Perceptions of Practices Survey

1. **Your PS/RtI Project ID:** ⟶
   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: *For each item on this survey, please indicate how frequently or infrequently the given practice occurs in your school for both academics (i.e., reading and math) and behavior. Please use the following response scale:*

① = **Never Occurs *(NO)***
② = **Rarely Occurs *(RO)***
③ = **Sometimes Occurs *(SO)***
④ = **Often Occurs *(OO)***
⑤ = **Always Occurs *(AO)***
○ = **Do Not Know (DK)**

In my School:	NO	RO	SO	OO	AO	DK
2. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) are used to determine the percent of students receiving core instruction (general education classroom only) who achieve benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
3. Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

In my School:	NO	RO	SO	OO	AO	DK
4. Data are used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
5. The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
6. Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
7. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) are used to determine the percent of students who receive supplemental and/or intensive interventions who achieve grade-level benchmarks for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for all students who require supplemental instruction for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

Directions: Items 9-18 refer to the typical Problem-Solving Team (i.e., Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting in your school that includes a student who has been referred for problem-solving or a special education evaluation. While addressing each item for academics (math and reading), think of a typical case in which a student has been referred for an academic concern. While addressing each question for behavior, think of a typical case in which a student has been referred for a behavioral concern. Then, please indicate how frequently each of the given practices occurs in your school using the same scale.

In my School:	NO	RO	SO	OO	AO	DK
9. The target behavior is routinely defined in terms of the <u>desired</u> behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the <u>problem</u> behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
10. Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to						
a. identify the target student's current performance in the area of concern for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
b. identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
11. The Problem-Solving Team routinely develops hypotheses (i.e., proposed reasons) explaining why the target student is not demonstrating the <u>desired</u> behavior for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
12. Data are collected to confirm the reasons that the student is not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
13. Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

In my School:	NO	RO	SO	OO	AO	DK
14. The teacher of a student referred for problem-solving routinely receives staff support to implement the intervention plan developed by the Problem Solving Team for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
15. Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
16. Data are graphed routinely to simplify interpretation of student performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
17. Progress monitoring data are used to determine						
a. the degree to which the target student's rate of progress has improved for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
b. whether the gap has decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
c. whether the gap has decreased between the target student's current performance and the performance of same-age peers for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
18. A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and <u>can</u> learn new skills <u>or</u> whether the student's performance is due to a disability for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

THANK YOU!