

# Individual Student Systems Evaluation Tool (I-SSET) Overview

## I-SSET Purpose & Organization

The I-SSET is a research tool used to annually evaluate the implementation status of individual student systems within a school. The results of the I-SSET provide an overall mean score for individual student system implementation and three sub-scale scores (systems foundations, targeted interventions and intensive individualized interventions.) The sub-scale scores correspond to the three parts of the I-SSET:

- Part I: Foundations
  - A. Commitment
  - B. Team Based Planning
  - C. Student Identification
  - D. Monitoring and Evaluation
- Part II: Targeted Interventions
  - E. Connection to Foundations
  - F. Assessment and Implementation
  - G. Monitoring
- Part III: Intensive Individualized Interventions
  - H. Assessment and Implementation

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## Conducting the I-SSET

The I-SSET is conducted by an external evaluator and takes approximately two hours to complete. The protocol includes reviewing permanent products and conducting interviews. The first step is to identify and contact the administrator and behavior support team leader at the school. These people will be asked to collect each of the available permanent products and to identify a time to complete the interviews and product review. The products to be collected and interviews to be completed are listed below.

### Permanent Products to be Gathered and Reviewed:

1. SET, or EBS Team Checklist, or EBS Self-Assessment Survey
2. School-wide Team Meeting Minutes
3. ODR form
4. Faculty handbook, or equivalent documentation that includes
  - a. Behavior support team leader/specialist job description
  - b. Targeted intervention description
  - c. Process for accessing targeted or individual interventions
5. Request for Assistance Form, or equivalent
6. Parent Notification Letter/form
7. One to five Functional Behavioral Assessments and Behavior Support Plans without names with completed Request for Assistance Forms attached
8. Confirmation data and outcome data for students receiving targeted and individualized interventions
9. Behavior Support Team Meeting Minutes

### Interviews to conduct:

- 1<sup>st</sup> Administrator (6 questions) *10 minutes*
- 2<sup>nd</sup> Behavior Support Team Leader/Specialist (9 questions) *20 minutes*
- 3<sup>rd</sup> Five Behavior Support Team Members (3 questions), 2 minutes each
- 4<sup>th</sup> Five staff members who have the opportunity to request assistance for students (2 questions), 2 minutes each

**Individual Student Systems Evaluation Tool (I-SSET)  
Implementation Guide**

*The Implementation Guide describes the process for completing the I-SSET. It is designed to assist evaluators in completing the I-SSET process effectively and efficiently.*

School \_\_\_\_\_ Date \_\_\_\_\_  
District \_\_\_\_\_ State \_\_\_\_\_

**Step 1: Make Initial Contact**

- A. Identify school contact person and give overview of I-SSET page with the list of permanent products needed for review.
- B. Get names, phone #'s, email addresses of administrator and behavior team leader and record below.
- C. Ask when they may be able to have permanent product materials gathered.  
Approximate date: \_\_\_\_\_
- D. If possible, schedule the I-SSET on a day when the Behavior Support Team has a meeting planned. Schedule the interview with the administrator 30-45 minutes prior to the meeting. Schedule the interview with the Behavior Support Team Leader 30 minutes prior to the team meeting. Ask if you may attend the team meeting and conduct your team member interviews at that time. Confirm that at least five other staff members will be available for interviews (2 minutes each).

Administrator Name \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

Behavior Support Team Leader Name \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

**Permanent Products to Collect**

- 1. \_\_\_\_\_ SET, or EBS Team Checklist, or EBS Self-Assessment Survey
- 2. \_\_\_\_\_ School-wide Team Meeting Minutes
- 3. \_\_\_\_\_ ODR form
- 4. \_\_\_\_\_ Faculty handbook, or equivalent documentation that includes
  - a. Behavior support team leader/specialist job description
  - b. Targeted intervention description
  - c. Process for accessing targeted or individual interventions
- 5. \_\_\_\_\_ Request for Assistance Form, or equivalent
- 6. \_\_\_\_\_ Parent Notification Letter/form
- 7. \_\_\_\_\_ One to five Functional Behavioral Assessments and Behavior Support Plans without names with completed Request for Assistance Forms attached
- 8. \_\_\_\_\_ Confirmation data and outcome data for students receiving targeted and individualized interventions
- 9. \_\_\_\_\_ Behavior Support Team Meeting Minutes

**Individual Student Systems Evaluation Tool (I-SSET)  
Implementation Guide *Continued***

**Step 2: Confirm the Date to Conduct the I-SSET**

- A. Confirm date and times with the administrator and behavior support team leader for conducting the administrator, the behavior support team leader, the behavior support team member, and the staff interviews. Confirm that they will have permanent materials available for review.

Administrator Interview date & time: \_\_\_\_\_

Behavior Support Team Leader Interview date & time: \_\_\_\_\_

Team Member Interview date & time: \_\_\_\_\_

**Step 3: Conduct the I-SSET**

- A. Conduct administrator interview. Collect permanent product materials for review.
- B. Conduct the behavior support team leader interview. Collect permanent product materials for review. Check to see that you have all available materials.
- C. Conduct behavior support team member interviews
- D. Conduct staff interviews
- E. Review products and score I-SSET

**Individual Student Systems Evaluation Tool  
(I-SSET)  
Scoring Guide**

School: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Part I: Foundations</b>			
<b>Feature</b>	<b>Evaluation Question</b>	<b>Data Source</b>	<b>Score: 0-2</b>
<b>A. Commitment</b>	1. Does the administrator report that there is a commitment to educate students with more extensive problem behavior? (0= no commitment, 2= verbal commitment)	Administrator interview	
	2. Is there documentation that school-wide positive behavior support systems are in place for: (a) teaching behavioral expectations, (b) correcting problem behavior, and (c) for using summarized office discipline referral information for decision-making? (0= 0%-49%, 1= 50%-79%, 2= 80%-100%)	SET, EBS Survey, Team Checklist, or equivalent measure(s)	
	3. Is a team identified to receive requests for behavioral assistance, develop behavior support, and monitor impact of support? (0=no, 2= yes)	Team meeting minutes or behavior support team leader interview	
	4. Are procedures for individual student support systems monitored by school-wide team? (0=no, 1= verbal reports, 2= verbal & written reports)	Behavior support team leader interview and school-wide team meeting minutes	
	5. Can the administrator identify a person who is responsible for planning, implementing, and monitoring function-based support? (0=no, 1= identified, but works outside of the school, 2= identified and on school staff)	Administrator interview	
	6. Is there a person in (or available to) the school who is trained in behavioral theory, functional behavioral assessment, and/or behavior support intervention implementation? (0=no, 1= has basic knowledge, 2= has formal training)	Administrator interview	
<b>B. Team Based Planning</b>	1. Does the behavior support team meet regularly? (0= no, 1= at least once a month, 2= team meets twice a month or more)	Behavior support team leader interview	
	2. Is there documentation that behavior support team meetings are conducted in a predictable and standardized manner? (0= no, 1= meeting minutes only reflect new student requests 2= meeting minutes are gathered, reflecting current and past student requests for assistance)	Permanent product/meeting minutes/SST tracking form	
	3. Do at least 67% of behavior support team members asked have annual opportunities for professional development in the area of behavior support? (0= 0-39%, 1= 40%-66%, 2= 67%-100%)	Team member interview	
<b>C. Student Identification</b>	1. Does the administrator report that office discipline referral (ODR) patterns are regularly used to identify individual students who might benefit from function-based support? (0=no, 1=yes, but less than monthly, 2=scheduled review, at least monthly)	Administrator interview	
	2. Does the ODR form have preliminary FBA information: (a) time, (b) location, (c) behavior (d) administrative decision, (e) possible motivation, and (f) others involved. (0= 0-2 items, 1=3-4 items, 2=5-6 items)	Permanent product	
	3. Do at least 80% of staff asked (at least 5) agree with the team leader on the process for requesting assistance? (0= less than 50%, 1=51-79%, 2= 80% or higher)	Behavior support team leader interview & staff interviews	
	4. Does the behavior support team leader report that at least 4 of 5 of the most recent requests for assistance received support within 10 school days of the request? (0=no, 2= yes)	Behavior team leader interview	

<b>Part I: Foundations</b>			
<b>Feature</b>	<b>Evaluation Question</b>	<b>Data Source</b>	<b>Score: 0-2</b>
	5. Does the request for assistance process include elements for function-based information: (a) operational definition of problem behavior, (b) antecedents, (c) consequences/functions, (d) setting events, (e) prior interventions, and (f) other information (e.g. medical, academic)? (0= 0 or 1 item, 1= 2-4 items, 2= 5-6 items)	Permanent product review	
<b>D. Monitoring &amp; Evaluation</b>	1. Do at least 67% of behavior support team members asked report that the number of students receiving targeted or individualized behavior support are monitored at least monthly? (0= 0-39%, 1= 40%-66%, 2= 67%-100%)	Team member interviews	
	2. Does the administrator report that the status of targeted and intensive support is reported to all staff at least annually? (0= no, 2= yes)	Administrator interview	
	3. Is there a documented process for notifying staff and family members when a student needs targeted or individualized behavior support? (0= no 2= yes)	Permanent product and behavior support team leader interview	

<b>Part II: Targeted Interventions</b>			
<b>Feature</b>	<b>Evaluation Question</b>	<b>Data Source</b>	<b>Score: 0-2</b>
<b>E. Connection to Foundations</b>	1. Is a targeted intervention procedure documented? (0 = no targeted interventions available, 1 = targeted interventions available, but procedure not documented, 2 = yes)	Permanent product and behavior support team leader interview	
	2. Can at least 80% of staff asked describe the most commonly used targeted intervention? (0= 0-50%, 1=51-79%, 2= 80% -100%)	Staff interviews	
	3. Does the behavior support team leader report that the most commonly used targeted intervention provides a) increased structure & prompts, b) instruction on skills, c) increased regular feedback, and d) is continuously available. (0= 0-1 component, 1= 2-3 components, 2= yes)	Behavior support team leader interview and permanent product review	
<b>F. Assessment &amp; Implementation</b>	1. Does the behavior support team leader report that there is an option to modify plans based on assessment information? (0=no, 2=yes)	Behavior support team leader interview	
	2. Does the behavior support team leader report that at least half of the targeted interventions for participating students are implemented within 72 hours of completed assessment? (0=no implementation/intervention, 1= more than 72 hours, 2= 72 hours or less)	Behavior support team leader interview	
	3. Do targeted interventions include a self-management component when appropriate? (0=no, 1 = student ratings signaled by staff, 2=yes)	Permanent product or team leader interview	
	4. Does the behavior support team leader report that there is a home-school connection component in the support plan? (0 = no, 2 =states that it occurs as appropriate)	Behavior support team leader interview	
	5. Does the behavior support team leader report that there is instruction provided to students on features of the plan/necessary skills? (0=no, 1=verbal, 2=written plan)	Behavior support team leader interview	
	6. Does the targeted intervention include regular and frequent opportunities for positive feedback? (0=no, 2= at least daily)	Permanent product or team leader interview	
	7. Does the behavior support team leader report that targeted interventions require no more than 10 min. per day from any instructional/supervisory staff (other than coordinators)? (0= more than 30 min., 1= 29-11 min., 2= 10 or less min.)	Behavior support team leader interview	
	8. Are data available to support summary statement(s) (any evidence of interview, direct observation, archival review)? (0= no 2= yes)	Permanent product	

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<b>Part II: Targeted Interventions</b>			
<b>Feature</b>	<b>Evaluation Question</b>	<b>Data Source</b>	<b>Score: 0-2</b>
<b>G. Monitoring</b>	1. Does the targeted intervention include daily monitoring of student behavior? (0=no monitoring, 1= monitoring occurs, but not daily, 2=yes)	Permanent Product	
	2. Does the targeted intervention include a summary on student outcome data on a monthly basis? (0=no, 1= less than monthly, 2=yes)	Permanent product	

<b>Part III: Intensive Individualized Interventions</b>			
<b>Feature</b>	<b>Evaluation Question</b>	<b>Data Source</b>	<b>Score: 0-2</b>
<b>H. Assessment &amp; Implementation</b>	1. Of at least one and up to 5 sampled functional behavior assessments (written within the past academic school year), were 80% of critical features present? (0= 0 - 50%, 1= 51%-79%, 2= 80% - 100%)	Permanent Product and intensive individualized interventions critical features checklist	
	2. Of at least one and up to 5 sampled behavior intervention plans (written within the past academic school year), were 80% of critical features present? (0= 0 - 50%, 1= 51%-79%, 2= 80% - 100%)		
	3. Is there documented evidence that the individual student behavior support plan is being implemented based on the data? (0= no, 2= yes)	Permanent Product and behavior support team leader interview	
	4. Does the behavior support team include individuals with knowledge about a) the student, b) the context, c) behavioral theory, and d) related services (OT, PT, speech, medical, if needed) (0= no 2= yes)	Administrator Interview	
	5. Is a documented process in place for including families in the assessment and behavior support plan design? (0= no, 2= yes)	Permanent Product and behavior support team leader interview	
	6. Do at least 67% of behavior support team members asked agree with the behavior support team leader on the process for involving family members in the identification and assessment of their child's needs? (0= 0-39%, 1= 40%-66%, 2= 67%-100%)	Team member interviews	
	7. Does the assessment process include identification of (a) student strengths, (b) preferences, and (c) future vision? (0= no 1= 1-2 components 2= yes)	Permanent Product and behavior support team leader interview	

<b>Summary Scores:</b>	A = /12	E = /6	H = /14
	B = /6	F = /16	
	C = /10	G = /4	
	D = /6		
	Part I = /34	Part II = /26	Part III = /14

## I-SSET Interview Questions

### (I-SSET Evaluation Question being answered)

#### Administrator

- 1) Is there a commitment to educate students with more extensive problem behavior?  
Yes No (A1)
- 2) Is there someone available who is responsible for planning, implementing, and monitoring function-based support? Yes No (A5)
  - a) If yes, is that person on your school staff? Yes No (A5)
  - b) If yes, who is it? \_\_\_\_\_
- 3) Is there a person in (or available to) the school who is trained in behavior theory, functional behavioral assessment, and/ or behavior support implementation? Yes No (A6)
  - a) If yes, was it formal training? Yes No (A6)
- 4) Are office discipline referral patterns used to identify individual students who might benefit from function-based support? Yes No (C1)
  - a) If yes, how often? \_\_\_\_\_
- 5) How often do you share student status information for students receiving targeted and individualized interventions with all staff? \_\_\_\_\_ (D2)
- 6) Does the behavior support team include individuals with knowledge about a) the student, b) the context, c) behavioral theory, and d) related services (OT, PT, speech, medical, if needed)  
Yes No (H 4)

## Behavior Support Team Leader

### Part I: Foundations

- 1) Do you have a process for staff to use when requesting assistance for individual students?  
Yes No (C3)  
If yes, what is the process? (C3)
- 2) Have at least 4 of 5 of the most recent requests for assistance received support within 10 school days of the request? Yes No (C4)
- 3) Does the behavior support team meet regularly? Yes No (B1)  
If yes, how often? \_\_\_\_\_
- 4) Are procedures for individual student support systems monitored by school-wide team?  
If yes, what is the process? Verbal reports? Written reports? (A4)
- 5) Is there a process for notifying staff and family members when a student is identified for individualized behavior support? Yes No (D3)  
If yes, is the process written down? (D3)

### Part II: Targeted Interventions

*A targeted intervention is a program known by all staff and available for students during the school day. The students who access the support of a targeted intervention typically need additional academic, organizational, and/ or social support. Components of targeted interventions include a) increased structure & prompts, b) instruction on skills, c) increased regular feedback, and d) continuously available. Examples of targeted interventions include: a check-in/check-out program, study hall, small group instruction*

- 6) Does your school have at least one targeted intervention that is available to students during the school day? Yes No (E1) (E3) If yes, continue.
  - a) Describe the targeted interventions. What do you call them?
  - b) Which ones are most commonly used by staff?
  - c) Are the procedures written down? Yes No
  - d) Are there options to modify the targeted intervention (*name intervention*) based on assessment information? Yes No (F1)
  - e) Are at least half of the targeted interventions implemented within 3 days (72 hours) of the completed assessment? Yes No (F2)
  - f) Do the targeted interventions (*name intervention*) include a self-management component as needed? Yes No (F3) If yes, give example
  - g) Do the targeted interventions (*name intervention*) include a home-school component?  
Yes No (F4)
  - h) Do the targeted interventions (*name intervention*) include student instruction of necessary skills?  
Yes No (F5)  
If yes, is the plan to teach skills written down? Yes No (F5)
  - i) Do the targeted interventions (*name intervention*) include regular and frequent opportunities for positive feedback? Yes No (F6) If yes, how often? \_\_\_\_\_

- j) Is the targeted intervention (*name intervention*) continuously available to staff and students?  
Yes No (E3)
- k) How much time do the targeted interventions (*name intervention*) require per day for instructional/supervisory staff to implement/monitor? (F7) \_\_\_\_\_

**Part III: Intensive Individualized Interventions**

- 7) Is there a documented process (written down) in place for including families in the assessment and behavior support plan design? Yes No (H5) (H6) If yes, show me the document.
- 8) Do you use student data to monitor student support plan implementation? Yes No If yes, show me an example. (H3)
- 9) Does the assessment process include identification of the student strengths, preferences and future vision? Yes No (H7) If yes, show me an example.

## I-SSET Interview Questions Continued

<b>Behavior Support Team Members</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Do you have annual opportunities for professional development in the area of behavior support? (B3)	Y N	Y N	Y N	Y N	Y N
2. Is a documented (written down) process in place for including family members in the identification & assessment of their child's needs? If yes, what is the process? (H6)	Agree Disagre	Agree Disagre	Agree Disagre	Agree Disagre	Agree Disagre
3. Is the number of students receiving targeted or individualized behavior support monitored at least monthly? (D1)	Y N	Y N	Y N	Y N	Y N
Total yes responses					

<b>Staff Members</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. What is the process used to request assistance for an individual student needing extra support? (C3)	Agree Disagre	Agree Disagre	Agree Disagre	Agree Disagre	Agree Disagre
2. Tell me about the _____ (most commonly used targeted intervention(s))? (E2)	Known Unk.	Known Unk.	Known Unk.	Known Unk.	Known Unk.
Total Agree/ known responses					

### Notes About :

**Request for Assistance Process**

**Targeted Interventions**

**Process for including Family Members**

## Intensive Individualized Interventions Critical Features Checklist

Used for scoring I-SSET Part III, Feature H.

<b>FBA includes:</b>	<b>Plan #1</b>	<b>Plan #2</b>	<b>Plan #3</b>	<b>Plan #4</b>	<b>Plan #5</b>	<b>Mean</b>	<b>range</b>
1. A brief positive description of student strengths, and/or preferences.	Y N	Y N	Y N	Y N	Y N		
2. An operational description of problem behavior(s) that are observable & countable.	Y N	Y N	Y N	Y N	Y N		
3. Identification of routines where problem behavior is most and least likely to occur.	Y N	Y N	Y N	Y N	Y N		
4. A functional behavior assessment summary statement that includes problem behavior, predictors, and maintaining consequence.	Y N	Y N	Y N	Y N	Y N		
5. Alternative &/or desired behaviors that are defined and consistent with the FBA summary statement (competing pathway).	Y N	Y N	Y N	Y N	Y N		
6. Confirmation data that are available and include 2 or more interviews with a high rating of accuracy and/or direct observation data (ABC chart, Scatter Plot, FAOF, or equivalent).	Y N	Y N	Y N	Y N	Y N		
Total yes responses							
<b>Behavior Support Plan includes:</b>	<b>Plan #1</b>	<b>Plan #2</b>	<b>Plan #3</b>	<b>Plan #4</b>	<b>Plan #5</b>	<b>Mean</b>	<b>range</b>
1. An operational description of problem behavior (or attached FBA).	Y N	Y N	Y N	Y N	Y N		
2. A FBA summary statement (or attached FBA).	Y N	Y N	Y N	Y N	Y N		
3. a. Strategies for preventing the problem behavior(s) from occurring.	Y N	Y N	Y N	Y N	Y N		
b. Strategies that are consistent with the FBA results.	Y N ?						
4. a. Instructional strategies/objectives for appropriate behaviors and routines.	Y N	Y N	Y N	Y N	Y N		
b. Objectives targeting alternative/replacement behaviors that are consistent with the FBA.	Y N ?						
5. Defined strategies for minimizing rewards for problem behaviors.	Y N ?						
6. A plan for positive reinforcement for desired behavior(s).	Y N	Y N	Y N	Y N	Y N		
7. Punishment procedures that are contingent on problem behavior and that are socially acceptable.	Y N NA						
8. Safety/crisis procedures for potential physical harm to self or others.	Y N NA						
9. A formal and regular (at least twice a month) system for assessing the fidelity with which the plan of support is being implemented.	Y N	Y N	Y N	Y N	Y N		
10. A formal and regular (at least twice a month) system for assessing the impact of the plan on student outcomes.	Y N	Y N	Y N	Y N	Y N		
Total yes responses							