

## Self Assessment Survey (**Handout #2**)

Activity: Infrastructure for Effective Bullying Prevention

1. Please complete this survey (pages 2-3) by yourself.

- Rate the items on the following pages
  - School-wide systems
  - Dealing with problem behavior
  - Positive reinforcement
  - Data-based decision making
  - Supervision in unstructured settings
- Once completed, indicate specific strengths, needs and goals on page 1.

2. List Strengths and Needs

3. Set specific goals

*BP-PBS* Self-Assessment

**School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Your Role (please choose one)</b>	
Administrator	
Teacher	
Classified	
Special Education Teacher	

Related Service Provider	
Parent	
Student	
Other	

<b>School Readiness</b>	<b>In place</b>	<b>Working on it</b>	<b>Not in place</b>	<b>Target as a goal?</b>
1. A representative leadership team is formed to guide implementation and evaluation of School-Wide Behavior Support effectiveness.				
2. The school administrator is an active member of the school-wide behavior support team.				
3. School personnel (80% or more) have committed to improving school discipline and safety				
4. Regular school-wide behavior support team meetings are scheduled for training and planning.				
5. Three to Five school-wide behavior expectations have been defined (e.g., Be safe, respectful, responsible, etc.).				
6. Positive behavior expectations have been defined for each school setting (e.g., what does “safe, respectful, responsible” look like in the cafeteria, gym, restrooms, etc.).				
7. Lesson plans have been developed for teaching all behavioral expectations in all school settings.				
8. Rules are posted and/or visible in all school settings (e.g., hallways, classrooms, cafeteria, gym, etc.).				
9. Expected behaviors for each specific setting are taught in that setting at least twice a year.				
10. Problem behaviors are clearly defined on the School’s office discipline referral form				
11. Consequences for problem behaviors are clearly defined and explained to all students.				

<b>School Readiness</b>	<b>In place</b>	<b>Working on it</b>	<b>Not in place</b>	<b>Target as a goal?</b>
12. Staff members respond similarly when students report problem behavior				
13. Staff consistently implement office discipline referral and behavior consequences				
14. Data are collected (discipline referrals, surveys) to guide decision-making.				
15. Data are regularly summarized (e.g., at least monthly) by discipline/behavior support team				
16. Staff receive regular (e.g., at least monthly) reports on key discipline outcomes (e.g., information about referrals, suspensions, etc.).				
17. Intervention decisions and strategies are evaluated regularly (at least once per term) based on behavior data.				
18. Teachers are trained in functional behavioral assessment and positive behavioral intervention for students with chronic problem behavior.				
19. The school has defined systems for regular, positive contacts with families.				
20. There is adequate staff during unstructured free time and in other common areas to effectively supervise the number of students present.				
21. A system of positive reinforcement is in place in all common area settings				
22. Common area supervision staff have been trained in active supervision techniques and meet regularly to discuss issues outside the classroom				
23. A system for addressing both minor and major problem behavior is in place and practiced by common area supervision staff.				