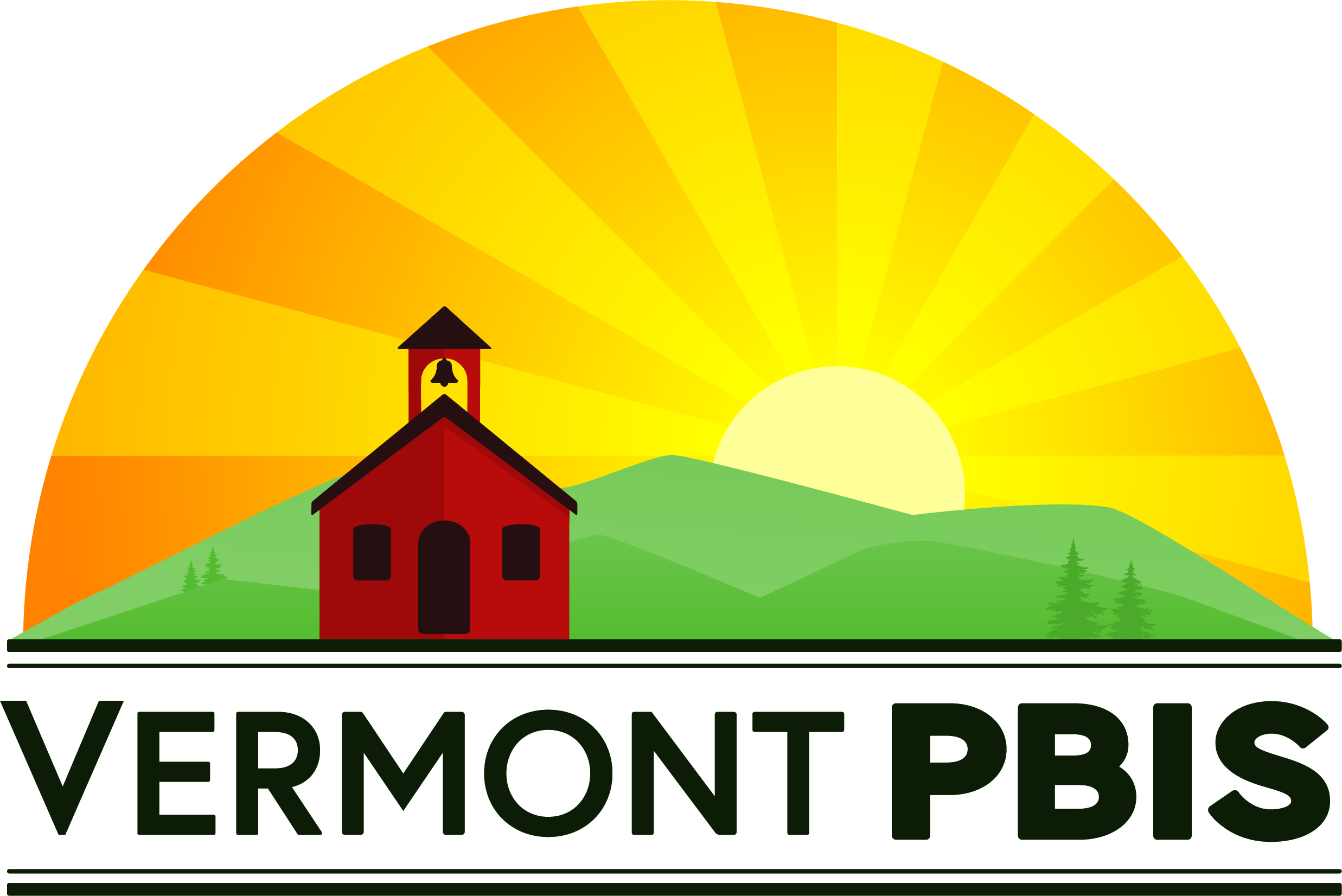
**Facilitating Data Days**

**Workbook**



**Objectives:**

* Identified specific outcomes you would like to achieve
* Understood how PBIS data can help you measure progress toward equitable outcomes
* Consider the use of PBIS fidelity data to prioritize focus areas
* Considered Team Initiated Problem Solving (TIPS) model as a process for data-based decision making
* See how the “Big 7” behavior data are used to identify problems and develop solutions
* Developed a plan for continuous data review and problem solving
* Discussed strategies for sharing data with stakeholders

**Activities 1a and 1b: Outcome Statement:**

1. Draft an outcome statement that is specific, (observable and) measurable, achievable, realistic, and timely.
2. How will you ensure that ***all*** staff, students, and caregivers will experience the same results?

*Use the Smart Goal Template to record your outcome statement.*

**S.M.A.R.T. Goal Template**

**1. Specific** *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Measurable** *(How can you measure progress and know if you’ve successfully met the goal?)*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Achievable** *(Do you have the resources required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Relevant** *(Why are you setting this goal now? Is it aligned with overall objectives?)*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Time-bound** *(What’s the deadline and is it realistic?)*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outcome Statement:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 2: TFI Activity for Implementation and Evaluation**

1. Access and review your most recent TFI results on PBIS Assessment
2. For Sub-Scale Items 1.1 and 1.2, identify what’s needed for action planning
3. Ask: “What are the smallest changes we can make in the next three months to improve teaming?”
4. Problem solve any challenges
5. Record the strategies you like on TFI Action Plan template
6. If time, complete these action steps for all TFI items

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TFI Action Plan: Tier I** | | | | | |
| **Subscale** | **Item** | **Current Score** | **Action(s)** | **Person(s) Responsible** | **Timeline** |
| **Teams** | 1.1 Team Composition |  |  |  |  |
| 1.2 Team Operating Procedures |  |  |  |  |
|  | | | | | |
| **Implementation** | 1.3 Behavioral Expectations |  |  |  |  |
| 1.4 Teaching Expectations |  |  |  |  |
| 1.5 Problem Behavior Definitions |  |  |  |  |
| 1.6 Discipline Policies |  |  |  |  |
| 1.7 Professional Development |  |  |  |  |
| 1.8 Classroom Procedures |  |  |  |  |
| 1.9 Feedback and Acknowledgment |  |  |  |  |
| 1.10 Faculty Involvement |  |  |  |  |
| 1.11 Student/Family/Community Involvement |  |  |  |  |
|  | | | | | |
| **Eval** | 1.12 Discipline Data |  |  |  |  |
| 1.13 Data-based Decision Making |  |  |  |  |
| 1.14 Fidelity Data |  |  |  |  |
| 1.15 Annual Evaluation |  |  |  |  |

**Conducting Leadership Team Meetings Self-Assessment**

(Adapted from Sugai & Todd, 10-22-03)

This Self-Assessment has been developed to facilitate the preparation, conducting, and evaluation of leadership team meetings. As a team, place an “X” in the appropriate box.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **STATUS:** | | | |
| **PREPARING:** | In Place | Partially In Place | Not In Place | N/A |
| Review agreements/tasks from previous minutes |  |  |  |  |
| Identify/review/develop agenda items |  |  |  |  |
| Invite/remind/prepare participants |  |  |  |  |
| Prepare/review materials |  |  |  |  |
| Check/confirm logistics (e.g., room, location, time) |  |  |  |  |
| Data Analyst prepares data for meeting (e.g. Academic & Behavior) |  |  |  |  |
| **BEGINNING:** |  |  |  |  |
| Acknowledge/introduce participants |  |  |  |  |
| Review purpose |  |  |  |  |
| Review/assign roles |  |  |  |  |
| Rotate meeting role responsibilities (e.g. facilitator, time keeper) |  |  |  |  |
| Review/modify agenda items (e.g., discussion, decision, information) |  |  |  |  |
| Assign # of minutes for each agenda item |  |  |  |  |
| Set/review meeting rules/routines (Routines below) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONDUCTING:** |  |  |  |  |
| Follow agenda items |  |  |  |  |
| Stay within timelines |  |  |  |  |
| Follow/review rules/routines |  |  |  |  |
| Restate/review/remind of purpose/outcomes |  |  |  |  |
| Use the TIPS model to review data and problem solve |  |  |  |  |
| **CONCLUDING:** | In Place | Partially In Place | Not In Place | N/A |
| Review purpose |  |  |  |  |
| Review/summarize agreements/products/assignments |  |  |  |  |
| Review/evaluate extent to which agenda items addressed |  |  |  |  |
| Review new agenda items |  |  |  |  |
| Review compliance with rules/routines |  |  |  |  |
| Acknowledge/reinforce participation/actions/outcomes |  |  |  |  |
| Indicate next meeting date/time/place |  |  |  |  |
| Share workload among team members |  |  |  |  |
| **FOLLOW-UP:** |  |  |  |  |
| Distribute minutes to team and other stakeholders |  |  |  |  |
| Complete agreements/products/assignments |  |  |  |  |
| Contact/remind participants |  |  |  |  |
| Prepare for next agenda |  |  |  |  |
| Share data and successes with staff |  |  |  |  |

**Other Notes/Observations:**

**Routines for Conducting Effective and Efficient Meetings**

|  |
| --- |
| 1. How are decisions made? |
|  |
| 1. How are problems/conflicts/disagreements resolved/processed? |
|  |
| 1. How are roles/responsibilities (e.g., leadership/facilitation, recording minutes, reporting) assigned and conducted? |
|  |
| 1. How is participation encouraged/reinforced? |
|  |

**Activity 3: Data Analyst**

A data analyst reviews the data in advance of a team meeting. This person:

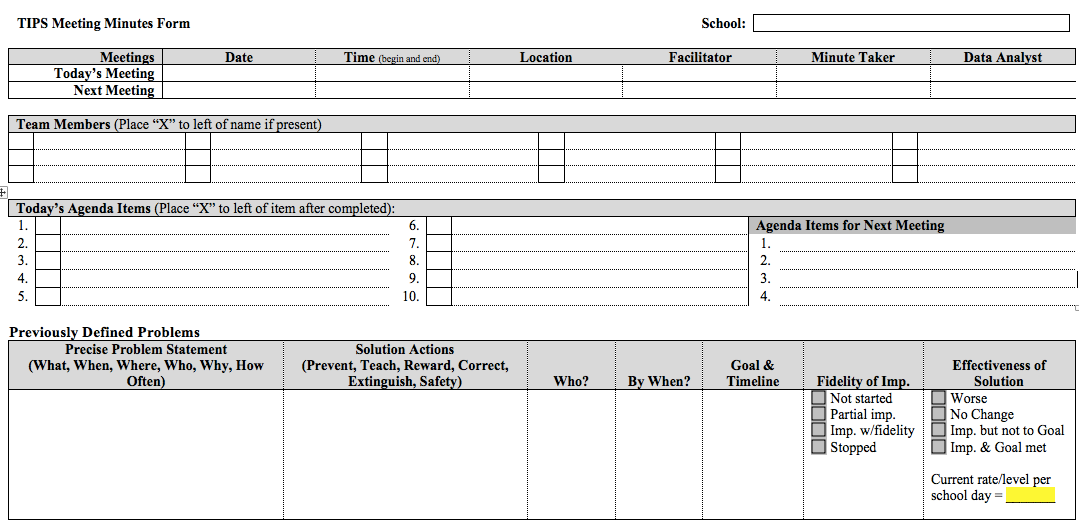
* Uses the data sources needed for problem solving and decision making (DIBELS, SWIS, etc.);
* Creates written data summaries in advance to assist for efficient problem solving;
* Launches meetings with a data summary to help define the problem with precision;
* Refines precision of problem statements through inferences and hypothesis.

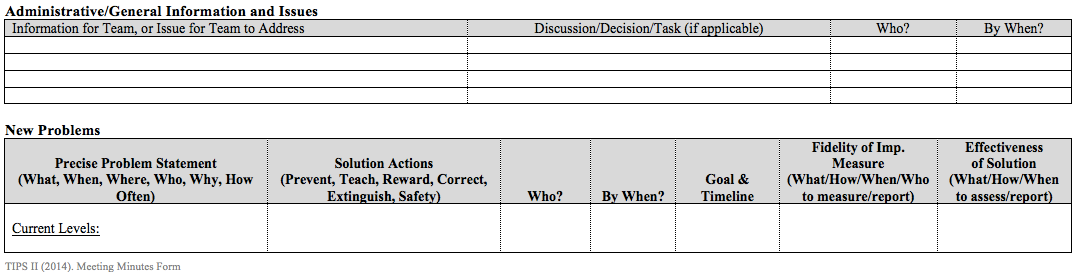
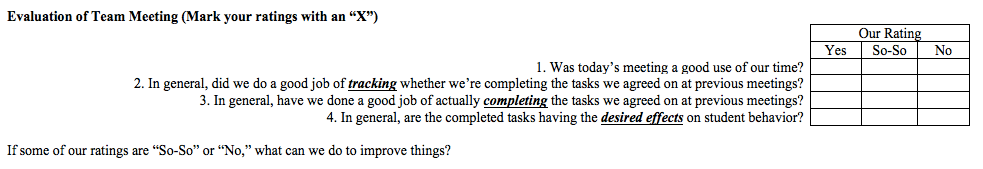
1. Identify your data analyst: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Identify a back-up data analyst: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 4: TIPS Team Meeting Minutes**

With your team, review the team meeting minutes form.

What features do you find useful? What would be challenging in using this process?



**Activity 5: Using Your Data**

Using your TFI or Student Outcome data, answer the following questions using the TIPS Meeting Minute Form (pg. 9):

* + 1. Do we have a problem? If so, what is the precise nature of our problem?

(identify, define, clarify, confirm/disconfirm inferences)

* + 1. What is our goal? How will we know we’ve met our goal? (what data will we use?)
    2. Why does the problem exist, & what can we do about it? (hypothesis & solution)
    3. What are the actual elements of our plan?

(Use Solution Development Form (below))

* + 1. Is our plan being implemented with fidelity & is it working?

(evaluate & revise plan)

* + 1. What next steps are needed?

|  |  |
| --- | --- |
| **Prevention: Remove/alter “trigger” for problem behavior** |  |
| **Teaching: Define, instruct & model expected behavior** |  |
| **Reward: Expected/alternative behavior when it occurs; prompt as necessary** |  |
| **Extinction: Increase acknowledgement of presence of desired behavior** |  |
| **Corrective Consequence: Use non-rewarding/non-reinforcing responses when problem behavior occurs** |  |
| **Data Collection: Indicate how you know when you have a solution** |  |

**Activity 6: Dissemination**

Choose 1-2 things you/your team will do to share data with others and begin planning next steps. Consider the following:

* Email monthly report: give context, provide connections, suggest next steps
* Create a data wall focusing on data related to school-wide goals
* Invite students to reflect and plan around data
* Create a PowerPoint presentation on your fidelity data (see [VTPBIS Presentation Template](https://www.pbisvermont.org/wp-content/uploads/2017/12/StaffDataPresentationTemplateTFISAS2018.pptx))
* Share student outcome data at a monthly staff meeting. Invite all staff to participate in finding ways to improve outcomes
* Present to parents, school boards, community
* Utilize social media/the web (i.e., Twitter, Facebook, blog, school website)
  + Examples: [FWSU’s blog](https://fwsu-blog.org/tag/pbis/), [Chamberlin’s Twitter](https://twitter.com/hrouelle), [JFK’s Facebook](https://www.facebook.com/JfkElementary/)

**Activity 7: Plan Next Steps**

* Schedule Data Days:
  + Winter: \_\_\_\_\_\_\_\_\_
  + Spring: \_\_\_\_\_\_\_\_\_
* Identify or enhance the role of the Data Analyst: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Plan [professional development](https://www.pbisvermont.org/professional-development-calendar/) around priorities.

|  |  |  |
| --- | --- | --- |
| **PD Event** | **Who should attend?** | **Registered?** |
|  |  |  |
|  |  |  |
|  |  |  |

* Schedule date for leadership team to complete TFI: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Schedule dates and process for all-staff completion of the SAS and/or School Climate Survey:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_