

Positive Behavioral Interventions and Supports (PBIS) Within a Multi-Tiered System of Supports (MTSS) Framework Training Series:



Self-Assessment Survey (SAS) Coaching Support Document

This document is designed as a coaching tool to be used by PBIS coaches to more effectively support school-level PBIS teams with the utilization of data to inform decision making following the administration of the Self Assessment Survey (SAS). The goal of this document is to assist coaches as they support school-level teams with interpretation and action planning.

Purpose of the Survey

The PBIS Self-Assessment Survey (SAS) is given to all school staff as an initial and annual assessment of effective behavioral support systems in their school. The analysis of the SAS will help inform school-based teams on the perceptions of their staff regarding the current status of PBIS practices organized into four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. In addition to asking the status of implementation for each system (not in place, partially in place, in place), it also asks the respondent to rate their perceived priority for change using high, medium, and low as answer choices.

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.

The SAS is viewed as a supplemental data source that is analyzed within Step 2 of the Problem Solving Process. When interpreting the SAS for use within the Problem Solving Process, two basic phases are involved: (a) summarize the results and (b) analyze and prioritize the results. When finished with these phases, teams can proceed to action planning within Step 3, Plan Identification and Implementation, of the Problem Solving Process.

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 PBIS features and (b) improvement priorities. These graphs can be created and downloaded from the pbisassessment.org website following [these instructions](#). Below is a summary of the available reports adapted from *PBIS Assessment Coordinators Guide*, 2016.

Total Score: The Total Score Report Displays the current status as well as the improvement priority for each of the 4 scales (School-wide, non-classroom, classroom, individual). Scores are based

upon the percentages of staff who believe the system is fully in place, partially in place, or not in place. Reports related to the scale's improvement priority display the percentage of staff who believe the system has a high, medium, or low priority for improvement.

Subscale: The subscale report provides the average response to the seven subscale elements of school-wide system and an overall school-wide system implementation average. There are no subscale reports for the other three scales of the SAS. 80% or above indicates full implementation. Below is a table of how the items are broken down into the subscales:

Scale	Elements	Items
School-Wide	Expectations Defined	1
	Expectations Taught	2
	Reward System	3
	Violation System	4-8
	Monitoring	10-12
	Management	9, 14-16
	District Support	17-18

Source: PBIS Apps, 2016.

Items: The SAS Items report displays the percentages of implementation level and priority considerations for each item from all respondents. These can be displayed with colors corresponding to whether the majority of respondents found the item to be in place, partially in place, or not in place. Below is the key for interpretation:

Red	50% or fewer of the staff members found the item to be fully in place
Yellow	Greater than 50% but fewer than 80% of the staff members found the item to be fully in place
No Color	80% or more staff members found the items to be fully in place

Note: Click [these instructions](#) to learn how to create the different color displays. Sometimes the use of color can be overwhelming. Coaches should study the responses ahead of time in order to advise whether this would be a good option.

Phase 2: Analyze and Prioritize the Results

As stated above the results from the SAS can be used for a variety of purposes. It is essential when using this data set for decision making to consider BOTH the *need* and the *priority* as this perception data provides valuable insights into not only what staff believe to be the current state of PBIS systems, but also the willingness to change practice. Coaches can support these decisions by providing general considerations as the leadership team is analyzing and prioritizing the reports.

Consideration	General Guidelines
Root Cause Analysis	Root cause analysis is necessary when interpreting results as lower scores may be the result of a breakdown in communication loops or capacity building than system development.
Starting with School-Wide Systems	If the total score on school-wide system is not an 80% or above, school leadership teams should start with improving this system before moving to the other 3 systems.
Starting with partially in place	It is easier to move the needle from partially in place to fully in place than and therefore may create momentum within the staff if starting there. It is often far harder to move from not in place to partially in place.
Priority for Change	Once the leadership team considers which scale in the SAS to target, it is important to look at the priority for change for individual item items to determine staff priorities before considering specific action steps.
Individual Students	Individual student scale often has the highest need in terms of priority for change from school staff. It is important to acknowledge this, but also recognize that an 80% implementation average in the other 3 Scales is typically a prerequisite for a strong individual system.

*Please note that teams must include other data or information (e.g., Tiered Fidelity Inventory (TFI) office discipline referrals, behavior incident reports, attendance) to refine the problem and prioritize a solution or action plan. Teams can move to action planning within Step 3, Plan Identification and Implementation, of the Problem Solving Process.

Adapted from: PBISApps. (2016). *PBIS Assessment Coordinators Guide*. Retrieved from <http://neswpbs.org/sites/default/files/PBIS%20Assessment%20Coordinators%20Guide.pdf>.