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Student Prosocial Behavior in Selected Elementary Classrooms

Janet L. Fisher

Dissertation

Submitted to the Department of Leadership and Counseling
Eastern Michigan University
In partial fulfillment of the requirements
For the degree of

Doctor of Education
October, 2006
Ypsilanti, Michigan

Dissertation Committee:
Charles M. Achilles, Ed.D., Chair
James Berry, Ed.D.
John Shinsky, Ph.D.
Lynne Rocklage, Ph.D.

Dedication

To my beloved husband, Dennis, who nearly 20 years ago went through the same arduous discipline to earn his doctorate and was my inspiration throughout this scholastic endeavor. His inspirational guidance, intellectual insights, and editing skills were invaluable in completing my own doctoral work. I thank him for his love, support, and patience, without which this dissertation would not have become a reality.

Acknowledgments

It is with heartfelt gratitude that I thank the people who assisted me in the completion of this dissertation. Charles Achilles, committee chair, challenged me to question those assumptions people often take for granted, provided swift and helpful edits and educational wisdom, and was patient with my many questions. Committee member John Shinsky's encouragement, suggestions, and extensive background in special education helped with the direction and focus of my investigation. James Berry, committee member, asked questions that made me look beyond the scope of my study to consider, among other things, the ramifications of training general education administrators in special education issues. Committee member Lynne Rocklage, a consummate special education professional, provided kindness and support that confirmed the validity of my study's outcomes and contribution to the field of special education.

I wish to thank each of the three teachers, parents, administrators, and support staff who devoted their time and effort to this project and the three students without whom this investigation could not have occurred. It is through partnerships such as this that more effective practices for the education of students with disabilities will emerge.

I thank my parents for encouraging my love of education at an early age by letting me play teacher with my younger siblings and supporting my attainment of a teaching degree. I also wish to thank my extended family for their enthusiasm and reinforcement, never once letting me think that I could not complete what I had set out to accomplish.

I am grateful for the many professors from EMU who caused me to think about education more organizationally and in terms of school reform that will make a difference for student achievement. Their presentations of subject matter, knowledge, and experience facilitated corporate learning that expanded previous perceptions.

And finally, I wish to acknowledge my EMU/GVSU cohort members for their continued camaraderie, support, teamwork, and collaboration. Experiencing the adventure with my teammates helped me to press on through the challenging times when job demands and coursework seemed overwhelming. They are a great group of educators.

Abstract

The purpose of this study was to explore relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies to student prosocial behavior. Investigation affects were measured within and across three student/teacher dyads involving grades K, 1, and 2.

Each dyad was introduced to procedures that included 1) team completion of the student personal profile assessment including strengths, challenges, and interests (team members consisted of a parent or guardian, administrator, teacher, director of special education, and support staff as needed); 2) student observations and team collaboration to develop a functional behavioral assessment and behavior intervention plan; 3) determination of classroom positive behavior support strategies; and 4) observation and discussion of the student/teacher relationship. Each of these affects were examined in relation to student prosocial behavior. Data from pre-and post-study scales and surveys were analyzed to determine investigation affects according to parent and teacher ratings of student prosocial behavior outcomes.

The results of this quasi-experimental action research indicated that Student 1's prosocial behavior outcome exceeded the study's goal of at least 50% more student prosocial behavior. In addition, Student 1 engaged in a 70-80% increase in academic task completion, and appropriate interaction with peers increased dramatically. Students 2 and 3 experienced a 10% and an 18% increase in prosocial behavior, respectively, with no increase in work production or more appropriate interaction with peers. Variations that may have attributed to student outcomes included 1) Length of study for each dyad: Student 1–11 weeks, Student 2–9 weeks and Student 3–6 weeks; 2) Student 1 access to a one-on-one parapro; 3) Teacher experience: Teacher 1–34 years, Teacher 2–1 year, Teacher 3–2 years; and 4) Diagnoses: Student 1–PDD.NOS, Student 2–PDD.NOS, ADHD, ODD, bipolar and a brain tumor, Student 3–ADHD.

The results of this investigation revealed that teacher understanding of the student profile, positive student/teacher interaction, and the use of positive behavior supports in the classroom did substantially and positively affect student prosocial behavior, academic achievement, and peer interaction for Student 1 but not for Student 2 or 3.

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Chapter I: Introduction and Background

> In 1708, Cotton Mather implored his fellow colonists to send their children to school to "qualify them for future Serviceableness and have their Manners therewithal well-formed under a Laudable Discipline" to prevent "barbarous ignorance" leading to "outrageous wickedness" that could threaten the very survival of the colony. (Mather, 1828/1975, as cited in Irvin et al., 2004, p. 131)

This early American premise continues today. Most parents send their children to school for the ultimate purpose of enculturation into society. The desired outcome is for students to become literate, knowledgeable, well-behaved, contributing members of society. In essence, "a good education empowers people to take responsibility for their own lives and for improving the lives of those around them" (Bloom & Cohen, 2002, p. 88). Social and academic preparation enables students to become citizens of a society that can benefit from their skills and contributions.

Education of the young is a team effort. The school's function as an organization is to enable teachers to teach and students to learn. Effective school improvement initiatives focus on teacher development that leads to student achievement. The principal is responsible for establishing an ongoing climate that encourages teachers and students to maintain their respective roles within the organization. The school administrator also has a direct effect on teacher attitudes. According to Quinn (2002), "Pre-eminent in the principal's role as an instructional leader is the ability to motivate and inspire teachers with the end goal of impacting instructional practice and ultimately student achievement" (p. 451). Instructional leadership has been characterized as a principal's engagement in particular behaviors to impact teacher instruction by increasing teacher awareness of

innovations to improve instruction and assisting in critique of those educational innovations.

Effective schools literature reveals that principals do have an indirect effect on student achievement by their roles in building consensus among staff, communicating community values, and directing attention to improvements in student achievement. According to Lezotte (Interview, 2002), a member of the original team of effective schools researchers and founder of the Effective Schools League, "Effective leaders have the capacity to put together the pieces and parts of an instructional program that will work for kids." Furthermore, "...they keep working with it until they find a combination of practices, and procedures, and strategies that will work for their kids" (p.13).

The school administrator's primary responsibility is to maintain an orderly school climate that involves attitudes and behaviors exhibited by students, characteristics of the classroom and school, school-wide behavior support and its effectiveness, teacher and student perceptions regarding school climate, and school accountability from local to federal levels (Irwin et al., 2004). Included in this sometimes overwhelming responsibility is the requirement that school administrators address both special and general education issues that often challenge school climate such as appropriate placement of students in the least restrictive environment, staff implementation of necessary positive behavior supports to encourage student success, and employment of curricular modifications and adaptations for student access to the general curriculum.

Crockett (2002) recognized the dilemma, that principals are expected to understand special education procedures without training:

It is worth noting that neither the ISLLC [Interstate School Leaders Licensure

> Consortium] standards nor the curriculum guidelines for school administration set by the National Council for Accreditation in Teacher Education (NCATE) provide any specific expectations for administering special education in increasingly inclusive schools beyond general calls to serve all students. (p. 158)

Principals are increasingly being asked to make site-based decisions regarding special education and the least restrictive environment (LRE) while being provided with minimal training (Malloy, 1996).

Administrators are not the only staff challenged by school environment issues with which they have little training. The responsibility teachers assume to educate today's youth can present a real challenge. O'Neill et al. (2001) cited Latham's (1997)

> reported results from a survey of over 1,000 school personnel in the United States and 14 foreign countries. Teachers, administrators, and others were asked to rate the adequacy of their preservice training in preparing them to manage student behavior in the classroom on a 5-point scale (1=inadequate, 5=adequate); the average of these ratings was only 1.71. (p. 101)

First-year teachers consistently have cited "managing the classroom, motivating students and dealing with individual students needs, interests, abilities and problems" (Gordon, 1991), as three of the top 12 concerns they have (p. 5). According to Henke, Chen, and Geis (2000), as many as 20% of new teachers leave the profession within their first three years. Other estimates place the attrition rate at 40-50% within the first five years (Ingersoll & Kralik, 2004).

"Classroom decision making is not easy, in part because classrooms are complex environments in which teachers often must make quick and instinctive decisions"

(Cohen & Amidon, 2004, p. 271). Sugai and Horner (1994) found that up to 80% of teachers' instructional time could be consumed in matters of discipline.

The time in which we live provides assets and deficits in dealing with the behaviorally challenged student. Never before has there been such a wealth of research-based material about brain chemistry, learning disabilities, and social interactions in relation to the learning process. Yet, ironically, the effective administration of tested procedures and techniques to transform challenging behavior into productive learning is sorely lacking. One key element includes a lack of research at the very heart of teachers' concerns – classroom management. Hardman and Smith (2003) found, through their analysis of a purposively selected sample of 13 elementary education journals published over a 10-year period, that only 1% of the articles were about classroom discipline. Maheady et al. (1999) stated, "one can also examine curricula of most teacher preparation programs and read almost any 'mainstream' educational journal and find little trace of behavioral theory and/or practice" (p. 448). Assistance with classroom management strategies is lacking in teacher preparation programs as well as in educational journals. There appear to be few alternatives to assist teachers in overcoming the obstacle that not only interferes with effective teaching but also steers teachers away from their chosen profession.

A research-to-practice gap inhibits teacher learning about and use of best practices. The "Good Behavior Game" (GBG, Babyak, et el., 2000), as an example, is a strategy that involves response-cost and has been used in classrooms to teach young children to inhibit their disruptive, aggressive behaviors. This game is listed in the Surgeon General's Report on Youth Violence and, according to Kellam et al. (1998), bas the

potential to reduce antisocial behavior ten years later. Furthermore, in a study of classroom context effects on the developmental course of aggressive behavior investigated by Kellam et al. (1998), the following was reported:

> The GBG [Good Behavior Game] was directed at the classroom socialization of behavior; the results suggest that the classroom is not only a vitally important socialization context, but that it may be malleable, thereby justifying optimism that providing teachers an effective method of classroom behavior management is worthwhile in the prevention of severe aggressive behavior over the course of development. (p.183)

In their "meta-analysis of interventions to decrease disruptive classroom behavior in public education settings," Stage and Quiroz (1997) found that of those they studied the following were the three most effective strategies in reducing disruptive behavior in the classroom:

- group contingencies - defining behavior expectations, teaching those expectations and reinforcing students when they meet the behavioral criteria (as cited in Lohrmann & Talerico, 2004),
- self-management - requiring "...that the individual focus on his or her behavior and monitor it accurately, or reinforcement cannot be earned" (Barry & Messer, 2003, p. 239), and differential reinforcement interventions - "access to preferred items/activities contingent upon the absence of emotional behavior for varying periods of time." (Flood & Wilder, 2004, p. 4)

Teachers need to know what effective strategies are available and learn how to use them systematically in their classroom management quest.

The teacher is the major change agent encouraging student learning and socialization. Several internal dilemmas affect today's teachers, including the frustration of being able to educate the other students who, by all indications, want to learn. Teachers are challenged by behaviors they have not learned about or had experience with in their career. Shapiro et al. (1999) articulated the dilemma:

> Clearly, to provide effective services to children with EBD [emotional or behavioral disorders] within general education settings requires that school personnel develop substantial knowledge, expertise, and experience in development, implementation, and evaluation of intervention procedures specifically known to be effective at addressing the needs of students with EBD. (p. 84)

One of the greatest challenges facing the untrained teacher is to maintain a rational detachment from the argumentative student by addressing classroom expectations and consequences in a matter-of--fact manner and with concrete structure. This is one of the most successful ways to address the student's current choice of behavior. Effective teachers also prevent behaviors from occurring. In referring to articles by Espin and Yell (1994) and Reynolds (1992), Wehby et al. (1998) concluded, "A well structured class requires a consistent schedule, established rules and consequences, and clear behavioral expectations for students" (p. 52).

Many teachers feel that once student behavior escalates, removal from the classroom is imminent. The administrator or secretary proceeds to question the student in an attempt to ascertain what took place. The student/teacher relationship has been temporarily severed, and rarely will the teacher and student bring the conflict to resolution. They meet the next day in class to resume the relationship without having

brought closure to the prior day's incident or having learned from previous mistakes. Often no plan is in place to change future behavior. Furthermore, "Unless a child has an alternative strategy for engaging others or satisfying a need, the misbehavior is likely to be repeated" (Hester, 2002, p. 35). The process of conflict resolution and appropriate behavior replacement is key to social and emotional growth in youth. Students who have not acquired these skills in the home must have access to them in the classroom.

Many behaviorally challenged students are eligible for and receive special education services. These students are often bright but lack the necessary behavioral skills to succeed without curriculum and/or classroom accommodations to ensure achievement. Parents and teachers are concerned about the appropriate implementation of accommodations. Districts are mandated by IDEIA 2004 (Individuals with Disabilities Education Improvement Act) to place special education students in the least restrictive environment, which is often the general education classroom. The IDEIA does not, however, state that the classroom teacher must be trained to work with behaviorally challenged students. Few school districts have systems in place to assist teaching staff in effectively educating students with behavior issues.

Solutions may lie in teaching teachers and other stakeholders to gather critical information about the behaviorally challenged student through the use of a personal profile summary, develop the quantity and consistency of positive student/teacher interactions, and utilize effective, research-based, positive behavior support classroom management strategies.

Statement of the Problem

Many teachers do not understand the behaviorally challenged student due to lack of training and/or experience with such youth. The IDEIA 2004 requires that students be placed in the least restrictive learning environment, and this includes the general education classroom for the majority of special education students. Behaviorally challenged students may carry a special education label, but many do not and so are at-risk for school failure. According to Pugach and Johnson (1995),

> The increase in the population of students experiencing difficulty in school reflects both the changing demographic nature of the population and the limitations of conventional approaches to curriculum and instruction, necessitating a fundamental reconceptualization of the way teachers deal with the diverse populations they teach. (p. 101)

Teachers who are very experienced in their area of concentration may feel inadequate in dealing effectively with behaviorally challenged students. In spite of their content expertise, many teachers have not acquired the skills necessary to encourage appropriate behavior in disruptive students. Teachers who understand and consistently use strategies that encourage prosocial student behavior tend to devote the necessary time to teach curriculum requirements and enjoy relationships with students.

Purpose of the Study

The purpose of this study was to investigate the relation between student prosocial behavior – as defined by the student being engaged in prosocial behavior a minimum of 50% more often at the conclusion of the intervention than prior to the intervention — and

- teacher knowledge of the behaviorally challenged student's profile (i.e. characteristics of the student that may affect learning, such as motivations, behaviors, interests, medical/physical factors, optimal learning conditions, and student history derived from the psychologist and social worker reports),
- positive student/teacher interaction (generated by the teacher, such as teacher praise, positive nonverbal gestures, and positive conversation), and
- use of positive behavior support strategies (such as posted expectations, consistent, non-reactive follow-through, planned ignoring, conferencing, reinforcement, and contracting).

Gathering information about the behaviorally challenged student may assist the teacher in more effectively working with the student. Kelly et al. (2001) referred to a "personal profile assessment summary" (p. 202) to assist teachers in understanding a student's strengths, deficits, interests, and optimal environmental conditions for learning to occur. The profile assisted teachers in understanding the whole child by using information from significant adults in the child's world. Today, many students who present interruptions to the learning process are being included in the least restrictive environment of the general education classroom. Kelly et al. (2001) found that use of a personal profile enabled teachers to gain a better understanding of student motivations by gathering demographic information, choices made, preferred interactions with others, likes versus dislikes, needs and health concerns. Kennedy et al. (2001) summarized Kincaid's (1996) and Vandercook et al.'s (1989) findings:

The gathering of information that pertains to a particular student has also been referred to as 'person-centered planning' and focuses on identifying a range of

personal characteristics, abilities, and supports that are necessary for an individual to succeed in typical settings. (p. 162)

A sample of a student personal profile assessment summary is in Appendix A.

Glasser would say we are getting into the child's "quality world" by discovering what the child values. "Our quality worlds contain what is more important to us" (Glasser,1998, p. 45). Glasser emphasized the importance of comprehending this world in ourselves and others: "If we knew it existed and understood the vital role this world plays in each of our lives, we would be able to get along much better with each other than most of us do now" (p. 46).

Once a teacher (and other significant staff such as psychologist and social worker) has a thorough understanding of what motivates a student to behave or misbehave, intervention strategies may be discussed for implementation. Effective communication can occur in a group of significant adults who have an investment in the student's achievement. The group may consist of general and special education administrators, teachers, parent/guardian, school psychologist, social worker, and para professional (if appropriate).

The power of teacher attention and praise to change student behavior has been recognized for decades. Sutherland et al. (2000) explained teacher praise as "one naturalistic, non-intrusive intervention" (p. 2), and discussed its demonstrated importance historically (dating back to the late sixties) as an effective classroom management strategy to decrease disruptive behavior. O'Leary and Becker (1969) observed that when teacher reprimands were delivered with a reduction in teacher praise, there was an actual

increase in student disruptive behavior. Teachers may unknowingly be engaging in behaviors that produce undesired results in student's behavior. Teacher behavior may be changed and maintained by gaining a clear understanding of the power of their statements and observing improved student behavior as a result of their increased use of praise. Sutherland (2000) suggested "...teachers will be positively reinforced by the student behavior resulting from increased praise, leading to more praise on the part of the teacher..." (p. 114). Teacher praise may become habitual when prosocial student behavior is the result.

In spite of the literature regarding the positive effects of praise, teachers often use less than effective methods to address inappropriate behavior, including letting the student know they do not approve of the behavior, penalty for engaging in the behavior, and removal (Scott et al., 2000). Glasser (2000) described seven habits people use that produce results contradictory to the results praise can manifest, including "criticizing, blaming, complaining, nagging, threatening, punishing, and bribing" (p. 79). Teachers routinely engaging in these behaviors may negatively affect student success in the classroom as well as their attitude toward school.

Students with emotional and behavioral disorders (EBD) are in the greatest need of positive teacher attention. Jack et al. (1996) reported data from direct observations of 20 classrooms of students with EBD and indicated that students and teachers were engaging in negative interactions at least 20% of the time while positive interactions only accounted for a maximum of 5% of the observed time. Positive behavior support literature suggests using five positive exchanges for every negative (Lewis & Sugai, 1999) to encourage student effort and motivation. Student-teacher interactions that

emphasize negative exchanges inhibit healthy student-teacher relationships and optimal student performance.

Students with EBD may have very few adults who offer praise and serve as positive role models. According to Stormont et al. (2005), "...children at greatest risk for continued behavior problems are those who are both deficient in their production of socially desirable behavior and not likely to have appropriate and consistent support for behavioral change in their family environments" (p. 131). A teacher who learns and uses appropriate interpersonal skills with these students may function as a positive role model.

Teacher use of classroom management strategies has demonstrated a reduction in inappropriate student behavior (Evertson & Harris, 1992; Nelson, 2002; Hardman & Smith, 2003; Wehby et al., 1998; DuPaul, 2003). Lewis et al. (2004) developed a four-phase review process to identify research-based practices and concluded that "(a) teacher praise (reinforcement); (b) high rates of opportunities to respond during instruction; (c) clear instructional strategies, including direct instruction; and (d) positive behavior support, including school-wide, functional assessment-based individual plans and self-management" (p. 250) were all research-based and effective for use with children with EBD.

Sutherland et al. (2002) examined the relationship between teacher praise and emotionally/behaviorally disordered students' opportunities to respond (OTR). Twenty-eight K-8 teachers of students with EBD from the same school district volunteered to participate. Daily, direct observations occurred during ten 15-minute sessions at agreed upon times with the teacher. Sutherland et al. (2002) demonstrated that:

teachers with high rates of praise have high rates of OTR and teachers with low rates

> of praise have low rates of OTR. This relationship has implications for the school success of students with EBD, as both teaching behaviors have been shown to have positive effects on students' academic and behavioral outcomes. (p. 10)

It is clear that teacher praise and opportunity to respond impact student behavior and academic performance. Clear instructional strategies including direct instruction are valuable but for the purpose of this investigation will not be addressed.

"Positive behavior support is a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change" (Sugai et al., 2000, p.133). The IDEIA 2004 emphasizes positive behavior support and functional behavioral assessment (FBA) as contributing to the effective education of students with disabilities (See Appendix B). According to Sugai et al. (1999), "functional assessment is the process of identifying operations, antecedent variables, and consequent events that control target behaviors. Indeed, a functional assessment identifies when, where and why problem behaviors occur and when, where, and why they do not occur" (p. 254).

The FBA describes possible events or settings that affect the behaviorally challenged student's behavior and contributes to the formation of the behavior intervention plan (BIP, see Appendix C). Etscheidt (2006) conducted an analysis of issues concerning requirements of BIPs as determined by administrative and judicial decisions, which revealed five themes related to the adequacy of BIPs: "(a) a BIP must be developed if behavior is interfering with student learning, (b) the BIP must be based on assessment data, (c) the BIP must be individualized to met the student's unique needs, (d) the BIP

must include positive behavior strategies and supports, and (e) the BIP must be implemented as planned and its effects monitored" (p. 225).

BIPs are useful in helping teachers to target inappropriate behaviors as well as replacement behaviors. District psychologists, social workers, teacher consultants, special education administrators, and special education teachers are knowledgeable in the formation and implementation of FBAs and BIPs within the district this investigation occurred.

The BIP must also contain positive behavior supports. Stormont et al. (2005) investigated early childhood professionals' opinions regarding the most chosen to least chosen behavior supports used with challenging behavior. The following list provides examples of behavior supports according to Stormont et al.'s findings, with most chosen listed first:

- Redirection is used to remind children of expected behavior.
- Teachers and staff are consistent in how they manage specific behavior.
- Verbal cues for appropriate behaviors are provided.
- Feedback for incorrect behavior includes teaching the correct behavior.
- Students are provided choices in terms of tasks and activities.
- Daily activity schedules are predictable.
- Children are provided prompts to use appropriate behavior before a problem occurs.
- Students receive immediate attention and praise for appropriate behavior.
- A clear set of consequences is in place for students for rule violations.
- Student behavior is monitored and data is collected for students with challenging

behavior.

- Behavioral expectations are clearly defined and reviewed at least once a day.
- Behavior expectations are in place for specific activities and are reviewed on a daily basis.
- Children are reminded of behavior expectations for the next activity before transitioning to that activity.
- Behavioral expectations are reviewed as opportunities to use them naturally occur.
- Routines are in place for using different center-based activities.
- Functional behavioral assessment is conducted by a program support person and results are used to develop interventions.
- An environmental analysis is used when several children are having behavior problems.
- Wait time is evaluated and always considered in activity planning.
- An environmental analysis is used to assess what may support a student's problem behavior.
- Visual prompts (e.g., pictures) for displaying behavioral expectations are present.
- Minor behavior problems are ignored.
- For some children, stickers or other tangible rewards are given to support appropriate behavior. (p.135)

Positive behavior supports are determined based on student needs and collaborative team planning.

Another research-based classroom strategy, self-management, was found by Stage and Quiroz (1997) to be one of the top three interventions to decrease disruptive classroom behavior. The individual monitors his/her behavior accurately to receive reinforcement (Barry & Messer, 2003).

Additional best practice and/or research-based interventions will be available to use, including posted expectations, consistent and non-reactive follow-through on behavior expectations, planned ignoring, conferencing, and reinforcement and contracting.

Today's educators have many tools and professional supports available to assist them in classroom management. The goal of behavior management within the classroom is challenging yet attainable. The classroom offers students the opportunity to develop socialization skills through positive interaction and problem solving with the teacher and peers on a daily basis.

Significance of the Study

Single-subject methods can be beneficial in a study that seeks to investigate some condition or problem generated by a particular subject's interaction with his/her environment, yet "few studies provide a clear theoretical and empirical basis to guide programs intended to enhance both the academic and the prosocial behavior of students identified at risk" (McEvoy & Welker, 2000, p. 130). And few systematic replications of assessment-based behavior support studies have been conducted in the school environment (Clarke et al., 2002).

Research Questions

One major and several supporting questions provided the structure for the present study. The major question addressed was "What are the relationships of teacher

knowledge of the disruptive student's profile, positive student/teacher interaction, use of positive behavior support strategies and student prosocial behavior in the classroom?"

Additional questions investigated included

1. What new student attributes did the teacher become aware of as a result of the personal profile assessment summary (Kelly et al., 2001)?
2. What were the teacher perceptions of the teacher/student relationship prior to and at the conclusion of the intervention as determined by the Student-Teacher Relationship Scale (Pianta, 2001)?
3. What new positive behavior supports did the teacher adopt?
4. Was student behavior affected by the interventions? If so, how?

Limitations and Delimitations of the Study

Limitations inherent to this study include

- Variables related to history and maturation may threaten internal validity.
- This action research study will be challenged by the ability to generalize findings because of weak internal and external validity. (However, using three single-subjects will increase external validity over the use of one single-subject because additional participants make it possible to compare data.)
- There is little control over independent variables since changes to improve student outcomes will be encouraged during the intervention period.
- A response set bias may be present when staff self-report their beliefs on the questionnaire used in the study.
- The study was performed in a Pk-12 rural school district of 7,750 students with low diversity rates in ethnic background and socio-economic status (i.e., 600 free

and reduced lunches).

The delimitations specific to this study are:

- The study was performed in a single district.
- There is a limited sample of three students.
- General and special education students exhibiting antisocial behavior in the classroom were considered for the study.
- Subjects to be considered will be in kindergarten through grade three. The importance of determining 3rd grade as a boundary for this study originated from findings that support early intervention in antisocial behavior to avert the trajectory that usually leads to more severe forms of antisocial behavior throughout the years (Miller at al., 1998).
- The study was bound to a time-frame of second semester of the 2005-2006 school year.

Strengths and Weaknesses of the Study

Strengths of the study include

- The district has six school psychologists, six school social workers, seven speech pathologists, three occupational therapists, and one behavior specialist whom the director of special services can access for dialogue and team participation regarding intervention strategies, observation, and measurement.
- Due to the staffing variation in each elementary school, the special education director (who is also the researcher) may be the only common participant in observation and discussion of treatment of all three subjects. This factor may allow for systematic implementation of interventions. Knowledge gained

from this study will be disseminated and discussed throughout district administrative meetings the researcher attends bimonthly.

Study weaknesses include

- Selection bias could jeopardize generalizing of results.
- Length of treatment is 11, 9, and 7 weeks.
- There is a possibility that a teacher may be biased against any strategies helping the behaviorally challenged student since they may have tried many interventions to no avail.
- The nonrandomized convenience sample is small, i.e., three subjects.
- Three single-subject studies were conducted during 2nd semester of 2005-2006.

Definitions

Achievement (behavioral) – the student is engaged in prosocial behavior in the classroom 50% (or more) after intervention than prior to intervention.

Action Research – "...is designed to solve particular local problems through a cycle of reconnaissance, planning, action, and re-reconnaissance" (Walkins, 1991, as cited in Miles & Huberman, 1994, p. 280).

Antisocial Behaviors – "Used to refer broadly to any behaviors that reflect social rules violations or acts against others. In this usage antisocial behavior refers to such acts as fighting, lying, and other behaviors whether or not they are necessarily severe" (Kazdin, 1987, p. 187).

Behavioral Achievement – The student is engaged in prosocial behavior in the

classroom 50% more after intervention than prior to intervention.

BIP – Behavior Intervention Plan

CEC – Council of Exceptional Children

Classroom Management – "Methods used to organize classroom activities, instruction, physical structure, and other features to make effective use of time, to create a happy and productive learning environment, and to minimize behavior problems and other disruptions" (Slavin, 1994, p. 389).

EBD – Emotional and Behavioral Disorders

FBA – Functional Behavioral Assessment

IDEIA 2004 – Individuals with Disabilities Education Improvement Act 2004

ISLLC – Interstate School Leaders Licensure Consortium

LRE – Least Restrictive Environment

NCATE – National Council for Accreditation in Teacher Education

NPBEA – The National Policy Board for Educational Administration

OTR – Opportunity to Respond

Personal Profile Assessment Summary – a tool to assist teachers in understanding a student's deficits and strengths, interests, and optimal environmental conditions for learning to occur (Kelly et al., 2001).

Person-centered planning - specify personal characteristics, abilities, and supports necessary for student achievement in typical settings (Safran & Oswald, 2003).

Positive Behavior Support – applying positive behavior interventions to achieve behavior change that is socially significant (Sugai et al., 2000).

Prosocial Behavior – "voluntary actions that are intended to help or benefit another individual or group of individuals" (Eisenberg & Mussen, 1987, p. 3). Examples of prosocial behavior include such things as:

- Taking turns, working with partner, following directions
- Working in group or with others
- Displaying appropriate behavior toward peers and adults
- Increasing positive relationships
- Demonstrating positive verbal and nonverbal relationships
- Showing interest and caring
- Settling conflicts without fighting
- Displaying appropriate affect (Algozzine et al., 1991, pp. 22-23).

Self-management – "requires that the individual focus on his or her behavior and monitor it accurately, or reinforcement cannot be earned" (Barry & Messer, 2003, p. 239).

Overview of the Study

This study is presented in five chapters. Chapter I introduced background information on principal and teacher roles in relation to student behavior challenges. The researcher stated the problem, explained the purpose, and addressed questions specific to this study. Significance, delimitations, and limitations of the study were presented. Chapter II contains a review of the literature substantiating the need for the study and reviews educational and behavioral interventions currently being used. Chapter III includes an overview of the design and methods used to attain and prepare data. Chapter IV reviews the results of the study by examining data analysis procedures, questions,

outcomes, surveys, and assessment conclusions. In Chapter V, the researcher draws conclusions and makes recommendations for policy, practice, and future research.

Chapter II: Review of Related Researched Literature

The purpose of this study is to investigate the relationships of teacher knowledge of the student's profile, positive student/teacher interaction, use of positive behavior support strategies within the classroom, and student prosocial behavior. Few studies demonstrate

an increase in student prosocial behavior influenced by a systematic implementation of three domains of strategies within the classroom.

In this chapter, a theoretical framework (Haller & Kleine, 2001) is developed to describe the scope of this investigation. Three domains of strategies and student behavior outcomes will be explored from a collection of previous literature, including disruptive behavior and early intervention, student/teacher relationships, classroom management, student prosocial behavior, and single-subject research.

Disruptive behavior.

Historically, teachers have held a respected and dignified position in their community. Parents traditionally reinforced teacher expectations of appropriate student behavior. Behavior expectations were consistent across home, school, and societal environments. Today, however, students are exposed to several risk factors that inhibit strong family relationships, consistent expectations, and respect for authority. Walker and Golly (1999) also cited dangerous neighborhoods, exposure to violence on television, movies and video games, increasing lack of respect toward mankind, and muddied values as contributing factors to today's challenges in socializing our youth.

> Collectively, these risk factors are producing children and youth who (a) see violence as a viable means of solving problems, (b) do not respect the rights of others, (c) are not socially responsible, (d) have not been taught basic manners and social conventions, and (e) do not value human life as they should. Many children exposed to these factors develop highly antisocial, aggressive-disruptive behavior patterns, (2-6% of the general population or 1.3-3.8 million cases), which they bring with them to school. (Walker & Golly, 1999, p. 105)

Children enter school with learned patterns of behavior. According to Neary and Eyberg (2002), "disruptive behavior originates from multiple interacting child and family factors" (p. 54). In addition, "parent's interactions with their young children are the most salient influence on children's behavioral development" (p. 54). McConaughy et al. (2000) related evidence that there is an increase in children with severe problems and a decrease in their competency or ability to deal with their problems. In spite of the fact that educators have little influence over behavior until the youth is enrolled in school, positive changes can occur once children are exposed to professional care and instruction. According to Webster-Stratton (2001), "recent projections suggest that fewer than 10% of young children who need treatment for conduct problems ever receive it and an even smaller percentage receive empirically validated treatments" (p. 197). Educators are challenged to meet the needs of these students in the classroom.

Neary and Eyberg (2002) summarized findings from Fagot et al. (1988), Kellam et al. (1991), Loeber and Dishion (1983), and White et al. (1990) and stated: "Early disruptive behavior is the single most substantial risk factor for adolescent delinquency and adult criminal behavior" (p. 54). School staff may use their expertise to divert the natural path of early atypical behavior in youth. Mayer (2001) summarized findings from Henggeler et al. (1992) and Hodgkinson (1991), who stated: "Most antisocial and incarcerated adults develop from youths whom (sic) engage in antisocial behavior and drop out of school" (p. 414). Mayer (2001) addressed ineffective enculturation of certain individuals and stated: "Along with our high dropout rates, our overcrowded prisons and other detention centers are a reflection of the degree to *which our society and schools are failing with a large percentage of our human resource"* (p. 415, emphasis in original).

School staff have a responsibility to teach our youth, and according to a U.S. Department of Education publication (2000, p. 10, as cited in Mayer, 2001, p. 417), "Studies indicate that approximately four of every five disruptive students can be traced to some dysfunction in the way schools are organized, staff members are trained, or schools are run." Metzler stated, "For example, punitive school and classroom environments, unclear rules and expectations, and inconsistent application of consequences have been shown to contribute to increased levels of student antisocial behavior, truancy, and acts of vandalism against the school" (Metzler et al., 2001, p. 449). Walker and Bullis (1990) addressed school services for students with emotional and behavior disorders as sorely lacking and neglectful of student needs.

Early intervention.

The early elementary school experience appears to be pivotal in assisting students to develop prosocial behavior in an attempt to divert them from a future path of antisocial behavior. Kellam et al. (1998) reported that "strong interactive effects were found on the risk of being highly aggressive in middle school between the level of aggressive behavior in the first grade classrooms and each boy's own level of aggressive, disruptive behavior in first grade" (p. 165). Miller et al. (1998) proposed that:

> A substantial body of evidence has accumulated supporting distinct developmental trajectories. Early starters of life-course persistent individuals engage in a combination of cross-situational noncompliant, aggressive, or covert antisocial behaviors before age six and evidence increasingly severe forms of antisocial involvement that persist into adulthood. (p. 365)

In addition, Miller et al. (1998) maintained that "...antisocial conduct patterns become quite stable by late elementary grades and increase in adolescence almost one-half of the time, resulting in substantial negative, long-term outcomes" (p. 365). Fox et al. (2002) summarized Shaw et al. (2000) as follows: "There appears to be remarkable stability in the early years, with 88% of boys identified as aggressive at age 2 continuing to show clinical symptomatology at age 5 and 58% remaining in the clinical range at age 6" (p. 209). This aggressive trait also continued into adolescence (Egeland et al., 1990; Pierce et al., 1999). Educators have an opportunity to intervene and, according to McEvoy and Welker (2000), "in the absence of effective interventions and rewarding prosocial opportunities, this group of young people poses the most serious threat to schools and to communities" (p. 132).

Heckman (2006) addressed the equity-efficiency trade-off regarding a child's skill acquisition process:

> There is also substantial evidence of critical or sensitive periods in the lives of young children. Environments that do not cultivate both cognitive and noncognitive abilities (such as motivation, perseverance and self-restraint) place children at an early disadvantage. Once a child falls behind in these fundamental skills, he is likely to remain behind. Remediation for impoverished early environments becomes progressively more costly the later it is attempted. (p. 1)

Early school experiences may provide an opportunity for behavior intervention that loses impact in later years. Kazdin (1987) argued persuasively that, "if we have not had an impact on the [behavior] problem by grade three or four through comprehensive early interventions, then we are unlikely to turn the child around." Furthermore, "...if we miss

the developmental 'window of opportunity' at preschool or the beginning of elementary school...it is never too late or too early to intervene, but the return on our investment is far greater the earlier we do so" (p. 105).

Student/teacher relationships.

Student-teacher relationships can be essential in providing desirable change in behavior and increased learning. In summarizing the work of Birch and Ladd (1998), Howes and Hamilton (1993), and Howes, Matlesor, and Hamilton (1994), Stuhlman and Piana (2002) stated: "The relationship that a child has with his or her teacher in the early elementary grades is associated with a range of child outcomes, including children's competent behavior in relationships with peers and their relationships with future teachers" (p. 148). E. M. Hallowell, M.D., grew up with dyslexia and ADD (Attention Deficit Disorder) and attributes his success in school and in life to his teachers, particularly his first grade teacher who demonstrated unconditional care and acceptance. According to Hallowell (2001),

> The people who saved me, the people who solidified my connection in life, were teachers. Teachers are absolutely and definitely the reason that I am here talking to you today instead of being in a mental hospital, a prison, or a shelter somewhere. Studies will tell you that 90% of the kids with the genetic load that I carried and the kind of childhood that I experienced end up in very bad straits. (p. 102)

The teacher-student connection can create a powerful emotional bond that precedes academic risk-taking and task engagement.

The relationship between the student and teacher is affected by the amount of contact time spent in the classroom. The overreliance on detention and suspension for these

students, rather than promoting efforts to teach them appropriate replacement behavior, does cause concern for parents and some school staff alike. These issues have been prevalent for many years. According to Campbell and Achilles (1982),

> Reviews of successful educational practices, theories, and philosophies suggest that changes in student behavior will occur when alternatives to suspensions and expulsions are established to provide continuity for the student's learning process, and to prevent the build-up of negativism which results from punishments and fosters resentment and revenge. (p. 14)

Lipsey (1992) distinguished interventions that have shown to help prevent and treat antisocial behavior as "more structured and specific, e.g., behavioral or skill-training" (p. 12). We have organizational and training needs that must be shared with educators and administrators within our schools.

Despite heredity and environment, Wiley (1998) discussed the control we have over our character by the choices we make and habits we engage in. Teachers can positively influence the most challenging students by offering them opportunities to take responsibility for their choices and solving problems to learn from their mistakes. In an effort to do this, Glasser, through Choice Theory, would endorse a teacher using alternatives that are "supporting, encouraging, listening, accepting, trusting, respecting and negotiating" (Lewis, 2004, p. 64) to assist students in making informed decisions.

One example of a strategy that encourages positive student-teacher interaction is referred to by Pianta (1999) as "banking time" (p. 139) and has enabled teachers to focus attention on one particular student in a nondirective, student-centered, chosen activity. The sessions of student-teacher interaction can last from 5-15 minutes daily at the same

time regardless of student appropriate or inappropriate behavior. The teacher is directed to not teach, ask questions, or control the play, but instead, to narrate and observe. The teacher assumes a neutral and objective stance and does not focus on the student's performance of skills. This intervention has allowed teachers to break through communication barriers with hard-to-reach and behaviorally challenged students in developing new trust and problem-solving abilities.

As a teacher's confidence increases with new skill sets and consultant support, so may his willingness and ability to accept various learning challenges presented to him. One aspect of enabling teachers to develop their expertise includes helping them to solve problems regarding disruptive student behavior. The National Policy Board for Educational Administration (NPBEA, Thompson, 1993, as cited in Achilles et al., 1997) defined problem analysis as:

> identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; seeking additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility assisting others to form reasoned opinions about problems and issues. (p. 3-3)

As the collaborative teams of staff members work through this process for each student in the study, causes for disruptive behavior can be identified and possible solutions investigated. Individual capability of each team member has the potential to be enhanced as a collaborative and systematic approach to problem analysis is developed.

According to Scott and Nelson (1999), "Effective intervention for any student behavior depends on our ability to determine the function of that behavior and create

alternative contexts to avoid the problem and to teach desirable replacement behaviors that serve the same function" (p. 243). The goals of a functional behavior assessment (FBA) are to have a clear understanding of the problem behavior, to hypothesize when and why that behavior occurred and to know what need is being fulfilled by acting that way (O'Neill et al., 1997) (see Appendix B). Glasser (in Frey & Wilhite, 2005) described our five basic needs as 1) survival, including physical needs, security and sufficient income, 2) belonging, involving our need to love and care for others, 3) power/self-worth, involving empowerment, worthiness, self-efficacy and achievement, 4) freedom, including the need for independence and autonomy - to make choices, create, explore, have space and feel unrestricted, and 5) fun, involving enjoying oneself, pleasure, relaxation, laughter, and learning. Teachers may benefit from investigating these five basic needs when trying to understand the motivation driving a student's behavior.

Scott et al. (2003) adapted the work of Scott and Nelson (1999) and described a 10-step process in generating a collaborative team-based FBA: 1) Develop a representative team (all persons who have experience with the student), 2) Define the problem behavior in operational terms, 3) Analyze data (observations, experiences, checklists, questionnaires, etc.), 4) Develop functional hypothesis (predictable antecedents & consequences), 5) Determine replacement behavior (appropriate and can access same function), 6) Develop instruction components (which ones and how to teach behavior and plan), 7) Create environments that predict success (prompts, routines, arrangements, etc.), 8) Develop functional consequences for appropriate and

inappropriate behaviors, 9) Monitor progress (measure key outcomes) and 10) Evaluate intervention goals (use predetermined data-decision rules).

Once the FBA is completed, a team can develop a behavior intervention plan (BIP) (see Appendix C). This tool enables staff to take an in-depth look at the behaviors to decrease as well as positive replacement behaviors to encourage.

Using new tools and learning techniques to correct inappropriate classroom behaviors can be challenging to teachers. Gusky (1986) discussed issues to consider in attempting to increase teacher learning, realizing that change is a slow process and that staff need regular feedback and continued support in the learning process. Tate et al. (2005) taught a group of student teachers the technique of "embedded teaching" (p. 206), which incorporated teaching strategies into everyday activities in an infant classroom. "Results showed that instruction alone was insufficient to increase embedded teaching. However, when instruction was combined with feedback, all student teachers showed large and sustained improvements that maintained when the frequency of feedback was decreased" (p. 206).

Scott et al. (2003) addressed the cost of change in terms of effort, time, and commitment in letting go of established procedures. Teachers are also concerned about becoming responsible for behavior interventions they have not been trained that require them to plan responses rather than simply react.

Teachers need support and time to reflect on classroom problem-solving. They want affirmation and encouragement that change will benefit them as a person and an educator.

This research project will attempt to address these issues by proactive dialogue, team collaboration, classroom observation, and information dissemination among teaching staff, parents, administrators, school psychologists, social workers, and support staff.

Classroom management.

Cooper (1999) referred to classroom management as a set of teacher behaviors engaged in to develop and support a consistent environment within the classroom that encouraged student achievement. Teachers cite disruptive student behavior as the most prominent obstacle to effective classroom management. However, Nelson (2002) cited teacher behavior that fostered student misbehavior, such as poor organization and teaching that was not effective. Teachers recognize the problems that disruptive students cause but may not realize how their organizational skills contribute to the manifestation of disruptive behavior in their classrooms.

Educators rarely begin their teaching profession with the skills and experience necessary to manage the diverse learning and behavior needs of students assigned to their classes. Iverson (1996) asserted, "Most teachers need quality training to become effective classroom managers" (p. 106). In summarizing work done by Maag, (2001), Strain et al. (1983), and White (1975), Hardman and Smith (2003) stated: "...researchers have evaluated classroom discipline, consistently finding that teachers rarely use positive reinforcement – especially when addressing social behavior – frequently reinforce inappropriate behavior, and often ignore opportunities to use positive reinforcement for those who need it" (p. 174). Additionally, experienced teachers remain challenged by classroom management in an attempt to reduce disruptive behavior. Wehby et al. (1998)

how to sustain skill development and use as issues that must be addressed as teacher effectiveness continues to be a priority. DuPaul (2003) summarized effective teacher training:

> Usually, school personnel learn about empirically supported practice through brief in-service presentations and/or through professional journals. Unfortunately, these 'one-size-fits-all' training methods rarely are effective in the absence of ongoing feedback and support from someone with expertise in the particular intervention technique. Consultation methods (e.g., consultative problem solving; Kratochwill & Bergan, 1990) are particularly suited for the process of tailoring research-based interventions to meet the individual needs of teachers and counselors. (p. 179)

DuPaul (2003) also made the point that the level of motivation to change must be a key consideration in determining intervention strategies.

Student prosocial behavior.

Maintaining an orderly environment and demonstrating adequate yearly progress challenge today's educators and administrators. School report cards and state standardized assessment results are constant reminders of local, state and federal performance expectations. The goal of educating all students presents a unique challenge as the teacher strives to meet the diverse needs in her classroom. High engagement in academic curricula has been associated with fewer classroom behavior interruptions. Evertson and Harris (1992) found that "teachers whose students demonstrated high on-task rates and academic achievement implemented a systematic approach toward classroom management at the beginning of the school year" (p. 76).

Student achievement within the school setting is often measured by grades, discipline

records, and standardized and achievement tests. Eisenberg and Mussen (1987) defmed prosocial behavior as "voluntary actions that are intended to help or benefit another individual or group of individuals" (p. 3). For the purpose of this study, prosocial behavior achievement will be determined by the student being engaged in a minimum of 50% more time in prosocial behavior after the intervention than during baseline observations prior to the intervention.

In summary, knowledge of the student, student/teacher interaction, classroom organization and management, and student prosocial behavior achievement are integral concepts of the core technology of education: teaching and learning. The interaction of these phenomena, for the purpose of this study, are depicted in Figure 1 and may be explained in the following manner: An increase in teacher knowledge of a student's profile may lead to an increase in positive student/teacher interactions, leading to an increase in positive behavior support strategies, leading to a decrease in disruptive student behavior, leading to an increase in student prosocial behavior achievement [1]; i.e.:

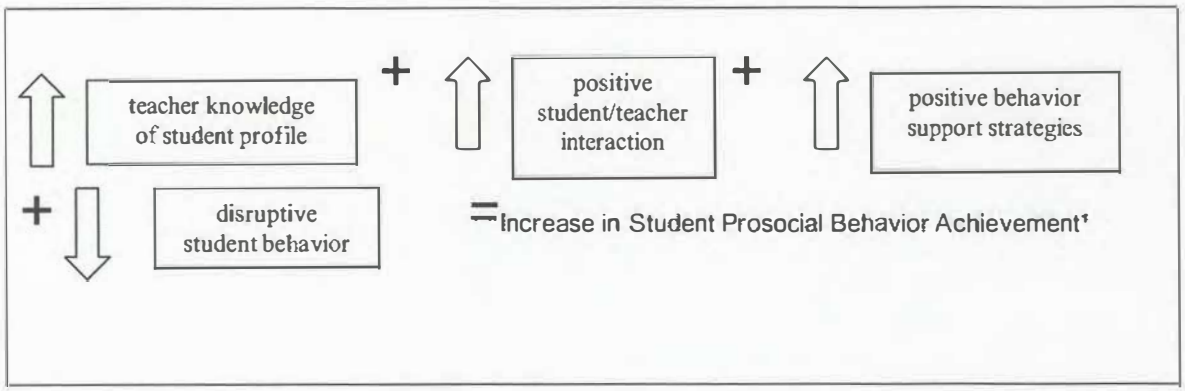


Figure 1. Conceptual framework for student prosocial behavior achievement process.

[1] Defined as – The student was engaged 50% more time in prosocial behavior at the conclusion of the intervention than prior to intervention.

Figure 2 is a conceptual framework for the proposed investigation to show examples of teacher knowledge of the student's profile, positive student-teacher interaction, and positive behavior support strategies. This framework guided the team in reviewing specific characteristics of the student, student/teacher interaction, and appropriate strategies of intervention. The framework can also be used to explain results of the study by comparing teacher use of the three domains in relation to student outcomes.

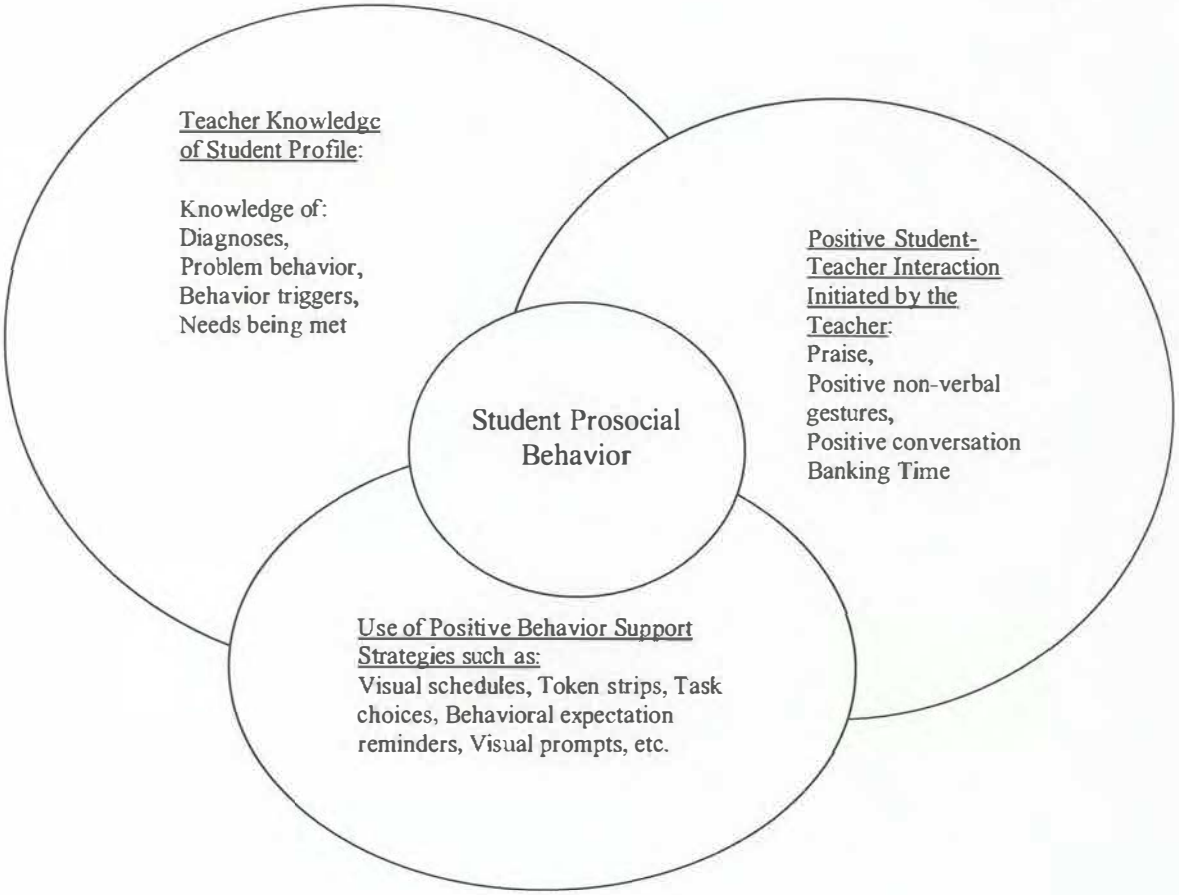


Figure 2. Conceptual framework for proposed investigation.

Theoretical Framework

Successful social adjustment enables individuals to interact positively with peers, authority figures, friends, and family members. Some students need assistance to act in a socially acceptable manner. Frey and Wilhite (2005) maintained, "The catalyst for proactive and productive behavior change is meeting students' internal needs, leading to external behavior change" (p. 158). This researcher used a lens of students' unmet needs including belonging, freedom, power, and fun as addressed in Glasser's Choice Theory (1998) in exploring classroom management. Perpetuating "warm, supportive

relationships that students need to succeed in school" (Glasser, 1997, p. 596) was one of the three domains or independent variables of the study's intervention.

Glasser discussed the seven deadly habits that break down communication and relationships, which include "criticizing, blaming, complaining, nagging, threatening, punishing, and bribing" (Glasser, 2000, p. 79). Teachers will be taught the negative consequences of these communications and asked to refrain from their use. Instead of voicing such things as "Get tough!" "Show him right away who's boss," "Don't let him get away with anything," "Call his mother, and demand she do something about his behavior," and "Send him to the principal," staff will be encouraged to put forth effort to show they care, to listen, encourage, and laugh with students and each other (Glasser, 1997). A typical student's reaction to this kind of coercion is that they do little because they believe no one cares for them or listens to them. School is not fun, and staff spend little to no time in trying to find out what motivates the student (Glasser, 1997). Glasser maintains that educators must find ways to motivate students to want to be at school and learn. "If they won't make the effort to become competent readers, writers, and problem solvers, their chances of leading even minimally satisfying lives are over before they reach age 17" (Glasser, 1997, p. 596).

Social and emotional skills can be acquired and developed as students learn to successfully navigate through their specific social setting (Norris, 2003). Decision-making and problem-solving skills are taught as students develop responsible habits of responding to conflict and challenge.

Single-Subject Research

The current emphasis on evidence-based interventions is setting higher standards for

education professionals (Parker & Bossart, 2006). Legal mandates such as Individuals with Disabilities Education Improvement Act 2004 (IDEIA) and educational best practice literature reviews stress the importance of using effective interventions with students to achieve educational benefit in the school setting. The Council of Exceptional Children Division for Research established a task force in January 2003 and determined that single-subject research was one of four methodologies that could be used to establish effective special education practices (Odom et al., 2005).

"Single-subject research is a rigorous, scientific methodology used to define basic principles of behavior and establish evidence-based practices" (Horner et al., 2005, p. 165). Single-subject research includes a detailed analysis of the relationship between independent and dependent variables. It also allows for within- and between-subjects comparisons. As a result, internal validity is reinforced and external validity is enhanced through systematic replication (Martella et al., 1999).

A quasi-experimental single-subject research design is used when the study participants are not randomly assigned. A multiple baseline enables the researcher to investigate any relationship between "the impact of the treatment of the independent variable on the dependent variable, the same behavior, for different participants" (Barger-Anderson et al., 2004, p. 219). The intervention is sequentially introduced to each participant in a staggered or time-lagged fashion (Wolery & Dunlap, 2001) producing different lengths of baseline. "Each participant serves as his or her own control. Performance prior to intervention is compared to performance during and/or after intervention" (Horner et al., 2005, p. 166). The student is the unit of analysis.

Summary of Literature

Disruptive student behavior continues to be one of the most challenging responsibilities that educators and administrators face. Continued reliance on detention and suspension rarely addresses student attitudes toward school or teaches new behaviors to encourage student participation, and is in conflict with IDEIA 2004 mandates.

Teachers may be unable to develop a caring relationship with the disruptive student due to a lack of experience, training, or desire. Effective behavior intervention involves a team approach to develop an understanding of the student and what motivates him/her. Behaviors of concern are addressed by asking what need the student may be trying to fill (Glasser, 1998). A functional behavioral assessment (FBA) and behavior intervention plan (BIP) is developed to clarify possible intervention strategies that may affect student prosocial behavior. Interventions are implemented and results are evaluated.

Chapter III includes an overview of the design used to address the problem of inappropriate student behavior and methods used to collect and prepare data. Chapter IV examines the results of the study including data analysis procedures, questions, outcomes, surveys, and assessment conclusions. The researcher draws conclusions and makes recommendations for policy, practice, and future research in Chapter V.

Chapter III: Research Design and Methodology

In order to clarify the parameters, purpose, and research design of this study, it is beneficial to recognize the investigator's ideology in relation to research tradition. This research was supported by an objectivist approach to social science and was framed by ontological assumptions (i.e. the nature of "what is") held in regard to the nature of reality (Guba & Lincoln, 1994). It was founded upon a tradition of realism (Burrell & Morgan, 1982, & Bogdan & Biklen, 1992) that assumed objective reality exists, has value, and can be measured and controlled.

One of this researcher's major premises was that within an objective reality, different structures can be created to maintain function and order. This researcher's focus was maintaining order in schools to allow teachers, students, administrators, and support staff a safe and productive environment in which to work and learn. A safe environment also contains staff who attempt to meet students' needs for success and relationship. McEvoy and Welker (2000) addressed the concept as follows: "...school climate research supports the conclusion that affirming interpersonal relationships and opportunities for all to achieve mastery can increase achievement levels and reduce antisocial behaviors" (p. 135). When students' needs are being met, there is less desire to act out inappropriately.

People can benefit from constraints. Moral consensus of right and wrong serves to draw parameters around acceptable and expected behaviors. Without intentional organizational guidance, conflict could emerge where civility may have prevailed.

The purpose of this study was to answer the question, "What are the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction,

use of positive behavior support strategies and student prosocial behavior in the classroom"? Methods used to address the research questions introduced in Chapter I are explored in this chapter. The following sections are included: research design, limitations and delimitations, methodology, participants, instrumentation, validity and reliability, data collection and analysis, implications of findings, and summary.

Design

The research design incorporated action research with the purpose of attempting to address the problem of noncompliant student behavior at school within the classroom. The fundamental goals of action research are to understand the phenomenon as it exists and then work to transform it by offering practical guidelines to change current practice to an established improved outcome. The intellectual pursuit of new knowledge and understanding motivates the researcher to continue to investigate problematic conditions in search of viable solutions.

The research objective was explanatory in that the researcher was attempting to answer questions about a phenomenon to explain how and why it operated in addition to factors that produced change, if any (Johnson, 2001). The time dimension was cross-sectional since data were collected from research participants during a brief time period of 7 to 11 weeks (Johnson, 2001).

This single-subject research employed a quasi-experimental design consisting of a non-randomized sample with a multiple baseline design across three single-subject participants. A multiple baseline design would allow illustration of any functional relationship between the variables without withdrawing the educational strategy being introduced.

Horner et al. (2005) addressed external validity of single-subject studies:

> Although a study may involve only one participant, features of external validity of a single study are improved if the study includes multiple participants, settings, materials, and/or behaviors. It is typical for single-subject studies to demonstrate effects with at least three different participants. (p. 171)

Wiersma (1995) elaborated on this design:

> Single-subject designs commonly involve repeated measurement, sometimes several measurements of the dependent variable. Measurement is highly standardized and controlled, so that variations in measurement are not interpreted as an experimental effect. The conditions under which the study is conducted are described in detail, not only to enhance the interpretation of results but also to allow decisions about their generalizability. (p. 152)

The single-subject design approach was chosen to study each of three students under experimental conditions. The subjects were included in the study due to behaviors they manifested within the school setting that interfered with classroom management. There was no random selection or assignment. There were repeated measurements of the dependent variable – behavioral achievement (prosocial behavior) as measured by the number of minutes the participant engaged in prosocial behavior (i.e. compliant with teacher requests).

"The independent variable in a single-subject research typically is the practice, intervention, or behavioral mechanism under investigation" (Horner et al., 2005, p. 167). Independent variables in this study included 1) teacher knowledge of the student personal profile assessment summary, 2) positive student/teacher interaction, and 3) use

of effective classroom management strategies. The dependent variable was the student's observable behavior.

This research represented a single-subject, case study format. Consideration of individual student requirements, skill levels, and choices were evident. "The case study format is the basis for a framework for practical application, collaborative coaching relationships, and feedback from others facing similar challenges or who have more extensive experience" (Dunlap et al., 2000, p. 28). This approach assisted in a systematic procedure of behavior problem identification, intervention, and evaluation within the school setting as teachers continued to be involved in the process.

In summary, this study consisted of quasi-experimental, action research. It included a non-randomized sample and three single-subject case studies with a multiple baseline and a cross-sectional explanatory design.

Methodology

This investigator's methodological assumptions are of a nomothetic (Burrell & Morgan, 1982) persuasion and included observing from a distance, being objective in nature, and seeking to answer questions included in this study: "What are the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, use of positive behavior support strategies and student prosocial behavior in the classroom"? What new student attributes did the teacher become aware of as a result of the personal profile assessment summary and functional behavior assessment? What were the teacher perceptions of the teacher/student relationship prior to and at the conclusion of the intervention as determined by the Student-Teacher Relationship Scale (Psychological Assessment Resources, Inc., 2001)?

What new positive behavior supports did the teacher adopt? Was student behavior affected by the intervention? If so, how?

The scientific inquiry method includes three practical purposes that were incorporated into this study to analyze the effectiveness of positive behavior interventions with students who struggle with academic and behavioral expectations within the school setting. The first purpose was to describe; the second, to predict (based on the characterization of the phenomenon); and the third, to control strategic interventions to improve and then explain the resultant condition. This investigator analyzed numerical data by adopting a deductive approach of Mills (2003).

Mills (2003) utilized a deductive approach to action research to implement a planned intervention that included the following framework:

- Describe the problem and area of focus.
- Define the factors involved in your area of focus (e.g., the curriculum, school setting, student outcomes, instructional strategies).
- Develop research questions.
- Describe the intervention or innovation to be implemented.
- Develop a timeline for implementation.
- Describe the membership of the action research group.
- Develop a list of resources to implement the plan.
- Describe the data to be collected.
- Develop a data collection and analysis plan.
- Select appropriate tools of inquiry.

- Carry out the plan including data collection and data analysis (Phases of Study Implementation are included in Appendix D).
- Report the results (see Chapter IV).

These points were addressed as the research developed.

The focus of this action research was on behavioral challenges within the school organization. In the researcher's experience, veteran teachers as well as new teachers struggle with students who, ten years ago, would not have blatantly refused a teacher request or walked out of the room without permission. Desired results included solving the problem as quickly as possible since inappropriate student behavior continues to result in 1) teachers being challenged by behaviors they have not learned about or had experience with (Evertson & Harris, 1992; Comer, 2001; Iverson, 1996; Kellam et al., 1998; Walker & Golly, 1999; & Mayer, 2001); 2) a majority of instructional time being consumed in matters of discipline (Scott, 2001, and Cotton, 1990); 3) teachers leaving the profession (Johnson & Birkeland, 2003); 4) repeated misbehavior (Hester, 2002); 5) teachers rarely using positive reinforcement (Hardman & Smith, 2003); and 6) an overreliance on detention and suspension (Campbell & Achilles, 1982).

Participants.

The single-subject interventions involved three students with respective staff., including (when appropriate) administrator, general education teacher(s), special education teacher(s), school psychologist, school social worker, speech pathologist (only students receiving speech pathology services had a speech pathologist on their collaborative team), parent, and special education director.

Each of the three teacher/student combinations will be referred to as Dyad 1, 2, or 3

for ease and clarity of referring to each teacher/student combination throughout the study. Dyad 1 involved a student in second grade and his teacher, Dyad 2 consisted of a student in kindergarten and his teacher, and Dyad 3 included a first grade student and his classroom teacher. Dyad numbers 1 through 3 were determined by the order of introduction into the study. Students were recruited for inclusion in the investigation using a 3-step process shown in Table 1.

Table 1

Selection Process Used to Determine Student Participation in This Study

Step 1: The researcher discussed the purpose of the investigation and qualification of students to be included in the study with elementary principals and the assistant superintendent of instruction at an administration meeting two months prior to the study. Each administrator was asked to consider any K-3 student in his/her building that met the following qualifications:

a) the student may or may not have been receiving special education services;

b) the student was in kindergarten through 3rd grade;

c) the student was unengaged in classroom teacher expectations more than 15 minutes in an hour for more than ½ of the day; and/or

d) the teacher did not know how to correct the student's antisocial behavior.

Step 2: Based on feedback from four principals, the researcher met with each of five potential teachers to discuss students being considered for the study. Three students were chosen based on previous behavioral intervention strategies attempted by each teacher, severity and duration of the challenging behavior, and willingness of the teacher and parent/guardian to participate. All teachers and parent/guardians agreed to their child's involvement in the study upon the initial request.

Step 3: The researcher met with each of the three teacher and parent/guardian teams to explain the study and to obtain signed consent forms.

Student-Teacher Dyads were assigned according to initiation of intervention phases. Dyads One, Two, and Three may also be referred to as Teacher One and Student One, Teacher Two and Student Two, and Teacher Three and Student Three throughout this study. Dyad One involved a second grade, female teacher of 32 years with a class of 20 students, including the nine-year-old male student selected for the study. Student One was diagnosed through a non-school agency as exhibiting characteristics of Autism; however, it was determined that he lacked sufficient features and was given a PDD. NOS (Pervasive Developmental Disorder – Not Otherwise Specified) label as a result. Oppositional Defiant Disorder was also considered but omitted since Student One only became oppositional and defiant when asked to engage in handwriting activities. He had received special education services since November, 2003, under an Otherwise Health Impaired (OHI) disability, and those services included social work, resource room, and occupational therapy, with the majority of his instruction occurring in the general education classroom. Teacher One was concerned about the lack of progress the student was experiencing late into the first semester of the 2005-2006 school year. He also refused to go to the resource room for assistance.

Dyad Two consisted of a first-year female teacher of a self-contained special education classroom with 10 students including Student Two, a six-year-old male student selected for this study. Kindergarten and first grade students in the classroom exhibited a range of disabilities including autism and learning disabilities and spent the majority of their day in the classroom. Student Two had received special education services since August, 2003, with an OHI (Otherwise Health Impaired) eligibility. Specific diagnoses included PDD. NOS (Pervasive Developmental Disorder – Not Otherwise Specified),

Depressive Disorder, ADHD (Attention Deficit Hyperactivity Disorder) and ODD (Oppositional Defiant Disorder). Bi-polar disorder was also considered but the physician chose to delay a formal diagnosis due to the student's age. Student Two received speech and language and social work services. He was also taking various medications. According to Teacher Two, the student had a history of hitting, swearing, kicking, demanding his own way, and having tantrums when he didn't get his own way. Both the mother and teacher struggled with being able to enable the student to display more appropriate behavior in a variety of settings.

Dyad Three consisted of a second-year female teacher working with 20+ first graders including the seven year-old male student designated as Student Three who was not eligible for special education services but was diagnosed with ADHD (Attention Deficit Hyperactivity Disorder). His teacher had discussed his classroom performance with an out-of-district behavior specialist earlier in the year and she was using strategies suggested by the specialist. The student continued to experience difficulty staying on task, completing assignments, and following teacher expectations in the classroom.

Additional participants in the study included one of the district's elementary autism spectrum disorder teachers who also acted as a consultant for Teacher One. Psychologist, social worker, speech and language therapist, and occupational therapist expertise was also used as needed.

Several observations and measurements (based on teacher and student interaction) were taken throughout the baseline and treatment condition (Wiersma, 1995). Data were documented on the Student Behavior Documentation and Intervention Form included in Appendix E.

The study began second semester of the 2005-2006 school year. The observation and treatment lasted 11, nine, and seven weeks respectively for each of three participants and commenced in June of 2006. Dunlap and Fox (1999) conducted studies of six children ranging in ages from 2.5 years to 3.8 years, with intervention periods ranging from two to six months. Rates and intensities of problem behavior declined, enabling the children to develop such skills as communication and involvement in community contexts.

Instrumentation

In this study, staggered interventions consisted of 11, 9, and 7 weeks. To gain additional information, parents/guardians were asked to complete the Student Personal Profile Assessment Summary (see Appendix A). Baseline data were collected on all participants in the classroom prior to the intervention implementation with the use of a scatterplot (see Appendix B) and a "MotivAider," which was a timed device that enabled the teacher to record student behaviors every 15 minutes for two weeks with a vibrating alarm worn on a belt (www.toolsforwellness.com/md601.html). The scatterplot allowed teams to identify specified problematic behaviors and events, which facilitated the development of a functional behavioral assessment (FBA) used to determine the function an inappropriate behavior was serving (see Appendix B). Additional activities included interviews with parents and staff, direct observations of daily classroom routines, and a review of past school records. (Refer to Appendix F for steps in the Background Information/Data Collection Review). This information enabled the team to understand the motivation behind the student's actions such as belonging, freedom, power, and fun (Glasser, 1996), or to get or avoid something. The functional assessment was useful in

establishing student preferences of activities and objects that could be included in the behavior support plan. A Positive Behavior Support Classroom Management Checklist (Shinsky, 1996) was used to determine each teacher's use of positive behavior supports within the classroom (See Appendix G). An individualized behavior support plan was constructed for the most outstanding problematic behavior to be addressed in the study.

Each teacher was asked to share information regarding demographic data, instructional content and practice, planning and managing the teaching and learning environment, and managing student behavior and social interaction skills by completing the Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities (Daniels & Vaughn, 1999). (See Appendix H for a copy of the adapted instrument). This information revealed areas in which staff perceived themselves to be lacking or adequate regarding specific teaching skills and student needs. Teachers' backgrounds were summarized by their responses to 15 items of professional demographic information, classroom student information, and their perspectives on inclusion of special education students in the general education classroom. Each teacher was also asked to respond to 12 questions related to managing student behavior and social interaction skills. Daniels and Vaughn (1999) sought permission to modify the Council of Exceptional Children (CEC) original scale. They selected three of the eight components as most essential to include in the scale. Three nationally recognized scholars and researchers were drafted to review the scale for content, relevance and clarity. Changes to the scale were made, and it was piloted with 10 general education teachers enrolled in a university. Some changes were made to the demographic section of the scale. A group of 28 general education teachers field-tested the scale, and it was

then submitted for computer analysis to determine any final changes. Part I: Demographic Information and Part IV: Managing Student Behavior and Social Interaction Skills were used for this study.

Prior to and after the intervention, the teachers and parent/guardians completed a Quality of Life Survey (Knoster, 1999) (See Appendix I). Pre- and post-data were collected from the survey and charted to provide a visual assessment of ratings. The Conceptual Framework for Interventions and Instruments Used to Document Data is included in Appendix J.

Validity and reliability.

The Behavioral and Emotional Rating Scale (BERS 2, Epstein, 1998) was administered to the teachers and parent/guardians by the investigator prior to the intervention and at the conclusion of the intervention to reveal any perceived differences in student performance. Three sources of test error – content, time, and interrater – were used to establish reliability of the BERS 2. The coefficients revealed a high degree of reliability, suggesting that the test had minimal test error and confidence in the results could be expected. Content-description validity, criterion-prediction validity, and construct-identification validity were examined. On the basis of factor analysis presented, the instrument was a valid measure of behavioral and emotional strength.

The Student-Teacher Relationship Scale (STRS, Pianta, 2001) was used to evaluate student-teacher relationships prior to and after interventions. The STRS' test-retest reliability was established and found to be significant at a $p \leq .05$. The STRS scale and subscales showed strong evidence for concurrent and predictive validity. Data from the

surveys were charted with pre-intervention and post-intervention ratings for staff.

Data Collection

The superintendent of the school granted written permission for the study to be performed in the district. The Human Subjects Institutional Review Board (IRB) of Eastern Michigan University granted the researcher approval to conduct the study (see Appendix K). All of the three parent/guardian participants signed a consent form for their child and themselves to be involved in the study (see Appendix L). Each teacher participant also signed a consent form agreeing to participate in the study (see Appendix M).

Prior to the study intervention, Teachers 1, 2, and 3 were asked to complete a Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities (Appendix H). Fifteen questions regarding teacher and school demographics and twelve questions regarding each teacher's perceived level of managing student behavior and social interaction skills were included.

Each teacher participant was also asked to complete a 28-question Student-Teacher Relationship Scale (Psychological Assessment Resources, 2001) prior to and after the intervention. The response form consisted of a 5-point likert scale ranging from "1-definitely does not apply" to "5-definitely applies" and included statements such as "I share an affectionate, warm relationship with this child."

Teacher and parent/guardian participants completed a 52-question Behavioral and Emotional Rating Scale (PRO-ED, Inc., 2004) prior to and after the intervention. The Teacher Rating Scales and Parent Rating Scales used a likert scale of 3 to 0. Participants used a 3 if the statement was very much like the student with a range to 0 if the statement

was not at all like the student. Sample questions included "Accepts a hug or is kind toward others." A Quality of Life Survey, Pre- and Post- Teacher and Parent Ratings (Knoster, 1999, Appendix I) was also completed prior to and at the conclusion of the intervention.

Behavior performance data were collected by Teachers One, Two, and Three every 15 minutes for the first 10 school days prior to intervention on the most problematic behavior as determined by the team consisting of teacher, staff who worked with the student, and the researcher. At the end of each 15 minute interval, a silent, vibrating alarm worn on a belt reminded the teacher to document the behavior of concern on the scatterplot (see Appendix B) in one of three ways: 1) an X in the box meant the behavior occurred, 2) A circle with a line drawn through it meant the behavior did not occur, and 3) a slash drawn diagonally through the box meant the student was not observed at that 15 minute interval. Following the two-week scatterplot, the researcher and/or substitute teacher, who also performed independent observations, observed the student and teacher, documenting student on and off-task behavior every 15 minutes for at least 2 half-days prior to the intervention using the Student Behavior Documentation and Intervention Form (see Appendix E). Handwritten notes detailed student, teacher, and classmate behavior during problematic behavior intervals prior to, throughout, and at the conclusion of the intervention. The post-intervention observation period included 1-2 half days. According to Horner et al.:

> Measurement of the dependent variable during a baseline should occur until the observed pattern of responding is sufficiently consistent to allow prediction of future responding. Documentation of a predictable pattern during baseline typically

requires multiple data points (five or more, although fewer data points are acceptable in specific cases) without substantive trend, or with a trend in the direction opposite that predicted by the intervention. (2005, p. 168)

The data collection procedure included documented observation of students, followed by team collaboration regarding student behavioral performance. Team collaboration included discussion of student behavior and alterations needed to address the behavior intervention plan (BIP). Several intervention strategies were suggested by the team, and 2-3 were selected by the teacher to implement and evaluate. Strategies were implemented for a minimum of 2 weeks and, if a positive change in behavior was not noted, altered or terminated and replaced with a new strategy. This process continued throughout the duration of the study for each student-teacher dyad.

Data Analysis

Teacher data from the Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities (adapted from Daniels and Vaughn, 1999) and the Positive Behavior Support Classroom Management Checklist (Shinsky, 1996) was charted in a side-by-side format to review and compare teacher demographic information and classroom management information. Scaled scores for The Behavioral and Emotional Rating Scale – Second Edition (PRO-ED, 2004), teacher and parent versions, were used to plot pre-and post-intervention data. The graphic representation showed any increase, decrease, or lack of any change in student behavioral or emotional strengths as determined by the teacher or parent/guardian ratings. The Student-Teacher Relationship Scale (STRS, Psychological Assessment Resources, Inc., 2001) included a scoring and

profile sheet in which raw scores and percentiles were used to complete a profile chart. Pre- and post-intervention data were analyzed to show change, if any, in conflict, closeness, and dependency measures between student and teacher. The Quality of Life Survey, Pre- and Post-Teacher and Parent Ratings (Knoster, 1999), were also charted to note differences, if any, in ratings regarding student quality of life after the intervention occurred.

A scatterplot assessment from Teachers 1, 2, and 3 documenting classroom targeted behavior ten school days prior to intervention, was analyzed by the respective teams and researcher for Students 1, 2, and 3. This analysis revealed when the behavior of concern was most likely to occur and led to the development of a functional behavior assessment that identified antecedent settings and behaviors that may have triggered the behavior of concern. Once triggers and antecedent behaviors were identified, positive behavior supports and appropriate replacement behaviors were determined through the behavior intervention plan. This process gave Teachers 1, 2, and 3 individually prescribed student plans to follow when inappropriate classroom behavior occurred.

Historically, data from single-subject research has been analyzed by a visual comparison of responses within the study (Parsonson & Baer, 1978). A visual analysis enables the reader to interpret performance during baseline and intervention, degree of change in the dependent variable, and any relationship between the independent and dependent variables (Horner et al., 2005). Student-teacher classroom observations were graphically represented to show direction of change, if any, in the dependent variable – student behavior. Student behavioral achievement was compared from pre- and post-intervention on one level: number of minutes spent in the classroom engaged in prosocial

behavior. Student/teacher classroom observation notes were graphed for a visual analysis of behavior trends.

The researcher examined within- and between-subject differences among the three students exposed to the intervention and teachers involved in the study. Intervention strategies that were shared with each teacher focused on individual student and teacher needs as determined by teacher and team input, student performance, and classroom observations.

The study was summarized at district administration meetings as an investigation into an intervention that may benefit the district in the future. Should the findings of this study support an increase in student prosocial behavior, the intervention strategies would be shared with all elementary principals and central office administration the following year for consideration as a suggested extension and reorganization of student support teams.

Implications

Finn et al. (2003) addressed the following as one of several high-priority research needs:

> First, what factors promote student engagement, that is, positive learning behaviors and prosocial behavior? Engagement needs to be viewed as a "dependent variable," not just another independent variable. The role of engagement in learning is clear. We need to focus more on how to engage students in class and in school generally – especially students who are withdrawn, inattentive, or disruptive. Small classes can help, but research has yet to tell us about other aspects of classroom organization, curriculum organization, and instructional practices that enhance student

engagement. (p. 352)

The researcher's intent was to investigate relationships between 1) teacher knowledge of the behaviorally challenged student's profile, 2) positive student/teacher interaction, 3) use of positive behavior support strategies, and 4) student prosocial behavior. A decrease in classroom misbehavior could encourage successful teachers to share strategies with others to systematically incorporate practices that increase student prosocial behavior with the possibility of ultimately affecting academic engagement and achievement.

As this researcher drew from the wisdom of earlier social scientists and their traditions, it is desired that this study will contribute to the field of education. The twelfth-century writer, John of Salisbury, described our debt to those who have come before us:

> We are like dwarves sitting on the shoulders of giants. We see more, and things that are more distant, than they did, not because our sight is superior or because we are taller than they, but because they raise us up, and by their great stature add to ours. (As cited by McGrath, 2001, p. 76)

Summary

In this chapter, the researcher described the research design and methods used to address the question: What are the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies to student prosocial behavior in the classroom? A single-subject design, repeated-measures method was used with three participants to assess the

dependent variable – prosocial behavior – prior to, during, and at the conclusion of the 3-pronged intervention (independent variable).

The study method included action research describing the problem of inappropriate student behavior in the classroom, defining the factors in student outcomes and developing the major research question of the study. Ancillary research questions included: What new student attributes did the teacher become aware of as a result of the personal profile assessment summary (Kelley et al., 2001)? What were the teacher perceptions of the teacher/student relationship prior to and at the conclusion of the intervention as determined by the Student-Teacher Relationship Scale (Pianta, 2001)? What new positive behavior supports did the teacher adopt? Was student behavior affected by the interventions? If so, how?

The method also included a description of the intervention, the implementation time-line, and members of the group participating in the study. A list of resources to implement the plan was generated. Data were collected through tools of inquiry including surveys, assessments, and scales, as well as through observations and team meeting notes. The 3-pronged intervention plan was implemented (Mills, 2003).

Chapter IV includes data and data analysis related to each of the research questions. Chapter V contains a summary and discussion of the results and recommendations for further research.

Chapter IV: Results of the Study

For this study, the researcher employed three student/teacher dyads to investigate relationships of a) teacher knowledge of the disruptive student's profile, b) positive student and teacher interaction, and 3) use of positive behavior support strategies to student prosocial behavior in the classroom. Extensive data were collected from teachers, parent/guardians, team meeting notes, and classroom observations and then charted to present a visual analysis of student response to conditions in the study. Following demographic information of the study, results from Dyad One are presented in their entirety, followed by results from Dyads Two and Three. Next, data from all three dyads are presented to show a comparison of intervention results in regard to each dyad. Results from each dyad are presented to address the study's principal question and several supporting questions followed by a detailed comparison of all three dyads in relation to the multiple baseline design used in this research.

Demographics

This investigation took place in a Midwestern Michigan school district on the urban fringe of a mid-size city. The school district's 2005 racial/ethnic group percentages compared to state averages were as follows: the district student population consisted of 96.2% white with the remaining 3.8% consisting of Hispanic, Multi-Racial, Asian/Pacific Islander, Black and American Indian/Alaska Native while the state average included 72.1% white with the remaining 27.9% consisting of Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native and Multi-Racial (ranked in order from highest to lowest percentages for district and state). Economically disadvantaged (2005) for this district was 9.0% compared to the state average of 34.7%. English language learners

(ELL) (2004) composed 0.2%, with a state average of 7.0%, and the percentage of students with disabilities (2005) was 10.7%, compared to the state average of 13.9% (obtained through the Standard and Poors annual report available online at www.schoolmatters.com).

The district included 12 Pk-12 buildings; 3 of 8 elementary Pk-5 schools in the district were accessed for this study. Enrollments in selected elementary buildings were 356 (male principal with 30+ years in education), 321 (female principal with 30+ years in education) and 558 (male principal with 20+ years in education). Each elementary building had two secretaries, at least two special education teachers, and a team of ancillary staff including a school psychologist, social worker, speech therapist, occupational therapist, and physical therapist, available as needed.

Dyad One

Dyad One involved a nine-year-old male student (Student 1) in second grade. He lived with both parents and a younger sister and took no medication; test results revealed a low-average IQ. He was diagnosed by a non-school agency with PDD.NOS (Pervasive Developmental Disorder-Not Otherwise Specified) since he exhibited some features of Autism but lacked sufficient features to receive the Autism label. Student 1 became oppositional when asked to engage in handwriting activities. This task was very challenging due to fine motor muscle control issues. He had received special education services since November 2003 with an Otherwise Health Impaired (OHI) eligibility according to Michigan guidelines. Special services included social work, resource room, and occupational therapy, with the majority of his instruction occurring in the general education classroom. Student 1 refused to go to the resource room for instruction and

was demonstrating a lack of academic and behavioral progress in the second grade classroom late into the first semester of the 2005-2006 school year.

Student 1 exhibited the following strengths: 3rd grade independent reading level; strong science vocabulary; verbal; friendly; wants to please; sensitive; can be a perfectionist; very visual; smart; in-depth knowledge of and interest in: white and red blood cells and how they work in the body, molecules including hydrogen, and so on, brain, brain cells, germs, and magnets; is motivated by special projects like Reading Theater; is more likely to perform tasks if an adult will take turns, likes to show what he knows, and responds very positively to classroom teacher and paraprofessional. According to his mother, some of Student 1's likes include most foods except some with texture (e.g., fruit in yogurt and some meat). He has a "sweet tooth," loves science and wants to conduct experiments. He also likes video games, watching movies, cartoons, Pokemon, jumping on their trampoline with neighbor kids, art, and music. He has started helping with chores around the home including cleaning the bathroom, vacuuming, setting the table, and helping to clean up after dinner. He is more successful one-to-one and has improved on getting ready for school and catching the school bus. He has taken a wall climbing class, has a large dog, attends Bible Club once a week, and loves his family and grandparents.

The following student challenges were noted by team participants: anxious; worries; low muscle tone (neurological); verbal presentation is difficult; associational thinking – gets off main idea – verbal tangents; wandering, scooting, fidgeting, rocking, and pulling on chair; confusion about auditory expectations; off-task behavior stares, distractible,

somatic complaints, verbal noises, and interfering with other student learning; academic demands can cause opposition or noncompliance; wants to fit in; delay in age-appropriate social awareness; and neurological difficulties resulting in developmental delays. He requires more personal space than most, over or under dresses for temperature, has fear in space (stairs, swing), loses balance easily, has trouble following objects with eyes, becomes distracted by objects/people/noises in the environment; makes reversals when copying (4's & 7's) or reading; overreacts to unexpected or loud noises, has poor standing or sitting posture, tires easily, seems accident prone/clumsy, dislikes trying new movement activities, poor coordination with small items, shows inconsistency in skills (can do one day and not the next), becomes upset with changes in routine, becomes easily frustrated, and prefers company of adults to that of peers. Additional challenges noted by the mother include difficulty with learning to ride a bike, tying shoes, following through on activities, picking up after self, and staying organized. He needs extra encouragement, can be nervous about trying something new, is easily discouraged, hates time limits, needs structure, routine, and guidelines, and is most successful when he knows what to expect.

Dyad 1 also included Teacher 1 who had been in her current career for 34 years. According to data collected from the Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities, she had attained a bachelor's degree plus 30 hours in elementary education. Her second grade classroom consisted of 20 students, with 3-5 identified as having a disability. Most of the students were non-minority, and, according to the teacher, the students with disabilities included emotional/ behavioral disordered, learning disabled, and speech/language disordered. The students with

disabilities received instruction in special and general education classrooms. Teacher 1 stated her primary teaching responsibility was academic subjects and social/emotional. She had received no training in inclusion but had received content knowledge of cultural diversity through in-service workshops at her current school district. Her college training did not prepare her for the reality of teaching in an inclusion setting, and she would not advocate that the primary placement for all students with disabilities be in the general education classroom.

Teacher 1 maintained she had no knowledge in applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors. She rated herself as having adequate knowledge (the highest rating of 5) in ethical considerations inherent in classroom behavior management, social skills needed for educational and functional living environments, integrating social skills into the curriculum, and using effective teaching procedures in social skills instruction.

Teacher 1 rated herself at a 4 (with a range of 1 as lowest to 5 as highest), with moderate knowledge in teacher attitudes and behaviors that positively and negatively influence student behavior, and effective instruction in the development of social skills. She also perceived her skills as moderate (4) in demonstrating a variety of effective behavior management techniques and implementing the least intensive intervention appropriate for the needs of exceptional individuals, modifying the learning environment to manage inappropriate behaviors, identifying realistic expectations for personal and social behavior in various settings, and demonstrating procedures to increase student self-awareness, self-control, self-reliance and self-esteem.

Study's principal question: What are the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies to student prosocial behavior in the classroom?

Table 2 specifies the data that were analyzed within the three independent variables (A, B, and C) and the dependent variable (D) to address the principal question. Teacher knowledge of the disruptive student's profile (Section A) included data from the Student Personal Profile Assessment Summary, the Scatter plot, the Functional Behavioral Assessment, Behavior Intervention Plan, meeting notes, observation notes, and emails.

Positive student/teacher interactions (Section B) were analyzed by measuring pre- and post-intervention teacher ratings on the Student Teacher Relationship Scale and documented or observed use of relationship-building strategies such as Banking Time, eye contact, physical gestures, neutral stance and calm voice, proximity, listening, personal inquiries, smiles, and using a minimum of 5 positives to every negative.

Positive behavior support strategies (Section C) were analyzed by visually inspecting the Classroom Management Checklist regarding the teacher's classroom and evaluating documented use of positive behavior support strategies such as clapping, redirection, choices of tasks, reviewing behavior expectations, clear set of consequences for rule violations, immediate attention and praise for appropriate behavior, location of student desk in proximity to teacher, modifications to assignments, and additional accommodations made for the students' particular needs.

Student Prosocial Classroom Behavior (Section D) was analyzed by pre- and post-Behavioral & Emotional Rating Scale data and Quality of Life Survey data. Parent/guardian and teacher ratings were used for the scale and survey. Student prosocial

behavior was analyzed by comparing pre- and post-intervention behaviors as documented by teacher and researcher/assistant observations.

Table 2

Data Used to Address the Study's Principal Question

A	*Teacher Knowledge of Disruptive Student Profile:* 1. Student Personal Profile Assessment Summary 2. Scatter plot, Functional Behavioral Assessment, Behavior Intervention Plan 3. Additional Information: Total number of team meetings, length of intervention, number of observations
B	*Positive Student/Teacher Interaction:* 1. Student-Teacher Relationship Scale (pre- and post) 2. Banking Time strategy 3. Additional actions that may have encouraged student/teacher interaction
C	*Positive Behavior Support Strategies:* 1. Classroom Management Checklist results 2. Additional strategies that encouraged positive student response are included in Table 5.
D	*Student Prosocial Behavior in the Classroom:* 1. Behavioral & Emotional Rating Scale results (pre- and post) 2. Meeting and observation notes, email correspondence and student work samples were used to document prosocial behavior for Student 1 during pre- and post-intervention 3. Quality of Life Survey (pre- and post)

Teacher knowledge of disruptive student profile.

Information from the Student Personal Profile Assessment Summary was included in the Dyad One section for Student 1. Student 1 behavior was documented every 15 minutes for 10 days prior to the intervention to complete the scatter plot. Three options were used to document behavior: behavior occurred, behavior did not occur, or student was in the office. Total noncompliant behavior occurrences were 60 out of a possible 147. Student I was sent to the office for a range of 30-120 minutes on 6 of the 10 days.

Other notable patterns included:

1) the student engaged in noncompliant behavior a range of 4-6 times before being sent to the office;
2) the student displayed 4-6 total noncompliant behaviors on days he was not sent to the office;
3) on 6 of the 10 days, noncompliant behavior occurred more than it did not;
4) noncompliant behavior often occurred during challenging activities such as journal, reading, writing, and science; noncompliant behavior occurred less often during math and never occurred while getting ready for afternoon recess.

Table 3 provides a visual representation of the scatter plot results.

Table 3

Summary of Pre-Study 10-Day Scatter Plot Data for Student 1 Noncompliant Behavior

Student 1 Noncompliant and Compliant Behavior in Response to Teacher Expectations and/or Classroom Routine				
Day 1 – 1/26	Day 2 – 1/27	Day 3 – 1/28	Day 4 – 1/31	Day 5 – 2/1
(Teacher gone in A.M.) P.M. Noncompliant behavior occurred 2 out of 7 times (yes) and did not occur 5 out of 7 times (no) i.e., 2/7 Yes 5/7 No Office-30 mins.	6/18 Yes 12/18 No Office -0-	9/17 Yes 8/17 No Office-45 mins.	8/15 Yes 7/15 No Office-30 mins.	8/13 Yes 5/13 No Office- 1 hr. & 15 mins.
Day 6 – 2/2	Day 7 – 2/3	Day 8 – 2/6	Day 9 – 2/7	Day 10 – 2/8
9/16 Yes 7/16 No Office-45 mins.	4/21 Yes 17/21 No Office -0-	4/19 Yes 15/19 No Office -0-	6/10 Yes 4/10 No Office- 2 hrs.	4/11 Yes 7/11 No Office -0-

Data from the scatter plot assisted the Team in determining the function of behavior and needs Student 1 was trying to fill. The team objective was to help the student meet his needs with a more acceptable behavior rather than disrupt the classroom or try to escape when an adult request was made. It was hypothesized that the noncompliant behavior occurred when the student was prompted to perform, confused about expectations, or having difficulty with topic closure. This information led to the development of the functional behavioral assessment (FBA) and behavior intervention plan (BIP). The following strategies were targeted to replace disrupting/escape behaviors with prosocial behaviors of attempting tasks and increasing social involvement: modify assignments to lessen expectations, design a visual schedule to be used on the white board at the front of the classroom, allow the student to use the computer (to aid in writing activities) and a recorder (to aid in verbalizing thoughts prior to closure), visual prompts (cards with action pictures), social stories (with assistance of the social worker), and peer relations (encouraging peer buddies to assist with assignments, tasks, etc.).

Throughout the 11-week study, several strategies and accommodations were used, modified, or discontinued to discover what interventions encouraged complaint behavior. Seven team meetings and six observations (performed by the researcher and/or the assistant) helped the team to analyze strategies that worked and those that did not. A summary of strategy effectiveness is included in the positive behavior support strategies section.

Positive student/teacher interaction.

The Student-Teacher Relationship Scale was given to Teacher 1 prior to and at the conclusion of the intervention. See Figure 3 for results and the summary that follows.

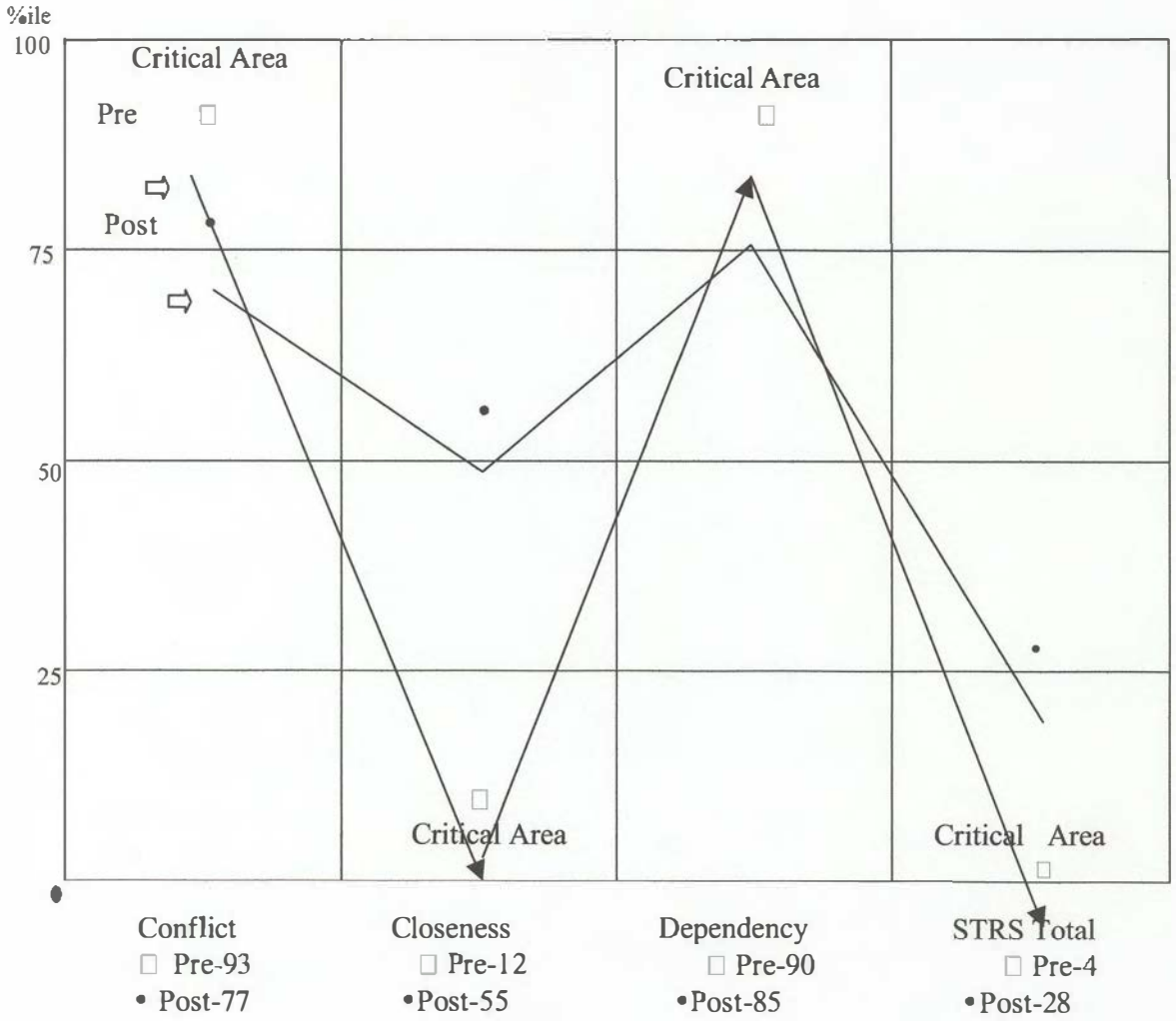


Figure 3. Student-Teacher Relationship Scale pre- and post-results for teacher 1.

The Student-Teacher Relationship Scale (STRS) was used to provide an objective measure of the teacher's perception of her relationship with Student 1 prior to and after the intervention. Four factors were assessed including Conflict, Closeness, Dependency and STRS Total. Critical areas were predetermined in the STRS scoring guide and were included in Figure 3. A score of 75-100 in Conflict and Dependency was within the critical range, and a score of 0-25 in Closeness and STRS Total was within the critical range.

A high Conflict score reflected that the teacher struggled with the student, perceived him as unpredictable, and rated herself as being ineffective with him (Pianta, 2001). The pre-intervention score for Conflict revealed a percentile of 93 and a post-intervention percentile of 77. Despite the fact that the lower score would indicate a less negative and conflicted teacher-student relationship after the intervention, both pre- and post scores fell within the critical range of 75 to 100, suggesting that additional strategies and interventions would be needed to move the score out of the critical range.

The Closeness percentile reflected the teacher's perceptions of affection, warmth, and open communication with Student 1 (Pianta, 2001). This subscale revealed the greatest change, with a pre-intervention percentile of 12 (falling within the critical area of 0-25) and a post-intervention percentile of 55. Teacher 1 rated Student 1 with higher Closeness scores, which suggested she viewed him as doing well within the classroom environment. The post-intervention score also suggested the student viewed the teacher as supportive and used the teacher as a resource (Pianta, 2001).

A high Dependency score indicated an overreliance upon the teacher by the student. The student also exhibited a strong reaction to separation from this teacher and had a

tendency to request help when not needed. The critical area for this subscale included percentile scores within the 75 to 100 range. Student 1 had a pre-intervention score of 90 and a post-intervention score of 85, both falling within a critical range.

The STRS Total scale measured the teacher's opinion of her overall relationship with Student 1 in the areas of positive and affective domains. Higher total scores generally demonstrated teacher perception of lower levels of conflict and dependency, higher levels of closeness, and a more positive student-teacher relationship (Pianta, 2001). The STRS Total pre-intervention percentile score of 4 was in the critical range of 1-25. The post-intervention percentile was 28, which raised the score out of the critical area, demonstrating an overall more positive relationship than prior to the intervention.

In summary, prior to the intervention, Teacher 1 perceived her relationship with Student 1 as falling within the critical range on all 4 assessments. At the conclusion of the intervention, all scores moved in a positive direction. Although the Conflict and Dependency scores remained in the critical range, Teacher 1 perceived an increased closeness and overall more positive relationship with Student 1 at the conclusion of the intervention.

Teacher 1 began using a strategy with Student 1 called "Banking Time" (Pianta, 1999) one day prior to the fourth week of the 11-week study. According to Pianta (1999), who referenced Barkley's (1987) use of Banking Time in his work with parent-child relationships, "The intervention is called Banking Time because of the metaphor of saving up "positive experiences" so that the relationship between teacher and child can withstand conflict, tension, and disagreement without deteriorating and returning to a negative state" (p. 140). Pianta's example of a second grade teacher's recollection of her

experience with a noncompliant student after using Banking Time for two weeks demonstrated its effect. During a conflict with peers, the teacher was able to communicate with the student more effectively with the use of gentle touch and eye contact, which then led to the student stopping the behavior and problem-solving with the teacher. This situation would have typically resulted in a deteriorating situation with an angry, non-compliant student and a teacher feeling frustrated and ineffective (Pianta, 1999).

Teacher 1 used banking time with Student 1 for 5 minutes each morning while the other students engaged in independent seat work. Initially, the dyad talked about his agenda and eventually discussed more of the student's interests. The teacher was instructed not to teach, ask questions, or control the conversation but to narrate and observe (Pianta, 1999). According to Teacher 1, this became a special opportunity for her and Student 1 to spend time together.

Teacher 1 engaged in a variety of behaviors with Student 1, as observed by the researcher, which affirmed him and reinforced prosocial behavior in the classroom. The teacher's actions occurred naturally and spontaneously and included eye contact, problem solving until the student would attempt a task, a gentle stroke on the top of his head, always maintaining a happy, neutral stance when correcting him, using a calm voice, affirming him, and always treating the student with dignity and respect. Teacher 1 presented herself to Student 1 as an adult who cared and was available to assist him under any circumstances. He relied on her to help him solve problems and engage in social activities in the classroom with his classmates.

Positive behavior support strategies.

Positive behavior support is considered best practice in working with students with disabilities who exhibit behavior challenges (IDEIA, 2004). "Positive behavior support involves the assessment and reengineering of environments so that people with problem behaviors experience reductions in problem behaviors and an increase in the social, personal and professional quality of their lives" (Horner, 2000, p. 97).

Effective teachers have been observed to engage in particular behaviors that encourage student compliance (Bear, 1998; Babkie, 2006). Shinsky (1996) developed a Classroom Management Checklist that was adapted by the researcher and used in the present study to evaluate classroom management techniques used by the teacher. Each strategy was evaluated as evident, somewhat evident, or not evident (see Appendix F). The researcher and assistant observer agreed that of the 16 techniques, Teacher 1's performance of 14 was clearly evident and two techniques were somewhat evident, indicating that positive behavior support was utilized or emerging to encourage student prosocial behavior in the classroom.

Teacher 1, with Team assistance, explored many behavior management options identified as having the potential to increase prosocial behavior in students exhibiting autism characteristics (Odom et al., 2003; Griffin et al., 2006; Becker-Cottriel et al., 2003; & Iovannone et al., 2003). Table 4 provides a detailed list of successful and unsuccessful strategies used by Teacher 1 to increase student compliance defined as "the child performing one or more requested responses within a predicted period of time after a command is issued" (Wruble, et al., 1991, p. 58).

Table 4

Successful and Unsuccessful Strategies Used in Relation to Student 1 Prosocial Behavior

Successful Strategies
Visual prompts – gestures and pictures
Peers clapping for positive behavior; i.e., Wait a minute, (Student 1) is sitting down, everyone clap!
2 choices
Consistent adult follow-through on classroom expectations
Modifications as needed – to assignments, routine, classroom physical structure
Visual schedules – front board & student desk – Teacher 1 found digital pictures better than board maker
Changed fancy clouds to red rectangles for activity words on board – seemed to draw student's attention better
Reviewed agenda daily and took words and pictures off when the activity was completed
Copied and cut math assignment into individual problem sections and allowed student to complete as many as he could – went from 0 to 70% completion
Less assertive paraproprofessional with a quiet temperament who continually listened to his thoughts, concerns and teacher directions; i.e., she did not overload the student
Tactile box – with small manipulatives
Quiet getaway corner in classroom (also used as self-imposed time out) with tactile box,

(table continues)

Successful Strategies
tape recorder, and pictures of interests such as molecules & atoms
Headphones – for excessive noise
O.T. (Occupational Therapist) evaluation and consultation services
Sensory breaks – especially weighted backpack (a.m. and p.m.)
Sensory cushion for student's chair
AI (Autistically Impaired) Teacher assistance – observation and meet with Team to brainstorm
Velcro token strip – (see Appendix M) student responded very positively and the teacher had to pull all 3 tokens off only once
Teacher reassurance of: "There are no wrong answers"
Student desk in close proximity to teacher desk
Tape recorder used in student's get-a-way area to talk into as needed and teacher would listen to at a later time
During break, the student worked with the parapro to locate information on the human body
Changed sensory diet from 9:00 to 9:30 to lessen student's anxiety about missing activities in the classroom
Parapro support in transitioning from one activity to another
Allowed student to walk around the room to think when upset – if he started talking nonstop or making noises, the parapro took him to the hall or another quiet place
Alternate spelling test: 4 typed words with one spelled correctly – student had to

(table continues)

Successful Strategies
identify the correct word
Student responded to checking things off
Stapled a store coupon to student's spelling test for each word spelled correctly
The social worker taught the student social stories regarding classroom routines such as raising his hand
The student was shown alternate education activities he could engage in when he couldn't sit still during class time
A peer-reviewed journal article was shared with the team entitled Instructional management tips for teachers of students with autism spectrum disorder (ASD) (Marks et al., 2003)
As needed, directions were repeated in as few words as possible (the less verbal, the better)
Allowed student to read books centered on his own reading interests and then share with other students, who remarked – (Student 1) is really smart!
The teacher attended a teacher group study of "The Maverick Mind: A Mother's Story of Solving the Mystery of Her Unreachable, Unteachable, Silent Son" (2004) by Dr. Cheri Florance and felt she gained a better understanding of how students with autistic tendencies think
The teacher was constantly thinking of ways to reach and support Student 1 – she saw it as a challenge and was very proactive in getting information, trying new things, keeping what worked, and discarding what did not

(table continues)

The teacher and peers always treated the student with dignity and respect
<u>Unsuccessful Strategies</u>
Student use of computer for journal entry – but he indicated he would like to try it again
Peer use of computer for student dictated journal entry – student and peer got frustrated
Domineering parapro – seemed to aggravate noncompliant behavior
Cards with a question mark on them – used when asking the teacher a question
Pencil grip – student did not like to look different
Pictures showing directions of: work, sit, quiet, raise hand - irritated student after a few days
Arguing with student or answering his unrelated questions increased negative behavior
If student was pushed, he lost control
Visual timers – he thought people were making fun of him
A labeler – to make words
Board maker pictures to represent spelling words
Sending him to the resource room caused more noncompliant behavior

Student prosocial behavior in the classroom.

The Behavioral & Emotional Rating Scale (BERS, 2004) was used to assess student behavioral and emotional strengths before and after the intervention. In contrast to an assessment that focuses on student weaknesses, Epstein and Sharma (1998) suggested, a strength-based assessment is:

> the measurement of those emotional and behavioral skills, competencies, and characteristics that create a sense of personal accomplishment; contribute to satisfying relationships with family members, peers, and adults; enhance one's ability to deal with adversity and stress; and promote one's personal, social, and academic development. (p. 3)

This assessment was used to assist all stakeholders in seeking solutions based on student strengths, rather than focusing on problems exhibited by the student. Areas were also targeted for skill development.

The BERS contained 52 items and 5 domains that measured Interpersonal Strength, Family Involvement, Intrapersonal Strength, School Functioning, and Affective Strength (Rudolph & Epstein, 2000). Teacher 1 and the parent (mother) of Student 1 were asked to complete the BERS. The Family Involvement subscale score has been omitted since more than two responses in that category were unanswered by the teacher and would affect the validity of the rating scale according to the scoring guide.

A visual representation of pre- and post-intervention scale results is included in Figure 4, which indicated that Teacher 1 viewed the student as increasing his emotional and behavioral competencies. The parent perceived gains in Intrapersonal Strength and School Functioning and a decline in Affective Strength.

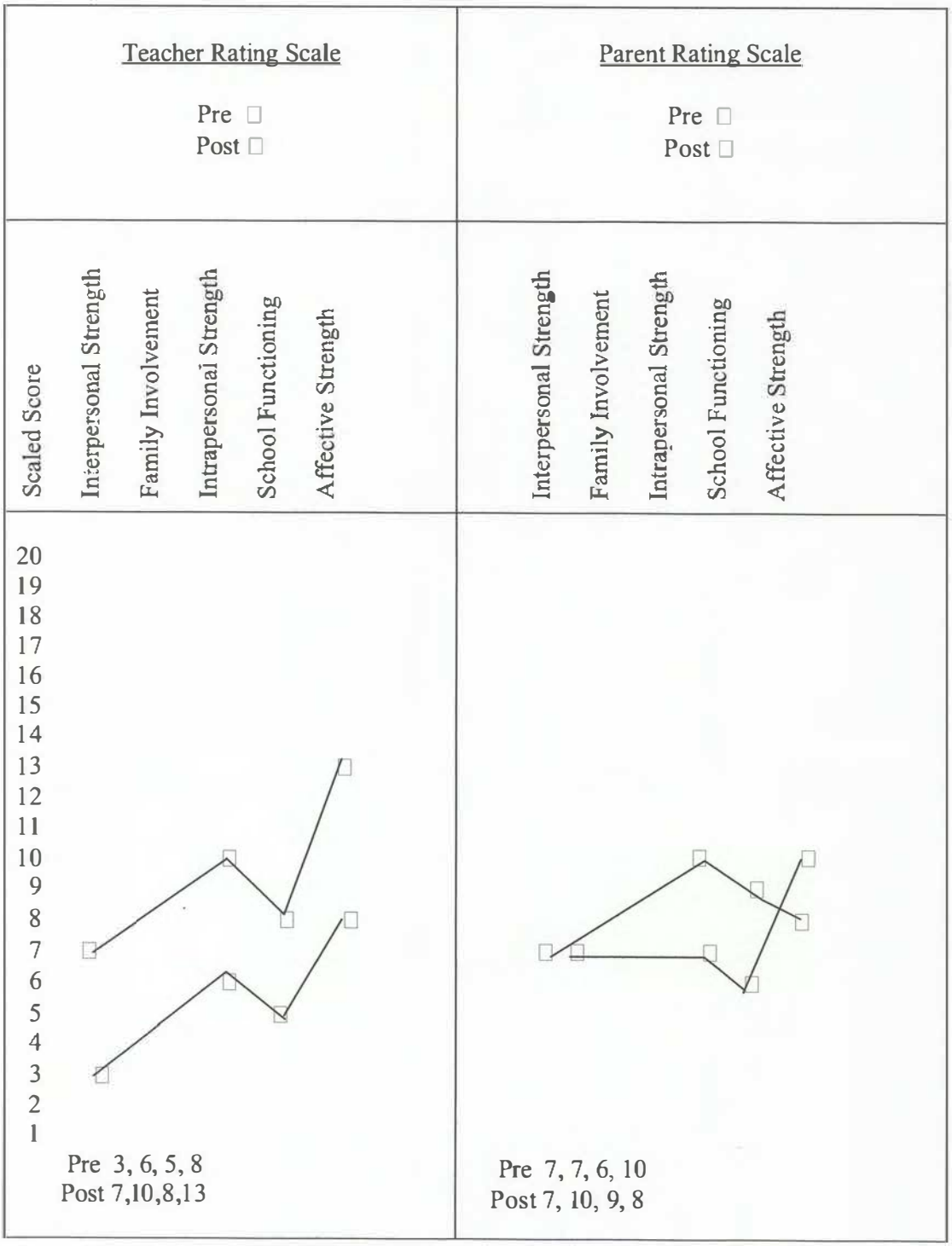


Figure 4. Teacher 1 and parent responses to the BERS, dyad 1 student.

All scores falling within the 1 to 7 range are considered low, indicating little or no personal behavioral or emotional strengths. Teacher 1 pre-intervention scores indicated a very moderate student strength in the affective area (score of 8) – a student's ability to express feelings and accept affection from others (Rudolph & Epstein, 2000). Teacher 1 post-intervention scores indicated student strengths in intrapersonal (10) – the student's perception of his competence and accomplishments (Rudolph & Epstein, 2000) and affective (13) areas with a very moderate strength in school functioning (8)– the student's competence in the school and classroom (Rudolph & Epstein, 2000). The interpersonal score – a student's ability to regulate his emotions and behaviors in social settings (Rudolph & Epstein, 2000) – remained low in pre- (3) and post- (7) intervention ratings and would be targeted as an area to develop.

Meeting and observation notes, email correspondence, and student work samples were used to evaluate teacher attitude of effectiveness with the student and student skills determined to be important for student success at school. Each skill was rated as Not Evident (n/e), Emerging (em), or Evident (Ev), and ratings corresponded with each week of the study as outlined in Table 5.

Teacher 1 experienced varied perceptions in her ability to enable Student 1 to progress behaviorally and academically. Her attitude went through several stages and included the following statements:

- "I don't know if general education is appropriate; he doesn't produce much at all; he can't read at second grade reading; can't get things done in a certain time; when we push him, he loses control; if we don't push, he will sit 70% of the time;

oppositional defiant disorder (ODD) behavior back and forth with parapro; will get up and walk around and then wants to talk to the teacher; what works in a.m. won't work in p.m.; noise at lunch bothers him; the more you encourage him, the more he avoids; he doesn't show what he knows; very hard to get him to raise his hand; is not social – not confident of self and doesn't know how to interact with others" (January, 2006)

- "We are finding out answers that we haven't found out" (February, 2006)
- "I feel like we are going onward and upward; you've got to give up your power; you've got to understand where they are coming from; I just got it into my head, he doesn't have to do all the home links; everything is going so incredibly well; I like (Student I) a lot, especially since we (the team) started working together and I understand him much better" (March, 2006)
- "Maverick Mind (Florance, 2004) class helped me jump over from general education thinking. You can't expect the same things out of these kids as others; reassure the teacher that she's doing a good job – he is learning; I'm going to do the best I can – I never thought this would happen (re: student performance); I had to tell myself – don't you give up – keep trying new things; you may not see the differences" (April, 2006)
- "Intelligence is so there; sensitive; tender; he teaches me and the students a lot" (May, 2006)

Teacher 1's attitude changed from wondering if Student 1 belonged in her classroom to knowing she had helped him perform behaviorally and academically as he had not previously done. Prior to the study, the student showed little to no evidence of work

production, peer interaction, writing, reading, spelling, math, raising his hand to ask a question, performing to his ability, and on task and compliant behavior. He whined to the point of disrupting teacher and peers in the classroom and was sent to the office at least two to three times weekly. At the conclusion of the study, each attribute was "evident" except writing, which was still emerging. In addition, the student was sent to the office only rarely with the parapro as a 15-minute time to reorganize and come back to class. He also ceased to whine.

As discussed in Chapter 2, for the purpose of this study, prosocial behavior achievement was determined by the student being engaged in a minimum of 50% more time in prosocial behavior after the intervention than during baseline observations. According to the data, Student 1 did engage in at least 50% more prosocial behavior at the conclusion of the study than prior to the study. Out of a total of 10 behaviors the student had not displayed prior to the intervention, all 10 behaviors went from not evident to emerging to evident within a 10-week period and included work production, peer interaction, reading level, spelling, on-task behavior, math, compliant behavior, not whining, raising hand, and performing to ability. Additionally, Student 1 exhibited increased academic as well as appropriate behavioral performance to the extent that the teacher felt he could be successful in third grade with proper supports and the same paraprofessional.

Table 5

A Display of Teacher 1 Attitude of Effectiveness and Student 1 Skill Acquisition

Dates (Weeks)	Teacher Attitude	Work Production	Banking Time	Peer Interaction	Writing	Reading Level	Spelling	On-Task Behavior	Math	Not Sent to Office	Compliant Behavior	Not Whining	Raising Hand	Compatible Parapro	Perform to Ability	Velcro Token Strip
1/23/06	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e
2/10-2/16 (1)	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e
2/17-2/23 (2)	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e	n/e
2/24-3/2 (3)	em	em	n/e	em	n/e	n/e	em	n/e	n/e	n/e	n/e	n/e	em	n/e	n/e	n/e
3/3-3/9 (4)	em	em	n/e	em	n/e	em	em	em	em	n/e	em	n/e	em	n/e	em	n/e
3/10-3/16 (5)	em	em	Ev	em	em	Ev	em	em	Ev	n/e	em	em	em	n/e	em	n/e
3/17-3/23 (6)	Ev	Ev	Ev	em	em	Ev	em	em	Ev	n/e	em	em	em	Ev	em	Ev
3/24-3/30 (7)	Ev	Ev	Ev	Ev	em	Ev	em	em	Ev	Ev	em	Ev	Ev	Ev	em	Ev
3/31-4/13 (8)	Ev	Ev	Ev	Ev	em	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	em	Ev
4/14-4/20 (9)	Ev	Ev	Ev	Ev	em	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	em	Ev
4/21-4/27 (10)	Ev	Ev	Ev	Ev	em	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev
4/28-5/4 (11)	Ev	Ev	Ev	Ev	em	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev	Ev

Targeted Behaviors:	1	2	3	4	5	6	7	8	9	10

n/e = Not Evident em = Emerging Ev = Evident

At the end of the sixth week, behaviors 1, 3, and 6 were evident (30%). At the end of the 10th week, all targeted behaviors were evident (100%).

Positive behavior support (PBS) has traditionally been implemented to decrease an inappropriate behavior while increasing one or more alternative behaviors (Kincaid et al., 2002). Current human service and educational personnel have been focusing on social validation and quality of life outcomes as well. Social validation considers intervention desirability and effect on meaningful lifestyle change (Kincaid et al., 2002). Quality of life assessments evaluate a person's well-being in domains including emotional, interpersonal, material, personal, physical, self-determination, social inclusion and rights (Schalock, 1999).

Teacher 1 and the mother of Student 1 completed the Quality of Life Survey (Knoster, 1999, see Appendix H) prior to and after the study. Ratings ranged from 1 through 5 with 1 being "much worse" and 5 being "much better." Teacher 1 and parent pre- and post intervention ratings are included in Figure 5. Each of the survey items was numbered from 1 to 12 to compare pre- and post- responses. The teacher did not complete number 2 on the post-scale, so only a pre-scale score was available. The teacher and parent rated number 9 as not applicable on the pre-survey: "As a result of positive behavior support (PBS), I feel the child's quality of life is..." Since the student was not receiving PBS prior to the study, only a post-rating was included. The teacher answered "no" to number 12 on the post scale: "I could picture the student in a less restrictive environment." Since the student was already in full-time general education, there was not an environment that was less restrictive so there is only a pre-scale score for this question. Teacher I rated 9 of 10 post-intervention survey items from 1 to 3 numbers higher than the same pre-intervention items and the parent rated 6 post-intervention items higher.

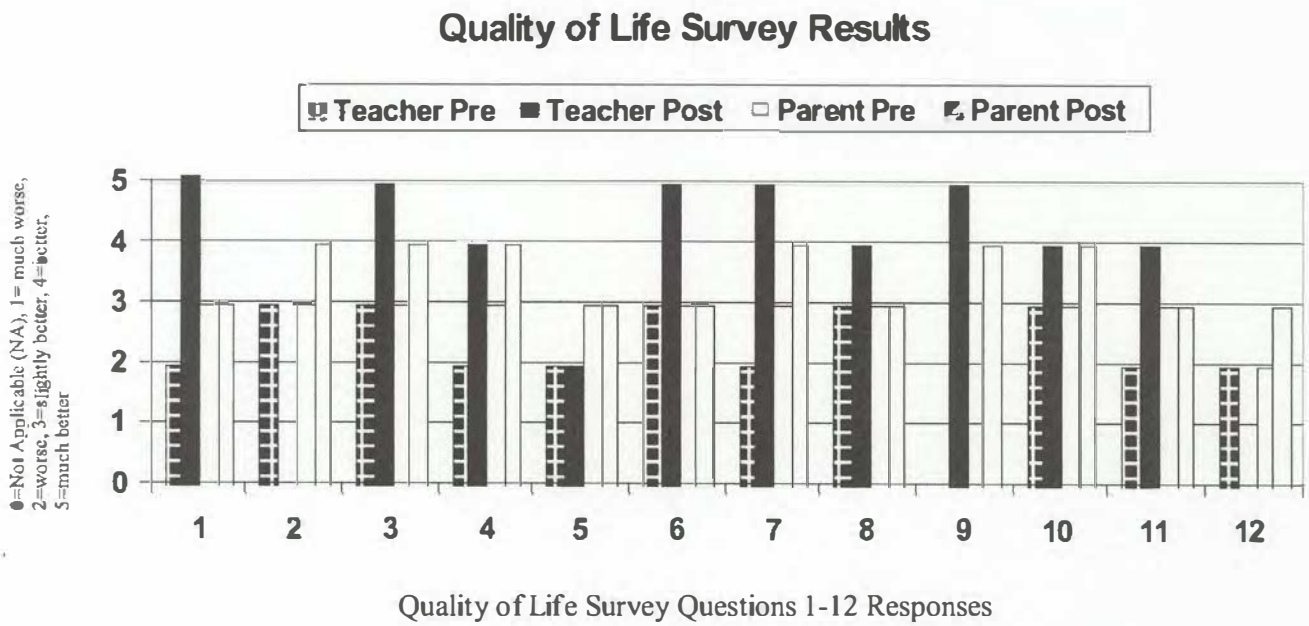


Figure 5. Quality of Life Survey - teacher 1 and parent pre- and post-ratings.

As discussed earlier, Student 1 was engaging in 100% more prosocial behavior for the targeted behaviors after the intervention than before. In addition, at the conclusion of the 11-week study, Student 1 was completing 70-80% more of his assignments than prior to the study. The data suggested that teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies had a positive relationship to student prosocial behavior in the classroom.

#1 Supporting question of the study: What new student attributes did the teacher become aware of after the personal profile assessment summary was completed by the team?

Teacher 1 was aware of the majority of Student 1's attributes. She had first-hand experience with his "sweet tooth," love of molecules and atoms, sense of humor, and

sensory overload issues. There were very few new student attributes to acquaint herself with. The relevant question became: "How do I adjust my teaching and expectations to accommodate this student so he can show me what he knows and build upon that knowledge to acquire new skills?" This question drove the teacher in determining changes she needed to make. Her journey began with a team of education professionals and input from the student's parent. The team had worked with the student in past years and knew the challenges as well as some of the progress that had been made. As the process of determining student attributes, learning styles, personality, preferences, and dislikes unfolded, new ideas were brought to the discussions.

Teacher I wanted and needed input from professional team mates. Her willingness to listen, ask questions, and reflect upon suggestions was apparent at every meeting. She had a strong desire to be successful with this student.

Teachers are required to reach standards and benchmarks for each student in their class. Traditionally, students in the general education classroom are taught the same material with the same teaching strategies and the same expectations. General education teachers have had little to no training or experience in changing their expectations or level of accommodation for students who do not master the material. One of the first "a-ha" moments for Teacher 1 was when she understood what it meant to have different expectations for Student 1. He didn't have to do the home links, or all the math problems, or write his journal entry each morning when he first arrived in the classroom. If these expectations set the student up for failure, it was acceptable to change or eliminate them, at least temporarily. Once Teacher 1 reflected on what it meant to have different expectations for the student, she became creative with new alternatives to

standard expectations.

Teacher 1 did become aware of several needs Student 1 possessed to be successful in the classroom. She realized he needed a method of bringing closure to his thoughts when she was busy, an alternative activity for walking around the room and disrupting class when he felt anxious, a place to go in the room or hall to get focused before having to be sent to the office, opportunities to interact with 1-2 classmates successfully throughout the day, and a paraprofessional with a temperament that complemented rather than challenged Student 1.

Team support included sharing ideas and providing enthusiasm, encouragement, and affirmation to the teacher. Team members were always available to assist Teacher 1. Secondly, teacher effectiveness with Student 1 became more evident as each week passed. She understood his needs and motivations. Student successes continued to reinforce teacher and team members to persevere with their efforts.

Three distinct processes occurred and produced a cyclical progression of achievement: team suggestions and consultative support, teacher effectiveness with renewed hope and optimism, and student behavioral, social, and academic successes. These three processes continued to operate throughout the study and reinforced one another.

#2 Supporting question of the study: What were the teacher perceptions of the teacher/student relationship prior to and at the conclusion of the intervention as determined by the Student-Teacher Relationship Scale?

Teacher 1's perceptions of her relationship with Student 1 prior to the intervention placed the relationship in the critical area on all four subscales of the Student-Teacher

Relationship Scale (STRS): Conflict, Closeness, Dependency, and STRS Total (see Figure 3, p. 69). These scores reflected that the teacher believed she was ineffective with the student, struggled with the student, and perceived him as unpredictable. The levels of closeness and open communication were also affected with this student. The student exhibited an overreliance on the teacher. Overall, according to the ratings, the relationship was not regarded as positive and effective, suggesting that additional strategies and interventions would be needed to move the scores out of the critical range.

At the conclusion of the 11-week study, Teacher 1's perception of the student-teacher relationship as determined by the STRS post-intervention results, indicated all scores moved in a positive direction. Conflict and Dependency scores remained in the critical range; however, Closeness and STRS Total scores moved out of the critical range. Teacher 1 ratings indicated an increased closeness and an overall more positive relationship with the student after the intervention.

#3 Supporting question of the study: What new positive behavior supports did the teacher adopt?

Throughout the study, Teacher 1 was always willing to try new positive behavior supports with Student 1. Table 4 shows successful and unsuccessful strategies used with the student. Teacher 1 adopted the following new positive behavior supports:

- Emphasis on visual presentations including schedules, prompts, and digital pictures
- Modifications as needed to assignments, routine, and classroom physical structure
- Quiet corner in classroom with objects and pictures that interest the student
- Tactile box with small manipulatives

- Use of computer for writing activities
- Velcro token strip to remind of inappropriate behavior
- Banking Time to spend uninterrupted one-on-one time with the student in student led conversation
- Using student topics of interest to locate information on the internet as a motivator
- Alternate education activities used when the student could not engage
- Using fewer verbal directives with the student

#4 Supporting question of the study: Was student behavior affected by the interventions? If so, how?

Student behavior was positively affected by the interventions (see Table 5, p. 83). During the first 3 weeks of the study, work production, compliant behavior, on-task behavior, not whining, raising hand, and performing to ability were not evident. By week four, work production and raising hand were emerging. By week five, on-task behavior, compliant behavior, and performing to ability were emerging. During week six, teacher attitude shifted to positive and optimistic; Banking Time, the Velcro token strip and a more compatible paraprofessional were introduced. By week 11, all 6 student behaviors had progressed from not evident, to emerging, to evident. In addition, the student's performance in reading, math, and spelling improved from 5-10% to 70-80% completion of assignments, according to the teacher.

Prior to the intervention, the teacher felt that Student 1 had lost progress and was performing more poorly than in the early fall of the current school year. Student

behavior, peer interaction, and academic performance were affected positively by the intervention. The teacher was encouraged by the improvement in these areas and felt the student was ready to move on to third grade with proper supports in place.

Conclusion for Dyad One

Teachers often examine student records and talk to previous teachers in preparing for each new school year. A major goal of teachers should be to move students forward in their educational achievement by at least one year. The more knowledge the teacher is equipped with to enable each student to succeed, the more effective his or her choices of daily interventions can be with each student. Every teacher action will cause a student reaction. The teacher's choice of behavior should be built on knowledge of attributes that motivate the hard-to-reach student. Then, the teacher may engage the difficult student in attaining the next level of achievement.

Positive elements of teacher knowledge of the student's profile, student/teacher interaction and behavior supports were elevated by strategies implemented in this study. Student behavioral and academic achievement occurred when the positive was accentuated. Student strengths and positive behavior supports were accessed to provide a fertile environment for skill development and achievement.

Dyad Two

Dyad Two included a six-year-old male (Student 2) attending a full-time cross-categorical special education classroom as a kindergarten student. He lived with his mother, a nine-year-old sister, a two-year-old brother and a friend of his mother's. He was diagnosed with PDD-NOS (Pervasive Developmental Disorder – Not Otherwise Specified), ODD (Oppositional Defiant Disorder), ADHD (Attention Deficit

Hyperactivity Disorder), bipolar with high anxiety, a brain tumor, and various neurological issues. He had been taking various medications to control his behaviors, had a low average IQ and had been receiving special education services, including social work and speech/language services since June 6, 2003. Student 2 was receiving the most restrictive programming available in the school district with an eligibility of Other Health Impaired. In the fall of 2005, the mother took Student 2 to a non-school mental health agency for additional evaluations due to his inappropriate behavior in all settings, such as hitting, swearing, kicking, demanding his own way, and throwing tantrums.

Student 2 exhibited the following strengths: loving and sensitive with a very supportive family; developing more appropriate play with his peers than in past months and showing a higher level of imagination in play; enjoys music and being read to; his favorite activity is video games and he catches on very fast; he loves junk food (especially cookies) and deep pressure hugs; good gross motor skills and enjoys one-on-one time with adults.

Input from the team members including the mother revealed the following challenges: impulsivity, short attention span, aggressive play habits (takes things, then says he didn't), hitting others, staying focused and following directions, whole and small group instruction, understanding personal space of others, he likes art projects and reading/language lessons but becomes easily frustrated; he does not like math; he can become physically and verbally abusive when he does not get his own way; getting the appropriate medicine combinations and needing constant reassurance.

Dyad 2 included Teacher 2 who was a first year special educator. She taught ten K-1 special education students of varied disabilities in a self-contained classroom. The

students, on occasion, would attend their general education classroom for read-aloud time or other group activities they could benefit from. They also went to lunch and recess with their general education peers.

According to data collected from the Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities, Teacher 2 possessed a bachelor's degree with certification in special education. Most of her students with disabilities were non-minority and included eligibilities of emotionally impaired, learning disabled, autistic, and speech/language disordered. Teacher 2 responded that her primary teaching responsibility was academic subjects. She indicated she had received training on inclusion from college coursework and professional conferences. She also received content knowledge of cultural diversity from college coursework. Teacher 2 stated that her college training prepared her for the reality of teaching in an inclusion setting; however, she would not advocate that the primary placement for all students with disabilities be in the general education classroom.

Teacher 2 stated she had adequate knowledge (rated as the highest score of 5 with the lowest being 1 – no knowledge) in applicable laws, rules and regulations, procedural safeguards regarding the planning and implementation of management of student behaviors and ethical considerations inherent in classroom behavior management. She rated herself a 4 (moderate knowledge) in teacher attitudes and behaviors that positively and negatively influence student behavior, social skills needed for educational and functional living environments, and effective instruction in the development of social skills.

Teacher 2 perceived her skills to be undecided (3) in demonstrating a variety of effective behavior management techniques appropriate for the needs of exceptional individuals; moderate (4) in implementing the least intensive intervention consistent with the needs of the exceptional individual, using effective teaching procedures in social skills instruction, and demonstrating procedures to increase student self-awareness and self-reliance. The teacher perceived her skills as adequate (5) in modifying the learning environment to manage inappropriate behaviors, identifying realistic expectations for personal and social behavior in various settings, integrating social skills into the curriculum, and demonstrating procedures to increase student self-control and self-esteem.

Study's principal question: What are the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, use of positive behavior support strategies and student prosocial behavior in the classroom?

Teacher knowledge of disruptive student profile.

The Student Personal Profile Assessment Summary was included in the Dyad Two section for Student 2. Results of the scatter plot data collected by Teacher 2 for 10 days for student 2 revealed a total of 55 occurrences of noncompliant behavior out of a possible 174. There was no record of the student being sent to the office during scatter plot data collection. Table 6 provides a visual representation of the scatter plot results.

Table 6

Summary of Pre-Study 10-Day Scatter Plot Data for Student 2 Noncompliant Behavior

Student 2 Noncompliant and Compliant Behavior in Response to Teacher Expectations and/or Classroom Routine				
Day 1 – 2/28	Day 2 – 3/1	Day 3 – 3/2	Day 4 – 3/3	Day 5 – 3/6
Noncompliant behavior occurred 8 out of 18 times (yes) and did not occur 10 out of 18 times (no) i.e., 8/18 Yes 10/18 No	7/23 Yes 16/23 No	2/6 Yes 4/6 No	8/22 Yes 14/22 No	5/23 Yes 18/23 No
Day 6 – 3/7	Day 7 – 3/8	Day 8 – 3/9	Day 9 – 3/13	Day 10 – 3/14
4/14 Yes 10/14 No	5/23 Yes 18/23 No	6/10 Yes 4/10 No	6/19 Yes 13/19 No	4/16 Yes 12/16 No

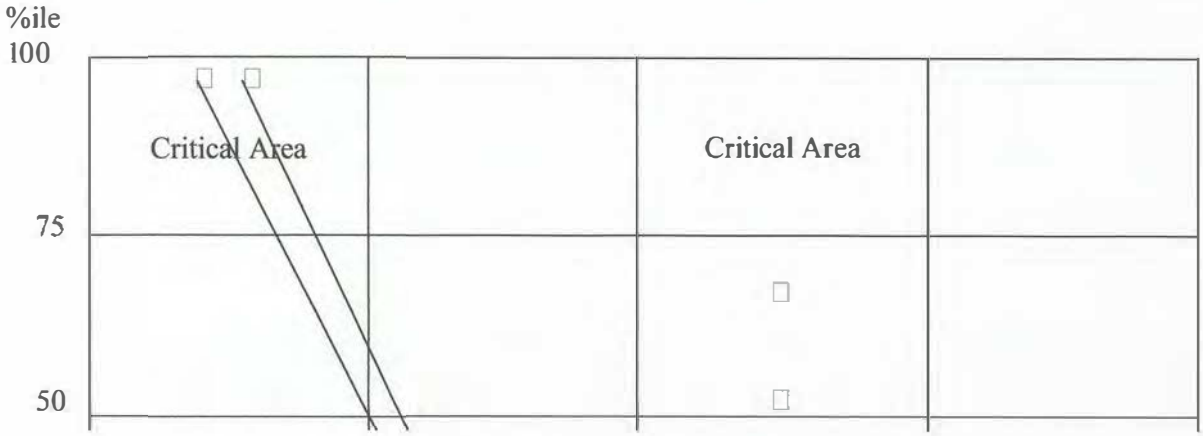
The team used the scatter plot results in conjunction with the functional behavioral assessment information to devise a behavior intervention plan for Student 2. The behavior of concern was the student being out of his seat. According to the teacher, he

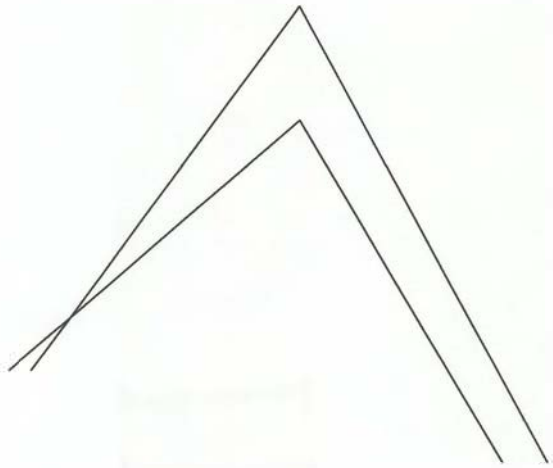
was most productive in his seat and engaged in a variety of inappropriate behaviors when out of his seat. The scatter plot also revealed that the student displayed the behavior of concern every morning at 8:50 during the morning thinker (an activity the teacher had prepared for students to complete once they were in their seats). The student would only stay in his seat if the teacher was standing nearby. It was also difficult to reason with Student 2 as he expressed confusion, exaggeration, and disjointed thoughts. It was hypothesized that the student's out-of-seat behavior may have served some or all of the following functions: seeking break, attention, assistance/proximity, sensory input, or understanding the expectation. The following strategies were targeted to replace inappropriate out-of-seat behavior with prosocial behavior of staying in seat for designated amount of time: instruction in and use of a visual schedule with digital pictures during morning thinker time (independent activities that students were asked to complete upon entering the room), two daily sensory breaks in the classroom, 2 choices of preferred activities at his desk when earned, teacher praise for engaging in appropriate behavior, positive redirections followed by an edible reinforcer and use of a visual timer. The Teacher also chose to continue the 1-2-3 Magic behavioral system as she felt that helped the student maintain some self-control over his behavior.

Throughout the 9-week study, which was initiated five weeks after the Dyad 1 study began, Teacher 2 and the team continued to discuss the effectiveness of original strategies as well as new ones to consider. Five meetings and five observations (performed by the researcher or the assistant substitute teacher) provided the team with information to discuss in analyzing strategies that worked and those that did not. A summary of strategy effectiveness is included in the positive behavior support strategies section.

Positive student/teacher interaction.

The Student-Teacher Relationship Scale (STRS) was administered to Teacher 2 before and after the intervention to provide an objective measure of the teacher's perception of her relationship with Student 2. Conflict, Closeness, Dependency, and STRS Total scores were derived from the scale (see Figure 6). A high Conflict score demonstrated that the teacher struggled with the student, believed she was ineffective with him and perceived him as unpredictable (Pianta, 2001). There was a two-point difference in pre- and post-intervention Conflict scores and both fell within the critical area, demonstrating a need for additional strategies to address these scores. The Closeness scores varied by 1 point and were both in the critical area. These percentiles reflected the teacher's perceptions of affection, warmth, and open communication with Student 2 (Pianta, 2001). Teacher 2's perception of Student 2 in the area of Dependency was not in the critical range at 50 (Pre) and 65 (Post), suggesting that the student was not perceived as overly dependent on the teacher. The STRS Total reflected both pre- and post-intervention scores at the bottom of the critical area and varied by only 2 points. These scores reflected higher levels of conflict and dependency, lower levels of closeness and a less positive student-teacher relationship overall (Pianta, 2001). Pre- and post-intervention STRS scores revealed a similar profile, suggesting that the intervention did not significantly influence the student-teacher relationship.





Teacher 2 remained attentive to Student 2's needs throughout the 9-week study. It was evident the student cared for his teacher and preferred her attention to that of other adults. She demonstrated patience and spent one-on-one time with him when she could.

Positive behavior support strategies.

The researcher and assistant substitute teacher completed the Positive Behavior Support Classroom Management Checklist (adapted from Shinsky, 1996) to identify various classroom management techniques used by the teacher (see Appendix F). Techniques were rated as Evident, Somewhat Evident, or Not Evident. Each of Teacher 2's classroom management techniques was rated as Evident or Somewhat Evident, reflecting that positive behavior support was used or emerging to encourage student prosocial behavior in the classroom. Strategies that were and were not successful are included in Table 7.

Table 7

Successful and Unsuccessful Strategies Used in Relation to Student 2 Prosocial

SUCCESSFUL STRATEGIES
Edible reinforcers
2 Sensory breaks per day in a.m. and p.m. – chose two activities from tent, bean bag and taco wrap
Redirects by teacher
One-on-one adult assistance
Choice of library book or coloring book as reward time
1-2-3 Magic
Visual schedule with digital pictures
Teacher modified assignments – e.g., do 2 instead of 5
Student was able to ask for own breaks
Student asked for time-outs, e.g. 3 or 4 minute hallway walk
Using a visual timer to complete tasks
Velcro token strip
Letting student know what was happening ahead of time
Sensory – skating on paper plates & walking like a crab
When he started to scream, he was put in the bathroom and the echo dissuaded him from screaming
The Good Student Behavior Game was explained to the teacher but not used on a regular basis

(table continues)

Table 7 continued

Unsuccessful Strategies
Tape around desk area to delineate boundaries to stay within
Tried fidgets, but he threw them
Independent work without an adult nearby

Student prosocial behavior in the classroom.

Teacher 2 and the student's mother completed the Behavioral and Emotional Rating Scale (BERS) before and after the intervention. This strength-based assessment measured emotional and behavioral competencies that contribute to satisfying relationships (Epstein & Sharma, 1998). Results were used to focus on student strengths and areas to target for skill development. Of the five domains, the Family Involvement subscale score was omitted because the teacher did not answer – and that would affect the validity of the rating scale. Scores ranging from 1 to 7 are considered low, indicating little personal behavioral or emotional strengths.

Figure 7 shows pre- and post-intervention scale results as rated by Teacher 2 and the mother. Pre- and post-intervention scores in Interpersonal Strength, Intrapersonal Strength, and School Functioning remained in the low range, indicating no growth in this area and little student personal behavioral or emotional strength. Student 2 did exhibit some Affective Strength – a student's ability to express feelings and accept affection from others (Rudolph & Epstein, 2000) – with scores ranging from 9 to 11. All teacher and parent post-scores were the same or lower than the pre-scores, indicating that the

9-week intervention had no effect or a negative effect on the student's behavioral and emotional strengths. The Interpersonal, Intrapersonal, and School Functioning domains continued to be areas that should be targeted and developed.

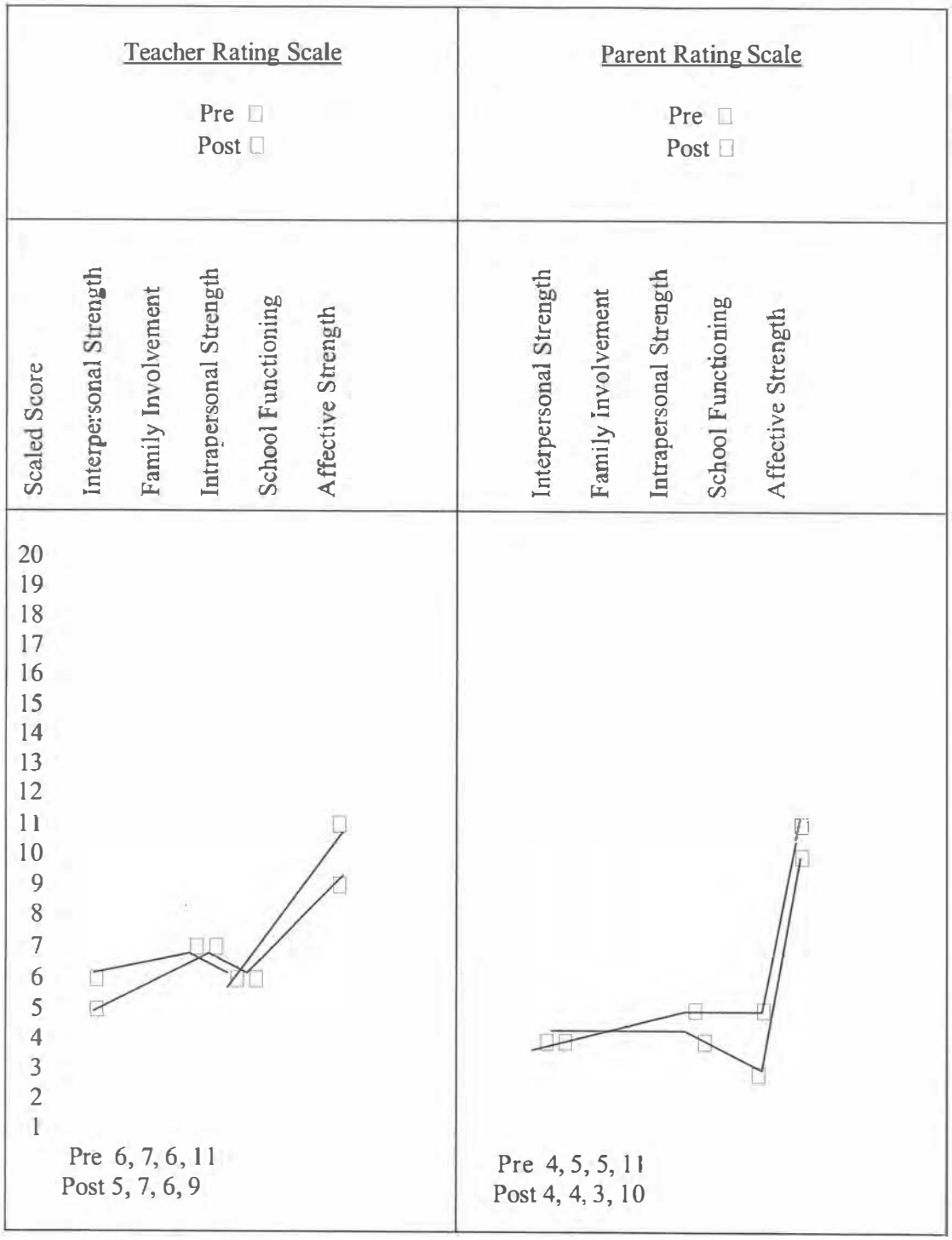


Figure 7. Teacher 2 and parent responses to the BERS, dyad 2 student.

Meeting and observation notes and email correspondence were used to evaluate teacher attitude of effectiveness with the student and student skills determined to be important to student success at school. Each skill was rated as Not Evident (n/e), Emerging (em), or Evident (EV), and ratings corresponded with each week of the study as outlined in Table 8.

As a trained special educator, Teacher 2 had learned how to teach special needs students; however, her first teaching experience exposed her to 10 of the most challenging students in the district. Student 2 had presented the greatest challenges of the 10 with his mood fluctuations, hurting other people, challenges of response to medications and lack of significant behavioral or academic progress. As shown on Table 8, most of Student 2's skill acquisitions remained in the "not evident" or "emerging" domains. Teacher 2 maintained a positive attitude and continued to develop her relationship with Student 2 throughout the study. Work production, peer interaction, small group instruction, on-task behavior, and compliant behavior were emerging, obvious at times and not at other times to the observers and teacher. In light of Student 2's diagnoses, behavior was unpredictable and inconsistent. He did learn to use the visual schedule within three weeks and enjoyed putting the pictures in the pocket after the activity occurred. Both the teacher and parent noted that Student 2 was a lovable child, and both adults put forth considerable energy to assist the student in difficult as well as good times. Student 2 developed his skill to the point of "evident" in 1 of the 10 targeted skills, denoting a 10% increase in prosocial behavior.

Table 8

A Display of Teacher 2 Attitude of Effectiveness and Student 2 Skill Acquisition

Dates (Weeks)	Teacher Attitude	Work Production	Banking Time	Peer Interaction	Pos. mediicine effect	Sm. Gp. Instruction	In seat	On-Task Behavior	Work w/out adult	Not Sent to Office	Compliant Behavior	Not Aggressive	Use of Visual Sched.	Compatible Parapro	Perform to Ability	Velcro Token Strip
3/16/06	em	em	n/e	em	n/e	n/e	n/e	em	n/e	Ev	em	n/e	n/e	n/e	n/e	n/e
3/20-3/24 (1)	em	em	n/e	em	n/e	n/e	n/e	em	n/e	Ev	em	n/e	n/e	n/e	n/e	n/e
3/27-3/31 (2)	em	em	n/e	em	n/e	n/e	n/e	em	n/e	Ev	em	n/e	n/e	n/e	n/e	n/e
4/10-4/14 (3)	em	em	n/e	em	n/e	n/e	n/e	em	n/e	Ev	em	n/e	em	n/e	n/e	n/e
4/17-4/21 (4)	em	em	n/e	em	n/e	Ev	n/e	em	n/e	Ev	em	n/e	em	n/e	n/e	n/e
4/24-4/28 (5)	em	em	n/e	em	n/e	em	em	em	n/e	Ev	em	n/e	em	n/e	n/e	n/e
5/1-5/5 (6)	em	em	n/e	em	n/e	em	em	em	n/e	Ev	em	n/e	Ev	n/e	n/e	n/e
5/8-5/12 (7)	em	em	n/e	em	n/e	em	em	em	n/e	Ev	em	n/e	Ev	n/e	n/e	n/e
5/15-5/19 (8)	em	em	n/e	em	n/e	em	em	em	n/e	Ev	em	n/e	Ev	n/e	n/e	em
5/22-5/26 (9)	em	em	n/e	em	n/e	em	em	em	n/e	Ev	em	n/e	Ev	n/e	n/e	em

Targeted Behaviors:	1	2	3	4	5	6	7	8	9	10

n/e = Not Evident em = Emerging Ev = Evident

One targeted behavior out of 10 developed from not evident to evident within 6 weeks and remained evident at the conclusion of the 9-week study, denoting a 10% increase in prosocial behavior for the duration of the study.

Prior to and after tbe study, Teacher 2 and the mother of Student 2 completed the Quality of Life Survey (see Appendix H) used to evaluate a person's well-being in such areas as emotional, interpersonal, material, personal, physical, self-determination, social inclusion, and rights (Schalock, 1999). A rating of 1 denoted "much worse" and a rating of 5 signified "much better". Each survey item was numbered from 1 to 12 with teacher and parent ratings included in Figure 8.

A summary of the ratings revealed that Student 2 received many of the same quality of life levels prior to and after the intervention, indicating that the intervention had little to no effect on his quality of life, according to teacher and parent perceptions. Teacher 2 answered "not applicable" for number 7 (The child's ability to learn new skills is...) for pre- and post-ratings, so only parent ratings are included for number 7. The teacher responded that a less restrictive environment would be much worse for the student than his current placement (#12-pre) and she rated #12 not applicable on the post-survey.

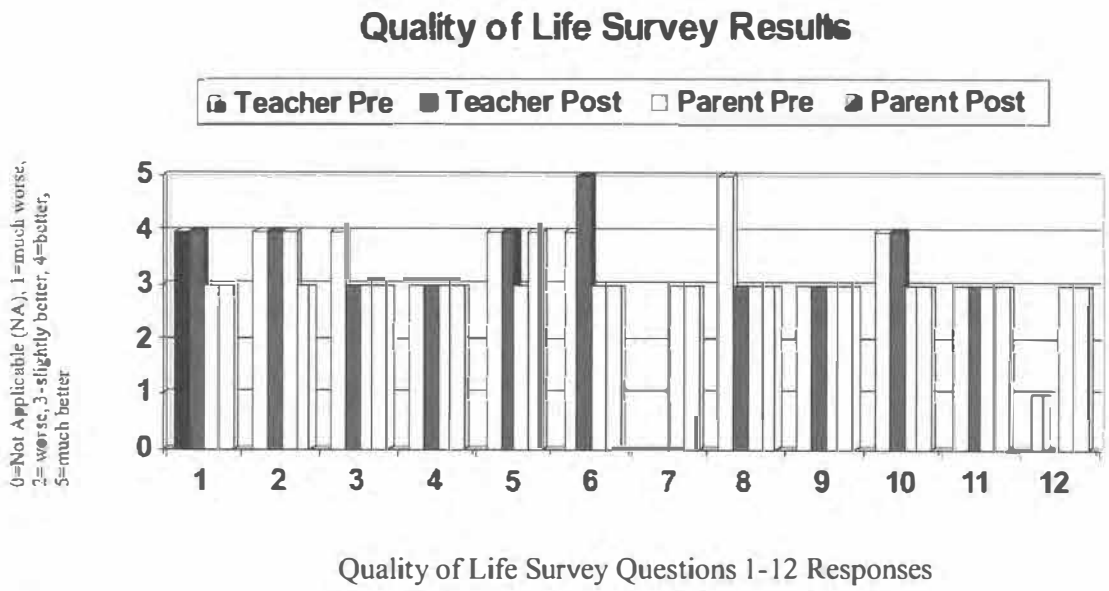


Figure 8. Quality of Life Survey – teacher 2 and parent pre- and post-ratings.

During the third week of the nine-week study, Teacher 2 shared with the researcher that she, the social worker, and speech pathologist thought the self-contained classroom for students with autism spectrum disorder (ASD) would be more appropriate for Student 2 than the current classroom as a placement in the fall of the upcoming school year. They agreed he was not making progress in his current placement and would benefit from a more structured program that addressed sensory issues throughout the day and had additional parapro support with a smaller teacher-student ratio of 7 students to 1 teacher. Teacher 2 filled out the necessary referral paperwork, and one of the ASD teachers visited the classroom to observe Student 2. It was determined by the teachers of both programs, his current school team, and the director of special education that he would be a good candidate for the program and would attend in the fall.

For the purpose of this study, prosocial behavior achievement was outlined in Chapter 2 as the student being engaged in a minimum of 50% more time in prosocial behavior after the intervention than during baseline observations. Although some progress was noted, according to data collected and analyzed, Student 2 did not engage in at least 50% more prosocial behavior at the conclusion of the study than prior to the study, but rather, engaged in 10% more prosocial behavior. Behaviors of concern such as excessively being out of his seat, aggression toward other students, and producing work only when an adult was nearby continued to manifest themselves on a daily basis. Behaviors had also reached the point of a recommendation for a more restrictive program in the fall. There appeared to be little relationship of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies to student prosocial behavior in the classroom.

#1 Supporting question of the study: What new student attributes did the teacher become aware of after the personal profile assessment summary was completed by the team?

Teacher 2 had worked with Student 2 in her classroom throughout the school year and was aware of his attributes. She did learn new strategies to be more effective in working with his learning characteristics, including the consistent use of a visual schedule, building more breaks into his day, and other sensory activities shared by the occupational therapist and ASD teacher.

#2 Supporting question of the study: What were the teacher perceptions of the teacher/student relationship prior to and at the conclusion of the intervention as determined by the Student-Teacher Relationship Scale?

Student 2's behavior was slightly affected by the intervention. Although the student learned to use a visual schedule and ask for breaks when he needed them, the target behavior of staying in his seat to accomplish work assigned and to treat peers non-aggressively did not change. Team consensus was that the student needed a more restrictive setting to make any significant progress.

Conclusion for Dyad Two

Student 2 had significant comorbid diagnoses that affected bis ability to control his behavior and to react consistently with a compliant response. With the assistance of loving parents and a caring teacher, the student was able to stay in his classroom placement for the remainder of the current school year. Progress, however, was slow, and an alternative, more restrictive, placement was agreed upon for the fall.

According to positive behavior support literature, 1-7% of students will require intense, individual interventions because of their chronic behavior challenges. This is referred to as the tertiary prevention level and includes specialized individualized systems for students with high-risk behaviors that are dangerous, highly disruptive, and/or interrupt learning and result in exclusion (Horner et al., 2000). Student 2's chronic display of intense behaviors over an extended period of time qualified him for this level of support.

Dyad Three

Dyad Three involved a 7-year-old male student (Student 3) in first grade. He lived with his grandparents, displayed an average I.Q. and was diagnosed by a doctor with ADHD (Attention Deficit Hyperactivity Disorder). Student 3 did not take medication for ADHD due to grandparent's concern regarding undesirable side effects. He bad never

According to pre- and post-teacher ratings on the STRS (see Figure 6, p. 97), the teacher's perceptions of the relationship with Student 2 remained in the critical area for Conflict, Closeness, and STRS Total. Teacher ratings also indicated that the student's dependency rose 15 points closer to the critical area after the study than before. At the conclusion of the intervention, the teacher still struggled with the student, and self ratings suggested she was ineffective in servicing him and perceived him as unpredictable (Pianta, 2001). Affection, warmth, and open communication continued to be areas of concern with this student. Pre- and post-intervention STRS scores revealed similar profiles, suggesting the intervention did not alter the student-teacher relationship except in the area of student dependency. Teacher 2 perceived Student 2 to be more dependent at the conclusion of the study than at the beginning of the study.

#3 Supporting question of the study: What new positive behavior supports did the teacher adopt?

Teacher 2 consistently used the visual schedule with Student 2. He enjoyed the activity and came to rely on its predictability for his morning routine. She also began to use the Velcro token strip; however, this intervention was introduced near the end of the study and the school year. The teacher became more aware of the importance of sensory breaks with the student and developed her ability to know when Student 2 needed a break. Teacher 2 managed to work with the student in the classroom rather than sending him to the office. She learned to read his facial expressions and recognized triggers to his inappropriate behavior.

#4 Supporting question of the study: Was student behavior affected by the intervention? If so, how?

received special education services but did receive Title 1 assistance in reading and was making progress. Due to his distractibility, Teacher 3 consulted with a behavior specialist from another county for educational intervention strategies. Student 3 had been on a behavioral plan since October 2005 that utilized smiley and sad faces. He took a stick when he misbehaved and was able to return a stick for appropriate behavior. If he had one stick left at the end of the day, he got a sticker. A positive behavior plan with the results of his performance went home daily and reinforcement was followed through by an adult spending extra time with the student. The grandmother expressed that she felt Student 3 needed extra sleep. Mondays and Fridays at school were exceptionally challenging for him.

Student 3 exhibited the following strengths: happy, helpful and eager to please, first grandchild, very competitive, very good at spelling and math, and enjoyed journaling. He also liked most foods except fish and tomatoes. He was successful at learning tricks on his bike and interested in television, computer, and swimming.

Student 3's challenges included whole group activities, end-of-day and center-time activities, off-task behavior, losing in competitive activities, complying with teacher requests, inappropriate behaviors such as pushing, throwing things, unacceptable language, talking to other students, grinding pencil, getting out of seat, coloring on box, rude comments to adults, not doing well playing by himself, liking to be the center of attention, needing patience learning new things, and losing gracefully. Socially, Student 3 had one friend in the class. A teacher questionnaire for occupational therapy educational performance revealed that Student 3 was rated poor in the areas of appropriate work habits, appropriate attention, maintaining control around large groups,

complying with adult directive, handling frustration when experiencing difficulties (tends to cry) and managing unstructured time (bus, recess, lines, lunch). He had a strong need to touch objects or people, moved constantly, lost balance easily, had trouble following objects with eyes, avoided eye contact, became distracted by objects/people in the environment, had difficulty paying attention when other noises and visual stimuli were nearby, poor standing or sitting posture, seemed accident-prone, i.e. dropped objects and bumped into others frequently, and showed a lack of concern for safety.

Dyad 3 included Teacher 3, who was a second-year first grade teacher. She had fewer than 25 students in her classroom and none was eligible for special education services. Teacher 3 possessed a bachelor's degree in elementary education with an endorsement in early childhood education. She received content knowledge of cultural diversity from college coursework, professional conferences, and inservice workshop(s) at the local school. She would not advocate for "all" students with disabilities to be in the general education classroom. Teacher 3 had moderate knowledge (rated a 4 out of 1 to 5) in applicable laws regarding management of student behaviors, ethical considerations in classroom behavior management, teacher attitudes and behaviors that positively and negatively influenced student behavior, and effective instruction in the development of social skills. Her knowledge of social skills needed for educational and functional living environments was perceived to be adequate (rated a 5 out of 1 to 5).

Teacher 3's self-appraisal of her skills in demonstrating a variety of effective behavior management techniques, implementing the least intensive intervention, modifying the learning environment, identifying realistic expectations for personal and social behavior in various settings, integrating social skills into the curriculum, and

demonstrating procedures to increase student self-awareness and self-reliance were considered moderate (4). Using effective teaching procedures in social skills instruction and demonstrating procedures to increase student self-control and self-esteem were rated as adequate (5).

Study's principal question: What are the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies to student prosocial behavior in the classroom?

Teacher knowledge of the disruptive student profile.

The Student Personal Profile Assessment Summary was included in the Dyad Three section for Student 3. Scatter plot data collected ten days prior to the intervention were not available for Student 3. Student pre-intervention behavior collected by the assistant substitute teacher was documented and described for a total of 22 15-minute time intervals over a period of two half-days (4-25-06, afternoon and 4-26-06, morning). Data revealed 10 student displays of noncompliant behavior out of a total of 22.

The team was composed of Teacher 3, the occupational therapist who served the building, a school psychologist, a social worker intern, the assistant substitute teacher, and the researcher. Pre-intervention observation data and team input were utilized to conduct the functional behavioral assessment and develop a behavior intervention plan. It was determined by the team that off-task and noncompliant behaviors were the student's greatest challenges to achievement and success in the classroom. These behaviors also impacted the education of peers by negatively affecting the amount of time the teacher could engage in instruction and feedback.

The student appeared to be filling a need for movement and by late morning, he

would "lose it" according to the teacher. The team decided to proactively include sensory breaks and activities to see if this helped Student 3 stay focused and more compliant with teacher requests. Specific strategies included continuing a visual schedule, an O.T. (Occupational Therapist) evaluation, fidgets, sensory breaks, Velcro strips, social time scheduled in with a peer, visual timer to complete tasks, desk divider, tape around boundary of desk area, time-out area in classroom, weighted vest, sleep evaluation (grandparents), tutor others as a peer buddy, accommodations made to reduce assignments, opportunities to be in front of the class, "beat-the-clock," and role playing.

During the 6-week study, which began 11 weeks after the Dyad 1 intervention and 5 weeks after the Dyad 2 intervention, the Team continued to discuss the effectiveness of strategies through three meetings, three observations, email and phone correspondence, and informal meetings with the teacher and at least one other team member. A summary of strategy effectiveness is included in Table 9 (p. 116).

Positive student/teacher interaction.

To provide an objective measure of Teacher 3's perception of her relationship with Student 3, the STRS (Student-Teacher Relationship Scale) was administered pre- and post-intervention. Pre-intervention results (see Figure 9, p. 115) indicated a Conflict score in the 68th percentile. A post-intervention score in the 72nd percentile indicated that the score after intervention moved closer to the critical area of 75-100. This denoted a slight increase in the teacher struggling with the student and feeling ineffective to address his unpredictable behavior. Prior to the intervention, the Closeness score was 30 and at the conclusion dropped into the critical range of 0-25 with a score of 15. These scores reflected teacher ratings of affection, warmth, and open communication with Student 3.

Dependency scores revealed a pre-intervention score of 40 and a post-intervention score of 15, which indicated the student was not viewed as overly dependent upon the teacher for both ratings. The STRS Total scores both fell in the bottom of the critical area, indicating higher levels of conflict and lower levels of closeness and a less positive student-teacher relationship overall. Pre- and post-intervention STRS scores revealed a decrease in student/teacher closeness and an increase in student dependency while Conflict and STRS Total remained similar, deviating by only 1-4 points. As a result of this data, the student/teacher relationship was not positively affected by the intervention and, in two categories, actually became weaker.

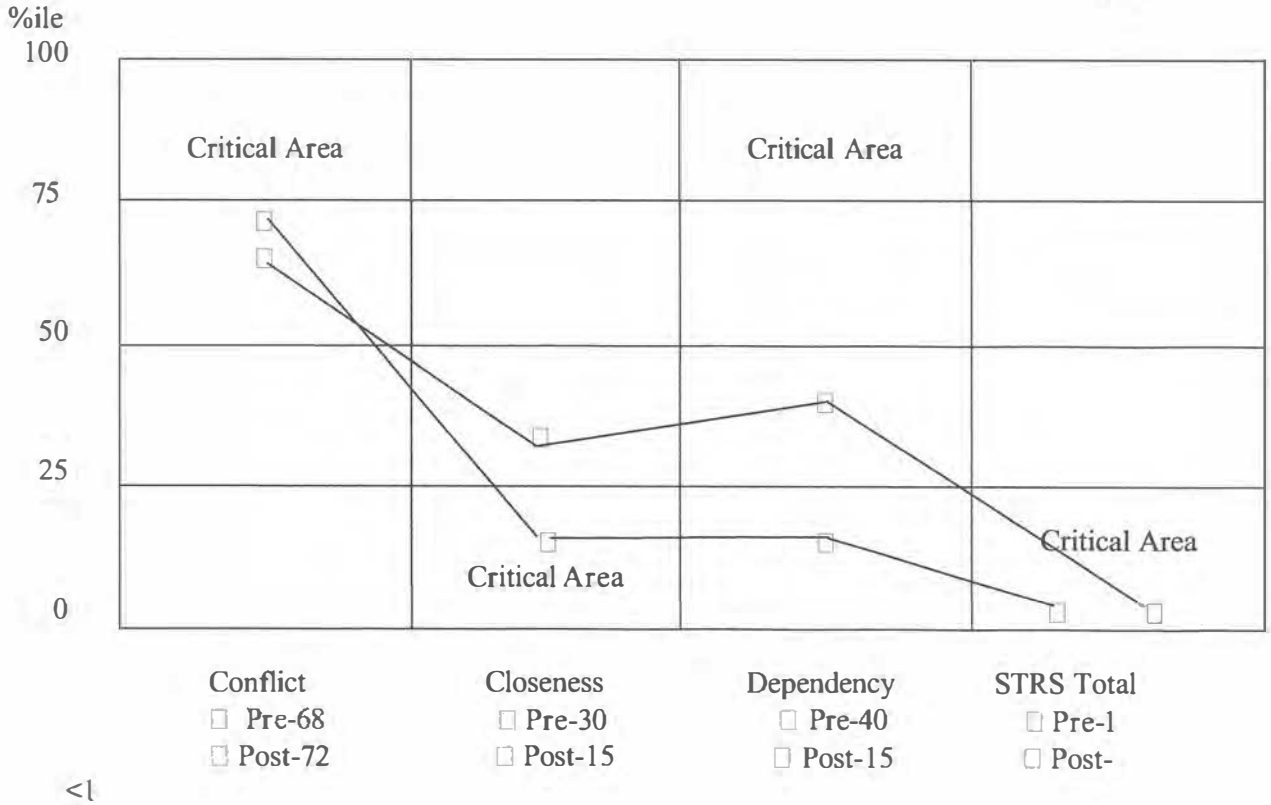


Figure 9. Student-Teacher Relationship Scale (STRS) pre- and post-results for teacher 3.

Positive behavior support strategies.

The researcher and assistant substitute teacher identified classroom management techniques used by Teacher 3 according to The Positive Behavior Support Classroom Management Checklist (adapted from Shinsky, 1996, see Appendix F). Each technique, according to the checklist, could receive a rating of Evident, Somewhat Evident, or Not Evident. Each of Teacher 3's classroom management techniques were rated as Evident or Somewhat Evident, indicating that positive behavior support was utilized or emerging to encourage student prosocial behavior in the classroom. Table 9 lists strategies that

were determined by the Team to be successful and strategies under consideration for Student 3.

Table 9

Successful Strategies and Strategies to Consider in Relation to Student 3 Behavior

Successful Strategies
Positive redirects
Time-out area in back of room
Velcro token strip
Teacher demonstrating and teaching desired behavior
Verbal reminders to stay on-task
Visual timer
Red seat cushion
Send communication sheets home
Series of questions to help student with his behavior: What choices led to this? What does off-task look like? What am I going to see different? What does on-task look like?
Bean bag fidgets
Desk dividers
Teacher directed movement breaks
Earned stickers
Earned time with friend
Behavior chart with sticks

(table continues)

Table 9 continued

Strategies Under Consideration
Weight lap buddy/vest
Visuals – stay on-task
Head phones – ear plugs
Seating arrangement
Brushing
Consideration of medication
Tape desk area
Time-out outside of the classroom
Motivaider – vibrating timer for student to monitor his own on-task behavior
Consistent a.m. and p.m. sensory breaks with other students receiving OT services
"Beat the clock"
Data on sleep – communication log sent from home to school
Teacher 3 and resource room teacher planned to design a form for Student 3 to self graph his on-task behavior
By each of three intervals throughout day (snack time, lunch, and last recess), if Student 3 has not lost a token, he can spend 5 minutes with a peer to play games, etc.
Banking Time

The Team had several strategies that were not implemented due to the length of the intervention and its termination one day prior to the last day of the school year.

Student prosocial behavior in the classroom.

Teacher 3 and Student 3's grandmother completed the Behavioral and Emotional Rating Scale (BERS) before and after the intervention. This strength-based assessment focused on student strengths as well as areas to target for skill development.

Figure 10 represents Teacher 3 and grandmother pre- and post-intervention scale results. Interpersonal strength measures "a child's ability to regulate his or her management skills," "shares with others and apologizes to others when wrong" (Rudolph & Epstein, 2000, p. 208). Both pre- and post-intervention ratings by Teacher 3 and the grandparent indicated that interpersonal strength was in the critical range. Scores ranging from 1 to 7 were considered low, indicating little personal behavioral or emotional strengths. Family Involvement scores ranged from 8-11 for teacher and grandparent. Intrapersonal Strength ranged from 7-10 and dropped from 10 to 8 for the teacher rating and rose from 7 to 9 for the grandparent rating. School Functioning remained out of the critical range with scores of 8 or 9 by both raters. Student 3's Affective Strength was rated lower by the teacher after the intervention, dropping from 9 to 7, and the grandparent rating remained at an 8 prior to and after the intervention. Student 3's Interpersonal Strength was consistently rated as the lowest (in the critical range for both raters, pre- and post-intervention). Strategies targeted to develop such skills as regulating management skills, sharing with others, and apologizing when wrong should be a focus for Student 3. Intervention should also consist of building on student strengths of Family Involvement, Intrapersonal Strength, and School Functioning.

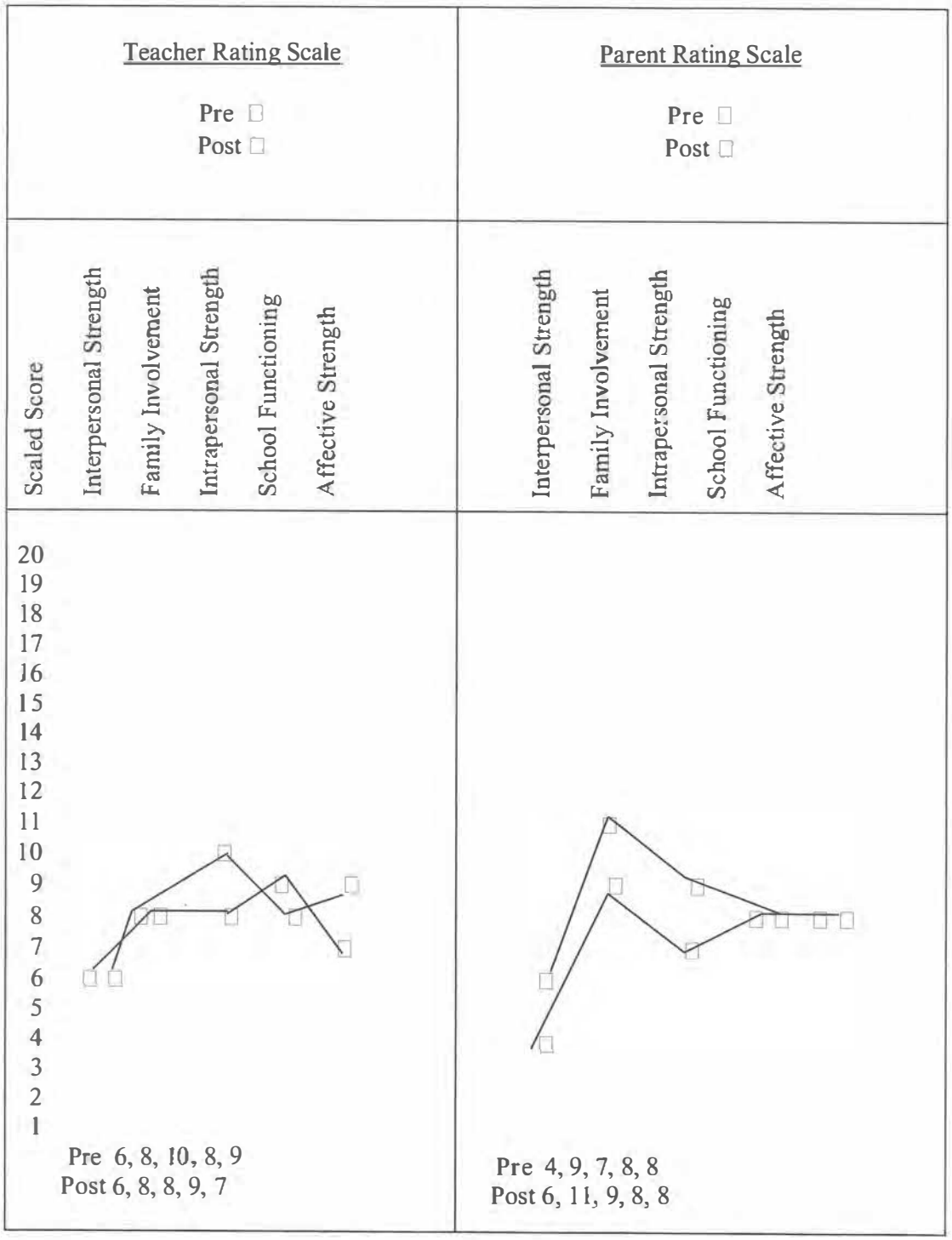


Figure 10. Teacher 3 and guardian responses to the BERS, dyad 3 student.

Teacher attitude of effectiveness with the student was evaluated by teacher input, email correspondence, and meeting and observation notes. The team determined what student skills would be targeted for improvement. Each skill was rated as Not Evident (n/e), Emerging (em) or Evident (EV), and ratings corresponded with each week of the study as outlined in Table 10. Teacher 3 continued to reinforce appropriate Student 3 behavior with positive attention and redirects. She was willing to try new strategies to assist the student in developing compliant and on-task behavior.

Student work production was evident but he was capable of producing more, especially in the subjects he disliked, according to his teacher. Banking time was not introduced due to the 6-week time-frame and the Team's focus on sensory issues. The data presented in Table 10 revealed that Student 3's skills showed a slight change of 18% more prosocial behavior (at the conclusion of the intervention) in response to using a visual schedule and the Velcro token strip. The two behaviors of greatest concern to the teacher, in seat and on-task behavior, remained not evident and emerging throughout the study. According to the data, the student did not engage in 50% more prosocial behavior at the conclusion of the study but rather 18% more prosocial behavior. Despite a trend in a positive direction, this would not be viewed as adequate skill development over a 6-week period. Portions of the current intervention may be continued; however, other intervention strategies should be considered.

Table 10

A Display of Teacher 3 Attitude of Effectiveness and Student 3 Skill Acquisition

Dates (Weeks)	Teacher Attitude	Work Production	Banking Time	Peer Interaction	Pos. medicine effect	Sm. Gp. Instruction	In seat	On-Task Behavior	Work w/out adult	Not Sent to Office	Compliant Behavior	Not Aggressive	Use of Visual Sched.	Compatible Parapro	Perform to Ability	Velcro Token Strip
4/25 & 26/06	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	n/e	n/e	em	n/e
4/27-5/3 (1)	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	em	n/e	em	n/e
5/4-5/11 (2)	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	em	n/e	em	em
5/12-5/18 (3)	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	em	n/e	em	em
5/19-5/25 (4)	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	Ev	n/e	em	em
5/26-6/1 (5)	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	Ev	n/e	em	Ev
6/2-6/8 (6)	em	Ev	n/e	Ev	n/e	em	n/e	em	em	Ev	em	n/e	Ev	n/e	em	Ev
Targeted Behaviors:		1		2		3	4	5	6		7	8	9		10	11

n/e = Not Evident em = Emerging Ev = Evident

Two targeted behaviors out of 11 developed from not evident to evident within the 6-week study, denoting an 18% improvement in prosocial behavior.

Teacher 3 and the grandparent were asked to complete the 12-item Quality of Life Survey (see Appendix H). Each response ranged from a 1, much worse, to a 5, much better, and included "not applicable" as an option. The data were used to evaluate adult ratings of the student's well-being in such areas as emotional, interpersonal, material, personal, physical, self-determination, social inclusion, and rights (Schalock, 1999) prior to and after the intervention. Results of the survey are included in Figure 11.

Teacher 3 and the grandparent perceived the student's quality of life after the intervention very similar to that prior to the intervention, with the exception of numbers 3 and 10. Student 3's grandmother believed the child's ability to express personal preferences and his general health and well-being was better after the intervention. The grandmother also believed the child's relationships with peers were slightly better at the conclusion of the intervention. The grandmother's rating of the child's general happiness was "better" (a rating of 4) before the intervention and "slightly better" (a rating of 3) after the intervention. Teacher 3 believed the child's ability to express personal preferences was worse at the conclusion of the study. She also rated number 12, "I could picture the student in a less restrictive environment" as not applicable since the student was already in full-time general education except for Title 1 reading, which was assisting him in developing his reading skills.

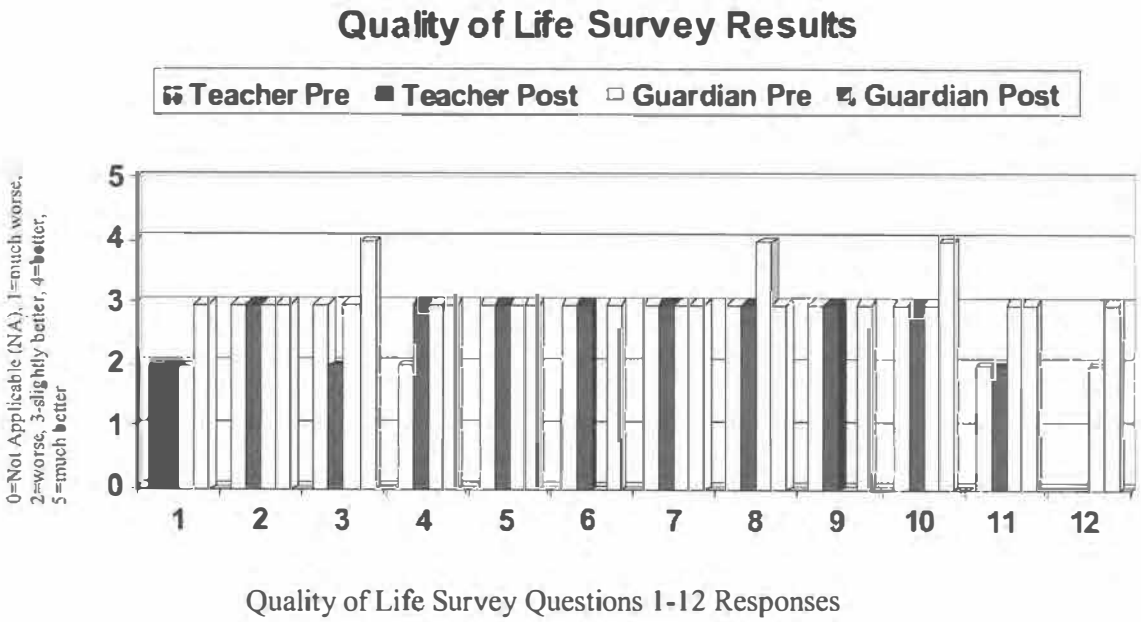


Figure 11. Quality of Life Survey – teacher 3 and guardian pre- and post-ratings.

For the purpose of this study, prosocial behavior achievement was outlined in Chapter 2 as the student being engaged in a minimum of 50% more time in prosocial behavior after the intervention than during baseline observations. According to data collected and analyzed, Student 3 engaged in 18% more prosocial behavior at the conclusion of the study than prior to the study. Off-task and out-of-seat behavior continued to challenge Student 3's ability to perform to his capabilities within the classroom. As a result, there appeared to be a slight relationship of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies to student prosocial behavior in the classroom.

#1 Supporting question of the study: what new student attributes did the teacher become aware of after the personal profile assessment summary was created by the

team?

Teacher 3 was aware of the student's attributes, strengths, and challenges. She learned new strategies to be more effective in working with his learning characteristics, including the consistent use of a visual schedule and the importance of movement and sensory breaks in an attempt to enable more on-task, compliant behavior.

#2 Supporting question of the study: What were the teacher perceptions of the teacher/student relationship prior to and at the conclusion of the intervention as determined by the Student-Teacher Relationship Scale?

The STRS pre- and post-intervention teacher ratings indicated that Student 2 fell within the critical area in Closeness after the study and remained in the critical area for pre- and post-study ratings in the STRS Total domain. These results suggested that the teacher still struggled with the student, believed she was ineffective in serving him, and that he was unpredictable (Pianta, 2001). After the study, all four scores moved in the direction of the critical area with the implication that the study did not enhance the student-teacher relationship but, rather, the relationship became more challenged.

#3 Supporting question of the study: What new positive behavior supports did the teacher adopt?

Teacher 3 expanded her knowledge of the importance of sensory activities and breaks for Student 3. She exhibited flexibility in her scheduling to allow him the breaks and activities that would assist him in remaining on-task. She began to think in terms of what sensory needs the student was trying to meet when he was off-task or out of his seat.

The teacher used the Velcro token strip with Student 3 as a reminder of his inappropriate behavior. She followed through on the consequences when he lost 3 tokens

by giving him a time-out in the classroom, requiring a compliance activity (i.e. dominoes dropped into a slot in a plastic container), discussing his actions and asking if he was ready to join the class.

#4 Supporting question of the study: Was student behavior affectedby the intervention? If so, how?

There was a slight increase in Student 3's prosocial behavior after the study. He continued to struggle with compliance to teacher requests and excessive movement, including out-of-seat behavior. According to teacher ratings, Student 3 was more challenged in the areas of intrapersonal (how he perceived his own functioning) and affective (his ability to give and receive affection) strengths at the conclusion of the study. Additionally, there was little movement in a positive direction of student skill acquisition. Overall, student prosocial behavior was affected by 18% improvement in targeted areas.

Conclusion for Dyad Three

Student 3 was diagnosed with ADHD, was not taking medication, and experienced occasional sleep deprivation. His constant motion in the classroom presented behavioral and academic challenges for the teacher. Despite these limitations, he was able to perform academically (although not to his capabilities) and exceeded expectations in math throughout the school year. He was making progress with Title 1 reading assistance, and the Team felt that his current placement was appropriate to meet his behavioral and educational needs.

A Comparative Analysis of Dyads 1, 2, and 3

This study used a multiple baseline design across three participating students.

Students One, Two, and Three were assigned based on the phase of initiation of treatment. Baseline data were collected prior to, throughout, and at the conclusion of the intervention for each student. The baseline phase lasted for two weeks for Student 1, beginning January 26, 2006. The day after the baseline data were collected, the Team met to discuss viable intervention strategies and the study began the next day, February 10, 2006, lasting 11 weeks. Student 2 baseline data were collected for two weeks beginning February 28, 2006. Two days after the data collection, the Team met to determine intervention strategies, and the study began March 20, 2006, lasting 9 weeks. Baseline data for Student 3 were collected on two different half-day sessions (one morning and one afternoon) prior study implementation. The Team determined intervention strategies and the study began April 27, 2006, lasting 6 weeks. All three baseline collections demonstrated problematic behavior that the teachers described as typical for each of the students throughout the current school year.

To assist in analyzing results of the three dyad interventions, see Table 11 (p. 128): A Comparative Analysis of Key Components of Dyads 1, 2, & 3. Student acquisition of skills was summarized after 6 weeks of intervention for each dyad to make an equitable comparison of intervention effectiveness across dyads. Results indicated that Student 1 had engaged in 30% more prosocial behavior for targeted behaviors (100% increase at 10 weeks). Student 2 engaged in 10% more prosocial behavior, and Student 3 engaged in 18% more prosocial behavior during the equivalent 6-week time interval.

Some of the striking differences between Dyad 1 and Dyads 2 and 3 were:

1) Teacher 1 had extensive classroom experience (34 years) in comparison to the other teachers who had one and two years experience;

2) Teacher 1 and Student 1 had access to a 1-on-1 paraprofessional throughout most of the day;
3) Teacher 1 accessed a professional development workshop during the study relating to autism, while Teacher 2 and 3 did not;
4) Teacher 1 was exposed to one more meeting within the first 6-week period, was more experienced than the other two teachers, and was engaged in a longer intervention period;
5) Student 1's greatest deterrent to success involved sensory issues. Student 2's greatest deterrent was getting the right medicine combination. Student 3's greatest deterrent was extreme hyperactivity and attention to teacher/task;
6) Teacher 1 built on Student 1's strengths and interests on a daily basis, i.e. extra talk time with the para or teacher, visiting web sites of favorite topics, writing about topics of interest, and drawing pictures of topics of interest; this was not evident with Teachers 2 and 3;
7) Teacher 1 used the Banking Time strategy and spent 5 minutes of uninterrupted time each day with Student 1 to listen to him, affirm him, and allow him to lead the conversation; Teacher 2 and 3 did not use this strategy; and
8) Teacher 1 used 36 strategies that influenced prosocial behavior in Student 1 and discovered 12 strategies that influenced noncompliant behavior. Teacher 2 used 15 successful strategies and 3 unsuccessful, while Teacher 3 used 15 successful strategies with 14 strategies under consideration.

These points reveal differences among the dyads in the areas of teaching experience,

paraprofessional support, professional development, student diagnoses, building activities on student strengths, daily 1-on-1 time with the student, and length of interventions.

Table 11

A Comparative Analysis of Key Components of Dyads 1, 2, & 3

Type of Information	DYAD 1	DYAD 2	DYAD 3
Baseline data collection	10 days	10 days	2- ½ days
Length of intervention	11 weeks 2/10-5/5/06	9 weeks 3/20-5/26/06	6 weeks 4/27-6/8/06
# of meetings	4 in 6 wks. 5 total	3 in 6 wks. 5 total	3 in 6 wks. 3 total
# of observations	6	5	3
Teacher experience	34 years	1 year	2 years
Grade level	2-general ed.	K-self-contained SE	1-general ed.
Highest degree	Bachelor + 30 El. Ed. certification	Bachelor Spec. Ed. cert.	Bachelor + 27 El. & Early Child.
Student diagnoses	PDD.NOS	PDD.NOS, ODD, ADHD, Bipolar, brain tumor	ADHD
Special Ed. eligible	Yes	Yes	No
Access to parapro	Yes – 1-on-1 access	Yes – classroom	No

(table continues)

Table 11 continued

Greatest deterrent to student success	Sensory issues	Correct balance of medication	Excessive hyperactivity
Banking Time used	Yes	No	No
Improved prosocial behavior by 50% at 6 weeks	Yes – 100%	No – 10%	No – 18%
ASD (Autism Spectrum Disorder) Consultant used	Yes	Yes	No
Classroom where Student spent most of his day	General Education with sensory breaks	Special Education limited gen. ed.	General Education Title 1 support
Professional Development during study	Yes	No	No
Instruction built upon student strengths & interests	Yes	No	No

Further analysis of the three dyads compared a summary of independent variables, dependent variable, other findings, and a summary of the effects of the intervention. See Table 12 for a visual representation of each domain.

Analysis of the Student-Teacher Relationship Scale revealed that all four post-intervention scores for Teacher 1 had moved in a positive direction, while 2 scores for Teacher 2 moved in a positive direction, and 1 score moved in a positive direction for Teacher 3. The Classroom Management Strategies Checklist revealed more evident strategies in place for Teacher 1 than for Teacher 2 or 3. The Behavioral Emotional Rating Scale (BERS) results for Dyad 1 showed 6 critical scores before intervention and 2 critical scores at the conclusion of the study. Dyad 2 showed 6 critical scores before and 6 critical scores after. Dyad 3 showed 3 critical scores before and 3 critical scores after. Dyad 1 scores depicted development of the student's behavioral and emotional assets, while Dyads 2 and 3 remained similar.

All three teachers began using the positive behavior supports of a visual schedule and Velcro token strip during the study. A comparison of Quality of Life Survey results (p. 133) revealed that Teacher 1 reported the most development in quality of life for Student 1. Teacher 2 and the parent reported a slight amount of development in quality of life for Student 2. Although Teacher 3's pre- and post-intervention results were mostly unchanged, Student 3's Guardian did rate the student as "better" in his ability to express personal preferences and in general health and well-being after the intervention.

Table 12

Summary of Variables, Findings and Affects of Intervention for Dyads 1, 2, & 3

	Dyad One	Dyad Two	Dyad Three
	Summary of Independent Variables		
Teacher knowledge of the disruptive student's profile	Knowledgeable	Knowledgeable	Knowledgeable
Positive student/teacher interaction (STRS results)	Conflict (75-100 critical) Pre-93, Post-77 (+) Closeness (0-25 critical) Pre-12, Post-55 (+) Dependency (75-100 critical) Pre-90, Post-85 (+) STRS Total (0-25 critical) Pre-4, Post-28 (+)	Conflict (75-100 critical) Pre-97, Post-96 (+) Closeness (0-25 critical) Pre-19, Post-20 (+) Dependency (75-100 critical) Pre-50, Post-65 (-) STRS Total (0-25 critical) Pre-<1, Post-<1 (=)	Conflict (75-100 critical) Pre-68, Post-72 (-) Closeness (0-25 critical) Pre-30, Post-15 (-) Dependency (75-100 critical) Pre-40, Post-15 (+) STRS Total (0-25 critical) Pre-1, Post-<1 (-)
Use of positive behavior support strategies – Classroom Management Strategies Results (see Appendix F)	14-Evident 2-Somewhat Evident	8-Evident 7-Somewhat Evident 1-Not Evident	10-Evident 6-Somewhat Evident
Teacher use of strategies	36 successful strategies & 12 unsuccessful	15 successful strategies & 3 unsuccessful	15 successful strategies & 14 under consideration

(table continues)

Table 12 continued

	Summary of Dependent Variable		
Prosocial behavior pre- and post-intervention – BERS-Teacher & Parent Scale (1-7 is critical area) IS-Interpersonal Strength ItS-Intrapersonal Strength SF-School Functioning AS-Affective Strength	Teacher 1 Pre-BERS 3 (IS) 6 (ItS) 5 (SF) 8 (AS) Teacher 1 Post-BERS 7 10 8 13 Parent Pre-BERS 7 7 6 10 Parent Post-BERS 7 10 9 8 6 Pre-BERS critical numbers 2 Post- critical numbers (p.79)	Teacher 2 Pre-BERS 6 (IS) 7 (ItS) 6 (SF) 11 (AS) Teacher 2 Post-BERS 5 7 6 9 Parent Pre-BERS 4 5 5 11 Parent Post-BERS 4 4 3 10 6 Pre-BERS critical numbers 6 Post- critical numbers (p. 102)	Teacher 3 Pre-BERS 6 (IS) 8 (ItS) 8 (SF) 9 (AS) Teacher 3 Post-BERS 6 8 9 7 Parent Pre-BERS 4 7 8 8 Parent Post-BERS 6 9 8 8 3 Pre-BERS critical numbers 3 Post- critical numbers (p. 119)
Prosocial behavior during the intervention at 6-weeks	3 of 10 targeted behaviors were evident at 6 weeks (30%); 10 of 10 behaviors were evident at weeks 10 & 11 (100%, p. 83)	1 of 10 targeted behaviors was evident at 6 weeks (10%); 1 of 10 behaviors was evident at 9 weeks (10%, p. 104)	2of 11 targeted behaviors were evident at 6 weeks (18%, p. 121)
	Other Findings		
New student attributes the teacher became aware of	Autistic characteristics including sensory overload	None	Student need for sensory input and a consistent sensory diet
New positive behavior supports adopted	Visual Schedule, Velcro Token Strip, Banking Time	Visual Schedule, Velcro Token Strip	Visual Schedule, Velcro Token Strip, Sensory Diet

Table 13

A Comparison of Quality of Life Survey Responses across Dyads 1, 2, & 3

Quality of Life Questions	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*
Teacher 1 Pre	2	3	3	2	2	3	2	3	0	3	2	2
Post	5	0	5	4	2	5	5	4	5	4	4	0
Difference	+3	na	+2	+2	0	+2	+3	+1	na	+1	+2	na
16 = Total increase across survey questions for Teacher 1 from pre- to post-results												
Teacher 2 Pre	4	4	4	3	4	4	0	5	3	4	3	1
Post	4	4	3	3	4	5	0	3	3	4	3	0
Difference	0	0	+1	0	0	+1	0	-2	0	0	0	na
0=No difference across survey questions for Teacher 2 from pre- to post-results												
Teacher 3 Pre	2	3	3	2	3	3	3	3	3	3	2	0
Post	2	3	2	3	3	3	3	3	3	3	2	0
Difference	0	0	-1	+1	0	0	0	0	0	0	0	0
0=No difference across survey questions for Teacher 3 from pre- to post-results												
Parent 1 Pre	3	3	3	4	3	3	3	3	0	3	3	2
Post	3	4	4	4	3	3	4	3	4	4	3	3
Difference	0	+1	+1	0	0	0	+1	0	na	+1	0	+1
5=Total increase across survey questions for Parent 1 from pre- to post-results												
Parent 2 Pre	3	4	3	3	3	3	3	3	3	3	3	3
Post	3	3	3	3	4	3	3	3	3	3	3	3
Difference	0	-1	0	0	+1	0	0	0	0	0	0	0
0=No difference across survey questions for Parent 2 from pre- to post-results												
Parent 3 Pre	2	3	3	3	3	0	3	4	0	3	3	2
Post	3	3	4	3	3	3	3	3	3	4	3	3
Difference	+1	0	+1	0	0	na	0	-1	na	+1	0	+1
3=Total increase across survey questions for Parent 3 from pre- to post-results												

Quality of Life Survey results indicated that Teacher 1 rated Student 1 as gaining a total increase of 16 points from pre- to post-survey results. Parent 1 rated Student 1 as gaining 5 points. Teacher 2 and Parent 2 rated Student 2 as staying the same across the survey results. Teacher 3 rated Student 3 the same for pre- and post-responses. Guardian 3 rated Student 3 as gaining a total increase of 3 points.

These comparisons across dyads demonstrated similar results to other scale and student performance findings throughout Chapter 4. Student 1 made significant gains in ratings, and Students 2 and 3 were rated as making 0 to one-third of the gain of Student 1.

Summary of intervention affects.

The study's conceptual framework for student prosocial behavior achievement process was discussed in Chapter 2 (Figure 1, p. 33). The interaction of the following phenomena was addressed and defined in relation to Dyad 1:

- An increase in teacher knowledge of the student profile (ASD Consultant, Maverick Mind professional development, peer-reviewed literature on ASD, formation of a functional behavioral assessment and behavior intervention plan) may lead to
- An increase in positive student/teacher interaction (Banking Time, smiles, touching head, attention, eye-contact, pleasant voice, inquiry) may lead to
- An increase in positive behavior support strategies (visual schedule, Velcro token strip, quiet corner in classroom, box of fidgets, computer for written assignments, a variety of assignment modifications) may lead to
- A decrease in disruptive behavior (Student 1 was learning to meet his needs by engaging in appropriate alternative behaviors) may lead to

- An increase in student prosocial behavior achievement –Student 1 was engaged in 100% more time in prosocial behavior for targeted behaviors and experienced a 70-80% increase in academic task performance (according to Teacher 1).

Certain points can be deduced from the Comparative Analysis of Key Components of Dyads 1, 2, & 3 in Table 11; the Summary of Variables, Findings, and Affects in Table 12; and the researcher's interaction with the teachers in attempting to ascertain why Student 1 displayed a substantial increase in prosocial behavior after the intervention than before, and Students 2 and 3 did not:

- Teacher 1 was a master teacher with 34 years of experience. She was a life-long learner, always seeking new information that could assist her with student achievement. She was optimistic, energetic, and a positive influence in her classroom. She had high expectations for her students. She displayed a confidence in her students that communicated "I know you can do this if you choose to put forth the effort. I will help you to be successful. Together we can do this." She had not experienced the development of a functional behavioral assessment or behavior intervention plan with a team and appeared awestruck, excited, and encouraged by the process. As she was given more tools to manage student behavior and promote educational achievement, she became determined to continue experimenting with strategies to find the best combination of what worked for Student 1. Giving up was not an option.
- Student 1 had a diagnosis of PDD.NOS, which included developmental delays that resembled autistic characteristics. He struggled in certain areas such as

handwriting, sensory overload, and social interaction, and excelled in other areas such as the field of science and molecules, atoms, germs, and magnets. In spite of the fact that he had challenging mannerisms and needs, the team determined he had the potential to be successful in the general education classroom if appropriate accommodations of curricular expectations were made.

- Student 1 had access to paraprofessional assistance in the classroom for the majority of the day. Her temperament and follow-through with teacher expectations made her an excellent match for Student 1. They also liked each other. She did not overload the student with excessive verbiage and quietly encouraged him to keep trying when tasks became frustrating. Student 1 was able to take a sensory break with the paraprofessional when needed but he generally preferred to stay in the classroom as much as possible.
- By the end of the sixth week, Student 1 was developing and acquiring skills he had not previously displayed in the classroom. His prosocial behavior had improved by 30%, and his academic performance was increasing.
- Many different aspects of the team process assisted Teacher 1 in experiencing a paradigm shift in how she viewed educating special education students in her classroom, but meeting with the ASD (Autism Spectrum Disorder) Consultant/Teacher was one of the more meaningful experiences according to Teacher 1. The ASD teacher was very direct and experienced, which encouraged others, including Teacher 1, to respect her knowledge and assistance. Teacher 1 realized she had a variety of sources of support and encouragement. She also

knew she had the autonomy to make decisions about what strategies weren't working and to discontinue them or try them again at a later time.

- Teacher 1 was constantly seeking answers to questions regarding challenging students. A weekly workshop was offered second semester at one of the elementary buildings, with the topic of helping autistic students learn. Teacher 1 attended so she could ask the speaker questions and learn new strategies regarding how to be more proficient at teaching Student 1.

The Student-Teacher Relationship Scale results for Dyad 1 indicated the intervention had a positive influence on Teacher and Student 1's relationship. Dyads 2 and 3 had mixed results, representing a less-than-positive influence on the relationship.

It is difficult to determine that the previous deductions fell into a systematic formula that guaranteed similar outcomes with all students every time each bullet point occurred in conjunction with the other bullet points. However, by studying a systematic approach to educating students with challenging behaviors that was successful, we can begin to approximate the necessary ingredients that allow the teacher of the behaviorally challenged student to encourage achievement and an overall quality of life not previously experienced.

Summary

Chapter IV presented demographics and data analysis results relevant to the investigation. Detailed characteristics for each of the three student-teacher dyads were presented individually and then compared across the three dyads. Data sources and analyses were presented to address the study's principal question and included information collected from student personal profiles, Scale of Knowledge and Skills for

Instruction and Management of Students, observation and team meeting notes, functional behavioral assessments and behavior intervention plans, Student-Teacher Relationship pre- and post-intervention ratings, Classroom Management Checklists, Behavioral & Emotional Rating Scale pre- and post-ratings, and Quality of Life Survey pre- and post-intervention ratings.

All data were examined in relation to change in student prosocial behavior. Results revealed that student prosocial behavior did increase 100% for Student 1; 10% for Student 2; and 18% for Student 3. Teacher and parent rating scale results were in general agreement with student behavior results. The student with the highest percentage of prosocial behavioral achievement also received more positive post-ratings on the Student-Teacher Relationship Scale, the Behavioral & Emotional Rating Scale, and the Quality of Life Survey. The study results indicated that an increase in student prosocial behavior positively affected 1) the student-teacher relationship, 2) the degree of the student's behavioral and emotional assets, and 3) his quality of life.

Chapter V contains a discussion of the results, recommendations for further research, and recommendations for practice.

Chapter V: Summary of Results, Discussion, and Recommendations for Further Research Policy and Practice

The purpose of this study was to investigate the relationships of teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive

behavior support strategies to student prosocial behavior in the classroom. The goal was to examine the relationships of the variables by evaluating three student/teacher dyads prior to and after the intervention to determine if student prosocial behavior was affected.

School administrators operating under current school reform efforts are responsible for demonstrating adequate yearly progress (AYP) for all students. Students taking state standardized assessments must have access to curriculum that provides the content that the state tests assess. All students receiving special education services participate in state standardized evaluations, and the majority of these students take the same tests as the general education population. Most administrators require teachers to use curriculum that is aligned with assessment content. The IEP team often determines the general education classroom and curriculum to be the least restrictive environment (LRE) for students with disabilities. Students who display behavior that interferes with learning and impedes access to the general education curriculum are in jeopardy of not making significant educational gains throughout the school year. Intervention results encouraging greater student access to the general education curriculum as a result of reduction of inappropriate behaviors could assist teachers in providing educational benefit for students whose behavior traditionally interfered with acquisition of academic skills. Successful inclusionary efforts would satisfy the least restrictive environment mandate of IDEIA (Individuals with Disabilities Education Improvement Act) and potentially reduce the number of students requiring special education services as well as costs related to those services.

Research has indicated that positive behavioral interventions and supports (PBS) are effective at decreasing undesirable behaviors and increasing incidences of desirable

behavior (Safran & Oswald, 2003; Carr et al., 2002; Turnbull et al., 2001; & Horner, 2000). IDEA was amended in 1997 and, for the first time, identified an intervention strategy to be used with students who displayed problem behavior, i.e. PBS (Turnbull et al., 2001). The overarching principles included systems change, alteration of the environment, skill instruction, and consequences for behavior (Turnbull et al., 1999) to achieve the outcome of making problem behavior less effective, efficient, and relevant and desired behavior more functional (Sugai et al., 2000., & Carr et al., 2002).
The IDEA (1997) and now IDEIA (2004) require school staff to consider PBS in determining appropriate interventions to address the behavior(s) of concern with the intended outcome of more desired behavior that allows the student to be successful behaviorally and academically within the school environment.

In this study, the researcher implemented characteristics of PBS (Positive Behavior Supports) including 1) development of an interdisciplinary collaborative team, 2) person-centered planning to develop a student profile, 3) functional behavioral assessment, 4) behavior intervention plan, 5) data-based decision making, 6) strategy implementation, 7) evaluation of strategy effectiveness, and 8) maintenance or elimination of prior strategies and examination of new strategies.

Summary of Results

In this study, the researcher examined the influence of a systematic intervention focused on positive behavioral interventions and supports (PBS) in relation to student prosocial behavior in the classroom. Did an intentional increase in the use of PBS influence an increase in prosocial behavior in the classroom? Three student-teacher dyads at the early elementary level were used for this inquiry. Despite limitations of a

small sample of three students and the study being performed in a single district and bound to a time-frame of second semester, an analysis of results indicated that Student 1 achieved 30% of the targeted behaviors after 6 weeks and 70% by the end of the 10th week of the 11-week intervention, for a total of 100% achievement of targeted behaviors. Student 2 achieved 10% of targeted behaviors after 6 weeks and did not gain any targeted skills during the final three weeks of the intervention. Student 3 achieved 18% of targeted behaviors within the first 4 weeks and did not gain any additional skills for the following two weeks of the intervention.

Each student's prosocial behavior was positively influenced at the conclusion of the intervention. The outcome for Student 1 led to a more than 50% increase in prosocial behavior. Although academic achievement was not an outcome measure for this study, Student 1 displayed an increase in work completion (from 5-10% prior to the investigation to 70-80% after the investigation). Students 2 and 3 demonstrated modest gains in prosocial behavior (10% and 18% respectively). Carr et al. (1994) suggested that a reduction in challenging behavior is not successful unless the individual's social situation has been changed to increase opportunities and successes in developing social relationships. In relation to this criterion for success, Student 1 did develop new social relationships and acceptance by peers, while Students 2 and 3 did not (according to teacher statements, ratings, and student observations).

The percentage of increase in prosocial behavior in comparing the three student outcomes indicated that this intervention had a greater influence on Student 1. The conceptual framework for this study (Chapter II, p. 34, Figure 2) was used to analyze the

results of this investigation by comparing teacher use of the three domains in relation to student outcomes, as shown in Figure 12.

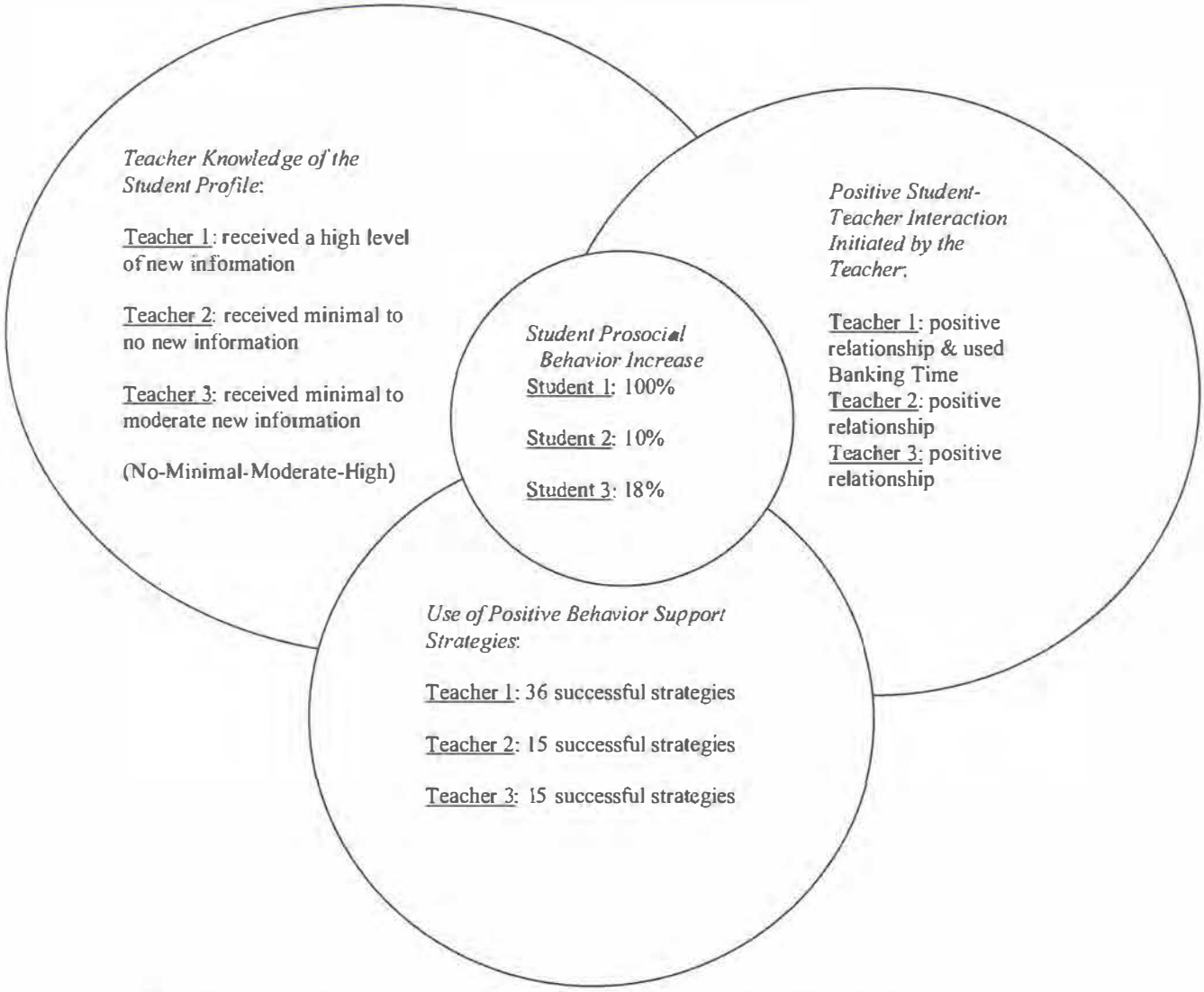


Figure 12. Conceptual framework in relation to actual results of this study

As shown on Figure 12, Teacher 1 gained the most new information about Student 1, used the Banking Time strategy daily to enhance the student-teacher relationship, and used 36 successful PBS strategies to achieve a student outcome of 100% increase in

student prosocial behavior. Teachers 2 and 3 received no to moderate new information about Students 2 and 3. They maintained a positive relationship that had been established prior to the intervention and used 15 successful PBS strategies to achieve student outcomes of 10% and 18%, respectively.

Student I was chosen to be in the 11-week study because the staff was experiencing difficulty in keeping him out of the office, excessive noncompliant behavior, and disruption of the learning process in the classroom. If Student I had been chosen for the 6 week portion of the study, he would have achieved 30% of his targeted behaviors by the end of week 6. If the intervention time-frames for Students 2 and 3 were extended to 11 weeks, would they have achieved more of their targeted behaviors? This question is addressed in the recommendations for further research section of this chapter.

Student I also increased academic task performance from 5-10% to 70-80%, according to Teacher 1's statements and copies of student work. Part of this outcome could have resulted from the student getting his needs of belonging and fun met. He was able to stay in the classroom for all instruction, was becoming accepted by his peers for being smart, was engaging in activities with peer buddies, was participating in group activities, joked and interacted with classmates, and overall appeared happier than prior to the intervention, according to Teacher 1 and his mother. He also knew that Teacher 1 would give him permission to take a break if be needed one. As the teacher began to understand the student's needs and responded positively to them, the student started to act more appropriately.

Student 1 was the only student out of the 3 to experience at least 50% more prosocial behavior after the intervention than before. Although it is difficult to specify exactly why, some conclusions can be drawn.

1) Teacher 1 had been teaching at least 32 years longer than Teachers 2 and 3. She had a wealth of experiences in dealing with challenging students from which to draw. She also initiated many strategies in attempting to find the right combination to help Student 1 succeed.
2) The intervention period for Student 1 was 11 weeks versus 9 and 6 weeks for the other two students. The length of the study intervention could have affected outcomes.
3) Student 1 had a diagnosis of PDD.NOS and received special education services. He had obvious spikes in learning yet struggled with sensory issues, writing tasks, and bringing closure to thoughts. Student 2 had a diagnosis of PDD.NOS in addition to 4 other diagnoses and received special education services. Student 3 had a diagnosis of ADHD and received no special education services. Students with certain diagnoses may respond more favorably to the intervention investigated in this study.
4) Teacher 1 had access to a 1-on-1 parapro for Student 1. Dyad 2 had access to a classroom parapro who also assisted 9 other high needs students receiving special education services. Dyad 3 did not have access to a paraprofessional. Students 2 and 3 may have achieved more of their targeted behaviors with the assistance of a 1-on-1 parapro who was well-suited to the temperament and needs of the student.

5) Teacher 1 used the "Banking Time" strategy with Student 1 and spent 5 minutes alone with the student daily. Attwood's (2005) dissertation results revealed that "there was little evidence that Banking Time was an effective intervention for improving student-teacher relationship quality or student behavior" (p. 97). The students in Attwood's study participated in an average of 3 sessions each week for 4 weeks. Atwood reasoned that more positive results may have occurred with more therapy sessions with a frequency of three to four times greater that what occurred in the "Banking Time" study. Perhaps the daily "Banking Time" intervention used in conjunction with other positive behavior support strategies in the current study had a positive affect on the student-teacher relationship and student behavior for Dyad 1. Dyads 2 and 3 did not use the "Banking Time" strategy due to time constraints and a focus on other strategies.
6) Teacher 1 accessed a professional development session that addressed working with students with autism during the 11-week intervention. The professional development encouraged Teacher 1 to think about autism and its characteristics in new ways. She began to understand the need to use more extensive visual presentation and less verbal explanation than before the professional development session. This knowledge accentuated her ability to understand Student 1's needs and meet them with a new understanding of what motivated and overwhelmed him in the learning process. Teachers 2 and 3 did not attend any professional development during the course of their student interventions.
7) Teacher 1 consistently assessed Student 1's strengths and interests as she built upon his knowledge to present lessons that were meaningful to him. During

observations, she appeared to know instinctively how to engage his interest to participate with the class and share his knowledge of the subject matter. Teachers 2 and 3 continued to be challenged by a lack of student participation and did not appear to use student interests and preferences to drive instruction.

8) Teacher 1 and Student 1's parent consistently reported higher ratings on post-intervention scales and surveys. These responses aligned with student achievement of targeted behavior skills and increased work production. Teacher 2 and Student 2's parent consistently reported lower ratings on post-intervention scales and surveys with a slight increase in targeted skill acquisition and no change in work production. Dyad 3 experienced similar results to Dyad 2.

9) All three dyads had three positive behavior supports in common: 1) a visual schedule, 2) the Velcro token strip (see Appendix M), and 3) a sensory diet. Each student responded positively to each of these PBS strategies.

10) Student 1's response to the study's intervention reinforced the conceptual framework components presented in Chapter 2 (Figure 1, p. 33). An increase in teacher knowledge of the student profile may have led to an increase in positive student/teacher interaction, which may have led to an increase in positive behavior support strategies, which may have led to a decrease in disruptive behavior, which may have led to an increase in student prosocial behavior achievement and a 70-80% increase in academic task completion. Each independent variable may have led to the next variable or may have introduced a cumulative affect of all independent variables interacting in relation to one

another to influence the outcome of student prosocial behavior. (This present study was not designed to allow the researcher to draw conclusions on this issue).

The results indicated that Student 1's response to the study's intervention surpassed outcome expectations, demonstrating that teacher knowledge of the student profile, a positive student-teacher relationship, and positive behavior support strategies do influence student prosocial behavior in the classroom and student work production to the extent that the student was not ready for 3rd grade prior to the investigation and was ready to move on to 3rd grade at the completion of the 11-week study. Similar results were not found for Students 2 and 3. This phenomenon is addressed in the discussion that follows.

Discussion

Because the researcher used three independent variables, all three had to be considered as a group relative to prosocial behavior. It was beyond the scope of this study to determine if any individual variable or combination of two variables affected prosocial behavior. The total amount of time devoted to each variable and/or the timing of the 3 variables and teacher experience may have provided additional variance.

If a teacher had a warm, consistent, and positive relationship with a behaviorally challenged student, would that be adequate to influence prosocial behavior? Based on pre-intervention observations and self-report, Teacher 1 had a positive relationship with Student 1. However, she did not understand his diagnosis and the positive strategies that could develop prosocial behavior and task completion in the classroom. For this particular student, interventions beyond a positive student/teacher relationship were needed to increase the dependent variable. If Teacher 1 understood Student 1's diagnosis but did not use effective positive behavioral interventions and supports, would prosocial

behavior and task completion have been positively affected? If the teacher did not understand the diagnosis, it would seem that there would be less use of positive behavior supports that matched the student's needs. An understanding of the student's diagnosis, preferences, and interests were a prerequisite to determining strategies to increase prosocial behavior. Teacher 1's relationship with Student 1 grew stronger as she began to understand his needs and what he was trying to convey through his behavior. According to Glasser (1998), the teacher had entered the student's quality world, the place where we allow others to enter who are special to us, help us meet our needs, and make us feel safe.

Figure 13 depicts independent variable interaction in conjunction to each other and the dependent variable.

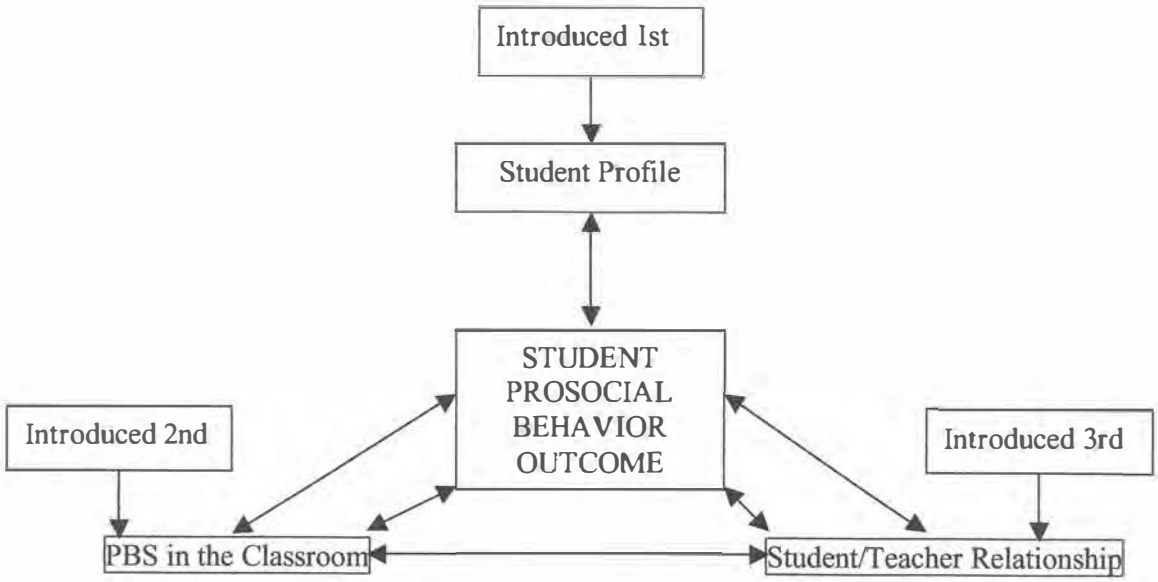


Figure 13. Interaction of study variables in relation to student outcomes.

The initial conceptual framework for the student prosocial behavior achievement process (Chapter II, Figure 1, p. 33) was presented as the following: teacher knowledge of the student profile may lead to positive student/teacher interaction, which may lead to an increase in positive behavior support strategies, which may lead to a decrease in disruptive student behavior, leading to an increase in student prosocial behavior achievement (as demonstrated by the student being engaged in 50% more time in prosocial behavior at he conclusion of the intervention than prior to the intervention). As the study progressed, it became evident that teacher knowledge of the student profile was addressed first to all three dyads. This information led to the development of the functional behavior assessment and behavior intervention plan for all dyads. Positive behavior support (PBS) strategies were determined next, and then the student/teacher relationship was discussed. Once the three independent variables were introduced, there was constant interaction between the independent variables and dependent variable of student prosocial behavior. The researcher was unable to determine the amount of time the teacher spent working with each independent variable. Figure 13 represents the interaction between variables and was adjusted based on the researcher's actual findings and experience in this study.

It is questionable whether any one variable had the potential to affect the positive change outcomes that a combination of all three variables affected in Dyad 1. A review of results achieved in Dyads 2 and 3 suggested that there were variations of implementation within each of the study's three variables. Knowledge of student 2's diagnoses was difficult due to the effects of a brain tumor and the inability of doctors to maintain the right balance of medications. These two factors alone could have

contributed to a weaker student response to the study's intervention. Student 2 displayed more unpredictable behavior than did Student 1, and the fidelity of the teacher's strategy implementation may have been compromised when a strategy had an affect on student behavior one day and not the next. Furthermore, Student 2 had diagnoses of other pre-existing behavior and neurological conditions (e.g., PDD.NOS, ODD, ADHD, bipolar, and a brain tumor), making it difficult for the special education teacher (Teacher 2) to determine the right combination of strategies to meet all of the students needs.

Student 3 lived with his grandparents, who were also his guardians. Although Teacher 3 appeared warm and consistent in her interactions with him, the student may have had trust issues with adults, and especially with females, due to separation from his nuclear family. Perhaps the teacher's gender (female) interfered with the student-teacher relationship, and it could not be developed as it was in Dyad 1. This factor could have influenced the low response to the study's intervention.

An additional factor is the possibility of student escape behavior in response to difficult task requests. Cipani (1998) stated, "...noncompliance can often serve an escape or avoidance function in classrooms, particularly around teacher-imposed classroom tasks or assignments" (p. 66). The student dislikes the task, receives little to no reward for completing the task, does as little of the assignment as possible, and is not required to finish the task before engaging in a preferred activity (Cipani, 1998). A functional behavioral assessment can detect what is motivating student behavior. Instructional strategies must be implemented for the student to experience academic success. The teacher can continue to build on successes as academic requests become more challenging.

One characteristic of the study was that the three students were male Caucasian, and the three teachers were female Caucasian. The two parents and guardian who gave their consent for the study and filled out all surveys and scales were female Caucasian. The researcher established guidelines of grade level and excessive antisocial behavior in the classroom as two major factors for inclusion in the study. Students were chosen by administrators and agreed upon by teachers. One administrator suggested one female student out of seven original candidates for possible inclusion in the study; however, she subsequently moved to another school district.

Moniodis (1996) demonstrated that males were referred more often than females for behavior concerns by 63% to 42%. Weiner (2002) reported that males were statistically overrepresented in teacher requests for assistance from instruction consultation teams. Elementary school teachers tend to recommend male students for psycho-educational evaluations and not female students with the same description of student behaviors and skills (Gregory, 1977). This sets males up for an unfair advantage. It has been the researcher's experience that once students become eligible for special education services, they rarely exit the program and fall further behind their grade-level peers.

Males tend to externalize their behaviors more than females. They receive more negative teacher attention than do females in response to their behavior but may be viewed as popular by their peers and rewarded for such behavior. Rodkin et al. (2000) studied 452 boys in grades four through six from 59 inner-city, suburban, and rural school classrooms in Chicago and North Carolina. Teacher, peer, and self-reports presented substantial agreement on how aggressive males were viewed:

Teachers viewed tough boys as being popular, extremely aggressive, physically

> competent, and average to below average on friendliness, academic competence, shyness, and internalizing behavior. Peers nominated tough boys as cool, athletic, getting into fights, causing trouble and being disruptive. Tough boys saw themselves as very popular, aggressive and physically competent. (p. 21)

Classroom management strategies that reward prosocial behavior may counteract peer reinforcement of antisocial behavior and should be investigated.

The level of aggression in a classroom has been shown to affect individual male aggressive behavior into middle school. Kellam et al. (1998) found that "the environment of the first grade classroom as well as family poverty, and classroom/school poverty, all appear to influence the developmental trajectory of the children. Classroom aggression levels appear to effect [*sic*] aggressive boys but not girls, while classroom/school poverty affects all children" (p. 181). Further investigation into male antisocial behavior and female teacher response to that behavior may be warranted, especially in light of the present (2006) concern for the large and growing gender achievement gap.

Because of the limited scope of this study including teacher investment of time in responding to scales, surveys, and meetings, the Good Behavior Game (GBG), which is suggested by the Surgeon General as an evidence-based practice, was not used in any dyad. All three teachers were willing to investigate many strategies and suggestions made by the team, and although the GBG has been demonstrated as effective in assisting in classroom management, the researcher felt that each teacher was close to being overwhelmed with study expectations and only briefly suggested it to Teacher 2, who did not introduce it into her classroom. Future studies similar to the current investigation

may be positively influenced by use of the GBG, which has been demonstrated to provide positive results that affected student prosocial behavior as early as first grade and lasted into adolescent years and beyond.

Implications

Historically, educators have been challenged by youth who display antisocial behaviors. Today, we have more information regarding effective practices that promote prosocial behavior than ever before. Student performance has indicated that the longer he or she experiences academic or social failure, the less likely he/she is to be successful in school or in life upon leaving school (Walker et al., 1995). As many as 50% of students identified with behavioral disorders drop out of school and lack the skills necessary to be gainfully employed (Wagner et al., 1992). Jay and Padilla (1987) found that 70% of students who experienced academic and social failures, whether receiving special education services or not, were arrested within three years of leaving school. Students whose problematic behavior resulted in academic and social failure were associated with a host of negative life outcomes (U.S. Department of Education, 2001), including incarceration. According to the Perry Preschool Program study results (Nores et al., 2005), early childhood education efforts that encourage students to complete high school and enter the job market provide an economic advantage to society through future earnings and income tax contributions.

"Many young children are beginning their school experiences without the requisite emotional, social, behavioral, and academic skills that will be necessary for success" (Fox et al., 2002). Unless school staff intervene with effective practices during the early elementary years, most of these children will continue to manifest inappropriate behavior

and less than adequate skills inhibiting academic achievement.

Few studies have contributed to appropriate interventions with this group of students. Iovannone et al. (2003) maintained that "although environmental supports appear to have widespread use, research examining the effects of using specific strategies is sparse" (p. 158). Additionally, "few studies provide a clear theoretical and empirical basis to guide programs intended to enhance both the academic and the prosocial behavior of students identified as at risk" (McEvoy & Welker, 2000). This study demonstrated an attempt to positively affect the behavioral trajectory for 3 students by intentionally increasing exposure to positive behavioral supports within the classroom environment. One of three students responded positively after the study's 10-week comprehensive intervention that included a multi-disciplinary team, the teacher, parent, and administrator. Inappropriate behaviors were averted and academic performance increased by at least 60%. Research-based positive behavior support strategies were used in an attempt to increase prosocial behavior, which also influenced academic performance for Student 1.

With exceptional staff effort and dedication, one student's negative behavior and poor academic performance was altered. More studies of this nature will give teachers and support staff the information they need to plan proactively for these challenging students who are capable of more classroom task engagement than they have been able to demonstrate in the past.

Recommendations for Further Research

Studies that investigate procedures to increase student behavior and academic performance will be important in advancing our knowledge of effective intervention practices. However, our focus needs to shift from a deficit model where we attempt to

change problems within the student to a model that considers all environmental factors that can be altered to encourage student success. McEvoy and Welker (2000) explained:

> Perhaps the most important implication of a developmental approach is the need to shift away from an overemphasis on the characteristics of individuals, to a greater emphasis on the characteristics of the environments that shape individuals. Both antisocial behavior and academic failure are context specific; each occurs within a climate in which identifiable conditions can help to predict problematic behavior and can be changed to reduce such behavior (p. 134).

Consideration should be given to investigations that last a minimum of 10 weeks since the greatest changes occurred in Student 1's behavior within this time frame. Walker et al. (1997) stated:

> Our belief is that most social skills interventions are offered for far too short a time and in an inconsistent instructional manner in order to shape positive behavior. To be truly effective, social skills interventions should be planned and offered in a similar fashion as any other academic course of study and should be considered in terms of years rather than weeks, as is now the norm. (p. 304)

Studying students with the same diagnoses such as PDD. NOS may reveal whether the three independent variables used in this study could be successful across samples of students with similar disabilities. Student outcomes may also be affected by conducting a study similar to this one in schools that have implemented school-wide positive behavior support models. Performing a similar study earlier in the school year would give the researcher an opportunity to follow up on what strategies the teacher maintained once the study had concluded.

Information retrieved from post-study scales, surveys, and student outcomes could be utilized to develop data-driven student interventions and areas of instructional focus. Psychologist and social worker expertise could be accessed to design strategies that would help a student develop emotional and behavioral assets.

Recommendations for Practice

School administrators are responsible for all students' behavior and academic success in the school setting. Teachers are evaluated on their teaching skills and ability to educate the students in their classroom. With help from district curriculum and special education directors, some principals are coordinating district professional development activities that feature research-based strategies to give all students access to state/school standards and benchmarks. Administrators must provide an opportunity for all students to make adequate yearly progress (AYP). University courses should teach educationally sound strategies to future teachers to help behaviorally and academically challenged students benefit from the general education curriculum. Personnel from some universities and intermediate school districts provide additional training in special education and disabilities for school administrators. Principals need to learn to effectively include these students in programs and curriculum under their domain. District professional development and university courses can be developed to inform prospective and veteran teachers of diagnoses such as Autism Spectrum Disorder (ASD) and provide them with information to choose effective educational strategies. In addition, information retrieved from the Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities (see Appendix G) could be used to plan professional development activities designed to give teachers more tools to meet the

diverse needs of today's students.

Many administrators participate in school "child study" or "student assistance" teams. Multi-disciplinary teams assist teachers throughout the school year in working with academically and behaviorally challenged students prior to referral for special education services. Teams usually consist of an administrator, general and special education teachers, speech pathologist, social worker, and psychologist, depending on the needs of the student referred for assistance. Psychologists have extensive training in behavior issues. Social workers, speech pathologists, and occupational therapists also have evaluative skills and program knowledge that can benefit the general education teacher.

Some school districts are using a model that provides more data-driven problem-solving than traditional student assistance teams have provided. "Instructional consultation teams" offer a problem identification intervention design that allows a consultation team member to partner with a teacher to help a struggling student achieve behaviorally and/or academically. Higgins (1999) found that teachers described their concerns differently after working though problem identification with a consultant. The University of Maryland at College Park (http://www.icteams.umd.edu/icteammodel.html) has promoted this concept and suggested five stages of problem-solving, including 1) problem identification and analysis, 2) intervention design, 3) intervention implementation, 4) intervention evaluation, and 5) follow-up and closure. Consultation teams differ from student assistance teams in that a consultation team member is paired up with a teacher seeking assistance in working with a challenging student. The team member works with the teacher until the student has gained sufficient skills to be

successful behaviorally and academically. Traditional student assistance teams discuss the student who is brought before the group, evaluate strategies tried, offer additional suggestions, and move on to the next student issue. Rarely has anyone from the team observed the student or collected sufficient data to determine if evidence-based strategies have been used or have been effective. Consultation teams could also help general and special education teachers work with students who are eligible for special education services. These students often present challenging behaviors that require data collection to determine effective intervention strategies.

A reorganization of current child study teams might encourage partnerships between teachers who need assistance with a student and a team member with expertise in the specific area. An investigation into the "instructional consultation teams" concept would give child study teams ideas for restructuring their current practices. Effective change can occur when the principal establishes a vision, is an active participant on the team, and maintains program integrity.

School staff and administration need to be alerted to student disruption issues and intervene early. Excessive student referrals to the office should elicit concern. According to Walker et al. (1995), a student who has been sent to the principal's office (with a documented record) 10 or more times in one school year is seriously at risk for school failure and other negative repercussions. Oftentimes, principals become involved with disruptive students who are sent to the office, taking them away from other administrative and managerial duties. The student has lost valuable instruction time and rarely works through the problem with the teacher to change future behavior. Effective interventions should be investigated and used in place of current alternatives that take the

student out of the classroom. Social workers and psychologists are in many schools and can assist the classroom teacher and administrator in developing plans to help the student be successful. If students do not respond to initial interventions, IDEIA (2004) mandates the development of an FBA (functional behavior assessment) and BIP (behavior intervention plan). Although educators are legally expected to develop an FBA and BIP whenever behavior interferes with learning for general and special education students, few school districts have staff who feel qualified or have had substantial experience in conducting such assessments. Administrators, teachers, and ancillary staff (psychologists, social workers, speech pathologists, and occupational and physical therapists) would benefit from professional development in the area of FBA and BIP design. In this researcher's experience, educators are hesitant to develop behavior intervention documents because 1) they have had little training or experience in this area; 2) previous intervention plans have had minimal if any affect on student behavior change; 3) it takes time and effort from a team of people; and 4) its relevance is only beginning to be understood.

Literature reviews suggest that altering student behavior can be more effective if parents are involved in the process. According to Walker and Sylwester (1991), five basic parenting practices include how to (a) "closely monitor a child's whereabouts, activities, and friends; (b) actively participate in a child's life; (c) use such positive techniques as encouragement, praise, and approval to manage a child's home behavior; (d) ensure that discipline is fair, timely, and appropriate to the offense; and (e) use effective conflict-resolution and problem-solving strategies" (p. 16). Further research

could determine if initiating a parent training program increased student prosocial behavior and/or academic achievement.

Warren et al. (2003) suggested that positive support strategies used in non-urban settings were not sufficient to affect school improvement efforts in urban settings. Further studies could determine what specific systems-level factors need to be improved for positive behavior supports to be effective in urban settings.

Summary

This study provided documentation that teacher knowledge of the disruptive student's profile, positive student/teacher interaction, and use of positive behavior support strategies had a substantial positive relationship to student prosocial behavior in the classroom for Student 1. Students 2 and 3 did not experience substantial prosocial behavior development and in certain instances may have lost some previous skill attainment, according to teacher and parent ratings. Student 1 developed 10 targeted behaviors within a 10-week period. This skill advancement allowed him to access the general education curriculum for all instruction.

Today's administrators and educators are being challenged by state and federal mandates and parents to provide student access to the general education curriculum, to offer the least restrictive environment (LRE) and to demonstrate adequate yearly progress for all students. There has been no other time in the history of education similar to this decade that has held educators and administrators accountable for educational benefit for all students.

Further research is needed to recognize deficient skills and environments that directly affect problem behavior and a poor quality of life. Rather than focusing on problems,

individual strengths will be recognized and used to encourage optimism and a quality of life that each individual would want to embrace.

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Appendix A

Student Personal Profile Assessment Summary for: _____

Completed by:_____ **Date:**_____

Class: _____ **Grade:** _____ **School:** _____

Who is _____ ? (Describe this student including information such as place in family, personality, etc.)

Likes and dislikes (food, things in general; what makes him/her happy or sad):

Successes:

Greatest challenges:

Favorite people (family and/or others):

Appendix A cont.

Interests (pets, television shows, activities after school, hobbies):

Behavioral and educational supports needed (to help this student achieve):

Learns best when:

Other helpful information:
(List any pertinent information including healthcare needs and diagnoses not detailed elsewhere on this form).

What are your dreams for_____?
(Describe your vision for this student's future, including both short-term and long-term goals).

KD 1/05

SCATTERPLOT ASSESSMENT: ONE BEHAVIOR

Student Name (DOB): _____

Observer: _____ School: _____

☒ =Behavior Occurred Ø =Behavior Did NOT Occur ⧄ =Did Not Observe

Day / Date

Time / Activity											

This form created by: Kelly Dunlap, S.Psy.S., School Psychologist/Behavior Consultant

Problem Specification Summary

"B" COLUMN:

Describe problem/behavior(s) in observable / measurable terms:

Baseline Data:

How frequently does the behavior occur? (ex. 2/day; 5/wk)
How long does the behavior last once is occurs (duration)?
How INTENSE is the behavior when it occurs? LOW 1 2 3 4 5 HIGH

"A" COLUMN

Expanded Antecedent Analysis:

Relevant History: Summarize relevant historical information
General History (Family; Personal; Preferred Activities, Sensory Preoccupations; Strengths/Challenges; etc.)
Medical Issues/Treatment (including diagnoses (medical /psychiatric), medications (purpose/dosage), and service agencies / /medical professionals currently involved)
Educational Programs/Related Services (Previous services as well as current)
Social History (including interaction with peers and adults, family members, etc.)
Intervention History (including treatments / strategies attempted and their affect on the behavior
Behavior History (How long has the behavior been a problem? Have there been other behavior challenges?

Conditions associated with the occurrence / non-occurrence of the behavior:

What conditions tend to "SET OFF" the behavior?

For whom is the behavior a problem? For whom is the behavior NOT a problem?

Where does the behavior occur MOST often? LEAST often?

At what time of the day does the behavior occur MOST often? LEAST often?

During what activities does the behavior occur MOST often? Least often?

Are the adults in the student's environment CONSISTENT (describe)?

Are the adults in the student's environment RESPECTFUL of the student's values/needs?

OTHER relevant antecedent conditions? Check all that apply

Medical/Emotional	Environmental	Social/Interactional	Curricular/Instructional	Personal
___ Hunger/Thirst	___ Auditory	___ Social Expectations	___ Task Difficulty	___ Choice-Making
___ Restroom	___ Visual	___ Opportunity w/ peers	___ Task Length	___ Communication
___ Health	___ Transition	___ Teacher / Staff	___ Rate of Presentation	___ Emotional
___ Medication	___ Predictability	___ Proximity	___ Delivery of Instruction	___ Routine Dependent
___ Diet	___ Class Size	___ Behavior of Peers	___ Level of Assistance	___ Personal Likes/Dislikes
___ Sleep	___ Seating	___ Necessary Social Skills	___ Meaningful	___ Coping Skills
___ Clothing		___ Change of Staff	___ Variation of Material	

"C" COLUMN:

Consequence Analysis: What happens AFTER

What events typically follow the behavior?

Based on these events, what FUNCTION might the Behavior be serving?: (What is the student GETTING or AVOIDING by engaging in the behavior)

	INTERNAL	EXTERNAL
ACCESS / GET Something	___ Cognitive ___ ___ Emotional ___ ___ Communication ___ Control ___ Revenge ___ Sensory ___ Auditory ___ Visual ___ OTHER ___	___ Attention ___ ___ Tangibles ___ ___ Activities ___ ___ Other ___
AVOID/ESCAPE Something	___ Cognitive ___ ___ Emotional ___ ___ Physiological ___ ___ Sensory ___ Auditory ___ Visual ___ OTHER ___	___ Setting ___ ___ Task ___ ___ Activity ___ ___ Person(s) ___ ___ Academic Subject ___ ___ OTHER ___

Appendix B cont.

45 Minute Behavior Support Plan Development Process Worksheet

PROBLEM IDENTIFICATION: (5 minutes)

IDENTIFY the problem (open-ended; all participate)

Prioritize Concerns--use following list to assist in prioritization, if needed:

___Limits progress toward goals
___Limits socialization opportunities
___Interferes with the development of independent functioning
___Results in physical harm to self/others
___Limits access to integrated environments
___Has potential long term effects

PROBLEM SPECIFICATION: (15 minutes)

More SPECIFICALLY understand the problem
FBA portion of the assessment
BOARD driven: Use ABC Paradigm to organize the information
Use Problem Specification Summary Form, if needed

Expanded Antecedent Analysis	Behavior(s)	Consequence Analysis
Relevant History; Interests/Pre-occupations Relevant conditions associated with the occurrence AND non-occurrence of the behavior (ex: When, Where, With Whom, During what Activities)	Observable / Measurable Baseline Information	What happens AFTER Possible Functions
Use the space below to take notes from the board:		

Appendix B cont.

BRAINSTORM: (8 minutes)

BRAINSTORM possible solutions/strategies to address the problem:

Consider Antecedent Strategies, Teaching Strategies, Responding Strategies

Remember the RULES of brainstorming:

ALL IDEAS ARE GOOD IDEAS
PROFESSIONAL ROLE ELIMINATION
FOCUS ON DEVELOPING THE BEST IDEA IN THE ROOM
DO NOT OVER-EXPLAIN, DEFEND OR CONVINCE

BOARD DRIVEN: Use space below to take notes from the board:

CLUTER / PRIORITIZE: (6 minutes)

CLARIFY strategies listed, if needed

ORGANIZE strategies into clusters

PRIORITIZE strategies for implementation based on sequencing or what makes sense

List strategies prioritized for implementation:

IMPLEMENTATION VARIABLES: (6 minutes)

Identify possible BARRIERS to implementation (brainstorm solutions if necessary)
Identify RESOURCES needed to implement plan
Identify TASKS needed to be accomplished to implement the plan
Determine DATA COLLECTION methods for evaluation

Use space below for notes:

ASSIGN RESPONSIBILITIES: (5 minutes)

DEVELOP ACTION PLAN

Who	is doing WHAT	By WHEN	STATUS

Appendix C

Phases of Study Implementation

_____ Prior to December 16, 2005, get written approval from the superintendent and send a letter to the eight district elementary administrators regarding this study and the need for three behaviorally challenged students to be included.

_____ By December 16, 2005, identify three students eligible to be included in the study by talking to district elementary administrators, current teacher(s) and teacher(s) from the previous year if possible.

_____ Once the three study participants are identified, send a letter to parents of the three participants seeking permission to involve their child in the study.

_____ On January 4, 2006, begin Background Information/Data Collection and Review process (Appendix E) for one case study to include:

- Team Meeting to discuss target behavior(s) to reduce
- Review of all records
- Administer scales, survey and questionnaire to teacher(s)
- Ask teacher to fill out scatter plot (Appendix B) of inappropriate student behaviors for two weeks. Observe student in classroom setting during problematic times as determined by the scatter plot information.
- Observe classroom management and fill out form and fill out positive behavior support classroom management check list (Appendix H).
- Meet with team to fill out the FBA and BIP
- Review with teachers: copy of the FBA, BIP and Student Personal Profile Assessment Summary.

_____ During week five of the second semester, teacher will begin implementation of evidence based strategies and BIP to be developed by team for participant A.

_____ The researcher and social worker will be in contact on a regular basis (once every two days) to help with possible strategies to try. Any suggestions will be documented by the researcher or social worker that offered them.

_____ The team will reconvene two weeks after the intervention has begun. Strategies and other alternatives to address behavior concerns will be discussed.

_____ Data from observations will be collected by the researcher on a weekly basis.

Appendix C cont.

_____ The first team meeting will occur after two weeks of intervention implementation. The next team meeting will occur three weeks later. The following team meetings will occur four weeks later with the last team meeting occurring prior to the end of second semester.

_____ Student 2 and 3 interventions will follow the same procedures as previously outlined with the exception of Participant B intervention being initiated during week seven with preliminary work being done during week six. Student 2 intervention will be initiated during week nine with preliminary work being done during week eight.

_____ On Monday or Tuesday of week 15, the researcher will conduct final observations for each of the participants.

_____ During week 15 on Wednesday through Friday, all follow-up scales, surveys and questionnaires will be administered to teachers of Students 1, 2 and 3.

_____ Begin data summarization during the 16th week.

Appendix D

Student Behavior Documentation and Intervention Form

Prepared By: _____ Date: _____
Student Name: _____ Class/Time: _____
Behavior Being Observed:

	Number of Classroom Disruptions				Key Intervention(s) Used 1. _____ 2. _____ 3. _____
Time	Minimal Disturbance	Moderate Disturbance	Significant Disturbance	Removal From Class	
7:30					
7:45					
8:00					
8:15					
8:30					
8:45					
9:00					
9:15					
9:30					
9:45					
10:00					
10:15					
10:30					
10:45					
11:00					
11:15					
11:30					
11:45					
12:00					

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Appendix D cont.

Student Behavior Documentation and Intervention Form

Prepared By: _____ Date: _____

Student Name: _____ Class/Time: _____

Behavior Being Observed: _____

	Number of Classroom Disruptions				Key Intervention(s) Used
Time	Minimal Disturbance	Moderate Disturbance	Significant Disturbance	Removal From Class	1. _____ 2. _____ 3. _____
12:15					
12:30					
12:45					
1:00					
1:15					
1:30					
1:45					
2:00					
2:15					
2:30					
2:45					
3:00					
3:15					
3:30					
3:45					
4:00					
4:15					
4:30					
4:45					

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Appendix E

Background Information/Data Collection and Review

Step 1: The researcher will collect background information regarding the student and his/her behavior strengths, areas of difficulty, likes, dislikes and interests from others including: parent(s), caregivers, teachers, social worker, paraprofessional (if appropriate), and building administrator through a team meeting once student has been identified to participate in the case study by the following criteria: in preK through third grade, removed from classroom participation for misbehavior more than one hour per week, being unengaged in classroom teacher expectations more than 15 minutes per hour and the teacher is uncertain how to correct student behavior. (Document on Student Personal Profile Assessment Summary included in Appendix A).

Step 2: Researcher will review student records including IEP (Individual Education Plan), MET (Multi-Evaluation team) reports such as psychologist and social worker. (Document on Student Personal Profile Assessment Summary where appropriate).

Step 3: Researcher will review disciplinary records and anecdotal or objective data from teachers. (Document information on the Student Personal Profile Assessment Summary).

Step 4: The researcher will administer The Behavioral and Emotional Rating Scale (BERS), Student-Teacher Relationship Scale, Quality of Life Survey and The Scale of Knowledge and Skills for Instructional Management of Students with Disabilities to special and general education teachers working with the student in each case study. (Review results and include information in the Student Personal Profile Assessment Summary).

Step 5: The researcher will observe each student in the case study in the general education classroom setting to collect baseline data, observe antecedent behavior, behavior(s) of concern and consequences. The initial observation will involve the full school day with subsequent observations to include only problematic times as determined by the collaborative team and teacher to offer behavior support and strategies. The first day-long observation of the first case study will occur within four weeks of the first day of school. The next day-long observation of case study number two will occur within six weeks of the first day of school. The final day-long observation of case study number three will occur within eight weeks of the first day of school. (Document on Student Behavior Documentation and Intervention form included in Appendix D).

Appendix E cont.

Step 6: The researcher will observe the classroom and interview the teacher as needed to complete the Positive Behavior Support Classroom Management Checklist (Appendix F) to assess classroom management features.

Step 7: The researcher will interview teacher(s) and fill out the Functional Assessment Interview Form with the team included in Appendix B.

Step 8: The researcher will facilitate team involvement to fill out a behavior intervention plan (BIP) to assist in teaching appropriate replacement behaviors in the classroom included in Appendix B.

Step 9: The teacher will implement the behavior intervention plan and other strategies suggested by the team. The researcher will observe in the classroom at least once weekly to check for implementation of strategies, teacher questions and to document student responses.

Positive Behavior Support
Classroom Management Checklist
Adapted from Shinsky, 1996

The following checklist is provided as a resource for assessing classroom management. Please check the item in the column to the right that best describes the classroom.

Classroom Management Techniques	Evident	Somewhat Evident	Not Evident
1. The classroom is well organized.			
2. The classroom is accessible to all students.			
3. Classroom rules are (3-5) stated positively and clearly defined			
4. Students clearly understand classroom rules and are taught expected behaviors including teacher demonstrations.			
5. The teacher has positive rewards available for appropriate classroom behavior.			
6. Students understand and receive consistent consequences for inappropriate behavior.			
7. The teacher reinforces classroom standards with verbal (4 positives to 1 negative) and non-verbal positive reinforcement			
8. Teacher detects inappropriate behavior early and and intervenes accordingly.			
9. Instructional materials match student ability and are readily available to students			
10. Minimal disruptions occur in the classroom. i.e. Peers are prompted to ignore students who do not comply with the rules.			
11. Students understand their role and purpose in the classroom.			
12. The teacher uses various techniques to reinforce structure of the classroom, including (ex. Behavior modification).			
13. Students are achieving at 75% or higher			
14. The teacher uses the building support structure properly.			
15. The classroom environment encourages students to manage their own behavior			
16. Transitions are efficient			

Appendix G

Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities
Adapted from Daniels and Vaughn, 1999

Part 1. Demographic Information

Directions: Please answer the following questions about yourself and your school by placing a check(√) in the appropriate blank, or by providing appropriate information in the blank

1. Professional Training (Highest Degree)
___ Bachelor's Degree
___ Master's Degree
___ Specialist Degree
___ Doctorate

2. Area(s) of Certification
___ Elementary Education
___ Secondary Education
___ Special Education
___ Mild/Moderate Disabilities
___ Severe/Profound Disabilities
___ Other (specify)

3. Present Teaching Level
___ Elementary School, Grade Level
___ Middle School, Grade Level_____
___ Other (specify) _____

4. Total Years of Teaching Experience (for each setting)
____General (Regular) Education
____ Special Education
____ Full Inclusion
____ Inclusion

5. Are you currently teaching in an inclusion setting?
____Yes
____ No
If no, please go to item 13.

6. Approximately how many students do you teach who are identified as having disabilities?
____ 1-2
____ 3-5
____ 6-8
____ 9-11
____ 12-14
____ more than 14

7. Most of the students that you teach with disabilities are:
____ Minority students
____ Non-minority students

8. What is the average class size of the classes you teach that include students with disabilities?
____ 1-5 ____ 11-15 ____ 21-25
____ 6-10 ____ 16-20

9. What are the disabilities of the students you currently teach?
Check all that apply.
____ Emotional/behavioral disordered
____ Hearing impaired
____ Learning disabled
____ Mildly mentally disabled
____ Moderately mentally disabled
____ Multidisabled
____ Orthopedically impaired
____ Severely/profoundly mentally disabled
____ Speech/language disordered
____ Other (specify)_____

10. The students with disabilities that you teach receive instruction in:
____ Your class only
____ Special education and your class
____ Other (specify)_____

11. Your primary teaching responsibility is:
____ Academic subjects
____ Art/music
____ Physical education
____ Band
____ Other (specify)_____

12. Indicate the source(s) from which you have received training on inclusion.
____ College course work
____ Professional conferences/meetings
____ Inservice workshop(s) at local school
____ Other (specify)_____

13. Indicate the source(s) from which you have received content knowledge of cultural diversity.
____ College course work
____ Professional converences/meetings
____ Inservice workshop(s) at local school
____ Other (specify) _____

14. Did your college training prepare you for the reality of teaching in an inclusion setting?
____ Yes ____ No

15. Would you advocate that the primary placement for "all" students with disabilities be the general education classroom?
____ Yes ____ No

Part iv: Managing Students Behavior and Social Interaction Skills

Directions: Please indicate your perceived level of "knowledge" and "skills" in the area of "Managing Student Behavior and Social International Skills" as related to students with disabilities. Rate each item based on the scale below. Circle only one response per item.

Knowledge	Skills
1 = No Knowledge	1 = No Skills
2 = Limited Knowledge	2 = Limited Skills
3 = Undecided	3 = Undecided
4 = Moderate Knowledge	4 = Moderate Skills
5 = Adequate Knowledge	5 = Adequate Skills

Knowledge	Response				
31. Applicable laws, rules, and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors.	1	2	3	4	5
32. Ethical considerations inherent in classroom behavior management.	1	2	3	4	5
33. Teacher attitudes and behaviors that:					
a. positively influence student behavior.	1	2	3	4	5
b. negatively influence student behavior.	1	2	3	4	5
34. Social skills needed for:					
a. educational environments	1	2	3	4	5
b. functional living environments	1	2	3	4	5
35. Effective instruction in the development of social skills.	1	2	3	4	5

Skills	Response				
36. Demonstrating a variety of effective behavior management techniques appropriate for the needs of exceptional individuals.	1	2	3	4	5
37. Implementing the least int3ensive intervention consistent with the needs of the exceptional individual.	1	2	3	4	5
38. Modifying the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.	1	2	3	4	5
39. Identifying realistic expectations for:					
a. personal behavior in various settings	1	2	3	4	5
b. social behavior in various settings					
40. Integrating social skills into the curriculum	1	2	3	4	5
41. Using effective teaching procedures in social skills instruction	1	2	3	4	5
42. Demonstrating procedures to increase:					
a. student self-awareness	1	2	3	4	5
b. student self-control	1	2	3	4	5
c. student self-reliance	1	2	3	4	5
d. student self-esteem	1	2	3	4	5

Appendix H

Quality of Life Survey, Pre- and Post- Teacher and Parent Ratings

T. Knoster, 1999

1 2 3 4 5 N/A The relationships with peers the child now has are...

1 2 3 4 5 N/A The child's participation in school and/or community activities of his/her choice is...

1 2 3 4 5 N/A The child's ability to express personal preferences is...

1 2 3 4 5 N/A The response (friendly or not friendly) the child receives from peers is...

1 2 3 4 5 N/A The child's ability to engage in leisure activities with peers is...

1 2 3 4 5 N/A The child's access to activities that are personally stimulating is...

1 2 3 4 5 N/A The child's ability to learn new skills is...

1 2 3 4 5 N/A The child's general happiness is...

1 2 3 4 5 N/A As a result of PBS (Positive Behavior Support), I feel the child's qualify of life is...

1 2 3 4 5 N/A The child's general health and well-being is...

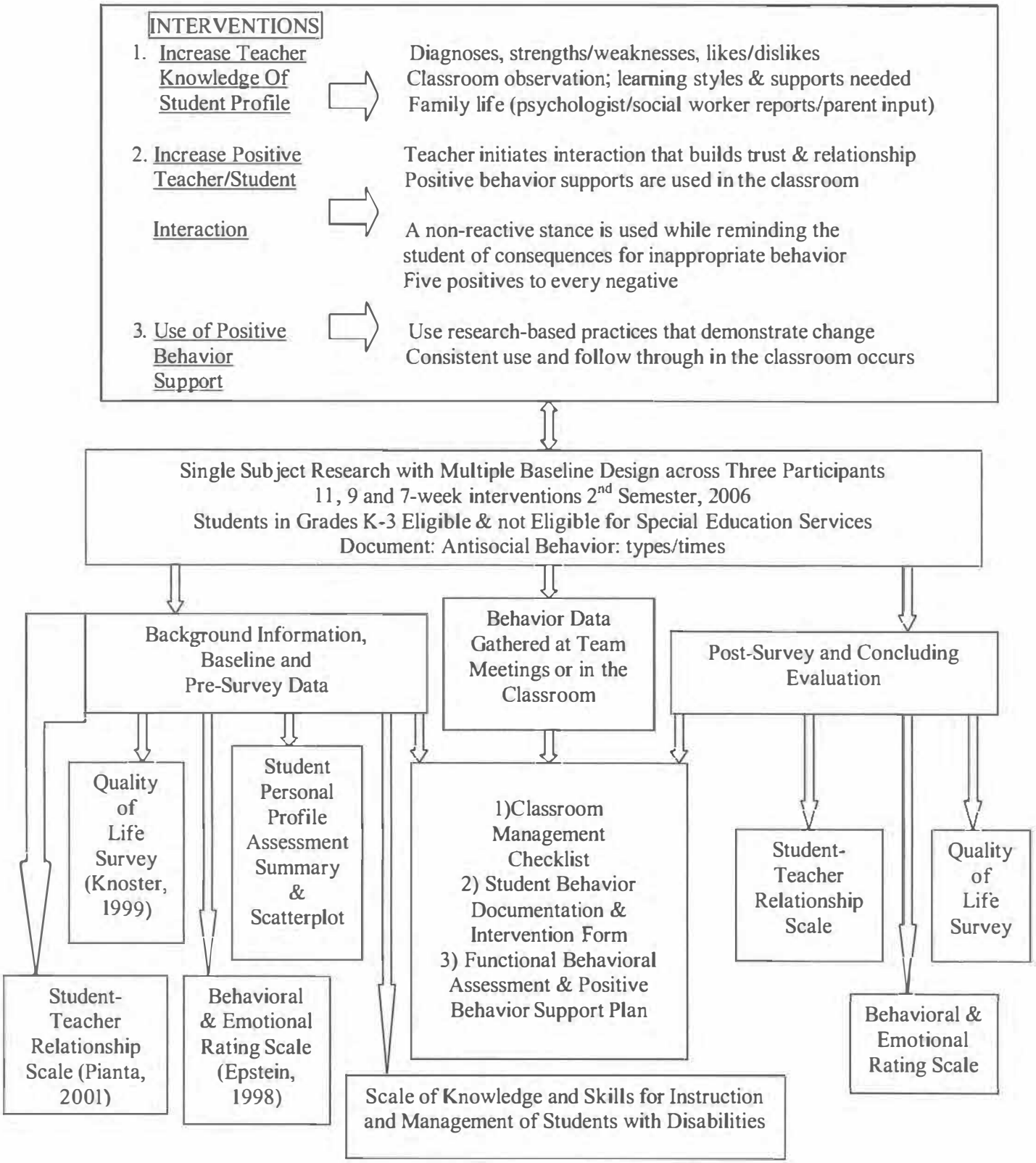
1 2 3 4 5 N/A Behavior is appropriate.

1 2 3 4 5 N/A I could picture the student in a less restrictive environment.

Note: *1=much worse, 2=worse, 3=slightly better, 4=better, 5=much better, N/A=not applicable*

Appendix I

Conceptual Framework for Interventions and Instruments Used to Document Data



EASTERN MICHIGAN UNIVERSITY

January 30, 2006

Ms. Janet L. Fisher
Department of Leadership and Counseling

RE: *"What is the Relationship of Teacher Knowledge of the Disruptive Student's Profile, Positive Student/Teacher Interaction, Use of Behavior Support Strategies and Student Prosocial Behavior in the Classroom?"*

The Human Subjects Institutional Review Board (IRB) of Eastern Michigan University has granted approval to your proposal: "What is the Relationship of Teacher Knowledge of the Disruptive Student's Profile, Positive Student/Teacher Interaction, Use of Behavior Support Strategies and Student Prosocial Behavior in the Classroom?"

After careful review of your application, the IRB determined that the rights and welfare of the individual subjects involved in this research are carefully guarded. Additionally, the methods used to obtain informed consent are appropriate, and the individuals are not at a risk.

You are reminded of your obligation to advise the IRB of any change in the protocol that might alter your research in any manner that differs from that upon which this approval is based. Approval of this project applies for one year from the date of this letter. If your data collection continues beyond the one-year period, you must apply for a renewal.

On behalf of the Human Subjects Committee, I wish you success in conducting your research.

Sincerely,

Dr. Patrick Melia
Administrative Co-Chair
Human Subjects Committee

CC: Dr. Steve Pernecky, Faculty Co-Chair
Dr. Charles Achilles

Appendix K

Parent Consent

January 25, 2006

Dear Parents,

Eastern Michigan University doctoral student, Janet Fisher, dissertation researcher, will be conducting a study entitled: "What is the Relationship of Teacher Knowledge of the Disruptive Student's Profile, Positive Student/Teacher Interaction, Use of Positive Behavior Support Strategies and Student Prosocial Behavior in the Classroom? The study will involve research with the purpose of recognizing how specific classroom interventions affect appropriate student behavior at the early elementary school level particularly in grades first through third. The research results will be shared at a district-wide administrative meeting as well as with individual parents/guardians of participants and with student assistance teams. Participant confidentiality will be maintained in public dissemination by using a coded number system known only to the researcher. Results could benefit future decisions in determining appropriate program strategies and adoption consideration. There may be benefits to students and teachers if this approach helps teachers to improve student behavior in the classroom.

Questions regarding this study should be directed to Janet Fisher (Principal Investigator), 235 Courtland St., Rockford, MI at (616) 863-6326 (Monday through Friday 8:00-4:00) or Charles Achilles, Ed.D. (Co-Principal Investigator Project Director), Eastern Michigan University, 304 Porter Ed. Building, Ypsilanti, MI, 48197 at 734-487-0255.

This research protocol has been reviewed and approved by the Eastern Michigan University Human Subjects Review Committee and if you have any questions on the approval process, please contact either Dr. Patrick Melia or Dr. Steven Pernecky at 734-487-0379.

The researcher will engage in the following procedures during the course of this research (which includes subject participation during second semester of the 2005-2006 school year): 1) Observation and documentation of interaction in the classroom between student, teacher and peers; 2) Interviews and discussion with teachers, administrators, parents and other staff regarding student behaviors on an individual basis and in team meetings; 3) Collecting data including student profile assessment summary information from teachers and parents, current Individual Educational Program (IEP) paperwork, Multi-disciplinary Evaluation Team (MET) report, support staff reports (i.e. psychologist, social worker, speech pathologist, occupational therapist) and results of The Behavioral and Emotional Rating Scale and Student-Teacher Relationship Scale.

Appendix K cont.

The researcher will have no direct interaction with your child and the student will not be completing any assessment instruments. Only team members including: director of special services, building principal, special education teacher, general education teacher and additional staff as needed (such as school psychologist, social worker, speech therapist, occupational or physical therapist or paraprofessional) will have access to the data through the day-to-day educational routine of discussing student behavioral challenges and strategies to reduce or replace specific behaviors.

All parents and participants are free to ask questions about the study and any findings at any point in the study and will be given final outcomes of my dissertation in a meeting between the researcher and parent/guardian.

Your permission is needed to observe your child as well as to work with a team that will involve your child for this project. To ensure confidentiality at all times, a numbering system will be used instead of student names for the report. No persons other than Ms. Fisher will have access to the number code.

This study will be conducted during the regular school day under normal classroom conditions. There are no expected risks to you and no foreseeable risks or discomforts to the subjects. Participation is voluntary and you and your child both have the right to withdraw at any stage of data collection. The subject may discontinue participation at any time and refusal to participate will involve no penalty or loss of benefits. However, there may be significant new findings developed during the course of research that may relate to the subject's willingness to continue participation.

Your signature gives your consent for your child to participate in this research to study strategies to improve children's behavior in the classroom.

I, _____, on _____, agree to have my child

_____, participate in the research study being conducted by Janet Fisher. I understand that all the information gathered in the study will be confidential and that my identity and that of my child will not be revealed. I also understand that the researcher will answer any questions that I may have regarding the study. I understand that I am free to withdraw my consent and to discontinue participation in the project at any time without prejudice to my child or me.

Parent Signature: _____

Appendix L

Teacher Consent

January 25, 2006

Dear Staff,

You are invited to participate in a research study conducted by Janet Fisher, Eastern Michigan University doctoral student and dissertation researcher entitled: "What is the Relationship of Teacher Knowledge of the Disruptive Student's Profile, Positive Student/Teacher Interaction, Use of Positive Behavior Support Strategies and Student Prosocial Behavior in the Classroom? The study will involve research with the purpose of recognizing how specific classroom interventions affect appropriate student behavior at the early elementary school level particularly in grades first through third. The research results will be shared at a district-wide administrative meeting as well as with individual parents/guardians of participants and with student assistance teams. Participant confidentiality will be maintained in public dissemination by using a coded number system known only to the researcher. Results could benefit future decisions in determining appropriate program strategies and adoption consideration. Results could also be shared beyond the dissertation through such media as reports, papers, presentations, etc. There may be benefits to students and teachers if this approach helps teachers to improve student behavior in the classroom.

Questions regarding this study should be directed to Janet Fisher (Principal Investigator), 235 Courtland St., Rockford, MI at (616) 863-6326 (Monday through Friday 8:00-4:00) or Charles Achilles, Ed.D. (Co-Principal Investigator Project Director), Eastern Michigan University, 304 Porter Ed. Building, Ypsilanti, MI, 48197 at 734-487-0255.

This research protocol has been reviewed and approved by the Eastern Michigan University Human Subjects Review Committee and if you have any questions on the approval process, please contact either Dr. Patrick Melia or Dr. Steven Pernecky at 734-487-0379.

The researcher will engage in the following procedures during the course of this research (which includes subject participation during second semester of the 2005-2006 school year): 1) Observation and documentation of interaction in the classroom between student, teacher and peers; 2) Interviews and discussion with teachers, administrators, parents and other staff regarding student behaviors on an individual basis and in team meetings; 3) Collecting data including student profile assessment summary information from teachers and parents, current Individual Educational Program (IEP) paperwork, Multi-disciplinary Evaluation Team (MET) report, support staff reports (i.e. psychologist, social worker, speech pathologist, occupational therapist) and results of The Behavioral and Emotional Rating Scale and Student-Teacher Relationship Scale.

Appendix L cont.

Only team members including: director of special services, building principal, special education teacher, general education teacher and additional staff as needed (such as school psychologist, social worker, speech therapist, occupational or physical therapist or paraprofessional) will have access to the data through the day-to-day educational routine of discussing student behavioral challenges and strategies to reduce or replace specific behaviors.

All participants are free to ask questions about the study and any findings at any point in the study and will be given final outcomes of my dissertation in a meeting between the researcher and staff members.

To ensure confidentiality at all times, a numbering system will be used instead of staff names for the report. No persons other than Ms. Fisher will have access to the number code.

This study will be conducted during the regular school day under normal classroom conditions. Participation is voluntary and you have the right to withdraw at any stage of data collection. Refusal to participate will involve no penalty or loss of benefits. There are no anticipated risks associated with your involvement and your participation will not affect your relationship with the researcher or Rockford Public Schools. However, there may be significant new findings developed during the course of research that may relate to teacher willingness to continue participation.

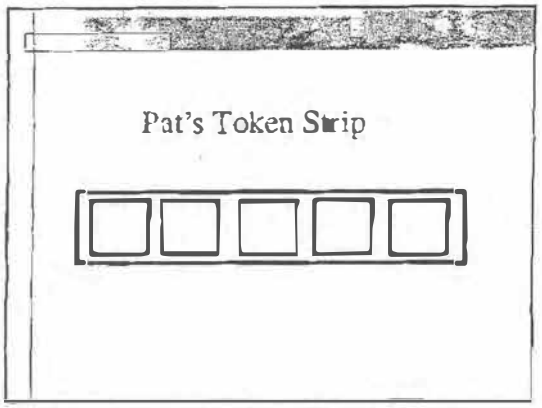
In additional to typical school procedures for students with behavior challenges such as team collaboration, development of a functional behavioral assessment (FBA) and behavior intervention plan (BIP), The Behavioral and Emotional Rating Scale will be administered to the student by a staff member and the teacher will be asked to complete the Student-Teacher Relationship Scale prior to the study and at its conclusion. All data will be anonymous and no participant names will be identified.

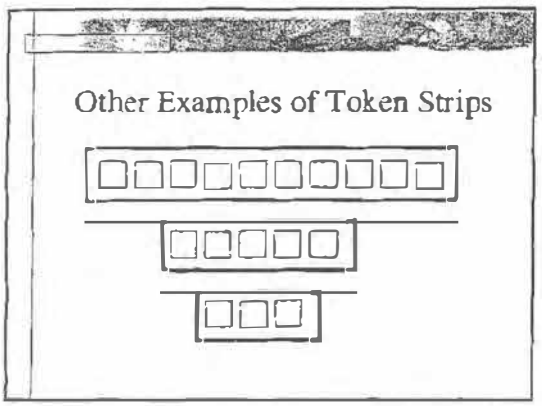
Your signature gives your consent to participate in this research to study strategies to improve children's behavior in the classroom.

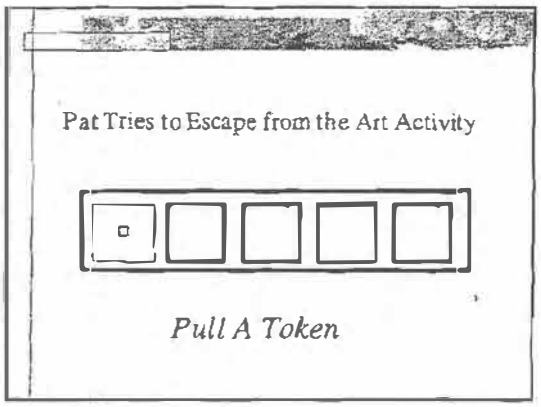
I, _____, on _____,

have carefully read the statements above, understand the terms listed and agree to participate in the research study being conducted by Janet Fisher. I understand that all the information gathered in the study will be confidential and that my identity will not be revealed. I also understand that the researcher will answer any questions that I may have regarding the study. I understand that I am free to withdraw my consent and to discontinue participation in the project at any time without prejudice to me.

Appendix M


Pat's Token Strip

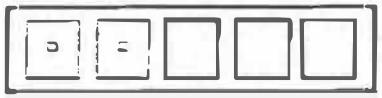

Other Examples of Token Strips


Pat Tries to Escape from the Art Activity
Pull A Token

Appendix M cont.

Wait 10 Seconds for Pat to respond

Par continues to try to escape the activity in art.



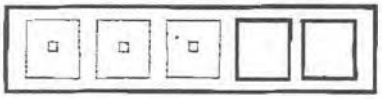
Pull the second token and provide Pat with a Visual Reminder to return to his chair.

An Example of a Visual Cue/Social Story

- Pat you need to return to your seat because you are not listening to the directions from the Art Teacher.
- Pat you need to sit down in your seat because the Art Teacher is giving direction
- Pat, Art Class is only 50 Minutes Long – Please Stay Seated for ** Minutes
- Show Examples of the Clock

Wait 10 Seconds for Pat to respond

Pat continues to try to escape the activity in Art.

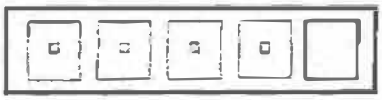


Pull the third token and give Pat a physical prompt to his chair in Art

Appendix M cont.

Wait 10 Seconds for Pat to respond

Pat continues to try and escape the activity in art.



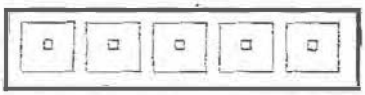
Pull the fourth token and offer Pat a Break Card.

Pat's Break Card

BREAK

Wait 10 Seconds for Pat to Respond

Pat's Behavior Continues.
All of Pat's Tokens are removed.



Pat is unable to complete the art activity at this time and he needs time away from the art class

Appendix M cont.

Pat Has a Time Away

Pat's Time Away Area is a chair in the Psychologists Office in the building he attends.

Other Examples of Time Away

- Chair in the Room
- Chair in the Hallway
- Designated Area in Room
- Chair in Special Education Room
- Support Staff Offices
- Time Out Room

Pat is Quiet When the Timer Goes Off

Pat begins his compliance task at the compliance desk which is located right next to the time away chair.

Pat's compliance task is a 60 Piece, 5 Color Sorting Task.

Appendix M cont.

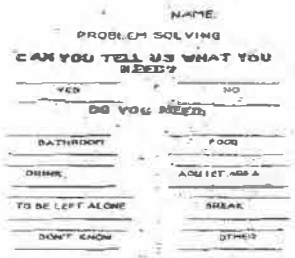
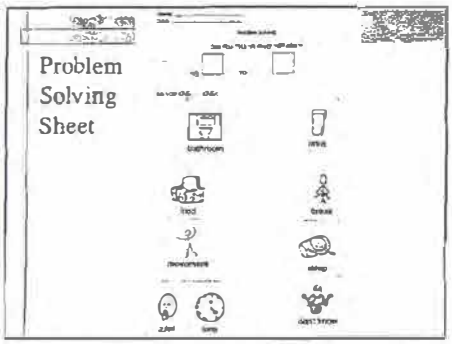
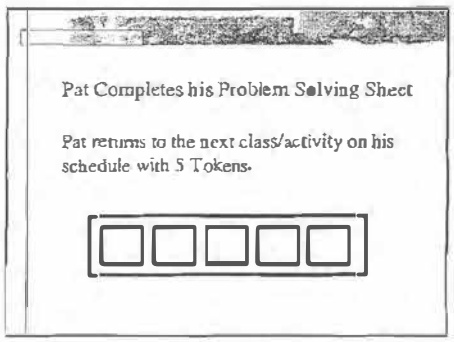
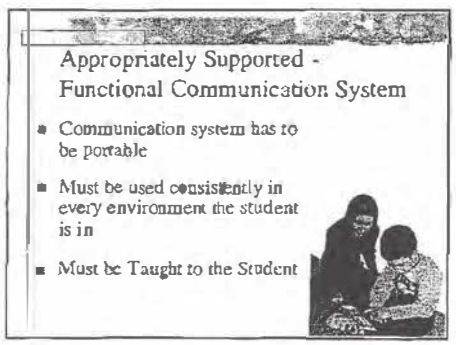
Other Examples of Compliance Tasks

- Math Worksheet
- Copying Spelling List
- Word Search
- Sorting Task
- Coloring a Picture
- Puzzle

Pat Completes his Compliance Task

Pat begins to fill out his Problem solving sheet at the same table he completed his Compliance Task.

Pat's Problem Solving Sheet


NAME
PROBLEM SOLVING
CAN YOU TELL US WHAT YOU NEED?
YES
NO
DO YOU NEED
BATHROOM
FOOD
DRINK
TO BE LEFT ALONE
BREAK
DONT KNOW
OTHER

Appendix M cont.