Positive **Behaviour** *for Learning*

SECTION 8

MONITORING AND EVALUATION

Section 8: Monitoring and Evaluation

Sustaining principal commitment		
Setting up for success		
Identifying positive expectations	EFFECTIVE USE OF DATA	OPEN COMMUNICATION
Teaching expected behaviour		
Acknowledging expected behaviour		
Discouraging inappropriate behaviour		

Monitoring and evaluation

> The usefulness of the knowledge we acquire and the effectiveness of the actions we take depend on the quality of questions we ask.
>
> Vogt, Brown, & Isaacs, 2003, page 1

Effective PB4L–SW schools ask – and answer – 'quality questions' as a result of collecting and analysing data and using what they discover as the basis for decisions. Through all phases of PB4L–SW, your team will develop and use a system for data collection and analysis. Your school will benefit from this system in the following ways:

- Using data as part of a systematic problem-solving approach sets the stage for continuous improvement. It shifts a school's decision making from a reactive, often crisis-driven process to one that is proactive and outcomes driven.

- Your team's access to ongoing information about your PB4L–SW practices with students will help you decide how to improve those practices.

- You can base ongoing decisions on relevant data trends that you review over time. For example, monthly averages of behavioural incident referrals ('major' incidents) help your school identify the months of the year when those referrals increase or decrease. These trends give your team information to adjust behaviour support in those months.

- Your data system will also show what might need modifying to achieve important outcomes. For example, if your school's behavioural data show that many students are consistently returning late to class after interval, you might make a system adjustment (e.g., lengthening the interval by five minutes) and teachers might increase recognition for those who arrive on time.

- The data you collect and analyse can also show you how well you work together as a team. For example, team surveys show whether the team is working efficiently and effectively.

- The data from tools that examine implementation provide a 'big picture' of progress and effectiveness in establishing PB4L–SW in your school and whether you are in fact doing what was intended.

- Collecting and analysing data also provides a picture of how the school community is finding the implementation of PB4L–SW. For example, surveying staff, students, and whānau provides valuable feedback that can be used to adjust what behaviours are taught, practised, and recognised.

8.1 WHAT KINDS OF DATA WILL YOUR TEAM COLLECT?

As your team implements your PB4L–SW system, you will collect and use three kinds of data:

- data on behavioural incidents
- data on implementation
- data on the school community's perceptions of PB4L–SW.

Student behavioural data inform your practice and school support systems. Your team will collect this information in a defined and routine manner to help your decision making as you implement PB4L–SW in your school – for example, deciding what behaviours to teach, when to increase encouragement, which locations to focus on, and how to respond consistently to problem behaviours.

Behavioural incident data are the foundation of monitoring progress in social behaviour (Spaulding, Irvin, Horner, May, Emeldi, Tobin, & Sugai, 2010). Incident data enable your team to ask which groups are and are not responding to school-wide Tier One interventions, to know when and where problems typically occur, and to evaluate the impact of your interventions. The value of incident data depends on your school's systems for ensuring consistency.

Gathering and analysing student behavioural data are covered in sections 8.4–8.6.

Implementation data help in evaluating your team's and your school's progress in establishing PB4L–SW. You will assess implementation using a range of tools, such as the Team Implementation Checklist (TIC), the Effective Behaviour Survey (EBS), and the School-Wide Evaluation Tool (SET).

See sections 3.1 and 8.7 and Appendix 3 for information about these and other evaluation tools in PB4L–SW.

Perceptual data help your team understand how staff, students, and whānau perceive PB4L–SW in your school. As part of the initiative, your team will use a perceptual measure, such as the Effective Behaviour Survey (EBS), to find out what staff think are the strengths and weaknesses of the school's behaviour support systems. You should also consider surveying students and others in the school community, using, for example, the Wellbeing@School survey. When you discover a collectively held concern, your team can plan where to focus its efforts, using the identified strengths and needs as the basis for steps in your PB4L–SW action plan.

See section 8.8 for information about gathering perceptual data.

ENSURING COLLECTED DATA ARE COMPREHENSIVE AND USEFUL

Your PB4L–SW team will need to ensure that data gathered are accurate, collected in a timely and consistent manner, and analysed to provide graphic reports in time for meetings. This requires that procedures are clear, written down, and understood. Establishing efficient and effective systems to collect, enter, and analyse data will yield accurate reports and facilitate improved decision making.

The following actions will also help to ensure that data are comprehensive and useful:

- Provide staff with professional development about how to complete appropriate forms and what to do with them when completed (see section 8.9)
- Emphasise the importance of recording data and submitting a form every time a behavioural incident takes place and a student is removed from academic instruction. This will ensure all major incidents are recorded.
- Use a variety of approaches when gathering perceptual data to ensure the school community is represented in this data as much as possible (see section 8.8).

8.2 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Monitoring and evaluation'.
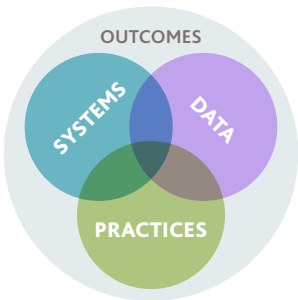
Table 21: Examples of system supports, practices, and data for monitoring and evaluation

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
An incident form that is Big 5 compatible	Gathering student views via surveys, interviews, and focus groups	Incident data, collected and entered regularly so as to be up to date and accessible
Processes for submitting the form, recording data from forms, and generating regular Big 5 reports	Sharing behavioural data with students	Big 5 reports with graphs, available for PB4L–SW team meetings
The PB4L–SW team looking at the data each time it meets	All-school celebrations when behavioural data demonstrates improvements or that targets have been met	Additional data (e.g., school surveys, attendance data, academic data)
Regular monitoring of PB4L–SW progress via the TIC		Data from the TIC, EBS, and SET
Annual completion of EBS by all staff to inform the team action plan		
Annual administration of SET to inform the action plan and isolate essential features requiring attention		
Professional development on collecting data and interpreting reports		

8.3 STEPS FOR MONITORING AND EVALUATING PROGRESS AND EFFECTIVENESS

The table below offers steps for your PB4L–SW team to consider as you plan for monitoring and evaluation in your school. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

Table 22: Steps for monitoring and evaluating progress and effectiveness

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Develop or revise the school's behavioural incident form (office discipline referral, ODR[1]) to ensure it provides the data required for a Big 5 report.	School's incident form, covering student's name; the referring staff member; the date, place, and time of the incident; the kind of problem behaviour; other people involved; possible motivation; and the response.
2. Establish a system for collecting and entering behavioural incident data.	Forms and procedures for collecting and entering the data, established and included in staff handbook
3. Develop a process for generating and analysing Big 5 reports from the behavioural data.	Big 5 reports Team minutes showing use of the reports

4. Evaluate the overall progress and effectiveness of implementation, using:
  • the Team Implementation Checklist (TIC)
  • the Effective Behaviour Survey (EBS)
  • the School-Wide Evaluation Tool (SET).
	TIC summary printout
	
	EBS summary printout
	
	SET summary printout[2]

5. Share PB4L–SW data with staff, students, and whānau. Seek feedback from them about the clarity of the data and how they perceive progress in implementation.	Survey results Reports from meetings, interviews, and focus groups
6. Provide staff professional development on collecting data and interpreting reports.	Staff development agendas and handouts Professional development resources

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[1] Although the term 'office discipline referral' is seldom used in New Zealand, schools will encounter it often when working on PBIS websites and using PBIS tools.

[2] Section 8 discusses monitoring and evaluation using well-established PB4L–SW Tier One tools, such as the TIC, EBS, and SET. At the time of this manual's publication, PB4L–SW in New Zealand was considering adopting the Tiered Fidelity Inventory (TFI), which supports monitoring and evaluation across all three tiers.

8.4 DEVELOPING YOUR BEHAVIOURAL INCIDENT FORM

The first step in collecting accurate, comprehensive behavioural incident data is to ensure that staff provide information for each of the recommended categories for a school's incident form. These categories are called contextual factors. The contextual factors help answer questions about who was involved, what happened, where and when it happened, why it might have happened, and what management action was taken as a result.

The activity below will help you to ensure your school's incident form includes all nine contextual factors. On the following pages are examples of two schools' incident forms for you to consider.

ACTIVITY: REVIEWING YOUR SCHOOL'S BEHAVIOURAL INCIDENT FORM

Which of the nine contextual factors below does your school's current incident form include? What changes to your incident form are needed to include all nine?

CONTEXTUAL FACTORS	YES	NO
Student name		
Referring staff member		
Date of incident		
Time of incident		
Location of incident		
Problem behaviour, including whether major or minor (third occurrence)		
Others involved		
Possible motivation		
Response		

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

EXAMPLE: A PRIMARY SCHOOL INCIDENT FORM

Student:	Date:
Year level:	Time of incident:
Classroom teacher:	Referred by:

LOCATION

O Classroom _____   O Hallway   O Library   Other
O Toilets   O Assembly   O Courts   _____
O Special event / Field trip   O Field   O Computer lab
O Playground   O School gate   O Front of office

REASON(S) FOR THE REFERRAL
Please attach narrative of the incident if necessary

Safety	Respect	Responsibility
Minor 3rd __	**Minor** 3rd __	**Minor** 3rd __
O Physical contact	O Defiance/non-compliance O Inappropriate verbal language O Disruption	O Property misuse Other _____
Major	**Major**	**Major**
O Physical aggression/assault O Bullying/harassment O Danger to self or others O Weapons Other _____	O Defiance/non-compliance O Disruption O Verbal assault/threat O Damage to property O Inappropriate language Other _____	O Schoolwork incomplete O Technology violation O Possession of illegal objects Other _____

POSSIBLE MOTIVATION	OTHERS INVOLVED
O Attention from peer(s) O Attention from adults O Avoiding peer(s) O Avoiding adult O Avoiding activity/work O Obtaining item/activity O Don't know Other _____	O None O Peers _____ O Staff O Reliever O Unknown Other_____

TEACHER ACTION TAKEN BEFORE REFERRAL

O Changed student's seat   O Consulted special needs team member _____
O Conferred privately with student   O Consulted principal
O Conference with parent/whānau   O Telephoned parent/guardian*
O Time-out in classroom   O Sent to another teacher's room

Other (please specify): _____

* Except for the most serious of disciplinary matters, this step should be followed before referral to management

MANAGEMENT RESPONSE

O Specialist referral (e.g., RTLB, counsellor)   O Time-out in office
O Parent contact   O Time-out in Buddy Room
O After-school detention   O Conference with student
O Suspension (___ days)   O Loss of privilege _____
O Sent home   O Individual instruction

Other _____

Parent/guardian contacted: ___ Called ___ In person ___ Emailed ___ Conference ___ Mailed

COMMENTS:

EXAMPLE: AN AREA SCHOOL (YEARS 7–13) INCIDENT FORM

Student: _____   Year:_____   Room: _____

Time of incident: _____ Date of incident_____   Staff member: _____

ISSUE OF CONCERN

Minor (3rd occurrence) _____   OR   **Major** (TICK ONE OF BELOW)

- O Vandalism
- O Threatening behaviour
- O Sexualised behaviour
- O Deliberate disobedience
- O Truancy

- O Physical assault
- O Inappropriate use of IT
- O Lateness
- O Uniform violation
- O Out of bounds

- O Verbal assault
- O Dangerous items
- O Forbidden items
- O Theft

Description of behaviour:

_____

_____

Location

- O Classroom
- O Soccer or rugby field
- O Basketball courts
- O Netball courts
- O Out of bounds
- O Lunch room
- O Toilets
- O Bus

Other _____

Others involved

- O Peers
- O Teacher
- O Other staff member
- O Others

Names:

_____

_____

_____

_____

Possible motivation

- O Attention from peers
- O Attention from staff
- O Avoiding peers
- O Avoiding work
- O Obtaining items
- O Obtaining access to activity

Other_____

- O Don't know

ADMINSTRATIVE RESPONSE (Select one ONLY):

- O Conference with student:
  Date:_____
- O Phone call to parent:
  Date:_____
- O Parental appearance request
- O Class detention: Date
  completed:_____
- O School detention: Date
  completed:_____

- O Stand down: Date:_____
- O Suspension: Date:_____
- O Bus suspension: Date:_____
- O Letter sent home
- O Restorative meeting
- O Loss of privilege

Other comments: _____

_____

Checklist before handing in to be entered:

- O Form teacher has seen form
- O Response actioned and dated
- O Staff member informed

PLEASE PASS TO MRS SMITH TO ENTER DATA

8.5 ESTABLISHING A DATA SYSTEM

Because your team will regularly review incident data and share it with staff, it is important to have an efficient, effective system for collecting the data and entering it into an electronic database. Some schools require staff to enter the data for their own referrals; others have dedicated staff for this task. Two important considerations are:

- Aim to have at least two people trained in data entry and creating reports, so that the system is not dependent on one person.

- Establish a schedule for entering the data regularly. For information to be used effectively, it must be kept up to date. It is easy to get behind in data entry, so dedicated time must be set aside for this purpose and for creating reports. Some schools require the data to be entered daily, others weekly. The important point is for those responsible to schedule a regular time for the task.

ACTIVITY: PLANNING FOR COLLECTING AND ENTERING INCIDENT DATA ACCURATELY

Discuss the steps listed in the **what** column. Create a plan to accomplish the 'what' by listing **who** is responsible and **when** it will happen. Be specific, and include your results in your team's action plan.

WHAT	WHO	WHEN
1. Develop procedures for where and when to submit incident forms (e.g., to the office daily).		
2. Decide on a school-wide database in which to enter incident information, and agree on who will be entering it.		
3. Ensure that the database will capture key information (the contextual factors) when users are entering data. For example, if staff enter data directly into a computer-based SMS, how easy is it to do so, and how does the SMS ensure consistency (e.g., are there mandatory fields)?		
4. Provide staff PLD on how to complete an incident form for every major incident and, if applicable, how to enter the data electronically.		
5. Set a start date for data entry.		

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

8.6 GENERATING AND ANALYSING BIG 5 REPORTS

To make raw incident data useful and easier to understand, schools need to develop a monthly (or at least quarterly) Big 5 report. A Big 5 report is a set of graphs of behavioural incidents that enable the PB4L–SW team to answer important questions about behaviour in their school. The graphs cover:
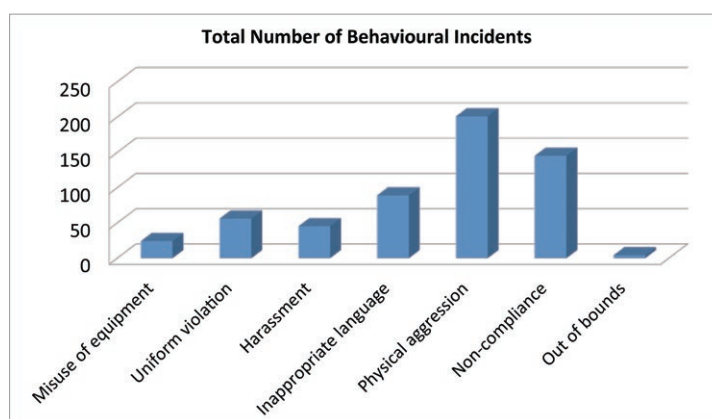
1. **Average number of incidents per day per month**

   Is there a significant problem? Looking at previous months or years, what is the trend in behaviour incidents?
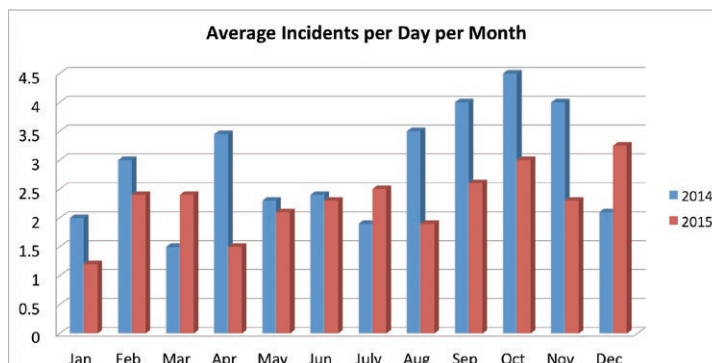
2. **Types of problem behaviour**

   What misbehaviour is occurring most frequently?
   Are there many problem behaviours or just one or two?

3. **Locations of incidents**

   Where are incidents occurring?
   Are there problems in many locations or in just one or two?
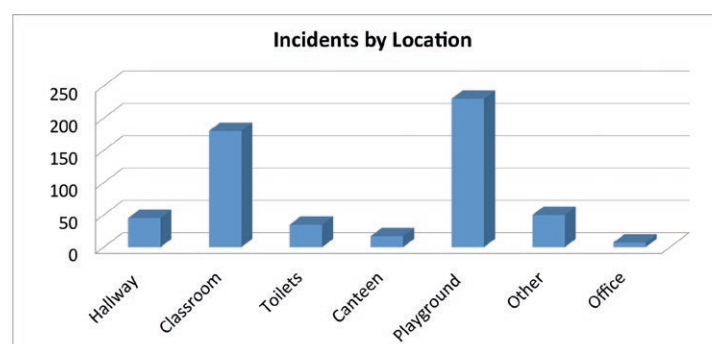
4. **Times in the day that incidents occur**

   When are incidents occurring?
   Do particular times of day stand out?
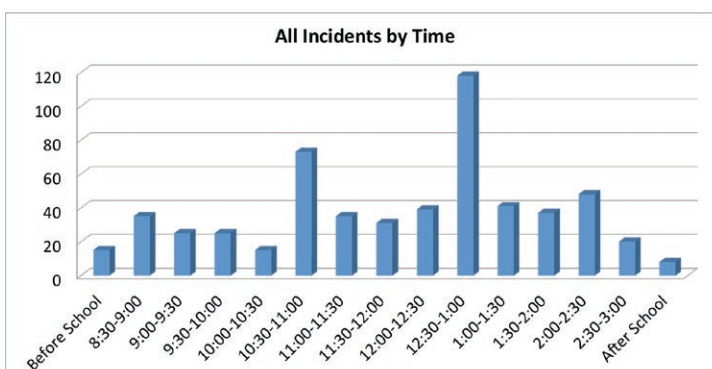
5. Students involved

How many students are involved? What proportion of students have 0–1 incident reports? 2–5 incident reports? more than 6 incident reports?

Total Number of Students with Referrals

Number of Students: 0, 50, 100, 150, 200, 250

Number of Referrals: 1, 2 to 5, 6 to 10, 11 to 20, 20+

THE PURPOSE OF THE BIG 5 REPORT

Schools have traditionally viewed incident forms as a way of documenting the consequences following a behavioural infringement (Horner, Sugai, & Todd, 2001). Because the form emphasised the consequence, information about an incident's context was often lost. Additionally, the forms were often filled out in inconsistent ways.

Collecting accurate contextual information and generating Big 5 reports from it help schools to plan for prevention and to implement corrective responses in ways that support students to meet behavioural expectations (Todd, Horner, Newton, Algozzine, Algozzine, & Frank, 2011).

Big 5 reports enable the PB4L–SW team to develop **precise problem statements**. A problem statement is a brief and specific description of a problem that enables the development of a proactive solution with clear steps and intended outcomes. It describes the type of behaviour (the '**what**'), **where** and **when** it occurs, and **who** is involved. For example, a problem statement might be "Disruptive behaviour is occurring in the classroom, typically at the beginning of each hour, with 25% of students involved."

The 'Big 5 data review guide' below will help you to identify patterns in your Big 5 reports and to begin to think about how to respond to these patterns. Note that you will sometimes need to drill down further into your incident data to develop a precise problem statement. Appendix 8 provides examples of 'drill-down graphs' that supplement the Big 5 report for a school and allow it to answer further, specific questions about its problem behaviours.

BIG 5 DATA REVIEW GUIDE

School: _____ Date: _____

1. Data observations: What patterns (if any) do we see in our Big 5 reports?

Average number of incidents per day per month: Is there a significant problem? Looking at previous months or years, what is the trend in behaviour incidents?
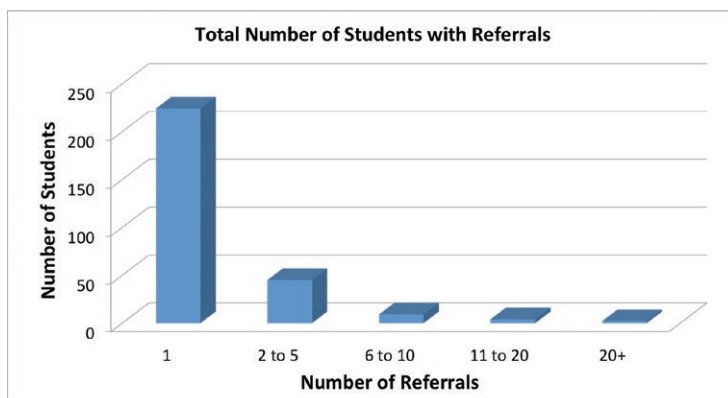
Problem behaviour: What misbehaviour is occurring most frequently? Are there many problem behaviours or just one or two?

Location: Where are incidents occurring? Are there problems in many locations or in just one or two?

Time of day: When are incidents occurring? Do particular times of day stand out? What is happening at these times in the daily school routine? What is happening in the 'problem locations' at these times?

Students involved: How many students are involved this month?

_____ 0–1 incidents _____ 2–5 incidents _____ 6+ incidents

2. Do we need more information to develop a precise problem statement?
Yes / No If yes, what do we need to know?

3. Precise problem statement:

4. What matrix behaviour(s) do we want students to demonstrate instead of the problem behaviours?

5. What are our next steps? What school-wide expectations do we need to reteach? Do we need to establish or reteach specific routines for 'problem locations'? What support systems are in place for students with multiple incident reports?

The template for this guide is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

DEVELOPING SOLUTIONS BASED ON BIG 5 DATA

The above guide will help you to develop one or more precise problem statements, based on the data you have collected. The data will also help you to generate possible solutions and ideas for implementing them – for example, knowing that arguments are occurring during interval at the jungle gym will help you to consider solutions such as reteaching expected behaviours for taking turns, having students generate a roster for the jungle gym, and/or adding another climbing frame.

ACTIVITY: PLANNING FOR ANALYSING DATA AND DEVELOPING SOLUTIONS

Discuss the steps listed in the **what** column. Create a plan to accomplish the 'what' by listing **who** is responsible and **when** it will happen. Be specific, and include your results in your team's action plan.

WHAT	WHO	WHEN
1. Produce Big 5 data reports for PB4L–SW team meetings (including, for example, graphs relating to the Big 5).		
2. Analyse the reports to arrive at one or more precise problem statements (see the 'Big 5 data review guide' above).		
3. Brainstorm solutions and how to implement them.		
4. Share data with staff, students, and the community to show progress.		

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

Appendix 8 provides a school case study that will give you practice in analysing behavioural data to develop a precise problem statement and possible solutions.

8.7 MONITORING AND EVALUATING OVERALL PROGRESS IN IMPLEMENTATION

PB4L–SW uses evidence to inform implementation for all three of its tiers. Therefore, it is vital that schools have access to accurate and comprehensive data to enable them to monitor and evaluate their progress and effectiveness in implementation.

In addition to Big 5 reports, the PB4L–SW team uses a number of tools to gain an understanding of where they and their school are up to in implementation and, subsequently, whether they are sustaining their achievements. These tools are listed in Appendix 3, and the key ones are discussed below with examples of the graphs they produce.

The latest versions of all these tools, and instructions for their use, are available through PBIS at www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx.

The latest versions of all PB4L–SW tools, and instructions for their use, are available through PBIS at www. pbisapps.org/ Applications/ Pages/PBIS-Assessment.aspx.

TEAM IMPLEMENTATION CHECKLIST (TIC)

When your PB4L–SW team was set up, you were guided on how to work together successfully by agreeing on and using standard operating procedures, such as:

- meeting regularly
- creating shared expectations (ways in which the team agrees to work together)
- defining and fulfilling functions and responsibilities
- using an agenda
- developing a group decision-making process.

To monitor your team's effectiveness in implementing PB4L–SW in your school, you should use the Team Implementation Checklist to identify which PB4L–SW practices are in place and to inform your action plan. The TIC helps to ensure that the team has a shared understanding and agreement about progress and next steps. It guides the development, implementation, monitoring, and revision process for building a positive school-wide culture, and it helps to sustain efforts across time as well as through management and staff changes.

Your team should use the TIC monthly until consecutive monthly scores show high levels of implementation. At this stage, you can move to completing it annually and instead use the Benchmarks of Quality (BoQ) (see below).

Each team member should complete the TIC independently, prior to or during the team meeting. The team then reviews these individual judgments to arrive at a team consensus about areas for improvement, which should be included in your team action plan.

Team Implementation Checklist Subscale Demonstration School Exemplar
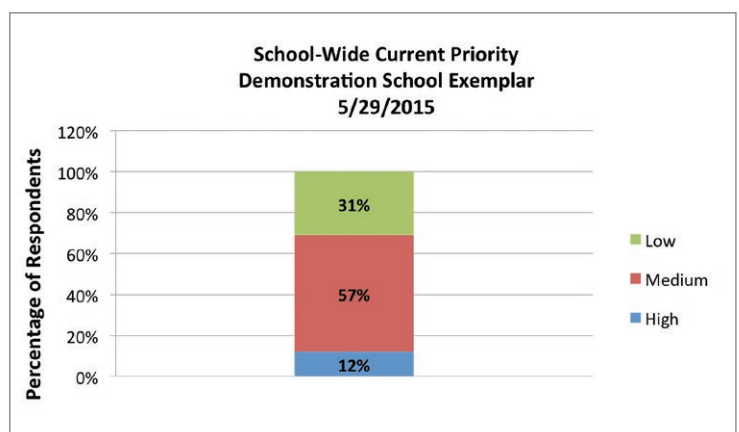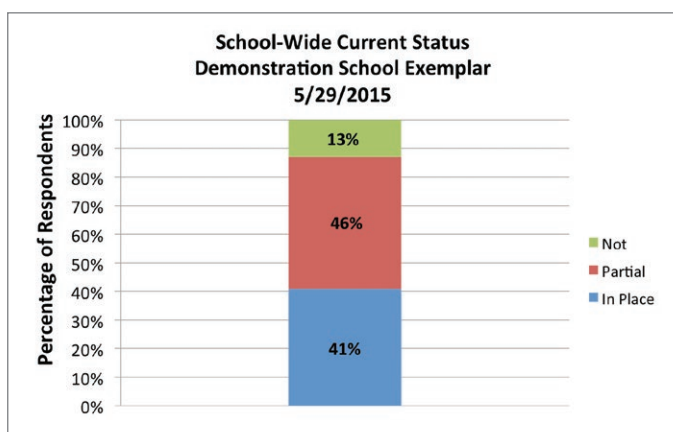9/20/2014-6/20/2015
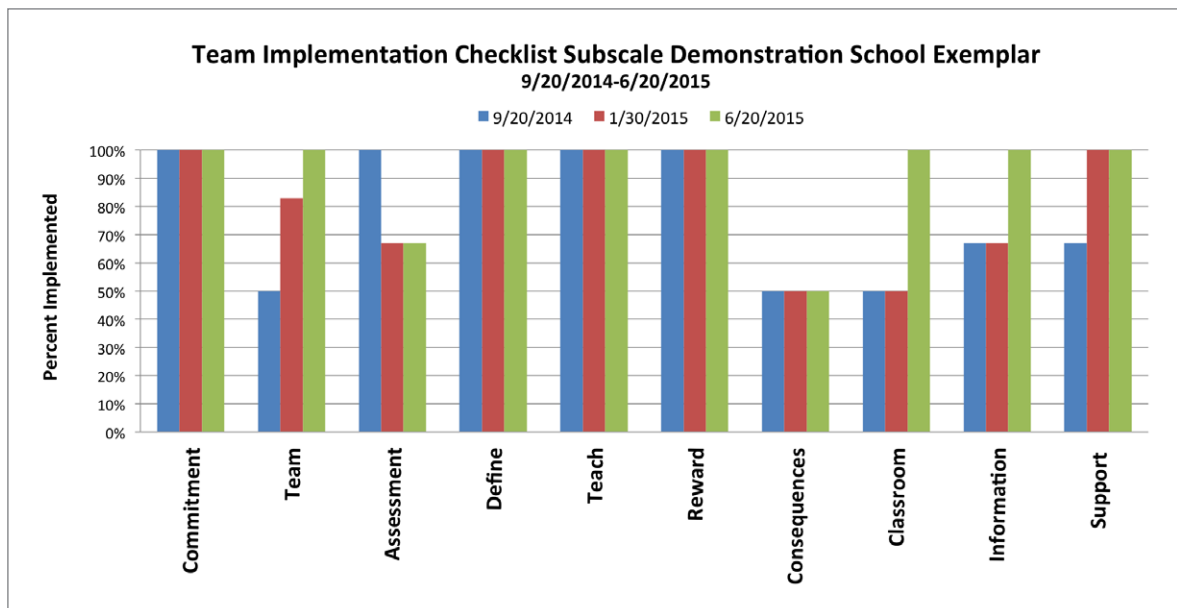
Given the above graph from the TIC, a PB4L–SW team might decide to focus on the areas of assessment and consequences. For example, they might include goals in their action plan for improving the ways in which they summarise existing school data and for discouraging inappropriate behaviour through clear definitions and consistent responses and procedures.

See Appendix 6 for a New Zealand adaptation of version 3.1 of the TIC, and visit the PBIS website listed above for more detailed information on using the checklist.

EFFECTIVE BEHAVIOUR SURVEY (EBS) / SELF-ASSESSMENT SURVEY (SAS)

The Effective Behaviour Survey is also known as the Self-assessment Survey (SAS). It is a school self-review tool that evaluates the extent to which staff perceive PB4L–SW systems and practices to be in place across the school. EBS looks at implementation in and outside classrooms and, when a school is ready for Tier Three, systems and practices for individual students.

School staff should complete the EBS/SAS annually. The PB4L–SW team then use the priorities the staff have identified to inform their action plan. Procedures for using the survey are well documented on the PBIS website listed above.

School-Wide Current Status
Demonstration School Exemplar
5/29/2015

School-Wide Current Priority
**Demonstration School Exemplar**
5/29/2015

The above two graphs from EBS show that of staff surveyed, 59% stated that the school-wide subsystem features are either partially or not in place, and 69% indicated that this is a medium or high priority for improvement. Other data showed that 75% of staff felt that shared school-wide understandings of major versus minor problem behaviours were partially or not in place and that 81% of staff identified this as a medium or high priority for improvement. Faced with this data, the PB4L–SW team might include a goal in their action plan for clearly distinguishing between behaviours that are classroom-managed and those that are 'office-managed'.

SCHOOL-WIDE EVALUATION TOOL (SET)

The School-Wide Evaluation Tool looks at fidelity of implementation for each of the seven essential features of PB4L–SW Tier One.

Like the EBS, the SET is administered annually and informs the PB4L–SW team's action plan by identifying essential features that require additional attention.
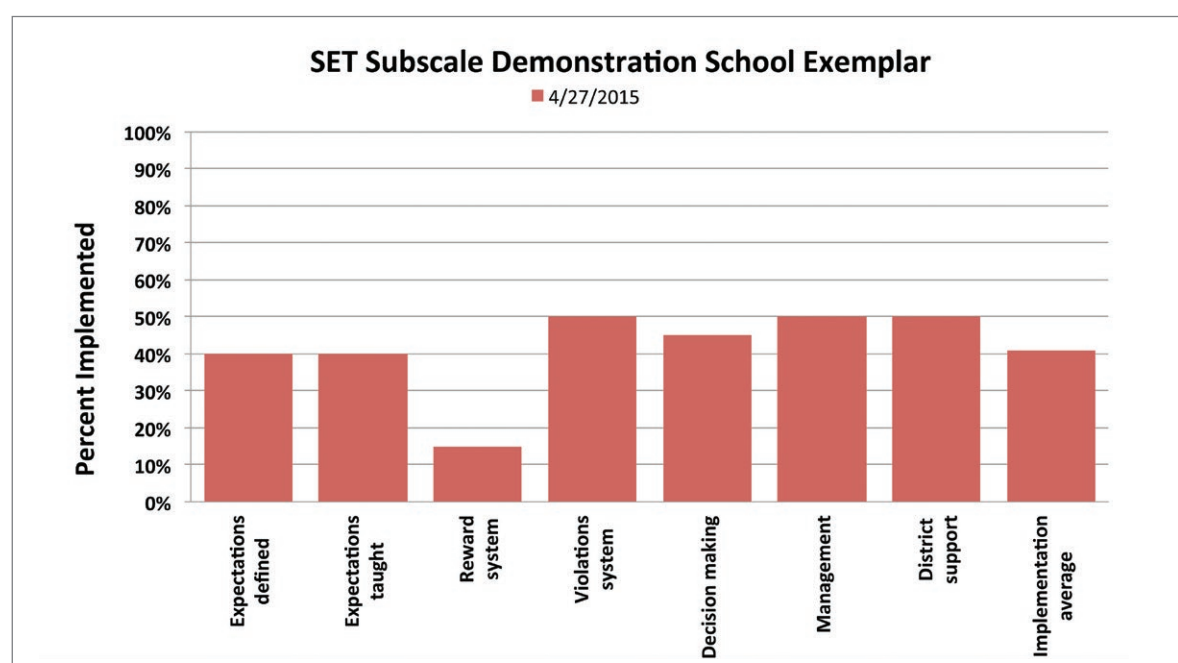

Given this information from SET, a school might decide to focus on further defining its expectations and on establishing a system for acknowledging desired behaviours. These two areas would then be transferred to the action plan and become the focus for the PB4L–SW team to lead. An appropriate overall goal would be to achieve over 80% on both 'Implementation average' and 'Expectations taught'.

BENCHMARKS OF QUALITY (BoQ)

The BoQ is a self-assessment tool for the PB4L–SW team to use when the TIC shows several consecutive high monthly scores. The BoQ is used at least annually (once a term if the team is no longer completing the TIC).

The BoQ evaluates a school's progress in implementing the PB4L–SW Tier One essential features and identifies areas of relative strength and weakness for future action planning. It focuses in particular on classroom management practices. It also guides planning when preparing for Tier Two implementation.

Benchmarks of Quality Subscale Demonstration School Exemplar
■ 4/03/15
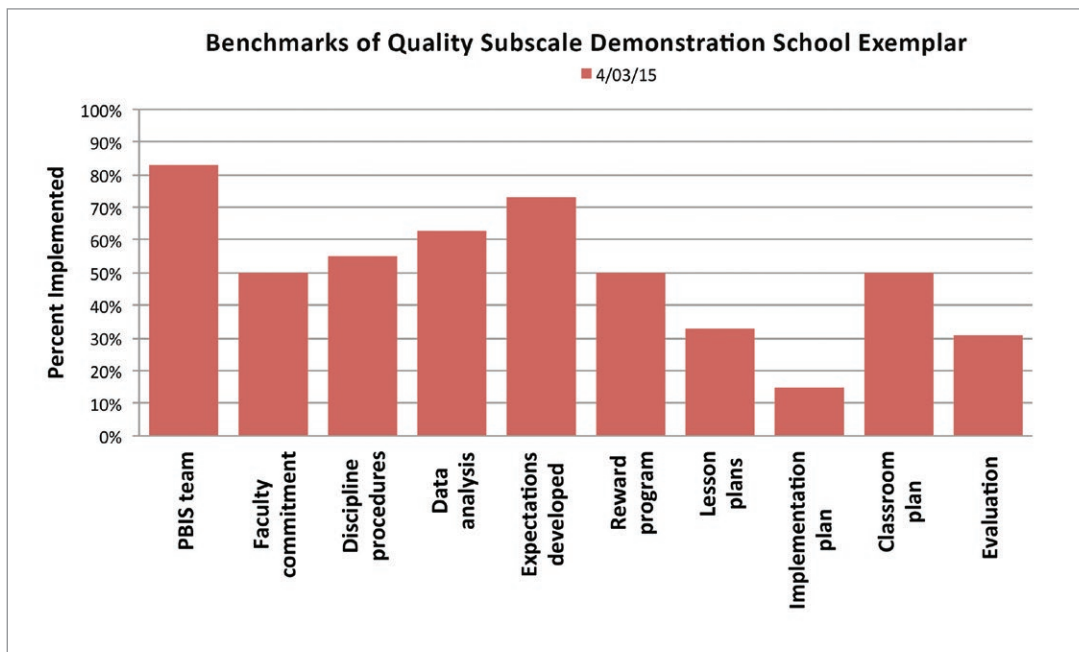
Given this graph, a school might choose to focus on their implementation plan. An appropriate goal for their action plan would then be to train staff on how to teach expectations and to provide rewards. They would also detail how to go about this training in the plan.

TIERED FIDELITY INVENTORY (TFI)

The TFI is based on PBIS fidelity tools such as TIC, EBS, and SET. It provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L–SW.

The PB4L–SW team can use the TFI to measure the extent to which staff are successfully implementing PB4L–SW at all three tiers. Schools may use the TFI as:

• an initial assessment to determine if they need to adopt PB4L–SW

• a guide for implementing Tier One, Tier Two, and/or Tier Three practices

• an index of sustained PB4L–SW implementation.

At the time of this manual's publication, PB4L–SW was considering adopting and adapting this tool for use in New Zealand.

At a high school in Canterbury, the PB4L–SW team uses a variety of data sources to ensure that implementation is on track and that it identifies and addresses areas of concern in a timely way. This has been important for keeping staff engaged, motivated, and moving forward. In particular, the EBS and SET tools help the team to check that staff are clear about and confidently using the key systems and practices for Tier One implementation. For example, the SET tool checks that staff understand the difference between major and minor misbehaviours and know what to do in response, and the EBS tool captures staff perspectives and priorities for change.

Recording data on incident forms has helped staff to gain confidence in the school-wide procedures for responding to major incidents. A review of the forms shows that staff are taking care to record all relevant information and to think about what may have triggered each incident. Trend data shows an overall reduction in major incidents. The coach attributes this to the more efficient way in which staff are responding to minor misbehaviour, 'nipping it in the bud' through timely prompts, reminders, and redirections.

8.8 SHARING DATA AND GETTING FEEDBACK ON IMPLEMENTATION

A key task for the PB4L–SW team is to **share** data with staff, students, and whānau. As you do so, you should find out if the data is clear to them and whether it is providing a useful picture of the school's progress in implementation.

Your team is responsible for:

- being 'transparent' with the data and regularly sharing it
- presenting the data in accessible graphic formats – for example, by using charts and graphs to help tell the story the data is providing
- informing staff how the information from the data will be used to make decisions
- seeking staff input into decisions based on the data.

Your PB4L–SW team will also **gather** data from the school community, using a variety of approaches such as surveys, interviews, and meetings with particular groups (e.g., whānau of Māori and Pasifika students). This will help you to gauge how staff, students, and whānau perceive PB4L–SW and whether there are common areas of concern that you need to address.

When seeking perceptual data through surveys, consider how to get the highest number of surveys returned. For example, your team might have staff complete the Effective Behaviour Survey (EBS) during a meeting. When staff have completed the survey, they could be given a shared meal or small thank you gift. By using this kind of approach, you are more likely to get a good return than by emailing the survey to staff or putting it in their mailboxes.

In general, all staff should have access to the school's PB4L–SW data so that they can provide feedback to the School-Wide team. Opportunities to review the school's data have been powerful in helping staff 'buy in' to the PB4L–SW process by understanding the outcomes of everyone's effort. Also, it would be frustrating for staff members to take part in surveys and never hear how their information was used.

Remember to include in your team action plan your ideas for sharing PB4L–SW data with staff, students, and whānau and for getting feedback from them.

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8.9 STAFF PROFESSIONAL DEVELOPMENT

Although the analysis of data is the responsibility of the PB4L–SW team, staff still require professional development in relation to data. They need to understand the importance of capturing data and of completing a form every time a 'major' behavioural incident takes place.

Professional development should cover how to complete PB4L–SW forms and what to do with them when completed; this applies especially to behavioural incident forms, particularly if staff are required to enter the data for their own referrals. Professional development can also help staff to understand how the data is used to inform and improve behaviour management in the school.

In the professional development, include all staff who interact with students throughout the day, including specialists and support staff (e.g., teacher aides, tuck shop staff, the caretaker, front office staff). For example, you might use a staff meeting to:

• take staff through a sample incident form

• have them complete the form

• discuss where to place the form once completed

• describe how the information on the form is processed and used

• explain that the person making the referral will be informed of the action taken

• brainstorm solutions in small groups to a problem statement developed from behavioural incident data.