50 Shades of Green: Continuous Quality Improvement for Tier I with SWIS

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Leverage Your Learning

K
What to you know?

W
What do you want to learn?

L
What did you learn?

What will you do with your learning?

Tier I: Universal Systems

Equitable Outcomes

Practices for Students

Systems for Staff

Data for Decisions

How is your organization making decisions at Tier I?

Cumulative Mean ODRs Per Month for 325+ Elementary Schools 08-09

Potential Trajectories with Early Identification

Cumulative Mean ODRs

Performance Gap

Causal Analysis

Where does your organization spend most of its time and effort?

Causal Analysis

Causal Analysis

Causal Analysis

Causal Analysis
Continuous Quality Improvement

- Reassess and revise solutions as needed
- Identify problems with precision
- Monitor outcomes and compare to goals
- Develop solutions
- Implement plan with integrity and fidelity
- Plan
- Evaluate

Problem Solving with Precision

- Primary
  - Too many referrals
  - Gang behavior is increasing.
  - The cafeteria is out of control.
  - Students are way too disrespectful.

- Precise
  - There are more referrals for disruption in the hallway during the morning than last month. These involve a large number of students across grade levels, and it seems to be related to getting access to peer attention.

Problem Solving with Precision

- Who?
- What?
- When?
- Where?
- Why?
- How often?

Who?
- Precise
- There are more referrals for disruption in the hallway during the morning than last month. These involve a large number of students across grade levels, and it seems to be related to getting access to peer attention.

What is the value in problem solving with precision? How are problems solved in your organization?

Keep Your Finger on the Pulse
Checking the Vital Signs

How often are we issuing referrals?

Where are we issuing referrals?

What behaviors are we referring?

When are we issuing referrals?

When are we issuing referrals?
Who is receiving referrals?

- Referrals by Grade
  - Pie Chart showing referrals by grade

- Referrals by Student
  - Bar Chart showing referrals by student

Checking the Vital Signs

- Core Reports
  - Average Referrals
  - Location
  - Problem Behavior
  - Student
  - Day Of Week

- Additional Reports
  - Average Referrals: Multi-Year
  - Location: Multi-Year
  - Problem Behavior: Multi-Year
  - Staff
  - Report Date: Multi-Year

Are referral rates equitable?

- Are racial/ethnic groups referred at the same rate?
- Out of all the referrals issued, do subgroups receive referrals proportionate to their size in the population?

Drill Down for Deeper Analysis

- Of the students with referrals, do subgroups receive referrals proportionate to their size in the population?
- How much more/less likely is a subgroup to receive referrals in comparison to others?

What problem behaviors were referred between 10:30a and 1:30p in March?
Drill Down for Deeper Analysis

Drill Down for Deeper Analysis

Drill Down for Deeper Analysis

Meeting Foundations

Solution Development

Precise Problem Statement:

Goal:

- Prevention
- Teaching
- Recognition
- Extinction
- Corrective Consequences

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Sustainability

• Enablers
  • Administrative support
  • Staff buy-in
  • Fidelity
  • Data

• Barriers
  • Resources
  • Turn-over
  • Staff buy-in
  • Fidelity

Schools benefit from PBIS teams with efficient systems and regular use of data.

How is your organization making decisions at Tier I?

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Data Integration

https://pbisapps.wistia.com/medias/92yddhh6qI