

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

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RIVERSIDE COUNTY SCHOOL COUNSELOR LEADERSHIP NETWORK

Learning Outcomes

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

1. Understand a framework for using data to develop, evaluate and report Tier 2 small group interventions
2. Identify sources of data to collect, and use data tracking tools 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

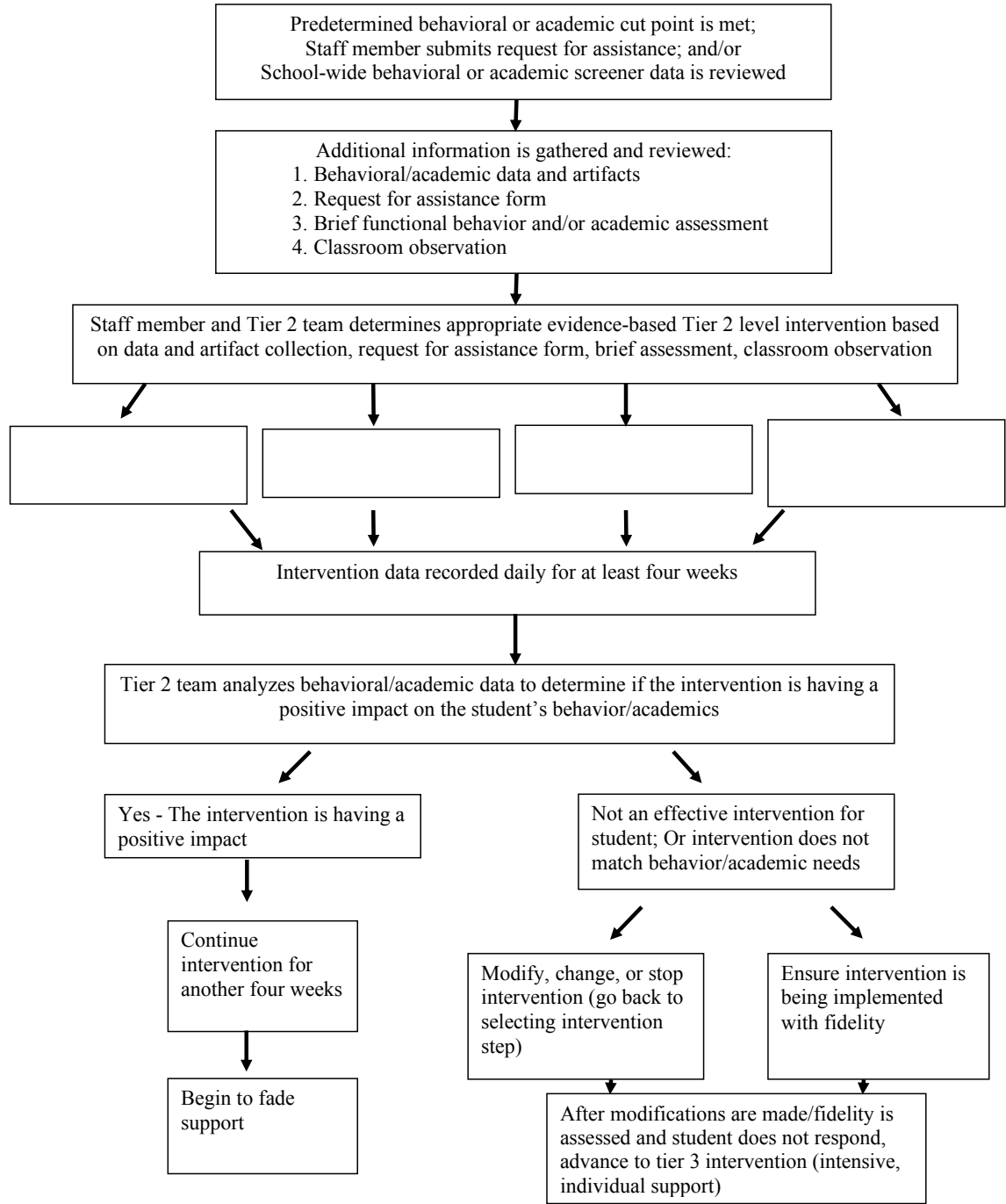
Overview of Framework for Using Data

Tier 2 Team Decision-Making Process

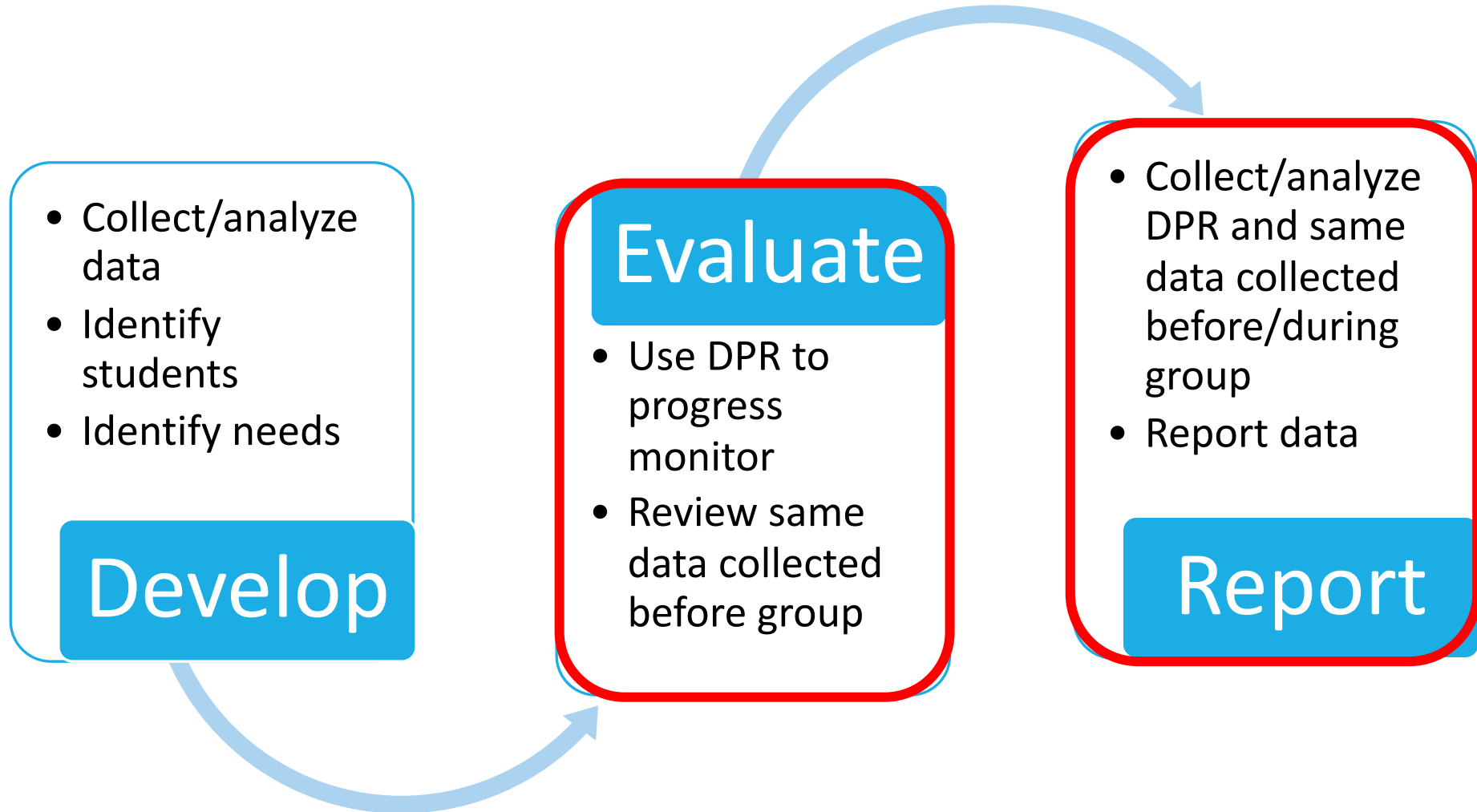
Develop:
Collect/analyze data,
identify students,
identify needs

Align Tier 2 supports
with student's needs

Evaluate: Use DPRs
and same data
collected before
group



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



Using Data to Evaluate Student Progress

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

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

Using Data to Evaluate Student Progress

- 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

Using Data to Evaluate Student Progress

#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?*)

Using Data to Evaluate Student Progress

#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

Using Data to Evaluate Student Progress

#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

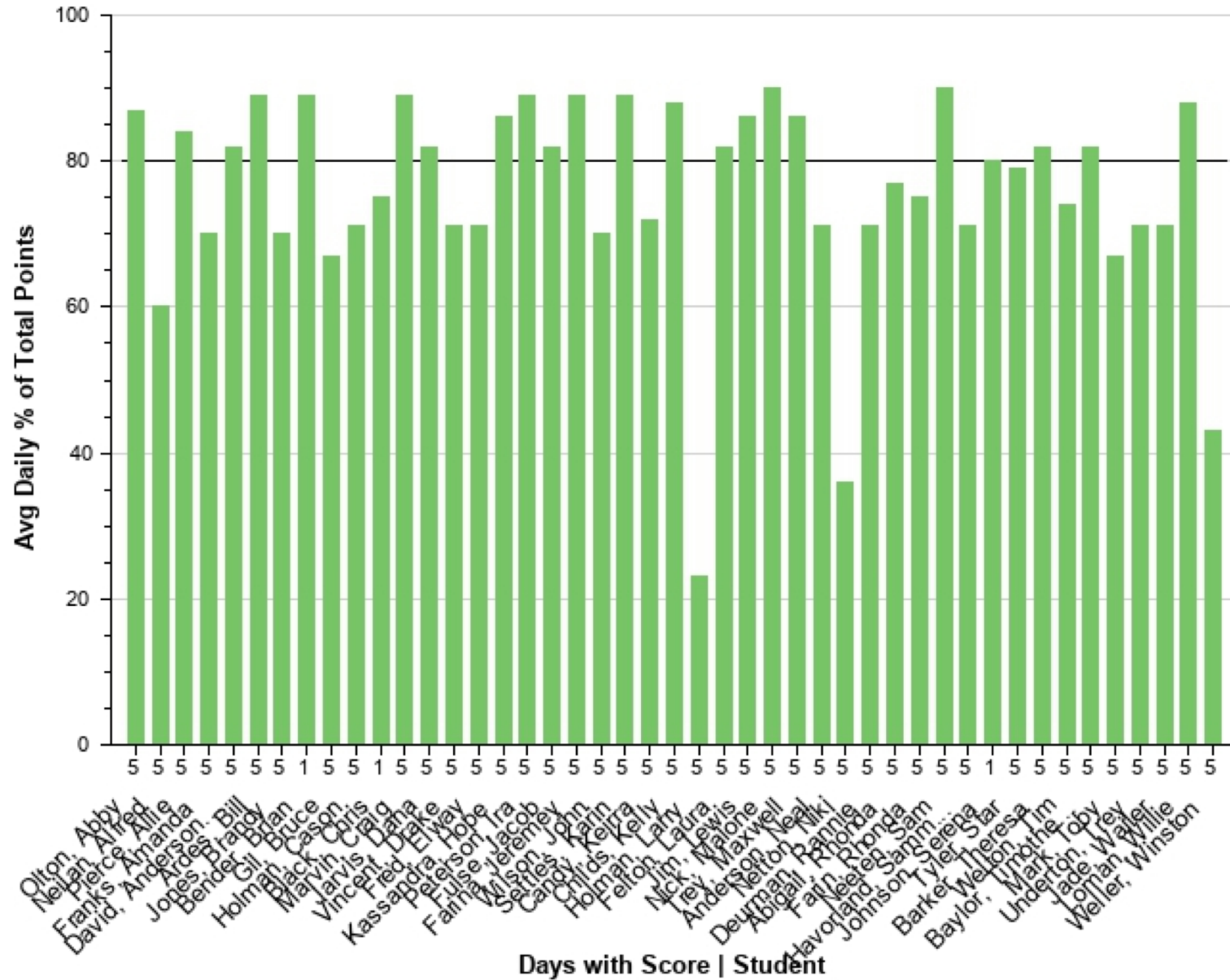
Average Daily Points By Student Report

CONFIDENTIAL

Jan 14, 19 to Jan 18, 19



Max Days where Score Possible: 0



Using Data to Evaluate Student Progress

- #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

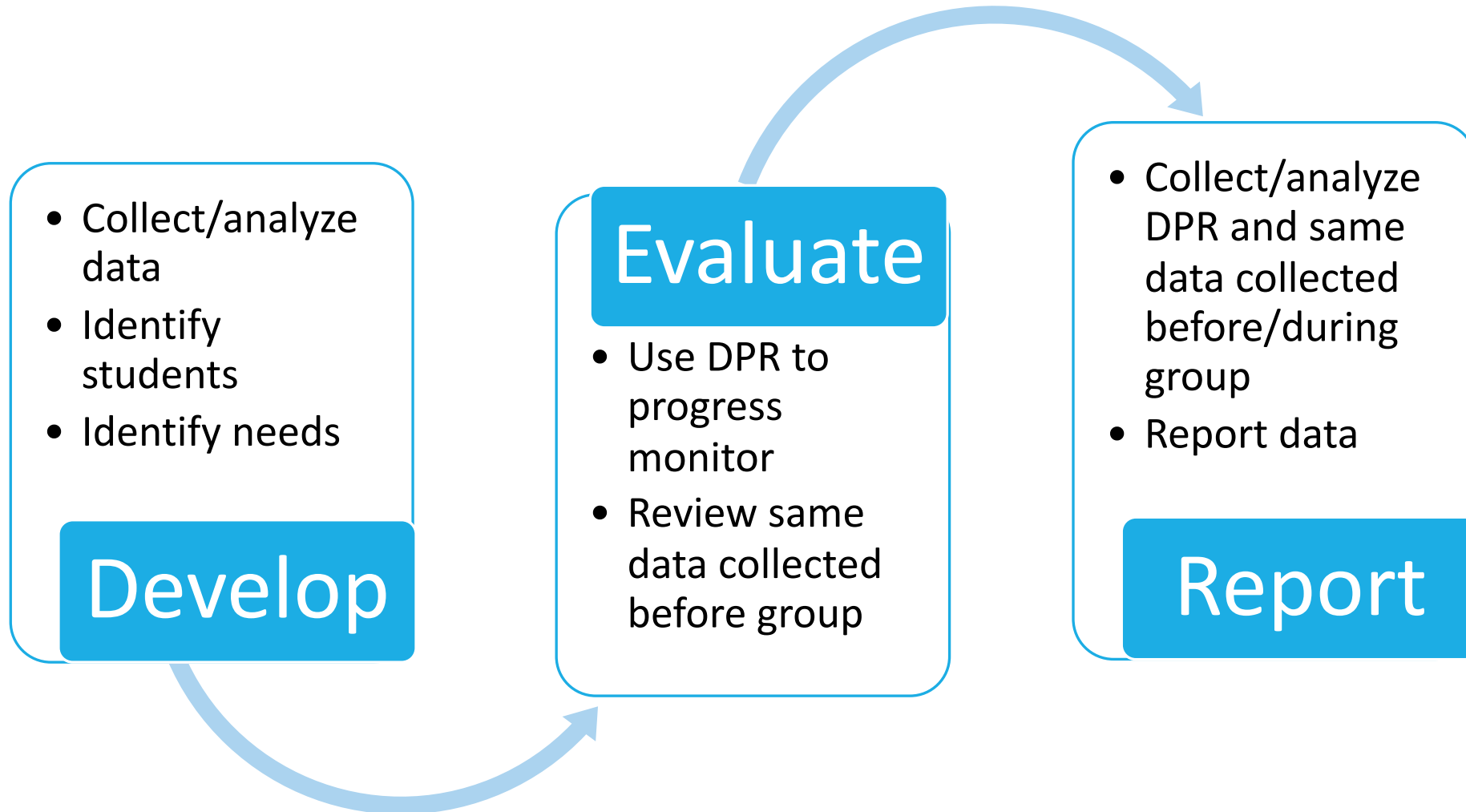
Written Report

- 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



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