

**Delaware Positive Behavior Support Initiative**  
**2002-2003 Yearly Report**

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## **Background Project Information**

The Delaware Positive Behavior Support Project is part of a statewide initiative to build knowledge and skills in the concepts and practices of Positive Behavior Support (PBS) in Delaware schools. PBS involves an array of proactive strategies at the building, classroom, and individual levels to teach adaptive skills and prevent problematic behaviors. PBS also offers strategies for assessing severe or persistent behavior problems and developing individual behavioral intervention/support plans that include preventative and reactive strategies, as well as strategies for teaching appropriate behavior to replace the behavior of concern.

The overall goal of the project is to facilitate effective teaching and successful learning in Delaware's classrooms through the provision of positive behavior supports for all students. The major objective of the first two years of the project (1999 – 2001) was to develop and implement a set of training modules on current principles and practices of positive behavior supports. In order to achieve that goal, a multi-tiered implementation plan was used to prepare instructional support teams at the state, district, and school level to provide training and technical assistance on school-wide, classroom, and individual systems of Positive Behavior Support. During Year 3 of the project (2001 – 2002) the focus shifted from the development of the PBS Modules to providing training, technical assistance and development of School-Wide PBS systems. Although the project was utilizing the train-the-trainer module, a unique feature of modeling and extensive coaching was incorporated into the training. In Year 4 the development of School-Wide PBS systems and training throughout the state of Delaware continued, as well as support for those programs already established.

The state-wide initiative has been continuously supported by members of the Delaware PBS State Team which includes district educators, school psychologists, early childhood educators, and staff from Child Mental Health, Division of Developmental Disabilities Services, alternative schools, and the Delaware Department of Education.

Project co-facilitators, representing the Delaware Department of Education and the University of Delaware Center for Disabilities Studies, have worked with members of the State Team, as well as consultants within the University of Delaware School of Education, to develop training modules. The modules include Assessing the Needs of School-based Teams, Introduction to Positive Behavior Supports, School-wide and Classroom Supports, Person-centered Planning, Functional Behavioral Assessment, Individual Behavior Support Plans, Collaboration with Families, and Cultural Competency.

During the first year six districts took part in the initial training. Brandywine, Capital, Christina, Colonial, Milford, and Woodbridge School Districts formed district-wide teams and participated in training by members of the PBS State Team. Six additional districts were trained during the 2000-2001 school year. Those districts include Appoquinimink, Caesar Rodney, Indian River, Cape Henlopen, Seaford, and Laurel. Intensive modeling, coaching, and technical assistance were being provided with the assistance of additional members of the State Team and the national trainers, who were available as needed. The ongoing goal was that each district will prepare instructional support teams within school buildings to facilitate the development and delivery of systemic level interventions plus providing supports in the development and delivery of PBS plans for individual students.

In the past year training in the PBS modules, with intensive concentration on school-wide training, has taken place in various schools throughout the state and in Lake Forest and Red Clay, two districts previously not trained.

Main project objectives for the initiative include the following:

- Maintain a PBS State Team who, in conjunction with national experts, University of Delaware experts, Project Co-Directors from DDOE and University of Delaware Center for Disabilities Studies, will review and guide the development of the State's:
  - a) PBS curriculum outline, goals and objectives
  - b) PBS content training modules, including instructor's guide and participant's workbook
  - c) Module and program evaluation materials.
- Provide training to assist schools in conducting a needs assessment to determine knowledge base of targeted audience on topics of PBS, effectiveness of current strategies used within identified districts, schools, classrooms and individuals systems and to prioritize training needs.
- Provide training to district and school teams on the implementation of school-wide, setting-specific, classroom-wide and individual student systems of PBS.
- Provide technical assistance and support to identified school-based teams on the implementation of PBS within schools, settings, and classrooms.
- Provide support to teams to evaluate the impact of prevention and interventions of PBS on discipline referrals, attendance, and academic achievement.
- Provide training and technical assistance on functional behavioral assessments, the design and delivery of behavior support plans for individual students to identified teams.
- Assist teams in evaluating the impact of the design and delivery of individual behavior support plans in terms of behavior change, consumer satisfaction and quality of life factors for the student, family and team members.
- Facilitate the integration of PBS training curriculum in existent and new in-service programs.
- Facilitate the integration of PBS training curriculum in existent pre-service programs.
- Disseminate information and provide training at an annual state-wide conference and a Summer Institute on PBS for families, educators, and support personnel that

will facilitate the development of an increased state-wide capacity for implementing PBS in Delaware schools.

- Provide policy guidance concerning effective practice of PBS with students with disabilities who present challenging behaviors to the Delaware Department of Education.

The 2002 – 2003 Year 4 of the Delaware Positive Behavior Support Initiative has been exciting and successful. The overall goal of this past year was to expand the number of Delaware schools implementing a PBS School-Wide Program by providing sufficient training and technical assistance to school-based teams. The many activities that the PBS staff were involved in this past year lend themselves to extending support to previously trained districts and new and old school-based teams, as well as furthering the knowledge of PBS throughout the state. In the pages that follow, more information can be found regarding the project's main activities, including:

- State Team Meetings;
- State-Wide PBS Conference;
- FBA/BSP Training;
- PBS Summer Institute;
- PBS Star School Update,
- School-Wide Evaluations; and
- Plans for Year 5 of PBS Initiative.

**Table 1**  
**PBS Core Team Members**  
**2002-2003**

<b>Name</b>	<b>Organization</b>	<b>Address</b>	<b>Phone</b>
<i>George Bear</i>	University of Delaware School of Education Newark, DE	University of Delaware 219 E Willard Hall 221A Newark, DE 19716	(302) 831-1645
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## **PBS Delaware State Team**

In Year 4 of the Positive Behavior Support Project the Delaware State Team has grown larger and stronger as members from district and school teams continue to join this collaborative, hard working group. The State Team met four times over the past school year and participated in presentations, discussions, and activities on a variety of topics. The blending of formal presentations by Core Team members (see Table 1) and guest presenters, networking between schools and districts, and team planning time continues to be well received by State Team members. Meetings were well attended and responded to positively as illustrated through their evaluation responses (see Table 2) collected at the end of each meeting as well as an overall evaluation at the end of the school year (see Table 3). An overall rating of very good to excellent for PBS State Team meetings for the year was reported by 96% of respondents. Also, 96 % of members that responded to the end of the year survey felt that the time devoted to the State Team was somewhat to very useful for them professionally. This high percentage is most likely a result of 92% of the respondents feeling that Core Team was open to their feedback regarding the structure and content of the State Team meeting agendas. Overall, 87% of the respondents rate the progress of PBS in Delaware to be very good to excellent which can be accredited to the hard work of these members.

In September, the topic of the day was Cultural Competency and PBS. The group participated in a National Coalition Building Institute (NCBI) Prejudice Reduction Workshop Last August Debby and Brian participated in training to become NCBI facilitators, and with the support of a fellow trainer from the Center for Disabilities Studies, they led the State Team through a series of powerful activities. The NCBI

Prejudice Reduction Workshop consists of a series of incremental, experiential activities that help participants do the following.

- To celebrate their similarities and differences,
- To recognize the misinformation they have learned about various groups,
- To identify and heal from internalized oppression-the discrimination members of an oppressed group target at themselves and each other,
- To claim pride in group identity,
- To understand the personal impact of discrimination through the telling of stories, and
- To learn hands-on tools for dealing effectively with bigoted comments and behaviors.

Other activities included a discussion on how this workshop model could be used as the cultural competency portion of the overall PBS Training Module series. Also, the group discussed the overall goals for Year 4 of the PBS Project, the state team, and the process for requesting technical assistance from the DOE/CDS staff. The overall evaluation results were very positive as all questions received an average response of 4.5 or above on a scale of 1-5, 5 meaning the respondent agrees strongly with the statement provided. The participants felt all their views were heard and respected and the meeting climate was positive which is very important considering the intensity of the NCBI presentation.

November's meeting had a full and exciting agenda. This was a special meeting for the group as members of the Core Team staff recognized two "Positive Behavior Support Super Star Schools" by awarding them a special banner recognizing their achievements with their school-wide PBS programs for the 2001-2002 school year. The

two schools awarded in November were Harlan Elementary School from the Brandywine School District and North Laurel Elementary School from the Laurel School District. A special presentation for the PBS project focusing on the accomplishments of the previous year as well as these two schools was also made at the Special Education Leadership Meeting where administrative and district level staff from Harlan and North Laurel were specially recognized.

For the 2001-2002 school year, the Core Team's set of criteria used to title the PBS Super Star Schools were as follows:

- School has 3-5 school-wide rules that are actively taught.
- School is collecting data and using it to make decisions at the school level.
- Data illustrates improvement.
- There is an identified team that meets on a regular basis.
- School utilizes a reward system for recognizing positive behavior.
- Data is shared with DOE/CDS.

The project is very excited to have presented two more PBS Super Star School awards for the 2002-2003 school year based on an even more difficult set of criterion. More information on those schools can be located in the PBS Star School Update section of this report.

The focus shifted at the meeting from school-wide PBS to individual level PBS as presentations by Aileen Fink on Wrap-Around Services and Al Cavalier on Behavior Support Plans were shared with the group. Aileen is a State Team member representing Child Mental Health and the Families and Communities Together (FACT) project. Her presentation on Wraparound Planning and PBS provided a valuable overview of what the

process of this service is and some essential elements involved. Wraparound services are, as stated in Aileen's presentation, a "process of providing care for children and families at the individual level and involves the implementation of a community level collaboration of services and supports, often called a system of care." The state PBS project is looking to learn more about wraparound services and plans to have members from the state team and schools participate in training of this nature in the upcoming school year. The information Aileen shared with the group got everyone focused on the intensive needs of some children and the interventions that can be provided, which led nicely into our next presentation.

Al Cavalier is a long-standing member of the PBS Core Team and is a professor in the College of Education at the University of Delaware. Al provided a presentation on Behavior Support Plans with a focus on evaluating the plan. The group reviewed a list of quality indicators for FBA and BIP components, BIP effects, and team communication and support. Smaller groups were then able to use the BSP evaluation tool to evaluate the components of their own plans, or ones provided by Al. The evaluation result of a 4.67 average response illustrated that the participants felt that the topics and information were relevant to them, and with a 4.46 response the session allowed the participants to extend their knowledge and understanding of the topics presented.

In January, the state team was very enthused over the day's activities regarding evaluation of PBS programs and the use of data. The informative presentation and useful culmination of information and evaluation measures were developed, gathered, and presented by George Bear, another PBS Core Team faculty member from the University of Delaware. The overall focus of George's work was to present alternative methods and

measures that school-based teams could use to evaluate their PBS programs. He emphasized methods that were simple, free or inexpensive, quick and easy, grounded in research, and balanced the need to examine positive outcomes with the need to examine the implementation process. The group discussed the importance of accurate data to be used for decision-making, the School-wide Evaluation Tool designed by the University of Oregon, and measures that schools can use to evaluate social and emotional learning and school climate. Several examples of school-climate surveys were shared that gathered information from students, teachers and families. The day ended with district team meeting time to discuss which measures they could use in their schools. Participants responded favorably with evaluation results illustrating that the topic and information was relevant to them (4.86) and the session provided information that was helpful to the participants' work (Av. 4.81).

The last State Team meeting of the year included a variety of topics including the use of reinforcers in the school system, obtaining buy-in, as well as a closing discussion about Year 4 and plans for Year 5 of the PBS Project. The goals of the reinforcer segment of the presentation were to explore ways to help a group of educators understand the importance of reinforcers for all children at all ages, discuss different methods of assessing what kids and adults really want to work for, and review different methods of delivering reinforcers that fit into the school day for a whole school or classroom. The discussion on buy-in looked at assessing current level readiness for change, identifying steps to build buy-in and raise readiness for school-wide PBS, and generating and sharing ideas for buy-in at multiple levels. In closing, the group reflected and celebrated the successes of the past school year, as well as shared ideas for State Team activities to be

held in Year 5. Overall, this session also received high average results on the evaluations, as participants agreed that the meeting objectives and outcomes were clear, the information was understandable and clearly explained, and the meeting climate was positive (all areas Av. 4.89).

**Table 2**  
**PBS State Team Meeting Evaluations**

Choosing a number between 1 indicating “Strongly Disagree” and 5 indicating “Strongly Agree” indicated responses to the following statements.

N = Number of Evaluations  
Av. = Average of Responses

1. Objectives and outcomes of the session were clear.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.68	39	4.42	22	4.81	19	4.89

2. Information was understandable and clearly explained.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.77	39	4.41	22	4.75	19	4.89

3. This session has allowed me to extend my knowledge/understanding of the topic.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.82	39	4.46	22	4.72	19	4.37

4. The physical accommodations were conducive to learning.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
21	4.24	39	4.16	22	2.41	19	4.58

5. Presenter(s) were responsive to participants needs.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.73	39	4.67	22	4.78	19	4.95

6. Session provided information that was helpful to me and to my work.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.55	39	4.54	22	4.81	19	4.58

7. The meeting climate was positive.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.86	39	4.87	22	4.84	19	4.89

8. I would willingly attend a session led by this person(s) again.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.95	39	4.64	22	4.81	19	4.84

9. The topics and information were relevant.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.75	39	4.67	22	4.86	19	4.84

10. Views of participants were heard and respected.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.95	39	4.77	22	4.91	19	4.95

11. Appropriate audio-visual materials were used to enhance the understanding of the topic.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
13	4.38	39	4.60	22	4.84	19	4.84

12. The level of participation was appropriate.

<b>09/19/02</b>		<b>11/21/02</b>		<b>1/23/03</b>		<b>5/29/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
22	4.82	39	4.70	22	4.66	19	4.48

**Table 3**  
**PBS Year End State Team Questionnaire**

1. How many of the PBS State Team meetings have you attended since September, 2002?

<i>Number of Meetings</i>	<i>N</i>	<i>%</i>
<b>1</b>	1	4
<b>2</b>	3	13
<b>3</b>	2	8
<b>4</b>	7	29
<b>5</b>	11	46

2. How much of information shared at State Team Meetings was NEW information on PBS to you?

	<i>N</i>	<i>%</i>
<b>Most, if not all</b>	5	21
<b>About half</b>	14	58
<b>Very little</b>	5	21
<i>None at all</i>	0	0

3. Did any particular session stand out as having presented particularly good or new information? If so which one?

	<i>N</i>	<i>%</i>
<b>None</b>	2	6
<b>September</b>	6	17
<b>November</b>	7	19
<b>January</b>	7	19
<b>May Conference</b>	5	14
<b>May</b>	9	25

4. Did any particular session stand out as having presented very little new or interesting information?

	<i>N</i>	<i>%</i>
<b>None</b>	16	67
<b>September</b>	1	4
<b>November</b>	4	17
<b>January</b>	0	0
<b>May Conference</b>	1	4
<b>May</b>	2	8

5. How useful to you professionally was the time you devoted to the PBS State Team?

	<i>N</i>	<i>%</i>
<b>Very Useful</b>	17	71
<b>Somewhat Useful</b>	6	25
<b>Not Very Useful</b>	1	4
<b>Not at all Useful</b>	0	0

6. How useful to your school, district or organization was the time you devoted to the PBS State Team?

	<i>N</i>	<i>%</i>
<b>Very Useful</b>	14	58
<b>Somewhat Useful</b>	7	29
<b>Not Very Useful</b>	2	8
<b>Not at all Useful</b>	0	0
<b>No Response</b>	1	4

7. Do you feel the DDOE/CDS team was open to your feedback regarding the structure of State Team meeting agendas?

	<i>N</i>	<i>%</i>
<b>Extremely Open</b>	22	92
<b>Somewhat Open</b>	1	4
<b>Somewhat Resistant</b>	0	0
<b>Very Resistant</b>	0	0
<b>No Response</b>	1	4

8. Do you feel that the time set aside for District teams to meet at the State Team meetings was useful?

	<i>N</i>	<i>%</i>
<b>Very Useful</b>	12	50
<b>Somewhat Useful</b>	7	29
<b>Not Very Useful</b>	1	4
<b>Not at all Useful</b>	0	0
<b>No Response</b>	4	17

9. Overall how would you rate the PBS State Team Meetings?

	<i>N</i>	%
<b>Excellent</b>	14	58
<b>Very Good</b>	9	38
<b>Fair</b>	0	0
<b>Poor</b>	0	0
<b>No Response</b>	1	4

10. Overall how would you rate the structure/composition of the people involved in the PBS State Team?

	<i>N</i>	%
<b>Excellent</b>	15	63
<b>Very Good</b>	9	38
<b>Fair</b>	0	0
<b>Poor</b>	0	0

11. Overall how would you rate the progress of the PBS effort in Delaware?

	<i>N</i>	%
<b>Excellent</b>	8	33
<b>Very Good</b>	13	54
<b>Fair</b>	3	13
<b>Poor</b>	0	0

12. What do you personally find valuable about the State Team Meetings? Please check all that apply to you.

	<i>N</i>	%
<b>Rejuvenation</b>	12	12
<b>Information Sharing</b>	22	22
<b>District Planning</b>	7	7
<b>Guest Speakers</b>	18	18
<b>Networking</b>	17	17
<b>Networking w/ other districts</b>	14	14
<b>Networking w/ district members</b>	8	8
<b>Other</b>	2	2

### **PBS State-Wide Conference**

The Positive Behavior Support Core Team held their 3<sup>rd</sup> Annual State-Wide Conference on Monday, May 5, 2003 in Dover, Delaware. The approximately 140 attendees were cast under the spell of PBS, as they participated in this magic themed day. Participants were from various school districts and agencies from around the state. A wand was waved and the day began with a presentation by our keynote speaker, Dr. Ted Carr, a leading professor with the department of psychology at the State University of New York at Stony Brook. For the past 30 years, he has published on the topics of assessment and intervention for problem behavior, family support, and community integration. At the conference, Dr. Carr's topic of presentation was, "Assessment and intervention for problem behavior: Triggers, setting events, systems." Participants' evaluations illustrate that they enjoyed Carr's presentation with the average response to questions 4.2 (on a likert scale of 1-5) and above for 4/5 questions. A lower average score was received for the question regarding the views of the participants being heard and respected. This illustrates, along with written comments, that the participants would have liked time for questions and answers in the time allotted for the keynote presentation.

The day progressed to the first hour long break out session where three choices of topics were offered; "Question and Answer with Ted Carr," "Welcome to PBS," and "There's More to Behavior Than What You See." The Q&A session was designed to be an opportunity for participants to ask questions that arose during Dr. Carr's keynote address, as well as to draw on his extensive experience working with individuals with developmental disabilities. Perhaps some participants were unsure about what this

session's objectives were (Table 4, Av. 3.71), but they did learn something new (Av. 4.14) and felt that they were heard and respected (Av. 4.71) which were the goals for the session. "Welcome to Positive Behavior Supports" was the title of the session led by Brian Touchette and Margaret Colvin from DOE. This session's focus was on participants who were in their first two years of implementation, or even those for whom this was their first time hearing about PBS. The time was an opportunity to discuss issues that had come up at the conference or over the past two years relative to PBS. Common barriers to initial implementation and strategies for overcoming those barriers were also discussed. The evaluation results show that participants were very pleased with this session, as all statements were strongly agreed with (Averages of 4.62+). The final session offered was "There's More to Behavior Than What You See: Don't Forget Thoughts and Emotions" presented by Dr. George Bear from University of Delaware. This session briefly reviewed the strengths of popular PBS School-wide models and offered additional considerations beyond the emphasis on environmental factors and observable behavior. An exclusive focus on behavior neglects other popular models of school discipline and prevention that focus on the promotion of social decision-making, character, self-discipline, and emotional development. Ways to resolve this and bring thoughts, emotions and behavior together were discussed. Again the feedback from the large group that attended this session demonstrates that they were pleased overall, but did not have time for questions and answers with the presenter.

After lunch, the participants gathered as a whole again to hear presentations on two schools with PBS school-wide programs, Keene Elementary from the Christina School District, and Cape Henlopen High School from the Cape Henlopen School

District. Staff from these schools created and shared their presentations themselves.

Written evaluation responses shared that participants enjoyed these motivated speakers and valued the implementation and success information presented.

The rest of the afternoon was filled with two more time slots for break out session choices. The first afternoon session choices were titled “The Missing Link: Connecting FBA to BSP,” and “Solution Circles.” Dr. Al Cavalier, from the University of Delaware, presented “The Missing Link.” He shared how school-based teams who conduct functional behavioral assessments typically acquire valuable information about the triggers and payoffs of a student’s problem behavior. Many times, however, their design of the student’s behavior support plan shows little evidence of being influenced by this information. Research has demonstrated that BSPs linked to FBAs have a much greater likelihood of positive outcomes. This session described this important missing link, explained ways to use FBA data in the design of a BSP, and provided ways to check the integrity of the link. From the audience responses to this session, it appears that they agreed that the objectives of the session were clear (Av. 4.02), but the somewhat lower average responses (3.5 +) to the other questions are most likely a result of not having enough time allotted for resolution of all presentation objectives. Lori Duerr and Linda Smith, from DOE, presented the concurrent session, “Solution Circles.” This session taught and demonstrated the four steps involved in facilitating Solution Circles, a tool of Person-Centered Planning. This is a quick process that moves from problem admiring to solutions resulting in action in 30 minutes or less, whether it is looking at the situation in a different way, or logical solutions and next steps becoming evident. Attendees at this

session really responded highly to this hands on presentation with the average response of 4.96 to all questions asked.

Before the end of the day, one more break out session occurred with the topics of “Family-School Conferencing” and “Implementing PBS at the Secondary Level” being presented. Dr. Kathleen Minke from the University of Delaware presented “Family-School Conferencing: A CORE Component of PBS.” This session described techniques to help teachers collaborate more effectively with families by replacing traditional parent-teacher conferences with family-school conferences. The session included an overview of the CORE Model of collaboration, communication strategies, and the conference process. Again, all participants at the Family-School Conferencing session responded well stating that the information was clearly explained (av. 4.8) and further understanding on this topic was achieved (Av. 4.49). Debby Boyer and Sarah Hearn, from the UD Center for Disabilities Studies, presented the session on Implementing PBS at the Secondary Level. This was an open discussion session for anyone implementing or interested in implementing PBS in Middle Schools and High Schools. Participants from Delaware secondary schools were able to share their experiences. Information from high schools in other states that have implemented PBS was also shared with the group. Since this was a planned presentation and discussion session, it was good that results illustrated that participants felt their views were heard and respected (av. 4.65).

Overall, questions regarding the breakout sessions received reassuring average responses ranging from 3.5 – 4.96. Like the keynote presentation, due to time constraints not all sessions had time for questions and answers, and this was reflected in some of the averages and comments.

**Table 4**

**PBS State-Wide Conference Evaluations**

Choosing a number between 1 indicating “Strongly Disagree” and 5 indicating “Strongly Agree” indicated responses to the following statements.

N=Number of Evaluations

Av.=Average of Responses

**Key Note Presentation**

1. Objectives and outcomes of the session were clear.

<b>Number of Responses</b>	<b>Average Response</b>
79	4.37

2. Information was understandable and clearly explained.

<b>Number of Responses</b>	<b>Average Response</b>
79	4.53

3. This session has allowed me to extend my knowledge/understanding of the topic.

<b>Number of Responses</b>	<b>Average Response</b>
79	4.23

4. Views of participants were heard and respected.

<b>Number of Responses</b>	<b>Average Response</b>
54	3.63

5. I would willingly attend a session led by this person(s) again.

<b>Number of Responses</b>	<b>Average Response</b>
78	4.32

### Break-out Session #1 Presentation

1. Objectives and outcomes of the session were clear.

<i>Q &amp; A with Ted Carr</i>		<i>Welcome to PBS</i>		<i>More to Behavior</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
7	3.71	13	4.62	58	4.31

2. Information was understandable and clearly explained.

<i>Q &amp; A with Ted Carr</i>		<i>Welcome to PBS</i>		<i>More to Behavior</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
7	4.43	13	4.62	58	4.19

3. This session has allowed me to extend my knowledge/understanding of the topic.

<i>Q &amp; A with Ted Carr</i>		<i>Welcome to PBS</i>		<i>More to Behavior</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
7	4.14	13	4.62	58	4.16

4. Views of participants were heard and respected.

<i>Q &amp; A with Ted Carr</i>		<i>Welcome to PBS</i>		<i>More to Behavior</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
7	4.71	13	4.69	58	3.74 (20 N/A)

5. I would willingly attend a session led by this person(s) again.

<i>Q &amp; A with Ted Carr</i>		<i>Welcome to PBS</i>		<i>More to Behavior</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
7	4.57	13	4.62	58	4.22

**Break-out Session #2 Presentation**

1. Objectives and outcomes of the session were clear.

<i>Solution Circles</i>		<i>The Missing Link</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
24	4.96	47	4.02

2. Information was understandable and clearly explained.

<i>Solution Circles</i>		<i>The Missing Link</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
24	4.96	47	3.67

3. This session has allowed me to extend my knowledge/understanding of the topic.

<i>Solution Circles</i>		<i>The Missing Link</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
24	4.96	47	3.50

4. Views of participants were heard and respected.

<i>Solution Circles</i>		<i>The Missing Link</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
24	4.96	47	3.74

5. I would willingly attend a session led by this person(s) again.

<i>Solution Circles</i>		<i>The Missing Link</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
24	4.96	47	3.52

### **Break-out Session #3 Presentation**

1. Objectives and outcomes of the session were clear.

<i>Secondary Level PBS</i>		<i>Family School Conferencing</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
20	4.55	35	4.60

2. Information was understandable and clearly explained.

<i>Secondary Level PBS</i>		<i>Family School Conferencing</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
20	4.45	35	4.80

3. This session has allowed me to extend my knowledge/understanding of the topic.

<i>Secondary Level PBS</i>		<i>Family School Conferencing</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
20	4.30	35	4.49

4. Views of participants were heard and respected.

<i>Secondary Level PBS</i>		<i>Family School Conferencing</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
20	4.65	35	4.08

5. I would willingly attend a session led by this person(s) again.

<i>Secondary Level PBS</i>		<i>Family School Conferencing</i>	
<b>Number of Responses</b>	<b>Average Response</b>	<b>Number of Responses</b>	<b>Average Response</b>
20	4.55	35	4.65

### **PBS Conference Overall**

1. The physical accommodations were conducive to learning.

<b>Number of Responses</b>	<b>Average Response</b>
73	4.29

2. The meeting climate was positive.

<b>Number of Responses</b>	<b>Average Response</b>
73	4.68

3. Appropriate audio-visual materials were used to enhance the understanding of the topic.

<b>Number of Responses</b>	<b>Average Response</b>
73	4.51

## **Positive Behavior Support Trainings**

### *Functional Behavioral Assessment and Behavior Support Plan Training*

In response to requests for further training and assistance in the area of individual behavior supports, CDS and DOE held a two-day train-the trainer session in Functional Behavioral Assessment and Behavior Support Plans in April of 2003. Because the goal for the training was to build capacity within our PBS districts, the districts were asked to send at least 3 people. These participants were also asked to have permission from their supervisor to train at least 2 times during the course of the year and could thus become a resource for additional training and support needs within their own district. Participants included personnel from the following school districts: Christina, Colonial, Cape Henlopen, Indian River, and Appoquinimink. Unfortunately, the participants in this training were not all aware of the training expectations, despite the information about the requirements that went out to district representatives. However, overall response to the training (see Table 5) was still positive and everyone participated in the trainer activities on the second day.

### ***PBS School-Wide Team Training***

Facilitating change at the school-wide level has continued to be a primary goal for the project. Last year saw significant growth and increased interest from schools in developing school-wide programs. In order to manage this increasing demand, the project looked for successful capacity-building models from other states with large-scale implementation. The work that has been done expanding school-wide PBS within the state of Illinois is impressive and nationally recognized. Collaboration with the Illinois PBS project began in the spring of 2003 after the director, Lucille Eber, came to

Delaware to give a presentation supported by the FACT project. She offered to assist the state project staff with developing its own system in Delaware to manage increased demand for school-wide training and facilitation.

This plan began with offering new school-wide team training to multiples schools over the summer. A separate day of training was also offered to work with representatives from school and district teams who were leaders and facilitators of the process. These leaders are referred to as Coaches. One of Dr. Eber's staff, Steve Romano, delivered both days of training. The school-wide team training provides an introduction to the process of school-wide PBS through a structured session that involves problem-solving and action planning among school-based teams to design and implement positive behavior system for all students. During the coaches training day participants were introduced to PBS facilitation strategies and procedures to prepare, support and guide schools in the implementation of school-wide, targeted and intensive interventions. Both days of training were received very well as illustrated in Table 6. The group really responded favorably to our guest presenter, and is looking forward to further trainings in targeted and intensive behavior supports.

**Table 5**  
**PBS FBA/BSP Training Evaluations**

Choosing a number between 1 indicating “Strongly Disagree” and 5 indicating “Strongly Agree” indicated responses to the following statements.

N = Number of Evaluations  
Av. = Average of Responses

- Objectives and outcomes of the session were clear.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.65	19	4.79

- Information was understandable and clearly explained.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.63	19	4.68

- This session has allowed me to extend my knowledge/understanding of the topic.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.21	19	4.47

- The physical accommodations were conducive to learning.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.38	19	4.63

- Presenter(s) were responsive to participants needs.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.58	19	4.84

6. Session provided information that was helpful to me and to my work.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.54	19	4.79

7. The meeting climate was positive.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.75	19	4.89

8. I would willingly attend a session led by this person(s) again.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.58	19	4.84

9. The topics and information were relevant.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.58	19	4.79

10. Views of participants were heard and respected.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.71	19	4.89

11. Appropriate audio-visual materials were used to enhance the understanding of the topic.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.65	19	4.84

12. The level of participation was appropriate.

<b>4/8/03</b>		<b>4/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
24	4.57	19	4.89

**Table 6**  
**PBS School-Wide/Coach Training Evaluations**

Choosing a number between 1 indicating “Strongly Disagree” and 5 indicating “Strongly Agree” indicated responses to the following statements.

N = Number of Evaluations  
Av. = Average of Responses

- Objectives and outcomes of the session were clear.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.62

- Information was understandable and clearly explained.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.70

- This session has allowed me to extend my knowledge/understanding of the topic.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.64

- The physical accommodations were conducive to learning.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	4.60	47	4.02

- Presenter(s) were responsive to participants needs.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.64

6. Session provided information that was helpful to me and to my work.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.64

7. The meeting climate was positive.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.64

8. I would willingly attend a session led by this person(s) again.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.68

9. The topics and information were relevant.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.74

10. Views of participants were heard and respected.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.68

11. Appropriate audio-visual materials were used to enhance the understanding of the topic.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	5.0	47	4.55

12. The level of participation was appropriate.

<b>7/8/03</b>		<b>7/9/03</b>	
<i>N</i>	<i>Av.</i>	<i>N</i>	<i>Av.</i>
10	4.90	47	4.66

### **PBS Summer Institute**

One of the tasks for Year 4 of the PBS Project was to hold a Summer Institute in Positive Behavior Supports as had been done the previous summer. The Core Team agreed that the SIPBS would be comprised of the four, three-credit courses that had been successful the year before. The majority of courses packaged together for SIPBS were already standard, established University of Delaware three credit courses. Offered again this year was the course in Person-Centered Planning developed and taught by Brian Touchette and Mary Ann Mieczkowski. The courses chosen were offered at a variety of times during the summer months, at various times of day, and the length of time the course took to complete.

The person-centered planning course provided training through an interactive and creative approach using the tools of MAPS (Making Action Plans), PATHs (Planning Alternative Tomorrows with Hope), and Circles of Friends. Participants learned a variety of ways to assist a group to work more collaboratively. This process can be used to support children with challenging behaviors or to assist any individual in realizing their hopes and dreams. Team building and problem solving skills were components of this course.

A very popular course was Family-school Collaboration and Problem Solving. This course was designed to provide educators an opportunity to apply family-school collaboration methods, a collaboration model that seeks to improve dyadic and family-school relationships. Specific attention was given to the contrasts between traditional methods of parent involvement and this framework for viewing children and their

families differently and employing strategies essential to effective relationships and problem solving.

Another course offered was Techniques For Behavior Change, which studied behavior analytic techniques as an important component of effective instruction. The goals of the course were to teach (a) the principles of behavior analysis, (b) the ways in which these principles can be applied in educational settings to influence the academic and social behaviors of children with disabilities and those without disabilities, and (c) the ways in which the success of these applications can be evaluated and refined. Students were taught systematic procedures drawn from classroom-based research in education and school psychology that can be used to increase the strength of students' desirable skills and decrease the strength of their inappropriate behaviors in order to create positive learning environments in the classroom. Guidelines for the ethical use of these procedures were also discussed. Through a practicum project, the participant obtained information that would assist him/her in determining the triggers and functions of a student's problem behavior in a classroom setting. Then the course participants designed and implemented a positive behavioral intervention intended to replace the problem behavior with appropriate behavior and interpreted the outcomes of the intervention.

The final course affiliated with SIPBS was Discipline and Classroom Management, which provided a critical examination of conceptual models of classroom management and of strategies for influencing the classroom attitudes, dispositions, and behaviors of students. Emphasis was placed on learning practical strategies, derived from developmental theory and supported by empirical research, for preventing and correcting

behavior problems in the classroom and for promoting social, emotional, and moral development. Approaches included linking intervention to the assessment of child and environmental characteristics, focusing on proactive classroom management, and developing social problem solving and social decision-making skills. In addition, ethical and legal issues related to school discipline were discussed, including the goals of education, federal requirements for children with disabilities, and the importance of integrated and comprehensive services for responding to the needs of children with serious emotional and behavioral problems.

A PBS Project Summer Institute Participant Survey was distributed to course participants again this year. The motivation behind the survey was to gain information on the demographics of the course participants, to see how they found out about course offerings, and to get a basic feel for how the courses were received. The evaluations were completed by participants in all but one of the courses offered in the SIPBS. Aggregated data from the University of Delaware's standard course evaluation was collected for all of the SIPBS courses. Both sets of evaluations provided positive, helpful information to the Core Team to aid in the development of the next PBS Summer Institute. The information gathered shows that the vast majority of participants were residents of New Castle County, and were not attending specifically because of PBS project endorsement. Thus, next year the summer institute is likely to be offered in two different formats to capture a wider audience.

## Results

- 77 Questionnaires returned.
- 69/77 Questionnaires returned were from teachers.
- 66/77 Questionnaires returned were from New Castle County.
- Average experience of participants: 6 years
- Question: How did you find out about this course?
  - 37 students found out about the course through the University Catalog
  - 20 students found out about the course through the University Web Page
  - 1 students found out about the course through a PBS brochure
  - 28 students found out about the course through other means

PBS Project Survey questions were answered using the following scale:  
1- strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree.

<b>PBS Survey Questions</b>	<b>Scale Options</b>	<b>Average</b>
The course content was consistent with my expectations given the course description.	1 2 3 4 5	<b>1.4</b>
The course content was relevant to my job responsibilities.	1 2 3 4 5	<b>1.4</b>
I would recommend this course to others.	1 2 3 4 5	<b>1.4</b>

U of D Survey questions were answered using the following scale:  
 A(1) – Excellent; B(2) – Good; C(3) – Average; D(4) – Poor; E(5) - Unsatisfactory

<b>U of D Evaluation Questions</b>	<b>Scale Options</b>	<b>Average</b>
Clarity of course objectives	A B C D E	<b>1.2</b>
Organization of course content and activities	A B C D E	<b>1.3</b>
Relevance of course to your professional goals	A B C D E	<b>1.3</b>
Overall evaluation of amount learned in course	A B C D E	<b>1.3</b>
Overall evaluation of course	A B C D E	<b>1.3</b>
Overall evaluation of instructor	A B C D E	<b>1.3</b>

## **PBS Star Schools Update**

As in the 2001-2002 school year the PBS Project was pleased to award two schools with the PBS Star School Award. There is not a limit placed on the number of schools that can be awarded this honor; however schools must meet the criterion set by the PBS Core Team.

- School-wide Evaluation Tool (SET) mean score of 80% or higher and 80% or higher for Behavioral Expectations Taught
- School team meets monthly and is representative of the entire school
- School team uses data to make decisions
- School team uses more than one data source to evaluate program effectiveness (e.g. discipline data and school climate data)

The first school awarded was Harlan Elementary, serving grades four through six, from the Brandywine School District. This is Harlan's second year receiving this award from the state PBS Project. This school has been implementing school-wide PBS since fall 2000 and has seen dramatic decreases in the average number of discipline referrals per day per month. (See Figure 1) Harlan has also begun to evaluate their academic performance data in relation to their PBS program. The second school to receive this award was Keene Elementary School, serving grades kindergarten through four, in the Christina School District. Keene started implementation of school-wide PBS at the beginning of the 2002-2003 school year and saw immediate improvements in their time-out referral data. (See Figure 2) Keene also evaluated their school climate and used the information to guide further development of their school-wide system. The PBS Star School Award means a lot to the PBS State Project as well as its stakeholders. The

recognition of the PBS Star Schools has proven to be quite a motivator for implementing schools and has generated interested from many schools who wish to come aboard. The Core Team is looking forward to awarding many more schools in the future.

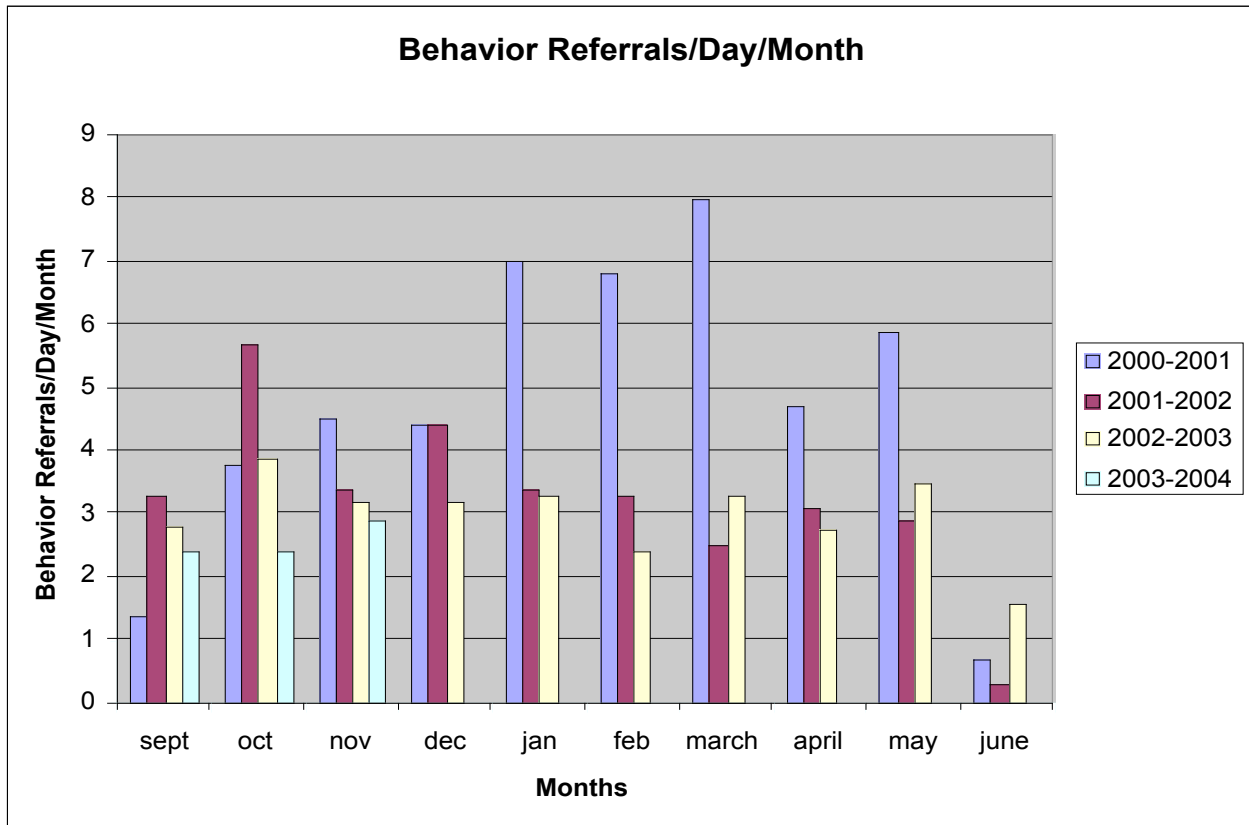


Figure 1– Harlan Elementary School’s average behavior referrals/day/month comparison from fall 2000 through fall 2003.

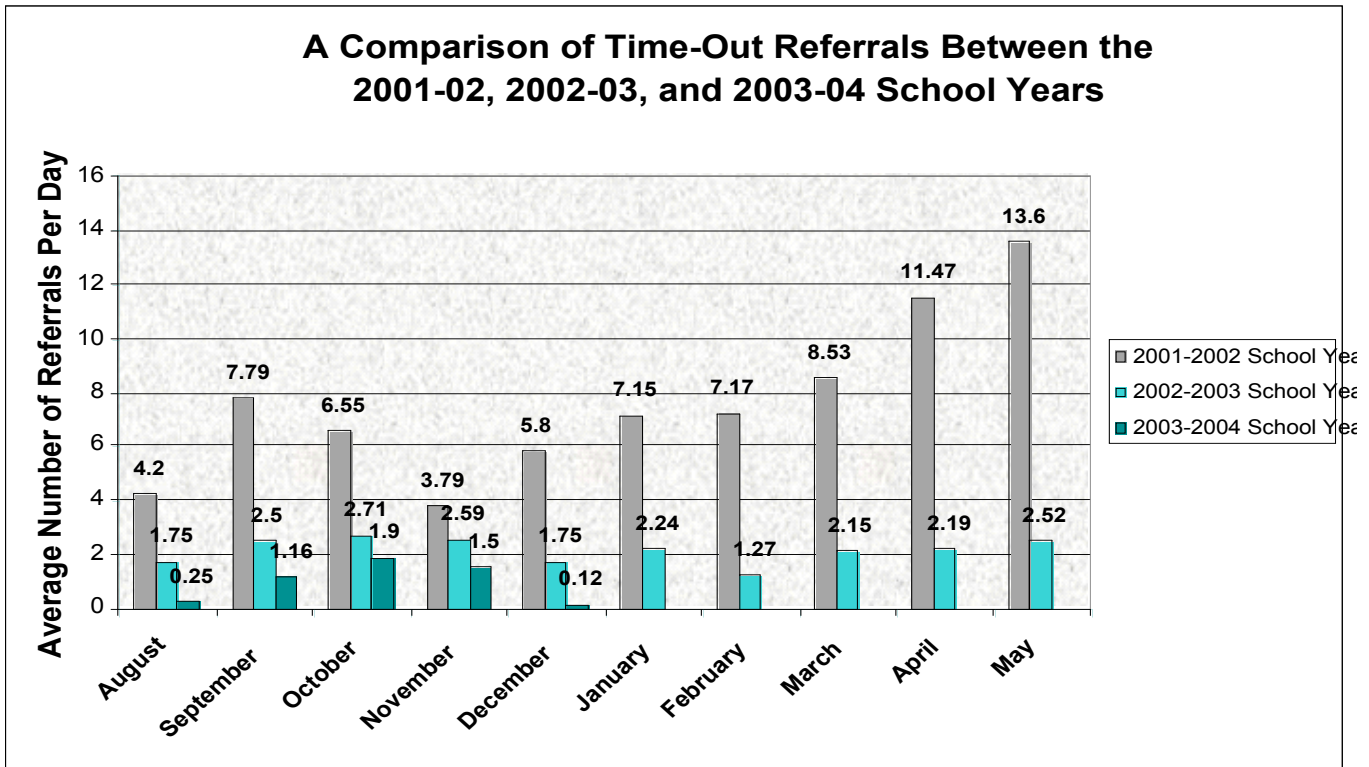


Figure 2: Keene Elementary School’s average time-out behavior referrals/day/month comparison from fall 2001

## **School-Wide Evaluation Tool**

### *The Purpose*

Project staff recognized a growing need to be able to objectively evaluate the extent to which schools were implementing School-wide PBS and determine whether schools termed “PBS schools” in fact demonstrated the critical elements of PBS. The Core team selected the School-Wide Evaluation Tool (SET), developed at the University of Oregon, to use for this purpose because it is a “a research-validated instrument that is designed to assess and evaluate the critical features of school-wide effective behavior support across an academic school year” (Todd, Lewis-Palmer, Horner, Sugai, Sampson, and Phillips. 2003). At the end of the school year members of the PBS Core Staff conducted the SET at seven schools. The evaluations were primarily done at schools that have already developed a PBS School-Wide System, but included two schools which did not have a system in place yet to provide comparison and baseline data. The information gathered during the SET can be used for the following purposes:

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

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

sustainability over time.” (Todd, Lewis-Palmer, Horner, Sugai, Sampson, and Phillips. 2003)

### *The Evaluation Process*

Through a series of twenty-eight questions, the school is scored according to seven key areas of PBS and an overall mean SET score is calculated from these areas. This mean score provides a general index of implementation. To be considered implementing school-wide PBS, a general index score of 80% or higher is required as well as a score of 80% for the specific area related to teaching behavioral expectations. Data for the SET is collected through interviews, observations, and document review. An initial interview is conducted with a building administrator, followed by interviews with at least ten staff members, and very brief interviews with at least fifteen students. Raters observe common areas and classrooms throughout the building for the posting of school rules/expectations and for a posted or easily accessible crisis plan. The documentation that is reviewed include: the school improvement plan, discipline handbook, PBS Action Plan, social skills instructional materials, office referral form and data reports, and lesson plans for teaching school rules and use of the reinforcement system. The administrator interview and the document review guide the specific phrasing of student and staff interview questions and the evaluation of the students’ and staffs’ responses.

Following the administrator interview the student and staff interviews take place during the lunchtime hours to assure no interruption of instructional time. Before any questions are asked, the interviewers introduce themselves and state why they are asking questions and that the interviewee can choose not to answer any questions at any time. The staff members are asked a brief set of questions to determine their knowledge of the

PBS school rules, the reinforcement system, and the overall discipline system. If a staff member participates on the school PBS team, they are asked a few questions about the team activities. The student interviews are very simple and only involve two questions. The children are asked to state the school rules and to let their interviewer know if they have received a school reinforcer in the last two months. The complete SET is located in Appendix A.

Initially, responses to interview questions are recorded separately by the 2-3 interviewers and compared when scoring for inter-observer reliability. The scoring for the document review and observation data is also done together. After the results are calculated the interviewers compile a written report summarizing the results in the seven evaluation areas. The report always notes that while there are multiple sources of information utilized in this evaluation, it is important to remember that this is just one data source and should be considered in conjunction with other measures such as office discipline referrals and staff surveys.

### *The School Results*

As previously mentioned the SET was conducted at seven schools and scores were collected to evaluate the progress of a school-wide Positive Behavior Support system. The SET was conducted in the following PBS schools: Wilson and Keene Elementary schools from the Christina School District, and Brandywood, Harlan and PS duPont Elementary schools from the Brandywine School District. Other SET's were completed at schools without a school-wide PBS system in place at that time. All results from the evaluations that will be reported below will remain anonymous, as schools will be randomly assigned a letter.

The Overall SET score is based on seven features of school-wide positive behavior support with an overall mean score across these seven domains. The different indexes are described individually in further detail in the sections that follow.

The first of the seven areas evaluated is titled Behavioral Expectation Defined. A scale of 0-2 is used for each of the two questions asked in this area, resulting in a possible total of 4 points based on agreement of 3-5 positively stated school rules or behavioral expectations and the public posting of these rules for various school locations. Overall, the PBS schools evaluated received an average of 75 % in this area as compared to 0% received by the non-PBS schools.

PBS School A has four agreed upon positively stated behavior expectations or rules and they were found to be posted several places along with other examples of some positively stated expectations. School B also has four school rules, but they were not publicly placed in as many locations as required for full credit. Like school B, school C had their three positive rules posted in only a few areas. School D earned full credit for their four defined rules placed throughout the building. Finally, School E received 3 out of 4 total points in this area for their 3 expectations posted in 5-7 places.

The non-PBS schools evaluated received an average score of zero percent in this area because without a PBS program in place, the rules of a school are usually not stated in a positive framework as required by PBS, nor are these positive rules posted. However in the schools there are several positively stated, encouraging posters and statements that lend to an overall positive school environment.

Area number two is Behavioral Expectations Taught and is evaluated on a scale of 0-2 for 5 questions resulting in a possible total of ten points. In this category, the

scores are based on the following criteria: a documented system in place for teaching the school rules on an annual basis, 90 % of the staff state that they have taught the school rules this year, 90 % of PBS school team members state that the school-wide program has been taught or reviewed with the staff, at least 70% of 15 or more students can state 67% of the school rules, and 90% or more of the staff asked can list 67% of the school rules. Overall, the PBS schools evaluated received an average of 66 % in this area as compared to 0% received by the non-PBS schools.

School A had 77% of the staff members interviewed. Staff stated that they had taught the behavioral expectations to students in the past year, which would indicate that staff feel this is an important area to focus on. Also, when staff members were asked to list the school expectations, 85% were able to at least state three of the four expectations. There is not a documented system for actively teaching the behavioral expectations to the students. The school-wide PBS program would benefit from forming sample lesson plans for teaching the rules in all locations, and creating a schedule for teaching these during the very first days or weeks of school. This would also likely improve the number of students who are able to state the school expectations. 63% of students interviewed were able to state at least three of the four expectations. Of the two school PBS team members interviewed, both confirmed that the school-wide program had been taught and reviewed with the staff this past year.

At School B 80% of the staff members interviewed stated that they had taught the behavioral expectations to students in the past year. Also, when staff members were asked to list the school expectations, 70% were able to state three or more of the four expectations. There is not a documented system for actively teaching the behavioral

expectations to the students. 63% of students interviewed were able to state at least three of the four expectations; however the students that were able to recite the rules appeared to be reading them directly off of a poster in the lunchroom. Of the five PBS team members interviewed, all confirmed that the school-wide program had been taught and reviewed with the staff this past year.

The staff at school C reported that they taught the school rules; however, there is currently not a uniform, documented system for teaching behavioral expectations. During the interviews, only 67% of staff members and 48% of students interviewed were able to state at least 2 of the 3 expectations. There were, however, some differences between grade levels of students asked. While 80% of third graders were able to state at least 2 of the expectations (a percentage which, had it been overall, would have yielded a score of 2 on this item), only 20% of second graders and 17% of first graders were able to do so. The younger students were more inclined to answer with more specific (negatively stated) rules, like “no running in the halls,” “no throwing food,” and “don’t hit anyone.”

Evaluation at school D resulted in 80% of the staff members interviewed stating that they had taught the behavioral expectations to students in the past year. When staff members were asked to list the school expectations, 80% were able to at least state three of the four expectations. 80% of students interviewed were able to state at least three of the four expectations. Of the three school PBS team members interviewed, all confirmed that the school-wide program had been taught and reviewed with the staff this past year.

In this area school E received a perfect score due to the active teaching by the staff and the ability of all staff and students interviewed to state the expectations.

The non-PBS schools received an average score of zero percent in this area simply because if there are no agreed upon positively stated school-wide expectations, the staff cannot be actively teaching these rules or recited by staff and students. This is not to suggest that these staff were not teaching meaningful and important rules, but only that consistency of expectations taught is not evident.

The third area evaluated is titled On-going System for Rewarding Behavioral Expectations and on a scale of 0-2 a score is given for 3 questions resulting in a possible total of six points. The questions scored in this area are based on a documented system in place for rewarding student behavior, if 50% or more of students interviewed state that they had received a reward for expected behaviors over the past two months, and if 90% of the staff indicate that they have given out rewards to students for expected behaviors in the past two months. Overall, the PBS schools evaluated received an average of 86.6 % in this area as compared to 41.5% received by the non-PBS schools.

School A received a perfect score for this section on reward systems by having a documented system for rewarding students meeting the school expectations. Randomly selected students were asked if either they individually, or their class, had received a reward for following the school-wide rules and 81% of the students answered yes. All of the staff members interviewed stated that they had delivered an award in the last two months.

School B also has a system in place for rewarding students' good behavior, however it is not officially documented. 56 % of the students asked stated they had received a reward for following the school-wide rules. 90% of the staff members interviewed stated that they had delivered an award in the last two months.

School C and D also have creative systems for reinforcing student behavior, but again the plans are not documented. 100% of the staff and students from each school stated that they have delivered or received a reinforcer in the past two months.

Finally, School E received full credit in the section for the clear system for rewarding student behavior that is in regular use. Students consistently reported receiving the school's reinforcer and staff also reported having given out rewards in the last two months.

The non-PBS schools received an average score of 41.5 percent in the area of reinforcing behavior. This section received a score of 33%.

A System for Responding to Behavioral Violations is the fourth area evaluated on a scale of 0-2 a score is given for 4 questions resulting in a possible total of eight points. The questions scored in this area are based on a documented system in place for dealing with and reporting specific behavioral violations, if 90% of staff interviewed agree with administration on problems that are office-managed vs. classroom-managed, if there is a documented crisis plan for responding to extremely dangerous situations posted in specific locations, and 90% of staff asked agree with administration on the procedure for handling an extreme emergency. Not surprisingly there is little difference between the PBS schools and the non-PBS schools evaluated for this section since most schools strive to have agreement about responding to behavior violations, whether they are working towards instituting more positive, preventative measures or not. The PBS schools average is 60.4% where the non-PBS schools average is 69%.

School A received 5 out of 8 possible points in this violence response area. The interviews with staff members revealed some discrepancies in the agreement as to what

behavioral violations should be sent to the office versus what should be handled in the classroom. However there is a documented system for dealing with and reporting specific behavioral violations in the Student Code of Conduct. Also documented is a crisis plan for responding to extreme, dangerous situations. The crisis plan was found to be posted or on-hand in 4 of the 7 areas looked at. The staff was in total agreement with the principal when asked about the procedure for handling an extreme emergency, such as a stranger in the building with a gun.

Five out of eight points were also earned by school B through having a clear documented system for reporting and dealing with specific behavioral violations as well as a documented crisis plan for responding to extreme situations, in the form of a flipbook that lists the various extreme situations and the reactionary steps one would take. However, only 30% of staff asked agreed with administration on the procedure for handling extreme emergencies. During the administrator interview, the principal identified Code of Conduct infractions as what type of behavior problems that teachers should refer to the office. The staff were in general agreement about what types of behavior problems would be sent to the office; however, only 20% of the teachers asked referred to the Code of Conduct, and other staff listed some of the specific Code violations as those behaviors that they would refer to the office.

At school C 100% of the staff were in agreement with the administrator regarding office referrals as all of the teachers interviewed mentioned at least one of these behaviors. The school has developed a crisis plan however it was not readily visible/available in most locations observed. 75% the staff interviewed were able to

identify what they would do in the event a stranger with a gun came into the building, but none of them invoked the crisis plan as an information source.

School D received a lower score than the other schools evaluated because of a lack of standard crisis plan in place. However, there is a very clear documented system for reporting and dealing with specific behavioral violations. Staff was in partial agreement about what types of behavior problems would be sent to the office.

Six of eight points were earned for school E on this evaluation area. There was a strong degree of consistency between staff and administration responses for what violations are handled by the office.

The non-PBS schools had a strong level of agreement as to what behavioral violations should be sent to the office. The schools each had a comprehensive crisis code and response system and the consistency of staff response regarding this was very impressive.

Area five evaluates Monitoring & Decision-Making on a scale of 0-2 a score is given for 4 questions resulting in a possible total of 8 points. The questions scored in this area are based on the use of a comprehensive referral form, a clearly defined system for collecting and summarizing discipline referrals, sharing of discipline data summary to staff at least three times a year, and 90% of team members reporting that data is used for making decisions to impact their school-wide program. Overall, the PBS schools evaluated received an average of 97.6 % in this area as compared to 38% received by the non-PBS schools.

A perfect score was earned in this area for schools A, C, D, and E since the information obtained through their thorough referral form is documented in a database

system. Also, the administrator stated that the school PBS team provides discipline data summary reports to the staff at least once a month. The PBS team members interviewed reported that the discipline data is used for making decisions in designing, implementing, and revising school-wide behavior support efforts. School B only differs from the others in this area because fewer than 90% of the PBS team members interviewed reported that the discipline data is used for making decisions in designing, implementing, and revising school-wide behavior support efforts.

Non-PBS Schools received 3 out of 8 points in this area of monitoring and decision-making. The schools do collect office discipline referral data, but their referrals do not include all the components listed on the SET. However, the data is not currently being used on a school-wide level to make decisions and is not being shared regularly with all staff.

Management is the sixth area of the SET measured on a scale of 0-2 a score is given for 8 questions resulting in a possible total of 16 points. The questions scored in this area are based on the following:

- The school improvement plan listing improving behavior support systems as one of the top 3 goals
- 90% of staff report that there is a school-wide team established to address behavior support systems in the school.
- The administrator reports that:
  - the school team meets at least monthly and is representative of all staff,
  - that he/she is a member of the team who attends consistently, and
  - the team reports progress to the staff at least four times a year.

- 90% of the school PBS team members can identify the team leader.
- The team has an action plan with specific goals that is less than one year old.

Overall, the PBS schools evaluated received an average of 96.4 % in this area as compared to 23% received by the non-PBS schools.

Schools C, D and E earned all 16 points as they fully complied with all of the areas listed above. School A received a high score as well only losing two points for needing a more formalized action plan and a more representative PBS Team. School B also scored very well in this area only losing one point because the school team did not meet on a monthly basis.

The non-PBS Schools only received two of the possible 16 points in this Management section of the evaluation. This is largely a result of the fact that there is no team in the schools that address school-wide discipline and several of the items in this section refer to the activities such a team would be involved in.

The seventh, and final, area of the SET evaluates District-Level Support on a scale of 0-2 a score is given for 2 questions resulting in a possible total of 4 points. The questions scored in this area are based on the school budget containing an allocated amount of money for building and maintaining a school-wide support system, and if the administrator can identify an out-of-school liaison in the district or state. There is only a slight difference between PBS schools evaluated and the non-PBS schools, which is surprising due to the nature of the questions. A possible explanation could be the way that the questions are worded would lend a non-PBS school to answer in the same manner as a PBS school. The PBS schools average is 70% where the non-PBS schools average is 75%.

School A received 2 of the four points available because the principal was unaware of the out-of-school liaisons in the state or district available for support with PBS system development and maintenance. Fortunately this school has the benefit of having internal staff members that are very knowledgeable about the process. This school also benefits from a budget that contains an allocated amount of money for building and maintaining the school-wide behavior support system. Conversely, schools C and D earned their two points by identifying out of school supports from the district or state, but unfortunately there is no money allocated in their school budget. Lastly, schools B and E received all four points for identifying supports and having budget money for PBS in their schools.

The overall average percent comparison between PBS schools (80 %) and non-PBS schools (35%) is very telling about the valuable components a PBS school contains, the strengths these schools possess, and areas that can be improved upon.

**Average School-Wide Evaluation Tool (SET) Results Spring 2003**

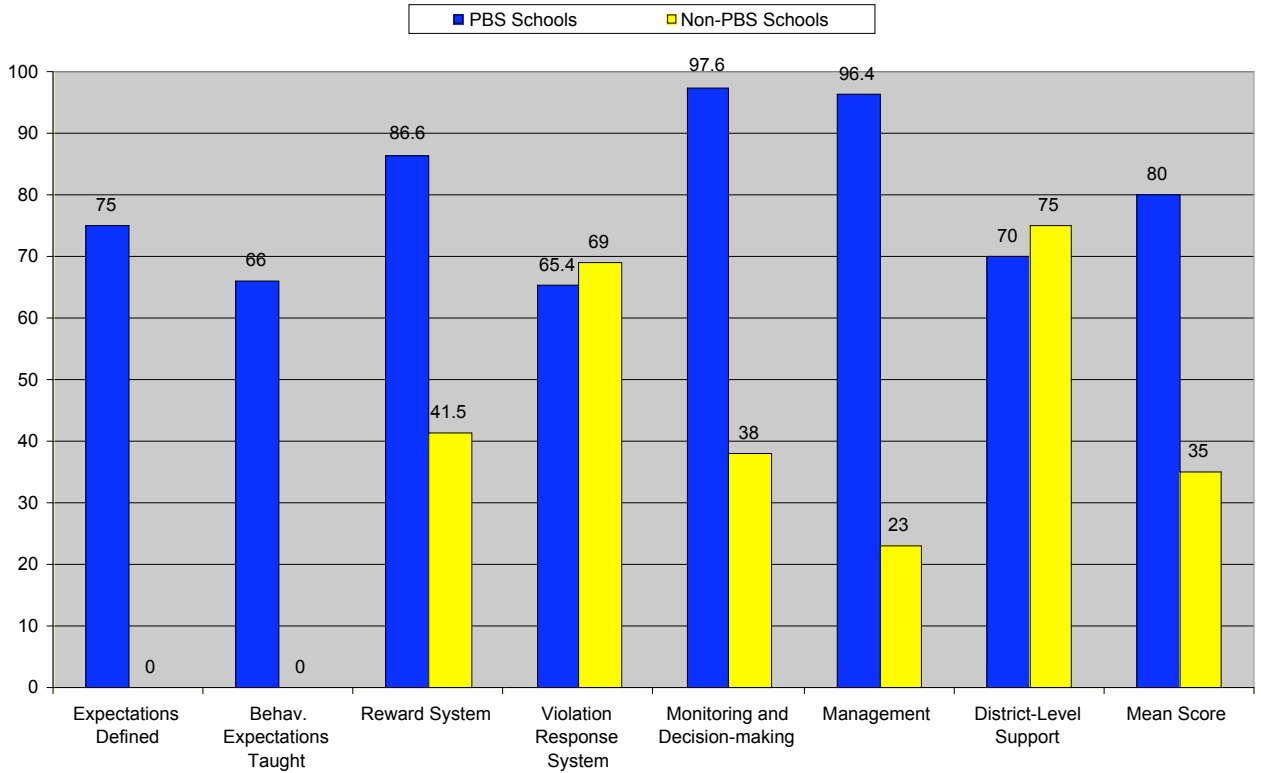


Figure 3: Comparison graph representing the average score received in the seven areas of the SET and the overall average score for PBS Schools and non-PBS Schools.

### **Plans for Year 5 of PBS Initiative**

Year 5 (2003 – 2004) of the PBS Project promises to be another year of continued growth in the use of Positive Behavior Support throughout Delaware schools. With this further expansion the need for training and technical assistance will continue. The goal set for the upcoming year is to focus the training and assistance to 16 additional schools as they develop school-wide systems and collect and analyze data related to student behavior and school climate. In order to adequately support the number of PBS schools in Delaware, a coach system is being adopted. Schools and districts will be asked to provide an internal and/or external coach to serve as a direct contact for assistance and as a liaison between the state and the districts or schools. The PBS Core group will provide additional training and collaborative meeting time for the state coaches to support them in their new roles.

The PBS State Team will continue to meet five times over the next year with the goals of continued collaboration among districts and state agencies, and continued information sharing on topics such as classroom management and tying PBS in with character education in schools. Many of the state team members will also participate with school teams in the series of training being offered through collaboration with the Illinois State PBS Project. The training will take place over 6 days in the 2003-2004 year and will focus on three main areas: school-wide universal team training, targeted team training, and intensive team training.

The school-wide universal team training is an introduction to PBS process. This two day workshop will provide a structure for problem-solving and action planning among school-based teams to design and implement school-wide positive

discipline/behavior systems for all students. Through the time together school teams will work to develop the basic components of their school-wide PBS system. The Targeted Team training is an introduction to the concepts and process of developing targeted interventions for managing behavior for groups of students and individuals with more intensive needs. The Intensive/Wraparound Training will work with teams of school personnel who primarily work with students with chronic needs. These teams will be provided with the concepts of the wraparound process and how it works with the PBS system for students with intensive behavioral challenges.

The training being provided in the upcoming year along with the planned Summer Conference in PBS will serve as a major component in the hours required for the Professional Development Clusters in PBS. The Professional Standards Board has already approved the application for the School-Wide PBS Cluster, and the Individual-Level PBS Cluster application is almost completed and will be submitted at the earliest date possible. The cluster will give active school-wide PBS teams the opportunity to receive a 2% raise after completing a total of 90 hours in various group and individual activities regarding implementation of a school-wide PBS program, cultural competency, and family-school collaboration. The school wide cluster builds on the Delaware Professional Teaching Standards for best practices in education, as it will help teachers learn effective ways to respond to challenging behavior. The school-wide approach to positive behavior supports will foster teachers' awareness of the components of a positive school climate, and encourage cooperation and communication between educators, administrators, students and families.

Carrying over from Year 4 of the PBS Project is the continued focus on data collection and evaluation. At the school-level the data is vital in making good, databased decisions for the school program as a whole and for individual students. The goal is to support schools in utilizing additional evaluation measures in addition to office referral and suspension data. The PBS Core group plans to continue to use the School-Wide Evaluation Tool (SET) developed by staff at the University of Oregon, and supplemented by PBS Core University of Delaware staff, to obtain implementation data for at least 20 schools. Progress made with a school's PBS program can also be evaluated through the Effective Behavior Support (EBS) survey that is completed by staff members. Schools are encouraged, and through the cluster are required to, administer school climate surveys to the staff, students and parents.

Continued efforts will be made to disseminate information about Positive Behavior Support throughout the state. PBS will be publicized through the delivery of information sessions, PBS overviews, project updates and school success stories to multiple groups and stakeholders throughout the state including parent organizations, district administrator meetings, state agency meetings and conferences. To support people active with PBS in Delaware the project plans to expand its PBS resources and make them accessible state-wide. Plans include adding resources to the PBS webpage, creating a database of currently used Character Education programs and where they are used, and creating a lending library of PBS materials including books and videotapes. Beyond the state level, a major goal is to promote the work of Delaware through article submissions to journals and proposals for conference presentations or poster sessions.

Continued and expanded collaboration with various state agencies and DOE initiatives is also included in the Year 5 plan. Steps are already being taken to tie PBS practices in with other state initiatives as well inviting various groups to participate in our meetings and trainings. The PBS staff will continue to work together with staff from the Families and Communities Together (FACT) Project for joint participation in the Intensive Team Wraparound training that will be provided in the upcoming year. Also, core leadership members will also participate with Delaware Services for Children, Youth and Families, Department of Education, and Department of Healthy and Human Services Coordination Group. This group is looking at providing the highest quality of support for Delaware's children through greater integration and coordination of services across departments, agencies, and settings.

## **Bibliography**

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*School-wide Evaluation Tool (SET) Implementation Manual*. University of Oregon.  
January 2003

## Appendix A

### **School-wide Evaluation Tool (SET)**

#### **Overview**

#### Purpose of the SET

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

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide 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 school-wide 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 school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

School-wide Evaluation Tool version 2.0, November 2001  
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Educational and Community Supports  
University of Oregon

**School-wide Evaluation Tool  
(SET)  
Implementation Guide**

School \_\_\_\_\_

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

<b>Step 1: Make Initial Contact</b>
<p>A. Identify school contact person &amp; 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 &amp; record below.</p> <p>Name _____ Phone _____</p> <p>Email _____</p>
<p><b><u>Products to Collect</u></b></p> <ol style="list-style-type: none"> <li>1. _____ Discipline handbook</li> <li>2. _____ School improvement plan goals</li> <li>3. _____ Annual Action Plan for meeting school-wide behavior support goals</li> <li>4. _____ Social skills instructional materials/ implementation time line</li> <li>5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)</li> <li>6. _____ Office discipline referral form(s)</li> <li>7. _____ Other related information</li> </ol>
<b>Step 2: Confirm the Date to Conduct the SET</b>
<p>A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student &amp; staff interviews, &amp; for reviewing the products.            Meeting date &amp; time: _____</p>
<b>Step 3: Conduct the SET</b>
<p>A. Conduct administrator interview.            B. Tour school to conduct observations of posted school rules &amp; randomly selected staff (minimum of 10) and student (minimum of 15) interviews.            C. Review products &amp; score SET.</p>
<b>Step 4: Summarize and Report the Results</b>
<p>A. Summarize surveys &amp; complete SET scoring.            B. Update school graph.            C. Meet with team to review results.            Meeting date &amp; time: _____</p>

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## School-wide Evaluation Tool (SET) Scoring Guide

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
<b>A. Expectations Defined</b>	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 P Other _____	
	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 O Other _____	
<b>B. Behavioral Expectations Taught</b>	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 P Other _____	
	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 I Other _____	
	3. 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%)	Interviews I Other _____	
	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 I Other _____	
	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 I Other _____	
<b>C. On-going System for Rewarding Behavioral Expectations</b>	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 P Other _____	
	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 I Other _____	
	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 I Other _____	
<b>D. System for Responding to Behavioral Violations</b>	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 P Other _____	
	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 I Other _____	

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Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
	3. Is the documented crisis plan for responding to extreme dangerous situations posted 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			
<b>E. Monitoring &amp; Decision- Making</b>	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)	Interview 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)	Interview Other _____ I			
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I			
<b>F. Management</b>	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 <sup>th</sup> or lower priority; 2 = 1 <sup>st</sup> - 3 <sup>rd</sup> priority)	School Improvement Plan, P Interview Other _____ I			
	2. Can 90% of staff asked report that there is a school-wide 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)	Interview 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 school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview 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)	Interview 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)	Interview Other _____ I			
<b>G. District-Level Support</b>	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 P Other _____			
	<b>Summary Scores:</b>				
	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide 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			
	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		

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## 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? (E2)
  - 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 school-wide discipline? If no, skip to # 19*

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- 13) Is your school-wide 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 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 school-wide behavioral support? (G1) Yes No

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## 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 school-wide 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 school-wide 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)  
(reward for appropriate behavior) (2 months ago)

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