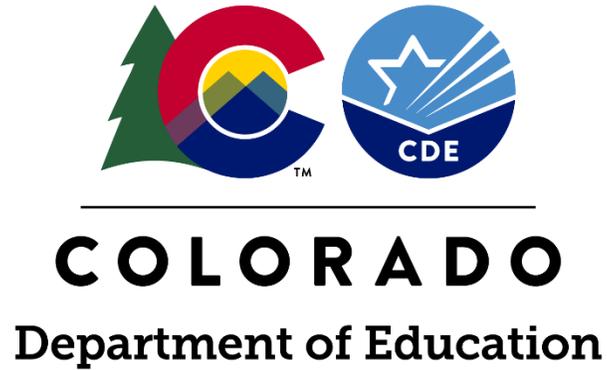


We will begin right at  
2:00pm



Please make sure your  
microphone is muted

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# Bullying Prevention and Education Grant Quarterly Webinar

Adam Collins, Ph.D.  
February 1, 2021



1. New Bullying Research
2. Data-Based Decision Making
3. Next Steps

A G E N D A

# Objectives

1. Gain knowledge on bullying from recent research.
  2. Increase understanding of how data drives different steps in the decision making process.
  3. Develop next steps to support data-based decision making in your implementation team.
- 

# New Bullying Research



When entering a new school, adolescents jockey for social standing.

Some students try to use bullying to improve their social standing.

Implies that **bullying prevention programs** should be implemented immediately at the **start of secondary school**.

There is no significant difference in social standing from the start of school to 2 years after graduation.

# Data-Based Decision Making

# Data-Based Decision Making

Making decisions based on data gives you the best chance to reduce bullying.

When there is a consistent process, it increases efficiency.



# Data-Based Decision Making



## BPEG Self-Assessment BPC Item #12

12. The BPC has a formal problem-solving process that includes steps such as: *problem identification, problem analysis, plan implementation, and plan evaluation* to inform decisions about supports and prevention efforts.



## Step 1: Problem Identification

Is there a problem?  
(What is the problem?)



## Step 2: Problem Analysis

Why is it  
occurring?

## Step 4: Plan Evaluation

Did we follow the plan?  
Did it work?



## Step 3: Plan Identification and Implementation

What can we do about it?



# Large Group Activity

Go to the Jamboard:

[tinyurl.com/Feb21BPEGWebinar](https://tinyurl.com/Feb21BPEGWebinar)

1. Use a sticky to post what problem solving process your school / implementation team uses
2. If you don't have a consistent process, that's okay. Just write, "None"
3. Share Out
  1. Describe the process and if you find it effective

$\ln(x+y) = \sin x \cos y + \sin y \cos x$   $(\ln(x))' = x^{-1}$   $\sin \alpha = 0,5$   $\int \frac{dx}{x^2 \pm a^2} = \ln|x + \sqrt{x^2 \pm a^2}| + C$   $(a+b)^2 = a^2 + 2ab + b^2$   
 $3+2i$   $(1+x)^a = 1 + \sum_{n=1}^{\infty} \binom{a}{n} x^n$   $\frac{a}{\sin A} = \frac{b}{\sin B}$   $e^{i\pi} + 1 = 0$   $\bar{A} \cdot (B + \bar{C}) = y = kx + m$   $X \in [3; +\infty)$   
 $\binom{a}{n} = \frac{n!}{(n-a)!a!}$   $\begin{vmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{vmatrix} = \begin{vmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{vmatrix} + \begin{vmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{vmatrix}$   $\sin^2 \alpha + \cos^2 \alpha = 1$   $\sin hx = -i \sin(ix)$   
 $(x_{n-1} \Delta x)$   $X \in (-\infty; -2)$   $(e^x)' = e^x$   $\lim_{x \rightarrow 0} \frac{\sin x}{x} = 1$   $f(x) = \frac{1}{\sigma \sqrt{2\pi}} \exp\left(-\frac{(x-\mu)^2}{2\sigma^2}\right)$   $V = \int_a^b \pi f^2(x)$   
 $z^2 = b^2 + c^2 - 2bc \cos A$   $y = \sin x$   $\begin{pmatrix} a_1 & b_1 \\ a_2 & b_2 \end{pmatrix} \cdot \begin{pmatrix} c_1 \\ c_2 \end{pmatrix} = \begin{pmatrix} a_1 c_1 + b_1 c_2 \\ a_2 c_1 + b_2 c_2 \end{pmatrix}$   $\forall \epsilon > 0 \exists N \in \mathbb{N} \forall n > N |x_n - a| < \epsilon$   $\sinh(x) = \frac{e^x - e^{-x}}{2}$   
 $\begin{matrix} b \\ a & c \end{matrix}$   $D = b^2 - 4ac$   $i = \sqrt{-1}$   $e^{ix} = \cos x + i \sin x$   $\int x^n dx = \frac{x^{n+1}}{n+1} + C$   $\cos A = \cos B \cos C + \sin B \sin C \cos a$   
 $x = 2$   $e^x = 1 + \sum_{n=1}^{\infty} \frac{x^n}{n!}$   $\int$   $A_n^k = \frac{n!}{(n-k)!}$   $\infty$   $\sin x$   $\log(x)$   $\log_a(xy) = \log_a x + \log_a y$   
 $x = \text{Im}\{e^{ix}\}$   $\cosh(x) = \frac{e^x + e^{-x}}{2}$   $a \perp m, a^{q(m)} \equiv 1 \pmod{m}$   $\log(ab) = \log a + \log b$   $S = 4\pi R^2$   $V = \frac{4}{3}\pi R^3$   $(e^x)' = e^x$   
 $X = 1$   $\log_a^p x = \frac{1}{p} \log_a x$   $h = D \cdot \tan \alpha$   $S = \frac{1}{2} abs \sin d$   $y = x^2$   $\int_a^b f(x)$   
 $X! = 1 \cdot 2 \cdot \dots \cdot x$   $\lim_{n \rightarrow \infty} \left(1 + \frac{1}{n}\right)^n = e$   $\cos 2\alpha = 2 \cos \alpha - 1$   $e^x \cos x = \text{Re}\{e^{ix}\}$   $x! = 1$   
 $n \cdot b = \emptyset$   $\frac{\sin \alpha}{\cos \alpha} = \tan \alpha$   $\sqrt[n]{x_1 x_2 \dots x_n} \leq \frac{x_1 + x_2 + \dots + x_n}{n}$   $\sum_{n=0}^k \frac{f^{(n)}(a)}{n!} (x-a)^n$   $\sum_{k=0}^{\infty} \frac{f^{(k)}(a)}{k!} (x-a)^k$   
 $\cos(x+y) = \cos x \cos y - \sin x \sin y$   $\sum_{n=0}^k \frac{f^{(n)}(a)}{n!} (x-a)^n$   $\sum_{k=0}^{\infty} \frac{f^{(k)}(a)}{k!} (x-a)^k$   $\log_a \frac{x}{y} = \log_a x - \log_a y$   $\text{sh} x = \frac{e^x - e^{-x}}{2}$   $f(x) = \begin{cases} 0 & x=0 \\ e^{-\frac{1}{x}} & x \neq 0 \end{cases}$   $a=0$

# What about the Data?

# Step 1: Problem Identification

Is there a problem?  
(What is the problem?)

Screening Data

# Step 2: Problem Analysis

Why is it  
occurring?

Diagnostic  
Data

# Step 3: Plan Identification and Implementation

What can we do about it?

Fidelity  
Progress  
Monitoring

# Step 4: Plan Evaluation

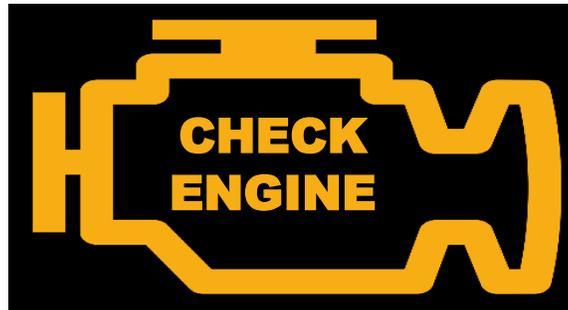
Did we follow the  
plan?  
Did it work?

Progress  
Monitoring &  
Fidelity Data



## Screening

- *Purpose:* To identify which students may need support beyond Tier 1 instruction (McIntosh & Goodman, 2016)
- *Definition:* A brief assessment that measures general outcome skills, designed to provide an indicator of risk



RENAISSANCE  
**Star Reading**<sup>®</sup>

**DIBELS**<sup>®</sup>  
*Next*

**MAP**  
Measure of  
Academic Progress

**STUDENT RISK SCREENING SCALE**  
(DRUMMOND, 1994)



**SAEBRS**

*Social, Academic, & Emotional Behavior Risk Screener*

**SDQ**

**aimsweb**

Login



**BESS**  
Behavior & Emotional  
Screening System



**Early Warning System**  
**(Attendance,**  
**Behavior Referrals,**  
**Course Grades)**

*\*not an endorsement of any particular screening tool*



Go to the Jamboard  
(Board 2):

[tinyurl.com/Feb21BPEGWebinar](https://tinyurl.com/Feb21BPEGWebinar)

**What type of screening assessments does your school use for bullying data?**

# Risk Criteria: Example

Measure	Low Risk	Some Risk	At Risk
<b>Major ODRs</b>	0-1	2-5	6 or more
<b>Minor ODRs</b>	2-4	5-12	13 or more
<b>Absences</b>	5/semester	6-9/semester	10+/semester
<b>Tardies</b>	3/semester	4-9/semester	10+/semester
<b>Suspension</b>	0	1	2
<b>Course Grades</b>	2.5 or higher	D or F in one course	2 or more Ds or Fs
<b>Student Risk Screening Scale (Total Score)</b>	“Low Risk”	“Moderate Risk”	“High Risk”
<b>Strengths &amp; Difficulties Questionnaire (Total Score)</b>	≤ 11	12-15	16+
<b>DIBELS</b>	“At or Above Benchmark”	“Below Benchmark”	“Well Below Benchmark”
<b>Nomination Form</b>	Team recommends no intervention yet	Team recommends intervention; non-dangerous behavior or acute skill deficit	Team recommends intervention; dangerous behavior or severe skill deficit

## Step 1: Problem Identification

Is there a problem?  
(What is the problem?)

Screening Data



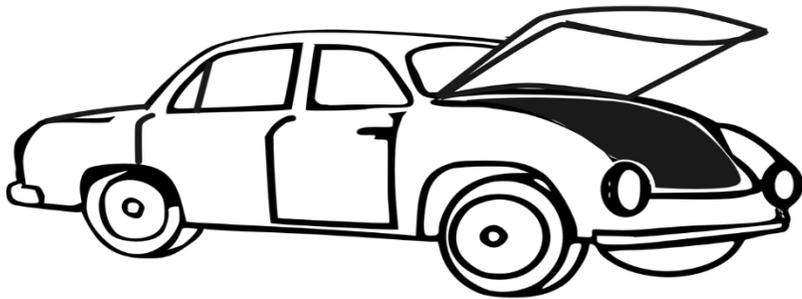
## Step 2: Problem Analysis

Why is it  
occurring?

Diagnostic  
Data

## Diagnostic

- *Purpose:* To identify specific strengths and weaknesses; identify why a student is at risk and provides additional information on students' skill levels and specific needs (McIntosh & Goodman, 2016)
- *Definition:* An in-depth, comprehensive assessment that teases apart general skills into discrete skills



Go to the Jamboard  
(Board 3):

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**What type of diagnostic assessments does your school use for bullying data?**



***Functional  
Behavior  
Assessment***

## Step 1: Problem Identification

Is there a problem?  
(What is the problem?)

Screening Data



## Step 2: Problem Analysis

Why is it occurring?

Diagnostic Data

## Step 3: Plan Identification and Implementation

What can we do about it?

Progress Monitoring & Fidelity Data



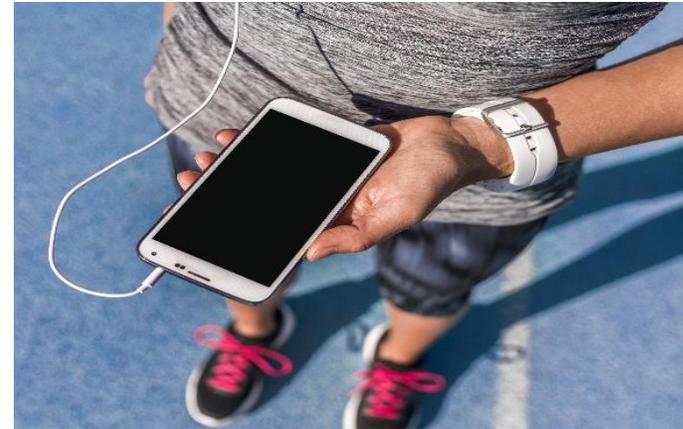
## Progress Monitoring

- *Purpose:* To monitor the impact/effectiveness of the bullying prevention intervention; assesses the extent to which students are making growth (McIntosh & Goodman, 2016)
- *Definition:* The formal collection of data to evaluate a student's response to their current plan.
  - *General outcome measure or discrete skills (Hosp et al., 2016)*



## Fidelity

- *Purpose:* To monitor the implementation of instruction/interventions or systemic structures
- *Definition:* Provides information on the adherence to the intervention or to school-level structures (e.g., BPEG Self-Assessment)



Go to the Jamboard  
(Boards 4 & 5):

[tinyurl.com/Feb21BPEGWebinar](https://tinyurl.com/Feb21BPEGWebinar)

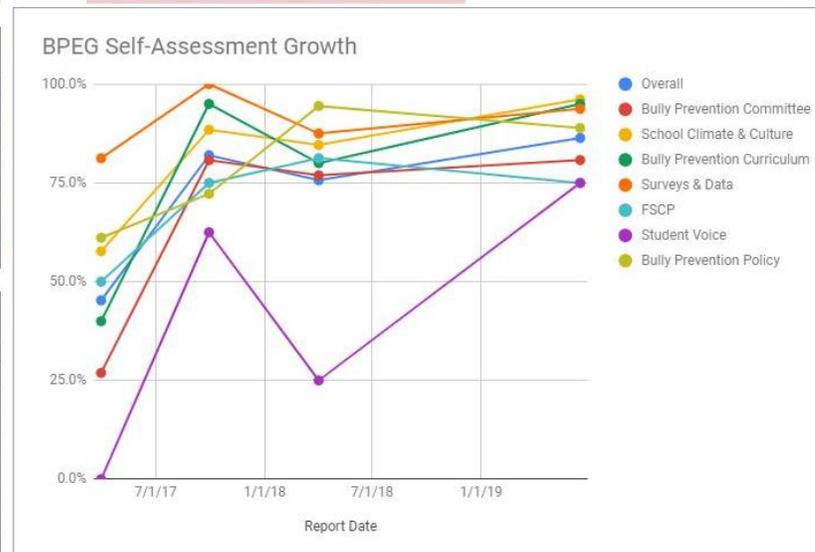
## What type of progress monitoring and fidelity assessments does your school use for bullying data?

**Implementation Coach Report - Focus (1 = None to 5 = Greatest Focus)**  
To view all reports, visit 'Implementation Coach Report' using tabs below

Report Date	4/5/19	1/31/19	10/5/18	4/3/18
Bully Prevention Committee	3	4	4	4
School Climate & Culture	4	4	4	4
Bully Prevention Curriculum	4	2	2	5
Surveys & Data	3	1	1	4
FSCP	3	5	5	3
Student Voice	4	5	5	2
Bully Prevention Policy	2	3	3	4

**BPEG Self-Assessment**  
To view all reports, visit 'BPEG Self-Assessment' using tabs below

Administration Date	6/17/19	4/2/18	9/29/17	3/31/17
<b>Overall</b>	<b>86.4%</b>	<b>75.7%</b>	<b>82.0%</b>	<b>45.3%</b>
Bully Prevention Committee	80.8%	76.9%	80.8%	26.9%
School Climate & Culture	96.2%	84.6%	88.5%	57.7%
Bully Prevention Curriculum	95.0%	80.0%	95.0%	40.0%
Surveys & Data	93.8%	87.5%	100.0%	81.3%
FSCP	75.0%	81.3%	75.0%	50.0%
Student Voice	75.0%	25.0%	62.5%	0.0%
Bully Prevention Policy	88.9%	94.4%	72.2%	61.1%



# Step 1: Problem Identification

Is there a problem?  
(What is the problem?)

Screening Data

Fidelity  
Progress  
Monitoring

## Step 4: Plan Evaluation

Did we follow the  
plan?  
Did it work?

## Step 2: Problem Analysis

Why is it  
occurring?

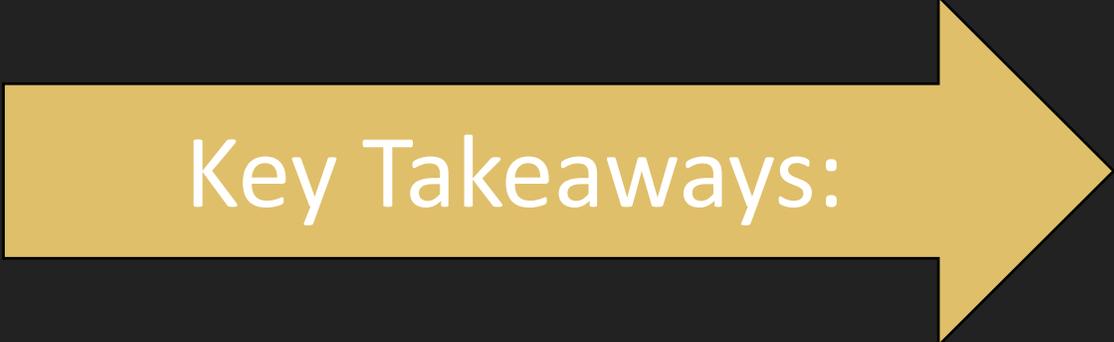
Diagnostic  
Data

## Step 3: Plan Identification and Implementation

What can we do about it?

Progress  
Monitoring &  
Fidelity Data





Key Takeaways:

1. Have a data-based decision making process
2. Figure out the data you will collect for each step



Action Item:

If you don't collect one type of data, reflect on how you could start.

# Next Steps



# Next Steps



February 26: Interim Financial Report

April 5: Last BPEG Quarterly Webinar



Webinar Feedback Survey

[www.surveymonkey.com/r/BPEGWebinar02-01-21](https://www.surveymonkey.com/r/BPEGWebinar02-01-21)





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