

*Evaluation Blueprint for School-Wide Positive Behavior Support*

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## Summary

Evaluation is the process of collecting and using information for decision-making. A hallmark of School-wide Positive Behavior Support (SWPBS) is a commitment to formal evaluation. The purpose of this SWPBS Evaluation Blueprint is to provide those involved in developing Evaluation Plans and Evaluation Reports with a framework for (a) addressing evaluation questions that may be most useful, (b) selecting evaluation measures and measurement schedules that practically meet the needs of local decision-makers, and (c) using evaluation information for active decision-making at the school, district, region, and state levels.

We propose a model for addressing evaluation questions using repeated cycles of core indicators that address considerations about the **context** (e.g., who, where, when, why) in which implementation of SWPBS is to occur or has occurred, the **input** (e.g., what) that directs or directed the SWPBS implementation, the **fidelity** with which core elements of SWPBS are or were put in place (e.g., how), and the **impact** of those core elements of SWPBS on the social and academic behavior of students (e.g., what difference is expected or achieved). We also emphasize that evaluation of SWPBS often will be expected to address questions related to **replication, sustainability, and continuous improvement**. Within this model consideration of the following evaluation questions is encouraged:

### Context

1. What are/were the goals and objectives for SWPBS implementation?
2. Who provided support for SWPBS implementation?
3. Who received support during SWPBS implementation?

### Input

4. What professional development was part of SWPBS implementation support?
5. Who participated in the professional development?
6. What was the perceived value of the professional development?

### Fidelity

7. To what extent was SWPBS implemented as designed?
8. To what extent was SWPBS implemented with fidelity?

### Impact

9. To what extent is SWPBS associated with changes in student outcomes?
10. To what extent is SWPBS associated with changes in academic performance, dropout rates and other areas of schooling?

### Replication, Sustainability, and Improvement

11. To what extent did SWPBS implementation improved capacity for the state/region/district to replicate SWPBS practices, sustain SWPBS practices, and improve social and academic outcomes for students?
12. To what extent did SWPBS implementation change educational/behavioral policy?
13. To what extent did SWPBS implementation affect systemic educational practice?

Successful completion of SWPBS evaluation requires selecting measures and measurement schedules that practically meet the needs of local decision-makers. We provide guidance and specific suggestions for evaluation measures that may be useful for addressing questions related to assessing critical questions related to core indicators of SWPBS.

The final step of a successful evaluation is using information that has been collected to construct local, regional, and state evaluation dissemination documents and presentations. We provide samples of brief formative and summative reports, outlines for end-of-year documents, and illustrations of content for small- and large-group presentations intended for sharing outcomes with decision-makers.

## Evaluation Blueprint for Positive Behavior Support

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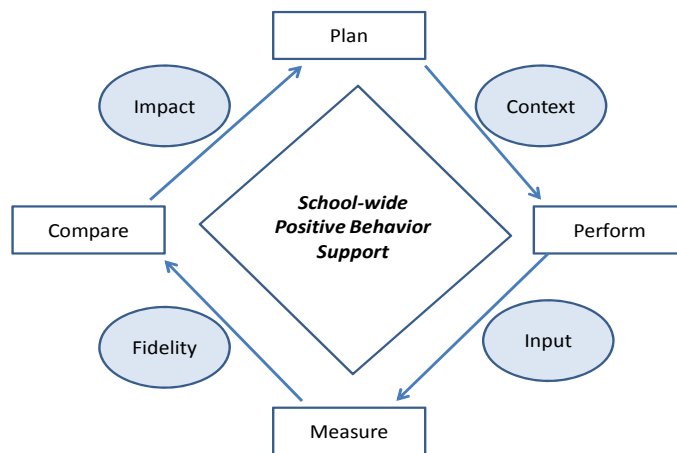
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## Evaluation Blueprint for School-Wide Positive Behavior Support

## Overview

School-Wide Positive Behavior Support (SWPBS) is an evidence-based approach for establishing a positive whole-school social culture that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior for all students (OSEP Center on Positive Behavioral Interventions and Supports, 2005). SWPBS is not a specific “model” or “curriculum,” but rather a process of combining research-validated behavior intervention procedures with systems change strategies designed to improve the abilities of school personnel to help all students succeed socially and academically (Horner, Sugai, Todd, & Lewis-Palmer, 2005). As with any large-scale education process, documenting what SWPBS looks like, what takes place when implementing it, how well it is implemented, and how it affects social and academic behavior is essential for replicating, sustaining, and improving local, state, national, and international efforts (Detrich, Keyworth, & States, 2007; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The purpose of this Blueprint is to provide those who are implementing and evaluating SWPBS with a framework for (a) asking the right questions, (b) using the right measures to answer them, and (c) using the right information to create and disseminate reports that support making informed decisions and continuing effective policies.

The Joint Committee on Standards for Educational Evaluation (1994) holds that evaluations are conducted to establish the worth or merit of a program and to help improve it. Evaluation includes documenting key aspects of a program. In this regard, evaluation should not be viewed as something that is separate from, or added to, a program. It should also not be seen as simply providing “thumbs-up” or “thumbs-down” decisions. Rather, as depicted in the figure below, evaluation is most effective when it is focused on repeated use of evidence or indicators to guide implementation. Effective evaluation starts with development of a *plan* to achieve desired outcomes within a specific context. It then requires documenting of the resources and action required to *perform* the plan using a well-crafted timeline, completing assessments that *measure* the extent to which the program is implemented as intended, and completing analyses to *compare* actual and desired effects. The information from this process is used to decide to replicate, sustain, and improve the program. Throughout the cycle, four key indicators (Context, Input, Fidelity, and Impact) guide the process and frame the questions that shape an effective evaluation.



**Context** indicators document the program’s goals, objectives, and activities and serve as a foundation for what needs to be done, how to do it, and what difference it will make. **Input** indicators

document what needs to be or what was done to meet the needs, address the problems, and manage the opportunities of a program as a basis for identifying the extent to which it happened and the outcomes it produced. **Fidelity** indicators document how faithfully the program was implemented relative to its original design and focus. **Impact** indicators document intended and unintended outcomes and provide a basis for continuations, revisions, and improvements. A complete and effective evaluation is a thorough, feasible, and appropriate documentation of the goals, required activities, implementation, and outcomes of a program using indicators grounded in quantitative and qualitative information. This information is the evidence that policy-makers, administrators, teachers, and other professionals need to replicate, sustain, and improve the program.

### ASKING EVALUATION QUESTIONS

Effective evaluations “tell the story” of the program. They document the extent to which the program is meeting its goals, using appropriate activities, being implemented as intended, and succeeding in a manner that is generating evidence suitable for replicating, sustaining, and improving the program. High quality evaluations are grounded in scientific methods in which data are used to answer important questions about the value or worth of a program or project. A list of key questions to answer when evaluating SWPBS programs are listed below:

#### Context

1. What are/were the goals and objectives for SWPBS implementation?
2. Who will provide/provided support for SWPBS implementation?
3. Who will receive/received support during SWPBS implementation?

#### Input

4. What professional development is/was part of SWPBS implementation support?
5. Who will participate/participated in the professional development?
6. What should be/was the perceived value of the professional development?

#### Fidelity

7. To what extent is/was SWPBS implemented as designed?
8. To what extent is/was SWPBS implemented with fidelity?

#### Impact

9. To what extent was SWPBS associated with changes in student outcomes?
10. To what extent was SWPBS associated with changes in academic gains, school dropout and other areas of schooling?

#### Replication, Sustainability, and Improvement

11. To what extent did SWPBS improve capacity for the state/region/district to replicate, sustain, and improve practices that enhance social and academic outcomes for students?
12. To what extent did SWPBS change educational/behavioral policy?
13. To what extent did SWPBS affect systemic educational practice?

A system of context, input, fidelity, impact and replication, sustainability, and improvement indicators is essential to answering these questions and documenting the value of SWPBS. Guidance for planning, implementing, and using evaluations grounded in them is in the following sections of this Blueprint.

## Documenting Context

Context indicators for a SWPBS evaluation detail the goals, objectives, and activities of the program and serve as a foundation for identifying required resources, assessing expected and actual implementation, and analyzing expected and actual outcomes and evidence of performance. The information verifies the extent to which expected systems and practices grounded in behavioral theory and research evidence are planned and part of the program. This component of the evaluation is a measure of the congruence of expectations and practices. It is a marker of whether support that should be available is available as well as a report of who is providing it and receiving it as well as where, when, and why it will be or was provided. Context indicators and assessments represent data gathered before a SWPBS program is implemented or as part of planning to implement it. Core context evaluation questions and examples of indicators that address them are described in the following sections.

### *What Support was Required?*

The *PBS Implementation Self-Assessment and Planning Tool* (see APPENDIX A) is a guide for (a) documenting the status of PBS organizational systems, and (b) developing and evaluating action plans. State-wide, district-wide, and or school-wide teams complete the form and specify how the information will be used. Key features (e.g., leadership team, funding, training and coaching capacity, evaluation) reflect details documenting the status of the effort. Existing activities, initiatives, and programs are reported and extant data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates) are included as contextual information on planned and/or provided levels of interventions. The goal is documenting expected systems and practices and the extent to which they are in place to direct the course the program is taking to achieve its goals.

Illustration from Practice 1

### *Documenting Available Support*

The Behavioral Support and Special Programs Section in the Exceptional Children (EC) Division at the North Carolina Department of Public Instruction provides technical assistance and access to program funds to school systems throughout North Carolina. This section specifically assists school systems with developing programs and services for difficult to serve children with disabilities. The Behavioral Support and Special Programs Section has taken the lead in implementing Positive Behavior Support (PBS) Programs in North Carolina. During the past year, individuals, schools, and systems receiving support continued to grow with programs implemented in more than three-quarters of the counties in the state. A full-time Positive Behavior Support Consultant funded by the state legislature and eight two-thirds time Positive Behavior Support Regional Coordinators hosted by school systems, universities, and a charter school support implementation of PBS in North Carolina. The addition of these professionals has greatly increased the capacity to assist implementing schools.

North Carolina also has an active Positive Behavior Support Leadership Team that includes state and local representation as well as professionals from college and university professional development programs and community agencies. The team has a focused Action Plan and meets regularly to define and refine the work being done in North Carolina's PBS schools. The PBS Regional Coordinators lead subcommittees that are working on coaching and training, evaluation, and visibility and political support. The subcommittees' work and the PBS Leadership Team are greatly expanding the state's capacity to assist schools implementing and evaluating efforts to improve academic and social behavior.

### *Who Provided Support?*

High quality implementation of PBS programs begins with professional development and focused support. Individuals providing professional development should be described as part of the context evaluation. A simple planning directory (see Table 1) including name, address, and other contact

information as well as area(s) of expertise and focus of support is a sufficient record of technical assistance that has been delivered as part of the implementation process.

Illustration from Practice 2

*Documenting Who Is Providing Support*

During 2007-08, 11 schools teams and coaches/trainers participated in training from Dr. Tim Lewis of the University of Missouri Center for School-Wide Positive Behavior Support, a collaborator and partner of the National Technical Assistance Center on Positive Behavioral Interventions and Supports. The training consisted of 6 days throughout the school year for the teams and four additional days for the trainers. North Carolina schools have adopted and adapted the PBS modules from Missouri and trainers are providing this instruction to new schools and coach/trainers this school year.

Teams in the pilot schools in the Charlotte-Mecklenburg Schools initiative also received large-group professional development from Dr. Lewis and on-going support from the four full-time PBIS coaches. To date, this training has consisted of 2 days of Module I (universal) and one day of Module II (small group and targeted interventions) presentations and additional on-site consultation to facilitate implementation efforts. Between large-group presentations, the PBIS school teams and the PBIS coaches provide professional development for the members of the school staff. Each school staff also receives on-going support for implementation from PBIS Coaches who attend PBIS team meetings, meet with Team Chairs and Administrators, plan and deliver training in conjunction with the school team, and provide technical assistance for each step in the implementation process. The coaches are at each school weekly and help the teams develop goals and plans, analyze SWIS data, promote faculty and student participation, and assess implementation.

Table 1

*Professional Development Planning Directory*

Contact	Expertise and Focus of Support
Trainer A Address	Universal/School-Wide Intervention
Trainer B Address	Targeted/Group Intervention
Trainer C Address	Intensive/Individual Intervention
Trainer D Address	Data-Based Decision Making
Trainer E Address	Evaluation

*Who Received Support?*

The context evaluation should also provide evidence of who received training and support as well as where and when it was provided. Names, locations, and contact information for participating

schools should be compiled and representativeness relative to local and state demographics should be documented.

Illustration from Practice 3

*Documenting Who Is Receiving Support*

- All schools in the district representing 34 elementary, 20 middle, 5 high, and 3 alternative settings completed the universal/school-wide intervention module during the first year of implementation.
- Steady growth has been evident in schools implementing Positive Behavior Support as a result of the State Improvement Project Program in North Carolina; funding for sustaining and improving the effort has also steadily increased.
- In FY08, the Illinois PBS Network enrolled 67 new schools, a 12.8% increase from the previous year. The total number of implementing schools was 587 or 14% of all public schools in the state.

*What schools are receiving implementation support?* Name of the school, date of initial professional development, contact information, beginning and ending date of school year, student characteristics (e.g., enrollment by grade, ethnicity, gender, special services), behavior indicators, and average daily attendance are useful in describing program “participants.” It is helpful to use a common form for compiling this information (see APPENDIX B: School Profile Template) to simplify comparisons across schools and to provide data of value in summarizing information about the context of the implementation. Narrative reports are also useful for presenting information about implementing schools in the district (see below).

Illustration from Practice 4

*Documenting What Schools Are Receiving Support*

*During the recent school year (2005-2006), 17 elementary, 4 middle, and 3 high schools participated in the district’s PBS initiative. It is expected that 41 additional sites will be added during the 2006-2007 school year bringing the total in CMS to 65 (56%) schools and plans are to implement PBIS district-wide by the 2007-2008 school year. Growth in the number of full-time coaches participating in PBS schools has accompanied the growth in school implementations (see Table 1).*

*Table 1*

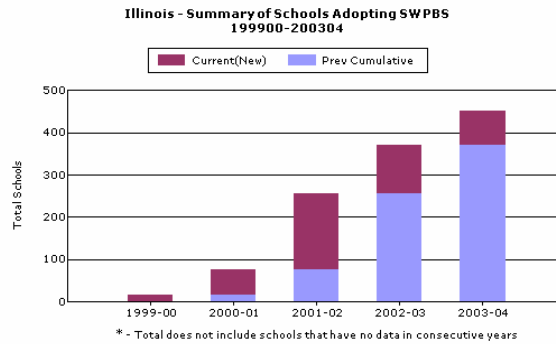
	<i>School Year</i>				
	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>
<i>Schools</i>					
<i>Elementary</i>	<i>10</i>	<i>10</i>	<i>17</i>	<i>38</i>	
<i>Middle</i>	<i>5</i>	<i>5</i>	<i>5</i>	<i>19</i>	
<i>High</i>	<i>2</i>	<i>3</i>	<i>3</i>	<i>5</i>	
<i>Alternative</i>				<i>3</i>	
<i>Total</i>	<i>17</i>	<i>18</i>	<i>25</i>	<i>65</i>	
<i>New Schools</i>	<i>17</i>	<i>1</i>	<i>7</i>	<i>41</i>	
<i>Coaches</i>	<i>4</i>	<i>4</i>	<i>11</i>	<i>16</i>	

*What proportion of schools is implementing support?* While absolute numbers of schools implementing PBS programs are important to document, descriptive information should be presented using numbers *and* percentages when comparisons within and across schools are of interest or when reporting numbers alone masks important information (e.g., 10 of 10 *is much better than* 10 of 100). Relative percentage gain is the indicator of choice for illustrating changes in the number of schools implementing PBS programs.

*Documenting Proportion of Schools Implementing Support*

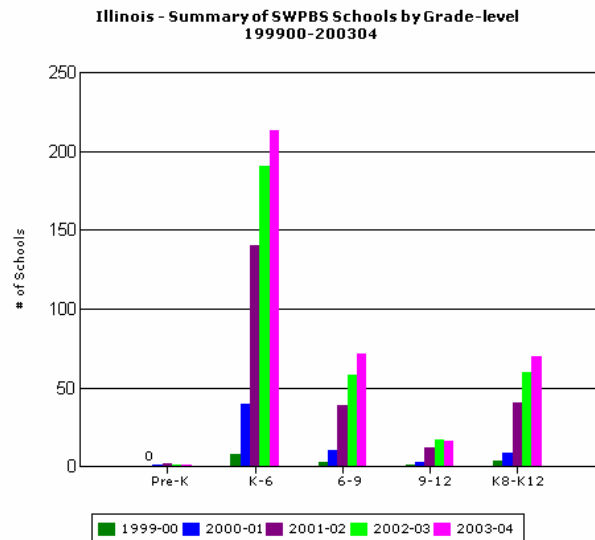
Since the spring of 1998, 444 Illinois schools completed universal (school-wide) team training in SWPBS (see Figure 1). Both the total number of schools adopting SWPBS during a year, and the number of new adopters during the same year are indexed.

Figure 1: Number of Illinois Schools Adopting SWPBS by Academic Year from 1999-00 through 2003-04



These same data may also be organized by grade level (see Figure 2). Grade levels typically are organized to identify (a) Early Intervention programs (Pre-school through K), (b) Elementary Schools (K-6<sup>th</sup> grade), (c) Middle and Junior High Schools (6<sup>th</sup> grade – 9<sup>th</sup> grade) (d) High Schools (9<sup>th</sup> grade through 12<sup>th</sup> grade) and (e) Multi-grade-level Schools (K – 8<sup>th</sup> grade, or K – 12<sup>th</sup> grade). It also has been useful to separate schools that provide “alternative education” experience from typical schools when conducting evaluation.

Figure 2: Number of Illinois Schools Adopting SWPBS by Academic Year and Grade Level from 1999-00 through 2003-04



*Perspective on Context Evaluation Indicators*

Context indicators provide an overview of the SWPBS system being evaluated. Key features of the approach should be described in a short history of implementation efforts in the district, region, or state. Typically, the “game” and the “players” are described so that others can see specific aspects of the program; information about funding and other sources of support can also be used to provide a picture of the implementation efforts.

Key Features of SWPBS

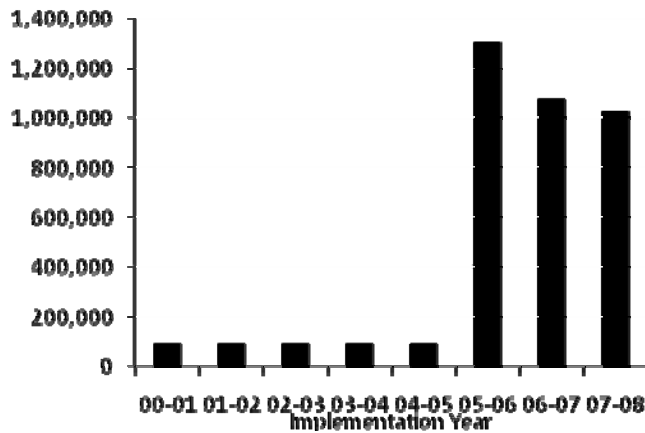
1. Team-based implementation over 2-3 years with on-going training and coaching
2. 3-5 School-wide behavioral expectations defined, taught and systematically acknowledged
3. Continuum of consequences for responding to problem behavior
4. Collection and use of data to assess both fidelity and impact
5. Three tiers (levels) of evidence-based behavior support for universal, targeted and intensive prevention support
6. Administrative and district support needed for initial fidelity and sustained implementation

Illustration from Practice 6

*Documenting Other Indicators of Program Support*

Improving and sustaining the effort has been supported with continued state funding and local education agencies are contributing support to continue the effective programs in their schools.

**State Support for Schools Implementing PBS in North Carolina**



### Documenting Input

Input indicators detail what was done to meet the needs, address the problems, and manage the opportunities of a SWPBS program as a basis for planning and re-planning efforts, allocating resources, and assessing fidelity and outcomes. They document critical aspects of professional development and illustrate key features of training and technical assistance provided as part of the implementation process. The focus is on describing the training events that were conducted, who participated in them, and their perceived value to the participants. Input indicators and assessments represent data gathered during the implementation process, (e.g., after a SWPBS program is planned but before full implementation is achieved).

#### *What Professional Development Was Provided?*

When appropriate, state, district, and school indicators of types and number of professional development activities should be described in narrative and tabular forms. This information provides ongoing evidence of the appropriateness of efforts to bring about change and may illustrate the need for modifications to ensure success of the project.

Illustration from Practice 7		
<i>Documenting Professional Development Provided</i>		
Professional development was provided in 189 schools since May 1998. The distribution of training activities is illustrated in Table 2. All of the schools received a PBS overview presentation and 95% participated in continued professional development related to primary (100%), secondary (56%), and/or tertiary (29%) intervention implementation.		
Table 2. <i>Professional Development in Illinois Schools Since Initial Implementation</i>		
Stages	Number of Schools	Percentage of Schools
Overview of Positive Behavior Support	189	100%
Intervention Implementation	180	95%
▪ Primary/Universal Intervention	180	100%
▪ Secondary/Targeted Interventions	101	56%
▪ Targeted/Intensive Interventions	53	29%

*Team training.* Schools adopting SWPBS typically receive 2-3 years of training, technical assistance, and coaching support. While no specific curriculum for SWPBS is stipulated, an example of the outline of training content for a school team over a two year period is provided in Table 2. Teams engaged in SWPBS implementation typically receive 4-6 days of training during the first year and 3-4 days of training in Year 2. Updated recommendations for training content, training activities, training materials, and training evaluation plans are available in the PBIS Professional Development Blueprint at [www.pbis.org](http://www.pbis.org).

Table 2: Sample Training Content for a School Team in Year 1 and Year 2 of SWPBS Implementation

Year	Aug-Sept 1-2 days	Nov- Dec 1-2 days	Feb-Mar 1-2 days	May 1 day
I	-Core features of SWPBS  -Implementation/ Evaluation Process  -Using Data for Decision-making	-Classroom Systems within SWPBS  -Discipline/ Consequence systems within SWPBS	-Targeted/ Secondary behavior support strategies  -Linking behavior and academic supports (RTI)	-Incorporating Tertiary systems of support in SWPBS  -Planning for Fall Training of SWPBS expectations
II	-Evaluating current implementation  -Advanced use of data for decision-making	-Targeted/ Secondary behavior support systems implemented and evaluated  -Plan for implementation of Tertiary: function-based support	-Tertiary: Function-based support systems	-Evaluation of implementation and impact. Action planning for sustainability

*Trainer, coach, behavioral specialist and evaluation capacity development.* A key feature of SWPBS implementation is training not just to establish capacity with specific school teams, but also with the coaching, professional development, behavioral expertise, and evaluation resources available at the district (or region). A training plan to implement SWPBS typically is developed at the district (region) level (see PBIS Professional Development Blueprint, [www.pbis.org](http://www.pbis.org)) and implemented with multiple schools. Any district implementation plan includes procedures for ensuring that within two years, a district (a) has local personnel who can deliver the Year 1 training material for SWPBS, (b) has coaches who can support implementation across multiple schools, (c) has a strategy for accessing the behavioral expertise needed to deliver Secondary and Tertiary levels of behavior support, and (d) has a formal evaluation plan that will allow on-going assessment of the fidelity and impact of SWPBS. Evidence of this should be available in materials illustrating critical features of the program.

#### *Who Participated in Professional Development?*

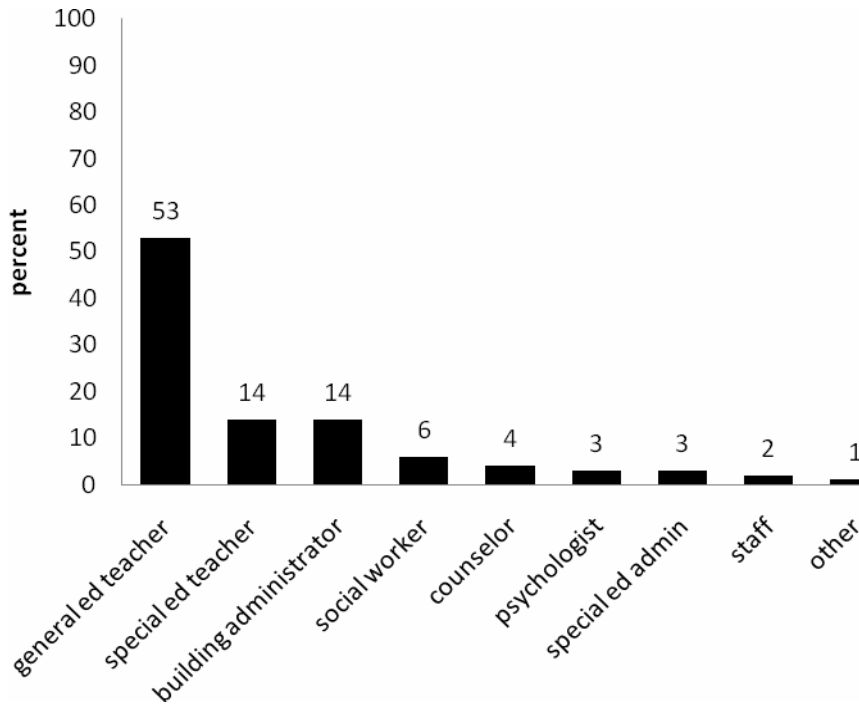
Individuals or groups of individuals participating in professional development should be documented using demographic information collected at professional development presentations. Gender, ethnicity, professional job responsibilities, years of teaching experience, and other characteristics are then used to frame the individuals who will be responsible for the implementing the program, initiatives, and interventions.

Illustration from Practice 8

*Documenting Who Participated in Professional Development*

From August 2006 through June 2007, 964 persons participated in an initial workshop. Of the 964 participants, 806 (84%) completed evaluations of the workshop. For those completing evaluations (see Figure 3), most were employed as general education teachers (53%), special education teachers (14%), and building administrators (14%).

Figure 3: *Percent of Participants Completing Workshop Evaluations across Professional Groups*

*What was Perceived Value of Professional Development?*

Participants' reactions to professional development are usually gathered using questionnaires administered at the end of presentations (e.g., Did they like it? Was their time well spent? Will the information be useful? Was the presenter knowledgeable and helpful?) (see sample below). These general markers of satisfaction help to improve future professional development opportunities. The value of professional development activities can also be determined by assessing the extent to which participants acquire intended knowledge and skills. Evaluators often use performance assessments, simulations, reflections, and portfolios to gather information about participants' learning related to professional development.

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 Sample Professional Development Evaluation Survey
 

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*Directions: Circle the response that best reflects your opinion (SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree) about each item.*

## Statement

1. The presenter was knowledgeable about the content that was included in this professional development activity.	SD	D	A	SA
2. The content was practical and useful.	SD	D	A	SA
3. The presenter was comfortable answering questions about the information that was presented.	SD	D	A	SA
4. The presenter communicated information in a manner that was easy to understand.	SD	D	A	SA
5. The content of this professional development activity will be useful in my work.	SD	D	A	SA
6. I would recommend this professional development activity to my colleagues.	SD	D	A	SA
7. The format of the training was appropriate for the content.	SD	D	A	SA
8. I plan to use this information in my work.	SD	D	A	SA
9. The content of this professional development activity was appropriate for the time allowed.	SD	D	A	SA
10. My expectations for this training were met.	SD	D	A	SA
11. I would like more direct training in the areas that were covered today.	SD	D	A	SA
12. I would like more professional development support for implementation of content covered today.	SD	D	A	SA
13. I need more professional development support to implement this information	SD	D	A	SA
14. I need more explanation on the topics/issues that were covered today.	SD	D	A	SA
15. My overall rating of this professional development activity was favorable.	SD	D	A	SA

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*Perspective on Input Evaluation Indicators*

Input indicators provide evidence that key aspects of SWPBS programs are presented to individuals responsible for implementing them. Analysis of the content and form of professional development opportunities and of the characteristics of participants provides a basis for evaluating the appropriateness of SWPBS programs. Perceptions of the participants about the experience and markers of knowledge and skills that were gained provide evidence of the value of professional development.

### Documenting Fidelity

In SWPBS evaluations, fidelity indicators detail how faithfully the program was implemented relative to its original design and focus and the resources that were directed to it. They reflect the extent to which professional development has resulted in change in the practices used in participating schools and in the behavior of administrators, teachers, and children as well as others in their schools. Fidelity indicators and assessments represent data gathered while a SWPBS program is implemented as evidence that **core features** are in place (cf. O’Donnell, 2008).

#### To What Extent was SWPBS Implemented with Fidelity?

Assessing the fidelity of SWPBS implementation requires attention to the multi-tiered prevention model that guides SWPBS content (Walker et al., 1996). SWPBS practices and systems have been defined for Universal Prevention, Secondary Prevention, and Tertiary Prevention (c.f. SWPBS Implementation Blueprint, [www.pbis.org](http://www.pbis.org)). Typically schools and districts start with implementation and assessment of Universal Prevention (those practices and systems that focus on all students, in all places, across all times). When Secondary and Tertiary Prevention practices and systems are added, assessments of them are integrated into the evaluation. A description of each SWPBS fidelity measure is provided below, and copies of each measure are provided in the Appendices, and online at [www.pbsassessment.org](http://www.pbsassessment.org) and [www.pbis.org](http://www.pbis.org).

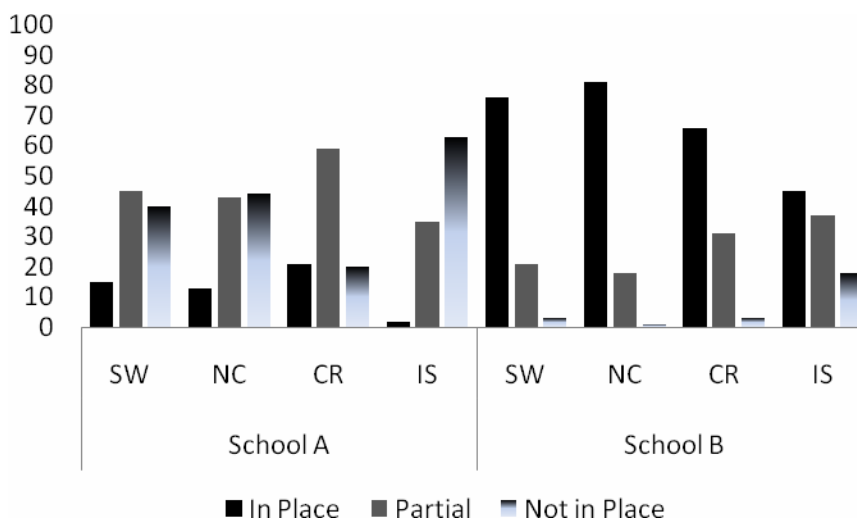
The *Self-Assessment Survey* (SAS; Sugai, Horner, & Todd, 2003) is often used as one source of information by schools implementing SWPBS. The measure contains four parts designed to be administered to the entire staff of the school to assist the leadership team in examining school-wide, non-classroom, and classroom support systems as well as those for individual students. Summaries of the results are used for internal decision-making, staff feedback, team validation, and assessment of implementation over time (Hagan-Burke, Burke, Martin, Boon, Fore, & Kirkendoll, 2005; Sugai, Horner, & Todd, 2003).

Illustration from Practice 9

#### Documenting Process with Self-Assessment Survey (SAS)

Teams are actively using implementation information to develop and adjust action plans for SWPBS. Current levels of implementation of school-wide (SW), non-classroom (NC), classroom support (CS) and individual support (IS) systems are illustrated in Figure 4.

Figure 4: *Self-Assessment Survey Systems Implementation Status Scores*



The *School-Wide Evaluation Tool* (SET: Sugai, Lewis-Palmer, Todd, & Horner, 2001: <http://www.pbis.org/files/files/settwo.pdf>) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004). The SET involves a 2-3 hour review of systems outcomes conducted in the school by an outside evaluator. The results provide an acceptable psychometric indicator of the extent to which PBS practices and systems are in place within a school. 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.

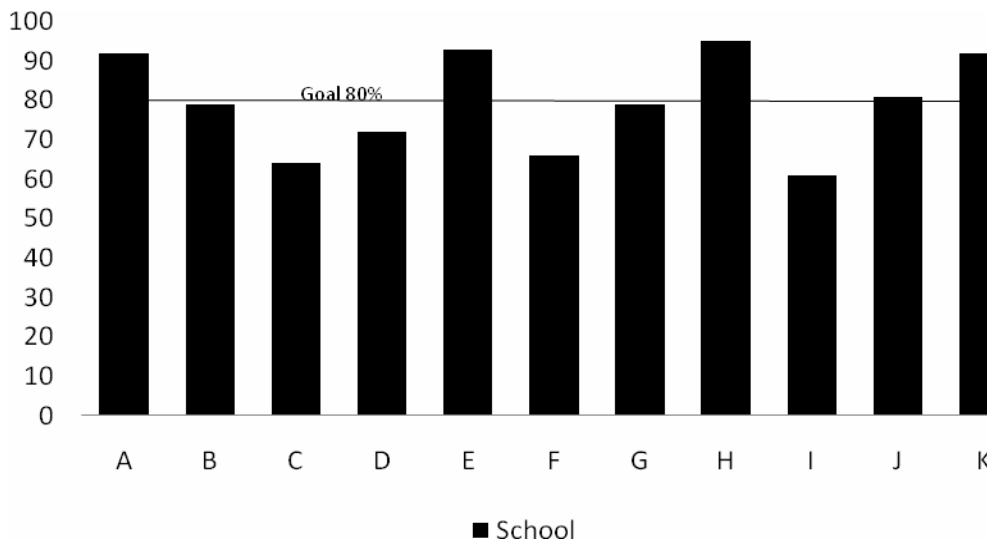
Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. Horner, Todd, Lewis-Palmer, Irvin, Sugai, and Boland (2004) suggest that “a school is implementing the primary prevention practices of school-wide PBS when both SET Total and Expectations Taught subscale scores are at least 80%” (p. 11). SET outcomes can be depicted in graphic formats as evidence of levels of positive behavior support across schools and phases of implementation.

Illustration from Practice 10

*Documenting Process across Schools with SET*

High levels of Positive Behavior Support implementation were evident on the SET in 11 schools implementing during the past school year (see Figure 5). The 80% criterion was achieved in 5 schools with the remaining schools reflecting performance between 60-80%. Scores for teaching expectations were more variable and reflected a need for continuing professional development and monitoring of implementation progress.

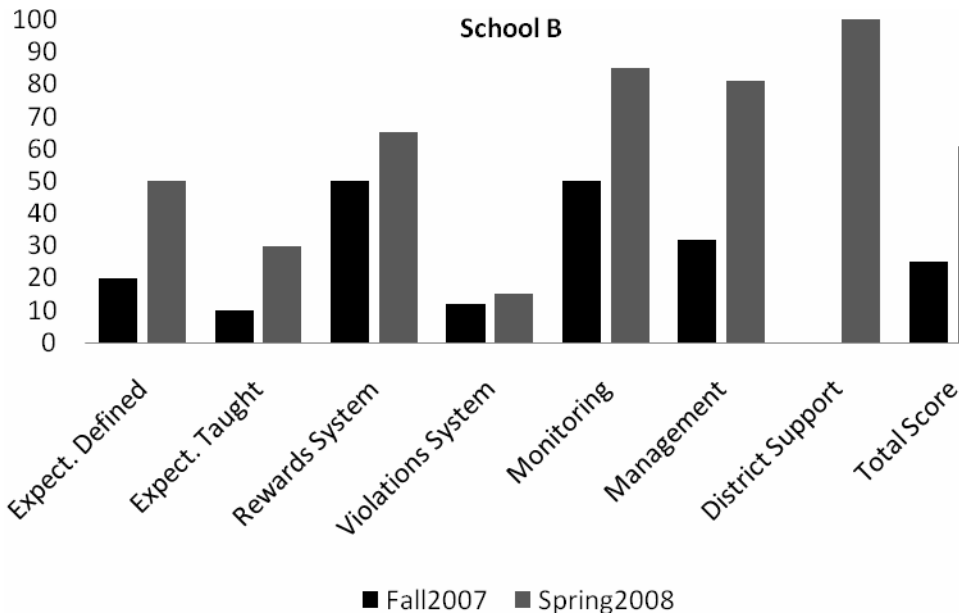
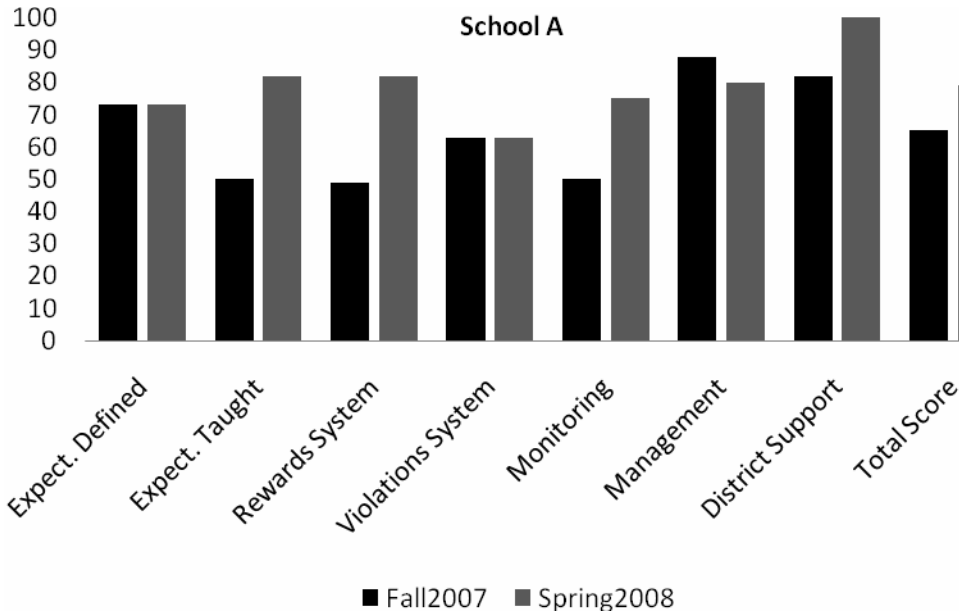
Figure 5: *Total SET Scores across All Schools Currently Implementing SWPBS*



*Documenting Process across Phases with SET*

Improvements were evident in Fall and Spring SET scores for two middle schools implementing SWPBS during the past year (see Figure 6). Higher levels of implementation were observed in School A and more areas in need of improvement were evident in School B.

Figure 6: Implementation across Different Schools

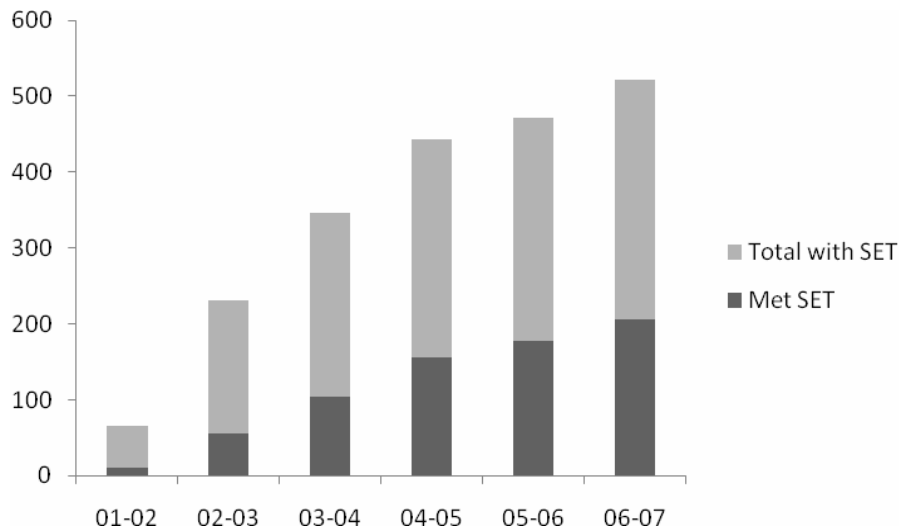


### Documenting Other Process Questions with SET

What proportion of schools meets SWPBS criteria across time?

More than 500 schools are currently implementing SWPBS in our state. The number of schools meeting SET criteria has steadily increased from 18% during the first year of implementation to 65% during the most recent school year (see Figure 7).

Figure 7: Number of Schools Meeting SET Criteria (2002-07)



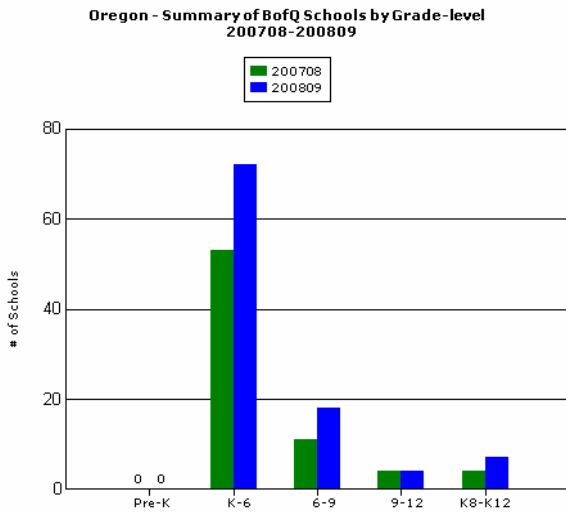
The *Benchmarks of Quality* (BoQ: Cohen, Kincaid, & Childs, 2007) is a 53 item annual self-assessment measure completed by a school team and their PBS coach. The measure requires 30-45 minutes to complete and leads to both summary scores and action planning steps. The BoQ assesses the Universal Tier of SWPBS and produces a total score (a total score of  $\geq 70\%$  is considered to be implementing at criterion). In addition the BoQ produces sub-scale scores in the following areas:

1. PBS Team (questions 1-4)
2. Faculty Commitment (questions 5-7)
3. Discipline Procedures (questions 8-14)
4. Data Analysis (questions 15-19)
5. Expectations Developed (questions 20-24)
6. Reward Program (questions 25-32)
7. Lesson Plan (questions 33-38)
8. Implementation Plan (questions 39-45)
9. Crisis Plan (questions 46-48)
10. Evaluation (questions 49-53)

*Documenting Schools Using Benchmarks of Quality (BoQ)*

A total of 72 reported BoQ scores in Oregon (see Figure 8) in 2007-08 (53 Elementary Schools, 11 Middle Schools, 4 High Schools and 4 K-8 or K-12 schools). In 2008-09 a total of 101 schools reported BoQ scores (72 Elementary Schools, 18 Middle Schools, 4 High Schools and 7 K-8 or K-12 schools).

Figure 8: *Use of BoQ in Oregon*



*Documenting Levels of Benchmarks of Quality (BoQ) Performance*

BoQ average scores by grade level by year for schools in Oregon using the Benchmarks of Quality for 2007-08 and 2008-09 are in Figure 9. Elementary schools in each year averaged over 81% on the BoQ.

Figure 9: *Average BoQ for School in Oregon*

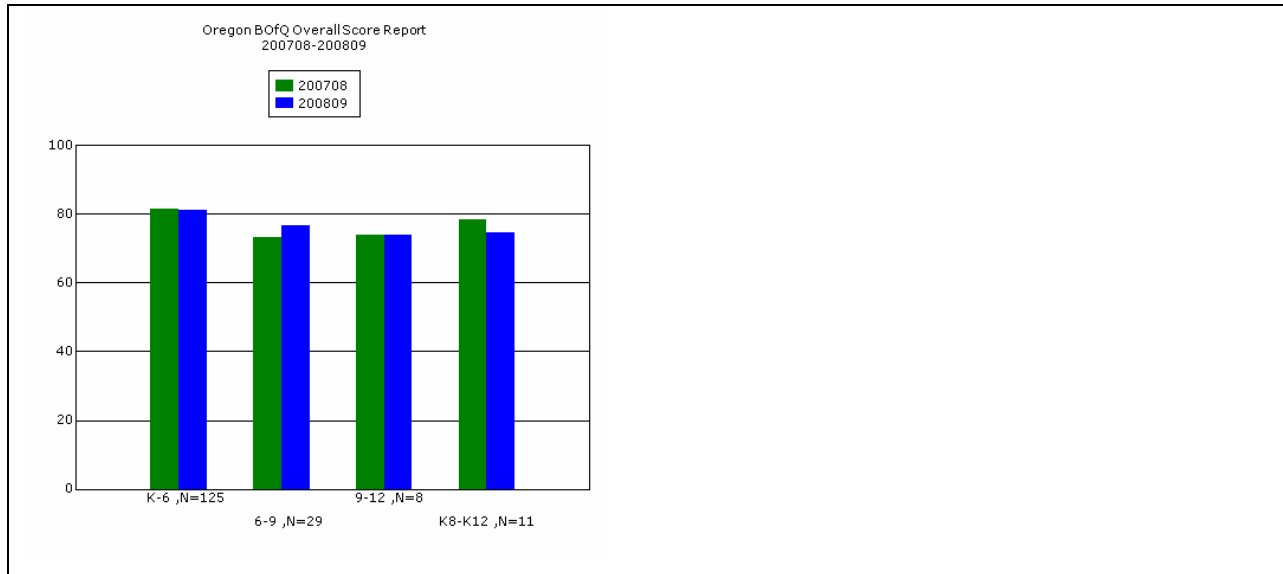
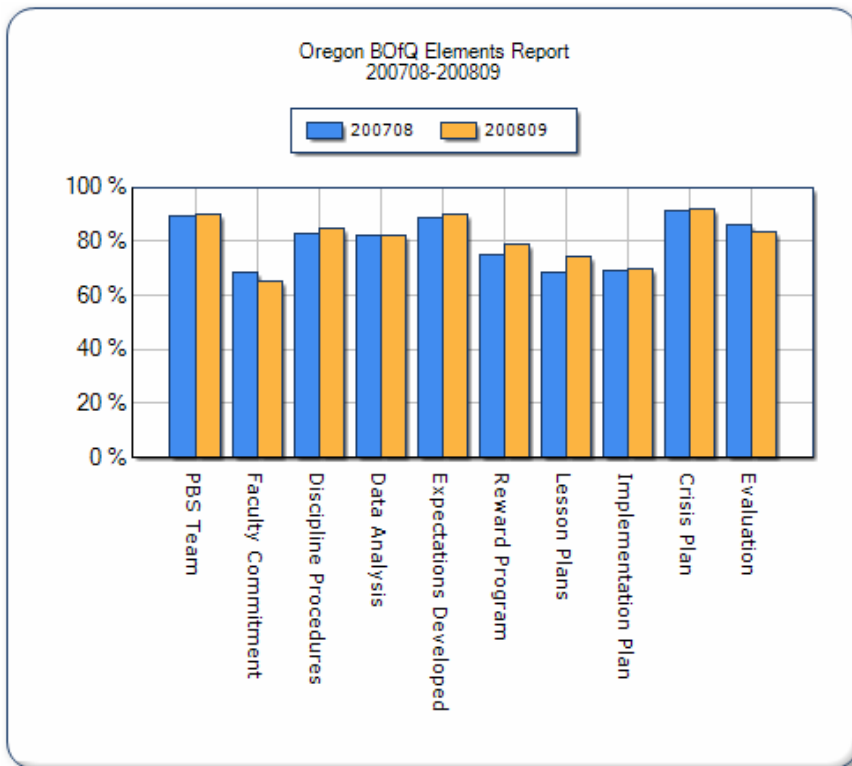


Illustration from Practice 15

*Documenting BoQ Subscale Performance*

Documentation of BoQ subscales from 2007-08 and 2008-09 for Oregon schools (see Figure 10) indicate highest average implementation for Team Procedures, Discipline Systems, Data Systems, Expectations Defined, Crisis Plan, and Evaluation and lowest mean scores for Faculty Commitment, Lesson Plans, and Implementation Planning.

Figure 10: *BoQ Subscale for Schools in Oregon*

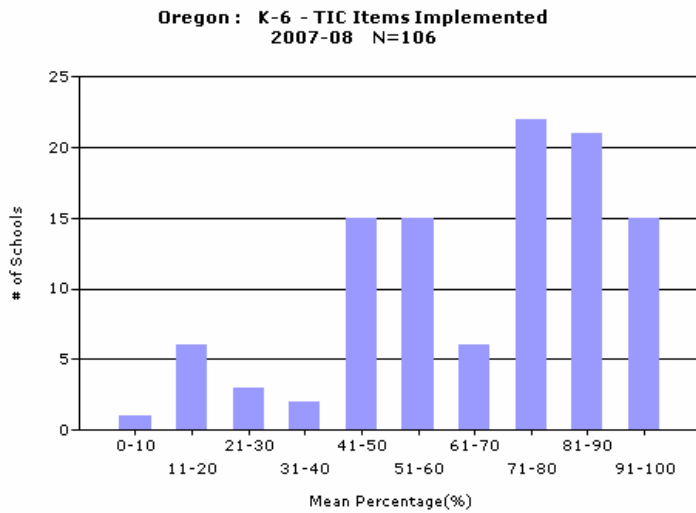


The *Team Implementation Checklist* (TIC; Sugai, Horner & Lewis-Palmer, 2001) is a progress monitoring measure for assessing Universal SWPBS practices. The TIC is a 22 item self-assessment measure completed by a school team with their coach. The TIC produces a “total” and “subscale” scores. A Total score of 80% on the TIC is considered to index implementation of Universal SWPBS. Evaluation reports from TIC data include, as described for the SET and BoQ, documentation of the number of schools reporting TIC. Because the TIC is collected more frequently (monthly, every other month or quarterly) the total and subscale scores can be used to assess progress in implementation of Universal SWPBS practices. Each time the TIC is used, the team assesses performance compared to absolute (e.g. 80%) and previous scores, and uses this information to build an action plan for improving implementation fidelity.

*Documenting Team Implementation Checklist Scores*

TIC scores across a state or district can be displayed in a frequency chart to indicate the number of schools at different levels of implementation. The data in Figure 11 below indicate that in 2007-08 106 elementary schools in Oregon reported TIC data. Of these schools, 15 reported Total scores between 90-100% and an additional 21 reported Total scores between 80-90%. Teams early in the process of adopting SWPBS can be seen in the left part of the figure with low TIC scores.

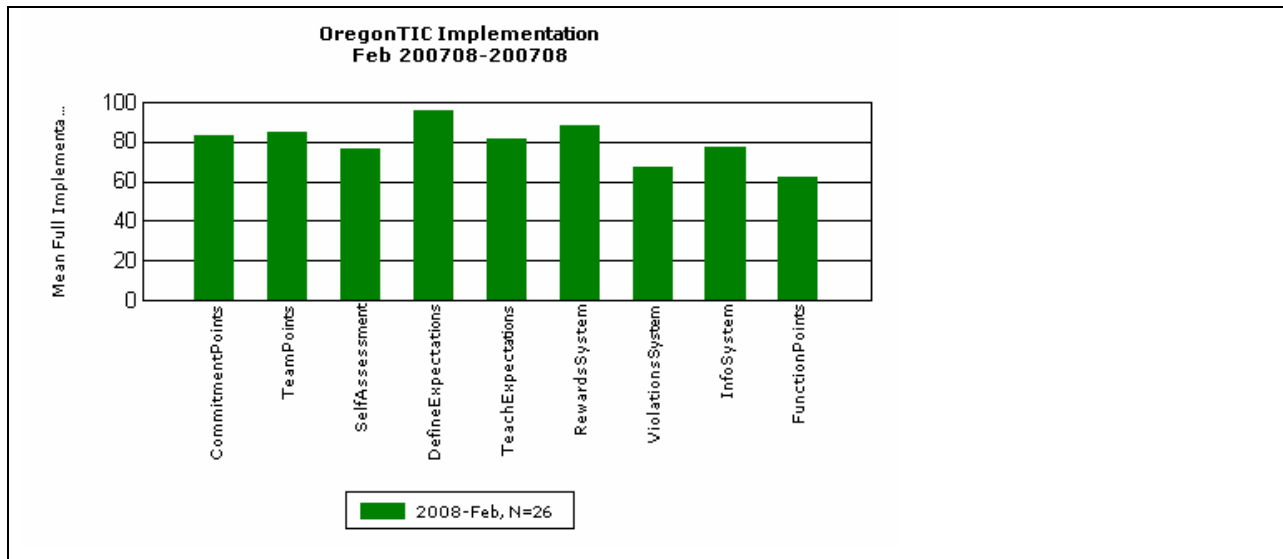
Figure 11: *Team Implementation Checklist Scores in Oregon*



*Documenting Team Implementation Checklist Subscale Scores*

Analysis of subscale scores for 26 elementary schools from one region in Oregon is illustrated in Figure 12. These data indicate that schools were most effective in Building Staff Commitment, Establishing their PBS Team, Defining Behavioral Expectations, Teaching Behavioral Expectations, and Rewarding Behavioral Expectations. They were less successful in completing Self-Assessments, Violation/Consequence Systems, and Secondary/Tertiary Functional Behavioral Assessment Systems.

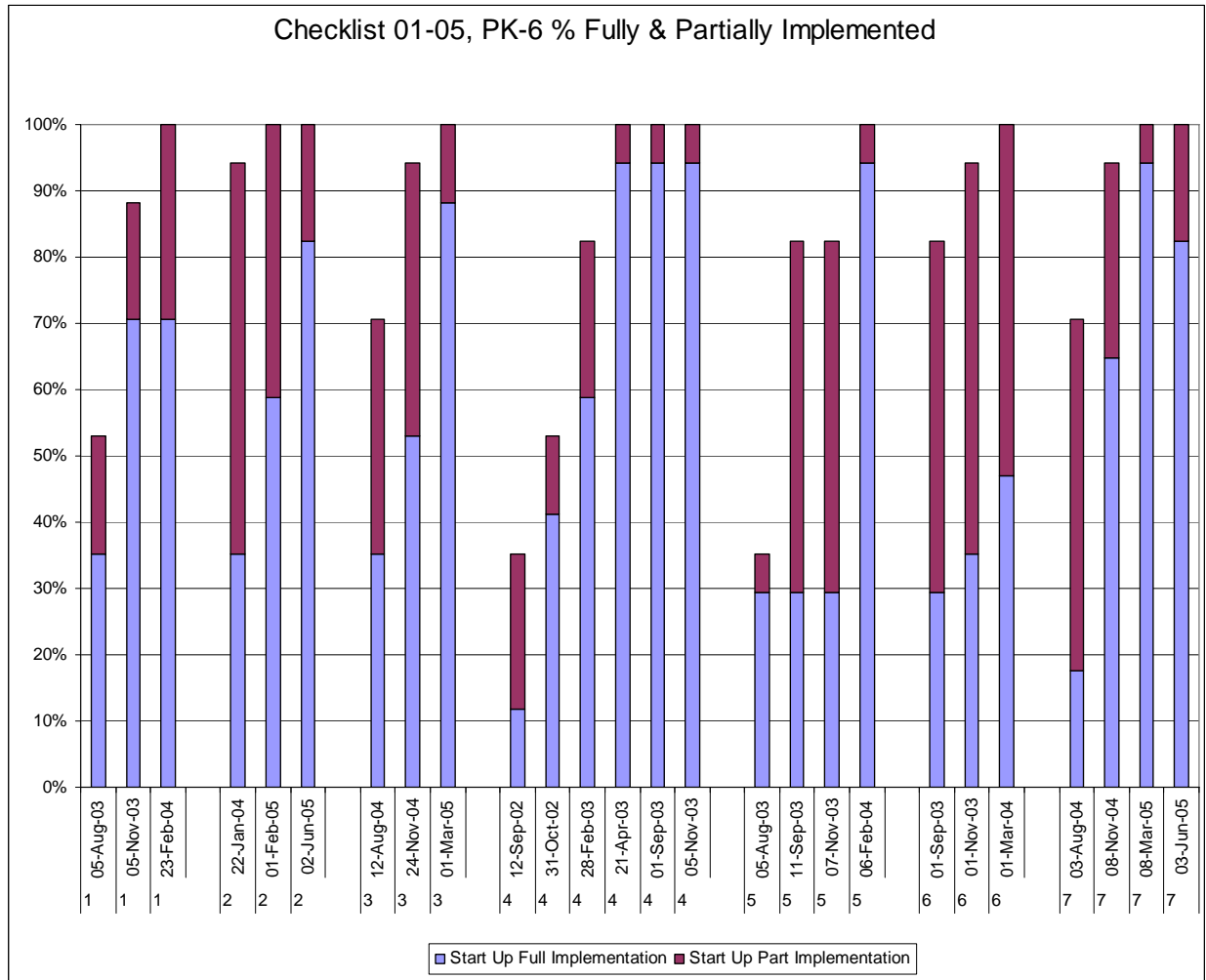
Figure 12: *Team Implementation Checklist Scores in Oregon*



*Documenting Progress on Team Implementation Checklist*

Total scores from the TIC may also be used to index progress in SWPBS implementation over time (see Figure 13). The data in the figure below provide a summary of the percentage of TIC items “Implemented” and “Partially Implemented” for 7 schools adopting SWPBS in 2003-05. The increasing level for the lower portion of each bar indicates the percentage of TIC items “Implemented. When schools reach 80% they are at “criterion” for the Universal SWPBS Tier practices.

Figure 13: *Team Implementation Checklist Improvement across Schools*



A central component of TIC evaluation is the use of TIC information to build a formal action plan. For each item on the TIC that is listed as “in progress” or “not started” the team is expected to define actions that will be done before the next administration of the TIC. An example of the Action Planning format is provided in Table 3. The goal of action planning with the TIC is to shorten the Plan-Do-Measure-Compare cycle of continuous improvement, and to assist teams in moving from broad evaluation to specific actions that bring the core elements of SWPBS into the regular school process.



Table 3: Example of Form for Action Planning

Activity	Activity Task Analysis	Who	When
<b>1. Establish Commitment</b> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• Top 3 goal</li> <li>• 80% of faculty</li> <li>• Three year timeline</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<b>2. Establish Team</b> <ul style="list-style-type: none"> <li>• Representative</li> <li>• Administrator</li> <li>• Effective team operating procedures</li> <li>• Audit of teams/initiatives</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

The *Individual Student Systems Evaluation Tool* (ISSET: Anderson, Lewis-Palmer, Todd, Horner, Sugai & Sampson, 2008) is a research-quality measure designed to assess the implementation status of secondary (targeted) and tertiary (intensive) systems within a school. The ISSET consists of 35 items and is divided into three parts: foundations, targeted interventions, and individualized interventions. Questions in each of these parts are grouped into feature areas (e.g., commitment, implementation, assessment, etc.). A summary score is obtained for each of the three parts of the ISSET.

The information below depicts the three parts of the ISSET and corresponding feature areas. A sample graph summarizes the percent of features implemented for each of three parts. Each part has 2, 3, or 4 feature areas.

**Part I: Foundations**

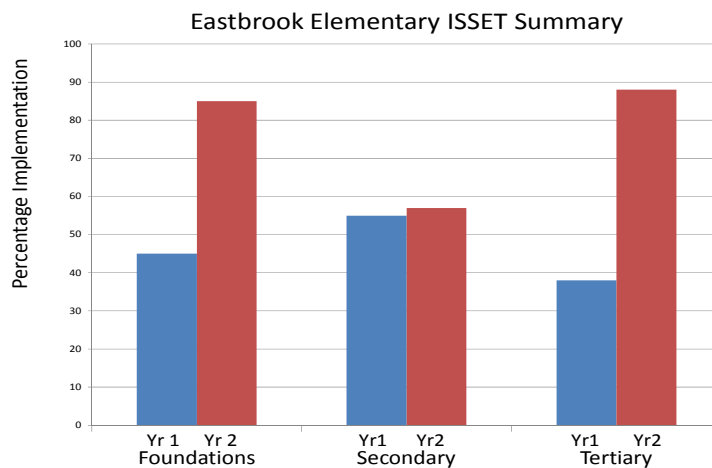
- A. Commitment
- B. Team Based Planning
- C. Student Identification
- D. Monitoring and Evaluation

**Part II: Targeted**

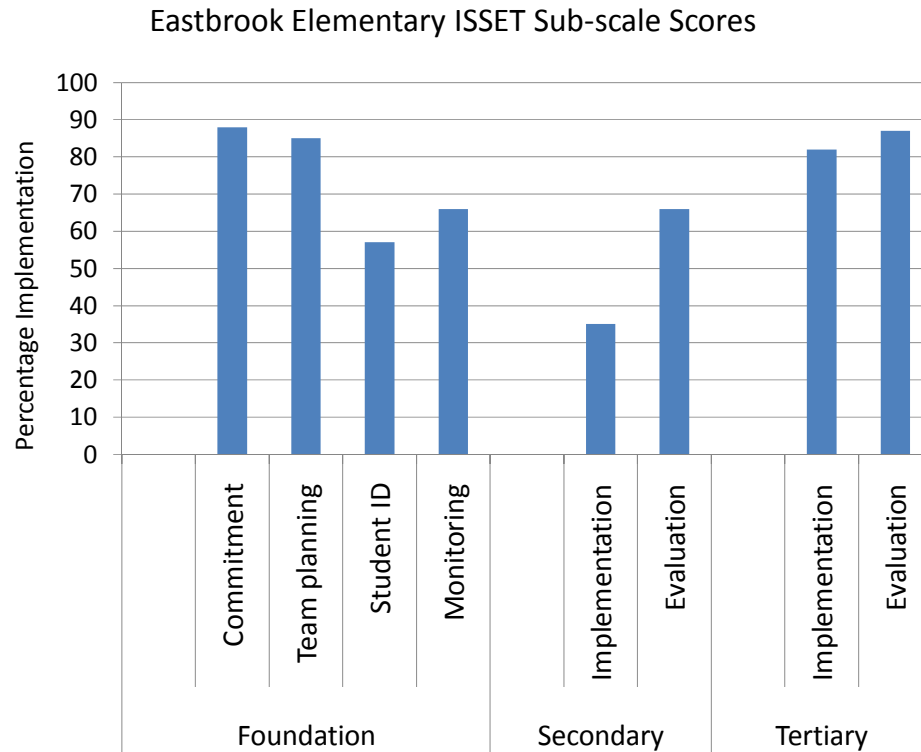
- E. Implementation
- F. Evaluation and Monitoring

**Part III: Intensive**

- G. Assessment
- H. Implementation
- I. Evaluation and Monitoring



The ISSET is conducted by an external evaluator and takes approximately two to three hours to complete. Two data sources are used to score the ISSET: interviews and a review of permanent products/documentated procedures. Interviews involve (a) an administrator (approximately 15 minutes), (b) behavior support team leader (approximately 30 minutes), and (c) five staff members for 1 minute each. ISSET fidelity is documented for Secondary and Tertiary tiers of SWPBS when Foundation  $\geq 80\%$  and Secondary  $\geq 80\%$  or when Foundation  $\geq 80\%$  and Tertiary  $\geq 80\%$ . Scores from the ISSET are also assessed to define the level of fidelity by subscale (see below), and these subscale scores are used to build action plans to improve implementation (e.g., note improved level of Foundations and Tertiary for Eastbrook Elementary in the figure above).



The *Benchmarks for Advanced Tiers* (BAT: Anderson, Childs, Kincaid, Horner, George, Todd & Spaulding, 2009) is a self-assessment measure of the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is completed by school PBS teams with their PBS coach. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (ISSET), and is designed to answer three questions:

1. Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?
2. Is a Tier 2 support system in place?
3. Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate next steps in the implementation. If schools choose to use the BAT to assess progress over time, then the measure can be scored and scores on each area and the overall measure) can be tracked on a year-to-year basis. BAT data displays and fidelity criteria mirror those of the ISSET.

*Perspective on Fidelity Indicators*

Gilliam, Ripple, Zigler, and Leiter (2000) point out the importance of documenting process (or fidelity) evaluation indicators: “Outcome evaluations should not be attempted until well after quality and participation have been maximized and documented in a process evaluation. Although outcome data can determine the effectiveness of a program, process data determine whether a program exists in the first place” (p. 56). A critical feature of high quality implementation is evidence of the extent to which critical features of SWPBS are being or have been implemented as intended.

### Documenting Impact

Impact indicators detail intended and unintended outcomes and provide a basis for continuations, revisions, and improvements. As Fixsen, Naoom, Blase, Friedman, and Wallace (2005) point out, “[a] test of evidence-based practice or program effectiveness at implementation sites should occur only after they are fully operational, that is, at the point where the interventions and the systems supporting those interventions within an agency are well integrated and have a chance to be fully implemented (p. 18). Information from impact evaluation indicators reflects the extent to which targeted outcomes are being and/or likely to be achieved. Office discipline referrals (ODRs), suspensions, expulsions, levels of behavior risk, attitude surveys, and end-of-grade and other achievement assessments are widely used markers for behavior and other changes resulting from high fidelity implementation of SWPBS. Impact indicators and assessments represent data gathered after a SWPBS program is implemented as evidence of its outcomes and the extent to which intended outcomes were achieved.

#### *To What Extent Did Program Result in Changes in Behavior?*

*Office discipline referrals* are widely used indicators of problem behavior and the social climate of schools (cf. Ervin, Schaughency, Goodman, Matthews, & McGlinchey, 2006; Ervin, Schaughency, Matthews, Goodman, & McGlinchey, 2007; Horner, Sugai, Todd, & Lewis-Palmer, 2005; Irvin, Tobin, Sprague, Sugai, & Vincent, 2004; McIntosh, Chard, Boland, & Horner, 2006). The *School-Wide Information System* (SWIS) is a web-based computer application for entering, organizing, managing, and reporting office discipline referral (ODR) data for use in decision making by teachers, administrators, and other staff (Irvin, Horner, Ingram, Todd, Sugai, Sampson, & Boland, 2006;). Numbers of suspensions and numbers of students at-risk for continued problems are also important indicators of behavior change. All three are useful markers for documenting changes in the general social climate of the school and improvements in problem behavior resulting from implementation of SWPBS programs.

Illustration from Practice 18

#### *Documenting ODRs with SWIS*

During 2006-07 school year, data from 1974 schools, 1,025, 422 students, and 948, 874 ODRs were compiled using SWIS. The average ODRs per 100 students per school day was .34 ( $SD=.37$ ) across grades K-6, .98 ( $SD=.1.36$ ) across grades 6-9, .93 ( $SD=.83$ ) across grades 9-12, and .86 ( $SD=1.14$ ) in schools enrolling students across Kindergarten to grades 8-12 ([www.swis.org](http://www.swis.org)). Available data from schools implementing PBS in North Carolina compare favorably with these national averages (see Figure 14)

Figure 14: *Office Discipline Referrals*

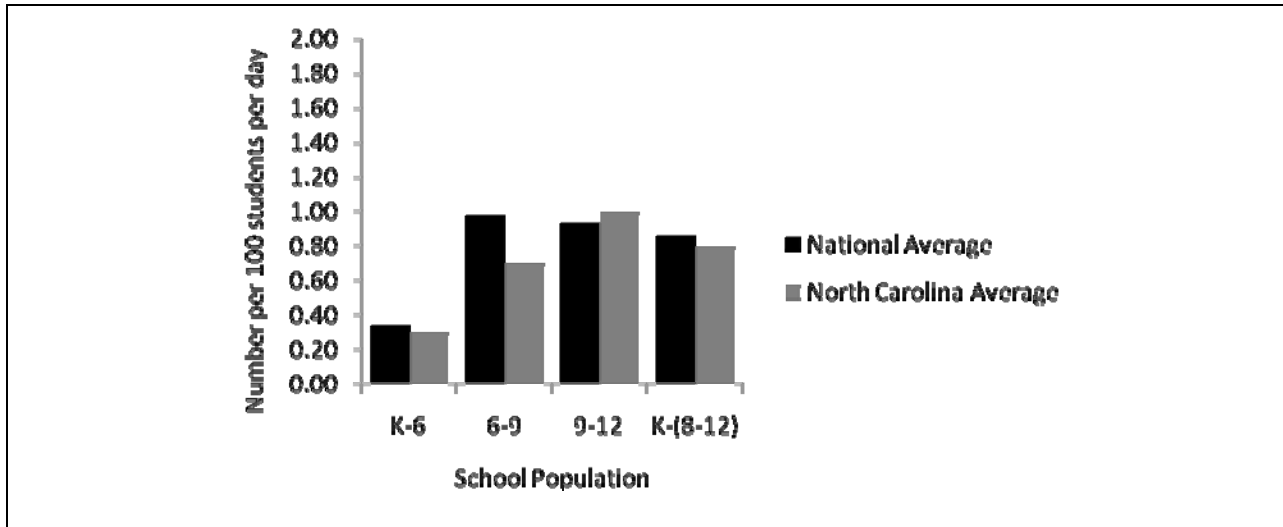
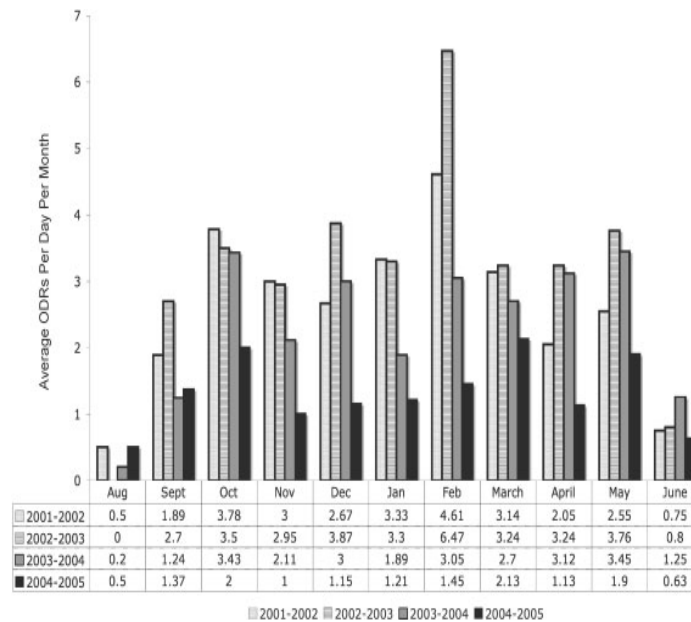


Illustration from Practice 19

*Documenting Improvements in ODRs with SWIS*

Average ODRs per day per month across project years were considered formatively (see Figure 15). A higher number of ODRs occurred during February 2001–2002 and 2002–2003 relative to other months. With implementation of additional instructional and environmental strategies, there was a 50% reduction in average ODRs per day per month in February during 2003–2004 and 2004–2005.

Figure 15. Average Number of ODRs per Day per Month across Project Years



Source. Ervin, Schaughency, Matthews, Goodman, & McGlinchey, 2007 (pp. 13-14, Figure 1).

Illustration from Practice 20

*Documenting Relationships between Implementation and Outcomes*

Differences in ODRs for schools in North Carolina that met and did not meet SET expectations (80/80 Total/Expectations Taught scores) are illustrated in Figure 16. Small differences evident during initial

years of statewide implementation (2004-2005) increased greatly in recent years, consistently favoring schools with high levels of implementation support.

Figure 16: *Is Implementation Affecting Outcomes in North Carolina*

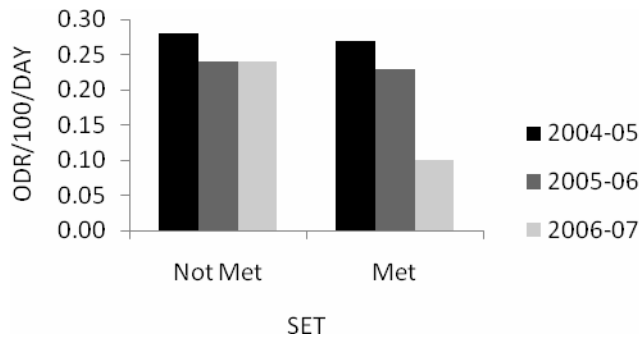
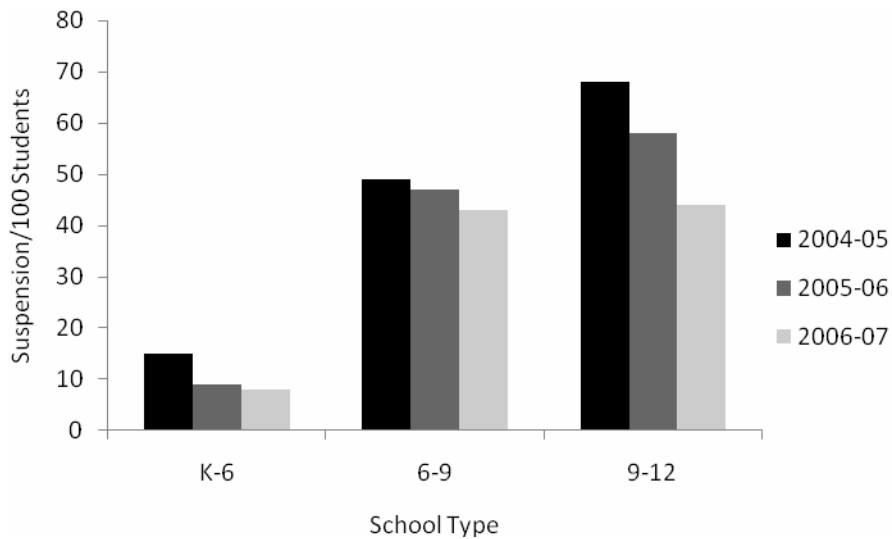


Illustration from Practice 21

*Documenting Suspensions*

Disciplinary offenses in the schools were typically dealt with using short-term suspensions, which could last up to ten days. There has been a consistent decrease in suspensions across schools implementing PBS in the district over the past two years (see Figure 17).

Figure 17: *Suspensions across Implementation Years*

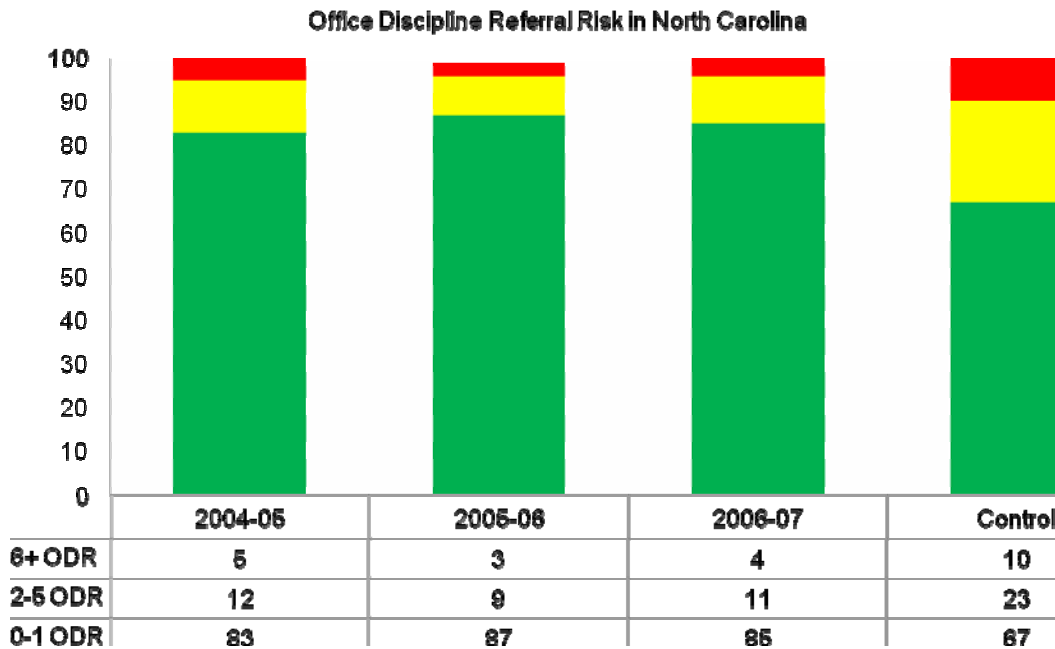


*Documenting Levels of Behavior Risk*

A key component of SWPBS is creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for academic and social behavior in schools (Sugai, et al., 2005). The “triangle” is used as a heuristic to reflect these levels of support as well as to represent levels of behavior risk (e.g., 0-1 low risk, 2-5 some risk, 6+ high risk).

Normative ODR distributions reported by Horner, Sugai, Todd, and Lewis-Palmer (2005) suggest that across schools 87% (*SD*=10) of students had 0 to 1 ODR, 9% (*SD*=6) had 2 to 5 referrals, and 4% (*SD*=5) had 6 or more referrals. Similar indices for levels of behavior risk have been suggested (cf. Irvin, Tobin, Sprague, Sugai, & Vincent, 2004) and used in large scale evaluation research (cf. Ervin, Schaughency, Matthews, Goodman, & McClinchey, 2007: Levels of behavior risk evident in schools implementing PBS in North Carolina were comparable to these expectations and better than those evident in control schools not systematically implementing PBS (see Figure 18).

Figure 18: *Levels of Behavior Risk across Implementation Years*



*To What Extent Did The Program Result in Changes in Other Areas of Schooling?*

SWPBS involves systems and strategies for achieving important social and learning outcomes. In addition to behavior, it is important to document time allocated to instructional activities, academic achievement, and other aspects (e.g., attitudes, school safety, and teacher turnover) of schooling when evaluating SWPBS programs.

Illustration from Practice 23

*Documenting Changes in Administrative and Instructional Time*

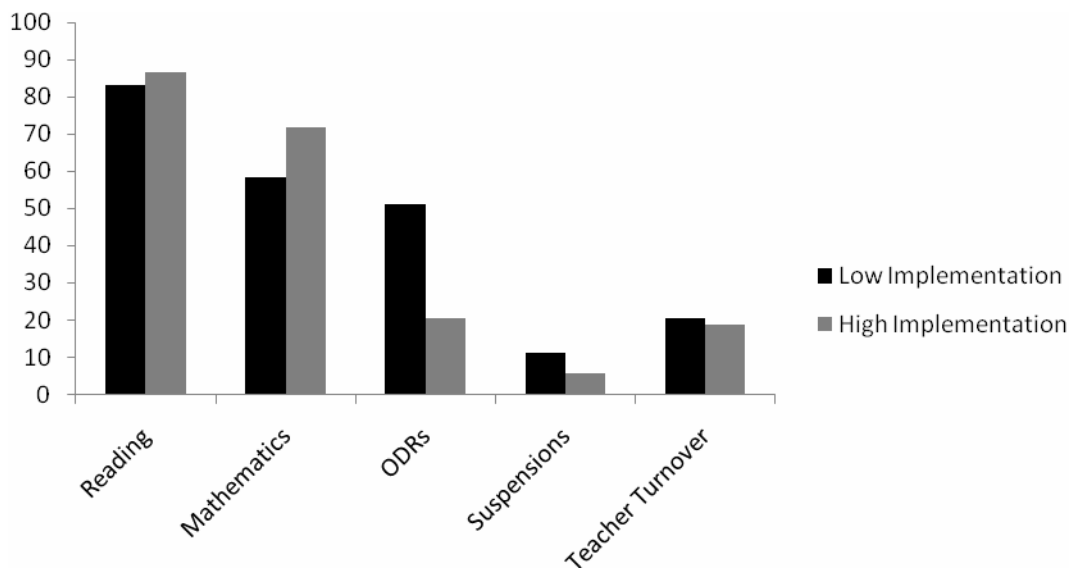
Decreases in the number of office discipline referrals ranged from 10-28% across the schools and suspensions dropped 8% in one school and 18% and 57% in the others. Using conservative estimates of 20 minutes of administrator time and 30 minutes of teacher time for each office discipline referral, approximately 18 days of administrative time and 19 days of instructional time were gained in these schools as a result of the reduction in office referrals.

Illustration from Practice 24

*Documenting Changes in Achievement*

End-of-grade reading and mathematics achievement, office discipline referrals, suspensions, and teacher turnover are illustrated in Figure 19 for schools with different levels of implementation of SWPBS. Differences in the measures favor schools with high levels of implementation.

Figure 19: *Achievement and Other Outcomes across Different Levels of SWPBS Implementation*



*Documenting the Relationships between Achievement and Implementation*

The proportion of third graders achieving at or above expectations on end-of-grade reading and mathematics achievement measures for schools with different levels of implementation of SWPBS are illustrated in Figure 20. The relationship between end-of-grade reading achievement and average ODRs across 36 elementary schools is illustrated in Figure 21. Achievement was higher in schools with SET scores reflecting high implementation and *lower ODR rates were associated with higher reading scores.*

Figure 20: *Third Graders Meeting State Reading Standards across Levels of SWPBS Implementation*

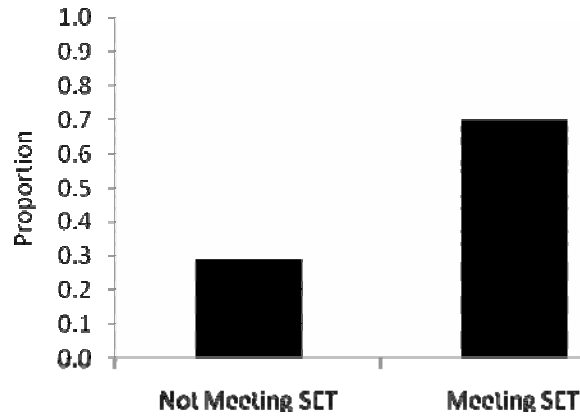


Figure 21: *Relationship between ODRs and EOG Reading Scores*

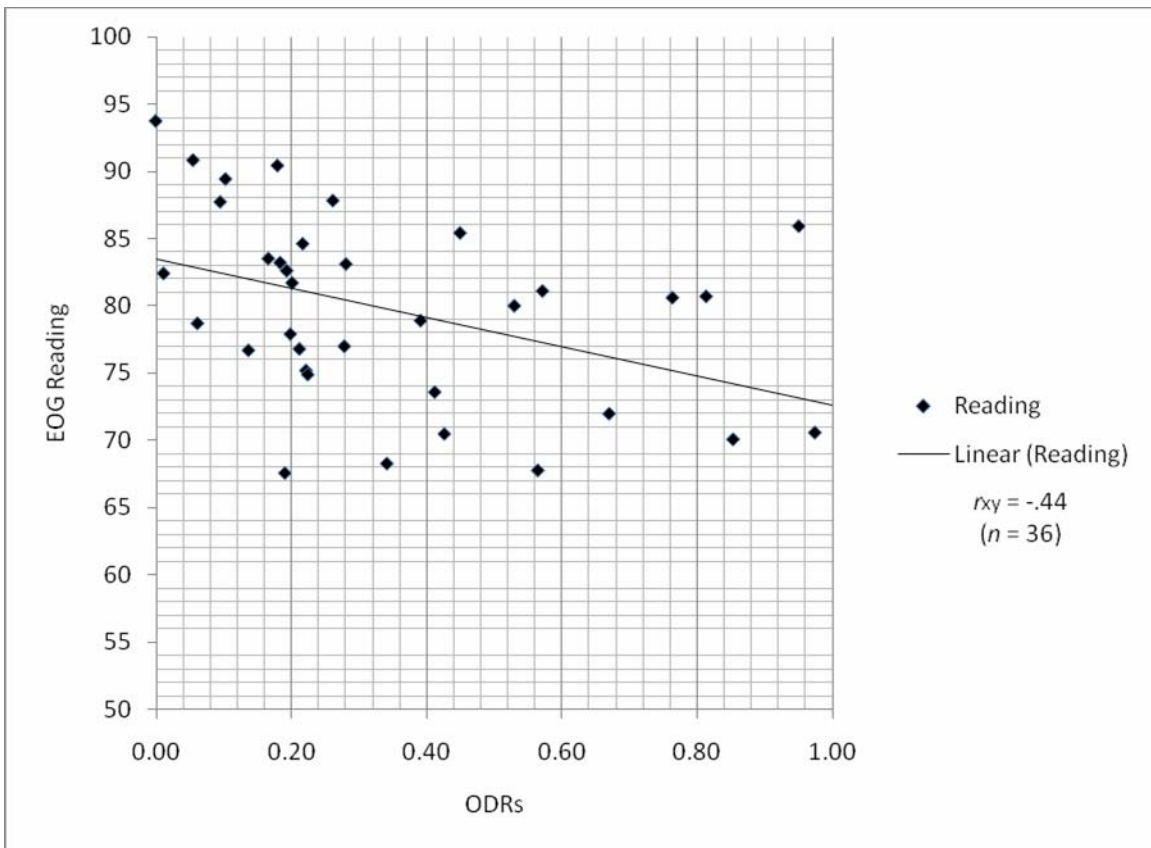


Illustration from Practice 26

*Documenting the Relationship between SWPBS Implementation and Perceived School Safety*

Horner et al., (2009) collected “risk factor” and “protective factor” scores from the School Safety Survey (Sprague, Colvin & Irvin, 1996) as part of SWPBS implementation in Illinois and Hawaii. Results indicated a statistically significant decrease in perceived risk ( $p = .0154$ ;  $d = -.86$ ) when SWPBS implementation met SET 80% criterion levels.

*Perspective on Outcome Indicators*

School-Wide Positive Behavior Support is a broad range of systemic and individualized strategies for achieving important social and learning outcomes by preventing and addressing problem behavior with all students. SWPBS is not a specific “model” or curriculum but a continuum of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and that have been demonstrated to be effective and efficient. SWPBS has relevant applications to educating all students in schools, not just students with disabilities and a critical feature of evaluating it is operationally defined and valued outcomes. Documenting levels and improvements in academic and social behavior indicators is essential when evaluating SWPBS programs. Linking these records and changes to national, state, and local initiative priorities, annual school improvement objectives, and individual academic goals and objectives provides valuable information for decision-makers interested in replicating, sustaining, and improving SWPBS initiatives.

**Replication, Sustainability, and Improvement Indicators**

An emerging area of evaluation emphasizes the extent to which efforts to implement a program like SWPBS can be replicated with sustained impact (McIntosh et al., 2009; Fixsen et al., 2005). Two evaluation questions that warrant space in any evaluation plan or evaluation report are: (a) To what extent is SWPBS implemented throughout the state/district/region; and (b) Once implemented with fidelity, to what extent do schools sustain SWPBS implementation?

Illustration from Practice 26

*Documenting Extent SWPBS is Implemented*

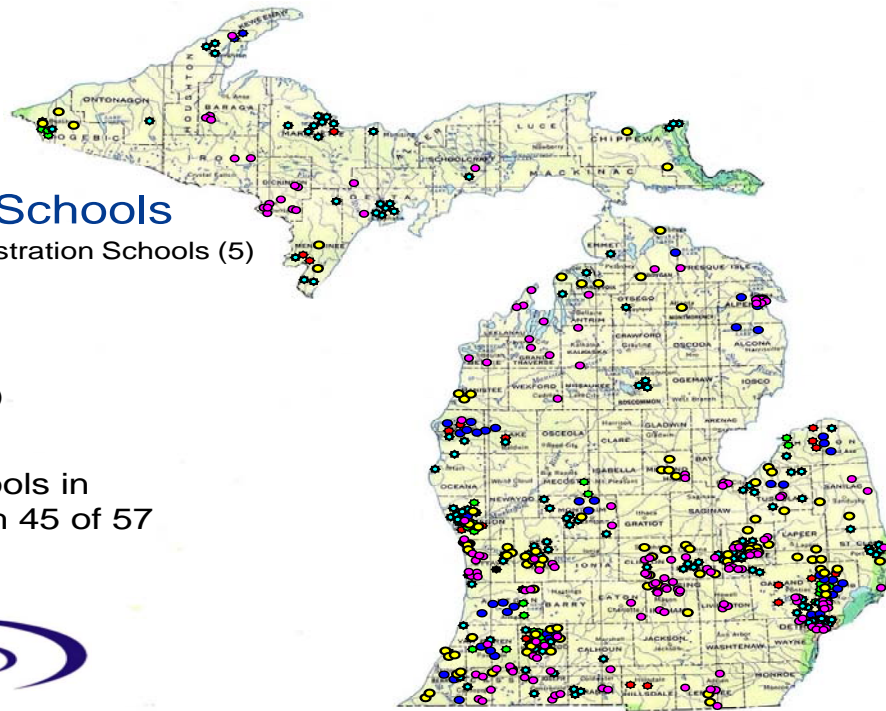
The state of Michigan (see Figure 22) monitored adoption of SWPBS in terms of the number of schools receiving training, the number of school achieving fidelity criterion, the proportion of schools within the state adopting SWPBS and the geographical location of schools adopting SWPBS. The focus on Intermediate Service Districts (ISDs) was an indication of breadth of implementation through their Michigan Integrated Behavior and Literacy Supports Initiative (MiBLSi) (source Dr. S. Goodman, 2009).

Figure 22: *Implementation of SWPBS in Michigan*

**Participating Schools**

- 2000 Model Demonstration Schools (5)
- 2004 Schools (21)
- 2005 Schools (31)
- 2006 Schools (50)
- 2007 Schools (165)
- 2008 Schools (95)
- 2009 Schools (150\*)

Total of 512 schools in collaboration with 45 of 57 ISDs (79%)

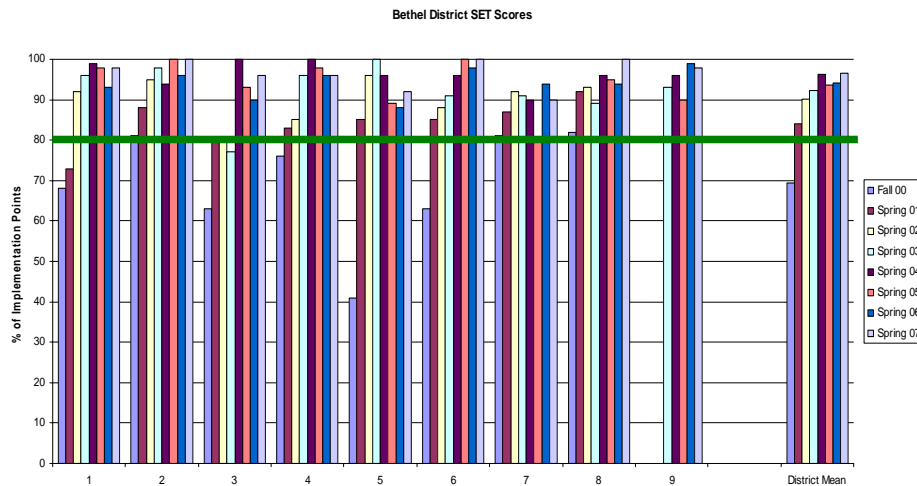


*Documenting Extent Schools Adopting SWPBS Sustain Implementation*

Bethel school district in Oregon reports the SET Total scores for the 9 schools in the district implementing SWPBS. The data in Figure 23 provide SET Total scores over an eight year period. The data indicate that initially schools were below the 80% criterion level; that over time they were able to meet the 80% criterion; and that once at criterion they were likely to sustain SWPBS Universal Level implementation at the 80% criterion. (Source, C. Rossetto Dickey, 2008).

Figure 23: *Sustainability of SWPBS in Oregon*

## Sustaining SWPBS



A impact indicator documenting change in the “systems” used within a district is the extent to which the district policies include annual opportunities to (a) orient new faculty, staff, students, (b) conduct on-going evaluations, (c) present data to faculty and community decision-makers, and (d) integrate SWPBS efforts with other initiatives that may affect faculty behavior. These indicators are often documented through the Annual PBS Team Planning Schedule. A sample of how this planning schedule may look for an “exemplar school” is provided in Table 4.

Table 4: Team Training, Implementation and Evaluation Schedule for Year 1 Implementation of SWPBS

**PBS Team Plan Schedule**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Date	Team Coordination	Establish and Sustain School-Wide Expectations	Evaluation of School-Wide PBS			Initiative(s) for Academic Year _____
			Self-Assessment Survey Team Checklist	Office Discipline Referrals	Other Evaluations	
Sep	Annual Plan Developed Meeting: Meeting:	Teach School-wide Expectations	SAS Survey Team Checklist			Goals, Outcomes, Activities and Schedule Defined
Oct	Meeting: Meeting: Report to Fac	Evaluate Teaching Effort: Report Eval Results to Faculty		Report to Fac		
Nov	Meeting: Meeting:	Winter Booster Event(s)	Team Checklist			
Dec	Meeting: Report to Fac			Report to Fac		
Jan 2004	Meeting: Meeting:		Team Checklist			Bully Prevention Training
Feb	Meeting: Meeting: Report to Fac	Spring Booster Event(s)		Report to Fac		
Mar	Meeting:		Team Checklist			School Safety Survey
Apr	Meeting: Meeting: Report to Fac	Planning Day for training next Fall		Report to Fac		
May	Meeting: Meeting		Benchmark of Quality			Benchmark of Advanced Tiers

Date	Team Coordination	Establish and Sustain School- Wide Expectations	Evaluation of School-Wide PBS			Initiative(s) for Academic Year _____
			Self- Assessment Survey Team Checklist	Office Discipline Referrals	Other Evaluations	
Jun	Celebration					

## SELECTING EVALUATION MEASURES

The rigor and effort associated with Fidelity evaluation should match the level of precision needed for decisions. When decisions from evaluation data will influence major policy, or conceptual theory guiding new science, then the evaluation measures should be of high technical rigor (e.g. research-quality measures). When evaluation data will be used to influence on-going implementation efforts at the local level, it may be more reasonable to use less expensive evaluation measures (e.g., self-assessment measures). The fact that the same evaluation question may be applied to different levels of decision-making required the creation of multiple measurement options. Three levels of fidelity measures have been developed to assess SWPBS implementation: (a) research measures, (b) annual self-assessment measures, and (c) progress monitoring measures.

**Research measures** are designed to have high validity and reliability, and typically involve external observers assessing procedures during a multi-hour evaluation process. Research measures are used in formal evaluation and research analyses to allow unequivocal documentation of the extent to which SWPBS Universal, Secondary and Tertiary practices are being used as intended.

**Annual self-assessment measures** are designed to document the same content as the research measures but to do so more efficiently. Annual measures typically are self-assessments, most are available online, and they provide a school team/coach with the ability to determine once a year if a school is implementing SWPBS practices at a level that would be expected to affect student outcomes. Annual SWPBS self-assessment measures always guide development of action planning to assist in efficient and continuous improvement of systems used in the school. These measures do not have the same level of measurement rigor as research measures, but they are much more efficient (e.g. cost effective) and when used as intended have been found to provide functional information.

**Progress monitoring measures** are also designed to assess the same core features as the research and annual self-assessment measures. Progress monitoring measures are used by school teams (typically with the support of their coach) on a frequent basis (e.g. monthly, every two months, or quarterly) to guide action planning during the implementation process. Progress monitoring measures are self-assessments that require 15-20 minutes to complete online and are used by the team, coach and trainer to tailor actions, supports, and training content associated with assisting the school to implement SWPBS with high fidelity.

A summary of the Research, Annual Self-Assessment, and Progress Monitoring measures currently available for use in evaluating Universal, Secondary and Tertiary tiers of SWPBS is provided in Table 5. Note that the blending of practices as the Secondary/Tertiary tiers has led to the combining of single measures to assess these practices.

Table 5: SWPBS Fidelity Measures

Level of Support	Research Measures	Annual Self-Assessment Measures	Progress Monitoring Measures
<b>Universal</b>	School-wide Evaluation Tool (SET)	Self-Assessment Survey (SAS) Benchmarks of Quality (BoQ)	Team Implementation Checklist (TIC)
<b>Secondary and Tertiary</b>	Individual Student School-wide Evaluation Tool (I-SSET)	Benchmarks of Advanced Tiers (BAT)	(To be developed)
<b>Overall Implementation</b>		Implementation Phases Inventory (IPI) Phases of Implementation (POI)	

One model for use of SWPBS fidelity measures during the first three years of SWPBS adoption is provided in Table 6. Note (1) only one measure per tier (e.g. only BoQ, or SET, or SAS) would be used in the Spring assessments; (2) this model assumes that Universal SWPBS practices are in place at criterion level by the end of Year 2, and that progress monitoring is no longer needed; (3) a progress monitoring measure for Secondary/Tertiary practices is still in development; and (4) only one annual assessment measure would be selected for Secondary/ Tertiary during Spring evaluations. The decision of which annual assessment tools to use would be based on the level of precision needed, and the level of investment available for data collection. Many variations of this general schedule are feasible. The goal in providing this schedule is to display one way in which the multiple measures can be combined in a coherent evaluation plan.

Table 6: Schedule of Fidelity Measurement within SWPBS Implementation

Level	Measure	Pre	Year 1				Year 2				Year 3			
			S	F	W	S	S	F	W	S	S	F	W	S
Universal SWPBS														
	Progress Monitoring: <b>TIC</b>		X	X	X		X	X	X					
	Annual Self-Assessment: <b>BoQ,</b>					X				X				X
	Research Measure: <b>SET</b>					X				X				X
	Self-Assessment	X				X				X				X

Level	Measure	Pre	Year 1				Year 2				Year 3			
			S	F	W	S	S	F	W	S	S	F	W	S
	Survey: <b>SAS</b>													
Secondary/Tertiary														
	Progress Monitoring: <b>TBA</b>						X	X	X		X	X	X	
	Annual Self-Assessment: <b>BAT</b>									X				X
	Research Measure: <b>I-SSET</b>									X				X

**Progress Monitoring of Secondary and Tertiary Practices**

The fidelity of Secondary and Tertiary practices within SWPBS can now be assessed with high rigor with the ISSET, and with more efficiency with the BAT. A challenge remains at this time, however, to provide a progress monitoring measure that school teams and coaches can use to efficiently assess Secondary and Tertiary practices on a frequent cycle (e.g. monthly).

**Building a State/District Evaluation Plan**

Every state and/or district will have unique demands and features that affect the scope and format of the measurement needs of the evaluation effort. The array of measures creates opportunities for evaluators to sculpt and shape a specific plan to meet the needs of specific stakeholders. We provide below one example of a “district-level” plan for implementing and evaluating its SWPBS effort.

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Sample District Implementation and Evaluation Plan

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School-wide positive behavior support (SWPBS) is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behavior supports needed to achieve academic and social success for all students (Sugai, Horner & Lewis, 2009). The goal of the District’s initiative is to improve outcomes for students by implementing SWPBS with fidelity. A key component of SWPBS implementation is evaluation. Evaluation information will be used not just to assess if effects have been achieved, but to guide the ongoing implementation process. This plan summarizes the process for implementation and evaluation to be completed over the next three years.

**SWPBS Implementation**

SWPBS implementation will occur at three levels: School-teams, Coaches/Trainers, and the District Leadership Team. We propose to implement SWPBS in 10-12 schools per year for each of the next three years, establish district coaches/trainers to support and sustain this implementation, and operate a District Leadership team that will oversee and guide the implementation process. Training for teams, Coaches/Trainers and the Leadership Team will be provided by external consultants during the first two years of implementation with the goal that by the beginning of the third year sufficient local capacity exists to provide training and support with internal resources.

Team Training

SWPBS will be implemented via training of school-wide behavior support teams following guidelines provided by the SWPBS Implementation Blueprint (Sugai et al., 2009). Each team will include 3-5 representatives from the instructional staff, a building administrator, and a district coach. Teams will receive training in cohorts of 10-12 teams per year following a two-year schedule that will approximate the following:

Year 1	When	Activity
	Spring	Administrator and Behavior Specialist Orientation <ul style="list-style-type: none"> <li>▪ Following the orientation, building teams apply for training by documenting readiness</li> </ul>
	Aug-Sept	Team Training-Tier I SWPBS <ul style="list-style-type: none"> <li>▪ Core features of SWPBS</li> <li>▪ Define, teach and reward School-wide Expectations</li> </ul>
	Nov-Dec	Team Training- Tier I SWPBS <ul style="list-style-type: none"> <li>▪ Data systems</li> <li>▪ Classroom management</li> <li>▪ Consequence systems</li> </ul>
	Feb-Mar	Team Training-Tier I SWPBS <ul style="list-style-type: none"> <li>▪ Bully Prevention</li> <li>▪ Action Planning</li> </ul>
Year 2	When	Activity
	Aug-Sept	Teams implement SWPBS Tier I
	Oct-Nov	Team Training-Tiers II and III SWPBS <ul style="list-style-type: none"> <li>▪ Tier II: Check-in/ Check-out</li> <li>▪ Collection and use of data for action planning</li> </ul>
	Jan-Feb	Team Training-Tiers II and III SWIS <ul style="list-style-type: none"> <li>▪ Function-based support</li> </ul>

### Coach and Trainer Training

A core feature of SWPBS implementation is development of the coaching and training capacity needed to ensure (a) high fidelity implementation, (b) SWPBS adaptation to local culture, and (c) sustained implementation within on-going educational advances. Coaches typically are school psychologists, social workers, counselors, special educators or administrators with knowledge about behavioral theory, professional skills and commitment to improving school-wide social culture, and time to support local school teams. Coaches meet with school teams monthly to provide assistance in the implementation process. Coaches also provide guidance to the District Leadership Team about the SWPBS implementation process. Coaches are identified when Team Training is initiated, and participate in the team training process with their teams. A coach typically works with one or two teams when the coach is receiving initial training, and then extends coaching support to three-to-five teams in following years. More coaches than needed will be trained during the first round (Year 1 and 2 of training for first cohort) of team training to facilitate the effectiveness and efficiency of expansion training in later training rounds. Training for coaches and trainers will follow the schedule illustrated below.

Year 1	When	Activity
	Spring	Administrator and Behavior Specialist Orientation. <ul style="list-style-type: none"> <li>▪ Selection of coaches and trainers. (Ideally one coach per team for the first cohort of teams)</li> </ul>
	Aug-Sept	Team Training- Tier I SWPBS <ul style="list-style-type: none"> <li>▪ Coaches participate in team training</li> </ul>
	Nov-Dec	Team Training- Tier I SWPBS

Year 1	When	Activity
		<ul style="list-style-type: none"> <li>▪ At least two coaches trained as SWIS Facilitators</li> <li>▪ Coaching ½ day training</li> </ul>
	Feb-Mar	Team Training-Tier I SWPBS <ul style="list-style-type: none"> <li>▪ Coaching ½ day training</li> <li>▪ Coaches report to District Team</li> <li>▪ Trainer ½ day to build training plan for Year 2</li> </ul>
Year 2	When	Activity
	Aug-Sept	Teams implement SWPBS Tier I <ul style="list-style-type: none"> <li>▪ Coaches support to teams</li> <li>▪ Trainer(s) delivers part of Tier I overview to Cohort 2 teams</li> </ul>
	Oct-Nov	Team Training- Tiers II and III SWPBS <ul style="list-style-type: none"> <li>▪ Coaching ½ day training</li> <li>▪ Trainer(s) deliver part of Tier I content to Cohort 2 teams</li> </ul>
	Jan-Feb	Team Training-Tiers II and III SWIS <ul style="list-style-type: none"> <li>▪ Two-day training on functional behavioral assessment and high intensity behavior support plan development and management</li> <li>▪ Establish monthly behavior review panel for district</li> </ul>

#### District Leadership Team

Implementation of SWPBS will occur with high fidelity and sustained impact only with active leadership and support from the district and building administration. The district leadership team is composed of at least three-to-five individuals in the senior district administration with policy and fiscal authority. In addition, the District Leadership team includes a SWPBS coordinator, and SWPBS evaluator. The district leadership team typically will meet monthly, and receive external support from a consultant three-to-four times during the first year of implementation following the schedule illustrated below.

Year 1	When	Activity
	Spring	Introduction to SWPBS, and development of implementation and evaluation plan.
	Aug-Sept	District Leadership Team orientation <ul style="list-style-type: none"> <li>▪ Development of Self-assessment review and action plan</li> <li>▪ District Leadership Team meetings monthly</li> </ul>
	Nov-Dec	
	Feb-Mar	District Leadership Team orientation and review <ul style="list-style-type: none"> <li>▪ Update self-assessment plan</li> <li>▪ Prepare formal report to school board</li> </ul>
Year 2	When	Activity
	Aug-Sept	District Leadership Team orientation and review

#### SWPBS Evaluation

Evaluation of SWPBS implementation and impact will occur continuously, and generate information for decision making by school-teams, coaches/trainers, and the District Leadership Team. Evaluation summaries will be provided quarterly to the District Leadership Team. Because our district is part of the State Professional Development Grant, we will combine self-assessment measures with research-quality measures to assess SWPBS fidelity. The focus of the evaluation effort and the schedule of data collection are illustrated below.

Focus	Schedule			
	Aug-Sept	Oct-Jan	Feb-Mar	April-June
<b>Context/Input</b> <ul style="list-style-type: none"> <li>▪ School Profile for schools entering SWPBS training</li> <li>▪ Training Consultants</li> <li>▪ Training schedule for teams, coaches and trainers, and District Leadership Team</li> <li>▪ List of team members</li> <li>▪ Participant evaluation of training events</li> </ul>	X X X X X			
<b>Process/Fidelity</b> <ul style="list-style-type: none"> <li>▪ Team Implementation Checklist (TIC) every other month</li> </ul>	TIC	TIC	TIC	TIC
<ul style="list-style-type: none"> <li>▪ School-wide Evaluation Tool: SET (for 20% of schools in training)</li> <li>▪ Benchmark of Quality: BoQ (for 80% of schools in training)</li> </ul>				SET (20%) BoQ (80%)
<b>Product/Impact</b> <ul style="list-style-type: none"> <li>▪ SWIS Office Discipline Referrals</li> <li>▪ Referrals to Special Education</li> <li>▪ Grade-Level Oral Reading Fluency (Universal/ Progress)</li> <li>▪ Standardized Test Scores</li> </ul>	SWIS X	SWIS X	SWIS X	SWIS X X X
<b>Replication/Sustainability/Improvement</b> <ul style="list-style-type: none"> <li>▪ Number of district SWPBS coaches trained</li> <li>▪ Number of district SWPBS trainers</li> <li>▪ District Leadership Team Self-Assessment</li> </ul>		X X		X X X
<b>Evaluation Reports</b> <ul style="list-style-type: none"> <li>▪ Evaluation report to District Leadership Team</li> <li>▪ Evaluation report to District School Board</li> </ul>		X		X X

### USING EVALUATION INFORMATION

The goal of every evaluation is to assess the worth of a program and to help improve it. Effective evaluation directs action. It informs decisions, clarifies options, focuses strengths and weaknesses, and provides information for improvements as well as policies and practices. The evaluation information generated using the approach described in this Blueprint typically is used in three ways: Developing an action plan, preparing informal and formal dissemination reports, and informing discussion with presentations.

#### Developing Action Plans

Each SWPBS evaluation measure is designed to lead to a formal action plan. The assumptions are that implementation of SWPBS can always be improved and that information from the evaluation process can be helpful in identifying the smallest changes that will have the largest impact. Because implementation of SWPBS typically moves from Universal tier practices to Secondary/Tertiary tier practices, we recommend developing one action plan for Universal tier implementation and a second action plan for Secondary/Tertiary tier implementation.

All Universal tier evaluation instruments (SET; BoQ; TIC; SAS) generate information that should be used to complete the Universal Tier Action Plan. Typically the factor scores or individual item scores

for each instrument are used to identify what features/practices are in place, partially in place or not in place. This information should be used by the team to identify specific actions that would improve implementation of each factor/item. Placing these action items on a timeline builds the schedule for team efforts, and should result in specific content for the next team meeting agenda.

### **Preparing Dissemination Reports**

Evaluation data from implementation and outcome data sources should be used to develop evaluation reports that are submitted to funders, district/state decision-makers, and local teams. The purpose of the evaluation report is to provide a snap-shot of the extent to which SWPBS is being implemented and the extent to which implementation is associated with improved student outcomes. The breadth and depth of an evaluation report will be determined by the needs of the receiving audience, the length of SWPBS implementation, and the complexity of the resulting information. We recommend that a SWPBS evaluation report include at least the following content:

1. Executive Summary
2. Purposes, Timeframe, and Summary of Evaluation Report
  - a. Expected Audiences
  - b. Expected Uses
3. Vision, Mission, and Foundations School-Wide Positive Behavior Support Program
  - a. Core Features and Expected Outcomes
  - b. Building Capacity of State/District to Sustain Teams
  - c. Building Capacity with School Teams
4. Current Implementation Effort
  - a. Number of Schools Implementing
  - b. Support Provided across Implementation Timeframe
5. Extent Schools are Implementing SWPBS
  - a. Universal tier implementation data summary (SAS; SET; BoQ; TIC)
  - b. Secondary/Tertiary implementation data summary (I-SSET; BAT)
6. Extent Students and Others are Benefiting
  - a. Behavior Changes (Office Discipline Referrals; Referrals to Special Education; Suspension/ Expulsion; Student Safety Survey; Attendance)
  - b. Academic Changes (Universal Screening and Progress Monitoring Scores; Annual End-of-Grade Standardized Test Scores; Teacher and Parent Perceptions)
  - c. Other Organizational Changes
7. School/District/State Capacity to Replicate, Sustain, and Improve SWPBS
  - a. Academic and Behavior Instruction Capacity
  - b. Training Capacity
  - c. Coaching Capacity
  - d. Evaluation Capacity
8. Implications and Next Steps

- a. Value of Investment in SWPBS
  - b. Resources Needed to Replicate, Sustain, and Improve Current Status
  - c. Short-Term (12 Months), Specific Recommendations
  - d. Long-Term (3-5 Years), General Recommendations
9. Supporting Material
- a. Evaluation Measures
  - b. References
  - c. Appendices

Examples of state and district evaluation reports are provided at [www.pbis.org/evaluation](http://www.pbis.org/evaluation) and in APPENDIX C.

### **Informing Discussion**

In the world of flimflam, forgery, and pseudoscience, confusion is a gift for the ages. In the world of evidence-based practice, data-based decision making defines the potential, promise, and path for positive outcomes that are justifiable, replicable, and sustainable. Successful evaluations of SWPBS inform decision makers about key indicators of the extent to which it is being implemented and the extent to which implementation is associated with improved student outcomes. Action plans and dissemination reports define and document expected and actual outcomes and provide a basis for sharing information to enhance SWPBS programs. We recommend keeping the following in mind when you share evaluation information in small or large group presentations:

- Prepare different information for audiences with different needs, even when reporting the same outcomes.
- Relate evaluation outcomes to questions, decisions, and needs
- Highlight critical points or recommendations with boxes, bulleted-lists, or different type sizes or styles.
- Use active, short sentences and avoid using jargon or vocabulary that may be difficult to understand.
- Edit your work.
- Focus on the most important information first.

Examples of evaluation presentations are provided at [www.pbis.org/evaluation](http://www.pbis.org/evaluation).

### **EVALUATION SELF-ASSESSMENT**

Effective evaluations tell a story about the SWPBS program. They document the extent to which the program is meeting its goals, using appropriate activities, being implemented as intended, and succeeding in a manner that is generating evidence suitable for replicating, sustaining, and improving services being provided in schools. High quality evaluations are grounded in scientific methods in which data are used to answer important questions about the value or worth of the SWPBS program. We have described and illustrated context, input, fidelity, impact and replication, sustainability, and improvement indicators for documenting the value of SWPBS. Guidance when planning, implementing, and using the indicators is provided by ongoing self-assessments of evaluation efforts (see APPENDIX D).

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## RESOURCES

Policy and systems change efforts in education and mental health require evidence of the extent to which agencies are investing in evidence-based practices and programs. The listing in this section of the template documents current evidence supporting key aspects of SWPBS.

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APPENDIX A

PBS Implementation Self-Assessment and Planning Tool

*PBS Implementation Self-Assessment and Planning Tool*

FEATURE		IN PLACE STATUS		
		Yes	Partial	No
Leadership Team	1. Leadership Team is configured to address multi-school ( <b>district</b> ) and/or multi-district ( <b>region, state</b> ) leadership and coordination.			
	2. Leadership Team is established with <b>representation</b> from appropriate range of stakeholders (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation & accountability).			
	3. Team completes PBIS Implementation Blueprint self-assessment annually.			
	4. Team completes a 3-5 year prevention-based action plan.			
	5. Team defines regular meeting schedule and meeting process (agenda, minutes, etc).			
Coordination	6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.			
Funding	7. Funding sources to cover activities for at least three years can be identified.			
	8. Funding & organizational resources across related initiatives are assessed & integrated.			
Visibility	9. Dissemination strategies are identified and implemented to ensure that stakeholders are kept aware of activities and accomplishments (e.g., website, newsletter, conferences, TV).			
	10. Procedures are established for quarterly & public acknowledgement of implementation activities that meet criteria.			
Political Support	11. Student social behavior is one of the top five goals for the political unit (e.g., state, district, region).			
	12. Leadership team reports to the political unit at least annually on the activities and outcomes related to student behavior goal.			
	13. Participation and support by administrator from political unit.			
Policy	14. PBS policy statement developed and endorsed.			
	15. Procedural guidelines & working agreements have been written & referenced for implementation decision making.			

FEATURE		IN PLACE STATUS		
		Yes	Partial	No
	16. Implementation data & outcomes are reviewed semi-annually to refine policy.			
	17. Audit of effectiveness, relevance, & implementation integrity of <b>existing related</b> (similar outcomes) initiatives, programs, etc. is conducted annually to refine policy.			
Training Capacity	18. Leadership Team gives priority to identification & adoption of evidence-based training curriculum & professional development practices.			
	19. Leadership team has established local trainers to build and sustain school-wide PBS practices.			
	20. Leadership Team has established plan for continuous regeneration & updating of training capacity.			
Coaching Capacity	21. Leadership team has developed a coaching network that builds and sustains school-wide PBS			
	22. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.			
	23. Coaching functions are identified & established for internal (school level) & external (district/regional level) coaching supports.			
Evaluation	24. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (b) impact of school-wide PBS on student outcomes, and (c) extent to which the leadership team's action plan is implemented.			
	25. School-based information systems (e.g., data collection tools and evaluation processes) are in place.			
	26. At least quarterly dissemination, celebration & acknowledgement of outcomes and accomplishments			
	27. Annual report of implementation integrity & outcomes is disseminated.			
Demonstrations	28. At least 10 schools have adopted school-wide PBS, and can be used as local demonstrations of process & outcomes.			
	29. At least 2 districts/regions have established demonstrations of <b>system-level leadership teams</b> to coordinate SWPBS implementation in 25% (3 schools) or more of their schools.			

APPENDIX B  
School Profile Template

*School Profile Template*

**Person Completing Report**

Name  
:

*Contact Information*

Address:

Phone:

Email:

Date Completed:

**School**

Name:

Date Initially Trained:

Address:

Phone:

Email:

School District:

County:

Region/Sub-Region

Web Address:

**Current Year School Calendar**

Date School Starts:

**Current Year Student Characteristics**

Enrollment by Grade:

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

Enrollment by Ethnicity:

White	African-American	Hispanic or Latino	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Other

Enrollment by Gender:

Male	Female

Eligibility for Special Services

IEPs	Free and Reduced Lunch	Chapter/Title	Other

Previous School Year Behavior Incidence Data

Category:

Total for Previous School Year

Number of Minor Referrals	_____
Number of Major Referrals	_____
Number of In-School Suspensions	_____
Number of Out-of-School Suspensions	_____
Number of <i>Days</i> for Out-of-School Suspensions	_____
Number of Students with One or More Out-of School Suspensions	_____
Number of Expulsions	_____
Number of <i>Days</i> for Expulsions	_____

Previous School Year Average Daily Attendance

Yearly Average (%) \_\_\_\_\_

District Similar School Average (%) \_\_\_\_\_

APPENDIX C

Sample Newsletter



FY09

End of Year Report

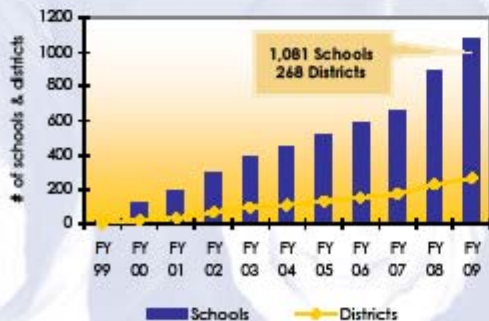


**Over 1,000 Schools and 11 Years Later...**

**Managing Growth AND Sustainability**

In FY09, 234 new schools were trained in Positive Behavioral Interventions and Supports (PBIS), an 11% increase from FY08, and the most new schools ever trained in one year during the eleven years of Illinois' PBIS implementation. As of June 30, 2009, 1,081 schools in 268 districts were implementing PBIS. We anticipate this growth curve, of over 200 new schools per year, will continue for the next three to five years. Ensuring fidelity and sustainability at all three tiers continues to drive Illinois PBIS Network planning and resource allocation. Strategies include continuing to expand coaching capacity in local and regional educational agencies, while also building knowledge and skills for effective Tier 2 and Tier 3 systems. This will ensure that ALL students, including those with unique learning and behavioral needs, experience success every day at school.

Number of Illinois PBIS Schools & Districts



inside

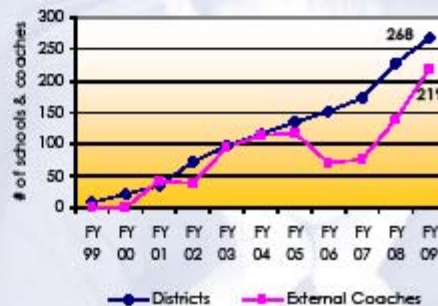
- Fidelity ..... 2
- Results of Full Implementation ..... 3
- ISAT Linkage to PBIS ..... 4
- Tertiary Level Outcomes ..... 6-7

**Nearly 200% Coaching Increase in Two Years!**

**Special Education Cooperatives Expand PBIS Support to Districts**

As of June 30, 2009, 219 persons were identified as providers of PBIS external coaching for the 1,081 schools implementing PBIS across the state. This is a significant increase in external coaching capacity over the past two years. In June of 2007, there were only 76 PBIS external coaches identified statewide. Part of this dramatic growth is due to Special Education Cooperatives that have increased their efforts to provide PBIS coaching to their member districts, many that are unable to support PBIS coaching functions on their own. Thirty-six school districts are now supported by 24 SpEd Coops with external coaches trained and supported by the Illinois PBIS Network. The addition of external coaches specific to Tier 2/ Tier 3 in Tertiary Demonstration and Replication sites has also contributed to the coaching expansion.

Number of Illinois Districts Adopting PBIS & Number of External Coaches



Source. Lucille Eber and Cheryle Kennelly, Illinois PBIS Network, <http://pbisillinois.org/>

## APPENDIX D

## Evaluation Self-Assessment

Stage/Focus	Status		
	Yes	No	Planned
Context			
▪ Types and levels of support have been documented			
▪ Support providers have been documented			
▪ Participants receiving support have been documented			
Input			
▪ Professional development has been documented			
▪ Professional development participants have been documented			
▪ Value of professional development has been documented			
Process			
▪ Levels of implementation have been documented			
▪ Fidelity of implementation has been documented			
Product			
▪ Changes in behavior have been documented			
▪ Changes in other areas of schooling have been documented			
Replication, Sustainability, and Improvement			
▪ Improvements in capacity have been documented			
▪ Changes in policy have been documented			
▪ Changes in key educational practices have been documented			

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