



A1: Effective Team Meetings

Heather Peshak George, Ph.D.
University of South Florida

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The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Rationale for a Team Process

- Research indicates that higher functioning teams have higher SWPBS implementation scores (on the BoQ) (Cohen, 2005)
- Schools need to sustain long-term change
- Avoid one person effort
- Checks and balances
- Informed decisions
- Consider Core Team vs. Peripheral Team



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6 Steps to Motivating Your Team

1. Provide opportunities for members to really get to know each other
2. Indicate value of group
3. Make people feel important
4. Clarify goals
5. Review & Identify progress
6. Acknowledge achievements



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Keep Teams On Track

- **"We've heard a lot of good thoughts. We're getting away from our subject. Let's summarize and move on."**
- Comment on the team process: **"Even though we agreed to hear everyone out, there's a lot of interrupting going on. How is that affecting the team?"**



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Get 'Un-Stuck"

- **"That's an interesting point. (Be specific). Now let's hear from ____."**
- **"I'm sure you have a reason for your point of view, but I'd like you to try to consider the group's viewpoint for now.**
 - Time is short, can discuss it later
 - How could we make this statement less abrasive?



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Move the Road Blocks

- **"It sounds like the district's decision to implement Policy Y makes it more difficult for your team to plan new events. But let's figure out the best way to work with what we have."**
 - Then have team identify strengths and assets



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Clarify Objectives

- “I think something I might have said sounded like we should be addressing X, but right now we really should be focusing on Y.”



Limit Side Conversations

- Use round-robin format
- Address an individual by name, restate the most recent opinion/finding, and ask for the person’s thoughts on that subject

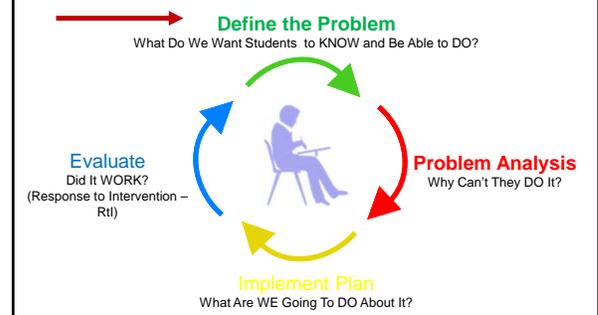


Use Data for On-Going Problem Solving

- Initial Self-Assessment:
 - Where to focus and invest energy/time
- On-Going Assessment, Planning, and Evaluation:
 - What is the problem(s)?
 - Where should we focus?
 - **Decision:** Allocation of time, money, skills
 - What smallest effort will produce the biggest effect?
- Once you know what data are necessary, you can begin to problem solve



Problem Solving Process



Step 1: Identify the Problem

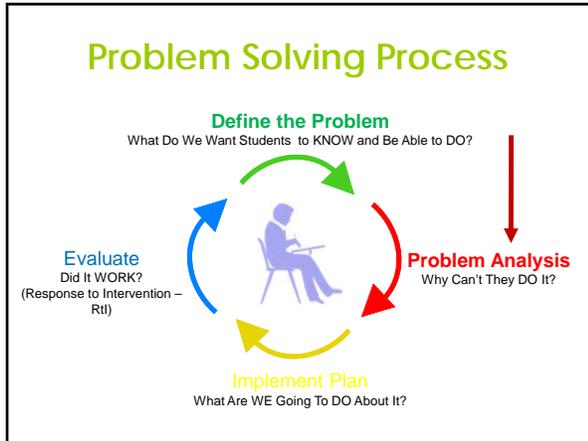
- Step 1 is critical to the process and often the most overlooked part of the process!!!!
- Review existing data
- Develop a behavioral definition
 - Observable and measurable



After identifying the problem...

- Identify resources that can help to address the problem (people, \$, things, relationships, etc...)
- Identify barriers to addressing the problem
 - Only identify top **2** by importance of impeding resolution





Step 2: Problem Analysis

- Develop hypotheses and assessment questions
 - Make educated guesses as to WHY the problem is happening
 - Examine environmental factors, not just within child factors
 - Confirm problem ID statement (if necessary)
- Select possible data collection methods
 - Direct observation, reports, graphs, teacher/team nominations, etc.

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What Systems are Problematic?

- Referrals by **problem behavior**?
 - What problem behaviors are most common?
- Referrals by **location**?
 - Are there specific problem locations?
- Referrals by **student**?
 - Are there many students receiving referrals or only a small number of students with many referrals?
- Referrals by **time of day**?
 - Are there specific times when problems occur?
- Additional Queries/Custom Graphs...

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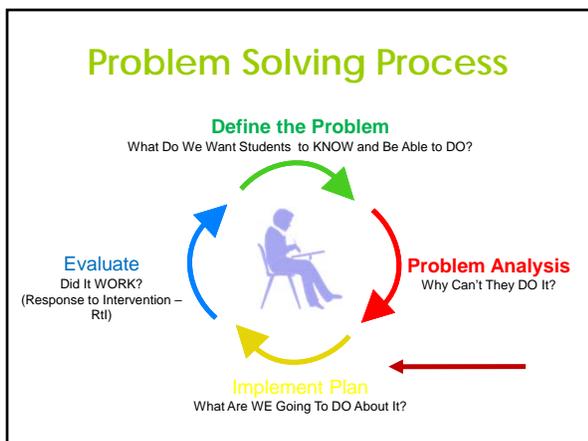
Hypothesis Development

Variables to Consider:

- **School-Wide**
 - Supervision, staff commitment and buy-in
- **Classroom**
 - Organization, cleanliness, location
- **Curriculum**
 - Expectations defined, adequate lesson plans, plan for teaching
- **Instruction**
 - Frequency, fidelity to lesson plan, opportunities to practice
- **Family/Community**
 - Commitment and support
- **Students**
 - Characteristics shared by the majority of the students in the school

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Step 3: Develop & Implement the Plan

- Brainstorm intervention strategies
 - Should directly link to your prediction statement (and goals).
 - Building up and maintaining your Tier 1 system should be part of your interventions
- Develop a **specific** plan for implementation
 - Identify roles, responsibilities, timelines
 - Remember to include fidelity measures

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How to Brainstorm

- Be prepared to brainstorm
 - Who will lead or facilitate?
 - Who will participate?
 - Who can write very quickly to record the brainstormed ideas without slowing down the group?
 - Where will the brainstorming session be held?
 - What materials are needed (easel, paper, white board, pens, etc.)?
 - What is my desired outcome?
- (retrieved from: <http://www.isixsigma.com/library/content/c010401a.asp>)

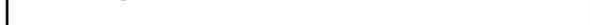
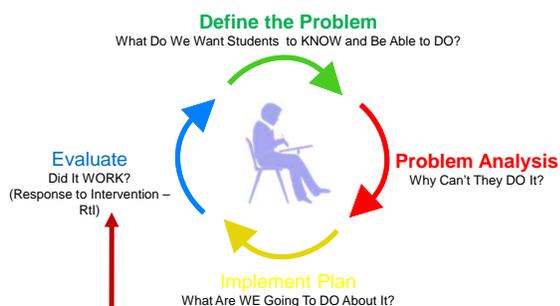


How to Brainstorm

- Be respectful and do not judge ideas
- Allow or request EVERYONE to participate
- Be quick
- Quantity vs. Quality
- Encourage 'wild' ideas
- Build on each other's ideas
- Stay on task
- Minimize discussions
- Capture everything
- Organize and filter ideas AFTER brainstorming
 - Rank order ideas/interventions from least to most (expensive, intensive, time consuming, etc.)



Problem Solving Process



Step 4: Evaluate the Plan

- Look at the data you selected to measure your progress towards the goal.
- Ask yourself...
 - Did we meet the goal?
 - Do we need to develop a new plan?
 - Were our problem ID statement and analysis correct?
 - Or, develop a plan to maintain or fade out the intervention if it was successful



Evaluation: Guiding Questions

- Is PBS/RtI:B being implemented across campus?
- Is it being implemented with fidelity?
- Is there sustainability of implementation?
- Are there benefits to students over time with PBS/RtI:B implementation?
- Are there benefits for staff?
- Do students with greater needs benefit from implementation?



Evaluating progress on Tier 1

- Use an **Action Plan** to evaluate progress towards full implementation
 - Modify based on data, faculty feedback, as necessary
- Office Discipline Referrals, surveys, other data
 - Classroom tracking forms
 - Observations
 - Other products (attendance, EBD referrals, achievement, etc...)



Practice

Match each statement to the appropriate problem-solving step

- How pervasive is the problem? Some of the time? How loud is it? There doesn't appear to be enough supervision in the cafeteria.
- The noise level in the cafeteria has dropped significantly since the schedule was posted.
- Four staff will be present to supervise cafeteria behavior daily. A rotating schedule of staff will be posted each week.
- The level of noise in the cafeteria is getting worse.

- **Problem identification**
- **Problem analysis** (hypothesis development)
- **Develop and implement interventions**
- **Evaluate the plan** (RtI)

Problem-Solving Process

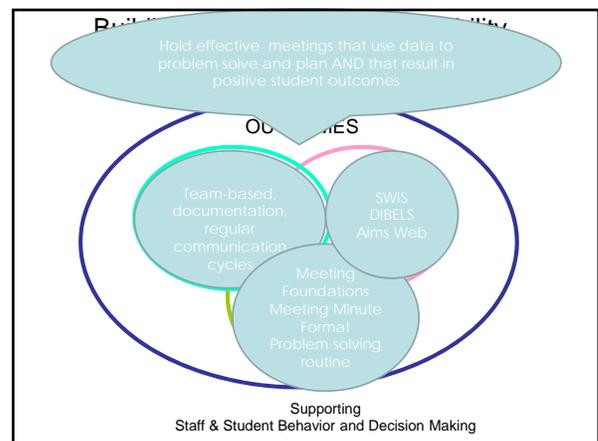
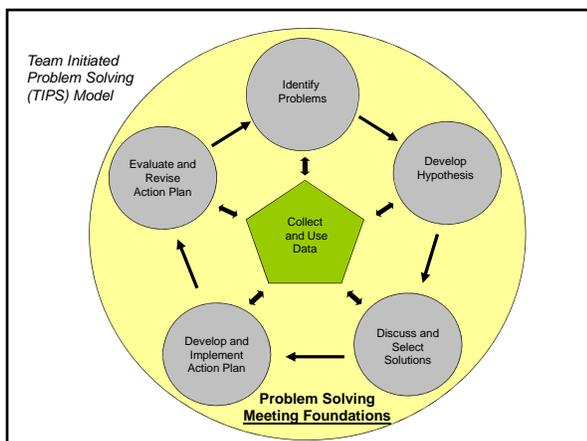
- **Problem Identification:**
 - The level of noise in the cafeteria is getting worse.
- **Problem Analysis:**
 - How pervasive is the problem?
 - Is it loud most of the time? Some of the time? How loud is it?
 - There doesn't appear to be enough supervision in the cafeteria.
- **Intervention:**
 - Four staff will be present to supervise the cafeteria behavior daily. A rotating schedule of staff will be posted each week.
- **Response to Intervention (evaluate the plan):**
 - The noise level in the cafeteria has dropped significantly since the schedule was posted.

Example: TIPS

- Four year grant funded by U. S. Department of Education's Institute of Education Sciences 2008-2012
- **Goal:** Develop a "problem-solving model" for school teams that results in active use of data to (a) define problems, (b) build solutions, and (c) transform solutions into practical action plans.
- Steve Newton, Anne Todd, Bob Algozzine, Kate Algozzine, Rob Horner

Context

- Every school has teams
- Teams are being expected to do problem solving
 - Select curricula
 - Get training and implement new ideas/programs
 - Provide efficient leadership
 - "Communities of Practice"
- Teams need to report data to staff, families, administration, district, state
- Teams NEED data to do good problem solving
- Most teams are not skilled at running problem solving meetings and using data for decision-making



What they are learning

- Need to conduct Team Training
 - Team includes all members and a coach
 - Define Roles and Responsibilities is critical
 - Plan for absences (have back up people)
- Coaching is critical
- Training critical skills to facilitator, minute taker, and data analyst
 - Keep people on track
 - document relevant information for progress monitoring and evaluation
 - Launch the meeting with a data summary
- Documenting decisions, actions, timelines, evaluation plan is critical for sustainability

Data Analyst: Role & Responsibilities

- Role
 - To create data summaries that will facilitate the team in (quick big 5 or other custom reports)
 - determining if there are problems
 - jump starting a problem solving discussion, and
 - evaluating the impact of solutions and fidelity of implementation
- General Responsibilities
 - Prepares a brief written summary for distribution at meetings using each of the data sources needed for problem solving and decision making
 - Help to generate reports during the meeting as questions of the data arise

Launch the meeting with a data summary that helps define the problem with precision

How?

- Establish the role of a data analyst (and backup person)
- Teach data analyst to develop data summary
- **Start meeting with defining the problem with precision**
- Refine precision of problem statement through inferences and hypothesis
 - Have data accessible for custom report generation during the meeting

Meeting Foundations Elements

- Define purpose of the team
 - Decisions to be made, cycle of decision making, and data source(s) to use
- Define roles & responsibilities
- Define team agreements about meeting processes
 1. Inform facilitator of absence/tardy before meeting
 2. Be prepared for meeting by completing previously assigned tasks
 3. Avoid side talk: Remind each other to stay focused
 4. Start and end on time
 5. Be an active participant
 6. Use electronic meeting minutes

Define roles for effective meetings

- Core roles
 - Facilitator
 - Minute taker
 - Data analyst
 - Active team member
 - Administrator

} Typically NOT the administrator
- Backup for each role

Can one person serve multiple roles?
Are there other roles needed?

Organizing for an effective problem solving conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Out of Time

Solution

Langley Elementary PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting: Date, time, location: Facilitator: Minute Taker:
 Next Meeting: Date, time, location: Facilitator: Minute Taker:

Team Members (bold are present today)

Today's Agenda Items
 01. _____
 02. _____
 03. _____

Next Meeting Agenda Items
 1. _____
 2. _____

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision Task (if applicable)	Who?	By When?

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)

Solution Action(s) (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)

Who?

By When?

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of time?
2. In general, did we do a good job of planning whether we're completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the desired effect on student behavior?

Where in the Form would you place:

1. Planning for next PTA meeting?
2. Too many students in the "intensive support" for literacy
3. Schedule for hallway monitoring for next month
4. There have been five fights on playground in last month.
5. Next meeting report on lunch-room status.

What needs to be documented?

- Meeting demographics
 - Date, time, who is present, who is absent
 - Agenda
 - Next meeting date/time/location/roles
- Administrative/ General Information/Planning items
 - Topic of discussion, decisions made, who will do what, by when
- Problem-Solving items
 - Problem statement, determined solutions, who will do what by when, goal, how/how often will progress toward goal be measured, how/how often will fidelity of implementation be measured



What is relevant to write down?

Issue: families are not signing and returning minor incident reports

Possible hypotheses: multiple students in household bringing minor incident reports home? parent gets upset with student & students not giving reports to sign?

Discussion

Information for Team, or Issue for Team to Address	Discussion/Decision Task (if applicable)	Who?	By When?
Minor incident reports	Re-communicate the process used to document incidents to staff	Team	2-15-10 team meeting
	Take report to staff	Team	2-15-10 staff meeting

to staff a general reminder that is going on with the minors for families of multiple students or friends, etc. We will wait until next year to re-train staff and discuss how to use WHOAS and how to communicate them with parents.

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Action(s) (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation		
		Who?	By When?	Goal, Timeline, Decision Rule, & Updates
Last month's example: We are above the national average of ODR's and we have a problem with aggression fighting and disrespect on the playground during K-1,2 morning and lunch recess with 4 students.	1 student are starting CICO system Older students teach primary students basketball game rules - contingent on D.C. coming in-shed on time Reteach playground expectations	Cico team 11: analyze referral data N/N/M	11/16/2009 January PBS meeting 11/16/09	CICO Team check in every two weeks to see if students are meeting 80% of their goal. Decrease of playground referrals by 25% by January PBS meeting. CICO team will report Decrease of playground referrals by K-2 students and D.C. defiance-disruption referrals
This month's precise problem statement: We have three high fliers, K-2 and 1st grader on the playground. at 10:00 and 11:45/12:00 46/99 number of total major and minor referrals on the playground	-Reschedule game and playground rules -Reschedule proper lining up -Reschedule exiting and entering building	MM will ask MA if she can re-teach playground rules		

- ## The Flow of the Meeting
1. Attendance, roles for meeting
 2. Next meeting scheduled
 3. Review agenda for meeting
 4. Review/status update of previous meeting minutes
 5. Review data & use TIPS problem solving model to prompt development of comprehension action plan
 6. Items needing to be communicated to others
 7. Reports needed for next meeting
 8. Team assessment of meeting
 9. Dissemination of meeting minutes



Meeting Minute Simulation A

Fac: 'we have a PTO meeting in 2 weeks and we need to get organized. last time not very many parents came and said that childcare was necessary'

TM 1: ' Tina's daughter is a babysitter, oh and did you hear what happened to her last weekend?'

TM2: ' oh it was awful, and I heard.....'

Fac: 'back to PTO planning, how can we

General Item	Tasks	By Who	By When
PTO meeting – two weeks (date)	Attendance?		
	Childcare?		

Meeting Minute Simulation B

Topic: Problems with off-task behavior in Third Grade Music

..... "I re-teach the rules almost every class period—no talking unless you're called on, be in control, keep your hands and feet to yourself, participate.

Disruption and disrespect are the largest areas of concern. I gives two warnings then I write a pre-referral. The pre-referrals are 4 or 5 boys who are looking for peer approval—they are trying to be funny and get attention. I want to write pre-referrals when they are inappropriate and not let the kids stretch their limits. Physical activity seems to get them too wound up and doesn't seem to work to keep them on task. I feel like those 4 or 5 kids are holding one student back from trying recorders and other active activities. I really want kids to take music seriously but am willing to try use the recorders as a reward: "If we earn 10 points we can use the recorders on Friday."

- What needs to be documented?

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)		Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)		Implementation and Evaluation	
		Who?	By When?	Goal, Timeline, Decision Rule, & Updates	
3rd grade music class, 4-5 male students are disruptive and disrespectful, during activities requiring physical activity, to get peer attention		Reward appropriate behavior with recorder time????			

Important Structural Components

- Regular meetings & regular attendance
- The "right" people
- The right roles
 - Facilitator
 - Minute Taker
 - Data Analyst
 - Active Team Members
- Accomplishments – Products of successful meeting
 - Meeting Minutes (record of decisions & tasks concerning administrative/general issues)
 - Problem-Solving Action Plan (record of decisions & tasks concerning problems identified by team)

Any tasks assigned get copied to the meeting minutes of the next meeting as a follow up item.

Meeting Agenda Item, Meeting Foundations Tasks: What, by whom, by when

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Today's Meeting: 9:40-9:50 | Time: 2:45-4:00 | Location: Rm 16 | Facilitator: SR | Minute Taker: JJ | Data Analyst: TBA
 Next Meeting: 9:18-9:29 | Time: 2:45-4:00 | Location: Rm 16 | Facilitator: SR | Minute Taker: JJ | Data Analyst: TBA

Team Members (hold as present today): SR JJ DT CR JT AM

Today's Agenda Items	Next Meeting Agenda Items	Parental Problems Raised
01. review meeting foundations 02. review SWIS data 03.	01. 02. 03.	01. 02. 03.

Administrative Council Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Meeting Foundations	We need a data analyst and back up MDT is good candidate for primary data analyst AM agrees to be backup data analyst	SR talk to MDT	9-15-09
	Compute meeting schedule for this year	team	9-15-09
	JJ to learn how to connect projector to lap top	JJ	9-15-09

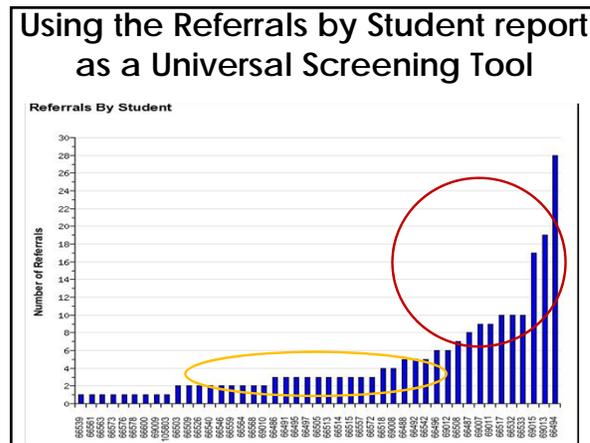
Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Who?	By When?	Goal, Timeline, Decision Rule, & Updates

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?	Our Rating		
	Yes	So-So	No
2. In general, did we do a good job of <u>facilitating</u> when we're completing the tasks we agreed on at previous meetings?			
3. In general, how well did we do a good job of <u>facilitating</u> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks being <u>documented</u> on student behavior?			

If some of our ratings are "So-So" or "No," what can we do to improve things?
 Next year: JS, Todd A, W, Hanna B, H, Alexandra B, & Alexandra K 2010



Using ODRs to Identify Problems

Build a picture for the pattern of office referrals in your school.

Goal

- Identify problems empirically
- Identify problems early
- Identify problems in a manner that leads to problem solving not just whining

Primary Problem Statements examples

- Our average Major ODRs per school day per month are higher than national average for a school of our enrollment size
- Our average ODRs per school day per month are higher this year than for corresponding months of previous year
- Our average ODRs per school day per month are showing an increasing trend
- Faculty, parents, and students say our ODR levels are too high

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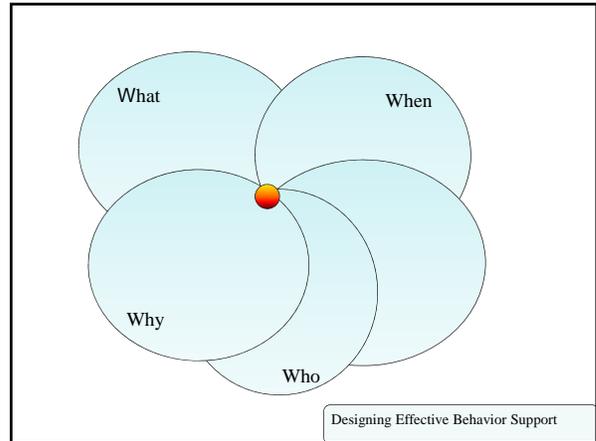
What are the data you are most likely to need to move from a Primary to a Precise statement?

- **What** problem behaviors are most common?
 - ODR per Problem Behavior
- **Where** are problem behaviors most likely?
 - ODR per Location
- **When** are problem behaviors most likely?
 - ODR per time of day
- **Who** is engaged in problem behavior?
 - ODR per student
- **Why** are problem behaviors sustaining?
 - Custom graph

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Precise or Primary Statement?

- Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and incivility in the school.
- ODRs during December are higher than in any other month.

Primary

Primary

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Precise or Primary Statement?

- James D. is hitting others in the cafeteria during lunch, and this hitting is maintained by peer attention.
- Boys are engaging in sexual harassment.
- Three 5th grade boys are calling and touching girls inappropriately during recess in an apparent attempt to obtain attention.

Precise

Primary

Precise

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Precise or Primary Statement?

- Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent work. This pattern is most common in 7th and 8th grades, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention... we are not sure).

Precise

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Examples: Primary to Precise

- Gang-like behavior is increasing → • Bullying (verbal and physical aggression) on the playground is increasing during "first recess," is being done mostly by four 4th grade boys, and seems to be maintained by social praise from the bystander peer group.
- Texting during school is becoming more negative → • A large number of students in each grade level (6, 7, 8) are using texting to spread rumors, and harass peers. Texting occurs both during the school day, and after school, and appears to be maintained by attention from others.

Examples: Primary to Precise

- Carly is having reading difficulties
 - Carly is reading 20 cwpm (goal is 60), skips or guesses at words she doesn't know, mostly during language arts
- 50% of 2nd graders are not meeting math benchmarks
 - 2nd graders, who entered school after Oct 31, do not know whole numbers 75-100 and are not accurately adding two digit numbers because of lack of skills

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Example: Primary to Precise

Our school did not meet AYP last year

The 5th graders are below the state proficiency score as compared to 5th graders in Oregon

The past two years this cohort of students (3rd to 5th grade) has gradually decreased in overall proficiency, their comprehension strand scores are low, we shifted to blended grade classes during their 4th grade year

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Using Data to Build Solutions

- **Prevention:** How can we avoid the problem context?
 - Who, When, Where
 - Schedule change, curriculum change, etc
- **Teaching:** How can we define, teach, and monitor what we want?
 - Teach appropriate behavior
 - Use problem behavior as negative example
- **Recognition:** How can we build in systematic reward for desired behavior?
- **Extinction:** How can we prevent problem behavior from being rewarded?
- **Consequences:** What are efficient, consistent consequences for problem behavior?
- How will we collect and use data to evaluate (a) implementation fidelity, and (b) impact on student outcomes?

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Solution

Prevention	1. Determine first if we have a problem?
Teaching	1. Focus on prevention first. How could we reduce the situations that lead to these behaviors?
Reward	2. How do we ensure that students know what they SHOULD be doing when these situations arise?
Extinction	3. How do we ensure that appropriate behavior is recognized?
Corrective Consequen	4. How do we work to ensure that problem behavior is NOT being rewarded.
Data Collection	5. Are corrective consequences needed?
	6. How will we know (a) if we are doing what we plan, and (b) if what we plan is working to benefit students?

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Contact

Heather Peshak George, Ph.D.

- Associate Professor
- Co-PI, Co-Director & PBIS Research Partner

Phone: (813) 974-6440

Fax: (813) 974-6115

Email: flpbs@fmhi.usf.edu

Website: <http://flpbs.fmhi.usf.edu>

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