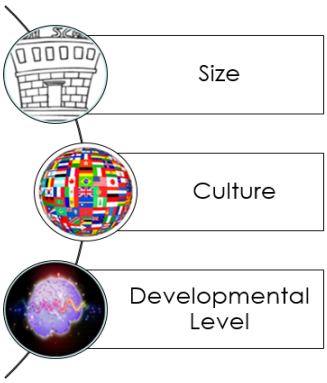
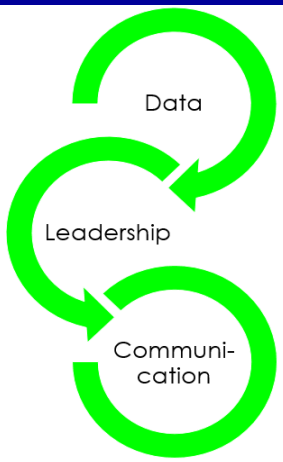
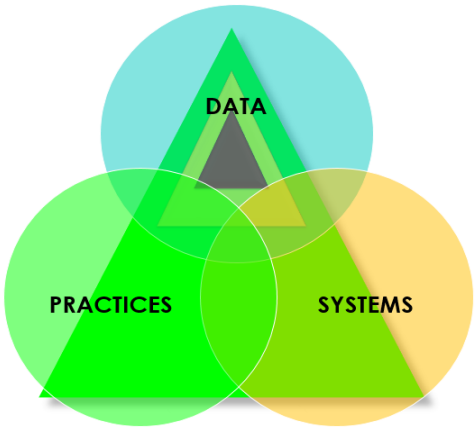
High School Positive Behavioral Interventions & Supports Community of Practice 2016-17



Contextual Influences



Key Foundational Systems



Core Features of Implementation

Key Focus Areas

HSCoP #4
April 26, 2017
Purposeful Problem Solving Teams

AGENDA

- Δ **Webinar with Jessica Swain-Bradway (Midwest PBIS)**
  Data for Decision Making in High Schools – An Overview
- Δ Processing Activity: Precision Statements & Goals
- Δ **Webinar with Jessica Swain-Bradway (Midwest PBIS)**
  Linking Data, Precision Statements and Solutions in High Schools
- Δ Processing Activity: Solution Plans

www.pbiscaltac.org

Facilitated by:
Cristy Clouse
cristy@pbiscaltac.org

CalTAC PBIS
promoting safe and equitable learning environments

Rolling Outcomes:

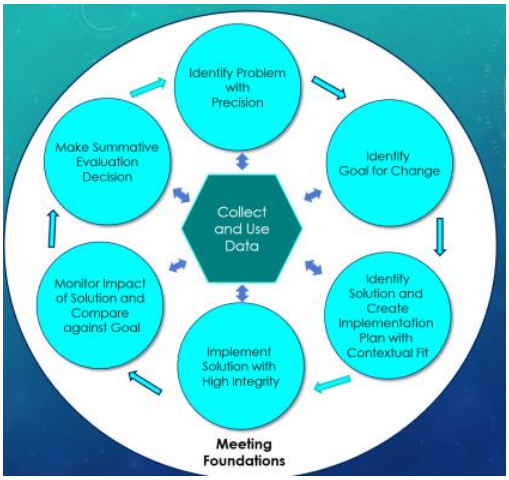
Given today's agenda…

1 I would like more clarification about……
2 Something new I hope to learn……..
3 I would like to have a deeper understanding about…….
4 I would like to feel …….
5 I want to experience……..
6 I am hoping to leave today with……..

Today's essential question:

What are the considerations for developing purposeful problem solving teams in high school?

Team Initiated Problem Solving Model



Team-Initiated Problem Solving (TIPS) is a problem-solving framework used during meetings (e.g., PBIS, RTI, MTSS) focused on data-based decision making to improve student outcomes. TIPS is applicable to varied data sources (e.g., office discipline referrals, grades, tardies), content areas (e.g., attendance, behavior, coursework) and levels of application (e.g., school, district, state).

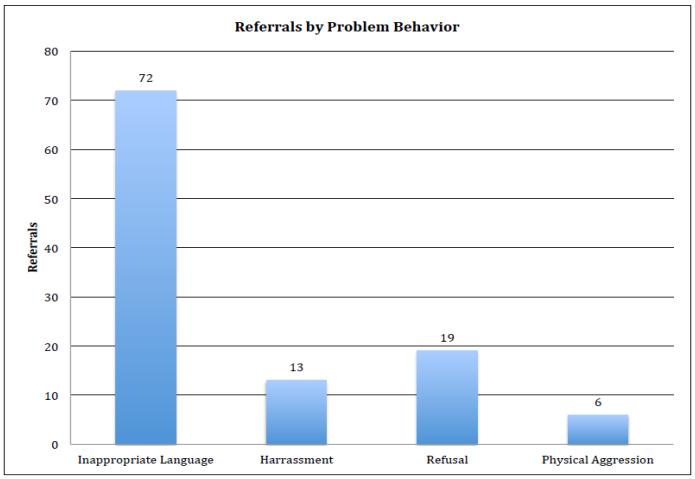
TIPS is a framework that addresses problem solving barriers by guiding teams through a data-based decision making process that leads to desired outcomes. The focus of TIPS includes meeting foundations guided by structured *Meeting Minutes* and a six-step generic problem solving model that provides structure to any type of meeting.

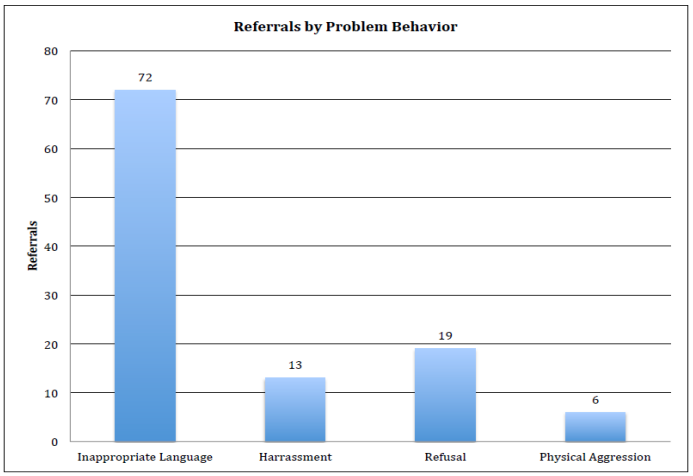
Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. L., & Preston, A. I. (2015).

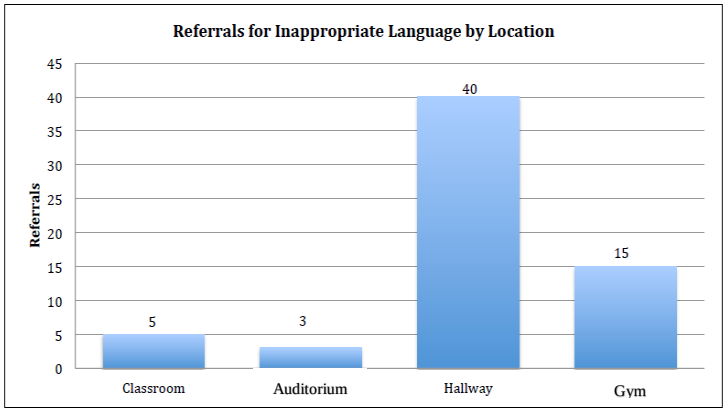
Step 1: Identify the Problem with Precision

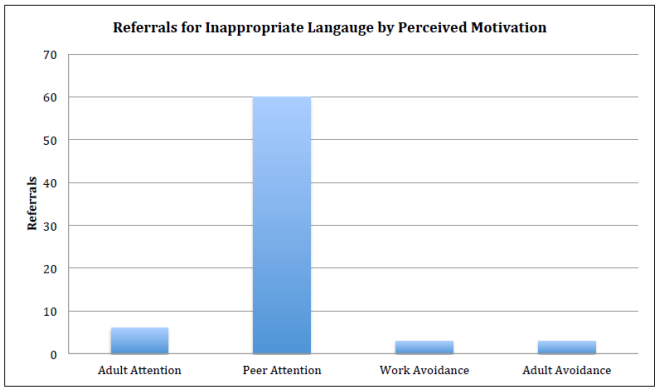
What problem behaviors are most common?
Where are problem behaviors most likely?
When are problem behaviors most likely?
Who is engaged in problem behavior?
Why are problem behaviors sustaining?

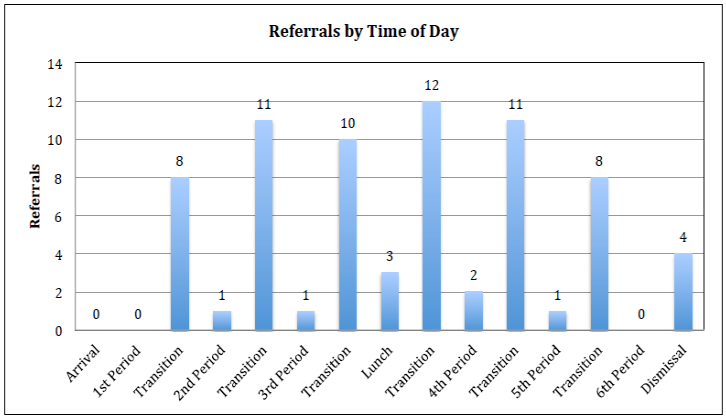
What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

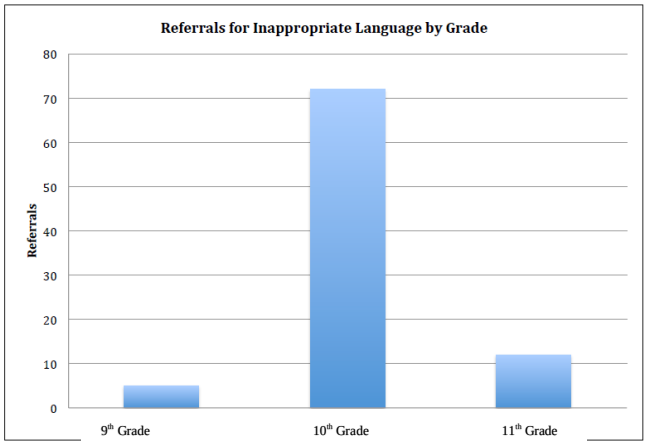

Referrals by Problem Behavior
Referrals
80
70
60
50
40
30
20
10
0
72
13
19
6
Inappropriate Language
Harrassment
Refusal
Physical Aggression


Referrals by Problem Behavior
Referrals
80
70
60
50
40
30
20
10
0
72
13
19
6
Inappropriate Language
Harrassment
Refusal
Physical Aggression


Referrals for Inappropriate Language by Location
Referrals
45
40
35
30
25
20
15
10
5
0
5
3
40
15
Classroom
Auditorium
Hallway
Gym


Referrals for Inappropriate Langauge by Perceived Motivation
Referrals
70
60
50
40
30
20
10
0
Adult Attention
Peer Attention
Work Avoidance
Adult Avoidance


Referrals by Time of Day
Referrals
14
12
10
8
6
4
2
0
0
0
8
1
11
1
10
3
12
2
11
1
8
0
4
Arrival
1st Period
Transition
2nd Period
Transition
3rd Period
Transition
Lunch
Transition
4th Period
Transition
5th Period
Transition
6th Period
Dismissal


Referrals for Inappropriate Language by Grade
Referrals
80
70
60
50
40
30
20
10
0
9th Grade
10th Grade
11th Grade

Weekly Homework Assignments (Completion and Accuracy)

Biology
Mr. Greene
3rd Block

		HW Week 1 Completion	HW Week 1 Accuracy	HW Week 3 Completion	HW Week 3 Accuracy	HW Week 4 Completion	HW Week 4 Accuracy	HW Week 5 Completion	HW Week 5 Accuracy	Overall % Completed	Overall Accuracy Percent
1.	Student A	80.0%	100.0%	98.0%	72.0%	100.0%	100.0%	100.0%	100.0%	94.5%	93.0%
2.	Student B	5.0%	90.0%	28.0%	98.0%	38.0%	95.0%	9th Grade		10th Grade	11th Grade
3.	Student C	84.0%	84.0%	100.0%	75.0%	85.0%	90.0%	75.0%	90.0%	86.0%	84.8%
4.	Student D	82.0%	92.0%	90.0%	98.0%	88.0%	55.0%	85.0%	85.0%	86.3%	82.5%
5.	Student E	86.0%	96.0%	62.0%	74.0%	Absent	Absent	75.0%	70.0%	74.3%	80.0%
6.	Student F	100.0%	100.0%	100.0%	95.0%	100.0%	90.0%	100.0%	98.0%	100.0%	95.8%
7.	Student G	75.0%	88.0%	100.0%	85.0%	100.0%	78.0%	100.0%	90.0%	93.8%	85.3%
8.	Student H	90.0%	100.0%	100.0%	75.0%	90.0%	78.0%	85.0%	88.0%	91.3%	85.3%
9.											

Weekly Homework Assignments (Completion and Accuracy)

English
Dr. Dixon
4th Block

		HW Week 1 Completion	HW Week 1 Accuracy	HW Week 3 Completion	HW Week 3 Accuracy	HW Week 4 Completion	HW Week 4 Accuracy	HW Week 5 Completion	HW Week 5 Accuracy	Overall % Completed	Overall Accuracy Percent
1.	Student A	100.0%	85.0%	100.0%	72.0%	100.0%	100.0%	100.0%	100.0%	100.0%	89.3%
2.	Student B	15.0%	80.0%	10.0%	98.0%	50.0%	95.0%	10.0%	100.0%	21.3%	93.3%
3.	Student C	90.0%	84.0%	100.0%	50.0%	100.0%	90.0%	75.0%	90.0%	91.3%	78.5%
4.	Student D	90.0%	100.0%	90.0%	98.0%	80.0%	75.0%	85.0%	85.0%	86.3%	89.5%
5.	Student E	100.0%	80.0%	62.0%	74.0%	Absent	Absent	88.0%	90.0%	83.3%	81.3%
6.	Student F	100.0%	100.0%	100.0%	95.0%	100.0%	90.0%	100.0%	98.0%	100.0%	95.8%
7.	Student G	80.0%	95.0%	100.0%	95.0%	100.0%	78.0%	100.0%	88.0%	95.0%	89.0%
8.	Student H	100.0%	100.0%	100.0%	75.0%	90.0%	78.0%	85.0%	90.0%	93.8%	85.8%

Weekly Homework Assignments (Completion and Accuracy)

Algebra
Mrs. Simon
1st Block

		HW Week 1 Completion	HW Week 1 Accuracy	HW Week 3 Completion	HW Week 3 Accuracy	HW Week 4 Completion	HW Week 4 Accuracy	HW Week 5 Completion	HW Week 5 Accuracy	Overall % Completed	Overall Accuracy Percent
1.	Student A	84.0%	84.0%	100.0%	75.0%	85.0%	90.0%	75.0%	90.0%	94.5%	93.0%
2.	Student B	25.0%	90.0%	10.0%	98.0%	0.0%	0.0%	33.0%	100.0%	17.0%	72.0%
3.	Student C	84.0%	90.0%	100.0%	100.0%	100.0%	90.0%	75.0%	90.0%	89.8%	92.5%
4.	Student D	80.0%	100.0%	98.0%	72.0%	100.0%	100.0%	100.0%	100.0%	94.5%	93.0%
5.	Student E	100.0%	96.0%	62.0%	74.0%	Absent	Absent	75.0%	70.0%	79.0%	80.0%
6.	Student F	100.0%	100.0%	100.0%	95.0%	100.0%	90.0%	100.0%	98.0%	100.0%	95.8%
7.	Student G	95.0%	88.0%	100.0%	85.0%	100.0%	78.0%	100.0%	90.0%	98.8%	85.3%
8.	Student H	95.0%	100.0%	100.0%	75.0%	90.0%	78.0%	85.0%	88.0%	92.5%	85.3%

STUDENT OBSERVATION FORM

(To be completed by SST designee)

RE 1c

You must "Save As" this form as a "PDF" on your computer before filling out, or your information will not be saved.

Student: Student B School:

Observation #: 1 Observations in at least ***TWO*** settings are required for each referral.

Observer: Mary Merry **Position:** School Psychologist

Subject(s) Observed/Date/Time

	Subject	Date	Time
1	Algebra	October 10	8:00-8:45
2			

Learning Situation (Check all that apply)

- [x] Regular Classroom
- [ ] Resource Classroom
- [ ] Outdoors / Gym
- [ ] Other

Number of Adults (teachers, TAs, etc.): 1

Number of Students:

- [x] Whole Class
- [x] Small Group
- [ ] Cooperative learning
- [ ] Individual instruction

- [ ] Independent Work
- [ ] Unstructured
- [ ] Other
- [ ] Other

Physical Environment

Lighting	[x] Bright	[ ] Adequate	[ ] Dim
Seating Arrangement	[ ] Rows facing front	[x] Desk clusters	[ ] U-shaped facing front
Student Placement	[x] Middle/back of room	[ ] Front of room	[ ] Separated from other students
Temperature	[ ] Hot	[x] Comfortable	[ ] Cold
Noise Level	[ ] Noisy	[x] Moderate	[ ] Quiet

Student Behaviors Observed

(Please rate the student's behavior in each of the following areas relative to other students in the classroom.)

	RATING		
ACADEMIC/INSTRUCTIONAL BEHAVIORS	Strength (Above Average)	Age-Appropriate (Average)	Weakness (Below Average)
Skills related to the academic task	[ ]	[x]	[ ]
Attentive to instruction and tasks	[ ]	[x]	[ ]
Follows along with instruction/task	[ ]	[ ]	[x]
Constructively contributes to class	[x]	[ ]	[ ]
Follow teacher directions/task instructions	[ ]	[x]	[ ]
Organized work and work habits	[ ]	[x]	[ ]
Works carefully and neatly	[ ]	[x]	[ ]
Completes tasks	[ ]	[ ]	[x]
Work willingly and without frustration	[ ]	[x]	[ ]
SOCIAL BEHAVIORS			
Friendly and respectful toward adults	[ ]	[x]	[ ]
Friendly and respectful toward peers	[ ]	[ ]	[x]
Interacts appropriately with peers in social setting	[ ]	[ ]	[ ]
Interacts appropriately with peers in academic setting	[ ]	[ ]	[x]
Respects others' safety and personal space	[ ]	[x]	[ ]
Engages with peers	[ ]	[ ]	[x]
GENERAL BEHAVIOR AND CONDUCT			
Staying in seat	[ ]	[x]	[ ]
Activity level	[ ]	[x]	[ ]
Talking out	[x]	[ ]	[ ]
Behaviors disrupt class	[x]	[ ]	[ ]
Attention span	[ ]	[x]	[ ]
Easily excitable	[x]	[ ]	[ ]

Summarize and discuss the student's observed academic and functional skills (include strengths and weaknesses noted):

This observation took place during the initial morning routine of reviewing homework and then discussing new content. During the whole group instruction, Student B was attentive and demonstrated engagement in the task. When the class broke up into small groups to review the homework, however, Student B sat distanced from the group of students and did not engage in the homework review or discuss answers to the problems with peers.

OBSERVATION FORM

RE 1c

mpleted by SST designee)

computer before filling out, or your information will not be saved.

School:

settings are required for each referral.

Position: School Psychologist

t(s) Observed/Date/Time

	Subject	Date	Time
1	English	October 12	1:15-2:00
2			

Learning Situation (Check all that apply)

- [x] Regular Classroom
- [ ] Resource Classroom
- [ ] Outdoors / Gym
- [ ] Other

Number of Adults (teachers, TAs, etc.): 1

Number of Students:

- [x] Whole Class
- [x] Small Group
- [ ] Cooperative learning
- [ ] Individual instruction

- [ ] Independent Work
- [ ] Unstructured
- [ ] Other
- [ ] Other

Physical Environment

Lighting	[x] Bright	[ ] Adequate	[ ] Dim
Seating Arrangement	[x] Rows facing front	[ ] Desk clusters	[ ] U-shaped facing front
Student Placement	[ ] Middle/back of room	[x] Front of room	[ ] Separated from other students
Temperature	[ ] Hot	[x] Comfortable	[ ] Cold
Noise Level	[ ] Noisy	[x] Moderate	[ ] Quiet

Student Behaviors Observed

(Please rate the student's behavior in each of the following areas relative to other students in the classroom.)

	RATING		
ACADEMIC/INSTRUCTIONAL BEHAVIORS	Strength (Above Average)	Age-Appropriate (Average)	Weakness (Below Average)
Skills related to the academic task	[ ]	[x]	[ ]
Attentive to instruction and tasks	[ ]	[x]	[ ]
Follows along with instruction/task	[ ]	[ ]	[x]
Constructively contributes to class	[x]	[ ]	[ ]
Follow teacher directions/task instructions	[ ]	[x]	[ ]
Organized work and work habits	[ ]	[x]	[ ]
Works carefully and neatly	[ ]	[x]	[ ]
Completes tasks	[ ]	[ ]	[ ]
Work willingly and without frustration	[ ]	[x]	[ ]
SOCIAL BEHAVIORS			
Friendly and respectful toward adults	[ ]	[x]	[ ]
Friendly and respectful toward peers	[ ]	[ ]	[x]
Interacts appropriately with peers in social setting	[ ]	[ ]	[ ]
Interacts appropriately with peers in academic setting	[ ]	[ ]	[x]
Respects others' safety and personal space	[ ]	[x]	[ ]
Engages with peers	[ ]	[ ]	[x]
GENERAL BEHAVIOR AND CONDUCT			
Staying in seat	[ ]	[x]	[ ]
Activity level	[ ]	[x]	[ ]
Talking out	[ ]	[ ]	[ ]
Behaviors disrupt class	[ ]	[ ]	[ ]
Attention span	[ ]	[x]	[ ]
Easily excitable	[ ]	[ ]	[ ]

Summarize and discuss the student's observed academic and functional skills (include strengths and weaknesses noted):

This observation took place during the Student B's English block. During this session, students met as a whole group and then broke into smaller groups to share and discuss the response questions assigned from last night's readings. Student B was noted to keep eyes on the paper, which upon closer inspection appeared to have little if any writing on it, and did not engage in any discussion that were taking place during the group session. When Student B returned to the whole group, attentiveness appeared to increase as noted by looking at the instructor and following along in work material.

Step 2: Identify Goal for Change

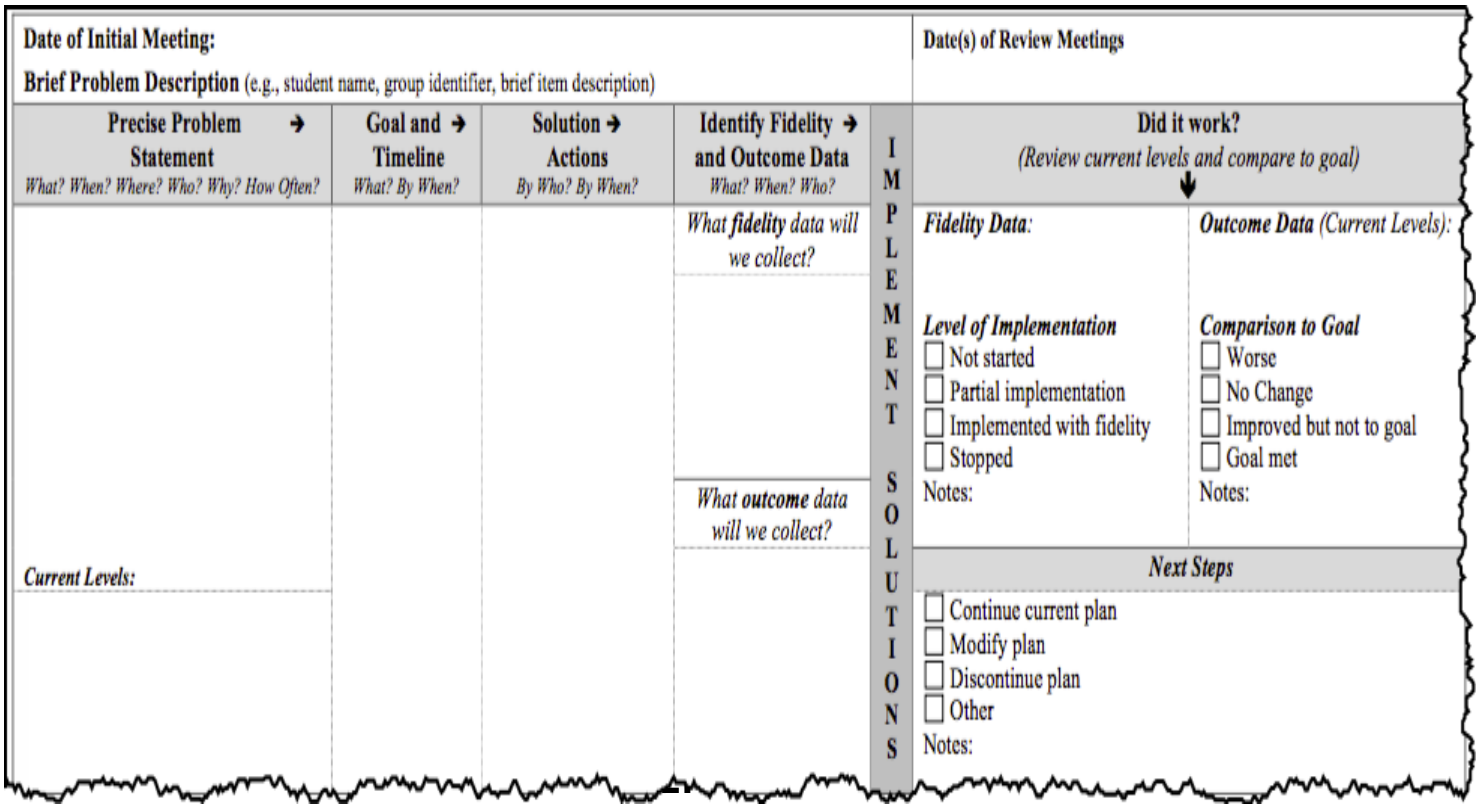
How do we want the problem to change?
What evidence do we need to show that we have achieved our goal?

SMART Goals

Specific
Measurable
Achievable
Relevant
Timely

Building Goals:

Problem	Level	Goal
Many students are leaving garbage in the cafeteria resulting in conflict and ODRs. The behavior is maintained because students are rushing to get to the common area for social time.	22 ODRs per month from the cafeteria Heidi (campus supervisor) rates cafeteria as "1" (low) on a 1-5 scale of cleanliness.	Less than 5 ODRs per month from the cafeteria. Heidi rates cafeteria as greater than 4 for cleanliness two weeks in a row.



Date of Initial Meeting:

Brief Problem Description (e.g., student name, group identifier, brief item description)

Date(s) of Review Meetings

Precise Problem Statement → *What? When? Where? Who? Why? How Often?*	**Goal and Timeline** → *What? By When?*	**Solution Actions** → *By Who? By When?*	**Identify Fidelity and Outcome Data** → *What? When? Who?*	IMPLEMENT SOLUTIONS	**Did it work?** *(Review current levels and compare to goal)* ↓
			*What **fidelity** data will we collect?*		***Fidelity Data:*** ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:
			*What **outcome** data will we collect?*		***Outcome Data** (Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
Current Levels:					***Next Steps*** ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:

Step 3: Identify Solution and Create Implementation Plan with Contextual Fit

How are we going to solve the problem?
How are we going to bring about desired change?
Is solution appropriate for problem?
Is solution likely to produce desired change?

SOLUTION PLAN

Precision Statement (Hypothesis):

Goal:

PREVENT What can we do to prevent the problem?	
TEACH What can we do to teach to solve the problem?	
REINFORCE What can we do acknowledge appropriate behavior?	
EXTINGUISH What can we do to prevent the problem behavior from working or being rewarded?	
CORRECT What will we do to provide corrective feedback?	

TIPS TEAM MEETING MINUTES GUIDE

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members & Attendance (Place "X" to left of name if present)											

Today's Agenda Items:		**Agenda Items for Next Meeting**
1.	4.	1.
2.	5.	2.
3.	6.	3.

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting:

Brief Problem Description (e.g., student name, group identifier, brief item description):

Date(s) of Review Meetings

Precise Problem Statement *What? When? Where? Who? Why? How Often?*	**Goal and Timeline** *What? By When?*	**Solution Plan** *By Who? By When?*	**Identify Fidelity and Outcome Data** *What? When? Who?*	IMPLEMENT SOLUTIONS	**Did it work?** *(Review current levels and compare to goal)* ☐
			*What **fidelity** data will we collect? What? When? Who?*		***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:
			*What **outcome** data will we collect? What? When? Who?*		***Outcome Data** (Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
Current Levels:					***Next Steps*** ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:

Date of Initial Meeting:

Brief Problem Description (e.g., student name, group identifier, brief item description)

Date(s) of Review Meetings

Precise Problem Statement *What? When? Where? Who? Why? How Often?*	**Goal and Timeline** *What? By When?*	**Solution Plan** *By Who? By When?*	**Identify Fidelity and Outcome Data** *What? When? Who?*	**IMPLEMENT SOLUTIONS**	**Did it work?** *(Review current levels and compare to goal)* ☐	
			*What **fidelity** data will we collect? What? When? Who?*		***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	***Outcome Data** (Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
			*What **outcome** data will we collect? What? When? Who?*			
Current Levels:					***Next Steps*** ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:	

Item	**Discussion**	**Decisions and Tasks**	**Who?**	**By When?**

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

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of ***tracking*** 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 effects*** on student behavior?			