

Positive Behavior Supports for Students with Disabilities:  
A Resource for Middle School Administrators  
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Abstract

Research reveals that adolescent students with disabilities are suspended at a rate disproportionate to their representation in the general population. Middle school students are at a great disadvantage as they are four times more likely to be suspended than elementary students. This project explores the history of school suspensions, particularly with regards to students with disabilities, providing an overview of characteristics typical to this population. The project contains a plan for lowering suspension rates in a west Michigan middle school, highlighting positive behavior supports (PBS). The designed manual offers processes for data collection, documents to support Tier 2 behavior strategies and methods for monitoring the progress of specific interventions.

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## **Chapter 1: Introduction**

### **Problem Statement**

Out-of-school suspension rates for middle school students with disabilities (SWD) are an issue of concern in school systems nationwide. Twenty two percent of suspensions involve students with behavioral disorders and learning disabilities, which is four times their representation in schools (Zabel & Nigro, 1999). Additional studies confirm high suspension rates at 20 percent for students with disabilities as opposed to the 10 percent found within the overall student population (as cited in Achilles, McLaughlin, & Croninger, 2007). Only 5 percent of all middle school suspensions are given for serious disciplinary incidents considered dangerous, such as possession of weapons or drugs, while the remaining 95 percent are administered for behaviors categorized as *disruptive* and *other* (as cited in Losen and Skiba, 2010).

Middle school students are four times more likely to be suspended than elementary students and spend an average of 6.8 days in suspension per school year (Arcia, 2007). Evidence has demonstrated a significant increase in disciplinary action as students age from seven to fourteen years old (Achilles et. al, 2007). Although the IDEA amendments of 1997 were an attempt to control suspension rates for students with disabilities, exclusionary discipline is still a common occurrence (as cited in Zabel & Nigro, 1999).

### **Importance of Addressing School Suspension**

While school suspensions can be seen as a means of enforcing behavioral expectations, it is crucial to consider the full ramifications of this form of discipline.

The American Psychological Association reports no existing data to show a reduction in disruptions for schools that utilize out-of-school suspension (as cited in Losen & Skiba, 2010). Out-of-school suspensions have been shown to cause interference with the educational process by decreasing the opportunity to gain academic skills (as cited in Christle et al., 2005). Additional hindrances, such as missed instructional time put students with disabilities at an even greater disadvantage. Academic failure is often exacerbated for students with disabilities. Failure generates a negative self-image and further increases the likelihood of school dropout and delinquent behavior. Research has shown that students with disabilities are twice as likely to drop out of school as opposed to their nondisabled peers (Hogan et. al, 2010). More specifically, 36 percent of all youth who drop out of school have been identified as having learning disabilities and 59 percent as having emotional or behavioral disorders (as cited in Hogan et al., 2010). Additionally, patterns leading to school dropout are apparent as early as the middle school years (as cited in Fulk, Brigham, & Lohman, 1998).

Involvement in the penal system typically follows for adolescents facing school failure. In 2003, Johns Hopkins University began a study to track the educational paths of over 400 students who had been incarcerated in ninth grade. Research illustrated that the typical incarcerated ninth grader had attended school 58 percent of the time and failed at least one quarter of classes. Two thirds of this population had been suspended at least once within the eighth grade year (as cited in Losen & Skiba, 2010). Among the 9 percent of public school students who qualify for special education services, an estimated 40 percent of these students will have some

experience with the juvenile justice system (Shelton, 2006). In the year 2000, data showed that 32 percent of the youth involved in the juvenile correction system possessed a disabling condition, which is significantly higher than the 9 percent that is serviced through the education system (as cited in Shelton, 2006).

Furthermore, ridding the school of students who misbehave has not been shown to improve school climate or standardized achievement scores as a whole. Research shows that exclusionary discipline is ineffective in reducing the behavior problems that are intended to be addressed (as cited in Christle et al., 2005). Students who are sent to the principal's office for minor disciplinary issues in the sixth grade will most likely return to the office with major discipline problems in grades seven and eight if additional behavior support is not provided (Tobin & Sugai, 1996). Schools with high rates of suspension have shown to give much less attention to school climate. Losen and Skiba (2010) also report that emerging data is indicative that schools with higher rates of suspension have much lower achievement on standardized tests.

### **Background on School Suspension**

Out- of- school suspension rates have been on a dramatic rise since the early 1970's. On average, 3.7 percent of public school students were suspended at least once during 1973. The percentage had risen to 6.9 percent by 2006 (Dillon, 2010). With the development of middle schools in the mid-1960's, research suggests that educators failed to accommodate the developmental needs of the adolescent population with this school model. A mismatch has been created between adolescents

and their school environment causing a higher prevalence of student discipline problems and transition difficulties as they progress from elementary schools (as cited in Evans & Lester 2010). Factors such as having multiple teachers throughout the day, as well as the addition of students from multiple elementary schools now educated in one building are characteristics of the middle school model. As students progress in school, academic tasks become more challenging (Achilles et. al, 2007).

In addition, as compared to elementary teachers, middle school educators report feeling unprepared to manage challenging behaviors (Evans & Lester, 2010). When comparing the classrooms of middle schools to elementary schools it has been noted that teacher control and discipline are more highly emphasized at the elementary level while fewer opportunities exist for positive teacher-student interaction, student decision-making, and self-management in middle school. The environment found in middle grades has proven to affect motivation, school-attachment, and academic performance of early adolescents (Eccles, Lord, and Midgley, 1991).

Since the early 1990's campus violence has been on a rise pushing many school districts to accept the policy of "zero tolerance. As defined by The National Association of School Psychologists (2001), zero tolerance refers to suspension and expulsion policies that are consistently enforced in response to weapons, drugs, and violent acts within a school setting. This federal policy was originally introduced to maintain physical safety within the school environment; however it has evolved into school and district-wide policies that allow preset consequences to apply to a wide

degree of violations (National Association of School Psychologists, 2001). The general idea behind zero tolerance policies is that removing a disruptive student from the school environment will help to maintain safety and a productive learning environment as well as discourage other students from engaging in negative behaviors (Skiba, 2010). Zero tolerance policies serve to send a message that specific behaviors will not be tolerated.

In 2001, the American Bar Association voted to recommend ending the zero tolerance policies despite widespread public support. The association argued that imposing an automatic expulsion without taking the specifics of each incident into consideration should not be permitted (Committee on School Health, 2003). With the implementation of the 2001 No Child Left Behind regulations, schools were instructed to decrease their usage of exclusionary discipline in hopes of examining alternate strategies that may be more beneficial educationally and behaviorally (Skiba, 2010). Amendments to IDEA, in 2004, attempted to clarify the zero tolerance policy providing further protection for students with disabilities. Because of this change, manifestation determinate reviews (MDR) were permitted for students as federal law when a “change in placement” had transpired. A change in placement is considered to be more than 10 days of consecutive suspension days, a pattern of exclusion within the 10 cumulative days of suspension, or placement in an interim alternative educational setting for weapons, drugs, or serious bodily injury (Butler, 2012). The purpose of these amendments was to decrease suspension cases by determining whether or not the behavior in question was a manifestation of the

student's disability through a comprehensive investigation of the student's disability and incident (Ryan, Katsiyannis, Peterson, & Chmelar, 2007). Considerations taken into account through a Manifestation Determination Review may include a student's disciplinary history, ability to understand consequences, expression of remorse, and supports provided to a student with a disability prior to the violation (as cited in Michigan Department of Education, 2011).

Historically, methods of behavior management such as social emotional learning (SEL), school survival groups, and Positive Behavior Supports (PBS) have been implemented in middle schools. SEL strategies are student-led emphasizing self-awareness, self management, social awareness, relationship skills, and responsible decision making for youth (as cited in Osher, Bear, Sprague, & Doyle, 2010). Participation in school survival groups, as a form of teacher-led behavior prevention, helped to correct cognitive distortions that pose barriers to school success for middle school aged participants. School wide PBS is a comprehensive, scientific approach to behavior management. It uses research based interventions, as part of a three tiered system, in order to prevent the development of problem behaviors and provide support to students who have reoccurring behavior difficulties (Sugai & Horner, 2009).

In spite of these options, research has noted that the typical response to misbehavior in the middle grades is suspension (as cited in Dupper, 1998). Out of school suspensions are an uncomplicated response to misbehavior; therefore are widely executed (Kaeser, 1979). National reports have highlighted that school

principals use suspension and expulsion in direct response to their support of zero tolerance policies (as cited in Losen & Skiba, 2010). While suspension may be an appropriate strategy for handling serious offenses, the majority of suspensions are due to preventable minor offenses (as cited in Dupper, 1998). This overuse of exclusionary discipline for SWD may also be due to a lack of support services for students with unique learning needs. Few positive interventions and alternative responses to suspension are utilized when students exhibit continual behavior problems. The problem addressed in this project is the lack of systems implemented by administrators to support adolescent students with persistent, minor behaviors.

Preferably, systems for sustaining positive behavior support (PBS) would be employed to address this disparity. Positive behavior support is the most reasonable option, as research has shown effective decreases for behavior problems school-wide (as cited in Evans & Lester, 2010). When handling minor behavior issues for students with disabilities it can be concluded that these adolescents would benefit from intervention supports that exist to help develop consistently, appropriate behaviors. When supporting student behavior using preventative and intervention strategies, dependence on exclusionary discipline will lessen and suspension rates will decline. (Losen & Skiba, 2010). As administrators consistently implement appropriate and positive behavior support systems the overuse of suspension for minor misbehaviors should diminish.

**Statement of Purpose**

The purpose of this project is to design a manual for administrators highlighting positive methods of behavior support for an urban middle school in West Michigan. The manual is accessible online at the following website:

[www.pbsmanual.weebly.com](http://www.pbsmanual.weebly.com). Because a direct relationship exists between principal attitude and school disciplinary outcomes, the manual has been designed for administrative use. Students who display repetitious, minor behaviors who do not respond to general school policies (typically 10%-15%) may qualify for additional support, entitled Tier 2 or secondary supports. This manual supplies administrators with documents to support the implementation of these secondary research based behavior interventions. It acts as a companion document to the schools behavior management plan, providing methods for identifying needed levels of support and documents for progress monitoring behavior supports. Appropriate intervention examples and a continuum of behavior support for students with IEPs will also be included.

This manual does not address primary components of Positive Behavior Support such as a behavior matrix or methods for school wide behavior instruction nor does it include specific tertiary supports for structured and formal behavior plans.

**Project Objectives**

The objectives of this project are 1) administrators will identify the process for determining additional behavior support services 2) administrators will identify

available interventions in order to support student behavior and 3) administrators will identify one method for monitoring the progress of a meaningful intervention.

Prior to project implementation, administrators and the project advisor will engage in a professional conversation, regarding the inclusion of PBS strategies into behavior management practices. A commitment form (see Appendix A) will be signed by the administrators and a pre-assessment survey (see Appendix A) will be given in order to obtain prior knowledge around Positive Behavior Supports. Manuals will be distributed to administrators. Surveys will be collected, analyzed, and combined to determine qualitative trends in the data (see Appendix A).

### **Scope of Project**

This project is expected to last for an entire school semester and beyond. It addresses excessive suspension rates for students with disabilities at the middle school level. It also concentrates on the use of out-of-school suspension for misbehaviors that are deemed as minor behaviors.

This project does not address the attitudes of the administrators involved. In addition, it will not take into account the declared disconnect that exists between adolescents and the structure of the middle school.

Factors that may impact the success of this project are a lack of administrative support and available resources. In anticipation of low administrative buy-in, a commitment form has been devised stating the expectations for project implementation. Availability of staff members, to support further implementation of positive behavior practices may be difficult to obtain.

### Definition of Terms

Term	Definition
Applied Behavior Analysis	Framework of learning that incorporates principles of reinforcement, contingency management, functional assessment/analysis, stimulus control, shaping, fading, manipulations of stimulus control and establishing operations.
Change in placement	More than 10 days of consecutive suspension days, a pattern of exclusion within the 10 cumulative days of suspension, or placement in an interim alternative educational setting.
Daily Behavior Report Cards	Method of data collection that combines characteristics of both rating scales and systematic direct observations incorporating teacher perception of behavior and systematic reporting following an observation period.
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
Learned helplessness	Typifies a negative belief system that is likely to further diminish students' expectations, efforts, and problem solving abilities for academic endeavors.
MDR	Manifestation Determination Review
Middle school model	Vary from configurations such as Grades 5 to 8, Grades 6 to 8, and Grades 7 to 8; they strive for school programs with interdisciplinary team structures, child-centered philosophies, heterogeneous groupings, specialization of subjects, interdisciplinary activities, appropriate core curricula, exploration, and teaching strategies geared specifically to young adolescents
Minor behavior	Student offenses such as disobedience, disrespect, general classroom disruption, and attendance issues.
partial-interval recording	recording an occurrence if the target response occurs at any point during an interval
PBS	“Positive Behavioral Supports”, refers to a function based behavioral intervention that is teacher centered and focuses on teaching rules and behavioral expectations to an entire school population using positive techniques over punitive discipline measures

Term	Definition
SEL	Refers to student focused school programs that emphasize self-awareness, self-management, social awareness, relationship skills, and responsible decision making
SWD	Students with disabilities; students with federally defined disabilities, such as emotional/behavioral disorders, learning disabilities, attention deficit hyperactivity disorder, and cognitive impairments.
Tier two	A level of Positive Behavior Support that provides additional interventions to support the smaller percentage of students who do not sufficiently respond to Tier 1 strategies, typically 10-15% of the student population.
Zero tolerance	Consistently enforced suspension and expulsion policies in response to weapons, drugs, and violent acts in the school setting.

## **Chapter 2: Literature Review**

### **Introduction**

Chapter two highlights the theory and rationale behind behavior management. This chapter reviews studies on existing, universal behavior supports. In the next section, studies concerning characteristics of adolescent students with disabilities are reviewed. Behavior problems related to students with learning disabilities (LD), emotional impairments, and attention deficit hyperactivity disorder (ADHD) are addressed. In the final section, studies are reviewed that emphasize positive Tier 2 behavior interventions and methods for identifying appropriate behavior supports that administrators may utilize to modify student behavior. A summary of the related literature provides guidance for the creation of a manual for positive behavior support that could be implemented in an inner city middle school.

### **Theory/Rationale**

This project is an attempt to lower out of school suspension rates for students with disabilities who are exhibiting persistent, minor misbehaviors. Behavior management strategies often draw from the field of Applied Behavior Analysis and the Behaviorism Theory.

Applied Behavior Analysis (ABA) emphasizes methods used for those with problems in behavioral adaptation. ABA relies on valid and reliable data to inform practices through functional assessments. The incorporation of direct observations, which focus highly on data collection, is a component of ABA. In addition,

reinforcement, manipulation of stimulus control, and establishing operations are highlighted.

Applied Behavior Analysis is found within the discipline of Behaviorism (Dunlap et. al, 2008). According to this theory behavior is thought to arise from learning. Proponents of Behaviorism believe that all learners gain the same understanding, all can learn through the proper environmental influences, and that all students have potential. Under this theory, learning is a direct result of experience and a high focus is placed on objectively observable behaviors. A behaviorist believes that practice leads to behavior change and a new repertoire of behaviors can be acquired. Psychologists such as Pavlov, Watson, Thorndike, and Skinner were among those who promoted the Behaviorism theory (as cited in Nagowah & Nagowah, 2009).

The purpose of this manual is to provide further support for interventions derived from Applied Behavior Analysis and Behaviorism which may be seen in Positive Behavior Support. The goal of this manual is to familiarize administrators with the recommended strategies and procedures for behavioral intervention.

### **Evaluation/Research**

**Behavior management strategies.** This section identifies the current research on behavior management strategies, distinguishing between those which are teacher led and those that are student led. The components and efficacy of Developmental Designs, Collaborative Problem Solving, and Social Emotional Learning have been reviewed.

***Teacher-led strategies.*** Interventions in which an adult initiates the behavior change process are considered as teacher led. Developmental Designs uses the context of learning to shape behavior. This design emphasizes healthy relationships between students and teachers, responsible independence, and engaging instruction. Developmental Designs has a goal of meeting adolescent needs through positive, self-motivating environments. (Kwame-Ross, Crawford, & Klug, 2011). The needs for autonomy, competence, relationship, and fun are greatly highlighted through this approach.

Although little research exists on student specific outcomes, Hough (2011) provided evidence that effective professional development programs for Developmental Designs promoted positive outcomes. Using a mixed-methods approach, a strong reliability was found among schools with 75 percent or more trained staff members that had implemented Developmental Designs for more than 1.5 years. Within these schools, attendance rates, student proficiency on state assessments, and number of behavior referrals were comparable. Sustained implementation of this character education model produced multiple school wide outcomes. Further research on student specific behavioral outcomes is needed.

An additional teacher-led strategy, Collaborative Problem Solving (CPS), is aimed at providing staff with a compassionate, accurate, and productive lens for viewing behavior (Greene, 2010). This approach focuses on the origins of behavior and clarifying the needs of challenging students. It is Greene's (2010) belief that "challenging kids are challenging because they lack the skills *not* to be challenging"

(p. 29). This strategy disputes that student motivation is not lacking but cognitive skills of flexibility/adaptability, frustration tolerance, and problem solving are underdeveloped. Defiant behavior occurs when students lack a skill set and the adult places a high demand on them. CPS involves a process for identifying lagging skills and unsolved problems in the student's environment. Subsequently, problem solving takes place through mutual collaboration between student and teacher.

Effective implementation of CPS has led to positive teacher and student outcomes. Data showed reduced teacher stress as well as significant decreases in discipline referrals (Schaubman, Stetson, & Plog, 2011). Teachers reported significantly less stress after training and implementation of CPS in their classrooms, as measured on the Index of Teaching Stress (ITS). Fewer symptoms of student emotional distress were reported and ADHD symptoms seemed to decrease. Although teacher interpretations of misbehavior were not assessed before and after intervention, fewer office referrals were reported each month following the CPS training. Additionally, when given the Clinical Global Impression, 80 percent of children being treated through a CPS approach indicated an *excellent* response as opposed to those receiving support from a Parent Training model (Greene et al., 2004).

***Student-led strategies.*** Interventions geared toward behavior change from within the student are deemed as student-led. One such strategy, social emotional learning (SEL), emphasizes self-awareness, self management, social awareness, relationship skills, and responsible decision making for youth (as cited in Osher, Bear, Sprague, & Doyle, 2010). Social and emotional competency is “the capacity to

recognize and manage emotions, solve problems effectively, and establish and maintain positive relationships with others (as cited in Ragozzino, Resnik, Utne-O'Brien, & Weissberg, 2003). SEL programs address underlying causes for problem behavior while promoting competency and academic achievement (Greenberg et al., 2003). Skills taught within these programs are often related to emotional management, motivation, cooperation, and academic goal setting. Proponents of SEL believe that variables of learning are integral rather than incidental (Ragozzino et al., 2003).

Wilson, Gottfredson, and Najaka (2001) revealed that social and emotional learning programs were vital in increasing attendance and decreasing dropout rates, as compared to other forms of behavior management. Across the four considered outcomes of delinquency, alcohol/drug use, dropout truancy, and other problem behavior self-competency programs, such as SEL, showed consistently positive results. In addition, SEL programs have shown improved student attitudes, behaviors, and academic performance (as cited in Ragozzino et al., 2003).

Behavior management strategies of Developmental Designs, Collaborative Problem Solving, and Social Emotional Learning have shown to decrease student misbehavior. Existing evidence shows improvement in classroom climate which creates a stronger learning environment. Consistent results have been demonstrated through these approaches; however more strategic supports may be necessary for students with disabilities.

**Characteristics of students with disabilities.** This section identifies characteristics typical of students with disabilities. Internalizing and externalizing behaviors are addressed. Although each student and disability differs, generalizations are made based on the review of several studies.

***Internalizing behavior.*** In the cognitive domain, middle school students with disabilities struggle with interpreting peer relationship and feelings of competency. During middle school, peer relationships become more central. When considering the effects of learning difficulties, students with disabilities struggle with social status. In areas such as loneliness, self-concept, social adjustment, and teacher-reported social competence differences have been noted for students with a learning disability and those without. Intense feelings of loneliness, lower levels of middle school integration, and victimization were expressed by students with a learning disability. As compared to non-disabled peers, physical assault, threat and having possessions stolen were behaviors most reported by those with a disability (Sabornie, 1994).

Contextual factors such as school size, difficulty of academic tasks, and workload enhance internalizing problems. It has been suggested that students with disabilities doubt their own competence and attribute their failure to a lack of ability. This cohort is at a higher risk for developing *learned helplessness* (Fulk, Brigham, & Lohman, 1998). Learned helplessness is a negative belief system likely to decrease a student's problem solving abilities, efforts, and expectations on academic tasks. Decisions to engage in classroom learning depend somewhat on whether or not an adolescent feels competent to meet challenges and see the value of a task. If safety

and concern are felt from others in the school setting adolescents may be more apt to try the learning task (Roeser, Eccles, and Sameroff, 2000).

Students with learning disabilities perceive a greater sense of inadequacy as compared to their non-disabled peers. On the *Behavior Assessment System for Children* those with learning disabilities are less competent concerning intellectual ability and possess a weakened school status (Martinez & Semrud-Clikeman, 2004). Students with learning disabilities have also reported lower self concepts than peers with no disability. There is no existing evidence to support a difference in self-concept between males and females suggesting that gender may not play a strong role in the development of self-concept (Gans, Kenny, and Ghany, 2003).

Adolescents with learning difficulties struggle to maintain motivation as they perform academic and behavior related tasks. It has been proposed that students with disabilities struggle to develop an internal motivational system leading to a lack of self-determination. These students seem to fear failure, especially when goals have been set by others. Many of them lack the ability and support to create meaning out of their own situations (Sideris, 2006). One self-motivational technique, *ought-self*, is a system that is underdeveloped in many adolescents with learning disabilities. Data has shown that a student motivated by a strong *ought-self* persisted far less than students who were motivated by an outside source. Structured observations ensured that *ought-self* was grounded on fear of rejection and served the purpose of task-avoidance. Students with a learning disability are perceived to have a significantly

greater capacity for self-determination than students with Emotional Behavioral Disorders or Cognitive Disabilities (Sideris, 2006).

***Externalizing behavior.*** A majority of students with disabilities need assistance in developing executive functioning, responsible decision making, and building peer relationships. Executive functions are skills such as attention, reasoning, planning, inhibition, set-shifting, interference control, and working memory (as cited in Biederman et al., 2004). The relationship between executive functioning deficits (EFDs) and attention deficit hyperactivity disorder (ADHD) was examined finding EFDs to be more common among adolescents with ADHD than among those without. In addition to the lack of executive function skills, EFDs have been shown to increase the risk for grade retention, learning disabilities, and lower academic achievement (Biederman et al., 2004).

As compared to the typical youth, adolescents with disabilities exhibit a higher likelihood for risk-taking behaviors. (McNamara & Willoughby, 2010). Smoking, marijuana use, acts of delinquency, acts of aggression and gambling were among the reported behaviors. Adolescents with learning disabilities showed increased engagement in all risk taking behaviors, with the exception of acts of aggression, as time progressed. Compared to non-disabled peers, those with learning disabilities showed higher overall engagement in risk-taking behaviors. This data supports that the development of decision making skills, exhibition of appropriate behaviors, and a deeper understanding of consequences would be beneficial.

Approximately 75 percent of students with learning problems have social skills deficits (as cited in Martinez, 2006). When rated by general education teachers, students with learning disabilities were rated as having more inhibited social skills as compared to their non-disabled peers. (Sabornie, 2006). In contrast, students with learning disabilities were given high scores in the area of social competence by special education teachers. Students with multiple learning disabilities have proven to be more socially immature than students with no disability, as evidenced by the Atypicality scale which measures odd and immature behaviors. (Martinez & Semrud-Clikeman, 2004). Social skills and problem behaviors are highly associated with a student's capacity for self-determination. Large social skill deficits correlate with a lower capability of connecting an adolescent's beliefs to expectations, choices, actions and results (Carter et. al, 2010). The enhancement of social skill functioning seems to be an evident need for students with a disability at the middle school level.

Studies suggest that students with LD are more likely to be socially neglected and less likely to be popular. They seem to be less cooperative with peers and less likely to be leaders than students with no disability (Kuhne & Wiener, 2000). As evidenced by peer ratings, from one study, those with learning disabilities obtained a lower *Social Preference* and higher *Liked Least* scores than students without disabilities. Over time, the study showed a decrease in social status for students with and without disabilities alike; however a more significant increase existed for students with a learning disability (Kuhne & Wiener, 2000). In addition, students with

multiple learning disabilities may be more aware of social rejection which they view as peer rejection (Martinez, 2006).

Students with disabilities exhibit deficiencies in classroom organizational behaviors. McMullen, Shippen, and Dangel (2007) investigated specific organizational behaviors that middle school students were expected to perform. Teachers conveyed that the highest ranked behaviors of complexity for students with a disability were those categorized as both competence and compliance based behaviors. Specific behaviors were: copies homework assignments, finishes work, requests help when needed, starts work immediately, and turns in homework. Students with learning disabilities may not have a thorough understanding of teacher expectancies and researchers argue that students may be unmotivated to meet teacher expectations (McMullen, Shippen & Dangel, 2007).

As the research suggests students with disabilities struggle with internalizing and externalizing behaviors at a higher rate than those with no disability. They struggle to exhibit behaviors with competency and often struggle with a lack of motivation. Problem solving skills seem to be at a deficit among this population, making complex tasks difficult to attain. When these behaviors are exhibited, academic problems rise in accordance. This cycle most commonly results in disciplinary practices such as time-outs or suspensions in which the student is removed from the academic setting.

Studies describing the characteristics of learners with disabilities were reviewed. Internalizing and externalizing behaviors of students with disabilities were

addressed. As compared to non-disabled peers, data shows that students with disabilities struggle with internal processing and appropriate externalizing behaviors.

**Positive Behavior Supports.** The Positive Behavior Supports (PBS) framework, established in the mid-1980's by the Office of Special Education Programs, is a team based system in which clear, positive behavior expectations are defined, appropriate behaviors are taught, and problem behaviors are managed efficiently (as cited in Nelson, Young, Young, & Cox, 2010). PBS consists of research-based instructional and behavioral support strategies that focus on meeting the needs of all learners at varying levels. PBS possesses a three tiered framework which incorporates universal supports/Tier 1, targeted interventions/Tier 2, and intensive/individualized supports/Tier 3 that can be utilized at any grade level to promote positive behavior and decrease disruptions. According to the Michigan Department of Education,

“School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions” (Dunlap, Goodman, McEvoy, & Paris, 2010, p. vii).

This specific approach holds significance, as it has the potential to create systemic change within schools, especially for those who disproportionately

experience school failure, special education placement, suspension, and school dropout (as cited in DePry & Cheesman, 2010).

*Analyzing data.* Data collection is a primary component in Positive Behavior Support. Large group studies as well as descriptive and qualitative methods are integrated to gain multiple perspectives on the effectiveness of interventions. Within PBS, students may be identified as needing Tier 2 supports through office discipline referrals and nominations from staff or family. Generally the selection of specific Tier 2 interventions is based upon a functional behavior assessment (FBA). McIntosh, Campbell, Russell Carter, and Rossetto Dickey (2009) have reported that Tier 2 interventions were most effective when based on the function of the student's misbehavior. The process for determining function of behavior should be collaborative, involve team members, and be representative of the school (Dunlap et al., 2010). Michigan Department of Education defines a Functional Behavior Analysis as "a method for identifying the variables that reliably predict and maintain problem behavior" (Dunlap et. al., 2010, p.35). This process involves identifying the function of student behavior then determining an effective way of teaching replacement behaviors and reinforcing the use of appropriate behaviors that will serve the same function that the student is trying to achieve with misbehavior (Scott, DeSimone, Fowler & Webb, 2000).

Crone, Hawken and Bergstrom (2007) reviewed the effectiveness of training in the FBA process with cohorts of staff at two varying schools. Among the multiple components, data showed *Procedures Defined* and *Procedures Taught* as more likely

to be implemented with fidelity. *Procedures Defined* measures the extent to which a team is in place to implement function-based support, presence of an administrator on the team, frequency of team meetings, and the defined process for support.

*Procedures Taught* recognizes that these components were described to team members prior to their involvement on the team and were reviewed throughout intervention implementation. Findings showed that all schools applied *Procedures Defined* with greater than 75 percent fidelity and *Procedures Taught* with greater than 80 percent fidelity after one year. Schools with documented procedures and a team in place to conduct Functional Behavior Assessments have shown sustained implementation of Tier 2 supports and improvements in prosocial student behavior (as cited in Crone, Hawken & Bergstrom, 2007).

Training in data collection methods has led to positive outcomes for students and staff. The use of a team-based FBA approach has also shown to be more acceptable than relying on expert research (as cited in Crone, Hawken & Bergstrom, 2007).

Significant reductions in disruptive behavior and increases in academically engaged time for students who participated in the FBA process were shown.

***Positive interventions.*** PBS places an equal focus on prevention and intervention strategies for reducing problem behavior (Dunlap, Carr, Horner, Zarcone, & Schwartz, 2008). When looking at the implementation effects of a comprehensive PBS program, a significant correlation has been shown between its implementation and the number of Office Discipline Referrals (ODRs) received for misbehavior. Lassen, Steele, and Sailor (2006) showed that the introduction of PBS to

an inner city middle school resulted in ODRs diminishing from 684 referrals per 100 students in the first year of implementation to 370 referrals per 100 students in the third year post intervention. The number of suspensions per student also decreased from 32 suspensions per 100 students to 20 suspensions per 100 students. Findings have found that the implementation of a positive behavior system led to decreased aggressive social behavior and a decrease in discipline referrals for harassment among male students (Metzler, Biglan, Rusby, & Sprague, 2001).

Students not sufficiently responding to the Tier 1 supports may require additional support through targeted, Tier 2 interventions. These interventions focus on the 10 percent to 15 percent of students whose behaviors are not responsive to the universal interventions but are not severe enough to require intensive supports (Simonsen, Myers & Briere III, 2011). According to Hoyle, Marshall and Yell (2011) 70 percent of the polled states in the U.S. reported using three or more intervention choices at the Tier 2 level. Among the interventions most commonly implemented were Check In-Check Out and Social Skills Training (Hoyle, Marshall, & Yell, 2011). Home-School Based Collaboration is an additional intervention that has been frequently studied in recent years.

*Check in-check out.* In one study, Check In-Check Out (CICO) was one of the most widely utilized interventions for middle schools, with 79 percent of schools reporting its use (Hoyle, Marshall & Yell, 2011). CICO, also called the Behavior Education Program or Check, Connect and Expect, involves (a) the use of a coach to implement the program, (b) daily positive interactions between the coach, students,

and teachers, (c) supervision and monitoring of student's social performance, (d) social skill instruction, (e) positive reinforcement when goals have been met, and (f) parental involvement (Cheney et al., 2010). Check In-Check Out has been associated with significant improvements in ratings of problem behavior, prosocial behavior and office discipline referrals in students whose behavior was seeking attention seeking. No statistical significance exists for students with escape-maintained behavior, in which they misbehaved to avoid an aversive task or situation (McIntosh, Kauffman, Carter, Rosetto Dickey, & Horner, 2009). Further findings have reported that students completing the CICO program showed significant decreases on measures of problem behaviors and acquired higher social skills as compared to those not involved in the program (as cited in Cheney et al., 2010). Greater reductions in off-task behavior have also been reported through the use of CICO (Simonsen, Myers & Briere III, 2011).

*Social skills training.* As students display positive conduct they spend less time out of the classroom for behavior disruptions. One way in which students may learn appropriate skills is through Social Skills Training (SST). Although students vary in the types of social skill deficits possessed, Gresham, Van, and Cook (2006) were able to show marked improvements in student behavior through the use of their SST program. An identified group of students lacked social skills that were needed during direct instruction time. A high-intensity intervention was employed and a differential reinforcement of other behavior was delivered. Findings showed that students receiving an intensive SST program had large decreases in competing

problem behaviors. As compared to prior research where students only received half the amount of social skills training, this 30 hour program maintained large, socially valid effects. Social skill training programs have proven to be an effective intervention in students with emotional/behavioral disorders at an average rate of 66 percent. Overall, the largest effect sizes were reported for preschool children and adolescents with emotional/behavioral disorders (Cook et al., 2008). Additionally, adolescent students are more likely to respond favorably to SST interventions than preschool and elementary students with emotional/behavioral disorders.

*Home-school based collaboration.* Home-School Based Collaboration is an additional Tier 2 intervention that has proven effective in shaping student behavior. Positive results have been found with regards to parental involvement, increase in parent-teacher interaction, and student behavior (Smith, 1994). With the development of a parent workbook and training program, parents implemented effective programming at home, were able to identify specific, measurable behavioral goals as well as design a system of rewards with intrinsic motivational value. When comparing home-school based interventions, Cox (2005) found the behaviors most frequently targeted for change were academic achievement or classroom behavior with children being distinguished by misconduct, social problems, or failing grades. The most effective intervention programs were those that had a two-way exchange of information between home and school. One-way schools to home communications were somewhat effective and were the most commonly used across grade level. One-way communication interventions were most consistent in addressing problems with

quality of schoolwork, academic achievement, acting-out behaviors, absenteeism, and on-task behaviors. Thirty-three percent of the interventions were forms of communication that included a contingent reinforcement applied by parents (Cox, 2005). Smith (1994) noted that intervention strategies involving contract programs can be beneficial to all stakeholders including parents, teachers, and students. Among twelve participating teachers, ten felt that the parent-school collaboration was effective. Two teachers stated that parents were not involved enough to see any progress in student behavior. Notable improvements in student self-esteem, confidence, attitude, and motivation were reported by parents and teachers alike (Smith, 1994).

***Monitoring intervention effectiveness.*** PBS relies heavily on measurement and evaluation to determine success of its interventions. Among multiple methods of ongoing data collection CICO data was reported as the most widely utilized, with 44 percent of states reporting their use (Hoyle, Marshall and Yell, 2011). During CICO, Daily Behavior Report Cards are utilized to give frequent and systematic ratings. A Likert rating scale is the typical format for Daily Behavior Report Cards (Riley-Tillman, Chafouleas, Briesch, & Eckert, 2008). Thirty-two percent of schools in the United States based evaluation of interventions on office discipline referrals. Adherence to the behavior matrix and a functional behavior assessment were among the most widely used methods as well, with 18 percent of schools utilizing these processes.

Systematic methods of recording such as direct observations and performance based assessments have shown to be effective in providing data for intervention effectiveness. Systematic direct observations are a standard method for measuring behavior (as cited in Riley-Tillman, Chafouleas, Briesch, & Eckert, 2008). During systematic direct observation (SDO), an observer views student behavior within a specific context recording characteristics of behavior. SDO has proven to be objective, accurate, specific, and sensitive but is not efficient in collecting large amounts of data for school-wide problem solving. Additionally, time, training, and an external observer are required.

Performance based assessments use a rating scale which is based on trait scoring of the most prominent behavior. Through direct observation a number is assigned to the behavior based on the degree of performance. Generally, a Likert rating scale has been assigned to such data collection methods. Steege, Davin, and Hathaway (2001) conducted a study, comparing performance based assessments and a form of systematic direct observation, partial-interval recording. Student behaviors were observed, operational definitions for behavior were determined, and data was collected. Upon collecting data, results showed performance based behavioral recording procedures to be reliable and accurate when recording multiple target behaviors. Measures generated were identical to those identified using partial-interval recording. The performance based method proved to be efficient, applicable and the study noted that performance based methods to be useful in evaluating the effectiveness of behavioral supports (Steege, Davin & Hathaway, 2001).

Reviewed studies highlighted the importance in identifying the function of problem behavior. The effectiveness of prevention and intervention strategies within the PBS model was established. Interventions such as Check In-Check Out, Social Skills Training, and Home School Collaboration were analyzed. Efficient procedures for ongoing assessment were also reviewed.

**Summary.** Behaviorism supports the idea that learning is measured by observing behavior (as cited in Nagowah & Nagowah, 2009). Learning is a direct result of experience, practice leads to behavior change and these interventions are an attempt to encourage positive behavior. By including initial and ongoing data collection and functional assessment processes, Applied Behavior Analysis is highlighted within this manual. Interventions that are based on function of behavior have proven to be most effective in shaping persistent minor behaviors for students with disabilities. Because this population of students exhibits deficits in organizational behaviors, social skills, problem solving, and motivation additional behavior support is necessary through strategic interventions. Behavior difficulties in these areas can be managed through research based interventions such as Check In-Check Out, Social Skill Training, or Home-School Based Collaboration.

**Conclusion.** Based on these findings, a manual that emphasizes function based assessments, research based interventions, and ongoing data collection can be effective in promoting acceptable behavior while minimizing suspension rates. Processes to review behavior data while considering modifications can aid in defining appropriate supports for students at the secondary level of support. With an emphasis

on these three main components, middle school administrators will receive a comprehensive manual that supports persistent and minor misbehavior for students with disabilities.

## **Chapter 3: Project Description**

### **Introduction**

Middle school students with disabilities are suspended at a disproportionate rate for minor, persistent misbehavior as compared to their representation in the overall population. Due to the high rates of exclusionary discipline for middle school students with disabilities, a manual that includes systems for preventing out of school suspensions has been designed for students who require more assistance than what is given through universal, building supports. Chapter three introduces a manual for administrators in an urban, West Michigan middle school that emphasizes positive methods for supporting student behavior. This section is divided into four main sections: project components, project evaluation, project conclusions, and plans for implementation.

### **Project Components**

Within this section the context, objectives, and rationale for the project are introduced. A description of the actual project sections is provided and processes for determining the function of behavior are included. Documents supporting Check In-Check Out, Social Skills Training, and Home-School Based Collaboration are described. Finally, progress monitoring methods for behavior interventions are presented.

**Participants and setting.** This behavior support manual is intended for administrative use at an urban middle school in West Michigan serving students in grades six through eight. The school currently enrolls 456 students, with 79 of the

students possessing a federally determined disability. Three administrators manage the building; administrator A has been the lead principal for two academic years, administrator B has been the assistant principal for two academic years and administrator C is in his first academic year as the Dean of Students. The manual will be given to all administrators for review and comprehension of positive behavior intervention processes will be assessed. Administrators will be asked to sign a commitment form, stating that he/she will read and consider the manual components as students with disabilities are being disciplined for minor misbehavior.

**Objectives and Rationale.** Upon reading the manual, the administrators should identify the process for determining when additional behavior support may be needed for individual students. Administrators should become educated on available interventions in order to support student behavior. Additionally, administrators should identify one method for monitoring the progress of a meaningful intervention. After the manual has been read, administrators will be more aware of additional behavior supports to implement so that suspension for minor misbehavior may be prevented. When systems of behavior support are implemented with consistency suspension rates will decline and the overuse of suspension for minor, persistent misbehaviors should cease.

**Analyzing data.** Within this manual, data collection forms have been uploaded to the website to aid in determining the function of behavior, antecedents to behavior, and characteristics of problem behavior. Indirect and direct data collection methods are described.

***Indirect data collection methods.*** Indirect data collection methods are those used to gather information apart from the setting in which the problem behavior occurs. Collection of behavior referrals, classroom teacher documentation, student interviews, and teacher consultations are examples of indirect data collection. The Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part A and the AIM: Assess-Intervene-Monitor FBA Tool (see Appendix C) were gathered from the University of Oregon. The Functional Assessment: Family version provides indirect data from the perspective of the parent while the Behavior Interview and Reinforcement Survey gains understanding from the viewpoint of the student (see Appendix C).

***Direct data collection methods.*** Direct data collection occurs in the setting where the problem behavior occurs. Examples of direct data collection include methods that require an external observer to view the student's behavior and setting characteristics for a given amount of time. For this section the ABC Chart form, designed by Dr. Amy Campbell at Grand Valley State University and the Functional Assessment Observation form assist observers with determining the function for behavior (see Appendix C). The Interval Recording Sheet, Duration Recording Sheet, Event Recording Sheet, and the Latency Recording Sheet are encompassed in this manual to provide detail for setting characteristics (see Appendix C).

Compiling these pieces of data may be difficult therefore measures to organize this data are incorporated into this section of the manual. One flow chart, from Michigan's Integrated Behavior and Learning Support Initiative, supports

teachers with the process of behavior interventions from Tier 1 to Tier 2 (see Appendix C). A flowchart for behavior support, specifically for students with IEP's, is incorporated to ensure that a Functional Behavior Assessment is conducted at the appropriate time, alternate supports are considered by administration, and that appropriate legal measures are in adherence (see Appendix C).

**Positive intervention documents.** Following the determination of the function of behavior, an appropriate intervention can be chosen for a particular student. Within this section, a description of multi-level behavior support is included to assist teachers with choosing a meaningful intervention (see Appendix C). A created Student Intervention Planning Guide provides teachers with a format for problem solving and establishing possible interventions (see Appendix C). In addition, the Daily and Component Intervention Fidelity Form is included to organize effective intervention implementation (see Appendix C).

Among the three interventions discussed in this project, documents are provided for Check In- Check Out, Home-School Based Collaboration, and Social Skills Training. CICO documents include a Daily Behavior Report Card to assist students with monitoring behavior via a Likert scale rating. Additionally, a method for rewarding positive behavior is included in this section (see Appendix C).

With regards to Social Skills Training, a targeted lesson planning tool is included to support this intervention. This tool, created by Dr. Amy Campbell, guides teachers as they design a social skills lesson to fit the needs of the individual student. It begins by assisting with the identification of the student's strengths and

weaknesses. This tool incorporates a problem analysis for high priority skills and supports teachers with developing an implementation plan. A social skill teaching plan is included to use upon completion of the planning guide (see Appendix C).

Additionally, models for increasing home-school collaboration are included. A template is provided for making informed phone calls to parents (see Appendix C). Written communication between teacher and family is included within the Memos for Communication (see Appendix C). A progress report template addresses work ethics and behavior to use during parent teacher conferences or any additional time when information needs to be reported to parents (see Appendix C).

**Monitoring Intervention Effectiveness.** Assessing progress on behavioral interventions is crucial to their success; therefore a section is devoted to monitoring implementation. Michigan's Integrated Behavior and Learning Support Initiative created helpful tracking tools for documenting intervention effectiveness by intervention or student specific detail and each is integrated in this section (see Appendix C). Specifically regarding the CICO intervention, a line graph was created to depict changes in student conduct based on the targeted behaviors (see Appendix C). Qualitative data can be gathered through the use of the Intervention Outcomes chart (see Appendix C). This two week data collection form is provided so that noticeable changes in behavior may be recorded by classroom teachers. In addition, two charts were designed, using Microsoft Excel, to document weekly or monthly behavior referral rates (see Appendix C). Changes in target behaviors can be

evaluated by looking at the trends in the data and can also assist in gauging the level of effectiveness for a specific intervention after an allotted amount of time.

### **Project Evaluation**

In order to demonstrate the success of the implementation of the manual, data can be compiled from student suspension reports. The average number of suspensions per school day within the month for students with disabilities will be calculated (i.e. 27 suspensions per 25 school days = 1.08 suspensions per day for the month). This information will be placed into a chart (see Appendix A), providing data for a bar graph to compare average monthly suspension rates.

In addition quantitative data will be gathered through surveys (see Appendix A), given to administrators, to establish understanding of the manual components. Surveys should be administered prior to reading the manual as well as after one month after reviewing the manual components. In the pre-survey, a Likert scale is utilized to rate the administrators' knowledge of PBS supports. A Likert scale is used in the post-evaluation survey to allow self-evaluation of PBS procedures for behavior management. Open ended questions are included in the surveys to gather qualitative data. Trends and commonalities in the data can be noted through the comparison of pre and post assessment data.

Indicators of success are a decline in average monthly suspension rates. In addition, identification of the process for behavior support and one method for progress monitoring a behavior intervention confirm understanding. Furthermore, a higher confidence rating in the post assessment survey as compared to the pre

assessment survey demonstrates increased awareness of specific positive behavior interventions.

### **Project Conclusions**

This manual highlights positive behavior supports and provides administrators with processes to prevent misbehavior in middle school students with disabilities. As this manual emphasizes, the use of interventions geared towards the function of the behavior are most effective in creating positive behavior. Methods of ongoing progress monitoring are essential in determining the effectiveness of these interventions. As alternate methods of behavior support are consistently used, misbehavior will decrease and the need for suspensions will diminish. The remaining question is if this manual will provide enough assistance so that middle school students with disabilities will experience lasting changes in behavior.

### **Plans for Implementation**

Further implementation would expect this manual to be given to middle school administrators at the beginning of each new school year by the head principal. An emphasis on its use in daily practices with behavior management should be highlighted. As a greater benefit, the administrators should identify and train a group of staff members to assist in following the manual's outlined plans for supporting student behavior through data collection, implementation of interventions, and progress monitoring. Tier 2 interventions should become a part of the school wide behavior support plan with this manual providing many of the resources to keep the systems working efficiently. Continuous progress should be kept by special education

teachers, in regards to students who receive increased behavioral support. Progress should be reported to administrators, quarterly, and all progress notes with identified interventions should be placed in the student's file at the conclusion of the school year. Upon consistent implementation of this manual, suspension and referral rates of students with disabilities can be reported to administrators on a monthly basis. Per administrative discretion, the manual can be implemented within each subsequent school year.

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Appendix A

Administrative forms



## Administrative Commitment form

I agree to read each component found in *Positive Behavior Supports for Students with Disabilities: A Manual for Middle School Administrators*

I agree to employ the process of providing behavior support to students with disabilities for the remainder of the school year.

I agree to incorporate Positive Behavior Support strategies into my personal discipline procedures within the middle school for the remainder of the school year.

**Administrator signature** \_\_\_\_\_

**Date** \_\_\_\_\_



## Positive Behavior Supports – Pre-Survey

Staff ID : \_\_\_\_\_

Date: \_\_\_\_\_

Rate your current knowledge regarding the use of Positive Behavior Supports (PBS): (1 = lack all knowledge & 5 =extremely knowledgeable)

1                      2                      3                      4                      5

List three methods that you currently use when dealing with persistent, disruptive behavior.

- 
- 
- 

What is one alternative method that you might use in lieu of suspension, when dealing with disrespectful behavior?

Rate your confidence level in providing consequences that result in a positive behavior change: (1 = very uncomfortable & 5 =extremely comfortable)

1                      2                      3                      4                      5

Following the implementation of a consequence how is a change in behavior typically monitored?

## Positive Behavior Supports – Post-Survey

Staff ID : \_\_\_\_\_

Date: \_\_\_\_\_

Rate your current knowledge regarding the use of Positive Behavior Supports (PBS),  
after reviewing the PBS manual: (1 = lack all knowledge & 5 =extremely knowledgeable)

1                      2                      3                      4                      5

List three *positive* interventions that you might use when dealing with persistent disruptive behavior.

What is one alternative method that you might use, in lieu of suspensions, when dealing with disrespectful behavior?

Please provide a step by step overview of the process you may employ to ensure that a student with persistent, minor behaviors receives behavioral support.

Rate your confidence level in providing consequences that result in a positive behavior change: (1 = very uncomfortable & 5 =extremely comfortable)

1                      2                      3                      4                      5

How could you monitor progress for a specific behavioral intervention?

School Suspension Data

	Total suspensions (per day per month)	Behavior receiving the highest suspension rate	Behavior receiving the lowest suspension rate
Pre-Intervention Data			
Post -Intervention Data			

Survey Data

	Average knowledge level for PBS	Interventions utilized	Average confidence level for using positive consequences
Pre-Intervention Data			
Post -Intervention Data			

Appendix B

Letters of Permission

Gmail - Solution Tree Permission Request

<https://mail.google.com/mail/?ui=2&ik=877512637f&view=pt&sear>Alecia Niewiadomski <[alecia.christine@gmail.com](mailto:alecia.christine@gmail.com)> **Solution Tree Permission Request**  
3 messages

Ashante Thomas <[ashante.thomas@solution-tree.com](mailto:ashante.thomas@solution-tree.com)>  
To: "alecia.christine@gmail.com" <[alecia.christine@gmail.com](mailto:alecia.christine@gmail.com)>

Tue, Apr 3, 2012 at 3:51 PM

Dear Ms. Niewiadomski:

Thank you for your interest in Solution Tree Press. We need more information before we can process your request. I have attached our Permission Request Form for your convenience. For future reference this form is also located on our website, [www.solution-tree.com](http://www.solution-tree.com). You may access the form by clicking on "Contact Us" and then "Permission Request Form" located under "Solution Tree Press." We must have a completed form for our records. Please note that we'll need to know the publication title and the quantity of copies you seek to make, among other information. You can email the form back to me or to [pubs@solution-tree.com](mailto:pubs@solution-tree.com).

Thank you! As soon as we receive your form, we'll process your request.

Regards,

Ashante

Ashante Thomas

Editorial Assistant

Solution Tree Press

555 North Morton Street

Bloomington, IN 47404

(800) 733-6786 ext. 296

(812) 336-7700 ext. 296

[ashante.thomas@solution-tree.com](mailto:ashante.thomas@solution-tree.com)[www.solution-tree.com](http://www.solution-tree.com)

Alecia Niewiadomski &lt;alecia.christine@gmail.com&gt;

**M Permission request**  
3 messages**Alecia Niewiadomski** <alecia.christine@gmail.com>  
To: gresham@lsu.edu

Wed, Mar 21, 2012 at 8:59 PM

Dear Dr. Gresham:

Please see the attached letter as my request for permission to use the *Daily and Component Intervention Fidelity Form*. These will serve as a piece in my Master's Project through Grand Valley State University, for the completion of my Master's Degree in Education. I look forward to your response. Thank you.

Sincerely,

Alecia Niewiadomski

 **copyright letterGresham.pdf**  
81K**Frank Gresham** <frankgresham@yahoo.com>  
Reply-To: Frank Gresham <frankgresham@yahoo.com>  
To: Alecia Niewiadomski <alecia.christine@gmail.com>

Thu, Mar 22, 2012 at 9:47 AM

You can use the form. Use this email as official confirmation.

Frank M. Gresham, Ph.D.  
Department of Psychology  
Louisiana State University  
Baton Rouge, LA 70803

---

**From:** Alecia Niewiadomski <alecia.christine@gmail.com>  
**To:** gresham@lsu.edu  
**Sent:** Wednesday, March 21, 2012 7:59 PM  
**Subject:** Permission request  
[Quoted text hidden]**Alecia Niewiadomski** <alecia.christine@gmail.com>  
To: Frank Gresham <frankgresham@yahoo.com>

Thu, Mar 22, 2012 at 10:06 AM

Thank you very much!

Alecia Niewiadomski  
[Quoted text hidden]

March 15, 2012

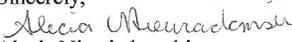
Charlene Thiede  
 SATUCI  
 Administrative, Prevention, and Treatment  
 9 North 4<sup>th</sup> Ave. P.O. Box 1453  
 Marshalltown, IA 50158

Dear Ms. Thiede:

I am currently enrolled in the Advanced Studies in Education Program through Grand Valley State University (GVSU). I am writing a Master's project for the completion of my Master's Degree in Education entitled "Manual of Behavior Supports for Students with Disabilities." May I receive permission to include in the appendices of my Master's Project copies of the following item?

- FUNCTIONAL ASSESSMENT INTERVIEW: FAMILY VERSION

Your signature at the bottom portion of this letter confirms your ownership of the above item. The inclusion of your copyrighted material will not restrict your re-publication of the material in any other form. If you wish a specific copyright notice to be included on each page, please notify. My *project* may be cataloged in the GVSU library and will be available to other students and colleges for circulation.

Sincerely,  
  
 Alecia Niewiadomski  
 12305 White Pine Dr.  
 Allendale, MI 49401  
 616-723-3373 (phone)  
 616-892-5987 (fax)  
 alecia.christine@gmail.com

PERMISSION IS GRANTED to Alecia Niewiadomski to include the requested material(s) in her GVSU Master's of Education *project*.

Name: Charlene Thiede  
 Address: 2781 Gwyn Road Marshalltown, Iowa 50158  
 Date: 3/20/2012

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Name of Company/Organization  
 Permission granted by: Charlene Thiede  
 Title: Julianne Abernethy Date: 3/20/2012

✓ Believe this is a form I invented for the social workers at AEA in the 1990s. There should be a citation in it of the form I modeled it on. I changed the questions to ones that would be answered by parents.

March 15, 2012

Dr. Cynthia M. Anderson  
University of Oregon  
340 HEDCO Education Building  
Eugene, OR 97403-1215

Dear Dr. Anderson:

I am currently enrolled in the Advanced Studies in Education Program through Grand Valley State University (GVSU). I am writing a Master’s project for the completion of my Master’s Degree in Education entitled “Manual of Behavior Supports for Students with Disabilities.” May I receive permission to include in the appendices of my Master’s Project copies of the following items?

- 
- AIM: Assess-Intervene-Monitor FBA Tool
  - Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part A

Your signature at the bottom portion of this letter confirms your ownership of the above items. The inclusion of your copyrighted material will not restrict your re-publication of the material in any other form. If you wish a specific copyright notice to be included on each page, please notify. My *project* may be cataloged in the GVSU library and will be available to other students and colleges for circulation.

Sincerely,  
*Alecia Niewiadomski*  
Alecia Niewiadomski  
12305 White Pine Dr.  
Allendale, MI 49401  
616-723-3373 (phone)  
616-892-5987 (fax)  
alecia.christine@gmail.com

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Name: *Cynthia A*

Address: *U.O*

Date: *3/26/12*

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Permission granted by: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Alecia Niewiadomski &lt;alecia.christine@gmail.com&gt;

**M Permission request**  
2 messages**Alecia Niewiadomski** <alecia.christine@gmail.com>  
To: robh@uoregon.edu

Wed, Mar 21, 2012 at 9:12 PM

Dear Dr. Horner:

Please see the attached letter as my request for permission to use *Functional Assessment Observation Form and Functional Assessment Checklist for Teachers and Staff: Part A*. These will serve as pieces in my Master's Project through Grand Valley State University, for the completion of my Master's Degree in Education. I look forward to your response. Thank you.

Sincerely,

Alecia Niewiadomski

 **copyright letterUofO.pdf**  
116K**Rob Horner** <robh@uoregon.edu>  
Reply-To: robh@uoregon.edu  
To: Alecia Niewiadomski <alecia.christine@gmail.com>

Thu, Mar 22, 2012 at 11:14 AM

Alecia

We are pleased that you are interested in focusing your thesis on issues of functional behavioral assessment

Please accept this email as formal approval to copy and use the two forms listed below. We control the copyright for both forms.

We look forward to hearing what you find in your research

Rob Horner

Professor, University of Oregon

Functional Assessment Observation Form (*O'Neill, Horner, Albin, Sprague, Storey, and Newton, 1997*)

<https://mail.google.com/mail/h/ntvktvgjys0v/?&v=pt&th=1363afa49928fbe4>

3/29/2012

March 21, 2012

Dr. Amy Campbell  
campbeam@gvsu.edu

Dear Dr. Campbell:

I am currently enrolled in the Grand Valley State University (GVSU), Advanced Studies in Education Program, and I am writing a Master's Project for the completion of my Master's Degree in Education. My *project* is entitled "Manual of Behavior Supports for Students with Disabilities." May I receive permission to include in the appendixes of my Master's Project copies of the following items?

- ABC Chart Form
- Social Skills Planning Tool

Your signature at the bottom portion of this letter confirms your ownership of the above item(s). The inclusion of your copyrighted material will not restrict your re-publication of the material in any other form. Please advise if you wish a specific copyright notice to be included on each page. My *project* may be cataloged in the GVSU library and will be available to other students and colleges for circulation.

Sincerely,  
Alecia Niewiadomski  
12305 White Pine Dr. Allendale, MI 49401  
616-723-3373 (phone)  
616-892-5987 (fax)  
alecia.christine@gmail.com

---

PERMISSION IS GRANTED to Alecia Niewiadomski to include the requested material(s) in her GVSU Master's of Education *project*.

Name: Amy Campbell  
Address: 4565 Riverbend Drive, Grand Rapids MI 495  
Date: April 3, 2012

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Name of Company/Organization  
Permission granted by:

March 14, 2012

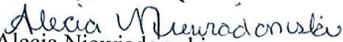
Ottawa Area ISD  
 13565 Port Sheldon St.  
 Holland, MI 49424  
 (877) 702-8600 x 4027

Dear Dr. Goodman:

I am currently enrolled in the Advanced Studies in Education Program through Grand Valley State University (GVSU). I am writing a Master's project for the completion of my Master's Degree in Education entitled "Manual of Behavior Supports for Students with Disabilities." May I receive permission to include in the appendixes of my Master's Project copies of the following items?

- Tier 2/3 Intervention Tracking Tool: Intervention Effectiveness
- Tier 2/3 Intervention Tracking Tool: Student Detail
- ~~Implementation of Schoolwide PBIS with fidelity~~ Tier Two Intervention Flowchart

Your signature at the bottom portion of this letter confirms your ownership of the above items. The inclusion of your copyrighted material will not restrict your re-publication of the material in any other form. If you wish a specific copyright notice to be included on each page, please notify. My project may be cataloged in the GVSU library and will be available to other students and colleges for circulation.

Sincerely,  
  
 Alecia Niewiadomski  
 12305 White Pine Dr.  
 Allendale, MI 49401  
 616-723-3373 (phone)  
 616-892-5987 (fax)  
 alecia.christine@gmail.com

-----  
 PERMISSION IS GRANTED to Alecia Niewiadomski to include the requested material(s) in her GVSU Master's of Education project.

Name: Anna Harms  
 Address: 13565 Port Sheldon St. Holland, MI 49424  
 Date: 3/28/12

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Name of Company/Organization  
 Permission granted by: \_\_\_\_\_  
 Title: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix C

Online manual information

All documents listed as part of Appendix C may be found at the following link, using the assigned password:

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**Manual website**

**[www.pbsmanual.weebly.com](http://www.pbsmanual.weebly.com)**

**Website login, password:**

**pbsmanual, GVSU2012**

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