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The Effects of Positive Behavior Supports on Homework Completion in Middle School Students with Emotional and Behavioral Disabilities

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A Field Report Submitted

In Partial Fulfillment of the Requirements

For the Degree of

Masters of Science in Education

At University of Wisconsin Oshkosh

January 10, 2009

COMMITTEE APPROVAL

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1-17-09 _____ Date Approved

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1-17-09 _____ Date Approved

Abstract

Students with emotional and behavioral disabilities (EBD) present a challenge to both general and special educators. Their unique behavior issues often lead to poor academic performance. Student with EBD typically have difficulty completing homework assignments which contributes to their lack of academic progress. One possible strategy to improve homework completion is the use of Positive Behavior Supports (PBS). PBS involves teaching the desired skills, rewarding appropriate behavior, and monitoring interventions. PBS has shown promise when implemented school-wide. Little research has been conducted on the use of PBS specifically with students with EBD. This action research study will examine the effects of PBS on the homework completion of a group of middle school students in a program for students with EBD.

The Effects of Positive Behavior Supports on Academic Achievement in Middle School Students with Emotional and Behavioral Disabilities

Students with Emotional and Behavioral Disabilities (EBD) create a challenge for both general and special educators. Students who have been found to have a disability in the area of EBD are defined by the Individuals with Disabilities Act 2004 (IDEA 2004) and Wisconsin statute as being students whose "social, emotional, or behavioral functioning so departs from generally accepted ethnic or cultural norms that it adversely affects a child's academic progress and social relations," (2002, PI 11.36 (7)).

Because these students show inappropriate behaviors that are so different from their classmates, unique behavior management techniques need to be implemented. The behaviors may include difficulty staying on task, problems with organization and time management, and difficulty completing assigned work. These behaviors negatively affect their classroom performance and academic functioning. Research indicates that students with EBD display academic delays in all subject areas, and these delays increase as the student progresses through school (Mooney, Ryan, Uhing, Reid, & Epstein, 2005). Epstein, Foley, & Polloway (1995) suggest that the main reason students with EBD fail in the regular education classroom is because of problems completing homework. According the U.S. Department of Education (1998), this lack of academic progress leads to higher failure and drop out rates than for students with any other disability.

Research shows that punishment-based interventions have little effect on the behavior of students with EBD (DuPaul & Weyandt, 2006). This leaves teachers of students with EBD searching for techniques that will improve both their behavior and academic functioning. One possible strategy is the use of Positive Behavior Supports

(PBS). IDEA 2004 says EBD "teachers must consider the use of positive behavioral interventions and supports in the development, review, or revision of the Individual Educational Plan (IEP)," (Section 614 (d)(3)). PBS techniques include teaching and modeling appropriate behaviors, setting up a reward system, and monitoring the effectiveness of the interventions. Research shows that PBS implemented school- wide has been effective in reducing discipline problems and increasing academic functioning (Lane, Welby, Robertson, & Rogers, 2007).

In summary, little research has been conducted on the effects of positive behavior interventions on improving the behavior and academic success of students with EBD. Due to the strong link between homework completion and academic achievement, as well as the link between EBD and academic failure, it is vital that a strategy be studied to improve homework completion in students with EBD. One strategy that needs further review is the use of positive behavior supports to increase homework completion of students with EBD.

Definitions

Emotional Behavioral Disabilities are defined by IDEA 2004 as being students whose "social, emotional, or behavioral functioning so departs from generally accepted ethnic or cultural norms that it adversely affects a child's academic progress and social relations."

Other Health Impaired is defined by IDEA 2004 as students who have "limited strength, vitality, or alertness, including a heightened alertness to educational stimuli that results in limited alertness with respect to the educational environment."

Positive Behavior Supports are defined by Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, & Griggs (2006, p. 188) as "a prevention-minded approach to student discipline that is characterized by its focus on defining and teaching behavioral expectations, rewarding appropriate behaviors, continual evaluation of its effectiveness, and the integration of supports for individuals, groups, the school as a whole, and school/family/community partnerships."

Self-monitoring is defined by Cancio, West, and Young (2004) as a strategy used by individuals to change their behavior, often to make the behavior less bothersome to others and replace it with a more desired behavior. It involves self-observation and self-recording (Amato-Zech, Hoff, & Doepke, 2006).

Review of Literature

Students with EBD face challenges in school, both behaviorally and academically. Research suggests that as students with EBD move through school, they do not make the same academic gains as their peers including those with learning disabilities (Sutherland & Snyder, 2007). As students move through middle school and high school, the gap in academic achievement widens. The academic delays occur in all subject areas, including reading, math, and writing (Mooney et al., 2005). In one study, researchers found that 83% of the students with EBD in their sample scored below the norm on a standardized reading assessment (Sutherland & Snyder, 2007). Further research showed a strong link between early behavior problems often experienced by students with EBD such as substance abuse, poor social-emotional adjustments and depression, and low academic achievement as indicated by 10th grade standardized achievement tests (Fleming, Haggerty, Catalano, Harachi, Mazza, & Gruman, 2005). Students with EBD who display

low academic achievement have a higher school failure and drop out rate than students with other disabilities (Pierce, Reid, & Epstein, 2004). According to the U.S. Department of Education (1998), 50% of students with EBD will dropout of school. One of the main reasons that students with EBD fail to make academic gains is that they have problems completing homework (Cancio et al., 2004).

Many students in special education have difficulty completing homework assignments. Students with EBD have been found to have greater difficulty completing homework assignments than their same-aged peers (Cancio et al., 2004). This can be attributed to behaviors that are typical of students with EBD including difficulty with organization and time management; important skills in completing homework (Epstein, Polloway, Foley, & Patton, 1993). The problem that arises is that the lack of homework completion leads to poor academic achievement. In a four month study conducted by Cancio et al. (2004), students who increased their homework completion in math also increased academic achievement by one year. It is therefore critical for teachers to find effective methods to increase homework completion for students with EBD.

Many schools have relied on a punitive approach to increase homework completion for all students. Bryan and Burnstein (2004) compared two different consequences for addressing incomplete assignments. One group of students was given zeros if they did not have an assignment completed the day it was due. The second group was given two days to complete late work before they would earn a zero. The results suggested that the stricter policy was more effective.

However, research shows a strong link between positive relationships with teachers to success at school. In one study, a relationship with a child's kindergarten

teacher could be used to predict academic success through fourth grade as well as behavior and work habits through middle school. During middle school, positive relationships with teachers have been linked to motivation, interest in school, self-efficacy, and good grades (Baker, Grant, & Morlock, 2008). Another report associated stressed relationships between students with behavior problems and teachers in kindergarten with academic and behavior problems through eighth grade (Sutherland and Snyder, 2007). Other research shows that students who had a close relationship with teachers adjusted better to school than those who were in conflict with their teachers (Murray & Greenburg, 2006). Unfortunately, the often disruptive behaviors and apparent low motivation in students with EBD can lead to strained relationships with teachers. Since research suggested that positive interactions with students can decrease discipline problems and increase academic achievement, it is important to examine this strategy with students who have EBD.

One method of improving overall student behavior and social skills is through Positive Behavior Supports (PBS). The PBS model consists of three tiers. The first level includes primary supports that can be implemented school-wide. This level provides training in specific skills and rewards for all students. About 80% of a school population would be expected to show improvements at this level. The second tier provides interventions aimed at smaller groups of students who have more serious behavior issues and do not respond to the primary supports. The secondary supports are more structured and provide contingent feedback including the use of individual behavior plans. About five to ten percent of students would be expected to fall into this category. The third layer of the model consists of intense interventions to meet the needs of individual students

whose behavior is significantly delayed. At this level, the functions of the students' behaviors are examined. About one to five percent of students should fall into this group (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). PBS consists of teaching students what is expected of them behaviorally, rewarding appropriate behavior, and monitoring the effectiveness of the interventions (Sutherland & Snyder, 2007). It is believed that when discipline interventions are reduced, instructional time is increased, which in turn should help students learn necessary skills (Luiselli, Putnam, Handler, & Feinberg, 2005).

Several research studies have been conducted on school-wide PBS programs. The research examining the effects of whole school PBS programs has been promising. In a study conducted in an urban setting, researchers found that after implementing PBS, there was a significant decline in discipline interventions, including office referrals, time outs, and in-school suspensions. Teachers in this school also indicated a positive change in their attitudes and approaches to disciplining students (Warren et al., 2006). In a second study conducted in a mid-western, urban elementary school, a PBS program was implemented school-wide. Again, the results showed a decrease in student discipline problems, but also indicated an increase in overall academic achievement. The results of this study also suggested that the progress made was generalized to other areas and maintained over a period of time (Luiselli et al., 2005). In both studies, school-wide PBS has been shown to decrease discipline problems and increase academic functioning. These studies indicate that PBS can be an effective tool in improving student behavior. Further tests need to be conducted to determine its effectiveness with students with EBD.

There would be great benefit in expanding this research specifically to students with EBD in a regular education setting. However, there is limited research in this area.

One type of PBS, self-management techniques, has been researched with students with EBD in a self-contained setting. Results of this study showed that self-management techniques led to gains in academic achievement and that the skills were generalized to other settings and maintained over time (Mooney, et al., 2005). Further research indicated that self-monitoring of attention has been associated with an increase in academic performance and productivity (Amato-Zech et al., 2006). It would also be beneficial to study self-management techniques in combination with other positive behavioral supports.

In summary, evidence indicates that students with EBD struggle academically due to a lack of homework completion. Research is limited in regards to strategies to effectively resolve this issue. Several studies have shown that strained relationships with teachers can hinder academic progress. Research also suggests that the use of Positive Behavior Supports has been effective in decreasing discipline problems in schools. Further study needs to be conducted to determine if PBS can be an effective strategy to increase homework completion in middle school students with EBD.

Method

Many students with EBD struggle academically and have difficulty completing homework assignments. This field study examined the effectiveness of positive behavior supports on homework completion of middle school students with EBD. The focus of this study was on providing the secondary level of PBS. The study involved teaching, modeling, and practicing the skills students would need in order to complete homework assignments. Then a reward system was set up for the participants. Finally, the researcher

provided several opportunities throughout the study to monitor the effectiveness of the supports that had been put in place and to make adjustments as needed.

Action research methods were used for this eight week study. The researcher had observed that her students had continuous problems completing homework assignments. A single subject design was considered, but due to the nature of the study, the researcher felt it would be unethical not to provide the intervention beginning on the first day of school. Therefore it was not possible to establish a baseline without jeopardizing the grades and academic progress of the students involved.

Setting

The study took place at a suburban middle school in southeastern Wisconsin. The school has a population of about 527 students with 23% of the students eligible for free and reduced lunch. This middle school has a specially designed program for students with severe EBD. This program uses a point sheet and a level system to earn privileges.

Participants

Four students participated in this study. The students were all part of a small group program for students with severe EBD. The students had been placed in this program by an IEP team because of disruptive behaviors in the classroom and failing grades. Each student spent at least three classes in a general education classroom. The remainder of the instruction took place in the resource room or in self-contained classrooms taught by a special education teacher. The historical records (IEP, report cards, point sheets, and progress reports) of each student indicated difficulty with homework completion. Two of the students were seventh graders and two were eighth graders. All of the participants were male.

Participant 1 was a 7th grader with an educational label of EBD. During the course of the study, this participant was in five regular education classes and one self-contained class. He had one study hall in the special education resource room each day. Last school year, he attended an alternative educational placement due to defiant and aggressive behaviors. During the second semester of last year, he began to transition back to his home school. During the 4th quarter of last year, his monthly report cards from the alternative setting indicated that he was completing an average of 65% of his assignments.

Participant 2 was a 7th grader with an educational label of EBD. During this study, this participant was in all regular education classes. He had one study hall every day and another every other day in the special education resource room. During the 4th quarter of last year, his point sheets indicated that he completed an average of 85% of his homework.

Participant 3 was an 8th grader with an educational label of Other Health Impaired (OHI). During the study, this participant was in five regular education classes and one self-contained special education class. He had one study hall each day. During 4th quarter of last year, his point sheets indicated that he completed an average of 86% of his homework.

Participant 4 was an 8th grade student with an educational label of OHI. During the time of the study, this participant was in three regular education classes, one self-contained special education class, and two classes in the EBD resource room. During 4th quarter last year, his point sheets indicate that he completed an average of 65% of his homework.

Materials

On the first day of school, each participant was given an assignment notebook to record homework assignments. This assignment notebook was given to all of the students in the school. The six students participating in this study were given a point sheet (See Appendix A) in addition to the assignment notebook. Each class was listed on the point sheet with an area to circle whether homework was completed or not.

During the first week of school, each participant met with the researcher and brainstormed possible rewards to be included in the behavior plan (see Appendix B). The group-wide plan provided a choice of rewards for filling in and completing assignments. The rewards included Wildcat Cash (school-wide incentive program), bonus points on the point sheet, free time coupons, sodas, extra snacks, less time at their level, and time to listen to music.

The participants and their parents used the school's internet grade book to monitor homework completion. Each participant had a password that gave them access to their grades including lists of assignments.

Procedure

Prior to the start of the study, the researcher met with the school board and gained permission to complete this study (See Appendix C). The researcher also received IRB approval (See Appendix D) from the University of Wisconsin Oshkosh.

During the first week of school, the participants were trained in how to use the assignment notebook. They were taught to write the page numbers, problem numbers, and due date. The students were then given exercises in writing down assignments. These drills included problem-solving strategies, if, for example, the teacher gave the

assignment verbally instead of writing it down. The students brainstormed how to handle this and other situations. The participants were shown how to check out with their teacher at the end of the day by using the assignment notebook to make sure they were taking home needed materials. The students practiced this skill by having a scavenger hunt for materials needed for given assignments. The participants were instructed to have the classroom teacher initial the point sheet to verify that the homework was completed.

Once the students were trained to record homework assignments, they received training on what to do when they got home. The researcher provided the participants with a list of homework tips (Appendix E). They then read and discussed the tips. The students were encouraged to take them home and share them with their parents. The students were then taught to use the internet grade book to check for missing assignments.

On the second day of the study, the school held an open house for the parents. During this time, the researcher shared the homework tips with the parents of the study participants. She also demonstrated how to use the internet grade book.

Once the training was complete, each participant met with the researcher to develop a reward system for using the assignment notebook correctly and for completing assigned work. The researcher met with each team of general education teachers and explained the plans. The teachers were asked to monitor the point sheets and assignment notebooks.

The reward systems were then put into practice. At the end of each day, the students checked out with the researcher who recorded if the participants used their assignment notebook and what percent of homework was completed (See Appendix F). The participants were allowed to choose a reward if their assignment notebook was

complete and if one hundred percent of their homework was turned in that day. On the first day of each week, the participants who completed 90 – 100 % of their homework were allowed to choose a reward from those indicated on the behavior plan. At the three and six week point in the study, the researcher met with each participant to discuss the incentives that were being offered and make changes if the students felt it necessary. At the three week check, no changes were needed. At the six week check, the researcher had to review the use of the assignment notebook, as several students were tying to fill it in at the end of the day instead of during class when the assignment was given. Also at these times, the researcher reviewed homework skills previously taught, if the students were not using the skills.

Data Collection System

The researcher monitored participants' homework completion levels by calculating the percent of homework completed each day. At the end of the week, the scores were averaged to determine what percent of homework was completed each week. The researcher recorded the percents on a chart and used the computer to graph the percent of homework completed each week. The researcher saved this data on her secured, password protected file. At the end of the study, the researcher averaged weekly homework completion percents and created a graph for each participant. The researcher also recorded an average of homework completed for each participant throughout the study. A bar graph was created comparing the average from the time of the study to the average from the previous school year.

Data Analysis Procedures

The average percent of homework completion per week was graphed for each student. The results were compared from the beginning of the study to the end. The researcher looked for an increase, decrease, or no change in homework completion. The results were also compared to historical data such as point sheets and report cards.

Summary

In summary, this study gathered and analyzed data to determine the effectiveness of positive behavior supports on the homework completion of student with EBD. Data was collected from four middle school students who had been placed in a small group program for students with severe emotional and behavioral disabilities. The students were provided with positive behavior supports aimed at increasing homework completion rates. The information gathered will help develop strategies to increase homework completion and in turn improve the academic functioning of students with EBD.

Results

Students with EBD often display academic delays due to not completing assigned homework. Teachers who work with these students seek out interventions that will effectively address this problem. This study examined the effectiveness of one strategy, Positive Behavior Supports, on homework completion of middle school students in a program for students with emotional and behavioral disabilities.

Analysis of the results was reported as averages of homework completed weekly by each participant and as an average of homework completion through out the study. The data was compared to historical data from the previous school year.

Participant 1's homework completion remained consistent throughout the study, ranging from 86% to 97% of homework completed (See Table 1). He showed improvement from the last quarter of the previous school year. His grades improved considerably and he made the honor roll.

During the first five weeks of the study, Participant 2 completed 85% to 95% of his homework. During the 6th week, he was absent one day and in-school suspended another. His homework completion decreased, but returned to 83% during the final week of the study (see Table 2). There was no change in homework completion compared to the previous school year.

During the first two weeks of the study, Participant 3 consistently completed more that 90% of his homework. For the remainder of the study, this participant consistently completed 80% to 85% of his homework (See Table 3). After the first two weeks, the teachers stopped allowing students to go to their lockers to retrieve work they had left there. There was no change in homework completion averages compared to the previous school year.

Participant 4 was absent during the third week of the study. Teachers made accommodations for the work he missed. During the second and fourth weeks of the study, this participant completed 100% of his homework. At the end of the fourth week, his family experienced a crisis and his homework completion dropped significantly. During the sixth and seventh week the homework completion began to increase again (See Table 4). Participant 4 showed an increase in his average homework completion when compared to the previous school year.

The percent of homework completion for the time of the study was averaged for each student. It was then compared to the homework completion average from fourth quarter of the previous school year. Participants 1 and 4 showed an increase in their average homework completion. Participants 2 and 3 showed no change in their homework completion average from the previous school year.

Discussion

The purpose of this study was to determine if the use of Positive Behavior Supports improved the homework completion of students with Emotional and Behavioral Disabilities. Results indicated that two of the participants' average homework completion improved from the previous school year and two remained the same. One of the participants, who showed no change, often had his homework completed, but forgot to bring it to class. During the study, the participants' weekly homework completion remained consistently above 85% when outside factors did not interfere. When students experienced problems, they were able to recover the next week.

The results indicate that the students with emotional and behavioral disabilities in this study responded positively to the interventions that were implemented. All of the students earned passing grades and two showed improvements in homework completion. However, based on research on school-wide PBS programs, the researcher expected to see greater improvement as rewards were earned. This leads the researcher to question whether the use of negative consequences in conjunction with the rewards would have led to more dramatic results.

The present study provides additional support for the use of Positive Behavior Supports to improve homework completion. Results of research of school-wide PBS programs, showed a decrease in student discipline problems, but also indicated an increase in overall academic achievement (Luiselli et al., 2005). This study examined the use of secondary levels of support designed to meet the needs of small groups of students who do not respond to primary supports. Three of the four participants completed more than 85% of their homework. The fourth participant should a significant improvement from the previous school year. Therefore, this study supports the use of PBS as a strategy to increase homework completion of students with emotional and behavioral disabilities.

Limitations

As with any study, there were limitations to be noted. One limitation is the timing of the study. After summer vacation, students often return to school refreshed and ready to work. By fourth quarter many students with EBD have become frustrated and start to shut down. Due to the historical data available, the researcher had to compare the first quarter of one school year to the fourth quarter of the previous year.

Another limitation of the study was the number of reporters the researcher relied on. Because of the different grade levels and schedules of each student, the researcher worked with fifteen different general education teachers. It was the teacher's responsibility to report if homework was completed each day. The number of reporters should be considered when interpreting the results of this study.

Implications

Results of this study support the use of secondary positive behavior supports to improve the homework completion of students with EBD. Special education teachers

should consider this strategy when working with students with EBD. This strategy could be implemented to increase other behaviors that are critical to a student's success in school.

This study has left several question unanswered. This study did not look at the use self-monitoring as one of the positive supports provided. Further research should examine the use of this strategy. Research has shown that self-monitoring of attention has been linked to an increase in academic performance (Amato-Zech, et al., 2005). It would be beneficial to study this strategy in regard to completing homework. Another area to be considered is that the present study used only positive consequences when homework was completed. Future research should be conducted to determine if the addition of negative consequences when homework was not done would lead to a more significant change in homework completion.

Due to the large number of students with EBD that show academic delays because of failure to complete homework, further research in this area is merited.

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Appendix A

POINTS

Level _____

Name _____ **Date** _____

Literature
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Homework Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

Math
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Homework Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

English
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Homework Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

Science
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Homework Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

Social Studies
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Homework Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

PE/Study Hall
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Homework Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

Specials
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Daily Work Completed Y N
Homework for Tomorrow Y N
Late/Missing Work Y N

Resource
Points Earned Work 1 2 3 4 5
Points Earned Behavior 1 2 3 4 5
Work Completed Y N

Target Skills

1. _____

2. _____

Returned Point Sheet

Daily Total

Points Earned _____

Points Possible _____

Percentage _____

Appendix B

Homework Success Plan

_____ will complete 90 - 100% of homework assignments on time.

Daily:

- Assignment notebook filled in = $2 Wildcat Cash or 10 bonus points
- All homework complete = $2 Wildcat Cash or 10 bonus points

At the end of the week:

- 90 – 99 % of assignments completed on time = one of the following:
    - Soda
    - Extra snack coupon
    - 15 minute free time
    - $10 Wildcat Cash
    - 15 minutes to listen to music
    - 1 less day at your level before moving up
- 100% of assignments complete = one of the following:
    - 5 extra snack coupons (one per day next week)
    - 30 minutes of free time
    - 30 minutes to listen to music
    - Special treat (cookies, ice cream, beef sticks, apples/dip)
    - 3 less days at your level before moving up
    - Lunch pass (when level 1 for the day can go out for lunch)

Appendix C

SCHOOL DISTRICT [redacted]
BOARD PROPOSAL

This form, along with attachments, must be turned in to the District Office no later than the Wednesday prior to a Board meeting.

Month: (choose one) August

Subject: Field Study:The Effects of Positive Behavior Supports on Homework Completion of Students with Emotional and Behavioral Disabilities

Proposed by: Angela Cleary

Please check one: ☒ INFORMATION ☐ DISCUSSION ☒ ACTION ☐ EXECUTIVE

I. Agenda Item: I would like approval to conduct my field study for my Master' s program.

II. Who will be involved (participants): The participants will be the students who have been placed on my special education caseload due to disruptive behavior and failing grades.

III. Explanation: This study will investigate the use of Positive Behavior Supports (PBS) to increase homework completion in students with EBD. PBS involves teaching the desired skills, rewarding appropriate behavior, and monitoring the interventions. This action research study will examine the effects of PBS on the homework completion of a group of middle school students in a program for students with EBD.

IV. Background Information/Reference:

V. Cost Factor

Description	Charge/Cost
No cost factor	$ 0.00

Appendix D

August 18, 2008

Ms. Angela Cleary
5516 Hwy. K
Hartford, WI 53027

Dear Ms. Cleary:

On behalf of the UW Oshkosh Institutional Review Board for Protection of Human Participants (IRB), I am pleased to inform you that your application has been approved for the following research: The Effects of Positive Behavior Supports on Homework Completion in Middle School Students with Emotional and Behavioral Disabilities.

Your research protocol has been classified as EXEMPT. This means you will not be required to obtain signed consent. However, unless your research involves **only** the collection or study of existing data, documents, or records, you must provide each participant with a summary of your research that contains all of the elements of an Informed Consent document, as described in the IRB application material. Permitting the participant, or parent/legal representative, to make a fully informed decision to participate in a research activity avoids potentially inequitable or coercive conditions of human participation and assures the voluntary nature of participant involvement.

Please note that it is the principal investigator's responsibility to promptly report to the IRB Committee any changes in the research project, whether these changes occur prior to undertaking, or during the research. In addition, if harm or discomfort to anyone becomes apparent during the research, the principal investigator must contact the IRB Committee Chairperson. Harm or discomfort includes, but is not limited to, adverse reactions to psychology experiments, biologics, radioisotopes, labeled drugs, or to medical or other devices used. Please contact me if you have any questions (PH# 920/424-7172 or e-mail: rauscher@uwosh.edu).

Sincerely,

Dr. Frances Rauscher

Dr. Frances Rauscher
IRB Chair

cc: Tom Fischer/Denise Clark
1413

Appendix E

Homework Tips

1. Keep in touch with the teacher or teachers to be fully aware of the quantity and the quality of the homework turned in.

2. Set a schedule, including both a beginning and an ending time. Most kids need some time to unwind after school before they tackle their homework. Doing it too close to bedtime may make it difficult due to fatigue. Fridays are usually the best day for homework that must be completed over the weekend. Assignments are still fresh in mind and last minute panic rushes are avoided.

3. Encourage your child to divide the homework assignment into "What I can do myself" and "What I need help with." You should help only with that part of the homework your child cannot do independently, such as using flashcards, practicing spelling tests, and clarifying assignments. This builds responsibility and independence in your child.

4. Use "Grandma's Rule." Remember that Grandma is reputed to have said that there is no dessert until you are finished with your spinach. Hold off on watching TV and other fun activities until homework is completed.

5. Provide a home study center for your child with adequate light and few distractions. If your child concentrates better with "white noise" (music), provide that help. Also, a dictionary, paper, pens, etc., should be readily available.

6. Use direct praise for doing the homework and even more for accomplishment. "You've spelled 18 out of 20 words correctly--that's the best you've done this semester!"

7. Be available when your child is doing homework, so that you can answer a question if there is confusion. If possible, it is better for you to be in another room, so you are easily accessible and yet not a distraction.

8. Look over the homework when it is completed. Do not correct it unless you have checked with the teacher. Seeing the pattern of errors is often helpful to a teacher.

Appendix F

Name _____

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 9/15/08	Y N			
Tuesday 9/16/08	Y N			
Wednesday 9/17/08	Y N			
Thursday 9/18/08	Y N			
Friday 9/19/08	Y N			
			Weekly Average %	

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 9/22/08	Y N			
Tuesday 9/23/08	Y N			
Wednesday 9/24/08	Y N			
Thursday 9/25/08	Y N			
Friday 9/26/08	Y N			
			Weekly Average %	

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 9/29/08	Y N			
Tuesday 9/30/08	Y N			
Wednesday 10/1/08	Y N			
Thursday 10/2/08	Y N			
Friday 10/3/08	Y N			
			Weekly Average %	

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 10/6/08	Y N			
Tuesday 10/7/08	Y N			
Wednesday 10/8/08	Y N			
Thursday 10/9/08	Y N			
Friday 10/10/08	Y N			
			Weekly Average %	

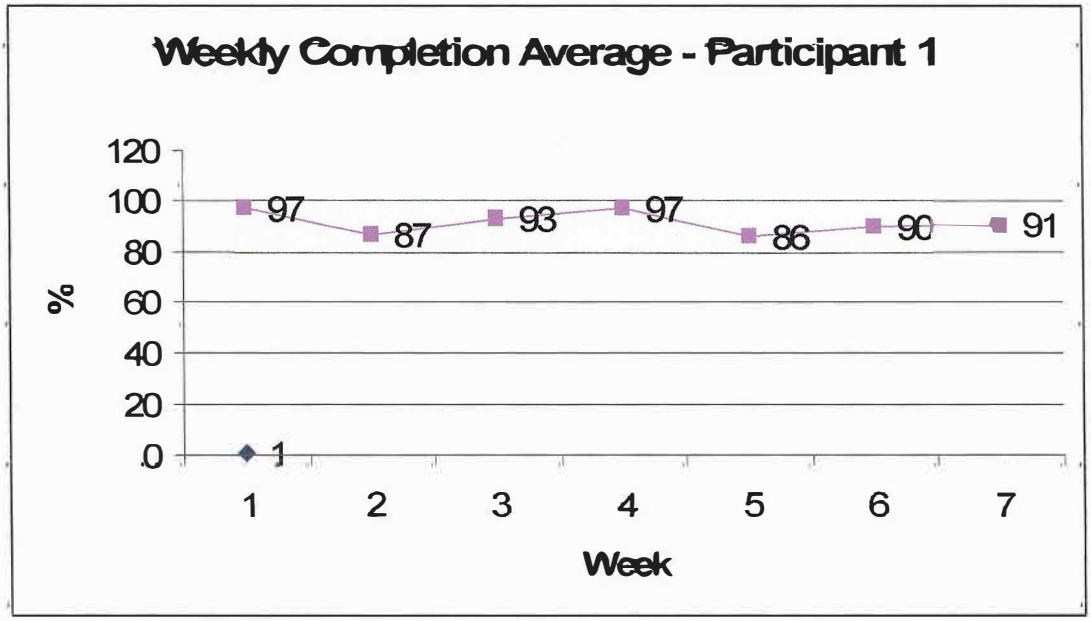
Name _____

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 10/13/08	Y N			
Tuesday 10/14/08	Y N			
Wednesday 10/15/08	Y N			
Thursday 10/16/08	Y N			
Friday 10/17/08	Y N			
		Weekly Average %		

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 10/20/08	Y N			
Tuesday 10/21/08	Y N			
Wednesday 10/22/08	Y N			
Thursday 10/23/08	Y N			
Friday 10/24/08	Y N			
		Weekly Average %		

Day	Agenda Filled In?	# of assign.	# complete	Percent complete
Monday 10/27/08	Y N			
Tuesday 10/28/08	Y N			
Wednesday 10/29/08	Y N			
Thursday 10/30/08	Y N	No School	No School	No School
Friday 10/31/08	Y N	No School	No School	No School
		Weekly Average %		

Table 1



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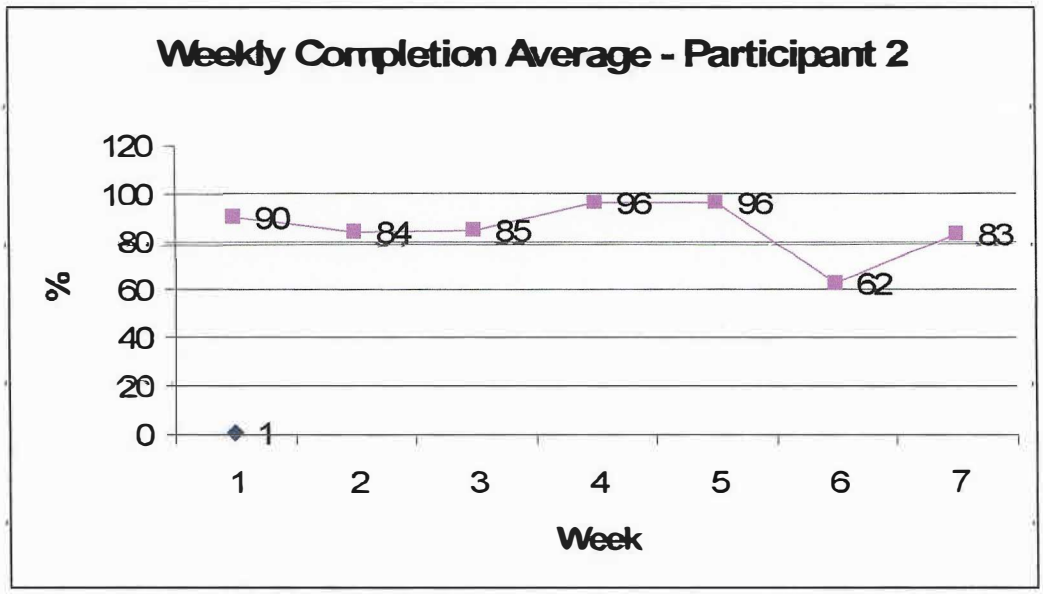

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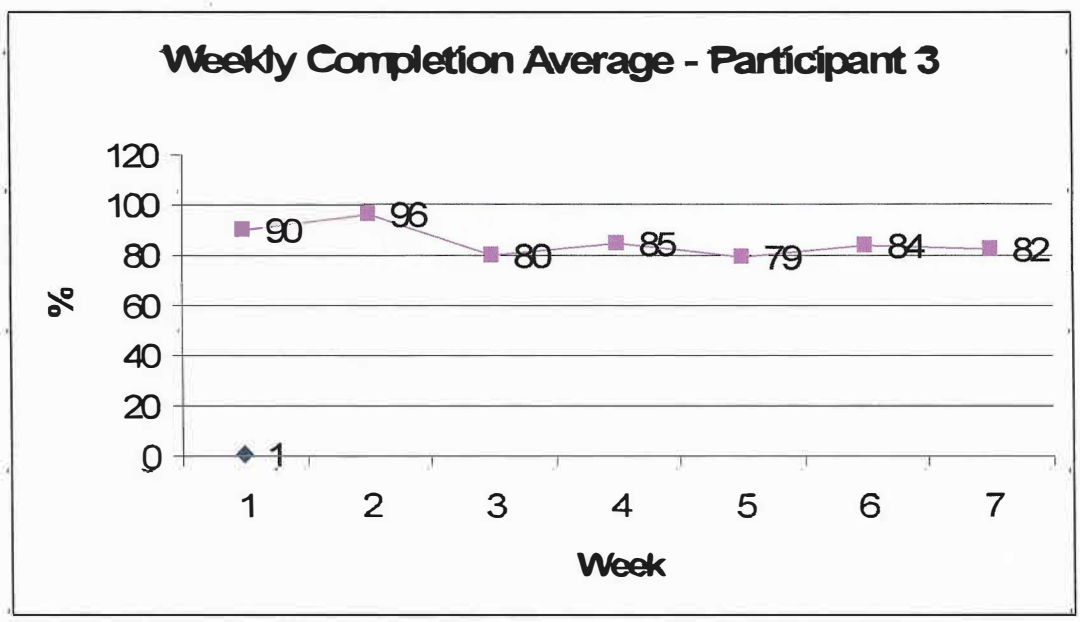

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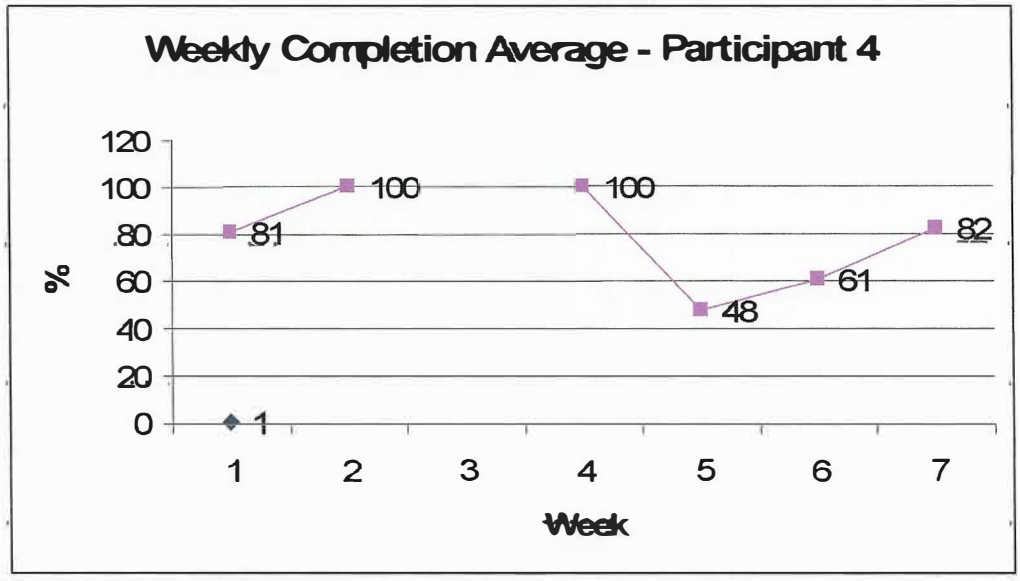

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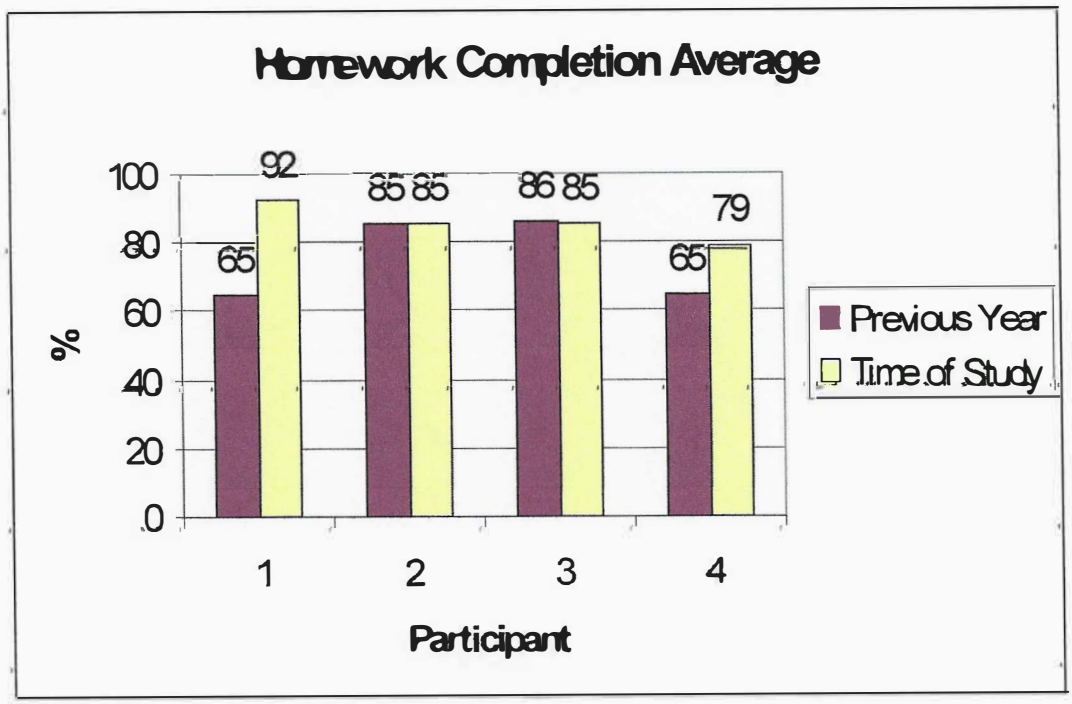
Homework Completion Average
100
80
60
40
20
0
%
65
92
85
85
86
85
65
79
1
2
3
4
Participant
Previous Year
Time of Study