Decreasing Student Disciplinary Referrals and Increasing Reading Achievement: Positive Behavioral Support

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ABSTRACT

Positive Behavioral Support (PBS) is an effective practice for decreasing student misbehavior, as measured through lower office disciplinary referral rates and increased academic achievement (Lewis & Sugai, 1999). An elementary-school PBS team was developed to implement a systematic, problem-solving approach with early intervention techniques in order to reduce office referral rates and increase student achievement. Goals included teaching behavioral expectations, developing consistent behavior lesson plans for teachers, defining and reinforcing appropriate behavioral expectations, and implementing a reward system for students exhibiting socially acceptable behavior.

Disciplinary data from the PBS school showed a strong decrease in the number of disciplinary office referrals following implementation of the support program when compared to a non-PBS school. Additionally, for students with three or more disciplinary office referrals (repeat offenders), there was no significant difference for the first year referral rates, indicating the two study groups, PBS and non-PBS, were similar in respect to incidents prior to program implementation. After implementation of PBS, statistical differences, and large effect-size estimates of this 3-year analysis, were found between groups. No statistical differences or differences in effect-size estimates of any significance were found regarding implementation of PBS and reading performance.

Qualitative analysis from staff surveys produced three general themes: PBS positively impacted the overall climate of the school; PBS positively impacted school discipline records by reducing office referral rates; and, PBS did not appear to impact student reading achievement.

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DEDICATION

To my wonderful husband who has always encouraged and supported me. Your love is far more than I can even comprehend. To my children whom I love and adore more than words can express. To my parents, Jim and Marolyn Trace, your confidence in me never fails. Also, to my friends and extended family, thank you for your support throughout this journey.

Chapter I

INTRODUCTION

Overview

Hock, Pulvers, Deshler, and Shumaker (2001) wrote, "For a variety of complex individual, instructional, and societal reasons, some children and adolescents experience difficulty attaining the academic and social competencies required for successful participation in school and society" (p. 1). MacNeil and Martin (2007) found that students lack many social skills and often learn and practice inappropriate behavior to survive outside the educational setting. Students commonly suffer from family-related stressors such as divorce, abuse, and loss of loved ones. Gang activity, which introduces a highly negative influence within both elementary and secondary schools, is on the rise within urban areas (Koffman et al., 2009).

Many United States school districts are formally addressing both the academic and behavioral needs of students. A major concern for the contemporary principal is how to create and sustain a learning atmosphere supportive to all students (Yell & Rozalski, 2008) including those who experience difficulty acquiring appropriate behavioral skills. Stakeholders, including policy makers, community leaders, school boards, and parents, are joining forces to address the growing need for behavioral support within the public-education setting with the expectation of not only meeting related student needs, but in the interest of building stronger communities (Brock & Quinn, 2006; Gable et al., 2003;

Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010; Sugai et al., 2010). United States schools and communities in the United States have transformed into pluralistic networks of education administrators, policy makers, citizen patrons, student and family populations, curricular strategists, and teachers (Cheung & Cheng, 1997).

Researchers have introduced experimental approaches to the measurement and improvement of the behavioral climate within schools because the rebellious behavior of students has increased to an extent that has impacted the ability of schools to successfully educate children (Snell, Mackenzie, & Frey, 2002). The United States Office of Special Education Programs sponsored researchers, universities, and local school systems to allow them to work collaboratively toward implementing school wide behavioral interventions and related support (Brock & Quinn, 2006). The goal was to minimize inappropriate behavior while increasing education performance outcomes (Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010).

Research has shown that positive behavioral support (PBS) is an effective approach for bringing positive change in both student behavior and academic achievement (Ashcroft & Ashcroft, 2005; Bradshaw, Mitchell, & Leaf, 2010; Lewis & Sugai, 1999; McIntosh, Chard, Boland, & Horner, 2006). This support involves incentives and rewards for students who display appropriate behavior while attending school and includes three tiers or levels of interventions—primary, secondary, and tertiary (Positive Behavioral Interventions and Supports, 2012). These levels correspond to the student's academic and behavioral needs as related to the level of support required

to be successful at school. (Bradshaw & Pas, 2011; Positive Behavioral Interventions and Supports, 2012; Sugai et al., 2010). The Office of Special Education Programs Center on Positive Behavior Interventions and Supports (2010) reported that schools implementing PBS are far more likely to experience decreases in inappropriate behavior, allowing a greater amount of time to be devoted to learning. The use of proactive teaching techniques instead of reactive punishment allows students to learn appropriate behaviors in the same manner they would reading or math concepts (Reinke & Herman, 2002).

Alkon, Ramler, and MacLennan (2003) affirmed that inappropriate behavior, including noncompliance to rules, antisocial conduct, physical attacks, and aggressive acts toward peers and staff, have increased over the years and are observed as early as prekindergarten. To address inappropriate behavior, teachers often implement strategies such as verbal reprimand, planned ignoring, and disciplinary referrals to the school administrative office. However, Nelson, Martella, and Garland (1998) suggested that such strategies were ineffective when dealing with students who display behavioral difficulties. Use of negative strategies may even escalate inappropriate student behavior (Gable et al., 2003). In contrast, early intervention and prevention procedures can be effective tools in decreasing such behavior while increasing learning (Benedict, Horner, & Squires, 2007).

The No Child Left Behind (NCLB) Act of 2001 instilled a sense of urgency for meeting the ever-increasing demands of students (No Child Left Behind Act of 2001, 2008). Instructional programs are considered effective when approximately 80% of a student body receive instruction and interventions within regular classrooms that eliminate learning or behavioral problems without the need for further assistance (Sugai

et al., 2010). These students score at or above proficiency levels according to state standardized assessments. Incorporating PBS strategies provides a systematic approach for identifying and meeting the needs of students through a process known as response to intervention or RTI (Positive Behavioral Interventions and Supports, 2012).

Response to intervention is a systems approach to general education that prevents or resolves a lack of student success through systematic, research-based instruction and intervention for struggling learners (Bender & Shores, 2007). It is further described as a multitiered, problem-solving approach to the early identification of struggling students, offering increasingly intensive intervention for specific groups of students rather than waiting for these students to fail before intervening (Bender & Shores, 2007; Shores & Chester, 2009). The primary focus of RTI is the early identification of learning and behavioral needs to provide evidence-based intervention addressing skill gaps prior to their escalation into larger issues (Dwyer, 2002; Hoagwood, et al., 2007; Shores & Chester, 2009).

Although RTI has been developing since the 1970s (Deno & Mirkin, 1977), the process was initially introduced within the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1997. Deno and Mirkin also explain how this act propelled RTI to the forefront of education best practice throughout the United States. Since its formal codification as federal law, RTI has transformed the manner in which schools address struggling learners, assessment, and high-quality instruction and intervention for all students (Casbarro, 2008).

Components of the process are underscored in the NCLB Act of 2001. These include a focus on accountability and continuous school improvement for all students.

High-quality, research-based classroom instruction in reading, math, and science is provided by a highly qualified, effective teacher. Instruction is differentiated within the classroom to meet a broad range of student needs. Scientifically based research is referenced for decision making regarding the implementation of appropriate interventions. Universal screening and progress monitoring of academics and behavior takes place on a regular basis. Data is utilized for early identification of student difficulties for the provision of targeted interventions in reading, math, and behavior to prevent skill gaps. (NCLB Act of 2001, 2008).

Statement of the Problem

In an effort to decrease disciplinary office referrals and increase academic achievement, the administration of a small urban elementary school located within the southeastern region of the United States began the process of preparing for implementation of school wide PBS during the 2009-10 school year. During that year, enrollment totaled 903 students, and disciplinary referral records showed 257 students (29%) had been referred to the school administrative office for disciplinary measures. Overall, the total number of office referrals was 807, signifying that many of the 257 students were referred to the office multiple times throughout the school year. Although it is not expected that disciplinary referrals will ever be eliminated, the problem of inappropriate behavior resulting in disciplinary action must be addressed.

Disciplinary referrals to the administrative office, both preceding and following a PBS intervention, were analyzed to determine whether the intervention decreased the number of referrals. Standardized reading scores were also analyzed before and after the PBS intervention to determine whether the intervention increased reading achievement.

Data from a similar elementary school within the same school district that did not implement school wide PBS were used for comparative purposes. Office referral rates and reading achievement scores were analyzed to assist in determining the effectiveness of the PBS intervention. Survey data were reviewed and analyzed to find key themes among the PBS school staff. The findings of this study could benefit systems-level personnel, school-level personnel, and community members.

Theoretical Framework

PBS originated through the theoretical application of applied behavior analysis (ABA). This is a systematic approach within the field of social sciences involving the discovery of new and relevant methods of addressing behavioral problems (Cooper, 2001). Principles of ABA include research methods, techniques, and responses toward changed behavior (Anderson, Russo, Dunlap, & Albin, 1996). To fully comprehend behavior, researchers collect information related to what occurred prior to specific adverse behavior (i.e., the antecedent); what occurred during the behavior (i.e., the response); and what occurred after the behavior (i.e., the consequence) (Skinner, 1953). Carr et al. (2002) described the relationship between antecedent, response, and consequence as a key defining principle of ABA. Data regarding human behavioral responses help to formulate new hypotheses surrounding ABA for further investigation (Albin, Lucyshyn, Horner, & Flannery, 1996). Additionally, uses of the principles supporting ABA have proven effective by improving student academic and social growth through use of reward systems (Cooper, 2001). These principles have also shown to be effective with special populations including students with developmental disorders (Dunlap, Kern, & Worcester, 2001).

The term PBS was coined by Horner et al. (1990) to describe a method of behavior modification free of the traditional aversive procedures and based upon the principles of ABA. This introduced the concept of behavior shaped and changed through structured learning experiences and use of PBS within settings other than the clinical environment. Horner et al. (1990) described traditional aversive methods, such as shock therapy and positive punishment, as "dehumanizing interventions that are neither ethical nor beneficial" (p. 3).

Ole Ivar Lovaas pioneered the study of individuals with autism and developed standardized teaching interventions based upon applied behavioral principles (Smith & Eikeseth, 2011). In a longitudinal study conducted by Lovaas (1987), the most positive outcomes in children with autism were achieved with early and intensive interventions free of aversive techniques, such as electric shock, and paired the methods with continual positive behavioral therapy. Lovaas (1987) researched the effects of intensive behavior-modification programs and found that 47% of students with autism who received the experimental treatment of positive behavioral therapy for 40 hours per week were able to successfully pass a mainstream, first-grade public-school program and obtain average to above-average IQ scores. Other notable ABA researchers included B. F. Skinner (1953) in his studies of operant conditioning and experimental analysis of behaviors; Bandura and Walters (1963) in their studies of social learning theory; and John B. Watson (1914) who established the psychological school of behaviorism. All of these investigators utilized the principles of applied behavioral analysis to change behavioral responses.

Description of PBS Implementation

The decision to implement PBS began with one elementary school during the 2009-10 school year. An important incentive to initiating the program emerged with a needs assessment conducted in 2009-10. The results of the assessment showed that nearly all of the teachers (i.e., more than 99%) agreed that student achievement could increase through improved classroom management and better relationships between students and teachers.

According to the school system discipline handbook (Valdosta City Schools, 2009), classroom teachers have the responsibility and authority to handle minor acts of student misconduct that interfere with orderly classroom procedures, school functions, extracurricular programs, or the learning process of students. Teachers and other professional staff members may use discipline-management techniques appropriate for the situation, which include, but are not limited to, detention, loss of privileges, isolation, parent conferences, or assignment of a written or graphic representation reflecting student understanding of the specific misbehavior. School employees who observe a student exhibiting prohibited behavior are required to inform the student immediately of the inappropriate behavior and provide suggestions for alternate and more appropriate replacement behaviors.

System and school policy indicates that the teachers must file a written report when misbehaving students do not cooperate by halting the behavior or if the misconduct is serious and requires the help of other staff members (see Appendix A). The report describes the violation including all information necessary to determine disciplinary action. The reason(s) for the disciplinary action must be explained to the respective

student who is given a chance to be heard prior to initiation of the discipline. However, if the student violation creates a continuing danger to individuals or property, or threatens to disrupt school operations, the respective student may be removed immediately from the school. Any violation of school rules will result in student discipline according to the infraction and the progressive discipline level described in the system discipline handbook.

After careful review of disciplinary data, a school-level PBS team was created with the purpose of planning for a positive, safe, and nurturing school environment that would encourage teaching, learning, cooperation, and respect. Team representatives included administrative personnel, school counselors, school psychologists, teachers, coaches, and support staff.

A school PBS Manual (Valdosta City Schools, 2009) (see Appendix B) covers the aspects of the program implemented by the school that participated in this study. Four general behaviors are identified—cooperation, action displaying appropriate attitude, taking responsibility, and showing respect. The four behaviors were assigned the acronym of CATS. Each general behavioral expectation is further defined and a behavioral matrix lists specific appropriate behaviors associated with each general behavior. A list of the various settings within which each behavior may occur is also included. Lesson plans for each of the four general concepts were developed. School wide PBS incorporates rewards for appropriate behavior. Students and staff earn "cat cash," (p. 5) which can be exchanged for items at the school store on a weekly basis. Guidelines were established for the use of cat cash throughout each school day to identify those individuals displaying positive behavior. A menu was developed to allow teachers

and students to use their earned cat cash to purchase reward items. Also, both students and staff are recognized through morning announcements, as well as posted thank-you notes on hallway bulletin boards and monthly award drawings for displaying appropriate behavior.

In summary, the PBS program implemented by the school that participated in this study is grounded in teacher-directed instruction for each of the behavioral expectations developed and included in the school wide behavioral matrix. Each teacher is responsible for the delivery of one behavior lesson per week during the homeroom period for approximately 15 to 20 minutes per lesson. The total time students are formally exposed to the program lessons per school year is approximately 11 hours. The instruction is grounded in an interactive approach through structured discussions, small-group activities, peer interaction with role play, and skill practice.

An important component of school wide PBS is the student daily pledge, which was developed as an element of each morning announcement. The pledge states,

> "[Name of school] I honor and serve. My very best it does deserve. I'll be kind and share with others, for while at school, we're sisters and brothers. I'm responsible for what I do and say. I'm ready to learn and have a good day." (Valdosta City Schools, p. 3)

The PBS team met on a monthly basis to review discipline data and discuss any additional information or concerns regarding the implementation of PBS. An administrator attended all monthly PBS school meetings to facilitate progress.

Purpose of the Study

The purpose of this study was to examine office discipline referral rates and achievement scores within an elementary school that implemented school wide PBS and determine if implementing PBS had an impact on office discipline referral rates and reading achievement in a school district in south Georgia. Statistical data obtained from the districts student information system as well as a cross sectional survey (see Appendix C) based on other surveys located in the literature was used to examine school personnel perceptions of the effects of implementing school wide PBS. Administrators, teachers, and support staff within the school that implemented PBS completed the survey that included Likert scale rating questions with space for comments as well. The purpose of this survey was to obtain staff perceptions of implementing school wide PBS.

This study involved an examination of students' office discipline referral rates and reading achievement using a mixed methods research design. Office referral rates as well Standardized Test of Assessment for Reading (STAR) data were compared over a three year period. This study utilized data within a school that participated in the implementation of PBS as well as data from a comparison school.

Research Questions

The following research questions guided the study:

1. Does implementation of school wide PBS result in a decrease in the total number of student disciplinary office referrals when compared to a non-PBS school?
2. Is there a statistically significant difference in the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools?

3. Is there a statistically significant difference in reading performance between students who received PBS and those who did not receive this intervention?
4. What are the faculty and staff perceptions of the PBS program?

The independent variable for this study is the implementation of school wide PBS. The dependent variables are disciplinary problems and student STAR scores in reading achievement. Disciplinary problems were measured by the number of disciplinary referrals to the school administrative office over the duration of the study intervention. Student reading achievement was measured by the STAR assessment. Survey data were included in this study to identify overall themes regarding faculty and staff perceptions related to PBS, school climate, student discipline, and reading achievement.

Significance of the Study

This study is significant in the fact that stakeholders can better determine whether the newly implemented school wide system of positive behavioral interventions and supports is an effective research-based intervention for students. As with any program implemented with federal and/or state dollars, the allocation of funding is essential. It is therefore critical that programs seeking to improve the educational opportunities of students are supported. If implementation of school wide PBS is found to be an effective intervention that decreases student misbehavior or increases reading achievement, continued funding can be secured. Significant findings provide justification for school wide adoption of PBS within all five elementary schools of the school district participating in this study.

Definition of Terms

The following terms were used throughout the proposed study and are defined for purposes of the research:

Disciplinary referrals: A process initiated by an incident report to the administrative office of a school for various types of student misconduct within the school setting (Clonan, Mcdougal, Clark, & Davison, 2007)

Discipline: Action taken to stop the disruptive behavior of students (Tobin, Sugai, & Colvin, 2000)

Individuals With Disabilities Act (IDEA) of 1997: Legislation guaranteeing the right to a free, appropriate public education within the least-restrictive environment for students with disabilities (Individuals With Disabilities Education Act of 1997, 2004)

No Child Left Behind (NCLB) Act of 2001: An education-reform effort that relied upon strong academic accountability measures through the use of proven educational methods (No Child Left Behind Act of 2001, 2008)

Positive behavioral support (PBS): A proactive approach to discipline promoting appropriate student behavior and learning through the explicit teaching of expected student behavior and rewards and incentives (Sugai et al., 2010)

Repeat offenders: Students who have incurred three or more disciplinary office referrals throughout the course of a single school year.

School climate: General atmosphere of a school including the interaction between adults and students (Irvin et al., 2006)

STAR Early Literacy: A computer based assessment used for screening, progress monitoring, and instructional planning with scores ranging from 0 to 1400 (Renaissance Learning, 2007)

Summary

One of the most prevalent concerns of school administrators is negative student behavior and its elimination (Dwyer, 2002). United States schools have experienced a dramatic increase in the number of student disciplinary referrals, expulsions, and suspensions (Evenson, Justinger, Pelischek, & Schulz, 2009). Disruptive behavior requiring disciplinary action can place other students in jeopardy. PBS is becoming an increasingly common strategy for improving school climate and decreasing disciplinary problems (Bradshaw & Pas, 2011). Its implementation aids in the development of appropriate behavior and productive social interaction (Horner, Sugai, Lewis-Palmer, & Todd, 2001).

Order and discipline are two of many factors that facilitate a positive school climate. Schools are often inundated with both internal and external stressors such as personnel, family, and/or financial issues (MacNeil & Martin, 2007). These stressors adversely impact student and teacher experiences throughout the education process. School wide PBS is one research-based method of improving the school culture by fostering caring relationships, improving staff and student dedication, and increasing academic and behavioral expectations (Harry, 1992; Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010; Warren et al., 2006).

Organization of the Study

The study has been organized into five chapters providing an introduction, a review of related literature, a discussion of the planned methodology, the subsequent results, and a concluding discussion. Chapter 1 serves as the overview of the study and addresses the background, statement of the problem, theoretical framework, purpose of the study, research questions, significance of the study, and definition of terms. Chapter 2 provides a review of existing literature relevant to the topic. The data-collection process and analysis of the data are explained in Chapter 3, along with a description of the instrumentation and sampling population. Chapter 3 also includes a discussion of the research design, reliability and validity, ethical considerations, and limitations of the study. Chapter 4 reports the findings for each of the research questions. A discussion of the findings, along with questions guiding further exploration and research related to the use of PBS in schools are included in Chapter 5.

Chapter II

LITERATURE REVIEW

Overview

Student academic and behavioral problems can equate to substantial costs to families and society as a whole (Reinke, Herman, Petras, & Ialongo, 2008). Mental, emotional, and behavioral disorders often manifest during early childhood and are predictive of poor academic achievement and increased involvement with the juvenile justice and welfare systems (National Research Council, 2009; Reinke et al., 2008). The significant needs of students with behavioral issues pose serious challenges for school systems (Romer & McIntosh, 2005). Children who act inappropriately in class not only disrupt their own learning process, but also those of student peers. With the increasing number of negative outcomes associated with inappropriate student behavior within the school setting, the search for effective interventions has increased proportionately (Walker, Cheney, Stage, & Blum, 2005). In fact, Simonsen and Sugai (2013) reported approximately 20,000 schools have adopted a system of positive behavioral supports and interventions as noted on the pbis.org website.

Children suffering from both emotional and behavioral disabilities are at higher risk for overall school failure and tend to drop from school at higher rates than other students (Koffman et al., 2009). These students are often removed from the general education facility and placed in alternative educational settings (Simonsen and Sugai,

2013). As young adults, they are more likely to avoid college and experience difficulty relating to others within social settings (Danielsen, Samdal, Hetland, & Wold, 2009). The goal has become to proactively aid these students in decreasing negative behavior while increasing positive social behavior (Hoagwood et al., 2007); however, the optimal method remains in question. Research has suggested that educators practice consistent reinforcement, provide clear and concise requests, allow students to engage in self-monitoring, and allow for multiple opportunities for students to practice new skills within the school setting (Bradshaw & Pas, 2011; Colvin, Kame'enui, & Sugai, 1993; Dwyer, 2002). Teachers must also strive to remain positive and enhance the quality of student-teacher relations (Dee & Boyle 2006). Two decades of research has shown that the quality of student-teacher interactions directly affect student outcomes (Baker, Grant, & Morlock, 2008; Danielsen, Wiium, Wihelmsen, & Wold, 2010).

Historical Perspective of PBS in Education

The emergence of PBS can be traced back to 1987 when the National Institute on Disability and Rehabilitation Research of the United States Department of Education granted $670,000 for research on community-related technologies for behavior management (Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010). The system became increasingly known as various universities were provided with grants to focus on implementing PBS within their institutions to study behavioral problems (Albee, 1996). In 2009, Horner et al. reported that the use of school wide PBS is functionally related to improvements in the perceived safety of schools and students meeting or exceeding state reading standards. Also, a 5-year longitudinal study of the effectiveness of school wide PBS within elementary

schools found that schools trained in the system implemented the model with high fidelity and experienced a significant reduction in student suspensions and disciplinary office referrals (Bradshaw et al., 2010).

When comparing two elementary schools that implemented PBS with two schools that did not, Nelson (1996) found that those implementing the system experienced a decrease in disciplinary office referrals. Longitudinal research conducted by Nelson, Benner, Reid, Epstein, and Currin (2002) suggested that PBS positively impacted the social adjustment and academic performance of students, as well as their acquisition of school "survival" skills. Further evidence of success with the implementation of school wide PBS included a three-year study conducted by Luiselli, Putnam, Handler, and Feinberg (2005) who found a negative correlation between disciplinary office referrals and academic achievement. Disciplinary office referrals decreased concurrently with an increase in academic achievement.

PBS has been a focus for school systems since the 1990s (Walker et al., 2005). According to Sherman, Gottfredson, MacKenzie, Eck, Reuter, & Bushway (1998) this type of program is closely associated with social organizational theory. This theory is grounded in the hypothesis that school life influences factors such as substance abuse and violence. Programs that are implemented to communicate and clarify norms regarding appropriate behavior are an effective method of decreasing delinquency and crime within schools (Horner et al., 2001). PBS engages teachers, students, school administrators, and parents in practical issues regarding school discipline, student behavioral skills, social growth, and academic achievement (Warren et al., 2006). This holistic, child-centered approach requires much communication for all stakeholders to understand and solve

behavioral issues in a collaborative manner and within multiple modalities (Gutierrez, Yeakly, & Ortega, 2000).

PBS as an Applied Science

LaVigna and Willis (2012) define PBS as, "the application of the science of applied behavior analysis (ABA) in the support of people with challenging behaviors" (p.185). PBS is considered an applied science, which engages traditional educational methods to evaluate and expand upon appropriate behavior (Carr et al., 2002). This approach is capable of redesigning the learning environment of students, thus catering to the display of positive social behavior (Reinke & Herman, 2002). PBS is a system that facilitates the understanding of challenging behavior in individuals, especially children (Warren et al., 2006). Within the realm of education, positive behavior is achieved through reinforcement and practice of appropriate social skills within the teaching and learning environment (Nelson et al., 1998). The process of PBS includes the identification of goals, gathering of information, development of a hypothesis, planning support, implementing support, and monitoring the results (Lucyshyn, Dunlop, & Albin, 2002). McIntosh, Frank, and Spaulding (2010) reported that the practice helps schools "address increases in student violence and disruption that preoccupy educators with [the] management of discipline rather than academic curricula and prevent meaningful student engagement" (p. 380).

PBS provides a holistic approach to problematic behavior displayed by children (Koffman et al., 2009). PBS systems are used extensively for early identification and intervention (Lewis & Sugai, 1999). Aggressive behavior, noncompliance with rules, and social isolation can be addressed through these systems (Horner et al., 1990).

Shaping, fading, and chaining are important elements of PBS (Cooper, 2001). According to Smith & Eikeseth (2011), shaping is a method used to reinforce gradually changing behavior; fading refers to decreasing the amount of teaching or prompting until a target behavior is adopted; and chaining is an instructional procedure involving the reinforcement of more complex behaviors once basic behaviors have been mastered . These methods all facilitate change in the overall behavior exhibited by children (Dunlap et al., 2001).

Nakasato (2002) conducted research on the Hawaii Effective Behavior Support program. This program emphasizes the principles of PBS through teaching appropriate behavior and early intervention using a data-driven, systematic team approach. Such an approach is described as a process of team meetings on a scheduled basis to review statistics related to goals and objectives and to seek continuous improvement in instruction and learning through increasing student support. Nakasato found a negative correlation between increasing student support and rates of disciplinary office referrals. Simply stated, the more time a school invests in prevention and intervention techniques, the lower the amount of disruptive behavior is exhibited in students. McIntosh et al. (2006) conducted a study of six elementary schools located in the Pacific Northwest. These schools implemented a school wide system of behavioral and reading support. Data obtained from disciplinary referral rates and reading achievement scores for grades K-3 were compared to national database statistics. Results showed above average reading proficiency percentages for third grade students and below average office discipline referral rates.

McIntosh et al. (2006) explain the following in regards to outcomes of implementing a school wide system of positive behavioral supports combined with reading interventions:

> Because the number of students requiring additional support at third grade (3% in reading and 8% in behavior) is lower than the prevalence in the national samples, universal intervention efforts may be proving effective and may reduce the need for more intensive, individual levels. These efforts make the proportions of students needing additional support vastly more manageable for school personnel. (p. 151)

Social Outcomes Associated with School Success

Early school success has been found to increase the likelihood of becoming a productive citizen later in life (Huffman, Mehlinger, & Kerivan, 2000). Elias and Haynes (2008) noted that students who report feeling supported by significant others in their social lives display higher levels of academic achievement and social-emotional competence when compared to students who report no support in their lives. Teacher support has been identified as a significant factor when measuring the academic outcomes of students (Danielsen et al., 2010; Elias & Haynes, 2008). Specific characteristics within the teacher-student relationship, such as warmth, trust, and conflict level, have been found to impact school-adjustment and school-satisfaction levels (Baker et al., 2008; Danielsen et al., 2009).

Many schools are implementing PBS to improve their overall school cultures and climates. Teacher support of students has been positively associated with social-emotional student outcomes and negatively associated with reports of student depression

(De Wit, Karioja, Rye, & Shain, 2011). A 2004 study by McNeely and Falci found students who perceive their teachers as supportive are less likely to display behavior such as substance abuse, violence, sexual activity, and suicide. The PBS model shifts the school environment from reactive and punishing to proactive and educational, thus better supporting the emotional needs of students (Bradshaw & Pas, 2011).

Social skills are related to both academic performance and behavior (McClelland, Morrison, & Holmes, 2000). Additionally, a predictive relationship exists between reading scores and behavioral problems (McIntosh, Horner, & Chard, 2006). McIntosh et al. (2010) reported that both social and academic deficits can be predicted by disciplinary office referrals in the school records of students attending kindergarten through the fifth grade. Combining academic and office-referral data were found to provide the strongest predictor of future behavior. Grade point averages have also been found to be predictive of behavioral difficulties. Brynat, Schulenberg, Bachman, O'Malley, and Johnston (2000) reported a negative correlation between students with low grade point averages and school misbehavior.

LaVigna and Willis (2012) explain the following in regards to outcomes of positive behavioral supports:

> Outcomes include improving the person's quality of life, removing the behavioural barriers that may get in the way of those outcomes, achieving lasting generalization of both quality of life and behavioral improvements, and accomplishing these outcomes with minimum or no negative side effects. (p.185)

Implementing School Wide PBS

Implementing effective prevention and intervention programs that incorporate PBS has resulted in greater academic and behavioral success for students (Chafouleas, Volpe, Gresham, & Cook, 2010). The focus of school wide PBS is on preventative interventions based upon the practice of teaching specific appropriate behavioral skills with reinforcement rather than punishment (McIntosh et al., 2010). The Office of Special Education Programs Center on Positive Behavior Interventions and Supports (2010) suggested that designing an effective positive support system with the following school wide strategies aids in the reduction of behavioral issues and ultimately the need for disciplinary office referrals: (a) posting rules and behavioral expectations in every classroom, (b) teaching the social skill of how to follow teacher directions, and (c) implementing a reinforcement system of acknowledgement for following teacher directions. Prevention, and intervention techniques, such as those incorporated into PBS, have proven to have a significant positive impact on schools and classrooms (Reinke et al., 2008).

Effective prevention and intervention techniques encompass several areas including discipline, academic performance, and emotional/social development (Walker et al., 2005). Teaching and reinforcing school rules and behavioral expectations is a primary component of PBS (Brock & Quinn, 2006; Lewis & Sugai, 1999; Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010; Walker et al., 2005). Students are charged with the responsibility of contributing to a positive school climate. In fact, findings from a 2009-10 school survey on crime found that schools with enrollments of more than 1,000 students are now also involving

the students as a component of their violence-prevention programs (National Center for Education Statistics, 2011).

LaVigna and Willis (2012) identified and researched through literature review several issues surrounding the implementation of PBS for students with the most challenging behavior. Twelve publications were analyzed that met specific review criteria. Results of the study indicate PBS may be used to "successfully reduce or eliminate the occurrence of serious challenging behaviours" (p. 190) as well as "reduce the severity of individual episodes" (p. 190). The authors from this study also report PBS is an effective intervention with behaviors regardless of the rate of occurrence, does not require highly trained and experienced specialists, and is a cost effective approach for changing difficult to manage behavior.

Three Tiered Model of PBS

Disruptive behavior contributes to a loss of classroom instruction time (Reinke et al., 2008), and schools are now charged with adopting a systematic, research-based approach for identifying students in need of academic and behavioral support. PBS is rooted in behavioral, social learning, and organizational theory (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008) and utilizes a three-tiered model designed to meet the behavioral needs of students (Bradshaw et al., 2008; Brock & Quinn, 2006; Lewis & Sugai, 1999; Positive Behavioral Interventions and Supports, 2012; Sugai et al., 2010). PBS is the application of a behaviorally based systems design to enhance the capacity of schools, families, and communities. This is accomplished through effective environments that improve the link between research-validated practice and teaching and learning (Positive Behavioral Interventions and Supports, 2012). The PBS approach has

decreased student behavioral problems and increased student time on task during academic instruction. The process includes proactive strategies for defining, teaching, and supporting appropriate student behavior to create a positive school environment (Dee & Boyle, 2006).

The goal of school wide PBS is to promote a prosocial academic climate that increases the frequency of positive behavior and academic achievement (Horner et al., 2001; Lewis & Sugai, 1999). The support system focuses on prevention and targets staff and student behavior, promoting positive change in students experiencing behavioral difficulties (Bradshaw & Pas, 2011). PBS uses a tiered format that is designed to increase support when students fail to respond during the intervention (Brock & Quinn, 2006). Tier one interventions are considered the primary level of support and are also known as school wide PBS (Positive Behavioral Interventions and Support, 2012). School staff regularly teach, review, and acknowledge appropriate student behavior rather than focusing on punishment for noncompliance. An effective Tier one model meets the needs of approximately 80% to 90% of a student population.

Researchers stress the importance of a proactive approach to the emotional and behavioral issues of children, recommending positive behavior interventions and support (Anderson et al., 1996; Bradshaw et al., 2010; Warren et al., 2006). A systematic, data-driven PBS system allows for earlier identification of students at risk for behavioral difficulties compared to reactive office referrals from teachers (Bradshaw & Pas, 2011). Defining and teaching acceptable behavioral expectations, implementing a system of acknowledgement for appropriate behavior, monitoring related student and school data,

and implementing multitiered behavioral supports are critical features of an effective school wide PBS system (Warren et al., 2006).

A Tier two intervention addresses the behavioral needs of those students who do not respond to typical school wide behavioral support efforts. These interventions generally target small groups of students and provide more frequent behavioral intervention. On average, a Tier two level of support will be required for an estimated 5% to 10% of a student population. A Tier three intervention is viewed as an intensive, individualized intervention designed for those students who continue to have behavioral difficulties that are not responsive to Tier one and Tier two interventions. The Tier three model is estimated to be necessary for approximately 1% to 5% of a student population.

Simonsen and Sugai (2013) state the following regarding positive behavioral supports:

> The PBS framework provides the systems and tools for establishing a continuum of evidence-based practices, regardless of whether the setting is a general or special education classroom in a public school; an elementary, middle, or high school; a lock-down correctional facility; or an alternative program for youth with particular academic and/or behavioral needs. The critical operational feature is a continuum of evidence-based practices that first considers what all youth need from all staff across all settings (tier 1), then intensifies these supports for groups of youth whose behaviors do not respond sufficiently for success (tier 2), and finally intensifies and individualizes further for youth who require highly individualized or personalized supports (tier 3) (p. 10).

Challenges Implementing PBS

The violent behavior of schoolchildren has become an urgent concern for school administrators (Walker & Shinn, 2002). School staff are now highly attentive to assuring secure environments and students instructed in the proper social skills to support their academic success. The staff encounter a number of issues and challenges, foremost are decisions surrounding disciplinary and instructional practices within the multicultural framework of contemporary schools (Albee, 1998). As with any reform effort, implementation difficulties can negatively impact program success (Cheung & Cheng, 1997). Implementing school wide PBS involves the use of resources from several layers within a school district including teachers, school administration, district administration, and community stakeholders. A careful analysis of these sources and levels of engagement would assist with intervention implementation and maximize outcomes (Cappella, Reinke, & Hoagwood, 2011). Simonsen and Sugai (2013) state, "To increase likelihood of staff implementing positive practices with fidelity across time, PBIS schools determine meaningful outcomes, collect and review data to make decisions, and invest in systems to support implementation" (p. 5).

McIntosh et al. (2013) reviewed factors associated with sustained implementation of School Wide PBS (SWPBS). Four factors were identified throughout the study and included school priority, team use of data, district priority, and capacity building. Utilizing a predictive model, researchers of this study found the strongest association with sustained implementation of PBS to be team functioning, especially the use of data based decision making.

McIntosh et al. (2013) state the following regarding team use of data:

> Specific items pertaining to use of data included regular assessment of fidelity, outcomes, and needs; adjusting practices based on data; and sharing data with school personnel and stakeholders. The factor also includes team updates and brief trainings for the staff to help school personnel understand the basic principles and practices of SWPBS (p. 302).

Although classroom management is a high priority for teachers (Shernoff et al., 2011), many report feeling ill prepared for the classroom behavior they observe during their initial years of teaching (Cappella et al., 2011). Educators often enter the workforce without a single course in behavior management (Everston & Weinstein, 2006). In fact, the Public Agenda (2004) reported that one in three teachers have considered leaving the profession or know of a colleague who has left due to student discipline and behavioral issues. Perceptions of school-related problems have also been found to significantly increase teacher attrition (Moore, J., 2011).

Due to the significant emotional and academic needs of students, as well as a weak support infrastructure, nearly half of all teachers leave the profession within 5 years (Ingersoll, 2002). Both educators and students benefit from classrooms conducive to teaching and learning. Several additional factors impact the implementation of school wide PBS, and some researchers have reported minimal improvement in student behavior and academic skills (Hoagwood et al., 2007). Ultimately, it is the needs of the community that direct the change process, as well as the success of the intervention program (Cappella et al., 2011).

Utilizing Office Referrals as School Level Data

Disciplinary office referrals are commonly used by school administration to examine the behavior of students and the school behavioral climate, as well as to make informed decisions regarding related program and policy (Ervin, Shaughency, Matthews, Goodman, & McGlinchey, 2007). These referrals are one measure that can effectively identify patterns of school safety and climate toward building a successful school wide behavioral support program (Irvin et al., 2006). LeTendre (2000) suggested that, in order to build an effective educational climate within schools, educators must collect, analyze, and apply student behavioral data.

Office referrals have been found to be a predictor of school failure (Farrington, 1989) and adult violence (Tobin & Sugai, 1999). Merchant et al. (2009) noted that the use of multiple data sources, including screening methods and disciplinary office referrals, can facilitate the identification of students at risk for behavioral issues and support the selection of optimal interventions. Referral rates and classroom behavioral patterns can be used to restyle activity routines, curricula, and the corporal structure of classrooms toward improved student outcomes (Tobin, Sugai, & Colvin, 2000). Directly altering the classroom and school environment to decrease or eradicate behavioral problems through positive manipulation of the overall background within which they take place is key to reducing the number of disciplinary office referrals (Dwyer, 2002). Additionally, Nelson et al. (1998) conducted a 4-year study of disruptive behavior exhibited by elementary-school students and found that a systematic response to student misbehavior results in decreased office referrals.

Ward and Gerston (2013) studied the effects of implementing a school wide positive behavioral support model labeled "Safe and Civil Schools" (SCS) in a large urban school district. Seventeen schools were provided training and support with the school-wide model and fifteen schools were used for comparison purpose. The district had a high concentration of students receiving free and reduced lunch, classified as minority, and performing low on statewide standardized testing. Analysis of the data found that training led to improvement in student behavior, specifically, "staff at participating elementary schools reported substantial improvements in student behaviors following the commencement of SCS training." A reduction in widespread classroom disorder was found to be statistically significant at the .05 level. Also, students participating in the SCS schools were "less likely to be suspended and were suspended for fewer total days" (p. 329).

Measuring improvement in student achievement and social behavior through documentation and tracking behavior is essential (McIntosh et al., 2010). McIntosh et al. advanced that disciplinary office referrals can provide school personnel with an "index" of problem behaviors that can subsequently be reliably analyzed. Walker et al. (2005) agreed that office referrals can be used to measure the effectiveness of PBS, especially with students exhibiting acting-out types of disruptive behavior. Office-referral data has also been shown to effectively measure student behavior persisting over time (Kaufman et al., 2010).

Lassen, Steele, and Sailor (2006) researched the impact of implementing school wide positive behavioral supports in low income, inner city, middle schools. Office discipline rates were used as the primary indicator of problem behavior. Results of data

analysis showed a significant difference in the overall average number of office referrals rates from the baseline year one and implementation years two and three. Additionally, office discipline referrals (ODR) per each student showed a significant reduction as well.

Lassen et al. (2006) further explain the following regarding the impact of their research:

> Consistent with hypothesis and the school-wide PBS literature, the number of ODRs per student was significantly reduced each year of the study. Not only does this reduction indicate a decrease in student problem behavior, but it also has implications for two other areas of school functioning. The amount of instructional time a student loses for each ODR incurred has been estimated to be 45 minutes (Horner & Sugia, 2003). This time begins when a student leaves a classroom to meet with an administrator in the office and ends when the student is back in the classroom. Even using a more conservative estimate of 20 minutes per ODR, this middle school recovered approximately 659 instructional hours (or eighty-two 8-hour days) per year since implementing school-wide PBS. Certainly, schools function much more effectively, academically and behaviorally, when students are in class. Additionally, since administrators must personally deal with each ODR within a school, ODRs can also be viewed as depleting administrator time. From this perspective, decreases in ODRs can translate into considerable time added to administrators' schedules that can then be used in other, more preventative and positive activities (i.e., training teachers, acknowledging student achievements). Thus, reducing ODRs in a school is likely to produce a number of positive effects and result in overall improved functioning and performance. (p. 9)

In a similar study, Warren et al (2006) analyzed office discipline patterns after the implementation of a school wide positive behavioral support system. Results of this study showed a significant decrease in the total number of office discipline referral rates after only one year. In fact, not only did office referrals decrease overall by 20%, behaviors reported in year two of the study were proportionally less severe when compared to year one. Qualitative analysis revealed, "Not only did teachers recognize an improvement in overall student behavior, but many also stated that they now approached students' problem behavior much differently than in the past." (p. 193)

Research shows that measures of disciplinary office referrals are concurrently valid measures of school climate and efficient and effective support for decisions regarding student behavior (Irvin et al., 2006; Irvin, Tobin, Sprague, Sugai, & Vincent, 2004). However, caution is advised (Wright & Dusek, 1998). Individual schools often develop their own nonstandardized system of defining unacceptable behavior, as well as a specific office-referral process for disciplinary measures. Students are commonly removed from regular classrooms due to behavioral difficulties. Research also suggests that harsh punishment and zero-tolerance policies have been ineffective at either improving the overall behavioral climate within schools or preventing students exhibiting problem behavior from entering the juvenile justice system (Evenson et al., 2009).

School wide discipline has typically taken a reactive approach to student misbehavior by implementing punishment-based strategies including reprimand, loss of privileges, disciplinary office referral, suspension, and expulsion, regardless of the research that has consistently shown punishment to be an ineffective means of changing behavior (Evenson et al, 2009; Everston & Weinstein, 2006; Public Agenda, 2004).

Walker, Ramsey, & Gresham, 2004, report reactive responses may lead to abuse, unethical actions, increase in problematic behavior, poor relationships with adults, and an increased risk of dropping out of school. They further argue reactive approaches to correct student behavior are least effective when compared to more positive approaches. Such inconsistencies can lead to inaccurate data interpretation with regard to school climate and student behavior. To date, the majority of schools assess their environments through the examination of disciplinary office referrals, which aid in determining whether school wide PBS is effectively implemented (Clonan et al., 2007; Ervin et al., 2007). Although the validity of measuring PBS via such referrals has been questioned, this mode of discipline has been found to adequately measure school climate, as well as accurately predict the future outcomes of students (Irvin et al., 2004, 2006).

Effects of PBS on Reading Achievement

Trout, Nordness, Pierce, and Epstein (2003) reported common reading challenges and behavioral issues in students who experience academic or behavioral difficulties. Several published theories document a relationship between academic underachievement and behavioral difficulties (Morgan, Farkas, Tufis, & Sperling, 2008). Reading problems can result in problematic behavior; behavioral problems can lead to reading difficulties; and a combination of reading and behavioral problems can each serve as a source of the other, introducing a highly problematic cycle. Research supports the concept that preventive interventions can increase reading skills while reducing problem behavior (Fleming, Harachi, Cortes, Abbott, & Catalano, 2004).

Morgan et al. (2008) conducted a study investigating whether poor reading skills during the first grade increased the odds of behavioral problems during the third grade.

Another interest of focus in the research was whether early signs of behavioral difficulties predicted later reading difficulty. Applying a multilevel, logistical-regression model, these researchers also sought to determine the strength of the interaction between reading and behavioral difficulty. The findings indicate that (a) early reading problems were a strong predictor of later reading problems, (b) early behavioral difficulty was a strong predictor of later behavioral difficulty, (c) early reading problems predict behavioral problems, and (d) the inability to self-regulate learning in early years was predictive of later reading problems.

Researchers of a longitudinal study of students attending public suburban schools within the Pacific Northwest region of the United States found increased reading test scores associated with the delivery of PBS to students at risk for academic and behavioral issues (Fleming et al., 2004). The reading scores were drawn from the Achievement Level Tests administered to students attending Grades 3 through 6. Although increased scores for at-risk students diminished over time, the overall mean score increased. Another finding of the study was that the lower the initial baseline score, the greater the increase in test scores. Lastly, students with higher reading scores exhibited significantly less problem behavior during their subsequent middle-school years.

A study conducted by Muscott, Mann, and LeBrun (2008) found that, 41% of the participating schools that implemented and sustained school wide PBS improved the reading-proficiency scores of their students, as measured by the New Hampshire Educational Improvement and Assessment Program. Oakes, Mathu, and Lane (2010) conducted research on RTI to examine the reading-fluency skills of children displaying emotional and behavioral difficulties. Furthermore, students with both reading and

behavioral difficulties made gains in response to an oral reading-fluency intervention combined with behavioral support (Oakes et al., 2010). The gains were at rates similar or higher to those of students with reading problems alone. Longitudinal analysis of reading measures and data related to disciplinary office referrals found strong predictive relationships between reading scores and problem behavior in students (McIntosh et al., 2006). The same study suggested an interaction between problem behavior and academic skills. The researchers concluded that students with academic deficits are at greater risk for problem behavior.

Regarding their research, Lassen et al., (2006) state, "Results from the present study indicate that a students' academic performance on standardized tests of reading and math during the study were predicted on the basis of behavioral indicators (i.e., office referrals, suspensions)" (p. 11). Although this study noted a significant relationship between behavior and reading and math standard scores, the effect sizes were small, accounting for approximately 1-2% of the variance. Arguably, the amount of time a student spent outside of the classroom inevitably impacted academic performance.

Standardized Test for the Assessment of Reading

Standardized Test for the Assessment of Reading (STAR) was developed by Renaissance Learning (2007) and measures reading-comprehension skills. Scores on the STAR ranged between 0 and 1400. The STAR consists of 25 items presented on the computer, which are selected from a bank of more than 1,200 multiple-choice questions appropriate for respondents attending Grades 1 through 12. The items are presented in one of two formats—vocabulary in context or an authentic-text passage. The vocabulary-in-context items are a single sentence with a blank to indicate a missing word. The

student must read and complete the sentence, choosing the correct word from a multiple-choice list of three or four words. Vocabulary-in-context items measure comprehension by requiring students to rely upon background information, apply vocabulary knowledge, and use active strategies to construct meaning from the assessment text. The authentic-text passages are multisentence paragraphs drawn from published children's literature and nonfiction texts. One sentence in the passage contains a blank indicating a word is needed to complete the paragraph. The student must read and complete the passage, choosing the correct word from a multiple-choice list of three or four words.

Renaissance Learning (2007) collected and analyzed four types of reliability data—split half, generic, test-retest, and alternate-forms reliability. The split-half and generic coefficients are estimates of internal-consistency reliability; the test-retest and alternate-forms coefficients are estimates of the reliability of repeat administrations of the STAR. Split-half reliability estimates are one means of estimating internal consistency of computer-adaptive tests. They are derived from item-response data by computing the correlations between separate scores based upon the odd- and even-numbered items within the data set and subsequently adjusting the correlation to estimate its value for the full 25-item test. The split-half measures for the STAR range from 0.89 to 0.93 with an overall measure of 0.96 for Grades 1 through 12.

Generic-reliability estimates are another way of estimating the internal-consistency reliability derived from individual estimates of measurement error. These estimates range from 0.89 to 0.92 and vary little from grade to grade. The split-half and generic-reliability estimates are very similar in magnitude, and both coefficients are

estimated to be 0.96 with all grade levels combined and +1.0 representing perfect reliability. These reliability estimates are very high for a test composed of only 25 items.

Test-retest reliability is determined by administering the test twice to the same student sample. The estimate reflects the extent to which test results are consistent across different administrations of the test and, for all grades combined, is a very high 0.94. Reliability estimates by grade range from 0.79 to 0.91. Alternate-forms reliability estimates are calculated based upon the student scores on the STAR, both Versions 1.2 and 2.0. The correlation is 0.95 for the 4,551 students who completed both tests.

The validity of an assessment is the degree to which it measures what it is intended to measure. Validity is often also a measure of the usefulness of a test. For the STAR to appropriately measure reading achievement, scores on the assessment must correlate highly with other measures of reading achievement. During a STAR norming study (Renaissance Learning, 2007), schools submitted student scores along with data related to how their students performed on other common standardized tests including the California Achievement Test, the Iowa Test of Basic Skills, the Stanford Achievement Test, and TerraNova. Usable scores were received for more than 10,000 students. The results showed an overall correlation coefficient for the STAR of 0.76 for Grades 1 through 6 and 0.68 for Grades 7 through 12.

Summary

Elementary school is a critical transition period and often when academic and behavioral difficulties are first evidenced (Reinke et al., 2008). Many researchers have found that proactive interventions implemented during early school experiences can lead to improved school climates and a reduction in disciplinary office referrals (Colvin et al.,

1993; Nelson et al., 1998). However, Reinke and Herman (2002) described a coercive cycle during which elementary-school teachers fail to provide consistent proactive discipline, inadvertently reinforcing the negative behavior of students.

PBS is a school wide intervention program designed to minimize the misbehavior of students while increasing appropriate behavior (Sugai & Horner, 2006). PBS is designed around socially defined values and underlying empirical research. It is important in the development of a comprehensive preventative approach to alleviating problematic behavior in children (Melaville & Blank, 1993). The approach offers various strategies such as making data-based decisions, defining appropriate behavioral skills, utilizing structured lesson plans to model and teach school wide expected behavior, and reinforcing appropriate behavior frequently rather than relying upon punishment. Teaching social skills through use of PBS makes it easy for children to engage in the process of learning without exhibiting problematic behavior (Friend & Cook, 1992).

PBS applies prosocial teaching methods to facilitate the use of positive behavior skills (Lewis & Sugai, 1999). Rather than focusing on negative behavior, this system is designed to prevent misbehavior by ensuring that each student clearly understands school rules and expectations through explicit teaching methods (Nelson et al., 1998). Both students and educators are responsible for contributing to a positive school climate through positive reinforcement and frequent skills practice (Bradshaw & Pas, 2011).

A plethora of research has suggested that poor reading skill is predictive of later behavioral difficulties (Fleming et al., 2004; Maguin & Loeber, 1995) that are correlated with externalizing behavior (Kaufman, Cullinan, & Epstein, 1987) and antisocial behavior (Wehby, Faulk, Barton-Arwood, Lane, & Cooley, 2003). Children who

struggle with literacy during their early years of school tend to experience academic failure and negative development of both interpersonal and intrapersonal skills (Ashcroft & Ashcroft, 2005). As early as kindergarten, phonemic-awareness skills are highly predictive of future disciplinary office referrals (McIntosh et al., 2006).

School wide positive behavioral interventions and support ensure student exposure to effective instructional and behavioral practices (Bender & Shores, 2007). PBS is not a specific curriculum, but rather, a decision-making framework that guides schools through the implementation of strategies that can result in both academic and behavioral improvements in their students (Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010; Positive Behavioral Interventions, 2012). PBS was developed from a need to accurately and rapidly identify students failing to progress at a rate comparable to their peers and intervene with effective measures (Carr et al., 2002).

Chapter III

METHODOLOLGY

Overview

The purpose of this study was to examine the effects of implementing a school wide PBS model within an urban elementary school located within the southeastern region of the United States. Disciplinary referrals to the administrative office, both preceding and following a PBS intervention, were analyzed to determine whether the intervention decreased the number of referrals. STAR scores were analyzed both pre- and post-PBS implementation to determine whether the intervention increased reading achievement scores. Data from a similar elementary school within the same district that did not implement school wide PBS were used for comparative purposes. Qualitative survey data were gathered from the PBS school and analyzed to obtain staff perceptions of implementing school wide PBS. The following research questions guided the proposed study:

1. Does implementation of school wide PBS result in a decrease in the total number of student disciplinary office referrals when compared to a non-PBS school?
2. Is there a statistically significant difference in the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools?

3. Is there a statistically significant difference in reading performance between students who received the PBS and those who did not receive this intervention?
4. What are the faculty and staff perceptions of the PBS program?

Research Design

This study followed a mixed methods research design. Between-group analysis was employed to determine any differences between the PBS school and comparison school with regard to disciplinary office referrals and student scores on the STAR. Cross sectional qualitative survey results were analyzed through triangulation methods in order to gain insights into common reoccurring themes within the school that implemented school wide PBS.

Quantitative Methods

Separate chi-square statistical procedures and independent sample *t* tests were conducted to determine any differences between the PBS and non-PBS student groups for each of the 3 years of data collection. Random assignment of schools or students was not possible at the time of program implementation during the 2010-11 school year, potentially influencing the internal validity of the study design. Archival data over 3 academic years were analyzed (i.e., 2009-10 [Y1], 2010-11 [Y2], and 2011-12 [Y3]). The independent variable has two categories—the school that implemented PBS and the school that did not implement PBS. The dependent variables for each school are the disciplinary office referrals and the achievement-test scores for reading, collected over each of the 3 years of the study.

Qualitative Methods

Due to the limited sample size, a cross-sectional survey was also used. This survey was given to staff members that participated in school wide PBS to assist in obtaining their perceptions of PBS. Sixty surveys were given to staff members and 22 of the surveys were returned resulting in a 36% return rate. The survey sample consisted of non-random staff members located within the school that implemented school wide PBS. Participation in the survey was voluntary; therefore the sample only included staff who responded.

Validity and Reliability

Threats to internal validity are those aspects that tend to weaken a research design and, in the case of the current research, may result in other plausible explanations for the results other than the PBS program (Fraenkel & Wallen, 2009). Six threats to the internal validity of this study were possible—history, maturation, testing, attrition, initial differences between the two study groups, and self-fulfilling prophecy. The threat of history occurs when events other than the intervention become alternative explanations for the results. For example, if other districtwide programs were implemented during the study period, another program other than PBS might be responsible for an increase in the STAR scores and/or decreases in disciplinary office referrals.

Maturation is a natural process that may lead participants to change their position regarding the dependent variables (Fraenkel & Wallen, 2009). Because the duration of this study was over a period of 3 years, maturation would have occurred that could influence both cognitive performance and behavioral issues. Testing is a threat when the same or similar tests are repeated more than once over a specific time period. Therefore,

the results of the postmeasures of the dependent variables may be attributable not only to the implementation of PBS, but also to the experience of taking the initial reading assessment.

Attrition occurs when students are lost from the research between the onset of the study and its completion (Fraenkel & Wallen, 2009). As with maturation, the 3-year duration of the research could result in reduction of the student sample over time. Student participants with low academic performance and a high number of disciplinary issues may present particular vulnerability to this threat to internal validity. Differences between the initial academic performance and number of disciplinary referrals between the two student groups could be a threat if the intervention and comparison groups differed at the beginning of the study. That is, differences evident upon completion of the study may be due to initial differences rather than the intervention. Initial differences in academic performance and/or disciplinary referrals were considered in the data analysis.

The sixth threat to the internal validity of this study is self-fulfilling prophecy (Fraenkel & Wallen, 2009), which was considered as a possible alternative explanation after a decrease in disciplinary office referrals following the PBS intervention. That is, school personnel may have unintentionally recorded fewer incidences because this is one of the expected outcomes of PBS. This threat may be the most plausible to internal validity. Because fewer disciplinary referrals are expected, fewer may be recorded, regardless of the PBS program. External validity concerns generalizability of the results. The proposed study was conducted within an urban school implementing school wide PBS. The best indicator of generalizability will be to replicate the program within similar

schools. If the positive results continue, external validity of the PBS will be strengthened.

Setting and Sample

The schools that participated in this study are located within the southeastern region of the United States. The district serves over 7,000 urban students enrolled in kindergarten through Grade 12. The district has five elementary schools, two middle schools, and one high school. Regarding Research Question 1, the study sample consisted of all students attending two of the five elementary schools within the district over a three year period. For Research Questions 2 and 3 data were limited to students who had three or more office referrals within each of the schools. The two schools are demographically similar, with the exception of one school that participated in the PBS program for 3 continuous years beginning at the onset of the 2009-10 school year. All students within each of the two schools were included in the data analysis for Research Question 1. The data were coded in a manner that rendered the individual students unidentifiable. Tables 1 through 3 provide descriptive statistics related to the demographic profile of each school for each of the 3 years analyzed. Neither school had administrative changes during the 3-year period of the study and both shared the same level of support from the district level.

Instrumentation

The dependent variables of this study are the number of disciplinary office referrals and standardized reading scores on the STAR. These data were retrieved from the student information system of the participating school district for each of the three years under analysis. The school wide disciplinary data included information related to

Table 1

2009-10 School Demographics

School	Total students	Minority (%)	Nonminority (%)
Positive-behavioral-support program	903	72	28
No positive-behavioral-support program	1,182	88	12

Table 2

2010-11 School Demographics

School	Total students	Minority (%)	Nonminority (%)
Positive-behavioral-support program	870	72	28
No positive-behavioral-support program	1,248	87	13

Table 3

2011-12 School Demographics

School	Total students	Minority (%)	Nonminority (%)
Positive-behavioral-support program	852	71	29
No positive-behavioral-support program	1,288	87	13

grade, gender, and ethnicity. In addition to the overall total number of disciplinary incidents for each of the school years, the number of students who received three or more office referrals for each of the 3 years studied was included in the data collected. No information specifically identifying students was gathered.

Survey data were gathered in regards to the importance of PBS and its perceived effect on discipline office referrals and reading achievement. The survey was provided to staff at the PBS school at the end of the study and triangulation methods were utilized to analyze results. The purpose of the survey was to gather insight into the perceptions of implementing school wide PBS and determine if qualitative methods further supported quantitative results.

Data Collection and Analysis

Student Data

All data collected in the current study were retrieved from the student information system for each participating school. Table 4 provides the coding information that was utilized in the Statistical Package for the Social Sciences (SPSS) for each student receiving three or more disciplinary office referrals during the 2009-10 school year. This computer software was designed to perform statistical analysis on quantitative data. It is used for complex calculations to analyze numerical data. The related coding information for the school wide disciplinary referrals collected in this study is reflected in Table 5.

As described earlier, this study followed a mixed methods research design. Between-group analysis was employed to determine any differences between the PBS school and comparison school with regard to disciplinary office referrals and student scores on the STAR. Separate chi-square and independent sample *t* test statistical

procedures were conducted to determine any differences between the PBS and non-PBS student groups for each of the 3 years of data collection. Archival data over 3 academic years were analyzed (i.e., 2009-10 [Y1], 2010-11 [Y2], and 2011-12 [Y3]). The independent variable has two categories—the school that implemented PBS and the school that did not implement PBS. The dependent variables for each school are the disciplinary office referrals and the achievement-test scores for reading, collected over each of the 3 years of the study. A between-group analysis facilitated the determination of any differences between the PBS school and the comparison school, as they relate to disciplinary office referrals and scores on the STAR for Year 2 and Year 3.

Staff Survey Data

The purpose of the staff survey was to gather insight into the perceptions of implementing school wide PBS and determine if qualitative methods further supported quantitative results for each research question. The survey was created by the researcher based on literature review information regarding staff perceptions during and after the implementation of PBS. Survey data included information related to number of years teaching, degree level, and role within the school system. There were ten questions on the survey relating to the role PBS has in creating a positive school climate and its impact on office discipline referral rates and reading achievement. Likert ratings for each question ranged from 1 (strongly disagree) to 4 (strongly agree). Each question also allowed for the respondent to elaborate on responses. Surveys were placed in each staff member's box at the PBS school. Surveys were returned to the researcher through inter-office mail and contained no identifying information. Survey data were reviewed and analyzed through triangulation methods to find common themes among the responses.

Table 4

Statistical Data Codes for Repeat Offenders

Statistical Code	School	Gender	Ethnicity	Grade	Number of referrals	STAR score
1	PBS	Male	Black	Year 1	Year 1	Year 1
2	Non-PBS	Female	White	Year 2	Year 2	Year 2
3	N/A	N/A	Other	Year 3	Year 3	Year 3

Note. PBS = positive behavioral support; N/A = not applicable.

Table 5

Statistical Data Codes for School Wide Disciplinary Referrals

Statistical Code	School	Gender	Ethnicity	Number of referrals	STAR score
1	PBS	Male	Black	Year 1	Year 1
2	Non-PBS	Female	White	Year 2	Year 2
3	N/A	N/A	Other	Year 3	Year 3

Note. PBS = positive behavioral support; N/A = not applicable.

This analysis showed whether differences exist within each school, as measured by the dependent-variable means over the 3 years under analysis. Additional subgroup analyses provided insight for future study. For example, students with multiple disciplinary reports over the 3 years of the study could be analyzed separately, and any existing gender and/or ethnicity differences could be determined.

Ethical Considerations and Limitations

An application was submitted to the Institutional Review Board for approval of this research (see Appendix D). The requirements included full disclosure to all stakeholders of the data to be collected (i.e., disciplinary office referrals and academic achievement). These data were drawn from the school database. To ensure confidentiality, no identifying student information was collected. The study was conducted with a sample of students who participated in a school wide PBS program. The research provides solely a "snapshot" of the academic and behavioral patterns of the student sample. The root causes of related difficulties remain unknown.

Although this study is quantitative in nature, it does not involve an experimental and control group. Due to the nature of students transitioning in and out of the participating schools, various students are represented throughout the course of this study in the measurements of annual office referral rates. A limitation to the research is the lack of control precluding consistent implementation of PBS throughout the school that received the intervention. A small, school-level, PBS focus group was designated at the school and led by administration, which conducted classroom observation during the PBS instructional time. Although school administration set the training criteria and dedicated teaching time for PBS, each teacher brings to the classroom a unique set of values and tolerance for identifying and correcting student behavior. Teacher turnover rate is another concern. Although the administrative staff remained intact, both of the participating schools experienced teaching-staff changes throughout the three-year time period under analysis, which likely impacted school climate.

While data related to disciplinary office referrals collectively represent one reliable measure of school climate, questions remain regarding the internal validity of using such data to accurately measure student and staff behavior (Irvin et al., 2006). Gender, race, and grade level have all been found to affect disciplinary-referral rates (Kaufman et al., 2010). Additionally, discipline data reflect only what is entered at each school based upon how each teacher defines misbehavior at the time of each occurrence. Although PBS was the focus of the school-improvement plan related to behavior in the school participating in this research that used the intervention, academic interventions were also developed and implemented. Because a positive relationship exists between academic achievement and student behavior, consideration of all related interventions was important. Given the extent of the limitations in this study, it cannot be concluded that the implementation of school wide PBS directly causes disciplinary office referrals to decrease or reading-achievement scores to rise.

Summary

This chapter described the methodology employed in this study, the research design, the participating schools, the data-collection procedure, and the data-analysis process. A number of threats to the internal validity of the research that are inherent to studies of this type were acknowledged. Chapter 4 reports the results with statistical interpretation. Chapter 5 provides the conclusions and discussion surrounding the meaning of the results as they relate to previous research and existing theory. Recommendations for future research are provided.

Chapter IV

RESULTS

Overview

This study examined the effects of implementing school wide PBS within an urban elementary school located within the southeastern region of the United States. Disciplinary referrals to the administrative office, both preceding and following the implementation of school wide PBS, were analyzed to determine whether there was a significant decrease in office referrals. To address reading achievement, standardized reading scores were analyzed before and after implementation of school wide PBS. For both discipline and achievement, data from a similar elementary school within the same school district that did not implement school wide PBS were used for comparative purposes to assist in determining the effectiveness of the intervention. Surveys were conducted to assist the researcher in gathering qualitative data regarding perceptions of implementing school wide PBS and its impact on both discipline and reading achievement.

The results are presented as they relate to the three research questions of this study. The independent variable was the implementation of school wide PBS. The dependent variables were disciplinary problems and student scores in reading achievement. Disciplinary problems were measured by the number of disciplinary

referrals to the school administrative office over the duration of the study. Student reading achievement was measured by scores on the STAR assessment.

Hypothesis Testing

The following research questions and their corresponding hypotheses guided this study:

Research Question 1. Does implementation of school wide PBS result in a decrease in the total number of student disciplinary office referrals when compared to a non-PBS school?

Null Hypothesis 1. There is no statistically significant difference in the number of student disciplinary office referrals between a PBS and non-PBS school after the implementation of school wide PBS.

Research Question 2. Is there a statistically significant difference in the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools?

Null Hypothesis 2. There is no statistically significant difference in the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools.

Research Question 3. Is there a statistically significant difference in reading performance between students who received PBS and those who did not receive this intervention?

Null Hypothesis 3. There is no statistically significant difference in reading performance between students who received PBS and those who did not receive this intervention.

Research Question 1

Research Question 1 asked, "Does implementation of school wide PBS result in a decrease in the total number of student disciplinary office referrals when compared to a non-PBS school?" Referral data were obtained for each of the three years under analysis for both the PBS and non-PBS schools. Year 1 data (see Appendix E) consisted of the total number of referrals prior to implementation of the intervention program. Year 2 (see Appendix F) and Year 3 (see Appendix G) consisted of the total number of referrals postimplementation. The chi-square statistical procedure (Fraenkel & Wallen, 2009) was applied to determine whether a difference existed between the PBS and non-PBS study groups for each of the 3 years of analysis with regard to actual and expected number of referrals. In this context, the sample consisted of the total number of referrals for both study groups combined. While the primary interest was in any differences following implementation (i.e., Year 2 and Year 3), it was informative to include Year 1 data as a baseline because neither group had been exposed to the PBS program at that time.

Null Hypothesis 1 stated that there is no statistically significant difference in the total number of student disciplinary office referrals after the implementation of a school wide PBS system. Three chi-square tests were conducted to test this null hypothesis, one for each of the 3 years under study. The level of probability was .05 and this was used as the criterion for rejecting the null hypothesis. Table 6 provides the results of the three chi-square analyses by total number of referrals, disregarding participation in PBS and the number of referrals expected for each study group if no difference exists between the groups. If the expected numbers are unknown, as in this case, the expected referrals are equal for each study group (Hinkle, Wiersma, & Jurs, 2003). The actual numbers of

referrals for each group are also shown in the table, as well as the difference in expected referrals between the groups. The greater the difference, the more likely is rejection of the null hypothesis, which would result in a conclusion of statistical significance in the difference between the two study groups with regard to the number of disciplinary office referrals.

Table 6

Chi-Square Analyses for Differences

	Student referrals					
Years/Program	Total	Expected	Actual	χ^2	Diff	*SR*
1	1,716			6.06*		1.74
PBS		858.0	807		-51	
Non-PBS		858.0	909		+51	
2	1,783			23.56*		3.43
PBS		891.5	789		-102.5	
Non-PBS		891.5	994		+102.5	
3	1,609			21.28*		3.26
PBS		804.5	712		-92.5	
Non-PBS		804.5	897		+92.5	

Note. Diff = the difference between the expected and actual referrals; PBS = positive behavioral support.
*$p < .05$.

The chi-square values reported within Table 6 reflect a statistically significant difference at the .05 level for each of the 3 years under study. Therefore, Null Hypothesis 1 was rejected for each of the 3 years. The data also indicate that, for each of the 3 years, the PBS group had fewer disciplinary referrals than the non-PBS group. While useful, statistical significance in this case shows only the probability that the two study groups differed, this provides no information surrounding the importance of the

difference. The standardized residual is an indicator of importance and is the ratio of difference between the observed count and the expected count to the square root of the expected count. A standardized residual of 2.00 or greater can be considered a strong difference between the study groups (Hinkle et al., 2003). This strong difference is shown between the PBS and non-PBS study groups for Year 2 and Year 3. The standardized residual for Year 1 is 1.74, which indicates that the difference was not strong although statistically significant.

Survey data were analyzed to address staff perceptions in relationship to PBS. Out of 22 returned questionnaires, 100% agreed or strongly agreed with the statement, "Implementing PBIS can reduce behavioral difficulties in the school setting as reflected in office discipline referral rates." One teacher noted, "Successfully building relationships through the implementation of PBS allows you to not only have better overall classroom management skills but to also connect with those students who are seen as troubled. PBIS [Positive Behavioral Interventions and Supports] gives you an extra tool to utilize before automatically sending them to the office." When responding to the statement, "Implementing PBIS [Positive Behavioral Supports and Interventions] did reduce behavioral difficulties in the school setting as reflected in office discipline referral rates", a second teacher noted, "PBS encourages and promotes students to make positive choices. I feel that behavior problems did decrease and will continue to decrease as students and teachers continue to use PBS each year." Overall there was consensus that PBS had a positive impact on student behavior. Out of the 22 returned questionnaires, 100 % agreed or strongly agreed with the statement, "Overall, I feel the PBS initiative has had a positive impact on student behavior." Staff comments include, "Many students,

teachers, and parents responded positively", "I have seen a positive change in our school climate," "Our school has less behavior problems and less kids missing quality instruction," "It helps better our school climate because it [PBS] is consistently supported by administration and students know it isn't empty promises."

Research Question 2

Research Question 2 asked, "Is there a statistically significant difference in the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools?" The disciplinary incidents of students with two or more referrals were tracked for a 3-year period. The independent samples *t* test was used to determine statistical significance, which is appropriate when two study groups are compared on the same measure (Fraenkel & Wallen, 2009). The focus of Research Question 2 was whether a difference exists between the two study groups with regard to their number of disciplinary incidents for each of the 3 years under analysis, hence the three *t* tests. With regard to Null Hypothesis 2, no statistical significant difference exists in terms of the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools. Consequently, Null Hypothesis 2 was rejected.

The .05 probability level was used as the criterion for rejecting Null Hypotheses 2; however, the underlying assumption of the *t* test is that different groups (i.e., independent samples) are used for each test. When the same groups are used more than once, probability exists for Type I errors. A Type I error occurs when a statistically significant difference is incorrectly declared. The Bonferroni procedure (Fraenkel & Wallen, 2009) is often used to adjust the probability level to consider violation of the assumption. The Bonferroni adjustment requires dividing the selected probability level

by the number of *t* tests conducted. Six independent-sample *t* tests were conducted in this study; three on the number of disciplinary incidents to address Research Question 2 and three for reading performance to address Research Question 3. Therefore, the Bonferroni adjustment was made by dividing the .05 probability level by six, which resulted in the adjusted level of .008 (.05/6 = .008).

In addition to the *t*-test analyses, effect-size estimates were also determined (Fraenkel & Wallen, 2009). As noted earlier, statistical significance, regardless of the probability level used, provides no information on the importance of the difference. Effect-size estimates are an indicator of this importance. The related procedure employed in this study involved the Cohen's *d*.

Table 7 presents the results related to Research Question 2. The data showed that the PBS study group had fewer disciplinary incidents during each of the 3 years under study. However, in Year 1, prior to implementation of PBS, the groups differed by less than one incident (Diff = 0.75). For statistical significance using the Bonferroni adjustment, the *p* value needed to be .008 or less. From the perspective of statistical significance, no difference was found for Year 1 ($p = 0.108$) between the PBS and non-PBS schools with regard to the number of reported disciplinary incidents. Differences in the number of such referrals for both Year 2 and Year 3 were statistically significant ($p = .001$) between the PBS and non-PBS schools. Consequently, Null Hypothesis 2 was rejected. These results support Hypothesis 2 by indicating that the PBS program reduces the number of disciplinary incidents for repeat offenders.

Table 7 also provides the effect-size estimate. Cohen 's *d* provided a "rule of thumb" for interpreting effect-size estimates as small, medium, or large in importance

(Fraenkel & Wallen, 2009; *d* [0.25] = small effect, *d* [0.50] = medium effect, and *d* [1.00] = large effect). The actual difference reported in the table shows that the PBS group had approximately one half the number of disciplinary incidents than were reported for the non-PBS group for Year 2 and Year 3.

Table 7

Between-Group Difference in Number of Disciplinary Incidents

	PBS		Non-PBS					
Year	*M*	*SD*	*M*	*SD*	Diff	*t*(105)	*p*	Cohen's *d*
1	4.33	2.60	5.08	2.10	0.75	1.66	0.108	0.36
2	3.75	3.29	6.47	3.46	2.72	4.14	.001	0.79
3	3.71	4.28	8.03	4.64	4.32	5.08	.001	0.93

Note. PBS = positive behavioral support; Diff = the difference between the PBS and non-PBS means.

Effect-size estimates for Year 2 (*d* = 0.79) and Year 3 (*d* = 0.93) indicate large effects and a difference that is considered important. The Year 1 difference of less than one incident (Diff = 0.75) and the small effect-size estimate (*d* = 0.37) reflect little difference in the number of incidents for repeat offenders prior to implementation of the PBS program.

Research Question 3

Research Question 3 asked, "Is there a statistically significant difference in reading performance between students who received PBS and those who did not receive this intervention?" Table 8 presents the results addressing this research question. The analysis was the same as described for Research Question 2, with the exception of the

interest in any difference between the two study groups in reading performance for each of the 3 years under analysis. Therefore, three independent-samples *t* tests were conducted. Null Hypothesis 3 stated that there is no statistically significant difference between the two groups in reading performance. Rejection of this null hypothesis would support the notion that the PBS program improved reading performance. The adjusted .05 probability level (.008) was used as the criterion for rejection.

Table 8

Between-Group Difference in Reading Performance

	PBS		Non-PBS					
Year	*M*	*SD*	*M*	*SD*	Diff	*t*(105)	*p*	Cohen's *d*
1	397.81	114.85	359.17	100.71	38.64	1.85	0.66	0.38
2	421.35	98.89	424.22	102.69	2.87	.15	0.884	.03
3	466.56	104.63	482.51	114.04	15.95	.75	0.457	0.14

Note. PBS = positive behavioral support; Diff = the difference between the PBS and non-PBS means.

The means, difference, and probabilities reported within Table 8 indicate no statistically significant difference in reading performance between the study groups for the three years under analysis. Hypothesis 3 was therefore not rejected. Accordingly, the effect-size estimates indicate that the small difference in reading performance was of little importance.

Research Question 4

Survey data were gathered and analyzed to address teacher perceptions in relationship to PBS. Out of 22 returned questionnaires, only 40% agreed or strongly

agreed with the statement, "Overall, I feel the PBS initiative had a positive impact on student reading." One teacher noted, "We have two types of intervention, one for academics and one for behavior." A second noted, "Based on our reading results from the CRCT, I would say no, implementing PBS did not affect our reading scores." Overall 60% of the staff that completed the survey disagreed or strongly disagreed with the aforementioned survey question. These findings are consistent with the Hypothesis 3 data analysis in the fact that there was no significant difference in reading achievement as measured by STAR scores.

Summary

Research Question 1 was formulated to examine whether the PBS and non-PBS study groups differed in the number of disciplinary referrals during each of the 3 years of this study. The study groups were comprised of all students attending each of the two participating schools. One school implemented the PBS program and the other school did not. The results addressing Research Question 1 showed that the two study groups differed in each of the three years of analysis with respect to the number of disciplinary referrals. The difference was not strong in Year 1 prior to implementation of the PBS program. For Year 2 and Year 3, the number of referrals for the PBS group showed a strong decrease following implementation of the intervention program, as represented by the standardized residuals. These results support use of the PBS program.

Research Question 2 focused on whether the number of disciplinary incidents was different between the PBS and non-PBS students in each of the 3 years analyzed. The results showed no difference for the first year, which found that the two groups were similar in respect to incidents prior to implementation of the program. Statistical

differences, as well as large effect-size estimates, were found for the PBS group for Years 2 and 3. Research Question 3 addressed the difference in reading performance between the PBS and non-PBS study groups for each of the 3 years analyzed. No statistical difference in reading performance or effect-size estimates was found.

Research Question 4 addressed faculty and staff perceptions of the PBS program. Overall, results of surveys showed three general themes regarding PBS. One, PBS plays an important role in improving the overall school climate. Two, PBS leads to less office discipline referrals due to the structure which assists staff with teaching expected appropriate behaviors. Three, in general, most staff members agree that for their PBS school academics and reading achievement are not strongly related. Interestingly, all of the information obtained from the surveys are consistent with the statistical findings.

Chapter V

DISCUSSION AND CONCLUSIONS

Overview

This chapter presents an overview of the study, summary of the findings and discussion of the findings. Existing literature on the effects of implementing a system of Positive Behavioral Supports (PBS) is discussed in this chapter. The chapter also reviews the purpose of the study, theoretical framework, research methodology, a review of findings, and conclusions. Finally, implications for practice and future research are discussed.

Many students experience difficulty acquiring both the academic and social competencies for success in school and society (Hock et al., 2001). Since its development, research has found PBS to be an effective approach for spurring positive change in student behavior and academic skills (Lewis & Sugai, 1999). The Office of Special Education Programs Center on Positive Behavior Interventions and Supports (2012) reported that schools implementing PBS are much more likely to experience decreases in inappropriate behavior, allowing more time on task for learning educational material. Benedict et al. (2007) found that early intervention and preventative techniques can be effective tools in decreasing inappropriate behaviors while concurrently increasing learning.

Purpose of the Study

The purpose of this study was to examine the effects of implementing school wide PBS on office discipline referral rates and reading achievement within an urban elementary school located within the southeastern region of the United States.

The administrative staff utilized a PBS team to implement a data-driven approach with systematic teaching methods followed by positive reinforcement of appropriate student behavior. Disciplinary records were examined to determine school climate and whether the PBS program facilitated a decrease in student misbehavior. Additional data regarding student reading levels were analyzed to determine whether significant differences existed after the implementation of PBS. A staff survey was utilized to gain perceptions of the effects of implementing school wide PBS.

A mixed methods design was used to examine school office discipline referrals rates. These rates were compared over a 3 year period and compared to an elementary school within the district that chose not to implement school wide PBS. Reading achievement scores as measured by the STAR assessment were also analyzed to assist in determining if implementing PBS had an effect on reading achievement for students referred to the office three or more times throughout the school year. Survey data were reviewed and analyzed to obtain perceptions of the staff at the school who implemented PBS.

Theoretical Framework

PBS is a relatively new concept in the field of education. In the late 1980s the National Institute on Disability and Rehabilitation Research of the United States Department of Education granted funding on community-related technologies for

behavior management (Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010). Bradshaw et al. (2010) conducted a 5-year longitudinal study of the effectiveness of school wide PBS within elementary schools. These researchers found that schools trained in PBS implemented the model with high fidelity and experienced a significant reduction in student suspensions and disciplinary office referrals.

PBS is based on the theoretical application of applied behavior analysis (ABA). PBS is also closely associated with social organizational theory (Sherman, et al., 1998). Social organizational theory is grounded in the hypothesis that school life influences factors such as substance abuse and violence. In support, Horne et al. (2001) found that programs which are implemented to communicate and clarify norms regarding appropriate behavior are an effective method of decreasing delinquency and crime within schools. PBS provides a holistic approach to problematic behavior displayed by children (Koffman et al., 2009).

Horner et al. (1990) coined the term *PBS* in an effort to describe a method of behavior modification free of the traditional aversive procedures and based upon the original principles of ABA. This introduced the concept of behavior shaped and changed through structured learning experiences and PBS within settings other than the clinical environment. Horner et al. described traditional aversive methods, such as shock therapy and positive punishment, as "dehumanizing interventions that are neither ethical nor beneficial" (p. 3).

PBS emerged in the late 1980s with a focus on community-related technologies for behavior management (Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010). Several studies were conducted within school settings and found the use of PBS to be an effective practice (Bradshaw et al., 2010; Horner et al., 2009; Nelson, 1996) Specifically, Luiselli et al., (2005) found a negative correlation between disciplinary office referrals and academic achievement after implementing a system of positive behavioral supports.

PBS originates from social organizational theory (Sherman et al., 1998) with a focus on a holistic, child-centered approach (Gutierrez, Yeakly, & Ortega, 2000). PBS utilizes the principles of applied behavioral analysis (LaVigna & Willis, 2012). Nelson et al. (1998) report, within school settings, positive behavior is achieved through reinforcement and practice of appropriate social skills. PBS is a process (Lucyshyn et al., 2002) to provide a holistic approach (Koffman et al., 2009) used for early identification and intervention (Lewis & Sugai, 1999).

Positive outcomes of early school success include becoming a productive citizen (Huffman et al., 2000) and higher levels of academic achievement and social-emotional competence (Elias & Haynes, 2008). Teacher support (Danielsen et al., 2010; Elias and Haynes, 2008) and teacher-student relationships (Baker et al., 2008; Danielsen et al., 2009) have been found to positively impact academic outcomes. Utilizing PBS shifts the focus from negative, reactive punishments to positive proactive learning experiences which better support the emotional needs of students (Bradshaw & Pas, 2011).

An effective PBS system incorporates posting rules and behavioral expectations in every classroom, explicit teaching of appropriate skills, and implementing a behavioral

reinforcement system (Office if Special Education Programs Center on Positive Behavior Interventions and Supports, 2010). Reinke et al. (2008) found prevention and intervention techniques, such as those incorporated within the PBS structure have positively impacted both school and classroom levels. Although teaching and reinforcing rules and behavioral expectations is a primary component of PBS (Brock & Quinn, 2006; Lewis & Sugai, 1999; Office of Special Education Programs Center on Positive Behavior Interventions and Supports, 2010; Walker et al., 2005), effective prevention and intervention techniques encompass several areas including discipline, academics, and social development (Walker et al.,2005). Finally, Lavigna and Willis (2012) report that an effective PBS program involves little cost without the need for highly trained behavioral specialists.

PBS utilizes a three tiered model of support (Bradshaw et al., 2008; Brock & Quinn, 2006; Lewis & Sugai, 1999; *Positive Behavioral Interventions,* 2012; Sugai et al., 2010) which seeks to promote a pro-social academic climate that increases the frequency of positive behavior and academic achievement (Horner et al., 2001; Lewis & Sugai, 1999). The primary level is referred to as Tier 1, referred to as school wide PBS, and meets the needs of approximately 80% to 90% of its student population by regularly teaching, reviewing, and reinforcing behavioral expectations (Positive Behavioral Interventions, 2012).Tier 2 interventions target small groups of students estimated at 5% to 10% of the student population and Tier 3 in intensive individualized intervention for approximately 1% to 5% of the student population (Positive Behavioral Interventions, 2012).

Throughout the literature, several difficulties are noted in implementing and sustaining successful school wide PBS. Multiple layers of support are required to work together within the school wide PBS framework including teachers, administrators, and system level personnel (Cappella et al., 2011). Scheduling issues are common hurdles for which schools must make accommodations. Many teachers report that they are not exposed to or prepared for the extent of classroom behavioral issues they observe during their first years of teaching (Cappella et al., 2011). In fact, one in three teachers have considered leaving the profession or know someone who has left due to student discipline issues (Public Agenda, 2004) and nearly half of all teachers leave the profession within 5 years due to the significant emotional and academic needs of students (Ingersoll, 2002; Moore, C., 2011)

Irvin et al., (2006) report that office referrals are a valid measure of successful school wide behavioral support programs. Office referrals have also been found to be a predictor of school failure (Farrington, 1989). Analyzing disciplinary data is one way schools can gauge not only the overall climate but identify specific student patterns of misbehavior (Walker et al., 2005). In a 3 year study by Lassen et al., (2006), office discipline rates were analyzed after implementing school wide PBS. They found a significant decrease in referrals for years 2 and 3 of the study. Warren et al. (2006) found similar results after only one year of PBS implementation. Although utilizing office referrals is the primary way schools gauge the effects of PBS, caution is advised due to reporting and recording issues as well as teacher interpretations of what actually constitutes a valid referral (Wright & Dusek, 1998).

Research has shown that a relationship exists between academic achievement and behavioral difficulties (Trout et al., 2003). Morgan, Farkas, Tufis, & Sperling (2008) report three types of relationships between reading and behavioral difficulties. Reading problems result in problematic behavior; Behavioral problems lead to reading difficulties; A combination of reading and behavioral problems exists as a negative cycle. Early intervention has shown to increase reading skills and reduce problem behaviors (Fleming et al., 2004; Oakes et al., 2010; McIntosh et al., 2006). One measure of reading achievement is the Standardized Test for the Achievement of Readers (STAR) (Renaissance Learning, 2007). The STAR assessment is a valid and reliable method of measuring reading comprehension through reading vocabulary in context or in authentic-text passage (Renaissance Leaning, 2007).

Methodology

This study involved an examination of disciplinary and reading achievement data from a school located within the southeastern region of the United States that implemented school wide PBS. For comparison purposes, data from a second elementary school within the district that chose not to participate in PBS were used. Staff surveys from the PBS school were also used to gain insight into the perceptions of implementing school wide PBS.

The following research questions guided the study:

1. Does implementation of school wide PBS result in a decrease in the total number of student disciplinary office referrals when compared to a non-PBS school?

2. Is there a statistically significant difference in the number of disciplinary incidents involving repeat offenders between PBS and non-PBS schools?
3. Is there a statistically significant difference in reading performance between students who received PBS and those who did not receive this intervention?
4. What are the faculty and staff perceptions of the PBS program?

This study followed a mixed methods research design. Between-group analysis was employed to determine any differences between the PBS school and comparison school with regard to disciplinary office referrals and student scores on the STAR. Separate chi-square statistical procedures were conducted to determine any differences between the PBS and non-PBS student groups for each of the 3 years of data collection. Archival data over three academic years were analyzed (i.e., 2009-10 [Y1], 2010-11 [Y2], and 2011-12 [Y3]). The independent variable has two categories—the school that implemented PBS and the school that did not implement PBS. The dependent variables for each school are the disciplinary office referrals and the achievement-test scores for reading, collected over each of the 3 years of the study. Research Question 1 included all discipline referrals whereas Research Questions 2 and 3 were limited to repeat offenders. A between-group analysis facilitated the determination of any differences between the PBS school and the comparison school, as they relate to disciplinary office referrals and scores on the STAR for Year 2 and Year 3. Cross-sectional survey data were gathered from staff within the school that implemented PBS to assist in obtaining perceptions related to the implementation of school wide PBS.

Findings and Discussion

A comparison of data related to office disciplinary referrals and reading achievement over a 3-year period provided insight into the effects of PBS. Research Question 1 of this current study was formulated to examine whether the PBS and non-PBS study groups differed in the number of referrals for each of the 3 years under analysis. The groups were comprised of all students attending each of the two participating schools. One school implemented the PBS program and the other did not apply the intervention.

Study results pertaining to Research Question 1 found that the two groups differed during each of the 3 years of the study with respect to the number of disciplinary referrals. More specifically, the difference between the groups was not strong in Year 1 prior to implementation of the PBS program. For Year 2 and Year 3, the number of referrals for the PBS group showed a strong decrease following implementation of PBS, as represented by the standardized residuals. A significant change in office-referral rates was found between the school that implemented PBS and the school that did not use the intervention. The results of this study are consistent with those of past research including Bradshaw et al. (2010) which reported schools who implement PBS experience a significant reduction in office disciplinary referrals and Nelson et al. (1998) that found through comparison of two schools, the school implementing a PBS system showed a significant decrease in office referrals.

Although significant differences between the study groups were found in this study, it is important to note that several conditions may have contributed to the reported decreases in disciplinary office referrals. The records of all students enrolled during Year

1 through Year 3 were utilized in this study to determine whether overall disciplinary referral rates were significantly reduced following implementation of PBS. Many students enroll and withdraw throughout a school year, which may have impacted the findings. Additionally, although PBS was the intervention utilized for goals related to student behavior, other interventions intended for academics and school improvement were employed over these same 3 years. There is a well-established link between academic achievement and behavioral difficulties; therefore, any successful reading intervention may have impacted student disciplinary referrals.

The PBS program examined in this study involved teacher-directed instruction for each of the behavioral expectations developed and included in the school wide behavioral matrix. Each teacher was responsible for teaching one behavior lesson per week during homeroom for approximately 15 to 20 minutes per lesson. The total time students were exposed to the program lessons per school year is approximately 11 total hours. The instruction utilized an interactive approach through structured discussion and activities, small-group activities, peer-interaction role play, and skill practice. Although effort was made to standardize the teaching techniques utilized to implement PBS, each educator brings their own perspective of how appropriate behavior is taught and displayed. Such discrepancies, along with differing personality factors, would most likely impact disciplinary referral rates.

Research Question 2 addressed whether the number of disciplinary incidents were different for repeat offenders between the PBS and non-PBS students during each of the 3 years under study. Statistical analysis was limited to those students with more than two disciplinary referrals upon completion of Year 1. Generally, a small number of students

account for the majority of office disciplinary referrals (Lewis & Sugai, 1999). Consistent with the findings reported by Lewis and Sugai (1999), student enrollment for the 2009-10 school year was found in the current study to be 903 students with 257 (29%) referred to the administrative office for disciplinary reasons. Overall, the total number of office referrals was 807, which signified that many of the 257 students were referred to the office multiple times throughout the school year. Utilizing a comparison school, results showed no difference for the first year, which showed that the two groups were similar in respect to incidents prior to implementation of PBS. Statistical difference, as well as large effect-size estimates, was shown in the PBS study group for Years 2 and 3. This showed that, with each subsequent year of PBS implementation, office referrals significantly decreased. Comparison of the statistical results to a school that chose not to implement PBS is consistent with previous research that resulted in a negative correlation between increasing student support and office disciplinary-referral rates (Nakasato, 2002).

Longitudinal research conducted by Nelson et al. (2002) found that use of a PBS system positively impacts student academic performance. Additional research revealed a negative correlation between office disciplinary-referral rates and academic achievement (Luiselli et al., 2005). Research Question 3 of this current study was focused on the difference in reading performance between the PBS and non-PBS study groups for each of the 3 years examined. Although research has supported the hypothesis that reading-achievement scores increase with PBS, no statistical significance or effect-size estimates of importance were found related to reading performance. Although these findings are not consistent with other studies reporting an increase in reading test scores associated

with the implementation of PBS, it is consistent with the results from staff surveys. Staff member comments such as "We utilize a different approach for academics than achievement," and "PBS is only to teach behavior" were common themes. There appeared to be no consistent pattern within the school that implemented PBS as to the effects it may have on reading achievement.

Two years of implementing PBS strategies may simply have been insufficient to aid in the increase of significant reading-achievement scores. Additionally, the focus of Research Question 3 was on data drawn solely from those students who received two or more office referrals by completion of the baseline year. The study sample was relatively small and the research was conducted within a small urban school, compared to other studies with larger sample sizes within more sizeable school systems. This study focused on measuring reading achievement through use of the STAR reading assessment. Other studies cited earlier, such as Horner et al. (2009), reported reading improvements following the implementation of school wide PBS based upon passing rates for state criterion-referenced reading standards in order to measure the proportion of third-grade students meeting or exceeding the criterion. Administering a different assessment with a larger sample of students than solely those defined as repeat offenders may have yielded different results.

Limitations

The findings of this study are limited to students who have participated in school wide PBS. It provides only a snapshot of the student's academic and behavioral patterns. The onset and root causes of academic and behavioral difficulties remain unknown. Due to the nature of students transitioning in and out of schools, various students are likely

represented throughout the course of this study and the annual measurements of office disciplinary-referral rates. A second limitation to this study is the lack of control with regard to the consistent implementation of PBS throughout the participating PBS school. A small, school-level PBS focus group was designated at the school and led by administration, which conducted classroom observation during the PBS instructional time. Although the school administration set the training criteria and dedicated teaching time for PBS behavior, each teacher brings a unique set of values and tolerance for identifying and correcting student behavior within his or her classroom. Teacher turnover rate is another limitation. Although the administrative staff remained intact throughout this study, both participating schools had staff changes throughout the three-year time period of the study, which undoubtedly impacted the climate of the schools.

While office disciplinary-referral data have been shown to be one reliable measure of school climate, questions remain regarding its use to measure behavior (Irvin et al., 2006; Wright & Dusek, 1998). Individual schools often develop their own nonstandardized system of defining unacceptable behavior and developing a specific school-based office-referral process for discipline. Inconsistencies can lead to inaccurate data interpretation with regard to school climate and student behavior. Gender, race, and grade level have all been found to affect office discipline-referral rates (Kaufman et al., 2010). Discipline data reflect only what is entered at each school level based upon the definition of each teacher with regard to what constitutes student misbehavior at the time of each occurrence.

Although PBS was the focus of the school-improvement plan examined in this study toward more positive student behavior, academic interventions were also developed

and implemented. Because a positive relationship between academic achievement and student behavior exists, consideration of the impact of other such interventions is important. PBS may be one of many contributing factors which reduces office disciplinary referral rates.

Researcher bias is a concern in the fact that the researcher worked in the school district from which the data were collected. Also, the student data portion of the study, measured by office discipline referral rates and STAR assessments, was confined to a single school district in south Georgia with a relatively small sample size. The data obtained in this study cannot be generalized to other school districts.

Given the extent of the limitations of this study, it cannot be concluded that the implementation of school wide PBS directly causes office disciplinary referrals to decrease or achievement scores to rise. The findings can, however, provide information that will contribute to substantiating the use of PBS within elementary schools. Schools and school districts can use the results of this study to further explore implementing intervention efforts.

Suggestions for Future Research

Office disciplinary-referral rates are an important component in measuring school climate. It is recommended that the PBS team of the school implementing the intervention in this study continue to meet on a regular basis and review disciplinary office referrals to successfully design interventions that meet the needs of their student population. It is also recommended that other schools within the district implement the PBS model, beginning at the elementary level and moving upward through the middle

and high schools. Once system wide PBS efforts are in place, secondary and tertiary interventions for specific groups or individuals can be designed and implemented.

Follow-up research is recommended to include additional factors such as race, gender, and disability status. Teacher-referral patterns, as well as office referral consequences, would also support school-reform efforts. Longitudinal data, along with a structured model for assessing the fidelity of PBS implementation, would strengthen existing study results.

This study is promising for elementary schools struggling to find effective disciplinary strategies. PBS has been shown to improve school climate by reducing office disciplinary-referral rates. When schools employ a data-driven approach involving staff, students, and other stakeholders, PBS can be an effective tool. If school administration and staff remain dedicated to a long-term, systematic reform effort that facilitates a positive change in student behavior, the likelihood of sustaining and enhancing the PBS program will increase.

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APPENDIX A:

School Office Referral

Student _____ Referring Staff _____

Student ID _____ Gender: M F

Grade _____ Date _____ Time _____ Homeroom _____

Location

☐ Bathroom ☐ Classroom ☐ Cafeteria
☐ Playground ☐ Front/parking lot ☐ Hallway ☐ Office
☐ Other _____ ☐ Gym ☐ Bus ☐ Other _____
☐ Library ☐ Field trip ☐ Bus loading zone

Problem Behaviors (Check the Most Intrusive)

MINOR (Level II)
- ☐ Chronic dress Code
- ☐ Physical contact
- ☐ Defiance/disrespect/ non-compliance
- ☐ Disruption
- ☐ Stealing
- ☐ Chronic Level I Behavior
- ☐ Technology Violation
- ☐ Inappropriate lang. racial or ethnic slur
- ☐ Other_____

MAJOR (Level III)
- ☐ Abusive language
- ☐ Alcohol/drugs
- ☐ Lying/cheating
- ☐ Stealing
- ☐ Disruption
- ☐ Assault
- ☐ Fighting/ physical aggression
- ☐ Defiance/disrespect insubordination/ non-compliance
- ☐ Skip class/truancy
- ☐ Forgery/theft
- ☐ Tobacco
- ☐ Arson
- ☐ Chronic Level II
- ☐ Harassment/bullying
- ☐ Inapp. display of affection
- ☐ Gang Affiliation Display
- ☐ Property damage
- ☐ Dress code violation
- ☐ Weapon(s)
- ☐ Inappropriate writing
- ☐ Technology Violation
- ☐ Sexual misconduct/ harassment
- ☐ Other_____

Teacher Comment(s) _____

Possible Motivation

☐ Obtain peer attention ☐ Avoid tasks ☐ Obtain adult attention ☐ Don't know
☐ Avoid peer(s) ☐ Obtain items ☐ Avoid adult(s) ☐ Other _____

Others Involved

☐ None ☐ Peer(s) ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown

☐ Other(s) List: _____

(ADMINISTRATION ONLY)

Administrative Decision

☐ Time in office ☐ Assigned seat ☐ Loss of privilege ☐ Transition class: ____ days
☐ Parent contact ☐ Conf. w/ student ☐ Restitution: $_____ ☐ Bus suspension: ____ days
☐ Out-of-school suspension: _____ days ☐ Other _____ ☐ PLC Placement: ____ days

Start Day _____ End Day _____

Comments

Administrator Signature _____ Date _____

Parent Signature _____ Date _____

Parent Comments_____

CrossPointe: Entered _____ Initial _____ SWIS: Entered _____ Initial _____

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APPENDIX B:

School Manual for Positive Behavioral Support

Purpose Statement

We, the staff and students at [redacted] Elementary School, commit ourselves to providing a positive, safe, and nurturing school environment that encourages teaching, learning, cooperation, and respect.

Expectations

All students and staff at [redacted] Elementary School are expected to:

C – Cooperate

A – Act with Appropriate Attitude

T – Take Responsibility

S – Show Respect

Student Daily Pledge

[redacted], I honor and serve.

My very best it does deserve.

I'll be kind and share

with others.

For while at school,

we're sisters and brothers.

I'm responsible for

what I do and say.

I'm ready to learn and

have a good day!

Positive Behavior Support Matrix

Common Settings	Cooperate	Act with Appropriate Attitude	Take Responsibility	Show Respect
Classroom	• Follow directions the first time • Stay on task • Speak appropriately • Follow rules • Stay in assigned areas	• Show eagerness to learn • Speak positively toward both teachers and students	• Bring all needed materials • Be prepared • Complete all assignments on time • Keep classroom area clean	• Leave property of others alone • Respect personal space
Hallways	• Leave space for others to pass • Follow teacher's directions	• Be polite • Have good manners • Use quiet voices	• Travel to and from your destination in a timely manner • Keep hallways clean	• Walk on the blue line • Keep hands, feet, and objects away from others, walls and displays
Cafeteria	• Stay in line • Food goes from plate to fork to mouth	• Use quiet voices • Clean your area • Keep hands, feet, and objects to self	• Report spills and/or accidents • Keep your area clean • Know your student lunch number	• Eat politely and quietly • Stay in your seat
Playground	• Be safe • Share equipment	• Be a team player • Wait your turn	• Keep area clean	• Be polite
Media Center	• Go with permission	• Have a purpose • Wait patiently • Use quiet voices	• Take shelf marker • Choose appropriate leveled books • Return book on time	• Take care of materials • Follow directions
Restroom	• Wash hands and use soap after using restroom	• Return to learn	• Report problems to a teacher • Playing is prohibited • Keep floor clean and dry • Clean up after yourself	• Wait your turn • Be patient • Be quick and quiet
Assemblies	• Be attentive to the program • Follow directions • Participate when asked	• Exhibit school pride and spirit • Demonstrate good sportsmanship • Use only positive responses • Use quiet voices	• Be on time, keep area clean • Keep hands and feet to yourself • Move orderly and quietly • Stay in assigned areas	• Listen/focus on speaker • Follow directions • Respect other's space
Office / Nurse	• State purpose politely • Exit when business is completed	• State purpose politely • Wait patiently	• Have permission to come to office • Walk directly to the office	• Wait your turn • Be polite to office staff
Water Fountain	• Start to finish in a timely manner	• Wait your turn	• Keep area neat and clean	• Be polite
Field Trips	• Be on time • Be ready to participate and enjoy the field trip	• Show school pride in community • Show self-respect by being clean and dressing neatly	• Notify parents of pick-up time • Turn in paperwork on time • Follow all bus rules	• Follow directions the first time • Keep hands, feet, and objects to self • Be attentive when someone is speaking
Safety Drills • **Fire**	• Listen and follow directions	• Keep hands, feet, and objects to self	• Stay in assigned area or position	• Be attentive
• **Weather**	• Listen and follow directions	• Keep hands, feet, and objects to self	• Stay in assigned area or position	• Be attentive
• **Bomb**	• Listen and follow directions	• Keep hands, feet, and objects to self	• Stay in assigned area or position	• Be attentive
• **Codes**	• Listen and follow directions	• Keep hands, feet, and objects to self	• Stay in assigned area or position	• Be attentive
Dismissal • **Walkers**	• Leave classroom at scheduled time • Walk directly to exit location	• Use quiet voices • Keep hands, feet, and objects to self	• Listen attentively • Leave building when dismissed • Leave classroom with all personal belongings and supplies	• Be kind and courteous
• **Car Riders**	• Leave classroom at scheduled time • Walk directly to car rider area • Listen for your name, walk to your assigned area	• Use quiet voices • Keep hands, feet, and objects to self	• Listen attentively • Leave classroom with all personal belongings and supplies • Stay in designated area and stay seated	• Be kind and courteous
• **Day Care**	• Leave classroom at scheduled time • Walk directly to day care area • Listen for your name, walk to your assigned area	• Use quiet voices • Keep hands, feet, and objects to self	• Listen attentively • Leave classroom with all personal belongings and supplies • Stay in designated area and stay seated	• Be kind and courteous
• **Bus**	• Leave classroom at scheduled announcement • Walk directly to bus area • Listen for your bus, walk to your assigned area	• Use quiet voices • Keep hands, feet, and objects to self	• Listen attentively • Leave classroom with all personal belongings and supplies • Stay in designated area and stay seated • Ride assigned bus	• Be kind and courteous

Guidelines

How Do We Issue "CATS Cash"?

1. Keep pad with you at all times.
2. When issuing "CATS Cash," write the student's name and date in the appropriate section. Sign to the left of the logo (Do it the same way all the time). Provide a brief explanation about the positive behavior for which the "CATS Cash" is being issued.
3. You can issue them to any student.
4. Do not allow students to fill them out.
5. Teacher should issue a minimum of 1 "CATS Cash" per day.

Should We Issue "CATS Cash" For Everything?

No. The focus of Positive Behavior Support is to ensure all students are provided a positive, safe, and nurturing school environment that encourages positive behavior. In order to maintain the integrity of this program, students should be appreciated for genuine, unasked positive behavior.

Example of Behaviors That "CATS Cash" Should Not Be Used For:

Student's Request
Volunteering to do assigned tasks
Completing assignments
Favors

How Do We Collect "CATS Cash"?

The "Appreciation Menu" page shows the "CATS Cash" rewards. Students may only redeem "CATS Cash" that are issued to them. Teacher should establish an appropriate time for students to redeem "CATS Cash" for rewards (before morning announcements, at the end of the day, and etc.). **"CATS Cash" should not be taken away from students once they have earned it.** When "CATS Cash" is redeemed it should be paper clipped and turned in to Mr. Diaz. The exception to this is the Homework Pass reward where the cash could be paper clipped to the Homework Pass sheet.

Are Students The Only Ones That Can Earn Rewards?

No. Faculty Members can earn "CATS Cash" from administrators. Fellow staff, students, and parents can nominate staff members by writing down student's name and explaining what that person has done to be an exceptional educator. Nominations should be placed in the appropriate designated area. Parents may fill out nomination slips in the front lobby and put them in the designated box there. Staff may fill out nomination slips located in the front office. Students may fill out nomination slips located in the media center and place them in the designated box in that location. Administrators will then display and issue the "CATS Cash" based on the nominations. Staff members can then redeem their "CATS Cash" for the following rewards:

Example of Faculty Appreciation Items:

- Leave Early Pass (3 pm)
- Two free days from Duty Station
- Jeans Week
- Gift Certificates
- Car Wash
- Teacher Drawings
- Raffle Drawings

How Will We Make Changes To The Program?

Changes will occur based on formative data based on the discipline input in the SWIS program. The committee will meet regularly to analyze/evaluate the data. We will celebrate what works and change what doesn't work.

Some Things to Remember!

1. Focus on the 80% who comply. Provide them with appreciation often. The other 15% will watch and will soon begin to comply. The remaining 5% will need interventions. That means that 95% of your students will respond positively to this new approach.

2. TEACH expectations. (Tell, Show, Do). Be specific. Teach with positive and negative examples. Model and role-play with students. Practice, practice, practice.

3. Re-teach as needed throughout the year.

4. APPRECIATE immediately, consistently and often. You do not have to give "CATS Cash" each time, use verbal praise.

5. Praise a student publicly. Correct a student privately.

6. Start out by making the reinforcement MORE OBVIOUS. As time goes on, you can modify the reinforcement (fade to natural).

7. MUST BE CONSISTENT-be predictable in your rules, routines, and procedures.

8. Teach kids what to do when they are faced with difficult behaviors (teaching, etc).

9. Avoid using CARS when speaking to students (Critical Authoritarian Remarks-lectures).

10. Assume that all students do not know how to behave, so teach the desired behavior.

11. When responding to negative behavior:

    a. Respond immediately and be consistent
    b. Praise/reward students showing the correct behavior
    c. Keep consequences related to the offenses
    d. Use the least amount necessary to get the desired behavior
    e. Always set the students up for reinforcement
    f. Correct and re-teach

12. You must be CONSISTENT! This allows us to WORK SMARTER NOT HARDER. Concentrate on PRAISING NOT PUNISHING.

Student Menu List

20 CATS Cash
(#)End of Nine Weeks School-Wide Appreciation Rally
Front Office Assistant Pass
Teacher's Aide
Referral Pass
(#)Dance Pass
PBS T-Shirt – while supplies last
15 CATS Cash
Extra Recess Time
Movie Day Pass
Grade Level Party Day
10 CATS Cash
Patio Pass
(#)Popcorn Party
(*)Sit Anywhere in class
Silent Lunch with a Friend Pass
(#)Hat Day Pass
5 CATS Cash
(*)No Homework Pass
1 CATS Cash
Raffle Tickets
PBS Store Items
Items and amounts vary; see school website

(*) ITEMS SUBJECT TO TEACHER DISCRETION

(#) ITEMS ON [redacted] SCHOOL CALENDAR

Student Menu Description

20 CATS Cash

(#)End of Nine Weeks School-Wide Appreciation Rally
Students are able to attend a social gathering with a DJ in an announced location. Students will turn in CATS Cash to the teacher whose class they are currently in.

Front Office Assistant Pass
Students will turn in CATS Cash to the teacher whose class will be missed after an agreeable discussion of a date and time has been made with specific office personnel and approved in writing. Students may not just be sent to the office without prior approval.

Teacher's Aide
An agreeable date should be discussed between the two teachers (the teacher's whose class would be missed and the teacher who would have the student as an aide) about the student assisting that teacher for up to 1 hour. This should be approved in writing by each teacher prior to the date. CATS Cash should be given to the teacher whose class will be missed.

Referral Pass
Students may eliminate a Level II referral by turning in CATS Cash when decided by an administrator.

(#)Dance Pass
This item may be used to gain admittance into any of the scheduled school-wide dances. Students should give the CATS Cash to the person collecting the money at the entrance to the gym.

PBS T-Shirt
Students may use 20 CATS Cash to receive a fabulous PBS tie-dye t-shirt.

15 CATS Cash

Outside Time

Students may gain an extra 15 minutes of recess on a specific day decided by grade level teachers. One teacher should stay out to monitor students. Students must give their CATS Cash to the teacher whose class they are in at that time. Times should be approved by administrators to cooperate with any alternative scheduling (Benchmarking, visitors, assemblies, etc.)

(#)Movie Day Pass

Students earn opportunity to view school-wide appropriate movie. Time and Place will be announced or see S. L. Mason School Calendar.

Grade Level Party Day

Students have the option of attending their grade-level social with music and/or snacks. Time and place will be decided by grade level leader (once per nine weeks). Please contact office personnel and administration of social times and dates.

10 CATS Cash

Patio Pass

Students will give CATS Cash to personnel supervising lunch on the patio. This item is used only on days when it is not raining or wet. Students are to remain seated at tables while outside. All trash must be collected and disposed of when leaving.

(#)Popcorn Party

Students receive a chance to eat popcorn and socialize with schoolmates. Time and place will be decided by administrators or PBS committee, please refer to [redacted] School Calendar.

(*)Sit Anywhere in class

This item allows students to choose ONE place in the class to sit for the day. CATS Cash should be given to their classroom teacher.

Silent Lunch with a Friend Pass

Students will be able to move to a designated "Talk Zone" during their lunch period, even while their grade level is on "red". CATS Cash should be given to the appropriate staff member on duty. Students are to leave the lunchroom with their regular class.

(#)Hat Day Pass

This item is only appropriate on designated hat days, not every school day. Students must give CATS Cash to their teacher. Please see [redacted] School Calendar.

5 CATS Cash

(*)No Homework Pass

Student may be exempt from a homework assignment. CATS Cash must be given to appropriate teacher.

1 CATS Cash

Raffle Ticket

Students may use CATS Cash to enter into specific raffle for more valuable prizes. Pictures of actual prizes will be posted around the school. Students may enter as many CATS Cash as they wish to enter. Students need to understand that participation in the raffle drawing DOES NOT guarantee that they will receive a prize. A limited number of prizes will be drawn. EXAMPLES – MP3 Player, iPod, and etc.

PBS Store Items

Items and amounts vary; see school website

(*) ITEMS SUBJECT TO TEACHER DISCRETION

(#) ITEMS ON [redacted] SCHOOL CALENDAR

Faculty/Staff Menu List and Description

25 CATS Cash

School Supply Gift Card ($20 Value)
Car Wash

20 CATS Cash

Two free days from Duty Station

-Notify administration one day in advance
-Must find staff to cover his/her own duty and class
-Staff who covers duty will earn 2 CATS Cash

15 CATS Cash

Jeans Week

-Jean Week with PBS sticker or free Jean Week

Leave Early Pass (3pm)

- Notify administration one day in advance
- Must find staff to cover his/her own duty and class
- Staff who covers duty will earn 2 CATS Cash

5 CATS Cash

Coffee Café

1CATS Cash

Raffle Tickets

-Teachers may enter as many CATS Cash as they wish to enter.
- A limited number of prizes will be drawn. EXAMPLES – MP3 Player, iPod, and etc.

Discipline Plan

Level I: *Acts of misconduct which disrupt a student's learning or the learning environment.*
(Total marks from an academic or elective teacher)

Collective Marks

Three accrued discipline marks:
- Letter sent home with student to be signed by parents. Letter must be brought back signed otherwise teacher must contact the parent by phone. Teachers should keep a copy on file.

Four accrued discipline marks:
Lose one day of recess. Student must stay inside. Teachers must rotate coverage.

Five accrued discipline marks:
- Phone call to the parent. All phone numbers must be attempted. If a teacher is unable to contact a parent, he/she must notify the counselor. The parent should be notified that their child will receive a discipline referral at eight marks anytime contact is made.

Six accrued discipline marks:
- Classroom isolation or teacher exchange (30 minute maximum). Students must complete a Behavior Form to address their behavior.

Eight accrued discipline marks:
- Discipline referral to the grade level administrator.

**** If a student receives five marks within one instructional day, the student should receive a discipline referral for chronic disruptions. Discipline marks begin again after a referral. *****

Level II: *Classroom disruptions resulting in office referral to the assistant principal*
(8 cumulative behavior marks).

1st Referral: Warning/Conference with teacher, administrator and parent
2nd Referral: 1 day ISS
3rd Referral: 3 days ISS
4th Referral: 5 days ISS
5th Referral: 10 days of ISS
6th Referral: Suspension
7th Referral: PLC Placement for 10 days
8th Referral: PLC Placement for remainder of the year
*Parent notified after 2nd Referral

Level III: *Severe Discipline Infractions (see Code of Conduct)*

1st referral: ISS or OSS depending on offense
2nd referral: ISS or OSS depending on offense
3rd referral: ISS or OSS depending on offense
4th referral: ISS or OSS depending on offense
5th referral: PLC Placement for 10 days (Based on availability)
6th referral: PLC for remainder of the year (Based on availability)
*Parent notified for all Level III offenses

Level IV: *Severe Discipline Infractions (see Code of Conduct)*

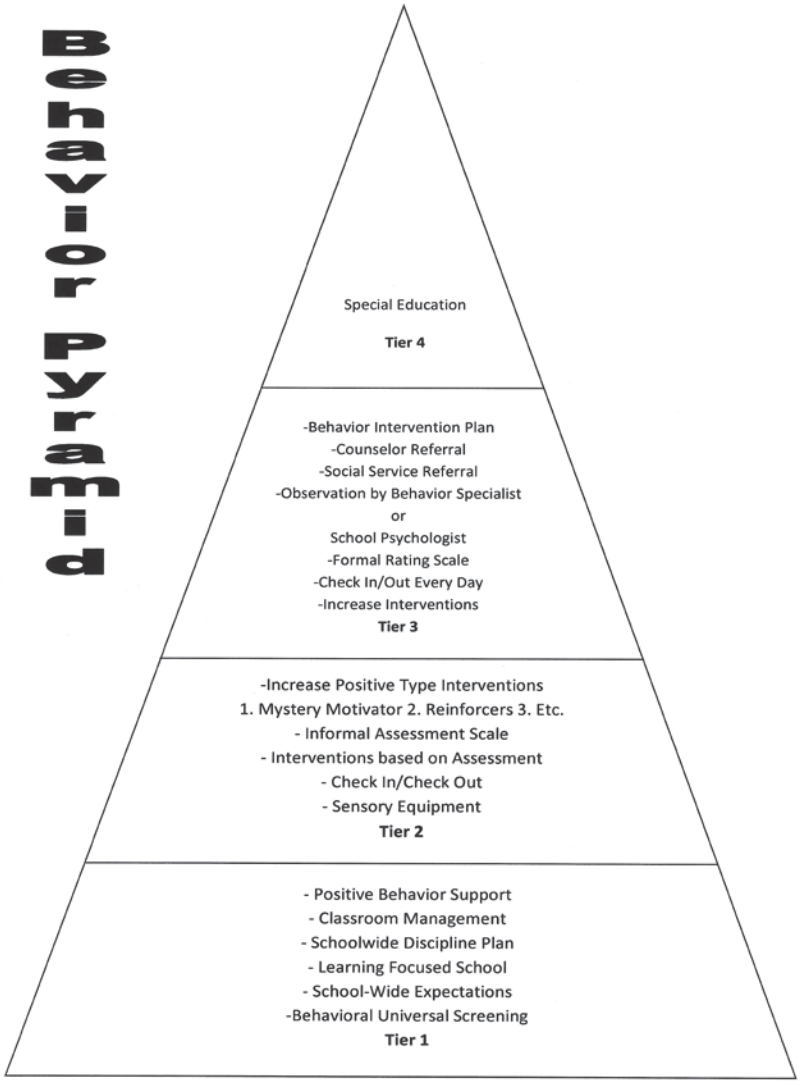
1st referral: OSS, PLC or other depending on offense
2nd referral: OSS, PLC or other depending on offense
3rd referral: PLC placement for the remainder of the school year or other depending on offense
*Parent notified for all Level IV offenses

* Level I discipline refers to procedures of classroom teachers. Discipline marks begin again after a referral or at the beginning of the next 9 weeks period.

* Level's II, III, or IV discipline refers to administrative procedures.

* Administrators may assign students to OSS or PLC at any point in the discipline plan depending on the severity of a Level III or Level IV offense. Administrators may modify the discipline plan upon their discretion. A warning may be given more than once.

Behavior Pyramid



Schedule for 1st Week of School

Wednesday, August 8th - PBS Overview

- School wide video presentation
- Rotation around the school

Wednesday, August 8th - Focus on COOPERATE

- EQ: How do we cooperate at S.L. Mason?
- Lesson taught in isolation in the homeroom class
- Review as you enter each area of the school

Thursday, August 9th - Focus on ACT WITH APPROPRIATE ATTITUDE

- EQ: How do we act with appropriate attitude at S.L. Mason?
- Lesson taught in isolation in the homeroom class
- Review as you enter each area of the school

Thursday, August 9th - Focus on TAKE RESPONSIBILITY

- EQ: How do we take responsibility at [redacted]?
- Lesson taught in isolation in the homeroom class
- Review as you enter each area of the school

Friday, August 10th - Focus on SHOW RESPECT

- EQ: How do we show respect at [redacted]?
- Lesson taught in isolation in the homeroom class
- Review as you enter each area of the school

****Elective teachers should make ALL of the expectations more specific to their subject areas on the first day with EACH class****

Lesson Plans

Essential Question: How do we **COOPERATE** at [redacted]?

Activate: Ask the following questions as a class. Get them to share with their partners and then have a class discussion: What are some responsibilities you have at home or at school? Would some of these be easier if someone helped you with them (you worked together)? Which ones? If you're working in a group and one person is not doing their part, what could happen?

Teach: The teacher will select two students and instruct the pair to tie one of their legs to each other and walk around the classroom (or have two pairs of students "race" to accomplish a task together in the classroom). As they walk around the classroom, the teacher will explain we have to work together, or cooperate, to accomplish a goal.

Summarize: Lead the class in the following discussion: What would happen if the Wildcats did not cooperate on the football field? What would happen if the lunchroom staff did not cooperate to get lunch prepared? Does everyone have to agree on everything in order to cooperate? Why or why not? What are some ways you can show cooperation in the classroom?

Essential Question: How do we **ACT WITH APPROPRIATE ATTITUDE** at [redacted]?

Activate: Have students pair-share things that get in the way of them acting with a positive attitude or being in a good mood. Create a list on the board of the things each pair came up with. *(Examples: did not get a good night's sleep; forgot to do their homework; problems at home)*

Teach:

1. Explain to students that we choose our attitude every day. There are things that happen in our lives that make it difficult to have a great, upbeat attitude every day, but in the end, we have control of our attitude.

2. Role-play the following scenarios:

   - Waiting patiently for assistance

   - Be helpful when needed

   - Speak positively toward both teachers and students

   - Show self-respect by being clean and dressing neatly (dress-code)

   - Mind your own business

3. Have students work in small groups to create a poster with "ACT WITH APPROPRIATE ATTITUDE" in the middle. Have students write/draw specific things that they can do to practice choosing a good attitude. *(Examples: go to sleep earlier; create responsible homework habits; go for a walk)*

Summarize: Groups share their posters with the class. Have two students from the audience give the groups positive comments.

Essential Question: How do we **TAKE RESPONSIBILITY** at [redacted]?

Activate: Tell students the following story:

I went to Bruster's this weekend, and I bought a hot fudge sundae with whipped cream and a cherry on top. When I got home, I realized that the sundae was too much for me to eat in one sitting. I really wanted to save the sundae for later, but I got busy doing other things. An hour later, I found my once delicious sundae melted into "soup" still sitting on my kitchen counter. I was so sad.

Teach:

1. Today we are going to talk about what happens when we do and do not act responsibly.

2. Model for students how to complete a t-chart using the ice cream example. Label one column, "Put ice cream in freezer" and the other column, "Left ice cream on counter." Write down the effects of each.

3. Create t-charts with the following headings. (Choose as many as appropriate for your class/grade level.)

   - Keep your area clean & your area is messy
   - Be on time & you are late
   - Complete assignments on time & do not complete assignments
   - Walk directly to the office & Play in the hallway
   - Report spills or accidents & Leave spills on the floor

4. Carousel (as appropriate): Students rotate to each the t-charts and list the effects of the responsible behavior and the irresponsible behavior.

Summarize: Ticket Out the Door: Students will write/draw what it means to be responsible on an index card. Collect the cards and create a class poster titled, "Take Responsibility."

Essential Question: How do we **SHOW RESPECT** at [redacted]?

Activate: Write the word RESPECT at the top of the board or on a chart. Ask students to discuss the meaning of the word. (You can do this in partners, small groups, or as a whole-class activity.)

Teach:

1. Talk about ways in which students show respect for adults and other family members. Make a list of the best ideas.

2. Ask students to share ways in which they can show respect for one another. Make a list of their ideas.

3. Then introduce to students the Thanks for Showing RESPECT work sheet. The work sheet has six copies of a simple form students can fill out to share with their classmates examples of how others in the class have shown their respect. Talk about the kinds of things students might do to show respect in the classroom and model what students might write on the form when that happens. Set aside a special place for a stack of the forms. Invite students to fill out a form whenever they witness an example of a classmate showing respect to another student, the teacher, or a visitor to the classroom. Provide a box in which students can "submit" those forms. Set aside time at the end of the day to open the box and share some of the respectful behavior students have observed. In that way, you can emphasize and reinforce all the great examples of respectful behavior that occur on a daily basis.

To add another small incentive for behaving respectfully, you might cut out twelve 4-inch by 4-inch squares of brightly colored paper. Paste one cutout or printed letter onto each square to spell out P-O-P-C-O-R-N P-A R-T-Y across the top of a bulletin board. Each day, staple beneath a letter at least five Thanks for Showing Respect forms illustrating some of that day's best examples of students showing respect for one another. For each day that you staple five good examples, the students get one day -- one letter -- closer to the reward: a class popcorn party!

Summarize: Have the students tell their partner how they will be able to earn a popcorn party. Then have students act of 2 or 3 scenarios. (Using manners (thank you, please) waiting your turn for the bathroom, Keep hands, feet, objects to self)

Character Education

Word of the Week

September through November

1. Cooperate
2. Attitude
3. Responsibility
4. Respect
5. Punctuality
6. School Pride
7. Self-Control
8. Perseverance
9. Diligence
10. Creativity
11. Respect for Others
12. Citizenship
13. Sportsmanship
14. Cleanliness

January through May

1. Virtue
2. Generosity
3. Fairness
4. Patience
5. Compassion
6. Kindness
7. Honesty
8. Tolerance
9. Courage
10. Loyalty
11. Patriotism
12. Courtesy
13. Cheerfulness

APPENDIX C:

PBIS Survey

PBIS Survey

Demographic Information:
Number of years teaching: _____
Degree level: _____
Role: Administration (CIRCLE) : Teacher Support Staff Other

1. PBIS is an important component in developing and maintaining a positive school climate.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

2. Implementing PBIS CAN REDUCE behavioral difficulties in the school setting as reflected in office discipline referral rates.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

3. Implementing PBIS DID REDUCE behavioral difficulties in the school setting as reflected in office discipline referral rates.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

4. Overall, I feel the PBS initiative has had a positive impact on student behavior.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

5. Overall, I feel the PBS initiative CAN HAVE a positive impact on student reading achievement.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

6. Overall, I feel the PBS initiative HAD a positive impact on student reading achievement.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

7. Overall, I feel the PBS initiative has had a positive impact on student reading achievement.
Strongly disagree Disagree Agree Strongly agree
1 2 3 4
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

8. Based on your experience, what are the essential components/ideals of schoolwide PBS?
Please elaborate on your response

_____
_____
_____
_____
_____
_____
_____

9. Based on your experience, what are the most challenging components of implementing and
maintaining schoolwide PBS.

_____
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10. What key advice would you give other personnel /schools about implementing and maintaining schoolwide PBS.

_____
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APPENDIX D:

Institutional Review Board Approval

Valdosta State University Graduate School

Institutional Review Board Oversight Screening Form for Graduate Student Research

Project Title:	**Effects of Implementing Positive Behavioral Support in an Urban Elementary School**		
Name:	**Tracey Griffin**	**Faculty Advisor:** Dr. Nicole Gibson	
Department:	**Educational Leadership**	**Please indicate the academic purpose of the proposed research:**	
E-mail:	ttgriffin@Valdosta.edu	☒ Doctoral Dissertation ☐ Master's Thesis ☐ Other:	
Telephone:	**229-237-2960**		

1. ☐ YES ☒ NO **Will you utilize *existing identifiable private* information about living individuals?** "Existing" information is data that were previously collected for some other purpose, either by the researcher or, more commonly, by another party. "Identifiable" means that the identities of the individuals can be ascertained by the researcher by name, code number, pattern of answers, or in some other way, regardless of whether or not the researcher needs to know the identities of the individuals for the proposed research project. "Private" information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place or information provided for specific purposes that the individual can reasonably expect will not be made public (e.g., a medical record or student record).

   Note: If you are using data that: (1) are publicly available; (2) were collected from individuals anonymously (i.e., no identifying information was included when the data were first collected); (3) will be de-identified before being given to the researcher, (i.e., the owner of the data will strip identifying information so that the researcher cannot ascertain the identities of individuals); or (4) do not include any private information about the individuals, regardless of whether or not the identities of the individuals can be ascertained, your response to Question 1 should be NO.

2. ☐ YES ☒ NO **Will you *interact* with individuals to obtain data?** "Interaction" includes communication or interpersonal contact between the researcher and the research participant, such as testing, surveying, interviewing, or conducting a focus group. It does not include observation of public behavior when the researcher does not participate in the activities being observed.

3. ☐ YES ☒ NO **Will you *intervene* with individuals to obtain data?** "Intervention" includes manipulation of the individual or his/her environment for research purposes, as well as using physical procedures (e.g., measuring body composition, using a medical device, collecting a specimen) to gather data for research purposes.

If you answered YES to ANY of the above questions, your research is subject to Institutional Review Board oversight. Please discard this form and complete and submit an IRB application. Do not begin your research until your application has been reviewed by the IRB and you are informed of the outcome of the review.

◆◆◆◆◆◆◆◆◆◆◆◆

If you answered NO to ALL of the above questions, your research is not subject to Institutional Review Board oversight. Stop here, sign below, secure your faculty advisor's signature, and submit this form to the Graduate School. Please remember that, even though your project is not subject to IRB oversight, you should still observe ethical principles in the conduct of your research.

STUDENT CERTIFICATION: I certify that my responses to the above questions accurately describe my proposed research.

Student's Signature: Tracey Griffin **Date:** 7/3/13

FACULTY ADVISOR CERTIFICATION: I have reviewed the student's proposed research and concur that it is not subject to Institutional Review Board oversight.

Faculty Advisor's Signature: Nicole M Gibson **Date:** 7/8/13

APPENDIX E:

2009-10 Discipline Summary Chart

School	Grade	Males		Females		Total # Referrals	Black	White	Other	Total Students	Students w/>2 referrals	Students (SPED) 3+ Referrals	2010 Enrollment
		Incidents	Students	Incidents	Students								
NonPBS	K	19	11	4	3	**23**	13	1	0	**14**	2		
NonPBS	1	58	21	17	10	**75**	31	0	0	**31**	8		1019
NonPBS	2	42	22	9	7	**51**	24	4	1	**29**	6		B = 905
NonPBS	3	134	39	34	12	**168**	48	2	1	**51**	23		W = 50
NonPBS	4	235	58	64	29	**299**	83	3	1	**87**	37		O = 64
NonPBS	5	192	49	101	32	**293**	78	2	1	**81**	45		
NonPBS	**Totals K-5**	**680**	**200**	**229**	**93**	**909**	**277**	**12**	**4**	**293**	121	**8**	
PBS	K	15	7	8	6	**23**	10	3	0	**13**	2		
PBS	1	91	30	4	4	**95**	30	3	1	**34**	13		903
PBS	2	91	31	8	4	**99**	28	7	0	**35**	14		B = 643
PBS	3	109	33	20	15	**129**	40	8	0	**48**	14		W = 203
PBS	4	148	39	80	25	**228**	61	3	0	**64**	29		O = 57
PBS	5	175	42	58	21	**233**	60	3	0	**63**	31		
PBS	**Totals K-5**	**629**	**182**	**178**	**75**	**807**	**229**	**27**	**1**	**257**	103	**20**	

APPENDIX F:

2010-11 Discipline Summary Chart

School	Grade	Males		Females		Total # Referrals	Black	White	Other	Total Students	Students w/ > 2 referrals	Students (SPED)		End of Year Enrollment
		Incidents	Students	Incidents	Students									
NonPBS	K	42	14	4	2	**46**	15	0	1	**16**	7	2		195
NonPBS	1	154	32	3	2	**157**	32	1	1	**34**	16	2		162
NonPBS	2	102	27	11	6	**113**	31	2	0	**33**	11	5		166
NonPBS	3	132	42	31	12	**163**	50	3	1	**54**	26	8		170
NonPBS	4	142	42	57	22	**199**	59	5	0	**64**	23	6		159
NonPBS	5	266	44	50	23	**316**	65	2	0	**67**	35	2		173
NonPBS	**Totals K-5**	**838**	**201**	**156**	**67**	**994**	**252**	**13**	**3**	**268**	118	**25**		1025
PBS	K	28	15	9	6	**37**	19	2	0	**21**	4	1		149
PBS	1	18	11	9	5	**27**	13	3	0	**16**	2	1		151
PBS	2	63	20	12	2	**75**	20	2	0	**22**	9	3		132
PBS	3	173	43	12	5	**185**	44	4	0	**48**	23	11		146
PBS	4	127	29	56	19	**183**	43	4	1	**48**	25	9		159
PBS	5	176	36	106	25	**282**	57	4	0	**61**	40	7		133
PBS	**Totals K-5**	**585**	**154**	**204**	**62**	**789**	**196**	**19**	**1**	**216**	103	**32**		870

APPENDIX G:

2011-12 Discipline Summary Chart

School	Grade	Males		Females		Total # Referrals	Black	White	Other	Total Students	Students w/ > 2 referrals	Students (SPED)		End of Year Enrollment
		Incidents	Students	Incidents	Students									
NonPBS	K	40	17	6	6	**46**	23	0	0	**23**	6	6		185
NonPBS	1	108	30	1	1	**109**	28	2	1	**31**	13	9		193
NonPBS	2	136	29	17	10	**153**	37	1	1	**39**	17	3		171
NonPBS	3	107	36	28	11	**135**	47	0	0	**47**	13	3		154
NonPBS	4	129	51	42	20	**171**	65	5	1	**71**	23	13		165
NonPBS	5	199	47	84	22	**283**	63	6	0	**69**	34	7		150
NonPBS	**Totals K-5**	**719**	**210**	**178**	**70**	**897**	**263**	**14**	**3**	**280**	106	**41**		1018
PBS	K	61	21	8	4	**69**	22	3	0	**25**	7	4		163
PBS	1	87	26	16	10	**103**	34	2	0	**36**	13	3		126
PBS	2	16	10	21	10	**37**	16	4	0	**20**	4	2		145
PBS	3	129	31	24	9	**153**	33	6	1	**40**	15	7		131
PBS	4	117	31	30	14	**147**	42	2	1	**45**	17	7		139
PBS	5	136	35	67	28	**203**	57	6	0	**63**	29	9		148
PBS	**Totals K-5**	**546**	**154**	**166**	**75**	**712**	**204**	**23**	**2**	**229**	85	**32**		852