School-wide Evaluation Tool (SET)
Assessing the Implementation of School-wide Discipline

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University of Oregon
Today’s objectives

• Learn about the SET and it’s purpose
• Learn how to conduct a SET
• Learn how to score the SET
• Exposure to what SET scores mean
| **R**  | **Respect** | Raise hand to talk  
Be prepared with materials |
|---|---|---|
| **O**  | **Others** | Refrain from side-talk  
Turn cell phone to ‘silent’ |
| **S**  | **Self** | Drink fluids  
Move around if needed |
| **E**  | **Environment** | Keep walkways clear  
Reuse & recycle  
Clean up area before leaving |
Purpose of SET

- Measures school-wide behavior support systems
  - implemented features
  - on-going efforts, over time
- Use for design & revision of procedures
- Research Tool
SET Features

( # of evaluation questions )

- Expectations defined  (2)
- Expectations taught  (5)
- Acknowledgment procedures  (3)
- Correction procedures  (4)
- Monitoring & evaluation  (4)
- Management  (8)
- District-level support  (2)
Activities for conducting the SET

• **Interviews**
  - administrator
  - 15 randomly selected students
  - 15 randomly selected staff
  - PBS team members

• **Observations**
  - school rules posted in 10 locations
  - Crisis procedure posted in 7 locations

• **Permanent Product Review**
  - school improvement goal, annual plan, implementation plan, referral form, & other written products
<table>
<thead>
<tr>
<th>Feature</th>
<th>Evaluation Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expectations Defined</strong></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>2. Are the agreed upon rules &amp; expectations publicly posted in 8 of 10 locations? (See interview &amp; observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)</td>
</tr>
<tr>
<td><strong>B. Behavioral Expectations Taught</strong></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>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%)</td>
</tr>
<tr>
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<td>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%)</td>
</tr>
<tr>
<td></td>
<td>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%)</td>
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<tr>
<td></td>
<td>5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)</td>
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</tbody>
</table>
## Feature Evaluation Question

<table>
<thead>
<tr>
<th>Feature</th>
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<tbody>
<tr>
<td><strong>C. On-going System for Rewarding Behavioral Expectations</strong></td>
<td></td>
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</tbody>
</table>
1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)  
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%)  
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%) |
<table>
<thead>
<tr>
<th>Feature</th>
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</thead>
<tbody>
<tr>
<td><strong>D. System for Responding to Behavioral Violations</strong></td>
<td>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)</td>
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<tr>
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<td>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%)</td>
</tr>
<tr>
<td></td>
<td>3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)</td>
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<td>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%)</td>
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<td>Feature</td>
<td>Evaluation Question</td>
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<tr>
<td></td>
<td>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, &amp; (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)</td>
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<td>2. Can the administrator clearly define a system for collecting &amp; summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)</td>
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<td>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)</td>
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<td>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%)</td>
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<td></td>
<td>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\textsuperscript{th} or lower priority; 2 = 1\textsuperscript{st}- 3\textsuperscript{rd} priority)</td>
</tr>
<tr>
<td></td>
<td>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%)</td>
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<td>3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)</td>
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<td>4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)</td>
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<td>5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)</td>
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<td>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)</td>
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<td>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)</td>
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<td>8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)</td>
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<tr>
<td>Feature</td>
<td>Evaluation Question</td>
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<tr>
<td><strong>G. District-Level Support</strong></td>
<td>1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)</td>
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<td></td>
<td>2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2= yes)</td>
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</tbody>
</table>
Administrator Questions

Discipline System

1. Do you collect and summarize office discipline referral information?  Yes  No  If no, skip to #4.

2. What system do you use for collecting and summarizing office discipline referrals? (E2)
   a. What data do you collect? __________________
   b. Who collects and enters the data? __________________

3. What do you do with the office discipline referral information? (E3)
   a. Who looks at the data? __________________
   b. How often do you share it with other staff? ______________

4. What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)

5. What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)
Administrator Questions: School Expectations

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)
Administrator Questions:
Data Systems and Team

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? (F3, F7) Yes No
19. If yes, how often? __________________________
20. Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
   a. If yes, who? ______________________________
21. What are your top 3 school improvement goals? (F1)
Staff/faculty Questions

1. What are the ___________________________ (school rules, high 5’s, 3 bee’s)? (B5)
   a. (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 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 Questions

1. What are the ____________________________
   (school rules, high 5's, 3 bee's)? (B4)
   a. (Define what the acronym means.)

2. Have you received a ________________________
   since ____________? (C2)
   (2 months ago)
### Interview & Observation Example #1

#### Interview and Observation Form

<table>
<thead>
<tr>
<th>What are the school rules?</th>
<th>Have you taught the school rules/behavior, exp. to students this year?</th>
<th>What types of student problems do you or would you refer to the office?</th>
<th>Is there a team in your school to address school-wide behavior support systems?</th>
<th>Are you on the team? If yes, ask:</th>
<th>Does your team use discipline data to make decisions?</th>
<th>Has your team taught/reviewed SW program/what staffing this year?</th>
<th>Who is the team leader/facilitator?</th>
<th>What are the rules? (school rules)</th>
<th>Have you received a child/parent feedback since Sept?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Harass</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>4</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>5</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<td>6</td>
<td>6/05</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
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<td>Y</td>
<td>N</td>
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<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<td>8</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<td>9</td>
<td>6/05</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<td>10</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
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<td>Fighting</td>
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<td>Y</td>
<td>N</td>
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<td>11</td>
<td>6/05</td>
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<td>N</td>
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<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
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<td>12</td>
<td>6/05</td>
<td>Y</td>
<td>N</td>
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<td>Y</td>
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<td>6/05</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>Fighting</td>
<td>+</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

### Location

<table>
<thead>
<tr>
<th>Location</th>
<th>Front hall/office</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Cafeteria</th>
<th>Library</th>
<th>Other setting (gymn, lab)</th>
<th>Hall 1</th>
<th>Hall 2</th>
<th>Hall 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are rules &amp; expectations posted?</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Is the documented crisis plan posted?</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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Educational and Community Supports
University of Oregon

Revised 11/21/02 DP
Independent variables
( for each academic school year )

• Representative team with administrator
• Team meets at least once per month during school year to work on SWPBS implementation and sustainability
• Team provides regular reports to staff
• School-wide behavior support curriculum
  – team-based workshops
    • at least four workshop/classes each year
  – support for team facilitators/ coaches
Dependent variables

- Percent of features implemented as measured by SET
  - the more features implemented, the higher the SET score
  - % of implementation for each of seven feature areas
  - mean SET score across all feature areas
SET Reliability

• Test-retest
  – 8 schools within 2 weeks, interviews with different staff and students, varying observers
  – Mean test-retest = 97.3% (range 93-100)

• Inter Observer Agreement
  – 17 schools, 2 observers
  – 99% (range 98.4-100)
SET Validity

- **Construct validity**
  - across 35 schools
  - two indexes to measure SW-PBS implementation
    - **Effective Behavior Support Self Assessment Survey**
      - 15 items
      - *internal data collection (all staff perception focusing on behavioral expectations defined, taught, & rewarded)*
    - **SET**
      - 28 items
      - *external data collector*
      - *Pearson r = .71*
SET Validity

• Sensitivity
  – pre/post/post+ ....
  – annual measurement
  – same instrument with different people
    • real world changes in administration, staff, students, problems & successes
  – 18 schools in Oregon & Hawaii
    • enrollment range = 192-1120 students
    • students on free & reduced lunch = 11%-96%
    • students receiving an IEP = 4%-19%
SET Validity

• Internal consistency
  – initial statistics are currently being run
  – 27 of 28 items are highly correlated
  – one item is unrelated to total score or system development
    • crisis plan posted
    • keep it in SET for legal reasons
SET overall mean score

- Calculate percentage pts for each of seven subscales
- Total the percentage pts
- Divide total by 7 to get overall mean
- Examples
Examples for calculating SET overall mean scores

- A = 3/4 = 75%
- B = 5/10 = 50%
- C = 3/6 = 50%
- D = 4/8 = 50%
- E = 4/8 = 50%
- F = 4/16 = 25%
- G = 2/4 = 50%
- Total = 350
- Mean = 350/7 = 50%

- A = 4/4 = 100%
- B = 6/10 = 60%
- C = 4/6 = 67%
- D = 8/8 = 100%
- E = 4/8 = 50%
- F = 9/16 = 56%
- G = 3/4 = 75%
- Total = 508
- Mean = 508/7 = 72.5%
Do Schools Already Use School-Wide PBS?

SET Scores Oregon and Hawaii

Sets Total Score

Schools

Pre
Can Schools Adopt School-Wide PBS Systems?

SET Scores Oregon and Hawaii

**SET Total Score**

**Schools**

- Pre
- Post 1
- Post 2
SET
Elementary School K
pre/post

% of features implemented

Expect. defined
Expect taught
Acknowledgment
Corrections
Evaluation
Leadership
District Support
mean

fall 98
fall 99

features
SET
Elementary School S
year 3 to 4

% of features implemented

fall 98 | fall 99
--- | ---
Expect Defined | 50 | 80
Expect Taught | 100 | 100
Acknowledgement | 90 | 90
Corrections | 100 | 100
Monitoring | 100 | 100
Leadership | 90 | 90
District Support | 90 | 90
mean | 90 | 90
SET
Middle School  T
year 3 to 4

% of features implemented

Expect defined  Expect taught  Acknowledgement  Corrections  Monitoring  Leadership  District Support  mean

fall 98  fall 99

features
School-wide Evaluation Tool (SET)
Mean Scores for 20 schools
Eugene School District, Eugene, Oregon

Fall 98
Fall 99

% of features implemented

A B C D E F G H I J K L M N O P Q R S T

year 1 pre
year 1 to 2 pre/post
year 2 to 3 post
year 3 to 4...

Fall 98
Fall 99
School-wide Evaluation Tool (SET)

Eugene School District Mean SET Scores

% of SET features implemented

- Pre
- Post
- Post +
- Post++

Schools

A B C D E F G H I J K L M N O P Q R S T

Middle Schools

![Bar chart showing percent (%) implemented for Middle Schools.]