


USD 261 Effective Behavior Support Survey - Haysville Middle School







Respondents: 79 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		0	0%
Freeman		0	0%
Nelson		0	0%
Oatville		0	0%
Rex		0	0%
Ruth Clark		0	0%
Haysville Middle School		79	100%
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	79

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		27	34%
Status - Partial In Place		30	38%
Status - Not in Place		23	29%
Priority - High		39	49%
Priority - Medium		26	33%
Priority - Low		15	19%
		Total Respondents	79

3. Expected student behaviors are taught directly.

		Response Total	Response Percent
Status - In Place		18	23%
Status - Partial In Place		36	46%
Status - Not in Place		25	32%
Priority - High		37	47%
Priority - Medium		27	34%
		14	18%
		Total Respondents	79

4. Expected student behaviors are rewarded regularly.

		Response Total	Response Percent
Status - In Place		25	32%
Status - Partial In Place		39	49%
Status - Not in Place		15	19%
Priority - High		32	41%
Priority - Medium		34	43%
Priority - Low		14	18%
		Total Respondents	79



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

		Response Total	Response Percent
Status - In Place		33	42%
Status - Partial In Place		34	43%
Status - Not in Place		12	15%
Priority - High		38	48%
Priority - Medium		27	34%
Priority - Low		15	19%
		Total Respondents	79

6. Consequences for problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		31	39%
Status - Partial In Place		29	37%
Status - Not in Place		20	25%
Priority - High		42	53%
Priority - Medium		20	25%
Priority - Low		17	22%
		Total Respondents	79

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

		Response Total	Response Percent
Status - In Place		17	22%
Status - Partial In Place		45	57%
Status - Not in Place		17	22%
Priority - High		25	32%
Priority - Medium		40	51%
Priority - Low		14	18%
		Total Respondents	79







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

		Response Total	Response Percent
Status - In Place		37	47%
Status - Partial In Place		33	42%
Status - Not in Place		10	13%
Priority - High		36	46%
Priority - Medium		32	41%
Priority - Low		11	14%
		Total Respondents	79



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

		Response Total	Response Percent
Status - In Place		54	68%
Status - Partial In Place		22	28%
Status - Not in Place		3	4%
Priority - High		50	63%
Priority - Medium		19	24%
Priority - Low		10	13%
		Total Respondents	79

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

		Response Total	Response Percent
Status - In Place		20	25%
Status - Partial In Place		21	27%
Status - Not in Place		38	48%
Priority - High		24	30%
Priority - Medium		33	42%
Priority - Low		22	28%
		Total Respondents	79



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

		Response Total	Response Percent
Status - In Place		27	34%
Status - Partial In Place		31	39%
Status - Not in Place		21	27%
Priority - High		36	46%
Priority - Medium		26	33%
Priority - Low		17	22%
		Total Respondents	79

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

		Response Total	Response Percent
Status - In Place		17	22%
Status - Partial In Place		21	27%
Status - Not in Place		43	54%
Priority - High		27	34%
Priority - Medium		28	35%
Priority - Low		24	30%
Total Respondents		79	79

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		20	25%
Status - Partial In Place		23	29%
Status - Not in Place		36	46%
Priority - High		30	38%
Priority - Medium		25	32%
Priority - Low		24	30%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		38	48%
Status - Partial In Place		23	29%
Status - Not in Place		18	23%
Priority - High		38	48%
Priority - Medium		25	32%
Priority - Low		16	20%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		5	6%
Status - Partial In Place		13	16%
Status - Not in Place		61	77%
Priority - High		17	22%
Priority - Medium		31	39%
Priority - Low		32	41%
Total Respondents		79	

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		11	14%
Status - Partial In Place		25	32%
Status - Not in Place		43	54%
Priority - High		23	29%
Priority - Medium		34	43%
Priority - Low		22	28%
Total Respondents		79	



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

		Response Total	Response Percent
Status - In Place		15	19%
Status - Partial In Place		32	41%
Status - Not in Place		31	39%
Priority - High		24	30%
Priority - Medium		37	47%
Priority - Low		18	23%
Total Respondents		79	

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

		Response Total	Response Percent
Status - In Place		13	16%
Status - Partial In Place		27	34%
Status - Not in Place		39	49%
Priority - High		23	29%
Priority - Medium		31	39%
Priority - Low		25	32%
Total Respondents		79	

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		22	28%
Status - Partial In Place		25	32%
Status - Not in Place		32	41%
Priority - High		22	28%
Priority - Medium		35	44%
Priority - Low		22	28%
Total Respondents		79	




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

		Response Total	Response Percent
Status - In Place		31	39%
Status - Partial In Place		38	48%
Status - Not in Place		11	14%
Priority - High		35	44%
Priority - Medium		28	35%
Priority - Low		17	22%
Total Respondents		79	

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

		Response Total	Response Percent
Status - In Place		11	14%
Status - Partial In Place		36	46%
Status - Not in Place		32	41%
Priority - High		26	33%
Priority - Medium		32	41%
Priority - Low		20	25%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		29	37%
Status - Partial In Place		44	56%
Status - Not in Place		5	6%
Priority - High		33	42%
Priority - Medium		34	43%
Priority - Low		12	15%
Total Respondents		79	79







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

		Response Total	Response Percent
Status - In Place		7	9%
Status - Partial In Place		22	28%
Status - Not in Place		50	63%
Priority - High		14	18%
Priority - Medium		32	41%
Priority - Low		32	41%
Total Respondents		79	79




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		14	18%
Status - Partial In Place		33	42%
Status - Not in Place		32	41%
Priority - High		28	35%
Priority - Medium		27	34%
Priority - Low		24	30%
Total Respondents		79	

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

		Response Total	Response Percent
Status - In Place		24	30%
Status - Partial In Place		28	35%
Status - Not in Place		27	34%
Priority - High		28	35%
Priority - Medium		32	41%
Priority - Low		19	24%
Total Respondents		79	

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

		Response Total	Response Percent
Status - In Place		5	6%
Status - Partial In Place		21	27%
Status - Not in Place		52	66%
Priority - High		13	16%
Priority - Medium		33	42%
Priority - Low		33	42%
Total Respondents		79	







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

		Response Total	Response Percent
Status - In Place		9	11%
Status - Partial In Place		14	18%
Status - Not in Place		56	71%
Priority - High		14	18%
Priority - Medium		32	41%
Priority - Low		33	42%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		20	25%
Status - Partial In Place		38	48%
Status - Not in Place		20	25%
Priority - High		26	33%
Priority - Medium		32	41%
Priority - Low		21	27%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		44	56%
Status - Partial In Place		32	41%
Status - Not in Place		4	5%
Priority - High		52	66%
Priority - Medium		21	27%
Priority - Low		8	10%
Total Respondents		79	79

30. Problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		42	53%
Status - Partial In Place		33	42%
Status - Not in Place		6	8%
Priority - High		47	59%
Priority - Medium		26	33%
Priority - Low		9	11%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		36	46%
Status - Partial In Place		29	37%
Status - Not in Place		16	20%
Priority - High		44	56%
Priority - Medium		23	29%
Priority - Low		14	18%
Total Respondents		79	79


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

		Response Total	Response Percent
Status - In Place		17	22%
Status - Partial In Place		40	51%
Status - Not in Place		24	30%
Priority - High		25	32%
Priority - Medium		36	46%
Priority - Low		19	24%
Total Respondents		79	79

33. Problem behaviors receive consistent consequences.

		Response Total	Response Percent
Status - In Place		27	34%
Status - Partial In Place		34	43%
Status - Not in Place		20	25%
Priority - High		44	56%
Priority - Medium		23	29%
Priority - Low		14	18%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		28	35%
Status - Partial In Place		34	43%
Status - Not in Place		19	24%
Priority - High		42	53%
Priority - Medium		26	33%
Priority - Low		12	15%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		33	42%
Status - Partial In Place		39	49%
Status - Not in Place		9	11%
Priority - High		37	47%
Priority - Medium		29	37%
Priority - Low		12	15%
Total Respondents		79	79



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

		Response Total	Response Percent
Status - In Place		36	46%
Status - Partial In Place		33	42%
Status - Not in Place		12	15%
Priority - High		45	57%
Priority - Medium		25	32%
Priority - Low		10	13%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		28	35%
Status - Partial In Place		46	58%
Status - Not in Place		6	8%
Priority - High		53	67%
Priority - Medium		23	29%
Priority - Low		4	5%
Total Respondents		79	79





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

		Response Total	Response Percent
Status - In Place		32	41%
Status - Partial In Place		40	51%
Status - Not in Place		9	11%
Priority - High		34	43%
Priority - Medium		37	47%
Priority - Low		10	13%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		25	32%
Status - Partial In Place		46	58%
Status - Not in Place		9	11%
Priority - High		29	37%
Priority - Medium		40	51%
Priority - Low		9	11%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		20	25%
Status - Partial In Place		22	28%
Status - Not in Place		37	47%
Priority - High		32	41%
Priority - Medium		24	30%
Priority - Low		22	28%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		22	28%
Status - Partial In Place		31	39%
Status - Not in Place		26	33%
Priority - High		29	37%
Priority - Medium		28	35%
Priority - Low		21	27%
Total Respondents		79	79

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		8	10%
Status - Partial In Place		24	30%
Status - Not in Place		47	59%
Priority - High		27	34%
Priority - Medium		28	35%
Priority - Low		24	30%
Total Respondents		79	


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

		Response Total	Response Percent
Status - In Place		12	15%
Status - Partial In Place		23	29%
Status - Not in Place		45	57%
Priority - High		26	33%
Priority - Medium		28	35%
Priority - Low		25	32%
Total Respondents		79	


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

		Response Total	Response Percent
Status - In Place		6	8%
Status - Partial In Place		21	27%
Status - Not in Place		51	65%
Priority - High		18	23%
Priority - Medium		34	43%
Priority - Low		27	34%
Total Respondents		79	

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

		Response Total	Response Percent
Status - In Place		15	19%
Status - Partial In Place		30	38%
Status - Not in Place		34	43%
Priority - High		30	38%
Priority - Medium		23	29%
Priority - Low		26	33%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		6	8%
Status - Partial In Place		31	39%
Status - Not in Place		42	53%
Priority - High		23	29%
Priority - Medium		27	34%
Priority - Low		30	38%
Total Respondents		79	79

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

		Response Total	Response Percent
Status - In Place		7	9%
Status - Partial In Place		31	39%
Status - Not in Place		42	53%
Priority - High		20	25%
Priority - Medium		33	42%
Priority - Low		25	32%
Total Respondents		79	79

