

From Planning to Problem-Solving – Using Data to Drive Your Framework

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Objectives

- Teaming
- What Does PBIS Planning Look Like?
- When Do We Move to Problem Solving?
- What is Problem Solving?
- Problem Solving at Your Meetings
- How Does This Lead You to Advance Tiers

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What is a System?

An interdependent group of tools and materials, people, and processes which join together to accomplish work.

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Side quest

- In construction – what do construction workers use when they are building something new or fixing something broken in a building?
- **SCAFFOLDING:** Scaffolding has always been used in construction due to its stability when working with heavy equipment and materials.
- For us – **SYSTEMS** are our scaffolding.

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Other Examples of Scaffolding (Systems)




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Okay... but buildings don't keep scaffolding forever!

- True
- Let's switch to scaffolding in education
- "Once students are able to complete or master the task, the scaffolding is gradually removed or fades away – the responsibility of learning shifts from the instructor to the student."
- Same with your building – As these systems get more **"in your bones"** – they still exist but don't take as much work to maintain because your staff and students are doing the heavy lifting.
- What is left is your **FRAMEWORK**.




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PBIS IS SYSTEMS WORK...

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Positive Behavior Interventions & Supports (PBIS)

an MTSS data-driven framework for stakeholders to implement a multi-tiered system of supports (SEB) that is effective for all students and staff.

Scaffolding for Behavior

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It All Starts With The Right Team


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What Are We Planning?


Core Feature	Data that Supports
Expectations	Staff Feedback Ideal Student Activity Student Voice
Teaching Expectations	TFI Walkthroughs Surveys Lesson Plans
Acknowledgement Systems	School-Wide System Tracking Classroom System Tracking Class/School Contingencies
Office Managed vs. Classroom Managed	Staff Feedback
Office Discipline Systems	Flowcharts being followed? ODR data tracking Zoom WVE Information
Family Collaboration	Surveys Feedback
SEL Curriculum	Fidelity Checks

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Data that You Can Pull




TIER 1 ARTIFACT CHECKLIST




FEEDBACK AND ACKNOWLEDGEMENT DATA



BIG 5 OF DATA



INTERNAL VS EXTERNAL



COMMUNITY DATA

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Artifact Checklist

Tier 3 TFI Artifact Checklist

Item	When	Who	How Often
1.1.1.1			
1.1.1.2			
1.1.1.3			
1.1.1.4			
1.1.1.5			
1.1.1.6			
1.1.1.7			
1.1.1.8			
1.1.1.9			
1.1.1.10			
1.1.1.11			
1.1.1.12			
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1.1.1.27			
1.1.1.28			
1.1.1.29			
1.1.1.30			

Tier 2 TFI Artifact Checklist

Item	When	Who	How Often
1.1.2.1			
1.1.2.2			
1.1.2.3			
1.1.2.4			
1.1.2.5			
1.1.2.6			
1.1.2.7			
1.1.2.8			
1.1.2.9			
1.1.2.10			
1.1.2.11			
1.1.2.12			
1.1.2.13			
1.1.2.14			
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1.1.2.28			
1.1.2.29			
1.1.2.30			

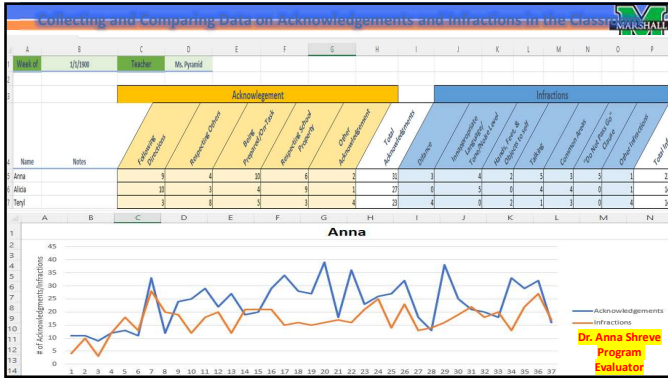
Tier 1 TFI Artifact Checklist

Item	When	Who	How Often
1.1.3.1			
1.1.3.2			
1.1.3.3			
1.1.3.4			
1.1.3.5			
1.1.3.6			
1.1.3.7			
1.1.3.8			
1.1.3.9			
1.1.3.10			
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1.1.3.27			
1.1.3.28			
1.1.3.29			
1.1.3.30			

Tier 0 TFI Artifact Checklist

Item	When	Who	How Often
1.1.4.1			
1.1.4.2			
1.1.4.3			
1.1.4.4			
1.1.4.5			
1.1.4.6			
1.1.4.7			
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Creating Office Discipline Referrals

- Create a referral form that includes the 5 W's

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Signs We're Ready to Talk About Problem-Solving

- ✓ Expectations are consistent
- 📖 Expectations are being taught
- 📊 Discipline Flowchart is in place
- 📍 There is an ODR in place
- 📄 Access to Data from ODR's

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TIPS
Team Initiated Problem Solving

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TIPS Model

- Team-Initiated Problem Solving (TIPS) Model

<https://www.pbis.org/resource/how-school-teams-use-data-to-make-effective-decisions-team-initiated-problem-solving-tips>

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"Different" Methods of Data Collection/Decision Making

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Back to the Idea of the TEAM

- Data-inspired decision-making takes place within the team.
- Team should meet at least once a month for Tier 1 decisions.
 - Have a set time
 - Figure out who is bringing what ahead of time
 - Determine what part of the cycle/which problem will be focused on ahead of time!
- Have clear, set expectations
 - Example- Harvard DataWise Expectations: Assume positive intentions, take an inquiry stance, ground statements in evidence, etc.

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Meeting Foundations

- According to the Center on PBIS, there are 6 areas of meeting foundations:
 - Common Purpose
 - Agenda for Predictable and Efficient Meetings
 - Predictable logistics
 - Roles
 - Responsibilities
 - Authority


Feature	Example
Before Meeting	
Agenda	<ul style="list-style-type: none"> • All team members receive documents before the meeting. • Members know location of meeting and time scheduled (one month in advance).
During Meeting	
Purpose	Reason for meeting and group norms are presented at the start.
Logistics	The meeting starts and ends on time.
Roles & Responsibilities	<ul style="list-style-type: none"> • The meeting leader keeps notes and reports when questions that arise to agenda programming. • The data analyst has prepared data to review with the team and has shared it in a way that all members can access. • The facilitator ensures that the team has time to cover all agenda items and check on action item completion.
Authority	The present administrator helps to make timely decisions that require voting of members.
After Meeting	
Logistics	The meeting minutes are available to all members or made accessible to all.
Roles & Responsibilities	<ul style="list-style-type: none"> • Team members complete the agreed-upon tasks. • Facilitator and data analyst use agenda for next meeting.

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MARSHALL

Guidebook from the Center on PBIS

- HOW SCHOOL TEAMS USE DATA TO MAKE EFFECTIVE DECISIONS: Team-Initiated Problem Solving (TIPS)



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MARSHALL

Where is a Good Place to Start?

- The Data "Deep Dive"
- Observe," "Review Status," "Identify Problems"

 - Where are you finding your data?
 - WVEIS
 - Surveys
 - Test Scores
 - Observation logs

- Doing the deep dives of the data
 - Looking through the numbers, observations, etc. and looking at the patterns
 - Figuring out where that pattern is disrupted
 - What makes you go "huh...," scratch your head, wonder what is different about that element
 - Looking at patterns and making comparisons




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MARSHALL

Once a Problem is Identified

- Make a precise problem statement (ask the Big 5)
- Identify Goals
- Consider Solutions
- Implement Solutions
- Monitor Solutions
- Make a Decision




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Other Problem Solving

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Other Problem Solving

- ATLAS Protocol
- Teaming Conversations in Rounds
- Guiding Questions per Round
 - What Do You See?
 - What are the different interpretations of the data and how can we evaluate them?
 - What are the implications?
 - What steps can we take?
 - What strategies might be effective?
 - Reflection
 - What did you learn from your colleagues?




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Regular Meeting Format

The agenda typically communicates:

- ✓ objectives/outcomes or topics for discussion
- ✓ a time allotment for each topic
- ✓ the person responsible for reporting or leading.




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Real World Examples


- Tier 1 Team using Word Cloud to identify students that need problem solving.
- Tier 1 Teams reporting out what the data says in each meeting.
- Reviewing the Action Planning
- Dedicated Data Reviews during PLC times.
- Adding PBIS data and Student Reviews into Data Meetings.

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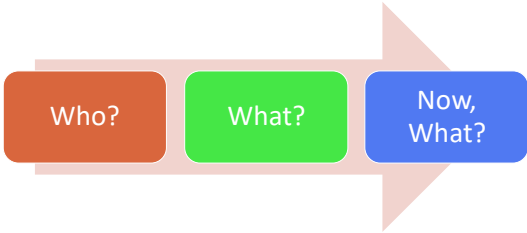


DBDM in Advanced Tiers

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How to Think About Tier 2



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What Makes A Tier 2?

- A systematic identification process
- A bank of interventions
- Clear procedures for progress monitoring students and systems

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Track to Tier 3

- Need to implement Tier 2 with 80% fidelity.
- Tier 3 training available when ready
 - FBA/BIP

Tier 2-Targeted Interventions

- Specialized Group
- Systems for students with at-risk behaviors
- High efficiency
- Rapid Response
- Some Individualization

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Tier Three

- Inserting Tier 2**
 - Most schools in WV go from Tier 1 to Tier 3. We are working to teach and insert Tier 2 interventions and supports before entering Tier 3 with students.
- FBA/BIP**
 - FBA/BIP training based off of the Competing Behavior Pathway Model
 - Works off the interventions and data collected in Tier 2
- Community Partnerships (Parent/NGO)**
 - Working with schools and school districts to identify community partnerships to provide additional supports to their students

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