

**(PBIS) Self Assessment Survey**  
**Assessing and Planning Behavior Support in Schools**

Name of school \_\_\_\_\_ Date \_\_\_\_\_  
District \_\_\_\_\_ State \_\_\_\_\_

Person Completing the Survey:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- Community member
- Parent/Family member
- School Psychologist
- Other \_\_\_\_\_

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
- b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

4. Return your completed survey to \_\_\_\_\_ by \_\_\_\_\_ .

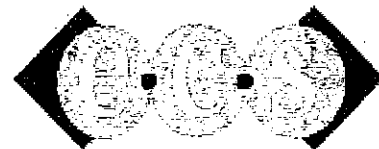




## SCHOOL-WIDE SYSTEMS

| Current Status |                  |              | Feature  | Priority for Improvement |     |     |
|----------------|------------------|--------------|--|--------------------------|-----|-----|
| In Place       | Partial in Place | Not in Place |  | High                     | Med | Low |
|                |                  |              | <b>School-wide</b> is defined as involving all students, all staff, & all settings.  |                          |     |     |
|                |                  |              | 1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.                                   |                          |     |     |
|                |                  |              | 2. Expected student behaviors are taught directly.   |                          |     |     |
|                |                  |              | 3. Expected student behaviors are rewarded regularly.  |                          |     |     |
|                |                  |              | 4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.   |                          |     |     |
|                |                  |              | 5. Consequences for problem behaviors are defined clearly.   |                          |     |     |
|                |                  |              | 6. Distinctions between office v. classroom managed problem behaviors are clear.   |                          |     |     |
|                |                  |              | 7. Options exist to allow classroom instruction to continue when problem behavior occurs.  |                          |     |     |
|                |                  |              | 8. Procedures are in place to address emergency/dangerous situations.  |                          |     |     |
|                |                  |              | 9. A team exists for behavior support planning & problem solving.  |                          |     |     |
|                |                  |              | 10. School administrator is an active participant on the behavior support team.  |                          |     |     |
|                |                  |              | 11. Data on problem behavior patterns are collected and summarized within an on-going system.  |                          |     |     |
|                |                  |              | 12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly). |                          |     |     |
|                |                  |              | 13. School has formal strategies for informing families about expected student behaviors at school.                                      |                          |     |     |
|                |                  |              | 14. Booster training activities for students are developed, modified, & conducted based on school data.                                  |                          |     |     |
|                |                  |              | 15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.       |                          |     |     |
|                |                  |              | 16. All staff are involved directly and/or indirectly in school-wide interventions.  |                          |     |     |

PBIS Self-Assessment Survey version 3.0 August 2009  
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 University of Oregon



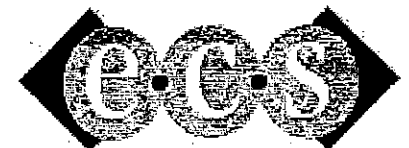
| Current Status |                  |              | Feature   | Priority for Improvement |     |     |
|----------------|------------------|--------------|---|--------------------------|-----|-----|
| In Place       | Partial in Place | Not in Place |   | High                     | Med | Low |
|                |                  |              | <b>School-wide</b> is defined as involving all students, all staff, & all settings.   |                          |     |     |
|                |                  |              | 17. The school team has access to on-going training and support from district personnel.  |                          |     |     |
|                |                  |              | 18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually. |                          |     |     |

### NONCLASSROOM SETTING SYSTEMS

| Current Status |                  |              | Feature   | Priority for Improvement |     |     |
|----------------|------------------|--------------|---|--------------------------|-----|-----|
| In Place       | Partial in Place | Not in Place |   | High                     | Med | Low |
|                |                  |              | <b>Non-classroom settings</b> are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).                         |                          |     |     |
|                |                  |              | 1. School-wide expected student behaviors apply to non-classroom settings.  |                          |     |     |
|                |                  |              | 2. School-wide expected student behaviors are taught in non-classroom settings.   |                          |     |     |
|                |                  |              | 3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.  |                          |     |     |
|                |                  |              | 4. Rewards exist for meeting expected student behaviors in non-classroom settings.  |                          |     |     |
|                |                  |              | 5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds. |                          |     |     |
|                |                  |              | 6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.  |                          |     |     |
|                |                  |              | 7. Staff receives regular opportunities for developing and improving active supervision skills.   |                          |     |     |
|                |                  |              | 8. Status of student behavior and management practices are evaluated quarterly from data.   |                          |     |     |
|                |                  |              | 9. All staff are involved directly or indirectly in management of non-classroom settings.   |                          |     |     |

Name of School \_\_\_\_\_

Date \_\_\_\_\_

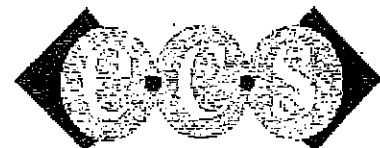


## CLASSROOM SYSTEMS

| Current Status |                  |              | Feature  | Priority for Improvement |     |     |
|----------------|------------------|--------------|--|--------------------------|-----|-----|
| In Place       | Partial in Place | Not in Place |  | High                     | Med | Low |
|                |                  |              | <b>Classroom settings</b> are defined as instructional settings in which teacher(s) supervise & teach groups of students.  |                          |     |     |
|                |                  |              | 1. Expected student behavior & routines in classrooms are stated positively & defined clearly.                             |                          |     |     |
|                |                  |              | 2. Problem behaviors are defined clearly.  |                          |     |     |
|                |                  |              | 3. Expected student behavior & routines in classrooms are taught directly.   |                          |     |     |
|                |                  |              | 4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).             |                          |     |     |
|                |                  |              | 5. Problem behaviors receive consistent consequences.  |                          |     |     |
|                |                  |              | 6. Procedures for expected & problem behaviors are consistent with school-wide procedures.                                 |                          |     |     |
|                |                  |              | 7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.                  |                          |     |     |
|                |                  |              | 8. Instruction & curriculum materials are matched to student ability (math, reading, language).                            |                          |     |     |
|                |                  |              | 9. Students experience high rates of academic success ( $\geq 75\%$ correct).  |                          |     |     |
|                |                  |              | 10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching). |                          |     |     |
|                |                  |              | 11. Transitions between instructional & non-instructional activities are efficient & orderly.                              |                          |     |     |

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## INDIVIDUAL STUDENT SYSTEMS

| Current Status |                  |              | Feature   | Priority for Improvement |     |     |
|----------------|------------------|--------------|---|--------------------------|-----|-----|
| In Place       | Partial in Place | Not in Place |   | High                     | Med | Low |
|                |                  |              | <b>Individual student systems</b> are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment) |                          |     |     |
|                |                  |              | 1. Assessments are conducted regularly to identify students with chronic problem behaviors.   |                          |     |     |
|                |                  |              | 2. A simple process exists for teachers to request assistance.  |                          |     |     |
|                |                  |              | 3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.                       |                          |     |     |
|                |                  |              | 4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.                                     |                          |     |     |
|                |                  |              | 5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).                          |                          |     |     |
|                |                  |              | 6. Significant family &/or community members are involved when appropriate & possible.  |                          |     |     |
|                |                  |              | 7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.                 |                          |     |     |
|                |                  |              | 8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.   |                          |     |     |

Name of School \_\_\_\_\_

Date \_\_\_\_\_

