

USING DATA TO MAKE DECISIONS

Questions to Ponder

- How do we determine which students need Tier 2 & 3 Services (Individual student analysis)?
- How do we determine the effectiveness our Tier 1 Schoolwide Discipline Plan (School unit analysis)?



USING DATA TO MAKE DECISIONS

Existing Data

Office Referrals

Existing Data

- Academic performance
- Attendance
- Tardiness
- Other???

REACTIVE DATA COLLECTION: BEHAVIOR INCIDENT REPORTS

Office Discipline Referrals (ODRs)

- Teacher managed vs. office referral: What is your schools process?
- Defining a coherent office discipline referral process
- General procedures flow chart
- Referral form definitions
- Sample Referral forms

Office Discipline Referrals

- Implemented widely in SWPBS where 2-5 ODR considered threshold for at-risk (Horner et al., 2005)
- Often measured using Schoolwide Information System (SWIS; May et al., 2002)
 - www.swis.org
- May miss a number of students
 - One study found that 35% of students who qualified as at risk on SSBD did not have multiple ODRs (Walker, Cheney, Stage, & Blum, 2005)

Limitations of ODRs

- Insufficient for identifying students with internalizing behaviors.
- May miss frequent minor problem behaviors.

USING DATA TO MAKE DECISIONS

SCREENING



Quick Activity

What kind of
screening does
your school do
now?



Proactive Data Collection: **Screening**

Why Screen?

- Academic success linked to social/behavioral skills
- Five predictor variables concerning student skills or behaviors related to **success in school**:
 - (a) prior achievement,
 - (b) interpersonal skills,
 - (c) study skills,
 - (d) motivation, and
 - (e) engagement (DiPerna and Elliott, 1999, 2000)

Why Screen?

Move beyond traditional “wait to fail” model
common in schools towards a more proactive
approach

(Glover & Albers, 2007)

Why Screen

- Identify students with socio-emotional needs in a proactive manner
 - 2-20% of students at-risk for further development of antisocial behavior (Walker, Ramsey, & Gresham, 2004).
 - Among approximately 20% of school-aged children who experience mental health difficulties, only 30% receive services (United States Public Health Service, 2000).
 - Assists in decision-making related to limited school **resources** (Walker, Cheney, Stage, & Blum, 2005).

Why Screen

Preventative PBIS reduces the need for more intensive, less efficient, more expensive supports later.

(Cheney & Stage, in press; Walker, Cheney, Stage, & Blum, 2005)

Why Screen

- Teachers are reliable evaluators/judges of student academic & behavioral performance when given a clear, overt structure to facilitate the decision making (Elliott , Huai , Roach, 2007).
- But seldom have a mechanism for sharing their knowledge.

Why Screen?

- Schools need to move away from reactive systems of responding only and increase focus on **established need**.

(Severson, Walker, Hope-Doolittle, Kratchowill & Gresham, 2007)

- Most effective when in the context of a three tiered comprehensive model, such as RTI/PBIS.

Quiz

- Teacher nominations, parent and student reports can be used as part of the screening process, but they do not constitute a universal screening system. True or False Why?
- Screening leads to labeling Yes or No Why

What is more concerning to you?

- False positives: Identifying students who are not at risk.
- False negatives: Not identifying kids who are at risk.



Minutes

Screening Instruments

- **Systematic Screening for Behavior Disorders**
(Walker & Severson, 1992)
 - Originally normed K-6, recently normed for middle school students (Calderella, Young, Richardson & Young, 2008)
 - Tiered/Multiple gating procedure
 - Fully completed in 40-60 minutes

Systematic Screening for Behavior Disorders (SSBD)

Multiple gate screening process:

Child's risk profile based on teacher rating

Stage I: Top 3 students ranked on externalizing behaviors

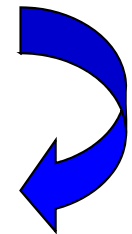
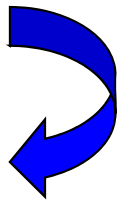
Top 3 students ranked on internalizing behaviors

Stage II: Critical Events Checklist

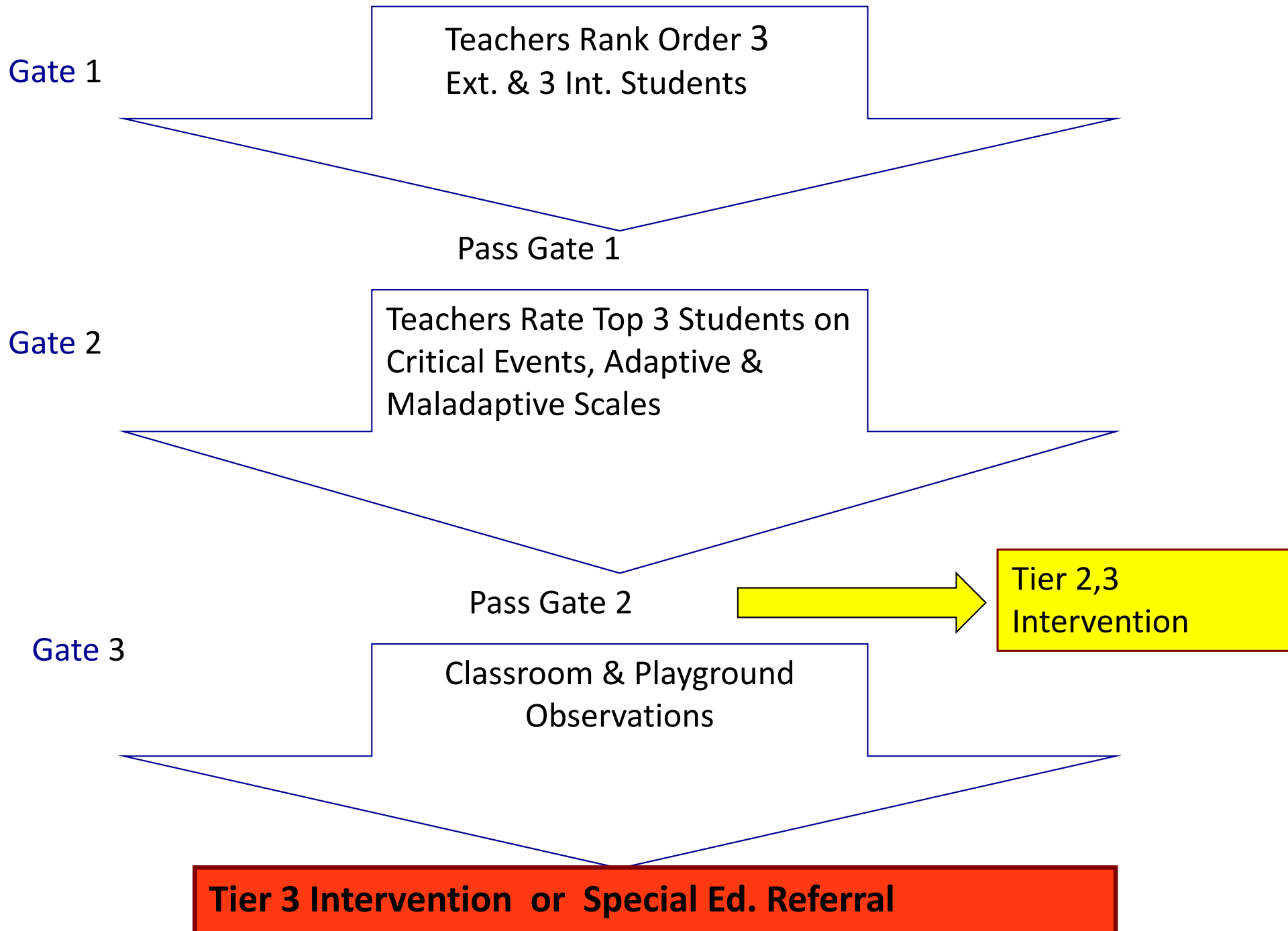
Combined Frequency Index- (social adjustment and maladjustment checklists)

Stage III: Interval Observation in classroom and on playground

Scores are compared to national norms to determine level of risk



Multiple Gating Procedure (Severson et al. 2007)



Team Activity

Do: Rank order one or more issues
Reflect: As a team, what issues do you
encounter?
15 Minutes
Choose Spokespers

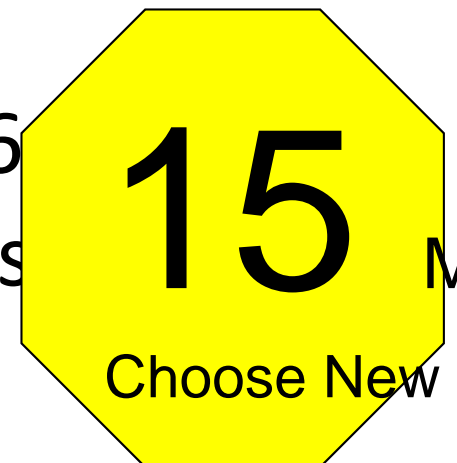
Large Group Discussion

Team Activity

Do: Complete Stage 2 CEI/CFI on one student.

Do: Complete Figure 6

Reflect: As a team, what issues
encounter?



Minu

Choose New Spots

Student Risk Screening Scale

(Drummond, 1993)

- Originally normed at elementary level, recently normed at middle and high school (Lane, Kalberg, Parks, & Carter, 2008)
 - Classroom teacher evaluates and assigns a frequency-based, Likert rating to each student in the class in relation to seven behavioral criteria (lies, cheats, sneaks, steals, behavior problems, peer rejections, low achievement, negative attitude, and aggressive behavior)
 - Score indicates the level of risk (low, medium, high)

Team Activity

Do: SRSS on group of students.

Reflect: As a team, what issues did you encounter?

Large Group Discussion 15 Minutes

Choose New Spots

BASC- Behavior and Emotional Screening Scale

- Based on BASC by Reynolds & Kamphaus, 2002
- Universal screener with norms for preschool & K-12,
- Includes teacher, parent, and self-rating forms grades 3-12. 3-5 minutes per form. Completed on all students in class
- Hand scored and scannable forms, ASSIST software available
- Provides comprehensive summary of student scores and teacher ratings across the school

STUDENT _____ TEACHER _____

BEHAVIOR PINPOINT _____

OBSERVATION PERIOD (Time of day/activity) _____

Date														
F R E Q U E N C Y	25	25	25	25	25	25	25	25	25	25	25	25	25	
	24	24	24	24	24	24	24	24	24	24	24	24	24	
	23	23	23	23	23	23	23	23	23	23	23	23	23	
	22	22	22	22	22	22	22	22	22	22	22	22	22	
	21	21	21	21	21	21	21	21	21	21	21	21	21	
	20	20	20	20	20	20	20	20	20	20	20	20	20	
	19	19	19	19	19	19	19	19	19	19	19	19	19	
	18	18	18	18	18	18	18	18	18	18	18	18	18	
	17	17	17	17	17	17	17	17	17	17	17	17	17	
	16	16	16	16	16	16	16	16	16	16	16	16	16	
	15	15	15	15	15	15	15	15	15	15	15	15	15	
	14	14	14	14	14	14	14	14	14	14	14	14	14	
	O F B E H A V I O R	13	13	13	13	13	13	13	13	13	13	13	13	13
		12	12	12	12	12	12	12	12	12	12	12	12	12
11		11	11	11	11	11	11	11	11	11	11	11	11	
10		10	10	10	10	10	10	10	10	10	10	10	10	
9	9	9	9	9	9	9	9	9	9	9	9	9		
8	8	8	8	8	8	8	8	8	8	8	8	8		
7	7	7	7	7	7	7	7	7	7	7	7	7		
6	6	6	6	6	6	6	6	6	6	6	6	6		
5	5	5	5	5	5	5	5	5	5	5	5	5		
4	4	4	4	4	4	4	4	4	4	4	4	4		
3	3	3	3	3	3	3	3	3	3	3	3	3		
2	2	2	2	2	2	2	2	2	2	2	2	2		
1	1	1	1	1	1	1	1	1	1	1	1	1		

Note baseline or type of intervention above (start and end dates)

Directions

- In the BEHAVIOR PINPOINT: Clearly state when the event starts and ends.
- Choose an OBSERVATION PERIOD most appropriate to the behavior, e.g.:
 - a short directed lesson for frequent behaviors (such as calling out)
 - an hour or full morning for less frequent behaviors (like fighting)
- Use the *same observation period* each day.
- GET A BASELINE (usually recommended): A minimum of three to five days of charting should be conducted *before* any intervention is implemented.
- TO RECORD: Work upward from the bottom of the column for each day, marking or circling one number each time the target behavior occurs during the observation period.
- TO GRAPH PROGRESS: Use a line to connect the highest marked number across the columns.

DO: Review BESS Questions
Reflect: Pros and cons?

10 Minutes
New Spokesperson

SSiS

Social Skills Improvement System

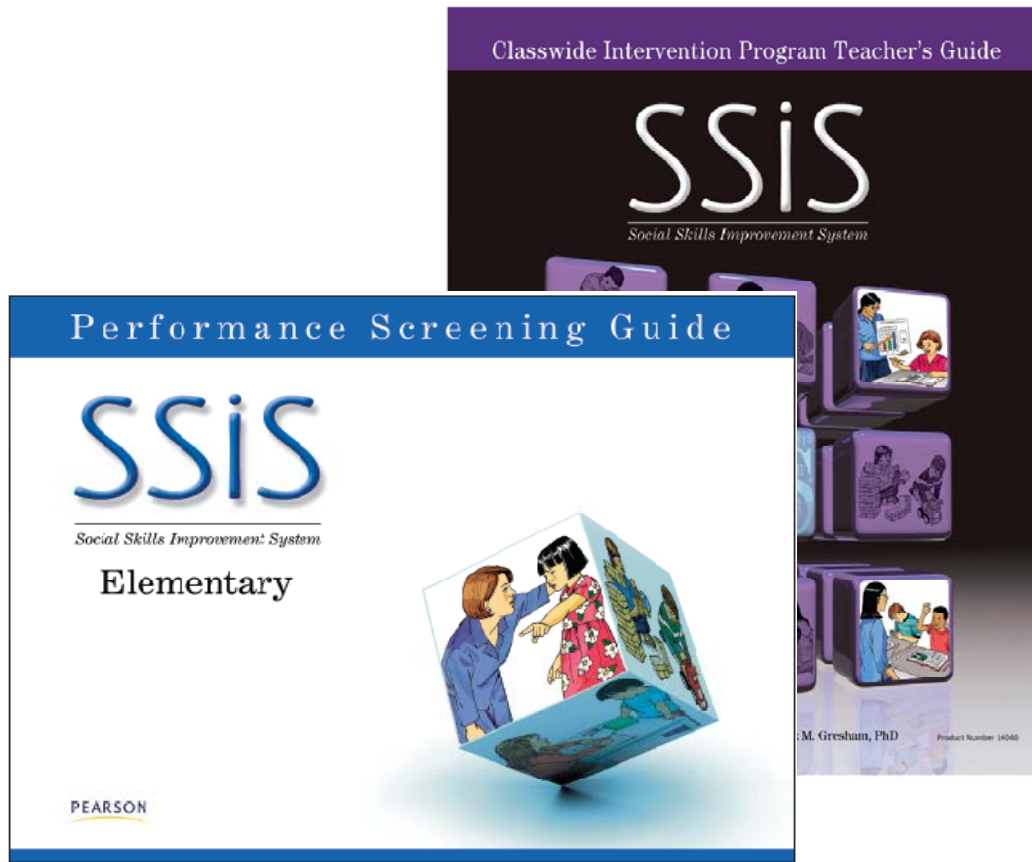
Social Skills Improvement System: Universal & Targeted Assessments & Interventions

Frank M. Gresham, Ph.D.
Louisiana State University

AVAILABLE

UNIVERSAL TOOLS

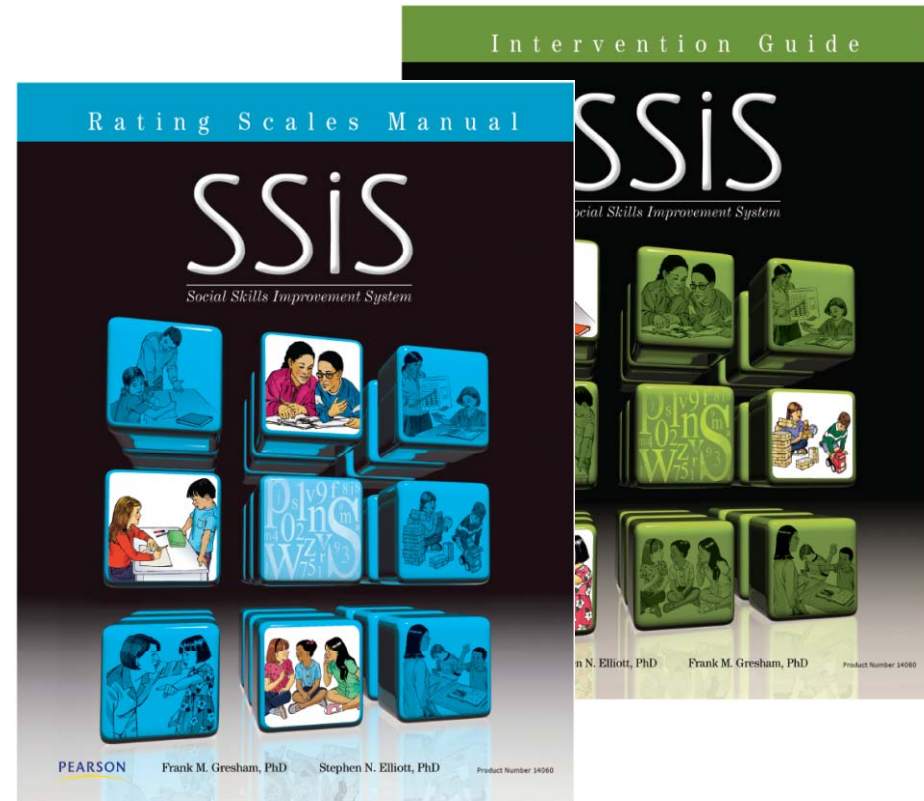
SSIS Performance Screening Guides
SSIS Classwide Intervention Program



AVAILABLE 2008

TARGETED TOOLS

SSIS Rating Scales
SSIS Intervention Guides



The Top 10 School Social Skills!

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Others

Based on responses of over 800 teachers rating
Over 100 social skills 0-Not Important, 1-Important, 3-Critical



Pass Around and Review SSIS Materials

Limitations of Screening

Screening indicates
increased risk

Screening and Assessment are not
interchangeable terms

Screening triggers assessment

Screening does not provide
confirmation or diagnosis

Screening may miss some students at risk

Issues with Implementation

1: Staff Training and Implementation

- For effective screening to occur leadership teams must consider:
 - Procedural considerations in implementation of the process of screening (implemented consistently and with fidelity to the instructions and process)
 - General training in behavioral and mental health issues that improves teachers' understanding of the purpose and content of the screening process, provided prior to implementation (e.g. internalizing vs. externalizing behaviors) as well as potential concerns and misconceptions
(Severson, Walker, Hope-Doolittle, Kratchowill & Gresham, 2007)

Issues with Implementation

2: Informed Consent, Student Privacy

- Determine threshold for specific informed consent in your district/community
 - Minimum includes; parents clearly informed as part of schoolwide academic/social screening, use of passive consent process for screening, outline confidentiality policy and follow up procedures for students who are identified as at-risk, no interventions at that level without informed parental consent
- Establish procedure to protect student privacy throughout the process
- Review confidentiality guidelines and follow up procedures with staff

Integrating Screening into RTI/PBS Initiatives

How is it done?

Sample List of Students Identified Through Schoolwide Screening

How could this information help you determine where your limited support resources should focus?

Kdg A Sam Spade	Kdg B Frederico Latica Charles Brown	Grade 1 A Lina Ruis Char Beyer Rana Wilcox Renny Linguist	Grade 1 B Jack Jonson	Grade 2 A Kim Signorelli Mike Majewski
Grade 2 B Lin Wu Monico Leon	Grade 3 A Howard Muscott Doug Cheney	Grade 3 B Peggy Hunt Pat Harrington	Grade 4 B Tim Leary Peppermint Patty	Grade 5 A Scott Stage
Grade 5 B Kelli Jane Paula Seabright	Grade 6 A Alex Tapps Shin Ji Lauren Anderson Dave Drobek Jerome Garcia	Grade 6 B Robert Weir Chris Norman Kate Davis Dennis Chipp Rashan Lincoln		

Names listed in **blue** are students who have passed Gate 2 of SSBD.
 Names listed in **red** are students who have been identified with academic issues
 Names in **green** are students who have been identified by both academic screening & SSBD.
 The Support team is meeting to determine appropriate supports for each group

Tier I Problem Solving Approach

- *Question: How effective is school-wide program?*
- *Assessment:*
 - *Office discipline referrals (ODR)*
 - *School climate surveys*
 - *Screening*
- *Hypotheses:*
 - *Lack of instruction*
 - *Lack of positive behavior supports*
 - *Inconsistent discipline policy or implementation*
- *Interventions*
 - *Identify common behavioral issues & develop school-wide (or whole class) interventions*
 - *Introduce positive behavior supports*
 - *Teach prosocial behaviors*

Tier II Problem Solving Approach

- *Question: How is student functioning compared to expectations? peers?*
- *Progress Monitoring Assessment:*
 - *Baseline data (intensity of behavior - frequency, duration)*
 - *Peer group comparison*
 - *Gap analysis*
- *Hypotheses:*
 - *Student has not been taught the skill*
 - *Expected behavior is not reinforced in the learning environment*
- *Interventions*
 - *Classroom-based behavioral interventions*
 - *Small-group, targeted interventions*

Adapted from Wheeler, Batsche, & Castillo (2007))

Tier III Problem Solving Approach

- *Question: What is the student's response to evidence-based interventions (progress monitoring)?*
- *Assessment:*
 - *Functional Behavior Assessment - prior to interventions*
 - *Response to Intervention data with graphs*
- *Hypotheses:*
 - *Focus on child-specific issues in problem-solving*
- *Interventions*
 - *Behavior intervention plan - based on FBA*
 - *Assessing quality/intensity of interventions*

Key References

- Hawken, L., Vincent, C., & Schumann (2008). Response to intervention for social behavior: Challenges and opportunities. *Journal of Emotional and Behavioral Disorders*.16, p. 213.
- Severson, H., Walker, H., Hope-Doolittle, J., Kratchowill, T., & Gresham, F. (2007). Proactive early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices. *Journal of School Psychology*, 45, 193-223.
- Walker, B., Cheney, D., Stage, S. & Blum, C. (2005). Schoolwide screening and positive behavior supports: Identifying and supporting students at risk for school failure. *Journal of Positive Behavior Intervention*, 7, p. 194.

Significant content for these slides were gathered from presentation slides prepared by:

Effective Schoolwide Screening: Identifying Students At-Risk for Emotional and Behavioral Disabilities

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Tasks

Review screening options.

Choose screening protocol.

Conduct screening with one grade level or pilot group.

