

Positive Behavior Support Systems: Impact on School Climate and Student  
Discipline Problems at the Elementary Level

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A Special Project

Presented to

Dr. John Bartkowski

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Robin L. Baxter

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FACULTY APPROVAL

Positive Behavior Support Systems: Impact on School Climate and Student

Discipline Problems at the Elementary Level

Approved for the Faculty

Dr. John A. Barthowich, Faculty Advisor

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## ABSTRACT

The purpose of this project was to determine if the use of a Positive Behavior Intervention System (PBIS) at the elementary level would decrease the amount of discipline referrals and contribute to an overall positive school climate. One school's student data base was used to document the total amount of discipline infractions for students over a three year time period. The first year of the study was the baseline and the following were Year I, II, and III. The qualitative study included staff surveys, student surveys and questionnaires to assess the staff members' and students' perception of the school as a safe learning environment with a positive climate. After a careful examination of the data, it can be readily inferred that discipline referrals decreased while the school was perceived in a positive light. Therefore, the results of the implementation of PBIS had a positive impact on the school.

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## CHAPTER 1

### Introduction

#### Background for the Project

Many schools have been plagued with students who have exhibited disruptive and aggressive behavior, engaged in bullying and contributed to an unsafe school environment. The ongoing cycle of negative classroom behavior has been responsible for the creation of hostile learning environments, hindering the learning of other students, and creating daily frustration for teachers and students alike (RTI Network, 2009).

Many at-risk students have been exposed to environmental and emotional stressors such as poverty, physical and sexual abuse, parental drug use, family discord and homelessness. The stressors have contributed to a rise in students with disruptive acting out behaviors; some minor and some severe. In addition the academic achievement of all students has been jeopardized when the effectiveness of teaching has been interrupted by discipline problems (RTI Network, 2009).

#### Statement of the Problem

With the continued rise of at-risk students with behavioral, social, emotional problems and academic delays; educational institutions had to evaluate the approach to the barriers to learning and implement effective school wide

behavior management techniques. In addition the No Child Left Behind Act passed into law in 2002 stated all children regardless of their ability or disability had opportunity for successful academic achievement, behavioral growth and a safe orderly learning environment (Hayes, K.J., 2002).

Many different positive behavior management programs have been used in schools across the nation. The author researched and found that to date; over seven thousand schools are using Positive Behavior Intervention Systems (Newcomer, L.2009). The most current and deemed best practice as a positive behavior management system has been called Positive Behavior Intervention Systems or School Wide Positive Behavior Support Systems.

The Positive Behavior Intervention system comprised of a broad set of research validated strategies designed to create school environments that promoted a positive climate, supported appropriate behavior for all students, and provided secondary interventions for at-risk students, and tertiary interventions for individual students exhibiting severe disruptive behaviors (RTI Action Network, 2009).

School wide Positive Behavior Intervention Systems (PBIS) used in schools provided a structured way to promote positive relationships in schools. Positive Behavior Intervention systems provided students with social and behavioral skills to be successful learners (McKevitt, Braaksma, 1997).

### Purpose of the Project

The author wanted to implement research based positive behavior techniques in order to show a positive impact on student behavior with a reduction in discipline referrals. As a result students learned appropriate social and behavioral skills and behaved appropriately. In addition there was a hypothesis that there would be a reduction in office referrals for inappropriate behavior, and overall school climate would be impacted in a positive way.

### Delimitations

The school where the Positive Behavior Intervention Systems strategies were tested was located in an agricultural area of Eastern Washington. The K-5 elementary school had an enrollment of approximately 550 students, with 51.2% male and 48.8 % female. The ethnicity demographics were American Indian/Alaskan Native 0.9%, Asian 1.7%, African American 2.2%, Hispanic 46.0 and White 49.2%. The percentage of students who received free and reduced lunches was 66.1%. Transitional bilingual students enrolled in this school were 9.7% with 4.9% enrolled in a Migrant program.

There were approximately 38 teachers included in the study; the average years of experience were 14.4, with 57.9 % holding at least a Master's degree. The school had a Special Education program that offered remediation and specially designed instruction to students with specific learning disabilities. The

school also had English as a Second Language program and Title program (Office of the Superintendent of Public Instruction, 2009).

### Assumptions

The author made several assumptions during the study. The first assumption was that the school was in the third year of using Positive Behavior Intervention Systems. The second assumption was that the staff had received training in Positive Behavior Intervention Systems and ongoing training would be provided. The final assumption was that Positive Behavior Intervention Systems would continue to impact the school wide population in a positive way. In addition those fifteen percent who did not respond to the primary behavioral incentives or strategies would receive secondary intervention strategies.

### Research Question

Would the implementation of a positive behavior intervention system at the school wide level have a positive effect on student discipline problems and school climate?

### Significance of the Project

The implementation of Positive Behavior Intervention Systems impacted the school at three major levels: The first level impacted was all students in all settings at the school wide level. Students were provided social and behavioral skill training. Secondly, the training included preventive and pro-active measures

that strengthened the learning process and created a positive school climate.

Thirdly, the at-risk students were offered secondary and more intensive interventions with high frequency and quick response as a means to decrease discipline referrals (PBIS, 2009).

### Procedure

The author was a member on the Positive Behavior Intervention Systems team at the school. The team was comprised of the principal and five additional certified staff members. The team had received training in Positive Behavior Intervention Systems at the onset of year one. At the initial training sessions I, II, III ; the team was instrumental in the completion of an initial assessment on the present status of the school, the climate, the present office referrals, student behavior in common areas around the school and presence of staff buy-in. The team was instrumental in the alignment of school expectations with local school policies, advocates of staff development, engaging families and community members, and evaluating data to determine sustainability over time (PBIS, 2009).

The author met with the team and helped design a core of school wide expectations for all students. The students would be expected to demonstrate the expectations across all settings; classrooms, lunch room, library, outside activities, physical education, and while in the computer lab.

The behavioral expectations were based on the school's code of conduct for all students; being respectful, responsible, caring, and safe. The team broke the expectations into teachable lessons that would be presented to the students and taught at the onset of the school year.

The expectations were presented to the staff for approval and buy-in. The behavioral expectations were to be taught by the classroom teachers, para-professionals and support staff across all areas of the school. In turn, 80% of the school's population would be awarded incentives for the demonstration of positive behavior.

The Positive Behavior Intervention System program called the teachable strategies "primary interventions." Primary interventions included school-wide incentives for student demonstration of appropriate playground, lunchroom, assembly and classroom behavior.

Since the cougar was the school mascot, cougar paws (see Appendix G) were handed out when students were observed exhibiting appropriate behavior. Student names were drawn at the end of the week and students were rewarded with a small incentive. Names were also drawn at the end of the month and individuals were rewarded with lunch with the principal and parents.

At the onset of year one, the principal and the school counselor administered a survey to fourth and fifth graders. The survey revealed student perceptions of the school and the bullying problem.

The Positive Behavior Intervention Systems team recognized that not all students were alike and would not respond to school-wide intervention strategies. (NASP, Communiqué, Vol.35. # 2, October, 2006). The committee met with the principal to look over student discipline referrals and behavior data collected in Skyward, a district student data management system. Students with excessive discipline referrals or students with behavioral concerns were referred to the Positive Behavior Intervention team by classroom teachers. The team started the process of implementation of Positive Behavior Interventions for the students. The interventions were considered secondary interventions in the Positive Behavior Intervention tier system. (NASP, Communiqué, Vol.35. # 2, October, 2006).

A set of secondary strategies were developed for the fifteen percent of students who would not respond to the primary interventions. The strategies included implementation of small group instruction that would provide students specific social skills and the school wide expectations. This instruction was provided by the school counselor. The team also encouraged the staff to establish relationships with the at-risk students.



One effective intervention was to have the at-risk students check in and check out with a specified staff member with whom a rapport had been established. The students checked in with the adult in the morning and at the end of the day. Documentation of the student's progress and number of behavior incidents was recorded each time. Another intervention was a possible behavior plan that targeted a specific behavior problem. In years two and three, the school continued with the core elements of the Positive Behavior Intervention Systems.

#### Definition of Terms

At-risk students are individuals who are below the standard of not meeting benchmarks because of academic or behavioral delays.

Positive Behavior Intervention Systems are behavior management techniques, strategies or interventions that address the general population of the school and specific student behavior problems of fifteen percent of the population.

Primary interventions are a core of a school's expectations designed for eighty percent of the student population.

Secondary interventions in a Positive Behavior Intervention System are strategies designed to address specific behavioral problems of fifteen percent of the school population.

School-wide behavior management techniques are procedures and practices that address the general population of a school and promote a positive school climate.

Skyward is a computerized data keeping program that many districts use to manage student records.

Acronyms

ESL. English as a Second Language

NCLB. No Child Left Behind Act

PBIS. Positive Behavior Intervention Systems

OSPI. Office of Superintendent of Public Instruction

RTI. Response to Intervention

EBD. Emotionally Behaviorally Disabled

SDI. Specially Designed Instruction

IEP. Individual Education Plan

PTA. Parent Teacher Association

SLD. Specific Learning Disorder

DD 3-6. Developmentally Delayed Child three-six years old

## CHAPTER 2

### Review of Selected Literature

#### Introduction

The author found that the No Child Left Behind Act and the Response To Intervention (RTI) system played a major part in the formation of Positive Behavior Intervention Systems (PBIS). Research showed that the integration of PBIS and RTI provided for more successful student outcomes (McIntosh, Horner, Sugai, 2009). PBIS and RTI targeted positive academic and behavioral outcomes in all students (RTI, 2009). Both of the systems provided a network for at-risk students: Social skills were taught and supports for all students in both the academic and behavioral domains were provided (Bohanon, H., Goodman, S., McIntosh, 2009). Research had shown that poor academic skills led to problem behaviors (RTI, 2009). PBIS was a continuum of research based systems that included evidence based practices, progress monitoring, and data based decisions (Bohanon, H., Goodman, S., McIntosh, 2009). The support systems were implemented the goal of decreasing student referrals and creating a positive school climate.

### No Child Left Behind Act

When President Bush passed the No Child Left behind Bill in 2002, it was one of the major transformations of public education. The legislation was monumental in helping to redefine the federal role in public education (Hayes, K., Office of Public Liaison. 2002). It mandated that a school would be responsible to provide quality instruction for all students whether or not they had a cognitive, academic, or a behavioral delay. With the continued growth of barriers that hindered learning, educators were prompted to provide continuous monitoring and assessment to see if annual measurable objectives were being met for every student in all public schools across the nation.

### Response to Intervention

Educators had been challenged with many obstacles to learning that hindered students from meeting benchmarks and making significant growth across the core curriculum academic areas. The obstacles according to Sugai (2009) had been diverse socio-economic groups, diverse learning styles, learning disabilities and behavior disabilities. With the NCLB at the helm and research navigating the assumption of a true correlation between low academic performance and behavior problems; a movement called RTI evolved to address the academic needs of students (Sugai, G., 2009). RTI was a system that was three tiered. In the first tier a core curriculum was taught to eighty percent of the population. After continuous

progress monitoring and assessment it was determined that five to ten percent of the students were not meeting benchmarks or making progress, then academic interventions at the second tier were implemented. When progress still was not being met, referral to special education occurred for one-five percent of the school population.

### Primary Interventions

In PBIS a set of positive school wide interventions for 80% of the school population were called primary or universal interventions. One of the crucial elements of education was to emphasize a school-wide system of support that would include proactive strategies and interventions that would help support, teach and define positive student behavior and create a positive school climate (PBIS, 2009). Based on the expectations of the school, a continuum of positive behavior interventions was provided for all students. Attention of creating, focusing and sustaining the school-wide expectations for the 80% of students were called primary interventions. The positive behavior support systems were an application of research validated practices that helped to enhance environments in which the learning took place (PBIS 2009). Research had shown that historically school-wide discipline had focused on loss of privileges, punishment, suspensions, and public reprimands that were used inconsistently and proved to be ineffective especially in the absence of other positive strategies. The school-wide instructional model of introducing, modeling and reinforcing positive social

behavior had proved to be crucial in a student's educational experience (PBIS, 2009).

The author met with the PBIS team and helped design the core of school wide expectations for all students. The students would be expected to demonstrate the expectations across all settings: classrooms, lunch room, library, outside activities, physical education, and while in the computer lab. (PBIS, 2009)

The behavioral expectations were based on the school's code of conduct for all students and included such factors as being respectful, responsible, caring, and safe. The team broke the expectations into teachable lessons that would be presented to the students and taught at the onset of the school year.

The expectations were presented to the staff for approval and buy-in. The behavioral expectations were to be taught by the classroom teachers, para-professionals and support staff across all areas of the school. In turn, 80% of the school's population would be awarded incentives for the demonstration of positive behavior.

The Positive Behavior Intervention System (PBIS) program was called the teachable strategies "primary interventions." Primary interventions included school wide incentives for student demonstration of appropriate playground, lunchroom, assembly and classroom behavior. The positive behavior reward

system was set up and incentives were given to students that exhibited positive behaviors across the school settings

Since the cougar was the school mascot, cougar paws were handed out throughout the day when students were observed exhibiting appropriate behavior. Demonstration of positive behavior could take place but was not limited to the classroom, lunch room, library, computer lab, passing in the common areas and outside recess. The classroom teacher then turned in the collected cougar paws at the end of the week.

Individual student names were drawn at the end of the week and students were rewarded with a small incentive. Names were also drawn at the end of the month and individuals were rewarded with lunch with the principal and parents.

Additionally during year one, the principal and the school counselor administered a pre survey to fourth and fifth graders. The survey revealed student perceptions of the school and the problem of bullying.

There was also a continuum of consequences for problem behavior mainly the implementation of "Think Time". This consequence involved the disruptive student being removed from the classroom. The student would go to another class and remain for a short time. During that time the student would process his or her problem and problem solve a solution for alternative actions for the future.

### Secondary Interventions

According to PBIS, a set of positive behavioral interventions for the fifteen percent of the school population that did not respond to the primary interventions were called secondary interventions. The Positive Behavior Intervention Systems team recognized that not all students were alike and possibly would not respond to school wide intervention strategies (NASP Communiqué.Vol.35. # 2, October, 2006). PBIS recommended universal screening and progress monitoring for at risk students. The PBIS met with the principal to examine student discipline referrals and behavior data collected in Skyward a district student data management system. Students with excessive discipline referrals or demonstrating disruptive behavior in the classroom were referred to the PBIS committee by classroom teachers. The team started the process of implementation of PBIS interventions. The interventions were considered Secondary interventions at the Tier II level in the PBIS tier system (NASP Communiqué.Vol.35. # 2, October, 2006).

Secondary interventions were small group instruction which included teaching and reteaching of specific social skills and the school wide expectations for students needing a second intervention. The instruction was provided by the school Counselor. The team also encouraged the staff to establish relationships with at risk students at tier two.



One effective technique was to have a student check-in and check-out with a specified staff member with whom the student had established a rapport with. The students were taught to self monitor and the staff member was responsible for documenting progress.

### Summary

The author found that while the school faced the continual challenge of NCLB, research highly recommended that integration of the two systems RTI and PBIS led to more effective instruction and proactive interventions (Bohanon, et al., 2009). Through emerging research a direct correlation between low academic skills and behavior had been reported. The findings indicated that a student acted out because an academic skill was too difficult, too easy or not relevant to an individual's need or interest (Bohanon, H., et al., 2009). The research showed that the PBIS and RTI systems targeted positive academic and behavioral outcomes in all students (RTI, 2008). Both systems provided a network for at risk students by doing the following: social skills were taught and supports for all students in both the academic and behavioral domains were provided (Bohanon, H., Goodman, S., McIntosh, 2009).

PBIS was a continuum of research based systems that involved evidence based practices, progress monitoring, and data based decisions (Bohanon, H., et al., 2009). The support systems were implemented with the goal of decreasing

student referrals due to disruptive behaviors and other specific behavioral problems while creating a positive school climate where academic success was achieved by all students.

## CHAPTER 3

### Methodology and Treatment of Data

#### Introduction

The purpose of this qualitative project was to assess the impact that a Positive Behavior Intervention System (PBIS) would have at the elementary level in reducing office referrals for disruptive behaviors thus resulting in a positive influence school climate. A review of selected literature was conducted, baseline data was collected and analyzed, and related conclusions and recommendations were formulated.

In year one an initial team received training in the principles of PBIS. After receiving the training the principal and the counselor administered a survey to fourth and fifth graders to determine if the students believed the school was a safe learning environment and free from bullying. The researcher also reviewed data from Skyward, the district's student data base. The information that was obtained from the data base included the total number of office referrals for disruptive behaviors during Year I, II, and III of the study.

At the end of the third year, a post survey was administered to see if there had been a change in the students' perception of the school as a safer learning

environment than was previously conceived in the first year's survey. A staff survey was also administered to assess the staff buy-in of the PBIS program.

### Methodology

The researcher used qualitative methodology to conduct the case study. Qualitative research included a review of data from Skyward, the district's student data base. The total number of office referrals were counted for each year and compared to see whether there was a reduction in the numbers of referrals once PBIS were implemented at the school. Finally, a student and staff survey were administered during Year I and Year III.

### Participants

The participants of the case study where the PBIS strategies were tested attended an elementary school located in an agricultural area of Eastern Washington. The K-5 elementary school had an enrollment of approximately 550 students, with 51.2% male and 48.8 % female. The ethnicity demographics were American Indian/ Alaskan Native 0.9%, Asian 1.7%, African American 2.2%, Hispanic 46.0 and White 49.2%. The percentage of students who received free and reduced lunches was 66.1%. Transitional bilingual students enrolled in this school were 9.7% with 4.9% enrolled in a Migrant program.

The school had a Special Education program that offered remediation and specially designed instruction for students with specific learning disabilities. The

school also had English as a Second Language program and Title program (School Report Card, Office of the Superintendent of Public Instruction, 2009).

The participants were all elementary age students that had attended the school and participated in school-wide activities during Year I, II, and III. Additionally those students who had been referred to the office due to major and minor discipline infractions were involved in the study.

### Instruments

The instruments used for the collection of data for the qualitative research included informal observations, surveys, questionnaires, and data from the Skyward data base used by the district. Skyward was a software program committed to providing the best administrative software and Internet Technology consulting services to K-12 school districts in the United States and around the world. In Skyward's discipline module a comprehensive student data base provided the researcher with a way to compile information on incidents on both an individual and district-wide format.

The researcher looked at student referrals for Year I, II, and III. In addition a pre-survey was given to fourth and fifth graders in Year I and finally in Year III to assess students' perception of the school as a safe learning environment free from bullying problems. A survey was given to access the staffs' perception of the

program's effectiveness. An additional informal questionnaire was given to the staff asking for feedback.

### Design

The data used from Skyward by the researcher was the calculation of discipline referrals reported and documented in Skyward for Year I, II and III. The content of the data collected also consisted of the total disciplinary offenses for each student and the nature of the infractions.

The student survey given to fourth and fifth graders in Year 1 was administered by the school counselor and the building principal. It was also administered in Year III by the researcher and the school counselor. The surveys' main objectives were to assess the students' perceptions of the school as a safe learning environment free from bullying problems. The responses to the questionnaires were calculated by the number of yes and no responses to the questions. (See appendix E).

The survey given to the staff consisted of ten questions that inquired about the staff members' perceptions regarding the effectiveness of PBIS. The questions were as follows:

- Was PBIS clearly defined and understood by the staff?

- Did the staff believe that PBIS was an effective behavior management tool?
- Did the PBIS program increase student achievement?
- Were PBIS techniques as effective or not as effective as one being used by staff?
- Was PBIS improving behavior in the common areas?
- Were student attitudes changed?
- Did PBIS strengthen staff unity?
- Were staff members open to more PBIS training?

The answers were rated by strongly agree, agree, disagree, and strongly disagree. Points were given to the responses. Regarding the responses (a) Strongly agreed received one point (b) Agree received two points (c) Disagree received three points (d) Strongly disagree received four points. Percentages were then obtained based on the average responses. Lastly, the main points and comments from the staff questionnaire were compiled and analyzed to determine whether or not the staff thought PBIS was an effective behavior management tool.

#### Procedure

The researcher started by attending the week long training session in Year I with the administrator of the elementary school. Along with the administrator, a team of four certified teachers, including the school counselor, attended the

seminar. The team members were trained on the principles of PBIS and the stages of implementation. Upon returning to the school and at the onset of the school year, the team was able to plan ways to integrate the PBIS philosophy and program into the school curriculum, school setting, and student behavioral expectations.

The author met with the PBIS team and helped design a core of school wide expectations for all students. The students were expected to demonstrate the expectations across all settings: classrooms, lunch room, and library, outside activities, physical education, and while in the computer lab.

The behavioral expectations were based on the school's code of conduct for all students and included being respectful, responsible, caring, and safe. The team broke the expectations into teachable lessons that would be presented to the students and taught at the beginning of the school year.

The expectations were presented to the staff for approval and buy-in. The behavioral expectations were to be taught by the classroom teachers, para-professionals and support staff across all areas of the school. In turn, 80% of the school's population would be awarded incentives for the demonstration of positive behavior in accordance with the PBIS student expectations.



The Positive Behavior Intervention System program called the teachable strategies "primary interventions." Primary interventions included school wide incentives for student demonstration of appropriate playground, lunchroom, assembly and classroom behavior. The positive behavior reward system was set up and incentives were given to students who exhibited positive behaviors across the school settings

Since the cougar was the school mascot, cougar paws were handed out throughout the day when students were observed exhibiting appropriate behavior. Demonstration of positive behavior could take place but was not limited to the classroom. Students could also be recognized for appropriate behavior in the lunch room, library, computer lab, passing in the common areas and outside recess. At the end of the week the classroom teacher then turned in the collected cougar paws to the office.

Individual student names were drawn at the end of the week and students were rewarded with a small incentive. Names were also drawn at the end of the month and individuals were rewarded with lunch with the principal and parents.

There was also a continuum of consequences for problem behavior mainly the implementation of "Think Time." This consequence involved the disruptive student being removed from the classroom. The student would go to another class and remain at that location for a short time. During that time the student filled out

a short form that focused on what the problem was and what could the student do differently the next time in order to avoid another mishap.

During Year I the PBIS team recognized that not all students were alike and possibly would not respond to the school wide intervention strategies in a unified manner (NASP Communiqué. Vol.35. # 2, October, 2006). PBIS recommended universal screening and progress monitoring for at risk students. The students were not meeting benchmarks, demonstrated disruptive behaviors, had poor attendance, and demonstrated poor social skills. The PBIS team met with the principal to examine student discipline referrals and behavior data collected in Skyward, a district student data management system. Students with excessive discipline referrals or demonstrating disruptive behavior in the classroom were referred to the PBIS team by classroom teachers. The teams started the process of implementation of PBIS Tier II interventions specifically the check-in and check-out system. This intervention was started when it was reported that a particular student was acquiring numerous office referrals. The interventions were considered secondary interventions at the Tier II level in the PBIS tier system (NASP Communiqué. Vol.35. # 2, October, 2006).

Secondary interventions were small group instruction which included teaching and reteaching of specific social skills and the school wide expectations for students needing a second intervention. The instruction was provided by the

school counselor. The team also encouraged the staff to establish relationships with at risk students at Tier II.

One effective technique was to have a student check-in and check-out with a specified staff member with whom the student had established a positive rapport. The students were taught to self monitor and the staff members were responsible for documentation of the student's progress.

Additionally during Year I, the principal and the school counselor administered a pre survey to fourth and fifth graders. The survey revealed the students' perceptions of the school in regards to the problem of bullying.

During Year II the school continued to use the initial PBIS interventions at the Tier I level, additional staff received training in PBIS, and the counselor implemented a student directed, peer to peer conflict resolution program. It was the author's observation that staff did not seem too invested in PBIS strategies. Tier II interventions such as having a student check-in and check-out with a particular teacher lost its impact due to the lack of staff participation in the program

Finally in Year III, the researcher observed evidence that the PBIS principles were impacting the school in a positive manner. The PBIS expectations extended across a multitude of settings such as the cafeteria, library, computer lab, music,

and PE. Expectations were taught by the specialists and incentives were given to the students when appropriate behavior was observed. The researcher noted that five new staff members attended PBIS training. In the third year there was also evidence of increased involvement from the PTA; popcorn was sold on Fridays, sweatshirts and tee-shirts with the school logo were made available to the staff and students, and incentives such as pizza and ice-cream parties awarded to those classes demonstrating positive behavior in certain settings. The researcher observed a marked increase in a positive school wide climate as observed by staff comments, involvement and buy-in of the PBIS strategies, interventions and incentives. In addition the para-professionals reported that the students were more manageable in the common areas.

#### Treatment of the Data

The researcher analyzed the data based on the number of office referrals involving disruptive behavior documented in Skyward, as well as the percentages obtained from the student and staff surveys. A bar graph was created to obtain a visual diagram of the number of office referrals for the baseline year as well as Year I, II, III. The researcher drew conclusions about the impact of PBIS in the school and the impact on school wide climate. There was evidence of a decrease in office referrals involving disruptive behavior and the staff survey and questionnaire concluded that PBIS had a positive impact on the staff members, students and school climate.

### Summary

The researcher conducted a qualitative study at a K-5 elementary school. The research consisted of using the data from Skyward as well as surveying school staff and fourth and fifth graders. The 25 school staff respondents' average of teaching experience was 14.4 years with 19 women and 6 men. Approximately 58% of the teachers held a Masters Degree in Education. For the student survey all were boys and girls approximate age 10-12 years old, with the average age being 11. The researcher analyzed the results using descriptive statistics.

## CHAPTER 4

### Analysis of the Data

#### Introduction

The information gathered from Skyward, the district student data base, provided the researcher with a quantitative analysis regarding the number of office referrals involving disruptive student behavior. The 25 teacher surveys and questionnaires provided additional qualitative data for the study. The surveys, including the students' survey data, were analyzed by the researcher and conclusions were drawn based on the responses.

#### Description of the Environment

Data from Skyward was limited in Year II because of the inconsistency of regular input into the system. During the second year no one was designated to be responsible for the input of office referral data. All efforts were made to obtain accurate information regarding adverse student behavior over the three year time span of this study. However, there was documented evidence of data input for the referrals that involved the more severe disruptive "heavy hitters" or potentially violent students resulting in short term suspensions, emergency expulsions and special education referrals.

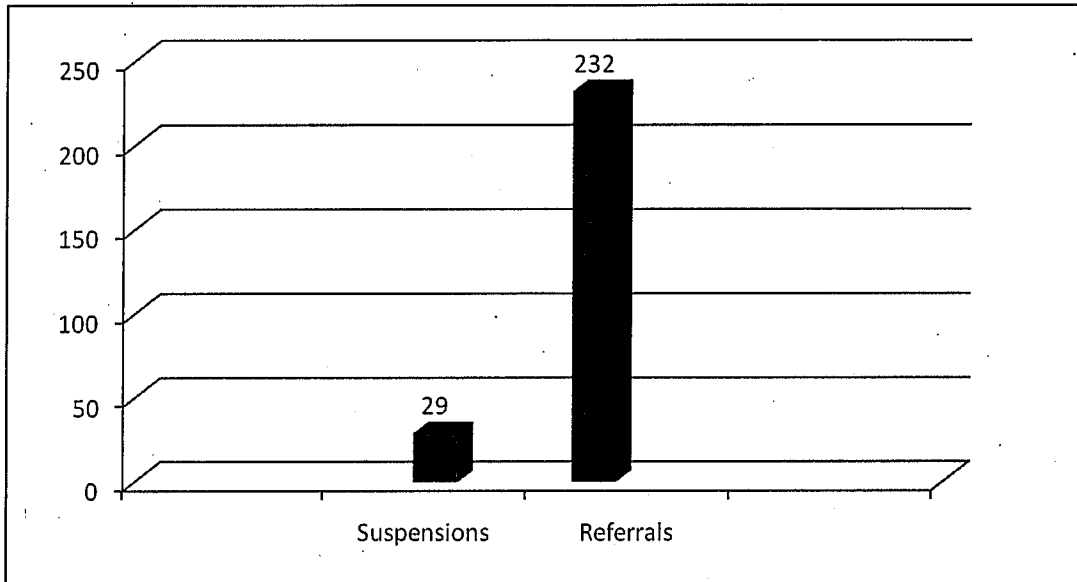
### Research Question

Would the implementation of a Positive Behavior Intervention System (PBIS) at the school wide level have a positive effect on student discipline problems as well as the school climate?

### Results of the Study

The author discovered, through a review of the data, that in the 2006-2007 school year, which was referred to as the baseline for this project, (See figure 1 for baseline data information) there were 232 office referrals involving various disruptive behavioral infractions. Listed among the infractions were fighting, destruction of property, possession of a dangerous weapon, throwing rocks /snow balls, theft, intimidation, sexual harassment, disobedience/defiance, failure to comply, inappropriate language, disruptive conduct, dress, and verbal assault. From the total referrals given, 29 resulted in a consequence of suspension, in school detention, emergency expulsion or a special education action or referral.

**Figure 1. Findings for 2006-2007. Baseline data from Skyward student database.**

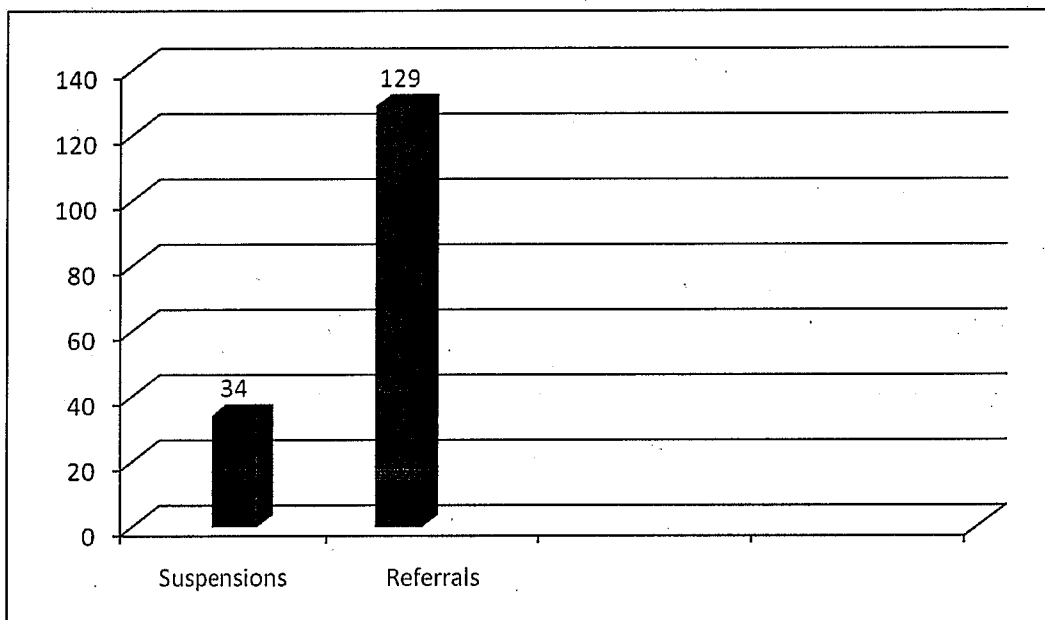


There were 232 office referrals involving various disruptive behavioral infractions. Listed among the infractions were fighting, destruction of property, possession of a dangerous weapon, throwing rocks /snow balls, theft, intimidation, sexual harassment, disobedience/defiance, failure to comply, inappropriate language, disruptive conduct, dress, and verbal assault. From the total given referrals, 29 resulted in a consequence of suspension, in school detention, emergency expulsion or a special education action or referral.



The 2007-2008 school year, referred to as Year I (Figure 2.), had 129 office referrals resulting in 34 suspensions, detentions, emergency expulsions or special education actions or referrals.

**Figure 2. Findings for 2007-2008, Year 1. Data from Skyward student database.**

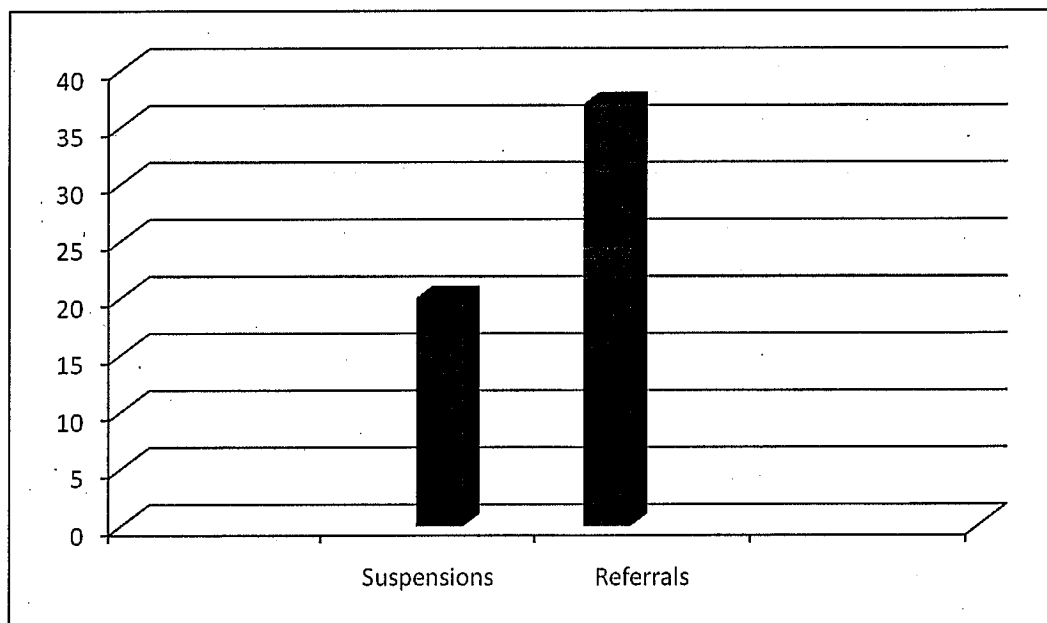


As reported by the author the infractions included fighting , destruction of property, possession of a dangerous weapon, throwing rocks /snow balls, theft, intimidation, sexual harassment, disobedience/defiance, failure to comply, inappropriate language, disruptive conduct, dress, and verbal assault. From the

total referrals given, 34 resulted in a consequence of suspension, in school detention, emergency expulsion or a special education action or referral.

As reported by the author there was limited data for the 2008-2009 Year II (Figure 3.). However, there were 37 referrals with 20 resulting in suspensions, detentions, emergency expulsions or special education actions or referrals.

**Figure 3. Findings for 2008-2009, Year II. Data from Skyward student database.**

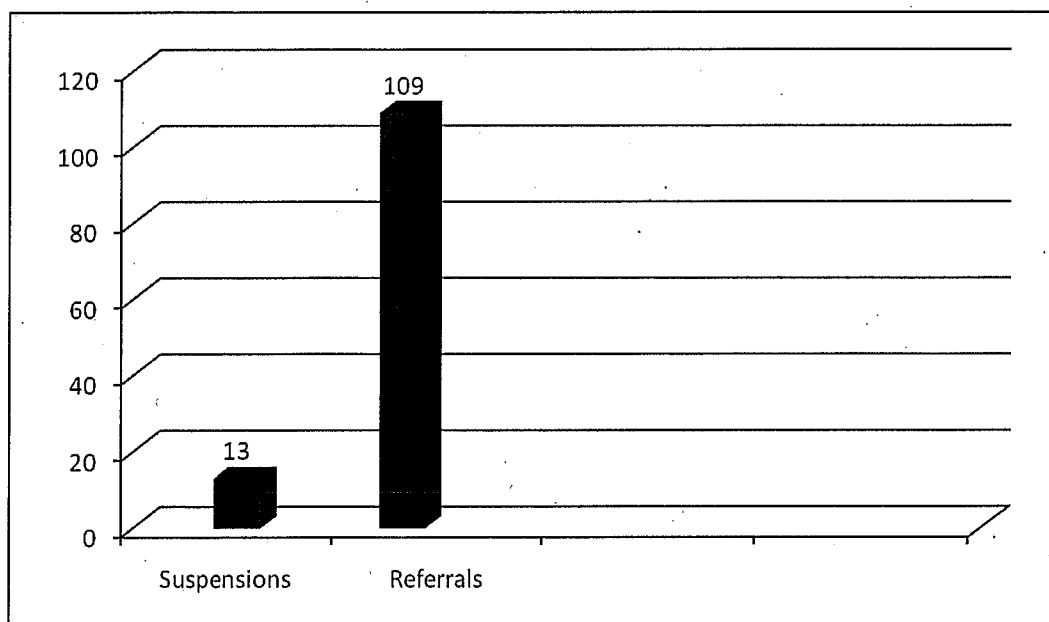


The referrals continued to be both minor and major infractions involving fighting, destruction of property, possession of a dangerous weapon, throwing

rocks /snow balls, theft, intimidation, sexual harassment, disobedience/defiance, failure to comply, inappropriate language, disruptive conduct, dress, and verbal assault. The suspensions ranged from one day for minor infractions to emergency expulsion for the more severe major disruptive behavior. From the total referrals given, 20 resulted in a consequence of suspension, in school detention, emergency expulsion or a special education action or referral.

During the current school year of 2009-2010 Year III (Figure 4.) the author gathered data from the principal's file that showed documentation for 109 referrals with a total of 13 suspensions, detentions, emergency expulsions or special education actions or referrals.

**Figure 4. Findings for 2009-2010, Year III. Data from the principal's file.**



As reported by the author the referrals continued to be both minor and major infractions involving fighting, destruction of property, possession of a dangerous weapon, throwing rocks /snow balls, theft, intimidation, sexual harassment, disobedience/defiance, failure to comply, inappropriate language, disruptive conduct, dress, and verbal assault. From the total referrals given, 13 resulted in a consequence of suspension, in school detention, emergency expulsion or a special education action or referral.

### Findings

In the baseline year of 2006-2007 there were a high number of office referrals (232) involving both minor and major behavior infractions that resulted in 29 suspensions, emergency expulsions or special education referrals. The school did not have a school-wide behavior management program in place other than the "Think Time" intervention and the removal of disruptive students from the classroom. There was no designated place for in-school detention or a place for the removal of disruptive students to stay. On numerous occasions, the author observed that disruptive students were sent out of the classroom and sat unsupervised on the concrete sidewalk even during times of inclement weather.

Of the 232 office referrals for the 2006-2007 school year, the following student information presents a sampling of some disruptive individuals with the highest number of infractions resulting in more serious consequences. Student A

was a fifth grader who had a mental health diagnosis of oppositional defiance. The student qualified for special education services under the category of Emotionally Behaviorally Disabled (EBD). He received social skill instruction from the special education teacher. The specially designed instruction (SDI) included learning anger management skills, verbalizing frustrations, identifying emotions, and learning skills to appropriately interact with peers. During the year the student received 11 referrals for fighting, intimidation, defiance, inappropriate language and disruptive conduct. Consequences included but were not limited to, parent conferences, loss of privileges, out of school suspensions, counseling, a functional behavior assessment, and eventually a behavior plan. However, the disruptive intimidating, assaultive behavior became so severe that an emergency expulsion was warranted for the student. The emergency expulsion later became a permanent expulsion with the district providing outside tutoring. The tutoring services were provided by a certified teacher in a space within the school district with grade level curriculum used for instruction.

Another student, Student B had a high incidence of disciplinary referrals and was a first grader with behavioral concerns involving violent outbursts in the classroom. The adverse behavior generally involved fighting, destruction of property, defiance, disruptive conduct and more serious physical and verbal assaults towards staff and students alike. Consequences involved "Think Time", parent conferences, out of school suspensions, a functional behavioral assessment,

a behavior plan, and finally a referral for special education services. This was a short synopsis of two highly involved students dealt with during the baseline year. Other students with minor infractions such as defiance, failure to comply or an isolated incident of fighting received shorter suspensions.

During Year I, as PBIS was introduced to the school and interventions were implemented, awarding students for positive behavior became the school norm. The author observed both certified and classified staff members using the school-wide intervention tools as taught by PBIS, which included redirection, praise, incentives, class parties, student achievement awards, and recognition of weekly winners.

In addition, Tier II interventions were used for those students who were identified by the PBIS team as needing more support and intervention. The check-in and check-out system was used by certain staff members to help provide support for Tier II students that were identified as at-risk. As a result there were 129 documented referrals with 34 suspensions, emergency expulsions or special education referrals. Some of the more serious infractions during the 2007-2008 Year I involved six students. The total number of infractions for the six students were 61 or 47% of all behavioral infractions documented at the school during the documented time frame. For example, Student B from the 2006-2007 school year was among the group of students exhibiting the more serious and by far the most

numerous infractions. In addition, four of the students became a focus of concern and were referred for special education services. Two of the students qualified for special education services under the category of Specific Learning Disability (SLD), and the other student qualified as a student with Developmental Delays (DD 3-6). The two students qualified to receive specially designed instruction (SDI) in social skills from a certified special education teacher.

A student survey was administered by the principal and the counselor to a group of fourth and fifth graders during Year I. The survey's main objective was to assess the students' perception of the school with regards to bullying. The author believed the most relevant responses from the survey were the participants reporting that 25% reported they sometimes were bullied, 41% had been called names, 52% had been bullied on the playground, 38% ignored the bullying, 32% had observed others being bullied, 79% reported they observed others being bullied on the playground, 37% reported bullying bothered them a lot, 42% felt completely safe at school, 31% usually felt safe, 91% of the respondents believed bullying took place on the playground, and finally 90% believed there was an adult that could be sought out for help if bullying took place.

The results of this survey were presented to the staff and the goal emerged for making the school a safer learning environment for all students. Para-professionals assigned to playground duty were instructed on how to prevent

bullying and deescalate conflicts between students. Students were reminded of the school's code of conduct on a daily basis: being responsible and respectful, being safe at all times, following directions, and doing quality work. The counselor implemented a student led, peer to peer conflict resolution team. This team of students was called the Peace Keepers. The counselor taught the students basic conflict resolution techniques that were age appropriate and the Peace Keepers went out during recess and students reported minor conflicts to them. The Peace Keepers wore orange colored vests at recess and handed out cougar paws to students who had exhibited positive behavior. Para-professionals also carried cougar paws and awarded students who had demonstrated safe, responsible, and respectful behavior.

The author observed a generally positive climate during Year I. Staff members were willing to try the techniques provided by the PBIS team and as a result there was a reduction in office referrals.

As reported by the author, during Year II there was limited data due to a lack of funding. The author discussed this with the building principal and was informed that there had not been enough funds in the school's budget to pay for a specific staff member to regularly input data into the system to track student referrals. Therefore, the existing yet limited data showed 37 referrals involving disruptive behavior resulting in 20 disciplinary actions including suspensions,



emergency expulsions or special education referrals. Some of the referrals continued to be from Tier II and Tier III students. These students continued to require more extensive interventions that resulted in functional behavior assessments, behavior plans, removal from the classroom, and special education referral.

Although Student B from the baseline year remained enrolled at the school, the student did not physically attend school. He received outside counseling, tutoring, and other wrap around services at a district provided site.

The PBIS team continued to meet during Year II but did not seem to have a consistent process in place to deal with the Tier II students. Some staff members offered to do a check-in/ check-out with Tier II students but in a very limited manner. As a result of a lack of school-wide consistency and total staff support, this specific PBIS intervention failed to meet the expectations and intent of the original plan. As a result, the check-in/check-out system lacked structure, documentation and buy-in from the staff. The author concluded that these were factors contributing to the lack of success and effectiveness of PBIS during Year II. A staff survey was given in the fall of 2009-2010, Year III of the project. The data provided the author with some insight into the staff's perception of PBIS as an effective behavior management tool as well as its impact on the school-wide climate. There were

10 questions on the survey and the responses ranged from: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree. The responses for the survey were as follows:

- 76% of the staff agreed that PBIS was clearly defined and understood by the staff
- 69% agreed that PBIS was a effective behavior management tool
- 71% agreed that PBIS was increasing student achievement
- 52% disagreed that PBIS techniques were NOT as effective as their own behavior management techniques
- 64% agreed that behaviors were improving in common areas due to the use of PBIS techniques
- 55% agreed that the use of cougar paws as a behavior management tool was changing student behaviors and attitudes
- 45% agreed that they used cougar paws as a behavior management technique on a daily basis
- 57% agreed that the PBIS program was strengthening staff unity
- 63% agreed they were open to learning more about PBIS techniques to improve school wide climate and lastly
- 45% agreed they would be interested in attending PBIS trainings in the future. (See appendix e)

In addition to this survey, a questionnaire was given to staff members in January 2010, to assess whether the staff members believed the school was making progress towards the goal of creating a learning environment in which each person felt safe, supported and valued, in an environment where student learning was the paramount activity . Of the 18 questionnaires that were returned, 12 responded that the school was making solid progress for most students. Some examples of positive staff comments were as follows:

- “There has been an improvement in the learning environment at our school.”
- “I believe it is due to the focus on being safe, supported and valued, PBIS characteristics that we have chosen for our school.”
- “Students love the positive reinforcement.”
- “Implementing PBIS across the school setting has been very effective.”

The PBIS team and author concluded from this data that the staff was generally in favor of using PBIS as a school-wide behavior management tool. The staff believed that PBIS was effective in changing student attitudes, behaviors and had a positive impact on the school wide climate.

At the onset of Year III there was a new set of staff members that received PBIS training. There was also a large turn over in staff due to retirements, transfers, and new hires. The resultant effect was that new staff members had a

favorable attitude towards using the PBIS management program. The author concluded that these factors might have contributed to an overall acceptance of PBIS in general.

In Year III there was a marked increase in the Parent Teacher Association's (PTA) involvement with the school. The PTA sold popcorn on Fridays, sweatshirts and tee-shirts with the school logo were also made available to the staff and students, and incentives such as pizza and ice-cream parties were awarded to classes demonstrating positive behavior in certain settings. As discussed earlier, student behavioral expectations were expected to be demonstrated across all school settings throughout the school day. Monthly rewards, incentives, and classroom parties, were awarded to students exhibiting positive behavior in the cafeteria, library, computer lab, PE, and music. With this increase and extension of using PBIS techniques to meet the Tier I students, the author observed a marked increase in a positive school wide climate. In addition, one staff member took pictures of the PTA sponsored events, activities and educational projects and submitted them along with a short article to the local newspaper. This increased the school's visibility in the community along with informing the public about the impact that PBIS that was having on the student population. An added benefit was that staff members and students alike were encouraged. In addition, the involvement of the PTA and community contributed to the sustainability of the PBIS.

Information from the building principal's data base for student management provided the author with information that there had been 109 referrals involving disruptive behavior resulting in 13 suspensions, emergency expulsions, or special education referrals for the 2009-2010 school year.

Lastly, a post survey was administered to a group of fifth graders to assess the perception of the school as a safe learning environment and to compare the results with the previous survey given in Year I. The survey was titled "About our school community." The participants included 34% boys and 66% girls. There were 14 questions asked on the survey. The questions were similar to questions asked on the Bullying survey administered in Year I. The author compared six questions from the surveys that were the most similar. In Year I, forty- one percent of students responded that they had been bullied by others in the form of name calling. In Year II, twenty percent of students reported the same. In Year I, thirty-two percent responded they had observed other students being bullied. In Year II, the percentage was seventeen percent. A large percentage of students reported in Year I that the most common area where bullying took place was the playground. In Year II, twenty percent of students reported the playground as being the common area where bullying took place. Fifty percent of students who participated in the survey in Year I reported that they had been bullied on the play ground and 29% of students in Year II reported the same had happened to them. Year I survey revealed 32% of students reported that the frequency of being

bullied was sometimes and in Year II, 35% reported the frequency was once in a while. Lastly, the question asked was "what do you do when you observe bullying or are being bullied?" In Year I, 38 % responded they ignore the bullying and in Year II, 25% of the students responded that they told an adult about the situation. The comparison of the pre-survey and the post-survey showed a significant decrease in bullying behaviors as perceived by the students.

### Discussion

The purpose of reviewing the data from Skyward was to calculate the total number of behavioral infractions during school Years I, II, and III. The data was also used to create a baseline for the project. The author wanted to assess whether the implementation of PBIS had a negative or positive impact on the actual number of behavioral infractions, suspensions, expulsions, and special education referrals during a three year period. There was a visible reduction in discipline referrals and the author attributed this to the implementation of PBIS interventions. The author intended to present this information to the PBIS team and eventually the staff with the hope that it would prove PBIS to be an effective behavior management program resulting in decreased student discipline referrals for Tier I, and Tier II students.

The purpose of the teacher survey was to assess whether the staff members agreed with the philosophy, expectations, and interventions of PBIS. Also the

survey assessed whether the staff members believed that PBIS was an effective behavior management technique that was changing student behavior and increasing student achievement. The author assessed from the survey results, that the staff was in favor of using PBIS and believed the program to be an effective behavior management tool. In addition, the author concluded from the survey results and evidence of PTA involvement that the use of PBIS was contributing to a more positive school climate. The school climate had become one in which the staff members were more united in their approach of dealing with Tier I and Tier II students. Instead of the previous punitive approach of discipline or lack of rewarding students for positive behaviors across the school setting; the use of PBIS interventions was providing a more positive, pro-active, and preventative strategy for all staff to use. Para-professional employees would continue to receive training in the future to ensure that PBIS was being properly used for the welfare of all students in creating a safe and orderly environment. The survey responses and the observation of actual practices led the author to this conclusion.

Lastly, and perhaps most important, the student survey was assessed by the author and responses were compared to the survey that had been administered in Year I. The author believed this information would be the most valuable. The whole idea, foundation and purpose of education, should be for the students and it was crucial that the students believed that the school they attended was a safe

learning environments in which learning could take place without the fear of being bullying, harassed, or threatened.

The comparison of the pre-survey and the post-survey showed a significant decrease in bullying behaviors as perceived by students. Although the number of bullying incidents had decreased; the fifth graders who took the quiz did not demonstrate an understanding of the culture of bullying. The author presented the survey results to the certified and classified staff members to show that PBIS was having a positive impact on the students' perception of the school as safe learning environment.

#### Summary

Based on the outcomes of baseline year and a careful analysis of the subsequent data the researcher concluded that the use of PBIS interventions had made a positive contribution to the reduction of disruptive behavior and disciplinary infractions in the final year of the study. In addition, the teacher survey inferred that staff members were in favor of continuing the use of PBIS and future training. In particular, the school-wide climate was positively impacted by the use of cougar paws as an incentive for the Tier I students. Class parties were given to students that demonstrated positive behavior in the common areas, at recess, during lunch, physical education, and music class, also contributed to the transformation of the school's climate. Overall, Tier I students were motivated



by the monthly student recognition award assemblies and disruptive behavior referrals decreased considerably over the time span of four years. In conclusion, there had been an overall visible change in the morale of both students and staff members at the school as a result of the Positive Behavior Intervention System's approach to a school-wide discipline program.

## CHAPTER 5

### Summary, Conclusions, and Recommendations

#### Introduction

In 2002, President Bush signed the No Child Left Behind Bill into law and it became one of the most major transformations of public education. It was monumental in helping to redefine the federal role in public education (Hayes, K., Office of Public Liaison. 2002). It mandated that schools across the nation would be responsible to provide quality instruction for all students despite the existence of cognitive, academic, or behavioral delays. With the continued growth of barriers that hindered student learning, educators were prompted to provide continuous progress monitoring and assessments to determine whether student learning objectives were being met and whether teacher were using effective interventions. Along with this legislation came Response to Intervention (RTI), which evolved from the efforts to streamline the referral of students to special education. Response to Intervention (RTI) maintained the principle belief that all students should be provided with effective learning and behavioral interventions before they were referred for special education. In turn, the movement of Positive Behavior Intervention Systems (PBIS) was consistent with this philosophy

because its goal was to target the behavior of all students and provide behavioral interventions when necessary for the continued success of all learners.

### Summary

The researcher conducted a qualitative study of one school in eastern Washington within one district to see whether PBIS had a positive impact on student discipline resulting in lowering the number of referrals and improving the overall school climate. The author reviewed data from the Skyward student data base for a period of four years. The number of student referrals consistently decreased along with suspensions, expulsions, and special education referrals. The author also evaluated the post student survey at the end of the three year study and concluded that the percentage of students that perceived the school to be a safe learning environment had increased since Year I. The staff survey provided the author with qualitative information that indicated that staff members were becoming more familiar with the PBIS process and were in favor of the use of PBIS interventions.

### Conclusions

After a review of the findings the author concluded that the school was making positive strides towards providing the students with a safe learning environment through the implementation of a PBIS model. Through the use of PBIS interventions, student discipline referrals decreased along with suspensions,

expulsions, and special education referrals. In addition, the use of PBIS interventions contributed to an overall positive school climate.

### Recommendations

The author intends to present to the staff members the findings of this project. It is recommended that the continued success of the school as a safe learning environment, the increased high student achievement, an overall positive school climate and reduction of student discipline referrals will be sustainable as PBIS continues to be used. The staff members need to stay current in the practices of PBIS by participating in all future training seminars to ensure the success of PBIS interventions used for Tier I and Tier II students. Finally, the students must be encouraged to be actively involved in the learning process; being accountable for their attitudes and behaviors, striving towards academic and behavioral success in order for the school to continue to be a safe and orderly learning environment.

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## Appendices

### Knolls Vista 4<sup>th</sup> /5<sup>th</sup> Grade Bullying Survey (Revised)

Please answer the following questions to the best of your ability. For each question, make a check mark by your answer or answers. Please read each question carefully. Some questions ask for you to give one answer only (such as question #2) and other questions allow you to check multiple answers (such as question #3).

1. What grade are you in this year?

☐ 4<sup>th</sup>  
☐ 5<sup>th</sup>

2. Are you a boy or a girl?

☐ boy  
☐ girl

3. Have you been bullied at school by another student in the last month?

☐ Yes  
☐ No

4. THIS SCHOOL YEAR, how often have you been bullied? (Choose the best answer)

☐ Never  
☐ Rarely  
☐ Sometimes  
☐ Frequently  
☐ Every day  
☐ Many times a day

5. THIS SCHOOL YEAR, what kinds of things have been done to you? (You may check more than one answer)

☐ Called names  
☐ Threatened  
☐ Something of mine was damaged or stolen  
☐ Pushed, kicked, or hit  
☐ Ignored or excluded  
☐ Rumors spread about me  
☐ Other, list what happened: \_\_\_\_\_  
☐ None of the above

6. If you have EVER been bullied at school, where did it happen? (You may check more than one answer)
- ☐ Class
  - ☐ Bathroom
  - ☐ Playground
  - ☐ Breezeway
  - ☐ Cafeteria
  - ☐ Somewhere Else. List where: \_\_\_\_\_
  - ☐ I have never been bullied at school
7. If you have EVER been bullied at school, what did you do? (You may check more than one answer)
- ☐ Bullied back
  - ☐ Ignored it
  - ☐ Avoided the bully
  - ☐ Told someone. Who? \_\_\_\_\_
  - ☐ Stayed home from school
  - ☐ Other. Tell what: \_\_\_\_\_
  - ☐ I have never been bullied at school
8. About how often do you see other students being teased or bullied in school?
- ☐ Never
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Frequently
  - ☐ Everyday
  - ☐ Many times a day
9. Where in the school do you see others being bullied? (You may check more than one answer)
- ☐ Class
  - ☐ Bathroom
  - ☐ Playground
  - ☐ Breezeway
  - ☐ Cafeteria
  - ☐ Somewhere Else. List where: \_\_\_\_\_
  - ☐ I have never seen others being bullied at school
10. How much does school bullying or teasing bother you?
- ☐ It bothers me a lot
  - ☐ It bothers me a little
  - ☐ It doesn't bother me at all



11. How safe do you feel at your school?

- ☐ I feel completely safe
- ☐ I usually feel safe
- ☐ I sometimes feel safe
- ☐ I don't feel safe at school

12. At Knolls Vista, where do you believe MOST bullying takes place? (Choose 1 answer)

- ☐ Class
- ☐ Bathroom
- ☐ Playground
- ☐ Breezeway
- ☐ Cafeteria
- ☐ Somewhere Else. List where: \_\_\_\_\_

13. Do you feel there is someone here at Knolls Vista you can go to for help if you are being bullied?

- ☐ Yes
- ☐ No

14. Can you think of anything that your teachers, principal, parents, other students, or you could do to stop bullying and prevent it from happening again?

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15. Is there anything else you'd like to say about bullying?

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## Appendix B

### 4<sup>th</sup> and 5<sup>th</sup> Grade Bullying Survey Results. (2007-2008)

Next Meeting: Friday, March 20, 2008; 7:45 AM in the library

#### Knolls Vista 4<sup>th</sup> /5<sup>th</sup> Grade Bullying Survey 07-08

1. Have you been teased or bullied at school by another student in the last month?  
Yes – 38 % No – 62%
2. THIS SCHOOL YEAR, how often have you been bullied? (Choose the best answer)  
Rarely – 22 %  
Sometimes – 25%  
Frequently – 9%  
Every day - < 1%  
Many times a day – 4%  
Never – 41 %
3. THIS SCHOOL YEAR, what kinds of things have been done to you? (You may check more than one answer)  
\_41%\_ Called names  
\_15%\_ Threatened  
\_11%\_ Something of mine was damaged or stolen  
\_20%\_ Pushed, kicked, or hit  
\_18%\_ Ignored or excluded  
\_20%\_ Rumors spread about me  
\_6%\_ Other, list what happened: blaming, lost friends, laughed at, beat up, racial comments, cussed at, flipped off  
\_39%\_ None of the above
4. If you have EVER been bullied at school, where did it happen? (You may check more than one answer)  
\_21%\_ Class  
\_2%\_ Bathroom  
\_52%\_ Playground  
\_10%\_ Breezeway  
\_13%\_ Cafeteria  
\_11%\_ Somewhere Else. List where: home, bus, front yard  
\_39%\_ I have never been bullied at school
5. If you have EVER been bullied at school, what did you do? (You may check more than one answer)  
\_16%\_ Bullied back  
\_38%\_ Ignored it  
\_19%\_ Avoided the bully  
\_19%\_ Told someone. Who? Teacher – 8, parent -8, counselor -3, friend -4, principal -5, EA -7  
\_6%\_ Stayed home from school

☐ 5% Other. Tell what: shrugged shoulders, fought back, said "go away", cried, walked away, told them to stop

6. About how often do you see other students being teased or bullied in school?

- ☐ 9% Never
- ☐ 23% Rarely
- ☒ 32% Sometimes
- ☐ 14% Frequently
- ☐ 10% Everyday
- ☐ 9% Many times a day

7. Where in the school do you see others being bullied? (You may check more than one answer)

- ☐ 22% Class
- ☐ 2% Bathroom
- ☐ 79% Playground
- ☐ 29% Breezeway
- ☐ 23% Cafeteria
- ☐ 10% Somewhere Else: List where: field -3, walking home -2, PE -4, bus -2, crosswalk -1, home -1, trees -1
- ☐ I have never seen others being bullied at school

8. How much does school bullying or teasing bother you?

- ☒ 37% It bothers me a lot
- ☐ 34% It bothers me a little
- ☐ 29% It doesn't bother me at all

9. How safe do you feel at your school?

- ☐ 42% I feel completely safe
- ☐ 31% I usually feel safe
- ☐ 25% I sometimes feel safe
- ☐ 2% I don't feel safe at school

10. At Knolls Vista, where do you believe MOST bullying takes place? (Choose 1 answer)

- ☐ 3% Class
- ☐ 2% Bathroom
- ☒ 91% Playground
- ☐ <1% Breezeway
- ☐ Cafeteria
- ☐ 4% Somewhere Else. List where: bus, street, PE, trees, playground after school

11. Do you feel there is someone here at Knolls Vista you can go to for help if you are being bullied?

☒ 90% Yes

☐ 10% No

12. Can you think of anything that your teachers, principal, parents, other students, or you could do to stop bullying and prevent it from happening again?

Tell them to stop xxxx

More teachers outside xxxxx

Peer helpers

Tell a teacher/principal/counselor/parent xxxxxxxxxxxxx

Tell them how you feel xx

Everyone should watch for bullies

principal should call the bully's parents x

"The EAs are not really paying attention."

"EAs won't listen to the 5<sup>th</sup> graders"

"Sometimes the principal punishes the victim"

teachers don't know who the bullies are

talk to every class about bullying x

no, kids won't listen x

just ignore it xxx

get a group to confront the bully

be nice to the bully

put up cameras

bullies should have to talk to the counselor

13. Is there anything else you'd like to say about bullying?

Your parents can help you figure out what to do

Specific bullying report xx

It is inappropriate/not good/shouldn't exist xxxxxxxxxxxxx

Bullies should be punished more xxx

## Appendix C

### Bullying Quiz. (2009-1010)

#### Bullying Quiz

- |  |   |   |
|--|---|---|
| 1. Bullying is a male behavior.  | T | F |
| 2. Once a bully always a bully.  | T | F |
| 3. Bullies come from families representing all income levels.  | T | F |
| 4. Bullies usually have bad grades in school.  | T | F |
| 5. You can spot bullies because they are always agitated and aggressive                              | T | F |
| 6. All bullies are insecure and have low self-esteem.  | T | F |
| 7. Targets of bullies are most often children with physical differences (overweight, red hair, etc.) | T | F |
| 8. Most bullying involves physical aggression.   | T | F |
| 9. Bystanders should stay away from the bully / victim<br>Conflict or they'll get bullied as well.   | T | F |
| 10. Gossiping is a form of bullying.   | T | F |
| 11. Bullying can have a long-term effect on kids.  | T | F |
| 12. Some kids just bring bullying on themselves...it is their fault.                                 | T | F |
| 13. Bullying is a normal fact of growing up, mostly it is just teasing.                              | T | F |
| 14. Telling an adult about bullying is snitching.  | T | F |
| 15. Calling someone "Gay" isn't really bullying.   | T | F |
| 16. It is okay to watch someone being bullied as long as I'm not doing it.                           | T | F |
| 17. If I am bullied, the best thing to do is to fight back.  | T | F |
| 18. Dirty looks or saying someone has "Germs" is considered Bullying.                                | T | F |

## Appendix D

### Bullying Quiz Results. (2009-2010)

Three classes of 5<sup>th</sup> graders totaling 68 students took the Bullying quiz. The district school counselors determined that a student needed to have a 70% or more in order to demonstrate an understanding of the culture of bullying. Of the 68 students that took the quiz, 22% passed the quiz.

## Appendix E

### Positive Behavior Intervention System (PBIS) Staff Survey. (2010)

#### Knolls Vista PBIS Staff Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Knolls Vista PBIS is clearly defined and understood by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school-wide PBIS model is an effective behavior management tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The PBIS program currently used is increasing student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PBIS techniques are NOT as effective as my own behavior management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I see behaviors improving in common areas due to the use of PBIS techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I believe that Cougar Paws change student attitudes and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use Cougars Paws as a behavior management technique every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I believe Knolls Vista's PBIS program strengthens staff unity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am open to learning more about PBIS techniques to improve school wide behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would be interested in attending PBIS trainings in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Thank you for your participation! Specific feedback, comments, or questions can be noted on the back of this survey.*

## Appendix F

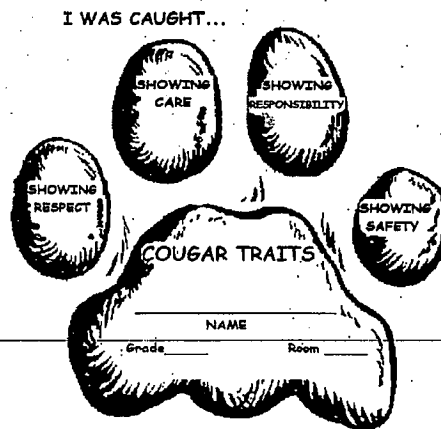
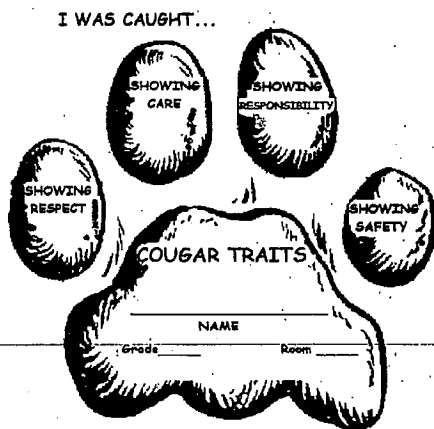
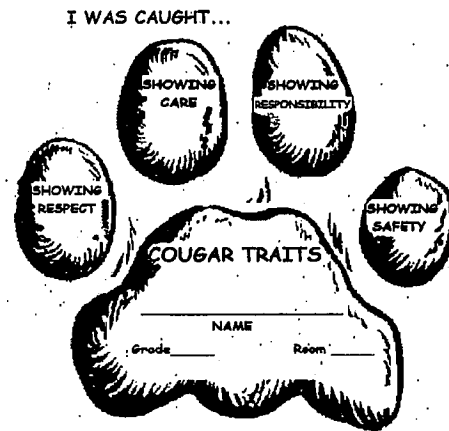
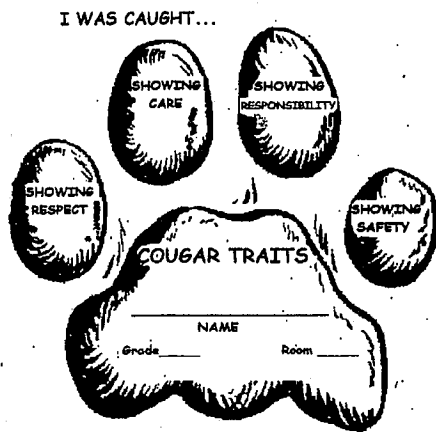
### Positive Behavior Intervention System (PBIS) Staff Survey Results. (2010)

Knolls Vista PBIS Staff Survey		Strongly Agree	Agree	Disagree	Strongly Disagree	Average	Standard Deviation	No. Response
Response values:		1	2	3	4			
1.	Knolls Vista PBIS is clearly defined and understood by staff.	2 6%	25 76%	5 15%	1 3%	2.2	0.57	0
2.	The school-wide PBIS model is an effective behavior management tool.	6 19%	22 69%	4 13%	0 0%	1.9	0.56	1
3.	The PBIS program currently used is increasing student achievement.	3 11%	20 71%	5 18%	0 0%	2.1	0.54	5
4.	PBIS techniques are <b>NOT</b> as effective as my own behavior management techniques.	0 0%	10 37%	14 52%	3 11%	2.7	0.66	5
5.	I see behaviors improving in common areas due to the use of PBIS techniques.	3 11%	18 64%	7 25%	0 0%	2.1	0.59	5
6.	I believe that Cougar Paws change student attitudes and behavior.	11 35%	17 55%	3 10%	0 0%	1.7	0.63	2
7.	I use Cougars Paws as a behavior management technique every day.	7 23%	14 45%	10 32%	0 0%	2.1	0.75	2
8.	I believe Knolls Vista's PBIS program strengthens staff unity.	6 20%	17 57%	6 20%	1 3%	2.1	0.74	3
9.	I am open to learning more about PBIS techniques to improve school wide behaviors.	12 38%	20 63%	0 0%	0 0%	1.6	0.49	1
10.	I would be interested in attending PBIS trainings in the future.	7	14	9	1	2.1	0.81	2



## Appendix G

### Cougar Paws



## Appendix H

### Check-In /Check-Out Form

PBIS

#### CHECK IN / CHECK OUT

3= Followed directions, Respectful, Responsible, Did quality work  
 2= Trying hard but needed LOTS of reminders!  
 1= Unacceptable behavior /oops!

Monday	Tuesday	Wednesday	Thursday	Friday
Date				

All 2s and 3s = Treat  
 One 1 =Treasure Box  
 More than 1 oops = No treat or Treasure Box

X \_\_\_\_\_ Teacher  
 X \_\_\_\_\_ Student  
 X \_\_\_\_\_ Teacher

## Appendix I

### 5<sup>th</sup> Grade Survey "About our school community",

2010

Grade \_\_\_\_\_

#### About our school community

1. I am a:

- ☐ Boy      ☐ Girl

2. Check the kinds of bullying you've had happen to you at school:

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> Teased       | <input type="checkbox"/> Rumors Spread          | <input type="checkbox"/> Belongings damaged or taken |
| <input type="checkbox"/> Called names | <input type="checkbox"/> Left out on purpose    | <input type="checkbox"/> I have not been bullied     |
| <input type="checkbox"/> Threatened   | <input type="checkbox"/> Hit, pushed, or kicked |  |

3. Check the kinds of bullying you've seen happen to other people:

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> Teased       | <input type="checkbox"/> Rumors Spread          | <input type="checkbox"/> Belongings damaged or taken |
| <input type="checkbox"/> Called names | <input type="checkbox"/> Left out on purpose    |  |
| <input type="checkbox"/> Threatened   | <input type="checkbox"/> Hit, pushed, or kicked |  |

4. I am pushed, kicked, or hit:

- |                                |  |
|--------------------------------|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once in a while |
| <input type="checkbox"/> A lot | <input type="checkbox"/> Every day       |

5. I am called names, put down, teased, or left out of a group:

- |                                |  |
|--------------------------------|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once in a while |
| <input type="checkbox"/> A lot | <input type="checkbox"/> Every day       |

6. Have you ever been a victim of cyber-bullying (bullying by using emails, texting, facebook, myspace, or other technology related tools)?

- ☐ Yes      ☐ No

7. I bully others at school:

- |                                |  |
|--------------------------------|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once in a while |
| <input type="checkbox"/> A lot | <input type="checkbox"/> Every day       |

Grade \_\_\_\_\_

8. If you've been bullied at school, where did it happen?

- |  |                                     |   |
|--|-------------------------------------|---|
| <input type="checkbox"/> Bathroom            | <input type="checkbox"/> Classroom  | <input type="checkbox"/> Bus                          |
| <input type="checkbox"/> Hallway / Breezeway | <input type="checkbox"/> Playground | <input type="checkbox"/> Walking to/from school       |
| <input type="checkbox"/> Lunchroom           | <input type="checkbox"/> Bus line   | <input checked="" type="checkbox"/> Other <u>none</u> |

9. If you've seen others being bullied, where did it happen?

- |  |                                     |   |
|--|-------------------------------------|---|
| <input type="checkbox"/> Bathroom            | <input type="checkbox"/> Classroom  | <input type="checkbox"/> Bus                    |
| <input type="checkbox"/> Hallway / Breezeway | <input type="checkbox"/> Playground | <input type="checkbox"/> Walking to/from school |
| <input type="checkbox"/> Lunchroom           | <input type="checkbox"/> Bus line   | <input type="checkbox"/> Other _____            |

10. I worry about being bullied when I'm at school:

- |                                |  |
|--------------------------------|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once in a while |
| <input type="checkbox"/> A lot | <input type="checkbox"/> Every day       |

11. Have you ever stayed home from school because you were scared of being bullied?

- ☐ Yes      ☐ No

12. If someone bullies me, I usually:

- |   |  |
|---|--|
| <input type="checkbox"/> Tell the student who bullies to stop | <input type="checkbox"/> Tell an adult at school |
| <input type="checkbox"/> Tell another student                 | <input type="checkbox"/> Tell my parents         |
| <input type="checkbox"/> Don't do anything                    | <input type="checkbox"/> I don't get bullied     |

Other \_\_\_\_\_

13. If I see someone getting bullied, I usually:

- |  |   |
|--|---|
| <input type="checkbox"/> Help the student who is bullied | <input type="checkbox"/> Tell another student |
| <input type="checkbox"/> Join in the bullying            | <input type="checkbox"/> Tell my parents      |
| <input type="checkbox"/> Tell an adult at school         | <input type="checkbox"/> Don't do anything    |

14. Have you ever told an adult at school you were being bullied?

- ☐ Yes      ☐ No

Grade \_\_\_\_\_

15. If yes, what happened after you told?

16. If no, why didn't you tell?

17. What do you think adults at our school should do to stop bullying?

18. What do you think students at our school could do to stop bullying?

19. Do you have any other comments about bullying at our school?

## Appendix J

### 5<sup>th</sup> Grade "About our school community" survey results.

2010

Grade \_\_\_\_\_

#### About our school community

1. I am a:

- ☐ Boy 34% ☐ Girl 66%

2. Check the kinds of bullying you've had happen to you at school:

- ☐ Teased 14%  
☐ Called names 20%  
☐ Threatened 10%  
☐ Rumors Spread 14%  
☐ Left out on purpose 11%  
☐ Hit, pushed, or kicked 13%  
☐ Belongings damaged or taken 10%  
☐ I have not been bullied 6%

3. Check the kinds of bullying you've seen happen to other people:

- ☐ Teased 16%  
☐ Called names 17%  
☐ Threatened 12%  
☐ Rumors Spread 16%  
☐ Left out on purpose 14%  
☐ Hit, pushed, or kicked 13%  
☐ Belongings damaged or taken 11%  
☐ I have not been bullied .6%

4. I am pushed, kicked, or hit:

Grade \_\_\_\_\_

- ☐ Never 50%
- ☐ A lot 9%
- ☐ Once in a while 36%
- ☐ Every day 5%

5. I am called names, put down, teased, or left out of a group:

- ☐ Never 38%
- ☐ A lot 13%
- ☐ Once in a while 35%
- ☐ Every day 13%

6. Have you ever been a victim of cyber-bullying (bullying by using emails, texting, facebook, myspace, or other technology related tools)?

- ☐ Yes 22%
- ☐ No 78%

7. I bully others at school:

- ☐ Never 72%
- ☐ A lot 0%
- ☐ Once in a while 28%
- ☐ Every day 0%

Grade \_\_\_\_\_

8. If you've been bullied at school, where did it happen?

- ☐ Bathroom 3%
- ☐ Hallway / Breezeway 9%
- ☐ Lunchroom 10%
- ☐ Classroom 14%
- ☐ Playground 29%
- ☐ Bus line 5%
- ☐ Bus 7%
- ☐ Walking to/from school 7%
- ☐ Other 6% \_\_\_\_\_

9. If you've seen others being bullied, where did it happen?

- ☐ Bathroom 3%
- ☐ Hallway / Breezeway 16%
- ☐ Lunchroom 13%
- ☐ Classroom 14%
- ☐ Playground 22%
- ☐ Bus line 10%
- ☐ Bus 10%
- ☐ Walking to/from school 9%
- ☐ Other 3% \_\_\_\_\_



Grade \_\_\_\_\_

10. I worry about being bullied when I'm at school:

- ☐ Never 54%
- ☐ A lot 6%
- ☐ Once in a while 25%
- ☐ Every day 5%

11. Have you ever stayed home from school because you were scared of being bullied?

- ☐ Yes 14%
- ☐ No 83%
- ☐ Tried to 3%

12. If someone bullies me, I usually:

- ☐ Tell the student who bullies to stop 17%
- ☐ Tell another student 7%
- ☐ Don't do anything 5%
- ☐ Tell an adult at school 25%
- ☐ Tell my parents 19%
- ☐ I don't get bullied 15%

Other \_\_\_\_\_ 13%

Grade \_\_\_\_\_

13. If I see someone getting bullied, I usually:

☐ Help the student who is bullied 34%

☐ Join in the bullying .8%

☐ Tell an adult at school 36%

☐ Tell another student 9%

☐ Tell my parents 11%

☐ Don't do anything 10%

14. Have you ever told an adult at school you were being bullied?

☐ Yes 54%

☐ No 43%