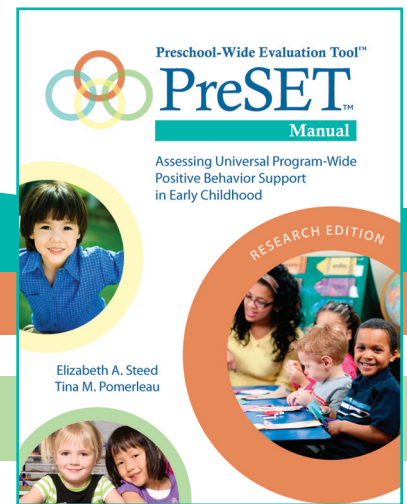


AT A GLANCE

Assessing Universal Program-Wide Positive Behavior Support in Early Childhood



What it assesses	Program-wide positive behavior intervention and support (PW-PBIS) implementation at the universal tier.
Categories assessed	8 primary universal features of PW-PBIS—Expectations Defined; Behavioral Expectations Taught; Responses to Appropriate and Challenging Behavior; Organized and Predictable Environment; Monitoring and Decision Making; Family Involvement; Management; and Program Support.
Where it is conducted	In all types of early childhood settings serving children 3–5 years of age.
When it is conducted	For programs new to PBIS: Twice a year, in the fall and spring of the academic year. For programs already implementing PBIS: Once a year, at the end of the academic year.
Who conducts it	An unbiased outside observer (i.e., behavior consultant, inclusion coordinator, school psychologist).
Components of assessment	Interview with program administrator. Interview with classroom teacher and sample children in each classroom. Observation of each classroom.
Number of items	38 items, organized into 8 categories.
Sample item	Does the program have a system for acknowledging children’s appropriate behavior (e.g., special spotlight for a raffle tickets for a child during circle, children who clean up after discovery time)? (0 = no; 1 = once a day or system varies in each classroom; 2 = system is used more than once a day).
Time to complete	Approximately 1–2 hours to evaluate the whole program, depending on program size.
Time to score	15–30 minutes.
Scores provided	Each item is rated with a value of 0 (not yet implemented), 1 (partially implemented), or 2 (fully implemented). Final score is a percentage showing average implementation of PW-PBIS (e.g., 75%).
Standardization sample	138 early childhood classrooms.
Reliability	Inter-rater reliability: .95.
Sensitivity to change	Sensitive to change demonstrated through a year-long study of 29 classrooms. Paired t-test results indicated an increase all classrooms’ PreSET™ scores from fall to spring, $t = 10.49$ ($df = 28$), $p < .000$.
Internal consistency	.91 overall across the eight subscales.
Year developed	2006.