














USD 261 Effective Behavior Support Survey –All Responses Overview




Respondents: 320 displayed, 320 total

Launched Date: 05/02/2006


1. Which school are your reporting for?

		Response Total	Response Percent
Early Childhood Center		15	5%
Parents as Teachers		6	2%
Freeman		34	11%
Nelson		46	14%
Oatville		30	9%
Rex		29	9%
Ruth Clark		32	10%
Haysville Middle School		79	25%
Campus High School		26	8%
Alternative High School		11	3%
Charter School		3	1%
Tri-City		6	2%
USD 261 Support Staff		3	1%
Total Respondents		320	





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		143	45%
Status - Partial In Place		134	42%
Status - Not in Place		45	14%
Priority - High		196	61%
Priority - Medium		81	25%
Priority - Low		43	13%
Total Respondents		320	

3. Expected student behaviors are taught directly.

		Response Total	Response Percent
Status - In Place		123	38%
Status - Partial In Place		136	42%
Status - Not in Place		60	19%
Priority - High		201	63%
Priority - Medium		76	24%
		38	12%
		Total Respondents	320

4. Expected student behaviors are rewarded regularly.

		Response Total	Response Percent
Status - In Place		142	44%
Status - Partial In Place		132	41%
Status - Not in Place		46	14%
Priority - High		167	52%
Priority - Medium		112	35%
Priority - Low		39	12%
		Total Respondents	320



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

		Response Total	Response Percent
Status - In Place		136	42%
Status - Partial In Place		131	41%
Status - Not in Place		53	17%
Priority - High		185	58%
Priority - Medium		92	29%
Priority - Low		43	13%
		Total Respondents	320

6. Consequences for problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		131	41%
Status - Partial In Place		119	37%
Status - Not in Place		71	22%
Priority - High		184	57%
Priority - Medium		83	26%
Priority - Low		52	16%
		Total Respondents	320

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

		Response Total	Response Percent
Status - In Place		89	28%
Status - Partial In Place		148	46%
Status - Not in Place		83	26%
Priority - High		141	44%
Priority - Medium		128	40%
Priority - Low		48	15%
		Total Respondents	320







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

		Response Total	Response Percent
Status - In Place		127	40%
Status - Partial In Place		140	44%
Status - Not in Place		54	17%
Priority - High		184	57%
Priority - Medium		103	32%
Priority - Low		30	9%
		Total Respondents	320



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

		Response Total	Response Percent
Status - In Place		201	63%
Status - Partial In Place		101	32%
Status - Not in Place		18	6%
Priority - High		218	68%
Priority - Medium		68	21%
Priority - Low		31	10%
		Total Respondents	320

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

		Response Total	Response Percent
Status - In Place		126	39%
Status - Partial In Place		95	30%
Status - Not in Place		100	31%
Priority - High		155	48%
Priority - Medium		108	34%
Priority - Low		58	18%
		Total Respondents	320

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

		Response Total	Response Percent
Status - In Place		144	45%
Status - Partial In Place		105	33%
Status - Not in Place		68	21%
Priority - High		185	58%
Priority - Medium		80	25%
Priority - Low		51	16%
		Total Respondents	320






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

		Response Total	Response Percent
Status - In Place		87	27%
Status - Partial In Place		100	31%
Status - Not in Place		134	42%
Priority - High		134	42%
Priority - Medium		119	37%
Priority - Low		65	20%
Total Respondents		320	

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		84	26%
Status - Partial In Place		103	32%
Status - Not in Place		131	41%
Priority - High		132	41%
Priority - Medium		121	38%
Priority - Low		66	21%
Total Respondents		320	

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

		Response Total	Response Percent
Status - In Place		133	42%
Status - Partial In Place		123	38%
Status - Not in Place		63	20%
Priority - High		170	53%
Priority - Medium		103	32%
Priority - Low		44	14%
Total Respondents		320	

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

		Response Total	Response Percent
Status - In Place		51	16%
Status - Partial In Place		75	23%
Status - Not in Place		195	61%
Priority - High		95	30%
Priority - Medium		120	38%
Priority - Low		102	32%
Total Respondents		320	





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		50	16%
Status - Partial In Place		105	33%
Status - Not in Place		162	51%
Priority - High		112	35%
Priority - Medium		128	40%
Priority - Low		77	24%
Total Respondents		320	






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

		Response Total	Response Percent
Status - In Place		83	26%
Status - Partial In Place		126	39%
Status - Not in Place		110	34%
Priority - High		141	44%
Priority - Medium		114	36%
Priority - Low		62	19%
Total Respondents		320	


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

		Response Total	Response Percent
Status - In Place		74	23%
Status - Partial In Place		120	38%
Status - Not in Place		126	39%
Priority - High		124	39%
Priority - Medium		121	38%
Priority - Low		73	23%
Total Respondents		320	

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		100	31%
Status - Partial In Place		99	31%
Status - Not in Place		113	35%
Priority - High		102	32%
Priority - Medium		133	42%
Priority - Low		83	26%
Total Respondents		320	

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


		Response Total	Response Percent
Status - In Place		144	45%
Status - Partial In Place		131	41%
Status - Not in Place		45	14%
Priority - High		185	58%
Priority - Medium		86	27%
Priority - Low		48	15%
Total Respondents		317	

(skipped this question) 3





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

		Response Total	Response Percent
Status - In Place		101	32%
Status - Partial In Place		130	41%
Status - Not in Place		88	28%
Priority - High		161	51%
Priority - Medium		104	33%
Priority - Low		52	16%
Total Respondents		317	
		(skipped this question)	3

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

		Response Total	Response Percent
Status - In Place		115	36%
Status - Partial In Place		167	53%
Status - Not in Place		37	12%
Priority - High		160	50%
Priority - Medium		117	37%
Priority - Low		40	13%
Total Respondents		317	
		(skipped this question)	3

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

		Response Total	Response Percent
Status - In Place		64	20%
Status - Partial In Place		127	40%
Status - Not in Place		127	40%
Priority - High		104	33%

Priority - Medium		130	41%
Priority - Low		82	26%
		Total Respondents	317
		(skipped this question)	3



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		109	34%
Status - Partial In Place		130	41%
Status - Not in Place		80	25%
Priority - High		128	40%
Priority - Medium		125	39%
Priority - Low		64	20%
		Total Respondents	317
		(skipped this question)	3

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

		Response Total	Response Percent
Status - In Place		143	45%
Status - Partial In Place		110	35%
Status - Not in Place		67	21%
Priority - High		131	41%
Priority - Medium		117	37%
Priority - Low		69	22%
		Total Respondents	317
		(skipped this question)	3

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







		Response Total	Response Percent
Status - In Place		53	17%
Status - Partial In Place		109	34%

Status - Not in Place		156	49%
Priority - High		105	33%
Priority - Medium		123	39%
Priority - Low		91	29%
		Total Respondents	317
		(skipped this question)	3

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

		Response Total	Response Percent
Status - In Place		47	15%
Status - Partial In Place		84	26%
Status - Not in Place		186	59%
Priority - High		87	27%
Priority - Medium		128	40%
Priority - Low		103	32%
		Total Respondents	317
		(skipped this question)	3

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

		Response Total	Response Percent
Status - In Place		105	33%
Status - Partial In Place		137	43%
Status - Not in Place		76	24%
Priority - High		148	47%
Priority - Medium		102	32%
Priority - Low		66	21%
		Total Respondents	317
		(skipped this question)	3

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

Response Response

		Total	Percent
Status - In Place		210	67%
Status - Partial In Place		99	31%
Status - Not in Place		10	3%
Priority - High		229	73%
Priority - Medium		66	21%
Priority - Low		22	7%
		Total Respondents	315
		(skipped this question)	5

30. Problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		174	55%
Status - Partial In Place		120	38%
Status - Not in Place		25	8%
Priority - High		214	68%
Priority - Medium		74	23%
Priority - Low		26	8%
		Total Respondents	315
		(skipped this question)	5

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

		Response Total	Response Percent
Status - In Place		192	61%
Status - Partial In Place		101	32%
Status - Not in Place		27	9%
Priority - High		216	69%
Priority - Medium		70	22%
Priority - Low		30	10%
		Total Respondents	315
		(skipped this question)	5

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

		Response Total	Response Percent
Status - In Place		124	39%
Status - Partial In Place		146	46%
Status - Not in Place		48	15%
Priority - High		178	57%
Priority - Medium		102	32%
Priority - Low		35	11%
Total Respondents		315	
(skipped this question)			5

33. Problem behaviors receive consistent consequences.




		Response Total	Response Percent
Status - In Place		143	45%
Status - Partial In Place		122	39%
Status - Not in Place		54	17%
Priority - High		213	68%
Priority - Medium		71	23%
Priority - Low		30	10%
Total Respondents		315	
(skipped this question)			5

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

		Response Total	Response Percent
Status - In Place		122	39%
Status - Partial In Place		137	43%
Status - Not in Place		59	19%
Priority - High		186	59%
Priority - Medium		86	27%

Priority - Low		41	13%
		Total Respondents	315
		(skipped this question)	5



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

		Response Total	Response Percent
Status - In Place		135	43%
Status - Partial In Place		143	45%
Status - Not in Place		41	13%
Priority - High		188	60%
Priority - Medium		96	30%
Priority - Low		30	10%
		Total Respondents	315
		(skipped this question)	5

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



		Response Total	Response Percent
Status - In Place		178	57%
Status - Partial In Place		117	37%
Status - Not in Place		24	8%
Priority - High		216	69%
Priority - Medium		73	23%
Priority - Low		25	8%
		Total Respondents	315
		(skipped this question)	5

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

		Response Total	Response Percent
Status - In Place		148	47%
Status - Partial In Place		154	49%

Status - Not in Place		15	5%
Priority - High		229	73%
Priority - Medium		70	22%
Priority - Low		12	4%
		Total Respondents	315
		(skipped this question)	5

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

		Response Total	Response Percent
Status - In Place		123	39%
Status - Partial In Place		138	44%
Status - Not in Place		57	18%
Priority - High		166	53%
Priority - Medium		104	33%
Priority - Low		44	14%
		Total Respondents	315
		(skipped this question)	5

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






		Response Total	Response Percent
Status - In Place		134	43%
Status - Partial In Place		153	49%
Status - Not in Place		30	10%
Priority - High		166	53%
Priority - Medium		108	34%
Priority - Low		39	12%
		Total Respondents	315
		(skipped this question)	5

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

Response Response

		Total	Percent
Status - In Place		90	29%
Status - Partial In Place		98	31%
Status - Not in Place		123	39%
Priority - High		158	50%
Priority - Medium		86	27%
Priority - Low		66	21%
		Total Respondents	313
		(skipped this question)	7

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

		Response Total	Response Percent
Status - In Place		113	36%
Status - Partial In Place		116	37%
Status - Not in Place		83	27%
Priority - High		168	54%
Priority - Medium		88	28%
Priority - Low		53	17%
		Total Respondents	313
		(skipped this question)	7

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		52	17%
Status - Partial In Place		113	36%
Status - Not in Place		147	47%
Priority - High		151	48%
Priority - Medium		93	30%
Priority - Low		67	21%
		Total Respondents	313
		(skipped this question)	7

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

		Response Total	Response Percent
Status - In Place		86	27%
Status - Partial In Place		85	27%
Status - Not in Place		141	45%
Priority - High		156	50%
Priority - Medium		85	27%
Priority - Low		70	22%
Total Respondents		313	
(skipped this question)			7

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

		Response Total	Response Percent
Status - In Place		38	12%
Status - Partial In Place		92	29%
Status - Not in Place		178	57%
Priority - High		104	33%
Priority - Medium		121	39%
Priority - Low		86	27%
Total Respondents		313	
(skipped this question)			7

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

		Response Total	Response Percent
Status - In Place		82	26%
Status - Partial In Place		119	38%
Status - Not in Place		111	35%
Priority - High		156	50%
Priority - Medium		87	28%

Priority - Low		68	22%
		Total Respondents	313
		(skipped this question)	7

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

		Response Total	Response Percent
Status - In Place		46	15%
Status - Partial In Place		119	38%
Status - Not in Place		147	47%
Priority - High		130	42%
Priority - Medium		101	32%
Priority - Low		79	25%
		Total Respondents	313
		(skipped this question)	7

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

		Response Total	Response Percent
Status - In Place		53	17%
Status - Partial In Place		120	38%
Status - Not in Place		140	45%
Priority - High		128	41%
Priority - Medium		112	36%
Priority - Low		68	22%
		Total Respondents	313
		(skipped this question)	7