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TEACHER PERCEPTIONS OF THE SOCIAL VALIDITY
OF THE PEACEABLE SCHOOLS MODEL

by

Rachelle Marie Pieper

A thesis submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Educational Specialist

Department of Counseling Psychology and Special Education

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BRIGHAM YOUNG UNIVERSITY

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ABSTRACT

TEACHER PERCEPTIONS OF THE SOCIAL VALIDITY OF THE PEACEABLE SCHOOLS MODEL

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The purpose of this study was to evaluate the social validity of the Peaceable Schools model, which includes positive behavior support and social skills training. Data were collected through subjective evaluation using an open-ended survey given to teachers at two secondary schools. Results show that teachers perceived evidence of social validity in the areas of social significance, comprehensiveness, relevance, treatment integrity, and social acceptability. While weaknesses were also expressed in the areas of social acceptability, feasibility, and practicality, teachers perceived overall improvement in students' social skills and saw more strengths than weaknesses. Outcomes suggest that the Peaceable Schools model has social validity evidence and through proactive means is effective in meeting its goals to decrease the need for reactive discipline.

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Chapter 1: Introduction

Lack of social competence of students in school settings has become a highly relevant topic for educators for a variety of reasons. Alerts about lack of social competence have come in the form of school shootings, anti-social behavior, and disrespect for others. Managing problem behaviors or lack of discipline can be described as the most persistent and troublesome problem for educators. Behaviors such as physical aggression, possession of weapons, gang membership, drug use, and various forms of abuse and harassment are prevalent in schools (Colvin & Kameenui, 1993). Teens with depression, excessive life stress, conduct disorder, abuse experiences, divorced parents, eating disorders, bipolar disorder, or substance abuse problems are at greater risk for suicide (The Nemours Foundation, 2006). Students with emotional concerns or stressors often bring problems to school and are in need of school-based interventions that focus on developing social competence. As these problems continue and, in some cases, worsen, educators become more aware of the need for proactively addressing concerns.

With the support of school administrators, Brigham Young University (BYU) developed the Peaceable Schools (PS) model, which seeks to proactively decrease problem behaviors in schools using research-based methods. The model has many school-wide components that were created according to principles of Positive Behavior Support (PBS; Sugai, Horner, Dunlap, Hieneman, Lewis, Nelson, et al., 2000). Daily or weekly social skills training (SST), poster reminders, praise notes to students, teacher training, and targeted lessons for students who are at risk for emotional or behavioral disorders are emphasized in this model. The model is currently implemented in several schools. Evidence of the model's social validity has been found in elementary schools

(Norman, 2005). Research is currently needed to investigate whether there is evidence of social validity when the model is implemented in secondary schools. There is also a need for more research on SST in secondary schools.

The PS model presents an instruction-based, behavior-specific, and proactive means of preventing problem behavior. There is a lack of empirical evidence of the effectiveness of the model at the secondary level. The purpose of this qualitative case study was to investigate whether teachers find the PS model socially valid for students at a middle school and junior high school through surveying teachers for their perspectives on the program. Teachers' responses were sought regarding the ways they were satisfied with the program and how they would prefer to see changes in the future. The research also addressed whether teachers perceived changes in students' social skills as a benefit of the model in their schools.

Chapter 2: Literature Review

Positive Behavior Support

With the rise and continuation of problem behaviors among students in schools, educators are seeking better solutions for managing behavior problems. In the past, punishment has been a means of reducing problem behaviors. As punishment, school personnel have used loss of privileges, detentions, notes home to parents, suspensions, and other punitive measures (Colvin & Kameenui, 1993). Colvin and Kameenui advised that school administrators change their traditions of reacting to negative behavior with harsh or demeaning punishments. Administrators should be cautious about using punishments such as penalties, loss of privileges, detention, suspension, corporal punishment, and expulsion; these punishments generally do not serve to teach better ways of behaving, but may create feelings of resentment or frustration in students. Students may view these strategies as punitive and may actually increase in the amount and severity of their negative behaviors. A proactive means of managing behavior seems to show more positive results in the schools (Safran & Oswald, 2003).

Description of positive behavior support. Positive Behavior Support (PBS) is one identified method of avoiding harsh disciplinary techniques and teaching behavior-specific social skills in ways that are most effective for school-aged children. A goal of PBS is to be proactive, by preventing problem situations before they occur or escalate, while also teaching appropriate alternative behaviors. PBS evolved from Applied Behavior Analysis (ABA) but is more collaborative, holistic, and positive in its approach (Safran & Oswald, 2003). ABA involves identifying the function of a problem behavior and then making an attempt to change the behavior by targeting its function through the

use of consequences, either positive or negative. PBS uses the same ideology of providing consistent consequences for behaviors; however, before targeting specific behaviors, PBS first uses a school-wide, preventative approach. In this way, PBS is a means of proactively targeting potential behavior problems. Through principles of PBS, schools may be able to avoid some of the problems that stem from poor social competence in students, rather than only reacting to the ineffective behaviors after they occur. In this way, PBS is a means of preventing negative behavior among students, rather than only providing a consequence when the problem behavior has already happened.

The social validity of a PBS program or model is a primary consideration. For a program to show evidence of social validity, it should be shown to be comprehensive, durable, and relevant (Sugai et al., 2000). Lane, Beebe-Frankenberger, Lambros, and Pierson (2001) recommended that a program also show evidence of social acceptability and social importance to be socially valid. If a program is not socially valid, then it is not effective in meeting its goals. Christensen, Young, and Marchant (2004) demonstrated the social validity of one PBS plan including self-monitoring, support mediated by teachers and peers, and positive reinforcement. Evidence of social validity was found; students who were at-risk showed immediate improvements in their socially appropriate behavior in the classroom and these improvements were maintained as reinforcement was decreased. Kincaid, Knoster, Harrower, Shannon, and Bustamante (2002) stated that PBS has been widely effective in changing behaviors for some time. However, it is necessary that the significant outcomes of PBS programs be measured and improvements of quality of life and social validity be documented.

Levels of application in a school environment. In implementing PBS in a school, there are four levels at which research has shown effective outcomes. These levels are (a) school-wide, universal supports; (b) specific settings (non-classroom, such as hallways or the cafeteria); (c) classroom-specific; and (d) individual students (Safran & Oswald, 2003). The fundamental principles of PBS can be applied at each of these levels, allowing school leaders to support behavior change at multiple levels.

Safran and Oswald (2003) described school-wide implementation of a PBS program. They stated that universal, school-wide PBS programs can be effective when implemented appropriately. The first step is to create collaborative teams that work together to identify intervention priorities. These teams analyze data from archives, such as discipline referrals or suspensions, in order to understand the school's behavioral background. The teams may train teachers to reorganize classroom environments in order to use more effective behavior management practices. For example, teachers can list clear behavioral expectations on posters in their classrooms, or they may have students monitor their own behavior through tracking sheets or charts. Teams also may decide to revise school discipline policies. Intervention teams are beneficial because they design effective interventions specifically for the schools at which the interventions will be implemented. Successes show that with relatively little training and minimal outside assistance, schools can effectively decrease students' problem behaviors through PBS (Safran & Oswald, 2003). School leaders can evaluate their efforts using behavior referrals, attendance, observations, or other data resources to decide what behaviors they would like to target with interventions.

Additionally, research shows much support for the use of PBS in specific, non-classroom settings (see Colvin, Sugai, Good, & Lee, 1997; Lewis, Sugai, & Colvin, 2000; and Safran & Oswald, 2003). In elementary schools, around fifty percent of problem behaviors referred to the office occur in non-classroom settings, such as playgrounds, buses, cafeterias, or hallways. This may be because supervision in these areas is limited and there are fewer rules and less structure for student behavior (Colvin et al., 1997). Colvin et al. found the implementation of PBS to be effective in decreasing problem behaviors in transition settings. The transition settings that they studied were during the times when children were entering the school in the morning, moving from classrooms to the cafeteria for lunch, and exiting the school at the end of the day. Through the use of pre-correction (prompting students on correct behavior right before transition periods) and active supervision during transitions (moving among students, talking with them, and visually scanning the area), problem behavior in transition settings was significantly controlled. The proactive methods of PBS were demonstrated to be successful.

In another study, Lewis, Sugai, and Colvin (1998) studied the effects of reviewing key social skills, using pre-correction to prompt these skills, and active supervision during recess time, in a non-classroom setting. They found that there was an increase in positive social behaviors and a decrease in negative social behaviors. Safran and Oswald (2003) conducted a meta-analysis of the use of PBS in specific school settings. They reported that there have been consistent positive results in the use of PBS in specific school settings. For example, Warren et al. (2006) implemented PBS in school settings including non-classroom settings such as the cafeteria and hallways. They found high rates of success in decreasing the use of time-outs, in-school suspensions, office

discipline referrals, and short-term out of school suspensions as measures of disciplinary action. Additionally, Sprague, Walker, Golly, White, Myers, and Shannon (2001) implemented a school-wide discipline plan and a violence prevention curriculum for one year. Relative to comparison schools, students in the treatment schools showed greater knowledge of social skills. Teachers felt that the intervention was effective and that they needed to punish fewer students; teachers were eager to continue the intervention. Fulfillment of positive behavioral goals increased as expected. Goals of decreasing negative behaviors were also fulfilled. These studies show PBS to be an effective method of improving student behavior as desired in non-classroom settings at school.

Lewis and Sugai (1999) gave support for the use of a similar program in classroom settings. They recommend that classroom behavioral systems overlap with the school-wide PBS plan so there is consistency between teachers and classrooms. This will aid in the predictability between settings for students. As in non-classroom settings, it is also helpful in classroom settings for the teacher to give pre-correction to students. Teachers can do this by providing clear behavioral expectations, keeping students engaged in tasks, focusing on positive behaviors, and enforcing class rules consistently while proactively correcting violations. These actions can serve as preventative reminders of good behavior. If classroom transitions are clear routines, students will likely be more responsive to classroom procedures.

In a California high school, researchers studied a conflict resolution curriculum taught as part of the social studies curriculum. Conflict resolution and peer mediation training was taught for 105 minutes every other day. Researchers found that compared to a control group, the students who had received the training showed more advanced

negotiation skills and had a more positive attitude towards conflict. They also showed higher academic achievement and longer-term retention of academic information (Stevahn, Johnson, Johnson, & Schultz, 2002).

Researchers Lane, Wehby, Menzies, Doukas, Munton, and Gregg (2003) implemented a program involving a school-wide intervention program to all students, and small-group social skills instruction to children who were unresponsive to the school-wide effort and were at risk for antisocial behavior. Students' individual deficits were targeted and became the lesson topics. Results showed decreases in disruptive behavior and negative interactions with peers on the playground. Another benefit was an increase in academic engaged time. A measure of social validity showed that students found the intervention acceptable; students also reported using the skills in both home and school settings.

When schools use PBS principles at a school-wide level, the behavior of individual students with chronic problem behaviors will likely improve as a result (Lewis & Sugai, 1999). If individual students with negative behavior do not respond to school-wide PBS, specific PBS methods can be used. Todd, Horner, Vanater, and Schneider (1997) used PBS principles in the implementation of a self-management program. They successfully decreased the problematic attention-seeking behaviors of a seventh-grade male with traumatic brain injury. Kennedy et al. (2001) used a combination of PBS and person-centered planning. They identified specific behaviors and supports that were needed to succeed in typical settings. They targeted problem behaviors for four students in elementary school and developed functional behavior assessments for each child. Each

student either increased or maintained the time he or she spent in the general classroom and all showed a decrease in targeted problem behaviors.

In each of these forms, PBS can be an effective way to proactively prevent problem behavior in various settings. It has been shown to be effective when used in a school-wide setting, non-classroom settings, and within classrooms. When PBS programs are implemented well in schools, schools are likely to see these benefits that can come, particularly when teachers and other school personnel are supportive of the program and understand their roles in its implementation.

The PS model encompasses each of these four settings. The model has its base in school-wide support including teacher training, school-wide SST, reminder posters posted around the school, frequent feedback from teachers through written praise notes, and reinforcement from teachers and administrators for using social skills. The model specifically targets classroom settings by involving general education teachers in the implementation of SST, feedback, and reinforcement. Teachers display posters in their classrooms listing specific steps to social skills, giving them the opportunity to refer during class to specific skills the students have learned.

School-wide rules and consequences are also parts of the school-wide aspect of the model. These rules are meant to reinforce the skills that students are learning. There was a series of trainings for administrators at the schools during which administrators learned to teach positive replacement behaviors to students. Administrators were taught to teach or remind students who were sent out of class of a positive replacement behavior and to practice with the student until the skill was mastered. Administrators were trained

to then take the offending student back to his or her class and help him or her to apologize to the teacher for the behavior.

At each school, a separate and distinct one hour per day class for at-risk students receives SST lessons several times each week, rather than once each week like other students in the schools. Teachers of the at-risk class are aware of student behavior in non-classroom or other classroom settings, where teachers are encouraged to remind or praise students verbally or in writing for acting according to the skill they have been taught.

Components of positive behavior support. Research suggests that schools organize school-based teams that will design a PBS system to fit the school's particular needs (Colvin & Kameenui, 1993; Safran & Oswald, 2003; Stormont, Lewis, & Beckner, 2005). One of the challenges in successfully implementing PBS in a school is that the team must work to incorporate research-based principles into the interventions they choose. Collaborative teams can use office referrals, attendance, tardies, and direct observations as data for their individual schools to establish priorities, measure baseline data, and provide progress monitoring for their interventions. Teams also can work toward designing unique PBS interventions for the different settings within a school; PBS can best be used to create change when the school is viewed as a series of systems, each with its unique needs and goals. When PBS is designed for specific settings, it has been shown to produce positive changes, using strategies such as active supervision, precorrection, and group contingencies (Safran & Oswald). As a team, educators that work together to fit the model to the needs of their school and incorporate research-based interventions are more likely to experience success.

Teacher training is also a necessary part of PBS; in order to teach students effectively, teachers must feel prepared to teach social skills lessons as they would teach academic lessons. Colvin and Kameenui (1993) described staff development as one of the major inadequacies of current behavior management programs. They indicated that adequate teacher training could make teachers feel more capable, in turn helping students to learn the new social skills better. A staff development model must acknowledge that teacher change is a slow, gradual process and that teachers need to receive regular feedback, collegial and administrative support, and follow-up after training (Colvin & Kameenui, 1993; Lewis & Sugai, 1999). When these factors are in place, teachers will likely be more capable of teaching students in effective, proactive ways.

PS includes a teacher training aspect in its model. At the beginning of the school year, teachers who are new to the school are scheduled to participate in a special training session educating them about the PS model. They are informed how to implement the model in their classrooms through SST, effective praise, and follow through. The PS team at the schools received training in November and again in February, giving teachers an opportunity to review the model and receive feedback. During these meetings, trainers reviewed the process of SST, discussed the effectiveness of the model at the school, and planned for the future.

Stormont, Lewis, and Beckner (2005) described the key features of PBS in four components. First, school administrators and teachers need to specifically define behaviors expected of students. These expectations may include behaviors such as listening to teachers, using kind words, and lining up when called, which can be best taught through teaching specific social skills (Mathur & Rutherford, 1996; Stormont et

al., 2005). Second, students need to be taught these behavioral expectations for both classroom and non-classroom settings (Stormont et al.). This can help in the generalization of behavioral expectations. Third, give students specific feedback in various ways about their success in using the behaviors taught. This can come through praise from teachers, notes, tokens, or group discussions, for example. Lastly, schools should collect data to use in making additional decisions about supportive interventions.

PS emphasizes these important factors in its implementation of the model. The PS team and administrators have formed behavioral expectations into specific steps and trained teachers to teach the steps to all students in the school. Teachers are taught to teach these expectations in ways that encourage generalization to non-classroom settings, giving students the specific opportunity to consider other settings in which the skills can be used. Students have received feedback and reminders from teachers. Feedback may come in the form of praise notes, calls home, announcements over the loud speaker about student success, or specific recognition from teachers. PS is constantly collecting data about the effectiveness of the model in the schools and using it to guide future decisions.

Elliott and Busse (1991) recommended ways that teachers, psychologists, and other specialists can organize their methods of creating interventions. When the need for specific social behaviors has been established, educators should break down the skill into simple, behavior-specific components. It is then useful for a model to demonstrate the skill for students, and for students to rehearse the behavior and receive feedback on their efforts. Elliott and Busse also recommended that educators concentrate on encouraging generalization of these behaviors to other settings, particularly those that are less structured. These recommendations represent an easily implemented approach to teaching

social behavior using the intervention procedures, which have consistently been found to be most effective.

Peaceable Schools works to train educators to follow this prescribed process in forming and teaching social skills lessons. Each school has a team of educators who discuss the specific needs of the school and create interventions that best meet these needs. The teams are given a general outline of a social skill lesson and they create lessons for teachers to teach the skill to the students. Creating a lesson plan only requires the PS team at the school to fill in blanks and answer questions. (See Appendix A for a sample social skills lesson and Appendix B for a sample student activity that PS uses in the schools.)

Social Skills Significantly Impact Children's Behavior

Social skills can be defined as learned behaviors that are necessary for positive interaction with others. Bornstein, Bellack, and Hersen (1977) originally described social skills as the abilities needed in order to function effectively with others. Using good social skills promotes opportunities for positive interactions and decreases the likelihood of negative reactions from others.

The importance of social skills, especially during the formative years of early adolescence, is well-founded. Research suggests that social skills, or the lack thereof, may play a large role in predicting future academic, social, and psychological functioning (Oglivy, 1994). Academic achievement as well as peer acceptance may also be partially dependent upon a child's social competence. In 1999, one half of students with emotional or behavioral disorders, who have an especially difficult time learning to use social skills in their everyday lives, dropped out of school. Along with students with mental

retardation, those with emotional or behavior disorders had the lowest rate of graduation (U.S. Department of Education, 2002). Furthermore, students with behavior disorders are less likely to be employed when they finish high school. Compared to people without disabilities or with other types of disabilities, such as mental retardation, blindness, or physical impairments, those with behavior or emotional disabilities have lower rates of employment after high school (Carter & Wehby, 2003). Based on this research, it seems that when students have not learned and do not consistently use social skills, they are especially vulnerable to the negative consequences that may come from lacking those skills.

Best Practices for Teaching Social Skills in a School Setting

Children spend a significant portion of their days in school, making schools a primary setting in which to teach social competence. There are two methods among the many ways social skills may be taught that are frequently used. The first of these methods is the training of globally-defined skills (e.g., respect, honesty, kindness); the second is behavior-specific training of concepts (e.g., getting the teacher's attention, making decisions, complimenting). In a meta-analysis of SST programs, researchers (Quinn, Kavale, Mathur, Rutherford, & Forness, 1999) found greater effect sizes for interventions that focused on teaching specific social behaviors, rather than on more global concepts.

For example, Frankel, Myatt, and Cantwell (1995) conducted a 12-week social skills program for boys referred for socialization problems. They were taught about interpersonal interaction, praising others, how to get along with teasers, and playing nicely with friends. Social skill instructors used specific behavior goals as part of teaching. Parents were involved in the class through enforcing homework and following

up on lessons. After the intervention, participants and their parents reported that participants had more friends. Teachers of participants reported improved social skills in the children (only in those children without Oppositional Defiant Disorder).

Kazdin, Siegel, and Bass (1992) did a study involving children ages 7 to 13 who were referred for antisocial behaviors such as fighting, unmanageability, running away, or truancy. Children were put in one of three treatment groups: problem-solving skills training (PSST), parent-management training (PMT), or both PSST and PMT. PSST included 25 individual training sessions once each week; it involved cognitive and behavioral techniques such as brainstorming for alternative solutions for problems and deciding on a solution based on desired outcome. Instructors taught using modeling, practice, role plays, feedback, and a reinforcement system. For PMT, the parent or guardian of each child participated in 16 individual sessions over the course of six to eight months. Sessions involved parent training for pinpointing behaviors, shaping behavior, using a variety of positive reinforcement, and using time-out and reprimands. When both treatments were used, families received all aspects of both PSST and PMT. The researchers found that PSST, PMT and PSST with PMT showed positive effects in decreasing antisocial behavior of youth. PSST combined with PMT seemed to have the most enduring impact at the time of a 1-year follow up.

Along the same lines, Elliott and Busse (1991) observed that teaching students social skills using modeling and operant procedures, which are more behavior-specific, are often more effective than social-cognitive procedures, which are more global. Knoff (2003) stated that developmentally, school-aged students are better prepared for understanding behavior-specific social skill training lessons than training using broad

constructs such as friendship, compassion, or fairness. An effective instruction method when teaching social skills to secondary-school-aged children is to target social skills through behavior-specific means. For example, a behavior-specific method would be to teach students the precise steps for getting the teachers' attention. Educators would teach that students should proceed by making eye contact with the teacher, raising a hand, waiting to be called on, and then speaking. Students seem to respond best to this more specific method of teaching.

Treating social skills similarly to academic concepts is a key part of teaching social skills in a proactive way. Effective teachers teach through modeling correct behavior, having students respond through imitating teachers' behavior, providing students with feedback, and creating opportunities for students to practice new skills (Elliott & Busse, 1991). The practice of teaching social skills directly seems to be the most effective method (Miller, Lane, & Wehby, 2005). This method can have positive results when teaching social skills as well as when teaching arithmetic, English, or science. Using correct training methods is a foundation for the effective SST in the schools.

Knoff (2003) reported that SST could be most effective if implemented during late elementary school and continued through secondary and high school as part of the social studies curriculum. When students are old enough to use more developed thinking skills, they have the ability to weigh values and ethics for themselves and understand the importance of acceptance in creating a caring, inclusive atmosphere in schools. If more complex concepts are taught to children before their cognitive skills have developed sufficiently to understand, teaching social skills may not have the desired outcome of

developing social competence. Children's thinking abilities need to be an important consideration in social skills lessons. As educators prepare SST programs and teach social skills to students, they need to keep this developmental factor in mind (Knoff).

Another key concern for educators when teaching social skills in the schools is that the skills are taught in a way that will help the students apply their newly learned skills in their everyday lives. Elliott and Busse (1991) suggested some factors that can help to make a SST program applicable outside the immediate teaching setting. Educators should teach behaviors that are most likely to be maintained naturally. They should also provide training across conditions that are common in the natural environment and fade reinforcement to a level similar to that in the natural environment. Reinforcing skills to encourage their application in new, appropriate situations can also be beneficial. When peers are included in training, skills tend to generalize more effectively, which can add evidence to the social validity of the model (Sugai et al., 2000). Following these recommendations may make a SST program more relevant to students' lives.

PS uses SST as a fundamental part of the PS model in the schools. Students school-wide are taught specific social skills through direct instruction in general education classrooms, approximately once each week. Students participate in role play and interact with peers as they learn the skills. The lessons are taught by the general education teachers using methods similar to the teaching of academic concepts. General education teachers are then in a position to remind and encourage students throughout the week and school year to continue to use the social skills. Lessons occur one morning each week for the majority of students in the school. Students at risk for emotional or

behavioral problems receive SST several mornings each week targeting their particular needs.

The purpose of SST is not only to teach a specific social skill in one context, but it encompasses promoting overall social functioning, including a wide repertoire of social skills to produce socially acceptable responses in various social situations. Furthermore, the success of SST depends on several factors: (a) a sound conceptual understanding of social skill deficits, (b) precision and comprehensiveness in assessment procedures, (c) clarity in description of social skills interventions, (d) attention to contextual factors, (e) systematic programming for generalization, and (f) the social validity of target skills (Mathur & Rutherford, 1996).

Social Validity

The importance of having evidence of social validity. Social validity is one factor of the PS model that is important to consider and evaluate. Sugai et al. (2000) defined *social validity* in the context of a PBS program, suggesting that for the program to be socially valid, it must be comprehensive, durable, and relevant. To be comprehensive, it needs to affect all significant parts of a student's day—not only the time during school hours, but also before and after school, and in both school contexts and other contexts such as the neighborhood, home, and community. The program also needs to be durable—the changes must be long lasting. Lastly, the interventions must be relevant, reducing problematic behavior and increasing prosocial behaviors, in turn creating more opportunities for learning (Oglivy, 1994).

Social validity in the context of a school model has also been defined as having socially significant goals, having intervention components that are socially acceptable,

and having outcomes that are socially important. When the goals are socially significant, the benefits of the goals will outweigh the costs of the efforts involved in obtaining the goals. The effects of the intervention will also be functional, giving students more capacity to function in their environment (Noell & Gresham, 1993). Socially acceptable interventions are more likely to be implemented; those implementing the goals, teachers, will see the intervention as appropriate for the problem, reasonable to implement, and fair. When an intervention qualifies under these categories and is also not overly intrusive in the classroom, teachers will be more likely to use the intervention (Lane, Beebe-Frankenberger, Lambros, & Pierson, 2001).

Lane and Beebe-Frankenberger (2004) indicated that when measuring social acceptability, one should consider whether the implementers find the methods feasible and practical. Views that implementation methods are feasible and practical may show an increase in the social acceptability of the intervention. When social acceptability is in line, implementers are likely to use the intervention with increased treatment integrity. Social acceptability and treatment integrity are related in this way. Lastly, a model or intervention has evidence of social validity when the expected effects are socially important. The expected changes should improve students' functioning and adaptation in their environment, improving students' interactions with peers (Mathur & Rutherford, 1996). When a model's goals are seen as significant and the model is viewed as acceptable and socially important, that model can be said to have social validity.

Treatment integrity is another factor that is important to social validity. When there is high treatment integrity, it means that the implementers are implementing the model or program precisely as trained. A treatment that is not acceptable will not be used

with integrity, if at all. In other words, teachers need to be motivated to use the intervention. Without social acceptability, teachers may choose to use their time in other ways and not implement the intervention (Lane et al., 2001). An unacceptable treatment will not be used, and an acceptable one is more likely to be used according to training (Gresham & Lopez, 1996). A SST program is also more likely to be implemented with integrity over time when there is evidence that the skills taught are actually making a difference in the lives of students and teachers. The skills need to encompass several areas of students' lives, last through time, and be applicable to their current life situations. In order to have the greatest impact, a SST program must address the specific needs of each school. However, educators too often select target social skills without having determined the social significance of those skills (Mathur & Rutherford, 1996; Oglivy, 1994).

Another important element in the social validity evidence of a SST program is whether the modes of teaching these skills are effective at the particular developmental level of the students. Children at different developmental levels may respond differently to the various social skills teaching methods. For example, research shows that coaching is most often used in teaching social skills to primary school children; coaching seems to be a very effective method when teaching this age group. On the other hand, in teaching secondary school children, role play is frequently the preferred method (Oglivy, 1994). For maximum social validity, schools need to concentrate on effective teaching methods for their specific contexts.

For example, Lane et al. (2003) implemented a SST program where at-risk children were given SST in addition to school-wide training. They measured the

program's social validity using a 7-item questionnaire given to students and a 6-point, 15-item Likert-type rating scale given to teachers. They also reviewed school records and social skills rating scales to measure social validity. Through these measures, they were able to show evidence that the program was comprehensive and durable. Students reported finding the intervention acceptable, stating that they used the skills in home and school settings. They also demonstrated a decrease in disruptive behaviors and poor social interactions. Teachers reported variability of students' outcomes, overall rating the intervention favorably.

The importance of measuring social validity evidence. As SST increases in acceptability as a method for improving schools, there is continuous exploration of the social validity of SST. Educators are attempting to discover effective ways to determine the social validity evidence of their programs (Quinn et al., 1999). Kennedy (2002) argued that the social validity of behavior management programs in schools is not measured frequently enough; evidence of social validity is essential to a program's effectiveness in accomplishing its goals. Carr, Austin, Britton, Kellum, and Bailey (1999) suggested that social validity can be measured using either questionnaires or by comparing behavioral norms with the outcomes of treatment, with subjective evaluation being used more frequently than normative comparison.

The Peaceable Schools Model

The PS team of BYU has instigated a program with a local school district that implements research-supported SST procedures. The PS model teaches social skills through direct instruction, similarly to academic concepts. It provides school-wide,

behavior-specific lessons, teacher training, and peer inclusion in training. Table 1 presents several ways that the PS model aligns with research-based strengths of PBS.

Table 1

How the Peaceable Schools Model Aligns with Positive Behavior Support

Positive Behavior Support	Peaceable Schools Model
Environmental Alterations	<ul style="list-style-type: none"> Seek for and reinforce students' appropriate use of social skills and rules Develop and promote common expectations and language
Skill Instruction	<ul style="list-style-type: none"> Teach school-wide, non-classroom, and classroom rules explicitly Design social skill lessons in simple steps and teach explicitly
Research Validated Interventions	<ul style="list-style-type: none"> Provide social skills instruction Provide ongoing staff development Ensure data collection and data-based decisions Incorporate functional behavior assessment and positive behavior support plans
Systems Change	<ul style="list-style-type: none"> Address multiple contexts and levels approach Implement team based approach Obtain support from majority of school staff

From *An analysis of the social validity of the PS project—A positive behavior support model* by Norman, J. L., 2005, Unpublished master's thesis, Brigham Young University, Provo, UT.

While the social validity of the PS model has been researched in elementary schools (Norman, 2005), research on the social validity of the model has not been assessed at the secondary school level. Assessing the PS model at the secondary level

will be beneficial in order to help PS better understand the social validity of the program and to improve how it will be implemented in the future. It may also help to increase general knowledge about the aspects of such a program that are seen as most and least beneficial to students. The program can be improved most effectively when problem areas are evaluated.

Indicators of School Quality

PS attempts to implement PBS on a multiple school, district-wide basis. In an effort to measure the effectiveness of PS in improving the quality of student social behavior, PS administers an annual survey, the Indicators of School Quality (ISQ), created by the Center for the School of the Future (CSF, 2002). The ISQ was developed as a means for school administrators to measure and evaluate the success of their efforts in improving their schools. It measures the perceptions that teachers, staff, parents, and students have about the characteristics of their schools. Results on these topics give insight into the social validity of the model (Lane, Beebe-Frankenberger, Lambros, & Pierson, 2001).

To help school administrators interpret the results of the ISQ, CSF sends a color-coded report showing the results of the survey. When schools administer the ISQ annually, they can use this signal analysis report to compare results of the current ISQ with the results from the previous year (Utah State University: CSF, n.d.). Results from both target schools used in this research on each ISQ item were reported by CSF as falling under one of four categories: Exemplary, Superior, Typical, and Opportunity to Improve. No results from the target schools were in the *Exemplary* range. For the purpose of this discussion, data representing *Superior* or *Typical* responses are considered to show

satisfaction among teachers in the area represented; data representing the *Opportunity to Improve* category are considered to show dissatisfaction with the topic at hand.

In order to meet the specific needs of the schools involved in this study, CSF and the PS team created a supplemental form of the ISQ that is especially applicable to the schools that were implementing the PS model. CSF and the PS team added items pertaining to the PS model, such as *Students' social skills have improved as a result of social skills instruction* and *The Peaceable Schools program creates a positive school climate*. This supplemental form was used in the schools in addition to the normative form as a method for testing the social validity of the PS model. Through understanding the views of those in the school community who are involved in the implementation of the model, PS researchers hope to emphasize the parts of the model that were seen as most effective and change any parts that were seen as less important.

The ISQ was distributed to the research schools on May 5 and 10, 2005 and April 18 and 19, 2006. While in 2005 and 2006, teachers reported both positive and negative perceptions for several areas of the PS model, results of the 2005 ISQ indicated feedback from teachers that was more negative than feedback from parents and school staff. Results for the 2006 normative forms and the supplemental forms can be found in Appendix D.

Research Goals

Statement of the problem. In an effort to establish the social validity of the program, it is worthwhile to consider the opinions of those who are actually implementing the program. Teachers in the schools are the most involved in implementing this type of SST. If their opinions of the program are positive, it is more

likely that they will implement the program. Analysis of the ISQ given in the spring of 2005 showed that teachers reported feeling more unsatisfied with several aspects of the PS model than did other respondents. While responses on the 2006 ISQ administration were more positive, it is still meaningful to gain a better understanding of teachers' perceptions of the model.

Statement of the purpose. The purpose of this study was to gain a broader understanding of teacher perceptions of the PS model in the schools.

Research questions.

1. What do teachers see as strengths of the PS model and how are these parts important to them?
2. What aspects of the PS model would teachers prefer to be changed for the future and how?
3. In what ways do teachers see the PS model as being beneficial to their schools?
4. Do teachers believe students' social skills have improved as a result of the PS model being implemented in their schools? If so, how have social skills improved? If not, how can PS change the model to better help students improve their social skills?

Importance of the study statement. This study is important to the field of education because it contributes a better understanding of the social validity of the PS model among secondary schools. Additionally, it is important to survey teachers' opinions of the social validity of the model because it is they who implement it in the classrooms. For this reason, whether or not the model is acceptable for implementation

depends partly on teachers' views of it. When teachers are satisfied with the model and believe that it has positive outcomes, researchers and educators can have confidence that such a program will be a meaningful and effective way of addressing problem behaviors while simultaneously teaching positive behaviors in secondary schools. Through better understanding teacher perceptions of the model, the PS team and educators will be able to continue to improve the model in a way that is acceptable to teachers.

Chapter 3: Method

Participants

Participants in this study were teachers from one middle school (grades six and seven—School A) and one junior high school (grades eight and nine—School B) in suburban and rural Utah communities. Data from both general and special education teachers were used. All teachers at each school were invited to participate in the study. This group included teachers who were new to the schools for the 2005-2006 school year as well as teachers who taught at the schools during the 2004-2005 school year when the PS model had been implemented in each of the schools for one year. Forty-one out of 60 teachers, or 68.3% of teachers, from School A participated. Of these, 31 were female and 10 were male. From School B, 19 out of 50 teachers, or 38.0% of teachers, participated. This number included 11 females and 8 males. For both schools, participants consisted of 70% female teachers and 30% male teachers.

Setting

Schools A and B are in different communities of the same school district. They were chosen for this study because they are the only middle school and junior high school where the PS model was implemented during both the 2004-2005 school year and the 2005-2006 school years. School A is a middle school located in rural Utah. It has approximately 1180 students in enrollment and approximately 50 teachers. The students are approximately 90% White, 9% Hispanic, and 1% American Indian. Thirty-five percent of the student population qualifies for a free or reduced lunch. Stanford Achievement Test complete battery scores show that students at this school scored in the

54th percentile; the statewide average is in the 52nd percentile (Utah State Office of Education, 2004a).

School B is a junior high located on the outer edge of a middle-sized city. It has approximately 975 students in enrollment and approximately 60 teachers. The students are 53% male and 47% female, 93% being White, 2% American Indian, 1% Asian, and 4% Hispanic. Twenty-three percent of the student population qualifies for a free or reduced lunch (Public School Review, 2003). In the Stanford Achievement Test complete battery scores show that students at this school scored in the 60th percentile; the statewide average is in the 52nd percentile (Utah State Office of Education, 2004b).

Measure

A short open-ended survey (see Appendix C) created by the primary researcher was the measure for this study; it was used in order to better understand teacher perceptions of the PS model. Researchers distributed short surveys with four open-ended items to teachers at both schools. This four-part survey consisted of open-ended questions addressing teachers' views of the PS initiative. Questions on the survey addressed teachers' views on the strengths of the PS initiative, recommendations for improving the model, opinions on the benefits of the model to their schools, and additional comments about the model.

According to research, social validity is built upon social acceptability, social importance, social significance, treatment integrity, feasibility, and practicality (Lane et al., 2001; Lane & Beebe-Frankenberger, 2004; Mathur & Rutherford, 1996). Responses to the open-ended survey questions addressed these topics, giving information about the social validity of the PS model.

Procedures

In the spring of 2006, the open-ended surveys were administered to teachers at School A and School B. After gaining permission from the school principals to explain the research project to teachers and to invite them to participate, the surveys were hand delivered to every teacher at each school. When the researcher was unable to meet with a teacher, a survey was placed in the teacher's school mailbox. One week after the survey was first distributed, an additional copy of the survey was handed out only to teachers who had not yet completed the survey, with an additional invitation to do so.

Survey responses were anonymous; an identification number was assigned to each teacher for the purposes of handing out the survey a second time to those who did not yet complete the survey, obtaining demographical information about respondents, and for a raffle drawing for respondents. After two weeks, the surveys were collected, and each school had a raffle for a \$40 gift certificate to a bookstore. Gift certificates were awarded to one teacher at each school who filled out the open-ended survey at each school.

Data Analysis

Results from the open-ended surveys were analyzed using *NVivo*, a software program that aids in the organization of qualitative data. Using *NVivo*, responses on the survey were coded and put into factors in order to identify patterns and themes in the data. Before coding responses on the surveys, the surveys were reviewed and potential themes, or topics mentioned by multiple teachers, in the responses were sought. These themes became the factors into which responses were coded. Responses on each survey were coded into the factor that best fit the response. Responses that did not fit into any factor were not reported. Descriptions of each factor can be found in Table 2. The

patterns were then used to help describe teachers' perceptions of various aspects of the PS model.

Table 2

Factor Descriptions

Factor	Topics of Comments
Teacher Perceptions of Improvement	Improvements of students' social skills
Social Skills Topics	Specific social skills taught (i.e. How to ask a question, How to apologize)
School-wide	Components of the school-wide aspect of the model (i.e. school-wide rules, consequences, consistency across settings, common language, school atmosphere, frequent reminders)
Social Skills Lessons	Social skills lessons (i.e. videos, role plays number of skills taught, time consumption)
Effects on Teachers	Effects on or benefits for teachers
Praise	Praise as a part of the PS model (i.e. praise notes)
Theory Behind the Model	The theory behind the PS model (i.e. proactive, positive)
Posters	Posters displayed in classrooms
Home-School Collaboration	Parent involvement with the model
Achievement Plus Class	The Achievement Plus Class experience

Each teacher was counted in each factor only once, regardless of the number of comments he or she made that address that factor. For example, one teacher may have

addressed social skills topics when answering two different survey questions; both of these comments would be coded into the *Social Skills Topics* factor. That teacher would be counted only once in the column titled “# of teachers.”

Within each factor are two sub-factors, labeled *Strengths* and *Weaknesses*. Items were coded into *Strengths* sub-factors when teachers expressed satisfaction with that part of the PS model. Items were coded in the *Weaknesses* sub-factors when teachers expressed dissatisfaction with that portion of the model.

Several factors have sub-factors in addition to the *Strengths* and *Weaknesses* sub-factors. These sub-factors emerged when multiple teachers mentioned topics within the factors. Sub-factor descriptions can be found in Table 3.

There are times when a single comment may be reported in more than one factor or sub-factor. This may occur when a comment fulfilled the requirements of more than one factor. For example, a comment stating that social skills lessons have created improvements in social skills would be coded into the *Teacher Perceptions of Improvement* factor as well as the *Social Skills Lessons* factor.

For the purposes of this study, data were considered to form a *pattern* when at least 33.3% of teachers, or 20 teachers, made responses that were coded into the same factor or sub-factor. This percentage was chosen because of the open nature of the survey questions. There was not a set of items teachers could choose from to answer the questions; a relatively low percentage was chosen to allow for the wide variety of answers that may have been given. For the individual schools, the numbers of teachers

Table 3

Sub-Factor Descriptions

Sub-Factor	Description
Teacher Perceptions of Improvement	
Yes	Teacher perceptions that social skills have improved
Somewhat	Teacher perceptions that social skills have improved somewhat
No	Teacher perceptions that social skills have not improved
Unsure	Teacher uncertainty whether social skills have improved
Social Skills Topics	
Student Responsibility	Students take more responsibility for their actions
Lacking Skills	The skills taught are lacking in many students and thus important to teach
School-wide	
School-wide Rules	The school-wide rules
Consequences	Consequences for students who break rules
Consistency Across Settings	The consistency of the social skills across classes and teachers
School atmosphere	The atmosphere of the school because of the implementation of the PS model
Common Language	A common language between all teachers and students because all participate in the social skills training
Frequent Reminders	The frequent reminders or practice of social skills that students get throughout the school day
Social Skills Lessons	
Videos	Videos used in the lessons
Number of Skills	Number of skills taught
Role Plays	Use of role plays
Age-Appropriate	Appropriateness of the lessons for the students' age group
Steps	Social skills steps
Depth of Coverage	Depth to which social skills are taught
Time Consumption	Amount of time it takes to teach the social skills
Praise	
Praise Notes	Praise notes

required to meet 33.3% were 14 teachers for School A and 7 teachers for School B. These numbers are based on the number of respondents from each school. Patterns formed by responses from School B should be interpreted with caution; the low return rate of 19 respondents is not large enough to represent the 50 teachers at that school. Patterns are still shown only for the information of the reader.

Patterns are significant because they reveal topics that a significant number of teachers considered important enough to mention. Patterns may also show perceived strengths or weaknesses of the model when at least 33.3% of responding teachers were satisfied or dissatisfied with various aspects of the model.

It is possible that patterns may have formed based on the emphasis put on various topics in the schools. It could also be that patterns may have been affected by the phrasing of questions on the survey. For example, question number two states, “What aspect of the Peaceable Schools model (i.e. praise notes, social skills lessons, consistent school-wide rules, or other) would you recommend improving for the future?” Teachers addressed each of the suggested topics in this question. This may be because these topics were actually foremost on their minds or because the topics were mentioned in the question.

Chapter 4: Results

Teacher's responses to the open-ended survey are reported in the areas of teacher perceptions of improvement, social skills topics, the school-wide aspect of the model, social skills lessons, effects on teachers, praise, the theory behind the model, posters, home-school collaboration, and the achievement plus class. Tables display the number and percent of teachers from each school whose remarks were coded into the respective factors and sub-factors. Also displayed are the total number of comments made by those teachers and the total number of comments in each factor. The column entitled "% of teachers" shows the percentage of total teachers from each school who made comments that were coded into the represented factor or sub-factor.

Several factors provide information that helps to answer the study's research questions. Research question number one, which addresses strengths of the model, can be answered by considering the factors or sub-factors *social skills topics*, *school-wide aspect*, *consistency across settings*, and *social skills lessons*. Research question 2 addresses possible improvements to the model, which was answered by the *social skills lessons*, *school-wide*, and *school-wide rules* factors or sub-factors. The *teacher perceptions of improvement* factor helps to answer the fourth research question, which pertains to improvements seen in the model. This factor was also helpful in answering the third research question, regarding the benefits of the model.

The following section relays the findings relating to factors and sub-factors. Descriptions of the factors and sub-factors were presented in the Method section in Table 2 and Table 3, respectively.

Teacher Perceptions of Improvement

A pattern was formed in teacher responses related to the improvement of social skills among students, with 100.0% of teachers from both schools addressing whether social skills have improved (see Table 4). There was also a pattern of responses stating that students social skills have improved and another pattern stating that students' social skills have improved somewhat, with 40.0% of teachers stating that social skills have improved and 43.3% of teachers responding that they have improved somewhat. These patterns are shown by the sub-factors *Yes* and *Somewhat*. The *Yes* sub-factor consists of comments such as, "They are more conscious of the appropriate ways to deal with situations that many lack the maturity to deal with at this age" (A-34:35)¹ and "I only prompt once for desired skills" (B-126:35). Comments from the *Somewhat* sub-factor were, "The changes I feel are subtle. If we can improve one student at a time, one incident at a time, then overall effect is and will be amazing" (A-82:35) and "Doing something without being told, a select few" (A-50:35). On the individual school level, these patterns were only seen in School A.

There is no pattern in teacher responses stating that social skills have not improved or that teachers are unsure whether they have improved. Examples of comments from these factors are, "I didn't find much success in the lessons or social skills efforts. My students' comments echoed annoyance and redundance [*sic*]. It was more frustrating than helpful" (B-119:41) and "I am not sure because I give extra social skills instruction—I don't know which is helping the most" (A-62:35). Table 4 shows information from this factor.

¹ Respondent quotes are referenced in the following way: *school-case respondent: paragraph*. Specifically, this example quotes School A, respondent 34, paragraph 35.

Table 4

Teacher Perceptions of Improvement Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Teacher Perceptions of Improvement	60 ^a	41 ^a	19 ^a	100.0	100.0	100.0	142
Yes	24 ^a	19 ^a	5	40.0	46.3	26.3	42
Somewhat	26 ^a	21 ^a	5	43.3	51.2	26.3	51
No	17	11	6	28.3	26.8	31.6	35
Unsure	9	4	5	15.0	9.8	26.3	16

^aThis shows a pattern.

Social Skills Topics

There was a pattern of positive responses about the specific social skills taught as a strength, with 80.0% of teachers mentioning this. This pattern was also formed at each school. A summary of information from this factor is in Table 5. Teachers said, “I think it’s important for students to think about and vocalize what they have done: recognize why it’s inappropriate” (A-46:9) and “The skills are lifelong and not associated to a particular religion, gender, etc.” (B-120:5). There were no comments from teachers expressing a perceived weakness in the skills taught. Patterns were not formed regarding students taking responsibility for their actions or from the perception that the skills taught are skills that students often lack.

Table 5

Social Skills Topics Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Social Skills Topics	48 ^a	33 ^a	15 ^a	80.0	80.5	78.9	97
Strength	48 ^a	33 ^a	15 ^a	80.0	80.5	78.9	97
Weakness	0	0	0	0.0	0.0	0.0	0
Student Responsibility	10	8	2	16.7	19.5	10.5	14
Lacking Skills	9	7	2	15.0	17.1	10.5	9

^aThis shows a pattern.

School-wide Aspect

As Table 6 shows, there is a pattern of teachers addressing the school-wide aspect of the model; 78.3% of teachers commented about this aspect. There is also a pattern of teachers who mentioned strengths of the school-wide aspect (60.0% of teachers). For example, one teacher said, “It helps students feel safe and understand what is expected—it reduces confusion, especially because they all of a sudden have 6 classes” (A-73:25) and another said, “When everyone is teaching, implementing and enforcing the same things, we are unified and the students know we are unified” (B-112:9). Additionally, a pattern emerged showing that teachers believe there are weaknesses to the school-wide aspect of the model, as 53.3% of teachers addressed this. Comments that showed the perception of a weakness of the school-wide aspect include, “One thing I would like to see more of is the administrative intervention piece. I would like to see a little more negative consequences for students who consistently break rules and are sent to the

office” (A-87:41) and “There needs to be a basic set of school rules that we need to consistently across the board enforce” (A-76:19).

Table 6

School-Wide Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
School-wide	47 ^a	33 ^a	14 ^a	78.3	80.5	73.7	121
Strength	36 ^a	24 ^a	12 ^a	60.0	58.5	63.2	66
Weakness	32 ^a	23 ^a	9 ^a	53.3	56.1	47.4	56
School-wide Rules	28 ^a	20 ^a	8 ^a	46.7	48.8	42.1	37
Consequences	20 ^a	18 ^a	2	33.3	43.9	10.5	26
Consistency Across Settings	20 ^a	12	8 ^a	33.3	29.3	42.1	29
School Atmosphere	11	6	5	18.3	14.6	26.3	15
Common Language	7	6	1	11.7	14.6	5.3	8
Frequent Reminders	4	2	2	6.7	4.9	10.5	5

^aThis shows a pattern.

A pattern was formed by 46.7% of teachers, who mentioned the school-wide rules. For example, one teacher commented, “I would ensure that the school rules coincide with the skills. This way students can see how rules are also affected by choices and every teacher can enforce the same standard” (A-36:19). Another said, “I wish there was a way to get everyone to get on board with consistent school-wide rules” (B-109:18). Of note, a pattern was also formed from 40.0% of teachers who expressed the desire for

more consistent school-wide rules. One teacher's comment was, "We also need consistent school rules" (A-44:17).

There was also a pattern of teachers discussing consequences and consistency across settings. One-third of teachers mentioned consequences and the same amount mentioned consistency across settings. Seventeen teachers perceived consequences as a weakness. One said, "It seems to me that sometimes the kids will break rules because they know the consequences don't matter. They don't fit the crime so the kids don't care" (A-43:19). One comment pertaining to consistency across settings is as follows:

It gives us some common goals for all classes, students, teachers, etc. Often we get so caught up in our dep [sic] or individual classes that we forget the 'whole.' All parts of PS are school-wide goals. I like knowing that most (all) teachers are involved (supposed to be) and so are the students and admin [sic]. (B-120:26)

Fifteen of the comments addressing consistency stated it was a strength. At the level of specific schools, a pattern of responses addressing consequences was only formed by teachers at School A, and a pattern of responses pertaining to consistency was produced by only School B. No pattern was formed by comments regarding the school atmosphere, a common language, or frequent reminders.

Social Skills Lessons

There was a pattern at each school of responses having to do with social skills lessons, with 76.7% of teachers mentioning the lessons. There was also a pattern at each school of responses expressing strengths having to do with the lessons. Fifty percent of teachers expressed strengths regarding the lessons. One teacher described a strength as, "I like teaching the social skills and striving to get students to think more about them and

use them at school, home, or with friends” (B-137:25). A teacher also said, “Lessons have been beneficial because I refer to posters often and use phrases from activities in class” (A-56:9). Another pattern was formed at each school with 55.0% of teachers showing perceived weaknesses regarding the lessons. Teachers made the comments, “Decrease the number of skills that need to be taught. How to Make a Decision, etc.” (A-69:19) and “I would like to make them all my own instead of having to do it ‘The Peaceable Schools way’” (B-96:15). Patterns were not formed regarding videos, number of skills taught, role plays, age-appropriateness of the lessons, skill steps, depth the skills are covered, or the time taken to teach the lessons. Table 7 summarizes the information found in this factor.

Effects on Teachers

There was a pattern of responses about the effect that the PS model has on teachers. This was discussed by 48.3% of teachers. All of these comments showed that teachers considered the benefits to teachers to be a strength of the model. Examples of teachers’ comments are, “Even adults forget basic manners or ways to improve the situation. These skills benefit everyone” (B-130:9) and “Easy way to remind students on the correct way to behave” (A-34:25). This factor is summarized in Table 8.

Table 7

Social Skills Lessons Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Social Skills Lessons	46 ^a	30 ^a	16 ^a	76.7	73.1	84.2	109
Strength	30 ^a	20 ^a	10 ^a	50.0	48.8	52.6	43
Weakness	33 ^a	23 ^a	10 ^a	55.0	56.1	52.6	64
Videos	10	9	1	16.7	22.0	5.3	12
Number of Skills	9	9	0	15.0	22.0	0.0	13
Role Plays	9	7	2	15.0	17.1	10.5	12
Age-appropriate	8	4	4	13.3	9.8	21.1	9
Steps	7	5	2	11.7	12.2	10.5	9
Depth of Coverage	4	4	0	6.7	9.8	0.0	5
Time	3	3	0	5.0	7.3	0.0	5
Consumption							

^aThis shows a pattern.

Table 8

Effects on Teachers Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Effects on Teachers	29 ^a	21 ^a	8 ^a	48.3	51.2	42.1	37
Strength	29 ^a	21 ^a	8 ^a	48.3	51.2	42.1	37
Weakness	0	0	0	0.0	0.0	0.0	0

^aThis shows a pattern.

Praise

A pattern of responses discussing the praise aspect of the PS model was found at each school, with 43.3% of teachers addressing praise in their responses. Seventeen teachers were from School A and nine were from School B. There was also a pattern at each school of responses addressing praise notes specifically, with 40.0% of teachers addressing praise notes specifically. The following is an example of these comments:

Students love praise notes. I see them doing things all the time they ordinarily wouldn't do, like picking up paper, returning lost items, helping one another, in hopes of being caught doing good. They want that recognition for being good by getting a praise note. I love them! (A-43:35)

Another teacher said, "I'd like to see the praise notes used to genuinely reward the steady every day students and not always as the 'Wow you surprised me, you did your task once'" (A-82:19). Of note, 15 teachers mentioned strengths of praise notes. Table 9 describes the *Praise* factor.

Table 9

Praise Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Praise	26 ^a	17 ^a	9 ^a	43.3	41.5	47.4	37
Strength	17	13	4	28.3	31.7	21.1	21
Weakness	11	5	6	18.3	12.2	31.6	16
Praise Notes	24 ^a	16 ^a	8 ^a	40.0	39.0	42.1	35

^aThis shows a pattern.

Theory Behind the Model

There was no pattern found regarding the theory that the PS model is based on. A description of the factor is found in Table 10.

Table 10

Theory Behind the Model Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Theory Behind the Model	13	12	1	21.7	29.3	5.3	18
Strength	13	12	1	21.7	29.3	5.3	18
Weakness	0	0	0	0.0	0.0	0.0	0

Posters

No pattern was found about the social skills steps posters, as only eleven teachers addressed the topic. See Table 11 for a description of this factor.

Table 11

Posters Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Posters	11	8	3	18.3	19.5	15.8	15
Strength	9	6	3	15.0	14.6	15.8	10
Weakness	4	4	0	6.7	9.8	0.0	5

Home-School Collaboration

Comments requesting increased home-school collaboration did not form a pattern.

Information from this factor can be found in Table 12.

Achievement Plus Class

Though four teachers mentioned the Achievement Plus class, there was no pattern on this topic. See Table 13 for a summary of this factor.

Table 12

Home-School Collaboration Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Home-School Collaboration	6	4	2	10.0	9.8	10.5	10
Strength	0	0	0	0.0	0.0	0.0	0
Weakness	6	4	2	10.0	9.8	10.5	10

Table 13

Achievement Plus Class Factor Data

Factor	# of teachers			% of teachers			# of comments
	Total	A	B	Total	A	B	
Achievement Plus Class	4	3	1	6.7	7.3	5.3	6
Strength	1	0	1	1.7	0.0	5.3	2
Weakness	3	3	0	5.0	7.3	0.0	4

Summary

Patterns were formed for six factors, showing the importance teachers placed on these topics. Patterns were also formed for twelve sub-factors, likewise showing the importance teachers placed on different topics and also teacher satisfaction and dissatisfaction with those aspects of the PS model. School A and School B generally showed similar patterns; however, they differed in the number of teachers who showed the perception that social skills have improved and in the parts of the school-wide aspect that they addressed. While every teacher made at least one comment addressing a perceived strength and at least one addressing a perceived weakness of the model, they made a total of 228 comments showing perceived strengths and 171 comments showing perceived weaknesses.

Chapter 5: Discussion

This study assessed teachers' perceptions of the social validity of the PS model at one middle school and one junior high school. A survey was used to obtain teachers' views on the implementation of the model at their schools. Analysis of the data seemed to indicate that overall, teachers believed that the model was helping to improve students' social skills. Teachers also gave feedback about strengths and weaknesses of the model from their perspectives. Data were analyzed in order to answer the research questions: (a) What do teachers see as strengths of the PS model and how are these parts important to them? (b) What aspects of the PS model would teachers prefer to be changed for the future and how? (c) In what ways do teachers see the PS model as being beneficial to their schools? (d) Do teachers believe students' social skills have improved as a result of the PS model being implemented in their schools? If so, how have social skills improved? If not, how can PS change the program to better help students improve their social skills?

Research Questions Addressed

The social validity of the PS model was addressed through analysis of the open-ended survey questions. Teachers' perceptions of different topics showed both support and caution towards the social validity of the model. The following discussion shows possible implications teachers' responses may show about the model's social validity and answers the research questions.

Research question 1. The first research question is, "What do teachers see as strengths of the PS model and how are these parts important to them?" Patterns of perceived strengths in the areas of social skills topics, the school-wide aspect, consistency

across settings, and the social skills lessons are useful in showing evidence of social validity.

Teacher responses at both schools formed a pattern of positive comments about the specific social skills topics. While a pattern was not formed about the specific reasons teachers viewed the skill topics positively, respondents cited beliefs that the skills are important and applicable to students' lives. Some teachers' comments indicated that they saw the skills as lacking in many students and thus important to teach. Mathur and Rutherford (1996) stated that a model that is seen as important in students' lives has more evidence of social validity. These comments also suggested that the skills taught may be relevant and durable, which are other important aspects of social validity (Sugai et al., 2000). However, the durability of the skills was not directly examined or mentioned by participants.

Additionally, for the model to have evidence of social validity there should be evidence that its purposes have *social significance* (Mathur & Rutherford, 1996) and that it is being implemented with integrity (Lane & Beebe-Frankenberger, 2004). Mathur and Rutherford (1996) defined social significance as being useful across contexts and cultures. Though this was not directly addressed by teachers, there was a pattern of teachers expressing satisfaction with the consistency of the model across settings within the school. This may show evidence of social significance and add to the social validity of the model. Lastly, if teachers believe that the skills being taught are important for students to learn, they are more likely to implement the model with integrity (Lane & Beebe-Frankenberger, 2004). From the highly positive views of the topics addressed in social skills lessons, it seems that teachers believe the skills to be important.

Teachers' comments formed a pattern of positive responses toward the school-wide aspect of the PS model. Topics addressing consistency across settings, a good school atmosphere, a common language by which teachers can address social skills, and frequent reminders for students contributed to the positive regard of a school-wide approach. While patterns were not formed showing the perception of strengths in these specific areas, they helped to explain teachers' satisfaction with the school-wide aspect. The school-wide aspect was a significant attribute of the SST method, and it appeared to be pleasing to teachers.

These results may contribute to understanding social acceptability, which is shown when those involved in SST are pleased with the methods of teaching the social skills (Mathur & Rutherford, 1996). Oglivy (1994) stated that the method used to teach social skills is one way of measuring the social validity of the lessons. She also stated that role playing is one preferred method for teaching secondary-aged students. The methods PS uses to teach social skills, such as role plays, modeling, practice, videos, and steps may serve to enhance its social validity. The school-wide aspect of the model also shows evidence toward the comprehensiveness of the model, which Sugai et al. (2000) stated was important for social validity. The model is implemented throughout a student's day, in each class and in all areas of the school. Sugai et al. also stated that for a model to be comprehensive, it must affect all aspects of a student's day, including before and after school. These other areas were not addressed by teacher responses.

Also contributing to the social acceptability of the model is the clear pattern that the social skills lessons are viewed as a strength. Mathur and Rutherford (1996) further described social acceptability, saying it occurs when those involved in the training are

pleased with the techniques. This provides confirming evidence of social validity because the pattern shows positive regard for the methods used in SST. Yet, while teachers reported the social skills lessons as a strength of the model, there was not a clear pattern showing what aspects of the model were most important to teachers. Teachers expressed positive views of different parts of the lessons such as videos, role plays, and the social skills steps. Conclusions cannot be drawn, however, about what makes the lessons a strength for teachers.

Teachers also stated that a strength of the model included the benefits to teachers themselves. It was apparent that teachers appreciated the advantages of the model for teachers, and not just for students. They felt that the skills taught made prompting students easier, especially because all students in the school were aware of the skills. Teachers also expressed that the specific skills were useful for teachers to learn or review as well as students. This may add to the social acceptability and treatment integrity of the model. When a model or program makes teaching easier for teachers, they will be more likely to implement it (Lane & Beebe-Frankenberger, 2004).

Praise was also expressed as a strength. The majority of teachers who mentioned praise mentioned praise notes specifically. This is one aspect that, although it did not form a pattern, was close to forming a pattern. It is possible that this may add additional explanation for teachers' general satisfaction with the model.

In summary, perceptions of strengths can provide evidence of the social validity of the model. Teacher perceptions that social skills topics, the school-wide aspect, consistency across settings, the social skills lessons, effects on teachers, and praise are strengths of the model. They provide evidence of social acceptability,

comprehensiveness, relevance, social significance, and treatment integrity. These provide evidence supporting the social validity of the model.

Research question 2. The second research question is, “What aspects of the PS model would teachers prefer to be changed for the future and how?” Teacher perceptions of weaknesses of the model may weaken the evidence of social validity. When teachers view aspects of implementation, feasibility, or effectiveness as needing improvement, they are less likely to implement the model in the way they were trained, negatively affecting the model’s social validity (Lane & Beebe-Frankenberger, 2004). Teachers perceived some weaknesses in the areas of the social skills lessons, school-wide implementation, and school-wide rules.

While there was a pattern of positive responses about the social skills lessons, there was also a pattern of responses expressing perceived weaknesses of the lessons. There were three more comments made showing dissatisfaction with the lessons than satisfaction; however, this does not seem to show a significant difference between perceived strengths and weaknesses. Teachers expressed dissatisfaction with the number of skills, lack of videos, age-appropriateness of the lessons, depth to which skills were covered, and the time the lessons took. There were no patterns formed by comments addressing these topics; however, they may aid in the understanding of the reasons for the weakness perceived pertaining to the lessons. It may show weakness in the feasibility or practicality of teaching the social skills lessons, affecting the level of social acceptability (Lane & Beebe-Frankenberger, 2004). Treatment integrity may also decrease if teachers see significant weaknesses in the methods of teaching the social skills. This may serve to

decrease the social validity of the model (Lane & Beebe-Frankenberger, 2004; Oglivly, 1994).

There was a pattern of perceived weaknesses in the school-wide aspect of the model. This pattern seemed to stem largely from the belief that school-wide rules are inconsistent, as there was a pattern among teachers of dissatisfaction with the school-wide rules. Along a similar note, many teachers mentioned consequences for breaking the rules as a weakness, though the number of teachers fell just short of forming a pattern. These teachers felt like there was not sufficient follow-through when rules were broken. Many of these comments relayed a desire for increased administrative intervention. This may pose a caution if teachers feel that their efforts at teaching social skills are not being followed through by the administration. They may become frustrated and lose interest in maintaining their current efforts. When teachers feel frustrated, the costs of implementation may be increased for them, creating caution for the level of social validity of the model (Noell & Gresham, 1993).

Expressed perceptions of weaknesses show an opportunity for strengthening the social validity of the PS model. Teacher responses showed that they perceived weaknesses in the social skills lessons, school-wide implementation, and the school-wide rules. Comments showed a desire to improve these areas through teaching fewer skills, making lessons more appropriate for the students' age group, increasing use of improved videos, and making rules and their consequences more consistent among teachers and administration. Perceived weaknesses in these areas can affect the model's social validity in several ways. If teachers see the model as being less feasible, practical, or socially acceptable than desired, the social validity of the model is likely to decrease. Teachers

also need to feel that the benefits that come from implementation outweigh the costs. These items of concern may present a caution to the overall social validity of the PS model, possibly resulting in less effective improvements in the lives of students. For effective changes to occur, those who implement the model must feel that their efforts are worthwhile. If there is significant lack of support, follow-through, or hope for a positive outcome, the model may not work to fulfill the goals of PS.

Research questions 3 and 4. The third and fourth research questions were addressed through the survey questions, “In what ways do teachers see the PS model as being beneficial to their schools?” and “Do teachers believe students’ social skills have improved as a result of the PS model being implemented in their schools? If so, how have social skills improved? If not, how can PS change the model to better help students improve their social skills?” Patterns were formed showing teacher perceptions that students’ social skills have improved and that social skills have improved somewhat. At the individual school level, these patterns were formed only by teachers’ comments at School A; no patterns were formed by comments from School B. This seems to show that teachers at School A saw more improvement in social skills than teachers at School B. Comments from teachers at School B were spaced somewhat equally between the perceptions that student social skills have improved, have improved somewhat, have not improved, and may or may not have improved. It is possible that no pattern was formed because of the low number of respondents from School B.

The perception that social skills have not improved did not form a pattern, although the amount of teachers who made such comments came close to forming a pattern at both schools. This should be interpreted cautiously considering the significantly

greater amount of positive comments about improvement of students' social skills. There was also no pattern of responses illustrating that teachers were unsure whether social skills have improved.

The patterns formed show that teachers at School A see clear benefits of the PS model. If teachers see the outcomes of an intervention as making desired changes and creating improvement in students' social skills, weight is added to the benefits. When there is no improvement, weight is added to the costs. When social skills are visibly improving, teachers are more likely to believe that the benefits of the model are outweighing the costs of implementing it. This is one central aspect of social validity (Noell & Gresham, 1993). Another key aspect is social importance. Mathur and Rutherford (1996) described social importance, stating that the outcomes of SST should have a positive impact on students' interactions with their peers. These patterns show that teachers at School A viewed students' interactions as improving, increasing the evidence for social validity. The model at School B does not show as much evidence of social validity in this manner; however, it is difficult to draw conclusions because of the low number of respondents from School B. There was no clear pattern of responses showing in what ways social skills have improved.

Teachers gave numerous suggestions for improving the PS model. While there were no patterns of suggestions given, some of these include increasing administrative support of consequences for breaking rules, teaching fewer social skills, making lessons more age-appropriate, displaying posters in hallways, and increasing home-school collaboration.

Summary

It appears that overall, teachers made more positive statements that supported evidence for the social validity of the model than statements that opposed it. Patterns were found showing perceived strengths in the areas of social skills topics, school-wide implementation, consistency across settings, the social skills lessons (i.e. videos, steps, and role plays), and effects on teachers. These patterns give evidence for social acceptability, social significance, and treatment integrity and show evidence toward the social validity of the model. Patterns were found showing perceived weaknesses in the areas of the social skills lessons (i.e. number of skills, lack of videos, age-appropriateness of the lessons, depth to which skills were covered, and the time the lessons took), school-wide implementation, and the school-wide rules.

These patterns may show concerns in the areas of feasibility, practicality, social acceptability, and costs versus benefits. Aspects seen as weaknesses, such as the social skills lessons, may make the model seem less feasible or practical, and likewise socially acceptable, to implement from teachers' perspectives. Weaknesses that make implementation more difficult may also add to the costs of implementation or lower the benefits. Each of these may limit social validity evidence. Teachers at School A perceived an overall improvement in students' social skills; these patterns were not seen at School B, which may be because of the lower rate of respondents. Teachers at both schools expressed more strengths than weaknesses. It is necessary when interpreting these results to keep in mind that the open-ended survey is not a direct measure of the PS model's social validity; findings only suggest possible influences on social validity.

Relationship of Open-ended Survey Results with ISQ Results

The open-ended survey is discussed in an effort to help explain or supplement results found on the ISQ, although the ISQ is not a formal measure of this study. Because the open-ended survey addressed teachers' current perceptions and was distributed within a few months of the ISQ in 2006, the results from the open-ended survey are compared only to the results of the ISQ given that same year. Two cautions that should be considered when comparing the open-ended survey to the ISQ: first, those who filled out the open-ended survey may not be the same teachers who completed the ISQ; and second, the number of teachers who responded to the open-ended survey from each school differed significantly. Forty-one out of 60 teachers from School A responded to the open-ended survey, which may be considered to represent the teacher population at that school better than the respondents from School B; only 19 out of 50 teachers responded from School B. Results in the following section are based only on the reports of these teachers who responded to the open-ended survey.

Teacher perceptions of improvement. On the ISQ, teachers at both schools reported believing that people at their schools treat each other in a positive manner and with respect; additionally, teachers at School A reported that students do not show as much respect for each other as they should. The open-ended survey seems to add information to these results, generally showing a perceived improvement in social skills, with some teachers stating there was not improvement. It is not immediately discernable why teachers at School A reported a lower amount of respect shown among students specifically on the ISQ. The difference may be due to the difference in age among

students at the junior high compared to the middle school, or it may reveal variations in implementation of the model at the schools.

The majority of teachers reported on the ISQ that students are typically motivated to use social skills appropriately and are well behaved. This is consistent with a pattern found on the open-ended survey showing teacher perceptions of improvements in social skills. Teachers' perceptions that students are motivated to use social skills may also show support for praise and praise notes, which are used in an effort to reinforce students for using social skills appropriately. On the open-ended survey, some teachers stated that students loved the praise notes and worked to receive one, though no pattern was formed in this area. While teachers at School A reported on the ISQ that students use good social skills and that the SST during the year has contributed to a more successful school, teachers at School B reported the desire to see more improvement in both of these areas. This information seems consistent with the findings from the open-ended survey, which seems to show that proportionally more teachers from School A reported seeing improvement in appropriate social skill use.

Social skills topics. Information on the open-ended survey showing satisfaction with the social skills topics seems consistent with the findings from the ISQ. On the ISQ, teachers from both schools reported that their schools prepare students for life as adults and that the social skills that students are learning are important.

School-wide aspect. Positive responses on the ISQ regarding feelings of safety at school for students and staff may be further explained by the pattern of responses on the open-ended survey in regards to the school-wide implementation of the model. Teachers from both schools also reported on the ISQ that students share in the responsibility for

making the atmosphere of the school positive and safe. While some teachers reported feeling that there was a feeling of community in the schools, there was not a pattern of responses.

The open-ended survey seems to differ from results of the ISQ in that there was a pattern of teacher perceptions on the open-ended survey that school wide rules were inconsistent, with many also commenting that there was inadequate follow-through with consequences. This is in line with ISQ results that indicated a desire for improvement in monitoring behavior and dealing with behavior problems quickly and positively.

Social skills lessons. Responses on the ISQ showed satisfaction with the effectiveness of videos and role plays among teachers, which seem consistent with findings on the open-ended survey. While no patterns were formed in these specific areas, there were patterns showing both perceived strengths and weaknesses pertaining to the social skills lessons. Several teachers made positive remarks on the open-ended survey about both videos and role plays. Results from the ISQ additionally revealed that teachers at School A were satisfied with the positive impact that videos had on social skills, while teachers at School B showed a desire for improvement in this area. There were no significant results in this area from the open-ended survey.

Effects on teachers. The effect of the model on teachers was addressed by teachers on the open-ended survey. It was not, however, addressed by the ISQ.

Praise. On the ISQ, teachers at both schools expressed that praising student behavior is important and that students receive praise notes for responsible behavior. There was no indication of dissatisfaction with praise or praise notes. While no patterns

were formed on the open-ended survey addressing praise or praise notes, many teachers mentioned praise in a positive manner.

Theory behind the model. Results on the ISQ showed that teachers at both schools indicated that their schools encourage student cooperation through positive measures. While several teachers stated that the positive or proactive idea behind the PS model was a strength, there was no pattern formed in these responses.

Posters. The ISQ showed teacher satisfaction with the impact that posters being displayed in classrooms has on social skills. Teachers from both schools indicated on the ISQ that there is room for improvement in the supervision of school grounds and hallways; displaying posters in the hallways or other areas of the school may provide prompts for students to use the appropriate social skills outside of the classrooms. This was suggested by a few teachers on the open-ended survey, but not enough to form a pattern.

Home-school collaboration. On the ISQ, teachers at both schools indicated a desire for parents to participate more at parent/teacher conferences, yet they also indicated that both schools involve families meaningfully. Increased home-school collaboration is another method suggested by some teachers on the open-ended survey for encouraging improvement of students' social skills, though a pattern was not formed.

Achievement plus class. Teachers at both schools indicated on the ISQ that their schools identify high-risk students and address their needs. Too few teachers made comments about this issue to add any information to ISQ results.

Conclusions

Strengths. One strength of using an open-ended survey is that it allows respondents to choose on their own what topics to address. This was a benefit specifically to this study because it allowed researchers to see what topics involving the PS model are seen as important to teachers, as teachers were likely to comment on topics that they viewed as important.

It is also a strength that the open-ended surveys were administered within a few months of the ISQ. Teachers' opinions are not likely to have changed greatly between the times that the measures were administered, allowing a stronger comparison between the two measures. This makes it more possible to compare answers on the open-ended survey to results from the ISQ.

Limitations. There are several possible limitations to this study, including the wording of questions on the open-ended survey. The way that questions were worded may have influenced teachers' responses. For example, the first part of question number two read, "What aspect of the Peaceable Schools model (i.e. praise notes, social skills lessons, consistent school-wide rules, or other) would you recommend improving for the future?" The topics listed within the parentheses in the question were addressed often by teachers. Teachers may or may not have addressed these specific topics if they had not been listed in the question. Question wording may have encouraged teachers to comment on specific topics.

Another possible limitation is also due to the questions on the open-ended survey. Questions number one and number three (see Appendix C) both tended to elicit comments about perceived strengths of the PS model. Only question number two directly

requested comments about perceived weaknesses of the model; however, most teachers responded to question number five by stating perceived weaknesses as well. This possible imbalance in questions may be seen as a limitation as it may have encouraged more comments about perceived strengths than weaknesses.

The lower responses rate from teachers at School B may also be seen as a limitation to this study. While 41 out of 60 teachers responded from School A, only 19 out of 50 teachers responded from School B. The reasons for the relatively few number of responses from School B are unknown. This puts constraints on the strength of findings regarding School B because a lower percentage of teachers from that school are represented in the data. Similarly, the generalizability of results is limited because not all teachers returned their surveys.

Additionally, the sample of teachers who completed the open-ended survey is likely a different group of teachers from the group who completed the ISQ. This may decrease the helpfulness of comparing responses from the open-ended survey to the responses from the ISQ.

Finally, treatment integrity was not formally measured. The amount of treatment integrity with which teachers implemented the model may have influenced results. It is possible that teachers may not have implemented the model precisely as trained. For example, if social skills were not taught by some teachers, students' social skills may not have improved as much as they would have if the teacher had taught the lessons as trained.

Recommendations. This study shows potential for future research in this area. Following are several suggestions for similar studies and future research.

Question 3 on the open-ended survey could be re-worded to ask a more direct question, such as “How has the Peaceable Schools model made your school a better place? Please give a specific example.” Answers on this question tended to be very similar to responses to the first question. A different wording of the question may have provided additional information.

Including more schools where the PS model has been implemented will give a broader perspective on teacher perceptions. There were some differences in perceptions between the teachers at the two schools that participated in this study. By including teachers from additional schools, a pattern of differences or similarities may be found. This could give information to the PS team about shared opinions among teachers at multiple schools, helping them to enhance well-perceived aspects of the model or target other aspects for improvement.

While the open-ended survey questions served to enhance results found on the ISQ, one method of research that would serve to give an even more detailed view of teachers’ opinions is through interviewing teachers directly. Interviewing teachers would allow researchers to ask questions, clarify responses, and seek additional information. This additional information would be valuable in making a socially valid model as the PS team would be able to address teachers’ needs even more directly.

Summary. There are many angles from which to view the social validity of the PS model. It seems that when all is taken into account, there is data to support that the model, as a whole, does have evidence of social validity. This is shown by perceived strengths in social importance, social significance, and social acceptability. Teachers also overall seemed to see benefits outweighing costs of implementation. Teacher perceptions

of the model are overall positive, viewing the model as having more strengths than weaknesses. They report seeing improvements in social skills due to the model, providing confirmation that the goals of the PS model are being accomplished. Based on the information found, it seems that the PS model shows strong evidence of social validity.

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Appendix A

HOW TO BE PREPARED: Part 1

Purpose: Teach students the skills necessary to be prepared in a school setting.

Lesson Objectives:

- Students will accurately list and describe the steps of preparation in a school setting.
- Students will be able to give reasons why this social skill is important.

Video Introduction or Activity Option: (If the video role play examples are not available, the following activity can be substituted as an introduction to the lesson.)

Show students a copy of the following cartoon. Discuss how Calvin & Hobbes filling their camping packs with comic books is like showing up for school without the necessary supplies and assignments. You may even want to ask students to think of times when they may have brought something unnecessary to school (like a Gameboy or toy) and left necessary things (like a book or homework) at home.

1. Name and describe the skill.

“Today, we are going to learn an important skill that will help you be successful and have good experiences while in school. The skill is “How to Be Prepared.”

The steps to being prepared are:

- 1. Be on time to class.**
- 2. Bring pen/pencil, paper, planner and books.**
- 3. Bring all assignments to class.**
- 4. Turn work in on time.**

2. Give reasons why it is important to be prepared and what students will gain from practicing and applying this skill.

Ask students: “Why is it important to be prepared?”

Sample rationales for discussion: (Choose one or two rationales to discuss)

:We will make better use of our class time if we are prepared, which provides us with the opportunity to learn more and be smarter.

:When we are on time to class, we avoid distracting the teacher and other students, which means we have more time to learn.

: We will be more successful in school when we turn in all of our assignments on time. We will get better grades and find the work is much easier to do if we do it when it is due, instead of trying to make up lots of assignments for partial credit at the end of a term.

: Our teachers will know we are serious about learning when we are prepared.

: Our teachers will respect us as students when we are prepared.

3. Model the skill by role playing one of the following scenarios with your students or using an example of your own. Ask students to notice if the actors use all of the steps.

1. Choose one member of your group to be the teacher. Choose another member of the group to be a student who is often tardy to class. The other group members are students who are on time to class. Act out a scenario where the teacher has started class and the students are working when a tardy student comes in. The tardy student distracts the whole class by coming in late. How does this hurt learning in the classroom and waste time?

Next, your group repeats the scenario, but this time, all of the students are on time to class. What difference does it make to the teacher and the other students? Emphasize that when students obey the rules there is more time for fun.

2. The students act out a classroom scenario where several students are not prepared with the various needed supplies (pen/pencil, planner, paper, books.) While the teacher is trying to teach, the students ask other students to borrow these supplies, don't pay attention or do the work because they don't have what they need, interrupt the teacher to say they don't have the needed supplies, etc. How is this distracting to the other students and the teacher?

Next, the students repeat the scenario, but this time, they are all prepared with their needed supplies. What difference does this make to the way the classroom functions?

4. Teacher reviews the steps to the skill and reasons why each step is important.

“How will each of these steps help you to be prepared and be a good student?”

(You can discuss the examples shown in the video, solicit examples from students, or share some more rationales.)

5. Encourage students to practice using this skill in their other classes.

The following activity can be completed during the week to help students plan how to use the steps of this skill in all of their classes.

Enrichment Activity: How to Be Prepared and Successful in Each Class

Adjusting to middle school life definitely requires challenges. In elementary school, students have had to worry about just one class and one teacher. Now, they have six different classes and teachers and are expected to meet the standards of each individual teacher. Figuring out what is necessary to be successful in each class is critical to students. In this activity, the students will critically analyze their schedule and come up with a strategy to be successful in each class.

Distribute a copy of the worksheet to each student. Instruct the students to look carefully at Step 1. Explain to the students they are going to come up with a plan to help them be on time to each class. Give examples of how students can best use their time in the halls in order to be on time. (i.e. They could get supplies for 2 or 3 classes at a time from their locker so they won't have to return to it every break. They could use the restroom and get a drink during the break in their English/Reading class because they are returning to the same classroom and don't need to take all of their supplies. They can look at how far apart their classrooms are from each other and determine which break would be the best time to visit with friends or use the vending machines). *Obviously, these are just a few ideas. It would be beneficial to ask a few students to share their ideas and strategies of how to be on time.* Give the students some time to fill in each section.

Follow the same procedure for steps 2-4. Monitor their progress as they complete each section. When the students are finished, you may want to review their plan and discuss any challenges or concerns the students may have.

***This activity may take some time to complete but could be done one section per day.

Appendix B

Name _____

Date _____

My School Success Plan

Using the steps of "How to Be Prepared," you are going to create a plan to help you be successful at Payson Middle School. Follow the instructions carefully and ask your teacher if you have any questions. Have fun! *

Step 1: Be on time to class.

Listed below are your seven class periods. First, write the name of each class and your teacher off to the side of each class period. Next, look carefully at your schedule and determine a strategy to help you be on time to each class. Think about where your classes are located and what you are going to need to do (or not do) to be on time to each class. Think about what halls would be best to go down, when would be the best time to stop at your locker, use the restroom, visit with friends, etc.

1st Period:2nd Period:3rd Period:4th Period:5th Period:6th Period:7th Period:

Step 2: Bring pen/pencil, paper, planner, and books.

Each class has different supplies necessary to be successful. Next to each class, write down the supplies you will need for that class. For example, you may be able to use a pen in your English class, but you need to have a pencil in your math class. Some classes may require textbooks, while other classes may require you to bring a reading book or journal. Some of your classes may want you to bring a calculator or colored pencils. You may want to review the course disclosures your teachers have given you.

1st Period:

2nd Period:

3rd Period:

4th Period:

5th Period:

6th Period:

7th Period:

Step 3: Bring all assignments to class.

Think about your schedule and decide where you are going to keep your assignments for each class. Come up with a strategy to keep your assignments organized so you have your assignments with you when you need them. Do you have a separate binder/folder for each class or do you have one binder/folder for all classes? Where will you put homework that needs to be completed? Where you will put homework once it is completed to make sure you have it in class when you need it? Recording assignments and due dates in your planner is a great way to help yourself be organized.

1st Period:

2nd Period:

3rd Period:

4th Period:

5th Period:

6th Period:

7th Period:

Step 4: Turn work in on time.

Think about your schedule and the assignments you know you will need to turn in every week. For example, do you have a current events assignment due every week in Social Studies or a home reading log to turn in every week in your English class? Are you supposed to record when you practice your musical instrument and turn it in? Will you usually have homework every night in your Math class? When is the best time for you to do your homework? Could you get some homework completed every day on the bus ride home? Maybe it would be a good idea to review your planner every Friday or Saturday with a parent so they know what needs to be done and if they need to sign anything. Next to each class, write down any assignments you will always have due in that class and when would be the best time to complete those assignments and get any parent signatures you may need. Also, write down when would be the best time and place for you to complete your nightly homework.

1st Period:

2nd Period:

3rd Period:

4th Period:

5th Period:

6th Period:

7th Period:

Appendix C

In order to help improve the Peaceable Schools model at your school for you as a teacher, please answer the following questions:

1. What do you think is a strength of the Peaceable Schools model? _____

Please give an example of how this part of Peaceable Schools is important to you.

2. What aspect of the Peaceable Schools model (i.e. praise notes, social skills lessons, consistent school-wide rules, or other) would you recommend improving for the future? _____

How would you recommend improving this aspect? _____

3. How is the Peaceable Schools model beneficial to your school? Please explain or give an example. _____

4. Have students' social skills improved as a result of the PS model? _____
Please describe any changes you have seen in students' social skills. _____

5. What else would you like to tell BYU or the Peaceable Schools team about the Peaceable Schools model? _____

Thank you for your input. Your thoughts will help BYU and the Peaceable Schools team to concentrate their efforts on aspects of your school that are most important to you.

By returning this survey, you consent to participate in this research.

Appendix D



CENTER FOR THE SCHOOL OF THE FUTURE

School A

April 18, 2006



Normative Report

Signal Analysis Legend

- | | |
|------------------------|------------|
| Exemplary | Exemplary |
| Superior | Above Norm |
| Typical | At Norm |
| Opportunity to Improve | Below Norm |

The table presented below summarizes global domains by audience for ISQ school data and normative data. The school data are summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) difference from the norm. The reverse side of this report is a breakdown for each domain by item. Staff responses are not normed as that audience is too often inadequately sampled.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support				
Teacher Excellence				
Student Commitment				
School Leadership				
Instructional Quality				
Resource Management				
School Safety				

Indicators of School Quality				
Normative Report	Parent	Teacher	Student	Staff
Parent Support				
Parents support their child's education				
Parents know what happens at school				
Enough parents participate at parent/teacher conferences				
Parents support extracurricular activities				
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach				
Teachers care about students as individuals				
Teachers promote good behavior in their classrooms				
Teachers are well organized				
Teachers enjoy teaching				
Student Commitment				
Students are well behaved				
Enough students participate in extracurricular activities				
Students enjoy learning				
Students have pride in their school				
School Leadership				
Administration is accessible to parents, students, and staff				
Administration promotes quality education				
Administration is well organized				
Administration promotes good behavior at the school				
Administration has high expectations for all students				
Instructional Quality				
This school prepares students for adult life				
This school provides a quality education				
Instruction at this school is innovative				
Instruction at this school challenges students				
Resource Management				
Staff has access to enough ongoing training				
Counselors are accessible to students				
Students have adequate computer access				
The school has quality textbooks and instructional materials				
Students have enough extracurricular opportunities				
School Safety				
Students and staff feel safe at school				
Students feel safe traveling to and from school				
The school is clean and in good repair				
The school grounds and hallways are well supervised				

School A

April 18, 2006

Indicators of School Quality	Parent	Teacher	Student	Staff
Supplemental Items Progress Report	n=560	n=47	n=1018	n=15
This school strives for academic success for all students				
This school involves families in a meaningful way				
This school develops effective links to the community				
This school uses positive means to develop student cooperation				
Adults at this school invite discussions with students of safety issues				
Everyone at this school treats others with positive regard and respect				
Students are provided enough opportunities to express feelings				
Behavior problems are dealt with quickly and positively, and are monitored				
This school strives to prepare students for success in their future life				
This school identifies and addresses the needs of high-risk students				
Students at this school are learning important social skills				
Students at this school use appropriate social skills				
Students at this school are motivated to use appropriate social skills				
Teachers believe appropriate praise of student behavior is important				
Students at this school show respect for each other				
Students receive written praise notes for responsible social behavior				
Students with special needs receive special help				
Students share responsibility for making school a positive and safe place				
Students benefit from involvement in the Peaceable Schools program				
Students' social skills have improved as a result of social skills instruction				
The Peaceable Schools program creates a positive school climate				
Parents should be involved in the design and evaluation of Peaceable Schools				
The teaching of social skills helps to improve positive social behavior				
The use of role-plays has made a positive impact on social skills				
The use of video examples has made a positive impact on social skills				
Having posters hung in classrooms has made a positive impact on social skills				
The frequency of social skills instruction is appropriate for this school				
The social skills instruction this year has created a more successful school				



CENTER FOR THE SCHOOL OF THE FUTURE









School B

April 19, 2006































Normative Report

Signal Analysis Legend

 Exemplary	 Exemplary
 Superior	 Above Norm
 Typical	 At Norm
 Opportunity to Improve	 Below Norm

The table presented below summarizes global domains by audience for ISQ school data and normative data. The school data are summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) difference from the norm. The reverse side of this report is a breakdown for each domain by item. Staff responses are not normed as that audience is too often inadequately sampled.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support				
Teacher Excellence				
Student Commitment				
School Leadership				
Instructional Quality				
Resource Management				
School Safety				

Indicators of School Quality				
Normative Report	Parent	Teacher	Student	Staff
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Instruction at this school is innovative				
Instruction at this school challenges students				
Resource Management				
Staff has access to enough ongoing training				
Counselors are accessible to students				
Students have adequate computer access				
The school has quality textbooks and instructional materials				
Students have enough extracurricular opportunities				
School Safety				
Students and staff feel safe at school				
Students feel safe traveling to and from school				
The school is clean and in good repair				
The school grounds and hallways are well supervised				

School B

April 19, 2006

Indicators of School Quality	Parent	Teacher	Student	Staff
Supplemental Items Progress Report	n=184	n=28	n=544	n=2
This school strives for academic success for all students				
This school involves families in a meaningful way				
This school develops effective links to the community				
This school uses positive means to develop student cooperation				
Adults at this school invite discussions with students of safety issues				
Everyone at this school treats others with positive regard and respect				
Students are provided enough opportunities to express feelings				
Behavior problems are dealt with quickly and positively, and are monitored				
This school strives to prepare students for success in their future life				
This school identifies and addresses the needs of high-risk students				
Students at this school are learning important social skills				
Students at this school use appropriate social skills				
Students at this school are motivated to use appropriate social skills				
Teachers believe appropriate praise of student behavior is important				
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Parents should be involved in the design and evaluation of Peaceable Schools				
The teaching of social skills helps to improve positive social behavior				
The use of role-plays has made a positive impact on social skills				
The use of video examples has made a positive impact on social skills				
Having posters hung in classrooms has made a positive impact on social skills				
The frequency of social skills instruction is appropriate for this school				
The social skills instruction this year has created a more successful school				