PBIS Evaluation Tools:
"Mini"-SET

Online Module
Office of Learning Supports

2013-14

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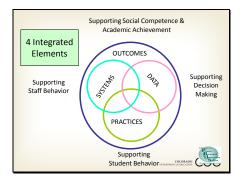

Acknowledgements

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  - *Educational and Community Supports*
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- Districts and Schools across Colorado

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  - *University of South Florida*
- District PBIS Coaches
  - *Denver Public Schools*
- Chad DeKam
  - *District 11 - Colorado Springs*

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Materials and Resources

- BoQ/Mini-SET files attached

- Colorado PBIS website: www.cde.state.co.us/pbis

- CO PBIS Universal Wikispace
  - Contains folders of content and materials for BoQ
  - www.copbisuniversal.pbworks.com

- PBIS Apps website **www.pbisaps.org**

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Module Objectives

- Identify purpose and features of the evaluation tool

- Review completion of the Mini-SET

- Investigate and interpret results

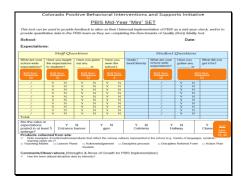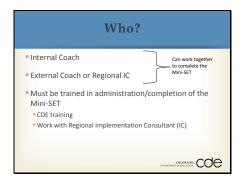- Discuss giving feedback to sites and applying results to the completion of the Benchmarks of Quality (BoQ)

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4 Integrated Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS   DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Two Primary Forms of Data:

- **Fidelity of Implementation**
  - Benchmarks of Quality (BoQ)
  - School-wide Evaluation Tool (SET)
  - Self-Assessment Survey
  - Team Implementation Checklist

  Systems: Are we doing what we said we'd do?

- **Progress Monitoring**
  - Office Discipline Referrals (ODR)
  - Suspension/Expulsion
  - Attendance
  - Staff/Parent/Student surveys

  Outcomes: Is what we're doing making a difference and benefiting students?

Purpose of the "Mini"-SET

OPTIONAL, but Strongly Encouraged

- Fidelity of Implementation Tool
  - Did we do what we said we'd do?
  - Have we implemented the practices the way the research says they should be done?

- Can be used to assess the "signs" of PBS
  - Staff knowledge/use of expectations, acknowledgements, data
  - Student knowledge of expectations, receipt of acknowledgments
  - PBIS products

- Provides data to support team member/coach's rating on specific items:
  - 2, 4, 7 – 12, 13 – 16, 17 – 20, 22, 24, 29 – 32, 35 – 41, 42, 49 – 50

SET vs. BoQ

SET
- 12 hour training (1 ½ days)
- Approx. 4 - 6 hours per school for completion by outside evaluator
- Outside evaluator with limited knowledge of site implementation efforts
- Can score 80% without having critical elements in place
- Feedback about products and knowledge of participants

BoQ
- Less training time (½ day)
- Less time to complete
  - 30 minutes per team member
  - 90 minutes review of data
- Team and coach (internal/external) comparison
- More sensitive to critical elements
- Provides specific feedback of implementation process
- More consistent scoring across different evaluators

"Measuring School-wide Positive Behavior Support Implementation: Development and Validation of the Benchmarks of Quality" (Cohen, Kincaid & Childs 2007)

Who?

- Internal Coach
- External Coach or Regional IC

  Can work together to complete the Mini-SET

- Must be trained in administration/completion of the Mini-SET
  - CDE training
  - Work with Regional Implementation Consultant (IC)

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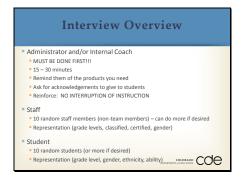DEPARTMENT of EDUCATION cde

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When?

- Baseline
  - Before initial PBIS implementation and/or training
- Within one year of initial implementation
  - In conjunction with first BoQ completion
  - Identifies change in practice
- Annually thereafter, or as needed
  - In conjunction with BoQ completion, or
  - To assess the "signs" of PBIS implementation

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"Mini"-SET Hints for External Coaches
Planning for Administration

- Schedule "Mini"-SET completion with administrator and/or internal coach
  - Lunch hour is best time for Mini-SET completion
  - Prior to lunch hour is best time to interview internal coach and administrator
- Remind admin/internal coach of products you'll be reviewing
- Remind admin to let staff/students know you will be there
- Introduce yourself to staff in non-classroom settings
  - They are aware of you talking to students

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"Mini"-SET Hints for External Coaches
Arriving at the School

- Bring with you:
  - Administrator Interview Guide
  - BoQ Scoring Forms (if needed)
  - Clipboard / Notepad
  - Pen/Pencil
  - ID

- Check in and get visitors pass
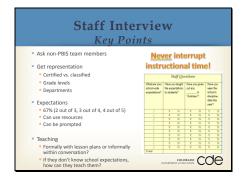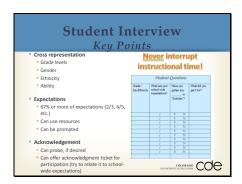
- Find a place to stash your coat

"Mini" – SET Hints for Internal Coaches
Planning for Administration

- Set up Administrator Interview

- Non-instructional time is best
  - Can be done over several days rather than all at once

- Have acknowledgement tickets to give out to students for participating

- Be objective!

Interview Overview

- Administrator and/or Internal Coach
  - MUST BE DONE FIRST!!!
  - 15 – 30 minutes
  - Remind them of the products you need
  - Ask for acknowledgements to give to students
  - Reinforce: NO INTERRUPTION OF INSTRUCTION

- Staff
  - 10 random staff members (non-team members) – can do more if desired
  - Representation (grade levels, classified, certified, gender)

- Student
  - 10 random students (or more if desired)
  - Representation (grade level, gender, ethnicity, ability)

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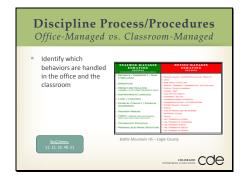
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Observations / Product Review

- Observations
  - Expectations posted in 5 locations

- Products to review and provide feedback on
  - Staff / Student Handbook
  - Discipline process / procedures
  - Teaching tools (matrix, lesson plans)
  - Referral form
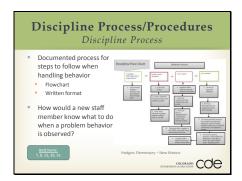 - Team Action Plan (can be part of UIP)

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Administrator Interview
Key Points

- MUST BE DONE FIRST!!
  - Guides rest of Mini-SET completion
- 15 – 30 minutes
- Follow interview guide
- Remind them of products you'd like to review
- Ask for acknowledgements to give to students
- Reinforce: NO INTERRUPTION OF INSTRUCTION

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Staff Interview
Key Points

- Ask non-PBIS team members
- Get representation
  - Certified vs. classified
  - Grade levels
  - Departments
- Expectations
  - 67% (2 out of 3, 3 out of 4, 4 out of 5)
  - Can use resources
  - Can be prompted
- Teaching
  - Formally with lesson plans or informally within conversation?
  - If they don't know school expectations, how can they teach them?

Never interrupt instructional time!

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Discipline Process/Procedures
Discipline Process

- Documented process for steps to follow when handling behavior
  - Flowchart
  - Written format
- How would a new staff member know what to do when a problem behavior is observed?

BoQ Items:
7, 8, 12, 35, 51

Hodgins Elementary – New Mexico

Discipline Process/Procedures
Behavior Definitions

- Clear, mutually exhaustive definitions of behavior
- Helps to minimize the subjectivity related to what they behavior looks like

BoQ Items:
10, 12, 35, 51

Battle Mountain HS – Eagle County

Discipline Process/Procedures
Discipline Referral Form

- Contains information that can support decision making
  - Name, grade
  - Date, Time of incident, referring staff, Location of incident
  - Problem behavior (major/minor)
  - Perceived motivation
  - Others Involved
  - Action Taken

BoQ Items:
9, 11, 35, 51

Arkansas Elementary - Aurora

Teaching Tools
Expectations Matrix

- Identifies what each expectation "looks like/sounds like" in various settings throughout the building

- Stated positively

- Short, sweet, to the point

BoQ Items:
17 - 21, 36 - 38, 40, 42, 50

Teaching Tools
Lesson Plans

- Concept development (Behavior Expecations)

- Skill development (what does it look like/not look like)

- Activities to teach, check for understanding, review

BoQ Items:
29 - 34, 36 - 38, 40, 44

Acknowledgement System

- Identified system for acknowledging students & staff

BoQ Items:
22 - 28, 36 – 37, 39, 45, 46, 52

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Action Plan
- Written plan of action identifying goals and implementation focus areas
  - Doesn't matter what it looks like, but that there is commitment to action

Interpretation of Results
- Note answers in each area
- Calculate percent for each column

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Mini-SET feedback

Comments/Observations (Strengths & Areas of Growth for PBIS Implementation):

Strengths:
- 8/10 staff members could state the school-wide expectations
- 8/10 staff members have taught them to students this year
- 10/10 staff members have given out "Gotcha's" to students
- 8/10 students could state the school-wide expectations
- 6/10 students have received a "Gotcha"
- 6/10 students could state why they received the "Gotcha"
- Your discipline process if well outlined and clear (especially to staff members not familiar with your building)
- Your discipline referral form includes all pertinent information (including possible motivation)

Areas of Growth:
- Share data with staff monthly
- Encourage staff to relate the "Gotcha" given with specific demonstration of expectations (i.e. "You're being respectful by keeping hands and feet to self in the hallway")
- Post expectations within specific areas around the building (it serves as a visual reminder for staff and students)

- Quick, Concise
- Written positively
- Provides data to support responding to BoQ items

Next Steps…

- Review BoQ Components in more depth
  - "Mini"-SET
  - Administrator Interview Guide
  - Product review

- Conduct (or practice conducting) "Mini"-SET
  - Interviews
  - Observations
  - Product feedback

Connect with District Coach or Regional IC for support

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this training were developed under a grant from the US Department of Education, #H323A090005. However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officer, Jennifer Coffey, PhD.

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