

**FORM F**  
**PBIS SURVEY SUMMARY**

**School:** Kenwood High School

**Date:** July 28, 2003

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

Overall Perception				
For each system area, follow the steps as outlined below.	<b>School-wide</b>	<b>Non-classroom</b>	<b>Classroom</b>	<b>Individual Student</b>
1. Use PBIS Survey Summary Graph to rate overall perspective of PBIS implementation & circle High, Med, or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using PBIS Survey Tally Pages, list three major strengths	a. Rules are defined b. Emergency Procedures c. Administrative support	a. Behaviors are applied and taught. b. Scheduling (# of students in non classroom spaces) c. Staff involved directly or indirectly in mgmt.	a. Expected student behavior & routines are in place. b. Classroom options to continue instruction when problems occur. c. Teacher assistance/recommendation	a. Process for teacher to request assistance. b. Regular ID of students w/chronic behavior. c. Behavioral support team.
3. Using the PBIS Survey Tally pages, list three major areas in need of development.  4. For each system, circle one priority area for focusing development activities.	a. Office vs. teacher mgmt. b. Staff feedback based on data.  <b>c. Student behavior rewards.</b>	a. Limit nonsupervised settings. b. Behavior & mgmt.practices evaluated. c. Staff actively supervise. <b>d. Rewards for meeting expected behaviors.</b>	a. Students experience high rates of academic success. b. Problem behaviors receive consistent consequences. <b>c. Expected student behaviors are acknowledged regularly.</b>	Targeted group or individual interventions <b>a. Functional Behavior Assessment.</b> b. Functional Behavior Plan c. Monitor and revise
5. Circle or define activities for this/next year's focus to support area selected for development.	a. Organize a team. b. Define/teach school rules. c. Define consequence systems for appropriate & inappropriate behavior.	a. Define/teach routines. b. Supervisor booster training & feedback sessions. c. Data management.	a. Define/ teach routines/link with school wide rules. b. Classroom staff boosters & feedback sessions for creating effective strategies/materials. c. Data management.	a. Process for referral & support plan design, implementation & monitoring. b. Plan to develop & use FBA to support skills. c. Data management
6. Specify system(s) to: sustain (S) & develop (D).	D	D	D	D
7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				