


## USD 261 Effective Behavior Support Survey – Early Childhood Center



**Respondents:** 15 displayed, 320 total

**Launched Date:** 05/02/2006

### 1. Which school are your reporting for?

|                          |  | Response<br>Total | Response<br>Percent |
|--------------------------|--|-------------------|---------------------|
| Early Childhood Center   |  | 15                | 100%                |
| Parents as Teachers      |  | 0                 | 0%                  |
| Freeman                  |  | 0                 | 0%                  |
| Nelson                   |  | 0                 | 0%                  |
| Oatville                 |  | 0                 | 0%                  |
| Rex                      |  | 0                 | 0%                  |
| Ruth Clark               |  | 0                 | 0%                  |
| Haysville Middle School  |  | 0                 | 0%                  |
| Campus High School       |  | 0                 | 0%                  |
| Alternative High School  |  | 0                 | 0%                  |
| Charter School           |  | 0                 | 0%                  |
| Tri-City                 |  | 0                 | 0%                  |
| USD 261 Support Staff    |  | 0                 | 0%                  |
| <b>Total Respondents</b> |  | <b>15</b>         |                     |

### 2. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.

|                                  |  | Response<br>Total | Response<br>Percent |
|----------------------------------|--|-------------------|---------------------|
| <b>Status</b> - In Place         |   | 6                 | 40%                 |
| <b>Status</b> - Partial In Place |   | 8                 | 53%                 |
| <b>Status</b> - Not in Place     |   | 1                 | 7%                  |
| <b>Priority</b> - High           |  | 11                | 73%                 |
| <b>Priority</b> - Medium         |   | 2                 | 13%                 |
| <b>Priority</b> - Low            |   | 2                 | 13%                 |

Total Respondents 15







**3.** Expected student behaviors are taught directly.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 6                 | 40%              |
| Status - Partial In Place |  | 9                 | 60%              |
| Status - Not in Place     |   | 0                 | 0%               |
| Priority - High           |  | 10                | 67%              |
| Priority - Medium         |  | 4                 | 27%              |
|                           |  | 1                 | 7%               |
|                           |   | Total Respondents | 15               |

**4.** Expected student behaviors are rewarded regularly.







|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 5                 | 33%              |
| Status - Partial In Place |  | 9                 | 60%              |
| Status - Not in Place     |  | 1                 | 7%               |
| Priority - High           |  | 8                 | 53%              |
| Priority - Medium         |  | 6                 | 40%              |
| Priority - Low            |  | 1                 | 7%               |
|                           |   | Total Respondents | 15               |

**5.** Problem behaviors (failure to meet expected student behaviors) are defined clearly.



|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 4              | 27%              |
| Status - Partial In Place |  | 5              | 33%              |
| Status - Not in Place     |  | 6              | 40%              |
| Priority - High           |  | 10             | 67%              |
| Priority - Medium         |  | 3              | 20%              |
| Priority - Low            |  | 2              | 13%              |

Total Respondents 15


6. Consequences for problem behaviors are defined clearly.

|                           |  | Response Total    | Response Percent |
|---------------------------|--|-------------------|------------------|
| Status - In Place         |   | 4                 | 27%              |
| Status - Partial In Place |   | 5                 | 33%              |
| Status - Not in Place     |   | 6                 | 40%              |
| Priority - High           |  | 11                | 73%              |
| Priority - Medium         |   | 2                 | 13%              |
| Priority - Low            |   | 2                 | 13%              |
|                           |  | Total Respondents | 15               |

7. Distinctions between office v. classroom managed problem behaviors are clear.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 3                 | 20%              |
| Status - Partial In Place |  | 4                 | 27%              |
| Status - Not in Place     |  | 8                 | 53%              |
| Priority - High           |  | 6                 | 40%              |
| Priority - Medium         |  | 7                 | 47%              |
| Priority - Low            |  | 2                 | 13%              |
|                           |   | Total Respondents | 15               |

8. Options exist to allow classroom instruction to continue when problem behavior occurs.

|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 3              | 20%              |
| Status - Partial In Place |  | 9              | 60%              |
| Status - Not in Place     |  | 3              | 20%              |
| Priority - High           |  | 12             | 80%              |
| Priority - Medium         |  | 2              | 13%              |
| Priority - Low            |  | 1              | 7%               |

Total Respondents 15






**9.** Procedures are in place to address emergency/dangerous situations.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 8                 | 53%                 |
| Status - Partial In Place |  | 4                 | 27%                 |
| Status - Not in Place     |  | 3                 | 20%                 |
| Priority - High           |  | 11                | 73%                 |
| Priority - Medium         |  | 2                 | 13%                 |
| Priority - Low            |  | 1                 | 7%                  |
|                           |   | Total Respondents | 15                  |

**10.** A team exists for behavior support planning & problem solving.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 4                 | 27%                 |
| Status - Partial In Place |  | 5                 | 33%                 |
| Status - Not in Place     |  | 6                 | 40%                 |
| Priority - High           |  | 11                | 73%                 |
| Priority - Medium         |  | 4                 | 27%                 |
| Priority - Low            |  | 0                 | 0%                  |
|                           |   | Total Respondents | 15                  |

**11.** School administrator is an active participant on the behavior support team.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 6                 | 40%                 |
| Status - Partial In Place |  | 3                 | 20%                 |
| Status - Not in Place     |  | 6                 | 40%                 |
| Priority - High           |  | 9                 | 60%                 |
| Priority - Medium         |  | 4                 | 27%                 |
| Priority - Low            |  | 1                 | 7%                  |

Total Respondents 15

12. Data on problem behavior patterns are collected and summarized within an on-going system.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 2                 | 13%                 |
| Status - Partial In Place |  | 2                 | 13%                 |
| Status - Not in Place     |  | 11                | 73%                 |
| Priority - High           |  | 7                 | 47%                 |
| Priority - Medium         |  | 6                 | 40%                 |
| Priority - Low            |  | 2                 | 13%                 |
|                           |   | Total Respondents | 15                  |

13. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 4                 | 27%                 |
| Status - Partial In Place |  | 5                 | 33%                 |
| Status - Not in Place     |  | 6                 | 40%                 |
| Priority - High           |  | 10                | 67%                 |
| Priority - Medium         |  | 4                 | 27%                 |
| Priority - Low            |  | 1                 | 7%                  |
|                           |   | Total Respondents | 15                  |

14. School has formal strategies for informing families about expected student behaviors at school.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 4                 | 27%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |  | 5                 | 33%                 |
| Priority - High           |  | 7                 | 47%                 |
| Priority - Medium         |  | 7                 | 47%                 |
| Priority - Low            |  | 1                 | 7%                  |

Total Respondents 15

15. Booster training activities for students are developed, modified, & conducted based on school data.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 2                 | 13%                 |
| Status - Partial In Place |   | 0                 | 0%                  |
| Status - Not in Place     |  | 13                | 87%                 |
| Priority - High           |  | 6                 | 40%                 |
| Priority - Medium         |  | 4                 | 27%                 |
| Priority - Low            |  | 4                 | 27%                 |
|                           |   | Total Respondents | 15                  |

16. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 1                 | 7%                  |
| Status - Partial In Place |  | 2                 | 13%                 |
| Status - Not in Place     |  | 12                | 80%                 |
| Priority - High           |  | 5                 | 33%                 |
| Priority - Medium         |  | 6                 | 40%                 |
| Priority - Low            |  | 4                 | 27%                 |
|                           |   | Total Respondents | 15                  |

17. All staff are involved directly and/or indirectly in school-wide interventions.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 5                 | 33%                 |
| Status - Partial In Place |  | 4                 | 27%                 |
| Status - Not in Place     |  | 6                 | 40%                 |
| Priority - High           |  | 7                 | 47%                 |
| Priority - Medium         |  | 5                 | 33%                 |
| Priority - Low            |  | 3                 | 20%                 |

Total Respondents 15


**18.** The school team has access to on-going training and support from district personnel.

|                           |   | Response<br>Total        | Response<br>Percent |
|---------------------------|---|--------------------------|---------------------|
| Status - In Place         |  | 4                        | 27%                 |
| Status - Partial In Place |  | 6                        | 40%                 |
| Status - Not in Place     |  | 5                        | 33%                 |
| Priority - High           |  | 10                       | 67%                 |
| Priority - Medium         |  | 3                        | 20%                 |
| Priority - Low            |  | 1                        | 7%                  |
|                           |   | <b>Total Respondents</b> | <b>15</b>           |

**19.** The school is required by the district to report on the social climate, discipline level or student behavior at least annually.


|                           |   | Response<br>Total        | Response<br>Percent |
|---------------------------|---|--------------------------|---------------------|
| Status - In Place         |  | 1                        | 7%                  |
| Status - Partial In Place |  | 3                        | 20%                 |
| Status - Not in Place     |  | 10                       | 67%                 |
| Priority - High           |  | 3                        | 20%                 |
| Priority - Medium         |  | 6                        | 40%                 |
| Priority - Low            |  | 5                        | 33%                 |
|                           |   | <b>Total Respondents</b> | <b>15</b>           |

**20.** School-wide expected student behaviors apply to non-classroom settings.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 8                 | 53%                 |
| Status - Partial In Place |  | 5                 | 33%                 |
| Status - Not in Place     |  | 2                 | 13%                 |
| Priority - High           |  | 11                | 73%                 |
| Priority - Medium         |  | 2                 | 13%                 |
| Priority - Low            |  | 2                 | 13%                 |

Total Respondents 15

**21.** School-wide expected student behaviors are taught in non-classroom settings.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 6                 | 40%              |
| Status - Partial In Place |  | 5                 | 33%              |
| Status - Not in Place     |  | 4                 | 27%              |
| Priority - High           |  | 7                 | 47%              |
| Priority - Medium         |  | 5                 | 33%              |
| Priority - Low            |  | 3                 | 20%              |
|                           |   | Total Respondents | 15               |

**22.** Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.


|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 6                 | 40%              |
| Status - Partial In Place |  | 8                 | 53%              |
| Status - Not in Place     |  | 1                 | 7%               |
| Priority - High           |  | 7                 | 47%              |
| Priority - Medium         |  | 6                 | 40%              |
| Priority - Low            |  | 2                 | 13%              |
|                           |   | Total Respondents | 15               |

**23.** Rewards exist for meeting expected student behaviors in non-classroom settings.

|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 1              | 7%               |
| Status - Partial In Place |  | 7              | 47%              |
| Status - Not in Place     |  | 7              | 47%              |
| Priority - High           |  | 3              | 20%              |
| Priority - Medium         |  | 8              | 53%              |
| Priority - Low            |  | 4              | 27%              |

Total Respondents 15

**24.** Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 8                 | 53%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |  | 1                 | 7%                  |
| Priority - High           |  | 8                 | 53%                 |
| Priority - Medium         |  | 6                 | 40%                 |
| Priority - Low            |  | 1                 | 7%                  |
|                           |   | Total Respondents | 15                  |

**25.** Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 12                | 80%                 |
| Status - Partial In Place |  | 2                 | 13%                 |
| Status - Not in Place     |  | 1                 | 7%                  |
| Priority - High           |  | 11                | 73%                 |
| Priority - Medium         |  | 1                 | 7%                  |
| Priority - Low            |  | 3                 | 20%                 |
|                           |   | Total Respondents | 15                  |

**26.** Staff receives regular opportunities for developing and improving active supervision skills.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 6                 | 40%                 |
| Status - Partial In Place |  | 4                 | 27%                 |
| Status - Not in Place     |  | 5                 | 33%                 |
| Priority - High           |  | 6                 | 40%                 |
| Priority - Medium         |  | 7                 | 47%                 |
| Priority - Low            |  | 2                 | 13%                 |

Total Respondents 15




27. Status of student behavior and management practices are evaluated quarterly from data.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |   | 0                 | 0%               |
| Status - Partial In Place |  | 4                 | 27%              |
| Status - Not in Place     |  | 11                | 73%              |
| Priority - High           |  | 2                 | 13%              |
| Priority - Medium         |  | 8                 | 53%              |
| Priority - Low            |  | 5                 | 33%              |
|                           |   | Total Respondents | 15               |

28. All staff are involved directly or indirectly in management of non-classroom settings.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 8                 | 53%              |
| Status - Partial In Place |  | 6                 | 40%              |
| Status - Not in Place     |  | 1                 | 7%               |
| Priority - High           |  | 6                 | 40%              |
| Priority - Medium         |  | 6                 | 40%              |
| Priority - Low            |  | 3                 | 20%              |
|                           |   | Total Respondents | 15               |

29. Expected student behavior & routines in classrooms are stated positively & defined clearly.



|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 7              | 47%              |
| Status - Partial In Place |  | 7              | 47%              |
| Status - Not in Place     |  | 1              | 7%               |
| Priority - High           |  | 13             | 87%              |
| Priority - Medium         |  | 2              | 13%              |
| Priority - Low            |   | 0              | 0%               |

Total Respondents 15

**30.** Problem behaviors are defined clearly.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 5                 | 33%              |
| Status - Partial In Place |  | 8                 | 53%              |
| Status - Not in Place     |  | 2                 | 13%              |
| Priority - High           |  | 13                | 87%              |
| Priority - Medium         |  | 2                 | 13%              |
| Priority - Low            |   | 0                 | 0%               |
|                           |   | Total Respondents | 15               |

**31.** Expected student behavior & routines in classrooms are taught directly.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 8                 | 53%              |
| Status - Partial In Place |  | 7                 | 47%              |
| Status - Not in Place     |   | 0                 | 0%               |
| Priority - High           |  | 12                | 80%              |
| Priority - Medium         |  | 2                 | 13%              |
| Priority - Low            |  | 1                 | 7%               |
|                           |   | Total Respondents | 15               |

**32.** Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).




|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 3              | 20%              |
| Status - Partial In Place |  | 11             | 73%              |
| Status - Not in Place     |  | 1              | 7%               |
| Priority - High           |  | 12             | 80%              |
| Priority - Medium         |  | 3              | 20%              |
| Priority - Low            |   | 0              | 0%               |

Total Respondents 15

**33.** Problem behaviors receive consistent consequences.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 4                 | 27%              |
| Status - Partial In Place |  | 10                | 67%              |
| Status - Not in Place     |  | 1                 | 7%               |
| Priority - High           |  | 11                | 73%              |
| Priority - Medium         |  | 4                 | 27%              |
| Priority - Low            |   | 0                 | 0%               |
|                           |   | Total Respondents | 15               |

**34.** Procedures for expected & problem behaviors are consistent with school-wide procedures.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 4                 | 27%              |
| Status - Partial In Place |  | 7                 | 47%              |
| Status - Not in Place     |  | 4                 | 27%              |
| Priority - High           |  | 11                | 73%              |
| Priority - Medium         |  | 2                 | 13%              |
| Priority - Low            |  | 2                 | 13%              |
|                           |   | Total Respondents | 15               |

**35.** Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.

|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 2              | 13%              |
| Status - Partial In Place |  | 9              | 60%              |
| Status - Not in Place     |  | 4              | 27%              |
| Priority - High           |  | 12             | 80%              |
| Priority - Medium         |  | 2              | 13%              |
| Priority - Low            |  | 1              | 7%               |

Total Respondents 15

**36.** Instruction & curriculum materials are matched to student ability (math, reading, language).

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 9                 | 60%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |   | 0                 | 0%                  |
| Priority - High           |  | 12                | 80%                 |
| Priority - Medium         |  | 2                 | 13%                 |
| Priority - Low            |   | 0                 | 0%                  |
|                           |   | Total Respondents | 15                  |

**37.** Students experience high rates of academic success (> 75% correct).

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 9                 | 60%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |   | 0                 | 0%                  |
| Priority - High           |  | 11                | 73%                 |
| Priority - Medium         |  | 3                 | 20%                 |
| Priority - Low            |   | 0                 | 0%                  |
|                           |   | Total Respondents | 15                  |

**38.** Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 8                 | 53%                 |
| Status - Partial In Place |  | 7                 | 47%                 |
| Status - Not in Place     |   | 0                 | 0%                  |
| Priority - High           |  | 10                | 67%                 |
| Priority - Medium         |  | 4                 | 27%                 |
| Priority - Low            |   | 0                 | 0%                  |

Total Respondents 15







**39.** Transitions between instructional & non-instructional activities are efficient & orderly.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 9                 | 60%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |   | 0                 | 0%                  |
| Priority - High           |  | 12                | 80%                 |
| Priority - Medium         |  | 2                 | 13%                 |
| Priority - Low            |  | 1                 | 7%                  |
|                           |   | Total Respondents | 15                  |

**40.** Assessments are conducted regularly to identify students with chronic problem behaviors.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 4                 | 27%                 |
| Status - Partial In Place |  | 4                 | 27%                 |
| Status - Not in Place     |  | 7                 | 47%                 |
| Priority - High           |  | 10                | 67%                 |
| Priority - Medium         |  | 2                 | 13%                 |
| Priority - Low            |  | 3                 | 20%                 |
|                           |   | Total Respondents | 15                  |

**41.** A simple process exists for teachers to request assistance.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 5                 | 33%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |  | 4                 | 27%                 |
| Priority - High           |  | 12                | 80%                 |
| Priority - Medium         |  | 1                 | 7%                  |
| Priority - Low            |  | 2                 | 13%                 |

Total Respondents 15

42. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.

|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 1                 | 7%               |
| Status - Partial In Place |  | 1                 | 7%               |
| Status - Not in Place     |  | 13                | 87%              |
| Priority - High           |  | 6                 | 40%              |
| Priority - Medium         |  | 5                 | 33%              |
| Priority - Low            |  | 4                 | 27%              |
|                           |   | Total Respondents | 15               |

43. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.


|                           |   | Response Total    | Response Percent |
|---------------------------|---|-------------------|------------------|
| Status - In Place         |  | 1                 | 7%               |
| Status - Partial In Place |  | 4                 | 27%              |
| Status - Not in Place     |  | 10                | 67%              |
| Priority - High           |  | 11                | 73%              |
| Priority - Medium         |  | 1                 | 7%               |
| Priority - Low            |  | 3                 | 20%              |
|                           |   | Total Respondents | 15               |

44. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).

|                           |   | Response Total | Response Percent |
|---------------------------|---|----------------|------------------|
| Status - In Place         |  | 1              | 7%               |
| Status - Partial In Place |  | 2              | 13%              |
| Status - Not in Place     |  | 12             | 80%              |
| Priority - High           |  | 6              | 40%              |
| Priority - Medium         |  | 7              | 47%              |
| Priority - Low            |  | 2              | 13%              |

Total Respondents 15

**45.** Significant family &/or community members are involved when appropriate & possible.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 4                 | 27%                 |
| Status - Partial In Place |  | 6                 | 40%                 |
| Status - Not in Place     |  | 5                 | 33%                 |
| Priority - High           |  | 9                 | 60%                 |
| Priority - Medium         |  | 5                 | 33%                 |
| Priority - Low            |  | 1                 | 7%                  |
|                           |   | Total Respondents | 15                  |

**46.** School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |  | 2                 | 13%                 |
| Status - Partial In Place |  | 4                 | 27%                 |
| Status - Not in Place     |  | 9                 | 60%                 |
| Priority - High           |  | 8                 | 53%                 |
| Priority - Medium         |  | 5                 | 33%                 |
| Priority - Low            |  | 2                 | 13%                 |
|                           |   | Total Respondents | 15                  |

**47.** Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.

|                           |   | Response<br>Total | Response<br>Percent |
|---------------------------|---|-------------------|---------------------|
| Status - In Place         |   | 0                 | 0%                  |
| Status - Partial In Place |  | 5                 | 33%                 |
| Status - Not in Place     |  | 10                | 67%                 |
| Priority - High           |  | 8                 | 53%                 |
| Priority - Medium         |  | 5                 | 33%                 |
| Priority - Low            |  | 2                 | 13%                 |

Total Respondents 15