

Positive Behavior Supports:

The Impact of Self- Graphing Daily Behavior in the Check In Check Out Program

A Special Project

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FACULTY APPROVAL

Positive Behavior Supports:

The Impact of Self- Graphing Daily Behavior in the Check In Check Out Program

Approved for the Faculty

_____, Faculty Advisor

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ABSTRACT

The purpose of this project was to determine if the use of the Check In Check Out behavior system with students graphing their daily behavior would show a decrease in their disruptive behavior. The first year of White Pass Elementary School's implementation of the Positive Behavior Interventions and Supports system in the school was the year of 2009-2010, which was the baseline for this study. The months of January, February, and March of the following school year were when the study outlined within this paper took place. The quasi-experimental study included a student survey and student behavior graphs. After a careful examination of the data and unforeseen factors the results of the study were inconclusive.

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TABLE OF CONTENTS

	Page
FACULTY APPROVAL.....	ii
ABSTRACT.....	iii
PERMISSION TO STORE.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER 1.....	1
Introduction.....	1
Background for the Project.....	1
Statement of the Problem.....	2
Purpose of the Project.....	3
Delimitations.....	3
Assumptions.....	4
Hypothesis or Research Question.....	4
Null Hypothesis.....	4
Significance of the Project.....	4
Procedure.....	5
Definition of Terms.....	5
Acronyms.....	5

	Page
CHAPTER 2.....	7
Review of Selected Literature.....	7
Introduction.....	7
No Child Left Behind Act.....	7
Response to Intervention.....	8
Positive Behavioral Interventions and Supports.....	11
Check In Check Out.....	16
Summary.....	19
CHAPTER 3.....	21
Methodology and Treatment of Data.....	21
Introduction.....	21
Methodology.....	21
Participants.....	22
Instruments.....	23
Design.....	23
Procedure.....	24
Treatment of the Data.....	24
Summary.....	24
CHAPTER 4.....	26
Analysis of the Data.....	26

	Page
Introduction.....	26
Description of the Environment.....	26
Hypothesis/Research Question	26
Null Hypothesis.....	27
Results of the Study.....	28
Findings.....	32
Discussion.....	33
Summary.....	35
CHAPTER 5.....	36
Summary, Conclusions and Recommendations.....	36
Summary.....	36
Conclusions.....	37
Recommendations.....	38
REFERENCES	39
APPENDICES	42

LIST OF TABLES

	Page
Table 1. Mean Annual Behavior Percentages.....	33

LIST OF FIGURES

	Page
Figure 1. Mean Annual Behavior Percentages.....	28
Figure 2. Survey - Percentage of Days Above 80% by Month.....	29
Figure 3. Survey - Better at Classwork at 80% or Above.....	30
Figure 4. Survey - Graph Helped to Understand Behavior.....	31
Figure 5. Survey - Enjoy School at 80% or Above.....	32
Figure 6. Appendix A - Letter of Permission to Conduct Research.....	42
Figure 7. Appendix B - Daily Behavior Graph.....	43
Figure 8. Appendix C - Student Survey.....	44

CHAPTER 1

Introduction

Background for the Project

White Pass Elementary School is a small rural school in a high poverty area. Three elementary schools recently combined to form one elementary due to declined enrollment. In the past, the three schools had been rivals in sports. Each community felt very strongly that there was a need to maintain separate elementary schools in order to retain the identity of their community. It was very difficult for the three elementary staffs to combine and learn a new way of doing things and working together.

Each teacher had their own distinct way of handling behavior problems. Most of the time it resulted in the students having to write sentences regarding their actions or being sent to the hallway or down to the office, all of which meant valuable instruction time was lost.

Standardized test scores were dropping and negative behavior was on the rise. Students were not feeling safe at school and White Pass Elementary had ceased to be a positive workplace or productive learning environment.

The principal at the time was searching for solutions to the growing behavior problem at White Pass Elementary and learned of the Positive Behavioral Interventions and Supports (PBIS) year-long training at Educational Service

District (ESD) 113. She then presented this information to both the high school and elementary school staff to see if there was any interest in attending the training. The principal's hope was to see the implementation of a district-wide behavior program in order to provide the students with a positive, proactive behavior system which would grow and change with their needs as they continued their education in the White Pass School District

Statement of the Problem

White Pass Elementary has been searching for solutions to help tier two and three students to become focused and engaged in their education. The adoption of the PBIS system has identified the tier two and tier three students in order to be able to modify and individualize support services for them. The Check In Check Out (CICO) system was one of the modifications used.

This past year as the district started to implement the CICO system there was an increase in copy-cat misbehaviors. The students in CICO would receive a prize at the end of each day if their behavior chart had a score of 80% or higher. Some of the students returned to their home classrooms and flaunted their prize for all other students to see. As a result, some of the tier two students began to imitate the behavior of the students participating in the CICO system. One of the problems was that the rewards were too easy to obtain on a daily basis and there was not re-teaching of appropriate behaviors. The students turned in their chart

and a staff member entered the data into the computer. Afterward, the staff on the Behavior Leadership Team would review the data, without giving feedback to the student about their behavior. One other problem with how things were executed was students did not have the opportunity to see their charts and observe the pattern of good and bad days. It was believed that the students were not making the connection between behavioral changes and positive rewards.

Purpose of the Project

The purpose of this study was to examine whether or not an active student involvement in the construction of behavior graphs would affect future behavior. In particular, this study was focused on an increase in positive behavior as a result of graphing activities.

Delimitations

This project was limited to the top six tier two and three students at White Pass Elementary in the White Pass School District, located in Randle, Washington. The project was conducted during the winter of the 2010-2011 school year. White Pass Elementary had an enrollment of 219 full time students for the October 2010 student count. The ethnicity of White Pass Elementary for this time period was: American Indian/Alaskan Native 3.2%, Hispanic 3.2%, and White 93.6% (OSPI, 2010). The free and reduced lunch program served 61% of the student body.

Assumptions

For this study an assumption was made that all students participating wanted to improve their behavior at school. Another assumption was that all students would continue participating in the CICO system until they exited the program with better behavior skills. It was also assumed that students responded honestly on their respective graphs.

Hypothesis or Research Question

Students in the CICO Behavior Program who graph self reflections on their behavior will increase behavior points and number of days when students reach the 80% mark on their behavior graphs than students who did not graph their behaviors. Students who participant in the Check In Check Out system will indicate that the Check In Check Out system helps them to behave at school.

Null Hypothesis

The students who graph self reflection of their behavior will show no difference in the improvement of their behavior over students who do not graph their self reflection of their behavior. Students who participant in the Check In Check Out system will not indicate that the Check In Check Out system helps them to behave at school.

Significance of the Project

The purpose of this project was to provide a factual base of information regarding student self assessment by graphing student behaviors in the CICO system of the White Pass Elementary PBIS program, to help direct the district in providing more informed and productive instruction time for all students.

Procedure

For the purpose of this project, the following procedures were implemented:

1. Approval from White Pass Elementary Principal Gary Stamper (See Appendix A)
2. Discussion with the Behavior Leadership Team.
3. Identify six tier two and three students in the CICO system
4. Teach the daily behavior graphing chart expectations.
5. Monitor the student graphs.

Definition of Terms

For the purpose of this study, the following words are defined:

Check In Check Out. Check In Check Out is a part of the White Pass Elementary Positive Behavior Support system for tier two and three students.

Positive Behavior Interventions and Supports. An intervention system used to promote positive behavior school-wide.

Acronyms

AYP. Annual Yearly Progress.

CICO. Check In Check Out.

ELL. English Language Learners.

ESD. Educational Service District.

HSPE. High School Proficiency Exam.

IDEA, 2004. Individuals with Disabilities Education Improvement Act of 2004.

MSP. Measurement of Student Progress.

NCLB. No Child Left Behind.

OSPI. Office of the Superintendent of Public Instruction.

PBIS. Positive Behavioral Interventions and Supports

PBS. Positive Behavior Support.

RTI. Response to Intervention.

SWIS. School-Wide Information System.

WASL. Washington Assessment of Student Learning.

CHAPTER 2

Review of Selected Literature

Introduction

This chapter has been organized around the following topics: (a) No Child Left Behind (NCLB), (b) Response to Intervention (RTI), (c) Positive Behavioral Interventions and Supports (PBIS), (d) Check In Check Out (CICO), and (e) Summary.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act of 2001 passed by President George W. Bush in 2002 presented major transformations in the public education system. Schools were mandated and held responsible to provide quality education for all students (U.S. Department of Education, 2004). Under the NCLB Act there was an expectation that 100% of all students must have achieved academic proficiency by the year 2014. The United States Department of Education stated that the focus groups of NCLB were students which normally fell behind, such as low-income and English Language Learners (ELL), yet made no difference whether students had any academic, cognitive, or behavioral delays. In order to attempt to increase the scores for low-income and ELL students, these students were treated as if those were their only academic issues, ignoring all other variables. The expectations of NCLB state that all students must have achieved 100% academic proficiency by 2014. Academic proficiency was marked by the ability to pass

each state's respective standardized tests before exiting the public school system. At this point, standardized tests were the primary tool used to measure academic proficiency. However, the standards of these tests were established by each state independently, and lack a federally-mandated standard. Educators tasked with creating these state-wide standards started to collect data by continuously monitoring and assessing their students to see if they were meeting the objectives for every student. States were granted a certain degree of freedom as to how they would measure proficiency (Cronin, Dahlin, Xiang, McCahon, 2009).

Response to Intervention (RTI)

The No Child Left Behind Act has steered schools to look for more efficient ways to meet Annual Yearly Progress (AYP).

In recent years, achieving these goals has required that schools a) increase instructional accountability and justification, b) improve the alignment between assessment information and intervention development, c) enhance use of limited resources and time, d) make decisions with accurate and relevant information, e) initiate important instructional decisions earlier and in a more timely manner, f) engage in regular and comprehensive screening for successful and at-risk learners, g) provide effective and relevant support for students who do not respond to core curricula, and g) enhance fidelity of instructional implementation (Sugai, 2007).

The framework that has emerged to help meet the needs of these problems was Response to Intervention (RTI). Originally RTI came about in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004) with roots in “applied behavior analysis, curriculum-based measurement, precision teaching, pre-referral intervention, teacher assistance teaming, diagnostic prescriptive teaching, data-based decision making, early universal screening and intervention, behavioral and instructional consultation, and team-based problem solving” (Sugai, 2007)

Response to Intervention has helped to redesign the teaching and learning environments of classrooms across the nation in order to become a more effective, relevant, and efficient system for students, their families, and educators. There were six defining characteristics in the RTI model. (Brown-Chidsey & Steege, 2005; Christ, Burns, & Ysseldyke, 2005; Fuchs & Deshler, 2007; Fuchs & Fuchs, 2007; Fuchs, Mock, Morgan, & Young, 2003; Gresham, 2005; Gresham et al., 2005; Kame’enui, 2007; National Association of State Directors of Special Education, 2006; Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). The first characteristic was universal screening, which entailed reviewing student progress regularly and systematically, in order to assess who was making adequate progress, who was at some risk, and who was at a high risk of failure without additional supports. The second characteristic was data-based decision making and problem solving. This occurred when information was related directly

to student learning and is measureable, in order to assist decisions regarding instruction. The third characteristic was continuous progress monitoring in order to identify adequate or inadequate growth. Next, attention was given to student performance to help guide decisions on teaching effectiveness and the learning progress. The fifth, a continuum of evidence-based interventions, which included: core curriculum provided for all students, modifications of the core curriculum for some nonresponsive students, and specialized and intensive curriculum developed for students at a high risk of non-responsiveness. The final characteristic was implementation fidelity. This necessitated team-based structures and procedures to help ensure and coordinate the correct adoption and to sustain implementation of the intervention practices.

Response to Intervention was the three tier framework that had been used. The first tier was the Universal Interventions, or tier one, where all students were included for instruction, a preventive and proactive stage of around 80 to 90% of students. This amount of instruction was sufficient for these students, as seen in their willing and successful compliance with school and classroom behavioral guidelines. Response to Intervention was not confined to behavior problems. It was also utilized in teaching reading, math, and other subjects. The second tier was the Targeted Group Interventions, or tier two, in which some students were at risk and must see a high efficiency rapid response intervention, which consisted of 10 to 15% of the student population. These students, without the addition

intervention provided during tier two, likely would not meet the standard and were at risk of failing. The third tier was the Intensive, Individual Interventions, or tier three. About five to 10% of the student population falls into this category. The intervention was geared more toward the individual student and the curriculum needs to be high intensity assessment-based. When executed properly, students were moved up and down the tier scale according to their needs.

Positive Behavioral Intervention and Support (PBIS)

Positive Behavioral Intervention and Support (PBIS) systems were a broad range of systemic group and individual strategies for schools to use for achieving social and learning outcomes while preventing undesirable behavior with all students (PBIS, 2009). The goal was to establish host environments that support the adoption and sustained use of evidence-based practices (Zins and Ponte, 1990).

School-wide discipline historically focused on loss of privileges, punishment, and suspensions. These reprimands were inconsistent and proved to be ineffective. The basis of the school-wide PBIS model consisted of teaching and modeling the expectations, with a heavy emphasis on reinforcing positive social behaviors.

The positive outcomes resulting from this model included the fact that rule violating behaviors were minimized, which in turn created more respectful and responsible behavior, eventually leading to higher academic engagement. School

functions as a whole would run more effectively and efficiently. Supports for all students at risk of academic failure improved and overall school-wide scores improved.

Positive Behavioral Interventions and Supports was not a specific curriculum but an adaptive system that was tailored to the specific needs of each individual school, students, and already existing school rules. It was not a system limited to a certain group of students but was for all students. Positive Behavioral Interventions and Supports was not new but has a long history of documented behavioral practices with effective instructional strategies.

The most important key for PBIS to work was an 80% buy-in from all staff, not just teachers, but administrators, para-educators, office staff, bus drivers, and anyone who interacted with the students on a regular basis. A behavior team was then assembled with adults representing the different levels of school employees, administrators, teachers, and para-educators. The next step was for the staff or the Behavior Team to construct and solidify the expectations in each area and incorporate them into the school rules. For example, if the school rules were: Be Safe, Be Respectful, and Be Responsible, a matrix would define what it was like to be safe in the hallway, to be respectful in the hallway, and to be responsible in the hallway. This would be done for all areas of the school: classroom, office, library, bathrooms, hallways, playground, lunch room, bus areas, and on the busses. The dead man rule was used, that meant, if a dead man can do it, the

request needs to be rephrased. In the place of “Don’t run,” one would say “We use walking feet in the hall. What type of feet do we use in the hall?” These expectations were then taught to the students, preferably the first time in the actual area. For example, lunch room expectations were taught in the lunch room.

When educators were addressing the students, it is imperative that the same verbiage was used to ensure continuity. Additionally, the spaces the students occupied must have had rules and expectations posted, and those expectations must have been taught to the students.

After the initial teaching, and again throughout the school year, staff could revisit the expectations and do re-teaching sessions in the classrooms as needed. It was an advisable and productive idea to re-teach right before winter and spring breaks. Re-teaching at those times did two things. First, it reminded everyone, teachers included, what the expectations were and helped to re-focus excited students. Second, the students had a recent reminder of school-wide rules and expectations when they had returned back to school after the break.

White Pass used Think Time procedures in the classroom as a positive approach to eliminate bantering between the teacher and student. This allowed the teacher to focus on instruction and gave the student time to rethink their behavior in a nonthreatening space in a neighboring classroom in order to be able to return to their classroom ready to learn and participate.

It was necessary that positive rewards be attainable school-wide. This was another area in which the staff needed to be polled for ideas. First, a quick and simple way to acknowledge students who were following the expectations needed to be found. For example, if the mascot of a school was a tiger, the teacher could pass out paper cutouts of tiger paw prints. Each student wrote their name on the back, placed it in a basket, making them eligible for positive recognition or a prize. Some examples of rewards included lunch with the principal, extra recess, a treat at lunch, a prize from a prize box, or whatever else the schools deems acceptable. However, this was not a prize situation, it was a positive incentive. As Glasser and Easley (1998) stated, “children are going to do much better if they are creatively recognized and given credit for the micro efforts they are already putting out”. The students were rewarded for following the rules and expectations just as a token society receives a paycheck for a job well done.

The emphasis with the PBIS system was prevention, proactive not reactive. When the expectations were taught in all the areas, everyone knows what was expected. All too often adults make assumptions that students already know what was expected of them and then react negatively when the students make a choice contrary to the expectations of the adults. Students cannot be successful on standardized tests if they have not received the information they need to know, and the same was true with the school and classroom expectations. The educators needed to look at why the behavior was happening, and assess whether it is a

can't do or won't do situation. In a can't do situation, the student did not possess the tools necessary to complete a task. In a won't do situation, the student did possess the tools necessary, but did not exhibit the behavior necessary to be successful in their work.

With the teaching of expectations and positive rewards in place, 80% of the students should respond positively to the emphasis on prevention. This group was called the Universal or Primary Prevention group, tier one. Once that group has been addressed, the focus could turn to the Targeted or Secondary Prevention group, tier two. This group consisted of approximately 15% of the population. With the tier two group narrowed down, the emphasis could focus more on direct re-teaching and possibly some reward modifications. The remaining five percent was the Intensive or Tertiary Prevention group, tier three. These were the high-risk behaviors. The behavior team, along with the classroom teacher worked on special individualized systems to help redirect and teach the student ways to be successful in school.

The Behavior Team needed to continually review the school's behavior plans and data in order to modify any expectations for clarity, because the simplest approach was often the most successfully executed. It was a good idea to rotate one or two staff members on the team each school year in order to preserve and encourage the flow of new ideas in the Positive Behavior System (PBS). This was

beneficial because with each new school year, a new group of students would walk through the doors of the school, each with their own specific needs.

As unwanted behaviors were diminished, instruction time was increased, and test scores rose. In order for schools to meet Adequate Yearly Progress (AYP), schools needed to reassess their classroom and school-wide systems. Positive Behavioral Interventions and Supports gave schools a proactive way of doing exactly that.

Check In Check Out (CICO)

The Check In Check Out program was one of the options for tier two and three students who were at risk with disruptive behavior. There were four major steps for the success of this program.

- (A) Positive relationships between students and school staff,
 - (B) Close supervision and monitoring of students with behavior problems using a Daily Progress Report,
 - (C) Teaching and reinforcing students' use of desirable social behavior, and
 - (D) Student's successful engagement in classroom learning activities
- (Cheney and Lynass, 2009).

Check In Check Out was a daily routine in which the student participates. The day started out with the student checking in with a support staff member or coach. This began the student's day with a positive interaction and gave them the

additional support they needed to start their day of school. The student also picked up a daily progress report or tracking sheet, which would be checked off throughout the day by their teacher recording their behavior and social interactions. At the end of the day the student returned to the support coach with whom they met with in the morning in order to check out. The staff support coach then reviewed the student's card. During this time a quick re-teaching session took place, at which point the student received feedback involving questions and comments such as, "What could you do next time?" or "Good job, keep up the good work!" Afterward, the daily progress report was sent home for review by their parent or guardian. This routine was continued until the student demonstrated success and was weaned off the incentive rewards associated with CICO. All of the other school-wide positive incentives remained in place for all students, even if they were on a specialized behavior program.

It has been found beneficial for the coach and student to have frequent positive communication in order to assist the student in making better connections with the school-wide behavior programs and in following the school-wide rules associated with the behavior programs. Many of the students have a hard time connecting and communicating with others. Learning this new behavior means taking a personal risk. The trusting relationship developed through daily one-on-one time with the coach helps the student to make a change in their social skills and habits, and encouraged a decline in inappropriate behaviors. Students who

were successful in this type of a program have a lower rate of special education referrals (Cheney and Lynass, 2009).

When a student was identified with at risk behavior it was important to find out if they were exhibiting the undesired behavior to obtain attention or some other reward or to escape or avoid an unpleasant situation or circumstance. While designing a program for the student it was important to:

Meet with students and point out the specific behaviors that need to be curtailed. Make sure students understand and can describe the offending behavior. If the offending behavior continues, help the student develop an explicit plan to curtail it. Keep refining the plan as needed (Marzano, 2007).

Some students were not aware of their actions and the consequences of their actions. As a result, they needed to learn how to self-monitor themselves.

Self-monitoring involves assisting a student or group of students in establishing a system for monitoring and recording their own behaviors.... This procedure not only involves students in their own behavior change programs but it also significantly reduces the amount of time spent in collecting data. Furthermore, perhaps because self-monitoring helps create an internalized locus of control, changes in behavior associated with this approach seem more likely to generalize both to other situations and to other behaviors (Jones and Jones, pg.393, 2004).

In monitoring students' progress they should be meeting their goal at least 80% of the time in a six to eight week period. When this was accomplished they could be exited out of the program

Summary

The focus of this chapter was to address the available evidence to the topics of (a) No Child Left Behind Act, (b) Response to Intervention, (c) Positive Behavioral Interventions and Supports, (d) Check In Check Out, and (e) Summary. The methodology and treatment of the data are reported in Chapter 3.

As a result of the successful adoption of the No Child Left Behind Act, the United States Department of Education required that all students exiting the public school system must have achieved academic proficiency by the year 2014. Under No Child Left Behind, all states were required to establish their own baselines for measuring proficiency. Washington State initially chose to utilize the Washington Assessment of Student Learning (WASL) for this purpose. Recently, the WASL was replaced with the Measurement of Student Progress (MSP) and High School Proficiency Exam (HSPE).

The origin of Reponse to Intervention was in the Individuals with Disabilities Education Improvement Act. The three tier model of RTI allowed an educator to break down their classroom according to the type of instruction students need. Tier one was the Universal Interventions Group, which was the largest group of students, capable of assimilating and internalizing instructional material the

within the first few times they are exposed to the information. Tier two was the Targeted Group Interventions, which was the next largest group. These students needed to see a high efficiency rapid response with their intervention. Tier three was the Intensive, Individual Interventions. Though only five percent of the population, this group needed to have individualized student curriculum geared towards their needs.

Positive Behavioral Interventions and Supports were modeled after the RTI three-tier network. It was a school-wide positive behavior system that consisted of teaching and modeling the expectations as well as reinforcing good behaviors and choices with positive incentives.

Check In Check Out focused on the tier two and three students outlined in the Positive Behavior Interventions and Supports system. CICO was an individualized daily routine for students with at-risk behavior problems, which allowed them to receive daily feedback regarding their social and behavioral choices, which in turn assisted in improving their academics.

CHAPTER 3

Methodology and Treatment of Data

Introduction

This chapter has been organized around the following topics: (a) Methodology, (b) Participants, (c) Instruments, (d) Design, (e) Procedure, (f) Treatment of the Data, (g) Summary. White Pass Elementary had started to implement the Positive Behavioral Intervention and Support (PBIS) system at the beginning of the 2009-2010 school year. The researcher sought to determine if students who took the responsibility of graphing their behavior charts on a daily basis would be more conscious of their misbehavior and in turn make an effort to control their behaviors and earn their way out of the Check In Check Out (CICO) system.

Methodology

The researcher chose to do a quasi-experimental project and gave a descriptive survey of the participating students at the end of the project. The researcher sought to determine whether the approach of the students graphing their own behavior would allowed the students to realize the level of their misbehavior and in turn make the effort to change their misbehavior to expectable behavior and earn their way out of the CICO system.

The researcher collected data during the third trimester of the 2009-2010 academic year when the students did not graph their daily behavior charts. At the beginning of the second trimester of the 2010-2011 academic school year the students were taught how to graph their behavior on a daily basis. The students were given a descriptive survey at the end of the second trimester to measure student perception on the self evaluation process.

Next, the data was collected by the researcher and entered into a chart. The data from the chart was collected and entered into White Pass Elementary's School-Wide Information System (SWIS) to be compared against the data from the previous year.

Participants

The researcher selected six students in the CICO system. The students were in the fourth and fifth grades during the 2010-2011 school year. The students lived in rural East Lewis County and were from low- and middle-class families.

This group contained six boys previously in the Check In Check Out program. All of the students were participants in the Free and Reduced Lunch program. White Pass Elementary School's high percentage of students receiving free or reduced qualifies them for school-wide Title I program funds.

Instruments

The behavior graph generated by the students was the tool used to gather the data on their behavior. The students graphed on a daily basis using the information from their daily behavior chart. The data was entered into the school's SWIS database. Additionally, at the end of the study period, all students were given a graphing behaviors survey.

The researcher gathered the data and entered it into a Microsoft Excel spreadsheet. When the data was tabulated the program compared the two trimesters along with the results from the survey.

Design

The study group consisted of the top six students in the Check In Check Out (CICO) program during the third trimester of the 2009-2010 school year. These students had not participated previously in the self-graphing exercise, as it was not utilized during the 2009-2010 school year. The top six students in the CICO program during the second trimester of the 2010-2011 school year were taught to graph their behavior. A descriptive survey was given to the students at the end of the second trimester of the 2010-2011 school year.

Procedure

The researcher wanted to determine if student misbehavior would improve after students graphed their daily behavior charts. The researcher started studying text and online resources.

The researcher gathered data on positive behavior support and student self assessment. Next the researcher collected data on six students in the CICO system for one trimester. The students were then taught how to graph their daily behavior charts and charted their behavior for one trimester. A survey was given to the students reflecting on their graphing experience.

The data was analyzed and entered into StatPak to compute the mean scores in daily behavior of the students. In the end, a t-test was used to assess the significance of the means at 0.05.

Treatment of the Data

The raw data was collected from the two groups of students and calculated to find the differences using Excel. Then the differences were entered into StatPak to compute the mean for those scores.

Summary

This chapter was designed to review the methodology and treatment of data related to the study to determine if students who graphed their behavior on a daily basis improved their behavior and were able to be phased out of the CICO

program sooner than students who did not. The analysis of data and findings from this study are reported in Chapter 4.

CHAPTER 4

Analysis of the Data

Introduction

Chapter 4 has been organized around the following topics: (a) description of environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) summary. The purpose of this study was to determine if students in the Check In Check Out (CICO) program who self-graphed reflections on their behavior would show an improvement in their behavior.

Description of the Environment

This project was limited to the top six tier two and three students at White Pass Elementary in the White Pass School District, located in Randle, Washington. The project was conducted during the winter of the 2010-2011 school year. White Pass Elementary had an enrollment of 219 full time students for the October 2010 student count. The ethnicity of White Pass Elementary for this time period was: American Indian/Alaskan Native 3.2%, Hispanic 3.2%, and White 93.6% (OSPI, 2010). The free and reduced lunch program served 61% of the student body.

Hypothesis/Research Question

Students in the CICO Behavior Program who graph self reflections on their behavior will increase behavior points and number of days when students reach

the 80% mark on their behavior graphs than students who did not graph their behaviors. Students who participate in the Check In Check Out system will indicate that the Check In Check Out system helps them to behave at school.

Null Hypothesis

The students who graph self reflection of their behavior will show no difference in the improvement of their behavior over students who do not graph their self reflection of their behavior. Students who participate in the Check In Check Out system will not indicate that the Check In Check Out system helps them to behave at school.

Results of the Study

Mean daily behavior percentage scores of students who graphed their behavior on a daily basis decreased by 26.02% in comparison to the students from the previous year who did not graph their behavior. The second year of the study showed behavior scores of 80% or higher on 22.74% of the days. During the first year, six students participated in the study. Of those six students, two showed an increase in behavior percentage from the first year to the second. Four students showed no increase or a decline in mean daily behavior percentage from the first year to the second.

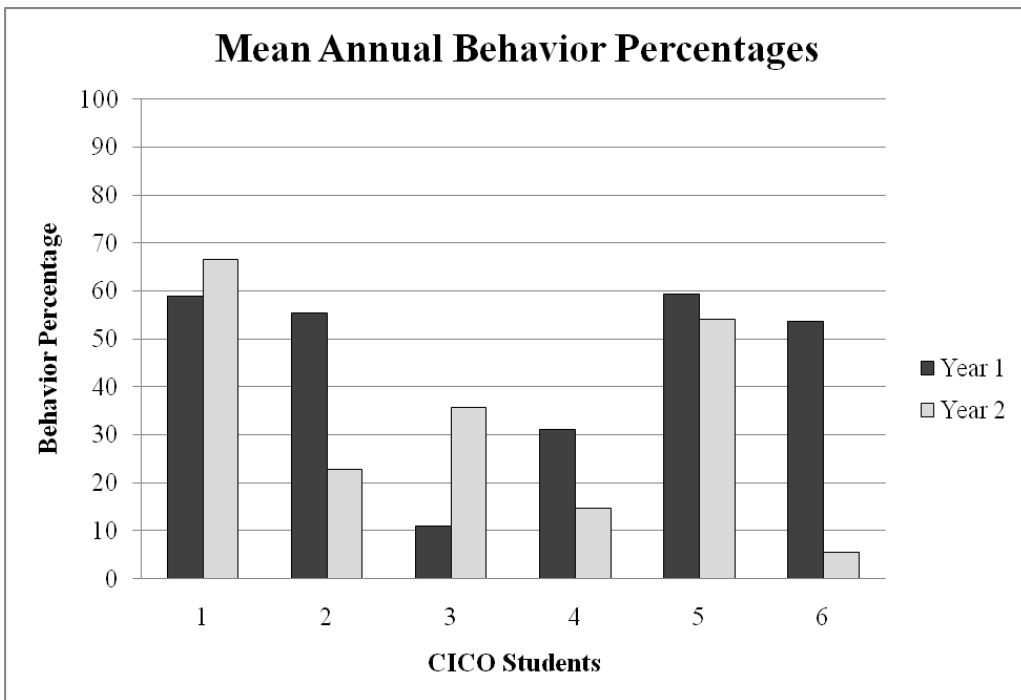


Figure 1

In the first month of year two of the study, 26.73% of the days showed a behavior percentage greater than or equal to 80% for all students combined. The second month of the study showed a behavior percentage greater than or equal to 80% for 28.28% of the days. From the first month to the second month, the percentage of days with behavior scores of 80% or higher increased by 5.8%. During the third month of the study, only 14.88% of the days met or exceeded the 80% threshold. From the second to third month of the study, the percentage of days with behavior scores of 80% or higher declined by 47.4%. From the first to last month of the study, the percentage of days in which students earned a behavior score of 80% or higher declined by 44.35%.

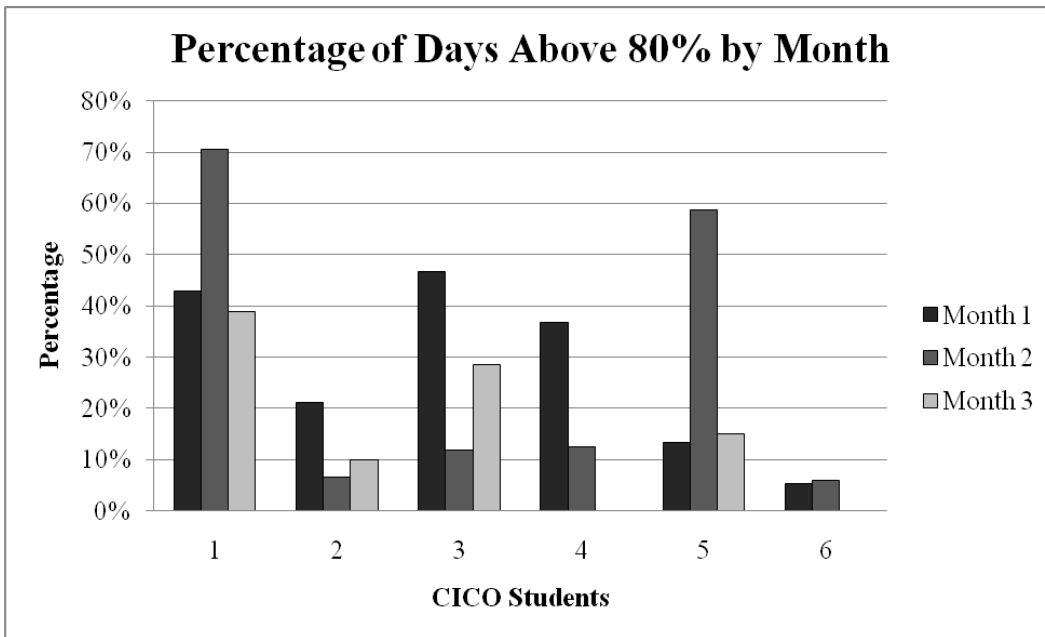


Figure 2

The data was entered into StatPak and a t-test was conducted to determine significance. The t-value was 0.93 and the degrees of freedom were 10. A t-value of 2.228 was needed to show a significant change, but as the t-value was 0.93, it failed to meet the necessary criteria to show a significant difference at 0.05.

A student survey was conducted at the end of March 2011 and showed that 50% of the participants believed that the Check In Check Out system helped them to behave at school. Six male students took part in this survey; there were no females in the study. Two of the six students strongly agreed and three of the six students agreed that they did better with their class work when their behavior was at 80% or above. Only one student disagreed.

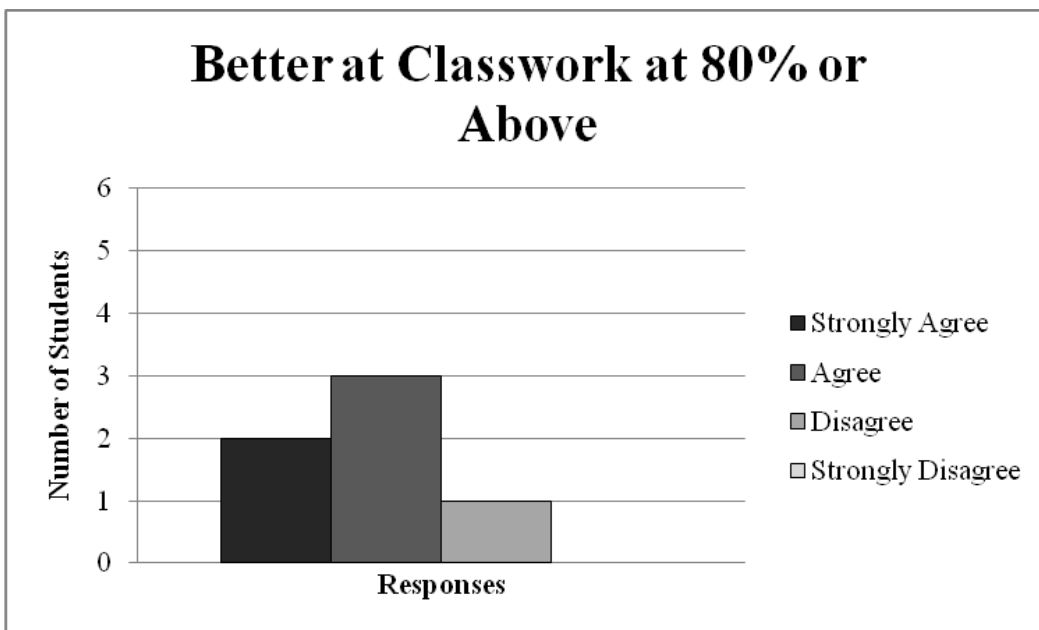


Figure 3

When asked if graphing their daily chart helped them to better understand their behavior, 50% of the students agreed. One student disagreed, and two students strongly disagreed that graphing their daily behavior helped them to better understand their behavior.

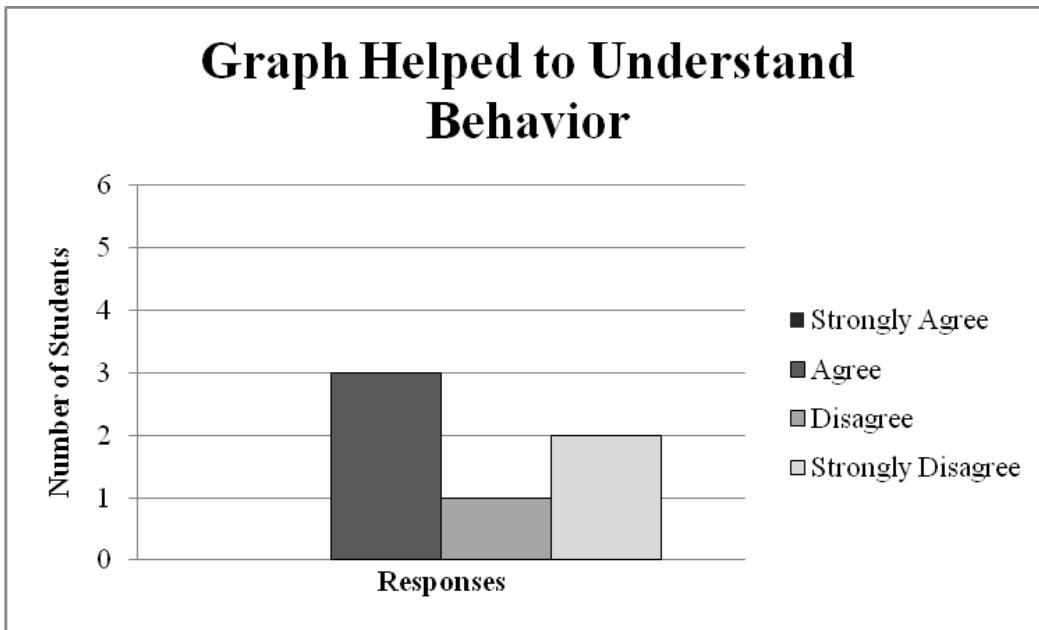


Figure 4

This survey also asked if they enjoyed school more when they were at 80% or above and two strongly agreed, three agreed, and only one student disagreed. Eighty-three percent of the students enjoyed school more when they were meeting or exceeding their goal of 80% on their behavior chart.

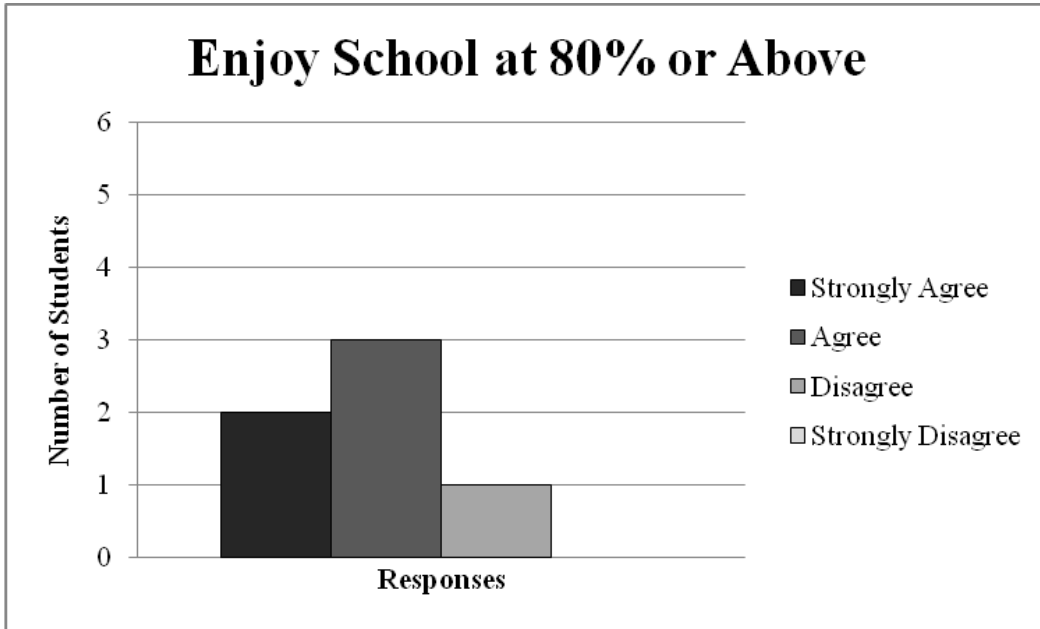


Figure 5

Findings

The researcher analyzed the data with a degree of freedom of 10, and received a t-score of 0.93. However, a t-score of 2.228 was needed in order to overturn the null hypothesis, and the t-score of 0.93 failed to meet the criteria needed to show a significant change in behavior percentage scores. While there was a noted change in percentage of days in which the students were at or above 80%, there is not sufficient data to determine whether or not the change is statistically significant. On the survey hypothesis, although only 50% of the students agreed that the charting of behavior helped them behave, a larger number agreed that it

did help them with class work and they enjoyed school more when at the 80% behavior days.

	2009-2010	2010-2011	% Change
Student 1	59.00	66.63	12.94%
Student 2	55.33	22.69	-59.00%
Student 3	11.00	35.64	224.03%
Student 4	31.00	14.66	-52.71%
Student 5	59.33	54.08	-8.86%
Student 6	53.67	5.55	-89.65%
Mean Total	44.89	33.21	-26.02%

Table 1

The hypothesis that students in the CICO Behavior Program who graph self reflections on their behavior will increase behavior points and number of days when students reach the 80% mark on their behavior graphs than students who did not graph their behaviors was rejected by the researcher.

The null hypothesis that the students who graph self reflections of their behavior will show no difference in the improvement of their behavior over students who do not graph their self reflection of their behavior was accepted by the researcher.

Discussion

The results of this study do not align with the results that were expected, given previous studies of a similar nature. For example, with positive recognition, it is expected that the positive behavior and efforts of students increases (Glasser & Easley, 2005). Additionally, students who engage in self-monitoring have shown

positive increases in desired behavior (Jones & Jones, 2004). However, this study did not produce those same results. There are multiple reasons that likely explain why a statistically significant change was not found. The most prominent reason is the size of the sample. Given the small size of White Pass School District, there was a markedly small number of students who met the requirement of participation in the Check In Check Out program. Additionally, there were a large number of unforeseen and uncontrollable variables which could have affected the outcome of the study. The first of these was the frequent occurrence of inclement weather events in the form of snow days which disrupted the flow of classroom exposure and instruction time. These snow days took place at the end of the second month of the study, creating a fracture before the third month of the study began. Before this break took place, there was an increase in days at which the behavior of the students was at 80% or above, which might have continued had the instruction time not been interrupted. However, that cannot be said with any certainty in the absence of further studies.

There was also a drastic change in location and daily routine from the 2009-2010 school year to the 2010-2011 school year. This was the result of the renovation of the elementary school building, which necessitated that the elementary school was housed temporarily in the building previously vacated by the junior high and high school staff and students. Lastly, the 2010-2011 school

year saw a large administrative shift, at both the school and district level. The new administration placed emphasis on reactive rather than proactive ways of addressing behavior problems. All of these uncontrolled variables combined to create a very unstable environment, culminating in the inconclusive results found in this study.

Summary

This chapter was designed to analyze the data and identify the findings. From the data, the hypothesis was not supported and the null hypothesis was accepted. There was not a significant change in mean behavior percentages between the first year, in which students did not self-monitor their progress, and the second year of the study, which saw self-monitoring by the students on a daily basis. Chapter 5 will summarize the study, draw conclusions, and make recommendations.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

This chapter has been organized around the following topics: (a) introduction, (b) summary, (c) conclusions, (d) recommendations. The purpose of this project was to examine whether or not students who graphed their behavior on a daily basis showed an increase in positive behavior in comparison to students who did not graph their behavior.

Summary

The No Child Left Behind Act mandated schools to provide quality instruction for all students despite any academic, cognitive, or behavioral delays and that all students achieve 100% academic success by the year 2014. The three tier Response to Intervention programs were showing success for improving student growth by monitoring and adding interventions where they were needed.

The Positive Behavioral Interventions and Supports system was consistent with the goals of Response to Intervention by providing support and interventions to students in order to guide them toward successful behavioral choices. The Check In Check Out system allowed for a more individualized intervention approach for students at risk of academic failure with behavioral delays.

White Pass Elementary was experiencing an increase of behavior-related office referrals leading to lost instruction time. The staff started to implement a Positive Behavior System which resulted in positive results for the tier one students. The tier two and three students in the Check In Check Out system still posed a challenge. There was an increase in copycat misbehaviors from the students trying to manipulate the system for prizes. The leading belief was that students were not making the connection between positive behavior and receiving a prize. The researcher wanted to know if the students in the Check In Check Out system who graphed their behavior on a daily basis would improve their behavior in comparison to those students who did not graph their behavior.

Conclusions

This study did not overturn the null hypothesis in favor of the experimental hypothesis, and as a result, no definitive conclusions can be drawn concerning the effectiveness of the Check In Check Out program when addressing the behavior problems of at-risk students. As seen in Figure 1, there was a large degree of variance in behavior scores from one student to the next. This variance is also shown in Figure 2, as well as within the numbers shown in Table 1. Although only 50% of the students agreed that the charting of behavior helped them behave, a larger number agreed that it did help them with class work and they enjoyed school more when at the 80% behavior days.

Recommendations

After reevaluating this study, the researcher recommends that this study be continued into future years, but with a larger study group. This group would include students from the tier one group, as well as more students from tier two and tier three. The researcher also recommends that the study take place in an environment that is both supportive of addressing behavior problems proactively and in a stable and familiar location year after year.

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APPENDIX A

White Pass School District No. 303

White Pass Jr. Sr. High School
516 Silverbrook Rd.
Randle, WA 98377
360/497-5816

White Pass Elementary School
P.O. Box 278
Randle, WA 98377
360/497-7300



Home of the Panthers
Preparing Students Today For Tomorrow
P.O. Box 188, RANDLE, WASHINGTON 98377-0188

Letter of Permission to Conduct Research

I, Gary Stamper, give Leonara Kruger, permission to conduct research for the Masters Degree at Heritage University during the 2010-2011 academic school year at White Pass Elementary School, with the hypothesis that students in the CICO Behavior Program who graph self reflections on their behavior will increase behavior points and number of days when students reach the 80% mark on their behavior graphs than students who did not graph their behaviors.

Gary Stamper

Gary Stamper, White Pass Elementary School

8/24/2010

Date

The White Pass School District No. 303 complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or disability. Inquiries regarding compliance procedures may be directed to the District Title IV Officer, Section 504 Coordinator, or ADA P.O. Box 188, Randle, WA 98377.

Figure 6

APPENDIX C

Survey Graphing Behavior

Indicate how much you disagree or agree with the following statements about improving your behavior. Circle only ONE for each question. Your choices for the following questions are:

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| 1. My family believes behaving in school is important. | | | | |
| 2. Participating in Check-In Check-Out has helped me behave at school. | | | | |
| 3. I do better with my class work when my behavior is 80% or above. | | | | |
| 4. Graphing my behavior has helped me to understand my behavior better. | | | | |
| 5. I enjoy school when I am at 80% or above. | | | | |
| 6. I like to see if my behavior has improved on the graphs. | | | | |
| 7. I enjoy participating in the Check In Check Out program. | | | | |

Figure 8

