


## USD 261 Effective Behavior Support Survey - Rex

**Respondents:** 29 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		29	100%
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>29</b>	

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



		Response Total	Response Percent
<b>Status</b> - In Place		10	34%
<b>Status</b> - Partial In Place		16	55%
<b>Status</b> - Not in Place		4	14%
<b>Priority</b> - High		18	62%
<b>Priority</b> - Medium		7	24%
<b>Priority</b> - Low		3	10%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		6	21%
Status - Partial In Place		15	52%
Status - Not in Place		8	28%
Priority - High		17	59%
Priority - Medium		8	28%
		3	10%
		Total Respondents	29

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







		Response Total	Response Percent
Status - In Place		7	24%
Status - Partial In Place		15	52%
Status - Not in Place		7	24%
Priority - High		16	55%
Priority - Medium		10	34%
Priority - Low		3	10%
		Total Respondents	29

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







		Response Total	Response Percent
Status - In Place		8	28%
Status - Partial In Place		15	52%
Status - Not in Place		6	21%
Priority - High		19	66%
Priority - Medium		7	24%
Priority - Low		4	14%

Total Respondents 29

6. Consequences for problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		7	24%
Status - Partial In Place		13	45%
Status - Not in Place		9	31%
Priority - High		18	62%
Priority - Medium		6	21%
Priority - Low		5	17%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		11	38%
Status - Partial In Place		9	31%
Status - Not in Place		9	31%
Priority - High		19	66%
Priority - Medium		7	24%
Priority - Low		3	10%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		3	10%
Status - Partial In Place		16	55%
Status - Not in Place		9	31%
Priority - High		20	69%
Priority - Medium		5	17%
Priority - Low		4	14%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		13	45%
Status - Partial In Place		13	45%
Status - Not in Place		3	10%
Priority - High		22	76%
Priority - Medium		6	21%
Priority - Low		1	3%
		Total Respondents	29

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



		Response Total	Response Percent
Status - In Place		14	48%
Status - Partial In Place		10	34%
Status - Not in Place		5	17%
Priority - High		16	55%
Priority - Medium		10	34%
Priority - Low		3	10%
		Total Respondents	29

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






		Response Total	Response Percent
Status - In Place		10	34%
Status - Partial In Place		16	55%
Status - Not in Place		3	10%
Priority - High		18	62%
Priority - Medium		8	28%
Priority - Low		3	10%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		6	21%
Status - Partial In Place		12	41%
Status - Not in Place		11	38%
Priority - High		14	48%
Priority - Medium		11	38%
Priority - Low		3	10%
		Total Respondents	29

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		5	17%
Status - Partial In Place		11	38%
Status - Not in Place		13	45%
Priority - High		10	34%
Priority - Medium		15	52%
Priority - Low		4	14%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		6	21%
Status - Partial In Place		15	52%
Status - Not in Place		8	28%
Priority - High		16	55%
Priority - Medium		10	34%
Priority - Low		3	10%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		3	10%
Status - Partial In Place		12	41%
Status - Not in Place		14	48%
Priority - High		9	31%
Priority - Medium		14	48%
Priority - Low		6	21%
		Total Respondents	29

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		1	3%
Status - Partial In Place		14	48%
Status - Not in Place		14	48%
Priority - High		10	34%
Priority - Medium		15	52%
Priority - Low		4	14%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		5	17%
Status - Partial In Place		18	62%
Status - Not in Place		6	21%
Priority - High		13	45%
Priority - Medium		12	41%
Priority - Low		4	14%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		5	17%
Status - Partial In Place		13	45%
Status - Not in Place		10	34%
Priority - High		11	38%
Priority - Medium		13	45%
Priority - Low		5	17%
		Total Respondents	29

**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		9	31%
Status - Partial In Place		13	45%
Status - Not in Place		6	21%
Priority - High		9	31%
Priority - Medium		14	48%
Priority - Low		6	21%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		11	38%
Status - Partial In Place		11	38%
Status - Not in Place		9	31%
Priority - High		20	69%
Priority - Medium		8	28%
Priority - Low		3	10%

Total Respondents 29



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

		Response Total	Response Percent
Status - In Place		4	14%
Status - Partial In Place		12	41%
Status - Not in Place		15	52%
Priority - High		13	45%
Priority - Medium		13	45%
Priority - Low		5	17%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		3	10%
Status - Partial In Place		25	86%
Status - Not in Place		3	10%
Priority - High		13	45%
Priority - Medium		15	52%
Priority - Low		2	7%
		Total Respondents	29

**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		14	48%
Status - Not in Place		17	59%
Priority - High		9	31%
Priority - Medium		12	41%
Priority - Low		9	31%

Total Respondents 29





**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		8	28%
Status - Partial In Place		14	48%
Status - Not in Place		9	31%
Priority - High		10	34%
Priority - Medium		14	48%
Priority - Low		6	21%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		14	48%
Status - Partial In Place		11	38%
Status - Not in Place		6	21%
Priority - High		12	41%
Priority - Medium		11	38%
Priority - Low		7	24%
		Total Respondents	29

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






		Response Total	Response Percent
Status - In Place		2	7%
Status - Partial In Place		14	48%
Status - Not in Place		15	52%
Priority - High		13	45%
Priority - Medium		11	38%
Priority - Low		7	24%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		2	7%
Status - Partial In Place		10	34%
Status - Not in Place		19	66%
Priority - High		9	31%
Priority - Medium		13	45%
Priority - Low		9	31%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		6	21%
Status - Partial In Place		14	48%
Status - Not in Place		11	38%
Priority - High		16	55%
Priority - Medium		9	31%
Priority - Low		5	17%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		22	76%
Status - Partial In Place		5	17%
Status - Not in Place		3	10%
Priority - High		26	90%
Priority - Medium		3	10%
Priority - Low		1	3%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		15	52%
Status - Partial In Place		12	41%
Status - Not in Place		3	10%
Priority - High		23	79%
Priority - Medium		5	17%
Priority - Low		1	3%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		14	48%
Status - Partial In Place		14	48%
Status - Not in Place		2	7%
Priority - High		23	79%
Priority - Medium		6	21%
Priority - Low		1	3%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		14	48%
Status - Partial In Place		14	48%
Status - Not in Place		2	7%
Priority - High		21	72%
Priority - Medium		8	28%
Priority - Low		1	3%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		13	45%
Status - Partial In Place		12	41%
Status - Not in Place		5	17%
Priority - High		22	76%
Priority - Medium		6	21%
Priority - Low		1	3%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		10	34%
Status - Partial In Place		15	52%
Status - Not in Place		5	17%
Priority - High		20	69%
Priority - Medium		7	24%
Priority - Low		3	10%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		8	28%
Status - Partial In Place		15	52%
Status - Not in Place		7	24%
Priority - High		22	76%
Priority - Medium		6	21%
Priority - Low		2	7%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		17	59%
Status - Partial In Place		12	41%
Status - Not in Place		1	3%
Priority - High		22	76%
Priority - Medium		7	24%
Priority - Low		1	3%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		16	55%
Status - Partial In Place		14	48%
Status - Not in Place		0	0%
Priority - High		23	79%
Priority - Medium		7	24%
Priority - Low		0	0%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		10	34%
Status - Partial In Place		16	55%
Status - Not in Place		4	14%
Priority - High		16	55%
Priority - Medium		10	34%
Priority - Low		4	14%

Total Respondents 29

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

		Response Total	Response Percent
Status - In Place		18	62%
Status - Partial In Place		12	41%
Status - Not in Place		0	0%
Priority - High		21	72%
Priority - Medium		6	21%
Priority - Low		3	10%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		3	10%
Status - Partial In Place		8	28%
Status - Not in Place		18	62%
Priority - High		17	59%
Priority - Medium		5	17%
Priority - Low		7	24%
		Total Respondents	29

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




		Response Total	Response Percent
Status - In Place		10	34%
Status - Partial In Place		7	24%
Status - Not in Place		12	41%
Priority - High		21	72%
Priority - Medium		5	17%
Priority - Low		3	10%

Total Respondents 29

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		3	10%
Status - Partial In Place		14	48%
Status - Not in Place		12	41%
Priority - High		16	55%
Priority - Medium		7	24%
Priority - Low		6	21%
		Total Respondents	29

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




		Response Total	Response Percent
Status - In Place		9	31%
Status - Partial In Place		12	41%
Status - Not in Place		9	31%
Priority - High		20	69%
Priority - Medium		5	17%
Priority - Low		4	14%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		2	7%
Status - Partial In Place		13	45%
Status - Not in Place		14	48%
Priority - High		13	45%
Priority - Medium		10	34%
Priority - Low		6	21%

Total Respondents 29


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

		Response Total	Response Percent
Status - In Place		8	28%
Status - Partial In Place		14	48%
Status - Not in Place		7	24%
Priority - High		17	59%
Priority - Medium		8	28%
Priority - Low		4	14%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		3	10%
Status - Partial In Place		8	28%
Status - Not in Place		18	62%
Priority - High		15	52%
Priority - Medium		8	28%
Priority - Low		6	21%
		Total Respondents	29

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

		Response Total	Response Percent
Status - In Place		2	7%
Status - Partial In Place		15	52%
Status - Not in Place		12	41%
Priority - High		13	45%
Priority - Medium		13	45%
Priority - Low		3	10%

Total Respondents 29