

# DELAWARE ASSESSMENT OF STRENGTHS AND NEEDS FOR POSITIVE BEHAVIOR SUPPORTS (DASNPBS): SURVEY OVERVIEW AND REQUEST PROCESS

## OVERVIEW:

The **DASNPBS** is aligned to **Delaware's Key Features** of Positive Behavior Support (DE-PBS). This tool is designed to help schools assess their strengths and needs in the major components of schoolwide discipline: Prevention: Implementing Schoolwide and Classroom Systems, Developing Self-Discipline, and Correcting Behavior Problems.

### 1. **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.

### 2. **Prevention: Implementing Schoolwide & 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.

### 3. **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.

#### 4. 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.

Each section of the assessment contains 10 items. Participants have estimated that each section takes 10-15 minutes to complete.

#### PURPOSE:

- Self-Assessment and Reflection
- Schoolwide Assessment and Reflection
- Action Planning
- Professional Development Plans

#### SPECIAL NOTE:

If your school has participated, or plans to participate, in the on-site DE-PBS Key Feature Evaluation this school year, you may opt out of the DASNPBS for this school year. The feedback provided through the evaluation is structured like the DASNPBS, but in greater detail.

## SURVEY REQUEST DIRECTIONS:

To participate in this assessment, schools should follow these procedures.

**Step 1:** Choose the PAPER or ONLINE version. Those selecting PAPER will be provided with an Excel template for data entry. Those selecting ONLINE will be provided with an Excel file with summarized data after completion of the survey (i.e., assessment end date). We recommend having school staff complete the ONLINE version of the survey.

**Step 2:** Decide which individual sections, the staff will complete at a given time. It is recommended that schools select no more than 2 sections at one time. If interested in completing 3-4 sections, consider two separate survey windows to reduce chance of survey fatigue by staff.

- **1<sup>st</sup> year** completing the DASNPBS: we recommend completing Part A, School-wide Tier 1 – Program Development and Evaluation and Prevention: Implementing School-wide & Classroom Systems. These sections include the areas schools should focus on in the beginning phases of PBS implementation.
- **2<sup>nd</sup> year (and beyond)** completing the DASNPBS: we recommend exploring sections not completed previously. Staff may choose to complete sections that were previously completed because:
  - School experienced significant changes (e.g., new administration, high teacher turnover, reconfiguration, adoption of a new disciplinary approach).
  - Staff rated 5 + questions in one part to be an average of 3.0 (neither a strength nor weakness) or below.
  - School wants to monitor change in a specific item or section related to action planning efforts.

**Step 3:** Send an email request to Shelby Schwing at [sschwing@udel.edu](mailto:sschwing@udel.edu) & Sarah Hearn at [skhearn@udel.edu](mailto:skhearn@udel.edu) with the following information:

- Subject line: DE Needs Assessment Request (Paper or Online)
- District Name and School Name
- Survey Section Titles Selected (e.g., Self-Discipline)
- Timeline plan for completion (i.e., start and end dates)
- Number of educational staff in building

**Step 4:** If using the Online version, schools will receive a survey link for the DASNPBS according to sections requested. If using the Paper version, schools will receive a Word document of the DASNPBS to copy and an Excel template for data entry. Schools are to share the link or paper copies with all staff for completion. Schools will also receive a guide to support survey administration.