

School-wide Audit

Name of school _____ Date _____

Current Status			Feature	Priority for Improvement		
In place	Partially in place	Not in place	"School-wide" is defined as involving all students, all staff and all settings	High	Med	Low
			1. Identified a small number (e.g., 3–5) of positively and clearly stated behavioural expectations			
			2. Directly taught positive student behaviours			
			3. Scheduled student movement to ensure appropriate numbers of students are in the hallways			
			4. Modified physical features to limit unsupervised settings, problematic traffic patterns, and access to and exit from school grounds			
			5. Active staff supervision throughout school			
			6. Regular and systematic reinforcement of positive behaviour			
			7. Clear definitions of problem behaviour			
			8. Clear definitions for consequences for problem behaviour			
			9. Clear distinctions between office-managed and classroom-managed problem behaviour			

Adapted with permission from George Sugai, Robert H. Horner and Anne W. Todd, "Effective Behavior Support (EBS) Survey: Assessing and Planning Behavior Support in Schools," *OSEP Technical Assistance on Positive Behavioral Interventions & Support*, August 2003, www.pbis.org/common/cms/files/pbisresources/ebssurvey.doc (Accessed September 2007).

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			10. Team established for behaviour support planning and problem solving			
			11. Regular opportunities for staff to develop and improve active supervision skills			
			12. Active participation of school administrator on the positive behaviour support team			
			13. Regular feedback to staff about behaviour patterns throughout the school			
			14. Strategies for informing parents about behavioural expectations at school			
			15. Strategies for informing parents about their children's positive and negative behaviour			
			16. Action plan to support school-wide positive behaviour support team			
			17. Direct involvement of all staff in school-wide behaviour interventions			