Critical Element
Evaluating
SWPBIS Systems

If we want it to change, we must measure it!
• Identify specific tools to measure fidelity of the implementation of SWPBIS.

• Outcomes are documented and used to evaluate PBIS plan.
To Evaluate Progress

- Product Books
- School Wide Evaluation Tool (SET)
- Benchmarks of Quality Indicators (BoQ)
- School Statistics
- Office Discipline Referrals
- Surveys
Product Books

- Description of PBIS
- Motto
- Team Members
  - Roles/Responsibilities
- Agenda, minutes, sign-in sheets
- Referral Process
- Definition of Problem Behaviors
- ODR Form
- Expectations & Rules
- Teaching Activities
- Description of Reinforcement System
- Effective Interventions & Consequences
- Data
- Action Plan
Benchmarks of Quality Indicators

• Provide a picture of areas of need.

• Lists over 50 benchmarks of quality School-Wide PBIS. (programs that address critical elements)

• Completed by school teams usually at the end of the year to assess how they score on a 107 point scale with regard to developing and implementing School-Wide PBIS.

• Different schools will have different profiles.
  • So, it is okay to not have all the elements in place
  • As long as we are focused on improving!
School-Wide Evaluation Tool (SET)

- To determine the extent to which schools are implementing PBIS
- To determine if training and technical assistant efforts result in change when implementing PBIS
- To determine if use of school-wide PBIS procedures is related to valued change in the safety, social culture, and violent behaviors in schools
  - Principal interview of 28 research questions in 7 featured areas
  - 10 staff interviews and 15 student interviews on school-wide tour
  - Review the product book
  - 80% must be achieved to become a model-site
Outcomes Used for Evaluation

• Attendance
• Suspensions Rate
• Expulsions Rate
• Drop-Out Rate
• MCT2/SATP Scores
• Grades
• Morale
One of the best ways to evaluate your SWPBIS System is through your... ODRs
You *Should* be Seeing a Decrease in ODRs Over Time

- Over the course of the year
  - From year to year
# Before & After Implementation of PBIS

<table>
<thead>
<tr>
<th>Year</th>
<th>ODR's</th>
<th>Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Before</td>
<td>607</td>
</tr>
<tr>
<td></td>
<td>77 suspensions</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>Introduction of PBIS 2nd semester</td>
<td>748</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Year 1</td>
<td>509</td>
</tr>
<tr>
<td></td>
<td>68 suspensions</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>Year 2</td>
<td>416</td>
</tr>
<tr>
<td></td>
<td>48 suspensions</td>
<td></td>
</tr>
</tbody>
</table>
Before & After Implementation of PBIS

Total ODRs Per Year

- SWPBIS started 2nd semester
Before & After Implementation of PBIS

Total Number of Suspensions per Year

- 2007-2008
- 2008-2009 **
- 2009-2010
- 2011-2012

SWPBIS started 2nd semester
How to Communicate with Stakeholders

• Newsletters
• Websites
• E-mail
• Phone trees
• PTO or Family Nights
• Newspaper, Radio, & Television
• Memos
• Faculty Meetings
Why PBIS?

Typical discipline systems in schools have been based on reaction to negative behavior and punishment of the offender. Hundreds of studies have shown, however, that this approach does little to reduce chronic misbehavior, nor does it produce positive long-term outcomes for schools or students. The PBIS method of school discipline is different in four key ways:

- **Prevention** - Correct behaviors are established, taught, modeled, and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behavior and this behavior is regularly reinforced and recognized.

- **Response** - The response to undesirable behavior is organized, systematic, consistent and careful. Considerable thought and effort goes into getting the entire school community on the same page with respect to common definitions of, and the most effective response to, problem behaviors.

- **Data-driven** - Discipline data is collected school wide in a user-friendly format. When this information is entered and analyzed in an established on-line database, the data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategies are working.

- **Process** - PBIS is not a curriculum or a prepackaged program. Rather, it is a framework that guides the school community through a process of addressing the unique culture, climate, and behavioral issues within each school. The idea is to work smarter, not harder, to improve behavior and school climate.

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**Our School Motto:**

*I am the Pride of McLaurin.*

*I am Safe.*

*I am Respectful.*

*I am Responsible.*

*I AM A TIGER!*
Why Focus on Behavior?
Poor behavior in schools can be costly:

- Lost teaching time
- Property damage
- Disrespect, discouragement, frustration
- Low student/staff morale
- Lower academic outcomes
- Division between school and parents

Addressing behavioral issues and improving school climate should form the core of any school improvement plan.

What is the Purpose of PBIS?
The goal of PBIS is to provide the foundation for good education:

- Regain the teaching time currently spent in managing misbehavior
- Maximize on task time and academic achievement for all students
- Increase positive and civil social behavior
- Increasing family engagement in schools
- Improve school climate for students and adults

LONG-TERM OUTCOME OF PBIS INCLUDE:

- Enduring, positive changes in behavior
- Reduction in the need for serious disciplinary measures such as suspension and expulsion
- Increase in graduation rates
- Improvement of post-high school outcomes for all students, including those with challenging behavior and educational disabilities

McLaurin Elementary PBIS Team

- Michelle Nowlin, Principal
- Dr. Laura Brown, Asst. Principal
- Shae Hutchins, Coach
- Kathleen Smith, PBIS Team Leader
- Kate Taylor, Counselor
- Melissa Frazier, Counselor
- Tiffany Malpass, Kindergarten
- Nikki Shows, 1st Grade
- Shelby Dale Martin, 2nd Grade
- April Clack, 3rd Grade
- Consuelsa Dixon, 4th Grade
- Jean Carpenter, 5th Grade
- Mitzi Gammill, 6th Grade
- Brittany Johnson, Sped
- Stacy Reddoch, Librarian
- Julie Hart, Venture
- Lisa Hemphill, Assistants
- Jayda Brantley, Interventions
Staff and Stakeholder Surveys

• **Staff Satisfaction Surveys**
  • May be developed by the district to assess how well staff are implementing the system and it should be administered at the end of each year, at a minimum

• **School Climate Survey**
  • Schools generally use surveys of staff, students, and parents to assess the overall climate of the school
  • Existing surveys may be adapted to add a few questions to determine the satisfaction or awareness of the School-Wide PBIS process
**FREE**

[www.surveymonkey.com](http://www.surveymonkey.com)

- 5-10 questions, allow for feedback
  - Do you think PBIS is working?
  - Is our school more positive than before PBIS?
  - Is respect still a problem at our school?
  - What challenges did you face implementing PBIS?
  - How did PBIS make your life easier?
  - What could we do to make our PBIS better?
In the Overview Resource Section complete Benchmarks of Quality items 49-53 and Action Plan Form