Positive Behavior Support and Perceptions of School Quality: An Empirical Study

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Sabbah, Hilda; Caldarella, Paul; Richardson, Michael; Juchau, Adrian; Christensen, Lynnette; Marchant, Michelle; and Young, K. Richard, "Positive Behavior Support and Perceptions of School Quality: An Empirical Study" (2007). Faculty Publications. 25.
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Positive Behavior Support and Perceptions of School Quality: An Empirical Study

Hilda Sabbah, Paul Caldarella, Michael Richardson, Adrian Juchau, Lynnette Christensen, Michelle Marchant, & K. Richard Young

BYU-PBSI Model
- The BYU-Positive Behavior Support Initiative (BYU-PBSI) is a research project that has adapted the empirically validated Positive Behavior Support (PBS) model to build learning communities based on:
  - Relationships of trust, respect, and caring
  - Strengthening positive social and academic behaviors
  - Pro-active teaching of social and academic skills
  - Data-based decision-making

The Study
- This exploratory survey study examines parent and teacher perceptions of the BYU-PBSI school-wide intervention.

Sample & Setting
- This study examined a Title I suburban elementary school in central Utah that is currently in its 5th year of implementing the BYU-PBSI model. Higher scores on the ISQ were found to reflect the quality of school environments.

Procedure & Instrument
- The Indicators of School Quality (ISQ) is a survey that measures student, teacher, and parent perceptions of various elements of school quality (Taylor, 2006). Additionally, this instrument contained supplemental questions specific to the BYU-PBSI.
- The ISQ was created by the Center for the School of the Future (CSF) at Utah State University, and the supplemental questions were developed by BYU-PBSI.
- The ISQ is relatively easy to administer, interpret, and is fairly cost effective.
- Surveys were administered each spring from 2002 to 2006. Each survey comprised the entire staff and core group of parents during parent-teacher conferences. Each data point represents reported mean ISQ scores for parents and teachers.

Research Aim:
To explore parent and teacher perceptions of the benefits of a school-wide PBS intervention.

Results & Discussion
- Parent and teacher perceptions of the benefits of the school-wide (BYU-PBSI) intervention were measured using the ISQ. Each item on the scale:
  - 1 = strongly disagree
  - 2 = disagree
  - 3 = not sure
  - 4 = agree
  - 5 = strongly agree
- Each data point represents reported mean ISQ scores for parents and teachers.

Findings are encouraging given that it is not uncommon for interventions to take an extended period of time to accomplish change.

Directions for future research include:
- Implementing surveys at multiple schools and comparing findings.
- Extending research to include additional data such as attendance, discipline, and staff satisfaction.

Limitations & Implications
- No student performance data was reported.
- Data are only from one school in central Utah. No-comparison school.
- Not all changes were statistically significant.
- No measure of treatment fidelity.
- Lower parent response rates.
- Furthers the literature by examining the social validity of school-wide PBS.
- Provides an example of additional data that could be used to implement and monitor change.

References & Contact Information
Brigham Young University – Positive Behavior Support Initiative (BYU-PBSI)
Available online at: www.csf.usu.edu