


USD 261 Effective Behavior Support Survey

Respondents: 46 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		46	100%
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		46	

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		28	61%
Status - Partial In Place		18	39%
Status - Not in Place		0	0%
Priority - High		31	67%
Priority - Medium		9	20%
Priority - Low		6	13%

Total Respondents 46

3. Expected student behaviors are taught directly.

		Response Total	Response Percent
Status - In Place		21	46%
Status - Partial In Place		22	48%
Status - Not in Place		3	7%
Priority - High		33	72%
Priority - Medium		5	11%
		8	17%
		Total Respondents	46

4. Expected student behaviors are rewarded regularly.




		Response Total	Response Percent
Status - In Place		24	52%
Status - Partial In Place		17	37%
Status - Not in Place		5	11%
Priority - High		25	54%
Priority - Medium		12	26%
Priority - Low		9	20%
		Total Respondents	46

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


		Response Total	Response Percent
Status - In Place		18	39%
Status - Partial In Place		24	52%
Status - Not in Place		4	9%
Priority - High		28	61%
Priority - Medium		13	28%
Priority - Low		5	11%

Total Respondents 46

6. Consequences for problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		19	41%
Status - Partial In Place		22	48%
Status - Not in Place		5	11%
Priority - High		29	63%
Priority - Medium		12	26%
Priority - Low		7	15%
		Total Respondents	46

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

		Response Total	Response Percent
Status - In Place		15	33%
Status - Partial In Place		23	50%
Status - Not in Place		8	17%
Priority - High		21	46%
Priority - Medium		17	37%
Priority - Low		8	17%
		Total Respondents	46

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

		Response Total	Response Percent
Status - In Place		17	37%
Status - Partial In Place		23	50%
Status - Not in Place		6	13%
Priority - High		22	48%
Priority - Medium		17	37%
Priority - Low		7	15%

Total Respondents 46

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

		Response Total	Response Percent
Status - In Place		27	59%
Status - Partial In Place		17	37%
Status - Not in Place		2	4%
Priority - High		31	67%
Priority - Medium		7	15%
Priority - Low		8	17%
		Total Respondents	46

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







		Response Total	Response Percent
Status - In Place		31	67%
Status - Partial In Place		14	30%
Status - Not in Place		2	4%
Priority - High		30	65%
Priority - Medium		8	17%
Priority - Low		8	17%
		Total Respondents	46

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







		Response Total	Response Percent
Status - In Place		21	46%
Status - Partial In Place		16	35%
Status - Not in Place		9	20%
Priority - High		28	61%
Priority - Medium		8	17%
Priority - Low		10	22%

Total Respondents 46

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

		Response Total	Response Percent
Status - In Place		16	35%
Status - Partial In Place		17	37%
Status - Not in Place		13	28%
Priority - High		21	46%
Priority - Medium		15	33%
Priority - Low		10	22%
		Total Respondents	46

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		16	35%
Status - Partial In Place		16	35%
Status - Not in Place		14	30%
Priority - High		23	50%
Priority - Medium		16	35%
Priority - Low		7	15%
		Total Respondents	46

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







		Response Total	Response Percent
Status - In Place		19	41%
Status - Partial In Place		17	37%
Status - Not in Place		10	22%
Priority - High		26	57%
Priority - Medium		12	26%
Priority - Low		8	17%

Total Respondents 46

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

		Response Total	Response Percent
Status - In Place		12	26%
Status - Partial In Place		15	33%
Status - Not in Place		19	41%
Priority - High		18	39%
Priority - Medium		20	43%
Priority - Low		8	17%
		Total Respondents	46

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		13	28%
Status - Partial In Place		17	37%
Status - Not in Place		16	35%
Priority - High		19	41%
Priority - Medium		21	46%
Priority - Low		5	11%
		Total Respondents	46

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





		Response Total	Response Percent
Status - In Place		13	28%
Status - Partial In Place		24	52%
Status - Not in Place		9	20%
Priority - High		27	59%
Priority - Medium		12	26%
Priority - Low		7	15%

Total Respondents 46

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

		Response Total	Response Percent
Status - In Place		13	28%
Status - Partial In Place		22	48%
Status - Not in Place		12	26%
Priority - High		25	54%
Priority - Medium		19	41%
Priority - Low		3	7%
		Total Respondents	46

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		19	41%
Status - Partial In Place		15	33%
Status - Not in Place		12	26%
Priority - High		19	41%
Priority - Medium		18	39%
Priority - Low		9	20%
		Total Respondents	46

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

		Response Total	Response Percent
Status - In Place		26	58%
Status - Partial In Place		18	40%
Status - Not in Place		1	2%
Priority - High		25	56%
Priority - Medium		11	24%
Priority - Low		9	20%

Total Respondents	45
(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		20	44%
Status - Partial In Place		22	49%
Status - Not in Place		3	7%
Priority - High		25	56%
Priority - Medium		12	27%
Priority - Low		8	18%
Total Respondents		45	
(skipped this question)			1

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


		Response Total	Response Percent
Status - In Place		19	42%
Status - Partial In Place		21	47%
Status - Not in Place		5	11%
Priority - High		21	47%
Priority - Medium		13	29%
Priority - Low		11	24%
Total Respondents		45	
(skipped this question)			1

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

		Response Total	Response Percent
Status - In Place		26	58%
Status - Partial In Place		15	33%
Status - Not in Place		4	9%

Priority - High		23	51%
Priority - Medium		13	29%
Priority - Low		9	20%
		Total Respondents	45
		(skipped this question)	1


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		19	42%
Status - Partial In Place		20	44%
Status - Not in Place		6	13%
Priority - High		19	42%
Priority - Medium		15	33%
Priority - Low		11	24%
		Total Respondents	45
		(skipped this question)	1

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




		Response Total	Response Percent
Status - In Place		24	53%
Status - Partial In Place		14	31%
Status - Not in Place		7	16%
Priority - High		19	42%
Priority - Medium		14	31%
Priority - Low		12	27%
		Total Respondents	45
		(skipped this question)	1

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






		Response Total	Response Percent
Status - In Place		10	22%

Status - Partial In Place		12	27%
Status - Not in Place		23	51%
Priority - High		21	47%
Priority - Medium		13	29%
Priority - Low		11	24%
		Total Respondents	45
		(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		9	20%
Status - Partial In Place		14	31%
Status - Not in Place		22	49%
Priority - High		14	31%
Priority - Medium		17	38%
Priority - Low		14	31%
		Total Respondents	45
		(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		19	42%
Status - Partial In Place		17	38%
Status - Not in Place		9	20%
Priority - High		23	51%
Priority - Medium		10	22%
Priority - Low		12	27%
		Total Respondents	45
		(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		29	64%
Status - Partial In Place		17	38%
Status - Not in Place		0	0%
Priority - High		33	73%
Priority - Medium		7	16%
Priority - Low		6	13%
Total Respondents		45	
(skipped this question)			1

30. Problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		21	47%
Status - Partial In Place		23	51%
Status - Not in Place		1	2%
Priority - High		32	71%
Priority - Medium		5	11%
Priority - Low		7	16%
Total Respondents		45	
(skipped this question)			1

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

		Response Total	Response Percent
Status - In Place		29	64%
Status - Partial In Place		13	29%
Status - Not in Place		3	7%
Priority - High		32	71%
Priority - Medium		5	11%
Priority - Low		8	18%
Total Respondents		45	
(skipped this question)			1

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

		Response Total	Response Percent
Status - In Place		16	36%
Status - Partial In Place		22	49%
Status - Not in Place		7	16%
Priority - High		24	53%
Priority - Medium		15	33%
Priority - Low		6	13%
		Total Respondents	45
		(skipped this question)	1

33. Problem behaviors receive consistent consequences.

		Response Total	Response Percent
Status - In Place		20	44%
Status - Partial In Place		16	36%
Status - Not in Place		9	20%
Priority - High		25	56%
Priority - Medium		12	27%
Priority - Low		8	18%
		Total Respondents	45
		(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		18	40%
Status - Partial In Place		22	49%
Status - Not in Place		5	11%
Priority - High		26	58%
Priority - Medium		8	18%

Priority - Low		11	24%
		Total Respondents	45
		(skipped this question)	1

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



		Response Total	Response Percent
Status - In Place		23	51%
Status - Partial In Place		18	40%
Status - Not in Place		4	9%
Priority - High		28	62%
Priority - Medium		9	20%
Priority - Low		8	18%
		Total Respondents	45
		(skipped this question)	1

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




		Response Total	Response Percent
Status - In Place		25	56%
Status - Partial In Place		16	36%
Status - Not in Place		4	9%
Priority - High		32	71%
Priority - Medium		6	13%
Priority - Low		6	13%
		Total Respondents	45
		(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		23	51%
Status - Partial In Place		20	44%

Status - Not in Place		2	4%
Priority - High		33	73%
Priority - Medium		5	11%
Priority - Low		5	11%
		Total Respondents	45
		(skipped this question)	1

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





		Response Total	Response Percent
Status - In Place		16	36%
Status - Partial In Place		22	49%
Status - Not in Place		7	16%
Priority - High		26	58%
Priority - Medium		12	27%
Priority - Low		7	16%
		Total Respondents	45
		(skipped this question)	1

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

		Response Total	Response Percent
Status - In Place		15	33%
Status - Partial In Place		24	53%
Status - Not in Place		6	13%
Priority - High		22	49%
Priority - Medium		12	27%
Priority - Low		10	22%
		Total Respondents	45
		(skipped this question)	1

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

Response Response

		Total	Percent
Status - In Place		20	45%
Status - Partial In Place		14	32%
Status - Not in Place		10	23%
Priority - High		25	57%
Priority - Medium		10	23%
Priority - Low		9	20%
		Total Respondents	44
		(skipped this question)	2

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

		Response Total	Response Percent
Status - In Place		20	45%
Status - Partial In Place		14	32%
Status - Not in Place		10	23%
Priority - High		25	57%
Priority - Medium		11	25%
Priority - Low		8	18%
		Total Respondents	44
		(skipped this question)	2




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		15	34%
Status - Partial In Place		19	43%
Status - Not in Place		10	23%
Priority - High		27	61%
Priority - Medium		9	20%
Priority - Low		8	18%
		Total Respondents	44
		(skipped this question)	2

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

		Response Total	Response Percent
Status - In Place		22	50%
Status - Partial In Place		16	36%
Status - Not in Place		6	14%
Priority - High		25	57%
Priority - Medium		9	20%
Priority - Low		10	23%
		Total Respondents	44
		(skipped this question)	2

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

		Response Total	Response Percent
Status - In Place		8	18%
Status - Partial In Place		19	43%
Status - Not in Place		17	39%
Priority - High		15	34%
Priority - Medium		21	48%
Priority - Low		8	18%
		Total Respondents	44
		(skipped this question)	2

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



		Response Total	Response Percent
Status - In Place		15	34%
Status - Partial In Place		17	39%
Status - Not in Place		12	27%
Priority - High		21	48%
Priority - Medium		10	23%

Priority - Low		13	30%
		Total Respondents	44
		(skipped this question)	2

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

		Response Total	Response Percent
Status - In Place		11	25%
Status - Partial In Place		20	45%
Status - Not in Place		13	30%
Priority - High		19	43%
Priority - Medium		13	30%
Priority - Low		11	25%
		Total Respondents	44
		(skipped this question)	2

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

		Response Total	Response Percent
Status - In Place		15	34%
Status - Partial In Place		19	43%
Status - Not in Place		10	23%
Priority - High		19	43%
Priority - Medium		10	23%
Priority - Low		13	30%
		Total Respondents	44
		(skipped this question)	2