

Behavior Support for Intensive Intervention

Module 7

Data-Based Decision Making

Workbook

Table of Contents

Contents	
Module Checklist	3
Guided Notes	4 – 13
Activity 7.1 – Discussion Board Post: <i>Self-Assessment</i>	5 – 6
Activity 7.2 – Stop & Jot: <i>Measuring Student Behavior</i>	7 – 8
Activity 7.3 – Discussion Board Post: <i>Major vs. Minor</i>	9 – 10
Activity 7.4 – Stop & Jot: <i>Precision Problem Statements</i>	11
Activity 7.5 – Stop & Jot: <i>Goal Statements</i>	12
Activity 7.6 – Pause & Process: <i>Solution Development</i>	13

Module 7 Checklist

The purpose of this Activity Workbook is to help organize content for this Module. You will do some activities on your own to help you engage with and think about the content. You will *not* be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the “Online” column below.

Section	Assignment	To Be Completed In Activity Workbook	To Be Completed Online	Application Activity
Intro	Video		<input type="checkbox"/> Watch Module 7 Introduction Video Presentation	
Part 1	Video		<input type="checkbox"/> Watch Module 7 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	7.1		<input type="checkbox"/> Discussion Board Post: <i>Self-Assessment</i>	
Part 2	Video		<input type="checkbox"/> Watch Module 7 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	7.2	<input type="checkbox"/> Stop & Jot: <i>Measuring Student Behavior</i>		
Part 3	Video		<input type="checkbox"/> Watch Module 7 Part 3 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	7.3		<input type="checkbox"/> Discussion Board Post: <i>Major vs. Minor</i>	
	7.4	<input type="checkbox"/> Stop & Jot: <i>Precision Problem Statements</i>		
Part 4	Video		<input type="checkbox"/> Watch Module 7 Part 4 Video Presentation	
	7.5	<input type="checkbox"/> Stop & Jot: <i>Goal Statements</i>		
	7.6	<input type="checkbox"/> Pause & Process: <i>Solution Development</i>		
Closing	Video		<input type="checkbox"/> Watch Module 7 Closing Video Presentation	
	Quiz		<input type="checkbox"/> Complete Module 7 Quiz	
	Classroom Application			Using the classroom management strategies we've discussed in this course, your precision problem statement, and your goal... <input type="checkbox"/> Work with a colleague or your coach to develop a solution

Module 7 Guided Notes

Objectives

By the end of Module 7 you should be able to:

- Describe why we use data for decision making
- Determine if core features of classroom management practices are in place with fidelity
- Determine if all individuals in your classroom are achieving desired outcomes
- Develop an action plan to enhance or intensify support as needed
 - Develop precision problem statements and goals
 - Generate preventative and effective solutions to chronic minor problems in your classroom

Part 1

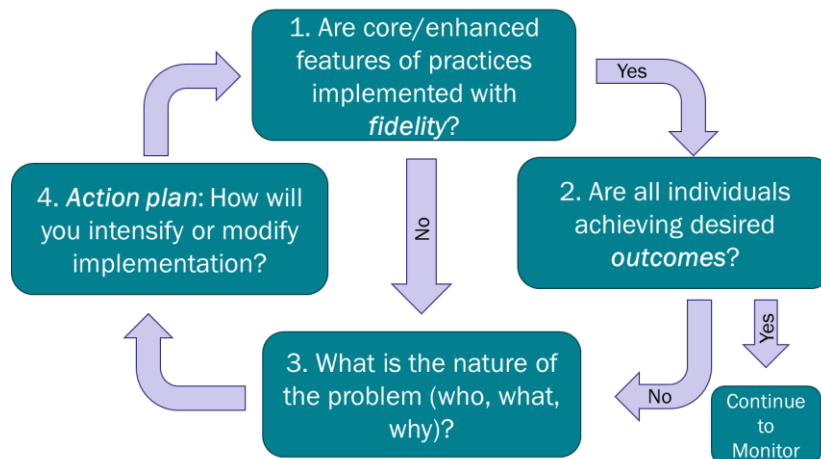
How do we know if core features of classroom management are in place with fidelity?

Why use data for decision making?

- Decisions are more likely to be _____ and _____ when they are based on data
- The quality of decision making depends most on the first step: defining the problem to be solved with _____ and _____
- Data help place the “problem” in the _____ rather than in the _____

General Process for Identifying Classroom Problems/Issues

- What _____ to monitor
 - Student Academic and Behavior Outcomes
 - Fidelity of Implementation
 - Are we doing what we planned to do?
- What question to answer
 - Do we have a problem?
- What questions to ask of _____, _____, _____
 - How does our data compare with last week/month/year?
 - How does our data compare with school and grade level norms?
 - How does our data compare with our preferred/expected status?
- If a problem is identified, then ask
 - What data do we need to make a good decision?



For each box, consider _____ and _____.



Activity 7.1: Discussion Board Post Self-Assessment Online

Please complete a discussion board post that answers the following questions. Then, respond to at least two of your classmates' posts.

- Take a close look at one tool, available at nepbis.org
- Complete the Classroom Management Assessment below for your classroom (or for a classroom with which you're familiar)
- Write a discussion post identifying 1-2 areas of strength and 1-2 areas for improvement
- Respond to at least two classmates' posts and discuss common areas of strength and improvement with your colleagues

Classroom Management Assessment		
Practice	Rating	
1. I maximized structure and predictability in my classroom.		
a. <i>I explicitly taught and followed predictable routines.</i>	Yes	No
b. <i>I arranged my room to minimize crowding and distraction.</i>	Yes	No
2. I posted, taught, reviewed, monitored, and reinforced a small number of positively stated expectations.		
a. <i>I operationally defined and posted a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.</i>	Yes	No
b. <i>I explicitly taught and reviewed these expectations in the context of routines.</i>	Yes	No
c. <i>I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.</i>	Yes	No
d. <i>I actively supervised my students.</i>	Yes	No
3. I actively engaged students in observable ways.		
a. <i>I provided a high rate of opportunities to respond during my instruction.</i>	Yes	No
b. <i>I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).</i>	Yes	No
c. <i>I used evidence-based methods to deliver my instruction (e.g., Direct Instruction).</i>	Yes	No
4. I used a continuum of strategies to acknowledge appropriate behavior.		
a. <i>I provided specific and contingent praise for academic and social behaviors (e.g., following expectations).</i>	Yes	No
b. <i>I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).</i>	Yes	No
5. I used a continuum of strategies to respond to inappropriate behavior		
a. <i>I provided specific, contingent, and brief error corrections for academic and social errors.</i>	Yes	No
b. <i>In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)</i>	Yes	No

Use the space below to jot down your thoughts before posting.

Identify 1-2 Areas of Strength

Four horizontal lines for writing.

Identify 1-2 Areas for Improvement

Four horizontal lines for writing.

Part 2

How do we know if students are achieving desired outcomes?

Direct Behavior Rating

- Completed directly _____ a defined observation period.
- Focused on 3 key behaviors:
 - _____
 - _____
 - _____
- Rated on a scale of 1-10
- Can be used to progress monitor
- Can be adapted to whole class use

Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date: _____	Student: _____	Activity Description: _____
M T W Th F	Rater: _____	

Observation Time: _____
 Start: _____
 End: _____

Check if no observation today

Behavior Descriptions:
Academically engaged is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.
Respectful is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/comotation.
Disruptive is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

Academically Engaged

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10
 0% 50% 100%
 Never Sometimes Always

Respectful

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10
 0% 50% 100%
 Never Sometimes Always

Disruptive *

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10
 0% 50% 100%
 Never Sometimes Always

* Remember that a lower score for "Disruptive" is more desirable.

V1.4 DBR Standard Form was created by Sandra M. Cheffalove, T. Chris Kirby-Tillman, Theodore J. Christ, and Dr. George Nagel. Copyright © 2009 by the University of Connecticut. All rights reserved. Permission is granted to photocopy for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies. Downloadable from www.directbehaviorratings.org.



Activity 7.2: Stop and Jot Measuring Student Behavior Workbook

- Review the data collection strategies you used in Module 3.
 - Write notes regarding the following:
1. **What would you add/change based on the content we just discussed?**

2. **Which of these data collection strategies have you seen others use?**

3. **Which are you most likely to use and why?**

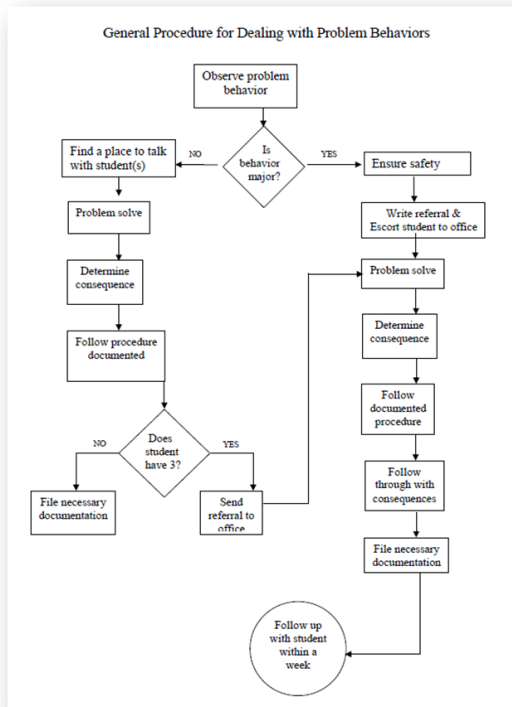
Part 3

How do we use data to define the nature of the problem?

Major vs. Minor Example

Staff Managed are Minors	Office Managed are Majors
<p>Minors</p> <ul style="list-style-type: none"> • Inappropriate Language • Physical Contact • Defiance/Insubordination/Non-Compliance • Disrespect • Disruption • Dress Code • Technology Violation • Property Misuse • Tardy <p>Consequences are determined by staff</p>	<p>Majors</p> <ul style="list-style-type: none"> • Abusive/Inappropriate Language • Fighting • Physical Aggression • Defiance/Insubordination • Harassment/Intimidation • Inappropriate Display of Affection • Vandalism/Property Destruction • Lying/Cheating • Skipping • Technology Violation • Dress Code • Theft • Arson • Weapons • Tobacco • Alcohol/Drugs

General Process & Predicable System





Activity 7.3: Discussion Board Post Major vs. Minor Online

Please complete a discussion post and answer the following questions. Then, respond to at least two of your classmates' posts.

Use the space below to jot down your thoughts prior to posting.

How would you define minor vs. major behavior for your classroom given the age, ability, developmental level, etc. of your students?

How have you seen your school define minor vs. major? Have you agreed?

What would be your own decision tree?

Have you seen a decision tree used in your school?

Further Defining the Nature of the Problem

Problems often are framed in a “_____” form.

That form creates concern, but it is not useful form for problem solving.

- Frame primary problems based on initial review of data
- Use more detailed review of data to build “solvable problem statements”

Precise Problem Statements

- Precise problem statements include information about the following questions:
 - _____ is the problem behavior?
 - _____ often is the problem happening?
 - _____ is the problem happening?
 - _____ is engaged in the behavior?
 - _____ is the problem most likely to occur?
 - _____ is the problem sustaining?
- What data do we need for a decision?

Primary vs. Precision Statement

Primary Statements

- Too many students off task.
- November has more office referrals than October.
- Tardiness is increasing.
- The class is out of control.
- Student disrespect is disrupting instruction.

Precision Statement

- There are more students off task during small group instruction this week than last. This typically includes 3-4 of the 6 students in the group. Off task behavior is most likely to occur toward the end of the lesson when the teacher is working with 1 student and others are asked to follow along, and the off task behavior appears to be related to getting teacher attention.



Activity 7.4: Stop and Jot Precision Problem Statements Workbook

1. Develop a precision problem statement for a recurring but minor problem behavior in your class.

2. Does your statement answer all the critical questions?

What?	
Where?	
Who?	
When?	
Why?	

Part 4

How do we intensify our plan to improve outcomes?

Defining Goals

- Define the problem with _____
- Define the _____ of the problem (level, amount)
- Define what would be considered “_____”
- Use the _____ to guide the _____
 - How can we move from where we are to where we want to be?

Problem	Current Status	Goal
<ul style="list-style-type: none"> • Students are off task during small group instruction 	<ul style="list-style-type: none"> • 3-4 students are off task at the end of a lesson while the teacher works with one student. • Currently teacher reminds them to follow along when they are off task 	<ul style="list-style-type: none"> • 5/6 students will stay on task when the teacher needs to work with 1 student



Activity 7.5: Stop and Jot Goal Statements Workbook

1. Use the precision problem statement to develop a goal.

2. Does your goal clearly define the problem, status, and your desired outcome in observable/measurable terms?

Problem	Current Status	Goal

Using Data to Develop Solutions

- _____ - how can we avoid the problem context?
 - Schedule change, curriculum change, etc.
- _____ - how can we define, teach and monitor what we want?
 - Teach appropriate behavior
 - Use problem behavior as negative example
- _____ - how can we systematically reward positive behavior?
- _____ - how can we prevent problem behavior from being rewarded?
- _____ - how can we systematically correct problem behavior?
- How will we collect and use data to evaluate
 - Implementation fidelity
 - Impact on student outcomes

Solution Development Example

Solution Component	Action Step(s)
Prevention	Plan individual support for beginning of lesson, Provide specific task for other students while working with 1. Prompt students to remind them of on-task expectations
Teaching	Re-teach classroom expectation for on-task behavior Teach a “getting help” routine for students to use if the need help and the teacher is not available
Recognition	Target on task behavior with class-wide reinforcement system and intensify reinforcement at the end of the lesson
Extinction	If a student is off task but does not use “getting help routine” use planned ignoring to so you don’t provide teacher attention at this time
Corrective Consequence	When a student is off task consider having them complete work before being able to access a more preferred activity
Data collection	<ul style="list-style-type: none"> • Use this plan as a fidelity checklist • Use DBR to monitor on-task behaviors



Activity 7.6: Pause and Process Solution Development Workbook

Using the classroom management strategies we've discussed in this course, your precision problem statement, and your goal from Activity 7.4 and Activity 7.5, jot at least one intervention idea in each box of the solution development table below.

Solution Component	Action Step(s)
Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data collection	