

PBL SELF ASSESSMENT SURVEY (SAS)

Assessing and Planning Behaviour Support in Schools

Purpose of the Survey

The PBL Self Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behaviour support systems in their school. The survey examines the status and need for improvement of four behaviour support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g. canteen, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviours. Each question in the survey relates to one of the four systems. Survey results are summarised and used for a variety of purposes including:

1. annual action planning
2. internal decision making
3. assessment of change over time
4. awareness building of staff
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioural support systems throughout the school (see “Developing a PBL Annual Action Plan”).

Conducting the SAS

Who completes the survey?

Initially, the entire staff in a school completes the SAS. In subsequent years and as an on-going assessment and planning tool, the SAS can be completed in several ways:

- All staff at a staff meeting
- Individuals from a representative group
- Team member-led focus group.

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan in the area for effective behaviour support, most schools have staff complete the survey at the end or the beginning of the school year.

How is the survey completed?

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
4. Mark (i.e. “✓” or “✗”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e. *high, medium, low*) (right hand side of survey)
5. 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 each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?” *Please note: If the current status of a feature is considered completely in place then it isn’t a priority for improvement. Therefore, the priority for improvement on right hand side should be left blank.*

Summarising the Results from the SAS

The results from the SAS are used to (a) determine the status of PBL in a school and (b) guide the development of an action plan for improving PBL. The resulting action plan can be developed to focus on any one or combination of the four PBL system areas.

Three basic phases are involved: (a) summarise the results, (b) analyse and prioritise the results and (c) develop the action plan.

Phase 1: Summarise the results

The objective of this phase is to produce a display that summarises the overall response of school staff for each system on (a) status of PBL features and (b) improvement priorities.

Step 1A Summarise the survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a

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.	√√√√√ √√√√√	√√√√	√√√√√ √

Step 1B Total the number of responses by all staff for each of the six possible choices, as illustrated in example 1b.

Example 1b

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
√√√√√ √√√√ 9	√√√√√ √√ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	2. Expected student behaviours are taught directly.	√√√√√ √√√√√ 10	√√√√ 4	√√√√√ √ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	3. Expected student behaviours are rewarded regularly.	√√√√√ √ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√√ √ 11	√√√ 3	4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.	√√√√√ √ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√ 9	5. Consequences for problem behaviours are defined clearly.	√√√√√ √√√√√ √ 11	√√√ 3	√√√ 3

Step 1C

For each system area calculate a total summary by counting the total number of responses for a column, (e.g. in place 9 + 2 + ...) and dividing that number by the total number of responses for the row (e.g. in place + partial + not in place) as illustrated in example 1c.

Example 1c

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
√√√√√ √√√√ 9	√√√√√ √√ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	2. Expected student behaviours are taught directly.	√√√√√ √√√√√ 10	√√√√ 4	√√√√√ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	3. Expected student behaviours are rewarded regularly.	√√√√√ √ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√√ √ 11	√√√ 3	4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.	√√√√√ √ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√ 9	5. Consequences for problem behaviours are defined clearly.	√√√√√ √√√√√ √ 11	√√√ 3	√√√ 3

Totals

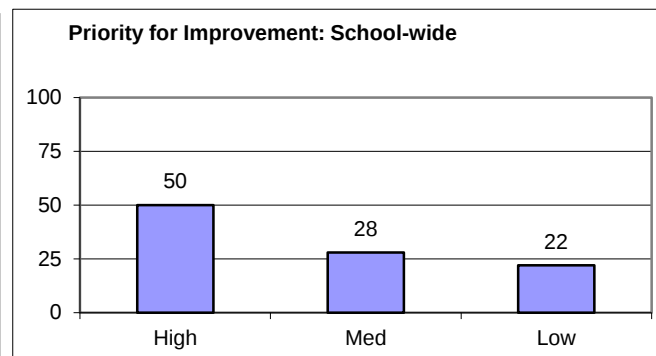
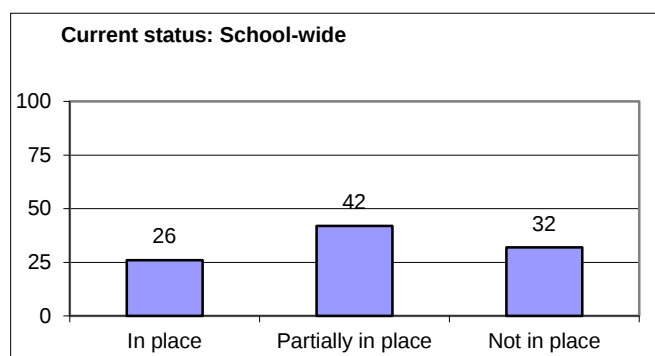
25 + 41 + 31 = 97

37 + 21 + 16 = 74

Step 1D

Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of the six choices and divide by the total number of responses) using results from example 1c.

Complete the SAS Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d below has created the graph for the example data presented and summarised in example 1c.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four systems areas. For further summary and analysis follow Phase 2 and Phase 3 activities.

Phase 2: Analyse and prioritise the results

The objective of this phase is for teams to narrow the focus of action plan activities. Teams may also want to include other data or information (e.g. office discipline referrals, behaviour incident reports, attendance) to refine their decisions. Use the SAS Summary to guide and document your analysis. In general the following guidelines should be considered -

- Step 1* Using the SAS summary graph results, rate the overall perspective of PBL implementation by circling high, medium or low for each of the four system areas
- Step 2* Using the SAS tally pages, list the three major strengths in each of the four system areas
- Step 3* Using the SAS tally pages, list the three major areas in need of development
- Step 4* For each system, circle one priority area for focusing development activities
- Step 5* Circle or define the activities for this/ next year's focus to support the area selected for development
- Step 6* Specify system(s) to sustain (S) and develop (D)

Phase 3: Use the SAS summary information to develop the PBL Annual Action Plan

The objective of this phase is to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The SAS Summary page summarises the SAS information and will be a useful tool when developing the PBL Annual Action Plan.

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

Name of school: _____ Date: _____

Principal: _____

Director Public Schools NSW: _____

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 to report on the social climate, discipline level or student behaviour at least annually.			

NON-CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasised (e.g. corridors, canteen, playground, bus).	High	Med	Low
			1. School-wide expected student behaviours apply to non-classroom settings.			
			2. School-wide expected student behaviours are taught in non-classroom settings.			
			3. Teachers 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.			

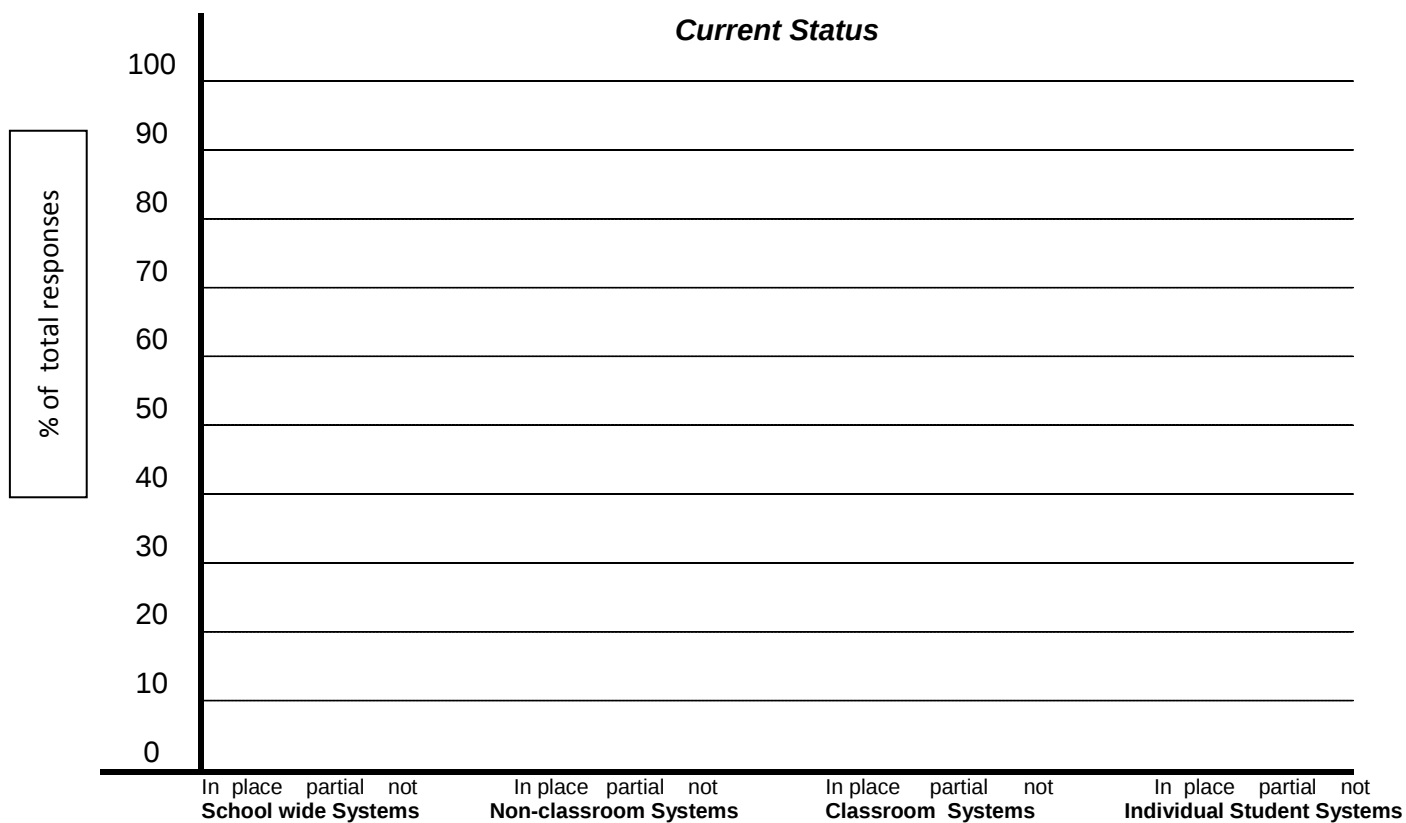
INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Individual student systems are defined as specific supports for students who engage in chronic problem behaviours (1%-7% of enrolment)	High	Med	Low
			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.			

SAS SUMMARY GRAPH

School: _____

Date: _____



SAS SUMMARY

School: _____

Date: _____

Use the SAS tally page and the SAS summary graph to develop an accurate summary and determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception											
	School-wide			Non-classroom			Classroom			Individual Student		
	High	Med	Low	High	Med	Low	High	Med	Low	High	Med	Low
1. Use <i>SAS Summary Graph</i> to rate overall perspective of PBL implementation and circle High, Med. or Low												
2. Using <i>SAS Tally Pages</i> , list three major strengths	a.			a.			a.			a.		
	b.			b.			b.			b.		
	c.			c.			c.			c.		
3. Using the <i>SAS Tally pages</i> , list three major areas in need of development.												
4. For each system, circle one priority area for focusing development activities	a.			a.			a.			Targeted Group or Individual interventions		
	b.			b.			b.			a.		
	c.			c.			c.			b.		
										c.		
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organise a team			a. Define/teach routines			a. Define/teach routines/ link with school wide rules			a. Process for referral and support plan design, implementation and monitoring		
	b. Define/teach school rules			b. Supervisor booster training and feedback sessions			b. Classroom staff boosters and feedback sessions for creating effective strategies/materials			b. Plan to develop and use FBA to support skills		
	c. Define consequence systems for appropriate and inappropriate behaviour			c. Data management			c. Data management			c. Data management		
	d. Define a measurement system linked to school improvement goal			d. Maintain team and communication cycle with other school teams			d. Maintain team and communication cycle with other school teams			d. Maintain team and communication cycle with other school teams		
	e. Establish communication cycles with other school teams			e. Develop implementation plan			e. Develop implementation plan			e. Develop implementation plan		
	f. Develop implementation plan											
6. Specify system(s) to: sustain (S) and develop (D).												
7. Use the PBL Annual Action Planning form for determining management, design and implementation activities in the selected focus areas.												