



# Evidences of a School-Based Positive Behavior Support System

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This poster outlines behavior support efforts at North Cache 8-9 Center in Richmond, Utah, in conjunction with Cache County School District, and the Utah Behavior Initiative; and supported by the Center for the School of the Future. Data from school programs suggest a relationship between behavior support and positive school outcomes. Over the course of several years, North Cache 8-9 Center has designed and implemented a variety of programs to decrease problem behaviors and increase positive behaviors at school. Below is a description of these programs and data that support their effectiveness.

## Methods

### North Cache 8-9 Center Cache County School District

For convenience, program descriptions have been divided into three categories: training and accountability, programs, and reward systems.

#### Training and accountability

- Staff Training:** Training sessions were held to instruct staff members to identify appropriate student behaviors, deliver effective verbal praise, deliver written commendations, and target "at-risk" youth for interventions.
- Student Training:** The first two days of each school year all students attended a training session outlining and providing examples of expected student behaviors.
- Staff Reporting:** Monthly meetings were held with individual staff members to set goals and report program progress.



#### Programs

- Cat Tracks:** Students receiving 10 or more Office Discipline Referrals (ODRs) were invited to participate in this program. Each student was given a tracking sheet to take to his or her classes. The student and administrator worked together to set individual goals, and at the end of each class period teachers award points based on student performance. Students who met pre-determined goals received a reward.
- Tardy Intervention:** At the beginning of each year, a school-wide goal for decreasing student tardiness was set. Tardies were tracked throughout the course of the school year, and a cumulative record of progress was displayed on a large board in the school's main entrance. If the goal was met students earned group and individualized rewards.
- Bobcat 200 Club:** School staff passed out "Bobcat 200 tickets" to students who displayed appropriate behaviors. The tickets were returned to the office where the student was verbally praised and had his or her name placed on the "Bobcat 200 Club" board. 25-30 students were selected from the board daily to receive a reward. All students were selected within a week of getting a ticket. When the board was filled, one student's name was randomly drawn to receive a larger reward.



#### Reward Systems

- Lunch Line Fast Pass:** The principal randomly visited a few classrooms per week and passed out lunch line fast passes to each student in classes where there were no tardies. These passes were also used as individual rewards.
- Honor Roll Breakfast:** Students who made the honor roll were invited to a celebratory breakfast at the end of each trimester.
- Fun Park Pass:** Students who achieved a 4.0 GPA for the trimester received a three-hour pass to a local recreational park.
- No-Tardy Parties:** Students who completed a full trimester with no tardies were invited to attend a party held in their honor during class time (includes praise, prizes, drawings, etc.).
- Citizenship Recognition:** Students who received all honors in citizenship for the trimester were awarded a commendation and other various rewards.
- Annual Awards Assembly:** Students who achieved all honors in citizenship, a 4.0 GPA, had no tardies for the year, or made the honor roll received an award at the annual awards assembly.



## Results

Figure 1 presents a graphical analysis of North Cache 8-9 Center's school-wide progress on Indicators of School Quality (ISQ), a comprehensive, standardized evaluation of the school learning environment. The data show an increase in overall school quality as represented by an increase of 86% in the number of school attributes rated superior, and a 70% decrease in the number of school attributes that indicated a need for improvement. All other school attributes, not reported here, were graded as typical performance.

Number of School Attributes Graded as Superior or Needs Improvement

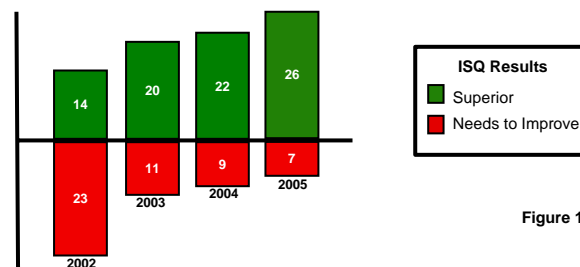


Figure 1

Figure 2 represents the percent baseline of cumulative yearly totals for the number of ODRs and tardies. Due to the variability in numbers between each measure, the data are presented as a percent of the baseline total following the 2001-02 school year. Throughout the course of the intervention, there was a steady decline in tardies and ODRs, culminating in a 70% decrease in tardies and a 64% decrease in ODRs (based on projections for school year 2006-07). The overall attendance rate remained relatively constant throughout the five-year period, averaging 95% attendance per year.

Percent Baseline Tardies and ODRs

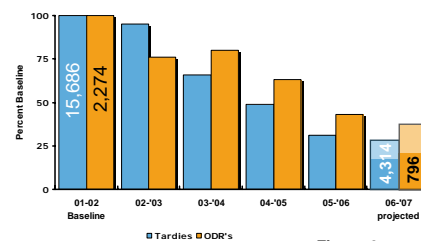


Figure 2

North Cache 8-9 Center Office Discipline Referral form. Referral data was tracked by location, severity of the infraction, and the resulting consequence. Using this system enabled administrators to target interventions on high risk locations and students.



Percent of Time Allocated to Key Administrative Tasks

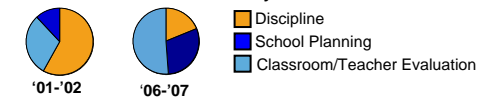


Figure 3

Figure 3 shows the estimated impact of the decrease in the number of ODRs on administrator time allocation in three general categories. The figures are based on an average resolution time of 15 minutes per referral. Based on these calculations, the administrator spent approximately 58% of his time dealing with discipline issues during the 2001-02 school year as opposed to only 15% in 2006-07.

North Cache 8-9 Center School Statistics

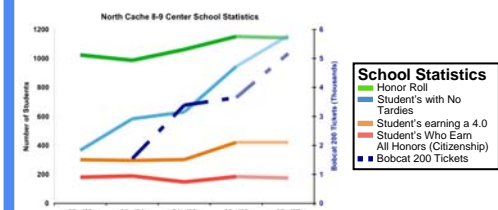


Figure 4

Figure 4 represents trends associated with several measures of student success over five school years, and projected through the current school year. Graphed along the secondary axis is the total number of Bobcat 200 Club tickets delivered to students per year. The following list summarizes key trends between 2003-2006:

- The number of students on the Honor Roll increased 17%
- The number of students earning a 4.0 increased 42%
- The number of students who were not tardy for a trimester increased 62%
- The number of students receiving all honors in citizenship remained stable
- The number of Bobcat 200 tickets given to students increased 136%



## Discussion

The data presented in this poster show an increase in overall school quality (as indicated by ISQ data) since the initiation of positive behavior support systems into the school. Since 2002, the school has also shown continuous decreases in measures of student antisocial behaviors such as tardiness, absenteeism, and disciplinary referrals. Figure 4 also shows increasing trends in the number of students receiving honor roll awards. Although the causal relationship between the implementation of school-wide interventions and the outcomes listed here is unclear, the data emphasize the value of a multi-tiered model for behavior support and add credibility to providing intervention at all school levels.

## References

- Irvin, L.K., Tobin, T.J., Sprague, J.R., & Sugai, G.G. (2004). Validity of office discipline referral measures as indices of school wide behavioral status and effects of school wide behavioral interventions. *Journal of Positive Behavior Interventions* 6(3), 131-147.
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