Evaluating the Impact of School-wide Behavioral Support Programs: Searching for New Sources of Data

Aaron Popham, Julie Graden, Michelle Marchant, and K. Richard Young

Center for the Improvement of Teacher Education and Schooling

Brigham Young University
Purpose

The purpose of the Peaceable Schools Program (PSP) is to facilitate, sustain and nurture the emotional, social and moral development of all elementary children.
Peaceable schools is as much about a process as it is about a program.

Our Priority...

To develop a model program to create safe and secure schools.
School-wide Systems Approach

School-wide systems approach

Individual

Classroom

Non-classroom
Model

Individual (Tertiary) 3%-5%
Individual (Secondary) 7%-10%
Classroom/Non-classroom (Primary) 85%-90%

Identified Children
At-risk Children
All Children

School Wide
Non-classroom
Classroom
Family
Community

NON-SCHOOL

Individual

SCHOOL
New Data Sources

Making Data-Based Decisions
Data Sources

• Office and Skill Building Referrals
• Indicators of School Quality
• Skill Notes
• Visual Displays
• Today at School Questions
• Spot Checks
Participating Schools

- Treatment Schools
  - Grandview Elementary
  - Westside Elementary

- Control Schools
  - Barnett Elementary
  - Rees Elementary
Office and Skill Building Referrals

Purpose

• Track referrals to see effectiveness of intervention
• Indicate school climate on a regular basis
• Identify students with needs
• See behavioral trends within the school
• Meet the demands of No Child Left Behind
Conclusions
ISQ: Indicators of School Quality

Purpose

ISQ is a comprehensive survey system for school administrators to evaluate and monitor school improvement efforts. It summarizes the perceptions of parents, teachers, students, and other school staff regarding more than 30 crucial characteristics of the school.
Development

• Center for the School of the Future (CSF) Utah State University
  – http://www.schoolquality.org/
  – Original Instrument

• Peaceable Schools Program, BYU
  – Supplement

Cavetto Room    Thursday, November 20 at 5:00 PM
Tools for Assessing School Quality and Improvement
Richard P. West, Mathew J. Taylor, & Tim Smith, USU
**STUDENT Survey**

**Indicators of School Quality**

**School Name:**

15. I am:  
- [ ] African American  
- [ ] Native American Indian  
- [ ] Asian/Pacific Islander  
- [ ] Hispanic  
- [ ] Other (Caucasian)  
- [ ] Other  

16. I am in the:  
- [ ] 2nd grade  
- [ ] 3rd grade  
- [ ] 4th grade  
- [ ] 5th grade  
- [ ] 6th grade

17. I am a:  
- [ ] Boy  
- [ ] Girl

Please answer the following:

18. Do you have the internet at home?  
- [ ] Yes  
- [ ] No

19. Are you a good reader?  
- [ ] Yes  
- [ ] No

20. Do you have lots of friends?  
- [ ] Yes  
- [ ] No

21. Has your family moved in the last year?  
- [ ] Yes  
- [ ] No

22. What do you like about your school?

23. What do you wish were different about your school?

ISO is a product of the Center for the School of the Future and CopperOak.
Survey Results
Westside: 2002-2003

Westside Elementary School
Nebo School District, UT
April 24, 2003

Signal Analysis Legend
- Exemplary
- Superior
- Typical
- Opportunity to Improve
- Improvement
- Progress
- No Change
- Regress

The table presented below summarizes global domains by audience for the last two times ISQ was used by the school. The more recent data is summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) change for that domain, item, or audience. The reverse side of this report is a breakdown for each domain by item.

<table>
<thead>
<tr>
<th>Indicators of School Quality</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## School Climate Westside: 2002-2003

### Indicators of School Quality

#### Status Report

<table>
<thead>
<tr>
<th>School Climate Supplement</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school strives for academic success for all students</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>This school involves families in a meaningful way</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>This school develops effective links to the community</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>This school uses positive means to develop student cooperation</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Adults at this school invite discussions with students of safety issues</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Everyone at this school treats others with positive regard and respect</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Students are provided enough opportunities to express feelings</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Behavior problems are dealt with quickly and positively, and are monitored</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>This school strives to prepare students for success in their future life</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>This school identifies and addresses the needs of high-risk students</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Purple" /></td>
</tr>
</tbody>
</table>
## Indicators of School Quality

### Status Report

<table>
<thead>
<tr>
<th>Social and Emotional Development Supplement</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this school are learning important social skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students at this school use appropriate social skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at this school are motivated to use appropriate social skills</td>
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<tr>
<td>Teachers believe appropriate praise of student behavior is important</td>
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</tr>
<tr>
<td>Students at this school show respect for each other</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students receive written praise notes for responsible social behavior</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students with special needs receive special help</td>
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<td></td>
</tr>
<tr>
<td>Students share responsibility for making school a positive and safe place</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusions
Skill Notes

Purpose

• Praise and reinforce students for using the social skills taught at the school
• Get a measure of how often students use the social skill(s)
You've been CAUGHT showing your WILDCAT PRIDE!
Thank you for making our school a better place by using your social skills.

- Following Directions
- Accepting Feedback/Consequences
- Showing Appreciation

You've been CAUGHT showing your GRIZZLY PRIDE!
Thank you for making our school a better place by using your social skills:
- How to Follow Directions
- How to Accept Responsibility
- How to Show Appreciation
- Other

Signed: ___________________  Date: ____________  Student’s Teacher: ___________________
Results: Grandview 2002-2004

Skill Note Totals by Month

'02-'03 Total: 1859
'03-'04 Total: 723
Conclusions
Visual Displays

Purpose

• Measure inclusion of social skills across academic curriculum
• Measure amount of visual reminders across school settings
Examples
Examples

How To Show Appreciation at Grandview

1. Look at the person.
2. Say, "Thank you."
3. Tell what you’re thankful for.
4. Give the reason(s) why you appreciate it.
Examples
Conclusions
TASQ: Today at School Questions

Purpose

To assess student perceptions of interactions within the school environment
Development

• History
  – Center for the School of the Future (CSF)
    Utah State University
  – Peaceable Schools Program
    Brigham Young University

• Three classroom pilot
• Revised instrument from pilot feedback
• Second pilot
Implementation

- Every two weeks on the same day and time in each regular classroom
- Preparation and distribution
- Administration
- Collection
- Coding and recording
Grades: 2-5

Directions for Teachers:
Read each question out loud to your students. Students should answer each question as it is read, circling either “Yes” or “No”. Please emphasize that the questions are referring to today’s experiences and answers are anonymous.

Circle One: BOY GIRL

1. Yes No I complimented a student today.
2. Yes No I followed all my teacher’s directions today.
3. Yes No I followed all classroom rules today.
4. Yes No A student hit, kicked or pushed me on purpose today.
5. Yes No A student said something mean to me today.
6. Yes No A student complimented me today.
7. Yes No I hit, kicked or pushed a student on purpose today.
8. Yes No I said something mean to a student today.
9. Yes No I broke a playground rule today.
10. Yes No A teacher said I did something well today.
Anecdotal Results

• Feedback from kindergarten teachers:
  – took too much time to implement because students couldn’t read
  – students didn’t grasp the meaning of some questions
  – confidentiality was compromised because teachers had to help students read and answer the questions

• Feedback from upper-grade teachers
  – comfortable with the amount of time it took
  – seemed to feel the information would be valid and helpful in assessing students’ perceptions of school atmosphere (social validity)
Results: Comparison Between Schools

<table>
<thead>
<tr>
<th>Questions</th>
<th>Westside</th>
<th>Grandview</th>
<th>Rees</th>
<th>Barnett</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 followed all my teacher’s directions today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I followed all classroom rules today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student hit, kicked or pushed me on purpose today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student said something mean to me today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hit, kicked or pushed a student on purpose today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I said something mean to a student today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I broke a playground rule today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher said I did something well today.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Questions

Percent Positive Response
So What?

Looking to the Future

ALERT: Analysis Linking Evidences of Response Trends

ALERT is an internet based tool that is continually taking random samples and analysis of the physical and verbal behaviors of the participating student body and school staff.
Spot Checks

Purpose

To evaluate student fluency in naming the steps of the social skills being taught
Implementation

- Where: hallways, playground, lunchroom
- When: monthly during recess, before and after school, after school events (i.e. character education night)
- Who: PSP staff, principal, student council officers
Process

• Identify social skill or pledge to be quizzed
• Spotter approaches student and asks him/her to repeat the steps of the social skill or the pledge
• Student states as many of the steps of the skill or lines of the pledge as possible
• Spotter checks off steps or lines on recording sheet
• Spotter praises and rewards student for responding
• Spotter records percentages of correct steps or lines on recording sheet
**Instrument**

### Spot Check - How to Follow Directions

<table>
<thead>
<tr>
<th>Date:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Participant:</td>
</tr>
<tr>
<td>Setting: <strong>Playground</strong></td>
<td>Time:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Gender: <strong>M</strong> <strong>F</strong></td>
</tr>
<tr>
<td>K 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

**Can you tell me steps of how to follow directions?**

**Evaluate with a √.**

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Partly Correct</th>
<th>100% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Look at the person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Say “ok”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do the task immediately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Report back, if necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstration of a Spot Check
Results: Grandview

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>37</td>
<td>66</td>
<td>7</td>
<td>27</td>
<td>23</td>
<td>73</td>
<td>73</td>
<td>56</td>
<td>44</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>100</td>
<td>63</td>
<td>63</td>
<td>37</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>
So What?

Looking to the Future

• Simulation Probes
  – Purpose: to evaluate student fluency in using the social skills in a simulated scenario
Hot Spot Interventions

Purpose

To improve student interactions and behavior in areas identified as having excessive behavior problems in the school and on school grounds.
Playground Intervention

Purpose:

To investigate the combined effect of peer monitoring, self-management, token economy, and social skill development, with socially withdrawn children in improving their social interactions on the school playground.
1st Grade Girl

Catherine

Sessions

0 10 20 30 40 50 60 70 80 90 100 110 120

BASELINE WITH PEER WITHOUT PEER

% Communication % Participation

% Communication % Participation
Lunchroom Intervention

Purpose:

Decrease problem behaviors of

– Not keeping hands and feet to self
– Not staying seated
– Running
– Excessive litter
– Noise level

during lunch time.
Results

Lunchroom Data

- Total Behaviors
- Number of Tickets

![Graph showing the number of behaviors and tickets over time.][1]
Results: (cont.)

![Graph showing Trash Data](image)
Bus Line

Purpose:

Decrease problem behaviors of

– Not staying in designated area
– Not keeping hands and feet to self
– Yelling
– Defiance

during after school wait time for the bus.
Bus Line Monitoring Tickets by Month

- Total: 1715
  - Sept.: 1497
  - Oct.: 1142
  - Nov.: 762
  - Dec.: 1357
  - Jan.: 1672
  - Feb.: 1146
  - March: 462
  - April: 401

Legends:
- Squares
- Triangles
- Stars
- Hearts
- Rectangles

Months:
- Sept.
- Oct.
- Nov.
- Dec.
- Jan.
- Feb.
- March
- April
- May
So What?