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

The Study

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

Sample & Setting

- This study examined a Title I suburban elementary school in central Utah that is currently in its 6th year of BYU-PBSI implementation. The following quotes offer more information about the demographics of this school:

Results & Discussion

- Parent and teacher perceptions of the benefits of the school-wide BYU-PBSI intervention were measured using the ISQ. A Likert-type scale was used:
  - 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.

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

  Trends from year to year are fairly consistent, with most improvements sustained over time. 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 achieve change.

  Trends from year to year are fairly consistent, but the data are not conclusive. Further research is needed to determine the effectiveness of 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 encouraging in light of the challenges faced by this school, such as economic struggles, increased student population, and class sizes, 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 written by BYU-PBSI.

- A sample of similar instruments, the ISQ is relatively easy to administer, interpret, and is fairly cost effective.

- Surveys were administered each spring from 2002 to 2006. In 2004, the survey contained the same questions as the previous years with the addition of a set of questions designed by BYU-PBSI.

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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 rate.

- Further the literature by examining the social validity of school-wide PBS.

- Provides an example of additional data that could be used to evaluate and monitor change.

References & Contact Information

- BYU-Positive Behavior Support Initiative.
- Brigham Young University – Positive Behavior Support Initiative (BYU-PBSI)
- Brigham Young University Positive Behavior Support Initiative
- www.byupbsi.org
- (801) 377-0560
- Available online at: www.byupbsi.org
- www.csf.usu.edu
- www.csf.usu.edu
- The Indicators of School Quality (ISQ) Survey Manual
- 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.

- For more information, contact the BYU-PBSI team at byupbsi@byu.edu.

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