THE EFFECTS OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ON ONE CHILD'S INCIDENT REPORTS

Approved: ___Karen Stinson_____________ Date: __May 12, 2015________
THE EFFECTS OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ON ONE
CHILD’S INCIDENT REPORTS

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by
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Abstract

THE EFFECTS OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ON ONE CHILD'S INCIDENT REPORTS

Miranda Fuerstenberg

Under the Supervision of Dr. Karen Stinson

For this research study the researcher gathered data on the number of incident reports for one student in a rural public school prior to the implementation of a universal Positive Behavior Support system and after the implementation. The data did support the hypothesis that implementing the universal Positive Behavior Support system reduced the number of incident reports. However through interviews with staff that had worked with the student in the past the researcher found that the student also benefited from individualized evidence based interventions and working in a one-on-one seclusion environment.
TABLE OF CONTENTS

CHAPTER

I. INTRODUCTION .........................................................................................1
   Introduction
   Statement of the Problem
   Definitions of Terms
   Delimitations
   Method of Approach

II. REVIEW OF LITERATURE ........................................................................4
    Research Question
    Discussion of Prior Research
    Summary Statement
    Hypotheses

III. METHOD ..................................................................................................9
    Participants
    Materials
    Procedure

IV. RESULTS ................................................................................................11
    Statistical Analysis
    Appropriate Tables and Figures

V. DISCUSSION .............................................................................................13

VI. REFERENCES ..........................................................................................15

APPENDIX A: IRB APPROVAL LETTER.......................................................17

APPENDIX B: PROJECT MATERIALS.........................................................18
CHAPTER I

INTRODUCTION

I will be researching whether the implementation of Positive Behavior Interventions and Supports (PBIS) at a Tier I universal level will decrease the number of documented incident reports related to a child in special education.

Bohanon et al., (2006) investigated the application of school-wide Positive Behavior Supports (PBS) in an urban high school setting. The impact of how well the system was implemented was measured using interviews and observations. The researchers found that PBS was implemented in the urban high school setting with some success. The overall level of PBS implementation was measured at 80% with the School-wide Evaluation Tool (SET). School staff increased their knowledge of what needed to be done in order to fully implement PBS in their school. There was a decrease in the number of Office Discipline Referrals (ODRs) and a decrease in the number of students who needed Tier II and Tier III (more individualized & intensive) interventions. These results indicate that PBS could be a good process for improving outcomes for teachers and students in urban high school settings.

McKevitt, B. C., Dempsey, J. N., Ternus, J., & Shriver, M. D. (2012) compiled two case studies on the effects of positive behavior supports (PBS) in two out-of-school environments. The first case study took place in an elementary school in a large metropolitan school district in the Midwest. The summer program included enrichment activities such as taking field trips and doing projects with area artists and chefs. Baseline data were collected during the first two weeks of the program before the PBS strategies were taught and implemented. Based on data from the behavior incident log, the number of behavior incidents increased from Week 1 (baseline) to Week 2 (baseline). Behavior incidents peaked during Week 3 when the PBS
strategies were first being implemented. The number of incidents then decreased during Weeks 4 and 5.

The second case study took place in a summer community recreational program in 27 parks in a large Midwestern City. The program included activities such as outdoor games and sports, board games, art projects, field trips, and swimming. McKevitt et al. compared the data from reported problem behaviors and observations made at three separate parks. The researchers compared the number of problem behaviors to the number of positive statements observed in each park. The data for Park 1 indicated that there was a strong correlation between increased positive statements and decreased problem behaviors. The data for Park 2 indicated a correlation between the increase in positive statements and decrease in problem behaviors, but it was not as strong as Park 1. The data for Park 3 indicated something very different. For the middle observation (week 3) there was a decrease in positive statements and a decrease in problem behaviors. For the post observation (week 4 & 5) there was an increase in positive statements and an increase in problem behaviors.

Statement of the Problem

The problem to be addressed is, will the implementation of PBIS at a Tier I (universal level) decrease the number of incident reports for one student with special needs in a rural Midwestern school?

Definition of Terms

Positive Behavior Interventions and Supports (PBIS): a research-based systems approach designed to enhance the capacity of schools to effectively educate all students, including students with challenging social behaviors (www.wisconsinpbisnetwork.org)
Positive Behavior Supports (PBS): a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors (Warren et al. 2003)

School-wide Evaluation Tool (SET): an instrument to measure treatment integrity of school-wide PBS implementation efforts (Bohanon, et al., 2006)

Office Discipline Referrals (ODRs): a communication and documentation tool for teachers and administration, a piece of information used to make decisions, and a data point (www.wisconsinpbisnetwork.org)

Tier I: focuses on setting and teaching behavioral expectations in all areas of the school including the playground, hallway, bus and classroom (www.wisconsinpbisnetwork.org)

Tier II and III: provides additional supports for students with greater behavioral needs (www.wisconsinpbisnetwork.org)

Delimitations of Research

The data is collected only from one student with special needs in a rural Midwestern school. Results of the study may not generalize to other groups.

Method of Approach

Baseline data for the number of documented incident reports from previous school years (kindergarten, 1st grade, and 2nd grade) was collected and put it into a line graph. The Positive Behavior Intervention and Support system was taught to all staff at the fall 2014 in-service (see Appendix II project materials). The Positive Behavior Interventions and Supports were taught to and implemented with all students in September 2014 (see Appendix II). The researcher collected student outcome data for the number of documented incident reports for the 2014-2015 school year, after the implementation of PBIS, and put it into a line graph.
CHAPTER II
REVIEW OF RELATED LITERATURE

Research Question

The researcher determined whether or not the implementation of Positive Behavior Interventions and Supports (PBIS) at a Tier I universal level in a rural elementary school decreased the number of incident reports for one special education student. The elementary school implemented the Tier I universal level interventions for all students in the fall of 2014.

Discussion of Prior Research

Irvin, et al., 2006 evaluated the validity of use, utility, and impact of office discipline referral (ODR) measures for data-based decision making about student behavior in schools. The researchers used a single-group, non-experimental evaluation design to survey users of the School Wide Information System (SWIS) ODR system. The sample included 22 elementary and 10 middle schools. Respondents included school staff who were highly involved in the data entry and the staff involved with the data-based decision-making process. The results were very consistent from the two data sources (the SWIS data entry system and the self-report survey) in regard to the number of times the data were accessed. The results showed that the SWIS system was used regularly for a variety of data-based decision making opportunities and that the reports provided through SWIS were efficient and effective for these opportunities.

Cohen, Kincaid, and Childs (2007) found that more than 4,000 schools have implemented school-wide positive behavior support as a way of addressing problem behavior through a systematic approach. The preliminary results indicate that positive behavior support (PBS) has decreased the number of office discipline referrals (ODRs) and school suspensions
significantly. However, there has been a lack of measurement of treatment fidelity, possibly because of the absence of effective assessments tools. Cohen et al. describe the use of School-wide Benchmarks of Quality (BoQ) which is a tool used to measure the implementation of PBS. Internal consistency, test-retest reliability, inter-rater reliability, and concurrent validity data were collected and analyzed. The results showed that the BoQ is a reliable, valid, efficient, and useful instrument for measuring the fidelity of implementation of the Tier 1 (universal level) of PBS in individual schools.

Bohanon, et al., (2006) investigated the application of school-wide Positive Behavior Supports (PBS) in an urban high school setting. Interviews and observations were used to measure how well the system was implemented. Bohanon et al. found that PBS was implemented in the urban high school setting with some success. The overall level of PBS implementation was measured at 80% with the School-wide Evaluation Tool (SET). School staff increased their knowledge of what needed to be done in order to fully implement PBS in their school. There was a decrease in the number of ODRs and the number of students who needed Tier II and Tier III interventions. These results indicate that PBS could be a good process for improving outcomes for teachers and students in urban high school settings.

McKevitt, Dempsey, Ternus, and Shriver (2012) conducted two case studies on the effects of PBS in two out-of-school environments. The first case study took place in an elementary school in a large metropolitan school district in the Midwest. The program involved girls ages 5-12 from low-income neighborhoods. It was an eight week program that met from 7:30 A.M. to 5:00 P.M., five days a week, with a break in between week 4 and week 5. The participants were divided into three groups based on their age (5-8, 9-10, 11-12). The summer program included enrichment activities such as taking field trips and doing projects with area
artists and chefs. The program included 32 girls and eight staff members (two full time lead teachers and 6 part-time college students). Baseline data were collected during the first two weeks of the program before the PBS strategies were taught and implemented. The staff was trained on PBS strategies. The participants were taught the PBS strategies. Data were collected in the program’s behavior incident log. Based on data from the behavior incident log, the number of behavior incidents increased from the first week to the second week. Behavior incidents peaked during the third week while the PBS strategies were being first implemented. The number of incidents then decreased during weeks 4 and 5.

The second case study took place in a summer community recreational program in 27 parks in a large Midwest City. The participants included 3,500 youth, ages 6-15. There were 100 staff members which were mostly college aged. The program was free to all participants. Most of the participants came from low-income neighborhoods. The program included activities such as outdoor games and sports, board games, art projects, field trips, and swimming. The program was five days a week from 10:00 A.M. to 4:00 P.M. McKevitt et al. compared the data from reported problem behaviors and observations made at three separate parks. The researchers compared the number of problem behaviors to the number of positive statements observed in each park. The data for Park 1 indicated that there is a strong correlation between increased positive statements and decreased problem behaviors. The data for Park 2 indicated a correlation between the increase in positive statements and decrease in problem behaviors, but it was not as strong as park one. The data for Park 3 indicated something very different. For the middle observation there was a decrease in positive statements and a decrease in problem behaviors. For the post observation there was an increase in positive statements and an increase in problem behaviors.
Bliese (2013) conducted a study to determine if school-wide positive behavior supports (SWPBS) were a good option for the Olathe School District to apply in order to improve behavior and academic outcomes for all students. The Olathe school district is a large, suburban school district in the Kansas City metropolitan area. Bliese used behavioral data, academic outcomes, school climate surveys, and interviews with administration and teachers to determine if there was a positive change in the school climate. Data was analyzed over a four-year span. Data included office referrals, in and out of school suspensions, academic scores from the Kansas State Assessments, and district staff climate surveys. A mixed quantitative and qualitative design was used to collect and analyze the data. The quantitative part compared the behavioral data from before the implementation of SWPBS and after implementation, Kansas State Assessment scores, and staff school climate survey data for the three Olathe schools that were used in the study. The qualitative part investigated teacher and administrator perceptions of student behavior, school climate, and academic scores to determine if perceptions had changed based on the implementation of SWPBS. The results indicated that the number of office referrals and in-school suspensions significantly decreased, but the number of out-of-school suspensions did not significantly decrease.

**Summary Statement**

Many research studies have been conducted in urban settings and out-of-school environments with large groups of students that show a correlation between the application of positive behavior supports and the decrease in office discipline referrals. It is not known whether the same results will be true for the application of positive behavior supports for one special education student in a rural setting.
Hypothesis

Does the application of positive behavior supports decrease the number of incident reports for one special education student in a rural public school?
CHAPTER III

METHOD

Participants

The participant is a 10 year old, 3rd grade student in a small Midwestern school.

Materials and Procedures

Baseline data was collected for the number of documented incident reports from the previous school years (kindergarten, 1st grade, and 2nd grade) and put into a line graph. The Positive Behavior Interventions and Support system was taught to all staff at the Fall 2014 in-service. The Positive Behavior Interventions and Supports were taught to all students in September 2014 using teach, model, and practice approach with stations. There was a station for each location in the school that was being taught (hallway, cafeteria, and bathroom). At each station PBIS team members taught students the expectations, modeled them, and then had the students practice them. Students who were able to demonstrate the correct expectations were given ON TARGET acknowledgment tickets. Throughout the 2014-2015 school year students who demonstrated the correct expectations received the ON TARGET acknowledgment tickets, which were used to earn classroom and school wide celebrations. Students who were not able to demonstrate the correct expectations attended reteach sessions to practice the expectations. Student outcome data was collected for the number of documented incident reports for the participant for the 2014-2015 school year, after the implementation of PBIS, and put it into a line graph. Data was analyzed to look for correlations between the implantation of PBIS and the decrease in the number of documented incident reports for the participant. Data analysis was shared with administration at the school and the parents of the participant and questions were answered.
CHAPTER IV
RESULTS

The hypothesis was, does the application of positive behavior supports decrease the number of incident reports for one special education student in a rural public school. Data was collected for the number of incident reports filed for each school year from kindergarten through 3rd grade for the months of September through April. The student received 0 reports during the kindergarten year, 7 reports during the first grade year, 58 reports during the second grade year, and 15 reports during the third grade year. The data is included below in a line graph. Data is also reported for the number of reports per year per month. During the kindergarten year the student received 0 reports. During the first grade year the student received 4 reports in October, 1 report in November, 1 report in December, and 1 report in April. During the second grade year the student received the student received 11 reports in September, 15 reports in October, 11 reports in November, 3 reports in December, 10 reports in January, 2 reports in March, and 3 reports in April. During the third grade year the student received 2 reports in October, 4 reports in November, 2 reports in December, 2 reports in January, 3 reports in February, 1 report in March, and 1 report in April. The universal Positive Behavior Supports were put into place starting September of the third grade year. The data results demonstrated that there was a decrease in the number of incident reports from the second grade year to the third grade year from 58 to 15.
CHAPTER V
DISCUSSION

The data results report a decrease in the number of incident reports from the second grade year to the third grade year. However it was interesting that there were 0 reports for the kindergarten year and only 7 reports for the 1st grade year. The hypothesis that the implementation of universal Positive Behavior Supports would decrease the number of incident reports is supported by the data from second and third grade. However it is not supported by the kindergarten and first grade data. After gathering the data and analyzing the results the researcher did interviews with the school staff who worked with the student in this study to gain more perspective on these results. The kindergarten staff reported that the student was provided many evidence based interventions when transferring from 4 year old kindergarten to kindergarten which was not part of a universal Positive Behavior Support system, but the IEP team felt it was imperative for the student to be successful in kindergarten. The data demonstrates that kindergarten was a successful year with 0 reports. The first grade staff reported that after the month of October the student received the rest of the first grade education from November-April in a one-on-one seclusion environment due to the unsafe behavior from the October reports. Based on the data this one-on-one seclusion environment is an environment that helped to reduce the number of reports. During the second grade year there were many things to note that may have affected the number of incident reports including new special ed. staff, support staff, and regular ed. staff and a move from the one-on-one seclusion environment to an inclusive environment in the classroom and special ed. room. Many of the same evidence based interventions that were successful in kindergarten were implemented along with the implementation of the universal Positive Behavior Support system in September of the third grade year. Another factor that contributes to
the reduction in the number of reports from the second grade year to the third grade year is that the same special ed. staff and support staff have worked with the student consistently for two years. The school staff that works with the student has learned what works and what doesn’t work and they have learned to read the student’s signals and triggers to reduce the number of escalations that lead to incident reports.
CHAPTER VI

REFERENCES

Bliese, J., (2013). *The effects of school-wide discipline using positive behavior supports.* Unpublished dissertation, Department and Faculty of the School of Education of Baker University, Baldwin City, Kansas.


Retrieved from www.wisconsinpbisnetwork.org
APPENDIX A: IRB APPROVAL LETTER

2/18/2015

Miranda Fuenstenberg
Sponsor: Joan Riedle
Department of MSE Education
University of Wisconsin-Platteville


Project Title: The Effects of Positive Behavior Interventions and Supports on One Child’s Incident Reports

Approval Date: 2/18/2015
Expiration Date: 2/17/2016

Your project has been approved by the University of Wisconsin-Platteville IRB via a Full Board Review. This approval is subject to the following conditions, otherwise approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed above or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used (surveys, consent forms, etc) must be reported to the IRB Chair prior to their use. Extensive modifications may require full board approval.
4. If the project will continue beyond the expiration date, then the researcher must file for a continuation with the IRB at least 14 days prior to the expiration date. If the IRB approval for this project expires before approval for continuation is given, then a new protocol must be filled out and submitted. Federal guidelines allow for no exceptions to this rule. Any data collected after the expiration date cannot be used in the study.

If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

Dr. Barb Barnat
Institutional Review Board Chair
Professor, Mathematics Department
Gardner 451
University of Wisconsin-Platteville
(908) 342-1942
burnettb@uwplatt.edu
APPENDIX B: PROJECT MATERIALS

### Bathroom

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk - Low Speed</td>
<td>Use a 0 or 1 voice</td>
<td>Put trash in the garbage</td>
</tr>
<tr>
<td>Wash hands</td>
<td>Respect privacy and personal space of others</td>
<td>Flush toilet</td>
</tr>
<tr>
<td>Keep water in the sink</td>
<td>Use kind words and actions</td>
<td>Leave stall unlocked when finished</td>
</tr>
<tr>
<td>Hands and feet to self</td>
<td></td>
<td>Return promptly</td>
</tr>
<tr>
<td></td>
<td>Be an Arrow</td>
<td>Report big problems</td>
</tr>
</tbody>
</table>

**Be an Arrow**

**Our behavior is on target!**

### Cafeteria

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay seated while eating</td>
<td>Use a 2 or lower voice</td>
<td>Put trash in the garbage</td>
</tr>
<tr>
<td>Eat your own food</td>
<td>Use manner words</td>
<td>Take healthy portions</td>
</tr>
<tr>
<td>Hands and feet to self</td>
<td>Raise hand for help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use kind words and actions</td>
<td>Report big problems</td>
</tr>
</tbody>
</table>

**Be an Arrow**

**Our behavior is on target!**
### Hallway

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk-Low speed</td>
<td>Use a 0 or 1 voice</td>
<td>Go directly to your destination</td>
</tr>
<tr>
<td>Eyes forward</td>
<td>Hands at your sides</td>
<td>Put trash in the garbage</td>
</tr>
<tr>
<td>Stay to the right</td>
<td>Use kind words and actions</td>
<td>Put your things in your locker</td>
</tr>
<tr>
<td>Hands and feet to self</td>
<td></td>
<td>Report big problems</td>
</tr>
</tbody>
</table>

**Be an Arrow**

Our behavior is on target!

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### Classroom

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Walk-Low Speed</td>
<td>➢ Ask to use materials</td>
<td>➢ Clean up after yourself</td>
</tr>
<tr>
<td>➢ Keep area clean and organized</td>
<td>➢ Be patient-wait for attention</td>
<td>➢ Return materials after using them</td>
</tr>
<tr>
<td>➢ Handle materials and tools appropriately</td>
<td>➢ Keep your eyes on your own work</td>
<td>➢ Raise your hand to ask a question or make a comment</td>
</tr>
<tr>
<td>➢ Treat others’ property with respect</td>
<td>➢ Talk in a QUIET tone so other groups do not hear you</td>
<td>➢ Have all necessary materials</td>
</tr>
<tr>
<td>➢ Follow scissor safety rules</td>
<td>➢ Keep conversations on topic</td>
<td>➢ Return any borrowed materials at the end of class</td>
</tr>
<tr>
<td>➢ Stay in assigned area</td>
<td>➢ Share materials and take turns</td>
<td>➢ Stay on task</td>
</tr>
<tr>
<td>➢ Ask permission to leave the classroom</td>
<td>➢ Remain seated during instruction time</td>
<td>➢ Complete assigned tasks</td>
</tr>
<tr>
<td></td>
<td>➢ Stay in your personal space</td>
<td>➢ Inform teachers of big problems</td>
</tr>
</tbody>
</table>

**Be an Arrow**

Our behavior is ON TARGET!
VOICE LEVELS

0
SILENCE IS GOLDEN
Absolute Silence. No one is talking.

1
SPY TALK
Whispering. Only 1 person can hear you.

2
LOW FLOW
Small group work. Only the group can hear.

3
FORMAL NORMAL
Normal Conversation Voice.

4
LOUD CROWD
Presenting Voice. Everyone can hear you.

5
OUT OF CONTROL
Playground voice. Never use inside.

WINSKILL - ON TARGET BEHAVIOR PASSPORT

BE SAFE
- Walk low speed
- Eyes forward
- Stay to the right
- Hands and feet to self

- Use a 0 or 1 voice
- Hands at your sides
- Use kind words and actions

- Go directly to destination
- Put trash in garbage
- Put things in lockers
- Report big problems

BE RESPECTFUL

BE RESPONSIBLE

HALLWAY

BATHROOM

- Use a 0 or 1 voice
- Respect privacy and personal space
- Use kind words and actions

- Walk low speed
- Wash hands
- Keep water in sink
- Hands and feet to self

- Put trash in garbage
- Flush toilet
- Leave stall unlocked when finished
- Return promptly
- Report big problems

CAFETERIA

- Stay seated while eating
- Eat your own food
- Hands and feet to self

- Use a 2 or lower voice
- Use manners
- Raise hand for help
- Use kind words and actions

- Put trash in the garbage
- Take healthy portions

Parent Signature: __________________** Talk with your child about their passport!**
# Notification & Reporting of Physical Restraint and/or Seclusion

<table>
<thead>
<tr>
<th>Parents Name:</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Parents were notified of the incident: (and told when the written report will be available):</td>
<td>Parents need to be notified no later than one business day after the incident occurred</td>
</tr>
<tr>
<td>Date written report will be available for parents:</td>
<td>Must be available for review by the pupil's parents within 3 business days of the incident</td>
</tr>
<tr>
<td>How were parents notified:</td>
<td></td>
</tr>
</tbody>
</table>

## Incident Written Report

Circle item(s) that apply

<table>
<thead>
<tr>
<th>Physical, Restraint, or Seclusion</th>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
</table>

Description of actions of the pupil:

1. Before the incident:

2. During the incident:

3. After the incident:

<table>
<thead>
<tr>
<th>Names and titles of the covered individuals present during the incident:</th>
<th>Title:</th>
</tr>
</thead>
</table>