
EVALUATION

Overview

Evaluation is defined as the process used to determine the significance, worth, or condition of an instrument by careful appraisal and study. Within SWPBS as well as all processes and programs found within the school setting, evaluation is necessary in determining the effectiveness of the implemented plan of action. The evaluative tool is actually the guiding light that brings focus to strengths, weaknesses, needs, implementation, changes, successes and failures. Evaluation is what guides the Action Plan making it an ever-changing document and provides the data used to make data driven decisions. No program can be effective without careful and consistent evaluation.

Concepts

The Evaluative Process addresses Critical Element Item 16. Areas addressed through evaluation include:

- Plan Development - Evaluation of Team building, Action planning, and Office Discipline Referral process.
- Plan Implementation – Evaluation of knowledge and use SWPBS components with students and staff, carrying out consequences and reward systems, and documentation.
- Student Outcomes – Evaluation of data based results of behaviors and referrals.

Strategies

As you begin to develop your plan, keep in mind that while all schools will have the same components, each school will develop a plan that fits its' population. Key points in developing your evaluative tools are:

- Make sure your survey fits the intended audience.
- Develop your surveys to answer questions aligned to your goals.
- Establish key times to conduct evaluations and place these dates on your calendar.
- Review and share information obtained from surveys/evaluations.
- Use the data collected to guide program implementation, make necessary revisions and celebrate successes.

A collection of examples of implementation from Louisiana schools with varied population, sizes, and grade levels follow. Each school has listed a scenario and provided sample evaluative tools used to evaluate SWPBS in their individual school settings.

Examples of Evaluation of Implementation

| | |
|--|-----|
| Horseshoe Drive Elementary (Pre-K – 5th) | 157 |
| Luling Elementary School (Pre-K -5th) | 162 |
| George Cox Elementary (Pre-K – 6th) | 167 |
| Linwood Middle (6th-8th) | 170 |
| Denham Springs Freshman High (9 th grade) | 179 |

HORSESHOE DRIVE ELEMENTARY (Pre-K – 5th)

Evaluation should be on-going and conducted regularly. Results should be used to revisit or revise the Action Plan to insure it is doing what it is intended to do. Allowing evaluation from all stakeholders establishes and rekindles commitment to the process. In developing evaluation it is necessary to look at the entire process and consider all who are affected through the process. Teachers, para-professionals, support personnel, parents, students and community persons should be included in the evaluative process.

HORSESHOE DRIVE ELEMENTARY
SWPBS Satisfaction Survey

Please check your response for items 1-8 and write in your response for items 9-11.

1. Overall, I feel the initiatives of the PBS Team have had a positive impact student behavior.
 Agree Not Sure Disagree
2. At least 80% of faculty and staff use PBS Strategies on a regular basis. (Teaching, re-teaching, referring to Mustang’s Expectations, giving tokens, and using staff managed forms, etc.)
 Agree Not Sure Disagree
3. Incorporating the distribution of “Caught Being Good” tokens into my day is:
 Easy Inconsistent Difficult
4. Handing out 10 tokens a day is:
 Not enough Good Amount Too Many
5. Incorporating the Horseshoe tracking chart for tracking behaviors into my day is:
 Easy Inconsistent Difficult
6. Following the revised referral process (what is minor/major) is:
 Easy Inconsistent Difficult
7. The PBS process offers sufficient short and long-term incentives to recognize appropriate student behavior.
 Agree Not Sure Disagree
8. Communication between the PBS Team, Faculty and Staff is:
 Easy Inconsistent Difficult

9. What aspect of the SWPBS process is most effective?

10. What concerns regarding student behavior would you like the PBS Team to address?

11. List any suggestions for improving the SWPBS process.

HORSESHOE DRIVE ELEMENTARY “PBS REWARDS” INTEREST SURVEY

The following is a list of possible items to be included in the PBS Store. Please select the top five items you would like to have included in the store. If there is something you would like to have that is not listed, please write it in under “other.”

| | |
|----------------|--|
| Toys | |
| Notebooks | |
| Pencils | |
| Pens | |
| Crayons | |
| Markers | |
| Glue | |
| Uniform Shirts | |
| Toiletries | |
| Cups | |
| Other: | |

| | |
|---------------------|--|
| Books | |
| CD’s | |
| CD Holders | |
| Homework Passes | |
| Purses | |
| Wallets | |
| Jewelry | |
| Extra Recess Passes | |
| School Spirit Items | |
| Key chains | |
| Other: | |

Please place a check by the activities you would like to participate in if offered as a PBS reward.

| | |
|--------------------------|--|
| Pizza Party | |
| Spring Fling - Dances | |
| Picnic | |
| Play Day | |
| Movie and Popcorn | |
| Field Trips | |
| Free Dress Days | |
| Lunch with the Principal | |
| Ice Cream Parties | |

| |
|-------------------------|
| List Other Suggestions: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |

This form was used for students in grades 3-5. Students in grades K-2 were given smiley face stickers to place by their selections.

**HORSESHOE DRIVE ELEMENTARY
SWPBS PARENT/STUDENT
TEST YOUR KNOWLEDGE**

1. Our school’s mission statement states, “Mustangs must be _____ to do our best teaching and _____ each day in order to become the best that we can be _____ and _____.
2. Mustangs must be _____, _____, _____, a _____ solver and able to follow _____.
3. List three ways you can show respect for others at school.
 - a. _____
 - b. _____
 - c. _____
4. List two rules for we use through PBS for moving through the halls.
 - a. _____
 - b. _____
5. How are students rewarded for appropriate behavior?

6. What are the PBS school settings that we have established rules for?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

Student’s Signature

Parent’s Signature

Barriers of the Evaluative Process

- It is difficult to receive responses to surveys back from parents.
(To overcome this barrier, we often reward students for returned surveys. This reward could be in the form of receiving the designated token in your token economy.)

Success of the Evaluative Process

- Teachers and students respond honestly.
- Data has allowed us the opportunity to make informed decisions.
- We are able to use hard data in determining problem areas as well as successful practices.
- It provides detailed information on students with frequency problems and provides an objective tool to work with the parents of these identified students.
- It increases the likelihood of continued support of the process among faculty, staff, students, parents, and the community.

Questions and Answers**Q. How often should I evaluate the process?**

A. Evaluation should be conducted on a regular basis to determine the effectiveness of your plan.

Q. Who or what should we evaluate?

A. Every aspect of the process should be evaluated; the process, plan and all stakeholders.

Q. Where can I find sample evaluations?

A. Sample evaluations can be found at www.pbis.org.

LULING ELEMENTARY SCHOOL (Pre-K -5th)

The team members at Luling always stress that our implementation is a work in progress. This year, we intend to increase the amount of two-way communication and increase the feedback that we obtain from the staff, parents and students regarding PBS initiatives.

Towards the beginning of the school year, surveys were given to teachers and parents at the school. This survey basically samples parents and teachers' perception about discipline at the school. The team intends to re-administer the survey to see if there is a difference in perceptions after some initiatives have been implemented. Also, communication has been enhanced by the use of emails and postings on blackboard.

Teacher Survey: School Discipline

Please complete the following survey on discipline at this school. Please circle the number corresponding to your own perception/feeling.

1. Discipline is an area that needs to be addressed at this school.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

2. Students overall are aware of the expectations and rules.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

3. Students overall follow the expectations and rules.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

4. Students overall show respect to teachers at this school.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

5. I feel included in the disciplinary process at this school.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

6. In comparison to the previous year/class, I have written more/less referrals.

7. **Consistent** consequences are given for **appropriate** behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

8. **Appropriate** consequences are given for **appropriate** behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

9. **Consistent** consequences are given for **inappropriate** behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

10. **Appropriate** consequences are given for **inappropriate** behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

11. Students overall show care for all property.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

12. Students overall use safety.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

13. Students overall are ready to learn upon entrance.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

14. Students overall show respect for all.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

Comments: _____

Parent Survey: School Discipline

Please complete the following survey on discipline at your child's school. Please circle the number corresponding to your own perception/feeling.

1. Discipline is an area that needs to be addressed at this school.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

2. Students overall are aware of the expectations and rules.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

3. Students overall follow the expectations and rules.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

4. Students overall show respect to teachers at this school.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

5. Parents are included in the disciplinary process at the school.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

6. Consistent consequences are given for appropriate behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

7. Appropriate consequences are given for appropriate behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

8. Consistent consequences are given for **inappropriate** behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

9. Appropriate consequences are given for **inappropriate** behaviors.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

10. Discipline in the school has improved over the last school year.

| | | | | |
|-------------------|-------|------------|----------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Acceptable | Disagree | Strongly Disagree |

Comments:

Barriers of the Evaluative Process

- The cost involved with conducting paper surveys for a large school is a barrier. Also, surveys take time to create, conduct and analyze. However, the information gained is valuable.

Success of the Evaluative Process

- Parent and teacher surveys were given during parent-teacher conferences. Parents were able to complete the survey and drop it into a drop box right after they completed conferences with the teachers. Therefore, there was a high rate of return.

Questions and Answers

Q. What did you do with some of your information once the survey was analyzed?

A. As an example, we gave a parent survey and a parallel teacher survey at the beginning of the school year. After careful analysis, we realized that both groups needed more information about PBS. Based on this data, the team created some PBS awareness initiatives for both faculty and parents. We will continue with additional efforts this upcoming school year.

GEORGE COX ELEMENTARY (Pre-K – 6th)

During our first year of the program it was difficult to evaluate what we were doing. We did not have data from the previous year to compare it to. It was also difficult to compare month to month because as we all know behavior fluctuates with the holidays and different events around school. Now that we have completed at least one full year of being in the program we plan on taking that data and comparing it to our second year that we are now in.

We use our SWIS data to determine where major incidents are occurring, the time, what students are repeat offenders, and the location. From this information we problem solve on what steps can take to improve behavior.

We also use a very simple form titled **What's Working?** We give this form out to our faculty and staff several times during the year to get feedback on what we are doing. We take all comments into consideration and assess what we are doing. Changes are made if we feel the need.

At this point we have not completed a formal evaluation of our SWPBS program. However, the mood around our school is noticeably more positive not only with the students but also with the teachers. It is gratifying to work in an environment where positive attitudes and actions can be found.

What's Working? What's Not?

Please give us feedback on Positive Behavior Support. We would like to continuously evaluate what we are doing and improve on our program. All comments will be taken into consideration during our next team meeting. Return to Mrs. Stubbs.

Tickets _____

Bands _____

Weekly Rewards _____

Popcorn parties for 1,000 ticket mark _____

Beginning and End of Nine Weeks Rewards _____

Office Referral and Attachments _____

Other suggestions or comments on how we can improve our program: _____

Barriers of the Evaluative Process

- Tracking all the incidents can be very time consuming. This data is needed to make decisions so that changes can occur.

Success of the Evaluative Process

- Several times throughout the year we use the “What’s Working...What’s Not” to get teacher input to what they think is working. We make necessary changes if we feel the need.

Questions and Answers**Q. How do you know PBS is working?**

- A.** We do not currently have the data needed to determine this at this time. However, by talking to the adults and conducting informal surveys throughout the school you will be told that this process has definitely made a positive change not only in the students’ behavior but also in the climate of the school.

LINWOOD MIDDLE (6th-8th)

Linwood adapted two of the evaluation tools provided on the www.pbis.org website.

The team completes the School Wide Positive Behavior Support Team Implementation Checklists on a quarterly basis to monitor activities and assure that implementation is data based and proceeding successfully (3 pages, completed by all team members).

The School Wide Positive Behavior Support Survey is used for initial and annual assessment of effective school wide positive behavior support systems. The survey examines the status and need for improvement of three behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), and (c) classroom management systems. Each question in the survey relates to one of the three systems. Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective school wide positive behavioral support systems throughout the school.

(4 pages, completed by administrators, general and special educators, counselors, paraprofessionals, school psychologist, parent/family members, community members and others, if applicable)

Both surveys are included in this section.

Team meetings to review SWIS data to determine effectiveness of interventions are an extremely important part of the evaluation process. It is essential to verify that the outcome is what was anticipated when the interventions were put in place.

**School Wide Positive Behavior Support Team Implementation Checklists
(Quarterly)**

Linwood Middle School

Date of Report _____

INSTRUCTIONS: The SWPBS team should complete both checklists quarterly to monitor activities for implementation of SWPBS.

SWPBS Team Members _____

Person(s) Completing Report _____

| Checklist #1: Start-Up Activity | | | | | | |
|---|--|---------------------|--|------|------|-----|
| Complete & submit Quarterly . | | | Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started | | | |
| | | Date: (MM/DD/YY) | Oct. | Dec. | Mar. | May |
| Establish Commitment | | Status: | | | | |
| 1. Administrator's support & active involvement. | | | | | | |
| 2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline). | | Status: | | | | |
| Establish & Maintain Team | | Status: | | | | |
| 3. Team established (representative). | | | | | | |
| 4. Team has regular meeting schedule, effective operating procedures. | | Status: | | | | |
| 5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support. | | Status: | | | | |
| Self-Assessment | | Status: | | | | |
| 6. Team/faculty completes SWPBS self-assessment survey. | | | | | | |
| 7. Team summarizes existing school discipline data. | | Status: | | | | |
| 8. Strengths, areas of immediate focus & action plan are identified. | | Status: | | | | |

| | | | | | |
|---|----------------|--|--|--|--|
| <p style="text-align: center;">Establish School-wide Expectations</p> <p>9. 3-5 school-wide behavior expectations are defined.</p> | <p>Status:</p> | | | | |
| <p>10. School-wide teaching matrix developed.</p> | <p>Status:</p> | | | | |
| <p>11. Teaching plans for school-wide expectations are developed.</p> | <p>Status:</p> | | | | |
| <p>12. School-wide behavioral expectations taught directly & formally.</p> | <p>Status:</p> | | | | |
| <p>13. System in place to acknowledge/reward school-wide expectations.</p> | <p>Status:</p> | | | | |
| <p>14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.</p> | <p>Status:</p> | | | | |
| <p style="text-align: center;">Establish Information System</p> <p>15. Discipline data are gathered, summarized, & reported.</p> | <p>Status:</p> | | | | |
| <p style="text-align: center;">Build Capacity for Function-based Support</p> <p>16. Personnel with behavioral expertise are identified & involved.</p> | <p>Status:</p> | | | | |
| <p>17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.</p> | <p>Status:</p> | | | | |

| Checklist #2: On-going Activity Monitoring | | | | | |
|--|---------|--|--|--|--|
| Complete & submit Quarterly . | | | Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started | | |
| 1. SWPBS team has met at least monthly. | Status: | | | | |
| 2. SWPBS team has given status report to faculty at least monthly. | Status: | | | | |
| 3. Activities for SWPBS action plan implemented. | Status: | | | | |
| 4. Accuracy of implementation of SWPBS action plan assessed. | Status: | | | | |
| 5. Effectiveness of SWPBS action plan implementation assessed. | Status: | | | | |
| 6. SWPBS data analyzed. | Status: | | | | |

School Wide Positive Behavior Support (SWPBS) Survey
Assessing and Planning Behavior Support in Schools

Linwood Middle School

Date: _____

Person Completing the Survey:

- | | | |
|--------------------|--------------------|------------------------|
| · Administrator | · Special Educator | · Parent/Family member |
| · General Educator | · Counselor | · School Psychologist |
| · Paraprofessional | · Community member | · Other _____ |

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, you must first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
 - b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"
4. Return your completed survey to _____

SCHOOL-WIDE SYSTEMS

| Current Status | | | Feature | Priority for Improvement | | |
|----------------|---------|--------------|--|--------------------------|-----|-----|
| In Place | Partial | Not in Place | School-wide is defined as involving all students, all staff, & all settings. | High | Med | Low |
| | | | 1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined. | | | |
| | | | 2. Expected student behaviors are taught directly. | | | |
| | | | 3. Expected behaviors are rewarded regularly. | | | |
| | | | 4. Problem behaviors (failure to meet expected student behaviors) are defined clearly. | | | |
| | | | 5. Consequences for problem behaviors are defined clearly. | | | |
| | | | 6. Distinctions between office vs. classroom managed problem behaviors are clear. | | | |
| | | | 7. Options exist to allow classroom instruction to continue when problem behavior occurs. | | | |
| | | | 8. Procedures are in place to address emergency/dangerous situations. | | | |
| | | | 9. A team exists for behavior support planning & problem solving. | | | |
| | | | 10. School administrator is an active participant on the behavior support team. | | | |
| | | | 11. Data on problem behavior patterns are collected and summarized. | | | |
| | | | 12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly). | | | |
| | | | 13. School has formal strategies for informing families about expected student behaviors. | | | |
| | | | 14. Booster training activities for students are developed, modified, & conducted based on school data. | | | |
| | | | 15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning. | | | |
| | | | 16. All staff members are involved directly and/or indirectly in school-wide interventions. | | | |

NONCLASSROOM SETTING SYSTEMS

| Current Status | | | Feature | Priority for | | |
|----------------|---------|--------------|---|--------------|-----|-----|
| In Place | Partial | Not in Place | | High | Med | Low |
| | | | Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus). | | | |
| | | | 1. School-wide expected student behaviors apply to non-classroom settings. | | | |
| | | | 2. School-wide expected student behaviors are taught in non-classroom settings. | | | |
| | | | 3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings. | | | |
| | | | 4. Rewards exist for meeting expected student behaviors in non-classroom settings. | | | |
| | | | 5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds. | | | |
| | | | 6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces. | | | |
| | | | 7. Staff receives regular opportunities for developing and improving active supervision skills. | | | |
| | | | 8. Status of student behavior and management practices is evaluated quarterly from data. | | | |
| | | | 9. All staff is involved directly or indirectly in management of non-classroom settings. | | | |

CLASSROOM SYSTEMS

| Current Status | | | Feature | Priority for Improvement | | |
|----------------|---------|--------------|---|--------------------------|-----|-----|
| In Place | Partial | Not in Place | | High | Med | Low |
| | | | Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students. | | | |
| | | | 1. Expected student behavior & routines in classrooms are stated positively & defined clearly. | | | |
| | | | 2. Problem behaviors are defined clearly. | | | |
| | | | 3. Expected student behavior & routines in classrooms are taught directly. | | | |
| | | | 4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative). | | | |
| | | | 5. Problem behaviors receive consistent consequences. | | | |
| | | | 6. Procedures for expected & problem behaviors are consistent with school-wide procedures. | | | |
| | | | 7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs. | | | |
| | | | 8. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching). | | | |
| | | | 9. Transitions between instructional & non-instructional activities are efficient & orderly. | | | |

Barriers of the Evaluative Process

- Designing a survey that is easy to read and record responses.
- Compiling and analyzing survey data is time consuming.

Success of the Evaluative Process

- Finding resources on-line that helped with the development of the evaluation survey. It was much easier to individualize the survey to reflect what we needed than it would have been to create it from scratch.
- Using evaluative data to make informed decisions makes all stakeholders feel more confident about the SWPBS process.

Questions and Answers**Q. How do you get meaningful participation on the surveys?**

A. It can be difficult to get all staff members, parents, etc. to take the time to complete the surveys thoughtfully and accurately. We always offer rewards to persons who participate effectively in surveys.

Q. What is the best way to determine the success of the process?

A. Regular analysis of the SWIS data to see if the process is being effective and efficient in reducing the incidence of problem behavior.

DENHAM SPRINGS FRESHMAN HIGH (9th grade)

SWPBS is a living, real process that needs to be revisited and revised regularly. It is important to have all stakeholders involved in the evaluation, both formally and informally. The informal evaluations of SWPBS at DSF were surveys, questionnaires, blackboard responses, and focus study groups.

The foundation of our program is “Respect.” A survey was given to the students and teachers at the beginning of the year to obtain data about their perspective of respect between students, between students and teachers, and between teachers and teachers. The survey was given again to the students at mid-semester to evaluate the program from a student’s perspective on “Respect.”

PBS Survey on Respect

This school year we will be using a program called PBS (Positive Behavior Support). This program will reinforce concepts like respect, responsibility, attitude, and positive behavior. We need to know your feelings about some issues so we can be successful as a school. Please answer the following questions seriously and honestly. Thank You!

1. **How important is it to you to be treated respectfully?**
 A. Very Important B. Important C. Not Important At All
2. **How often do you feel you are treated disrespectfully?**
 A. Very Often B. Often C. Not Often At All
3. **How often do you feel you are treated respectfully?**
 A. Very Often B. Often C. Not Often At All
4. **How do students treat other students at school?**
 A. Very Respectful B. Somewhat respectful C. Not Respectful At All
5. **How do you see students treat teachers?**
 A. Very Respectful B. Somewhat respectful C. Not Respectful At All
6. **How do you see teachers treat other teachers at the school?**
 A. Very Respectful B. Somewhat respectful C. Not Respectful At All
7. **How do you feel you treat your parents?**
 A. Very Respectful B. Somewhat respectful C. Not Respectful At All
8. **How do you feel your parents treat you?**
 A. Very Respectful B. Somewhat respectful C. Not Respectful At All
9. **How would you classify your general attitude towards school?**
 A. Excellent B. Good C. Average D. Below Average
10. **What is your overall impression of DSF?**
 A. Excellent B. Good C. Average D. Below Average

Respect survey results comparing the level of respect before PBS in
January 2004 & 6-weeks into PBS

| Level of RESPECT | Student Response | Teacher Response |
|-----------------------------|---------------------------|---------------------------|
| Between Students | 25.5% Better since PBS | 53.0% Better since PBS |
| Between Students & Teachers | 35.6% Better since PBS | 76.5% Better since PBS |
| Between Teachers | 23.6% Better since PBS | 53.9% Better since PBS |

A student questionnaire “Freshman Perspective” was given at mid-semester to evaluate SWPBS, as well as other programs on campus. This data was used to make adjustments for the second semester.

Freshman Perspective

Please answer the following questions to the best of your ability.

1. What is our school motto?
2. What do the letters in “RESPECT” represent?
3. What are the 3 behavioral expectations for our school?
4. What do you think about the PBS program at DSFH?
5. What are some suggestions as to what can be improved to the PBS program?
6. What are the 4 components of the FISH! Philosophy?
7. What do you think about the FISH! Philosophy at DSFH?
8. Any other questions, comments, or concerns about DSFH?

The formal evaluation of SWPBS occurred through discipline data using SWIS. Before SWPBS and SWIS, we had an idea of what were our major discipline problems, the location of these problems, and time of day when most of these problems occurred. As a result of SWPBS, we know the exact numbers, location, time of day for minor and major problems occurring on our campus.

Barriers of the Evaluative Process

- Time to conduct and analyze surveys and questionnaires.
- The return rate of surveys/questionnaires sent home to family members.
- Sharing results of surveys/questionnaires with family members.

Success of the Evaluative Process

- Conduct family surveys when family members are on campus. (i.e. Open House)
- The surveys and questionnaires can give you valuable information about your SWPBS process.

Questions and Answers**Q. When do you conduct evaluations?**

A. It is important to get pre- and post- data of surveys to measure growth throughout the school year.

Q. What type of instrument do you use to evaluate the SWPBS program?

A. One of the surveys administered to the students was created by the SWPBS team to get the students' perception on the level of respect between students and students, students and teachers, and teachers and teachers.