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

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

Brigham Young University

November 17th, 2006
Overview

- Purpose of this Study
- BYU PBSI Model
- Methodology
- Analysis, Results and Conclusions
Purpose of the BYU-Positive Behavior Support Initiative

...to contribute to the knowledge and understanding of the issues that facilitate, sustain and nurture the emotional, social and moral development of youth by designing, implementing and evaluating school-wide positive behavior support.
Rationale

“If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.”

(Young et al., 2003)

“In addition to teaching academic content, educators must work to develop the social, emotional, and moral character of students as part of their daily assignment.”

(Young, Marchant, & Wilder, 2003)

(Young et al., 2003)
So, .... what is Positive Behavior Support?

systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students.

Sugai 2004
Prevention & Intervention

- Identified Children
  - Individual (Tertiary) 3% - 5%
  - Individual (Secondary) 7% - 10%
  - Classroom/Non-Classroom (Primary) 85% - 90%

- At-risk Children
- All Children
School-wide PBS Model

1. Establish a proactive leadership team

2. Build a positive school climate of trust, respect, and courtesy between and among students and adults
3. Create a safe and secure learning environment that nurtures and supports all students

Rees Elementary School Rules

I show REESpect at my school by:

1. Valuing myself, others and property in language and actions.
2. Keeping my hands, feet and objects to myself.
3. Walking and talking quietly.
4. Being where I’m supposed to be.
PBS Model

4. Teach students critical life skills necessary for accomplishment, relationships, and responsible citizenship
PBS Model

5. Establish a school-wide discipline plan to prevent inappropriate behavior
Objective of the Study

To examine stakeholders’ perceived benefits of school wide PBS interventions.
Indicators of School Quality (ISQ) & Supplemental Questions

- Center for the School of the Future
  - www.csf.usu.edu

- Measures Stakeholders’ Perceptions of School Quality
  - Students
  - Parents
  - Teachers
  - Administrators
  - Personnel

Staff
Indicators of School Quality (ISQ) & Supplemental Questions

• School Quality
  – Teacher & Teaching Quality
  – School-Home Relations
  – School Environment
  – School Leadership

• Other Items Specific to PBS

• Relatively Easy to Administer & Interpret
Staff Supplemental Survey

**STAFF Supplement**

**Directions**
For each of the statements below, fill in the appropriate circle.

1. This school strives for the academic success of all students.
2. This school involves families in meaningful ways.
3. This school uses positive means to develop cooperation and self-reliance.
4. Teachers, students, and staff at this school treat others with positive regard and respect.
5. This school provides enough opportunities for students to express feelings and concerns.

**Options:**
- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree
## Indicators of School Quality

### Supplemental Items Progress Report

<table>
<thead>
<tr>
<th>Statement</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school strives for academic success for all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school involves families in a meaningful way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are provided enough opportunities to express feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The posting of rules helps to improve positive social behavior at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at this school show respect for each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior problems are dealt with quickly and positively, and are monitored</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students share responsibility for making school a positive and safe place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at this school are learning important social skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at this school use appropriate social skills</td>
<td></td>
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</tbody>
</table>
Setting

• Suburban elementary school
• Title I
• Currently in the 5th year of school wide PBS intervention
Demographics

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td># of Students</td>
<td>566</td>
<td>585</td>
<td>708</td>
<td>868</td>
<td></td>
</tr>
<tr>
<td># of Faculty</td>
<td>27</td>
<td>28</td>
<td>35</td>
<td>34</td>
<td>36</td>
</tr>
</tbody>
</table>
Demographics

% Caucasian
2002-03: 76
2003-04: 86
2004-05: 80
2005-06: 76

% Free/Reduced
2002-03: 43
2003-04: 46
2004-05: 44
2005-06: 40
<table>
<thead>
<tr>
<th>Year</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>38</td>
<td>74</td>
</tr>
<tr>
<td>2002-03</td>
<td>39</td>
<td>100</td>
</tr>
<tr>
<td>2003-04</td>
<td>24</td>
<td>93</td>
</tr>
<tr>
<td>2004-05</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>2005-06</td>
<td>69</td>
<td>100</td>
</tr>
</tbody>
</table>

% Mean = 36.6  % Mean = 93.4
Response Rate (%)

% Response Rate

Year

Parents

Staff

Data Collection

• Data was collected 2002 through 2006.

• Parents completed the surveys during March parent-teacher conference

• Staff completed the surveys during school time
Analysis

Comparisons from year to year of the perceived benefits of the PBS model implementation.
Analysis

Perceptions of participants were measured on five main supplementary questions related to the PBS model, specifically social skills, across the five years.
Results

• Students Show Respect for Each Other

• Everyone at School Treats Others with Positive Regard

• Students Learn Important Social Skills

• Students Use Appropriate Social skills

• Students are Motivated to Use Appropriate Social Skills
Results

• Mean ratings across the five years
• Likert ratings range:
  1 = Strongly Disagree
  2 = Disagree
  3 = Not Sure
  4 = Agree
  5 = Strongly Agree
Students Show Respect for Each Other

Not Sure = 3
Agree = 4
Strongly Agree = 5
Everyone at School Treats Others with Positive Regard

Not Sure= 3
Agree = 4
Strongly Agree = 5
Students Learn Important Social Skills

![Graph showing the mean scores of students' social skills from 2002 to 2006 for parents and staff. The graph indicates the following scales:

- Not Sure = 3
- Agree = 4
- Strongly Agree = 5

The graph shows the trend over the years, with peaks and troughs for both groups, indicating changes in student learning of social skills.]
Students Use Appropriate Social skills

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
</tbody>
</table>

Not Sure = 3
Agree = 4
Strongly Agree = 5
Students are Motivated to Use Appropriate Social Skills

Not Sure = 3
Agree = 4
Strongly Agree = 5
Conclusions

• Parents tend to rate the school lower than staff

• The school showed improvement the first year, and maintained improvement across the five years.
Conclusions

• In general, participants perceived the benefits of applying PBS model in the school especially social skills component.

• Limitation of the study:
  - Student data was not available across all five years.
  - Low response rate from parents.
For Additional Information

Please contact us at BYU-PBSI:
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Or
Email: byu.pbsi@gmail.com

http://education.byu.edu/peaceableschools/index.html