

Solid Roots Essential Data Tools

There are several essential data tools used to support students through the Solid Roots framework. The table below provides an overview of these tools:

Tool	<i>Antecedent, Behavior Consequence (ABC) Observations</i>	<i>Behavior Support Level (BSL)</i>	<i>Daily Behavior Report Cards (DBRC)</i>
Description	Descriptive observational notes in specific format	Interval recording tool with codes based on the type of support provided to the student during a time period	Interval recording tool with number scores based on observed student behavior during a time period
Purpose	Find patterns in behavior, aide in the selection of interventions according to the function of behavior	Assess student readiness and independence in various settings. Used to make decisions about intensifying or fading supports	Monitor student progress towards behavior goals
Logistics	Collected during Monitor & Prompt support by behavior support staff (or at any other time when anecdotal notes would be recorded)	Collected during Monitor & Prompt support by behavior support staff	Collected at the end of specific time intervals by instructional staff or behavior support staff
Frequency	Collected as needed	Collected a minimum of 4 times daily	Collected a minimum of 4 times daily
Review	When making changes to or updating intervention plans	Every 3-6 weeks	Every 3-6 weeks

Antecedent, Behavior, Consequence (ABC) Observations

The purpose of ABC recording is to document observations and look for patterns in student behaviors and their environment. ABC recording is used in both formal assessment procedures and in anecdotal recording of observations. Within the Solid Roots framework, these recordings can be used to inform adjustments to interventions and provide feedback to staff. The table below describes the components of ABC recording.

Component	Description
Setting Events	Setting Events are any known factors that may have influenced the behavior observed at that time. Setting events include things such as, changes in a daily routine, presence of a substitute, lack of sleep, etc.
Antecedent	Antecedents happen directly before the behavior occurs, and frequently trigger the behavior. All antecedents should be observable and measurable. They should not include things that happen cognitively or are an observer's opinion, such as, "The student came to class upset". Antecedents are actions an observer can see or hear, such as "The teacher directed Johnny to start his warm-up".
Behavior	Behavior is the observable/measurable description of the student's actions. This section of the recording should not include the actions of other students or staff, it is solely the behavior of the student being observed.
Consequence	Consequences occur directly following the behavior. This is not the disciplinary action that is put in place such as "ISS" or "Office referral." Consequences are the immediate response to the behavior after it occurs such as "several peers laugh" or "teacher redirected student to get out supplies." Every behavior has a consequence, even if that consequence is "teacher did not respond".
Function	When reviewing or debriefing about observational notes, teams may choose to identify the functions a student may have achieved through their behavior.

Best Practices for Observational Recording

- Record observations with objective and observable language.
- Be aware of the observer's role in the chain of events, record observer actions if they impacted the student's behavior.
- Record student behaviors that are considered challenging and desirable, as both provide valuable information about student needs or supports.



DATA INFORMED

Example Observational Notes- ABC Format

Student Name	<i>Sarah Johnson</i>	Date	<i>Nov. 3</i>	Time Began	<i>10:15</i>
Grade/Setting	<i>8th/Math</i>	Observer	<i>Ms. Garcia</i>	Time Ended	<i>10:34</i>
Setting Events	<i>Sarah arrived late for school today and missed her usual "check in" with her school mentor.</i>				

Antecedent	Behavior	Consequence
<i>Teacher passes out math assignment to students.</i>	<i>Sarah says loudly, "This is so many problems!" "Do we have to do them all?"</i>	<i>Teacher does not respond, is talking with another student at their desk. Peers are starting the assignment.</i>
—————→	<i>Sarah puts her head down on her desk and sighs loudly.</i>	<i>Teacher directs Sarah to get started or raise her hand if she needs help.</i>
—————→	<i>Sarah picks up her pencil and begins working.</i>	<i>Teacher goes to the back of the room and calls another student over to work at a table.</i>
<i>Classroom is quiet, students are working independently, teacher gets up from back table and begins circulating and checking on students.</i>	<i>Sarah makes an exasperated noise and throws her calculator and assignment on the floor.</i>	<i>Teacher addresses Sarah with raised tone, "Sarah! Don't treat school property in that manner."</i>
—————→	<i>Sarah says, "This is too hard! I can't do this!"</i>	<i>Teacher comes over and picks up the materials from the floor, talks quietly to Sarah.</i>
<i>Teacher stays at Sarah's desk for a few minutes and helps her with the assignment.</i>	<i>Sarah listens to the teacher, answers questions and records on her assignment.</i>	<i>Teacher says, "good job, continue doing it just like that" and walks away.</i>
<i>Teacher begins helping other students individually at their desks.</i>	<i>Sarah gets out of her desk and starts wandering around the classroom.</i>	<i>Teacher asks Sarah to go back to her seat.</i>
—————→	<i>Sarah raises her voices and says, "This is dumb, I hate this class!"</i>	<i>Teacher asks Sarah to come over to her desk so they can talk privately.</i>

Possible Functions	Obtain/Access	Object/Activity	Social	Sensory
	Escape/Avoid	Object/Activity	Social	Sensory

Behavior Support Level

The purpose of the Behavior Support Level (BSL) data is to monitor the instructional access and intensity of behavior support needs. BSL are broken into categories, as described below. BSL data should be documented for all students in intervals and recorded in the Emergent Tree Education Progress Monitor software. Through this software, data are visually represented in several formats for analysis. The table below provides an explanation of the support level codes.

Staff Support Levels	
<i>Recommended for students who primarily receive instruction in inclusive settings.</i>	
BSL Code	Support Provided
Visual Check (V)	Staff conducted a visual check of the student from the window or inside the classroom. There was no purposeful interaction with the student.
Acknowledged Replacement Behaviors (A)	Staff provided acknowledgment (verbal, non-verbal or tangible format) directly to the student for observed approximate or desired behaviors.
Prompted Replacement Behaviors (P)	Staff provided verbal or non-verbal prompt to the student to cue approximate behaviors when challenging behaviors were observed.
De-Escalated in the Classroom (D)	Staff de-escalated the student as they were engaged in emotionally charged behaviors and/or challenging behaviors began to escalate in severity.
Removed from Instruction (R)	Staff removed student (or student was removed before staff arrived) in order to ensure safety, provide reflection, instruction, and/or restoration.

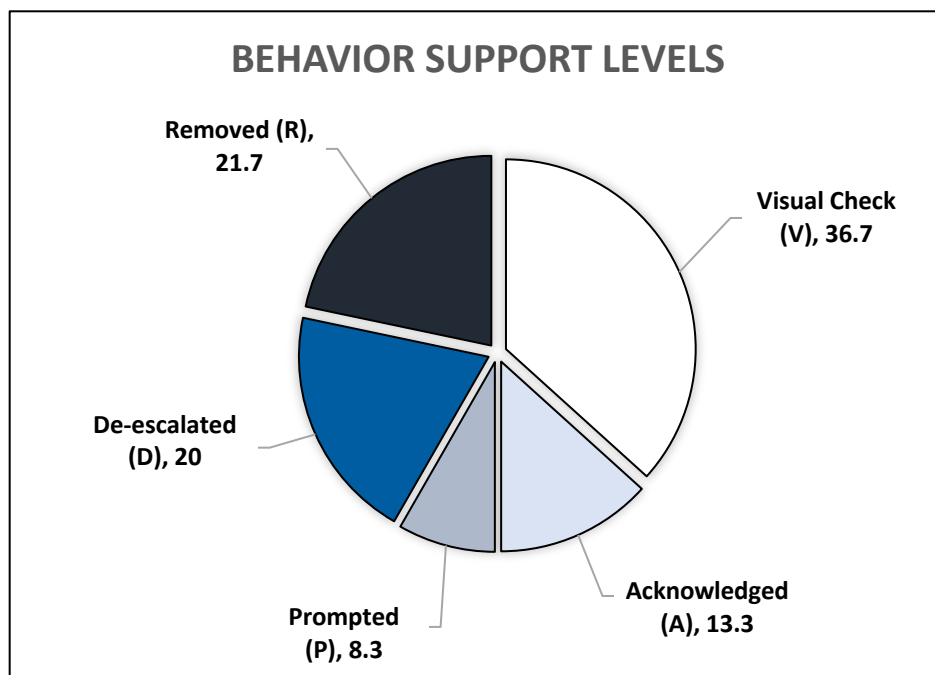
Prompting Support Levels	
<i>Recommended for students who primarily receive instruction in self-contained settings.</i>	
BSL Code	Support Provided
No Prompt Required (N)	No prompts are provided to the student during this time period.
Verbal/Auditory Prompt (A)	Staff prompted the student with verbal statements, redirections or repeated requests.
Visual Prompt (I)	Staff prompted the student through the use of visual cues such as pictures, icons, visual schedule, etc.
Modeling Prompt (M)	Staff provided prompting through the use of a gesture (sign) or by modeling the desired behavior directly for the student.
Physical Prompt (P)	Staff provided a physical prompt to help the student demonstrate the behavior (for example- hand over hand support to complete a task).

Example Behavior Support Level (BSL) Data

Data from Behavior Support Levels are represented in two formats for visual analysis. The first format is a scatterplot that helps to identify areas where staff support is most necessary, and interventions may need to be intensified or adjusted.

	Math	English	Art	PE	Science	Social St.
Jan 4	A	A	V	V	R	R
Jan 5	A	V	V	V	V	D
Jan 6	V	R	V	V	R	V
Jan 7	D	V	R	R	R	R
Jan 8	A	P	A	V	P	D
Jan 11	A	A	D	V	D	R
Jan 12	V	V	V	V	D	D
Jan 13	A	P	D	R	R	R
Jan 14	V	P	V	V	R	D
Jan 15	V	D	P	V	R	R

The second format is a pie graph that quantifies the percentage of intervals each type of support is provided to the student. This data helps inform the dependence or independence of the student.



The Daily Behavior Report Card (DBRC)

The purpose of the data collected through the Daily Behavior Report Card (DBRC) format is to monitor the progress of individual students towards skill development and goal attainment. With the DBRC, student behaviors are described on a 1-5 scale, based on the function of their behavior. This scale comes directly from the student’s behavior pathway. DBRC data should be documented for all students in intervals throughout the day and recorded in the Emergent Tree Education Progress Monitor software. Through this software, data may be visually represented in several formats for analysis. Below is an example of the scale and collection format:

1-5 scale provides an observable description of student behavior from regression & present challenging behavior (1 & 2) to approximate & goal replacement behaviors (3, 4 & 5).

Behavior Scales							
Operational Definition	5 — Goal	4 — Approximate	3 — Approximate	2 — Present Level	1 — Regression		
Engaging in classroom activities	Completes assigned task or asks for assistance	Completes a portion of the task before requesting a break verbally or using signal	Verbally requests or uses non verbal signal for a 5 minute break	Refusal to complete assignments, ignores or argues with teacher when prompted to work	Uses curse words in verbal exchange with teacher		

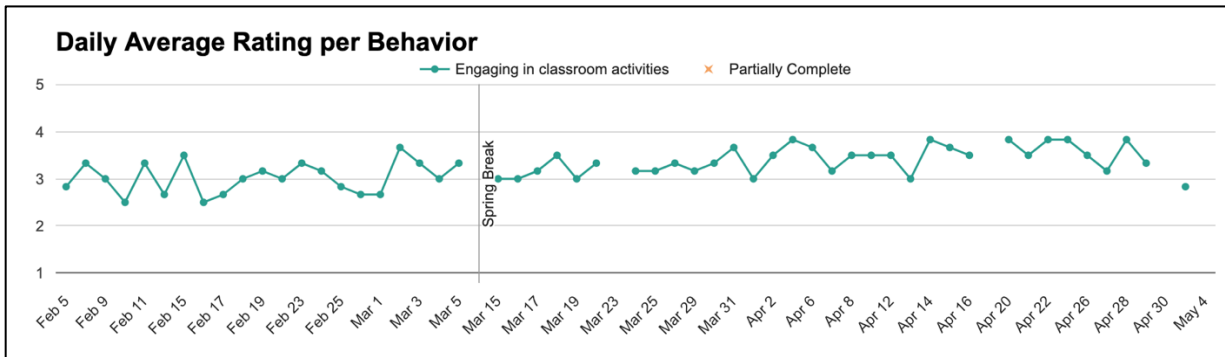
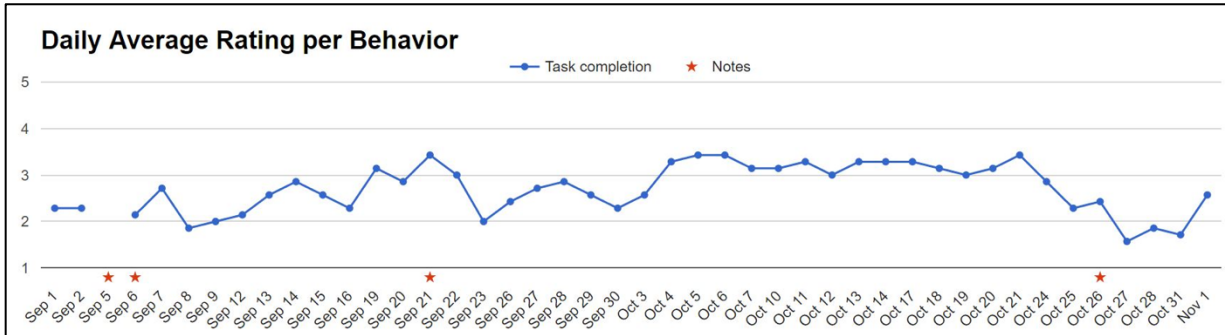
Report Card							
	Mark as: Present Absent Holiday						
Rating Scale	Chemistry	US History	PE	Spanish I	Art	Biology	Daily Average
Engaging in classroom activities	3	2	2	3	4	5	3.2

Staff record a score for each time period or activity interval during the day.

A daily average rating is calculated from the interval scores.

Example Progress Monitoring DBRC Data

Data from the DBRC is represented in two formats for visual analysis. The first format is a line graph of an average daily rating. From this data, patterns can be identified including improvement vs. deterioration, latency between challenging days or critical incidents, and weekly patterns.



The second format represents rating intervals. This data informs the percentage of intervals a student was observed performing each behavior. This data provides specific feedback on how often a student demonstrates replacement behaviors.

