

## 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 occurred in your school for both academics (i.e., reading and math) and behavior during the 2007-08 school year. Please use the following response scale:

- ① = Never Occurred (NO)
- ② = Rarely Occurred (RO)
- ③ = Sometimes Occurred (SO)
- ④ = Often Occurred (OO)
- ⑤ = Always Occurred (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) were used to determine the percent of students receiving Tier 1 instruction (general education classroom only) who achieved benchmarks (district grade-level standards) in:

a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

3. Data were used to make decisions about necessary changes to the Tier 1 curriculum or discipline procedures to increase the percent of students who achieved benchmarks (district grade-level standards) in:

a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

<b>In my School:</b>	NO	RO	SO	OO	AO	DK
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4. Data were 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	○
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5. The students identified as at-risk routinely received additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
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6. Progress monitoring occurred for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
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7. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) were used to determine the percent of students who received supplemental and/or intensive interventions and achieved grade-level benchmarks for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
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8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) was used initially for <u>all</u> students who required 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 last year (i.e., 2007-08) that included a student who had 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 was referred for an academic concern. While addressing each question for behavior, think of a typical case in which a student was referred for a behavioral concern. Then, please indicate how frequently each of the given practices occurred in your school using the same scale.

<b>In my School:</b>	NO	RO	SO	OO	AO	DK
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9. The target behavior was 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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10. Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) were used to						
a. identify the target student's current performance in the area of concern for:						
• Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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11. The Problem-Solving Team routinely developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the <u>desired</u> behavior for:						
a. Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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12. Data were collected to confirm the reasons that the student was not achieving the desired level of performance for:						
a. Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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13. Intervention plans were routinely developed based on the confirmed reasons that the student was not achieving the desired level of performance for:						
a. Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

*THANK YOU!*