

USING DATA FOR DECISION MAKING IN IDD SETTINGS

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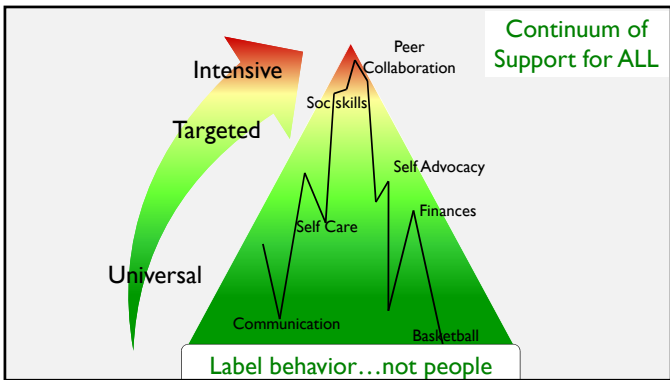
“MOST OF THE WORLD WILL MAKE
DECISIONS BY EITHER GUESSING
OR USING THEIR GUT. THEY WILL
BE EITHER LUCKY OR WRONG.”-
[SUHAIL DOSHI](#), CEO, [MIXPANEL](#)

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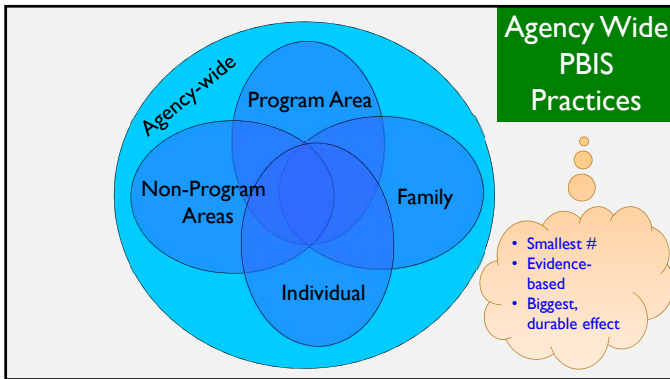
OVERVIEW

- Importance of using Data for Decision Making
- Teams
- Fidelity Data
- Outcome Data

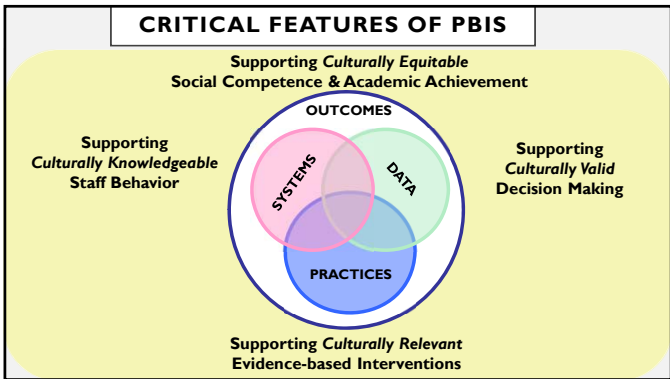
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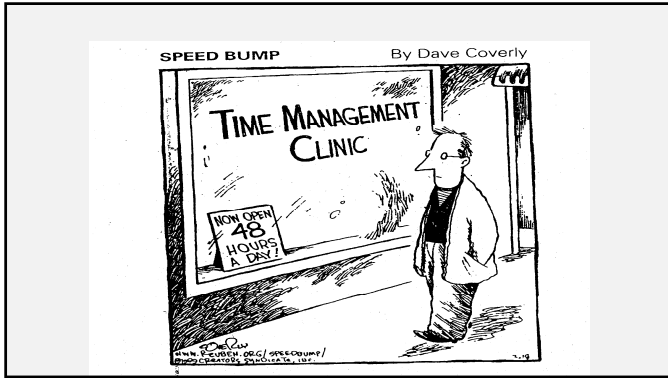
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TEAMS

Tier 1 Universal Team

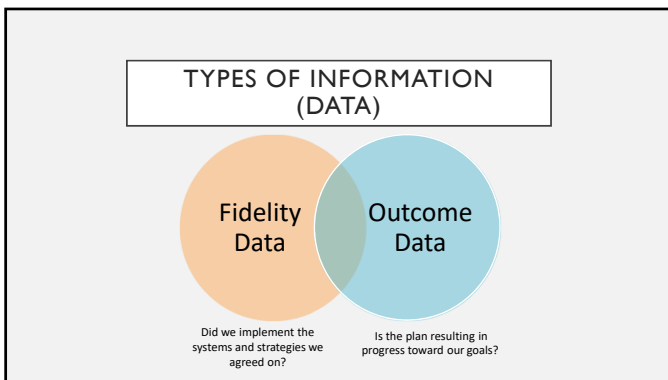
- **Purpose** – Implement, Monitor, & Evaluate Tier 1 (Program-wide) supports
- **Composition** – Program directors, clinical staff, direct staff, individuals, family member

Intensive Tier 3 Systems Team

Intensive Tier 3 Individual Team

- **Purpose** – Brief data based monthly review of individuals receiving intensive supports.
- **Composition** – Administrative and senior clinical and other representative staff of the agency
- **Purpose** – Conducting Functional Behavior Assessments (FBA) and developing positive behavior plans and are responsible for implementing the BSP.
- **Composition** – Clinical, staff, family, who know the individual best and the individual where feasible.

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IMPORTANT DATA POINTS IN PBIS

Fidelity of Implementation

- **IDDTFI** – Implementation of PBIS by Agency or Program - TIER 1, 2, & 3
- **QUIC** – Implementation of Practices by Staff - TIER 1

Outcome Data

- **Incident Tracking** – Externalizing Disruptive Behavior (Agency, Program, Individual) - TIER 1, 2, & 3
- **Quality of Life Screener** – Individual Goals and Progress - TIER 1
- **Behavior Rating Scale** – Individual progress on Targeted Behaviors - Tier 3

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FIDELITY OF IMPLEMENTATION

IDDTiered Fidelity Inventory (TFI)
Implementation of PBIS by Agency or Program

Quality of Universal Implementation Checklist (QUIC)
Implementation of Practices by Staff


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MEASURING FIDELITY OF PROGRAM OR AGENCY

Tiered Fidelity Inventory (TFI)

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TIERED FIDELITY INVENTORY - IDD



The purpose of the SWPBIS Tiered Fidelity Inventory is to provide a valid, reliable, and efficient measure of the extent to which program personnel are applying the core features of program-wide positive behavioral interventions and supports.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports - 2015

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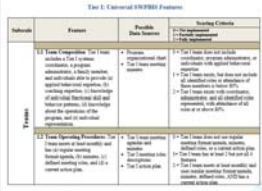
TIERED FIDELITY INVENTORY - IDD

The TFI Evaluates all three tiers

Each tier can be evaluated separately and at different times

The Inventory is completed by the program team together annually

Each tier has an action plan



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TIERED FIDELITY INVENTORY TIER I

Categories Measured:

- Team
- Implementation
- Evaluation

| Year | 5/3/2016 | 6/7/2017 | 7/13/2018 |
|--|----------|----------|-----------|
| Team | | | |
| 1.1 Team Composition | 3 | 2 | 1 |
| 1.2 Team Operating Procedures | 2 | 2 | 2 |
| Implementation | | | |
| 1.3 Behavioral Expectations | 1 | 2 | 2 |
| 1.4 Teaching Expectations | 1 | 1 | 2 |
| 1.5 Problem Behavior Definitions | 2 | 2 | 2 |
| 1.6 Problem Behavior Policies | 2 | 2 | 2 |
| 1.7 Professional Development | 1 | 1 | 2 |
| 1.8 Program Procedures | 2 | 2 | 2 |
| 1.9 Feedback and Acknowledgment | 1 | 2 | 2 |
| 1.10 Staff Involvement | 1 | 2 | 2 |
| 1.11 Individual/Family/Community Involvement | 0 | 1 | 1 |
| Evaluation | | | |
| 1.12 Problem Behavior Data | 1 | 2 | 2 |
| 1.13 Data-Based Decision Making | 1 | 2 | 2 |
| 1.14 Fidelity Data | 1 | 2 | 2 |
| 1.15 Annual Evaluations | 0 | 1 | 1 |
| Team Score | 75% | 100% | 75% |
| Implementation Score | 61% | 83% | 84% |
| Evaluation Score | 50% | 68% | 88% |
| Total Score - Tier I | 62% | 84% | 84% |

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TFI TIER I DATA- IDD



Total score should be 75% or above to indicate full FIDIS implementation

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TIERED FIDELITY INVENTORY TIER 3

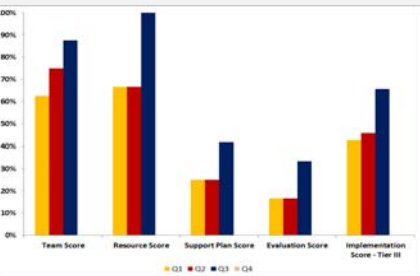
Categories Measured:

- Team
- Resources
- Support Plans
- Evaluation

| Year | 2013 | 2013 | 2013 | 2013 | 2014 | 2014 | 2014 |
|--|------|------|------|------|------|------|------|
| Quarter | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q4 |
| Team | | | | | | | |
| 3.1 Team Composition | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3.2 Team Operating Procedures | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3.3 Monitoring | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3.4 Individual Support Teams | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Resources | | | | | | | |
| 3.5 Staffing | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3.6 Individual/Family/Community Involvement | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3.7 Professional Development | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Support Plans | | | | | | | |
| 3.8 Quality of Life Indicators | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3.9 Functional Risk, Social, and Physical Indicators | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3.10 Hypothesis Statement | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3.11 Comprehensive Supports | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3.12 Formal and Natural Supports | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3.13 Related to Tier 1 and Tier 2 Supports | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Evaluation | | | | | | | |
| 3.14 Data Systems | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3.15 Data-Based Decision Making | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3.16 Annual Evaluations | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Team Score | 75% | 75% | 75% | 75% | 75% | 75% | 75% |
| Resource Score | 42% | 42% | 42% | 42% | 42% | 42% | 42% |
| Support Plan Score | 17% | 17% | 17% | 17% | 17% | 17% | 17% |
| Evaluation Score | 17% | 17% | 17% | 17% | 17% | 17% | 17% |
| Total Score - Tier III | 27% | 27% | 27% | 27% | 27% | 27% | 27% |

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TFI TIER 3 DATA



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ACTION PLANNING

| Item | Current Score | Target | Action | Who | When |
|--|---------------|--------|--------|-----|------|
| 3.1 - Team Composition | 10 | 10 | | | |
| 3.2 - Team Operating Procedures | 10 | 10 | | | |
| 3.3 - Screenings | 10 | 10 | | | |
| 3.4 - Individual Support Teams | 10 | 10 | | | |
| 3.5 - Staffing | 10 | 10 | | | |
| 3.6 - Individual/Family/Community Involvement | 10 | 10 | | | |
| 3.7 - Professional Development | 10 | 10 | | | |
| 3.8 - Quality of Life Indicators | 10 | 10 | | | |
| 3.9 - Functional skill, Social, and Physic of Indicators | 10 | 10 | | | |
| 3.10 - Hypothesis Statement | 10 | 10 | | | |
| 3.11 - Comprehensive Support | 10 | 10 | | | |
| 3.12 - Formal and Natural Support | 10 | 10 | | | |
| 3.13 - Access to Tier I and Tier II Support | 10 | 10 | | | |
| 3.14 - Data Systems | 10 | 10 | | | |
| 3.15 - Data Based Decision Making | 10 | 10 | | | |
| 3.16 - Annual Review | 10 | 10 | | | |
| 3.17 - Annual Evaluation | 10 | 10 | | | |

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DECISION MAKING

TFITier 1

- Is the program implementing with fidelity? Yes/no
- What changes do we need to make to Tier I so that all individuals are accessing Tier I supports?
- What training does staff need?

TFITier 3

- Do the behavior support plans include prevention, teaching and consequence strategies
- Are staff implementing plans with integrity?
- What training does staff need?

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MEASURING STAFF FIDELITY

Quality of Universal Implementation Checklist (QUIC)

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QUALITY OF UNIVERSAL IMPLEMENTATION CHECKLIST - QUIC

The QUIC was designed by the Massachusetts Department of Developmental Services
October 2013
Revised August 2014

The QUIC is designed to provide a brief snapshot of PBS universal support interactions occurring in a setting.

Adapt to meet the needs of your agency

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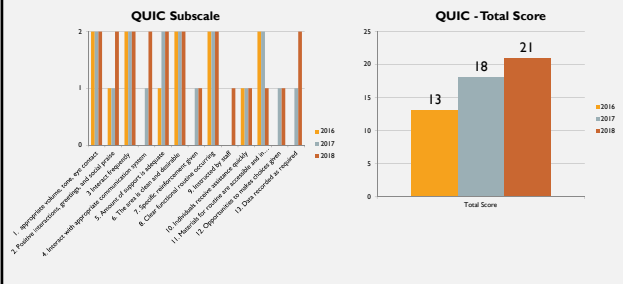
QUALITY OF UNIVERSAL IMPLEMENTATION CHECKLIST - QUIC

| Staff: Mary Smith | obs | not obs | not req |
|---|-----|---------|---------|
| 1. appropriate ratios, time, age range | 2 | 0 | 0 |
| 2. Positive interactions, greetings, and social order | 1 | 1 | 0 |
| 3. Release frequency | 0 | 0 | 0 |
| 4. Release with appropriate communication system | 0 | 0 | 0 |
| 5. Amount of support's adequate | 1 | 0 | 0 |
| 6. The wait is clear and desirable | 0 | 0 | 0 |
| 7. Staff's individualized plans | 0 | 1 | 0 |
| 8. Clear functional routine occurring | 0 | 0 | 0 |
| 9. Implemented by staff | 0 | 0 | 0 |
| 10. Individuals receive assistance quickly | 1 | 1 | 0 |
| 11. Methods for ending the session and a good report | 0 | 0 | 0 |
| 12. Opportunities for student choice given | 0 | 1 | 0 |
| 13. Data recorded as required | 0 | 1 | 0 |
| Total score | 10 | 10 | 0 |

Scoring Key: ✓ = Skill demonstrated all opportunities for entire observation
 X = Skill not demonstrated throughout the observation.
 N/A = No opportunity to demonstrate the skill.
NOTE: If you are going to use Excel to the scores use this Scoring Key:
 N/A = No opportunity to demonstrate the skill
 0 = Staff did not demonstrate this skill when required
 1 = Staff demonstrated this skill with partial fidelity
 2 = Staff demonstrated this skill with full fidelity

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QUALITY OF UNIVERSAL IMPLEMENTATION CHECKLIST - QUIC



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DECISION MAKING

QUIC

- Are the questions on the QUIC relevant to your program guidelines?
- What changes should be made to the QUIC?
- How often should the QUIC be used? By whom?
- Are staff interacting with individual in accordance to program guidelines?
- What training does staff need?

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OUTCOME DATA

- **Incident Tracking** – Externalizing Disruptive Behavior (Agency, Program, Individual)
- **Quality of Life Indicators** – Individual Goals and Progress
- **Behavior Rating Scale** – Individual Intensive Behavior Tracking

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EVALUATING OUTCOMES

Quality of Life Screener (QoL)

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QUALITY OF LIFE SCREENING

The QLS was designed by the May Institute, Inc. 2015

The QLS is designed to evaluate life skills and goals for individuals receiving supports. It may be completed by staff or when able with input from the individual.

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QUALITY OF LIFE SCREENING

| | Independent | Verbal cue | Physical Prompt cue | Writing requires full assistance | Refusal Not at all | N/A |
|---|-------------|------------|---------------------|----------------------------------|--------------------|-----|
| Communication | | | | | | |
| 1. Communicates basic needs: hungry, tired, needs help | 4 | 3 | 2 | 1 | 0 | |
| 2. Has a mode of communication: sign, gesture, vocal | 4 | 3 | 2 | 1 | 0 | |
| 3. Can pick a preferred item from 2 | 4 | 3 | 2 | 1 | 0 | |
| 4. Can be understood by others | 4 | 3 | 2 | 1 | 0 | |
| 5. Can express pleasure or displeasure (enjoys/dislikes activity) | 4 | 3 | 2 | 1 | 0 | |
| Community Participation | | | | | | |
| 6. Participates in community activities 2 or more times per week (stores, restaurants, sports, clubs, transportation) | 4 | 3 | 2 | 1 | 0 | |
| 7. Volunteers in the community | 4 | 3 | 2 | 1 | 0 | |
| 8. Has a paying job outside of the home day program | 4 | 3 | 2 | 1 | 0 | |
| 9. Has access to nature and participates in outdoor activities (hiking, walking, swimming, picnics, etc.) | 4 | 3 | 2 | 1 | 0 | |

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QUALITY OF LIFE SCREENING

Per Individual Scoring: Complete the QLS Questionnaire once per year (or more frequently as needed) Enter the data from the Questionnaire into the QLS DATA sheet for the year it was taken. Create Action Support/Teaching plan for items that score low.

ADAPTATION: Use one Score Sheet per Residence or Program. Type the name of the house or program in the NAME Area. Change the years to names of individuals in house or program. Analyze data by house or program and determine which skills need to be taught.

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DECISION MAKING

Quality of Life Screener

- Does the screener match the needs/desires of the individuals served?
- What changes do we want to make to the screener?
- How often will we use the screener?
- How will we create individual goals from the screener?
- What training does staff need?

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EVALUATING OUTCOMES

INCIDENT REPORTS

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PROGRESS MONITORING MEASURES:

- are **valid**
- are **reliable**
- are **quick** to administer
- are relatively **easy** to complete & to summarize
- can be **repeated frequently**
- are relatively **inexpensive**
- provide **instant** information
- provide **relevant** information
- can indicate potential problem(s)
- are **sensitive to small changes**

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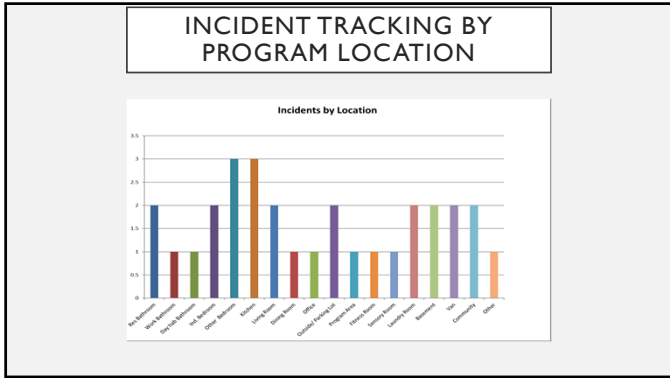
INCIDENT TRACKING

- Incident tracking allows the PBIS Data Team to review **externalizing behavior** and look for patterns and red flags that need to be addressed.
- Teams identify areas for improvement and then action plans to implement new or improved **systems and practices** for staff and individuals.
- Incident data should be readily available and easy to read. Preferably in **graph format**.
- Teams should review this data at a minimum **monthly**.
- Data should be **shared with staff** monthly

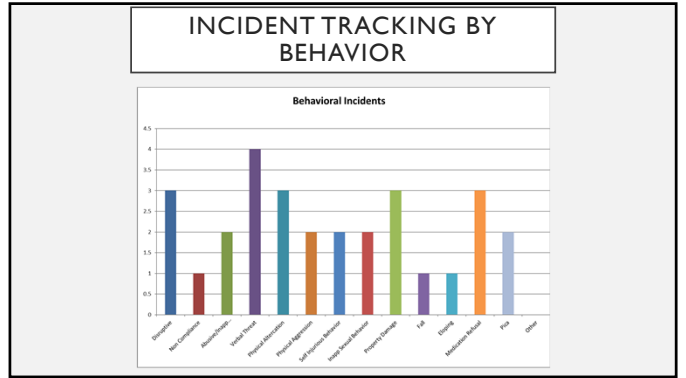
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INCIDENT TRACKING

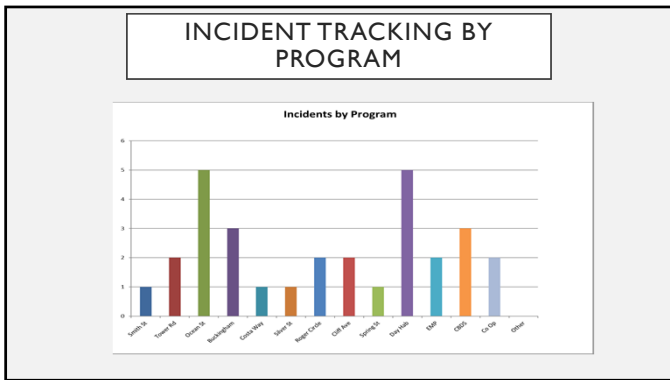
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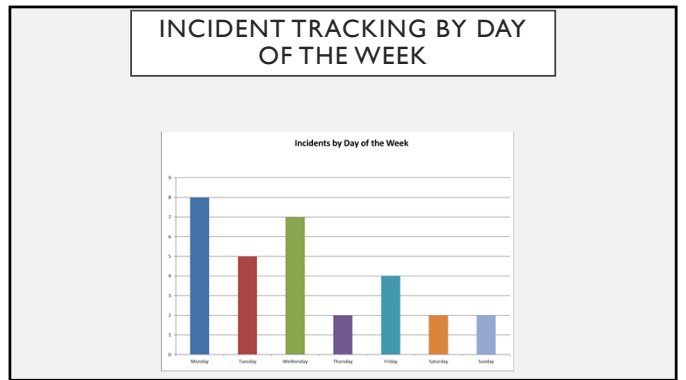
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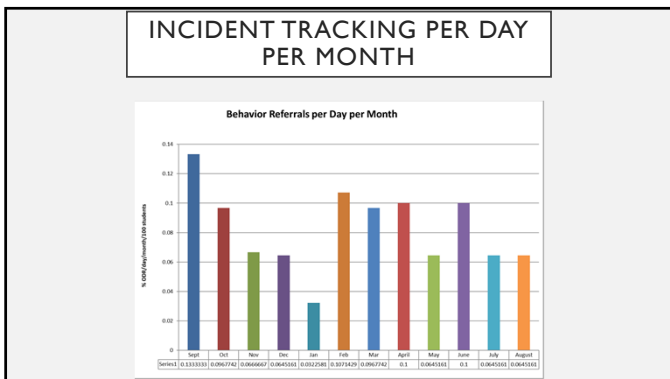
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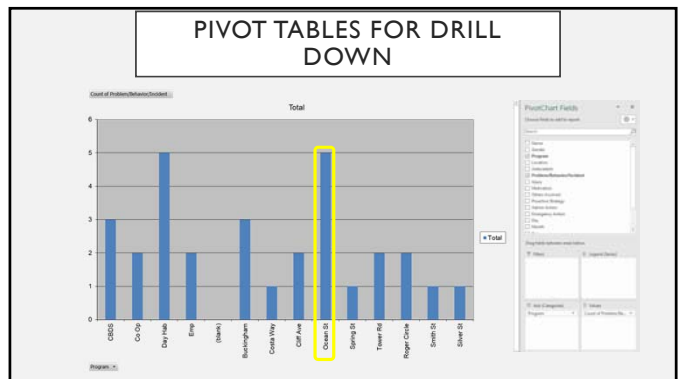
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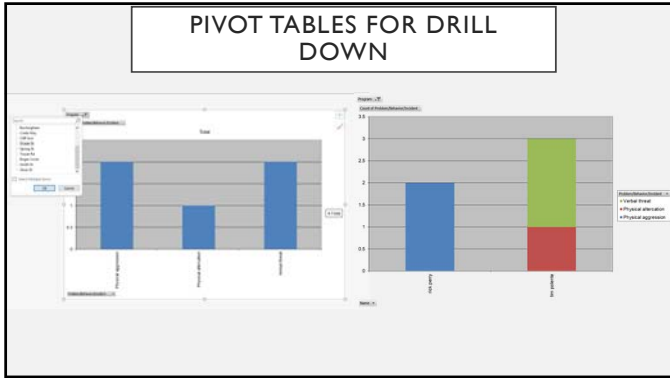
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PRECISE PROBLEM STATEMENT: Many Individuals are engaging in problem behavior in the indoor and outdoor common areas during lunch transition times and the behavior is maintained by attention.
Goal: Reduce problems in common Area by 50% by Jan. 31

| Solution Components | What are the Action Steps? | Who is Responsible? | By When? | How will Fidelity be Measured? | Notes/Updates |
|---------------------|--|--|---|---|---|
| Prevention | Increase active supervision | Program Leads All staff | Ongoing | Staff visible in the indoor and outdoor common areas | |
| Teaching | Teach behavioral expectations for the commons and hallways | Staff will teach hallway/common area expectations to their program group | January 15 | Staff sign-off sheet next to the PBS bulletin board in the faculty lounge to indicate completion | -Review video on teaching expectations - |
| Recognition | Movie Party | PBS Team will coordinate | Movie by January 31 | Movie Night Attendance tickets used at the Spirit Store | |
| Extinction | Post weekly data Quick redirection – low attention for misbehaviors Quick recognition for expected behaviors | All staff | Ongoing | Weekly data posted in the commons and hallway | |
| Data Collection | What data? Incident record | Who is responsible for gathering the data? Incident Data Entry person and principal share report with teachers. | When/How often will data be gathered? Weekly | Where will data be shared? Emailed to staff and posted in the hallways and commons for individuals and families. | Who will see the data? All staff and individuals |

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DECISION MAKING

Incident Tracking

- Are you collecting all relevant problem behaviors?
- Who enters data into incident tracker?
- How often will we review data? (minimum monthly)
- Will sub-programs, residences, work programs review data separately from overall program? How often?
- Who will share the data with staff? How often?
- What training does staff need?

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ANALYZING AND EVALUATING OUTCOMES

Tier 3

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FEASIBLE AND EFFICIENT PROGRESS MONITORING WITHIN A TIER 3 SYSTEM: INDIVIDUAL OUTCOMES

- Direct Observation
 - Frequency, Rate
 - Latency
 - Duration
 - Intensity
- Behavior Report Cards/Behavior Rating Scale
 - Once per day
 - Throughout day

❖ Whole day
❖ Partial day
❖ Time period

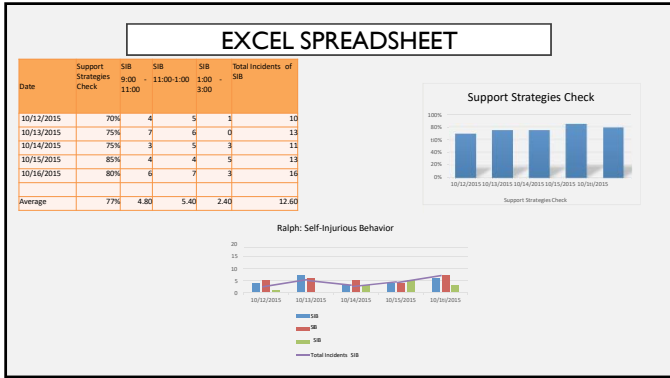
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EXAMPLE: DIRECT OBSERVATION (FREQUENCY, SPECIFIC TIME PERIOD)

Monitoring Ralph's Outcomes

| Date | Self-Injurious Incidents | | |
|-----------|--------------------------|--------------|-------------|
| | 9:00 – 11:00 | 11:00 – 1:00 | 1:00 – 3:00 |
| Monday | 1111 | 11111 | 1 |
| Tuesday | 11111111 | 11111 1 | 0 |
| Wednesday | 111 | 11111 | 111 |
| Thursday | 1111 | 1111 | 111111 |
| Friday | 111111 | 11111 11 | 111 |

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EXAMPLE: BEHAVIOR REPORT CARD WITH SPECIFIC GOALS

ONCE-A-DAY Behavior Report Card

Name: Justin Time Dates: 10.7.18-11.1 Intervention: PREPARE - Anger Control Training

Rating Scale: 3=Good day 2=Mixed day 1=Will try harder tomorrow

| SCHOOL WIDE EXPECTATIONS/ BEHAVIOR GOALS | Mon | Tues | Wed | Thurs | Friday | |
|---|-----|------|-----|-------|--------|---|
| BE SAFE Use our anger reducers | 3 | 2 | 1 | 3 | 2 | 1 |
| BE RESPECTFUL Use Active Listening & Problem Solving skills | 3 | 2 | 1 | 3 | 2 | 1 |
| BE RESPONSIBLE Complete your homework | 3 | 2 | 1 | 3 | 2 | 1 |
| DEMONSTRATE A POSITIVE ATTITUDE Behave appropriately | 3 | 2 | 1 | 3 | 2 | 1 |

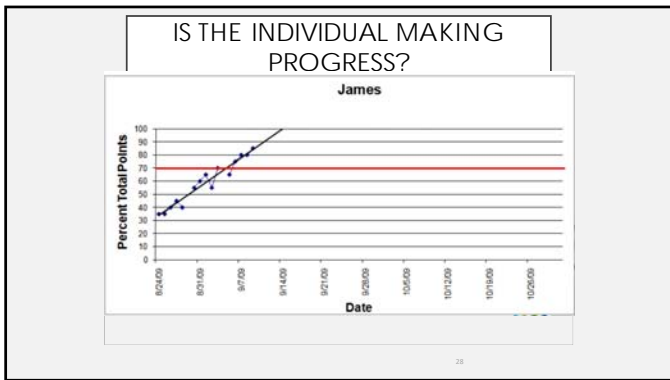
Teacher Comments:

Mon: Justin had his anger today & didn't have our anger reducers.

Tues: Justin was unable to explain angry thoughts about a negative comment a peer made to him.

Wed: Great use of active listening during our mock debate on social media!

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BEHAVIOR RATING SCALE

https://www.ccsesa.org/Files/Uploads/348/BEHAVIOR_RATING_SCALE_-_Blank.pdf

- Addresses Intensive Target behaviors for an individual
- Efficient for staff use
- Targeted behaviors must be operationally defined
- Behaviors can be measured by Frequency, duration or intensity
- Easily translates into a line graph
- Requires minimum of 1 appropriate and 1 inappropriate behavior

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EXAMPLE: THE BEHAVIOR RATING SCALE (IBRST)

https://www.ccsesa.org/Files/Uploads/348/IBRS_overview.pdf

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BEHAVIOR RATING SCALE (IBRST)

Ioannidou, Greenbaum, Wang, Dunlap & Kincaid (2013). Inter-rater Agreement of the Individualized Behavior Rating Scale Tool. *Assessment for Effective Intervention*, published online 16 May 2013. DOI: 10.1177/1544508413488414

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TIER 3 TEAM SYSTEM MEETINGS

- Each person is discussed during the meeting for no more than **2 or 3 minutes**.
- Graphs of the daily frequency of no more than 3 of their **most challenging behaviors** over the **past 60 days are reviewed**.
- Determine current trends by using trend line and/or mean frequency per day of behavior
 - Decreasing trend/Behavior improving (+)
 - About the same/No change in behavior (0)
 - Increasing trend/Behavior not improving (-)
- Decisions are made as to what should be done to **address the problem behaviors that are not improving**
- Develop an action plan

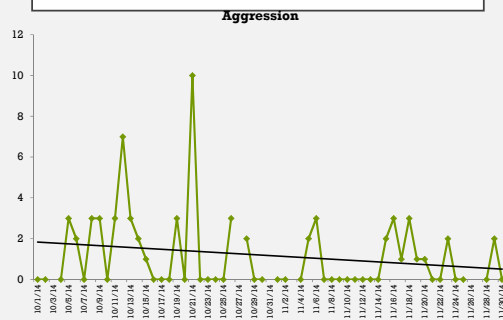
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TIER 3 PRACTICES: BSP

- DDS Behavior Support Plan
 - **Prevention Strategies**
 - Antecedent interventions
 - Environmental design
 - Communication style
 - **Teaching Replacement and Desired Behaviors**
 - **Consequence Strategies**
 - Positive acknowledgement & reinforcement procedures

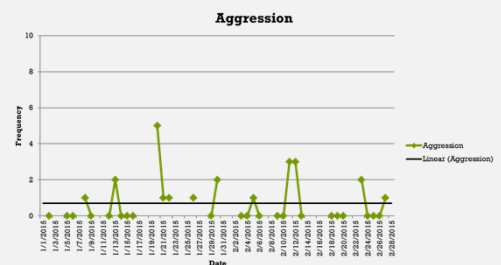
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DECREASING TREND (+)



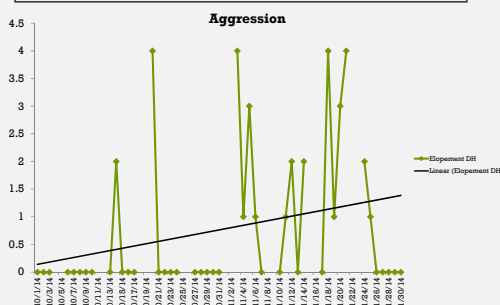
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FLAT/NO CHANGE-(0)



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INCREASING TREND (-)



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DECISION MAKING

Individual data tracking

- How can we use Behavior Rating Scale to track problem behaviors? Frequency, duration, intensity
- How often will we use the screener?
- Who will graph the data? Is the BRS sheet enough for graphing?
- How often will we share data with the team/staff?
- Do we have data rules for modifying/discontinuing plan?
- What training does staff need?

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“THE GOAL IS TO TURN DATA INTO INFORMATION, AND INFORMATION INTO INSIGHT.” –

CARLY FIORINA, FORMER EXECUTIVE, PRESIDENT, AND CHAIR OF HEWLETT-PACKARD CO.

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CASE SAMPLE

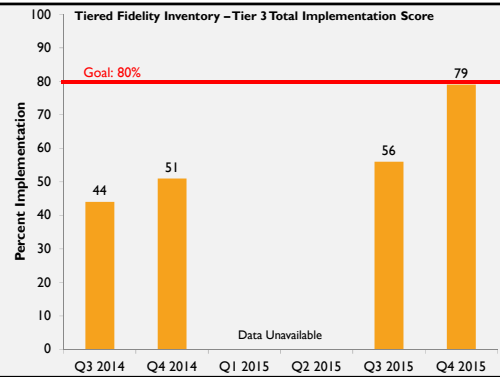
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TIER 3 OUTCOMES

- 21 individuals
- 7 females, 14 males
- Diagnoses of ASD and other developmental disabilities
 - Some have mental health and psychiatric diagnoses
- All attend and/or live in May Institute day and residential programs

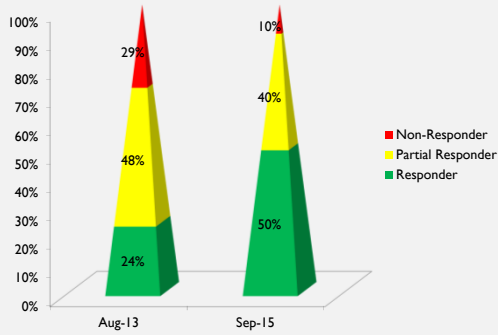


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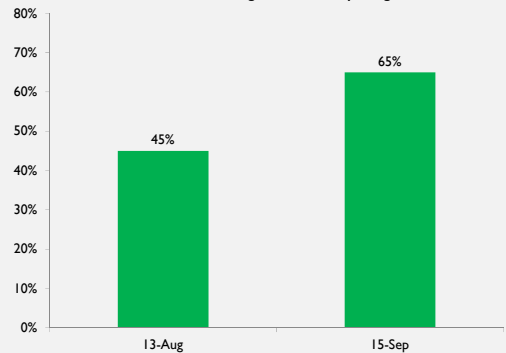
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Percent of Individuals Responding to Tier 3 Intervention

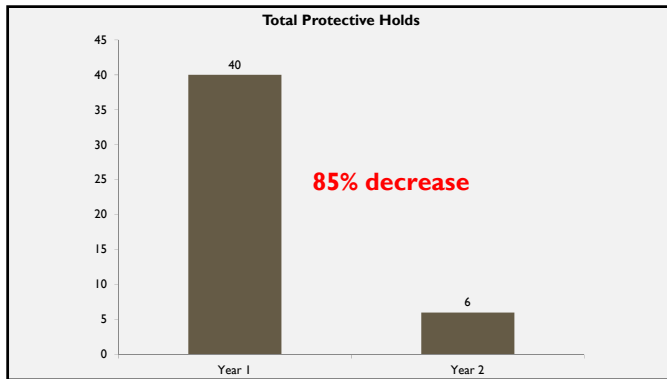


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Percent of Tier 3 Target Behaviors Improving



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CREDITS

EXCEL Data Management – 2000
 Illinois PBIS Initiative - Greg Dorsey and Candi Hayward 2000 Adapted by
 Christine Downs 2006, 2011, 2015

Quality of Universal Implementation Checklist - QUIC – 2014
 Massachusetts Department of Developmental Services

Quality of Life Screener (QLS) – 2015
 May Institute, Inc.

Rating Scale (BRS) (cf., Kohler & Strain, 1992)

Tiered Fidelity Inventory - TFI – 2015
 OSEP Technical Assistance Center on Positive Behavioral Interventions and
 Supports

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QUESTIONS

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