

Preparing for and Conducting the SET

Scheduling the SET

Turning a formal research measure into an informal activity, without risking the integrity and validity of the instrument is a challenge. Helping people understand the purpose and process, as well as being fluent with interview questions is highly important. Points to make in the initial conversation with the administrator when scheduling the SET include:

- 1) The SET is a research tool that validates the results of the School-wide section of the EBS Self-Assessment Survey.
- 2) The SET measures the percent of implementation in seven feature areas of school-wide positive behavior support.
- 3) The SET takes about two hours to complete.
- 4) The process for conducting the SET involves:
 - a) a 30 minute interview with the administrator,
 - b) interviewing randomly selected staff (at least 10) and students (at least 15) who are not actively engaged in instruction,
 - c) a tour of the school building, and
 - d) a review of school-wide discipline records including office discipline referral records and forms, instructional materials for teaching and correcting behavioral expectations, and the current school improvement plan.
- 5) Ask the administrator to make an announcement in the staff bulletin (or whatever procedure is used for staff announcements) telling the staff that you will be walking around the school at the scheduled time. When staff members are aware of what you are doing and can predict when you will be there, it is much easier for them to be approached and asked the questions necessary for scoring the SET.

It is critical to interview the administrator as the first activity in conducting the SET. Therefore, scheduling the SET must occur with the administrator's commitment to be interviewed for about 30 minutes. It is ideal to schedule the administrator interview to begin about 30 minutes before the first student break/recess or before the first lunch, so that students and staff are easily available to interview (without interrupting instruction) after you complete the administrator interview.

Send a friendly reminder to the administrator several days prior to the scheduled SET date. This helps ensure that the administrator will be available for the interview at the scheduled time as well as remind staff of the activity.

Arriving at the School

When first arriving at the school, check in at the office and get a visitors pass if you don't already have a visible identification tag. Make a note of the front office staff's name(s) so that you can be personable throughout the visit. You may also need to ask for a place to stash your coat and/or complete the scoring of specific materials. Remembering names always helps to get things you need!

Collecting the Information

Use the Administrator Interview Guide (see page 5 of the [SET Scoring Guide](#)) to record administrator interview responses. When the administrator interview is complete, record responses to refer to later on the Interview and Observation Form. By doing this, you will only need one piece of paper for recording the remaining interview responses and school observations. At the end of the administrator interview, ask for the records needed for later preview. At the same time, ask for a place to leave the records while you are conducting the SET, so that you do not have to interrupt the administrator again.

Overview of Interviews

The SET interviews are quite fun to conduct if you are prepared, fluent and can turn the interview into a conversation (without too much extraneous conversation). Since the Human Subjects Approval states that *instruction will not be interrupted*, it is highly important to follow that rule. Conducting staff and student interviews during break, recess, and lunch make it much more feasible to respect instructional time. Since the students are only asked two questions, it is easy to interview them as they are walking down the hall, waiting in the lunch line, or waiting for an activity at recess or break. Staff can be 'caught' and interviewed in the lunchroom, in halls, in the staff room, and on the playground. Staff questions take about two minutes to complete, so it is critical to make sure that staff can give you the time.

Being fluent in asking the interview questions so that you have very little to record makes the whole process of conducting the SET much easier and enjoyable. The Interview and Observation Form is a critical tool to be fluent with prior to going to the school. SET data collectors need to get interview responses that are usable and accurate when scoring a particular SET evaluation question. For example, to answer SET evaluation question D2,

'Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed?' the SET data collector needs to: (a) find out what problems the administrator would expect teachers to send to the office rather than dealing with in the context, (b) ask teachers what problems they would send to the office rather than dealing with in the context, (c) determine whether each staff person asked agreed with the administrator, (d) calculate the percentage of agreement between staff responses and the administrator response, and finally (e) determine a score of 0, 1, 2 as stated by the SET criteria for question D2.

Table 1 shows the connection between each SET evaluation question and the interview questions asked. Use the administrator and additional interview questions located on pages 5 and 6 of the [SET Scoring Guide](#) to connect a specific question with the interview question used for scoring the evaluation question.

Table 1
SET Evaluation Question and Interview Connection

SET Evaluation Question	Interview Question #			
	Administrator	Staff	Team	Student
B2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year?		#2		
B3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis?	#12		#2	
B4. Can at least 70% of 15 or more students state 67% of the school rules?	#8, #9			#1
B5. Can 90% or more of the staff asked list 67% of the school rules?	#8, #9	#1		
C2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months?	#11			#2
C3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months?		#3		
D2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed?	#4	#4		
D4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger with a gun)?	#5	#5		
E2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)?	#1, #2, #3			
E3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times per year?	#18			
E4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts?			#1	
F1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals?	#20			
F2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school?		#6		
F3. Does the administrator report that team membership includes representation of all staff?	#13			
F4. Can 90% of team members asked identify the team leader?	#17		#3	
F5. Is the administrator an active member of the school-wide behavior support team?	#14, #16			
F6. Does the administrator report that team meetings occur at least monthly?	#15			
F7. Does the administrator report that the team shares progress with the staff at least four times per year?	#18			
G1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support?	#21			
G2. Can the administrator identify an out-of-school liaison in the district or state?	#19			

School Observations

Two SET evaluation questions (A2 and D3) require observations of posting of the school rules and the school crisis intervention plan in seven to ten locations. The locations are listed at the bottom of the Interview and Observation Form. For efficiency purposes, conduct the observations while walking through the school interviewing the staff and students. If a classroom is empty and unlocked, use it for the observation, so that you aren't interrupting instruction. If a teacher or student invites you in, feel free to visit and make your observations while you are in the room.

Leaving the School

When you have completed the SET, be sure to find the administrator and thank him/her or leave a note if the administrator is unavailable. Check out at the office and thank the office staff for their help. Be sure and leave the visitors pass if you have borrowed one.

While at the school your goals are to:

- Score all items on the SET.
- Be welcomed back to the school.

Frequently Asked Questions

Preparing for the SET

Q. Do I need to have consent to interview adults and students?

A. The University of Oregon Human Subjects committee has approved the SET. Copies of the approved consent/assent forms are available by contacting Nadia Sampson at nkatul@uoregon.edu. If the data is going to be used for research purposes, district-level consent is necessary.

Q. Do I need to have all interviews set up before going to conduct the SET?

A. No, just the administrator interview. However, some schools may want to set up an interview schedule for you. Either following a specific schedule or finding staff and students after the administrator interview is fine.

Q. Do I need to interview the administrator first?

A. Yes, but if that cannot happen, you need three pieces of information in order to conduct the SET (expectations, what they are called, how are students acknowledged). If you can't complete the full administrator interview before you conduct the SET, get the three critical pieces of information and complete the interview later.

Q. What do I tell administrators when they ask how the SET will be used?

A. The data will be sent back to the administrator for them to use to document changes in PBS in their school. SET data is also used at the district-level and state-level. School names are stripped and identified by number in a state or school district. SET data has been used by the school, the school board, and at statewide levels. Also refer to the next section in this manual and the SET paper in the Overview section.

Frequently Asked Questions

Conducting the SET

Q. What happens if I can't find 15 students and 10 staff?

A. It is easier to find students than staff. If you have difficulty locating students, go to the next lunch or break area, the library, or outside the bathroom (catch them on the way out!). If you can only find 8-9 staff members and their answers are consistent, score the evaluation question based on those responses. If the answers are not consistent or you don't have at least 8 staff, go to the office and ask the administrator for assistance in finding more staff. If all these steps fail, use what you have to score the SET.

Q. What if it's a 'hectic' day and staff cannot find the materials for you to review?

A. Make arrangements to have the information mailed to you or for you to pick up later in the week. If that does not work, score the SET using the information that you have.

Q. When I have completed the SET, do I need to take the materials with me for future reference?

A. Not necessarily. If you score the SET while at the school, you can return the materials when you've finished. If you do not score the SET at the school, you will need to have the materials to refer to while scoring and will need to take them with you. You may want to keep examples of forms, materials, etc. to use as models for other schools, no matter when you score the SET. If this is the case, make sure to ask permission to share the materials.

Q. What do I do if I am given information with student names?

A. Always be cautious about taking any documents with sensitive information (i.e. student names). If you are handed a document with sensitive information you should review it, make comments to the administrator, thank them for the information, and then let them know that you do not need to keep the document. That way you can maintain confidentiality.

Q. What do I do if someone won't answer my questions?

A. Thank them for their time and move on to another person. Ask people if they have time for a few questions and let them know that you are working with a group of staff at their school and that it will only take a couple of minutes. It is helpful if the administrator has announced to the staff that the SET evaluation will be taking place and asks them to talk to the interviewers if asked. Make sure they know that their responses are anonymous.

Q. What do I do if the student does not speak English?

A. Get a student or staff to interpret, or smile, nod, and move on.

Q. What do I do if the staff or student has just moved to the school, or they are a student teacher?

A. Typically, we don't interview volunteers. However, since we are supposed to select students and staff randomly, if someone is new, it is good to only interview them if they have been there a week or more.

Q. How do I handle eager volunteers and groups of students?

A. Ask the group to go one at a time, or focus on one specific student to score, but let all students in the group answer.

Q. What if the administrator wants to escort you or get a student to take you around the school?

A. This is the administrator's call. Let them decide how they want you to handle the interviews and observations. The best word of caution, in this case, is to make sure the administrator isn't helping answer the questions with body language cues, or verbally reminding students and staff that 'these are the things we talk about on the announcements.'

Q. How much prompting do I give students and staff for answering the questions?

A. Always make sure to give enough information so that people know what you are asking. If they don't understand the question, reframe it. If they begin answering with the 'no running, no gum list', ask them to stop and think about the rules that tell them what to do. Always make people feel successful. Refrain from scoring until you are walking away, smile and thank them for their help.

Q. What do I say when people ask me what I am doing?

A. Answer that you work with the team in the school and are checking to see how things are going.