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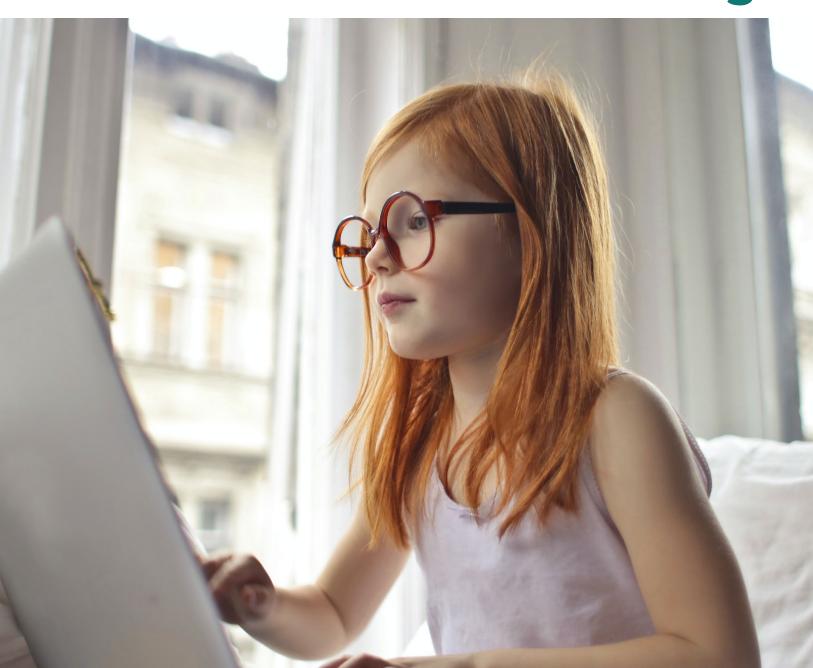
PBIS for Young Learners

Data Based Decision Making

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Designed to accompany Ohio's Early Childhood PBIS modules

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Module Summary

Congratulations! Your team has almost completed everything necessary for successful PBIS implementation of Tier 1. This final module guide may be brief but has many critical components for the success and sustainability of your Tier 1 implementation. Data is the foundation of the PBIS framework and successful behavior supports. From this point on, your team should dedicate time at each meeting to collect data, analyze that data, and use it to make decisions and solve problems. The information in this module will be useful to reference for future meetings and will become part of your process moving forward.

"Data serves a very real purpose within the PBIS framework."

"Teams must use the data collected as a means of making informed decisions and to evaluate what's working and what's not."

"Data can be used to develop a precise problem statement that addresses who, what, where, when, and why."

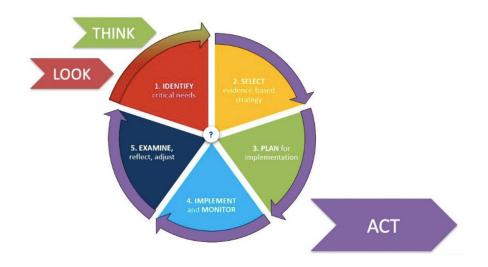*"Data drives what practices are put into place."*

Team To-Do List

Review the list below. If your answer is Yes, then your team already has this in place and no further action is needed. If your answer is Not Yet, jot a few notes of what needs to be accomplished and then use the team activities below to help guide the team to complete the tasks. You will also find sample resources that can be used or modified to meet your team's needs.

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Key Items	Considerations	Notes	Reviewed
Data Driven Decision Making	Create a process for how data will be regularly used to make decisions about your Tier 1 system.		
Fidelity Data Check Points	Create a schedule or plan for how and when the Tiered Fidelity Inventory, Self-Assessment Survey, and Action Plan will be created annually.		

According to the Early Childhood Technical Assistance Center, the Look, Think, Act model is a protocol for team and practitioners to use when analyzing data that includes three steps:

1. Look – Examine data for trends, meaningful associations

2. Think – Ask questions related to the data that might help with interpretation

3. Act – Make decisions as a team and identify the action plan needed to put the decisions in place

Team Activity 1:
Analyze Data

In this activity, your team will use data to complete the following data decision making process. You can use the above resource as your guide. Your team may be familiar with the five-step process (OIP) or the Look, Think, Act model. Both allow teams to analyze data and create actionable steps based on findings. Gather data from your BIRs or ODRs. Often, teams look at data from the last month. With your team, discuss the following questions about the data. These sample questions can be used time after time at your monthly meetings.

LOOK:

1. What is the most challenging behavior?

2. What location(s)/activities have the most challenging behavior?

3. Are there any trends in the data? (E.g. there are more BIRs for boys than girls)

4. Does this data represent what the team is seeing in the building?

This is an important question to ask the team. It is important to check your data reporting system and make sure it is accurately describing behavior. If not, what needs to be adjusted to get accurate reporting?

THINK:

1. Why?
   Why are these challenging behaviors occurring?

   Why is this location/activity a problem?

   Why is this a trend?

   Asking the team why will help the team get to proactive and effective solutions. This allows the team to drill down and look at the root cause of behavior data.

ACT:

1. What can we do about the data?

2. What changes need to be made to our system or process to reduce problem behaviors?

3. Choose one or two action steps that can be taken and monitored to see if there are improvements.

4. Determine how action steps will be shared with staff for implementation.

Menu of action steps:

Make changes to the environment (structure, routines, activities)

Reteach expectations

Increase acknowledgements

Make changes in policy or procedures

Provide training

Provide coaching

Improve response to crises

Strengthen family relationships

Work with collaborators

Improve leadership team functioning

Improve data collection and analysis procedures

Keep in mind, at the Tier 1 level you are not focusing on individual students. The Tier 1 team is focused on more global trends in data for the entire building or setting.

Team Activity 2:
Create a Precision Statement

A precision statement can be used as a great summary of the data that the team has reviewed. This would be a great way to share out data with the building. It gives clear and precise data and actionable steps. Review this example from the module with the team:

BIRs are most commonly issued to children for physical aggression during morning outdoor play with a higher number of children attempting to gain access to new playground equipment. The most common response is to reteach/practice expected behavior with administrative follow-up.

Try It: Now use your data to complete the following precision statement:

BIRs are most commonly issued to children for _____ (problem behavior)

in _____ (activity) with _____ (others involved) to

_____ (possible motivation).

The most common response is _____ (strategy).

Action Steps:
Based on this data, the team would like to implement the following strategies:

Example:
Change in routine: In order to reduce the number of students accessing the playground equipment at once, we will create a schedule for classes.

Reteach: Prior to morning playground time, we will reteach taking turns and our Be Safe expectation.

The team will monitor data over the next month to determine if more action steps are needed.

Try It: Create one to two action steps based on your precision statement.

Wrap Up

You have completed all modules for Tier 1 PBIS implementation! At this point, you should have a complete plan for your Tier 1 framework. The process of decision making that your team used in this module can and should be used monthly to review behavior data. Regularly reviewing data will ensure that PBIS will continue to be implemented with fidelity and that your system is effective.Before you move on to the next module, remember to add any unfinished items to your action plan to be completed at a later date. Any missing or remaining items in regard to your data-based decision making can be tracked in the action plan. This is a working document. Items added to the action plan should include what needs to happen, who is responsible, and a completion date.

Data Checkpoint:

As you can see, data is very important to all aspects of implementation. It is important to dedicate time in every meeting to review your behavior data. It is also important to schedule time to complete the TFI, TFI walkthrough, and SAS annually. The goal is to see growth year after year. It is not expected that your team will have perfect scores, but rather, that you make progress. Finally, continue to ask your team two critical questions:
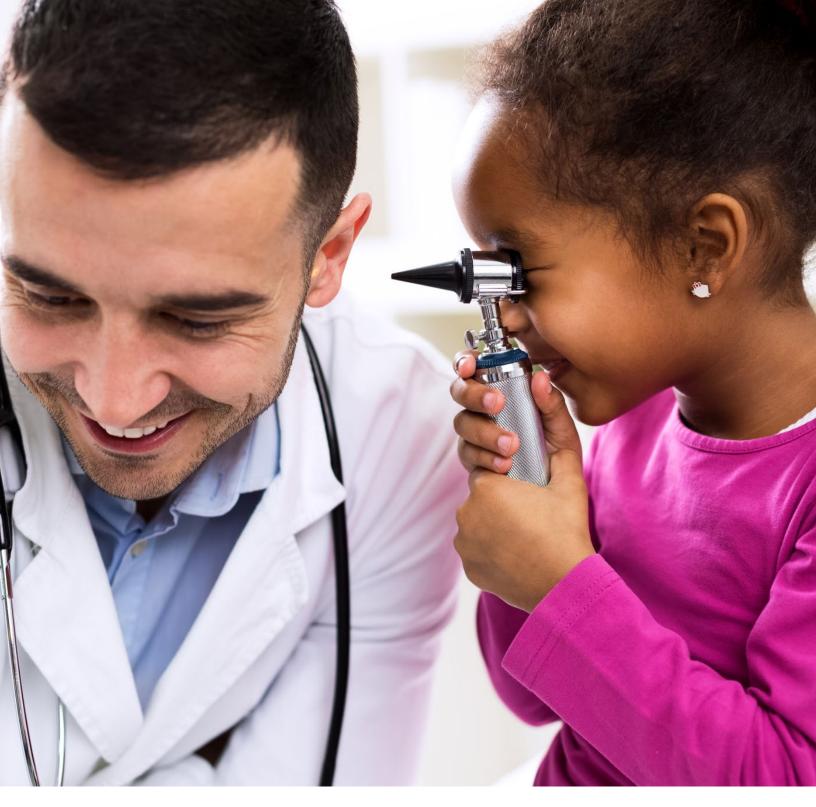
Did we do what we said we were going to do?

Is it working?

Implementation of PBIS cannot be undertaken alone. Don't forget to utilize the variety of supports and resources available through your building, district, region and the Ohio Department of Education and Workforce. To learn more about Early Childhood PBIS coaching contact your regional State Support Team consultant.

Notes

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