

Interpreting and Summarizing SET results

The SET produces a summary score and a subscale score for each of the seven feature areas of school-wide positive behavior support. The summary SET score is a general index of school-wide implementation, while each of the seven subscale scores provide a specific index of the implementation level for that feature area. Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavior support at a universal level. The SET paper (Horner, Todd, Lewis-Palmer, Sugai, Irvin, & Boland, 2002) is posted in the overview and provides information about SET reliability and validity. Refer to the paper when asked reliability and validity questions.

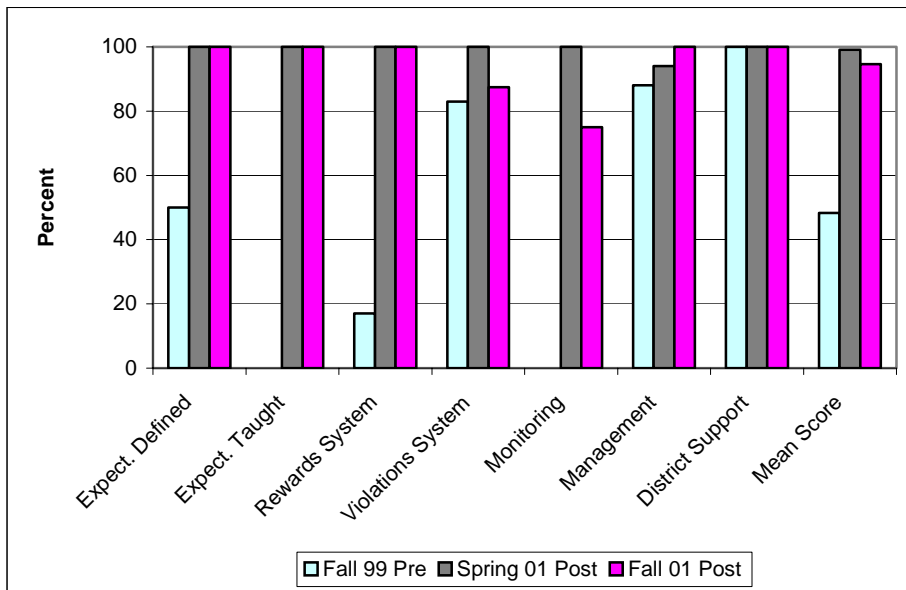
Integrating Multiple Data Sources

Using data for decision-making is a best practice, however, using data sources in isolation is not. While the SET measures the general index of SW-PBS implementation and is a strong research tool, it does not provide staff or student perception, student progress information, or a format for action planning. As a result, we conducted a construct validity test between the EBS Self-Assessment Survey (SW features) (see other information) and the SET, across 35 schools. These two indexes for measuring SW-PBS implementation have been correlated using a Pearson $r = .75$ score. Using multiple data sources together works well when a school is making data-based decisions.

School Level Analysis

We encourage schools to use the EBS Self-Assessment Survey as the annual measure of progress and action planning needs. If the school is involved in documenting change and sustainability across time as part of a research effort, conducting the SET in those schools is a good idea. Schools scoring 80% on the SET general index and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavior support at a universal level. Schools maintaining an 80%-80% score across years are sustaining team-based SW-PBS efforts, creating a positive culture in the school, and making data-based decisions that are linked to a larger school-wide effort. Juxtaposing SET scores with achievement scores and office discipline referral rates integrates multiple sources of data for program improvement and development purposes.

Figure 1 provides an example of SET results at a school level across 3 years: pre PBS implementation, post PBS implementation and post plus one year PBS implementation.

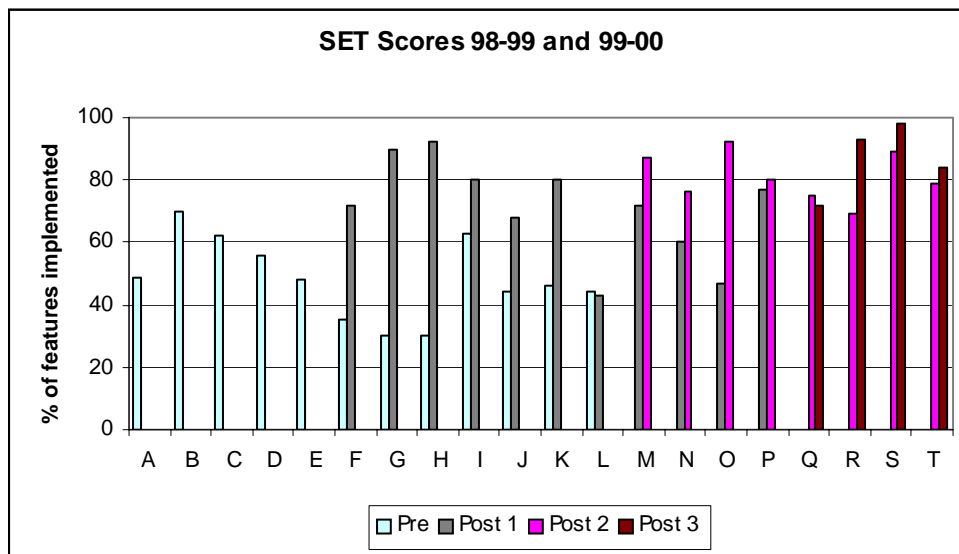


The pre SET scores provide a baseline of SW-PBS before full school wide implementation. The general index for this particular school is 50% with 0% in the specific index area of teaching. After SW-PBS implementation, the SET was conducted and shows a 100%-100% implementation. The 3rd SET score shows a 92%-100% implementation level still exceeding the 80%-80% guidelines.

District Level Analysis

Sharing the SET general index scores at a district level provides information on the implementation of the program within each school as well as across schools within a district, region, or by age group levels (elementary, middle, high). Juxtaposing SET scores with achievement scores and office discipline referral rates integrates multiple sources of data for program improvement and development purposes.

Figure 2 (Nersesian, Todd, Lehman, & Watson, 2000) provides a district level SET graph.



In the graph above schools A-E are pre or baseline scores. Schools F-L illustrate a set of pre/post SET scores, while schools M-T illustrate post/post SET scores.

Sending Results to the School

Schools are always anxious to see the results, especially when an external evaluator conducts the SET. When a SET is conducted for the first time and the school has not implemented SW-PBS, the SET score becomes a pre-score and basically validates staff perception as summarized on the EBS Self-Assessment Survey. Sharing the SET results to pre-implementation schools is best done descriptively or at a team meeting when the EBS Self-Assessment Survey information is available for simultaneous explanation.

When the SET is conducted as a post-implementation measure, schools really want to see the results. Always share the data with a brief written purpose of the SET and explanation of the scores, referring to the 80%-80% guideline. Congratulate schools on efforts and progress. In addition, provide some suggestions for areas of improvement and the encouragement to sustain what is already in place.

The following PowerPoint presentation is available at pbis.org and is a useful presentation when helping administrators and teams to use their data for decision-making.

Using Data for Systems Change

Anne W. Todd, Rob H. Horner,
George Sugai, & Teri Lewis-Palmer
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Research Questions: SW-PBS Systems

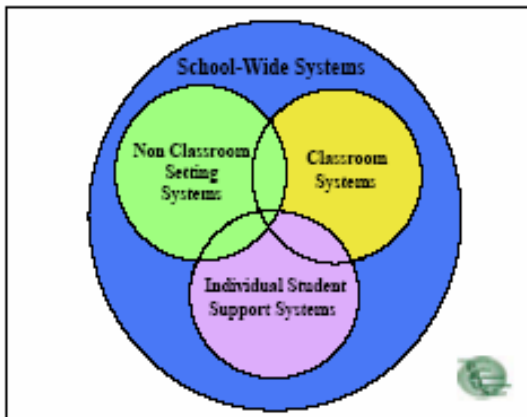
- determine the extent to which schools are **already using School Wide PBS**
- determine if training & technical assistance efforts **result in change when using SW-PBS**
- determine if use of SW-PBS procedures is **related to valued change** in the safety, social culture & violent behavior in schools

Data Sources

- EBS Self-Assessment Survey
- School-wide Evaluation Tool (SET)
- Team Checklist
- Office Discipline Referral Patterns
- Academic Achievement

What is the EBS Survey?

- Self-assessment survey to assess the extent to which PBIS practices and systems are in place within a school
 - School wide (15 items)
 - Non classroom (Specific Setting) (9 items)
 - Classroom (11 items)
 - Individual Student (8 items)



The EBS Survey: Why, Who, When

- Why conduct a self-assessment?
 - Determine if effort on EBS(PBIS) is warranted
 - Determine which behavioral systems to address
 - Build action plan, and assess progress to date
 - Include all faculty/staff in process
- Who completes the self-assessment survey?
 - All team members (administration/staff)
 - As many faculty staff as possible
- When is EBS Survey completed?
 - During initial planning
 - Annually (Spring or Fall)

What scores does the EBS Survey provide?

- For each of the four “systems”
 - Current Status
 - Percent “in place”
 - Percent “partially in place”
 - Percent “not in place”
 - Priority for Improvement
 - High
 - Medium
 - Low

Using the Self-Assessment Information for Decision-Making

- Is a system in place?
 - “in place” = 50-75%
- Is there a need to focus on a system?
 - Current status of “in place” is $\leq 40\%$, and
 - Priority for improvement is “High” for $\geq 50\%$
- Which system should receive focus first?
 - Smallest change that will make biggest durable difference
- Which features of the system need attention?
- Combine survey outcomes with information on office referrals, attendance, suspensions, vandalism, perceptions of staff/faculty.

Team Checklist Self-assessment

- Establish commitment
- Establish and Maintain team
- Self assessment
- Establish school wide expectations
- Establish information system
- Build capacity for function based support

BUILD AN ACTION PLAN

The School-wide Evaluation Tool (SET)

- Purpose
 - A research instrument for determining the extent to which a school is implementing school-wide positive behavior support.
- Process of Data Collection
 - An outside person comes to the school and spends two hours (a) interviewing students and faculty, (b) observing school environments, (c) reviewing school documents, and (d) interviewing school administrators.

The School-wide Evaluation Tool (SET)

- Content
 - The SET produces a summary score (%), and a score for each of seven features of school-wide pbs.
 - Behavioral expectations defined
 - Behavioral expectations taught
 - Behavioral expectations rewarded
 - Systematic responses to rule violations
 - Information gathered to monitor student behavior
 - Local management support for school-wide procedures
 - District level support for school-wide procedures

The Logic of SET

- A research validated index of school-wide PBS outcomes
 - Reliable
 - Test-retest agreement
 - Inter-observer agreement
 - Valid
 - Correlation with EBS self-assessment
 - Internal consistency
 - Sensitivity

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)
- **IOA**
 - 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 & resources
 - 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 in SET for legal reasons
 - Next year..... more on this from Dr. Larry Irvin

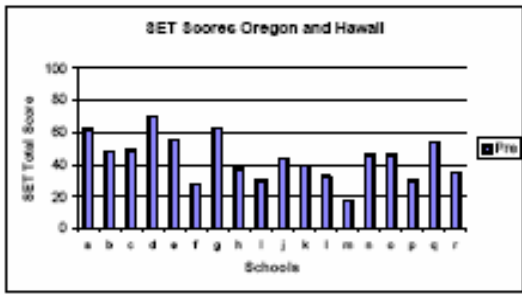
Using SET Scores

- For a school
 - Always link SET scores to Self assessment data
 - Team Checklist
 - EBS Survey
 - Build action plan
 - What is the smallest change that will produce the biggest effect.
 - The goal is always focused on Student Outcomes

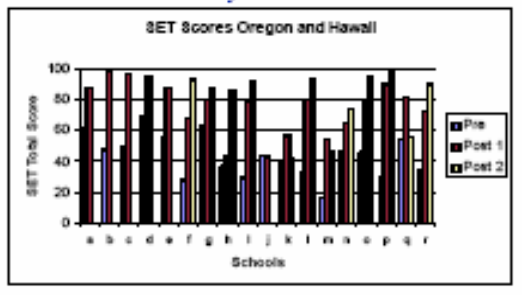
What does a SET Score mean?

- Overall SET score
 - General index of school wide PBIS implementation
- When has a school documented implementation of school-wide PBIS?
 - 80% total score PLUS 80% "Expectations Taught"

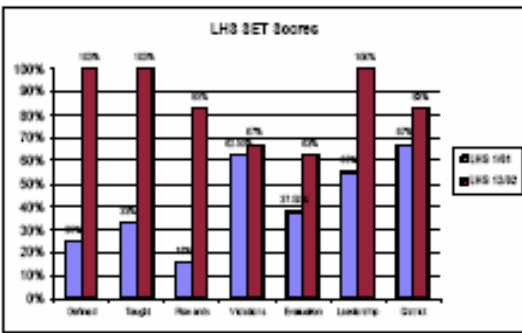
Do Schools Already Use School-Wide PBS?

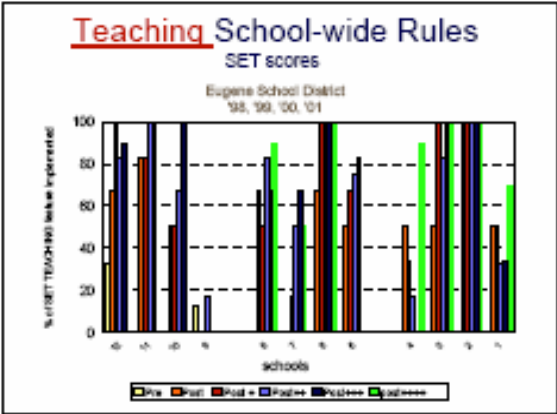


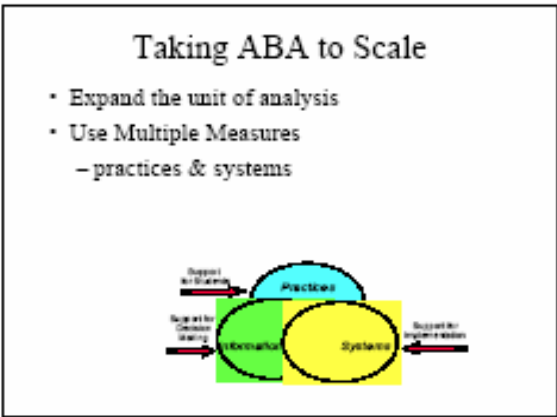
Can Schools Adopt School-Wide PBS Systems?

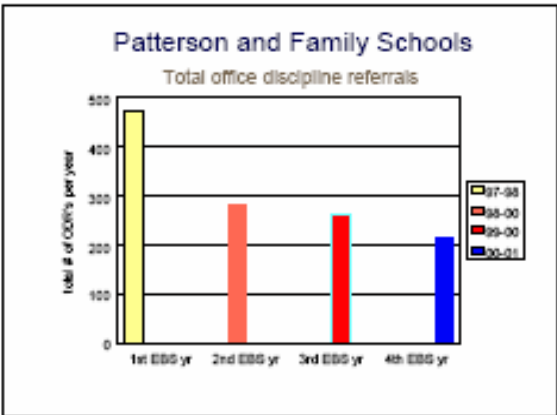


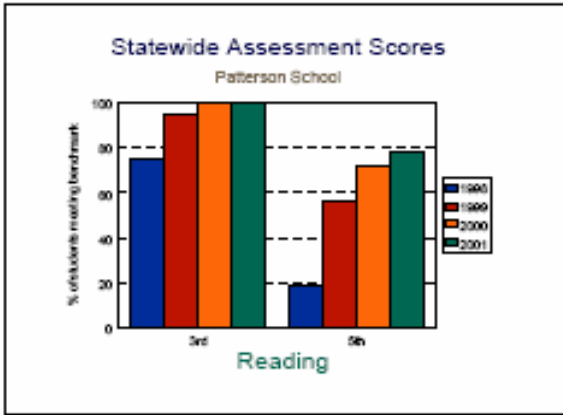
LHS SET Scores

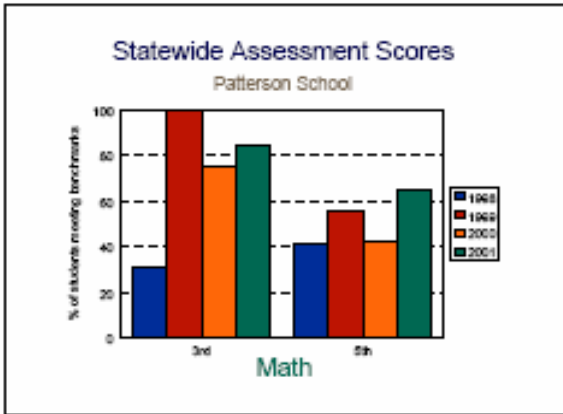


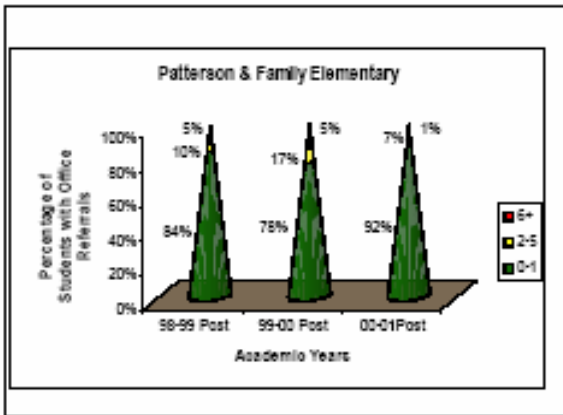












Use your data

- Start with decision to be made
- Provide support for getting accurate data
- Integrate data sources
- Share the data- ---- regularly
 - Include critical teams/ people for problem solving
- Make decisions based on the data
 - Go for the small stuff
- Celebrate successes!

Is SW PBS in place?

- **Ask staff & students the school rules**
- **Ask staff if:**
 - they have **taught** the school rules,
 - **acknowledged** students for doing well
 - **corrected** behavioral violations
- **Examine & integrate the data**
 - Staff perception (EBS Self-Assessment Survey)
 - SET Results
 - 80% of people asked know school rules
 - 80% of all fixtures are implemented
 - Office Discipline Referral patterns
 - Academic Achievement
 - Written procedures

Frequently Asked Questions

Interpreting and Summarizing SET data

Q. When and how do I give the SET results to the administrator?

A. When you leave the school, you should check out with the administrator. Give a quick informal debrief by telling them a few things that are really good and a few things that came up when talking to people. Never give the scoring guide to them. Later on provide a graph with some text explanation. People need to be reminded what the SET is, the data sources used, how to interpret the graph, and next steps to take. Help them use the results for implementation, funding and accountability purposes.

Q. What do the SET scores mean?

A. The SET produces a summary score and a score for each of the seven feature areas of school-wide positive behavior support. The summary SET score provides a general index of school-wide implementation, while each of the seven feature scores provide a specific index of the level of implementation for that feature. Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavior support at a universal level.