

**Delaware Assessment of Strengths and Needs For
Positive Behavior Supports – PART A
(Bear, Burwell, Baker, Blank, & Boyer, 2010)
DE-PBS Project Revision – Fall 2010**

Part A & B of this tool are designed to help schools assess their strengths and needs in the four major components of schoolwide discipline: Implementing Schoolwide and Classroom Systems, Developing Self-Discipline, Correcting Behavior Problems, and Providing Targeted and Intensive Behavioral Supports.

Part A focuses on School-wide PBS/Tier 1 interventions, and includes a section to assess program development and evaluation efforts related to the components of comprehensive school discipline. Part B focuses on School-wide PBS/Tier 2 and 3 interventions and the program development and evaluation efforts associated with those interventions.

Please Rate Each Item as Follows:

Strength/Weakness Rating: Schoolwide Level

In the first column (SW), rate each item as a **SCHOOLWIDE** strength or weakness. Think of the school **in general** (i.e., across classrooms, grade levels, and throughout the building) and rate the item as follows:

5 = Major Strength 4 = Strength 3 = Neither strength nor weakness
2 = Weakness 1 = Major Weakness DK= Don't Know

Assign a 4 or 5 to items that are currently in place, viewed as a strength, and not needing improvement. Assign a 1 or 2 to items that either do not exist or need much improvement.

In completing the items below, think of “school staff” in general to include teachers, administrators, cafeteria workers, bus drivers, office workers, therapists, paraprofessionals, and other support staff.

Strength/Weakness Rating: Classroom Level

In the second column (CR), use the same 5-point scale to rate each item as a strength or weakness **in your classroom**. This would include other settings in which students are taught as a class or group (e.g., library, gym, music). **If you do not have a class, do not complete this column.**

Comments:

Provide additional clarification to explain ratings as needed, especially items receiving a 3 or lower, or items rated differently between SW & CR.

If you feel uncomfortable making an “educated guess,” for some items, please respond DON'T KNOW (DK).

Part A Section Descriptions

School-wide Tier 1 - Program Development and Evaluation

Effective schools continually assess their strengths and needs and develop plans accordingly. They build on strengths, identify and acknowledge problems, and collect information regarding progress toward improvements. Evaluation is on-going and involves multiple measures. Professional development for staff and program changes are responsive to evaluation results.

Schools should complete this section if:

- First year using the needs assessment tool,
- Efforts focused on program evaluation: gathering and using multiple data sources,
- Efforts focused on professional development.

Implementing School-wide & Classroom Systems

Effective teachers focus on the prevention of misbehavior, relying on evidence-based classroom management strategies. Effective schools use similar techniques, but apply them schoolwide. Schools foster a positive school climate while also reducing the need to correct misbehavior.

Schools should complete this section if:

- First year of implementation or using the needs assessment tool,
- Efforts focused on developing schoolwide systems.

Correcting Behavior Problems

Effective schools view the development of self-discipline and the prevention of misbehavior as priorities in their comprehensive school discipline plan. They also recognize that behavior problems are to be expected, and that in the process of correcting misbehavior they can also help develop student self-discipline. Behavior is viewed as a joint responsibility of students, the entire school staff, and the home.

Schools should complete this section if:

- Efforts focused on evaluating the school's discipline system (fairness, awareness, consistency),
- Efforts focused on use of positive techniques in combination with expected consequences.

Developing Self-Discipline

Self-discipline involves knowing what's right, desiring to do what is right, and most importantly doing what is right. Effective schools promote self-discipline through a variety of techniques for developing thoughts, feelings, and behaviors. It is recognized that the behavior of students is not motivated solely by use of the techniques for prevention and correction, including use of external rewards and consequences.

Schools should complete this section if:

- Efforts focused on developing self-discipline through policy and practices,
- Efforts focused on student decision making and responsibility.

Please Complete the Following:

Name of School _____ Date _____

Person Completing the Survey (please circle, unless your anonymity might be compromised)

General Education Teacher Special Education Teacher Administrator

Other Instructional or Certified Staff Other (i.e., informed parents, students) _____

School-wide Tier 1 - Program Development and Evaluation

Ratings: SW = SchoolWide 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know		Strength/ Weakness
		SW
1	<i>Representative schoolwide team.</i> A schoolwide discipline or PBS team, consisting of a range of teachers (i.e., general and special education, all grade levels), one or more administrators, specialists, support staff, parents, and students as appropriate meet regularly to plan, develop, monitor, evaluate, and modify all four components of comprehensive school discipline.	
2	<i>Schoolwide team leadership.</i> The above team provides leadership that is effective in engaging and motivating others to implement all four components of comprehensive school discipline. Adequate opportunities are provided for the faculty to provide input.	
3	<i>Integrity of implementation.</i> Efforts are made to ensure that strategies, techniques, and program components are implemented correctly. This may be done through staff development, supervision, and evaluation.	
4	<i>Multiple evaluation measures.</i> Multiple measures are used to evaluate the effectiveness of the school discipline/PBS program (e.g., office disciplinary referrals, suspensions/expulsions, strengths and needs assessments, and school climate surveys).	
5	<i>Sharing data and evaluation results.</i> Results of multiple evaluation measures are shared with staff, parents, and when appropriate students throughout the year.	
6	<i>Ongoing evaluation.</i> The school's evaluation is on-going. It includes a comparison of measures (discipline data, School Climate and Needs Assessment results) over multiple points in time to gauge improvement.	
7	<i>Use of evaluation results.</i> Data related to the school discipline/PBS program are incorporated into the school improvement plan, or other plans to improve school discipline.	



Implementing Schoolwide & Classroom Systems

Ratings: SW = SchoolWide CR = Classroom 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know		Strength/ Weakness	
		SW	CW
1	<i>Caring and supportive adult-student relationships.</i> Adults demonstrate warmth, respect, support, and caring toward all students (irrespective of gender, race, ethnicity, socioeconomic background, disabilities, previous history of behavior). Every student has a supportive relationship with at least one adult at school.		
2	<i>Authoritative approach to prevention and correction.</i> In general, the schoolwide approach to discipline is authoritative, but not harsh and controlling, or permissive. There is a healthy blend of support and respect along with structure, high expectations, and supervision.		
3	<i>High expectations for all.</i> Adults convey a general attitude that all children can succeed both academically and socially. High academic and behavioral expectations permeate the classroom and school atmosphere, as reflected in both policies and practices.		
4	<i>Positive behavioral expectations and clear and fair rules.</i> Behavioral expectations and classroom and school rules (and their consequences) are clear, appropriate for individual students, and consistently enforced.		
5	<i>Positive behavior expectation taught.</i> Expectations are taught early in the school year and are reviewed as often as needed; schoolwide expectations are worded positively and posted in classrooms and hallways; students and parents are presented with classroom expectations/rules and the Code of Conduct.		
6	<i>Recognition of desired behaviors.</i> Students are frequently praised or otherwise acknowledged for desired behaviors. Students are recognized for appropriate behavior much more often than they are corrected for inappropriate behavior.		
7	<i>Procedures and routines.</i> Students are taught to follow procedures and routines for common tasks and school functions (e.g., procedures for leaving the classroom to go to the bathroom, to get on and off buses, for transitioning between classes, emergency drills, etc.).		



Correcting Behavior Problems

Ratings: SW = SchoolWide CR = Classroom 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know		Strength/ Weakness	
		SW	CW
1	<i>Fairness of written disciplinary policies.</i> Disciplinary policies (e.g., classroom rules and the school's Code of Conduct) contain specific rules and consequences that school staff, students, and parents perceive to be clear and fair.		
2	<i>Awareness of rules and policies.</i> All school staff, students, and parents are informed of school rules, consequences, and due process rights. At the classroom level, students are aware of the classroom rules and are reminded of such, as appropriate, throughout the school year.		
3	<i>Principle of minimal sufficiency.</i> Staff recognize the limitations of punishment and use the least amount of external control as necessary and appropriate to change behavior. For example, where appropriate, physical proximity and verbal warnings are used before taking away privileges or sending a student to the office. Suspension and expulsion are last resorts, and in most cases are used only after all other positive techniques for preventing and correcting misbehavior have been already implemented.		
4	<i>Judicious enforcement of rules.</i> Rules and disciplinary procedures are followed consistently, but in a flexible and judicious manner that considers the circumstances (e.g., consideration for student's age, intentions, and history of behavior problems). There is a continuum of consequences that corresponds proportionally to the nature of the offenses.		
5	<i>Nondiscriminatory.</i> In correcting misbehavior, students are treated the same regardless of culture, race, ethnicity, gender, or disability.		
6	<i>Supports and modifications.</i> Adults in the school reflect upon what they might provide or change in the classroom and school to improve student behavior. For example, as needed, curriculum adaptations are made; seating arrangements are changed; increased monitoring, supervision, and positive reinforcement of behavior are provided; and home and/or peer support is solicited.		
7	<i>Self-discipline in correction.</i> Disciplinary encounters are approached as learning opportunities. Correction procedures include teaching students problem solving strategies that they can use to help prevent the behavior from recurring and are encouraged to assume responsibility and reflect upon the impact of their behavior on self and others.		



Developing Self-Discipline

Ratings: SW = SchoolWide CR = Classroom 5 = Major Strength, 4 = Strength, 3 = Neither strength or weakness, 2 = Weakness, 1 = Major Weakness, DK = Don't Know		Strength/ Weakness	
		SW	CW
1	<i>Self-discipline is reflected in the school's mission statement and policies.</i> The mission and policies emphasize self-discipline, responsible citizenship and such social and emotional competencies as responsibility, caring, and respect toward others.		
2	<i>Self-discipline is emphasized in behavioral expectations and rules.</i> At the schoolwide and classroom levels, the importance of self-discipline is highlighted, such as the importance of regulating and accepting responsibility for one's actions, respecting others, helping others, and exerting one's best effort.		
3	<i>Adult modeling of self-discipline.</i> School staff model the social, emotional, and behavioral qualities they expect of students. They exhibit caring, regulate their emotions (e.g., refrain from yelling), and show respect toward all others.		
4	<i>Positive relationships with others.</i> Positive relations with others are expected, taught, and encouraged and planned opportunities (e.g., extracurricular activities, class meetings, structured recess activities) are provided to develop positive relationships.		
5	<i>Lessons infused throughout the school curriculum.</i> Curriculum lessons are designed to promote the development of thoughts, feelings, and behaviors associated with responsible behavior, or self-discipline. For example, activities in language arts and social studies highlight the general importance of empathy, perspective taking, and social and moral problem solving.		
6	<i>Curriculum lessons specific to one or more areas of prevention and self-discipline.</i> At all grade levels, lessons are taught that target a specific problem behavior (e.g., bullying, school violence) or social competencies (e.g., conflict resolution, resisting peer pressure, managing anger). Students are taught lessons from a "packaged" evidence-based program OR lessons in the general curriculum have been systematically aligned with targeted social and emotional competencies.		
7	<i>Schoolwide and classroom activities.</i> A variety of schoolwide activities designed to promote prosocial values and self-discipline are provided. For example, schoolwide assemblies, morning announcements, posters/ bulletin boards highlight prosocial character traits, positive role models, and community and service learning activities.		



