

Responses Overview Active

Responses

8



Average Score

0



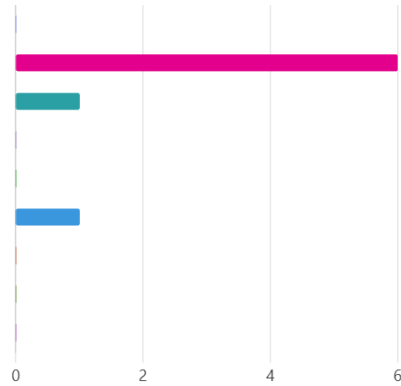
Average Time

04:23



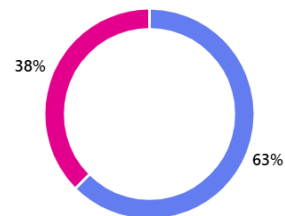
1. Person Completing Survey (0 point)

Administrator	0
General Educator	6
Educational/Teacher Assistant	1
Special Educator	0
Parent/Family Member	0
Counselor	1
School Psychologist	0
Community Member	0
Other	0



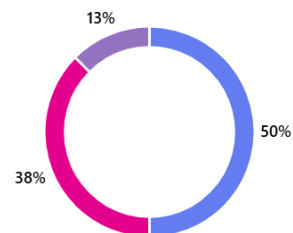
2. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined. (0 point)

in place	5
partially in place	3
not in place	0
unknown	0



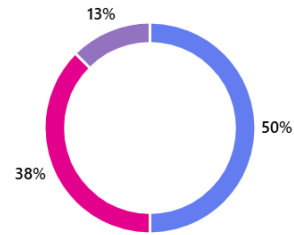
3. Expected student behaviors are taught directly. (0 point)

in place	4
partially in place	3
not in place	0
unknown	1



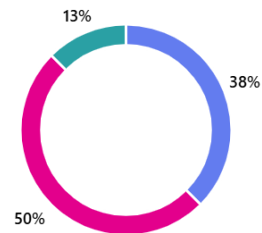
4. Expected student behaviors are rewarded regularly. (0 point)

● in place	4
● partially in place	3
● not in place	0
● unknown	1



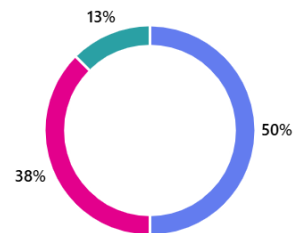
5. Problem behaviors (failure to meet expected student behaviors) are defined clearly. (0 point)

● in place	3
● partially in place	4
● not in place	1
● unknown	0



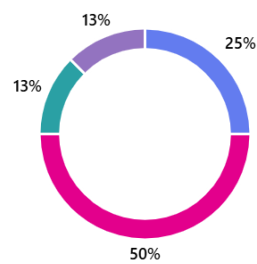
6. Consequences for problem behaviors are defined clearly. (0 point)

● in place	4
● partially in place	3
● not in place	1
● unknown	0



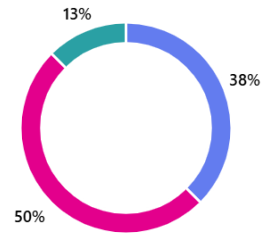
7. Distinctions between office v. classroom managed problem behaviors are clear. (0 point)

● in place	2
● partially in place	4
● not in place	1
● unknown	1



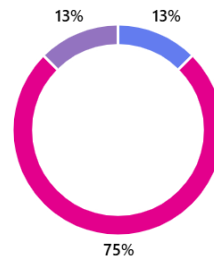
8. Options exist to allow classroom instruction to continue when problem behavior occurs. (0 point)

in place	3
partially in place	4
not in place	1
unknown	0



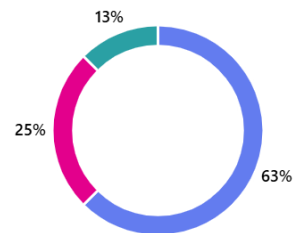
9. Procedures are in place to address emergency/dangerous situations. (0 point)

in place	1
partially in place	6
not in place	0
unknown	1



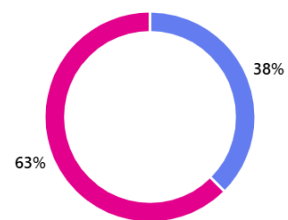
10. A team exists for behavior support planning & problem solving. (0 point)

in place	5
partially in place	2
not in place	1
unknown	0



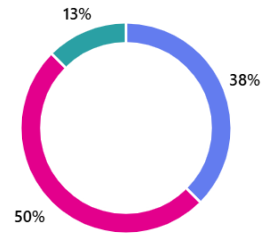
11. School administrator is an active participant on the behavior support team. (0 point)

in place	3
partially in place	5
not in place	0
unknown	0



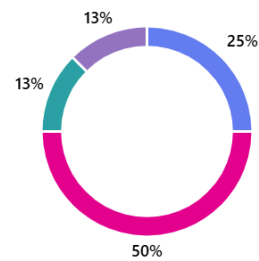
12. Data on problem behavior patterns are collected and summarized within an on-going system. (0 point)

● in place	3
● partially in place	4
● not in place	1
● unknown	0



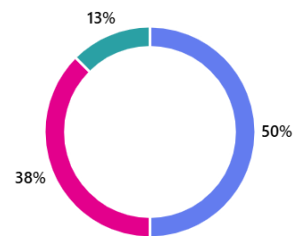
13. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis. (e.g. monthly) (0 point)

● in place	2
● partially in place	4
● not in place	1
● unknown	1



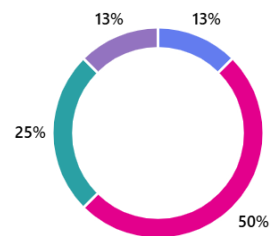
14. School has formal strategies for informing families about expected student behaviors at school. (0 point)

● in place	4
● partially in place	3
● not in place	1
● unknown	0



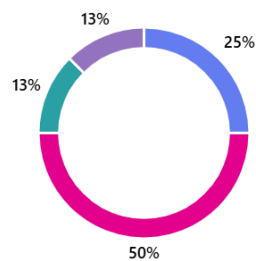
15. Booster training activities for students are developed, modified, & conducted based on school data. (0 point)

● in place	1
● partially in place	4
● not in place	2
● unknown	1



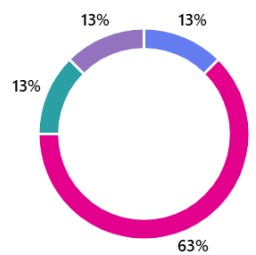
16. School-wide behavior support team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual staff planning. (0 point)

in place	2
partially in place	4
not in place	1
unknown	1



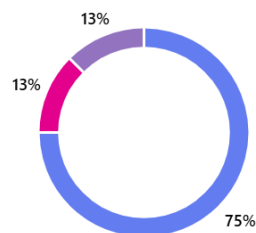
17. All staff are involved directly and/or indirectly in school-wide interventions. (0 point)

in place	1
partially in place	5
not in place	1
unknown	1



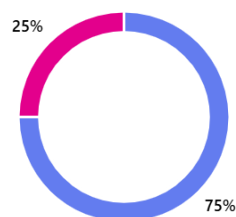
18. The school team has access to on-going training and support from district personnel. (0 point)

in place	6
partially in place	1
not in place	0
unknown	1



19. The school is required by the district to report on the social climate, discipline level or student behavior at least annually. (0 point)

in place	6
partially in place	2
not in place	0
unknown	0



20. Deescalation procedures are in place to address individual student related emergency (injurious behaviors) situations. (0 point)



21. For those features rated as partially in place or not in place, list the numbers of the top three features that should be prioritized for improvement by your PBIS team. (select from 2-20) (0 point)

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Responses

Latest Responses

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