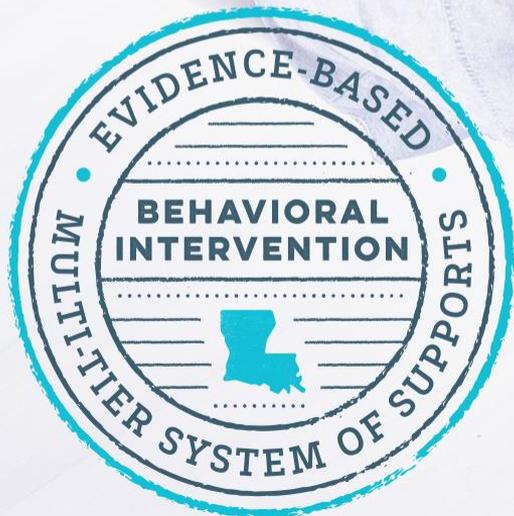


2019

# BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 DEPARTMENT of  
**EDUCATION**  
Louisiana Believes

A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, suggesting a team or community. The lighting is bright and even. The text is overlaid on a semi-transparent white band across the center of the image.

# Things That Make You Go Hmmm: Data-Based Decision Making for Behavioral Intervention

# LOUISIANA STATE UNIVERSITY SOCIAL RESEARCH AND EVALUATION CENTER (SREC) TEAM PRESENTERS

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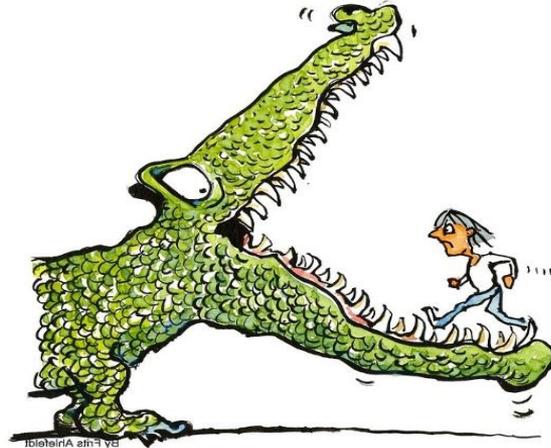


**Danielle Eugene, MSW, LCSW**  
Doctoral Candidate



# Why Data Driven?

- Back in 2010, the U.S. Department of Education described **data-driven decision making** as a **national priority**.
- What are some challenges you have had with data collection and use in schools?



# Getting Data To Work For You

- **Have a vision and goals**
- Focus first on core issues
- Start small
- Communicate to all stakeholders
- Train all stakeholders in the necessary data literacy skills
- Choose approaches that have been researched carefully and are a good fit for your school
- Ask for feedback and then avoid giving negative repercussions when you get it!



Start Small  
**THINK BIG**

# Vision

- If you woke up tomorrow and had the school of your dreams what would that be? Brainstorm, dream, use hunches, put aside limits just for now
- How can you communicate that vision to others?
- Vision gives everyone a direction to follow
- **Vision is the destination, goals are the path**



# Goals

- Vision is limitless, goals are not
- **Start small**
  - Provide a welcoming environment
  - Provide a safe environment
  - Improve School Culture
  - Be sure all students are provided with an opportunity
  - Provide more positive feedback to students and staff
  - Increase reading skills for second grade class
  - Decrease bullying behavior
  - What else???





# Use SMART Goals

## Specific

- 80% of students will be able to demonstrate one coping skill (e.g., deep breath, counting, name feeling)
- 80% of students will demonstrate one listening skill (e.g., looking at the person, nodding your head, asking for clarification)

## Measurable

- Count percentage of students who can demonstrate coping/listening skill twice a week at start of class

## Achievable/Appropriate

- Students may not always use the skills but they can practice until the practice becomes more fluent just like a language



# Use SMART Goals

## Relevant/Realistic

- Students in stressful environments need alternatives to aggression and practice in social skills

## Time Bound

- Count each time this is attempted with the goal of reaching 80% at year end. Students are stakeholders. Keep a data chart in the classroom to let them know visually how they are doing.
- Be ready to change tactics if your approach is not working in a reasonable period of time

# Data Literacy

- **Skills that are needed** for a data driven school
- Framing useful questions to answer with the data
- Finding the relevant data and accessing it
- Understanding what the data represent
- Selecting an approach to address the situations represented by the data



# Ask the Right Questions

- **What percentage** of students in my school are suspended for behavioral issues each month?
- What reasons are given and in what percentages?
- What are the most common reasons for behavioral suspensions?
- What else?



# Find the Right Data

- **Is there data** to answer this question?
- Where is it?
- How do I access it?
- What form is it in?



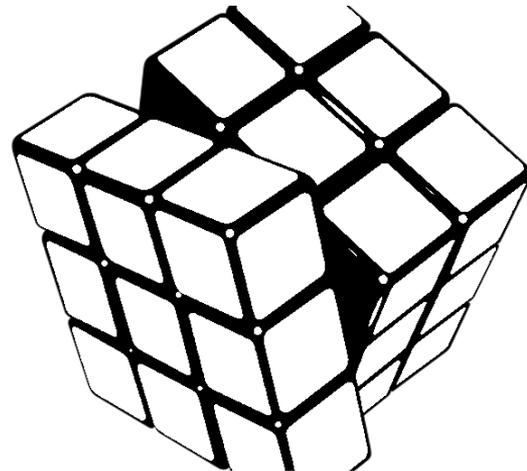
# Understanding the Data

- **What does the data tell me?**
- Do I need help to understand it?
- How accurate is it likely to be?
- Where and how can I collect ongoing data?
- Who will I report the data to and how?



# Addressing the Situation

- **Now that I have the data**, know where to get it, and understand what it says and its level of accuracy, How do I address the challenge?
- Research approaches suitable to your school population, age group specific situation etc.



# Presenting Data Effectively

- **Most of what we process is visual**
- We can only work with small amounts of information at a time
- Visual presentation assists with processing



# Presenting Your Data

## What is your message?

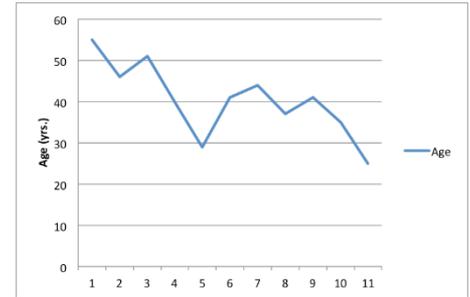
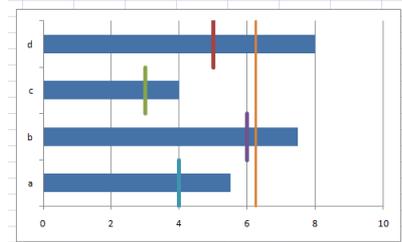
Is a single number important?

Are you comparing two numbers?

Looking at a benchmark or a survey?

Or maybe looking at change over time?

Keep charts as simple as possible



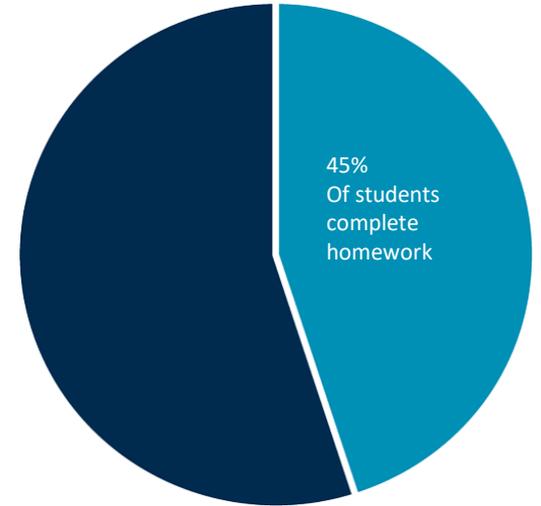
# Slides

- **Slides and visuals should have white space**
- Clutter distracts from the message
- Use simple statements
- The details should come from the speaker(you)

Only

# 45%

of students  
complete homework  
daily



# What Can SREC Do for You?

Knowledge Brokers \* Organizational Capacity Builders\* Program Evaluators

Technical Assistance and Consulting

- Data-Based Decision Making
- Social Emotional Learning
- Family Engagement
- Fidelity Implementation Measures
- Discipline Approach





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**Social Research &  
Evaluation Center**