APBS 2022

Leading and Coaching Data Practices

Facilitator Guide for Workshop Activities

1. ***Slide 40 (Teamwork #1) – Guiding questions 1 and 2 of the Problem-Solving Guiding Questions document***
   1. **Question 1: What is the expected level of behavior performance at Tier 1?**
      1. Discuss the PBIS Tier 1 Expectation to ensure accurate understanding of what to look for in the data to know who may need Tier 2 or Tier 3 services. Students should have no more than 1 ODR for the year, and 0 suspension events to be considered as “benefiting” from Tier 1.
   2. **Question 2**: **Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And what criteria will you use to decide if a student needs Tier 2 supports?**
      1. For this question (for now) discuss as a team what specific sources of data (other than ODRs and OSS events) you would want to review about students to determine if they may need Tier 2 or Tier 3 services.
2. ***Slide 44 (Teamwork #2) – Identifying students for Tier 1 or Tier 3 (e.g., isolating potential students for Tier 2).***
   1. **Question 2**: **Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And what criteria will you use to decide if a student needs Tier 2 supports?**
      1. Encourage all team members to open up the file “*Tier 1 Data by ODR & SDQ*”.
      2. Use the following decision rules one at a time:
         1. Identify how many students have only 1 ODR and NO OTHER concerns among the different data sources used in the case. (*Decision rule = students who have only 1 ODR and no other concerns will be monitored at Tier 1*)
         2. Identify how many students have 6+ ODRs, TOTAL SDQ score in the red, and at least 2 other data sources that are in the critical or high-risk range (RED). (*Decision rule = students who have 6+ ODRs, TOTAL SDQ score in the red, and at least two other concerns in the high-risk range will be considered for Tier 3 problem solving*).
   2. **Question 3: For each student not meeting Tier 1 performance levels, what behavioral, social-emotional, or mental health concerns or patterns exists?** 
      1. As a team, review the various data sources and identify some early patterns of needs you see in the data.
      2. Be prepared to share your answers.
3. **Slide 46 (Teamwork #3) – Grouping students for potential Tier 2 supports.**
   1. **Question 4: *Are there students who have common needs who could be grouped for receiving a Tier 2 group interventions? How will you define each group’s problem (i.e., “problem statement”)?***
      1. For this activity, encourage team members to open the file “*Tier 2 Data Sort Part 1*”
      2. Look at the students in the middle who we are considering for Tier 2.
      3. Discuss as a group what patterns you see in their needs across the various data sources.
      4. *How many potential intervention groups do you see so far*?
         1. Remember, so far, among the original 62 students, we have a group that we’ll monitor more closely at Tier 1, a group that we’ll recommend for Tier 3, and the rest we are considering for Tier 2. Among those for possible Tier 2, how many groups do you see we might need?
         2. Be prepared to explain how many and why.
4. **Slide 49 (Teamwork #4) – Defining group problem statements and goal statements.**
   1. **Question 4: *Are there students who have common needs who could be grouped for receiving a Tier 2 group interventions? How will you define each group’s problem (i.e., “problem statement”)?***
   2. **Question 5: *What will be the SMART goal for each group of students?***
      1. For this activity component – ask team members to open the file “*Tier 2 groups by SDQ Patterns*”
      2. For each of the identified groups of students, discuss the patterns of needs in those groups and develop for AT LEAST 1 of the groups a description of the group’s needs (i.e., problem statement), and develop a replacement goal to reach for that group.
      3. Be prepared to share.
5. **Slide 61 (Teamwork #5) – Developing hypotheses for each Tier 2 group**.
   1. **Question 6: *Based on sources of data collected in Step 1 (Problem Identification) what supports does your team suspect each group needs?***
      1. For this activity, use the problem statements on the previous slide (see presentation screen).
      2. Pick one of the groups and in 5 minutes, develop at least 2 hypotheses about the group you selected to explain why the students are demonstrating the concerns they have.
      3. Discuss as a team what potential solutions come to mind based on your 2 hypotheses.
      4. Be prepared to share out.
6. **Slide 74 (Teamwork #6) – Developing “decision-rules”.**
   1. **Question 11: *What decision-rules will we develop based on student responses (progress monitoring data) and intervention fidelity?***
   2. In this activity – as a team develop 2-3 “next steps” you would consider taking in each of the 6 potential scenarios.
      1. Example for top left box: Ask the team, “If we have a case where the student progress data is showing the student is on track to reach their intervention goals, and the intervention plan has high fidelity, what next steps would we make?”
   3. Be prepared to share your ideas.