School Climate and SWPBS: Assessing Needs and Outcomes

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The Delaware Positive Behavior Support Project is a collaboration with the DE Department of Education, the UD Center for Disabilities Studies, and Delaware Public Schools.

Overview

- SWPBS in Delaware
- DE School Climate Survey: Student, Teacher/Staff, and Home
- DE Assessment of Strengths and Needs for Positive Behavior Support *(DASNPBS)*
- DE-PBS Key Features Evaluation
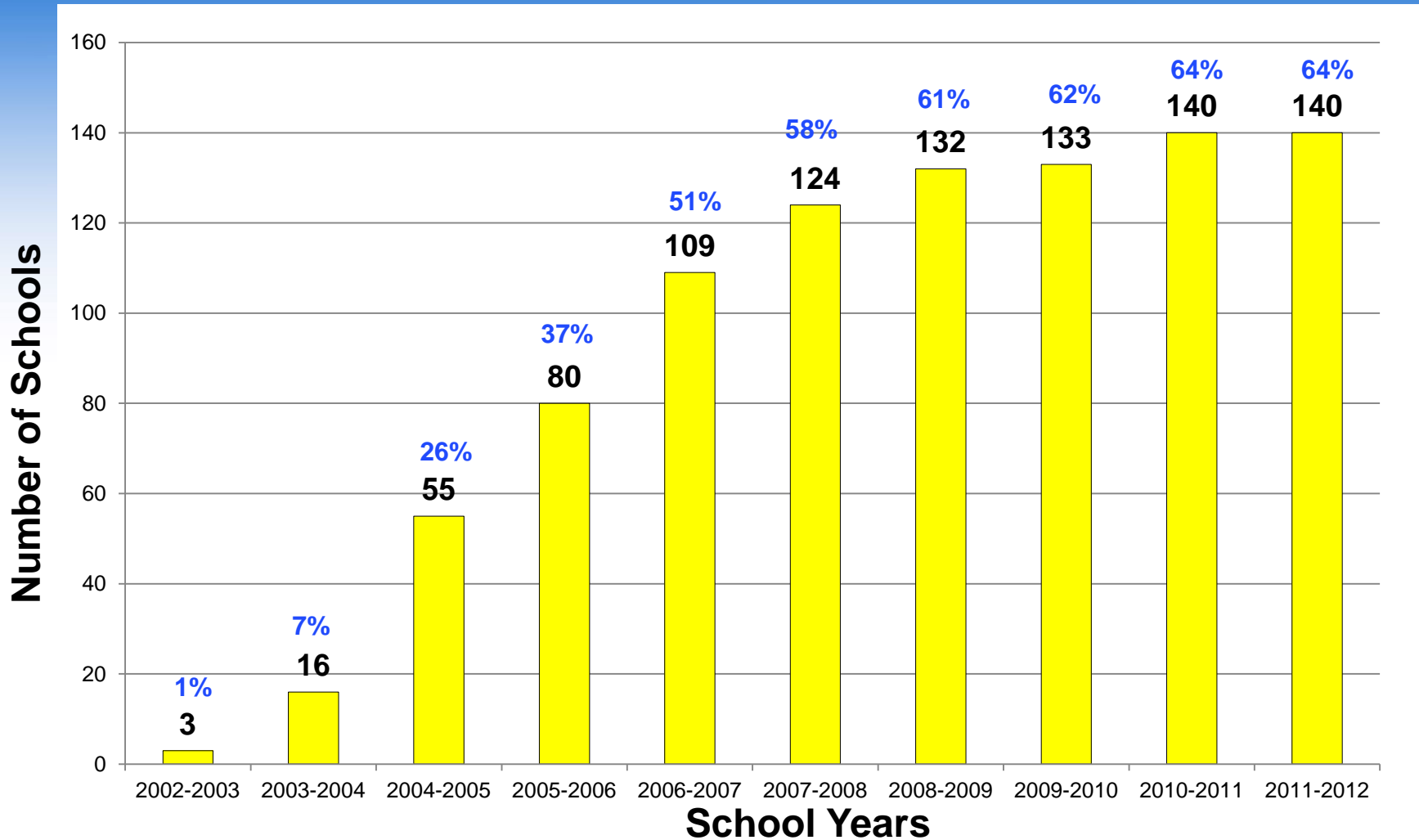
Quick Delaware Statistics

DELAWARE INFORMATION

- "The First State"
- 2nd Smallest State in the US with a length of 96 miles long and a width between 9 and 35 miles
- 3 counties with 42 LEAs – approximately 220 Public Schools

DELAWARE PBS TIMELINE

1999	2000-2001	2002	2003	2004	2005	2006-2008	2009	2010	2011	2012
PBS Project began with focus on PBS Individual Supports		Shift to develop School-wide PBS systems Lucille Eber, National TA Provider		Revision of SET to capture DE-PBS model	Pilot DE School Climate Survey		APBS Network 10 Key Features of PBS in DE	DE Needs Assess-ment & PBS School Evaluation Revision	DE-SWPBS Key Feature Evaluation Pilot Pilot Survey Engage-ment Items	New Evaluation Scoring Pilot & Implementa-tion Revision of Student Climate Survey

Delaware School-wide PBS Schools

Number of Schools (y-axis)

School Years (x-axis)

School Year	Percent	Number of Schools
2002-2003	1%	3
2003-2004	7%	16
2004-2005	26%	55
2005-2006	37%	80
2006-2007	51%	109
2007-2008	58%	124
2008-2009	61%	132
2009-2010	62%	133
2010-2011	64%	140
2011-2012	64%	140

Total Number of Schools in Delaware: 220

Delaware PBS Project, 2/2012

UNIVERSITY OF DELAWARE

Delaware PBS
Project Vision and
Key Features

The vision of the project is to create safe and caring learning environments that promote the social-emotional and academic development of all children.

- 10 Key Features created (see handout)
- Includes traditional elements of PBIS plus adds features important to our state's implementation

Key Feature 1

Recognize that a positive and safe school climate promotes not only positive behavior, but also academic, social, and emotional development.

Key Feature 3

Recognize the critical importance of preventing behavior problems. This is evident throughout school policies and evidence-based practices, especially in preventive classroom management, clear school-wide expectations, and school-wide teaching and recognition of positive behaviors.   It also is seen in positive teacher-student, student-student, and school-family relations.

Key Feature 4

Recognize the critical importance of developing self-discipline. Achieving this long-term goal requires much more than strategies for preventing and correcting behavior problems. Thus, schools either implement evidence-based programs in character education and social and emotional learning or infuse lessons throughout the curriculum that teach such social and emotional competencies as positive peer relations, empathy, resisting peer pressure, conflict resolution, and social and moral responsibility.

Key Feature 9

In translating the above beliefs into practice, schools value the importance of data-based decision making, as reflected in the on-going evaluation of program effectiveness and modification of program components, interventions and supports based on multiple sources of data.

Limitations of Common PBS Evaluation Tools

- School-wide Evaluation Tool (SET)
- Office Discipline Referrals

SET Strengths and Weaknesses

- – Does not tie with DE Key Features
- – Not qualitative
- – Not tied to all Professional Development
- – Large focus on rewards
- – Self-report from administrator is a large factor
- – Measures one level of SW (after 80/80 no further formal evaluations are conducted)
- – Ceiling effect – doesn't differentiate schools

Limitations of ODRs

- Inconsistencies across schools, teachers, and administrators
    - Reflect adult behavior as well as student behavior

- Incomplete picture of behavior problems
    - Doesn't include minor classroom disruption, internalizing problems, social-cognitive deficits, etc.

- Unable to capture positive behaviors, relationships, and perceptions of school

- Underestimates the severity of disciplinary problems

Delaware School Climate Survey

Why create our own school climate surveys?

- Ensure schools have a valid and reliable measure
- Developed with input from stakeholders and scale is specific to the project
- Brevity
  - User friendly
- Free to schools
- Same items 3-12 grades (readability level = 2.6)
- Two formats available: online and paper

School Climate

School climate refers to the "quality and character of school life" which includes "norms, values, and expectations that support people feeling socially, emotionally, and physically safe" (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 182).

Why is school climate important?

School Climate is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students:

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Attendance and school avoidance
- Behavior problems, delinquency, victimization
- Emotional well-being

These relationships are RECIPROCAL

School Climate also is linked to outcomes for teachers:

- Less burnout and greater retention in the profession
- Greater implementation fidelity of new curriculum and interventions
- Greater levels of job satisfaction

These relationships are RECIPROCAL

Subscales of Delaware School Climate Surveys 2012		
Student Survey	**Teacher/Staff Survey**	**Home Survey**
Part I		
Teacher-Student Relations	Teacher-Student Relations	Teacher-Student Relations
Student-Student Relations	Student-Student Relations	Student-Student Relations
School Safety	School Safety	School Safety
Bullying School-wide	Bullying School-wide	Bullying School-wide
Clarity of Expectations	Clarity of Expectations	Clarity of Expectations
Fairness of Rules	Fairness of Rules	Fairness of Rules
Respect for Diversity	Respect for Diversity	Respect for Diversity
(Student Engagement School-wide[1])	Teacher-Home Communications	Teacher-Home Communications
	(Student Engagement School-wide [1])	(Student Engagement School-wide [1])
	(Staff Relations[1])	
Total School Climate	Total School Climate	Total School Climate

Part II		
Use of Positive Behavioral Techniques	Use of Positive Behavioral Techniques	
Use of Punitive Techniques	Use of Punitive Techniques	
Use of Social Emotional Learning Techniques	Use of Social Emotional Learning Techniques	
Part III (individual level)		
Student Engagement[1]		
Bullying Victimization[1, 2]		
[1]New subscales for 2012. [2]Grades 6-12 only for the printed version. Optional for grades 4-5 with computer version.		

Part II: Item Examples

Use of Positive Behavioral Techniques

- "Students are praised often."
- "Students are often given rewards for being good."

Use of Punitive Techniques (Note: A high score for this subscale is UNFAVORABLE)

- "In this school students are punished a lot."
- "Students are often sent out of class for breaking rules."

Use of Social Emotional Learning (SEL) Techniques

- "Students are taught to feel responsible for how they act."
- "Students are taught to understand how others think and feel."

School Climate Reports

- Types of scores reported:
  - Standard Scores (for comparing school's scores to those of other schools, with a score of 100 being average)
  - Average Item Scores (for each subscale: tells us if the scores is favorable or unfavorable, irrespective of how it compares to scores for other schools)
  - Frequency Scores (tells us the percentage of respondents who agreed or disagreed with item)

Evidence of Reliability and Validity

- Internal consistency (alpha coefficients)

- Construct Validity

- Factorial structures supported by Confirmatory Factor Analyses (Bear, Smith, Chen, & Blank, 2011; Bear & Yang, 2012)

- Concurrent Validity

Climate Surveys: Reliability (alpha coefficients)

	Student	Teacher/Staff	Home
Teacher-Student Relations	.92	.86	.84
Student-Student Relations	.85	.90	.89
School Safety	.85	.89	.86
Clarity of Expectations	.77	.90	.85
Fairness of Rules	.76	.83	.82
Respect for Diversity	.83	.87	.83
Teacher-Home Communications		.92	.92
Total Climate	.94	.96	.96
Use of Positive Behavioral Techniques	.83	.86	.87
Use of Punitive Techniques	.72	.77	.72
Use of Social Emotional Learning Techniques	.86	.92	.88

Student Survey: Construct Validity

132 schools

18,448 Elementary School Students

10,748 Middle School Students

8,654 High School Students

<u>CFA supported the 6-factor structure</u>

for the full sample, 3 grade levels, both genders, and 3 racial groups

Teacher-Student Relations

Student-Student Relations

School Safety

Clarity of Expectations

Fairness of Rules

Respect for Diversity

Teacher and Home Surveys: Construct Validity

Conducted exploratory factor analyses on 2011 teacher and home surveys

✓ 3,998 teachers,1,170 other staff

✓ 12,904 parents/guardians

CFA supported the 7-factor structure

for the full sample, 3 grade levels, both genders, and 3 racial groups

Teacher-Student Relations	Clarity of Expectations
Student-Student Relations	Fairness of Rules
Teacher-Home Communications	Respect for Diversity
School Safety	

Evidence of Concurrent Validity
Student Survey and School-level Data

Student Survey	% Students Suspended/Expelled			% Passing ELA			% Passing Math		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Teacher-Student Relations	-.516**	-.677**	-.650**	.539**	.585**	.692**	.555**	.587**	.627**
Student-Student Relations	-.537**	-.772**	-.665**	.536**	.793**	.710**	.545**	.793**	.711**
Respect for Diversity	-.523**	-.607**	-.704**	.631**	.515**	.698**	.617**	.491**	.621**
School Safety	-.533**	-.772**	-.659**	.627**	.700**	.736**	.640**	.716**	.725**
Clarity of Expectations	-.408**	-.611**	-.652**	.442**	.484**	.699**	.471**	.495**	.695**
Fairness of Rules	-.405**	-.684**	-.678*	.596**	.529**	.456*	.553**	.528**	.429*
Total Climate	-.541**	-.752**	-.698**	.618**	.663**	.713**	.624**	.668**	.683**

N= 84 Elementary schools; 29 Middle schools, 18 High school. *$p < .05$, **$p < .01$

Evidence of Concurrent Validity
Teacher Survey and School-level Data

Teacher Survey	% Students Suspended/Expelled		
	Elementary	Middle	High
Teacher-Student Relations	-.53**	-.61**	-.52*
Student-Student Relations	-.77**	-.72**	-.76**
Teacher-Home Communications	-.56**	-.66**	-.66**
Respect for Diversity	-.49**	-.56**	-.55**
School Safety	-.65**	-.66**	-.68**
Clarity of Expectations	-.46**	-.52**	-.64**
Fairness of Rules	-.52**	-.47**	-.62**
Total Climate	-.64**	-.64**	-.69**

N= 86 Elementary schools; 19 Middle schools; 18 High Schools. *$p <.05$, **$p < .01$

Evidence of Concurrent Validity
Teacher Survey and School-level Data

Teacher Survey	% Passing ELA			% Passing Math		
	Elementary	Middle	High	Elementary	Middle	High
Teacher-Student Relations	.50**	.52**	.24	.53**	.53**	.16
Student-Student Relations	.68**	.72**	.83**	.69**	.74**	.82**
Teacher-Home Communications	.59**	.58**	.44*	.60**	.56**	.40*
Respect for Diversity	.50**	.53**	.32	.53**	.54**	.27
School Safety	.64**	.66**	.74**	.66**	.79**	.71**
Clarity of Expectations	.50**	.49**	.58**	.56**	.51**	.58**
Fairness of Rules	.57**	.35*	.64**	.62**	.37*	.60**
Total Climate	.62**	.57**	.63**	.65**	.59**	.59**
N= 86 Elementary schools; 19 Middle schools; 18 High Schools. *p <.05, **p < .01						

Additional Concurrent Validity

Scores should correlate positively with the use of positive behavioral techniques and SEL techniques, but negatively with punitive techniques.

Evidence of Concurrent Validity
## Student Survey: Positive, Punitive, SEL Techniques

	Positive			Punitive			SEL		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Teacher-Student Relations	.63**	.80**	.64**	-.64**	-.52**	-.66**	.88**	.97**	.93**
Student-Student Relations	.35**	.50**	.61**	-.82**	-.86**	-.72**	.73**	.75**	.95**
School Safety	.53**	.64**	.50*	-.73**	-.74**	-.68**	.83**	.89**	.90**
Clarity of Expectations	.71**	.78**	.52*	-.54**	-.49**	-.61**	.85**	.95**	.89**
Fairness of Rules	.56**	.71**	.49*	-.67**	-.51**	-.72**	.85**	.91**	.72**
Respect for Diversity	.53**	.75**	.59**	-.70*	-.48**	-.65**	.82**	.93**	.89**
Total Climate	.57**	.73**	.59**	-.78**	-.66**	-.71**	.89**	.95**	.94**
% Suspensions	-.17	-.37	-.26	.55**	.65**	.70**	-.42**	-.63**	-.63**
% Passing ELA	.17	.35	.23	-.63**	-.76**	-.61**	.48**	.54**	.62**
% Passing Math	.22*	.38*	.14	-.61**	-.75**	-.69**	.48**	.55**	.58*
N= 86 Elementary schools; 19 Middle schools; 18 High Schools. *p <.05, **p < .01									

Evidence of Concurrent Validity
Teacher Survey: Positive, Punitive, SEL Techniques

|	Positive			Punitive			SEL		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Teacher-Student Relations	.37**	.57**	.28	-.58**	-.42*	-.70**	.77**	.84**	.78**
Student-Student Relations	.14	.52**	-.04	-.78**	-.65**	-.78**	.77**	.85**	.85**
Teacher-Home Communications	.34**	.69**	.34	-.66**	-.49**	-.77**	.81**	.88**	.89**
School Safety	.27**	.68**	-.00	-.71**	-.63**	-.82**	.83**	.92**	.85**
Clarity of Expectations	.45**	.73**	.12	-.52**	-.41**	-.79**	.84**	.90**	.90**
Fairness of Rules	.38**	.73**	-.06	-.53**	-.32*	-.79**	.81**	.80**	.84*
Respect for Diversity	.41**	.72**	.30	-.52**	-.43*	-.74**	.71**	.90**	.77**
Total School Climate	.36**	.75**	.15	-.67**	-.49**	-.87**	.87**	.96**	.91**
% Suspensions	.07	-.45*	-.23	.70**	.50*	.65**	-.51**	-.71**	-.77**
% Passing ELA	.13	.39*	-.03	-.63**	-.66**	-.63**	.53**	.67**	.57*
% Passing Math	.15	.44*	-.09	-.64**	-.62**	-.67**	.53**	.70**	.55*
N= 86 Elementary schools; 19 Middle schools; 18 High Schools. *$p <.05$, **$p < .01$									
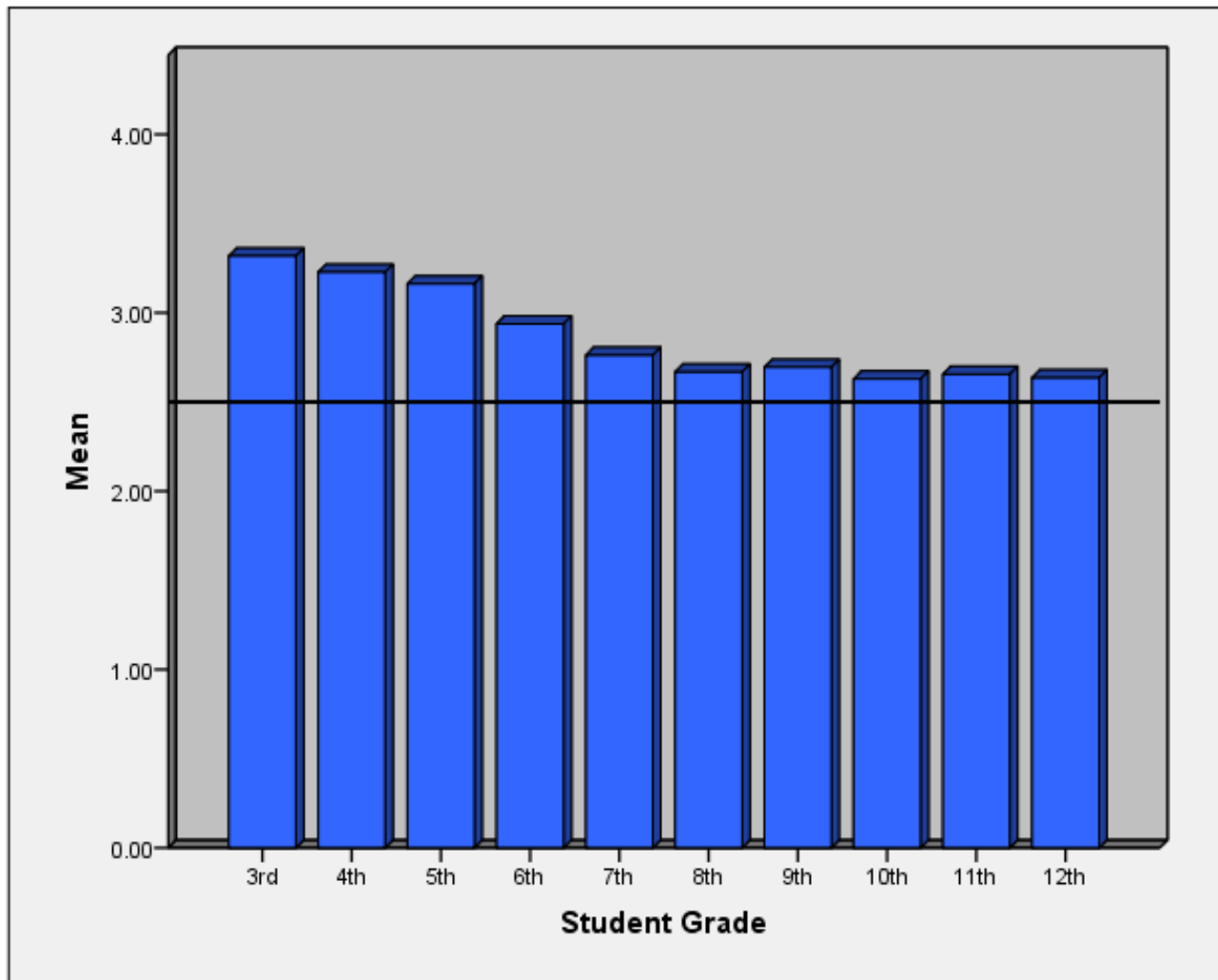
Grade Level Differences: Student Survey 2011
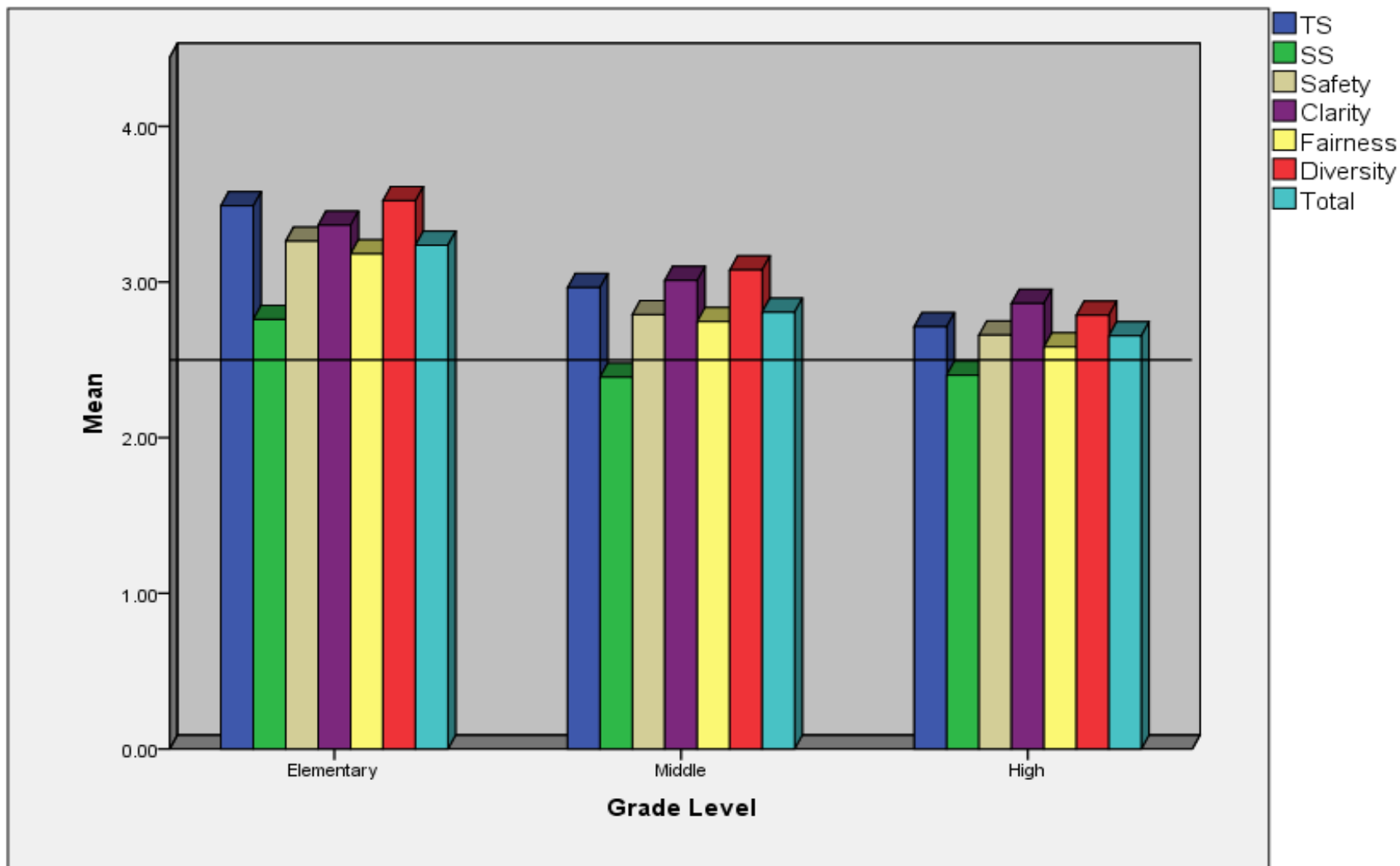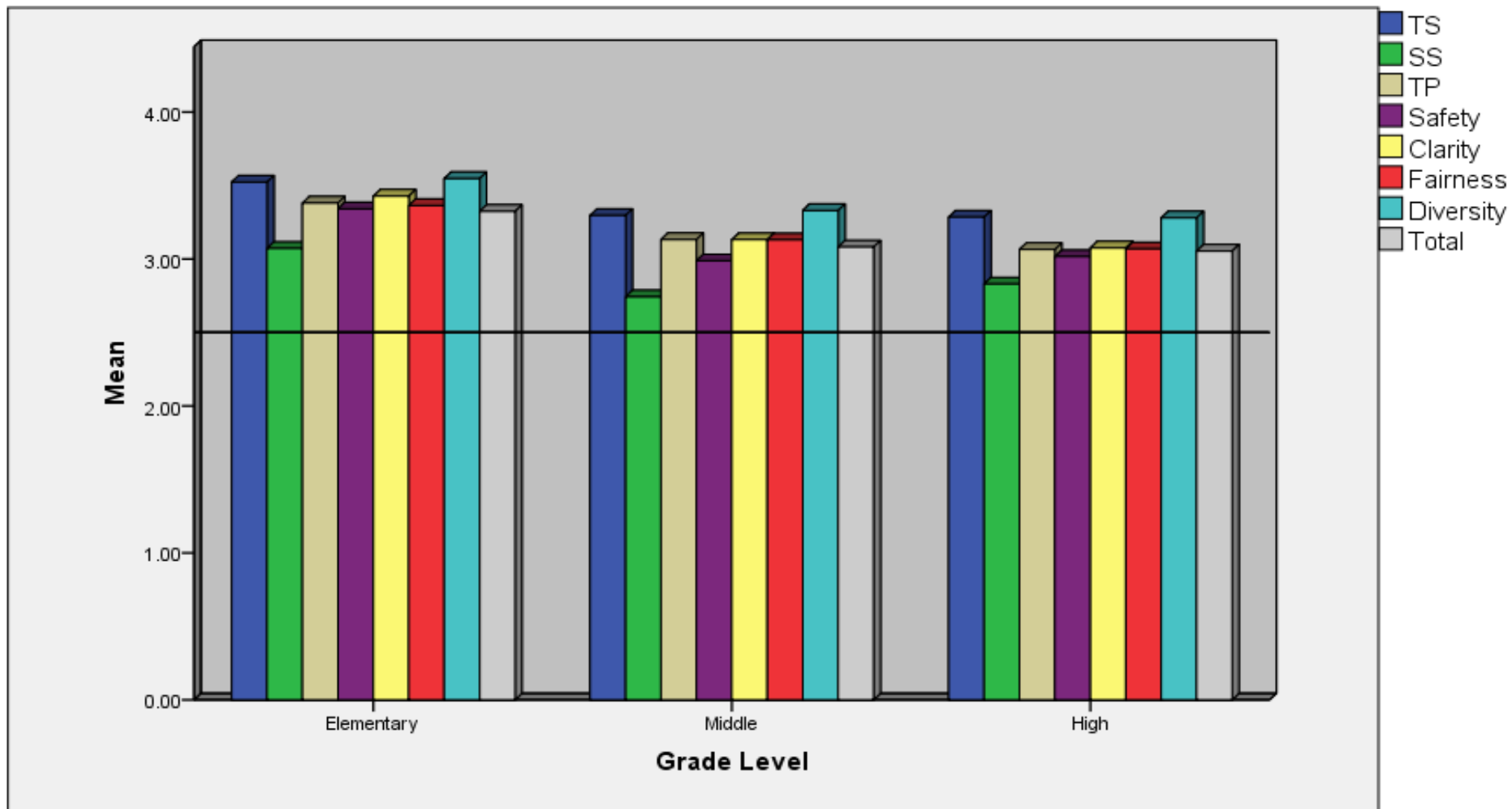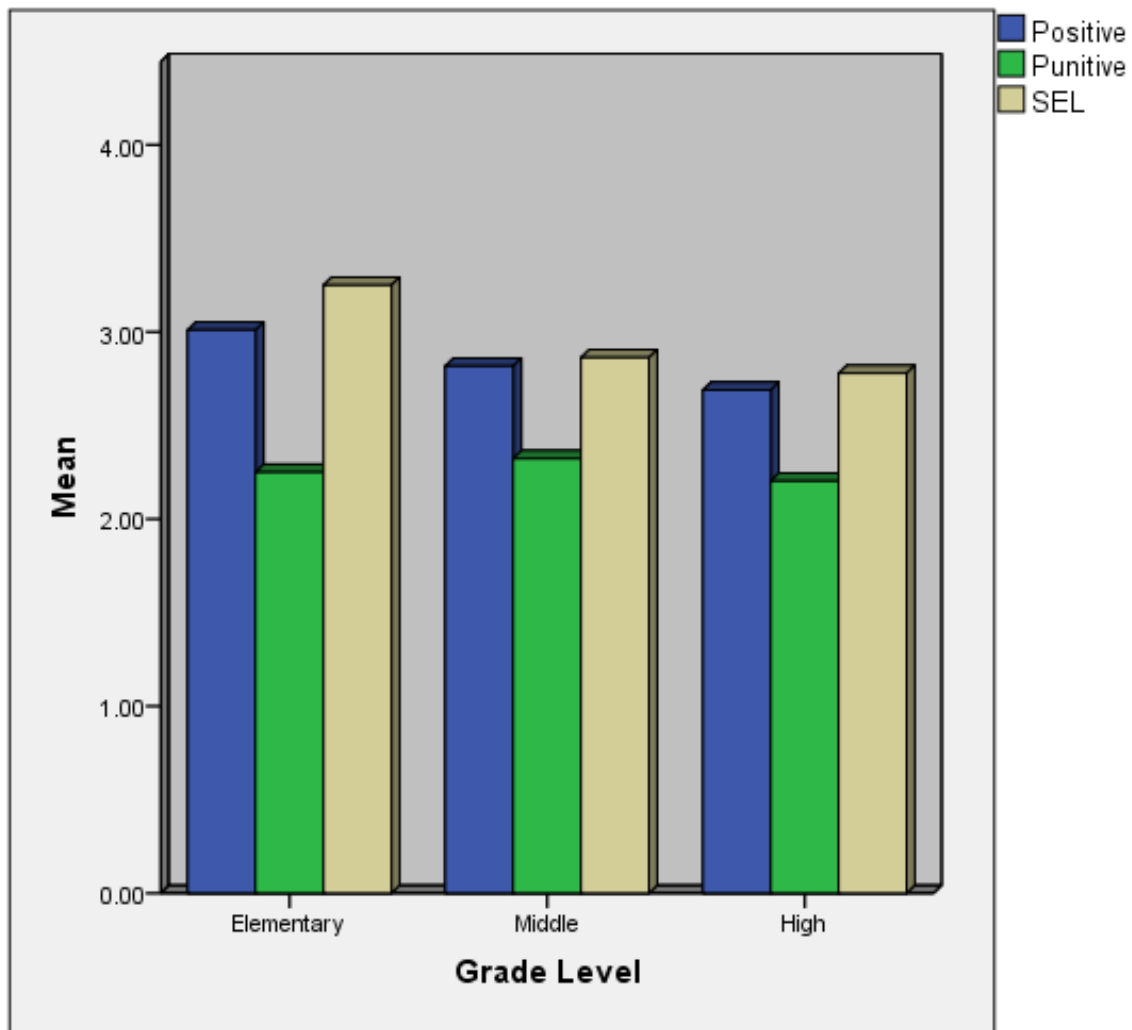
Racial Differences: Student Survey 2011
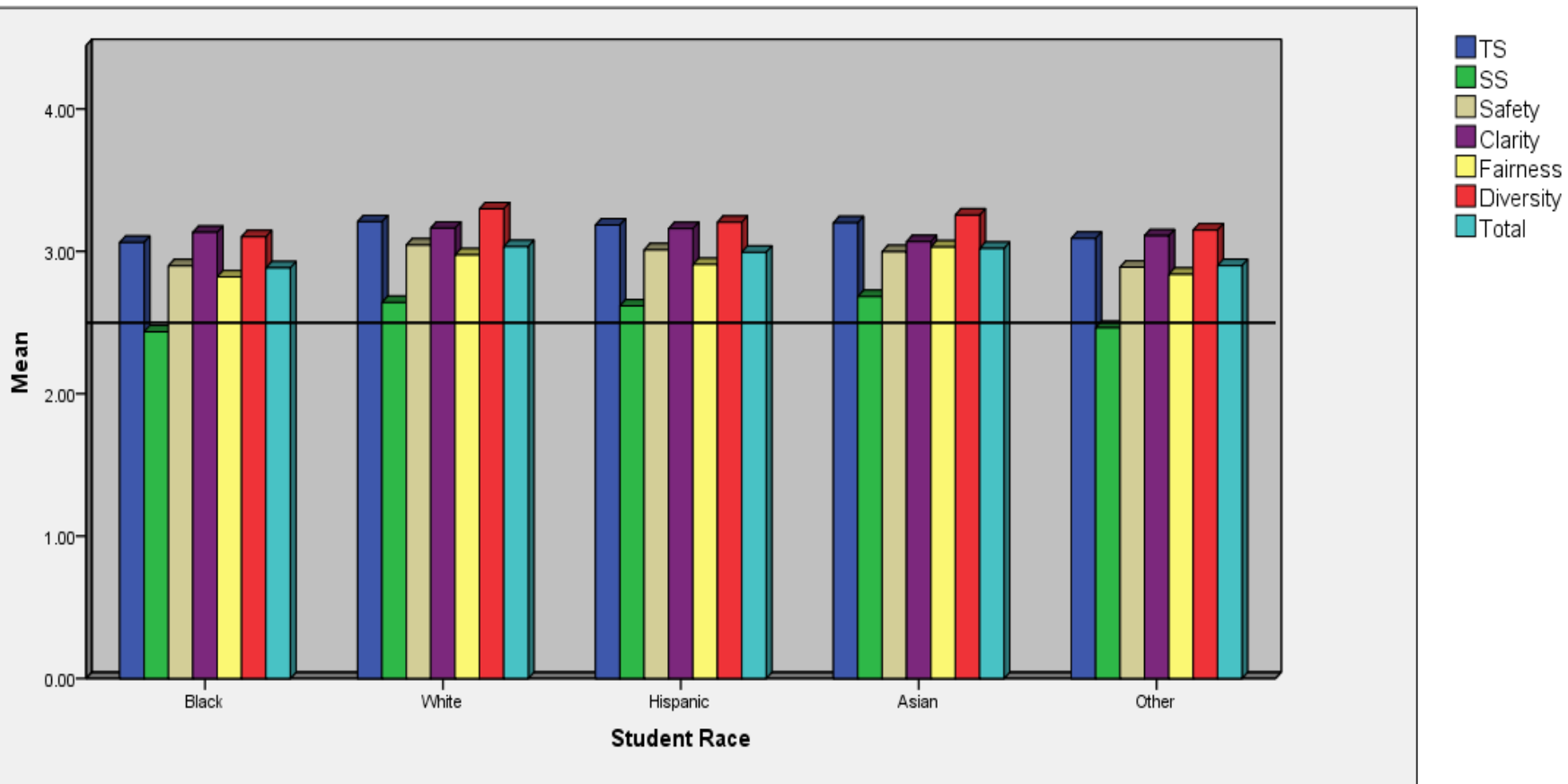
Disciplinary Techniques by Student Grade Level

Racial Differences: Student Survey 2011
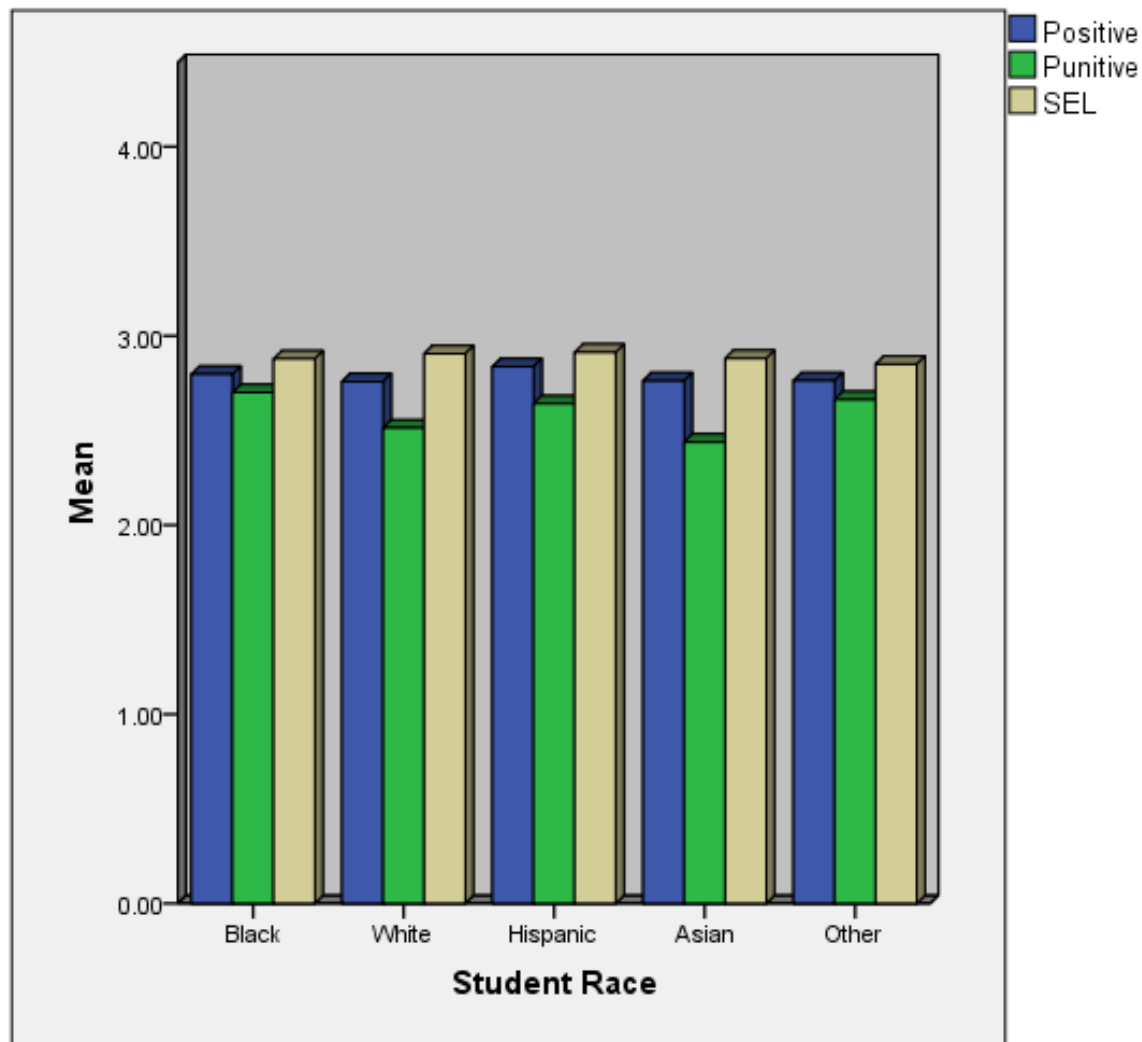
Summary of Findings

- All scales are reliable
- Strong construct validity
- Concurrent validity:
  - Scores on all subscales correlated significantly with suspensions and achievement
  - SEL and punitive techniques correlated with suspensions and achievement. Not always true with positive techniques.
 - Expected grade level and racial differences were found.

Logistics

- Supported by Delaware DOE and managed by the PBS project staff

- Available to all public schools – not just DE-PBS schools

- Optional, but some districts require

- Completed by students, teachers, and parents in January - February

- Individual School Reports developed (April-May)

- Score interpretation workshops provided (May)
  - Including Guidelines and Worksheets

Delaware School Climate Survey Formats

	Elementary, Middle, and High Schools

Student Version	• Online
	
	• Paper
	  • English Version
	  • Spanish Version

Staff Version	• Online only

Home Version	• Online
	
	• Paper
	  • English Version
	  • Spanish Version

School Climate Survey Participants by School Year
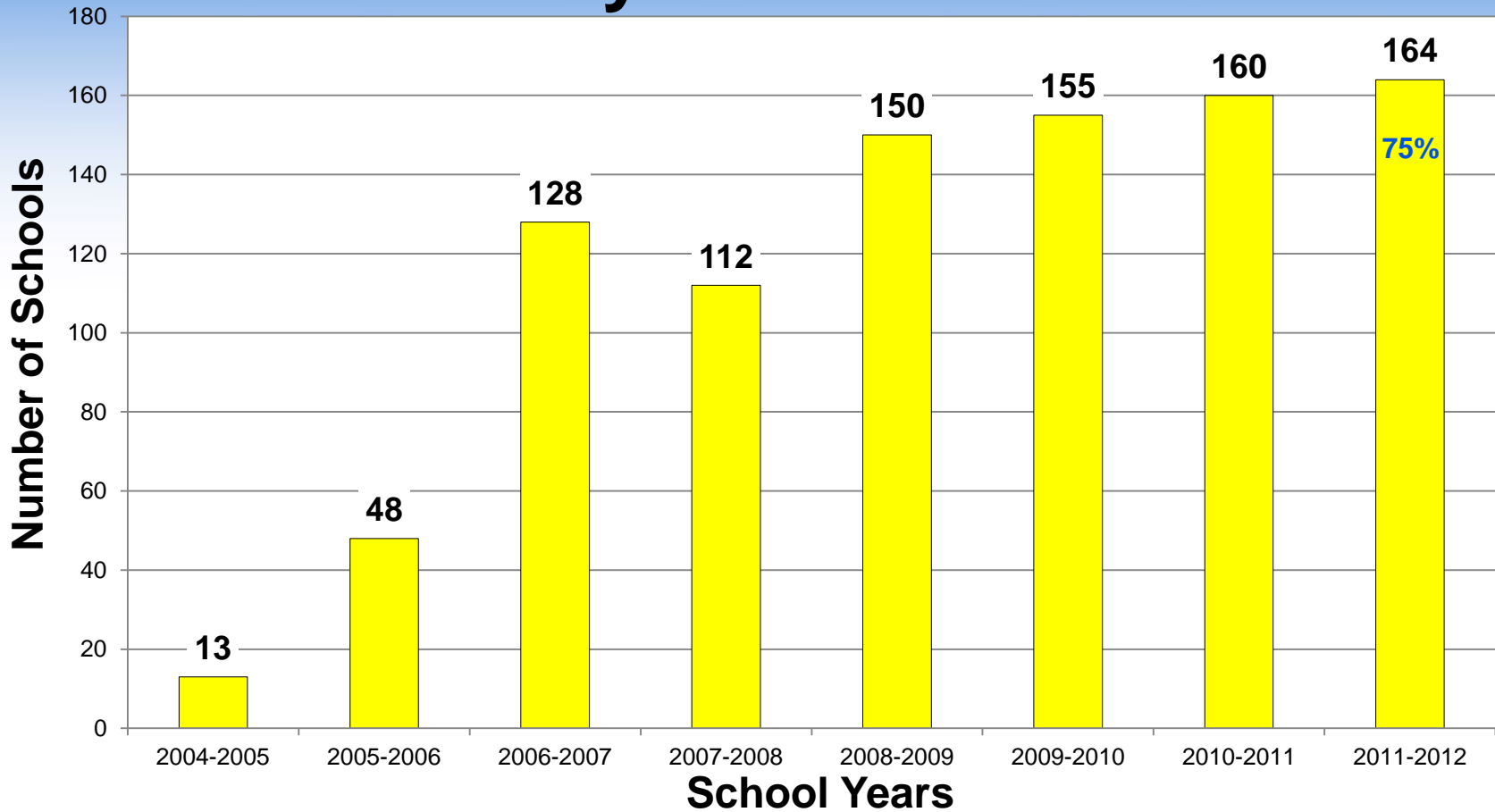
Total Number of Schools in Delaware: 220

Delaware PBS Project, 2/2012

Awonderful High School

Responses to School Climate Survey 2010-2011 - Student Version

Table 1a (1). Standard Scores Compared with Other Participating High Schools

		Part I.					Part II.		
		Teacher-Student Relations	Student Relations and Safety	Fairness of Rules	Clarity of Expectations	Total Scale	Positive Techniques	Punitive ✳ Techniques	Social Emotional Learning
Total	N= 749	**96.83**	**93.87**	**100.74**	**95.61**	**95.66**	**98.88**	**99.32**	**96.79**
Race									
White	N= 330	96.28	91.83	101.64	94.35	94.75	97.85	99.98	94.48
Black	N= 192	97.80	96.22	100.28	98.47	97.26	100.18	99.53	99.64
Hispanic	N= 88	94.59	93.63	99.14	95.89	94.61	95.44	97.50	95.51
Asian	N= 51	97.38	96.87	97.55	94.48	96.82	99.55	102.23	99.42
Other	N= 86	99.27	95.92	102.21	96.06	97.07	101.58	96.26	99.20
Gender									
Girl	N= 392	97.09	93.83	101.74	96.66	96.13	98.94	98.70	96.71
Boy	N= 357	96.51	94.00	99.57	94.40	95.15	98.91	99.92	96.94

Responses to School Climate Survey 2010-2011 - Student Version - Awonderful High School

Table 1b. Average Item Scores for All Grades Combined in Awonderful High School

| | | Part I. | | | | | Part II. | | |
		Teacher-Student Relations	Student Relations and Safety	Fairness of Rules	Clarity of Expectations	Total Scale	Positive Techniques	Punitive * Techniques	Social Emotional Techniques
Total	N= 749	**2.27**	**2.62**	**2.68**	**2.51**	**2.59**	**2.41**	**2.24**	**2.35**
Race									
White	N= 330	2.67	2.26	2.70	2.68	2.54	2.20	2.58	2.30
Black	N= 192	2.54	2.27	2.52	2.75	2.48	2.30	2.67	2.47
Hispanic	N= 88	2.53	2.26	2.58	2.74	2.49	2.17	2.57	2.35
Asian	N= 51	2.68	2.42	2.65	2.52	2.57	2.40	2.55	2.52
Other	N= 86	2.59	2.19	2.57	2.59	2.43	2.28	2.52	2.39
Gender									
Girl	N= 392	2.63	2.22	2.68	2.76	2.52	2.22	2.58	2.36
Boy	N= 357	2.59	2.32	2.55	2.60	2.50	2.27	2.60	2.38

Responses to School Climate Survey 2010-2011 - Student Version - Awonderful High School

Table 1d. Individual Item Responses

Part II. Use of Positive, Punitive and Social Emotional Learning Techniques Scale (13 items)

	disagree a lot	disagree	agree	agree a lot	number responding
Positive Techniques (4 items)					
2. Students are praised often.	14.6%	46.3%	34.6%	4.5%	717
5. Students are often given rewards for being good.	21.9%	43.0%	31.1%	4.0%	717
8. Teachers let students know when they are being good.	16.8%	30.7%	48.5%	3.9%	713
11. Classes get rewards for good behavior.	23.6%	43.6%	29.5%	3.2%	711
Punitive Techniques (4 items)					
1. In this school students are punished a lot.	10.0%	36.6%	40.3%	13.1%	719
4. Students are often sent out of class for breaking rules.	9.1%	24.6%	51.1%	15.2%	711
7. Students are often yelled at by adults.	8.8%	40.3%	37.3%	13.6%	719
10. Many students are sent to the office for breaking rules.	12.2%	33.6%	44.3%	9.9%	714
Social Emotional Learning Techniques (5 items)					
3. Students are taught to feel responsible for how they act.	12.0%	27.3%	54.3%	6.4%	718
6. Students are taught to understand how others think and feel.	17.6%	42.5%	34.8%	5.0%	715
9. Students are taught that they can control their own behavior.	12.5%	28.6%	52.9%	6.0%	714
12. Students are taught how to solve conflicts with others.	20.5%	36.9%	39.2%	3.4%	712
13. Students are taught they should care about how others feel.	20.4%	36.1%	39.2%	4.2%	714

Delaware Assessment of Strengths and Needs for Positive Behavior Supports (DASNPBS)
(Bear, Burwell, Baker, Blank, & Boyer, 2010)

Adapted From :

School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior by George G. Bear, 2010, published by Guilford Press.

Our adaptation can only be used by Delaware Educators

Delaware Assessment of Strengths and Needs for Positive Behavior Supports – Parts A & B (DASNPBS)

- Aligned to **Delaware's Key Features** of Positive Behavior Support

- Each item is drawn from supporting research and theory.

- Designed to help schools assess strengths and needs:
  - In four areas of comprehensive schoolwide discipline
  - In the areas of program development and evaluation

DASNPBS Sections

Part A: School-wide PBS Tier 1

- School-wide Tier 1 - Program Development and Evaluation

- Prevention: Implementing School-wide & Classroom Systems

- Correcting Behavior Problems

- Developing Self-Discipline

Part B: School-wide PBS Tiers 2-3 (DE Version - Under development)

- School-wide Tier 2 & 3 - Program Development and Evaluation

- Addressing the Needs of Students Who Are Currently Exhibiting Serious and Chronic Behavior Problems (Or Are At-Risk of Such)

Purpose of the DASNPBS

- Self Assessment of both Schoolwide and Classroom
- Reflection on Practice
- Action Planning
  - Target needs and actions for improvement
  - Continue to emphasize strengths
  - Include in school improvement plan
  - Use in combination with other data: ODRs, school climate
- Professional Development

Part A: School-wide Tier 1: Program Development and Evaluation

Effective schools continually assess their strengths and needs and develop plans accordingly. They build on strengths, identify and acknowledge problems, and collect information regarding progress toward improvements. Evaluation is on-going and involves multiple measures. Professional development for staff and program changes are responsive to evaluation results.

Ratings: SW = SchoolWide 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know	Strength/ Weakness
	SW
1. *Representative schoolwide team.* A schoolwide discipline or PBS team, consisting of a range of teachers (i.e., general and special education, all grade levels), one or more administrators, specialists, support staff, parents, and students as appropriate meet regularly to plan, develop, monitor, evaluate, and modify all four components of comprehensive school discipline.	
4. *Multiple evaluation measures.* Multiple measures are used to evaluate the effectiveness of the school discipline/PBS program (e.g., office disciplinary referrals, suspensions/expulsions, strengths and needs assessments, and school climate surveys).	

Part A: Prevention: Implementing School-wide & Classroom Systems

Effective teachers focus on the prevention of misbehavior, relying on evidence-based classroom management strategies. Effective schools use similar techniques, but apply them schoolwide. Schools foster a positive school climate while also reducing the need to correct misbehavior.

Ratings: SW = SchoolWide CR = ClassRoom 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know	Strength/ Weakness	
	SW	CR
1. *Caring and supportive adult-student relationships.* Adults demonstrate warmth, respect, support, and caring toward all students (irrespective of gender, race, ethnicity, socioeconomic background, disabilities, previous history of behavior). Every student has a supportive relationship with at least one adult at school.		
4. *Positive behavioral expectations and clear and fair rules.* Behavioral expectations and classroom and school rules (and their consequences) are clear, appropriate for individual students, and consistently enforced.		

Part A: Correcting Behavior Problems

Effective schools view the development of self-discipline and the prevention of misbehavior as priorities in their comprehensive school discipline plan. They also recognize that behavior problems are to be expected, and that in the process of correcting misbehavior they can also help develop student self-discipline. Behavior is viewed as a *joint responsibility of students, the entire school staff, and the home.*

Ratings: SW = SchoolWide CR = ClassRoom 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know	Strength/ Weakness	
	SW	CR
4. *Judicious enforcement of rules.* Rules and disciplinary procedures are followed consistently, but in a flexible and judicious manner that considers the circumstances (e.g., consideration for student's age, intentions, and history of behavior problems). There is a continuum of consequences that corresponds proportionally to the nature of the offenses.		
7. *Self-discipline in correction.* Disciplinary encounters are approached as learning opportunities. Correction procedures include teaching students problem solving strategies that they can use to help prevent the behavior from recurring and are encouraged to assume responsibility and reflect upon the impact of their behavior on self and others.		

Part A: Developing Self-discipline

Self-discipline involves knowing what's right, desiring to do what is right, and most importantly *doing what is right.* Effective schools promote self-discipline through a variety of techniques for developing thoughts, feelings, and behaviors. It is recognized that the behavior of students is not motivated solely by use of the techniques for prevention and correction, including use of external rewards and consequences.

Ratings: SW = SchoolWide CR = ClassRoom 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know	Strength/ Weakness	
	SW	CR
2. *Self-discipline is emphasized in behavioral expectations and rules.* At the schoolwide and classroom levels, the importance of self-discipline is highlighted, such as the importance of regulating and accepting responsibility for one's actions, respecting others, helping others, and exerting one's best effort.		
5. *Lessons infused throughout the school curriculum.* Curriculum lessons are designed to promote the development of thoughts, feelings, and behaviors associated with responsible behavior, or self-discipline. For example, activities in language arts and social studies highlight the general importance of empathy, perspective taking, and social and moral problem solving.		

Part B -
Addressing the Needs of Students Who Are Currently Exhibiting Serious and Chronic Behavior Problems (Or Are At-Risk of Such)

Some students require additional services either because they are currently exhibiting serious or chronic behavior problems (i.e., tier 3) or because they are highly at-risk of such (i.e., tier 2). Effective schools are responsive to the needs of students with serious and chronic behavior problems. They also are well prepared in advance for any potential crisis or violent act that is committed by any student or by others.

Ratings: SW = SchoolWide 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know	Strength Weakness
	SW
2. *Process for seeking team assistance.* A simple, well-defined process exists for school staff to request the support/problem solving team's assistance and all teachers are familiar with that process. The process is reviewed by teachers and staff as to its effectiveness.	
3. *Tier 3 interventions.* Evidence-based interventions are provided to students identified as having serious or chronic behavior problems. Such interventions are likely to include those provided for students at tier 2, but are generally more intensive, individualized, coordinated with outside agencies, and sustained over time than those for students at tier 2. Some but not all students at tier 3 would receive special education, alternative education, or mental health services.	

DASNPBS Logistics

- Completed by all instructional staff,
- Administered by DE-PBS Team Leader/Team or Administration
- 1-2 sections completed annually
- Offered primarily online, but paper optional

Prevention: Implementing Schoolwide & Classroom Systems
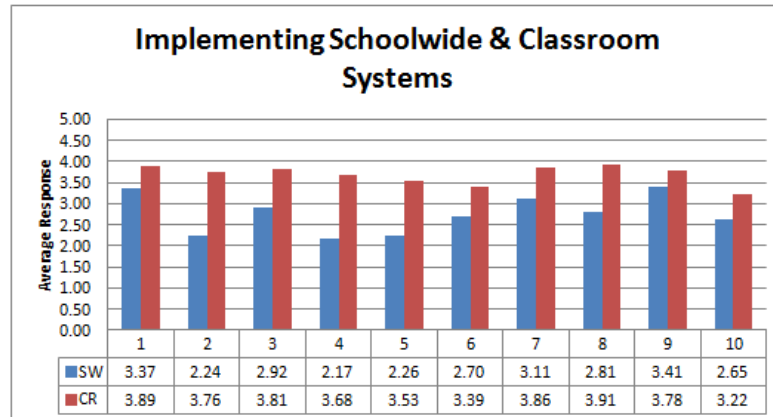
Average Number of Responses for this section

36

Strength/Weakness

	SW	CR
1: Caring and supportive adult-student relationships	3.37	3.89
2: Authoritative approach to prevention and correction	2.24	3.76
3: High expectations for all	2.92	3.81
4: Positive behavioral expectations and clear and fair rules	2.17	3.68
5: Positive behavior expectations taught	2.26	3.53
6: Recognition of desired behaviors	2.70	3.39
7: Procedures and routines	3.11	3.86
8: Monitoring and supervision	2.81	3.91
9: Motivating instruction and curriculum	3.41	3.78
10: Home-school communication	2.65	3.22

"Don't Know" Response Summary

	DK SW	DK CR	Total DK
1	2	2	4
2	0	2	2
3	0	1	1
4	0	2	2
5	1	2	3
6	0	1	1
7	0	0	0
8	0	1	1
9	2	2	4
10	5	4	9

SW Item Scores of 4+	CR Item Scores of 4+
0	0

SW Item Scores of 3+	CR Item Scores of 3+
3	10

Total SW Average	Total CR Average
2.76	3.68

Implementing Schoolwide & Classroom Systems

	1	2	3	4	5	6	7	8	9	10
SW	3.37	2.24	2.92	2.17	2.26	2.70	3.11	2.81	3.41	2.65
CR	3.89	3.76	3.81	3.68	3.53	3.39	3.86	3.91	3.78	3.22

Delaware Assessment of Strengths and Needs for Positive Behavior Support

(DASNPBS) Interpretation Worksheet: Individual Section Analyses

Date: _____ .

DASNPBS Section Reviewed—Select 1 at a Time: ·················Section Break (Continuous)·················

- ❑ → **School-wide Tier 1 - Program Development & Evaluation**
- ❑ → **Prevention: Implementing School-wide & Classroom Systems**
- ❑ → **Developing Self-Discipline**
- ❑ → **Correcting Behavior Problems**·················

Use the Excel Section Summary Tab to examine differences in averages across the 10 items within one section.

Look at information for Items 1-10 in this section; identify at least 2 areas of **SW strength** and 2 areas for **SW improvement** based on the highest/lowest average ratings. Write the item descriptions and averages below.

Schoolwide Strength	Schoolwide Improvement
1.	1.
2.	2.

Look at information for Items 1-10 in this section; identify how many items are rated 3.0 (neither a strength nor weakness) or below. Write the number of items and their individual numbers and descriptions below.

# of Items rated 3.0 or lower	Item Numbers/Descriptions

Look at the "Don't Know (DK)" Response Summary; identify any item with a DK response count higher than 5. Write the items and DK number below.

1. _____ . ···2. _____

3. _____ . ···4. _____

If applicable:

Look at information for items 1-10 in this section; identify at least 2 areas of **CR strength** and 2 areas for **CR improvement** based on the highest/lowest average ratings. Write the item descriptions and averages below.

Classroom Strength	Classroom Improvement
1.	1.
2.	2.

Utilize this summary page to action plan!

Analyze Data & Action Plan

Guiding questions:

- Do scores accurately reflect strengths/needs for the school?

- What might account for variability across raters?

- What changes might address identified needs?

Action Plan:

- Target needs and actions for improvement

- Tie to specific professional development needs

- Use in combination with other data: ODRs, school climate

DE-SWPBS
Key Features Evaluation

- Developed by: Eileen Baker, George Bear, Debby Boyer, and Sarah Hearn (UD/CDS) with Support from Linda Smith (DDOE)

- Rubric Development: Fall 2009-Fall 2011

- Evaluation Pilot 1: Winter/Spring 2011

- Scoring Development: Spring/Fall 2011

- Evaluation Pilot 2: Winter 2012

- Evaluation Implementation: Spring 2012

DE-PBS Key Feature Evaluation Structure

SW PBS Tier 1: Program Development & Evaluation	Prevention: Implementing SW & CR Systems
•Data •Professional Development •Problem-Solving Teams •Resources	•Prevention •Teacher-Student Relations & Safety •Expectations/Teaching •Acknowledgement System •School-Home Communication
Correcting Problem Behavior	**Developing Self Discipline**

Evaluation Process

- On-site Evaluation (approx. 3-4 hours)
- Sources of Information:
  - Interviews with teachers/staff, administrator, DE-PBS team leader, student
  - Review of documents
  - Schoolwide observations
  - Existing data: School Climate Surveys, DASNPBS

Rubric 1: SW Tier 1-Program Development & Evaluation

- Office Discipline Referral data are pulled by a designated person, reviewed monthly by the School-wide team, and shared with entire staff.

- Source: Team Leader Interview

3	2	1	0
Team Leader reports all of the following are done: 1. Team has a designated data person to pull ODR data monthly. 2. ODR data are reviewed monthly by team, and 3. ODR data are shared at least 3 times with staff during the school year.	Team Leader reports 2 of 3 items listed in Column 1 are done.	Team Leader reports 1 of 3 items listed in Column 1 are done.	Team Leader reports none of the items listed in Column 1 are done.

Rubric 2: Prevention: Implementing School-wide & Classroom Systems

- Students are recognized for their good behavior (e.g., verbal praise, coupon, privilege), and can state the reason for the recognition.

- Source: Student Interview

3	2	1	0
90% or more of students interviewed stated they were recognized during the last week and why.	80-89% of students interviewed.	50-79% of students interviewed	Less than 50% of students interviewed

Rubric 3: Correcting Behavior Problems

- Correction is viewed not just as use of punishment or consequences but also as opportunity to help develop social problem solving/decision making skills of self-discipline and prosocial behavior.

- Source: Administrator & Staff Interviews

3	2	1	0
90% or more of teachers/staff & administration interviewed respond that when a student is corrected for a behavior problem, the intervention includes (in addition to any punitive consequence or reinforcement system) strategies/techniques designed specifically to develop social problem solving/decision making skills	80%-89% of teachers/staff & administrator interviewed	60%-79% of teachers/staff & administrator interviewed	Less than 60% of teachers/staff & administrator interviewed

Rubric 4: Developing Self-Discipline

- Social Emotional Lessons are infused throughout the school curriculum.
- Source: Staff Question

3	2	1	0
90-100% of staff state that self-discipline concepts are part of lessons/curriculum and provide good examples. -OR- 90-100% cite a specific curriculum program (e.g. Second Step, Bullyproofing) that is used in the school in which self-discipline is developed and how/when teaching occurs.	80-89% of staff state.	60-79% of staff state.	Less than 60% of staff state.

Scoring - Essential Items

- The "Essential Item" scoring method was inspired by the ADOS scoring method

- Schools will receive an overall score that falls within 3 range categories:

  – Not yet meeting criteria, Meeting criteria, Exceeding criteria

- Scores will also be reflected in the four heading areas, thus, helping teams target areas for improvement and action planning.

Summary Report

- School receives overall score, and score on essential items in 4 categories

- Graph (future will include multiple years)

- Narrative summary of evaluation information gathered
  - Highlight strengths
  - Note areas for improvement
  - Include recommendations for program improvements, professional development opportunities, and resources

- Provided to school and district coach

DE-PBS Key Feature Evaluation Summary

- Aligned with Delaware's Key Features of PBS

- Goes beyond the basic SWPBS implementation

- Focus is on highlighting areas of strength and providing feedback on areas for improvement; not on getting a "high score"

- Provides qualitative information in combination with quantitative

- Built in flexibility for different populations

Questions?

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Thank you!