Team Initiated Problem Solving (TIPS) and Precision Problem Statements
Part 2 of 2

Drilling Down with Data

Minnesota PBIS Institute - 2013

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Overview

- Drilling Down from Primary to Precise Problem statements
- Simulations...SWIS Demo School
- Generating Team Solutions
- Local team experience/application
- Question/Answers

Identification of Problem
(for example…)

- 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

Problem Statements

- Ultimately, you want to write a "problem statement" that precisely specifies the problem you identified

- The more **Ws** (what, when, where, who... why) you incorporate into the problem statement, the more precise the problem statement will be

- The more precise the problem statement, the easier it will be to generate a solution that "fits" the problem

Which Statement Is More Precise?

1a. Too many ODRs	1b. Total of 22 aggression ODRs on playground last month; twice as many as last year & showing increasing trend this year; occurring during first recess; 15 different students involved; aggression appears to provide peer attention, and resolve unclear playground rules
2a. Behavior in cafeteria is uncivil and unsafe.	2b. Verbal threats and gender harassment in the cafeteria are increasing; 80% of events are from 4 students during second lunch; We are unclear what is maintaining these behaviors.
3a. Hallway noise is unbearable.	3b.
4a. The number of ODRs per day has increased by 20% each month since school started.	4b.

Which Statement Is More Precise?

1a. Too many ODRs	1b. Too many instances of disrespect
2a. Too many ODRs between 1:00pm and 1:30pm	2b. Too many ODRs in the afternoon
3a. Too many ODRs occurring outside the classrooms	3b. Too many ODRs on the playground
4a. 25% of students have at least 2 ODRs	4b. Many students are experiencing ODRs
5a. Too many ODRs on the playground	5b. Total of 12 aggression ODRs on playground last month; twice as many as last year & showing increasing trend this year; occurring during first recess; 8 different students involved; aggression appears to provide peer attention.

More Precision Is Required to Solve the Identified Problem

1. <u>Define</u> problem by identifying W**hat** problem behaviors are involved in ODRs

2. <u>Clarify</u> problem by identifying
   When ODRs are occurring (time of day)
   Where ODRs are occurring (location)
   Who is engaging in problem behaviors that result in ODRs
   Why are problem behaviors continuing to occur

Drilling Down from Primary to Precise Problem Statements in SWIS…the process

1. Identify Primary Problem Statement or Problem Area

2. Isolate 1-2 problem "factors" to drill down.

3. Generate a Custom Graph that isolates the above 1-2 factor(s) and identifies an additional factor.

4. Modify the Custom Graph in order to "drill-down" to a precise problem statement.

5. Report Options (basic and/or advanced) to gather more information.

6. Generate a Custom Report that shows all the referral information based on the factors identified.

Drilling Down in the ODR data ...

Question	SWIS Custom Graph
Who is most likely to be involved?	*Student/Grade*
What is the Problem Behavior of concern?	*Problem behavior*
When is the problem behavior <u>most likely</u> to occur?	*Time*
Where is the problem <u>most likely</u> to occur?	*Location*
Why do we believe the behavior continues to occur?	*Motivation/Admin. Decision*
(Optional) What **other factors** do we believe may be impacting this problem?	
(Optional) **How often** is the behavior occurring?	

Simulations...SWIS Demo School (Handout)

Drilling Down from Primary to Precise Problem Statements in SWIS

SWIS Custom Graphs and Reports

Team Solutions – Basic Strategies

Prevent - Remove or alter "trigger" for problem behavior

Define & Teach - Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem behavior

Reward/reinforce - The expected/alternative behavior when it occurs; prompt for it, as necessary

Withhold reward/reinforcement - For the problem behavior, if possible ("Extinction")

Corrective consequences - Use non-rewarding/non-reinforcing consequences when problem behavior occurs

Safety - Although not a "solution strategy," **Safety** may need to be considered (i.e., procedures that may be required to decrease likelihood of injuries or property damage)

Team Solutions

Hypothesis:

Prevent "Trigger"	
Define & Teach	
Reward/Reinforce	
Withhold Reward	
Corrective consequence	
Safety	

Example…Precise Problem Statement

- The sixth graders are disruptive & use inappropriate language in the cafeteria between 11:30 AM and 12:00 PM to get peer attention.

Example...Team Solution

Hypothesis - cafeteria overcrowded; 6th graders with insufficient instruction in cafeteria expectations; attention from adults and peers rewarding disruption

Prevent "Trigger"	Change lunch schedule so fewer students are eating between 11:30 AM & 12:00 PM?
Define & Teach	Focus on 6th graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations in class periods occurring just prior to lunch
Reward/Reinforce	Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)
Withhold Reward	Ensure staff don't argue back and forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5
Corrective consequence	Ensure active supervision during lunch (add one supervisor between 11:30 AM and 12:00 PM?); ensure quick corrective consequence, per our handbook
Safety	

Local team experience/application

- Team data review practices

- Team decision making processes

- Team solutions

Basswood Elementary

- 1,030 students
- Grades K-6
- Osseo Are Schools, Maple Grove
- Entering Cohort 9A PBIS Training 2013-14
- Implemented many components of PBIS 2012-13 (recognition program, school wide expectations, New ODR, SWIS, etc.)
- All district elementary schools using SWIS 2013-14
- Universal ODR and tiered behavior system

Buster

OSSEO AREA SCHOOLS
ISD 279

SWIS @ BW

Base line data collected and analyzed weekly/monthly by following school teams:

SWIS Team: Principal, Behavior Intervention Teacher (BIT), BIT ESP, Psychologist.

Student Services Team: BIT, Psychologist, Social Worker, Counselor.

Climate Team & Cultural Responsive Team: school teams representatives (grade level, support staff, etc.)

ESP Team: All supervisory ESPs

OSSEO AREA SCHOOLS
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SWIS Team

Trained to use SWIS.

Ability to input data, review data, and generate reports.

Student Services Team

Focuses on individual student needs.

Works with classroom teachers and other staff to provide interventions.
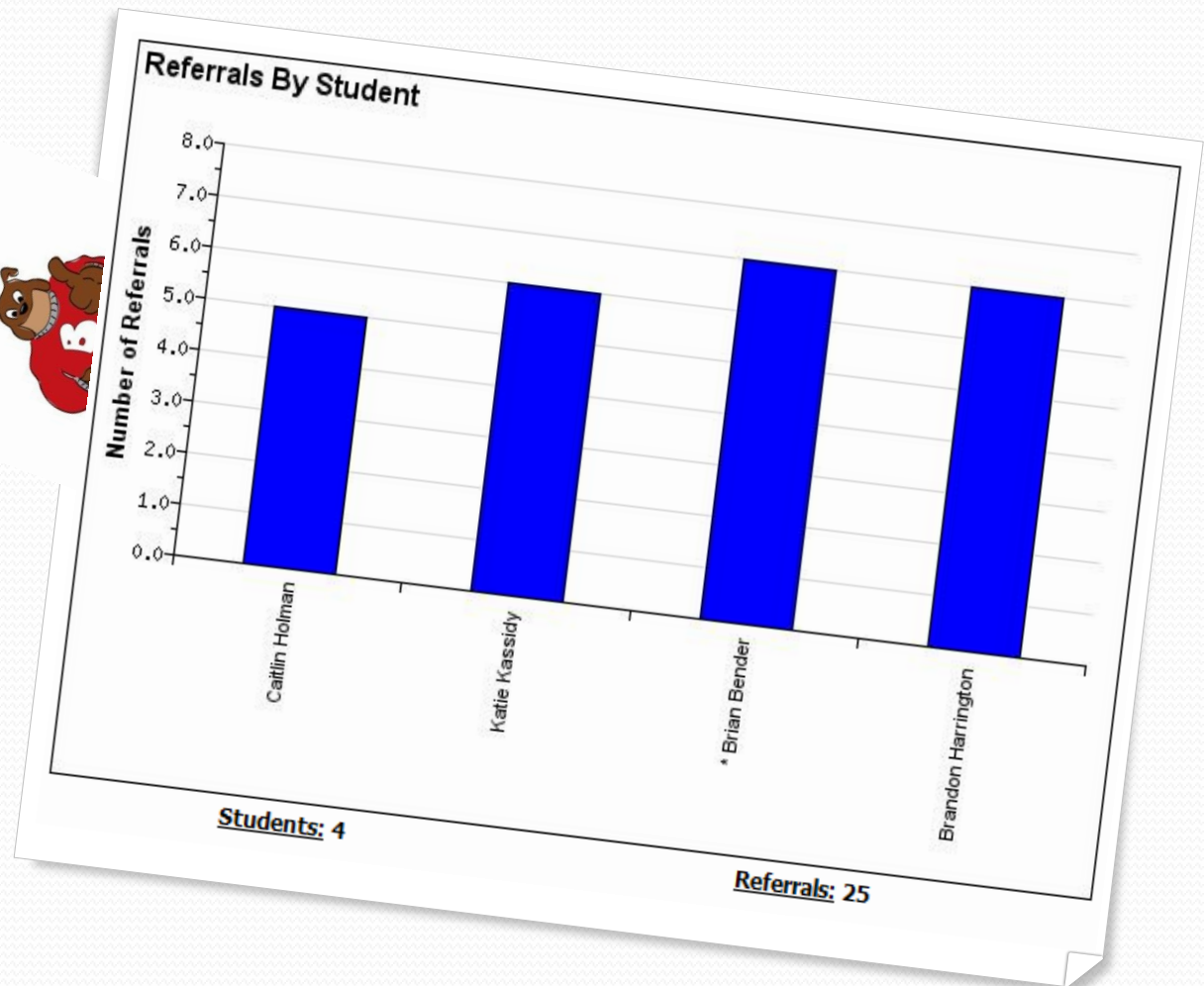
Climate Team

Reviews Quick Big Five monthly.

Reviews grade level data with grade level teams.

Cultural Responsive Team

Analyzes ethnicity/cultural data monthly.
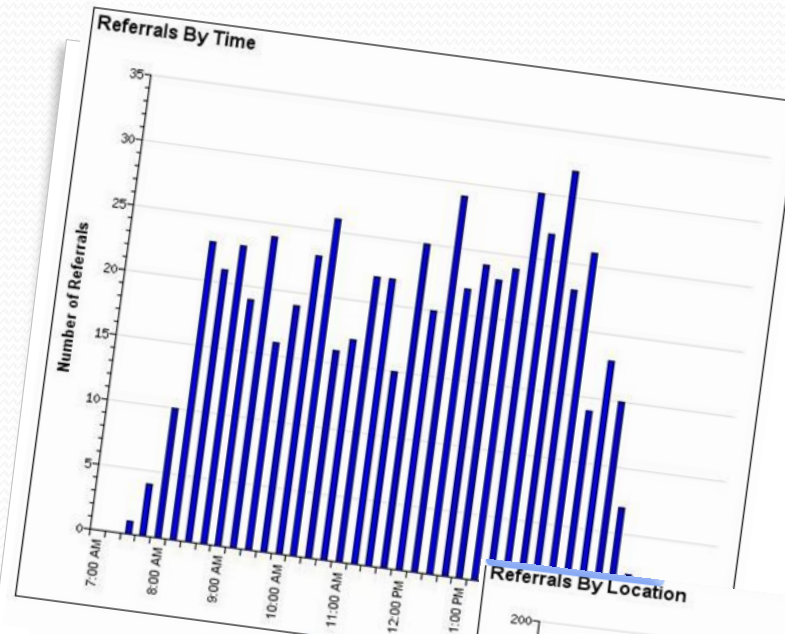
Use School Ethnicity Report

Graph 2
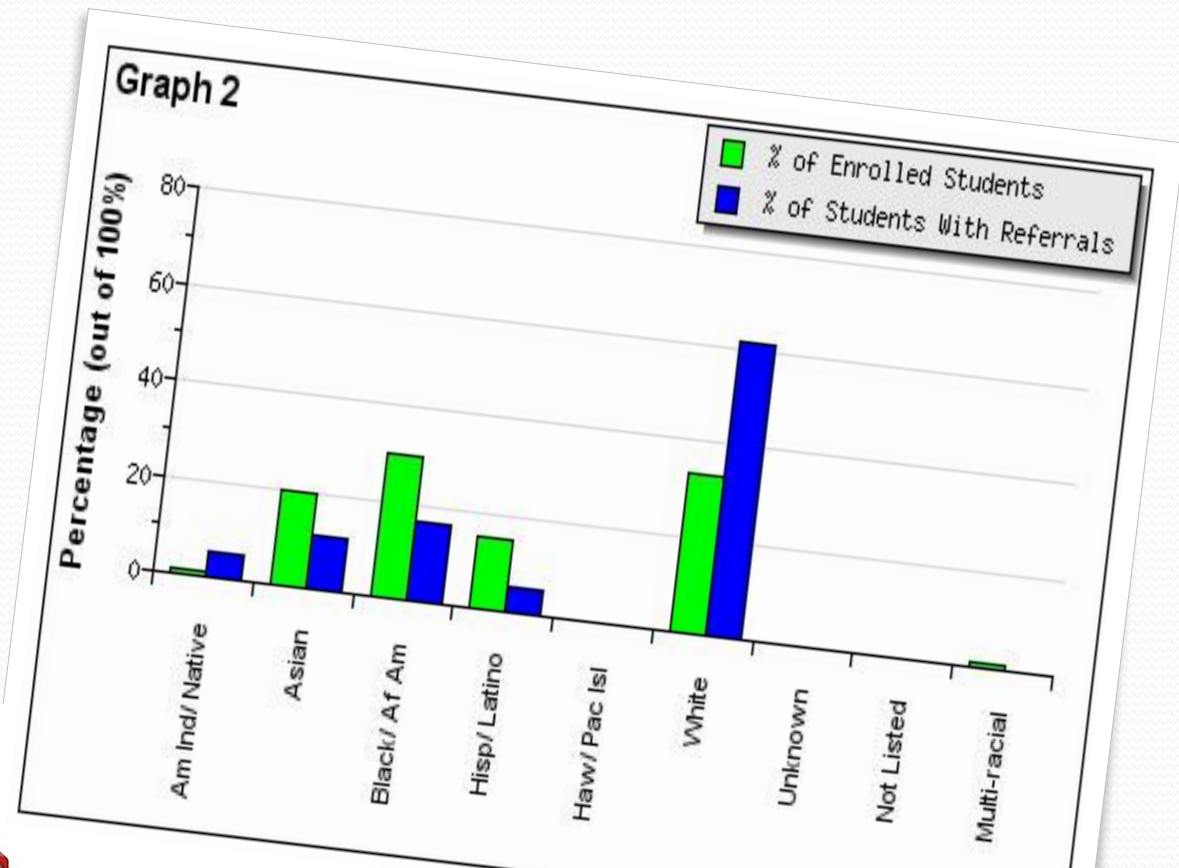
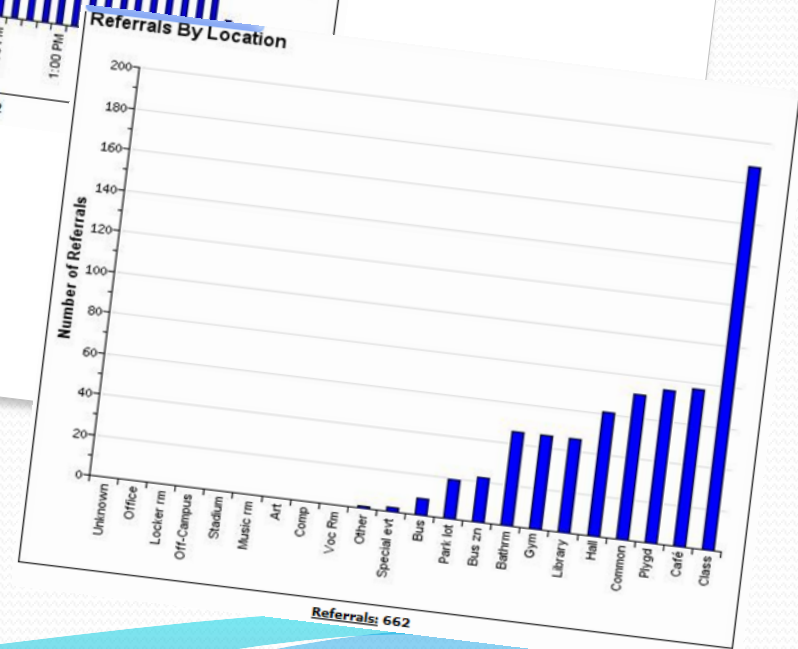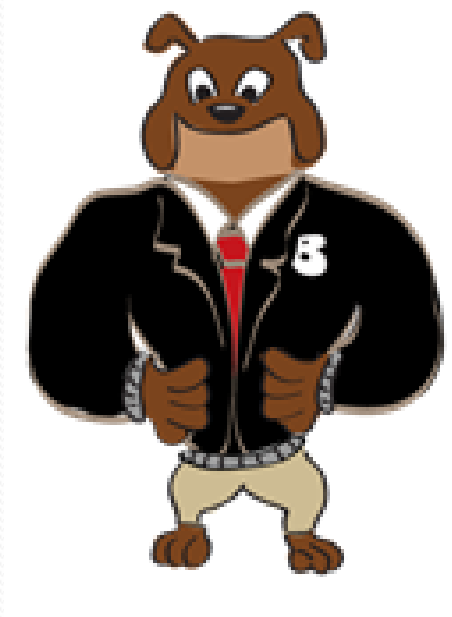|	Number of Enrolled Students	Number of Students With Referrals	Percentage of Enrolled Students	Percentage of Students With Referrals
Am Ind/ Native	10	1	1.00 %	5.56 %
Asian	200	2	20.00 %	11.11 %
Black/ Af Am	300	3	30.00 %	16.67 %
Hisp/ Latino	150	1	15.00 %	5.56 %
Haw/ Pac Isl	0	0	0.00 %	0.00 %
White	330	11	33.00 %	61.11 %
Unknown	0	0	0.00 %	0.00 %
Not Listed	0	0	0.00 %	0.00 %
Multi-racial	10	0	1.00 %	0.00 %
Totals	**1000**	**18**	**100.00 %**	**100.00 %**

Supervisory ESPs

Review Quick Big Five Data monthly.

Focus on playground and lunch room data.

Questions?