Early Childhood Schoolwide Evaluation Tool: Program-wide

(EC SET – PW)

**Overview**

**Purpose of the SET**

The Schoolwide Evaluation Tool (SET) is designed to assess and evaluate the critical features of program-wide effective behavior support across each academic school year. The SET results are used to:

1. Assess features that are in place
2. Determine annual goals for program-wide positive behavior support
3. Evaluate on-going efforts toward program-wide behavior support
4. Design and revise procedures as needed
5. Compare efforts toward program-wide positive behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff and student interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

**Products to Collect**

1.\_\_\_\_\_Parent handbook (to include discipline policies)

2.\_\_\_\_\_School/Program improvement plan goals

3.\_\_\_\_\_Annual Action Plan for meeting program-wide behavior support goals

4.\_\_\_\_\_Social Skills instructional materials/ implementation time line

5.\_\_\_\_\_Behavioral incident summaries and referral form

6.\_\_\_\_\_Classroom materials related to PBS

7.\_\_\_\_\_Other related information

*Adapted February 2016 from the Schoolwide Evaluation Tool, version 2.1; 2001 Sugai, Lewis-Palmer, Todd & Horner*

*Educational and Community Supports; University of Oregon MO SW-PBS*

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*Adapted 2/25/2016*

**EC SET Administrator Interview Questions**

***“Let’s talk about your discipline system.”***

1. Do you collect and summarize behavior incident information? Yes\_\_\_\_ No\_\_\_\_ (If no, skip to #4)
2. What system do you use for collecting office discipline referrals/behavior incident reports? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What data are collected? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Who collected the data? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What do you do with the ODR/BIR information? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Who uses the data? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. How often do you share it with the full staff? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What type of problems do you expect teachers to refer to an administrator or to the behavior specialist for support? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***“Let’s talk about your program rules.”***

1. Do you have rules? Yes\_\_\_\_\_ No\_\_\_\_\_ (If no, skip to #9)
2. How many rules are there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What are the rules? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Do you acknowledge students for doing well socially? Yes\_\_\_\_\_ No\_\_\_\_\_ (If no, skip to #11)
5. What are the social acknowledgements called (positive referrals, paw prints, etc.)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***“Do you have a team that addresses school/program wide discipline?”*** Yes\_\_\_\_\_ No\_\_\_\_\_ (If no, skip to #18)

1. Has the team taught/reviewed the program wide process to staff this year?
2. Is your program wide team representative of your staff? Yes\_\_\_\_\_ No \_\_\_\_\_
3. Are you on the team? Yes\_\_\_\_\_ No\_\_\_\_\_
4. How often does the team meet? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Do you attend the meetings consistently? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Who is your team leader? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Does the team provide faculty updates on activities and data summaries? Yes\_\_\_\_\_\_\_\_ No\_\_\_\_\_ If yes, how often? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Do you have an out of program liaison in the state or district to support you on positive behavior support systems development? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, who? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. What are your school/program improvement goals? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Does your budget contain an allocated amount of money for building and maintaining program wide behavior support? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, where does the money come from? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scoring Guide

**School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pre\_\_\_\_\_\_\_ Post\_\_\_\_\_\_\_ EC SET data collector\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Feature** | **Evaluation Question** | **Data Source** *(circle sources used) P=Product; I=Interview; O=Observation* | **Score: 0-2** |
| 1. **Expectations Defined** | 1. Is there documentation that staff has agreed to 3 or fewer positively stated rules/ behavioral expectations?   (0=no; 1= too many/negatively focused; 2 = yes) | Parent Handbook  Instructional materials P  Other\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Are the agreed upon rules & expectations publicly posted in 90% of locations? (see interview & observation form for selection of locations)   (0=0-59%; 1=60-89%; 2=90-100%) | Wall posters  Other\_\_\_\_\_\_\_\_\_\_\_\_\_ O |  |
| 1. **Behavioral Expectations Taught** | 1. Is there a documented system for teaching behavioral expectations to students on a monthly basis?   (0=no; 1=states that teaching will occur; 2=yes) | Lesson plans  Instructional materials P  Other\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Do 90% of the staff interviewed state that teaching of behavioral expectations to students has occurred this past month?   (0=0-50%; 1=51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Do 90% of team members asked state that the programwide program has been taught/reviewed with staff on an annual basis?   (0=0-50%; 1=51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Can at least 70% of 15 or more students show an understanding of the Universal Expectations with the level of support that is appropriate for that student as determined and indicated by teachers?   (0=0-50%; 1=51-69%; 2=70-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 5. Can 90% or more of the staff asked list 67% of the behavior expectations?  (0=0-50%; 1=51-89%; 2=90-100%) | Interviews I  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. **On-going System for Acknowledging Behavioral Expectations** | 1. Is there a documented system for acknowledging student behavior?  (0=no; 1=states to acknowledge, but not how; 2=yes) | Interviews  Instructional materials P  Lesson Plans I  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Do 50% or more students asked indicate they have received acknowledgement and/or an incentive for expected behaviors over the past week? (0=0-25%; 1=26-49%; 2=50-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Do 90% of staff interviewed indicate they have delivered acknowledgement and/or an incentive to students for expected behavior over the past week? (0=0-50%; 1=51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. **System for Responding to Behavioral Violations** | 1. Is there a documented system for dealing with and reporting specific behavioral violations?   (0=no; 1=states to document, but not how; 2=yes) | Parent Handbook  Instructional materials P  Crisis Plan  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Do 90% of staff asked agree with administration on a procedure for receiving support from administration or a behavior specialist when problem behavior occurs, and what problems are classroom-managed?   (0=0-50%; 1=51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Is the documented crisis plan for responding to dangerous situations posted in 90% of locations (see interview & observation form for selection of locations)?   (0=0-30%; 1=31-69%; 2=70-100%) | Wall posters/flip charts  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ O |  |
| 1. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a gun)?   (0=0-50%; 1= 51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |

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| 1. **Monitoring & Decision Making** | 1. Does the discipline referral/behavior incident form list (a) student name/age, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probably trigger, (i) consequences given?   (0=0-3 items; 1=4-6 items; 2=7-9 items) | ODR/BIR form P  (circle items present on the referral form) |  |
| 1. Can the administrator clearly define a system for collecting & summarizing discipline referrals (SWIS, EC Data Collection Tool)?   (0= no; 1= referrals are collected; 2= yes) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Does the administrator report that the team provides discipline data summary reports to the staff at least three times a year?   (0= no; 1= 1-2 times a year; 2= 3 or more times a year) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing and revising programwide positive behavior support efforts?   (0=0-50%; 1= 51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. **Management** | 1. Does the program improvement plan list improving behavior support systems as one of the top three school/program improvement plan goals? (0= no; 1= 4th or higher; 2= yes) | School/Program Improvement Plan P  Interview  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Can 90% of staff asked report that there is a programwide team to address behavior support systems?   (0=0-50%; 1= 51-89%; 2=90-100%) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Does the administrator report that team membership includes representation of all staff?   (0=no; 2= yes) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Can 90% of team members asked identify the team leader?   (0=0-50%; 1=51-89%; 2=90-100%) | Interviews I  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Is the administrator an active member of the programwide behavior support team?   (0=no; 1= yes, but not consistently; 2= yes) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Does the administrator report that team meetings occur at least monthly? (0= no team meeting; 1= less often than monthly; 2= at least monthly) | Interviews I  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. Does the administrator report that the team reports progress to the staff at least four times per year?   (0= no; 1= less than four times per year; 2= yes) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Does the team have an action plan with specific goals that is less than one year old? (0= no; 2= yes) | Action Plan P  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. **District Level Support** | 1. Does the program budget contain an allocated amount of money for building and maintaining programwide behavioral support?   (0=no; 2= yes) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |
| 1. Can the administrator identify an out of program liaison in the district or state?   (0= no; 2= yes) | Interviews  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I |  |

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| --- | --- | --- | --- | --- | --- |
| **Summary Scores:** | A = /4 | B = /10 | C = /6 | D = /8 | E = /8 |
| F = /16 | G = /4 | Mean = /7 | Total Score: | |

**Notes:**

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**Interview and Observation Form**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Staff questions** | | | | | | | **Team member questions** | | | **Student questions** | |
|  | What are the program rules? Record the # of rules known | Have you taught the program rules/behavior expectations to students this week? | Have you given any acknow-ledging feedback/in-centives this past week? | What type of student problems would you refer to the office/call behavior specialist about? | What is the procedure for dealing with a stranger with a gun? | Is there a team to address program wide behavior support systems in your building? | Are you on the team? If yes, ask team questions | Does your team use behavioral data to make decisions? | Has your team taught/re-viewed the Positive Behavior Support program wide process with staff this year? | Who is the team leader/  Facilitator? | What are the (program rules)? Record the # of rules known | Has someone talked to you about your good behavior this week? |
| 1 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 2 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 3 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 4 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 5 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 6 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 7 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 8 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 9 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 10 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 11 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 12 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 13 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 14 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| 15 |  | Y N | Y N |  |  | Y N | Y N | Y N | Y N |  |  |  |
| total |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Location (mark N/A if not applicable) | Front hall/office | Class 1 | Class 2 | Class 3 | Cafeteria | Library | Other setting (gym, lab) | Hall 1 | Hall 2 | Hall 3 |
| Are rules & expectations posted? | Y N N/A | Y N | Y N N/A | Y N N/A | Y N N/A | Y N N/A | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
| Is the documented crisis plan readily available? | Y N N/A | Y N | Y N N/A | Y N N/A | Y N N/A | Y N N/A | Y N N/A | X | X | X |