


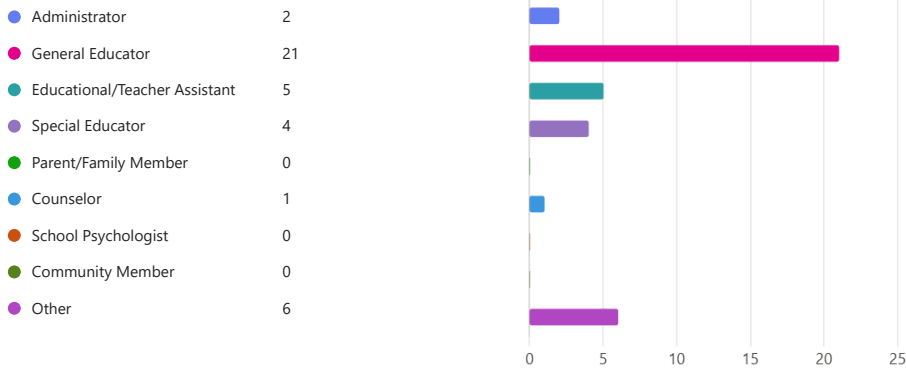


Responses Overview Active

Responses 39 	Average Score 0 	Average Time 07:25 
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1. Person Completing Survey (0 point)



2. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined. (0 point)

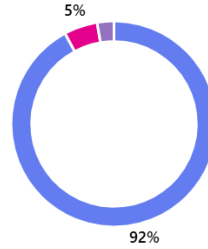


3. Expected student behaviors are taught directly. (0 point)



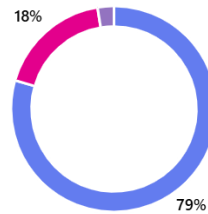
4. Expected student behaviors are rewarded regularly. (0 point)

● in place	35
● partially in place	2
● not in place	0
● unknown	1



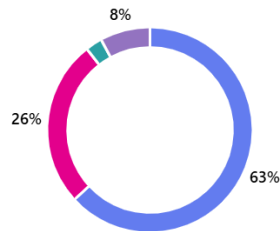
5. Problem behaviors (failure to meet expected student behaviors) are defined clearly. (0 point)

● in place	31
● partially in place	7
● not in place	0
● unknown	1



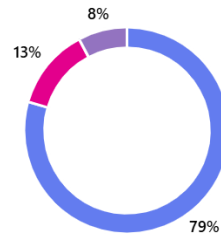
6. Consequences for problem behaviors are defined clearly. (0 point)

● in place	24
● partially in place	10
● not in place	1
● unknown	3



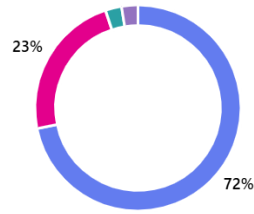
7. Distinctions between office v. classroom managed problem behaviors are clear. (0 point)

● in place	31
● partially in place	5
● not in place	0
● unknown	3



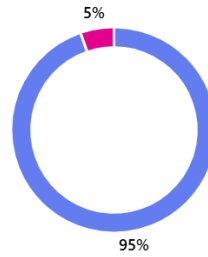
8. Options exist to allow classroom instruction to continue when problem behavior occurs. (0 point)

● in place	28
● partially in place	9
● not in place	1
● unknown	1



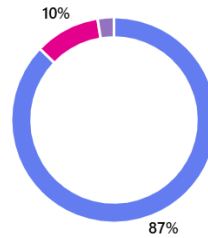
9. Procedures are in place to address emergency/dangerous situations. (0 point)

● in place	36
● partially in place	2
● not in place	0
● unknown	0



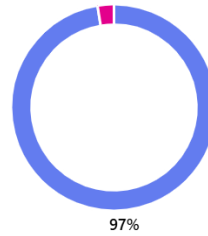
10. A team exists for behavior support planning & problem solving. (0 point)

● in place	34
● partially in place	4
● not in place	0
● unknown	1



11. School administrator is an active participant on the behavior support team. (0 point)

● in place	38
● partially in place	1
● not in place	0
● unknown	0



12. Data on problem behavior patterns are collected and summarized within an on-going system. (0 point)



13. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis. (e.g. monthly) (0 point)



14. School has formal strategies for informing families about expected student behaviors at school. (0 point)

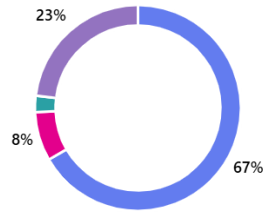


15. Booster training activities for students are developed, modified, & conducted based on school data. (0 point)



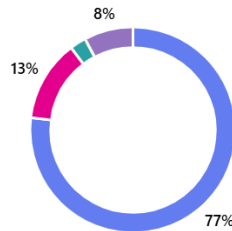
16. School-wide behavior support team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual staff planning. (0 point)

● in place	26
● partially in place	3
● not in place	1
● unknown	9



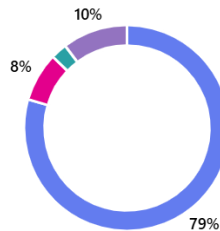
17. All staff are involved directly and/or indirectly in school-wide interventions. (0 point)

● in place	30
● partially in place	5
● not in place	1
● unknown	3



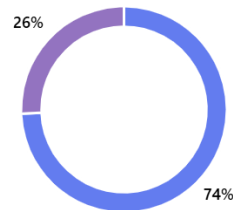
18. The school team has access to on-going training and support from district personnel. (0 point)

● in place	31
● partially in place	3
● not in place	1
● unknown	4



19. The school is required by the district to report on the social climate, discipline level or student behavior at least annually. (0 point)

● in place	29
● partially in place	0
● not in place	0
● unknown	10



20. Deescalation procedures are in place to address individual student related emergency (injurious behaviors) situations. (0 point)



21. For those features rated as partially in place or not in place, list the numbers of the top three features that should be prioritized for improvement by your PBIS team. (select from 2-20) (0 point)

16 Responses

Latest Responses ...

1 respondents (6%) answered 7 for this question.

grades using the same data **snacks** **problem behavior** **small stickers**
Incentive parties **6815** **7** **5610** **classroom instruction**
place **behavior patterns** **monthly** **Ongoing rewards** **Data**
De-escalation