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Positive Behavior Support Systems in a Rural West Texas Middle School

Aaron Scott Hunt
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Walden University
2015

Abstract

Positive Behavior Support Systems in a Rural West Texas Middle School

by

Aaron Scott Hunt

EdS, Walden University, 2012

MEd, West Texas A&M University, 2006

BA, Texas Tech University, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2015

Abstract

Positive Behavior Support (PBS) programs are being implemented in schools in the United States to support faculty, staff, and students. The purpose of this study was to evaluate a PBS system at a rural west Texas middle school to discover what improvements are necessary for district-wide implementation and sustainability. The study drew on Bandura's social learning theory, which posits that people learn from each other through observation, imitation, and modeling. PBS systems provide the framework for exhibiting specific behavior expectations so students and teachers can get the most from their educational experiences. A program evaluation was completed using discipline data from 2008-2012 from the middle school, observations at the middle school, and archival campus improvement plan results from the campus needs assessment from 2012. The research instrument used to assess the information was a pre-established PBS evaluation system called the School-Wide Evaluation Tool (SET) designed for programmatic assessment. The SET assessment tool guided the evaluation of information gathered from 100 students, 15 teachers, and an administrative team survey to highlight the strengths and weaknesses of the PBS program in the school and district, identify necessary changes to improve its effectiveness, and determine how to best implement the system district-wide. These findings were used to inform a white paper outlining how to implement a successful program and how to maintain the program over time. This evaluation provided specific steps to strengthen each component of a PBS program to ensure school-wide application and sustainability. A positive social change is experienced by students, teachers, and parents by the enhancement of a PBS system that improves student behavior in the school and district.

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Dedication

I would like to dedicate this project to all of the students, teachers, and administrators who I have had the pleasure to work with. From my first year as a *nuevo* Spanish teacher to my time as an administrator, I have had a blast working with and learning from those that I have come across in my journey as a professional educator. I have learned from, laughed with, and loved many students and teachers in my first twelve years and I would not be where I am today without you all. Here's to the next chapter as an educator – cheers!

Acknowledgments

First of all, I would like to thank my Father in heaven who helped me to change into the loving husband, father, and educator that I am today. I would like to thank my wife, Emily for her tireless and unconditional support to me as my editor and best friend who is always there for me through everything. Nana, thank you for helping pay for my education, I love you. Thanks need to go out also to my four sweet babies: Alyson, Elijah, Isabel, and Owen. Thank you for being patient with me when I had to bury myself in the study on the weekends; I love you all very much.

I would also like to thank Dr. Douglas Bailer, my committee chair, for his frank and candid comments to ensure quality work. Thanks to Dr. Throop for his consistent suggestions and tools to help make my project a sound production. Thank you Dr. Janet Reid-Hector for your tireless and detailed input into this project; your efforts helped me think critically about my writing. For the last reviewer, Dr. Basil Considine, I would like to say thank you for ensuring the quality and fidelity of my work. Your fresh and meticulous eyes have helped my work be authentic. Lastly, I would like to thank my mom and dad for teaching me how to work hard, and to never stop improving. You taught me that this life will not be easy but it can be worthwhile.

I have been aiming to make my life worthy. In the end, I hope that this project will help others along their own educational journeys. If you stumble across this work and want to know more, holler!

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Section 1: The Problem

Introduction

Improving behavioral and discipline problems in schools in the United States will be a work in progress as long as Americans provide public education to their country's economically, intellectually, and ethnically diverse children. Teachers have often cited discipline problems in the classroom as their primary issue with their work in K-12 public education (Hunt, 2011; Kaplan, 2011). Additionally, in my own work experience, teachers have reported that they feel that many students fail to come to school with the necessary skills to be successful in the classroom; this perspective indirectly blames these students' parents for their lack of adequate discipline management in the home. This suggests that in such cases it is educators who must become the catalysts to improving behavior. This study was designed to investigate this issue at X Junior High (pseudonym), and to collect data to be presented to the district administration in Z Independent School District (pseudonym). A major goal of this study was to provide a foundation for district-wide positive behavior support implementation.

The principal of X Junior High (XJH), Omar Voranum (pseudonym), has stated that many low socio-economic students come to X Junior High without the social skills that middle class educators expect (personal communication, August, 15, 2010). This claim has also been made more generally by Morales (2010). This study was designed to help bridge this gap between social skills for students and behavioral discipline at XJH. To do so, I analyzed and evaluated a Positive Behavior Supports (PBS) system and how the sustainable implementation of positive interventions can improve a school's culture

and reduce discipline problems. Moreover, I sought to discover if an active and consistently implemented system of acceptable behavior supports would help reduce discipline in and out of the classroom, enabling teachers to teach more effectively and students to learn in a healthy and safe environment.

Definition of the Problem

Student discipline problems in the classroom are a major issue for educators. Both teachers and administrators encounter discipline problems in the classroom (Hunt, 2011; Kaplan, 2011). For example, district PEIMS data at XJH from the 2007-2008 school year indicated that there were over 2500 detentions given for classroom disruptions and other infractions and administrators handled more than 1100 office referrals. The most common referrals are defiance and disrespect. In a 182 day school year that is more than six referrals and over 13 detentions per day. These discipline problems have significant consequences for teachers: Many people who have left the teaching profession have stated that too much stress from student behavioral infractions was one of their reasons for leaving (Ingersoll, 2001; Keigher & National Center for Education Statistics, 2010; Sherfnoff, Martinez-Lora, Frazier, Jakobsons, & Atkins, 2011). Over the last decade, Positive Behavior Supports (PBS) has increasingly become a popular and effective solution to address discipline in the secondary school setting (Chitiyo, 2012; Myers & Briere, 2010).

Z Independent School District (ZISD) is located in west Texas and has two 4A high schools with more than 1,000 students, two junior high schools (covering Grades 7–8), two intermediate campuses (covering Grades 5–6), and 10 elementary schools. The

state of Texas classifies high schools into one of six classes. A 5A high school like those in this district has between 1,000 students and 2,000 students in Grades 9–12. ZISD is a rapidly growing district and, at the time of the study, had plans to build new schools at all levels. ZISD's mission, vision, values, and goals statements state that the district wants to partner with all stakeholders to create high-level learning through a variety of educational experiences. Additional goals stated on the website of the school district are to provide a secure and challenging learning environment that develops students and staff, and a school community that focuses on excellence and believes that all students can learn.

Over a period of ten years ZISD has made many extensive gains in the effective implementation of a viable and vertically aligned curriculum as well as quality instructional strategies (Hunt, 2011). The Executive Director of Curriculum in ZISD stated the idea if the level of instruction and engagement are high, and if students are interested in the subject matter behavioral problems will reduce (personal communication, October 10, 2010). Although research agreed with the director (Beaty-O'Ferrall, Green, & Hanna, 2010; Jang, Reeve, & Deci, 2010; Johnson 2009), there is more to be done with the overall development of students in their learning. This study suggests that adding a system of positive behavior supports and social skills will help ZISD meet its goals of faculty and staff that value the development of the whole child.

ZISD has continued to have a steady and continuous stream of discipline problems at individual schools and as a district overall (Texas Education Agency, PEIMS, 2012). Although significant improvements into curriculum delivery and fidelity have been made, much of the attention to the overall school culture by way of addressing

school-wide discipline is lacking. ZISD does have a universal consequence guide; however, this tool has proven ineffective when used alone to try and improve overall school and district discipline consistency (Chitiyo, 2012). With the implementation of a successful positive behavior system outlined in this study a positive social change will occur in the district and beyond.

A ZISD elementary school that is not part of this study implemented a PBS program in 2011 and recorded positive results from teachers, students, and administrators (School Counselor, personal communication, August 12, 2013). Even though some positive results have been accomplished, it was apparent at the time of the study that there was still much growth that needed within XJH's PBS system in order for the system to be generalized to the district and beyond.

Rationale

Evidence of the Problem at the Local Level

Program evaluations of systems of behavior supports (SBS) are intended to provide evidence for how to solve discipline problems in schools, allowing teachers and students to get the most from their educational experiences. Evaluating the SBS program in ZISD was especially important because schools in ZISD have continued to report negative experiences with discipline (Hunt, 2011). At the end of each year, the district collects data from each of the schools on various levels. The district is required to submit to the Texas Education Agency (TEA) local Public Education Information Management System (PEIMS) data. This data consistently indicates that a significant reduction in discipline is not occurring. Moreover, the consistent increase in disruption, defiance, and

disrespect created a culture of toxicity (Hunt, 2011). Teachers often stated that there number one reason for wanting to leave the profession was because of the stress of dealing with student discipline (Hunt, 2011). If teachers at XJH are considering leaving the education profession because of student behavior problems then something must be done.

This study was completed to help these teachers, this school, and district improve student behavior. The goal of this project was to analyze a PBS system at a junior high within ZISD and determine its effectiveness, identify areas for improvement and how the system can be generalized throughout the district.

At the end of each year, schools in ZISD collect data for a Campus Improvement Plan (CIP). Some information from the 2008 CIP stated that improvements in school culture could be achieved by implementing a consistent behavioral management plan. This led to the administrative team at XJH developing a PBS plan in response to this documented need for managing student behavior (Hunt, 2011). After one year of implementation of a school wide PBS program at XJH surveys for school improvement were given to faculty and staff. To promote continuous improvement each school in ZISD completes an annual Campus Needs Assessment. In the 2009 CNA survey for XJH (Campus Improvement Plan, XJH, ZISD, 2009) it was reported that more than 95% of teachers and 75% of students (Tables 1 and 2) described the school as being safe, caring, and engaging.

Table 1

Teachers' Ratings of the School Climate

Adjective	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Avg.
Safe	42.9% (9)	52.4% (11)	4.8% (1)	0.0% (0)	1.62
Caring	33.3% (7)	66.7% (14)	0.0% (0)	0.0% (0)	1.67
Engaging	14.3% (3)	85.7% (18)	0.0% (0)	0.0% (0)	1.86

Table 2

Students' Ratings of the School Climate

Adjective	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Avg.
Safe	17.3% (32)	61.6% (114)	14.6% (27)	6.5% (12)	2.10
Caring	13.7% (25)	53.8% (98)	22.5% (41)	9.9% (18)	2.29
Engaging	18.0% (33)	57.4%(105)	17.5% (32)	7.1% (13)	2.14

Faculty and administrators attributed a good portion of this change in attitudes and relationships to the implementation of a PBS system. Teachers at XJH reported that they look for ways to reward good behavior rather than constantly looking for bad behavior (Hunt, 2011). The idea behind the system of PBS in this school was that positive emotion trumps negative emotion every time (Nezlek & Kuppens, 2008). All stakeholders at XJH realized that there is something effective within the system of

positive behavior supports. Unfortunately, it was apparent that there were significant gaps in implementation and the system was flawed. It lacked the components necessary to maintain a viable and sustainable program for improving behavior management.

As is shown in Figure 1 (District PEIMS data, 2012), within the first year of operation of the system, discipline numbers dramatically decreased. Nonetheless, the discipline infractions plateaued and began to grow. This PEIMS data proved that the system needed an overhaul and improvements can be made to become a consistently successful program that is transferable to the district and beyond.

The first PBS program in ZISD was implemented in 2008 at X Junior High School. XJH is a rural school in the panhandle of Texas composed of 847 students in grades 7 and 8. Minority enrollment at the school is 38%. More than 29% of students are classified as economically disadvantaged, and 27% of students are classified as 'at-risk' due to prior discipline and other mitigating factors such as retention, failure to meet standards on state-wide assessments and teen pregnancy (District PEIMS data, 2011).

Before 2008, XJH and ZISD had no universal school-wide positive behavior support system in place. According to 2008 ZISD PEIMS data, disciplinary policies included in- and out-of-school suspension, detentions, disciplinary alternative school placements and, expulsion. Used alone, these methods of disciplinary consequences have not shown direct improvement in reducing numbers of discipline infractions. (Morgan-D'Atrio, Northup, & Spera, 1996; Scheuerman & Hall, 2012; Taylor-Greene et al., 1997) See Figure 1 for evidence of the discipline numbers at XJH.

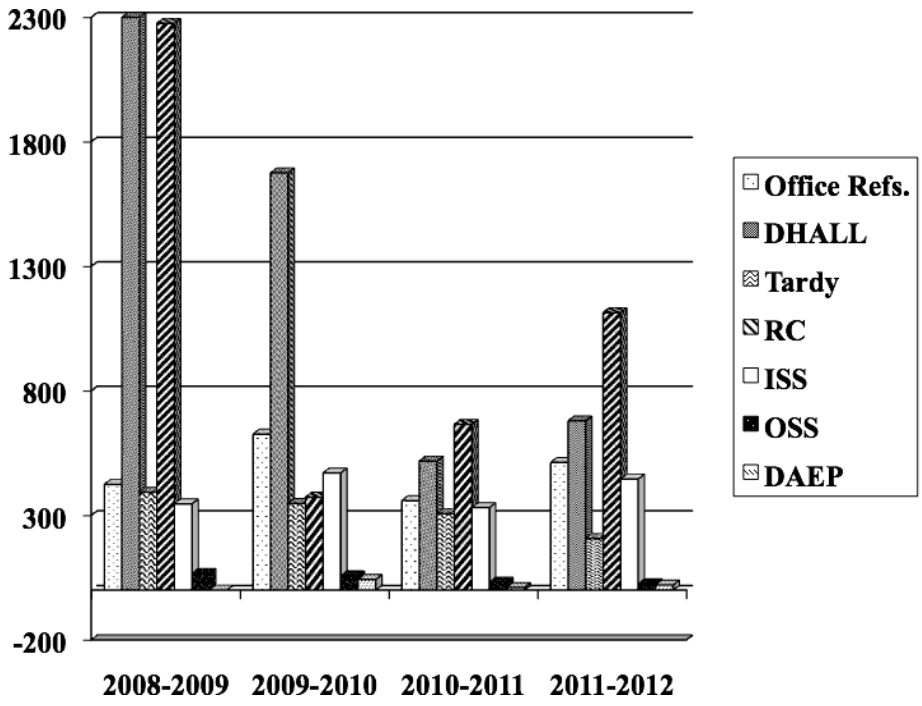

Figure 1. A comparison of disciplinary action statistics for X Junior High School for 2008-2012.

The discipline consequences from the figure above showed reactive responses intended to produce an immediate result. According to the graph along with informal discussions during teacher evaluations (Hunt, 2011), numbers in the Responsibility Center (RC) and Detention (DHALL) in the 2008-2009 school year, used alone, were ineffective in creating a more sustainable reduction in discipline numbers and positive school culture. Also, overtime the numbers in RC and DHALL began to rise.

Common reactions to disciplinary infractions were when a student was disruptive or received an office referral, teachers sent that learner to the Responsibility Center where

the student sat in an individual carrel and did worksheets, which took them away from in-class instruction.

It was agreed that applying consistent consequences was necessary to reduce discipline and maintaining a safe school environment (Taylor-Greene et al., 1997). However, the data from Figure 1 showed that more was needed to reduce discipline numbers longitudinally. To follow this empirical research and maintain reliability, ZISD uses a consequence guide (see Appendix A) to advise school administrators on the appropriate consequences for various offenses. Further, the district was very proactive in both teacher and administrator Professional Learning Communities (PLCs). One of the most effective PLC meetings for the district was when school administrators met monthly to discuss instructional, organizational and cultural observations from their respective campuses. A productive PLC meeting for administrators that occurred at an annual in-district discipline conference was where all of the assistant principals gather to review the consequence guide and make adjustments to appropriate discipline towards infractions. Namely, they decided does the punishment fit the crime? ZISD was proactive in implementing consistent discipline within the district, and this consistent discipline implementation is an important part of a successful PBS program. However, used alone, Positive Behavior Support was ineffective in producing longitudinal discipline consistency (Sugai & Horner, 2006).

Consequently, from this study I gathered evidence through a review of literature, archival quantitative data evaluation, and examples of effective PBS programs. Likewise I discovered that if this program was viewed as a viable means to improving student

performance in the classroom by reducing referrals and improving school culture, then ZISD would be more confident in district-wide implementation.

According to Figure 1, discipline data at XJH showed that initial implementation of PBS proved successful, however, the sustainability and transferability of the system was needed. My goal was to use the information from this program evaluation to develop a plan in the form of a white paper that improved the current system so that discipline numbers will consistently decline and the methods will be easily transferred and sustainable to the two high schools, the other junior high, the two intermediate and ten elementary campuses. Moreover, if the program was proven useful, viable, and sustainable then a positive social change can occur when other districts in the area, state and nation are able to implement a version of the system of behavior supports.

Evidence of the Problem From the Professional Literature

Positive Behavior Support has gained popularity and occurrence over the last decade for support of faculty, staff, and student behavior (Chitiyo, 2012; Myers & Briere, 2010). In the 1990's extensive research began to explore methods to combat discipline in schools (Horner & Sugai, 2000; Taylor-Greene, et al., 1997). As stated by much research conducted in American public schools in the 1990's, many educators have personally experienced the feeling of insecurity and not being safe (Morgan-D'Atrio, Northup, LaFleur, & Spera, 1996; Nelson, 1996; Mayer, 1995). Any research that points towards efficacy and safety is welcome. A system of positive behavior supports has proven to be a valid means to promoting safety so students and staff feel secure and are able to take risks in their learning (Horner & Sugai, 2000).

Although there are several types of PBS programs, school-wide PBS is the most universal in reaching all types of students, whereas typical behavioral intervention programs only focus on students with past behavior problems or factors that qualify them as at-risk (Bradshaw, Mitchell & Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Taylor-Greene & Kartub, 2000; Taylor-Greene et al., 1997). One of the most encouraging traits of a successful PBS program has been the development of concrete and lasting relationships between students and faculty. It is important for children to feel like their choices are their own, and PBS programs have been successful at allowing them a behavioral system to in which to participate (Klem & Connell, 2004). Further, PBS has provided confirmation that there are specific expectations for students and faculty and that the consequences for non-compliance are consistent and pre-determined (Stormont & Reinke, 2012).

Many secondary school principals and assistant principals have tried various behavioral intervention programs over the years, and it is becoming more difficult to reach students (Hunt, 2011). One thing that all school administrators eventually learn, though, is that they must get to the student's heart before they can reach their mind. PBS is one such way to reach the heart before the mind.

Over the last decade, roughly 13,000 schools in America have implemented a positive behavior system to support faculty, staff, and student behavior (Myers, 2010). Schools that have implemented PBS have reported an improvement in school-wide social climate and linkages between reduction of behavioral incidents, improved social behavior, and academic accomplishment (Lane, Gresham & O'Shaughnessy, 2002;

Horner et al., 2004). The information from this program evaluation is for implementation of a consistent, sustainable, and transferable program for the school, district and beyond.

Definitions

All of the terms below were used locally by school personnel in ZISD and XJH for disciplinary correction and reward measures. Staff, teachers, counselors, assistant principals, and principals used the following terminology when dealing with disciplinary responses and consequences.

Academic Responsibility Center (ARC): ARC is the system of academic supports in place for students and teachers. When a student is absent and needs to make up work or a test when other students in the classroom are reviewing the material, the student who is behind is able to go to a specified classroom and work on their material. This is not a consequence, but rather a means of academic support (ZISD, Consequence Guide, Appendix A).

Blue tickets: Blue tickets are positive incentive rewards given to students from faculty or staff members when they see the student exemplifying good character, following the school code of behavior (See Figure 2), or a social skill from the school expected behavior curriculum (See Appendix C). When a student receives a blue ticket they take it to the front office and receive a positive phone call home, a prize (i.e., pencil or coupon to a local business), the student's name is recorded in the announcement log so their name and action can be announced to the entire school in the daily announcements. Lastly, the blue ticket is placed into a bag for a drawing that happens at the end of each

six weeks grading period. The teacher who gives the blue ticket is also in the drawing and the winning teacher receives school supplies. An iPod touch is awarded at the end of each six weeks to the student winner. Each 6 weeks the assistant principals distribute two blue tickets into teacher's boxes to keep the supply low and demand high so the value of the incentive remains at a premium. See the Figure 2 of a picture of the blue ticket.

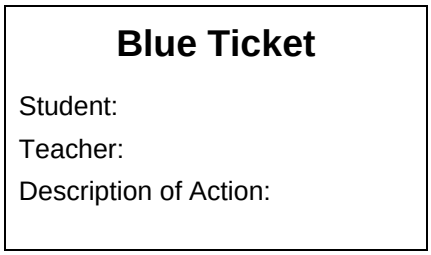

Figure 2. Sample of a blue ticket that is given to a student by a faculty member when they see the student exemplifying good behavior.

Detention (DHALL): A DHALL is a before or after school consequence for minor misbehavior. Teachers in XJH keep track of and hold their own ten-minute classroom detentions for behaviors such as minor disruption, coming to class unprepared, or failing to complete homework. If students fail to attend a teacher-required detention then they are assigned two administrative detentions before or after school for half an hour. So they may serve 10 minutes with their teacher for the infraction or 1 hour in the ISS room with the ISS teacher after school. The numbers recorded in Figure 1 are for administrative detentions (ZISD, Consequence Guide, Appendix A).

Disciplinary Alternative Education Placement (DAEP): DAEP is a disciplinary intervention used by administrators to remove students from the school for a typical period of 15 to 30 days. DAEP is held off campus and students are not allowed to be on

any ZISD campus during the term of their consequence. DAEP is used for extreme, often felonious offenses and is implemented for the safety of the offender and other students (ZISD, Consequence Guide, Appendix A).

In School Suspension (ISS): ISS is a disciplinary intervention used by administrators to remove students from the classroom for a typical period of 1-5 days. Although ISS is a very common consequence used in many secondary schools, it fails to achieve the desired outcome of a longitudinal correction of behavior (ZISD, Consequence Guide, Appendix A).

Office Referrals (OR): Office referrals are written by teachers and administrators for students who have committed more serious offenses or exhibit chronic misbehaviors. All office referrals receive attention from an administrator within 24 hours and result in an automatic parent contact and some other consequence. See Appendix A for a list of offenses and consequences (ZISD, Consequence Guide, Appendix A).

Out of School Suspension (OSS): OSS is a disciplinary intervention used by administrators to remove students from the school for a typical period of one to three days. Students are not allowed to come to school during the OSS period. Out of school suspension is used in ZISD for extreme offenses (ZISD, Consequence Guide, Appendix A).

Responsibility Center (RC): The RC is a disciplinary intervention used by teachers and administrators to remove students from the learning environment for a short period of time usually lasting no more than one class period. This system of intervention is used most often for minor disruptive offenses or as a holding tank when waiting to see

an administrator. RC is also used by teachers and students for non-disciplinary reasons when students are making up work or are not able to participate in various in-class activities (ZISD, Consequence Guide, Appendix A).

Social Skills Curriculum (See Appendix B): The Social Skills Curriculum is delivered to students daily in announcements and students have a homeroom journal where they record the social skill of the day. The staff at XJH believes that the social skills curriculum is quintessential to having success in PBS. If expectations are given and consistent consequences are combined with rewards for appropriate behavior, then discipline will be reduced.

Significance

Using PBS has been shown to provide an effective, data driven, school-wide approach to traditional discipline (Caldarella, Shatzer, Gray, Young, & Young, 2011; Horner & Sugai, 2000). This collaborative method has brought students, teachers, parents, administrators, and the community together to focus on positive behavior and has the potential to change school climate.

Positive Behavior Support could prove to be an alternative for identifying problems and implementing appropriate measures (Horner et al., 2009). Evaluating the program can be directly accomplished through established methods using the School-wide Evaluation Tool (SET) (Sugai, et al., 2000). Educators can use the results from this study to make research-based decisions for developing and implementing a successful PBS program in their schools which can lead to a re-shaping of current disciplinary practices and ultimately transform the overall school culture. The results of this study are

beneficial to all of the schools in ZISD. There have been significant efforts from various schools for creating a system of positive supports. However a united effort from the district is not present. I used this study to help ZISD to purpose a plan for behavior management that is a more effective and sustainable system of behavior supports at XJH. In the end, the white paper (Appendix F) helps to formulate solutions to increasing numbers of behavioral infractions in the schools by designing a roadmap for longitudinal PBS implementation for other schools in ZISD and surrounding districts.

Guiding/Research Questions

Program evaluation was a necessary next step for ZISD as they were looking to expand their current PBS programs district-wide. In order to measure the effectiveness of the program, it became imperative to gather information on the established system as well as track changes in the data over time. The results from this program evaluation provided XJH and ZISD with a quantitative measure of the effectiveness and sustainability of a PBS program. The purpose of this goal-based project was to explain the successes and areas of improvement for a transfer of the system to the district and beyond.

The first research question was: What are the strengths of PBS at XJH? Second, What are the weaknesses of PBS in this school? Third question: What changes can be made to improve the effectiveness of the program? Fourth, Can the system be used for district –wide implementation?

These research questions guided the goals of this study through a literature review on sustainability of programs in the educational setting in congruence with PBS systems while using the provided, archival quantitative data collected from the SET in the 2012

XJH Campus Improvement Plan. Together, the results became a tangible plan for implementation within ZISD and the broader context to other school districts seeking to improve student behavior.

Review of the Literature

Theoretical/Conceptual Framework

To discover how PBS came to be and how it is has proven to become a sustainable and transferable system of supports a literature review was completed. For this literature search Booleans such as *Positive Behavior Supports*, *Positive Behavior Supports and sustainability*, and *Positive Behavior Supports in middle schools* were used. All research was conducted within the Walden library using the EBSCO system and the Education Resources Information Center (ERIC). Once articles and research became exhaustive by the evidence that the researchers were beginning to repeat the information the review became complete.

In the ZISD mission statement, the district makes it a priority to ensure a rigorous and nurturing educational experience for all students. To establish alignment between this program evaluation and the ZISD mission, I used the theoretical framework of Bandura's social learning theory. The theory attested that behavior is based on interactions between cognitive, behavioral, and environmental dominants (Bandura, 1977). In addition to strengthening positive environmental determinants, PBS uses positive reinforcements to convey an optimal response and provide incentive motivations to encourage appropriate behaviors for the anticipated reward. Rotter (1990) suggested that this form of PBS may create a gap for students with intrinsic and extrinsic

motivation. Nonetheless, the hoped change in behavior for the purpose of the reward of a pat on the back from a teacher, or a positive reply of gratitude from a parent (after the phone call home) will create a lasting internal change within the student.

In addition to reward based behavior modification, the principles of the social learning theory described the paths within the educational setting that strengthen the self-regulating process (Bandura, 1971). PBS is a system that helps students improve their behavior by clearly stating and reinforcing expectations (Lewis & Sugai, 1999). Then when certain situations arise (e.g. classroom disruption or hallway misbehavior) students will seek rewards for exhibiting the appropriate behaviors. To quote Rotter (1975), "The potential for a behavior to occur in any specific psychological situation is the function of the expectancy that the behavior will lead to a particular reinforcement in that situation and to the value of that reinforcement" (p.57). Expectancy has to do with the belief that a causal relationship is present between the desired behavior and a reward (Rotter, 1975). This became challenging at times to students at XJH because one of the taught expectations was that you must not ask for rewards. So when a student exhibited a desired behavior and asked for a "blue ticket" the result was that there was no reward. The reasoning behind this being that the student would learn that asking for a reward would ensure that there was no reward. Nonetheless, the theoretical framework of this project evaluation was clearly aligned with the social learning theory variables. The desired behavior was outlined in the posted school rules, the social skills curriculum (Appendix B), and consequence guide (Appendix A). The expectancy was defined in the system of rewards, reinforcements, and consequences that surround student behavior.

Lastly, the school district represented the psychological situation which defined and furnished the rewards and expectations for the appropriate behaviors. If students believed that their adherence to a set of behavior expectations would lead to rewards, then they believed that their teachers, administrators, and parents would follow through. Ultimately, the system created a belief that the appropriate behavior was worthwhile and attainable. The ideas outlined within the social learning theory were the foundation for the report to the school district to help produce long-term results in behavior modification.

There have been a few schools that have taken efforts towards school-wide positive behavior supports but have lacked the district support to achieve longitudinal results (Chitiyo, 2012). My goal was to use the evidence from this literature review in congruence with the data collected from this study to build a plan that can be sustainable and transferable. The results from this study could potentially immediately impact over 9,000 students and 1,000 education staff members. The positive social change potential was evidenced in this study by first discovering what past researchers have concluded about positive behavior supports. After evaluating prior research, I completed an archival quantitative study to find strengths and weaknesses in the current system. Next, I combined the discipline data with data from the SET to compose a plan in the form of a white paper which can be used throughout ZISD and the broader educational community in the form of publications and professional presentations.

Alternative Perspectives to the Social Learning Theory

Bandura's Social Learning Theory applied well to this program evaluation. However there were alternative perspectives and critiques to this method of inquiry. Strickland (1982) argued that some of the research used to explain and support the idea that youth learn from the positive and negative interactions with their peers and adults is inadequate. In his commentary, he suggested that a reanalysis of the empirical appropriateness of the research must be present before all of the findings can be accepted. The social learning theory was largely based on the premise that youth gain their behaviors from the imitation of others (Bandura, 1977). However there were many more factors that influence decisions and behavior in youth.

Researchers have used more recent studies to discover that more evidence is needed to support social learning theory methods (Oliver & Coyte, 2011). In a study completed with college level accounting students, Oliver and Coyte (2011) found that being intentional about placing students into groups and managing specific tasks that are directly related to the overall work increases student engagement during class time. Just giving students expectations and rewarding students for meeting those guidelines could be improved by carefully placing students into working groups and giving them principles that are relevant to them could have a greater impact on their engagement and behavior.

Lastly, the research by Oliver and Coyte helped me to recognize that when students were given alternative recommendation choices, justification, and an opportunity to critique standards a greater level of engagement was achieved. From this study, I made

conclusions that a strong part of the PBS program needed to be the inclusion of standard development from the students. As new students enter the school, a team of representatives can take part in the development of the school-wide expectations. Additionally, a system of rewards might be developed by the students so that they will be more likely to model the expected behaviors because the rewards will represent their own interests. In the end if the PBS program has more student involvement and buy-in, the results could benefit the school because students will be more likely to meet those behavior standards.

Critical Review of Literature Regarding the Local Problem

Positive behavior supports were designed to minimize problem behaviors in students, improve their quality of education, and increase their success in and out of school (Carr et al., 2002). A school that focuses on PBS is typically seeking to improve academic and social development of their students. ZISD has made significant changes into producing quality instruction and curriculum and assessment delivery. However, there have been little concerted district-wide efforts towards developing students socially.

The components of PBS are (a) a purpose statement, (b) universal expectations, (c) procedures for teaching those expectations, (d) a regenerative effort for teaching and promoting the appropriate behaviors, (e) a consistent method for dealing with problem behaviors, (f) and procedures for using data to make informed and valid decisions regarding problem behaviors (Lewis & Sugai, 1999). As shown in Figure 3, the PBS system targets all levels of students. Although, XJH and ZISD had made some efforts towards parts of research-based methods for reducing problem behaviors and producing

well-rounded students that are prepared for society, ultimately, in many cases, the school and district had fallen short.

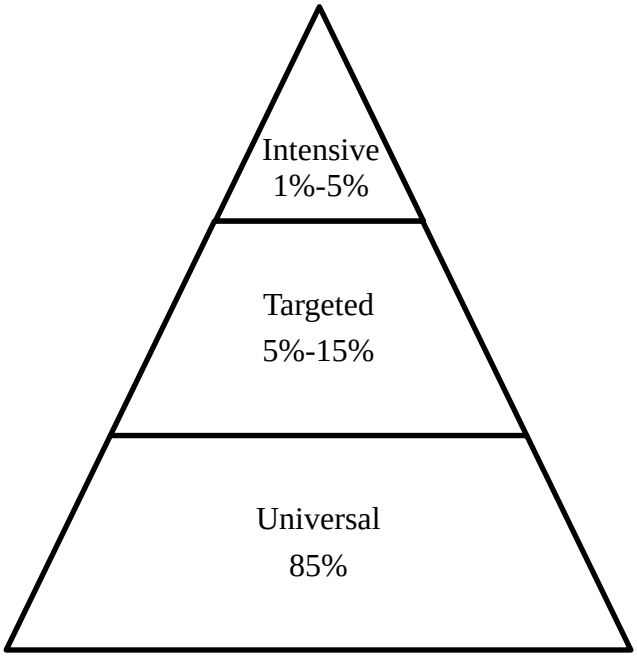

Figure 3. Target groups of students for all levels of PBS.

From "Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions," by Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000), *Journal of Emotional and Behavioral Disorders, 8*, 94–101.

Students at schools that faithfully implement PBS know what is expected of them and receive tangible rewards for exhibiting projected behaviors and consistent consequences when they act inappropriately (Lewis & Sugai, 1999). Students at PBS schools are monitored regularly and when problem behaviors arise effective communication between all stakeholders is accomplished (Coffey & Horner, 2012). Ultimately, a PBS school is unified in the quest to produce students that are academically and behaviorally proficient.

Originally, PBS interventions were used for meaningful behavioral improvement for children with developmental disabilities (Bradshaw, Mitchell, & Leaf, 2010). However, discipline problems have escalated to such a level throughout general education, that PBS has been expanded into all types and levels of schools. Research showed that thousands of schools have begun to develop PBS programs and had seen positive results (Chitiyo, 2012).

Before the "Blue Ticket" PBS program at XJH there was no school-wide discipline support program in place. ZISD still does not have any district-wide system of behavior supports. The purpose of this project was to evaluate the PBS system at XJH and determine how it can be improved, sustained and replicated throughout ZISD and eventually to the broader educational context to effectively reshape schools into safer, more positive environments.

Historically, behavioral intervention programs targeted individual, high-risk students who exhibited prior problem behaviors or who have behavior and developmental disabilities (Safran & Oswald, 2003; Lane, Gresham, & O'Shaughnessy, 2002). In the 1990's many researchers began to try and address the increasing problems associated with students exhibiting violent and disruptive behaviors (Morgan et al., 1996; Nelson, 1996; Lowry et al., 1995). Teachers consistently revealed that these behaviors continued to be the number one interference with their teaching (Furlong, Morrison, & Dear, 1994).

To discover ways to handle disruptive behaviors, studies gradually evolved to include clear and consistent implementation of consequences and expectations. Applying clear and consistent consequences remains a must for maintaining a safe, caring, and

engaging school environment. Inevitably there is still much work to be done in this area at ZISD and other school districts. Often teachers and administrators failed to communicate appropriately about consistent application of consequences and subsequently school culture and function reduced (Toremen & Karakus, 2007). To alleviate the issue of implementation of consistent consequence execution, communication is paramount. Teachers and administrators must work together whenever there are discipline problems in the classroom. For example, when a teacher sends a student to the office for disruption or disrespect, the teacher and administrator must have effective communication about the infraction and consequence.

Along with thorough communication between teachers and administrators over discipline, a system of positive behavior supports has proven to be a viable means for creating a sustainable and transferable approach to discipline (Sugai & Horner, 2006). Although students at the junior high level want to be independent and make their own decisions, they also need a clear and defined structure within which to make those decisions (Klem & Connell, 2004). A clear and defined structure will help all stakeholders understand the expectations and what will happen if they are met or are not followed. This structure will help parents understand what to reiterate with the children, teachers to be familiar with what to address and reward, students to know what the barriers and goals are so they can have something to reach towards or avoid, and lastly, the structure helps administrators encourage and support parents, teachers, and students daily towards excellence in academics and behavior.

Students must know what is expected. They need to understand what appropriate behaviors look like and what consequential rewards and punishments will be if they meet or fail to meet the described behaviors (Colvin et. al., 1993; Nelson, 1996; Nelson, Martella, & Galand, 1998). If the expectations are clear, enforced and encouraged on a regular basis, then the students and teachers likely to get more out of their education.

School-wide PBS placed a new emphasis on preventive programs for all students. Roy Mayer (Mayer, 1995) developed the concept of preventing anti-social behavior of students in schools in a school-wide system of behavior supports. He determined that punishment for behavior and lack of clearly defined expectations contributed to an anti-social school environment. He proposed that a school could improve the climate for students and staff with a school-wide system. (Lewis & Sugai, 1999; Nelson, 1996). Table 3 is a synthesis of research by Lewis and Sugai developed by Horner (2004) on school-wide PBS and identifies seven key practices for schools that were successful at implementing these programs.

Table 3

The Seven Key Features of School-Wide Positive Behavior Support

School Wide Positive Behavior Support Practices and Systems
1. Define 3 to 5 school-wide expectations for appropriate behavior. 2. Actively teach the school-wide behavioral expectations to all students 3. Monitor and acknowledge students for engaging in behavioral expectations. 4. Correct problem behaviors using a consistently administered continuum of behavioral consequences. 5. Gather and use information about student behavior to evaluate and guide decision-making. 6. Obtain leadership of school-wide practices from an administrator who a. establishes a team to develop, implement, and manage the school-wide behavior support effort in a school; b. serves as a member of the team; c. allocates sufficient time to implement behavior support procedures; and d. allocates school-wide behavior as one of the top three improvement goals for the school. 7. Obtain district-level support in the form of a. training in school-wide behavior support practices, b. policies emphasizing the expectations that schools are safe and organized for effective learning, and an c. expectation that information on problem behavior patterns be gathered.

From the "*Effective behavior support: Self-assessment survey*," by Sugai, G., Horner, R. H., & Todd, A.W. (2000), Eugene: University of Oregon.

To better understand the need for district-wide implementation, a discussion of experiences observed by myself as an assistant principal will follow. The examination is a list of observations that has been prompted by the key principles of Positive Behavior Supports as described by Lewis and Sugai (1999).

The first practice is to make expectations known and is tantamount to the students. At XJH students have a homeroom where they receive a PBS journal and write down the school-wide expectations and social skills each day. Although this is an expectation, without consistent district and administrative support it is unlikely that the

practice is implemented with fidelity. The second approach to improving school discipline is to actively teach the expectations to all faculty and students. At XJH the commitment of implementation of active behavior instruction is not quantified. The social skills curriculum and behavior expectations are given to teachers to be introduced to students at the beginning of the homeroom class period and are disseminated to staff in the weekly notes from the administration. However, follow-through from teachers at XJH is not evident. In the third practice, the monitoring and rewarding of students was employed, however, not all teachers consistently applied this practice. The details gathered from the School-wide Evaluation Tool (SET) delivers valuable information for this program evaluation. Next, research by Lewis & Sugai (1999) suggested the implementation of consistent consequences. ZISD already has a useful system in place for this procedure. As previously stated, a necessary improvement could be increased communication between administrators and staff regarding the discipline deliverance. Appropriately, the administrators at XJH collect and maintain discipline data to make informed decisions regarding improvements in this area. An improvement in this method could be accomplished with the formation of a PBS team that consistently looks at the discipline data to drive collaborative decisions. The data is collected at XJH but not much beyond that is done. One administrator collects and reports the discipline data and some suggestions are voiced in administrative team meetings, but not much implementation or follow through is accomplished. The last two practices are a school-wide PBS team and district level support. This is where PBS at XJH and in ZISD has failed. There is no team in place and there is no district-wide behavior support system. The results from this

program evaluation aim to show district leadership the value of the program. Yet, to maintain sustainability there must be a team of individuals at the school and district levels that work together to maintain consistency with district level support for longitudinal implementation (Elliott & Mihalic, 2004). If ZISD puts their stamp on the program, the dedication of implementation is more likely to provide lasting results and the district may produce students that are both academically and behaviorally prepared to be productive members in society (Carr et al., 2002).

Teachers, students, administrators, community members and parents would like to give affirmation over punishment. To give rewards for the purpose of positive behavior management, it must be understood how to sustain a longitudinal system of behavior supports. As is shown in Figure 1, sustainable improvement in discipline is not accomplished. Student success is not guaranteed when a proven program is implemented (Coffey & Horner, 2012). Because a program needs longitudinal success, part of this study will focus on sustainability and district level support. I used the results of this study to stand on the shoulders of the pioneers of PBS in combination with the successes of the program at XJH to provide solid data that can give the district a roadmap for long-term implementation and success of a PBS program in ZISD and beyond.

There are several agreed methods of sustainability within educational environments. The following variables highlight these methods and are quintessential to maintaining a successful program in any school (Coffey & Horner, 2012).

Contextually appropriate innovation is important to XJH since it is agreed that students in the middle grades are very likely to respond to effective positive behavior

supports (Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004; Myers & Briere, 2010). This makes the implementation of a PBS program at XJH contextually appropriate.

Staff buy-in is the next method of educational sustainability necessary for longitudinal success. Although some staff members at XJH support the PBS program, it is apparent that it is not implemented with consistency. The data analysis from the School-wide Evaluation Tool (SET) provides information for the district on how to promote consistent implementation and maintain a longitudinal method of records collection to consistently make data driven decisions regarding student behavior.

A *shared vision* for the PBS program is needed (Fullan, 2005). There is no PBS team at XJH so any data collected is virtually useless. Additionally, active teaching of the expectations and social skills fails to occur because of the lack of a shared vision.

Administrative support is the method of sustainability most emphasized in literature (Elliott & Mihalic, 2004). The PBS system at XJH has no team that has district level administrative support and will unlikely ever gain momentum.

Leadership at various levels is another portion of sustainability. Administrative turnover is common in schools. Because of this, an elected team of individuals at the school and district level will help maintain longitudinal success (Mihalic et al., 2004).

Ongoing technical assistance is additionally an important part of sustainability for teachers. If teachers have classroom support and training in the active instruction of the expectations, social skills, and the follow through of the system of behavior supports, the program will have more lasting success (American Research Association, 2005). The

teachers at XJH have had little training and assistance with the implementation of the PBS program at XJH.

Data-based decision making and sharing was occurring at XJH. However, since the data was collected by one administrator and was not shared with an annually elected PBS team made up of administrators and faculty the data became useless. To become effective, the data must be shared so that collective decisions can be made to have a greater impact (Fullan, 2005).

Finally, *continuous regeneration* is the capstone to maintaining a successful program (McIntosh, Horner, & Sugai, 2009). Since it is evident that leadership changes, if an annually elected team is in charge of the aforementioned tactics then regeneration and fidelity of implementation is achievable.

After completing a literature review of PBS implementation, it became apparent that one of the greatest weaknesses of the PBS program at XJH was sustainability. Therefore, when the results of this study were compiled for ZISD and other local districts, the information gathered on sustainability is a highlight of the implementation. Ultimately, a proven roadmap for implementing a longitudinal PBS program for ZISD was the goal. There have been some strides towards producing academically and behaviorally capable students at XJH and in ZISD. However, their efforts did not include a positive behavior support system and lacked sustainability. The results of this study provide the district with the evidence and means for replicating a universal system of behavioral supports for the production of well-rounded students.

Implications

In this study I explored the logistics of the PBS implementation at X junior high school and composed a white paper (Appendix A) that outlines lessons learned for district-wide implementation in ZISD and other practitioners who would want to implement PBS in their school. The results of this study are to be transmitted initially to ZISD through a white paper. The paper describes the weaknesses of the current disciplinary system for teachers, students, parents, and administrators, as well as the perceived school culture problems, the methods implemented using the PBS programs, sustainability strategies, and the results of the School-wide Evaluation Tool. The results provide a solution to many discipline problems to help ZISD make informed decisions on district-wide implementation. The white paper indicates the preliminary steps to take so that the PBS program developed is tailored to the school as well as the steps for implementation and evaluation.

Additionally, results from this study can be communicated to the greater educational research community through journal publications and conference presentations. It is expected that educators can use the results of this specific study to incorporate or evaluate PBS in their own schools and districts.

Summary

As stated throughout this section, many administrators and teachers cite their number one frustration in the educational profession as discipline problems with students in and out of the classroom. Most common complaints include classroom disruptions and teacher disrespect (Hunt, 2011). Traditional discipline methods have not shown dramatic

or lasting effects for students or teachers. Additionally, the school culture at X junior high has been in need of improvement. After a year of using the system of positive behavior supports, teachers and students surveyed for the 2009 Campus Improvement Plan, described the school as being safe, caring, and engaging (Table 1 and 2). Faculty and administrators attribute a good portion of this change in attitudes and relationships to the implementation of this PBS program. Teachers at XJH anecdotally report that the PBS program re-focuses both them and the students on good behavior and takes the emphasis off of bad behavior. Nonetheless, the process is incomplete. The results failed to be sustained and need improvement.

Many schools have begun to develop PBS programs and have seen positive results. Positive behavior supports could prove to be an edifying alternative for identifying problems and implementing appropriate measures. Evaluating the program can be directly accomplished through established methods using the School-wide Evaluation Tool (SET) (Sugai, et al., 2000).

Through this study I analyzed a system of Positive Behavior Supports (PBS) and how positive interventions can improve a school's culture and reduce discipline and behavioral numbers. Moreover, this study helped me develop the information for the district that supports the concept that an active and consistently implemented system of acceptable behavior supports will help reduce discipline in and out of the classroom so teachers can teach and students can learn. Results from this program evaluation of PBS in XJH are for communication to ZISD through a white paper as well as disseminated throughout the educational research community through journal articles and

presentations. Through this research paper I have made appraisals of the local problem of student misbehavior in and out of the classroom. I describe various prior research on Positive Behavior Supports to put together a plan for researching the problem. In the remaining sections of this project I analyze quantitative archival data from ZISD with a pre-established instrument of study to assemble a white paper that was designed to help me inform the district on how to successfully implement a sustainable PBS system.

Section 2: The Methodology

Introduction

This study consisted of a quantitative, goal-based evaluation of the positive behavior supports (PBS) program at a junior high school. This study site, hereafter referred to as X High School (XHS; pseudonym) was located in Z Independent School District (ZISD, pseudonym) and had previously implemented this program. XHS provided archival summative data gathered from the results of the Campus Improvement Plan (CIP) for 2012. As part of the study, I used literature on sustainable PBS systems and the archival disciplinary data from 2008-2012 to develop a plan to promote the function and success of PBS in all 16 schools in ZISD.

I used several means of collecting data. The School-Wide Evaluation Tool (SET) was the primary survey instrument used in this program evaluation (Sugai, Todd, & Horner, 2000). The SET was designed to quantitatively measure how effective a school's level of application is in each of the domains and results in an overall score for school-wide implementation. Archival data provided to me from the school district included information from the SET representing data from each of the domains of PBS. This research instrument also included an anonymous survey that was administered to students and teachers. An additional closed-ended question survey of the administrative team was conducted to establish further reliability. Lastly, campus and classroom observations were conducted and recorded.

All information (apart from campus observations) was previously collected as part of the school's annual improvement plan, but had not previously been used in any sort of

evaluation for the program; it was provided to me as archival, anonymous data. The data collected for the annual CIP served as a guiding document for this study. In summation the archival data, literature research, and analysis of archival SET data guided me in how to make the program of supports sustainable and transferable to the entire school district and beyond.

The results from this program evaluation provided me with the information to give to XJH and ZISD a quantitative measure of the effectiveness and sustainability of a PBS program. Additionally, the goal of this project was to find successes and areas of improvement for a transfer of the system to the district and beyond.

This study used a summative evaluation of archival data collected for the purpose of changing the current system of behavior supports in ZISD. Summative evaluations were used to collect data that measures outcomes to be used in the improvement and application of a program, as suggested by Lodico, Spaulding, and Voegtle (2010). All of the discipline data was combined with the results from the SET to summarize indications of the effectiveness of the PBS system in XJH.

ZISD approached me to evaluate the SBS at XJH. As a program evaluator I served the school district as an internal/external auditor for providing the assessment of the system of supports. I served ZISD for four years as an assistant principal. Currently, I work as a faculty member at a university in the area, and this allowed me to use my training, education, and experiences to serve as a local expert to present findings for the district.

In total, I used literature on PBS to analyze the archival discipline and SET data to complete the program evaluation. This project was a goal-based evaluation that established a system of supports for ZISD. The combination of literature and data will help me to create positive social change by delivering a roadmap for successful PBS implementation first to XJH, then to ZISD and finally to surrounding school districts.

Research Design

This study was designed as a quantitative goal-based program evaluation of the PBS system currently existing in XJH, so as to inform the implementation of a research-based practice that will reduce discipline across all ZISD schools. As described by Lodico, Spaulding, and Voegtle (2010), "a program evaluation is used for decision making purposes whereas basic or applied research is used to build our general understanding and knowledge on a particular topic (p. 316)." A program evaluation helps a researcher to identify the strengths and weaknesses of a program while letting the evaluators understand which parts of the program should be altogether removed or altered for improved function (Windsor, Clark, Boyd, & Goodman, 2004). Using program evaluations further aid the practitioners in understanding how successful implementation and sustainability can be accomplished (Bouffard, Taxman, & Silverman, 2003). This program evaluation gives me the empirical basis to inform ZISD on effective implementation of PBS districtwide.

I used data from this study for program refinement and to gather information to execute a successful system of positive behavior supports throughout ZISD. For this program evaluation, I combined archival student discipline data for each year of PBS

program implementation, current policies for classroom management, PBS practices, and individual classroom discipline, district discipline management tools, and the quantitative SET survey. The results provided me with the measurable data that I needed to discover how a PBS system can be sustainable in ZISD and transferable to other area school districts.

The materials described previously were evaluated along with the results from the SET data. These collective materials gave me the necessary information to conduct a program evaluation of the PBS program at XJH. The synthesis that evolved from this program evaluation was collected into a white paper (see Appendix A) to provide the study site and its parent school district with an overview of the PBS program including descriptions of what worked, what did not work, and suggestions for improvement.

The School-Wide Evaluation Tool (SET) was selected for this study because it is a pre-established quantitative survey that has been used successfully in public school districts and evaluated to provide reliability (Coffey & Horner, 2012). All SET data was previously collected and was provided as archival data. The SET was used to evaluate the data for program evaluation.

The SET is a 28-item measuring tool designed to evaluate the effectiveness of the PBS program (Appendix E). The instrument suggests using several methods to gather information. These methods included: direct daily observations, written quantitative interviews with the administrative team, faculty and students, and a review of various school documents such as the consequence guide, longitudinal discipline data, office referral forms, and the social skills curriculum. To evaluate the responses and observation

data I used the SET as a research instrument to evaluate the information collected in the Campus Improvement Plan. To support the use of the SET as an effective evaluative instrument Horner et al. (2004) suggested that,

> the SET meets and exceeds basic psychometric criteria for measurement tools used in research. It can be administered with high inter-observer agreement, demonstrates excellent test–retest reliability, produces a valid index of school-wide PBS as defined by Lewis and Sugai (1999), and is sensitive enough to be useful in documenting change in levels of implementation of school-wide PBS programs. (p. 8)

I used the research instrument to answer the following questions: What are the strengths of PBS at XJH? Second, What are the weaknesses of PBS in this school? Third question: What changes can be made to improve the effectiveness of the program? Fourth, Can the system be used for district –wide implementation?

To discover the fidelity of the implementation of each of the components of PBS defined by Sugai et al. (2000), I used answers from the survey questions to faculty and students, campus observations, school discipline data, the secondary district consequence guide (Appendix A), and information from the campus improvement plan.

I began my process by using the SET to identify the questions for teachers and students to evaluate their awareness of and commitment to the PBS program at their school. I conducted the observations through walkthroughs of X Junior High to record the visible posting of school-wide expectations to fulfill a portion of the SET guidelines. All of this information collected from the SET was combined with discipline data from 2008-

2012, district-administered administrative staff surveys, and the discipline procedures to increase the validity of the final plan to be presented to the district.

To compile the information for this evaluation I used the secondary consequence guide (Appendix B), information from the annual campus improvement plan (CIP), SET survey question and observation data, the office referral form and information from the administrative team. Archival quantitative information was used from short surveys given to the administrative team, the PBS team members, and at least 15 randomly selected staff members. In addition to these surveys, data from a random sample of at least 100 students collected by the school for the purpose of the Campus Improvement Plan was reviewed by me for the program evaluation. Students were not identified in the program evaluation by any personal identifiers. They were numbered 1-100 and records were only kept of responses.

Schools in ZISD maintain student level data of disciplinary infractions, state-wide assessment results, and administrative records. To promote further clarity in discipline records the ISS teachers and I collected discipline data from 2008-2012. These four years of disciplinary data represented in Figure 1 provided a significant amount of valuable information to make data driven decisions for the evaluation. Further evidence of disciplinary data collection is shown in Table 4 and gives the example of the records kept in an Excel document for data driven decision making for both students and the school at XJH.

Table 4

Example of XJH Discipline Records Used for Data-Driven Discipline Decision Making

Totals	D-hall	Tardy	RC	ISS	OSS	DAEP	ARC
1st 6 WKS Totals	219	57	26	51	3	3	0
2nd 6 WKS Totals	337	37	73	64	6	5	1
3rd 6 WKS Totals	198	45	64	71	4	5	0
4th 6 WKS Totals	355	35	81	92	8	9	0
5th 6 WKS Totals	398	75	74	123	12	10	0
6th 6 WKS Totals	168	99	55	69	24	11	0

Table 4 represents an example of the data that was collected to fulfill the best practice as described by Lewis and Sugai (1999) collecting and analyzing data to make clear data based decisions. The administrative team reviewed data like the information from Table 4 and Figure 1 to make some administrative discipline decisions. However, there was no official campus PBS team and the faculty who were responsible for the majority of monitoring of student infractions was not made aware of the data and did not participate in making decisions that would improve student behavior. Collecting data like in Table 4 was basically useless since the information was not disseminated or used to make collective and productive decisions. Having the data and using it to the advantage of the school are two very different things. As stated in the components of a PBS program, there must be a team of individuals that consistently look at and use the data to make informed decisions regarding discipline management (Sugai et al., 2000).

Questions about these processes were included in the staff and administrative surveys as a component of the CIP and subsequent program evaluation.

Overall Goals and Limitations

This was a goal-based study that purposed a plan for improving student discipline numbers in ZISD and beyond to suppose a positive social change. This evaluation produced a white paper (Appendix A) that outlines the reasons for implementing a district wide system of supports that will reduce discipline and improve culture in schools. The limitations for this study were the fact that it was being completed in one junior high school and external reproduction can be difficult. It is often challenging to externalize results that are based on one school because each school has its own culture, leadership, and demographics.

In a review of 14 articles concerning the promotion of PBS programs Lane et al., (2006) stated, “although many of the PBS investigations produced desirable outcomes a number of methodological limitations limit the ability to draw accurate conclusions about intervention outcomes (p. 186).” This held true for limitations in this study and can be addressed at the local level in ZISD and will most likely be externally valid to other districts with similar demographics.

Sample, Data Collection, and Analysis

All data used in this study were archival, anonymous, and provided to me by the school district. During the data collection by the school district for the CIP, a convenient random sample of 100 students and 15 teachers were the subjects of the School-Wide Evaluation Tool survey.

To maximize the generalizability of the study, results from the XJH campus improvement plan that used a sample of 100 students were used to gather a good representation of the 847 students in the junior high. There are 47 faculty members at XJH and 15 teachers provided an adequate sample size to promote validity in the results (Fowler, 2002).

XJH is a rural school in the panhandle of Texas and at the time of this evaluation was composed of 847 students in grades 7 and 8. There was close to a 50/50 split in male and female students. Minority enrollment at the school was 38%. More than 29% of students were classified as economically disadvantaged, and 27% of students were classified as ‘at-risk’ due to prior discipline infractions and other mitigating factors such as retention, failure to meet standards on state-wide assessments and teen pregnancy (District PEIMS data, 2011). Of the 47 faculty members at XJH, 4 were Hispanic. There were 29 female teachers and 18 males. There was a good student to teacher ratio at XJH of 18/1.

The information for the CIP is collected annually from staff and students to give the administrative team and district the ability to make data based decisions regarding various programs. The goal was that the results from all parameters of this study will give me the information to combine various usable data to support the effective implementation of a system of behavior supports internally and externally that will reduce discipline numbers and problem behaviors so teachers and students can get the most out of their education.

When using the SET, campus observations and survey data were conducted to evaluate the implementation of the seven SET domains. To assess the SET scores I followed an example developed by Horner et al. (2004) and repeated in an evaluation completed by Austin ISD in 2006. Each component was scored on a scale of zero to two.

1. 0 = No implementation,
2. 1 = Some implementation
3. 2 = Most or full implementation

Each domain was evaluated based on a percentage of points from the SET scores. The percentage was used to create average scores for the various domains (Positive Behavioral Support Evaluation, Austin ISD, 2006).

In addition to campus observations, we used data from the XJH 2012 Campus Improvement Plan (CIP). This information is gathered annually by the school. To collect annual school improvement data, administrators use anonymous survey information from staff and students and are a major part of this program review. In the surveys modeled after the research by Horner et al. (2004) about using the SET to evaluate PBS programs students were asked two questions. First: What are the school rules in the Warrior Code that are posted in the classrooms and around the school in the hallways? Secondly, students were asked: Have you received a Blue Ticket this year? Then the faculty and staff at XJH were asked the following questions: What are the school rules in the Warrior Code? During homeroom, have you consistently taught the social skills? Have you given any Blue Tickets this semester? What are the most common student misbehavior issues that you submit to the administrative office? Do you know the lockdown procedure? Do

you know if there is a positive behavior support team that monitors and plans student misbehavior and rewards on this campus? Lastly, do you know who is on the behavior support team (Positive Behavior Intervention Supports, pbis.org)?

Additionally, a content analysis was completed by combining data through a review of school materials, such as the social skills curriculum (Appendix C), the consequence guide (Appendix B), the office referral form (Appendix E), and the campus improvement plan to develop predictions on the needs of a more effective system of supports for ZISD. The review of these materials was compared to the archival results from the campus observations and the survey components within the SET to check for the validity of the program at XJH.

Protection of Rights, Confidentiality, and Informed Consent

Anonymity and confidentiality was achieved throughout the evaluative process. First, the program evaluation was conducted using archival data from the district and school discipline management data. Secondly, the annual Campus Improvement Plan (delivered to me from the school district) provided the anonymous student and faculty responses that informed the student and faculty portion of data for SET. When disaggregating student responses no personal identifiers were provided by the school district.

After all data was received from the school district, interpreted, and checked, I developed a white paper for ZISD for the purpose of district-wide PBS implementation. The paper and plan were developed to improve the discipline procedures of the district and beyond.

There were no potential risks involved with this study. The purpose of the study was to produce valuable information to improve the discipline processes for XJH, ZISD, and beyond. There was no coercion or compensation involved as all data was archival and there were no participants. Additionally, there were no physical, psychological, or privacy issues to be broached in the study. Therefore there was no identifiable information received in the archival data from the school district.

Benefits from the impact of study findings included: improvements in workplace collegiality, the development of improved educational processes, increased awareness for the faculty and students about Positive Behavior Supports, and improvement in job satisfaction (Hunt, 2011)

Results

The SET evaluates seven school behavior system functions including "(a) expectations defined, (b) behavioral expectations taught, (c) acknowledgement procedures, (d) correction procedures, (e) monitoring and evaluation, (f) management, and (g) district-level support" (Todd et. al, 2002). Information necessary for the SET was provided as archival data by the school principal and included SET evaluation questions and interview responses as well as campus observation information. After receiving the data from ZISD, I used the SET to analyze the data for PBS program evaluation. Appendix F shows the SET Scoring Guide (Todd et al., 2002) that was used for the analysis. The 28 evaluation questions require a 0, 1, or 2 score. The scores are listed within the questions and developed by reviewing administrator responses, interviews and observations, and other school materials. The total number of points were added and

recorded in the summary score box located below each of the seven places on the SET. Next, I calculated the percentage for each area by dividing the total points earned in the section by the highest number of points that could be scored based on the SET questions. This percentage indicated the school-wide implementation score for the seven areas of evaluation. For the overall SET implementation score, the school-wide implementation score for each area was added together and then divided by seven (which is the number of areas). Table 5 shows the summary scores for each of the domains evaluated and represented numerically which Figure 2 shows graphically.

Table 5

Summary and Percent Scores for the Seven Domains of PBS

Domain	Summary Score	Percent Score
A. Defined Behavioral Expectations	4 /4	100%
B. Taught Behavioral Expectations	6/10	60%
C. Consistent System of Rewards	6/6	100%
D. Office Referral System	5/8	63%
E. Data-Driven Decisions	6/8	75%
F. System Management	3/16	19%
G. District Support	2/4	50%
Mean Score	4.7/7	67%

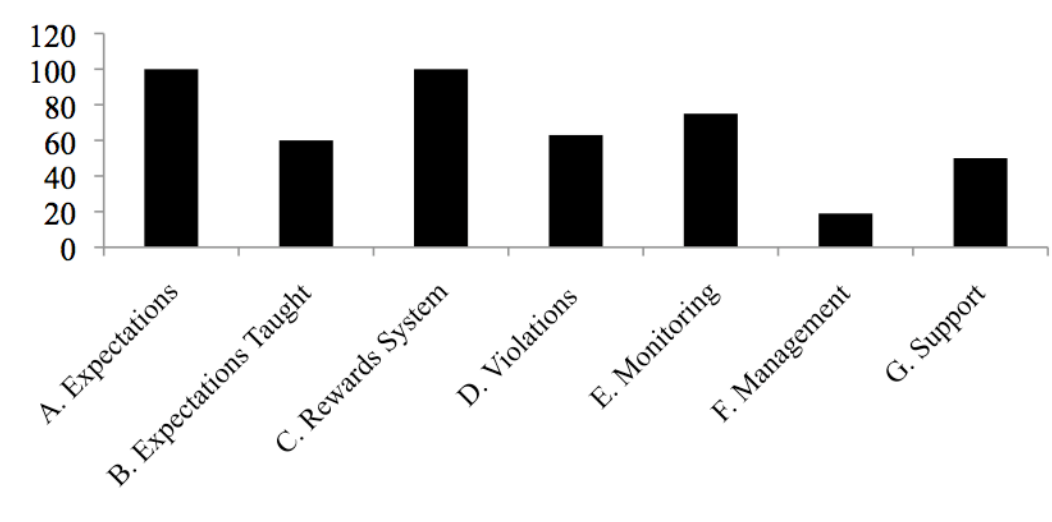

Figure 4. Graphical representation of summary scores for the seven domains of PBS.

Additionally, I conducted a review of school materials, such as the social skills curriculum given to students as a set of behavior expectations (Appendix C), the

consequence guide which is a list of consequences that align with specific misbehaviors (Appendix B), the office referral form used by faculty and staff to record student misbehaviors (Appendix E), and the campus improvement plan completed at the end of each year to provide evidence of student, faculty, staff, and building needs. The review was a content analysis of the materials and was compared to the archival results from the campus observations and the summary scores of the SET to evaluate the PBS program at XJH. The purpose of this goal-based project was to find successes and areas that require improvement so a sustainable transfer of the system can be available to ZISD and beyond.

Strengths of the PBS Program

This evaluation was conducted in part to discover the strengths and weaknesses of a PBS program. It is suggested that when the various components of the system are evaluated a score of 80% implementation is needed to prove high function of that component (Positive Behavior Intervention Supports, pbis.org). Using the results from the SET, the strengths of the PBS program at XJH were defining expectations and establishing an on-going system for rewarding behavioral expectations. At XJH, administrators, faculty, and staff were clearly and effectively defining expectations of the PBS program. This is evidenced by signs that were posted in 8 of 10 expected locations in the school hallways and individual classrooms as well as the daily activities conducted each morning by the teachers to introduce a new expectation or reinforce a previous expectation. This was further evidenced by interview data provided by XJH and retrieved from the 2012 CIP. When analyzed, results from interviews of 100 students showed that

67% of them could name the four Warrior Code behaviors and 69% of the students had received a blue ticket (positive reward) from a teacher in the last two months. When interviewed, 93 % of teachers (14/15) said that they taught the Warrior Code to their homeroom students. Also, 93% (14/15) of the teachers said that they had given a student a reward in the last two months. All of the students and teachers interviewed (100%) stated that there was a blue ticket system. All data sources analyzed confirm quantitatively that defining expectations and establishing an on-going system for rewarding behavioral expectations are strengths of the PBS program at XJH. The evaluation questions and sources of assessment are shown for these three strengths of the program in Tables 6-8 below.

Table 6

Evaluation Results for Defining Expectations

Evaluation question from the SET	Source	Result
Is there evidence that faculty and staff have agreed to 5 behavioral expectations?	Discipline handbook, Instructional materials Campus improvement plan	Yes, there are 4 rules in the Warrior Code listed in the CIP, handbook, and included in morning activity instructional materials.
Do the agreed upon expectations appear in 8 of 10 locations?	Wall posters	Yes, there are Warrior Code posters posted publicly in 8 of 10 locations.

Table 7

Evaluation Results for Establishing an On-Going System for Rewards

Evaluation question from the SET	Source	Result
Can it be proven that a system for rewarding positive behavior is being used?	Instructional materials, Interview responses Campus improvement plan	Yes, the system for rewarding student behavior is well documented.
Can at least fifty percent of students say that they have received a blue ticket in the last two months?	Interview responses	Yes, 67% of students interviewed (67/100) indicated that they have received an award.
Has at least ninety percent of the faculty and staff given a blue ticket to students in the last two months?	Interview responses	Yes, 93% of staff indicated that they have delivered an award.

Support at all levels administratively is important for a successfully implemented PBS program. District-level support for the PBS program at XJH was also evaluated and the results are shown in Table 8.

Table 8

Evaluation Results for District-Level Support

Evaluation question from the SET	Source	Result
Is there money allotted in the school budget to support the blue ticket system?	Interview responses CIP	Yes, there is $1500 in the budget designated for PBS.
Is the administrative team able to identify district support for the system?	Interview responses	No, a district liaison in the district cannot be identified.

PBS Program Weaknesses

Horner et al. (2004) suggested 80% as a successful measure of a subscale and overall score. The overall score for XJH from the SET is 67% which was much lower than the recommended 80%. While there were several scores that fell under the 80% mark, there was one specific subscale score that heavily impacted the overall score and that is management at 19%. The management of the PBS program was evaluated through eight questions. The following table shows the questions and responses from a variety of sources including administrators, teachers, and students at XJH along with the results.

Table 9

Evaluation Results of Management

Evaluation Question From the SET	Source	Result
Is improving behavior supports one of the top three goals in the campus improvement plan?	Campus improvement plan (annual) Interview responses provided by XJH	No, it is not in the top 3 school improvement plan goals.
In the faculty and staff interviews is it evident that they can identify a PBS team?	Interview responses report that 60% of staff say yes, there is a school-wide team	No, 90% of the staff do not report that there is a team.
Is it apparent that PBS team members appropriately represent the staff	Interview responses say no	No, team membership is not inclusive.
Is the PBS team leader identifiable?	Interview responses report that 0% of staff say that they can name the team leader	No, the staff cannot name the team leader.
Is an administrator part of the PBS team?	Interview responses report yes, but not consistently	No, the administrator is not an active member.
Are there monthly team meetings?	Interview responses report that there is no team meeting.	No, there is no team meeting.
Does the team report progress to the staff?	Interview responses show that the team does not report to the staff.	No, the team does not report to the staff.
Is there an annually reviewed plan with current behavioral goals?	No, there is no evidence of an action plan.	No, there is no action plan with specific goals.

Teaching behavioral expectations also scored below 80% and was classified as a weakness. The evaluation questions and sources of assessment are shown for this weakness of the program in Table 10 below.

Table 10

Evaluation Results for Teaching Behavioral Expectations

Evaluation Question From the SET	Source	Result
Are behavioral expectations consistently taught to students?	Instructional materials	Yes, there is a documented system included in morning activity instructional materials.
Can ninety percent of faculty and staff say they have taught the Warrior Code and Social Skills to students?	Interview responses	Yes, 93% of the staff interviewed stated that they are teaching behavioral expectations.
Is the PBS program taught and reviewed annually?	Interview responses	No, 60% of staff responded that they had been taught.
Can 70% of students say 67% of the Warrior Code?	Interview responses	No, 28% of the students can state 67% of the school rules.
Can 90% or more of the faculty and staff give 67% of the Warrior Code?	Interview responses	No, 53% of the staff can state 67% of the Warrior Code.

These tables show that behavioral expectations were being taught but that not a high enough percentage of the staff and students could state them when asked. As XJH was at 100% for defining expectations, this should be a domain of PBS that is easily improved with reinforced activities and opportunities to state the Warrior Code.

Another weakness of the PBS program at XJH was implementation of a system for responding to behavioral violations. The evaluation questions and sources of assessment are shown for this weakness of the program in Table 11.

Table 11

Evaluation Results for Responding to Behavioral Violations

Evaluation question from the SET	Source	Result
Is there system for reporting and documenting student misbehavior?	Discipline handbook, Instructional materials	Yes, there is a documented system.
Do ninety percent of staff agree on what behavior should be managed in the office and what should be handled in the classroom?	Interview responses	No, 87% of the staff interviewed disagreed with administration on problem management.
Is a crisis plan visible in 6 of 7 locations?	Walls	No, but they were available in 4 of 7 locations.
Do ninety percent of faculty and staff agree with the Lock Down procedure?	Interview responses	No, 73% of staff agree with administration of the procedure. Others indicated that they didn't disagree, but were unaware.

As evidenced by the results for having a systematic response to behavioral violations, this was numerically a weakness but can be quickly developed into a strength by posting documented crisis plans and educating teachers on the procedure for handling extreme emergencies. The teachers are a critical component for learning, school climate, and PBS programs and making sure that they are on-board and educated is necessary for sustainability (Hunt, 2011).

Monitoring and decision making of the PBS program was evaluated using the SET at 75%. Several resources were used and are shown in Table 12 below.

Table 12

Evaluation Questions and Results for Monitoring and Decision Making

Evaluation question from the SET	Source	Result
Does the office referral form contain: the student's grade, date, time, faculty or staff, observed student misbehavior, location of the incident, involved parties, intent, and the administrative action?	Discipline handbook Referral form	Yes, the form contains the items.
Is there a system for gathering and documenting discipline referrals?	Discipline handbook Process description	Yes, this is well documented in the discipline handbook.
Are discipline reports given to the staff at least three times a year?	Process description	No, they report that the team will provide data once a year.
Is discipline data used to design, monitor, and adjust discipline plans on a consistent basis?	Interview responses	No, 52% of staff report that discipline data is used for the PBS program.

Although, the decision-making plan scored below the recommended 80% threshold, it can be turned into a strength. First an annually elected team that is representative of the staff must keep and maintain discipline numbers and report to the entire school one to three times a year.

Improving Program Effectiveness

This data and other sources were used to develop the following recommendations and are presented in Table 13. These recommendations were based upon evaluation

results using multiple sources and corroborated through the review of literature in this evaluation.

Table 13

Suggested Changes for School-Wide Implementation of the PBS Program

Weakness	Suggested changes	Specific Tasks
Management	Improve school management of the PBS program at all levels including team development, reporting to teachers, and administration involvement.	1. Incorporate PBS program as a top priority for the campus improvement plan goals. 2. Spend time educating the staff on the school's specific PBS program and rationale. 3. Ensure that the PBS team has representation from the whole staff. 4. Clearly identify the team leader to the staff. 5. Incorporate the school administrator as an active member of the team. 6. Hold team meetings monthly. 7. Report quarterly progress of the PBS team to the staff. 8. Develop an action plan with specific goals annually.
Teaching behavioral expectations	Develop reinforced activities and opportunities to state the Warrior Code.	1. Incorporate more verbal practice into morning activities when introducing behavioral expectations. 2. Break students into smaller groups for teaching the behavioral expectations.
Responding to behavioral violations	Educate teachers and staff on established school procedures for handling extreme emergencies.	Post documented crisis plans and emergency response guidelines throughout the school.
Monitoring and decision making	Use data-based decision making procedures to develop and support a system of supports that will help student maintain positive behaviors.	1. Develop an on-site team 2. Identify and define concern areas should be identified. 3. Use an efficient method for data organization and storage. 4. Meet on a regular schedule. 5. Document and present data to staff in a visual format.
District-level support	Ensure that the budget contains money for building school-wide behavioral support.	Continue to provide funding for the school.

District-Wide Implementation Feasibility

Establishing a lasting school-wide PBS program that can be adapted throughout a school district necessitates systemic support that extends beyond an individual school. Reciprocally, enhanced district-level support also provides a framework for implementation at the local level. Results from the evaluation of the PBS program at XJH showed that district-level support is a strength of the program. A district liaison and funding were provided to support the school in the PBS program.

In informal teacher interviews at XJH in the end of the school year in 2008, many teachers stated that their number one frustration was dealing with student discipline (Hunt, 2011). This actually served as the inspiration to establish a PBS program at XJH. Fueled by the desire to help students and teachers at XJH with this specifically identified problem, school administrators developed a system of behavior supports and carried it out over a period of four years. Initially, the data showed that discipline numbers for the school decreased (Table 14). However, data from 3 following years highlighted the fact that the system of supports needed additional strategies from the staff and district to continue to be successful. Although XJH still used disciplinary referrals, office referrals, detentions, and the Responsibility Center, these consequences used alone were ineffective to reduce behavioral numbers. The initial decrease in discipline numbers occurred when the staff aimed to affirm positive behavior over reactionary discipline consequences. When the program was first established, the teachers were making every attempt to use PBS over standard discipline measures.

Table 14

Discipline Data in Table Format 2008-2012

Discipline Type	2008-2009	2009-2010	2010-2011	2011-2012
Office Refs.	424	626	359	512
DHALL	2299	1675	518	679
Tardy	393	348	307	207
RC	2275	373	665	1114
ISS	346	470	331	446
OSS	67	57	32	25
DAEP	ND	43	10	20
ARC	ND	ND	ND	1385

The data in Table 14 shows a reduction in DHALLS, RC referrals, and DAEP placements in the first year of the implementation of the PBS system. However, over time the discipline numbers began to increase. Because the program was not effectively implemented school-wide as evidenced by the evaluation and results previously shown, XJH was unable to sustain the reduction in discipline. This program evaluation provides suggestions for XJH and ZISD for PBS program school-wide implementation and sustainability. As the program is further developed through these suggestions and supported by a leadership team, it is likely that discipline numbers will gradually decrease for the duration of the program.

Conclusion

In summation, data was used to support the effective implementation of a system of behavior supports internally and externally that can reduce discipline so teachers and students can get the most out of their education. Within the context of this study, I evaluated the PBS program at XJH to determine how it can be improved through greater implementation in ZISD so that the magic of knowledge transfer can occur in a positive environment. Using the archival data in conjunction with the SET summary scores provided a quantitative analysis of the effectiveness of the program at XJH and data for me to make further recommendations to ZISD on district implementation of sustainable PBS programs. All data sources analyzed confirm quantitatively that defining expectations and establishing an on-going system for rewarding behavioral expectations as well as financial district-level support are a strength of the PBS program at XJH. While there were several areas that were identified as weaknesses, management of the PBS program at XJH was a problem that needs to be addressed for continuous improvement of the program. Teaching behavioral expectations was also classified as a weakness. While the data showed that behavioral expectations were being taught, not a high enough percentage of the staff and students could state them when asked. As XJH was at 100% for defining expectations, this should be a domain of PBS that is easily improved with reinforced activities and opportunities to state the Warrior Code.

Another domain that can be improved upon is implementation of a system for responding to behavioral violations. Again, although the decision-making plan showed up as a weakness, it can be turned into a strength by increasing the team reporting from one

to three times a year. Perhaps a more important weakness in this section was the use of data for program improvement. The following recommendations were developed using the methodology and results described previously. To overcome the primary weakness in the PBS program, it is critical that we improve school management of the PBS program at all levels including team development, reporting to teachers, and administration involvement. Developing reinforced activities and opportunities to state the Warrior Code will enhance the student and teacher retention of behavioral expectations.

There are many examples evidenced in this evaluation that can lead to a sustainable and efficient system of behavior supports. School management of the program can be evidenced by improved PBS team development and administrative support. Consistent and frequently based disciplinary data-driven decision making implemented by the PBS team and administrative staff can create preventative support for students and staff regarding behavior violations. Lastly, there must be district level support by way of a district PBS team that helps set the standards for successful implementation and progress of system.

Section 3: The Project

Introduction

This study examined disciplinary problems in a local school district that had made many extensive gains in the effective implementation of a viable and vertically aligned curriculum and quality instructional strategies. However, administrators at this school district, hereafter referred to as Z Independent School District (ZISD, pseudonym) were unsatisfied with their success in universally addressing the disciplinary problems in the schools. Annually collected PEIMS data evidenced in Table 14 showed that behavior management needed a more sustainable system of behavior supports. As a response to problems with discipline and school and classroom environment and culture administrators at XJH implemented a positive behavior supports program. After the program proved successful by way of improved student behavior and staff collegiality, district level administration began to consider the expansion of the program throughout the district and asked me to help them develop a plan.

As a result, one of the goals of this project was to analyze the Positive Behavior Support system at a X Junior High within ZISD and determine its effectiveness, identify areas for improvement, and suggest methods for generalizing the system throughout the district.

A program evaluation was selected for this project because this method is a very useful tool for understanding how a program is implemented, the magnitude of successful implementation, and the potential for impact (Bouffard, Taxman, & Silverman, 2003; Rossi, Lipsey, & Freeman, 2004; Spaulding, 2008; Windsor, Clark, Boyd, & Goodman,

2004). Because of the lack of previous evaluations, staff at ZISD and the junior high used as the study site, hereafter referred to as X Junior High (XJH; pseudonym) did not have the information necessary to implement school- and district-level PBS models, making it difficult to implement effective decisions.

To create continuous improvement at XJH, the PBS program was implemented to address both enhanced instruction and reduced discipline. After implementation, a program evaluation of the PBS program became an essential component.

I used several types of information to complete this evaluation. The material included combined archival student discipline data for each year of PBS program implementation, current policies for classroom management, PBS practices, and individual classroom discipline, district discipline management tools, and the quantitative SET survey. The data were combined with literature about successful PBS and information from the SET to guide the report.

The SET was selected for this study because it is a pre-established quantitative survey that has been used successfully in public school districts and evaluated to provide reliability (Coffey & Horner, 2012). All SET data were previously collected and is provided as archival. These collective materials gave me the necessary information to conduct a program evaluation of the PBS program at XJH. This program evaluation resulted in a white paper or evaluation report (Appendix A) providing XJH and ZISD with an overview of the PBS program including the things are going well, and suggestions for improvement and a plan for district-wide PBS implementation.

Rationale

The rationale for this study came to me during end of the year Professional Development and Appraisal System (PDAS) evaluations with my teachers. As an assistant principal at XJH I wanted to serve the teachers and students to improve their educational experiences. To gather information to help me serve them better I would ask the teachers to tell me their favorite and least favorite things about teaching. They would often state that their favorite things about teaching were the positive interactions and successful instructional experiences with the majority of their students. Their least favorite things were dealing with student disrespect, defiance and classroom disruptions (Hunt, 2011). As my time as an assistant principal progressed it became clear that something was needed to improve student behavior. I used the informal information gathered in the end of the year teacher evaluations in conjunction with consistently increasing disciplinary infractions to supply the critical purpose for this study.

To address this need for improving student behavior the administrative team and I developed the first PBS system in ZISD. After the system of behavior supports was implemented it became apparent that an evaluation was the next logical step. The system had some positive impact but there was no clear evaluation. Consequently, this project was conducted to help me assess the PBS program at XJH and answer specific research questions to determine the strengths, weaknesses, suggested changes, and potential for district-wide implementation of the system.

After the study was complete several exciting things became apparent. First, the results of this program evaluation at XJH are encouraging indicators that this type of PBS

program can improve student behavior. Secondly teacher-student relationships can advance when teachers are looking to reward good behavior over giving consequences. Lastly, overall school culture will progress while reducing discipline. The system of supports was necessary to improve student behavior and the evaluation provides sustainability and transferability so that the momentum gained at XJH can continue.

Review of the Literature

For this literature search, I used the Walden Library and ERIC database. To guide the search I used Booleans that related directly to findings from section 2 such as *teaching behavioral expectations*, *positive behavior supports*, *educational program sustainability*, *school safety*, and *data-driven decision making*. The system has been proven over time to be effective (Chitiyo, 2012). Even with haphazard implementation of the system of behavior supports from 2008-2009, the discipline numbers at XJH decreased. Nonetheless, a more effective implementation of the system is achievable.

Because the discipline numbers began to gradually increase after the implementation of the PBS system it became clear to me that more information was needed. After I did some research on sustainability of an education program I discovered some missing pieces in the PBS system at XJH. Specifically, Coffey and Horner (2012) discussed sustainability within implementation of an educational program, identifying eight descriptive terms and phrases: “contextually appropriate innovation, staff buy-in, shared vision, administrative support, shared leadership, data-based decision making, and continuous regeneration (p. 75).” Many of the concepts listed above were not being implemented within this system of behavior supports. There was little buy-in and shared

vision, there was not enough administrative support and shared leadership, and data were not used best and regeneration was not occurring.

Furthermore, the following concepts describe these sustainability concepts in detail. First, the program must be meaningful. The members of the school must believe in its effectiveness and they must develop and implement the plan together there must be support at several administrative levels. Next, the leadership and implementation must be shared. Then, data must be collected often and shared often with the staff. Last, behavioral management teams at both the district and school levels must be annually elected. If these guidelines are followed then sustainability is more achievable.

To bring about better achievability, a description of the method of research is necessary. I used data such as discipline numbers, the campus improvement plan, instructional materials, school observations, and interview responses provided by XJH and analyzed them in relation to the school's SET scores. The overall goal of this project evaluation was to use the research questions and evaluation results along with current literature to formulate a solid plan for implementation of a school-wide PBS program at XJH and for a district-wide PBS program for ZISD.

The results from the SET showed that the strengths of the PBS program at XJH were its defining expectations and establishing an on-going system for rewarding behavioral expectations as well as financial district-level support. School-wide PBS is a prevention model developed around the idea that all students will benefit from positive interventions. Research has shown that providing students with clear instruction on expected behaviors and then reinforcing those behaviors with positive feedback has been

an effective means to promote pro-social behavior (Calderella et al., 2011). Defining the expectations of the students was imperative to the success of the program.

A crucial component of PBS is the district and school team (Sugai et al., 2000). A team at the district level that supports the standards, instruction, and implementation of PBS, as well a school based team that evaluates school discipline data and makes informed decisions based on that data is crucial to program success. Recent literature has reiterated that a PBS program's success is not guaranteed just because it is a proven program, but that success requires sustainability and leadership (Coffey & Homer, 2012). The leadership support required for this includes a school-based team, district-level support, and parent and community buy-in. It was apparent from the results of this evaluation that the management of the PBS program at XJH was an extreme weakness that needed to be addressed for continuous improvement and sustainability of the program.

Teaching behavioral expectations was also a weakness of the PBS program at XJH. The students that I interviewed had trouble stating the Warrior Code. If the students do not understand expectations then they will have difficulty meeting them. The students should know what expected behavior looks and sounds like. Effective PBS schools actively teach behavior expectations and students can easily state what is expected.

A possible remedy to this weakness is to break students in homerooms for behavioral instruction. Lassen, Steele, and Sailor (2006) found that teaching behavioral expectations to middle school students can sometimes be accomplished more readily if the students are broken into smaller groups or if review sessions are held for students

who are having trouble learning the expectations. Although the students were broken into homerooms, consistent reinforcement of appropriate behavior was lacking. So, a monitoring of the teaching of behavioral expectations by the PBS team can be method for improving behavioral expectation instruction.

Also discovered in the study by Lassen et al. (2006) it was concluded that when a PBS program is successfully implemented linkages to improvement in math and reading can be found. Future research as follow up to the implementation of PBS in ZISD could be a correlated study to link improvements in school discipline and culture to increases in statewide assessment scores.

The results also showed that the systematic response to behavioral violations was not consistent. Trump (2008) discusses the importance of preparing teachers for emergencies in the classroom and school. This numerical weakness can be alleviated if the staff will post documented crisis plans and educate teachers on the lockdown procedure by practicing it more often in lockdown and emergency drills. These drills can be conducted in conjunction with the PBS team to promote staff involvement in decision-making.

A more important weakness in this section was the use of data for program improvement. The data was collected but not analyzed or used for decision making by a team. This data needs to be used for early identification of students who are or could become at risk for both academic and behavioral issues (Gischlar, Hojnoski, & Missall, 2009 & Shinn, Hamilton, & Clark, 2008). The data needs to analyzed by the PBS team monthly and decisions based on the data need to be shared with the staff.

Data are a valuable tool for successful PBS programs and may be used for planning, professional development, a positive reinforcement, and early at-risk identification and prevention (Sugai, 2004). Some common types of data used for decision-making in schools include office discipline referral reports, student attendance records, and classroom observations.

Sugai (2004) suggested three essential components for using data to make decisions. First is clearly defining expectations that are measurable. The second component is to have a clear system for gathering and storing data that is easily accessed and adjusted. The final component for data-driven decision-making is the implementation of clear and consistent processes that are used in a timely manner. Sugai (2004) also suggested that teams examine discipline data individually and collectively. If XJH had built a team and used the data a more viable means of discipline management could have been accomplished.

Continuous improvement is important for any school or program; to accomplish this, the school must use a variety of data, organize the data in a clear and direct format, develop straightforward questions, and show data in a user-friendly manner. Lastly, Sugai suggested using annually elected teams to periodically review the data and make collaborative decisions based on the evidence for behavioral improvement.

A study by researchers at Duke University (2004) found links between a successful positive behavior support system and an improved school climate. Specifically, they discovered that a successful system of behavior supports could support an improvement in school climate. This has been more recently confirmed by other

researchers (Nezlek & Kuppens, 2008) and indicates the program can be more effective if the system of supports is put into place with fidelity. If the strengths of the program can be maintained and the weaknesses can be improved to at least the 80% implementation threshold, this program could effectively improve the climate at XJH. A positive school climate developed through a successful PBS program creates an environment where students and staff feel secure and are able to take risks in their learning. Horner and Sugai (2010) suggested changes for improving the project come directly from the quantitative data from the SET.

To implement a common PBS program at the district level, it is imperative to develop a common vision, language, and experience (Dickey, Horner, & Sugai, 2007). The results of this study indicated that ZISD has established the first step of district-wide implementation by providing financial support for XJH in their local PBS program. To continue to move towards successful PBS implementation the school and district must complete a structured schedule of tasks. First, they must develop a district leadership team that supports all school level PBS teams in the district. Secondly, the district PBS team must monitor and evaluate the instruction and support of the evaluation of each school level PBS team. Next, there must be annual professional development given by the district to support school level teams. PBS team members will be on the team on a rotating basis and annual professional development is necessary to maintain sustainability. Lastly, a pilot school that demonstrates the viability of the PBS approach within the district must be able to report success and failures as experienced in the pilot (Dickey, Horner, & Sugai, 2007). Although these components for district-level

implementation of PBS are significant and will require commitment and effort, ZISD has already successfully completed the pilot testing at XJH and can use the evaluation process and sources defined here to develop a continuous improvement plan. The district already has a professional development team in place that can be trained to teach and implement PBS with leadership teams in ZISD.

Lastly, to conclude the presentation of this project, it must be stated that all research was conducted within the Walden library using the EBSCO system and the Education Resources Information Center (ERIC). Once articles and research became exhaustive by the evidence that the researchers were beginning to repeat the information the review became complete. The primary articles written on PBS are by Lewis and Sugai (and co-authors) and are referenced repeatedly in this work as well as most others. These authors defined need, success, and assessment for PBS programs from 1999-2012.

Implementation

This program evaluation was conducted using archival data to analyze a system of positive behavior supports in a junior high school. Using the archival data in conjunction with the SET summary scores provided a quantitative analysis of the effectiveness of the program at XJH which led to further recommendations for ZISD on district implementation of sustainable PBS programs. All data sources were analyzed and I confirmed quantitatively that defining expectations and establishing an on-going system for rewarding behavioral expectations as well as financial district-level support were a strength of the PBS program at XJH. While there were several areas that were identified as weaknesses, management of the PBS program at XJH was a problem that needed to be

addressed for continuous improvement of the program. Teaching behavioral expectations was also classified as a weakness. While the data showed that behavioral expectations were being taught, not a high enough percentage of the staff and students could state them when asked. As XJH was at 100% for defining expectations, this should be a domain of PBS that is easily improved with reinforced activities and opportunities to state the Warrior Code. Another domain that can be improved upon is implementation of a system for responding to behavioral violations. Again, although the decision-making plan showed up as a weakness, it can be improved by increasing the team reporting from one to three times a year. This weakness can also be strengthened by incorporating the use of data for program improvement.

The following recommendations were developed using the methodology and results described in this evaluation. Based on these findings, I recommend that ZISD expand its efforts to fully implement and sustain school-wide PBS in all schools at all levels. Systematically strengthening all elements in each of the domains will increase the likelihood that school-wide PBS will have a measurable impact on school climate, academic outcomes, and disciplinary measures in the future. Specifically, I recommend the following steps be taken to improve each of the domains that were marked as a weakness.

Management

The management of the PBS program at all levels including team development, reporting to teachers, and administration involvement can be improved by the following suggestions. First, changes and monitoring of the PBS system must become one of the

top campus improvement methods. The staff must consistently collect and analyze data as a team and report results several times a year to the staff. Secondly, the school and district must spend time educating the PBS teams on the specifics of the PBS program and rationale. Third, membership on the PBS team should be representative of the whole staff. They should get to elect their discipline management teams. One possibility is to have one representative from each professional learning community serve on the PBS team. Fourthly, clearly identify the team leader to the staff. The PBS team leader should be elected by the staff annually and be a responsible representative between the staff and the administration. Next, incorporate the school administrator as an active member of the team. The administrator should work in conjunction with the PBS team to help make and maintain PBS decisions based on the data. Then, hold team meetings monthly. Student information will evolve and the decisions should be based on the changing school climate. Finally, the management of the system must report team data and team decisions to the staff several times a year so the staff can have input on the behavioral decision making process.

Teaching Behavioral Expectations

Consistently teaching the expectations is the next portion of the system to be highlighted. There must be a school PBS team that is responsible for developing and reinforcing activities and opportunities to state the Warrior Code. First, there must be more verbal practice into morning activities when introducing behavioral expectations. Also they can break students into smaller groups for teaching the behavioral expectations to promote student involvement in the understanding and compliance with the

expectations. During announcements and in homerooms teachers must practice behavioral expectations and present in a humorous environment what good behavior looks and sounds like.

Responding to Behavioral Violations and Crisis

Another valuable portion of the system is to consistently educate teachers and staff on established school procedures for handling extreme emergencies. Having a consistent and clear plan when handling severe behavior violations is necessary to maintain the PBS program. To help alleviate this issue, documented crisis plans and emergency response guidelines should be posted throughout the school.

Monitoring and Decision-making

Using disciplinary data to make team based decisions at both the district and school level is the next improvement to be made. Some of the following strategies need to be used. First, there needs to be an on-site team that is annually elected. The team should have monthly meetings to identify and define areas of concern based on current discipline data. The collection of data used should also be mutually agreed on as well as its organization and storage. Lastly, the data should be regularly presented to the staff.

District-level and School Based Financial Support

Lastly, both the district and schools need to allocate funds for the continual support of the PBS. With the annual funding of the program the guarantee of sustainability and fidelity is more likely to occur. Along with district-wide funding, there must be a district PBS team that provides support to the individual school teams.

These conclusions are to be presented to the district in the form of a white paper (Appendix A). It will allow me to provide clear explanations and recommendations so that the district can implement the system and encourage a positive social change through a reduction in discipline numbers and an increase in positive school climate across the two high-schools, two junior-highs, the two intermediate schools and ten elementary campuses. Future implications for study are data collection from the district in a separate program evaluation to provide a road map for success to surrounding districts that ties behavioral improvement to improved assessment scores.

Potential Resources and Existing Supports

Potential resources for the project come from a convenient sample within XJH. I have been an administrator within the district yet acquired access to individuals and data that are available to the public. Existing supports include support from the district superintendent and the campus staff and students. All information needed for the project was gathered for the annual for the 2012 Campus Improvement Plan and is considered archival data.

Potential Barriers, Limitations and Delimitations

Currently, the potential barriers for this project are at the district-level and include lack of buy-in from specific key players. This could potentially limit the implementation of PBS district-wide at ZISD. Although this type of program is empirically proven to reduce discipline numbers and has been implemented in over 13,000 schools nation-wide, some teachers and administrators have viewed the system as a soft approach to discipline (Stevens, 2012).

This study is limited by the sample, geographic location and research instrument. The sample is relegated to XJH and is representative of the student and staff population. Further, limitations and delimitations are within the geographic location of the study. It is understood that cultures, values and social skills that are acceptable in west Texas may not be externally valid to other parts of the nation. However, there may be wide acceptance of the plan of behavior supports to other districts in this area. There are 124 school districts, 462 schools, 12,884 full time employee teachers, and 164,979 students in regions 16 and 17 of Texas (TEA, 2011). The impact will at first affect XJH and ZISD and then will be presented to surrounding regional education support centers.

The variables are additional delimitations to the study. The data derives from a single 7^{th} and 8^{th} grade campus. However, the school exhibits a wide variety of both economic and ethnic distribution and the results could be applicable to the other schools in the district and beyond. For example, a neighboring district, WISD, has 32,476 students (TEA, 2012). There are 9 middle schools in the district and data gathered will be useful and applicable to the schools in this district.

The deductive approach for the theoretical perspective is used in this program evaluation. The study tests the theory that PBS improves discipline problems such as disrespect and defiance in and out of the classroom. The instrument used for the study (SET) has been widely used to test the implementation and effectiveness of a system of behavior supports in schools (Safran, 2006; Sugai et al., 2001). The results from the evaluation tool, discipline data and literature on sustainability and transferability provide

a plan for implementation of a universal system of behavior supports that will produce a social change in longitudinal behavior improvements.

Roles and Responsibilities of Student and Others

The roles and responsibilities of students, teachers, and administrators have been to respond to the survey questions for the annual Campus Needs Assessment and brief questions from the SET for the annual Campus Improvement Plan. Actions from the staff and students will not vary from any other survey questions given to the school for school improvement. All other data is archival and is provided to me from the school district.

Project Evaluation

The archival data was compared with the SET data to create causal comparative conclusions about the effectiveness and sustainability of the system at XJH. The information provides me with the information that alludes to the standing of the PBS system. The results are compared to literature for the plan of implementation of a successful, sustainable system of behavior supports.

The conclusions have been made with the results for presentation in a white paper for the superintendent and discipline coordinator at ZISD for district-wide implementation. Future work could include the gathering of discipline data compared to previous numbers for proof of concept and linkages to improved assessment data.

One of the most outstanding factors for this study is that over the course of the four year study period, the number of formal office disciplinary referrals initially decreased and then gradually rose again. Using the outlined suggestions in this evaluation will help to prevent other schools from experiencing some of these same results.

Renewing the PBS teams and consistently monitoring and visiting the data will help prevent a backsliding of PBS.

Implications Including Social Change

Local Community

This project provides a map for universal reduction in discipline. ZISD serves over 9,000 students and has over 1,000 staff members. When implementation occurs and discipline numbers are reduced, then the impacts to the community will be great. Quantifiable information will include publishable data on discipline reduction that can be correlated to instructional gains in statewide assessment. Additionally, the social skills curriculum (Appendix C), can provide tools for students that are accepted locally. The community members benefit when students understand how to act appropriately. A continued promotion and support of the system of supports can create a lasting change within the district and community.

Far-Reaching

After a period of district implementation, data can be gathered from the community and district and correlated to instructional success and discipline reduction. Then other local school districts may be apt to implement the system as well. If the data proves community support and instructional improvement on statewide assessments then the state itself may be more likely to review the system of supports.

Conclusion

Overall, this system of positive behavior supports may help teachers and students enjoy their educational experiences so they can get the most from their learning. There is

vast empirical data that supports the need for the implementation of a universal system of behavior supports. The literature contains outlines for implementation and sustainability. The potential barriers are conquerable and the resources needed for the project are convenient. When the system is implemented with fidelity, implications will begin within ZISD and spread to surrounding districts. This program evaluation provides the school district with the data and tools need to implement PBS district-wide.

Section 4: Reflections and Conclusions

Introduction

In this section the results from the data collection and analysis are highlighted. The project strengths are discussed along with recommendations within the white paper and limitations for the project. Scholarship for future research is deliberated. Next, a final examination of the project development and evaluation is divulged. Then a self-analysis of scholarship, practice, and project development will be discussed. Finally, the project's impact on social change and implications, applications, and direction for future research is delivered. This section concludes the project for sound, pragmatic implementation and sustainability of a system of Positive Behavior Supports for Z Independent School District.

Data Collection Results and Analysis

The data is used to support the effective implementation of a system of behavior supports internally in ZISD and externally to other interested districts that will reduce discipline so teachers and students can get the most out of their education. The foundation of learning happens in the classroom. Within the context of this study, I evaluated the PBS program at XJH to determine how it can be improved through greater implementation in ZISD so that the magic of knowledge transfer can occur in a positive environment. Using the archival data in conjunction with the SET summary scores provided a quantitative analysis of the effectiveness of the program at XJH and data for me to make further recommendations to ZISD on district implementation of sustainable PBS programs. Overall this system of positive behavior supports can help teachers and

students enjoy their educational experiences so they can get the most from their learning. The project contains outlines for implementation and sustainability. The potential barriers are conquerable because I am still in contact with district administration and have contacts with many other middle schools in the area. The solutions discovered in this study will be easily transferable to this district and beyond. When the system is implemented with fidelity, implications for student behavior improvement will begin within ZISD and spread to surrounding districts.

Project Strengths

To support the implementation of this PBS system there are many project strengths. First, are the results gathered from the SET data in conjunction with literature and the campus improvement plan to evaluate the system of Positive Behavior Supports. Another strength discovered in this project are the descriptions of methods for educational sustainability help to provide a roadmap for implementation of the program. Also, ZISD has a universal consequence guide. The district is already using the consequence guide to create consistency when dealing with disciplinary consequences. However, the consequence guide used alone is ineffective in improving overall school and district discipline problems (Chitiyo, 2012). If the guide is used in combination with the successful implementation of a PBS system, research described in this study suggest that the overall school and district discipline and culture will improve.

Additionally, there are some important lessons learned from the evaluation of the PBS program at XJH. The discipline data from 2008-2012 exhibited in Figure 1 shows dramatic decreases in office referrals, detentions, and visits to the responsibility center by

students during the first year of implementation of the program. Nonetheless, the numbers of discipline infractions and consequences gradually increased over the next two years (Table 4).

The increase in student misbehavior can be connected with a lack of management affecting the consistency and sustainability of the PBS program. Table 13 shows the recommendations from this study for an improved management plan. The highlights are:

1. PBS must become a top priority,
2. the program and rationale must be taught,
3. the team must be representative of the whole staff,
4. there must be a recognized team leader,
5. an administrator must be part of the team,
6. the team must meet monthly and report quarterly progress,
7. the expectations must be consistently taught and practiced in small groups,
8. lastly, the teams should agree on data storage and usage and present information often.

If these strategies are met, a more successful program that can reduce discipline and improve school culture is attainable. The strategies are straight forward and can be maintained through support and collaboration.

First, it is imperative to use data for decision-making. At XJH data was collected and not used to make informed decisions. For example, if there is a pattern of student misbehavior represented by the data, the behavior management team can make quality decisions to help reduce the problem behaviors. Lewis and Sugai (1999), the founders of

PBS, clearly emphasized the value of using data. They state that PBS schools need to look at where they were seeing the greatest discipline issues by reviewing the data before moving forward in the process. Before incorporating new programs the school must have a clear understanding of where they have been so they can see where they want to go. In this case, the data at XJH was collected in the past but not used effectively because a team of trained individuals was not active. The results from this evaluation show the importance of having a team that collects and analyzes discipline data on a regular basis.

Weaknesses were also highlighted because a lack of effort to get buy-in from faculty, staff, students, and parents. For a PBS program to be effective, all players must be involved and informed. Support from the school district will have a trickle-down effect on school administrators who will impact the views of teachers and parents. Ultimately, the teachers will sell this program to the students. But if there is no district buy-in, then teachers will be less likely to implement the system on a consistent basis. The results of this study show the value of the system of supports. Because of the district-wide buy-in, the teachers within the district are inclined to commit to program implementation.

Next, the community must be involved in the PBS program. Community members stated in the 2012 campus needs assessment that they want schools to develop students that will become responsible citizens to contribute to the economy. If the community is involved in developing responsible citizens through a measure of behavior supports, a PBS program will gain momentum. The prizes given at XJH in the blue ticket program are all donated from local businesses such as fast food coupons and movie tickets.

Additionally, $1500 is allocated in the annual school budget. This money is spent on pencils that the students are given when they get a blue ticket, as well as on the iPods given away each six weeks.

Fourth, implementation takes consistency. It takes a lot of work at the beginning of a PBS program to keep enthusiasm going and teachers and students involved. The administrators at XJH give each teacher a blue ticket each 3-week grading period and encourage the teachers to ask for more when needed. By limiting supply, the demand will remain high while keeping blue tickets circulating at all times. Allowing the teachers to be eligible for the drawing each six weeks is another way to keep them involved and motivated.

Last, the program must be public. To encourage continued, changed behavior through the PBS program, it is compulsory that others know about it. Each time there is a blue ticket given at XJH, an announcement is made to the school the next day over the daily announcements. The behavioral expectations must be posted publicly and reinforced verbally and visually to teachers and students. Additionally and importantly, parents are contacted to let them know of their student's good behavior so that it can be celebrated and enforced at home. This parent contact at XJH was executed by one administrator in the past and will be more effective when a PBS team is developed and assumes the role of parent communication. These are all methods for enhancing the PBS program at XJH and ZISD and promoting positive behaviors at XJH. There are some manageable, critical components that need to be improved upon before the establishment of a district-wide PBS system.

Recommendations for Remediation of Limitations

The major limitation to this study is that it began as an internal study within ZISD and can fail to become externally valid to the larger educational community. The school district serves a population of students that may not match other school districts. Additionally, the social skills and expectations may also be contextually inappropriate. For this reason, the formation of elected behavior management teams needs to be formed to make the decisions regarding discipline management.

Likewise if the proven PBS domains are followed and consistently evaluated, then the program effectiveness is tracked to be shared with the larger educational community. If the basic structures of PBS are implemented, it is likely that the success experienced by thousands of other schools can be accomplished in ZISD. The structures of the system of behavior supports include the development, teaching, rewarding and adherence to consistent consequences.

Another limitation to this study is the use of current discipline data to make team-based decisions. This program evaluation was conducted using archival data provided by the school district. In the future, it would be useful and more effective to conduct the interviews and observations firsthand. It would be impactful to evaluate a district-level program once more schools in ZISD incorporate PBS programs. The results from a district-level evaluation would be very useful to other school districts with similar demographics in Texas and beyond.

Scholarship

Analysis of Self as Scholar

I believe the scholarship process is challenging and rewarding. When I began this project I had hopes of leaving something valuable for the district to use. As I went through the research and development of the program evaluation I realized that I must be specific and clear in the goals of the project. I have always been a forest person and struggle with focusing on one tree. As a scholar, I needed to learn how to see the big picture and then zero in on a tree as new problems came to the forefront of the study. Issues such as correct citations and being inclusive of all required elements proved difficult. I was continually frustrated with the process of detail orientation. In leadership I have learned that we must embrace our strengths and improve our weaknesses. I know that attention to detail is a weakness of mine and I had much help throughout this process with the university reviewers. Without them, this project would not have been completed.

The proposal process took longer than I anticipated because I continually chose to overlook trees/numbers that needed my attention. In the end I learned more about paying attention to detail so that the evaluation and paper could become a valuable product for the end user (ZISD).

Additionally, I came to realize through the form and style process the value of having fresh eyes ensure the authenticity and accuracy of the writing. When working on a single paper for three years I became tired of the project and maintaining enthusiasm and proper citations proved difficult. I found myself making significant mistakes in regards to giving previous researchers due credit. As a researcher I know that I must stand on the

shoulders of past accomplishments and recognize that the view I have is because of past scholars.

Analysis of Self as Practitioner

As a practitioner I learned that you must trust and be patient with the process. For example, I know what I wanted to do for the project and was ready to begin the study long before I was given permission from the university. I think as a practitioner I was used to seeing a problem and immediately going for a solution. As a classroom teacher, or administrator, I put out fires on a daily basis. I had to adjust my perspective as a researcher from a quick problem solver to a thoughtful, longitudinal and brooding approach.

Also, during this process I learned that research practitioners must move from information retrieval to the finding, using, and delivering of information for the purpose of social change. I developed from an information gatherer to a finder, developer, and evaluator of information for the purpose of making something better. I had to change my approach to various problems so that I could find solutions to the research project.

Additionally, as a research practitioner I learned to be more tenacious and reflective in answering the research questions. My goal was to see further than previous researchers. PBS began fifteen years ago. However, the system of positive behavior supports developed at XJH was an original formula developed in 2008 and I wanted to look deeper into the effectiveness and sustainability of the program. I was able to stand on the shoulders of the developers of PBS (Lewis & Sugai) and the social learning theory

(Bandura) to create an evaluation of a program designed to improve the culture and function of a school.

Analysis of Self as Project Developer

As a project developer I learned that completing a research project requires the exploration of new knowledge. I was able to complete a review of the literature to discover what other researchers have learned about PBS programs and apply that information to the program evaluation of the system of positive behavior supports at XJH. The discovery of new knowledge for this project occurred through the study of the design of the PBS system at XJH. I hope that the new knowledge discovered in this project will be useful first to ZISD and to the broader educational community through publications and presentations.

I also learned that as a project developer I must become more dependent on a team. Individually we can make mistakes but as a team we can help each other through the difficulties.

The Project's Potential Impact on Social Change

ZISD has made significant changes in academic and social development of students. They are seeking to deepen the development of students behaviorally and this project serves the district to accomplish this task. It provides the schools with a roadmap (Appendix A) for creating a discipline management system that focuses on the positive more than the negative. ZISD serves over 9,000 students and contains over 1,000 staff members. When implementation of the PBS system occurs and discipline numbers are reduced, then the impacts to the community will be great.

This study can promote positive social change in this district by creating improvements in workplace collegiality. If a team of individuals work together to create, maintain, monitor and adjust a system of behavior supports then workplace cooperation may improve. Likewise, the development of improved educational processes will occur because of the consistent and supported PBS teams. If the system of behavior supports is implemented consistently then various other educational processes can become better. Additionally, an increased awareness for the faculty and students about Positive Behavior Supports which can transfer to overall student and staff efficacy will happen. Lastly, many teachers often stated in personal communication (Hunt, 2011) during end of the year evaluations that their number one issue in the school is student misbehavior in the form of disrespect and defiance. When successfully implemented, this system of supports will create an improvement in job satisfaction.

Additionally, the social skills curriculum (Appendix C) can provide tools for students that are accepted locally. The community members benefit when students understand how to act appropriately. A continued promotion and support of the system of supports can create a lasting change within the district and community.

Implications, Applications, and Directions for Future Research

After the implementation of the empirically sound PBS system some implications may become present. The district would like to continue the collection and use of discipline data to have evidence about effectiveness of the program. The district can take current discipline numbers and annually compare them for the purpose of making informed discipline management decisions. Ultimately, quantifiable information will

include publishable data on discipline reduction that may be correlated to instructional gains in statewide assessment.

After a period of district implementation, data can be gathered from the community and district and correlated to instructional success and discipline reduction. Then other local school districts may be apt to implement the system. If a discipline management system can prove to be useful for instruction and evidence can be correlated to improved test scores other similar educational institutions might seek the roadmap.

Conclusion

Reflections and conclusions of this project bring together the culmination of over six years of work. Along with an administrative team we created our own PBS formula. We implemented the system for four years and never took a pensive look at the program. This program evaluation serves as a reflective analysis for the purpose of sharing the formula.

Other schools within ZISD often asked us about what was going on at XJH that was creating a change in culture and discipline. We attributed part of it to the XJH formula of PBS. We did however recognize that the system was incomplete. The biggest holes were the lack of teams that consistently collected and used data and district level support. This paper serves as a completion for these holes and will become a catalyst in lasting change in discipline management in ZISD.

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Appendix A: White Paper

Z Independent School District

A Program Evaluation of Positive Behavior Support Systems in a Rural West Texas Middle School

White Paper

Prepared by:

Aaron Scott Hunt

Introduction

Background

Z Independent School District (ZISD) is located in west Texas with a student population of over 9,000 and is seeking to improve its mission to provide high performance through diverse and nurturing educational experiences by incorporating a universal system of behavior supports. The first PBS program in ZISD was implemented in 2008 at X Junior High School (XJH). XJH is a rural school in the panhandle of Texas composed of 847 students in grades 7 and 8. Minority enrollment at the school is 38%. More than 29% of students are classified as economically disadvantaged, and 27% of students are classified as 'at-risk' due to prior discipline infractions and other mitigating factors such as retention, failure to meet standards on state-wide assessments and teen pregnancy (District PEIMS data, 2011). Before 2008, XJH and ZISD had no universal school-wide positive behavior support system in place. According to 2008 ZISD PEIMS data, disciplinary policies included in- and out-of-school suspension, detentions, disciplinary alternative school placements and, expulsion. ZISD is proactive in implementing consistent discipline within the district, and this consistent discipline implementation is an important part of a successful PBS program. A consistent evaluation of the PBS program is essential over the upcoming years. Without evaluation, ZISD staff will lack information necessary to implement school- and district-level PBS models and will be unable to interpret the results in changes in the PBS outcomes over time. The results from this program evaluation provide XJH and ZISD with a quantitative measure of the effectiveness and sustainability of a PBS program. The goal of this goal-based project is to explain the successes and areas of improvement for a transfer of the system to the district and beyond.

Purpose

A goal-based program evaluation was conducted to discover what are the strengths and weaknesses of the PBS program; what changes can be made to improve the effectiveness of the program; and can the system be used for district-wide implementation? The plan must be sustainable and transferable to all schools in the district and be able to be replicated to other school districts seeking to implement similar systems of supports. The study used archival data provided by the school district in conjunction with a pre-established PBS evaluation system called the School-Wide Evaluation Tool (SET) to assess the effectiveness of current practice. Results from application of the SET analysis of archival data in combination with current literature, discipline data, and the evaluation of various district documents were used in the development of this white paper which outlines how a program can be implemented to encourage constructive behaviors.

Evaluation Tools

The first research question is: What are the strengths of the PBS program? Second, What are the weaknesses of the PBS program? Third question: What changes can be made to improve the effectiveness of the program? Fourth, Can the system be used for district-wide implementation?

These research questions are used to direct the goal of this study through the literature review on sustainability of programs in the educational setting in congruence with PBS systems while using the provided, archival quantitative data collected from the SET in the 2012 XJH Campus Improvement Plan (CIP). Together, the results become a tangible plan for implementation that can be easily executed within ZISD and can be used for the broader context to other school districts seeking to improve student behavior.

All data used in this study was archival, anonymous, and provided to me by the school district. During the data collection by the school district for the CIP, a convenient random sample of 100 students and 15 teachers were the subjects of the School-Wide Evaluation Tool survey. The SET prescribed sample sizes based on school size. To maximize the generalizability of the study, results from the XJH campus improvement plan that used a sample of 100 students were used to gather a good representation of the 847 students in the junior high. There are 47 faculty members at XJH and 15 teachers provided an adequate sample size to promote validity in the results (Fowler, 2002).

The information for the CIP is collected annually from staff and students to give the administrative team and district the ability to make data based decisions regarding various programs. The goal is that the results from all parameters of this study will give me the information to combine various usable data to support the effective implementation of a system of behavior supports internally and externally that will reduce discipline numbers and problem behaviors so teachers and students can get the most out of their education.

When using the SET, campus observations were conducted to evaluate the implementation of the seven SET domains. Based on the evidence from the observations, the level of implementation for each individual component was scored on a pre-defined scale. The scores for each domain were calculated as the percentage of possible points for that domain. The overall SET score for the school was calculated as the average of the seven domain scores. In addition to campus observations, data from the 2012 campus improvement plan that surveyed anonymous information from staff and students at XJH was used as part of this program review. The list below identifies the questions within the SET.

SET Questions PBS-Students

1. What are the school rules in the Warrior Code that are posted in the classrooms and around the school in the hallways?
2. Have you received a Blue Ticket this year?

SET Questions PBS-Staff

1. What are the school rules in the Warrior Code?
2. Have you taught the school social skills this year?
3. Have you given out any Blue Tickets this semester?
4. What types of student problems do you refer to the office?
5. What is the procedure for dealing with a stranger with a gun?
6. Is there a school-wide team that addresses behavior support in your building?
7. Are you on the team?

Additionally, data was gathered through a review of school materials, such as the social skills curriculum, the consequence guide, the office referral form, and the campus improvement plan. The review of these materials was compared to the archival results from the campus observations and the survey components within the SET to check for the validity of the program at XJH.

Evaluation Findings

The SET evaluates across seven feature areas including: posted behavioral expectations, behavioral expectations instruction, recognition of good behaviors procedures, consistent adherence to misbehavior procedures, data monitoring system and evaluation, implementation, and district-level support (Todd et. al, 2012). Information necessary for the SET was provided as archival data by the school principal and included SET evaluation questions and interview responses as well as campus observation information. The data was collected for informational purposes but never used or analyzed. After receiving the data from ZISD, I used the SET to analyze the data for PBS program evaluation. The appendix includes the SET Scoring Guide (Todd, et. al, 2003) that was used for the analysis. Each of the twenty-eight evaluation questions require a 0, 1, or 2 score. The scoring criteria are listed within each evaluation question and calculated based on the administrator responses, the interview and observation scores, and the materials provided by the school to score each of the twenty-eight evaluation questions. For each of the seven feature areas, the total number of points are added and recorded in the summary score box at the bottom of the scoring guide. The percentage of points is then calculated for each of the seven areas by dividing the total points earned by the total points possible. This gives a percent implementation score for each of the seven feature areas. To calculate the overall SET implementation score, I added the percent earned for each of the seven feature areas to get a total, then divided that total number by seven. Table 1

shows the summary scores for each of the domains evaluated represented numerically and Figure 1 shows graphically.

Table 1

Summary Scores for the Seven Domains of PBS

Domain	Summary Score	Percent Score
A. Defined Behavioral Expectations	4 /4	100%
B. Taught Behavioral Expectations	6/10	60%
C. Consistent System of Rewards	6/6	100%
D. Office Referral System	5/8	63%
E. Data-Driven Decisions	6/8	75%
F. System Management	3/16	19%
G. District-Wide Support	2/4	50%
Mean Score	4.7/7	67%

Additionally, I conducted a review of school materials, such as the social skills curriculum, the consequence guide for content analysis. The review of these materials was compared to the archival results from the campus observations and the summary scores of the SET to evaluate the PBS program at XJH. The goal of this project is to find successes and areas of improvement for a transfer of the system to the district and beyond. The results and literature provide data that can be used in direct response to the previously defined research questions.

What are the strengths of the PBS program?

There are several explanations that prove PBS is working in a school. The developers of PBS and the SET state that a school is sufficiently using the PBS system when they score 80% on the various components (Horner et al., 2004). Using the results from the SET, the strengths of the PBS program at XJH are defining expectations and establishing an on-going system for rewarding behavioral expectations as well as financial district-level support. School-wide PBS is a prevention model developed around the idea that all students will benefit from positive interventions. Research has shown that providing students with clear instruction on expected behavior and then reinforcing that behavior with positive feedback is an effective means to promote pro-social behavior (Calderella et al., 2011). Defining the expectations for students is an essential component for the

program. At XJH, administrators, faculty, and staff are clearly and effectively defining expectations of the PBS program. This is evidenced by signs that are posted in 8 of 10 expected locations in the school hallways and individual classrooms as well as the daily activities conducted each morning by the teachers to introduce a new expectation or reinforce a previous expectation. This is further evidenced by interview data provided by XJH. When analyzed, results from interviews of 100 students showed that 67% of them could name the four expected behaviors and 69% of the students had received a blue ticket (positive reward) for a specific behavior in the last two months. When interviewed, 93 % of teachers (14/15) stated that they had delivered the behavioral expectations. Also, 93% (14/15) of the teachers said that they had given a blue ticket and verbal praise recently. All of the students and teachers interviewed (100%) stated that they were aware of the system of behavior supports and understood that there is documentation of the rewards and behaviors. All data sources analyzed confirm quantitatively that defining expectations and establishing an on-going system for rewarding behavioral expectations as well as district-level support are a strength of the PBS program at XJH. The evaluation questions and sources of assessment are shown for these three strengths of the program in Tables 2-4 below.

Table 2

Evaluation Results for Defining Expectations

Evaluation Question from SET	Source	Result
Is there evidence that faculty and staff have agreed to 5 behavioral expectations?	Discipline handbook, Instructional materials Campus improvement plan	Yes, there are four rules in the Warrior Code listed in the CIP, handbook, and included in morning activity instructional materials.
Do the agreed upon expectations appear in 8 of 10 locations?	Wall posters	Yes, there are Warrior Code posters posted publicly in 8 of 10 locations.

Table 3

Evaluation Results for Establishing an On-Going System for Rewards

Evaluation Question from SET	Source	Result
Is there a blue ticket system?	Instructional materials, Interview responses Campus improvement plan	Yes, the system for rewarding student behavior is well documented.

Do fifty percent of students state they have received a blue ticket in the past two months?	Interview responses	Yes, 67% of students interviewed (67/100) indicated that they have received a blue ticket.
Do ninety percent of staff state that they have given a blue ticket in the past two months?	Interview responses	Yes, 93% of staff indicated that they have delivered a blue ticket.

Support at all levels administratively is important for a successfully implemented PBS program. District-level support for the PBS program at XJH was also evaluated and the results are shown in Table 4.

Table 4

Evaluation results for district-level support

Evaluation question from SET	Source	Result
Does the school financially support the PBS system?	Interview responses CIP	Yes, there is $1500 in the budget designated for PBS.
Is there PBS liaison?	Interview responses	No, a district liaison cannot be identified.

What are the weaknesses of the PBS program?

The founders of PBS agree (Horner et al., 2004) that 80% is a successful measure of a subscale and overall score. The overall score for XJH from the SET is 67% which is much lower than the recommended 80%. While there are several scores that fall under the 80% mark, there is one specific subscale score that heavily impacts the overall score and that is management at 19%. The management of a PBS program is evaluated through eight questions. The following table shows the questions and responses from a variety of sources including administrators, teachers, and students at XJH along with the results.

Table 5

Evaluation Results of Management

Evaluation question from SET	Source	Result
Is improving behavior supports part of the top three school improvement goals?	Campus improvement plan (annual) Interview responses provided by XJH	No, it is not in the top 3 school improvement plan goals.
Can ninety percent of faculty and staff identify a PBS team?	Interview responses report that 60% of staff say yes, there is a school-wide team	No, 90% of the staff do not state that there is a PBS team.
Does the PBS team represent all staff?	Interview responses say no	No, team membership is not inclusive.
Can ninety percent of the staff identify the team leader?	Interview responses report that 0% of staff say that they can name the team leader	No, the faculty and cannot tell who is the PBS team leader.
Is an administrator a member of the PBS team?	Interview responses report yes, but not consistently	No, the administrator is not an active member.
Are there monthly PBS team meetings?	Interview responses report that there is no team meeting.	No, there is no team meeting.
Does the team share discipline data with the staff several times a year?	Interview responses show that the team does not report to the staff.	No, the team does not report to the staff.
Is there an annually reviewed disciplinary action plan?	No, there is no evidence of an action plan.	No, there is no action plan with specific goals.

A big part of PBS is the team of administrators, teachers, students, and support staff that will lead the efforts of the PBS program on their campus. (Lewis & Sugai, 1999). This team will use consistently use discipline data in their school to make informed decisions. Current literature (Coffey & Homer, 2012) reiterates that just because PBS is a proven program, success is not guaranteed without sustainability and leadership. This leadership support includes a school-based team, district-level support, and parent and community buy-in. It is apparent from the results shown in the previous table that the management of the PBS program at XJH is a weakness that needs to be addressed for continuous improvement of the program.

Teaching behavioral expectations also scored below 80% and is classified as a weakness. The evaluation questions and sources of assessment are shown for this weakness of the program in Table 6 below.

Table 6

Evaluation Results for Teaching Behavioral Expectations

Evaluation question from SET	Source	Result
Are behavior expectations taught annually?	Instructional materials	Yes, there is a documented system included in morning activity instructional materials.
Do ninety percent of staff state that behavior expectations have been taught?	Interview responses	Yes, 93% of the staff interviewed stated that they are teaching behavioral expectations.
Is the PBS system reviewed annually?	Interview responses	No, 60% of staff responded that they had not been reviewed.
Can at least 70% of the students state 67% of the Warrior Code?	Interview responses	No, 28% of the students can state 67% of the school rules.
Can 90% or more of the staff asked list 67% of the Warrior Code?	Interview responses	No, 53% of the staff can state 67% of the Warrior Code.

The information in the tables give evidence that show that behavioral expectations are being taught but that not a high enough percentage of the staff and students can state them when asked on the spot. As XJH is at 100% for defining expectations, this should be a domain of PBS that is easily improved with reinforced activities and opportunities to state the Warrior Code. Research by Lassen et al. (2006) shows that with middle school students, teaching behavioral expectations can sometimes be accomplished more readily if the students are broken into smaller groups or if review sessions are held for students who are having trouble learning the expectations. Results from this 3-year study of middle school PBS programs shows through statistical analysis that academic behavior can be improved and discipline referrals reduced using PBS. More importantly, this study shows a measurable relationship between student discipline issues and academic achievement.

Another weakness of the PBS program at XJH is implementation of a system for responding to behavioral violations. The evaluation questions and sources of assessment are shown for this weakness of the program in Table 7 below.

Table 7

Evaluation Results for Responding to Behavioral Violations

Evaluation question from SET	Source	Result
Is there a system for handling office referrals?	Discipline handbook, Instructional materials	Yes, there is a documented system.
Do ninety percent of the staff agree on what is office discipline and what is classroom managed?	Interview responses	No, 87% of the staff interviewed disagreed with administration on problem management.
Is the lockdown procedure visible in 6 of 7 locations?	Walls	No, but they were available in 4 of 7 places in the school.
Do 90% agree on the lockdown procedure	Interview responses	No, 73% of the faculty and staff agree with the lockdown procedure. Others indicated that they didn't disagree, but were unaware.

As evidenced by the results for having a systematic response to behavioral violations, this is numerically a weakness but can be quickly developed into a strength by posting some documented crisis plans and educating teachers on the procedure for lockdowns. The teachers are a critical component for learning, school climate, and PBS programs and making sure that they are on-board and educated is necessary for sustainability (Hunt, 2011).

Monitoring and decision making of the PBS program is evaluated using the SET at 75%. Several resources were used and are shown in Table 8 below.

Table 8

Evaluation Questions and Results for Monitoring and Decision Making

Evaluation question from SET	Source	Result
Does the discipline referral form have the appropriate information?	Discipline handbook Referral form	Yes, the form lists the best practice information.
Is there a clear discipline collecting and monitoring system?	Discipline handbook Process description	Yes, this is well documented in the discipline handbook and process.
Does the staff receive a report of discipline data several times a year?	Process description	No, they report that the team will provide data once a year.
Do ninety percent of the staff agree that data is used to design, implement and adjust the system of behavior supports?	Interview responses	No, 52% of staff report that discipline data is used for the PBS program.

Perhaps a more important weakness in this section was the use of data for program improvement. All school districts collect academic data on students and use the data on an individual and group basis to monitor academic progress. This data can also be used for early identification of students who are or could become at risk for both academic and behavioral issues (Gischlar, Hojnoski, & Missall, 2009 & Shinn, Hamilton, & Clark, 2008). Data are a valuable tool for successful PBS programs and may be used for planning, professional development, a positive reinforcement, and early at-risk identification and prevention (Sugai, 2004). Some common types of data used for decision making in schools include office discipline referral reports, student attendance records, and classroom observations.

Sugai (2004) suggested three essential components for using data to make decisions. First is clearly defining expectations. The second component is to have a clear system for gathering and storing data. The final component for data-driven decision making is the implementation of clear and consistent processes that are used in a timely manner. Sugai (2004) also suggested that teams examine discipline data individually and collectively. Continuous improvement is important for any school or program; to accomplish this, the school must use a variety of data, organize the data in a clear and direct format, develop straightforward questions, and show data in a user-friendly manner. Lastly, Sugai

suggested using annually elected teams to periodically review the data and make collaborative decisions based on the evidence for behavioral improvement.

If the strengths of the program can be maintained and the weaknesses can be improved to at least the 80% implementation threshold, this program could effectively improve the climate at XJH. A positive school climate developed through a successful PBS program creates an environment where students and staff feel secure and are able to take risks in their learning. Horner and Sugai (2010) suggested changes for improving the project come directly from the quantitative data from the SET.

Table 9

Suggested Changes for School-Wide Implementation of the PBS Program

Weakness	Suggested changes	Specific Tasks
Management	Improve school management of the PBS program at all levels including team development, reporting to teachers, and administration involvement.	1. Incorporate PBS program as a top priority for the campus improvement plan goals. 2. Spend time educating the staff on the school's specific PBS program and rationale. 3. Ensure that the PBS team has representation from the whole staff. 4. Clearly identify the team leader to the staff. 5. Incorporate the school administrator as an active member of the team. 6. Hold team meetings monthly. 7. Report quarterly progress of the PBS team to the staff. 8. Develop an action plan with specific goals annually.
Teaching behavioral expectations	Develop reinforced activities and opportunities to state the Warrior Code.	1. Incorporate more verbal practice into morning activities when introducing behavioral expectations. 2. Break students into smaller groups for teaching the behavioral expectations.
Mis-behavior responses	Educate teachers and staff on established school procedures for handling extreme emergencies.	Post documented crisis plans and emergency response guidelines throughout the school.
Monitoring and decision making	Use data-based decision making procedures to develop and support a system of supports that will help student maintain positive behaviors.	1. Develop an on-site team 2. Identify and define concern areas should be identified. 3. Use an efficient method for data organization and storage. 4. Meet on a regular schedule. 5. Document and present data to staff in a visual format.
District-level support	Ensure that the budget contains money for building school-wide behavioral support.	Continue to provide funding for the school.

Can the system be used for district–wide implementation?

To implement a common PBS program at the district level, it is imperative to develop a common vision, language, and experience (Dickey, Horner, & Sugai, 2007). The results of this study indicated that ZISD has established the first step of district-wide implementation by providing support for XJH in their local PBS program. To continue to move towards successful PBS implementation the school and district must complete a structured schedule of tasks. First, they must develop a district leadership team that supports all school level PBS teams in the district. Secondly, the district PBS team must monitor and evaluate the instruction and support of the evaluation of each school level PBS team. Next there must be annual professional development given by the district to support school level teams. PBS team members will be on the team on a rotating basis and annual professional development is necessary to maintain sustainability. Lastly, a pilot school that demonstrates the viability of the PBS approach within the district must be able to report success and failures as experienced in the pilot (Dickey, Horner, & Sugai, 2007). Although these components for district-level implementation of PBS are significant and will require commitment and effort, ZISD has already successfully completed the pilot testing at XJH and can use the evaluation process and sources defined here to develop a continuous improvement plan. The district already has a professional development team in place that can be trained to teach and implement PBS with leadership teams in ZISD.

In informal teacher interviews at XJH in the end of the school year in 2008, many teachers stated that their number one frustration was dealing with student discipline (Hunt, 2011). This actually served as the inspiration to establish a PBS program at XJH. Fueled by the desire to help students and teachers at XJH with this specifically identified problem, school administrators developed a system of behavior supports and carried it out over a period of four years. Initially, the data shows that discipline numbers for the school initially decreased (Table 10). However, data from three following years highlighted the fact that the system of supports needed additional support from the staff and district to continue to be successful. Although XJH still uses disciplinary referrals, office referrals, detentions, and the Responsibility Center, these consequences used alone are ineffective to reduce behavioral problems. My hypothesis is the initial decrease in discipline numbers is that the staff aimed to affirm positive behavior over reactionary discipline consequences. When the program was first established, the teachers were making every attempt to use PBS over standard discipline measures.

Table 10

Discipline Data in Table Format 2008-2012

Discipline Type	2008-2009	2009-2010	2010-2011	2011-2012
Office Refs.	424	626	359	512
DHALL	2299	1675	518	679
Tardy	393	348	307	207
RC	2275	373	665	1114
ISS	346	470	331	446
OSS	67	57	32	25
DAEP	ND	43	10	20
ARC	ND	ND	ND	1385

The data in the table above shows a reduction in DHALLS, RC referrals, and DAEP placements in the first year of the implementation of the PBS system. However, over time the discipline numbers began to increase. Because the program was not effectively implemented school-wide as evidenced by the evaluation and results previously shown, XJH was unable to sustain the reduction in discipline. This program evaluation provides suggestions for XJH and ZISD for PBS program school-wide implementation and sustainability. As the program is further developed through these suggestions and supported by a leadership team, it is likely that discipline numbers will gradually decrease for the duration of the program.

Conclusions

In summation, data is used to support the effective implementation of a system of behavior supports internally and externally that will reduce discipline so teachers and students can get the most out of their education. The foundation of learning happens in the classroom. Within the context of this study, I evaluated the PBS program at XJH to determine how it can be improved through greater implementation in ZISD so that the magic of knowledge transfer can occur in a positive environment. Using the archival data in conjunction with the SET summary scores provided a quantitative analysis of the effectiveness of the program at XJH and data for me to make further recommendations to

ZISD on district implementation of sustainable PBS programs. Overall this system of positive behavior supports may help teachers and students enjoy their educational experiences so they can get the most from their learning. The paper contains outlines for implementation and sustainability. The potential barriers are conquerable and the resources needed for the project are convenient. When the system is implemented with fidelity, implications will begin within ZISD and spread to surrounding districts. This program evaluation provides the school district the data and tools need to implement PBS district-wide.

Recommendations

Based on the findings from this evaluation, I recommend that ZISD expand its efforts to fully implement and sustain school-wide PBS in all schools at all levels. Systematically strengthening all elements in each of the domains will increase the likelihood that school-wide PBS will have a measurable impact on school climate, academic outcomes, and disciplinary measures in the future. Specifically, I recommend the following steps be taken to improve each of the domains that were marked as a weakness:

Management
Improve school management of the PBS program at all levels including team development, reporting to teachers, and administration involvement. Specific steps include:

1. Incorporate PBS program as one of the top three school improvement plan goals.
2. Spend time educating the staff on the school's PBS program and rationale.
3. Ensure that team membership includes representation of all staff.
4. Clearly identify the team leader to the staff.
5. Incorporate the school administrator as an active member of the team.
6. Hold team meetings monthly.
7. Report team progress to the staff at least four times per year.
8. Develop an action plan with specific goals annually.

Teaching behavioral expectations
Develop reinforced activities and opportunities to state the Warrior Code. Specific steps include:

1. Incorporate more verbal practice into morning activities when introducing behavioral expectations.
2. Break students into smaller groups for teaching the behavioral expectations.

Responding to behavioral violations
Educate teachers and staff on established school procedures for handling extreme emergencies. Post documented crisis plans and emergency response guidelines throughout the school.

Monitoring and decision making

Use data-based decision making procedures to develop positive behavioral interventions and supports in order to provide academic, social, and behavioral structure for students.

1. Develop an on-site team
2. Identify and define concern areas should be identified.
3. Use an efficient method for data organization and storage.
4. Meet on a regular schedule.
5. Document and present data to staff in a visual format.

District-level support

Ensure that the school (or district) budget contains an allocated amount of money for building and maintaining school-wide PBS. Continue to provide funding for the school to increase and enhance PBS programs. If these tasks are completed it is possible that a link between behavior management and improved scores on state assessment can be found.

Appendix B: ZISD Secondary Consequence Guide 2011-2012

PEIMS Code/Ty	Infraction	Number of Occurrence	Consequence	Additional Requirements
05 / 2	Alcohol - At School	1	1 - 3 Days OSS & Police Citation 35 DAEP	Mandatory DAEP
				Discretionary Expulsion
37 / 3	Alcohol Violation – Felony	1	Expulsion & Police Citation	Mandatory Expulsion
16 / 3	Arson – on campus, bus or school	1	Expulsion & Police Citation	Mandatory Expulsion
21 / 16 /	Arson Within 300 Feet of Campus	1	1 - 3 Days OSS & Police Citation Pending 35 Day DAEP Placement	Discretionary Expulsion
27 / 2	Assault - Injury to Victim - against school	1	1 - 3 Days OSS & Police Citation Pending 35 Day DAEP Placement	Mandatory DAEP / Call Robyn
28 / 2	Assault - Injury to Victim - Other than School	1	1 - 3 Days OSS & Police Citation Pending 35 Day DAEP Placement	Mandatory DAEP / Call Robyn
29 / 3	Assault - Aggravated against school employee or	1	Expulsion & Police Citation	Mandatory Expulsion / Call Robyn
30 / 3	Assault - Aggravated against non-school employee –	1	Expulsion & Police Citation	Mandatory Expulsion /
21 / I13	Attack w/o Physical Response / Hitting /	1	1 - 2 Days ISS	
	Can Use Stay Away Agreement	2	3 - 5 Days ISS	
		3	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 3rd involving same

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / 1	Bullying - Use Stay Away	1	1 - 2 Days ISS	Call Robyn
I30 Disability	After Investigation and Confirmation	2	3 - 5 Days ISS	
I31-Race, I32-Sex	May jump here first depending upon circumstances ----->	3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I01 / 1	Cheating	*	Classroom Teacher Interventions	
	Recommend Make up work.	1	1 Day ISS	
		2	2 Days ISS	
		3	3 Days ISS	
06 / 2	Chemical - Abuse of Volatile	1	1 - 3 Days OSS and 35 Day DAEP Placement	Mandatory DAEP
13 / 3	Club, Exhibited, Possessed - Illegal	1	Expulsion & Police Citation	Mandatory Expulsion
21 / I33 / 1	Computer Misuse	1	1 - 3 Day ISS & Replacement Cost	
		2	3 - 5 Days ISS & Replacement Cost	
21	May jump here first depending upon circumstances -----> Breach of	3	1 - 3 Days OSS, Replacement Cost and 20 Day DAEP recommendation	Discretionary Expulsion
36 / 2	Controlled Substance Violation-	1	Expulsion & Police Citation	Mandatory Expulsion
21 / I34 / 1	Dating Violence - Use Stay Away	1	1 - 2 Day ISS	Call Robyn
	After Investigation and Confirmation	2	3 - 5 Days ISS	
21	May jump here first depending upon circumstances ----->	3	1 - 3 Days OSS and 20 Day DAEP recommendation	Discretionary DAEP

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / I14 / 1	Defiance, Disrespect,	*	Classroom Teacher Interventions	
		1	1 Days ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / 2	Defiance to Administration	1	3 - 5 Days ISS - Plus Original Discipline	
		2	1 - 3 Days OSS and 20 Day DAEP Recommendation	
21 / I35 / 1	De-pantsing	1	1 - 2 Days ISS	
		2	3 – 5 Days ISS	
		3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I02 / 1	Detentions, Excessive - 5+	1	1 Day ISS	
	- 10+	2	3 Days ISS	
	- 15+	3	1 Day OSS	
	- 20+	4	1 - 3 Days OSS and 15 Day DAEP recommendation	
21 / I02 / 1	Detention, Missing	1	Warning	
		2	Serve Original plus One other Detention (2nd Skip)	
		3	1 Day ISS (3rd Skip)	
		4	3 Days ISS (4th Skip)	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
1 / I36 / 1	Disrespect – Students	*	Classroom Teacher Interventions	
		1	1 Day ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I03 / 1	Disruption: Classroom	*	Classroom Teacher Interventions	
		1	1 Day ISS / Possible Police Citation	
		2	2 Days ISS / Possible Police Citation	
		3	3 - 5 Days ISS / Possible Police Citation	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I03 / 1	Disruption: Lunchroom	1	3 Lunch Detentions	
		2	5 Lunch Detentions	
		3	5 Lunch Detentions & Assigned Seat for 1	
		4	5 Lunch Detentions & Assigned Seat for 2	
		5+	5 Lunch Detentions & Assigned Seat for 3	
21 / I03 / 1	Disruption: Responsibility Center	1	1 Day ISS	
		2	2 Day ISS	
		3+	3 Days ISS	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional Requirements
21 / I03 / 1	Disruption: ISS	1	1 Additional Day ISS	
		2	2 Additional Days of ISS	
		3	3 Additional Days of ISS	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I27 / 1	Destruction of Property / Vandalism	1	1 Day ISS & Return/Replacement of Property if Possible – Less than $50	
	Combine Previous Vandalisms if	2	2 - 3 Days ISS & Return/Replacement of Property if Possible $50 - $499	
		3	4 – 5 Days ISS $500 - $1499	
21 / 2	(May jump here depending on consequences and upon value of	4+	1 - 3 Days OSS and 20 Day DAEP recommendation $1500 +	Discretionary DAEP
21 / I06 / 1	Dress Code Violation	1	Change	
		2	3 Days Detention & Change	
		3	1 Day ISS & Change	
21/ I37 / 1	ID Card	1	Warning	
		2	Lunch Detention	
		3	Lunch Detention	
		4+	1 - 3 Day ISS	
04 / 2	Drugs Marijuana or other controlled	1	1 - 3 Days OSS & Police Citation pending 35 Day DAEP Placement	Mandatory DAEP
				Discretionary Expulsion

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
04 / 2	Prescription Drugs / Dangerous	1	Distribution – 1-3 days OSS pending 35 days DAEP placement	Mandatory DAEP
		1	Taking from others – 1-3 days OSS pending	Mandatory DAEP
21/ I18 / 1	Electronic Devices - Cell Phones	1	Follow CISD guidelines for unauthorized use of cell phone	
*	**Sim Card – Battery**		Item confiscated and returned to parents after paying $15.00	
	Refuse to Give Up Phone ----------		To Teacher - 1 - 3 Days ISS	
	Refuse to Give Up Phone ----------		To Administrator - 20 Days of DAEP	
23 / 2	Emergency Placement - Disruption/Violence – Serious	1	Emergency Placement/Expulsion/10	Mandatory DAEP
				Discretionary Expulsion
21 / I08 / 1	Extortion, Coercion, Blackmail	1	1 Day ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	Call Robyn on 3rd involving
21	May jump here first depending upon	4	1 - 3 Days OSS and 20 Day DAEP recommendation	
35 / 2	False Alarm/False Report	1	1 - 3 Days OSS and 20 - 35 Day DAEP Recommendation	Mandatory DAEP
02 / 2	Felony - engages in conduct punishable as a felony at	1	1 - 3 Days OSS Pending 20 - 35 Day DAEP Placement	Mandatory DAEP / Call
				Discretionary Expulsion

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
41 / 1	Fighting	1	3 – 5 Days ISS - Possible Citation	
	Excludes all offenses under Penal	2	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 2nd involving
21 / I38 / 1	Fireworks – In Possession	1	1 - 3 Days ISS do not return fireworks	
21	Fireworks – Exploded at School,	1 / 2	1 - 3 Days OSS and 20 Day DAEP recommendation	Discretionary DAEP
11 / 3	Firearm, Used/Exhibit	1	Expulsion & Police Citation	Mandatory Expulsion /
21 / 1	Flashing	1	3 - 5 Days ISS	
		2	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 /I01 / 1	Forgery	1	1 Day ISS	
		2	2 Days ISS	
		3	3 – 5 Days ISS	
		4	1 - 3 Days OSS 20 Day DAEP Recommendation	
21 / I01 / 1	Fraud	1	1 Day ISS	
		2	2 Days ISS	
		3	3 – 5 Days ISS	
		4	1 - 3 Days OSS 20 Day DAEP Recommendation	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / I03 / 1	Gang /Society Activity	1	1 - 2 Days ISS / Consultation Discipline Cord. & Police	Have Alan Interview
		2	3 – 5 Days ISS	
	May jump here first depending upon	3	1 - 3 Days OSS & Police Citation pending DAEP	
34 / 2	Gang Violence at school	1	1 - 3 Days OSS & Police Citation pending DAEP	Have Alan Interview
21 / I09 - 1	Gambling	1	1 Day ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	
21	May jump here first depending upon	4	1 - 3 Days OSS and 20 Day DAEP Recommendation	
21 / I40 / 1	Harassment - Use Stay Away	1	1 - 2 Day ISS	Call Robyn
	After Investigation and	2	3 - 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I10 / 1/2	Hazing - Use Stay Away	1	1 - 2 Days ISS	Call Robyn
	After Investigation and	2	3 - 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS & Police Citation pending 20 Day DAEP recommendation	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / I11 / 1	Horseplay	*	Classroom Teacher Interventions	
		1	1 Day ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I12 / 1	Inappropriate Physical Conduct	1	1 Day ISS	
	May Use Stay Away Agreement	2	2 Days ISS	
		3	3 - 5 Days ISS	Call Robyn on 3rd involving same
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
18 / 3	Indecency with a child	1	Expulsion & Police Citation	Mandatory Expulsion /
07 / 2	Indecent Exposure / Public Lewdness	1	1 - 3 Days OSS and 20 Day DAEP Placement	Mandatory DAEP / Call Robyn
21 / I14 / 1	Insubordination	*	Classroom Teacher Interventions	
		1	1 Day ISS	
		2	2 Days ISS	
	Insubordination to Administrator /	1 / 3	3 - 5 Days ISS	
21	May jump here first depending upon	2 / 4	1 - 3 Days OSS and 20 Day DAEP recommendation	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
19 / 3	Kidnapping – Aggravated	1	Expulsion & Police Citation	Mandatory Expulsion / Call Robyn
21 / 1	Knife: Smaller than 3.5 inches -	1	1 - 2 Days ISS / Possible Police Citation	
		2	3 - 5 Days ISS / Possible Police Citation	
12 / 2	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / 1	Knife: Illegal 3.5 – 5.4 inches - Take Up & Keep	1	1 - 2 Days ISS / Possible Police Citation	
		2	3 - 5 Days ISS / Possible Police Citation	
12 / 2	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	
12 / 3	Knife: Illegal (5.5 inches +) - Take	1	Expulsion & Police Citation – consider	Mandatory Expulsion
21 / I42 / 1	Laser / Lighter - Take Up and Keep	1	1 - 2 Days ISS / Possible Police Citation	
		2	3 - 5 Days ISS / Possible Police Citation	
		3	1 - 3 Days OSS and 20 Day DAEP recommendation	
47 / 3	Manslaughter	1	Expulsion & Police Citation	Mandatory Expulsion /
17 / 3	Murder	1	Expulsion & Police Citation	Mandatory Expulsion / Call Robyn

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / 1	Mooning	1	1 - 2 Days ISS	
		2	3 – 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 3rd involving same
21 / I42 / 1	Name Calling – See Racial Slurs if	*	Classroom Teacher Interventions	
	May Use Stay Away Agreement	1	1 - 2 Days ISS	
		2	3 - 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 3rd involving same
21 / I07 / 2	Paraphernalia (drug related)	1	1 - 3 Days OSS pending 20 Day DAEP Placement - Police Citation	Discretionary DAEP
21 / 2	Persistent Misconduct - Need 7 - 10 Documented	7 - 10	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / 1	Pepper Spray In possession not	1	1 - 2 Days ISS / Possible Police Citation	
		2	3 - 5 Day ISS / Possible Police Citation	
		3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I12 / 1	PDA – Public Display of Affection	*	Classroom Teacher Interventions	
		1	1 Day ISS	
		2	2 Days ISS	
		3	3- 5 Days ISS	
		4	1 - 3 Days OSS & 20 Day DAEP Recommendation	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / 1	Placebo Drug	1	1 - 2 Days ISS	
		2	3 – 5 Days ISS	
		3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I44 / 1	Pornography	1	1 - 2 Days ISS	
		2	3 – 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I19 / 1	Profanity: Towards Student	*	Classroom Teacher Interventions - Possible	
		1	1 Day ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	Call Robyn on 3rd involving same
21	May jump here first depending upon	4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I19 / 1	Profanity: Towards Teacher	1	1 – 2 Days ISS & Police Citation	
		2	3 - 5 Days ISS & Police Citation	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / I03 / 1	Prohibited Items / Including but not necessarily in	*	Classroom Teacher Interventions	
		1	1 Day ISS	
		2	2 Days ISS	
		3	3- 5 Days ISS	
21	May jump to 20-day DAEP depending upon	4	1 - 3 days OSS and, 20 days DAEP Recommendation	
21 / I45 / 1	Promoting Fighting	1	1 Day ISS	
		2	2 Days ISS	
		3	3 - 5 Days ISS	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
07 / 2	Public Lewdness / Indecent Exposure	1	1 - 3 Days OSS and 20 Day DAEP Placement	Mandator y DAEP /
21 / I16 /1	Racial Ethnic Slurs	1	1 - 2 Days ISS	
		2	3 - 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 3rd involving
08 / 2	Retaliation against a school	1	DAEP / Expulsion	Mandatory DAEP
	Police Citation			Discretionary Expulsion

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / I43 / 1	Rumors (creating or spreading)	*	Classroom Teacher Interventions	
	May Use the Stay Away	1	1 - 3 Lunch Detentions	
		2	1 Day ISS	
		3	2 Days ISS	Call Robyn on 3rd involving same
		4	3 - 5 Days ISS	
		5	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I14 / 1	Refusal to Work: Passive	*	Classroom Teacher Interventions	
		1	1 Day ISS	
		2	2 Days ISS	
		4	3 – 5 Days ISS	
		5	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I04 / 1	Refusal to Work: Disruptive	*	Classroom Teacher Interventions / Possible	
		1	1 - 2 Days ISS / / Possible Police Citation	
		2	3 - 5 Days ISS / Possible Police Citation	
		3	1 - 3 Days OSS and 20 Day DAEP recommendation	
46 / 3	Robbery – Aggravated - On	1	Expulsion & Police Citation	Mandatory Expulsion / Call Robyn
53 / 2	Robbery – Aggravated - Off	1	1 - 3 Days OSS & Police Citation pending DAEP Placement	Discretionary Expulsion / Call

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / 1	Sexting – At School, Bus or School Activity –	1	1 – 2 Days ISS / Phone to police	
	Class B Misdemeanor	2	3 - 5 Days ISS / Phone to police	
	Class A Misdemeanor	3	1 - 3 Days OSS and 20 Day DAEP Recommendation	Call Robyn
31 / 3	Sexual Assault - against school	1	Expulsion & Police Citation	Mandatory Expulsion / Call Robyn
32 / 3	Sexual Assault - against non-	1	Expulsion & Police Citation	Mandatory Expulsion / Call
21 / I47 / 1	Sexual Behaviors / Sexual	1	1 - 2 Days ISS	
	(No Sexual Harassment Charge)	2	3 - 5 Days ISS	
21	May jump here first depending	3	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 3rd involving same student
21 / I21 / 1	Spraying harmful, disruptive	1	1 Day ISS / Possible Police Citation	
		2	3 - 5 Days ISS / Possible Police Citation	
21	May jump here first depending upon circumstances ----->	3	1 - 3 Days OSS and 20 Day DAEP recommendation	

PEIMS Code/Type	Infraction	Number of Occurrences	Consequence	Additional
21 / I22 / 1	Stealing	1	1 Day ISS & Return/Replacement of Property if	
	Combine Previous Thefts if	2	2 - 3 Days ISS & Return/Replacement of Property if Possible $50 - $499	
		3	4 – 5 Days ISS $500 - $1499	
21	(May jump here depending on consequences and upon value of property, and previous	4	1 - 3 Days OSS and 20 Day DAEP recommendation $1500 +	
21 / I23 / 1	Tardies	*	Refer to Campus Policies	
		2	1 Day ISS	
		3	2 Days ISS	
		4	3 Days ISS	
26 / 2	Terroristic Threat	1	1 - 3 Days OSS & Police Citation pending 35 Day DAEP Placement	Mandatory DAEP / Call Robyn
21 / I24 / 1	Threats of Bodily Harm - Not	*	Classroom Teacher Interventions	
	May Use Stay Away Agreement	1	1 - 2 Days ISS	
		2	3 – 5 Days ISS	
21	May jump here first depending upon	3	1 - 3 Days OSS and 20 Day DAEP recommendation	Call Robyn on 3rd involving same student
PEIMS Code/Type		Number of Occurrences	Consequence	Additional
21 / I25 / 1	Throwing: No Contact w/ Person	*	Classroom Teacher Interventions	
		1	1 Day ISS	

		2	2 Days ISS	
		3	3 - 5 Day ISS	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I25 / 1	Throwing: Contact w/ Person	*	Classroom Teacher Interventions	
		1	1 - 2 Days ISS	
		2	3-5 Days ISS	
21	May jump here first depending upon circumstances ----->	3	1 - 3 Days OSS and 20 Day DAEP recommendation	
09 / 2	Title 5 Felony - not on school	1	1 - 3 Days OSS pending DAEP	Mandatory DAEP / Call Robyn
33 / 1	Tobacco: Possession or Use	1	1 Day of ISS & Police Citation	
		2	2 Days of ISS & Police Citation	
		3	3 Days of ISS & Police Citation	
		4	1 - 3 Days OSS and 20 Day DAEP recommendation	
21 / I26 / 1	Truancy/ AWOL / Leaving at	1	1 Day ISS	
		2	2 Days ISS	
		3	3 Days ISS	
		4	3 - 5 Days ISS - File Truancy on Student	
PEIMS Code/Type	**Infraction**	**Number of Occurrences**	**Consequence**	**Additional**
21 / I27 / 1	Vandalism/Destruction of	1	1 Day ISS & Return/Replacement of Property if	
	Combine Previous Vandalisms if	2	2 - 3 Days ISS & Return/Replacement of Property if Possible $50 - $499	

		3	4 – 5 Days ISS $500 - $1499	
21	(May jump here depending on consequences and	4 +	1 - 3 Days OSS and 20 Day DAEP recommendation $1500 +	
21 / I43 / 1	Verbal Assault	*	Classroom Teacher Interventions	
		1	1 - 2 Days ISS	
		2	3 Days ISS	
21	May jump here first depending	3	1 - 3 Days OSS and 20 Day DAEP Recommendation	Call Robyn on 3rd involving same
21 / I48 / 1	Verbal Assault Teacher with a	1	3 – 5 Days ISS	
21	May jump here first depending upon circumstances ----->	2	1 - 3 Days OSS and 20 Day DAEP Recommendation	
14 / 3	Weapon, Prohibited	1	Expulsion & Police Citation	Mandatory Expulsion / Call Robyn

Appendix C: XJH Social Skills Curriculum

For Informational Purposes Only

The Social Skills Curriculum is delivered to students daily in announcements and students have a homeroom journal where they record the social skill of the day. The staff at XJH believes that the social skills curriculum is quintessential to having success in PBS. If expectations are given and consistent consequences are combined with rewards for appropriate behavior then discipline will be reduced. The Social Skills Curriculum at XJH is based on *The Essential 55: an Award-Winning Educator's rules for discovering the Successful Student in every Child* (Clark, 2003).

The social skills curriculum was written and collected by the staff at XJH in 2010. The social skills below are examples given to students during the first weeks of school and serve as aids for anyone reaching this document.

Social Skills Curriculum

Write the social skill for the day in your homeroom family notebook as bell work for homeroom.

Wednesday

Responding to adults:

> "When responding to any adult, you must answer by saying "Yes ma'am" or "No sir." Just nodding your head or saying any other form of yes or no is not acceptable."

Thursday

Making eye contact:

> "Make eye contact. When someone is speaking, keep your eyes on him or her at all times. If someone makes a comment, turn and face that person."

Friday

Congratulating students:

"If someone does something good, congratulate them. If someone does well in a game, on a test, or receives a blue ticket, congratulate them with applause. Do not be afraid to make noise when telling someone that they have done well."

Clark, R. (2003). *The Essential 55: an Award-Winning Educator's rules for discovering the Successful Student in every Child*. New York, NY: Hyperion.

XJH Expectations

Tuesday

If you win, do not brag; if you lose, do not show anger

In victory it is always better to show humility over boasting. If you lose and show anger or say things like “they cheated” or “I wasn’t trying anyway,” it shows weakness. Instead, simply say, “Good game,” and do your best next time.

Wednesday

If you are asked a question in conversation, ask one in return

Whenever someone asks you a question, it is always polite to ask a question back. For example:

Person 1: “Hey, what did you do this weekend?”

Person 2: “I went to Grandma’s house and she fed me all weekend.”

Person 1: “You?”

Role play with the class

Thursday

Cover your mouth with your elbow when you sneeze or cough

There is nothing like the cold season. We all have all thrown-up, had sinus headaches, and coughed all night long. It stinks. We can help prevent some of that by simply coughing or sneezing in our elbow to prevent the spread of germs. Let’s practice this new skill!

Friday

Do not show disrespect with gestures

Do not smack your lips, tsk, roll your eyes or show any other disrespect with gestures. Have the whole class practice, then role play with one student about a possible situation where the event might possibly occur. This activity can be fun and it shows the students how silly it is, as well as how the event will be handled.

Clark, R. (2003). *The Essential 55: An Award-Winning Educator’s Rules for Discovering the Successful Student in Every Child*. New York, NY: Hyperion.

XJH Social Skills

Tuesday

Always say thank you when given something

Be prepared for us to take something back when we give you something if you do not say thank you. There is no excuse for not showing appreciation.

Wednesday

When you receive something, do not insult the gift or the giver

When you are given a gift, never insult that person by making a negative comment or insinuating that it wasn’t appreciated. We have all received a gift Aunt Bessie that has been a little silly. Show genuine appreciation regardless of the gift.

Thursday

Surprise others by performing random acts of kindness

Go out of your way to do something kind for another person at least once a month. Discuss good ideas of random acts of kindness.

Friday

Answer all questions, written or spoken, with a complete sentence

For example, if the question asks, “What is the capital of Russia?” you should respond by writing, “The capital of Russia is Moscow.” Also in conversation with

> others, use complete sentences out of respect for the person's question. For example, if a person asks, "How are you?" instead of just saying, "Fine," you should say, "I'm doing fine, thank you. How about yourself?" (p.51)

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, NY: Hyperion.

XJH Expectations

Tuesday

Do not ask for a reward

> At times throughout the year, we will give rewards for good behavior, academic performance, and other acts worthy of praise. If you ever ask for a reward, however, it will not be given. It is rude to ask if you are getting something for good behavior. You should be good and try your best because you are trying to better yourself, not because you are anticipating a reward (p. 54)

Wednesday

Be as organized as possible

Make every effort to be as organized as possible. Often Junior High can be a disorganized part of life. You can enjoy this time better if you work to keep things in their place and throw away any unnecessary trash.

Thursday

Learn the names of the teachers and staff and students in your classes

Having a school where teachers know the students and students know the teachers creates a place where we all want to be.

Friday

Keep yourself and the bathrooms clean and germ free

> Flush the toilet and wash your hands after using the rest room. When in a public rest room, get a paper towel before washing your hands. The last thing you want to do is touch areas with clean hands that are still dirty. (p.83)

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, NY: Hyperion.

Social Skills

Tuesday

Greet visitors and make them feel welcome

We will often have visitors at our junior high. Whenever you see someone with a visitor's pass, including substitutes, in the hallways or in the lunchroom, greet them to make them feel welcome in our school.

Wednesday

Do not save seats in the lunchroom

We want to maintain a family type atmosphere at WPJH, and that is done by being kind to everyone in the school. One of the rudest things you can do is to exclude others by saving seats.

Thursday

Do not stare at a student who is being reprimanded
We all make mistakes and are going to get into trouble for those bad choices. When a student is getting into trouble from a teacher or staff member, do not stare at that student. It is bad enough that they have to be humiliated in front of their peers, but to have you stare at them may upset them more, and a bigger situation may develop.

Friday

After eating in the cafeteria or elsewhere, be responsible for your trash
How many times have sat down to eat and the people before you have left a mess. That is nasty. Whether you are at home, McDonald's, or in the cafeteria, clean up after yourselves.

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, NY: Hyperion.

Social Skills

Remember it is always a good idea to present the social skills to the students in a humorous light, so that it is better received to reluctant adolescents.

Tuesday

When meeting new people, shake hands and repeat their names
Whenever you meet someone new it is polite to shake their hands and repeat their names. It shows them that they are important to you if you are able to learn their names.

Wednesday

If someone drops something and you are close to it, pick it up
People always think that junior highs are scary places. They sometimes can be, but let's keep the frightful atmosphere to a minimum by keeping the floors and bathrooms picked up.

Thursday

Hold the door for people rather than letting it close it on them
When you are entering or exiting any building, use the right side and always look behind you to see if there is someone following you.

Friday

If someone bumps into you, say excuse me, even if it is not your fault
There is never a need for WWIII because someone bumps into you. If someone is not paying attention, and crashes into you, say, "Excuse me," to show others that you care about them.

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, NY: Hyperion.

Social Skills

Please role play with your advisory students each day when going over Westover Expectations.

Tuesday
During an assembly do not speak or call out to friends
Do not try to get the attention of your friends or call out to others during an assembly. We must show that we have the ability to keep our act together.
Wednesday
Never cut in line
If someone cuts in front of you, do not fuss at them. Let an adult know and we will handle the situation. Handle all disputes this way instead of taking matters into your own hands.
Thursday
If anyone is messing with you, let an adult you trust know
We are your teachers, and we are here to look after and protect you. We will not allow anyone in this school to bully you or make you feel uncomfortable. Let us take care of students who mess with you.
Friday
Stand up for what you believe in
You should not take no for an answer if your heart and mind are leading you in a direction that you feel strongly about.

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, NY:Hyperion.

Social Skills

Please discuss with your homeroom students each day when going over Social Skills. Remember to keep it light.

Tuesday
Be positive and enjoy life
Some things just are not worth getting upset over. Keep everything in perspective and focus on the good in life.
Wednesday
No Regrets
Live so that you will never have regrets. If there is something you want to do, do it! Never let fear, doubt, or other obstacles stand in your way. If there is something you want, fight for it with all of your heart. If there is somewhere you want to go, don't stop until you make it happen. If there is something you want to be, do whatever is necessary in order to live out that dream.
Thursday
Learn from your mistakes
Accept that you are going to make mistakes. Learn from them and move on.
Friday
Always be honest

No matter what the circumstances, always be honest. Even if you have done something wrong, it is best to admit it, we will respect that, and often consequences will be lighter due to your honesty.

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, NY: Hyperion.

Social Skills

Please have your homeroom students write and reflect in their homeroom journals each day when going over expectations.

Tuesday

Be the best person you can be

Throughout life, you are going to be lonely at times, you are going to have your heart broken on occasion, and you are going to feel as if something is missing from your life. No matter how bad things get, however, make sure are always developing into the kind of person you want to be, and the kind of person others will want to be around.

Wednesday

Carpe Diem

You only live today once, so don't waste it. Life is made up of special moments, many of which happen when caution is thrown to the wind and people take action and seize the day.

Thursday

Hallway Expectations

1. Keep the hallways free of trash
2. Keep to the right
3. Keep moving
4. Keep your voices down
5. Keep hands feet and objects to yourself

Friday

Review hallway expectations

Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York, N.Y. Hyperion.

Appendix D: Blue Ticket Log

DATE	STUDENT	TEACHER	ACTION

Appendix E: Office Referral Form

Z ISD STUDENT DISCIPLINE FORM

STUDENT NAME: GRADE: STUDENT ID:

DATE: TIME/PERIOD: INFRACTION LOCATION:

PARENT/GUARDIAN NAME:
PARENT/GUARDIAN PHONE:

Brief description of offense:
(Please do not include other students' names.)

Infraction witnessed by staff member: □ yes □ no

PREVIOUS INTERVENTIONS:

_____	Behavior contract	_____	Refer to counselor
_____	Detentions	_____	Rewarding positive actions
_____	Isolation/time out	_____	Student-teacher conference
_____	Parent conference	_____	Warning
_____	Parent phone call	_____	Withdrawing privileges
_____	Previous office referral	_____	Other

Staff member signature:

Action taken by Administrator:

Corresponding PEIMS code for Code of Conduct Violation:

Administrator signature

Parent Notification:
(check all that apply)

- ☐ Phone
- ☐ Conference
- ☐ Sign & return form

Unless otherwise indicated by campus administration, I, the undersigned student, agree to deliver this form to my parent(s) or guardian(s) as soon as possible.

Student signature:

Parent/Guardian signature:

Appendix F: School Wide Evaluation Tool (SET) Scoring Guide **District**: ISD **State:** Texas

Pre: **Post**: X **SET data analyzer**: Aaron Hunt

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____	2
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____	2
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials	2
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%) 93%	Interview responses	2
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%) 60%	Interview responses	1
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%) 28%	Interview responses	0
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%) 53%	Interview responses	1
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews	2
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%) 67%	Interview responses	2
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%) 93%	Interview responses	2

D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials	2
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%) 87%	Interview responses	1
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls	1
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%) 73%	Interview responses	1
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form	2
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Process description	2
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Process description	1
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%) 52%	Interview responses	1
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)	School Improvement Plan, Interview responses	1
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%) 60%	Interview responses	1
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview responses	0
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%) 0%	Interview responses	0
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview responses	1

	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview responses	0
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview responses	0
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar	0
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview	0
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview responses	2

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