


USD 261 Effective Behavior Support Survey – Ruth Clark

Respondents: 32 displayed, 326 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		32	100%
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		32	

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		7	22%
Status - Partial In Place		21	66%
Status - Not in Place		4	12%
Priority - High		14	44%
Priority - Medium		12	38%
Priority - Low		8	25%
Total Respondents		32	

3. Expected student behaviors are taught directly.

		Response Total	Response Percent
Status - In Place		11	34%
Status - Partial In Place		14	44%
Status - Not in Place		7	22%
Priority - High		16	50%
Priority - Medium		9	28%
		7	22%
		Total Respondents	32

4. Expected student behaviors are rewarded regularly.

		Response Total	Response Percent
Status - In Place		11	34%
Status - Partial In Place		15	47%
Status - Not in Place		6	19%
Priority - High		10	31%
Priority - Medium		16	50%
Priority - Low		6	19%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		8	25%
Status - Partial In Place		15	47%
Status - Not in Place		9	28%
Priority - High		15	47%
Priority - Medium		9	28%
Priority - Low		8	25%
		Total Respondents	32

6. Consequences for problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		9	28%
Status - Partial In Place		8	25%
Status - Not in Place		15	47%
Priority - High		13	41%
Priority - Medium		8	25%
Priority - Low		11	34%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		4	12%
Status - Partial In Place		18	56%
Status - Not in Place		10	31%
Priority - High		12	38%
Priority - Medium		14	44%
Priority - Low		6	19%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		7	22%
Status - Partial In Place		17	53%
Status - Not in Place		8	25%
Priority - High		14	44%
Priority - Medium		15	47%
Priority - Low		2	6%
		Total Respondents	32


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

		Response Total	Response Percent
Status - In Place		15	47%
Status - Partial In Place		13	41%
Status - Not in Place		4	12%
Priority - High		19	59%
Priority - Medium		11	34%
Priority - Low		2	6%
Total Respondents		32	





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

		Response Total	Response Percent
Status - In Place		9	28%
Status - Partial In Place		8	25%
Status - Not in Place		15	47%
Priority - High		12	38%
Priority - Medium		10	31%
Priority - Low		10	31%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		14	44%
Status - Partial In Place		8	25%
Status - Not in Place		8	25%
Priority - High		18	56%
Priority - Medium		7	22%
Priority - Low		7	22%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		5	16%
Status - Partial In Place		10	31%
Status - Not in Place		16	50%
Priority - High		10	31%
Priority - Medium		14	44%
Priority - Low		8	25%
Total Respondents		32	

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		6	19%
Status - Partial In Place		9	28%
Status - Not in Place		17	53%
Priority - High		10	31%
Priority - Medium		13	41%
Priority - Low		9	28%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		9	28%
Status - Partial In Place		14	44%
Status - Not in Place		8	25%
Priority - High		15	47%
Priority - Medium		11	34%
Priority - Low		6	19%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		4	12%
Status - Partial In Place		4	12%
Status - Not in Place		24	75%
Priority - High		8	25%
Priority - Medium		8	25%
Priority - Low		15	47%
Total Respondents		32	

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		3	9%
Status - Partial In Place		5	16%
Status - Not in Place		24	75%
Priority - High		10	31%
Priority - Medium		8	25%
Priority - Low		14	44%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		6	19%
Status - Partial In Place		7	22%
Status - Not in Place		19	59%
Priority - High		12	38%
Priority - Medium		6	19%
Priority - Low		14	44%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		2	6%
Status - Partial In Place		11	34%
Status - Not in Place		19	59%
Priority - High		8	25%
Priority - Medium		8	25%
Priority - Low		16	50%
Total Respondents		32	


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		5	16%
Status - Partial In Place		7	22%
Status - Not in Place		20	62%
Priority - High		10	31%
Priority - Medium		9	28%
Priority - Low		13	41%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		6	19%
Status - Partial In Place		19	59%
Status - Not in Place		7	22%
Priority - High		15	47%
Priority - Medium		11	34%
Priority - Low		7	22%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		8	25%
Status - Partial In Place		15	47%
Status - Not in Place		10	31%
Priority - High		17	53%
Priority - Medium		9	28%
Priority - Low		7	22%
Total Respondents		32	







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

		Response Total	Response Percent
Status - In Place		4	12%
Status - Partial In Place		18	56%
Status - Not in Place		11	34%
Priority - High		16	50%
Priority - Medium		11	34%
Priority - Low		6	19%
Total Respondents		32	






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

		Response Total	Response Percent
Status - In Place		5	16%
Status - Partial In Place		15	47%
Status - Not in Place		12	38%
Priority - High		12	38%
Priority - Medium		10	31%
Priority - Low		11	34%
Total Respondents		32	

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		12	38%
Status - Partial In Place		14	44%
Status - Not in Place		7	22%
Priority - High		11	34%
Priority - Medium		16	50%
Priority - Low		6	19%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		10	31%
Status - Partial In Place		13	41%
Status - Not in Place		10	31%
Priority - High		11	34%
Priority - Medium		13	41%
Priority - Low		9	28%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		4	12%
Status - Partial In Place		11	34%
Status - Not in Place		18	56%
Priority - High		11	34%
Priority - Medium		9	28%
Priority - Low		13	41%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		2	6%
Status - Partial In Place		5	16%
Status - Not in Place		26	81%
Priority - High		9	28%
Priority - Medium		7	22%
Priority - Low		17	53%
Total Respondents		32	




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

		Response Total	Response Percent
Status - In Place		6	19%
Status - Partial In Place		17	53%
Status - Not in Place		10	31%
Priority - High		14	44%
Priority - Medium		12	38%
Priority - Low		6	19%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		25	78%
Status - Partial In Place		7	22%
Status - Not in Place		1	3%
Priority - High		26	81%
Priority - Medium		6	19%
Priority - Low		1	3%
Total Respondents		32	

30. Problem behaviors are defined clearly.

		Response Total	Response Percent
Status - In Place		18	56%
Status - Partial In Place		12	38%
Status - Not in Place		3	9%
Priority - High		24	75%
Priority - Medium		8	25%
Priority - Low		1	3%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		25	78%
Status - Partial In Place		7	22%
Status - Not in Place		2	6%
Priority - High		26	81%
Priority - Medium		7	22%
Priority - Low		0	0%
		Total Respondents	32







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

		Response Total	Response Percent
Status - In Place		14	44%
Status - Partial In Place		16	50%
Status - Not in Place		3	9%
Priority - High		19	59%
Priority - Medium		11	34%
Priority - Low		3	9%
		Total Respondents	32

33. Problem behaviors receive consistent consequences.

		Response Total	Response Percent
Status - In Place		17	53%
Status - Partial In Place		13	41%
Status - Not in Place		3	9%
Priority - High		24	75%
Priority - Medium		7	22%
Priority - Low		2	6%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		8	25%
Status - Partial In Place		12	38%
Status - Not in Place		12	38%
Priority - High		18	56%
Priority - Medium		9	28%
Priority - Low		6	19%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		12	38%
Status - Partial In Place		16	50%
Status - Not in Place		5	16%
Priority - High		17	53%
Priority - Medium		15	47%
Priority - Low		1	3%
		Total Respondents	32

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

		Response Total	Response Percent
Status - In Place		26	81%
Status - Partial In Place		6	19%
Status - Not in Place		1	3%
Priority - High		29	91%
Priority - Medium		4	12%
Priority - Low		0	0%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		17	53%
Status - Partial In Place		15	47%
Status - Not in Place		1	3%
Priority - High		28	88%
Priority - Medium		5	16%
Priority - Low		0	0%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		9	28%
Status - Partial In Place		8	25%
Status - Not in Place		16	50%
Priority - High		20	62%
Priority - Medium		7	22%
Priority - Low		6	19%
Total Respondents		32	






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

		Response Total	Response Percent
Status - In Place		10	31%
Status - Partial In Place		22	69%
Status - Not in Place		1	3%
Priority - High		22	69%
Priority - Medium		10	31%
Priority - Low		1	3%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		4	12%
Status - Partial In Place		9	28%
Status - Not in Place		18	56%
Priority - High		16	50%
Priority - Medium		8	25%
Priority - Low		8	25%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		9	28%
Status - Partial In Place		11	34%
Status - Not in Place		12	38%
Priority - High		20	62%
Priority - Medium		7	22%
Priority - Low		5	16%
Total Respondents		32	

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	9%
Status - Partial In Place		4	12%
Status - Not in Place		25	78%
Priority - High		18	56%
Priority - Medium		7	22%
Priority - Low		7	22%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		6	19%
Status - Partial In Place		2	6%
Status - Not in Place		24	75%
Priority - High		18	56%
Priority - Medium		5	16%
Priority - Low		9	28%
Total Respondents		32	

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	6%
Status - Partial In Place		5	16%
Status - Not in Place		25	78%
Priority - High		12	38%
Priority - Medium		8	25%
Priority - Low		12	38%
Total Respondents		32	



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

		Response Total	Response Percent
Status - In Place		5	16%
Status - Partial In Place		11	34%
Status - Not in Place		16	50%
Priority - High		17	53%
Priority - Medium		9	28%
Priority - Low		6	19%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		3	9%
Status - Partial In Place		13	41%
Status - Not in Place		16	50%
Priority - High		15	47%
Priority - Medium		9	28%
Priority - Low		8	25%
Total Respondents		32	

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

		Response Total	Response Percent
Status - In Place		3	9%
Status - Partial In Place		5	16%
Status - Not in Place		24	75%
Priority - High		18	56%
Priority - Medium		6	19%
Priority - Low		8	25%
Total Respondents		32	