

THE IMPACT OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT PROGRAMS  
ON DISCIPLINE REFERRALS

Stacia Anglin



The Impact of School-Wide Positive Behavior Support Programs  
on Discipline Referrals

A Field Study

Presented to the  
Graduate and Research Council of  
Austin Peay State University

In Partial Fulfillment  
Of the Requirements for the Degree  
Education Specialist

Stacia Anglin

April 2011

TO THE GRADUATE COUNCIL:

I am submitting herewith a field study written by Stacia A. Anglin entitled "The Impact of School-Wide Positive Behavior Support Programs on Discipline Referrals." I have examined the final paper copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist.

  
Dr. LuAnnette Butler, Major Professor

We have read this field study and  
Recommend its acceptance:

  
Dr. Nicole Knickmeyer

  
Dr. Moniqueka Gold

  
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## DEDICATION

This Field Study is dedicated to my family. My husband, Bryan and my parents, Grady and Hilda Atkinson have encouraged me throughout this latest academic endeavor. They have been a source of support through the process of obtaining this ED.S. degree.

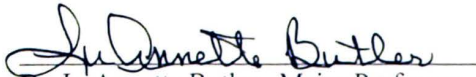


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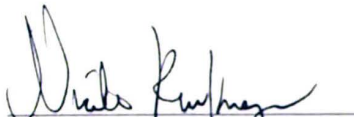
Words cannot express my gratitude to Dr. LuAnnette Butler. As my advisor, she provided guidance and encouragement that allowed me to complete this study. I am so grateful for her support throughout this endeavor. I would like to express my appreciation to Dr. Nicole Knickmeyer. When I was diagnosed with a serious illness, Dr. Butler and Dr. Knickmeyer were supportive and understanding. I would like to thank Dr. Moniqueka Gold, Dr. Charles Woods, and Dr. Stuart Bonnington for their guidance as I completed the school counseling program.

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## CHAPTER I

### INTRODUCTION

#### *Statement of the Problem*

The statement of the problem is what impact does the implementation of a School-Wide Positive Behavior Support program have on discipline referrals? Student misbehavior and refusal to follow directions and rules are definite problems in schools today. Sadly, many of the issues come from a neglectful home life. School might be the only place a child gets any guidance in how to behave. Because a child's school foundation is formed in the elementary school, it is important for them to form good behavior traits and effective study habits in these early years. School-Wide Positive Behavior Support programs are becoming one way for schools to help with the development of these traits and habits.

It is now important for schools to seek ideas and programs to positively influence students. It is common knowledge that punitive programs are not working. While some educators do not agree with the use of rewards, many times this is all that will work with some students. Students will focus more on acceptable behavior when they have a reward to work toward. School-Wide Positive Behavior Support programs are a way for schools to reward children for good behavior.

#### *Purpose of the Study*

The purpose is to determine if there is an impact on discipline referrals after the implementation of a School Wide Positive Behavior Support program (SWPBS). An elementary school in middle Tennessee implemented a SWPBS in August of 2008. This program has been in place for three school years. Determining the impact of the



implementation on discipline referrals will either support or discourage further use of this program.

### *Significance of the Study*

Discipline issues are interfering in instructional time. The effective utilization of instructional time has never been more closely scrutinized. Students are expected to be engaged academically during the entire school day. Teachers are spending instructional time dealing with misbehaving students. Many schools are implementing Positive Behavior Support (SWPBS) programs. Basically, it is important to see if this implementation is helping to decrease discipline issues and referrals.

### *Research Questions*

Three research questions have been established.

1. Does the use of SWPBS programs have an impact on discipline referrals?
2. Does the implementation of a SWPBS program have an impact on discipline referrals by gender?
3. Does the implementation of a SWPBS program have an impact on discipline referrals by grade level?

### *Hypotheses*

The null hypotheses have been formulated.

1. There is no decrease in discipline referrals after the implementation of a school-wide positive behavior support program.
2. There is no decrease in discipline referrals based on gender after the implementation of a school-wide positive behavior support program.

3. There is no decrease in discipline referrals based on grade level after the implementation of a school-wide positive behavior support program.

#### *Other Hypotheses*

1. There is a decrease in the number of discipline referrals after the implementation of a school-wide positive behavior support program. The program has provided an opportunity for students to correct their misbehaviors by working to rewards established for the program.
2. The highest number of discipline referrals will be received by boys.
3. The fewest number of discipline referrals will be received by girls.
4. The greatest number of discipline referrals will be received by second grade students.

#### *Limitations*

Regarding the limitations of the study:

1. Teachers may not have the same tolerance for misbehaviors.
2. Teachers may not adhere to the criteria established for the program.
3. Ethnicity was not considered because the school is predominantly Caucasian.
4. The SWPBS program is not fully implemented according to the criteria established by The Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports. The school's program is operating on the primary level. This is a very basic implementation.

5. No adjustments have been made to the program since its implementation in 2008.
6. Data collection was done at the end of three years instead of at the end of each year.

### *Assumptions*

It is assumed that:

1. SWPBS programs are works in progress.
2. SWPBS implementation decreases discipline referrals.
3. All teachers follow the guidelines for implementation and there is consistency throughout the school.

### *Definitions of Terms*

School-Wide Positive Behavior Support Programs: *program implemented in a school to prevent problem behaviors instead of reacting to them*

The Office of Special Education Programs (OSEP) of the United States Department of Education has established a Technical Assistance Center for Positive Behavior Interventions and Supports.

Accountability: *the view that schools should be held responsible for increasing academic achievement and should be reprimanded if gains are not shown or should be rewarded if the gains are evident*

Instructional Time: *the amount of time required by the state of Tennessee that teachers are to provide instruction in subject area*

## CHAPTER II

### REVIEW OF LITERATURE

#### *Background Information*

School administrators, teachers, staff, and students must have an environment that promotes learning. When students misbehave or don't follow rules, the learning environment is disturbed. Simonsen, Sugai, & Negrón (2008) said that punishment type discipline methods have historically been used. These happen after the occurrence and are becoming less effective.

Sugai and Horner (2008) indicate that the need for preventative discipline methods has been known for many years, but serious interest has only been there for approximately the past decade.

Sailor, Stowe, Turnbull, & Kleinhammer-Tramill (2007) mentioned that because of the emphasis on academic standards, it would be prudent to include a social-behavioral standard. This could be accomplished by utilizing SWPBS to support the idea. They continue by saying if there are academic standards that students must meet, then it makes sense to make students accountable for social-behavioral standards, as well.

There are several prominent reasons why positive behavior support (PBS) methods are necessary. These reasons include safety issues and more rigorous academic requirements (Sherrod, Getch, & Ziomek-Daigle, 2009). Marchant, et al. (2009) list discipline issues such as student suspensions and expulsions.

Algozzine and Algozzine (2007) said that although not all disciplinary measures work with every student, it is expected that eventually discipline issues will decrease with the implementation of a program.



The term School-Wide is used in conjunction with the positive behavior support programs. This seems to indicate that all students of both regular and special education should be included in SWPBS. Hawken and O'Neill (2006) addressed the involvement of severely disabled students in SWPBS. They say that even though some research indicate that the school-wide implementation positively affects students with severe behavioral issues, which may include severely disabled students, there is not enough information available to support these ideas.

Sugai and Horner (2008) indicated that academic success is vital. Achieving this academic success occurs when student behavior expectations are established, curriculum standards are instituted and effective instructional methods are utilized.

Teachers presently have more accountability demands than they ever had in past years. For example, Tennessee teachers' evaluations will now include student assessment results as 50% of the total score. This will determine whether or not the teacher gets or retains tenure. Teachers want to teach the necessary standards and skills, but find it difficult when frequently dealing with discipline problems (Marchant et al., 2009). Teachers are under large amounts of stress and often feel they are not effective in the classroom. Criticism from the public only adds to this stress (Simonsen, Sugai, & Negrón, 2008).

Some studies on these programs include over 30 schools (Bradshaw, Koth, Bevans, Ialongo & Leaf, 2008a) and some included only one (Sherrod et al., 2009). Suburban and rural schools were studied, but no urban schools were included in the study by Bradshaw et al. (2008a). The studies done by Marchant et al. (2009) and Bradshaw et al. (2008a) took place in elementary schools.

School-Wide Positive Behavior Support programs have been implemented in many schools in the United States. Bradshaw et al. (2008a) found that these programs are utilized in 7,500 schools nation-wide. Preventive and pro-active approaches are preferable to re-active ones (Sherrod et al., 2009).

Sugai and Horner (2006) concluded that SWPBS programs, when appropriately implemented, are effective. They do stress the importance of training school staff to properly execute the program.

Curtis, Van Horne, Robertson, and Karvonen (2010) conducted a four year study on the effectiveness of a SWPBS program. They came to the conclusion that the implementation of an SWPBS program can increase instructional time and decrease time spent correcting problem behaviors.

Warren, et al. (2006) says “More specifically, PBS is an applied science that uses educational methods to help individuals develop more socially appropriate behavior while also facilitating change in the broader social systems that influence the individual’s behavior and general quality of life”. (p. 188)

### *Implementation of Programs*

Handler et.al (2007) stress the importance of having certain things in place before completely implementing a SWPBS program. According to them, the “leadership team, staff, administrator, coach, and district factors can affect the successful development, implementation, and sustainability of SWPBS”. (p. 38) Proper training is essential. Simonsen, Sugai, & Negrón (2008) suggested four steps that are useful at examining the efficiency of the SWPBS program. These are as follows:

Step 1: The SWPBS team should make data review a priority at every regular team meeting. Step 2: The SWPBS team should share data with the faculty and model data-based decision making. Step 3: The SWPBS team should celebrate successes identified with data. Step 4: The SWPBS team should share successes with parents and the broader community. (p. 37)

Bradshaw et al. (2008a) look at how the PBS programs affect the “organizational health of elementary schools”. Sherrod et al. (2009) studied the effect of the implemented program on the number of discipline referrals. Marchant et al. (2009) offer descriptions of programs and analyze the use of “school-wide screening”.

According to Metzler, Biglan, Rusby, & Sprague (2001), a school might have utilized some procedures for dealing with misbehavior, they weren’t consistently followed. In fact, some of the procedures had elements of a school-wide positive behavior support program, but it was not implemented as a whole.

McIntosh, Chard, Boland, & Hunter (2006) discussed a school-wide positive behavior support model that included an academic component, specifically reading in the elementary grades. “A school-wide beginning reading model focuses on teaching the big ideas of beginning reading—phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension—starting at school entry.” (McIntosh, Chard, Boland, & Hunter, 2006, p. 148).

### *Description of Program*

Finding a definition of what these pro-active approaches are is essential. Perhaps one of the most descriptive definitions of school-wide positive behavior programs comes from (The Office of Special Education Programs of the United States Department of

Education Technical Assistance Center on Positive Behavioral Interventions and Supports n.d.). It answers the question “What is School-Wide PBIS?”

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

In another definition, Ross and Horner (2007) state that “School-Wide Positive Behavior Support (SWPBS) is a prevention-focused alternative to student support that blends socially valuable outcomes, research-based procedures, behavioral science, and a systems approach to reduce problem behavior and improve school climate”. (p. 3)

According to Safran and Oswald (2003), the school-wide positive behavior support programs are based on the process of “applied behavior analysis”. This stresses the positive aspects of appropriate behavior and the school working together to help improve the school environment.

### *Components of the Program*

Sugai and Horner (2006) describe a three leveled method of implementation. These include primary, secondary, and tertiary levels. The primary level encompasses all students in an entire school. Included in this are students, teachers, staff, and the



different areas of the school. The secondary level is utilized for students having substantial behavior issues and need closer supervision by adults in the school. The tertiary level is for students who need additional involvement from specialists such as counselors and psychologists in order to control their behavior (Sugai & Horner, 2006).

#### *Use of Program in Special Education Situations*

SWPBS was initially developed for use with special education students. This has expanded to include entire schools (Bradshaw, Reinke, Brown, Bevens, & Leaf, 2008b)

Medley, Little, and Akin-Little (2008) compared individual behavior plans in schools with and without school-wide positive behavior support plans. Students who have participated in Functional Behavior Assessments will have an individual Behavior Support Plan. This study indicated that schools with SWBPS programs did have a positive effect on the plans, but that more research was necessary.

Vaughn (2006) continued these ideas in that many severely disabled students may have Individual Positive Behavior Support (IPBS) plans. More research is needed to determine if SWPBS has an effect on IPBS.

While most studies focus on students, Ross and Horner (2007) focused on the effects of SWPBS on teacher efficacy and stress. They utilized the “Index of Teaching Stress” and “Teacher Efficacy Scale”. Teachers self reported the results.

Bradshaw et al. (2008b) and Marchant et al. (2009) offer detailed descriptions of how PBS programs are to be designed and are more data driven. It seems that Sherrod et al. (2009) studied a program that uses a modified version of the designs described in the previously mentioned studies. While the data was analyzed and disaggregated in this particular study, it was not as inclusive as in the other studies. All three studies describe

the program(s) that are implemented in each situation. Marchant et al. (2009) indicated that more than one data source should be utilized before coming to definite conclusions.

As the reliability and validity of SWPBS continues to be analyzed, Cohen, Kincaid, and Childs (2007) recognized the need for valid and reliable tools to measure the effectiveness of SWPBS. They developed and used the Benchmarks of Quality instrument to provide an accurate measurement of these SWPBS programs. This is a 53 item rubric of necessary parts of the implementation. This provides an opportunity for the school to indicate if the items are in place, not in place, or in progress. This allows the school to grade themselves on how well the program has been implemented. They hoped the use of this instrument would expand to many schools and states around the country.

Bradshaw et al. (2008), Marchant et al. (2009) and Sherrod et al. (2009) adequately detailed the limitations of each study. The subjective nature of the teachers' reporting of the results is a limitation mentioned by Bradshaw et al. (2008), Marchant et al. (2009) and Sherrod et al. (2009).

Cihak, Kirk, and Boon (2009) discussed the use of elements of SWPBS in an inclusion classroom. The classroom was composed of nineteen third grade students. These included four students with either a learning disability or attention deficit hyperactivity disorder. These students were taught to report good behavior of their peers. This was done through a process called "tootling". "Tootling" combines the term "tattling" and the saying "tooting your own horn" (Skinner, et al. 2000).

Cihak, Kirk, and Boon (2009) describe the process as similar to "tattling" except the students report their peers' prosocial or good behavior by writing it on a card and putting it in the appropriate place. The teacher will then count the number of "tootles"

and display how many “tootles” it would take to earn a group reward such as extra recess. When the “tootling” was utilized in the classroom there was a definite decrease in disruptive behaviors.

Wilson, Rhymer, Landis, and Skinner (2001) studied the effects of “tootling” on social skills, self-concept, interpersonal relations, and classroom environment. In the beginning of the study, the students were diligent in receiving the “tootles”. However, when several of the class members were admonished by the principal for misbehaving in the cafeteria, the number of “tootles” decreased. Another concern was that the teacher may not have followed through continuing the “tootling” after the cafeteria reprimand. This shows that consistency is necessary in any positive behavior plan.

#### *Effectiveness of School-Wide Positive Behavior Support Programs*

Conclusions on the effectiveness of these programs were similar. Bradshaw et al. (2008) concluded that preparation for school staff in implementing a PBS program contributed to positive progress in more than one facet of the instructional process. PBS programs help by providing an environment conducive to learning (Sherrod et al., 2009)

Certain needs of students, such as emotional and social, can be more easily met by utilizing a PBS program (Marchant et al., 2009).

Teacher needs can be met through the implementation of a SWPBS. Ross and Horner (2007) concluded that “a School-Wide approach to prevention may increase teachers’ beliefs in their ability to teach, lower the demands placed on them, and increase their resources for dealing with those demands.”

Oswald, Safran, & Johanson (2005) indicated that even though time and money were being spent on helping students with significant behavior problems, not much had



been done to alleviate problems in school areas other than the classroom. They stress a need for consistency in developing and establishing routines for places such as the gymnasium, cafeteria, and hallways. If teachers review the expectations before students go to a place other than the classroom, there were fewer discipline issues, (Oswald, Safran, & Johanson, 2005).

Todd, Haugen, Anderson, & Spriggs (2002) also wrote about discipline issues in school areas other than the classroom. This particular article discussed a plan to help curb discipline issues at recess. Since recess is a somewhat less structured situation than the regular classroom, it is imperative that rules and expectations be taught. The data showed that by “teaching recess” (Todd, Haugen, Anderson, & Sprigg, 2002 p. 50) instances of misbehavior decreased.

Warren, et al. (2006) state:

It is reasonable to expect that decreased behavior problems will correspond with increased academic achievement; with fewer students losing instruction time due to office referrals and suspensions, and with less class time being sacrificed in responding to behavioral issues, opportunities for instruction and learning should be increased.

(p. 196)

Kincaid, Childs, Blasé, and Wallace (2007) indicated there are “barriers and facilitators” (p.174) in school-wide positive behavior support programs. Some of the barriers were personnel and student changes, time issues, and a lack of understanding the connection between academics and behavior. Listed as facilitators were student support, student success, and the team approach. However, some were listed as both barriers and



facilitators. Examples of these were monetary support, school system support, the utilization of data, and community/parent support (Kincaid, Childs, Blasé, & Wallace, 2007).

### *Summary*

The research seems to point to School-Wide Positive Behavior Support programs as being helpful in decreasing discipline problems. Preventative measures are more effective than reactive disciplinary actions. The research indicates that clear expectations for behavior and the consistent enforcement of those expectations are paramount to the decrease of disruptive behaviors in the classroom. Consistency is a term that was used widely in the research.

Implementing a School-Wide Positive Behavior Support program is not an easy task. Effective implementation requires extensive record keeping and data collection. A team approach is known to be necessary.

Much of the research found was conducted in the early 2000's. It was difficult to find a significant amount of research that took place in 2007 or later.

## CHAPTER III

### METHODS

#### *Overview*

The research is to compare and contrast the number of discipline referrals at one elementary school in middle Tennessee before and after the implementation of a School-Wide Positive Behavior Support program.

#### *Research Design*

The research design is a descriptive study. Nominal data such as gender and grade levels were used.

#### *Participants*

The participants will be students in grades PreK-2 who have had discipline referrals for the past three school years. There are no identifying factors for these participants. Enrollment for 2007-2008 was 519. Enrollment for 2008-2009 was 515. Enrollment for 2009-2010 was 526. Enrollment for 2010-2011 was 530. This changes throughout the year due to students that enroll and withdraw. The school's population is somewhat transient.

#### *Instrumentation*

There were no instruments used in this field study. However, the data was taken from the STAR student information data base. The data collection is part of the School-Wide Positive Behavior Program that has been implemented. The program implemented at this school has a classroom component as well as a school-wide component. Each teacher receives the information about the program. The classroom teacher utilizes a behavior system. It may be pulling cards or moving clips. However, each student begins

on green and moves to yellow, red, or black upon each daily infraction. It is the hope that each student will remain on green throughout the day. Each teacher has a clipboard on which to write a student's name and any behavior infraction. Guidelines are found on a rubric. Possible infractions are listed and numbered. Once a student has used up his chances, he or she is referred to the principal for a "major" discipline referral. This way, a student is not sent to the office unless there are repeated or major offenses.

### *Procedure*

The discipline referral data for the 2007-2008, 2008-2009, 2009-2010, 2010-2011 school years was obtained. This will include the numbers of only the students who have gotten discipline referrals during this time period. Procedures were implemented to compare and contrast the positive and/or negative effects of the program implementation.

The archival data was collected from information provided from the principal and/or assistant principal of the school. This information came from discipline records that are kept by the school using the STAR student data base system. All students are included in this database. Attendance and disciplinary actions are included in this. The principal is the only one with authority to enter items into the discipline portion of the database. This data has no identifying characteristics that could identify specific students.

Approval was sought and obtained from the Institutional Review Board at Austin Peay State University. Permission was received from the principal. The data, conclusions, and other pertinent information will be shared with the principal, faculty, and staff of the school.

*Data Analysis Plan*

A Chi Square test to test the null hypotheses involving the difference in percentages. The level of significance is 0.5. Microsoft Excel was used in analyzing the statistical data.



## CHAPTER IV

## RESULTS

A School-Wide Positive Behavior Support Program (SWPBS) was implemented during the 2008-2009 school year. The number of total discipline referrals, referrals by gender, and referrals by grade levels are listed below.

Table 4.1

<b>School Year</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>Grand Total</b>
<b>Total Number of Referrals</b>	59	98	63	46	266

Table 4.2

<b>Referrals by Gender</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>Total Referrals</b>
<b>Male</b>	47	79	48	40	214
<b>Female</b>	12	19	15	6	52

Table 4.3

Referrals by Grade Level	2007-2008	2008-2009	2009-2010	2010-2011	Total Referrals
Pre-K	3	2	1	0	6
Kindergarten	7	33	19	13	72
1 <sup>st</sup> Grade	14	36	26	21	97
2 <sup>nd</sup> Grade	35	27	17	12	91

In all school years, there are more males with referrals than females. First grade students had the most referrals, but second grade was close behind with six fewer referrals. Kindergarten had significantly fewer referrals than first or second grade. Pre-K had the fewest number of referrals. The 2008-2009 school year had the highest number of total referrals. This was the year the plan was implemented.

Gender: No difference across year observed.  $X^2(df=2)=2.33$ ,  $p > 0.05$

Grade Level: No difference across year observed:  $X^2(df=6)=2.44$ ,  $p > 0.05$

Table 4.4

Table 4.4		By Gender		
		Observed		
	2008	2009	2010	row totals
Male	79	48	53	180
Female	19	15	8	42
	98	63	61	222
				Grand Total

	Chi-squared Test			
	2008	2009	2010	
Male	0.002656738	0.185842986	0.25344853	2.336012203
Female	0.011386022	0.796469939	1.086207988	

Table 4.5

Table 4.5

	By Grade Level			
	Observed			
	2008	2009	2010	row totals
Pre-K	2	1	0	3
KINDERGARTEN	33	19	17	69
1 <sup>st</sup>	36	26	28	90
2 <sup>nd</sup>	27	17	16	60
	98	63	61	222
				Grand Total

	Expected		
	2008	2009	2010
Pre-K	1.324324324	0.851351351	0.824324324
KINDERGARTEN	30.45945946	19.58108108	18.95945946
1 <sup>st</sup>	39.72972973	25.54054054	24.72972973
2 <sup>nd</sup>	26.48648649	17.02702703	16.48648649

	Chi-squared Test			
	2008	2009	2010	
Pre-K	0.344732488	0.025954526	0.824324324	2.441884306
KINDERGARTEN	0.211899566	0.017243952	0.202510065	
1 <sup>st</sup>	0.350137893	0.008265408	0.43246197	
2 <sup>nd</sup>	0.009955874	0.000042900	0.014355339	

## CHAPTER V

### DISCUSSION

There were three null hypotheses that were formulated for this study.

1. There is no decrease in discipline referrals after the implementation of a school-wide positive behavior support program.
2. There is no decrease in discipline referrals based on gender after the implementation of a school-wide positive behavior support program.
3. There is no decrease in discipline referrals based on grade level after the implementation of a school-wide positive behavior support program.

The null hypotheses were accepted. There was a decrease in the number of discipline referrals as a whole, by gender, and by grade level after the first year of implementation. However, from the year before the plan was utilized, there was an increase. This can be attributed to all teachers using the same classroom system and more consistency as a school. The second year of SWPBS showed a decrease. However, according to the Chi Square, there was no difference across the year observed. It does seem the program is working, but not enough to show any great effect on discipline referrals.

In addition to the null hypotheses, there were some other hypotheses formulated.

1. There is a decrease in the number of discipline referrals after the implementation of a school-wide positive behavior support program. The program has provided an opportunity for students to correct their misbehaviors by working to rewards established for the program.



2. The highest number of discipline referrals will be received by boys.
3. The fewest number of discipline referrals will be received by girls.
4. The greatest number of discipline referrals will be received by second grade students.

Hypothesis 1 was rejected in that some years there were more referrals after the implementation of the program. Hypothesis 2 and 3 were accepted because there were more referrals received by boys than girls. Hypothesis 4 was rejected because second graders received no more referrals than the other grades.

Schools must implement the program systematically, but consistent evaluation and analysis of the program is necessary. However, an active School-Wide Positive Behavior Support team must be willing to meet frequently to evaluate the program. One or two meetings a year do not provide enough opportunities for the failures and successes of the program to be determined. The program began in 2008 and never progressed past the primary level of intervention. The committee must meet often enough to examine the SWPBS program's progress. Meeting dates should be established at the beginning of each school year. Teachers who are new to the school each year should receive training in how the program works.

The program should be studied at length. There are several measurement tools developed by the OSEP Technical Assistance Program. It might be prudent to study these tools and possibly utilize them to get a better idea of how the program is working. The Benchmarks of Quality instrument could be used.

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## APPENDIX A: IRB Approval Form

May 28, 2010

Stacia Anglin  
9756 Dogwood Drive  
Bon Aqua, TN 37025

RE: Your application regarding study number 10-013: What impact does the implementation of a School-Wide Positive Behavior Support Program have on discipline referrals?

Dear Ms. Anglin

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your request for expedited approval of the new study listed above. This type of study qualifies for expedited review under FDA and NIH (Office for Protection from Research Risks) regulations.

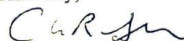
Congratulations! This is to confirm that I have approved your application through one calendar year. This approval is subject to APSU Policies and Procedures governing human subject research. The full IRB will still review this protocol and reserves the right to withdraw expedited approval if unresolved issues are raised during their review.

You are granted permission to conduct your study as described in your application effective immediately. The study is subject to continuing review on or before May 28, 2011, unless closed before that date. Enclosed please find the forms to report when your study has been completed and the form to request an annual review of a continuing study. Please submit the appropriate form prior to May 28, 2011.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions or require further information, you can contact me by phone (931-221-7231) or email (grahc@apsu.edu)

Again, thank you for your cooperation with the APSU IRB and the human research review process. Best wishes for a successful study!

Sincerely,



Charles R. Grah, Chair  
Austin Peay Institutional Review Board

c: LuAnnette Butler

## APPENDIX B:

## Permission to Use Data from East Hickman Elementary School



*East Hickman  
Elementary School*

5191 Hwy. 100, Lyles, Tennessee 37096  
(931) 670-3044 • (931) 670-8618

*Joni Prince  
Principal*

April 11, 2010

To Whom It May Concern:

As part of the field study required for the ED.S. degree, Stacia Anglin has permission to use discipline data from our school. No student or teacher names will be listed on any data. The data will be stored at our school in a locked cabinet in the principal's office.

Please contact me if you have any questions or concerns. Thank you very much.

Sincerely,

Joni Prince, Principal