

BELIEFS ABOUT BEHAVIOR – 6th Edition

Diana Browning Wright and Clayton R. Cook, 1/2014

The purpose of this survey is to look at similarities and differences in beliefs across all staff at a school. This is an anonymous survey so the data cannot be traced back to you. Please answer as honestly as possible to ensure accurate results.

(Please respond by marking the box that applies to how you honestly feel about the item)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Survey Items:	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Teaching students how to behave appropriately at school is the parents or students responsibility not mine.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Consistency among staff in terms of teaching expectations, adopting a common language, and responding to problem behaviors is an important aspect of an effective school.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Students must show me respect before I put in the effort to show them respect.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems through proactive practices that entail teaching, modeling, cueing, and reinforcing appropriate behavior.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How students behave in my class is primarily related to my classroom practices and the relationships I cultivate with each student.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students who don't behave well in my class, punitive discipline is an effective approach to changing their behavior (e.g., reprimand, office referral, detention or suspension)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should know how to behave in class and be ready to learn—I should not have to teach these behaviors.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student has repeated behavior problems, I should refer him/her to a team meeting to consider special education eligibility.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Praise and positive recognition are powerful tools to teach most students how to behave appropriately in school.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. All students are capable of learning and behaving successfully, regardless of poverty or disability status.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible for their behavior.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive special attention and individualized interventions to address their behavior, while others do not.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. My judgments or perceptions about student behavior can be biased and lead to inequitable practices for students from different cultural backgrounds.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave well and be ready to learn the material. This is their responsibility, not mine.	

						Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.	Students who <u>do not</u> respond well to basic classroom management are entitled to receive evidence-based interventions before an evaluation for special education or more restrictive placements is considered.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.	Even without parental involvement and support, schools can effectively teach students' behavioral expectations and social skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.	All students are entitled to positive interactions with me, regardless of whether they exhibit disrespectful or disruptive behavior.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.	Proactive interventions are more effective than reacting to problem behavior with the use of punishment (e.g., reprimand, office referral, suspension).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.	Positive school climate plays a powerful role in motivating students to come to school and participate in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.	Building positive relationships with students and families is a pre-condition to being an effective educator and promoting student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22.	I do not have the time to implement individual interventions or individualized interventions for students with behavior problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23.	The older a student gets, the less likely the student will respond positively to an intervention.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24.	The primary reason students misbehave in school is their lack of parent involvement and support—not the lack of supports.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25.	An extrinsic reinforcement system is an important component to an effective school-wide system, so students are motivated to learn the behaviors that lead to academic success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26.	Fairness is not every student getting the same exact treatment. Instead fairness is everyone getting what they need to be successful in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27.	Motivational systems that provide extrinsic reinforcement harm intrinsic motivation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28.	Just like we teach academics, schools should set aside time to teach students behavioral expectations and social-emotional skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29.	Collecting and reporting data to a school team on students' behavior is important and I believe it is worth the time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30.	The mission of a school should be to teach both academic and social-emotional skills that lead to success in life.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31.	I'm not willing to put in the extra work to implement interventions for students who exhibit chronic behavior problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32.	It is my professional duty to be open to adopting new, innovative practices to supports students' behavior and academic success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33.	Educators are unable to have a positive impact on the performance of students who come from broken home environments, such as single-parent households, the foster care system, divorced families, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34.	Schools are built for the outcomes of students and not the convenience of staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35.	There is little to nothing educators can do to get uninvolved parents to participate in their child's education.