TEACHERS' PERSPECTIVES ON STUDENT PROBLEMATIC BEHAVIOR AND
SOCIAL SKILLS

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The research investigation reported herein examined program outcomes of student problem behavior and social skills, based on teachers' perspectives, before and after early behavioral intervention services. The study targets students in kindergarten through grade five who are identified by the school system for being at-risk for being labeled with emotional and behavioral disorders. Students identified received early intervention services based on individualized positive behavioral supports (i.e., social skills training, functional behavioral assessment, and team collaboration). Teachers completed a teacher form of the Social Skills Rating System before and after the student received program services to determine differences in social skills and problematic behavior pre- and post- program early intervention services. An analysis was also made of the differences among gender, ethnicity, and grade according to the teachers' perspectives. Data indicated statistically significant results in the area of social skills and problem behavior. The results indicate early intervention services that teach social skills and use functional behavioral assessments to deal with problem behavior are beneficial to children displaying behavior challenges.

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CHAPTER 1

INTRODUCTION

More and more students arrive at school unprepared for the social and academic demands (Klopovic, Vasu, & Yearwood, 2003; Robinson, 2004). For example, many students are faced with certain barriers to learning such as poverty, abuse, and illiteracy. These barriers prevent students from being successful academically, socially, and behaviorally and often result in significant behavior problems at very young ages (Sugai, Sprague, Horner, & Walker, 2000). Research suggests a need for early intervention with students with challenging behaviors to address social maladjustments in elementary school settings, and as early as kindergarten (Conroy, Hendrickson & Hester, 2004; Hemmeter, Fox, Jack, & Broyles, 2007).

According to Barlow, Parsons, and Stewart-Brown (2005) and Lamar and Gatfield (2006), conduct problems develop early in life; however, children at-risk for developing more serious behavior and emotional problems frequently do not receive services until late elementary school and often middle school (Hester et al., 2004). Therefore, students faced with barriers to learning are likely to struggle early, often, and throughout their school careers and life (Hester et al., 2004; Nelson, Stage, Duppong-Hurley, Synhost, & Epstein, 2007; Stormont, Lewis, & Beckner, 2005).

It is suggested for learning to efficiently occur, barriers should be removed and preventative measures (e.g., social skill training, positive behavior support [PBS] strategies) should be consistently implemented for individual students (George, Harrower, & Knoster, 2003; Graves & Arbor, 2002). PBS and early intervention programs are at the forefront of policy and legislative action (Knitzer, 2007; Lovering, Frampton, Crowe, Moseley, & Broadhead, 2006; Trout, Epstein, Nelson, Synhost, & Hurley, 2006). PBS has emerged as a significant policy and

practice in public schools during the past twelve years. Ever since Congress amended the Individuals with Disabilities Education Act (IDEA) in 1997, PBS has held a unique place in special education law. The focus of PBS is on addressing systematic issues in schools in order to positively impact the areas of discipline, academic performance, and social/emotional development (Walker, Cheney, Stage, & Blum, 2005). The emphasis of PBS is centered on using functional behavioral assessment (FBA) and positive approaches to encourage appropriate behavior. According to the Office of Special Education Programs Technical Assistance on Positive Behavior Interventions and Support (OSEPTS, 2009) the core principles of PBS include:

- Educators can effectively teach appropriate behavior to all children. PBS practices are founded on the assumption and belief that all children can exhibit appropriate behavior (Stormont et al., 2005; Sugai & Lewis, 1999). As a result, it is our schools' responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. Educators then must determine the means and systems to provide behavioral resources.
- It is necessary to intervene early. Based on research, PBS is purported to be the best practice to intervene before targeted behaviors occur (Stormont et al., 2005). If educators intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions, in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with students at-risk.
- Use of a multi-tier model of service delivery is essential. PBS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To

achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBS uses tiered models of service delivery (Fairbanks, Simonsen & Sugai, 2008; Sugai & Lewis, 1999).

- Use research-based, scientifically validated interventions to the extent available. According to Fairbanks et al., (2008), No Child Left Behind (2001) requires the use of scientifically based curricula and interventions. The purpose of research-based interventions is to ensure students are exposed to curriculum and teaching which demonstrates effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity to implement strategies that will be effective for a large majority of students (Alberto & Troutman, 2003; Scott, McIntyre, Liaupsin, Nelson, & Conroy, 2004).
- Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress (e.g., Fairbanks et al., 2008; Scott et al., 2004). An assessment which can be collected frequently and is sensitive to small changes in student behavior is recommended. Determining the effectiveness of an intervention early is important to maximize the impact of that intervention for the student.
- Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBS practices (Sugai & Lewis, 1999). Decisions in PBS practices are based on professional judgment which is influenced directly by student discipline referral and performance data. Utilizing data requires that ongoing data collection systems are in place and resulting data are used to make informed behavioral intervention planning decisions (Fairbanks et al., 2008).

- In PBS, assessment data should be used for three different purposes: (a) data comparison by day and month for total discipline referrals, (b) provide diagnostic determination of data by time of day, problem behavior, and location, and (c) monitor progress to determine if the behavioral interventions are producing the desired effects.

Programs which intervene with students early (George et al., 2003; Knitzer, 2007) utilize the seven elements of PBS (OSEPTA, 2009), when implementing FBAs (Sugai & Lewis, 1999), and teaching appropriate behavior through social skills instruction (Beard & Sugai, 2004). Without the collaboration of professionals and teachers, programs would not be able to implement these important key elements to help students with challenging behavior problems (Hester et al., 2004; Lamar & Gatfield, 2006).

Statement of the Problem

The literature is clear regarding the need for early intervention for behavior problems in elementary schools (e.g., Knitzer, 2007; Lovering et al., 2006; Trout, Epstein, Nelson, Synhost et al., 2006). Although PBS is supported as an evidence-based practice in both the literature and the law (Conroy et al., 2004; Hemmeter et al., 2007, Sugai & Lewis, 1999), there is little research regarding programs which support PBS and strategies such as social skills instruction (Quinn & Poirier, 2004) and FBA. Furthermore, research is needed to expand what is known about the efficacy of these programs (Conroy et al., 2004; Quinn & Poirier, 2004). Kendziora (2004) claimed there are numerous programs successfully delivering early intervention services, but an increase in research needs to occur with early intervention programs (Conroy et al., 2004).

Furthermore, teachers often are the main identifier of students at-risk for behavior problems; therefore, it is imperative for research to examine teachers' perspectives of social

skills and problem behaviors pre- and post-specific services to determine essential program components (Elliot & Busse, 2004). To-date, there is little research regarding social skills and problem behavior based on teacher perspectives.

This study targeted elementary age students identified early as being at-risk for developing more severe behavior problems and examined teachers' perspectives on social skills and behavior problems before and after the student received intervention services. Interventions consisted of PBS strategies (i.e., FBA, social skills training, and collaboration).

Purpose of Study

The purpose of the study is to contribute to research in the area of programs whose foundations are based on PBS and FBA. We (a) examined whether a program identifying students early in elementary school as at-risk for behavioral problems show increases in appropriate social skills after the skills are taught, (b) examined whether a program identifying students early in elementary school as at-risk for behavioral problems show decreases in problem behavior once PBS strategies are implemented, and (c) identified student characteristics which contribute to the inappropriate behavior and social skill changes by analyzing differences.

Significance of Study

In this study, a social skills program based on the foundations of early intervention, PBS, and FBA was explored to determine the effects this type of programming has on students' social skills and problematic behavior according to teachers' perspectives. Understanding teachers' perspectives of social skills instruction and programs implementing PBS and FBA may assist in determining the need to implement more early behavior intervention programs. The study may

be helpful in recognizing common trends in students who make significant gains in social skills and decreased problem behavior. By identifying common trends, more effective interventions and positive behavior support strategies may be implemented to help students achieve social success. Moreover, few studies have reported social skills and problem behavior views from the perspective of classroom teachers.

For the specific program used in the research, students may be identified who do not make significant gains resulting in more accurate identification of students who should be referred to special education for emotional and behavioral disorders (EBD). The study may provide information regarding areas of program effectiveness and, therefore, influence future program development.

Limitations

Several limitations should be mentioned in discussion of this study. First, there is a limited number of girls identified and served in the program compared to the number of boys. Research indicates that more boys than girls are typically identified with emotional and social skill deficits (Gresham & Elliot, 1990; Kauffman & Landrum, 2010).

Secondly, there is no district-wide universal screening assessment to identify students for the program; therefore, students who attend the program might not be the students who are in greatest need. Students with internalizing behavior problems might be overlooked or under-identified for services (Scarborough et al., 2004). To minimize identification limitations, the program uses district response-to-intervention (RtI) guidelines (NIR on RtI, 2009) to identify students at-risk for developing behavior problems (see Appendix A).

Thirdly, the study may be limited because the program serves nineteen elementary schools which are located in three different geographical areas of the school district. The program uses the same social skill lessons, collects data in the same manner, and conducts FBAs and PBSs according to procedures. It is recognized that when there are multiple individuals teaching and implementing services, there may be differences in the quality of services rendered to the population.

Research Questions

Three research questions guided this study.

1. What are the differences in program social skills results before and after students attend the All St.A.R.S. program for social skills instruction based on teachers' perspectives?
2. What are the differences according to teachers' perspectives in the All St.A.R.S. program problem behavior results before and after a FBA is conducted and PBS strategies implemented to increase appropriate behavior?
3. What are the differences in group social skill and problematic behavior rating scores according to the teachers' perspectives based on gender, grade, and ethnicity once students have attended the All St.A.R.S. program?

Definition of Terms

The following definitions are provided to facilitate understanding of terms used throughout the study.

- At-risk students are students who display certain behavioral, emotional, or social characteristics which are factors placing them at-risk for school failure or even juvenile services

(Klopovic et al., 2003).

- Boys Town social skills has its basis in learning theory. The child is viewed as an active participant in teaching and learning that occurs. The child is not just told how to behave, he or she learns positive behaviors and how to choose to use them in many different situations. The ultimate goal is not to control children, but to let them take control of their own lives (Dowd & Tierny, 2005).

- Challenging behavior refers to behavior that is difficult to manage in the regular classroom. This behavior usually results in frequent office referrals and suspensions. These behaviors might consist of arguing, fighting, cruelty to others, lack of social skills, deceitful behavior, and aggression (Walker, Ramsey, & Gresham, 2004).

- Conduct disorder is a psychiatric diagnosis used to describe a condition involving aggression, property destruction, and deceitful behavior over time (usually one plus years). Certain behaviors like truancy, fighting, cruelty to others, cheating, and destruction of property and possessions lead to a label of CD (Walker et al., 2004).

- Early identification refers to proactive identification of children with behavior difficulties and for the purpose of making interventions early in life in hopes to prevent further emotional and behavioral disorders (Conroy et al., 2004).

- Early intervention is the application of an intervention, but in a selective form geared towards a specific child or problem at an early age (Kendziora, 2004).

- Early prevention is generally regarded as the application of an intervention to the whole population of students rather than to specific children with problem behaviors (Kendziora, 2004).

- Emotional and behavioral disorders. According to IDEA 1997, the federal definition for emotional disturbance (ED) is a condition exhibiting one or more of the following five characteristics over a long period of time and to a marked degree that adversely affects educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behaviors or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term does not include children who are socially maladjusted; unless it is determined they have an emotional disturbance.

- Functional behavioral assessment is considered a team problem-solving process that relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help collaborative teams select appropriate interventions to directly address targeted behaviors. A major objective is to learn how best to promote student behavior that serves the same function as current behavior, but that is more socially acceptable and responsible (Fox & Gable, 2004).

- Positive behavior support has as its goal to apply a behaviorally based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occur (Sugai & Lewis, 1999). It is not just a process for reducing behaviors, but is a process for assisting a student to be successful within school, work, and community contexts.

- Response-to-intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at-risk for poor learning and behavioral outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning and behavioral disabilities (NIR on RtI, 2009).

- Social skills are the tools that enable people to communicate, learn, ask questions, ask for help, get their needs met in appropriate ways, get along with others, make friends and develop healthy relationships, protect themselves, and generally be able to interact with anyone and everyone they meet in their journey through life (Dowd & Tierney, 2005).

- Social Skills Rating System is an in-depth identification tool which focuses on social skills development. The rating system has both a teacher (SSRS-T) and parent (SSRS-P) rating form for identifying high-risk children for behavior problems. The SSRS examines both social and behavioral skill deficits in categories such as cooperation, social initiations, and aggression (Conroy et al., 2004; Gresham & Elliot, 1990).

CHAPTER 2

REVIEW OF LITERATURE

For this review of literature on early intervention and prevention of students at-risk for emotional and behavioral disorders (EBD), searches were conducted using Educational Resources Information Center (ERIC) and related journal articles and studies through the University of North Texas and the Internet. The review of literature included studies and articles ranging between 1990 to 2010. The keywords employed for the searches included (a) emotional/behavioral disorders, (b) early intervention, (c) prevention, (d) functional behavioral assessment, (e) social skills, and (f) positive behavior support.

Early Intervention

There is an increasing need in the field to address challenging behavior in children in early childhood settings (Conroy et al., 2004; Hemmeter et al., 2007). The literature indicates that conduct problems and challenges develop early in life (Barlow et al., 2005; Lamar & Gatfield, 2006). For example, children with EBD often have challenges attending to academic work, fail to establish effective relationships with teachers and peers, and thus sabotage their own opportunities for effective learning (Bradley & Corwyn, 2005). These challenges are evidenced in the increasing numbers of younger children who are entering school at-risk for antisocial behavior patterns (Lien-Thorne & Kamps, 2005).

According to Hemmeter and colleagues (2007), 10% of kindergarteners arrive at school with problematic behavior. Rimm-Kaufman and Kagan (2005) reported more than half of American teachers claimed one third of children come to school unable to follow directions, work independently, or cooperate well with other children. Consequently, awareness has

increased among educators, health practitioners, parents, and program administrators regarding the growing number of young children who are beginning school without the needed emotional, social, behavioral, and academic skills (Duckworth et al., 2001; Hemmeter et al., 2007; Trout, Epstein, Nelson, Synhost, et al., 2006). Young children exhibiting these problem behaviors are at-risk for being labeled EBD and need comprehensive systems upon school entry. Early interventions may enable them to become successful and socially appropriate students in school (Forness & Kavale, 2001; Lien-Thorne & Kamps, 2005).

Research reports that early problem behavior is related to poor school experiences; therefore, students with problem behaviors are likely to struggle early, often, and throughout their school careers and, in general, life (Hester et al., 2004; Nelson et al., 2007; Stormont et al., 2005). Unfortunately, children at-risk for developing EBD frequently do not receive services until late elementary school (Hester et al., 2004) when behavior problems have gotten worse and often are extremely difficult to correct (Walker et al., 2004). For this reason, early intervention and prevention efforts continue to be at the forefront of policy and legislative action (Knitzer, 2007; Lovering et al., 2006; Trout, Epstein, Nelson, & Reid 2006).

The Need for Early Intervention

Behavior problems are serious and detrimental, especially if they go unidentified. Early intervention is necessary because studies conclude students at-risk for EBD continue to have the worst school outcomes both academically and socially (e.g., Heathfield & Clark, 2004; Trout, Epstein, Nelson, Synhost, et al., 2006). Research has found that children who exhibit significant behavior problems in school are more likely to be rejected by peers, abuse drugs, be clinically depressed, become juvenile delinquents, drop out of school, and be identified as having EBD

during adolescence (Hester et al., 2004). More importantly, signs of behavior problems are observable and present in children early; therefore, early intervention is critical to keep student behavior from continuing to escalate into elementary and adolescent problems. Students with problem behaviors are often labeled EBD later in life when many of their behavioral issues might have improved with early intervention (Conroy & Brown, 2004; Kaiser & Hester, 1997). Without intervention children's problems continue into adulthood leading to socially inadequate adults, unable to function and participate in the fast paced communicative society in which they live (Conroy & Brown, 2004; Fox, Dunlap, & Cushing, 2002; Kaiser & Hester, 1997).

Poor Student Outcomes without Early Intervention

Poor student outcomes typically occur without early intervention and prevention. For example, poor outcomes are evident in the statistical scenario reported by Conroy and Davis (2000). They found 10% to 15% of preschool age children have behavior difficulties and 6% of children served in Head Start demonstrate significant behavioral concerns. Furthermore, 17.4% of students identified as EBD are identified by nine years old and less than 50% of students with EBD are identified by age 12 (Conroy & Davis, 2000). This means that half of preschool and elementary students demonstrating EBD are not receiving services until age 12. These statistics are alarming considering that Walker and researchers (2004) described students in the third grade as having chronic behavior problems. This means that there are no magical solutions for the socially maladjusted behaviors, just interventions and modifications to aid the child in experiencing academic and social success.

In addition to Walker and colleagues' (2004) findings, Hester, Baltodano, Gable, Tonelson, and Hendrickson (2003) reported if behavior problems are left untreated, students'

behaviors tend to multiply, intensify, and diversify over time. The longer it takes for behavior intervention to occur, the more severe the problem behavior becomes and the more likely the chances of comorbidity and multiple disorders (Forness et al., 2000). Currently, services for children with emotional and behavioral problems address issues only after significant problems have arisen and years of social and academic failure are experienced (Lane, Gresham, & O'Shaughnessy, 2002). Since emotional and behavior problems are progressive in nature, this current service model has not met students' emotional and behavioral needs (Heathfield & Clark, 2004; Mhoon, 2003).

Early Intervention Support

Proactive approaches and programs which provide early intervention/prevention strategies and best practices enhance student outcomes and tend to be more effective than remediation efforts (Conroy & Davis, 2000; Lane et al., 2002). Early intervention should be feasible and desired by schools and educators because children with severe behavior problems exhibit and establish maladjusted behaviors at a very young age (Hester et al., 2004; Stormont et al., 2005). Hirshfeld-Becker and Biederman (2002) suggested many benefits to targeting and intervening with children at-risk for behavior problems at a young age. For example, one benefit is a student's ability to quickly learn new behaviors because inappropriate behaviors have not had as long to develop. Early childhood experiences have an enormous impact on later development, thus it is imperative to correct behavior and provide support early (Halfon et al., 2003).

Some researchers (e.g., Montague, Enders, & Castro, 2005) claim early intervention programs can promote behavior gains throughout elementary school years. In a similar finding,

(Hill, Coie, Lochman, & Greenberg, 2004) recommended early intervention because it interrupts the cycle of inappropriate behavior. Schools implementing programs which apply early intervention and prevention services should consider several program elements to ensure successful programming for students with behavioral issues (Hancock, Keiser, & Delaney, 2002; Hill et al., 2004; Lane et al., 2002; Weist, 2001).

Key Program Elements

Throughout the literature, several key program elements emerge as being necessary to early intervention. A few of these elements consist of social skills training, specific social skill deficit identification, positive behavioral support, functional behavioral assessment, and collaboration among teachers and professionals (Hancock et al., 2002; Hill et al., 2004; Lane, 2003; Weist, 2001).

Social Skills Training

Several researchers (e.g., Beard & Sugai, 2004; Hill et al., 2004) claimed social skill lessons and character education need to occur for those students at-risk for EBD. Loeber, Farrington, and Petechuk (2003) suggest that social skills lesson components might consist of both prevention and intervention techniques, such as classroom and behavior management programs, multi-social competence curriculums, conflict resolution and violence prevention, bullying prevention, mentoring programs, and collaborative community interventions. Conroy (2004) and Smith and Daunic (2004) agree with Loeber and colleagues (2003) by also encouraging the use of problem-solving skills such as conflict resolution and violence prevention.

The Metropolitan Area Child Study research group (2007) concluded a great need for social skills instruction for young children at-risk for emotional and behavioral concerns. Direct teaching of social skills is a best practice because it teaches clear behavior expectations and manipulates environmental variables. Teaching social skills to students at-risk for emotional and behavioral problems is essential to teaching appropriate behavior (Beard & Sugai, 2004).

Since using direct instruction is an appropriate way of dealing with young children with emotional and behavioral problems, research has shown that playgroups and free play periods provide a context for teaching social communication and positive behavioral skills. Furthermore, these play groups and activities provide opportunities for practice of social skills with peers (Graves & Arbor, 2002). Manipulating environmental variables is a best practice to help children be socially and emotionally successful in the classroom (Scarborough et al., 2004). Peer modeling and role playing are also preventative practices which help reduce at-risk behavior (Kaiser & Hester, 1997). One social skills curriculum, Boys Town (Boystown, 2007) manipulates the environment to teach appropriate behavior and provides an opportunity for students to role play and practice social skills. Boys Town education model is a school-based intervention strategy that emphasizes behavior management practices, relationship building techniques, and social skills instruction.

The Boys Town model directly teaches social skills to students with emotional and behavioral deficits. Skills are broken into small observable steps which can be directly taught to students. Students are provided a rationale for using the skill and then given opportunity to practice (Hensley, Powell, Lamke, & Hartman, 2007). Teachers look for opportunities to frequently reinforce appropriate skills and correct inappropriate use of the skill as well. The model is rooted in applied behavior analysis and social learning theory.

According to Maag (2006), social skills training is not actually an intervention, but rather an outcome. The outcome would be improved social competence and social skills. There is no one intervention technique to train social skills. Instead the techniques should vary based on the child's patterns of social skill deficits; therefore, it is necessary to identify what skills the child is lacking. One way to identify the child's deficits is to provide teachers with a Social Skills Rating System (SSRS-T), which will help identify the skills needed to be taught according to the teacher's perspective. Programs can determine improved social competence by administering a pre/post social skill rating system (SSRS).

Evidence from Studies Using the Social Skills Rating System-Teacher Elementary Form

Researchers have found that the SSRS-T is an accurate and valid way of identifying social skills strengths and deficits (Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005). Numerous studies support the construct validity of the teacher form of the SSRS (Chewning, 1992; Gresham & Elliot, 1990; Merrell & Poppinga, 1994; Stage, Cheney, Walker, & LaRocque, 2002). The SSRS has been used to examine the criterion validity of other teacher measures including the Teacher Functional Behavior Assessment Checklist (Stage et al., 2002).

The teacher SSRS form has been used in several studies to measure the effectiveness of interventions (Barron-McKeagney, Woody, & D'Souza, 2001; Colton & Sheridan, 1998). Salzman and D'Andrea (2001) evaluated the effectiveness of a primary prevention program intended to promote the development of social skills and pro-social attitudes in elementary students. Teachers' ratings on the SSRS demonstrated reliability differences in the social skills and externalizing behavior domains. Malecki and Elliot (2002) analyzed relationships among a

sample of 139 elementary students' social skills, problem behaviors, and academic competency via student and teacher ratings on the SSRS. Through correlation analysis, they found teacher ratings of social skills demonstrated moderate positive correlations.

Several drawbacks exist when using rating scales to assess social skills. For instance, rating scales lack information about the ecological conditions surrounding behaviors (Van Horn, Atkins-Burnett, Karlin, Ramey, & Snyder., 2007). Behavior problems do not occur in isolation. Information about antecedents and consequences, environmental context and social support for behavior may facilitate an increase in appropriate behavior (Scott et al., 2004). It is suggested by some researchers (e.g., Conroy, 2004; Conroy & Davis, 2000; Forness et al., 2000), that positive behavior support (PBS) and functional behavioral assessment (FBA) help ensure an understanding of environmental variables and provide guidance for interpretation.

PBS and FBA

The Individuals with Disabilities Education Act (IDEA; 1997, 2004) suggest utilizing a FBA on children in school settings that exhibit problem behavior. Likewise, research supports the use of FBA with young children at-risk for behavioral concerns (Conroy, 2004; Lane et al., 2002). The use of FBA can help identify the functions of problem behaviors and aid professionals in choosing an appropriate replacement behavior that serves the same function as the inappropriate behavior. The replacement behavior and function of behavior will guide the professionals to implement successful interventions that increase the likelihood of the child exhibiting appropriate behavior (Conroy, 2004; Conroy & Davis, 2000; Forness et al., 2000).

The FBA process is one that is multi-stepped and requires trained personnel to implement. Once implemented, FBA data may provide solutions to many behavior problems and

is becoming a necessary part of the early intervention process. Conroy (2004) explained three different levels of the FBA that could be conducted to promote appropriate behavior in early childhood settings. These levels range from least intrusive to more intrusive as the levels go up.

The first of Conroy's (2004) suggested levels included assessing the physical and programmatic variables within the environment. Classroom environment plays an essential part in the development of skill and persistence of behavior in an early childhood setting (Alberto & Troutman, 2003; Barlow et al., 2005). For example, space, materials, schedule, and staffing patterns should be considered when utilizing FBA. Graves and Arbor (2002) suggested the use of environmental controls and routines as being imperative for appropriate behavior. If interventions at this level are not necessary or do not work, FBA would continue by assessing the instructional and interactions within the classroom.

The purpose of examining the student-teacher interactions of the classroom during the FBA, according to Conroy (2004), is to enhance the ability to address inappropriate behavior. It is essential that instruction is relevant, meaningful, and functional for the child (Graves & Arbor, 2002). If manipulating environmental learning variables is not successful, it is necessary to assess the antecedents and consequences of the problem behavior (Stormont et al., 2005).

The third stage of the FBA is the most intrusive because it examines specific triggers (i.e., what happens before the behavior) and consequences (i.e., what happens after the behavior). FBA utilizes both indirect and formal measurement tools (Stormont et al., 2005). Often, full FBAs are conducted when appropriate behavior could have been increased with the other two less intrusive measures. For example, in a Head Start classroom, only one of five anticipated children needed a full FBA once environmental and instructional variables had been addressed.

Conducting FBAs helps ensure that positive behavior supports correct students' behaviors instead of aversive controls (Sugai & Lewis, 1999).

Research reports claim that the behavioral difficulties of a student with EBD must be addressed, to enable the student to learn and the teacher to teach (e.g., Lamar & Gatfield, 2006). However, according to Forness and Kavale (2001), schools tend to focus on a student's academic issues (e.g., state-wide testing), rather than mental health issues (e.g., behavioral difficulties). Too often, mental health issues are inappropriately addressed by the use of aversive controls (e.g., metal detectors, suspensions, alternative placements). According to Conroy and Brown (2004) and McKinney, Montague, and Hocutt (1998), aversive controls do not work unless connected to positive behavior supports which include early identification and prevention.

In many school districts, PBSs are being established to ensure both academic and behavioral success through implementation of school-wide positive behavioral support plans from the building level to individual level (Stormont et al., 2005). The main purposes of implementing systems of school-wide PBS are to define, teach, and support appropriate behaviors in a way that establishes cultural competence within schools (Hemmeter et al., 2007). Policymakers and professionals support utilizing positive behavior supports early, often before children enter elementary school settings (Diken & Rutherford, 2005; Stormont et al., 2005).

One key feature of PBS that teaches appropriate behavior in a positive way consists of specifically defining appropriate behavior that is expected in school settings. (Eber, Sugai, Smith, & Scott, 2002; Stormont et al., 2005). Defining behavioral expectations leads to increased awareness for students in the area of social skills because many students simply do not know or understand what is expected of them in a school environment (Eber et al., 2002). Behavioral expectations should be taught to all students within all settings of the school. Taking appropriate

time to complete this task in the school, classroom, and individual level reduces the likelihood of inappropriate behaviors forming (Smith & Daunic, 2004; Stormont et al., 2005).

Once expectations have been established and taught, specific feedback is needed to reinforce appropriate behavior. Re-teaching and practicing behavioral expectations may continue to occur until all students exhibit appropriate behavior. Some students need continuous re-teaching and practice throughout their school years to be successful behaviorally and socially (Stormont et al., 2005). Data and assessment measures (e.g., FBAs) will help professionals guide decisions regarding these supportive interventions and behavioral expectations. PBS and FBA require a team approach for implementation; therefore, collaboration among professionals is imperative for early intervention of EBD (Eber et al., 2002; Halfon et al., 2003; Hemmeter et al., 2007).

Collaboration

Another essential element of successful early intervention, according to Conroy and Brown (2004), is collaboration, which consists of communicating and planning among professionals. Without collaboration, some students in need of early intervention may receive inappropriate discipline measures or go unnoticed. Lane (2003) believes teachers play a vital role in students with behavior problems receiving PBS intervention. For example, noticing the need for intervention depends on the professional's experience, education, and history. Educators will be less likely to examine a child exhibiting behavior problems as being at-risk for chronic problems and possibly EBD if they are not educated or aware of the disorder and its risk factors. Similarly, a student who exhibits chronic behavior problems may be suspended for numerous

days without any other intervention. These types of consequences typically result in continuous behavioral issues (Conroy & Davis, 2000; Fox et al., 2002).

Instead, programs should be building supports that foster collaboration to aid in the problem-solving and identification process (Eber et al., 2002; Parham & Rickwood, 2003; Weist, 2001). No particular group of professionals or parents have all the answers, nor can they identify need appropriately by themselves. Furthermore, it is impossible for one person to provide every possible service needed. These essential elements of early identification can only be determined through partnerships and collaboration (Svanberg, 1998). Teachers, parents, administrators, community members, and policymakers should be collaborating together to plan for a system of early intervention services for students at-risk for EBD (Graves & Arbor, 2002; Halfon et al., 2003). George and colleagues, (2003) and Reddy and Richardson (2006) agreed that establishing collaboration is the first foundational step for appropriate early identification.

Hemmeter and colleagues (2007) recommended the establishment of a leadership team which consists of representatives from staff, administration, families, and other professionals who provide support services for mental health or EBD needs. It would also be beneficial to include someone who has expertise with PBS and FBA. Bradley and Corwyn (2005), suggest that persons with a behavioral background are an essential element of productive collaboration teams and early identification programs. The leadership team should have the ability to make and enforce decisions and should meet consistently. The leadership team's main goal is to provide ongoing implementation and evaluation of the early identification model and its practices.

Reddy and Richardson (2006) mentioned that for collaboration to work effectively, a paradigm shift is needed so school personnel adhere to a collaborative/participatory approach in

educating and treatment of students with EBD. A team approach must embrace a commitment to flexibility and collaboration across disciplines, creating an atmosphere of mutual respect for the knowledge and contribution of each team member regardless of their background. The greater the proportion of students who are at-risk and in need of early intervention, the more imperative it will become for collaboration among all stakeholders (Heathfield & Clark, 2004).

Summary

Early intervention is essential for identifying students at-risk for EBD (Hemmeter et al., 2007). When students are identified at an early age, teaching appropriate behavior is more likely to be successful. Detecting behavior problems at an early age is essential to help social skills generalize across settings and time. The earlier educators detect inappropriate behaviors, the more likely the child will make permanent behavior change.

The literature mentions key elements which aid in the success of early intervention for students at-risk. It is imperative that an assessment or identification measure be utilized (Gresham & Elliot, 1990). The use of PBS and FBA approaches is critical at a young age to find appropriate replacement behaviors (Sugai & Lewis, 1999). Teaching appropriate social skills is needed as part of early intervention programming (Beard & Sugai, 2004) along with collaboration to help students achieve success (Heathfield & Clark, 2004). It requires a team to plan, assess, and implement strategies to help students with challenging behaviors.

CHAPTER 3

METHODOLOGY

Chapter 3 begins with the purpose of the study followed by the research questions, and a detailed description of the subjects and procedures followed. Concluding this chapter are the procedures for analyzing the data.

Purpose of the Study

The purpose of the study was to contribute to research in the area of programs whose foundations are based on positive behavior support (PBS) and functional behavior assessment (FBA). I (a) examined whether a program identifying students early in elementary school as at-risk for behavioral problems show increases in appropriate social skills after the skills are taught, (b) examined whether a program identifying students early in elementary school as at-risk for behavioral problems show decreases in problem behavior once PBS strategies are implemented, and (c) identified student characteristics which contribute to the inappropriate behavior and social skill changes by analyzing differences.

Statement of the Problem

The literature is clear regarding the need for early intervention for behavior problems in elementary schools (e.g., Knitzer, 2007; Lovering et al., 2006; Trout, Epstein, Nelson, Synhost, et al., 2006). Although PBS is supported as an evidenced-based practice in both the literature and the law (Conroy et al., 2004; Hemmeter et al., 2007, Sugai & Lewis, 1999), there is little research regarding programs which support PBS and strategies such as social skills instruction (Quinn & Poirier, 2004) and FBA. Furthermore, research is needed to expand what is known

about the efficacy of these programs (Conroy et al., 2004; Quinn & Poirier, 2004). Kendziora (2004) claimed there are numerous programs successfully delivering early intervention services, but an increase in research needs to occur with early intervention programs (Conroy et al., 2004).

Furthermore, teachers often are the main identifier of students at-risk for behavior problems; therefore, it is imperative for research to examine teachers' perspectives of social skills and problem behaviors pre- and post-specific program services to determine essential components (Elliot & Busse, 2004). To-date, there is very little research regarding social skills and problem behavior based on teacher perspectives.

This study targeted elementary age students identified early as being at-risk for developing more severe behavior problems and examined teacher perspectives on social skills and behavior problems before and after the student had received intervention services. Interventions consisted of PBS strategies (i.e., FBA, social skills training, and collaboration).

Research Questions

Three research questions guided this study.

1. What are the differences in program social skills results before and after students attend the All St.A.R.S. program for social skills instruction based on teachers' perspectives?
2. What are the differences according to teachers' perspectives in the All St.A.R.S. program problem behavior results before and after a FBA is conducted and PBS strategies implemented to increase appropriate behavior?
3. What are the differences in group social skill and problematic behavior rating scores according to the teachers' perspectives based on gender, grade, and ethnicity once students have attended the All St.A.R.S. program?

Program on Which the Study is Based

The “All Students are Reaching Success” (All St.A.R.S.) program uses PBS to intervene early with students who are exhibiting challenging behavior in the elementary school. The program serves students who are in kindergarten through fifth grade in a large urban school district. The mission of the program is to (a) teach students social skills to be successful citizens and (b) provide strategies to parents and teachers to teach appropriate behavior. Students are identified for the program through use of the national initiative response-to-intervention (RtI). RtI tiered intervention process (see Appendix A) helps teachers and administrators identify students who would benefit from All St.A.R.S. by determining whether or not a student is progressing behaviorally or socially in the classroom. Often, students served by All St.A.R.S. are those who are referred to the office, have high rates of suspensions, and rarely interact appropriately with their peers and adults in the classroom.

The All St.A.R.S. staff follows a step-by-step process once the students have been identified for the program. The process and timeline associated with the program may be found in Appendix B. To help the All St.A.R.S. staff understand a student’s behavior problems the teachers completes a functional interview (see Appendix C) regarding the student’s behavior. The interview targets antecedents or triggers that contribute to inappropriate behavior, the specific observable problematic behavior, and consequences or anything that occurs after the inappropriate behavior has taken place.

A pre-Social Skills Rating System teacher version (SSRS-T) (Gresham & Elliot, 1990) is completed by a child’s teacher when the functional interview is concluded. The SSRS-T is a standardized assessment tool where the teacher rates a student’s problematic behaviors and social skills from the teacher’s perspective. Once student data are received, the All St.A.R.S. staff

reviews the SSRS-T and functional interview. Informal observations are then conducted by the staff in a variety of settings across campus.

Once observations are complete, students attend a social skills workshop where they learn and practice Boys Town social skills. In third through fifth grades students attend an all day intense workshop for three days. In kindergarten through second grades students attend a slower paced half-day workshop once a week for six consecutive weeks. During the workshops, students participate in group and individual activities where they have to use the Boys Town social skills to be successful. Students are taught to identify their behavioral strengths and weaknesses based on their performance in the activities. Once the weaknesses are acknowledged, staff assists the students in recognizing Boys Town skills that will help them change their inappropriate behavior. Students are reinforced for appropriate uses of Boys Town skills. Antecedents are controlled by All St.A.R.S. teachers to prevent problem behavior from occurring in the future. Consequences are examined to decrease the likelihood the problem behavior will reoccur. An FBA utilizing specific procedures is for all students referred to the program.

Once students have attended the workshop, All St.A.R.S. staff conducts weekly follow-up for twelve weeks. To help with generalization of social skills, the twelve-week follow-up consists of the All St.A.R.S. staff observing behavior, redirecting, and modeling strategies and behavior in the classroom. Further, it consists of one-on-one follow-up, skill coaching and problem-solving with each student. To help challenging behavior decrease, weekly collaboration meetings with the teacher are held where PBS strategies are discussed and FBA data are reviewed to determine skill acquisition and generalization. Furthermore, teachers participating in the program are provided with direct instruction from the All St.A.R.S. staff on behavior management techniques and intervention strategies. The All St.A.R.S. staff models interventions,

reviews strategies, and changes implementation procedures as needed with the individual teachers.

The FBA data help identify a student's specific challenging behavior and a replacement social skill needed to demonstrate appropriate behavior in the classroom. Teachers are coached by the All St.A.R.S. staff to use strategies that promote positive behavior change and functions of behavior are identified so a replacement behavior can be taught. Students are positively reinforced when they use the appropriate behavior. Teachers also implement preventative strategies that increase the likelihood the replacement behavior will occur rather than the inappropriate behavior. If the student fails to use the appropriate behavior teachers learn to use effective consequences that teach appropriate behavior and lessen the likelihood of the inappropriate behavior happening again.

One way students are praised and corrected on behavior during the twelve-week follow-up is that students are responsible for utilizing a behavior point sheet (see Appendix D). On the point sheet, the teacher rates students on their specific Boys Town social skill behavior. The purpose of the point sheet is to help shape behavior through consistent feedback and practice and to encourage positive behavior.

When the twelve-week follow-up is completed, the same post-SSRS form is completed by the same teacher post All St.A.R.S. services to determine changes in student social skills and problematic behavior based on a teacher's perspectives. The All St.A.R.S. staff consists of 6 teachers and 3 program assistants who are trained in areas of special education and behavior management. The All St.A.R.S. program utilizes the Boys Town skills to teach social skills, but also utilizes a variety of other resources for group social skills activities and numerous research-

based interventions are used in developing the positive behavior plan (e.g., Fay & Cline, 2010; Sprick & Garrison, 2008).

Procedures

The study used a pre-existing “All St.A.R.S.” database from which the student information had been previously removed. First, data on the SSRS-T from the 2007-2008, 2008-2009, and 2009-2010 school years were examined to determine social skills needed by the student and problematic behavior according to the teachers’ perspective. Students whose teachers had completed both a pre-SSRS-T and a post SSRS-T were examined. Data from students who had both pre-SSRS-T and post-SSRS-T information were used to glean information in the areas of a student’s grade, gender, and ethnicity. Student’s grade, gender, and ethnicity along with the pre- and post-SSRS-T scores were exported to statistical software, SPSS, for analysis purposes.

Instrument and Measurement

In this section of Chapter 3, the subjects used in the study are described along with a detail description of the instrument used to determine teacher perspective and the procedures for analyzing the data.

Description of Subjects

Data represented a sample of 141 elementary age children between the ages of 5 and 11 in 19 different elementary schools in the urban school district where the program is implemented. Data were examined on 120 male and 21 female students. The ethnic composition of the students were (a) Anglo [$n = 45$], (b) African American [$n = 63$], (c) Hispanic [$n = 30$],

and (d) Other [$n = 3$]. Research in the area of challenging behavior recognizes the over- and under-representation of male/females (Osher et al., 2004). The grade composition of the students were (a) kindergarten [$n = 32$], (b) first grade [$n = 37$], (c) second grade [$n = 30$], (d) third grade [$n = 22$], (e) fourth grade [$n = 11$], and (f) fifth grade [$n = 12$].

Description of Instrument

The information exported to SPSS from the All St.A.R.S. database consisted of teacher ratings on the SSRS. The SSRS is an in-depth norm-referenced standardized multiple rater identification tool that focuses on social skills development. It is a comprehensive approach to assessing social skills of children and adolescents that provides detailed information for the use of intervention planning. Specifically, the SSRS provides a comprehensive, multi-rater assessment of student behaviors that influence student teacher relationships, peer interactions, and academic performance. The SSRS can be used with preschool, elementary, and secondary age students through a teacher (SSRS-T), parent (SSRS-P), and student (SSRS-S) component for rating high-risk behaviors in children at-risk for developing behavior problems. Only the SSRS-T was used in the study.

The rating scales yield raw scores, standard scores, and percentile scores. The SSRS examines both social and behavioral skill deficits in categories such as cooperation, social initiations, and aggression. The rating scale uses a Likert scale from 0 to 2 (0 indicating never and 2 indicating very often). A standardized score is obtained (Conroy et al., 2004; Gresham & Elliot, 1990). The SSRS-T contains 57 items. The normed-sample consisted of 2,400 students; 556 were in Grade 3, 617 in Grade 4, 591 in Grade 5, 576 in Grade 6, and 60 in combined or ungraded classrooms. There were 1,170 Females and 1, 230 Males in the normed-study. In the

normed-study, 398 students were African American, 76 Hispanic, 71 Other, and 1,435 White. There were 1,980 in the total sample for the ethnic group.

Data Analysis

Research Question 1: The independent variable is the All St.A.R.S. program social skills instruction. The dependent variable is teachers' perspectives of students' social skills post All St.A.R.S.' program social skills instruction.

Research Question 2: The independent variable is the All St.A.R.S. program implementation of PBS. The dependent variable is teachers' perspectives of student problematic behavior post All St.A.R.S. PBS support.

Research Question 3: There are three independent variables: grade, gender, and ethnicity. Two dependent variables exist: (a) teacher perspective of social skills post All St.A.R.S. services and (b) teacher perspective of problematic behavior post All St.A.R.S. services.

To analyze the data, repeated measures ANOVA was used to answer all three of the research questions because participants' points of view were measured at different points in time--before and after being served by the All St.A.R.S. program (Huck, 2004). In the study, factor was time and its levels are the pre- and post-test. Secondly, repeated measures ANOVA allowed data to be analyzed over time. Thirdly, factorial repeated measures ANOVA allowed social skills and problematic behavior to be analyzed between ethnicity, gender, and age. Factorial designs yield important information about the variables alone and their interaction with other variables (Huck, 2004).

In Research Questions 1 and 2, the goal was to measure program results of students across time in two areas: social skills and problematic behavior. In Question 3, six separate

repeated measures were conducted to analyze dependent variables: social skills and problematic behavior compared by gender, grade, and ethnicity.

In ANOVA, it is assumed that the variances of both groups are approximately equal (Huck, 2004). Homogeneity of variance examines this assumption through a test of statistical difference. Since variance is used to examine group difference by summing the squared deviations from the mean, the mean of the first group describes the data the same as the mean of the second group's data. If the mean of the first group does not explain the mean of the second group, then it is difficult to compare group differences based on variances.

In the study, the sample population has various uneven groups. For example, there is an almost 5:1 ratio of males compared to females. Also, there are 63 African Americans and 45 Anglos compared to 30 Hispanic students. These uneven groups are similar to disproportionality discussed in the literature. African American males are often overrepresented in the area of emotional and behavioral issues while Hispanic and Asian-Pacific students are under-identified (Osher et al., 2004). According to the SSRS manual (Gresham & Elliot, 1990), females tend to be underrepresented as well because many of their behaviors tend to be internalized and not noticed by teachers as often. Since there are uneven groups in the sample, it may be difficult to capture the true variability of these groups resulting in the possibility of biased results for this study.

CHAPTER 4

ANALYSIS AND DISCUSSION

The study reported herein was conducted with the purpose to determine program results based on teachers' perspectives of student social skills and problematic behavior before and after positive behavior support strategies (PBS) have been implemented (i.e., social skills training, functional behavior assessment (FBA), and collaboration). Furthermore, gender, ethnicity, and grade were analyzed to determine differences amongst the variables in the area of social skills and problem behavior according to the teachers' perspectives. Repeated measures ANOVA were conducted for all three research questions. For the purpose of displaying the results in this study, this chapter reports (a) ANOVA social skill results both within and between factors; (b) ANOVA problematic behavior results both within and between factors; and (c) meaningful mean differences amongst certain variables based on levels of growth from the SSRS manual.

Social Skill Analysis

The following section reports the data analysis of program results according to the teachers' perspectives of social skills once students have attended the All St.A.R.S. program for the PBS strategy, social skills instruction. The purpose of the within-subjects effect analysis is to examine the program according to two different levels pre- and post-social skills instruction. The purpose of the between-subject effect analysis is to examine differences across individuals in the study (i.e., ethnicity, gender, and grade). The following social skills analysis addresses both Research Questions 1 and 3 in the target area of social skills.

Research Question 1

What are the differences in program social skills results before and after students attend the All St.A.R.S. program for social skills instruction based on teachers' perspectives?

Table 1 addresses the statistical differences within the group across time on the Social Skills Rating System (SSRS) in the area of student social skills. The pre-post main effect of social skills was statistically significant, $p = .001$ based on $p < .05$ level. For program results, data indicates that there was a statistically significant increase of student's social skills according to the teachers' perspectives once social skills had been taught to the targeted students by the All St.A.R.S. program. Additionally, the intervention effect size was calculated using partial eta squared to determine practical significance.

Partial eta squared was used in interpreting the data for effect size rather than classic eta because according to Pierce, Block, and Aguinis (2004) classic eta could conclude biased results when the total sample size is small as in the current study. Partial eta squared takes into account error size which is important in this study because of the small uneven groups. The effect size of social skills was determined to be small, partial $\eta^2 = .120$ indicating that All St.A.R.S. social skills instruction had a small effect on students' post SSRS scores in the area of social skills according to the teachers' perspectives. The effect size indicates that twelve percent of the student increase in social skills can be explained by social skills instruction provided by the All St.A.R.S. program.

Research Question 3

What are the differences in group social skill and problematic behavior rating scores according to the teachers' perspectives based on gender, grade, and ethnicity once students have attended the All St.A.R.S. program?

Table 1 also displays the interaction within the variables of social skills, gender, grade, and ethnicity in the area of social skills. The data analysis shows there are no statistically significant results at the $p < .05$ level for these interactions because all interactions are over .05 alpha.

Additionally, Table 2 specifically reports the between-subject effects and the differences between individual groups in the study. The results posted in Table 2 also indicate no statistically significant results between gender, ethnicity, and grade ($p < .05$). Furthermore, when analyzing effect size between these variables, partial $\eta^2 = < .10$ in all categories within-subject and between-subjects indicating an extremely small effect between social skills instruction and the various groups (i.e., ethnicity, grade, and gender) which concludes that there are no practical implications amongst these variables and social skills in the study.

Table 1

ANOVA Summary Table of Within-Subjects Effect of Social Skills as Reported on the Social Skill Rating System (SSRS) According to Teachers' Perspectives

Source	SS	df	MS	F	*p	Partial Eta Squared
Social Skills	1481.260	1.0	1481.260	15.632	.001	.120
Social Skills x Ethnicity	94.323	3	31.441	.332	.802	.009
Social Skills x Grade	216.692	5	43.338	.457	.807	.019
Social Skills x Gender	9.406	1	9.406	.099	.753	.001
Social Skills x Ethnicity x Grade	623.043	11	56.640	.598	.827	.054
Social Skills x Ethnicity x Gender	93.329	2	46.664	.492	.612	.008
Social Skills x Grade x Gender	579.263	4	144.816	1.528	.199	.050
Social Skills x Ethnicity x Grade x Gender	40.169	2	20.085	.212	.809	.004
Error	10897.233	115	94.759			

Table 2

ANOVA Summary Table of Between-Subjects Effect of Social Skills as Reported on the Social Skill Rating System (SSRS) According to Teachers' Perspectives

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>*p</i>	Partial Eta Squared
Gender	30.270	1	30.270	.235	.629	.002
Grade	307.061	5	61.412	.476	.793	.020
Ethnicity	86.267	3	28.756	.223	.880	.006
Grade x Ethnicity	1601.954	11	145.632	1.129	.345	.097
Ethnicity x gender	18.648	2	9.324	.072	.930	.001
Grade x gender	77.238	4	19.310	.150	.963	.005
Ethnicity x grade x gender	161.136	2	80.568	.625	.537	.011
Error	14829.684	115	128.954			

Problematic Behavior

The following section reports the data analysis of program results according to the teachers' perspectives of student problematic behavior once they have attended the All St.A.R.S. program for PBS support, FBA analysis, and collaboration amongst colleagues. The purpose of the within-subjects effect analysis is to examine the program according to two different levels pre- and post-program support and follow-up. The purpose of the between-subject effect analysis is to examine differences between individuals in the study (i.e., ethnicity, gender, and grade). The following analysis addresses both Research Questions 2 and 3 in the target area of problematic behavior.

Research Question 2

What are the differences according to teachers' perspectives in the All St.A.R.S. program problem behavior results before and after a FBA is conducted and PBS strategies implemented to increase appropriate behavior?

Table 3 addresses the statistical differences within the group across time on the SSRS in the area of problem behavior. The pre-post main effect of problem behavior was statistically significant at .05 level, $p = \leq .001$. These results indicate that in the area of program results, there was a statistically significant decrease in students' problematic behavior according to the teachers' perspectives once functional behavioral assessment, PBS intervention, and collaboration had occurred by the All St.A.R.S. program.

Additionally, the intervention effect size was calculated using partial eta squared to determine practical significance and the strength of the relationship between students' post scores and intervention. The results are displayed in Table 3. The effect size of problematic behavior was determined to be small, partial $\eta^2 = .095$ indicating that PBS strategies (i.e., FBA, and collaboration) had a small effect on the decrease in students' problematic behavior scores according to the teachers' perspectives. The effect size results account for 9.5% of the problematic behavior decrease.

Research Question 3

What are the differences in group social skill and problematic behavior rating scores according to the teachers' perspectives based on gender, grade, and ethnicity once students have attended the All St.A.R.S. program?

Table 3 also addresses the interaction effects within the variables of student problem behavior, gender, grade, and ethnicity. The data analysis shows there are no statistically significant $p < .05$ for these interactions because all interactions are over .05 alpha. Table 4

specifically reports the between-subjects effect and the differences between groups in the study (i.e., gender, grade, and ethnicity). As the data shows in Table 4 there are no statistically significant results between gender, ethnicity, and grade ($p < .05$). Additionally, Table 3 and Table 4 display the effect sizes which support this finding with partial eta squared results being small, partial $\eta^2 = < .10$ in almost all cases. Like the between-subject analysis of social skills, displayed in Table 2, there are also no statistically significant results between the variables of problem behavior (e.g., ethnicity, gender, and grade) as displayed in Table 4.

Table 3

ANOVA Summary Table of Within-Subjects Effect of Problematic Behavior as Reported on the Social Skill Rating System (SSRS) According to Teachers' Perspectives

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>*p</i>	Partial Eta Squared
Behavior	978.018	1	978.018	12.090	.001	.095
Behavior x Ethnicity	374.856	3	124.952	1.545	.207	.039
Behavior x Grade	182.755	5	36.551	.452	.811	.019
Behavior x Gender	80.977	1	80.977	1.001	.319	.009
Behavior x Ethnicity x Grade	1365.500	11	124.136	1.535	.128	.128
Behavior x Ethnicity x Gender	164.293	2	82.147	1.015	.365	.017
Behavior x Grade x Gender	346.856	4	86.714	1.072	.374	.036
Behavior x Ethnicity x Grade x Gender	65.265	2	32.633	.403	.669	.007
Error	9303.087	115	80.896			

Table 4

ANOVA Summary Table of Between-Subjects Effect of Problem Behavior as Reported on the Social Skill Rating System (SSRS) According to Teachers' Perspectives

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>*p</i>	Partial Eta Squared
Gender	53.563	1	53.563	.454	.503	.004
Grade	156.456	5	31.291	.264	.932	.011
Ethnicity	138.499	3	46.166	.390	.761	.010
Grade x Ethnicity	815.024	11	74.093	.625	.804	.056
Ethnicity x Gender	200.761	2	100.381	.847	.431	.015
Grade x Gender	100.297	4	25.074	.212	.932	.007
Ethnicity x Grade x Gender	109.701	2	54.850	.463	.631	.008
Error	13627.191	115	118.497			

Meaningful or Clinical Analysis

Oftentimes in analysis, there may be no statistical significance or large effect size, but the analysis might provide meaningful information towards treatment or the program explored (Henson, 2006). Usually when meaningful significance is explored researchers tend to focus on (a) whether individual or group outcome scores undergo a meaningful change or (b) whether students who have been treated have distinguishable different outcomes from normal individuals (Henson, 2006).

For the purpose of this study I examined meaningful significance in the area of group mean scores of both social skills and problematic behavior based on previously defined ranges in the SSRS manual (Gresham & Elliot, 1990). These ranges are communicated in Table 5. Specifically, this section of the analysis uses graphs to discuss the meaningful differences within ethnicities, grades, and gender. Mean differences between these groups were not reported

because their results showed no meaningful significance that could not be discussed within the group differences.

Table 5

Range of Standard Scores on the SSRS Manual Compared to the Overall Population

Mean	55-84	85-115	116-145
Range	Fewer/Below Average	Average	More/Above Average
Percentage	15% of students fall here	70% of students fall here	15% of students fall here

Gender

Figure 1 displays the results of gender analysis of the mean scores in the area of social skills. Females pre- social skills ($M = 78.8$) and post result ($M = 87.8$) indicate a growth in social skills from the below average to average level according the SSRS manual (Gresham & Elliot, 1990). Similarly, males pre-social skills scores ($M = 76.6$) and post-social skills results ($M = 89.9$) indicate growth in social skills from the below average to average level as well. Males tend to make more growth and gain 13.3 points where females only gain 9 points, but females start out as being viewed as having more social skills on average than males. These scores could be attributed to the way teachers identify girls' social skills deficits compared to boys' deficits which is similar to the original findings of Gresham and Elliot's (1990) when they were developing baselines for the SSRS manual.

Figure 1. Meaningful significance of gender in the area of social skills according to scores on the SSRS based on teachers' perspectives pre-post All St.A.R.S. social skills instruction.

Figure 2 displays the results of gender analysis of the mean scores in the area of problem behavior. Both male and female students begin as being rated above average according to the teachers' perspectives. Female pre-problem behavior score is $M=126.06$ and males begin somewhat lower at $M=123.68$. According to the post-problematic behavior results, both females and males decrease in problematic behavior, but neither males nor females make enough gains to move to the area of average problematic behavior according to teachers' perspectives.

Figure 2. Meaningful significance of gender in the area of problematic behavior according to scores on the SSRS based on teachers' perspectives pre-post All St.A.R.S. PBS interventions.

Ethnicity

The results for meaningful differences amongst the ethnicities in the area of social skills are displayed in Figure 3. Most all ethnicities begin around the same starting point varying from $M = 73.37$ to $M = 80.60$. Hispanic, White, and Other ethnicity categories increase scores from below average to average range; however African American students are very close to the average mark as well ($M = 83.85$). The other category consists of students who did not complete the ethnicity section of the SSRS. Other ethnicity group makes the most significant gain, increasing from $M = 76.67$ to $M = 93$. However, this category consisted of $[n = 3]$ and were labeled as other in the pre-existing data-base because their ethnicities were left unmarked on the

student paperwork. The researcher had no way of determining their true ethnicity. These students were kept in the study for analysis purposes, but placed in one of the other three ethnicity categories there could be a possibility of differing results.

Figure 3. Meaningful significance of ethnicity in the area of social skills according to scores on the SSRS based on teachers' perspectives pre-post All St.A.R.S. social skills instruction.

All ethnicities pre-problem-behavior scores according to the teachers' perspectives begin at the above average mark based on the averages defined by the SSRS manual (Gresham & Elliot, 1990). Figure 4 displays these ethnicity results and shows that all ethnicities decrease in the area of problematic behavior. The Other group [$n = 3$] makes meaningful decreases according to the SSRS manual (Gresham & Elliot, 1990) by making gains in appropriate behavior by 11.67 points and moving to the average range of problem behavior. Hispanic, African American, and White students decrease, but remain in the above average range

according to the SSRS (Gresham & Elliot, 1990). Figures 3 and 4 show meaningful gains in certain ethnicities, but overall social skills and problem behavior in the area of ethnicity does not seem to provide meaningful differences to justify adaptations in the area of clinical treatment.

Figure 4. Meaningful significance of ethnicity in the area of problematic behavior according to scores on the SSRS based on teachers' perspectives pre-postAll St.A.R.S. PBS interventions.

Grade

In the grade group for the area of social skills, displayed in Figure 5, all grade levels start around the same mean varying from $M = 75.27$ to $M = 81$ in the below average range of social skills. Pre-mean scores tend to increase as the grade level of the student increases with the exception of first and second grade. Grades 2, 3, and 4 have meaningful significance according to the SSRS (Gresham & Elliot, 1990) because they increase the range of social skills from

below average to average. Second grade makes the most meaningful gains with a pre-mean of $M = 73.60$ and post-mean of $M = 86.53$. Overall, second graders gain 12.93 points, fourth graders gain 12 points and third graders 10.14 points. Gains from Grades 2, 3, and 4 are significant for clinical treatment because when compared to the pre-post gains of kindergartners 6.0 points, first graders 7.98 points, and fifth graders 2.91 points, second, third, and fourth graders gain twice as many points post-social skill intervention as kindergarten, first, and fifth graders. Kindergarten, first, and fifth grade students make the smallest gains and remain in the below average level of social skills according to the teachers' perspectives.

Figure 5. Meaningful significance of grade in the area of social skills according to scores on the SSRS based on teachers' perspectives pre-post All St.A.R.S. social skills instruction.

When examining meaningful results of grade level group differences in the area of problematic behavior, fourth grade pre-post-mean ranges are significant moving from the above average problematic behavior range to the average range as reported in Figure 6. All other grade levels remain in the above average range for problematic behavior; however, all grade levels decrease in problematic behavior mean scores. Similar to social skill results, second, third, and fourth graders also gain more points in the area of problem behavior. Second graders gain 5.94 points, third graders gain 7.0 points and fourth graders gain 5.36 points which are meaningfully more than first graders which gain 4.79 points, kindergarten which gain 4.62 points, and fifth graders which gain 2.25 points.

Figure 6. Meaningful significance of grade in the area of problematic behavior according to scores on the SSRS based on teachers' perspectives pre-post All St.A.R.S. PBS interventions.

Summary

Data from this study revealed statistical significance in the area of social skills and problematic behavior post-All St.A.R.S. services and implementation of PBS interventions. Data also revealed that there were no statistically significant results when comparing groups by ethnicity, grade, and gender. Meaningful significance was concluded from within-groups by determining growth in the mean scores based on the ranges in the SSRS (Gresham & Elliot, 1990). Meaningful significance in the area of social skills exists within two of the three groups—gender and grade. For problem behavior, there are no meaningful mean gains based on the SSRS in the areas of grade, gender, and ethnicity, but implications for clinical treatment could be concluded from the results in the area of grade. These implications are discussed in Chapter 5.

CHAPTER 5

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

A pre-existing database listing pre- post- Social Skill Rating Scores was used in this study to determine program results and differences among student social skills and problematic behavior according to the teachers' perspectives once students had received positive behavior support (PBS) intervention services from the All St.A.R.S. program. Gender, grade, and ethnicity were analyzed as well to determine differences. This chapter includes (a) summary, (b) implications, and (c) recommendations.

Summary

More and more students are arriving at school at a very young age unprepared for social and academic demands (Klopovic et al., 2003; Robinson, 2004). These unprepared students often struggle behaviorally throughout their school careers and are at-risk for being labeled EBD. As a result of these increasing numbers, there has been a trend in education based on research to intervene at an early age with students with challenging behaviors through PBS interventions (George et al., 2003; Graves & Arbor, 2002; Sugai & Lewis, 1999). PBS has been a significant policy in education and continues to be at the forefront of legislation (IDEA, 1997, 2004). Certain PBS interventions that are considered important in the literature have been social skills instruction, functional behavioral assessment, and collaboration among colleagues and professionals to teach appropriate behavior (Beard & Sugai, 2004; Knitzer, 2007; OSEPTA, 2009). Very little previous research has examined results of early intervention programs that utilize PBS strategies to teach social skills and minimize problem behavior (Hester et al., 2004). Furthermore, fewer of these studies have reported teachers' perspectives on student socials skills or problematic behavior.

Data from this study revealed statistical significance in the area of social skills and problematic behavior post-All St.A.R.S. services and implementation of PBS interventions. These statistical findings indicate that students who exhibit challenging behaviors and poor social skills at young ages in elementary school should be provided PBS support resulting in the likelihood of decreased problem behaviors and increased social skills amongst these students according to the teachers' perspectives.

Data reported in this study also revealed that there were no statistically significant results when comparing groups by ethnicity, grade, and gender. It was determined, however, that meaningful significance could be concluded from within the groups by determining growth in mean scores based on the ranges provided by the SSRS (Gresham & Elliot, 1990). Specifically, meaningful significance in the area of social skills exists within two of the three groups-gender and grade. In the area of problem behavior, the results concluded that there was no meaningful growth in all areas-grade, gender, and ethnicity in regards to range based on the SSRS, but meaningful implications for clinical treatment could be derived from the results in the area of grade. These implications for grade will be discussed further in the implications section.

Implications

The results from this study are meaningful and reveal various implications for children exhibiting problem behaviors at a young age and for the All St.A.R.S. program. Children identified by the All St.A.R.S. program as being at-risk for EBD are benefiting from social skills instruction and PBS interventions based on social skills and problem behavior being statistically significant at $p < .05$ level in this study. Furthermore, these results indicate that children identified early in elementary school do not have to become chronic behavior problems if PBS

and social skills are implemented. Data from this study, along with previous research, indicate that intervening early through the use of PBS supports has positive outcomes for students with challenging behaviors (Conroy & Davis, 2000; Hirshfeld-Becker & Bierderman, 2002; Lane et al., 2002). Schools should consider increasing preventative programs or specialized personnel who implement PBS supports for all students. Programs should be based on PBS and teach students social skills and appropriate behavior (Conroy & Davis, 2000; Lane et al., 2002). Personnel should be trained in PBS and functional behavior assessment (FBA) and have experience working with children with challenging behaviors (Sugai & Lewis, 1999; Hester et al., 2004).

Overall in the area of problem behavior, mean results indicate that problem-behavior often takes a long time to change because of behavioral complexities. Behavior change is a shaped process (Dowd & Tierny, 2005). Twelve weeks may be too short of a time to determine meaningful significance when comparing within differences of gender, ethnicity, and grade. All St.A.R.S. program and other PBS services should consider the complexities of behavior when determining the length of program services. Furthermore, decreases in problematic behavior will only occur if implementations of PBS interventions are consistently implemented by classroom teachers once an FBA is conducted. This study did not identify whether or not these teachers consistently implemented PBS strategies modeled by the All St.A.R.S. program.

Additionally, previous research claimed that African American males are often over-identified and often do not show improvements behaviorally (Osher et al., 2004). There were more African Americans and males identified in this study than other populations, but no statistical or meaningful significances exist to determine that these students' outcomes are much

different from the other groups. These findings indicate no clinical treatment changes for African American males for the All St.A.R.S. program.

Furthermore, since no statistically significant results were found in the areas social skills or problem behavior between and within the groups of gender, grade, and ethnicity, it would seem that all grades, genders, and ethnicities benefit from early intervention and PBS support. Since there are no practical or statistical differences among these groups it cannot be implied that some groups make more progress in the area of social skills and problem behavior than others. However, this study was based upon uneven groups in the area of gender, grade, and ethnicity. Results of the study might have been different had the groups been even (Huck, 2004).

The meaningful or clinical significance found in this study implies that in the area of social skills both males and females made significant gains based on the SSRS. Furthermore, the grade of the student served should be taken into consideration for programming because second, third, and fourth graders made meaningful gains in the area of social skills based on the SSRS. In regards to problem behavior, students do not make significant gains according to the ranges in the SSRS. However, second, third, and fourth graders showed twice the amount of gains as the kindergarten, first, and fifth graders. These results imply that for the twelve weeks time constraints of the All St.A.R.S. program, second, third and fourth grade students seem to benefit the most from the programming. The All St.A.R.S. program might consider examining curriculum and program components for kindergarten and first grade as well as fifth graders. Behavior problems are often seen as chronic problems with no quick solutions past third grade (Walker et al., 2005). This could be one reason why we see little growth with the fifth grade students.

Recommendations

Programs which target student behavior problems at a young age through PBS support and social skills instruction promote behavior gains throughout elementary school (Montague et al., 2005). Students who receive direct intervention support increase social skills and decrease problematic behavior according to their teachers (Hemmeter et al., 2007). Programs utilizing PBS supports are acting according to the current legislation and the law (IDEA, 1997, 2002). Without preventative measures like social skills instruction, FBA, and collaboration students exhibiting problem-behaviors continue to fail academically and behaviorally in school. These students are at-risk for school failure and often have trouble following instructions throughout their life (Hester et al., 2003). More schools should implement programs or supports which base their foundations upon PBS (Beard & Sugai, 2004; Sugai & Lewis, 1999).

All St.A.R.S. should continue to provide support for students exhibiting challenging behavior in school. The program should consider identifying key elements that define whether a teacher implements a behavior plan based on FBA appropriately to help decrease problem behavior. The program might consider the length of program services and the program curriculum for grades kindergarten, first, and fifth. The program should also continue to analyze and interpret SSRS data to determine program strengths and weaknesses.

Several recommendations are offered for future research. Additional research should be conducted to (a) include more even group numbers when analyzing differences among ethnicity, gender, and grade, (b) collect outcome data on more preventative programs providing early intervention services to students exhibiting challenging behaviors, (c) conduct studies analyzing long term outcomes for students attending the All St.A.R.S. program, (d) conduct studies on the differences in teachers who are rating the children's problematic behavior and social skills, and

(e) consider studying the perspectives of teachers who are under-represented in the teacher population.

APPENDIX A
RESPONSE TO INTERVENTION FLOW CHART

How the Response to Intervention(Rtl) Process Unfolds

APPENDIX B

ALL St.A.R.S. TIMELINE

Who's responsible?	✓	4 Weeks before workshop
1.		E-mail administrators at all schools to get preliminary #'s of potential referrals
2.		Assemble Referral Packets (see list for correct order)
3.		Referral packets out; record on Intake Log
4.		P.O. completed for snacks for teacher & parent meetings
2 Weeks before workshop		
5.		E-mail administrators at referring schools to remind them of upcoming deadline (tell them specific date and time when you'll pick up the packets)
6.		Prepare Folders (Parents, Students, Mentor, Teacher Meeting Packet, Mentor Training Packet) (see list for correct order)
7.		Referral deadline, pick up packets at specified times; check for completion <u>before</u> leaving the campus. Be sure you have data needed for spreadsheet.
8.		Score SSRS/fill out point sheets electronically with student's name and schedule
9.		Complete Historical part of student summary sheet (including grades) and review referral information (parent & teacher).
10.		Complete and e-mail Transportation Request to Patricia Warren and Sylvia Mitchell; cc: Karen Boone
11.		Do Teacher interview in person; review teacher's written comments; decide on data collection tool
12.		Observe students in class and other environments (FBA & data coll. tool)
13.		If translator is needed, call Dr. Centurion at Ext. 5520; arrange for a translator for Friday phone call and Parent Night.
14.		If childcare is needed, make arrangements with 1 to 2 people.

1 Week before workshop

		MAKE AND DISTRIBUTE
15a.		a. Invitations to students (workshop), teachers (meeting), mentors (training)
15b.		b. Bus nametags as needed, remind students about bus behavior
		LESSON PLANNING
16a.		a. Plan Teaching Sequence ; and lessons for workshop, assign roles, plan role plays, copy for All St.A.R.S. staff
16b.		b. Fill in students' names on Activity Observation Sheet , give copies to All St.A.R.S. staff; target specific Reflection Questions for each student
16c.		c. Complete one-page summary of Behavior Concerns/Needs , give copies to: *Counselor (if teaching during workshop) *All St.A.R.S. staff
		E-MAIL
17a.		a. Counselor to confirm teaching time and topic based on students' needs (if teaching)
17b.		b. Home Campus Administrators about transportation needs (names of students attending workshop and those riding the bus)
17c.		c. Referring teachers to remind about teacher meeting and workshop dates do not count students absent, no make-up work.
17d.		d. Current mentors, teachers, admin about no visits that week due to workshop
17e.		d. Remind administrator of parent meeting and needing building open.

Friday before workshop

18.		Call parents about meds, lunch, and transportation and remind about parent night (Monday, @ 5:30-7:30 pm), give directions to school; arrange phone call with district translator, if needed. Record this call on Record of Parent Contact
19.		CPE Certification—Type teachers' names on CPE certificate ; print and have ready for those who attend the Teacher Meeting

Monday of Workshop Week

20.		Get snacks for Teacher meeting (take P.O. with you, if needed)
21.		Prepare desks Students/Parents Folders, Teacher packets, colored pencils or markers, No. 2 pencils
22.		Post parent signs
23.		Set up VCR /overhead/laptop/LCD for meetings; set out one-page teacher & parent resources; set out sign-in sheets
24.		Prepare Mentor folders with parents' names, addresses, email, and phone numbers
25.		Teacher Meeting 3:30-4:30 pm; Distribute CEU certificates at the end
26.		Notify custodians about Monday afternoon/evening meetings; A/C or heat left on, main doors unlocked
27.		Parent Meeting 5:30-7:30 pm

Tuesday, Wednesday, Thursday of Workshop Week

28.		Workshop
29.		Confirm mentors (if new, invite to training), explain folders (Add mentor's name to point sheets , copy on yellow paper, and give to mentor before you leave the building)

Friday of Workshop Week

30.		Workshop reflections: What went well? What needs to change for next time?
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		CASE ASSIGNMENTS/BINDERS ORGANIZED
31.		a. Put contact notes and action plans in binder.
32.		b. Arrange your Follow-up schedule with new students
33.		c. Add Parent Contact Information to your binder.
34.		Draft Behavior Plan (Historical info, Description of behavior, Direct observations summarized, Hypothesis developed)
35.		Update Comp Time Log or complete Time Card with Teacher Meeting and Parent Meeting hours and have it signed by principal
<i>Monday after the Workshop</i>		
36.		Follow-up with students in classes (observe and coach on when to use skills, confirm point sheet routine)
37.		Mentor Training
38.		Meet with teacher to draft Hypothesis testing on Behavior Plan or Action Plan
39.		Email administrators and counselors with new mentors and their students
40.		Call parents to ask Follow-up Questions
<i>Weekly after Workshop</i>		
41.		Meetings with Mentors; check folder, get completed point sheets
42.		Meetings with Students; review goals & coach on behavior; Point sheets graphed
43.		Meetings with Teachers; review Behavior Plan hypothesis and collect data, keep contact notes.
44.		Debrief with All St.A.R.S. staff to discuss student progress and needs
45.		Keep up with mileage

Week 6		
46.		Informal data collection tools updated (frequency counts, intensity, and duration)
Week 12		
47.		Surveys & SSRS given to Students, & Teachers; Mentors just get surveys
48.		Surveys & SSRS mailed to parents or completed in person, if possible
49.		Collect data (Point sheets, freq. counts, intensity/duration scales, SSRS re-administered to teachers, parents, and students); Complete Behavior Plan and distribute, as needed
50.		Assess level of mentoring needed; Possibility of self-monitor
51.		Celebration activities at each school
52.		Collect and enter student data on spreadsheet (surveys, SSRS; during services grades, office referrals, & citizenship)
6 Weeks after Student Finishes		
53.		Collect Report Cards
54.		Complete Student Data (finished)

APPENDIX C
TEACHER INTERVIEW

Teacher Referral to All St.A.R.S.

1. **Student:** _____ **Grade:** _____ **Date:** _____

2. **Home school:** _____

3. **Teacher(s)** Please list all with first & last names:

4. **Person completing this form:** _____ **Email:** _____

5. Has this student been **retained**? No _____ Yes (What grade? _____)

6. Is this student receiving any academic or behavioral **accommodations**? (i.e. 504) No _____
Yes _____

7. Has this student ever been **assessed** by Special Education? No _____ Yes _____

8. Is this student receiving **Special Education** services: No _____ Yes _____
If yes, what is service code? (i.e. LD, ED, SI, OHI) _____

If yes, does this student have a Behavior Improvement Plan (BIP)? No _____ Yes _____

(Please attach a copy of the BIP)

9. Has this student ever been placed in an **alternative disciplinary setting**? (i.e. "3rd Partied?")

No _____ Yes _____

10. How many times has this student been sent to the office with a **written office referral** this year?

(Please attach copies of those referrals.)

11. What are the specific concerns you have about your student's **behavior**?

12. Which of these are **most problematic**?

13. **How often** does it occur and **how long** has it been a problem?
14. **Where** does it occur?
15. What happens **before** the problem behavior?
16. What happens **after** the problem behavior?
17. What school or classroom **procedures** or rules are in place?
18. What **outside variables** could be contributing to the problem behavior? (i.e. health/medical, curricular/instructional, environmental, social/cultural, emotional)
19. What do you **expect** of the student? What kinds of behaviors does this student need to be **successful** in your classroom?

20. What are some things the student **excels** at? What are his/her **strengths**?

21. What does s/he **like**?

22. How and when can the problem be **observed**? How can **data** be collected on the problem?

23. Please indicate your student's hour-by-hour daily schedule in the boxes below:

Time									
Class/Subject									

Thank you for completing this information. An All St.A.R.S. staff member will be meeting with you and observing this student the week before the workshop.

APPENDIX D

ALL St.A.R.S. STUDENT POINT SHEET

All St.A.R.S. Behavior Point Sheet

_____ is working on the goals listed below. Please rate the student's use of the skill on a scale of 1 to 5. Thank you.

Date: _____ Day of week: _____ Mentor: _____

1=Excellent 2 =Good 3=Trying 4=Needs Improvement 5=Unsatisfactory

Time	8:45	9:30	9:15	10:00	10:45	11:30	12:15	12:30	1:45	2:30
Subject/Period/Transition	Specials	Science	Reading	Math	LA	Lunch	Recess	Social Studies	Math	Getting ready for home
1. Staying on Task										
2. Accepting "No"										
Teacher Initials										

Accepting "No" for an answer

1. Look at the person.
2. Say 'OK'.
3. Stay calm.
4. If you disagree, ask later.

Staying On Task

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on your task.
4. Ignore distractions and

My goal is to earn ____ points to have a good day.

Reinforcer I will receive:

Student Signature:

Behavior Reflection

- What did you do well?
- What problems, if any, did you have?
- What will you change tomorrow?

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