

School Impact of Soaring Eagles

A Collaborative Action Research Study

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Approval

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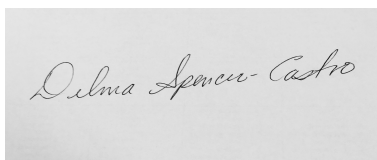
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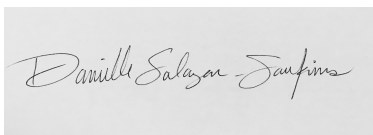


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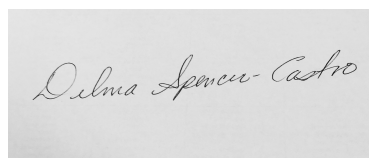
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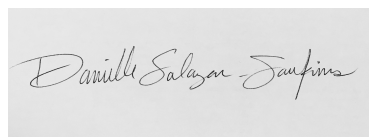
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Abstract

The purpose of this study was to support the implementation of Positive Behavior Interventions and Supports (PBIS) using the student based *Soaring Eagles* Program. A secondary focus was to improve school climate. PBIS can improve student behavior, but it can also enhance overall school climate. According to scholarly journals and literature, PBIS implementation needs to and can be very successful. One study shows that PBIS, also known as PBS, has been successful in lowering behavioral and discipline problems, and has also improved academic learning and achievement (Yeung, Mooney, Barker, & Dobia, 2009). Another study showed that when used effectively, and with the team's support, students have better results academically and behaviorally (Hunter et al., 2015). In addition, according to Netzel & Eber (2003), PBIS incorporates universal school-wide strategies to help 85% to 95% of students succeed. The implementation of the action research began with observations of student behavior and a Pre-Survey. During the three week intervention, the *Soaring Eagles* patrolled the hallways looking for good behavior to praise. Weekly data was obtained through observations, journals, surveys, and interviews. At the end of the intervention, a Post-Survey and interview was conducted to assess the value of the *Soaring Eagles* intervention. The results of the intervention were positive. The *Soaring Eagles* students impacted the behavior data and felt they had improved the overall school climate.

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Chapter 1

Problem

According to Perry (2015), there is a correlation between school suspensions and future juvenile criminal activity. The researchers for this study perceived that students' behavior at their school was not being dealt with satisfactorily. Students at every grade level were being cited for running on the blacktops, playing in the restrooms, running out of the cafeteria, roughhousing with one another, and so on. Each teacher at the site was using his or her own behavior plan in the classroom in hopes of keeping student behavioral levels positive. The school was also using the same referral form that has been used for many years. Students were experiencing a lack of discipline and supervision due to there not being a positive behavioral program at the school, and this is where we believed PBIS would be a solution with the fidelity of use by teaching staff and administrators.

In previous years, the researchers' school had student *Safeties* who would wear bright orange vests and stand in the hallways, at restroom entrances, and other key areas of behavior concern, giving out tickets to students who broke the rules. The student *Safety Program* had not been instituted this year. Students were running in the halls to the playground and playing in the restrooms because there was a lack of supervision. When lining up for the bell, there were not enough yard supervisors to watch students as they waited for their teachers to pick them up for class. The 2016-2017 was the first year of PBIS implementation. At the beginning of the school year, students were presented with behavior expectation stations in different school areas and were given a PBIS passport as they learned about expected behavior at each station, but there was no continuity, little yard supervision, and no student *Safeties*; students' behavior was becoming increasingly disobedient.

The school site where the research took place was known for its good behavior and positive school climate; But in recent years the discipline program has been lacking in several areas. The new intervention plan proposed by this research included providing each classroom with its grade level PBIS matrix and training the members of the associated student body to create a team of *Soaring Eagles* to patrol key areas of the playground. The desired outcome of the interventions was to have a school-wide *Soaring Eagles* program to positively affect the climate of the school. The long-term goal was also to improve students' academic performance. Students might not understand how the consequences of their conduct in and out of the classroom affects their academic performance. Students who are engaged in academic instruction are more likely to display less disruptive or off task behaviors (Reinke, Herman, & Stormont, 2013). With the implementation of the *Soaring Eagles* program, I was hoped that there would be improvement in student behavior, positive school climate, and increased student academic achievement. The *Soaring Eagles* distributed Eagle Tickets to students who were positively reflecting the PBIS matrix and this encouraged students to emulate positive behavior that impacted the school climate as well as their academic achievement and behavior.

Our study targeted thirty-three students, grades third through sixth-grade at a suburban school located in Southern California. Participants were given a baseline satisfaction survey before and after the interventions to measure students' satisfaction at school. The educational role of the researcher as an intervention specialist was to implement the intervention strategies and monitor participants. The intervention specialist teaches a bilingual third-grade class at the study site and has been in the educational field for thirty-three years. The thirty-three *Soaring Eagles* students from third to sixth-grade were trained by the intervention specialist to become the student leaders of the PBIS program supervising key playground areas. The educational role

of the researcher as data analysis expert was to observe the participants and collect data. The data analysis expert currently teaches a bilingual third-grade at the school site for the study and has been in the educational field for twenty-five years. The focus of the data analysis expert was to assemble the data regarding the students' perception of school climate. The students' perspective was considered, how it affected their learning and daily life at school. The goal was that the *Soaring Eagles* become the student leaders who began the positive change to help bring back order to the hallways and playground. With the creation of the *Soaring Eagles* student program, overall school climate was improve school-wide.

Purpose of Study

The intention of this research study was to help teachers and students understand that PBIS is not a passing trend. PBIS is a framework for improving discipline in schools as mandated by many districts, the school plan and by the Individuals with Disability Act of 1997, (Sugai & Simonsen, 2012). Through Positive Behavior Intervention Support (PBIS), students monitored and supervised one another through the implementation of a group of thirty-four student *Soaring Eagles*. *Soaring Eagles* had assigned posts in the hallways and cafeteria exit to monitor students' behavior. Through positive reinforcement using PBIS, it was the intention for *Soaring Eagles* to accentuate students' constructive conduct. According to Hendricks, with the data gathered, interventions can be set up to further discuss if the implementation does have a positive impact (2017). This research study aimed to provide teachers, staff, and students with the necessary training, resources, and motivations to be able to effectively establish PBIS in a manner that will have a long-lasting sustainability. The researchers analyzed data and conducted surveys to determine if providing training, and motivators had an effect on teachers and students fidelity to PBIS.

According to Marzano and Marzano (2003), the significance of positive classroom management leaves a lasting result on student achievement. Few students can acquire knowledge in a disorderly, unruly classroom. As stated by the researchers data, a teacher's positive influence in a classroom provides twice that mastery on students' accomplishments. In their study, research showed that teachers who have supportive connections with students obtained thirty-one percent fewer discipline problems during the school year term (Marzano et al., 2003).

According to the study written by McKevitt & Braaksma (2004), the use of data accumulation concerning student conduct is a distinctive feature of Positive Behavior Support (PBS). McKevitt et al., (2004), indicated the use of data collection is exceedingly valuable to formulate recommendations regarding successful school interventions. Based on McKevitt et al. findings, researchers have determined that as a consequence of not requiring to cope with disorderly behavior, favorable results provide staff with supplemental time to address administrative and instructional duties (2004). It is essential to acknowledge a PBS foundation that supports the behavior necessities of groups and individuals at-risk (McKevitt et al., 2004).

Sugai, Horner, Lewis-Palmer and Todd, suggest for a team of four to eight people, including at least one administrator, general education staff, special education teacher, and school psychologist to initialize the implementation of PBS and work on monitoring the behavior of students (2005). For PBS to be successful, Sugai et al. recommend at least eighty percent of staff to commit to the implementation of the framework (2000).

Based on the recommendations of Losen, Hodson, Keith, Morrison, and Belway, school administrators should collaborate with union leaders to confirm that teachers are provided with the guidance and encouragement needed to be successful in classroom organization, and recognizing students who indicate a need for supplemental motivation, when manifesting

behavioral, or social /emotional difficulties. Schoolteachers can establish support and tiered systems of encouragement to guarantee students' attendance and success in and out of school. Additionally, administrators can provide teacher training to increase the allegiance with students and parents (Losen et al., 2015).

Primary Research Question

In what way will the implementation of school-wide P.B.I.S. support impact student behavior data at a P.B.I.S. elementary school?

Secondary Research Question

In what way will the implementation of school-wide PBIS support affect the satisfaction of students at a PBIS elementary school as measured by student satisfaction surveys?

Definitions of Terms:

- *Positive Behavior Interventions and Support (PBIS)*: a proactive approach to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success (Positive Behavior Interventions & Supports (PBIS) What is PBIS? 2017)
- *School-Wide Information System (SWIS)*: a web-based information system designed to help school personnel to use office referral data to help drive school-wide and individual student interventions (Sugai & Horner, 2006)
- *SOAR*: a school-wide behavior expectation created by PBIS committee that stands for *Show Responsibility, Offer Your Best, Act Safely, Respect Self and Others* (Positive Behavior Interventions & Supports (PBIS) What is PBIS? 2017)

Conclusion

PBIS is a beneficial framework for generating and encouraging school environments that develop appropriate behavior for all students (Marzano et al., 2003). Through the foundations built on PBIS, issues concerning the behavior of all students will be regularly addressed by school personnel (McKevitt, 2004). Because improving behavior affects the school climate, this study was conducted to improve student discipline and the overall climate of the school including student satisfaction. A group of thirty-four students from grades third through sixth were chosen to participate in the study. The literature review in Chapter 2 will compare research findings concerning the implementation of PBIS to better serve the staff and student community of an elementary school in Southern California.

Chapter 2

Review of Relevant Literature

The purpose of this literature review is to examine how PBIS can positively affect school climate from the students' perspective. This literature review focuses on the literature implementation of PBIS, fidelity to PBIS, staff training, coaching, supporting needs, secure resources, staff perceptions, barriers, school climate, teacher-student relationships, family-school relationships, brain breaks, socialization, order, safety, discipline, parent, teacher, and counselor communication and involvement. "Currently, nearly 18,000 primary and secondary schools across 49 states implement PBIS, representing an 80% increase from 2008" (Molloy, Moore, Trail, Epps, & Hopfer, 2013, p. 594). Because of the mandated implementation of the

framework, schools have begun many creative PBIS student programs that get the students involved. For the implementation of a school-wide PBIS program to be successful, support from the staff and students is needed. It is important to understand what research suggests affects high fidelity implementation of any program and its success at a site. A successful PBIS school requires the following: positive school climate, positive teacher-student relationships, safety, and strong school-family relationships. Each of these elements has the opportunity to positively impact the cyclical relationship of student behavior and school climate. When PBIS is established and includes both the staff and students, positive changes will take place. Administrators, classified staff, certificated personnel, students, parents, and the community participated in a state framework that has soaring expectations for everyone.

After the Individuals with Disability Education Act of 1997 passed, schools were required to have a Behavior Intervention Plan (BIP) in place for students with disabilities whose serious behavior problems were affecting their learning abilities (Killu, Weber, Derby, & Barreto, 2006). There are various reasons why the PBIS framework has been implemented in elementary schools across the United States. Some teachers and staff have been satisfied with the implementation of PBIS, while others have been disappointed with the results (Killu, Weber, Derby, & Barreto, 2006). School-wide positive behavior support programs have been implemented to improve the school environment. Studies have shown that PBIS, also known as PBS, has been successful in lowering behavioral and discipline problems, and has also improved academic learning and achievement (Yeung, Mooney, Barker, & Dobia, 2009). A key factor was to get students involved in the program so that they become part of the change at the school site.

Defining PBIS

“Positive Behavior Interventions and Supports (PBIS) is a systems framework initially developed for the field of education that maximizes alignment of resources, practices, and data within the school setting” (Bradway, Swoszowski, Boden, & Sprague, 2013 p. 32). PBIS was created as a data-driven platform with multiple tiers that assist staff members in the academic, social and behavior requirements for all students. This framework was aligned to fit each school’s individual needs (Bradway et al., 2013).

The PBIS framework was created as a problem-solving model to assist with proper behavior and to prevent inappropriate behavior. It provides different interventions that may be used with fidelity in three tiers depending on the behavioral support needed (Hunter, Maheady, Jasper, Williamson, Murley, & Stratton,[J9] 2015). The first tier involves all students and the main goal is to lower the number of problem behaviors. The second tier allows for a specialized approach to dealing with misbehaviors in different school settings. For instance, the cafeteria will have specific rules different from the playground rules. The third tier only applies to about 1% to 7% of the students who demonstrate severe problem behavior. This level involves having assessments and interventions that will help that small percent of the student population (Roger & Morgan, 2012).

The use of the PBIS framework offers teachers and staff a behavior analysis, curriculum-based assessments, pre-referral interventions, data-based decision making, and measures of intervention fidelity. When used effectively, and with the team’s support, students have better results academically and behaviorally (Hunter et al., 2015). According to Netzel & Eber (2003), PBIS incorporates universal school-wide strategies to help 85% to 95% of students succeed. If universal strategies are not appropriate for students, then small group or individual interventions

are implemented (Netzel & Eber, 2003). These small group and individual interventions are meant to help with social and learning abilities, which could prevent severe problem behavior and promote positive behavior (Killu et al., 2006).

Implementation of PBIS

PBIS was created after federal mandates such as the Individuals with Disabilities Education Improvement Act of 2004 and the No Child Left Behind Act of 2001, which required teachers to assist students with various academic and behavioral requirements in general education areas. This Multi-Tier System of Support (MTSS) was initiated to assist general and special educators with instructional problems and concerns occurring in the classroom (Hunter et al., 2015). Its systematic approach improves the school environment by making easy and clear school rules to follow. Furthermore, it encourages positive student behavior and a favorable change in staff.

Before implementing the PBIS framework, a team must be formed. The PBIS team consists of six to eight staff members and an administrator. Duties include attending annual training events, creating an action plan, developing materials to support the implementation of PBIS, training the rest of the staff members, and meeting monthly to review school-wide behavior management. In addition, the team is in charge of selecting three to five positive school-wide behavioral expectations. One expectation might be that these expectations are posted in all the classrooms and throughout the school campus, and they need to be known by every student and staff member. Once the expectations are set, a formal system is developed to collect, analyze, and use disciplinary data.

Schools feel motivated to implement PBIS for a few reasons. One reason is because it meets each school's individual needs by utilizing results from the data collected. PBIS also

makes it easier in that instead of having various behavior plans for different students; it teaches continuous positive support for all students. Lastly, studies have shown that it has positive outcomes such as school safety, academic performance, and less office discipline referrals (Molloy et al., 2013). Results have also indicated that the implementation of PBIS helps decrease suspensions (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008).

Using Office Discipline Referrals (ODRs) is the most recommended way to compare data and continue monitoring the effectiveness of PBIS. Implementation quality matters because programs delivered with high quality are more likely to produce the desired effects (Molloy et al., 2013). If schools want to implement PBIS with fidelity, it is necessary to collect the necessary data and review it to make wise decisions, and invest in systems to help with interventions (Simonsen, & Sugai, 2013).

Implementation Fidelity

The term *fidelity of implementation* has been in use for over 40 years when referring to program evaluations (as cited by O'Donnell, 2008). O'Donnell (2008) and Bümen, Çakar and Yildiz (2014) further agree that *fidelity of implementation* is the determination of how well an intervention is implemented in comparison with the original program design. The literature on the impact of fidelity implementation suggests that there must be certain practices in place to have high fidelity ratings. To ensure high fidelity implementation of PBIS, it is important to focus on ways to train the staff, support their needs, establish strong coaching relationships and secure resources for implementation, as well as maintain an awareness of staff perceptions of the implementation process. If staff fidelity is strong, students will benefit and buy-in to the program as well.

Staff Training

Effective trainings are those that not only build capacity in teachers but those that also provide continual staff support (Benner, et al., 2010). Bradshaw, Mitchell & Leaf (2010) explain that with PBIS, an initial team of approximately eight team members attend annual trainings. These team members, in turn, have to organize and provide the rest of the staff with proper explanations, methods, and resources for successful implementation (Fetters, 2013). Kanfush (2014) warns that insufficient to no training can lead staff members to deviate from the intended outcomes of a program. Training should be well prepared and engaging to staff members (Paxton et al., 2013). In fact, they should be designed to meet the needs of staff as well as provide time for ongoing evaluation (Feuerborn et al., 2013). With on going trainings, staff can pass along their new found knowledge to the students. Researchers Speck and Knipe (2001) found that the best manner to ensure continued use of newly trained skills was to offer coaching opportunities. PBIS calls for a district-wide coach that offers support and guidance to school site coaches (Bradshaw et al., 2010).

Coaching

According to Teemant, Wink, and Tyra (2011), coaching has become one of the most useful tools being utilized to assist teachers in their professional growth. Coaches are teacher leaders who are not necessarily experts in what they are trying to promote, nor do they assess the teachers they work with (Gallucci, Van Lare, Yoon & Boatright, 2010). Coaches work on maximizing their knowledge of the subject they are coaching (Gallucci et al., 2010). Furthermore, the coach works with teachers on forming a relationship built on trust and mutual respect (Gallucci et al., 2010; Teemant et al., 2011). The purpose of their instructional conversations is to improve a classroom practice (Teemant et al., 2011). Additionally, the U.S.

Department of Education (2009) in their publication of *Race to the Top*, encourages coaching as a tool to encourage teachers to proficiently use a newly taught skill by offering them “relevant coaching” (p.9). Furthermore, Benner, et al., 2010, recommends ongoing staff support to be provided for a year to a year and a half. Staff support increases the likelihood that staff will utilize their new knowledge with greater understanding and fidelity (Benner, et al., 2010).

Supporting Needs

An added benefit of building positive coaching relationships is that a climate of ongoing support to meet the needs of staff and students is established. To ensure fidelity of implementation after initial training, Feuerborn et al., (2013) suggest that staff is surveyed to determine what they need further assistance in implementing or understanding. The data gathered through surveys can assist in determining if further training means revisiting a previously trained area or addressing a new area of concern. It can also determine if training is needed for a large group or if an individual coaching approach to address the specific needs of a staff member works best (Benner et al., 2010). McHugo et al., (2007) suggests supporting staff’s needs to ensure the sustainability and fidelity of the implemented program. In fact, being supportive of staff needs also helps build their knowledge base and capacity to move forward with implementation fidelity which in turn provided consistency in discipline for students. (Paxton, et al., 2013). Also, toolkits in the form of resources can be provided to participants in trying to secure high-fidelity implementation. The toolkits serve as resources that are referenced when trying to gain more insight or revisiting a strategy. The kits can be equipped with webinars, training power point presentations, demonstration videos as well as links to outside resources that support the implementation process, (Fetters, 2013; McHugo et.al., 2007).

Secure Resources

For a framework like PBIS to be implemented with high fidelity, a series of resources have to be secured. According to several journal reviews, those resources include funding, time and administrative support (Feuerborn et al., 2013; Fетters, 2013; Paxton, et al., 2013; Fетters, 2013). Funds must be secured to pay for student motivational rewards, coaching release time, as well as for costs related to the purchase of banners and organizational materials. Planning and organizing the establishment of PBIS at a school site is time-consuming. Securing a date and time for committee members to meet on a regular basis is of high priority and enhances implementation fidelity. Equally important is the need to have the support of school site administrators. When school leadership is supportive of programs that bring about change, it is most likely for staff members to feel secure in their support of the changes occurring around them (Feuerborn et al., 2013; Paxton, et al., 2013).

Staff Perceptions

Vital to the success of any new implementation is the understanding how those who will potentially be affected by the change feel about the current status quo (Feuerborn, et al., 2013). This knowledge helps guide what future actions to take. One way to have a positive impact on staff perceptions on changes occurring at a school site is to engage wider staff participation as the implementation process moves along. As a result, teachers gain further insight into the purpose of the program being implemented. The insight in turn helps them build trust and fidelity (Fетters, 2013). Often times, sharing news about the successful implementation at other school sites of what is being proposed, can help shape the belief in change (Feuerborn, et al., 2013). When staff perceptions and attitudes are positive, there is a greater possibility that fidelity of implementation will be high and the program will be a success (Bümen, Yildiz, and

Cakar, 2014; Kanfush, 2014). An observed problem with staff perceptions is that their perceptions can be misconceptions. It is important that these be addressed in a swift, honest and direct manner to avoid further concerns (Feuerborn, et al., 2013). Those who are opposed to PBIS will need further coaching or support because they are content with the status quo.

Barriers

Sometimes barriers exist that do not allow full implementation support. Identifying the practices that secure fidelity implementation and the barriers that undermine it can result in a more successful outcome of implementation fidelity. There are several factors that can hinder high fidelity implementation of any program at a school site. It is important to be aware of these drawbacks to avoid any unnecessary complications in the implementation process. A notable barrier is the lack of staff buy in (Benner, Beaudoin, Chen, Davis, & Ralston, 2010; Feuerborn, Wallace, & Tyre, 2013). In part, that can be influenced by an individual's belief in the potential that a program has to make a noteworthy contribution, (Paxton, Wanless & Rimm-Kaufman, 2013). With PBIS, there can be a philosophical difference of opinions on how to motivate students to consistently display positive behaviors. Without staff buy-in, student buy-in is not possible. In question can also be the ability of staff members to comprehend the outside factors that affect student behaviors. A further obstacle is teachers' beliefs that PBIS is just another passing trend (Feuerborn et al., 2013). McHugo et al., (2007) also attribute the lack of organizational procedures as a barrier that can lead to a potential implementation failure. In other studies, researchers found that teachers lacked knowledge and training on how to implement programs and this contributed to low fidelity of implementation (Benner, et al., 2010; Kanfush, 2014). Essentially, if that training did not adequately prepare the staff member to put their newly found knowledge into practice, then implementation fidelity was low. One

drawback that can occur with fidelity implementation is the lack of “interpersonal skills” (Gallucci et al., 2010, p. 934), embedded in the personality of some coaches. Gallucci et al. (2010) suggested that coaches receive specific training on how to work with adults. Furthermore, Benner et al. (2010) also observed that the lack of time to adequately prepare for implementation can lead to newly learned techniques stranded on the sidelines.

School Climate

School climate has become an increasingly important topic among researchers and school personnel because of the connections to social, emotional, and academic outcomes. Within each of these categories are sub-divisions of school climate. The elements of safety include physical and social–emotional safety as well as related rules and attitudes. The area of relationships contains elements such as respect for diversity, morale, and leadership. The elements of teaching and learning include quality of instruction, social, emotional, and ethical learning. Lastly, the elements within environmental/structural are cleanliness, the physical layout of the school, and extracurricular activities. Many state health, special education, and school safety agencies incorporate school climate policies and programs. Nine states administer PBIS (Sugai, Horner, Dunlap, Hieneman, Lewis & Nelson, 2000) or the School-Wide Information System, which both refer to positive school climate as one of many program outcomes (Cohen et al., 2009).

A complexity of factors shape the quality and character of each school, but it is clear that school climate matters (Cohen et al., 2009). School climate continues to stand out as having a notable impact on student outcomes. Particular attention should be focused on efforts to promote positive school climates for all students, recognizing students who might require additional supports (La Salle, Zabek & Meyers, 2016). Years of research have provided

significant evidence indicating that if educators want students to do well academically, they must also recognize and attend to students' social-emotional needs (La Salle, 2016). Such considerations are especially important given the increased pressure from federal and state educational agencies requiring districts and schools to monitor school climate and school climate improvement efforts. La Salle (2016) stated that school climate had been positively associated with motivation to learn, academic achievement, student engagement, attendance, and graduation rates. When students succeed in demonstrating appropriate behavior, there is often a noticeable change in school climate (Sinnott, 2009). Cohen, McCabe, Michelli, and Pickeral (2009) identified the following four categories of the school environment that affect the climate within a school: Relationships, the Environment/Structure, Safety, and Teaching and Learning.

Teacher-Student Relationship

With increased accountability, teachers today can be extremely stressed, and that stress affects school climate. There can be a myriad of stressors ranging from student discipline problems to poor working conditions, to a lack of emotional support. Keeping teacher morale high is a key factor to a positive school climate, which in turn, will improve student outcomes (Ross, Romer, & Horner, 2012).

When determining the best way to affect student outcomes, it may be best to start with teacher well-being at the school site (Hargreaves, 2000). Teachers can feel tired and frustrated dealing with behavior problems in the classroom. On the other hand, teachers feel excited and emotionally healthy when their teaching is successful. Teachers feel empowered by improved academic or behavioral outcomes, and their confidence and the probability that they will apply that effort again in the future increases. But if a teacher's effort goes unrewarded with positive

teaching experiences, over time teachers may determine that it is not worth the effort required to teach effectively (Ross et al., 2012).

This shift of teacher effort can result in drastic changes to a teacher's well-being, specifically in the areas of efficacy and burnout (Ross et al., 2012). When a teacher judges their ability to affect student outcomes, especially for those students who seem unmotivated or difficult to teach, that teacher is showing self-efficacy (Ross et al., 2012). Repeated job-related stressors can lead to teacher burnout. The ramifications of teacher burnout include frequent absences, increased health-care costs, poor job performance, and mental health claims (Ross et al., 2012). The repercussion of teacher self-efficacy and burnout show up in the classroom and can influence the climate of the school. Studies have shown that schools implementing PBIS have teachers with higher self-efficacy, less teacher burnout, and enhanced teacher-student interactions (Ross et al., 2012). In PBIS schools, students are acknowledged for meeting school-wide behavior expectations. School-wide positive behavior interventions and supports (SWPBIS) improve school climate, student learning, and social behavior (Sinnott, 2009).

Order, Safety, Discipline

Bullying is the most frequent form of victimization experienced by school-aged children, and it is also an increasing public health concern (Swearer, Espelage, Vaillancourt & Hymel, 2010). Bullying can have devastating effects on school climate. Victims of bullying go to school every day fearing harassment, taunting, and humiliation (Aluede, Adeleke, Omoike, & Afen-Akpaide, 2008). Children who are bullied are more apt to be depressed and suicidal, have difficulty concentrating on their school work and their academic performance, and feel anxious (Kerlikowske, 2003). This anxiety may, in turn, produce a variety of physical or emotional ailments (Kerlikowske, 2003). Rates of absenteeism are higher among victimized students than

rates among non-bullied peers, and so are drop-out rates (Kerlikowske, 2003). Bullying behavior may start at the elementary level, but if not deterred, will likely lead to other delinquent behaviors such as vandalism, shoplifting, truancy and frequent drug use in adolescence (Aluede et al., 2008). Bullies are more likely to carry weapons (Kerlikowske, 2003).

Although the correlations between peer victimization and achievement are complicated, researchers have shown that a school-based bullying prevention program can effectively improve school performance and achievement (Swearer et al., 2010). “When teachers spend less time addressing behavioral concerns within the classroom, there is more time available for teaching and learning” (Sinnott, 2009, p. 25). When students do not need to guess whether their behavior is acceptable or live in fear of bullying or school violence, a healthy learning environment is ensured (Bruhn, Gorsh, Hannan & Hirsch, 2014). Also, when students feel safe in their schools and trust people around them, the opportunity for learning is maximized (Bruhn et al., 2014). School climate and student discipline problems related to bullying can be improved using the PBIS framework (Bradshaw, 2013).

Family-School Relationship

When students feel they belong to their schools, they are likely to make an effort to persevere in learning. Disengaged students are more likely to struggle academically, to drop out of school, and to have problem behaviors if there is a lack of student emotional engagement at school (Fredricks, Blumenfeld, & Paris, 2004). That emotional engagement also positively affects behavior (Lee, 2014). Student engagement at school is influenced by various individual and family factors (e.g., gender, grade level, race/ethnicity, language spoken at home). For

behavior to improve, families must be involved in the process, so they too become a support for the student.

Early intervention is a vital component in preventing negative developmental consequences later in life (Alkahtani, 2013). For this reason, parental involvement is essential in behavior management. The long-term benefit of effective behavioral interventions that include parent involvement is the key to the well-being and quality of life for young children with challenging behaviors (Dupaul, McGoey, & Eckert, 2002). As children develop through their preschool years into kindergarten and elementary school, PBIS can be used as an early intervention (Fox, Dunlap, & Cushing, 2002). Deterring challenging behavior is one of the PBIS goals in supporting the child's family (Horner, 2000). With the assistance of the family, PBIS strives to help shape children's behavior in real-life events (Fox et al., 2002). Parents are the first teachers in a child's life, and there are coaching strategies that can help build collaboration and maximize parental involvement (Alkahtani, 2013). Concept mapping is a learning and teaching strategy that works well with the PBIS family-driven approach (Alkahtani, 2013). Given that both school and family factors contribute to behavior problems in children, combining interventions that target both the school environment and family setting will further improve behavior outcomes (Reinke, Splett, Robeson & Offutt, 2009). This is especially true for students demonstrating early signs of aggressive and disruptive behavior in school (Reinke et al., 2009). Schools and families working together keep students engaged and produce productive citizens for the future.

Discipline Strategies

Brain Breaks

One strategy that was proposed to activate students' learning was *brain breaks* (Ma, Mare, & Gurd, 2014; Sousa, 2006). Brain breaks aim to help students by activating an area of the brain that allows students to develop a longer attention span during academic lessons (Sousa, 2006). Before PBIS, few programs would incorporate these brain breaks for students. It wasn't until the introduction of PBIS that brain breaks became a more prominent exercise for students to attempt to remain on task without being disruptive (Ma, et al. 2014; Sousa, 2006). Using brain breaks in PBIS provides the chance for children to physically move their bodies and exude the stress they may be holding onto while in class (PBIS, 2017).

One source that highly recommends the strategy of brain breaks is '*Classroom-Based high-intensity intervals activity improves off-task behavior in primary schools students*' by Ma, et al. (2014). Ma et al. (2014) outlined scientific evidence that supports brain breaks, in academic settings that also consist of high-intensity movement and preoccupation, enables students to have a mental break that simultaneously promotes an active lifestyle and beneficial habits. Ma et al. (2014) confirm that there is evidence that short-term forms of physical activity improve concentration, academic achievements, and mental functions. The activities that Ma, Sures, and Gurd (2015) describe are actions that utilize the cardiovascular system, releasing endorphins, a release that will later help the students settle down and concentrate. Ma et al. (2014) admits that there is much scientific confirmation that this study needs before there is definite confirmation, but what has been found so far indicates that 'brain breaks' work for students in keeping them on task and relaxed.

Sousa (2006) described another positive promotion for *brain break* strategy in the book *How the Brain Learns*. Sousa promoted physical activities as a form of mental breaks throughout a classroom lesson to encourage students to behave in a more disciplined manner when lessons are in action. Sousa's work outlined methods and psychological proof that physical activity promotes opportunities for self-discipline. Sousa took a more logical and objective stance concerning of explaining what parts of the student's brain are being exercised through brain breaks. Ma et al. (2014) looked at how the student's physicality changed while Souza looked at the chemicals and certain cortexes of the brain.

In accordance with Sousa (2006), there are areas of the brain called the hippocampus that are activated when taking *brain breaks* in the form of physical breaks because of the movement of the body. These *brain breaks* trigger chemicals in the mind that lead to higher student productivity; Sousa (2006) refers to this chemical as the "brain-derived neuro-traffic factor" (p.65). Based on Sousa's (2006) findings, the explanation of how the brain functions during physical movement appear to fill in the blanks Ma (2014) mentioned in her findings. Both Sousa and Ma et al. (2014) looked at *brain breaks* in students and how taking these breaks are of increased benefit to them. When students are able to release energy in a teacher led brain break, it is less likely that they will misbehave during instruction, building positive behavior in the classroom.

Another source that encourages *brain breaks* for students to keep them from becoming distracted is "*Brain Breaks: Help or Hindrance*" by Alyssa Weslake and Beverly Christian (2015). Weslake and Christian cite that *brain breaks* are beneficial in keeping students on task, echoing Sousa (2006) and Ma et al. (2014). However, Weslake, Christian, Sousa, and Ma et al. (2014) mention and emphasize the importance of physical and emotional activity. Sousa and Ma

et al. (2014) main focus was on how physical activity improved concentration in students; it did not take a look at emotional exercise. Weslake and Christian cite Marilee Sprenger, a scholar of *Learning and Memory: The Brain in Action* (1999), say most learners can concentrate for approximately their age plus two minutes. This is insightful information because depending on the grade level an educator teaches, their students will be taking more brain breaks the younger the students are. For example, a second-grade class and a sixth-grade class that are both being taught the strategy of PBIS through brain breaks will have a disproportional amount of brain breaks due to their age differences. The barrier now is facing how to take this information and move forward in a useful manner and still use *brain breaks* to avoid distraction and behavioral issues.

Socialization

Another strategy that is mentioned in connection to PBIS is student socialization, both individually and in a classroom size group. One source, *Lunch and Recess: The 'Eye of the Storm'* by Carlo Cuccaro and Geri Geitner (2007), recall schools that did not offer lessons in social skills and how behavioral issues were at higher levels than they are now with the implementation of socialization skills on a school-wide scale. As an added benefit, Cuccaro and Geitner (2007) show and indicate that by providing students with the tools to socialize in an academic setting the number of behavioral outbursts, or *acts of aggression*” as Cuccaro and Geitner use, can be reduced both in the classroom and on the playground.

Based on the finding of Cuccaro and Geitner (2007), eight students who had severe discipline problems were taught social skills over the course of a two-week program. These social skill lessons consisted of practicing social skills through role-playing activities referred to as *Alternative to Lunch Program for Students* or ALPS. At the end of the two-week program,

teachers noticed that the students who engaged in social intervention regularly as having greatly improved socially and academically. These students were able to display self-control, displaying positive behavioral habits, and being mindful of their actions' consequences on their schoolwork and their fellow peers (Cuccaro & Geitner, 2007).

Another strategy provided regarding socialization comes from Margaret Schulze in *Self-Management Strategies to Support Students With ASD* (2016). Schulze brings up the notion of students managing their behavioral progress instead of shifting that responsibility to educators or other staff members at the school. By providing the students with the tools needed to assess their behavior, they were able to understand how they interacted with other students over the course of the day and modified their behavior to fit what is an appropriate interaction for the classroom and the playground (Schulze, 2016). This links back to PBIS because it would allow students the freedom to use the matrix that is displayed in their classroom and apply it to themselves in a proactive manner on a daily basis. Furthermore, Schulze (2016) goes on to state that having students self-monitor is a positive attribute because it aids in goal setting, self-evaluation, and self-reinforcement. Social skills give students, regardless of grade level and age, the power to understand their behaviors early on and how to navigate themselves throughout the day (Schulze, 2016).

According to DuPaul & Stoner, incorporating cooperative learning opportunities for students in the form of instruction is effective. Social and behavior skills need to be presented in a manner which students are familiar with, in this case in an instructional setting. By teaching in this method, students will likely become more successful in recognizing positive behaviors and social skills and in turn use them in their daily interactions (2002).

Teacher, Parent, and Counselor Communication and Involvement

The final strategy that is essential to the success of PBIS is teacher, parent, and counselor communication and involvement. Johnson and Hannon (2014) state that school counselors can be confident in gathering information from multiple sources to be helpful in understanding where students require assistance in behavior and what can be done to help improve those behaviors (2014).

One mode in which student's behaviors can be supervised is to avoid aggression by finding *bullying hot spots* Olweus (2007). Olweus (2007) outlines policies that through effective supervision could clear bullying on a school-wide scale (2007). Olweus believes that the more vigilant school staff is at seeking out bullying situations, the better they are at stopping them all together (2007). Clearly visible PBIS matrices of expected behaviors and supportive staff will deter bad behavior.

Outside of school, parents of students can also participate in being positive models and supervising their children to make sure they arrive at school ready to learn. Alkajtani states the best successes in student interventions are ones that meet the child's needs emotionally as well as the support of their family. Alkajtani goes on to add that PBIS is a program that values the involvement of families (2013).

Following the same topic of family communication and involvement Clarke, Dunlap, and Vaughn (1999) concur about the importance of family. Clark, Dunlap, and Vaughn go in depth on how the involvement of family is essential to students when they are in school because of the amount of time they spend together (1999). Consequently, Clarke et al. emphasize on how much of an influence family is on the characteristics and qualities a student at any age

gathers and projects in a school setting which is why they believe that parent/child interaction is key in the process of behavioral support (1999).

Bradshaw (2013) takes a step back from student focused success and states that in order for all students to achieve the same level of success a common set of expectations for positive behavior needs to be established by school faculty and staff before it is taught to students. The PBIS matrices set the standards for all students for behavior expectations.

Conclusion

Research shows that there are plenty of student and organizational benefits linked to the implementation of PBIS in general education schools. “Outcomes reported by the more than 18, 270 PBIS elementary, middle, and high schools across the U.S. include, reduced office discipline referrals, increased instructional time, and improved academic performance, including longitudinal benefits” (Bradway et al., 2013, p. 33). According to a study conducted in three schools, standardized ELA and Math scores increased and discipline referrals decreased overall. The number of referrals decreased from 808 to 289 (Duarte & Hatch, n.d.). Programs like the Soaring Eagles can positively impact a PBIS school.

When applying a new program, it is imperative to give staff the proper training with classroom-based curricula. In recent years, there has been a need for more coaching of teachers and students. Staff members need to have the proper training and support from the PBIS team to have a successful implementation of the PBIS framework (Hershfeldt, Pell, Sechrest, Pas, & Bradshaw, 2012). Students must be taught and exposed explicitly to the new program so expectations are clear. Through careful planning, coaching, support, resources and awareness it is possible to ensure a positive outcome. Implementation of PBIS is not intended to occur in a

one year period. The commitment to implementation is that of five or more years and implementing PBIS with fidelity over time has demonstrated long-term positive results (Farkas, et al., 2012).

Student behavior can be significantly impacted by positive school climate, positive teacher-student relationships, safety, and strong school-family relationships. The implementation of the Positive Behavioral Interventions and Supports program can significantly improve a school and its community. Chapter 2 reviewed the literature relating to the implementation of PBIS, implementation fidelity, staff training, coaching, supporting needs, securing resources, barriers, school climate, order, safety, discipline strategies, communication, and involvement. Chapter 3 will present the methods used to collect and analyze the data.

Chapter 3

Methods

Implementation of the PBIS Soaring Eagles program is explained in this chapter. The setting, participants, researchers' roles, intervention plan, data collection methods, and research practices are described in detail.

Setting

This action research project took place at an elementary school located in Southern California. The students predominantly come from low-income families and are all receiving free or reduced meals. The school population mostly lives in multi-family units that are walking distance to the school site. It is one of twelve schools in the school district and consistently has growing enrollment year after year. The school specifically serves students from transitional kindergarten through sixth-grade. The student population consists of 95.5% Latino or Hispanic students, 4% Asian students and 1% other. Of the total student population, 11.2% of the students have identified learning disabilities, 62% are English Language Learners, and 92% are socioeconomically disadvantaged. The enrollment for the 2016-2017 school year is 850 students (Parkview School Accountability Report Card, 2015-2016).

The school consists of 38 fully credentialed certificated staff members: two special education teachers, a resource specialist, a psychologist, a speech-language specialist, one full-time counselor and two part-time counselors, one principal, one dean of instruction, and three physical education teachers, 32 classified personnel, and not including maintenance personnel

Participants

The study is composed of thirty-four students in the third through sixth-grades, approximately 8 to 12 years old. The male to female ratio is 1:1. Ethnic makeup of the

participants was mostly Hispanic, one White, and two Asian students. All participants are part of general education classrooms, and most are English Language Learners. The level of academic achievement ranges from *at* or *above* grade level. Most of the participants were members of the student council. They were elected or won the classroom vote to represent their peers.

Participants were all responsible citizens and enjoy being part of improving the school environment. These participants were part of the *Soaring Eagles* program who helped to patrol the hallways and praise students who were exhibiting the positive behavior in the PBIS matrix.

Roles of the Researchers

The *Intervention Expert* served as the leader of the intervention. During the three week research study, the role of the Intervention Expert was to manage the intervention at the school site. The Intervention Expert administered the pre and post student surveys to the participants after receiving district, administrative, parent permission, and student consent forms. The Intervention Expert conducted meetings with the participants in order to introduce and explain the PBIS *Soaring Eagle* intervention. Formal and informal observations were tracked in a reflection journal and given to the Data Analysis Expert to interpret. The Intervention Expert is a bilingual teacher at the site and has been in education for thirty-three years. She is currently assigned to a third-grade bilingual class.

Data Analysis Expert. The Data Analysis Expert collected and organized the data accumulated by the Intervention Expert. The data from the observation journal was analyzed using the primary research question, the secondary research question, and the literature review as guides. Weekly observations and reflections were noted in a journal. The Data Analysis Expert has taught for twenty-five years at the site and is currently assigned to a third-grade bilingual classroom. Together the Intervention Expert and Data Analysis Expert presented their findings to the PBIS Implementation Team on site.

Intervention Plan

In the United States, school discipline is becoming a priority. Educators are continuously confronted with disobedience that endangers students and teachers and thus interrupts students' education (Anderson & Kincaid, 2005). Fifty percent of time devoted to instruction can be consumed addressing discipline matters (McKenna & Flower, 2014). Some school educators assume their mission is only to educate students academically. However, several researchers have determined the strong connection between educational accomplishments and behavior skills, including self-monitoring and the healthy expression of frustration. Consequently, there is a need for both to be taught concurrently for students to achieve favorable academic results (McKevitt et al., 2004). Research shows that when students were asked about their teacher preference, students' inclinations were towards a firm educator leader with precise behavior expectations and learning objectives (Marzano et al. 2003). These findings support the fact that an effective PBIS program can bring not only improved behavior, but academic success and a happier school climate.

PBIS persistently attempts to enhance school climate, diminish discipline difficulties, and endorse academic performances (Dunlop, 2013). PBIS provides necessary lessons in human engagement, reflecting the students strong and independent individuals; cultivating optimistic guidance and encouragement together with high ratios of educational and public achievement; and incorporating and including every aspect of the community outside of school (Dunlop, 2013). Community support is essential to the conservation of PBIS. Local and community resources include political support, business investments and media coverage. Community and media coverage was achieved on the PBIS launch day. District media staff was present to photograph and record events that later were published in the district newsletter. People agree

that positive feedback is the most durable and permanent confirmation built to motivate and preserve productive classroom behavior (Perle, 2016). Based on the literature review for this study, there is evidence that the PBIS framework will be successful at the elementary school levels.

There were three phases of the intervention plan: Consent and Initiation, *Soaring Eagles* Training, and the *Soaring Eagles* Intervention. The first phase was consent and initiation. Authorization was requested from the school district, school, parent, and student during the first phase of Consent and Initiation authorization. Authorizations were dispersed in English and Spanish for administrators, yard supervisors, parents, and students. Upon approval of district and school administration, letters were signed by the school administrator, parents and students and then collected. All students were informed of the expectations and functions of the study a week before the intervention.

The second phase of the intervention plan was the *Soaring Eagle* Training. During the first phase, a student survey was administered to compare initial findings against concluding surveys. Because the students are minors, permission from the student's' parents was granted before proceeding with the survey and interviews. The survey consisted of five questions, three short answers, and two written response. Additionally, with the use of a Powtoon slide presentation, the *Soaring Eagles* were instructed in the expectations of their interventions. The PBIS main goal interventions were described as SOAR: Show responsibility, Offer your best, Act safely, and Respect self and others. The third phase of the intervention plan was assigning the *Soaring Eagles* to different school locations such as the cafeteria, outside restrooms, hallways, and key playground spots to reward students' who were following the school's behavioral matrix. Furthermore, Eagle tickets were disbursed by *Soaring Eagles* to the student

body population when positive behavior was perceived. A list of positive sentence frames (see Appendix M) was supplied to the *Soaring Eagles* to reinforce constructive behavior among the student population. Interviews were conducted with *Soaring Eagles* to attain their perceptions of discipline from their perspective. A final interview was conducted so participants were able to share their opinions orally.

During this three week period, the Intervention Expert had daily opportunities to collect data. One method was taking visual notes, teacher and staff reception, and a third opportunity was keeping written notes in a reflection journal regarding the impact of having *Soaring Eagles* monitoring the hallways positively. The number of Eagle Tickets distributed was also controlled. Lastly, a post survey and student interviews were conducted at the conclusion of the program.

Data Collection Methods

Qualitative and quantitative data were evaluated to answer the following research questions regarding the implementation of the PBIS *Soaring Eagles*.

1. Primary Research Question:

In what way will the implementation of school-wide PBIS support impact student behavior data at a PBIS elementary school?

2. Secondary Research Question:

In what way will the implementation of school-wide PBIS support affect the satisfaction of students at a PBIS elementary school as measured by student satisfaction surveys?

The data collected included a Pre-*Soaring Eagles* Student Survey (see Appendix E), a Post-*Soaring Eagles* Student Survey (see Appendix H), *Soaring Eagles* interview (see Appendix J), and Research's Reflection Journal with observations of student behaviors before

and after the Soaring Eagles Intervention Program (see Appendix L).

To answer the primary question, the number of Eagle Tickets was monitored and recorded in the Intervention Expert's journal to show the increase or decrease of satisfactory behavior exhibited. Throughout the course of the intervention, the participants' concerns were recorded in the reflection journal. The Intervention Expert also recorded daily field observations of the participants (see Appendix L).

To answer the secondary question, data collection tools included surveys and interviews with the participants. Baseline data from the survey and interview was collected at the beginning of the intervention and compared to the post-survey and post-interview data. An interview was conducted at the conclusion of the intervention (see Appendix J). Participants' thoughts were recorded on charts and also in the reflection journal. Throughout the intervention, data was triangulated using surveys, interviews, and the research journal. Triangulation is important so that the data has more validation.

Ethical Research Practices

Due to the research study involving students between the ages of 8 and 11, permission needed to be obtained from the school, the students' parents/guardians, and the students. Institutional Review Board (IRB) approval was requested and approved. Research with young people can be a challenge and brings up different legal issues and dilemmas (Graham, 2015). In the notification letter sent to the parent/guardian, an overview of how the study would be conducted was stated. The survey and interview processes were clarified. The primary source of data for this study was the students' surveys. The data collected was securely kept safe, and no names were written in the pre or post-surveys. Also, to reduce anxiety and nervousness, students were told their answers to the surveys would not affect their grades.

Plan for increasing validity. The validity of this action research study was supported with credibility, dependability, and confirmability. Triangulation, using more than one method to collect data on the same topic, included using surveys, noting observations, and conducting interviews. Triangulating data also included noting observations at various locations throughout the school site. Observations were noted from classified staff, certificated staff, and students. The validity of the research results was increased because researchers used triangulation (Hendricks, 2017).

To increase the validity using dependability, a thorough audit trail was made available. Notes of every meeting with the participants were kept in the researcher's journal. Copies of all documents used were saved, and photos were also taken at meetings. Notes of surveys, interviews, and data were kept to present to the PBIS committee about the *Soaring Eagles'* school-wide project to improve the school climate. In sharing the results of the *Soaring Eagles*, the committee and staff were better able to understand the PBIS process. By making the audit trail available, the stakeholders can review the process and give input to the students (Hendricks, 2017).

Utilizing peer debriefing helped to validate the confirmability of the research. Discussions with other staff members contributed to providing alternative interpretations of behavior needs at the school site. The campus is large with over thirty single-story classrooms and 877 students. Peer debriefing was a great advantage to help guide the intervention. The researchers met weekly with peers to debrief and explain biases and discuss alternative interpretations (Hendricks, 2017). Because of the peer debriefing, researchers were able to gain new information to help guide the direction of the intervention. The validity of this research will allow others to conduct the same intervention to implement PBIS *Soaring Eagles*.

Confidentiality and informed consent. Throughout the research study, accurate and confidential data were collected. Both researchers completed the online training course through the National Institutes of Health (NIH). The purpose of the training was to learn how to properly protect the privacy of human subjects enrolled in research as well as being fair and ethical. The researchers provided proof of completion for the Institutional Review Board (IRB) process. As part of the IRB process, the researchers also had to define the purpose, procedures, design, and confidentiality methods. Included in the IRB was current information about employment and acknowledgment about the intervention process and study requirements. As part of the IRB process, a site authorization was also included.

Site authorization was granted with proof of disclosure of the researchers. Consent forms were in multiple languages which included English and Spanish for parents. Participants received and signed consent forms knowing they could withdraw from the intervention at any time. Furthermore, no names were assigned as all the surveys were anonymous, with only grade level information available. Staff and administrators were informed of the intervention and all of its components at the beginning of the research study. Consent to be included in the research study was voluntary. All data was kept secured in a locked cabinet and destroyed at the end of the intervention.

Conclusion

The methods used to complete the *Soaring Eagles* intervention was completed over a three-week period. The data collected during this research study was compared and analyzed to find useful conclusions to implementing the *Soaring Eagles Program*. Through the implementation of *Soaring Eagles* at different school locations such as the cafeteria, outside restrooms, hallways, and key playground spots, and rewarding forty-eight hundred Eagle Tickets

to students who were following the school's behavioral matrix, students' trustworthy behavior made a significant improvement in the school discipline. Chapter 3 presented the participants, intervention plan, data collection methods, and confidentiality. Chapter 4 will present the conclusions and recommendations for further research.

Chapter 4

Findings and Discussion

The purpose of this research was to determine if the PBIS school-wide implementation of the *Soaring Eagles* program could improve student behavior and student satisfaction. Over the course of the three-week intervention, thirty-three students, grades third through sixth, monitored the hallways and rewarded satisfactory behavior. During the three-week intervention, data from different sources were collected to triangulate the information that was gathered. Data methods included Pre and Post-Surveys, the Researcher's Reflection Journal, the Intervention Expert Notes, observations, and a student interview. Results of this study coincide with previous research findings, which have revealed that, when students succeed in demonstrating appropriate behavior, there is often a noticeable change in school climate (Sinnott, 2009).

In the research, there was a notable increase in support from the students for *Soaring Eagles*, a PBIS implementation practice at this school, after it was put into effect. The Post-Survey results showed that the expectations the students had for PBIS were met and, as a result, the enthusiasm for the program increased. In one instance, a student, who had a record of discipline issues prior to being assigned as a *Soaring Eagle*, stated in her Post-Survey response that she "got in less trouble because she was a *Soaring Eagle*." As a result, this student's behavior improved in a way that was not originally intended through the implementation of the PBIS *Soaring Eagles* Program.

Soaring Eagles and Student Behavior and Satisfaction

Students' responses show in Figure 1 that teacher attitude toward PBIS implementation is improving, as proven by the increase in teacher and staff praise. Staff are now distributing

Soaring Eagle tickets both inside and outside of the classroom. Tickets are being passed out to attentive or participating students in the classroom as well as in the hallways, in the cafeteria, during assemblies and physical education. In order for PBIS to be successful, teachers need to come together and support the behavior program (Horner, Freeman, Nelson, & Sugai, 2007). According to the Pre-Survey, the Soaring Eagles' responses showed that before the intervention six percent of the students never heard praise, but after the intervention, there was an 18 percent increase of students hearing praise daily. Based on the observations and as reflected on the Intervention and Data Expert's journal, teachers were distributing Eagle Tickets in the hallways when appropriate behavior was exhibited from the students. Prior to the intervention the high level of student noise and the running in the hallways was constant. Several times the principal had to corral the students to get them to walk safely. Earning Eagle Tickets and being able to deposit them in one of the eight different raffle boxes was an attainable incentive for students to improve outside behavior.

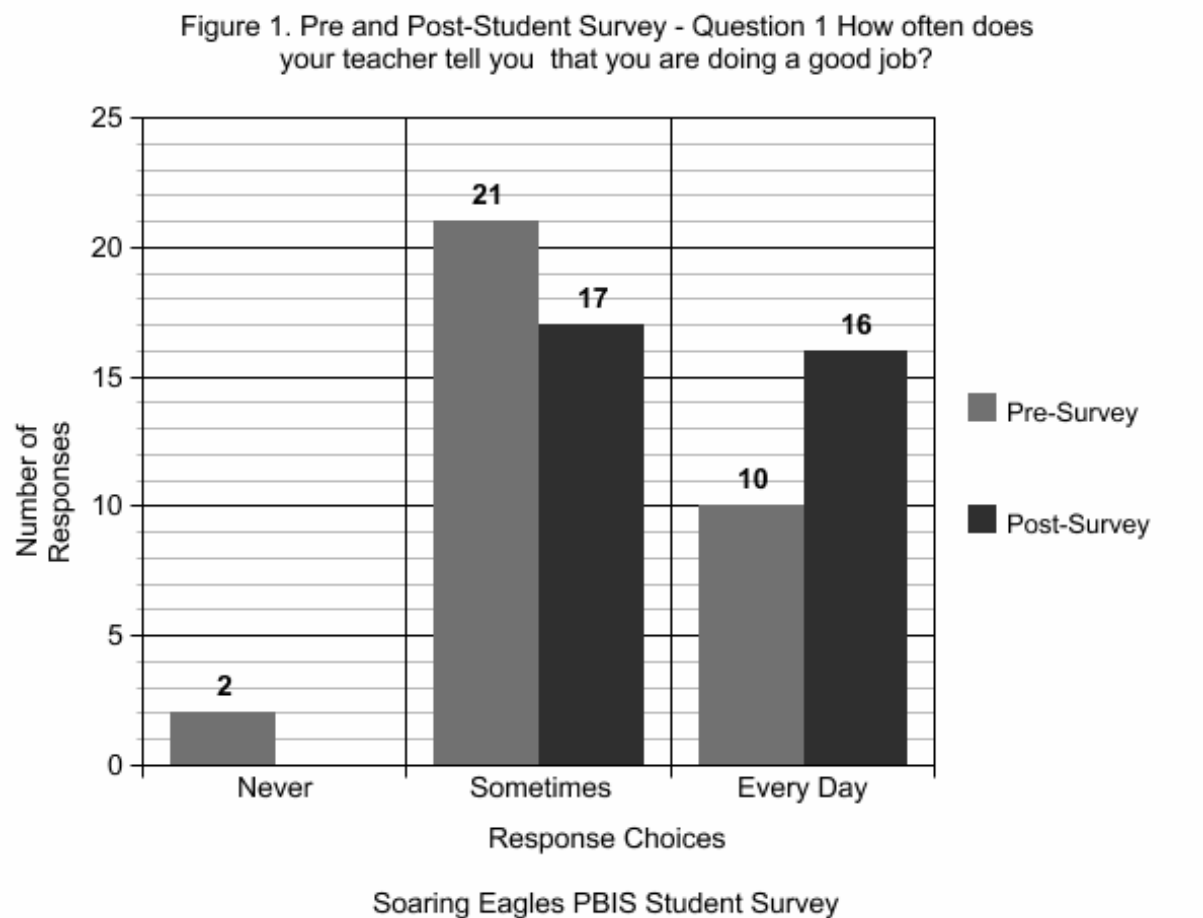


Figure 1. Pre and Post Student Survey question posed to 3rd-6th grade students about how often their teacher tells them they are doing a good job.

Teachers play an important role in the effectiveness of PBIS, so their buy-in to the behavior system is a vital part of its success. Most teachers were not using or referring to the matrix prior to the intervention. The matrices were not displayed in each classroom nor in the hallways and restrooms. As stated in the Intervention Expert Journal, two weeks after the intervention had started, teachers finally received the enlarged and laminated PBIS grade level matrix to be posted and used for reference in the classroom (see Appendix N). At that same time, enlarged school matrices were also posted along the hallways, inside and outside the cafeteria, and restrooms. The enlarged matrices provided support for the *Soaring Eagles* and also served as a reminder to the rest of the student population. Figure 2 shows an increase of 12 percent on the *everyday* category of the matrices being referred to by staff. Although, there was a positive increase in usage of the matrices, the number of *Soaring Eagle* responses in the *never* category remain almost the same. Increased motivation among staff members can be the result if there is supportive leadership and ongoing professional PBIS training (Homer, Freeman, Nelson, & Sugai, 2007). In the following school year, PBIS professional training will be incorporated throughout the school when Tier 2 of the program will take effect. According to our PBIS coach, PBIS matrices are now visible at the entrance of the classrooms, on doors, windows and at students' eye level. At staff meetings it has been recommended for staff to refer to the matrices as needed and use the PBIS language - (see Figure 2).

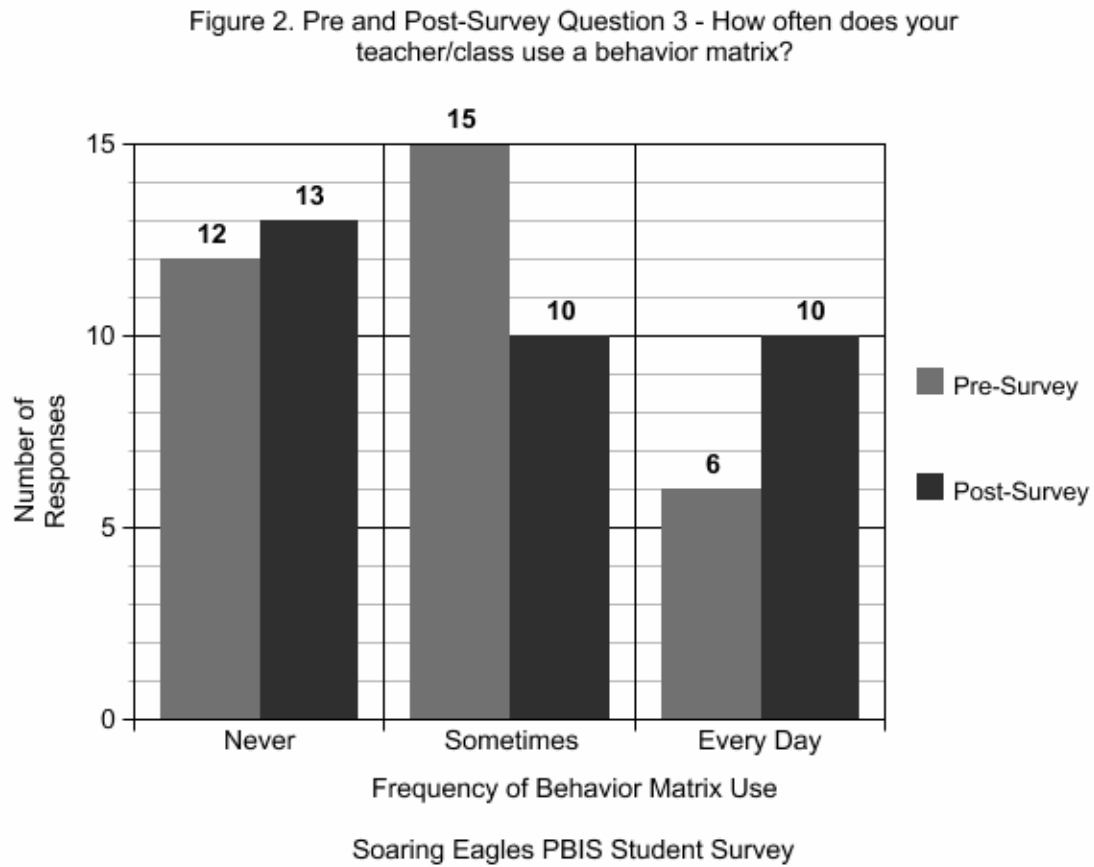


Figure 2. Pre and Post-Student Survey question asked about how often their teacher uses or refers to the behavior matrix in class.

One hundred percent of the *Soaring Eagles* knew the significance of the acronym SOAR and how important it was to apply the language as they were monitoring the hallways, playground, and restrooms. Figure 3 shows the behavior examples exhibited by the *Soaring Eagles* while on the playground. As leaders at the school, it was important for them to set an example of positive behavior for the rest of the students. The trend significantly decreased in the Post-Survey with *Acting Safely* and *Respect Self and Others*. Overall, there was also a decrease in all the responses. In the Pre-Survey the students wrote more than one answer. In the Post-Survey the students were more specific and only wrote one answer. As stated in the Intervention Expert Journal (see Appendix N), it is easier for students and staff to refer to the matrices now that they are displayed. Students do notice them now and there has been a change in the amount of children **not** running through the halls. Instead, they walk by the *Soaring Eagles* quietly trying to earn an Eagle Ticket for the raffles. During the student assemblies and rallies, Student Council members, as well as the *Soaring Eagles* make it a point of reviewing the meaning of the acronym SOAR with hand gestures, pom-poms, chants, and body movements. These cheers and activities are helpful reminders for students when they find themselves outside of the classroom - (see Figure 3).

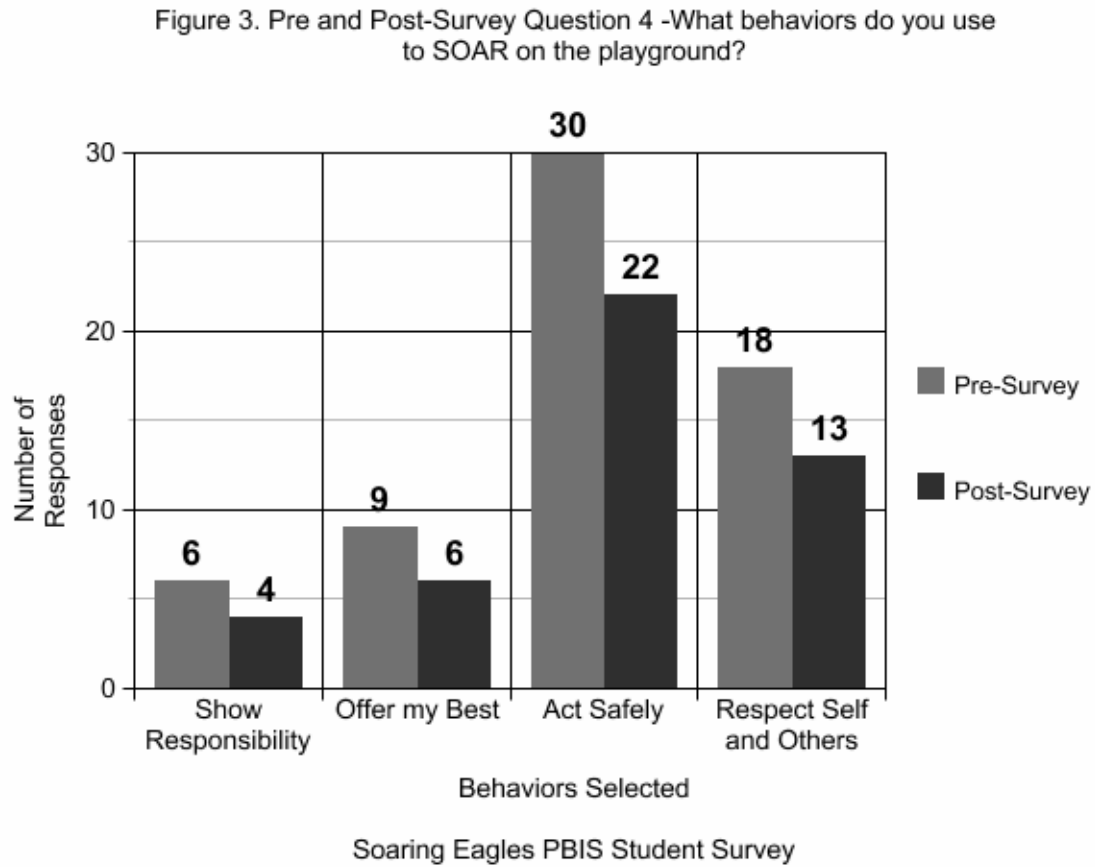


Figure 3. Pre and Post-Student Survey question about what behaviors students use to soar on the playground.

Figure 4 shows that student satisfaction has improved since implementing the *Soaring Eagles* program. We are making a difference because students “want to be good” wrote a 4th grader in the Post-Survey (see Appendix H). The *Soaring Eagles* responses were strong with the belief that they are making a positive difference in behavior at school. “The hallway is much more quieter when we are around,” stated a 5th grader (personal communication, April 12, 2017). Students can achieve their goals in creating a positive environment when they feel fulfilled and socialize with other students in positive interactions (Purpel, 1999). However, further analysis showed areas in which students’ answers were contradictory. Students who responded with the nine negative responses were mostly sixth-graders. A sixth grader wrote, “Students were walking away and saying bad things,” (personal communication, April 12, 2017). The sixth-grade *Soaring Eagles* had unique challenges due to their age and status as the oldest students at the school site. A sixth grader stated, “I feel like we are paying them to do a good job and they should be able to do that on their own” (personal communication, April 12, 2017). To create a positive school climate, schools need to find ways to keep students interested in school and teach them to get along - (see Figure 4).

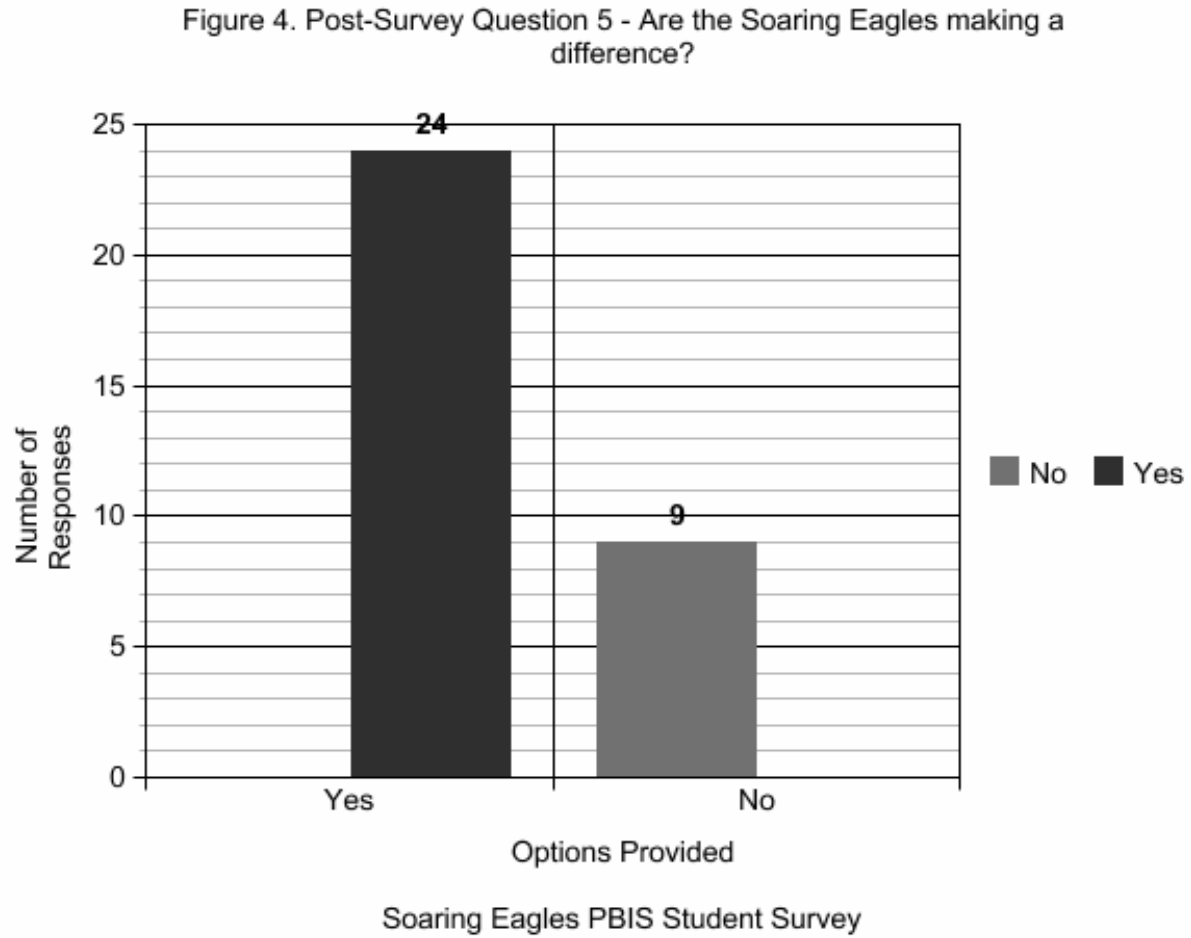


Figure 4. Post-Survey question asked to students regarding whether they thought the Soaring Eagles Program was making a difference in school behavior.

Figure 5 shows a slight reduction in the number of discipline referrals to the office. Although the number of female referrals increased slightly, there was a significant drop in male referrals. For any student, their home life can influence their behavior at school. Because of family culture and issues outside of school, students may not value or be able to comprehend rules in school (Sugai et al., 2000). For the intervention, the *Soaring Eagles* amounted to thirty-three males and females. We wanted equal representation of both sexes to be examples of good behavior - (see Figure 5).

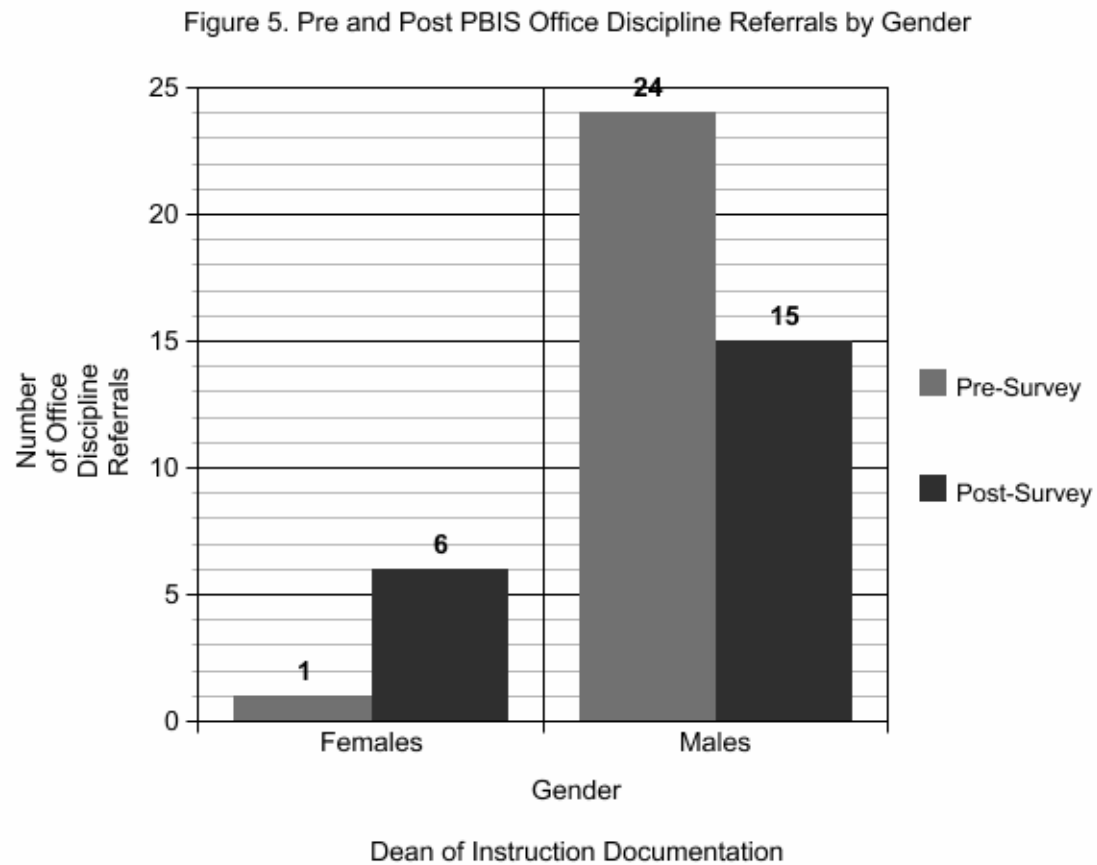


Figure 5. Pre and Post Office Discipline Referrals broken down by gender.

Figure 6 shows a significant drop in all locations of the school site. Both inside and outside of the classroom, there were fewer referrals after the *Soaring Eagle* intervention. Visible matrices inside the classrooms and in the general school areas have made an impact in referrals in just a few weeks. Both student and teacher satisfaction increased with PBIS when established correctly (Horner, Freeman, Nelson, & Sugai, 2007). After completing the intervention, student's behavior improved, which will in the long term affect their academic performance because teachers can focus on instruction. Students' moral and imaginative capacities should take the forefront when looking at education (Shapiro, 2010). If behavior policies are in place at a school site, then students can reach their full academic potential.

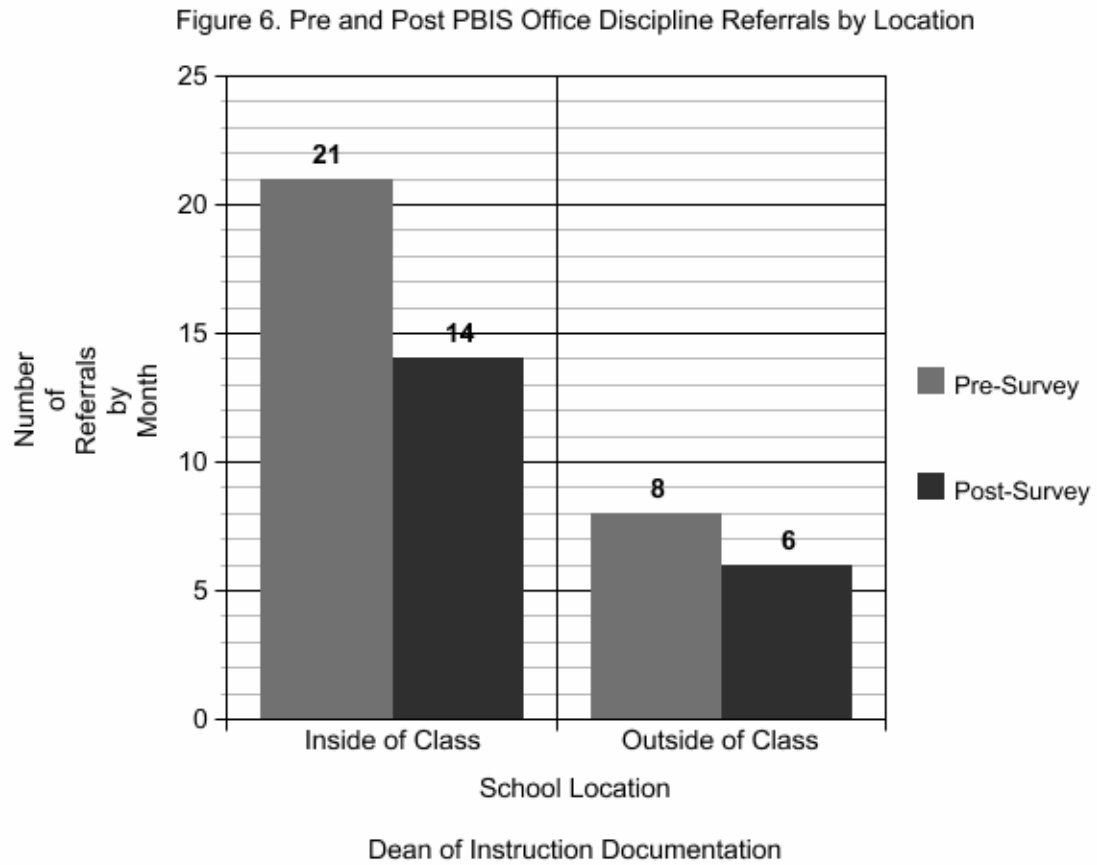


Figure 6. Pre and Post PBIS Office Discipline Referrals broken down by school location.

Figure 7 shows a drop in referrals across all grade levels. In the lower grades where there was a more significant drop, the *Soaring Eagle* tickets may have been a stronger incentive for the younger students. When choosing incentives for the raffle, the PBIS committee had representation from all grade levels to ensure a good balance of prizes for the raffles. Cost is another factor, so the committee tried to be creative as well as cost conscience.

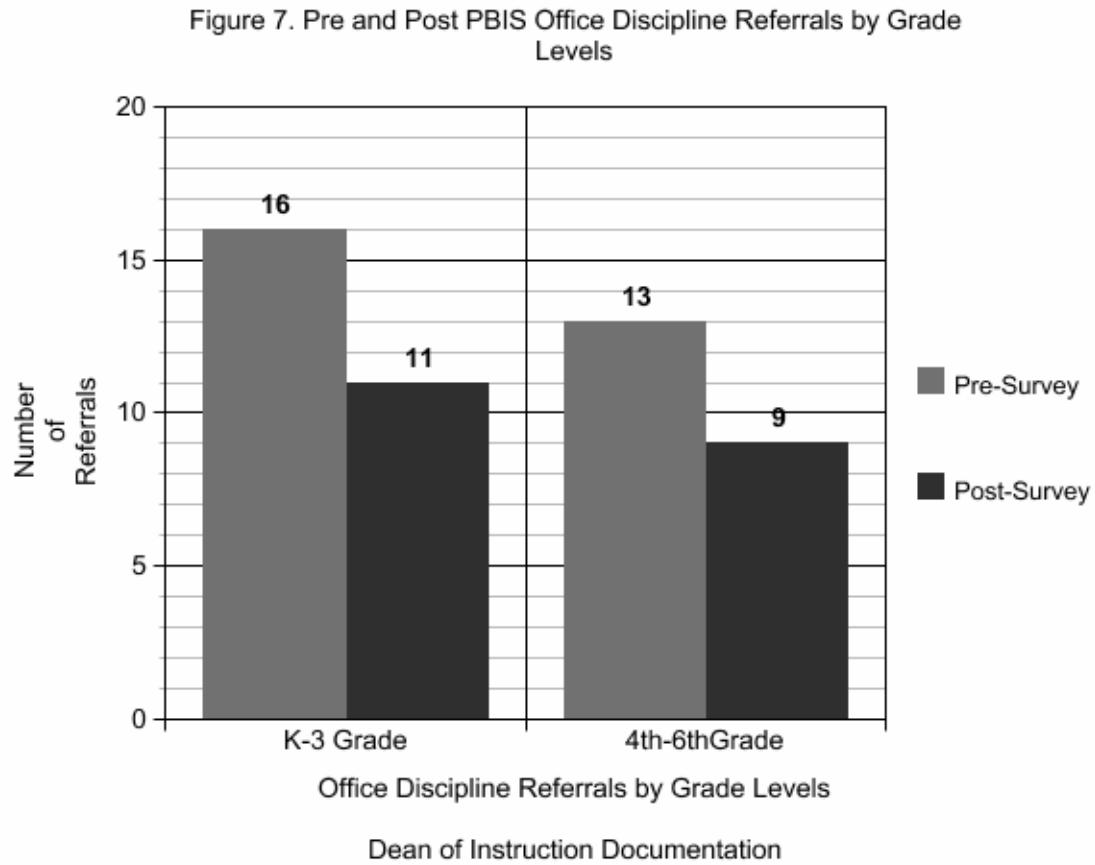


Figure 7. Pre and Post PBIS discipline referrals divided by lower grades (K-3 Grade) and upper grades (4th-6th Grades)

During the *Soaring Eagle* intervention, approximately 5,000 tickets were distributed to the student body of 877. The students selected which reward box to place their tickets in, to be drawn for weekly and monthly drawings that included: Music Mondays, Soaring Selfies, Board Games, Movie with Popcorn, Zany Zumba, Game Day Bonanza, Lunch with the Principal, and Eagles Choice Rewards. Because students were randomly selected for different categories, approximately 450 students were rewarded throughout the school with a positive incentive. Based on research, incentives can be a significant part in school environment. In order to have a successful school setting, schools need comprehensible behavior expectations and action plans for compensating students and recognizing good behavior (Horner, Freeman, Nelson, & Sugai, 2007). Most teachers also reported satisfaction with the incentives of PBIS. As stated in the Intervention Expert Journal (see Appendix N), the prize boxes were a success. Students were in good spirits trying to earn the Eagle Tickets so they could deposit them in one of eight different choices.

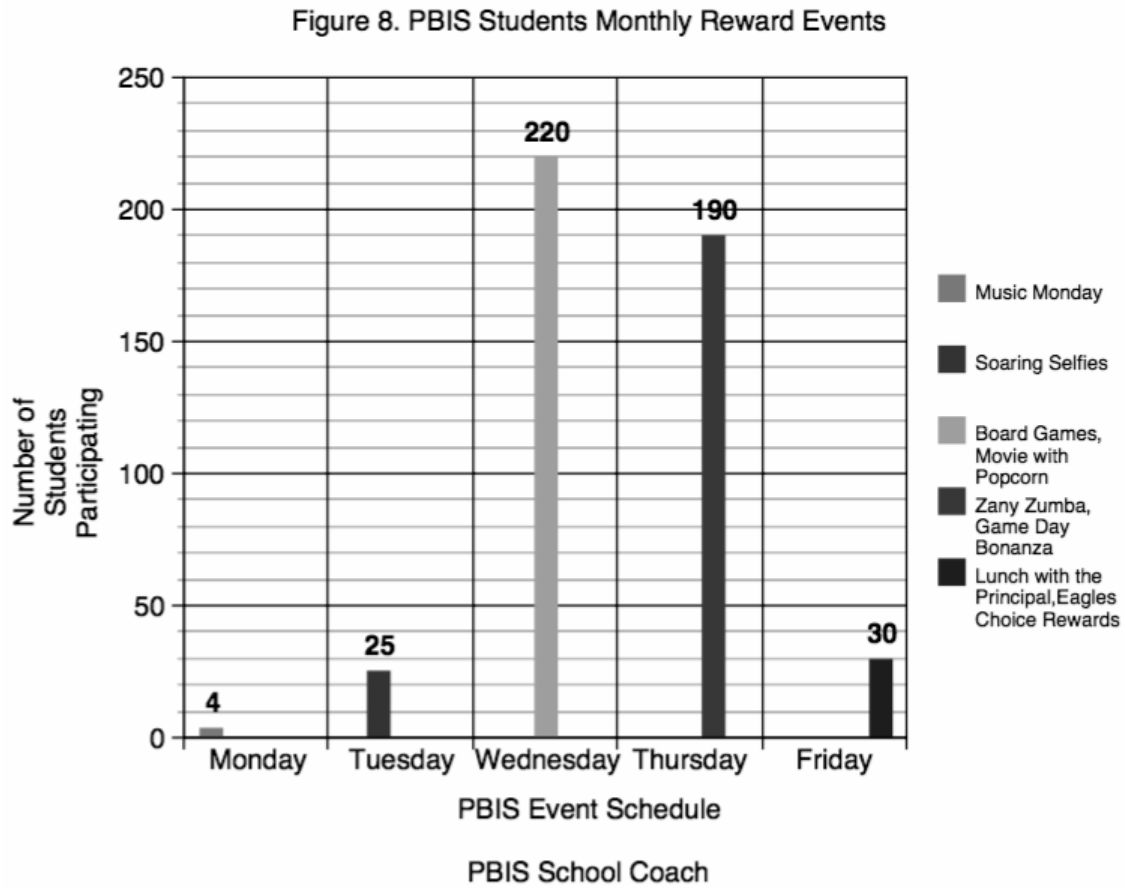


Figure 8. These are the eight different raffle categories students choose to deposit their Soaring Eagle tickets into, and the day of the week the event takes place.

Conclusions

Effectiveness of the Intervention

Based on Pre and Post-Surveys, the Researcher's Reflection Journal, the Intervention Expert Notes, observations, and a student interview, the overall intervention format was successful. Initial student surveys asking the use of a behavior matrix by a teacher was answered with a 45% as "sometimes" and in the Post-Survey it was reported as 30%. In the Post-Survey, the use of the behavior matrix was stated to be used as "everyday" by 30% (see Figure 2) and as stated in the Intervention Expert Journal, the *Soaring Eagles* program was implemented within the first week of the intervention (see Appendix N). Incorporating interviews with the surveys provided more insight into students' satisfaction and dissatisfaction with this school's behavior system - (see Figure 2). As noted in a Post-Survey, a fifth-grade *Soaring Eagle* student stated, "It is making a difference because I see everyone walking and the hallways are much more quiet." Additionally, a fourth-grade student mentioned in the Post-Survey, "Yes, we are helping others and making them be nicer, helpful, and by showing responsibility." Teachers now serve their yard duty at the PBIS incentive activity once a week instead of monitoring the halls, which serves two purposes. Teachers have the opportunity to see how students are enjoying the rewards and at the same time, teachers are helping the support staff to monitor the students as they enjoy themselves. The school counselor is also part of the incentive activities. This opportunity provides her with another chance to form a closer relationship with all students, not just those she serves throughout the year. These new interactions across grades levels and staff form stronger relationships and improve school climate at the school site - (see Figure 8). With the use of triangulation, we can conclude that the implementation of the *Soaring Eagles* Intervention, constructive discipline has made a favorable impact.

Research Questions

The primary research question was *In what way will the implementation of school-wide PBIS support impact student behavior data at a PBIS elementary school?* Based on the Dean of Instruction's data collected throughout the study, the overall results of Office Discipline Referrals were positive - (see Figures 5, 6, and 7). Discipline improved inside of class with a decrease of office discipline referrals by 33%. Outside of class, there was also a reduction of office discipline referrals by 25% - (see Figure 6). In regards to gender, females had an increase of 600% from the pre-survey to the post-survey. Males office discipline referrals decreased by 38% - (see Figure 5). In respect to discipline by upper and lower grades, there was an equal reduction of 31% in K-3 and 4th-6th grade - (see Figure 7). Throughout the three-week intervention, PBIS was supported with positive incentives for students to show responsibility, offer their best, act safely, and respect self and others. The school climate was enhanced with the *Soaring Eagle* intervention - (see graph 8).

The secondary research question was *In what way will the implementation of school-wide PBIS support affect the satisfaction of students at a PBIS elementary school as measured by student satisfaction surveys?* Based on the pre and post-surveys, 72% of the *Soaring Eagles* agreed that they were making a difference in school behavior (see Figure 4). Teachers and staff are praising students routinely - (see Figure 1). PBIS matrices are being referred to in and out of the classroom (see Figure 2 and Intervention Expert's Reflection Journal Appendix M) and *Soaring Eagles* are leading by example, and feeling like they are impacting student behavior - (see Figure 3-4).

Recommendations for Further Research

Most teachers were not using or referring to their matrix at the beginning because it was

not available to them yet. A change that the researchers recommend is that teachers and students receive enlarged matrices from the beginning of the intervention in order for PBIS to be successful and for there be followed through.

According to the Intervention Expert's Journal, "In the past, only adult supervisors have been on the playground and student patrol in the halls. We are going to ask the principal if she will allow *Soaring Eagles* to patrol on the playground as well. I think this could be a beneficial change" (see Appendix N).

As was stated in the Researcher's Reflection Journal, "Once we have approval, we will be giving each *Soaring Eagle* a map with a dot showing their exact assigned post. I would also like to create a main map with all the dots and room numbers. Ideally, we would have the *Soaring Eagle* names on the map as well. If we gave every yard supervisor a copy, then they could help keep the *Soaring Eagles* accountable for their post" (see Appendix K).

At times, during recess and lunch, the Dean of Instruction was seen interacting and high fiving students who are in the lunch line near the upper grade area. We would recommend that administration supervise more often. Currently, both researchers find it difficult to supervise *Soaring Eagles* during the school day, so coordinating with other teachers during their recess and lunch with how to best support the *Soaring Eagles* program would be an improvement.

If the same study were implemented again at another school site, it would be suggested to start early in the school year. Also, administrative, and support staff need to be part of the implementation in order for teachers to return to classroom instruction. As researchers implement new discipline programs at schools, it is important to remember that students need to be part of the implementation in order for there to be improvement in discipline and school climate.

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Appendix A

Parent Informed Consent Form

Dear Parents,

We will be conducting a study at Parkview to determine if the Soaring Eagles Program will make a difference in discipline. Mrs. Sawkins and Mrs. Spencer-Castro are getting their Master's Degree in Education and will be in charge of this program. We are writing to ask permission to use the data we collect from your child during this process. Participation in this study only involves regular school activities. You may contact us at anytime regarding your child's participation. My phone number is 626-652-4800. The principal of the school has approved this study.

The purpose of the study is to see if the Soaring Eagles Program can help benefit and improve discipline at Parkview Elementary School. The study will take place at Parkview and will last for 3 weeks. During the study we will collect various forms of information to determine whether the Soaring Eagles Program was a success. Possible types of data to be included will be interviews, surveys, and observations.

Benefits of participating in this study will be that your student will be a Soaring Eagle volunteer during their recess or lunch. Your child has been selected because they are very responsible. Only Mrs. Sawkins and Mrs. Spencer-Castro will have access to the data collected in this study. Your child's participation in the study is strictly confidential, so only Mrs. Sawkins and Mrs. Spencer-Castro will have access to your child's identity. The information that can be associated to your child's identity will be destroyed when the project is over.

Use of data from your child is voluntary. You may contact me at any time if you do not wish to have your child's data included in the study.

Please check the appropriate box below and sign the form:

☐ I give permission for my child's data to be used in the study. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

☐ I do NOT give my permission for my child's data to be included in this project.

Student's Name

Parent Signature

Date

Appendix B

Formulario de consentimiento informado a los padres

Queridos padres,

Estaremos llevando a cabo un estudio en Parkview para determinar si el Programa Soaring Eagles hará una diferencia en la disciplina. La Sra. Sawkins y la Sra. Spencer-Castro están recibiendo su Maestría en Educación y estarán a cargo de este programa. Estamos pidiendo permiso para usar los datos que recolectamos de su hijo durante este proceso. La participación en este estudio sólo involucra actividades regulares de la escuela. Puede comunicarse con nosotros en cualquier momento con respecto a la participación de su hijo. Mi número de teléfono es 626-652-4800. La directora de la escuela ha aprobado este estudio.

El propósito del estudio es ver si el Programa Soaring Eagles puede ayudar a beneficiar y mejorar la disciplina en la Escuela Primaria Parkview. El estudio se llevará a cabo en Parkview y durará 3 semanas. Durante el estudio, recopilaremos diversas formas de información para determinar si el Programa Soaring Eagles fue un éxito. Los posibles tipos de datos que se incluirán serán entrevistas, encuestas y observaciones.

Los beneficios de participar en este estudio serán que su estudiante será un voluntario de Soaring Eagles durante su recreo o almuerzo. Su hijo ha sido seleccionado porque es muy responsable. Sólo la señora Sawkins y la señora Spencer-Castro tendrán acceso a los datos recogidos en este estudio. La participación de su hijo en el estudio es estrictamente confidencial, por lo que sólo la Sra. Sawkins y la Sra. Spencer Castro tendrán acceso a la identidad de su hijo. La información que puede ser asociada a la identidad de su hijo será destruida cuando el proyecto haya terminado.

El uso de los datos de su hijo es voluntario. Puede comunicarse conmigo en cualquier momento si no desea que los datos de su hijo se incluyan en el estudio.

Por favor marque la casilla apropiada abajo y firme el formulario:

___ Doy permiso para que los datos de mi hijo sean usados en el estudio. Entiendo que recibiré una copia firmada de este formulario de consentimiento. He leído este formulario y lo entiendo.

___ NO doy mi permiso para incluir los datos de mi hijo en este proyecto.

Nombre del estudiante

Firma del padre

Fecha

Appendix C

Student Assent Form

Dear Student,

We will be conducting a study at our school to determine if the Soaring Eagles Program will improve discipline at Parkview Elementary School. We are asking permission to use this data we collect from you. During this process participation in the study involves only regular classroom activities. You may ask us questions at any time about the study. The principal of the school has approved this study.

The purpose of the study is to see if the Soaring Eagles Program can improve discipline at Parkview School. The study will take place at Parkview Elementary and will last for 3 weeks. During the study we will collect various forms of data to determine whether the Soaring Eagles Program was successful. Possible types of data we will collect include surveys, interviews, and an observations.

The benefits of participating in the study include being a Soaring Eagle volunteer! We will not include your name in any report about this study. You have the right to ask us not to include your data in the study or to tell us later if you no longer want your data included.

If you agree to let us use your data in the study please print and sign your name below.

I give permission for my data to be used in this study.

Student's Printed Name

Student's Signature

Date _____

Appendix D

Formulario de Consentimiento del Estudiante

Querido estudiante,

Estaremos llevando a cabo un estudio en nuestra escuela para determinar si el Programa Soaring Eagles mejorará la disciplina en la Escuela Primaria Parkview. Estamos pidiendo permiso para usar estos datos que recopilamos de usted. Durante este proceso, la participación en el estudio implica sólo actividades regulares en el aula. Usted puede hacernos preguntas en cualquier momento sobre el estudio. El director de la escuela ha aprobado este estudio.

El propósito del estudio es ver si el Programa Soaring Eagles puede mejorar la disciplina en la Escuela Parkview. El estudio se llevará a cabo en Parkview Elementary y durará 3 semanas. Durante el estudio recopilaremos diversas formas de datos para determinar si el Programa Soaring Eagles tuvo éxito. Los posibles tipos de datos que recopilaremos incluyen encuestas, entrevistas y observaciones.

¡Los beneficios de participar en el estudio incluyen ser un voluntario de Soaring Eagles! No incluiremos su nombre en ningún informe sobre este estudio. Usted tiene el derecho de pedirnos en cualquier momento que no incluyamos sus datos en el estudio o que nos diga más tarde que ya no desea que sus datos sean incluidos.

Si está de acuerdo en dejarnos usar sus datos en el estudio, por favor escriba y firme su nombre abajo.

Doy permiso para que mis datos sean utilizados en este estudio.

Nombre impreso del estudiante

Firma del estudiante

Fecha _____

Appendix E

Pre-Student Survey Grade _____

1. How often does your teacher tell you that you are doing a good job?

- a) Never
- b) Sometimes
- c) Every day

2. Complete the following by writing what each letter stands for...

S = _____

O = _____

A = _____

R = _____

3. How often does your teacher/class use a behavior matrix?

- a) Never
- b) Sometimes
- c) Every day

4. What behaviors do you use to SOAR on the playground?

5. Should we bring "Safeties" back? Why/why not?

Appendix F

Encuesta Estudiantil Preliminar

Encuesta Estudiantil Preliminar **Grado** _____

1. ¿Con qué frecuencia te dice tu maestra que estás haciendo un buen trabajo?

- a) Nunca
- b) A veces
- c) A diario

2. ¿Escribe lo que representa cada letra?

S = _____**O** = _____**A** = _____**R** = _____

3. ¿Con qué frecuencia usa tu maestra el “matrix” de comportamiento en clase?

- a) Nunca
- b) A veces
- c) A diario








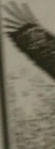
4. ¿Qué haces para mejorar tu comportamiento en el patio?

5. ¿Creés que deberíamos tener “Safeties” de nuevo?

¿Por qué sí o por qué no?

Appendix G

Eagle Tickets

Eagle Tickets  <ul style="list-style-type: none"><input type="radio"/> Show responsibility<input type="radio"/> Offer your best<input type="radio"/> Act safely<input type="radio"/> Respect self and others	Eag 
Eagle Tickets  <ul style="list-style-type: none"><input type="radio"/> Show responsibility<input type="radio"/> Offer your best<input type="radio"/> Act safely<input type="radio"/> Respect self and others	Ea 
Eagle Tickets  <ul style="list-style-type: none"><input type="radio"/> Show responsibility<input type="radio"/> Offer your best<input type="radio"/> Act safely<input type="radio"/> Respect self and others	E 
Eagle Tickets  <ul style="list-style-type: none"><input type="radio"/> Show responsibility<input type="radio"/> Offer your best<input type="radio"/> Act safely<input type="radio"/> Respect self and others	

Appendix H

Post Survey**Post-Student Survey**

Grade _____

1. How often does your teacher tell you that you are doing a good job?

d) Never

e) Sometimes

f) Every day

2. Complete the following by writing what each letter stands for...

S = _____

O = _____

A = _____

R = _____

3. How often does your teacher/class use a behavior matrix?

d) Never

e) Sometimes

f) Every day

4. What behaviors do you use to SOAR on the playground?

5. Are the "Soaring Eagles" making a difference? Yes/No? Explain

Appendix I

Encuesta Estudiantil Final

Encuesta Estudiantil Final**Grado** _____

1. ¿Con qué frecuencia te dice tu maestra que estás haciendo un buen trabajo?

- a) Nunca
- b) A veces
- c) A diario

2. ¿Escribe lo que representa cada letra de comportamiento?

S = _____

O = _____

A = _____

R = _____

3. ¿Con qué frecuencia usa tu maestra el “matrix” de comportamiento en clase?

- d) Nunca
- e) A veces
- f) A diario

4. ¿Qué haces para mejorar tu comportamiento en el patio?

5. ¿Creés que los “Soaring Eagles” ayudan en algo?

¿Por qué sí o por qué no?

Appendix J

Interview Questions

1.) After your experience as a *Soaring Eagle*, do you understand the meaning of SOAR better?

2) How did the students respond to your role as a *Soaring Eagle*?

3.) What were the biggest problems?

4.) Ideas to improve for the next group?

5.) *Soaring Eagle* bathroom/hallway issues?

7.) Did you have all you needed to be successful?

Appendix K

Researcher's Reflection Journal

Pre-Planning

Comments	Data Collected	Weekly Update (Data Analysis Expert)
<p>* Felt a bit overwhelmed by detailed questions our principal had for us. Details we had not thought of. It was successful because she gave us her support and ideas to ponder.</p> <hr/> <p>* This was the to-do list and we got most of this done plus thought of <i>more</i> we needed to do. As we stopped to think of each step needed, we realized how much still needed to be done.</p> <p>* Clipboards were all assembled.</p> <p>* We also made a timeline that included date and times to make sure we finish on time for the Capstone, March 29th.</p> <p>* Further discussed presentation to the staff. We want and need their buy-in for a successful program!</p>	<p>* Initial planning with our principal and CUI classmates.</p> <hr/> <p>* Observe all recess and lunch hallway and bathroom traffic</p> <p>* Create sentence frames, type, Xerox on colored paper, and laminate</p> <p>* Xerox and assemble a couple of samples of Soaring Eagle tickets to give directions to parents to help staple in groups of 10s</p> <p>* Ask custodian for yellow paper inventory to produce Eagle Tickets</p> <p>* Assemble 30 clipboards: attach pens, plastic pockets with sentence frames, and Soaring Eagle tickets</p> <p>* Create Powtoon Presentation for students with explicit hallway, restroom directions, and positive comments that are going to be incorporated (approximately 10-12 slides)</p> <p>* Assemble large envelopes with directions for 15 teachers</p> <p>* View online the possibility</p>	<p>Tuesday, February 21st Meeting with Principal</p> <hr/> <p>Wednesday, March 1st PBIS Planning Day</p>

<p>*Purchase Order was granted and capes were ordered through Amazon.</p> <hr/> <p>* All these small details need to be thought out thoroughly!</p> <hr/> <p>*Some students that were chosen by their teachers were not the best behaved, but they are confident. We will have to watch closely!</p> <hr/> <p>*Students left excited. They will begin next week! I am stressed. I want them to do well. I want a successful program. We will meet with them again soon to ask about any issues they are noticing.</p>	<p>of ordering capes * Met with our principal to discuss the decision of PBIS Committee to order capes for <i>Soaring Eagles</i> and obtaining a District Purchase Order using PBIS funds to pay for the capes.</p> <hr/> <p>* Met with Soaring Eagles to explain program a little and pass out parent consent forms and student consent forms</p> <hr/> <p>*Delma created a Prezi and we took about 10 minutes to explain to staff. They seemed excited!</p> <hr/> <p>*Met with Soaring Eagles and completed training. Passed out clipboards. Still waiting for capes to arrive.</p>	<hr/> <p>Monday, March 6th Soaring Eagle Pre-meeting</p> <hr/> <p>Tuesday, March 7th Presented to Staff</p> <hr/> <p>Wednesday, March 8th Soaring Eagle Training</p>
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WEEK ONE

Comments	Data Collected	Weekly Update (Data Analysis Expert)
<p>*The SE reported to duty and the first thing I noticed was that there was a crowd building around them. There was a bit of confusion regarding what to do when they had no more tickets. We are getting a few complaints from teachers. Follow-up meeting will be Thursday to offer support and pass out capes!</p> <hr/> <p>Surveys were completed with a few questions asked for clarification. The only identifiable information was grade-level. Responses were tallied, but not analyzed. The capes look wonderful and the students loved them. It makes them very identifiable in the halls when on duty. Issues of concern were: SE giving tickets their friends and family repeatedly. Crowds of students around them begging for a ticket. Students bringing them a handful of trash and asking for ticket. 6th grade students saying they want better prizes. Running out of tickets too quickly during lunch period. They are given 10 tickets a day to give out. Badges have not been made yet. I believe once we have a raffle, students will be more excited about the tickets.</p> <p>Follow-up meeting next week as more information is passed on to staff and students.</p> <p>We received Chapter 3 back from OWL.</p>	<p>*The Soaring Eagles were reminded over the intercom to report to their posts. One came in to ask if the capes were in, but they are not.</p> <hr/> <p>Surveys were completed by students. Capes were passed out. Follow-up questions were discussed.</p>	<p>Monday, March 13 First day on the job!</p> <hr/> <p>Thursday, March 16 Check-In</p>

WEEK TWO

Comments	Data Collected	Weekly Update (Data Analysis Expert)
<p>With their capes, the Soaring Eagles are very visible in the hallways. While walking to and from my classroom, I always make contact with them and encourage them and/or give them tips. The issue is that I only see a few of the 34.</p> <hr/> <p>When we first began this program we asked for the SE to come speak to us if they wanted to quit. They have been very responsible and have come to us. So far, we have been able able to convince them to stay on.</p> <hr/> <p>Some SE that have wanted to quit have gone to their teachers first. Because our school is implementing PBIS at the same time as this SE program, there is a bit of confusion. At the beginning of the program we asked for very responsible, dedicated students, but some teachers saw this as an intervention for students with some behavior issues.</p> <hr/> <p>In the past, only adult supervisors have been on the playground and student patrol in the halls. We are going to ask the principal if she will allow SE to patrol on the playground as well. I think</p>	<p>Soaring Eagles have been at their posts all week.</p> <hr/> <p>Two students have come to notify us that they want to quit.</p> <hr/> <p>A few teachers have been unclear, not unsupportive.</p> <hr/> <p>We will be having a meeting with the Principal to discuss SE posts.</p>	<p>Monday, March 20th-Friday 24th, 2017</p>

<p>this could be a beneficial change.</p> <hr/> <p>Because Delma and I are in the classroom, we need to have another meeting with the SE so we can address issues they may have. We have not had contact with them for over a week, but we are hearing about issues from their teachers.</p> <hr/> <p>In our meeting, we will also be asking the principal to give Delma and I time out of our classroom to observe and support SE program. It is the only way to see for ourselves what is happening.</p> <hr/> <p>Once we have approval, we will be giving each SE a map with a dot showing their exact assigned post. I would also like to create a main map with all the dots and room numbers. Ideally we would have the SE name on the map as well. If we gave every yard supervisor a copy, then they could help us keep the SE accountable for their post.</p> <hr/> <p>While we are getting the SE off the ground, our school is planning the PBIS kick-off. Finally, students will be winning those raffle prizes they have been putting their tickets in! Our school is taking a day off from testing to celebrate the kick-off. It</p>	<hr/> <p>We need to have another check-in to support SE issues.</p> <hr/> <p>We need to ask our Principal for a day or half-day to observe SE.</p> <hr/> <p>We need to better organize the SE with a map of their assigned spot.</p> <hr/> <p>PBIS Kick-Off is next week.</p>	
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<p>will be very exciting!</p> <hr/> <p>We have begun to edit Chapter 3. Chapter 1 and 2 were edited by OWL in the last course, so now the refining process begins to all the chapters. The following weeks we need to read up about Chapter 4 and begin that process.</p>	<hr/> <p>We continue to edit Chapter 3.</p>	
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WEEK THREE

Comments	Data Collected	Weekly Update (Data Analysis Expert)
<p>The kick-off was fantastic! The playground was decorated with balloons and each classroom made a banner with their student's pictures. There was music, a flashmob dance by the teachers, a skit with teachers and students, and guest speakers. The Soaring Eagles were recognized and all the staff that helped to organize PBIS at our school. Both the students and staff had a great time!</p> <hr/> <p>We still have not met with our principal regarding supervising SE at recess and lunch, or final meeting with this group of SE and training the next group of SEs. We need to conduct the final interview and post-survey. Spring break is in two weeks and we are running out of</p>	<p>PBIS Kick-Off was on Wednesday!</p> <hr/> <p>Meeting with Principal</p>	<p>Monday, March 27th-Friday, March 31st</p>

<p>time! The next SE need to be chosen and assigned spots for after spring break.</p> <hr/> <p>We have begun to organize data for chapter 4. Eagle Tickets have been collected from students and teachers. Those need to be tallied. Pre and post surveys need to be analyzed. Interview needs to happen in the next nine school days. I am feeling stressed!</p>	<hr/> <p>Chapter 4/Data collection</p>	
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FINAL PLANNING

Comments	Data Collected	Weekly Update (Data Analysis Expert)
<p>Most are wearing capes, but not all. We are thinking that by beginning this program at the beginning of the year, upper graders will be more on board to wear their SE capes.</p> <hr/> <p>Our vice-principal is not always out at recess and lunch. In years past, the vice-principal was very involved in supporting the ASB and all their programs, including the <i>Safety's (the old Soaring Eagle program)</i>. With</p>	<p>Upper graders don't all want to wear capes</p> <hr/> <p>Administration is not supervising Soaring Eagles</p>	<p>April 1st- April 12th</p>

<p>both researchers in the classroom all day, it is hard to supervise. We need to advise upper grade teachers on how to support SE Program.</p> <hr/> <p>It is a four day work week and SE must be switched. They are getting tired of their posts and need a break. New SE will be trained and the first set will get their parfait treat they were promised. Final survey and interview will also be conducted.</p> <hr/> <p>Data has been collected from secretary from PBIS implementation. Prior data has been requested from admin, but has not been collected yet. This is vital to the completion of our Chapter 4.</p>	<hr/> <p>Final meeting with original SE and training for the next group.</p> <hr/> <p>Data Collection</p>	
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Appendix L
Soaring Eagles Guide Lines

What To Tell Your Students About Soaring Eagles...

- Their job is to encourage you to SOAR like Eagles. They will praise you and MIGHT even give you a ticket.
- They are not “Safeties.”-Don’t go tell them about problems you might be having on the playground. Continue to tell the yard duty supervisors.
- **Do Not** go up to the Soaring Eagles and tell them “I picked up trash” or “I walked down the hallway.” **Show** them you can SOAR, don’t tell them.
- When you receive a ticket, you may deposit it into one of the tubs that are located by the library. There are pictures on the tubs to help you decide what prize you would like to win. We will be having raffles to see who wins the prize. We will have **many winners!!!**
- Deposit your ticket and be RESPONSIBLE by going to the playground where you belong.
- Raffle boxes will only be out at lunch time. If you get a ticket in your class or at recess, save it until lunch time to deposit.

Qué decirle a los estudiantes sobre “Soaring Eagles” ...

- Su trabajo es alentarte a trabajar como las águilas. Ellos te alabarán y podrían incluso darte un boleto.
- No son "Safeties". - No vayas a decirles de los problemas que podrías tener en el patio de recreo. Continúa avisando a las señoras que supervisan el patio.
- No vayas con los “Soaring Eagles” a decirles, "Yo recogí basura." o “Yo caminé por el pasillo.”
Muéstrales que puedes ser responsable.
- Cuando recibas un boleto, puedes depositarlo en una de las cajas que se encuentran en la biblioteca. Ahí hay imágenes en las cajas para ayudarte a decidir qué premio te gustaría ganar. Tendremos rifas para ver quién gana los premios. ¡Vamos a tener **muchos ganadores!**
- Deposita tu boleto en la caja. SE RESPONSABLE y regresa al patio de recreo donde puedes jugar.
- Las cajas de rifas sólo estarán afuera a la hora del almuerzo. Si recibes un boleto en clase o en el recreo, guárdalo hasta la hora del almuerzo para depositarlo.

Appendix M

Soaring Eagles Sentence Frames**Hallways**

1. “Thank you for showing responsibility by throwing away your trash.”
2. “Thank you for acting safely by walking to the blacktop.”
3. “Thank you for respecting yourself and others by keeping your hands and feet to yourself.”

Restrooms

1. “Thank you for showing responsibility by reporting problems.”
2. “Thank you for offering your best by keeping the restroom clean.”
3. “Thank you for acting safely by using the restroom properly.”

Appendix N

Intervention Expert Notes

Comments	Data Collected	Weekly Update Intervention Expert
<p>*We walked out of principal's office with a wealth of information to ponder about. Questions and items we had not thought about?</p> <p>*But, it is an interesting topic and I am certain our students will take pleasure in implementing the new PBIS Soaring Eagles Program.</p>	<p>*Reviewed the possibility of ordering 40 vests or visors, button, t-shirts clipboards and supplies for Soaring Eagles Program kickoff.</p> <p>*Discussed the supervision of our own students while w train Soaring Eagles: 2/15 min. Meetings and 2/45 training meetings</p> <p>*PBIS school kickoff is on March 31, 2017</p> <p>*34 Soaring Eagles participants from 16 different classrooms.</p> <p>*Principal offered us 1-2 student free days for PBIS planning.</p> <p>*Discussed how our community liaison and parents will be able to assist us in preparing clipboards, Eagle tickets, envelopes, etc</p>	<p>2/21/2017</p> <p>Met with our principal and CUI classmates after school to start planning the implementation of Soaring Eagles Program</p> <p>3:00-3:45</p>

<p>* Agenda was emailed to our principal for approval</p>	<p>*March 1, 2017 was requested to plan on PBIS Soaring Eagles Program.</p> <p>Agenda Included:</p> <ul style="list-style-type: none"> • Observe recess/lunch student traffic. • Create sentence strips for clipboards. • Assemble a sample of Eagle tickets to provide for parents to xerox • Assemble 34 clipboards with sentence frames, pocket for tickets. And matrix on the back of clipboard. • Beginn on Powtoon presentation for staff and Soaring Eagle students training • Assemble envelopes for tickets • View online the possibility of ordering capes instead of vests for students 	<p>2/21-22/2-17 Danielle and I worked on an agenda to give to our Principal regarding our planning day for the following week</p>
<p>*Looking forward to it! We have lots to work on!</p>	<p>*On March 1, 2017, we will be able to work in previous PBIS agenda discussed with principal</p>	<p>2/24/2017 Principal approved our planning day</p>
<p>* PBIS committee agreed to order capes for Soaring Eagles Program</p> <p>*Rocio is waiting for Purchase Order to arrive to buy tubs were Eagle tickets will be placed and for matrices to be enlarged at STAPLES</p>	<p>*Agenda included:</p> <ul style="list-style-type: none"> • New team members • Powtoon slide presentation to committee • Totes for raffle tickets • student recognitions • Citizenship awards • Kick-off 	<p>2/27/2017 Attended a PBIS Committee meeting after school</p>

<p>*Parents volunteered to aid in assembling 34 clipboards</p> <p>*principal approved a purchase order for the cost of the capes for about \$350.00 through Amazon website</p> <p>*a timeline was made to distribute and collect student/parent permission slips as well as the days and times we will be meeting with our student Soaring Eagles.</p>	<p>*Articles for the clipboard were laminated and cut</p> <p>* Danielle and I were able to assemble a clipboard as a sample for parents to aid in the production.</p> <p>*Danielle looked online at the cost of ordering about 35 capes for Soaring Eagles</p> <p>*90% of the agenda was completed</p>	<p>3/1/2017 PBIS planning Day</p>
<p>*Administration approved presentation for students and staff</p>	<p>*Powtoon slide was completed and emailed to CUI classmates, as well as administrators for approval or revisions</p>	<p>3/5/2017 Powtoon slide was completed</p>
<p>*An email was sent to teachers to remind students to return permission slips before the training begins on March 8, 2017</p>	<p>*10 permission slips collected *24 still pending</p>	<p>3/6/2017 Parent/student permission slips have started to come in slowly</p>

<p>*Eight plastic tub boxes for Eagle tickets have finally arrived and staff were able to observe where the tickets will be placed by students which was one of their concerns (on a table outside library)</p> <p>*teachers will be issuing white tickets and Soaring Eagles students will issue yellow tickets</p> <p>*PBIS committee wants to distinguish staff/student participation in the PBIS program</p> <p>* six permission slips are still pending</p>	<p>*Explanation of what Soaring Eagles training consists of:</p> <p>* Powtoon slide presentation included</p> <p>*Soaring Eagles training</p> <p>*PBIS main goals</p> <p>*hallways and restrooms sentence frames</p> <p>*Eagles tickets</p> <p>*PBIS rewards</p> <p>*clipboard use</p> <p>*Soaring Eagles assignments</p> <p>*matrix</p> <p>*Safety first</p> <p>*Rewards</p> <p>*explained parent/student permission slips</p> <p>*following day student training</p>	<p>3/7/2017 Staff Meeting on PBIS Soaring Eagles training</p>
<p>*Collected student/parent permission slips</p> <p>*Staff/teachers replaced some of Student Council Soaring Eagles with other students who have had office referrals several times. Teachers' rationale is to provide these students with the opportunity to be seen by their peers on a positive manner. Therefore new permission slips needed to be assigned and collected.</p>	<p>*Presented PowToon to students highlighting important information for the program</p> <p>*Passed out clipboards and Eagle tickets</p> <p>*Soaring Eagles start monitoring the hallways Monday.</p> <p>*Student concerns were where the Eagle slips were going to be deposited. *passed out</p>	<p>3/8/2017 12:45-1:30 p.m. First Session of Soaring Eagles Training Began</p>

<p>*Our concern is for students to follow through with the PBIS framework.</p> <p>*PBIS is definitely the opposite of what Student Safeties did in previous years; which was to give out violation slips for not following school rules.</p> <p>* We need to review posting/locations with students and mention to them that there needs to be equal distribution of Soaring Eagle tickets among all grade levels.</p> <p>*A couple of teachers mentioned that a couple of Soaring Eagles were passing out the tickets to their friends.</p> <p>*Capes should be arriving anytime. We are very content that students are looking forward to use of the capes.</p> <p>*Our principal had doubts about 6th graders not wanting to wear them.</p>	<p>clipboards and Eagle tickets</p> <p>*Soaring Eagles start monitoring the hallways Monday</p> <p>*student concerns were the Eagle slips were going to be deposited</p> <p>*Students were active passing/praising other students. We were able to observe the primary side of the school because it coincides with our lunch periods.</p> <p>*Some first graders were a bit disappointed because they expected every single one of them to receive an Eagle Ticket.</p> <p>*Prize bins were very popular. Students were gathered around trying to decide where they wanted to deposit the raffle ticket.</p> <p>*Soaring Eagles have been asking about the arrival of the capes.</p>	<p>March 13, 2017 Soaring Eagles Program begins</p>
<p>*Concerned teacher will email the students' names and the times it conflicts. We'll try to schedule and relocate another Soaring Eagle to take their place.</p> <p>*We will meet on Thursday from 12:45-1:00 p.m. with Soaring Eagles to review fairness of ticket</p>	<p>*Received an email from a teacher because some of the Soaring Eagles are also Student Council Reps and their meetings take place at lunch, which is when they are to be supervising the hallways.</p>	<p>March 14, 2017 Soaring Eagles conflict</p>

<p>distribution and pass out capes.</p> <p>*Soaring Eagles were enthusiastic with their capes; even fifth and sixth grader walked out of the room proudly wearing them. *The wearing of the capes was a concern. Our principal hesitated giving the approval on ordering 40 of them. She thought it would be too immature for upper grade students. *Teachers were provided in an envelope with three weeks supply of Eagle tickets for their Soaring Eagles. *We'll see how the general student population reacts to the Soaring Eagles wearing capes.</p>	<p>*Capes arrived today! :) :)</p> <p>*Teachers have finally received the enlarged and laminated PBIS grade level matrix to be posted and used for reference in the classroom.</p> <p>*pre-survey was given</p> <p>*There were 3 multiple choice and 2 open-ended questions. *Most teachers are not using/referring to the matrix. One reason could be that it was given to them on Tuesday of this week. *Reviewed teachers' concerns such as not distributing Eagle tickets fairly among all students. *Also reviewed the monitoring of walking up and down the hallways instead of just standing on one spot. *Students had minor questions such as not having enough tickets.</p>	<p>March 16, 2017 Soaring Eagles Meeting</p>
<p>*Soaring Eagles implementation seems to be taking off. Students seem to like it more that previous "Safety" program.</p>	<p>*Teachers ask to share the Soaring Eagles template with them. It's easier to have it available for them to print in class than to wait to get them from the staffroom. *Throughout the week, teachers have been giving us feedback on the Soaring Eagles monitoring the hallways and providing</p>	<p>March 17,2017</p>

	<p>positive feedback to the student population. Most of the comments are positive but there are a few minuscule details we still need to address.</p>	
<p>*I understand it's difficult for some of these youngsters to give up their recess for a month.</p>	<p>*A couple of Soaring Eagles don't want to continue their assignment. It's difficult for them to not be able to have lunch recess.</p>	March 20, 2017
<p>*It is easier to refer to the matrix now that they are displayed. Students do notice them now and I have seen change in the amount of children not running through the halls. Instead they walk by the Soaring Eagles quietly trying to earn a ticket for the raffles.</p>	<p>*School matrix posters are now displayed along the halls, next to restrooms and Soaring Eagles are monitoring the cafeteria and hallways.</p>	March 21, 2017
<p>*I have observed, especially the primary students gathering around the prize boxes trying to decide where to drop their ticket. Some hesitate since there are several choices.</p>	<p>*Prize boxes seem to be a success. Students are in good spirits trying to earn the Eagle tickets so they can deposit them in one of eight different choices.</p> <p>*I believe next week during the PBIS kick-off, Eagle ticket winners will be announced.</p>	March 22, 2017
<p>*I believe this will be a huge event to emphasize the importance of Positive Behavior Interventions and Support. It will be a school wide event including every school member (students, certificated, classified staff). Can't wait to see how it turns out.</p>	<p>*We are preparing for the school wide PBIS kick-off on March 29. We were given construction paper stars for each student to decorate it with their picture and adding comments favoring outstanding behavior. The stars will be displayed along the playground fence.</p>	March 23, 2017

<p>effortless, but to coordinate all the events, it take a village to plan it.</p> <p>*I don't believe students were expecting such a huge event.</p>	<p>students, office personnel, teachers, chants, raffles, teachers performing dance chants, and Student Counsel members participating in the commemoration of this even. It took a wealth of time and money invested in the PBIS framework.</p> <p>*The entire school population was provided with free t-shirts to wear on that day. Parents made over 850 pom-poms for the students to use as they cheered. Students were excited and so were the staff and parents.</p> <p>*Over forty classroom banners were displayed along the fence with the students' pictures on stars. There was a beautiful royal blue balloon arch floating with regular balloons and huge PBIS balloon letters marking the beginning of the celebration.</p> <p>*Even the cafeteria ladies performed and danced to the beat of the music. Soaring Eagles wore their capes and were acknowledge during the assembly.</p> <p>*I believe this is the beginning of a fructiferous course that will have favorable conduct outcomes.</p> <p>*PBIS Committee met with principal and school secretary to review/set dates on the schools calendar for raffle awards. Meeting lasted over an hour. There are many people involved depending on the raffle and how it is going to be organized and take place; from the custodian getting the cafeteria ready for large board games to the</p>	<p>March 29,2017</p>
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<p>*By then, we will be able to tabulate the number of issued Soaring Eagle tickets for each of the eight categories.</p> <p>*Soaring Eagles students are issuing yellow tickets to the student population.</p> <p>*With this data we will be able to formulate a graph comparing and contrasting results of Soaring Eagles Program.</p> <p>*Our data is coming together and soon we will be able to formulate our findings.</p> <p>* Time is approaching and final steps need to be conducted.</p> <p>*Hopefully our principal will respond soon. Our Spring Break is coming and we need to record our findings on chapter 4.</p>	<p>community liaison buying certificated for our Soaring Eagles.</p> <p>*On Monday, additional Soaring Eagle ticket raffle winners will be announced.</p> <p>*With the use of the white Soaring Eagle tickets, we will be able to monitor teacher/staff participation in the PBIS framework.</p> <p>*Monday we will be asking our Dean of Instruction (Vice Principal) for the ODR (Office Discipline Referral Forms) data for the months of February and March to compare the behavioral statistics prior to and following the implementation of PBIS Soaring Eagles Program.</p> <p>*Next week on Thursday, we will be administering the post-survey to the Soaring Eagles Students and training the next group of Soaring Eagles.</p> <p>*An email was sent to the principal with the following information:</p> <ol style="list-style-type: none"> 1. Create new schedule, including new posts for Soaring Eagles on playground 2. Reorganize schedule and resupply Eagle Tickets for teachers 3. We would like to observe the SE at recess and lunch. 4. Complete a post-survey and interview SE about their 	<p>March 30, 2017</p> <p>March 31, 2017</p> <p>April 1, 2017</p> <p>April 3, 2017</p>
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<p>*Students have enjoyed the weekly, biweekly, monthly games/rewards.</p> <p>*Rocio, the community liaison, and the parents have done a fantastic job at setting the games up at recess.</p> <p>*Students are excited and willing to make a positive difference at recess by being Soaring Eagles.</p> <p>* We have been looking at the different components of chapter 4. We'll be able to include graphs.</p>	<p>*Throughout the week students have been having the Soaring Eagles rewards. Ex. Big Board Games, Zumba, Regular games, Music Monday, etc.</p> <p>*Soaring Eagles were given the post-survey and interview questions. Now we need to review and analyze the final results.</p> <p>*The second set of SE was also trained. They returned the clipboards and capes. They were able to take the clipboards, but the capes had to be washed before assigning it to them again.</p> <p>*We have Spring break this week. No student contact.</p> <p>*We brought home the pre and post surveys and other data we were able to gather from our Dean of Instruction to compare statistics regarding school discipline.</p>	<p>April 10-13, 2017</p> <p>April 12, 2017</p> <p>Post-surveys and interviews given</p> <p>April 17-21, 2017</p> <p>Data collected</p>
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Appendix O

***Soaring Eagle* STANDARDS**

1. *Soaring Eagles* must be at their posts 2-3 minutes before their scheduled time.
2. *Soaring Eagles* must have their clipboard and cape when on duty.
3. *Soaring Eagles* must always say a PBIS sentence frame when giving an Eagle ticket.
4. Tickets must be completed before giving them to a student.
5. *Soaring Eagles* should give 10 tickets when on duty each day.
6. *Soaring Eagles* should try to give tickets to different students daily.
7. Any discipline problems that occur should be reported to a yard supervisor.

Appendix P
PBIS Matrix



PARKVIEW ELEMENTARY SCHOOL

"Soar like an eagle...rise to great heights"

R <i>Respect Self and Others</i>	A <i>Act Safely</i>	O <i>Offer Your Best</i>	S <i>Show Responsibility</i>	
<ul style="list-style-type: none"> • Give respect to get respect • Respect others' personal space and property 	<ul style="list-style-type: none"> • Safety first! • Be kind with your words and your actions • Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> • Be kind with your words and your actions • Dress for success • Follow rules and directions • Stay on task 	<ul style="list-style-type: none"> • Correctly use books, equipment, and supplies • Keep all areas clean • Try to use the restrooms during break times • Properly store your personal technology • Come prepared • Stay on task 	C L A
<ul style="list-style-type: none"> • Respect others personal space and property • Keep your hands, feet and objects to yourself • Use soft voices 	<ul style="list-style-type: none"> • Always walk • Keep eyes forward • Be alert of painted safety lines 	<ul style="list-style-type: none"> • Use soft voices • Use kind words • Practice good manners. 	<ul style="list-style-type: none"> • Practice manners when eating • Throw trash in proper receptacles • Go directly to your designated area (s) or lines 	I A -
<ul style="list-style-type: none"> • Respect everyone's personal space and property • Follow rules and directions • Use soft voices • Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> • Take time to enjoy your food • Always walk • Keep food on your tray 	<ul style="list-style-type: none"> • Practice good manners • Use soft voices • Make healthy choices 	<ul style="list-style-type: none"> • Leave eating area clean • Take only the food you are going to eat • Finish eating all food • Use eating utensils properly 	E A F E
<ul style="list-style-type: none"> • Be polite • Respect office property • Listen to office staff 	<ul style="list-style-type: none"> • Use bench correctly • Stay in designated areas • Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> • Practice good manners • Be honest • Bring no more than one buddy 	<ul style="list-style-type: none"> • Be patient while waiting • Visit office appropriately • Follow instructions • Be on time 	O F

<ul style="list-style-type: none"> Practice privacy Wash your hands Flush Practice good manners 	<ul style="list-style-type: none"> Politely wait your turn Always walk Use restroom properly Use ramps correctly 	<ul style="list-style-type: none"> Use soft voices Use water and soap appropriately Keep it clean 	<ul style="list-style-type: none"> Be quick and return to class Use assigned restrooms Throw trash in proper receptacle Report problems 	<p>α E</p>
<ul style="list-style-type: none"> Follow directions of all adults and student safeties Be kind with your words and your actions. Keep hands, feet and objects to yourself Be attentive of your surroundings 	<ul style="list-style-type: none"> Stay in designated areas Use equipment correctly and safely Use the restroom before the bell rings Keep hands, feet and objects to yourself Play carefully and safely in all playground areas Inform an adult of dangerous objects and inappropriate behavior 	<ul style="list-style-type: none"> Be kind with your words and your actions Include others and be a friend Work together to solve problems Use and care for equipment appropriately Stay in designated area Respect nature Engage in appropriate activities 	<ul style="list-style-type: none"> Walk safely to the line when the bell rings Keep hands, feet and body to yourself while in line 	<p>ρ L A</p>
<ul style="list-style-type: none"> Respect others personal space and property Be kind with your words and your actions Respect school property 	<ul style="list-style-type: none"> Be safe Stay in designated areas Practice good manners Report dangerous items Always walk Keep away from stray animals 	<ul style="list-style-type: none"> Walk on pathways Take care of the landscape Be on time and in designated areas 	<ul style="list-style-type: none"> Stay in your designated area Throw trash in proper receptacles Play with equipment in designated areas. Keep school free from graffiti 	<p>A</p>
<ul style="list-style-type: none"> Listen and follow directions Respect others personal space and property 	<ul style="list-style-type: none"> Use crosswalks Walk safely in designated areas Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Be kind with your words and your actions Take care of your personal property 	<ul style="list-style-type: none"> Be on time, come prepared, and participate in class. Use electronic devices responsibly. Throw trash in proper receptacles Leave school promptly 	<p>z TE</p>