DOINGWHATWORKS

Slideshow

FULL DETAILS AND TRANSCRIPT

Using a Data System to Monitor Student Behavior

Hidden Hills Elementary School, Arizona

May 2009

Topic: Reducing Behavior Problems

Practice: Describe Behavior

Highlights

- The school intervention team at Hidden Hills Elementary uses a comprehensive data collection process that builds on a variety of reporting forms as well as individual conversations with students.
- The school principal enters the data into a computerized data system.
- The data system generates a variety of custom reports of behavior incidents, their triggers, locations, and consequences.

About the Site

Hidden Hills Elementary School

Phoenix, AZ

Demographics

70% White

19% Hispanic

5% Black

3% Asian

2% Native American

35% Free or Reduced-Price Lunch

8% English Language Learners

Hidden Hills Elementary uses a comprehensive, schoolwide approach to provide a safe learning environment and promote students' social and emotional skills and positive character values. The unique strategies used by the school are:

- A schoolwide approach that focuses on positive behavior support and is led and guided by a core team of five to six staff including the principal, social worker, and several teachers;
- Monday class meetings conducted by every teacher to talk about bullying prevention, social-emotional skills, and character values;
- Clear communication and reminders of behavior expectations;
- A web-based system and detailed referral forms to record characteristics of problem behavior, hypothesized motives for behavior, and actions taken; and
- A multi-level positive reinforcement system to acknowledge positive and caring behavior of students and teachers.

Full Transcript

Title Slide: Using a Data System to Monitor Student Behavior

The staff council at Hidden Hills Elementary selected a comprehensive, multi-tiered program to reduce behavior problems at the school. Led by a schoolwide team, all teachers have been collecting detailed data to identify school needs and track progress. Under guidance from the school district, the principal enters and tracks all data using a specialized data system.

Slide 1: Aligning Schoolwide Goals with Data

The very first step of the data collection process at Hidden Hills Elementary was identifying data needs and goals. A schoolwide team collected a year's worth of data on behavior problems and broke it down by location on school campus. The result was a matrix of behavior expectations to guide further intervention and data collection efforts.

Slide 2: Revisiting Referral Forms

As a second step, the school principal and schoolwide team revised discipline referral forms. They added places to note the context, characteristics, and consequences of the incident. All teachers, aides, cafeteria workers, other school staff, and students on campus can report bullying incidents, disruptions inside or outside the classroom, or conflicts between students. Forms are available in specified locations and can be submitted in designated boxes.

Slide 3: Entering Data to an Online System

Lynette Geake, the Principal at Hidden Hills Elementary, investigates reported behavior incidents and immediately enters the data into a computerized system. She enters the child's name, motivation for behavior, peers involved, whether it was a major or repeated problem behavior incident, the disciplinary actions taken by the school (e.g., detention, community service, in school suspension, or out of school suspension), and if the parents were contacted.

Slide 4: Creating Reports

The results of the data collection and analysis are communicated on a regular basis using reports that can be easily read by the schoolwide team, teachers, and the school psychologist. The principal uses the computerized system to create school-, grade-, and classroom-level reports, as well as individualized student reports. The reports may include student motives and actions taken by the school.

Slide 5: Spans of Reports

Data reports may be created for the entire school year, specific time periods within a school year, or across multiple years. The principal creates reports for subgroups of students identified by grade level, gender, IEP status, and ethnicity. To identify "hot spots" at the school, reports may be generated for specific times of day, locations, and types of problem behavior.

Slide 6: Schoolwide Intervention Team

The schoolwide intervention team builds on data to refine schoolwide practices and to create intervention plans for individual students. When behaviors have different triggers and functions, the team creates a separate plan for each behavior. The plan includes instructional strategies and intervention supports needed to address skill deficits. It also includes indicators for student progress toward goals.

Slide 7: Results of Mobilization

With these data reports, the staff at Hidden Hills Elementary mobilized to refine skill teaching and positive reinforcement strategies. As a result, the number of discipline referrals has dropped. Students and teachers report being part of a safe and supportive school environment.