



QI-SEL
Cincinnati Public
Schools

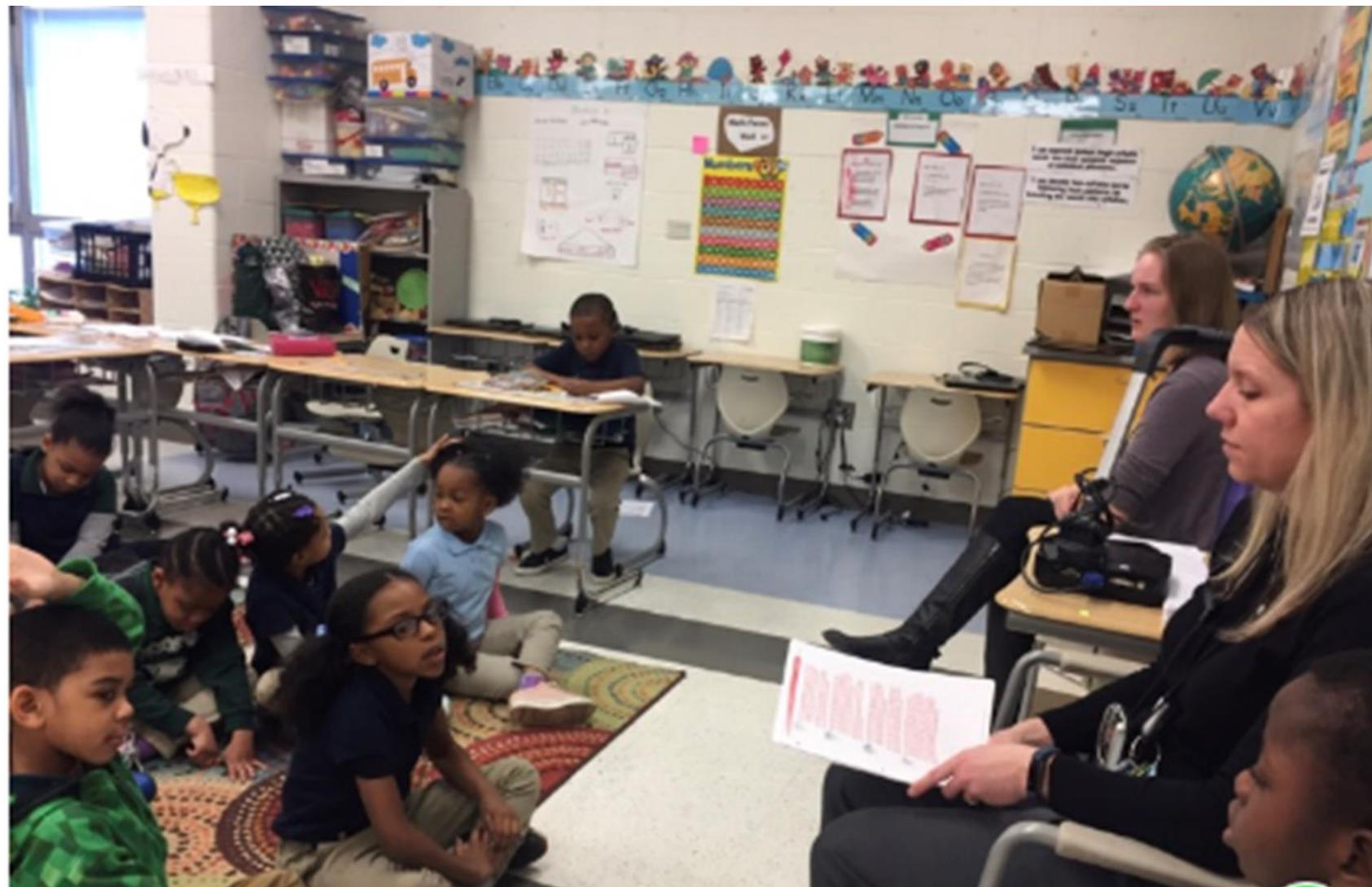


BACKGROUND



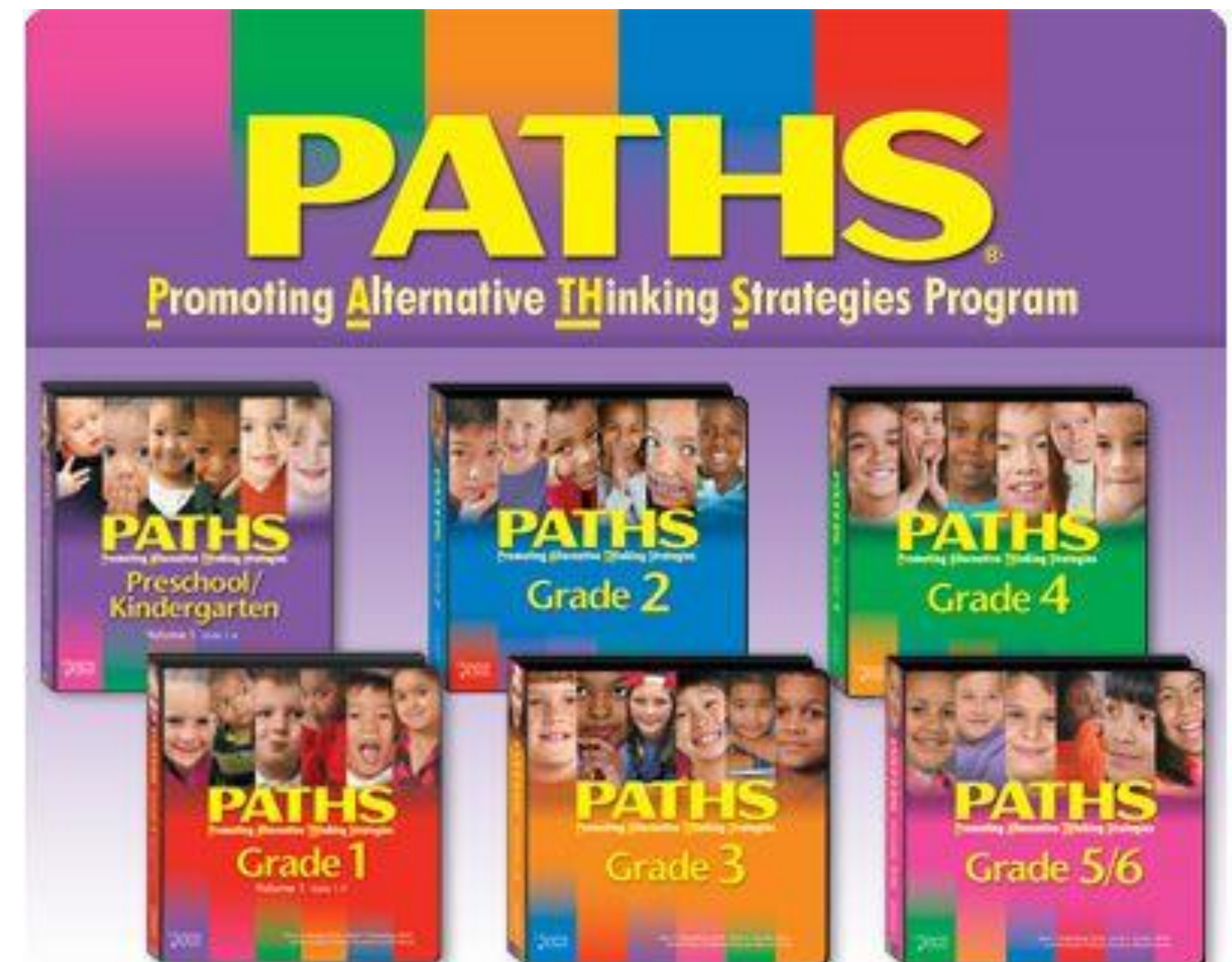
PBIS Social Workers (1.5 FTE)

1. Support school-wide behavior support efforts (PBIS)
2. Provide SEL programming
3. Assist teachers with classroom management
4. Provide targeted training for teachers
5. Collect data on SEL effectiveness



PATHS

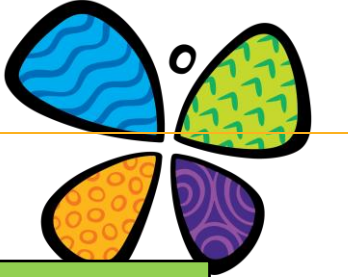
1. Social Worker and Teacher led
2. 30-minute lessons 1-2 times/week



QI-SEL Woodford Key Driver Diagram (KDD)

Project Leader(s): Carrie Bungler

Revision Date: 5/8/19 (v7)



Global Aim

Students at Woodford Paideia will demonstrate increased behavioral and social emotional skills which will ultimately improve academic outcomes.

SMART Aim

By May 31, 2019, the median lost instructional time will decrease from 1560 to 780 minutes per 5 day week (i.e. minutes of ISS, A2E, A2S, OSS,ER) among grade 4-6 students.

Population

Grades 4-6 staff and students at Woodford Paideia School.

Key Drivers

Adequately Trained and Committed Teachers

Deep Knowledge of PBIS and MTSS by Adults and Students

Skilled Social Workers

Accurate Data Reporting

Buy-In from School Leadership

Clear Communication between QI Lead, SW, and Teachers

Commitment to Fidelity of Interventions Over Time

Interventions (LOR #)

PAX Good Behavior Game in Classrooms

Professional Development in PBIS, QI, and SEL

Frequent Analysis of Teacher Perception Tool

Weekly Huddles with SWs

PBIS Tier 1 Schoolwide Supports
Woodford Wildcat PBIS Booster

Behavioral Infraction Calibration

PBIS District Committee and Woodford QI-SEL PBIS Team

PAX Reminder Calendar for Teachers

Weekly Huddles between SW and Teachers

Discipline Data Entry Training

Note: All interventions are LOR #1 as the SMART Aim is a 50% reduction.

PDSA Ramp Name: PAX GBG Woodford

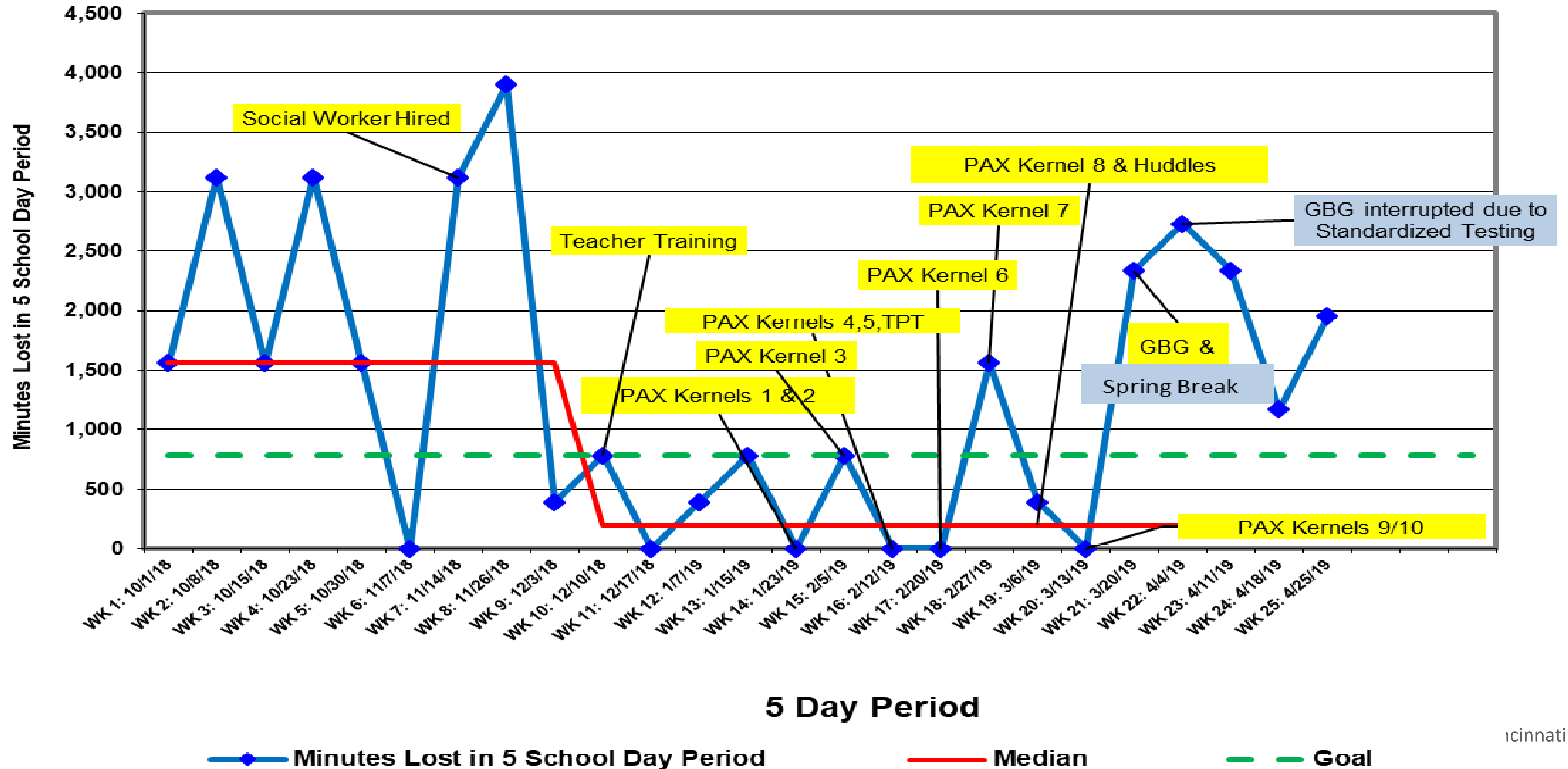
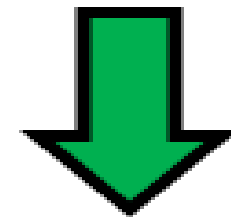
| | | Test Cycle 1 | Test Cycle 2 | Test Cycle 3 | Test Cycle 4 | Test Cycle 5 | Test Cycle 6 |
|--------------|--|---|---|---|---|---|---|
| PLAN | Test Description: | GBG Kernel #1 PAX Vision January 14 th | GBG Kernel #2 PAX Leader January 21 st | GBG Kernel #3 PAX Quiet January 28 th | GBG Kernel #4 Rewards February 4 th | GBG Kernel #5 Beat the Timer/Stix February 11 th | Teacher perception Tool February 12 th |
| | Objective: | For each grade 4-6 class to develop a PAX Vision | For each grade 4-6 class to identify PAX Leaders | For each grade 4-6 class to develop utilize PAX Quiet | For each grade 4-6 class to develop utilize PAX Wacky Rewards | For each grade 4-6 class to develop utilize PAX Beat the Timer/Stix | To gain feedback from teachers as to classroom behavior |
| | Prediction: | I predict that lost instructional time and behavior infractions will decrease. Teacher perception of the class will increase. | Lost instructional time and behavior infractions will decrease. | Lost instructional time and behavior infractions will decrease. | Lost instructional time and behavior infractions will decrease. | Lost instructional time and behavior infractions will decrease. | Teacher perception will increase over time. |
| | How will success of the test be measured? | Lost Instructional Time Teacher Perception Classroom Behavior Infractions | Lost Instructional Time Classroom Behavior Infractions | Lost Instructional Time Classroom Behavior Infractions | Lost Instructional Time Classroom Behavior Infractions | Lost Instructional Time Classroom Behavior Infractions | Teacher Perception data Lickert Scale (1-4) |
| | Plan details: | See PDSA Worksheet | See PAX Manual | See PAX Manual | See PAX Manual | See PAX Manual | See PDSA Worksheet |
| DO | Was the test carried out as planned? | No | Yes | Yes | Yes | Yes | No |
| | Test Results (data & observations): | Variability. Lost instructional time increased on Friday. | 0 | 0 | Some variability | 0 | Most 3-4 range |
| STUDY | Did results match prediction? Yes/No | No | Yes | Yes | Yes | Yes | No |
| | Learning: | Need routine fidelity checks. Add behavior infraction data and teacher perception data. | Momentum has increased as people feel more comfortable | Need SW to do weekly check-ins | Adapt words to integrate with school PBIS Plan | A lot at once | Teachers fearful of collecting data on their own rooms |
| ACT | Adapt, Adopt or Abandon: | Adapt | Adopt | Adopt | Adopt | Adopt | Adapt |

| | | Test Cycle 7 | Test Cycle 8 | Test Cycle 9 | Test Cycle 10 | Test Cycle 11 | Test Cycle 12 | Test Cycle 13 |
|--------------|--|--|---|--|---|--|--|--|
| PLAN | Test Description: | GBG Kernel #6 PAX Notes February 18th | GBG Kernel #7 PAX Voices February 25th | GBG Kernel #8 PAX Hands/Feet March 4th | Huddles March 4th | GBG Kernel #9/10 March 11th | Full GBG March 18th/April 1st | Calendar Reminders April 8th |
| | Objective: | For each grade 4-6 class to develop PAX Tootle Notes | For each grade 4-6 class to include PAX Voices | For each grade 4- 6 class to utilize Hands/Feet | Have weekly huddle calls with QI Leads and SWs | For each grade 4-6 class | For each grade 4-6 class | For each grade 4-6 class |
| | Prediction: | I predict that lost instructional time and behavior infractions will decrease. Teacher perception of the class will increase. | Lost instructional time and behavior infractions will decrease. | Lost instructional time and behavior infractions will decrease. | Reliability of data collection will increase and intervention fidelity will increase. | Lost instructional time and behavior infractions will decrease. | Lost instructional time and behavior infractions will decrease. | Lost instructional time and behavior infractions will decrease. |
| | How will success of the test be measured? | Lost Instructional Time Teacher Perception Classroom Behavior Infractions | See Cycle 7 | See Cycle 7 | See Cycle 7 | See Cycle 7 | See Cycle 7 | See Cycle 7 |
| DO | Was the test carried out as planned? | Yes | Yes | Yes | Yes | Yes | No | Yes |
| | Test Results (data & observations): | Lost instructional time has decreased. | Lost instructional time has increased. | TBD | 3/3 SWs participated 2/3 Leads participated | 0 | Increased lost instructional time | Increased Lost instructional time |
| STUDY | Did results match prediction? | Yes | Yes | Yes | Yes | Yes | No | No |
| | Learning: | Need routine fidelity checks. Add behavior infraction data and teacher perception data. | Momentum has increased | | Assists with communication | | Spring break and intervention drift as testing approaches | Need push in support and adaptations during testing |
| ACT | Adapt, Adopt or Abandon: | Adopt | Adopt | Adopt | Adopt | Adopt | Adapt | Adapt |

RESULTS



Minutes of Lost Instruction 10/1/2018- 5/1/19 , Grades 4-6 Woodford



MOST PROUD & WHY

- My Incredible QI Learnings
- Positive Results in Lost Instructional Time when interventions were in place with fidelity
- Teacher buy-in increased by the end of the year
- Learning to “fail forward”
- Increased confidence conducting small tests of change

GREATEST CHALLENGE

- Interdependencies between needs and expectations of the district, building administration, and teachers
- Pressure for spread
- Inaccurate data reporting due to lack of consistency in identifying behavioral infractions
- Perfection Paralysis
- Teacher Buy-In
- Regularly revising process measures



TEAM MEMBERS

- Dr. Carrie Bunger, Lead
- Ross Turpeau, Principal
- Kathleen Jump, PBIS Social Worker
- Angel Archer, Paraprofessional
- Michael McGowan, PBIS Team Lead Teacher
- Grade 4-6 Regular Education Teachers

