

Positive Behavior Support (PBS) Evaluation

Patterson Elementary School

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Summary

PBS or Positive Behavior Support is a program that was begun at the University of South Florida. The purpose for this program is to supply schools with an alternative to traditional discipline plans.

The purpose of this project is to help foster positive behavior. The goal of the project is to reduce the number of office discipline referrals. A PBS team is developed at the school to develop school wide expectations of staff and students. Each school can create their own set of expectations or rules to abide by. The school that will be the focus of this project is Patterson Elementary, a Title 1 school in Bay County Florida. With a high minority and poverty rate at this particular school, discipline is a constant issue. The expectations they have set forth for the faculty and student body is: **Respect, Responsibility, and Safety.**

Activities involve “rockets” which is a discipline referral sheet. Each class has a certain number of rockets they are “allowed” to have. If the class percentage goes over the limit of how many rockets are left, then they do not get have a class activity such as popcorn and a movie. Not all rewards must be by class. When a student is caught being helpful or kind, then they will be rewarded on an individual level as well. Also, the school guidance counselor conducts classes on character development.

The expected outcome for this project is that students will be encouraged by the positive reinforcement and character development classes to be self-motivated in becoming more responsible and respectful students. The findings show that indeed there was a decline in office referrals on average than the year before. The number of ISS (in school suspension) went down slightly, while OSS (out of school suspension) went down significantly. This decline was apparent in all grades, although some had larger gains than others. In conjunction with the improvement in behavior, there was a slight improvement in grades as well as attitude all over.

Introduction

The PBS program is a program developed for the state of Florida by the University of South Florida. The idea behind the program is to look at discipline in a non-traditional manner. Instead of focusing on the bad behavior, this program focuses on the positive behavior displayed by students. By focusing on positive behaviors, the program encourages students to encompass what all that entails. For Patterson Elementary, the focus was on responsibility, respect, and safety. The guidance department helped reinforce these objectives by adding a class that teaches students about character. Students were made accountable for their behavior on all of these fronts. The goal is that through making children aware and accountable the number of referrals, out of school suspension and in school suspension will decline. Also, it helps the school create a school wide uniformed discipline plan.

The purpose of the evaluation is to help the Patterson Elementary see if the PBS program is a good implementation for the discipline plan at the school. Faculty and staff will implement the program into their classrooms, and attend weekly to monthly meetings to report on the progress of the program and how well it is working. They will take a survey at the end of the year to review their overall experience with the PBS program and if they believe it would be an effective discipline plan that should be permanently implemented in the school. For the qualitative aspect of the evaluation, school referral percentages from the previous year will be compared to see if there was indeed an improvement.

The product of the evaluation does show that there was marked improved in the total number of OSS, ISS, and office referrals when compared to the year prior. The teachers reported a less stressful working environment, and all believed the character building classes helped. The teachers discussed how the “rockets” system helped give a visual cue to the students about the goal of respect, responsibility, and safety. The major shortcoming to the program was the problem of not all participants implementing the program consistently.

Description of the Program

Intended Users

The intended users of the PBS program are faculty and staff of Patterson Elementary in Panama City Florida. This includes: Administrators, teachers, office staff, lunchroom staff, SRO officers, and janitors. Main users will be classroom teachers.

Objectives

The objective for the PBS program is to create a discipline plan that focuses on enforcing positive behavior rather than punishing negative behavior. It takes a proactive approach to discipline. Each school is responsible for coming up with their individual objectives and the means to reach them. The objectives of this program are:

- To provide a consistent discipline program that covers all grades (K-5)
- To provide expectations for behavior from students that encourages **Respect, Responsibility, and Safety**.
- To reduce the amount of OSS and ISS referrals
- To show an increase in positive behavior and character building
- Improvement of grades

Program Components

Every classroom has “rockets”. The reason the school chose rockets is due to the fact that they are the Patterson Rockets. A rocket is a discipline referral sheet. Each class has a percentage of rockets they are “allowed” to have. If the class percentage goes over the limit of how many names are put on the class rocket, say if they have more than 65% of the class names on the rocket, then they do not get have a class activity such as popcorn and a movie. Not all rewards must be by class. When a student is caught being helpful or kind, then they will be rewarded on an individual level as well. Also, the school guidance counselor conducts classes on character development.

At the beginning of the year, the school started with a high percentage of students who will not get a rocket. For example, in the first month, if 65% of the class does not get their name on a rocket, then the class is rewarded with some kind of activity or treat. For individual students who provide outstanding examples of positive behavior, getting to eat lunch with a teacher of their choice on the stage in the Cafeteria as well as make an appearance on the school’s TV program will recognize those individuals.

Evaluation Method

The evaluation model used for this evaluation was the Decision-Making Method. The reason for choosing this method was due to the evaluation's purpose. The outcome of the evaluation will help the stakeholders decide if the Positive Behavior Support program will be permanently implemented. Both quantitative and qualitative assessment was used.

Participants

The main participants in this evaluation, or stakeholders are the faculty and staff at Patterson Elementary. The main participants in this program are the classroom and auxiliary teachers since they spend the most amount of time with the students. However, the support staff and administration must be involved in the implementation for the program to be successful.

Procedures

Teachers began by implementing the program into their classrooms at the beginning of the year. Formative assessments were in the form of weekly and monthly meetings were held to discuss the programs progress and adjustments that needed to be made. These were oral meetings that did not use formal evaluation. One recommendation was that the starting percentages of rockets were too low making the goal unobtainable. A class must have had less than 45% of its class on the rocket to get a reward. It was adjusted to less than 65% and then lowered each month, until it finally reached less than 10% by April 2012.

The number of referrals were reported and compared to the previous years. For the summative, the final referral count was compared to the school year prior to see what, if any, differences took place. Participants took a survey to see what their attitude towards the program is and if it should be implemented permanently.

Data Sources

Discipline and academic records from the school year prior compared to the data from the PBS program used this year by the faculty and staff. The participants, including the guidance counselor, addressing their overall satisfaction, did surveys. A more detailed Evaluation Model table can be found in the appendix.

Results and findings

Qualitative and Formative and Summative Assessment Objectives

- To provide a consistent discipline program that covers all grades (K-5)
- To provide expectations for behavior from students that encourages **Respect, Responsibility, and Safety**.
- To show an increase in positive behavior and character building

These three objectives deal with consistency among faculty and staff. According to the personnel at Patterson, there was never a truly consistent discipline program in place, therefore, each teacher decided on their own discipline plan for their classroom. A survey was given during and at the end of the school year to each of the faculty to give insight into their attitude towards the PBS program as well as their perceived success of the program and what could be done better. The survey can be found in the appendix. As shown in Table 1, most all of the faculty saw an increase in positive student behavior, almost the same percentage reported that having the one plan in place made for a less stressful working environment. The percentage drops somewhat when asked if in their opinion, all faculty members enforced the program equally. Almost all agree that the character building class is a helpful tool in reinforcing the ideas of the PBS program.

Table 1 (Survey in Appendix)

Topic	Yes	No	Don't Know
Increase in desired behavior	90%	6%	4%
Improved work environment due to implementation of school wide discipline program	88%	8%	4%
All faculty was consistent in implementing PBS	63%	18%	19%
There was marked improvement in students' behavior by utilizing the character building class.	98%	1%	1%

One of the issues that must be identified with the results above are that this is a qualitative survey assessment. The participants can bring bias into their answers, such as not liking the program for whatever reason, or liking the break from teaching while students go to Character Development. These issues will have to be considered when

looking at the overall evaluation. However, when implanted with the qualitative data, it should still represent a concise accurate evaluation results.

Quantitative Formative and Summative Assessment Objectives

- Reduction in the amount of OSS and ISS referrals
- Improvement of grades

The data source used for the two objectives here was qualitative and summative in nature. At the monthly meetings, the comparisons would be compared month to month. The summative assessment happens when the total numbers are in to compare at the end of the school year. By comparing last years percentages of OSS (out of school suspension) and ISS (in school suspension) referrals as compared to this years, the stakeholders where able to statistically see the success of the program in unbiased terms. Here the evaluator and participants compared the numbers to see if there was a vast improvement. Comparing the 2010-2011 and the 2011-2012 school year, the was a 17% decrease in the number of ISS referrals, a 26% decrease in the amount of OSS referrals, and an 1.82% decrease in the number of student retentions. The results are shown in Table 2.

Table 2

Category	ISS Rate	OSS Rate	Retention Rate
2010-2011	68%	54%	9.21%
2011-2012	51%	28%	7.32%

Some limitations for an accurate count here is the number of students from one year to the next. That is why percentages are used. There were less referrals and retentions, but there were also fewer students.

The results have shown that the program was indeed successful in reaching the goals of each of the objectives that was set out in the beginning of program implementation.

Discussion

The purpose of this evaluation was to aid in the decision to make the PBS program the permanent discipline program for Patterson Elementary School. The results of the evaluation show that overall the PBS program had a positive effect on the behavior of students and made the work environment less stressful. The number of referrals as compared to the previous year went down a satisfactory amount, and favored keeping the program permanently.

It is the recommendation from the results of this evaluation that Patterson Elementary School should implement the PBS program on a permanent basis. The overall improvement of behavior and attitude by both stakeholders and participants is marked enough to qualify it as a success. One particular area that the faculty really seemed to appreciate was the character building class held by the school guidance counselor. That along with the visual cues from the “Rockets” helped reinforce the classroom PBS procedures, and kept the goals on the forefront of the students’ conscience. However, there are some areas that are ripe for improvement.

Where the program fell short was mainly in participation of the faculty and staff. At the beginning of the year, the enthusiasm for program was prevalent, but as with many things, throughout the year the excitement waned and implementation efforts among the faculty and staff fell slightly. Not enough to derail the program, but enough to keep it from producing the best outcomes. Here are some recommendations for improving the implementation of the PBS program:

1. Teacher Participation

One common thread that came up during the monthly meetings and in the survey is that not all teachers were properly implementing the program into their classroom. Without school wide participation, the program’s full potential will not be realized.

2. Staff Consistency

Another common issue that came up in meetings was that of staff consistency. The PBS program must be prevalent in all areas of the school including the cafeteria, gym, and even restrooms. Everyone including SRO officers, paraprofessionals, lunchroom workers, and janitors must be consistent with the provisions of the plan for it to work in all corners of the school.

3. Meaningful Rewards

It is a recommendation that rewards other than foodstuff and parties should be used to reward expected behavior. These items have their place and can be a reward, but could cause only a short-term solution. Students could be rewarded with special privileges or extra library time. Classrooms are outfitted with computers, and a computer game or activity supporting class objectives could be a reward.

Discussion (Cont.)

Since the PBS program outfits the schools with the appropriate computer program to keep up with the number of referrals, the school can keep making qualitative assessments to make sure the program improves and keeps going in the desired direction. However, compared to statewide numbers, Patterson implementation has reached the desired goals for first year school implantation when compared to schools across the state. The statistics for schools divided by grades across the state can be found in the appendix.

Project Costs

Date: 4/26/2012
 INVOICE # 123

Melodee Sweeney
 555 Main Drive
 Niceville, FL 32578

TO

Patterson Elementary
 1025 Redwood Ave
 Panama City, FL 32401

Customer ID 12345ABC

Job	Payment Terms
PBS Evaluation	Due on receipt

Description	Total
Finance charge on overdue balance at 1.5% \$500 per day X 30 days (15 weeks, 2 days a week)	\$15,000.00
Total Due	\$15,000.00

Appendix

Survey Questions: for participants in the program:

Question	Yes	No	Don't know
1. Do you believe the PBS program helped improve Positive behavior among students for the 2011-2012 School year?			
2. Was there an improvement in the overall work environment for the 2011-2012 school year?			
3. In your opinion, was this due to the implementation of the PBS program?			
4. Was there a consistent uniformity among staff and faculty when implementing the PBS program?			
5. Do you believe that the character classes made available through the guidance counselor enhanced positive behavior?			

Do you have any suggestions on how to improve the PBS program? -

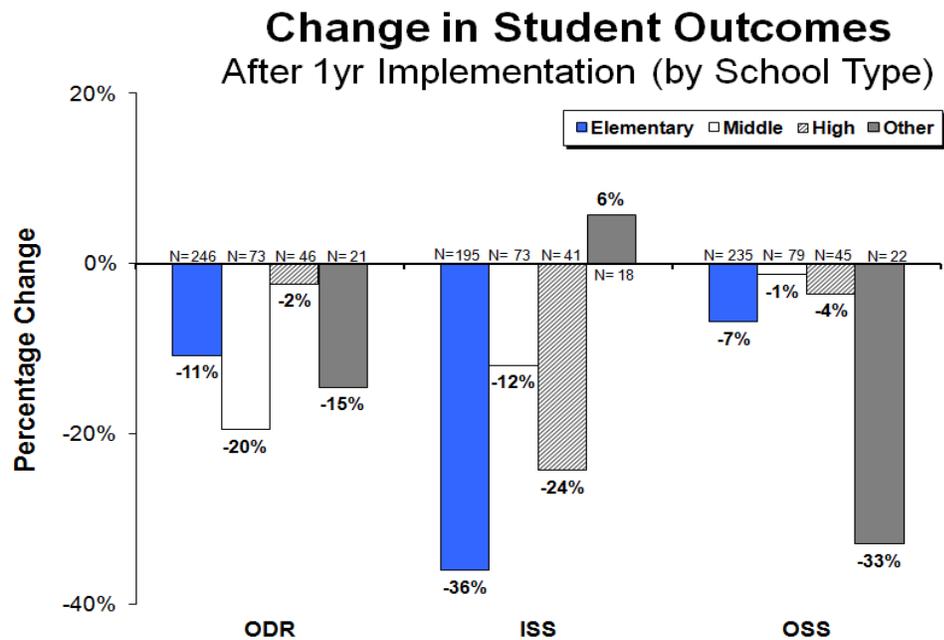
Comparison

Patterson Elementary as compared to other schools across the state.

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CHANGE IN DISCIPLINE OUTCOME DATA by School Type

Description of Data The chart below depicts the percentage change in the average number of ODRs, days of ISS, and days of OSS per 100 students between the baseline year and Year 1 of PBS implementation across all participating schools for which these data were available (the number of schools for each category of data is provided). This information is broken down by school type (elementary, middle, high, and "other"). Note: Alternative/center schools are not included due to the variable nature of their data. "Other" schools include those with irregular grade ranges such as K-8.



Explanation of Data All school types except "Other" saw a decrease in each outcome area (ODRs, days of ISS, and days of OSS) after the first year of implementation. Middle schools realized the greatest reduction in office referral rates, Elementary schools realized the greatest reduction in days of In School Suspension, and the greatest reduction in days of Out of School Suspension was reported by schools falling into the "Other" category. The "Other" category includes schools with irregular age groupings (e.g. K-8 or K-12).