


## USD 261 Effective Behavior Support Survey

**Respondents:** 3 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		0	0%
Campus High School		0	0%
Alternative High School		0	0%
Charter School		0	0%
Tri-City		0	0%
USD 261 Support Staff		3	100%
<b>Total Respondents</b>		<b>3</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		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
		0	0%
<b>Total Respondents</b>		<b>3</b>	

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	



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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	

**6.** Consequences for problem behaviors are defined clearly.

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		0	0%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>






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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		0	0%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>




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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>






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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>



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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

**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
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>



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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>





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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

**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
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>


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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>




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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		0	0%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

**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
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		0	0%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		0	0%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		3	100%
<b>Priority</b> - Medium		0	0%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		3	100%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>






**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
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>






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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>






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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>






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

		Response Total	Response Percent
<b>Status</b> - In Place		2	67%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>




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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>






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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		1	33%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		1	33%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		3	100%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		3	100%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		1	33%
<b>Priority</b> - Medium		2	67%
<b>Priority</b> - Low		0	0%
		<b>Total Respondents</b>	<b>3</b>

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

		Response Total	Response Percent
<b>Status</b> - In Place		1	33%
<b>Status</b> - Partial In Place		2	67%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		2	67%
<b>Priority</b> - Medium		1	33%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>3</b>	

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

		Response Total	Response Percent
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		2	100%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		1	50%
<b>Priority</b> - Medium		1	50%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>2</b>	
(skipped this question)			1

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

		Response Total	Response Percent
<b>Status</b> - In Place		0	0%
<b>Status</b> - Partial In Place		2	100%
<b>Status</b> - Not in Place		0	0%
<b>Priority</b> - High		1	50%
<b>Priority</b> - Medium		1	50%
<b>Priority</b> - Low		0	0%
<b>Total Respondents</b>		<b>2</b>	

(skipped this question) 1



**42.** A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status - In Place</b>		0	0%
<b>Status - Partial In Place</b>		1	50%
<b>Status - Not in Place</b>		1	50%
<b>Priority - High</b>		1	50%
<b>Priority - Medium</b>		1	50%
<b>Priority - Low</b>		0	0%
<b>Total Respondents</b>		<b>2</b>	
		(skipped this question)	1

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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status - In Place</b>		0	0%
<b>Status - Partial In Place</b>		1	50%
<b>Status - Not in Place</b>		1	50%
<b>Priority - High</b>		1	50%
<b>Priority - Medium</b>		1	50%
<b>Priority - Low</b>		0	0%
<b>Total Respondents</b>		<b>2</b>	
		(skipped this question)	1

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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status - In Place</b>		0	0%
<b>Status - Partial In Place</b>		1	50%
<b>Status - Not in Place</b>		1	50%
<b>Priority - High</b>		1	50%

<b>Priority - Medium</b>		<b>1</b>	<b>50%</b>
<b>Priority - Low</b>		<b>0</b>	<b>0%</b>
		<b>Total Respondents</b>	<b>2</b>
		(skipped this question)	1


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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status - In Place</b>		<b>0</b>	<b>0%</b>
<b>Status - Partial In Place</b>		<b>1</b>	<b>50%</b>
<b>Status - Not in Place</b>		<b>1</b>	<b>50%</b>
<b>Priority - High</b>		<b>1</b>	<b>50%</b>
<b>Priority - Medium</b>		<b>1</b>	<b>50%</b>
<b>Priority - Low</b>		<b>0</b>	<b>0%</b>
		<b>Total Respondents</b>	<b>2</b>
		(skipped this question)	1

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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status - In Place</b>		<b>0</b>	<b>0%</b>
<b>Status - Partial In Place</b>		<b>1</b>	<b>50%</b>
<b>Status - Not in Place</b>		<b>1</b>	<b>50%</b>
<b>Priority - High</b>		<b>1</b>	<b>50%</b>
<b>Priority - Medium</b>		<b>1</b>	<b>50%</b>
<b>Priority - Low</b>		<b>0</b>	<b>0%</b>
		<b>Total Respondents</b>	<b>2</b>
		(skipped this question)	1

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

		<b>Response Total</b>	<b>Response Percent</b>
<b>Status - In Place</b>		<b>0</b>	<b>0%</b>
<b>Status - Partial In Place</b>		<b>1</b>	<b>50%</b>

<b>Status</b> - Not in Place		<b>1</b>	<b>50%</b>
<b>Priority</b> - High		<b>1</b>	<b>50%</b>
<b>Priority</b> - Medium		<b>1</b>	<b>50%</b>
<b>Priority</b> - Low		<b>0</b>	<b>0%</b>
		<b>Total Respondents</b>	<b>2</b>
		(skipped this question)	1