Practical Solutions for Initiating Positive Behavior Support (PBS) in Secondary Schools

Veronica M. Gorgueiro, B.S., Ed.S. candidate

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Presentation Outline

• PBSI background and previous research
• Research methods
• Results
  – Social Validity
• Application
  – Implications for implementation
Positive Behavior Support Initiative (PBSI)

- Implemented at a junior high and middle school 2004
- Funded by OSEP
- Provided:
  - Administrative Support/Training
  - Collaborative PBS implementation
  - Data collection and research
Schools

School A
- Middle School (Grades 6 & 7)
- 31 out of 53 teachers=58% (7 focus groups)

School B
- Junior High (Grades 7, 8, & 9)
- 25 out of 43 teachers=58% (5 focus groups)
Three levels of Social Validity

2. **Social significance**: Are the outcomes really what society (i.e. the school) wants?

3. **Social appropriateness**: Are the procedures acceptable?

4. **Social importance of effects**: Are the consumers (i.e. teachers, administrators, parents, students) satisfied with all the results?

Wolf (1978)
Importance of assessing Social Validity

“It is important to assess social acceptability of intervention procedures…in order to ensure that all relevant parties (e.g. teachers, parents, and all other interventionists) agree that the procedures are reasonable for the classroom, home, or wherever the intervention procedures take place…Namely, if an intervention is viewed as socially acceptable there is higher probability that it will be implemented with treatment integrity than if the intervention procedures were initially viewed to be unacceptable.”

(Lane & Beebe-Frankenberger, 2004)
Teachers as ‘key implementers’

Teachers have the most responsibility for implementing school-wide interventions.
Previous Research

• Pieper (2007) study
  - ISQ (Indicators of School Quality)
    • Center for the School of the Future, www.schoolquality.org/
  - Paper survey
  - Some evidence of social validity in areas of social acceptance and social significance
  - Based on feedback, further analysis of social validity was recommended.
Research Questions

1. What are teachers’ perceptions/perspectives (ideas, experiences, reflections) on the PBS Model?

2. What are teachers’ beliefs about the effectiveness of the PBS model to help students to develop appropriate social skills?
Focus Groups:

- All teachers invited to participate and identify the strengths, weaknesses, benefits, overall effectiveness, and suggestions for improvement of PBSI
- School A
  7 groups, 2-8 teachers per group=58% response rate
- School B
  5 groups, 3-6 teachers per group=58% response rate
Analysis

Free Nodes

Tree Nodes

Tree Nodes

School A

A Cases

A Cases

A Cases

School B

B Cases

B Cases

B Cases
Results

Strengths of the PBS model:

• Administrative (BYU) Support (75%)
• Praise Notes (75%)
• Social Skills & Lesson Plans (100%)
Results

Benefits to the schools:

- Improved Consistency/Clear Expectations (92%)
- Standardized school-wide rules (67%)
- School Culture/Positivity (100%)
- Student Behavior (75%)
- Improved social skills (83%)
Results

Suggestions for Improvement:

• Administrative Support (75%)
  – Teacher training / Data reports

• Student involvement (67%)

• Lesson Plans (83%)
  – simplify

• Social Skills (58%)
  – age-appropriateness
Social Validity of PBSI

2. **Social significance**: Are the outcomes really what society (i.e. the school) wants? *Unclear*

3. **Social appropriateness**: Are the procedures acceptable? *Yes, but room for improvement*

4. **Social importance of effects**: Are the consumers (i.e. teachers, administrators, parents, students) satisfied with all the results? *Unclear*

Wolf (1978)
Social Significance

• **Data:**
  
  - Need for PBS identified by only 25% of focus groups

  “I think it’s good to have the social skills teaching there. I think it’s something that all schools need. I was glad to see it.”
Social Significance

“We didn’t select the model—the model selected us. And I think that has had some ramifications. If you’re not part of planning the message at the beginning…it’s created a little misconnection.”
Social Appropriateness

Data:
- Praise Notes (75%)
- Social Skills & Lesson Plans (100%)

“I think the praise note system is a real strength. It doesn’t take a whole lot of time for me to do it—but it makes such a difference in a student’s day.”

“I think it’s wonderful that we finally teach them social skills in school. And it’s wonderful that we can do it and there’s not someone telling us that we can’t teach something like that in school.”
Social Importance of Results

- **Effectiveness:** No conclusive data
  - Equal number of comments regarding effectiveness and ineffectiveness
  - Mentioned many variables
    - School demographics changed, standardized accreditation procedures began
- **Benefits data:**
  - Improved Consistency (92%), School culture (100%), Student behavior (75%), Social skills (83%), and Standardized school-wide rules (67%)
Social Importance of Results

“I would say the culture has changed at our school. I would say for a while there, our culture was kind of a caustic feeling where we had teachers who were in different camps or groups who would either not support one another or maybe sometimes sabotage...And that’s no longer an issue I feel. And and I think BYU (PBSI) has done a lot in facilitating that momentum...bringing that kind of expertise into our school has helped route out the caustic nature.”
Implications for Practice

What to Do:

Initial and On-going training
Data-Based decision making
Involve students (crucial at secondary level)
Age-appropriate social skills (get creative)
Selected References:


http://education.byu.edu/pbsi/
236 S 700 E
Provo, UT 84606
(801) 377-0560
Fax (801) 377-0597
byu.pbsi@gmail.com

Veronica Gorgueiro vgorgueiro@graniteschools.org
The End