

Positive Behavior Support Survey Results (26 responses)

Please circle your answer from the following choices: strongly agree, agree, no-opinion, disagree, strongly disagree.

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|--|----------------|-------|------------|----------|-------------------|
| 1. The PBS team has represented the desires of the faculty as a whole. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 9 | 15 | 1 | 1 | 0 |
| 2. The PBS team has established a clear mission/purpose. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 17 | 9 | 0 | 1 | 1 |
| 3. As a faculty/staff member, you are aware of behavior problems across campus. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 8 | 13 | 1 | 3 | 0 |
| 4. As a faculty/staff member, you are involved in establishing and reviewing goals. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 7 | 12 | 4 | 2 | 0 |
| 5. Feedback from faculty/staff was obtained throughout the year. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 11 | 13 | 1 | 1 | 0 |
| 6. Discipline procedures have been adequately described. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 14 | 10 | 1 | 1 | 0 |
| 7. Discipline referral forms include useful information. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 12 | 14 | 1 | 0 | 1 |
| 8. Major and minor behaviors are clearly identified/understood. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 10 | 11 | 0 | 5 | 0 |
| 9. Suggested appropriate responses to major problem behaviors have been made. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 11 | 13 | 0 | 2 | 0 |
| 10. Student discipline data is adequately reported to faculty/staff. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 16 | 9 | 0 | 0 | 0 |
| 11. School-wide expectations are adequately posted around school. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 20 | 6 | 0 | 0 | 0 |
| 12. Rules are developed and posted for specific settings where problems are prevalent. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 13 | 13 | 1 | 0 | 0 |
| 13. Staff feedback/involvement in expectations/rules is solicited. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 10 | 15 | 1 | 0 | 0 |
| 14. A system of rewards has elements that are implemented consistently across campus. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 12 | 11 | 1 | 1 | 1 |
| 15. Rewards are varied to maintain interest. | Strongly agree | agree | no-opinion | disagree | strongly disagree |
| | 9 | 11 | 4 | 2 | 0 |

16. The reward system includes incentives for staff/faculty.	Strongly agree	agree	no-opinion	disagree	strongly disagree
	2	6	7	9	0
17. Booster sessions for staff are planned, scheduled and delivered.	Strongly agree	agree	no-opinion	disagree	strongly disagree
	2	13	5	1	0
18. Faculty/staff are taught how to respond to a crisis situation.	Strongly agree	agree	no-opinion	disagree	strongly disagree
	2	13	4	5	0
19. Plans for orienting incoming students are implemented.	Strongly agree	agree	no-opinion	disagree	strongly disagree
	3	15	4	3	0
20. More training is needed to expand on PBS interventions for 2008/09 school year.	Strongly agree	agree	no-opinion	disagree	strongly disagree
	3	12	6	4	0

What topics would you like to review, revise or expand on in a PBS booster session?

Defining major & minor behaviors

I love being part of a school-wide behavior management system! It is an excellent system!

Orienting incoming Supported Behavior students & families upon entering Light system needs to be portable

Differences between major & minor need to be made explicit

The system works nicely if a bit inconsistently

Training sessions get old for those of us here 2-3 years

Keep up the good work PBS team!

Having PBS in place for 3 years has really made a tremendous difference. I personally believe that the students understand that there are rewards for positive behavior and consequences for negative behavior. It makes my teaching so much easier.

Refresher for handling referrals in special area classes

Crisis situations

Booster session to include paras

Better ways to distinguish minor/major infractions

Correct procedure for filing out forms

Review of all areas is always helpful, it takes a few times before it all sinks in!

Thank you for caring about our school. You do a terrific job.

Comments/Feedback: