

# Effective behavior support

## SELF-ASSESSMENT SURVEY VERSION 2.0

Effective Behavior Support (EBS) survey assessing and planning behavior support in schools

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

PERSON COMPLETING THE SURVEY:

- Administrator       Special educator       Parent/family member       General educator       Counselor  
 School psychologist       Educational/teacher assistant       Community member       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 \_\_\_\_\_.

Current status			Feature	Priority for improvement		
In place	Partially in place	Not in place	Schoolwide means involving all students, all staff, and all settings.	High	Med.	Low
<b>SCHOOLWIDE SYSTEMS</b>						
			1. A small number (e.g., 3-5) of positively and 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 vs. 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 and problem solving.			
			10. The school administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an ongoing 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. The school has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, and conducted based on school data.			
			15. Schoolwide behavior support team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in schoolwide interventions.			
			17. The school team has access to ongoing 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.			

Source: www.pbis.org. The Center on Positive Behavioral Interventions & Supports. Survey authors are Anne W. Todd, George Sugai, and Robert H. Horner.

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

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

<b>INDIVIDUAL STUDENT SYSTEMS</b>						
In place	Partially in place	Not in place	<b>Individual student systems</b> are specific supports for students who engage in chronic problem behaviors (1% to 7% of enrollment)	High	Med.	Low
			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.			
			6. Significant family and/or community members are involved when appropriate and 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 and relevant staff.			

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