

BIG 5 DATA REVIEW GUIDE

School: _____ Date: _____

1 Data Observations – What patterns (if any) do we see in the Big 5 Reports:

A. Per Day Per Month Overall:

Our average per day per month rate for the current month = _____ with a _____ trend across _____ year(s)
(stable/increasing/decreasing)

B. Inappropriate Behaviour: Top inappropriate behaviours this month _____

C. Location: What location are referrals coming from? _____

D. Time of Day: Are there particular times of day that stand out? _____

E. Students Involved: How many students are involved this month? _____ 0-1 referral _____ 2-5 referrals _____ 6+ referrals

2 Problem Statement*: _____

3 Do you need more information to confirm this Inappropriate Statement? YES NO

If YES, what do you need to know? _____

4 What MATRIX behaviours do we want students to demonstrate instead of the inappropriate behaviours? _____

* A **problem statement** is one that allows a team to develop a specific, actionable, proactive intervention with clear steps and outcomes. For example: “*Disruptive behaviour is occurring in the classroom, typically at the beginning of each hour, with 25% of students involved.*”

Directions: Choose a desired behaviour (column 1) and then rate current SCHOOLWIDE implementation for each action/step listed in columns 2-5 to increase this desired student behaviour + = action/step that is already in place and evidence exists to document its use ✓ = action/step that is currently in place, but for which there is no evidence of implementation, or that could be tweaked to improve implementation - = action/step that is not currently in place				
1. Desired Replacement Behaviours (MATRIX)	2. What conditions will encourage student use of the desired replacement behaviour chosen from the MATRIX?	3. How will expectations be taught/re-taught?	4. How will adults consistently provide a continuum of positive feedback for expected/ desired/ matrix behaviours?	5. How will adults consistently respond to inappropriate behaviour (social errors) that includes a continuum of corrective interventions?
Select the one behaviour (from step #4 on the first page), that would lead to the biggest improvement in student behaviour school-wide: .	<input type="checkbox"/> non-classroom routines defined & taught to fluency <input type="checkbox"/> Classroom routines defined & taught to fluency <input type="checkbox"/> Active Supervision <input type="checkbox"/> Pre-corrects <input type="checkbox"/> Signage <input type="checkbox"/> Communication with staff, students and families <input type="checkbox"/> Lesson plans <input type="checkbox"/> School-wide Teaching Schedule <input type="checkbox"/> Role plays <input type="checkbox"/> Casual teacher information pack	Teachers and staff: <input type="checkbox"/> Staff meetings <input type="checkbox"/> Staff memos, emails, newsletters and handbooks <input type="checkbox"/> Faculty or stage level meetings <input type="checkbox"/> OTHER: Students: <input type="checkbox"/> Direct instruction = tell, show, practise, feedback <input type="checkbox"/> Embedded within academic curriculum <input type="checkbox"/> Rationale - tied to everyday life in the REAL WORLD	Plan for effective positive feedback: <input type="checkbox"/> Specific <input type="checkbox"/> Immediate <input type="checkbox"/> Genuine <input type="checkbox"/> Minimum Ratio of 4:1 <input type="checkbox"/> Classroom feedback tied to school-wide system School-wide plan including: <input type="checkbox"/> Free and frequent <ul style="list-style-type: none"> • Use everyday, in every setting <input type="checkbox"/> Intermittent <ul style="list-style-type: none"> • Award Occasionally <input type="checkbox"/> Strong and long term <ul style="list-style-type: none"> • Each term or whole Year goal <input type="checkbox"/> Performance feedback for staff	Plan for effective error correction: <input type="checkbox"/> Immediate <input type="checkbox"/> Specific <input type="checkbox"/> Private/Quiet <input type="checkbox"/> Calm <input type="checkbox"/> Quick School-wide continuum to include: <input type="checkbox"/> Prompt <input type="checkbox"/> Redirect <input type="checkbox"/> Re-teach <input type="checkbox"/> Provide choices <input type="checkbox"/> Conference <input type="checkbox"/> Short removal
Behaviour What behaviours do we want students to display instead of the identified inappropriate behaviours?	Antecedent Include Setting Events which are conditions or circumstances that increase the probability of a behaviour occurring and Triggers which are an event that activates the behaviour of interest		Consequences The resulting event that causes an effect. By definition a consequence either increases (REINFORCEMENT) or decreases (PUNISHMENT) the likelihood that an event will recur.	

School-wide Intervention Plan

Desired Outcome:

	Goal	Action / Steps(s) to Take	Resources Needed (including WHO)	Timeline	Evaluation
Current Actions/ Steps to Maintain					
Current Actions/ Steps to Tweak					
Future Actions/ Steps?					