

Preschool Effective Behavior Support (PEBS) Self-Assessment Survey

Data Collection Protocol

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

Note: The Preschool Effective Behavior Support (PEBS) Self-Assessment Survey was adapted from the Effective Behavior Support (EBS) Self-Assessment Survey, Version 2.0 (Sugai, Horner, & Todd, 2000). Adaptations focused on revising and/or adding items to make them developmentally appropriate and applicable to early childhood settings.

Preschool Effective Behavior Support (PEBS) Survey Assessing and Planning Behavior Support in Preschools

Purpose of the Survey

The PEBS Survey is used by early childhood professionals for initial and annual self-assessment of effective behavior support systems in their preschool setting. The survey examines the status and need for improvement of three behavior support systems: (a) primary, universal prevention for all children and staff, (b) secondary, targeted social emotional supports for children identified as at-risk for developing behavioral and emotional problems, and (c) intensive, individualized interventions for children who engage in high intensity and/or chronic challenging behavior(s). Each question in the survey relates to one of the three 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 of program staff, and
5. PBS team validation

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the early childhood program.

Conducting the PEBS Survey

Who completes the survey?

Initially, the entire staff in a program completes the PEBS Survey. In subsequent years and as an on-going assessment and planning tool, the PEBS 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 of effective behavior support, most programs have staff complete the survey at the end or the beginning of the school year.

How is the survey completed?

1. Staff complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the program. If you do not work in classrooms, answer questions that are applicable to you.
4. Evaluate the current status of each system feature (i.e., *in place*, *partially in place*, *not in place*) by marking (i.e., “√” or “X”) the left side of the page.
5. Next, for each feature rated *partially in place* or *not in place*, rate the priority for improvement for this feature (i.e., *high*, *medium*, *low*) on the right side of the page.

Summarizing the Results from the PEBS Survey

The results from the PEBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the three EBS system areas.

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 EBS 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		High	Med	Low
			Universal is defined as involving all children, all staff, & all settings			
√√√√ √√√√ √	√√√√√ √√	√√√√	Program emphasizes and provides professional development training (e.g., workshops) for establishing high quality, supportive learning environments.	√√√ √	√√√ √	√√√
√√	√√√√√ √	√√√√√ √√√√√ √√	Program provides in classroom coaching to support the development of high quality, supportive learning environments.	√√√ √√√ √√√ √	√√√ √	√√√ √√√

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		High	Med	Low
√√√√ √√√√ √ 9	√√√√√ √√ 7	√√√√ 4	Universal is defined as involving all children, all staff, & all settings Program emphasizes and provides professional development training (e.g., workshops) for establishing high quality, supportive learning environments.	√√√ √ 4	√√√ √ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	Program provides in classroom coaching to support the development of high quality, supportive learning environments.	√√√ √√√ √√√ 9	√√√ 3	√√√ √√√ 6
√√√√ √√√√ 8	√√√√√ √√√√ 9	√√√ 3	Classroom environment is arranged to prevent problem behavior and support child independence in all classrooms (e.g., orderly environment, uses low furniture to separate play areas and reduce distraction, provides visual cues for where children sit at circle, labels materials with words and pictures).	√√√ √√√ 6	√√√ √√√ 6	0
√√√√ √√√ 7	√√√√√ √√√√√ 10	√√√ 3	Learning centers include engaging materials and are well-defined in all classrooms.	√√√ √√√ 6	√√√ √ 4	√√√ 3
√√√ 3	√√√√√ √√√ 8	√√√√√ √√√√√ 9	Program has defined a small number (3-5) of positively & clearly stated expectations/classroom rules.	√√√ √√√ √√√ √√ 11	√√√ 3	√√√ 3

Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 +) and 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.

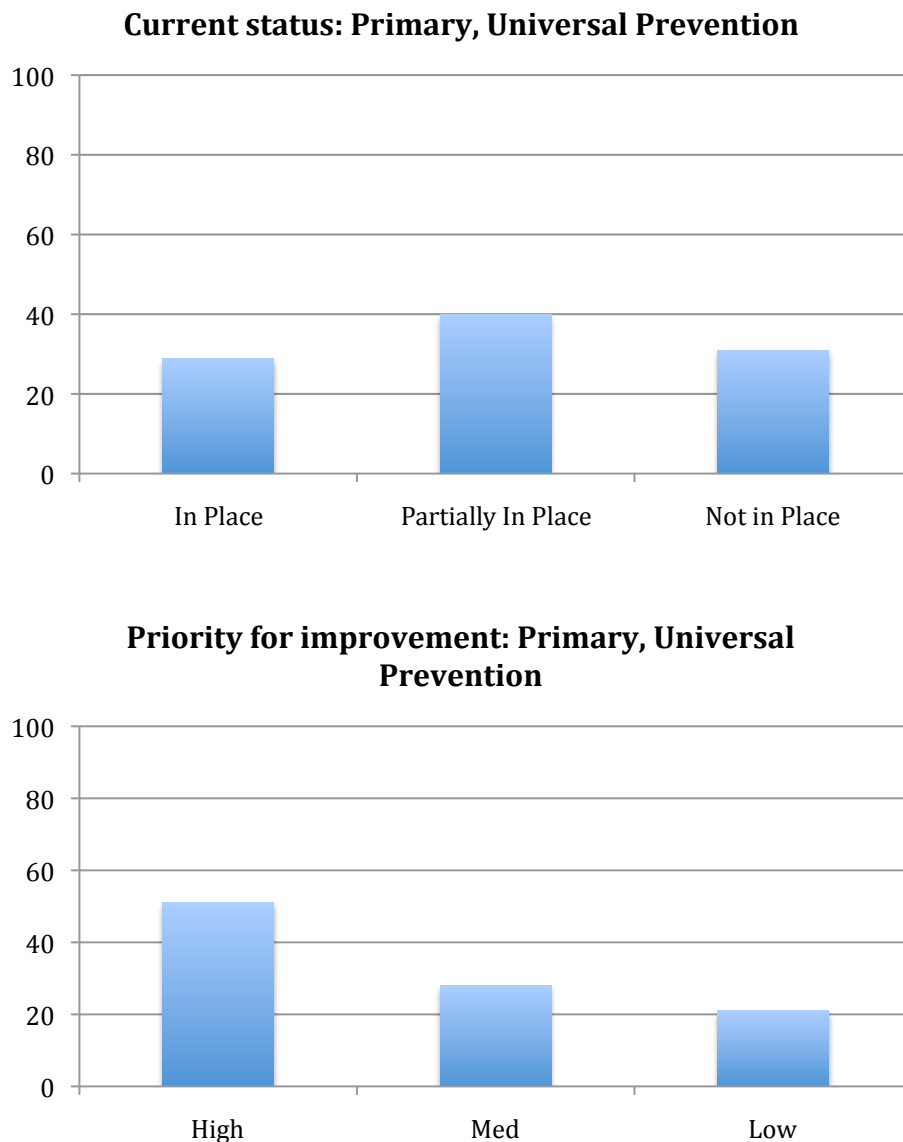
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√√ √√√√ √ 9	√√√√√ √√ 7	√√√√ 4	Universal is defined as involving all children, all staff, & all settings	√√√ √ 4	√√√ √ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	Program emphasizes and provides professional development training (e.g., workshops) for establishing high quality, supportive learning environments.	√√√ √√√ √√√ 9	√√√ 3	√√√ √√√ 6
√√√√ √√√√ 8	√√√√√ √√√√ 9	√√√ 3	Program provides in classroom coaching to support the development of high quality, supportive learning environments.	√√√ √√√ 6	√√√ √√√ 6	0
√√√√ √√√ 7	√√√√√ √√√√√ 10	√√√ 3	Classroom environment is arranged to prevent problem behavior and support child independence in all classrooms (e.g., orderly environment, uses low furniture to separate play areas and reduce distraction, provides visual cues for where children sit at circle, labels materials with words and pictures).	√√√ √√√ 6	√√√ √ 4	√√√ 3
√√√ 3	√√√√√ √√√ 8	√√√√√ √√√√√ 9	Learning centers include engaging materials and are well-defined in all classrooms.	√√√ √√√ √√√ √√ 11	√√√ 3	√√√ 3

Totals
 29 + 40 + 31 = 100
 (29%) (40%) (31%)

36 + 20 + 15 = 71
 (51%) (28%) (21%)

Step 1d. Create a bar graph showing total item summary percentages for each of the six choices as illustrated in example 1d. using results from example 1c. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the three system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four 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., behavior incident reports, Preschool School-wide Evaluation Tool (Steed, E. A., Pomerleau, T., & Horner, R., 2008) data) to refine their decisions. Use the PEBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

Step 1: Using the PEBS Survey Summary Graph results, rate the overall perspective of PEBS implementation by circling High, Med, or Low for each of the four system areas.

Step 2: Using the PEBS Survey Tally pages, list the three major strengths in each of the four system areas.

Step 3: Using the PEBS Survey Tally pages, list the three major areas in need of development.

Step 4: For each system, circle one priority area for focusing development activities.

Step 5: Circle or define the activities for this/next year's focus to support the area selected for development.

Step 6: Specify system(s) to sustain (S) and develop (D)

Phase 3: Use the PEBS Survey Summary Information to Develop a Preschool Positive Behavior Support Annual Action Plan

The objective of this phase is to develop an action plan for meeting program goals related to social competence and safety. Multiple data sources will be integrated when developing the action plan. The PEBS Survey Summary page summarizes the PEBS Survey information and will be a useful tool when developing the annual action plan.

Preschool Effective Behavior Support (PEBS) Survey
Assessing and Planning Behavior Support in Preschools

Name of preschool _____ Date _____

District/City _____ State _____

Person Completing the Survey:

Director/Administrator	Special Educator	Parent/Family member
General Educator/Lead Teacher	Counselor/Psychologist	Specialist (OT, PT, SLP)
Educational/Teacher Assistant	Community Member	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 preschool. If you do not work in classrooms, answer questions that are applicable to you.
 - a. To *assess* behavior support, first evaluate the status of each system feature (i.e., *in place, partially in place, not in place*) on the left hand side of the survey.
 - b. Next, for those features rated as *partially in place* or *not in place*, rate the priority for improvement for this feature (i.e., *high, medium, low*) on the right hand side of the survey.
4. Return your completed survey to _____ by _____ .

PRIMARY, UNIVERSAL PREVENTION

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Universal is defined as involving all children, all staff, & all settings			
			Program emphasizes and provides professional development training (e.g., workshops) for establishing high quality, supportive learning environments.			
			Program provides in classroom coaching to support the development of high quality, supportive learning environments.			
			Classroom environment is arranged to prevent problem behavior and support child independence in all classrooms (e.g., orderly environment, uses low furniture to separate play areas and reduce distraction, provides visual cues for where children sit at circle, labels materials with words and pictures).			
			Learning centers include engaging materials and are well-defined in all classrooms.			
			Program has defined a small number (3-5) of positively & clearly stated expectations/classroom rules.			
			Agreed upon classroom rules are publicly posted at children's eye level with a combination of words & visuals in each classroom.			
			Teachers have agreed to positively stated routine-specific rules (e.g., "clean up toys") for each classroom routine (e.g. arrival, free play, circle, snack).			
			Teachers have planned teaching of classroom rules in large and/or small group lessons.			
			Expected child behaviors are taught directly and reviewed in each classroom.			
			Classroom schedules with visuals are posted at eye level for children in each classroom.			
			Teachers follow the classroom schedule, except for emergencies or special occasions.			
			Teachers review the schedule with children and refer to it throughout the day.			

PRIMARY, UNIVERSAL PREVENTION (continued)

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Universal is defined as involving all children, all staff, & all settings (80% - 90% of enrollment)			
			Verbal notices are provided prior to transitions (e.g., “five minutes until clean up time”) in all classrooms.			
			Teachers use a signal for transitioning from one activity to another in addition to a verbal direction (e.g., ring bell, picture cue).			
			Teachers use a system for acknowledging children’s appropriate behavior (e.g., raffle tickets provided for cleaning up) at least daily.			
			Teachers and staff, on average, use a ratio of 4 positive statements (praise, approval) to each negative statement (correction, disapproval).			
			Teachers use descriptive praise for children following behavioral expectations.			
			Teachers use pre-correction to remind children of the expectations PRIOR to challenging behavior.			
			Challenging behaviors are clearly defined.			
			Consequences for addressing challenging behaviors are clearly defined.			
			Options exist to allow classroom instruction and/or routine to continue when challenging behavior occurs.			
			Program-wide procedures are in place to address emergency/dangerous situations.			
			Teachers use an established, program-wide and <u>consistent system</u> for responding to children’s challenging behavior (e.g., restate classroom rule, removal from activity).			
			Program uses a behavior incident form for documenting challenging behaviors that exceed typical age and developmental norms.			
			Program uses a data management system for entering and summarizing challenging behavior incidents.			

PRIMARY, UNIVERSAL PREVENTION (continued)

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Universal is defined as involving all children, all staff, & all settings (80% - 90% of enrollment)			
			Patterns of behavior are reported to teams and faculty for active decision-making (program-wide or individual) on a regular basis (e.g. monthly)			
			Booster (refresher) training activities for children are developed, modified, & conducted based on program data.			
			Program-wide PBS team regularly shares behavioral data with other program staff.			
			Families are notified of classroom rules, how behavior is managed, and who to contact with behavioral concerns at least annually.			
			Families are included in the development of program-wide rules.			
			Families participate in some way in classrooms (e.g., classroom helpers, visitors to read a book).			
			Teachers use a system for regular communication with families that includes celebrations of the child's accomplishments.			
			A team exists to plan, execute, and evaluate program-wide PBS.			
			Program administrator is an active participant on the program-wide PBS team.			
			Program-wide PBS team meets regularly (e.g., monthly).			
			Program-wide PBS team has a budget for (a) teaching children, (b) on-going acknowledgement systems, (c) annual staff planning, and (d) professional development.			
			All staff are involved directly and/or indirectly in program-wide interventions.			

Name of Program _____

Date _____

SECONDARY TARGETED SOCIAL EMOTIONAL SUPPORTS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Secondary systems include defined, specific strategies to teach social-emotional skills (e.g., expressing emotions, controlling anger, & friendship skills) to children identified as at-risk (5% - 15% of enrollment)			
			Teachers use naturally occurring opportunities across the day to teach social and emotional skills (e.g. teachable moments).			
			Teachers use small- or large-group settings to directly teach social skills and emotional competencies (e.g., friendship skills, problem solving, emotional literacy).			
			Teachers use a variety of strategies to help children learn social skills concepts (e.g., discussion, role play, social stories, songs, fingerplays, puppets, & describing observations of children in the classroom who demonstrated specific skills).			
			Teachers structure activities or opportunities for children to work together (this should be intentional – for example, “choose a friend to read a book with”).			
			Teachers teach about a variety of both positive and negative emotions.			
			Teachers explicitly teach problem-solving steps.			
			Teachers use a variety of strategies and materials (e.g., discussion, puppets, books) in small- and large-group activities to teach friendship skills (e.g., helping others, taking turns, organizing play, sharing).			
			Data are used to identify and make decisions regarding students in need of secondary supports and selection of targeted social and emotional skills for instruction.			
			Program has a system for referring children who need more support and training for social and emotional skill development			

SECONDARY TARGETED SOCIAL EMOTIONAL SUPPORTS (continued)

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Secondary systems include defined, specific strategies to teach social-emotional skills (e.g., expressing emotions, controlling anger, & friendship skills) to children identified as at-risk (5% - 15% of enrollment)			
			Program-wide PBS budget has money for secondary supports, including evidence-based curricular materials and professional development opportunities.			
			Program-wide PBS team regularly reviews and evaluates how each child is doing on secondary supports in order to continue, discontinue, or refer the child for more intensive supports.			

Name of Program _____

Date _____

INTENSIVE, INDIVIDUALIZED INTERVENTIONS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Intensive, individualized interventions are defined as specific supports designed for children who engage in chronic challenging behavior (1%-7% of enrollment)			
			Screening and assessments are conducted regularly to identify children at risk for developing chronic and/or severe challenging behavior problems.			
			A simple process exists for teachers to request assistance and/or additional support for a child displaying chronic and/or severe challenging behavior.			
			The program-wide PBS team responds promptly (within 2 working days) to children who present chronic and/or severe challenging behavior.			
			Program-wide PBS team includes an individual skilled at conducting functional behavioral assessment, or access to such an individual.			
			Functional behavioral assessment includes <i>at least 2</i> documented observations of the context in which the challenging behavior occurs over a 2-day period (i.e., use of a checklist or interview <i>only</i> is not sufficient).			
			Teachers actively participate in collecting data, developing support plan features and implementing behavior support plans.			
			Behavior support plans are based on results of a functional behavior assessment (i.e., the interventions suggested on the plan address the function of the challenging behavior and teach replacement behaviors).			
			Significant family &/or community members are involved, when appropriate & possible, in developing and implementing behavior support plans.			
			Program provides formal opportunities for families to receive training on behavioral support/positive parenting strategies.			

INTENSIVE, INDIVIDUALIZED INTERVENTIONS (continued)

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Intensive, individualized interventions are defined as specific supports for children who engage in chronic challenging behavior (1%-7% of enrollment)			
			Teachers and/or behavior specialists work with families to develop strategies that families can use at home to address challenging behavior.			
			Behavioral data is monitored & feedback provided regularly to the program-wide PBS team, relevant staff and family members for decision-making purposes (e.g. in order to continue the behavior support plan, change the plan, refer for outside supports such as preschool special education services, or fade supports/discontinue the plan).			
			Program-wide PBS budget has money for intensive supports including functional behavior assessment materials and professional development, or the program is able to access the provision of such supports from local community resource agencies (e.g. local school district, Child Find, preschool technical assistance network).			

Name of Program _____

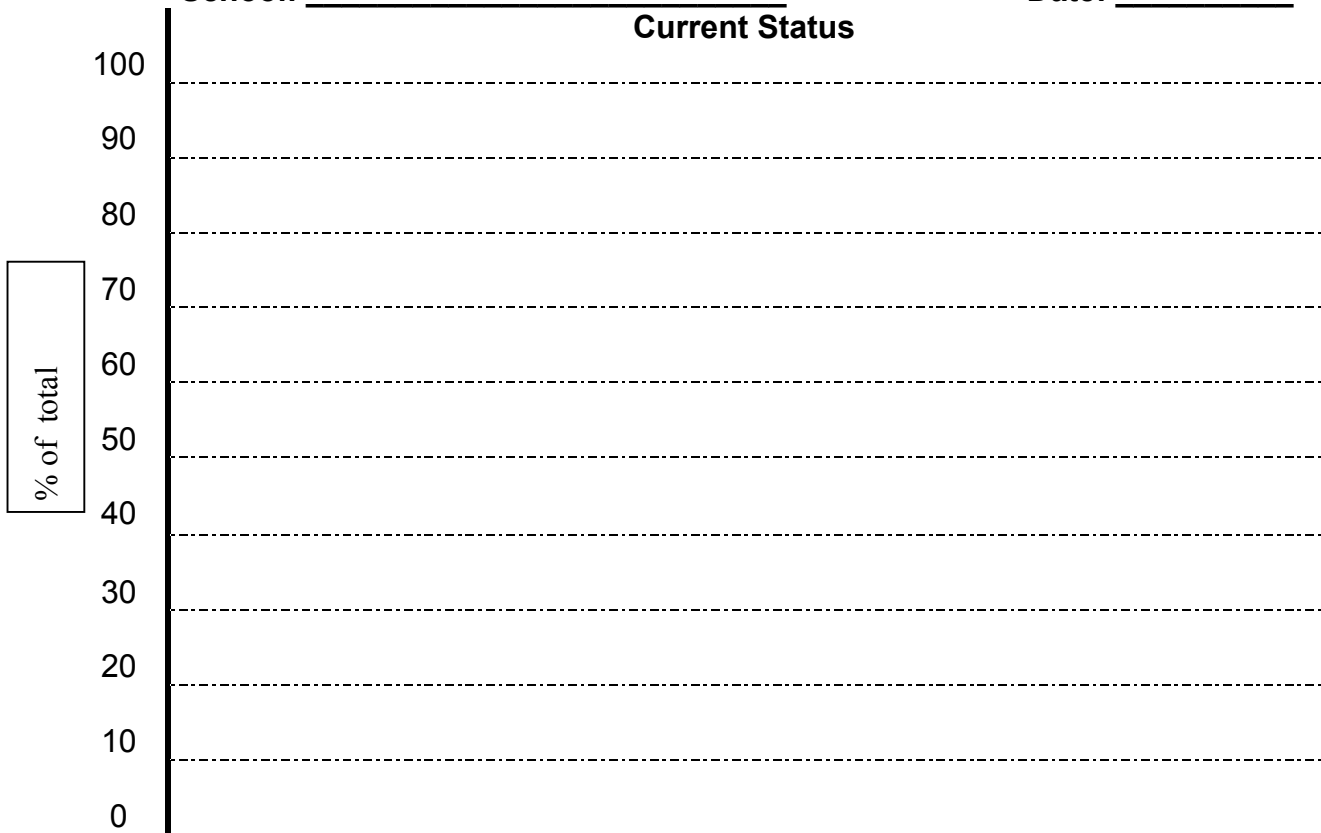
Date _____

PEBS Survey Summary Graph

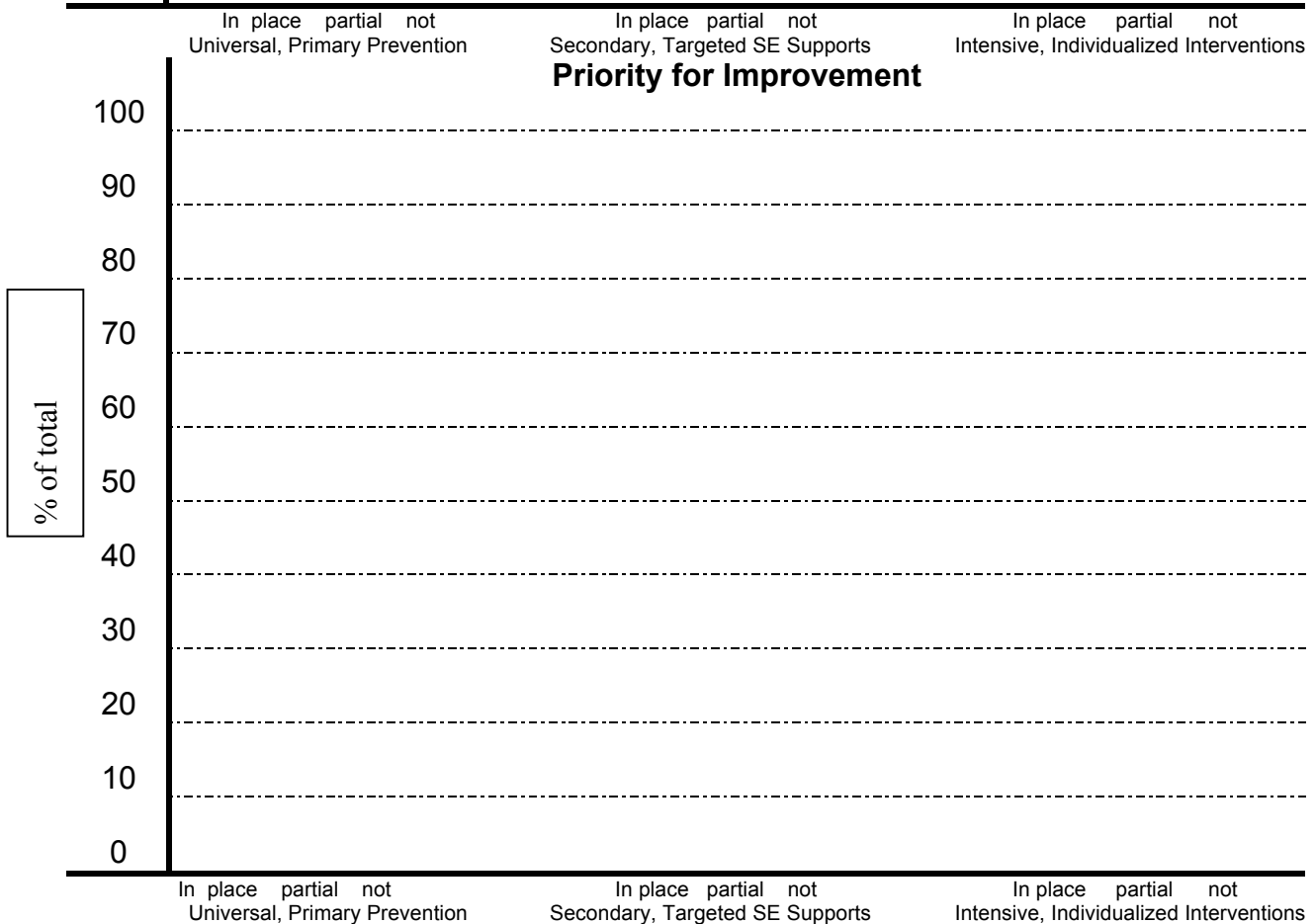
School: _____

Date: _____

Current Status



Priority for Improvement



© 2009

Carter, D. R., Steed, E.A., & Pomerleau, T. (2009). *Preschool Effective Behavior Support Self-Assessment Survey*. Boise State University: Boise, ID. 17

PEBS Survey Summary

School: _____

Date: _____

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

For each system area, follow the steps as outlined below	Overall Perception		
	Primary, Universal Prevention	Secondary, Targeted Social-Emotional Supports	Intensive, Individualized Interventions
1. Use <i>PEBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low
2. Using <i>PEBS Survey Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.
3. Using the PEBS Survey Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	a. b. c.	Targeted group interventions a. b c	Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. b. c. d. e.	a. b. c. d. e.	a. b. c. d. e.
6. Specify system(s) to: sustain (S) & develop (D)			
7. Action Planning: determine management, design & implementation activities in the selected focus areas.			