

## 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](mailto: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.

## . Frequently Asked Questions

### Scoring the SET

*Q. What if I know they are doing an activity and have material because I work with them, but they don't mention it or can't find the written product?*

A. If it is a written product, ask someone to find it for you. If they don't mention something during the interview, you can ask a general question (e.g., are you doing something else that we should know about?). If they don't mention the activity, or cannot produce the material, base your score on the information and materials they provide, not your prior knowledge.

*Q. How do I handle student responses that focus on their specific classroom or specific setting rules rather than the school-wide ones?*

A. The SET that you are conducting focuses on school-wide rather than classroom-wide. Score the answers to school-wide questions, but not the ones that refer to classroom or specific setting rules.

*Q. When do I score the SET?*

A. Score the SET before leaving the school. Completing the scoring prior to leaving ensures that you have all information needed and gives you an opportunity to track down missing information, if there is any.

*Q. What does 'documented crisis plan posted' really mean?*

A. If it is posted or visible, score as a yes/2, if the teacher is present and the crisis plan is not visible, ask for it, if the teacher can give it to you it is scored as yes/2. The purpose is to have the information available to use when a crisis occurs.

*Q. What do I do if the score is 89% and the cut off for a 1 or 2 is 90%?*

A. Score the evaluation question as a 1. Eighty-nine percent is NOT 90%. In most cases, it will not affect either the feature or the total score.

*Q. How do we handle question F1 about the top three school improvement goals when there are 4-6 goals written and they are not 'weighted'?*

A. If there are four or more school improvement goals, they typically are specific with academic areas covering more than one goal statement. We suggest organizing the goals

as themes (i.e. academic goals, technology goals and behavioral goals) as a way to score this SET question.

*Q. What if the administrator thinks that the team is representative and others don't?*

A. There are several questions like this one that refer to administrative report. It is up to the administrator to decide on the answer to those questions. We are interested in their perspective.

*Q. Where does the allocated money need to come from?*

A. Anywhere; it does not have to be a positive behavior support line item. If a parent group donates money each year, and it is allocated and available, the school would score a 2 on this question.

## Frequently Asked Questions

### Interpreting and Summarizing SET data

*Q. When and how do I give the SET results to the administrator?*

A. When you leave the school, you should check out with the administrator. Give a quick informal debrief by telling them a few things that are really good and a few things that came up when talking to people. Never give the scoring guide to them. Later on provide a graph with some text explanation. People need to be reminded what the SET is, the data sources used, how to interpret the graph, and next steps to take. Help them use the results for implementation, funding and accountability purposes.

*Q. What do the SET scores mean?*

A. The SET produces a summary score and a score for each of the seven feature areas of school-wide positive behavior support. The summary SET score provides a general index of school-wide implementation, while each of the seven feature scores provide a specific index of the level of implementation for that feature. Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavior support at a universal level.

# **Effective Behavior Support (EBS) Survey** **Assessing and Planning Behavior Support in Schools**

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## **Purpose of the Survey**

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four 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 behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).

## **Conducting the EBS Survey**

### **Who completes the survey?**

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

### **When and how often should the survey be completed?**

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.



## How is the survey completed?

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.
4. Mark (i.e., “√” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).

To assess behavior support, 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 each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”



## Summarizing the Results from the EBS Survey

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

### Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
√√√√√ √√√√	√√√√√ √√	√√√√	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.	√√√√√ √√√√√	√√√√	√√√√√ √



**Step 1b.** Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.

Example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>School-wide</b> is defined as involving all students, all staff, & all settings.	High	Med	Low
√√√√ √√√√ 9	√√√√ √ 7	√√√√ 4		1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	2. Expected student behaviors are taught directly.	√√√√√ √√√√√ 10	√√√√ 4	√√√√√ √ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√√ √ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√√ √ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√√ √ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√√ √√√√√ √ 11	√√√ 3	√√√ 3



**Step 1c.** For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + ..... ) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.

Example 1c.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
√√√√ √√√√ 9	√√√√ √ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	2. Expected student behaviors are taught directly.	√√√√√ √√√√√ 10	√√√√ 4	√√√√√ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√√ √ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√√ √ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√√ √ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√√ √√√√√ √ 11	√√√ 3	√√√ 3

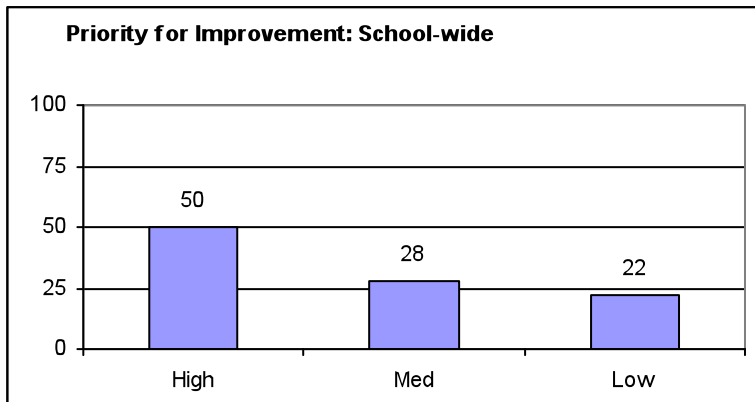
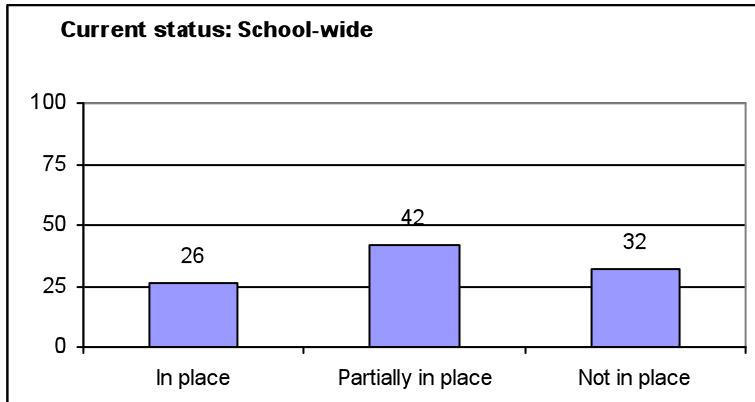
Totals  
25 + 41 + 31 = 97

37 + 21 + 16 = 74



**Step 1d.** Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c.. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.



## **Phase 2: Analyze and Prioritize the Results**

The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

- Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.
- Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.
- Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.
- Step 4. For each system, circle one priority area for focusing development activities.
- Step 5. Circle or define the activities for this/next year's focus to support the area selected for development
- Step 6. Specify system(s) to sustain (S) & develop (D).

## **Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan**

The objective of this phase to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.



**Effective Behavior Support (EBS) Survey**  
**Assessing and Planning Behavior Support in Schools**

Name of school \_\_\_\_\_ Date \_\_\_\_\_

District \_\_\_\_\_ State \_\_\_\_\_

Person Completing the Survey:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- Community member
- Parent/Family member
- School Psychologist
- 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, 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 \_\_\_\_\_ by \_\_\_\_\_ .



## SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
			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 student 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 v. 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 within an on-going system.			
			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 at school.			
			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 are involved directly and/or indirectly in school-wide interventions.			



Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>Non-classroom settings</b> 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 are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>Classroom settings</b> 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. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ( $\geq$ 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>Individual student systems</b> are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_

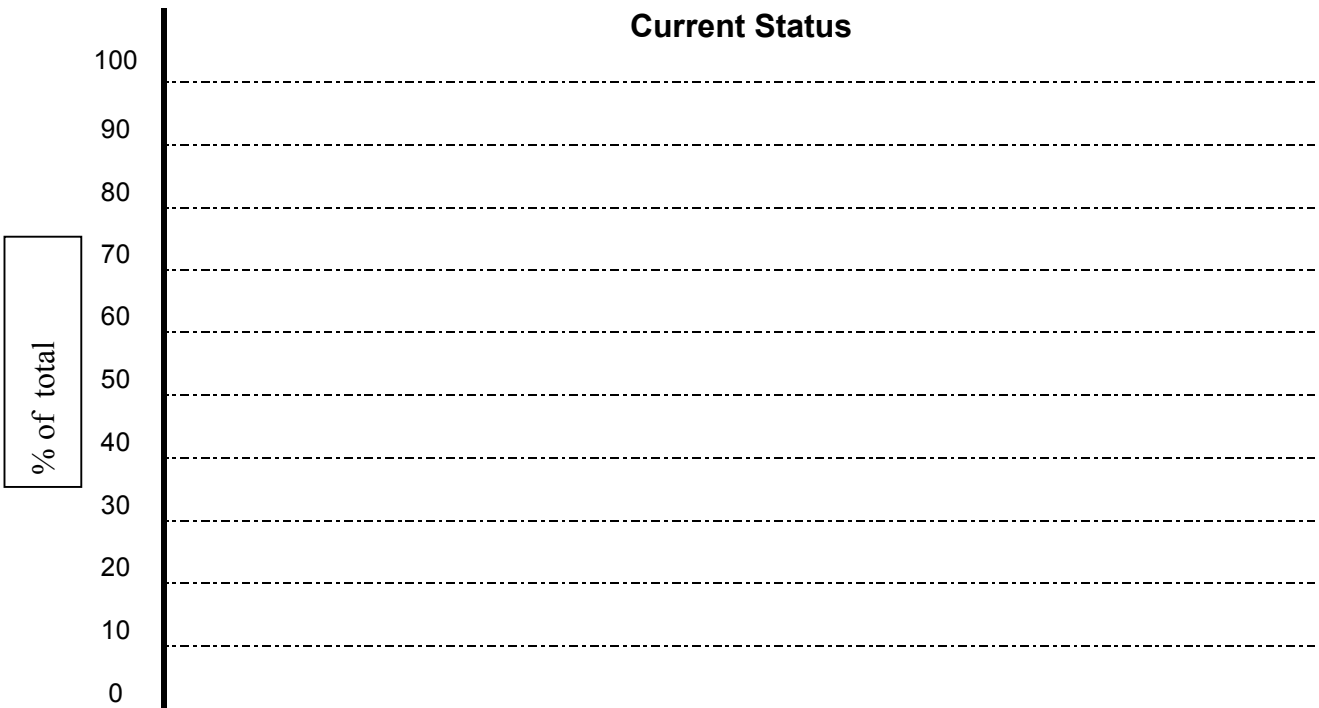


# EBS Survey Summary Graph

School: \_\_\_\_\_

Date: \_\_\_\_\_

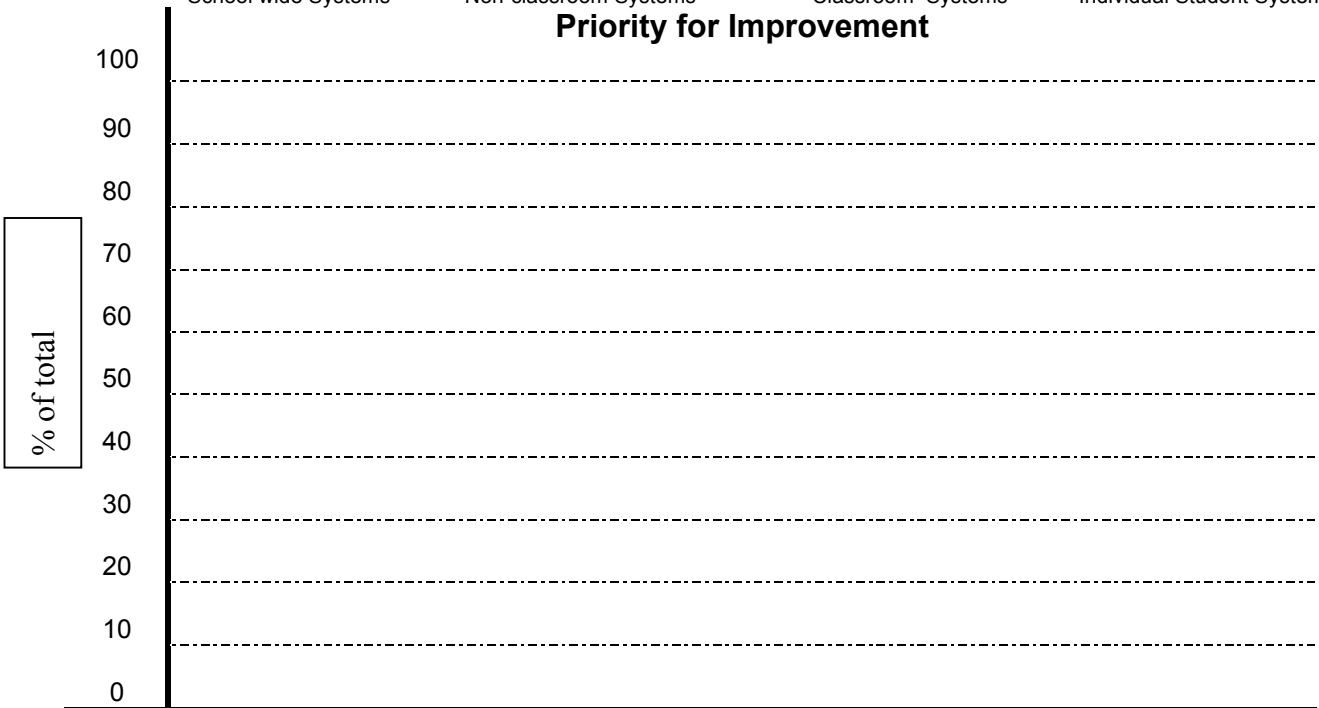
## Current Status



In place   partial   not
In place   partial   not
In place   partial   not
In place   partial   not

School wide Systems
Non-classroom Systems
Classroom Systems
Individual Student Systems

## Priority for Improvement



High   Med   Low
High   Med   Low
High   Med   Low
High   Med   Low

School wide Systems
Non-classroom Systems
Classroom Systems
Individual Student Systems



## EBS Survey Summary

School: \_\_\_\_\_

Date: \_\_\_\_\_

**Use the EBS Survey Tally page and the EBS Survey Summary Graph to develop an accurate summary & determine initial focus area priorities**

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>EBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>EBS Survey Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the EBS Survey Tally pages, list three major areas in need of development.  4. For each system, circle one priority area for focusing development activities	a. b. c.	a. b. c.	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the EBS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				