

Preschool-wide Evaluation Tool (Pre-SET)

Overview

Purpose of the Pre-SET

The Preschool-wide Evaluation Tool (Pre-SET) is an adaptation of an assessment tool called the School-wide Evaluation Tool (SET) used in K-12 educational settings to measure critical features of school-wide positive behavior support (Sugai, Lewis-Palmer, Todd, & Horner, 2001). Due to the distinct differences between K-12 and early childhood educational settings, the Pre-SET was developed to assess and evaluate the implementation status of program-wide positive behavior support in early childhood settings. Items included on the Pre-SET were informed by current research on program-wide positive behavior support (PBS) in early childhood settings and developmentally appropriate practice.

The Pre-SET assesses classroom and program-wide variables across 9 categories:

1. Expectations Defined
2. Behavioral Expectations Taught
3. Appropriate Behavior Acknowledged
4. Organized and Predictable Environment
5. Additional Supports
6. Family Involvement
7. Monitoring & Decision-Making
8. Management
9. Program & District-Wide Support



The Pre-SET is designed for use by researchers or trained evaluators (e.g., consultants, administrators). A Pre-SET should be conducted for each classroom within an early childhood program. Some items on the Pre-SET may be conducted at the program level if all classrooms within the early childhood program are at the same implementation status and/or use the same practices (e.g., have same classroom rules).

Information Needed for Pre-SET Data Collection

Information necessary for completion of the Pre-SET is gathered from multiple sources including review of permanent products, observations, and staff and child interviews. A list of required permanent products is provided on the Pre-SET Implementation Guide. A primary contact person in the early childhood setting may be identified to facilitate the data collection process. The Pre-SET may be completed in approximately one hour.

Pre-SET Program and Classroom Information Form

Information should be obtained about program and classroom characteristics on this form at the beginning of the program's participation in preschool PBS. This form need only be completed once and updated as necessary.

Scoring Guide

The Pre-SET Scoring Guide is used for scoring demonstrated program-wide positive behavior support features. The scoring guide is organized by feature area and includes a total of 36 items. Each item has a possible score of two points. Using the established criteria for each item, the Pre-SET evaluator determines a 0, 1, or 2 point score for each item. The evaluator then determines summary scores, the percent implemented for each category, and the average percentage of features implemented.

Using Pre-SET Results

The Pre-SET results are used to:

1. assess features that are in place in early childhood settings
2. determine annual goals for program-wide behavior support
3. evaluate ongoing efforts toward program-wide behavior support
4. design and revise procedures as needed, and
5. compare efforts toward program-wide behavior support from year to year.

Current Pre-SET Research

The University of Oregon Internal Review Board has approved the Pre-SET as a research tool. Current research on the reliability and validity of the Pre-SET has demonstrated high interrater reliability (96.88%). An assessment of content validity was conducted, revealing a strong, positive response to the utility and appropriateness of the Pre-SET to measure program-wide positive behavior support features in early childhood settings. Ongoing data in preschool classrooms are being collected to further validate the Pre-SET.

Please send any recommendations for amendments or edits and Pre-SET data to:

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Preschool-wide Evaluation Tool (Pre-SET) Implementation Guide

Classroom: _____ Date: _____
Program: _____ City, State: _____

Step 1: Make Initial Contact

- A. Identify classroom contact person and give overview of Pre-SET with list of products needed.

Name: _____ Phone: _____
Email: _____ Role: _____

- B. Ask when he or she may be able to have the products gathered. Approx date: _____

Materials to request: (Note: Classrooms may not have these items)

- Classroom or preschool handbook
- Matrix of classroom rules and expected behaviors
- Teaching plans
- Social-emotional skills instructional materials
- Functional behavior assessment forms
- Behavior support plans
- Data collection forms for problem behavior
- Behavior support team annual plan and/or calendar

- C. Confirm meeting date and time with the contact person for conducting an observation in the classroom, interviewing staff and children, and reviewing products.

Pre-SET meeting date and time: _____

Step 2: Conduct the Pre-SET

- A. Conduct interview with lead classroom teacher
- B. Complete Pre-SET Program & Classroom Information Form
- C. Observe and interview staff and randomly selected children
- D. Review products and score Pre-SET

Step 3: Summarize and Report Results

- A. Establish positive behavior support team, if not done so already
- B. Meet with positive behavior support team to review Pre-SET results
- C. Complete Action Plan
- D. Update Summary & Meeting Plan

Action Plan meeting date and time: _____

Preschool-wide Evaluation Tool (Pre-SET) Program & Classroom Information Form

Classroom: _____
 Program: _____
 Person completing form: _____

Date form completed: _____
 Date form amended: _____
 Role: _____

A. Program

1. Type of program (fill in any that apply for columns a - e):

(a) Program Auspice

- Head Start
- Early Head Start
- State-funded
- Private
- Religious
- Home-based
- Other: _____

(b) Age of Children

- Infants
- Toddlers
- Preschoolers (3-5 years)
- 6 years and older

(c) Hours per Day

- Less than 5 hours per day
- 5-8 hours per day
- More than 8 hours per day

(d) Time(s) of Day

- Morning
- Afternoon
- Evening

(e) Months in Year

- 9 or 10 months
- 12 months
- Other: _____

2. Describe the other classrooms within the program (fill in any that apply):

- Infant/toddler
- Elementary
- Preschool
- Other: _____

3. Number of other classrooms in program: _____

4. Total number of children enrolled in program: _____

B. Program and Classroom Teachers

Note the number of program and classroom teachers hired to teach full-time and part-time:

	Full-Time	Part-Time
Program		
Classroom		

C. Characteristics of Children in Classroom

1. Number of children enrolled in classroom: _____

2. Number of children in classroom with an IFSP or IEP: _____

3. Number of children in classroom with English as a second language: _____



Feature	Evaluation Question	Data Source (P = product, I = interview, O = observation)	Score: 0-2
C. Appropriate Behavior Acknowledged	1. Is there evidence that teachers have established a system for acknowledging children's appropriate behavior at least once per day (e.g., social recognition during circle, lotion for children who line up right away, raffle tickets for children who clean up after discovery time)? (0= no, 2= yes)	Classroom materials Interviews Other _____ P/I	
	2. Is there evidence that teachers have established a system for responding to children's problem behavior that is consistent across teachers (e.g., restate classroom rule, removal from activity) (0= no; 2= yes)	Classroom materials Interviews Other _____ P/I	
	3. <i>During a 10-minute observation</i> , do teachers use a ratio of 4 positive statements (e.g., praise, approval) to each negative statement (e.g., reprimand, correction, disapproval)? (0=0:1-1:1, 1=greater than 1:1, less than 4:1; 2=4:1 or more) Positive statements (tally): Negative statements (tally):	Classroom activities Other _____ O Ratio: _____	
	4. <i>During the same 10-minute observation</i> , does at least 1 teacher use specific verbal praise after a child demonstrates a classroom rule at least once (e.g., "I like your walking feet")? (0=no, 2= yes)	Classroom activities Other _____ O	
	5. Does at least 1 teacher use pre-correction (i.e., remind a child of a classroom rule in the absence of misbehavior) at least once during a transition to a new routine? (0=no, 2=yes)	Transition Other _____ O	
D. Organized and Predictable Environment	1. Is there a documented classroom schedule that includes visual pictures at eye level for children on at least one wall? (0= no; 1= schedule but no pictures or not at eye level for children; 2= yes)	Walls Other _____ O	
	2. Can 100% of teachers state what happens after a particular activity (What happens after circle time?) (0= 0-50%, 1=51-79%, 2=80-100%)	Interviews Other _____ I	
	3. Can 100% of 3 or more children state what happens after a particular activity (What happens after circle time?) (0= 0-33%, 1= 34-67%, 2= 68-100%)	Interviews Other _____ I	
	4. Do teachers utilize a system other than or in addition to a verbal direction to signal transitions (e.g., ring bell, hand motion, sing song)? (0= no; 2= yes)	Transitions Other _____ O	
	5. Do teachers provide a warning before the transition signal for choice, free, and outside play routines (e.g., "play time over in 2 minutes")? (0= no; 2= yes)	Transitions Other _____ O	

Feature	Evaluation Question	Data Source (P = product, I = interview, O = observation)	Score: 0-2
E. Additional Supports (optional)	1. Is there evidence that teachers have established a system for identifying children who require targeted interventions? (0= no; 2= yes)	Classroom handbook Interviews Other _____ P/I	
	2. Is there evidence that teachers have appropriate social skills curricula and/or materials for children who require targeted interventions? (0= no; 1=some, but insufficient; 2= yes)	Instructional materials Other _____ P	
	3. Is there evidence of a system for identifying children who require intensive, individualized support? (0= no; 2= yes)	Classroom handbook Interviews Other _____ P/I	
	4. Does the lead teacher identify a system for referring a child who requires intensive, individualized support? (0= no; 2= yes)	Interview Other _____ I	
	5. Is there evidence that each behavior support plan is based on an assessment of the maintaining functions of problem behavior (i.e., functional behavior assessment) for children who require intensive, individualized support? (0=no; 1=behavior support plan based on informal observations; 2=yes)	Functional behavior assessment Behavior support plan Other _____ P	
	6. Are teachers implementing strategies on the behavior support plan for each child who requires intensive, individualized support? (0=no; 2=yes)	Interview Behavior support plan Other _____ P/I	
F. Family Involvement	1. Are families notified of classroom rules in writing at least annually? (0= no; 1= yes, but not in writing; 2= yes)	Classroom handbook Other _____ P	
	2. Does the lead teacher report to have included families in the development of classroom rules? (0= no; 2=yes)	Interview Other _____ I	
	3. Are families notified of classroom positive behavior support strategies (e.g., how teachers respond to problem behavior, teach classroom rules, and encourage social and emotional competence) in writing at least annually? (0= no; 1= yes, but not in writing; 2= yes)	Classroom handbook Other _____ P	
G. Monitoring & Decision- Making	1. Is there evidence that the preschool program has a system for documenting children's problem behavior on a daily basis (e.g., frequency of problem behavior)? (0=no; 2=yes)	Data collection form Other _____ P	
	2. Does the teacher identify a system for documenting children's problem behavior on a weekly or monthly basis (e.g., behavioral referrals, number of children on behavior support plans)? (0=no; 2=yes)	Interview Other _____ I	
	3. Does the teacher identify a system (e.g., software, data entry person, time) for inputting data on children's problem behavior on at least a monthly basis? (0= no; 1= yes, but less often than once a month; 2= yes)	Interview Other _____ I	

Feature	Evaluation Question	Data Source (P = product, I = interview, O = observation)	Score: 0-2
H. Management	1. Is there documentation of an established positive behavior support (PBS) team to address program-wide preschool PBS (e.g., development of classroom rules, teaching plans, additional supports)? (0= no; 2= yes)	Classroom handbook, Annual plan Other _____ P	
	2. Can 100% of teachers asked, name the members of the PBS team established to address program-wide preschool PBS for their classroom? (0= 0-49%; 1= 50-99%; 2= 100%)	Interviews Other _____ I	
	3. Does the PBS team include appropriate members (e.g., lead teacher, associate teachers, consultants, family members)? (0= no; 2= yes)	Interview Other _____ I	
	4. Do team meetings occur at least monthly? (0= no team meeting; 1= less often than monthly; 2= yes)	Interview Other _____ I	
	5. Does the PBS team have an action plan with specific goals related to program-wide preschool PBS that is less than one year old? (0= no; 2= yes)	Annual plan, calendar Other _____ P	
I. Program and District-Wide Support	1. Does the program's budget contain an allocated amount of money for building and maintaining program-wide preschool PBS? (0= no; 2= yes)	Interview Other _____ I	
	2. Do program administrators provide the time and access to resources (e.g., time to plan teaching lessons, money for rules posters) to implement goals related to program-wide preschool PBS? (0=no; 2=yes)	Interview Other _____ I	
	3. Does the district's service provider's budget contain an allocated amount of money for building and maintaining program-wide preschool PBS? (0= no; 2= yes)	Interview Other _____ I	

Summary Scores:	A = / 6	B = / 6	C = / 10	D = / 10	E = / 12	F = / 6	G = / 6	H = / 10	I = / 6
Percent Implemented:	A =	B =	C =	D =	E =	F =	G =	H =	I =

Total percent implemented: _____ = _____ % **(Average Percent Implemented)**