

## bvBELIEFS ABOUT BEHAVIOR – 7th Edition

GREEN = **Good** because 80% or more of staff had beliefs in the desired direction (i.e., supportive)

YELLOW = **On the bubble** because 70%-79% of staff had beliefs in the desired direction (i.e., supportive)

RED = **Area of Concern** because 69% or less of staff had beliefs in the desired direction

Supportive	Unsupportive	Neutral		Survey Items:	Pos. or Neg.	Domain
92.90	3.6	3.6	1.	Teaching and supporting students how to behave appropriately at school is not my responsibility.	Neg.	1
85.70	3.6	10.7	2.	Consistency among staff in teaching behavioral expectations and responding to problem behaviors is key to an effective school.	Pos.	6
71.40	14.3	14.3	3.	My students must respect me before I can show respect to them.	Neg.	4
85.70	0	14.3	4.	If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.	Neg.	4
89.30	3.6	7.1	5.	I can prevent most behavior problems by posting expectations, teaching those expectations and reinforcing students when they exhibit those expectations.	Pos.	2
53.60	7.1	39.3	6.	Providing extrinsic rewards to individual students for appropriate Behavior is not appropriate.	Neg.	
75.00	14.3	10.7	7.	How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.	Pos.	2
57.10	25	17.9	8.	For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, removal from the classroom, office referral, detention)	Neg.	3
67.90	14.3	17.9	9.	Students should know how to behave and be ready to learn—I should not have to teach these behaviors.	Neg.	1
25.00	42.9	32.1	10.	If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.	Neg.	3
82.10	3.6	14.3	11.	Praise and positive recognition are more powerful tools to get students to behave well in school than reprimands.	Pos.	2
96.40	0	3.6	12.	All students are capable of learning and succeeding, regardless of ethnicity, poverty or disability status.	Pos.	4
50.00	21.4	28.6	13.	Schools are responsible for teaching academics, whereas parents and the students themselves are solely responsible for their behavior.	Neg.	1
89.30	7.1	3.6	14.	It is unfair if some students receive special attention and individualized interventions, while others do not.	Neg.	4
46.40	25	28.6	15.	Without good data, educators' judgments or perceptions about student behavior can be biased and lead to inequitable practices and decisions for certain students.	Pos.	4

Su pp ort ive	U n s u p p o r t iv e	N e u t r al			Positive or Negative	D o m a i n s
				Survey Items:		
46.40	39.3	14.3	16.	Students should behave well and be ready to learn the material--this is their responsibility not mine.	Neg.	1
75.00	7.1	17.9	17.	Students who <u>do not</u> respond well to basic classroom management should receive evidence-based interventions to address their behavior before evaluation for special education is considered.	Pos.	3
57.10	21.4	21.4	18.	Even without parental involvement and support, schools can effectively support students' to be successfully socially and behaviorally.	Pos.	4
96.40	0	3.6	19.	All students are entitled to positive interactions with me, regardless of whether they exhibit behavior problems that disrupt my teaching.	Pos.	1
71.40	17.9	10.7	20.	Educators do not have the time to implement proactive strategies that prevent problem behaviors.	Neg.	3
96.40	3.6	0	21.	Positive school climate plays an important role in motivating students to come to school and participate in learning.	Pos.	2
89.30	3.6	7.1	22.	Being open and willing to implement new and innovative practices to support student engagement and behavior is critical to be an effective educator.	Pos.	4
89.30	7.1	3.6	23.	I do not have the time to implement individual interventions or behavior intervention plans for students who engage in behavior problems.	Neg.	4
78.60	14.3	7.1	24.	The older a student gets, the less likely the student will respond positively to an intervention.	Neg.	4
60.70	14.3	25	25.	The primary reason students misbehave in school is their lack of parent involvement and support.	Neg.	1
42.90	32.1	25	26.	An incentive system is an important component to motivating students, so they can earn access to items, activities, and/or privileges when they engage in desired behaviors.	Pos.	5
92.90	0	7.1	27.	Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.	Pos.	4
32.10	21.4	46.4	28.	Motivational systems that provide extrinsic reinforcement harm students' intrinsic motivation.	Neg.	5
89.30	0	10.7	29.	Just like we teach academics, schools should set aside time to teach students behavioral expectations and social-emotional skills.	Pos.	2
78.60	7.1	14.3	30.	Collecting and reporting data to a school team on students' behavior is important and I believe it is worth the time.	Pos.	6
64.30	25	10.7	31.	I need to focus on teaching the content to students and do not have the time to teach students how to behave.	Neg.	
100.0 0	0	0	32.	The mission of a school should be to teach both academic and social-emotional skills that lead to success in life.	Pos.	4
39.30	21.4	39.3	33.	Office referral, detention, and suspension are effective at correcting to student misbehavior.	Neg.	3
57.10	14.3	28.6	34.	Counselors should manage student behavior issues, not the classroom teacher.	Neg.	

100.0 0	0	0	35.	It is my professional duty to build positive relationships with ALL of my students, even with those students who challenge me.	Pos.	1
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Supportive	Unsupportive	Neutral		Survey Items:	Positive or Negative	Domains
85.70	3.6	10.7	36.	Educators are <u>unable</u> 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.	Neg.	4
82.10	3.6	14.3	37.	Effective delivery of academic content is more important than relationships and engaging students in the instruction.	Neg.	4
75.00	17.9	7.1	38.	There is little to nothing educators can do to get uninvolved parents to participate in their child's education.	Neg.	4

Supportive	17	
Unsupportive	14	
Bubble Beliefs	7	