

# **Delaware Self Assessment of PBS Implementation**

## **Adapted from Effective Behavior Support (EBS) Self-Assessment Survey, Version 1.5**

### Data Collection Protocol

- ✓ Conducted annually, preferably in spring.
- ✓ Completed by all staff.
- ✓ Use results to design annual action plan.

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### **Purpose of the Survey**

This 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 behavior support systems at both the universal/school-wide (classroom and non-classroom) level, and the targeted/intensive level.

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.

### **Conducting the survey**

#### **Who completes the survey?**

Initially, the entire staff in a school completes the survey. In subsequent years and as an on-going assessment and planning tool, the 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 ratings on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. To assess behavior support, first evaluate the status of each system feature and mark with an X on the left hand side of the page whether you judge the element to be *in place, partially in place or not in place*.
5. Next, for each element that you marked *partially in place or not in place*, rate the priority for improvement of this element by placing an X in the box for *high, medium, or low* priority.

### Summarizing the Results from the survey

The results from the survey are used to (a) determine the status of PBS in a school and (b) guide the development of an action plan for improving PBS.

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 PBS 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	School-wide and Classroom Levels: Developing Positive Behavior and Self-Discipline	High	Med	Low
√√√√√ √√	√√√√√ √	√√√	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined and communicated to all students and their families.	√√√	√√√	√√√√√√ √√

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	School-wide and Classroom Levels: Developing Positive Behavior and Self-Discipline	High	Med	Low
√√√√√ √√√ 9	√√√√√ √ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated expectations or rules are defined and communicated to all students and their families.	√√√√ 4	√√√√ 4	√√√√√√ √√√ 10
√√ 2	√√√√√√ 6	√√√√√√ √√√√√√ 12	2. Expected behaviors are taught indirectly (e.g., modeling, high expectations) and directly (e.g., verbal instruction and frequent reinforcement).	√√√√√√ √√√√√√ 12	√√√√ 4	√√√√√√ 6
√√√√√√ √ 7	√√√√√√ √√√ 9	√√√√ 3	3. Expected and prosocial behaviors are reinforced, with an emphasis on the long-term development of intrinsic motivation and self-discipline.	√√√√√√ √√√√√√ 12	√√√√√√ √√ 8	
√√√√√√ √ 7	√√√√√√ √√√√√ 11	√√√√ 3	4. Specific social and emotional competencies, including social problem solving, conflict resolution, and empathy, are taught in all classrooms (either through a specific character education or social and emotional learning curriculum or through the integration of such competencies in the regular curriculum).	√√√√√√ √√√ 9	√√√√√√ √ 7	√√√√ 4
	√√√√√√ √√ 8	√√√√√√ √√√ 9	5. Positive behaviors and self-discipline are taught and reinforced at the school-wide level, such as in assemblies, school-wide reward systems, peer-mediation programs, student government, or service learning activities.	√√√√√√ √√√√√ 11	√√√ 3	

**Step 1c.** For each system area (e.g., “Developing Positive Behavior and Self-Discipline,” “Preventing Behavior Problems with Effective Classroom Management”) calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + .....). Then create a percentage by 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	School-wide and Classroom Levels: Developing Positive Behavior and Self-Discipline	High	Med	Low
√√√√√ √√√ 9	√√√√√ √ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined and communicated to all students and their families.	√√√√ 4	√√√√ 4	√√√√√√ √√√ 10
√√ 2	√√√√√√ 6	√√√√√√ √√√√√√ 12	2. Expected student behaviors, routines, and procedures are taught indirectly (e.g., modeling, high expectations) and directly (e.g., verbal instruction reinforcement).	√√√√√√ √√√√√√ 12	√√√√ 4	√√√√√√ 6
√√√√√√ √ 7	√√√√√√ √√√ 9	√√√ 3	3. Expected student behaviors are reinforced frequently and strategically (e.g., praise encourages intrinsic instead of extrinsic motivation).	√√√√√√ √√√√√√ 12	√√√√√√ √√ 8	
√√√√√√ √ 7	√√√√√√ √√√√√√ 11	√√√ 3	4. Specific social and emotional competencies (e.g., social problem solving, conflict resolution, assuming responsibility, developing empathy) are taught to students annually (either through a specific character education or social and emotional learning curriculum/program taught in the regular classroom or through the integration of such competencies in the regular curriculum).	√√√√√√ √√√ 9	√√√√√√ √ 7	√√√√ 4
	√√√√√√ √√ 8	√√√√√√ √√√ 9	5. Positive behaviors and self-discipline are taught and reinforced at the school-wide level, such as in assemblies, school-wide reward systems, peer-mediation programs, student government, and/or service learning activities.	√√√√√√ √√√√√√ 11	√√√ 3	

$$25 + 41 + 28 = 94 \qquad 94 = 48 + 26 + 20$$

$25/94 = 27\%$        $48/94 = 51\%$   
 $41/94 = 44\%$        $26/94 = 28\%$   
 $28/94 = 30\%$        $20/94 = 21\%$

Complete calculations in the same manner for right side (priority for improvement).

Repeat these calculations for all sections.

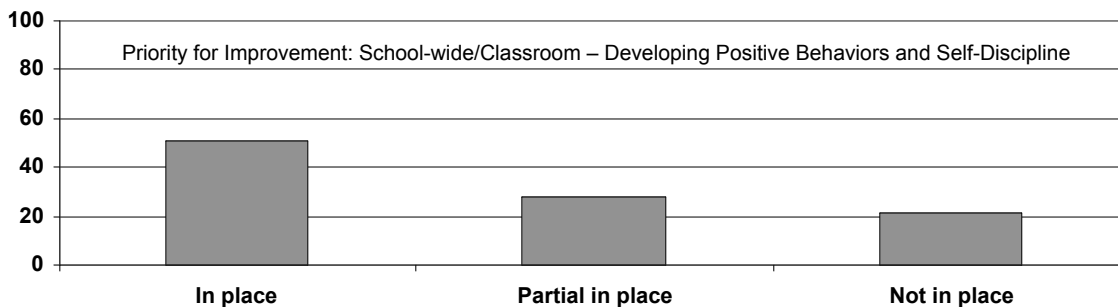
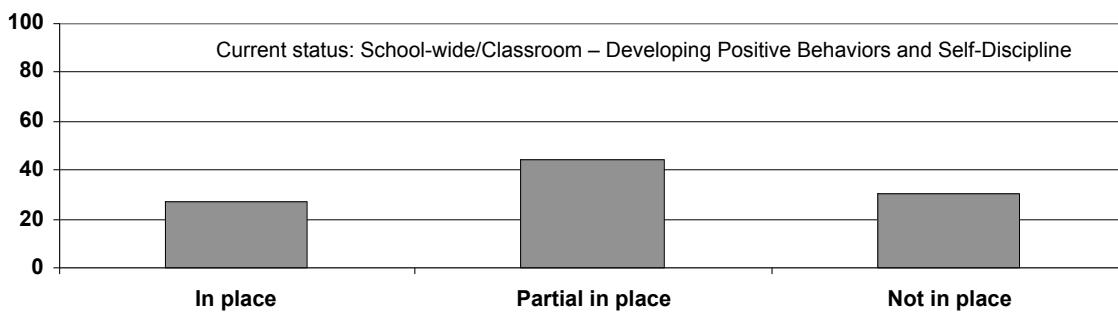
Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the ten system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.

## 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.

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 Self- Assessment Summary by graphing the current status and priority for improvement for each of the ten system areas. Example 2a. has created the graph for the example data presented and summarized in example 1c.

Example 2a.



### **Phase 3: Use the survey summary information to develop the annual action plan.**

The objective of this phase is to develop an action plan for meeting the school improvement goal that addresses positive behavior support. Multiple data sources will be integrated when developing the action plan. The survey Action Planning page is a useful tool when developing the annual action plan.

Step 1. Using the survey tally pages, decide on which features the team will focus, and choose activities which address the improvement of those features. Suggested activities are provided to facilitate discussion, but provided only as a starting point. Choose/create activities that fit the needs of your school.

Step 2. After selecting the activities relevant to your needs, break them down into the smaller tasks/task components.

Step 3. As a team, decide who will be responsible for ensuring the completion of the component/activity, and choose a target date for its completion.

# Delaware Self Assessment of PBS Implementation

## Adapted from Effective Behavior Support (EBS) Self-Assessment Survey, Version 1.5

Name of school \_\_\_\_\_

Date \_\_\_\_\_

Person Completing the Survey:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- Community member
- Parent/Family member
- School Psychologist
- Other \_\_\_\_\_

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 item:
  - a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”
  - b. For those features rated as partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”
5. Return your completed survey to: \_\_\_\_\_ by \_\_\_\_\_.

**Delaware Self-Assessment of PBS Implementation  
(Adapted from EBS v. 1.5)**

**SCHOOL-WIDE SYSTEMS (INCLUDES CLASSROOM AND NONCLASSROOM)**

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place		High	Medium	Low
			<b>Developing Positive Behavior and Self-Discipline</b>			
			1. A small number (e.g. 3-5) of positively & clearly stated expectations or rules are defined and communicated to all students and their families.			
			2. Expected behaviors are taught directly (e.g., verbal instruction and frequent reinforcement) and indirectly (e.g., modeling, high expectations).			
			3. Expected and prosocial behaviors are reinforced and linked to the long-term development of intrinsic motivation and self-discipline.			
			4. Specific social and emotional competencies, including social problem solving, conflict resolution, and empathy, are taught in all classrooms (either through a specific character education or social and emotional learning curriculum or through the integration of such competencies in the regular curriculum).			
			5. Positive behaviors are taught and reinforced at the school-wide level, such as in assemblies, school-wide reward systems, peer-mediation programs, student government, or service learning activities.			
			<b>Support Systems for School-wide Prevention and Correction of Behavior Problems</b>			
			1. A school-wide behavior support team develops, monitors, and evaluates the school-wide program for preventing and correcting behavior problems.			
			2. An intervention team provides behavior support planning and problem solving at the individual student and classroom levels.			
			3. A school administrator is an active participant on the above teams.			
			4. The school-wide behavior support team has an adequate budget for developing and implementing program activities, including (a) purchasing rewards, (b) staff planning and development, and (c) program evaluation.			
			5. Staff receives regular (monthly/quarterly) feedback on patterns of problem behavior throughout the school.			
			6. Staff receives at least annual feedback on teacher, student, and family perceptions of school climate.			
			7. All staff are involved directly and/or indirectly in school-wide interventions that focus on preventing behavior problems and promoting positive behavior and self-discipline.			
			8. Staff participate, as needed, in ongoing in-service training to address school goals related to developing positive student-teacher-family relationships, promoting positive behavior and self-discipline, and correcting problem behavior.			
			9. Families are actively involved in the development and evaluation of the school-wide plan for preventing behavior problems and promoting positive behavior and self-discipline (e.g., through parent representation on the team; through periodic surveys of families).			
			10. Regular communication occurs between the school-wide behavioral support and intervention teams. Their work is coordinated with any additional academic support teams operating in the building.			

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place		High	Medium	Low
			<b>Preventing Behavior Problems with School-wide Policies, Practices, and Procedures</b>			
			1. The physical environment of school is attractive and conducive to teaching and learning.			
			2. The physical environment of the school is welcoming to parents and other visitors (e.g., it is easy to find the office, mission statement is posted in languages represented in the school, visitors are greeted promptly and warmly).			
			3. Supervision and monitoring of students are routinely provided, especially during critical periods (while entering and leaving school) and in critical places (hallways, stairways, playground).			
			4. Physical/architectural features and scheduling of student movement are modified in order to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to and exit from school grounds.			
			5. Procedures are in place to address emergency/dangerous situations. All staff are aware of these procedures.			
			6. School-wide policies, practices, and procedures for preventing and correcting behavior problems are communicated effectively to all families, including those from culturally and linguistically diverse backgrounds.			
			7. In general, the school has created and maintains a positive school climate in which all students are valued and respected and in which deliberate, systematic efforts are made to establish norms of caring, responsibility, and respect.			
			<b>Correcting Common Behavior Problems</b>			
			1. The school's written disciplinary policies contain specific rules and consequences that are clear, fair, and reasonable.			
			2. Teachers and staff recognize which behavior problems are best handled in the classroom and not the office, and respond accordingly and consistently.			
			3. Corrective practices are non-discriminatory; disproportionate and unfair use of discipline practices, especially suspension and expulsion, are closely monitored across racial and cultural groups.			
			4. Disciplinary encounters are used as opportunities to help students develop self-discipline, and not simply as occasions to punish their behavior.			
			5. Teachers and staff recognize, and are responsive to, the limitations and negative effects of punishment. When used, punishment is always combined with more positive methods for teaching replacement behaviors.			
			6. The above (1-5) practices are applied to both classroom and non-classroom settings.			

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place		High	Medium	Low
			<b>Preventing Behavior Problems with Effective Classroom Management</b>			
			1. Instruction and curriculum materials are developmentally appropriate and are matched or adapted to the student's skills and abilities such that students experience high rates of academic success.			
			2. Classroom teachers routinely use teaching methods that enhance student motivation and learning, such as a variety of instructional methods and activities, quick pacing of instruction, appropriate repetition and practice, and frequent opportunities to respond.			
			3. Teachers demonstrate warmth, respect, and caring toward all students, and a general attitude that all students can succeed both academically and socially.			
			4. Students are included in the decision-making processes, where appropriate. For example, class meetings are used to discuss rules, consequences, behavior problems, etc.			
			5. Teachers frequently monitor student behavior and respond immediately to signs of misbehavior.			
			6. Teachers establish and maintain close bi-directional communication with families and use multiple methods to garner their support (e.g., parents are informed frequently about their children's positive behavior and achievements; parents are asked for their views about their children's learning; family-school conferences are used routinely).			
			7. Classrooms are physically attractive and conducive to teaching and learning.			
			8. Procedures and routines are directly taught (e.g., the orderly transition between instructional and non-instructional activities, the use of the bathroom, etc.).			

## TARGETED AND INTENSIVE INTERVENTION SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	<p><b>Targeted interventions</b> are defined as those applied to individual or small groups of students who require supports beyond universal methods for success. The behavior support team uses informal problem-solving consultation to support the student(s); additional team members are included as needed.</p> <p><b>Intensive interventions</b> are defined as specific supports for students who engage in chronic or serious problem behaviors (1%-7% of enrollment). The behavior support team uses formal FBA and involves members from the family, community, and other agencies in planning and evaluating interventions.</p>	High	Medium	Low
			<b>Early Identification and Remediation of Difficulties</b>			
			1. Students who require additional support in developing social-emotional competencies or academic skills are routinely identified.			
			2. Additional supports, as needed, are devoted to the remediation of problems when they first become apparent.			
			3. Students are provided interventions and supports through in-school or community resources as needed (e.g., social skills training, social problem-solving training, anger management, academic tutoring, group counseling).			
			4. Each student's response to interventions is routinely evaluated to determine if more intensive assessment and intervention is needed.			
			<b>Identification and Intervention Planning</b>			
			1. Data are examined regularly to identify students with chronic or serious problem behaviors (including students who do not respond to targeted interventions).			
			2. A simple process exists for teachers and families to request assistance.			
			3. The behavior support team or a designated team member promptly provides problem solving consultation to teachers or parents requesting assistance for students with chronic or serious behavior problems (within 2 working days of the referral).			
			4. Members of the behavioral support team, with adequate training and skills, conduct functional behavioral assessments and provide behavioral interventions as needed.			
			5. The behavior support team is provided with sufficient time and resources to conduct in-depth FBAs and monitor intensive interventions for students with chronic or severe behavior problems, as needed.			
			6. Problem-solving meetings addressing students' severe or chronic behavior problems are conducted collaboratively (i.e., attention is given to developing trusting relationships, respecting all viewpoints, using conflict constructively, blocking blame, building on existing strengths, etc.).			
			7. Intervention planning routinely involves assessment of the individuals' unique strengths, gifts, and abilities.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Functional Behavior Assessments</b>	High	Medium	Low
			1. Information is routinely gathered about when, where, and under what conditions problem behaviors typically occur.			
			2. Information is routinely gathered about when, where, and under what conditions problem behaviors typically do NOT occur.			
			3. Information is routinely gathered that helps to determine the purpose, or function, of the behavior (e.g., to gain attention/rewards, avoid punishment). Information is both specific and broad-based, including school, home, behavioral, cognitive, and emotional factors.			
			4. Behaviors of concern are routinely defined in objective, measurable terms.			
			5. Multiple measures and multiple sources are used to gather information (including the review of records; direct observations; parent, student, and teacher interviews and ratings).			
			6. Based on the information gathered, testable hypotheses are generated about the causes of the behavior (e.g., John fights during reading time because the material is too difficult for him OR John fights during reading time because the teacher's attention is often on other students).			
			7. The information gathered and hypotheses generated are directly relevant to the development of interventions.			
			<b>Intervention Quality</b>			
			1. Formal opportunities are available, as needed, for teachers to receive training on developing and implementing high quality interventions for students with chronic or severe behavior problems.			
			2. Interventions (targeted and intensive) are monitored & adjusted as needed to support student success.			
			3. The interventions used are based in current research and target a wide range of factors that influence behavior.			
			4. Interventions are designed to both decrease undesirable behaviors and to teach replacement behaviors.			
			5. Interventions focus on the antecedents of problem behavior and emphasize the teaching of replacement behaviors. Antecedents receive at least as much attention as consequences.			
			6. When consequences are used, they are fair, commensurate with the offense, and consistently applied.			
			7. The success of the intervention is systematically monitored using multiple methods.			
			8. Both specific (e.g., reduced fighting frequency) and broad (e.g., promotion to next grade) outcomes are measured in judging success.			

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	<b>School/Family/Community Collaboration</b>	High	Medium	Low
			1. Significant family members are routinely involved when planning intensive individual interventions for students with chronic or serious behavior problems.			
			2. Representatives from community agencies and other support services are routinely involved when planning intensive individual interventions for students with chronic or serious behavior problems.			
			3. Regular communication occurs regarding the implementation and evaluation of targeted and intensive interventions among family, school, and community resources. Academic and behavioral supports provided within and outside the school are coordinated.			
			4. Families are supported in exercising final decision-making power about participating in recommended services.			
			5. Sufficient time is provided for face-to-face and phone contacts with families.			
			6. Educators possess the communication skills needed to effectively involve families in problem-solving processes, especially in situations in which the family is considered "difficult" or "uninvolved."			
			7. Inter-agency agreements that help provide comprehensive supports and services are in place.			

# Delaware Self-Assessment of PBS Implementation Summary Graph School-wide Intervention Systems

School: \_\_\_\_\_

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

## Current Status



In place partial not  
Developing (+) Behav

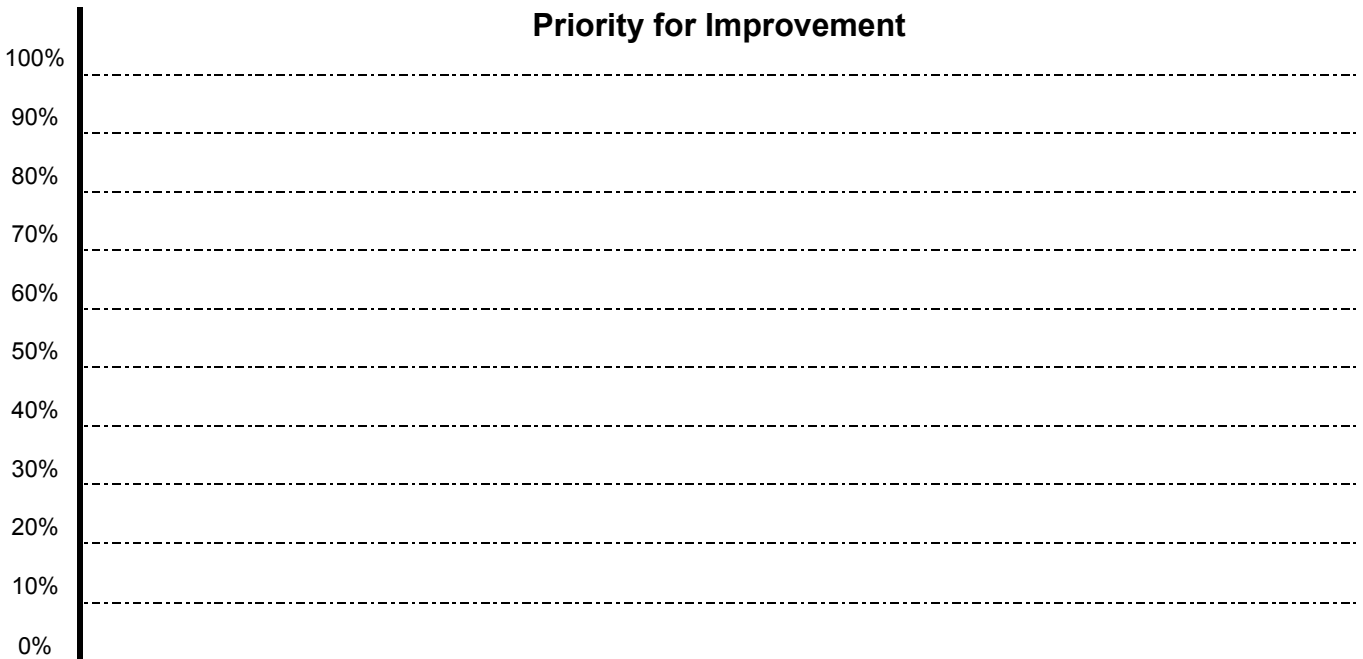
In place partial not  
Support Systems

In place partial not  
Prevention – Policy/Practice

In place partial not  
Correcting Common Behavior

In place partial not  
Prevention - Classrm Mgmt.

## Priority for Improvement



High Med Low  
Developing (+) Behav

High Med Low  
Support Systems

High Med Low  
Prevention – Policy/Practice

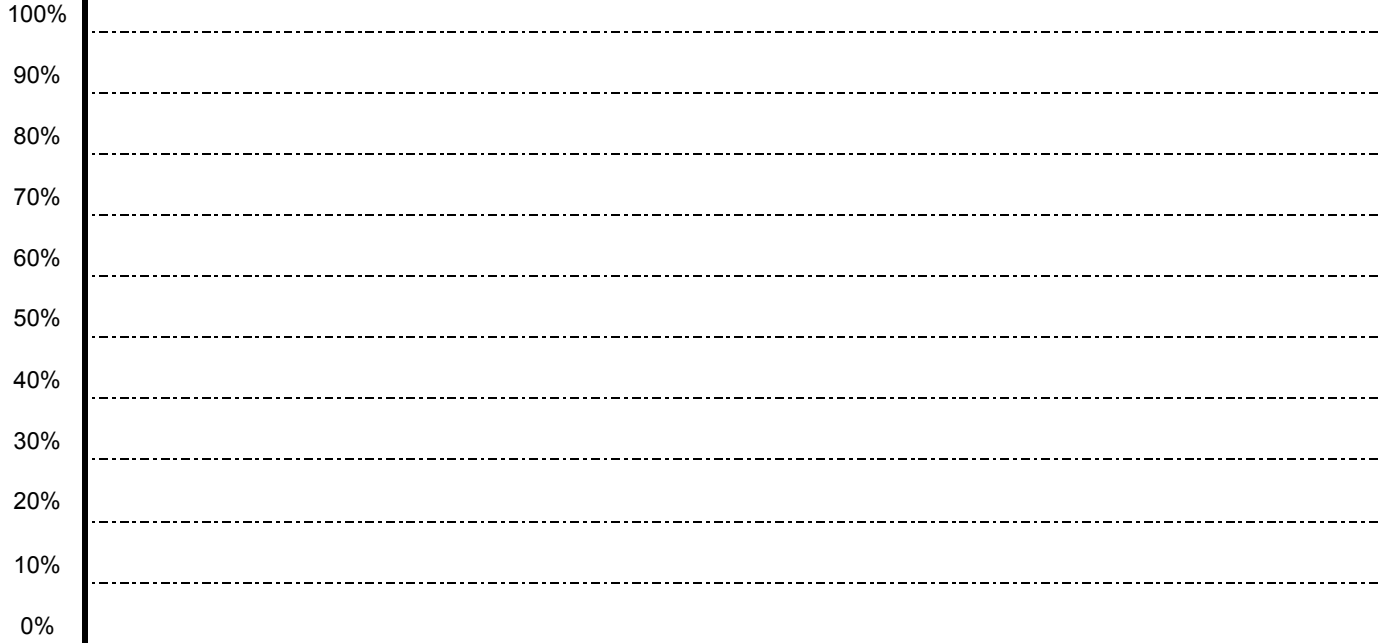
High Med Low  
Correcting Common Behavior

High Med Low  
Prevention - Classrm Mgmt.

## Delaware Self-Assessment of PBS Implementation Summary Graph Targeted and Intensive Intervention Systems

School: \_\_\_\_\_ Date: \_\_\_\_\_

### Current Status



### Priority for Improvement



High Med Low      High Med Low      High Med Low      High Med Low      High Med Low  
**Early Identification      Intervention Planning      FBAs      Intervention Quality      Collaboration**

**Delaware Self-Assessment of PBS Implementation Action Planning Page**

School: \_\_\_\_\_

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

Use the Survey Tally page and the Summary Graph to develop an accurate summary and determine initial focus area priorities

	<b>Feature</b>	<b>Suggested Activities</b>	<b>Activity Task Analysis</b>	<b>Who</b>	<b>When</b>
<b>School-wide Systems</b>	Developing Positive Behavior & Self-Discipline	<ul style="list-style-type: none"> <li>▪ Organize a team.</li> <li>▪ Define/teach school rules.</li> <li>▪ Define consequence systems for appropriate &amp; inappropriate behavior.</li> <li>▪ Define a measurement system linked to school improvement goal.</li> <li>▪ Establish communication cycles with other school teams.</li> <li>▪ Develop implementation plan.</li> <li>▪ Define/teach routines, link with school-wide rules.</li> <li>▪ Supervisor booster training &amp; feedback sessions.</li> <li>▪ Data management.</li> <li>▪ Maintain team &amp; communication cycle with other school teams.</li> <li>▪ Develop implementation plan.</li> <li>▪ Classroom staff boosters &amp; feedback sessions for creating effective strategies/materials.</li> </ul>	a.		
	Support Systems for Universal Prevention and Correction of Behavior Problems		b.		
	Preventing Behavior Problems with School-wide Policies, Practices & Procedures		c.		
	Correcting Common Behavior Problems		d.		
	Preventing Behavior Problems with Effective Classroom Management		e.		
<b>Targeted &amp; Intensive Intervention Systems</b>	Early Identification & Remediation of Difficulties (Targeted Level)	<ul style="list-style-type: none"> <li>▪ Process for referral &amp; support plan design, implementation &amp; monitoring.</li> <li>▪ Plan to develop &amp; use FBA to support skills.</li> <li>▪ Data management.</li> <li>▪ Maintain team &amp; communication cycle with other school teams.</li> <li>▪ Develop implementation plan.</li> </ul>	f.		
	Identification & Intervention Planning (Intensive Level)		g.		
	Functional Behavior Assessments		h.		
	Intervention Quality		i.		
	Family/Community Participation		j.		

**Additional Observations/Comments/Questions:**

**Delaware Self-Assessment of PBS Implementation Summary Page – School-wide Systems**

School: \_\_\_\_\_

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

Use the Survey Tally page and the Summary Graph to develop an accurate summary and determine initial focus area priorities

	<b>Feature</b>	<b>Suggested Activities</b>	<b>Activity Task Analysis</b>	<b>Who</b>	<b>When</b>
<b>School-wide Systems</b>	Developing Positive Behavior & Self-Discipline	<ul style="list-style-type: none"> <li>▪ Organize a team.</li> <li>▪ Define/teach school rules.</li> <li>▪ Define consequence systems for appropriate &amp; inappropriate behavior.</li> <li>▪ Define a measurement system linked to school improvement goal.</li> <li>▪ Establish communication cycles with other school teams.</li> <li>▪ Develop implementation plan.</li> <li>▪ Define/teach routines, link with school-wide rules.</li> <li>▪ Supervisor booster training &amp; feedback sessions.</li> <li>▪ Data management.</li> <li>▪ Maintain team &amp; communication cycle with other school teams.</li> <li>▪ Develop implementation plan.</li> <li>▪ Classroom staff boosters &amp; feedback sessions for creating effective strategies/materials.</li> </ul>	a.		
			b.		
	Support Systems for Universal Prevention and Correction of Behavior Problems		c.		
			d.		
	Preventing Behavior Problems with School-wide Policies, Practices & Procedures		e.		
			f.		
	Correcting Common Behavior Problems		g.		
			h.		
	Preventing Behavior Problems with Effective Classroom Management		i.		
			j.		

**Additional Observations/Comments/Questions:**

**Delaware Self-Assessment of PBS Implementation Summary Page – Targeted & Intensive Intervention Systems**

School: \_\_\_\_\_

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

Use the Survey Tally page and the Summary Graph to develop an accurate summary and determine initial focus area priorities

	<b>Feature</b>	<b>Suggested Activities</b>	<b>Activity Task Analysis</b>	<b>Who</b>	<b>When</b>
<b>Targeted &amp; Intensive Intervention Systems</b>	Early Identification & Remediation of Difficulties (Targeted Level)	<ul style="list-style-type: none"> <li>▪ Process for referral &amp; support plan design, implementation &amp; monitoring.</li> <li>▪ Plan to develop &amp; use FBA to support skills.</li> <li>▪ Data management.</li> <li>▪ Maintain team &amp; communication cycle with other school teams.</li> <li>▪ Develop implementation plan.</li> </ul>	a.		
			b.		
	Identification & Intervention Planning (Intensive Level)		c.		
			d.		
	Functional Behavior Assessments		e.		
			f.		
	Intervention Quality		g.		
			h.		
	Family/Community Participation		i.		
			j.		

**Additional Observations/Comments/Questions:**