

EVALUATION

School as the Primary Unit of Analysis

Why is Schoolwide Data Important?

Useful Outcomes for Analysis

- A. Average referrals per day/per month
- B. By the problem behavior
- C. By the location of the problem behavior
- D. By the time of day it occurred
- E. By the student

Two Types of Infractions

Major Infractions

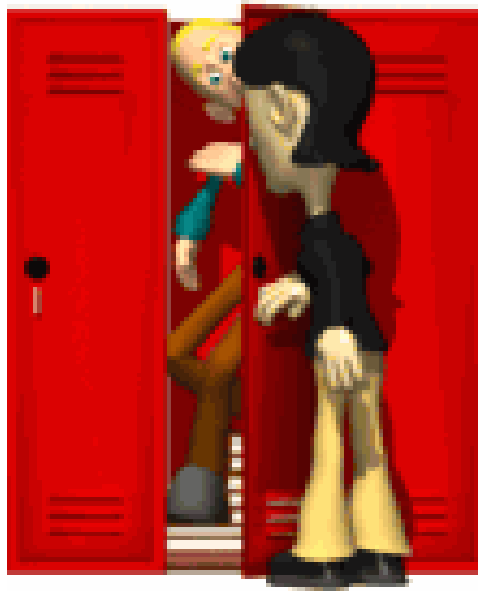
Minor Infractions

Major Infractions: Helpful Categories

- Student's name
- Date
- Time of incident
- Grade level
- Referral staff name
- Location of incident
- Problem behavior
- Possible motivation
- Others involved
- Administrative Decision
- Other comment

Adapted from Kincaid, Florida PBIS

Major & Minor Infractions Activity



See Handouts:

SWIS

Sample: Florida PBIS

Important Questions

1. When recurring behaviors shift from minor to major?
 - Example: Teasing
 - How many minors of same become = major?
 - Same teacher/classroom
2. Are patterns in minor behaviors being analyzed prior to their becoming majors?

Review Sample Major and Minor Infraction Forms

- What major infractions data does your school currently collect?
- Does your school have a form for major infractions?
- How does your schools referral form compare to SWIS “major” forms in terms of data collected?
- Does your school track minor infractions?
- Does your staff fill out your forms consistently?
- Does your staff fill out the forms correctly?

Remember?

You can't analyze them if you don't collect them

*They aren't meaningful if they aren't valid and
reliable*

The keys:

- 1. Good data systems**
 - 2. Faculty commitment**
- Data based on objectively defined expectations**
 - Collected in a reliable manner**
 - Reviewed regularly**
 - Applied to problem-solving**
 - Continuous monitoring**

