

The effect of The Leader in Me, a school-wide positive behavior intervention system (SW-PBIS), based on student achievement and office discipline referrals for fifth grade students in a rural elementary school in North Central Washington state.

A Special Project

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FACULTY APPROVAL

The effect of The Leader in Me, a school-wide positive behavior intervention system (SW-PBIS), based on student achievement and office discipline referrals for fifth grade students in a rural elementary school in North Central Washington state.

Approved for the Faculty

_____, Faculty Advisor

_____, Date

ABSTRACT

The purpose this study was to examine the implementation of The Leader in Me, a school-wide positive behavior intervention system (SW-PBIS), and analyze its impact on 5th grade students based on student achievement and office discipline referrals in a rural elementary school in North Central Washington state. The school was in the first year of implementation when the study was conducted. Full implementation of the program was expected to require three to four years. Nevertheless, the researcher was interested to analyze results within the first year of implementation. The results of the study demonstrated that, when compared to baseline data, there was no discernible difference for office discipline referrals or student achievement during the first year of implementation of The Leader In Me. In order to understand the long term effects of the program, more information will need to be gathered over an extended period of time.

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CHAPTER 1

Introduction

Background for the Project

Many schools struggle with a relatively low number of students with behavior issues who cause substantial disruptive behavior in the classroom, hallways, playground, lunchroom, and office. Each student is unique and requires a specific care in order for the student to be successful. As a result of increased behavior issues, many schools around the country have adopted positive behavior intervention support (PBIS). PBIS, also known as school-wide positive behavior intervention support (SW-PBIS) represents “a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students” (PBIS.org, 2015).

At Middletown Elementary School, the staff adopted the program, The Leader In Me in Spring 2015 with full implementation in August 2015. The Leader In Me is a school-wide systematic approach to promote child development as leaders in order to reduce the number of discipline referrals and increase student achievement. For implementation with fidelity, this process needs to have complete support from all staff members within the building. In order to achieve the best results certified and classified staff members, parents, and students need to have a common language. The

program allows common language between all involved by using the vocabulary from the books, *The Leader In Me* and *The 7 Habits of Happy Kids*. Identifying a common language allows everyone involved to communicate clearly and intentionally about how to best serve the students at Middletown Elementary School. "The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader" (The Leader In Me, 2015). The goal is to allow students to make good choices and learn to be leaders in and out of the school. The goal is to have students find what type of leader they can be which will allow them to excel in school and reduce the number of discipline referrals.

Staff member at Middletown Elementary School began the implementation process of *The Leader In Me* at the start of the 2015-2016 school year. "It takes roughly 3-4 years for this program to be fully embedded within the school and for students to have a full grasp on what it means to be a leader and to see a significant change within the school as well as the community" (TLIM coach, 2015).

Statement of the Problem

Staff at Middletown Elementary School had previous experiences with other PBIS systems. *The Leader In Me* was implemented to work concurrently with other SW-PBIS activities. "After attending PBIS

conferences, it was determined The Leader In Me and other PBIS programs work harmoniously together and it is intended to work with each other rather than against each other” (Lighthouse Member, 2015). With a continuation of behavioral issues and lack of significant increase of student achievement, it was determined by the staff members to integrate The Leader In Me in the building because of the potential to have significant impact on students.

Purpose of the Project

The purpose of this project was to examine the behavioral and academic achievement effects of implementing the SW-PBIS program, The Leader In Me, at Middletown Elementary School. The purpose of the program is to allow students to take more ownership of their behavior and learning which allows for a positive climate within the building. If The Leader In Me program is implemented with fidelity and consistency then it may result in a positive climate which will reduce the number office discipline referrals and improve academic achievement.

Delimitations

The Leader In Me was adopted in a small rural elementary school in North Central Washington state. The total enrollment in the 3rd-5th grade school was approximately 332 students with 171 males (50.9%) and 165 females (49.1%). The race/ethnicity consisted of 22.6% Hispanic/Latino of any race; 21.1% American Indian/Alaskan Native; 0.3% Asian; 44.6%

White; and 11.3% Two or More races. The percentage of students that qualified for free or reduced price meals was 73.5% of the student population, 13.9% qualified for special education, 9.3% were enrolled in the transitional bilingual program, 1.2% qualified for the migrant program, 0.9% qualified for Section 504 plans, and 2.1% were enrolled in Foster Care (OSPI, 2015).

At total of 47 staff members worked at the school; 22 were certified staff and 23 classified. In addition, approximately 2 adults volunteered at the school each day (School Administrator, 2015).

Limitations

The length of the study was conducted from September 2015 to February 2016 which may have limited the results of the study. With a relatively short amount of time studied, effects may not have been perceptible or pronounced.

The research that was conducted used quantitative data through office discipline referrals and Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Any qualitative descriptions may be limited by the author's perspectives.

Assumptions

The impact of implementation will be able to be measured within a short amount of this during the implementation process. It is assumed that the MAP tests are a valid and reliable measure of student achievement.

Research Question

Would the implementation of The Leader In Me, a school-wide positive behavior intervention system have a positive effect on 5th grade students based on student achievement and office discipline referrals?

Significance of the Project

This study will provide insight into the implementation and the effect of this SW-PBIS program in a small, rural elementary school.

School's Prior Experience with PBIS

The school had previously implemented the following SW-PBIS systems: Pink Tickets, Pink Ticket Store, Golden Awards, Quality Work Board, and the SOARing Award. Pink Tickets are a form of currency that a student may accumulate during the school year. Students earn Pink Tickets in various ways such as cleaning up garbage from the playground, helping other students or teachers, or turning in homework prior to the deadline. To earn Pink Tickets, students need to perform tasks that other students may not do. Four times a year, students bring their tickets to the Pink Ticket store and can purchase items using the Pink Tickets they have accumulated during the school year. These items can range from school supplies to toys, clothing, and gifts. The Golden Awards is an all school assembly at the end of every month that recognizes specific classes that have demonstrated leadership and ownership in various areas in the school, including the playground, PE, Music, Library, and Custodial. A representative from each

part of the building gives an award to one class from each grade level that demonstrated their best work. Also, during the Golden Awards assembly, individual students are recognized by classroom teachers for outstanding quality work. Once the quality work is submitted, the principal will call the individual students up during the assembly to be given a Certificate of Accomplishment and receive praise from the school. The quality work is then displayed in the hallways for students, parents, and community members to observe. The SOARing award is to recognize individual students anytime they display one of the seven habits within the school. The award is a certificate that is completed by any staff member that believes the student performed one of the seven habits. Staff members describe the action by the student and present it to the student individually. Once the student receives the award, students go to the main office to draw a number out of a hat. The student then writes their name on a large whiteboard, that is divided into 100 individual squares; 10 vertically and 10 horizontally, in the front of the office. Students are required to write their name on the corresponding number they withdrew from the hat. Once a row or column is full of student names, the winning row will have a pizza party with the principal at a later date.

School's PBIS Experience since Implementation

Since the adoption of The Leader In Me, a Lighthouse Team was established. This team consists of two teachers from every grade level and

one specialist teacher. The committee's task is to oversee all other committees and ensure everyone is working towards the same goal and there is consistency between pace of implementation and consistent vocabulary. Other committees that were established include the Hallways Environment Action Team (HEAT Committee), Assembly Committee, and a Parent Committee. The HEAT Committee's purpose is to facilitate the improvement of the interior and exterior of the building. The Assembly Committee helps facilitate student led assemblies. The Assembly Committee works with students to answer questions and help the students remain focused and aligned during assemblies. The Parent Committee facilitates monthly family nights. Each family night is focused on one of the seven habits of highly effective students. Family nights allow for open communication between family and staff members to create common language.

Definition of Terms

The Leader In Me is a comprehensive program published by FranklinCovey|Education which is designed to allow students to reach their potential as individual leaders in various areas. For a fee, FranklinCovey|Education will provide professional development to support implementation.

School-wide positive behavior intervention support (SW-PBIS) is a term used to describe a "proactive systems approach for creating and

maintaining safe and effective learning environments in schools, and ensuring that all students have the social and emotional skills need to ensure their success at school and beyond” (PBIS.org, 2015).

Response to Intervention (RTI) is a tiered intervention program that allows the “identification and support of students with learning and behavior needs” (RTInetwork.org, 2015). It is a system designed to help all students meet their academic and behavioral potential through communication and support from teachers, para-professionals, counselors, and administrators. The tiers are represented by three categories. The first category is Tier 1, where all students receive instruction from a highly qualified teacher and classroom teacher regarding accommodations, redirection, and reminders which should be sufficient for 80% of the student population. The second category is Tier 2 which is when a student is identified as not making progress, then “intense instruction is matched to meet their needs on the bases of levels of performance and rates of progress” (RTInetwork.org, 2015). Usually, 15% of the student population is under this category. The third category is Tier 3. Approximately 5% of the student population falls under this category. These students require intense and individual instruction in order to meet the distinctive needs of the student.

Acronyms

Administrator. Building Principal

AYP. Adequate Yearly Progress

IDEA. Individuals with Disabilities Act.

IRB. Institutional Review Board

LH. Lighthouse Committee

LHM. Lighthouse Member

MAPs. Measures of Academic Progress

NCLB. No Child Left Behind Act of 2002.

NWEA MAPs. Northwest Evaluation Association Measures of Academic Progress

ODR's. Office discipline referrals

OSPI. Office of Superintendent of Public Instruction.

RTI. Response To Intervention

SW-PBIS. School-wide positive behavior intervention support

TLIM. The Leader In Me program

TLIM Coach. Professional development coach for implementation of The Leader In Me

CHAPTER 2

Review of Selected Literature

Mandates

“Federal mandates have triggered state and local administrators to seek out interventions and supports to better manage inappropriate student behaviors which result in loss of academic time and a compromised school climate” (Hill, 2011, p.108). The passing of the No Child Left Behind Act (NCLB) in 2002, created an enormous shift in public education. Schools were required to show adequate yearly progress (AYP) in student achievement. “With a focus on schools to improve school cultures, research-validated strategies and practices remain an important part of the school wide discipline and behavior management picture” (Sugai & Horner, 2002, p.29). However, in a public education setting, there are many barriers that may hinder a student’s learning ability. Congress amended the Individuals with Disabilities Act (IDEA) in 2004 and continued to “use functional assessment and positive approaches to encourage good behaviors” (PBIS.org, 2014). The idea is to use a positive approach with students in order for students to feel safe at school which would allow more growth socially, emotionally, and academically. “PBIS provided proactive measures to address disruptions and protect instructional time” (Norton, 2009, p.72). In fact, as stated by Reinke, Herman and Stormont (2013), “Accordingly, researchers have recommended setting a standard of interacting with

students at a ratio of 4 positive interactions to 1 negative interaction” (Kalis, Vannest, & Parker, 2007, p.41). In the public education setting, all staff members work together to teach students how to make appropriate choices. Staff members need to focus on the positive aspects to ensure students feel safe, secure, empowered, and build self-esteem. Maintaining the ratio of four positives to one negative allows staff members to focus on the positive attributes of the students while using redirection for unwanted behavior or habits. When the staff in a public education setting focus on the positive attributes of the students, it will allow for a more positive atmosphere. Cultivating a positive learning environment will empower students to reach their potential academically, socially, and behaviorally.

Introduction

Educational leaders, teachers, and support staff have a common goal to see every student be successful. Students may enter the school sector with a cognitive, physical, or social disability. Staff members meet to discuss how to best support students. “It is estimated that approximately 10% of children and adolescents in the United States suffer from some form of mental illness that significantly impairs their ability to function in everyday settings” (Lassen, Steele, & Sailor, 2006). “In fall 2015, about 50.1 million students will attend public elementary and secondary schools” (National Center for Educational Statistics, 2015). While approximately five million students suffer from some form of mental illness, there are a significant

number of students enrolled and not enrolled in the education system that will need mental health services. In the educational setting, it is imperative that educational leaders, teachers, and classified staff work together to help students be successful.

PBIS

Positive behavior intervention system (PBIS) is a school wide approach to focus on the positive attributes of students and provide additional support for student with behavioral and occasional social behaviors to help their learning process. "PBIS begins with building a foundation of universal practices and creating a common language that teachers, children, and families can use to talk about behavior" (Carter & Pool, 2012, p.315). Students "who act out repeatedly may not have learned strategies for assessing and addressing a conflict situation, for identifying sources of the problem, generating options, evaluating their options, negotiating with others, and acting on their plans" (Sprague, et. al, 2013, p.128). Staff members work with the students to ensure an appropriate choice is made and help teach students the necessary strategies on how to address conflict, communicate, evaluate, and execute the appropriate choices. A select number of students need additional help and support to address their emotional needs. Prior to meeting the academic needs of a student, staff members need to meet students' emotional needs. In order for school wide positive behavior intervention system (SW-PBIS) to have a positive impact

on individual students, a student needs to have a feeling of safety and security by addressing the emotional needs of the student. Educators and staff members in a school work diligently at the beginning of each school year to establish meaningful and trust based relationships. The establishment of a relationship from teacher to student may grow as the school year progresses. Teachers that established trusting relationships with students can use early interventions to support students. As a school year continues, the teacher may seek additional support from other areas within the building to dialogue about interventions that may work with students. It is imperative that a SW-PBIS be included in every aspect of the school. This may range from classroom teacher, specialist teachers, counselor(s), office administrative staff, custodial staff, to nutritional service staff. It is also important to incorporate the community when using the SW-PBIS program in the school. Partnerships with businesses may help establish a culture of positivity, inclusiveness, and community within the school building. As stated by Anderson and Kincaid (2005) , "SWPBS is a comprehensive system of support that is in place in all areas in a school (e.g. hallways, classroom, cafeteria, schoolyard)" (p.51). All staff members need to be involved with the SW-PBIS for maximum effectiveness. Having full commitment and dedication from all staff members is crucial to the success of implementing SW-PBIS. "However, the key to a PBIS framework is the community-wide nature of its implementation. A few determined, strong-willed individuals

alone cannot implement PBIS in these settings” (Lampron & Gonsoulin, 2013, p.170). Staff members also need to commit to handing out the awards to students. It cannot be solely used by a select number teachers rewarding students while other staff members do not engage in the system. At Middletown Elementary School, all staff members are trained on how to distribute pink tickets and SOARing Eagle awards. All staff members should encourage and emphasize the importance of how well the student performed academically, socially, or behaviorally. A school system that uses a SW-PBIS emphasizes a focus for all members involved with the building to focus on the positive aspects of students and developing the whole child. SW-PBIS is not curriculum that a school or district may purchase. Instead it is, “a prevention-orientated way for school personnel to (a) organize evidence based practices, (b) improve implementation of those practices, and (c) maximize academic and social behavior outcomes for students” (PBIS.org, 2015). SW-PBIS can be customized to meet the needs of individual schools. There is not a requirement or criteria for how many different SW-PBIS interventions that need to be used within a school. Focusing on the positive qualities of students' will help improve their self-esteem and academic success.

TLIM

The Leader In Me is another tool that “teaches 21st century leadership and life skills to students and creates a culture of student empowerment

based on the idea that every child can be a leader” (TLIM.org, 2015). Educational facilities that integrate The Leader In Me want to develop students as leaders. The empowerment of students is based from Steven Covey's book *7 Habits of Highly Effective People*. The seven habits were adapted for public education setting and TLIM was created to help school cultivate student leadership within their building. The program is based upon shifting thinking and establishing a culture of leaders. However, “it takes roughly three to four for this program to be fully embedded within the school and for students to have a full grasp on what it means to be a leader and to see a significant change within the school as well as the community” (TLIM coach, 2015). Fostering growth of the individual students and teachers as a leader requires a full commitment and buy-in from all staff members. For a school to be successful at implementing TLIM, the school needs to have a full understanding of how the program works, and a full commitment from all. A school that starts The Leader In Me Program has aspirations of becoming a *Lighthouse School*. This is a multi-year process and is not accomplished easily. There is a series of steps that are required for this to be accomplished: “Schools are designated as Lighthouse Schools because they completed the entire two-year training regimen for The Leader in Me, and went through an extensive on-site review by FranklinCovey to ensure the fidelity of implementation” (Hatch & Covey, 2013, p.2). The first year of implementation focuses on using TLIM vocabulary and establishing a culture

of leadership. The second year of implementation focuses on the academic aspects. Students are taught how to collect evidence, data, and track their own progress. Students are also taught how to set realistic goals academically as well as other areas that will impact their time in education as well as prepare them for life post high school graduation.

The staff at Middletown Elementary has been using SW-PBIS for five years and displayed fidelity to the positive reinforcement for students. “To increase the likelihood of staff implementing positive practices with fidelity across time, PBIS schools determine meaningful outcomes, collect and review data to make decisions, and invest in systems to support implementation” (Somonsen & Sugai, 2013, p.5). The staff members review the discipline and Measurement of Academic Progress (MAPS). The “Implementation of the PBIS model generates the possibility for multiple sources of data (e.g. ODRs, suspensions, expulsions, daily behavior ratings, staff surveys, test scores, implementation scores) by multiple stake holders (e.g. teachers, administrators, team members TA coordination)” (Upreti, Liaupsin, & Koonce, 2010, p.505). The analysis of the data was reviewed by the building principal, counselor, and one teacher. This eventually led to the discussion of implementing TLIM during a building level leadership team meeting (BLLT). After conducting a book study with all staff members on the book, *The Leader in Me*, a dialogue was created for staff members. They determined incorporating TLIM would help support students even more.

Some discussion topics of TLIM and SW-PBIS were, the positives and concerns of adding another program to the school, dropping SW-PBIS or TLIM, if either TLIM or SW-PBIS culturally thoughtful, or the discussion of incorporating both systems. Eventually, it was decided that Middletown Elementary would use both programs. Some staff members were unsure what using SW-PBIS and TLIM in a school setting would look like. Staff members were trained during the summer of 2015 on TLIM. It is imperative staff members receive training on a new program that will be added into the building. As stated by Mathur and Nelson (2013), "One of the challenges affecting the fidelity and consistency of implementation is the adequacy of personal training" (p.178). The training focused more on staff member reflection then shifted to mindset. The last part of the training focused on how to incorporate TLIM within the building and how it will have an effect on students. Some staff members also attended various SW-PBIS conferences prior to the start of the school year. "After attending PBIS conferences, it was determined The Leader In Me and other PBIS programs work harmoniously together and it is intended to work with each other rather than against each other" (LightHouse Member, 2015). In order for the SW-PBIS and TLIM to be effective, the staff members had to understand the importance of the using the two systems. "Such a dramatic transformation for the student cannot take place without considerable change among the adults as well" (McGinley, 2009, p.106). Training and coaching on how to

incorporate the two systems required dedication and time commitment. "According to Horner (2009) coaching helps PBIS teams increase their understanding of positive supports, maximize team competence, while emphasizing staff accountability, guiding proactive processes, and building consistency with implementation of PBIS principles/practices" (Scheuerman, et al., 2013, p.149). Staff members at Middletown Elementary were provided training several one hour trainings during the school year. This allowed the staff members to have a discussion of the positives aspects for using both system as well clarify areas that have room for improvement.

SW-PBIS and TLIM effects on student achievement

The focus of TLIM and SW-PBIS is on the emotional and behavioral aspects of the student. A student that feels secure and safe within a classroom is more willing to take chances and make mistakes. Students that feel more comfortable and empowered by a teacher will perform to their highest potential. "An effective school culture and climate play a critical role to support effective instructional outcome" (Suleiman, 2010, p.343). Without an exceptional school culture or climate within the building, students will not be able to achieve their potential. A study by Horner, et. al. (2009) concluded, "Finally, the results provide preliminary indication that schools implementing SWPBS were associated with increased third-grade reading performance" (p.140).

There is a limited amount of research that has been conducted on the effects of The Leader In Me schools. TLIM is a relatively new program that was founded by Stephen Covey. Stephen Covey established the seven habits of highly effective students and adapted it to meet the needs of school. A.B. Combs Elementary school located in Raleigh, North Carolina was the first school to implement TLIM program. While there is a relatively low number schools that have implemented TLIM, some schools are seeing success academically. For example, "8 of 11 (73%) of *Leader In Me* school improved in reading proficiency since their baseline year. 7 of 11 (64%) of *Leader in Me* schools improved in math proficiency since their baseline year. 6 of 11 (55%) of *Leader In Me* schools improved in science proficiency since their baseline year" (Boody, Lasswell, Robinson, & Reader, 2014, p.20).

A second study examined TLIM on student achievement after one year of implementation. After Biggar, Dick, Bourque, & Picard (2015) examined a cohort of schools and reviewed Dibels scores, they determined "Cohort 1 schools moved from 6% below Control Schools to 6% above for a significant difference" (p.14). Cohort 1 is a group of school that has been implementing TLIM for a minimum of two or more years and consists of four schools. The control group is a group of schools that have not implemented TLIM. The data demonstrated that, after one year of implementation, TLIM can have a dramatic impact on student achievement based upon Dibels scores.

While the number of schools implementing TLIM is relatively low, the percentage of school increasing their reading proficiency and Dibels scores from the baseline year demonstrates the potential impact TLIM may have on student achievement. Various schools may continue to adopt TLIM program and as the numerical data increases, there is continuing evidence that TLIM helps students improve academically.

SW-PBIS and TLIM effects office discipline referrals (ODR's)

With an emphasis from federal mandates to improve student achievement, there also needs to be a focus on reducing the number of classroom disruptions which impacts student learning. Norton (2009) found "PBIS provided proactive measures to address disruptions and protect instructional time" (p.72). Another study concluded the importance of established a SW-PBIS because it resulted in a "drop in office discipline referrals was a total of 68% over a 2-year period" (Pavlovich, 2008, p.79). The focus on SW-PBIS and TLIM is to concentrate on the student individually (TLIM) and support them positively (SW-PBIS) to ensure they are successful academically. A study conducted by return on investment (ROI) institute found an 18% decrease in student suspensions and 23% decrease in student disciplinary referrals in South Carolina schools (2014, p.5).

At Middletown Elementary School, students that need extra behavioral support were given a daily check-in system. This looks different for each student, one student may carry around a clipboard all day and bring it to

recess, lunch, and specialists' teachers, while another student may carry around a small "passport" which fits in their pocket and allows it to be more discreet so other students may not see it. Students will give it to the teacher or supervisor at the end of each scheduled section of time to receive a grade. When the day is over, students will check in with an assigned supervisor to calculate the math to determine whether the students met their daily points goal. The students get to pick the adult they want to check in with everyday based on their needs and the availability of the adults. Students may pick from the principal, counselor, special education teacher, discipline officer, or the physical education teacher. Each adult has different list of rewards the students can choose from as reward for earning the appropriate amount of points. When the student checks in with the adult at the end of the day, there is a discussion of which of the seven habits the student believe they focused on the most throughout the day. The student and adult will create a goal for different habits to focus on for the following day. These discussions allow the adults to have conversations about areas the students have improved and areas for improvement. Over the course of the year, students learn to take ownership of their actions through the use of TLIM common language. Students strive to be leaders.

Summary

Research suggests that schools will continue to develop and/or modify current SW-PBIS in order to see student be successful. While there are a

number of studies done on various forms SW-PBIS, each one is specific for that school or district. The Leader In Me is a relatively new program and there is limited research available regarding its effectiveness. However, as research continues to study TLIM, it shows promise on the impact it may have on schools. Middletown Elementary School is in the first year of implementation. They are experienced with prior SW-PBIS and working to include with a focus on support for each individual child. If Middletown Elementary School continues to follow TLIM, then there is potential for a continued growth in reduction in office discipline referrals and a positive shift in student achievement.

CHAPTER 3

Methodology and Treatment of Data

Introduction

The purpose of this quantitative study was to examine the effects of TLIM on fifth grade students in regards to office discipline referrals (ODR's) and student expulsion/suspensions. The study also examined if there was a positive impact on student achievement. A review of selected SW-PBIS literature was gathered and reviewed, baseline ODR's and MAP scores were collected and analyzed at the beginning of the school year. ODR's and MAP scores were compared to baseline data. References and conclusions were conveyed at the conclusion of the study.

Institutional Review Board

Prior to beginning the examination of TLIM at Middletown Elementary School, all procedures of the study were reviewed by institutional review board (IRB) chair, Dr. Apanakhi Buckley at Heritage University. Dr. Buckley determined the study was exempt from a full board review because human subjects were not the focus of the study.

Methodology

The author used quantitative data to analyze the impact of TLIM. The number of fifth grade ODR's was compared from the 2013-2014, 2014-2015, 2015-2016 academic years from the months of September to February. The total number of referrals, expulsions, and suspensions was analyzed to

determine if TLIM would reduce the number of ODR's. ODR information was gathered from the discipline officer and then recorded into Microsoft Excel to examine the data using graphs and tables. This allowed for a better visual to understand the correlation between the school years.

The author analyzed the fifth grade student Fall and Winter MAP scores for reading and math. These scores were compared to previous fifth grade student scores. Fall and Winter data were used to determine if TLIM had an impact after six months of implementation. MAP comparison was based on the number of student meeting the grade level standard. MAP scores were obtained from the school's principal. A spreadsheet of the number of students meeting the grade level standard was provided. The author recorded the numbers into Microsoft Excel to examine the data using graphs and tables. This allowed for a better visual to compare results from year to year, including a comparison of last year's fifth grade students to the current fifth grade students.

MAP testing is conducted three times a year but the author focused on the Fall and Winter MAPS testing period because all testing period were conducted during the same time of the school year, which was in September and February of each year. The author also focused on Fall and Winter MAP scores because of limited amount of time of implementation of TLIM. MAP testing is conducted online and in the classroom. Each student is provided an iPad and login to the Northwest Evaluation Association Measures of

Academic Progress (NWEA MAP) website. Each test is not timed and each student may use as much time as they need to complete the assessment. However, there is a testing window of four weeks to allow all students the opportunity to take the assessment.

Instruments

Office discipline referrals (ODR) are write-ups for students based on unwanted behavior on school campus. A student may receive an ODR for misbehavior, disrespect, being unsafe, weapons, or threats. A teacher enters the information into an electronic system, Skyward. The information is sent to the discipline officer and the officer assigns the appropriate consequence for the student or may refer the student to the building principal if further action is required. ODR information was obtained through Skyward. Skyward is a school management system that allows staff members to access all student information. ODR information from three consecutive school years was accessed. The data was illustrated with graphs and tables for comparison.

Procedure

ODR data was extracted from Skyward by the school's discipline officer. The data provided was hand written by the discipline officer. Information was provided for students from the 2013/14, 2014/15, and 2015/16 school years. Data was disaggregated by gender, age, expulsion and suspension rates, and referral rates. Once all the data was collected

from the discipline officer, the data points were entered into Microsoft Excel to create graphs. This allowed for a visual explanation of the ODR data. The final set of ODR data was collected in February 2016. ODR information was examined from the current school year. The end of the study results were also compared to the previous fifth grade years, September to February. This data was also broken down by gender, expulsion and suspension rates, and referral rates. The purpose was to determine if TLIM had reduced the number of ODR's after six months of implementation.

NWEA MAP data was provided by the school principal. Fall and Winter MAP data was provided from the previous two years. A print out was provided. The percent of students meeting grade level standards was entered into Microsoft Excel. The author compared the scores based on gender from the previous years. The final set of MAP data was collected in February 2016. The information was compared with the previous years to determine if the number of students meeting grade level increased. The purpose was to determine if TLIM had increased the number of students meeting grade level standards after six months of implementation.

Treatment of the Data

The author analyzed the data of the number of ODR's obtained from the discipline officer that involved referrals, suspensions, and expulsions that were documented in Skyward and then converted into a Microsoft Excel document using bar graphs to provide a visual illustration. The author

examined the 2015-16, 2014-15, and 2013-2012 fifth grade students. This allowed a range of data to examine the effects of TLIM impact on fifth grade student behavior.

The author analyzed the Fall and Winter MAP data and then converted into a Microsoft Excel document using bar graphs to provide a visual image. The author examined the scores of fifth grade students during of these academic years: 2015-16, 2014-15, and 2013-2014. This allowed a range of data to examine the effects of TLIM and the impact on student achievement.

Summary

The author conducted a quantitative study at the 3rd-5th grade elementary school. Information was gathered through Skyward and NWEA MAPS data. The Skyward information was obtained in collaboration with the discipline officer in the school. The information was organized into graphs and tables for comparison over the timeframe the students had been enrolled in the school. NWEA MAP data was collected by collaborating with the building principal to access all fifth grade student information including percentage of students who met standard in the current school year and percentage of students who met standard in past school years. All information was entered into Microsoft Excel in order to create visuals of the data acquired.

The study focused on the fifth grade student academic scores and discipline referrals to see the impact of TLIM. The Leader In Me program was

still in the beginning stages of implementation in the school and the program effects may not have an immediate impact on student behaviors and academic outcomes. "Research supports the contention that PBIS can be implemented with fidelity within 1-2 years and result in durable decreases in problem behavior and increases in prosocial skills and ultimately academic achievement in individual schools (Homer, et al.,2002)" (Muscott, et al., 2004, p.455).

CHAPTER 4

Analysis of Data

Introduction

The information gathered from Skyward, a district student data base, allowed the researcher to examine the results of the quantitative research, examining ODR's and MAP data scores over a three year period.

Description of Environment

While there is a wide range of grade levels at Middletown Elementary School, only the data for fifth grade students were analyzed. The researcher did not examine the MAP data based on gender or ethnicity. The researcher did examine the discipline data by overall offenses by gender, and the type of offenses that occurred during the three years.

Research Question

Would the implementation of The Leader In Me, a school-wide positive behavior intervention system have a positive effect on 5th grade students based on student achievement and office discipline referrals?

Results

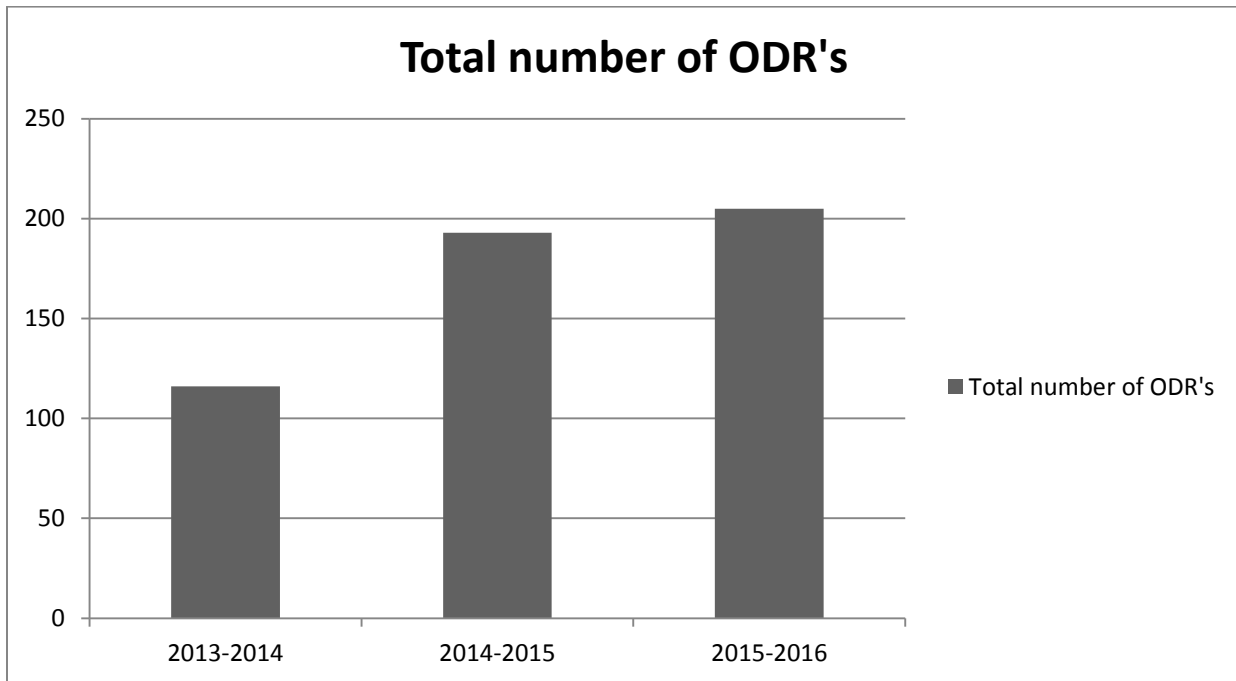


Figure 1. Total number of assigned ODR's of fifth grade students (September through February for each year).

The researcher discovered, through examination of the discipline data, the total number of ODR's increased over the three academic years. The highest amount of ODR's was during the 2015-2016 academic year with 205 referrals. The 2014-2015 academic year had total of 193 referrals. The 2013-2014 academic year had the least amount of referrals of the three period with a total of 116. The 2015-2016 academic year was the first year of implementation of TLIM.

Office discipline referral by action

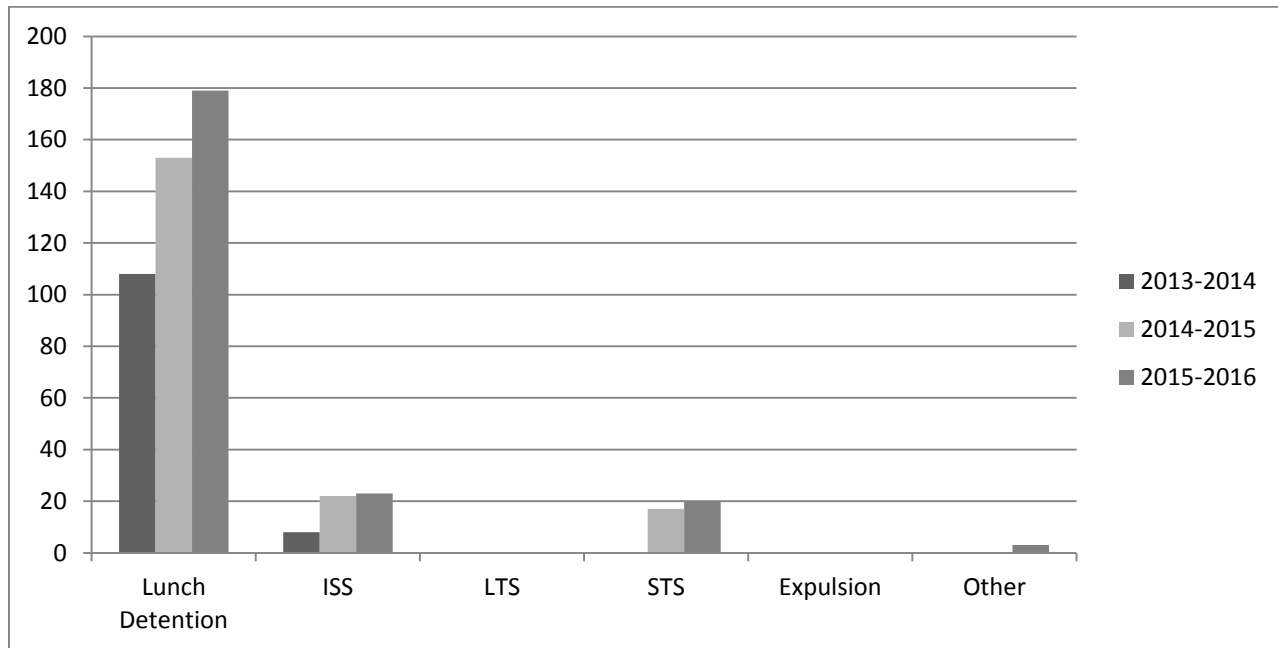


Figure 2. Assigned ODR's to fifth grade students during 2013-14, 2014-15, 2015-16 academic year (September through February for each year).

The fifth grade students during the 2013-2014 academic school year had the least amount of ODR's, with 116 from September through February. These ODR's ranged from defiance, disrespect, fighting, harassment, bullying, inappropriate language, throwing snow, theft, or destruction of private property. There were 108 students assigned lunch detention. There were also 8 students removed from the classroom and assigned to in-school suspension for the remainder of the school day. From the total referrals assigned, no students were assigned short or long-term suspension. There was a slight increase in the number of referrals for the "other" category. This may include a student apologizing to the teacher or classroom for disrupting

the learning environment, as well as students being assigned behavior contracts.

The fifth grade students during the 2014-2015 academic school year were assigned 193 referrals from September through February. The ODR's continued to range from minor to major incidents that required may have included suspension. There were 153 students assigned lunch detention. There were also 22 students removed from the classroom and assigned to in-school suspension for the remainder of the school day. No students were assigned long term suspension during the 2014-2015 academic year. The total amount of short term suspensions was 17 out of the 193.

The fifth grade students during the 2015-2016 academic school year were assigned 205 referrals from September through February. This was the highest number of ODR's after examining the three year period. The ODR's continued to range from minor to major incidents that may have required suspension to being assigned lunch detention. There were 179 students assigned lunch detention. Another 23 students removed from the classroom and assigned to in-school suspension for the remainder of the school day. The total number of short-term suspensions was 20 out of the 205.

Office Discipline Referrals by Gender

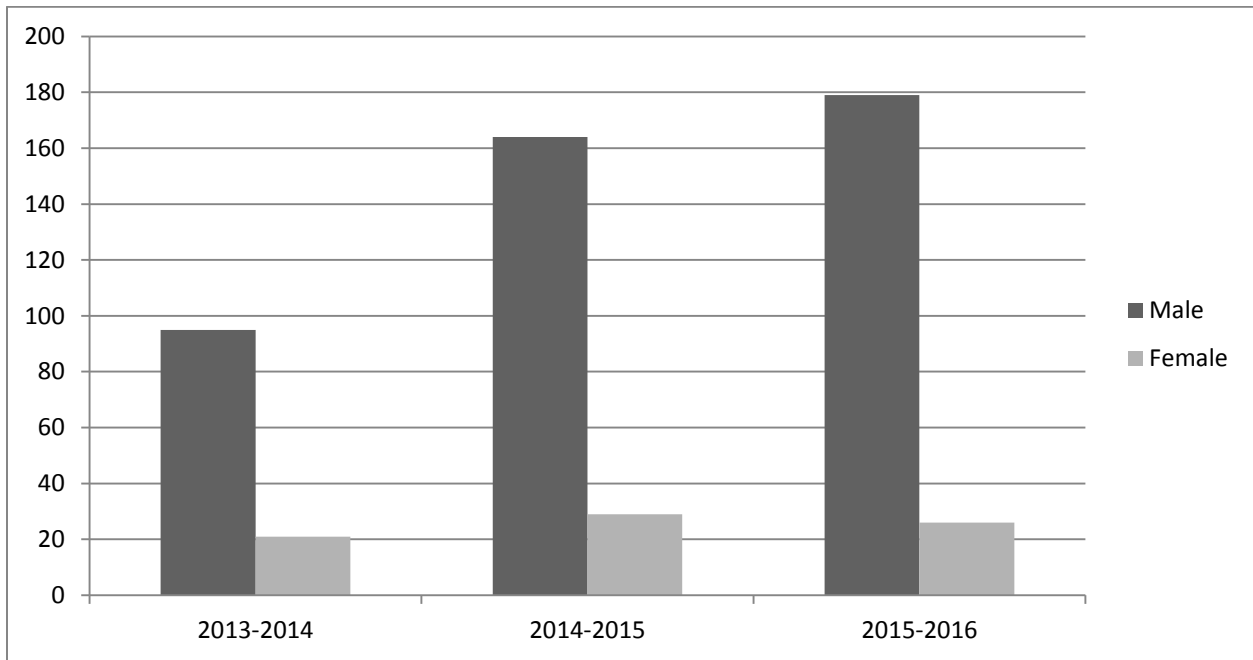


Figure 3. Assigned ODR's to fifth grade students based on gender during 2013-14, 2014-15, 2015-16 academic year (September through February).

There was a total of 21 referrals that occurred by females and 95 committed by males for the 2013-14 academic year. These referrals range from minor to major incidents that may have been assigned lunch detention or in-school suspension. During the 2014-2015 academic year, males were assigned 164 referrals and females were assigned 29. Referrals may range from short term suspension, lunch detention, or in-school suspension. During the 2014-2015 academic year, males were assigned 179 referrals and females were assigned 26. Referrals may range from short term suspension, lunch detention, in-school suspension, or "other" assigned discipline.

The researcher discovered, through examination of the discipline data, there was no discernible change of female ODR's. However, the researcher discovered there continues to be an increase in the number of males being assigned ODR's.

MAP scores

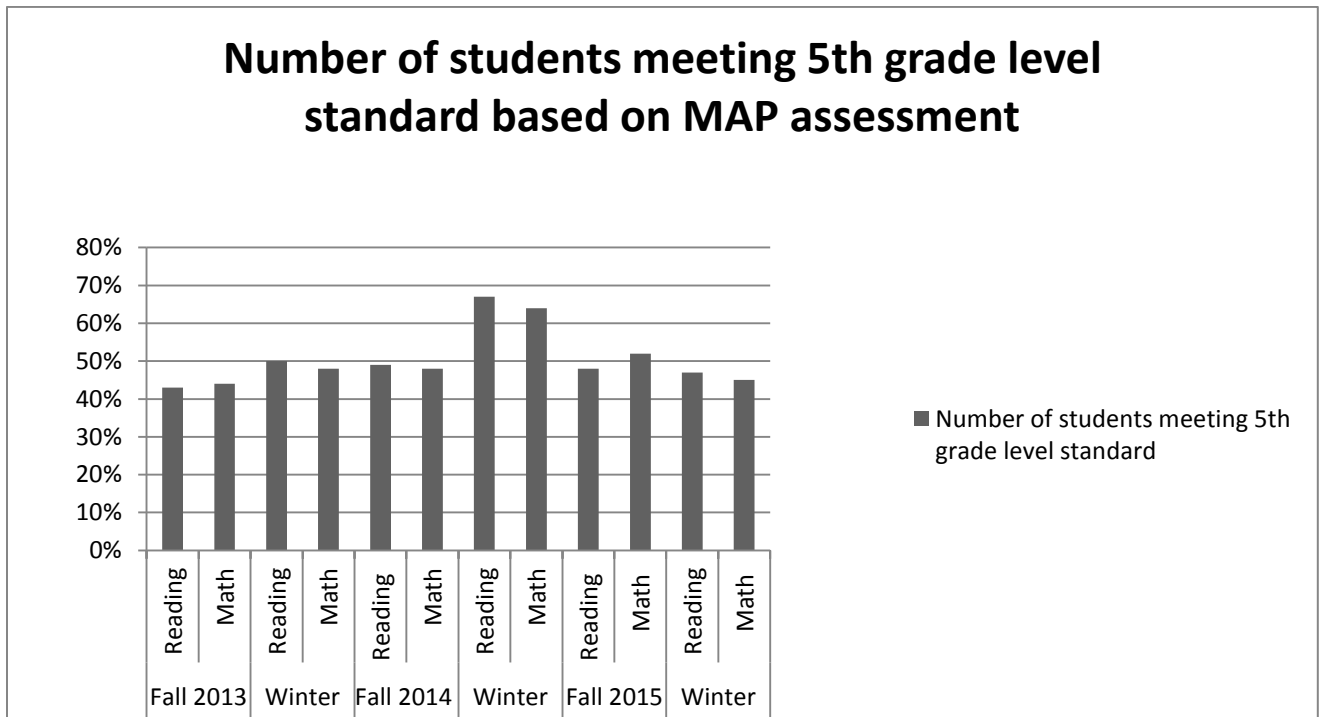


Figure 4: Percentage of 5th grade students meeting grade level standard. Note: The 2015-16 academic year was the first year The Leader In Me Program was implemented.

During the Fall MAP testing session for 2013, 43% of fifth grade students met the fifth grade standard for reading and 44% of fifth grade students met the fifth grade standard for math. Students that took the Winter MAP test during the Winter of 2014, demonstrated that 50% of fifth

grade students met the fifth grade standard for reading and 48% of fifth grade students met the fifth grade standard for math.

During the Fall MAP testing for 2014, 49% of fifth grade students met the fifth grade standard for reading and 48% of fifth grade students met the fifth grade standard for math. During the Winter 2015 MAP testing session, 67% of fifth grade students met the fifth grade standard for reading and 64% of fifth grade students met the fifth grade standard for math.

For the testing period of Fall 2015, 48% of fifth grade students met the fifth grade standard for reading and 52% of fifth grade students met the fifth grade standard. During the MAP testing session for the Winter of 2016, 47% of fifth grade students met the fifth grade standard and 45% of the fifth grade students met the fifth grade standard.

Findings

The results of the study demonstrated that, when compared to baseline data, there was no discernible difference for office discipline referrals or student achievement during the first year of implementation of The Leader In Me.. In order to understand the long term effects of the program, more information will need to be gathered over an extended period of time. In fact, there was a slight increase in the number of short term suspensions assigned to fifth grade students. There was also a slight decrease in the percentage of students meeting fifth grade level standards during the Winter MAP assessment.

Discussion

The purpose of examining the Skyward discipline data was to examine if TLIM had a positive impact of student behavior and to determine if student discipline would drop during the first year of implementation. The researcher wanted to assess the overall number of referrals but included specific types of referrals to have a better understanding of the fifth grade student discipline data. In the tradition of action research, the author intended to present the data to the fifth grade team, counselor, administrator, and discipline officer in order to address the needs for the following school year.

The purpose of examining the MAP data between Fall and Winter was to understand if TLIM would have a positive impact on fifth grade students after six months of implementation. The researcher focused strictly on the number of students meeting the fifth grade standard in reading and math during these testing periods and did not focus on individual growth for each student.

The main purpose of the research was to determine the next set of action steps that will be required between the fifth grade teachers as well as the other classified and certified employees within the building. The researcher hopes this will allow for an open dialogue between all staff members about interventions that may be pursued as well as areas for improvement on how to incorporate TLIM and other SW-PBIS initiatives.

Summary

Based on the outcomes of 2015-2016 academic year between ODR's and MAPS data, the researcher determined TLIM had not made a discernible impact on student discipline or student achievement at Middletown Elementary. The researcher only used quantifiable data to determine if TLIM would have a positive impact on fifth grade students after six months of implementation.

CHAPTER 5

Summary, Conclusion, and Recommendations

Introduction

When the NCLB Act was signed in 2002, it created a monumental shift for students, teachers, administrators, and public education. Federal mandates required local administrators and states to better manage behavioral incidents in order to maximize instructional time (Hill, 2011). This means that schools and school districts are responsible and accountable for addressing behaviors in a classroom. Some schools have used SW-PBIS as way to focus on the positive actions of students. Various programs have been created to help school staff understand how to use SW-PBIS effectively in an educational setting. TLIM is one program that can be used to focus on the positive aspects of students. TLIM focuses on developing leaders within building; this includes students and teachers. Schools that implement TLIM focus on providing students the opportunity to be leaders and various ways to demonstrate their leadership characteristics. Using common language with students tracking their own data and setting goals for themselves are essential components of TLIM program. TLIM focuses on creating a cultural shift within the building to create a positive learning environment.

Summary

The researcher conducted a quantitative study based on ODR's and Fall and Winter MAP scores of one elementary school in North Central

Washington state. The ODR information provided the researcher the total number of referrals and the type of referrals of the fifth grade students. These data points were chosen in order for the researcher to examine two different aspects of TLIM and its effects within the building.

Conclusion

After reviewing the ODR information and MAP data, the researcher concluded that TLIM, a form of SW-PBIS, did not have a discernible impact on fifth grade students after six months of implementation. For a program to have full effect, it takes approximately three to four years before a school may see the true benefits of implementing TLIM. Middletown Elementary has used other forms of SW-PBIS to focus on the positive actions of students. It may take three to four years before Middletown Elementary sees the positive impact of using SW-PBIS in conjunction with TLIM.

Recommendations

The researcher intends to present the findings to the fifth grade teachers, administrator, counselor, and discipline officer in order to discuss program implementation. The researcher also intends to present the results to all staff members at Middletown Elementary school to allow an open dialogue about areas for improvement.

The researcher recommends analyzing the number of ODR's by classroom teacher, cafeteria, or playground staff, or specialists. This would allow a better understanding of specific areas for improvement. The

researcher also suggests using MAP data from Spring to Spring with comparison. Students will have a full year's worth of academic content aligned to learning standards. It is also recommended that a qualitative study be conducted when examining SW-PBIS and TLIM. Creating surveys about TLIM and its effects, as well as observational data and participant interviews would provide a more accurate picture of the effects of TLIM at Middletown Elementary.

Finally, the researcher recommends the study be expanded over the course of three to seven years in order to understand the full impact of using SW-PBIS and TLIM. A six month examination of ODR's and MAP data is too short of a time frame to examine a new program. A longitudinal study will provide more information for the staff members at Middletown Elementary to make modifications accordingly based on the needs of the students and the whole school.

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