

Self Assessment Survey

Effective Behavior Support (EBS) Survey Assessing and Planning Behavior Support in Schools

Purpose of the Survey

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized 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, and
5. team validation.

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

Conducting the EBS Survey

Who completes the survey?

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey 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 behavior 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 “X”) 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).

To assess behavior 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*)?”

Summarizing the Results from the EBS Survey

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

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Phase 1: Summarize the results

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

Step 1a. Summarize 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		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
√√√√√√ √√√	√√√√√√ √	√√√√	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√	√√√√	√√√
√√	√√√√√√	√√√√√√ √√√√√√	2. Expected student behaviors 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		High	Med	Low

In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
√√√√√√ √√√ 9	√√√√√√ √ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√√ 6	√√√√√√ √√√√√√ 12	2. Expected student behaviors are taught directly.	√√√√√√ √√√√ 10	√√√√ 4	√√√√√√ 6
√√√√√√ √ 7	√√√√√√ √√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√√√ 6	√√√√√√ 6	
√√√√√√ √ 7	√√√√√√ √√√√√√ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√√√ 6	√√√√ 4	√√√√ 4
	√√√√√√ √√ 8	√√√√√√ √√√ 9	5. Consequences for problem behaviors 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.

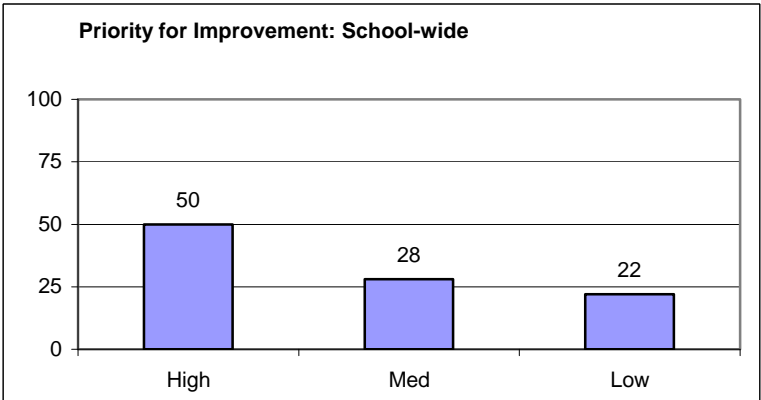
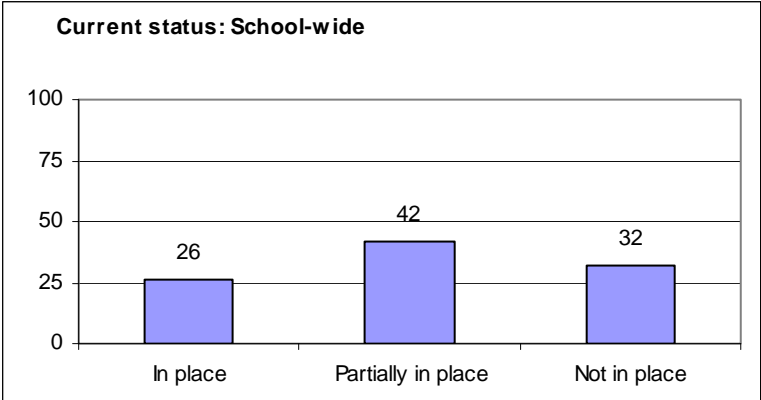
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√√√ √√√ 9	√√√√√ √ 7	√√√√ 4	School-wide is defined as involving all students, all staff, & all settings.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ 6	√√√√√ √√√√√ 12	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√√ √√√√ 10	√√√√ 4	√√√√√ 6
√√√√√ √ 7	√√√√√ √√√ 9	√√√ 3	2. Expected student behaviors are taught directly.	√√√√√ 6	√√√√√ 6	
√√√√√ √ 7	√√√√√ √√√√√ 11	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√√ 6	√√√√ 4	√√√√ 4
	√√√√√ √ 8	√√√√√ √√√ 9	4. Problem behaviors (failure to meet expected student behaviors) 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 six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c.. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



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

Phase 2: Analyze and Prioritize the Results

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

- Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.
- Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.
- Step 3. Using the EBS Survey 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) & develop (D).

Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan

The objective of this phase 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 EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document