

B.E.S.T. Practices Survey:
Assessing Effective Behavior Supports and Safety Features in Schools

This survey combines two school-based measurement tools developed at the University of Oregon:

1. **Effective Behavior Support (EBS) Survey Assessing and Planning Behavior Support in Schools.** (EBS Self-Assessment Survey version 2.0, August 2003 ©2000 Sugai, Horner & Todd, Educational and Community Supports University of Oregon)
2. **The Oregon School Safety Survey.** (Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin: The Institute on Violence and Destructive Behavior, University of Oregon College of Education)

Purpose of the Survey

1. The EBS 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 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. Each question in the survey relates to one of the four systems. 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 survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).
2. The Oregon School Safety Survey (OSSS) is designed to assess risk factors and response plans for school safety and violence. This information is useful in determining training and support needs related to school safety and violence prevention.

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 rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place*, *partially in place*, *not in place*) (left hand side of survey). Next, examine each feature that

- a. “What is the current status of this feature (i.e. *in place*, *partially in place*, *not in place*)?”
- b. For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high*, *medium*, *low*)?”

School Name:	Date:
City, Town, or Community:	State:

Your Role (please mark one)	
Administrator	
Teacher	
Classified	
Special Education Teacher	

Related Service Provider	
Parent	
Student	
Other	

Part 1: Effective Behavior Support (EBS) Survey: Assessing and Planning Behavior Support in Schools

SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least			

NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Part 2: The Oregon School Safety Survey

Section One: Assessment of Risk Factors for School Safety and Violence					
Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	don't know
1. Illegal weapons.					
2. Vandalism.					
3. High student mobility (i.e. frequent changes in school enrollment).					
4. Graffiti.					
5. Gang activity.					
6. Truancy.					
7. Student suspensions and/or expulsions.					
8. Students adjudicated by the court.					
9. Parents withdrawing students from school because of safety concerns.					
10. Child abuse in the home.					
11. Trespassing on school grounds.					
12. Poverty.					
13. Crimes (e.g. theft, extortion, hazing).					
14. Illegal drug and alcohol use.					
15. Fights, conflict, and assault.					
16. Incidence of bullying, intimidation, and harassment.					
17. Deteriorating condition of the physical facilities in the school.					

Section Two: Assessment of Response Plans for School Safety and Violence

Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	don't know
18. Opportunity for extracurricular programs and sports activities.					
19. Professional development and staff training.					
20. Crisis and emergency response plans.					
21. Consistently implemented school-wide discipline plans.					
22. Student support services in school (e.g. counseling, monitoring, support team systems).					
23. Parent involvement in our school (e.g. efforts to enhance school safety, student support).					
24. Student preparation for crises and emergencies.					
25. Supervision of students across all settings.					
26. Suicide prevention/response plans.					
27. Student participation and involvement in academic activities.					
28. Positive school climate for learning.					
29. Acceptance of diversity.					
30. Response to conflict and problem solving.					
31. Collaboration with community resources.					
32. High expectations for student learning and productivity.					
33. Effective student-teacher relationships.					

Thank you for your time, consideration, and participation. Please feel free to use the space below and the back of this last page for your questions and comments. When you are finished, please place your survey in the collection envelope or box located by the exit or the front of the room.