



Behavior Management Audit: Questionnaire

Schoolwide Behavior Management

- What are your school's core behavioral expectations that should be present across all settings and with all individuals? **Core values poster**
- How are behavioral expectations communicated to all students in shared spaces (e.g., cafeteria, hallways)? **Core values poster**
- How are appropriate behaviors acknowledged in shared spaces (e.g., cafeteria, hallways)?
- What training do non-instructional personnel (e.g., paraprofessionals, lunch monitors) receive in effective behavior management practices?
- In what aspects of behavior management do non-instructional personnel need more training?

Within-Classroom Behavior Management

- How are behavioral expectations communicated to all students?
- How are appropriate behaviors acknowledged?
- What continuum of behavior management strategies do teachers have in place to address low-level problem behaviors? Are these consistent across classrooms?
- How do teachers communicate with administration about common types of student problem behavior?
- What training do teachers receive in effective behavior management practices?
- In what aspects of behavior management do teachers need more training?
- What emphasis is placed on behavior management skills when your school hires teachers?

Crisis-Response

- What schoolwide supports are in place for students with more severe behavior problems?
- Define a 'sendout'. What is its purpose?
- Are students ever sent from the classroom for disciplinary reasons other than a sendout?
- What is the threshold for misbehavior that results in a sendout? Is this consistently observed across classrooms?
- How do teachers request sendout support?
- How are administrative staff assigned to sendouts?
- Do classroom staff ever accompany sendouts?



- What location(s) are used for sendouts?
- How long do sendouts typically last?
- How are sendouts typically resolved?
- What procedures are in place to return a sendout to class?
- How does administration communicate with classroom staff about the outcome of a sendout incident?
- How are sendouts (date, time of incident, duration of sendout) documented?
- How are physical restraints documented?
- What formal crisis-response training have sendout staff had? How recent is that training?
- What percentage of sendout calls would administration judge to be unnecessary?

Behavior Management: Data Collection & Documentation

- What form is used to document a student behavioral incident?
- What is the threshold for recording a behavior incident?
- What system is used to capture student behavioral incidents electronically? Are all incident reports entered into this system?
- How often and in what format(s) is data from the electronic behavior-monitoring system analyzed to determine patterns of problem behaviors?

Problem-Solving

- What building-level team meets regularly to analyze behaviors and develop intervention plans for students with chronic behavior problems?
- What format does this team use for problem-solving?
- How are students identified as needing a problem-solving team meeting?

Parent Involvement

- When and how is a parent contacted for a student showing serious behavior issues?
- What is a parent's expected involvement/response for a student showing serious behavior issues?

Mission/Student Recruitment

- How would you describe the kind of scholar that EHSA is best designed to teach?
- How does EHSA obtain information about the behavioral history of prospective students?









