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2007-03-01

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



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Brigham Young University – Positive Behavior Support Initiative (BYU-PBSI)

BYU-PBSI Model

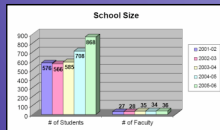
- The BYU-Positive Behavior Support Initiative (BYU-PBSI) is a research project that has adapted the empirically validated Positive Behavior Support (PBS) model to build learning communities based on:
 - Relationships of trust, respect, and caring
 - Strengthening positive social and academic behaviors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

The Study

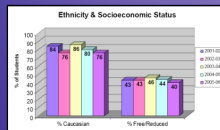
- This exploratory survey study examined parent and teacher perceptions of the BYU-PBSI school-wide intervention.

Sample & Setting

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



Notice that the number of students increased significantly, but the number of faculty did not; thus, class sizes increased over time.



The sample was predominantly Caucasian. Note that 40-46% of students qualified for free or reduced lunch.

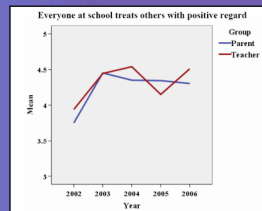


Although parental response rate generally seems low, analyses suggest that the sample adequacy can be considered fair.

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 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.

- Baseline data were collected in 2002.

- Data show that perceptions improved after the first year of BYU-PBSI implementation. These improvements were generally sustained over time.

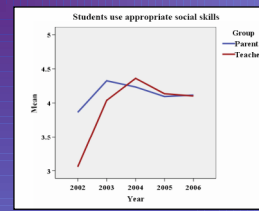
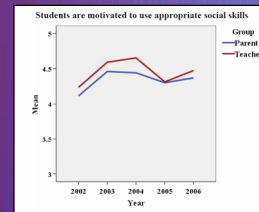
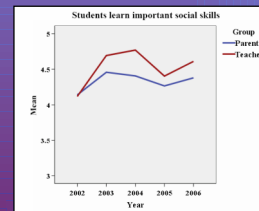
- Results show that there were some statistically significant improvements from baseline to the first year ($p < 0.05$), and these improvements tended to maintain. Results also showed slight declines between the year 2004 and 2005.

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

- Trends from year to year are fairly consistent between parents and teachers as well as between items, suggesting a fairly reliable picture of the perceived benefits of implementing BYU-PBSI school-wide.

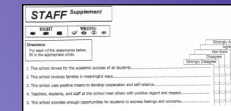
- Decreases in perceptions in 2005 may reflect the fact that many trained faculty left and were replaced by teachers not familiar with the BYU-PBSI model. Higher scores in 2005 may indicate that new faculty became acculturated.

- These findings are promising in light of the challenges faced by this school (e.g., economic struggles, increase in student population and class size, and faculty turnover).

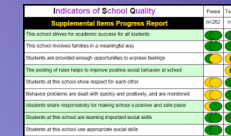


Procedure & Instrument

- 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 designed by BYU-PBSI.
- Compared to similar instruments, the ISQ is relatively easy to administer, interpret, and is fairly cost effective.
- Surveys were administered each spring from 2002 to 2006. Teachers completed the surveys during school time and parents during parent teacher conferences. CSF reports results to schools using signal analysis.



A sample of the staff supplemental survey items.



A sample of the Signal Analysis reporting method used by CSF.

Limitations & Implications

- No student perception data was reported.
- Data only on one school in central Utah. No comparison school.
- Not all changes were statistically significant.
- No measure of treatment fidelity.
- Lower parent response rates.
- Further 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

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Taylor, M. J., West, R. P., & Smith, T. G. (2006). *The Indicators of School Quality (ISQ) Survey Manual*. Logan, UT: Utah State University. Available online at: www.csf.usu.edu