THE EFFECTS OF POSITIVE BEHAVIORAL SUPPORTS IN SCHOOLS SINCE THE

IMPLEMENTATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OF 1997 BASED ON 2001 SLIIDEA DATA

Cindy Miller, B.S., M.S.

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APPROVED:

Lyndal M. Bullock, Major Professor
Michele Wircenski, Minor Professor
Bertina Hildreth Combes, Committee Member
Lloyd Kinnison, Committee Member, TWU
Jon I. Young, Chair of the Department of
    Educational Psychology
Jerry R. Thomas, Dean of the College of Education
Michael Monticino, Dean of the Robert B.
    Toulouse School of Graduate Studies

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Congress in 1997 recognized that there were some issues and concerns that had emerged surrounding the Individuals with Disabilities Education Act (IDEA) and sought to address these issues and concerns by mandating a national evaluation on the implementation and progress toward improving outcomes for students with disabilities.

The Study of the State and Local Implementation of the Individuals with Disabilities Education Act was designed to address how the amendments of IDEA were being implemented by states, school districts, and schools. This mixed methods study examined the first year of data collected from the six-year Study of the State and Local Implementation of IDEA (SLIIDEA) and analyzing 20 case studies that used interviews of special education personnel and principals, conducted at the local school level. Data from the national survey were examined in light of findings from the case studies. The case studies brought out the varying opinions on implementation success at the local level. Further case studies for each year of the study would be helpful in determining the level of implementation locally and the significant insights of local school personnel on whether these initiatives have worked.

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

Congress in 1997 recognized that there were some issues and concerns that had emerged surrounding the Individuals with Disabilities Education Act (IDEA), P.L. 105-17 (IDEA, 34 C. F. R. § 300.1-300.754), and sought to address these issues and concerns by mandating a national evaluation on the implementation and progress toward improving outcomes for students with disabilities. This evaluation was in the form of a longitudinal study at the state, district, and school level. The Study of the State and Local Implementation of IDEA (SLIIDEA), which was part of the reauthorization of the previous IDEA, designated the Office of Special Education Programs (OSEP) to conduct a national assessment "to examine how well schools, local education agencies, states and other recipients of assistance" were making progress in several areas including effective strategies for addressing behavioral problems of children with disabilities. OSEP contracted with Abt Associates and Westat to collect the data.

Implementation Evaluation

There was a growing interest in evaluation by policymakers and researchers in the1970s and 1980s as a result of several large-scale studies driven by Federal funding (e.g., National Longitudinal Study of the Class of 1972; National Education Longitudinal Study of 1988; Recent College Graduates Survey, 1974-1975) (National Center for Education Statistics, 1977, 1989, 2000, 2002). The primary focus of the evaluation of implementation research is responding to questions of "what is happening?" and "is it desired?" It is expected to evaluate and explain program phenomena (Abt Associates, 2001). The examination of local variation in policy implementation research is a new development (Posner, 2002; Rossman & Wilson, 1996).

The 105th Congress identified those areas about which they had concerns in the

implementation of IDEA by states, school districts, and schools, and designated the SLIIDEA as

designed to address those questions. Congress established the requirement for the evaluation but

did not state how it should be accomplished. The SLIIDEA will assist policy makers by reporting

variations in implementation of IDEA over a five-year period (1999-2000 to 2003-2004). One of

the key questions that Congress posed pertained to behavior and how the behaviors of students

with disabilities are addressed as compared with nondisabled peers (U.S. Department of

Education, 2001a). Congress mandated positive behavioral supports (PBS) be considered, but did

not define PBS.

Positive Behavioral Supports (PBS)

Problem behaviors in schools are increasing, with approximately 5% of students with

serious emotional or behavioral disorders accounting for as much as 50% or more of discipline

referrals (Kauffman, 2001; Walker et al., 1995). Teachers and administrators confirm that

behavior problems continue to be a concern in schools (DeVoe, Peter, Kaufman, Ruddy, Miller,

Planty, Snyder, Duhart, & Rand, 2002; Furlong, Morrison, & Dear; 1994), and there is concern

that students with disabilities may be removed from school at a higher rate than students without

disabilities (Bock, Tapscott, & Savner, 1998; Cooley, 1995; Reichle, 1990).

Discipline, in the form of suspension or detention, has been identified as the most typical

response to student infractions in schools (Center & McKittrick, 1987; Sugai, Sprague, Horner,

& Walker, 2000; Uchitelle, Bartz, & Hillman, 1989), and school suspension has a strong positive

correlation with school dropout (Eckstrom, Goertz, Pollack, & Rock, 1986; Martin, Levin, &

Saunders, 2000). These types of punitive responses are the least likely to effectively deal with

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discipline, primarily due to inconsistent and unfair implementation (Skiba & Peterson, 2000; VanAcker & Talbott, 1999).

Purpose of the Study

The purpose of this study was to examine the implementation of PBS (positive behavioral supports) at the local school level and explore the relationship of factors related to PBS and its implementation (e.g., Has training in PBS resulted in fewer discipline referrals for students with disabilities?). This study will use previously unanalyzed data from the State and Local Implementation of the Individuals with Disabilities Education Act (SLIIDEA) and case studies to address the research questions which guided this research. The case studies served as descriptive and illustrative roles (Creswell, 1994) and illuminated contextual meanings in the quantitative research (J. Greene, personal communication, September 28, 2002).

Statement of the Problem

Examination of policy implementation at the local level was and still is relevant in determining the extent that local schools and students benefit from legislation intended to improve outcomes for students with disabilities. Recognizing this need with the reauthorization of IDEA in 1997, Congress authorized the SLIIDEA for the purpose of evaluating IDEA through policy implementation.

Discipline, in the form of suspension or detention, is identified as the most typical response to student infractions in schools (Center & McKittrick, 1987; Uchitelle et al., 1989), and the most common reason why students with disabilities are removed from school is due to behavior (Reichle, 1990). The unfair and inconsistent application of discipline policies may be a

contributing factor why punitive responses to inappropriate behaviors are the least likely to effectively deal with those behaviors (Skiba, Peterson & Williams, 1997). Another possible issue is a lack of knowledge on how to properly implement effective behavior support (Sugai & Bullis, 1997). Effective discipline policy has been tied to successful completion of high school (Tobin & Sugai, 1999) and schools that effectively deal with student discipline problems can provide support in laying the foundation for implementation of policy practices recommended in the IDEA (Horner, Sugai, & Horner, 2000). This research was conducted in order to provide more insight into the perceived implementation of behavior policy at the local middle and high school, and related factors.

Seven questions were developed to examine how schools were addressing behavioral problems of students with disabilities as compared to non-disabled students and the perceptions of local school personnel.

Research Questions

1. What are the demographics, disability, and school characteristics of the schools sampled in the State and Local Implementation of the Individuals with Disabilities Education Act (SLIIDEA)?

2. How are schools addressing behavioral problems of students with disabilities as compared to non-disabled students (this is one of the congressionally mandated questions) as reported at the school-level?

3. What is the relationship between demographics, disability characteristics, and community characteristics and the numbers of expulsions, suspension, and discipline referrals for students with and without individualized education programs (IEPs)?

4. What variables related to core items from the State and Local Implementation of the Individuals with Disabilities Education Act (SLIIDEA) surveys are being implemented and to what extent among students with disabilities in the area of PBS (see Appendix B for Core Data Elements)?

5. To what extent are variables related to core items from the State and Local Implementation of the Individuals with Disabilities Education Act (SLIIDEA) survey being implemented among students with disabilities?

6. To what extent are students with chronic behavior problems identified and given intensive interventions?

7. What is the perceived role of the implementation of Individuals with Disabilities Education Act on positive behavioral supports?

Limitations

This study was limited in two ways. First, SLIIDEA questionnaires, while collecting important and useful data, were limited due to their length, which led to a low response rate and a change in some of the questions in the 2002 questionnaires. The data collected is from an already established sample, so no "new" schools within districts are included. Additionally, neither the qualitative nor the quantitative components of the questionnaires survey the opinions of students or parents. This lack of participant perception is unfortunate and would have led to a more complete understanding of the views of all stakeholders. This study implicitly assumes that the results may generate useful information that can be of assistance to educators and policy makers.

A second limitation with this type of study, as identified by Creswell (1994), is that

qualitative purists might view this as a misuse of the qualitative paradigm. The qualitative

paradigm links or matches the central assumptions of the study to the qualitative data collection

procedures. This would employ a dominant-less dominant design where the qualitative interview

component follows the quantitative study (Creswell, 1994; J. Greene, personal communication,

September 28, 2002).

Delimitations

The case studies were limited in the geographic area for the respondents. Due to physical

limitations, only schools within a 450-mile radius of Texas were considered for the study (i.e.,

Texas, New Mexico, Arizona, Utah, Colorado, Kansas, Oklahoma, Missouri, Arkansas, and

Louisiana). The data used in this analysis of SLIIDEA is from the first year of collection (2001).

Since the SLIIDEA was conceptualized as a longitudinal study, the data analysis is limited in

generalizations.

Definition of Terms

Terminology used by policymakers for understanding and describing concepts related to

the implementation at the local level may be necessary for understanding the following

discussion. The following definitions were used for the purpose of this study:

Positive behavioral supports (PBS): Although not defined federally, PBS can be thought

of as a broad range of systemic and individualized strategies for achieving learning and

social outcomes and preventing problem behavior. It a general approach that can be used

for all students (Sugai, 2002).

Chronic behavioral problems: Behaviors marked by long duration or frequent recurrence

that are considered inappropriate and require treatment for long term behavioral change of dysfunctional patterns (Walker et al., 1995).

Students with disabilities: A student with a disability is an individual who attends school or instruction and has been identified as having a physical or mental impairment, which has an effect on his or her ability to carry out normal day-to-day activities (Walker et al., 1995).

Intensive intervention: Intensive interventions are those activities implemented at a higher rate or with increased intensity that are intended to bring reduction in a particular target population, those behaviors that are considered undesirable or unacceptable (Sugai, Horner, Dunlap, Hieneman, Leis, Nelson, Scott, Liaupsin, Sailor, Turnbull, Rutherford, Wickham, Ruef, & Wilcox, 1999a).

Functional behavioral analysis: A process of understanding behavior in the environment or context in which it is occurring and then guiding behavioral interventions for relevant, effective, and efficient change of challenging behaviors (Sugai et al., 1999a).

School-wide supports: School-wide supports are a set of systems and strategies to encourage schools to reduce discipline problems, to educate all students, and have defined outcomes and supports, use information for problem-solving and research-validated practices (Bradley & Horner, 1998).

CHAPTER 2

REVIEW OF RELATED LITERATURE

This study is on the perceived impact of the implementation of positive behavioral supports on local schools, as part of the Federal policy initiative on evaluation instituted with the Individuals with Disabilities Education Act of 1997. The review begins with a brief description of students with disabilities and federal education policy. The second section discusses students with disabilities and the implementation of positive behavioral supports to address problem behavior. In the third section, policy and program implementation research are described. The fourth section delineates the rationale and development of the Study of the State and Local Implementation of IDEA (SLIIDEA), The fifth section describes the rationale for using a mixed design and follows with a brief set of conclusions.

Students with Disabilities and Federal Education Policy

Prior to 1975, students with disabilities were either not receiving the educational services they needed to succeed in school, or more often, they were not allowed to go to school (Katsiyannis, Yell, & Bradley, 2001; U.S. Department of Education, 2001a). With over one million students excluded from public schools and many more not receiving appropriate services, American schools educated only one in five students with disabilities (Guard, 2001). Legislation has changed the outcomes for millions of students with disabilities (U.S. Department of Education, 2001a) with over 95% of students today being educated in public schools (Guard, 2001).

The Elementary and Secondary Education Act of 1965 and the Education of the Handicapped Act of 1970 (EHA) led the movement toward passage of the landmark Education

for All Handicapped Children Act of 1975 (EAHCA), P.L. 94-142. Federal legislation, through the enactment of EAHCA, has improved the outcomes for children with disabilities (Clinton, 2000; Council for Exceptional Children, 2001; Education for All Handicapped Children Act, 1975; Egnor, 1996; Katsiyannis et al., 2001; U.S Department of Education, 2000a, 2001b).

Since the EAHCA was enacted in 1975 (P.L. 94-142), subsequent amendments strengthened substantive and procedural provisions related to the inclusion of children with disabilities in the least restrictive environment, and concentrated on expanding opportunities including improving educational outcomes for students with disabilities (Burke, 1995). EAHCA was renamed when it was amended in 1990, but the emphasis has shifted since the first implementation of IDEA from ensuring that students receive an education to improving the educational achievement and outcomes for students with disabilities (Katsiyannis et al., 2001).

The IDEA is defined by six guiding principles that govern the education of children with disabilities. The first principle is "zero reject" and prohibits the exclusion of any child with a disability from receiving a free appropriate public education (IDEA, 20 U.S.C. §§ 1412(a) (1), 1415(k)). The second principle is making certain that each child with a disability has a nondiscriminatory evaluation to determine if he/she has a disability and should receive services (IDEA, 34 C.F.R. § 300.530 et seq.). The third principle is the rule requiring an appropriate individualized education to maximize outcomes for the student (IDEA, 20 U.S.C. § 1401(18) (C)).

Educating the student in the least restrictive environment is the fourth principle and assures the student the opportunity to benefit from access to the general curriculum whenever possible and education alongside their nondisabled peers (IDEA, 34 C.F.R. § 300.550(b)(1)). The fifth principle is procedural due process designed to protect the interests of students with

disabilities (IDEA, 34 C.F.R. § 300.500 et seq.). Finally, parent-student participation in the process is identified as being crucial in the shared decision-making process regarding a student with disabilities education (IDEA, 34 C.F.R. §§ 300.500-300.589). PBS is important in ensuring each of these principles while not being precisely defined by IDEA (Wilcox, Turnbull, & Turnbull, 2000).

IDEA has been gradually strengthened through numerous amendments (i.e., Education for All Handicapped Children Act of 1975 that required that students with disabilities be placed in the least restrictive environment as mandated with the as part of P.L. 94-142; mandated services to preschoolers and early intervention services for infants with P.L. 99-457, Amendments passed in 1986; provided for more systemic transition planning assistive technology, and expanded discretionary programs, P.L. 101-476, Amendments passed in 1990; expanded services to infants and toddlers, P.L. 102-119, Amendments passed in 1992). Congress reauthorized the Individuals with Disabilities Education Act in June of 1997 for the seventh time. With the 1997 reauthorization, the focus of the legislation has been on moving from merely providing services to improving academic and educational outcomes. In the last reauthorization, several changes included bringing IDEA more into line with No Child Left Behind and further clarification of the IEP components (Gartin & Murdick, 2005). In addition, for the child that has behavior that might impede their learning, the IEP team must consider the use of positive behavioral interventions, supports and any other strategies that can be used to address behavior (Cortiella, 2005).

Yet even with federal legislation, students with disabilities still drop out of school at twice the rate of their nondisabled peers, those that drop out have difficulty maintaining jobs and frequently end up in the criminal justice system, students with disabilities are still excluded from

curriculum and assessments with their nondisabled peers, and girls with disabilities who drop out

of school become unwed mothers at a higher rate than their nondisabled peers (U.S. Department

of Education, 2001a). IDEA was mandated to be reauthorized by statute (Sugai et. al., 1999b;

Turnbull, Wilcox, Turnbull, Sailor, & Wickham, 2001; Yell & Rozalski, 1999).

Positive Behavioral Supports (PBS)

Prior to the passing of IDEA of 1997 there was a growing concern regarding school

safety and the levels of violence and aggression in our schools (McLaughlin, 1998). School

climate that can contribute to the development of disruptive and violent behavior exhibited by

students in several ways by: failure to notice or intervene with increasing rates of less serious

aggressive behaviors (Osofsky, 1997); ineffective use of instruction that results in academic

failure (Sprague, Walker, Golly, White, Myers, & Shannon, 2001); reliance on punishment-

based and exclusionary practices (Maag, 2001; Sprague et al., 2001; VanAcker & Talbott, 1999);

and the overidentification of students from minority and low-socioeconomic background (Skiba,

Peterson, & Williams, 1997; Wu, Pink, Crane, Moles, 1982), and identify special populations for

harsher punishment (Brantlinger, 1991).

Concern associated with school safety and discipline has led to an increase in zero

tolerance policies in schools (McAndrews, 2001). Zero tolerance policies are those where a

school or district mandates that certain offenses have predetermined consequences or

punishments. This results in some administrators treating minor and major incidences with equal

severity (Skiba & Peterson, 1999). Schools that have adopted zero tolerance policies tend to be

less safe in terms of violence and discipline than schools that have fewer zero tolerance

components (Heaviside, Rowand, Williams, & Farris, 1998), although research on a large scale

is lacking (McAndrews, 2001).

Schools continue to use and implement zero tolerance policies. Approximately three-quarters or more of all schools have adapted zero tolerance policies to some degree (National Association of School Psychologists [NASP], 2001; Skiba, 2000). As they have so far been implemented, zero tolerance policies have been ineffective (NASP, 2001), and can lead to negative consequences including increased school dropout and discriminatory application of discipline practices (NASP, 2001; Skiba, 2000). Those schools that continue to focus more on catching and punishing aggressive behavior will fail to create a safe school environment (NASP, 2001).

The best way to address behavior problems is to prevent them (Kauffman, 2001; VanAcker, 2002). Prevention, early intervention (Dwyer & Osher, 2000; VanAcker & Talbott, 1999) and the effective use of interventions have been documented in research literature for improving the behavior of students (Dwyer, 2000; Dwyer, Osher, & Warger, 1998). PBS is an intervention that developed from a merging of the inclusion movement, person-centered values, and applied behavior analysis. Positive behavioral supports (PBS) uses educational and systems change in the form of environmental design, to not just minimize problem behavior, but to enhance the individual's quality of life (Carr, Dunlap, Horner, & Koegel, 2002). Both the 1997 and 2004 reauthorizations of IDEA have stated that teachers should consider the use of PBS for students with disabilities for addressing problem behaviors (Chitiyo & Wheeler, 2009).

PBS is a proactive step to address student behavior problems and take preventive steps to address the relationship between behavior and learning (Gable, Quinn, Rutherford, Howell, & Hoffman, 2000). A key element of PBS is its fit to individual contexts allowing for a behavioral intervention that will be based on the student and situation (Scott, 2001). PBS uses

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multicomponent, comprehensive interventions. These types of interventions are preventive, proactive, and educative and are developed from functional assessments (Stein & Davis, 2000).

Up to the time of the 1997 reauthorization of IDEA, there was ten years of research on the efficacy of PBS for changing behavior, particularly of students with developmental disabilities (Carr et al., 1999). By explicitly choosing to use PBS, Congress was taking an unprecedented move (Turnbull et al., 2001). The concept of PBS was a fundamental shift in the emphasis of Federal legislation in the 1997 Amendments to the Individuals with Disabilities Education Act (Gable, Quinn, Rutherford, Howell, & Hoffman, 1998) and it is particularly important to students whose behaviors violate the norms of social behavior and the codes of conduct in schools (U.S. Department of Education, 2000). This 1997 reauthorization of IDEA outlined how discipline and the obligation to provide a free appropriate public education fit together (Heumann & Hehir, 1997).

An important part of the IDEA was to ensure that students with disabilities participate fully with their peers and that actions are taken to prevent problem behaviors before they occur (Yell & Rozalski, 1999). The reauthorization of IDEA in 2004 aligned it more with No Child Left Behind (No Child Left Behind, 20 U.S.C. §16301 et seq.), in several areas including accountability, teacher accountability (having highly qualified teachers to assist in improving student outcomes), and an emphasis on evidence-based and scientifically-based instruction (Turnbull, 2005). Accountability was reemphasized and extended through assessment requirements and the impact it has on student placement and ensuring a free, appropriate public education (Yell & Drasgow, 2007). IDEA addressed behavioral problems in the law by (IDEA, 34 C. F. R. § 300.1-300.754):

- Requiring states to keep track of data on suspension and expulsion rates to see if

there are discrepancies between disabled and nondisabled students;

- Allowing statements of disciplinary action (can be required by local education agencies) in student records if taken against a child with a disability, if it is required for children without disabilities;

- When the child's behavior impeded learning of themselves or others, the IEP should include strategies that include positive behavioral interventions and supports to address that behavior;

- If there is an alternative educational placement or discipline issue, the child should remain in their current placement, unless the LEA, SEA, or parents don't agree;

- The child may be moved to an appropriate interim alternative educational setting or suspended for not more than 10 school days, cumulative;

- If there has not been a functional behavioral assessment or behavioral intervention plan for a child suspended, the LEA should convene an IEP meeting to develop a plan that will address the child's behavior within 10 days of any disciplinary action;

- A change of placement may be ordered by a hearing officer if the current placement is determined to be likely to result in injury to the child or others;

- Children placed in alternative educational settings must continue to participate in the general curriculum and receive services to meet IEP goals;

- Parents must be notified of any disciplinary action that results in a change in placement, and notification must be no later than the date the decision is made;

- According to IDEA 1997, if the child's behavior is not a manifestation of their

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disability, disciplinary procedures that apply to students without disabilities may
be applied and under the 2004 reauthorization, the "may" should be deleted and
according to Turnbull (2005) the IDEA (2004) specifies that the student's conduct
shall be determined to be a manifestation of their disability.

- If the parent disagrees, they may request a hearing;

- An expedited hearing may be requested by the LEA if it is dangerous for the child
  to remain in the interim alternative educational setting;

- If the child was not classified as special education but the LEA had knowledge of
  a disability before the behavioral incident, they may assert protections under Part
  B; and

- LEAs still have an obligation to report crime to state agencies and have a
  responsibility in the application of federal and state law regarding crime
  committed by children with disabilities.

Teachers and administrators continue to be concerned about behavior problems in
schools (Furlong et al., 1994), although there is a lack of research on a consensus of what
constitutes disciplinary events (Brantlinger, 1991; Skiba et al., 1997) and the nature of those
offenses that call for suspension and expulsion (Altenbaugh, Engel, & Martin, 1995;
Costenbader & Markson, 1994). Discipline, in the form of suspension or detention, is identified
as the most typical response to student infractions in schools (Center & McKittrick, 1987;
Uchitelle et al., 1989), and the most common reason why students with disabilities are removed
from school is due to behavior (Reichle, 1990). There is also a strong positive correlation with
school dropout (Ekstrom et al., 1986; Martin et al., 2000).

Student insubordination and noncompliance were found by Skiba et al. (1997) to be the

most common reason for discipline referral in middle school, yet punitive responses to inappropriate behaviors are the least likely to effectively deal with those behaviors (Skiba et al., 1997), and may actually trigger resistance and more aggression (VanAcker & Talbott, 1999). It may be because application of discipline policies is frequently unfair or inconsistent (Skiba & Peterson, 2000), or students may have not received appropriate academic or social supports (Rich & Ross, 1989; Talbott & Coe, 1997). Another possibility lies in a lack of knowledge on how to properly implement effective behavior support (Sugai & Bullis, 1997).

Discipline is commonly thought of as those procedures that focus on control and punishment, but instead should be considered in terms of what prosocial behaviors can be developed and supported through system-wide linkages. Effective discipline policy has been tied to successful completion of high school (Tobin & Sugai, 1999). Schools and parents can help in reducing those behaviors that are perceived as challenging by implementing early intervention and proactive prevention programs (Gottfredson & Gottfredson, 1996; Lewis & Sugai, 1999; Tolan & Guerra, 1994; Walker et al., 1995). Schools that effectively deal with student discipline problems use schoolwide behavior management to establish a positive environment for all students and lay the foundation for implementation of policy practices recommended in the IDEA (Horner et al, 2000).

Programs using time-out for inappropriate classroom behaviors are frequently not appropriate for other student misbehaviors. The idea of the one-size-fits-all is ineffective (Bae, 2002). In the past, we have equated removal of students through disciplinary procedures as a way of making our schools safer, yet there does not appear to be any impact on school safety by the suspension or expulsion of special education students. Meanwhile, we have to contend with not providing those students with a free and appropriate public education guaranteed by the law

(Skiba, 2002).

The numbers of challenges associated with students with severe problem behaviors are increasing (Kauffman, 2001; Walker et al., 1995). It is estimated that incident rates are low and current epidemiological research suggests that between 7 to 8% of school-aged children will experience some emotional or behavioral disturbance that is severe enough to require treatment (Brandenburg, Friendman, & Silver, 1990; Forness, Kavale, & Lopez, 1993). These students, while representing approximately 1 to 8% of students, may account for as much as 50% and more of the discipline or behavior referrals.

Students with disabilities, and in particular students with E/BD, may experience frustration or act-out in settings and classrooms where the child's strengths and learning needs are not addressed through curriculum and instructional strategies. Students with E/BD are frequently resistive to schoolwide discipline systems, but can benefit through identification for intensive intervention (Rutherford & Nelson, 1995; Tobin, Sugai, & Colvin, 2000). There is a growing amount of evidence that PBS can aid in the inclusion of these students and assist them in their behaviors (Artesani & Mallar, 1998). These students learn best in those classrooms and schools that have effective behavior management routines and instruction. Academic failure and aggression go hand-in-hand (Montague, Bergeron, & Lago-Delello, 1997; Talbott & Coe, 1997). Students who are at-risk of emotional or behavioral problems are at-risk of academic failure (Montague et al., 1997).

There is significant research to suggest that students at-risk for E/BD are not only underidentified, but also underserved on a national level. These students have behavior patterns that may require more intensive interventions and strategies that offer more flexible and comprehensive alternatives (Walker, Horner, Sugai, Bullis, Sprague, Briker, & Kaufman, 1996).

Students who exhibit chronic discipline problems have worse outcomes that other students (Tobin & Sugai, 1999), and are often at-risk for dropping out of school (Altenbaugh et al., 1995).

Warger (1999) notes that unlike traditional behavioral management, PBS and functional assessment views behavior in the systems and settings in which they occur and work to promote change. PBS is good policy as well as good practice and uses a systems approach that takes into consideration cultural components for socially important behavior change (U. S. Department of Education, 2000). It is a systems approach for enhancing the ability of the school to use a proactive instead of reactive approach. PBS should always be considered within the context of how it is applied and the systems needed to achieve it (Montague et al., 1997). Effective interventions for behavior should be developed that apply a systems approach to discipline, provides support to school personnel who use those systems, and sustain those practices (Gottfredson, 1997). The need for training in PBS and functional behavioral assessment should also be explored in supporting schoolwide strategies for successful implementation (Chitiyo & Wheeler, 2009).

A PBS plan should describe how the environment associated with the problem behavior would be modified and how those who interact with the student should respond to both positive and problem behavior (University of Kansas, 2001). Due to the emphasis on individual students as well as behavioral systems, PBS is very important for schools because it provides for the implementation and sustained use of effective school practices (Sugai & Horner, 1999; U.S. Department of Education, 2000).

PBS has been evolving in recent years as an approach to help schools operationalize and define the structures and procedures that will help schools in their capacity to address school-wide, classroom, and individual behavior problems (Sugai et al., 1999b). Programs at the

classroom level are very important for helping to build positive results for students, particularly those with emotional disturbance and behavioral problems, but the school and district must support the effort and make it a system-wide approach (Quinn, Osher, Warger, Hanley, Bader, Tate, & Hoffman., 2000). It has also been important because of a growing emphasis on behavioral systems and this provides support for the implementation and use of effective school practices (Sugai et al., 1999b).

Positive behavior intervention support involves an emphasis on developing and maintaining a safe learning environment and providing support and guidance so all students can learn and all teachers can teach by changing the reactive school-wide behavior system to one that is proactive (Oudeans, 2002). This includes the continuum of positive behavior support for primary (universal/school-wide interventions for students without serious behavior problems, 80-90%), secondary prevention (specialized group interventions for students at-risk for problem behavior, 5-15% of students), and tertiary prevention (for those students with chronic problem behavior, approximately 1-7% of students) for specialized individual interventions (U. S. Department of Education, 2000).

The Technical Assistance Center on Positive Behavioral Interventions and Supports, sponsored by the Office of Special Education Programs with the U.S. Department of Education (2000), has identified several components of school-wide behavior systems found in the literature. These include defining expectations, teaching students right from the start of the year about the program and ongoing instruction, providing instruction in self-control and social skill strategies for all students, setting up a reward system that uses creative and individual rewards, giving immediate feedback on wrong behavior and creating limits that make undesirable behavior unproductive for students, recognizing those students who exhibit chronic challenging

behavior, restructuring problem settings, involving all, and monitoring improvement. Behavior management in the past has too often consisted of reactive measures.

Behavior systems that work include collaboration and linkages to implement strategies for student success. When teachers and paraprofessionals team together for effective collaboration interventions, they can help improve student behavior and learning (Quinn et al., 2000). This is just one component of what it takes to enable schools to work smarter and enhance their capacity to build the positive cultures of social competence by applying systemic and school-wide approaches to positive behavioral support (Sugai & Horner, 2001).

Functional behavioral assessment (FBA) is an important and integral part of the PBS process (Wilcox et al., 2000). FBA was developed to determine what relationship a problem behavior has with environmental or setting variables (Halle & Spradlin, 1993) and as an alternative to traditional assessment (Nelson, Roberts, Bullis, Albers, & Ohland, 2000). In the process of FBA the undesirable behavior is operationally defined, a prediction of when and how the behavior may occur, and what function the behavior performs for the individual are an integral part of FBA (O'Neill, Horner, Albin, Storey, & Sprague, 1990).

The FBA is effective in helping to understand the purpose that disruptive behaviors serve for the student. FBA plays an important role in helping to understand, address, and manage difficult student behaviors (Bae, 2002). Once the purpose of the inappropriate behaviors is understood, a behavior management plan can be developed to help the student manage his or her problem behaviors (Bae, 2002). FBA can be defined as a process of understanding behavior in the environment or context in which it is occurring and then guiding behavioral interventions for relevant, effective, and efficient change of challenging behaviors (Sugai et al., 1999). Public

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policy, in the case of IDEA, may be exceeding what we know about FBA due to a lack of

training for teachers in its administration (Nelson, Roberts, Mathur, & Rutherford, 1999).

Policy Implementation

Pressman and Wildavsky (1973) define program implementation as the connection

between objectives and goals and those actions necessary to achieve them. Kutner (1983) noted

that the passage of Federal legislation is only one step in the formulation of federal legislation

policy and that program implementation should be viewed as interdependent and part of the

process when legislative goals and the mechanisms to achieve them are selected. Those

processes that are used by local districts for the implementation of special education are

interrelated and complex, both formal and informal (Blaschke, 1979).

Before the early 1970's, research on the implementation of public policy was practically

nonexistent (Pressman & Wildavsky; 1973; Yin, 1980). Studies began to move past case

descriptions in case studies in implementation toward the suggestion of conceptual frameworks

of implementation in the mid-1980s (Brewer & deLeon, 1984). There was distinctive growth in

research on federal policy implementation, which began in the late 1960s and culminated in the

mid 1970s (Kirst & Jung, 1980). Most of these were case studies and concentrated primarily on

the first one to three years of implementation (Yin, 1994).

The data from implementation research can assist policymakers in the development of

hypothesis of what parts of a program lead to positive outcomes. The U.S. Department of

Education found six instances where implementation data is used to evaluate program impact: (a)

explaining observed outcomes, (b) helping identify plausible rival hypothesis of program

impacts, (c) testing hypothesis regarding program features, (d) describing programs, (e) changing

programs through mandates, and (f) expanding programs due to successful pilots (U.S.

Department of Education, 2001a).

Compliance with federal programs does not ensure quality either through narrowly defining funding categories or accountability requirements (Kutner, 1983). Educational decision-making has become, to some extent, the result of the interaction between federal mandates and local concerns (McLaughlin & Owings, 1989). After implementation, a program may operate well, but not as originally intended or may not work at all. There is some research that proposes that variation will occur where there is policy implementation across sites and across time (McLaughlin, 1998; Moore, Goertz, & Hartle, 1991; Stearns, Greene, & David, 1980).

Implementation research frequently looks at how policy innovations or programs are being implemented and focuses on "what is happening" in the design. It is expected to evaluate and explain program phenomena (Abt Associates, 2001). It was suggested by Murphy (1980) that examination of policy implementation should be done on the local level. Yet, examination of local variation in policy implementation research is a fairly new development (Rossman & Wilson, 1996).

In order to examine how the amendments of the 1997 IDEA are being implemented by states, school districts, and schools, the Office of Special Education Programs (OSEP) conducted a national assessment of IDEA (US Department of Education, 2001a). Mandated by Congress, this national study was designed to assist policy makers by reporting variations in implementation of the legislation at the state and local levels and evaluate the impact and implementation of the IDEA over a period of five years as Congress in 1997, under Public Law 105-17, Section 674(b), authorized it.

State and Local Implementation of the Individuals with disabilities Act (SLIIDEA)

The conceptual design for the Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) comes from a foundation of defining what legislative goals, intents, procedures, practices, and impacts are. Questions were developed from this foundation and they were then reduced and edited for feasibility, accuracy, and usefulness of the data. The questions centered around nine issues identified by Congress. These issues are, in some cases, persistent and have been subject to local and state interpretations (McLaughlin, 1998). The SLIIDEA study collects data from all 50 states and a nationally representative sample of schools and districts that serve students with disabilities.

Congress required, as part of the 1997 reauthorization, the US Department of Education to conduct an evaluation of the impact and implementation of the IDEA. First funded by OSEP in 1998 the aim of this study was to assess progress in implementing the provisions of the IDEA, and secondly, progress toward achieving the objectives of the IDEA (Milne & Weidberg, 1999). SLIIDEA will be take five years and focus on six areas: improved performance, supporting the least restrictive environment, positive behavioral supports, positive parent intervention, successful transitions for young children, and successful transition to post-school life (US Department of Education, 1999).

These issues are not all new and were designed to reflect current and persistent issues in implementing Federal special education laws. The questions designed originally as part of SLIIDEA were divided into three areas: state-level questionnaires, local-level questionnaires, and school-level questionnaires. State education agencies have served an important role in the education of students with disabilities since the passage of P.L. 94-142, the Education of All Handicapped Children Act in 1975 (McLaughlin & Owings, 1989). Data from the state-level

questionnaires and the Local Education Agency questionnaires are now in the process of being analyzed. Results from the school-level data have not yet been analyzed.

Methodology

In an analysis of qualitative vs. quantitative approaches to program evaluation, the Council of Administrators of Special Education (1985) noted that with increased attention to the quality of program evaluation, there was a need for "more than just numbers", but that qualitative approaches can lack structure, be expensive and tend to yield "soft data". While previously considered two mutually exclusive conceptual paradigms, a conceptual framework was developed by Rossman and Wilson (1996) for combining quantitative and qualitative methods to better address research questions. Greene, Caracelli, and Graham (1989) later expanded on this for an approach that has the potential to be superior to any produced by a single-method (Waysman & Savaya, 1997).

The design methodology in this study used quantitative and qualitative methods. The reasons for selecting a single paradigm, either quantitative or qualitative, are usually pragmatic (Creswell, 1994). Due to the complexity of policy and methods using one research approach, good scientific procedure should employ multiple methods to gain a more realistic picture of the complexity of program evaluation (Greene, Benjamin, & Goodyear, 2001). In a growing trend toward multiplism (Greene & McClintock, 1991), mixed method approaches intentionally combine qualitative and quantitative techniques (Trochim, 1999). This is where the researchers employ various methods for design, data collection, analysis, and interpretation (Greene et al., 2001; Sieber, 1973).

The following illustration shows the sequential exploratory design as adapted from Creswell, Clark, Gutmann, and Hanson (2003).

QUAL	QUAL	quant	quant	Interpretation
Data →	Data →	Data →	Data →	of Entire Analysis
Collection	Analysis	Obtained	Analysis	
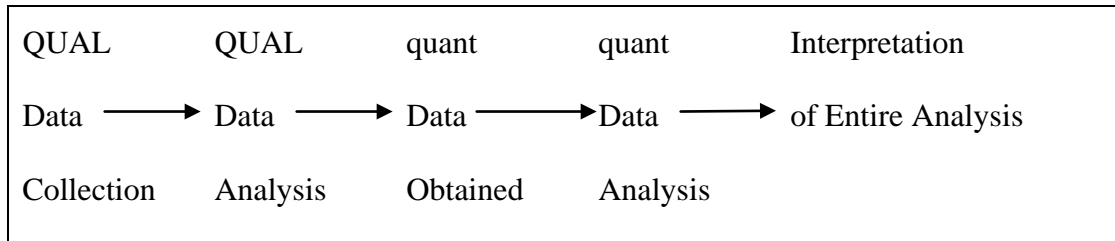
Figure 1. Sequential exploratory design.

The dominant method of data collection was qualitative, which was done first through a series of case studies, followed by analysis. The quantitative data then was obtained for the selected schools from Westat and analyzed. In the illustration, the dominant method is in capitals (QUAL, for qualitative) and the lesser (quant, for quantitative) method is in small letters. Once the data was analyzed for both qualitative and quantitative portions of the study, between group analysis was done. Data obtained was analyzed in relation to quantitative results at the national level. Interpretation was done of the results.

The use of mixed methods in the same study have been supported inside and outside of academia (e.g., Greene et al., 2001) and suggested by several authors (Creswell, 1994; Greene, Caracelli, & Graham, 1989), for five purposes: for seeking convergence of results (triangulation), for initiation (so fresh perspectives can emerge), where mixed methods add breadth and scope to a study (expansion), where the first method is used sequentially to help inform the second method (developmentally), and as complementary (where different sides of a phenomenon may emerge and overlap) (Greene et al., 1989). Triangulation, or the use of multiple research tools for data collection, analysis, and presentation can help (Guba & Lincoln, 1994).

Johnson and Turner (2003) propose that a fundamental principle of mixed methods is that qualitative and quantitative methods should be mixed in a way that has nonoverlapping weaknesses and complimentary strengths. For studies that are overlapping and hoping to discover new phenomenon that may emerge, a complimentary purpose may be the most desirable (Creswell, 1994). The reasons for this are to elucidate on divergent aspects of the phenomenon, to minimize alternative explanations, and to obtain convergence of the findings.

Conclusion

Congress identified the implementation of PBS as important in policies on behavior for students with disabilities. That means a balance should exist between ensuring that students with disabilities are educated in the least restrictive environment with their nondisabled peers and the right for all students to have a safe school (Turnbull et al., 2001). Ineffective implementation of PBS will not lead to positive outcomes for these students (Sugai & Bullis, 1997). The analysis of local implementation of PBS is very important to help determine not just if it is working, but has it been implemented correctly and are there factors at the local school-level that have a (negative or positive) relationship with the implementation? Finally, is there a relationship with implementation of PBS variables and the discipline of students with disabilities and those without? Through quantitative analysis of SLIIDEA data and case study analysis, we can develop a richer understanding of the implementation of PBS at the local level.

CHAPTER 3

METHODS AND PROCEDURES

The purpose of this study was to examine the implementation of positive behavioral

Supports (PBS) at the local school level and explore the relationship of factors related to PBS

and its implementation (e.g., Has training in PBS resulted in fewer discipline referrals for

students with disabilities?). This study used previously unanalyzed data from the State and Local

Implementation of the Individuals with Disabilities Education Act (SLIIDEA) and case studies to

address the research questions which guided this research. The case studies served as descriptive

and illustrative roles (Creswell, 1994) and illuminated contextual meanings in the quantitative

research (J. Greene, personal communication, September 28, 2002).

In this chapter, the research questions are restated followed by the procedural steps (a) in

obtaining access to sample data from the original SLIIDEA study, and (b) in obtaining access to

the schools/districts who participated in the original SLIIDEA study for case studies used for the

qualitative portion of the dissertation investigation. In addition, the instrumentation and data

analysis are presented.

Seven research questions guided this study:

1. What are the demographics, disability, and school characteristics of the schools sampled

   in the State and Local Implementation of the Individuals with Disabilities Education Act

   (SLIIDEA)?

2. How are schools addressing behavioral problems of students with disabilities as

   compared to non-disabled students (this is one of the congressionally mandated

   questions) as reported at the school-level?

3. What is the relationship between demographics, disability characteristics, and community

characteristics and the numbers of expulsions, suspension, and discipline referrals for

students with and without individualized education programs (IEPs)?

4. What variables related to core items from State and Local Implementation of the

   Individuals with Disabilities Education Act (SLIIDEA) surveys are being implemented

   and to what extent among students with disabilities in the area of Positive Behavioral

   Supports (see Appendix B for Core Data Elements)?

5. To what extent are variables related to core items from State and Local Implementation

   of the Individuals with Disabilities Education Act (SLIIDEA) survey being implemented

   among students with disabilities?

6. To what extent are students with chronic behavior problems identified and given

   intensive interventions?

7. What is the perceived role of the implementation of Individuals with Disabilities

   Education Act on Positive Behavioral Supports?

The present investigation of the implementation of the 1997 IDEA in the area of PBS at

the local level utilized mixed methodology. The design methodology in this study uses both

quantitative and qualitative methods. The reason for selecting a single paradigm, either

quantitative or qualitative, is usually pragmatic (Creswell, 1994). A description of the design,

collection of data, and analysis follows. By using a mixed design, it is hoped that various facets

of the implementation data may emerge (complimentary purpose), with facets from the case

studies used to illustrate and further examine the implementation of PBS at the local level

(Greene et al., 1989; J. Greene, personal communication, September 18 & 28, 2002). This study

was approved by the University of North Texas Institutional Review Board on April 15, 2003

(see Appendix A).

Procedures

Data collection for both qualitative and quantitative was guided by approvals and information received from Westat from the original SLIIDEA participants. Interviews were conducted from original participants from the first year of the survey once they agreed to participate. Quantitative date was supplied by Westat for analysis.

The Sample

Mixed methods often require different sampling techniques that lead to an increase in generalizability and transferability (Kemper, Stringfield, & Teddlie, 2003). The quantitative data for this study has already been collected, awaits further analysis, and is available to the researcher from Westat. For the qualitative portion, case studies will be conducted at ten schools, two in each of five districts, which participated in the SLIIDEA and selected from a specific geographic area. Due to physical limitations, only schools within a 450-mile radius of Texas were considered (i.e., Texas, New Mexico, Arizona, Utah, Colorado, Kansas, Oklahoma, Missouri, Arkansas, and Louisiana). These were selected from the schools which were part of the original survey database and who agreed to participate.

The data from the SLIIDEA is part of the Congressionally mandated research project to determine whether the implementation of IDEA is improving outcomes for students with disabilities. The sampling for SLIIDEA involved a two-stage, stratified, probability sampling, with the first stage being used for local education agency (LEA) portion of the survey, and the second stage using individual schools. During the initial stage, 959 districts were selected from the National Center for Education Statistics Common Core of Data files from 1997-1998 school universe files, using simple random sampling, to represent a target population of 82,947 public schools serving students in Grades 1-12 (Abt, 2001).

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For the school sample selection, a confidence interval of 95% was assumed and a margin of error of plus-or-minus 5%. The total number of schools in the sample was 4,534, with 2,177 elementary, 1,558 middle, and 1,267 high schools.[1] Out of the original 2,637 total schools, 1,897 agreed to participate, but only 744 responded to the survey. This was out of an original sample of 4,354 or 16%. The sample of 959 districts was obtained in two ways. First, the design contractor recruited 324 districts. A supplemental sample of 635 districts was selected from a combined 1997 and 1998 National Center for Education Statistics (NCES) database Common Core of Data[2] (National Center for Education Statistics, 2002). Nine large districts were eliminated that were part of the original sample.

A non-response study was conducted due to the low response rates. The non-response study consisted of a simpler survey with yes/no items and several items requiring number of students or cases. There was no significant difference between the non-response study and the original survey, so no adjustments were made in school sampling weights. Item weights for analysis were simply inflated to represent the sample of 744 schools for the target population. The number of responding elementary schools, 346, was weighted to represent the population of 52,680 elementary schools and the 240 middle schools were weighted to represent the population of 24,671 middle schools. The response of 185 high schools was weighted to represent 19,084 total schools.

Case Study

Case study has been described as the "in-depth study of instances of phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (Gall, Borg, & Gall, 1996, p. 754). The case study methodology was selected to explain and clarify the

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[1] Schools serving grades 1 through 12 could be included in each category, but public schools with less than 15 students were not included in the target population.

[2] Westat reports that at the time of initial sampling, the data were the most current cleaned and edited files.

relationship that the implementation of PBS has had at the local level. Qualitative research can influence policy by providing relevance at each point of policy cycle (Denzin & Lincoln, 1998). Case study can be done using single case or multiple-case design. The same conditions that justify a single-case experiment, also justify a single-case study (Yin, 1994). Cases for examination in qualitative research are selected by using purposeful sampling procedures. The decision of case size is a reflection of the number of cases sufficient for this type of study. Traditional sampling logic should not be used and is irrelevant (Yin, 1994).

The case study interviews explored the connections among key constructs as well as searching of issues and elements that did not surface with the quantitative data, including any multiplicity in the meanings of those constructs. In addition, case study part of this investigation examined facets of the overall "problem" of equity and effectiveness in how schools discipline and provide PBS to students with and without an IEP and help to personalize the issue of positive behavioral support in schools by describing the level of implementation of PBS at the local school level. Further, interviews explored the connections among key constructs as well as searching of issues and elements that did not surface with the quantitative data. The following specific steps will be followed:

1. Schools were selected from the original database by Westat based on parameters of regional location and initial contact made to inform the schools of the current study and request their participation. Westat provided the researcher a listing of schools/districts that indicate a willingness to participate in this study. Two criteria were applied in the selection of schools to be used in the case study portion of the study: (a) schools were typical of the district and had a proportional number of students with disabilities, and (b) schools had students in both inclusive and alternative settings.

2. Ten schools, two in each of five districts, from the original database were selected.

3. Two interviews were conducted at each school level (i.e., middle and high school); one with the principal and one with a special education director, special education teacher, or general education teacher who has students with disabilities in his/her classroom (see Appendix C for Case Study Interview Guide).

4.

Instrumentation

In the original study three levels of instruments were used. These were state-level, local education agency-level and school-level questionnaires. The original sampling for the national study came from the 1997-1998 National Center for Education Statistics (NCES) Common Core of Data. Core surveys included six questionnaires and collected data from all 50 states and the District of Columbia. Six questionnaires were developed for the school-level surveys: three principal questionnaires (one each for elementary, middle, and high school principals), and three school questionnaires for the special education head or teacher at the school (one each for elementary, middle, and high schools). For the purposes of this study, only the middle and high school questionnaires will be used.

The principal survey consisted of school characteristics, assessment, attention deficit hyperactivity disorder/attention deficit disorder (ADHD/ADD), functional behavior assessments, behavior issues and discipline, parents/guardians, and dispute resolution. The head of special education or the teacher was surveyed on assessment, accessing the general education curriculum, individual education plans, behavior issues and discipline, and teacher training.

The survey instruments were divided into topic areas (according to Congressional questions). Topic areas included: improving performance, accessing the general curriculum,

dropouts, least restrictive environment, successful transitions to post-school life, positive behavior supports, positive parental involvement, and dispute resolution. There is one instrument used for the case study portion of the study. For analysis in this study, the focus was on the implementation of IDEA and positive behavioral supports.

1999-2000 High School Principal Questionnaire (HSPQ)

In the HSPQ instrument, items of particular interest are those dealing with behavior issues and discipline, accessing the general curriculum, ADHD/ADD, Functional Behavioral Assessments, dropout prevention, parents/guardians, and dispute resolution.

1999-2000 High School Module Questionnaire (HSMQ)

In the HSMQ, given to the head teacher or special education person in the school, questions of relevance to the scope of this study include: assessments used, accessing the general education curriculum, individual education plans, behavior issues and discipline, transition and parents/guardians.

1999-2000 Middle School Principal Questionnaire (MSPQ)

As with the HSPQ, many of the data elements are the same (although the questions may be numbered differently). In the MSPQ, items of particular interest are those dealing with behavior issues and discipline, school characteristics, accessing the general curriculum, ADHD/ADD, functional behavioral assessments, dropout prevention, parents/guardians, and dispute resolution.

1999-2000 Middle School Module Questionnaire (MSMQ)

As with the MSPQ, many of the data elements are the same with the MSMQ (although the questions may be numbered differently). In the MSMQ, items of particular interest in dealing with behavior issues and discipline include school characteristics, accessing the general curriculum, ADHD/ADD, functional behavioral assessments, dropout prevention, parents/guardians, and dispute resolution.

Case Study Interview Guide

Interviews were done at the local school level using a semi-structured interview guide (see Appendix C). The interview items included school strategies for antisocial behaviors, prevention activities, foundations for addressing problem behaviors, identifying PBS, training in PBS, systems-approaches to PBS, student knowledge of behavior policy, school atmosphere regarding behavior, review of school data, collaboration, provisions for students with disabilities and discipline, knowledge of disciplinary actions, opinion of change in discipline since IDEA, and trends since IDEA. The case study interview guide was pilot tested by a local special education program coordinator and middle school principal. Questions were adjusted based on this input.

<div align="center">Analysis of Data</div>

Analysis of data was done in stages. First, qualitative data was transcribed into the NUD*IST software package. NUD*IST stands for Non-numerical, Unstructured Data, Indexing, Structuring, Theorizing. This software package allows for theory-building and uses non-numerical, unstructured data indexing, searching and theorizing which code would provide

identifiers for case study data and allow cross-cutting analysis by state, urbanicity, type of respondent and other variables. NUD*IST is widely used for qualitative data analysis and is available from QST (http://www.qsr.com.au/).

Secondly, an exploratory analysis was done on qualitative data and data reduction techniques using descriptive statistics (for the quantitative part). The data from SLIIDEA were entered into S-PLUS statistical package that will allow a comparison of each survey item between and within variable groups. Response data were analyzed using descriptive statistics including percentage, mean, median, standard deviation, range, and frequency.

Third, data transformation was done quantitizing and qualitizing the data by using exploratory factor analysis and effect sizes. Data was then integrated or placed into two separate sets (Onwuegbuzie & Teddlie, 2003). As a coordinated design, each data set was analyzed separately, and compared or integrated at the level of finding. Data were correlated between the quantitative and qualitative. Data were viewed for consolidation and comparison. Items were displayed by reducing the quantitative data into tables and graphs and the qualitative data into graphs, matrixes, and charts.

Analysis of the data included interpretation of quantitative analysis of the data and the qualitative findings. S-PLUS was used for quantitative analysis and NUD*IST with qualitative analysis to help organize and analyze the data. Codes were used to provide identifiers for case study data and allow cross-cutting analysis by state, urbanicity, and type of respondent and other variables. Clusters were structured by each study variable or issue and then analyzed, tabulated, and summarized. The unit of analysis for this study was the case study respondents in each school. Clusters were structured by each study variable or issue and then analyzed, tabulated, and summarized.

Quantitative Analysis

Descriptive statistics were completed for Question 1. Question 2 was analyzed using a 2 factor analysis of variance (ANOVA). A multivariate analysis of variance (MANOVA) was done on Questions 3 through 7, for the quantitative portion of the study, using the S-Plus statistical program. In this type of statistical analysis, 2 or more dependent variables were analyzed simultaneously. In this case, the independent variables were the high school surveys and middle school surveys, with subscale responses from the principal and special education personnel at each level. The MANOVA statistical technique determined whether groups differ on more than one dependent variable (Gall et al., 1996).

All analysis of SLIIDEA data were done using S-PLUS, including descriptive statistics. This first year of SLIIDEA data collection (2001) of SLIIDEA data had some areas where there were high levels of data missing and in cases where 30% or more responses are missing, a warning will be attached to the data table.

CHAPTER 4

RESULTS

This study sought to examine the implementation of Positive Behavioral Supports (PBS) at the local school level and explore the relationship of factors related to PBS and its implementation (e.g., Has training in PBS resulted in fewer discipline referrals for students with disabilities?). This study used data supplied by Westat from the first year data of the Study of the State and Local Implementation of the Individuals with Disabilities Education Act (SLIIDEA).

Fifty-eight percent of the 4,534 from the original total sample did not agree to participate in the study for SLIIDEA. Out of the nearly 42% that agreed to participate and be surveyed, only 16% (744 schools) responded. In addition to the low response rate, some of the data lacked cases. This meant that while some questions within a case study were left incomplete. The data review of first-year SLIIDEA information and the questions asked in the case studies were designed to answer the following research questions:

1. What are the demographics, disability, and school characteristics of the schools sampled in the State and Local Implementation of the Individuals with Disabilities Education Act (SLIIDEA)?

2. How are schools addressing behavioral problems of students with disabilities as compared to non-disabled students (this is one of the congressionally mandated questions) as reported at the school-level?

3. What is the relationship between demographics, disability characteristics, and community characteristics and the numbers of expulsions, suspension, and discipline referrals for students with and without Individualized Education Programs (IEPs)?

4. What variables related to core items from State and Local Implementation of the

Individuals with Disabilities Education Act (SLIIDEA) surveys are being implemented

and to what extent among students with disabilities in the area of Positive Behavioral

Supports (see Appendix B for Core Data Elements)?

5. To what extent are variables related to core items from State and Local Implementation

of the Individuals with Disabilities Education Act (SLIIDEA) survey being implemented

among students with disabilities?

6. To what extent are students with chronic behavior problems identified and given

intensive interventions?

7. What is the perceived role of the implementation of Individuals with Disabilities

Education Act on Positive Behavioral Supports?

Analysis of SLIIDEA Data

An examination of data from the first year of the SLIIDEA was confined to the middle

and high school level after being imported into S-PLUS from SPSS. Survey data was specific to

the first year of collection since the survey was changed in year 2. Data collected from each

district differed due to the position of the respondent, with the principal being the respondent for

demographic questions on the general school population. Tables show student demographics in

ethnicity, disability by grade-level, perceived approaches to discipline, collaboration, behavioral

goals and objectives addressed in the IEP, and functional behavioral assessments.

Question One

The SLIIDEA Core Survey collected data from a nationally represented sample of 959

districts selected from all 50 states and the District of Columbia. The sampling resulted in 1,558

middle schools and 1,267 high schools. Public schools with fewer than 15 students were not included in the target population and demographic data was collected as part of the principal survey from each school (Abt Associates, 2001). Data from the principal survey at each school was identified through a series of questions regarding school characteristics. The first question asked if both general and special education students were included and if not, the survey directed the respondent to the end of the questionnaire. Data regarding school characteristics was not collected from the special education questionnaire.

The principals for the schools surveyed reported the following school characteristics: All schools surveyed served both general and special education students (as required by the survey). Each school identified itself as a neighborhood public school with one exception, a high school in Colorado that identified itself as a public school with special magnet or focus. None of the schools identified served students from other school districts. Total number of students for the surveyed schools are listed in Table 4.1 with ethnicity (by state). All reporting schools stated they had a relatively equal number of males and females.

Table 4.1

Total Number Of Students From Schools Surveyed With Ethnicity

	School (Total Students)		Ethnicity				
State	Middle School	High School	AI or AN	Asian/PI	Black or AA	Hispanic or Latino	White
AZ	1179 (1126)	1755 (1665)	54	81	86	659	875
CO	799 (759)	909 (885)	7	24	4	32	818
MO	1065 (1028)	1450 (1305)	5	180	250	15	1000
OK	563 (526)	869 (696)	9	5	808	16	31
TX	574 (557)	282 (272)	1	1	5	71	204

Note. AI= American Indian, AN= Alaska Native, AA= African American.Number in parenthesis is average daily attendance.

The number of students identified as limited English proficient were 1-5% at 40% of the schools and 6-10% at the remaining 60%. In determining the number of students with disabilities

as identified by the principal of each school, the numbers were identified as listed in Table 4.2. Two of the schools did not report these numbers, and most did not report below 6th grade.

Table 4.2

Number of students by disability and grade

Disability	4th	5th	6th	7th	8th	9th	10th	11th	12th
Specific Learning Disability		38	111	95	99	70	50	52	27
Speech or Language Impairments		4	14	19	29	4	1	2	4
Mental Retardation			2	17	11	20	16	5	13
Emotional Disturbance			10	9	14	22	7	3	1
Multiple Disabilities			4	6	8	3			
Hearing Impairments			1	2	4	1	2		
Orthopedic Impairments			2		2				
Other Health Impairments			18	11	12	6	8	4	1
Visual Impairments				1	1				1
Autism			1	1	1		1		4
Deaf-Blindness									1
Traumatic Brain Injury				1			2		1

Forty percent of the schools identified received Title I federal funding for that school year and of those, an equal number received schoolwide program and targeted assistance program funding. Of those that received funding, one reported receiving 6-10% and another reported receiving over 90%. None of the other districts reported their funding levels.

Question Two

The summary of finding by SLIIDEA showed that about two-fifths of districts have separate, modified, or enhanced content and performance standards for students with disabilities and close to half use assessment results of students with disabilities to determine whether to offer the student technical assistance. Few districts excluded scores of students with disabilities from their reports and almost all provided assessment accommodations to special education students (Abt. Associates, 2001). The schools identified stated that they had peer mediation programs

forty percent of the time and fifty percent of those students identified with emotional disturbance worked with the peer mediation programs to resolve conflicts. The number of missing case files on the SLIIDEA data would not allow an ANOVA analysis.

Question Three

In order to determine the relationship between demographics, disability characteristics, and community characteristics and the numbers of expulsions, suspension, and discipline referrals for students with and without Individualized Education Programs (IEPs) through the interviews, a query was done using QSRs newest form of NUD*IST qualitative software (NVIVO). This search was customized to yield all terms that were used in that set. With survey data, an analysis was done using data from the principal surveys which contained school demographics and disability characteristics.

Table 4.3

Relationship Element to Referrals

Interview	1	2	3	4	5	6	7	8	9
IEP			X			X	x	X	X
Disability			X		X	x	X	X	X
Characteristic	x	X	X	X	X	X	X	X	X
Expulsion					X				
Suspension	x		X	X	X	X		X	X
Discipline	x	X	x	x	X	X	x	x	x
Interview	10	11	12	13	14	15	16	17	18
IEP			X	X	X				
Disability	X	X			X	X	X	X	X
Characteristic	X	X	X	X	X	X	X	X	X
Expulsion									
Suspension		X	X					X	
Discipline	x	x	x	x	x	x	x	x	x
Interview	19	20							
IEP									
Disability	X	X							
Characteristic	X	X							
Expulsion									
Suspension									
Discipline	x	x							

Schools responding to the SLIIDEA survey were asked what schoolwide approaches they used for discipline, with the highest percentage of responses indicating a description of positively stated behavior expectations was used most often (Table 4.4; 93.2%).

Table 4.4

Percent of Schoolwide Approaches to Discipline

Approach	Total (%)			High School			Middle School		
	Yes	No	*N*	Yes	No	*N*	Yes	No	*N*
Infractions for which students are recommended for expulsion	78.6 (2.8)	21.4	715	89 (3.3)	11	175	88.8 (2.7)	11.2	228
Infractions for which students are automatically suspended	84.1 (2.2)	15.9	716	89.3 (3.3)	10. 7	175	91.6 (2.3)	8.4	228
Description of positively stated behavior expectations	93.2 (1.3)	6.8	710	88.2 (4.0)	11. 8	173	94.7 (2.4)	5.3	225
Instruction for students on how to solve problems with peers	71.6 (2.7)	28.4	713	55 (7.0)	45	174	70.8 (5.3)	29.2	227
Uniform schoolwide consequences for disruptive behavior	89.2 (1.8)	10.8	714	93.8 (2.2)	6.2	174	92.6 (2.2)	7.4	228
Uniform schoolwide rewards/incentives for good behavior	70.7 (2.6)	29.3	712	47.5 (6.5)	52. 5	175	74.3 (5.1)	25.7	227

Note: Standard error in parenthesis.

The SLIIDEA survey identified a large number of positively stated behavior expectations from their sample at 93.2% from a representative sample of 710 respondents. 70.7% of those schools have schoolwide rewards or incentives for good behavior. Table 4.5 shows the relationship of core items to the term positive behavioral supports or PBS in the interviews.

Question Five

The core items, identified in Appendix B, were developed based on school-level characteristics and were queried to determine which were in the same narrative as the term

implementation. results are listed in Table 4.5 which correlates implementation with core terms.

Table 4.5

Relationship of Core Items to Implementation

Interview	1	2	3	4	5	6	7	8	9
School Characteristics	x	x	x	x		X	x		X
Accessing the General Curriculum					x	X		x	
FBA	x						X		
Dropout		x	x		x	X			
Parents/Guardians	x	x	x	x			x	x	x
Dispute Resolution*									
Assessment**		x				X	x		
IEPs**	x	x		x				X	
Behavior Issues & Discipline**	x		x			x		x	X

Interview	10	11	12	13	14	15	16	17	18
School Characteristics	x		x	x				x	
Accessing the General Curriculum					x				
FBA	x								
Dropout			x		x	x			
Parents/Guardians					x		x		
Dispute Resolution*									
Assessment**	x		x	x	x			x	
IEPs**	X		x	x	x		x	x	
Behavior Issues & Discipline**	x	x	x	x	x		x	x	x

Interview	19	20
School Characteristics	X	x
Accessing the General Curriculum		
FBA		
Dropout	X	
Parents/Guardians	x	X
Dispute Resolution*		
Assessment**	x	X
IEPs**	X	x
Behavior Issues & Discipline**	x	x

* Only listed in Middle School Interviews.
** Only listed for Special Education Interviews.

Respondents to the SLIIDEA survey that were identified for further follow up, stated that teachers and parents/guardians collaborated on the following areas for students with emotional disturbance (Table 4.3). In addition, respondents to the national survey identified the percentage of students with disabilities that have behavioral goals and objectives in their IEP at 69.1% for middle school students and 55.3% for high school students (Table 4.5):

Table 4.6

Areas for collaboration

Category	Rarely	Sometimes	Often
Identifying problem behavior			100%
Finding antecedents and consequences of problem behavior			100%
Discussing change in behavior			100%
Developing modification to instruction content to reduce problem behavior		10%	90%
Developing teaching strategy to reduce problem behavior	10%	10%	80%
Developing strategy to teach alternative skills to replace problem behavior			100%
Developing modification to the physical environment to reduce problem behavior	10%	10%	80%
Developing positive and negative consequences to be used in a behavior management plan			100%

Table 4.7

Percentage of Students with Disabilities with Behavioral Goals and Objectives Addressed in the IEP

Category of Disability	Total		Middle School		High School	
Percentage (SD), N	%	*N*	%	*N*	%	*N*
Emotional/behavioral disorders	61.6 (4.1)	570	69.1 (4.0)	173	55.3 (10.5)	136
Cognitive disabilities	14.7 (1.4)	585	16.8 (2.4)	176	20.1 (5.0)	143
Physical disabilities	24.4 (2.9)	592	25.8 (6.7)	179	13.1 (2.9)	144
Sensory impairments	9.6 (2.2)	592	13.7 (4.2)	179	4.9 (3.0)	143
Any type of disability	19.1 (1.4)	596	22.5 (2.9)	179	23.4 (4.3)	146

Note: Not all disability categories were measured. Standard deviation in parenthesis. N varies in lack of response to certain questions by respondents.

Ninety-nine percent of schools had IEPs with academic goals and objectives and schoolwide behavior plans and discipline policies for disruptive behavior. A larger percentage of students with emotional/behavioral disorders have IEPs that include behavioral goals and objectives, which is higher than students with other disabilities. Functional behavioral assessments were conducted by fifty-eight percent of all schools and the most common request was the result of a chronically disruptive student or an IEP team (Table 4.8).

Table 4.8

Percentage of Functional Behavioral Assessments (FBA)

Event Often Resulting in FBA	Total		Middle School		High School	
Percentage (SD), N	%	N	%	N	%	N
Percentage that use FBA	58.2 (3.3)	701	63.9 (6.7)	223	51.9 (6.6)	167
IEP Team Request	45.4 (4.6)	420	34.9 (7.5)	146	40.1 (6.9)	107
Chronically Disruptive Student	39.9 (4.6)	425	45.4 (8.7)	147	33.1 (6.7)	107
Exhibiting Dangerous Behavior	25.5 (3.7)	425	24.9 (7.5)	148	21.1 (5.3)	106
Student Referred to Counselor	24.9 (3.9)	422	37.7 (10)	146	16.7 (4.5)	104
Student exhibits behavior that results in suspension	24.3 (3.5)	424	34.3 (7.0)	149	25.4 (6.0)	103

Note. Not all events leading to FBAs are listed here, only the top five. Standard error in parenthesis.

One of the congressionally mandated questions concerned the ways in which schools are preventing students, especially those with emotional disturbances and specific learning disabilities, from dropping out. Data gathered as part of the national survey identified 27.87% of schools as having a formal dropout prevention program in place (with a standard error of 5.3) and 72.13% as not having any (n=174). Most of the schools identified as having formal programs have program directors that have training in working with special education students (Abt Associates, 2001).

Question Seven

The Individuals with Disabilities Education Act was not specifically tied to the survey response on positive behavioral supports, but the survey did question the current status of several criteria regarding schoolwide approaches to discipline and positive expectations and rewards. The last two questions from the interviews specifically address those that were the result of or had occurred since the implementation of IDEA. Of those surveyed, most of the interviewees expressed the opinion that there had been an impact and it was, for the most part, positive.

Some of the comments include "focusing on the kid, not the behavior", "We have gotten better at recognizing those behaviors that are truly a manifestation of disability and it seems like we have more information at our disposal for understanding kids", and "For a fact they have changed the way in which our students in special education are disciplined. We must determine if the behavior is a manifestation of the disability." Two of the respondents mentioned the increased need for flexibility and three indicated that paperwork was an issue related to implementation. The impact and trends are described in the last three questions of each interview and the key ideas listed in Table 4.9.

Table 4.9

Impact and Trends Related to IDEA

Interview	1	2	3	4	5	6	7	8	9
Positive change since IDEA	X		x	x			X		X
Negative since IDEA							x	x	
More Training							x		
Flexibility	x								
No change		x			x	x		x	
Move toward more inclusion		x							
More information & understanding	x		x	x	x		x		X

Interview	10	11	12	13	14	15	16	17	18
Positive change since IDEA		x	X	X	X	x		x	
Negative since IDEA									
More Training		x					X		x
Flexibility			X		X	X	X		
No change	x								X
Move toward more inclusion		x	X	X	X		X		X
More information & understanding	x	x	x	x	x	X	x	x	X

Interview	19	20
Positive change since IDEA		
Negative since IDEA		
More Training		x
Flexibility		
No change	X	X
Move toward more inclusion		X
More information & understanding	x	X

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

This study sought to examine the perception of the implementation of Positive Behavioral Supports (PBS) at the local school level and explore the relationship of factors related to PBS and its implementation (e.g., Has training in PBS resulted in fewer discipline referrals for students with disabilities?). While the national survey of SLIIDEA was mandated by Congress for a period of four years, the survey was redesigned in year two and the specific questions used in the survey were changed. The change in survey design was due to the lack of response in year one. The case study interviews were done within the time in which the first data were being compiled, so the results are relevant only to that period. A summary of the findings follows.

Summary

Data analysis was done in stages. The contractor for the SLIIDEA was contacted for permission to obtain the data. After receiving permission to contact the schools for case study purposes, districts were selected that had both a middle and high school that met the criteria within the geographic region. Contact was made with school personnel (principal and special education personnel) to determine participation. After the interviews were completed, the data from those schools were gleaned from the data set supplied by Westat on SLIIDEA. The surveys from the first year of the SLIIDEA were reviewed and found to have poor response rates. The poor response rate impacted the analysis of the quantitative data using ANOVA and MANOVA with S-PLUS since the results had so many missing cases.

Demographics

Descriptive statistics were analyzed from the SLIIDEA data and tabulated. Table 4.1 shows the total number of students from the schools surveyed by ethnicity (American Indian/Alaskan Native, Asian/Pacific Islander, Black or African American, Hispanic or Latino, and White). They are also shown by state. The number of students who were identified from the selected schools as being limited-English proficient was 1-5% at 40% of the schools and 6-10% at 60% of the schools. Even the demographic data, as evidenced by several missing cases of the number of students by disability (Table 4.2), had problems with respondents failing to complete the questionnaire.

Analysis

About two-thirds of school districts have content that is modified in some way for students with disabilities; over one half determine the need for technical assistance from assessment results, and with peer mediation identified as being used 40% of the time. Fifty percent of students with emotional disturbance used peer mediation to resolve conflicts. Manova could not be completed using school level or job description and responses due to missing cases.

Discipline was examined by key words related to referrals from the case studies. Key words included IEP, disability, characteristic, suspension, and discipline. From the SLIIDEA middle school data, 92.6% (n=228) indicated that they some form of school-wide approach to behavior (e.g., expulsion, suspension, behavior expectations, peer resolution, consequences, rewards and incentives for good behavior). These data were reported at 93.8% (n=174) at the high school level.

Common Core Elements were identified as school characteristics, accessing the general

curriculum, functional behavioral assessments, dropout, parents/guardians, dispute resolution, assessment, IEPs, and behavior issues and discipline. These key terms were analyzed using qualitative analysis (NVIVO) across the 20 interviews. The frequency of occurrence appears highest with IEPs, behavior issues and discipline, and parents/guardians. The responses on the SLIIDEA survey on strategies for including parents in the IEP process was low and when asking for parent/guardian input in the IEP process, school responses were listed as often ($n=56.1\%$), sometimes ($n=17.5\%$), rarely ($n=13.0\%$), and never. The SLIIDEA identified $n=69.1\%$ of students with behavioral goals and objectives in their IEP for middle school students and $n=55.3\%$ for high school students. The standard deviation, however, was highest with the high school students at $n=10.5\%$ (middle school had a standard deviation of 4.0). Only 27.8% of schools were identified by SLIIDEA as having dropout prevention programs of some type.

Although the SLIIDEA survey lacked usefulness due to the missing cases, it was the first national survey to attempt to examine behavior and discipline and examine it from a policy standpoint at the local level. The case studies were helpful in personalizing the data and gaining insight not available from the national survey. Comments made by respondents were insightful and, for the most part, positive.

As a result of the findings from the first year of study and lack response, subsequent surveys of SLIIDEA were redesigned, which make the findings from year one unique, but limited. The research conducted here was also limited to four of the surveys out of a total eight designed and used (state survey, district survey, elementary [principal and special education personnel], middle [principal and special education personnel], and high school [principal and special education personnel] surveys.

Limitations

There were several limitations with both qualitative and quantitative data analysis. A limitation with using the qualitative software from QSR is that while it identifies key words within a query, it does not indicate the association. For example, the interviewee may have stated that they do not do functional behavioral assessment, yet the software would code it as an association because it is mentioned in the narrative. Both software analysis and manual review were used to complete and verify associations used for queries. Upon receipt of the data from Westat, it was apparent that there was a low response rate and numerous questions that might have data missing. The low response rate made it difficult to use a multivariate analysis (MANOVA) due to the high number of outliers and basic tabulations were used for each measure.

There have been several changes to IDEA since the implementation of IDEA 1997 and the new IDEIA has placed more responsibility on the student and his/her family for ensuring that the IEP and other elements are done correctly (Smith, 2005; Turnbull, 2005). The case studies brought out the varying opinions on implementation success at the local level and within some of these cases the need for further training in the concepts related to PBS and working with students with disabilities. There were differences in types of activities on which staff was trained to mitigate problem behaviors and knowledge of specific strategies and training between the principals and special education personnel. The majority of the individuals (n=20) surveyed from five different states appeared to be interested in the outcome of those students and how to help their school and district in serving students with special needs.

Recommendations

Further research on each year of implementation should be done using consistent measures where possible and examining local and state-level data. The interviews gave the researcher a clearer perspective of individual perceptions on implementation and it would be beneficial to examine these for each year of the survey and determine if the findings differ across states and positions. In addition, raw data from all years should be available to researchers in an easier manner for exploration and use (data is available in some tables at this point). Further comparison with case studies measuring individual outcomes longitudinally would give further evidence of the elements that assisted individuals from national implementation of IDEA and how each element was perceived to be implemented from those who benefited most, the students.

Further examination of discipline policy, if correlated to dropout, would assist in determining which policies have an impact on successful completion of high school (Tobin & Sugai, 1999). An examination of any relationship that might exist between schools and parents that can help in reducing those behaviors that are perceived as challenging would give a better indication of parent/guardian impact on school outcomes. Schools that effectively deal with student discipline problems use schoolwide behavior management to establish a positive environment for all students and lay the foundation for implementation of policy practices recommended in the IDEA (Horner, Sugai, & Horner, 2000). What elements from schoolwide behavior management work the best?

Further case studies for each year of the study would be helpful in determining the level of implementation locally and the significant insights of local school personnel on whether these initiatives are working. An examination of other states (not included in this research) might be

helpful in determining if policy implementation varies by state or geographic region and what

unique variables can make a difference.

APPENDIX A

INSTITUTIONAL REVIEW BOARD DOCUMENTATION

Human Subjects in Research

Full Board Review

Investigator's First Name   **Investigator's Last Name**
Cynthia   Miller
Project Title
THE EFFECT OF POSITIVE BEHAVIORAL SUPPORTS IN SCHOOLS SINCE THE
IMPLEMENTATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF
1997
Projected Start Date   **Projected End Date**

04/15/2003   06/30/2003

Campus Address:
Department:
College of Education
Building: **Room:**
Bain Hall   Special Education
Telephone: **Department FAX:**
                                     9405654055
Name of Faculty Advisor: Lyndal Bullock
Faculty Advisor's E-mail: bullock@tac.coe.unt.edu

Student's Home Address:
Street Address: **City, State Zip:**

Home Phone: **Other E-mail:**

APPENDIX B

TABLE OF DATA ELEMENTS

	High School	**Middle School**	**Elementary School**[3]
Principal	School Characteristics Accessing the General Curriculum Functional Behavior Assessments Drop-out Parents/Guardians	School Characteristics Accessing the General Curriculum Functional Behavior Assessments Drop-out Parents/Guardians Dispute Resolution	Behavior Issues & Discipline School Characteristics Accessing the General Curriculum Functional Behavior ADHD/ADD[4] Parents/Guardians Dispute Resolution
Special Education Teacher	Assessment Accessing the General Curriculum Individualized Education Plans Behavior Issues and Discipline Parents/Guardians	School Characteristics Accessing the General Curriculum ADHD/ADD Functional Behavior Assessments Drop-out Parents/Guardians Dispute Resolution	Behavior Issues & Discipline School Characteristics Accessing the General Curriculum ADHD/ADD Functional Behavior Analysis Parents/Guardians Dispute Resolution

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[3] The Elementary School level is not analyzed in the case studies.
[4] ADHD is Attention Deficit Hyperactivity Disorder; ADD is Attention Deficit Disorder.

APPENDIX C

CASE STUDY INTERVIEW GUIDE

Introduction:

As we discussed before, I would like to talk to you about positive behavior support and your perceptions of its implementation in your school. Before we start, I want to remind you that your participation is voluntary and everything you say will be kept confidential. If any question makes you uncomfortable or you do not want to answer for any reason, just say so. You may also discontinue the interview at any time. Do you have any questions before we begin?

1. Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

    a. Prompt: social skills, behavioral-based interventions, academic or curricular restructuring…

    b. Prompt: Tell me about your zero tolerance policies…

    c. Prompt: Tell me about your continuum of services….

2. What are your school prevention activities?

    a. Prompt: Tell me about conflict resolution, emotional literacy, and anger management…

3. What would you consider the foundation for addressing behavior problems in your school?

    a. Prompt: Tell me about functional-based assessment…

    b. Prompt: What about assessments conducted on a regular basis to identify students with chronic problem behaviors?

    c. Prompt: Intensive intervention for chronic behavior problems…

    d. Prompt: Student knowledge of rules…

4. Tell me about staff training in PBS? Do you feel the training you have received is adequate?

   a. Prompt: In-service on Individuals with Disabilities Education Act mandates…

5. How would you describe your school's approach to prevention and intervention of problem behavior?

   a. Prompt: Does your school have a systems approach to behavior employing different levels of prevention & intervention: primary, secondary, tertiary levels…

6. Tell me about your student's knowledge of your school's behavior policy?

   a. Prompt: Are there a small number of positively stated rules?

   b. Prompt: Are positive student behaviors are taught?

   c. Prompt: Expected student behaviors are rewarded & there are consequences for problem behaviors?

   d. Prompt: Is a copy of it (policy) furnished or are they (students) advised of it or given a copy?

7. How would you describe the majority of contacts between students and staff at your school positive or negative?

   a. Prompt: Do you see discipline referrals on a regular basis?

   b. Prompt: Do you feel this is punitive or preventive?

8. Tell me about your review of school data:

   a. Prompt: is it on a regular basis, what type of data, and why?

9. What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

a. Prompt: Is there a school administrator that participates in behavior support planning?

b. Prompt: Are parents informed about expected student behaviors at school?

10. Tell me about the number of students who receive disciplinary actions?

a. Prompt: those with disabilities…specific disabilities….ethnic or minority background…do some groups receive more than others?

11. Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

a. Prompt: have they changed…are there concerns that impact implementation…differences in state or local policy implementation…

b. Tell me about specific provisions you have in place to assure that students with disabilities are disciplined correctly so that they remain in the least restrictive setting?

12. Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

a. Prompt: lower or higher referrals for students with disabilities…

b. Prompt: staff knowledge of PBS and interventions…

13. What else would you add?

APPENDIX D

CASE STUDY INTERVIEWS

This interview was conducted with the principal of a high school in Missouri.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: Well, I would say that teachers do a lot of talking with kids, warning, trying to give positive reinforcements to kids, trying to work with them. Trying to change, how do I say, change the kids focus, so they focus on something positive instead of something negative. I think our staff does a very good job with that. They give detention, they send students to the office. When we give detention, we no longer have in-school suspension because of cutbacks we no longer have people to staff that. It was either staff that and make class sizes bigger or not staff it, so we do not have any in-school suspension. So kids get, in terms of consequences, get detention or out of school suspension. We try not to suspend, but sometimes you have to do that. Once in awhile we have kids sit outside our offices which are kind of like an in-school suspension but we don't have much room for that. Sometimes we set up meetings with parents. Sometimes the teacher, myself and the kid will meet and tell them what needs to be done and work with that. We have some teams in our building. We have a seventh grade and eighth grade team. So those teachers will sometimes pull the kid in front of those teachers and talk about the kid's behavior. Those are all different things that we have done.

What are your school prevention activities?

Principal: We have peer mediation in our building and we have a teacher and counselor who work together to try and encourage peer mediation. We have, some of our counselors have groups on anger management. We only have three counselors for sixteen hundred kids. Our counselors do not have much time to spend on those types, especially anger management, but they do run several different kinds of groups. Not as many as they used to because of all this testing that has to be done, they just don't have the time that they used to have. Let's see, what was the rest of that question again?

Just asking what the school prevention activities were.

Principal: We try to have a, we just have an assembly about bullying and name-calling. It was called "teasing", and then we had some follow up activities by our teachers on that. So we are trying to address that. It is one of our goals in our building this year to make a better climate for our kids.

What would you consider the foundation for addressing behavior problems in your school?

Principal: The foundation of it, I believe would be the classroom teacher. How the classroom teacher is able to relate to the student. The better the teacher is able to relate and the kid feels that the teacher cares, I think, the better it goes. Then we work on consistency in the buildings, school-wide.

How about staff training in PBS? Do you feel the training you have received is adequate?

Principal: You know (laughs), there are so many things coming down the pike as far as staff training. There is not enough time or money or days to do all the training you would like to do. Man, it just seems like there are more things that we are working on. So, as much as you'd like? No. Are we in a fairly good spot? I think we are. But could we do better? Yup. Again, you have to kind of, with all the things that need to be done and with staff being trained on how to test. We are just starting a district program on assessments for learning not just of learning. Assessments for learning that's Richard Stiggins. So we are starting that and Leave No Child Behind, so there are a lot of things for teachers to have in-service on. There are emergency procedures, we have been working on that because of lockouts and lockdowns and those type of things. You have to keep people current on that stuff. It is very difficult when you have many things for inservice and only so much time.

How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: We don't identify behavior by different levels. I am sure we could do a better job of that if we had some more time and training just within administration on that part. Part of it also gets to be how much time do you have for that. I am the person working on truancy and truancy is one of those quiet things. The kid is not knocking on your door and you don't have parent phone calls on it. You have to deal with those phone calls and kids being sent to your office and so those silent things don't get done. There is just not enough time for the things you would like to do.

What do you feel is your student's knowledge of your school's behavior policy?

Principal: We have a handbook that gives, basically, the rules and regulations. It does not give a great detail, like if you do this, this is the consequence. I think that as a district we are going to be looking at that more and more. We have had a committee looking at that. As far as the kids knowing the handbook, we go through that at the beginning of the school year with the kids. Each of them sign a sheet that they understand the rules and they take a quiz on the major parts of the handbook. The handbooks is also sent home to the parents so they also have a copy. And then during the year, about two times or three times they get reminders on the major things. The harassment, tardies, the weapons, things in that order to keep that in the front of their mind. I think that they have that information pretty well.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: I would say they are positive. When you have about 1600 kids you have referrals but does it overwhelm us? No. Some teachers never refer kids to the office, other teachers refer more. Some teachers are stronger than others. You try to work with those who are not as strong, but sometimes you got to support them. If you don't support them then if all falls apart.

How often do you review your school data:

Principal: I usually look at school discipline data at the end of the school year and just any special trends or anything that just jumps out at us. And I would have to say that in the past several years nothing has jumped out at us as far as really big concerns. We would like to spend a little more time on truancies, on that part, but we have to come up with a better way to get help on that because of the time it takes.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: Well that is one area that I don't think on the whole, our district, school, or state does as good a job as it should. In some schools it is happening. Some of the city, inner schools it is happening but we do not have the, the social service agencies of the state and our county are so thin that unless there is somebody really hurt or bleeding, they don't step in. There's not much support there from that level. We have a police liaison officer in our building and he is helpful to the extent that he is here. But are far as working together, I don't think that is happening as it would or should and I think it can be much more helpful if we could work together better.

What are number of students who receive disciplinary actions?

Principal: We do not have a high percentage of minority kids in our building. I can tell you that a few years ago we had a lot of kids that were ELL. And because we had a lot of kids that were ELL and a lot of kids from Liberia and those kids, because of being from Liberia and the war and the fighting and not being in school before. They received more consequences and counseling and support. It was a trying several years because we had that due to the resources that it required and where the kids were coming from. I am sure someone could say you were racist, but man, it was not easy. But other than that, no, things go very well here.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: Um, I think they have changed to the extent that we try to individualize them and work with parents, the students, whatever, depending on their disability. In that part I see more flexibility. I think we are almost, is everybody on board? No, I think we have a couple staff members that are not, but overall, I think we are in pretty go shape here in this building.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: I know that as we have gone through this and we talk about interventions, I think the more we talk about and give teachers ideas about interventions, the better they are at it. I think the teachers have gotten pretty good at that. Again, I think we have a pretty good staff here. It is one of the best I have ever worked with. So I think they do a good job on the whole. Are they prefect? No, but on the whole they do a good job.

What else would you add?

<u>Principal:</u> I don't think anything.

INTERVIEW 2

The first interview was conducted with the special education teacher in Missouri. This teacher has been with the district for one year and teaches special education at a middle school in the district.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Educator: We use the BIST program here (Behavior Intervention Support Team). We use that and a lot of positive reinforcement and we try to recognize good behaviors instead of focus on the negative behaviors. We have a SUCCESS plan. They put it in their folder and collect points throughout the day. That works for my kids that are behavioral and antisocial.

What are your school prevention activities?

Special Education Educator: We have something here that we call the breakfast club. What they do is meet once or twice a month and they go over a lot of social issues and behavioral issues. And we have a buddy system where we pair up one of my students with a regular ed kid.

What would you consider the foundation for addressing behavior problems in your school?

Special Education Educator: I think the foundation is that you get on it when they are really young and you have to have a support system at school and also in the home.

How about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Educator: We have had a couple inservices where you get updated on training and they have advanced training for people that have kids that may have to be in restraints somewhere down the line. But we really try to focus on the BIST.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Educator: Everybody is really in touch. We are very consistent. We have sixth and seventh here and when they go from sixth to seventh they are still following expectations. Everybody is on the same page.

What do you feel is your student's knowledge of your school's behavior policy?

Special Education Educator: Our students know the behavior policy very, very well. At the beginning of the year, in the classroom and whole school we go over what can happen if you break any rules and we do go over the handbook.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: Very positive.

How often do you review your school data?

Special Education Educator: I just went through looking at some of our school data recently, ah, I look at our policies. I look at the Math scores. We keep track of discipline records, especially with my kids. We just had a meeting the other day for this kid that has had multiple discipline referrals and they all happened from the 15th to the end of the month. There were also a couple days that they occurred more on: Monday and Friday. We do look at that.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Special Education Educator: Well, the more collaboration that you have with the school, parents and outside agencies the better and more success each kid is going to have. We are very good at that here.

What are number of students who receive disciplinary actions?

Special Education Educator: Not that I am aware of. I don't see any one majority over another.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Educator: I don't know because I have only been here one year. As far as I know, in the past they have used the BIST program here for a few years and nothing has changed in that aspect.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

 Special Education Educator: No, but I can say that we are trying to get these students the best education possible, not only in a self-contained or resource room, but in regular classes too. I think the trend lately is to get kids back into regular classes.

What else would you add?

Special Education Educator: Nothing.

This interview was conducted with the special education coordinator at a high school in Missouri.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Teacher: We are school of 1600 from 10th through 12th grade, we have a special program called TLC, therapeutic learning center, and I think we have about 8 students in it now. It a special program for kids with very severe behavior disorders that cannot handle the regular education program at all. And they have a point system, they can work their way out. But they can get their graduation requirements met down there if they can't get their behaviors under control to work their way out. There are some of us, I know this is not a high school program, we do the BIST program: Behavior Intervention Strategy Techniques. Have you heard of that? It's a whole program of handling any kind of kid that is misbehaving or disrupting your class. I have taken a couple classes on it and it has lowered my blood pressure at times. It has special wording: your having a problem here, you've got a choice, can you do this even if you don't want to, and then there are steps. All of our elementary schools have a recovery room where they can go. It's not really a punishment, but they have to acknowledge responsibility for their actions and come up, between the teacher and the student, with a solution. That's used in all of our buildings, it's pretty universal. I've used it and there are about 10-15 teachers in our building who have used it. I have used a buddy room with one of them before. We have the "send the kid to the office if they get into trouble, thing. There are some rules about suspension, in school or out of school, for fighting or rampant disrespect, or if you are caught with drugs it's that automatic "out you go". Not exactly zero tolerance, but you better not find it with you. The first time….if they think you are selling and can prove it, you are out, and there is zero tolerance. If you are caught with one joint, then it is 10 days out of school suspension. Then if you are caught a second time, then you are probably out for the rest of the semester. I haven't had any kids that have had to deal with that so I just try to avoid it.

> What are your school prevention activities?

Special Education Teacher: We don't really have those. They have tried peer counseling before but it hasn't gone very far. We have a couple social workers that we utilize at times and I have utilized the services of one of our school psychologists because I have kids that see her on a regular basis. It just hasn't gone very far here.

> What would you consider the foundation for addressing behavior problems in your?

Special Education Teacher: There really isn't. The only time we do any regular testing is on our 3-year reevaluations for kids that have had some behavior problems before. Every student that is in a special ed program and on an IEP we are mandated by the federal government to reassess them every three years. If the kid has had some behavior issues and we want to double check with that, we will use the BIST, or, I can't remember what the other one is, or we do some

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informal teacher interviews about behaviors in class and so forth and that is part of the evaluation.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Teacher: We don't really receive any training. Right now, our training is to get the kids past the MAP (state mandated) test. We call it the Missouri Assessment Program. And everyone loses their cool over it. You have to teach so that hopefully they will pass this thing and right now we are doing language arts, and math. So that is where the majority….they have started, this year, for students who got very low scores on the MAP, to bring up their academics. I am sure there are many who got low grades on the MAP who are not on an IEP. Don't have serious educational issues, their behavior has gotten in the way. So they will be getting some support that way. But nothing in a very super structured way.

How would you describe your school's approach to prevention and intervention of problem?

Special Education Teacher: I would not call it a school wide approach, we have a student's handbook with the rules in it and there are levels of severity of consequences. If you have so many tardies you get a couple of detentions. If you have more than ten absences in a semester, you can lose credit. If you start a verbal argument in the cafeteria, you might get a three day in school suspension. If you poke somebody in the nose, you might get five days in school suspension. And as I have said, if you are caught with drugs, you can get a ten day, out of school or if you're intent to sell, you're out. Period. It's an escalation in that manner. And for the serious ones, they pretty much hold with what they say they are going to do. I think some of the less serious ones, like cutting class and lots of tardies sometimes get lost in the shuffle.

Tell me about your students knowledge of your school's behavior policy.

Special Education Teacher: They all have copies of it. Every kid has a planner that they have to use for their hall passes and the student handbook is in the front of it. Every year the administrators go around to every class tell us when to highlight certain things

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Teacher: From the kids I see and speaking with other teachers, I would say it is positive. There are some problems that are mostly personality clashes and short term behavior issues, but mostly they are positive. Many of the teachers here try to work one-on-one with students rather than refer them to the office.

Tell me about your review of school data.

Special Education Teacher: When we meet to discuss specific students, we look at a variety of data including grades, referrals, discipline, attendance, and other factors. Administration may

contact us if there is something that they feel we have missed or an issue related to a student. We have that information available during meetings and if we have to meet with parents, we use it to support our position and what we feel is best for the kid.

What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Special Education Teacher: We have some collaboration with service agencies and we do have a police officer here, but we do not have a wide variety of collaboration. It is something that has come up in past meetings, but so far, nothing is being done about it.

Tell me about the number of students who receive disciplinary actions. Do some groups receive more than others?

Special Education Teacher: I don't think so. The kids with behavior issues may act out more, but it is often a manifestation of their disability. We occasionally have a few years were one group will receive more referrals, but none of it is long term. Some of the kids who are English language learners can sometimes have behavior issues for which they receive more referrals, but we try to team and work with them more to take care of that.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of the Individuals with Disabilities Education Act.

Special Education Teacher: We try to work with a variety of service agencies and families to ensure that services for each kid are met. We have to especially work with some of our minority kids who in the past have needed specialized services. When IDEA went into effect we were dealing with these issues and I think at the time it was a bit overwhelming, but it did help us focus on the kid and not the behavior.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Special Education Teacher: We have gotten better at recognizing those behaviors that are truly a manifestation of disability and it seems like we have more information at our disposal for understanding kids, but at my school we just don't have all the resources and training to follow through on all our demands. This may not be a trend but just the way it is.

What else would you add?

Special Education Teacher: Nothing.

INTERVIEW 4

The second interview was conducted with the principal of a middle school in Colorado.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: Well, we have, of course, a special education program in place and we follow those rules and regulations and we also have gifted facilitators and we work with those students. And we have people that evaluate and work with the Special Ed department and central office and these kids are placed according to their behaviors. We have a behavior modification program called BIP Program (behavior intervention program) when the students are placed in that program and when their needs.

What are your school prevention activities?

Principal: Yes we do and they are through the BIP program. We may have some other ones, but I am not familiar with them. I don't really handle that part of the program.

What would you consider the foundation for addressing behavior problems in your school?

Principal: We probably use functional behavioral assessment and communication with parents.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

 Principal: It meets minimal requirements. We do have training and workshops for those teachers who have to handle those kids. We still have a ways to go with it. It always needs to be updated and remodeled. It's beginning of the school year normally. We don't get into in during the school year.

How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: It's a schoolwide approach and we have gotten a person on board through a grant this year. She just came on board for serious problems and interventions like stay in school, drugs, alcohol and that type of thing.

Tell me about your student's knowledge of your school's behavior policy?

Principal: The students are all given our behavior policy and discipline policy at the beginning of the school year and they sign off and take it home to the parents and they are suppose to read it. The parents don't sign off on it, we just have the students do that. And we have it posted around school and we have it in the student handbook.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: They are positive. I think.

Tell me about your review of school data:

Principal: We review the data by semester usually and we are looking for any abnormalities or things that we have not see before. And of course place to tweak or update while we are doing that.

What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Principal: It's positive. I'd say you can put a percentage on it, but we a lot of feedback from parents and staff and solve a lot of student problems.

Tell me about the number of students who receive disciplinary actions?

Principal: It's across the board with ethnicity and etcetera.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: Certainly. The suspensions and that type of thing that you don't do with these type students. When we do find one that we have to take out of the regular school day we provide them with a program after school. These are things that we are doing that would not be done in the past. We have been doing this now for a few years.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: I think we have been able to identify with those students with those problems much sooner than in the past and implement a program which will help them and get them graduated.

What else would you add?

Principal: Nothing. Except that we are making progress, but like all schools we have progress and areas where we need to improve and we have good support in central office.

INTERVIEW 5

This interview was conducted with the special educator for a middle school in Arizona.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: We have a program called Gearup: The first year focuses on making sure that their lockers are organized and making sure they are doing well academically, things like that, the next step focuses on is 6th, 7th, and 8th graders, we offer a tutoring program after school from 3:30 to 4:30 that will also address those students academically, now we have accelerated classes, we have classes at the high school that our kids can go to if they are doing well. If they are not doing well, we send letters to the parents early on. In the second six weeks we send letters to the parents that they are in jeopardy of failing their grade level and we need to have a meeting. We have conferences with those parents by phone and in February if those students are still failing we have conferences here at the school. We send another letter, of course, at that time and then we have summer school. If after doing all these things and they are still failing we offer summer school for all our kids…that's free of charge. If they have 2 F's in the 8th grade it's the law that they cannot be moved up…the parents can't sign a waiver and move them up.
That happened not to long ago and that is why that is in place. As far as behavior socially, if students are bullying and misbehaving, there are several things that we can do with our kids from a conference, which is the least form of punishment to expelling from school. We also offer an alternative school which is called Second Chance. If students are caught smoking marihuana they are immediately sent to Second Chance. If students are caught with ANY drugs or alcohol, weapons, it all just depends. If they bring a knife to school then you usually send them to second chance. They are in a controlled environment there. The hours are different. They only deal with the four core subjects. And they are there for at least one semester. If they can prove that they have been rehabilitated, in a sense, then they can come back to the middle school. If not they stay there. Those are just some of the things.

> What are your school prevention activities?

Principal: We have conflict resolution here through our counselor but anger management is mainly dealt with through counseling services that help our special ed kids here. We go through Carlsbad Mental health which is an organization in our city. What they do is they assign a behavior management person…they are called a BMS…whatever the BMS is…Behavior Management…specialist. They assign it to that student and they have several students assigned to them. They come to the school and they get to the classes and they council them and work with them one-on-one. And that works out pretty good. It saves some of our kids. But some of our kids just don't get saved. They fall though the cracks.

> What would you consider the foundation for addressing behavior problems in your school?

Special Education Educator: First it is communicating with parents. We do that in a variety of ways at the beginning of the year and utilize our inhouse broadcast programming to do it

throughout the year. Make sure that you have well communicated expectations and send it home. And you followup on a daily basis.

How about staff training in PBS? Do you feel the training you have received is adequate?
 Special Education Educator: We have a program called BIST, which is not real relevant for the high school kids, but is great for the younger ones. It is a consistent program for students that behave inappropriately. But we do utilize that in terms of a training process, with some of those ideas and components and then we have preservice sessions where we deal with building expectations all working with students behaviorally. We don't do a lot of new stuff during the year because we focus on the academics more. If something comes up and is difficult to deal with behaviorally, we use our resources, help colleagues to use those strategies that work in the classroom. As long as it is not a systemic issue.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Educator: It's schoolwide in that we talk very openly at the beginning of the year and the expectations that we have for students in terms of behavior. Then we deal with it on an individual basis after that. During the year it is more of an ad hoc, individual attack on whatever issue comes up.

What do you feel is your student's knowledge of your school's behavior policy?

Special Education Educator: I would say it is anywhere from can I know about it to know it very well. No student could ever say they have never heard of it since our student handbook is also our student planner, which is their pass to move about the building. So they carry it with them each and every day. So I think most kids would say they have a decent understanding of what the expectations are. Things like being on time and not leaving school when they are not suppose to. But 98, 99 percent of the kids have no problem understanding the basic procedures of the building.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: I'd say positive the majority of the time.

How often do you review your school data:

Special Education Educator: Well, some data is reviewed continuously. It depends on what it is. Everything from disciplinary data, like what they are seeing in the office such as tardies and attendance issues, to the academic side. We look at common grades and assessments and breakdown those into subgroups. Some of the academic stuff is on a yearly basis and some is more often. The building issues such as attendance we look at more often.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Special Education Educator: Well, we do a pretty good job. When a situation does come up with all those entities we have some decent community agencies that come in and out. Our counseling staff is a real sharp group that can find us resources in a hurry to work with parents. And the outside agencies have always been cooperative in working with us.

What are number of students who receive disciplinary actions?

Special Education Educator: No. If you break it down to IEPs and minorities and free and reduced lunch, we are not seeing a preponderance. For instance if 15% of our kids have an IEP we are not seeing 15% with a disciplinary action. In other words the percentages are about the same.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Educator: Well, we used to have the B.D. program, the behavioral disorders program and now that is shifted into a bit of a different setup. Our other special education folks were separated out depending on their focus (such as behaviorally disordered), now it is all integrated. That's probably a good thing. I don't know that we are doing a better job. But I don't think it is any worse.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Special Education Educator: I don't think there has been any measurable difference.

What else would you add?

Special Education Educator: No.

INTERVIEW 6

This interview was conducted with the principal of a high school in Texas.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: We have the classes for, well, we have anger management classes that are available free. We contract with a local counseling agency for that if it is required because of their behavior in the classroom or on campus. We have been known to do suspensions. What is commonly known as in-house, that way they don't lose school credit. They are not gone and roaming the neighborhoods, they are here and actually under an educational situation. We require if they have had specific violent or antisocial behaviors for them to attend an anger management or sometimes it's a drug or alcohol counseling session. It kind of depends on what your behavior is. But it is the same counselor for all those situations. It's just to help them make better choices and what specific choices will lead them into specific negative and positive situations. For students who are identified and on IEPs we have extra hoops that we jump through. Typically it will be counseling in my office, counseling in the office. We have another assistant principal who does counseling. We have a couple places in the building where we do timeouts. Sometimes they just come and sit outside my office window and do their work out there because of that negative attitude where they just got crossways with some other kid in the classroom. We use all kinds of things short of sending them home. Sending them home is our last resort. Far down the road, out last resort. Then we have the typical, from a negative standpoint, we have detention time and Saturday time. From a positive standpoint we do a lot of counseling.

> What are your school prevention activities?

Principal: We don't have a peer conflict resolution group. We've done some study with that and at some point thought we were going to start that we would have to find an in-building sponsor for it and do some training. It's still something that we discuss every so often it just not something that we have ever bought into. We do a couple assemblies a couple times a year on such things as bullying and those kind of things. At the beginning of the school year we encourage the staff to mention to students those kind of behaviors that are acceptable and behaviors are taken by the people and you have to consider feelings. Not any specific programs.

> What would you consider the foundation for addressing behavior problems in your school?

Principal: I would say it is really on an individual basis since we don't have any specific program other than an occasional assembly or a visit with a classroom of kids. For the most part we deal with it on an individual student basis. We wait until we are informed by a teacher if there is a situation that we need to become involved in or if we see something in the hallway or hear something from a group of kids. But its as it reaches our knowledge kind of thing.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

Principal: I don't know that you could ever say it was adequate. We have some and we have different teachers every year go to training sessions. Some by Flippen and Associates, who are out of Texas, on capturing kid's hearts. We also have a couple of courses that kids take on teen leadership that are available to them where all kinds of social issues and interactions are discussed. Everything from simple manners to job interviews and how to work with people as opposed to against them. And we have some things that are available, but nothing that is force-fed or handed to any particular employee.

How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: We have a system in place in that our teachers are always looking to see what is going on. They always keep us informed, but as far as having a set regiment to follow, I can't say that we do.

Tell me about your student's knowledge of your school's behavior policy?

Principal: I feel that they are real knowledgeable about it. It's reinforced in the classroom, it's reinforced in the hallways. We have specific little things that we don't allow and they know about them. There is that friendly cop as a reminder and the assistant principal and myself are in the hallways at nearly every class period. And we move around a lot, we don't stand in one place. We try to make personal contact with our kids and encourage our faculty to be at their doors and most faculty are at their doors shaking hands and saying hello to kids, saying, come in. We try to make the students aware that we are there to help and assist not to just be on top of them all the time.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: The majority of contacts are probably educational in nature. I would say most of our kids go to class, do their work, go to the next class. They have contacts but they are businesslike. I would say that they are positive. A small majority of our kids head for two year or four year colleges. Probably about 60% in any given year and another 30%, 20-30% will go to a tech school. And most of them understand the function of our building staff is to prepare them for what comes afterwards. And so they are usually real receptive to that.

Tell me about your review your school data?

Principal: We review school data twice a year, sometimes more often. We look for attendance trends, behavior trends. We also have an organization, we are a consortium of schools it's called the (what is it), something southern leadership conference. The high schools that work have a real strong career tech component here in the building and it sort of comes through them. We review data yearly on how the technology students, those who are bound for a career-tech post

high school experience rather than a college post high school experience. We make comparisons about their achievement in Math, English, Science to make sure we are serving everybody's educational needs.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: A strongly positive effect. We have frequent conferences with parents. In fact, we added a program this year, a company designed a program where parents can access information on line for just their child and it has been real beneficial to increase parental involvement. Two or three times a year, actually three times a year, we have conferences that parents can come to. Some of them are more general in nature, some are specific where they talk about specific issues with a specific teacher. We have, all of our staff have email addresses and they answer emails on almost a daily basis with parents. Some about attendance, some about grades, some about assignments, some about attitude and behavior in class.

Tell me about the number of students who receive disciplinary actions?

Principal: I have never really taken a close look at that. Now I do a discipline report every month and probably 90-95% of the discipline we administer to is related to attendance, mostly tardiness to class. They are not really behavior. We have the occasional alcohol on campus or marijuana or the occasional fight. The occasional disrespect for staff. Probably 90-95% of what we do is related to not being on time to class or skipping school and we don't have a lot of those. It would be hard for me to pinpoint a specific group that I could identify. We don't have any, I don't think our problems are any greater with special ed kids that with the special population.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: Well that is tough because I have only been in this position for four years so I don't have a lot of basis for comparison. I taught 26 years in the classroom before I came to this. Any changes in disciplinary action or behavior modification are less related to IDEA than a change in society expectation. I imagine 20 years ago corporal punishment was still a big deal. Or 30 years ago. But now it is not something we even contemplate. Dress has changed. Attitudes have changed. We just deal with it on a daily and minute by minute basis. My perception is that it is directly related to the inclusion rather than any specific group or legislation of any kind.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: No, not really. Not that I would relate to it. We just follow what society sends us from a dress code standpoint, from a behavior standpoint. The use of profanity has increased in the last decade. That is not related to IDEA or anything else, it's just related to society at this time. You know on the part of the students and not the staff (laughs).

What else would you add?

Principal: No, not really. My perception is really, like most educators, that we simply take the kids where they are when they come to us and make a concerted effort to prepare them for whatever their post-high school experience is going to be. We have courses in every subject for every learning level in this building and if the student wants to clep-out of 20-25 hours of college credit, we have courses that will get him there. And if they simply want to be prepared to work at McDonalds, with their parent's permission, we will enroll them in those courses as well. We try to do a good job. We have a great system and a good building. We have a lot of staff. I would say all of our staff, they all have different ways of showing it. But all of our staff want the kids in this building to be successful. They care about the job they do.

INTERVIEW 7

This interview was conducted with the special education coordinator at a Texas high school.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Educator: Our overall behavior support system, schoolwide is…we are working on what is called character education, I don't know if you know what that is. Our middle school has been doing that for a long time and since I have been here our high school is moving more in that direction. It's a very positive approach to behavior; they have to live up to certain standards, qualities and ideals, that type of thing. That is for all our students. As far as special education kids, we have an emotional support structure and a learning support structure. And every teacher with 8 or 9 kids, they get a lot of help from aides, counselors and people coming in to work with them. Our learning support is for teachers. One for every grade level. I think there are about ten kids for every teacher and they work with a number of aides. One full time and two or three part time. And they are offered extra counseling and extra learning experiences. Some have extended year experiences, which means they work over the summer tutoring, that type of thing. In that sense, learning and behavior, I think we have a very small ratio, adults to students, as far as behavior support. It's a spin of f from our student assistant team and we try to identify candidates that really need it and work with them on a group basis. Of course guidance counselors work with them on an individual basis. But this is more intensive because it is specifically aimed at anger management.

What are your school prevention activities?

Special Education Educator: Conflict resolution we don't have right now on a formal basis. We try to work with students, obviously, who are in conflict with each other. But we don't have any program or peer mediation or anything like that right now.

What would you consider the foundation for addressing behavior problems in your school?

Special Education Educator: We do some types of assessments, but only when students become extreme and we are considering an alternative placement or there is a crime behavior problem that is extreme. I wouldn't say that is the basis of our approach, it is more schoolwide. We don't get involved in a lot of that functional behavior assessment.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

 Special Education Educator: We have been doing more staff training lately. We have been trying to stress the positive. We have been asking speakers in. It's never adequate, but there is only so much time.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Educator: Um….I don't want to give you a one word answer. I think it is more of a system where teachers refer students to administration, the student assistance team, guidance counselors. Then there is an analysis or diagnosis done on behavior through checklists and then we try to hook them into proper agencies or counseling. We have worked with them one on one and with groups. We are working on this idea of character education. We make sure that every teacher interacts with as many kids as possible in a positive way. Doing group activities, cooperative activities, and that type of thing. That, for me is more of what we are trying to do on a whole.

Tell me about your student's knowledge of your school's behavior policy?

Special Education Educator: Yes, they know about it. We try to consciously teach positive behavior. It's one aspect I've seen here that is different from any other place I have ever been.
How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: I would say they are positive.

Tell me about your review your school data?

Special Education Educator: I usually look at school discipline way to get help on that because of the time it takes. When we get together to discuss a student we look at the discipline data and whether this students is having problems in all areas or just behaviorally. We also review data biannually to see if there are any issues that need addressing. This is initiated by administration.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Special Education Educator: We try to involve parents as much as possible, but it is a struggle for some. There are so many things going on and getting to the school can be an issue. As a result we have started an online program to help forge that contact with parents. We also share our emails so they can find us and discuss their child.

Tell me about the number of students who receive disciplinary actions?

Special Education Educator: We have the typical discipline issues related to attendance and fighting or alcohol on campus. We probably have fewer of those issues in our special education classes unless we are talking about those kids that are oppositional and such.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Educator: For a fact they have changed the way in which our students in special education are disciplined. We must determine if the behavior is a manifestation of the disability. This can sometimes be difficult if the kid has a broad range of issues that they are dealing with, but I honestly think it really helps. We also have so much documentation that we have to complete.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

 Special Education Educator: Not really. Maybe more training for all staff on their knowledge of students with disabilities.

What else would you add?

Special Education Educator: Nothing. Thanks.

INTERVIEW 8

This interview was conducted with the special education educator of a middle school in Oklahoma.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Educator: Um, OK, our basic district-wide strategy of course, evolves from each individual IEP, we, um, we do behavior plans for any child that it is warranted for, and in general there is a format that we use like to use, but we do as much training as we can so that everyone individualizes those and has those basic components that are supportive intervention rather than just punitive kinds of things. So we work real hard to train our people to do appropriate behavior plans. Those vary, for k through 12, as you can imagine, dramatically in the way that they look and feel. When we get to the more serious behavior issues we go as far, in two of our sites, we have two time-out rooms, that controversial issue, that is different from the classroom and we might isolate the student in. By that I mean they are very well designed, safe rooms with observation windows so that no child is ever unsupervised, that he might actually be left alone. We are big believers in this. It is primarily used with our young, behaviorally disturbed programs.
We have found it extremely effective in keeping kids, deescalating a child so that they can stay in school. Those rooms would only be used when that child is completely out of control. And we take a great deal of pride designing buildings, programs, facilities, to accommodate strange physical behaviors so we do not have to remove kids from the school site. So does that answer that question from start to finish or was there something else?

Yes, it does. What are your school prevention activities?

Special Education Educator: They are not nearly what I would wish them to be and by that, I simply mean that it is not a requirement on the part of this administration that every building has something like that. It is encouraged for the principals who are most proactive and do the best job training. So across the board in our ten sites, um, I would say five of our buildings have implemented a behavior management kind of training. And sometimes it involves students in a conflict resolution-type thing, and sometimes it's just training for staff.
So I am not being very clear about that. So I would say overall, yes, we implement. We don't have a district wide, designated program…that we require for everyone, that is not the case. But we do encourage it, we recognize it as being affective and it is done differently at each site.

What would you consider the foundation for addressing behavior problems in your?

Special Education Educator: Gosh, that's a tough one. It's got to be B.I.P.. The level of commitment and cooperation from the top administration. And as you know, dealing with an elementary behavior versus a secondary are two separate beasts. And at the secondary-level in particular, it is about administrators. Definitely. The teachers, actually, I think, do a pretty good job. Its, I don't know how I want to say this, I am talking about the behavior that often ultimately lands the student in the principal's office and then a consequence is assigned by an administrator.

We lean very heavily on our students. Are we talking about students with disabilities or all students?

All students, including students with disabilities.

Special Education Educator: OK. I tend to focus in too much. Then I go back to the administrator in the building. That is what I believe is the foundation for setting the example for what the expectation is in regard to, literally what I call saving students. I am in extreme opposition to out of school suspension. I have sat with a couple principals over the past 5 or 6 years to implement, particularly at this level (this hasn't been as much of a problem at the elementary) to just keep kids in school. Even for those extreme behaviors. So we came up with all kinds of options or consequences. We use everything from our weekends with our police department to all kinds of in-house to before, after, during school. On Saturday, and even with weapons and drug offenses. Reducing the long time suspensions with counseling. An agreement that parents participate and so on and so forth. And I believe it is the administrator that allows those things to work for kids. So that is what I believe is the foundation.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Educator: It's never enough.

How would you describe your school's approach to prevention and intervention of problem?

Special Education Educator: Um….I don't want to give you a one word answer. I think it is more of a system where teachers refer students to administration, the student assistance team, guidance counselors. Then there is an analysis or diagnosis done on behavior through checklists and then we try to hook them into proper agencies or counseling. We have worked with them one on one and with groups. We are working on this idea of character education. We make sure that every teacher interacts with as many kids as possible in a positive way. Doing group activities, cooperative activities, and that type of thing. That, for me is more of what we are trying to do on a whole.

Tell me about your student's knowledge of your school's behavior policy.

Special Education Educator: They know it. They get it at the beginning of the school year and must sign off on it. Teachers go over various points every day and it is part of their binder.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: I think they are positive. We have good kids and our administration is trying very hard to see that we are on the right track.

Tell me about your review of school data.

Special Education Educator: We review our data on a continual basis and when needed. Staff are encouraged to be part of the solution and to look past the behavior and what we are seeing to the data and what it says.

What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Special Education Educator: We sometimes contract out with some individuals and contact agencies if we cannot provide services in house. We encourage parents to be part of the solution and work with us to make our school better. In additional to the daily meetings for students, we have monthly staff meetings or team meetings. These target more global issues that administration or other staff might feel are important.

Tell me about the number of students who receive disciplinary actions. Do some groups receive more than others?

Special Education Educator: While we do have a fairly diverse group of students, I don't think that any one group gets more referrals or discipline than any other.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of the Individuals with Disabilities Education Act.
Special Education Educator: Maybe in the amount of paperwork that we have to do. I think our school would probably be where it is now even if we didn't have it. It has made us more aware of the need to determine the full extent of the student's disability and what impact it plays on their behavior.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?
Special Education Educator: I don't know. I can't think of any.

What else would you add?

Special Education Educator: No.

This interview was conducted with principal of a high school in a large district in Arizona.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: Well if they are on an IEP we have a behavior plan for all of those students thqat come from our special ed staff. They interview them first before they even come through the office. All of those students are covered by a behavior plan before they come straight to us…probably our Special Education person would be a good one to answer that. For the entire staff we just have our policies and guidelines that are set in our student handbook and expectations. I am not sure I answered that question entirely. We have our SRO, our student resource officer in our school. We have policies that make sure everything is lined up too.

What are your school prevention activities?

Principal: We don't have those in group settings. We probably spend more time doing our character education programs. We have a program called capturing kids hearts for teachers.

What is it called again?

Principal: Capturing kids hearts, I don't know if you have heard of great expectations or love and logic, it is a kind of form of those. And it is something that our district has latched on to. Instead of spending more time dealing with kids with problems we're trying to promote positive things and how kids should function at school anyway.

What would you consider the foundation for addressing behavior problems in your school?

Principal: OK. I tend to focus in too much. Then I go back to the administrator in each building. That is what I believe is the foundation for setting the example for what the expectation is in regard to, literally what I call saving students. I am in extreme opposition to out of school suspension. And I have sat with a couple of other principals over the past 5 or 6 years to implement, particularly at a secondary level (this hasn't been as much of a problem at the elementary) to just keep kids in school. Even for those extreme behaviors. So we came up with all kinds of options or consequences. We use everything from our weekends with our police department to all kinds of in-house to before, after, during school. And Saturday school, even with weapons and drug offenses. Reducing the long time suspensions with counseling. An agreement that parents participate and so on and so forth. And I believe it is the administrator that allows those things to work for kids. So that is what I believe is the foundation.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

Principal: No we really don't do it and yes we probably should have some more resources provided for staff. I have a staff of about 115 people, so its…that's not an excuse, but we get caught up in a lot of other things that we are dictated that are a lot more important.

How would you describe your school's approach to prevention and intervention of problem?

Principal: well…we have…we request that staff be extremely visible. We have doors that we lockdown from the inside so we can prevent problems from coming in the building. We have a policy with our students and the handbook, they all carry around their agenda handbook and that allows us to keep track of students better when they are in the halls…there are not just people running around. I think that is our biggest prevention is that we are always visual and the kids are accountable for their behavior and their whereabouts too.

Tell me about your student's knowledge of your school's behavior policy.

Principal: They don't sign off on it, but they do have an orientation at the beginning of the year with me, the administration, counselors and we spend a lot of time not just covering rules because their rules are in their handbook which they carry around with them as their pass book. If they use that as their pass they will have that with them as they move from class to class or anywhere on the campus. So that reinforces those policies are there for them. One thing they do sign off on is an internet agreement so that they take appropriate behavior when they are using that medium and for the most part, they are reinforced for their behavior from their handbook.

How would you describe the majority of contacts between students and staff at   your school positive or negative?

 Principal: I think it's very positive, I think we have a strong and very good learning atmosphere here. We have had our share of issues and wrong decisions, but I think the main interactions between staff are very positive. I think the presence of our staff at student's extra curricular activities is very high, it's a very strong community they appreciate that.

Tell me about your review of school data.

Principal: We review data annually and some data quarterly on depending on our needs.

What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Principal: Would you repeat that question…? Usually its stems from meeting with parents at a parent orientation. We spend a lot of time with our parents in orientation before school starts. We try to make ourselves very accessible, very visible to our parents. We can do so much. Until we have our parents on board with us in dealing with the same issues it can sometimes be a lost cause. We have a group of parents that were shirts and call themselves the sandlot patrol. To establish a little…patrol the school, they are not here to run things or to discipline they are out here as extra visible people, they are parents, they are people in the business profession that get

extra points for coming here and just monitoring the halls. At first it started as a kind of negative and now it is a positive. Kids like seeing these people and the people like being out here and being a part of the school. It's been a very successful program and we have built on it and we want to. Someone from Arkansas came and talked about something like a dad-watchdog program.

Tell me about the number of students who receive disciplinary actions. Do some   groups receive more than others?

Principal: Well our 6th 7th and 8th grade have 1200 kids and typically our 8th graders are the ones that are going to receive more of our referrals, suspensions, things of that nature mainly because it's their last road to get in there with their high school credit. Our boys are probably more bad behavior problems than our females. We do not have a lot of minority groups. Our native American population is about 16 percent. That's not an issue for them. We probably have about 43 percent that are free and reduced lunch, and I don't know if there is a number where we can say they are more of a problem than any other group.

Tell me about the behavior/discipline systems in your school and if they have
changed since the implementation of the Individuals with Disabilities Education   Act.

Principal: I think we all changed right when that came out. We kinda thought that our hands were tied behind our backs Since then we have gotten to a point where we have some options to work with kids. Yes, we need to discipline them based on their behaviors and the levels that they are at, but we also have other options. I probably jumped on no child left behind…I probably know more this year that we have looked at a lot of different issues but my approach now is the kids that we are legitimately leaving behind. The ones that have been typically classified as at risk, the ones that are failing, Right now we are going through the process of what kids need to go to summer school because their grades aren't acceptable. We can probably do a whole lot more, but our goal is to see why our kids are not being successful at school that that is how we interpret or focus on our data.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: Nothing really.

Is there anything that you would like to add?

Principal: No I don't think so.

INTERVIEW 10

This interview was conducted with the special education teacher for a middle school in Texas.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Teacher: Well, really the most important thing we do is for the resource setting kids with ED or LD labels. It's classroom support, incentive, reward systems for not just staying out of trouble but for doing the right thing. Keeping up with their grades, staying out of trouble. And just for academic purposes and reasons I guess you could say the support we have from the teachers and myself as the resource teacher.

What are your school prevention activities?

Special Education Teacher: We do have some conflict resolution videos, pamphlets, booklet-type things that if needed, I have used them once actually. I do some stuff, I think people call it, I can't think of the name now, but I talk to them about honesty, integrity, responsibility. Like character education, character building. Incorporating items such as learning how to control your anger when you get upset at someone or a situation, how to deal with it and cope. Basically self-taught strategies to prevent them from blowing up and acting out, whether it be physically or verbally. Hopefully it pays off. If it helps one, that is all that matters really.

What would you consider the foundation for addressing behavior problems in your school?

Special Education Teacher: I think it all starts at the beginning of the year going over the student-parent handbook, addressing the rules and regulations of the school, reinforcing positive behavior as opposed to negative behavior. Support.

How about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Teacher: We do receive training and we are required to do so many hours of professional development each year. Actually last year I think we received some training on using positive reinforcement. We all always encouraged in staff training to encourage the positive. Reward the positive and acknowledge the positive in that way.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Teacher: I think it is a combined or joint effort by all the teachers and administration to collaborate on what we can do to prevent problems and address them together.

Tell me about your student's knowledge of your school's behavior policy?

Special Education Teacher: They are pretty well aware of it. Like I said, at the beginning of the year we go over the student handbook that addresses the rules and behavior set forth for the school. They do sign off on it. There is a student parent signoff page. I post classroom rules and occasionally go over them and remind them. For the most part, they know what is right and wrong. We have some pretty well behaved kids here compared to some other places I have been.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Teacher: Oh very positive. Very positive .

Tell me about your review your school data?

Special Education Teacher: Well, yes we look at stuff in ARD meetings as far as behaviors, data concerning grades, attendance, I will sometimes see stuff like that. As far as the ARD goes, we look at it as planning for what to do for the next school year. Whether they need a change of placement, setting, learning environment, address attendance issues and behavior problems. Future planning I guess you could say.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Special Education Teacher: I think it helps everybody be on the same page to more effectively address the issues when they arise and at the same time let the students know you are all working together. To send the message that there will be consequences for all actions and so hopefully they will do the right thing and stay out of trouble.

Tell me about the number of students who receive disciplinary actions.

Special Education Teacher: Well, yea. I think on any campus as a teacher you will know, or if you have been there awhile, there is a certain group of kids who more consistently get involved in misbehavior type things. Other than other groups that you have identified in the past I don't know of any other way to predict or recognize it.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Teacher: Well I wasn't here at this particular school or district when IDEA changed or went into effect. I would think that just more collaboration between teachers and administrators on ways to handle confrontations that fall under guidelines.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Special Education Teacher: Honestly? No. Not here, but in general being in the special ed area I have seen more attention direction towards the involvement or what is best for the kids.

What else would you add?

<u>Special Education Teacher:</u> No.

This interview was conducted with the Principal for a middle school in Texas.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: Ah, we provide incentives for them. Those kids that are on a behavior contract and at the end of the week we total up those points and they can trade those for a prize from a classroom teacher. Be it a t.v., radio, player, basketball, or skateboard. Whatever motivates the kids to behave in the classroom and rewards them for good behavior.

> What are your school prevention activities?

Principal: Not at this campus. We had some before but they discontinued them. I know the counselors do speak with the students who have behavior problems. The teachers refer students to them and they speak to them about conflict resolution and how to resolve the problem with the students or adults.

> What would you consider the foundation for addressing behavior problems in your school?

Principal: Communication with the parents and the home. We get a lot of kids who do not get support at home and as a consequence they exhibit the same type of behavior here that they do at home. We get a lot of parents who say that they can't control them any more. That they have about given up on them. We do have classes for parents at this campus where we tell them how to talk to the kids, address behaviors that they have at home and the teachers work with the parents as well communicating with them about how to help the kids with their behavior.

> Tell me about staff training in PBS? Do you feel the training you have received is adequate?

Principal: We do have some training for the teachers at the beginning of the year on classroom management or how to deal with troubled kids.

> How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: I think we do a pretty good job. I know that since we have been here we have improved a lot on our discipline problems. They have gone down by a considerable margin. The number of physical confrontations by students have decreased a lot. Suspensions for behavior have gone way down. This is due to no tolerance and showing positive behavior that they should be displaying in the classroom. And the communication with the parents. We have a good communication between the school and the parents. With these parental meetings we have every week we have a good deal of parental support. We have a good number of parents that show up every week to these meetings.

Tell me about your student's knowledge of your school's behavior policy?

Principal: At the beginning of the year they are given a copy of the student handbook which they are suppose to sign and their parents as well. They are to return that form to us and we keep it on file that they have received and are familiar with the rules of the school.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: We try to make it as positive as possible. Greeting them in the hallways, talking to them, seeing how they are doing and trying to engage them in conversation so they won't be so apprehensive. So when we approach them they feel they can talk to us or come to us whenever they have a problem or concern. We have positive contacts with the students every day.

Tell me about your review of school data?

Principal: We look at it every six weeks as far as discipline. We have computer programs that tell us how many students we see every week, month or six months. Also we can go by teacher, the amount of referrals that they send to the office and we can tell if we are having a problem or not based on that information.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: The teachers do have two conference periods. One individual conference period and one they meet as a team. And they do discuss concerns about the students and whenever they do have a concern that is major they do refer it to the counselors and the counselors call them in. If they have to refer to an outside agency for counseling they call in the parent as well in case they need help with the child at home.

Tell me about the number of students who receive disciplinary actions?

Principal: We are balanced. There are some kids that we never receive a discipline report and then some that are constantly being sent to the office. Those are the ones that we try to deal with the parents and given them advice on how to deal with them and speak to them. Thos are the ones that we refer to the counselor to speak with them and if they have to refer them to an outside agency.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: They have, I know we do come up with individual behavior plans for those students under IDEA. They are like contracts. We try to reward those students as well through point sheets and as far as behavior, those students are motivated and they want to work to earn those prizes that we have for them.

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Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: I know the behavior has improved under IDEA. We have provided staff with training at the beginning of the year on how to deal with students, before school begins. How to deal with problem students. Those with behavior problems.

What else would you add?

Principal: Nothing. Not that I can think of.

The interview was conducted with the principal in a high school in Oklahoma.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: Well, we do have self-contained classrooms. We do have a behavior prevention monitor who does do some timeouts for all kids, no matter why they are misbehaving. We have after school detention. We try to deal with it any way other than suspension if we can.

> What are your school prevention activities?

Principal: We do have peer mediation, peer tutoring and then as far as, we have different counselors run different groups that meet at different times. Sometimes before school, during and after.

> What would you consider the foundation for addressing behavior problems in your school?

Principal: You know, we usually have a couple different types of kids. Obviously the special ed kiddos have special assessments as part of their IEP and their advocates, they monitor that. But for our other kids, sometimes it is not appropriate. We have a lot of kids that act out and the language is an issue. They certainly don't qualify for special education but we have some unique other problems as well. They get frustrated because they have only been in this country for a couple of months. We have a large number of students from Mexico.

> Tell me about staff training in PBS? Do you feel the training you have received is adequate?

Principal: Yes I do. I feel we are really lucky in that we are one of the few high schools that has an early out every Thursday. And one Thursday a month is devoted strictly to staff development. There are always different types of positive discipline strategies offered. The rest of our staff developments are more geared to curriculum at this point. But one Thursday a month is devoted to those types of issues. And we have some experts here on staff and some outsiders, so we have been really lucky. And the teachers get to choose what they feel would be most useful to them. It's done through the principal and he is really the best at scheduling those kind of things.

> How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: We identify it by different levels of behavior and we have one assistant principal, that is his main responsibility. He can usually tell if someone is headed down the wrong road, kind of thing. And he will ask for help and put it into play and of course get the parents involved as quick as we can.

Tell me about your student's knowledge of your school's behavior policy?

Principal: The kids, well, we publish it and the teachers have to go over it and on and on. But you know many of them are never affected. You know at most schools the kids that are continually in the office are such a small percentage of constant repeaters. But most of the kid, they never have a clue. It doesn't affect them. They do what they are suppose to do and toodle along about their business. They have no idea.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: Oh I think positive. As for sure here in the office. There is great staff and a lot of friendly folks. People who are bilingual, which helps a lot.

Tell me about your review of school data?

Principal: Well, the nice part about that is that we get disciplinary reports every quarter from the district office. And they break it down so much, pages and pages. They break it down by boys and girls, ethnic minorities, special ed. So you can really see who your repeaters are and what they are doing. It really has helped a lot by focusing on things that, if we can cut it off, then we save their neck. A lot of times the immaturity of our special ed kiddos, you know, they try to sneak off campus. So they are at a high profile when they try to sneak off and they are not in trouble any more. As simple as that sounds, it is something that can get you suspended for taking off if you don't have off-campus pass. It's just a strategy thing which has helped us a lot.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: That is one of the hard ones, it is hard for us to get the parents involved. We have a lot of kids who don't have a home phone. Their parents get a cell phone but then it gets turned off when the bill comes. It is just a continual effort to try and get ahold of them. The ones that are involved are great. We have a lot of parents that are intimidated by school. They probably didn't finish and so they have their own issues to deal with as far as school goes. The ones that come are really good and the majority do. The problem is that those kids who act out a lot, their parents are not supportive of them either and that is why they do.

Tell me about the number of students who receive disciplinary actions?

Principal: I don't look at it until the summer time. That is summer time work for us. Freshman, no sophomore boys. That is everywhere. I don't know why. We examined the data from another school in our district that is very wealthy and it has the very same thing, Sophomore boys. I don't know what it is.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: I am sure they have, I was an administrator for just seven years so I was not involved prior to all that. But I think the biggest thing was not sending them outside school. Here we do long-term cleanup, like after school detention, in-school detention, which counts as suspension for the special ed kids. We do a lot more like that, where as, in the old days it was just, you're gone.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

 Principal: I think that over time, the frustration of the regular ed parents is starting to go away. I think that is the only time that sometime, we can't divulge anything. And if two kids are in a, maybe not a physical fight, but maybe a shoving match and one is gone and one is not. Because of the manifestation conference. And that is what they know. Because over time they are beginning to realize that maybe there are some other circumstances. They are starting to accept that. Because that is hard if your kid is on the other end.

What else would you add?

Principal: I can't think of anything.

INTERVIEW 13

The interview was conducted with a special education educator in a middle school in Colorado.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Educator: We have the classes for anger management classes that are available free. We contract with a local counseling agency for that if it is required because of their behavior in the classroom or on campus. We have been known to do suspensions. What is commonly known as in-house, that way they don't lose school credit. They are not gone and roaming the neighborhoods, they are here and actually under an educational situation. We require if they have had specific violent or antisocial behaviors for them to attend an anger management or sometimes it's a drug or alcohol counseling session. It kind of depends on what your behavior is. But it is the same counselor for all those situations. It's just to help them make better choices and what specific choices will lead them into specific negative and positive situations. For students who are identified and on IEPs we have extra hoops that we jump through and it takes a commitment from teachers to make these work.

What are your school prevention activities?

Special Education Educator: We have had some workshops in bully proofing and healthy kids. That and the anger management, knowing our kids, working with parents.

What would you consider the foundation for addressing behavior problems in your school?

Special Education Educator: We have special ed teams that will handle specific problems that arise with specific students. This and our counseling network really helps a great deal.

How about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Educator: We don't have much staff training. It's mainly due to not enough funding to pay for it. We will have some new training in March and teachers will be able to sign up for it, but I don't know what it will be.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Educator: Our school is unique. We focus on positive behavior through points that the student can get for prizes at the end of each quarter. We are thinking of making it more often to reinforce that behavior more. We target the positive and don't focus on the negative if we can.

What do you feel is your student's knowledge of your school's behavior policy?

Special Education Educator: Our policies are given to students right at the beginning of the school year and cation teams. Every problems with specific student int

　　　How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: Extremely positive. Our kids feel comfortable in school.

　　　How often do you review your school data:

Special Education Educator: We look at everything across the board, yearly. Detention, standardized tests, and absences. We ask parents and teachers for input, Our evaluation system has five levels of data examination.

　　　What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Special Education Educator: Parents are a big part of our success and are always involved here. We have a huge number of parent volunteers

　　　What are number of students who receive disciplinary actions?

Special Education Educator: Our students are no more or less than other comparable schools state-wide. We occasionally have some higher numbers, but then may have lower. I think we do fairly well and we try to anticipate and give positive rewards before we have to use discipline.

　　　Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Educator: We don't have any outstanding behavior issues. Most of our students are classified as white. With parents being such a big part of our school, we can frequently get them to assist in watching behavior in the school.

　　　Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

 Special Education Educator: The focus on not shutting students out of school, but our staff still does not know enough about what they should and should not do in some cases. In others, we have some seasoned educators here who keep it going and making sure it is positive.

　　　What else would you add?

Special Education Educator: Nothing.

INTERVIEW 14

The interview was conducted with the principal in a middle school in Missouri.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: We have a behavior system that was actually taken from a boys home system in Kansas City, Missouri called BIST: Behavior Intervention Support Teams. Basically a system that allows us to match traditional systems of behavior with a more current one to keep up with today's society. They have us use more of the "I" messages, rather than the "you" messages working with kids. Giving them options to move when they start to experience difficulties in the classroom to the recovery room where they experience the behavior intervention experience in our school.

What are your school prevention activities?

Principal: We have a variety of things. One thing is we have our school social worker who every year identifies about 30 students based on referrals by teachers and they are called the breakfast club. They come together and actually work together. They are, for want of a better term, your skaters, cracks, jocks, and these kids actually identify themselves in these categories. And so those kids actually come together and provide a variety of opportunities and start to break down those social barriers of why we group ourselves in categories in society and that is just one way. Then we have another group that meets and they do a variety of things for the whole school population and that is great. Counselors do regular classroom lessons. Those are based on curriculum and what kids need based on like bullying at 6th grade and sexual harassment at 7th grade. In addition they meet with team teachers on a weekly basis and talk about other things that they feel they may need to address. And they decide as a group whether to address that as a group or class. Then there are a few things we do for intervention purposes. In addition, our counselors hold support groups based on the needs of our school population at any given time.

What would you consider the foundation for addressing behavior problems in your school?

Principal: There are several things. First is the communication, regular communication with parents and really getting to know kids. I think that depends on staff that you hire and those that really have the ability to know kids from the whole child perspective. The more you know about a child, obviously, the more you know about where they are coming from and what they bring with them every day. I think when you think of the intervention a huge part of that is triage and setting up success plans for kids. We triage in the morning and sometimes after lunch and even before they go home. So a key piece is knowing the whole child, knowing where they come from, from the standpoint of the home situation and having communication with that home. Then at the middle school level it is critical that we have those teams in place so there are a variety of people who, on a daily basis, can come together and strategize to allow those kids to obtain success.

How about staff training in PBS? Do you feel the training you have received is adequate?

Principal: Yea, I think there are a variety of ways. There are a variety of things that our district offers on a regular basis through staff development. In addition to that we offer though out state funds training we can send our teachers to. I can tell you this year, out of those funds we had a particular team who just happened to get a bit rougher group. Out of those teachers, three requested to be sent to additional training for working with kids that are a bit more challenging. So I think there are a variety of ways, be it something we provide in house or whatever. We actually brought in a behavior specialist to work with teams for an entire day at our school.

How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: Well I think it is probably a whole approach. The teachers working with the parents, with administrators and counselors on a daily basis. Creating success plans for kids that we see struggling. It's a huge task that we take very seriously.

What do you feel is your student's knowledge of your school's behavior policy?

Principal: I think they are very knowledgeable. They start in elementary and it began in 1997 I think, maybe before that. 1996 or 97 at the junior high level. So all of our elementary uses this system and they understand it. They become very familiar with our traditional system of discipline dealing with behavior. As far as behavior intervention goes our students are very well versed. They know what a think sheet is, they know what the time out area is. They understand recovery room and what that process is. I would say they are highly aware of our process. So we absolutely have a school wide system.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: Positive.

How often do you review your school data?

Principal: On a regular basis. We sit down as administrators with counselors and team up with a group of our kids. So I get a 6th grade group and team up with a counselor and move up to 7th grade and we are with a group for two years. And their parents. We meet with them on a weekly basis during team meeting time and continually to deal with issues with them. So we are a whole team with that approach. We review data on specific kids on a regular basis. As far as interventions and those, probably on a quarterly basis. We look at every six weeks when we look at the progress reports, academic reports, look at what is impacting progress for students and often that points to behavior. And we look at have we addressed those behaviors. We create success plans then based on what we are seeing. We can have anywhere from one to thirty kids on success plans. Some of them as based specifically on academics, some are behavior and academic and some are just behavior.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: I tell you a good percent. A very large percent.

What are number of students who receive disciplinary actions?

Principal: I have to say we have a very low minority group within our school. Our largest diversity in our school system is economic diversity. And if there is any group I would say it is those who are economically challenged. Some of that is because those kids come from homes where they have very close living conditions; they ride the same bus to school and those types of things that are issues on weekends between families. They then come into the school. So if I had to pick a group that would be the group. I think it is because they literally live together in these government apartment complexes so they are together all of the time based on their living conditions. So because of that it is almost a brother, sister thing. They are together all of the time and we see issues come out of that. We see family issues come out of that. They are living in not nice conditions all the time and possibly finding hardships and it is stressful for them in a different way. They come from split families and economically they don't have the advantages to help them out. There are some things that can help out some kids and other kids don't have that advantage. Some kids can buy the clothes they want others are on free and reduced lunch and can't buy the extra cookie or get the clothes they want. So they have a lot of things going against them and I find that they are often angry as a result. They can be very angry at some of the cliques we have because we have the extremes riding the same bus. You are talking about the million dollar homes and the trailer park side by side.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: Sure. I think the system allows a lot more freedom of what we can do with our kiddos. We no longer have an in-school suspension program, we have an instructional learning center with a certified teacher. Our paraprofessionals and special ed teacher constantly visit the ILC if we have a student who needs to receive some time maybe away from their whole group here. So I think a lot of the system has changed itself. The whole idea of BIS is that there are a lot of behavior interventions that we have available to us and a lot of support. That allows us to not go from point a to point z within a couple of days. A lot of other supports that we now have for kids.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: Well, I guess, I don't know. I can't think of anything off the top of my head. Maybe staff knowledge of IEP meetings and things like that. We have a lot of programs such as the therapeutic learning center for students who are emotionally disturbed that cannot make it in the larger group settings. That used to be off site, but in the last few year has been move here. We have a variety of special needs students in our schools. We have ESL students. We have had to do a lot of training because of programs being placed in our school. Rules and modifications and all that stuff are very much a part of our daily lives and language.

What else would you add?

Principal: I don't think so.

INTERVIEW 15

The first interview was conducted with the principal of a middle school in Arizona.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: O.K., well we have a number of things. We do what we call progressive and practice discipline if you will, and not necessarily discipline, but what you might call behavior management. First of all, our philosophy is, myself included (there are three administrators here), we are out before, during and after school out on the campus. One of the things we do is just encourage kids, during the day, to handle potential problems that can become bigger. When we are out and about we are able to do that. If we try to get him or her to change their behaviors and that doesn't work then we do the next strategy that can be anything from a discipline procedure to modifying a situation. It's really dependent on the situation. So we really adapt to the student needs and the situation. A lot of times for kids with antisocial behaviors or kids that are maybe picked on or overreact to other kids, um, we have some alternative settings for them to go to or be a part of. One is a choices program, which is an alternative program, where they may go for an hour or they may go for the whole day. We have two counselors here and a lot of times our counselors will take them on and try to work with them on and make arrangements. Our students will come in and tell us that something is bothering them or one thing that is just sticking in their craw. We look at how we can maybe alter that. For instance, kids have P.E. every day and we have a couple kids who are functional and usually successful everywhere else but P.E. is a real sticking point with them. We try to accommodate that by giving them a P.E. waiver or given them an optional elective, an additional math course, a number of things.

What are your school prevention activities?

Principal: We have conflict resolutions. We have peer mediation. Sometimes, we as mediators, sometimes it may be a student, sometimes it may be an adult whose worked with a trainer on how to mediate students through difficulties, either with another student or groups of students. Another thing we do is pyramid of interventions, in place. It is not only for behavior, but also for interventions. We try to identify kids to provide supports not just behaviorally but academically. One of the things that we do, we call is AA Class, advisee advisory class, about a half hour class. Each teacher has one of those classes on campus. Since each teacher has one of those classes, it is usually pretty manageable, about twenty kids. What we have done, those teachers of the AA classes, they are the facilitator or advocate for those twenty kids that they have. So they help monitor the communication to and from home. Teachers that have a particular student can go to them and say, this is what we are experiencing this week: we are missing assignments or grades are starting to take a turn. Then the mentor or teacher can call home and make contact. Part of our intervention Is that we do a, we have a handbook or daily agenda, and we use that for communication and documentation. This helps the kids build organizational skills and maybe some long term assignments. In eighth grade we do some longer assignments over a week or two. We try to measure them out so we are not doing this at the last minute.

What would you consider the foundation for addressing behavior problems in your school?

Principal: Let's see, I think the foundation is open communication with the staff, with the teachers. A lot of times we run into certain things as administrators and we follow up whether we have someone intervene or whether we intervene. So I think the foundation is by administrative team and I would include my counselors in that as well. We have what we call a leadership team. We oversee different areas and we sort of put in place our pyramid of interventions. We are sort of the catch-all of the monitoring. If parts of that fall down, we are there to keep it going. So I think my leadership team that I have, which includes a couple of teachers, they are probably the foundation of our whole system. I include two parents from my site counsel on it as well. Our site council meets every six weeks. Whenever we are doing things with the leadership team we get input from our parents.

How about staff training in PBS? Do you feel the training you have received is adequate?

Principal: You know we did a lot of academic-type training this year in reading and content. We have not done a lot with behavior in the last couple years. And that has come out because we are trying to streamline some of our professional development within the district and that is one thing that we are going to revisit. Seems like two or three years ago we really focused on some specific strategies and this got left behind and we are trying to bring those back to the forefront. We are trying to get those on a daily basis where it is not just something that we did two years ago. I know the district is contacting some people in that area to do some inservices and training. I do that to some extent with my faculty with some of the knowledge that I have and some of the resources that I utilize, but it would be real nice to have some proven programs that are very effective.

How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: I think just having that framework in place to help screen and monitor kids. That include utilizing the data that we have available as far as academic scores, as far as behavior reports, we have parent conferences on a daily basis. My teacher teams and during their conference we may have a parent conference. Sometimes the teachers will just meet as a team and discuss kids on their team, so I think that is part of it too.

What do you feel is your student's knowledge of your school's behavior policy?

Principal: They know it pretty well. Each one receives it at the beginning of the school year, our code of conduct book that is published by the district. Then what we do is during that first week of school, myself and my two assistant principals will take each grade level and during that AA period time, we will go over that. We will take as much time, with each class, as we need. Usually takes us about a week to a week and a half to get to all the classes. Ahead of time we have the kids and teachers, as a part of their new beginnings at the school, to read that book before we get there. That way they have some prereading and they get in there and have some questions as far as, what does it mean if I do this? And we give them examples, especially the

middle-school kids. A lot of times we will see things at 6th grade that is not seen at 8th grade and visa versa. Sometimes it can snowball if it is not corrected or intervened with early on.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: Oh positive. We are very fortunate, we have some issues with certain behaviors, but for the most part the kids are really receptive and so are the parents and so are my teachers.

How often do you review your school data?

Principal: Well, we primarily review it three times a year, as far as the academic. The primary source we use is we do level-testing and the kids do the level-testing in the fall and spring. And they do have the option to do it in the winter months. We didn't do it this year because they do it by computer and our lab was tied up. But we try to get the most current, what they call a writ score. I have been really impressed with it. We have been working with it for two years now and you are able look at it and really see what kind of growth that student is making and if that student is making growth. And sometimes that is a big indicator when a student isn't progressing and going in an upward trend. A lot of times that is where we will refer them to what we call an AIMS. That is our state test. We have a summer school. It's federally funded through some grants with No Child Left Behind and we are able to provide that free. We primarily target kids whose skills are lower than average. Not necessarily a kid who has learning disabilities, we have other means of approaching those kids, but this is for those kids that fall in the lower third of the range. Yearly we review the AIMS data and we have Stanford 9. So we take every bit we can get in place. Some data that is ongoing is behavior reports and attendance reports. Those are looked at almost every other week. Sometimes more if we can really get away. We generally find that five percent are in that range of having behavior problems that we need to monitor and track. Once in awhile you may get one of the ninety-five percent who may do something and get a referral and have a discipline issue, but it is typically minimal.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: Ah, I don't know. It's obviously a positive thing and we really try to incorporate that whenever we can. Not only do we collaborate with our parents often, but we utilize our high school and former students called the link crew. That might be a national organization, and I don't know what it stands for, but those kids are a mentor for our kids. They come down from the high school and work with our kids in the middle school students and talk about issues and different things that they will experience in high school. And I think that has had a real positive impact with our kids. One of the other things is that we just had a new YMCA open up close to us in our district area and very informally I have started working and talking with them and inviting my kids to events that they have that are geared to middle school. Some of it is sports-related and some of it is activity fun. It's totally outside of school and not a school sponsored event. But we are trying to collaborate together to see how we can, right now they charge kids three dollars to go to an even and we are looking at some things with kids for kids who have

good behavior or special problems, but we have not got that far. I have to work with our legal staff to see how we can do that with making sure we don't deal with what is confidential.

What are number of students who receive disciplinary actions?

Principal: It's all pretty level. There is no group that really stands out, but I will say it's probably two to one, males do receive two to one referrals over females.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: Um, well they have changed quite a bit since they have actually been in place. We do what we typically need to do. Discipline is mainly different for kids according to their placement, but basically if they are referred or the situation comes our way and we investigate it, we talk to all parties that we can and we go through the due process procedure with the student so they have an opportunity to respond. And then typically we go by our student code of conduct with the guidelines that the district sets out what we have to do that is mandatory for discipline and what is discretionary. So we have a little bit of flexibility. Now with a kid that is maybe on a 504 plan or a special needs kid we do modify the punishment. There are only certain days you can suspend kids at the school and usually if it is a kid with a disability get up to seven, we hold a manifestation meeting. In order to regroup and create a behavior plan. And also to see if what is being done is a result of that disability. A lot of times the discipline for student A who has a disability may look very different from student B who does not. For example instead of a five day out of school suspension, they may have a one day in school suspension. Where we work on addressing the behavior we take them through a process where they reflect on the incident and talking about it. We also blend in school work if they are outside of their typical setting.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

 Principal: Staff knowledge, definitely. We address that every year and a couple times a year and let them know what is and what isn't. There are times when things are tweaked here and there. I guess may there is less of a formal referral written. I can think of one kid that I had up here today. He is one of my 504 kids and he just needed removal for an hour. He just needed a place where he could cool off, so he just sat in my office and worked along side me. He did fine. A lot of times I won't write up an official referral or even call home. I am in contact with his home almost weekly and his mom and she knows and gives me permission to just informally time him out. Some of that we don't document per se as a disciplinary action, we just do it primarily for the sake of the kid and also for the other kids. It can be disruptive for the other kids. We take them out of that setting and they usually just sit and do some work and they are not disturbing others or getting themselves sin further trouble. We try to be proactive before they are nagged and they blow up. Then it is a bigger deal. So we try to cut it off at the pass.

What else would you add?

Principal: No, I think that is about it.

INTERVIEW 16

The interview was conducted with the principal in a high school in Colorado.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Principal: OK, we have, of course all of our teachers have been trained in TBSI. And a core group of teachers and all my special education teachers have had CPI training. We have consistent, hands on discipline for our students, um, at this time all of our students are mainstreamed, so we don't actually have any self-contained classes. We do have students who are labeled as emotionally disturbed, but they are all mainstreamed. We do have a special education teacher who is assigned to monitor their progress and to plan for any intervention as needed, as well as a special education aide who is used on occasion for behavior support, time out, those kinds of issues. But we don't have much of that.

What are your school prevention activities?

Principal: We have conflict resolution. We also provide individual student counseling through our counselor's office. I have a really good crisis counselor, which a lot of schools do not have.

What would you consider the foundation for addressing behavior problems in your school?

Principal: We have used functional behavioral analysis in the past with certain ED students and developed behavior contracts for those students. But mainly we use a schoolwide approach for expectations of behavior.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

 Principal: I would say it is adequate, especially since we started the TBSI training. And the CPI training. We may not have had that in prior years to when I came.

How would you describe your school's approach to prevention and intervention of problem behavior?

Principal: Well, I think the one thing we do is early intervention. As soon as we see a student is having a consistent problem, we intervene very early with that student with counseling and behavior contracts. And we also just know all of our students, that is the biggest thing. Between myself, assistant, and my counselor, we know all the students on this campus and we are able to ascertain if we see a behavior problem coming, we try to circumvent that problem. We have 360 students.

Tell me about your student's knowledge of your school's behavior policy?

Principal: Every student receives an introduction to the student handbook at the beginning of the school year. My assistance principal prepared a PowerPoint presentation and went into every English class in the school and discussed the behavior, the code of conduct with those kids. Every parent and student are required to sign off on their student handbook.

> How would you describe the majority of contacts between students and staff at your school positive or negative?

Principal: Oh I would say about ninety percent of them are positive.

> Tell me about your review of school data?

Principal: We look at our data for the number of referrals and categories of referrals. We probably review that on a semester basis. Mainly we just rely on what we know is going on. Like if we see an escalation of certain types of behaviors. But we really don't have a lot of behavior issues to look at.

> What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Principal: Very important part. As soon as we see an escalation in student behavior we bring the parents in for a, what we call a student support committee meeting. Which is where parents, administrators and teachers sit down and talk about the problems and possible solutions. We also collaborate with our MHMR unit here and we also refer to outside agencies if we suspect a drug or alcohol problem.

> Tell me about the number of students who receive disciplinary actions?

Principal: Well, we are equal opportunity so there isn't any one group that receives more than others (laughs). There are no more in special ed than there are in regular education. There are no more Hispanic than there are economically disadvantaged. It is pretty much across the board for that small group of kids that gets in trouble. There is not real…we have two African American students and about thirty special ed kids and then the rest are about seventy:thirty split. Anglo: Hispanic. Its pretty much even across the board.

> Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Principal: What year was that? 1997? I can't say if it has changed because I have only been here the past five years. I can say that since I have been here we have tried to bring our discipline procedures in line with special education law, which I don't think was always the case before I came. And so I would say that, in the past, those rules were not followed as closely as they are followed now. I think they used to like to suspend kids for more than ten days and expel them, and yadda yadda. And we very closely adhere to discipline rules and regulations regarding special education students.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Principal: I would see a trend to where we can see a little bit more flexibility in the way that we discipline special education students. Under the last, in the last two or three years I have seen a little loosening up of those definitions. There is a little more flexibility in disciplining special education students. I wish we could make the follow the same rules but they don't and we just have to work with that and I understand that. For example, if it isn't linked, I don't understand why they can't have the same consequences as the majority. I don't see how smoking marihuana entitles them to some special priviledge, do you know what I mean? In fact, sometimes when you have a kid who qualified for special ed, you have a kid with a higher IQ, than a kid that has not qualified for special ed. Seems to me that a kid with a higher IQ would know that smoking on campus is wrong. And I don't see that when you don't find a link in the manifestation determination, that you still have to proceed different with a special ed student. I think that is unfair to the regular ed kids when dealing with discipline issues. But that is just my opinion.

What else would you add?

Principal: No. Not really.

INTERVIEW 17

This interview was conducted with the special education teacher for a high school in Oklahoma.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Teacher: Um, we have a variety of programs here, we have two programs for students with, um, emotional behavior disorders. One program focuses on students who have mental health diagnosis and within that program there is a therapeutic milieu that's quiet. Some are given permanent passes if they ever feel a need that they need to talk to a paraprofessional or a teacher, they are always available to the student to problem-solve or whatever the student might need. The other program is for students with more conduct disorders who need more behavioral support. Within that program there is a teacher and a parent and they work on trying to come up with positive reinforcements for students. Getting kids to change their behavior and doing that they will offer a variety of things: maybe a little bit of a shortened school day every two weeks, or whatever would be motivating for the student to change their behavior. All of our students are 15 to 20 years old, so we have an older population of student, um, I am not sure what else, those are in the Special ED programs. Teachers have their own systems in their classrooms for positive behavior intervention, whether it is some kind of reinforcement, students earning things, good grades, and intrinsic rewards, whatever the case might be. There are a variety of things the teacher might use.

> What are your school prevention activities?

Special Education Teacher: We have peer mediation. We also have a human services team that's composed of counselors, school psychologists, school social workers, myself, assistant principals, and when someone on the team has a student they are really concerned about, we bring that student's name to the team and we come up with kind of a pre-referral intervention after we are done with the student. That is one of our vehicles, as well as, peer mediation.

> What would you consider the foundation for addressing behavior problems in your school?

Special Education Teacher: We do functional behavioral assessment, either, or actually for all students who have emotional behavior disorders diagnosed as special education. We do functional behavior assessment for students who have 10 or more school days that they are suspended for, as well as, um, if they are suspended for 5 consecutive days. Those typically fall under the free appropriate public education act. There are times when we have done functional behavioral assessments with students who are referred on an initial assessment. That is something that is done on a routine basis.

> Tell me about staff training in PBS? Do you feel the training you have received is adequate?

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Special Education Teacher: I think there is always room for more training or maybe what I see is staff going to a lot of different workshops but they need to bring it back and generalize it into the total programs. I think that's where we break down is that we don't take what we learn out there and put it into some type of cohesive practice. And there is little or no time built into the year for doing that. All of the workshop time seems to be teachers going, getting information, but there is never any time built into the school year for teachers to bring that back and put it into a plan. And then go forward with that. I see that as a breakdown. But I do think that a lot of people have gone to a lot of different workshops and have a lot of good ideas.

> How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Teacher: That I am not sure about. I guess I'll just say that.

> Tell me about your student's knowledge of your school's behavior policy?

Special Education Teacher: The first three days of the school year the students are in an advisory or homeroom class and all the behavior requirements and plans, the rules, the consequences are gone over with all the students during that time. They need to sign off that they are aware of all of the behavior practices.

> How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Teacher: I would say positive. I rarely come upon a negative one. I mean it happens of course, but it's not typical.

> Tell me about your review of school data?

Special Education Teacher: Typically, the Assistant Principals will put together some data on the school. They look at numbers of suspensions, what those suspensions are for, how long those suspension are. A lot of concrete data like that. How many expulsions, for what reason, that is usually done, I think, on a yearly basis.

> What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Special Education Teacher: For those students who have really active parents and people from outside agencies that are willing to work with the schools, those students really benefit do from that.

> Tell me about the number of students who receive disciplinary actions?

Special Education Teacher: That I couldn't answer. We have a very diverse student population and I really couldn't say. I really couldn't speak to that because I don't have the data.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Teacher: I think one system that has changed is the manifestation determination and how that plays out with students who have disabilities.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Special Education Teacher: Not specifically, no.

What else would you add?

Special Education Teacher: Nothing.

INTERVIEW 18

The interview was conducted with the principal in a middle school in Oklahoma.

Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Educator: Well, let's see I am trying to decide how to answer that. Well the support that we have here is, of course, we try to let them sit in to the mainstream here as much as possible. Therefore, we will give them some latitude within the boundaries of the regular ed kids, as far as after school detentions, various things such as that. We have what we call a Sandite Pride Committee where we do various things. We have different areas sectioned off where different classes go periodically and take time out of their classroom and clean up the grounds and things like that. We have what we call A B parties, where kids who make all A's and B's on their report cards are able to attend the parties. And for any child, regardless of whether they don't get all A's and B's, for every A or B on their report card they get tickets. For every six weeks we have a grading period and then the week following we have a drawing and either gift certificates are given out or prizes, such as that. And our PTO or Parent Teacher Organization joins in and they are usually the ones that come up with the prizes. So we are trying to instill in them that there are some rewards maybe even if they didn't do real well in one class but they still made and A or B in another class, they still have the opportunity to receive some of the prizes from the drawing. Now at the A B party, you do have to make all A's and B's on your report card to do that. Right now what we have going on in the mornings before school is, it is kind of hard to supervise all of them, so we are having little competitions before school in the gym where the kids sit before the bell rings waiting for school to begin. We have competitions like a game called knockout. What happens is this class challenges another class and they shoot baskets and they just have little games like that. Just little competitions so it encourages kids to be constructive. Instead of throwing paper and stuff like that. That is also part of our Sandite Pride committee. We are just starting a new program called Sandite scholar. There are some kids that are afraid of taking our AP classes and this is encouraging those kids whose parents maybe have not gone to college. Kids are just a little afraid of taking those honors classes or AP classes. What we are doing is encouraging them to do that, but also putting in a support system there where at the high school level we will actually have college students come in and tutor and then at the middle school level we are going to have high school kids come down and tutor them. To help them and encourage them to take these high level courses and then encourage them to go on to college after high school. As far as our special ed kids, we are always striving in our department to try and get them on level We teach out of on level textbooks and when their behavior starts becoming less desirable, we put them on what we call a positive behavior plan. What we try to do is give them rewards. We ask them to be part of it. What can we do to reward you that would cause you to want to act better in class. Maybe it is something as simple as every two weeks letting them out ten minutes early. Sometimes every couple weeks some of them would like for us to buy them a can of pop. Just things like that. Maybe have lunch with a teacher. We have a police officer that actually works hand in hand with us, full time, and a bunch of kids like to go and eat lunch with her. And you have to have your negative aspects also, and that is verbal: please don't do that, call parents at home, after school detention. Next year we are going to try and have something a little different where we are actually going to have, and I am

going to be a part of this, if a student needs a chill-out time, they are going to come down to my room and sit there and do their work. Just a one-on-one situation. So we are trying to do some things, do some interventions.

What are your school prevention activities?

<u>Special Education Educator:</u> Well, I think we talked about that earlier with the Sandite pride and the little competitions before school. That is trying to have a preventative measure also because we want the kids to act correctly before school and sometimes it gets a little out of hand when they are sitting there with really nothing to do. They are supervised. We do have teachers down there. And we do have the behavior plan and what I am trying to do next year is I am actually going to have some free hours where I can be doing some coordinating work with helping out with the behavior plans and things such as that. Another thing that I want to do also is to be more up on absences and students that are failing to have a lot more contact with parents. There are some times, especially in a special ed classroom, behavior, and I am not sure it comes from frustration of not knowing the material or whether it is from a learning disability or something that is going on at home, but sometimes they just act out and it almost becomes an impossibility to have class and let that student remain in the classroom. What I am going to do it try to have a situation where Mrs. Smith can send Johnny down and say, "he's acting out in class and here is the assignment he is suppose to be doing". And he is just going to sit there in my class and we are just going to talk for a minute about what is going on. And instead of just sending him down to the assistant principal for just immediate discipline or "ok, that's it, you are in detention", if there is something there were we can intervene for just a few minutes. Then "O.K., I'm O.K., I'm cooled off. I can go back to class and act like I am suppose to now". So we are going to have a situation like that next year.

What would you consider the foundation for addressing behavior problems in your school?

<u>Special Education Educator:</u> We do have an agency, and I am not really sure what the name of it is, where some of our kids are in counseling on a weekly basis for the ones that are extremely chronic and we have, for the ones that become horribly chronic and absolutely uncontrollable, parent have the option of the boys home here where the kids can be placed. We did this last year with a student and he was in from six weeks to three months. It is a real intensive counseling, behavioral, program that the kids go through. When this kid came back from going through the program he was just an entirely different young man. Our parents have that availability, but like I said, yes, we do have those who are chronic, we do try to get them into a counseling situation. We have several programs through the …or several different areas where we can get these kids help that we cannot offer them in the school setting.

Tell me about staff training in PBS? Do you feel the training you have received is adequate?

<u>Special Education Educator:</u> Yes some of our teachers…we have ongoing character programs. Some of our teachers go to programs called Capturing Kids Hearts and the goal is to have all teachers go through that at some point. And our Sandite pride committee, we just really got that started this year and I think we are going to go into more with character building next year wit5h that. Every two years our school has a general, cross curricular unit that we choose something that everybody chooses to take part of and after six to nine week period, we have a big, all-school activity. Some of the things that we have done is we have a renaissance fair. One year we had a Civil War reenactment. This past time we had Lewis and Clark Expedition. Its really kind of a neat thing that all the kids get involved in and its cross-curricular. Math and English and all

other areas all participate as a schoolwide activity. That's really good when you can teach the kids to work together through the different disciplines like that.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Educator: One thing that we have in place is, what we a FRO officer. It's our school resources officer. And that is an actual police woman. This isn't just the basis of our prevention, but I think sometimes having that officer in the building tends to give students, and I know it gives our staff a safer feeling. We have things like character counts program for teachers that have gone to capturing kids hearts. I am not in enough on the discipline enough, but we do have a schoolwide discipline policy. We have different steps and we leave most of the discipline to the individual classroom teacher until it becomes a problem that cannot be helped strictly in the classroom. Then it goes on a case by case basis.

Tell me about your student's knowledge of your school's behavior policy?

Special Education Educator: Well, in general, this time of year I don't think they realize there is a discipline policy (laughs). I don't if this is a nationwide problem or just here, but I think the kids know it, but sometimes they become emboldened and act out and do things. It's just a whole different situation than when I was in school. But they pretty much know what is in place and they know that definitely that after they get a third tardy they are going to get an afterschool detention. They know the dress code and they may be sent to the office and scrutinized on whether their dress or shorts are too short or if the tummy is showing or anything like that. The kids are very aware of what is going on. Whether they choose to follow it or not is another thing.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: I would say it is more on the positive side. Of course there are always those students who don't get along, but I think as the majority, looking at our student council, junior honor society, most of the things that we have are coaches, the sponsors. I think it is more of a positive attitude.

Tell me about your review of school data?

Special Education Educator: Well, we have to send in to our main office, monthly reports on our discipline. So it is monitored on a regular basis. When we look at things, we have been accredited by the North Central Accreditation Association. And that has some self-evaluation things in it. We have, in our school policy, a mission statement that we are continually working on and improving on and we do a self-evaluation on almost a yearly basis. We look at attendance, we look at grades, we have taken the achievement test scores, discipline numbers and things like that.

What effect does collaboration between school staff, parents, and outside agencies play in addressing student behavior?

Special Education Educator: Let's see, I am trying to think of incidences in particular. I think we have a pretty good system. When we have behavior that we consider goes beyond what is appropriate we have things in place to do. Immediate referrals for counseling. We have our SRO officer who is right on top of things all the time. And she is not just there in a policing role but she does a lot of counseling and she teaches a DARE program. She basically addresses a lot of situations like that. She has available to her agency, counseling and things such as that. I think on a whole we have very good counselors in our school building that do a good job between parents. And sometimes that is very sensitive, because sometimes I think how would I want someone to approach me if it were my child. I think we have some counselors who are pretty sensitive, as well as teachers. I think we work together as a whole to encourage positive behavior.

Tell me about the number of students who receive disciplinary actions?

Special Education Educator: I would say no. I think when you look at it across the board I don't think that there is any one group more than another that receives discipline. Sometimes I think it seems like it comes from our special ed population because once they are known to be in a resource classroom, those kids are looked at more. I don't know that just across the board that we have more. Of course we have our emotionally disturbed classroom and they are not necessarily on the schoolwide policy because they have their own unique behavior plans and their own value system because that is such a unique population. Because the learning disabilities population does not work with that population. They have their own little value system in there where they are earning ways to get out to a regular classroom or if they are in a regular classroom and these type of behaviors occur they are put back in a self-contained situation or something like that. But I would say as a whole I don't see anything greater in one population than another.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Educator: I don't think so. I don't think that has had a huge impact on it other than the fact that with the special ed population there are Federal laws that say something about a ten day limit on the amount time that would cause a change in placement. When that happens we always have meetings. We have a behavior plan put in place and we have different things that go into effect for that, but that is probably the biggest thing that IDEA has impacted on our school is the disciplining of our special ed population.

Tell me about any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Special Education Educator: I would probably say that referrals have gone up. And we have had staffing, we do have meetings all the time about legal issues, but I would say our teachers are pretty well up on those things. And as it is reauthorized and being implemented, our special ed staff are always really good about calling meetings and giving us new information and things. And they are very good about including our principals and assistant principals and counselors in those things. We have a really good system, especially in the school that I work in where when a special ed child is being disciplined, I am always notified so that we can keep numbers and make sure that they are not out of the placement that they are suppose to be in than it calls for on the

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IEP. In this building we are pretty good about making sure things are in the place they are suppose to be.

What else would you add?

<u>Special Education Educator:</u> No.

INTERVIEW 19

The interview was conducted with a high school special education teacher in Colorado.

>   Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Teacher: We have nothing like that. We have nothing that looks for kids doing the right thing. No. Or rewards them. In our special education section we have social skills classes. The state requires a behavior plan for kids who are ED, but building-wise are we teaching positive behavior? No.

>   What are your school prevention activities?

Special Education Teacher: We have some conflict resolution and mediation but it is used very rarely.

>   What would you consider the foundation for addressing behavior problems in your school?

Special Education Teacher: We have a code of conduct. Is that what you mean? (OK) If your behavior is outside that code of conduct then there is a consequence.

>   How about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Teacher: We have no training in that area unless staff decides to take that training on their own. We have no inservice for regular education staff on IDEA or other mandates. That would be reserved for the special education people. But all that information the district follows to the "T".

>   How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Teacher: Well, prevention and intervention….I guess the only intervention would be the discipline model. And that is certainly not necessarily positive. I don't know if you know, right now, about the state of Colorado CSEPS. It the state testing for accountability. And frankly, all the soft skills and all the social skills kinda take second place to having your school score, you know, proficient in CSEP. You know the EQ and other curriculum is not scoring on my desk.

>   What do you feel is your student's knowledge of your school's behavior policy?

Special Education Teacher: We will have the code of conduct printed at the beginning of school and they will have to sign for it. And in their day timer that the student gets at registration, all the rules and regulations are listed in there. And that is about the extent of it.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Teacher: I would say the majority of them are positive.

How often do you review your school data:

Special Education Teacher: We get a printout of all our CSEP scores. That is reviewed religiously and taken very seriously. It does not include detentions or suspensions which is done by administration, typically on a monthly basis. Our focus right now is on bringing CSEP scores up. Districtwide.

What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Special Education Teacher: We have several different committees that parents site on and they have just done an evaluation of the school for safety and that sort of thing. They take that data and then look at that. But, that is not what I believe you are asking me in terms of collaborating in term of student behavior. They don't discuss student behavior. We have one social worker who is here when called.

What are number of students who receive disciplinary actions?

Special Education Teacher: I don't have access to that so I could not really answer that.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Teacher: Not to my knowledge. Except for behavior plan that is required for special ed students. But it has not impacted regular ed at all.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

Special Education Teacher: I could not speak to that.

What else would you add?

Special Education Teacher: No. I would be interested in what your thesis is all about. Thanks.

INTERVIEW 20

This interview was conducted with the special educator for a high school in Arizona.

> Tell me about your school support behavior strategies for all students and any specific for those students with serious antisocial behaviors?

Special Education Teacher: Well, you know there is the…the school has the basic discipline policy that kids are apprised of at the beginning of the school year. Um, something that they actually do that they started this year is that they got from my department is student action plans. They call it student responsibility forms. When there is an incident, the student has to analyze what was going on: what they did, how it is against the rules, how they can improve, take some personal responsibility for that in a more positive way. That is something that we have been doing since I became department chair here back in 1994. Our side of that is that we can then send the student to their special education case manager to make sure it gets filled out and then the student may need some extra help filling it out. Then the case manager knows what is going on anyway. Which is good. Even if it is a mild case and the student is going with the action plan and staying in class, we have it on NCR paper. So that we have been doing that kind of positive behavior support since well before IDEA was mandatory. If at a certain point, things get beyond the scope of the student action plan, we will do the functional behavior assessment and come up with an individual behavior intervention plan.

> What are your school prevention activities?

Special Education Teacher: Through the counseling department they usually will have a system of conflict resolution that they use with students. We don't have anything like that at our department except through our program of self-contained ED kids and that's through our social worker, who works with that program. And they deal with anger management issues on a regular basis.

> What would you consider the foundation for addressing behavior problems in your school?

Special Education Educator: I don't think I understand what you mean by that. Well, for us, the thing that is most functional is for our department and not for the school. But we have a common set of classroom rules and procedures and the student action plan system that we use in our department. Because at least when they work with us, there is that consistency. We try to help them with self advocacy issues when they are out in more inclusive settings they learn to adapt for those more idiosyncratic things. So that is kind of the bedrock for us. Frankly for the school, I think we got issues here. They started using some of the thing we use in our department and I have encouraged them to get involved with our state behavioral initiative program, state funded program that might be able to help analyze some things. But that is not my call, so I just kind of do the best that I can do. So I think the foundation would be communication and consistency. That's what it should be. It's not always there though.

> How about staff training in PBS? Do you feel the training you have received is adequate?

Special Education Educator: Schoolwide, we do not have it. So it is not adequate. Within my department I have done a number of things with our psychologist for our special ed folks and it's not as far along as I want it to be. I would say we are better than most, but yet, I have a little higher standard than what we have got right now.

How would you describe your school's approach to prevention and intervention of problem behavior?

Special Education Educator: There are no schoolwide approaches that I can identify.
What do you feel is your student's knowledge of your school's behavior policy?

Special Education Educator: Well, at the beginning of the year we, everybody is suppose to go over the student handbook and go over those things and then we, in our department, we have our own system where we go over our class expectations. They are part of the class syllabus and we make sure we go over it at the beginning. Our routine and procedures and how the system works. So parents get it too and they sign off that they have seen it. And then send it back to us.

How would you describe the majority of contacts between students and staff at your school positive or negative?

Special Education Educator: The majority of contacts just in general? (yes) Positive. For sure.
How often do you review your school data:

Special Education Educator: Well, I don't do it, but I know that they do because in department chair meetings, because at least once a semester I hear that. I think they do it more than that. I am pretty sure that they do. To know exactly how often, no.

What effect does collaboration between school staff, parents, and outside agencies plan in addressing student behavior?

Special Education Educator: Well, repeat that. One thing that is good here is collaboration with the county attorney's office, once a month with a meeting. The head of the counseling department, myself and the principal in charge of discipline, we have a PO right here on campus and the assistant county attorney meet with us and we go over the list of all the students who are on probation. And the probation officer attends and we discuss those cases of how they are doing and make suggestions on what we can do differently or anything that needs to be done. That is good because they can put pressure on kids from their side of it and we can put pressure on them from our side of it for different things. And that has been a really good thing. And they take our advice about when they go into court, like what do you think we ought to be looking at here and what are the options for this kid. Of course a quarter of the kids, depending on the month, are special ed kids. So that is one type of collaboration and we collaborate with the division of developmental disabilities, vocational rehabilitation, and those are less behavioral and more programmatic. But every now and then we work with DD about behavioral interventions for some kids who have behavioral issues. With parents, in special ed, we are communicating with parents all the time about stuff. As a school, I am not sure there is anything about working with

parents about anything. we do have site council that is active and involved. I don't know that they address behavioral issues as a rule.

What are number of students who receive disciplinary actions?

Special Education Educator: Well, you know kids with disabilities tend to have a higher incidence of referrals than nondisabled students. That I know. I don't think our demographics, we do have a large group of Hispanic and African Americans, and Asians, so we have that mix. I know when I first came here there were some concerns that there were more Hispanics, but I don't think that is the case anymore. I think it is more in line with the demographics. Other than, you know, the disability. And that tends to be the same kind of kids, the kids who have issues. Like they say, ten percent of your kids take 90 percent of your time.

Tell me about the behavior/discipline systems in your school and if they have changed since the implementation of Individuals with Disabilities Education Act?

Special Education Educator: Um, I think they have for, I don't think they have in my department because we were already doing a lot of those things. We already had our behavior plan, positive behavior interventions, always done intervention plans. I think maybe the change has been, as a district, they have more formalized the system. The functional behavioral assessment, the behavior plans, it really didn't affect us here because we were already working on that model. The school has adopted some of our stuff to try and be more proactive rather than reactive all the time. But it is still, to a large extent reactive. And as a department, we are sometimes at odds with administration about how we would like to go with something. They have gotten better about it. We have had some turnover in recent years and I am always training somebody. Their hearts in the right place, they just lack experience.

Are there any trends in your school that you have noticed since the Individuals with Disabilities Education Act?

 Special Education Educator: In my department we have done some more inservice and we are talking…it is part of the language now. Even in special ed they are now more reactive themselves. We have been working with them to upgrade their skills. Schoolwide it is a bit tougher. We have had more manifestation meetings. So there have been some district changes about that. And our district has started an alternative school. We already had an alternative school for our high school kids who did not like regular high school, but then we created a smaller alternative school to deal with suspensions and expulsions. Because they still have to receive special ed services. We are large enough to do that.

What else would you add?

Special Education Educator: I can't think of anything.

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