

Class-wide Positive Behavior Support Plan on Adhering to the Classroom Rules

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ABSTRACT. The purpose of this study was to examine the effects of Positive Behaviors Support (PBS) plan that was designed after interviews with teachers and Functional Behavioral Assessment (FBA) on the behavior of obeying classroom rules. The study was conducted in a public school with 3rd grade students. There were 34 students in the classroom. PBS was implemented as a whole class but the data were collected from one male and one female student who were identified after FBA and consulting with the teacher. Single subject ABAB design was used to examine the effects of PBS intervention. Experts on the field of special education and the teacher planned the study cooperatively and the teacher implemented the plan in the classroom. The PBS package consisted of prevention strategies, classroom rules, routines and reinforcement. The result showed that PBS package, which was enriched by FBA, was effective on increasing students' behavior of obeying classroom rules. Teacher and family opinions support the findings, too.

Key Words: Positive Behavior Supports, class-wide, obeying classroom rules, teacher implemented

INTRODUCTION

PBS is an assessment-based approach for supporting students with behavior problems, which provides an empirically validated set of strategies for preventing problems and promoting pro-social behavior (Carr, et al., 2002; Repp & Horner, 1999; Sugai, et al., 2000). If PBS is well-tailored to assist students with problem behaviors in adopting to general education classes, these students may show emotional and cognitive improvement (Albin, Lucyshyn, Horner & Flannery, 1996). PBS was initially a strategy developed as an alternative to punitive techniques based on the use of aversive stimulators that were applied to students who excessively displayed violent behaviors and self-injured students who had extreme developmental deficiencies (Carr & Durand, 1985; Evans & Meyer, 1990). PBS emerged in the mid-1980s as a positive, instructional approach that offered an alternative to punishment for very serious behavior problems of individuals with severe disabilities. PBS was defined initially as a “non-aversive” alternative to the use of painful, humiliating and stigmatizing consequences (e.g. contingent water sprays or electric shock) commonly employed to suppress problem behavior with this population. This technology was later applied to a large population of students in a very broad context (Horner, Albin, Sprague & Todd, 2000).

PBS methods mostly emanate from the discipline of applied behavior analysis; however, the approach combines individual-centered values and strategies that have been adapted from systems theory (Carr et al., 2002).

“In the notes used during seminars at the Autism Center in Marshall University, ‘classical behavior method’ is defined as being narrow-minded and short-termed in terms of importance, being interested only in behavior topography or form, implementing behavioral programs by using limiting processes, involving simple practices, being result-oriented, involving punishment and being reactionary. However, it is argued that PBS gives considerable emphasis to importance; has a long-term perspective; is focused more on the function rather than the form; analyzes behavior in terms of its functionality; chooses methods based on individuality and

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effectiveness; consists of multiple components in the natural environment; emphasizes conditions and teaches functional skills; is positive and; tends to take positively reinforcing and preventive measures” (Johnston, Richard, Jacobson, Green, & Mullick, 2006, p 60).

The studies on positive behavior support focus on creating changes in behavior or behaviors by identifying environmental factors and making amendments in environmental factors. If an arrangement or adaptation of environmental factors achieves effective results, it will have a considerable effect on behavior in a short time; furthermore, the likelihood of the sustainability of this change will thus be enhanced by sustaining the change in the environmental factors. PBS is regarded as an application program package and may target large populations. Aiming to eliminate the problem behavior before it emerges; PBS targets preventing future expenditures and inappropriate installations for students who pose risks. Thus, the efforts and time spent by teachers on problem behaviors can be saved (DuPaul & Eckert, 1994).

Considering the studies carried out to date, it can be said that PBS interventions generally fall into three groups; *school-wide*, *class-wide* and *individual*. While school-wide PBSs plan preventive and reduction activities for slight behavior problems and hazardous behaviors which can bring out problems in the future, class-wide PBSs have appealed over interventions targeting individual students as well as the problems in the class. Class-wide PBSs target many more students in need of support and are thus cost-effective; deprive no students of the benefits of the intervention and are thus equitable; and benefit from the superior efficacy of prevention and early intervention efforts. More importantly, class-wide PBSs help learning to take place within the student’s natural instructional environment, and thus contribute to improvement of generalization of effects (DuPaul & Eckert, 1994). PBS focuses on creating consistent, predictable, positive and safe environments for all children. At the classroom level, key features of PBS include: (a) careful planning of the physical environment, schedule, and materials; (b) teaching students about routines and expectations; and (c) acknowledging children for engaging in appropriate behavior (Fox, Dunlap & Powell, 2002). On the other hand the goal of Individualized Positive Behavior Support is to reduce problem behavior and increase an individual’s daily living skills and opportunities for an enhanced quality of life. Research demonstrates the effectiveness of PBS in addressing behaviors that are dangerous, highly disruptive, and/or impede learning and often result in social or educational exclusion (Association for Positive Behavior Support, 2008)

PBS interventions focus on why the behavior occurs, thus, on its function. Therefore, one of the indispensable components of the PBS package is the functional behavior assessment (FBA) which is a process that identifies circumstances which sustain or help to identify the problem behavior (Horner & Carr, 1997).

FBA is the sum of the methods and processes used to obtain information on the antecedents of the behavior, behavior itself and its results, with the aim of identifying the function of the behavior. FBA is not a single test or approach, but a strategy based on methods of multiple measurement and evaluation. The objective of FBA is to identify the reason of the behavior, thus the problem behavior can be reduced by making appropriate interventions. There are two basic instruments in functional assessment; the first is to identify the function of the behavior. In other words, what does a student get or avoid when the behavior is exhibited? The second is to develop strategies which reinforce positive student performance while reducing the problem behavior that induces the student to display successful functions (Noell, Witt, LaFleur, Mortenson, Ranier & LeVelle, 2000). Functions of behaviors are generally listed as receiving attention, gaining a preferred item or activity, escaping from an unpleasant academic or social demand and meeting sensory needs (obtaining sensory

stimulants) In order to prepare an efficient application plan for problematic behaviors, the results of FBA should be used (Barnhill, 2005).

It is stated in many studies that the problems encountered in education of the students who have serious behavior problems are gradually increasing (Kauffman & Burbach, 1997; Sprague, Sugai, Horner, & Walker, 1998; Sugai & Horner, 1994). Teachers today tend to seek behavioral intervention strategies in order to cope with the problem behaviors of such students. The effectiveness and feasibility of behavioral strategies in a specific period of time, their relevancy to the field and support they receive for positive responses play a big role in the teachers' search for coping strategies (Martens, Witt, Elliott, & Darveaux, 1985; Mitchem & Young, 2001).

In recent years, public has become aware of the violence in schools. As a result of this, behavior and classroom management have gained importance. Ministry of National Education of Turkey issued a circular demanding that school administrations and teachers should take necessary measures (MEB 2006). The purpose of the Circular was to prevent punishment in schools and it proposed applications in line with PBS strategies but did not present any references to teachers' responsibilities.

Vuran and Varlier (2006), in reporting their interviews with teachers of inclusive classrooms, stated that half of the teachers cite classroom management as their biggest challenge. Other studies in Turkey (Acar, 2000; Özen & Batu, 1997) showed that students' important problematic behaviors in inclusive classrooms are as follows: speaking without permission, entering in and leaving the classroom without permission, sitting in an improper manner on the desk, non-participation in activities and disturbing others.

In another study, prospective teachers listed the following problem behaviors in inclusive classes; not listening to the teacher, disinterest in classroom activities, talking to other students, speaking without permission, lying on the desk, beating each other, going to bathroom during class, not listening to the student who is talking and leaving the classroom without permission (Yıkmiş & Ural, 2004). However, there are no published studies in Turkey about the methods or control strategies used by teachers in classroom management.

In an experimental analysis of PBS consultation, (Benedict, Horner, & Squires, 2007) researcher evaluated the impact of consultation on teachers' implementation of key universal PBS practices and on student problem behavior in a pre-school environment. A clear relationship between consultation and teachers' implementation of universal PBS practices was demonstrated across four classrooms but student rates of problem behavior were low prior to, and following, intervention. Carter and Norman (2010) also replicated Benedict and friends study and found that consultation on PBS strategies effective on teachers' implementations of these strategies in their classrooms. In the classes where ODD practice was conducted, it was seen that teachers' self-confidence increased, they thought themselves more efficient, they were satisfied about the results and process of the study (Alkon, Ramler, & MacLennan, 2003; Duda, Dunlap, Fox, Lentini & Clarke, 2004; Benedict et al.). In the studies carried out, behaviours such as praise for the teachers, the correct responses to appropriate behavior, self-assessment, and data logging were found to be gained. (Partin, Robertson, Maggin, Oliver, & Wehby, 2010)

One of the issues that teachers in Turkey very often complain about is the problem behavior displayed by students. Moreover, many teachers employ punitive techniques to prevent problem behaviors of students. Whatever techniques they use, in case of failure, teachers also tend to base the reason for such a result on the students or on the characteristics of the students and their families. Since they seek the origin of the problem outside the class, they cannot effectively cope with the problem behaviors they face within the class (Balay & Sağlam, 2008; Dağlı & Baysal, 2012; Sadık & Doğanay, 2008). It is argued that the implementation of PBS by teachers will provide a positive learning environment in the

classroom and will offer practical implementation options for teachers; that the problem behavior can be totally eliminated, if possible, by identifying the function of the behavior. PBS strategies are accepted as scientific applications, and their efficacy is confirmed by researches. The present study is important as it is a preliminary examination of PBS strategies. This study's main focus is on the examination of present strategies and their application in classrooms.

In this context, the only study in Turkey is about the effectiveness of the "First Step to Success Program" conducted by Diken, Cavkaytar, Batu, Bozkurt, & Kurtyılmaz (2010, 2011). This ongoing project is composed of strategies for early prevention.

There is a need to carry out studies with teachers in Turkey, to introduce PBS interventions to them, to provide them with the ways of implementing this support program and to research the impacts of the interventions.

This study, therefore, aims to identify the impacts of a PBS intervention on student behaviors related with adherence to classroom rules, which was implemented in the classroom of a teacher who asked for help in classroom management. To this aim, the study sought answers to the following questions.

Is classroom-wide PBS planning effective on improving student behaviors related with obeying to classroom rules? What are the opinions of the teacher whose classroom was used to implement the program?

Method

Participants

The study was carried out with third grade students attending a public primary school. Three teachers at the school where the study was conducted asked for help in resolving the problems they faced in their classes. These teachers contacted the researchers in order to seek solutions to the problems they faced. Direct observations were carried out in the classes of these teachers in order to make a functional assessment. These observations were conducted in Turkish Language, mathematics and social studies classes excluding the first and last 5 minutes from the lessons. As a result of the observations, only one of the classes was found to have intense behavioral problems which posed a risk to the teacher. PBS interventions were planned in one classroom to reduce problem behaviors.

Following the approval of the teacher, pre-behavior, behavior and post-behavior classroom environments (ABC) were video recorded and analyzed. There were 32 students in the class; 16 female and 16 male. The implementation was carried out in the whole classroom in accordance with the nature of PBS interventions. Following ABC recordings, it was discovered that 7 students in this classroom displayed more problem behaviors compared to the other students. One of these 7 students was diagnosed as having mild intellectual disability; the remaining students had no disabilities. Following the identification of the students, the results were shared with the teacher. The teacher stated that two of these 7 students, one sitting in the first and the other in the third row, displayed more problem behaviors than the others. The research team observed the impact of the PBS package implemented in the whole classroom on problem behaviors by recording the changes in the behaviors of these two students.

Neither student had any disabilities. According to teacher's review, grades and academic success of one of the students, Zeynep, was above the classroom average. The second student, Ahmet, was in the classroom average, academically. The teacher also stated that Ahmet was the one who displayed problem behaviors most frequently in the class. The teacher made these assessments about students considering their performance in lessons and a country-wide placement test.

Implementers

This study was carried out by a special education counselor, two special education teachers, two psychologists and a kindergarten teacher. The special education counselor took the charge of planning and executing the study and provided consultancy to other team members. One of the special education teachers and one psychologist met initially with the classroom teacher and took charge of planning and reporting procedures. The other special education teacher, psychologist and the kindergarten teacher took charge of data recording, daily meeting arrangement with the classroom teacher and collecting data for observer reliability.

Setting

The research was carried out in a public school in one of the large provinces of the Central Anatolia Region. There were 1463 students and 30 students per classroom on average in the study school. The school was located in a neighborhood with a middle-level socioeconomic background. To collect data about them, a fixed video camera was installed in the classroom in order to see these two students concerned. There were 16 desks in the classroom each seating two students. Zeynep and Ahmet sat in the first and third desks respectively. There was a computer, an overhead projector, a teacher desk and chair, a student bookshelf and a board in the classroom. There was a photo of Atatürk hung on one of the walls of the classroom. There was an activity corner and a picture board as well.

Experimental Design

One of the single subject research designs, the ABAB withdrawal design was used in the research. This model was used since the target behaviors were reversal behaviors (Gay, Mills, & Airasian, 2006) and it was easier for the teacher to use compared to other models. The ABAB design was implemented in such way to collect baseline data until decisive data was obtained; “to start intervention” and “to turn back to baseline conditions after decisiveness” were achieved in the intervention so as to observe the data changes; then, “to turning back to intervention phase” so as to complete the study. Data were collected by maintaining pre-study conditions in the baseline phases (A₁-A₂) while PBS components were used in the intervention phase (B1-B2). In the transition between the phases, at least 40% performance change (calculated in comparison with the preceding level) was taken as the basis.

Dependent Variable

Dependent variable of the research was the student behavior of not obeying the classroom rules. The dependent variable was investigated by direct observation and ABC recordings. Examples of the behavior were identified by functional behavior assessment.

Independent Variable

The independent variable of the research was the Positive Behavior Support Package (PBS) enriched with functional assessment. The PBS package applied consisted of the four components specified below. More than one component were used simultaneously and consecutively to make the desired change on the dependent variable.

Identification and Measurement of the Target Behavior

Video recordings were made of four different lessons (Turkish Language, Mathematics and Social Studies and Visual Arts) and then converted into ABC recordings. Based on these records, the problem behavior was described as not obeying the classroom rules and examples of the behavior were identified as follows;

- Speaking in the classroom without teacher's permission
- Standing up during the lesson without teacher's permission
- Dealing with subjects (bottle, curtain, toys etc.) which are not relevant to the lesson
- Distracting friends (touching friends sitting in the front or back desks, touching with an item, addressing someone directly).

Partial interval recording was used for recording the behavior. For partial interval recording, 30 minutes between the first and the last five minutes of a lesson period (40 minutes) were observed. Records were made during Turkish, Math and Social Studies lessons. The thirty-minute observation time was divided into 10 intervals of 3 minutes and the interval including the problem behavior was marked to identify the percentage of the behavior. The recording system and process were used both at the baseline and the intervention phases.

Process of Functional Behavior Assessment

Following the identification of the target behavior, the researchers re-checked the records and identified the circumstances or activities that led to the behavior as well as the other variables that affected the occurrence of the behavior.

The following were observed in the recordings;

- The problem behavior attracted the attention of not only the teacher but also the others in the class.
- Irrelevant items that were brought to the classroom such as water bottles or toys decreased the participation of the students in classroom activities and increased the likelihood of the problem behavior to occur.
- There were materials about other lessons on the students' desk, which laid the ground for behavior problems.
- Problem behaviors occurred more often during transitions between activities, which seemed to show that there was no routine consistently practiced in the class.
- The teacher reinforced positive behaviors randomly and did not use reinforcement effectively.
- The teacher gave warnings when the problem behavior occurred, which caused an increase in problem behaviors.

Participation of the Teacher

The team members were in regular communication with the teacher during the study and provided regular feedback to the teacher. Every day, the team members received the data of that day from the teacher and made brief assessments of the particular day and planned the next one. Besides these meetings, another pre-planned meeting was held with the teacher just before the independent variable was employed. Since it was the first time that the teacher had been introduced to the concepts of FBA and PBS, a presentation prepared by the researchers was made to the teacher on the topics of Applied Behavior Analysis, FBA and PBS, furthermore, the views and suggestions of the teacher were noted.

The information obtained from the functional behavior assessment was shared with the teacher in pre-planned meeting and, the components and intervention strategies to be implemented during PBS process were identified. A written document was provided to the teacher, which included the routines identified with the teacher as well as classroom rules, PBS components, information obtained from the FBA and the recording system. The teacher was also given a check list which consisted of questions such as; a) Did you comply with the routines?, b) Did you apply the decisions for prevention of problematic behaviors?, c) Did you notice and reinforce the positive behaviors of students?, d) Did you remind the students of the classroom rules and reinforce them?, and e) Was there a decrease in problematic behaviors? These questions were recorded on a daily basis.

Process of Positive Behavior Support

After the variables that affected the occurrence and function of the behavior, the appropriate PBS package and components were decided upon. The PBS package applied in the research consisted of the following components.

1. Prevention: This is the process in which the variables preparing the ground for occurrence of the problem behavior were changed and the behavior was prevented before it occurred. In order to achieve this, the students handed over to the teacher their irrelevant items such as water bottles and toys, and received them back after the lesson. Also, the teacher ensured that there were materials only relevant to the lesson on the desks of the students. In addition, informing students in the first lesson every day about the class rules and reinforcement they would get is another example of prevention.

2. Development of Classroom rules: It is important that students clearly understand the behaviors expected to be exhibited in the classroom. Rules can be more effective as long as they are explained to the students in a more concrete way, therefore students take a bigger role in the establishing of the rules. The following points were taken into consideration in establishing of the rules;

- a) The rules included positive expressions. For instance, instead of the expression of “Don’t talk without permission!” the expression of “We will raise fingers to ask for permission to talk”.
- b) The rules were agreed on together with the students in the class.
- c) The classroom rules were expressed clearly, so that all the students could understand (Rather than the expression of “Sit properly on your desk”, the expression of “Ask for permission to stand up”)

The classroom rules were written on a poster-sized sheet of paper and hung on the classroom to be visible. The teacher also reminded the students that they were part of the development of the rules.

3. Developing the routines of the class: Routine is the sequence-order in which daily activities are carried out. Routine that is clearly communicated and consistently implemented in the class, are likely to reduce problem behavior displayed by students.

To prevent or reduce problem behavior occurring during transitions between activities certain routines are developed with teachers. Below is an example routine,

- Enter the classroom when the bell rings - 1 minute
- Greet with the students - 1 minute
- Remind students of the classroom rules – 1 minute
- Get information about the preceding lesson (check homework, remind what topic was discussed in preceding lesson etc.) – 3 minutes
- Tell a story about the topic to be discussed in the lesson - 2 minutes
- Present the topic to students - 15 minutes
- Asking and answering questions about the topic - 10 minutes

4. Reinforcement: When the students showed performance at the desired level, they were given the reinforcement determined in the meeting with the teacher (sym-pencil, clasp etc.). In the study, the in-classroom observation time of 30 minutes was divided into 10 partial intervals of 3 minutes. If the students followed the classroom rules in 6 of these, i.e. 60% of the lesson, the whole classroom received reinforcements the following day.

At the meeting with the teacher, it was stated that when students other than Ahmet and Zeynep displayed positive behaviors, it was important to detect and reinforce those positive

behaviors. Thus, the teacher used reinforcements more often for positive behaviors for all the class.

Inter-observer reliability

Inter-observer reliability data were collected in the study. To this end, the sessions of the baseline (A₁), first intervention (B₁), retracting the intervention (A₂) and re-implementation of the intervention (B₂) were numbered and the selected sessions were observed using a random assignment table. Inter-observer reliability data was collected from 20% of all sessions by watching of the video recordings by the implementer and observers independently but simultaneously.

The inter observers reliability was calculated by using the formula of $[(\text{agreement})/(\text{agreement} + \text{disagreement})] \times 100$. Inter-observer reliability coefficient for Ahmet was calculated as 80% in A₁ phase, 79% in B₁ phase, 90% in A₂ phase and 80% in B₂ phase. For Zeynep, it was calculated as 86% in A₁ phase, 83% in B₁ phase, 80% in A₂ phase, and 85% in B₂ phase. For each phase, inter-observer reliability data were deemed sufficient (Zirpoli & Melloy, 1993).

Treatment Fidelity

Application reliability was examined in order to control whether the study was conducted correctly. The data about reliability was gathered under the following titles: a) Necessary information given by the teacher before the lesson (100%) b) Non-existence of irrelevant materials during the lesson (81%) c) Teacher's reinforcement of positive behaviors of students (72%) d) Necessary regulations and directions given in activity transitions (80%) e) Reinforcement of classroom scale in line with pre-determined scales (90%). The average application reliability was 84%. During the calculation of application reliability, video recordings were used for items b, c, and d and check lists given to the teacher were used in items a and e.

Social validity

In this research where the effectiveness of PBS interventions on the behavior of students not obeying the class rules was investigated, the social validity of the intervention was investigated the teacher's perspective.

After all phases of the research were completed, the social validity questionnaire of eight open-ended questions was emailed to the teacher and after completion the questionnaire emailed back to the researchers. The social validity questionnaire asked the following, (a) whether it had any impact on the problem behaviors, (b) whether it contributed to pedagogical capability of the teacher, (c) what was the applicability of the PBS package, (d) what were the views of the teacher's colleagues regarding the study, (e) what were the views of the families of students of the studied class, (f) whether the study could be spread school-wide and (g) what was the level of the satisfaction of the teacher before and after the intervention. All of the responses of the teacher to the questions were positive and it was observed that the teacher was satisfied with the study, eager to participate in future studies and attained positive feedback from the colleagues.

Findings and Results

The research findings have shown that the class-wide PBS package applied was effective in making changes in the behavior of Ahmet and Zeynep, the students who most frequently disobeyed classroom rules.

Figure 1 shows the effectiveness of PBS package on Ahmet's behavior. On the baseline (A₁) in three sessions observed, Ahmet disobeyed classroom rules with an average of

83% (range; 70-100%). In the first implementation phase which lasted totally three weeks (B₁) of 14 observation sessions, the behavior of disobeying classroom rules was reduced to an average of 31% (range 10-55%). As regards to returning to the baseline conditions, in the phase where the implementation was stopped for four days (A₂) it was seen that Ahmet disobeyed classroom rules at an average of 87.5% (range= 60-100%). In this phase, the behavior was displayed above the level at the first baseline phase. In the phase where the interventions in the PBS package were again implemented (B₂), six sessions were observed and the behavior reduced again to the average level of 26.6% (range= 10-50%). In the graph concerning Ahmet's behavior, there is no overlap in the consecutive phases.

Figure1. Ahmet's Behavior of Disobeying Class Rules

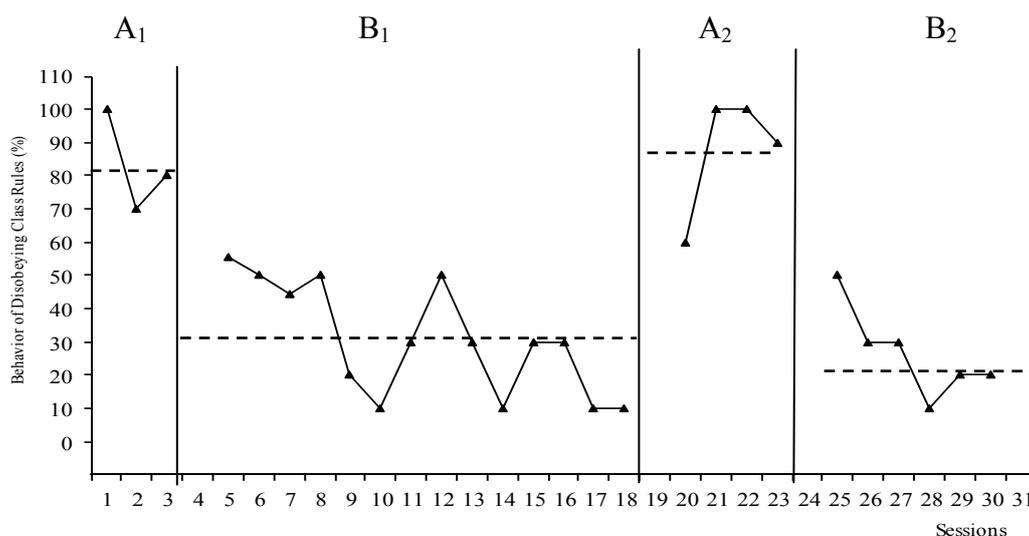


Figure 2 shows the effectiveness of PBS package on Zeynep's behavior of disobeying classroom rules. At the beginning level (A₁) in three sessions observed, Zeynep disobeyed classroom rules at an average of 82% (range= 78-88%). In the first implementation phase which lasted three weeks (B₁) in 12 observation sessions, the behavior of disobeying classroom rules was reduced to an average of 34% (range= 0-60%). As regards to returning to the baseline conditions, in the phase where the intervention was stopped for three days (A₂) it could be understood that Zeynep displayed the behavior of disobeying classroom rules at an average of 87.5% (range= 60-100%), thus, above the average obtained on the level of A₁. In this phase, the behavior was displayed above the level at the first baseline phase. In the phase where the interventions in the PBS package were again practiced for two weeks (B₂), nine sessions were observed and the behavior reduced again to the average level of 35.5% (range= 10-70%).

As in the graph of Ahmet's behavior, there is also no overlap in the data obtained from the observations of Zeynep's behavior.

Views of the teacher on the program who applied PBS package in the classroom.

After applying the PBS package in the class, the teacher stated that the intervention was satisfactory and that it was effective on the problem behaviors faced in the classroom (disobeying classroom rules). The teacher stated that s/he shared PBS process with their colleagues at school, that some of them made implementations in their classes using the PBS process, and that these teachers were also satisfied with the results and thought the intervention was applicable and effective. The teacher pointed that the intervention could be implemented easily both in her/his school and in other schools. The teacher also expressed

that they shared the intervention process constantly with the students' families, who were satisfied with the intervention and supported the teacher in this process. The teacher also stated in the questionnaire that the study contributed to their self-development, that they could more easily control the class, and that they would be happy to take part in future researches.

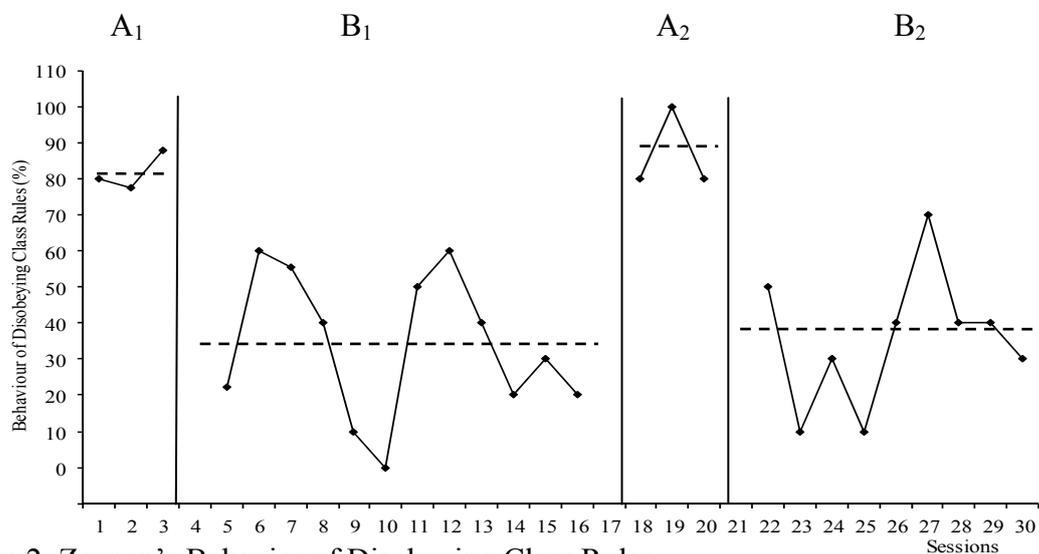


Figure 2. Zeynep's Behavior of Disobeying Class Rules

Discussion

This study aimed to identify the impacts of a PBS intervention on problem behaviors of students in the classroom of a teacher who asked for help in the management of her/his class. The findings of the study have shown that applied PBS package was successful in reducing the students' behavior of disobeying classroom rules. A functional relationship was found between the PBS intervention and reduction of problem behaviors faced in the class. The fact that there is no overlap in the data of the two students reinforces this relation.

The study is important since it was a class-wide PBS intervention and the teacher played an active role in the implementation. In prior class-wide studies, the need for teacher participation was emphasized (Lane, Jessica, Annette, Andrea, & Joseph, 2006; Stormont, Smith, & Lewis, 2007; Morrison & Jones, 2006) and interventions included participation by the teacher on various levels such as implementer or researcher. The PBS interventions to reduce the behavior problems of students have resulted in considerable reductions in this behavior and it has been observed that PBS process was effective (Scott & Barrett, 2004; Morrison & Jones, 2006; Lynnette, Young, & Marchant, 2004).

ODD counseling process applied in the study appears to be effective and the participant teacher states that he is content with the process. In similar studies like Benedict and friends (2007) and studies applied for teachers Carter & Norman (2010), it is conferred that ODD counseling processes are effective. Besides, in other similar studies, teachers have expressed that they attained advantages through the process (Alkon, Ramler & MacLennan 2003; Gilliam & Shabar, 2006; Benedict et al., 2007; Duda, Dunlap, Fox, Lentini, & Clarke, 2004). While teacher's opinion that s/he had advantages thanks to the study is significant in terms of participating in other similar studies; colleagues' positive feedback is also important in terms of generalizing the similar implementations. Also, in another study (Partin et al., 2010) in which teaching responses to opportunities regarding increasing the appropriate student reactions and praise to teachers was studied, it was stated that teacher learnt how to

use and generalize these strategies and these strategies increased appropriate behaviors while decreasing the problem behaviors. It can be considered that these two strategies taught to teachers in the study also appearing in the ODD package increased the validity of the package.

The fact that the research was carried out with participants from various disciplines including classroom teacher, psychologist, consultant teacher, special education teachers and special education experts shows that successful results can be achieved with a planned and systematic teamwork. Positive reactions concerning the intervention received from other teachers at the school and their initiatives to partially apply it in their own classes are promising in terms of endorsement and applicability of PBS interventions.

In addition to study's many advantages, it was an intensely demanding (time & effort) study in terms of educating the teacher who undertook an active role during the study, always trying to be in contact with the teacher, transferring of data regularly and analyzing the data in order to reinforce in the shortest time and in the most efficient way. It is possible to use e-learning environments to make communication and data sharing easier in future studies. Also, teacher might contribute to remove the problems of time and communication taking a more active role in the process after a training during which s/he will learn how to analyze the data.

This intervention can be repeated for different behaviors, in a variety of environments and with different intervention packages. School-wide strategies can also be developed to check the effects of PBS interventions across broader populations. In this research the teacher actively took part in the implementation itself, it is possible in future interventions that teachers can also actively take part in the process of keeping data.

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Sınıf Çaplı Olumlu Davranış Desteği Uygulamasının Sınıf Kurallarına Uyma Davranışı Üzerindeki Etkileri

ÖZ. Bu çalışmada, öğretmenle görüşmeler ve İşlevsel Davranış Değerlendirmesi (İDD) sonrasında hazırlanmış olan ODD paketinin sınıf kurallarına uyma davranışı üzerindeki etkileri incelenmiştir. Çalışma bir devlet okulunun ilköğretim üçüncü sınıf öğrencileri ile gerçekleştirilmiştir. Uygulama yapılan sınıfta birisi zihinsel yetersizlik tanısı almış toplam 34 öğrenci bulunmaktadır. ODD uygulaması tüm sınıfla yapılırken, araştırmanın verileri İDD ve öğretmenle görüşme sonrasında belirlenmiş olan biri erkek diğeri kız iki öğrenciden toplanmıştır. Tek denekli araştırma yöntemlerinden ABAB modelinin kullanıldığı bu çalışma uzman-öğretmen işbirliği ile planlanmış, uygulamalar sınıf öğretmeni tarafından yürütülmüştür. ODD desteği paketi önleme, sınıf kurallarının oluşturulması, rutinlerin belirlenmesi ve pekiştirme bileşenlerinden oluşmuştur. Araştırmaya ilişkin bulgular, uygulanan ODD paketinin sınıf kurallarına uyma davranışı üzerinde olumlu etkisinin olduğunu göstermiştir. Öğretmen görüşleri de bu bulguları destekler niteliktedir.

Anahtar Sözcükler; Olumlu Davranış Desteği, sınıf kurallarına uyma davranışı, öğretmen uygulaması, sınıf çaplı

ÖZET

Amaç ve Önem: Okullarda eğitim ve öğretim ortamını etkileyen önemli faktörlerden birisi olarak öğrencilerin sergiledikleri problem davranışlar pek çok eğitimci tarafından dile getirilmektedir. Bu problem davranışlarla başa çıkmada öğretmenler çeşitli yöntemler uygulamakta fakat istedikleri etkili sonuçları alamadıklarını belirtmektedirler. Son yıllarda başta Amerika Birleşik Devletleri olmak üzere pek çok ülkede problem davranışlarla başa çıkmaya ilişkin gerçekleştirilmiş Olumlu Davranış Desteği uygulamalarının yaygınlaştığı görülmesine karşın, Türkiye’de bu konuya ilişkin yapılmış olan sınırlı sayıda çalışmaya rastlanmıştır. Bu çalışmanın amacı, ilköğretim üçüncü sınıfa devam etmekte olan öğrencilerin sınıf kurallarına uyma davranışı üzerinde, İşlevsel Değerlendirme ve Öğretmen görüşmeleri sonrasında hazırlanmış olan Olumlu Davranış Desteği paketinin etkilerini incelemektir. Ayrıca çalışmada uygulamanın gerçekleştirildiği sınıfın öğretmenin çalışmaya ilişkin görüşlerinin de belirlenmesi amaçlanmıştır.

Yöntem: Araştırma, tek denekli araştırma yöntemlerinden ABAB modeli kullanılarak gerçekleştirilmiştir. Araştırmanın verileri öğretmen ile birlikte belirlenmiş olan biri erkek diğeri kız iki öğrenciden toplanmıştır. Öğrencilerden elde edilen verilerin toplanmasında uygulama esnasında yapılmış olan video kayıtların izlenerek belirlenmiş olan aralıklarda problem davranışların gerçekleşip gerçekleşmediğine bakılmıştır. Veriler belirlenmiş olan derslerde her gün düzenli bir şekilde toplanmıştır. Çalışmaya ilişkin etkililik verileri iki öğrencilerden toplanmış olsa da uygulama tüm sınıfa yapılmıştır.

Bulgular: Araştırmanın sonuçları, Olumlu Davranış Desteği paketinin çalışmada yer alan öğrencilerin sınıf kurallarına uyma davranışı üzerinde etkili olduğunu göstermektedir ve elde edilen bulgular grafik ile verilmiş ve grafiksel analiz yapılarak değerlendirilmiştir. Çalışmada yer almış olan her iki öğrenciye ilişkin bulgular incelendiğinde bağımsız değişkenin uygulanması ile öğrencilerin problem davranışlarında azalma olduğu gözlemlenmiştir. Bağımsız değişken geri çekildiğinde ise problem davranışlarda artış olduğu ve ilk seviyeye yakın bir değeri geri yükseldiği görülmüştür. Ayrıca çalışmaya ilişkin evreler arasında herhangi bir örtüşme olmaması bağımsız değişken ve bağımlı değişken arasındaki işlevsel ilişkinin daha net şekilde ortaya koyulmasını sağlamaktadır. Ayrıca öğretmen ile gerçekleştirilmiş olan online görüşme ile elde edilmiş olan sosyal geçerlilik bulguları öğretmen ve ailelerin uygulamadan memnun kaldıklarını ve uygulamanın tüm sınıf üzerinde etkili olduğunu göstermektedir. Öğretmen çalışmayı kolay uygulanabilir bulmuş ve süreçten memnun kaldığını belirtmiştir. Ayrıca okulda başka öğretmenlerinde kendi sınıflarında benzer uygulamalar gerçekleştirme eğilimi gösterdikleri görülmüştür.

Tartışma ve Öneriler: Çalışma sınıf çaplı bir ODD uygulaması olması ve öğretmenin bu uygulamada aktif bir rol alması açısından önem taşımaktadır. Gerçekleştirilmiş olan çalışmada hazırlanmış olan uygulama paketinin sınıf kurallarına uyma davranışını artırırken kurallar uymama davranışını azalttığı görülmüştür. Çalışmadan elde edilen bulgular daha önce gerçekleştirilmiş olan benzer çalışmalarla benzerlikler göstermektedir. Çalışmanın gerçekleştirilecek olan yeni çalışmalara yol gösterici olması ve yapılacak yeni çalışmaları cesaretlendireceği düşünülmektedir. Çalışma farklı ortamlarda, farklı uygulama paketleri ile veya öğretmenin daha aktif rol aldığı farklı çalışmalar ile yinelenebilir.