ELAWARE. Disabilities Studies

*Tell Me More:* Utilizing Student Focus Groups to Further a Community's School Climate Dialogue

> Megan Pell & Debby Boyer Delaware PBS Project

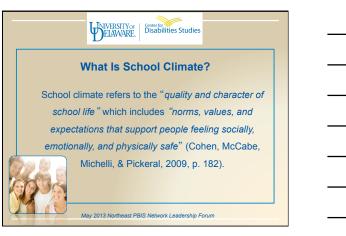
May 2013 Northeast PBIS Network Leadership Forum





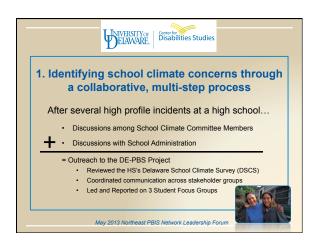


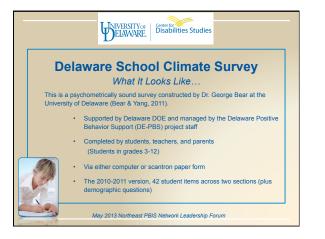
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<b>U</b> NIVERSITY ELAWAI	TOF Center for Disabiliti	es Studies					
2011 Survey Sample							
	Student	Teacher	Home				
	Survey	Survey	Survey				
# Schools	70	82	70				
# Respondents	16,289	3207	8644				
# Schools	27	29	22				
# Respondents	8811	1305	2313				
# Schools	19	22	15				
# Respondents	8658	1255	1826				
# Schools	7	7	6				
# Respondents	238	88	147				
# Schools	3	12	6				
# Respondents	164	397	331				
# Schools	0	4	4				
# Respondents	0	90	562				
	PELAWAR     2011 Su     * Schools     * Respondents     * Schools     * Respondents	Disability 2011 Survey St Student Student Strudent Strudent schools # Schools # Schools 0 0 0 0 0 0 0 0 0 0 0 0 0	Disabilities Studies       Disabilities Studies       Disabilities Studies       Disabilities Studies       Student       Student     Teacher       Survey     * Schools     70       # Schools     27     29       # Schools     19     22       # Respondents     8658     1255       # Schools     7     7       # Respondents     33     12       # Schools     3     397       # Schools     0     4				

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2011 Dela	ware School Clima	te Surveys
Student Survey	Teacher/Staff Survey	Home Survey
Part I		
Teacher-Student Relations	Teacher-Student Relations	Teacher-Student Relations
Student Relations and Safety	Student Relations and Safety	Student Relations and Safety
Fairness of Rules	Rules and Expectations	Rules and Expectations
Clarity of Expectations		
	Teacher-Parent Relations	Teacher-Parent Relations
Total School Climate	Total School Climate	Total School Climate
Part II		
Positive Techniques	Positive Techniques	Positive Techniques
Punitive Techniques	Punitive Techniques	Punitive Techniques
Social-Emotional Learning Techniques (SEL)	SEL	SEL



- Contraction				ERSITYO AWARI		oilities S	tudies		
			DSC	S - S	tuden	t Rep	oort		
	Responses to School Climate Survey 2010-2011 - Student Version								
Table 1	la (1). S	standard :	Scores Co	mpared v	ith Other P	articipati	ng High Scl	hools	
	Part I. Part II.								Social
		Student	Relations and Safety	Fairness of Rules	Clarity of Expectations	Total Scale	Positive Techniques	Punitive # Techniques	Emotional Learning
Total	N= 749	96.83	93.87	100.74	95.61	95.66	98.88	99.32	96.79
Race White	N= 330	96.28	91.83	101.64	94.35	94.75	97.85	99.98	94.48
Black	N= 192	97.80	96.22	100.28	98.47	97.26	100.18	99.53	99.64
Hispanic	N= 88	94.59	93.63	99.14	95.89	94.61	95.44	97.50	95.51
Asian	N=51	97.38	96.87	97.55	94.48	96.82	99.55	102.23	99.42
Other	N= 86	99.27	95.92	102.21	96.06	97.07	101.58	96.26	99.20
Gender Girl	N= 392	þ7.09	93.83	101.74	96.66	96.13	98.94	98.70	96.71
Boy	N= 357	96.51	94.00	99.57	94.40	95.15	98.91	99.92	96.94



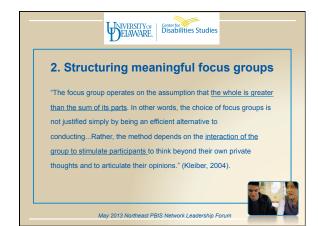
					RSITYOF WARE. S - S1	Center for Disabi	lities St			
	Table 1	b. Ave	rage Item	Scores for	r All Grad	les Combin	ed			
1					art I.				Part II.	
			Teacher- Student Relations	Student Relations and Safety	Fairness of Rules	Clarity of Expectations	Total Scale	Positive Techniques	Punitive <b>#</b> Techniques	Social Emotional Techniques
	Total	N= 749	2.27	2.62	2.68	2.51	2.59	2.41	2.24	2.35
	Race White	N= 330	2.67	2.26	2.70	2.68	2.54	2.20	2.58	2.30
	Black	N= 192	2.54	2.27	2.52	2.75	2.48	2.30	2.67	2.47
	Hispanic	N= 88	2.53	2.26	2.58	2.74	2.49	2.17	2.57	2.35
	Asian	N=51	2.68	2.42	2.65	2.52	2.57	2.40	2.55	2.52
	Other	N= 86	2.59	2.19	2.57	2.59	2.43	2.28	2.52	2.39
	Gender									
	Girl	N= 392	2.63	2.22	2.68	2.76	2.52	2.22	2.58	2.36
	Boy	N= 357	2.59	2.32	2.55	2.60	2.50	2.27	2.60	2.38
			Мау	2013 No	rtheast P	BIS Netwo	rk Leade	ership Foru	m	



	ELAWARE, Disabilities Studies
	Specific DSCS items of concern at this school
Teache	r – Student Relationships
38%	of students disagreed that teachers care about their students
8%	of teachers disagreed that teachers care about their students
37%	of students disagreed that teaches treat students of all races with respect
12%	of teachers disagreed that teaches treat students of all races with respect
Student	– Student Relationships
74%	of students disagreed that students treat each other with respect
54%	of teachers disagreed that students treat each other with respect
59%	of students disagreed that students get a long
33%	of teachers disagreed that students get a long

	Specific DSCS items of concern
	at this school
Fairness o	of Rules & Clarity of Rules
30%	of students disagreed that the rules are clear
36%	of teachers disagreed that the rules are clear
37%	of the students disagreed that the rules are fair
12%	of teachers disagreed that the rules are fair
Global "Li	iking" Question
42%	of students agreed most students like this school.
74%	of teachers agreed most students like the school

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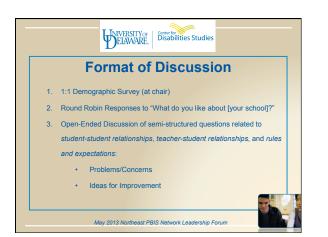


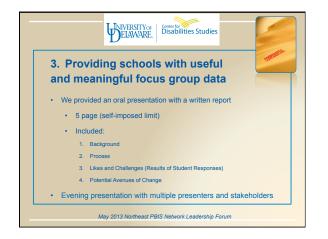




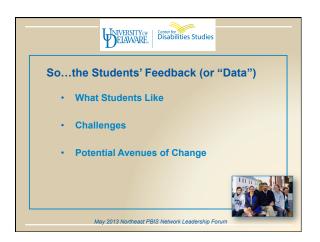
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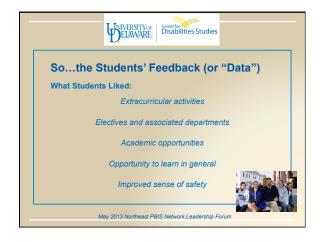


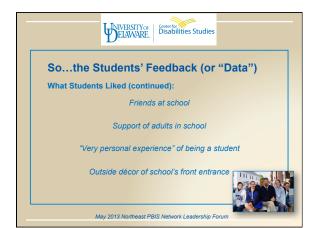


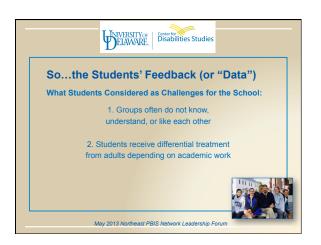














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BIVERSTITY OF Disabilities Studies	
2. Students receive differential treatm	ent from adults
Students perceive teachers to be less engaged and         less effective in CP classes (sense of 'giving up')         • Students believe administration is not aware of these issues in the classroom         Students believe that rules are not always enforced fairly         • CP students can get away with more because they are not held to same standard         • Personal relationships with adults allow students to get away with things         • Positive Behavior Support program is not used consistently         Students who benefit from preferential treatment still view it as unfair	"One of my teachers will, like before a football game, ask who is going to the football game, and if you raise your two RAP cards." "And my teacher decided to raise (my grade) to 90 just because she, I guess, she liked me more than the other studentand the other student was left with a B."



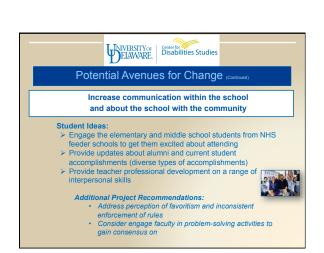


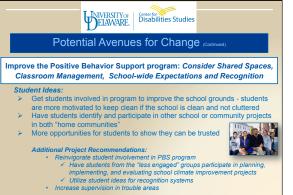


Revisit use of Advisory for facilitating acceptance
 Improve the PBS program

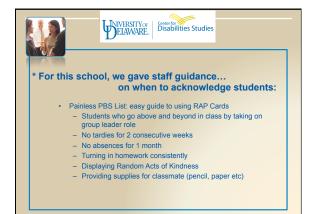
Additional Project Recommendations:

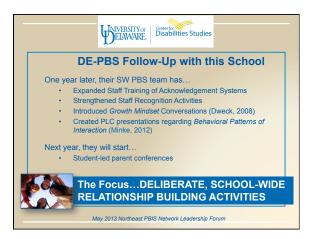
- Improve the PBS program
  Develop school-wide community service activities
- Investigate available transportation and how it impacts student involvement

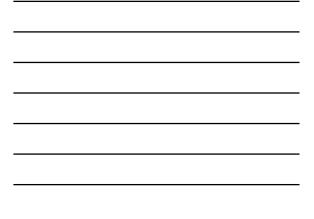




- Disabilities Studies 4. Facilitating discussions for possible next steps to improve school climate Written report Oral presentation to stakeholders with visuals \* Check-in with the school immediately after the presentation and report, give guidance as needed \* Conduct a follow-up discussion with the school 1 year after the presentation and report May 2013 Northeast PBIS Network Leadership Forum









۲ee	p in Mind: Change Can b	e Slo
2011	Teacher – Student Relationships	2013
38%	of students disagreed that teachers care about their students	28% (-10)
8%	of teachers disagreed that teachers care about their students	6% (-2)
37%	of students disagreed that teaches treat students of all races with respect	23% (-14)
12%	of teachers disagreed that teaches treat students of all races with respect	12% <mark>(0)</mark>
2011	Student – Student Relationships	2013
74%	of students disagreed that students treat each other with respect	57% (-17)
54%	of teachers disagreed that students treat each other with respect	39% (-15)
59%	of students disagreed that students get a long	45% (-14)
33%	of teachers disagreed that students get a long	16% (-17)



Kee	p in Mind: Change Can b	e Slo
2011	Fairness of Rules & Clarity of Rules	2013
30%	of students disagreed that the rules are clear	30% (0)
36%	of teachers disagreed that the rules are clear	17% (-19
37%	of the students disagreed that the rules are fair	30% (-7
12%	of teachers disagreed that the rules are fair	10% (-2)
2011	Global "Liking" Question	2013
100/	of students agreed most students like this school.	*
42%	of teachers agreed most students like the school	







