

9-2010

School-Wide Positive Behavior Support: Student Surveys of Expectations and Safety

Lisa Anne Fisher
University of Massachusetts Amherst, lisafisher14@gmail.com

Follow this and additional works at: https://scholarworks.umass.edu/open_access_dissertations



Part of the [Other Psychology Commons](#)

Recommended Citation

Fisher, Lisa Anne, "School-Wide Positive Behavior Support: Student Surveys of Expectations and Safety" (2010). *Open Access Dissertations*. 283.

https://scholarworks.umass.edu/open_access_dissertations/283

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Open Access Dissertations by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT:
STUDENT SURVEYS OF EXPECTATIONS AND SAFETY

A Dissertation Presented

by

LISA A. FISHER

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment
of the requirements for the degree of

DOCTOR OF PHILOSOPHY

September 2010

School Psychology

© Copyright by Lisa A. Fisher 2010
All Rights Reserved

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT:
STUDENT SURVEYS OF EXPECTATIONS AND SAFETY

A Dissertation Presented

by

LISA A. FISHER

Approved as to style and content by:

John M. Hintze, Chair

Sara Whitcomb, Member

Elizabeth A. Harvey, Member

Christine B. McCormick, Dean
School of Education

DEDICATION

To my wonderful family for their love and support.

ACKNOWLEDGEMENTS

I would like to thank my advisor, Dr. John M. Hintze, for his guidance and support throughout this process. I would also like to express my gratitude to the members of my committee, Dr. Sara Whitcomb and Dr. Elizabeth A. Harvey, for their helpful comments and suggestions. A special thanks to Dr. Craig Wells for his patience and expertise.

I wish to express my appreciation to all of the students who participated in this project and their teachers for working with me and letting us into their classrooms. A special thanks to Dr. Andrew Koerner, Jasmine Sicotte, and Sara Gearin for their assistance, hard work, and dedication throughout the course of this project. I would also like to thank my colleagues, internship supervisors, and the LRC staff for listening and providing me comfort during this process.

I especially want to thank all of my friends and family members whose support, friendship, and encouragement helped me through this process. Finally, a special thank you to my husband, Justin Fisher, for having confidence in me when I did not have it in myself. You gave me the motivation to succeed.

ABSTRACT

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT:
STUDENT SURVEYS OF EXPECTATIONS AND SAFETY
SEPTEMBER 2010

LISA A. FISHER, B.A. SYRACUSE UNIVERISTY
M.Ed., UNIVERSITY OF MASSACHUSETTS AMHERST
Ph.D., UNIVERSITY OF MASSACHUSETTS AMHERST

Directed by: Dr. John M. Hintze

School-Wide Positive Behavior Support (SWPBS) is a plan based on broad assessments of schools and their climate that can be implemented to create classrooms and schools that are focused on community and positive behavior (Horner, Sugai, Todd, & Lewis-Palmer, 2005). SWPBS involves creating and explicitly stating expectations, teaching those expectations, encouraging appropriate behavior, and defining ways to handle inappropriate behavior. Current tools that are suggested for use in conducting an assessment of school climate are: the Best Behavior School Discipline Assessment (BBSDA) also known as the Best Behavior Self-Assessment Survey (BBSAS), the School-Wide Evaluation Tool (SET), the Oregon School Safety Survey, and the Effective Behavior Support Self-Assessment (EBS Self Assessment) (Horner, et al., 2005; Sprague & Walker, 2005). All of these indicators and evaluation tools are helpful in planning SWPBS programs as well as assessing the integrity of implementation and changes in behavior patterns; however, they gather limited information from students. Collecting and examining student attitudes and perceptions about their school and safety is an important aspect of the evaluation process. The current study examined information from student surveys concerning the behavioral expectations at school as well as places in the school they felt safe and unsafe. Information gathered from these surveys was used to create an intervention that targeted a specific area identified as being the least safe and most unsafe, the bathroom, in the school to improve students' sense of safety. Based on

the results of student survey information, an intervention was designed and implemented for six weeks. Compared to pre-intervention surveys, the treatment group reported feeling safer in the bathroom after the implementation of the intervention as compared to the control group, which reported no change.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER	
1. SCHOOL CLIMATE AND STUDENT SAFETY	1
<i>Introduction.....</i>	<i>1</i>
<i>Importance of School Safety</i>	<i>1</i>
<i>Examining School Climate.....</i>	<i>3</i>
<i>School-Wide Positive Behavior Support Programs</i>	<i>4</i>
<i>Student Perspectives</i>	<i>7</i>
<i>Statement of the Problem</i>	<i>9</i>
2. SCHOOL CLIMATE AND STUDENT SAFETY	12
<i>Literature Review.....</i>	<i>12</i>
<i>School Climate</i>	<i>12</i>
<i>SWPBS</i>	<i>14</i>
<i>Evaluation of SWPBS.....</i>	<i>22</i>
<i>Student Attitudes and Perceptions</i>	<i>30</i>
<i>Future Directions of SWPBS Evaluation</i>	<i>36</i>
3. METHODS.....	38

<i>Participants and Settings</i>	38
<i>Dependent Variables</i>	38
<i>Research Design</i>	39
<i>Procedures</i>	39
<i>Phase 1</i>	39
<i>Phase 2</i>	40
<i>Phase 3</i>	43
<i>Phase 4</i>	44
4. RESULTS	45
<i>Survey</i>	45
<i>Expectations</i>	45
<i>Areas Students Feel Safe</i>	55
<i>Reasons Students Felt Safe</i>	59
<i>Office Discipline Referral Summary</i>	60
5. DISCUSSION	61
<i>Findings</i>	61
<i>Interpretation</i>	62
<i>Integration of Findings</i>	63
<i>Limitations</i>	68
<i>Future Directions</i>	70
<i>Summary</i>	70
 APPENDICES	
A. PHASE 1 SURVEY #1.....	74

B. PHASE 1 SURVEY #2.....	75
C. PHASES 2 & 4 SURVEY.....	77
D. RESULTS OF PHASE 1 ANALYSES.....	78
E. SCORING PROCEDURES	81
F. EXPECTATION CODING SHEETS.....	82
G. LESSON PLANS.....	85
H. TREATMENT INTEGRITY FORMS.....	91
I. CONSENT FORMS	97
J. WITHDRAWAL CONFIRMATION LETTER	99
REFERENCES.....	100

LIST OF TABLES

Table	Page
Table 2.1: Summary of SET subscale Chronbach’s Alpha’s of Internal Consistency	26
Table 4.1: Number of Students Experimental and Control Groups by Grade	45
Table 4.2: Descriptive Statistics for Difference Scores of All Expectations Provided for the Classroom.....	46
Table 4.3: Descriptive Statistics for Difference Scores of All Expectations Provided for Recess	47
Table 4.4: Descriptive Statistics for Difference Scores of All Expectations Provided for the Hallway	48
Table 4.5: Examples of Expectations Provided by Area	50
Table 4.6: Descriptive Statistics for Difference Scores of Accurate Expectations Provided for the Classroom.....	52
Table 4.7: Descriptive Statistics for Difference Scores of Accurate Expectations Provided for Recess.....	53
Table 4.8: Descriptive Statistics for Difference Scores of Accurate Expectations Provided for the Hallway	54
Table 4.9: Descriptive Statistics of Ranked Residuals for Alignment Procedure by Area.....	56
Table 4.10: Interaction Effect Sizes for Areas Students Felt Safe.....	58
Table 4.11: Descriptive Statistics for Differences Scores for the Total Number of Reasons Circled.....	59

LIST OF FIGURES

Figure	Page
Figure 4-1: Total Number of Expectations Provided for the Classroom - Pre v. Post	47
Figure 4-2: Total Number of Expectation Provided for Recess - Pre v. Post.....	48
Figure 4-3: Total Number of Expectation Provided for the Hallway Pre v. Post.....	49
Figure 4-4: Total Number of Expectations Provided for All Three Areas by Group	50
Figure 4-5: Total Number of Expectations from All Surveys	50
Figure 4-6: Number of Instances Each Expectation was Provided for the Classroom.....	53
Figure 4-7: Number of Instances Each Expectation was Provided for Recess.....	54
Figure 4-8: Number of Instances Each Expectation was Provided for the Hallway	55
Figure 4-9: Number of Students Indicating they Feel Safe in the Bathroom	57
Figure 4-10: Total Number of Students Who Indicated Feeling Safe in the Bathroom ...	57
Figure 4-11: Total Number of ODR's for the Entire School	60

CHAPTER 1

SCHOOL CLIMATE AND STUDENT SAFETY

Introduction

Importance of School Safety

Children, adolescents, and young adults spend a majority of their time in school. Although the most evident purpose of schooling is for students to gain knowledge, developing and maintaining appropriate behavior is an important aspect of education. As stated by Bear (1998), “[W]hen public education was established in America, our founding fathers argued that responsible citizenship was to be a primary goal,” (p. 14). In addition, the fundamental American educational principles include that schools in the United States be places of safety, security, and nurturance for students (Larson, Smith, & Furlong, 2002). As schools are among the most familiar and one of the most influential of our public institutions they are obliged to emphasize responsible and safe behavior as well as academic achievement (Horner, et al., 2005; Walker, Horner, Sugai, & Bullis, 1996). When an individual student acts out, the behavior disrupts the classroom and creates an unsafe environment for others to learn. It is not only momentarily disturbing but takes away from instructional time for everyone. It is distracting to teachers and can detract from the learning of other students in the class; not to mention interfere with the learning of those exhibiting behavior problems (McIntosh, Horner, Chard, Boland, & Good, 2006; Sprague, et al., 2002). Schools are expected to maintain safe learning environments where students can learn and become well-adjusted, socialized adults who are productive members of society. This is a heavy burden to bear for teachers, staff, and administrators.

In 2007 the National Center for Education Statistics (NCES) reported that, “[I]n 2005, approximately 6 percent of students ages 12-18 reported that they were afraid of attack or harm at school... and that they had avoided a school activity or one or more places in the school in the previous 6 months because of fear of attack or harm...” (<http://nces.ed.gov/programs/crimeindicators/crimeindicators2007/>). In addition, it was reported that in the United States, during the 2005-2006 school year, “86 percent of public schools reported one or more serious violent incidents, thefts of items valued at \$10 or greater, or that other crimes had occurred at the school, amounting to an estimated 2.2 million crimes,” which translates to, “a rate of 46 crimes per 1,000 students enrolled in 2005-2006” (NCES, 2007). Although these statistics may seem low, the fear caused by such incidents creates an unsafe atmosphere for learning and highlights that schools are not always providing a safe place to learn, an aspect that should be addressed by every school.

There are other behavioral aspects of the school environment that affect the safety or school climate of a school that are not always considered violent acts or crimes, such as bullying. Although violence is rare in school the National Education Goals Panel in 1998 reported that bullying and disrupted teaching are too common (Dwyer, 2002). Bullying in schools is also an issue that needs to be addressed by schools as it and other related forms of aggression, such as relational aggression, are of increasing concern for students (Bradshaw, Sawyer, & O’Brennan, 2007). It is reported that nearly 30% of youth are estimated to experience frequent involvement in bullying to some degree (Bradshaw et al., 2007). With many children preoccupied with the negative social interactions, their academic focus is limited. In an effort to diminish bullying and other forms of violence

in schools and to create environments that help children to flourish, thought must be given to evaluating and considering ways to ensure that students are safe when attending school or participating in school-sponsored events (Larson et al., 2002). The key here is that, although schools are focused on teaching students the necessary academic skills, of equal importance is the attention paid to creating and maintaining a positive school environment as well as a welcoming school climate. This is especially seen in recent government mandates that have increased the expectations of schools so that they will provide for the educational needs of all students and create safer academic environments (e.g., Safe Schools, Reading First, No Child Left Behind, Individuals with Disabilities Education Act) (Sugai & Horner, 2007). Although the main focus of the No Child Left Behind Act of 2001 (NCLB) was to, “close the academic achievement gap between economically advantaged students and students who are from different economic, racial, and ethnic backgrounds as well as students with disabilities,” one of the primary goals of NCLB is that, “all students will be educated in schools and classrooms that are safe, drug free, and conducive to learning” (Yell, 2006, p. 180-181). One way to focus on creating a safe school environment is to examine school climate.

Examining School Climate

School climate can be defined many different ways, but students, parents, educators, and researchers can sense a school’s climate upon entering the building (Lehr & Christenson, 2002). Every school will have its own individual climate that is developed over the years but it is important to note that school climate has consistently been identified as an essential component of effective schools (Lehr & Christenson, 2002; Sprague, et al., 2002). It is therefore imperative for schools to consider, maintain,

and continually evaluate the climate of their school. A single definition of school climate is impossible to find; however, fundamental to a positive school climate is a clear sense of whether the school provides a warm, friendly, and safe learning environment (Lehr & Christenson, 2002). As Lehr and Christenson (2002) point out more specifically, definitions of school climate:

...point to multiple dimensions including a sense of order and discipline, parental involvement, staff dedication to student learning, high expectations for academic performance and behavior, caring relationships, and respectful interactions between students, staff, parents, and community members. (p. 944).

Although school climate has been operationalized in a variety of ways in the research, evidence has accumulated to suggest that the nature of the environment, however it is defined, plays an important role in student outcomes (Lehr & Christenson, 2002). As every school has positive student outcomes, academic and behavioral, as their top priority, teachers, staff, and administrators must pay attention to the climate of their schools. Therefore, school districts along with individual schools should develop policies and procedures for ensuring that schools maintain safe environments where teachers can teach and students can learn (Johnson, 2009; Yell, 2006). One program being adopted by schools to address school climate is School-Wide Positive Behavior Support.

School-Wide Positive Behavior Support Programs

School-Wide Positive Behavior Support (SWPBS) is a process rooted in Applied Behavior Analysis (ABA) that prioritizes behavior, identifies and defines problem behaviors, assesses behavior, and uses the information from the assessment to develop interventions that are implemented, evaluated, monitored, and changed as needed (Bambara, 2005). SWPBS is an applied behavior analysis plan focused on the prevention

of rule-breaking behavior and is based on broad assessments of schools and their climate, that can be implemented to create classrooms and schools that are focused on community and positive behavior (Horner et al., 2005; Sugai & Horner, 2008). Classroom or School-wide PBS involves creating and explicitly stating expectations, teaching those expectations, encouraging appropriate behavior, and defining ways to handle inappropriate behavior. As Sugai (2007) explains, SWPBS is characterized by its emphasis:

on (a) preventing development and occurrence of problem behavior, (b) teaching and encouraging clearly defined behavioral expectation in natural contexts, (c) balancing school-wide systems of positive reinforcement with typical classroom and school discipline systems, (d) school-wide data-based decision making, (e) prioritized school-wide outcome-based action planning that is led by school teams, and (f) function-based interventions and systems of support for students whose behaviors are not responsive to general school-wide efforts. (p. 117).

Implementing such a program requires that the entire school be committed. As a multi-tier prevention-focused program, SWPBS needs to be embraced by administrators, teachers, staff, parents, and students, in order to be successful. School-Wide Positive Behavior Support systems consist of a set of universal strategies and processes that are intended to create an environment to which most students, approximately 80-85%, respond to with prosocial behavior (Sugai, Horner, & Gresham, 2002).

In contrast to traditional discipline procedures in schools that focus on punishing the at-risk student population and excluding such students from schooling, SWPBS focuses on acknowledging those students who act appropriately (Sprague & Walker, 2005). Horner and colleagues (2004) explain that, “[M]any students are more likely to

behave appropriately when the school personnel clearly define, actively teach, and consistently acknowledge and reward appropriate behavior,” (p. 5). In addition, if all students in a school are aware of the school’s behavioral expectations and know that all other children have been presented with the same expectations, they are more likely to prompt and support appropriate behavior in their peers (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004).

There is federal support for programs such as SWPBS that include financial assistance as well. In response to national assessments of schools that showed the majority of American students were underperforming, Section IV of the No Child Left Behind Act of 2001 (NCLB) named the Safe and Drug-Free Schools and Communities Act states that NCLB will:

...support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement...”

(NCLB, 20, USC § 4002)

SWPBS is such a program. In addition, the Individuals with Disabilities Improvement Act of 2004 (IDEA) also allots funds “[T]o assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities,” (20 U.S.C. 611 (e)(2)(C)(iii)). With federal backing such as this, combined with evidence supporting the use of SWPBS in schools, SWPBS programs are being developed in schools across the country. Three important aspects of SWPBS

are (a) constant monitoring through data collection, (b) data-based decision making, and (c) formal evaluations of procedures as well as outcomes

With the current emphasis on evidence-based practices, schools that are implementing SWPBS typically use conventional, educational outcome measures to assess student change or progress. Changes in rates of office discipline referrals, examining attendance records as well as tracking the number of suspensions and expulsions are often used as indices of improvement for SWPBS programs (Horner et al., 2005). In addition to these indicators, evaluation tools have also been developed to assess SWPBS. Sprague and Walker (2005) suggest conducting an assessment of school climate using three related assessment tools: the Best Behavior School Discipline Assessment (BBSDA) also known as the Best Behavior Self-Assessment Survey (BBSAS), the School-Wide Evaluation Tool (SET), and the Oregon School Safety Survey. In addition, Horner et al., (2005) suggest the use of the Effective Behavior Support Self-Assessment (EBS Self Assessment) to examine the current school climate. It is important for schools that are planning on, or are already, implementing SWPBS to choose one or a combination of these evaluation tools as the collection of information will allow ongoing self-improvement; one of the most professional of educational activities (Horner et al., 2005). All of these indicators and evaluation tools are helpful in planning SWPBS programs as well as assessing the integrity of implementation and changes in behavior patterns; however, none of them address general student attitudes of safety, focus on specific areas of a school, or assess if all students are aware of the behavioral expectations of their school.

Student Perspectives

Student perspectives are important particularly when designing programs geared toward school climate and student safety. If students do not feel a sense of safety while they are at school they are more likely to be distracted, preoccupied and less available to focus and learn which can lead to academic underperformance (Ratner, et al., 2006; Ripski & Gregory, 2009; Sprague et al., 2002; Sugai & Horner, 2008; Waxman, Garcia, & Read, 2008). As Ratner and colleagues (2006) point out, when children feel safe they do not need to be in “a constant state of hypervigilance,” and, “may be better able to attend to learning” (p. 281). Although administrators, teachers, and other school staff may report that a school building is safe it may not be the case that students in that school feel the same. In addition, students may not experience a classroom or school environment the way it is intended or perceived by others (Waxman et al., 2008). By not taking into account student perceptions and feelings of safety a school may spend valuable time creating and implementing a program that is not effective. As such, gathering information regarding student perceptions of the school environment can guide intervention and program development (Miller & Nickell, 2008).

The research base on student perceptions of safety in school focuses mainly on identifying the existence and extent of violence, drugs, and victimization in schools (Coggeshall & Kingery, 2001; Cornell & Loper, 1998; Furlong, Casas, Corral, Chung, & Bates, 1997; Miller & Nickell, 2008; Soderstrom & Elrod, 2006; Wilson-Simmons, Dash, Tehranifar, O’Donnell, & Stueve, 2006). This type of information from students is important when considering school safety and can inform school administration decision making; however, gathering information from students about less severe, and possibly more frequent, safety concerns is also very important. For example, asking students

about school climate, requesting feedback concerning current safety strategies in place, or asking about students feelings of safety in the larger community are aspects some researchers have focused on (Bacchini, Esposito, & Affuso, 2009; Booren & Handy, 2009; DeRosier & Newcity, 2005; Skiba, et al., 2004). These studies employed the use of surveys to gather information from students concerning topics of school violence, school safety, school climate, and other community factors.

Anonymous self-report data have been found to be useful for school-wide needs assessment and prevention planning (Coggeshall & Kingery, 2001). In addition, student safety surveys are a critical data source as, noted above, a students' sense of safety will effect how well they are able to focus on academic tasks (Dwyer, 2002). Although valuable information can be gathered from administrators, teachers, staff, and parents on these topics, the students' sense of safety and their understanding of what is expected of them while at school is of equal importance. To date there is limited national data on problems such as violence and safety for children who are 12 years of age and younger (Kingery & Walker, 2002).

Statement of the Problem

Schools are such an important aspect of a child's life, and for society as a whole, because schools are charged with educating youth and preparing them for the future in a safe environment conducive to learning. Safe schools begin with a positive school climate which is created through school-wide policies and practices that are recognized and used by all (Mcloughlin, Kubick & Lewis, 2002). Safe schools encourage all students and emphasize the academic achievement as well as responsible behavior of all

students by fostering a sense of equal respect among all teachers, staff, and students in a school (McLoughlin et al., 2002).

One way schools are choosing to address behavior issues while at the same time creating a positive school climate is by creating and implementing SWPBS programs which emphasize positively stated expectations that are reinforced using consistent forms of recognition and rewards. Such programs have a prescribed way to be implemented but are tailored to each district and school to address the specific behavior needs of their students.

Although teachers, administrators, and staff in a school cannot change a student's background or personal home experiences, they can change the learning environment in ways that can improve student chances for a successful school experience (Lehr & Christenson, 2002). Implementing SWPBS is one way the school climate and learning environment can be improved. Evaluating SWPBS programs using the Best Behavior School Discipline Assessment (BBSDA) also known as the Best Behavior Self-Assessment Survey (BBSAS), the School-Wide Evaluation Tool (SET), Oregon School Safety Survey or the Effective Behavior Support Self-Assessment (EBS Self Assessment) is important. All of these evaluation tools are helpful in planning and assessing SWPBS; however, collectively they gather limited information from students and none of them address general student attitudes of safety, focus on specific areas of a school, or assess if all students are aware of the behavioral expectations of their school. Collecting this type of student data and including it as part of the planning and evaluation processes may serve invaluable to the process. The purpose of the current study is use a student surveys to assess student knowledge of current behavioral expectations as well as identify area(s)

in the school where students feel safe and where they do not feel safe to then improve the safety of specific areas of the school identified by students as being the least safe.

The current research study strives to answer the following questions: Will students in the experimental group provide less answers to the question “What behaviors are expected of you while you are at school?” after the implementation of a PBIS-based intervention when compared to pre-implementation surveys? Second, will students in the experimental group report feeling safe in the area(s) of the school initially identified as the least safe following the implementation of specific PBIS-based interventions? Lastly, will students provide more of the school expectations in response to this question?

CHAPTER 2

SCHOOL CLIMATE AND STUDENT SAFETY

Literature Review

The purpose of this chapter is to review and summarize relevant literature, as well as seminal articles, on the topics of school climate, School-Wide Positive Behavior Support, and student perspectives on school safety. The literature included in the following review regarding school climate was found through a bibliographic search of Sprague and Walker's book *Safe and Healthy Schools*. Literature focusing on SWPBS and student perspectives was gathered by searching the PsychInfo and ERIC databases. The following keywords were used initially to research SWPBS: school-wide positive behavior support, common areas, and evaluation. To research student perspectives the following keywords were used to search PsychInfo and ERIC databases: student and attitudes and perceptions of safety, student views and safety, student attitudes and safety, and student safety surveys. From these preliminary searches subsequent review of reference lists were completed and additional articles included in the present literature review.

School Climate

Students spend a significant amount of time in schools. Students learn, exercise, eat meals, and socialize all while at school. With so many children coming to schools every day around the country from various backgrounds and family situations, at some point, every school will have to deal with challenging behaviors (Sprague & Walker, 2005). The social problems present in schools compete directly with the academic goals in the school resulting in decreased academic engaged time and increased stress for

students and staff (Sprague & Walker, 2005). Problem behavior in classrooms and schools at large must be addressed. Traditionally disruptive and noncompliant behavior has been addressed by removing the child from the classroom and/or using punishment techniques such as detention, suspension, or even expulsion (Colvin, Kameenui, & Sugai, 1993; Lewis, Sugai, & Colvin, 1998; Sprague, et al., 2001; Sugai, et al., 2000; Walker, et al., 1996). Although these forms of behavior management seem to work as they remove ‘the problem’ for a period of time, they do nothing to prevent the behavior from happening again (Sprague, et al., 2001). These punishment practices essentially remove the student from the learning environment and leave it to the student to learn the behaviors that are expected on his or her own. In recognizing that this discipline process may, in fact, create a safer learning environment for others in the classroom and school for the time being, it does nothing to support positive behavior growth or give promise that the student will re-enter the classroom with any new behavior skills.

Moving away from the traditional discipline procedures, Sprague and Walker (2005) suggest that the discipline process should, “(1) help students accept responsibility, (2) place high value on academic engagement and achievement, (3) teach alternative ways to behave, and (4) focus on restoring a positive environment and civil social relationships in the school” (p. 61). Others, including Bear (1998) add that there are:

three interrelated components to school discipline that tend to exemplify modern programs: (a) classroom management and positive climate strategies for preventing behavior problems, (b) operant learning strategies for the short-term management and control of behavior problems, and (c) decision-making and social problem-solving strategies for achieving the long-term goal of self-discipline” (p. 18).

These strategies promote teaching the behaviors that are expected at school in an effort to prevent problem behaviors while also encouraging remedial programs for students who continue to exhibit problem behaviors (Walker, et al., 1996). There is a general consensus in the field of school discipline that prevention should be the focus of a comprehensive discipline plan; however, with the current education environment emphasizing high academic standards on low budgets, schools may address climate issues minimally or not at all (Bear, Cavalier, & Manning, 2002; Werle, 2006).

SWPBS

One way to move from a traditional discipline policy to a more contemporary, prevention-focused one is to examine a school's climate. There are a variety of tools designed to measure school climate; some are published and include technical adequacy while others are informal and generally measure one aspect of school climate (Lehr & Christenson, 2002). The SWPBS program (also known as Positive Behavioral Interventions and Supports (PBIS)) is one program focused on creating a positive school climate and teaching behavioral expectations.

SWPBS strategies are not focused on punishment but instead on prevention through teaching positively stated expectations for everyone in the school (Dwyer, 2002; Mcloughlin et al., 2002). SWPBS first emerged in the mid-1980s (Bambara, 2005). It employs assessment techniques associated with ABA, one area of behavioral theory that focuses on defining behavior, identifying the function of a behavior, and describing the maintaining consequences for a behavior while also considering the environment (Alberto & Troutman, 2003; Kern, O'Neill, & Starosta, 2005). Throughout the process,

information is gathered concerning these aspects using both broad and specific assessment tools (Bambara, 2005).

SWPBS is a multisystemic, whole-school approach to addressing challenging and problematic behaviors of individuals or groups (Sprague & Walker, 2005). SWPBS is generally viewed and implemented as a three-tiered program. In a three-tiered prevention program, the initial tier focuses on primary prevention. Here, universal implementation targets all children, involves all adults, and is applied to all settings (Horner, et al., 2005). The primary prevention effort assumes that all children need at least some behavior support and requires that all children entering school be explicitly taught what is acceptable and unacceptable behavior. In addition, it employs ongoing recognition when students behave appropriately. It is expected that approximately 80% of the student population will respond to this primary effort (Horner, et al., 2005; Sugai et al., 2002). The second tier focuses on secondary prevention for children who are at risk for problem behavior, but for whom intensive, individualized intervention is not necessary. This tier emphasizes increasing the intensity of behavior support for students who do not respond to the primary tier and generally encompasses 10-15% of the student population (Horner, et al., 2005; Sugai et al., 2002). Finally, the third tier of this prevention model focuses on tertiary prevention and is reserved for children with the most intense behavior support needs (Horner, et al., 2005). This tier includes more individualized, comprehensive support interventions for students who do not respond to either primary or secondary tier efforts; approximately 5-10% of the student population (Horner, et al., 2005; Sugai et al., 2002).

Understanding that each district or school will create a SWPBS program that addresses their own unique needs, additional key factors that define SWPBS include:

(1) clear definitions of expected appropriate, positive behaviors; (2) clear definitions of problem behaviors and their consequences; (3) regularly scheduled instruction and assistance in desired positive social behaviors; (4) effective incentives and motivational systems; (5) school staff committed to staying with the intervention over the long term; (6) staff who receive training, feedback, and coaching about effective implementation of the intervention; and (7) established systems for measuring and monitoring the intervention's effectiveness.

(Sprague & Walker, 2005, p. 41)

Horner and colleagues (2005) also describe four features of SWPBS, which include; student outcomes, research-validated practices, systems, and collection and use of data for decision making. Student outcomes are important to focus on, as academic achievement is the ultimate goal of schooling (Horner, et al., 2005). Using research-validated practices such as “the curriculum, classroom management, instructional procedures, rewards, and contingencies that are used on a daily basis” are also important aspects of SWPBS (Horner, et al., 2005, p. 365). Systemic features, such as policies, staffing patterns, budgets, team structures, administrative leadership, and staff trainings, are needed to sustain effective practices (Horner, et al., 2005). And last, collection and use of data for decision making is important within schools because when data is continuously collected concerning academic performance, social competence, and safety of children, and reported to the faculty, administration, teams, families, and students on a regular basis it can be used to make decisions on how to improve the school (Horner, et al., 2005).

In practice, schools that are behaviorally successful are those where, “the environment is predictable, positive, and consistent,” (Horner, et al., 2005, p. 367). In planning and setting up a SWPBS program a team should be established (Lewis, et al., 1998). The team should then complete a needs assessment of the school and/or district to determine what behaviors are valued by those in the school. Then the team must identify 3-5 positively stated behavioral expectations that promote the major social values of the school and local community (Horner, et al., 2005). Next, the team and school staff must define expectations, actively teach these expectations, monitor and encourage expected behavior using reinforcement practices, prevent and discourage problem behaviors, and collect and use data for decision making (Horner, et al., 2005; Horner & Sugai, 2007; Metzler, Biglan, Rusby, & Sprague, 2001; Sprague & Golly, 2004; Sugai, 2007). Programs such as these, or more specific, whole-school structured bullying prevention approaches are often recommended, as they are intended to increase collaboration among school psychologists, teachers, and students to enhance the school’s social climate by reducing bullying (Bradshaw et al., 2007). The aspect of teacher, staff, administrator, student, and parent collaboration is crucial to the success of SWPBS programs. Although the focus of Rigby and Bagshaw’s (2003) research was bullying specifically, they found that an essential element of a whole school approach is effective cooperation and collaboration within a school. In addition, building in and sustaining support and training for teachers and staff is also a very important aspect of these programs (Dwyer, 2002).

Much of the empirical support for the use of SWPBS has come from its broad implementation in school districts in Oregon, Iowa, Maryland, and New Hampshire as well as other schools across the country (Barrett, Bradshaw, & Lewis-Palmer, 2008;

Horner, et al., 2005; Mass-Galloway, Panyan, Smith, & Wessendorf, 2008; Muscott, Mann, & LeBrun, 2008; Sprague & Walker, 2005; Sugai, Sprague, Horner, & Walker, 2000). The success of SWPBS in these settings has made it a highly recommended approach for schools that are determined to create orderly, positive, and well-managed learning environments (Sprague & Walker, 2005).

One such study conducted by Mass-Galloway and colleagues (2008) evaluated Iowa's statewide SWPBS initiative over a three year period. The study included 39 school sites that were divided into three cohorts. The first cohort included eight schools and began SWPBS training in the fall of 2002. The second cohort consisted of seven sites that began SWPBS training in 2003 and the third cohort included 24 sites that began in 2004. This examination used the School-wide Evaluation Tool (SET) and the Team Implementation Checklist (TIC) to assess the fidelity of SWPBS implementation. In addition, office discipline referrals from the School-Wide Information System (SWIS) were used as the outcome measure for problem behavior. The researchers found that after one (cohort 1, 2) or two (cohort 3) years of implementing SWPBS that these sites obtained mean total SET scores above 80% meaning SWPBS was being universally implemented (Mass-Galloway, et al., 2008). The researchers also reported that the TIC data, collected for cohort 1 only, showed steady progress of SWPBS implementation at or above 80% for all but one site. Problem behavior, as measured by ODR's, showed decreasing trends for Cohorts 1 and 3 but an increase for Cohort 2 (Mass-Galloway, et al., 2008). The researchers provide one possible explanation for the increase of ODR's for Cohort 2 to be related to an increased awareness of and attention to reporting problem behaviors as a result of the SWPBS training. The authors conclude by stating that,

although Iowa is in the process of fully implementing SWPBS, the results from this study, as well as research from other states, support research for the adoption of SWPBS practices (Mass-Galloway, et al., 2008).

An evaluation of large-scale statewide initiative for the implementation of SWPBS in New Hampshire found that schools were able to implement the program with fidelity within 2 years and sustain it over the following year as well (Muscott et al., 2008). As a result of SWPBS, the evaluation report included that office discipline referrals and suspensions decreased significantly. In addition, academic gains in math were associated with the implementation of SWPBS (Muscott, et al., 2008). An evaluation of Maryland's statewide SWPBS initiative also found that large-scale implementation of SWPBS, "is possible and beneficial for children," (Barrett et al., 2008, p. 113). Outcome data for Maryland show less office discipline referrals for the Maryland schools implementing SWPBS compared to national ODR information as well a decrease in suspensions following the implementation of SWPBS (Barrett, et al., 2008).

Bohanon and colleagues (2006) completed a 3-year evaluation of school-wide PBS implemented in an urban high school setting. Quantitative measures of the implementation process included the SET as an assessment of treatment integrity and the EBS survey to determine the level of implementation (Bohanon, et al., 2006). Office discipline referrals were used as a quantitative outcome measure. Qualitative measures included interviews, document reviews, and comprehensive field studies. The researchers found that, although the schools had not reached full school-wide implementation, initial data showed benefits to students and school personnel through a reduction in office discipline referrals (Bohanon, et al., 2006).

An article by Oswald, Safran, and Johanson, (2005) focused on the implementation of Positive Behavior Support (PBS) in areas of a middle school where disruptive behavior was identified as an issue. Oswald et al., (2005) outlined the procedures for developing a PBS team in a school, the importance of identifying the behaviors and settings that need an intervention, developing a support plan, and implementing it to a group (i.e. all 950 6th – 8th graders in a rural school). The researchers helped teach the expectations, encouraged compliance with these expectations, directly supervised, and developed provisions for dealing with problem behavior, and employed reinforcement for appropriate behavior; all important aspects of PBS. The results of the study found significantly less problem behaviors in the specified non-classroom area following the implementation of PBS compared to baseline levels.

A related study by Franzen and Kamps (2008) employed PBS techniques focused on playground behavior in an urban school setting. The authors collected baseline and intervention data over a two year period on student playground behavior and teacher supervision techniques on the playground for three grades (2nd, 3rd, and 4th graders the second year). The intervention that was implemented by teachers and examined during this study included teaching students specific skills, providing feedback for appropriate use of skills in the form of “loops”, providing corrective feedback, and using group contingencies for grade-level performance. Feedback in the form of meetings and newsletter’s were also provided to teachers outlining behavior change trends. The researchers concluded that the setting specific intervention did decrease problem behavior on the playground and increased teacher supervision when comparing the intervention phase to the baseline data collected.

An additional study completed by Lewis and colleagues examined the effectiveness of social skills reviews, pre-correction, and active supervision strategies on the rate of problem behaviors on the playground through a multiple-baseline across groups research design (Lewis, Colvin, & Sugai, 2000). Social skill reviews included a review of the school rules and related social skills for the playground to students by classroom teachers as well as to playground monitors by a school discipline team member. Pre-correction procedures included a review of the playground rules before students were released for recess. Active supervision procedures were discussed with recess monitors that emphasized moving around, looking around, and interacting with students. The results of this examination found that the intervention did reduce the overall rate of observed problem behavior during unstructured activities but not for structured ones (Lewis, et al., 2000). However, the researchers discuss that, although there was a decrease in the rate of problem behavior, increased active supervision of the recess monitors was not observed.

Nelson, Colvin, and Smith (1996) also examined common areas of the school with their research focusing on school-breakfast and before-school settings. These researchers used an instructional intervention implemented by teachers that included an explanation of goals, a description and demonstration of expected behaviors, guided practice, and cues or reminders to students regarding expectations. The researchers found that, following the implementation of the intervention, positive child social behavior increased and rates of negative child social behavior decreased. In addition, the number of office discipline referrals decreased. This study highlights the importance of

examining certain areas or aspects of the school that might need increased attention by school staff.

Summary. Although not an exhaustive review of the existing literature on SWPBS, the previous section provides a representation of the current relevant literature base that describes and has found support for the use of SWPBS in schools. SWPBS is a structured program that can be adapted to fit the school culture and behavioral needs of the building or district. These studies show the promise of SWPBS programs in reducing problem behaviors in schools, allowing teachers and students to spend more time focused on academics without interruptions.

Evaluation of SWPBS

An important aspect of SWPBS is the constant collection of data and evaluation of the program by the school-, district-, and even statewide teams (Barrett, et al., 2008; Bohanon, et al., 2006; Horner, et al., 2005; Mass-Galloway, et al., 2008; Muscott, et al., 2008; Sprague & Walker, 2005; Sugai et al., 2002). Dwyer (2002) and Horner and colleagues (2005) affirm that efficient continuous data collection allows a school team to assess programs currently being implemented and the outcomes of additional prevention efforts. Gathering information about SWPBS programs can be a difficult task, and using local data to examine school concerns and make decisions is sometimes helpful (Giancola & Bear, 2003; Lehr & Christenson, 2007; Sugai & Horner, 2007).

A few formal evaluation tools are recommended for the evaluation of SWPBS programs. Sprague and Walker (2005) suggest conducting an assessment of school climate using three related assessment tools: the Best Behavior School Discipline Assessment (BBSDA) also known as the *Best Behavior* Self-Assessment Survey

(BBSAS) (Sprague & Golly, 2004), the School-Wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2001), and the Oregon School Safety Survey (Sprague, Colvin, & Irvin, 1995). In addition, Horner, et al, (2005) suggest the use of the Effective Behavior Support Self-Assessment (EBS Self Assessment) (Sugai, Horner, & Todd, 2000). To review, the BBSAS is a 50 item checklist that the authors recommend be filled out by all adults in a school, but can be filled out by many different respondents: the school's PBS team, the entire staff (administrators, teachers, or related services providers), parents, or students (Sprague & Golly, 2004). On the BBSAS, the respondent is asked to indicate the extent to which a school discipline practice is in place across schools: In Place, Working on it, Not in Place, or Targeted as Goal (Sprague & Walker, 2005). Although it can be filled out by school staff, parents, and students, the questions are more geared toward administrators and teachers (i.e. Item 4 "A needs assessment has been conducted to guide intervention selection" and Item 10 "Lesson plans have been developed for teaching all behavioral expectations in all school settings") (Sprague & Golly, 2004). The BBSAS was developed as an evaluation tool for the *Best Behavior* staff development program created to improve school and classroom discipline practices to facilitate academic achievement and healthy social development of children in a safe environment (Sprague & Golly, 2004; Sprague & Walker, 2005). The psychometric properties of the BBSAS are currently not available.

The SET is a 28-item, seven subscale, research tool administered on site by an external reviewer or consultant and was developed over a 3-year period to measure whether, and to what extent, school personnel are implementing the practices and systems associated with SWPBS programs (Horner, et al., 2004; Sprague & Walker, 2005; Sugai,

et al., 2001). The SET collects information from a minimum of ten teachers concerning school rules, if they have taught them, if they have given out rewards, what types of problems they refer to the office, procedures for dealing with more serious school issues, if there is a team that addresses school-wide behavior support systems, and if they are on the team (Sugai, et al, 2001). If a teacher responds that they are on the team they are asked additional questions such as: does the team use discipline data to make decisions, if the team taught/reviewed school-wide program with staff in the current year, and who the team leader is (Sugai, et al., 2001). The SET additionally asks a minimum of 15 students what the school rules are and if they have received a reward within a specified amount of time (Sugai, et al., 2001). The seven subscales reported by the SET are: Expectations Defined, Behavioral Expectations Taught, On-going System for Rewarding Behavioral Expectations, System for Responding to Behavioral Violations, Monitoring & Decision-Making, Management, and District-Level Support (Sugai, et al., 2001). Answers to questions within each subscale are given a score between 0 and 2 which are then totaled for each subscale (Sugai, et al., 2001). Percentages are then calculated for each subscale and the total SET score; a score of 80% on the Behavioral Expectations Taught scale and 80% on the total SET score indicates universal implementation of SWPBS (Sugai, et al., 2001).

A study by Horner et al. (2004) examined the psychometric properties of the SET by gathering SET data from 45 schools. The internal consistency reliability of the SET was reported at an overall alpha of .96, the test-retest reliability level at 97.3%, and the average interobserver agreement across 17 schools was 99% (range of 98.4 – 100%) (Horner, et al., 2004). To examine the construct validity of the SET scores were compared

to Effective Behavior Support: Self Assessment Survey data collected from 31 of the schools (Sugai et al., 2000). Construct validity of the SET was positively correlated to the Effective Behavior Support: Self Assessment Survey with a Pearson $r = .75$ ($p \leq .01$) (Horner, et al., 2004). The SET subscales were also examined and found to be intercorrelated at a moderate to moderately high level (range from $r = .44$ to $r = .81$) (Horner, et al., 2004). Finally, Horner and colleagues (2004) found that the SET was sensitive to change beyond chance with pre- to post-SET means with a significant $t = 7.63$ ($df = 12$), $p \leq .001$. These psychometric properties of the SET meet and exceed criteria for measurement tools used in research.

Additional examination of the internal consistency of four measures (the SET, the OSSS, the EBSSAS, and the OSCSS) was completed by Laxton and Sprague (2005) using archival data and data collected for the study with samples of 256 surveys from 156 schools for the SET; 2,668 surveys from teachers and administrators from 104 schools for the OSSS; 1,337 surveys completed by teachers and administrators from 59 schools for the EBSSAS; and 665 surveys completed by students for the Oregon School Climate and Safety Survey (OSCSS), a measure created for the study. Samples were from Oregon, California, Arizona, Minnesota, New Mexico, and South Dakota from rural, urban, and metropolitan communities (Laxton & Sprague, 2005). Results from this examination report that the Chronbach's alpha's of the seven subscales of SET as well as for the survey as a whole varied from .29 to .91. The survey as a whole was found to be internally consistent with an alpha of .90, similar to findings from Horner and colleagues (2004) (Laxton & Sprague, 2005). The subscales were reported to have the following alpha's:

Table 2.1: Summary of SET subscale Chronbach's Alpha's of Internal Consistency

Scale	Chronbach's Alpha
Expectations Defined	.56
Behavioral Expectation Taught	.83
On-going System of Rewarding Behavioral Expectations	.91
System of Responding to Behavior Violations	.41
Monitoring & Decision Making	.79
Management	.85
District Level Support	.29

(Laxton & Sprague, 2005).

Another tool used to evaluate SWPBS is The Oregon School Safety Survey (OSSS) (Sprague, et al., 1995). It is administered to key school stakeholders; parents, teachers, administrators, classified staff, even students. The Oregon School Safety Survey has three sections and, “asks respondents to rate the extent of 16 risk and 17 protective factors shown to increase or buffer against school violence and discipline problems” with a likert-type scale including “not at all”, “minimally”, “moderately”, “extensively”, or “don’t know” (Sprague, et al., 2001, p. 504). The third part of the survey includes open-ended questions concerning school safety and violence. The OSSS was developed as an evaluation tool to assess current risk and protective factors, to guide safe school plans, and to inform staff training and support (Sprague, et al., 1998). The OSSS is reported to be reliable with a reliability alpha of .87 for the Risk factors subscale and an alpha of .88 for the Protective factors subscale (Sprague, Smith, & Stieber, 2002). In addition, “[E]xploratory factor analysis confirmed the two-factor structure of the survey with the exception of item 26 (Suicide prevention) (Sprague, et al., 2002, p. 54). Internal consistency of the OSSS as determined by chronbach alpha's for both Risk and Protective scales as well as the survey as a whole were reported to be at or above .9, in the excellent range (Laxton & Sprague, 2005). Also In 1998 a preliminary study by Sprague and colleagues was published where the researchers mailed the OSSS to 850

school principals in Oregon in 1995. Of those, 495 were returned and 346 of them were complete (included no “don’t know” answers) and were analyzed. The researchers summarized the findings, stating that the top risk factors tended to include external social factors and the top protective factors tended to focus on teacher-student interactions (Sprague, et al., 1998). A follow up to this study was done by Sprague et al. (2002) to assess the school safety status and needs of schools. The researchers mailed the OSSS to all public school principals in Oregon, a total of 1,100, in the spring of 2000. A total of 432 surveys were returned and satisfactorily completed, similar to the return rate for the study completed in 1998. The findings from the 2000 survey distribution varied from the findings from the 1996 administration (Sprague, et al., 2002). In contrast to the 1995 administration, in 2000 protective factors were rated higher than risk factors (Sprague, et al, 2002). Also, in 2000 bullying and harassment, poverty, and transiency were top rated risk factors whereas in 1995 the top rated risk factors were external social factors (Sprague, et al., 1998; Sprague, et al, 2002). Principals top rated protective factors in 2000 were response to conflict, suicide prevention, and staff training differed from 1995 as well which focused more on student-teacher relationships and discipline (Sprague, et al., 1998; Sprague, et al, 2002). Overall, both studies distributed the OSSS to a large group of principals in Oregon to gain information regarding the safety of schools and how the ratings of principals changed over a five year period. Additional studies have used the OSSS as one part of the evaluation of SWPBS programs (i.e. Sprague, et al., 2001).

Lastly, the Effective Behavior Support Self-Assessment Survey (EBS Self-Assessment Survey) is a four-part survey used by SWPBS teams and whole faculties to

self-evaluate the extent to which PBS practices are in place and used (Horner, et al., 2005; Sugai, et al., 2000). Possible respondents include administrators, teachers, classified personnel, special education teachers, related service providers, parents, or students. The four sections of the survey include School-Wide Systems, Nonclassroom Setting Systems, Classroom Systems, and Individual Student Systems and consist of 18, 9, 11, and 8 “features” respectively (Sugai, et al., 2000). Respondents are asked to indicate the Current Status of each feature as “in place”, “partial in place”, or “not in place” and indicate the Priority for Improvement for each feature as “High”, “Medium”, or “Low” (Sugai, et al., 2000). This survey was intended for use to assess the needs of a school, the current status of programs, and what features of SWPBS programs are most important to those completing the survey.

A study of the EBS Self-Assessment Survey by Safran (2006) administered the survey to teachers, administrators, and special services personnel after or during SWPBS training sessions with a total 80 completed responses. The research reported the internal consistency reliability as measured by Chronbach’s alpha for each scale for both the Current Status and Improvement Priority ratings (Safran, 2006). The Chronbach’s alpha for the total EBS Self-Assessment Survey was .85 for the Current Status ratings and .94 for the Improvement Priority ratings, falling in the moderate to high and high reliability respectively. The Schoolwide (Current Status .75, Improvement Priority .85), Nonclassroom settings (Current Status .60, Improvement Priority .83), Classroom (Current Status .74, Improvement Priority .92), and Individual Student (Current Status .66, Improvement Priority .81) ranged from unacceptable to acceptable internal reliability for the Current Status rating and from moderate to high to high internal reliability for the

Improvement Priority ratings (Safran, 2006). Further analysis found that the EBS Self-Assessment Survey, for the relatively small sample used, was able to highlight areas or sections of the survey that were not in place but of high priority, informing future program development (Safran, 2006). The author suggests future studies of the survey to examine and establish the psychometric properties of the EBS Self-Assessment Survey (Safran, 2006).

Additional psychometric information for the EBS Self-Assessment Survey was reported in the larger study by Laxton and Sprague (2005) reported higher Chronbach's Alpha's from a sample of over 1,300 surveys: Schoolwide (Current Status .82, Improvement Priority .91), Nonclassroom settings (Current Status .86, Improvement Priority .92), Classroom (Current Status .95, Improvement Priority .96), and Individual Student (Current Status .89, Improvement Priority .93) (Laxton & Sprague, 2005). Overall internal consistency for the both Current Status and Priority for Improvement ratings were .96 (Laxton & Sprague, 2005).

Additional data collection tools exist that can be used to evaluate SWPBS, such as the School Wide Information System (SWIS) developed by researchers and the University of Oregon in the early 1990's. The SWIS is a web-based program used to track office discipline referrals (ODRs). The SWIS is not only a tool for data collection but also organizes and summarizes the data to facilitate the evaluation by providing important outcome data. The use of ODRs and suspensions as metrics for monitoring and evaluating problem behaviors have been found to be sensitive indices and used in many evaluations of SWPBS (Barrett, et al., 2008; Mass-Galloway, et al., 2008; Muscott, et al., 2008; Sugai, et al., 2000).

These evaluation tools are valuable in that they are focused on the implementation of the program or intervention and gaining feedback from teachers, staff, administrators, and students. However, the data gathered from students using these tools is limited and they are not geared toward students as respondents. These important stakeholders are part of SWPBS programs and student perspectives should be considered when developing and addressing behavior needs in schools. Bradshaw et al. (2007) completed a study where they examined the discrepancy between staff and student perceptions of bullying behavior and attitudes toward current intervention practices through the use of a web-based survey. In their findings, the authors report that middle school and high school students reported feeling less safe than elementary school students did and similar findings were reported for staff (Bradshaw et al., 2007). An interesting finding for this study was that when school level was controlled for, staff were more likely than students to feel that they both belonged and were safe at their school meaning students, no matter what grade level, felt less safe than the adults in the school (Bradshaw, et al., 2007). This emphasizes the importance of evaluation procedures and who is included in the evaluation as differences exist between teacher and student reports or perceptions of feeling safety in school.

Student Attitudes and Perceptions

Student attitudes and perceptions are important, particularly when planning a school-based program (Furlong et al., 1997; Noguera, 2007). Research on student perceptions and school safety have examined the level of school violence, the presence of weapons on campus, the learning environment, perceptions of fairness regarding school rules, where students feel unsafe, and the effects of the larger community in which a

school exists (Coggeshall & Kingery, 2001; Kitsantas, Ware, & Martinez-Arias, 2004; Kupchik & Ellis, 2008; Miller & Nickell, 2008; Ripski & Gregory, 2009; Waxman et al., 2008; Wood, 2005).

Waxman et al. (2008) studied middle school student perceptions of their classroom learning environment and compared them to statewide classifications of the schools as exemplary, recognized, or acceptable using self-report surveys. They found that, overall, students from the middle school classified by the state as exemplary perceived their classrooms much more favorably than students from the less effective school classified as recognized and acceptable. More specifically, students from the exemplary school reported high perceptions of Satisfaction, Teacher Support, Cohesion, and Equity compared to students from the less-effective schools who perceived their classrooms as more difficult and to have more friction. These findings suggest a relationship between student perceptions, classroom climate, and ultimately school performance.

Ripski and Gregory (2009) examined the perceptions of High School students on the fairness of school rules and consequences, levels of hostility, and frequency of victimization as they relate to student engagement and academic achievement. The results of a multilevel analysis found that student perceptions of school climate have unique effects on different organizational levels. Ripski and Gregory (2009) reported many findings; one finding of interest reported that, “at the individual level student victimization predicted student engagement and both reading and math achievement” (p. 369). In addition, perception of hostility predicted lower achievement in both reading and math. Overall, the researchers found that schools where students perceived higher

levels of hostility were more likely to have students who reported less engagement in school and lower reading scores compared to schools whose students felt less hostility. These findings highlight the effect students' perceptions of safety can have on academic achievement and level of student engagement.

A study completed by Kupchik and Ellis (2008) also examined student perceptions of the fairness of school rules using race as the dependent variable by comparing data from the 2001 School Crime Supplement of the National Crime Victimization Survey. The surveys were conducted by the U.S. Department of Justice; most surveys were completed over the phone but a small percentage were conducted in person. The research was based on reproduction theory, which suggests schools use discipline to reproduce social inequalities. The results suggested that, "African American students believe that school rules are unfair, relative to White students" (Kupchik & Ellis, 2008, p. 567). However, no significant difference was found between Latino/a students and White students. Additional results found that, "students have heightened perceptions of fairness when their schools use nonpolice security guards and random locker drug searches" (Kupchik & Ellis, 2008, p. 568). Lastly, this study found that the experiences students have in school matter; students who do well and participate in school activities perceive more fairness than other students do. Overall, the results of this study point out that differences can exist between perceptions of students of different races on the fairness of school rules.

Kitsantas and colleagues (2004) examined student perceptions of community safety, school environment, substance use, and school safety. The authors used data collected from the 1993 National Household Education Survey from adolescents in

grades 6, 7, and 8 as well as their parents. The specific variables looked at were school safety, fairness of the school disciplinary code, school climate, school safety actions, school substance use, community safety, and relative school safety. Using path analyses the researchers found that students' perceptions of community safety and school safety relative to community do influence students' perceptions of school safety. The study also concluded that, "school environment variables (school climate, discipline code fairness, and school safety actions) strongly influence a student's perceptions of school safety and substance use in school" (Kitsantas et al., 2004, p. 423). Additional findings include that substance use in school affects students' perceptions of school safety. Significant direct effects of relative school safety and community safety on students' perceptions of school environment were also reported. Kitsantas and colleagues (2004) also report direct effects of community safety and relative school safety (students' perceptions of the safety of the school relative to the community) on students' perception of school safety. This study illustrates the importance of considering student perceptions, the safety of the larger community, and how it effects student perceptions of safety at school.

A unique study Wood (2005) examined school safety in two high schools. The researcher, with help from research assistants, passed out maps on which students indicated locations in their school where violence had occurred as well as maps that students indicated where they felt unsafe. In addition, students were surveyed and asked to provide their suggestions and ideas about improving school safety. Results showed that, although the concept of safety varied among high school students, it was indicated as an issue. A main finding was that students reported feeling safe in classrooms but in both schools students marked hallways, gyms, locker rooms, cafeterias, parking lots, and

the library as possible dangerous areas. Further qualitative results found that students indicated specific areas in the hallways where fights often break out, one being in front of the restrooms.

One method used to collect data from students in an efficient manner, as exemplified in some of the studies summarized above, is self-report surveys (Cornell & Loper, 1998; Furlong et al., 1997; Heppner, Kivlighan, & Wampold, 1999; Kitsantas, et al., 2004; & Ellis, 2008; Miller & Nickell, 2008; Ripski & Gregory, 2009; Waxman et al., 2008; Wood, 2005). Surveys can be used to identify facts, opinions, attitudes, and behaviors, as well as the relationships among these aspects (Heppner et al., 1999). Gathering information about school violence and school safety are best measured, at present, by anonymous self-report surveys that are administered to youth (Cornell & Loper, 1998; Furlong et al., 1997; Heppner et al., 1999; Kingery & Walker 2002). Coggeshall and Kingery (2001) examined three widely known surveys; the Youth Risk Behavior Survey (YRBS) distributed by the Centers for Disease Control and Prevention (CDC); the Monitoring the Future (MTF) Study which has surveyed large samples of high school students annually since 1975; and the National Crime Victimization Survey (NCVS) with the School Crime Supplement (SCS) sponsored by the U.S. Department of Justice to people 12 years of age and older living in households (Coggeshall & Kingery, 2001). The main difference found between these surveys is the level of anonymity. The YRBS is an anonymous measure while the MTF is confidential (Coggeshall & Kingery, 2001). The NCVS/SCS “is a household survey, and most of the responses would have been given aloud during a telephone interview, often while other household members

were nearby,” which may have led to underreporting (Coggeshall & Kingery, 2001, p. 112).

The authors compared these three surveys on the topics of weapon carrying at school and school-related fear (Coggeshall & Kingery, 2001). From their examination, they found consistently lower estimates of these topics on measures that were confidential rather than anonymous. As these authors illuminate:

... student surveys uniformly suggest that behaviors such as weapon carrying at school are significantly more widespread than surveys of school administrators suggest. The disparity between the official estimates and those of the student surveys suggest that it may be prudent to give self-report surveys a larger role in needs assessments and prevention planning. (Coggeshall & Kingery, 2001, p. 107)

As Coggeshall and Kingery (2001) point out, gathering information concerning safety in schools from students as well as teachers, staff, and administrators can provide a more complete picture of what is happening in a school. Miller and Nickell (2008) who developed a school safety questionnaire also add that, “[G]athering school-specific information offers school personnel base-line data useful in planning interventions and monitoring safety programs,” (p. 81).

Summary. Creating a positive and safe school climate is not done in a day, it is an aspect of the school that involves everyone in the school and requires work to maintain. One program currently used to improve school climate is SWPBS programs. SWPBS programs include organization, teamwork, training, and follow through in teaching the expectations created by the team as well as recognizing and/or rewarding students when they behave according to the expectations. Effective SWPBS programs require a concerted and dedicated effort by everyone in the school to create a safe environment for

learning to occur. Monitoring through data collection and evaluation of the program provides the opportunity for schools to adapt and maintain programs to fit the needs of their school. The use of the BBSDA/BBSAS, the SET, the OSSS, and the EBS Self-Assessment Survey are some evaluation tools currently being used to evaluate SWPBS programs. The use of surveys such as these is an efficient and effective way of gathering perceptions of adults and students in the school setting. Gathering information from adults in the school is important and beneficial to program development; however, it is also important to consider student perceptions concerning safety when planning and evaluating programs geared toward school climate and school discipline as this group is the target for change. The evaluation tools currently used collect limited information from students and most are geared toward administrators and teachers in the school. Students may provide different information compared to teachers or other staff and this input can be added to adult perceptions to inform and guide program development, creating a more efficient SWPBS program.

Future Directions of SWPBS Evaluation

The School Behavior & Safety Survey (Appendix C) is seen as a possible supplement to the SET or other SWPBS evaluation tools, gathering more information from students specifically. The current proposed research study strives to answer the following three research questions: (1) Will the variability in answers provided to the questions “What behaviors are expected of you while you are at school?” in the classroom, at recess, and in the hallway be smaller after the implementation of PBIS when compared to pre-implementation surveys?; (2) Will students in the experimental group provide the school expectations after the intervention compared to the control

group?; and (3) Will more students report feeling safe in the areas of the school initially identified as the least safe following the implementation of specific PBIS-based interventions? The current researcher hypothesized that, for the first research question, students in the experimental group will report less answers on the post-intervention survey to the open-ended question “What behaviors are expected of you while you are at school?” for the classroom, at recess, and in the hallway following the implementation of the intervention compared to pre-intervention surveys and control group pre-post surveys. Second, it is hypothesized that students in the experimental group will report more of the school expectations following the intervention when comparing pre-post surveys and to the control group. Finally, it is hypothesized that students in the experimental group will report feeling safer in an area(s) of the school indicated on the pre-intervention survey as the least safe following the targeted intervention.

CHAPTER 3

METHODS

Participants and Settings

The participants in this examination for phase one included 2nd, 3rd, 4th, 5th and 6th grade students enrolled in two elementary schools in a rural school district in central Massachusetts during the 2008-2009 school year totaling 469 students. Phase two was conducted during the 2009-2010 school year and included 2nd-6th graders enrolled in one of the elementary schools in the same rural school district used in phase one. This school used in phase two had implemented a School-Wide Positive Behavior Support program beginning in September of 2009. The school used the acronym STARS to teach and acknowledge the following expectations: Safe, respectFul, And Responsible Students. Passive consent was obtained by parents (See Appendix I) prior to survey administration in phase two and those parents/students that returned withdrawal forms received confirmation letters (See Appendix J). Participation in the survey was voluntary. The total number of participants for phase two was 170 students, from 10 classrooms, two classrooms per grade. This represents 90% of the students in the school for grades two through six.

Dependent Variables

The dependent variables of this study were the number of behavioral expectations students provided on a questionnaire and the number of places students indicated as feeling safe in their schools. Behavior expectations were provided in the form of short answers. Difference scores were calculated (post – pre) for the number of expectations given as well as for the number of accurate school expectations (safe, respectful,

responsible) that were provided by each student. Areas of the school that students felt safe/unsafe were indicated by circling areas of the school that were listed on the survey (see Appendix C). Difference scores were then calculated for these variables as well. A detailed description of the survey development process can be found below under Phase 1. In addition, Office Discipline Referral (ODR) were provided by the school and examined.

Research Design

A quasi-experimental between-group pre-test post-test design was used to examine the research questions of this study (Campbell & Stanley, 1963; Cook & Campbell, 1979). Although random sampling was not feasible for this study, one class from each grade was randomly assigned to the treatment group while the other to the control. As this research was carried out in an educational setting this design was determined to yield the most information regarding knowledge of behavioral expectations and feelings of safety without using random sampling (Cook & Campbell, 1979). It was understood that by using this design with one class as a treatment and the other as a control for each grade, within the same school, that diffusion of treatment may have been possible; however, this design is preferred to one that would not include a control group (Cook & Campbell, 1979; Heppner et al., 1999).

Procedures

Phase 1

Existing data were examined that had been collected by the schools using the surveys found in Appendix A and Appendix B during the spring of 2009 at which time the district was in the planning stages to implement a SWPBS program. The surveys

were used to gather information about student perceptions of how they are expected to behave at school as well as to determine areas in the school they felt safe and the areas where they did not feel safe. Additional information was collected concerning what rewards were given for appropriate behavior as well as consequences for not following behavioral expectations. Although valuable information was gathered concerning rewards and consequences for breaking rules using the survey found in Appendix B, these sections were not included on the *School Behavior & Safety Survey* used during data collection for this study as it gathered information specific to this research project only. In the future, gathering information concerning the rewards given for, and the consequences of, particular behaviors is recommended for program development and evaluation.

To organize the information from the surveys, each unique response was tallied for each of the open-ended questions (Fink, 2003a). Frequency counts for unique and/or discriminating theme were then tallied. Larger category codes were not created because as the qualitative information provided by each unique response was desired (Fink, 2003b; Neuman, 2000). In addition, the specific research questions of the current study aim to analyze variability therefore creating larger categories would not be useful. All closed-ended and forced-choice questions were also tallied.

The information gathered from the Phase 1 surveys was used to develop the survey used for the current study. A summary of the Phase 1 survey results can be found in Appendix D.

Phase 2

Direct Measures. The School-wide Evaluation Tool (SET) was completed to assess the level of universal implementation of School-Wide Positive Behavior Support prior to the collection of surveys. The SET provides a general index score and seven specific index scores. Schools that score 80% on the general index and 80% on the *Behavioral Expectations Taught* specific index are implementing SWPBS at a universal level. The participating school in this study scored 91% on the general index; however, the specific index for teaching expectations was 70%. The remaining indices had the following scores: expectations defined 100%, ongoing system of rewards 100%, system of responding to behavior violations 88%, monitoring and decision making 88%, management 88 %, and district-level support 100%. Although this school had many aspects of SWPBS implemented, at the start of this study the school had not yet achieved universal implementation as the score on teaching expectations was below the 80% cutoff score.

Office discipline referral (ODR) information for the entire school was provided by the main office at the school. For the month of December, this school had a total of 39 ODRs.

Following the passive consent deadline the School Behavior & Safety Survey was given to all students in grades two through six. Each student was given a unique number that was written at the top of the surveys so that pre- and post-intervention attitudes and perceptions could be compared. Students completed surveys during the school day. The survey was handed out by the researcher with the following standard directions provided:

“I am working on a project to help everyone in this school get along and feel safe. I would like you to help me do this by answering the questions on the paper being

handed out now but you do not have to participate if you do not want to. You do not need to put your name on this paper. One other person and I will be looking at your answers. Your specific answers will not be shared with anyone at this school. We will only share a summary of each grade and the school as a whole. Please answer every question the best you can. Are there any questions? (pause) Thank you, you may begin.”

The survey was a single page and took approximately 10 min for each class to complete. Students needing assistance reading a word or question were helped individually by the researcher or research assistant. The survey included questions concerning behavioral expectations for students while in school, locations in the school where students feel safe and where they do not feel safe, as well as reasons why they feel safe and unsafe. Some questions were open-ended and required written answers while others required the student to circle answers (see Appendix C for a copy of the survey). This format was considered appropriate as knowledge of expectations was being measured as well as perceptions of safety (Fink, 2003b; Iarossi, 2006). As the ultimate goal of PBS is for the school to function under a set of 3-5 school expectations, it is important for the current study to allow student to provide their own understanding of school expectations (Neuman, 2000).

Inter-rater Agreement. A graduate research assistant independently coded 30% of the surveys collected. Open-ended questions were coded using guidelines developed by the researcher (See Appendix E and Appendix F). Areas in the school and reasons that were circled were tallied. A point-by-point agreement ratio was computed to assess inter-

observer agreement, as well as, Cohen's Kappa (k) to correct for chance. A 96% agreement above and beyond chance was achieved ($k = .96$)

Phase 3

Following the collection of surveys in the fall of 2009 the data were analyzed. The area students indicated the least as being safe and the most as being unsafe was the bathroom. An intervention was created based on this information and given weekly to all five experimental classrooms.

Independent Variable. Based on the information provided on the surveys collected in phase two, lesson plans were created aimed at teaching the school's expectations for the specific area of the school indicated as the least safe by students and the most unsafe by students (i.e., the bathroom). This intervention was viewed as a tier 2 intervention but for areas of the school rather than for students, as traditional three-tiered models are focused. Lesson plan development was based on the basic elements of SWPBS of defining and explicitly teaching the school expectations (Horner, et al., 2005; Lewis, et al., 1998; Lewis, et al., 2000; Sprague & Walker, 2005; Sugai, 2007). All lesson plans followed the same format: Introduction/review of previous lesson, discussion of specific expectations, area-specific examples, and why the expectation is important, followed by a modeling activity where examples and non-examples were acted out and then discussed (See Appendix G) (McGinnis & Goldstein, 1997; Warren, et al., 2006). Each lesson was allotted 15-20 min once per week. All lessons were delivered by a research assistant to each of the experimental classrooms to all students participating in the study.

A treatment integrity checklist (See Appendix H) was completed for every lesson by the research assistant who delivered the lesson. A point-by-point agreement ratio was computed to assess treatment integrity and was found to be implemented with 97% fidelity.

Inter-observer agreement was assessed for 40% of the lessons by a second research assistant or a school administrator who observed the lesson and then filled out another treatment integrity checklist. A point-by-point agreement ratio was calculated to assess inter-observer agreement resulting in 91% agreement between the instructor and observer for 40% of the lessons given. As there were no agreements for the absence of a step during the lessons, Cohen's Kappa could not be calculated. With such high agreement it was determined that the intervention was implemented with fidelity.

Phase 4

The final phase included collecting post-intervention surveys from both control and experimental classroom. This occurred during the 6th and final lesson for all experimental classrooms and during the same week for the control classrooms. All surveys were coded using the same procedures as phase 2 (See Appendix E and Appendix F). Inter-rater agreement was completed for 30% of the surveys using a point-by-point agreement ratio, as well as, Cohen's Kappa (k) to correct for chance resulting in a 96% agreement above and beyond chance ($k=.96$).

CHAPTER 4

RESULTS

Survey

All of the results reported in this chapter stem from the analysis of the *School Behavior and Safety Survey*. A summary of the number of students in the experimental and control groups by grade can be found in Table 4.1 below. All students completed both pre- and post-intervention surveys.

Table 4.1: Number of Students Experimental and Control Groups by Grade

	Experimental	Control	Total
Grade 2	18	15	33
Grade 3	15	18	33
Grade 4	12	13	25
Grade 5	19	17	36
Grade 6	23	20	43
Total	87	83	170

Expectations

What behaviors are expected of you at school? Each unique answer to the top half of the survey was tallied for each student to create a total number of answers given. Difference scores were created by subtracting pre-survey from post-survey totals. A series of 2-way ANOVAs were completed using the difference scores from each area on the survey (classroom, recess, and hallway) by group and grade. Results should be interpreted with caution, as the assumptions of normality, independence, and homogeneity of variance were not met after examination of the descriptive statistics

provided below. Effect size's are reported as partial eta squared (η^2_p) that are interpreted using the following standards: .02 small effect size, .15 medium effect size, .35 large effect size (Cohen, 1992). There were no significant main effects or interactions found for the classroom [main effect for group $F(1, 169)=.479, p=.490, \eta^2_p = .003$, observed power = .106; main effect for grade $F(4, 169)=2.008, p=.096, \eta^2_p = .048$, observed power = .592; interaction $F(4, 169)=.893, p=.469, \eta^2_p = .022$, observed power = .280], recess [main effect for group $F(1, 169)=1.322, p=.252, \eta^2_p = .008$, observed power = .208; main effect for grade $F(4, 169)=.837, p=.503, \eta^2_p = .020$; observed power = .263; interaction $F(4, 169)=.415, p=.798, \eta^2_p = .010$, observed power = .145], or hallway [main effect for group $F(1, 169)=.098, p=.755, \eta^2_p = .001$, observed power = .061; main effect for grade $F(4, 169)=1.375, p=.245, \eta^2_p = .033$, observed power = .422; interaction $F(4, 169)=.760, p=.553, \eta^2_p = .019$, observed power = .214], meaning there was no difference between pre and post surveys on the number of expectations students provided for the classroom, recess, or hallway. Interpretation of effect sizes show that for the main effect of grade for all three areas are small to medium (Cohen, 1992). The remaining effect sizes are small or not significant (Cohen, 1992). The observed power reported was low leading to the possibility of Type II error, meaning the sample size was not large enough to detect differences. The following tables and graphs highlight these findings:

Table 4.2: Descriptive Statistics for Difference Scores of All Expectations Provided for the Classroom (*continued on the next page*)

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	-.27	.961	-1.055/.580	.387/1.121	15
	1	-.11	.832	.224/.536	2.673/1.038	18
	Total	-.18	.882			23
3	0	.39	.778	.838/.536	.517/1.038	18
	1	.20	.561	.112/.580	.378/1.121	15

	Total	.30	.684			33
4	0	-.46	.776	-.150/.616	.196/1.191	13
	1	-.42	1.165	-.655/.637	.876/1.232	12
	Total	-.44	.961			25
5	0	-.24	2.047	-2.266/.550	7.870/1.063	17
	1	.47	1.073	.076/.524	1.646/1.014	19
	Total	.14	1.624			43
6	0	.20	1.105	.343/.512	1.115/.992	20
	1	.09	1.164	.385/.481	1.061/.935	23
	Total	.14	1.125			43
Total	0	-.04	1.254			83
	1	.08	1.014			87
	Total	.02	1.136	-1.249/.186	8.518/.370	170

* 0 = Control Group; 1 = Experimental Group

Figure 4-1: Total Number of Expectations Provided for the Classroom - Pre v. Post

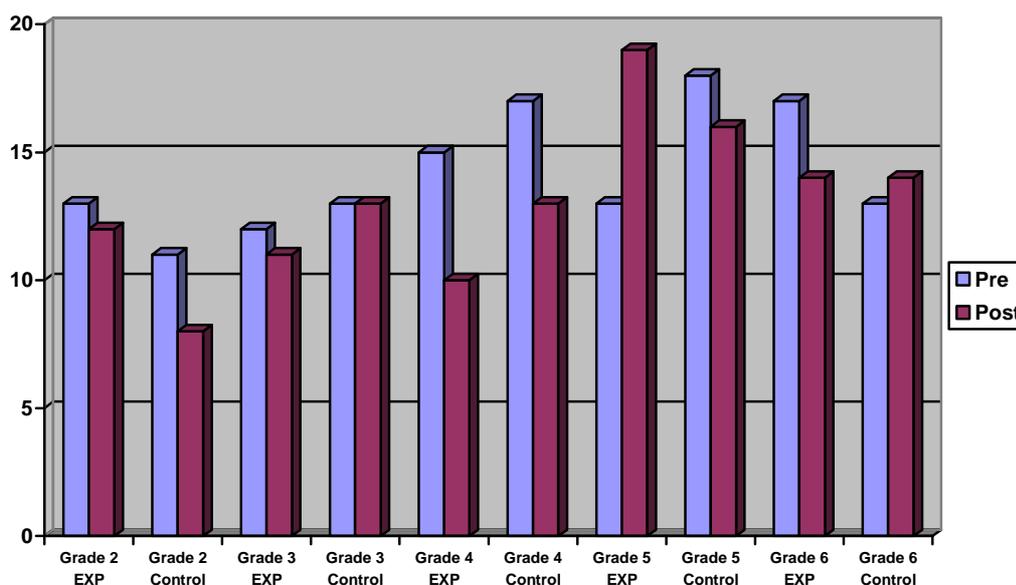


Table 4.3: Descriptive Statistics for Difference Scores of All Expectations Provided for Recess (continued on the next page)

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	-.13	.516	-.282/.580	1.401/1.121	15
	1	-.17	.707	-1.997/.536	4.588/1.038	18
	Total	-.15	.619			23
3	0	.17	.618	-.093/.536	-.101/1.038	18

	1	.20	.775	.681/.580	1.081/1.121	15
	Total	.18	.683			33
4	0	-.08	1.115	1.452/.616	5.413/1.191	13
	1	.00	1.044	-1.149/.637	.733/1.232	12
	Total	-.04	1.060			25
5	0	-.18	1.334	-.353/.550	.235/1.063	17
	1	.26	.872	1.672/.524	4.811/1.014	19
	Total	.06	1.120			43
6	0	-.30	1.031	.679/.512	1.203/.992	20
	1	.00	.853	.963/.481	1.061/.935	23
	Total	-.14	.941			43
Total	0	-.11	.963			83
	1	.06	.840			87
	Total	-.02	.903	.144/.186	1.984/.370	170

* 0 = Control Group; 1 = Experimental Group

Figure 4-2: Total Number of Expectation Provided for Recess - Pre v. Post

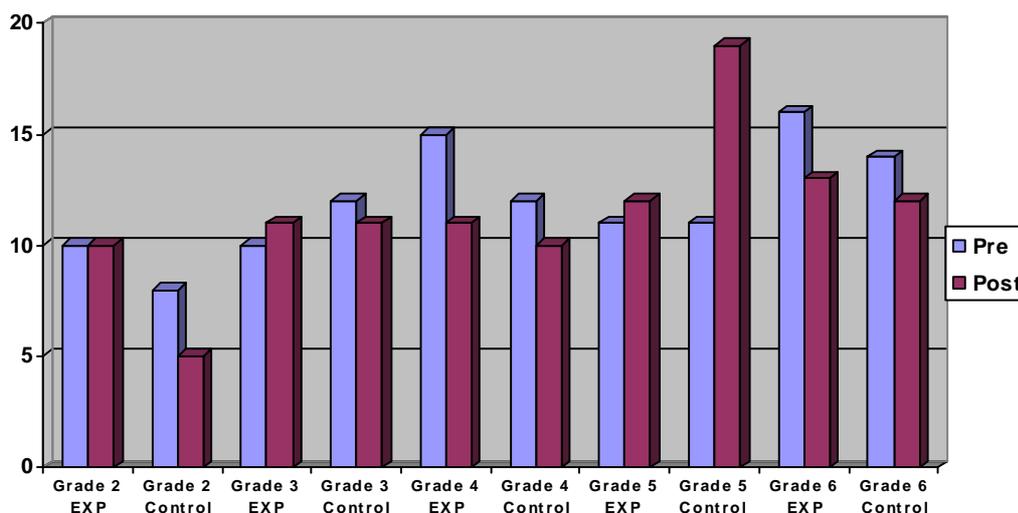


Table 4.4: Descriptive Statistics for Difference Scores of All Expectations Provided for the Hallway (continued on the next page)

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	.20	.414	1.672/.580	.897/1.121	15
	1	.00	.594	.000/.536	.425/1.038	18
	Total	.09	.522			23
3	0	.28	.669	.944/.536	1.666/1.038	18
	1	.13	1.060	-1.960/.580	5.056/1.121	15
	Total	.21	.857			33

4	0	-.46	.877	2.052/.616	4.827/1.191	13
	1	-.08	.669	.086/.637	-.190/1.232	12
	Total	-.28	.792			25
5	0	.00	1.173	-1.318/.550	1.449/1.063	17
	1	.32	.671	.765/.524	1.119/1.014	19
	Total	.17	.941			43
6	0	.00	1.076	-.282/.512	-.414/.992	20
	1	-.13	1.180	-.272/.481	.592/.935	23
	Total	-.07	1.121			43
Total	0	.02	.910			83
	1	.05	.888			87
	Total	.04	.896	-.569/.186	1.511/.370	170

* 0 = Control Group; 1 = Experimental Group

Figure 4-3: Total Number of Expectation Provided for the Hallway Pre v. Post

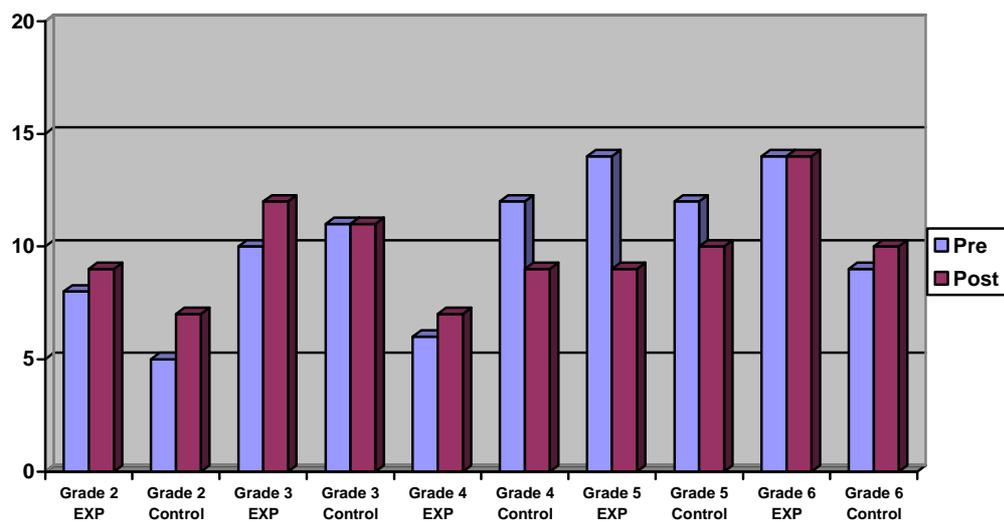


Figure 4-4: Total Number of Expectations Provided for All Three Areas by Group

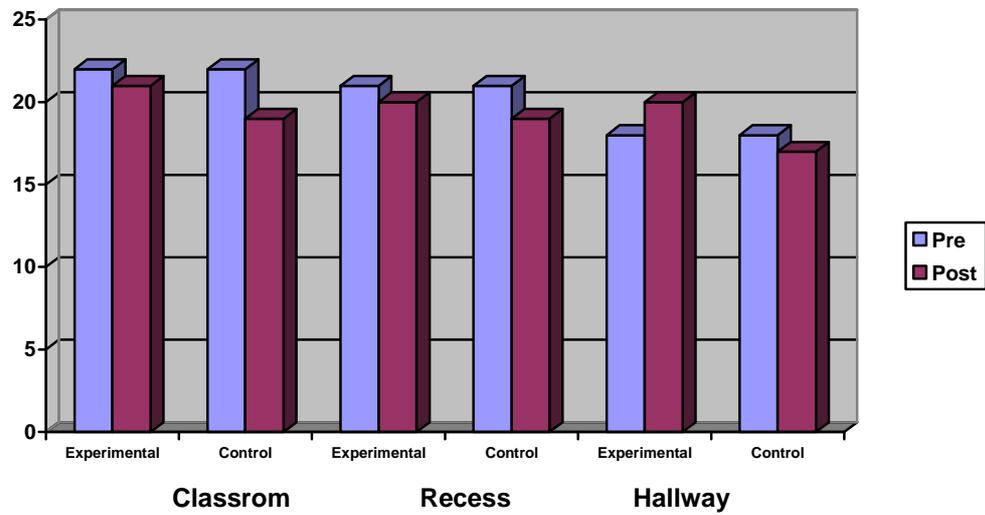
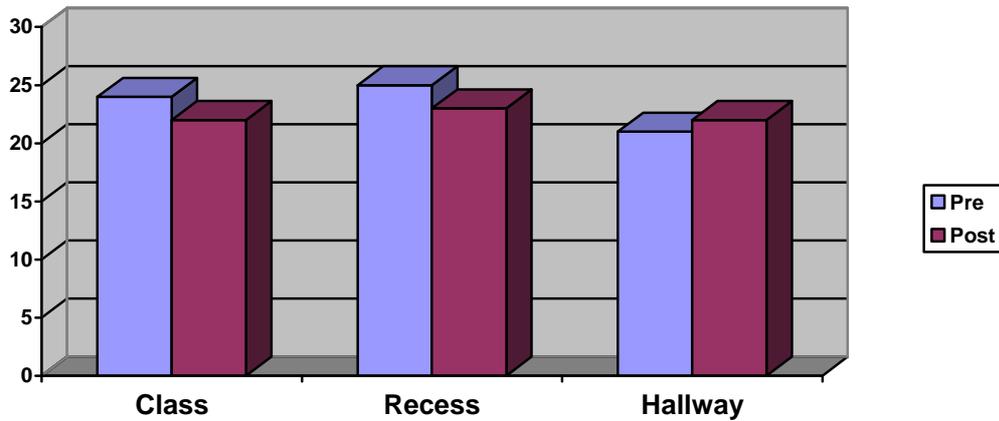


Figure 4-5: Total Number of Expectations from All Surveys



The following table lists the some of the most frequent answers provided by students that were not one of the three school expectations:

Table 4.5: Examples of Expectations Provided by Area (continued on the next page)

Class	Recess	Hallway
Be quiet/no talking/inside voice	Don't fight/hit/hurt	Be quiet/whisper
Listen/pay attention	Stay in the boundaries	No running/walk
No yelling/screaming/shouting	Be nice/kind/fair	Stay in line/stay to the right

Be good/behave/good behavior	Keep hands and feet to yourself	Don't scream or yell
Don't interrupt	Let people play with you	Walk to your destination
Be kind/nice	Line up when whistle blows	Behave
Other: I don't know, wait, read, "I" statements: e.g. "I do my work"	Other: no splashing, no tattling, I don't know, "I" statements: e.g. "I play with friends"	Other: good, no tripping, mind my business, "I" statements: e.g. "I walk"

A 2-way ANOVA was completed on the difference scores for the number of accurate expectations given. Again, these results should be interpreted with caution, as the assumptions of normality, independence, and homogeneity of variance were not met after examination of the descriptive statistics provided below. The results of this analysis also found no significant main effects for, and no interaction between, group and grade for the classroom [main effect for group $F(1, 169) = .997, p = .320, \eta^2_p = .006$, observed power = .168; main effect for grade $F(4, 169) = 2.376, p = .054, \eta^2_p = .056$, observed power = .676; interaction $F(4, 169) = 1.112, p = .353, \eta^2_p = .027$, observed power = .344], and at recess [main effect for group $F(1, 169) = .925, p = .338, \eta^2_p = .006$, observed power = .159; main effect for grade $F(4, 169) = .705, p = .590, \eta^2_p = .017$, observed power = .225; interaction $F(4, 169) = 1.182, p = .321, \eta^2_p = .029$, observed power = .365]. Also, in the hallway no main effect for group [$F(1, 169) = 1.197, p = .276, \eta^2_p = .007$, observed power = .193] or interaction [$F(4, 169) = .286, p = .887, \eta^2_p = .007$, observed power = .112] was found, meaning there was no difference between pre and post surveys on the number of accurate expectations students provided; those being safe, respectful, and responsible. The observed power reported for these results was low leading to the possibility of making a Type II error while interpreting these results, meaning the sample size was not large enough to detect differences if one existed

However, for the hallway there was a main effect for grade [$F(4, 169) = 3.425, p = .010, \eta^2_p = .079, \text{observed power} = .846$] meaning there was a difference between pre and post surveys on the number of accurate expectations students provided depending on what grade the students was in with a small effect size and sufficient power (Cohen, 1992). The observed power was sufficient. Overall students did not change in the number of expectations provided to the first question of the survey or provide more of the established school expectations after the intervention.

Table 4.6: Descriptive Statistics for Difference Scores of Accurate Expectations Provided for the Classroom

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	.40	.986	1.611/.580	2.823/1.121	15
	1	.06	.236	4.243/.536	18.0/1.038	18
	Total	.21	.696			23
3	0	-.22	1.003	-1.074/.536	4.191/1.038	18
	1	-.13	.352	-2.405/.580	4.349/1.121	15
	Total	-.18	.769			33
4	0	-.54	.877	-1.176/.616	-.551/1.191	13
	1	.08	.669	2.104/.637	7.698/1.232	12
	Total	-.24	.831			25
5	0	-.35	1.222	.545/.550	3.852/1.063	17
	1	.00	.943	1.778/.524	5.071/1.014	19
	Total	-.17	1.082			43
6	0	-.45	.945	-1.409/.512	1.821/.992	20
	1	-.43	1.308	-1.089/.481	.892/.935	23
	Total	-.44	1.140			43
Total	0	-.24	1.043			83
	1	-.11	.868			87
	Total	-.18	.957	-.418/.186	3.822/.370	170

* 0 = Control Group; 1 = Experimental Group

Figure 4-6: Number of Instances Each Expectation was Provided for the Classroom

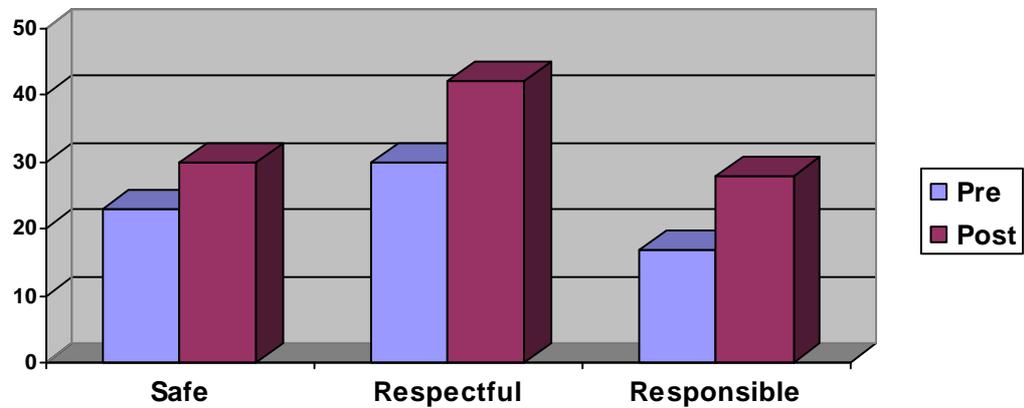


Table 4.7: Descriptive Statistics for Difference Scores of Accurate Expectations Provided for Recess

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	-.20	.414	-1.672/.580	.897/1.121	15
	1	.33	.686	.683/.536	.930/1.038	18
	Total	.09	.631			23
3	0	.00	.767	-.880/.536	1.717/1.038	18
	1	-.07	.704	.092/.580	-.669/1.121	15
	Total	-.03	.728			33
4	0	.00	1.080	-.469/.616	1.138/1.191	13
	1	-.25	.965	-2.319/.637	6.853/1.232	12
	Total	-.12	1.013			25
5	0	-.47	1.125	-1.278/.550	1.580/1.063	17
	1	-.05	.848	.107/.524	1.978/1.014	19
	Total	-.25	.996			43
6	0	-.05	1.050	-.801/.512	2.493/.992	20
	1	-.04	.706	-1.639/.481	4.458/.935	23
	Total	-.05	.872			43
Total	0	-.14	.926			83
	1	.00	.778			87
	Total	-.07	.854	-.903/.186	2.740/.370	170

* 0 = Control Group; 1 = Experimental Group

Figure 4-7: Number of Instances Each Expectation was Provided for Recess

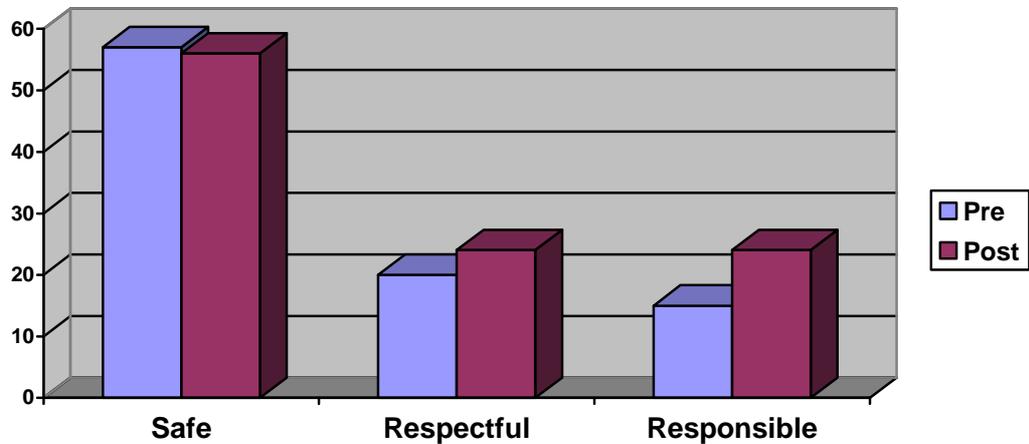
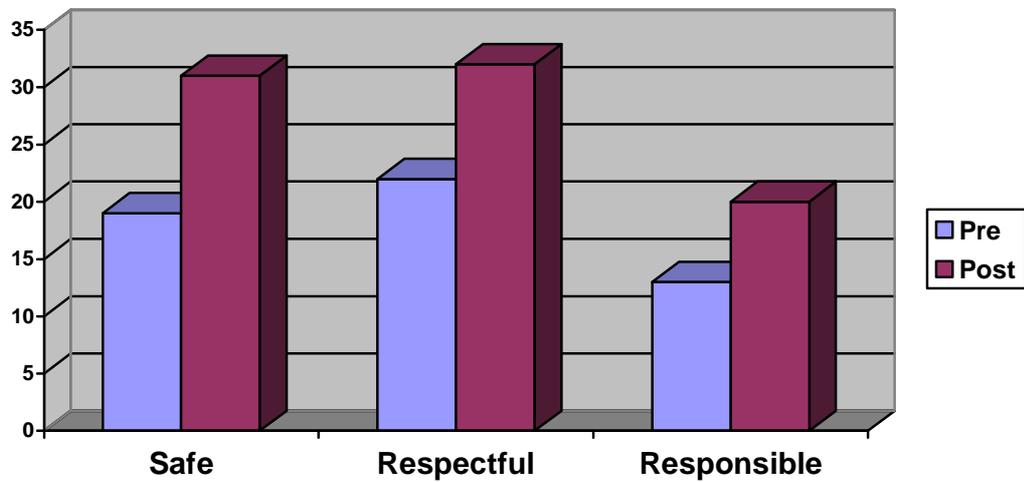


Table 4.8: Descriptive Statistics for Difference Scores of Accurate Expectations Provided for the Hallway

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	-.13	.516	-.282/.580	1.401/1.121	15
	1	.00	.000	0.0/0.0	0.0/0.0	18
	Total	-.06	.348			23
3	0	.06	.416	.465/.536	4.303/1.038	18
	1	.13	.834	3.138/.580	11.960/1.121	15
	Total	.09	.631			33
4	0	-.08	.277	-1.176/.616	-.551/1.191	13
	1	-.17	.389	-.2055/.637	2.640/1.232	12
	Total	-.12	.332			25
5	0	-.71	1.213	-1.358/.550	.086/1.063	17
	1	-.42	.902	-1.533/.524	2.929/1.014	19
	Total	-.56	1.054			43
6	0	-.30	1.129	-.557/.512	1.108/.992	20
	1	-.04	.825	-1.514/.481	8.934/.935	23
	Total	-.16	.974			43
Total	0	-.24	.864			83
	1	-.10	.716			87
	Total	-.17	.792	-1.275/.186	6.227/.370	170

* 0 = Control Group; 1 = Experimental Group

Figure 4-8: Number of Instances Each Expectation was Provided for the Hallway



Areas Students Feel Safe

The nonparametric Alignment Procedure was used to analyze the difference scores (post – pre) for each area of the school as this section required a dichotomous response. This procedure does not assume normality and is appropriate for this analysis, as the dependent variables were forced-choice. Results should be interpreted with caution, as the assumptions of independence and homogeneity of variance were not met after examination of the descriptive statistics provided below. The first step in the Alignment Procedure is to align the difference scores for each area using linear regression. Next, the residuals created were ranked and then the ranked residuals were the dependent variables analyzed using linear regression. To calculate the omnibus *G* statistic the Sum of Squares values from the ANOVA table created from the linear regression analysis of the ranked residuals for all variables (group, grade, and interaction) were subtracted from the Sum of Squares of the variables not examined (grade and interaction). These values (*G*) were then compared to critical values of a Chi-Square distribution. The same analyses were done for grade (leaving out group and

interaction variables) and the interactions (leaving out group and grade variables). To determine effect sizes for the Alignment Procedure analyses the Proportion of Concordant Observations (P^{\wedge}) was calculated for the main effects and interactions that were significant. Only the information from areas listed under the ‘Safe’ section were examined in an effort to limit the number of times the same data were analyzed. As the area initially identified by the students as the least safe and most unsafe was the bathroom this was the area the intervention focused on and therefore are the results discussed first. For the bathroom, there was a main effect found for group ($G(2, 169) = 4.836; p < .05; P^{\wedge} = .586$), no main effect for grade ($G(4, 169) = 5.732; p > .05$), and no interaction ($G(4, 169) = 4.462; p > .05$). The results indicate that there was a significant difference between the experimental and control groups based on the difference scores with a small effect size as 8% of the effect was above that expected by chance. The experimental group, those classrooms and students receiving the lesson plan interventions, indicated feeling more safe in the bathroom after the intervention compared to the control group. As there was no main effect for grade or an interaction the intervention did not influence students based on what grade a student was in.

Table 4.9: Descriptive Statistics of Ranked Residuals for Alignment Procedure by Area
(*continued on the next page*)

	Group		Grade		Interaction	
	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>
Classroom	85.5	48.985326	85.5	48.985326	85.5	48.985326
Bathroom	85.5	49.077224	85.5	49.077224	85.5	49.077224
Bus	85.5	49.093107	85.5	49.093107	85.5	49.093107
Hallway	85.5	49.067337	85.5	49.067337	85.5	49.067337
Playground	85.5	49.056181	85.5	49.056181	85.5	49.056181
Office	85.5	49.023603	85.5	49.023331	85.5	49.023603

Gym	85.5	49.019921	85.5	49.019921	85.5	49.019921
Cafeteria	85.5	49.061789	85.5	49.061789	85.5	49.061789
Music	85.5	49.0176888	85.5	49.0176888	85.5	49.0176888
Art	85.5	49.016239	85.5	49.016239	85.5	49.016239
Library	85.5	49.031055	85.5	49.031055	85.5	49.031055
Media	85.5	49.058684	85.5	49.058684	85.5	49.058684
Nurse	85.5	49.020223	85.5	49.020223	85.5	49.020223

Figure 4-9: Number of Students Indicating they Feel Safe in the Bathroom

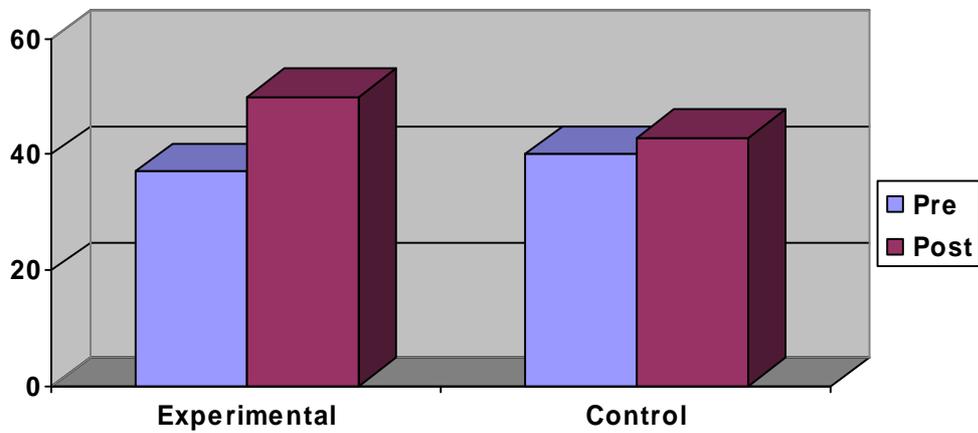
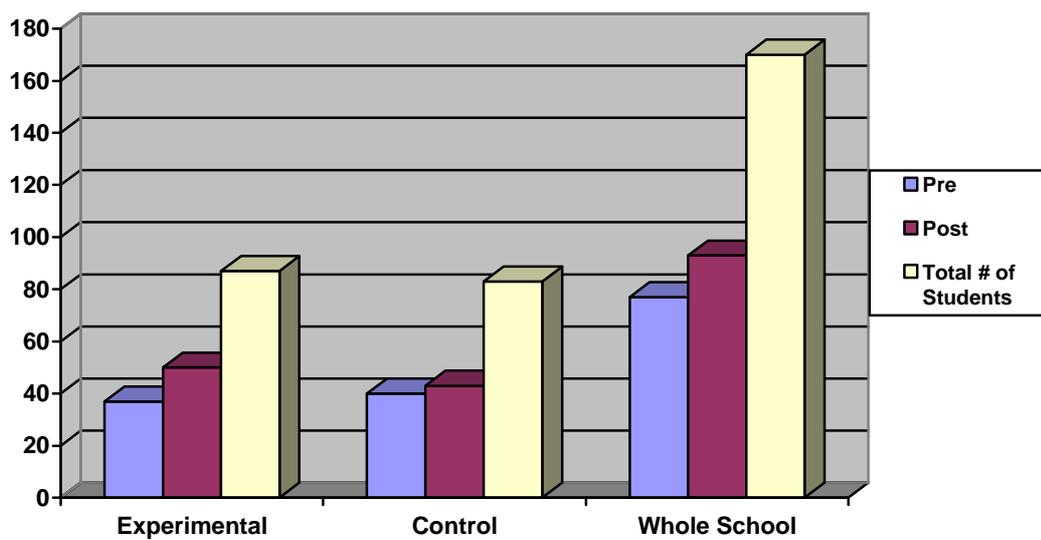


Figure 4-10: Total Number of Students Who Indicated Feeling Safe in the Bathroom



The twelve remaining areas listed on the survey were also analyzed using the Alignment Procedure. No main effects or interactions were found for the following areas: the classroom, the bus, the cafeteria, the hallway, the playground, the library, the media room, and the music room. For the difference scores indicating feeling safe in the office there was a main effect for group ($G(2, 169) = 27.324$; $p < .05$, $P^{\wedge} = .74$) meaning that there was a difference between experimental and control groups. For the office there was also an interaction of group and grade ($G(4, 169) = 10.503$; $p < .05$, P^{\wedge} : see table 4.10) meaning students in the experimental and control groups indicated feeling safer in the office depending on what grade they were in. For the difference scores indicating feeling safe in the gym there was an interaction ($G(4, 169) = 12.584$; $p < .05$, P^{\wedge} : see table 4.10) meaning students in the experimental and control groups indicated feeling safer in the gym depending on what grade they were in. There was a main effect for group on the difference scores for feeling safe in the Nurse's office ($G(2, 169) = 10.693$; $p < .05$, $P^{\wedge} = .681$) as well as for the Art room ($G(2, 169) = 5.320$; $p < .05$, $P^{\wedge} = .618$). These results show that students in the experimental and control groups indicated feeling safe in the Nurse's office and the Art room differently on the pre- and post-surveys.

Table 4.10: Interaction Effect Sizes for Areas Students Felt Safe (*continued on the next page*)

Grade Comparisons	P^{\wedge} for Office	Effect Size	P^{\wedge} for Gym	Effect Size
2 – 3	.529	No effect	.611	Moderate to Large
2 – 4	.594	Small to Moderate	.521	No effect
2 – 5	.529	No effect	.551	Small
2 – 6	.532	No effect	.607	Small to Moderate
3 – 4	.674	Moderate to Large	.598	Small to Moderate
3 – 5	.528	No effect	.501	No effect
3 – 6	.514	No effect	.557	Small
4 – 5	.677	Moderate to Large	.570	Small to Moderate

4 – 6	.668	Moderate to Large	.628	Small to Moderate
5 – 6	.524	No effect	.549	No effect

Reasons Students Felt Safe

A final Two-way ANOVA was completed using the difference scores for the number of reasons identified by students as why they feel safe. Again, results should be interpreted with caution, as the assumptions of normality, independence, and homogeneity of variance were not met after examination of the descriptive statistics provided below. Students could circle any of the following: School is a safe place, There are teachers/staff there, My friends are there, It is quiet, I am supervised, I feel safe, Everyone follows the rules, or provide their own answer next to “Other” (See *School Behavior & Safety Survey* in Appendix C). No significant main effects for group [$F(1, 169)=.000, p=.992, \eta^2 = .000$, observed power = .050], grade [$F(4, 169)=.996, p = .411, \eta^2 = .024$, observed power = .310], or interaction [$F(4, 169)= 1.212, p = .308, \eta^2 = .029$, observed power = .374] were found meaning there was no difference pre- to post-intervention on the number of reasons students identified for feeling safe. The observed power reported was low leading to the possibility of Type II error, meaning the sample size was not large enough to detect differences.

Table 4.11: Descriptive Statistics for Differences Scores for the Total Number of Reasons Circled (*continued on the next page*)

Grade	Group	Mean	Std. Deviation	Skewness Stat/Std. Error	Kurtosis Stat/Std. Error	N
2	0	.47	1.685	.687/.580	-.168/1.121	15
	1	.11	1.605	-1.259/.536	1.743/1.038	18
	Total	.27	1.625			23
3	0	.56	1.822	-1.741/.536	4.398/1.038	18
	1	.20	1.568	.005/.580	.863/1.121	15
	Total	.39	1.694			33
4	0	-.77	2.651	.309/.616	.743/1.191	13
	1	.33	.888	.139/.637	-.254/1.232	12

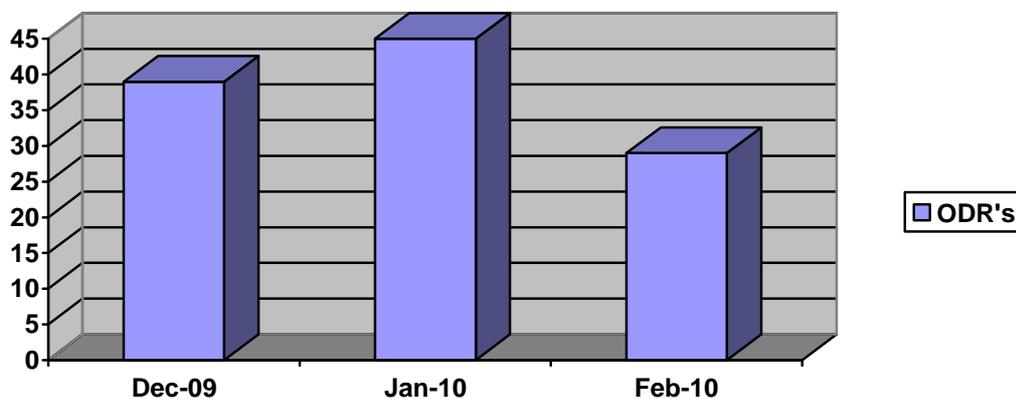
	Total	-.24	2.047			25
5	0	.00	1.323	1.469/.550	5.026/1.063	17
	1	.21	1.475	.524/.524	-.314/1.014	19
	Total	.11	1.389			43
6	0	.05	1.669	.969/.512	3.277/.992	20
	1	-.57	1.754	-1.294/.401	3.051/.935	23
	Total	-.28	1.723			43
Total	0	.10	1.839			83
	1	.00	1.540			87
	Total	.05	1.688	-.351/.186	1.829/.370	170

* 0 = Control Group; 1 = Experimental Group

Office Discipline Referral Summary

In December there was a total of 39 ODR's, in January there was a total of 45 ODR's, and in February there was a total of 29 ODR's (Figure 4-11). Over these three months there were no ODR's from the Bathroom. Visual inspection of the graph below shows a decrease in ODR's from December, before the intervention, compared to February, after the intervention.

Figure 4-11: Total Number of ODR's for the Entire School



CHAPTER 5

DISCUSSION

Findings

The first hypothesis for this study, that students in the experimental group would report less answers on the post-intervention survey to the open-ended question, “What behaviors are expected of you while you are at school?” for the classroom, at recess, and in the hallway following the implementation of the intervention compared to pre-intervention surveys and control group pre-post surveys was not supported. There were no significant differences found between treatment and control groups or between grades on the number of expectations provided on the survey. Students provided a similar number of expectations on post-surveys as they did on pre-intervention surveys for their classroom, during recess, and in the hallway.

The second hypothesis, that students in the experimental group would report more of the school expectations following the intervention on post-surveys when compared to pre-surveys as well as to surveys from the control group was not supported. For the classroom and during recess students reported the same number of accurate school expectations on post-surveys compared to pre-surveys for both the experimental and control groups as well as across grades. There was a also no significant difference between groups reporting accurate school expectations in the hallway; however, the fifth and sixth grade students reported more accurate expectations (Safe, Respectful, Responsible) on post-surveys compared to pre-surveys with a small effect size.

Finally, it was hypothesized that students in the experimental group would report feeling safer in an area(s) of the school indicated on the pre-intervention survey as the

least safe following a targeted intervention. This hypothesis was supported by the current study with more students in the experimental group indicating they felt safe in the bathroom on post-surveys compared to pre-surveys with a small to moderate effect size. No significant results were found for grade and the interaction of group and grade was not significant for this area of the school.

Interpretation

The results of this study pertaining to student reports of the behavioral expectations of their school were not significant. Students reported a similar number of answers on pre- and post-surveys. In addition they did not report more of the established school expectations (be safe, respectful, and responsible) on the post-surveys compared to pre-surveys with the exception of some upper-level students who did provide more accurate expectations for the hallway on post-surveys. These findings are interesting because throughout this study the school was still implementing and practicing the School-Wide Positive Behavior Support program created and implemented at the beginning of the year. These findings are informative, however, for the school's planning process and support previous research highlighting the importance of explicit instruction of school expectations. As phase two results of the SET underscore, the school had not yet accomplished universal implementation of SWPBS due to a low score on the Expectations Taught scale. These findings may be a result of different teaching approaches among teachers as well as varying discussions or application of expectations to settings other than the classroom. Although the intervention for the current study was not focused on teaching the school expectations, they were reviewed at the beginning of each lesson. The results from the current study show that simply reviewing the school

expectations is not sufficient in helping students gain an understanding of the behavioral expectations in the school and generalize these expectations to other areas in the school.

As indicated on the surveys collected during phase two, the bathroom was an area many students did not feel safe. The results of the current study show that brief lessons targeted to teach specific expectations as they apply to a certain area of the school can change student perceptions of safety as reflected on a survey. Pre-post analysis of other areas of the school (the office, the nurse's office, and the art room) also found significant differences between groups in student reported feelings of safety. These findings may be a result of increased awareness of school expectations or reflect fluid feelings of safety related to these areas. In addition interactions of group and grade were found for the Office and for the Gym. For the Office, the interaction was created as more fourth graders reported feeling safer in the Office on post-surveys. For the Gym the interaction was more difficult to parse out as student answers varied across grades and between the experimental and control groups. Many activities take place in the gym that require varying levels of physical activities. Answers about safety may have been related to the unit or activities being done in the Gym. As there were eight areas (the classroom, the bus, the cafeteria, the hallway, the playground, the library, the media, and the music room) where students reported similar feelings of safety before and after the survey the researcher concludes that the intervention was responsible for the change in attitudes toward the bathroom.

Integration of Findings

The findings reported from this research study align with the current SWPBS, SWPBS evaluation, and student perception literature bases that emphasize the creation

and explicit instruction of school-wide positive behavioral expectations to reduce behavioral problems and increase school safety, recommend data collection and data-based decision making, as well as gathering information from students (Barrett, et al., 2008; Bohanan, et al., 2006; Franzen & Kamps, 2008; Horner, et al., 2005; Horner & Sugai, 2007; Kitsantas, et al., 2004; Kupchik & Ellis, 2008; Lewis, et al., 2000; Mass-Galloway, et al., 2008; Metzler, et al., 2001; Muscott, et al., 2008; Nelson, et al., 1996; Oswald, et al., 2005; Sprague & Golly, 2004; Sprague & Walker, 2005; Sugai, 2007).

The recent studies that examined statewide SWPBS initiatives in Iowa, New Hampshire, and Maryland found that SWPBS can be implemented on a large scale with fidelity between one and three years after it is begun (Barrett, et al., 2008; Mass-Galloway, et al., 2008; Muscott, et al., 2008). These studies also found a decrease in ODR's and suspensions following the implementation of SWPBS (Barrett, et al., 2008; Mass-Galloway, et al., 2008; Muscott, et al., 2008). One additional three-year evaluation of SWPBS in an urban high school found that, although the SWPBS program had not reached universal implementation as measured by the SET and the EBS Self-Assessment Survey, student benefits were still seen through a reduction in ODR's (Bohanan, et al., 2006). The current study found that universal implementation had not yet been achieved, as measured by the SET, by the fourth month of implementation as the "Teach Expectations" section received only 70% implementation with the cutoff for universal implementation at 80%. However, the ODR information collected by the school showed a decrease in ODR in February compared to December. Based on the previous studies universal implementation takes, at a minimum, one year and as the findings from this

study suggest, and as discussed by Ern (2007), it is not enough to simply post school rules; they must be explicitly taught and reviewed for all areas of a school.

Other researchers examined SWPBS techniques that targeted certain areas of a school where problem behavior was a concern (Frazen & Kamps, 2008; Lewis, et al., 2000; Nelson, et al., 1996; Oswald, et al., 2005). Oswald and colleagues (2005) used SWPBS procedures to target areas in a Middle School where disruptive behavior was a problem and found less disruptive behavior occurred in the areas targeted compared to baseline data. Frazen and Kamps (2008) as well as Lewis and colleagues (2000) focused on problem behavior on the playground. After implementing SWPBS procedures both studies reported a decrease in problem behavior on the playground (Frazen & Kamps, 2008; Lewis, et al., 2000). Nelson and colleagues (1996) focused on the school breakfast area and the before-school setting. These researchers implemented an instructional intervention that included teachers explaining behavioral goals to students, giving a description and demonstration of the expected behaviors, provided guided practice, and gave cues to students about the expectations. Following the implementation of this intervention, the researchers found that positive child behaviors increased, negative child social behavior decreased, and ODRs decreased in and from the target areas (Nelson, et al., 1996). The current study used a similar instructional intervention, lessons plans, that focused on applying the pre-established school-wide behavior expectations to one particular area of the school (the bathroom) that was identified by students as the least safe. The current study adds to these studies as it focused on an area identified by students rather than by adults or ODR information.

Gathering information from students is an important aspect to consider when examining any school or classroom program. Waxman and colleagues (2008) examined Middle School students' perceptions of their classroom from three schools classified by the state as exemplary, recognized, or acceptable and found that students from the middle that was classified as exemplary perceived their classroom much more favorably than students from schools classified as recognized or acceptable. Kitsantas and colleagues (2004) examined the relationship between middle school students and their parents' perceptions of community safety, school environment, substance use, and school safety and found that all of these variables relate to one another and influence student perceptions of school safety. In addition, research done by Ripski and Gregory (2009) as well as Kupchik and Ellis (2008) compared to High School students' perception of school climate variables, such as rules and consequences, hostility, and victimization, or the fairness of school rules were related to academic achievement and school engagement. Both studies found that students who do well and who participate in school activities perceive school rules as being fair and report more favorable school climate (Kupchik & Ellis, 2008; Ripski & Gregory, 2009). Lastly, Wood (2005) gathered student perceptions of school safety by asking students to locate, on a map of the school, where violence had occurred. The findings show that students identified the hallways, gyms, locker rooms, cafeterias, parking lots, and libraries as the most dangerous areas; all of which are common areas that are not always as supervised as the classroom. These studies highlight the importance of collecting student perceptions of safety in school. The current study did just that, adding to the student perception literature, and used the information to target an area of the school where students did not feel safe in their school.

Elementary aged students were able to identify, by circling areas of the school, where they did not feel safe, which then informed the SWPBS-based lesson plans used as the intervention. The current study found students receiving lessons focused on teaching and modeling expectations as they apply to a specific setting can increase student reports of feeling safe in the specific area targeted. The use of student perception information in relation to planning SWPBS interventions diverged from the current SWPBS literature base.

The *School Behavior & Safety Survey* created and used for this examination was given to students to gather information regarding school expectations and feelings of safety in their school. This survey was not developed to replace current SWPBS program evaluation tools such as the BBSAS, the EBS Self-Assessment Survey, the SET, or the OSSS, but rather be an addition to this battery (Sprague & Golly, 2004; Sprague, et al. 1995; Sugai, et al, 2000; Sugai, et al., 2001). As Horner and colleagues (2005 and Dwyer (2002) have stressed, continuous data collection is key to evaluating the outcomes of a SWPBS program. Using local data from students to plan for and evaluate the program as the *School Behavior & Safety Survey* allows is also valuable (Giancola & Bear, 2003; Lehr & Christenson, 2007; Sugai & Horner 2007). In evaluating SWPBS programs student perspectives have not been included to the extent of adult attitudes and reports. The findings from this study add to the current literature by emphasizing student perceptions during the planning and evaluation phases of School-Wide Positive Behavior Support programs. Current evaluation tools recommended for SWPBS programs are not geared toward students as the main respondents. Student and adult perceptions are equally important but can differ in important ways, especially when examining school

safety. In addition, gathering information from students in elementary schools is an area in need of more research.

Schools are unique organizations. Adults work as administrators, teachers, and other school staff and students attend school to learn and socialize. The adults and students in the school can experience the same environment differently. Students may even know about safety issues that adults in the school do not know of. Gaining insight into where students feel safe and why, as well as assessing their awareness of behavioral expectations, can inform programs implemented in school to address behavior problems and school safety. The *School Behavior & Safety Survey* used here is one tool that can be used by schools to collect local data during a needs assessment or for an evaluation of current practices. It is an efficient way to determine if expectations have been taught and learned and can also be used to identify particular areas of school that may need additional focus and attention.

Limitations

The limitations of this study are important to discuss. First, as a quasi-experimental design, random assignment to groups was not possible as this examination was completed in an applied setting with already existing groups. All teachers of the experimental classrooms were present during the lessons and they may have unintentionally incorporated some of the lesson into their daily routines. Also, in grades four, five, and six, students switched between classes and have different teachers based on subjects. It is possible that teachers from the experimental classrooms could have spoken about the school expectations and how they should be applied to the bathroom

with students in the control group. Due to this, diffusion of treatment information is possible and may have influenced control group responses on post-intervention surveys.

Carrying this study out in one applied small school setting also limits the generalizability of the findings to other schools, age groups, or geographic areas. Although the intervention lessons were simple and brief, additional research with various populations is suggested. Also concerning the sample used in this study, the sample of 170 was large; however, some classes consisted of limited number of students and therefore weakened the statistical power when analyzing results across grades and this is discussed in more detail below. An additional limitation for this examination is that the school had not yet achieved universal implementation of their School-Wide Positive Behavior Support (SWPBS) program making it difficult to determine the level of exposure each student in the school had to the established expectations prior to the start of the study. Future research should consider establishing universal implementation of SWPBS programs prior to targeting specific areas.

The observed power for the ANOVA analyses of the top half of the survey that asked about expectations, as well as the analyses of the reasons students felt safe, were low for these findings leading to the possibility of making a Type II error. This type of error can lead one determine that there was no difference when in fact there was, because the sample size was not large enough to detect the change. This means that for the number of expectations given and the number of accurate expectation provided there was not enough power to detect a different if there was one. In addition, interpretation of these results should be done with caution, as the assumptions for the parametric analyses were not met. As data were collected from the same students over time, the assumption

of independence was not met. Post hoc examination of the skew, kurtosis, and range of standard deviations call into question the assumptions of normality and homogeneity of variance.

Lastly, a limitation of this study involves the use of the *School Behavior & Safety Survey*. This tool was developed based on theoretical assumptions of student perceptions and created from tools gathering similar information but the construct validity as well as the psychometrics of the tool have yet to be determined as this was its first use in a research examination.

Future Directions

Next steps to improve school safety and the evaluation of school-wide programs aimed at improving school climate should include student perceptions. Students' sense of safety in a school building is as important as those of administrators, teachers, school staff, and others entering the building. Future research should examine the use of the *School Behavior & Safety* survey with more students in elementary schools, middle schools, and high schools as well as different areas of the country with more diverse student populations. Replicating this study in a more controlled setting or using other research designs such as multiple baseline designs would be informative. In addition future studies may consider focusing on other common areas of the school as well that were not the focus of the current study. The psychometric properties and construct validity of the *School Behavior & Safety Survey* should also be examined and established.

Summary

Schools are an important institution for the socialization of children. It is expected that schools will provide a safe environment where students can learn as well as

develop and maintain healthy relationships with adults and peers. Safe schools are ones that have a positive school climate. These are created through school-wide policies and practices that are recognized and used by all students, teachers, staff, parents, and administrators (Mcloughlin et al., 2002). Safe schools encourage all students and emphasize the academic achievement as well as responsible behavior of the entire school population (Mcloughlin et al., 2002). Schools can not change a student's personal background or home experiences, but schools do have control of the learning environment (Lehr & Christenson, 2002). As Sprague and Walker (2005) explain, "[I]t is important to consider whole-school approaches in dealing with the challenges of youth violence prevention and school safety/security issues".

One way schools are choosing to address issues of school safety while at the same time creating a positive school climate is by developing and implementing SWPBS programs. These programs have become increasingly popular in the past 10 years (Ern, 2007). The aim of SWPBS programs is to actively teach appropriate behavior and, through preventive instruction, build a coherent social culture that is predictable and reinforcing as well as responsive to problem behavior (Horner, et al., 2005). Positive behavior support programs stress prevention, "data-based decision making and problem solving, teaching and encouraging prosocial skills to support procedures intended to inhibit problem behaviors" through accurate and sustained implementation of effective practices (Sugai, 2007, p. 116).

These programs emphasize the use of positively stated expectations that are reinforced using consistent forms of recognition and rewards. Such programs are unique to each district and/or school and are created to address the specific behavior needs of

their students. As an evidenced-based program, there are evaluation tools available for SWPBS programs. They include the Best Behavior Self-Assessment Survey (BBSAS), the School-Wide Evaluation Tool (SET), the Oregon School Safety Survey, and the Effective Behavior Support Self-Assessment (EBS Self Assessment). Evaluation is a very important part of any program and these are all helpful in planning and assessing SWPBS; however, collectively they gather limited information from students and none of them ask about specific areas of a school or assess if all students are aware of the current behavioral expectations of their school. Collecting student data regarding these topics can inform program development and improve the overall school climate.

As previous research has found, “establishing clear standards in common areas of the schools effectively improves the social behavior of students,” in those common areas (Nelson, et al., 1996). Walker, et al., (1996) speaks to the importance of schools having policies and procedures in place for common areas of the school, such as the cafeteria, hallways, bus area, bathroom, playgrounds, and so forth as they are unique areas of the school because all students, regardless of their homeroom or grade level, must pass through them daily. Although generally there are rules, behavioral expectations, and explicit codes of conduct that apply to these areas, they tend to be less structured than classroom settings and occasion frequent peer-to-peer and student-to-adult interactions (Walker, et al., 1996).

The purpose of the current study was use a student surveys to assess student knowledge of current behavioral expectations as well as identify area(s) in the school where students feel safe and not feel safe and to improve the safety of specific areas of the school identified by students as being the least safe. The findings of this investigation

have important implications for planning and evaluating School-Wide Positive Behavior Support programs. This examination adds to the current SWPBS literature as well as to the literature on student perceptions of safety providing preliminary evidence for including student surveys when conducting needs assessments and creating and evaluating school programs. Not doing so may waste limited school resources. Gathering student perception data and then creating interventions to specifically target areas where students do not feel safe within a School-Wide Positive Behavior Support program and framework has proven successful during this study.

Appendices

Appendix A

PHASE 1 SURVEY #1

School Behavior Survey

Grade (circle one):

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

What behaviors are expected of you while you are at school?

Are you recognized for good behavior? (circle one)

YES

NO

If yes, how are you recognized?

Circle all of the areas in your school that you feel safe:

Classroom	Bathroom	On the Bus
Hallway	Playground	In the Office
	Gymnasium	Art Room
		Music Room
		Cafeteria

What makes you feel safe in the places you have circled above?

Circle all of the areas in your school that you DO NOT feel safe:

Classroom	Bathroom	On the Bus
Hallway	Playground	In the Office
	Gymnasium	Art Room
		Music Room
		Cafeteria

What makes you feel unsafe in the places you have circled above?

Appendix B

PHASE 1 SURVEY # 2

Student School Behavior Survey

Grade (circle one):

2nd Grade

3rd Grade

4th Grade

5th Grade

6th grade

Classroom: What the rules and what is expected of you while you are in your classroom?

Are there rewards for good behavior? (circle one)

YES

NO

If YES, how are you rewarded?

What happens if you break a classroom rule or expectation?

Whole school: What the rules and what is expected of you while you are in other parts of the school building?

Are there rewards for good behavior? (circle one)

YES

NO

If YES, how are you rewarded?

What happens if you break a school rule or expectation?

Recess: What the rules and what is expected of you while you are at recess?

Are there rewards for good behavior? (circle one)

YES

NO

If YES, how are you rewarded?

What happens if you break a recess rule or expectation?

Feeling Safe: Circle all of the areas in your school that you feel safe:

Classroom

Bathroom

On the Bus

Hallway

Playground

In the Office

Gymnasium

Art Room

Music Room

Cafeteria

What makes you feel safe in the places you have circled above?

Circle all of the areas in your school that you DO NOT feel safe:

Classroom

Bathroom

On the Bus

Hallway

Playground

In the Office

Gymnasium

Art Room

Music Room

Cafeteria

What makes you feel unsafe in the places you have circled above?

Appendix C

PHASES 2 & 4 SURVEY

School Behavior & Safety Survey

Grade (circle one): 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade

What behaviors are expected of you while you are at school?

In Your Classroom:

At Recess:

In the Hallway:

Circle all of the areas in your school that you feel safe:

Classroom	Bathroom	On the Bus	Hallway
Playground	In the Office	Gymnasium	Cafeteria
Music Room	Art Room	Library	Media Room Nurse's Office

Circle all of the reasons you feel safe in the places you have circled above:

School is a safe place There are teachers/staff there My friends are there It is quiet
I am supervised I feel safe Everyone follows the rules Other: _____

Circle all of the areas in your school that you DO NOT feel safe:

Classroom	Bathroom	On the Bus	Hallway
Playground	In the Office	Gymnasium	Cafeteria
Music Room	Art Room	Library	Media Room Nurse's Office

Circle all of the reasons you feel unsafe in the places you have circled above:

I do not feel safe There are no teachers/staff there I am alone It is loud
I am not supervised I could get hurt No one follows the rules Other: _____

Appendix D

RESULTS OF PHASE 1 ANALYSES

Results of Phase 1 Survey 1 Analysis

School 1 – Survey Summary

	2 nd Grade 33 surveys	3 rd Grade 28 surveys	4 th Grade 30 surveys	5 th Grade 43 surveys	6 th Grade 37 surveys	Total 171 surveys
What behaviors are expected of you while you are at school?*	18	23	30	37	24	64
Are you recognized for good behavior? YES	31	24	24	39	29	147
Are you recognized for good behavior? NO	2	4	3	4	8	21
If yes, how are you recognized?***	11	15	8	7	5	28
Safe in Classroom	33	27	25	36	35	156
Safe in Bathroom	12	18	10	30	26	96
Safe on the Bus	13	13	20	23	25	94
Safe in the hallway	18	19	10	33	28	108
Safe on the Playground	7	18	16	36	31	108
Safe in the Office	31	24	19	31	35	140
Safe in the Gym	26	25	24	36	35	146
Safe in the Art Room	30	26	20	34	32	142
Safe in the Music Room	30	27	20	31	33	141
Safe in the Cafeteria	22	25	18	35	30	130
No Places circled as safe	0	0	1	0	0	1
What makes you feel safe?	12	17	14	22	21	46
Unsafe in Classroom	0	1	2	5	1	9
Unsafe in Bathroom	20	10	13	10	9	62
Unsafe on the Bus	23	11	5	18	8	65
Unsafe in the hallway	16	9	14	8	7	54
Unsafe on the Playground	24	10	13	7	5	59
Unsafe in the Office	1	4	6	4	1	16
Unsafe in the Gym	3	3	3	2	1	12
Unsafe in the Art Room	2	2	2	4	2	12
Unsafe in the Music Room	3	1	2	4	1	11
Unsafe in the Cafeteria	15	3	6	3	7	34
No places circled as unsafe	1	8	6	16	22	53
What makes you feel unsafe?	16	17	18	30	13	56

*Number of Unique Responses

**"How recognized"

G4 → 14 students did not seem to understand question

G5 → 22 students did not seem to understand question

G6 → 20 students did not seem to understand question

Results of Phase 1 Survey 2 Analysis

School 2 –Survey Summary

	2 nd Grade 51 surveys	3 rd Grade 36 surveys	4 th Grade 63 surveys	5 th Grade 80 surveys	6 th Grade 69 surveys	Total 298 surveys
What behaviors are expected of you while you in your classroom?*	32	31	42	42	43	73
Are you recognized for good behavior? YES	42	33	31	37	63	206
Are you recognized for good behavior? NO	9	3	32	43	7	94
If yes, how are you recognized?	14	12	16	16	16	34
What happens if you break a classroom rule or expectation?	16	12	15	15	13	34
What behaviors are expected of you while you in other parts of the school?*	21	22	32	45	42	69
Are you recognized for good behavior? YES	25	11	17	18	48	119
Are you recognized for good behavior? NO	26	24	44	62	20	176
If yes, how are you recognized?	13	6	15	11	12	32
What happens if you break a school rule or expectation?	13	11	20	17	16	33
What behaviors are expected of you while you are at recess?*	27	19	38	44	33	66
Are you recognized for good behavior? YES	23	9	17	16	36	101
Are you recognized for good behavior? NO	29	26	44	62	29	190
If yes, how are you recognized?	7	7	7	11	8	22
What happens if you break a recess rule or expectation?	11	8	10	19	12	29
Safe in Classroom	46	34	50	73	63	266
Safe in Bathroom	22	18	37	47	39	163
Safe on the Bus	23	20	33	48	38	162
Safe in the hallway	21	25	40	64	49	199
Safe on the Playground	33	21	40	63	45	208
Safe in the Office	32	21	40	63	54	210
Safe in the Gym	41	28	46	64	54	233
Safe in the Art Room	45	29	44	67	55	240

Safe in the Music Room	43	23	31	42	44	183
Safe in the Cafeteria	32	28	44	69	51	224
No Places Circled as Safe	0	2	5	3	0	10
What makes you feel safe?	16	8	24	24	18	42
Unsafe in Classroom	2	0	5	4	1	12
Unsafe in Bathroom	26	15	15	20	19	95
Unsafe on the Bus	24	8	15	19	18	84
Unsafe in the hallway	24	7	12	8	11	62
Unsafe on the Playground	18	6	9	14	13	60
Unsafe in the Gym	4	1	7	10	4	26
Unsafe in the Art Room	3	1	6	4	3	17
Unsafe in the Music Room	3	8	19	27	15	72
Unsafe in the Cafeteria	14	4	7	4	6	35
No Places circled as unsafe	3	11	24	25	26	89
What makes you feel unsafe?	31	18	23	28	27	59

*Number of Unique Responses

Appendix E

SCORING PROCEDURES

Q1 (What behaviors are expected of you while you are at school?):

For each expectation listed put the number it corresponds to on the coding excel sheet. If the expectation is not listed, code it under “Other” for that area (Classroom, Recess, or Hallway) and list it. If it is not stated as an expectation code it as “Other” (i.e. “I am nice..., I like to...”

Q2a (Circle all of the areas in your school that you feel safe)

Put an X on each area circled as safe.

Q2b (Circle all of the reasons you feel safe in the places you have circled above)

Put an X on each reason circled. If something is written next to “Other”, list it unless it restates a reason that is provided.

Q3a (Circle all of the areas in your school that you DO NOT feel safe)

Put an X on each area circled as not safe.

Q3b (Circle all of the reasons you feel unsafe in the places you have circled above)

Put an X on each reason circled. If something is written next to “Other”, list it unless it restates a reason that is provided.

Appendix F

EXPECTATION CODING SHEETS

1

2 **In Your Classroom**

3

4 Be Safe

5 Be Respectful (do not disrespect) people or things

6 Be Responsible

7 Be quiet/inside voice/work quietly/no talking

8 be good/behave/good behavior/act appropriately

9 don't interrupt/talk out/no talking while others are

10 stay in seat/sit correctly

11 be kind/nice/patient/polite

12 Do your (best) work

13 hands and feet to yourself

14 don't physically hit/fight

15 don't verbally pick on/tease

16 don't be mean

17 listen/pay attention/look & listen

18 no bad language/swearing

19 tell the truth/be honest/don't lie/no cheating/copying

20 raise hand

21 no yelling/screaming/shouting

22 help others

23 say please and thank you/use manners

24 follow directions/don't break rules/do what you're told

25 don't disturb/distract others during work/test

26 good grades

27 work hard

28 no fooling around

29 no running/jumping

30 OTHER:

31

32

Total # of Unique Responses

33

34

35 **At Recess**

36

37 Be Safe

38 Be Respectful (do not disrespect) people or things

39 Be Responsible

40 no rough play/tackling/wrestling

41 no football/soccer/wall ball/kickball/basketball

42 don't physically hit/fight/push/hurt

43 be nice/kind/polite/play nice/fair

44 be/good behavior/best behavior/act appropriately

45 don't verbally pick on/tease/no name calling

46 don't be mean/rude

- 47 stay in boundaries/be visible
- 48 no being bad/do not act inappropriately
- 49 no throwing /balls/rocks/snowballs
- 50 no yelling/screaming
- 51 have fun/hang out/play
- 52 no swearing/bad language
- 53 keep hands and feet to yourself
- 54 take turns/share equipment
- 55 no bullying
- 56 no leaving trash/littering
- 57 listen
- 58 follow/obey rules/don't break rules/don't be bad
- 59 no unfair teams
- 60 no playing guns
- 61 use equipment appropriately (swings, slide, monkey bars)
- 62 don't be too crazy/no fooling around/horse play
- 63 line up when whistle blows/recess is over
- 64 can't go close to the window
- 65 let people play with you/play nice w. others/share
- 66 no running away/leaving/stay on school property
- 67 don't destroy property
- 68 OTHER:

69

70

71

Total # of Unique Responses

72

In The Hallway

74

75 Be Safe

76 Be Respectful (do not disrespect) people or things

77 Be Responsible

78 be quiet/no talking in hall/whisper

79 no running/in hall/walk

80 don't physically hit/fight

81 behave/good behavior/act appropriately/be good

82 be nice/kind/polite to others

83 listen/look & listen/pay attention

84 don't fool around

85 follow directions/do what you're told

86 no swearing/bad language

87 obey the rules/don't break rules

88 No gum chewing/no eating

89 no name calling

90 don't scream or yell in hall/don't be noisy

91 stay in line/straight line/stay to the right

92 don't verbally pick on/tease

93 don't be mean

94 don't be bad/no misbehaving

95 no bullying

96 keep hands and feet to self

- 97 be under control/stay calm/no wild behavior
- 98 do not destroy/respect school property/do not write on walls
- 99 don't disturb/interrupt classes
- 100 walk to your destination
- 101 don't touch others/no physical contact
- 102 OTHER:
- 103
- 104
- 105

Total # of Unique Responses

Appendix G

LESSON PLANS

RESTROOM – PBS LESSON PLAN #1: Introduction Time Allotted: 10-15 min

My name is (_____) and I am going to be coming to your classroom over the next few weeks to talk about the expectations of your school. Can anyone tell me the expectations for your school?

DISCUSSION

Review Expectations: STARS = **S**afe, **r**espect**T**ful, **A**nd **R**esponsible **S**tudents

- What does expectation mean? → Ex: What you are supposed to do, what the teacher expects you to do, etc. (Write answers on the board & Provide performance feedback)
- What does being safe mean? Ex: Walk/Use walking feet, keep hands and feet to yourself, etc. (Write answers on the board & Provide performance feedback)
- What does being respectful mean? Ex: listening/being quiet when someone is talking, etc. (Write answers on the board & Provide performance feedback)
- What does being responsible mean? Ex: being ready for class, bringing homework, etc. (Write answers on the board & Provide performance feedback)

Next week when I come we'll talk more about these expectations and what they mean in the bathroom.

Thank you!

RESTROOM – PBS LESSON PLAN #2: Safety
Time Allotted: 10-15 min

Review: Last week we talked about the expectations of your school: Being Safe, Respectful, and Responsible Students. Today we are going to talk about being Safe in the bathroom.

DISCUSSION:

- What does being safe mean in the bathroom?
 - Waiting quietly in line for your turn
 - Keeping your feet on the floor
 - Using quiet voices/no yelling
 - Keeping water in the sink

(Write answers on the board & Provide performance feedback)

- Why is it important to be safe in the bathroom? Exs: so you don't get hurt, so no one slips

(Write answers on the board & Provide performance feedback)

MODELING:

- Ask for two volunteers - ask one to pretend to splash water around and the other to pretend to wash hands nicely (*Provide performance feedback*)
- Ask the rest of the class who is washing hands the safe way (*Provide performance feedback*)

RESTROOM – PBS LESSON PLAN #3: Respectful
Time Allotted: 10-15 min

Review: We've been talking about the expectations of your school: Being Safe, Respectful, and Responsible Students. Last week we talked about being safe in the bathroom. Today we are going to talk about being Respectful in the bathroom.

DISCUSSION:

- What does being respectful mean in the bathroom?
 - Waiting quietly in line for your turn
 - Knocking on stall door rather than looking under/through cracks
 - Give people privacy

(Write answers on the board & Provide performance feedback)

- Why is it important to be respectful in the bathroom? Exs: because everyone deserves respect

(Write answers on the board & Provide performance feedback)

MODELING:

- Ask for two volunteers - ask one to pretend to look under door/peek through door and another to pretend to knock *(Provide performance feedback)*
- Ask the rest of the class who is being respectful *(Provide performance feedback)*

RESTROOM – PBS LESSON PLAN #4: Responsible
Time Allotted: 10-15 min

Review: We've been talking about the expectations of your school: Being Safe, Respectful, and Responsible Students. Two weeks ago we talked about being safe in the bathroom. Last week we talked about being respectful in bathroom. Today we are going to talk about being Responsible in the bathroom.

DISCUSSION:

- What does being responsible mean in the bathroom? (write answers on board)
 - Use the bathroom appropriately
 - Wash hands: water, soap, wash for 15 seconds, turn off water, dry your hands, papers towels in the trash.
 - Make sure all garbage is in the trash

(Write answers on the board & Provide performance feedback)
- Why is it important to be responsible in the bathroom? Exs: keeping the bathroom clean is healthy for everyone, washing your hands prevents sickness
(Write answers on the board & Provide performance feedback)

MODELING:

- Ask for two volunteers - ask one to pretend to splash water or wash their hands very quickly (no soap) and the other to pretend to wash hands appropriately.
(Provide performance feedback)
- Ask the rest of the class who is washing hands the responsible way *(Provide performance feedback)*

RESTROOM – PBS LESSON PLAN #5: Review
Time Allotted: 10-15 min

Review: We've been talking about the expectations of your school: Being Safe, Respectful, and Responsible Students in the bathroom. Three weeks ago we talked about being safe in the bathroom. Two weeks ago we talked about being respectful in the bathroom. And last week we talked about being responsible in the bathroom. Today we will review all of these expectations for the bathroom.

DISCUSSION:

- What does being safe mean in the bathroom? What does it look like?
- What does being respectful mean in the bathroom? What does it look like?
- What does being responsible mean in the bathroom? What does it look like?

(Write answers on the board & Provide performance feedback)

MODELING:

- Ask for 3-6 volunteers. Ask each student to model a positive or negative bathroom behavior of their choice. (Provide performance feedback)
- After each volunteer models a behavior ask the class to identify the behavior and say if it is a positive or negative behavior as well as the expectation. If it is a negative behavior have the volunteer model the appropriate behavior before they sit down. (Provide performance feedback)

RESTROOM – PBS LESSON PLAN #6: Review and Survey
Time Allotted: 10-15 min

Review: We've been talking about the expectations of your school: Being Safe, Respectful, and Responsible Students in the bathroom.

DISCUSSION:

- Thank you to everyone for working and talking with me about being safe, respectful, and responsible students in the bathroom.
- Does anyone have any questions or comments about our meetings?
- I hope everyone can continue to follow the expectations in the bathroom and everywhere in the school

SURVEY

Appendix H

TREATMENT INTEGRITY FORMS

Grade # – TEACHER Date/Time

Not participating:

LESSON PLAN #1:

Treatment Integrity Checklist:

Introduction:

- My name is _____
- I am going to be coming to your classroom over the next few weeks to talk about the expectations of your school.
- Can anyone tell me the expectations for your school?

Discussion:

Reviewed Expectations:

- STARS = Safe, respecTful, And Responsible Students
- What does expectation mean? → Ex: What you are supposed to do, what the teacher expects you to do
 - Wrote answers on the board
 - Provided performance feedback
- What does being safe mean? Ex: Walking, keep hands and feet to yourself
 - Wrote answers on the board
 - Provided performance feedback
- What does being respectful mean? Ex: listening/being quiet when someone is talking
 - Wrote answers on the board
 - Provided performance feedback
- What does being responsible mean? Ex: being ready for class, bringing homework
 - Wrote answers on the board
 - Provided performance feedback

- Next week when I come we'll talk more about these expectations and what they mean different areas in the school.

Initials

Grade # – TEACHER Date/Time

Not participating:

LESSON PLAN #2: SAFETY

Treatment Integrity Checklist:

Review:

- Last week we talked about the expectations of your school: Being Safe, Respectful, and Responsible Students.
- Today we are going to talk about being Safe in the bathroom.

Discussion:

- What does being safe mean in the bathroom?

EXAMPLES → Positively stated

- Waiting quietly in line for your turn
- Keeping your feet on the floor
- Using quiet voices/no yelling
- Keeping water in the sink
 - Wrote answers on the board
 - Provided performance feedback stated positively
- Why is it important to be safe in the bathroom?

EXAMPLES → So you don't get hurt, so no one slips

- Wrote answers on the board
- Provided performance feedback

Modeling:

- Two volunteers
 - one pretended to splash water around
 - the other pretended to wash hands nicely
 - Provided performance feedback
- Ask the rest of the class who is washing hands the safe way
 - Provided performance feedback

Initials

Grade # – TEACHER Date/Time

Not participating:

LESSON PLAN #3: RESPECTFUL

Treatment Integrity Checklist:

Review:

- We have reviewed expectations of the school: Being Safe, Respectful, and Responsible Students.
- Last week we talked about being Safe in the bathroom.
- Today we are going to talk about being respectful in the bathroom

Discussion:

- What does being respectful mean in the bathroom?
EXAMPLES → Positively stated
 - Waiting quietly in line for your turn
 - Knocking on the stall door rather than looking under/through cracks
 - Give people privacy
 - Wrote answers on the board
 - Provided performance feedback stated positively
- Why is it important to be respectful in the bathroom?
EXAMPLES → because everyone deserves respect
 - Wrote answers on the board
 - Provided performance feedback

Modeling:

- Two volunteers
 - one pretended to look under door/peek through door
 - the other pretended to knock
 - Provided performance feedback
- Ask the rest of the class who is being respectful
 - Provided performance feedback

Initials

Grade # – TEACHER Date/Time

Not participating:

LESSON PLAN #4: RESPONSIBLE

Treatment Integrity Checklist:

Review:

- We've been talking about the expectations of the school: Being Safe, Respectful, and Responsible Students.
- Two weeks ago we talked about being Safe in the bathroom.
- Last week we talked about being respectful in the bathroom.
- Today we are going to talk about being responsible in the bathroom.

Discussion:

- What does being responsible mean in the bathroom?
EXAMPLES → Positively stated
 - Use bathroom appropriately
 - Wash hands: water, soap, wash for 15 seconds,
 turn off water, dry hands, and paper towels in trash
 - Make sure all garbage is in the trash
 - Wrote answers on the board
 - Provided performance feedback stated positively
- Why is it important to be responsible in the bathroom?
EXAMPLES → keeping the bathroom clean is healthy for everyone, washing your hands prevents sickness
 - Wrote answers on the board
 - Provided performance feedback

Modeling:

- Two volunteers
 - one pretended to splash water or wash their hands very quickly (i.e. no soap)
 - the other pretended to wash hands appropriately
 - Provided performance feedback
- Ask the rest of the class who is being responsible
 - Provided performance feedback

Initials

Grade # – TEACHER Date/Time

Not participating:

LESSON PLAN #5: REVIEW

Treatment Integrity Checklist:

Review:

- We've been talking about the expectations of the school: Being Safe, Respectful, and Responsible Students.
- Three weeks ago we talked about being Safe in the bathroom.
- Two weeks we talked about being respectful in the bathroom.
- Last week we talked about being responsible in the bathroom.
- Today we will review all of these expectations for the bathroom.

Discussion:

- What does being safe mean in the bathroom?
 - What does it look like?
- What does being respectful mean in the bathroom?
 - What does it look like?
- What does being responsible mean in the bathroom?
 - What does it look like?
- Wrote answers on the board
- Provided performance feedback

Modeling:

- three four five six volunteers
 - one at a time – each volunteer modeled a positive or negative bathroom behavior of their choice
 - Provided performance feedback
 - For each volunteer the class identified the behavior as positive or negative
 - For each volunteer the class identified the expectation associated with the behavior
 - If the behavior modeled was negative – the volunteer then modeled the appropriate positive behavior
 - Provided performance feedback

Initials

Grade # – TEACHER Date/Time

Not participating:

LESSON PLAN #6: REVIEW & SURVEY

Treatment Integrity Checklist:

Review:

- We've been talking about the expectations of the school: Being Safe, Respectful, and Responsible Students in the bathroom

Discussion:

- Thanked everyone for working and talking with you about being safe, respectful, and responsible students in the bathroom.
- Does anyone have any questions or comments about our meetings?
- Said "I hope everyone can continue to follow the expectations in the bathroom and everywhere in the school"

SURVEY

- Handed out

Initials

Appendix I

CONSENT FORMS

Consent Form for Participation in a Research Study University of Massachusetts Amherst

Principal Investigator: Lisa Fisher, M.Ed. Faculty Sponsor: John M. Hintze, Ph.D.
Study Title: School-Wide Positive Behavior Support: Student Surveys of Expectations and Safety

Dear Parents and Guardians,

Your child is being asked to take part in a study about School-Wide Positive Behavior Support programs. The goal of this study is to learn about, from a student perspective, what is expected of them at school, as well as where they feel safe and unsafe in school. Your child is being asked to take part in this study because their school has recently begun a School-Wide Positive Behavior Support program. Please read this form and ask any questions you may have by December 18, 2009.

If you decide to let your child take part in this study he/she will be asked to fill out a survey which asks them to state the behaviors expected of them in their classroom, at recess, and in the hallway. It also asks them to circle areas in the school they feel safe and unsafe, as well as circling reasons they feel that way. The survey should take about 10 minutes to complete as a group with their classmates. Based on the information gathered, interventions will be created to improve the areas of the school identified by the most students as unsafe and given to half of the students in each grade. After the intervention, all students will be surveyed again. If the interventions are found to be useful they will then be given to all students in the school.

There does not appear to be any potential risks or discomforts to your child. The researchers will let your child know that he/she may withdraw from the study at anytime without any penalties. Possible benefits to your child by participating in this project include an increased sense of safety and/or a better understanding of what behaviors are expected of them while they are at school. I do not promise that your child will get any benefit from helping with this study.

The information provided by your child on the survey will be protected as confidentiality is important. Surveys will be distributed to individual students using a coding system. Information will be analyzed by comparing each student's first survey to their second survey; however, information will be reported as aggregates by class and school. Your decision to allow your child to take part in the study is voluntary. Your child is free to choose not to take part in the study or to stop taking part at any time without any penalty.

If you have questions, please do not hesitate to contact the researcher or Faculty Sponsor.

Lisa Fisher: lmirabit@educ.umass.edu
(607) 435 6022

John M. Hintze: hintze@educ.umass.edu
(413) 577-1470

If you understand the procedures described above and agree to allow your child to participate in this study please keep this form. No further action is necessary.

If you do not wish for your child to participate in this research please fill out the bottom portion of this form and return it to your child's teacher. You will then be provided a copy of this form.

Statement of Withdrawal:

I do not agree to allow my child _____ to participate in this study. (Print your child's name)

Print Parent/Guardian Name

Signature of Parent or Guardian & Date

Appendix J

WITHDRAWAL CONFIRMATION LETTER

Date

Dear Parents and Guardians,

Attached please find a copy of the withdrawal form for your records. Your child will not be participating in this research project. During the times that your child's class is filling out surveys or participating in a class-wide intervention he/she will be asked to complete work independently in another room.

Sincerely,

Lisa Fisher, M.Ed.
University of Massachusetts Amherst
School Psychology Doctoral Candidate
lmirabit@educ.umass.edu

REFERENCES

- Alberto, P. A., & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (6th ed.). Upper Saddle River, NJ: Pearson Education
- Bacchini, D., Esposito, G., & Affuso, G. (2009). Social experience and school bullying. *Journal of Community & Applied Social Psychology* 19, 17-32.
- Bambara, L. M. (2005). Evolution of positive behavior support. In L. Bambara, & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 1-24). New York, NY: Guilford.
- Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland statewide PBIS initiative: Systems, evaluation, and next steps. *Journal of Positive Behavior Interventions* 10(2), 105-114.
- Bear, G. G. (1998). School discipline in the United States: Prevention, correction, and long-term social development. *School Psychology Review*, 27(1), 14-32.
- Bear, G.G., Cavalier, A. R., & Manning, M.A. (2002). Best practices in school discipline. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (p. 977-991). Bethesda, MD: The National Association of School Psychologists.
- Bohanon, H., Fenning, P., Carney, K. L., Minnis-Kim, M. J., Anderson-Harriss, S., Moroz, K. B., et al. (2006). Schoolwide application of positive behavior support in an urban high school. *Journal of Positive Behavior Interventions*, 8(3), 131-145.
- Booren, L., & Handy, D. (2009). Students' Perceptions of the Importance of School Safety Strategies: An Introduction to the IPSS Survey. *Journal of School Violence*, 8(3), 233-250

- Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review, 36*(3), 361-382.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Coggeshall, M. B., & Kingery, P. M. (2001). Cross-survey analysis of school violence and disorder. *Psychology in Schools, 38*(2), 107-116.
- Cohen, J. (1992). A Power Primer. *Psychological Bulletin, 112*(1), 155-159.
- Colvin, G., Kameenui, E., & Sugai, G. (1993). Reconceptualizing behavior management and school-wide discipline in general education. *Education and Treatment of Children, 16*(4), 361-381.
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design & analysis issues for field settings*. Boston: Houghton Mifflin Co.
- Cornell, D., & Loper, A. (1998). Assessment of violence and other high-risk behaviors with a school survey. *School Psychology Review, 27*(2), 317-330.
- DeRosier, M., & Newcity, J. (2005). Students' Perceptions of the School Climate: Implications for School Safety. *Journal of School Violence, 4*(3), 3-19.
- Dwyer, K. P. (2002). Tools for building safe, effective schools. In M.R. Shinn, H.M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (p. 167–211). Bethesda, MD: National Association of School Psychologists.
- Ern, G. (2007). Taking the next step: A focus on classroom systems of PBS. *Communique, 36*(1).

- Fink, A. (2003a). *The Survey Handbook* (2nd ed). Thousand Oaks, CA: SAGE Publications.
- Fink, A. (2003b). *How to Manage, Analyze, and Interpret Survey Data* (2nd ed). Thousand Oaks, CA: SAGE Publications.
- Frazen, K., & Kamps, D. (2008). The utilization and effects of positive behavior support strategies on an urban school playground. *Journal of Positive Behavior Interventions, 10*(3), 150-161.
- Furlong, M., Casas, J., Corral, C., Chung, A., & Bates, M. (1997). Drugs and school violence. *Education and Treatment of Children, 20*(3), 263-280.
- Giancola, S. P., & Bear, G. G. (2003). Face fidelity: perspectives from a local evaluation of the safe schools/healthy students initiative. *Psychology in the Schools, 40*(5), 515-529.
- Heppner, P.P., Kivlighan, D.M., & Wampold, B.E. (1999). *Research Design in Counseling* (2nd ed). California: Wadsworth.
- Horner, R.H., & Sugai, G. (2007, September). Is School-Wide Positive Behavior Support an Evidence-Based Practice? A Research Summary. Retrieved March 01, 2010, from OSEP Center on Positive Behavioral Interventions and Supports Web site: <http://www.pbis.org/researchLiterature.htm>.
- Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). Schoolwide positive behavior support. In L. Bambara, & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (p. 359-390). New York, NY: Guilford.

Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B.

(2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions* 6(1), 3-12.

Iarossi, G. (2006). *The Power of Survey Design: A User's Guide for Managing Survey's, Interpreting Results, and Influencing Respondents*. Washington, D.C.: The World Bank.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 20 U.S.C. §1401

Johnson, S. L. (2009). Improving the school environment to reduce school violence: A review of the literature. *Journal of School Health*, 79(10), 451- 465.

Kern, L., O'Neill, R. E., & Starosta, K. (2005). Gathering functional assessment information. In L. Bambara, & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (p. 129-164). New York, NY: Guilford.

Kingery, P. M., & Walker, H. M. (2002). What we know about school safety. In M.R. Shinn, H.M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (p. 71–88). Bethesda, MD: National Association of School Psychologists.

Kitsantas, A., Ware, H. W., & Martinez-Arias, R. (2004). Students' perceptions of school safety: Effects by community, school environment, and substance use variables. *Journal of Early Adolescence*, 24(4), 412-430.

- Kupchik, A., & Ellis, N. (2008). School discipline and security: Fair for all students? *Youth & Society, 39*(4), 549-574.
- Larson, J., Smith, D. C., Furlong, M. J. (2002). Best practices in school violence prevention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (p. 1081-1097). Bethesda, MD: The National Association of School Psychologists.
- Laxton, T. C., & Sprague, J. R. (2005). *Refining the construct of school safety: An exploration of correlates and construct validity of school safety measures* (University of Oregon Semi-Annual Report). University of Oregon Institute on Violence and Destructive Behavior.
- Lehr, C. A., & Christenson, S. L. (2002). Best practices in promoting a positive school climate. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (p. 929-947). Bethesda, MD: The National Association of School Psychologists.
- Lewis, T., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary students. *Education and Treatment of Children, 23*(2), 109-121.
- Lewis, T.J., Sugai, G., Colvin, G. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: Investigation of a school-side social skills training program and contextual interventions. *School Psychology Review, 27*(3), 446-459.
- Mass-Galloway, R. L., Panyan, M. V., Smith, C. R., & Wessendorf, S. (2008). Systems change with school-wide positive behavior supports. *Journal of Positive Behavior Interventions 10*(2), 129-135.

- McIntosh, K., Horner, R., Chard, D., Boland, J., & Good, R. (2006). The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior Support: A Longitudinal Analysis. *School Psychology Review*, 35(2), 275-291.
- McCloughlin, C. S., Kubick, Jr., R. J., & Lewis, M. (2002). Best practices in promoting safe schools. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (p. 1181-1194). Bethesda, MD: The National Association of School Psychologists.
- McGinnis, E., & Goldstein, A. P. (1997). Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills (Revised Edition). Champaign, IL: Research Press.
- Metzler, C., Biglan, A., Rusby, J., & Sprague, J. (2001). Evaluation of a comprehensive behavior management program to improve school-wide positive behavior support. *Education and Treatment of Children*, 24(4), 448-479.
- Miller, J., & Nickell, L. (2008). The "School Safety & Security Questionnaire": Middle grades students' perceptions of safety at school. *Middle Grades Research Journal*, 3(1), 81-96.
- Muscott, H., Mann, E. L., & LeBrun, M. (2008). Positive behavioral interventions and supports in New Hampshire: Effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement. *Journal of Positive Behavior Intervention*, 10(3), 190-205.

National Center for Education Statistics. (2007). *Indicators of school crime and safety:*

2007. Retrieved October 1, 2008 from Institute of Education Sciences: US

Department of Education Website:

<http://nces.ed.gov/programs/crimeindicators/crimeindicators2007/>

Nelson, J. R., Colvin, G., & Smith, D. J. (1996). The effects of setting clear standards on students' social behavior in common areas of the school. *The Journal of At-Risk Issues*, 3(1), 10-17.

Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed). Boston: Allyn and Bacon.

No Child Left Behind Act of 2001, 20, U.S.C. § 4002

Noguera, P. (2007). How Listening to Students Can Help Schools to Improve. *Theory Into Practice*, 46(3), 205-211

Oswald, K., Safran, S., Johanson, G. (2005). Preventing trouble: Making schools safer places using positive behavior supports. *Education and Treatment of Children*, 28(3), 265-278.

Ratner, H., Chiodo, L., Covington, C., Sokol, R., Ager, J., & Delaney-Black, V. (2006). Violence Exposure, IQ, Academic Performance, and Children's Perception of Safety: Evidence of Protective Effects. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 52(2), 264-287.

Rigby, K., & Bagshaw, D. (2003). Prospects of adolescent students collaborating with teachers in addressing issues of bullying and conflict in schools. *Educational Psychology*, 23(5), 535-546.

- Ripski, M., & Gregory, A. (2009). Unfair, Unsafe, and Unwelcome: Do High School Students' Perceptions of Unfairness, Hostility, and Victimization in School Predict Engagement and Achievement?. *Journal of School Violence*, 8(4), 355-375.
- Safran, S. P. (2006). Using the effective behavior supports survey to guide development of schoolwide positive behavior support. *Journal of Positive Behavior Intervention*, 8(1), 3-9.
- School-wide Information System (2009). Educational and Community Supports. University of Oregon: www.swis.org
- Skiba, R., Simmons, A., Peterson, R., McKelvey, J., Forde, S., & Gallini, S. (2004). Beyond Guns, Drugs and Gangs: The Structure of Student Perceptions of School Safety. *Journal of School Violence*, 3149-171.
- Soderstrom, I., & Elrod, P. (2006). Assessing Student Perceptions of School Victimization and School Safety: A Psychometric Assessment of Relevant Instruments. *Journal of School Violence*, 5(1), 5-28.
- Sprague, J., Colvin, G., & Irvin, L. (1995). *The Oregon School Safety Survey*, Eugene: University of Oregon.
- Sprague, J., Colvin, G., Irvin, L., & Stieber, S. (1998). Assessing school safety in Oregon: How do school principals respond? *Effective School Practices*, 17(2), 36-44.
- Sprague, J. R., & Golly, A. (2004). *Best behavior: Building positive behavior support in schools*. Boston: Sopris West.

- Sprague, J., Smith, S., Stieber, S. (2002). Principal perceptions of school safety. *Journal of School Violence, 1*(4), 51-64.
- Sprague, J. R., & Walker, H.M. (2005). *Safe and healthy schools: Practical prevention strategies*. New York: The Guilford Press.
- Sprague, J., Walker, H., Golly, A., White, K., Myers, D. R., & Shannon, T. (2001).
Translating research into effective practice: The effects of universal staff and student intervention on indicators of discipline and school safety. *Education and Treatment of Children, 24*(4), 495-511.
- Sprague, J., Walker, H. M., Sowards, S., Van Bloem, C., Eberhardt, P., & Marshall, B. (2002). Sources of vulnerability to school violence: Systems-level assessment and strategies to improve safety and climate. In M.R. Shinn, H.M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (p. 295–314). Bethesda, MD: National Association of School Psychologists.
- Sugai, G. (2007). Promoting behavioral competence in schools: A commentary on exemplary practices. *Psychology in the Schools, 44*(1), 113 -118.
- Sugai, G., & Horner, R. R. (2007). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review, 35*(2), 245-259.
- Sugai, G., & Horner, R. (2008). What we know and need to know about preventing problem behavior in schools. *Exceptionality, 16*(2), 67-77.

- Sugai, G., Horner, R., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C., et al. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions*, 2(3), 131-143
- Sugai, G., Horner, R.H., & Gresham, F.M. (2002). Behaviorally effective school environments. In M.R. Shinn, H.M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (p. 315–350). Bethesda, MD: National Association of School Psychologists.
- Sugai, G., Horner, R. H., & Todd, A.W. (2000). *Effective behavior support: Self-assessment survey*. Eugene: University of Oregon.
- Sugai, G., Lewis-Palmer, T., Todd, A. W., & Horner, R. H. (2001). *School-wide evaluation tool* (Version 2.1). Educational and Community Supports, University of Oregon: Eugene, Oregon
- Sugai, G., Sprague, J., Horner, R., & Walker, H. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions. *Journal of Emotional and Behavioral Disorders*, 8(2), 94-101.
- Walker, H. M., Horner, R. H., Sugai, G., & Bullis, M. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4(4), 194-209.
- Warren, J. S., Bohanon-Edmonson, H. M., Turnbull, A. P., Sailor, W., Wickham, D., Griggs, P., & Beech, S. E. (2006). School-wide positive behavior support: Addressing behavior problems that impede student learning. *Educational Psychology Review* 18, 187-198.

- Waxman, H., Garcia, A., & Read, L. (2008). Classroom Learning Environment & Student Motivational Differences between Exemplary, Recognized, & Acceptable Urban Middle Level Schools. *Middle Grades Research Journal*, 3(2), 1-21.
- Werle, G. D. (2006). Taking steps to promote safer schools. *The Journal of School Health*, 76(4), 156-158.
- Wilson-Simmons, R., Dash, K., Tehranifar, P., O'Donnell, L., & Stueve, A. (2006). What Can Student Bystanders Do to Prevent School Violence?: Perceptions of Students and School Staff. *Journal of School Violence*, 5(1), 43-62.
- Wood, S. (2005). Mapping School Geographies: Teaching and Learning in Unsafe Places. *Journal of School Violence*, 4(1), 71-89.
- Yell, M.L. (2006). *The Law and Special Education* (2nd ed). New Jersey: Merrill Prentice Hall.