



**Seeing Red and Need a Decision:
 What Does Intensive, Individualized
 Data Collection Look Like?**
 2015 PBIS Leadership Forum (Session B2)



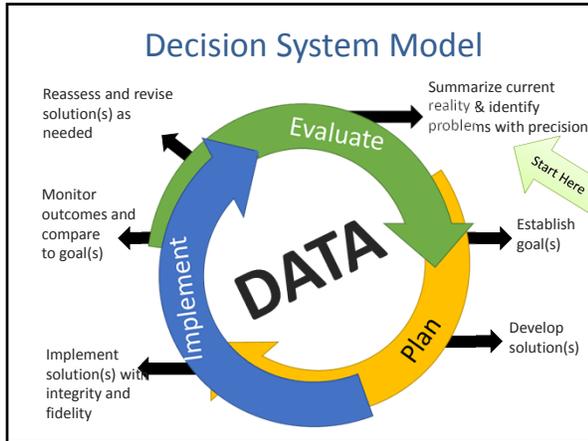
Agenda



- Review critical features of data-based decision making at Tier III
- Identify the critical features of implementing individual students supports (PBIS - Tier III)
- Samples of student support plan organization tools
- Introduction to Individual Student Information System (ISIS-SWIS)

Critical Features of a Tier III Decision System

Efficiency	Equity	Quality	Flexibility
<input type="checkbox"/> Structured creation and maintenance of student files <input type="checkbox"/> Simple process for progress monitoring, goal setting, and decision making <input type="checkbox"/> Instantaneous access to data	<input type="checkbox"/> Equal access to quality support plan management <input type="checkbox"/> Enabling of clear roles, responsibilities, and predictability	<input type="checkbox"/> Supports compliance with federal procedures for Tier III support <input type="checkbox"/> Comprehensive student file for quality decision making <input type="checkbox"/> Documentation of progress and intervention history	<input type="checkbox"/> Plans and measures tailored to a student's needs



Critical Features of Individual Student Support

- **Decision-Making Teams**
 - Coordination Team (school-wide)
 - Student Support Team (student-specific)
- **Support Plans**
 - Assessment-based
 - Hypothesis statement
 - Comprehensive Support Strategies
 - Systematic Evaluation
- **Decision Systems**
 - Data Collection & Organization
 - Evaluation, Planning, and Implementation

Tier III Decision-Making Teams

Coordination Team	Student Support Teams
Each school implementing Tier III supports has a Coordination Team comprised of relevant stakeholders to monitor at the systems level.	Each student receiving Tier III support has a coordinator-led Student Support Team comprised of relevant stakeholders to monitor at the student level.

Tier III Decision-Making Teams

Coordination Team	Student Support Teams
Responsibilities include: <ul style="list-style-type: none"> • Establish school-wide Tier III systems • Student identification • Establish student support teams • Monitor fidelity and impact of student supports across the school • Assist student support teams in development and implementation of student support plans • Communicate progress and decisions to district, staff, and families as appropriate 	Responsibilities include: <ul style="list-style-type: none"> • Design and implement student-specific supports • Monitor implementation fidelity and student outcome data • Modify supports based on data • Communicate progress and decisions to school's coordination team, family, and staff as appropriate

Activity Decision-Making Teams

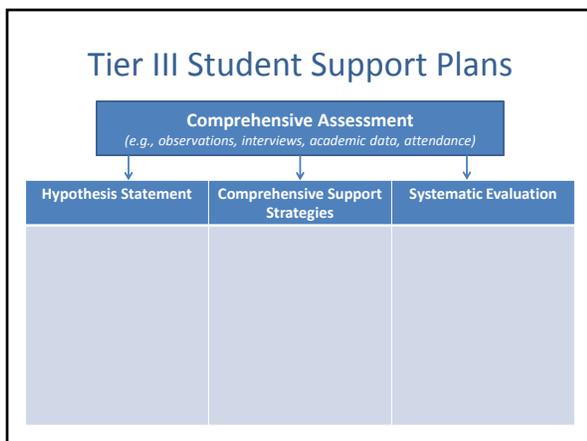
- What are the decision-making teams at your school(s)?
 - Coordination or systems-level tasks
 - Individual Student Support monitoring

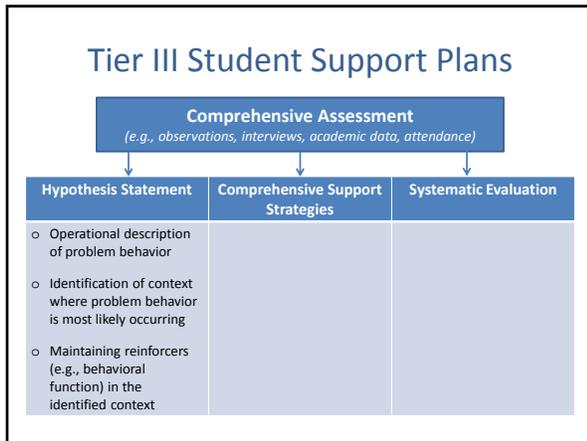


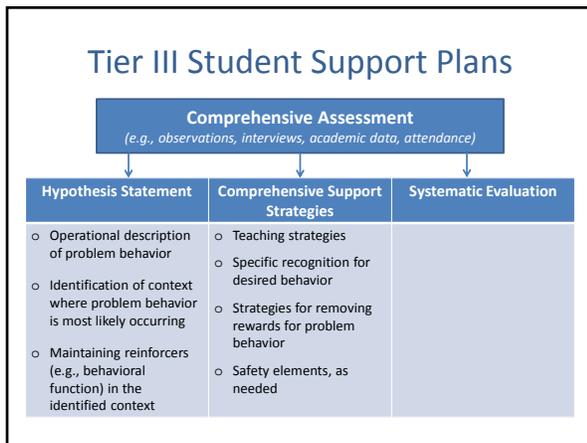
Coordinating Team

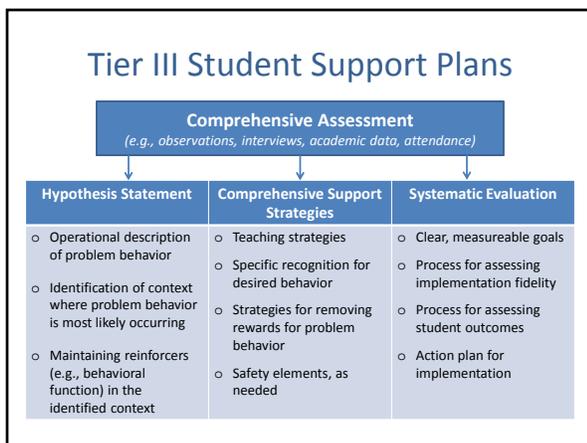


Student Support Team









Activity
Student Support Plans



- How many of the student support plans you've seen have all the critical features?
 - Collecting comprehensive assessment data
 - Developing clear hypothesis statements
 - Identifying and organizing strategies to support the student
 - Designing systematic evaluation plans to monitor fidelity and student outcomes
 - Procedures for communicating updates and progress within and outside the team?

What is a Performance Gap?

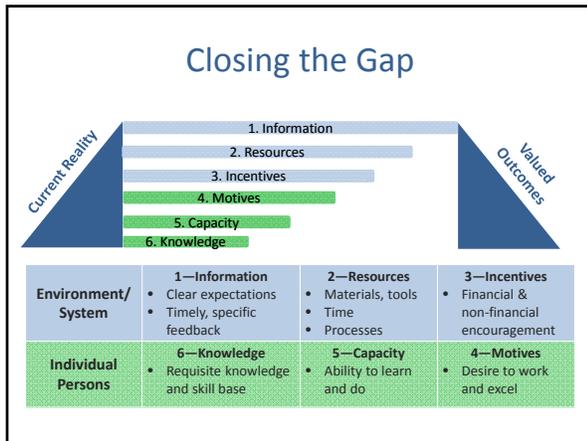
• **Performance Gap** = The difference between where an organization is and where they want to be

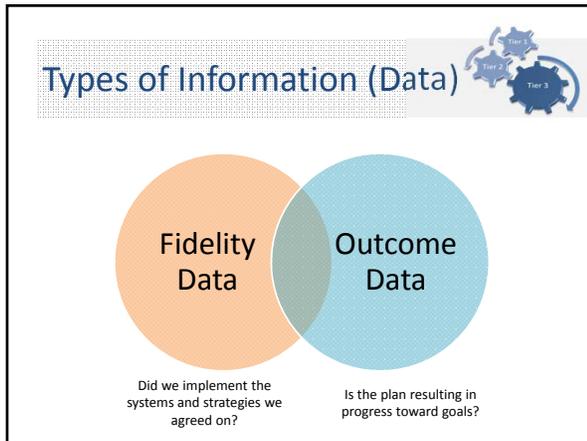


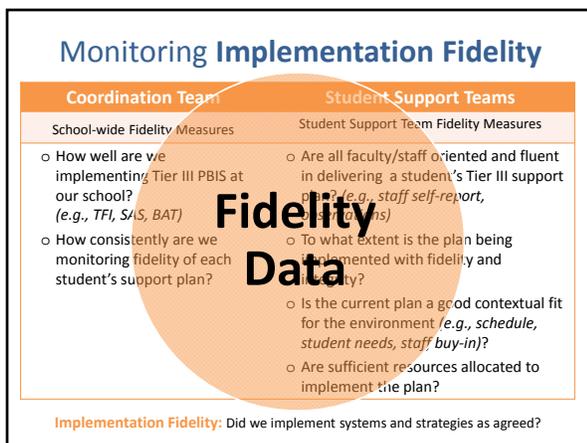
Enablers and Barriers

• Gilbert's Behavior Engineering Model (BEM) provides a way to systematically identify enablers and barriers to individual and organizational performance.

Environment/ System	1—Information • Clear expectations • Timely, specific feedback	2—Resources • Materials, tools • Time • Processes	3—Incentives • Financial and non-financial encouragement
Individual Persons	6—Knowledge • Requisite knowledge and skill base	5—Capacity • Ability to learn and do	4—Motives • Desire to work and excel







Monitoring Implementation Fidelity

Coordination Team	Student Support Teams
School-wide Fidelity Measures	Student Support Team Fidelity Measures
<ul style="list-style-type: none"> ○ How well are we implementing Tier III PBIS at our school? (e.g., TFI, SAS, BAT) ○ How consistently are we monitoring fidelity of each student's support plan? 	<ul style="list-style-type: none"> ○ Are all faculty/staff oriented and fluent in delivering a student's Tier III support plan? (e.g., staff self-report, observations) ○ To what extent is the plan being implemented with fidelity and integrity? ○ Is the current plan a good contextual fit for the environment (e.g., schedule, student needs, staff buy-in)? ○ Are sufficient resources allocated to implement the plan?

Implementation Fidelity: Did we implement systems and strategies as agreed?

Monitoring Student Outcomes

Coordination Team	Student Support Teams
School-wide Outcome Measures	Student-Specific Outcome Measures
<ul style="list-style-type: none"> ○ Identify the number of students receiving Tier III supports ○ Identify trends in overall status across student supports (e.g., starting, progressing, not progressing, needs revision) 	<ul style="list-style-type: none"> ○ Identify progress toward student-specific goals (academic, behavior, mental health) ○ Compare progress with both short-term and long term targets ○ Identify overall status across goals (e.g., starting, progressing, not progressing, needs revision) ○ Identify plan changes that may impact long-term student progress ○ Identify notes that may impact short-term student progress

Outcome Data

Outcomes: Is the plan resulting in progress toward goals?

Monitoring Student Outcomes

Coordination Team	Student Support Teams
School-wide Outcome Measures	Student-Specific Outcome Measures
<ul style="list-style-type: none"> ○ How many students are receiving Tier III supports? ○ How many students are making progress (e.g., starting, progressing, not progressing, revisions needed)? 	<ul style="list-style-type: none"> ○ What progress has the student made toward goals (academic, behavior, mental health)? ○ How does progress compare with both short-term and long term targets? ○ What is the overall status across goals (e.g., starting, progressing, not progressing, needs revision)? ○ What plan changes are needed to meet identified timelines or benchmarks? ○ What anecdotal notes do we have to explain any variability in the data?

Outcomes: Is the plan resulting in progress toward goals?

Group Activity
Current Data Systems



At your table jot down:

- o Do any of your student support teams consider or collect implementation fidelity data?
- o What are current systems for monitoring outcome data for students receiving Tier III supports
- o Do the current data systems tell us:
 - o Are we implementing the support plan?
 - o Is it resulting in progress toward goals?

EXAMPLES OF MONITORING DATA

Range of Examples

Think about students who receive:

- Formal, low intensity academic supports in a specific subject area
- Medium intensity behavioral supports for a specific social behavior
- Formal supports for target IEP and FBA goals (moderately intensive)

Each student has

- ✓ Student support team
- ✓ Support plan based on assessment
(living document!)
- ✓ Specific target goals and support strategies
- ✓ System to collect fidelity data
- ✓ System to collect outcome data
- ✓ Process for analyzing data
(i.e., summarize, problem solve, modify/adapt/fade supports as needed)

Samples

QUESTIONS?

**OPTIONAL ISIS-SWIS
DEMONSTRATION**

If you're interested

- We have demonstrated that there are multiple ways to organize, collect, and analyze data for individual student supports.
- ISIS-SWIS is one tool that can assist teams in this process.... If you're interested we'll take a few moments to demonstrate the basic features.


ISIS-SWIS allows teams to:

- Manage team membership and access
- Coordinate documentation
(e.g., assessment, plan, meeting notes, data sheets)
- Identify, collect, summarize and report support plan implementation fidelity data
- Identify, collect, summarize and report student-specific outcome data *(i.e., social, academic, mental health)*
- Summarize and report information across student case files for systems-level decision making



Navigation Demonstration

Using SWIS, CICO-SWIS, and ISIS-SWIS Data for Tier III decision making

 **SWIS Suite**

 Demo Account

Demonstration

 Demo Account

- **SWIS**
 - Student Dashboard
- **CICO-SWIS**
 - Student-level reports
- **ISIS-SWIS**
 - School-Wide Report
 - Student files – *Dashboard, Team, Documents, Measures*
 - Student-level reports (Carly)
