



PBL SELF ASSESSMENT SURVEY (SAS) Assessing and Planning Behaviour Support in Schools

Name of school: _____

Date: _____

Region: _____

State: _____

Person Completing the Survey: _____

____ Principal/Snr Exec ____ Special Educator ____ Parent/Family member

____ Teacher ____ Counsellor ____ School Counsellor

____ 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 behaviour 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	School-wide is defined as involving all students, all staff and all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.			
			2. Expected student behaviours are taught directly.			
			3. Expected student behaviours are rewarded regularly.			
			4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.			
			5. Consequences for problem behaviours are defined clearly.			
			6. Distinctions between executive vs. classroom managed problem behaviours are clear.			
			7. Options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behaviour support planning and problem solving.			
			10. School Principal is an active participant on the PBL team.			
			11. Data on problem behaviour patterns are collected and summarised within an on-going system.			
			12. Patterns of student problem behaviour are reported to teams and staff for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviours at school.			
			14. Booster training activities for students are developed, modified and conducted based on school data.			
			15. School-wide PBL 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.			
			17. The school team has access to on-going training and support from region personnel.			
			18. The school is required by the region to report on the social climate, discipline level or student behaviour at least annually.			



NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasised (e.g. corridors, canteen, playground, bus).			
			1. School-wide expected student behaviours apply to non-classroom settings.			
			2. School-wide expected student behaviours are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan and interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviours in non-classroom 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 non-classroom spaces.			
			7. Staff receive regular opportunities for developing and improving active supervision skills.			
			8. Status of student behaviour and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			



CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise and teach groups of students.	High	Med	Low
			1. Expected student behaviour and routines in classrooms are stated positively and defined clearly.			
			2. Problem behaviours are defined clearly.			
			3. Expected student behaviour and routines in classrooms are taught directly.			
			4. Expected student behaviours are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviours receive consistent consequences.			
			6. Procedures for expected and problem behaviours are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Instruction and curriculum materials are matched to student ability (maths, 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 non-instructional activities are efficient and orderly.			



INDIVIDUAL STUDENT SYSTEMS

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