

**Family-School Practices Survey – School Teams
Self-Assessment and Action Planning Tool**

Purposes: The purposes of this self-assessment are to assist school teams in identifying practices they use to engage families, how families are included in PBIS, and what ways families and educators interact to support students.

Guidelines for Use: School teams can complete the survey together. After completing the survey, the team can use results of the survey to identify areas of strength and areas for action planning. The team may wish to consider existing initiatives and programs that can be integrated with family-school practices and PBIS to support implementation.

Date: _____

Team Members Completing Self Assessment: _____

Instructions:

1. Identify the extent to which features are fully in place, partially in place, or not in place.
2. Circle features that will be priorities for the upcoming school year.
3. Add each circled feature to the action plan. Identify who will do what by when.

Feature		In Place?		
		Yes	Partial	No
Communication	1. School personnel communicate with families about PBIS			
	2. Communications with families about PBIS are in all relevant languages spoken by families in the school			
	3. Communications with families about PBIS use multiple formats so that all families have equitable opportunities to obtain information			
	4. Families are notified when students receive rewards/acknowledgements			
	5. Families receive information about the 3-5 PBIS school expectations			
	6. School personnel share data about PBIS outcomes with families			
	7. Families receive regular updates about PBIS throughout the school year			
Information about Family-School Activities	8. School personnel collect information from families about how to improve their approach for collaborating with families			
	9. School personnel collect information from families about how PBIS can better meet their needs (for example, how positive parenting strategies can be used at home)			
	10. School personnel ask families about what may promote or impede family-school collaboration			
	11. The school team implementing PBIS reviews information collected from families and uses it for action planning			
	12. Families complete an assessment that reports on their child’s strengths and needs			
	13. The PBIS team uses data on parent report of child strengths and needs in school and home support plans			

Information about Family-School Activities (Continued)	14. School personnel ask families about their cultural and linguistic background			
	15. The PBIS team integrates information about family cultural and linguistic background into PBIS procedures			
PBIS Practices at Home and School	16. School personnel support families to help children follow school expectations			
	17. The home setting is included in the PBIS matrix			
	18. Families are encouraged to use rewards at home when students follow school expectations			
	19. A family member is on the school-wide PBIS team			
	20. The family member(s) who serve on the school-wide PBIS team are given information or training about how to fully engage as a team member			
	21. School personnel support families to establish and teach expectations at home			
	22. School personnel support families to reinforce/acknowledge students for following expectations at home			
	23. School personnel share information with families about school PBIS systems and practices			
	24. School personnel teach families about positive parenting strategies			
	25. The school PBIS team works with the parent-teacher organization/association			
Decision-making/Shared ownership	26. Family participation in PBIS is discussed at school staff and faculty meetings			
	27. Families have voting representation for school decisions			
	28. Families and school personnel review PBIS data together			

Decision-making/Shared ownership (Continued)	29. Families and school staff create school PBIS components together			
	30. Families and school staff create home PBIS components together			
Resources	31. Funds are dedicated to support enhancing family-school collaboration in PBIS			
	32. There is school administrative support for family-school collaboration in PBIS			
	33. There is district administrative support for family-school collaboration in PBIS			
	34. School personnel have sufficient time to address family-school collaboration in PBIS			
	35. The school-wide PBIS team is connected to state associations, regional organizations, or national networks to support enhancing family-school collaboration in PBIS			

