

FROM SAFE & CIVIL SCHOOLS WITH PACIFIC NORTHWEST PUBLISHING
—THE TRUSTED LEADERS IN POSITIVE, PROACTIVE & INSTRUCTIONAL SCHOOL DISCIPLINE



DATA-DRIVEN DECISION-MAKING FOR RTI & PBIS

TRENDS

TRACKING REFERRALS • ENCOURAGEMENTS • NOTIFICATIONS • DISCIPLINE • SAFETY

Behavioral data management system
from Dr. Randy Sprick

Revolutionary. Powerful. Easy to Use.

Transform your school with TRENDS®

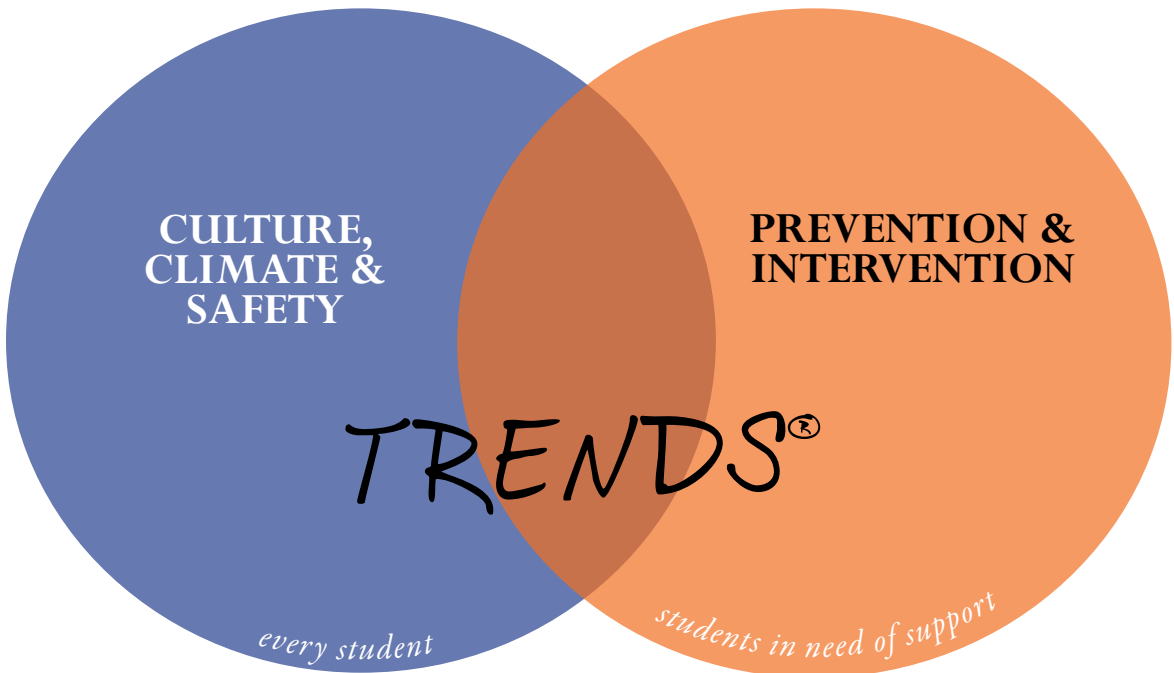
More than tracking referrals, TRENDS®:

- **Prevents problems**—For all students, TRENDS® helps staff identify and prevent safety, climate, and bullying problems before they become major issues. For individual students, TRENDS® helps staff identify and assist students with severe and chronic misbehavior, and also identify students with persistent low-level problems (e.g., isolation, falling grades, health problems) before problems become chronic.
- **Reinforces and builds on what's working**—With TRENDS®, identify what's working, build on successes, and replicate what works.
- **Encourages positive behavior support**—TRENDS® tracks commendations to encourage recognition of excellence and improvement.
- **Provides analysis**—TRENDS® creates graphs, summarizes survey results, and documents concerns to assist with data-driven decision-making. Bring staff together. Target problems. Set goals and celebrate successes.
- **Gets staff and parents connected**—TRENDS® keeps staff connected with tools to communicate effectively with each other and with parents.
- **Tracks successes**—With multiyear data, TRENDS® makes it easy to track improvement over time.

TRENDS® gives you a multifaceted, evolving portrait of your school and students.

A TRENDS® school uses data to drive decision-making throughout the school community

TRENDS® is the first system to allow you to both look at your overall school climate and culture and use data to work with individual students in need of support.



TRENDS® for culture and climate

Improve school culture and climate: TRENDS® creates reports based on multiple data sources so you can see what's working and what needs improvement throughout your school and classrooms. With TRENDS® tools, you can create an engaging schoolwide community.

Programs for individual students

See which students need additional help. Identify early-stage issues before they become severe or chronic. Then, after analyzing the cause of the misbehavior, create behavioral interventions for more difficult behaviors. TRENDS® also includes electronic access to the research-based interventions from Dr. Sprick's best-selling *Teacher's Encyclopedia of Behavior Management*.

“School improvement is an ongoing process.
As good as your school is, it can always be better.
We designed TRENDS® to support your cycle of
continuous improvement.”

—*Dr. Randy Sprick*

A TRENDS® school uses data to drive decision-making for continuous improvement.

From day one to year-by-year improvement,
TRENDS® supports you every step of the process.

1. Collect, review & analyze your data.

Use graphing tools and reports to display and analyze data.

2. Prioritize areas targeted for improvement.

Based on TRENDS® reports and graphs, prioritize needs and set goals for continuous improvement.

TRENDS® puts Dr. Sprick's Continuous Improvement Cycle into practice—to help you achieve comprehensive behavioral change.

5. Implement the Improvement Plan.

Implement the new policies and procedures and use TRENDS® to track your progress.

3. Develop & agree on an Improvement Plan.

Based on your prioritized needs, develop improvement plans to revise current policies and practices.

4. Adopt the Improvement Plan.

Build consensus and staff buy-in with graphic representations of school data.

(After you develop and implement change, use the Continuous Improvement Cycle to analyze and create a process of ongoing improvement.)

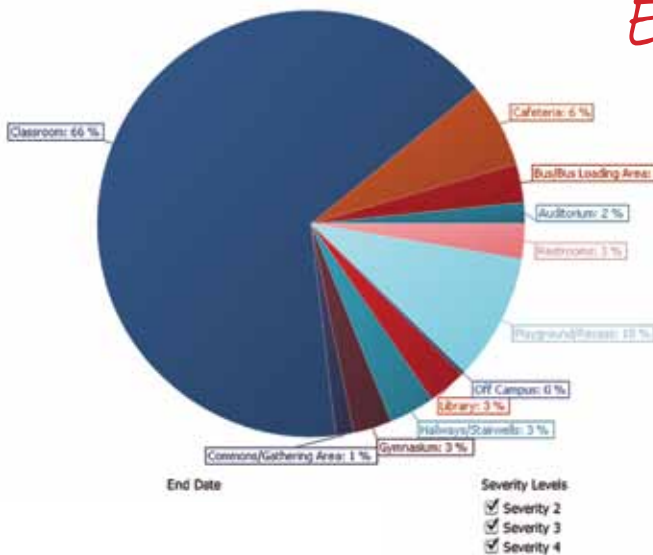
Your schoolwide portrait of culture, climate & safety

CULTURE, CLIMATE & SAFETY

Understanding your school has never been easier—see what's going well and what needs attention.

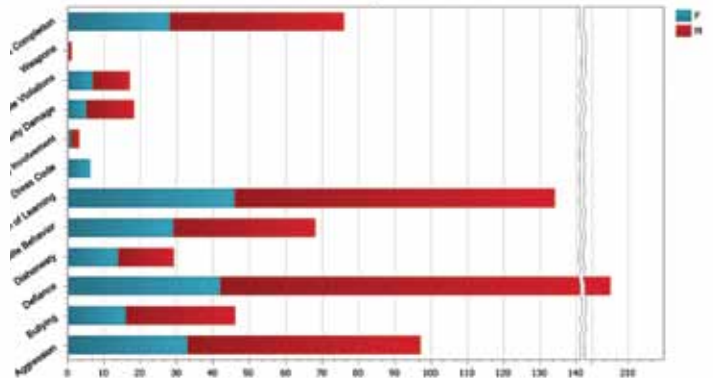
With just a few clicks, TRENDS® charts and reports provide a clear picture of your school. The following are a few examples of the numerous reports TRENDS® can generate. Reports cover Incidents, Referrals, Commendations, Concerns, Climate & Safety Surveys, and more. This data allows you to prioritize and make decisions for your school improvement plan.

Incidents by Location



Easily understand your data. TRENDS® Reports

Incidents by Gender

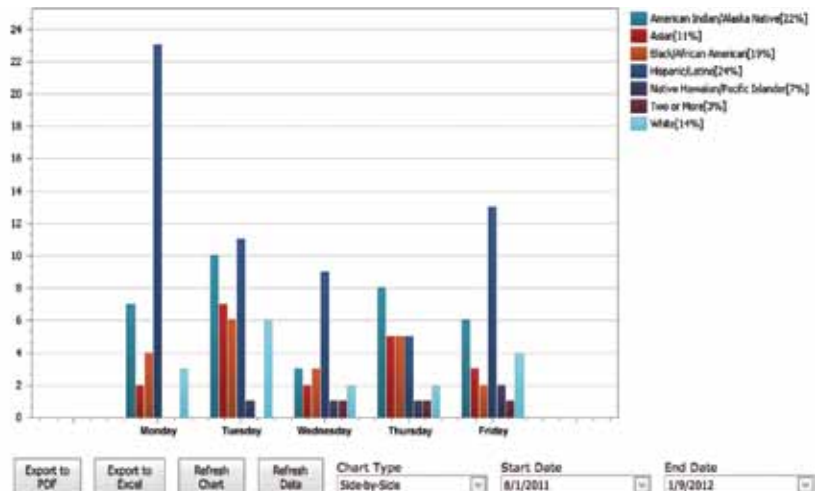


Drill down to understand your data.

TRENDS® includes powerful out-of-the-box reports. To further understand your data, drag and drop to get information about:

- Gender
- Grade level
- Race/ethnicity
- Time of day
- Location
- Day of week
- Staff member involved

Bullying by Day of the Week & Race/Ethnicity



Analyze behaviors and perceptions—all in one place.

Research-validated TRENDS® Climate & Safety Surveys

Reliably assess how individuals perceive the school community. Research suggests that student engagement in the school community and staff acknowledgment are two of the strongest variables for combating school failure and preventing school dropout.

TRENDS® surveys provide students, parents, and staff with an opportunity to give input on climate and safety variables. The surveys yield important information on staff, student, and parent perceptions and provide a measure for determining whether school initiatives are improving the climate and safety of the school.

TRENDS®
Climate & Safety Surveys
are also available separately.

For more information, contact
Pacific Northwest Publishing
at 1-866-542-1490.

Item Δ	Question	Staff % Mod/Ser	Student % Mod/Ser	Staff-Student Discrepancy
62	Are student cliques (i.e., students excluding other students) a problem at this school?	11.8	34.3	22.5
63	Does this school have a problem with students physically hurting (e.g., hitting, pushing, grabbing, kicking) other students?	11.8	33.7	21.9
64	Does this school have a problem with students bullying other students?	11.8	43.3	31.5
65	Does this school have a problem with students picking on (or teasing in a mean way) other students?	23.5	42.1	18.6

TRENDS® provides a window into the perceptions of staff, students, and parents. In the table above, students and staff agree on many indicators of school climate but differ dramatically in perceptions of “bullying,” “cliques,” “physically hurting,” and “picking on.” The surveys pick up on covert behaviors that staff are less aware of than students. This school would benefit from a schoolwide focus on bullying prevention/intervention. Administering the surveys annually will allow staff to assess if their efforts are successful.

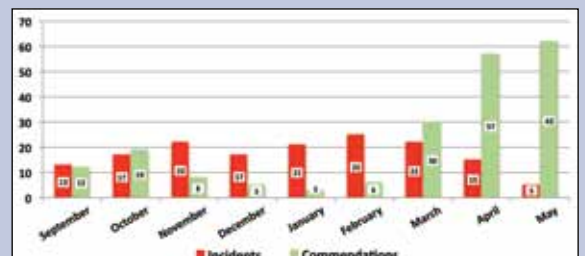
With TRENDS® Climate & Safety Surveys, you can learn about variables such as:

- Safety at school
- Social-emotional safety
- Respectful interactions
- Consistency and enforcement of school rules
- Feelings about schoolwork
- Personal connectedness
- Dangerous disciplinary problems

Unique feature: Positive focus TRENDS® Commendations

With the unique TRENDS® Commendations feature, you can:

- Focus staff on the importance of positive interactions
- Track ratios of interactions
- Develop intermittent reward systems
- Focus your students on the importance of positive behavior and improvement



Monitor staff focus with TRENDS®. By comparing Commendations (schoolwide positive acknowledgment) with Incidents (reactions to misbehavior with referrals), we see a fairly even ratio at the beginning of the year but a drop in positives over time. When staff increase positive acknowledgment (60 or 90 per month), misbehavior gradually decreases again.

There's no one-size-fits-all.

Once you have data, your team can make important decisions for school improvement.

What do you do with your data?

TRENDS® is not only a data collection tool—but also a **decision-making tool**.

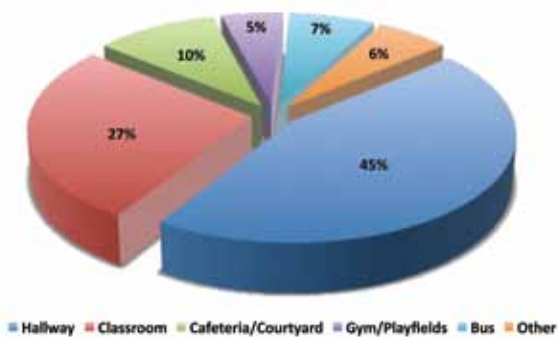
TRENDS® gives staff a multifaceted portrait and multiyear information to assist in setting priorities and measuring progress. Collect the data that's important to you, understand it in clear and relevant ways, and use it to make ongoing decisions about how to direct attention and resources to meet your improvement goals.

TRENDS® drives continuous school improvement, equipping your entire staff to build a culture of communication and data-driven decision-making.

A school snapshot of how TRENDS® works at the schoolwide level

Here's an example of how the leadership team at Washington High School uses TRENDS® tools to guide their cycle of continuous improvement and build their own unique culture of climate and safety.

Report: Incidents by Location (Year 1)



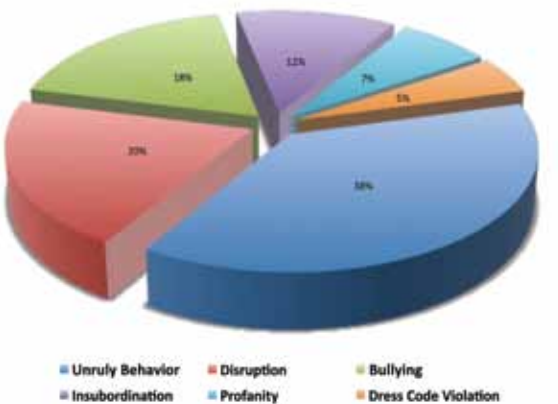
Year 1

Step 1. Washington High School administers the TRENDS® Surveys to staff, students, and parents, and analyzes its Incident data. Using the data on types of offense and location, and survey information on hallways and tardiness, the staff determine their top priorities are to improve hallway behavior and reduce tardiness.

Step 2. For the next nine weeks, the leadership team collects additional information and brainstorms possible solutions.

Step 3. Staff decide to implement *START on Time!* (available at www.pacificnwpublish.com). The leadership team continues to monitor Incident data and is pleased to note a significant decline in the number of hallway Incidents—and a 93% reduction in tardiness.

Report: Incidents by Type (Year 1)



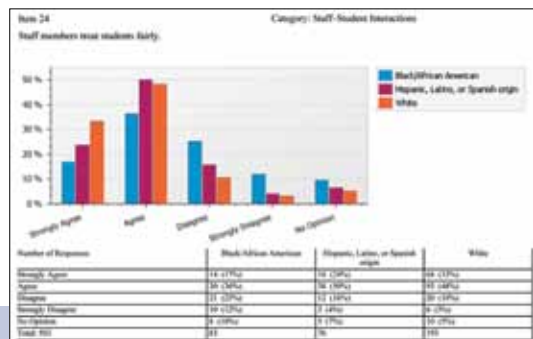
The powerful, intuitive, sophisticated TRENDS® system helps you use your data to bring real change to your school.

TRENDS® helps identify disproportionality.

TRENDS® can help you determine whether students of various ethnicities are treated equitably. Use powerful reporting and graphing tools to examine referrals, types of consequences assigned, and the frequency of commendations. The report at right shows differential rates of suspension among African American, Hispanic, and white students for the same dress code violations (with African American students suspended twice as often as white students).



Student surveys also show that 37% of African American students disagree or strongly disagree with the statement "Staff members treat students fairly" as compared with 20% of Hispanic and 13% of white students. With TRENDS®, this school knows they need to target equity and measure their progress with the metrics provided.

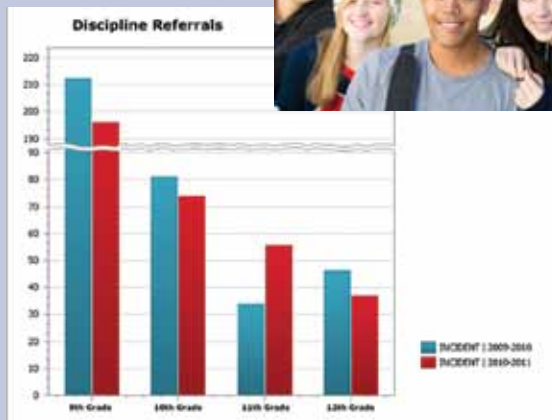


WASHINGTON HIGH SCHOOL

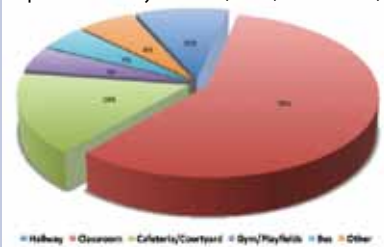
Year 2

The leadership team works with staff to continue refining and maintaining hallway procedures. TRENDS® reports and new survey data show that hallway/tardiness issues are no longer significant problems. When staff look at referrals by location, the classroom emerges as the next priority.

Forty percent of staff, 52% of students, and 27% of parents feel that misbehavior in the classroom is a moderate to severe problem. Surveys also show that 48% of students feel inappropriate language is a problem; however, only 10% of the staff are concerned. Classroom behavior is targeted and inappropriate language simply noted as a concern.



Report: Referrals by Location (Year 2, 1st Semester)

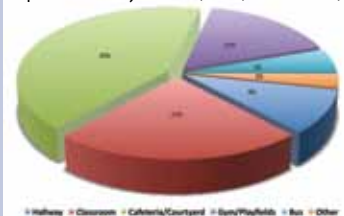


The leadership team prepares inservices and a voluntary book study on classroom management. Administrators, counselors, coaches, and department chairs are also trained in *Coaching Classroom Management*.

Year 3

At the end of year 2, the leadership team asks probing questions like: "Are there differences in referrals and consequences based on race/ethnicity, or by department, or by grade level?" Data indicates no disproportionality in referrals, consequences, and student perceptions by race/ethnicity. However, across two years, staff finds that ninth grade students have higher discipline referrals than other grade levels. In year 3, staff decide to improve freshman orientation and provide inservice on increasing classroom structure for teachers working with freshmen.

Report: Referrals by Location (Year 2, 2nd Semester)



By the second semester, referrals by location are trending the right way, with classroom referrals declining. As classrooms and halls improve, other areas begin to emerge as next priorities.

The staff will also work to improve cafeteria behavior and implement a schoolwide focus on getting more students involved in school-related activities.

NOTE: In the above report, the cafeteria looks worse, but the actual number of cafeteria, bus, and other referrals has remained the same over three years as classrooms and hallways have improved.

Positive trends will continue at Washington because the staff know that data will guide them with continuous improvement and maintenance of what works.

The powerful, intuitive, sophisticated TRENDS® system helps you use your data to bring real change to your school.

TRENDS® allows you to identify students who are exhibiting behaviors of concern.

Concerns

The TRENDS® Concerns feature allows staff to record behaviors that fall outside of actual misbehavior; concerns are flagged to alert support staff for prevention and intervention. This unique feature allows you to catch and resolve troublesome behavior before it becomes chronic or severe.

Examples of Concerns might include:

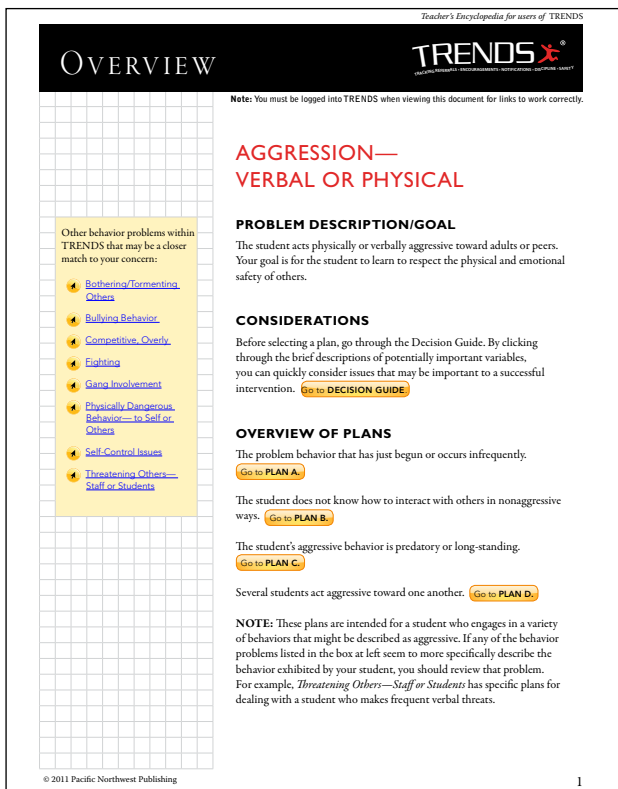
- Anger
- Withdrawal
- Chronic fatigue
- Drastic change in appearance



PREVENTION & INTERVENTION

Quickly and easily record and share concerns about students.

TRENDS® gives you tools to help struggling individual students. Intervention Plans and Teacher's Encyclopedia



TRENDS® includes the *Teacher's Encyclopedia of Behavior Management* as a tool to help you build, create, and implement your own intervention plan. The *Teacher's Encyclopedia* provides more than 500 intervention plans for over 100 common problems. Once your intervention is in place and written into TRENDS®, you can track its effectiveness across time.

A student snapshot of how TRENDS[®] works at the individual student level

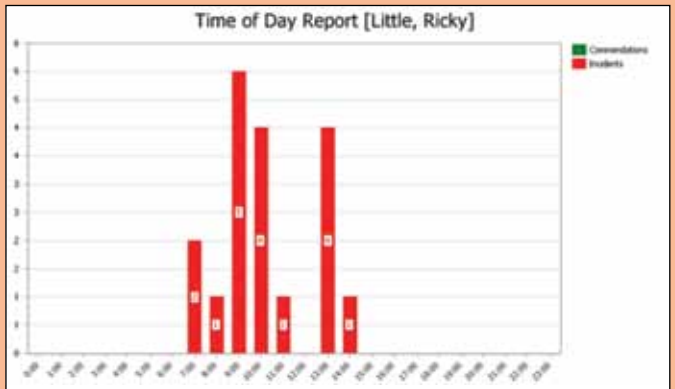
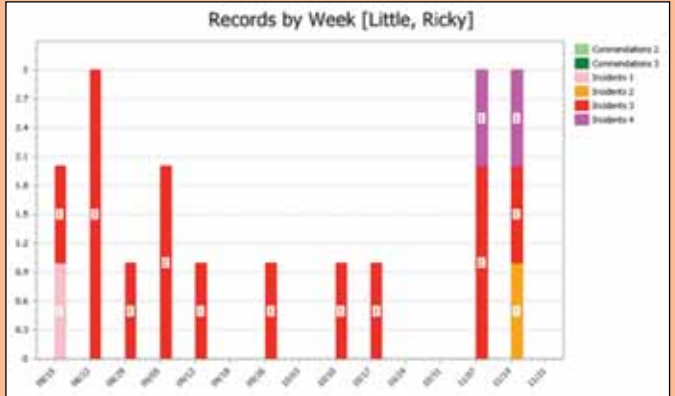
RICKY LITTLE

Here's an example of how the intervention team uses TRENDS[®] tools to help Ricky Little.

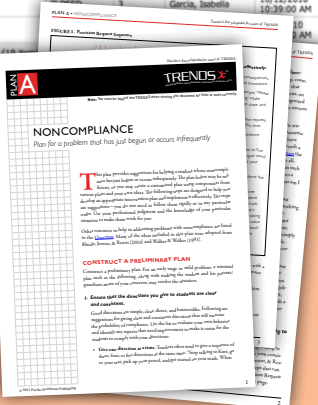
After multiple incidents of noncompliance in her class and in special area classes (gym and music), Ms. Garcia requests assistance with Ricky. Using TRENDS[®], she sends notifications to administration and support staff. Together, they decide to call a meeting of the problem-solving team. Ms. Garcia uses Ricky's Student Details page to prepare data for the team to analyze.

Determining the function of the misbehavior

By looking at information such as time of day, frequency, location, and perceived function of the misbehavior, the team determines that Ricky's misbehaviors are driven by his attempts to gain adult attention.



Record Type	Status	Severity	Referring Adult	Date	Definition	Function
INCIDENT	CLOSED	2	Garcia, Isabella	11/17/2010 3:00:00 PM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
INCIDENT	CLOSED	4	Garcia, Isabella	11/16/2010 8:27:26 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
INCIDENT	CLOSED	3	Garcia, Isabella	11/15/2010 11:24:00 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
INCIDENT	CLOSED	3	Garcia, Isabella	11/12/2010 10:22:00 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
INCIDENT	CLOSED	4	Garcia, Isabella	11/10/2010 11:19:00 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
INCIDENT	CLOSED	3	Garcia, Isabella	11/9/2010 12:50:10 PM	Defiance/Refusal to Comply: Running When Called:	Gain adult attention
INCIDENT	CLOSED	3	Garcia, Isabella	10/20/2010 10:45:00 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
COMMENDATION	CLOSED	1	Garcia, Isabella	10/13/2010 12:23:48 PM	Classroom Behavior: :	
INCIDENT	CLOSED	1	Garcia, Isabella	10/12/2010 10:39:00 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention
INCIDENT	CLOSED	1	Garcia, Isabella	10/12/2010 9:41:00 AM	Defiance/Refusal to Comply: Refusing to Follow Directions:	Gain adult attention



Creating & adopting an intervention plan

The team uses the TRENDS[®] Intervention Plan tool to write a plan. They describe the presenting problem, identify student strengths, and delineate the strategies they have already attempted. The team reviews positive intervention suggestions from the *Teacher's Encyclopedia* and designs a function-based intervention plan to encourage Ricky to comply with directions.

Using TRENDS[®] to track progress along the way

As noted in the intervention plan, Ms. Garcia and the school psychologist review TRENDS[®] data for two weeks after the plan is implemented. Data shows that Ricky's behavior is improving. Ms. Garcia notes that Ricky responds well to adult positive feedback and positive referrals to the office. Ms. Garcia agrees to continue the plan, feeling that Ricky is on his way to becoming a responsible and productive member of her classroom.



TRENDS® also helps you support your staff with tools for prevention.

Interventionists know that good data is important to understanding the function of an individual student's misbehavior—or better understanding the dynamic of a classroom. TRENDS® gives you the tools to help a teacher gather data to assist individual students or help a teacher with an overall classroom management plan.

All staff members may have access to TRENDS®. TRENDS® gives teachers the ability to easily track low-level, high-frequency misbehavior with a few students—or their whole class.

TRENDS® allows teachers to quickly and easily track data on a laptop or tablet (such as an iPad). Types of data include, but are not limited to:

- Low-level misbehavior such as classroom disruptions, off-task, talking, and so on
- Positive feedback and intermittent celebrations
- Any specific behavior, positive and/or negative, of a student on an IEP or a behavior intervention plan (e.g., blurting out/raising hand, refusal/following direction)

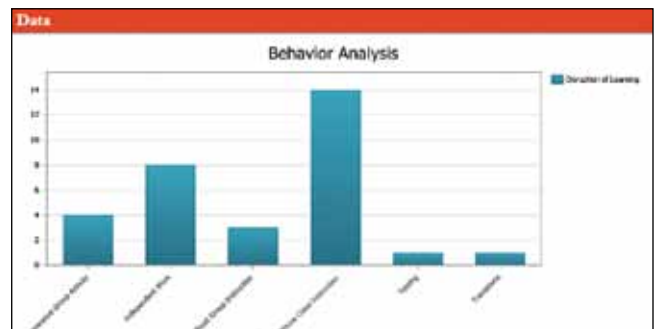
You can easily look at reports based on a teacher's data to help the teacher better understand management skills or figure out early-stage interventions:

- Ratios of attention to positive versus negative behavior
- Frequency of any misbehavior across time
- The effect of an intervention plan on an individual student's behavior

You can drill down with reports to better understand what's going on.

See more detail about factors such as:

- Time of day
- Day of the week
- Gender
- Race/ethnicity
- Type of instructional activity
- Hypothesized function



Special Attention

Class Rules

- Disrespect: Disrespect. The student is disrespectful to a staff member or another student. Consequence is reprimand/reminder.
- Respect
- Off Task
- On Task
- Noncompliance
- Follow-up

Student	Commendation	Concern	Incident
Benton, Shelley	2	1	0
Chang, Gloria	3	2	1
Delacruz, Jesse	1	3	1

Records Since: 2/6/2012

Commendation: Concern: Incident

“The measure of success is not if you have a tough problem to deal with, but whether it is the same problem you had last year.”

—John Foster Dulles,
Former Secretary of State

? TRENDS® FAQ

FREQUENTLY ASKED QUESTIONS

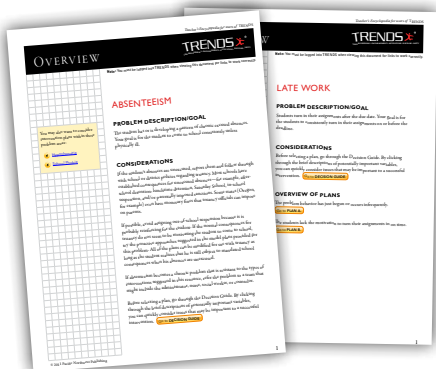
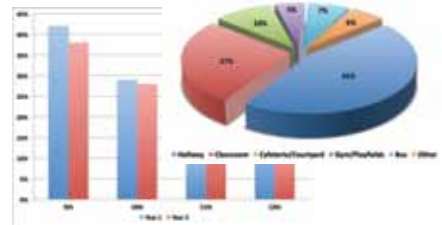


Is TRENDS® intended to track severe misbehavior or minor misbehaviors?

- TRENDS® does it all. For individual students and for groups of students:
- TRENDS® tracks misbehavior (Incidents) in greater depth than other systems—ranging from minor classroom misbehavior to serious, dangerous, and illegal behavior.
 - TRENDS® also tracks positive interactions with students (Commendations).
 - TRENDS® even tracks concerns that don't rise to the level of misbehavior but that worry you—e.g., withdrawn behavior (Concerns).

Who enters the data?

- Staff can write referrals, Commendations, and Concerns directly into TRENDS®.
- No double entry or paper forms are required.



Beyond reports, what other tools does TRENDS® include?

- TRENDS® provides online surveys on safety and climate issues for school staff, students, and parents.
- TRENDS® links to a detailed intervention planning process and includes reproducible forms, contracts, and assessments—as well as powerful model intervention plans for over 100 common behavior problems from the Teacher's Encyclopedia of Behavior Management.

FREQUENTLY ASKED QUESTIONS

TRENDS® supports continuous improvement.
Here are just a few of the ways we make it easier.



How many staff at our school can be authorized to view and record data?

All staff can have access to TRENDS®. A school or district grants permissions to individual staff members based on their position and their need to access student records. The number of users is unlimited.

When and how can we access the system?

Once your school has implemented TRENDS®, staff can access it 24 hours a day, seven days a week, and its user-friendly interface runs on Macs, PCs, and tablets (e.g., iPad). Because it is web-based, users can access it from anywhere they have Internet access.



What happens to our data from year to year?

Data is saved over years and can be used for year-to-year comparisons to assess the effectiveness of school improvement programs.



How do we teach the TRENDS® system to our staff?

Online training videos make it easy to get your team started quickly with the streamlined, intuitive TRENDS® interface. If you've browsed the web, you can use TRENDS®.

Are there added fees for software upgrades?

TRENDS® is subscription based. As long as you continue your subscription, upgrades are included.

POSITIVE
POWERFUL
USER-FRIENDLY

TRACKS
RESULTS

TRENDS [®]
TRACKING REFERRALS • ENCOURAGEMENTS • NOTIFICATIONS • DISCIPLINE • SAFETY

CALL **1-866-542-1490** TO SCHEDULE A TRENDS[®] DEMO
OR VISIT **PACIFICNWPUBLISH.COM/TRENDS** TO LEARN MORE

Schedule your online TRENDS[®] demo today.

Our knowledgeable sales staff are highly skilled educators with extensive experience with both schoolwide positive behavior support and individual student behavioral interventions. With their knowledge about how to use data-based decision-making, they can quickly show you how TRENDS[®] will guide your cycle of continuous improvement.

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Improving your school is easier than ever.