**SAS Summary: Analyzing and Prioritizing the Results**

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| For each system area, follow the steps as outlined below | Overall Perception | | | |
| **School-wide** | **Non-classroom** | **Classroom** | **Individual Student** |
| 1. Use *SAS Total Score Report* rate overall perspective of PBIS implementation & circle High, Med. or Low | High  Med  Low | High  Med  Low | High  Med  Low | High  Med  Low |
| 2. Using *SAS Individual Items Report to* list three major strengths | a.  b.  c. | a.  b.  c. | a.  b.  c. | a.  b.  c. |
| 3. Using the SAS Individual Item Report to list three major areas in need of development.  4. For each system, circle one priority area for focusing development activities | a  b.  c. | a.  b  c | a.  b.  c. | Targeted group or  Individual interventions  a.  b.  c. |
| 5. Circle or define activities for this/next year’s focus to support area selected for development | a. Organize a team  b. Define/teach school rules  c. Define consequence systems for appropriate & inappropriate behavior  d. Define a measurement system linked to school improvement goal  e. Establish communication cycles with other school teams  f. Develop implementation plan | a. Define/teach routines  b. Supervisor booster training & feedback sessions  c. Data management  d. Maintain team & communication cycle with other school teams  e. Develop implementation plan | a. Define/teach routines/ link with school wide rules  b. Classroom staff boosters & feedback sessions for creating effective strategies/materials  c. Data management  d. Maintain team & communication cycle with other school teams  e. Develop implementation plan | a. Process for referral & support plan design, implementation & monitoring  b. Plan to develop & use FBA to support skills  c. Data management  d. Maintain team & communication cycle with other school teams  e. Develop implementation plan |