

	What?	Where?	When?	Who?	Why?
1 - Precise Problem Statement					
2 - Referral Summary	How many students are related to the identified problem? _____ How many referrals are related to the identified problem? _____ The problem is best addressed through: <input type="checkbox"/> Systems <input type="checkbox"/> Students				
3 - Goal					
4 - Problem Analysis	<i>The problem is occurring because...</i> Instruction: Curriculum: Environment: Learner:		<i>If _____ would occur, the problem would be reduced.</i>		
5 – Solution Development					
Solution Components	What are the action steps?	Who is Responsible?	By When?	Notes/Updates	
6 - Evaluation					
Fidelity Data Collection and Results	What data will we look at?	Who is gathering the data?	When will data be gathered?	Where will data be shared?	Who will see the data?
<input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped					
Outcome Data Collection and Results					
	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met				
Next Steps	<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Revisit Problem Solving				
Notes					

PBIS Data-Based Decision Making Summary for Leadership Team Meetings

The following outlines details regarding the PBIS data-based decision making process. The data analyst on the PBIS leadership team is key to this process. Part of the process should be completed prior to the team meeting with the rest being completed during the team meeting.

Prior to Meeting by Data Analyst

1: Precise Problem Statement – A precise problem can be obtained by digging into data. It is specific, observable and measurable. To write a precise problem statement start by identifying *what* problem behaviors are involved and then clarify the problem by identifying *when* they are occurring, *where* they are occurring, *who* is engaging in them and *why* the problems are continuing to occur.

2: Referral Summary – A systems issue is identified as 10 or more students with at least 10 referrals within a similar context, engaging in similar behavior(s) and a students issue (individual or group) is identified as less than 10 students within similar context engaging in similar behaviors.

3: Goal – A goal is a definition of success that will detail the change that is desired. It is a statement of where you want the data to be. When writing a goal, be sure to make it **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely.

4: Problem Analysis – Problem analysis allows teams to identify possible root causes of the problem by considering relevant information related to instruction, curriculum, environment, and the student (learner). Note this is a framework for *guiding* your investigation, not a rigid process. In the PBIS context, there is no curriculum in a strict sense, and the philosophy of PBIS is that the learner is never considered a cause. Rather, teams must understand the learner(s) to identify what changes to make to the learner's environment or how behavior is taught to change conditions and contingencies. Once the root cause is examined the team will then gather more data to analyze and validate a hypothesis. For specific questions to help teams with problem analysis around instruction, curriculum, environment, and the learner see *Problem Analysis: Guiding Questions* form.

During Meeting with PBIS Team

5: Solution Development – Solution development has teams use guiding questions to start formulating a plan to reach their goal. Two questions teams should consider are: 1) What will you do to bring about the desired change and 2) How will you remove the barriers to success? The solution development should include four components: 1) Prevent– Remove or alter the “trigger” for problem behavior, 2) Define & teach – Define behavioral expectations and provide demonstration/instruction in expected behavior (alternative to problem behavior), 3) Reward/reinforce the expected/alternative behavior when it occurs; prompt for it as necessary, 4) Withhold reward/reinforcement for the problem behavior, if possible (“Extinction”) and, 5) Use non-rewarding/non-reinforcing corrective consequences when the problem behavior occurs. Teams must also outline action steps tied to each solution component, assign roles, state a specific date for completion of actions.

6: Evaluation – Evaluation looks first at the fidelity and outcome data collection items that will be used for evaluating progress. *Fidelity* data tells us about the systems and practices that we, as adults, provide to students. It tells us if the plan was executed as it was intended to be. *Outcome* data tells us about the impact that our current systems and practices are having on students. It tells us if we got results or made an impact. Based on your fidelity and outcome results the team will look at the big picture to determine next steps. Questions to consider are: 1) What should you do next?, 2) Do you need to modify the strategy to make a strong impact?, 3) How do you maintain the goal, once it is reached?, 4) Do you need to revise the goal?, 5) Was the solution as feasible as you thought?, or 6) Do you need to redefine the precise problem?

