

USD 261 Effective Behavior Support Survey – Parents As Teachers

Respondents: 6 displayed, 320 total

Launched Date: 05/02/2006





1. Which school are your reporting for?

	Response Total	Response Percent
Early Childhood Center	0	0%
Parents as Teachers	6	100%
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%
Total Respondents	6	6

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

	Response Total	Response Percent
Status - In Place	5	83%
Status - Partial In Place	1	17%
Status - Not in Place	0	0%
Priority - High	5	83%
Priority - Medium	1	17%
Priority - Low	0	0%
Total Respondents	6	6

3. Expected student behaviors are taught directly.

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		4	67%
Priority - Medium		2	33%
		0	0%
Total Respondents		6	6

4. Expected student behaviors are rewarded regularly.

		Response Total	Response Percent
Status - In Place		4	67%
Status - Partial In Place		2	33%
Status - Not in Place		0	0%
Priority - High		3	50%
Priority - Medium		3	50%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		3	50%
Status - Partial In Place		3	50%
Status - Not in Place		0	0%
Priority - High		3	50%
Priority - Medium		3	50%
Priority - Low		0	0%
Total Respondents		6	6

6. Consequences for problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		4	67%
Status - Partial In Place		2	33%
Status - Not in Place		0	0%
Priority - High		2	33%
Priority - Medium		4	67%
Priority - Low		0	0%
		Total Respondents	6

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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		0	0%
Status - Not in Place		6	100%
Priority - High		1	17%
Priority - Medium		0	0%
Priority - Low		5	83%
		Total Respondents	6


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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		5	83%
Priority - Medium		1	17%
Priority - Low		0	0%
		Total Respondents	6






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

		Response Total	Response Percent
Status - In Place		6	100%
Status - Partial In Place		0	0%
Status - Not in Place		0	0%
Priority - High		6	100%
Priority - Medium		0	0%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		4	67%
Status - Not in Place		1	17%
Priority - High		0	0%
Priority - Medium		5	83%
Priority - Low		1	17%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		2	33%
Status - Partial In Place		1	17%
Status - Not in Place		3	50%
Priority - High		2	33%
Priority - Medium		4	67%
Priority - Low		0	0%
Total Respondents		6	6



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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		1	17%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		5	83%
Priority - Low		1	17%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		1	17%
Status - Not in Place		4	67%
Priority - High		0	0%
Priority - Medium		6	100%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		5	83%
Status - Not in Place		0	0%
Priority - High		0	0%
Priority - Medium		5	83%
Priority - Low		1	17%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		1	17%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		1	17%
Priority - Low		5	83%
Total Respondents		6	6






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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		1	17%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		1	17%
Priority - Low		5	83%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		5	83%
Status - Not in Place		0	0%
Priority - High		1	17%
Priority - Medium		4	67%
Priority - Low		1	17%
Total Respondents		6	6





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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		3	50%
Priority - Medium		2	33%
Priority - Low		1	17%
Total Respondents		6	6





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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		0	0%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		1	17%
Priority - Low		5	83%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		3	50%
Priority - Medium		3	50%
Priority - Low		0	0%
Total Respondents		6	6





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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		4	67%
Priority - Medium		2	33%
Priority - Low		0	0%
Total Respondents		6	6






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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		5	83%
Priority - Medium		1	17%
Priority - Low		0	0%
Total Respondents		6	6




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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		1	17%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		4	67%
Priority - Low		2	33%
Total Respondents		6	6

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 Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		0	0%
Status - Not in Place		1	17%
Priority - High		3	50%
Priority - Medium		2	33%
Priority - Low		1	17%
Total Respondents		6	6





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

		Response Total	Response Percent
Status - In Place		6	100%
Status - Partial In Place		0	0%
Status - Not in Place		0	0%
Priority - High		4	67%
Priority - Medium		2	33%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		6	100%
Status - Not in Place		0	0%
Priority - High		1	17%
Priority - Medium		5	83%
Priority - Low		0	0%
Total Respondents		6	6

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	67%
Status - Not in Place		2	33%
Priority - High		1	17%
Priority - Medium		3	50%
Priority - Low		2	33%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		2	33%
Status - Not in Place		2	33%
Priority - High		0	0%
Priority - Medium		3	50%
Priority - Low		3	50%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		2	33%
Status - Partial In Place		4	67%
Status - Not in Place		0	0%
Priority - High		2	33%
Priority - Medium		4	67%
Priority - Low		0	0%
Total Respondents		6	6

30. Problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		4	67%
Status - Not in Place		1	17%
Priority - High		1	17%
Priority - Medium		4	67%
Priority - Low		1	17%
Total Respondents		6	6





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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		3	50%
Priority - Medium		3	50%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		5	83%
Priority - Medium		1	17%
Priority - Low		0	0%
Total Respondents		6	6

33. Problem behaviors receive consistent consequences.

		Response Total	Response Percent
Status - In Place		4	67%
Status - Partial In Place		2	33%
Status - Not in Place		0	0%
Priority - High		4	67%
Priority - Medium		2	33%
Priority - Low		0	0%
Total Respondents		6	6




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

		Response Total	Response Percent
Status - In Place		4	67%
Status - Partial In Place		2	33%
Status - Not in Place		0	0%
Priority - High		1	17%
Priority - Medium		5	83%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		5	83%
Priority - Medium		1	17%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		2	33%
Status - Partial In Place		4	67%
Status - Not in Place		0	0%
Priority - High		5	83%
Priority - Medium		1	17%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		5	83%
Priority - Medium		1	17%
Priority - Low		0	0%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		3	50%
Status - Not in Place		3	50%
Priority - High		0	0%
Priority - Medium		5	83%
Priority - Low		1	17%
Total Respondents		6	6






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

		Response Total	Response Percent
Status - In Place		5	83%
Status - Partial In Place		1	17%
Status - Not in Place		0	0%
Priority - High		2	33%
Priority - Medium		4	67%
Priority - Low		0	0%
		Total Respondents	6

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

		Response Total	Response Percent
Status - In Place		2	33%
Status - Partial In Place		1	17%
Status - Not in Place		3	50%
Priority - High		1	17%
Priority - Medium		2	33%
Priority - Low		3	50%
		Total Respondents	6





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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		5	83%
Status - Not in Place		0	0%
Priority - High		2	33%
Priority - Medium		3	50%
Priority - Low		1	17%
		Total Respondents	6

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		0	0%
Status - Partial In Place		1	17%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		0	0%
Priority - Low		6	100%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		0	0%
Status - Not in Place		5	83%
Priority - High		0	0%
Priority - Medium		2	33%
Priority - Low		4	67%
Total Respondents		6	6



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

		Response Total	Response Percent
Status - In Place		0	0%
Status - Partial In Place		0	0%
Status - Not in Place		6	100%
Priority - High		0	0%
Priority - Medium		0	0%
Priority - Low		6	100%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		1	17%
Status - Not in Place		4	67%
Priority - High		1	17%
Priority - Medium		2	33%
Priority - Low		3	50%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		4	67%
Status - Partial In Place		1	17%
Status - Not in Place		1	17%
Priority - High		4	67%
Priority - Medium		1	17%
Priority - Low		1	17%
Total Respondents		6	6

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

		Response Total	Response Percent
Status - In Place		1	17%
Status - Partial In Place		2	33%
Status - Not in Place		3	50%
Priority - High		1	17%
Priority - Medium		2	33%
Priority - Low		3	50%
Total Respondents		6	6

