**Self-Assessment Survey Guide 4.0**

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| **Question** | ***Possible* Evidence Sources:**  **Artifacts and Actions** | **Our School’s Example/Language**  (replace examples with examples/language used in your school) |
| **Schoolwide Systems** |  |  |
| 1. **Team Composition** – In my school, a team exists for schoolwide social-emotional-behavioral support, planning, and problem solving and the school administrator is an active member on the team. | * **Tier 1 team roster** | *i.e. PBIS Tier 1 Team*  *SW-PBS Leadership Team* |
| 1. **Behavior Expectations** – My school has five or fewer positively stated behavior expectations and/or rules defined and in place. | * **Matrix** | *i.e. The Tiger Way*   * *Be Safe* * *Be Respectful* * *Be Responsible* * *Be Prepared* |
| 1. **Teaching Expectation** – My school has documented and distributed lesson plans and a schedule for teaching expected behaviors. | * **Social Skills Lesson plans** * **Social Skills Teaching Schedule** * **Staff Handbook**   + Includes expectations/matrix * Student & Family Handbook   + Includes expectations/matrix | *i.e. Our lessons can be found in our shared Google folder and an email sent monthly on the lesson focus.* |
| 1. **Feedback and Acknowledgment** – My school has a documented system for acknowledging and providing feedback for expected student behaviors that is linked to schoolwide expectations and used across settings. | * **Documentation of School-wide reward system** * **Staff Handbook**   + Describing who provides what reinforcement & positive specific feedback, when and how * **Reinforcement Continuum**   + Describing who provides what reinforcement & positive specific feedback, when and how | *i.e. Paw Prints* |
| 1. **Behavior Definitions** – My school has clear descriptions for behaviors that interfere with academic and/or social success and clear definitions between administrator-supported and staff-supported behaviors. | * **Majors and minors lists**   + Includes operational definitions * **Behavior Level Chart** * **Staff Handbook**   + Includes operational definitions |  |
| 1. **Response to Behavior** – My school has a documented system for responding to behaviors that interfere with academic and/or social successes that is linked to schoolwide expectations and used across settings. | * **Flowchart** * **Behavior Level Chart** * **Staff Handbook**   + Describes continuum of response strategies (i.e., redirect, reteach, etc.,) and/or a menu of instructional consequences [i.e., mini-module on the behavior]) |  |
| 1. **Professional Development System** – My school has a documented process for orienting all staff and providing ongoing professional development on the schoolwide behavior support system. | * **PD Agendas**   + New staff orientation, back to school and throughout the year * **Observation/walkthrough & feedback data**   + Includes core features * **Staff Handbook**   + Includes written system for accessing ongoing coaching and mentoring on core practices; expectations around core practices |  |
| 1. **Professional Development Content** – My school has provided professional development on the four core Tier 1 PBIS practices (teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors, and requesting assistance) |  |
| 1. **Staff Involvement** – In my school, all staff have an opportunity to provide input on core practices (teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors, and \*requesting assistance) at least annually.   \* Request for assistance refers to student nomination and identification for more intensive Tier 2 or Tier 3 interventions. | * **2-way communication plan** * **Action Plan**   + Including 2-way communication * **Staff survey data**   + Including SW-PBS core features * **Staff meeting agendas**   + Showing process for gathering staff input on core features * **PD agendas**   + Showing staff input on core features |  |
| 1. **Student/Family/Community Communication** – My school has a documented process for informing students, families, and members of the school community about expected student behaviors at school. | * **Newsletters**   + Includes articles addressing SW-PBS Activities & Expectations * **Brochures**   + Communicates expectations and framework * **Website**    + Describes SW-PBS framework and activities * **Student & Family Handbook**   + Describes SW-PBS Framework * **Social media posts**   + Describes SW-PBS Activities |  |
| 1. **Student/Family/Community Engagement** – My school seeks input on core practices (teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors, and requesting assistance) from students, families, and members of the school community at least annually. | * **Surveys**   + Includes opportunities for input on core features of SW-PBS * **PTO agendas**   + Includes opportunities for input on core features of SW-PBS * **Student Council/Student SW-PBS Team agendas**   + Includes opportunities for input on core features of SW-PBS * **School Climate Survey (SCS)-Family**   + Includes opportunities for input on core features of SW-PBS |  |
| 1. **Behavior Data System** – My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior. | * **Big-5 Data Summaries**   + SWIS,   + Big-5 Generator,   + district student information system etc. * **School Climate Survey (SCS) Reports** |  |
| 1. **Data-based Decision Making** – In my school, data summarizing patterns of social-emotional-behavioral data is regularly shared with staff (minimum three times a year) for active decision making and action planning. | * **Standard data based decision-making protocol** * **SW-PBS Leadership Team Agendas**   + Behavior DBDM is a standing agenda item * **Staff meeting agenda**   + Showing behavior DBDM * **PD Agenda**   + Showing behavior DBDM | *i.e., DBDM/Solution Plan or G.A.I.N.S. with ODR data* |
| 1. **Fidelity Data** – In my school, Tier 1 implementation fidelity data and the action plans of the schoolwide behavior support team are shared with staff at least annually. | * **Classroom observation/walkthrough summary data reports**   + Includes core SW-PBS features * **PBIS*Assessments* implementation survey reports**   + Self-Assessment Survey (SAS),   + Tiered Fidelity Inventory (TFI) * **Current Tier 1 Action Plan**   + Showing SW-PBS core features * **Staff meeting agendas**    + Showing SW-PBS fidelity data is shared |  |
| 1. **Annual Evaluation** – In my school, data reflecting the effectiveness of Tier 1 practices are shared with staff and relevant stakeholders at least annually, including year-by-year comparisons of outcome data. | * **Multi-year annual behavior data summaries**   + SWIS year-end report * **Multi-year SCS summary data** * **Multi-year attendance data** * **Multi-year OSS/ISS summary reports** * **Multi-year equity data summary reports** * **Annual implementation survey summary data (SAS, TFI)** * **Staff meeting agendas**   + Showing data is shared * **Staff newsletter**    + Showing data is shared |  |

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| **Classroom Systems** |  |  |
| 1. **Behavioral Expectations** – In my classroom expected student behaviors are stated positively, defined clearly, aligned with schoolwide expectations, posted in a way that can be seen from anywhere in the classroom, and explicitly taught to students. | * **Classroom expectations & rules posted *in my classroom***   + Classroom rules align with schoolwide expectations   + Classroom rules are O.M.P.U.A.   + Classroom observations forms * **Confirmed through TFI Walkthrough Data** |  |
| 1. **Procedures and Routines** - In my classroom, procedures and routines are stated positively, defined clearly, aligned with schoolwide expectations, and explicitly taught to students; procedures and routines are appropriate for age/grade level and context. | * **I have written classroom procedures** * **I have lesson plans for teaching procedures** * **I have taught and retaught procedures** * **Procedures for classroom activities are routine in my classroom** |  |
| 1. **Feedback and Acknowledgement** - In my classroom, I use the schoolwide system to provide feedback and acknowledgement for expected student behaviors | * **Self-reflection**   + I provide high rates of positive feedback * **Self-monitoring**   + 4:1 positive specific feedback |  |
| 1. **Response to Behavior** - In my classroom, I use the schoolwide system for responding to behaviors that interfere with academic and/or social success. | * **Flowchart**   + I use the school flow chart to guide my response to unexpected behavior * **Levels Chart**   + I use the school levels chart to guide my response to unexpected behavior * **Continuum of response strategies**   + I use a continuum of indirect and direct response strategies to discourage unexpected behavior (proximity, redirect, reteach, choice, etc) * **Menu of instructional consequences**   + I have a menu of instructional consequences I use in my classroom to discourage unexpected behavior (i.e., mini-modules) * **Self-monitoring** * **Self-reflection** |  |
| 1. **Active Supervision** - In my classroom, I engage in active supervision through moving, scanning, and interacting with students. | * **I constantly scan the room, use proximity, and interact with students** * **Self-monitoring** * **Self-reflection** |  |
| 1. **Actively Engage Students** - In my classroom, I use a variety of strategies to increase student opportunities to respond. | * **Lesson Plans**   + I include opportunities to respond (OTR) in my lesson planning.     - i.e., response cards     - turn and talk * **Self-reflection** * **Self-assessment** |  |
| 1. **Differentiated Instruction** - I use student data to adjust social-emotional-behavioral, and/or academic supports to meet the needs of a wide range of learners. | * **I incorporate differentiation strategies into my instruction and lesson plans**   + Activity sequencing     - brain breaks     - Momentum   + Choice   + Modifications of task difficulties     - Listening stations     - Alternative modalities * **Self-reflection** * **Self-assessment** |  |
| 1. **Academic Success** - In my classroom, I monitor each and every student’s progress to ensure academic success on daily assignments, projects, classroom tests, and homework, etc. | * **Grade Book** * **Common formative assessments (CFA)** * **Mastery assessments** |  |
| 1. **Classroom Professional Development and Support** - I have regular opportunities to access targeted professional development, assistance, and coaching recommendations for my classroom systems. | * **PD calendar** * **PD agendas** * **PD presentation materials** * **Faculty meeting agendas** * **Faculty Meeting presentation materials** * **Book studies** * **Administrator walkthrough feedback** * **Staff Handbook**   + Written procedures for accessing coaching/mentoring * **Coaching calendars** * **Evaluation/performance feedback** * **Observation and performance feedback**   + Peer   + Coach   + Admin Eval   + Walkthrough * **External learning opportunities**   + College courses   + Conferences   + Online or virtual courses   + RPDC workshops * **Self-Reflection** |  |

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| **Tier 2 Systems** |  |  |
| 1. **Behavior Support Team** - A Tier 2 team with an administrator as an active member exists, meets regularly, and shares updates with staff. | * **Tier 2 team roster** * **Tier 2 agenda**   + Showing attendance |  |
| 1. **Team Procedures** - The Tier 2 team has developed a process for regularly engaging and communicating with staff | * **Documented 2-way communication plan** * **PD Agendas** * **PD training materials** * **Staff meeting agendas** * **PD Agendas** * **Training materials** * **Staff newsletters** * **Tier 2 action plan** |  |
| 1. **Student Identification** - The Tier 2 team uses multiple sources of data to identify students who require Tier 2 supports. | * **Intervention Essential Features** * **Documented decision rules** * **Tier 2 handbook**   + Includes written procedures for student identification * **Teacher nomination form** |  |
| 1. **\*Request for Assistance** – The Tier 2 team has developed a formal process available to all staff, families, and students for requesting additional behavior support.   \* Request for assistance refers to student nomination and identification for more intensive Tier 2 or Tier 3 interventions. | * **PD agenda** * **Staff meeting agenda** * **Staff handbook** * **Family handbook** * **Teacher/family nomination form** * **Family newsletter** * **Brochures** * **Website** |  |
| 1. **Options for Tier 2 Interventions** - The Tier 2 team has a menu of interventions that can be selected and/or adapted to address a variety of student social-emotional-behavior needs. | * **Tier 2 handbook**    + Menu of function-based interventions * **Intervention Essential Features** |  |
| 1. **Access to Tier 1 Supports** - Tier 2 interventions are supplemental and explicitly linked to Tier 1 schoolwide expectations, and students participating the Tier 2 interventions also receive Tier 1 supports. | * **Function Based Assessment (Simple FBA)**   + Teacher Interviews   + Documentation that student had access to core features of Tier 1 (expectations taught, expectations reinforced, etc.) * **SAS/TFI Data**   + Tier 1 at or above criteria |  |
| 1. **Professional Development** - Professional development about \*requesting assistance for students and implementing each Tier 2 intervention is available to staff at least annually.   \* Request for assistance refers to student nomination and identification for more intensive Tier 2 or Tier 3 interventions. | * **PD agenda**   + Written nomination procedures * **Staff meeting agenda**   + Covering nomination procedures * **Staff handbook**   + Describes nomination procedures |  |
| 1. **Level of Use** - The Tier 2 team routinely shares with staff the proportion of students participating in Tier 2. | * **Staff meeting agenda**   + Reviews proportion of students participating in Tiers 1, 2, and 3 * **Staff newsletter**   + Reviews proportion of students participating in Tiers 1, 2, and 3 |  |
| 1. **Student Performance Data** - The Tier 2 team routinely monitors and provides updates about the overall progress of students participating in Tier 2 interventions | * **Staff meeting**   + Monthly or quarterly updates on progress of students in Tier 2 interventions * **Staff newsletter**   + Monthly or quarterly updates on progress of students in Tier 2 interventions |  |
| 1. **Fidelity of Implementation** - A formal process exists for monitoring staff implementation of Tier 2 interventions and data about fidelity of implementation is routinely reported. | * **Coaching observation & feedback**    + Tier 2 interventions * **Teacher self-reflection**    + Tier 2 intervention implementation * **Teacher self-assessment**   + Tier 2 intervention implementation * **Tier 2 agenda**   + Standing agenda item: review effectiveness of Tier 2 interventions for each participating student |  |
| 1. **Annual Evaluation** - The Tier 2 team shares a summary of yearly data reflecting the effectiveness of Tier 2 practices with staff and other stakeholders, including year-by-year comparisons of outcome data. | * **Year-end behavior data summaries (aggregate) for students participating in Tier 2**   + Classroom minors   + ODRs,   + OSS/ISS * **Response to Tier 2 intervention data**   + Number participating   + Number with positive response,   + Number graduated,   + Number referred for additional support * **PTO meeting agenda** * **School board meeting agenda** * **Family newsletter** * **Staff newsletter** |  |

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| **Tier 3 Systems** |  |  |
| 1. **Tier 3 Systems Planning Team** - A Tier 3 team with an administrator and a member with social-emotional-behavioral expertise meets regularly, and shares updates with staff. | * **Tier 3 team roster** * **Tier 3 Team Meeting Agendas** |  |
| 1. **Team Procedures** - The Tier 3 team has developed a process for regularly engaging and communicating with staff. | * **Staff meeting agendas** * **PD Agendas** * **Surveys** * **Newsletters** |  |
| 1. **Student Identification** - The Tier 3 team uses multiple sources of data to identify students who require intensive, individualized social-emotional-behavioral support. | * **Functional Behavior Assessment (FBA)**    + Existing school data   + Teacher nomination   + Parent nomination   + Screener   + Nurse/counselor visits |  |
| 1. **\*Request for Assistance** - A Tier 3 team uses a formal process available to all staff, families, and students requesting additional intensive, individualized social-emotional, behavioral support.   \* Request for assistance refers to student nomination and identification for more intensive Tier 2 or Tier 3 interventions. | * **Nomination Form** * **PD agenda** * **Staff meeting agenda** * **Staff handbook** * **Family handbook** * **Teacher/family nomination form** * **Family newsletter** * **Brochures** * **Website** |  |
| 1. **Options for Tier 3 Intervention** - There is a formal problem-solving process for developing function-based supports to address the social-emotional-behavior needs of individual students. | * **Functional Behavior Assessment (FBA)** * **Behavior Intervention Plan (BIP)** |  |
| 1. **Tier 3 Critical Features** - Behavior support plans include or consider    1. strategies for prevention    2. teaching    3. responding to behavior based on function    4. a safety plan | * **Behavior Intervention Plan (BIP)** |  |
| 1. **Access to Tier 1 and Tier 2 Supports** - Students participating in Tier 3 interventions also receive or have access to Tier 1 and Tier 2 targeted supports. | * **Functional Behavior Assessment (FBA)**    + Student received core features of SW-PBS (expectations taught and reinforced at high rates) * **TFI**   + Tiers 1 and 2 in place * **SAS**   + Tiers 1 and 2 in place |  |
| 1. **Stakeholder Engagement** - Staff, families, and students are engaged in planning, implementing, and evaluating individualized behavior support plans. | * **Action team roster** * **Action team agenda**   + With attendance marked |  |
| 1. **Professional Development** - Training on function of behavior and implementing function-based individualized supports is available to staff at least annually. | * **PD Agenda** * **PD training materials** |  |
| 1. **Generalization and Maintenance** - Individualized function-based behavior support plans include processes to generalize and maintain expected behavior. | * **Behavior Intervention Plan (BIP)**   + Includes generalization and maintenance |  |
| 1. **Student Progress Monitoring** - Each student’s individual support team has established a formal process for monitoring the progress of students on Tier 3 behavior support plans. | * **Behavior Intervention Plan (BIP)**   + Includes intervention *implementation* data   + Includes *student outcome* data based on goals of BIP |  |
| 1. **Level of Use** - Our Tier 3 Team routinely shares with staff the proportions of students participating in Tier 3. | * **Staff meeting agendas** * **PD agendas** * **Staff newsletter** |  |
| 1. **Fidelity** - A formal process exists for monitoring staff implementation of Tier 3 behavior support plans and routinely sharing fidelity data. | * **Classroom observation data** * **Behavior Intervention Plan (BIP)**   + Individualized to BIPs * **Self-reflection data** * **Tier 3 team meeting agendas** * **Staff meeting agendas** * **Staff newsletter** |  |
| 1. **Annual Evaluation** - The Tier 3 team shares with staff and stakeholders a summary of yearly data reflecting the effectiveness of Tier 3 practices including year-by-year comparisons of outcome data | * **Year-end behavior data summaries (aggregate) for students participating in Tier 3**   + Classroom minors   + ODRs,   + OSS/ISS * **Response to Tier 3 intervention data**   + Number participating   + Number with positive response   + Number graduated   + Number referred for additional support * **PTO meeting agenda** * **School board meeting agenda** * **Family newsletter** * **Staff newsletter** |  |