|  |
| --- |
|  **Instructions:**This self-assessment survey is intended to guide the process of planning and implementing PBIS in your school. Your school’s PBIS team will share the results with you. Complete the survey independently. All staff responses will be compiled to create a school-wide profile of each item. The survey is anonymous. It takes about 10 minutes to complete. Base your ratings on your individual experiences in the school. If you do not work in classrooms, answer only the items that are applicable to you.**Read each item and indicate your opinion of whether this feature is *In Place*, *Working on it*, or *Not in Place*.** |

|  |
| --- |
|  **I am a(n): Mark one Choice Only:**[ ]  **Administrator** [ ]  **General Education Teacher** [ ]  **Paraprofessional Teacher Assistant**[ ]  **Special Teacher** [ ]  **Special Education Teacher** [ ]  **Professional Support Staff (Counselor,**  **Psychologist, Social Worker, Etc.)**[ ]  **Office of other support staff, (e.g., Lunch Supervisor,**  **Transportation Staff, Security Personnel)** |
|  |
| **Question** | **In Place** | **Working** **on it** | **Not in Place** |
| 1. A team exists and meets regularly for school-wide behavior support in  planning and problem-solving. | [ ]  | [ ]  | [ ]  |
| 2. A school administrator is an active participant on the school-wide PBS team.  | [ ]  | [ ]  | [ ]  |
| 3. Data are collected and used (discipline summaries, surveys) to guide decision  making about school-wide behavior interventions. | [ ]  | [ ]  | [ ]  |
| 4. A small number (i.e., 3-5) of positive student behavior expectations have been identified school-wide for all students (e.g., be respectful, responsible and safe).  | [ ]  | [ ]  | [ ]  |
| 5. Specific positive behavior expectations have been defined for all classroom settings. | [ ]  | [ ]  | [ ]  |
| 6. Specific positive behavior expectations have been defined for non-classroom settings (e.g., hallways, cafeteria, playground, bathrooms, etc.) | [ ]  | [ ]  | [ ]  |
| 7. Expectations are posted visibly in non-classroom settings (e.g., hallways,  cafeteria, playground, bathrooms, etc.). | [ ]  | [ ]  | [ ]  |
| 8. Expected student behaviors are taught directly by discussion, modeling,  practice and feedback in classroom settings. | [ ]  | [ ]  | [ ]  |
| 9. Expected student behaviors are taught directly by discussion, modeling,  practice and feedback in non-classroom settings (e.g., hallways, cafeteria, etc.)  | [ ]  | [ ]  | [ ]  |
| 10. Expected student behaviors are rewarded regularly in classrooms. | [ ]  | [ ]  | [ ]  |
| 11. Expected student behaviors are rewarded in non-classroom settings. | [ ]  | [ ]  | [ ]  |
| 12. Problem behavior (both major and minor offenses) are defined clearly for  both staff and students. | [ ]  | [ ]  | [ ]  |
| 13. Consequences for problem behaviors are defined clearly for both staff and  students. | [ ]  | [ ]  | [ ]  |

*Adapted from Effective Behavior Support Self-Assessment Survey, by G Sugai, R. Horner, A. Todd, Center for Positive Behavioral Interventions and Supports, University of Oregon, 2000 and Best Behavior Self-Assessment Survey by J. Sprague & A. Golly in Best Behavior: Building Positive Behavior Support in Schools (2005). Longmont, CO, Sopris West, 37-40.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **In Place** | **Working** **on it** | **Not in Place** |
| 14. Distinctions between office v. classroom managed problems are clear to  staff and students. | [ ]  | [ ]  | [ ]  |
| 15. Staff actively supervise (move, scan and interact) students in non-  classroom settings.  | [ ]  | [ ]  | [ ]  |
| 16. A system for addressing problem behavior in non-classroom settings  exists and is practiced by supervising staff. | [ ]  | [ ]  | [ ]  |
| 17. There is adequate staff to supervise students in non-classroom, common  areas. | [ ]  | [ ]  | [ ]  |
| 18. Transitions (between classes, in hallways, and in non-classroom areas)  are planned, taught to students and are orderly. | [ ]  | [ ]  | [ ]  |
| 19. A simple process exists for teachers to request and receive assistance for  individual students with more significant problem behaviors. | [ ]  | [ ]  | [ ]  |
| 20. Families are informed about school-wide positive behavior expectations  for students. | [ ]  | [ ]  | [ ]  |
| 21. Parents or guardians are actively involved in the process of developing  behavior intervention plans. | [ ]  | [ ]  | [ ]  |
| 22. List the situations that you have observed during the school day that most frequently lead to problem  student behavior: |
| **Location** | **Time** | **Behavior** |
| 1.  |  |  |
| 2.  |  |  |
| 3.  |  |  |
| 23. Please list any other areas of concern relative to student behavior below: |
|  |
|  |
|  |
|  |