

Overview of the School-wide Evaluation Tool (SET)

This section provides an overview of the SET including: (a) the purpose of the SET, (b) the features of the SET, (c) the data sources needed for scoring the SET, (d) the SET scoring guide, (e) a brief explanation about Human Subjects approval, and (f) current SET research.

The SET is a research-validated instrument that is designed to assess and evaluate the critical features of school-wide effective behavior support across an academic school year.

The SET was designed:

- to determine the extent to which schools are already using School-wide Positive Behavior Support (SW-PBS),
- to determine if training and technical assistance efforts result in change when using SW-PBS, and
- to determine if use of SW-PBS procedures is related to valued change in the safety, social culture, and violent behavior in schools.

By answering each evaluation question within the seven feature areas, the information gathered from the SET can be used to (a) assess features that are in place, (b) determine annual goals, (c) evaluate on-going efforts, (d) design and revise procedures, and (e) compare year to year efforts in the area of school-wide Positive Behavior Support. Information is gathered through multiple sources including, a review of school records, direct observations, and staff and student interviews.

The SET is one means of evaluating a school's level of implementation on school-wide discipline practices and systems. Its intended use is in conjunction with other measures to create a multi-perspective of school status. For example, combining SET results with office discipline referral patterns, staff survey results, safety surveys, team checklist information, etc. is encouraged. For more information on decision-making, please refer to the Interpreting and Summarizing section of this manual and the PBIS.org website.

Features of the SET

The SET evaluates a total of twenty-eight research questions across seven feature areas. The feature areas include (a) expectations defined, (b) behavioral expectations taught, (c) acknowledgement procedures, (d) correction procedures, (e) monitoring and evaluation, (f) management, and (g) district-level support.

Data Sources used for the SET

Information necessary for the SET is gathered through multiple sources, including a review of school records (including discipline handbook, school improvement plan for safety related goal, instructional materials, meeting minutes), observations, and brief staff and student interviews.

Scoring Guide

The [SET Scoring Guide](#) is used for scoring the calculated responses and findings of the twenty-eight research questions. The scoring guide is organized by feature area and is formatted to provide the research question and the criteria for scoring each question. Each SET research question has a possible score of two points. Using the established criteria for each question, the SET evaluator determines a 0, 1, or 2 point score for each question. The responses needed for scoring the SET guide the process of preparing for and conducting the SET.

Human Subjects Approval

The University of Oregon Internal Review Board has approved the SET as a research tool. The University of Oregon Internal Review Board requires annual review to provide minimal risk to students and staff. To request copies of the current approval notice, consent and assent forms please contact Nadia Sampson at nkatul@uoregon.edu. SET research at the U of O has been approved for the past four years.

Current SET Research

Horner, R.H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J.B. (2004). The School-Wide Evaluation Tool (SET): A Research Instrument for Assessing School-Wide Positive Behavior Support. *Journal of Positive Behavioral Interventions*. Vol 6. (1). pp. 3-12.

For an abstract of this paper, or to purchase its full version, go to http://www.education.ucsb.edu/autism/jpbi-abstracts-volume_6/abstracts_v6n1w2004.html.