



Data Matter in Positive Behavior Supports (PBS)

The linchpin of successful school-wide PBS efforts is data. Reliance on data distinguishes PBS from other school-wide initiatives. This brochure describes the procedures for data collection and review associated with PBS implementation. Although both students' academic performance and behavior are inseparable in their progress, this brochure will mainly focus on the collection of data that relates to students' behavior(s) that interfere with instruction.

Types and Uses of Data

Data are collected for many purposes and over different time intervals. PBS schools typically collect four types of data: the Team Implementation Checklist (TIC), the Self-Assessment Survey (also sometimes called the EBS survey), the School-wide Evaluation Tool (SET), and Office Discipline Referrals (ODRs).

TIC data are used to monitor the process of how members of the school leadership team implement PBS in schools. The checklist is completed several times a year by the school leadership team. Through the self report, the teams learn which areas they have mastered and which areas require additional support and training. For example, the team may have defined expectations but not yet directly taught these expectations throughout the school.

The annual self-assessment survey is administered and results analyzed to determine to what extent all faculty and staff members in a building are involved in implementing PBS school-wide, in classrooms, in non-classroom settings, and with individual students. This self-assessment survey reveals the behavior support features presently in place as well as high priority work to pursue.

SET results are used to assess and evaluate critical features of effective school-wide behavioral support. Unlike TIC and the self-assessment, SET is administered by a third party. A trained SET observer visits the school once a year. During the visit, the observer interviews the building administrator and randomly selected staff and students. The observer reviews documents such as lesson plans and district goals. Finally, the observer looks for

Why Collect Data

Create and sustain a PBS environment

- Provide sound documentation for decision-making.
- Develop a well-informed action plan for implementing PBS.

Promote a positive school culture

- Acknowledge student progress.
- Commend staff for teaching and reinforcing school-wide expectations.

Prevent/reduce challenging behaviors

- Develop an individualized plan for students requiring intervention(s) and determine the effectiveness of such intervention(s).
- Track behavioral changes across time.

Evaluate effectiveness of PBS efforts

- Utilize results to make decisions regarding program maintenance, enhancement, or revision.
- Utilize results to make decisions regarding investment of time and resources.

Provide accountability

- Communicate results to all building personnel.
- Communicate results to school board, parents and community members.

Types and Uses of Data

evidence of implementation such as posters naming the school's expectations. Collectively, these data sources yield a general index of PBS implementation.

ODR data are collected for the purposes of monitoring the outcome of PBS implementation and making data-based decisions regarding interventions. The School-Wide Information System (SWIS™) and Heartland Educational Assessment Resource Toolbox (HEART) are two web-based systems used for ODR data in Iowa. HEART is a large-scale student assessment data system developed as a free service by Heartland Area Education Agency.

Typically, a school has a standard ODR form (Figure 1) that is given to teachers at the start of each school year. Staff members collect ODRs throughout the day every day. Generally, a designated office staff member enters these data into a computer file that permits easy and quick analysis. Specifically, analysis of ODR data can help educators pinpoint what the behavior is, where the behavior challenges are, who is involved in them, when the challenging behavior is seen and how often the behavior happens. With this information educators can design school-wide plans or

develop specific strategies (e.g., alter discipline practices, adjust curriculum, or make environmental changes) to avert future problems.

Sometimes a particular student needs specialized help, requiring the PBS team to dig deeper into ODR data.

For example, a team may be interested in discovering the purpose or function that a behavior serves for a particular student. At that point, a child study team member may complete a functional behavioral assessment (FBA) by collecting more data through additional questionnaires, structured interviews, and direct observations.

Of course, there are many other types of data that can be collected, reviewed and utilized for the purpose of improving a PBS initiative. For example, data generated from the Iowa Youth Survey (IYS) every three

years provide an index of the climate and culture of the school. Reports on attendance, suspension, expulsion and graduation rates reflect on a school's success in the behavioral area as well. Informal comments from family members, community members and school visitors can provide valuable perceptions of the impact of PBS. Student feedback is equally crucial, and student voices should be heard and heeded during implementation of PBS.

Figure 1

**Any Iowa School Sample
Office Referral Form**

Name: _____ Location _____
 Date: _____ Time: _____ Playground _____ Library _____
 Teacher: _____ Cafeteria _____ Bathroom _____
 Grade: K 1 2 3 4 5 6 7 8 9 10 11 12 _____ Hallway _____ Arrival/Dismissal _____
 Referring Staff: _____ Classroom _____ Other _____

Problem Behavior	Possible Motivation	Administrative Decision
Minor		
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Time in office
<input type="checkbox"/> Defiance	<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Conference with student
<input type="checkbox"/> Disruption	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Parent contact
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> Individualized Instruction
<input type="checkbox"/> Other _____	<input type="checkbox"/> Avoid task or activity	<input type="checkbox"/> In-school suspension
	<input type="checkbox"/> Don't know	<input type="checkbox"/> _____ hours/days
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Out of school suspension
		<input type="checkbox"/> _____ days
		<input type="checkbox"/> Other _____
Major		
<input type="checkbox"/> Abusive language		
<input type="checkbox"/> Fighting/Physical Aggression		
<input type="checkbox"/> Overt Defiance		
<input type="checkbox"/> Harassment/tease/taunt		
<input type="checkbox"/> Disruption		
<input type="checkbox"/> Other _____		

Others involved in incident: None Peers Staff Teacher Substitute
 Unknown Other _____
 If peers were involved, list them _____

Other comments: _____

 I need to talk to the students' teacher I need to talk to the administrator

Parent signature: _____ Date: _____

All minors are filed with classroom teacher. Three minors equal a major.
 All majors require administrator consequence parent contact and signature.

To download this form, go to www.rc4alliance.org and click on downloads.

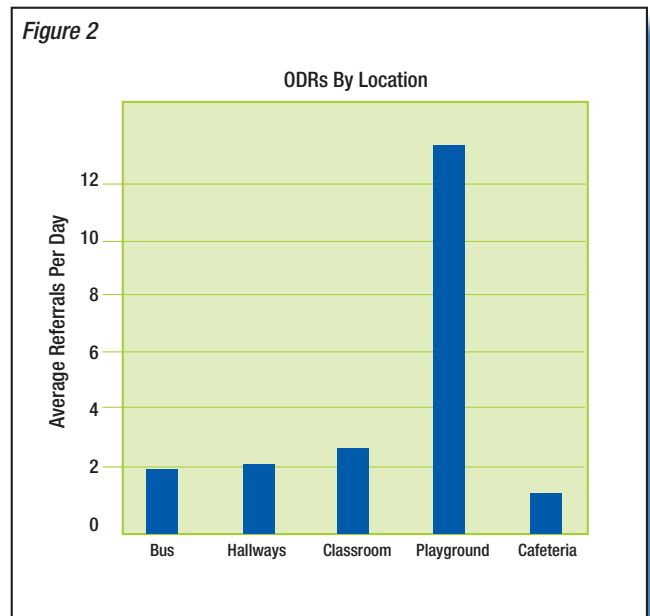
Data Analysis / PBS Data Use In Action

ODR data analysis involves examination of patterns of behavior according to time, place, presence of others and frequency. In this way setting events and triggers of challenging behavior can be identified and altered. Figure 2 shows ODRs by location. In this case, playground supervision interventions might be indicated to reduce referrals from the playground.

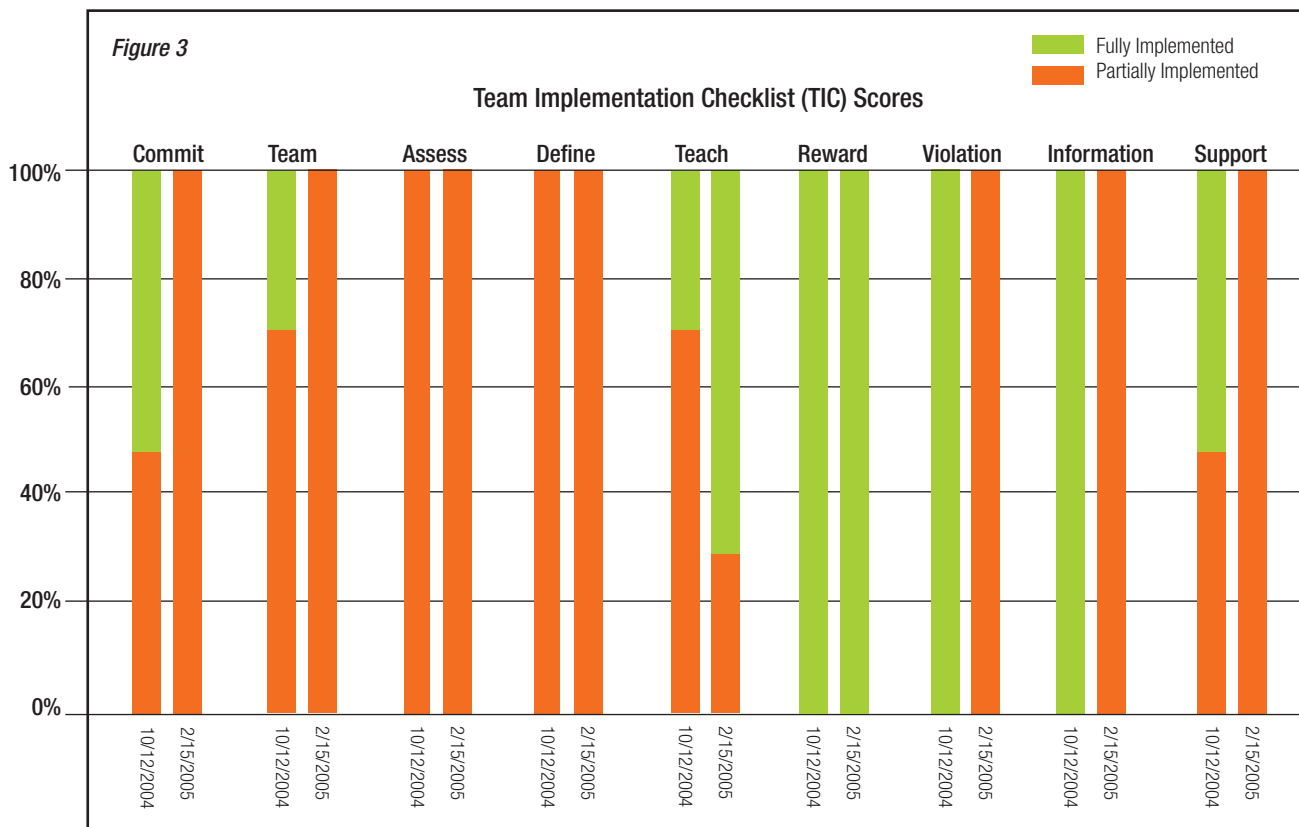
To make informed decisions, school personnel must invest time in reviewing data. A review of TIC data shows the team their areas of strength and areas in which they might focus attention in the future. Without this information, team members

might not agree on next steps. Similarly, self-assessment survey results provide a review of the current status of various PBS practices and systems, and SET data results provide an objective summary of PBS features that are in place and those that are not.

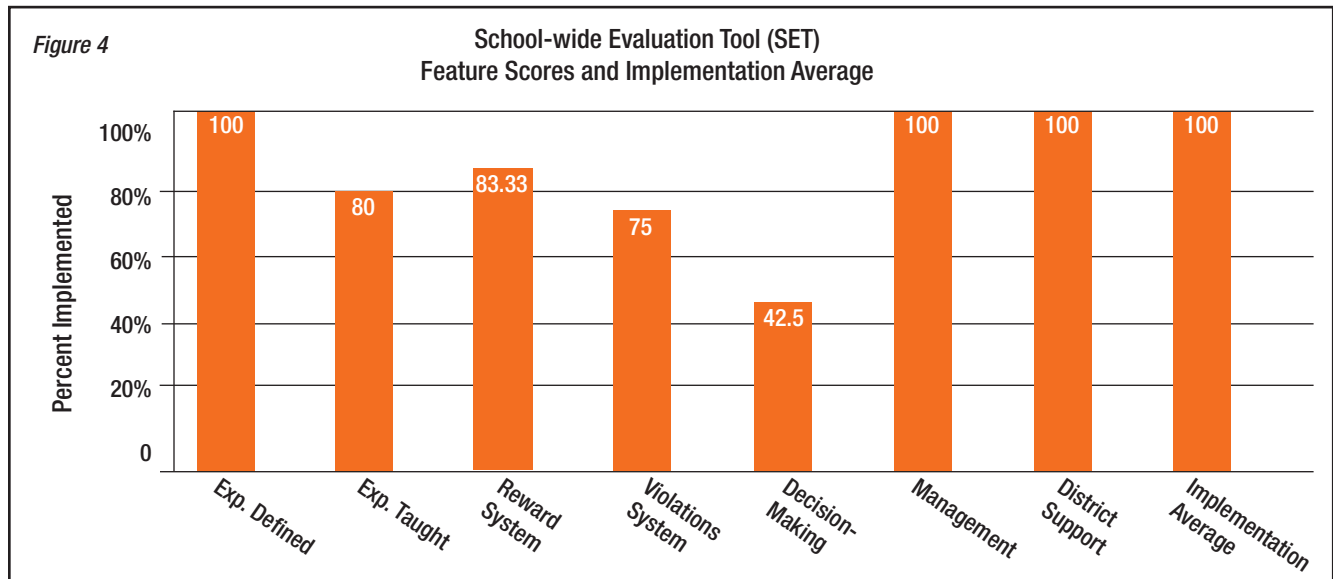
Data should be reviewed as soon as possible after they have been collected and summarized. If data are left unattended, then valuable interventions may be delayed. That is why each PBS school receives feedback on its SET scores within two weeks of the SET visit.



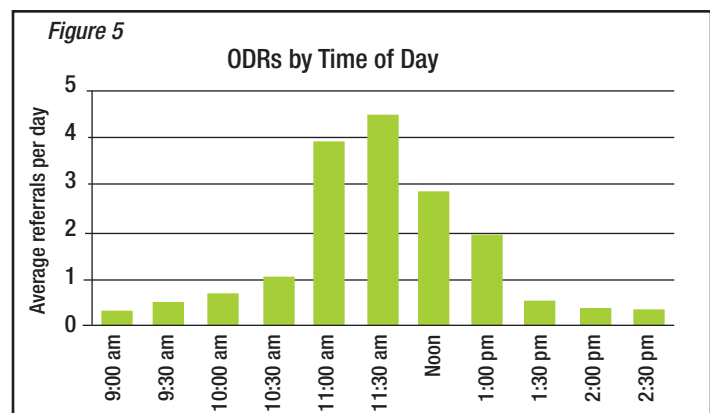
In one school, the team discovered that not all the faculty members felt ownership of PBS and thus were not contributing as fully as they could. A review of TIC data (Figure 3) resulted in generating more explicit strategies for teaching expectations involving all staff. After this approach was introduced, faculty members experienced the direct results of improved behavior in classes, hallways, on the playground and in the cafeteria.



Following a SET visit, an observer found that although the school was regularly collecting ODR data, those data had not been summarized, graphed and analyzed (Figure 4). Shortly after identification of this problem, the PBS team obtained technical assistance to learn how to mine the wealth of data that provided a basis for school-wide changes.



While reviewing ODR data (Figure 5), one team noticed that a large number of ODRs occurred prior to lunch when the students were waiting in line. The team then staggered the release time from classrooms by a few minutes resulting in a noticeable decline in ODRs during that time of day.



Data Speak: Spread the News!

PBS data are essential for those making “go” and “no go” decisions.

- A school administrator may opt to arrange additional training time for the PBS leadership team members once positive impacts have been demonstrated.
- A district superintendent may pave the way for new schools to initiate PBS efforts based on the performance of current PBS schools in the district.
- Newly certified teachers may choose to teach in a PBS school where adults and students alike are respectful, caring and responsible.
- Families may seek to enroll their children in PBS schools that are known for their positive and safe climates.

In other words, a successful school-wide PBS initiative does not go unnoticed. PBS schools are encouraged to share their results with others so that they, too, can make decisions based on timely and sound data!

“PBS has forced us to finally use data (via the SWIS system) to make decisions about student and building needs.”

– Jenny Becker, external PBS coach from AEA 1