Chapter 5 Checklist
How Do We Ensure That Data Drive Our Dialogues?

Goal	Long-Term Vision	First Steps
Data inform decisions that enhance the system of behavioral supports.	Staff collect and analyze data on behaviors, including questions related to *who, what, where,* and *when.*	☐ Tools such as the SRSS provide information about students potentially at risk and about areas of behavior that may require additional attention. ☐ Behavior documentation forms (BDFs) are adopted and faithfully used to gather data on behavior. ☐ Data are warehoused for future analysis using databases such as SWIS.
Data are used to specify behavioral needs and to monitor progress.	Staff recognizes that objective, observational data must be gathered to best support students at risk behaviorally.	☐ When students have not responded to Tier 1 behavioral supports, teams collaborate to gather and analyze observational data that inform students' behavioral challenges. ☐ Based on analyses of antecedents, data inform the nature of Tier 2 and 3 supports. ☐ Protocols are adopted to gather data to monitor the efficacy of behavioral supports and to measure student progress.
Data are regularly shared with the entire staff to celebrate and adjust efforts.	Staff regularly receives reports and analyses on behavioral trends, adjusting their allocation of resources, changing adult practices, and modifying school procedures based on collaborative analyses of the reports.	☐ Generate and analyze reports, at least monthly, to illustrate trends in behavior and celebrate successes and improvements. ☐ Collaboratively reflect upon data with a willingness to shift resources or to alter actions in an effort to improve behaviors. ☐ Collaborate to design initial support plans for students receiving the greatest number of BDFs.