Outline of SWPBIS Evaluation Report

Context

1. Define SWPBIS
   a. SWPBIS is a framework for establishing a school-wide social culture with the necessary individualized supports needed for all students to achieve academic and social success.
2. Define Goals of the specific project
   a. Number of schools per year implementing SWPBIS
      i. Process for selecting schools
      ii. Expectation of 2-3 years for Tier I implementation to criterion
      iii. Expectation of 2 years of criterion implementation to affect academic outcomes.
   b. Development of district/state capacity
      i. Capacity needed for sustained and scaled implementation
   c. Behavioral and academic outcomes for students
      i. Student outcomes linked to fidelity of implementation
3. Define Stakeholders/ Evaluation Questions
   a. Evaluation report is written at the request of:
   b. Evaluation report is focused on the following key questions:

Input

1. Who received what support, and from whom?
   a. Leadership team
   b. Local Capacity Building
      i. Training, Coaching, Behavioral Expertise, Evaluation
   c. School teams

Impact on SWPBIS Fidelity

1. Leadership Team
   a. SWPBIS Implementation Self-Assessment
2. Capacity Development
   a. Number of trainers/coaches available to support teams/districts
   b. Behavioral expertise available to support Tier II and Tier III implementation
   c. Evaluation capacity (data collection, data use, information distribution)
3. School Teams
   a. Tier I Implementation (TIC, BoQ, SET, SAS)
      i. Collectively, and/or by training cohort
   b. Tier II / Tier III Implementation (MATT, BAT, ISSET)
      i. Collectively, and/or by training cohort
   c. Additional measures of fidelity
      i. TIPS
      ii. CICO checklist

Impact on Student Outcomes

1. Behavioral Outcomes
   a. Office Discipline Referrals
   b. Suspension/Expulsion
   c. Attendance
   d. Drop Out/ Graduation
   e. Bullying behaviors
   f. Disproportionality in ODR and suspension/expulsion
   g. School Safety Survey
   h. CICO point summaries
   i. ISIS data summaries
   j. SIMEO Data (Illinois)

2. Academic outcomes
   a. Curriculum Based Measures
      i. Oral reading fluency (Proportion of student at grade level)
   b. Standardized Measures
      i. Math, reading, writing assessments (Proportion of students meeting state standards)

Implications and Future Directions

1. Advances to date
2. Plans for next three years
3. Areas in need of adaptation
4. Narrowing of evaluation questions and concerns.

Warren County School District

School-Wide Positive Behavior Intervention & Support Core Teams

Rhonda Decker – Director of Curriculum Instruction and Assessment

Eric Mineweaser – Supervisor Secondary Education

Laura Bierbower – WCSD SWPBIS District Coordinator and Universal Coach

YEMS	WAEC	BWMS	EES	SAES
Liz Kent – Principal	Jen Hobbs – Principal	Shannon Yeager – Principal	Brian Reynolds – Principal	Marcia Madigan – Principal
Renae Getner – School Counselor	Eric Rozanski – Dean of Students	Carrie Smaroff – Counselor	Karen Donovall – SpEd	Susan Loutzenhiser – Elem
Susan Klapec – Title I	Matt Menard – Counselor	Kari Sullivan – ML Science	Tammy Head – Elem	Jennifer Koebley – Elem
Emma Lobdell – SpEd	Missy McNett - Counselor	Karen Lindell – Elem		
Sue Bingman – Elem		Lori Hahn – ML S.S.	Heather Bunk – Elem	Tauni Lindsey - Elem
Ashley Peterson – ML Math	Katie Keeports – Elem	Jane Strohmeyer – ML ELA	Christina Burns – Elem	
Stacey Robinault – ML Social Studies	Carrie Pearson – Elem	Michelle Johnson – Computer	Sharon Scully - Elem	
Ronda Darling – PE/H	Carrie Salapek – Elem	Teresa Abplanalp – SpEd ES		
	Dena Pearson – Elem			
	Jinelle Salvatore – Elem			
	Laura Demers – Library			
	Maureen Piccirilli – SpEd ES			

Pyramid of Successful Behavior Management

When a behavioral incident occurs, staff members should quickly address the situation. The severity of a situation determines the appropriate level of intervention, which may involve a staff member reinforcing the behavioral expectation or may require an office referral. The SWPBIS team can be called upon to help determine appropriate interventions students who have chronic behavioral problems. While all behaviors should be handled in class first, staff does not necessarily have to send all behavior to the office before addressing student issues with the SWPBIS team. Staff should feel free to contact the team about any students who display chronic behavioral problems.

SWPBIS Team Managed (Fall 2015)

- Multiple offenses: major and minor (repeated and documented)
- Disruptions in non-classroom settings or in multiple classrooms: major and minor (repeated and documented)

> The top two levels need not be treated like a hierarchy. Staff should feel free to access the SWPBIS team before sending students to the office for further interventions.

Office Managed

- Alcohol
- Assault: physical or verbal
- Bus referrals
- Chronic classroom infractions
- Classroom disruption: major and chronic
- Dishonesty (major): plagiarism
- Dress code (failure to comply)
- Drugs
- Fighting
- Harassment (of students or teachers)
- Inappropriate behaviors in the hallway (chronic)
- Language: aggressive and excessive
- Tardiness (school policy)
- Skipping class
- Smoking
- Threats: verbal or physical
- Truancy
- Vandalism (significant)
- Walking out of class
- Weapons

Staff Managed

- Attitude/Tone
- Calling out in class
- Classroom disruption: minor
- Dishonesty (minor): lying, cheating (first offense)
- Dress code (initial warning)
- Electronic devices (school policy)
- Food or drink (school policy)
- Inappropriate behaviors in the hallway
- Inappropriate comments
- Language (between students)
- Noncompliance
- Non-preparedness
- Put downs
- Refusal to work
- Sleeping
- Tardiness (school policy)
- Throwing small objects
- Touching others or objects (minor offense)