Perceptions of Practices Survey

Description & Purpose

Theoretical Background

The *Perceptions of Practices Survey* is a self-report measure developed by Project staff to assess educators' perceptions of the extent to which their schools implement Problem-Solving/Response to Intervention (PS/RtI) practices. Research suggests that educators implement new practices when they (1) understand the need and (2) perceive they have the skills and/or support to implement. Potential elements that impact whether educators understand the need to implement new practices involve data suggesting students are not meeting performance expectations, beliefs that the new practices will help improve student performance, and acknowledging that the new practices are not currently being fully implemented.

Description

The *Perceptions of Practices Survey* contains 17 items that assess educators' perceptions regarding the extent to which PS/RtI practices are currently being implemented at their school. Specifically, the instrument contains items that examine the perceptions of educators regarding implementation of PS/RtI practices applied to academic and behavior content across tiers (i.e., implementation at the large group, small group, and individual student levels). Respondents use the following scale when completing items from the survey: *1 = Never Occurs (NO); 2 = Rarely Occurs (RO); 3 = Sometimes Occurs (SO); 4 = Often Occurs (OO); 5 = Always Occurs (AO)*. Educators may also select *Do Not Know (DK)* for each item if they are not sure about how often a particular practice occurs.

Purpose

The purpose of the instrument is two-fold. The first purpose is to assess staff perceptions of their practices to facilitate consensus-building. Assessing whether educators are reporting practices consistent with their beliefs about educating students (Beliefs can be assessed using the *Beliefs Survey* discussed elsewhere in this manual) informs consensus-building needs. Discrepancies found between what educators report believing about educational practices and what they report happening in their schools can provide an impetus for change. Additionally, the *Perceptions*

Facilitator:
Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

Timekeeper:
Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

Data Coach: Data coaches provide assistance with interpreting data and using it to inform decisions.

Recorder: Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.

of Practices Survey can be used as an indicator of implementation of PS/RtI practices. Given that self-report can be upwardly biased (Noell & Gansle, 2006), it is important that educators using the data collected from this survey to assess implementation integrity consider supplementing it with other integrity measures.

Intended Audience

Who Should Complete the Perceptions of Practices Survey?

School-Based Leadership Team (SBLT) members complete the *Perceptions of Practices Survey* individually. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a **facilitator**, **time-keeper**, **data coach**, and **recorder**, in addition to providing expertise in the particular content areas or disciplines listed above.

All instructional staff not represented on the SBLT also complete the instrument. Common instructional staff includes general education teachers, special education teachers, and those that assist with delivering curriculum and interventions to students (e.g., student services personnel, reading specialists, interventionists).

Who Should Use the Results for Decision Making?

The SBLTs who complete the *Perceptions of Practices Survey* should receive the results for their school. District-Based Leadership Team (DBLT) members also should receive the results for the district's schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Results of the *Perceptions of Practices Survey* also should be shared with instructional staff in the buildings that complete the instrument. Sharing the results with instructional staff can be used as a strategy for facilitating discussions about how the school should teach students, what practices staff perceive are currently occurring, obtain input from staff regarding the school's PS/RtI initiative, and facilitate consensus building regarding the rationale for why PS/RtI practices are being implemented.

Directions for Administration

Methods of Administration

The *Perceptions of Practices Survey* can be administered in venues such as trainings, staff meetings, or grade-level meetings. The survey also may be administered through dissemination in staff mailboxes with directions for returning the survey. Finally, the instrument can be administered electronically through district supported or commercially available technology resources (e.g., SurveyMonkey®). Regardless of the method chosen to administer the surveys, every effort should be made to ensure high return rates from SBLT and staff members to ensure that the information gathered adequately reflects the perceived practices of the school. Following the procedures outlined below for providing directions to educators completing the survey is suggested regardless of the method used.

Directions to Educators Completing the Survey

Prior to administration, it is highly recommended that the building principal explain the reason that the *Perceptions of Practices Survey* is being administered, and why the information obtained is important to the school and district. The Florida PS/RtI Project staff have found that having principals explain the importance of collecting these data can lead to more complete and accurate information returned. After the *Perceptions of Practices Survey* is introduced by the school's principal, individuals responsible for administration (e.g., district-based PS/RtI Coaches, RtI Coordinators, DBLT members) should provide staff with a description of the survey, the purpose of collecting the data, how the survey data will be used, and specific instructions for completing the instrument. Specific instructions for completing the survey will vary based on the method used for administration. Regardless of the method selected, it should be clarified that the *Perceptions of Practices Survey* should be completed individually. It is also recommended that individual responses remain anonymous and that opportunities to ask questions be provided.

Frequency of Use

When determining how often educators should complete the *Perceptions of Practices Survey*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. In other words, decisions about how often to collect *Perceptions of Practices Survey* data should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *Perceptions of Practices Survey* are provided below. General recommendations are to administer the survey:

Content validity:
Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. In the context of the *Perceptions of Practices Survey*, content-related validity evidence is based on expert judgment that the sample of items on the *Perceptions of Practices Survey* is representative of the educator practices required for implementation of PS/RtI.

Construct validity:
Construct-related validity evidence refers to the extent to which the individuals' scores derived from the instrument represent a meaningful measure of a domain or characteristic. In the case of the *Perceptions of Practices Survey*, an exploratory factor analysis was conducted to assess the internal structure of the instrument and to develop evidence to support the validity of interpretations based on individuals' scores on the resultant factors. Results of the factor analysis suggest that the *Perceptions of Practices Survey* measured two underlying practice domains (or factors).

- Prior to beginning professional development designed to build consensus regarding the need to implement PS/RtI practices.
- At the end of the first year of professional development activities to determine the extent to which educators' perceptions of the practices they implement changed.
- At least one time each subsequent year to monitor educator perceptions of implementation levels. Administration at the end of each year can be used to provide information on the relationship between professional development activities, policy and procedure changes, and other coordinated efforts to facilitate implementation and educators' perceptions of the practices implemented during the year. These data also can serve as a baseline for the impact of the next year's activities.

Technical Adequacy

Content Validity Evidence

To inform development of the *Perceptions of Practices Survey*, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of critical PS/RtI practices. Next, a draft of the instrument was sent to an Educator Expert Validation Panel (EEVP), which consisted of educators from varying disciplines in a neighboring school district who had basic background knowledge in PS/RtI, for review. The Panel provided feedback on the representativeness of the practices covered by the instrument, clarity and quality of the individual items, and suggested modifications to items before the final survey was developed. More information on the EEVP used to examine the content validity of the survey instrument is available from the Florida PS/RtI Project.

Construct Validity Evidence

Exploratory common factor analytic procedures were used to determine the underlying factor structure of the *Perceptions of Practices Survey*. A common factor analysis was conducted using the responses from a sample of 2,140 educators in 62 schools from seven school districts across Florida. The educators were participants in the Florida PS/RtI Project during the Fall of 2007. Factors were extracted using principal axis factor extraction method. Based on examination of eigenvalues and a scree plot, two factors were retained and rotated using an oblique rotation (Promax) to aid in the interpretability of the factors. Collectively, the two factors accounted for 75% of the common variance in respondent perceived practices. The resultant factors were labeled 1) *Perceptions of RtI Practices Applied to Academic Content*, and 2) *Perceptions of RtI Practices Applied to Behavior Content* (see *Perceptions of Practices Survey: Table 1* in *Supplements*, page 80 for the final factor solution).

Thus, the results of the common factor analysis suggest that the *Perceptions of Practices Survey* taps into educator perceptions of the extent to which RtI practices are occurring in two domains: *Perceptions of RtI practices applied to academic content* and *perceptions of RtI practices applied to behavior content*.

Internal Consistency Reliability

Internal consistency reliability estimates (as measured by Cronbach's alpha) for each of the two factors (domains) yielded by the factor analysis are as follows:

- **Factor 1** (*Perceptions of RtI Practices Applied to Academic Content*): α = .97
- **Factor 2** (*Perceptions of RtI Practices Applied to Behavior Content*): α = .96

Scoring

Analysis of Responses to the Survey

The Florida PS/RtI Project primarily utilizes two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average level of perceived practices reported by educators that completed the *Perceptions of Practices Survey*. Second, the frequency of (i.e., frequency distribution) each response option selected (see above for the response scale) by educators can be calculated for each survey item.

Calculating item means provides an overall impression of the level of perceived implementation within a school, district, etc. Calculating average levels of perceived practices can be done at the domain (i.e., factor) and/or individual item levels. Examining perceived practices at the domain level allows educators to examine general perceptions of implementation when applying PS/RtI practices to (1) academic and (2) behavior content. A score for each of the two domains measured by the instrument may be computed for each respondent to the survey by calculating the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to **determine the average level of perceived practices for each domain**. The items that comprise each domain are as follows:

- **Factor 1** (*Perceptions of RtI Practices Applied to Academic Content*): Items 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A1, 10B1, 10C1, 11A, 12A, 13A, 14A, 15A, 16A, 17A1, 17B1, 17C1, and 18A.
- **Factor 2** (*Perceptions of RtI Practices Applied to Behavior Content*): Items 2B, 3B, 4B, 5B, 6B, 7B, 8B, 9B, 10A2, 10B2, 10C2, 11B, 12B, 13B, 14B, 15B, 16B, 17A2, 17B2, 17C2, and 18B.

Average levels of perceived practices also can be examined by item. Calculating the mean rating for each item within a domain allows educators to identify the extent to which educators perceive certain practices are being implemented. This information can be used to identify specific practices that educators perceive are or are not being implemented.

Calculating the frequency of educators who selected each response option for an item, on the other hand, provides information on the range of levels of perceived practices. This information can be used to determine what percentage of educators

Internal consistency reliability: Internal consistency reliability evidence is based on the degree of homogeneity of scores (i.e., the extent to which the scores cluster together) on items measuring the same domain. In the context of the *Perceptions of Practices Survey*, an internal consistency reliability estimate provides a measure of the extent to which educators' who responded one way to an item measuring a practice domain (or factor) tended to respond the same way to other items measuring the same domain.

For example, if an educator selected *SO* 10 times, *OO* eight times, and *AO* three times when completing the 21 items that comprise the "Perceptions of RtI Practices Applied to Academic Content" domain, the values corresponding with those responses would be added together to obtain a total value of 77 [i.e., (3x10)+(4x8)+(5x3)=77]. The total value of 77 would be divided by the number of items (21) to obtain the average domain score (i.e, 77/21 = 3.67). An average domain score of 3.67 could be interpreted as the educator, on average, perceiving that RtI practices tend to occur when applied to academic content.

perceive that a given practice is occurring. When making decisions about consensus and/or implementation levels, information on the number of educators who perceive that a given practice is being implemented can help inform decisions regarding strategies for discussing implementation issues as well as moving forward with implementation (see *Year 1 Evaluation Report*, *Beliefs* graphs, pages 19-22 — Although the graphs lead to *Beliefs* data, the same approach could apply to *Perceptions of Practices* graphs).

It is recommended that key stakeholders analyze *Perceptions of Practices Survey* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators perceive that PS/RtI practices are being implemented in their school. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in perceived PS/RtI practices when addressing academic content may best be answered by calculating and displaying domain scores. Questions about perceptions of specific practices across a school or district may best be answered by calculating and displaying the number of educators that report that the practice(s) never occur, rarely occur, sometimes occur, often occur, and always occur. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making (see *Year 2 Evaluation Report*, *Beliefs* graphs, pages 22-24 — Although the graphs lead to *Beliefs* data, the same approach could apply to *Perceptions of Practices* graphs).

Technology Support

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

Training Required

Training Suggested for Administering the Perceptions of Practices Survey

A brief training is recommended prior to administering the *Perceptions of Practices Survey*. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore, trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual can serve as a resource for developing and conducting trainings on the *Perceptions of Practices Survey*.

- Theoretical background on the relationship between beliefs, perceived practices, and consensus development
- Description of the instrument including brief information on the items and how they relate to each other (e.g., domains of perceived practices the items assess)
- Administration procedures developed and/or adopted
- Common issues that arise during administration such as questions asked and how to facilitate better return rates.

Training Suggested for Analyzing, Interpreting, and Disseminating Perceptions of Practices Survey Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the *Perceptions of Practices Survey* may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics that support might be provided on are listed below:

- Appropriate use of the survey given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the survey
- Guidelines for interpreting and disseminating the results

Interpretation & Use of the Data

Examination of Broad Domains

When interpreting data from the *Perceptions of Practices Survey*, it is recommended to start by examining the two broad domains, or factors, measured by the survey (i.e., *Perceptions of Practices Applied to Academic Content, Perceptions of Practices Applied to Behavior Content*). Stakeholders can examine graphically displayed data to evaluate trends in educator perceptions of practices in each domain. Each of the methodologies for scoring mentioned above (i.e., calculating average levels of perceived practices at the domain and item levels and calculating the frequency/percent of educators who selected each response option at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data from the *Perceptions of Practices Survey* is to take note of the percent of educators who reported practices always (5) or often occurring (4); the percent who reported practices sometimes occurring; (3); as well as the percent of educators who reported practices rarely (2) or never occurring (1). This type of visual analysis (an example of a graph displaying the perceived practices of educators using this format is provided below) allows stakeholders to determine the extent to which educators tend to perceive that PS/RtI practices are occurring. This approach can be used to examine perceptions for any given administration as well as to examine trends over time.

Identification of Specific Needs

After examining data from the broad domains measured by the *Perceptions of Practices Survey*, it is recommended that teams examine responses to individual items. One strategy to identify specific needs is to identify PS/RtI practices that educators report occurring more versus less frequently. If a large proportion of educators identify a practice or set of practices as occurring infrequently, then those practices could be targeted by professional development and coaching activities to address consensus and/or implementation issues. Decisions about which practices to target and strategies to facilitate consensus and implementation should be based on multiple sources of information (e.g., implementation integrity measures, staff input, resources available, current belief levels of the staff).

Data Dissemination to Stakeholders

It is recommended that the data be shared with DBLTs, SBLTs, instructional school staff, and any other relevant stakeholders as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs, SBLTs) to discuss the results from the *Perceptions of Practices Survey*, develop and/or modify consensus-building and implementation goals, and design professional development activities to facilitate goal attainment. SBLT members also may share their school's *Perceptions of Practices Survey* data with instructional school staff who are not members of the SBLT. SBLT members can use the data presented to facilitate consensus-building discussions and to obtain staff input regarding factors that contribute to the implementation levels they reported.

One specific strategy of note employed by the Florida PS/RtI Project using the *Perceptions of Practices Survey* data is to compare the extent to which data on the perceived practices of educators are consistent with beliefs about educating students (Project staff derive this information from the *Beliefs Survey* provided in this manual). This strategy is useful for informing targets for consensus development. Discrepancies in what educators report believing about education and the practices they perceive occurring within their school can provide motivation to work toward more consistently implementing PS/RtI practices. *Perceptions of Practices Survey* and *Beliefs Survey* data can be presented to educators and guiding questions used to engage them in open and honest conversations regarding the implications for PS/RtI implementation. These types of activities help to build consensus among educators regarding the importance of participating in professional development and implementing PS/RtI practices. Below is an example of guiding questions used to facilitate consensus building discussions among schools implementing PS/RtI practices.

One helpful strategy for facilitating discussions about *Perceptions of Practices Survey* data is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about issues such as current perceived implementation levels, the extent to which practices occurring are consistent with beliefs about educating students, and additional professional develop-

ment that might be necessary. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions among SBLT members when examining *Perceptions of Practices Survey* data. The questions were developed to provide scaffolding when interpreting the data and focus discussions toward using the information to facilitate consensus building. However, stakeholders in leadership positions can generate additional guiding questions to better meet their particular needs.

1. What "practices" occurring in your building do you think are most consistent with the PS/RtI model and which ones do you think might be a threat to the implementation of the model?
2. How consistent are the overall beliefs of your building with your building's perceptions of the practices occurring? What does the level of consistency mean in terms of implementing a PS/RtI model in your building?
3. Based on what your building has learned about using data to make decisions, how consistent are the skills your building possesses with the practices that are occurring in your building (i.e., to what degree does your building evaluate the effectiveness of core and supplemental instruction)?

School-Level Example of *Perceptions of Practices* Data

The following example demonstrates how key stakeholders may use data derived from the Perceptions of Practices Survey to inform PS/RtI implementation. Data from the Perceptions of Practices Survey are displayed graphically. Following the graph, background information on the school's initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).
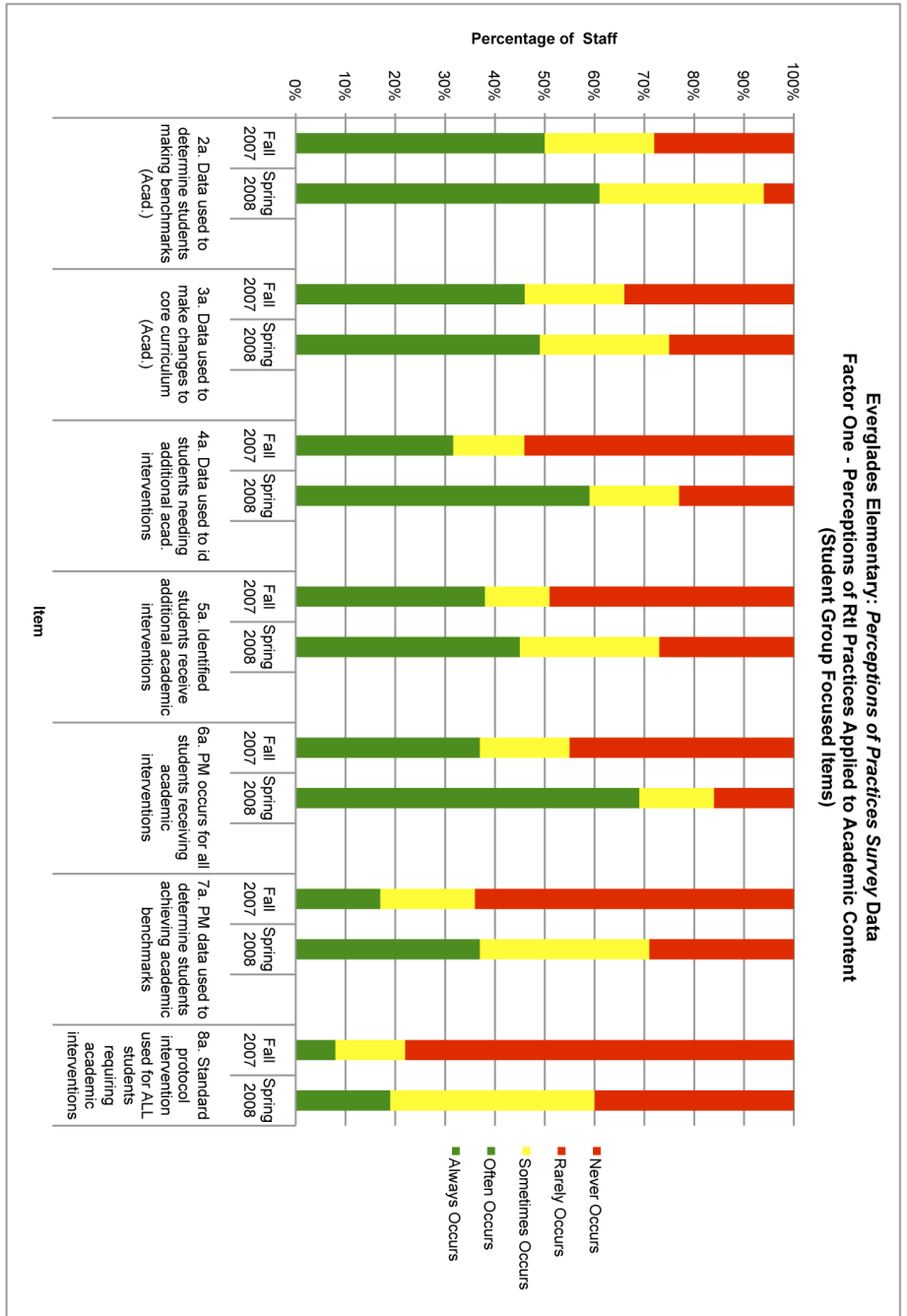
Figure 5. Example Perceptions of Practices Survey data graph.

Explanation of the Graph

The SBLT at Everglades Elementary wanted to assess the extent to which the school's staff perceived that PS/RtI practices were being implemented. To evaluate perceived practices, SBLT members decided to administer the *Perceptions of Practices Survey* at the beginning and end of the first year of PS/RtI implementation and at the end of each subsequent year. During the school's first year of implementation, SBLT members primarily focused the school's efforts on implementing PS/RtI when addressing Tier I academic content. Given this focus, SBLT members decided to examine data that highlighted perceived practices when addressing academic content for groups of students. The graph represented in Figure 5 above, contains 6 items from the *Perceptions of Practices Survey* (items 2a-8a). These items are from the *Perceptions of RtI Practices Applied to Academic Content* factor. Only those items that assessed RtI practices when addressing groups of students are included. The two bars located above each item represent staff perceived practices at the beginning (BOY) and end (EOY) of the year. For each bar, the green section represents the percentage of staff who reported the practice occurs (i.e., selected always occurs or often occurs), the yellow section represents staff who selected that the practice sometimes occurs, and the red section represents staff who reported the practice does not tend to occur (i.e., selected rarely occurs or never occurs). These data were shared with SBLT members and school staff shortly after each administration.

Everglades Elementary's Use of the Data for Decision Making

The SBLT at Everglades Elementary thought it was critical that staff members and other stakeholders engaged in open and honest discussions regarding how they currently educate students. After examining the data from the beginning of the year administration and discussing potential implications, the SBLT decided to present the *Perceptions of Practices Survey* data along with guiding questions to facilitate discussion during an early Fall staff meeting. The guiding questions highlighted above (see the *Interpretation and Data Use* section) were provided with other aggregated staff data on beliefs regarding educating students to facilitate consensus-building discussions among SBLT members and staff.

Examination of broad *Perceptions of Practices Survey* domains. SBLT members started by discussing the perceived practices of educators applied to academic content. The primary focus of this discussion was on practices that addressed groups of students rather than individuals. Immediately evident from the graph in Figure 5 is that less than 50% of staff at Everglades Elementary perceived that a given RtI practice often or always occurred when addressing academic content for groups of students. In fact, less than 20% of staff reported that some practices often or always occurred.

The SBLT then displayed the staff's *Beliefs Survey* (see the *Beliefs Survey* section of this manual for an example beliefs graph) data to discuss the extent to which practices aligned with their beliefs about educating students. SBLT members highlighted that the *Beliefs Survey* data indicated that staff beliefs (e.g., 82% of staff

agreed that core instruction should be effective enough to result in 80% of students attaining benchmarks) may not be consistent with staff reported practices. After discussion among the staff, consensus was reached that more could be done to align practices with beliefs reported. SBLT members then presented information on the school's PS/RtI initiative, including the Tier I focus for the year and were provided the opportunity for input into the plan. Opportunities for further discussion would be provided through multiple venues (e.g., additional staff meetings, grade-level meetings) throughout the year.

Identification of specific needs. The data reflected in Figure 5 above at the beginning of the year suggested that efforts to increase implementation of all PS/RtI practices applied to academic content for groups of students was needed. SBLT members informed staff of their plan to administer the survey again at the end of the year. SBLT and staff members agreed that it would be a good idea to examine staff levels of perceived practices at that point to determine the impact of professional development, creating and supporting meeting times for teachers to examine data on groups of students, and other systemic efforts. Particular needs may have become evident at that time if some practices occurred more frequently than others (see the *Monitoring Perceived Practices over Time* section below for a discussion regarding specific needs identified by Everglades Elementary following the end of year administration).

Monitoring of perceived practices over time. Following the end of the year administration of the *Perceptions of Practices Survey*, SBLT members once again presented the data at a staff meeting. First, the SBLT members highlighted the trends in perceived practices that occurred from the beginning to the end of the year. Importantly, the percentage of staff reporting that a practice always or often occurred increased for all practices applied to academic content for groups of students. Furthermore, the percentage of staff who reported a practice as rarely or never occurring decreased across the year for all items examined. SBLT members and staff agreed that the data suggested that staff perceived that efforts to increase implementation of PS/RtI practices seemed to be working. SBLT members shared that the trend in staff perceptions were consistent with data on implementation collected by their PS/RtI Coach (see the implementation fidelity section of this manual for implementation fidelity measures) suggesting increasing levels of implementation. Thus, participants concluded that the efforts undertaken to increase the use of PS/RtI practices should be maintained the following year to continue progress made during the first year.

SBLT members and staff also noted that staff reported that some practices occurred less frequently than others. Participants identified that staff reported that the use of progress monitoring data to determine if students are achieving academic benchmarks (Item 7a) and standard protocol interventions for ALL students requiring academic interventions (Item 8a) occurred less frequently according to the data. In addition to continuing the efforts that were successful during the year, participants agreed that additional focus on the practices reflected by Items 7a and 8a would be beneficial during the following school year. SBLT members attained staff input

on factors contributing to these practices occurring less frequently. Participants discussed factors such as difficulty collecting data, finding the time to implement interventions for students identified as at-risk, and difficulty determining if students are making adequate progress. SBLT members discussed these issues with staff and used the information to inform the school's implementation planning for the subsequent school year.

Blank Perceptions of Practices Survey

Florida's Problem Solving/Response to Intervention Project   Perceptions of Practices Survey
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

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 core 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 core 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	◯

Website: http://floridarti.usf.edu   1

Florida's Problem Solving/Response to Intervention Project   Perceptions of Practices Survey
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

In my School:	NO	RO	SO	OO	AO	DK
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	○
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	○
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	○
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	○
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.*

Website: http://floridarti.usf.edu   2

Florida's Problem Solving/Response to Intervention Project   Perceptions of Practices Survey
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

In my School:	NO	RO	SO	OO	AO	DK
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	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) were 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 developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the <u>desired</u> behavior for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
12. Data were collected to confirm the reasons that the student was 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 were routinely developed based on the confirmed reasons that the student was not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

Website: http://floridarti.usf.edu   3

Florida's Problem Solving/Response to Intervention Project

Perceptions of Practices Survey

Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

In my School:	NO	RO	SO	OO	AO	DK
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	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
15. Data were collected routinely to determine the degree to which the intervention plans were being implemented as intended for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
16. Data were 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 were used to determine						
a. the degree to which the target student's rate of progress had improved for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
b. whether the gap had 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 had 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) 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	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

THANK YOU!

Website: http://floridarti.usf.edu   4

Perceptions of Practices Survey: Table 1

Table 1
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

Item #	Item	Factor Loadings	
		I	II
7b	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 behavior.	**.88**	-.06
6b	Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for behavior.	**.84**	-.05
10a2	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the target student's current performance in the area of concern for behavior.	**.83**	-.01
17a2	Progress monitoring data are used to determine the degree to which the target student's rate of progress has improved for behavior.	**.83**	.05
4b	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 behavior.	**.83**	-.13
17b2	Progress monitoring data are used to determine whether the gap has decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for behavior.	**.82**	.07
5b	The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for behavior.	**.82**	-.07
17c2	Progress monitoring data are used to determine whether the gap has decreased between the target student's current performance and the performance of same-age peers for behavior.	**.80**	.09
10b2	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the desired level of performance (i.e., the benchmark) in the area of concern for behavior.	**.79**	.07
10c2	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the current performance of same-age peers using the same data as the target student for behavior.	**.78**	.07
12b	Data are collected to confirm the reasons that the student is not achieving the desired level of performance for behavior.	**.75**	.12
3b	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 behavior.	**.74**	.01
18b	A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and can learn new skills or whether the student's performance is due to a disability for behavior.	**.74**	.13
13b	Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for behavior.	**.74**	.11

Table 1
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

Item #	Item	Factor Loadings	
		I	II
2b	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 behavior.	**.73**	-.10
16b	Data are graphed routinely to simplify interpretation of student performance for behavior.	**.72**	.08
15b	Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for behavior.	**.71**	.19
8b	A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for <u>all</u> students who require supplemental instruction for behavior.	**.69**	.03
11b	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 behavior.	**.66**	.19
14b	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 behavior.	**.64**	.14
9b	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 behavior.	**.55**	.19
17b1	Progress monitoring data are used to determine whether the gap has decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for academics.	-.01	**.85**
17a1	Progress monitoring data are used to determine the degree to which the target student's rate of progress has improved for academics.	-.03	**.85**
17c1	Progress monitoring data are used to determine whether the gap has decreased between the target student's current performance and the performance of same-age peers for academics.	.03	**.82**
15a	Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for academics.	.04	**.80**
10a1	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the target student's current performance in the area of concern for academics.	-.04	**.79**
10b1	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for academics.	-.01	**.77**

Table 1
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

Item #	Item	Factor Loadings	
		I	II
7a	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 academics.	.00	**.77**
6a	Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for academics.	-.03	**.76**
13a	Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for academics.	.05	**.74**
10c1	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the current performance of same-age peers using the same data as the target student for academics	.01	**.74**
12a	Data are collected to confirm the reasons that the student is not achieving the desired level of performance for academics.	.10	**.72**
18a	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 academics.	.11	**.69**
5a	The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for academics.	.02	**.67**
4a	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 academics.	-.03	**.64**
3a	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 academics.	.08	**.64**
16a	Data are graphed routinely to simplify interpretation of student performance for academics.	.06	**.63**
2a	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 academics.	-.03	**.62**
11a	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 academics.	.21	**.60**
14a	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 academics.	.20	**.53**

Note. All items were accounted for by the 2-factor solution. Only items with factor loadings > .30 were retained for each factor.