**PBIS Data-Based Decision Making for Leadership Team Meetings Date Initiated:**

**Date Reviewed:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1 - Precise Problem Statement** | **What?** | **Where?** | **When?** | **Who?** | **Why?** |
|  |
| **2 - Referral****Summary** | How many students are related to the identified problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How many referrals are related to the identified problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The problem is best addressed through: [ ]  Systems [ ]  Students |
| **3 -Goal** |  |
| **4 -Problem Analysis** |  *The problem is occurring because…***I**nstruction:**C**urriculum:**E**nvironment:**L**earner: | *If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would occur, the problem would be reduced.* |
| **5 – Solution Development** |
| **Solution Components** | **What are the action steps?** | **Who is Responsible?** | **By When?** | **Notes/Updates** |
|  |  |  |  |  |
| **6 - Evaluation** |
| **Fidelity Data Collection and Results** | **What data will welook at?** | **Who is gathering the data?** | **When will data be gathered?** | **Where will data be shared?** | **Who will see the data?** |
|  |  |  |  |  |
|  [ ]  Not started [ ]  Partial implementation [ ]  Implemented with fidelity [ ]  Stopped |
| **Outcome Data****Collection and Results**  |  |  |  |  |  |
|  [ ]  Worse [ ]  No Change [ ]  Improved but not to goal [ ]  Goal met |
| **Next Steps** |  [ ]  Continue current plan [ ]  Modify plan [ ]  Discontinue plan [ ]  Revisit Problem Solving |
| **Notes** |  |

*Created by Metro RESA with adaptations from TIPS II Meeting Minutes Form, SWIS Drill-Down Form and Florida PBIS, November 2021*

**PBIS Data-Based Decision Making Summary for Leadership Team Meetings**

The following outlines details regarding the PBIS data-based decision making process. The data analyst on the PBIS leadership team is key to this process. Part of the process should be completed prior to the team meeting with the rest being completed during the team meeting.

***Prior to Meeting by Data Analyst***

**1: Precise Problem Statement** *–* A precise problem can be obtained by digging into data. It is specific, observable and measurable. To write a precise problem statement start by identifying *what* problem behaviors are involved and then clarify the problem by identifying *when* they are occurring, *where* they are occurring, *who* is engaging in them and *why* the problems are continuing to occur.

**2: Referral Summary** *–* A systems issue is identified as 10 or more students with at least 10 referrals within a similar context, engaging in similar behavior(s) and a students issue (individual or group) is identified as less than 10 students within similar context engaging in similar behaviors.

**3: Goal** – A goal is a definition of success that will detail the change that is desired. It is a statement of where you want the data to be. When writing a goal, be sure to make it **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely.

**4: Problem Analysis** – Problem analysis allows teams to identify possible root causes of the problem by considering relevant information related to instruction, curriculum, environment, and the student (learner). Note this is a framework for *guiding*your investigation, not a rigid process. In the PBIS context, there is no curriculum in a strict sense, and the philosophy of PBIS is that the learner is never considered a cause. Rather, teams must understand the learner(s) to identify what changes to make to the learner’s environment or how behavior is taught to change conditions and contingencies. Once the root cause is examined the team will then gather more data to analyze and validate a hypothesis. For specific questions to help teams with problem analysis around instruction, curriculum, environment, and the learner see *Problem Analysis: Guiding Questions* form.

***During Meeting with PBIS Team***

**5: Solution Development –** Solution development has teams use guiding questions to start formulating a plan to reach their goal. Two questions teams should consider are: 1) What will you do to bring about the desired change and 2) How will you remove the barriers to success? The solution development should include four components: 1) Prevent– Remove or alter the “trigger” for problem behavior, 2) Define & teach – Define behavioral expectations and provide demonstration/instruction in expected behavior (alternative to problem behavior), 3) Reward/reinforce the expected/alternative behavior when it occurs; prompt for it as necessary, 4) Withhold reward/reinforcement for the problem behavior, if possible (“Extinction”) and, 5) Use non-rewarding/non-reinforcing corrective consequences when the problem behavior occurs. Teams must also outline action steps tied to each solution component, assign roles, state a specific date for completion of actions.

**6: Evaluation –** Evaluation looks first at the fidelity and outcome data collection items that will be used for evaluating progress. *Fidelity* data tells us about the systems and practices that we, as adults, provide to students. It tells us if the plan was executed as it was intended to be. *Outcome* data tells us about the impact that our current systems and practices are having on students. It tells us if we got results or made an impact. Based on your fidelity and outcome results the team will look at the big picture to determine next steps. Questions to consider are: 1) What should you do next?, 2) Do you need to modify the strategy to make a strong impact?, 3) How do you maintain the goal, once it is reached?, 4) Do you need to revise he goal?, 5) Was the solution as feasible as you thought?, or 6) Do you need to redefine the precise problem?

*Reference SWIS at Swift Training and Arkansas Positive Behavioral Interventions & Supports Module 10: The PBIS Team Meeting*