School-wide Behavior Support Implementation Survey:
Assessing & Planning Behavior Support in Schools

Name of School: ____________________________  Date: __________

Name of District: __________________________

Grades Served: ____________________________

Person Completing the Survey:
- Administrator
- Special Educator
- Parent/Family member
- General Educator
- Counselor
- School Psychologist
- Educational/Teacher Assistant
- Community member
- Other ____________________________

1. Survey should be administered at a faculty meeting to ensure all staff complete it.

2. Each staff member should complete the survey independently.

3. Schedule 10-15 minutes to complete the survey.

4. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

5. 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 in each of the four system areas.
   a. “What is the current status of this feature (i.e. in place, partially in place, not in place)?”
   b. “What is the priority for improvement for this feature (i.e., high, medium, low)?”

Sugai, Horner & Todd, (2000); Adapted by R. March (2007)
# SCHOOL-WIDE SYSTEMS

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>School-wide is defined as involving all students, all staff, &amp; all settings.</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td></td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

1. A small number (e.g. 3-5) of positively & clearly stated expectations are defined in observable terms.

2. Expected student behaviors are taught directly by all staff.

3. Expected student behaviors are acknowledged regularly.

4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.

5. Consequences for problem behaviors are defined clearly.

6. Distinctions between administrator and teacher/staff managed problem behaviors are clear.

7. Options exist to allow classroom instruction to continue when problem behavior occurs.

8. Procedures are in place to address emergency/dangerous situations.

9. A team exists for behavior support planning & problem solving.

10. School administrator is an active participant on the behavior support team.

11. Staff receive regular (monthly/quarterly) feedback on behavior patterns.

12. School has formal strategies for informing families about expected student behaviors at school.

13. Booster teaching/training activities for students are developed, modified, & conducted based on school data.

14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going acknowledgement, and (c) annual staff planning.

15. All staff are involved directly and/or indirectly in school-wide interventions.

Name of School ________________________ Date ______________

Sugai, Horner & Todd, (2000); Adapted by R. March (2005)
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<th>Current Status</th>
<th>Feature</th>
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</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Nonclassroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td>16. School-wide expected student behaviors apply to non-classroom settings.</td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td>17. School-wide expected student behaviors are taught in non-classroom settings.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>18. School-wide expected student behaviors are clearly posted in non-classroom settings.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>19. Monitors actively supervise (move, scan, &amp; interact) students in non-classroom settings.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>20. Student behaviors in non-classroom settings are regularly acknowledged when they’ve met the school’s expectations.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>21. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to &amp; exit from school grounds.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>22. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>23. Staff receives feedback and regular opportunities for developing and improving active supervision skills.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>24. Status of student behavior and management practices are evaluated quarterly from data.</td>
<td>Low</td>
</tr>
<tr>
<td>Not in Place</td>
<td>25. All staff are involved directly or indirectly in management of non-classroom settings.</td>
<td>Low</td>
</tr>
</tbody>
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