



# Behavior and Social-Emotional Concerns: School / District Needs Assessment

School/District: \_\_\_\_\_

Date: \_\_\_\_\_

## Directions:

- Appoint a recorder.
- Review the list of issues in behaviors and social-emotional functioning that appears below.
- For each issue, discuss whether it presents a significant challenge in your school or district.
- If YES, write down specifics about how this issue impacts your educational setting.

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1. **Disruptive Classroom Behaviors.** Problem behaviors in the classroom commonly interfere with effective instruction.

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2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners.

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3. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.

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4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.

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5. **Variability of Behavior-Management Skills.** Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.

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6. **Inconsistency in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.

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7. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'pro-active/positive' viewpoints about how to manage student misbehavior.

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8. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require special education services.

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9. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

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10. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."

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**\*Concluding Activity:** Based on your discussion, CIRCLE the TOP 2-3 items from this list that you feel MOST impact your school or district.