# Implementing Positive Behavior Support in Regular and Alternative High Schools:
# Use of the Team Implementation Checklist

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# The purposes of this report are:

- To consider the need for PBS in high schools and ways to facilitate its implementation.

- To explore and discuss research questions (and answers) from a study of regular and alternative high schools using the online Team Implementation Checklist (TIC), and office discipline referral (ODR) data.

# PBS in High Schools

- School-wide positive behavior support can help high schools maintain order while including and instructing students whose behavioral issues put them at risk for exclusion (Bohanon-Edmonson, Flannery, Eber, & Sugai, 2004; Eber, Sugai, Smith, & Scott, 2002; Horner, Sugai, & Horner, 2000; March, Hawken, & Green, 2003; McCurdy, Mannella, & Eldridge, 2003; Netzel & Eber, 2003; Safran, 2006; Scott et al., 2002; Sugai, 2003, Sugai et al., 2004).

# Advance Organizer

1. Take a look at the online version of the TIC (see handout or go to http://www.pbssurveys.org/pages/TeamChecklist.aspx).
2. See if you can guess the answers to the 10 research questions.
3. Report a study of 42 high schools that provided ODR data electronically, over the Internet, using the School Wide Information System (SWIS, http://www.swis.org/ ) and had given permission for its use in research.
4. Discussion of answers to the research questions based on this study and from your experience.

Take a look at the online version of the TIC (see handout or go to [http://www.pbssurveys.org/pages/TeamChecklist.aspx](http://www.pbssurveys.org/pages/TeamChecklist.aspx)).

This checklist summarizes many key features of PBS.

An exploratory study, no hypotheses were formed to predict specific outcomes.

10 research questions were studied.

See if you can guess the answers to the 10 research questions ⇨

# 1. Is the *Team Implementation Checklist (TIC)* helpful?

- For high schools trying to use PBS?
  - For research?

# 2. How do regular and alternative high schools differ in ODR patterns?

**3. Do urban and rural high schools face similar types of behavior problems?**

# 4. How do the features of the TIC correlate with each other?

## 5. Is __frequent__ use of the TIC report related to high scores?

# 6. Are schools using the online TIC report similar to schools that do not use it?

**7. What types of behavior problems are of concern in high schools and how are the different types correlated?**

**8. How many days of in-school and out-of-school suspension are typical for different types of high schools?**

# 9.  What percentage of high school students, on average, are suspended from school?

# 10. Are alternative schools the solution to this dilemma?

- Need to maintain orderly and safe schools for students trying to learn
- Need to provide positive behavior support for students with serious behavior problems
- Hard to do both at the same time in the same school according to Campbell, 2000; Heller, 1996; LaFee, 2000; Reavis, 1999; Souza, 2000

**"In the event that the harassment continues the following disciplinary actions go into effect:**

. . . detention

. . . counselor

. . . anger management

. . . Saturday Alternative Program

. . . suspension from school

. . . **transfer to the alternative school**

. . . **e**xpulsion

. . . or filing of legal charges" (Campbell, 2000, p. 37. emphasis added).

**"For students who require <u>alternative</u> education settings,**

- including the 2-5 percent of chronic offenders whose behavior can interfere with the education of others,

- schools need to develop programs that will provide a full range of educational, counseling, and career educational opportunities" (Heller, 1996, p.8, emphasis added).

**"Findings from the second stage [an evaluation by a psychologist following referral because of a behavior considered dangerous] are passed to the school board,**

- which can order the parents to pursue remedial treatment for the student.
- If they refuse or fail to comply, the superintendent says the student would be **placed in an <u>alternative</u> educational program** of the board's choosing" (LaFee, 2000, p. 9, emphasis added).

**From a description of how a "strong" principal established a culture of "success" in a small school with a history of low academic achievement:**

- "Some twenty students in two years were sent to the area <u>alternative school</u>, expelled, removed to home schooling, or encouraged/permitted to transfer to other schools" (Reavis, 1999, p. 201, emphasis added)

# "If a student continues to break school rules after 4 suspensions . . .

- "Involuntary transfer to <u>alternative</u> educational program . . .

- **Approximately 5 percent** of the student population . . . are in need of appropriate <u>alternative</u> educational placements, with smaller classes and highly trained teachers

- . . . We would, thus, **salvage the traditional program for the self-disciplined student**" (Souza, 2000, pp. 37, 39, emphasis added).

# Some have raised concerns about alternative education:

- "Unsuccessful students aren't like Fords or blue jeans or plumbing that somehow got damaged in the assembly line and needs straightening out. That's why we can't just establish one straightening-out center to fix them, whether you call it an 'alternative school,' and 'opportunity center,' or a 'second-chance school' " (Raywid, 2001, p. 1).

**"Not all states have statues that require alternative education settings [for expelled students] . . .**

- 36 states included possibilities for alternative education.
- Of those 36, only 13 required such provisions . . .
- Students of color, as those most affected by severe discipline practices, are the students who are most likely to not have access to alternative education services. . . .
- 44% of expelled students did not have access to alternative educational opportunities . . . approximately 38,200 children and teenagers [in 1997-  1998] . . . were not offered any form of alternative education" (Sughrue, 2003, p. 255).

Report a study of 42 high schools that provided ODR data electronically, over the Internet, using the School Wide Information System (SWIS, http://www.swis.org/ ) and had given permission for its use in research (Tobin, 2005).

# Sections in the Report

- Method
  - Setting & Participants
  - Measures
    - TIC (Already reviewed)
    - ODR (Types of behaviors, Suspension measures)
- Results
  - ODR patterns for regular & alternative schools (with and without online TIC reports)
    - Types of behaviors and suspensions
    - Correlations among types of behaviors
  - Characteristics of TIC reports
    - Average percentages of all possible points
    - Correlations among TIC features
  - Answers to exploratory question
- Limitations
- Implications

# Method

- Setting & Participants

# Data from 2003-2004 school year

- 42 high schools provided ODR information electronically, over the Internet, using SWIS
- Had given permission for its use in research
- 20 schools also reported use of the Team Implementation Checklist (http://www.pbssurveys.org/pages/TeamCheckl ist.aspx )

# 38,659 Students

- Grades 9 though 12
- 13 states: California, Delaware, Florida, Hawaii, Illinois, Iowa, Maryland, Missouri, New Hampshire, New Mexico, New York, North Carolina, and Oregon

# National Center for Educational Statistics (NCES)

- Demographic characteristics of schools
  - regular vs. alternative
  - urban vs. rural
  - ethnicity
- http://nces.ed.gov/

**Average Enrollment by Type of High School: 2003-2004**
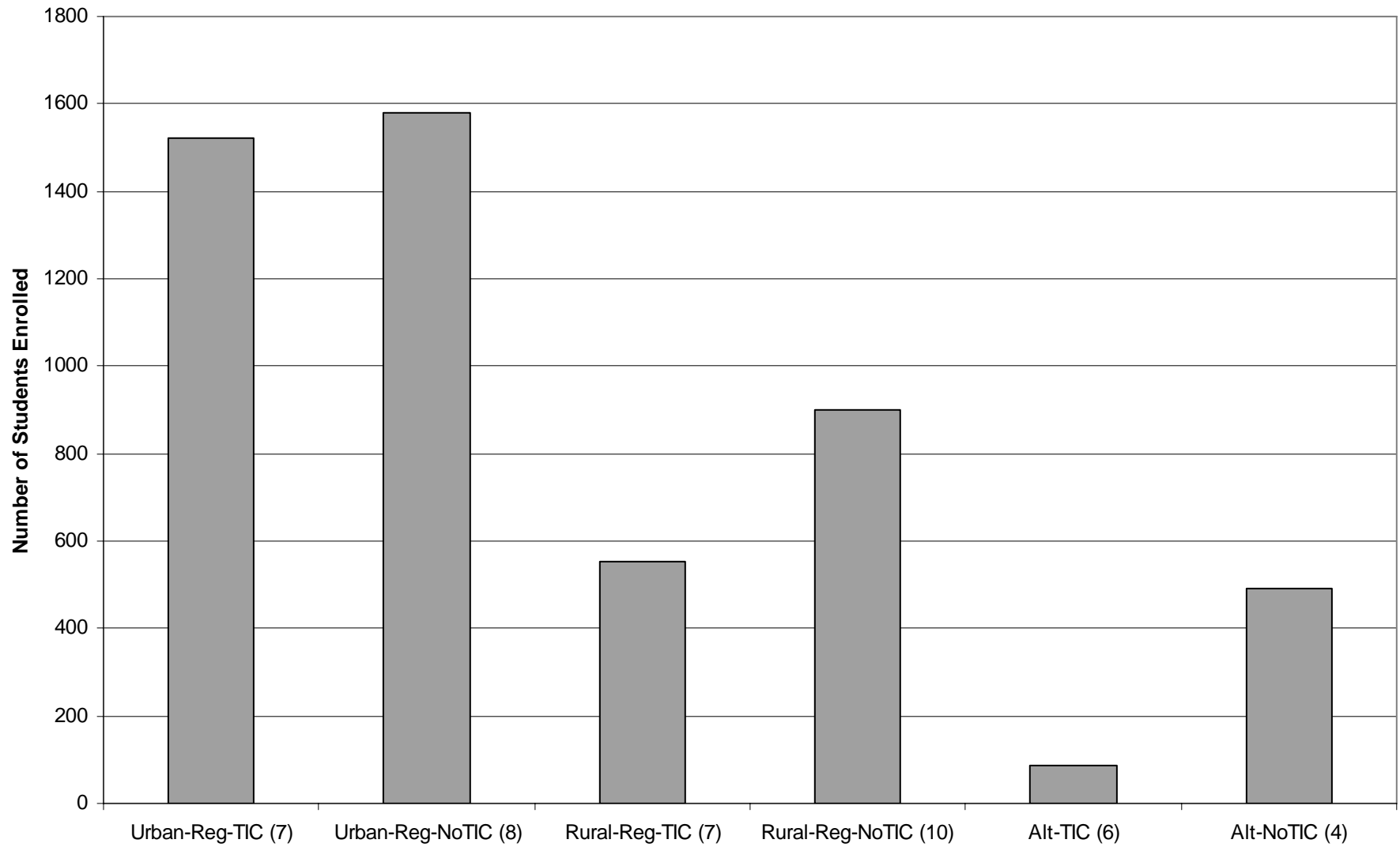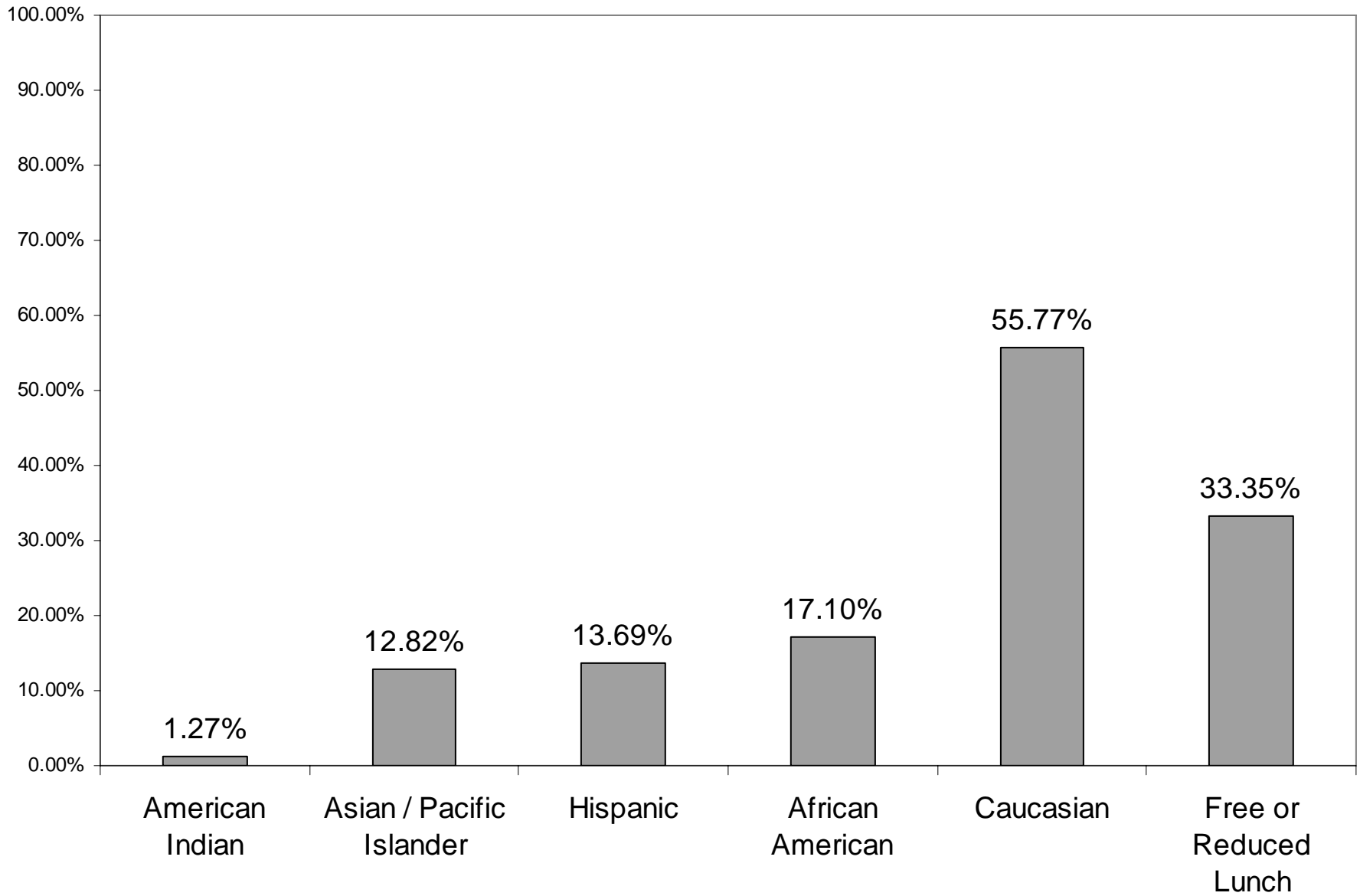
- Measures
  - TIC (Already reviewed)
  - ODR

# Office Discipline Referral (ODR) Rates: Totals and for Different Types of Behavior

- (((# refs / days in school year) / # enrolled students in the school) * 100)
- Controls for differences in number of students and number of days of school
- Tells you how many to expect per day per 100 students
- Translate: 0.33 referrals in a school with 100 students?

# About 1 every 3 days

# "Violent"

- Aggression
- Fighting
- Harassment
- Bullying

- Vandalism
- Arson
- Weapons
- Combustibles
- Property damage

# "Anti-social Nonviolent"

- Inappropriate language
- Disrespect
- Lying

- Disruption,
- Theft
- Dress code violations

# Other Types of Infractions:

- Tardy / Skipping
- Tobacco / Alcohol / Drugs
- Unknown / Other
- Minor:
  - Minor inappropriate language
  - Minor contact
  - Minor disrespect
  - Minor disruption
  - Minor property misuse
  - Minor other

- # Results
  - ODR patterns for regular & alternative schools (with and without online TIC reports, rural and urban)
    - Types of behaviors and suspensions
    - Correlations among types of behaviors
  - Characteristics of TIC reports
    - Average percentages of all possible points
    - Correlations among TIC features
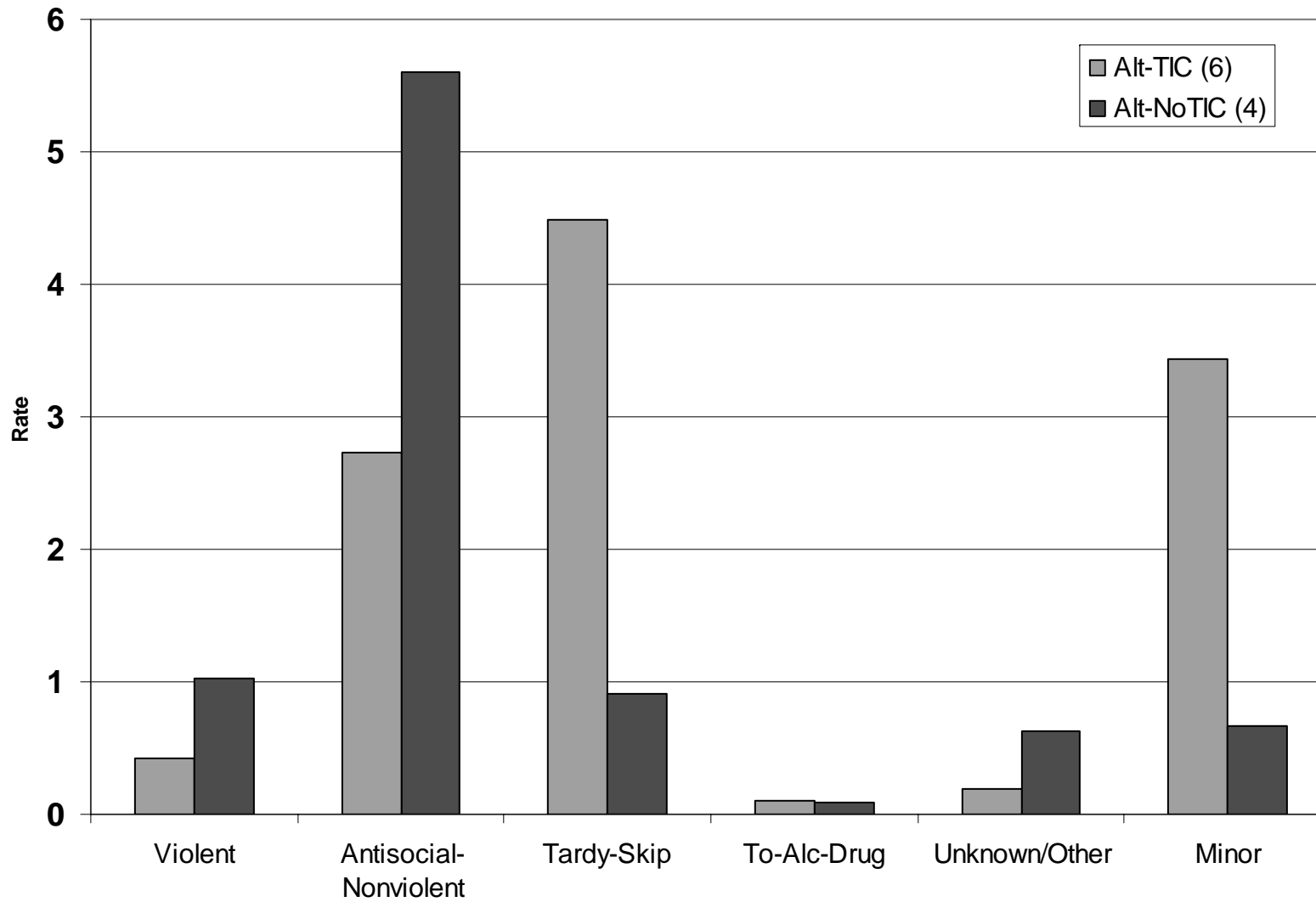  - Answers to exploratory question

# Office Discipline Referral Rates for Regular and Alternative High Schools Using Team Implementation Checklist (TIC) Reports (or Not) in 2004-2004
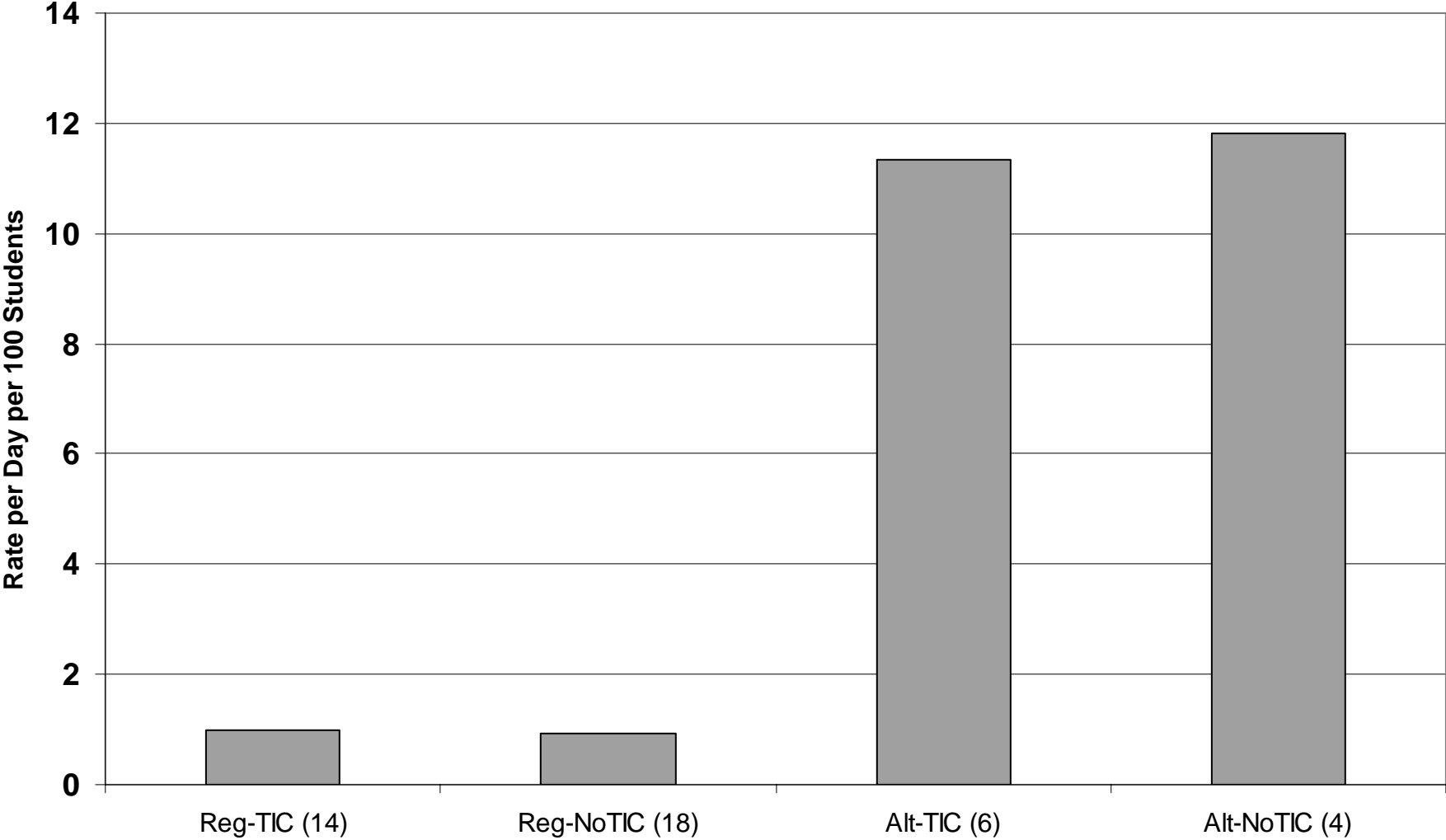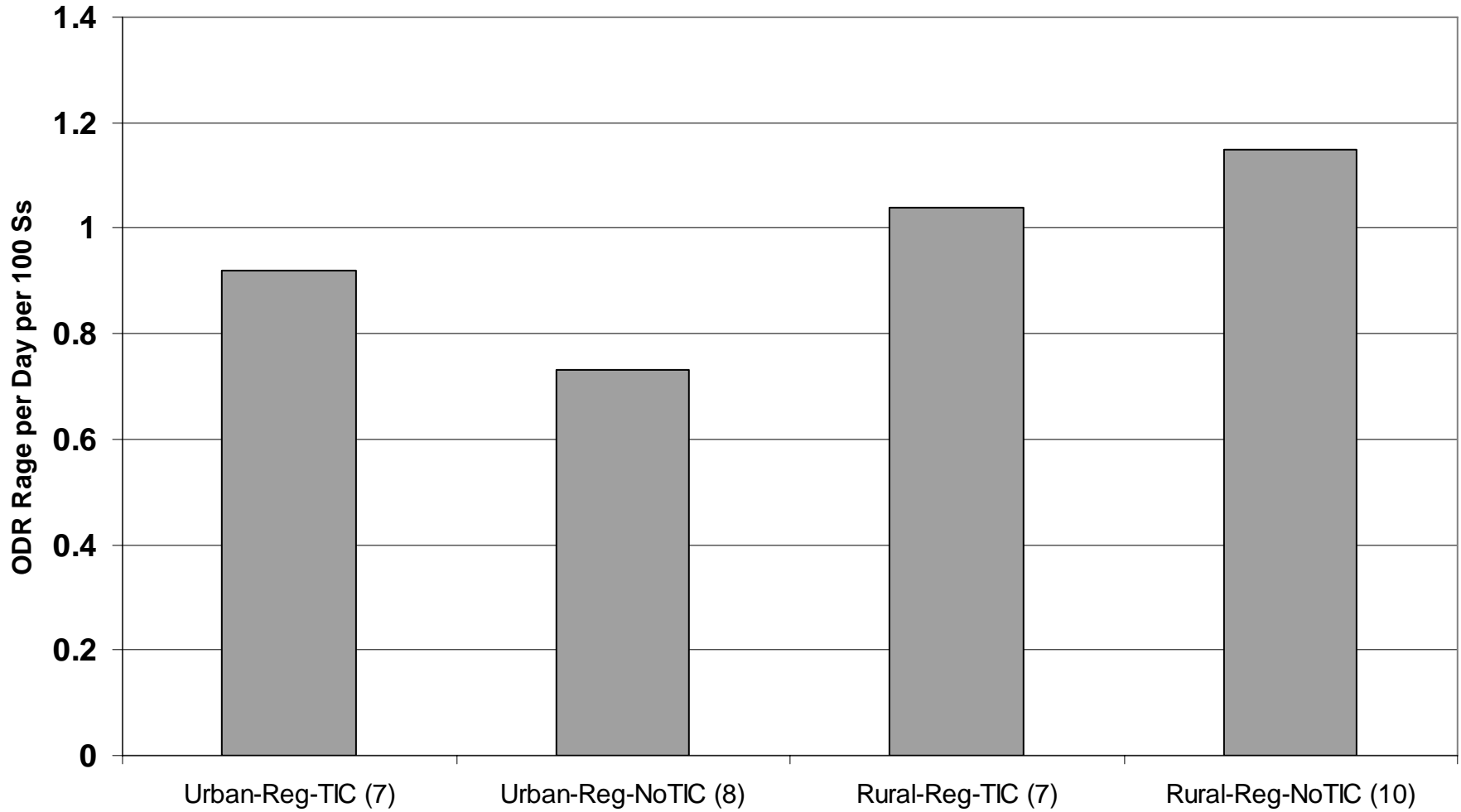
# ODR Rate per Day per 100 Students for Different Types of Behavior Problems
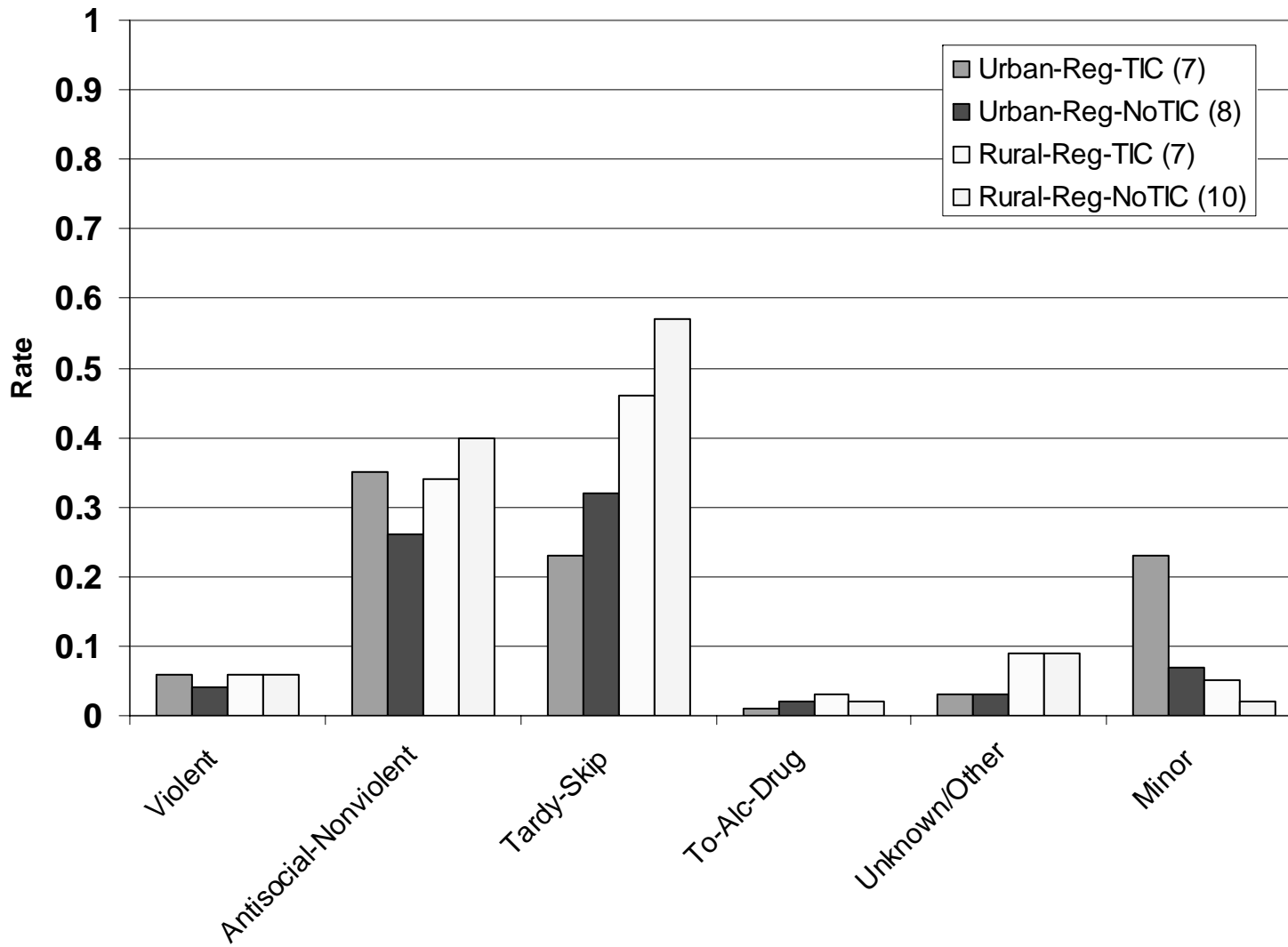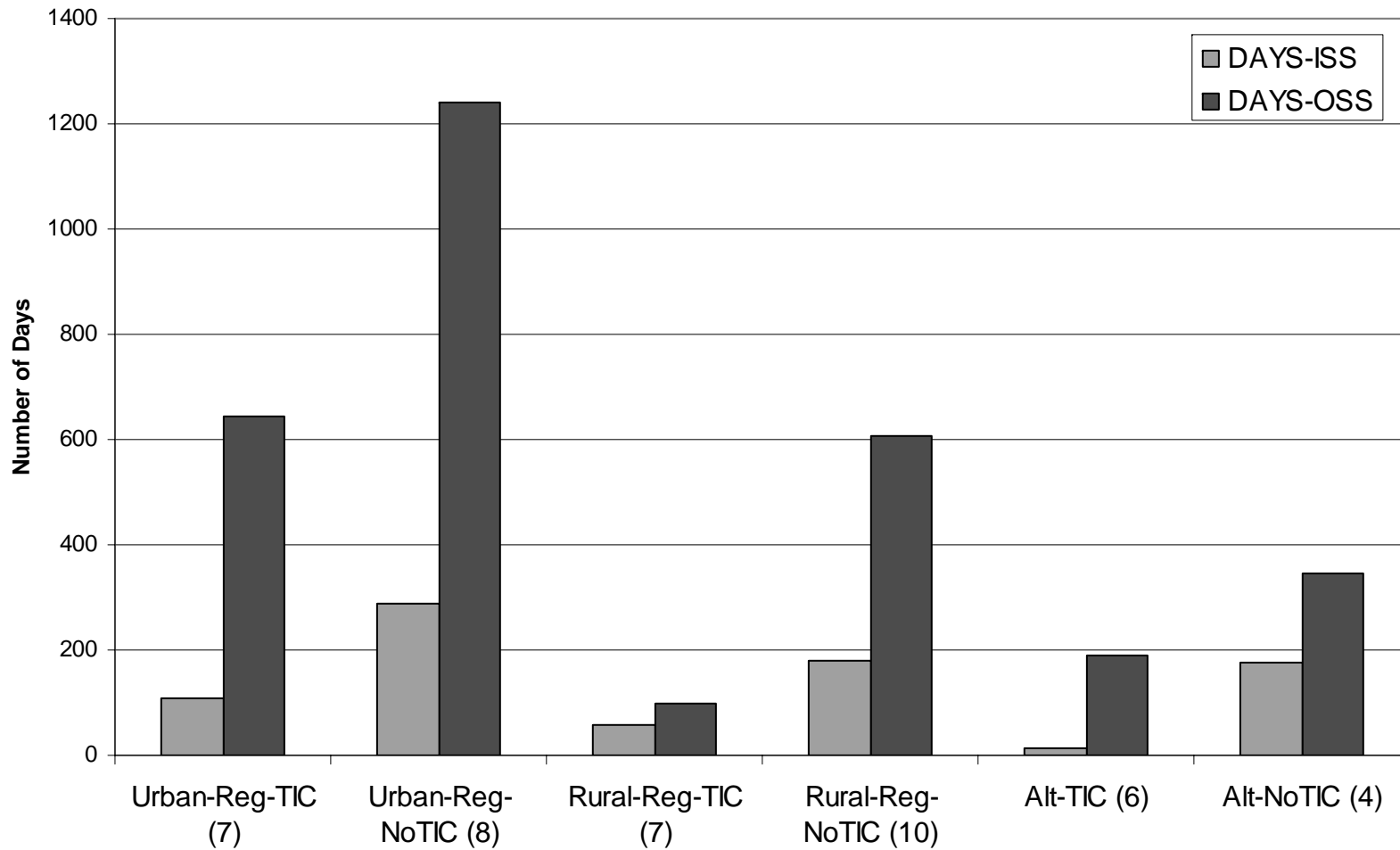
**ODR Rate per Day per 100 Students for Different Types of Behavior Problems**

**Regular Urban and Rural High Schools: Use of Team Implimentation Checklist (TIC) Reported or Not**

**Average Number of Days in 2003-2004 of In-School-Suspension (ISS) and Out-of-School Suspension (OSS) by Type of School and Use of Team Implementation Checklist Report**

Number of Days

| | DAYS-ISS |
| | DAYS-OSS |

1400
1200
1000
800
600
400
200
0

Urban-Reg-TIC (7)  Urban-Reg-NoTIC (8)  Rural-Reg-TIC (7)  Rural-Reg-NoTIC (10)  Alt-TIC (6)  Alt-NoTIC (4)

**In Each Group of High Schools (Urban, Rural, Alternative) Those Using the TIC Reports Have Relatively Fewer Days of Suspension, on Average, than Schools Not Using the TIC Report**

# Average Percent of High School Students Suspended Out of School in 2003-2004 by Type of School and Use or Non-use of Team Implementation Checklist Reports
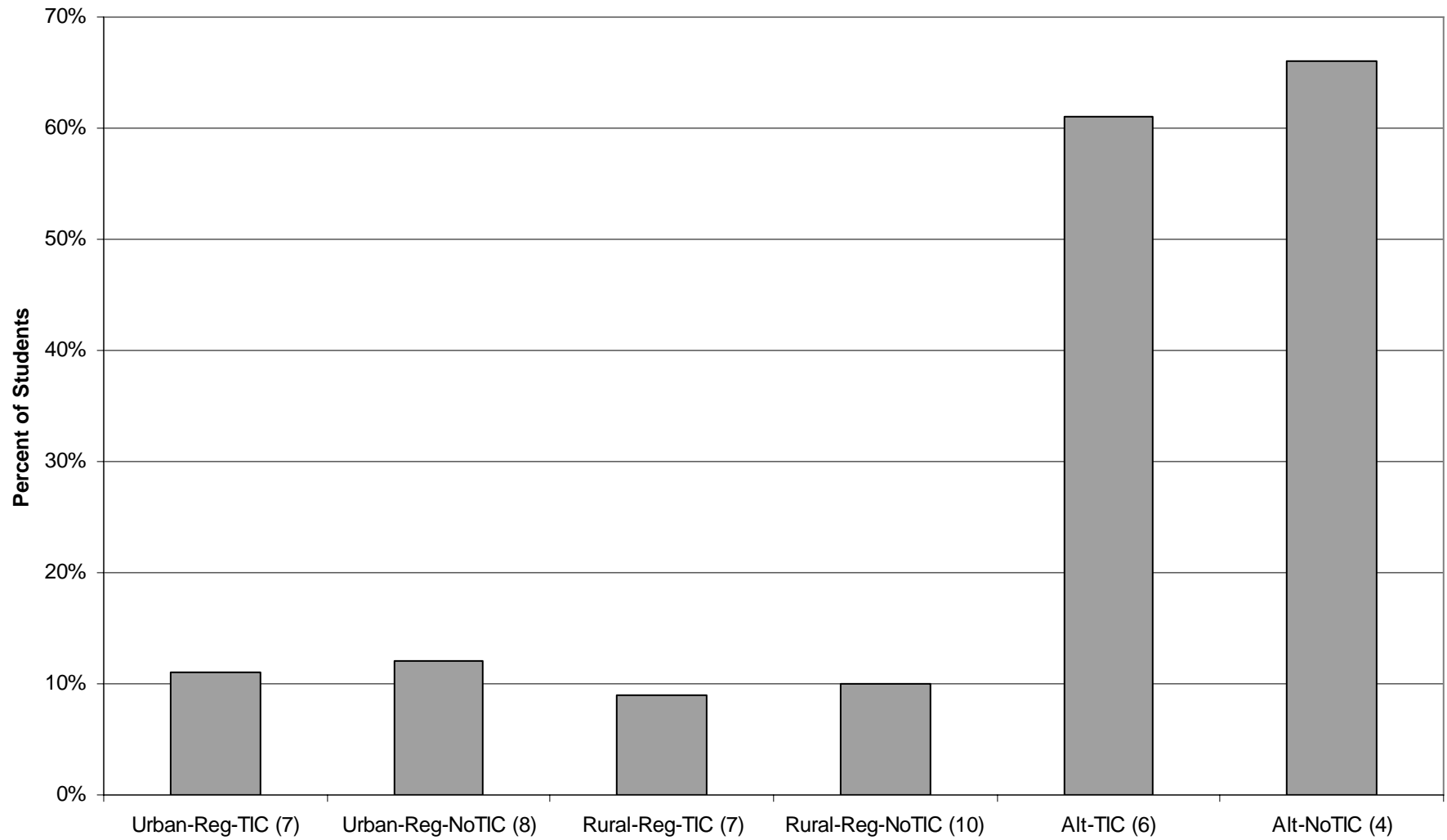
# Pearson Correlation Coefficients for Behavior Types for All Schools, Including Alternative (N = 42).

*Pearson Correlation Coefficients for All Schools, Including Alternative (N = 42)*

| | ODR Rate | Violent | Antisocial Nonviolent | Tardy & Skip | Tobacco, Alcohol, & Drug | Unknown & Other | Minor | Frequency of TIC Reports | Percent Suspended Out | Days Suspended Out | *Number Enrolled* |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ODR Rate | 1.00 | 0.67*** | 0.74*** | 0.76*** | 0.82*** | 0.52*** | 0.67*** | 0.43** | 0.57*** | -0.16 | *-0.38* |
| Violent | | 1.00 | 0.98*** | 0.27 | 0.70*** | 0.76*** | 0.36* | 0.10 | 0.60*** | -0.06 | *-0.22* |
| Antisocial Nonviolent | | | 1.00 | 0.35* | 0.74*** | 0.77*** | 0.45* | 0.15 | 0.60*** | -0.06 | *-0.24* |
| Tardy & Skip | | | | 1.00 | 0.65*** | 0.25 | 0.27 | 0.43** | 0.12 | -0.13 | *-0.25* |
| Tobacco, Alcohol, & Drug | | | | | 1.00 | 0.51*** | 0.51*** | 0.35* | 0.59*** | -0.13 | *-0.49** |
| Unknown & Other | | | | | | 1.00 | 0.06 | -0.07 | 0.48** | -0.01 | *-0.11* |
| Minor | | | | | | | 1.00 | 0.53*** | 0.46** | -0.11 | *-0.28* |
| Frequency of TIC Reports | | | | | | | | 1.00 | 0.21 | -0.21 | *-0.19* |
| Percent Suspended Out | | | | | | | | | 1.00 | -0.06 | *-0.45** |
| Days Suspended Out | | | | | | | | | | 1.00 | *0.54*** |
| *Number Enrolled* | | | | | | | | | | | *1.00* |

*Note.* ODR = Office Discipline Referral. The ODR rate and rates for all types of behavior problems listed on the referrals is calculated using the formula: (((referrals/days of school)/students enrolled)/*100) and indicates the number of referrals per day per 100 students.
*$p < .05$. **$p < .01$. ***$p < .001$.

# TIC Reports

- Frequency of reports
- Average percentages of all possible points
- *(See handout instead of next slide for larger font)*

*Team Implementation Checklist Data: Averages of Percent of Possible Points for Each SW-PBS Feature for Each High School*

| High School Code # | Commitment | Team | Self-Assessment | Expectations Defined | Expectations Taught | Reward System | Violations System | Information System | Function-Based Support System | OverallTIC* |
|---|---|---|---|---|---|---|---|---|---|---|
| 11 | 1 | 0.79 | 1 | 1 | 0.83 | 1 | 1 | 0.75 | 1 | 8.38 |
| 19 | 1 | 1 | 1 | 1 | 0.83 | 1 | 1 | 0.5 | 1 | 8.33 |
| 12 | 1 | 0.94 | 1 | 1 | 0.94 | 0.83 | 1 | 0.67 | 0.75 | 8.13 |
| 18 | 1 | 0.83 | 0.83 | 1 | 1 | 1 | 0.75 | 0.75 | 0.75 | 7.92 |
| 10 | 1 | 1 | 1 | 1 | 0.83 | 0.67 | 0.67 | 1 | 0.67 | 7.83 |
| 8 | 0.63 | 0.98 | 0.98 | 1 | 1 | 1 | 0.94 | 0.5 | 0.72 | 7.75 |
| 2 | 0.75 | 0.83 | 0.87 | 1 | 0.58 | 1 | 1 | 1 | 0.69 | 7.72 |
| 17 | 0.5 | 1 | 1 | 1 | 0.33 | 1 | 1 | 1 | 0.5 | 7.33 |
| 4 | 0.75 | 0.83 | 1 | 1 | 0.89 | 0.33 | 1 | 1 | 0.5 | 7.31 |
| 1 | 1 | 1 | 0.72 | 1 | 0.58 | 0.67 | 0.83 | 1 | 0.5 | 7.31 |
| 15 | 1 | 0.94 | 1 | 1 | 0.94 | 0 | 0.5 | 1 | 0.75 | 7.13 |
| 9 | 0.58 | 0.72 | 0.78 | 1 | 0.72 | 0.67 | 0.67 | 1 | 0.75 | 6.89 |
| 6 | 1 | 0.97 | 1 | 0.8 | 0.63 | 0.7 | 0.45 | 0.6 | 0.5 | 6.65 |
| 16 | 0.95 | 0.87 | 0.33 | 1 | 0.47 | 0.8 | 0.8 | 0.4 | 0.75 | 6.37 |
| 21 | 0.75 | 0.67 | 0.83 | 0.95 | 0.65 | 0.95 | 0.5 | 0.5 | 0.25 | 6.05 |
| 3 | 0.75 | 0.83 | 0.42 | 1 | 0.25 | 1 | 0.5 | 0.5 | 0.5 | 5.75 |
| 13 | 1 | 0.83 | 0.5 | 1 | 0.5 | 0.5 | 0.5 | 0.25 | 0.38 | 5.46 |
| 5 | 0.75 | 0.63 | 0.83 | 0.7 | 0.57 | 0.3 | 0.5 | 0.4 | 0.5 | 5.18 |
| 7 | 0.57 | 0.67 | 0.45 | 0.71 | 0.5 | 0.64 | 0.64 | 0.43 | 0.21 | 4.83 |
| 14 | 0.75 | 0.33 | 0.29 | 0.38 | 0 | 0 | 0.25 | 0.5 | 0.31 | 2.81 |

*The OverallTIC score is a variable created by finding the sum of the averages of the features. Although it is recommended that TIC be completed quarterly, the actual number of TICs, as shown in the 2nd column, ranged from 1 to 10. To compare across schools, the average of possible points for each of the PBS features was calculated and is shown above.

# Correlations Among Variables Using Data from Schools (n = 20) Using the Team Implementation Checklists Reports

Correlations Among Variables Using Data from Schools (n = 20) Using the Team Implementation Checklists Reports

| | Overall | Commit | Team | Self Assess | Define | Teach | Reward | Violations | Information | Function | Frequency |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Overall | 1.00 | | | | | | | | | | |
| Commit | 0.33 | 1.00 | | | | | | | | | |
| Team | 0.80*** | 0.35 | 1.00 | | | | | | | | |
| Self Assess | 0.77*** | 0.15 | 0.58** | 1.00 | | | | | | | |
| Define | 0.82*** | 0.24 | 0.78*** | 0.46* | 1.00 | | | | | | |
| Teach | 0.78*** | 0.36 | 0.53* | 0.74*** | 0.58** | 1.00 | | | | | |
| Reward | 0.57** | -0.06 | 0.45* | 0.22 | 0.56* | 0.20 | 1.00 | | | | |
| Violations | 0.79*** | -0.01 | 0.56** | 0.52** | 0.62** | 0.49* | 0.57** | 1.00 | | | |
| Information | 0.53* | -0.04 | 0.35 | 0.54* | 0.38 | 0.31 | -0.02 | 0.40 | 1.00 | | |
| Function | 0.76*** | 0.42 | 0.48* | 0.49* | 0.53* | 0.59** | 0.34 | 0.58** | 0.29 | 1.00 | |
| Frequency | -0.14 | -0.03 | -0.04 | 0.01 | -0.22 | 0.02 | 0.17 | -0.21 | -0.39 | -0.26 | 1.00 |

*$p < .05$. **$p < .01$. ***$p < .001$.

# 1. Is the *Team Implementation Checklist* helpful?

- For high schools trying to use PBS?

Yes, the fact that many schools were using the TIC, and often frequently, indicates that high school educators find it helpful.

## For research? Yes, because:

- Moderate to high correlations among the items indicates that the TIC is a coherent measure.
- User-friendly web-based format appears to be very practical for repeated use in applied settings and for going to scale.

# 2. How do regular and alternative high schools differ in ODR patterns?

- Alternative schools have much greater discipline problems, both in type and quantity.

# 3. Do urban and rural high schools face similar types of behavior problems?

- In this study, location did not seem to be an outstanding factor. Individual variations were more noticeable.

# 4. How do the features of the TIC correlate with each other?

- With the exception of "Commitment," most of the TIC features are statistically significantly ($p < .05$), positively correlated, usually in the moderately to high range.

# 5. Is <u>frequent</u> use of the TIC report related to high scores?

- Not in this study. It should be noted that the developers of the TIC recommend that it be used quarterly.

- The schools in this study varied from 0 to 10 times per year. More frequent use was not related to better scores in a linear fashion.

# 6. Are schools using the online TIC report similar to schools that do not use it?

- Schools were more similar than different. It is possible that some of the schools in the "No TIC" group were using the Team Implementation Checklist but not reporting it electronically.

# 7. What types of behavior problems are of concern in high schools and how are the different types correlated?

- Schools varied considerably in the different types of behavior problems of concern. Some schools had extremely high numbers of ODRs for "Tardy and Skipping" but very few for violent behaviors. Others had the opposite pattern.

- Violent and antisocial nonviolent behavior problems were highly correlated.

# 8. How many days of in-school and out-of-school suspension are typical for different types of high schools?

- For regular high schools, the average number of days of in-school suspension for the 2003-2004 school year was 165 but for out-of-school suspensions, it was 663.

- For alternative schools (typically with much smaller enrollments), the average number of days of in-school suspension was 78 and of out-of-school suspension, 252.

# 9. What percentage of high school students, on average, are suspended from school?

- **In regular schools, 10%.**
- **In alternative schools, 63%**

*Note:* This was calculated by dividing the number of students suspended out by the enrollment. Enrollment data in extant databases typically is based on October data and does not reflect changes that may occur during the year. In some alternative schools, students frequently come and go. By the end of the school year, the total number of students served may be much greater than the enrollment in October.

## 10. Do alternative schools appear to be the solution to the dilemma schools are facing when trying to maintain orderly and safe schools while providing positive behavior support to students with serious behavior problems?

- More research is needed. The extremely high ODR and suspension rates in the alternative schools, particularly for violent behaviors and for potentially addictive behaviors, suggests:

1. If these students remained in the regular schools instead of having the option to attend an alternative school, it would be difficult for the regular school to support the students.

2. Even the alternative schools find it difficult to support these students. It is interesting that educators in alternative schools are making an effort to implement PBS and to use the TIC.

# Limitations

- Self report and correlational data is descriptive but does not establish cause and effect

- Schools self-selected into the "online TIC" and the "no online TIC" groups

- Although number of students was large, more than 38,000, schools were the unit of analysis and the total number of schools was only 42.

- Although the range of types and locations was fairly wide, no inner city schools were included.

# Limitations, continued

- One school year, looking at averages for the whole school year – not looking at progress over time.

  Future efforts to study the impact of using the TIC would benefit from observing changes over several years and combining a study of the extant database with interviews or questionnaires to obtain information about implementation factors and school climate issues that are not recorded electronically.

# Implications

- High schools can implement school-wide Positive Behavior Support.

- Alternative high schools are serving students with very high rates of serious problem behaviors yet they are striving to implement PBS.

- The Team Implementation Checklist is a valuable tool for PBS teams and for studying on-going implementation efforts.

- An advantage of having schools chart and study their own ODR data in PBS team meetings is that this type of formative, internal evaluation empowers school staff to develop interventions and action plans that fit their unique needs.

**Discussion of answers to the research questions based on this study and from your experience.**

How does your experience compare to these findings?

# Acknowledgment

- Center on Positive Behavioral Interventions & Support
- U.S. Office of Special Education Programs
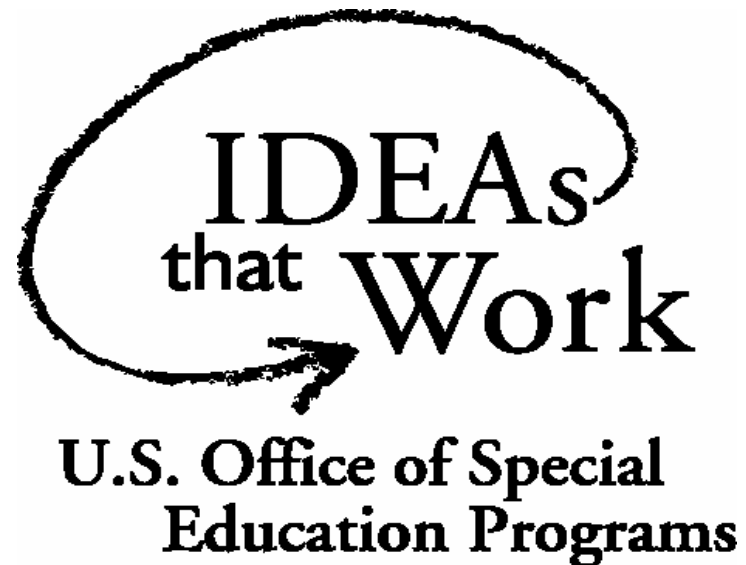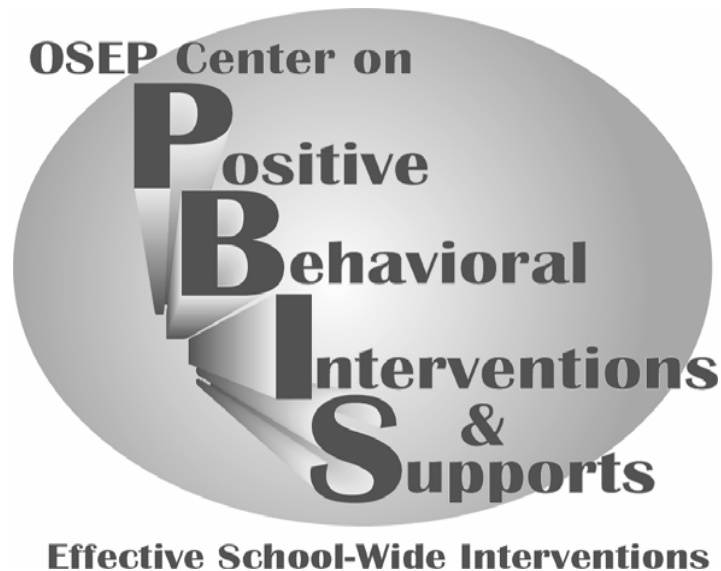
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