Delivery of Pupil Services

This self-assessment instrument is designed to help identify different perceived aspects of the pupil services delivery systems utilized within schools. The scales are based upon the Wisconsin Department of Public Instruction Pupil Services Resource and Planning Guide and the Enabling Component Model from the UCLA Center for Mental Health in Schools. In addition, perspectives from the Wisconsin Department of Public Instruction Pupil Services Roles Delineation Project have informed the development of this instrument.

For each item, select the number on the scale that most closely describes the pupil services delivery within your school, with (1) being in complete agreement with the description on the left side and (6) being in complete agreement with the description on the right side.

This instrument can be used to 1) stimulate discussion among pupil services staff members and other school staff regarding perceived areas of agreement and disagreement, and 2) plan changes in your pupil services delivery system in one or more specific areas. This instrument can be re-administered over time to assess perceived changes.

SCHOOL DISTRICT_____ SCHOOL _____ DATE _____

Coordination of School Resources

A. Pupil services staff work in isolation.	1	2	3	4	5	6	A. Pupil services staff work together.
B. Communication among pupil services staff is limited and informal.	1	2	3	4	5	6	B. Communication among pupil services staff is regular, formally established and supported by administration.
C. Lines of authority are not clear.	1	2	3	4	5	6	C. Lines of authority are clear.
D. Pupil services staff have no common supervisor.	1	2	3	4	5	6	D. Pupil services staff report to a common administrator.

E. Referrals are made to individual pupil services staff members and not coordinated with other pupil services staff.

1 2 3 4 5 6

E. Referrals are made to a building team to determine appropriate pupil services staff and other resource involvement.

F. Teachers refer students and receive suggestions from a pupil services staff member.

1 2 3 4 5 6

F. Teachers are part of a problem-solving process with pupil services staff and administration that focuses on enhancing classroom-based efforts.

G. Teachers perceive pupil services staff roles and capacities as only direct services to students and families.

1 2 3 4 5 6

G. Teachers perceive pupil services staff as having a broad range of helpful skills, e.g., direct services; staff, program and resource development; etc.

H. Pupil services staff have no role in policy development.

1 2 3 4 5 6

H. Pupil services staff are appropriately involved in the development and revision of school policies related to pupil services delivery.

Service Delivery

I. Pupil services staff target services only to individual students.

1 2 3 4 5 6

I. Pupil services staff target services to individuals, groups (including classrooms), school buildings, and school-community systems.

J. Pupil services staff provide no services to other staff members.

1 2 3 4 5 6

J. Pupil services staff provide training and in-services within their respective areas of expertise.

K. Pupil services are primarily reactive and emphasize intervention.	1	2	3	4	5	6	K. Pupil services are provided on a continuum of prevention and student transitions, early intervention, crisis assistance, and follow-up.
L. Families are involved to the extent required by law.	1	2	3	4	5	6	L. Systematic efforts are made to reach out to and involve families.
M. Pupil services staff provide only direct services to students.	1	2	3	4	5	6	M. Pupil services staff provide direct and indirect services to students, including program & resource development.
N. Assessment, screening and evaluation activities are limited to those required by law.	1	2	3	4	5	6	N. Assessment, screening and evaluation activities cover the range of academics, gifted and talented, mental health, and social-behavioral development.
O. Success depends upon changing the student.	1	2	3	4	5	6	O. Success depends upon helping students to be more successful in the learning environment.
P. No efforts are made to evaluate the impact of pupil services programs.	1	2	3	4	5	6	P. Formative & summative evaluation of pupil services is conducted regularly & the results are shared at least annually with the school board.

School-Community Connections

Q. Pupil services are separated from services available in greater community.	1	2	3	4	5	6	Q. Pupil services are coordinated with agencies in the greater community in an ongoing, collaborative manner.

R. Pupil services staff and community-based professionals have informal and limited contact.	1	2	3	4	5	6	R. Pupil services staff have formal, ongoing contact with community-based professionals regarding individual students (as appropriate) and system-wide activities.
S. Pupil services staff share only limited information about community-based services with students and families.	1	2	3	4	5	6	S. Pupil services staff have a good understanding of community-based services available and appropriately facilitate referrals for students and families.
T. Once a pupil services staff member refers a student to a community-based agency, the school's role ends.	1	2	3	4	5	6	T. When students are referred to a community-based agency, pupil services staff maintain communication with the community-based professional(s) to ensure support and coordination.

Comments