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An Evaluation of the School-wide Positive Behavior Intervention and Support Check In/Check Out Behavior Education Program

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An Evaluation of the School-wide Positive Behavior Intervention and Support Check In/Check Out Behavior Education Program

by

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Abstract

One of the many concerns of parents, teachers, and school administration is the lack of student discipline and its effect on academic achievement. Many schools have adopted different models of prevention to support positive behaviors and increase academic achievement. For those schools that adopt and implement the School-wide Positive Behavior Intervention and Support Program (SWPBIS), there is a need for secondary and tertiary programs to support those students who do not respond positively to the universal framework. This study, which took place during the 2010-2011 school year, evaluated one secondary intervention, the Check In/Check Out (CICO) behavior education program at a Midwest public middle school.

This examination utilized a mixed method case study to understand the issues that arise when implementing SWPBIS CICO, the features that support or hinder the processes, and the benefits of the program to the students, staff and school. Data from student behaviors/office discipline referrals and academic achievement noted by the number of Fs and GPA on student quarter report cards were the basis for voluntary participation. Such an investigation was undertaken to understand students' disruptive behaviors and the connection between these behaviors and academic achievement.

This case study provided an illustration of how one middle school used the SWPBIS CICO behavior education program to identify those students at-risk of academic failure, trained coordinators/staff, implemented the intervention, accessed the data, and evaluated its effectiveness. The researcher and team members, comprised of staff and administrators, implemented the program in the school year 2010-2011 to improve behaviors and academics for students at-risk of academic failure. The data and results

proved the program was not helpful in its first year of implementation. Findings are discussed in terms of data assessment and results, program efficiency, implications for reform, and usefulness of the CICO program to student behavior and academic achievement.

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Chapter One: Introduction

A strong correlation exists between student behaviors and academics. According to McEvoy and Welker (2000), researchers confirmed an ongoing connection between at-risk student disruptive behaviors and academic failure. Disruptive student behavior, such as incessant talking, disrespectful comments, angry or aggressive outbursts, and impulsive actions, may render most students unable to learn in a classroom environment (Jensen, 2009). Those same students who practice disruptive behaviors and have difficulty achieving grade level are often held back resulting in the retention of approximately 2.4 million students yearly (Dawson, 1998; National Association of School Psychologists [NASP], 2003). By ninth grade, 30% to 50% of elementary and secondary students are retained at least once in their school careers, and are more likely to have lower self-esteem and confidence creating a greater risk of suspension and subsequently dropping out of high school (Jimerson, 2001).

Present research estimates every second a public school student is suspended, resulting in 18,493 students daily removed from an educational environment (The Children's Defense Fund, 2010). Every 11 seconds a high school student drops out of school or 2,222 students a day (The Children's Defense Fund, 2010). Dropping out of high school undeniably leads to greater difficulties throughout a student's lifetime (The Children's Defense Fund, 2010). The United States Department of Education, National Center for Education Statistics (2010) reported there were 35 million students enrolled in public schools throughout the United States, of which 1.2 million failed to graduate. Of those students who dropped out of high school, one out of four have an education comparable to eighth grade or less and continually add to the number of illiterate adults

in the United States (Sweet, 1996). Since those students at-risk of academic failure usually are the same students who practice disruptive behaviors and are commonly retained, suspended, and subsequently drop out of high school, districts, schools, and teachers are constantly seeking programs to reduce disruptive behaviors to increase student achievement (Jimerson, 2001; Jimerson, Anderson, & Whipple, 2002; Jimerson, Ferguson, Whipple, Anderson, & Dalton, 2002).

To meet the challenges of states, districts, schools, and especially students, many schools across the United States adopted a three-tiered framework of recommended interventions known as School-wide Positive Behavior Interventions and Supports (SWPBIS) to help school personnel manage classroom and non-classroom settings (Sugai & Horner, 2008). According to Sugai (2009), more than 7,500 schools across 40 states implemented SWPBIS system programs. The program is based on three key components: outcomes wanted, practices used to achieve outcomes, and data-driven decision making which are organized around school wide, classroom, non-classroom, and individual systems (Frey, Lingo, & Nelson, 2008).

The SWPBIS frame-work, or pyramid of progressive school and student interventions, is aimed at preventing behavior problems while increasing academic achievement (Tobin & Sugai, 2005). Tier one, or the universal tier, is based on primary preventions which focus on teaching school-wide policy to all students (Sugai, 2009). Tier two, or the secondary prevention, is meant to deliver immediate and intensive support to at-risk students requiring more assistance through small group interventions, counseling, and/or management (Sugai, 2009). These programs offer at-risk students access to a caring adult along with the necessary skills to take ownership of their own

learning in such a way as to foster self-motivated learners (Frey et al., 2008). Tier three, the tertiary tier, is developed to help those students who demonstrate chronic behavioral problems, and often need high levels of adult contact and individualized interventions (Sugai, 2009).

Understanding their school system, student challenges, and demands for accountability, a Saint Louis County middle school decided to incorporate SWPBIS, a research-based best practice approach, and specifically the tier two Check In/Check Out (CICO) behavior education program (BEP), to improve its academic environment. The rationale for this study was to evaluate the CICO BEP at this Saint Louis County middle school with respect to students at-risk of academic failure based on specific school criteria; behavior - defined as the number of office discipline referrals (ODRs) and academics - defined as the number of failing grades (Fs), and the student's grade point average (GPA) on his or her quarter report card. The researcher's intent was to uncover specific insights of the CICO program within the researched school district to possibly improve the effectiveness of this intervention, the outcomes of this program on at-risk student progress, and the overall climate of the school.

Background of Study

One of the most important education laws, passed by President George W. Bush in January 2001 was the No Child Left Behind Act (NCLB) or the Reauthorization of the Elementary and Secondary Act of 1965, which expanded the role of the Federal Government in every public school in the United States (Odland, 2006). The NCLB Act designed programs to help low achieving students and low performing schools (U.S. Department of Education, 2010). It required districts to provide annual testing in math

and reading while bringing all students to grade level competency by 2014; meet state mandated adequate yearly progress and provide annual comprehensive report cards; hire highly qualified, certified teachers; and develop reading programs for children kindergarten through third grades (U.S. Department of Education, 2010).

With teachers and schools already burdened by federal government regulations, state standards and district policies, meeting the expected challenges seemed impossible (Sugai & Horner, 2008). Research showed for schools to become effective learning environments they must establish, assist, advance, and maintain academic engagement while working simultaneously on behavior, curriculum, and instructional practices (Sugai & Horner, 2008). To accomplish this task, many districts and schools leaders have chosen to adopt the research-based best practice SWPBIS program to hopefully improve school environments by identifying outcomes, establishing school wide systems, selecting and implementing program practices, and gathering data to make decisions (Simonsen, Sugai, & Negron, 2008).

Statement of Problem

With all the attention and focus on schools within the United States, districts leaders, school administration, and teachers concentrated their efforts on school climate, classroom management, and student achievement (Frey et al., 2008). For years districts have tried punitive or disciplinary measures to keep children in school, disruptive behaviors at a minimum, and academics at a high level, but many have failed miserably (Sugai & Horner, 2008). Research demonstrated using punishment as the primary means of behavioral control escalated disruptive behavior especially between adults and students, and decreased academic achievement (McEvoy & Welker, 2000).

Students who have behavior, attendance, and academic issues have been defined as students at-risk who require additional help to advance their learning and minimize disruptive behaviors in the school setting (Lampley & Johnson, 2010). Teachers do not have the time or energy to appropriately provide individualized, comprehensive, and constructive interventions for all students, while research showed this schema works best to improve academics and behaviors (Lampley & Johnson, 2010). Districts and schools across the United States decided to implement research-based, best practice programs such as SWPBIS, while using the tier two intervention programs with students at-risk of academic failure, hoping to decrease problem behaviors and increase academics in an effort to meet state and federal demands to increase student achievement (Todd, Campbell, Meyer, & Horner, 2008).

Purpose of Study

Districts throughout the United States find negative student behaviors increasing and academics declining, which are often precursors for students being at-risk for academic failure and significantly at greater risk for retention and dropping out (Jimerson et al., 2002). The number of students at-risk has escalated due to insufficient and ineffective educational experiences within family, school, and community (Pallas, 1989). The implication of these issues have led Sugai and Horner (2008) to maintain that schools need to develop systems which will simultaneously create behavioral and educational practices to promote and support academic success for all students.

As districts and schools struggle to meet the demands to improve accountability, meet adequate yearly progress, positively change the environment, and effectively educate all students, many focus their efforts on the whole school approach SWPBIS

using the CICO BEP for those students especially at-risk for academic failure (Simonsen, et al., 2008). One Saint Louis County middle school implemented the SWPBIS universal program as a primary means of curtailing disruptive behaviors and increasing academics as a whole school strategy. The researcher evaluated the effectiveness of one research-based tier two behavior education program, SWPBIS/CICO, on at-risk middle school students' academics and disruptive behaviors, to uncover data that would provide insight to improve the effectiveness of the intervention, the outcomes of the program on student progress, and the overall climate of the school.

Research Questions and Hypotheses

Research Questions:

1. How will participation by students at-risk of academic failure in the SWPBIS/CICO BEP impact middle school student behavior as measured by the number of ODRs accumulated for school quarters one, two, three, and four for the year 2010-2011?
2. How will participation by students at-risk of academic failure in the SWPBIS/CICO BEP impact middle school student academics as measured by the number of Fs on report cards accumulated for school quarters one, two, three, and four for the year 2010-2011?
3. How will participation by students at-risk of academic failure in the SWPBIS/CICO BEP impact middle school student academics as measured by quarterly GPA accumulated on report cards for school quarters one, two, three, and four for the year 2010-2011?

Hypotheses:

1. Following participation in the SWPBIS/CICO BEP for students at-risk of academic failure, the number of appropriate school behaviors will increase as measured by the number of ODRs accumulated for school quarters one, two, three, and four.
2. Following participation in the SWPBIS/CICO BEP for students at-risk of academic failure, academic achievement will increase as measured by student quarterly GPA accumulated for school quarters one, two, three, and four.
2. Following participation in the SWPBIS/CICO BEP for students at-risk of academic failure, academic achievement will increase as measured by the number of student quarterly Fs accumulated for school quarters one, two, three, and four.

Definitions of Terms

Accountability - One of the most significant issues in public education at the state and local level is accountability or holding schools, districts, teachers, administration, and students responsible for learning (Linn, Baker, & Betebenner, 2002). Standard-based accountability stresses student achievement by setting standard measures or goals; while the school system is held accountable for meeting the goals and sanctions are attached for not meeting certain performance levels (Linn et al., 2002).

Check In/Check Out (CICO) Tier Two Behavioral Education Program (BEP) - SWPBIS CICO is a BEP used with those students who did not respond effectively to the tier one universal interventions and provides additional support through targeted group strategies which are highly intense, continuously available, flexible, and concentrated (Crone, Hawken, & Horner, 2010; Hawken & Horner, 2003; Tobin & Sugai, 2005). A BEP is a

targeted intervention chosen for students at-risk of academic failure which exists within the SWPBIS support system (Crone et al., 2010; Hawken & Horner, 2003; Hawken, Pettersson, Mootz, & Anderson, 2006; March & Horner, 2002). Check In/Check Out is a BEP tier two intervention which allows a student to meet with an adult in the beginning and end of the school day to assess and evaluate his/her daily performance both academically, socially, and behaviorally (Crone et al., 2010; Hawken & Horner, 2003; March & Horner, 2002). The students selected for the purpose of the intervention are chosen by certain academic and behavioral criteria (Crone et al., 2010).

Drop out - A student who quits or leaves school permanently without completing his/her education within a specific time frame is considered a school drop-out (Bridgeland, DiIulio, & Morison, 2006).

Grade point average - For the purpose of this study, the researcher defined grade point average or GPA as the number or mathematical average of all grades achieved in one class during each school quarter and cumulatively. Generally the highest GPA is a 4.0 which is equivalent to an A/excellent with consecutive numbers 3.0 = B/superior, 2.0 = C/average, 1.0 = D/inferior, and below 1.0 = F/failing (Hodge, 2009).

Interventions - Interventions are supports set in place to help an individual overcome a problem, behavior, or situation, and improve in social, emotional, and/or academic ability because of the support (Crone et al., 2010).

Mentoring - Mentoring is defined as a relationship between a child or adolescent and an adult over an extended period of time consisting of support, guidance, and help (Jekielek, Moore, Hair, & Scarupa, 2002).

Motivation - Motivation is the desire to be moved to do something (Ryan & Deci, 2000). In education, motivation is a desire to learn or to take part in the learning process and one of the reasons a child is involved or not involved in academics (Ryan & Deci, 2000). There are two types of motivation, intrinsic and extrinsic. According to Ryan and Deci (2000), intrinsic motivation is defined as accomplishing an activity just for the innate satisfaction rather than for some outside result or reason: while extrinsic motivation is defined as accomplishing an activity in order to obtain some outside outcome. A student is intrinsically motivated to do well or learn for the enjoyment of learning, the experience of understanding or the feeling of accomplishment while a student is extrinsically motivated do well or learn for the reward available or to avoid punishment (Kohn, 1997).

No Child Left Behind - No Child Left Behind (NCLB) of 2001 is the rewriting and approval of the Elementary and Secondary Education Act first passed in 1965 and reauthorized in 1994 and expands the role of the Federal Government concentrating efforts on academic improvement (O'Brien, 2002). The provisions of NCLB include; annual testing in reading and mathematics with students proficient on state standardized tests by 2013-2014, schools meet adequate yearly progress, and teachers highly qualified in the subjects they teach (Jorgenson & Hoffman, 2003).

Office discipline referrals - Office discipline referrals (ODR) are defined for this study as one way to address student problem behaviors and track school-wide discipline issues. Discipline, or how schools handle student behavior, is a critical problem within public schools, elementary through high school (Putnam, Luiselli, Handler, & Jefferson, 2003).

Parental involvement - Parental involvement includes any form of parental participation in the education or with the schools in which his/her child or children attend

(Bembenutty, 2006). For the purpose of this research, parental participation includes attending school functions or obligations such as individual education meetings (IEP), parent-teacher conferences, or parent-teacher organization meetings (PTO). It consists of involvement in school work, helping or supervising homework, keeping open, honest, cooperative and constant communication with school and teachers, and providing support and encouragement (Ciabattari, 2010; Lareau, 1987).

Report cards - For the purpose of this study reports cards visually graph a student's achievement in school and represent grades for academics, give explanations for behavior and citizenship, display attendance, and GPA.

Retention - Retention in school is the act of requiring a student to repeat the same grade he/she is currently in for another year because of certain social, emotional, or academic reasons (Jimerson et al., 2002).

School-wide Positive Behavior Intervention and Support (SWPBIS) - SWPBIS is a three-tiered framework of universal and individualized, tiered strategies which address the behaviors of students to create a positive school climate while preventing frequently occurring problem behaviors (Sugai & Horner, 2008).

Self-efficacy - Self-efficacy is the belief a person has that he/she is capable of accomplishing a task or succeeding in a certain endeavor (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Schunk, 1991; Zimmerman, Bandura & Marztinez-Pons, 1992). Self-efficacy gives students the motivation to learn and the accomplishment to fulfill an undertaking or assignment (Zimmerman, 2000).

Self-motivation - Self-motivation is the ability to inspire or encourage oneself to do something for the sake of doing it (Ryan & Deci, 2000). Student self-motivation or self-

efficacy is taking ownership of one's own learning without being influenced by another person or thing or to work as hard as necessary and assume responsibility for their own learning (Zimmerman, 2000).

Students at-risk of academic failure - At-risk students are those students who have certain characteristics which make it almost impossible to attain grade level academic achievement or do not meet academic requirements necessary to advance to the next grade (Lampley & Johnson, 2010). Several of the characteristics are retention or repeating a grade, poor attendance, behavioral problems, and/or low achievement (Lampley & Johnson, 2010).

Suspension - A suspension is a disciplinary punishment placed on a student for serious behavior prohibited by schools (Christle, Nelson, & Jolivette, 2004). If a student receives an out of school suspension, he/she is refused admission to school and the learning process for a certain number of days (Mendez & Knoff, 2003). Suspensions can also take place in school, called in-school suspensions, where the student receives services in school but always away from classmates (Blomberg, 2004).

Tiered framework - A tier is a level in an existing program which builds one practice on another with each tier or level increasing in application as the tiers advance (Sugai & Horner, 2008).

Limitations

Limitations are potential weaknesses or characteristics of a study which are out of the researcher's control that set restrictions on the application of the study (Simon, 2011). This study was limited due to the use of a convenience sample. Students from sixth through eighth grades were selected through the PBIS team for being at-risk of academic

failure. At-risk selection and criteria included three or more ODRs, two or more failing grades on the student's quarter report cards, and a GPA of 1.0 or below. The study was limited by time conducted only while the students were attending school. The study was limited by the fact the researcher was a member of the SWPBIS universal team, the CICO tier two team, overall coordinator for the CICO intervention, coordinator for the CICO sixth grade students, and data collector.

Summary

With the passing of NCLB, states, districts, and schools were placed in the position of meeting all federal government educational demands which included, but were not limited to, annual testing in reading and math, student proficiency on standardized tests by 2014, meeting adequate yearly progress, and hiring highly qualified, certified teachers (Linn et al., 2002). Districts, schools, administrators, and teachers realized student behaviors impacted student performance and the future of student successes (Reinke, Lewis-Palmer, & Merrrel, 2008). Many districts and schools turned to the research-based, best practice SWPBIS program of which the tier two CICO BEP was utilized for at-risk students (Crone et al., 2010). This study provided information about the SWPBIS CICO BEP within one Saint Louis County school district with the intent to evaluate its effect on at-risk middle school students' behaviors and academics.

Chapter Two: Literature Review

This literature review investigated the SWPBIS with particular emphasis on the CICO BEP and its influence on students at-risk of behaviors leading to academic failure. The researcher included fundamental information about the educational system of the United States, previous ineffective discipline methods and outcomes, and the rationale and purpose for new preventative programs. This study provided a perspective of previous and current information on the influence and comparable changes the CICO targeted intervention had on student behaviors and attitudes, personal relationships, academic achievement, and overall educational setting. This review of literature provided background information on education in the United States; discussed issues, problems, and educational programs related to academic achievement; presented procedures, program performance, and data collection; and considered student and teacher perspectives of this program's instruction, accessibility, utilization, performance, and effectiveness.

Background

The current educational system of the United States has become the focus of the federal government in the last few decades because of student achievement, and most importantly, the status of American education in the world of leadership and competition (U.S. Dept. of Education, 2010). According to Epps (2010), school performance and achievement have received a dramatic increase in attention from state governments and federal agencies since the reauthorization of the Elementary and Secondary Education Act (ESEA) known currently as NCLB, which under the supervision of the United States federal government has held all schools responsible for student performance and the

allocation of federal funds. If the students in a school exhibit low performance scores on their state mandated standardized tests, the ramifications for the state, district and school include the reconstruction of schools, replacement of school staff, greater parental choice over educational placement, and more stringent allocation of federal funds (Epps, 2010).

In his article on potential dropouts, Jerald (2006) stated that students who struggle in school academically were more likely to subsequently drop out. Students who continually received low grades and low test scores often found themselves falling behind in school and being held back a grade, with a greater risk of not graduating (Jerald, 2006). Bridgeland, DiIulio, and Morison (2006) estimate students who drop out of high school are three times more likely to be unemployed, are twice as likely to live in poverty, and eight times as likely to be incarcerated. According to Wise (2009), those who drop out of school leave an interminable impact on the United States economic conditions costing billions in welfare programs and unemployment compensations, and undermining the work force. Research suggests that to reverse the trend of continued student academic failure, retention, dropping out, and high rates of illiteracy, districts, schools, and staff need to find research-based appropriate behavioral and academic programs, interventions, and curriculums to address immediate student needs (Wise, 2009).

Past, Present, and Future Accountability

The idea of educational accountability has been a concern of the United States government since the 1950s when the Soviet Union first launched the spacecraft *Sputnik* and America was viewed as second best (Bybee, 1998). This country's presidents took it upon themselves to transform and revolutionize the course of education. According to

President Lyndon B. Johnson, the ESEA of 1965 was the first responsive educational act by Congress since the late 1800s and provided financial assistance to states, districts, and schools serving at-risk children from low-income families (Johnson, 1966). The ESEA of 1965 began an educational hierarchy of accountability which has been the foundation of federal policy for decades affecting all levels of education from Washington, D.C. to individual states to local school districts and schools, and finally to the classrooms and students within (Whilden, 2010). Through federal funding the ESEA allocated money for primary and secondary education in districts with high concentrations of educationally underprivileged children for professional development, instructional materials, educational programs, and parental involvement (ESEA, 1965). It also emphasized educational access to all children, and established high standards and accountability while concentrating on student learning and America's status as a whole (ESEA, 1965).

In 1983 the National Commission of Excellence in Education released a report describing the state of education in America's public and private schools called *A Nation At Risk* which addressed the issues of high-quality education; contemplated the problems of illiteracy; discussed expectations in terms of the level of learning, knowledge, abilities, and skills; and scrutinized efficiency of time, school curriculums and contents (Jorgensen & Hoffman, 2003). The Improving America's Schools Act of 1994 was one reauthorization of the ESEA Act of 1965. The Improving America's Schools Act improved the way education was delivered, upgraded curriculum and instruction, aligned professional development to student and school issues including high state and district standards, and promoted and strengthened accountability (Jorgensen & Hoffman, 2003).

Coming at a time when public concern for America's state of education was at an all-time high, the most dramatic and controversial reauthorization to ESEA of 1965 came in the form of the No Child Left Behind Act of 2001 (NCLB) signed into law by President George W. Bush in which accountability, or attention to student, school, district, and state performance, became paramount (Frye, 1999). At the core of this reauthorization was student achievement and progress with annual student testing in reading and mathematics aligned to state standards with students tested yearly expecting to reach proficient in reading and mathematics by 2013-2014 (O'Brien, 2002; Odland, 2006; Trahan, 2002). In return the federal government offered greater flexibility of federal fund usage and provided funds for reading programs, kindergarten through third grade (O'Brien, 2002; Odland, 2006; Trahan, 2002).

President Barack Obama, current President of the United States, believes in the future of this country's youth, a world-class education, success for all, and the reauthorization of NCLB (U.S. Dept. of Education, 2010). In his blueprint for the future of education Race to the Top (R2T), President Obama stated the importance of setting standards to prepare students for college and careers; create a fair accountability program that rewards growth and progress; provide states with flexibility to work through problems and create solutions; and help those schools who struggle the most with interventions and support (Daniel & Dyson, 2009; Darling-Hammond, 2009; U.S. Dept. of Education, 2010). The new accountability system would identify and reward schools who close the achievement gap and increase student academics; allow schools to design their own data plans; provide data-driven, evidence-based interventions and programs; and provide specialized programs for those schools who are continually low-performing

(Darling-Hammond, 2009; Pepper, 2010; U.S. Dept. of Education, 2010). At each level of this reauthorization of NCLB, states, districts, schools, administration, parents, and teachers are held accountable in one way or another. Those schools, districts, and states that perform well will be rewarded with federal funds, as will staff and students: those schools that are the lowest performing and are not making progress toward expected achievement will be considered "challenge" schools (Darling-Hammond, 2009; U. S. Dept. of Education, 2010).

According to recent educational policy in the United States, assessment, achievement, and accountability have gained prominence in educational learning in the last four decades (Frye, 1999). Assessment, the instrument schools use to self-evaluate, shows the achievement of a school by demonstrating its accountability through compliance to specific norms or standards (Frye, 1999). With the reauthorization of NCLB under President Obama, R2T provides greater federal funding to schools and districts that meet or exceed federal demands and AYP (Epps, 2010). The Organisation for Economic Co-operation and Development (OECD) assessed the educational systems of the United States as average, with a score of 500 out of 1000 (OECD, 2010). Obama believes the United States must raise the expectations for students, schools, and districts in an effort to lead the world in college completion and career opportunities to once again be an educational world leader (U.S. Dept. of Education, 2010).

No Child Left Behind legislation integrated testing and accountability with progress and performance to judge a school's success or its particular level of achievement (Epps, 2010). Presently, educational guidelines focus on teacher, school, district, and state accountability with teachers spending an immeasurable amount of time

on mathematics, reading, and writing to meet state standards and adequate yearly progress (Arce, Luna, Borjian, & Conrad, 2005). For students to learn their best, trial and error has shown that educators need to focus on the learning of all children (Jorgensen & Hoffman, 2003). With NCLB and R2T setting the current standard for accountability, states, districts, schools, administrators, and teachers continue to redesign teaching and learning to meet federal standards and goals (U.S. Dept. of Education, 2010). With this course of action, student achievement has become the measure by which the federal government gauges the performance of educators, schools, districts and states (Arce et al., 2005).

Retention, Dropping Out, and Illiteracy

With the passing of NCLB the federal government mandated state leaders to set clear and exact standards to ensure students function at grade level on core academic subjects and show knowledge and progress through state authorized assessments (Leckrone & Griffith, 2005). With this growing need for districts and schools to meet NCLB, AYP, and improve the issues facing American education, administrators, teachers, and staff focused their attention on current research to address school issues and student achievement.

Once considered a viable means of improving achievement, the idea of retention, the process of a student completing a current grade twice, increased over the last 30 years with little evidence of its effectiveness (Jimerson & Kaufman, 2003). According to Jimerson and Kaufman (2003), retained students have specific common characteristics, such as: difficulty with reading and language, poor school attendance, parents uninvolved in their child's learning, behavior and social problems, and a lower level of self-

confidence and self-esteem. Denton (2001) reported seven million students are retained at least once in a school career without any positive effects concerning academic learning and their social, emotional, or behavioral outcomes. Each year 15% of American students are retained, and 30 to 50% of students in school are retained at least once by the time they reach ninth grade (Holmes, 2006; Jimerson, 2003; Leckrone & Griffith, 2006; McCoy & Reynolds, 1999). Educators once thought students retained in early elementary grades managed better academically than those who were retained in later years, but recent research has proven immediate gains are few with long term gains lost (Holmes, 2006; Jimerson, 2003). According to research, half of the students who were retained did no better the second time around, and one fourth performed worse (Kenneady, 2004). Many times those students who were retained had a greater risk of subsequent retention, absenteeism, long-term behavior problems, and disengagement from school and peers (Holmes, 2006; Kenneady, 2004; Leckrone & Griffith, 2006). With states, districts, and schools required to implement and satisfy all federal and state mandates, many children were retained in the hope of attaining grade level proficiency (Jimerson, 2001).

Along with these bleak results there appears to be another issue, retained students have an increased risk of dropping out of school and the possibility of becoming a national statistic for American adult illiteracy (Jimerson, 2001; Jimerson, 2003; Jimerson et al., 2002; Wells, 1989). Studies have shown that retention is the number one predictor of which students drop out of school, with 78% of the students who dropped out of school retained (Janosz, LeBlanc, Boulerice, & Tremblay, 2000; Leckrone & Griffith, 2006). Research suggested educators can identify those who are at-risk of academic

failure and dropping out of school as early as sixth grade (Hupfeld, 2007). High school dropout statistics demonstrated approximately every nine seconds a high school student leaves school before graduating; contributing to the nation's economic problems and adding to this country's inability to remain successful in a global market (Hupfield, 2007). Students who drop out of school before earning their high school diploma were more likely to live in poverty, receive public assistance and welfare, spend time in prison or on death row, live unhealthy lives, and were commonly divorced or single parents with children (Bridgeland et al., 2006).

According to Hunter and Harmon (1979) there are two types of illiteracy, conventional illiteracy, or being unable to read, write, or comprehend printed material, and functional illiteracy, being unable to function in the community, society, or the real world. In 2002, Kirsh, Jungeblut, Jenkins, and Kolstad, in extensive research on adult illiteracy, verified that 40 to 44 million adults demonstrated skills in the lowest identifiable literacy level of which two-thirds terminated their academic education before finishing high school. By 2005, researchers recognized elementary and middle school students who were at-risk of becoming America's illiterate with 40% of the nation's fourth graders, and 30% of eighth graders unable to read at a basic level or demonstrate reading comprehension at grade level (Gupta, 2003). To improve America's status in an ever changing and challenging global market, to overcome illiteracy, and to meet federal and state legislative educational demands, districts and schools need to understand the necessity to advance and expand student learning.

Disruptive Behavior and Academics

According to Reinke, Lewis-Palmer, and Merrell (2008), there is a direct correlation between student behaviors, academic achievement, student involvement, and personal accomplishment. Student disruptive behaviors are a major concern of teachers and administrators (Dwyer, Osher, & Hoffman, 2000; Luiselli, Putnam, Handler, & Feinberg, 2005). In 2004, three-fourths of the teachers surveyed believed classroom disruptions were the main reason educators had difficulty teaching students and students had difficulty learning (Guardino & Fullerton, 2010). Disruptive behaviors interfere with teacher instruction, student learning, and the school environment as a whole consuming a significant amount of school staff time and energy (Putnam et al., 2003). Examples of student disruptive behaviors are repeated verbal and physical acts to peers and adults, repeated interruptions, incessant talking, angry outbursts, and walking around or leaving the classroom (Ayllon & Roberts, 1974; Seidman, 2005). These early signs of delinquent and anti-social behavior are linked to school failure, and in some instances, dropping out of school (Catalino, Fleming, & Haggerty, 2005).

To help change the direction of school environments, decrease disruptive behaviors while increasing responsible behavior and strengthening academics, educators looked towards the development and implementation of school-wide discipline programs realizing previous punitive measures such as punishment, office referrals, detentions, and suspensions had not worked (Bohanon, Fenning, Eber, & Flannery, 2007; Putnam et al., 2003; Sugia & Horner, 2008). Strategies and programs for school-wide discipline need to be proactive, preventative, clearly implemented, practiced and enforced with fidelity, and easily maintained (Guardino & Fullerton, 2010).

Advancing Student Achievement

With the passing of NCLB and subsequent reauthorizations, public schools all across the United States have been increasingly concerned about making AYP, increasing student academic learning, and improving graduation rates (Bridgeland et al., 2006). As accountability for student performance increases, districts and schools are confronted with the tasks of improving student achievement by developing and employing research-based, best practice programs while creating supports to provide an optimum learning environment (Epps, 2010). Administrators and teachers realize, to keep students in school and improve learning, they needed strategies and interventions to alter school and classroom cultures, enhance student conduct and performance, and improve school, parent, and home communication while providing classroom environments that include high expectations and consistent goals (Bridgeland et al., 2006; Epps, 2010; Knesting, 2008).

Lunenburg (2000) noted one important aspect necessary to improve student achievement and change the course of education was to identify those students at-risk for academic failure and provide the appropriate programs and interventions which target their academic, emotional, and behavioral problems. Failing students are one of education's prevailing problems (Page, 2009). Students at-risk of academic failure are usually children who failed in some aspect of school, either academically, socially, emotionally, or behaviorally, and experienced issues or problems in their family, school, or community (Lampley & Johnson, 2010; Pallas, 1989). At-risk children typically have dealt with several of the following factors: retention, behavior problems, poverty, low academic achievement, social or emotional issues, dropping out of school, abuse, and

negative attitudes towards school, teachers, and learning, (Lampley & Johnson, 2010; Slavin & Madden, 2004). For these students, whose main concern is not academics but survival, Pepper (2003) believed schools and teachers could improve the academic outlook with certain strategies, such as: teacher mentoring, social and emotional guidance, daily school attendance, modified discipline, and tutoring for work and assignment completion.

Since academic achievement is such a high priority, most plans for at-risk students should promote social and emotional capability, and academic proficiency while including the use of the following: parental or guardian involvement; modified and adapted instructional strategies; early detection and developmental programs; assessment and data to monitor progress; student support teams to discover learning and behavioral problems; and effective strategies for academic, social, and emotional improvement (Hupfeld, 2007; Lunenburg, 2000; Lunenburg & Irby, 1999). According to Jimerson (2001), the most effective way to improve a student's behavioral, social, emotional, and academic achievement is through school-wide prevention, and intervention programs and strategies. Schools must identify students at-risk of academic failure and meet their needs with targeted interventions to help them academically and socially become successful students and high school graduates (Denton, 2001; Leckrone & Griffith, 2006). To improve America's status in an ever changing and challenging global market, to overcome illiteracy, and to meet federal and state legislative educational demands, school districts need to understand the necessity of incorporating and utilizing strategies, interventions, and best practices to increase learning (Crone et al., 2010).

Teacher/Student Relationships

Today more than ever, teachers, staff, and administration are seeking successful ways to connect with students identified as at-risk of social, behavioral, and academic failure (Dappen & Isernhagen, 2005). According to Rimm-Kaufman (2012), student/teacher supportive relationships can have a positive influence on student academics and social behavior. If a student connects with a teacher or adult within the school setting, communicates frequently, and receives additional guidance from honest feedback and praise, then a relationship built on trust develops, and the student is better engaged with the curriculum, practices positive behaviors, and performs better academically (Rimm-Kaufman, 2012). In studies about improving student/teacher relationships, it indicated that students who were supported by friendly, caring teachers were more prone to be self-motivated, self-confident, and exhibit higher levels of self-esteem (Rimm-Kaufman, 2012; Simons-Morton, Crump, Haynie & Saylor, 1999). In a study of seventh and eighth grade students from a public middle school in New York, Ryan, Stiller and Lynch (1994) found supportive teachers helped children become positive, productive students; while students who were already confident and secure connected better with teachers and considered them a more positive influence. Classrooms that are creative, learning environments which meet student's social, emotional, and academic needs, promote better student, teacher relationships (Battistich, Schaps, & Wilson, 2004; Hamre & Pianta, 2001; Rimm-Kaufman, 2011). Other researchers found students who created beneficial, productive relationships with teachers experienced; greater attendance; were engaged in their learning; were self-directed, cooperative, and enjoyed school; and were highly motivated and performed better

academically (Birch & Ladd, 1997; Birch & Ladd, 1998; Klem & Connell, 2004). According to Thompson and Kelly-Vance (2001), interpersonal teacher/student relationships produced lasting student success. Hamre and Pianta (2001) found the relationships between students and teachers that formed an emotional bond, allowed students to feel safe and secure in the school environment.

School Issues

Antisocial behavior, inadequate academic achievement, and poor emotional development are major issues affecting homes, schools, communities, and our nation (Luiselli et al., 2005; Stage & Quiroz, 1997). Certain factors such as socio-economics, race, gender, family history, disabilities, household movement, and single-parent families affected the academic outcome of students at-risk (Hupfeld, 2007). Student withdrawal, disengagement, and academic failure often lead to retention, suspension, and dropping out (Hupfeld, 2007; Jerald, 2006). Those students who drop out of school are at greater risk of being unemployed, living in poverty, becoming delinquents, illiterates, and criminals (Rumberger, 1995).

Problem behavior and academic failure are of particular concern during adolescents and middle school where pessimism and bad behaviors seem to negate learning and disrupt school environments (Dwyer et al., 2000; Putnam et al., 2003; Simons-Morton et al., 1999; Walker, Colvin, & Ramsey, 1995). Many adolescents enter middle school ill prepared for the responsibilities, routines, and academic pressures (Simons-Morton et al., 1999). Problem behaviors are associated with poor social skills, academic underachievement, poor school attitude, and lack of parent involvement (Dryfoos, 1990; Hawkins & Weis, 1985; Simons-Morton et al., 1999). Many adolescents

are influenced by friends and peers escalating their behaviors which effect learning (Kandel, Simcha-Fagan, & Davis, 1986; Simons-Morton et al., 1999). Those students who are academically behind and socially uninvolved find the transition to middle school much more difficult and tend to develop disruptive behaviors, resist school rules and programs, disregard academics, and treat teachers and peers with disdain and disrespect (Feldman & Elliot, 1990; Simons-Morton et al,. 1999). Research has found those students who start middle school socially and academically behind find it very difficult to catch up and many eventually drop out (Simons-Morton et al., 1999). With the increased pressure from NCLB for academic improvement, student success, and safe learning environments, teachers, administration, schools, and districts must work together to create successful discipline practices and utilize beneficial preventative programs (Luiselli et al., 2005).

Characteristics of Successful Programs

Certain elements are essential for any school-wide intervention program to be effective, constructive, achievable, and beneficial. All programs should advance adult-student relationships or mentoring, by providing guidance, support, direction, and assistance to help students attain social and academic success (Hupfeld, 2007). School relationships help build student self-confidence, self-esteem, and self-efficacy by providing successful academic opportunities; training students in organization, management, and problem solving; communicating and modeling the importance of a good education; instilling responsibility, motivation, and purpose; and working together to create a safe and supportive school environment (Dynarski & Gleason, 2002; Fashola & Slavin, 1998; Hupfeld, 2007; Lunenburg, 2000). Researchers also found parental

school involvement and home/school communication improved student social and academic achievement, and advanced student involvement (Anderson, Whipple, & Jimerson, 2002). Programs and interventions should be supported by research, data driven, continually monitored, and revisited for progress and advancement (Anderson et al., 2002). According to Edmondson and White (1998) research indicated tutoring and counseling are essential components of successful school interventions to help improve student academic achievement, behavior, and social interaction. Teacher, student, and classroom-level support were important to promote whole-school wellness while inhibiting and decreasing school issues and problems (Reinke et al., 2008). Honest, effective performance feedback, along with behavior-specific praise, helped reduce disruptive behaviors, increase teacher-student relationships, and improve classroom management and environments (Reinke et al., 2008). Programs which establish procedures, guidelines, and routines were realistic, significant, pertinent, and fair (Simons-Morton et al., 1999).

School-wide Positive Behavior Intervention and Support Program

Previous studies suggested common "get tough" strategies such as loss of privileges, office referrals, detentions, retentions, suspensions, and expulsions as ineffective and were often counterproductive to reduce discipline problems and improve academics (Anderson, & Kincaid, 2005; Colvin, Kameenui, & Sugai, 1993; Sprague, Walker, Golly, White, Myers, & Shannon, 2001; Sugai & Horner, 2002; Sugai & Horner, 2008). Schools often used a reactive approach, applying a consequence after an incident happened, instead of employing preventative measures (Anderson, & Kincaid, 2005; Colvin et al., 1993; Sprague & Walker, 2002; Sugai & Horner, 2002). For those students

at-risk of academic failure who continually exhibited problem behaviors, schools leaders often used more severe and restrictive discipline measures, which actually provided the students with what they wanted, avoidance of academics by suspension, but did little to curtail the basic issue or problem (Anderson & Kincaid, 2005; Colvin et al., 1993; Sprague & Walker, 2002; Sugai & Horner, 2002). Many times these suspended students eventually drop out (Anderson & Kincaid, 2005; Colvin et al., 1993; Sprague & Walker, 2002; Sugai & Horner, 2002). Schools today also have the task of educating a diverse group of individual learners who have countless differences in their academic, behavioral, and social capabilities (Lane, 2007). With school discipline a growing concern and academics adversely affected by behavior issues, districts and schools are searching for preventive programs and interventions to change school environments and academic outlooks (Anderson & Kincaid, 2005; Colvin et al., 1993; Crone et al., 2010; Sprague & Walker, 2002; Sugai & Horner, 2002).

One research-based, comprehensive program, developed by Sugai and Horner (1999) for the State of Oregon school system, is the SWPBIS program utilized to improve student behavior, social engagement, academic achievement, and all-around performance through the implementation and continued employment of effective behavioral practices (Anderson & Kincaid, 2005; Crone et al., 2010; Luiselli et al., 2005; Sugai & Horner, 2002; Sugai & Horner, 2006). Research has shown those schools which implemented SWPBIS have seen a decrease in office discipline referrals and suspensions, and an increase in attendance and academic achievement (Bradshaw, Reinke, Brown, Bevans & Leaf, 2008; Horner, Sugai, Todd, & Lewis-Palmer, 2005).

The SWPBIS program is a proactive model of common procedures and principles built from universal and individualized interventions and strategies designed to achieve certain unique social and academic outcomes (Hagan-Burke, Burke, Martin, Boon, Fore, & Kirkendoll, 2005; Sugai & Horner, 2002). The SWPBIS universal program is based on: identifying the outcomes desired and the problems preventing desired outcomes; analyzing data; and implementing, monitoring, and evaluating the program regularly (Upreti, Liaupsin, & Koonce, 2010). This program's techniques encompasses early detection, direct instruction, parent involvement, student and teacher training, behavior management, performance feedback, continuous monitoring, and data re-examination (Anderson et al., 2002; Crone et al., 2010; Sugai & Horner, 2002). Directed support is implemented school-wide and to individual students through three levels or tiers: universal or school-wide, targeted or small group, and individual (Anderson & Kincaid, 2005; Crone et al., 2010; Hagan-Burke et al., 2005; Horner, 2000; Lewis & Sugai, 1999; Lewis & Garrison-Harrell, 1999). The program utilizes a team of educators to develop, maintain, and monitor the programs; analyze data and identify problems; and develop expectations, rules, and goals based on school/student issues and data (Anderson & Kincaid, 2005; Crone et al., 2010; Horner et al., 2001; Sugai & Horner, 2002; Tobin, Lewis-Palmer, & Sugai, 2002). The team of researchers also suggested incentives for appropriate behavior, consequences for rule violations, program training for staff, and curriculum for students (Anderson & Kincaid, 2005; Crone et al., 2010; Horner et al., 2001; Sugai & Horner, 2002; Tobin et al., 2002).

The first, primary, or universal tier of SWPBIS is whole school support, provided to the entire school population, which should directly influence 80% of the student

population and encompass every area of the school, such as hallways, classrooms, cafeterias, restrooms, and buses (Bohanon et al., 2007). This tier addresses most student issues through prevention of problem behaviors, elimination of constant discipline problems, and the increase of positive behaviors and academics (Crone et al., 2010; Johanson, Oswald, & Safran, 2005; Safran & Oswald, 2003; Turnbull et al., 2002).

School teams which develop, coordinate, maintain, and monitor the SWPBIS universal program should consist of three to seven school staff individuals and at least one administrator (Anderson & Kincaid, 2005). These teams are responsible for providing SWPBIS program policy, funding, resources, support, visibility, coaching, training, and ongoing monitoring and evaluation (Sugai & Horner, 2006). To ensure fidelity of use, 80% of the teachers and staff need to pledge to participate in the program for three to four years (Anderson & Kincaid, 2005). The data for the program is usually obtained from existing ODRs; teacher interviews and observations; and student detentions, suspensions, and attendance rates (Anderson & Kincaid, 2005; Crone et al., 2010; Lane & Menzies, 2003; Skiba, Peterson, & Williams, 1997; Sugai, 2009).

Once the data is gathered, the team decides the behaviors on which to concentrate, and the team develops catch words or statements to use throughout the school, such as be respectful, responsible, kind, safe, and cooperative, along with specific rules and expectations for different areas of the school (Crone et al., 2010; Sugai, 2009). Subsequently the team incorporates rewards and consequences contingent on school rules and expectations which are consistent, focused, organized, and tiered (Anderson & Kincaid, 2005; Crone et al., 2010; Metzler, Biglan, Rusby, & Sprague, 2001; Nelson, Martella, & Garland, 1998; Sugai, & Horner, 2002). Identifying problem behaviors,

rewards, and consequences are a major concern and a difficult issue for schools and teams as teacher noncompliance and inconsistency are found in most every school (Anderson & Kincaid, 2005).

Table 1.

Example of School Expectations and Rules

	Hallways	Cafeteria
Be respectful	Use level 1 voices Put trash in containers Put recycling in blue containers	Line up when table is called Use level 1 voices
Be safe	Walk on the right side of the hall KAHFOOTY-Keep all hands, feet and other objects to yourself	No running to the line Keep all hands, feet and other objects to yourself

Note. Information derived from the researched Midwest urban middle school from the school year 2010-2011.

Other aspects of the universal program are to design curriculum and instruction for the students and staff, and monitor, adjust, and sustain program implementation and data evaluation to ensure adherence and fidelity (Anderson & Kincaid, 2005; Crone et al., 2010; Sprague & Walker, 2002; Sugai & Horner, 1999; Taylor-Greene, Brown, Nelson, Longton, Gassman, & Cohen, 1997). These curriculums and instructions are based on the behaviors, placements, rules and expectations, and include certain basic components: overview and rationale for skills; expected behaviors according to the setting; role-playing and feedback of rules and expectations; and reward or consequence identification (Anderson & Kincaid, 2005; Taylor-Greene et al., 1997). Schools develop procedures for collecting, storing, analyzing, reviewing, summarizing, and presenting data in order to sustain commitment, support, fidelity, and maintain outcomes (Anderson & Kincaid, 2005; Sugai & Horner, 2002).

Those students at-risk of academic failure and chronic problem behaviors, who are not responsive to the tier one or universal intervention programs, are identified through data evaluation and placed in appropriate secondary or SWPBIS tier two prevention programs (Lane, 2007; Lewis & Sugai, 1999). These interventions, which offer intensive, individualized small group support, work in accordance with student problems, issues or challenging behaviors (Crone et al., 2010; Lane, 2007; Sugai & Horner, 2006). The programs use evidence-based practices, function-based strategies, and provide districts and schools with programs they do not have the time, money, or resources to provide themselves (Crone et al., 2010; Lane, 2007; Sugai & Horner, 2006). Secondary interventions, which deal with five to 15% of the school student population, require additional adult attention, feedback, and monitoring (Lane, 2007; Sugai & Horner, 2006).

The key features of a tier two intervention are continuous availability and access to interventions, common and consistent implementations by trained staff, clearly established criteria for entrance and exit, continuous data use and monitoring, voluntary student participation, and a working method for communicating with parents (Bohanon et al., 2007; Hawken et al., 2006; Hawken & Horner, 2003). Some tier two interventions include peer tutoring, check in/check out, homework help, organization skills and strategies, and behavior and social skills training (Bohanon et al., 2007; Lindsey & White, 2008). These programs should be implemented only after tier one, or universal programs or interventions are clearly defined, established, and standard (Filter, McKenna, Benedict, Horner, Todd, & Watson, 2007).

Tertiary or tier three interventions, which benefit 5 to 7% of the school student population, focus on those students who did not respond appropriately to either universal or secondary interventions and have histories of significant academic and behavioral difficulties (Horner, 2000; Lane, 2007; Lane, Umbreit, & Beebe-Frankenberger, 1999). These preventions, which are highly specialized and rigorous, assist individual students through functional-based assessments and interventions concentrating on reducing the risk of serious problem behaviors while focusing on positive relationships, social involvement, and increased academic achievement (Horner, 2000; Lane, 2007; Lane et al., 1999).

With SWPBIS implemented in over 10,000 schools in over 39 states, research demonstrated SWPBIS works to increase positive student behaviors, advance students academics and classroom instruction, and change the climate of the school environment when it is implemented with fidelity and taught by trained professionals (Anderson & Kincaid, 2005; Frey et al., 2008; Metzler et al., 2001; Safran & Oswald, 2003; Sugai & Horner, 2008). According to Frey et al. (2008), SWPBIS reduced the rate of ODRs up to 40% and continued to reduce problems behaviors for years when used effectively. According to Netzel and Eber (2003), implementing universal or tier one interventions promoted uniformity and stability among teachers and staff, and increased constructive and supportive interactions between adults and students while decreasing ODR. Scott and Barrett (2004) proved by implementing SWPBIS effectively, administrators saved, on average, over 15 days of administrator time not dealing with ODRs and behaviors, while students saved over 79 days of school instructional time by remaining in the classroom. Consistent with the findings and research of SWPBIS on elementary schools,

others found when SWPBIS was implemented with consistency, uniformity, and fidelity, ODRs and suspensions decreased while academic performance increased (Luiselli et al., 2005; Nelson, Colvin, & Smith, 1996; Scott & Barrett, 2004; Taylor-Greene et al., 1997).

There are issues and concerns noted by researchers who have studied SWPBIS. Certain issues which tended to undermine the implementation were the inability to control a student's environment outside of school; the time factor involved in implementing the program; the inability to understand the influences affecting student's behavior; and the importance of fidelity across family, administration, teachers, and the community (Crone et al., 2010). Lane (2007) addressed questions about data collection and use, targeted interventions and middle school use, and the connection between problem behavior and academic underachievement. In a study of 90 schools over the last few years, the U.S. Department of Education's Office of Special Education Programs reported many schools were not using all the features available in SWPBIS, such as: employing technical support and training to enhance implementation; utilizing the program over many years to improve implementation and academics; and increase instruction time (Horner et al., 2005). In an article about preventing problem behaviors, Sugai and Horner (2008) considered issues which needed to be addressed to improve the effectiveness, significance, and success of the program. They suggested extending programs to all district and schools in each state; documenting the program's influence; integrating programs to students with severe disabilities; including family and mental health support; understanding the effect behavior has on academics; and recognizing the impact data decision-making has on identification and evaluation of programs (Sugai & Horner, 2008).

Researchers found similar results with other programs targeting school-wide behaviors. Sprague et al. (2001) studied the efficacy of the Second Step Violence Prevention Program on students in pre-school through ninth grades. The program encompassed scripted lessons which focused on anger management, problem solving, and empathy for others (Sprague et al., 2001). Students participated in role-playing and group discussions working towards curtailing problem and violent behaviors toward others (Sprague et al., 2001). Office discipline referrals declined an average of 51% in four of the study schools; whereas the control schools showed little change in ODRs (Sprague et al., 2001).

One of the University of Oregon's school-wide behavior management programs called Project PREPARE, Proactive, Responsive, Empirical, and Proactive Alternatives in Regular Education, performed a series of studies on the effectiveness of teachers responding feasibly and logically to managing student problem behaviors (Colvin, Sugai, & Kameenui, 1994). The program identified students and behaviors, taught and role-played expectations, proactive problem solving, and reinforcement of acceptable behaviors, and correction of problem behaviors (Colvin et al., 1994). Nelson et al. (1996) also studied PREPARE at the classroom and school-wide level to document staff fidelity for program use. The study found student behaviors improved when universal interventions were used with staff consensus. Project PREPARE was also studied by Taylor-Greene et al. in 1997 to assess ODRs. The results of their two year study showed a decrease in ODRs and a favorable satisfaction rate from teachers about the programs training (Taylor-Greene et al., 1997).

Another similar program studied by Diken and Rutherford (2005) was the First Steps to Success (FSS) which is an early intervention targeting students with antisocial behaviors in preschool through second grades. The program, which required home and school involvement, had been extensively evaluated (Golly, Sprague, Walker, Beard, & Gorham, 2000; Golly, Stiller, & Walker, 1998; Overton, McKenzie, King, & Osborne, 2002). Diken and Rutherford (2005) studied four children with different anti-social behaviors, along with their teachers and parents, in kindergarten and first grade from an elementary school in rural Arizona. The results of their study indicated the FSS program impacted the behaviors of very young at-risk children, had a positive impact on their anti-social behaviors and came highly recommended by teachers and parents (Diken & Rutherford, 2005). Both researchers believed new studies needed to address larger samples from various cultural backgrounds and identify externals factors which could affect the success of the program (Diken & Rutherford, 2005).

SWPBIS Tier Two Check In/Check Out Behavior Education Program

Teachers, staff, and administration, who implement successful tier one interventions, understand there are still 15 to 20% of the student school population who require additional support to reach their potential academically, behaviorally, and socially (Myers, Briere III, & Simonsen, 2010; Scott, Alter, Rosenberg, & Borgmeier, 2010). These students are non-violent, exhibiting no threat to themselves or others, but display persistent disruptive behaviors which interfere with their or other students' learning and negatively alter the school environment (Myers et al., 2010). Tier two small group interventions target students at-risk of academic failure due to chronic disruptive behaviors and offer students increased opportunities to learn acceptable behaviors which

can change the course of their learning (Crone et al., 2010; Filter et al., 2007; Lindsey & White, 2008; Myers et al., 2010; Sugai & Horner, 1999). The primary characteristics of tier two interventions are based on prompt, continuous availability to the program and adults with continual data collection, assessment, and monitoring over a wide range of interventions suited to student needs (Anderson & Borgmeier, 2010; Crone et al., 2010; Hawken et al., 2006; March & Horner, 2002; Scott et al., 2010). There should be adequate resources and training for students and staff based on school-wide expectations and student issues, and continual parental, guardian involvement with constant communication between home and school (Anderson & Borgmeier, 2010; Crone et al., 2010; Hawken et al., 2006; March & Horner, 2002; Scott et al., 2010).

Students who are appropriate for a tier two intervention are usually identified after the universal program is in place and implemented with fidelity and consistency throughout the school by all staff (Anderson & Borgmeier, 2010; Crone et al., 2010; Hawken et al., 2006; March & Horner, 2002; Scott et al., 2010). Student data for a tier two referral may come from a combination of office discipline referrals, detentions or suspensions, and attendance or tardies which indicate the incident rate, intensity, and frequency of the issues (Crone et al., 2010). Once the data is gathered, evaluated, and a program established, then individual student progress is monitored with fidelity and consistency to discover if the unwanted behaviors have decreased, other issues or problems have occurred, or if tier three interventions are required (Crone et al., 2010).

According to the SWPBIS program, there are a number of tier two intervention strategies which fit into the three tier construction and can be instituted with small groups of students within a district at any elementary, or secondary school (Myers et al., 2010).

Some of the tier two programs are Check In/Check Out, Social Skills, Check and Connect, Home Work Help, Organizational Skills, and Social Skills where many student issues are tackled and addressed through program variety and modification (Anderson & Borgmeier, 2010; Anderson, Christenson, Sinclair, & Lehr, 2004; Crone et al., 2010).

One BEP within the SWPBIS tier two structure, which provides small group strategies, is CICO which is a consistent, continuous program that connects students who require extra support with an adult to monitor advancement on a daily basis toward meeting selected academic, social, and behavior goals (Crone et al., 2010; Hawken, MacLeod, & Rawlings, 2009; Myers et al., 2010). CICO is appropriate for students who practice continual disruptive behaviors to obtain attention after universal supports are implemented and who benefit from extra structures, routines, and guidance (Anderson & Borgmeier, 2010; Crone et al., 2010).

Characteristics specific to CICO are teaching expected behaviors to students using prearranged behavioral, academic, and social prompts modeling proper school conduct furnishing constant opportunities for students to exercise expected appropriate skills (Anderson & Borgmeier, 2010; Crone et al., 2010; Myers et al., 2010). Students also need to receive immediate, positive feedback and support from teachers and staff while encouraging student self-monitoring and self-assessment (Anderson & Borgmeier, 2010; Crone et al., 2010; Myers et al., 2010). Additionally the intervention requires constant data collection to monitor student progress and make changes to student programs while continually providing daily, weekly, and monthly communication to parents and staff (Anderson & Borgmeier, 2010; Crone et al., 2010; Myers et al., 2010).

When this intervention is implemented appropriately, students check in with an adult at the beginning of school to prepare for the day and obtain a tracking sheet to carry to each class throughout the day for positive performance, behavior feedback from teachers through points and written comments based on school expectations and student issues (Crone et al., 2010; Myers et al., 2010). The program also requires students to check out with the same adult at the end of the day for a positive evaluation of the day's events and issues, and then report home to parents, or guardians about his or her performance requiring a signature and verbal reflection (Crone & Horner, 2003; Myers et al., 2010). Program coordinators provide weekly summarized data and results about individual student performance to teachers, participants, and parents (Crone & Horner, 2003; Myers et al., 2010).

Although many questions and issues arose as schools across the United States implemented the intervention, numerous studies have indicated SWPBIS CICO can increase positive student behaviors. Tobin and Sugai (2005) studied 93 kindergarten and first grade students from seven elementary schools from two school districts in a Northwest city during the school years 2002-2004. Their results indicated SWPBIS universal prevention helped the majority of the students in the study (Tobin & Sugai, 2005). Of those students who did need additional support, CICO was the secondary intervention chosen which helped improve the performance of those very young students who had serious behavior problems (Tobin & Sugai, 2005). Collectively the CICO intervention received positive results in student cooperative social skills, internalizing and externalizing problem behaviors, and hyperactive problem behaviors, but left

questions about this age group, types of interventions, and the amount, level, and time frame of support (Tobin & Sugai, 2005).

Filter et al. (2007) investigated the results of the CICO program on students in three elementary schools in the Pacific Northwest. The schools were chosen due to CICO program training and willingness to implement the program long term and evaluate the process. The participating 19 students were selected by the school behavior support team using ODRs (Filter et al., 2007). The program collected and appraised data on fidelity of use, change in ODR numbers, and the effectiveness and efficiency of the program (Filter et al., 2007). The findings of the study showed fidelity of staff use had significant positive effects on the outcome of the program; ODRs were significantly lower when students were immersed in the program; and 83% of the staff rated the program as effective at improving student behavior (Filter et al., 2007). Even with these results, the researchers had issues and questions which included the prediction of those students most likely to respond positively, functions of the problem behaviors, and the impact of this program on overall school discipline (Filter et al., 2007).

McIntosh, Kauffman, Carter, Dickey, and Horner (2009) conducted a study of six public elementary schools in one school district located in the Pacific Northeast during the 2005-2006 school year to examine the extent of student response to the CICO intervention due to intensity of implementation and function of behavior. The study included 34 students in grades first through fifth who were nominated by teachers based on function of behavior, either seeking attention or escape from academic tasks, and the need for extra support (McIntosh et al., 2009). Results of this study showed those students whose issues were associated with seeking attention improved positive behaviors

and social interactions while decreasing ODRs, demonstrating an important role the function of behavior provides to the student, and the significance of matching the intervention to the student issue (McIntosh et al., 2009). The students whose function of behavior was used to escape from academic tasks increased their pro-social behavior, and decreased their number of behavior incidents but true problem behaviors increased showing a connection between behavioral function and intervention (McIntosh et al., 2009). According to their findings, further research is needed to address a quick screening to understand the function for student behavior to promptly provide an appropriate and suitable tier two intervention (McIntosh et al., 2009).

Another study implemented in a rural elementary school in the Pacific Northwest by typical staff under normal conditions, examined the results CICO had on four students in grades kindergarten through third grade and the relationship between student problem behavior and the implementation of the intervention (Todd et al., 2008). These four students were nominated due to ODRs, teacher input about disruptive classroom behaviors, and parent consent and student agreement (Todd et al., 2008). The researchers completed an initial assessment on each student prior to implementation of the program which included interviews and direct observations (Todd et al., 2008). The results showed all four students demonstrated a decrease in problem behaviors, a decrease in ODRs, and an increase in appropriate student behaviors, with teachers agreeing the CICO program was easy to implement, worth the effort, and would recommend the program to other districts and schools (Todd et al., 2008). The researcher of this study suggested that future investigation should examine the prolonged sustainability of the program; the set-up, instruction and implementation for students who return to the program the following

year; and if changes made to the program impact the efficiency, effectiveness, and sustainability of the intervention (Todd et al., 2008).

At the secondary school level, Myers et al. (2010), while exploring the implementation of CICO in an urban middle school located in New England during the 2007-2008 school years, selected students in the fifth, sixth, seventh, and eighth grades to participate in the tier two secondary intervention due to number of ODRs. The CICO team, composed of a guidance counselor, social worker, members of the administration, research interns and staff, piloted the six-week program using the fundamental CICO program and found the intervention improved in-class behaviors for at-risk students who had not responded to SWPBIS universal school-wide strategies (Myers et al., 2010). The investigative findings reported problems with fidelity of implementation, resource use, and responsibilities; collecting and evaluating data, and maintaining the program as a high priority; and responding to student issues and needs when the current program did not produce expected results (Myers et al., 2010).

Additional research needs to be conducted on tier two and three interventions to understand the relationship between the function of the student behavior and the selection of available programs, successfully monitoring and evaluating results, and the need to foster the development of alternative interventions to handle unconventional student discipline problems (Scott et al., 2010). Lane's (2007) research suggested a need for more valid methods of identifying middle and high school students who need and qualify for more intensive interventions and determine how to direct interventions to focus on the relationships between academic underachievement and problem behavior.

Summary

This literature review provided a backdrop of the educational system in the United States since 1950 and the issues, questions, and concerns which resulted in the failure to meet world class academic achievement standards. With the United States no longer internationally ranked number one in mathematics, science, or Language Arts, the federal government dramatically increased its focus on educational accountability which impacted, influenced, and affected districts, schools, teachers, parents, and students in classrooms throughout the United States (U.S. Department of Education, 2010; Wise, 2009).

Previous studies have established a strong correlation between student disruptive, problem behaviors, and academic achievement (Reinke et al., 2008). Those students who practice disruptive behaviors for various reasons were usually at greater risk of academic failure (Putnam et al., 2003). Previous interventions to curtail problem behaviors, such as retentions, suspensions, after school detentions, and office discipline referrals, often lead students to increase problematic behavior, drop out of school altogether, and for some become one of America's 14 million functionally illiterate (Holmes, 2006; Kenneady, 2004; Leckrone & Griffith, 2006). Districts, schools, and teachers struggled to find programs, strategies, and interventions which could change the course of a student's behavior while increasing academic achievement (Bohanon et al., 2007; Putnam et al., 2003).

The SWPBIS program is a three tiered school-wide intervention which supports teachers and students in the difficult process of decreasing problem behaviors while improving academic achievement (Sugai & Horner, 2006). The program helps schools

collect relevant data, develop applicable norms, and implement problem solving strategies to improve student behavior on a universal level (Anderson & Kinkaid, 2005; Crone et al., 2010; Sugai & Horner, 2006; Tobin et al, 2002; Horner, Sugai, Lewis-Palmer, & Todd, 2001). Within the SWPBIS program are tier two, or secondary interventions, to help those students at-risk of academic failure who did not adjust their behaviors using universal strategies (Lane, 2007; Lewis & Sugai, 1999). These secondary programs identify student problem behaviors according to function, frequency, and objective (Crone et al., 2010; Lane, 2007; Sugai & Horner, 2006). Among the tier two interventions is CICO which uses a daily system of adult reinforcement, feedback, and support to change student disruptive behavior at a more rigorous and concentrated level (Crone et al., 2010; Hawken et al., 2009; Myers et al., 2010).

This researcher believes there are challenges and concerns about the SWPBIS program, with emphasis on the CICO intervention, which still need to be addressed through continuous investigation. This investigation's purpose is to add to the already existing literature focused on the SWPBIS secondary or tier two level and the targeted group CICO intervention. The intent of this investigation was to discuss pertinent issues with the purpose of adding to the current body of research. In Chapter 3 the researcher will discuss the methodology which consists of identifying those students at-risk of academic failure, organizing the CICO program, training coordinators and staff, implementing the intervention, accessing the student data, and evaluating the relationship of this program on student behaviors and academics.

Chapter Three: Methodology

Overview

The purpose of this study was to evaluate the effectiveness of the SWPBIS CICO BEP on the behaviors of students at-risk of academic failure; the relationship between disruptive behavior and academic achievement; and the efficacy and efficiency of program use for students, teachers, and coordinators. The researcher was a member of the school SWPBIS team, the CICO tier two intervention team, the coordinator of the tier two intervention used in this study, and the sixth grade student CICO coordinator. The researcher obtained permission from the school district studied to coordinate, implement, collect data, and evaluate the influence of the program on student behaviors and academics.

All public schools are required to meet AYP as designated by the United States federal government through enforcement of the NCLB of 2002 and its reauthorization as R2T 2009, which stipulates public schools must be accountable for student academic achievement and states must set clear, high standards from which schools show prescribed, improved student performance in grade level reading and mathematics (Fuhrman, 1999; Hanushek & Raymond, 2005). With greater emphasis placed on accountability and student achievement, schools leaders across the United States are aware of the challenges facing those schools that struggle to meet all requirements (Crone et al., 2010).

Today's teachers have the responsibility of serving, supporting, and educating a diverse variety of learners who differ greatly in behavior, social, and academic ability (Crone et al., 2010). Establishing competent, capable learning environments in schools is

based on promoting positive social behaviors and supporting academic engagement for all students (Crone et al., 2010; Lane, Kalberg, & Menzies, 2009; Lane, Wehby, & Robertson, 2007). Many public school teachers throughout the United States have found educating students can be rather difficult with disruptive student classroom behaviors increasing, especially considering the strong correlation between disruptive behavior and student academic achievement (Putnam et al., 2003; Sugai, Horner, & Gresham, 2002).

With these realizations, many states, districts, and schools have moved to more formal approaches to school discipline and classroom management through a proactive, school-wide framework eager to curtail disruptive behaviors, improve academic achievement, and provide a safe, secure school environment (Luiselli et al., 2005). One research-based program for providing sustained behavioral support to assist in meeting these requirements is the SWPBIS which can be used throughout an entire school, a number of schools, or a whole district (Johanson et al., 2005). Within the SWPBIS program are tier two secondary interventions for small groups and tier three tertiary interventions for individuals to help those students who do not respond positively to universal supports (McIntosh et al., 2009).

This research examined the SWPBIS CICO program from team formation through teacher, student, and coordinator surveys investigating the affect CICO had on students' disruptive behaviors in relationship to ODRs and student academic achievement as indicated by the number of Fs on report cards, and recorded as GPA, as well as teacher and student perceptions of the program. Since the SWPBIS universal program was a viable tool previously instituted in this urban middle school, those students, who did not respond positively to the universal intervention, were placed according to data collection

and program specifications, into the CICO intervention. The CICO research-based tier two intervention provided additional adult support, structure, and consistent positive feedback, increasing student/teacher relationships, and on-task learning to improve academics (Crone et al., 2010). According to the OSEP National Technical Assistance Center on PBIS, in 2008 nearly 8,000 schools were implementing some stage of the SWPBIS program (Spaulding, Horner, May, & Vincent, 2008). In the near future this number should increase due to the fact schools across the nation are required by federal and state agencies to improve academic outcomes by achieving AYP (Doolittle, Horner, Bradley, Sugai, & Vincent, 2007; Spaulding et al., 2008).

The Case Study as a Research Design

A case study is an analysis of research which involves an in-depth exploration of a case, event or experience conducted over a period of time involving comprehensive data collection for examination and evaluation, answering questions like how and why (Creswell, 1998; Patton & Appelbaum, 2003; Teddlie & Tashakkori, 2009; Yin, 2009). According to Verschuren (2003), a case study is a method of doing, or undertaking research. As a research method, a case study pursues the investigation, inquiry, and understanding of complicated and intricate problems or questions, closely examining pertinent data (Creswell, 1998; Tellis, 1997; Yin, 2009). Case studies investigate real-life phenomenon or happenings through comprehensive longitudinal analysis of events, procedures, or measures and their interconnecting relationships (Creswell, 1998; Tellis, 1997; Yin, 2009). According to Creswell (1998), a case study is an intensive investigation focusing on individual perceptions incorporating participant observation and field study. A case study is a framework of actions within a selected location or

particular environment where problems emerge when information is subjected to examination and analysis, when conclusions are not always reached (Levy, 2008).

A case study is appropriate when the research addresses a descriptive '*what'* question or an explanatory '*how or why'* question to get a better first hand understanding of an issue in a natural setting (Creswell, 2002). According to Yin (2009), a case study relies on a review of literature, an understanding of the research questions, formulating rigorous data collection and analysis procedures, and then addressing the research through quality written reporting. A case study combines focus, theory development, and design to allow researchers to draw their own conclusions through observation and data collection (Levy, 2008). A researcher must be able to prove a chosen case study method is the most viable method for the topic or question chosen, follow a set of appropriate procedures and scientific conventions, record and collect data systematically, and make sure the study is theoretically structured (Creswell, 2002).

The advantages of using a case study include: examining the data as it takes place; allowing for qualitative, quantitative or mixed method as types of analysis; and exploring data in a real life environment (Yin, 2009). Data can be collected either by the researcher (primary) or the researcher can use someone else's data (secondary) (Hox & Boeije, 2005). A case study researcher must be able to ask good questions and be a good listener, interpret answers and configure data, be flexible in a variety of situations, understand what is being studied, and be impartial towards the information and data acquired (Yin, 2009). A cases study is a bounded system since it is limited or bounded by time, place, and physical restrictions (Creswell, 1998). According to Yin (2009) the five components used in successful cases studies are questions, proposals, analysis, logic,

and criteria, and the six sources of evidence for case studies are documentation, archival records, interviews, direct observation, and physical artifacts. Every case study has procedures or steps to follow which include, but are not limited to the following: establish the case to investigate; determine the research questions; decide the precise method to be used and the research design; ascertain how to gather, conduct and analyze data; and develop conclusions, future recommendations and research implications (Creswell, 1998).

There are many different types of case studies providing alternative methods of exploring or examining issues or problems. Illustrative case studies analyze a situation through one or two instances; exploratory case studies explore questions, constructs, and data measures before undertaking large scale investigations; descriptive case studies work with natural occurrences and data as it happens; and explanatory case studies closely examine data to form and test a theory (Yin, 2009). According to McDonough and McDonough (1997) other case study categories include interpretive case studies which explain data by supporting or challenging the hypotheses, while evaluative case studies add the researcher's findings and judgments. Stake (2000) characterized case studies as: intrinsic with a focus on unusual topics of great interest to the researcher; instrumental which investigate an issue to advance understanding which may be generalized; and collective, or multiple case studies, which bring together information from individual cases to interpret and theorize on a larger scale. According to Stake (1995), in an instrumental case study the researcher has a fundamental or inherent interest in the study. This type of case study is employed when the research design leads to a greater or more involved research question and helps to provide a greater understanding of a larger ideal

(Stake, 1995). According to Creswell (2002), an instrumental case study provides a better understanding of a certain problem or issue which can be generalized to a larger topic or concern.

Information techniques or methodologies used in case studies include qualitative, which employs words to describe data results, and quantitative, which presents results as quantities or numbers (Golafshani, 2003; Patton, 2002). Either method can be used, or a combination of the two, depending on what will obtain the most useful data for the study (Creswell, 1998; Yin, 2009). According to Teddlie and Tashakkori (2009), qualitative methods present information in narrative form while quantitative methods analyze information using a variety of statistical procedures. In any case study, qualitative data is non-numeric, categorical information and quantitative data is numeric data based on ratios, measurement, and percentages (McEwan & McEwan, 2003; Yin, 2009). Mixed method investigations promote using the most appropriate method within a case study, qualitative, quantitative, or both, to answer the questions under examination and combines, connects, or incorporates strategies in research studies (Onwuegbuzie & Collins, 2007; Teddlie & Tashakkori, 2009). The classifications of mixed methods data analysis techniques include: parallel - collection of qualitative and quantitative data side by side; conversion – collection of quantitative data, then qualitative data, then analyzing both; sequential – qualitative/quantitative then quantitative/qualitative, then mixed analysis; multilevel – one type of data analysis within the other; and fully integrated – data analysis which is fully integrated, interactive, and interdependent (Teddlie & Tashakkori, 2009).

Methodology

This research investigation was a case study of the SWPBIS program with emphasis on the tier two CICO BEP at an urban middle school in Saint Louis County. The investigation was an in-depth exploration of the effect of the tier two CICO program on students at-risk of academic failure with data collected on individual grade point averages, individual grades, and number of ODRs recording behaviors over the school year 2010-2011. The researcher was allowed to collect, record, and study the data implementing a mixed method type of analysis using both quantitative and qualitative information. Teachers and students provided qualitative data by completing questionnaires evaluating the SWPBIS CICO BEP post program. The researcher used an instrumental investigation to advance the understanding this program had on student behavior, academic achievement, and the school environment as a whole. The researcher had an inherent interest in the program and results as coordinator of the CICO program, sixth grade coordinator, and teacher of sixth grade students at the selected school.

The researcher collected pre-program data from the whole middle school student population to analyze behaviors as measured by ODRs and academics as measured by Fs on quarter report cards and GPA. These measures were chosen as criteria for student voluntary participation in the CICO BEP, of which 67 students qualified. Once administrators, teachers, and students were instructed in the CICO BEP, the researcher along with grade level coordinators implemented the program during the school year 2010-2011, meeting daily with participating students, weekly with teachers and administrators. Individual student data was gathered daily, weekly and monthly, then analyzed comparing first quarter ODRs, Fs, and GPA to fourth quarter results in the

school year 2010-2011. Quarter data was analyzed comparing pre-program ODRs to fourth quarter ODRs to see if participation in the CICO BEP program increased appropriate student behaviors by decreasing ODRs using a t-test comparing the difference between two means. Quarter data was analyzed comparing pre-program academics to fourth quarter academics to see if participation in the CICO BEP increased student academics by decreasing Fs and increasing GPA using a t-test comparing the difference between two means. According to the data gathered and analyzed, the SWPBIS CICO BEP did not have a positive effect on the middle school students attending this school and participating in the CICO BEP as ODRs increased, Fs increased, and GPA decreased. Teachers and students provided qualitative data by completing questionnaires evaluating the SWPBIS CICO BEP post program.

Research Questions and Null Hypotheses

Research Questions:

1. How will participation by students at-risk of academic failure in the SWPBIS CICO BEP impact middle school student behavior as measured by ODRs accumulated for school quarters one, two, three, and four for the year 2010-2011?

2. How will participation by students at-risk of academic failure in SWPBIS CICO BEP impact middle school student academics as measured by the number of Fs on report cards accumulated for school quarters one, two, three, and four for the year 2010-2011?

3. How will participation by students at-risk of academic failure in the SWPBIS CICO BEP impact middle school student academics as measured by quarterly GPA

accumulated on report cards for school quarters one, two, three, and four for the year 2010-2011?

Null Hypotheses:

1. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, the number of appropriate school behaviors will not increase as measured by the number of student ODRs accumulated for school quarters one, two, three, and four.

2. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, academic achievement will not increase as measured by student quarterly GPA accumulated for school quarters one, two, three, and four.

3. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, academic achievement will not increase as measured by the number of Fs on student quarterly report cards accumulated for school quarters one, two, three, and four.

Research Setting

The setting for this study was a Midwest urban middle school, grades six through eight, located in Saint Louis County, Missouri. In the year this study took place, 2010-2011, the total researched school district kindergarten through 12th grade enrollment was 6,344 students. The district's ethnic composition was 2.4% Asian or 153 students, 39.4% African American or 2,497 students, 12.3% Hispanic or 783 students, 0.6% Indian or 38 students, and 45.3% White or 2,873 students (MODESE, 2010). The percentage of children district-wide receiving free or reduced lunch was 71.4% or 4,423 students (MODESE, 2010).

In the 2010-2011 school year, the researched middle school had a total enrollment of 794 students. The school's ethnic composition was 3.1% Asian or 24 students, 41.2% African American or 315 students, 10.6% Hispanic or 81 students, 0.4% Indian or six, and 44.2% White or 338 students (MODESE, 2010). The percentage of children in the researched middle school receiving free and reduced lunch at the time of the study was 71.1% or 537 students (MODESE, 2010).

CICO Program Criteria

CICO data. The SWPBIS universal program originated during the 2001-2002 school year at the researched Saint Louis County middle school to help improve whole school student behaviors and academic achievement. During August, September, and October of 2010, the SWPBIS team, comprised of teachers and administrators, reviewed all necessary school student data, including ODRs, academic achievement, settings, and discipline concerns, to decide the best course of action to help those students who were not responding positively to the universal program.

The tier-two team decided to use specific criteria, based on school data and behavioral issues, to choose the appropriate SWPBIS tier two intervention and determine the students who qualified for participation in the program. Student behaviors were tracked through ODRs which provided the "*who, what, when, where* and *why"* to assist the SWPBIS teams in their data-driven decision making. The tier-two team had to aggregate the ODR information to choose those students who required extra assistance to make improved behavior decisions. Table 2 provides the number of ODR infractions from August through October for the 2010-2011 school year, per middle school grade level, as preliminary information for CICO intervention inclusion.

Table 2

Number of Discipline Infractions First Quarter School Year 2010-2011

Grade	Aug 14 days	Sept 19 days	Oct 20 days	Total 53 days
6th grade	1	29	100	130
7th grade	15	140	203	358
8th grade	10	83	141	234
Total	26	252	444	722

Note. Information derived from the researched Midwest urban middle school student population office discipline referrals from the school year 2010-2011.

Along with the number of ODRs for behavior infractions per grade level, the team acquired data based on the category of behavior infractions sorted according to school discipline policy. Table 3 displays the categories of infractions illustrating the number of ODRs for August through October of the 2010-2011 school year. Once the team understood the behavior with the greatest number of referrals written, they needed to obtain the most frequent school setting in which the infractions occurred, such as; halls, classrooms, cafeteria, office, bus stop, and gym. Table 4 displays the school setting, location of infractions for August through October of the 2010-2011 school year.

Table 3

Category and Number of Discipline Infractions First Quarter School Year 2010-2011

Infraction	Number
Theft	5
Improper language	18
Cyber bullying/threats	0

Defiance/disrespect	152
Electronic/media misuse	3
Dress code violations	0
Harassment/intimidation	33
Disruptive behavior	196
Skip class/truancy	46
Drug possession/alcohol	0
Assault	10
Bomb threat/false alarm	0
ID badge	40
Fighting	36
Gang-like activity	0
Tobacco possession	3
Weapons possession	0
Other	74
Fireworks/explosives	0
Destruction of property	5
Sexual harassment	0

Note. Information derived from the researched Midwest urban middle school student population office discipline referrals from the school year 2010-2011.

Table 4

Location of Infractions Aug. – Oct. 2010 - 2011 School Year

School Location	Number of Infractions
Bus/bus stop	27
Cafeteria	37
Classroom	454
Hall	129
Gym	27
Restroom	12
Office	3
Elective Classes	3

Detention	20
Off campus	9
Other	0

Note. Information derived from the researched Midwest urban middle school student population office discipline referrals from the school year 2010-2011.

Academic achievement. The tier-two team gathered and examined the number of students with two or more Fs on their first quarter report card for the 2010-2011 school year. Of the approximately 764 middle school students, 107 or 14% had two or more Fs. Of those students with two or more Fs, 94 or 12% had two or more failing grades in core classes, such as science, math, social studies, English, and reading. Of those 107 students with two or more Fs, 44 or 41% were eighth grade students, 38 or 36% were seventh grade students, and 25 or 23% were sixth grade students.

Criteria for Participation

The tier-two team chose two criteria for voluntary participation in SWPBIS CICO program as two or more Fs from the first quarter student report card for the 2010-2011 school year and three or more ODRs from the first quarter office referrals of the 2010-2011 school year. Using this criterion, the tier-two team cross-referenced both ODRs and Fs on first quarter report cards to choose those students who after first quarter met both criteria. This information provided the tier-two team with the names of 67 students, or 9% of the student body, who qualified for the CICO intervention.

The researcher invited all 67 students who qualified to participate in the CICO BEP with written parental permission. Of the 67 students who qualified throughout the year, 53 students committed to participate. Of the 53 voluntary participants, 17 attended sixth grade, 26 attended seventh grade, and 10 attended eighth grade. The composition of

these 53 students by ethnic groups was 27 African American, eight Hispanic and 18 White students.

The number of students participating in CICO changed as each quarter ended and ODR and grades, indicated by the number of Fs and GPA, were made available to utilize for intervention participation. Most students remained in the tier-two level of intervention, while those successful students channeled into the self-monitoring stage of the program and those students, who were not successful in the tier two intervention, were channeled into a tier three individual program. When new students were identified from current data, they were included in the program and instructed in the CICO intervention process, with parents, teachers, and staff notified.

Random Selection

Data were gathered throughout the 2010-2011 school year on all students who participated in the CICO tier two intervention. The researcher randomly selected 32 students for statistical data purposes, using an online randomizer to evaluate the impact the SWPBIS CICO BEP had on students at-risk of academic failure, behaviors measured by the number of ODRs, and academic achievement measured by the number of Fs and GPA on quarterly report cards. These 32 students provided pertinent information measuring the program's process, implementation, and usefulness. At the conclusion of the 2010-2011 school year, the participating students and teachers were given a Likert scale survey to measure their perceptions of the investigated program in order to reveal any emerging patterns (Jamieson, 2004).

Data Collection

CICO data. The SWPBIS CICO BEP provided academic and behavior data throughout the day with student tracking sheets used in each of eight daily classes (see Appendix A). The data provided information through a number system and teacher feedback on student classroom behaviors and academics. The maximum points earned per class were 10 with a daily maximum of 80 and a weekly maximum of 400 per a five day week. Students and parents were given a weekly summary sheet (see Appendix B) noting the daily points earned, cumulative total, goal for the week, assignments, and teacher comments. Student and parent(s) signed the summary sheet, provided any weekly comments, and returned the tracking sheet within the following few days. With the information provided from the daily tracking sheets, the researcher examined the CICO program and the impact the program had on student behavior, as measured by the number of ODRs, and academic achievement, as measured by the number of Fs and GPA.

Academic achievement. The Saint Louis County middle school office provided the academic data for quarter GPAs and number of Fs earned by students from October 2010-May 2011. Academic achievement, measured by the number of Fs and GPA, provided partial information for inclusion and continued participation in the SWPBIS CICO BP which the team decided would be two or more Fs on a quarter report card. Throughout the year, depending on the immediate results of the CICO BEP points from team, teacher, and data information, students became; self-managers, transferred out of this tier two intervention and into another tier two intervention, transferred into the school-wide universal program, or transferred into an individualized tier three

intervention. The researcher used the same random sample set of 32 students, as noted previously, for statistical analysis of academic achievement from the total population of CICO students from sixth, seventh, and eighth grades.

Behavior. The Saint Louis County middle school student services office provided behavioral data which the school collected daily, weekly, monthly, and quarterly for students in grades six through eight. Behavioral data was collected from ODRs which the school used to record student problems or issues which needed to be addressed by a principal or assistant principal. Referrals were recorded by discipline infraction which the administration and staff judged to be significantly problematic for school learning and safety. The office provided the number of ODRs for each student attending this middle school. The referrals provided partial information for inclusion and continued participation in the SWPBIS CICO BEP. The team determined that if students received three or more ODRs per quarter, along with two Fs, they would qualify to participate in CICO.

CICO Procedures

Once the SWPBIS program and universals were in place throughout the school, the tier-two team began the process of identifying those students who were potential candidates for a tier two intervention. The tier-two team was comprised of a variety of school staff members, including administrators, counselors, special education teachers, general education teachers, behavior specialists, and program coordinators. The function of the tier-two team was to teach the selected programs to students and staff, assist and support the coordinators of the program, oversee the implementation of the programs, and support the collection and evaluation of intervention data (see Appendix C) (Crone &

Horner, 2003; Crone et al., 2010; Hawken et al., 2009). Tier two or small group interventions were based on student need and behavioral function, built on school-wide practices and basic format, provided a variety of interventions designed to be implemented throughout the school, and were applied consistently by the entire staff (Todd et al., 2008). Systems for tier two interventions provided periodic review of data, supplied a program referral process, implemented interventions, and furnished training and support for all involved (Lane et al., 2009). The data-based decisions made by the tier-two team were to procure parent permission prior to implementation; consistently make decisions from current data; gather views from teachers, students, and parents; monitor student progress for success and failures; and share data with all pertinent parties (Crone & Horner, 2003; Crone et al., 2010; Hawken et al., 2006).

The researcher, along with an assistant principal, counselor, and grade level teachers, comprised the tier-two team at the researched middle school. Once this team was in place, the team itself needed to be trained in the SWPBIS interventions which were available to the students. There were a variety of instructional videos and programs to help educate the team, coordinators, and staff. Tier two interventions included, but were not limited to, Check In/Check Out, Social Skills, Check and Connect, Organizational Club, and Homework Help (Crone et al., 2010). These interventions provided students with new, alternative skills, and the chance to change existing skills to be applied to new situations in order to improve behaviors and academics (Crone & Horner, 2003; Crone et al., 2010; Hawken et al., 2006).

Students were primarily identified for a tier two intervention by teacher or parent referral, or nomination form (see Appendix D) and school disciplinary data, such as of

ODRs and Fs on quarter grade level report cards (see Appendix E). As coordinator of the CICO process, the researcher was aware that the tier-two team trained the school staff in referral forms, provided procedures for referring a student for any intervention, informed the staff of interventions and programs that were available, introduced the grade level coordinators, established the intervention process throughout the school, and progress monitored the tier two programs.

For this case study the researcher and the tier-two team chose the SWPBIS intervention CICO, which best suited our student needs per data collected. Research suggested CICO works as a small group intervention for those students whose function for disruptive behavior is attention and who need added structure, routine, and adult feedback (McIntosh et al., 2009). The CICO program is called BARK – Believe, Achieve, Results, Keep it Up, a research-based small group intervention which provided daily organizational and behavioral support, positive performance student feedback, increased adult attention, continuous data for decision making, and constant communication between school and home (MODESE, 2009). This comprehensive program provided schools with the ability to implement the intervention and address the behaviors of approximately 60 to 75% of the students at a tier two level (Crone et al., 2010). Check In/Check Out was for those students whose disruptions were attention maintained and low level such as work related issues, classroom disruptions, task completion, disrespect, non-compliance, and continuous talking (MODESE, 2009).

The fundamental cycle of CICO at the researched school started with a student moving through the following steps: checking in at the beginning of the school day with his or her grade level coordinator; giving a tracking sheet to individual teachers

throughout the day for written and verbal feedback; checking out at the end of the school day to tally points, checking work completion, and receiving honest feedback from the coordinator; taking home the tracking form to receive parent or guardian feedback; and checking in the next school morning to begin again. The CICO intervention was designed for continual student and staff contact, implementation, management, and evaluation.

The tier-two team provided each staff member with an explanation of the purpose for the program (see Appendix F), and responsibility chart (see Appendix G) before the program was implemented. The tier two team also determined the problems to be addressed whether academic, behavioral, or a combination of both; student and school goals; the appropriate system for tracking students; training for all school staff on how to implement the program; and continuous information for parents on the progress of the intervention (Newcomer, 2009). Because student problem behaviors affect teaching, learning, and the school environment, the staff and faculty were willing to commit to the implementation of the intervention for two to four years, provide each student in CICO five minutes a day, and be willing to use the program with fidelity (Newcomer, 2009).

Once the students were chosen, the researcher and team counselor formulated and sent home letters to student's parents or guardians explaining the program and inviting the students to participate in the CICO program, asking for written permission from parent(s) and student (see Appendix H). Along with the CICO letter, students and parents were also sent the Student/Parent Permission Form (see Appendix I). When the tier-two team obtained written permission from a student's parent(s), that student was instructed in the middle school CICO program. If a teacher had a student in the CICO

intervention in his or her classroom, then the teacher was involved in the program. The program coordinator provided teachers with a letter listing all students in CICO according to grade level and classroom (see Appendix J), a Teacher Permission Form (see Appendix K), examples of all forms, a copy of all instructions, and a numbered journal for anonymity to comment, appraise, and evaluate the students and program.

The researcher was the sixth grade student coordinator and there were two other student coordinators, one for seventh and eighth grades, who were teachers of their respective grade levels. Each student received a laminated CICO/BARK Pass (see Appendix L) for student identification, met with their grade level coordinator for instruction in the program, and was given a folder with tracking sheets for each day of the next week. For both teachers and students, it was important to define, teach, and model behavioral expectations, develop a regular cycle of CICO, create and employ consequences for problem behaviors across the school, and gather and assess information from students and teachers for evaluation (Newcomer, 2009). The students worked through the first week using the program, checked in with individual curriculum teachers, and worked with the grade level coordinators. Once the first week was completed, the coordinator and student decided on an attainable goal for the student to work on for the next month and completed the CICO contract with student, coordinator, and parent signature (see Appendix M).

The small group daily intervention process provided the students with immediate and continuous adult feedback. Each student was greeted individually in the morning in a designated area by his or her grade level CICO coordinator. At that time the coordinator made sure the student received his or her folder with point sheets for the

week on Monday; had all supplies, books, and homework for the day ahead; and encouraged the student to have a great day. At the end of the day the coordinator met students at a designated area to check out; review their point sheets; give positive reinforcement; and check classroom assignments, homework, and teacher comments to make sure the students had all supplies for work to be completed at home. During the day, the student provided each teacher the CICO folder at the beginning of class. The teacher filled out the point sheet at the end of his or her class providing feedback on school expectations, completed class work, homework assignments, comments, and then initials for verification. At the end of the week the grade level coordinators collected all the folders and handed them over to the tier-two program coordinator. The program coordinator tallied all the student sheets and provided new sheets for the upcoming week. The program coordinator provided each student and parent(s) with a summary of the previous week including dates, daily points earned with total, goal for the week, assignments, and teacher comments on whether the student earned the appropriate number of points to meet program criteria and earn incentive. On Monday of the following week, the student received his or her summary sheets with data; were requested to take this information home to parent(s) for discussion, feedback, and signature; and then return it with a parent signature to the grade level coordinators for rewards. If the student did not make weekly points, then the grade level coordinator and student discussed issues and created an improvement plan for the next week.

The tier-two team coordinator gathered data daily; summarized weekly; provided information to teachers, students, and parents; kept daily tracking sheets under lock and key; and entered weekly data into a computer data program such as Excel which was

password sensitive. The data gathered was reviewed monthly by the tier-two team. Students remained in BARK club for at least six weeks to analyze the effect the program had on behavior and academics. Those students who continued to behave inappropriately, performed poorly academically, and received continuous ODRs were reviewed by the team. Those students who were not successful in the CICO/Bark program received additional supports, were referred to a more effective tier two intervention, or a comprehensive functional behavior assessment, tier three intervention (Crone et al., 2010). Those students, who had been in CICO for six weeks and were successful, moved toward self-monitoring for an additional six-week period. Self-monitoring involved self-recording, checking with teachers for accuracy with fewer check points throughout the day, maintaining check in/check out while managing their own intervention, and receiving 80% of points weekly and no Fs on progress reports. Eventually students who were successful moved out of the tier two intervention and back into the universal SWPBIS tier one program. A visual of the CICO tier two program is provided in Figure 1.

Figure 1. CICO Basic Program Implementation
Sequence of Data Collection - Student Referral to CICO program

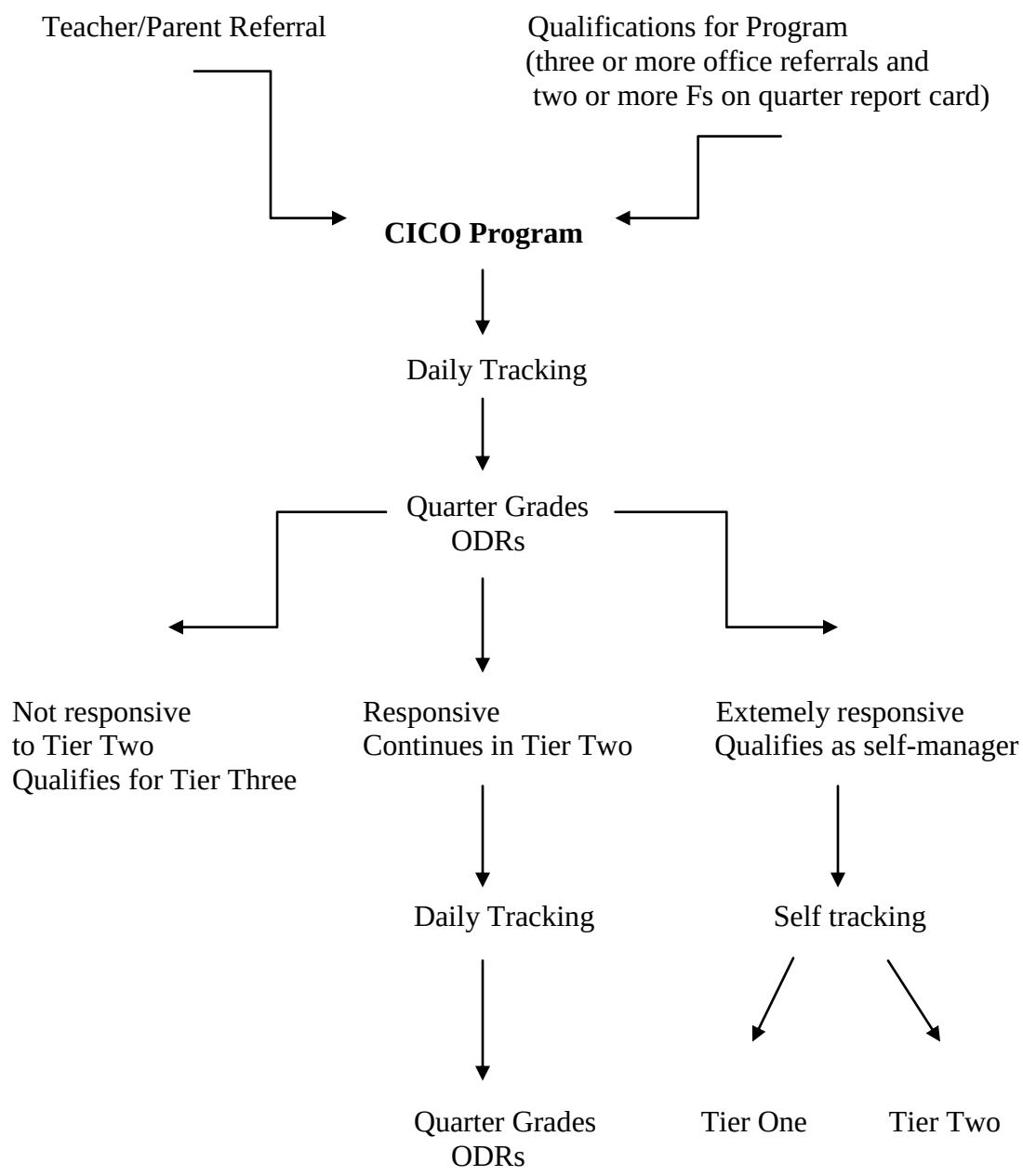

Figure 1. Visual interpretation of the Tier Two CICO behavior education program adapted by the Tier Two Team for implementation in the Midwest urban middle school during the 2010-2011 school year.

The tier-two team continually assessed the program procedures and processes. The team evaluated the CICO intervention and decided which aspects were relevant, progressing as expected, still needed, or not yet in place (see Appendix N). The program coordinator evaluated the data from weekly and monthly point sheets using an Excel program. Office discipline referrals and Fs on progress reports and report cards were monitored continually throughout the program and biweekly through classroom progress reports. All the information was compiled, evaluated, and presented to staff, grade level coordinators, and administrators on a monthly basis. Upon completion of the year, the program coordinator compiled data collected on the individual student participants in the CICO BEP. Quantitative data was evaluated by a t-test used to statistically calculate and analyze the group data, while comparing the difference in proportions.

In this case study, the teachers and students provided qualitative data by completing questionnaires evaluating the SWPBIS CICO BEP. The questions were comprised by information the tier-two team believed would improve the program and assist those involved to increase student buy-in, enhance student involvement, and increase the chance for added student success. It was then the responsibility of the researcher to provide the results to others as needed.

Summary

The purpose of this study was to investigate the effectiveness of a tier two BEP on middle school student behaviors and academic achievement. The tier two BEP selected, within the SWPBIS program, was the CICO intervention. This small group intervention used continuous school data to challenge students to decrease disruptive behaviors and

increase academic achievement through continuous teacher feedback, structure, routines, and incentives. The participants were 53 middle school students from a Midwest school district who were chosen through parent or teacher nomination, met intervention criteria, and volunteered with parent permission. Before and after implementation of the intervention, the researcher assessed the individual student's number of ODRs, the type of behavior, the location of the problem behavior, and the student's report card grades and GPA. The researcher implemented a t-test for difference in means to calculate and analyze the small group data between first quarter and fourth quarter ODRs, Fs and GPA on middle school students chosen to participate in CICO. Results are discussed in terms of the functional correlation between the SPBIS CICO BEP and its effect on selected student's disruptive behavior and academic achievement along with program survey evaluations by students and teachers in May 2011.

Chapter Four: Results

This case study examined the SWPBIS CICO BEP on students at-risk of academic failure at a middle school in Saint Louis County, Missouri. The study examined the impact the SWPBIS CICO intervention implementation had on middle school students at-risk of academic failure by measuring ODRs, Fs, and GPA on quarter report cards, as well as teacher and student perceptions of the program.

This research investigated the following research questions:

Research Questions and Hypotheses

Research Question:

1. How will participation by students at-risk of academic failure in the SWPBIS CICO BEP impact middle school student appropriate behaviors as measured by the number of ODR accumulated for school quarters one, two, three, and four for the school year 2010-2011?

Null Hypothesis:

1. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, the number of appropriate behaviors will not increase as measured by the number of student ODRs accumulated for school quarters one, two, three, and four.

Research Question:

2. How will participation by students at-risk of academic failure in the SWPBIS CICO BEP impact middle school student academics as measured by the number of Fs on report cards accumulated for school quarters one, two, three, and four for the school year 2010-2011?

Null Hypothesis:

2. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, academic achievement will not increase as measured by the number of Fs on student quarterly report cards accumulated for school quarters one, two, three, and four.

Research Question:

3. How will participation by students at-risk of academic failure in the SWPBIS CICO BEP impact middle school student academics as measured by quarterly GPA accumulated on report cards for school quarters one, two, three, and four for the school year 2010-2011?

Null Hypothesis:

3. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, academic achievement will not increase as measured by student quarterly GPA accumulated for school quarters one, two, three, and four.

The researcher used 32 students' behaviors and academics to evaluate the success of the intervention over the 2010-2011 school year. The researcher also evaluated teacher and student post-program surveys to address the research questions and hypotheses.

Data Analysis

The researcher analyzed the CICO BEP data for sum, mean, variance, and standard deviation, and assessed and evaluated the baseline data from quarter one in October 2010 (pre-program implementation) in comparison to quarter four in May 2011 (post-program implementation) to determine if there was a significant difference. The

statistical test the researcher selected was a t-test for the difference between two means in order to compare the CICO BEP results.

Office discipline referrals. Student behaviors were calculated from ODRs. First quarter student ODRs were recorded before the students participated in the SWPBIS CICO BEP and served as an ODR baseline; fourth quarter student ODRs were recorded in May 2011 after participating in the program for three school quarters, October 2010 through May 2011. Office discipline referrals were based on student behaviors which the school judged inappropriate for learning, teaching, and the school environment as a whole. Of the 32 students randomly chosen, 10 or 31% had three or more ODRs. The remaining 22 students or 69% had fewer than three ODRs and were referred to the program by teachers or parents. The first quarter of the 2010-2011 school year provided baseline data for the students as no student had yet voluntarily participated in the CICO BEP. The researcher collected, calculated, and listed the ODRs for each of the 32 students individually who participated in the SWPBIS CICO BEP as each quarter was completed (see Appendix O). The total number of ODRs for the 32 participating students per school quarter were as such: quarter one August to October – 56, quarter two October to December – 129, quarter three January to March – 82, and quarter four March to May – 132.

According to the data collected from students in the CICO program, 56 ODRs were written for the period August to October 2010 before program implementation, compared with 132 ODRs written for the period March to May 2011 during program implementation. Of the data collected, six students or 20% had a decreased in ODRs, 23

students or 71% had an increase in ODRs, and three students or 9% stayed the same from school quarter one to quarter four.

Null hypothesis #1. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, the number of appropriate behaviors will not increase as measured by the number of student ODRs accumulated for school quarters one, two, three, and four.

Using $\alpha = .05$, the critical value for this left tailed t-test was -1.697. The test value was – 0.004. Since - 0.004 > -1.697, the decision was not to reject the null hypothesis. In summary, there was not adequate evidence to support the claim that the SWPBIS CICO BEP increased appropriate behaviors of students at-risk of academic failure by decreasing office discipline referrals.

Fs on quarter report cards. Grades were accrued throughout the year for student work completed for assignments, quizzes, tests, and overall ability. Quarter one served as baseline data for the 32 students as none of the students had yet voluntarily participated in the CICO BEP. The researcher collected, calculated, and listed the number of Fs for each of the 32 students individually who participated in the SWPBIS CICO BEP as each quarter was completed (see Appendix P). The total number of Fs for the 32 participating students per school quarter were as such: quarter one August to October – 57, quarter two October to December – 81, quarter three January to March – 67, and quarter four March to May – 60.

According to the data collected from students in the CICO program, quarter one compared to quarter four, 12 students or 38% had a decrease in the number of Fs on quarter report cards, 13 students or 41% had an increase in the number of Fs on quarter

report cards, and seven students or 21% had no change in the number of Fs on quarter report cards.

Null hypothesis #2. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, academic achievement will not increase as measured by the number of student quarterly Fs accumulated for school quarters one, two, three, and four.

Using $\alpha = .05$, the critical value for this left tailed test was -1.694. The test value was – 0.256. Since –0.256 > -1.694 the decision was not to reject the null hypothesis. In summary, there was not adequate evidence to support the claim that the SWPBIS CICO BEP increased academic achievement for students at-risk of academic failure by decreasing the number of report card Fs.

Grade point average. Grade point average evaluates and computes numerically a student's quality of academic performance (Hodge, 2009). These averages were used to determine if a student qualified for grade advancement or certain academic actions, such as the honor roll, 100% club, academic probation, and graduation. First quarter numbers served as baseline data since they were gathered before students voluntarily participated in the CICO BEP. The researcher collected, calculated, and listed the GPA for each of the 32 students individually who participated in the SWPBIS CICO BEP as each quarter was completed (see Appendix Q). The total GPA for the 32 participating students per school quarter were as such: quarter one August to October – 40.80, quarter two October to December – 34.60, quarter three January to March – 37.50, and quarter four March to May – 39.48.

According to the data collected from students in the CICO program, quarter one compared to quarter four, 16 students or 50% had an increase in GPA while 16 students or 50% had a decrease in GPA.

Null hypothesis #3. Following participation in the SWPBIS CICO BEP for students at-risk of academic failure, academic achievement will not increase as measured by student quarterly GPA accumulated for school quarters one, two, three, and four.

Using $\alpha = .05$, the critical value for this left tailed test was -1.694. The test value was – 0.399. Since –0.339 > -1.694 the decision was not to reject the null hypothesis. In summary, there was not adequate evidence to support the claim that the SWPBIS CICO BEP increased the GPA on fourth quarter report cards for students at-risk of academic failure by increasing GPA.

CICO tracking points. Students received CICO points daily which were calculated to correspond with quarterly GPA, the number of Fs, and the number of ODRs. These points were given by teachers to students who participated in the CICO BEP for performance and behavior during class. Students received points for quarters two through four or October 2010 through May 2011. Students were not placed in the program voluntarily until academic achievement indicated by the number of Fs, GPA, and behaviors by the number of ODRs were calculated after first quarter. The researcher collected, calculated, and listed the number of CICO points for each of the 32 students individually who participated in the SWPBIS CICO BEP as each quarter was completed (see Appendix R). The total number of CICO cumulative points for the 32 participating students per school quarter, excluding August to October before program

implementation, were as such: quarter two October to December – 11,992; quarter three January to March – 23,498; and quarter four March to May – 29,541.

According to the data provided from the CICO daily tracking sheets, 16 students or 50% improved the number of points accumulated from quarter two to quarter four for the 2010-2011 school year. The same data showed 13 students or 41% did not improve the number of points accumulated from quarter two to quarter four for the school year 2010-2011. Three students or 9% did not show any accumulated improvement since they did not qualify until the fourth quarter of the 2010-2011 school year. There were only two students #10 and #12 who met all four criteria, which was to increase CICO daily tracking points, decrease report card Fs, increase GPA, and decrease ODRs. There were two students who remained constant in the number of CICO points, the number of report card Fs, GPA, and the number of ODRs when comparing quarter one to quarter four.

Program Surveys

Student surveys were provided to all students who participated in the SWPBIS CICO BEP in May at the end of the school year 2010-2011. Nineteen of the original 53 surveys were returned in anonymous envelopes with no identifiers. Of the 19 returned, six or 31% came from sixth grade students, 10 or 53% from seventh grade students, and three or 16% from eighth grade students. The student surveys provided information into middle school students' opinions regarding the SWPBIS CICO BEP and its impact on academics and behavior. Students were asked to comment on five statements answering always, sometimes, or never. The statements and results of the student surveys are found in Table 5.

Table 5.

Student Survey Statements and Results

Statement	Answer "Always"	Answer "Sometimes"	Answer "Never"
#1. The CICO program was a positive experience.	68%	32%	0
#2. The CICO program helped me self-monitor my academics.	68%	32%	0
#3. The CICO program helped me self-monitor my school behaviors.	68%	32%	0
#4. The CICO coordinators always gave me my folder prepared for the week.	84%	16%	0
#5. The CICO coordinators were always available if I needed any help.	100%	0	0

Note: Sample size, N= 19.

Teacher surveys were distributed to those teachers who had students who participated in the SWPBIS CICO BEP. Sixty-six surveys were placed anonymously in teacher mailboxes in May, the end of the 2010-2011 school year. Of those 66 surveys, 30 or 45% were returned anonymously by the middle school staff. Of the 30 returned surveys, four or 13% were returned by encore/specials teachers (teach subjects to all grade levels, such as computers, drama, music, French, Spanish, physical education, family and consumer sciences, and band), 10 or 30% were returned by sixth grade teachers, 10 or 30% by seventh grade teachers, and six or 20% were returned by eighth grade teachers. Teachers were asked to comment on eight statements key to the CICO BEP. The statements and results from the teacher surveys are found in Table 6.

Table 6.

Teacher Survey Statements and Results

Statement	Answer Always	Answer Somewhat	Answer Never
#1. I believe behavior education programs do have a positive effect on student behavior.	37%	63%	0
#2. I believe behavior education programs do have a positive effect on student academics.	30%	67%	3%

#3. I believe behavior education programs have a positive effect on a school's environment.	53%	47%	0
#4. I believe tracking sheets are an effective way for teachers to communicate with students.	70%	27%	3%
#5. I believe student self-monitoring is an effective way for a student to improve his/her behavior.	57%	43%	0
#6. I believe student self-monitoring is an effective way for a student to improve his/her academics.	50%	50%	0
#7. I believe open communication with a student is key to his/her academic success.	80%	20%	0
#8. I believe open communication with a student is key to his/her behavioral success.	83%	17%	0

Note: Sample size, N = 30.

There were three additional questions within the teacher survey which offered further insight, additional observations, and helpful comments.

Survey Question One: "In your estimation is the CICO program effective for the students in the classes you teach?" Many of the teachers responded positively to the question but with certain reservations or concerns. Many of the 30 teachers acknowledged communication and positive, honest feedback were essential for this program, and believed the students want the opportunity to improve interactions and relationships with teachers and staff. A few of the teachers acknowledged student involvement was measured by student buy-in. One teacher stated, "For the students who follow through with CICO who buy-in, it can and is very effective." Some of the teachers acknowledged that organization, commitment, and consistency are essential for student responsiveness and program fidelity. Teachers believed the program, along with weekly goal commitment, assisted the students in recognizing disruptive behaviors and improving academically. In response to the question, one teacher stated, "I think CICO helps some students think about their behavior more. There also seems to be a subset of CICO students who set goals and follow through."

Other teachers had concerns about the CICO behavior education program's parent involvement and student follow through. A few believed the program would be more beneficial with additional parent involvement noting that it seems to be more effective for those with reinforcement from home. There were those with mixed feelings about utilizing the program, especially about tracking sheets influencing student behaviors and academics. One teacher declared, "I have three students in my classes who regularly get a tracking sheet. For one the behavior was pretty good, one the behavior was still up and down, and the other student it did not seem to help at all." Other staff members had reservations about the CICO behavior education program, and/or believed it was not helpful for all students. "Out of the ten students who used the program in my class this year, one or two have improved behaviorally and academically. Most of the students stayed the same, declined or did not follow through." Another stated, "Some students see the forms but do not choose to change the behaviors, especially in places like the hallway or cafeteria."

Survey Question Two: "What was one of your greatest challenges in working with the CICO program?" The majority of the middle school teachers agreed the form needed to be rewritten to focus on certain classroom behaviors or reworded to concentrate on particular reoccurring issues. Many thought the time element involved before and after class with collecting, signing, and giving feedback created a problem with class procedures. One teacher stated, "Managing the time when filling out numerous (3-5) tracking sheets at the end of class left students arriving tardy after picking up their tracking sheet and lingering in the hall." Some teachers believed the program coordinators and participating students were not consistent enough in the program

utilization. One teacher stated, "Knowing who to expect a CICO sheet from every day. Kids seemed to decide midway to stop using the forms or are so inconsistent about it, I don't know who should and shouldn't have one." Another stated, "The kids have the tracking sheets with them, but the grade level coordinator in charge of making sure that the student had the sheet doesn't keep on it."

Survey Question Three: "What could we do better to make this program work more effective for the next year?" CICO student tracking sheet consistency, coordinator access to student information, and check in/check out meeting areas were major issues with most teachers. One teacher stated, "Provide CICO teachers and coordinators access to student information so teachers are not expected to provide progress notes and missing work." A few teachers remarked that student scores should truly reflect behaviors and academics so tracking sheets should address pertinent school issues. One teacher remarked, "The teachers must be sure the scores really reflect reality so that we're rewarding positive behavior and task completion." Another teacher wrote, "Change the form. I know we are trying to get the kids to following the universals but being more specific for a classroom is better." A few teachers suggested a reward system and an increase in parent responsibility and accountability. According to others, CICO should be a class teaching students behaviors, responsibilities and procedures with a quarterly grade.

Survey Final Statement: "Any additional comments would be greatly appreciated." The majority of teachers used this statement to commend the staff and coordinators for doing a great job, and trying to improve student/teachers relationships, improve student behaviors and academics, and change the school environment. One teacher wanted to address the importance of long term data and see the end results. Another teacher

thought it was a start in helping students become more accountable, and responsible for behavior, attitude, and academics. “The accountability placed on student by the adults of our building might be the only accountability certain kids have in their lives, including their home environment.”

Summary

The purpose of this study was to evaluate the influence the SWPBIS CICO BEP had on middle school student behaviors, office discipline referrals, and academic achievement, Fs, and GPA. The researcher coordinated the CICO BEP at a Saint Louis County middle school; implemented the program in grades six through eight; gathered daily numerical data about each individual student from his or her CICO tracking sheets, ODRs and academic achievement, Fs and GPA; and evaluated the data to determine student outcomes for the school year 2010-2011 from August through May. The researcher also gathered survey responses, suggestions, concerns and issues from teachers and students post-program in May of 2011 that offered additional insight and perceptions about the CICO BEP.

According to the data collected and analyzed, the CICO BEP implemented at a Saint Louis County middle school did not have a positive effect on student behavior as measured by the number of ODRs, or academic achievement as measured by the number of Fs on quarter report cards and quarterly GPA. Numerical data revealed only 10 students out of 32, or 31% of the students, had a decrease in ODRs as measured each school quarter, and only 12 students out of 32, or 38% of the students, had a decrease in Fs on his or her quarterly report card. Numerical data revealed only 16 students out of 32, or 50% of the 32 students, had an increase in GPA on his or her quarterly report card.

Student post-program surveys revealed the majority of students agreed the CICO program was a positive experience which helped them self-monitor academics and behaviors, and improved relationships with teachers and staff. Teacher post-program surveys revealed the majority of teachers agreed the CICO program had a positive influence on a number of student's behaviors and academics, and improved teacher/student communication.

Chapter Five: Conclusion and Discussion

Children and young adults, from kindergarten through high school, spend an average of seven hours a day at school learning to the best of their ability what they eventually need to survive in the real world. One daily concern, which research confirms negatively impacts student learning and the school environment as a whole, is disruptive student behaviors (Crone et al., 2010). While districts and schools are required to meet the needs of the students, they also have the responsibility of complying with federal and state regulations, laws, and standards. To assist schools in facilitating learning while curtailing disruptive issues, many schools are implementing systems, programs, and interventions to help support a safe productive learning environment (Sugai, 2009).

This research investigated the SWPBIS CICO BEP at a middle school in Saint Louis County, Missouri. The study examined the impact the SWPBIS CICO intervention implementation had on students at-risk of academic failure behaviors, as measured by number of ODRs, and academics as measured by the number of report card Fs, and quarterly GPA, as well as teacher and student perceptions of the program. From those students chosen to voluntarily participate, the researcher, who was the CICO program coordinator, obtained pre-program ODRs from the school office, and Fs and GPA from student report cards in October for the 2010-2011 school year. With this information the CICO program was implemented in October of 2010 through May 2011 which supplied information on the impact the SWPBIS CICO BEP had on students.

Findings and Implications

Quantitative data. The researcher collected information on the number of ODRs from student services and compared first quarter pre-program results with fourth quarter

post program results. Office discipline referrals were written to address problems teachers had with students or students had with peers in the school setting within the classroom, hall, cafeteria, or other locations. They were written for dress code violations, missing identification badges, improper language, defiance, disrespect, harassment, disruptive behavior, fighting, and other issues which developed when students, peers, and teachers interacted daily.

Statistical analysis of quarter data information using the t-test for difference between two means did not support the alternative hypothesis one, that there was adequate evidence to support the claim that the SWPBIS CICO BEP decreased the disruptive behaviors of students at-risk of academic failure by decreasing ODRs. First quarter October 2010 pre-program results yielded 56 ODRs; while fourth quarter May 2011 post-program results included 132 ODRs. The average per student in October 2010 was 1.93 ODRs; while the same students received on average of 4.12 ODRs in May 2011.

According to the data collected, pre-program first quarter of 2010, and post-program May 2011, the CICO program did not have a positive effect on the appropriate behaviors of the participating students as shown by a decrease in the number of ODRs. There are relationships which emerge when examining the data which show a pattern depending on the time of school year. The first quarter of the new school year has the least amount of referrals which could be due to new students on their best behavior, teachers prepared to handle a new year, and a new learning environment or atmosphere. The second quarter data of the 2010-2011 school year, predominantly November and December, displayed a dramatic increase from 56 referrals to 129 referrals. Students may

have become comfortable with their surroundings and the school environment which could cause an increase in disruptive behaviors. Teachers and administrators taught classroom and school expectations to which many of the students have difficulty following. Third quarter, January 2011 to March 2011, evidenced a drop in referrals from 129 to 82 for the participating students, which the researcher believes could be due to the second semester beginning and a new start. In the researcher's experience teachers and students often are energized from winter break and ready to begin the new phase of learning. The last quarter of school found the participating students with a substantial increase from 82 referrals to 132 referrals. In the researcher's opinion, those students who were unable to change their behaviors, learned disruptive conduct and poor academic performance have become routine and more prevalent as the year ends. On the other hand, teachers feel students should know the school's discipline policies, and behavioral and academic expectations, leaving them less tolerant to school disruptions as behavioral and academic expectations increase.

The researcher decided to collect, compare, and evaluate CICO ODR student data to overall school data to check for any similarities, differences, and/or patterns. During the year 2010-2011, the teachers and staff at this Saint Louis County middle school wrote 2,202 ODRs, of which 547 were sixth grade, 972 were seventh grade, and 683 were eighth grade. Of the total number of ODRs written during the year, 679 or 31% were written for disruptive student behaviors. The location for the majority of referrals, 1,653 or 75%, was the classroom. In the first quarter of the 2010-2011 school year 500 referrals were written. During the last quarter of the school year, or fourth quarter, the staff wrote 756 referrals.

The data for both whole school and CICO students illustrates a pattern that has developed within the school system, an increase in referrals written from quarter one to quarter four for disruptive behavior in the classroom. According to Sprague (2011), there is a strong correlation between academic failure and inappropriate or disruptive behavior which needs to be consistently addressed with fidelity. All school improvement programs need to utilize measurable goals and objectives while incorporating them into the school systems (Sprague, 2011). Each student should be assessed or screened for behavioral issues just as he/she is assessed for reading fluency, reading comprehension or math calculation (Frahm, 2009; Sprague, 2011). Teachers should receive help and support integrating new programs or interventions into existing practices (Sprague, 2011). All of these beliefs for successful program implementation generate issues concerning fidelity of use, program priority, time constraints, and sustained practices. The researcher believes teachers need more time, assistance, and education to incorporate new programs into an ever evolving and changing school environment. For programs to be sustainable, consistent, effective and successful, they need to be used by teachers, administration, and all staff with fidelity across classrooms, grades, and schools (Sprague, 2011). This is difficult for any school under the best of circumstances.

When teachers tackle disruptive classroom behaviors, they spend an average of five minutes addressing the problem, interacting with the student and then writing a referral. If each teacher writes one ODR a day, the students in the classroom lose 25 minutes of instructional time in a week, or 950 minutes a school year for 194 days. This is one teacher addressing one disruptive issue in one classroom per day. If there are 45 teachers in the school and each one writes an ODR for one student a day, then 225

minutes of instruction time are lost in a day, 1,125 minutes of instructional time a week, and 43,650 minutes of instruction in a school year or 194 days.

The researcher discovered that a student can spend an average of 40 minutes in the student services office per ODR. When taking this time into account, a student can miss an estimated 7,760 minutes of classroom instructional time a school year sitting in the office waiting for either a principal or assistant principal to attend to their issues, problems, or punishments. If 45 teachers write one referral a day, then 349,200 minutes of instruction are lost to ODRs. Data collected in this study revealed that many ODRs were written for the same students addressing the same issues throughout the entire school year. It might be more advantageous for the student, the school and the office to find an alternative method of addressing the problem instead of continually writing office referrals which do not seem to help or change the students' behaviors.

The researcher collected a count of the number of Fs from CICO student quarter report cards and compared first quarter pre-program results with fourth quarter post-program results. Statistical analysis of quarter data information using the t-test for difference between two means did not support the following alternative hypothesis three that there is adequate evidence to support the claim that the SWPBIS CICO behavior education program increased the academic achievement of students at-risk of academic failure by decreasing Fs on quarter report cards. First quarter October 2010 pre-program results indicated 57 Fs while fourth quarter May 2011 post program results yielded 60 Fs. According to this data, the CICO program did not have a positive effect on student academic achievement as measured by the number of Fs.

The investigator decided to compare the CICO results on Fs to overall school data on Fs to further analyze seeking similarities, differences, and/or patterns. During the 2010-2011 school year the total number of Fs earned by middle school students for core courses were 1,089 or 1.4 Fs per student. The number of Fs earned was 386 for first quarter, 220 for second quarter, 208 for third quarter, and 275 for fourth quarter. Comparing the CICO report card Fs results to whole school results did not show a similarity or a pattern. The CICO students earned a number of Fs which increased from first to fourth quarters from 57 to 60; while the number of earned Fs for the whole school went down from first to fourth quarters from 386 to 275. As Sprague (2011) reported in his article on PBIS, there is a strong relationship between academic achievement and inappropriate behaviors. Since the students participating in the SWPBIS CICO program are those students with the greatest percentage of inappropriate behaviors, it provides the conditions supported by literature for the expectation of their increase in the number of Fs.

The researcher gathered GPAs from CICO student quarter report cards and compared first quarter pre-program with fourth quarter post-program results. Statistical analysis of quarter data information using the t-test for difference between two means did not support the following alternative hypothesis two that there is adequate evidence to support the claim that the SWPBIS CICO BEP increased the academic achievement of students at-risk of academic failure by increasing GPA on fourth quarter report cards. First quarter October 2010 pre-program data resulted in a cumulative GPA of 40.80 for all participating students; whereas fourth quarter post-program resulted in a cumulative

GPA of 39.48 for all participating students. According to this data the CICO program did not have a positive effect on student academic achievement/GPAs.

The investigator decided to compare the GPA of CICO participants with those of all the students in this Saint Louis County middle school to further analyze seeking similarities, differences, and/or patterns. Of the data collected 16 students improved their GPA while 16 students did not improve their GPA. Of the 764 students attending this middle school during 2010-2011, 452 or 59% improved their GPA, while 312 or 41% did not improve their GPA. Comparing the CICO GPA results to whole school results did not show a similarity or a pattern. The number of CICO students who improved their GPA was 16 or 50%, while the number of students attending the whole school who improved their GPA was 452 or 59%.

Academically, the researcher believes far too many students are earning Fs in core curriculum subjects. Teachers differentiate, modify and adapt class work, assignments, and homework: they learn new skills, try alternative programs and interventions, and provide after school homework help and tutoring. Since research shows retaining students does not work to increase learning and improve student motivation, self-esteem and maturity, and middle school students understand this fact, the schools continually pass failing students on to the next grade level unable to change the direction of their learning (Holmes, 2006; Jimerson & Kaufman, 2003). To improve the learning outcome for these students, help schools meet state and federal standards, regulations and laws, and to advance American's standing in the world, the researcher believes it is important for schools to discover and implement research-based behavior interventions, programs,

and instructions so all students improve academically, perform at or above grade level and exceed where others have failed.

Qualitative data. In the first year of program implementation, over 50% of the participating middle school students who completed the survey questions believed the CICO BEP was a positive experience in which they were able to increase their responsibility, self-awareness, and self-monitoring and their grade level coordinators were readily available, prepared, helpful, organized, and well informed. The data from the SWPBIS CICO BEP did not demonstrate the program had a positive effect on student behaviors and academics, but many students agreed the program provided the initial steps to academic and behavioral improvement.

In the first year of program implementation, less than 50% of the teachers agreed the BEP had a positive effect on student behavior and academic achievement but slightly more than 50% of the teachers agreed the CICO program had a positive effect on the school's environment. Seventy percent of the teachers believed tracking sheets were an effective way for teachers to communicate with students and key to student success. Fifty percent or more of the teachers believed self-monitoring was an effective way for students to keep track of behaviors and academic achievement.

Teachers were divided about the success the intervention had on the students in their classrooms. Many of the teachers thought the program would be more helpful and the students more responsive if parents were additionally involved other than weekly. Other teachers believed the time element involved after class in filling out the sheets and communicating with the student, especially if there were numerous students, left little time to address any major problems or success, and still have the next class start on time.

Teachers understood the issues related to managing the intervention since this was the first year of implementation. Many thought the tracking sheet itself needed to be adjusted to concentrate on specific issues which affect student performance in the classroom and behaviors throughout the school. Some teachers believed a reward system of some kind might have bought more student buy-in and fidelity, if the students earned something more than good grades and a decrease in disruptive behaviors. Many realized a great degree of the program's success had to do with student and teacher buy-in, and student and teacher fidelity.

Recommendations

Based on program implementation and evaluation, the researcher recommends the following suggestions for the Saint Louis County middle school that participated in the study:

Administration support. It is the researcher's recommendation that for any school program to be successful it must have the approval and support of key school administrators. A program needs to be valued, accepted, and implemented with fidelity by all school personal (Sprague, 2011). If a school decides to incorporate a new program into the learning environment, but it does little to influence the teachers to accept the program, it is doomed for failure. If a program is expected to make a difference in the daily lives of students academically, emotionally, and behaviorally, the researcher believes that the administration needs to hold all the teachers accountable for program implementation; if not the individual teachers are left to decide the actions to be taken, the degree of participation, and the program's success.

Teacher fidelity. When implementing the SWPBIS CICO BEP at this Saint Louis County middle school, as with any program, it is important to use it with uniformity, commitment, and fidelity (Sugai & Horner, 1999; Sugai & Horner, 2002). Every staff member believed the program had possibilities and agreed to accept the responsibility of working with the CICO students but many had different ideas about their function, accountability, and obligation. Many of the upper grade level teachers believed it was the student's responsibility to utilize the program properly and with commitment to achieve success. It was not their role to regulate or monitor student involvement, tasks, or procedures.

As the year progressed, the program became part of the school routine as teachers and students became more familiar with the intervention and its schedule. One recommendation for continued implementation and added improvement would be for 80% or more of the teachers to recognize their responsibility and acknowledge that the program's success depends on complete fidelity of use and teacher continuous commitment and involvement. It would be the responsibility of key administrators to support the program and actively involve the teachers.

Behavior expectations. It is the recommendation of the researcher that behavioral expectations be defined simply, clearly, and positively. Behavioral expectations must be clearly taught within the school context. In the researcher's experience appropriate student behaviors, once taught, must be regularly recognized and behavioral supports must be based on student need and intensity. Positive teacher/student interactions are needed to build and maintain a productive, supportive and safe school environment.

Student involvement. Since this is the first year of the SWPBIS CICO BEP implementation, the researcher observed that many of the students balked at participating in a program which singled them out from their peers. In the beginning of program implementation, many of the students found it difficult to remember to check in/check out, hand classroom teachers tracking sheets, get signatures and/or feedback, and provide parents with weekly summaries. They lost and destroyed tracking sheet folders, arrived late to class blaming it on the previous teacher, did not check out if they did not earn points, and depending on how well school was going, tried any number of ways to use the program to their collective benefit. After a full quarter of implementation, the researcher found CICO students still made unacceptable behavior decisions, refused to act appropriately, thought they were the life of the classroom, and ended up in the office with numerous referrals, with academics still an afterthought.

The researcher recommends that the SWPBIS CICO BEP begin with a full class on the program, procedures, implementation, and expectations for teachers and students. It would be helpful if there was time at every other grade level meeting to discuss issues or problems with teachers about students and the program, and listen to any recommendations. The coordinators could use a homeroom class weekly to work with CICO students on goals, work completion, problems, and suggestions. Those students, who continually and repeatedly have behavior issues and failing grades, should quickly advance to a tier three intervention for immediate assistance.

Involve parents. The program itself involves parents from the beginning by asking for their permission for their son or daughter to participate in the CICO program. Parents received the initial information about the program and received weekly summary

sheets about points earned, goals, missing assignments, and teacher comments to be signed and returned. During parent/teacher conferences, many parents came to talk about the CICO program, their student's involvement, and discussed additional ways to provide help. The researcher believes it would be advantageous for the program to find other ways to involve parents with monthly meetings, newsletters, and frequent calls home so students know everyone is working toward the same goals.

Program effectiveness. The research data revealed the program coordinator spent an average of four hours a week on the SWPBIS CICO BEP paperwork and meetings. Grade level coordinators spend approximately five minutes each day with a CICO student checking in/checking out besides all the extra time addressing behaviors and issues related to the program. When a coordinator has 20 or so students that he or she meets with daily, this can take up a great deal of time. This is in addition to teaching classes, attending meetings, working closely with team members, and performing all the other essential tasks which keep a school functioning at its best. It would be helpful to make this one of the viable school programs and give these coordinators weekly time to meet, discuss the essential issues, and work together as a team so each person's work-load might be slightly lighter.

Update program. The researcher observed students had difficulty finding their grade level coordinators at check in, which created the problem of students arriving late to class. The grade level coordinators decided to meet the students in the cafeteria or gym so the folders transferred hands quickly and efficiently. In the beginning the students carried individual tracking sheets daily, and too many of the sheets were lost or left in a classroom. The team decided to place a week's worth of sheets in a folder with

CICO and the student's grade level and name visible on the folder. This increased the return of the folders and made the students more responsible. During the year a number of staff members wanted the behaviors on the tracking sheets to be more specific and detailed to address certain classroom behaviors. The team decided the idea had merit and changed the descriptions to coordinate with the universals. Teachers suggested the CICO team place work completion on the Monday tracking sheet so those involved would know if the student had missing assignments from the previous week to work on or make up. The team believed this would be helpful for the student, teachers, and parents so the change was added. The researcher recommends constantly adjusting the program to meet the needs of the students and teachers, and try innovative and creative adjustments to improve student outcomes and productivity. Successful school-wide programs and interventions require creating continuous modifications and adaptations, and effective approaches for assessment, decision making, and improvement.

Student progress reports. During the data collection phase of the study, grade level coordinators requested a copy of each student's progress report to work on missing assignments since an important part of the program is based on academics. This would make academic student improvement much easier if the coordinators had access to student progress reports for the explicit reason of helping the CICO students with work completion or concept understanding.

Implications for Other School Settings

The purpose of this investigation was to address the implications of effectively utilizing the SWPBIS CICO behavior education program. Some of the lessons learned in this research may have implications for other schools using this same program.

Before beginning this investigation, the researcher believed one person could effectively run a program, teach staff and students, inform and communicate with all involved, and collect and evaluate all data. The study revealed this process took a committed team to run the program. By utilizing the best of others, the CICO intervention worked skillfully and capably considering this was the first year this middle school employed the program. It was important when implementing this program to always work with available staff as a supportive and effective team.

Asking staff members for suggestions and feedback, and listening to student's comments was one way to make improvements in the CICO program. Sometimes a program may need to be modified or adapted to meet the needs of the school or the students. The program coordinator found the changes made during implementation to be beneficial.

According to the data, the SWPBIS CICO BEP did not effectively decrease ODRs nor did it increase academic achievement as expected but there were certain results which the researcher and program team did not foresee. Before the end of the first week of the 2011-2012 school, 11 of the original sixth grade CICO students asked the program coordinator if he or she could be in the intervention for seventh grade. Three of the original CICO sixth grade students asked if their brothers, who just began attending this middle school, could participate in the program; one student even commented that his brother needed it more than he did. One sixth grade student who just finished a year of the program wanted to make sure he could participate now in seventh grade. "Don't forget about me," he said. As the researcher noted in Chapter 2, research confirms appropriate teacher/student relationships within a school setting can change the course of

a student's behavior and academic achievement while promoting self-esteem, self-confidence, and self-motivation (Rimm-Kaufman, 2011).

The researcher learned through actively implementing the CICO program to always utilize plastic folders when possible. The team started with regular paper folders but they tore during the first month of use but once the team employed the use of plastic folders, they lasted all year. The use of the colorful, plastic folders made the program easier to run by holding a week's worth of tracking sheets, and made the folders easier to recognize and return to a student when misplaced and/or lost at a very minimal cost.

Recommendations for Future Research

This research investigation implemented and evaluated the SWPBIS CICO BEP at a Saint Louis County middle school. It would be helpful to expand this program to all the elementary schools and the other middle school for future research into understanding short term and long term effects, even though the program was not successful in the first year of implementation. Expanding the program would answer further research questions related to: most effective school setting; most constructive short and long term results; the effect of class size, number of classes, number of teachers, and student population; the results of administration support, coordinator and teacher fidelity; the effect of continuous implementation; and the effect continual student involvement has on behaviors and academics. Whole school issues which could be examined during the next study are as follows: coordination of student behaviors and whole school issues; the relationship between time of year and influx of office discipline referrals; additional outside issues involved in student behaviors; and parental involvement.

Summary

This investigation examined the influence the implementation of the SWPBIS CICO BEP had on at-risk student behaviors as measured by a decrease in ODRs and academic achievement as measured by an decrease in Fs on quarter report cards and an increase in GPA. According to data collected and examined for the 2010-2011 school year, the program was not successful in increasing appropriate student behaviors as measured by a decrease in ODRs or increasing academic achievement as measured by a decrease in Fs on quarter report cards and an increase in GPA. Finding ways to implement the program with administration support, teacher fidelity, and student buy-in could improve the outcomes of the intervention. In addition, implementing the program long term and tracking student achievement and behavioral data could possibly help in obtaining the desired results; a decrease ODRs and an improvement in academic achievement for those students who are especially at-risk of academic failure.

The SWPBIS CICO BEP has been implemented in schools throughout the United States with outstanding results, but unfortunately the result of this study went against the current research. This researcher believes all students deserve the best possible learning environment education can provide; it is simply finding the right method to afford the best results.

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APPENDIX A

CICO Check In/Check Out BARK Program

Student:	**Date: _____**
2 = Excellent **(No reminders)** **1 = Good (1-2 reminders)** **0 = Not Met (3+**	

Category Hour	Safe	Respectful Treats others well	Responsible Prepared On time	Cooperative Works well in class	Kind Kind words and actions	Work Comp	Homework Assigned
1st	2 1 0 Comments	2 1 0	2 1 0	2 1 0	2 1 0	Yes/no	Yes/no
2nd	2 1 0 Comments	2 1 0	2 1 0	2 1 0	2 1 0	Yes/no	Yes/no
3rd	2 1 0 Comments	2 1 0	2 1 0	2 1 0	2 1 0	Yes/no	Yes/no
4th	2 1 0	2 1 0	2 1 0	2 1 0	2 1		

	Comments				**0**	**Yes/no**	**Yes/no**
5th	**2 1 0** **Comments**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**	**Yes/no**	**Yes/no**
6th	**2 1 0** **Comments**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**	**Yes/no**	**Yes/no**
7th	**2 1 0** **Comments**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**	**Yes/no**	**Yes/no**
8th	**2 1 0** **Comments**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**	**Yes/no**	**Yes/no**
Total:							

Comments

APPENDIX B

Check In/Check Out

BARK Weekly Summary

Student:

Week of:

Daily Points: **Mon:**
Tues:
Wed:
Thurs:
Fri:
Total:

Goal this week:

Assignments Due:

Teacher Comments:

Student Signature_____

Parent Signature_____

Parent Comments:

APPENDIX C

Tier 2 Support Process

List secondary or Tier Two team.

_____

_____

_____

_____

_____

List staff involved as coordinators planning for students in need of secondary support.

What current data sources are used to identify students who are non-responders to universal tier one SWPBIS prevention procedures?

What universal screenings are used to identify students for tier two interventions?

What procedures are available for requesting support for students at tier two? Are the staff/parents aware of their role in the process?

Which data based processes are in place for indentifying students in need of behavior supports:

- ❒ Screening
- ❒ Nomination or referrals
- ❒ ODRs
- ❒ Observations
- ❒ Progress Monitoring
- ❒ Grades on quarter report cards
- ❒ Other:

_____

How is information on the number, procedures and progress of students receiving tier two interventions communicated across faculty?

List the current academic and behavior supports your school currently has in place:

Intervention	How are students referred/identified?	What staff/faculty are involved?	What generalization procedures are in place?	How is progress monitored and outcomes measured?

(Newcomer, 2009)

APPENDIX D

Student At-Risk Referral/Nomination Form

General Information

Student Name:_____

Referring Teacher:_____

Date of Nomination:_____

Reason for Referral (Primary Concern)

Academic_____ Behavioral_____

Emotional_____

Check all applicable concerns:

- ❒ Student is not passing two or more core classes.
- ❒ Student does not master academics at same rate as peers.
- ❒ Student does not complete assignments/ homework.

- ❒ Student is often missing needed materials for class.
- ❒ Student is withdrawn and/ or disengaged from school.
- ❒ Student has three or more office referrals/ detentions.
- ❒ Student's inappropriate behavior interferes with friendships and/ or academics.
- ❒ Student is socially isolated.
- ❒ Student is experiencing circumstances that may impact performance.

Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional or other factors that you think negatively impact the student's performance.

_____

_____

_____

_____

_____

How does this student's academic skills compare to those of the average student in your classroom?

_____

_____

In what settings/situations does the problem occur most often?

_____

_____

In what settings/situation does the problem occur least often?

_____

_____

What are the student's strengths?

_____

_____

What have you already tried to resolve the problem?_____

_____

_____

How did it work?

_____

When did you start the intervention?_____

_____

_____

When did you end the intervention?_____

_____

Nomination Form Received by: _____

Date of Form Received: _____ Date of Student Review: _____

Recommendations:

❒ Refer student to Student Support Team

❒ Place student in a Targeted Intervention

_____ Check in Check Out

_____ Organizational Skills

❒ Refer student to School Social Worker

❒ Other:
_____

Notified Parents by: ☐ Phone ☐ E-mail ☐ Mail Initials: _____

Date:

(Newcomer, 2009)

APPENDIX E

Student Cumulative Record Review

Student:_____

Current Grade:_____

Current School:_____

Reviewed By:_____

Date:_____

Attendance

Attendance	Grade 6	Grade 7	Grade 8	Total
Tardy				
Absent				

Has the student been retained?_____

What grade?_____

Support the student is receiving or has received:

- ❒ Special Education services_____
- ❒ 504_____
- ❒ Counseling_____
- ❒ ELL services_____
- ❒ After school programs_____
- ❒ Other_____

Notes or concerns:

_____

_____

_____

_____

_____

_____

_____

Discipline Review

	Referrals	Source: hall, gym, lunchroom, classroom
ODR's to date		
Detentions		
Suspensions		

Health Concerns:_____

_____

_____

_____

_____

Medications:_____

_____

_____

_____

Academics

Curriculum	Grade 6 1st quarter	2nd	3rd	4th	Grade 7 1st quarter	2nd	3rd	4th	Grade 8 1st quarter	2nd	3rd	4th
Reading												
English												
Social studies												
Math												
Science												
Encore												
Encore												
Other												

(Newcomer, 2009)

APPENDIX F

Check In/Check Out program

(Believe, Achieve, Results, Keep it Up)

Purpose: Increased collaboration between school and home and increased opportunities for self-management.

Who Benefits:

Students who need:

- Adult Attention
- Encouraging adult relationships
- Replacement behaviors
- Increased pre-corrects and prompts for Shining Star Expectations
- School/Home communication (BARK report)

Not appropriate for:

Students who:

- Have violent behaviors
- Referrals are context driven (ex. Multiple referrals from one teacher or one location)

Adjust the reinforcement to match the function:

- Adult attention: Check in with adult, teacher and parent
- Peer attention: Use peer interaction or activity as earned reinforce
- Escape/Avoid: Use time out pass, a predetermined signal
- Lack of academic or organizational skills: consider Organization Check Up as targeted intervention

Basic Approach:

1. Define Shining Star Expectations
2. Teach the expectations (looks like, sounds like, feels like)
3. Build a regular program of checking in and checking out with adults
4. Create and employ consequences for problem behaviors across school and home
5. Gather data (BARK Reports) for ongoing evaluation and adaptation

<u>Roles</u>

Teacher:

- All BARK Club Members will be given a laminated pass to attach to their ID
- Allow student to pick up Bark sheet at the beginning of the day at designated area

- BARK report distributed to BARK Club Members 1st Hour Daily
- BARK report filled out hourly by classroom teachers
- One comment reinforcement given to student at the end of the class period along with the BARK report (ex. "You did a great job with staying seated today. Keep it up!")
- Allow student to go to designated classroom at end of day

APPENDIX G

Check In/Check Out Tier 2 mentoring program responsibilities

Teacher Responsibilities

- Provide students with positive, constructive and, if possible, immediate feedback
- Establish a management system of bringing folder to classes/encores

- Allow student to come to BARK Club on his/her arrival and at the end of day at 2:12 pm
- Offer pre-corrects before problematic times of day
- Attend periodic Check In/Check Out meetings
- Provide feedback to coordinators about program
- Communicate to students the behaviors that need to be seen

Student Responsibilities

- Ask for feedback in appropriate ways
- Accept feedback appropriately
- Recognize and change behavior when patterns appear
- Use BARK Club tracking sheet by picking up in morning, giving to all teachers, returning at the end of day

Parent Responsibilities

- Discuss day with child nightly
- Communicate with coordinator or teacher when necessary
- Ask for weekly/monthly tracking sheet, go over it with child, sign and have child return the following day

Check In/ Check Out Coordinator Responsibilities

- Provide teachers with extra BARK tracking sheets in case of coordinator absences
- Calculate percentages and graphs, use data to monitor and track progress
- Be encouraging with students, give students feedback and suggestions on how to change their behavior resulting in more goal meeting
- Communicate with parents about progress
- Be organized and dependable
- Communicate individual progress at monthly meetings
- Work with students on monthly goals and provide incentives to students for making goals
- Train students/teachers how to participate in the Check In/Check Out program

APPENDIX H

Check In/Check Out
BARK Club Parent Letter
Believe, Achieve, Results, Keep it Up!

Dear _____,

Your child has been chosen to participate in a program at Middle School called CICO/ BARK Club (Believe, Achieve, Results, Keep it up!). This program is being run by our SWPBIS Team (Positive Behavior Intervention and Support) to better support those students identified as needing a little extra help in following Middle's Five Shining Star Behaviors. The program aims to: provide your child with daily positive adult interactions, help your child identify and modify their own behavior, and help your child develop better coping skills if needed.

Your child will start and end each day by meeting briefly with the SWPBIS grade level coordinator. Each morning your child will "Check-in" and get a BARK Report/tracking form that will help them to remember to follow the Five Shining Star Behaviors: Be Safe, Be Respectful, Be Kind, Be Responsible, and Be Cooperative. Your child will also pick one specific goal to work on each month. Our Staff will indicate on this chart how your child does throughout the day. Each afternoon, your child will "Check-out" with the same PBIS grade level coordinator. We will assist him/her in making sure he or she has everything needed to complete homework assignments. His/her BARK Report will be reviewed. Every Monday you will receive a summary sheet reviewing the previous week. It needs to be signed by you and your child and returned by your child the next day. At the end of the month you will receive a summary sheet reviewing the previous month. It also needs to be signed by you and your child and returned by your child the following day.

We are excited about this program and think that it will have a positive impact on your child. With parent support and reinforcement this will help your child reach the expectations at home as well as at school. We are hoping that this program will allow

your child to know that there are many supportive adults at school and home. Our goal is to provide your child a positive outlook about coming to school.

We are planning to start this program on_____. Please ask to see your child's BARK summary report the following week. If you have any questions, or would like additional information, please feel free to contact _____ (BARK Club Coordinator) at 314-493-6200 ext. 2126.

We appreciate your continued support.

Sincerely,

_____, BARK Club Coordinator

APPENDIX I

Lindenwood University

School of Education

209 S. Kingshighway

St. Charles, Missouri 63301

Informed Consent for Parents to Sign for Student Participation in Research Activities

Check In/Check Out (CICO) behavior education program

Principal Investigator __Barbara Zaegel_____

Telephone: 314-493-6200, x 2126 E-mail: bmz416@lindenwood.edu

Participant (please print name) _____

Parent Contact Information_____

You child is invited to participate in a research study conducted by Barbara Zaegel under the guidance of Dr. Lynda Leavitt. The purpose of this research is to evaluate the Check In/Check Out program to improve at- risk student behaviors/decrease office discipline referrals, increase homework completion and improve academics/GPA.

Your child's participation will involve being voluntarily invited to join Check In/Check Out program. This program will be evaluated at a public middle school in St. Louis County and will involve at-risk students, their parents, teachers and administration.

a. Approximately 120 students, teachers and school administration will be invited to be involved in this research and evaluation.
b. The amount of time involved in your child's participation will be one school year using daily school time and after school activity time.
c. There are no anticipated risks to your child associated with this research and evaluation.

Your child's participation in this research and evaluation may benefit him/her by providing him/her the motivation to improve his/her school behaviors and academics through teacher/student communication, grade-level coordinator/student communication and teacher/student monitoring. Your child's participation may contribute to the body of knowledge about at-risk students and appropriate behavior education programs especially the Check In/Check Out program.
Your child's participation is voluntary and you may choose to not let your child participate in this research study or to withdraw your consent for your child's participation at any time. Your child may choose not to fill out the survey or may choose not to fill out some of the statements. You or your child will NOT be penalized in any way should you choose not to let your child participate.

I will do everything I can to protect his/her privacy and for your child to remain anonymous for the purposes of this research. There will be no audio recording or videotaping. All materials will be kept confidential and locked in a safe location. After completing my research, I will not use any child's names or identifying information. Your child's identity will not be revealed in any publication or presentation that may

result from this study and the information collected will remain in my possession in a safe location.

If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Barbara Zaegel (314-493-6200, x 2126) or the Faculty Advisor Dr. Lynda Leavitt (636-949- 4756). You may also ask questions of or state concerns regarding your child's rights as a research participant to the Lindenwood University Office of Research Administration, at 636-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my child's participation in the research described above.

Parent's/Guardian's Signature	Date	Parent's/Guardian's Printed Name

Child's Printed Name

Signature of Investigator	Date	Investigator Printed Name

APPENDIX J

Date_____

Team_____

Dear _____,

Here is a list of student(s) who report to BARK Club on a daily basis who are on your team. He/she will be carrying a BARK pass to report to me before school begins to get organized for the day ahead and at the end of the school day to see how it went and what is needed to take home. Please use and make sure they have a TRACKING SHEET which they will carry from class to class to report behaviors, daily problems and successes, and academic school work and homework. I will need a progress report whenever you provide the student(s) on your team one so that together, the student and I can make up assignments and stay on top of behaviors and academics. I am also placing a copy of teacher/student/parent/coordinator responsibilities so you can understand this program and all the tasks, especially what is expected of the student(s). Please, if you have any questions, do not hesitate to e-mail or call me. I am here to help all participating in this program. Thank you so much for your time and consideration.

Sincerely,

APPENDIX K

Lindenwood University

School of Education

209 S. Kingshighway

St. Charles, Missouri 63301

Check In/Check Out (CICO) behavior education program

Teacher Consent Letter

Principal Investigator __Barbara Zaegel_____

Telephone: 314-493-6200, x 2126 E-mail: bmz416@lindenwood.edu

Participant (please print name) _____

Contact Information_____

You are invited to participate in a research study conducted by Barbara Zaegel under the guidance of Dr. Lynda Leavitt. The purpose of this research is to evaluate the Check In/Check Out program to improve at- risk student behaviors/decrease in office referrals/increase in homework completion and improve academics/increase in GPA.

Your participation will involve being invited to take part in the Check In/Check Out program. Each participant will receive a journal in which reflections will be recorded regarding student behavior and academics. This program will be evaluated at a public middle school in St. Louis County and will involve at-risk students and their teachers.

a. Approximately 50 students and 50 teachers will be invited to be involved in this research.
b. The amount of time involved in your participation will be one school year.
c. There are no anticipated risks associated with this research and evaluation.

Your participation in this research and evaluation may benefit you by providing the motivation to improve student's school behaviors and academics Your participation may contribute to the body of knowledge about at-risk students and appropriate behavior education programs especially the Check In/Check Out program.

Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. Your may choose not to fill out the survey. You will NOT be penalized in any way should you choose not to participate.

I will do everything I can to protect your privacy. There will be no audio recording or videotaping. All materials will be kept confidential and locked in a safe location. After completing my research, I will not use any names or identifying information. Your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in my possession in a safe location.

If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Barbara Zaegel (314-493-6200, x 2126) or the Faculty Advisor Dr. Lynda Leavitt (636-949- 4756). You may also ask questions of or state concerns regarding your rights as a research participant to the Lindenwood University Office of Research Administration, at 636-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature	Participant's Printed Name
Date	

Signature of Principal Investigator	Date	Investigator Printed Name

APPENDIX L

You've been BARKED!

Please report to

_____ in _____

each morning to check in

upon arrival to school.

Please report to

_____ in _____

each afternoon to check out

at 2:10 pm.

APPENDIX M

Check In/Check Out

BARK Club Contract

Believe, Achieve, Results, Keep it Up!)

I, _____, agree to work on this goal this month.

1. _____

I will work with _____ to keep track of my progress.

I will try hard to do my best to meet this goal every day.

(Signature of Student)

I will do my best to help _____ meet his/her goals every day.

_____ _____ _____

(Signature of Coordinator) (Signature of Parent) (Signature of Teacher)

APPENDIX N

CICO Self-Assessment

Component of CICO	In Place	In Progress	Not in Place
Faculty and staff commitment			
Team defined and functional			
School-wide SWPBIS operational			
Process in place for student identification			
Daily point sheet/tracking sheet developed			
School/home procedure defined			

Consequences and rewards organized			
Process in place for data organization, evaluation and usage			
Student morning check in routine created			
Teacher CICO routine created			
Student afternoon check out routine created			
School/home/parent routine created			
CICO team meeting schedule, process and procedures in place			
Plans in place for student success and failure			

APPENDIX O

Student Office Discipline Referrals School Year 2010-2011

Before Program After Program Implementation

Student	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	0	3	1	2
2	0	4	3	7
3	2	4	1	4
4	3	7	5	6
5	0	1	1	3
6	0	5	6	12
7	2	1	2	3
8	2	9	4	15
9	3	6	5	4

10	5	9	2	0
11	6	11	5	0
12	4	2	3	0
13	4	6	4	3
14	1	3	2	3
15	3	3	6	14
16	1	0	1	0
17	1	1	2	3
18	3	6	6	0
19	0	6	7	9
20	3	5	4	5
21	1	3	1	4
22	2	5	0	6
23	2	0	1	3
24	1	8	2	8
25	2	4	0	4
26	1	2	0	2
27	4	6	2	8
28	0	0	1	3
29	0	2	3	0
30	0	7	0	0
31	0	2	1	0
32	3	7	5	6
Total	56	129	82	132

Note: Information derived from office discipline referrals school year 2010-2011.

APPENDIX P

Fs on Student Quarter Report Cards Year 2010-2011

Before Program After Program Implementation

Student	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	2	2	1	1
2	0	4	6	6
3	2	1	5	1
4	0	0	4	5
5	3	3	2	3
6	0	2	1	2
7	0	0	4	3
8	1	2	1	2

9	0	1	1	0
10	6	4	4	4
11	2	4	0	2
12	4	3	1	2
13	3	5	3	4
14	2	3	3	2
15	1	1	0	1
16	0	1	3	1
17	0	0	0	0
18	5	3	5	3
19	0	2	1	3
20	3	2	1	1
21	2	4	3	3
22	3	5	2	4
23	2	3	3	0
24	0	2	3	3
25	1	4	2	2
26	0	2	2	2
27	0	3	2	2
28	5	5	4	4
29	4	5	5	2
30	1	3	1	0
31	2	0	0	1
32	3	2	1	2
Total	57	81	67	60

Note: Information derived from quarter report cards school year 2010-2011.

APPENDIX Q

GPA on Student Quarter Report Cards 2010-2011

Before Program After Program Implementation

Student	Quarter 1 Gathered 10/10	Quarter 2 Gathered 12/10	Quarter 3 Gathered 3/11	Quarter 4 Gathered 5/11
1	1.26	1.60	1.68	1.56
2	0.88	0.60	0.32	0.08
3	1.20	0.88	0.80	1.64
4	0.40	0.92	0.76	0.72
5	0.72	0.93	0.76	0.84
6	1.92	1.20	2.36	1.40

7	1.66	1.90	0.43	0.60
8	1.61	1.42	1.23	0.90
9	2.00	1.45	1.81	2.31
10	0.20	0.28	0.57	0.38
11	1.00	0.90	2.13	1.13
12	0.78	0.78	1.13	1.18
13	0.59	0.45	0.72	1.36
14	1.31	0.95	0.77	1.04
15	2.00	2.04	1.88	1.52
16	1.80	0.85	0.54	1.54
17	2.20	2.20	2.30	2.46
18	0.64	0.42	0.24	0.52
19	1.44	1.40	1.52	0.60
20	0.52	1.72	1.40	1.84
21	1.40	1.12	1.28	1.04
22	0.63	0.09	0.86	0.36
23	1.86	0.90	0.86	2.36
24	2.80	0.85	0.66	0.90
25	1.56	1.08	2.20	1.44
26	1.63	1.04	1.18	1.50
27	1.86	1.04	1.50	2.36
28	0.18	0.36	0.50	0.40
29	0.47	0.19	0.14	0.95
30	2.04	1.28	1.64	2.00
31	1.04	1.66	1.23	1.47
32	1.20	2.10	2.10	1.08
Total	40.80	34.60	37.50	39.48

Note: Information derived from student quarter report cards year 2010-2011.

APPENDIX R

CICO Student Point Information Year 2010-2011

After Program Implementation

Student	Quarter 2	Quarter 3	Quarter 4
1	1,440	705	636
2	-	910	1,530
3	779	996	1,351
4	-	-	1,068
5	814	1,540	2,061
6	-	500	1,158
7	1,647	392	73
8	-	1,060	1,838
9	-	1,288	1,581
10	-	409	526
11	-	812	2,141
12	-	405	876
13	-	1,314	952
14	-	693	1,393
15	1,841	875	1,031
16	-	-	1,151
17	2,449	1,627	567
18	1,260	1,027	698
19	-	862	866
20	-	-	263
21	-	780	471
22	-	739	817
23	-	374	218
24	-	278	143
25	-	1,257	692
26	832	1,105	895
27	-	420	572
28	-	210	257
29	-	854	1,242
30	-	997	736
31	930	344	1,378
32	-	695	360
Total	11,992	23,498	29,541

Note: Information derived from CICO tracking sheets school year 2010-2011.

Vitae

Barbara M. Zaegel was born in 1950 in Saint Louis, Missouri. She graduated from The Academy of the Visitation in 1969. Barb began her college education at Saint Louis University in 1969 but left in December of 1970. She continued her college education by attending the University of Missouri in 1994 and received a degree in special education. In 1996 she was granted membership in the National Honor Society for outstanding scholastic achievement and excellence. In April of 1999 Barb received the Outstanding Senior Award from the University of Missouri. She graduated Summa Cum Laude with a Bachelors of Science in Education/Special Education in 1999. In August of 1999, she became a member of The Honor Society of Phi Kappa Phi.

In 1999 Barb began working for Special School District of Saint Louis County in the Ritenour School District at Hoech Middle School for sixth grade students with special needs. She graduated with a Masters of Arts in Teaching from the University of Saint Mary in Leavenworth, Kansas in May of 2004. In 2004 Barb decided to find alternative ways to help the students and their families at Hoech Middle School by founding a not-for-profit corporation called Hoech Helping Hands. In the last eight years the corporation has helped over 100 families and collected over $6,000. In 2004 Barb received the 2004 Make a Difference Award from Ritenour School District. In 2007 Barb began her Doctorate Program at Lindenwood University.