CHAPTER 7: ONGOING MONITORING

"Data need not be a four letter word."

Robert Horner, George Sugai & Anne Todd, 2001

"The effectiveness of the actions we take depends on the quality of questions we ask."

Eric Vogt, Juanita Brown, and David Isaacs, 2003

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- Determine what data is important to collect and analyze.
- Develop effective and efficient systems to collect, monitor, and analyze implementation and outcome data.
- Develop an effective process to analyze data and use this analysis for decision-making.
- Develop systems to share data summaries regularly with stakeholders.
- Use a data system for collecting, analyzing and reporting office discipline referrals (ODRs) in a Big 5 format.
- Create a system for monitoring frequent minor misbehavior to facilitate planning, teaching, and intervention efforts.
- Lead Leadership Team reviews of the Big 5 ODR Report at least monthly and make decisions based on that data.
- Complete and discuss the PBIS Assessments (e.g., *Self-Assessment Survey*, *School Safety Survey*, etc.) to monitor and guide development and implementation.
- Monitor routine implementation through observations, walkthroughs, informal surveys, interviews, etc., to provide ongoing feedback and support to staff as they make needed modifications to their practices.
- Develop a system for annually collecting, reviewing and reporting the MO SW-PBS School Outcome Data factors.

Introduction

Decision-making is an ubiquitous part of the day-to-day operations of a school. Educators constantly make decisions regarding content, instructional strategies, school improvement goals and action steps, to name a few. When these decisions are made by a Leadership Team using a standardized decision making process and informed by data, they are more likely to lead to effective action steps targeted at solving specific problems (Newton, Horner, Algozzine, Todd & Algozzine, 2009). This chapter explores how SW-PBS Leadership Teams use data to monitor progress, inform decisions, and establish cycles of continuous improvement.

Although the focus of this workbook is on using student behavioral data to inform decisions aimed at improving behavioral outcomes for students, many of the concepts described also apply to the use of academic data to make decisions aimed at improving academic outcomes. In addition, as we have seen, rates of academic success directly affect behavior, and vice versa. As such, it is recommended that teams consider integrating academic and behavior data when problem solving around both academic and behavioral problems (McIntosh & Goodman, 2016).

RESISTANCE TO DATA IN SCHOOLS

While the use of data is critical for sound decision-making, it is important to acknowledge at the outset that there are obstacles to the collection and use of data in schools. (McIntosh and Goodman, 2016). McIntosh and Goodman identified several reasons why educators may either disengage when presented with data, or even resist demands that they collect and use data for decisions. First, many people have acquired a fear of numbers, possibly stemming from a lack of mathematics fluency, a negative learning history in mathematics, or a fear of appearing incompetent. Adding to this fear is the possibility that the data will expose uncomfortable truths about the school or the educators in the school. In addition, schools are often required to collect large amounts of data. If data based decision-making is not visible, this data collection can seem pointless, particularly as it takes time away from instruction. Furthermore, it can be difficult to make sense of large amounts of raw data. Finally, educators have been judged, threatened, and sometimes even punished based on school data. Therefore, it is important that SW-PBS Leadership Teams address these concerns in order to gain full staff participation in the legitimate collection and use of data for decision-making.

McIntosh and Goodman (2016) recommend several strategies to address these concerns. Leadership Teams should frequently share data with the staff, as well as any data informed decisions made by the team. This transparency not only builds trust and communicates what is going on at the school, it communicates to the staff that their efforts to collect data serve an important purpose. Furthermore, sharing data informed decisions addressing problems uncovered by the data can reassure staff that such problems can be addressed.

The Leadership Team can also take steps to facilitate staff fluency with the data. By clearly and explicitly stating the purpose of the data, presenting the data in easy to interpret summaries and graphs, and using strategies such as “think-alouds” to model the thinking process used to interpret data, data presentations are made more understandable to staff. In addition, the team can provide ongoing professional development on the interpretation and use of data for decision-making.

In addition to being transparent regarding how data is used for decision-making, school leaders can address concerns about the time required for data collection by taking steps to limit the amount of data collected. When evaluating whether to continue to collect certain data, school Leadership Teams

can use the following two questions as a guide: 1) is the data required to fulfill district, state, or federal mandates and, 2) is the data essential for decision making around important school goals? Limiting data collection to these two functions will save time, and ease feelings of being overwhelmed by the data. Similarly, Leadership Teams should establish efficient systems for collecting data. Having efficient systems for collecting essential data will reduce the burden on the staff, leaving more time for other important activities.

Finally, while data can provide objective measures by which educators can hold themselves accountable for student outcomes, school leaders should resist the temptation to threaten or punish educators based on data. Not only does such misuse of data contribute to the fear surrounding data in schools, it is subject to Campbell's Law (Campbell, 1975). Campbell's Law states that "The more any quantitative indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to measure," (Campbell, 1975, p. 85). An example of this sometimes occurs under accountability systems that are based on the percentage of students scoring above a cut score. Under such accountability schemes, there is a temptation to focus on the so-called "bubble kids," (those students scoring near the cut score), while providing less instruction to those students farther away from the cut score.

DISCUSSION

What, if any, resistance to data have you experienced? What has been done to address resistance?

WHAT DATA IS MOST IMPORTANT?

The answer to the question, "What data is most important?" is "it depends." To a certain extent, this is true: the data collected depends upon the desired outcome and the action steps selected to achieve the desired outcome. However, because SW-PBS focuses on improving behavioral outcomes, and because there are a standard set of research based practices that are proven to help schools to achieve these outcomes, there are some data sources that are standard for all SW-PBS schools. Many of these data sources are already part of the business of schools. However, there may be some data tools that are new to you, but provide important information.

DATA ANALYSIS CYCLES: WHEN TO ANALYZE DATA

Highly effective SW-PBS Leadership Teams use cycles of data collection and analysis that align with their team meeting schedule (Hamilton et al., 2009; Means, Chen, DeBarger & Padilla, 2011; Newton, Horner, Algozzine, Todd, & Algozzine, 2009), times when the data are available, and the intended use of the data. These regular cycles use specific data sets to inform decision-making (Horner, Sugai, Todd, 2001). Cycles typically fall into two categories: 1) monthly or semi-monthly, and 2) annual or semi-annual.

Monthly or Semi-Monthly Cycles

SW-PBS Leadership Teams often meet on a monthly basis throughout the school year. This is the optimal time to monitor progress toward the desired outcomes and the implementation of the action plan. The team should include a review of the monthly Big 5 ODR Report as part of the standing agenda for monthly

SW-PBS Leadership Team meetings (see below). In addition, the following information should be available for review, as needed:

Outcomes Data, as Appropriate to Determine if You Are Achieving Your Goals

- Big 5 ODR Report
- Staff managed or minor behaviors;
- In-school suspensions (ISS);
- Out of school suspensions (OSS);
- Attendance;
- Tardies;
- Academic Data
  - Common Formative Assessments
  - Benchmark Assessments.

Implementation Fidelity to Determine if You Are Implementing as You Intended

- Evidence of lessons taught (i.e. staff lesson sign-off forms; walkthrough data);
- Evidence of reinforcement of appropriate behavior (i.e. count of tangibles given; walkthrough data);
- Evidence of consistent correction of inappropriate behaviors (i.e. walkthrough data; staff implementation fidelity rating);
- *The MO SW-PBS Tier 1 Universal Support Checklist*;
- *Tiered Fidelity Inventory* (TFI);
- Artifacts identified by action plan for providing evidence of completion of action steps;
- School generated surveys.

Annual or Semi-Annual Cycles

At a minimum, the team should conduct an annual review of all data that can illustrate the current status and trends, as well as provide cause for reflection, celebration, and re-commitment. In addition, many teams take a quick "state of the school" assessment at either midyear (semester) or trimester. You will note that some monthly data sources are repeated at the mid-year and year-end review. These reports are typically cumulative rather than monthly reports.

In addition, some data is typically only available once or twice per school year. This data provides "big picture" information regarding the state of the school. To maximize the accuracy and usefulness of this data, it should be reviewed as it becomes available.
Data available for periodic review includes the results from the following PBIS Assessments:

- *School Safety Survey* (SSS)–taken in the fall of each year by all staff, students and parents *or* the *School Climate Survey* (SCS) taken in the fall by students;
- *Self-Assessment Survey* (SAS)–taken in spring of year by all staff;
- *School-wide Evaluation Tool* (SET)–external observation typically taken in late winter or early spring;
- *Tiered Fidelity Inventory* (TFI)–taken in the spring by MO SW-PBS teams implementing and/or training at the Tier 2 and Tier 3 levels; teams new to Tier 2 or Tier 3 training also take the TFI in the fall for a baseline score.
- *Triangle Data*–generate at the end of the school year.

MO SW-PBS has developed a standardized schedule for participating schools to take surveys and submit data to regional consultants. The purpose of these data submissions is to encourage best practices around cycles of data review, and to provide consultants with information that can enhance the support that they provide to schools. The MO SW-PBS data collection schedule is shared with participating schools via training sessions, emails, and online at the MO SW-PBS website: http://pbismissouri.org/teams/ongoing-monitoring. Please contact your regional consultant to learn of the preferred method for submitting Big 5 ODR data, team meeting minutes and other artifacts.

The table on the following page outlines the surveys and tools specific to SW-PBS implementation efforts. For each data source a more thorough description of what, why, how and when will follow.

MO SW-PBS Data Collection At-A-Glance

Data Source	Reporter	When	Purpose
Big 5 ODR Reports	Database Manager	Monthly	The compilation of a school's office discipline referral (ODR) data, which includes: 1) average referrals per day per month, 2) behavior, 3) location, 4) time, and 5) student's involved. Used for problem identification and action planning. Also used to monitor progress on efforts.
Team Meeting Minutes	Secretary	Ongoing	A record of Leadership Team meetings, including decisions, next steps, and progress on action steps. Minutes serve as a means to communicate SW-PBS activities to all stakeholders.
Self-Assessment Survey (SAS)	All School Staff	Annually	A survey of staff perceptions regarding the status and priority of SW-PBS systems. Includes assessment at the following levels of analysis: 1) schoolwide systems, 2) non-classroom systems (e.g., cafeteria, hallway, playground), 3) classroom systems, and 4) systems of support for individual students with severe and/ or chronic challenging behaviors. Used to assess fidelity of implementation, action planning and decision-making, and validation of Leadership Team's actions.
School Safety Survey (SSS) or *School Climate Survey* (SCS)	Representative Staff (SSS) Students (SCS)	Annually	**SSS** - A staff survey to determine risk and protection factors for school safety and violence. It is completed by a minimum of five staff members. However, schools are encouraged to survey as many stakeholders as possible. Provides information to determine training and support needs related to school safety and violence prevention. **SCS** - A survey to measure student perceptions of school climate. The survey is brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. The survey includes a set of demographic questions about the participant and questions related to school climate with Likert-type response options.
MO SW-PBS Universal Support Checklist	Leadership Team	On-going	A team checklist of Tier I systems and activities that should be completed in conjunction with action planning. Monitors activities for implementation of SW-PBS by tracking essential component items that are in place, partially in place, and not in place. All team members provide input and one member records group responses.
MO SW-PBS School Outcome Data (SOD)	Administrator, Coach, or Database Manager	Annually	Schools are asked to submit the following data annually for aggregation into an End of Year (EoY) report supplied by MO SW-PBS: 1) assistance referrals as well as referrals and eligibility for special education by grade level, 2) ODRs by grade level and IEP status, and 3) Triangle Data: the number of students with 0-1 ODRs, 2-5 ODRs and 6+ ODRs.
Tiered Fidelity Inventory (TFI)	Individual with "Team Member" rights on PBIS Assessments	Recommended quarterly until 80% achieved three consecutive times	Taken by the team, and informed by a building walk, as well as staff and student interviews. The TFI results are entered into PBIS Assessments by a team member. This survey was designed to replace several PBIS Surveys, including the Benchmarks of Quality (BoQ) and the Benchmark for Advanced Tiers. The TFI is an assessment of various systems that are in place at each of the three tiers.
Schoolwide Evaluation Tool (SET)	Trained SET Evaluator / Regional Consultant	Annually, Following Implementation	An external review that assesses the fidelity of implementation of SW-PBS essential features. These essential features include expectations defined, expectations taught, rewarding expectations, responding to behavioral violations, decision-making, management and district level support. The SET is a research-validated tool that also provides SW-PBS teams with important feedback, tracks improvement, and monitors SW-PBS sustainability.

EFFECTIVE SYSTEMS TO COLLECT, MONITOR, ANALYZE, AND SHARE DATA

The The SW-PBS Leadership Team will need to ensure the data are collected accurately and in a timely manner, and graphic reports available when meetings are held (Horner, Sugai, & Todd, 2001). This requires the development of clear and efficient procedures, and the assignment of roles and responsibilities. Additionally, professional development may be needed for some or all staff members that participate in survey completion, data collection, data entry, report generation and data analysis. Time spent on establishing efficient and effective systems to collect, enter, report and analyze data will yield accurate data reports that facilitate decision-making.

In creating effective systems for data collection, entry, reporting and analysis, the SW-PBS Leadership Team will need to consider the following questions for each data source that will be used in decision-making:

- *Who enters data/completes the survey/tool?*
- *When is the survey/tool completed?*
- *Who prepares graphic summaries/reports and when?*
- *Who analyzes the data from the survey/tool?*
- *Who suggests possible action steps?*
- *Who has authority to decide on which action steps to take?*
- *How are data summaries and resulting action steps shared with stakeholders?*

When developing systems to collect, monitor, analyze, and communicate data, particular attention must be paid to clarifying *who informs the decision-making process* and *who makes the final decision*, (Garmston &Wellman, 1999; Newton, Horner, Algozzine, Todd, & Algozzine, 2009). For more information on determining who has what authority in the decision-making process, please refer to Chapter 2, *Leadership*.

DISCUSSION

Use Figure 7.1, on the next page, to action plan systems for collecting and analyzing common SW-PBS data sources.

Tier 1–Universal Supports • Data Collection, Reporting, Analysis and Action Planning

Data Source	When	Who Completes	Who Enters	Who Generates Reports	Who Analyzes	Who Proposes Action Steps	How to Share With School Community
Big 5 ODR Reports	*Monthly*	*ODR forms completed by referring staff*					
Self-Assessment Survey	*Annually in Spring*	*All Staff*	*Everyone takes online at PBIS Assessments*				
School Safety Survey or *School Climate Survey*	*Fall of each year*	*All Staff, Students and Family*	*Everyone takes online at PBIS Assessments*				
MO SW-PBS Universal Support Checklist	*Monthly*	*SW-PBS Leadership Team*					
MO SW-PBS School Outcomes Data	*Annually in Spring*	*SW-PBS Leadership Team*	SW-PBS Regional Consultant	SW-PBS Regional Consultant			
Action Plan	*Monthly*	*SW-PBS Leadership Team*					
PBIS Assessments Used by Advanced SW-PBS Leadership Teams							
Schoolwide Evaluation Tool (SET)	*Spring after full year of implementing with students*	*SW-PBS Regional Consultant*	*SW-PBS Regional Consultant*				
Tiered Fidelity Inventory (TFI)	*Spring of the year, once team has earned two consecutive scores of 80/80 on the SET.*	*SW-PBS Leadership Team in Consultation with an Outside Facilitator*	*SW-PBS Leadership Team Member with Team Member Level Access to PBIS Assessments*				

Figure 7.1

THE DECISION-MAKING PROCESS

As part of efforts to integrate and align the various state supported initiatives, the Missouri Department of Elementary and Secondary Education has adopted the Missouri Data Based Decision-Making (DBDM) process as the preferred data based decision-making model for all academic and behavioral decisions. MO SW-PBS is committed to this alignment.

The DBDM process has been adapted from and with the permission of the Leadership and Learning Center's Data Team/Decision Making for Results model (Besser, Flach & Gregg, 2010). It can be used by a schoolwide team for data based decisions impacting the entire school, for use by a Tier 2 or Tier 3 team for decisions affecting small groups or individual students, and by grade level or content area teacher teams using pre and post common formative assessments to make instructional decisions. In addition, the DBDM process has been adapted for use by SW-PBS Leadership Teams for use with Office Discipline Data to address schoolwide behavior problems. A general description of the DBDM will follow. A description of the adaptation for use with Office Discipline Data will be discussed later in this chapter.

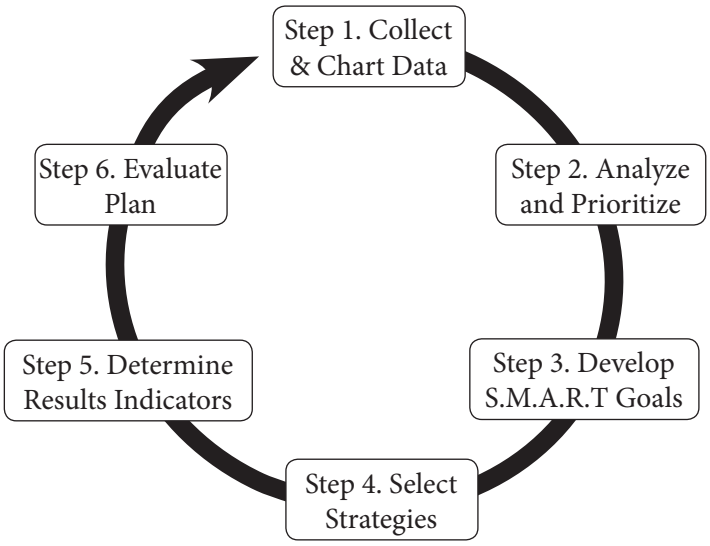


Figure 7.2

Step 1: Collect & Chart Data

The first step in using the DBDM process is to start with a question. This question should be related to academic, behavioral, or social-emotional outcomes for students. The question should be general, such as "Are all students making adequate progress in reading achievement?" or "Do all students perceive the school to be safe?" Once this question is identified, the team is ready to begin data collection and analysis.

The team will gather data related to the entrance question. This data should come from a variety of sources, including 1) student outcome data; 2) student demographic data; 3) staff, student, and parent perceptual data; and 4) "school processes" data (implementation fidelity of schoolwide initiatives, resources, organization, leadership strategies, etc.). Where possible, these data should be longitudinal, so that the team can identify trends over time.

Once the team has gathered, organized and reviewed the data, they are in a position to begin identifying those things that they do well, as well as opportunities for growth. The team will then prioritize a small number of these opportunities for growth. In selecting the areas on which to focus, it is suggested that

teams choose areas and action steps in which they feel they can leverage the biggest impact for the least amount of effort (Horner, 2011).

Step 2: Analyze and Prioritize

Step 1: Collect and Chart Data is a data review that leads to the identification of opportunities for growth. Once a small number of such opportunities are identified and prioritized, the team is ready for a deeper analysis of the data at Step 2: Analyze and Prioritize. This is done through disaggregation and triangulation of data.

Disaggregation means "to separate into component parts." It involves looking at the data as it relates to a specific subgroup. This allows the team to determine whether all subgroups are experiencing the same outcomes as the group as a whole, and to take steps to ensure that all students achieve positive academic and behavioral outcomes in school. Therefore, where possible, data related to the focus areas should be disaggregated by grade level, content area, race and ethnicity, gender, IEP status, and free and reduced lunch status.

Triangulation involves the review of multiple types of data related to the areas of focus. Triangulation is a term associated with navigation and land surveying that involves using the convergence of two or more points to determine the location of another point in space. Triangulation in the social sciences is similar. It involves using multiple data points to better understand a problem (Denzin, 1978; Merriam, 2009). Looking at data that addresses the same outcome from multiple perspectives can provide clues as to possible causal relationships. For example, if a team were trying to assess reading achievement in their school, they might look at reading scores on the state accountability assessment, diagnostic reading assessments, running records, benchmark assessments, student attendance, and Office Discipline Referral reports to better understand possible causal relationships related to reading achievement.

Based on the analysis of the data, the team should have enough information to make a causal inference regarding the focus problem. For example, based on the above disaggregation and triangulation of reading data, the team may infer that poor reading fluency is contributing to both an increase in ODRs and the poor reading scores on the state accountability assessment among third grade students.

This causal inference can then lead the team to identify possible adult actions that address the inferred cause, and will produce the desired student outcomes. This can be expressed as a hypothesis statement. This statement can be written as an "If…then…" statement, such as "If adults take the following action:_____, then students will experience the following outcome:_____. Using our inference based on the analysis of reading data, a hypothesis statement might read, "If the third grade classroom teachers increase their use of listening stations, re-reads, partner reading and, and 'reading theatre,' third grade students will improve fluency scores."

Step 3: Write a S.M.A.R.T Goal

Once the team has identified a priority and established a hypothesis, they are ready to write a S.M.A.R.T. Goal. A S.M.A.R.T. Goal is a goal that is Specific, Measureable, Achievable, Relevant, and Time Bound. Writing the goal in the form of a S.M.A.R.T. Goal helps the team to define the goal in such a way that short and long-term outcomes can be observed, allowing the team to monitor progress and evaluate whether they have achieved the goal. A S.M.A.R.T. Goal is important to both students and teachers. It is challenging, yet achievable. Finally, the S.M.A.R.T. Goal establishes a timeframe that allows adequate time for the intervention to have the desired impact while still allowing time for any necessary mid-course corrections. Finally, making the goal observable and time bound makes it easier for the team to hold themselves accountable for achieving the goal.

Step 4: Choose Strategies

If the S.M.A.R.T. goal identifies the desired destination, then "Step 4: Choose Strategies" involves identifying the route and vehicle. Systems, practices and strategies selected for the plan should be evidenced based and directly address the prioritized opportunity for growth and related causal inferences identified in Step 2. In addition, the plan should consider contextual fit. Contextual fit accounts for cultural and structural considerations that may prevent the plan from being fully implemented.

The plan should be written in an action plan format. An action plan identifies goals, action steps selected to meet those goals, persons responsible, timelines, communications or professional development required, evidence of implementation, and evidence of desired outcomes. Putting the strategies in an action plan format helps the team to hold themselves accountable for implementing the plan. It is recommended that teams select no more than two or three goals and three or four action steps per goal at any given time (Besser and Almeida, 2008). This will help ensure that the team has adequate time and other resources needed to accomplish those goals deemed to be priorities for the school.

Step 5: Determine Results Indicators

Results indicators provide easily monitored benchmarks that allow the team to monitor implementation and progress, enabling them to make timely mid-course corrections, if needed. Results indicators are metrics that answer two questions:

1. Are we implementing the plan as designed?
2. Is the plan having the desired impact on student outcomes?

Results indicators require that the team identify some metric that measures whether the adults are implementing the plan. This metric can be a simple Likert type survey, collected artifacts such as recognition tickets, a sign-off sheet indicating that lessons have been taught, or other measures that are quick and easy to collect and review.

In addition, the team needs to identify benchmark (intermediate) outcomes that indicate whether students are making progress toward the desired outcome. Examples include the use of new strategies by students, measures of achievement, or measures of changes in behaviors such as ODR reports, among others. The team needs to plan how this information will be collected, when and by whom. Finally, the team should schedule regular monitoring meetings to check implementation and progress, and make any necessary course corrections in a timely manner.

Step 6: Evaluate the Plan

The final step is to evaluate the plan, and make a decision regarding next steps. This decision will depend upon how the team answers the following two questions:

1. Have we implemented our plan with fidelity?
2. Have we achieved our goal or are we making adequate progress toward achieving our goal?

If the plan was implemented with fidelity but the team is not making adequate progress toward the goal, the team may need to modify their plan, or develop a new plan. This may require going back to step 2 to determine if the inferences and resulting hypothesis are appropriate. If the plan was not implemented with fidelity and adequate progress has not been made toward achieving the desired outcomes, then the team will need to determine what obstacles have prevented the plan from being fully implemented, and address these. They then implement the plan with any necessary modifications. If the goal is achieved, but the plan was not implemented, the team should reflect upon possible causes that resulted in the achievement of the

goal. This awareness can help inform planning to achieve future goals. Finally, if the plan was implemented and the team has achieved the goal, or is making adequate progress toward achieving the goal, then the team simply needs to plan for sustainability, or, in some cases, declare "mission accomplished" and move on to the next problem. In this way, the DBDM becomes part of a cycle of continuous improvement.

The following table is a decision-making rubric that has been developed for Step 6 of the DBDM:

	Goal Not Met	Goal Met
Not Implemented with Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles ☐ No: Implement the plan	Look at data to determine why goal was achieved
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

DISCUSSION

Do you have a standard process for problem solving currently in place? If yes, do all team members know the steps in the process? Do all staff members know the steps? If no, where can you get further information or training to establish a consistent and efficient process for schoolwide problem-solving?

COMMUNICATING WITH STAKEHOLDERS

It is important that the SW-PBS Leadership Team continuously share data summaries and resulting action steps with stakeholders. Such transparency will maintain high levels of trust as well as buy in among stakeholders. It also keeps stakeholders informed of challenges that must be addressed, and the actions that they will need to take to resolve these challenges. Finally, the frequency with which teams share data with staff has been found to be the most important factor related to the sustainability of SW-PBS (McIntosh, Kim, Pinkelman, Rasplica, Berg, & Strickland-Cohen, 2015). For more guidance on developing strong systems of communication, please see Chapter 2.

The Big 5 Office Discipline Referral (ODR) Reports

"Patterns of office discipline referrals may prove a simple, available, and useful data source to aid in assessment, monitoring, and planning."

George Sugai, Jeffrey Sprague, Robert Horner and Hill Walker, 2000

Improving behavioral outcomes for students is one of the primary reasons for schools to implement SW-PBS. While the concepts of data decision-making discussed above certainly apply to behavioral data, there are special considerations that apply when using behavioral data in a data based decision-making process.

Most SW-PBS schools rely on Office Discipline Referral (ODR) data to:

- make decisions that support improved student behavior.
- progress monitoring for social behavioral outcomes.
- provide a metric that can be used as a measure of school climate (Spaulding, et.al. 2010).
- problem-solve at the schoolwide, classroom, or individual student levels of analysis.
- identify problems and possible solutions
- monitor and evaluate the effectiveness of plans and
- assess the impact of SW-PBS implementation over time.
- be an invaluable source of information for teams using a response to intervention (RtI) logic for identifying individual students who are not responding to Tier 1 interventions, and who therefore may require more intensive Tier 2 or Tier 3 individualized supports.
- provide the contextual information necessary to provide teams with a more comprehensive understanding of the causes of inappropriate behaviors. Such an understanding can help teams to develop interventions that are more likely to improve student behavior .

> "Take the problem out of the kids and put it in a context. Then and only then we can work on a solution. Precise statements of the problem context lead to smaller, more efficient and more effective interventions."
>
> Rob Horner (2011)

THE LOGIC OF THE BIG 5 ODR REPORTS

In the past, educators often viewed an office discipline referral as a way to document behavioral infractions and punish students (Horner, Sugai, & Todd, 2001). Because the forms emphasized the consequences that resulted from various infractions, information regarding the context surrounding the problem behavior was frequently left undocumented. Additionally, the completion and submission of ODR forms was often inconsistent. Remember that the collection of accurate contextual information is critical for the identification of alternative **antecedents** and **consequences** that, respectively, signal and support expected student behavior (Todd, et al., 2011).

The Big 5 ODR Report is the foundational data that informs development of schoolwide systems and practices that will be implemented by all staff for the benefit of all students. The Big 5 ODR Report takes its name from the critical contextual information that must be available for decision making. This critical information includes:

1. the frequency of behavioral events (ODRs per day per month),
2. the frequency of problem behaviors (**what**),
3. the frequency in which problems occur in different locations (**where**),
4. the frequency in which problems occur at different times of the day (**when**),
5. and the frequency in which problems are reported for different students or groups of students (**who**).

Other useful contextual information that can further inform data analysis include **race or ethnicity, gender, grade, IEP status, possible motivation, others involved,** and **staff or administrator response**.

The value of using Big 5 ODR data for effective decision-making will depend, in large part, on the quality of the school's policies and procedures for ensuring consistent use of ODRs and accurate data (Irvin, Tobin, Sprague, Sugai, and Vincent, 2004). This requires common definitions and decision rules regarding when a behavior is classroom-managed (minor) or office-managed (major). In addition, forms and procedures should be designed for ease of use, while still maintaining data integrity. Quick, easy to use forms and procedures for recording and submitting behavioral incident information increase the likelihood that this data will be complete and accurate (for more information, see Chapter 6).

This also requires effective and efficient systems for 1) collecting ODR data, 2) reporting ODR data, 3) sharing data with the team and staff, 4) analyzing the data, and 5) basing decisions on this analysis. The accuracy of the data and the efficiency of the processes for decision-making directly affects the precision of the action steps (Todd, et.al. 2011).

DATA MANAGEMENT SYSTEMS

In order for teams to use ODR data to make decisions, teams must have the *right* data at the *right* time, and in the *right* format (Gilbert, 1978). As is described below, data summaries that include certain contextual information are most effective for developing plans to address problem behaviors. Furthermore, data summaries need to be *timely*: they should be available when they are relevant for decision-making. Therefore, ease of putting together the essential reports are a critical feature of any data management system. Finally, research suggests that people are more efficient and effective at analyzing data when it is presented in a graphic format (Horner, Sugai, & Todd, 2001). At minimum, the data management system should be capable of easily producing a graphic Big 5 ODR Report that includes the following charts:

- Frequency of ODRs per day per month
- Frequency of ODRs by behavior
- Frequency of ODRs by location
- Frequency of ODRs by time of day and/or day of week
- Frequency of ODRs by individual student or groups of students (individual student report, grade level, and/or triangle reports)

There are a variety of useful free and fee-based electronic data management systems that can make the collection, storage, and reporting of ODR information much more efficient and effective. Some of these tools have drill down features that make deep analysis of the data much easier. Furthermore, because of

the interaction between academic and behavioral outcomes for students, schools may want to consider an integrated electronic data management system that includes and can report out both academic and behavioral data (McIntosh & Goodman, 2016).

District student information systems can sometimes be configured to allow for the collection and reporting of the Big 5 ODR data and other contextual information relevant to decision making around student behavior. A modified district student information system can eliminate the need for double entry that can sometimes occur when the district system requires some behavior incident information, but does not include the capacity to collect Big 5 ODR information. Furthermore, many district student information systems collect data on both academic and behavior. Typically, there are costs associated with adopting and maintaining such systems. However, many districts have already purchased such a system.

Another electronic data management option is School Wide Information Systems (SWIS). SWIS is a fee-based system that was designed specifically to collect and report behavioral and contextual information for SW-PBS schools. SWIS provides for efficient data entry and easy to run reports. It collects a variety of useful information in addition to the Big 5 ODR data, and includes a drill down tool that provides teams with an efficient means to pinpoint the context surrounding problem behaviors. More information about SWIS can be obtained at https://www.pbisapps.org/Pages/Default.aspx.

MO SW-PBS has also developed free electronic data management tools. These include the **Big 5 Generator** and the Data Collection Tool. Both of these tools are available at http://pbismissouri.org/. The Big 5 Generator is simple to use, and provides monthly and cumulative Big 5 ODR data graphs. However, it lacks the drill down capacity necessary to precisely define problems. The **Data Collection Tool** is somewhat more complex, requiring separate entries for each behavior incident, similar to district student information systems or SWIS. However, the Data Collection Tool includes features that allow deeper data analysis than does the Big 5 Generator.

Whether fee based or free, each of these tools has advantages and disadvantages. Teams should explore and compare these different options to find the tool that best meets their needs.

COLLECTING MINORS

Chapter 6 addresses the need to collect minor student behaviors, discusses decision rules for when to collect minor behaviors, and provides examples of tools that can be used to collect these behaviors. As with ODRs, it is helpful to have a system for efficiently and effectively aggregating and reporting this data. Both the SWIS and the MO SW-PBS Data Collection Tool electronic data management systems are configured to allow for easy entry and reporting of minor problem behaviors. Some student information systems can also be configured to collect and report minor problem behaviors. Again, be sure to explore different options to see which is right for your organization.

BIG 5 DATA ANALYSIS FOR SCHOOLWIDE IMPROVEMENT

School teams will use the same process for making decisions from a Big 5 ODR Report that they use for other data based decision-making. Although the Missouri DBDM process is used to illustrate the Big 5 ODR Data analysis, teams are reminded they can use another similar data decision-making process. To aid teams in using the Missouri DBDM process, MO SW-PBS has developed the Missouri DBDM/ Solution Plan Worksheet. This worksheet guides teams step-by-step through the DBDM process using a Big 5 ODR Report. See Figure 7.3, next page. The following description of each step also includes an illustration of an analysis of a Big 5 ODR Report using data from a Missouri Middle School and the Missouri DBDM process.

Missouri Data Based Decision Making Model

<table>
<tr><td>1. Collect & Chart Data</td><td colspan="4"><u>Big 5 ODR Report</u>
What were the average number of ODRs per day per month?

What is the most frequently reported problem behavior?

Where are most problem behaviors occurring?

When are most problem behaviors occurring?

Who are most frequently engaged in problem behaviors?
(i.e. individuals, grade level, team, etc.)</td></tr>
<tr><td rowspan="3">2. Analyze and Prioritize</td><td colspan="4">From Step 1, select ONE area of focus for intensive analysis</td></tr>
<tr><td>Behavior:</td><td>Location:</td><td>Time of Day:</td><td>Students:</td></tr>
<tr><td>Where:

When:

Who:</td><td>Behavior:

When:

Who:</td><td>Behavior:

Where:

Who:</td><td>Behavior:

Where:

When:</td></tr>
<tr><td colspan="4">Replacement Behavior:</td></tr>
<tr><td>3. Write a S.M.A.R.T. Goal</td><td colspan="4"><u><Population></u> will decrease ODRs for <u><behavior></u> from <u><start number></u> to <u><target number></u> between <u><start date></u> and <u><target date></u>, as measured by the Big 5 ODR Report for the month of <u><intervention month></u>.</td></tr>
<tr><td>4. Select Strategies</td><td colspan="4">Develop Solution Plan based on answers to analysis questions and resulting hypothesis. Use Solution Plan Template on the back of this form.</td></tr>
<tr><td>5. Determine Results Indicators</td><td colspan="4">These are the progress monitoring data from the solution plan. This data should be monitored weekly or bi-weekly. Make mid-course corrections, as necessary.</td></tr>
<tr><td rowspan="3">6. Evaluate Plan</td><td></td><td colspan="2">Goal Not Met</td><td>Goal Met</td></tr>
<tr><td>Not Implemented with Fidelity</td><td colspan="2">Are there obstacles to implementation?
☐ Yes: Modify plan to eliminate obstacles
☐ No: Implement the plan</td><td>Look at data to determine why goal was achieved</td></tr>
<tr><td>Implemented with Fidelity</td><td colspan="2">Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis</td><td>Plan for sustained implementation

Go back to your data; Data cycle around your most frequent behavior</td></tr>
</table>

Figure 7.3

Solution Plan

School: _____ Month and Year _____

S.M.A.R.T. Goal: <Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date> as measured by the Big 5 ODR Report for the month of <intervention month>.

Solution Components	What are the Action Steps?	What Professional Development and/ or communication is required?	Who is Responsible?	By When?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					
	What data will we review?		**Who is responsible for gathering the data?**	**When/How often will data be gathered?**	**Who will see the data?**
Progress Monitoring Data Collection	Fidelity: Benchmark:				

Step 1: Collect & Chart Data

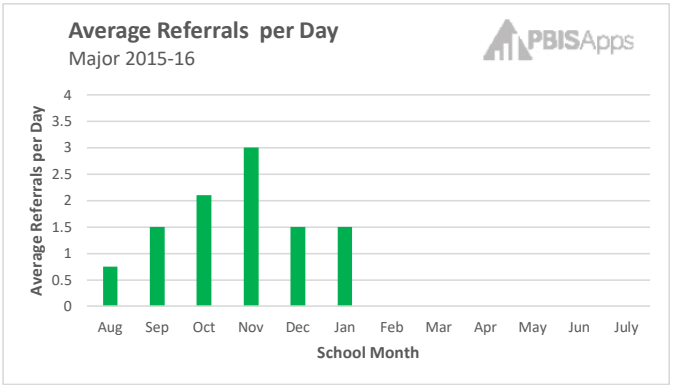
When using the DBDM process specifically to address schoolwide behavior, teams always start with an initial Big 5 ODR Report. The Big 5 ODR Report is named for the five questions that it answers:

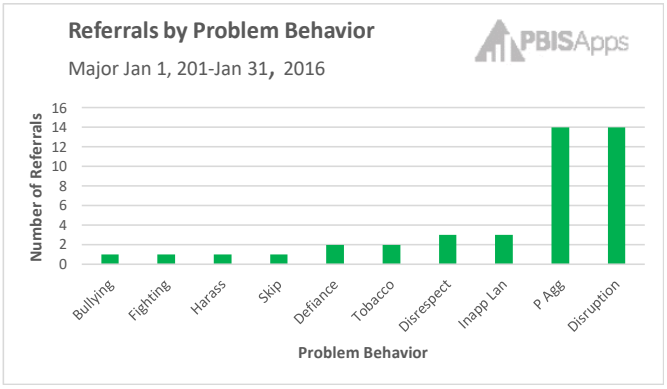
How frequently are problem behaviors occurring?
What is the most frequent problem behavior?
Where are problem behaviors most frequently occurring?
When are problem behaviors most frequently occurring?
Who are the students most frequently engaged in problem behaviors?

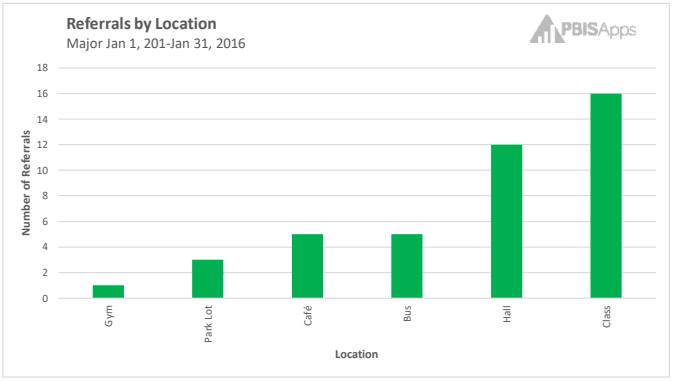
For example, the team at Missouri Middle School examined the following Big 5 ODR Report from their SWIS account for January 2015 to identify possible opportunities for growth:

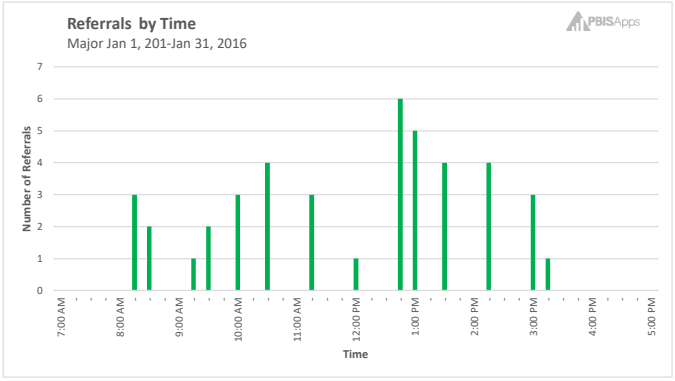
EXAMPLE

Missouri Middle School Big 5 ODR Report









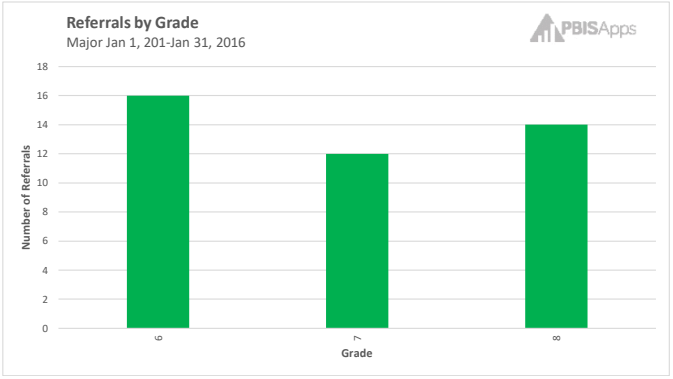


Figure 7.4

Using the Big 5 ODR Report from Missouri Middle School, the team can answer the Big 5 questions for the month of January. These answers amount to a series of simple problem statements.

Notice this information helps the team identify areas for concern, but does not parse out what is happening in those areas. For example, the team knows that the most frequently occurring behaviors are physical aggression and disruption, and the most frequently reported location for inappropriate behavior is the classroom, but they do not know whether the physical aggression and disruption is occurring in the classroom or somewhere else. These behaviors may be spread out across several locations. For this reason, the team will need to conduct a deeper analysis. Figure 7.5 shows how the team might complete step 1 of the Big 5 DBDM/Solution Plan worksheet.

1. Collect & Chart Data	**Big 5 ODR Report** What were the average number of ODR's per day per month? ***1.56 ODRs Per Day/Per Month*** What is the most frequently reported problem behavior? ***14 ODRs were for Physical Aggression and 14 were for Disruption*** Where are most problem behaviors occurring? ***16 ODRs occurred in the classroom*** When are most problem behaviors occurring? ***6 ODRs occurred at 12:45 PM*** Who are most frequently engaged in problem behaviors? ***6th grade students, with 16 ODRs.***

Figure 7.5

Step 2: Analyze and Prioritize

From their review of the initial Big 5 ODR Report, the team can identify and take time to celebrate achievements. They can also use this data review to identify a new problem on which to focus improvement efforts. As teams review the initial Big 5 ODR Report, they will notice a number of "red flags." That is, they will see that one behavior is referred more frequently than the others. They will notice that there is a location where more students receive ODRs than others. There is a time of day when students receive more ODRs. And, there is a group of students (grade level) that receive more ODRs than the others. It is recommended that the team focus on one "red flag" for behavior, location, time of day, ***or*** group of students for the coming month. However, the team will also want to consider the following:

- Safety
- Number of students involved
- Impact relative to effort (Horner,2011)

When selecting a focus problem, the team should prioritize any problems that represent a significant student safety concern. For example, a team may identify tardy as their most frequently referred problem behavior. However, physical aggression, their second most frequently referred problem behavior, represents a real safety concern. Therefore, the team chooses physical aggression as their focus problem for the coming month.

In addition to safety, Tier 1 teams should take into consideration whether the problem is isolated to a small number of students, or more systemic. Remember, the focus here is on schoolwide problem solving. Experience implementing SW-PBS in schools suggest that problems involving 10 or more students in a given context should be considered systemic (Rob Horner, personal communication March 8, 2016). Problems involving fewer than 10 students may be considered isolated incidents, or some of these students may be candidates for Tier 2 or Tier 3 referrals.

Finally, teams should consider selecting a focus problem that gives them the biggest change for the least amount of effort (Horner, 2011). For example, when trying to decide whether to focus on a red flag behavior (tardy) or a location (classroom), the team may decide that it would take much less effort to significantly reduce the numbers of referrals for tardiness than to reduce problem behaviors in the classroom.

Questions to Ask After Focus Areas are Selected

Focus Area	Questions to "Dig Deeper"
Most frequently reported behavior	"**Where** is this behavior most frequently reported?" "**When** is this behavior most frequently reported?" and "**Who** is/are the student(s) most frequently engaged in this behavior?"
Location where problems were most frequently reported	"**What** behaviors are most frequently reported for this location?", "**When** are these behaviors most frequently reported?" and "**Who** is/are the student(s) most frequently referred in this location?"
Time of day when most problem be-haviors are reported	"**What** behaviors are most frequently occurring at that time of day?", "**Where** are problems most frequently occurring at this time of day?" and "**Who** is/are the student(s) most frequently referred during this time of day?"
Students with most problem behavior	"**What** are the behaviors that this/these student(s) are engaged in?", "**Where** is/are this/these student(s) most frequently behaving inappropriately", and "**When** is/are this/these student(s) most frequently behaving inappropriately?"

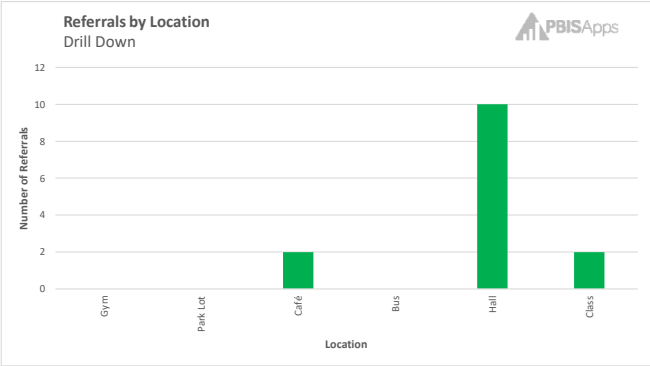
The easiest way to answer these questions for the focus problem is to use an electronic data management system with drill down features, such as SWIS. However, teams can also drill down by hand, using the following steps:

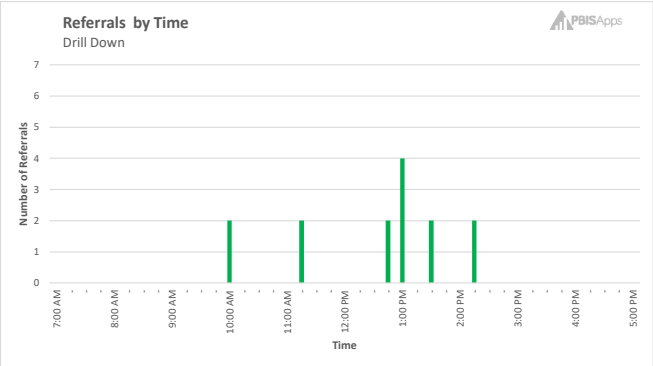
- Separate all ODRs for the month that involve the focus area from the other, non-relevant ODRs.
- Set the non-relevant ODRs aside.
- Sort through the ODRs for the focus area, using tally marks to count what (behavior), when (time of day/day of week), where (location), and who (grade level; individual; gender, etc) for each referral.

Once these questions have been answered for the focus area, the team can identify one or two replacement behaviors. Typically, these behaviors will be specific behaviors found on the matrix for the setting identified in the analysis of the focus problem. However, this may not always be the case. Where the replacement behavior is not on the matrix, the team will want to consider adding it to either "all settings" or the specific setting where the problem behavior is occurring.

EXAMPLE

Based on the January Big 5 ODR Report, our Missouri Middle School team decided to focus on Physical Aggression for further analysis. They selected Physical Aggression over Disruption because Physical Aggression represents a safety concern. They use the SWIS drill down filters to come up with the following reports of where the physical aggression occurred, when the physical aggression occurred, and who were the students involved in the physical aggression:





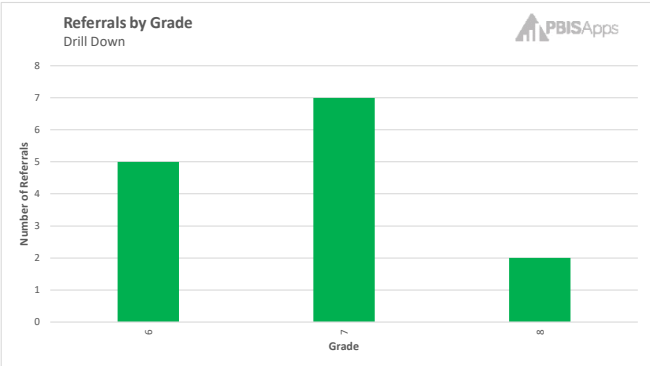


Figure 7.6

Notice that once the team analyzed the data, they found that even though the majority of the ODRs came from the classroom, the majority of the ODRs for Physical Aggression came from the hall. In addition, while most behavior incidents occurred at 12:45, most incidents involving Physical Aggression occurred at 1:00 PM. Finally, 7th grade students had the fewest overall ODRs, but 7th grade students were involved in more incidents involving Physical Aggression than were 6th or 8th graders. This deeper understanding of the context in which the behavior occurs can give the team insight as to the contextual factors that contribute to the inappropriate behavior. In our example, the team can then manipulate these factors in a way that supports students as they engage in the desired replacement behavior, while discouraging the use of the inappropriate behavior.

The team identified two replacement behaviors: 1) keep hands, feet and objects to self; and 2) use conflict resolution strategies.

Figure 7.7 shows how the team might complete Step 2 of the DBDM: Analyze and Prioritize. Notice that they only complete the column for Behavior. This is because their focus problem is a behavior: physical aggression.

EXAMPLE

<table>
<tr><td rowspan="3">2. Analyze and Prioritize</td><td colspan="4">From Step 1, select ONE area of focus for intensive analysis</td></tr>
<tr><td>Behavior: Physical Aggression</td><td>Location:</td><td>Time of Day:</td><td>Students:</td></tr>
<tr><td>Where: Hall

When: 1:00 PM

Who: 7th Graders</td><td>Behavior:

When:

Who:</td><td>Behavior:

Where:

Who:</td><td>Behavior:

Where:

When:</td></tr>
<tr><td colspan="4">Replacement Behavior:

Keep hands, feet and objects to self.
Use conflict avoidance/resolution strategies.</td></tr>
</table>

Figure 7.7

Step 3: Write a S.M.A.R.T Goal

Step 3 is to write a S.M.A.R.T. Goal. When writing a S.M.A.R.T Goal for schoolwide behavior improvement, the S.M.A.R.T Goal can be written in the following format:

_____ will decrease _____ from _____
(who) (behavior) (% or number)

to _____ between _____ to_____
(% or number) (begin date) (end date)

as measured by the Big 5 ODR data for the month of _____.
(month)

In general, when using the DBDM cycle to review and analyze Big 5 ODR data, the following guidance is recommended:

- The school is the unit of analysis. Therefore, the target student population can be broad, including "all students" or an entire grade level. For purposes of a schoolwide intervention, the goal should not target individual students.
- Because in most schools appropriate behaviors far outnumber inappropriate behaviors, the easiest way to **make a schoolwide goal measureable** is to focus on **reducing ODRs for a problem behavior, location, and/or time of day**.
- A monthly data cycle fits nicely in the SW-PBS Leadership Team's meeting cycle and, in most cases, allows adequate time for a behavioral intervention to show whether it is having the desired impact.
- The goal should be directly tied to the analysis in Step 2.
- Finally, at this time, there is no research-based guidance regarding what is an achievable goal. Therefore, it is critical that the team have serious conversations around how to set challenging but achievable targets.

Figure 7.8 shows how the team in our Missouri Middle School example might complete Step 3: *Write a S.M.A.R.T. Goal*.

EXAMPLE

3. Write a S.M.A.R.T. Goal	**7th Graders** will decrease ODRs for **physical aggression** from 7 to 2 between **February 1, 2017** and **February 28, 2017**, as measured by the Big 5 ODR Report for the month of **February**.

Figure 7.8

Step 4: Choose Strategies

The next step in using the Big 5 ODR Report for problem solving is to develop a plan that is targeted at addressing the problem as defined in step 2 of the DBDM. This plan should address **Prevention, Teaching, Recognition, Discouragement and Monitoring**.

- **Prevention** strategies may include changing the environment by increasing supervision, modifying schedules, adding or clarifying expectations, rules and procedures, or incorporating student engagement strategies into instruction (Opportunities to Respond (OTR), Activity Sequencing, Choice, Task Difficulty).

- **Teaching** strategies include teaching replacement behaviors; replacement behaviors should be rules or procedures that are pulled directly from the matrix, or added to the matrix.
- **Recognition** strategies include providing specific positive feedback for students engaged in the appropriate behavior; recognition may also include providing tangible reinforcement.
- **Discouragement** includes the continuum of strategies for discouraging the inappropriate behaviors; discouragement strategies should be consistently applied when students engage in the inappropriate behavior.
- **Monitoring** strategies should identify what data will be collected to assess the fidelity of implementation of the plan, progress toward goal, and evaluation of the plan.

In addition, plans must include procedures for:

- Communicating the plan to staff, and for providing staff with the professional development necessary to implement the plan;
- Providing staff with opportunities to practice any necessary skills;
- Procedures for recognizing staff that meet the expectations of the plan;
- Procedures for working with staff who do not meet the expectations outlined in the plan.

Figure 7.9 shows how the team might complete Solution Plan (action plan) for Step 4 in the *Big 5 DBDM/ Solution Plan Worksheet*.

EXAMPLE

Solution Plan

OUTCOME: *To increase the use of conflict resolution strategies; to decrease physical aggression.*

Solution Components	What are the Action Steps?	What Professional Development and/or communication is required?	Who is Responsible?	By When?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)	*Increase active supervision in halls from 8:00 to 8:50, and from 12:00 to 12:50*	*At next staff meeting, staff will watch the active supervision video, and will role play A.S. Scenar-ios*	*Assistant Principal Mr. Ferguson; Staff assigned to hall duty (Mr. Smith, Ms. Doe, Ms. Clark)*	*Effective Monday 2/2/2015*	*Mr. Ferguson will monitor whether staff are in assigned locations; Staff meeting minutes*
Teaching	*Reteach respect in hallway lesson; Teach conflict resolution strategies; lessons will occur during advisory*	*The lesson plans will be reviewed at the staff meeting*	*MS. Caldwell (PBIS Chair); Advisory teachers*	*Lessons will be covered on Wednesday 2/4/2015*	*Teachers will initial and date lesson schedule, and return to Mr. Ferguson for cold soda*
Recognition	*Students will be given special red respect tickets for demonstrating respectful behavior in the hall*	*At staff meeting, staff will be reminded to give specific positive feedback with respect ticket; respect tickets will be put in a weekly drawing with one staff member and one student recognized each week*	*Ms. Caldwell (PBIS Chair)*	*2/5/2015 through 2/27/2015*	*Respect tickets will be counted*
Corrective Consequence	*Teachers will use redirects and reteaching for minor physical aggression and disrespectful language; write up ma-jor PhysA*	*During staff meeting, staff will be reminded to use redirects and reteach. Staff will role play redirect and reteach*	*Ms. Maxwell (PD Chair) Mr. Ferguson*	*2/5/2015 through 2/27/2015*	*Each Friday, staff will rate fidelity using fidelity survey on Google forms*
	What data will we review?	**Who is responsible for gathering the data?**	**When/How often will data be gathered?**	**Where will data be shared?**	**Who will see the data?**
Progress Monitoring Data Collection	*Weekly Big 5 ODR Report*	*Ms. Maxwell (data)*	*Every Friday*	*Via principals weekly electronic newsletter, once per week (Monday)*	*All staff*

Figure 7.9

Step 5: Determine Results Indicators

Results Indicators are intermediate measures that allow the team to make needed mid-course corrections in a timely manner. They answer two questions:

1. Are we implementing the plan as designed?
2. Is the plan having the desired impact on student outcomes?

Results Indicators require that the team identify some metric that measures whether the adults are implementing the plan. This metric can be a simple Likert type survey, collected artifacts such as recognition tickets, a sign-off sheet indicating that lessons have been taught, or other measures that are quick and easy to collect and review.

Measures that help the team to monitor whether the plan is having the desired impact on student behavior can include (but are certainly not limited to) a weekly count of ODRs for the target problem behavior, or a count of the use of a desired strategy or replacement behavior. An example of such a strategy might be counting recognition tickets for using the conflict resolution strategy.

The Solution Plan includes space for identifying results indicators (see the Missouri Middle School example of how to complete the results indicators on the Solution Plan).

Step 6: Evaluate the Plan

Step 6 is a decision-making rubric for evaluating the effectiveness of the plan. This step is done after the Solution Plan has been implemented; not when writing the Solution Plan. When the Leadership Team has implemented the Solution Plan, a quick review of the following month's Big 5 ODR Report (back to Step 1: Collect and Chart Data) will help the team evaluate whether their Solution Plan was implemented with fidelity. It is important for the Leadership Team to give ample time for the plan to be implemented before seeing if their efforts are reflected in the Big 5 ODR Report data. Only if their goal is met would the Tier 1 Leadership Team write a new Solution Plan on a new problem.

EXAMPLE

The Missouri Middle School Tier 1 Leadership Team implemented their Solution Plan in February and looked at the February Big 5 ODR Report during the March team meeting. They saw only a small decrease in Physical Aggression. They used the decision-making rubric (Step 6) as a guide and decided to continue implementation of their Solution Plan in March. They made these decisions clear in the Tier 1 meeting minutes and communicated their decision to staff.

6. Evaluate Plan		Goal Not Met	Goal Met
	Not Implemented with Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles, and implement the plan ☐ No: Implement the plan	Look at data to determine why goal was achieved
	Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Figure 7.10

MAKING THE DBDM PROCESS EFFICIENT AND EFFECTIVE

By following the Missouri DBDM/Solution Plan, teams can develop and implement effective schoolwide behavior interventions that lead to overall improvements in student behavior. The following are strategies that may make the process more efficient, although they should be tailored to address the culture of the team:

- Set and adhere to strict time limits for each step of the process, reserving a majority of meeting time for developing the solution plan.
- Consider completing Step 1, and possibly steps 2 and 3, prior to the team meeting.
- Assign pre-meeting tasks to various team members.
- Complete pre-meeting tasks.
- Take advantage of electronic data collection systems, such as SWIS, that allow teams to run initial Big 5 ODR Report and drill down reports.
- Brainstorm possible action steps and results indicators prior to meeting.

It is suggested teams review their Big 5 ODR data monthly to help them determine whether they are on track to meet their outcome goal or not. It is not necessary to complete a new Solution Plan at every monthly meeting if you are progressing toward your goal.

DISCUSSION

As a team, discuss the following:

- Do you have an electronic data management system that is efficient to use, and can instantaneously provide you with charts depicting the frequency of ODRs by behavior, location, time of day, and students involved?
- Do you have procedures in place to ensure that ODR data is collected and entered into your electronic data management system, efficiently?
- Do you have "Big 5 ODR Data Analysis" as a standing agenda item for your PBIS Leadership Team meetings on at least a monthly basis?
- Do you monitor both fidelity of intervention implementation and outcomes?

If the team answered "no" to any of these questions, action plan how you will create systems for each of the above action steps

Triangle Data

In addition to the Big 5 ODR Report analysis for developing schoolwide Solution Plans, the triangle graphs are also important tools for: 1) the early identification of students needing additional Tier 2 or Tier 3 supports, and 2) monitoring outcomes of SW-PBS implementation.

EARLY IDENTIFICATION OF STUDENTS

Teams can use decision rules based on the number of office referrals that individual students have acquired to trigger additional behavioral supports. Common decision rules are 2-5 ODRs to identify students needing Tier 2 level supports, and 6 or more ODRs to identify students who may need Tier 3 level supports. In addition, PBIS National Center recognizes that students with 2 or more ODRs in October are on a trajectory to receive 6 or more ODRs by the end of the school year. As such, they recommend that students who have received 2 or more ODRs by October meet decision rule for a Tier 2 or Tier 3 intervention. This "October Catch" enables schools to provide early intervention to the students most in need of more intensive supports (McIntosh, K., Frank, J.L. & Spaulding, S.A., 2010, Predy, McIntosh & Frank, 2014).

MONITORING OUTCOMES OF SW-PBS IMPLEMENTATION

By identifying the percentages of students who meet these decision rules, the team also has a good metric by which to monitor their SW-PBS implementation on an annual basis. This can be depicted in graphic form as a triangle shaped graph, with the percentage of students who have received one or fewer ODRs depicted at the base of the graph, in green, the percentage of students with 2-5 ODRs depicted in the middle of the graph, in yellow, and the percentage of students with 6 or more ODRs depicted at the top of the graph, in red. By monitoring the triangle graph on a monthly and annual basis, the team can monitor the percentage of students who respond to the schoolwide interventions (University of Oregon PBIS Workgroup–A, 2010).

The triangle graph is a graphic reminder to teams of the importance of having Tier 1 systems and practices in place and for students to be responding to these interventions before the school begins to implement at Tier 2 or Tier 3. When implemented with fidelity, the majority of students will respond to Tier 1 interventions. Tier 2 and Tier 3 interventions are much more intensive than Tier 1, requiring a greater staff to student ratio. Schools will experience more success if they can reduce the proportion of students who meet the decision rules for Tier 2 and Tier 3 through a high-quality Tier 1 intervention. MO SW-PBS requires that 80% or more of all students have one or fewer office referrals, or that the proportion of students with one or fewer office referrals be within the PBIS National Center's National averages for the school's grade configuration, before the school will be allowed to move on to Tier 2 training.

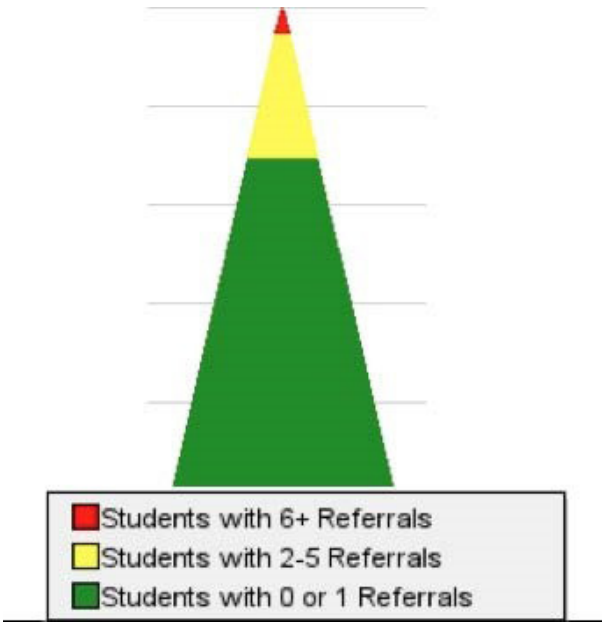
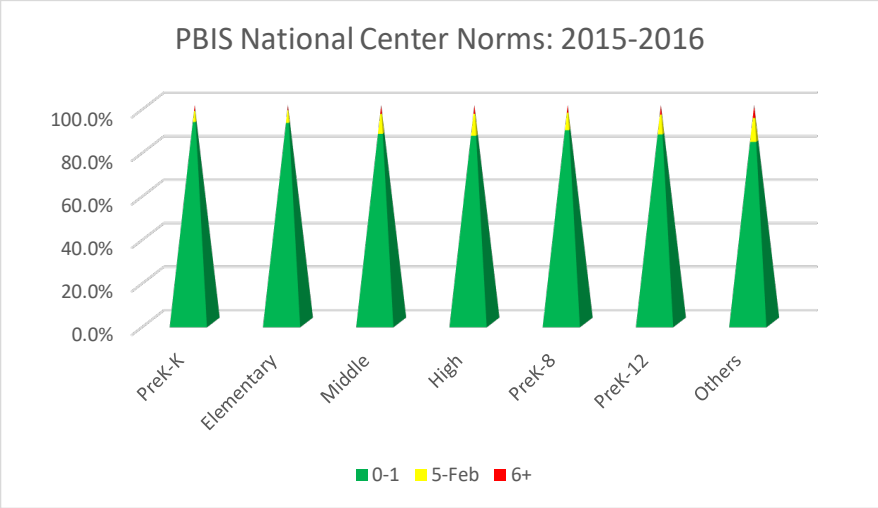


Figure 7.11

Each year, PBIS National Center publishes national norms based upon the percentage of students meeting decision rules for Tier 1, Tier 2, and Tier 3 interventions. These norms are based upon SWIS data, and give schools a standard against which to compare their own triangle data. The national norms indicate that the percentages of students meeting Tier 1, Tier 2, and Tier 3 decision rules vary according to the school configuration. Teams are encouraged to compare their data to National Norms based on the same or similar grade configurations.



2015-2016 Proportion of Students with ODRs by Grade Configuration: PBIS National Center

Figure 7.12

DISCUSSION

As a team, do you currently have a system in place for determining the proportion of your students in each group?

- 0-1 ODRs
- 2-5 ODRs
- 6 or more ODRs

Advanced Big 5 ODR Review: Calculating the Cost of ODRs

An accurate measure of the amount of time students are out of instruction, whether for ODRs or suspensions, is important because the time students are engaged in instructional activities has been consistently shown to be a strong correlate with student achievement (Brophy, 1988; Fisher, et.al 1980). ODRs not only result in lost instructional time for the teacher and student, but also cost administrators time away from important leadership activities as they deal with student misbehavior. These opportunity costs of ODRs are worth further exploration. **Opportunity costs** are when resources spent on one activity are not available for others.

ACADEMIC ACHIEVEMENT. A number of initial studies have shown that SW-PBS decreases problem behaviors, increases time engaged in instructional activities, and is correlated with improved academic achievement (Putnam, Horner, & Algozzine, 2009). Putnam, Horner and Algozzine note that while these studies are suggestive, they are still descriptive in nature. The science of behavior suggests that the relationship between academic achievement and behavior may be reciprocal. However, because of the relationship between the time students are engaged in instructional activities and their academic achievement, instructional time gained through the reduction in ODRs resulting from SW-PBS implementation is worth monitoring. It is important to note that in most schools, a relatively small number of students of students receive a disproportionate number of ODRs, magnifying the impact of time out of instruction for these students.

LOST INSTRUCTIONAL TIME. To get an idea of the cost of ODRs on academic achievement, schools can estimate the amount of lost instructional time for students due to office discipline referrals (ODRs) and suspensions. A district in Maryland estimated that for each ODR, individual students lost approximately 20 minutes of instructional time (Scott & Barrett, 2004). Assuming that 20 minutes is a reasonable estimate of the average time out of instruction, the total instructional time lost can be estimated by multiplying the total number of ODRs in a given year by 20 minutes. This is converted to days by first dividing instructional time lost in minutes by 60 to get instructional time lost in hours. The quotient is then divided by the number of hours in the school day to get the number of days of instruction lost. Instructional time in days lost due to suspension is then added to this figure. See the Missouri Middle School example below.

EXAMPLE

Missouri Middle School
Instructional Time Lost

At the end of the year, Missouri Middle School wanted a picture of how much instructional time was lost due to office discipline referrals. MMS had 728 ODRs during the school year. Students time out of class and therefore lost instructional time was estimated using the following calculations.

- 728 X 20 = 14,560 minutes lost instructional time
- 14,560 / 60 = 242.6 hours lost instructional time
- 242.6 / 6 hours = 40.44 days lost instructional time
- 40.44 Instructional Days Lost due to ODRs + 21 Instructional Days Lost due to Suspension = 61.43 Total Instructional Days Lost

COST OF LOST INSTRUCTIONAL TIME. The financial costs of ODRs can also be estimated. The median per pupil expenditures for the state of Missouri during the 2012-2013 school year (the latest figures available) was $9597 per year per student (U.S. Census Bureau, 2015). A per day expenditure can be calculated by dividing $9597 by 180 instructional days, the cost per instructional day equals $53.32. The cost of ODRs in dollars can then be calculated by multiplying instructional time lost in days by the median per pupil per day expenditure.

EXAMPLE

Missouri Middle School
Cost of Lost Instructional Time

After calculating the amount of instructional time, the Missouri Middle School Leadership Team was curious what that cost the school. Remember MMS lost 61.43 days of instructional time to ODRs and resulting suspensions.

- 61.43 days of lost instructional time X $53.32 per day per pupil expenditure = $3275.45

COST AND TIME SAVINGS FROM REDUCING ODRS. Many schools demonstrate a significant (i.e., 30%-50%) drop in ODRs once SW-PBS is implemented with fidelity. One of the benefits of maintaining a consistent and diligent system of collecting ODRs in an efficient data management system is the ability to compare outcomes from year to year. Looking at end-of-the-year data year after year, gives you ODR rates to compare. ODR data may give the Tier 1 Leadership Team a reason to celebrate if the number of ODRs decrease from one year to the other. A decrease in ODRs in subsequent years once SW-PBS is implemented can "come alive" by calculating the amount of instructional gained by a decrease in ODRs.

EXAMPLE

Missouri Middle School
Gains in Instructional Time and Cost Comparing Year to Year

At the end of the second year of implementation, Missouri Middle School created a graph (below) of the decrease in ODRs from one year to the next. This decrease in ODRs by a mere 10% resulted in a gain of 6 school days of instruction and nearly $300.

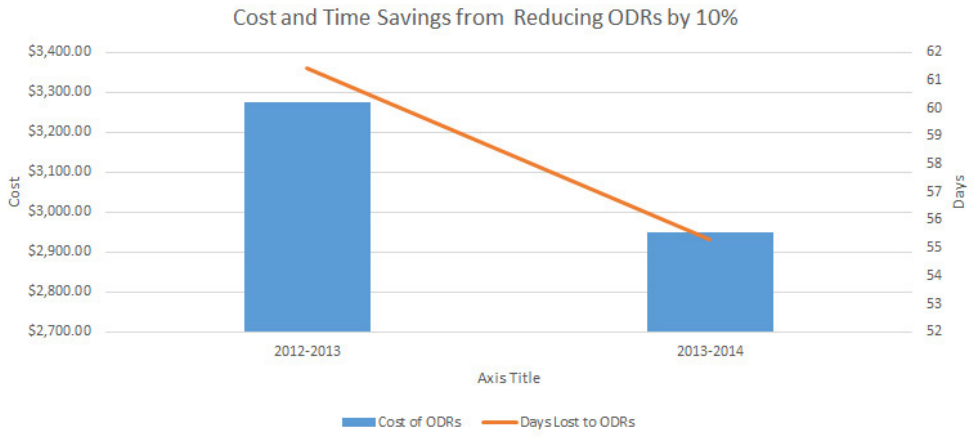


Figure 7.13

DISCUSSION

Discuss the average amount of instructional time lost at your school for a "typical" ODR. How can you involve your school community in this discussion? What is the average per pupil instructional cost for your district? Once you have agreed upon a metric for student instructional time lost, calculate the time lost to your school for ODRs using the following formula:

Number of ODRs X 20 minutes = Instructional Minutes Lost

Instructional Minutes Lost X 60 = Hours Lost

Hours Lost/ Hours per School Day =Days Lost

Days Lost X $53.32 = Financial Cost of ODRs

LOST ADMINISTRATIVE TIME. In addition to the lost instructional time and per pupil expenditures associated with ODRs, there are also costs for administrators that result from having to spend time dealing with ODRs. These costs include time that could have been spent on important activities, including instructional leadership. The school in Maryland estimated that it took an average of 25 minutes out of an administrator's day to deal with each ODR (Barrett & Scott, 2006). Assuming this is a reasonable estimate, we can calculate the total amount of time the administrator(s) spent dealing with ODRs by multiplying the number of ODRs for the year by 25 minutes. This yields the total minutes lost. Total minutes lost is then converted to hours by dividing the total number of minutes of administrative time lost by 60. Total number of hours lost is converted to school days by dividing hours lost by the number of hours in a typical school day. While it is certainly arguable that the typical administrator works more than eight hours per day, this is sufficient to provide us with an estimate of the impact that ODRs can have on an administrator's time.

EXAMPLE

Missouri Middle School
Administrative Time Lost

At the end of the year, the Missouri Middle Leadership Team wanted to know how much time the principal and assistant principal lost processing the 728 office discipline referrals for the year. Using a conservative 8 hour school day, administrative time cost was calculated as follows:

- 728 ODRs X 25 minutes = 18,200 minutes lost administrative time
- 18,200 minutes / 60 minutes = 303.3 hours lost administrative time
- 303.3 hours / 8 hour work day = 37.92 days lost administrative time

COST OF LOST ADMINISTRATIVE TIME. What does this lost administrative time look like in terms of dollars and cents? Although administrator salaries vary greatly, Scott & Barrett (2004) used a hypothetical average administrative salary of $78,405. If we assume a 190-workday year, the administrative cost per day equals $412.66. A school then can finish calculating the cost of lost administrative time by multiplying the days of lost administrative time by $412.66.

EXAMPLE

Missouri Middle School
Cost of Lost Administrative Time

At the end of the school year, Missouri Middle School Leadership Team continued their analysis of the cost of ODRs by calculating the expense of lost administrative time.

- 37.92 days X $412.66 = $15,631.56 lost administrative expense

ADMINISTRATIVE COST AND TIME SAVINGS FROM REDUCING ODRS. As mentioned above, many schools demonstrate a significant (i.e., 30%-50%) drop in ODRs once SW-PBS is implemented with fidelity. At the end of the second year of implementation of SW-PBS, Tier 1 Leadership Teams can calculate how much administrative time and associated salary is gained by a decrease in ODRs.

EXAMPLE

Missouri Middle School
Gains in Administrative Time and Cost Comparing Year to Year

At the end of the second year of implementation, Missouri Middle School created a graph (below) of the decrease in ODRs from one year to the next in terms of the administrative time and salary. This decrease in ODRs by a mere 10% would give the administrator back nearly 4 days which is equivalent to a district savings of $1,563.16!

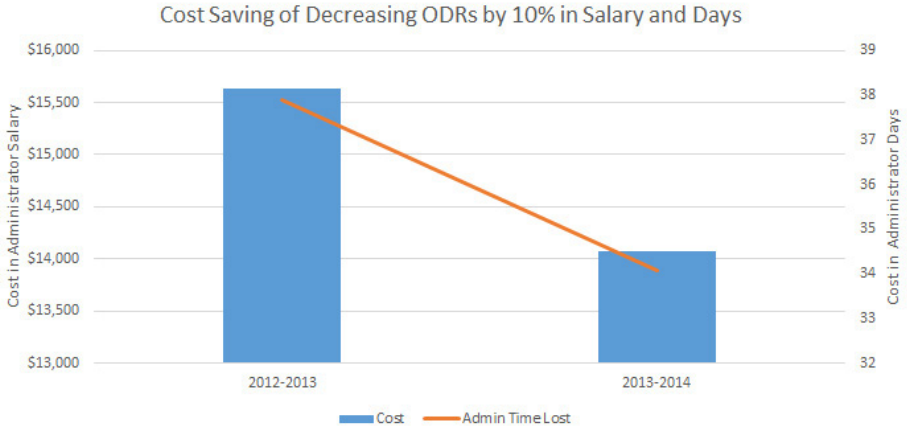


Figure 7.14

DISCUSSION

Discuss the average amount of administrative time lost at your school for a "typical" ODR. How can you involve your school community in this discussion? What is the average administrative salary in your district? How many days are administrator contracts? Use these values to calculate the costs of ODRs for your school, using the following steps:

- Number of ODRs for the year X 25 minutes = Administrator minutes lost
- Administrator Minutes Lost / 60 = Administrator Hours Lost
- Administrator Hours Lost / Hours in School Day = Administrator Days Lost
- Salary/Days of contract = Salary per day
- Administrative Days Lost X Salary per Day = Monetary Cost of Administrator Time Due to ODRs

Who would be interested in this information? How can you share this data for discussion?

Disaggregating ODRs for Signs of Disproportionality

"We want to create a social context/environment that is consistent across people, place and time, where subjective decisions are not part of the equation."

Rob Horner

One of the primary tenets of SW-PBS is that effective schools establish 1) a common vision and values, 2) a common language and behaviors and 3) environments in which all staff, students and families have a common experience. Unfortunately, numerous studies demonstrate not all students benefit from a common experience in schools. Evidence from across the nation paints a rather grim picture regarding the reality of experiences for students of various groups including students with disabilities, racial and ethnic minorities, students from low socioeconomic families, and students who identify themselves as lesbian, gay, bisexual, transgender or questioning (LGBTQ) (Greytak, Kosciw, & Diaz, 2009; Skiba & Peterson, 1999; Spaulding et al, 2010; Losen, 2011).

One primary area of disparity relates to student disciplinary interactions, evidence for which includes 1) the overall rate of ODRs, 2) the types of behavioral referrals given, and 3) the level and severity of administrative consequences for these student groups (Skiba & Peterson, 1999; Spaulding et al, 2010; Losen, 2011; Welch & Payne, 2010). Research consistently demonstrates that minority students, particularly African American students, receive more ODRs, are more likely to receive ODRs for low level discretionary behaviors (i.e., disruption, disrespect), and are more likely to be suspended or expelled for the same behaviors as are their white peers (Skiba, Horner, Chung, Rausch, May, and Tobin, 2011; Welch & Payne, 2010).

In an analysis of the U.S. Department of Education 2006 Civil Rights Data Collection of out of school suspension, Losen (2011) found:

- There is no research base to support the use of frequent suspension or expulsion in response to non-violent and mundane forms of adolescent misbehavior.
- There are large disparities by race, gender and disability status in the use of suspension and expulsion.
- Frequent suspension and expulsion are associated with negative outcomes.
- Better alternatives are available.

Among the negative outcomes associated with disproportionality of out of school suspension is the relationship between out of school suspension of African American students and the academic achievement gap (Morris & Perry, 2016). Furthermore, researchers have documented a relationship between out of school suspension and dropping out of school (Balfanz, Byrnes, and Fox, 2015; Bowditch, 1993; Shollenberger, 2015), as well as a relationship between out of school suspension and eventual involvement with the justice system (Fabelo, Plotkin, Carmichael, Marchbanks, and Booth, 2011; Shollenberger, 2015).

There is some evidence that simply implementing a proactive and preventative approach to school discipline, like SW-PBS, is an important, but insufficient approach to reducing or eliminating discipline disproportionality in schools. Bradshaw, Mitchell, O'Brennan, and Leaf (2010) found that schools that implemented SW-PBS for one year determined that African American students were still more likely to receive an ODR than were white students. Similarly, Kaufman, et al., (2010) found that African American

students attending SW-PBS schools continued to have higher rates of ODRs than their white peers. The work of Russell Skiba and colleagues at the Indiana Equity Project (http://www.indiana.edu/~equity/index.php) and the analysis of 2005-2006 SWIS data by Spaulding and colleagues (2010) further underscore the concern that the problem of disciplinary disparity is pervasive, and it exists even in schools implementing SW-PBS.

Because African American students are more likely to receive an ODR or to be suspended for discretionary offenses, it stands to reason that developing clear definitions of classroom managed and office managed behaviors can help to decrease the likelihood that a student will receive an ODR for a classroom managed behavior (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014). Furthermore, SW-PBS can build on positive relationships between students and adults that can decrease discipline disproportionality. Finally, the use of data to problem solve suggests that schools implementing SW-PBS may better be suited for addressing discipline disproportionality. Indeed, there is some evidence that while the discipline gap continues to exist in SW-PBS schools, this gap is smaller, and the size of the gap grows smaller the longer the school has implemented SW-PBS (Vincent, Tobin, Swain-Bradley, & May. As Rob Horner noted in a keynote presentation (2011), "We want schools to work for everyone. We can create concern when we generate and review ethnicity reports, but what we want to create is a difference."

Losen (2011) makes the following policy recommendations to ensure similar school experiences for all students:

- Public school educators should routinely collect, reflect upon, and publicly report data on school discipline referrals. Reports at the state, district, and school level (where permissible) should include data disaggregated by race or ethnicity, gender, and disability status in terms of numbers of each group disciplined. These reports should also include the percentage of each group that experiences suspension and expulsion, as well as disaggregated incidence data on the type of infraction and the number of days of missed instruction that results from such removals.
- The Elementary and Secondary Education Act and the Individuals with Disabilities Education Act, provide incentives for schools, districts, and states to support students, teachers and school leaders in systemic improvements to classrooms, schools and districts where rates of disciplinary exclusion are high–even where disparities do not suggest unlawful discrimination.
- Federal and state policy should specify the rate of out-of-school suspensions as one of several factors considered in assessments of school quality, especially for low-performing schools.
- Researchers should investigate connections between school discipline data and key outcomes such as achievement, graduation rates, teacher effectiveness, and college and career readiness.
- Schools and districts should pursue system-wide improvements that include better policies and practices at all levels–including an effort to improve teachers' skills in classroom and behavior management.

Similarly, PBIS National Center makes the following five recommendations for preventing and addressing disproportionality in school discipline:

1. Use effective instruction to reduce the achievement gap.
2. Implement Schoolwide Positive Behavior Interventions and Supports (SWPBIS) to build a foundation of prevention.
3. Collect, use and report disaggregated student discipline data.
4. Develop policies with accountability for disciplinary equity.
5. Teach "neutralizing routines" for "vulnerable decision points."

These recommendations provide the foundations for intervening, and will be elaborated on later in this chapter (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014). Also see Chapter 6.

In common to both Losen's and PBIS National Center recommendations is the use of data to identify, monitor, and address disproportionality in discipline. As Rob Horner (2011) suggests, by publicly sharing disproportionality data, information helps to "create concern." When used to select targeted action steps, data can help to "create a difference." The PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) recommends using a data decision-making cycle, such as the MO SW-PBS Decision Making Model, to guide the process of creating concern and creating a difference. Although other data decision-making models can be used effectively and efficiently to identify and address disproportionality, the MO SWPBS Decision Making Model will be used to demonstrate the process.

STEP 1: COLLECT AND CHART DATA. The first step of the Missouri DBDM is to collect and chart relevant data. The purpose of this step is to monitor regularly certain metrics that can act as an early indicator that there might be a problem.

The PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) suggests that no one metric is sufficient for understanding possible disproportionality in the application of discipline. Instead, they recommend using three different metrics to monitor disproportionality in a school, district, or state (May et al., 2003). These metrics are the Risk Index, the Risk Ratio, and Compositional indices. These measures can be used with any demographic group and for any outcome that may be applied disproportionally. Examples of such outcomes include ODRs, suspensions, expulsion, special education placement, and others. It is important to note that these metrics are not valid for use in schools in which there are fewer than 10 students in the subgroup of interest or in the comparison group. This is not to suggest that bias does not exist, merely that it cannot be shown using these metrics.

The **Risk Index** is the proportion of a subgroup that receives a certain outcome. "A risk index is the percent of a group that receives a particular outcome (most commonly an ODR or suspension), which is equivalent to the likelihood of someone from that group receiving that outcome," (p. 5, McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014).

The Risk Index is the number of students who have received one or more of the outcomes of interest, divided by the total number of students in that subgroup. The Risk Index can be written as follows:

$$\frac{\text{Number of students in subgroup with 1 or more target outcomes}}{\text{Number enrolled in subgroup}} = \text{Risk Index}$$

Example 1:

$$\frac{\text{Number of African American Students with 1 or more referrals}}{\text{Number of African American Students Enrolled}} = \frac{153}{226} = 0.68$$

Example 2:

$$\frac{\text{Number of White Students with 1 or more referrals}}{\text{Number of White Students Enrolled}} = \frac{156}{267} = 0.58$$

The Risk Index is considered an *unstable* metric, because it will increase every time a member of the subgroup receives the target outcome for the first time. Therefore, the risk index is more meaningful as a summative statistic. A more stable metric that can be used to progress monitor throughout the school year is the Risk Ratio.

The **Risk Ratio** is a measure of the likelihood of an outcome occurring for a target group relative to a comparison group. The comparison group is often *all students excluding the target group*, although it can also be White students, students without a disability, or others. A Risk Ratio of 1.00 indicates that the risk for the two groups is equal. A risk ratio over 1.00 indicates the target group is overrepresented relative to the reference group, and under 1.00 indicates underrepresentation (Boneshefski and Runge, 2014). The Risk Ratio is calculated by dividing the Risk Index of the group of interest by the Risk Index of the comparison group, such that:

$$\frac{\text{Risk index for target group}}{\text{Risk index for } \textit{all} \text{ students } \textit{excluding} \text{ those in target group}}$$

For example:

$$\frac{\text{African American Students with ODRs} \div \text{African American Enrollment}}{\text{All students except African American students with ODRs} \div \text{All enrolled students except African American Students}}$$

$$=$$

$$\frac{\text{153 African American Students with ODRs} \div \text{223 African American Enrollment}}{\text{200 All students except African American students with ODRs} \div \text{500 students except African American Students enrolled}}$$

$$=$$

$$\frac{0.69}{0.40}$$

$$=$$

$$1.73$$

Thus, in this example, African American students are 1.73 times more likely to receive an ODR than are all other students.

(IDEA Data Center, 2014)

Composition: Risk Indices and Risk Ratios describe the proportion of students from a group that have received an outcome at least once, but do not reflect the number of those outcomes received by the group. For example, a risk index shows the likelihood that a student may receive at least 1 ODR, but because some students receive multiple ODRs, a risk ratio does not describe the number of ODRs that members of the group have received. Composition data shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup. **Composition Metrics:** This metric shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup.

$$\frac{\text{Total Number of Outcomes by the Subgroup}}{\text{Total Number of Outcomes by } \textit{all} \text{ Students}} \quad \text{Compared to} \quad \frac{\text{Number of students enrolled in subgroup}}{\text{Number of Students Enrolled in School}}$$

A chart of composition data pulled from the SWIS Demo School is as follows:

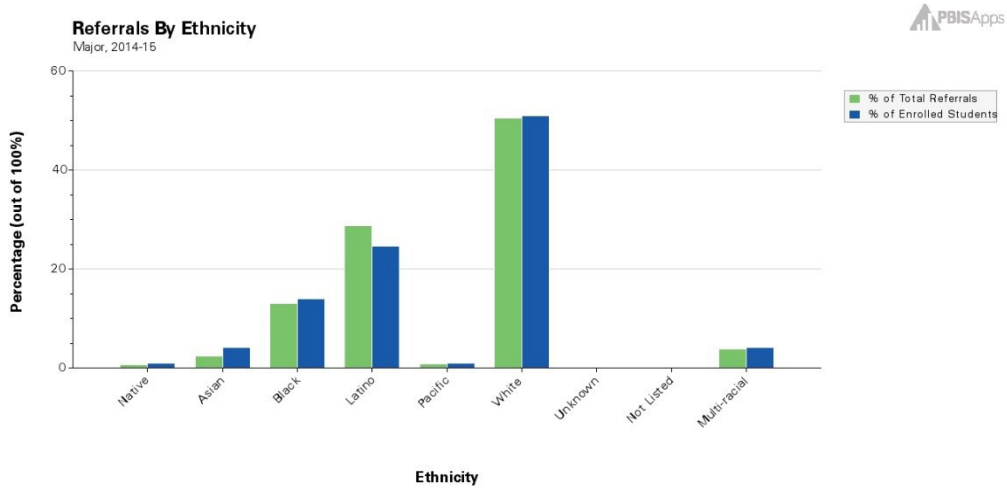


Figure 7.15

Once metrics have been calculated, the team must determine whether the magnitude of the metric indicates a problem. The PBIS OSEP Technical Assistance Center notes that this can be challenging, since "there is no federal definition of what constitutes disproportionality," (McIntosh, Barnes, Eliason, and Morris, 2014). They therefore recommend that schools use multiple measures compared to internal and external standards to determine whether the magnitude of metrics indicates disproportionality. Internal standards are comparisons of current metrics to those recorded in the past for the same school. This provides teams with a comparison against which to measure disproportionality metrics, and enables the team to track progress as they pursue cycles of continuous improvement. While internal standards provide a standard against which to measure progress, teams still need an external standard against which to compare their disproportionality metrics in order to determine whether the magnitude of their numbers are great enough to indicate a problem.

There are two options for external standards against which schools may compare Risk Ratios in order to determine the magnitude of disproportionality. PBIS National center has used SWIS data from 2011-2012 school year to establish national risk ratio norms for African American students, using White students as the comparison group. Based upon these norms, they recommend that schools with high-risk ratios aim for the 50th percentile of 1.84 or lower, whereas schools with relatively low risk ratios may aim for the 25th percentile of 1.38, or lower.

In addition, PBIS National Center suggests using the standard for disparate impact recommended by the United States Equal Employment Opportunity Commission (EEOC) known as the "4/5ths rule." With regard to the risk ratio, this means maintaining risk ratios between 0.80 and 1.25 (McIntosh, Barnes, Eliason, & Morris, 2014).

	SWIS Norms 25thPercentile (2011-2012 data)	SWIS Norms 50thPercentile (2011-2012 data)	EEOC 4/5ths Rule for Disparate Im-pact
Disproportionality Criterion	>1.38	>1.84	>1.25
How to interpret	Target group is more than 1.38 times as likely to experience out-come	Target group is more than 1.84 times as likely to experience out-come	Target group is more than 1.25 times as likely to experience out-come
Recommended Use	Schools with low risk ratios	Schools with high risk ratios	Any context, any outcomes

STEP 2: ANALYZE AND PRIORITIZE. Once it has been determined that disproportionality exists, the next step is to conduct a deeper analysis of the data to determine the context in which disproportionality is occurring, as well as identify possible causal factors. In determining the context, the first step is to determine whether the disproportionality is consistent throughout the school and school day, or if it is limited to specific contexts (location, time of day, grade levels, etc.). Disproportionality that is consistently high across all settings suggests **explicit or systematic bias**. Disproportionality that is higher in some contexts than others may indicate implicit bias, which is the unconscious and unintentional bias in decision-making (Lai, Hoffman, Nosek, and Greenwald, 2013). Implicit bias is most likely to influence decisions when the decision-maker is stressed or a quick decision is required.

To determine whether the disproportionality is occurring across all settings or is specific to certain contexts, the PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) recommends calculating risk ratios for different contexts (locations, time, behaviors). Filters available in databases such as SWIS or excel can be used to pinpoint where, when and what behaviors are most frequent for the subgroup. This is then compared to the same context for all students to determine if the problem is specific to the subgroup. Such a data analysis can help teams to identify what the PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) refers to as **"vulnerable decision points"** (VDP). A VDP is the context in which decisions are made that lead to the disproportionality. The questions used to define the context surrounding the VDP are almost identical to those used to analyze a Big 5 ODR Report.

- What behaviors are most frequently referred?
- Where are these behaviors most frequently reported?
- When are these behaviors most frequently reported?
- Who (student subgroup) are the students most frequently receiving the ODRs?
- Who (adult) is/are most frequently writing ODRs/ issuing suspensions?
- Why are these behaviors perceived to be occurring?

Keep in mind that when dealing with disproportionality, the purpose is not to assign blame, but to identify needed supports. Recall that implicit bias is more likely to be acted on when the adult is stressed. Look for contextual cues to determine what might be going on with the adult during the VDP. For example, is it right before lunch? Is it late in the day? During transitions? Do the behaviors require interpretation (i.e., disruption, disrespect, or defiance)? Additionally, look for cues that might help identify possible contributors to the student behavior. For example, does the VDP occur before, during or after activities that students find difficult?

Finally, the PBIS OSEP Technical Assistance Center recommends that teams review implementation fidelity data to determine whether PBIS has been fully implemented, as well as academic achievement data to determine whether achievement gaps may contribute to the disproportionality in disciplinary outcomes (Gregory, Skiba, and Noguera, 2010; McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014).

At this point, the team has the information to make a causal inference, which can then be converted into a hypothesis. Again, the inference is merely a statement of cause. The hypothesis is an if then statement proposing adult actions that the team believes will improve outcomes for the students.

STEP 3: WRITE A S.M.A.R.T. GOAL. The process of writing a S.M.A.R.T. Goal is the same when writing a goal to meliorate disproportionality as it is for writing a goal to address other school goals. For more information, refer to the section on writing a S.M.A.R.T. Goal earlier in this chapter.

STEP 4: SELECT STRATEGIES. Once the data has been analyzed and the problem identified, the team is ready to develop a plan. PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) suggests a number of possible causes of disproportionality, and steps that can be taken to address them.

POSSIBLE CAUSES OF DISPROPORTIONALITY	STEPS
Inadequate PBIS Implementation	Implement core features of PBIS.
Misunderstanding of the schoolwide expectations	Obtain input from students, families, and community to implement culturally responsive PBIS.
Academic Achievement Gap	Implement effective core academic instruction.
Systematic or Explicit Bias	Enact strong anti-discrimination policies that hold individuals accountable.
Implicit Bias	Use the vulnerable decision points identified in Step 2 to develop training designed to reduce the effects of bias in these areas. This should include assisting teachers to identify and implement **"neutralizing routines."** Neutralizing routines are replacement behaviors for teachers to implement at those vulnerable decision points when disproportional consequences are more likely to occur. An example is using the acronym TRY: ► **T**ake a deep breath ► **R**eflect on your emotions ► **Y**outh's best interest by saying: • "Let's try that again." • "Let's try it in a different way." • "Let's try it how we do it at school." *McIntosh (2017)*
Lack of student engagement	Implement culturally responsive pedagogy to ensure curricular relevancy.

Adapted from McIntosh, Barnes, Eliason, and Morris, 2014
Figure 7.16

STEP 5: DETERMINE RESULTS INDICATORS. Once the plan is developed, it must be implemented in order to be effective. The team will need to monitor the fidelity of this implementation and the impact that the plan is having on disproportionality metrics. As when developing a Solution Plan from Big 5 ODR Data, fidelity measures are those that monitor the action steps or practices adults put in place to address the problem. For example, a results indicator might be to ask the teacher to self-monitor his or her use of the neutralizing routine of responding to disrespect by reteaching respectful behavior, during the identified VDP.

When addressing disproportionality, the PBIS OSEP Technical Assistance Center recommends teams use the Risk Ratio to progress monitor student outcomes. Because the Risk Ratio is not as sensitive a measure as are other student outcome measures, they recommend Risk Ratios be reviewed quarterly. This allows enough time to pass for the plan to have a measureable effect, but is still frequent enough for the team to make any needed course corrections in time to achieve the desired objectives (McIntosh, Barnes, Eliason, and Morris, 2014).

STEP 6: EVALUATE PLAN. Finally, the same metrics that were used to identify disproportionality should be used on an annual basis to determine whether the goals were achieved. In addition, fidelity data should also be reviewed. The team will use the same table that was used to guide actions in step 6 using the Big 5 ODR Report.

	Goal Not Met	**Goal Met**
Not Implemented with Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles ☐ No: Implement the plan	Look at data to determine why goal was achieved
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Figure 7.17

DISCUSSION

Are all students at your school treated equitably by all staff members? How do you know? What are the dimensions of diversity at your school (IEP, Race/Ethnicity, F/R Lunch Status, Gender, Gender Identify, other)? Do you currently monitor discipline outcomes to ensure that all students are treated fairly? As a team, identify action steps needed to ensure that all students are treated equitably at your school.

Monitoring Fidelity Of Implementation

PBIS ASSESSMENTS

In addition to ODR data, PBIS schools are encouraged to take a number of surveys and assessments. These surveys will provide important information regarding the perception of staff, students, and in some cases families. Surveys also help monitor the fidelity of SW-PBS implementation, a critical step in the problem-solving process described earlier.

To assist schools in taking surveys and reviewing survey data, The University of Oregon's Department of Educational and Community Supports operates PBIS Assessments. PBIS Assessments is one of the applications housed on the PBIS APPS web site (https://www.pbisapps.org/Pages/Default.aspx). Each PBIS school has a secure account. Accounts are managed by regional consultants. However, one or more school based personnel are also granted access to their school's assessment account. These school based personnel with "team member" access can enter data for some single response surveys, copy and send out hyperlinks to stakeholders for multi-user surveys, and run a variety of reports based upon these surveys. MO SW-PBS schools are strongly encouraged to use PBIS APPS. For more information about setting up an account with PBIS Assessments, please contact your regional consultant. Consultants will defer to the wishes of the building administrator in assigning levels of access to team members.

Single user surveys are those surveys in which only one response per item per school is recorded. MO SW-PBS schools take a variety of single user surveys. Beginning with the 2015-2016 school year, Missouri SW-PBS schools will take the *Tiered Fidelity Inventory* (TFI). In addition, schools are encouraged to take the *Schoolwide Evaluation Tool* (SET) as an external fidelity assessment (entered into PBIS Assessments by your regional consultant). Finally, Missouri SW-PBS schools also take the *MO SW-PBS Tier 1 Universal Support Checklist* (not available in PBIS Assessments; see Chapter 1).

Multi-user surveys are surveys in which many different stakeholders per school will submit responses. Multi-user surveys taken by MO SW-PBS Tier 1 schools include the *School Safety Survey* (SSS) and the *Self-Assessment Survey* (SAS).

Types of Surveys	Definition	Examples
Single-user	Only one response per item per school is recorded	• *Tier Fidelity Inventory* (TFI) • *Schoolwide Evaluation Tool* (SET) • *MO SW-PBS Tier 1 Universal Support Checklist*
Multi-user	Surveys in which many different stakeholders per school submit responses	• *School Safety Survey* (SSS) • *Self-Assessment Survey* (SAS)

Some general directions for accessing single and multi-user surveys from PBIS Assessments, as well as running survey reports are available at https://www.pbisapps.org/Pages/Default.aspx.

Tiered Fidelity Inventory (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

PURPOSE: The purpose of the TFI is to provide an efficient tool for measuring implementation fidelity at all three tiers. It was designed to ultimately replace several of the assessment tools currently used by PBIS schools, including the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010) and at least one survey MO SW-PBS schools take at Tier 2 and 3 (The Benchmarks for Advanced Tiers). Recent research demonstrates that scores on the TFI have strong content validity, and are strongly correlated to other fidelity measures at all three tiers (McIntosh, et al., 2017). MO SW-PBS does not require participating schools to take the TFI until they have achieved two consecutive 80/80 scores on the SET, or they have begun their first year of training at Tier 2. Schools will take the TFI at least once annually in the spring, but may take it more frequently for purposes of progress monitoring. The tool is divided into three sections, or scales, one for each tier. Each scale has 15-17 items. MO SW-PBS recommends the Tier 1 Leadership Team only complete the Tier 1 scale. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is entered into the PBIS Assessments site. PBIS National Center recommends that teams only take those sections pertaining to tiers at which they are currently implementing. In addition, it is recommended that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations.

Walkthrough. Prior to taking the TFI as a team, it is recommended that an individual familiar with PBIS and either the TFI or SET walkthrough conduct a TFI walkthrough. This walkthrough will help the team to answer three of the items in the TFI Tier 1 scale. MO SW-PBS also recommends that the individual who conducts the walkthrough, as well as the individual who facilitates the administration of the TFI with the team be someone external to the school. Research by McIntosh, et al., (2017) shows that validity is higher when an external facilitator is present. This external facilitator can be a regional consultant, a district staff member, or a staff member assigned to another building. Regardless of who facilitates the team meeting, this individual should have familiarity with SW-PBS and the TFI.

WHEN: At least once, annually, in the spring

WHO: Tier 1 Leadership Team

ENTER DATA: One team member will enter the responses into PBIS Assessments

REPORTS: School team members with Team Member level access can run reports from the school's PBIS Assessments account.

FIDELITY CRITERION FOR TIER 1: 70% (Mercer, McIntosh & Hoselton, 2017)

Reports are as follows:

Total Score

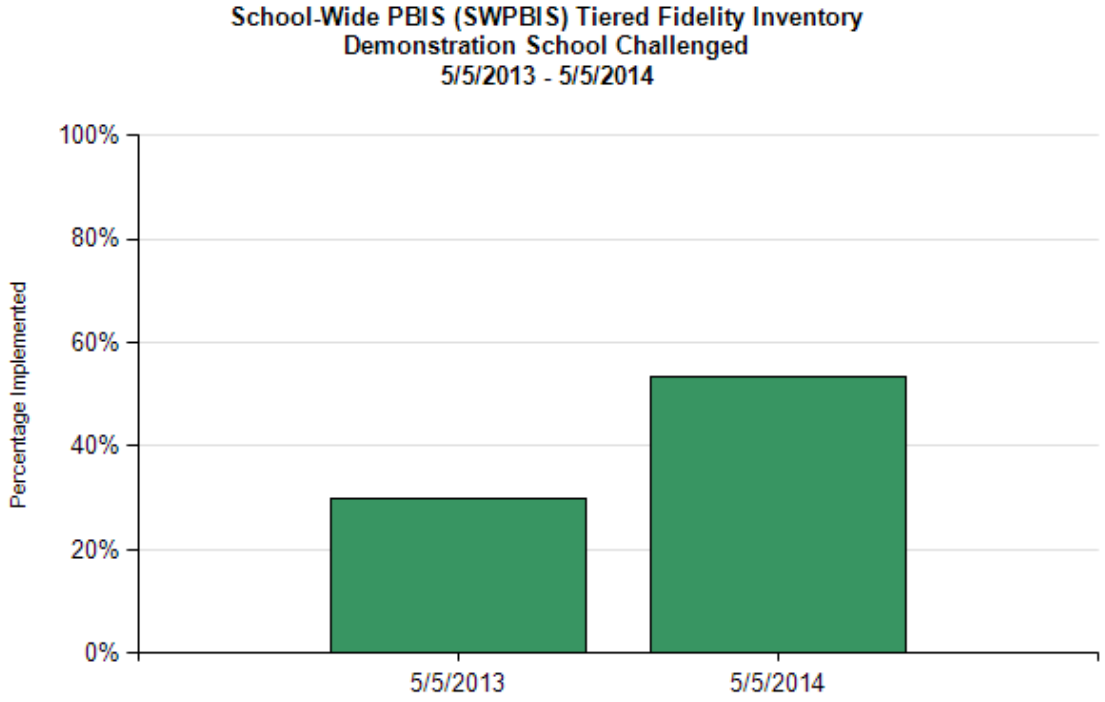


Figure 7.18

Scale

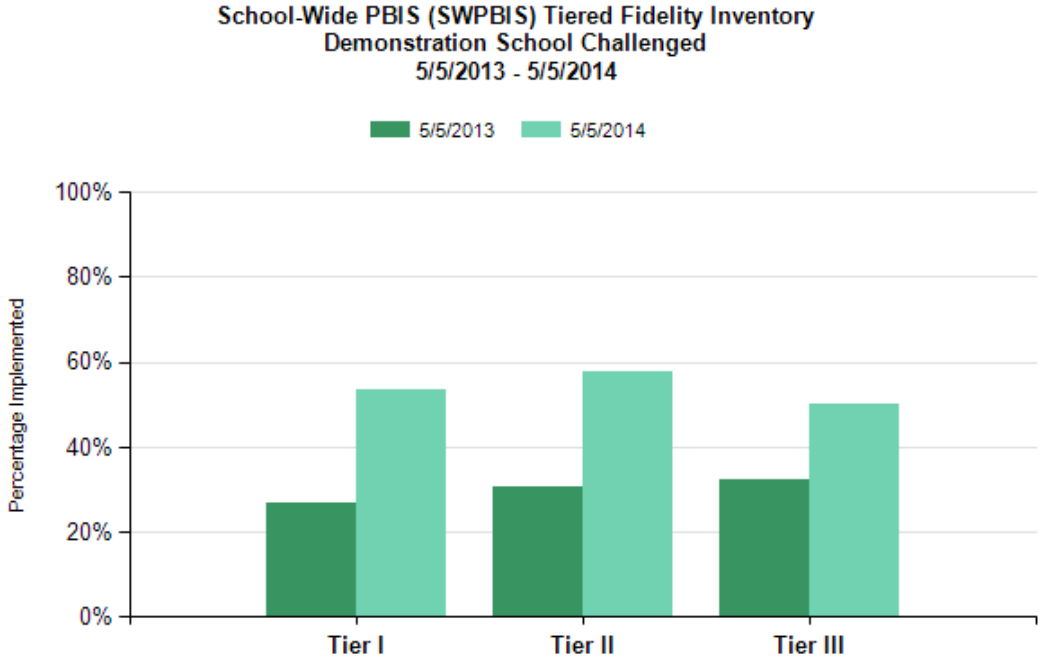


Figure 7.19

Subscale

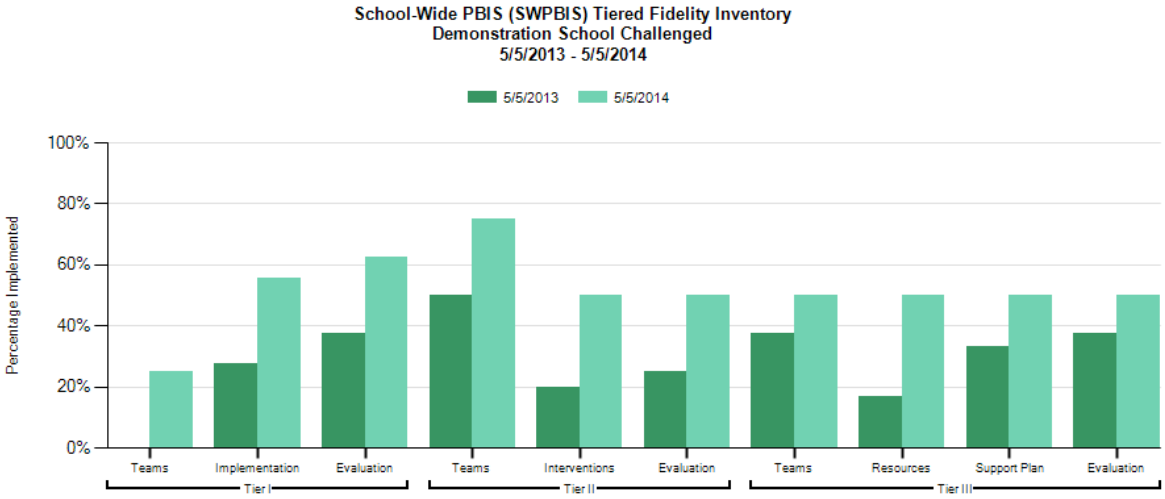


Figure 7.20

Items

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Challenged
Zenith, Winnemac

School Year: 2012-13
Date Completed: 5/5/2013 - 5/5/2014

Tier I: Universal SWPBIS Features

Teams	5/5/13	5/5/14
1. **Team Composition:** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	0	1
2. **Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	0	0
Feature Total:	0 of 4	1 of 4

Implementation	5/5/13	5/5/14
3. **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	0	1
4. **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1	2
5. **Problem Behavior Definitions:** : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1	1
6. **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2	2

Figure 7.21

Self-Assessment Survey (SAS)

Sugai, Horner, & Todd, 2003

PURPOSE: A research validated survey that measures staff perceptions of the status and priority for improvement of SW-PBS systems at the following levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors (Safran, 2006). Used for awareness building with staff, action planning and decision-making, assessment of change over time, and team validation. Used initially with all staff; can be used subsequently with all staff, a representative group, or a focus group for ongoing planning. Also sometimes referred to as the Effective Behavior Support *Self-Assessment Survey* (EBS/SAS).

Recent research by Kent McIntosh (Mathews, McIntosh, Frank, & May, 2014) found the SAS to be predictive of measures of sustainability after 3 years. In particular, they found that items measuring classroom systems related to acknowledging expected behaviors, matching instruction and materials to student ability, and access to assistance were predictive of fidelity of implementation over time.

WHEN: Annually in the spring; new teams may also wish to complete during their first fall as a pre-assessment.

WHO: MO SW-PBS strongly encourages that all certified and non-certified staff members complete the survey. Other stakeholders, including parents, may also take the survey.

TO TAKE THE SURVEY: The *Self-Assessment Survey* can be taken using a paper copy (see end of chapter), or by sending a link from PBIS Assessments to all who will take the SAS. For more information about taking multi-user surveys on PBIS Assessments, visit https://www.pbisapps.org/Pages/Default.aspx.

REPORTS: SAS reports can be run by an individual with "Team Member" level of access from PBIS Assessments. For more information regarding running SAS reports, visit https://www.pbisapps.org/Pages/Default.aspx.

IMPLEMENTATION CRITERIA: 80% (Mercer, McIntosh & Hoselton, 2017)

The following SAS charts are available from PBIS Assessments:

TOTAL

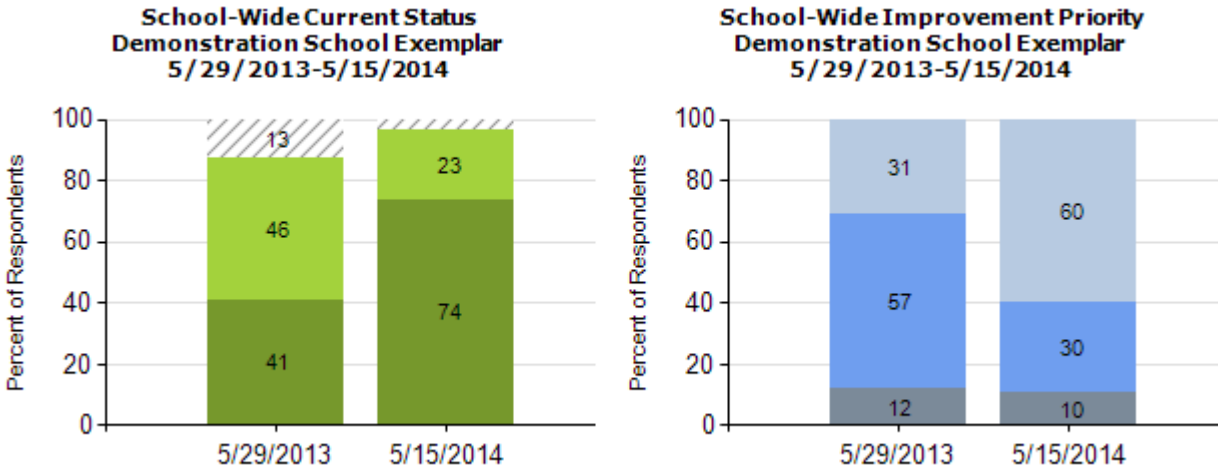


Figure 7.22

SUBSCALE

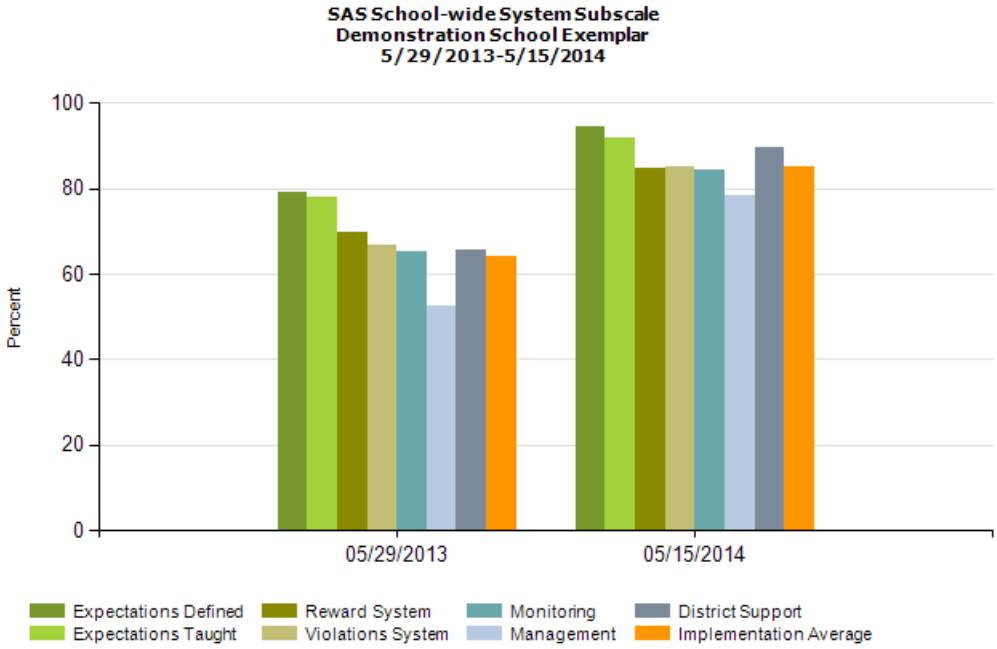


Figure 7.23

ITEM

Demonstration School Exemplar NCES ID: Zenith, Winnemac				**Demonstration District** NCES ID		
School Year			**Number of Responses**	**Date Completed**		
2012-13			48	05/29/2013		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: schoolwide	High	Medium	Low
63 %	33 %	4 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	2 %	60 %	38 %
60 %	35 %	4 %	2. Expected student behaviors are taught directly.	7 %	52 %	40 %
44 %	52 %	4 %	3. Expected student behaviors are rewarded regularly.	9 %	52 %	39 %
32 %	62 %	6 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	19 %	62 %	19 %
27 %	65 %	8 %	5. Consequences for problem behaviors are defined clearly.	29 %	48 %	24 %

Figure 7.24

DECISION-MAKING WITH THE *SELF-ASSESSMENT SURVEY* (SAS)

As described above, the *Self-Assessment Survey* (SAS) (Sugai, Horner, and Todd, 2003) was developed to assess the perception of the status and priority for improvement of SW-PBS systems at four levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors. It should be noted that the results of the SAS may contradict the SW-PBS Leadership Team's assessment of whether these systems are in place. Therefore, it can be helpful to review the results of the SAS reports in conjunction with the Tier 1 Universal Support Checklist or TFI. Contradictions between the staff and team perceptions of systems in place may indicate the need to improve communication, intensify professional development, or simply to define vocabulary terms.

Total Score Report

Total score reports provide the team with information regarding staff perceptions of the overall systems that are in place at the schoolwide, non-classroom, classroom, and individual student levels of support. These reports can help build staff awareness, and to monitor progress over a single year, or multiple years. Finally, the Total Score Report indicate areas in need of further analysis.

Generally, 80% of staff must indicate that the systems supporting a given level of support (schoolwide, non-classroom, classroom and individual) are in place for that level to be considered implemented with fidelity. Schools just beginning to implement SW-PBS at Tier 1 would not expect to have systems firmly in place, especially at the individual level of supports. However, as schools progress in their training and implementation, it is expected that at least 80% of staff would perceive systems to be in place at all four

levels of support.

This report allows the SW-PBS Leadership Team and school community to assess quickly what to celebrate and maintain, and where to begin digging deeper into the other SAS reports to assess the next logical action steps.

Schoolwide System Subscale Report

This graph illustrates the perceived fidelity of implementation of Tier 1 schoolwide supports across the Essential Components of SW-PBS. Although the titles in the SAS along the bottom might differ from the verbiage used in MO SW-PBS there is a direct parallel:

PBIS ASSESSMENTS SAS COMPONENTS

- *Expectations defined (question 1)*
- *Expectations taught (question 2)*
- *Reward system (question 3)*
- *Violations system (questions 4-8)*
- *Monitoring (questions 10-13)*
- *Management (questions 9, 14-16)*
- *District support (questions 17-18)*

MO SW-PBS ESSENTIAL COMPONENTS

- *Defining Expectations (Chapter 3)*
- *Teaching Expectations (Chapter 4)*
- *Encouraging Expected Behaviors (Chapter 5)*
- *Discouraging Inappropriate Behaviors (Chapter 6)*
- *Ongoing Monitoring (Chapter 7)*
- *Common Philosophy & Purpose (Chapter 1) and Leadership (Chapter 2)*
- *Leadership (Chapter 2)*

In addition, this report is aligned to the Essential Features of the SET. As the SAS is a survey of staff perception, and the SET provides an external evaluation of SW-PBS systems, it may be valuable to compare the SAS subscale report with the SET subscale report.

The subscale graph provides the school an efficient means to monitor the schoolwide essential elements that are perceived to be in place. This information can help the team to identify areas for celebration and maintenance of implementation efforts, as well as areas in need of deeper analysis to inform action planning.

Finally, the SAS subscale report can also be generated across years. This type of reporting allows the SW-PBS Leadership Team to monitor progress over time, and to allow the team to quickly respond to backsliding in implementation.

SCHOOLWIDE ASSESSMENT SURVEY ITEMS REPORT

The items report can assist a team in conducting deeper analysis of those essential features identified by the subscale report as opportunities for growth. When selecting the "Activate Report Highlights" option, a SW-PBS Leadership Team can immediately scan the tables to identify those areas that are at or above 80% (white), between 50-79% (yellow), and below 49% (red). Having already analyzed the Total Score and Schoolwide Subscale Reports, the SW-PBS Leadership Team should already have identified specific

subscale areas that need a closer look (e.g., categories below 80% on these two reports will most likely be yellow or red on the "items" report).

For schools beginning their SW-PBS journey this report might have more yellow and red than white items. Do not be discouraged. This is why your schoolwide community committed to this journey in the first place. Instead, be relieved that you now have "actionable data" that can help you develop an action plan. Consider anything colored in yellow or red as "opportunities for improvement" rather than as "challenges". This use of word choice will set the stage for a proactive approach to what might be perceived as an overwhelming challenge.

In addition, if there are many opportunities for growth, the SW-PBS Leadership Team should consider focusing on two or three action items at a time. Choose items that a) the staff indicate are a priority, and b) can have the biggest impact with the least amount of effort (Horner, 2011). This focus will help make the next steps feel doable, increase the likelihood of early success, and communicate to the staff that their input is valued and incorporated into planning.

Finally, the SW-PBS team should communicate SAS reports and resulting action steps to all stakeholders. This also communicates to the school community that their input is valued and is incorporated into action items. This, in turn, helps to build ownership for the school's SW-PBS systems among all stakeholders.

DISCUSSION

Who will coordinate taking the SAS? When, where, and how will staff take the SAS? What needs to be done to make this happen?

Once you have the results: Which SAS graphs will you share with the school community? How will you share results and provide training so that the school community can be efficient consumers of the SAS information? How will you communicate the action steps developed based on the data analyzed?

Schoolwide Evaluation Tool (SET 2.0)

Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2005

PURPOSE: The SET is a research-validated tool for assessing the fidelity of implementation of SW-PBS. It is conducted by a trained external evaluator. The SET uses administrator, staff and student interviews, observations, and products to assess the level of SW-PBS implementation across 7 essential features. Each of the essential features are scored by calculating the percentage of possible points earned. The average of these 7 scores are the overall implementation score. Schools are considered to be implementing with fidelity when they achieve an overall implementation score of 80%, and a score of 80% on Essential Feature B: Expectations taught. Schools are encouraged to have a SET until they have achieved two consecutive years of 80% Overall Implementation/ 80% Expectations Taught (usually written 80%/80%). After this, schools may choose to continue having SETs, or to take the TFI.

WHEN: Once annually

WHO: External evaluator

ENTER DATA: Data is entered into PBIS Assessments by a regional consultant or the external evaluator.

REPORTS: Reports can be pulled by an individual with Team Member Level access in PBIS Assessments. For more information, visit https://www.pbisapps.org/Pages/Default.aspx.

Reports are as follow:

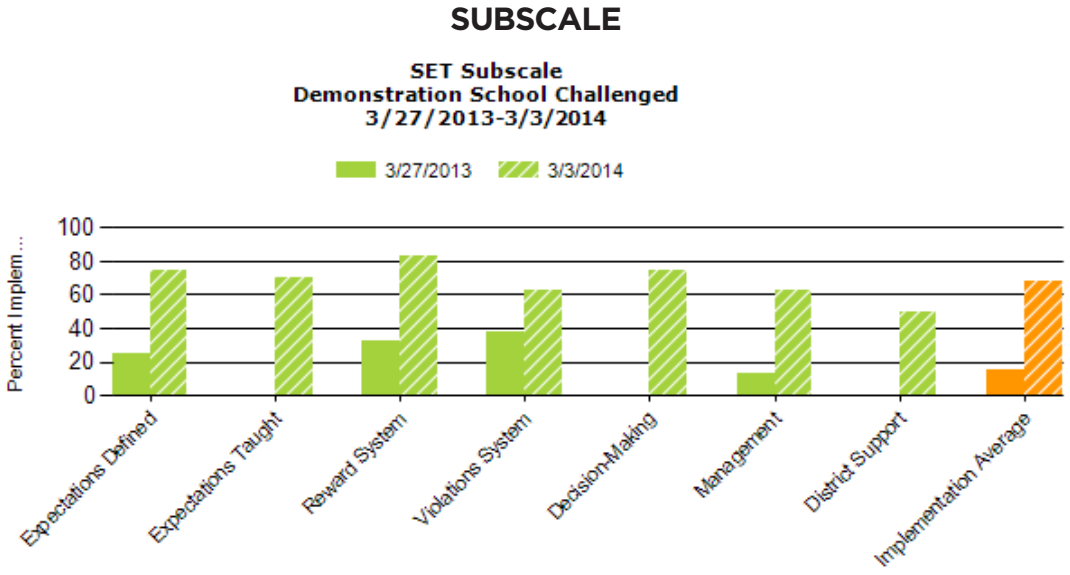


Figure 7.25

ITEMS

School-wide Evaluation Tool Items

Demonstration School Challenged
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Year	Number of Responses	Date Collected
2012-13	1	03/27/2013
Feature		**Score (0, 1, 2)**
Expectations Defined		
1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)		0
2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)		1
Expectations Taught		
3. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)		0
4. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51 -89%; 2=90%-100%)		0
5. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2= 90%-100%)		0

Figure 7.26

As with the TFI and the SAS, the item analysis is useful for pinpointing areas for action planning.

School Safety Survey (SSS)

Sprague, Colvin & Irvin, 2002

PURPOSE: The *School Safety Survey* is an annual survey that provides an assessment of Risk and Protection Factors for students at school and in the surrounding community. The survey provides information that can help teams to determine training and support needs related to school safety and violence prevention (Sprague, Colvin, Irvin & Strieber, 1998).

WHEN: Annually in the fall.

WHO: MO SW-PBS strongly encourages all staff, students, and family members to complete the survey, if possible. A minimum of five specific staff members are required to take the SSS.

The new PBIS Assessments links for taking multi-user surveys will make it easier for teams to engage all stakeholders, including parents and students. Students as young as 5th grade should be able to complete the survey. Teachers can take advantage of classroom computers and the computer lab to make it easier for students to participate in the SSS. Actively engaging students in informing the SW-PBS initiative increase feelings of ownership in SW-PBS among students

TO TAKE THE SURVEY: The survey can be taken using a paper copy, or on PBIS Assessments using a multi-user survey link. For more information about taking the survey on PBIS Assessments, visit https://www.pbisapps.org/Pages/Default.aspx.

REPORTS: Currently, reports can be pulled by either a regional consultant, or an individual with Team Member level access on PBIS Assessments. For more information regarding pulling reports, visit https://www.pbisapps.org/Pages/Default.aspx.

The following charts are available through the school's PBIS Assessments account:

SUBSCALE

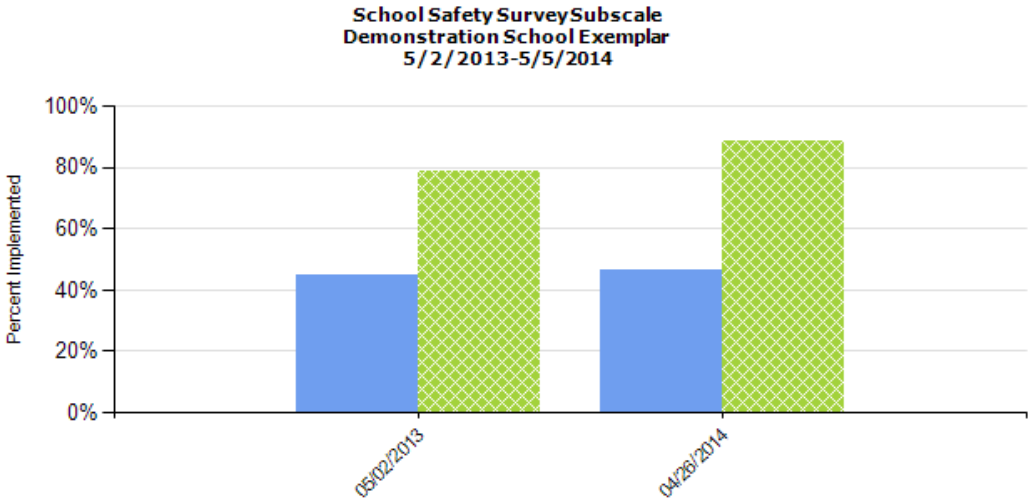


Figure 7.27

ITEMS

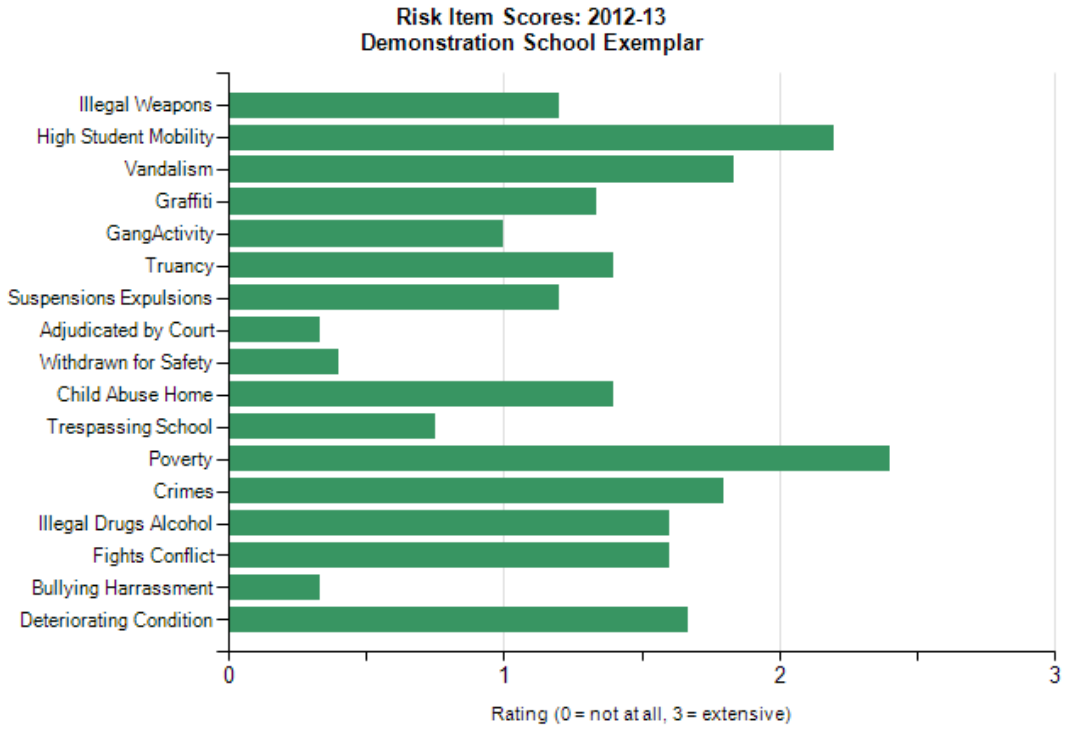


Figure 7.28

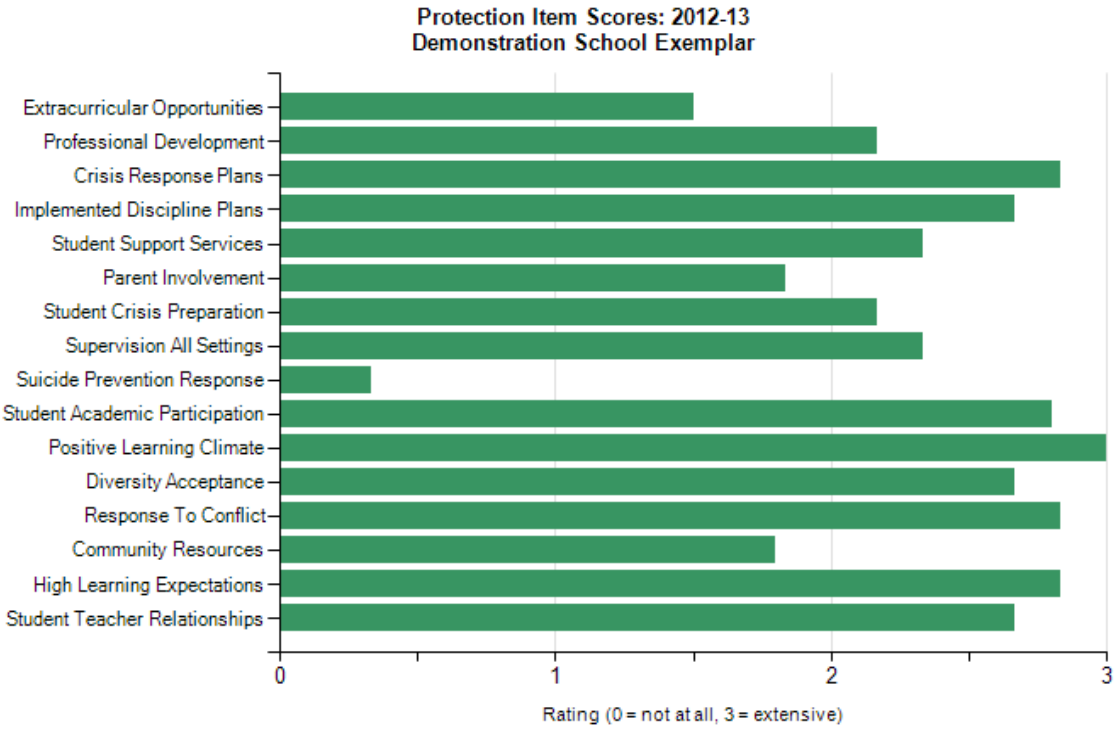


Figure 7.29

COMMENTS

School Safety Survey Comments

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID :

School Year: 2012-13

What is the most pressing safety need at your school?

- Bullying on Playground
- Harrassment
- Students are pushing and shoving in the cafeteria
- Playground Bullying
- Respect

What school safety activities does your school do best?

- Caring staff
- The staff are very supportive
- Organized crisis and behavior planning
- Positive Behavior Support
- Good professional development

Figure 7.30

SCHOOL SAFETY SURVEY SUBSCALE REPORT

This report displays a bar graph depicting Risk Ratio and Protection Ratio percentages. Schools will want to see lower Risk Factors (blue bar) and higher Protection Factors (green bar). This report provides a snapshot of perceptions of safety and violence prevention at the school, and can indicate broad focus areas for deeper analysis using the item report. If the school has more than one year of data, PBIS Assessments gives team members the option of running multi-year reports. The multi-year report allows for a quick review of changes in risk and protection factors over time. Finally, the excel export allows teams the option of disaggregating responses by role (i.e., parent, student, teacher, etc.).

SCHOOL SAFETY SURVEY ITEM REPORT

This report displays a bar graph of Risk and Protective Factors average scores (out of 3). Schools will want to see lower averages (shorter bar) for Risk Factors and higher average scores (longer bar) for Protective Factors. This report can help identify and address areas of concern from among the risk factors and develop or strengthen protective factors.

ACTIVITY

What risk and safety factors are within the school's circle of influence? Consider having faculty and staff do the following activity, and then have student, family or community groups do it separately and compare results.

Print off the "Risk Factor" and "Protection Factor" item cards found in the "SSS Circle of Influence" activity following the hard copy of the SSS, located at the end of this chapter, or at pbismissouri.org (Tier 1 Team Workbook). Print "Risk Factors" a different color from "Protective Factors", and then cut apart the cards. On a piece of chart paper, draw a double-ended arrow across the top. Above the arrow on the far left, write "No Influence;" at the mid-point of the line, write "Some Influence;" and above the arrow on the far right, write "Significant Influence."

Have individuals or small groups draw cards from the stack and discuss whether the school has "no influence," "some influence," or "significant influence" over the risk or protective factor listed on the card. Groups can merge to share thoughts if time allows. A spokesperson from each group will then state the factor they discussed, and explain where on the continuum of influence they determined that the factor should fall. Using tape loops, place the factors where the groups determine they fall along the continuum. Results of these dialogs will inform decision-making with School Safety Survey results.

How can your SW-PBS Leadership Team plan for these kinds of activities with various stakeholder groups?

ACTIVITY

RISK ITEMS: Look at the Risk Item Chart. Remember, those items for which there is a relatively low score are low risk; those for which there is a relatively high score are high risk. As a team, complete the following activity:

- Mark with a star those risk factors that are "low" and can be celebrated. Consider what actions are in place that might contribute to the "low" risk rating. What action steps need to be put in place to sustain these outcomes?
- Mark with a minus sign those items that the group feels are higher than expected or desired. Circle those items that the team determined were within their circle of influence.
- Prioritize which of the risk items are identified as "high" (minus) and influence-able (circled) through team talk.
- Does the group need more information before making plans for action steps? If yes, outline a plan to gather more information, a timeline for review, and determine desired outcomes from that activity. If no, determine which risk factors to prioritize for action planning.
- At this point the group may develop a plan for sharing results, gathering further input, or begin developing action steps for their highest priority risk factor.

PROTECTION ITEMS: Look at the Protective Item Chart. Remember, those items for which there is a relatively high score are factors that protect students; those for which there is a relatively low score are areas where protective factors are lacking. As a team, complete the following activity:

- Mark with a star those protection factors for which there are relatively high scores, and are opportunities for celebration. Consider what systems and practices are in place that might be contributing to the "high" protection rating. Consider what action steps might need to be put in to place to sustain these outcomes?
- Mark with a minus those items that are lower than expected or desired.
- Circle those items that the group determined to be within the school's circle of influence.
- With your team, prioritize those Protection items identified as "low" (minus) and influence-able (circled).
- Does the group need more information before selecting action steps? If yes, outline a plan to gather more information, a timeline for review, and determine desired outcomes from that activity. If no, prioritize low protective factors for action planning.
- At this point, the group may develop a plan to share results, gather input, or develop action steps to address their highest priority/low rated protective factor.

DISCUSSION

Who will coordinate taking the SSS? When? Where? Who will generate graphs? When? Who will review the data?

Do you want to do the Risk and Protection activity with staff? When? Where? How?

From your review of both the Risk and Protection items, in conjunction with dialog concerning which items the school can influence, the team can transform the data into actionable information and either develop a list of suggestions or develop action plan steps to share with the school community. How can the SW-PBS Leadership Team plan for this level of data analysis and decision-making?

School Climate Surveys

La Salle, McIntosh, & Eliason (2016)

PURPOSE: The School Climate Surveys are valid and reliable measures of school climate. There are two versions of the survey: an elementary version, and a middle/high school version. The elementary version measures student perceptions of school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations. The middle/high school version measures student perceptions of school climate along three dimensions: teaching and learning, relationships, and safety.

WHEN: Annually in the fall. As of the 2018-2019 school year, MO SW-PBS teams may take the School Climate Survey, the *School Safety Survey* (SSS), or both.

WHO: MO SW-PBS strongly encourages teams to have students in grades 3-12 take the survey

TO TAKE THE SURVEY: Students take the surveys using a multi-response link from PBIS Assessments, during the school day, and using campus computers. Students in grades 3-5 take the elementary version, and students in grades 6-12 take the middle/high school version. The National Technical Assistance Center recommends that elementary schools serving up to the 6th grade can allow 3-6th graders to take the survey. However, if an elementary school serves students in the 6th grade or beyond, National Center recommends that the students take the version of the survey validated for their grade level.

REPORTS: Reports can be pulled by an individual who has Team Member Level access in PBIS Assessments, or by your MO SW-PBS Regional Consultant. For more information, visit https://www.pbisapps.org/Pages/Default.aspx.

Elementary Reports are as follows:

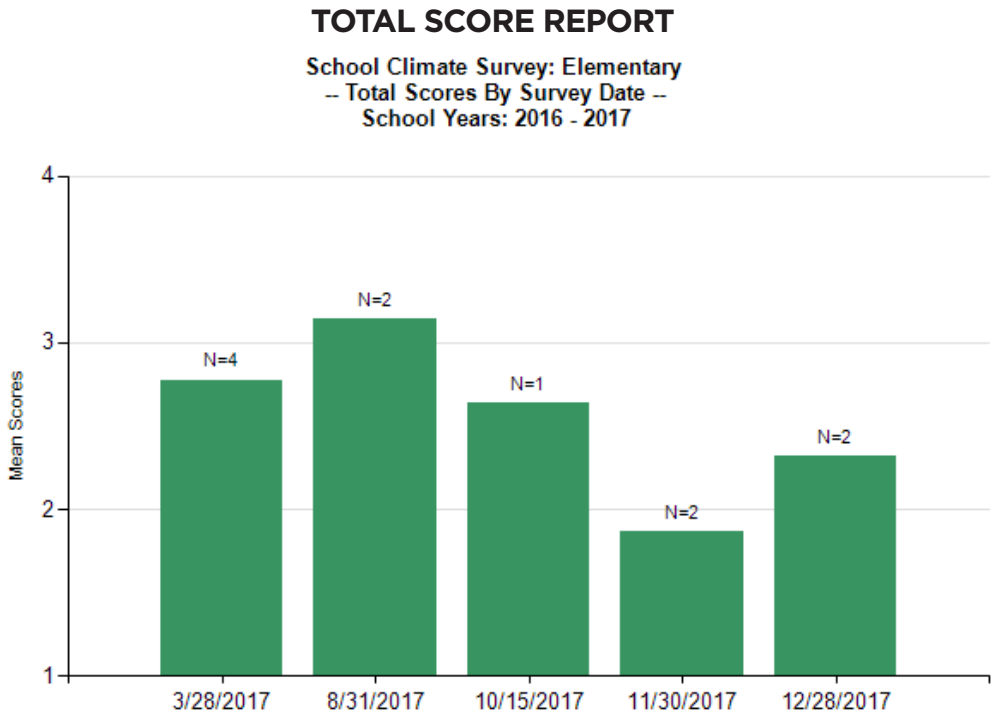


Figure 7.31

SCORES BY GENDER

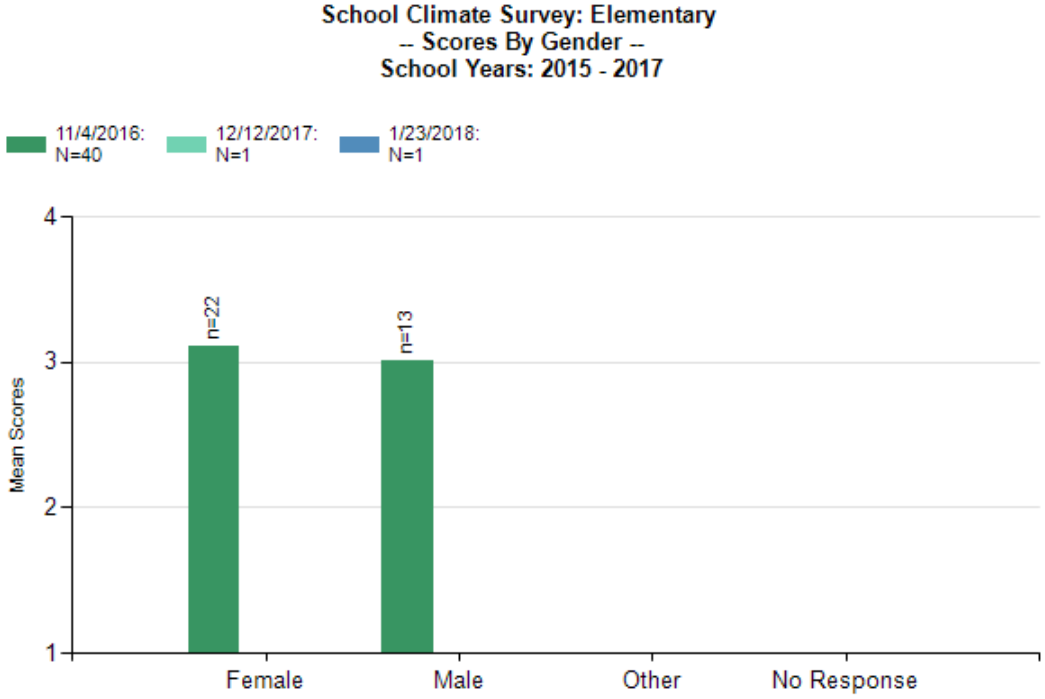


Figure 7.32

SCORES BY GRADE

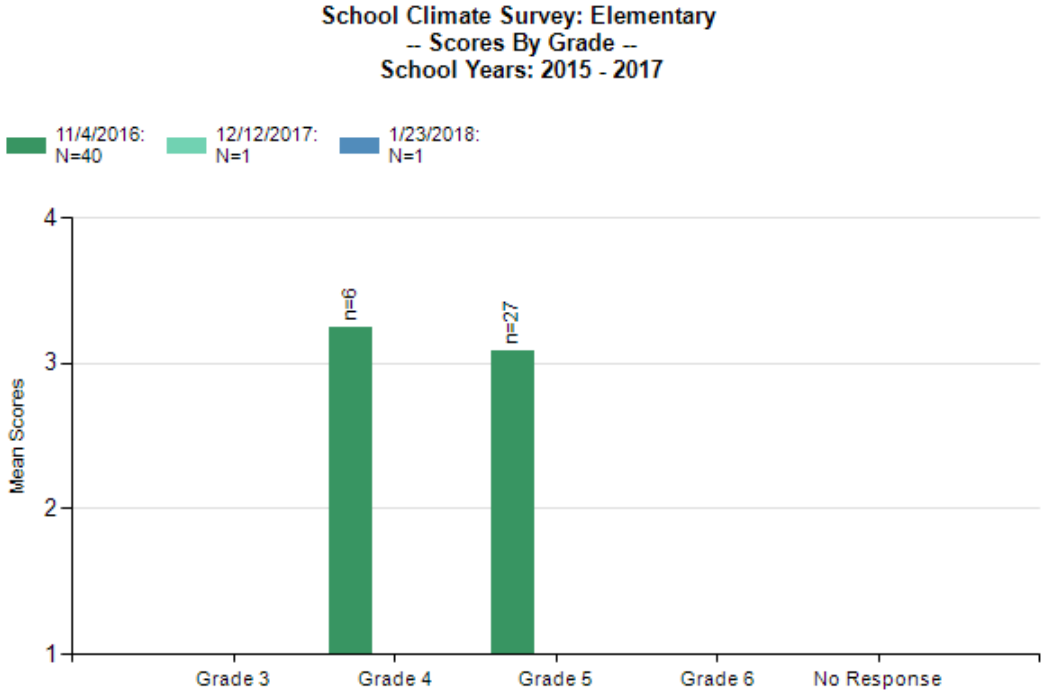


Figure 7.33

SCORES BY ITEM

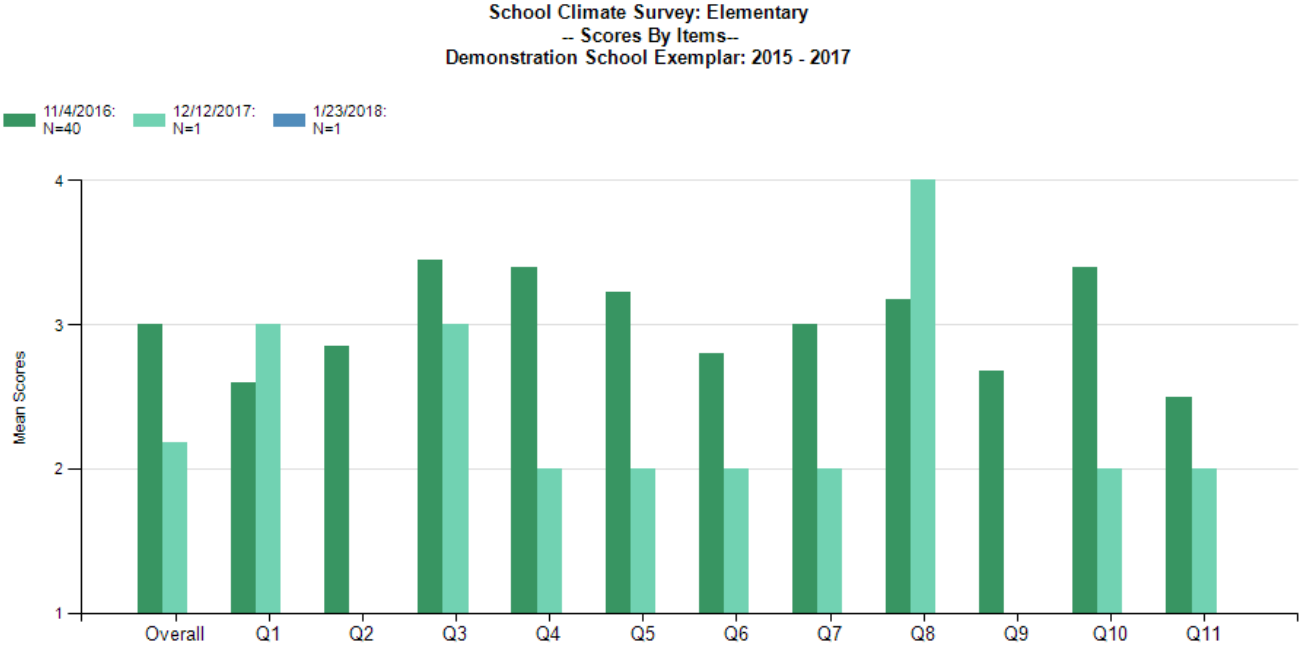


Figure 7.34

SCORES BY RACE AND ETHNICITY

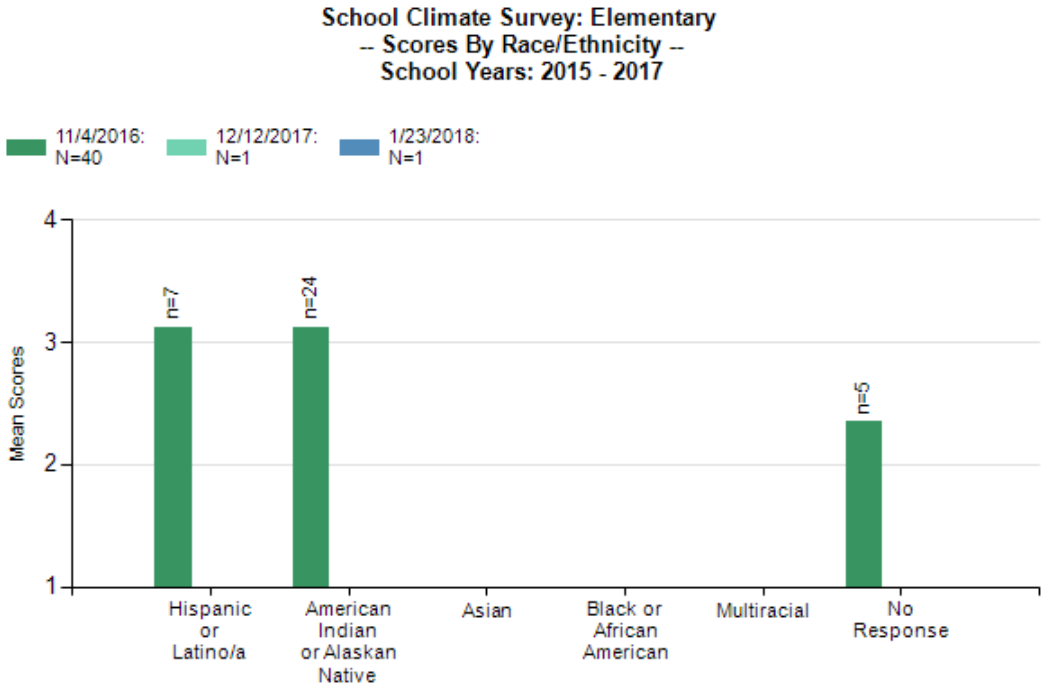


Figure 7.35

ITEMS REPORT

School·Climate·Survey-Elementary¶

Demonstration School Exemplar
Zenith, Winnemac

School Years: 2015-16
Report Date Range: 11/18/2015 - 10/28/2016

Climate Survey Items for survey period: 11/4/2015 - 11/4/2016 Number of Respondents: N=19	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
By Race/Ethnicity										
Hispanic or Latino/a (n=6)	2.91	2.83	2.67	3	3	2.83	3	2.83	2.83	3.17
Asian (n=1)										
Black or African American (n=1)										
White (n=4)										
Multiracial (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Gender										
Female (n=7)	3.1	3.29	3.14	3.43	3.29	2.86	2.86	2.86	2.86	3.29
Male (n=5)	2.38	2.4	2.2	2.4	2.2	2.2	2.6	2.6	2.2	2.6
Transgender (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Sexual Orientation										
Heterosexual (n=5)	2.84	2.8	2.6	3.4	3	2.8	2.8	2.8	2.4	3
Gay/Lesbian (n=3)										
Bisexual (n=2)										
No Response (n=9)	2.94	2.67	3	3	3.11	3	2.78	2.89	3.11	2.89

To preserve anonymity, responses will not be shown for groups with n < 5. Their data are included in the other reports.

1/26/2018 11:43:32 AM ***1 of 4***

Figure 7.36

Middle/ High School Reports are as follows:

TOTAL SCORE REPORT

School Climate Survey: Middle/High
-- Total Scores By Survey Date --
School Years: 2015 - 2016

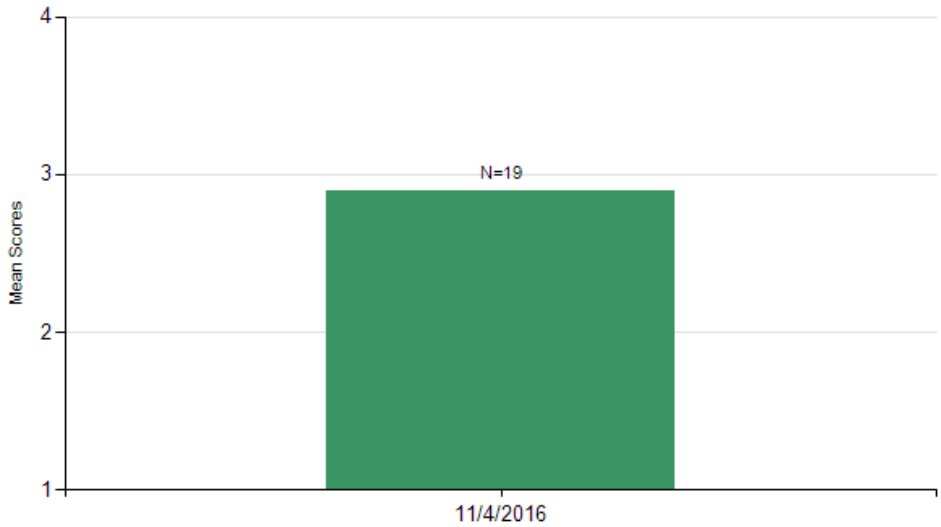


Figure 7.37

SCORES BY GENDER

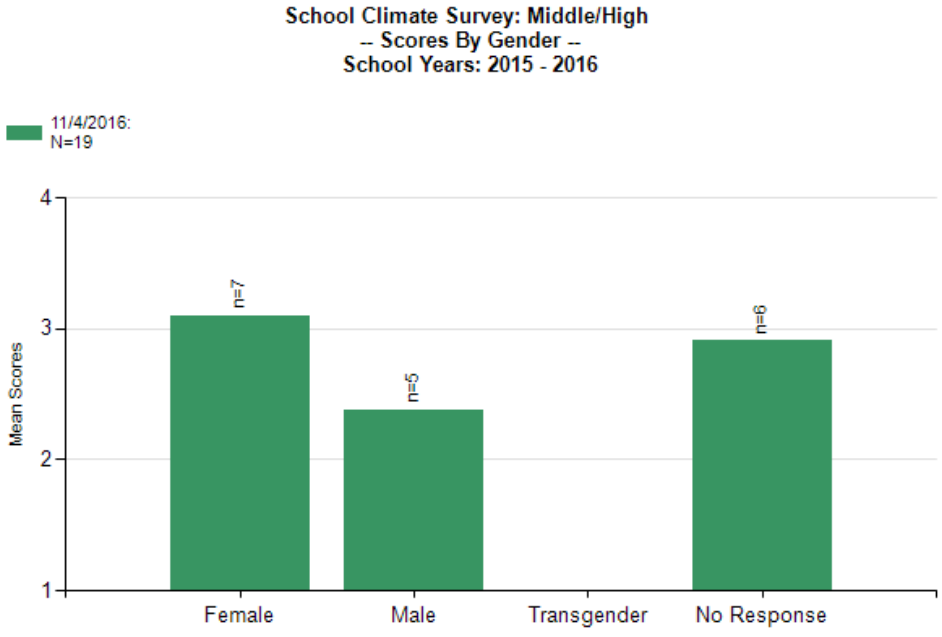


Figure 7.38

SCORES BY SEXUAL ORIENTATION

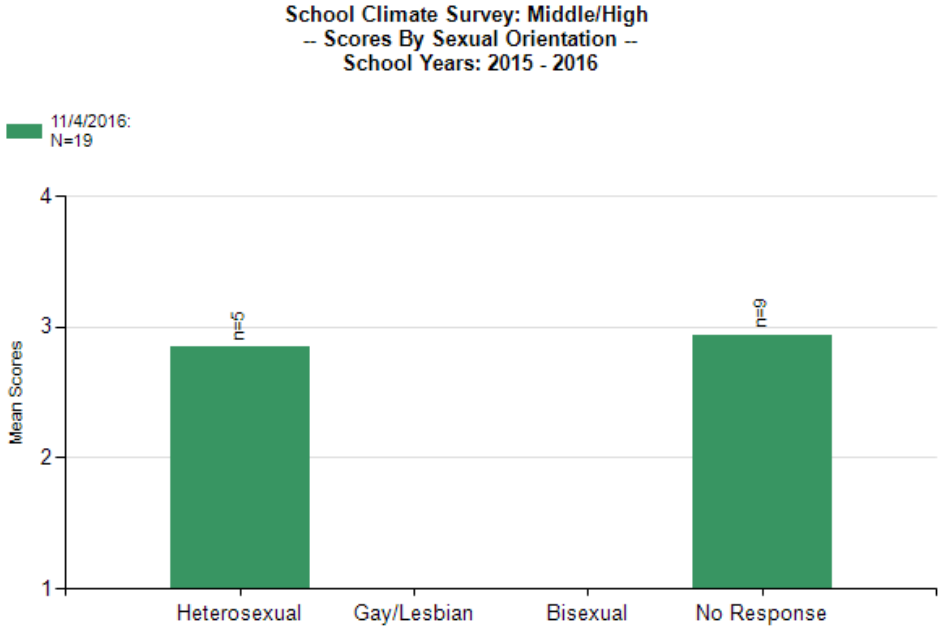


Figure 7.39

SCORES BY GRADE

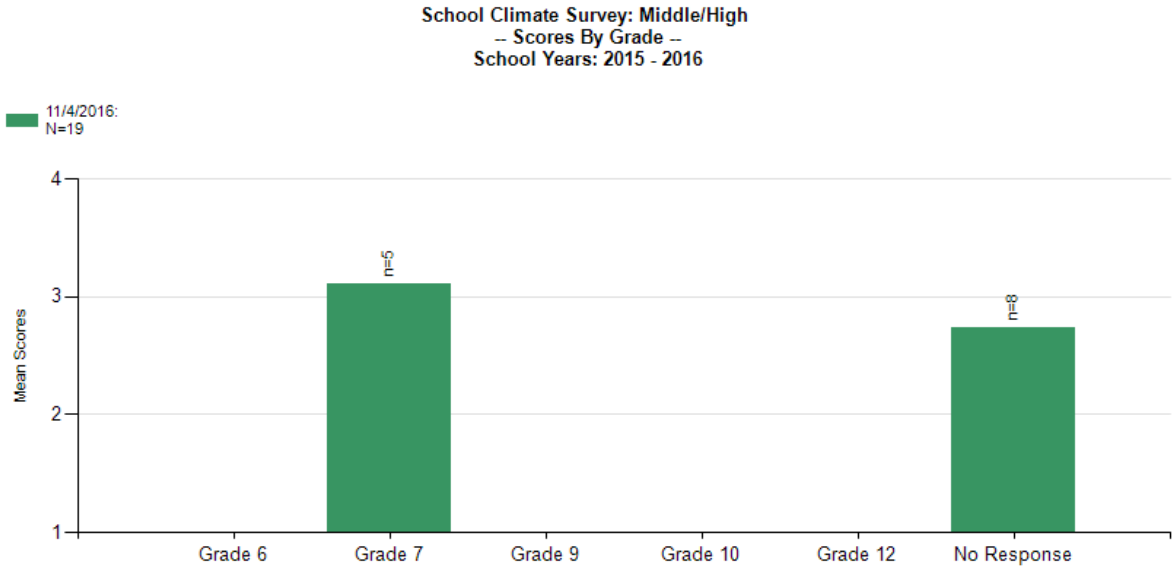


Figure 7.40

SCORES BY RACE/ETHNICITY

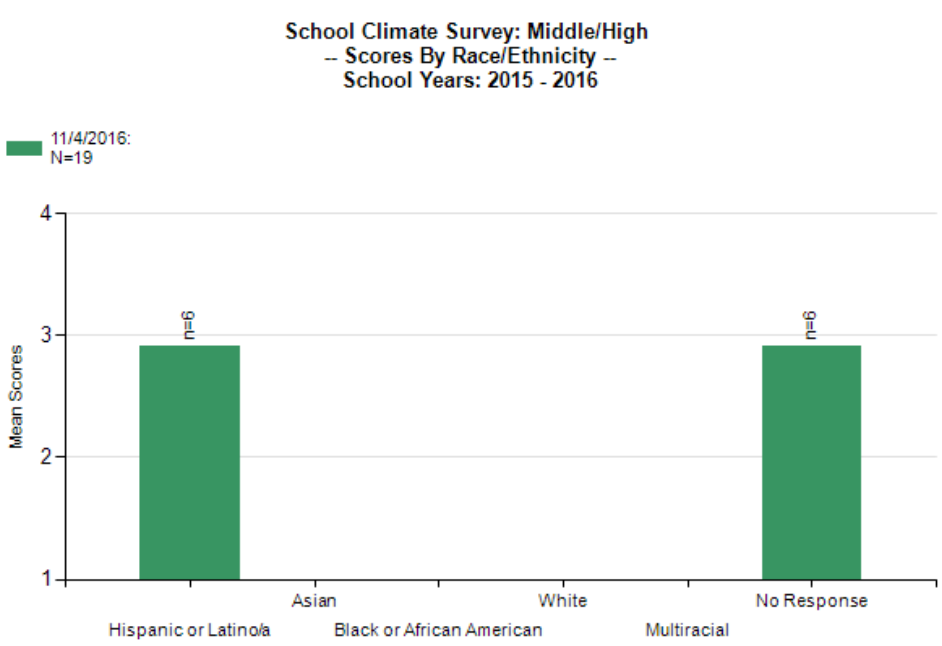


Figure 7.41

SCORES BY ITEMS

School Climate Survey: Middle/High
-- Scores By Items --
Demonstration School Exemplar: 2015 - 2016

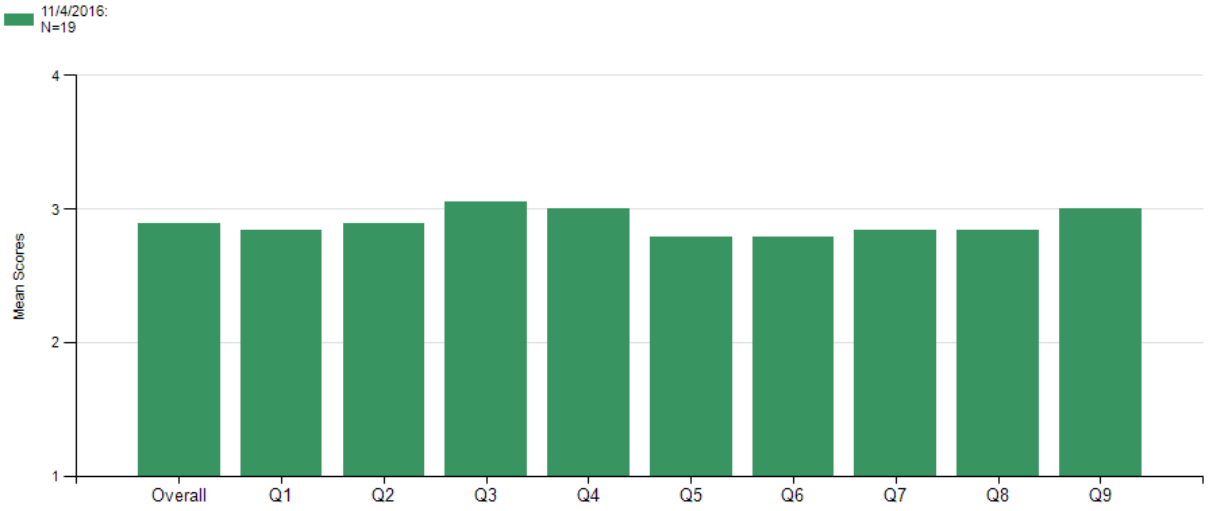


Figure 7.42

SCORES BY ITEMS

School Climate Survey - Middle/High

Demonstration School Exemplar
Zenith, Winnemac

School Years: 2015-16
Report Date Range: 11/18/2015 - 10/28/2016

Climate Survey Items for survey period: 11/4/2015 - 11/4/2016 Number of Respondents: N=19	**Overall**	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**
By Race/Ethnicity										
Hispanic or Latino/a (n=6)	2.91	2.83	2.67	3	3	2.83	3	2.83	2.83	3.17
Asian (n=1)										
Black or African American (n=1)										
White (n=4)										
Multiracial (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Gender										
Female (n=7)	3.1	3.29	3.14	3.43	3.29	2.86	2.86	2.86	2.86	3.29
Male (n=5)	2.38	2.4	2.2	2.4	2.2	2.2	2.6	2.6	2.2	2.6
Transgender (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Sexual Orientation										
Heterosexual (n=5)	2.84	2.8	2.6	3.4	3	2.8	2.8	2.8	2.4	3
Gay/Lesbian (n=3)										
Bisexual (n=2)										
No Response (n=9)	2.94	2.67	3	3	3.11	3	2.78	2.89	3.11	2.89

To preserve anonymity, responses will not be shown for groups with n < 5. Their data are included in the other reports.

Figure 7.43

The Tier 1 Universal Support Checklist

PURPOSE: The Tier 1 Universal Support Checklist was designed by MO SW-PBS as an action planning guide and fidelity check. It is aligned with the MO SW-PBS State Curriculum and is divided into eight sections that align with the MO SW-PBS eight essential components and this workbook. Each of the sections includes actionable items that must be in place for SW-PBS to be implemented with fidelity. The team takes the Tier 1 Universal Support Checklist together, coming to consensus regarding whether each item is "in place", "partially in place", or "not in place." Teams use the checklist to identify areas of need, and to action plan, accordingly. This survey is not available in PBIS Assessments. The *Tier 1 Universal Support Checklist* can be found in Chapter 1.

WHEN: Quarterly

WHO: Team

ACTION PLANNING: As a team, look at those items rated as in place. Take a moment to celebrate this success, and consider how you will share this with the school community. Now look at those items that the team rated as not in place or partially in place. Pick two to three of these items that the team feels will have the biggest impact with the least amount of effort. Develop an action plan for putting these components in place. Remember to include action steps, persons responsible, resources needed, a target date, and metrics for monitoring progress and determining step completion.

OTHER SOURCES OF FIDELITY DATA: WALKTHROUGHS, OBSERVATIONS, AND SURVEYS

Other sources of formal and informal data can provide valuable information about the implementation fidelity of SW-PBS. These sources need not be overly arduous or time consuming. Three such sources of information are walkthroughs, observations, and surveys.

Walkthroughs are brief (three to ten minute) classroom visits in which the visitor records observations of the use of predetermined evidence-based practices. The walkthrough can be compared to a collage, in that a series of snapshots are taken at different points in time, and put together to form an overall picture of what is going on at the school or in an individual classroom. As with any sampling of data, the greater the number and more random (in terms of time of day and staff members) the sample selected for walkthroughs, the more accurate the picture of the use of effective practices in the school or classroom.

With regard to SW-PBS, the walkthrough form can be designed to monitor research based SW-PBS practices that the school staff have committed to implement. For example, the form can include a space for specific positive feedback, non-specific positive feedback, and critical feedback. The observer would record the number of occurrences of staff behavior in each of these categories during a 10-minute time segment, and a ratio calculated. Across many observations, this ratio provides a metric of the ratio of specific positive feedback given throughout the building. Over time, this ratio provides a metric of whether or not implementation of the practice is improving.

The building administrator typically conducts walkthroughs. However, depending on the culture of the school, peers can also participate in walkthroughs. Regardless of who conducts the walkthroughs, it is important that a high level of trust exist prior to using the information obtained through these

observations to provide critical feedback to staff members. Walkthroughs should be oriented towards supporting best practices, celebrating the use of these practices, providing feedback, and identifying schoolwide opportunities for improvement. They should not be used to punish or embarrass staff.

Related to walkthroughs are observations. Observations are generally longer in duration than the walkthrough. Like the walkthrough, an administrator usually conducts the observation. However, depending on the school culture, peers may also conduct observations. Although observations are often part of the teacher evaluation process, the focus of this section is only on the use of observations to provide formative assessments and feedback for individual teachers. Please refer to state and district guidelines for direction on conducting observations as part of the formal evaluation process.

Observations often occur for an entire lesson. Like the walkthrough, observations should have a focus that is aligned with school improvement goals. Observations can be of *model lessons*, providing teachers an opportunity to observe an exemplar of a new practice or strategy. Alternatively, observations can also be of teachers implementing a newly acquired practice or strategy for formative feedback or coaching. Ultimately, the goal of both types of observation is to improve the capacity of the individual staff member to implement a practice or strategy.

As with walkthroughs, it is important that an observation have an area of focus. Furthermore, it is helpful for the observer to identify "look-fors" prior to the observation. An example of a focus for an observation might be the use of "opportunities to respond" strategies in the classroom. The "look-fors" might include the use of specific whole group response strategies, such as response cards, white boards, thumbs up/thumbs down, or chorus response.

MO SW-PBS developed a packet of walkthrough/observation forms that can be used or adapted by schools. These forms were designed to collect information on a variety of research-based practices, and can be tailored according to the school's improvement goals. (See Chapter 8 for further details.)

Whether a teacher is observing a model lesson, or is being observed, observations and walkthroughs can be part of *job embedded professional learning*. This refers to professional development that occurs when teachers use the focus practice or strategy with students in an authentic setting.

Both observations and walkthroughs require a culture of trust and a growth mindset. Suggestions for building trust include the following: focus on the positive, especially during initial phases; separate evaluation from formative assessments; consistently provide timely feedback following all walkthroughs and observations; finally, make walkthroughs and observations ubiquitous, so that they are an accepted part of the daily business of the school.

Regardless of the tool used during either walkthroughs or observations, systems must be in place to support these practices. In addition teams need to consider doing each of the following: establish expectations for participation in job embedded professional development; develop procedures for making requests to observe or be observed; create schedules that allow for peer observations; schedule walkthroughs that are random, but comprehensive; plan for class coverage during observations; monitor data from walkthroughs and observations; ensure that feedback is consistent and timely; finally, determine who will conduct observations and walkthroughs. Addressing these concerns will increase the likelihood that observations and walkthroughs will occur, and improve the chances that they will build capacity of all staff members. For more information on providing job embedded supports for improved instructional practice, see Chapter 9, Professional Learning.

DISCUSSION

As a team, take time to assess whether you have systems to address the following concerns:

- Is there an expectation that all staff will participate?
- How will participation be monitored?
- How will participating staff be recognized?
- How do teachers request to be observed or to observe a model lesson?
- Are schedules designed and personnel deployed to allow for class coverage and debriefing sessions?
- Is there a systematic way to ensure that all staff are observed, yet the time of day is randomized to obtain a complete picture of practices used in the school?
- Is there a system for ensuring feedback?
  - In person?
  - Written?
- Is there a culture of trust in the building? If so, what steps can be taken to ensure that this culture is maintained? If not, what steps can be taken to ensure that such a culture is established?

If the answer to any of these question is "no," take time to action plan how you can incorporate walkthroughs and observations into your assessment of SW-PBS fidelity into your school.

Figure 7.44 provides a sample Job Embedded Professional Development Form.

Teacher Name:_____

Grade Level/Content Area: _____

Circle the School SIP Goal/Instructional Strategy that you are focusing on:

Classroom Rules	4:1 Recognition	Activity sequence and Choice	Academic success and Task Difficulty
Classroom Routines and Procedures	Response to error correction	Opportunities to respond	Active Supervision

☐ I would like to observe a teacher _____
(Observed Teacher's Name)

☐ I would like to be observed for feedback by _____
(Observer's Name)

☐ I will need someone to cover my class on_____ during _____ hour.

Figure 7.44

SCHOOL CREATED SURVEYS

In addition to walkthroughs and observations, surveys can provide another source of information that can be tailored to the needs of the school. School teams can survey staff, students, or parents. Surveys can be designed to assess perceptions, such as whether students feel safe from bullying, or what tangible recognitions they would like to have added to the school store menu. Surveys can be designed to assess staff perceptions of the fidelity of implementation of practices that are only used in response to randomly occurring events (such as the use of the continuum of practices to respond to inappropriate behavior), and therefore more difficult to catch. Surveys can also be designed to measure behaviors or practices for which there are not an adequate number of free staff members to act as observers, such as the frequency in which students experience bullying.

Although surveys can be paper and pencil, there are now a number of online tools available that make the collection and reporting of survey results much more efficient. A number of these, including Poll Everywhere (http://www.polleverywhere.com/), Survey Monkey (https://www.surveymonkey.com/), and Google Forms (http://www.google.com/forms/about/), have free versions. Furthermore, some of these tools will aggregate and chart data from survey items, and/or allow the export of survey results in a spreadsheet format. Teams should explore the features and ease of use of different survey tools to find the tool that is right for them.

SCHOOL OUTCOME DATA AND END OF YEAR REPORTS

Triangulation is a term taken from navigation and land surveying that refers to the process of fixing the location of a point in space using the convergence of measurements taken from two other points. In the social sciences, **triangulation** is the process of checking results or the conclusions from one data set against the results or conclusions from two or more other data sets (Denzin, 1978; Merriam, 2009).

It is for just such a purpose that MO SW-PBS has developed End of Year (EOY) reports for each of the participating schools. The MO SW-PBS EOY reports gather a variety of fidelity and outcome data into one place, allowing for action planning and initiative evaluation. Data included in the report includes survey data from PBIS Assessments (SSS, SAS, SET, and TFI scores), quarterly data submissions to consultants, ODR and assistance referral data from the School Outcomes Data submission, and Tier 2 and Tier 3 intervention outcome data. In addition, the report comes in a fillable PDF format, allowing teams to add additional information and to complete guiding questions.

Consider the following two scenarios of how one school might use the MO SW-PBS EOY report. In the first scenario, the team notices an overall increase in the number of ODRs for the school year. The EOY report indicates that the team has completed a matrix, social skills lessons and a teaching schedule. However, the SET subscale report indicates that the essential feature "expectations taught" is not in place. This is confirmed by the SAS subscale report indicating that the majority of the staff who took the SAS perceive that there are no systems in place to teach schoolwide expectations. These results suggest to the team that they need to improve their system of communication and professional development with regard to lessons, teaching schedules, and possibly the expectation that all staff teach social skills lessons.

In the second scenario, a school district is facing budget cuts for the coming school year, and must take a hard look at the costs of various initiatives relative to student outcomes. The principal of a school that has been implementing SW-PBS for five years has noticed improved outcomes for students during this time. Not only does she believe that SW-PBS is cost effective, she would like to see these improved outcomes spread throughout the district through a district-wide adoption. She directs the team to prepare a presentation to the school board. The team decides to use the EOY report as the basis for this presentation.

Using this report, they are able to show that as their implementation fidelity data improved (as indicated by the SAS, the SET, and their quarterly reporting), the number of ODRs decreased significantly across all grade levels. They have also seen an improvement in perceptions of safety and increased student attendance. Estimates of time out of instruction due to disciplinary issues have decreased. Academic data has also shown an improvement. The team attributes some of this improvement to lower disruption, improved attendance and increased time in instruction. Finally, the team has observed an increase in the number of assistance referrals, but a steady decline in the number of students who qualify for special education. The team interprets this as indicating that students are responding to Tier 1, Tier 2 and Tier 3 interventions, resulting in fewer false positive special education identifications. Furthermore, there is a decrease in the number of students with existing IEPs that have ODRs, suggesting that all students, including those with disabilities, are sharing in improved outcomes. The board is impressed, and asks the superintendent to consider piloting SW-PBS in other schools throughout the district.

Most of the data used in the EOY reports is pulled from existing databases, are observed and marked off by consultants, or are part of regular data submissions. However, there is currently no mechanism to collect and report important information regarding assistance referrals and Special Education identification. Therefore, MO SW-PBS encourages schools to develop systems to collect this information throughout the school year, and then submit it to MO SW-PBS in June of each year as part of the MO SW-PBS School Outcomes Data. Your regional consultant will contact you regarding how this information is to be submitted.

DISCUSSION

Do you currently have a system in place to collect information on the following:

- Number of assistance referrals by grade level?
- Number of students who qualify for special education?
- The number of students with IEPs per grade level with ODRs?
- The number of typical students per grade level with ODRs?
- The percentage of students with 0-1 ODRs; 2-5 ODRs; and 6 or more ODRs?

If you do not currently have a system for collecting and recording this information, take a moment as a team to action plan for collecting this data.

- What action steps can you identify to ensure that this information is collected?
- Who will be responsible for collecting this information?
- When will this information be completed?
- Who will be responsible for submitting this information to moswpbs@missouri.edu?

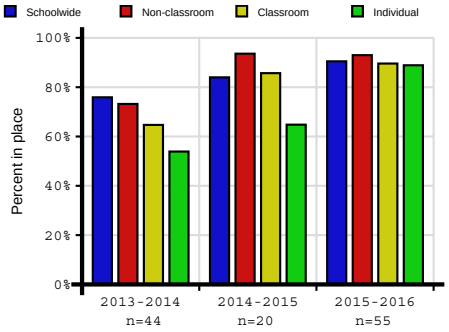
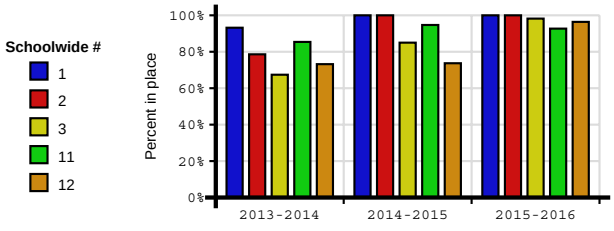
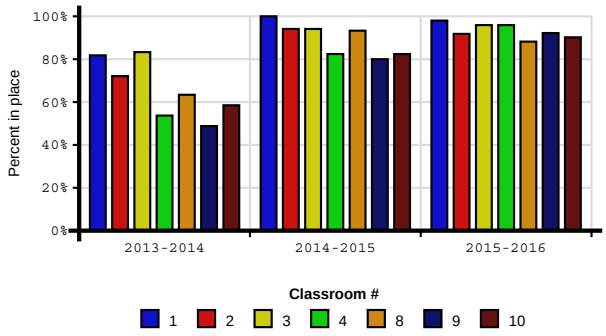
Test School's MO SW-PBS 2015-2016 Year End Data Review and Data-Based Decision-Making Form

1. Is our school implementing Tier 1, universal supports with fidelity?

	Q1	Q2	Q3	Q4
Team Minutes	Yes	Yes	Yes	Yes
Big 5 Data Reports	Yes	Yes	Yes	Yes

	Primary Statements	Precision Statements
Consistently Created	Yes	Yes
Used for Data-Based Decision-Making	Yes	Yes

Matrix - Yes
Tier 1 Action Plans - Yes
Universal Support Checklist - Yes
Lessons - Yes
Lesson Schedule - Yes

Current Data Indicators for our School	Criteria & Digging Deeper
Self Assessment Survey (SAS)[#] Data Indicates:  	Criteria: • 80% or above = implementing with fidelity • 50-79% = at risk • 49% or below = high risk 1. Which Subscales are at criteria for implementing with fidelity and which are at-risk or high risk? 2. Which items contribute to the higher or lower ratings? 3. Have rating changed over time? Why / Why not? See items below for targeted digging deeper
SAS Schoolwide Items* 1. A small number of positively & clearly stated student expectations or rules are defined. 2. Expected student behaviors are taught directly. 3. Expected Student behaviors are rewarded regularly. 11. Data on problem behavior patterns are collected and summarized within an on-going system. 12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (monthly).	
SAS Classroom Items* 1. Expected student behavior & routines in classrooms are stated positively & clearly defined. 2. Problem behaviors are defined clearly. 3. Expected behaviors & routines in classrooms are taught directly. 4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative). 8. Instruction & Curriculum materials are matched to student ability (math, reading, language). 9. Students experience high rates of academic success (>75% correct). 10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction & coaching).	

* Mathews, S., McIntosh, K., Frank, J.L., & May, S.L. (2013). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 20, 1-11

Schoolwide Evaluation Tool (SET)[#] Data Indicates: • N/A% teaching • N/A% overall	Criteria: • 80% or above = implementing with fidelity • 50-79% = at risk • 49% or below = high risk 1. How do the perceptions of fidelity of Tier 1 implementation compare across whole staff perception (SAS) and external review (SET)?

2. Is our school environment perceived as being safe?

School Safety Survey (SSS)[#] Data Indicates: Risk Ratio: N/A% Risk Factors of Concern 1. 2. 3. Protection Ratio: N/A% Protection Factors for Celebration 1. 2. 3.	Guiding Questions 1. What are the factors over which we have no influence? 2. What are the factors over which we have some influence? 3. What are the factors over which we have significant influence? 4. Which factor(s) will we monitor will/can we address through sustained/improved SW-PBS implementation? 5. Which factor(s) will we monitor this coming year? 6. Once we have multi year data how will we look for trends and respond to our data?

3. Are all of our students experiencing improved behavioral and academic outcomes?

Office Managed Problem Behaviors > School Enters
(AKA > Office Discipline Referrals > ODRs)

End of Year ODR Triangle Data:

85.7% 0-1 ODRs

10.0% 2-5 ODRs

4.3% 6+ ODRs

150 total ODRs for the year

total school days

	Average Minutes Lost Per ODR	Number of minutes lost
Administrative	20*	3000
Instructional	25**	3750

1. How does our triangle data align with national averages?

Other Summary Questions (Big 5)

1. Where are most problem behaviors occuring?

2. What is our most frequent problem behavior?

3. What time of day are most of our problem behaviors occuring?

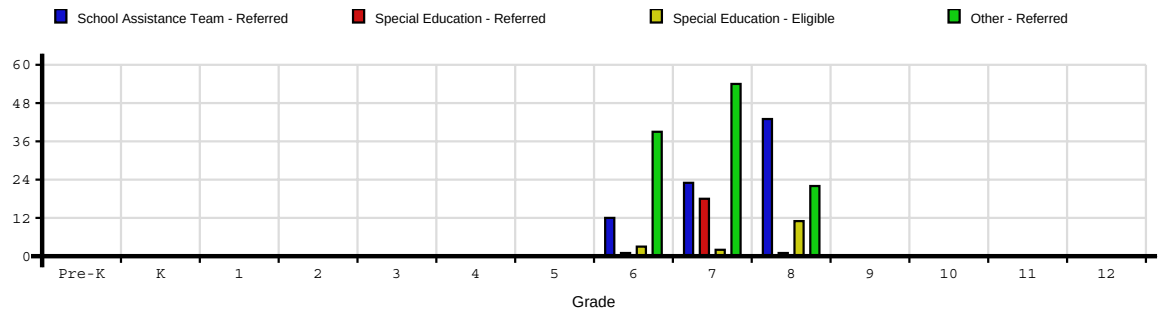
4. What question do we have as a result of these answers?

5. If you were to "thin slice" ODR or Minor data by specific sub categories (e.g. students with IEPs, by race/ethnicity, gender, and free/reduced lunch status) would the data look the same?

* Scott, T.M. & Barrett, S.B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of schoolwide PBS. *Journal of Positive Behavior Interventions, 6(1)*, p. 21-37

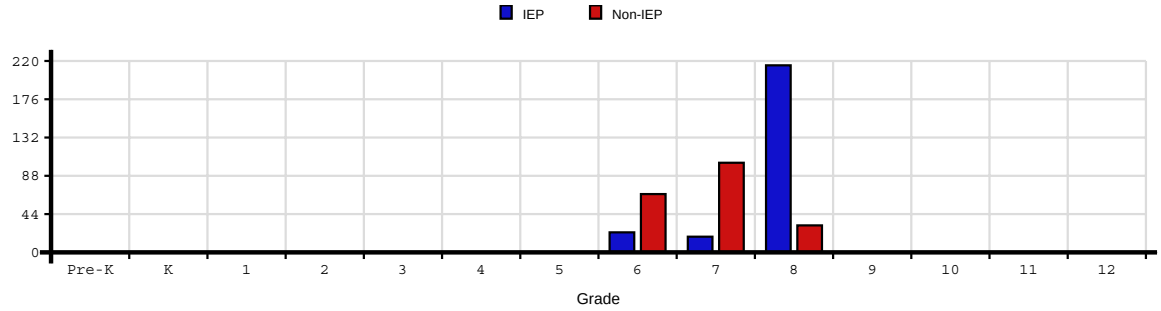
** Barrett, S. & Scott, T.M. (2006). Evaluating as time saved as index of cost effectiveness in PBIS schools. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from http://pbis.org/pbis_newsletter/volume_3/issue4.aspx

Student Assistance Referrals



Office Referrals by Grade Level

Office Managed Behaviors - No Staff Managed Behaviors



1. Are all students benefiting from the implementation of SW-PBS in our building? Why or why not? What other data can inform this dialog?

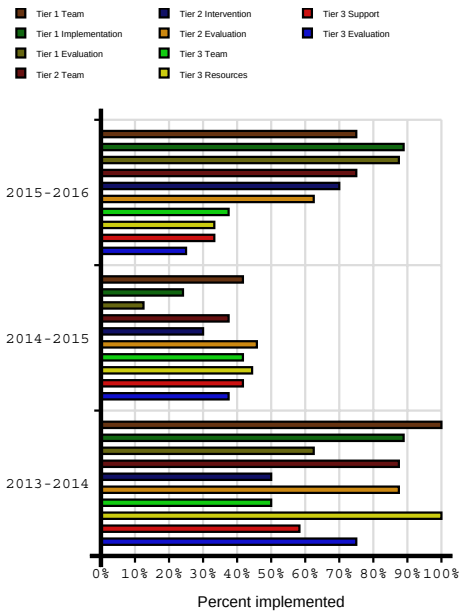
2. Are there differences across grade levels? If so, why?

Attendance > School Enters % average daily attendance for ALL students % average daily attendance for students with disabilities	1. Consider the ADA of students with the most referrals to the ADA for all students. How do they compare?
Academic Benchmarks > School Enters (e.g., Missouri Assessment Plan, End of Course, End of Unit, AIMs Web, grade level or departmental formative assessments, etc.) **English Language Arts for ALL Students** % Advanced ELA % Proficient ELA % Basic ELA % Below Basic ELA **MATH for ALL students** % Advanced Math % Proficient Math % Basic Math % Below Basic Math What are the academic outcomes for students with disabilities?	1. What are the behavioral skills of students in each of these sub categories? (e.g. frequently displaying appropriate behavioral skills, frequently displays teacher/staff managed problem behaviors, frequently displays office managed behaviors, frequently misbehaves to avoid academic tasks, etc.) **English Language Arts** Advanced ELA Proficient ELA Basic ELA Below Basic ELA **MATH** Advanced Math Proficient Math Basic Math Below Basic Math

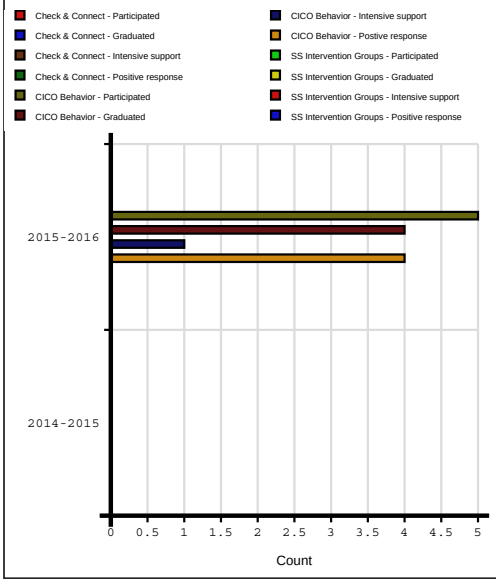
1. Is our school implementing Tier 2 and/or Tier 3 (i.e., targeted or secondary and/or Tier individualized supports) with fidelity?

Tier 2 Action Plan - Yes

Tier 3 Action Plan - No

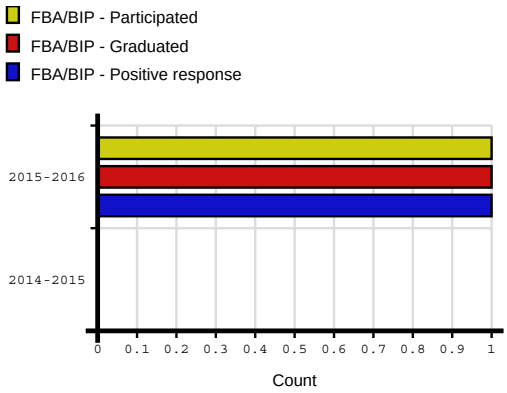
Current Data Indicators for our School	Digging Deeper
***Tiered Fidelity Inventory* (TFI)** 	1. Which subscales provide opportunities for celebration? 2. How will you communicate celebrations with staff? 3. Compare TFI Subscale report to other data sources (ODR, SAS, SSS, etc.). Is there alignment between the celebrations identified from the TFI and those other data sources? 4. If not, what insight can you gain from the misalignment 5. Which Subscale Scores show opportunties for growth? 6. Look at the TFI Items report for the subscale where you have opportunties for growth. Which scores were 0 or 1? 7. If your team were able to accomplish 1-3 goals based on your answers to questions 4 and 6, which would give you the biggest change for the least amount of effort?

2. Are students receiving these supports experiencing improved behavioral and academic outcomes?

Tier 2 Additional Data What is our system to collect information on the Adapted FACTS Part A in order to determine the function of behavior? ***Student Outcome Reporting*** 	Within your Tier 2/3 data collection/graphing tool (Advanced Tier Spreadsheet; CICO-SWIS; etc.)... 1. How is our team using the student information page to inform function-based decision-making? 2. How is our team monitoring fidelity of Tier 2 intervention (as defined/described in the Intervention Essential Features document) implementation? 3. What is our system for monitoring fidelity of implementation if a student has a questionable or poor outcome? 4. Is the student behavior graph data discussed above in a format ready to be shared (e.g. no student names, collated if multiple students are receiving services, and presented in a table or graphed) with stakeholders: staff, board, SW-PBS Regional and/or Tier 2/3 Consultants? Explain

Tier 3 Additional Data

Student Outcome Reporting



Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP) Evaluation Rubric

1. Does our team consistently use the FBA/BIP Evaluation Rubric to evaluate the quality of each student's FBA/BIP?

2. Do we revise a student's FBA/BIP for any activities rated "Partially in Place" or "Not in Place"?

Note: This information is not submitted to Tier 2-3 consultants. Please use this for your team to document and then use as a guide during dialog/discussion regarding your Tier 2-3 systems, data & practice. The number in (parenthesis) indicates the number of items included in the sub scale.

Subscale	Overall Status	Notes
1. Collect information (3)		
2. Develop Summary Statement (6)		
3. Confirm Summary Statement (2)		
4. Develop Competing Behavior Pathway Summary (3)		
5. Identify Stategies for BIP (7)		
6. Develop Implementation Plan (3)		
7. Develop Evaluation & Monitoring Plan (3)		

New Action Plan Steps based on data-based decision-making with Year End Data: (Teams Complete)

	New Steps to Achieve Fidelity	New or Ongoing Steps to Sustain Fidelity	Steps to Ensure Team Rotation and New Staff Orientation
Tier 1			
Tier 2			
Tier 3			

Self Assessment Survey (SAS)

	2013-2014	2014-2015	2015-2016
# Staff Completing	44	20	55
Schoolwide Summary	75.9%	84.0%	90.5%
Schoolwide Item #1	93.2%	100.0%	100.0%
Schoolwide Item #2	78.6%	100.0%	100.0%
Schoolwide Item #3	67.4%	85.0%	98.2%
Schoolwide Item #11	85.4%	94.7%	92.7%
Schoolwide Item #12	73.2%	73.7%	96.4%
Classroom Summary	64.7%	85.7%	89.6%
Classroom Item #1	81.8%	100.0%	98.0%
Classroom Item #2	72.1%	94.1%	91.8%
Classroom Item #3	83.3%	94.1%	95.9%
Classroom Item #4	53.7%	82.4%	95.9%
Classroom Item #8	63.4%	93.3%	88.2%
Classroom Item #9	48.8%	80.0%	92.2%
Classroom Item #10	58.5%	82.4%	90.2%
Non-Classroom Summary	73.2%	93.6%	93.0%
Individual Summary	53.9%	64.8%	88.9%

Office Referrals by Grade Level

Grade	IEP	Non-IEP
Pre-K	0	0
K	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	23	67
7	18	103
8	215	31
9	0	0
10	0	0
11	0	0
12	0	0

Student Assistance Referrals

	School Assistance Team	*Special Education*		*Other*
Grade	# Referred	# Referred	# Eligible	# Referred
Pre-K	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	12	1	3	39
7	23	18	2	54
8	43	1	11	22
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0

Tiered Fidelity Inventory (TFI)

		2013-2014	2014-2015	2015-2016
Tier 1	Team	100.0%	41.7%	75.0%
	Implementation	88.9%	24.1%	88.9%
	Evaluation	62.5%	12.5%	87.5%
Tier 2	Team	87.5%	37.5%	75.0%
	Intervention	50.0%	30.0%	70.0%
	Evaluation	87.5%	45.8%	62.5%
Tier 3	Team	50.0%	41.7%	37.5%
	Resources	100.0%	44.4%	33.3%
	Support	58.3%	41.7%	33.3%
	Evaluation	75.0%	37.5%	25.0%

Student Outcome Reporting

		2014-2015	2015-2016
Check & Connect	Number of Students who Participated	0	0
	Number of Students who Graduated	0	0
	Number of Students who participated in Tier 2 intevention(s) but required more intensive support	0	0
	Number of Students who responded positively to the intervention	0	0
CICO Behavior	Number of Students who Participated	0	5
	Number of Students who Graduated	0	4
	Number of Students who participated in Tier 2 intevention(s) but required more intensive support	0	1
	Number of Students who responded positively to the intervention	0	4
SS Intervention Groups	Number of Students who Participated	0	0
	Number of Students who Graduated	0	0
	Number of Students who participated in Tier 2 intevention(s) but required more intensive support	0	0
	Number of Students who responded positively to the intervention	0	0
FBA/BIP	Number of Students who Participated	0	1
	Number of Students who Graduated	0	1
	Number of Students who responded positively to the intervention	0	1

Ancillary Documents: Hard Copies of PBIS Assessments Surveys

The following pages contain copies of the surveys found on the PBIS Assessments site (https://www.pbisapps.org/).

TIERED FIDELITY INVENTORY 2.10

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai, 2014

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high student representation.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Subscale: Implementation		
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.4 Teaching Expectations: Expected academic* and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
MO SW-PBS Response Continuum can serve as a possible source of data.		
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices
1.8 Classroom Procedures: Tier I features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with schoolwide expectations
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to schoolwide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 Faculty Involvement: Faculty are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey (SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/ family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic* outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic* or behavior problem, an action plan is developed to enhance or modify Tier I supports
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/ or less often than annually 2 = Tier I fidelity data collected and used for decision making annually

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic* outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics*) shared with stakeholders, with clear alterations in process based on evaluation
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		

Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School _____ Date _____

District _____ State _____

Data collector _____

Name of Schoolwide Expectations:

_____

Name of Acknowledgment System:

_____

Schoolwide Expectations:

1. _____
2. _____
3. _____
4. _____
5. _____

	Staff Questions *(Interview 10% or at least 5 staff members)*					Student Questions *(at least 10 students)*		
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?		Have you given out any _____ since _____? (2 mos.)		What are the (school rules)? Record the # of rules known.	Have you received a _____ since _____?	
1		Y	N	Y	N		Y	N
2		Y	N	Y	N		Y	N
3		Y	N	Y	N		Y	N
4		Y	N	Y	N		Y	N
5		Y	N	Y	N		Y	N
6		Y	N	Y	N		Y	N
7		Y	N	Y	N		Y	N
8		Y	N	Y	N		Y	N
9		Y	N	Y	N		Y	N
10		Y	N	Y	N		Y	N
11		Y	N	Y	N		Y	N
12		Y	N	Y	N		Y	N
13		Y	N	Y	N		Y	N
14		Y	N	Y	N		Y	N
15		Y	N	Y	N		Y	N
TOTAL								

SELF-ASSESSMENT SURVEY 2.00

Sugai, Horner, & Todd, 2003

EFFECTIVE BEHAVIOR SUPPORT (EBS) SURVEY

Assessing and Planning Behavior Support in Schools

PURPOSE OF THE SURVEY

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) schoolwide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. Annual action planning,
2. Internal decision making,
3. Assessment of change over time,
4. Awareness building of staff, and
5. Team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see "Developing an EBS Annual Action Plan").

CONDUCTING THE EBS SURVEY

Who completes the survey?

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

How is the survey completed?

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., "✓" or "X") on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as partially in place or not in place and rate the degree to which improvements are needed (i.e., high, medium, low) (right hand side of survey).
5. To assess behavior support, first evaluate the status of each system feature (i.e. in place, partially in place, not in place) (left hand side of survey). Next, examine each feature:
   - "What is the current status of this feature (i.e. in place, partially in place, not in place)?"
   - For each feature rated partially in place or not in place, "What is the priority for improvement for this feature (i.e., high, medium, low)?"

EBS Self-Assessment Survey version 2.0 August 2003

University of Oregon
Revised 08/27/03 DP

SUMMARIZING THE RESULTS FROM THE EBS SURVEY

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
✓✓✓ ✓✓✓ ✓✓✓	✓✓✓✓ ✓✓✓	✓✓✓✓	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓	✓✓✓✓	✓✓✓
✓✓	✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓✓	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓	✓✓✓✓	✓✓✓✓ ✓✓

Example 1a

Step 1b. Total the number of responses by all staff for each of the six possible choices, as illustrated in example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
✓✓✓ ✓✓✓ ✓✓✓ 9	✓✓✓✓ ✓✓✓ 7	✓✓✓✓ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓ 4	✓✓✓✓ 4	✓✓✓ 3
✓✓ 2	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ 12	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓ 10	✓✓✓✓ 4	✓✓✓✓ ✓✓ 6
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓ ✓✓ 9	✓✓✓ 3	3. Expected student behaviors are rewarded regularly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓ 6	
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ 4	✓✓✓✓ 4
	✓✓✓ ✓✓✓ ✓✓ 8	✓✓✓✓ ✓✓✓ ✓✓ 9	5. Consequences for problem behaviors are defined clearly.	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	✓✓✓ 3

Example 1b

Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + …..) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place), as illustrated in example 1c.

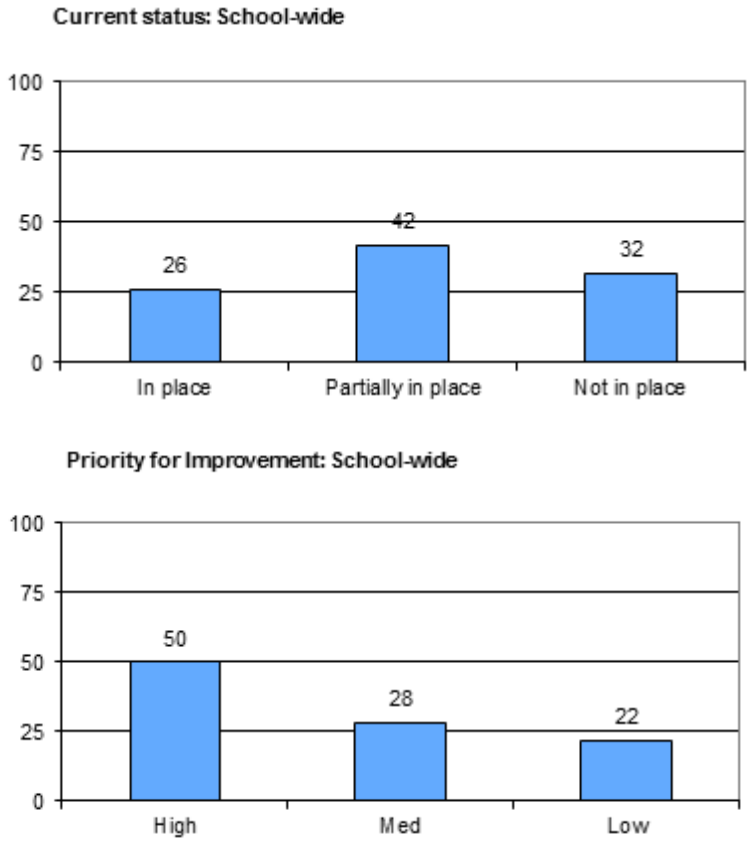
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
✓✓✓ ✓✓✓ ✓✓✓ 9	✓✓✓✓ ✓✓✓ 7	✓✓✓✓ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓ 4	✓✓✓✓ 4	✓✓✓ 3
✓✓ 2	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ 12	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓ 10	✓✓✓✓ 4	✓✓✓✓ ✓✓ 6
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓ ✓✓ 9	✓✓✓ 3	3. Expected student behaviors are rewarded regularly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓ 6	
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ 4	✓✓✓✓ 4
	✓✓✓ ✓✓✓ ✓✓ 8	✓✓✓✓ ✓✓✓ ✓✓ 9	5. Consequences for problem behaviors are defined clearly.	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	✓✓✓ 3

Totals

25 + 41 + 31 = 97 37 + 21 + 16 = 74

Example 1c

Step 1d. Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d using results from example 1c. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d has created the graph for the example data presented and summarized in example 1c.



Example 1d

Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.

Phase 2: Analyze and Prioritize the Results
The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.

Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.

Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.

Step 4. For each system, circle one priority area for focusing development activities.

Step 5. Circle or define the activities for this/next year's focus to support the area selected for development

Step 6. Specify system(s) to sustain (S) & develop (D).

Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan
The objective of this phase is to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.

EFFECTIVE BEHAVIOR SUPPORT (EBS) SURVEY

Assessing and Planning Behavior Support in Schools

Name of school _____ Date_____

District _____ State_____

Person Completing the Survey:

☐ Administrator	☐ Special Educator	☐ Parent/Family Member
☐ General Educator	☐ Counselor	☐ School Psychologist
☐ Educational/Teacher Assistant	☐ Community member	☐ Other_____

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. in place, partially in place, not in place) (left hand side of survey). Next, examine each feature:

a. "What is the current status of this feature (i.e. in place, partially in place, not in place)?"
b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., high, medium, low)?"

Return your completed survey to_____ by _____

Schoolwide SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			

Schoolwide SYSTEMS, cont.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. Schoolwide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in schoolwide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

NON-CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. Schoolwide expected student behaviors apply to non-classroom settings.			
			2. Schoolwide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with schoolwide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success (> 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs./week/ student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

SCHOOL SAFETY SURVEY (SSS 2.0)

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin, 2002

The School Safety Survey

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin

The Institute on Violence and Destructive Behavior
University of Oregon College of Education

For further information contact Jeffrey Sprague, Ph.D. at 541-346-3592

IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

School Safety Survey version 2.0, March 2002

Revised 04/14/03 DP

Essential Questions for School Safety Planning

Choose a minimum of 5 staff, including 1 administrator, 1 custodial staff member, 1 supervisory/classified member, 1 certified member and 1 office staff member, to complete this survey. Please place a check (X) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

Name of school _____ Date_____

District _____ State_____

Your Role:

☐ Administrator ☐ Teacher ☐ Special Education Teacher
☐ Educational Assistant ☐ Office Staff ☐ Custodial Staff
☐ Related Service Provider ☐ Student ☐ Parent
☐ Community Member ☐ Other _____

SECTION ONE: Assessment of Risk Factors for School Safety and Violence					
Indicate the extent to which these factors exist in your school and neighborhood:	**RATING**				
	not at all	**minimally**	**moderately**	**extensively**	**don't know**
1. Illegal weapons.					
2. Vandalism.					
3. High student mobility (i.e. frequent changes in school enrollment).					
4. Graffiti.					
5. Gang activity.					
6. Truancy.					
7. Student suspensions and/or expulsions.					
8. Students adjudicated by the court.					
9. Parents withdrawing students from school because of safety concerns.					
10. Child abuse in the home.					
11. Trespassing on school grounds.					
12. Poverty.					
13. Crimes (e.g. theft, extortion, hazing).					
14. Illegal drug and alcohol use.					
15. Fights, conflict, and assault.					
16. Incidence of bullying, intimidation, and harassment.					
17. Deteriorating condition of the physical facilities in the school.					

SECTION TWO: Assessment of Response Plans for School Safety and Violence					
Indicate the extent to which these factors exist in your school and neighborhood:	**RATING**				
	not at all	**minimally**	**moderately**	**extensively**	**don't know**
1. Opportunity for extracurricular programs and sports activities.					
2. Professional development and staff training.					
3. Crisis and emergency response plans.					
4. Consistently implemented schoolwide discipline plans.					
5. Student support services in school (e.g. counseling, monitoring, support team systems).					
6. Parent involvement in our school (e.g. efforts to enhance school safety, student support).					
7. Student preparation for crises and emergencies.					
8. Supervision of students across all settings.					
9. Suicide prevention/response plans.					
10. Student participation and involvement in academic activities.					
11. Positive school climate for learning.					
12. Acceptance of diversity.					
13. Response to conflict and problem solving.					
14. Collaboration with community resources.					
15. High expectations for student learning and productivity.					
16. Effective student-teacher relationships.					

IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

School Safety Survey version 2.0, March 2002

Revised 04/14/03 DP

SECTION THREE: Your Comments on School Safety and Violence

1. What is the most pressing safety need in your school?

2. What school safety activities does your school do best?

3. What topics are most important for training and staff development?

4. What are the biggest barriers to improved school safety measures?

5. What other comments do you have regarding school safety?

6. What other factors not included in this survey do you believe affect school safety?

The following are the cards for the *School Safety Survey* Circle of Influence Activity.

RISK **ILLEGAL WEAPONS**	**RISK** **HIGH STUDENT MOBILITY**
RISK **VANDALISM**	**RISK** **GRAFFITI**
RISK **GANG ACTIVITY**	**RISK** **TRUANCY**
RISK **SUSPENSION/ EXPULSIONS**	**RISK** **ADJUDICATED BY COURT**

RISK **WITHDRAWN FOR SAFETY**	**RISK** **CHILD ABUSE HOME**
RISK **TRESPASSING SCHOOL**	**RISK** **POVERTY**
RISK **CRIMES**	**RISK** **ILLEGAL DRUGS/ ALCOHOL**
RISK **FIGHTS/CONFLICT**	**RISK** **BULLYING/HARASSMENT**

RISK **DETERIORATING CONDITIONS**	**RISK**
PROTECTION **EXTRACURRICULAR ACTIVITIES**	**PROTECTION** **PROFESSIONAL DEVELOPMENT**
PROTECTION **CRISIS RESPONSE PLANS**	**PROTECTION** **IMPLEMENTED DISCIPLINE PLANS**
PROTECTION **STUDENT SUPPORT SERVICES**	**PROTECTION** **PARENT INVOLVEMENT**

PROTECTION **STUDENT CRISIS PREPARATION**	**PROTECTION** **SUPERVISION ALL SETTINGS**
PROTECTION **SUICIDE PREVENTION RESPONSE**	**PROTECTION** **STUDENT ACADEMIC PARTICIPATION**
PROTECTION **POSITIVE LEARNING CLIMATE**	**PROTECTION** **DIVERSITY ACCEPTANCE**
PROTECTION **RESPONSE TO CONFLICT**	**PROTECTION** **COMMUNITY RESOURCES**

PROTECTION	PROTECTION
HIGH LEARNING EXPECTATIONS	STUDENT TEACHER RELATIONSHIP

Schoolwide Evaluation Tool (SET 2.0)

Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2005

Schoolwide Evaluation Tool (SET)
Overview

PURPOSE OF THE SET

The *Schoolwide Evaluation Tool* (SET) is designed to assess and evaluate the critical features of schoolwide 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 schoolwide effective behavior support,
3. Evaluate on-going efforts toward schoolwide behavior support,
4. Design and revise procedures as needed, and
5. Compare efforts toward schoolwide effective 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 (minimum of 10) and student (minimum of 15) 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 listed below and to identify a time for the SET data collector to preview the 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. _____ Discipline handbook
2. _____ School improvement plan goals
3. _____ Annual Action Plan for meeting schoolwide behavior support goals
4. _____ Social skills instructional materials/ implementation time line
5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____ Office discipline referral form(s)
7 _____ Other related information

USING SET RESULTS

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to schoolwide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

Schoolwide Evaluation Tool (SET)
Implementation Guide

Name of school _____ Date_____

District _____ State_____

Step 1: Make Initial Contact
A. Identify school contact person & give overview of SET page with the list of products needed. B. Ask when they may be able to have the products gathered. Approximate date: C. Get names, phone #'s, email address & record below. Name _____ Phone _____ Email _____ **Products to Collect** 1. _____ Discipline handbook 2. _____ School improvement plan goals 3. _____ Annual Action Plan for meeting schoolwide behavior support goals 4. _____ Social skills instructional materials/ implementation time line 5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions) 6. _____ Office discipline referral form(s) 7. _____ Other related information
Step 2: Confirm the Date to Conduct the SET
A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products. Meeting date & time: _____
Step 3: Conduct the SET
A. Conduct administrator interview. B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews. C. Review products & score SET.
Step 4: Summarize and Report the Results
A. Summarize surveys & complete SET scoring. B. Update school graph. C. Meet with team to review results. Meeting date & time: _____

Schoolwide Evaluation Tool (SET)
Scoring Guide

Name of school _____ Date_____

District _____ State_____

Pre_____ Post_____ Set Data Collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation		Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____	P	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____	O	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____	P	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I	
	3. Do 90% of team members asked state that the schoolwide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (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 school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____	P	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____	I	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	
D. 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)	Discipline handbook, Instructional materials Other _____	P	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation		Score: 0-2
D. System for Responding to Behavioral Violations	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Other _____	O	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form)	P	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interviews Other _____	I	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interviews Other _____	I	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising schoolwide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)	School Improvement Plan, Interview Other _____	P I	
	2. Can 90% of staff asked report that there is a schoolwide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interviews Other _____	I	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	
	5. Is the administrator an active member of the schoolwide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interviews Other _____	I	
	6. 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 Other _____	I	
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interviews Other _____	I	
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar Other _____	P	
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining schoolwide behavioral support? (0= no; 2= yes)	Interview Other _____	I	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview Other _____	I	

Summary Scores

A =_____/4 B =_____/10 C =_____/6 D =_____/8 E =_____/8 F =_____/16 G =_____/4
Mean =_____/7

Administrator Interview Guide

Let's talk about your discipline system.

1. Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
2. What system do you use for collecting and summarizing office discipline referrals? (E2)
   a) What data do you collect? _____
   b) Who collects and enters the data? _____
3. What do you do with the office discipline referral information? (E3)
   a) Who looks at the data? _____
   b) How often do you share it with other staff? _____
4. What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
5. What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto.

6. Do you have school rules or a motto? Yes No If no, skip to # 10.
7. How many are there? _____
8. What are the rules/motto? (B4, B5)
9. What are they called? (B4, B5)
10. Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
11. What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses schoolwide discipline? If no, skip to # 19.

12. Has the team taught/reviewed the schoolwide program with staff this year? (B3) Yes No
13. Is your schoolwide team representative of your school staff? (F3) Yes No
14. Are you on the team? (F5) Yes No
15. How often does the team meet? (F6) _____
16. Do you attend team meetings consistently? (F5) Yes No
17. Who is your team leader/facilitator? (F4) _____
18. Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
    If yes, how often? _____
19. Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
    If yes, who? _____
20. What are your top 3 school improvement goals? (F1)
21. Does the school budget contain an allocated amount of money for building and maintaining schoolwide behavioral support? (G1) Yes No

Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. Interviews can be completed during the school tour. Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions

Interview a minimum of 10 staff

1. What are the _____ (school rules, high 5's, 3 bee's)? (B5)
   (Define what the acronym means)
2. Have you taught the school rules/behavioral expectations this year? (B2)
3. Have you given out any _____ since _____? (C3)
   (Rewards for appropriate behavior) *(2 months ago)*
4. What types of student problems do you or would you refer to the office? (D2)
5. What is the procedure for dealing with a stranger with a gun? (D4)
6. Is there a schoolwide team that addresses behavioral support in your building?
7. Are you on the team?

Team Member Interview Questions

1. Does your team use discipline data to make decisions? (E4)
2. Has your team taught/reviewed the schoolwide program with staff this year? (B3)
3. Who is the team leader/facilitator? (F4)

Student interview Questions

Interview a minimum of 15 students

1. What are the _____ (school rules, high 5's, 3 bee's)? (B4)
   (Define what the acronym means)
2. Have you received a _____ since _____? (C2)
   (Rewards for appropriate behavior) *(2 months ago)*

Interview and Observation Form

	Staff questions (Interview a minimum of 10 staff members)							Team member questions			Student questions	
	What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave. exp. to students this year?	Have you given out any _____ since _____? (2 mos.)	What types of student problems do you or would you refer to the office?	What is the procedure for dealing with a stranger with a gun?	Is there a team in your school to address schoolwide behavior support systems?	Are you on the team? If yes, ask team questions.	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/staff this year?	Who is the team leader/ facilitator?	What are the school rules)? Record the # of rules known.	Have you received a _____ since _____?
1		Y N	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			Y N
3		Y N	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			Y N
5		Y N	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			Y N
7		Y N	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			Y N
9		Y N	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			Y N
11		Y N	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			Y N
13		Y N	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			Y N
15		Y N	Y N			Y N	Y N	Y N	Y N			Y N
Total												

LOCATION	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	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Is the documented crisis plan readily available?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X

School Climate Surveys

La Salle, McIntosh, & Eliason (2016)

APPENDIX A: Example Parent/Guardian Notification/Opt-out Forms

These sample forms can be used to notify parents/guardians of an upcoming School Climate Survey administration and provide the opportunity to opt out if desired. It is important to check with your district or state administrators about required or preferred language.

Example Parental Notification/Opt-out Form – School Climate Survey: Elementary

The *School Climate Survey: Elementary* is an anonymous survey used to identify school climate issues within our school. The survey for elementary school students includes 11 questions and should take no more than 10–15 minutes to complete. The survey is anonymous, but parents/guardians should be given the option to opt out if desired.

The data collected from the survey will be used to identify student perceptions of school climate issues within our school. School staff use the results to inform our efforts at improving our school climate. Responses are housed securely and in an anonymous format with the University of Oregon Technical Assistance Center projects for evaluation research purposes. All evaluation research projects are in compliance with the Family Education Rights and Privacy Act, (343 CFR 99.31 (6)) and human subjects regulations (Protection of Human Subjects 45 CFR 46).

Our desire is to involve parents in their children's education. If you do not wish for your child to participate in this important activity, please sign and return this form to the school by _____. If you would like to examine the survey, please come by the school between _____ and _____, and we will be happy to provide you with a copy for your review.

Do not return this form if your child CAN participate in this survey.
If you do not with your child to participate in this survey,
Please sign this form and return it to school by _____.

I would prefer that my child NOT participate in the *School Climate Survey: Elementary*.

School Name _____

Student Name _____ Student Grade _____

Parent Signature _____ Date _____

Thank you for your participation.

Example Parental Notification/Opt-out Form – School Climate Survey: Middle/High

The *School Climate Survey: Middle/High* is an anonymous survey used to identify school climate issues within our school. The survey for middle and high school students includes 9 questions and should take no more than 10 minutes to complete. The survey is anonymous, but parents/guardians should be given the option to opt out if desired.

The data collected from the survey will be used to identify student perceptions of school climate issues within our school. School staff use the results to inform our efforts at improving our school climate. Responses are housed securely and in an anonymous format with the University of Oregon Technical Assistance Center projects for evaluation research purposes. All evaluation research projects are in compliance with the Family Education Rights and Privacy Act, (343 CFR 99.31 (6)) and human subjects regulations (Protection of Human Subjects 45 CFR 46).

Our desire is to involve parents in their children's education. If you do not wish for your child to participate in this important activity, please sign and return this form to the school by _____. If you would like to examine the survey, please come by the school between _____ and _____, and we will be happy to provide you with a copy for your review.

Do not return this form if your child CAN participate in this survey.
If you do not with your child to participate in this survey,
Please sign this form and return it to school by _____.

I would prefer that my child NOT participate in the *School Climate Survey: Middle/High*.

School Name _____

Student Name _____ Student Grade _____

Parent Signature _____ Date _____

Thank you for your participation.

APPENDIX B: Example Survey Administration Scripts

Use these scripts as examples for how to introduce the survey to students immediately before they complete it.

Introducing the Elementary Survey

We want to know what you think about your school. There are no right or wrong answers—this is not a test! We just want to know how you feel. Your answers give us important information to help your school become even better.

Your answers are anonymous, which means your teachers or family will not see your answers. No one will ever see how you filled out your own survey.

Please read each item carefully and mark one choice for each item. Please answer all of the questions, or your answers won't count, but you can mark "I prefer not to answer" if you don't want to answer a question about you. If you need help reading a question, you may ask the person giving the survey or your teacher.

This survey should take you about 10-15 minutes.

Thank you for taking this survey!

Introducing the Middle/High School Survey

We have asked you here to complete this survey in order to help all members of the school (students, parents, and school personnel) understand how you feel about your school.

There are no right or wrong answers—this is not a test! We just want to know how you feel. Your responses will provide us with important information to help your school become even better.

All of your responses are completely anonymous; your teachers and family will not see your answers. No one will ever see how you filled out your own survey.

As you respond to each item, focus on your thoughts and feelings based on your own personal experiences as a student. Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you. If you need help reading a question, you may ask the person giving the survey or your teacher.

This survey should take you approximately 10 minutes.

Thank you for taking this survey!

School Climate Survey: Elementary

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?
☐ Female ☐ Male ☐ Other ☐ I prefer not to answer

What is your ethnicity?
☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a ☐ I prefer not to answer

What is your race? *(mark all that apply)*
☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or Pacific Islander ☐ White ☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
☐ Ethnic Group:_____ ☐ I prefer not to answer.

What grade are you in?
☐ 3 ☐ 4 ☐ 5 ☐ 6

Survey Questions

1. I like school.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

2. I feel like I do well in school.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

3. My school wants me to do well.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

4. My school has clear rules for behavior.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

5. Teachers treat me with respect.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

6. Good behavior is noticed at my school.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

7. I get along with other students.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

8. I feel safe at school.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

9. Students treat each other well.
   ☐ Never ☐ Sometimes ☐ Often ☐ Always

10. There is an adult at my school who will help me if I need it.
    ☐ Never ☐ Sometimes ☐ Often ☐ Always

11. Students in my class behave so that teachers can teach.
    ☐ Never ☐ Sometimes ☐ Often ☐ Always

School Climate Survey: Middle/High

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?
☐ Female ☐ Male ☐ Transgender
☐ I prefer not to answer

Which of the following best describes you?
☐ Heterosexual (straight) ☐ Gay or Lesbian
☐ Bisexual ☐ I prefer not to answer

What is your ethnicity?
☐ Hispanic or Latino/a
☐ Not Hispanic or Latino/a
☐ I prefer not to answer

What is your race? *(mark all that apply)*
☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ White
☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
☐ Ethnic Group:
☐ I prefer not to answer.

What grade are you in?
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
☐ I prefer not to answer.

Survey Questions

1. I like school.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

2. I feel successful at school.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

3. I feel my school has high standards for achievement.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

4. My school sets clear rules for behavior.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

5. Teachers treat me with respect.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

6. The behaviors in my class allow the teachers to teach.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

7. Students are frequently recognized for good behavior.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

8. School is a place at which I feel safe.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

9. I know an adult at school that I can talk with if I need help.
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree