

Using Data in a PBIS Framework

“PBIS provides a framework for decision making that guides the implementation of evidence-based academic and behavioral practices throughout the entire school, resulting in **significant reductions in office disciplinary referrals, suspensions, and expulsions**. PBIS is an important preventative approach that can also increase the capacity of the school staff to support children with the most complex behavioral needs, thus reducing the instances that require intensive interventions.”

Arne Duncan – US Secretary of Education, 2009

Lori Lynass, Ed.D.
NWPBIS Network
www.pbisnetwork.org

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

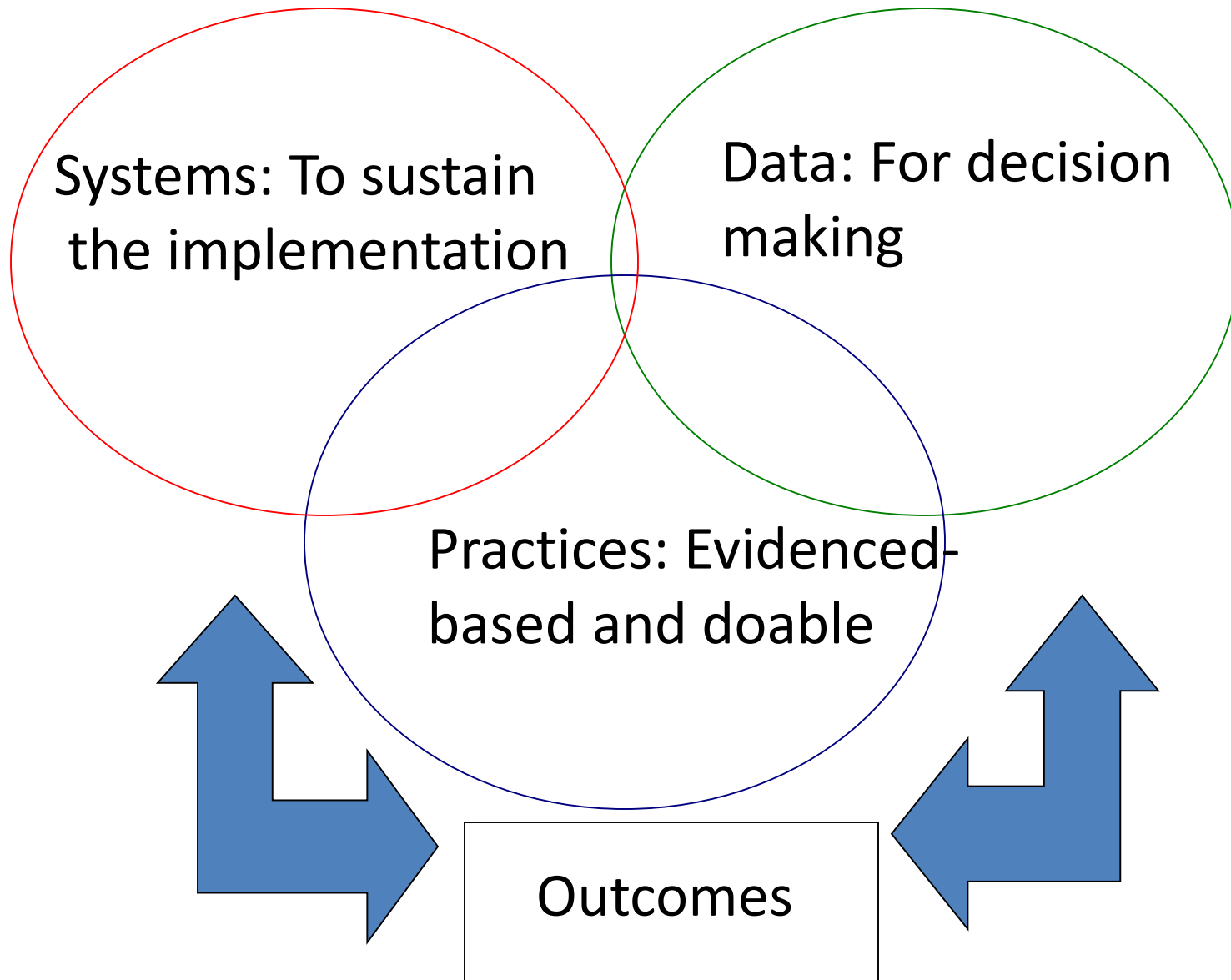
80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>

SWPBIS IMPLEMENTATION DRIVERS



Key features of data systems that work.

- The data are accurate
- The data are very easy to collect (1% of staff time)
- Data are used for decision-making
 - The data must be available when decisions need to be made
 - Difference between data needs at a school building versus data needs for a district
 - The people who collect the data must see the information used for decision-making.

Primary versus Precision Statement

- **Primary Statement**

- Too many referrals from the playground

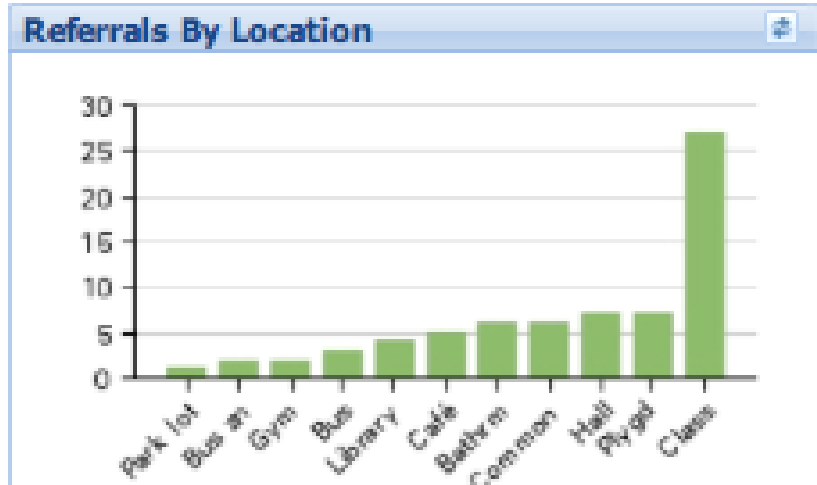
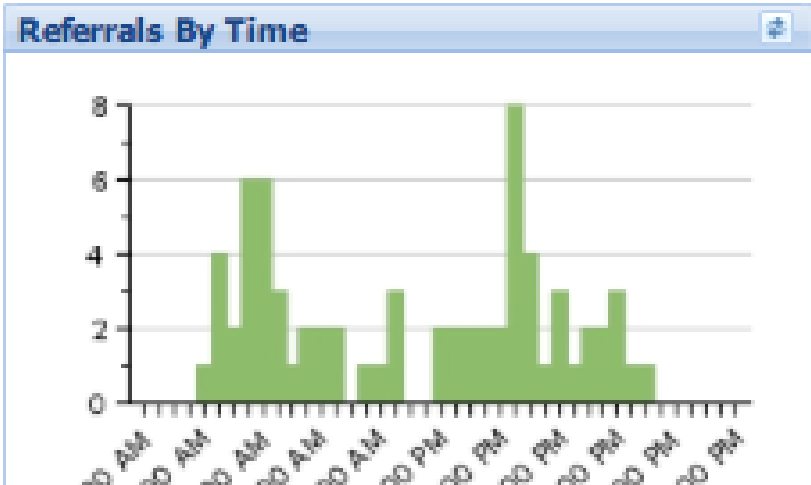
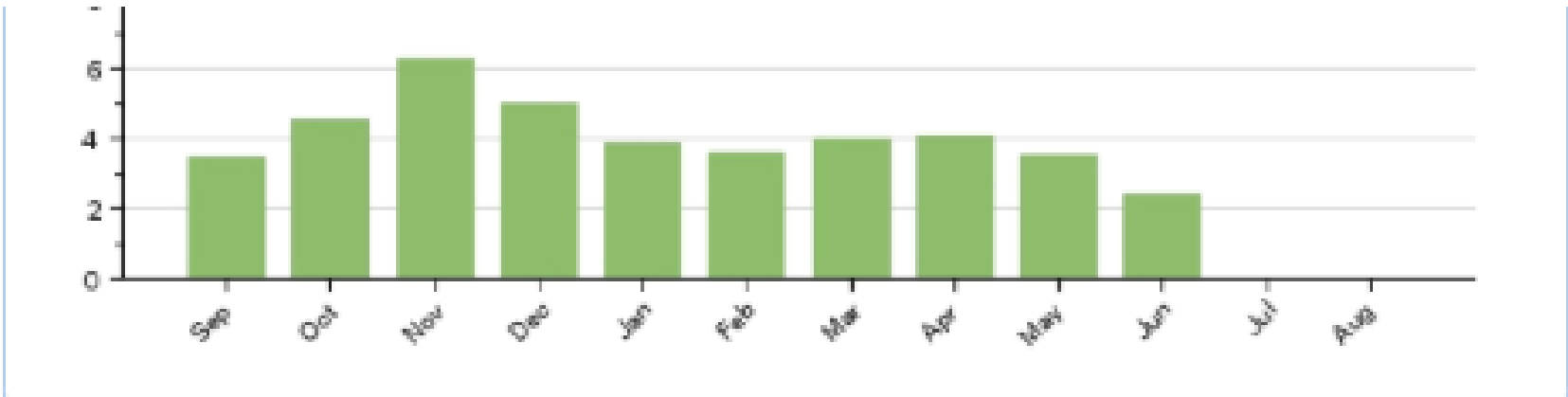
- **Precision Statement**

- **There are more ODRs for aggression on the playground than** last year. These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related to **getting access to the new playground equipment.**

Discipline Data Collected

- Average Per Day, Per Month
- Time of Day
- Location
- Type of Problem Behavior
- Student
- Grade
- Day of the Week
- Perceived Motivation
- Others Involved
- Action Taken

Data-Based Decision Making





The Problem-Solving “Mantra”




- Do we have a problem?
- What is the precise nature of our problem?
- Why does the problem exist, & what can we do about it?
- What are the actual elements of our plan?
- Is our plan being implemented, & is it working?
- What is the goal?

Drill Down

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral Type
- Seclusion / Restraint
- Staff
- Student

Load Report:  

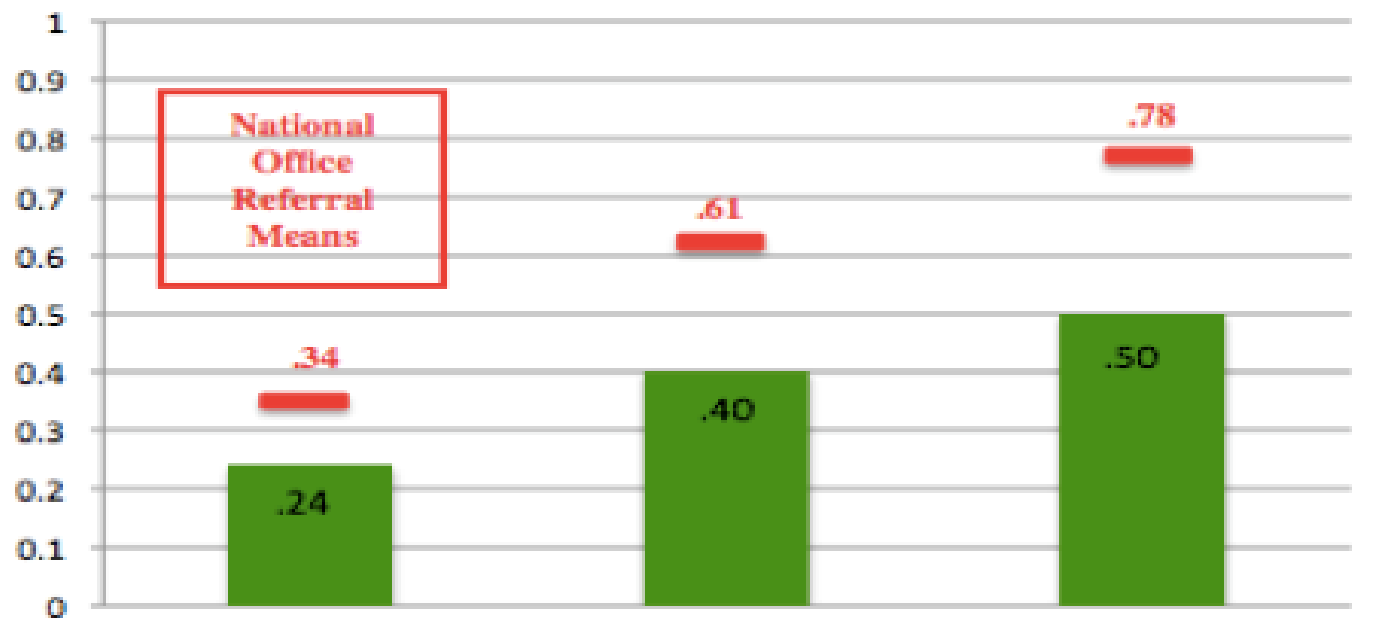
Include in Dataset	Exclude from Dataset
Problem Behavior - Abusive Language/Inap... 	
Location - Hallway/Breezeway 	
Referral Type - Minor 	

Generate **Save Report Template** [Clear](#)

Drill Down Reports from the SWIS System

The Impact of PBIS on Reducing Office Discipline Referrals (ODR)

Office Referral Average Per Day/Per 100 Students

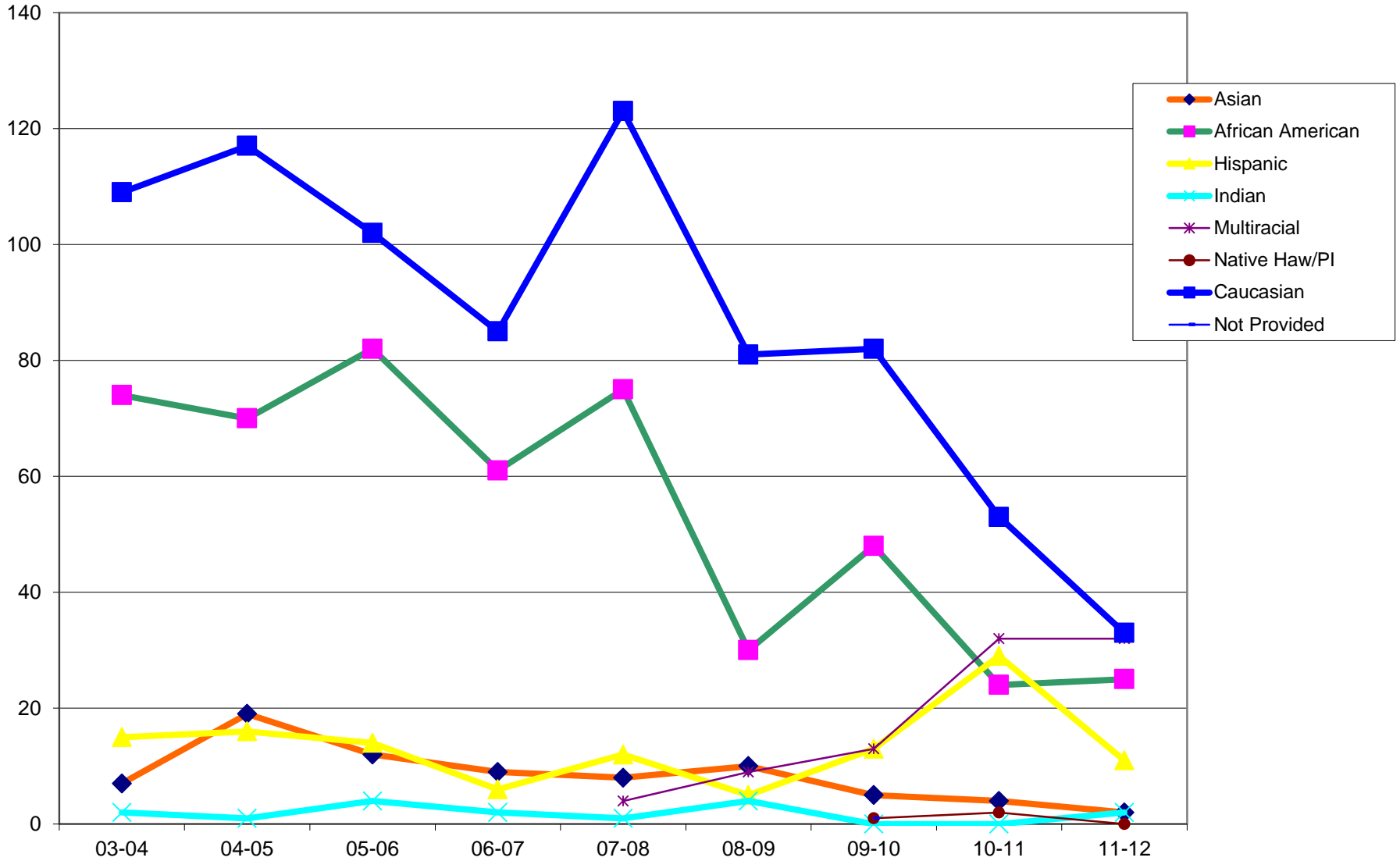


Out of School Suspension Days Middle Schools 2010-2013

Washington : Middle OSS Days/100 Students
201011-201213, N=40

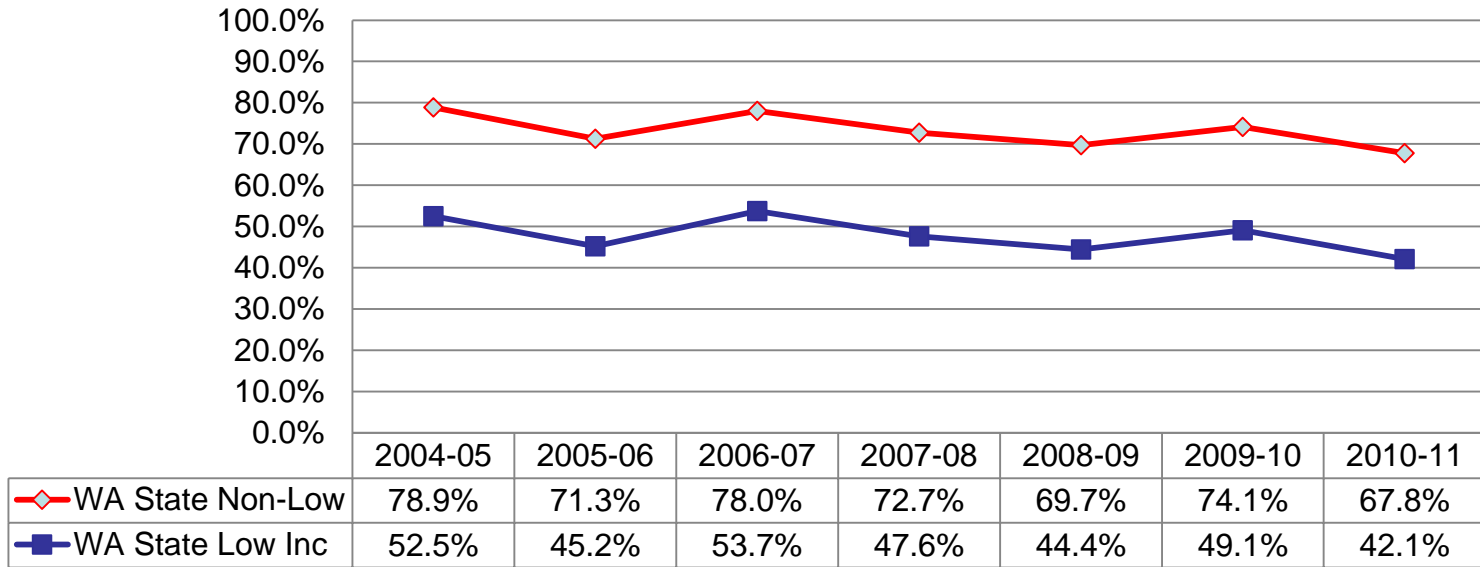


11-12 1st Semester Discipline by Ethnicity

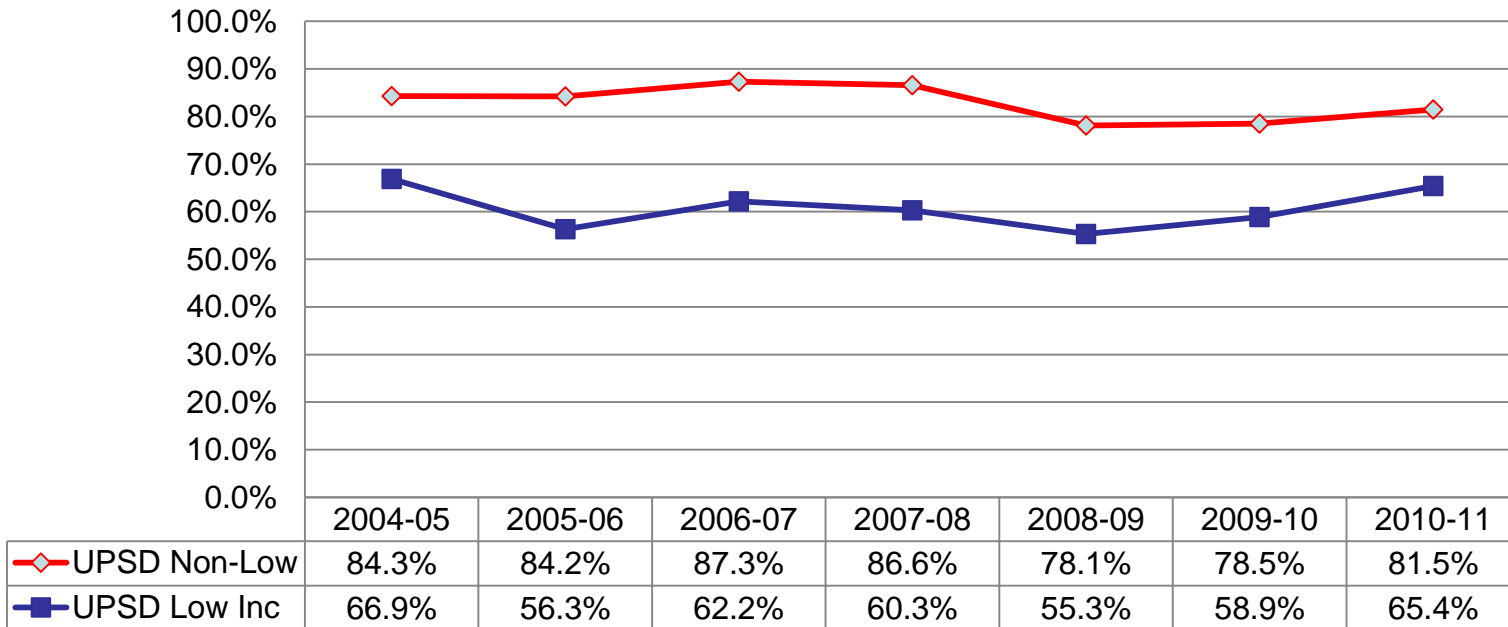


Income Gap - 7th Grade Reading

WA



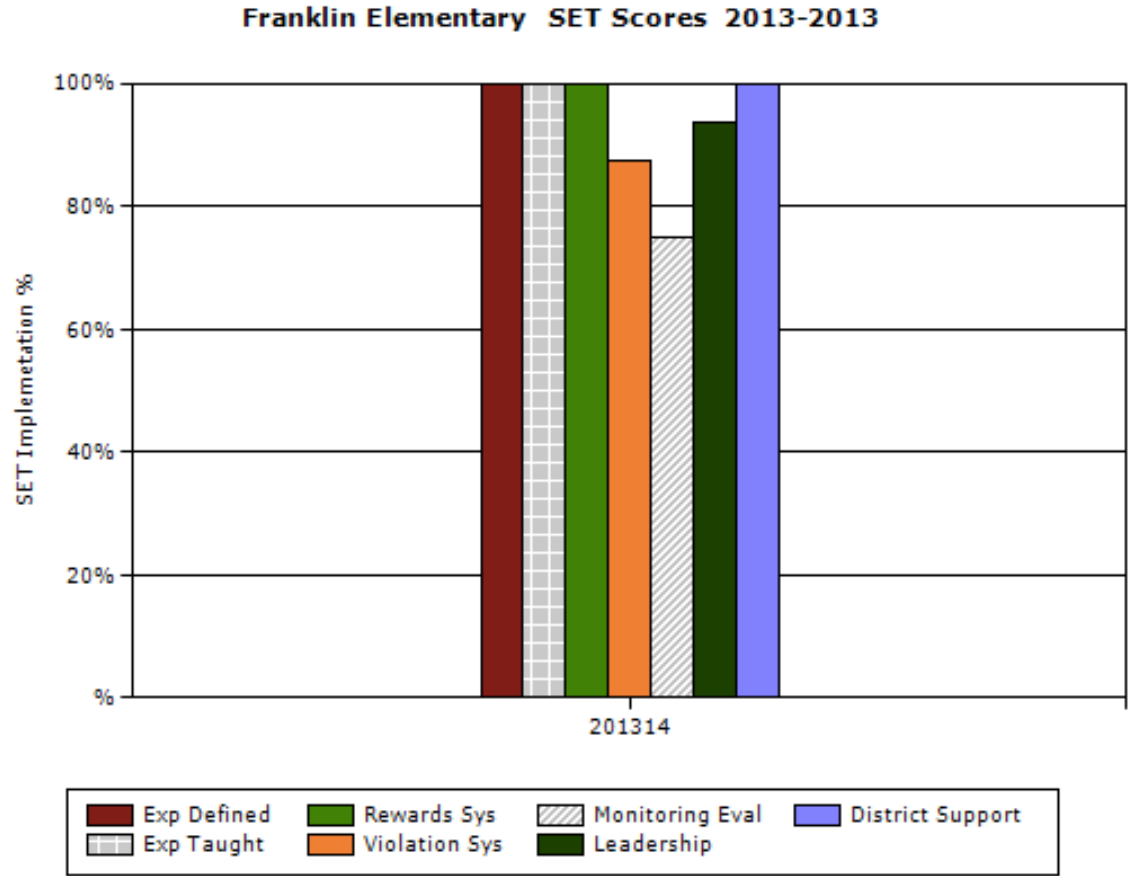
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Data, Monitoring and Early Intervention

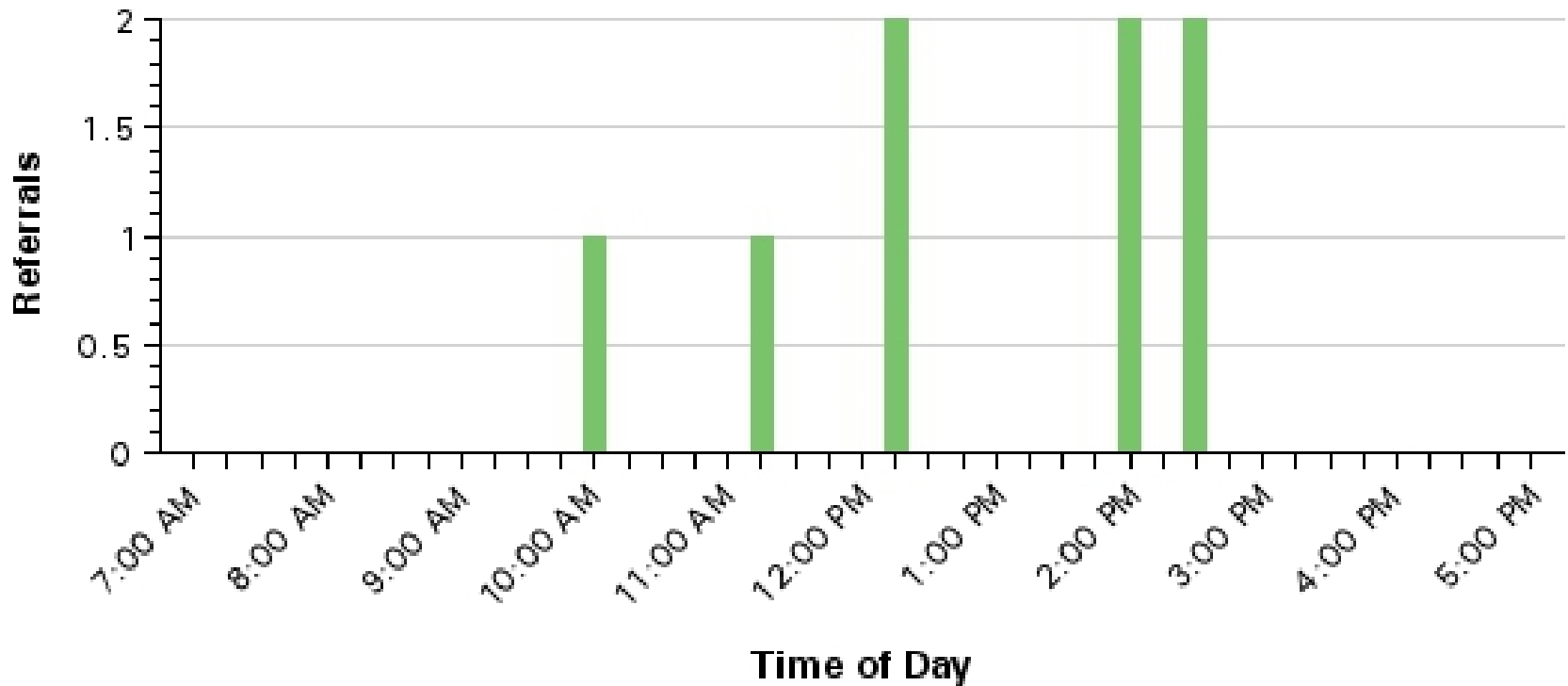


Fidelity Data – Are We Doing It?



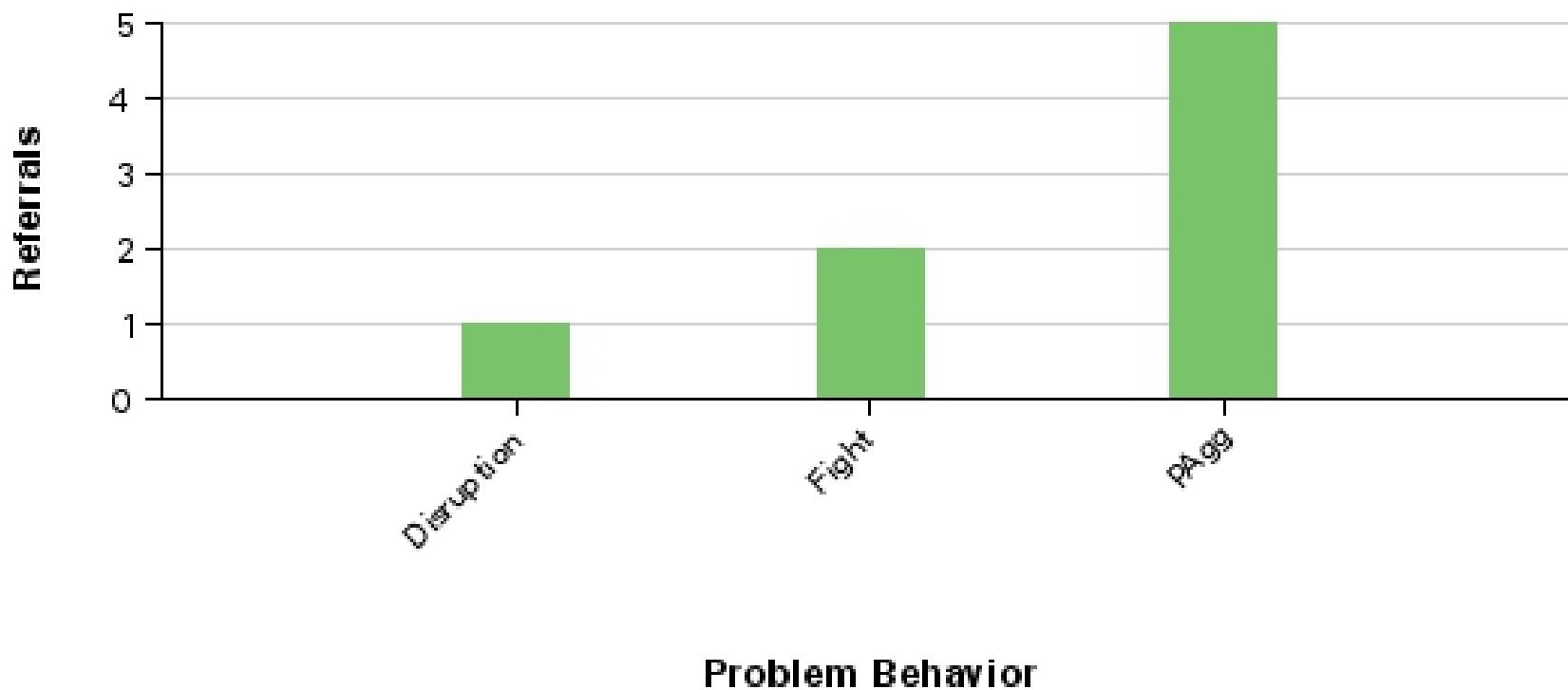
Referrals by Time of Day

Drill Down



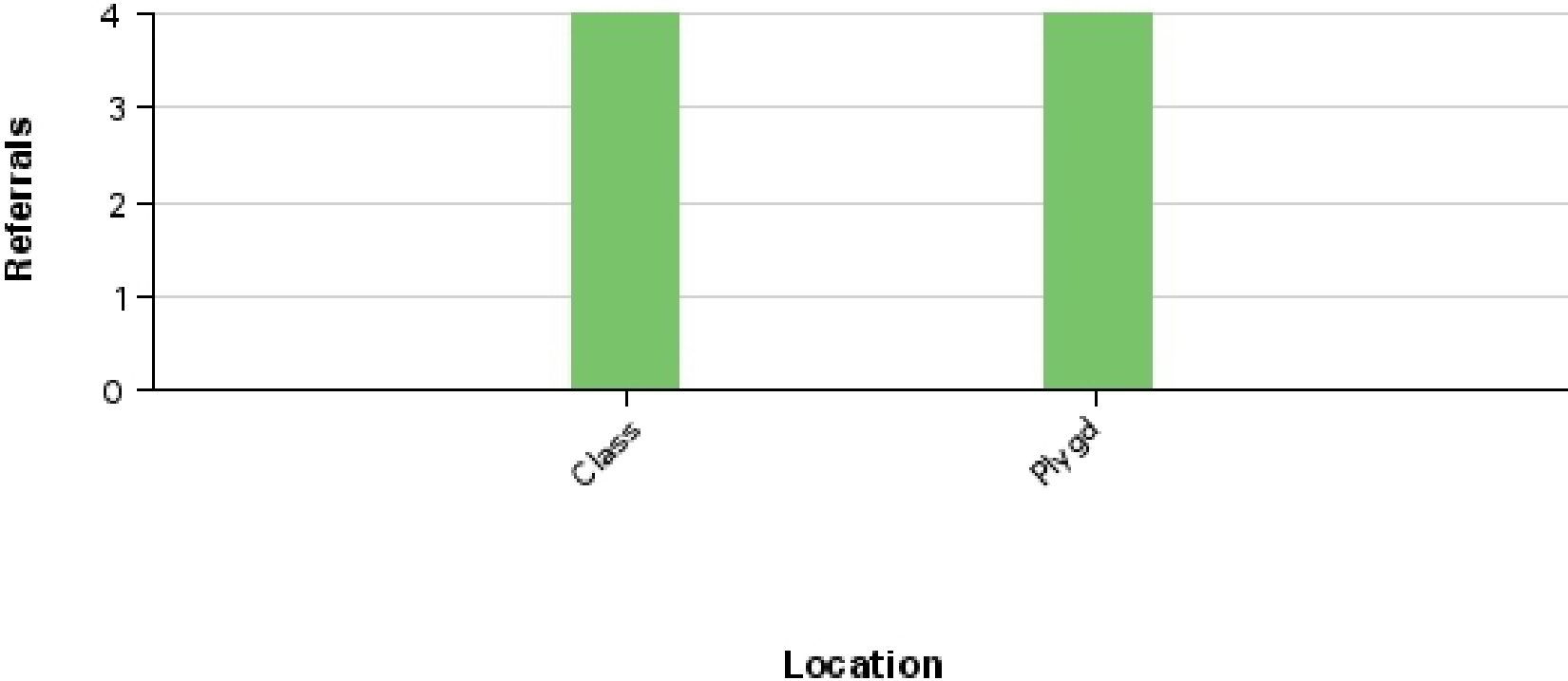
Referrals by Problem Behavior

Drill Down



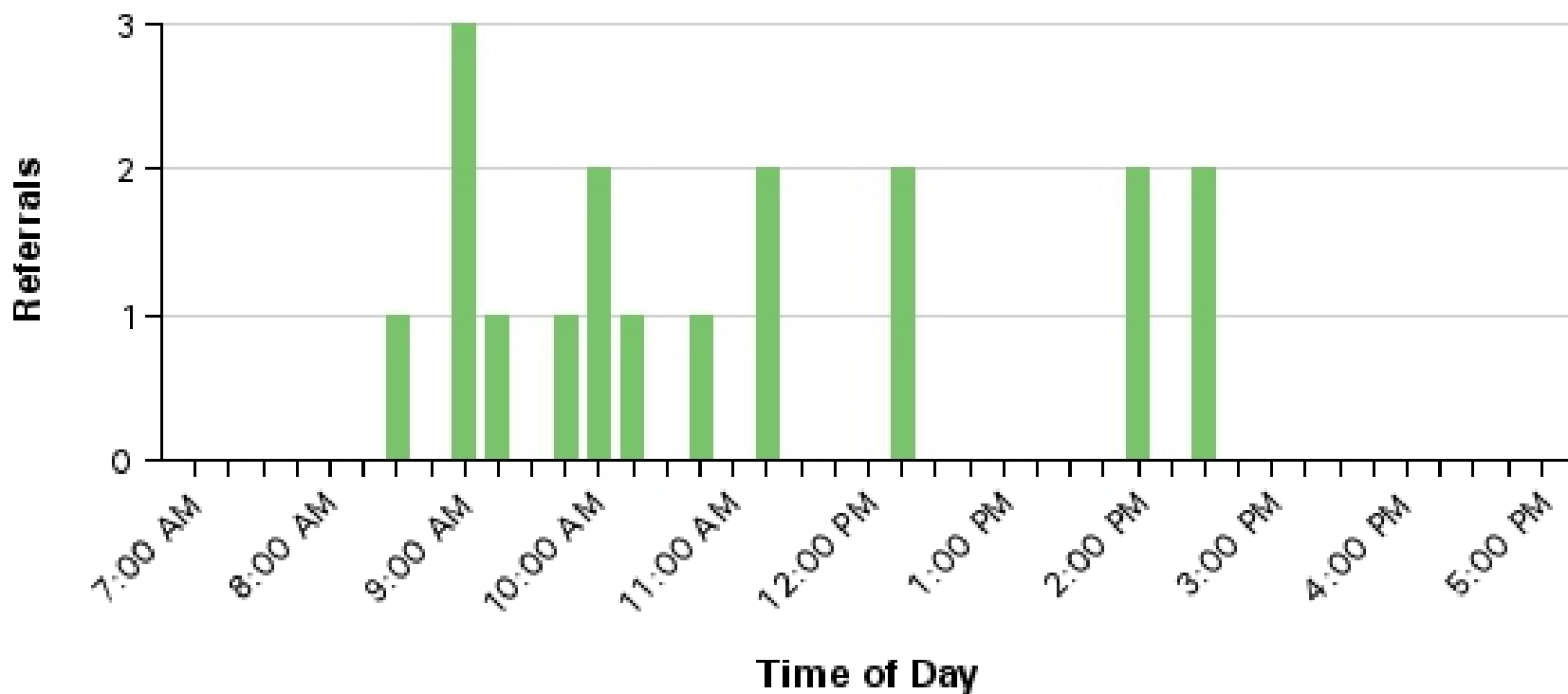
Referrals by Location

Drill Down



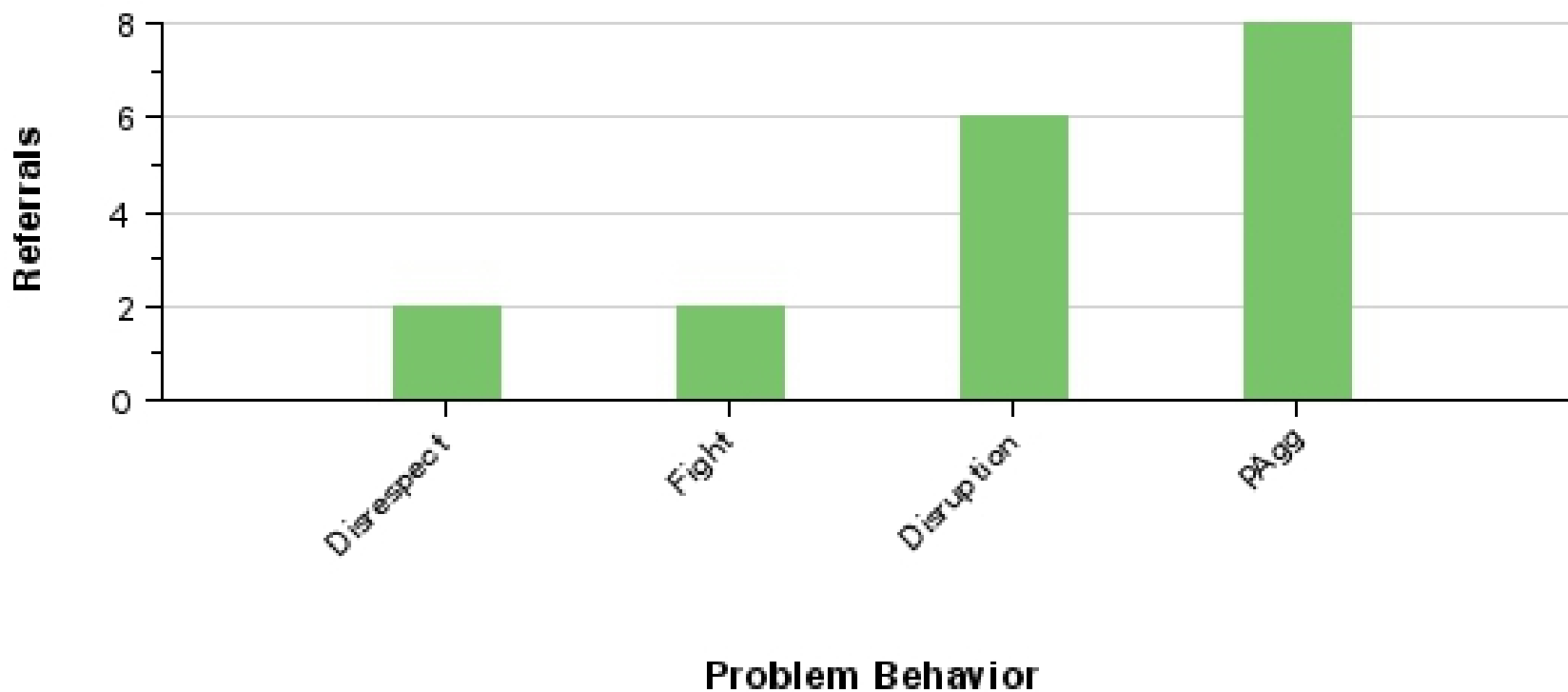
Referrals by Time of Day

Drill Down



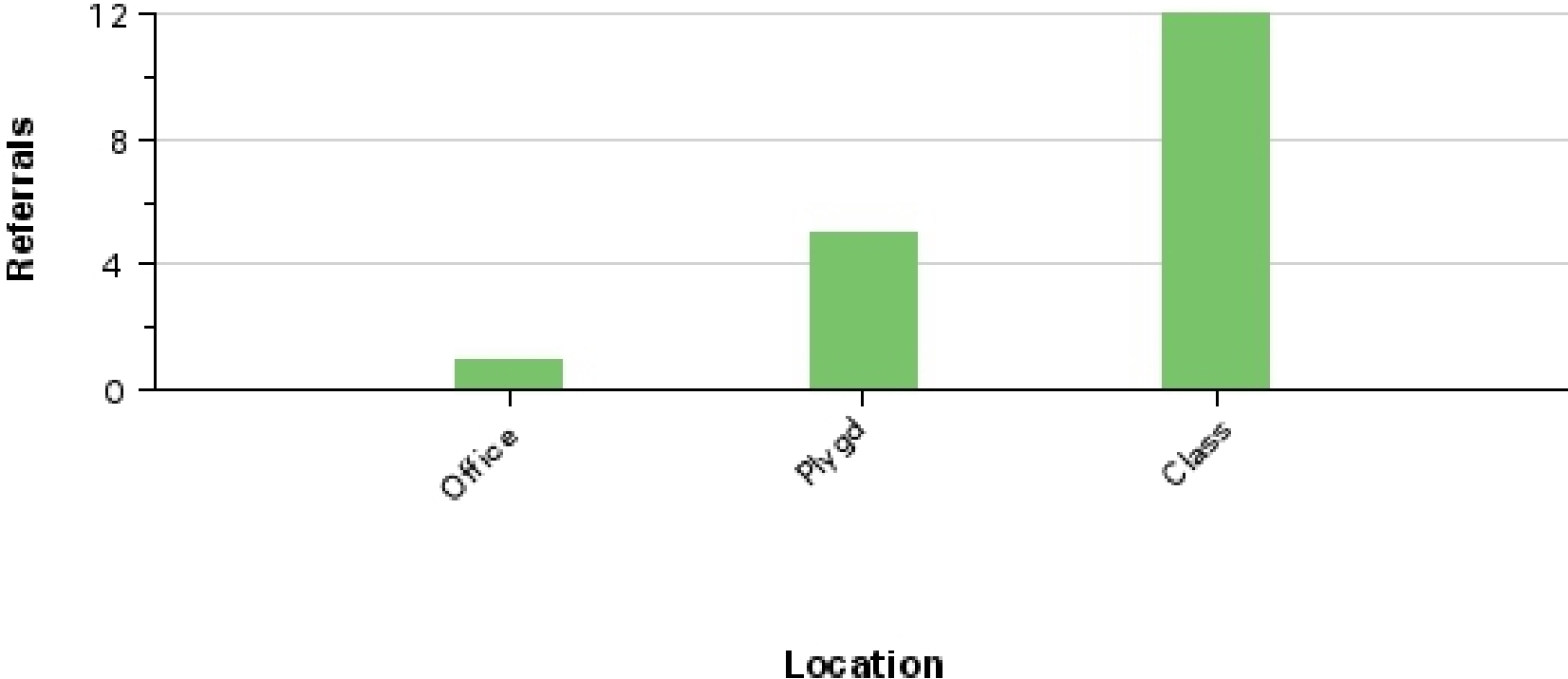
Referrals by Problem Behavior

Drill Down



Referrals by Location

Drill Down



PBIS As A Federally Supported Framework

- National PBIS center now funded for 20 years.
- In NCLB and IDEA
- Vocally supported by Sec. Duncan and President Obama.
- 37 States Now Have Some State Level Support

Washington Task Force on Behavioral Disabilities - 1997

- An estimated 9–13 % of youth aged 9–17 with emotional disturbances serious enough to impede their functioning in family, school, or community activities
- Not severe enough to be identified for special education services.
- These students often end up suspended, expelled and incarcerated.
- The Task Force **recommended multi-tiered *transdisciplinary* “comprehensive system of care” with universal, targeted at-risk, and intensive level services.**

PBIS Implementation History

- First 4 schools in Washington Implement PBIS through Univ. of WA
- Currently about 630 schools (21%) in Washington have been trained in PBIS.
- 86 (30%) Districts have at least 1 school implementing PBIS.
- Several Districts have district initiatives including Highline, North Thurston, Olympia, Richland, White River, Omak, Vancouver, Anacortes, Camas, Tacoma and Federal Way.
- PBIS is supported federally and is currently used in over 21,000 schools across the nation.

Results from SWPBS

- Reduction in Office Referrals
- Reduction in Suspension
- Reduction in Drop Outs
- Increase in Academic Gains
- Increase in Staff Satisfaction
- Increase in Student Satisfaction
- * Return on Investment is High

Impacts In Highline in Just One Year

Time Recovered

	2011-2012		2012-2013	
	Student Time	Administrator Time	Student Time	Administrator Time
Minutes	64170	21390	47475	15,825
Hours	1070	357	791	264
Days	178	45	132	33

This Data Reported Yearly to the Highline School Board As Part of Their Visibility and Sustainability Efforts

Who Supports PBIS?

To Name A Few.....

- Alliance for Children and Families
- American Association of Colleges for Teacher Education
- American Council for School Social Work
- American Educational Research Association
- American Federation of Teachers
- American School Counselor Association
- Beach Center on Disability, University of Kansas
- Bullying Research Network
- Center for Behavior Education and Research, University of Connecticut
- Center for Child and Family Well-being at the University of Nebraska Lincoln
- Center for Health and Health Care in Schools at George Washington University
- Center for School Mental Health at the University of Maryland School of Medicine
- Johns Hopkins Center for the Prevention of Youth Violence
- National Association of Elementary School Principals (NAESP)
- National Association of School Nurses
- National Association of School Psychologists
- National Association of School Resource Officers
- National Association of Secondary School Principals (NASSP)
- National Association of Social Workers
- National Education Association
- Parents Forum

PBIS Applications

www.pbisapps.org

Houses the School-wide Information System (SWIS); PBIS Assessments; PBIS Evaluations databases.

NWPBIS Mission

The Northwest PBIS Network, Inc. is a non-profit organization dedicated to supporting educators, families, and community members to implement and sustain positive, effective and culturally inclusive environments and supports to achieve social and academic success for **ALL** children and youth.

Find Out More

- www.pbisnetwork.org
 - execdirector@pbisnetwork.org
 - PBIS Winter Institute Jan 27th in Seattle
 - 12th Annual PBIS Oregon Conference – Portland *
- Let us know if you want to attend. State directors meeting with our national PBIS director.