

Appendix A: Site Visit Interview Protocol for Administrator

Protocol A: (Fall 2015; Spring 2017)

These questions are from the School-wide Evaluation Tool (SET)¹ and Individual Students Systems Evaluation Tool (ISSET)² and stay the same at each wave.

Date:

Interviewer_ID: District_ID: School_ID: STAFF_ID:

Introduction (Introduction will be repeated each wave)

Good morning/good afternoon. My name is [name] and I work with the Multi-Tiered Systems of Support for Behavior (MTSS-B) study team.

We are conducting interviews with school administrators to learn their thoughts about behavior support practices at their school. We anticipate the interview will take about 45 minutes. Your participation in the interview is completely voluntary. We hope you will participate because your perspective is essential to understanding how to improve behavior support practices in schools across the country.

Before we begin, I would like to ask you to review this consent form and let me know if you agree to be interviewed and if I can audio-record the interview. We record the interviews to ensure that we do not miss any relevant information. All the information we collect is confidential, and you, your school, or anyone working at or attending your school will not be identified by name. You can ask me to stop recording at any time. (*Review consent form.*)

Do you have any questions before we begin?

¹ Sugai et al., 2005

² Anderson et al., 2014; Debnam et al., 2012

Consent Form for protocol A: *Administered in person in Fall 2015 and Spring 2017 for protocol A.*

AGREEMENT TO COMPLETE INTERVIEW FOR THE EVALUATION OF MULTI-TIERED SYSTEMS OF SUPPORT FOR BEHAVIOR (MTSS-B)

What is the purpose of the study?

This study is evaluating Multi-Tiered Systems of Support for Behavior (MTSS-B), an approach to teaching and reinforcing appropriate behavior for all students and providing additional supports for students with greater needs. Some schools in the study have been randomly selected to receive training and support in MTSS-B and other schools in the study were randomly selected to continue with their existing behavior support practices. Data is being collected to understand how this program works across schools and districts; it will not be used to evaluate individual schools, teachers, or staff members.

The U.S. Department of Education has picked MDRC, a research group, to carry out the study. MDRC is working with partner organizations to collect data for this research study—American Institutes of Research (AIR), Decisions Information Resources (DIR) and Harvard Graduate School of Education. These four organizations make up the MTSS-B study team.

What am I being asked to do?

You are invited to complete an interview about behavior support practices. It will take up to 45 minutes.

What are the benefits from taking part in this interview?

We hope that you will feel satisfied knowing that you are helping to improve teaching and learning in your school and throughout the country.

What are the possible risks of this interview?

There are no anticipated risks of participating in this interview. Your responses and personal information will be stored securely and will not be released to any person outside of the research team. Information collected will not be used to evaluate you or other individuals in your school.

Who will know about my participation in this interview?

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences. All information from this study will be kept confidential as required by the Education Sciences Reform Act of 2002 (Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. Personally identifiable information about individual respondents will not be reported. We will not provide information that identifies you, your school, or your district to anyone outside the study team, except as required by law.

Is my participation in this interview voluntary?

Your participation in the interview is completely voluntary and your decision will not affect your current or future status in your school. We hope you will participate because your views and experiences are very important to us. If you begin the interview and change your mind, you can withdraw at any time.

If I have additional questions, how can I get them answered?

You can contact Fred Doolittle of MDRC at (212) 340-8638 or fred.doolittle@mdrc.org. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is #1850-NEW. The time to complete this interview is estimated to average 45 minutes, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this form, application or survey, please write directly to Lauren Angelo, U.S. Department of Education, Institute of Education Sciences, 555 new Jersey Avenue, NW, Suite 502h, Washington, D.C. 20208 or email lauren.angelo@ed.gov.

VOLUNTARY CONSENT

I have read this form, and all of my current questions have been answered. I understand that I am encouraged to ask questions about any aspect of this research during the course of the study, and that such future questions will be answered by a qualified individual. Any questions I have about either the study or my rights as a research participant will be answered by the Project Director at MDRC (Fred Doolittle) – (212) 340-8638 or fred.doolittle@mdrc.org.

By signing this form, I agree to participate in this interview. A copy of this consent form will be given to me. I know that participation in these data collection activities is voluntary and that all information about me will be kept private to the extent allowed by law. I know that I can refuse to provide any information or stop participating in data collection activities at any time.

Name of Participant (please print) District School

Participant's Signature Date

Protocol A:

Do you have any questions before we begin?

Let's talk about your discipline system...

1. Do you collect office discipline referral information? (E2)
(collect referral form)

Yes No If no, skip to #5.

2. What do you do with the office discipline referral information? (E2)
3. Who reviews and summarizes the office discipline referral data? (E2)
4. With whom and how often do you share the office discipline referral data? (E2)
5. What type of problems or offenses do you expect teachers to refer to the office rather than handling in the classroom? (D2)
6. What is the procedure for handling extreme emergencies in the building? How are staff members notified? (i.e. stranger in building with a weapon/ serious fight?) (D4)

Let's talk about your school rules or motto...

7. Does your school have written school rules or a motto?

Yes No If no, skip to # 11.

8. How many are there? _____

9. What are the rules/motto? (B5)

10. What are they called? (B2, B4) or What would I say to a child so that he or she knows what I am asking about?

11. Do you acknowledge students for doing well socially in the same ways that you acknowledge them academically?

Yes No If no, skip to #13.

12. What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? or What would I say to a child so that he or she knows what I am asking about? (C2, C3)

13. Does your school have an annual action plan to address school-wide behavior support?

Yes No? If yes, ask to **see** a copy of the plan.

Do you have a team that addresses school wide discipline? Yes No (If no, skip to # 22) What is the name of the team?

14. Has the team taught/reviewed the school-wide behavior support program to staff this year? (**get a list of team members**) Yes No (B3)

15. Is your school-wide team representative of your school staff? (F3)
Yes No

16. Are you on the team? (F5) Yes No

17. How often does the team meet? (F6) _____.

18. Do you attend team meetings consistently? (F5) Yes No

19. On average, what percent of the team meetings have you attended in the past 6 months? _____
20. Who is your team leader? (F4) _____
21. Does the team provide faculty updates on activities & data summaries?
Yes No (E 3)
If yes, how often _____
22. Do you have a behavior support “coach” who provides technical assistance regarding your school-wide positive behavior support systems development (i.e., PBIS coach)? Yes No (G2)
If yes, who? _____
23. What are your school improvement goals? (F1) What are the top 6 goals?
(Please note if you have seen the actual goals.)
24. Is there a documented (written) system for teaching **school-wide** behavioral expectations (e.g. matrix or lesson plans) to students? **(Please note what material you have seen.)**
25. Is there a documented (written) **school-wide** system for rewarding student behavior? Ex. written description of program, newsletter **(Please note what material you have seen.)**
26. Is there a documented (written) system for dealing with and reporting specific behavioral violations? (Ex. discipline handbook) **(Please note what material you have seen.)**
28. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? Yes No (G1)
If yes, where does the money come from?

If yes, how much money is allocated?

I have a few more questions about your students who need additional support...

- 29.** *Is there a school-wide team that receives requests for behavioral assistance, develops behavior support plans, and monitors the impact of support? (e.g., Student Support Team (SST), Child Study Team)*

Yes or No

What is the name of this team?

- 30.** Is there a specific person who coordinates targeted interventions (Tier 2) for all students (not just students with IEPs) in the school? Is this person on school staff?
- 31.** Is there a specific person who coordinates intensive individualized interventions (Tier 3) for all students in the school? Is this person on school staff?
- 32.** Is there a documented (written) process for notifying and following up with family members when a student needs targeted or individualized behavior support? ***(Please note what material you have seen, e.g. sample letter)***
- 33.** Is there a person in the school who is trained to conduct functional behavioral assessments (FBAs) and implement behavior support plans?
What kind of training has this person had (graduate level course)?

