

Using Data to Show the Impact of Tier 2 Small Group Interventions

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Learning Outcomes

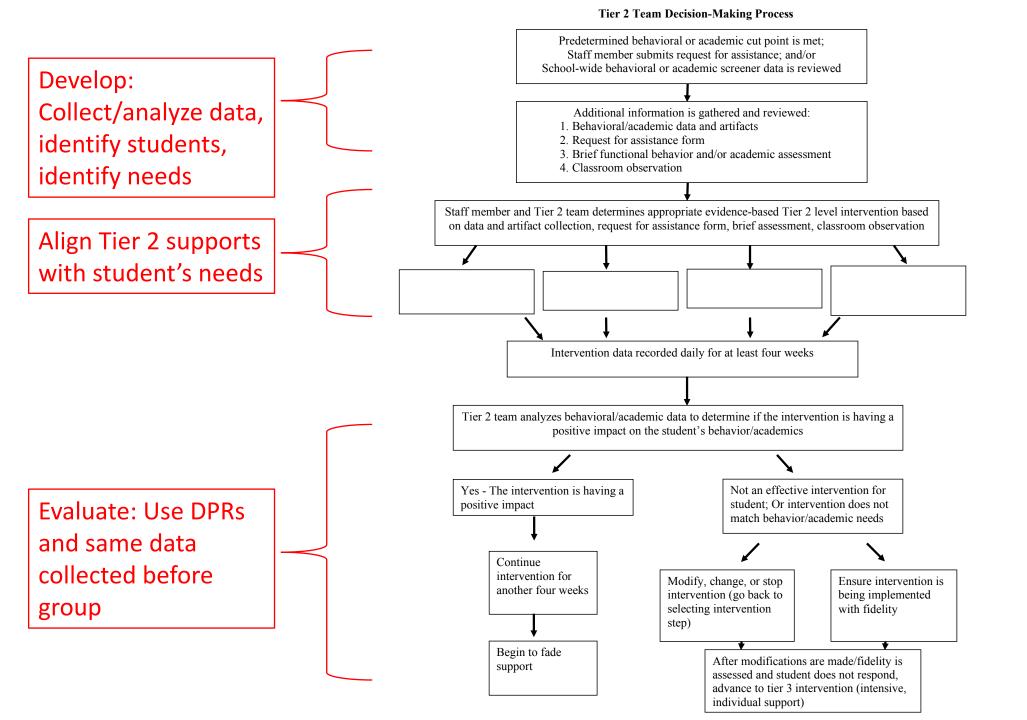
As a result of participating in this session, you will be able to:

- 1. <u>Understand a framework</u> for using data to develop, evaluate and report Tier 2 small group interventions
- 2. Identify <u>sources of data</u> to collect, and use <u>data tracking tools</u> in the context of Tier 2 small group interventions

Session Outline

- Overview of framework for using data
- Using data to evaluate student progress
- Reporting data to show impact of group

Overview of Framework for Using Data



(Olsen, in press)

Framework for Using Data to Develop, Evaluate and Report Tier 2 Small Group Interventions

- Collect/analyze data
- Identify students
- Identify needs

Develop

Evaluate

- Use DPR to progress monitor
- Review same data collected before group

- Collect/analyze
 DPR and same
 data collected
 before/during
 group
- Report data

Report

Using Data Example: Social Academic Instructional Group (SAIG)

- After collecting and analyzing data, you determine a group of students need "academic behavior skills" to improve classroom behavior and grades
- You identify the SAIG group curriculum's "Classroom Survival Skills unit" as a promising resource to address the identified students needs.
- Because of the needs of the students and the focus of the group, you also collect students **academic** (grades, credits, homework completion, etc.) and **attendance data**

Using Data Example: Social Academic Instructional Group (SAIG)

- Small group curriculum resulting from collaboration between Milwaukee Public Schools, school counselors, school psychologists, and school social workers
- Incorporates procedures and concepts from Skillstreaming and Second Step (skill building), restorative practices (circles), and other resources (mindfulness)

Using Data Example: Social Academic Instructional Group (SAIG)

- Groups last 9 weeks
- Length of lessons vary
- Covers K-12
- Lessons contain resources, discussion guides, and activities needed to facilitate group

Using Data Example: Social Academic Instructional Group (SAIG)

- •General group guidelines:
 - 4-6 students per group for elementary
 - Up to 8-10 students for middle and high
 - Consider age, developmental level, topic, intensity of student needs

Using Data Example: Social Academic Instructional Group (SAIG)

Classroom Survival

- listening
- asking for help
- following instructions
- completing tasks
- making a decision
- trying when it is hard
- bringing materials to class
- ignoring distractions
- ignoring distractions
- talking assertively

Emotion Management

- knowing feelings
- expressing feelings
- recognizing feelings
- handling anger
- thinking when angry
- handling embarrassment
- accusations and avoiding fights
- relaxing
- making self feel better

Attendance

- identifying resources
- sphere of control
- being responsible
- effects of absenteeism
- aspirations
- getting prepared

Using Data Example: Social Academic Instructional Group (SAIG)

SCHOOL COUNSELOR ROLE

- 1. Lead weekly group
 - Topic
 - Learning Intentions
 - Success Criteria
 - Materials for Activity
 - Standard Circle Setup
 - Teaching Procedure
 - Activity to Practice Skill
 - Closing Circle Question
- 2. Collaboratively set weekly goals

CLASSROOM TEACHER ROLE

- Reinforce group skills and weekly goals
- 2. Daily positive and corrective feedback and check in on goal behaviors

- Evaluation is an ongoing process, not something done at the end
- Lets us know if students are learning and demonstrating the knowledge, skills, behaviors we intended
- Opportunity to modify, change, or stop intervention

#1 Small-Group Data Planning and Collection Tool (ASCA, 2016)

- Organizes the data collection process for small groups
- Includes process (what did you do for whom?), perception (what do students think they know, believe, or can do?), outcome (so what? how are students different, what is the impact?)

#2 Daily Progress Report (DPR)

- Data collection tool, not an intervention
- Group goal behaviors connected to SAIG group are documented
- Adult feedback on goal behaviors is provided multiple times daily
- Review DPR data at least bi-weekly

#2 Daily Progress Report (DPR)

- Elementary: Student checks in with teacher after each block of time
- Middle/High: Student checks in with teacher after each period
- For SAIGs, teacher has DPRs for students vs. students carrying DRPs
- Scores can be entered daily or collected and entered weekly
- Entering scores electronically (SWIS, Google Doc, Excel) is most efficient

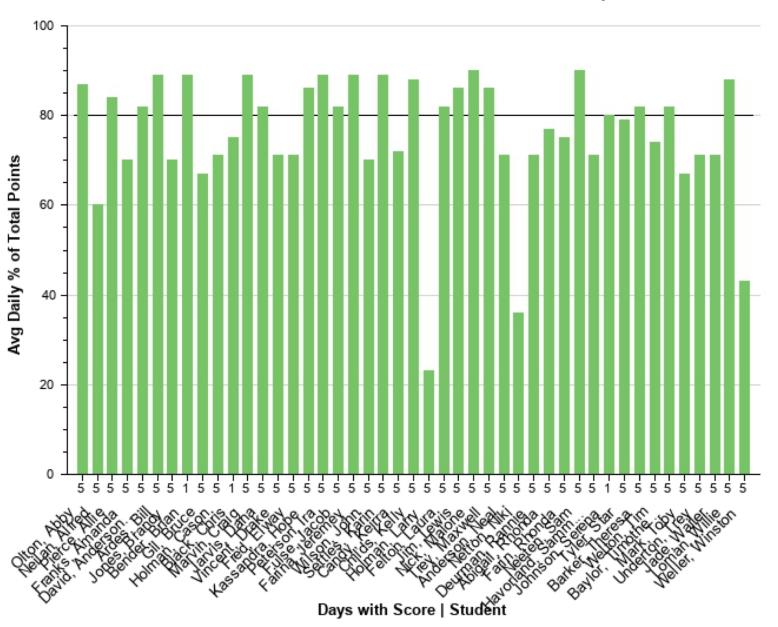
•Goal: Student meets daily goal of 80%, 80% of the time

Average Daily Points By Student Report CONFIDENTIAL



Jan 14, 19 to Jan 18, 19

Max Days where Score Possible: 0



- *#3 Periodically review same data collected before group (monthly, halfway through group, etc.)
 - Office discipline referral (ODR) data
 - •Academic data (grades, credits, homework completion, etc.)
 - Attendance data
 - Classroom observation data

Reporting Data to Show Impact of Group

What to Report

Report data used to develop and evaluate group

- Process, perception, outcome data for group pre/post:
 - Daily progress report (DPR) data
 - Office discipline referral (ODR) data
 - Academic data (grades, GPA, credits, homework completion, etc.)
 - Attendance data
 - Classroom observation data

How to Report

Presentation

- In-person, visual, presentation is best
- Use completed Small-Group Data Planning and Collection Tool as guide to organize presentation (see example)
- Use PowerPoint etc. to display, focus on using data tables and graphs

Written Report

- Complete Small-Group Data Planning and Collection Tool (ASCA, 2016)
- Can modify to shorten
- Replace words with numbers as much as possible
- Add a page with clear/simple data summary in table and graph form

Where to Report

- Staff, family, district meetings/events
- Web sites
- Part of larger report to administrators and school board members
- Part of school or districts data materials
- Post in school where staff access information

Review of Framework for Using Data to Develop, Implement and Evaluate Tier 2 Small Group Interventions

- Collect/analyze data
- Identify students
- Identify needs

Develop

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