

Schoolwide Expectations Survey for Specific Settings (SESSS)

Lane, Oakes, and Menzies, 2010

Name: _____

School: _____

General Education

Grade/Department: _____

Years of Teaching Experience: _____

Special Education

County: _____

Highest Degree Obtained: _____

Other: _____

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Circle the number to the right of each item indicating your opinion regarding importance.

How Important? 0 = Not Important for success in this setting
 1 = Important for success in this setting
 2 = Critical for success in this setting

		Settings															
		Classroom						Hallway									
		APPLICABLE?		<input type="checkbox"/> YES		<input type="checkbox"/> NO		APPLICABLE?		<input type="checkbox"/> YES		<input type="checkbox"/> NO					
Respect	Follow directions	0	1	2	No talking	0	1	2	Use kind words and actions	0	1	2	Walk on the right side	0	1	2	
	Control your temper	0	1	2	Keep hands to yourself	0	1	2	Cooperate with others	0	1	2	Use a quiet voice	0	1	2	
	Use an inside voice	0	1	2	Stay calm and controlled in conflict with adults and peers	0	1	2	Follow the dress code	0	1	2	Avoid gossip and use kind words	0	1	2	
	Be truthful	0	1	2	Be courteous of other classrooms	0	1	2	Be encouraging and helpful to peers	0	1	2	Respect materials (e.g. posters)	0	1	2	
	Keep hands, feet, and objects to self	0	1	2	Use appropriate ways to show affection to others	0	1	2	Raise hand and wait quietly to be called on	0	1	2					
	Listen and pay attention to the speaker	0	1	2													
	Responsibility	Arrive to class on time	0	1	2	Keep hands to yourself	0	1	2	Remain in school for the whole day	0	1	2	Walk	0	1	2
		Bring your required materials	0	1	2	Stay in line with your class	0	1	2	Turn in finished work	0	1	2	Follow instructions given for drills and emergencies	0	1	2
		Exercise self-control	0	1	2	Keep the hallways clean	0	1	2	Participate in all activities	0	1	2	Turn off cell phones and electronic devices during school hours	0	1	2
		Be in assigned area before tardy bell	0	1	2	Have a pass and sign in and out	0	1	2	Take care of school property	0	1	2	Report unsafe behaviors	0	1	2
		Make up work when absent	0	1	2	Recognize and walk away from drama	0	1	2	Use time wisely	0	1	2	Keep materials in your own locker	0	1	2
Respond appropriately to conflict		0	1	2					Turn off cell phones and electronic devices during school hours	0	1	2					
Best Effort		Participate in class activities	0	1	2	Walk quietly	0	1	2	Complete work with best effort	0	1	2	Walk directly to next location	0	1	2
		Try first, then ask for help politely	0	1	2	Use hallway time appropriately and efficiently	0	1	2	Keep desk area clean	0	1	2	Pay attention to where you're going	0	1	2
		Use classroom materials appropriately	0	1	2					Keep materials organized	0	1	2				
		Remain on-task	0	1	2					Stay focused on your own work	0	1	2				
		Show a positive attitude	0	1	2												

Reference: Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). *Schoolwide Expectations Survey for Specific Settings* (Unpublished rating scale).



Schoolwide Expectations Survey for Specific Settings (SESS)

Lane, Oakes, and Menzies, 2010

How Important?

0 = Not Important for success in this setting

1 = Important for success in this setting

2 = Critical for success in this setting

		Settings											
		Cafeteria				Playground				Restroom			
		APPLICABLE?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		APPLICABLE?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		APPLICABLE?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Respect	Use an inside voice	0	1	2	Respect other people's personal space	0	1	2	Stay in your own stall	0	1	2	
	Use manners	0	1	2	Follow the rules of the game	0	1	2	Take care of your own business	0	1	2	
	Listen to and follow adult requests	0	1	2	Respond immediately when teacher/adult calls	0	1	2	Give others privacy and remain in own stall	0	1	2	
	Share lunch tables with others	0	1	2	Be kind to peers while playing games	0	1	2	Minimize chatting	0	1	2	
	Follow directions the first time asked	0	1	2					Keep water in the sink	0	1	2	
	Keep food on your plate	0	1	2					Knock before entering	0	1	2	
	Eat before socializing	0	1	2					Keep surfaces and walls free of graffiti	0	1	2	
	Be considerate of other's food choices	0	1	2									
	Raise your hand for help	0	1	2									
Responsibility	Make your choices quickly	0	1	2	Play approved games	0	1	2	Flush toilet	0	1	2	
	Eat your own food	0	1	2	Use equipment appropriately	0	1	2	Wash hands with soap	0	1	2	
	Choose a seat quickly and stay in it	0	1	2	Return equipment when you are done	0	1	2	Throw away any trash properly	0	1	2	
	Clean up after yourself	0	1	2	Line up when the bell rings	0	1	2	Report any problems to your teacher	0	1	2	
	Know your order when walking through lunch line	0	1	2	Stay in established area	0	1	2	Use the restroom quickly and return to class quietly	0	1	2	
	Have money ready	0	1	2	Report problems/unsafe behavior to teacher	0	1	2	Return to class promptly	0	1	2	
	Recycle	0	1	2	Use restroom before going outside	0	1	2	Clear the restroom before the bell rings	0	1	2	
	Take only the allowed food portions	0	1	2					Have appropriate hall pass when necessary	0	1	2	
	Know your lunch number	0	1	2									
	Raise hand for permission to get up	0	1	2									
Best Effort	Use your table manners	0	1	2	Include others in your activities	0	1	2	Keep bathroom tidy	0	1	2	
	Keep lunch tables clean	0	1	2	Be active	0	1	2	Avoid using cell phone	0	1	2	
	Clear away trash	0	1	2	Wear appropriate clothes and shoes	0	1	2	Respond appropriately to conflict situations	0	1	2	
	Make healthy choices	0	1	2	Control your temper	0	1	2					
	Eat lunch	0	1	2									

Reference:

Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). *Schoolwide Expectations Survey for Specific Settings* (Unpublished rating scale).



Schoolwide Expectations Survey for Specific Settings (SESSS)

Lane, Oakes, and Menzies, 2010

How Important?

0 = Not Important for success in this setting

1 = Important for success in this setting

2 = Critical for success in this setting

		Settings						
		Bus			Arrival/Dismissal			
		APPLICABLE?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	APPLICABLE?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Respect	Use kind words toward the bus driver and others	0	1	2	Respond immediately when teacher/adult calls	0	1	2
	Listen to and follow the bus driver's rules	0	1	2	Raise your hand for help	0	1	2
	Share seating on the bus	0	1	2	Maintain dress code	0	1	2
	Speak in a quiet inside voice	0	1	2	Control temper in conflict situations	0	1	2
	Remain seated after entering the bus	0	1	2				
	Stay clear of roadway	0	1	2				
Responsibility	Talk quietly with others	0	1	2	Stay in assigned area	0	1	2
	Remain in seat	0	1	2	Keep all materials in backpack	0	1	2
	Use self-control	0	1	2	Arrive on time	0	1	2
	Be ready when bus arrives	0	1	2	Go straight to class	0	1	2
	Carry on all personal belongings needed	0	1	2	Bring to school and take home all necessary materials	0	1	2
	Follow school dress code	0	1	2	Arrive on time to before and after school activities	0	1	2
	Be alert and watch for your stop on the way home	0	1	2				
	Keep all food and drinks stored away	0	1	2				
Best Effort	Keep hands and feet to yourself	0	1	2	Show a positive attitude	0	1	2
	Keep bus clean	0	1	2	Resolve conflicts peacefully	0	1	2
	Take off all personal belongings	0	1	2	Fulfill before and after school commitments	0	1	2
	Stay clear of a moving bus	0	1	2				
	Be alert and prepared in emergency situations	0	1	2				

Reference:

Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). *Schoolwide Expectations Survey for Specific Settings* (Unpublished rating scale).

