

# Data Analysis Protocol

Follow this protocol to use the KOI Education Data Analysis Worksheet (DAW) and Problem Solving Worksheet (PSW). These tools are used to analyze ODR data, define a single behavior problem with precision (either school-wide or a particular student), and create a 6-part solution to intervene and support the school or student.

## PBIS Tier 1 team

- See the Tier 1 section below and follow the protocol to solve school-wide problems.

## PBIS Tier 2 team

- See the Tier 2 section below and follow the protocol to solve problems for students who need Tier 2 group interventions.

## PBIS Tier 3 team

- See the Tier 3 section below and follow the protocol to solve problems for students who need Tier 3 individual interventions.

## Tier 1 - School-Wide

1. PBIS Team Data Profiler (before team meeting):
  - 1.1. Complete monthly [Data Analysis Worksheet](#) (DAW) (p.1) to see Big 7 for school
  - 1.2. Complete Additional Data on DAW (p.2).
  - 1.3. Drill down to the school-wide Precise Problem Statement (5 W's) from prior month and bring to team meetings to assess if prior intervention was successful. (If yes, congratulate all and share data with staff. If not, revisit PSW and create a new plan).
2. PBIS Tier 1 team (during team meeting):
  - 2.1. Looking at DAW data (p.1) from current month, select one of the Big 7 graphs that is most concerning.
  - 2.2. Drill down into the database by filtering using the one concern and look at new graphs.
  - 2.3. Drill down again by adding the most concerning behavior, grade level, or location to your data filter and look at the new graphs.
  - 2.4. Using this set of Big 7, complete DAW (p.2) and 5 W's (Who, What, When, Where, Why) to begin creating a Precise Problem Statement.
3. PBIS Tier 1 team (during team meeting):
  - 3.1. Begin the [Problem Solving Worksheet](#) (PSW) by copying Precise Problem Statement (5 W's) from DAW to the PSW (p.1).
  - 3.2. Ignore the Assessment Matrix and Intervention Matrix rows on the PSW since those are for targeted/tier 2 students only.
  - 3.3. Complete the 6-part solution (prevent, teach, reinforce, extinguish, consequence, monitor) on the PSW (p.2) based on the school-wide precise problem statement.

# Data Analysis Protocol

Teach always refers to the school's PBIS expectations being retaught - use your existing lesson plan to reteach the Expectation to the student? Reinforce always refers to using your reinforcement system/tickets - do staff need a reminder of how to reinforce correctly?

## Tier 2 - Targeted Students (2-5 ODR's)

1. *PBIS Team Data Profiler (before team meeting):*
  - 1.1. Complete monthly [Data Analysis Worksheet](#) (DAW) (p.1) to see Big 7 for school
  - 1.2. Select 2-3 students referred by the Tier 1 team who need extra support or choose students with frequent ODRs.
  - 1.3. Drill down into database (filter by student) for each student to see their Big 7
  - 1.4. Drill down again by adding the most concerning behavior or location to your data filter and look at the new graphs.
  - 1.5. (Optional) Drill down again by adding another Big 7 area if you want to narrow the scope of your intervention further.
  - 1.6. Using this new set of Big 7, complete DAW (p.2) and four of the W's (Who, What, When, Where) for each student (choose one item per W) to begin creating a Precise Problem Statement.
  - 1.7. Invite the student's teacher(s) to the team meeting.
  - 1.8. Ask specific team members (student's teacher, special education teacher, school psychologist, counselor, etc.) to bring relevant assessment data (see Assessment Matrix) to the meeting.
  - 1.9. During the meeting, Drill down to the Precise Problem Statement (5 W's) from prior month for currently targeted students to assess progress.
2. PBIS Tier 2 team (during team meeting):
  - 2.1. Complete the 'Why' for each student using Cum file data (attendance, grades, report cards, state tests, etc.) and Assessment data (Dibels, CBM, SRSS-IE, benchmarks, etc.).
3. PBIS Tier 2 team (during team meeting):
  - 3.1. Begin the [Problem Solving Worksheet](#) (PSW) by copying Precise Problem Statement (5 W's) from DAW to PSW (p.1).
  - 3.2. Record the relevant Assessment Matrix data on the PSW.
  - 3.3. Choose one targeted/tier 2 intervention program from your schools Intervention Matrix that matches the students precise behavior problem and record on the PSW.
  - 3.4. Complete the 6-part solution (prevent, teach, reinforce, extinguish, consequence, monitor) on the PSW (p.2) based on the precise problem statement using the intervention chosen. Teach always refers to the intervention - how will you teach the intervention to the student? Reinforce always refers to one of the school's PBIS expectations to reinforce - what do you want the student to do?

# Data Analysis Protocol

## Tier 3 - Individual Students (6+ ODR's)

1. PBIS Team Data Profiler (before team meeting):
  - 1.1. Complete monthly [Data Analysis Worksheet](#) (DAW) (p.1) to see Big 7 for school
  - 1.2. Select 1-2 students referred by the Tier 2 team who need extra support or choose students with frequent ODRs.
  - 1.3. Drill down into database (filter by student) for each student to see their Big 7
  - 1.4. Drill down again by adding the most concerning behavior or location to your data filter and look at the new graphs.
  - 1.5. (Optional) Drill down again by adding another Big 7 area if you want to narrow the scope of your intervention further.
  - 1.6. Using this new set of Big 7, complete DAW (p.2) and four of the W's (Who, What, When, Where) for each student (choose one item per W) to begin creating a Precise Problem Statement.
  - 1.7. Invite the student's teacher(s) to the team meeting.
  - 1.8. Ask specific team members (student's teacher, special education teacher, school psychologist, counselor, etc.) to bring relevant assessment data (see Assessment Matrix) to the meeting.
  - 1.9. During the meeting, Drill down to the Precise Problem Statement (5 W's) from prior month for currently targeted students to assess progress.
2. PBIS Tier 3 team (during team meeting):
  - 2.1. Complete the 'Why' for each student using Cum file data (attendance, grades, report cards, state tests, etc.) and Assessment data (Dibels, CBM, SRSS-IE, benchmarks, etc.). Jump to step 3 to plan an individualized intervention.
  - 2.2. If the student is already receiving Tier 2 and Tier 3 interventions and the precise problem behavior persists, discuss the need for a Functional Behavior Analysis. A formal FBA require parent permission. The team should discuss what additional data is needed about the precise behavior problem, who will collect the data and what assessment tools will be used (direct behavior observation, records review, interviews with student/parent/other, etc.). Set a date to complete assessments, conduct FBA and create Behavior Intervention Plan (BIP). No not continue to step 3.
3. PBIS Tier 3 team (during team meeting):
  - 3.1. Begin the [Problem Solving Worksheet](#) (PSW) by copying Precise Problem Statement (5 W's) from DAW to PSW (p.1).
  - 3.2. Record the relevant Assessment Matrix data on the PSW.
  - 3.3. Choose an individualized Tier 3 intervention from your schools that matches the students precise behavior problem and record on the PSW.
  - 3.4. Complete the 6-part solution (prevent, teach, reinforce, extinguish, consequence, monitor) on the PSW (p.2) based on the precise problem statement using the

# Data Analysis Protocol

intervention chosen. Teach always refers to the intervention - how will you teach the intervention to the student? Reinforce always refers to one of the school's PBIS expectations to reinforce - what do you want the student to do?