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

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

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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
  - Proactive teaching of social and academic skills
  - Data-based decision-making

Sample & Setting
- This study examined a Title I suburban elementary school in central Utah that is currently in its 5th year of BYU-PBSI implementation. The following graphics offer more information about the demographics of this school:

The Study
- This exploratory survey study examined parent and teacher perceptions of the benefits of a school-wide PBS intervention.

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

Results & Discussion
- Features and teacher perceptions of the benefits of the school-wide BYU-PBSI intervention were measured using the ISQ, a 5-point Likert-type 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.

- Results show that there were some statistically significant improvements from baseline to the first year of BYU-PBSI implementation. These improvements were generally maintained over time.

- Trends from year to year are fairly consistent. Decreases in perceptions in 2005 may reflect the fact that many trained faculty left and were replaced by teachers not familiar with the BYU-PBSI model. Higher scores in 2005 may indicate that new faculty became acclimated over an extended period of time to effectuate change.

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

- A sample of the staff supplemental reporting method.

Limitations & Implications
- Some student perception data was reported.
- Data were from one school in central Utah.
- No comparison school.
- Not all changes were statistically significant.
- No measure of treatment fidelity.
- Lower parent response rates.
- No measure of treatment fidelity.
- No measure of treatment fidelity.
- Furthers the literature by examining the social validity of implementing BYU-PBSI school-wide.

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


- The ISQ was created by the Center for the School of the Future (CSF) at Utah State University. This research project was funded by the US Department of Education's Office of Innovation and Research. The ISQ is available online at: www.csf.usu.edu

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