called upon
  - If needing medication, wait on floor

- Be Respectful
  - Follow directions the first time
  - Use level 1 voice
  - Give others privacy

- Be Responsible
  - Could this have been handled in class or at home
  - Return to class quickly

When to “B” at the Health Office

- Black Eye or because someone has hurt you
- Breathing problems
- Barfing
- Big bump or head injury
- Bee sting
- Bad or lost tooth
- Bathroom problems
- Burning up (fever)
- Breaking out in rash
- Broken bone
- Bleeding

When to "B" at the Health Office
Presenting Data

Health Office Data

District Health Office Data 2020-21

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9384</td>
<td>9306</td>
<td>6046</td>
<td>5780</td>
<td>4223</td>
</tr>
</tbody>
</table>

Values for 2020-21: 3210, 3210, 3373, 3373, 3270
Presenting Data

Top 5 Complaints

2016-2017
1. Stomachache
2. Headache
3. Injury-extremity
4. Clothing
5. Head injury

2017-18
1. Stomachache
2. Headache
3. Injury-extremity
4. Clothing
5. Skin problem

2018-19
1. Stomachache
2. Headache
3. Clothing
4. Injury-extremity
5. Head injury

2019-20
1. Stomachache
2. Clothing
3. Headache
4. Sore throat
5. Injury-extremity

2020-21
1. Stomachache
2. Headache
3. Clothing
4. Head injury
5. Eye problem
## Tier 1

### Health Office D

<table>
<thead>
<tr>
<th>2017/2018</th>
<th>2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,912 visits</td>
<td>6,378 visits</td>
</tr>
</tbody>
</table>

- Implemented PBIS
- Teaching expectations
- 4:1 Ratio
- When to visit the health office
- Sharing data to student services team

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**Before Coming to the Health Office:**

- Can I use the first aid kit in my classroom?
- Can I handle it on my own?
- Can I handle it by going to the restroom?
- Can I handle it by getting a drink?
- Can I give it more time?

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**Health Office Pass**

- Student Name:
- Time leaving class:
- Can this be taken care of at home?
- [ ] Bathroom
- [ ] Drink of water
- [ ] Wait 30 minutes to see if I feel better
- [ ] Rest my head on desk
- [ ] Classroom 1st aid kit

**Reason for coming to Health Office:**

- [ ] Cough/Breathing Bad
- [ ] Head Injury
- [ ] Lost tooth that is bleeding (if not bleeding use 1st aid kit)
- [ ] Fevers
- [ ] Vomiting/Nausea
- [ ] Skin Rash
- [ ] Nosebleed
- [ ] Hungry
- [ ] Tired
- [ ] Angry
- [ ] Nervous
- [ ] Worried
- [ ] Sad
- [ ] Other:

**Action Taken in the Health Office:**

- [ ] Called Parent
- [ ] Formulary/Medicine
- [ ] Ice Pack
- [ ] Rest
- [ ] Other:

**Health Office Staff:**

- [ ] Time Returning:
## Tier 1

**Health Office D**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>8,912 visits</td>
<td>6,378 visits</td>
<td></td>
</tr>
</tbody>
</table>

- **2018/2019**
  - 270 - lost Tooth
  - 143 - Insect Bite
  - 102 - Chapped Lips
  - 75 - Dry Skin

- **2019/2020**
  - Implementing
  - When to visit the health office - teacher edition
  - Classroom 1st aid kits

### When to Visit the Health Office

**TEACHER COPY**

**Goal:** To minimize missed classroom instruction time

**Teacher:** Please make this list and classroom 1st aid kit handy for sub teachers.

**When to Visit the Health Office**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Headache*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earache</td>
<td></td>
<td></td>
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<tr>
<td>Wrist or ankle sprain</td>
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<tr>
<td>Wound (slight cut)</td>
<td></td>
<td></td>
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<tr>
<td>Insect bite</td>
<td></td>
<td></td>
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<tr>
<td>Emotional upset</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bleeding cuts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headache not yet come</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diaper leak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair gel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

Health office can refill packages up to 100 mL per bottle. If you run out, please return the bottle to the teacher before reordering. 

**Before Coming to the Health Office**

- Could this have been handled at home?
- Could I use my classroom's first aid kit?
- Can I handle it on my own?
  - Use the bathroom:
    - Drink 20 oz. of water
    - Wait 15 minutes to see if it goes away
    - Lay head on desk and rest for five minutes
  - If this was a good reason to miss class:
    - Can I stay until noon? (Check three times)
## Tier 1

### Health Office D:

<table>
<thead>
<tr>
<th>Year</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>270 - Lost Tooth</td>
</tr>
<tr>
<td></td>
<td>143 - Insect Bite</td>
</tr>
<tr>
<td></td>
<td>102 - Chapped Lips</td>
</tr>
<tr>
<td></td>
<td>75 - Dry Skin</td>
</tr>
<tr>
<td>2019/2020</td>
<td>88 - Lost Tooth</td>
</tr>
<tr>
<td></td>
<td>43 - Insect Bite</td>
</tr>
<tr>
<td></td>
<td>23 - Chapped Lips</td>
</tr>
<tr>
<td></td>
<td>38 - Dry Skin</td>
</tr>
<tr>
<td>2020/2021</td>
<td>25 - Lost Tooth</td>
</tr>
<tr>
<td></td>
<td>6 - Insect Bite</td>
</tr>
<tr>
<td></td>
<td>3 - Chapped Lips</td>
</tr>
<tr>
<td></td>
<td>21 - Dry Skin</td>
</tr>
<tr>
<td>2021/2022</td>
<td>27 - Lost Tooth</td>
</tr>
<tr>
<td></td>
<td>44 - Insect Bite</td>
</tr>
<tr>
<td></td>
<td>0 - Chapped Lips</td>
</tr>
<tr>
<td></td>
<td>4 - Dry Skin</td>
</tr>
</tbody>
</table>

- 515 visits eliminated, and over 5,000 minutes of classroom time gained back.
Meanwhile at Health Office E...

2017/2018
→ 293 ‘Hungry’ visits
  ♦ Visits for breakfast or snacks
→ After presenting to administration, changes made to breakfast delivery for students arriving late and students requesting snacks from the fresh fruit and vegetable program
Data and Tier 2
Tier 2

★ Individual student trends
★ Monthly data review
★ Multidisciplinary Planning
  o Ex/ Health office information as a data point for Tier 2 supports
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Health Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>09/27/2021</td>
<td>Bite: Insect</td>
</tr>
<tr>
<td></td>
<td>09/15/2021</td>
<td>Muscle Soreness/Pain</td>
</tr>
<tr>
<td></td>
<td>09/14/2021</td>
<td>Chest Pain</td>
</tr>
<tr>
<td></td>
<td>09/02/2021</td>
<td>Nausea</td>
</tr>
<tr>
<td></td>
<td>09/02/2021</td>
<td>Dizziness/Lightheadedness</td>
</tr>
<tr>
<td>Student B</td>
<td>09/23/2021</td>
<td>Diarrhea</td>
</tr>
<tr>
<td></td>
<td>09/17/2021</td>
<td>Runny Nose</td>
</tr>
<tr>
<td></td>
<td>09/16/2021</td>
<td>Contact Parent/Guardian</td>
</tr>
<tr>
<td></td>
<td>09/16/2021</td>
<td>Sore Throat</td>
</tr>
<tr>
<td></td>
<td>09/15/2021</td>
<td>Headache</td>
</tr>
<tr>
<td></td>
<td>09/13/2021</td>
<td>Cough</td>
</tr>
<tr>
<td></td>
<td>09/13/2021</td>
<td>Sore Throat</td>
</tr>
<tr>
<td></td>
<td>09/07/2021</td>
<td>Vomiting</td>
</tr>
<tr>
<td>Student C</td>
<td>09/24/2021</td>
<td>Headache</td>
</tr>
<tr>
<td></td>
<td>09/20/2021</td>
<td>Muscle Soreness/Pain</td>
</tr>
<tr>
<td></td>
<td>09/09/2021</td>
<td>Abrasion</td>
</tr>
<tr>
<td></td>
<td>09/02/2021</td>
<td>Abrasion</td>
</tr>
<tr>
<td></td>
<td>09/02/2021</td>
<td>Breathing Problems</td>
</tr>
<tr>
<td>Student D</td>
<td>09/29/2021</td>
<td>Sore Throat</td>
</tr>
<tr>
<td></td>
<td>09/21/2021</td>
<td>Stomachache</td>
</tr>
<tr>
<td></td>
<td>09/21/2021</td>
<td>Nose Bleed</td>
</tr>
<tr>
<td></td>
<td>09/20/2021</td>
<td>Head Injury</td>
</tr>
<tr>
<td></td>
<td>09/20/2021</td>
<td>Bite: Insect</td>
</tr>
<tr>
<td></td>
<td>09/14/2021</td>
<td>Fatigue/Lethargy</td>
</tr>
<tr>
<td></td>
<td>09/13/2021</td>
<td>Nausea</td>
</tr>
<tr>
<td>Student E</td>
<td>09/22/2021</td>
<td>Clothing/Shoes</td>
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<tr>
<td></td>
<td>09/22/2021</td>
<td>Clothing/Shoes</td>
</tr>
<tr>
<td></td>
<td>09/20/2021</td>
<td>Behavior Plan</td>
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<td>09/15/2021</td>
<td>Cough</td>
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<td></td>
<td>09/14/2021</td>
<td>Stomachache</td>
</tr>
<tr>
<td></td>
<td>09/07/2021</td>
<td>Joint Pain</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
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</tr>
<tr>
<td>01/16/2020</td>
<td>12:17 PM</td>
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<tr>
<td>01/16/2020</td>
<td>11:02 AM</td>
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<tr>
<td>01/20/2020</td>
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<tr>
<td>01/20/2020</td>
<td>12:17 PM</td>
<td>Stomachache</td>
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<td>01/29/2020</td>
<td>12:51 PM</td>
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<td>01/29/2020</td>
<td>8:00 AM</td>
<td>Head Injury</td>
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<td>01/29/2020</td>
<td>9:15 AM</td>
<td>Head Injury</td>
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<tr>
<td>01/29/2020</td>
<td>8:07 AM</td>
<td>Head Injury</td>
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<td>01/29/2020</td>
<td>12:31 PM</td>
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<tr>
<td>01/30/2020</td>
<td>12:15 PM</td>
<td>Eye Problem</td>
</tr>
<tr>
<td>02/06/2020</td>
<td>12:20 PM</td>
<td>Stomachache</td>
</tr>
<tr>
<td>02/06/2020</td>
<td>12:37 PM</td>
<td>Stomachache</td>
</tr>
</tbody>
</table>

**Time 1:**

11:30 AM

**Location:** Health Office

**Note:** After lunch contribution—ice packs, cleaning
Tier 2 Connection to Social-Emotional Health

★ Somatic complaints—headache and stomachache, etc. associated with anxiety, stress, emotional distress
★ Physical symptoms of stress
  o Pounding head/headache
  o Elevated body temperature
  o Flushing/ hot ears
  o Stomach churning/cramping, nausea, diarrhea
★ To our students, these symptoms indicate *illness*
# Social Emotional Health Office Visits

<table>
<thead>
<tr>
<th>From: 8/12/19 - 3/16/20</th>
<th>Student #1</th>
<th>Student #2</th>
<th>Student #3</th>
<th>Student #4</th>
<th>Student #5</th>
<th>Student #6</th>
<th>Student #7</th>
<th>Student #8</th>
<th>Student #9</th>
<th>Student #10</th>
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</thead>
<tbody>
<tr>
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<td>15</td>
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<td>8</td>
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<tr>
<td>Body Aches</td>
<td>3</td>
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<td>Fell Asleep</td>
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<tr>
<td>Injury-Extremity</td>
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<td>Injury- Intentional</td>
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<tr>
<td>Neck Pain</td>
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<tr>
<td>Scab Off</td>
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<td>Blister</td>
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Elementary:
- Headache
- Stomachache
- Injury

Contributing Number of Visits = 4,312

Middle School:
- Headache
- Stomachache
- Injury

Contributing Number of Visits = 6,925

High School:
- Headache
- Stomachache
- Menstrual Cramps
- Injury

Contributing Number of Visits = 8,125
- Health Office Check-in/Check-out
- Wellness Visit
- Contribution visits

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**On My Mind Today**

What are some things that are on your mind today?

---

**ANXIETY TOOL**

**Student Name:**
**ID #:**
**Grade:**

**Today's Date:**
**Preparer's Name:**

**WHAT IS ANXIETY?**

Anxiety is a disorder which can cause prolonged nervousness, fear, worry, and stress. It can inhibit someone from functioning normally from day to day. On average 1 in 5 young people have anxiety.

---

**ANXIETY AND MY BODY**

Color in the reactions that happen to your body when you start getting anxious

- Vision Starts Getting Blurry
- Dizziness
- Headache
- Tense Shoulders
- Swaying/Palms
- Shaking
- Feel Numb and Tingly
- Heart Beats Faster
- Start to Sweat
- Back Pain
- Nervous or Upset Stomach and Nauseous
- Breathing Harder and Faster
- Legs Feel Weak
- Face Turns Red or Feels Hot
- Constant Urination or Diarrhea

---

**GREEN ZONE: I FEEL GOOD**

- Healthy eating
- Positive self talk
- Regular exercise
- Get enough sleep
- Practice coping strategies
- Get involved with others
- Manage time wisely
- Enjoy

**YELLOW ZONE: I DON'T FEEL GOOD**

- I cannot think straight
- I have a lot of worry
- I cannot sit still
- My hands are shaking
- I am critical of myself
- I have a headache/stomach ache
- I cannot concentrate
- My chest feels tight
- I want to cry
- My muscles feel very tight
- Other

**RED ZONE: I FEEL AMPHITIC**

- Rapid heart rate
- Panic
- I can't breathe
- I feel like passing out
- Shaking or tremors
- Nausea
- Other

**PREVENTIONS**

Take medications as prescribed

- What keeps me calm?

**EVERYDAY ACTIVITIES**

- I can think straight
- I have a lot of worry
- I cannot sit still
- My hands are shaking
- I am critical of myself
- I have a headache/stomach ache
- I cannot concentrate
- My chest feels tight
- I want to cry
- My muscles feel very tight
- Other

**SYMPTOMS**

- I cannot think straight
- I have a lot of worry
- I cannot sit still
- My hands are shaking
- I am critical of myself
- I have a headache/stomach ache
- I cannot concentrate
- My chest feels tight
- I want to cry
- My muscles feel very tight
- Other

**WHAT WILL HELP?**

- Get help immediately from School Nurse/Counselor
- Use coping strategies
- Medication as needed
- Other

**CHECK YOUR STRESSORS**

- Texts
- Arguing with friends
- Social Media
- Have lots of time constraints
- No predictable routines
- Other

---

**HOW DO I GET BACK TO THE GREEN ZONE?**

- Use my coping strategies
- Mindfulness meditation
- Progressive muscle relaxation
- Deep breathing
- Listen to calming music
- Talk with school nurse
- Talk with school counselor/social worker
- Other

**SYMPTOMS**

- I cannot think straight
- I have a lot of worry
- I cannot sit still
- My hands are shaking
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- I have a headache/stomach ache
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**WHAT WILL HELP?**

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- Other

**CHECK YOUR STRESSORS**

- Texts
- Arguing with friends
- Social Media
- Have lots of time constraints
- No predictable routines
- Other
Quality Improvement Planning

★ MTSS/Trauma-Informed Care Professional Learning Community (PLC)
  ○ Mentoring and Health Office observations for New and Struggling School Nurses
★ Refocus on Tier 1 Implementation
  ○ Tier 1 Checklist
★ DATA, DATA, DATA, DATA
Quality Improvement Still Needed

District Health Office Visits Since MTSS-B Implementation

- 2017/2018: 313,417
- 2018/2019: 300,830
- 2019/2020: 200,774
- 2020/2021: 120,736
- 2021/2022: 214,314

Data Analysis

- Covid had a big impact
- New school nurses
- Focus of Tier 1
- Teaching nurses to use their data
- Administrative Investment
Future Data Projects

★ Health Office Exit Tickets

Student Voice

Parent & Family Engagement

★ Parent Survey
Health Office Exit Ticket

★ Pilot data project
  ○ 4 elementary schools
  ○ 2 middle schools

★ Template for consistency
Key Points

★ Find your key data points

★ Regular data review

★ Including all members of the team

★ Investment from key stakeholders (administration, staff...
Thank you!

Wendy Rau  wrau@lps.org

Megan Lytle  mlytle2@lps.org

Sara Stoner  sstoner@lps.org
Please Complete this Session’s Evaluation

10/27/22
3E – Understanding Data & Outcomes in PBIS

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

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   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!