THE FORMATIVE EVALUATION OF A SCHOOL-WIDE SPECIAL EDUCATION

SOCIAL-EMOTIONAL LEARNING BASED BEHAVIOR PROGRAM

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ABSTRACT

An integrated behavior modification program (Wolf Program) implemented in a special education school for students with behavioral disabilities was evaluated using Maher's (2012) framework. The school was an alternative education setting for students classified with learning and behavioral disabilities. The importance of addressing behavioral and social-emotional issues has been emphasized in current research as a way to assist in overcoming academic concerns. Behavioral Modification and Social-Emotional Learning (SEL) applications are aimed at addressing the social-emotional and behavioral aspects of students' lives. Engagement in these programs provides opportunities for students to learn skills and practice adaptive and appropriate behaviors. Such programs also teach students to generalize their knowledge to other aspects of their life (i.e. family, community, etc.). Data were collected through semi-structured interviews with administrators and surveys of current students and staff, and archived data of behavioral modification points earned by students. Self-report data regarding student and staff perceptions of their knowledge and use of the program were gathered during the second marking period of the 2018-2019 school year. Additionally, administrators were interviewed as a way to gauge program effectiveness and fidelity. Generally, staff and students were knowledgeable of the program and its components. A majority of staff recognized the value and effectiveness in promoting and supporting student success. While less than half of the students endorsed perceived value in the program, a review of historic time-out records revealed fewer behavioral incidents over the years. Further contradicting the students' report of lack of perceived value in the program, the students reported perceiving themselves as effectively using many of the skills taught in the program. Students and staff indicated that the behavior modification points system and counseling were effective strategies for academic as well as social success. New and

returning students differed on their perceptions of their ability to demonstrate consistently skills

taught in the program on a regular basis. Staff, students, and administrators agreed that additional

training on the program is necessary. Recommendations were provided to administrators in the

school with regard to Wolf Program implementation student behavior, staff use, and

implementation with fidelity.

Keywords: behavior modification, social-emotional learning, alternative education setting,
program evaluation

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CHAPTER I

Introduction and Overview

Changes in Education: From Academics and Religion to Shaping Behaviors and Emotions

The focus of this dissertation was a program evaluation conducted as a case study of a school-wide behavior modification program (The Wolf Program). A case study approach allows for careful evaluation of the program within a specific context while observing all processes, programs, and events in their natural setting (Yin, 2014).

The idea of creating school "systems" was borrowed from the English schools where the focus was on teaching religion alongside academics (Adams et al., 1941). When state-run elementary town schools and common public-access school emerged in the 1800s, the focus of education was primarily to provide basic academics to poor children and assist in the assimilation of immigrant children (Kaestle & Foner, 1983; Riordan, 1990). At the time, education was only free for poor families; wealthy families were expected to pay for schooling (Adams et al., 1941; Race Forward, n.d.). By the mid 1800's, compulsory formal education was a widespread critical movement where the goal was to train children to become workers (Race Forward, n.d.). In 1851, Massachusetts passed a compulsory education law to ensure that poor immigrant children became "civilized" and learn obedience (Race Forward, n.d.).

Keeping children engaged and behaved was an issue schools faced during the 19th century. During this era, discipline focused on punitive consequences as opposed to reinforcing positive behavior and providing social/emotional lessons (Adams, et al, 1941; Kaestle and Foner, 1983). "Bad boys" were hit on the back of the head or hands. Boys who demonstrated "mild misdemeanors" were required to squat in uncomfortable positions, hold books with outstretched arms until their muscles fatigued, sit with a girl, or stand in the corner. Girls who misbehaved

were required to sit with boys or stand in the corner. Students who were unable to withstand punishment were expelled from school (Adams et al., 1941).

While some schools engaged in corporal punishment for addressing disruptive behaviors, other schools utilized behavioral modification programs. Kazdin (1982) reported that educational systems have used behavioral modification techniques, specifically token economies, for several decades to manage student behaviors. Food was often utilized as a reward/incentive for children who engaged in learning their academics and prayers (Doll, McLaughlin, & Barretto, 2013). The modern form of token economies entered the education system over the past two centuries. The use of the Excelsior system, a specific behavioral modification system was established and utilized throughout the later 1800's (Doll, McLaughlin, & Barretto, 2013). Students were given the title of "Excellent(s)" or "Perfect(s)," which they were able to exchange for "Merits." Merits were turned in to their teachers in exchange for a certificate, which testified to their pro-social and pro-academic behaviors and performance (Doll, McLaughlin, & Barrerrto, 2013).

While behavior modification and token economies spread throughout the school systems in various forms, social-emotional learning was introduced to the educational field during the late 20th century. The Collaborative for Academic, Social, and Emotional Learning (CASEL), developed in the 1990's was a way to bridge theory, research, and practice on the idea of emotional intelligence and integrating this concept into the schools. CASEL recognizes the importance of linking academic achievement with skills necessary for success in other aspects of life (i.e. work, family, community, and interpersonal contexts) (Elias, Parker, Kash, & Dunkeblau, 2007).

The modern education system allows students with special needs the opportunity to integrate into the public-school system. Additionally, schools have been established for students

with special educational needs (Adams et al., 1941). According to the report authored in 1941 by the U.S Office of Education, Federal Security Agency, four main purposes of modern elementary education were to: (1) teach socialization skills; (2) monitor the child's health; (3) monitor the child's choice of free-time use; and, (4) teach the child skills and attitudes that would be necessary to meet the problems and demands of home and the community (Adams et al., 1941).

Over the years, schools have been faced with equipping students with the proper tools for socialization, behavior management, and problem-solving skills to help create a positive climate within the school and display emotional intelligence in their daily lives. Schools were expected to create a safe environment with stable relationships, role models, social experiences, and peer and adult relationships (McIntosh, Ty, & Miller, 2014). Improving literacy, enhancing character, and learning school to work transitions are all tasks which educators need to tackle with all students while simultaneously dealing with students who face a myriad of problems which may include learning disabilities, behavioral problems, and familial strain (i.e. financial, social welfare, mental health, etc.) (Lewis, Jones, Horner, & Sugai, 2010).

"The public schools' record of effectively accommodating students with behavioral disorders…is close to abysmal …[A] strong case can be made regarding their neglect of students experiencing serious behavior problems" (Walker and Bullis, 1991, p. 78). In 2015, 50,438,043 students were enrolled in elementary and secondary schools in the US. 1,408,845 students were enrolled in elementary and secondary schools in the New Jersey (U.S. Department of Education, National Center for Education Statistic, Common Core of Data, 2017). In 2015-2016, the number of students ages 3-21 receiving special education services under IDEA Part B was 6.7 million (13%) of all public-school students (U.S. Department of Education, 2017). Of the total 6.7

million students who received IDEA Part B special education services, 232,401 students received these services in New Jersey (U.S. Department of Education, 2017).

According to the National Center for Education Statistics (U.S. Department of Education, National Center for Education Statistic, Common Core of Data, 2017), total enrollment numbers for the 2016-2017 school year for elementary and secondary education were projected to be 50,800,000 with a projected total of 1,402,800 projected students in New Jersey. The U.S. Department of Education (U.S. Department of Education, 2017) reported that 6,808,683 students, ages 3-21, received special education services under IDEA Part B. Of the total number of students who received special education services under IDEA Part B, 235,495 New Jersey students qualified for IDEA Part B services (U.S. Department of Education, 2017).
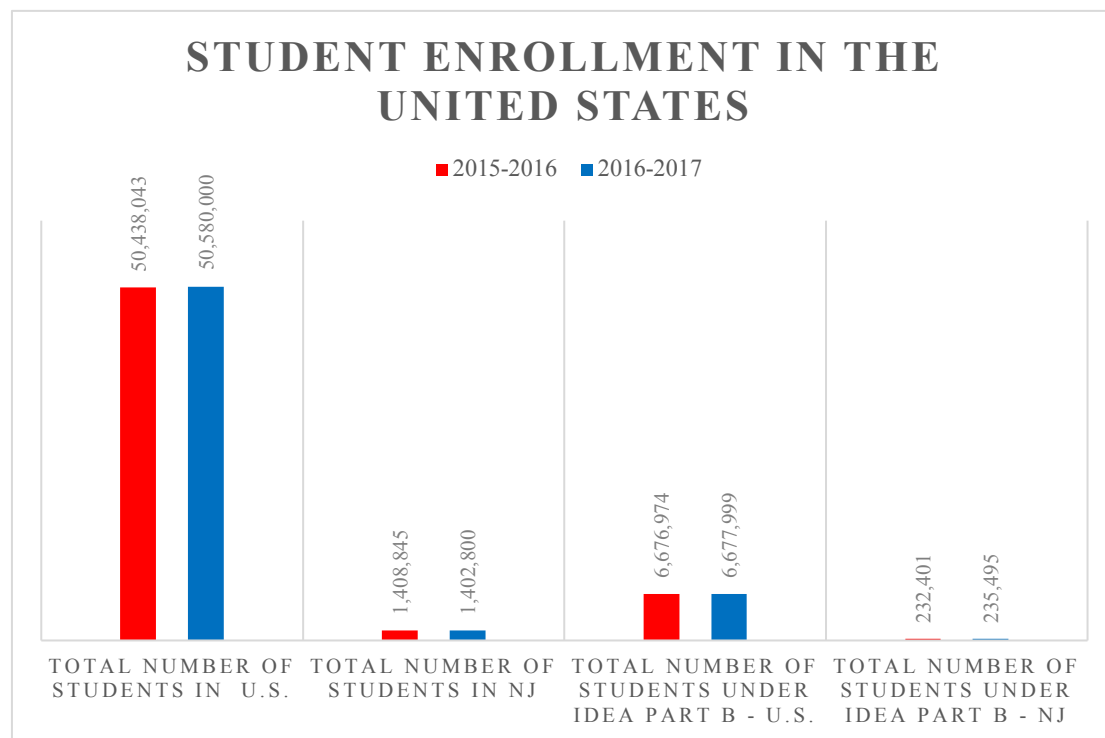
Figure 1. Comparison of All Students and Special Education Student Enrollment in the United States and New Jersey, 2015-2017

Education is effective when students have the opportunity to engage in learning (McIntosh & Goodman, 2016). Therefore, appropriate prevention or interventions need to be in place in order for student needs to be addressed in the learning environment. In addition to other distractions or issues, barriers to learning include educational, social, emotional, and behavioral disabilities (Lewis, Jones, Horner, & Sugai, 2010; Osher, Sidana, & Kelly, 2008).

Universal Programs Addressing Behavioral and Social-Emotional Needs

Various curricula and programs have entered and exited the field of education over time with the intent to address behavioral problems in the schools in a preventative and interactive manner. Multi-tiered systems of support have gained momentum in both academic and behavioral intervention/prevention programs. Utilizing this framework, and following identical guidelines for entering each tier, intensity and individuality increase as students move throughout the tiers (Simonsen, Britton, Young, 2010; Sugai, Horner, Dunlap, Hieneman et al, 2000).

Two evidence-based early behavioral intervention/prevention programs have gained recognition over the years. Positive Behavior Support, focused on modeling, shaping, and reinforcing positive and adaptive behaviors among all students, has had presence in the general education setting since the 1990's (Sugai et al., 2000). The Positive Behavior Support framework has a focus on environmental change (i.e. creating a positive school climate) by modifying behavior through modeling and shaping behaviors while concurrently teaching new skills for displaying adaptive and appropriate behavior (Sugai et al., 2000).

Grounded in behavioral science, theory, methods, values, and beliefs, behavioral support systems and programs are based on the principle that behavior is learned and can be influenced by specific stimuli and contexts (Maraffa, n.d.; Sugai et al., 2000). This fundamental principle assumes that behavior is always a function of its antecedents and consequences and that behavior

may be altered under specific conditions. Similarly, in the 1990's, Social-Emotional Learning programs began to make an appearance in public schools. Social-Emotional Learning curriculum are focused on emotion management, problem-solving, and interpersonal relationships (Collaborative for Academic, Social, and Emotional Learning, 2005).

While differences in approach and target skills addressed are evident between components of Positive Behavior Support and Social-Emotional Learning, common elements between the two exist. A common element between the two programs is movement towards a positive school climate (Cook, Frye, Slemrod, Lyon, Renshaw, Jimerson, et al., 2015; Maraffa, n.d.; McIntosh, Ty, & Miller, 2014). A positive culture and climate encompasses many components, mutually shared between students and staff (Bear, & Watkins, 2006; Cook et al., 2015). A school with a positive climate exudes respect, a positive attitude among all members, willingness to make mistakes and learn, forgiveness, sense of belonging and connectedness, compassion, and more (Maraffa, n.d.). Preventative in nature, these programs teach students skills to help them with success academically and socially (Cook, Frye, Slemrod, Lyon, Renshaw, Zhang, et al., 2015).

Context: –A Special Education School for Students with Behavioral Disabilities

The school is a New Jersey state approved private special education high school that provides a highly structured behavior modification program in addition to educational and related services to students with behavioral and learning disabilities. While the school has two locations providing services to students of different ages, grades, and ability levels, the primary focus for the formative evaluation is on the high school location. For purposes of the evaluation, the high school will be identified as "School A"

School A serves students with learning disabilities and those who are considered on the autism spectrum disorder. There are approximately 78 students enrolled in School A. The number of enrolled students consistently fluctuates, as students return to district when deemed appropriate and new students enter the school when a child study team considers it appropriate and least restrictive environment to meet the educational needs of the student.

Students who are placed in the school by their home district attend one of the two school locations based on age: 1) an elementary/middle school where the curriculum primarily focuses on transition and life skills; and, 2) a high school with a focus on college preparation and employment. These two private schools, which are part of the same system, are considered "out-of-distract placements" for students who have a state recognized special education classification, as well as have an Individualized Education Plan (IEP). If deemed necessary, high school students may receive services through age 21. In both schools, curricula and related services are modified to meet each student's individual needs. Length of stay at the school varies by individual need; students often need to demonstrate social/behavioral improvement prior to returning to district.

School A's diverse student population includes students classified as Other Health Impaired (OHI), Emotionally Disturbed (ED), Multiply Disabled (MD), Autistic (AUT), and Specific Learning Disability (SLD). These classifications are determined by the sending district's Child Study Team (CST) prior to entrance into the school. The school is not responsible for classifying a student's eligibility for special education services or updating a classification. The high school is made up of approximately 22 female students and 56 male students. Students are evenly disbursed through grade levels (9th – 12th grade); one student participated in the transition

program. These numbers fluctuate throughout the year as new students enter the school and students in the school re-enter the sending district's school system.

Behavior Modification Program – The Wolf Program

      Definition of terms.

      Behavior Modification: "The systematic use of principles of learning to increase the frequency of desired behaviors and/or decrease the frequency of problem behaviors" (American Psychological Association, 2000).

      The Wolf Program: An evidence-based, custom, school-wide program, which utilizes Social-Emotional Learning (SEL) and components of Positive Behavior Support (PBS). The program was designed to help students to learn, develop, and maintain necessary thinking and behavioral skills in order to effectively handle and achieve academic, social, and life success (Cocuzza, Hartke & Zambelli, 2009).

      The Wolf Program was to help students learn, develop, and maintain appropriate behavioral and academic skills in order to succeed academically and socially (Cocuzza, Hartke, & Zambelli, 2009). The program integrates aspects of Social-Emotional Learning (SEL) and School Wide Positive Behavior Support (SWPBS) in order to best meet the individual needs of the students in the school. Specifically, the program utilizes behavior modification aspects of SWPBS.

      In 2009, two school psychologists, who were members of the school professional staff, developed the program. Both school psychologists had earned doctorates in their discipline. The creation of the program occurred after a needs assessment was conducted in 2009. Following the needs assessment, three principle outcome goals for the program were identified which included: 1) increasing students' knowledge about adaptive behaviors and adaptive social skills; 2)

increasing students' utilization of adaptive social skills; and, 3) decreasing instances of

maladaptive responses and interpersonal interactions (Cocuzza, Harkte, & Zambelli, 2009). In

addition to short-term social and academic outcomes, long-term skills development were also

considered. While students receive in-the-moment teaching and reinforcement, students were

exposed to the skills repeatedly as a way to help them to generalize the behavior to other settings

and times. (Cocuzza, Hartke, & Zambelli, 2009).

The program is considered a universal, school-wide support program in that all students

who attend School A receive the program on a regular basis, throughout all settings (i.e.

academic classes, elective classes, gym, lunch, etc.). Traditionally, universal programs are

preventative and proactive in nature, implemented with a general population in a public

education setting. The program was designed for students who may typically fall within the Tier

III ('At-risk') range in a public education setting. Students in the Tier III range typically require

highly intensive and individualized intervention in a public education setting but receive Tier I

'universal' supports in the private, therapeutic setting. Figure 2 visually represents the Wolf

Program as a Tiered intervention.

Wolf Program Components

Targeted for individual students who are currently demonstrating high frequency of serious challenging and/or risky behaviors.

~ 1 to 9% of students

Targeted Individual Programming
- Strategy Development
Support Services
  - Referral, FBA, BIP

For select groups of students who currently demonstrate elevated levels of need or risk of developing problems.

~ 9 to 40 % of students

Selected Group Programming
- Crisis Support
- "Wolf" Groups
  - Selected counseling group interventions

For all students, at all times.

100% of students

Universal School-wide Programming
- 5 Core Social Skills Competency Areas
  – Social Skills Tools
  – Pre-Planned and "In the moment" teaching, practicing, and reinforcement
- Behavioral Point System
  – Points
  – Social & Academic Behavior Categories
  – Levels
  – Rewards and Privileges
- Counseling
  – Group
  – Individual

Figure 2. Wolf Program Components

The Wolf Program is consistent and constant across grade levels, activities, and terminology. Because the program is implemented in an elementary, middle, and high school, its design follows developmental progression, socially and academically. All staff in School A, including paraprofessionals, are trained in the administration of the program and are involved in teaching and reinforcing the skills of the program (Cocuzza, Hartke, & Zambelli, 2009).

Tier I of the Wolf Program, the universal level, essentially begins at the preventative model's Tier III regarding intensity. At the universal level, a large component of the behavior

modification system within the Wolf Program is the use of a token-economy reinforcement system to support and encourage desired student behaviors. Points are used to reinforce academic instruction, as well as positive social behaviors (Cocuzza et al., 2009).

Additionally, at Tier I of the Wolf Program, all students receive individual and group counseling and participation in the behavior modification program. Exploring the secondary and tertiary level of the Wolf Program, students in need will receive crisis support and "Wolf Groups," which are select and targeted intervention groups, based on need (i.e. girl's group). The tertiary level is highly intensive and individualized for a specialized population of students for those who continue to demonstrate high frequency challenging and/or risky behaviors. These tertiary services include a functional behavior assessment (FBA) and a behavioral intervention plan (BIP). Tertiary services occur concurrently with universal and secondary services.

The program is a points-based system with five core skills. The five core skill areas are encompassed within the points system, which include: citizenship behavior, social presentation, conversation skills, self-management, and social problem solving. At the universal level, a large component of the behavior modification system within the Wolf Program is the use of a token-economy reinforcement system to support and encourage desired student behaviors. Points are used to reinforce academic instruction, as well as positive social behaviors (Cocuzza, Hartke, & Zambelli 2009). All students are given the opportunity to earn points for both social and academic categories each period during each school day. The number of points, which a student earns on a weekly basis, determines their overall level within the behavior modification program. The levels range from 1, which is the lowest, to 3 – Gold which is the highest level and signifies maintenance of the highest level (level 3) for at least four weeks. As the levels increase, student

privileges also increase. The highest level of the program indicates the student's successful

application of skills and displays of appropriate behavior, over time.

The Wolf Program teaches, utilizes, and reinforces a set of "Social Skills Tools," which

are concrete, specific, and easy to remember strategies for using and remembering the program's

core social skills. For example, B.E.S.T (Elias & Bruene-Butler, 2005), Keep Calm (Elias &

Bruene-Butler, 2005), and PEGS-SEE (Hartke, 2009) are three sets of social strategies that are

used for 'in the moment teaching,' as well as with planned teaching activities to promote positive

social behaviors.

B.E.S.T. relates to the Wolf Program's skill area of Social Presentation. B.E.S.T. (Elias &

Bruene-Butler, 2005) was developed as part of Elias & Bruene-Butler's (2005) Social Decision

Making/Social Problem-Solving curriculum, aimed at teaching students how to communicate in

a confident, respectful, and effective manner. B.E.S.T. in an acronym and is used a cue for body

presentation when engaging in conversation. Keep Calm (Elias & Bruene-Butler, 2005) was also

developed as part of the same curriculum, intended to teach student self-control by becoming

aware of their reactions and regulating their responses to stressful situations. Keep Calm (Elias &

Bruene-Butler, 2005) addresses the core skill area of Self-Management and is a reminder to use

calming strategies in difficult situations.

PEGS-SEE (Hartke, 2009) is used for social problem-solving and decision making.

PEGS-SEE (Hartke, 2009) is used to teach students steps for thinking about and processing a

problem as well as making positive decisions to address the problem. All of these social skills

tools are intended to serve as quick reminders for students to implement positive coping and

decision-making strategies when presented with a difficult situation. With the use of these

"Social Skills Tools," the Wolf Program attempts to increase knowledge of social skills to the

students and increase the utilization of social skills by the students leading to decreasing disruptive behaviors.

Throughout School A's existence, data have been collected on individual students' social, academic, and behavioral functioning. These data include academic grades, students' behavioral points and levels in the behavior modification system, number of students sent to time-out, and suspensions. These data were previously analyzed at only one point in time, in 2013. Therefore, my dissertation will be a contribution to the literature, the field, and the specific school as my study will provide updated data that could provide information on the effectiveness and functioning of this specific program and its applicability or scalability at other locations.

Results from Previous Evaluation

A formative evaluation of the Wolf Program was conducted in 2013 at School A; this was the first time the program was evaluated since initial implementation in September 2009. The initial evaluation utilized staff and student surveys to gather information on the perception of the program's values and uses of the program. Students were also given the opportunity to complete a skills inventory to measure and assess their own performance in regard to academic and social skills. Student and staff surveys were utilized to answer the following questions: 1) To what extent are the Wolf Program goals of reducing maladaptive behaviors and increasing prosocial behaviors being met, 2) To what extent has the Wolf Program been implemented as designed, 3) What knowledge and skills related to adaptive social and academic functioning did participating students perceive to have acquired and/or developed as a result of participation in the Wolf Program, and 4) To what extent do students and teachers find the Wolf Program and specific subcomponents of the program to be valuable and worthwhile in reducing disruptive and

problematic behaviors and increasing prosocial behaviors? School data, such as time-out room sheets, behavioral levels, enrollment for the previous years, and suspension logs were collected.

Data from the initial evaluation were interpreted such that more students appeared to respond to the behavior modification program throughout the years (2009-2013). Evidence of this includes more students being on the highest level each year and fewer students were being to time-out for maladaptive behaviors. It was also found that students and staff utilized the Wolf Program strategies on a daily basis. Furthermore, many of the students who responded to the survey reported use and success in demonstrating skills measured by social and academic categories of the Wolf Program. Finally, it was reported that staff and students are knowledgeable of the Wolf Program and find it valuable in promoting student success in both academic and social areas.

The Problem and Purpose of the Study

The Wolf Program was created in an evaluable way; it was designed to be evaluated at least once per year as a way to gauge value and measure effectiveness. Since initial implementation in School A in September 2009, the program was evaluated one time in 2013. Given that the Wolf Program was evaluated five years ago, updated information is needed to determine to what extent the program continues to be effective in improving the adaptive behavior and social skills of a student population, of which all students in the school have a special education classification in New Jersey. The current study expands on that previous research with the conduction of a formative case study evaluation of the Wolf Program.

The evaluation of special education programs is especially needed in non-academic areas where students often benefit from support and direction in behavioral, social, and emotional situations. Determining the extent to which the Wolf Program is effective in improving adaptive

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behavior and social skills is critical for teachers, counselors, and other staff that work with a similar student population. Understanding the program and the effect it has on this student population will help those who work with this type of student population have a better understanding on the types of intervention that may work and those that may not work, as well as some challenges these types of students may face. This will add to the empirical literature on Social Emotional Learning (SEL) and behavior modification programs for students with disabilities. Evaluating this program can help to create a basis for similar schools to design or implement a behavior modification program with SEL and School Wide Positive Behavior Support components with the goal of preventing problems through teaching and modeling promoting appropriate academic and social behaviors while reducing problematic behaviors for students with disabilities.

Research Questions

The following questions were answered in this dissertation:

1. What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program?

2. To what extent have the program goals been met?

   a. Goal 1: Increase students' knowledge about adaptive social and academic behavioral skills.

   b. Goal 2: Increase students' usage of adaptive social and academic behavioral skills.

   c. Goal 3: Decrease incidents of maladaptive student social responses and interpersonal interactions.

3. To what extent do students and teachers find the Wolf Program and specific components of the program to be valuable and worthwhile?

4. Is the Wolf Program being implemented as designed?

CHAPTER II

Review Relevant Literature

Overview

General education classrooms and settings may not appropriately meet the academic, behavioral, and social needs of all students. A myriad of challenges may hinder the student's ability to engage in learning and meet with success. Therefore, students unable to meet with success in the public-school setting may be recommended for placement in an alternative school designed to more appropriately meet the needs of the student (Lehr & Lange, 2003). Students with disabilities, including learning disabilities and emotional/behavioral disorders, often present with difficulty socially as well as academically (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). Difficulties in exhibiting prosocial behavior and with social relationships can lead to educational, vocational, and psychosocial barriers that may be lifelong challenges (Gresham, Cook, Crews, & Kern, 2004; Murray & Greenberg, 2006; Zlomke & Zlomke, 2003). Research has shown that attempting to correct negative and undesired behavior with discipline and punitive punishment often results in learning to not get caught as opposed to not engaging in the behavior (Altschuler, 2008). When punitive reactions are replaced with incentives such as positive reinforcement, encouragement, and strength-based attributes, individuals are able to better develop self-control as well as understand and learn the value in positive interactions (Altschuler, 2008). Research has found behavioral modification interventions to decrease disruptive, externalizing behaviors while social skills interventions have improved social interactions, emotion management, and effective problem-solving (Gresham et al., 2004; Zins & Elias, 2006; Zlomke & Zlomke, 2006).

Current Statistics on Education

The Individuals with Disabilities Act (IDEA), first enacted in 1975, is a special education law, which protects the rights of students, deemed eligible for special education. Teams of professionals evaluate and consider students for special education when their disability adversely affects their academic performance and are in need of special education and related services. The IDEA requires the delivery of a free and appropriate public education for students, ages 3-21, classified for special education (U.S. Department of Education, 2017). State and federal codes provide specific criteria for each special education classification. In 2015-2016, among the 13% of students receiving special education nation-wide, 34 % were classified with Specific Learning Disability, 14% were classified Other Health Impaired, and 5% were classified Emotionally Disturbed (ED) (U.S. Department of Education, 2017). In New Jersey, a student would receive the classification Emotionally Disturbed if they display difficulty in maintaining relationships, display inappropriate behaviors and feelings under typical circumstances, may constantly display a mood of unhappiness, or experience physical problems related to school or personal problems which impact academic functioning (New Jersey Administrative Code: Chapter 6A:14, Special Education, 2006).

When compared to typically developed peers, students with disabilities tend to encounter more barriers post primary-education including fewer postsecondary educational opportunities, unemployment, and other mental health challenges (Wagner, Newman, & Cameto, 2004). In addition to these challenges, students classified with Emotional/Behavioral Disorders (E/BD) are at a greater risk for dropping out of school and incarceration. These students may also experience high rates of unemployment, substance abuse, homelessness, and additional mental health issues

(National Research Council & Institute of Medicine, 2009; Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

Challenges in Schools

In today's society, American educators are tasked with creating and maintaining a safe, orderly, and positive learning environment while simultaneously teaching self-discipline for the entire student body, including those who are classified for special education. When faced with behavioral situations in the school setting, educators are tasked with choosing the best way to handle the situation in the moment, while also navigating the potential for displays of future maladaptive behavior (NASP, 2002). Behaviors which receive disciplinary action within the school include truancy, tardiness to school or class, fighting (verbally or physically), and disrupting other students' instructional time (Scott, 2012; Sprague & Walker, 2000). These challenges leave educational leaders faced with difficult decisions in choosing the best and most appropriate program to integrate into the school system in order to provide academic, behavioral, and social supports to all students (Cook et al., 2015).

While often strapped for resources and funding, school districts find themselves faced with a crucial decision in choosing a program to implement (i.e. social-emotional or academic) that will effect change and demonstrate effectiveness in their students (McIntosh & Goodman, 2016). School effectiveness can be measured in multiple ways including attendance, behavior, and academic outcomes (Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2016). Individual, success in school can also be measured in academic terms (i.e. standardized test scores) (McIntosh & Goodman, 2016). Several strictly academic programs have entered the educational system over the years including No Child Left Behind (NCLB) and the Common Core Curriculum. While academic success is important and can be used as a measure of

educational opportunity, students who experience behavioral problems also tend to exhibit academic difficulties and deficits (Bradley, Doolittle, & Bartolotta, 2008). Research suggests that both behavior and academics are integral factors in achievement in school (McIntosh & Goodman, 2016). Evidence-based prevention/intervention programs with a primary focus on addressing behavior/social-emotional needs, with a secondary goal of improving academic skills and scores would prove to be most beneficial as it addresses a multitude of needs (McIntosh & Goodman, 2016).

Exclusionary Discipline in Schools

Unlike NCLB and the Common Core Curriculum, a federal mandate does not currently exist for implementing a common social-emotional/behavioral program in schools. As maladaptive behavior continues to present as a challenge in the school setting, each school district employs its own system for handling challenging behavioral issues. Common practice among schools in dealing with disruptive and maladaptive behaviors is engagement in exclusionary discipline (Altshuler, 2008; Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). Exclusionary discipline is reactive in nature and has been found to be disruptive to students' education as it involves physically removing students from their learning environments (i.e. time-out, office discipline referrals, suspension, and expulsion) (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). Attempting to correct behavior and reduce maladaptive behavior through punitive (exclusionary) discipline, which is often based in control and coercion, frequently teaches the youth not to get caught instead of gaining an understanding of the reason to not engage in the maladaptive behavior (Altshuler, 2008).

Reacting to unwanted behaviors in a negative manner may also serve as a form of reinforcement, showing students the behaviors that will allow them to escape from unwanted

situations (i.e. the classroom) (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017; McIntosh, Fisher, Kennedy, Craft, & Morrison, 2012). Exclusionary practices can briefly assist in creating the illusion of actually deterring maladaptive future behavior and produce a safe and controlled climate. Exclusionary practices can create a maladaptive cyclical pattern, negatively effecting the student who is displaying the behaviors (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017).

Research has identified a need to shift away from punitive reactions and exclusionary discipline as it is ineffective in addressing chronic behavior problems, and move towards proactive and preventative responses (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). Exclusionary discipline often leads to lost instructional time. The educational impact of lost instructional time can generate a pattern misbehavior and falling behind. Despite exclusionary discipline use decreasing over the past few years (U.S. Department of Education Office for Civil Rights, 2016), some forms of exclusionary practice remain as a common response to unwanted and maladaptive behaviors (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). In addition to the short-term negative effects of punitive discipline, reactive and punitive responses may lead to continued and worsening problems and poor adult relationships (Simonsen, & Sugai, 2013; Walker, Ramsey, & Gresham, 2004).

Literature shows that preventive action is recommended when addressing challenging behaviors in school (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). Comprehensive interventions, such as Multi-Tiered Systems of Support (MTSS) including the use of the Positive Behavior Support components, have been identified as a way to effectively and efficiently organize a continuum of support mental health services (Cook et al., 2015). Utilizing data to drive decision making, the goal of MTSS in schools is to prevent, reverse, and minimize mental health problems while simultaneously fostering social, emotional, and academic success among

all individuals (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017; Strein, Hoagwood, &

Cohn, 2003).

Positive Behavioral Support Components

The term Positive Behavior Support generally refers to the application of interventions

intended to generate behavior change either with individual students or as a school-wide

approach (Sugai, Horner, Dunlap, Hieneman, et al., 2000). Based on applied behavior analysis,

Horner et al. (1990) reported that utilization of a positive behavioral support approach should

result in generalized and stable changes in an individual's behavior. Positive Behavior Support is

a framework in which a system, such as a school, prepares for and predicts problems, identifies

appropriate strategies to address problems and improve outcomes, and utilize data as a source of

evaluation for success (Scott, Alter, Rosenberg, & Borgmeier, 2010). The goal of utilizing

Positive Behavior Support components is to improve an individual's lifestyle by making problem

behaviors less prevalent, relevant, and effective, while increasing and making desired behavior

more functional (Sugai, Horner, Dunlap, Hieneman, et al., 2000). This framework is intended to

be implemented on an ongoing and consistent basis (Scott, Alter, Rosenberg, & Borgmeier,

2010). Implementation of a Positive Behavior Support framework has demonstrated positive

outcomes in the general education setting (i.e. reduced maladaptive behavior, increased pro-

social behavior, fewer office discipline referrals, decreased suspension rates, increased

instructional time; improved academic outcomes, etc.) (Algozzine, Putman, & Horner, 2010;

Scott & Barrett, 2004; Simonsen, Britton, & Young, 2010).

Positive Behavior Support considers the context in which behaviors occur and the

function of problem behaviors in order to appropriately intervene and work towards outcomes

that are regarded as acceptable by participants and stakeholders (the individual, family, school,

community, etc.) (Harry & De Vault p. 116, 1996). Sugai et al. (2000) reported that behavior change should be comprehensive in a way, so it affects all parts of the students' day. Behavior change should be generalized across environments (home, school, community), and it should be relevant to the students' lives – increase in prosocial and adaptive behavior should positively affect the students' living and learning opportunities (family, school, work, social) (Sugai, et al., 2000).

Data collection, in the form of progress monitoring, assists in identifying students who are not successfully responding to universal supports and helps to determine amount, individualization, and intensity in regard to additional supports (Lewis, Jones, Horner, & Sugai, 2010; Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). Schools have access to rich data sources for behavioral information that can be used to guide intervention development and modification. Typical data sources in schools include but are not limited to: direct behavioral observations, curriculum-based measurements, office discipline referrals, attendance reports, and academic progress reports (Sugai & Horner, 2009; Sugai & Horner, 2002). Reports can be gathered from multiple sources (teachers, parents, students), through various methods (interviews, direct observation, archived data).

A three-tiered continuum of supports framework, which increases in intensity, guides behavior supports implemented within the intervention (Freeman et al., 2016; Sugai & Horner, 2002; Sugai et al., 2000; Walker et al., 1996). Levels of support are differentiated across tiers, based on student responsiveness and need; the students who do not respond to the intervention and behavioral supports at Tier I begin to receive Tier II supports in addition to Tier I (Freeman et al., 2016).At each tier, behaviors to be addressed are identified in objective and measurable terms, and appropriate interventions to meet the needs are implemented (Simonsen, Britton, &

Young, 2010). At Tier I, all students in the school receive the high-quality instruction. At this

level, it is assumed that about 80-90% of students will respond to the intervention (Center on

Response to Intervention at American Institutes for Research, n.d.) Tier II is utilized for

approximately 5-10% of the student population who do not successfully respond to the universal

intervention. Students receiving Tier II supports continue to receive reinforcement and structure

through Tier I support while also receiving small group/specialized support, and higher intensity

intervention for managing at-risk behaviors (Simonsen, Britton, Young, 2010; Sugai et al, 2000).

Tier III is utilized for about 5% of the student population considered to have 'high-risk

behaviors' who do not successful respond to Tier I or Tier II levels of support. Students continue

to receive support from the previous two tiers while also receiving specialized and individualized

support, often in the form of Functional Behavior Assessments (FBAs) and Behavioral

Intervention Plans (BIPs) (Sugai et al., 2000).

Effective intervention utilizes strategies to target both the environment and adult

actions/responses to effect change in the students' behavior and actions (Scott, 2012). The

Positive Behavior Support framework focuses on behavior modification through environmental

change, teaching new skills, modeling and cueing, and the manner in which adults' approach

daily situations with students (Lampron & Gonsoulin, 2013). Throughout all tiers and settings,

use of Positive Behavior Support components aim to reduce externalizing maladaptive behaviors

and promote a safer, more organized learning environment in order to make the environment

more conducive to learning. The focus is on teaching expectations through modification of

observable, extrinsic behavior problems. (Cook, Frye, Slemrod, Lyon, Renshaw, & Zhang, 2015;

McIntosh, Ty, & Miller, 2014). A norm of displaying positive and appropriate behavior is

established and supported through teaching, modeling, and cueing observable behavior

expectations instead of reinforcing misbehavior, punishment, and discipline (Bradshaw, Koth, Thorton, & Leaf, 2009; Cook et al., 2015; Positive Behavioral Interventions & Supports, 2018a; Sugai et al., 2000; Sugai & Horner, 2009). Students are given the opportunity to practice the behaviors and receive positive, corrective feedback instead of punitive discipline, is provided when students display maladaptive behaviors (Lewis, Jones, Horner, & Sugai, 2010).

Behavior Modification/Token Economies

In the 1950's and 1960's, the behavior modification movement became embraced by psychologists as a way to address a multitude of problems in various settings (Kazdin, 1977). Over the years, behavior modification was pulled from theory and utilized for developing effective interventions. Concurrently, behavior modification entered the school system in the form of classroom interventions intended to improve academic performance of students with special needs (Kazdin, 2013). Students, specifically those who receive the special education classification of Emotionally Disturbed, often display a range of disruptive behaviors including but not limited to: inattention, calling out, out of seat behaviors, social skill deficits, aggression, and other maladaptive and disruptive behaviors in addition to internalizing behaviors (i.e. social withdrawal) (Oliver & Reschly, 2010; Zlomke & Zlomke, 2003). Research has shown that this fusion of externalizing and internalizing behaviors can negatively impact and act as a potential barrier to learning as these behaviors often prevent the individual from participating in instructional or social activities (Chen & Ma, 2007; Oliver & Reschly, 2010). As part of a Positive Behavior Support framework, development and implementation of a school wide reinforcement system is used to encourage students display positive behaviors (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017).

Historically, educators have utilized punitive procedures as a behavioral intervention (Gongola & Daddario, 2010). Consequently, lack of effective principles and techniques have left educators to develop and implement their own classroom management interventions through experience and testing 'what works' (Chen & Ma, 2007). Over the years, research has identified various behavior modification strategies for students with disruptive behavior which include but is not limited to: differential reinforcement of other appropriate behaviors, punishment, response cost, instruction and reinforcement in prosocial skills, and more (Chen & Ma, 2007; Maggin, Chafouleas, Goddard, & Johnson, 2011; McIntosh, Filter, Bennet, Ryan, & Sugai, 2010). Along with a multitude of other responsibilities, educators strive to find interventions to decrease disruptive behaviors that are effective, feasible, timely, and financially viable (Mitchem & Young, 2001).

Token economies, a commonly used, evidence-based, behavioral intervention used to manage and decrease the frequency of inappropriate or disruptive behaviors while simultaneously increasing and reinforcing appropriate behaviors, are utilized in school settings on a universal level (school-wide), as well as in individual classroom management settings (Chen & Ma, 2007; Zirpoli, 2005; Zlomke & Zlomke, 2003). According to Chen & Ma (2007) a token economy system is one in which, "the system enables a child to earn points or tokens for his/her appropriate behaviors. Points or tokes can then be exchanged for a wide variety of activities, privileges, or priorities." Kazdin (1977) reported that, "token economies have been used to develop particular competencies as in academic performance, vocational skills, and social interaction." Wolery, Bailey, & Sugai (1988), as cited in Maggin, Chafouleas, Goddard, & Johnson (2011) identified five standard elements of a token economy that are consistent across other behavioral modification programs: 1) identification of specific target behaviors, 2)

identification of tokens/points for conditioned reinforcement, 3) development of a menu of reinforcement options to reward appropriate behavior, 4) creation of a protocol for exchanging conditioned reinforcers (tokens) for the backup reinforcers, and 5) development of a plan to fade away the token economy system. A critical component of the behavior modification program is that tokens are linked to a menu of *meaningful* reinforcement options (Maggin, Chafouleas, Goddard, & Johnson, 2011).

The ultimate goal of utilizing a token economy in an educational setting is to decrease the occurrence of disruptive behaviors and increase time-on-task to provide the students an opportunity to fully participate and engage in learning without behavioral barriers (Zlomke & Zlomke, 2003). Differentiation of reinforcers and tokens utilized within a token economy behavioral modification system allows for flexibility, leading to use with a diverse set of populations, settings, and behaviors (Maggin, Chafouleas, Goddard, & Johnson, 2011). Research has shown effectiveness in utilizing token economies in schools and classrooms for students with both high-and-low incidence disabilities (Chen & Ma, 2007; Maggin, Chafouleas, Goddard, & Johnson, 2011).

In addition to use of isolated uses of token economies, research supports the use of multi-component behavior modification approaches to reduce disruptive behaviors (Chen & Ma, 2007; Zirpoli, 2005). Multi-component behavioral modification programs can include implementation of a token economy plus: increased attention and timeout, parental involvement, social skills training, differential reinforcement of other appropriate behaviors, over-correction, and more (Chen & Ma, 2007; Zirpoli, 2005).

Social Skills Training

When students are classified for special education services, appropriate socialization and peer interaction are areas taken into consideration. Individuals diagnosed with a disorder (i.e. depression, oppositional defiant disorder, attention-deficit/hyperactivity disorder), or students classified for special education as having Emotional and Behavioral Disorders (EBD), Specific Learning Disability (SLD), or Autism encompass social deficits as part of the diagnostic criteria (American Psychiatric Association, 2000; New Jersey Administrative Code: Chapter 6A:14, Special Education, 2006). Specifically, students classified EBD experience difficulties in social skills, specifically in developing and maintaining interpersonal relationships as well as difficulty in demonstrating prosocial behaviors, in addition to lack of acceptance by peers and adults (Gresham, Cook, Crews, & Kern, 2004). According to Gresham (2002), social skills are, "specific behaviors that individuals exhibit to perform competently on a social task such as active listening skills or reciprocal communication." An individual is said to be socially competent when the social task is performed proficiently. This judgement is made by others, such as a teacher, parent, or peer. Social skills deficits have both short-term and long-term effects on educational, psychosocial, and vocational domains (Gresham, Cook, Crews, & Kern, 2004).

Based on the large number of students who lack social skills or inadequately perform in social key social skills, a sense of urgency is presented to schools to proactively identify and remediate these skills the use of additional behavioral and social supports (Cook, Gresham, Kern, Barreras, Thorton, & Crews, 2008). In response to this need, Social Skills Training (SST) programs have been designed and developed to teach specific social skills to improve socialization and reduce behavioral problems. Currently, literature shows mixed opinions and results regarding the efficacy and effectiveness of SST with EBD students (Cook et al., 2008).

Cook et al. (2008) conducted a meta-analysis of SST with secondary-age students with EBD and provided results that SST is an effective intervention. Despite SST being an evidence-based, not all students are likely to respond to the intervention (Cook et al., 2008).

Social skills training is broadly defined as an intervention which aims to teach or remediate specific social skills or social skill deficits (Gresham, Cook, Crews, & Kern, 2004). Generally, social skills training has the goal of increasing desired behaviors while also decreasing or eliminating undesirable behaviors (NASP, 2002). In order for social skills training to be effective, it is imperative that the intervention be integrated and infused into the school day, particularly school discipline and safety policies. This level of integration emphasizes the importance of building relationships between students, teachers, schools, and family while also providing effective academic instruction and behavior management (NASP, 2002).

SST programs should have four objectives: promotion of skill acquisition, enhancement of skill performance, reduction or elimination of competing problem behaviors, and facilitation of generalization and maintenance of the adaptive social skills (Cook et al., 2008; Gresham, 1995). While all SST programs should uphold the previously mentioned standards, the theoretical orientation will place an emphasis on different aspects of the program. For example, a SST that is based on social learning theory may place a heavier emphasis on the coaching and learning aspect whereas a program that follows operant learning may be infuse a heavier dose of positive reinforcement (Cook et al., 2008). Despite the theoretical orientation underlying the SST, the common goal of each SST is to teach specific interpersonal skills that enable the student to be successful and grow in their social environments (Cook et al., 2008). Social Skills Training uses various methods to teach and reinforce appropriate social skills. Some techniques include verbal instruction, modeled instruction, overt and covert rehearsal, addressing cognitive

distortions, problem-solving, feedback, positive reinforcement, and reductive processes (Cook, Gresham, Kern, Barreras, Thornton, & Crews, 2008; Gresham, 1995).

Social-Emotional Learning

In today's society, schools are tasked with a critical role in helping to raise and support not only a child's cognitive development, but their social and emotional development as well. When students enter the classroom, they are not learning alone. Rather, they are on a journey of learning with their peers, collaborating with their teachers, and have the encouragement and support from their families (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011). Emotions affect students in a multitude of ways, including how they learn, what they learn, and being able to build and engage in caring relationships that lead to lasting learning (Elias et al., 1997). Because emotions impact the way in which a student learns, other areas of learning such as work ethic, engagement in learning, commitment, and success in school can also be affected (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011).

Zins and Elias (2006) define Social-Emotional Learning as, "The capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others" (p.1). Social-Emotional Learning programs are universal and aimed at increasing social problem-solving skills. The term "social-emotional learning," pulls away from mental health, behavioral-emotional disorders, and problem behaviors as target areas and moves towards the broader area of building social competence in all individuals (Zins, Elias, & Greenberg, 2007).

The Collaborative for Academic, Social, and Emotional Learning (CASEL), developed in the 1990's a way to bridge theory, research, and practice on the idea of emotional intelligence and integrating this concept into the schools (Collaborative for Academic, Social, and Emotional Learning, 2005). CASEL recognizes the importance of linking academic achievement with skills

necessary for success in other aspects of life (i.e. work, family, community, and interpersonal contexts) (Elias, Parker, Kash, & Dunkeblau, 2007). While many SEL programs exist (i.e. *Second Step, Open Circle, etc.)* all curricula promote five interrelated skill clusters: self-awareness, social awareness, self-management, responsible decision making, and relationship management (Collaborative for Academic, Social, and Emotional Learning, 2005). A long-term outcome of mastering these SEL competencies leads to a shift from an individual being controlled by external factors to behaving in a manner consistent with internal beliefs and values, making good decisions, and taking responsibility for choices and behaviors (Bear & Watkins, 2006). Social-Emotional Learning programs have focused on the importance and skill of problem solving (Elias, Parker, Kash, & Dunkeblau, 2007). Curricula are based on the premise that an individual's emotional and internal experiences and social interactions with peers and teachers have an impact on their ability to learn (Damasio, 1994; Elias, Parker, Kash, & Dunkeblau, 2007; Patti & Tobin, 2003).

Social-Emotional Learning programs are designed to help students better understand and manage their emotional states and interpersonal interactions as a way to help them maximize their learning experience (Elias, Kress, & Hunter, 2006). When students can identify and understand their anxiety surrounding a test, they can utilize skills to manage and control the sense of overwhelming fear to a more positive aspect of identifying the areas of uncertainty and channeling energy into recalling the necessary information. Engagement in learning presents students with challenges on a daily basis (i.e. decision-making, problem-solving, team work, communication with peers and adults, time management, etc.). Research has shown that better developed social-emotional abilities makes it easier to students to effectively navigate daily learning challenges which they may face (Elias, Parker, Kash, & Dunkeblau, 2007).

Social-Emotional Learning programs deliver lessons that teach a skill (i.e. cognitive, social, or behavioral), which are aimed at guiding a student's internal decision-making process (Elias, Arnold, & Hussey, 2003). aimed at teaching foundational social skills necessary for social competence and resilience (Zins, Bloodworth, Weissberg, & Walberg, 2004). Social-Emotional Learning programs are about delivering a curriculum that have a focus on teaching and equipping students with skills, so they can learn to regulate their own actions and behaviors towards themselves and towards others (Cook et al., 2015). Long-term outcomes of implementing a SEL program include: improved social-emotional skills, positive social behavior, improved academic performance, decreased conduct problems, and lowered emotional distress (Cook et al., 2015).

In addition to the students learning core social competencies from the SEL curricula, the entire school environment shifts to match the positive social climate as a way to reinforce the messages sent about positive character and morals. Furthermore, staff also learn appropriate and respectful ways to handle themselves, modeling appropriate social skills to all students (Elias, Parker, Kash, & Dunkeblau, 2007).

Developmental research suggests that mastery of social competencies is directly related to well-being and school performance (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011). Research has shown that school-wide efforts to promote SEL is a promising practice to improve students' success in life, both in and out of school (Elias, et al., 1997; Espalage, Rose, & Polanin, 2015; Zins & Elias, 2006). These positive effects translate to improved attitudes about self and others, increased prosocial behavior, improved academic performance, decreased problem behaviors, and lower emotional distress (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Greenberg, Weissberg, O'Brien, Zins, Fredericks, et al., 2003; Zins, Weissberg,

Wang, & Wahlberg, 2004). Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, (2011) found that implementation of a quality SEL curriculum lead to more socially appropriate behavior as well as an 11% increase in academic test scores when compared to a school with no SEL program. Quality SEL programs allow students the opportunity to practice the social skills within their classroom, school, and community. This opportunity allows students to experience a sense of belonging, invested interest, and increased motivation to be more involved (Hawkins, Smith, & Catalano, 2004). Research shows that students who participate in SEL programs feel more connected to their school and teacher, increase positive work habits as well as social skills, and build strong and positive peer and teacher relationships (Zins, Bloodworth, Weissberg, & Walberg, 2004). Additionally, implementation of effective SEL programs have shown improvement in students' attitude (i.e. respect for others, coping with stressors), decrease in problem behaviors (i.e. disruptions, poor class participation, poor attendance), and increased class performance (Greenberg et al., 2003; Zins & Elias, 2006).

Alternative Education Settings

Alternative education settings are nontraditional education settings designed to serve students and provide appropriate educational and related services to students with special needs who may demonstrate lack of success in the traditional, public educations setting and often require individualized and/or intensive attention and intervention (Lehr, Tan, & Ysseldyke, 2009; Lehr & Lange, 2003; Tobin & Sprague,1999). The U.S. Department of Education offers the following definition for an alternative education setting:

> *A public elementary/secondary school that addresses the needs of students which typically cannot be met in a regular school and provides nontraditional education which is not categorized solely as regular education, special education, vocational education, gifted and talented, or magnet school programs.* (U.S. Department of Education, 2002, p. 55).

Having emerged in the 1960's, alternative education settings are considered a relatively new concept to the educational field (Lehr, Tan, & Ysseldyke, 2003). Research has shown that alternative schools are used as a non-punitive consequence for students that demonstrate disruptive behaviors (Lehr, Tan, & Ysseldyke, 2009). According to Chen & Ma (2007), a disruptive behavior is defined as, "An excessive behavior that can interfere with the general activities proceeding at the time."

About 10 years ago, four to six million school age students nationwide were identified as having a serious emotional or behavioral disorder which impacted their daily functioning at home, school, or in the community (National Mental Health Association, 2007; Quinn, 2004). Ten years ago, only about 27% of students with the ED classification were educated in the general education setting, compared to 50% of students with various other disabilities and classifications (Hayling, Cook, Gresham, State, Kern, 2007). In 2003, approximately 20,000 alternative education programs and schools existed within the United States (Lehr & Lange, 2003).

Public schools often lack resources to individually and intensively address academic, social, emotional, and behavioral needs of students. "Students are placed, 'at risk' when they experience a significant mismatch between their circumstances and needs, and the capacity or willingness of the school to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional, and intellectual growth and development" (Maraffa, n.d.). Youth diagnosed with various behavioral or emotional problems often experience a myriad of problems in school including but not limited to academic deficits and difficulties meeting academic as well as social expectations (Zlomke & Zlomke, 2003). Therefore, students who present with intensive educational and behavioral needs, or challenging

behaviors that are considered to be too difficult to manage within the public school district (i.e. physical aggression, disruptive verbal behavior, truancy, drug use, mental health problems, etc.), are often supported and educated in Alternative education settings (Carver, Lewis, & Tice, 2010; Jolivette, Stitcher, Nelson, Scott, & Liaupsin, 1999; Lehr, Tan, & Ysseldyke, 2009; Simonsen, Pearsall, Sugai, & McCurdy, 2011; Tobin & Sprague, 1999). Alternative education settings may be voluntarily chosen by the student and their family, or they can be mandatory placements by the school district or court system (Lehr & Lange, 2003). Students displaying disruptive behaviors may be facing suspension or expulsion from their schools leading to the alternative education placement as a 'last resort' (Lehr & Lange, 2003; Lehr, Tan, & Ysseldyke, 2003).

Several common characteristics exist between alternative education settings: small enrollment, one-one-one student-teacher interaction, supportive environment, flexible structure, and an accommodating curriculum based on student need (Aron, 2006; Lehr & Lange, 2003; Lehr, Tan, & Yssledyke, 2003). Common characteristics of mandatory placement alternative education settings include: short-term placements, skill building, and a disciplinary approach to dealing with behaviors (Lehr & Lange, 2003). In 2003, the dropout rates for students with special education classified disabilities were approximately twice as likely to drop out of high school when compared to general education peers. Of this dropout rate, approximately 36% of these students were classified as Learning Disabled and 59% of students were identified as Emotionally Disturbed (Lehr, Tan, & Ysseldyke, 2003). Three percent of students, ages 6-21, served under IDEA in 2014 and 2015 were educated outside of the public school and enrolled in a public or private school for students with disabilities. Approximately 13% of students classified

ED received their education from an alternate education setting, specifically a separate school for students with disabilities (U.S. Department of Education, 2017).

According to the U.S. Department of Education from 2010 reported by Simonsen and colleagues (2011) and Wells (1993), alternative education schools have been gradually increasing in the U.S. over the past 30 years from 460 schools to now over 10,000 schools, thereby increasing the number of students who receive their education in an alternative education setting (Simonsen, Pearsall, Sugai, & McCurdy, 2011; Wells, 1993). Wagner, Newman, & Cameto (2004) identified that approximately 40% students who receive the classification of Emotionally Disturbed relocate schools five or more times between elementary and high school. Due to the students' needs and intensity of behaviors, interventions in place AE settings are often individualized and intensive in nature and have a focus on the educational, behavioral, and mental health needs of students (Simonsen, Pearsall, Sugai, & McCurdy, 2011). In addition to academic instruction, alternative education programs often have a goal preparing students to return to a public school – general education setting (Tobin & Sprague, 1999).

Universal Programs in Alternative Education Settings

Educational and related services that students classified Emotionally Disturbed (ED) receive are critical factors for effective outcomes. Therefore, providing programs and services that address the environment (i.e. the school, school staff, etc.), should be more of the focus for working with children classified ED (Bradley, Doolittle, & Bartolotta, 2008). Research supports the use of targeted skills instruction, academic modification, and behaviorally based interventions for use with students identified as having serious behavioral problems (Gottfredson & Gottfredson, 1996; Lipsey, 1991, 1992; Lipsey & Wilson, 1993; Tolan & Guerra, 1994). To this point, the use of School Wide Positive Behavior Support (SWPBS) cannot be explicitly

linked to preventing ED, however, literature has shown positive outcomes with the use of SWPBS on students who have been classified ED (Lewis, Jones, Horner, & Sugai, 2010). Shores and colleagues have demonstrated shaping effects seen in educators working with an interacting with students classified ED (Shores, Gunter, & Jack, 1993; Wehby, Symons, & Shores, 1995). These educators were more likely to implement positive behavior strategies in order to modify maladaptive externalizing behaviors (i.e. acting out, becoming aggressive, etc.) (Shores, Gunter, & Jack, 1993; Wehby, Symons, & Shores, 1995).

School-Wide Positive Behavior Support and Social Emotional Learning are both universal prevention programs focused on creating a positive environment and utilizing positive approaches (Cook et al., 2015). Lewis, McIntosh, Simonsen, Mitchell, & Hatton (2017) identified several critical factors that are promising to work in an AE setting which include: a supportive school climate, social skills instruction, and data-based decision making. Research on positive reinforcement models, have shown success in reduction of maladaptive behaviors and an increase in positive academic behaviors in kindergarten and first grade students (Tobin & Sprague, 1999). Programs such as *First Step to Success*, an alternative education intervention strategy (Golly, Stiller, & Walker, 1998; Walker et al., 1997, 1998), directly teach social skills while also attending to academic instruction with reinforcing behaviors such as compliance to instruction and remaining on task. *First Step to Success* also has a parent component. *Second Step*, a Social-Emotional Learning program, has shown promising results and can be implemented in both public and alternative education settings. *Second Step* provides systematic instruction with a focus on interpersonal skills (Tobin & Sprague, 1999).

To date, a scant amount of literature exists on the implementation and effectiveness of both separate and integrated SWPBS and SEL programs in AE settings for students classified ED

(George, George, Kern, & Fogt, 2013; Scott, Nelson, Liaupsin, Jolivette, Christle, & Riney, 2002). While research shows promise for positive outcomes when implementing each program separately, limited research exists regarding the integration of SEL and SWPBS (Cook et al., 2015.). School Wide Positive Behavior Support has had presence in the general education setting since the 1990's. With the growing SWPBS support framework, it is becoming more steadily integrated into AE settings and shows promise for successfully decreasing maladaptive behavior and increasing appropriate and pro-social behaviors among students with challenging behaviors (George, George, Kern, & Fogt, 2013; Lampron & Gonsoulin, 2013; Simonsen & Sugai, 2013). Given the promise for success in public school settings, various researchers have recommended implementing the SWPBS framework in AE settings (Simonsen, Pearsall, Sugai, & McCurdy, 2011; Simonsen & Sugai, 2013).

Cook et al. (2015) conducted a study which examined the effects of an integrated SEL/SWPBS program. Results of this study revealed additive effects of the integration of programs, as compared to implementing a single program. Integration of these two universal programs for addressing internalizing and externalizing behaviors, over implementing a single program to address challenging behaviors, shows promising outcomes. Of importance, the study conducted was limited to one classroom, not the entire school. The growing amount of research regarding universal interventions that show support and success in public schools and alternative settings is promising (Positive Behavioral Interventions & Supports, 2018b; Simonsen, Pearsall, Sugai, & McCurdy, 2011). At this time, additional research is needed in the school-wide integration of SEL and SWPBS in AE settings for students with ED.

CHAPTER III

Formative Program Evaluation

Program Evaluation Needs and Relevant Context

Title of program to be evaluated.

The title of the program to be evaluated is The Wolf Program.

Members of the evaluation team.

The evaluation team consists of Nikki Sharoupim, who is a counselor at the school.

Client.

In this formative program evaluation, the client to receive the evaluation is a state-approved private, special education school for high school students with behavioral disabilities located in New Jersey. The director and the principal of the school acts on the client's behalf. The client is in charge of running two New Jersey state-approved private school for students with behavioral and learning disabilities. The director and principal are responsible for bringing new students into each school and determining appropriateness of fit for each new student. The director and principal are also responsible for overseeing and leading monthly didactic trainings, hiring new employees, and student disciplinary action within the schools. While the director is not directly involved with student intervention and discipline, the principal is involved in this aspect of the school. Both individuals are actively involved in keeping a positive school climate as well as maintaining the positive values of the Wolf Program. The client is interested in gaining information on the effectiveness of the Wolf Program and learning if the program is perceived as valuable to the implementers and the students.

Relevant Stakeholders.

The relevant stakeholders are all districts in New Jersey that send their students to the school, the parents of these students, and all other districts in New Jersey that have the potential to send students to either of the two schools. All students who attend the school are automatically enrolled in the Wolf Program at the universal intervention level. At the universal level, all students receive individual counseling and group counseling, each once per week, as well as participate in the behavior modification aspect of the program by having the opportunity earn points (social and academic), every period of every day of school. The parents and guardians of the students are indirectly involved with The Wolf Program. Parents and guardians are given information and made aware of The Program upon their student's entrance into the school, as well as all following IEP meetings. Parents have the right to tell their case manager from their sending district that they do not want their student to attend the school. All districts in New Jersey are invested in the program because they can send students to either of the two schools, if they perceive the program and services as effective and beneficial.

Organization.

The program evaluation was formulated and implemented at a school in the metropolitan area, New Jersey. The school is a New Jersey state-approved private high school for students with behavioral and learning disabilities. The school primarily services high school students, grades 9-12. Students can receive an education and related services through the age of 21. The school has approximately 80 students, with fluctuating numbers throughout the year as students enter the school and students leave to go back to their district school. These students make up a student body that is diverse in race, ethnicity, culture, and socio-economic status. The Shepard School and Shepard Preparatory School provides individualized educational and related services

to students with an IEP, specializing in working with students classified as Emotionally

Disturbed and Learning Disabled. Services include individual counseling, group counseling,

occupational therapy, speech therapy, and individualized academic instruction.

Program Evaluation Plan

       Program evaluation needs.

       The client is interested in obtaining information related to the Wolf Program's

implementation. The client would also like to know if the program is perceived as valuable to the

target population as well as those implementing the program. The client would like information

on the specific components of the program that are perceived as valuable to the target population

as well as those implementing the program. Lastly, the client would like to know how the

program's design and implementation can be improved and adapted in the future in order to meet

the needs of the target population. The current state of affairs and desired state of affairs of the

needs expressed by the client are shown in Table 1.

Table 1

Program Evaluation Needs and Desired State of Affairs

Question	Current State of Affairs	Desired State of Affairs
Who	Client lacks knowledge as to whether the program has addressed the needs of the students.	Client gains knowledge as to whether the program has addressed the needs of the students.
How	Client lacks knowledge regarding the extent to which the program was implemented as designed. Client would like knowledge regarding how to adapt and improve the program's design and implementation.	Client will know the extent to which the program was implemented as designed. Client gains information about how to make adaptations and improvements to the program's design and implementation.
What	Client does not know the extent to which the target population and implementers perceive the program as valuable and worthwhile.	Client will know the extent to which the program is perceived as valuable and worthwhile to the target population as well as those implementing the program.

Relevant Context of the Organization (Maher, 2012)

The following information provides insight into the parameters of program planning and

evaluation from Maher's (2012) perspective. Resources are evident at the individual, group, and

organizational level. The types and quantities of resources available will differ at each level. For

any level, the follow resources will be included in some context: human, technological,

informational, financial, temporal, and physical. Identification of resources typically occurs

during the clarification phase. Recognizing the resources available is critical because without

access to adequate resources, designing and implementing a program may be difficult (Maher,

2012). Acknowledging the types and quantities of resources available will allow the organization

to determine the type of program to be designed and the possibility for evaluation. This

information can be gathered from key stakeholders and the client through interviews and

observations (Maher, 2012).

1. Ability to Commit to Resources

    I. Human – All staff members (teachers, counselors, classroom aides, and

       administrators) are participants in implementing the program. All students enrolled in

       the school are considered participants in the Wolf Program. Other stakeholders in the

       program include all parents/guardians of the students enrolled, all sending school

       districts, and all school districts looking to send their students to the school. The

       administrators and one counselor are involved in the program evaluation process.

   II. Technological – The school is able to provide full access to office materials such as

       photocopy machines, paper, computers, word processing software, and writing

       utensils. Additionally, the school is able to provide full access to a digital copy of the

       Wolf Program Manual and archived data.

  III. Informational Resources – The evaluation will utilize surveys and feedback forms,

       generated by the creators of The Wolf Program to help with the evaluation process.

       All surveys and checklists utilized in the evaluation exist as part of the Wolf Program

       Manual. Archived and current behavior modification points were utilized to help with

       the evaluation process. Additionally, archived time-out and suspension data were

       aggregated to assist in answering the research questions.

  IV. Physical Resources – The Wolf Program is located within two private, special-

       education schools. As the Wolf Program is a universal program, implementation takes

       place across all settings within each school (i.e. classroom, counselor's office, gym,

       lunchroom, etc.). Within the school, there is office space available to use for

conducting interviews. Individual classrooms will be for distributing and conducting

surveys with students and staff. The investigator's personal office space will be used

for organizing paperwork, working on a computer, and accessing and storing files.

V. Financial Resources – The school does not have extra funds available to spend on

evaluating this program. The program has existed within the organization for nine

years with a dedicated budget. Therefore, the program must continue to exist within

the set financial constraints, which means that it must use supplies and resources that

are usually available for The Wolf Program activities.

VI. Temporal Resources – The investigator had approximately two to three hours, per

week at the school to dedicate to evaluating the behavior modification program. The

staff surveys were distributed once per week, for three consecutive weeks. The

student surveys were distributed one time. The total amount of time for survey

completion ranged between 15-20 minutes, each distribution. Two administrator

interviews were conducted, on two different days. Each interview took approximately

15 minutes to complete.

Following identification of type and quantity of resources, additional questions may be asked

in order to gather relevant information about the organization prior to evaluation.

2. Values of Organization Members

Understanding the organization's and members of the organizations values, traditions,

beliefs, culture, and climate are critical for designing and implementing a custom

program to address the needs of the target population. Values of the organization and its

members are best understood through past and present members.

An important part of the school is the idea of continuous education and better understanding the students. The school offers in-service days to the employees once per month. Additionally, the classroom aides receive additional training, once per month, on classroom management and behavioral intervention strategies. Job security is demonstrated through the longevity of the current staff members 'employment. The staff members value comradery and support from each other as well as administrators.

3. Ideas of Organizational Members About the Situation

Ensuring that the client, stakeholders, and others understand the task at hand is crucial. This step helps give a clear picture on the way in which various individuals perceive the current situation within the organization.

The administrators (client) and staff are clear on the program evaluation process and goals. The staff aspire to continue to provide an effective and efficient program to the students. Many of the staff have individual ideas on program growth and improvement. This desire to adjust the program is seen as both a professional responsibility and a response to an overdue program evaluation. As a private school servicing students with special needs, all staff identify a personal and professional responsibility to provide a supportive educational environments.

4. Circumstances in the Organization

This planning steps is utilized as a way to determine stability in the organization. Within the school, key administrators and leadership within the school have remained stable for the past seven years and are projected to remain stable for the next five years. The strategic plan, including the plan to continue Wolf Program implementation, is stable and in place indefinitely.

5. Timing of Using Programmatic Approach in the Organization

    Identifying 'the right time' for designing, planning, implementing, and evaluating a program is important to proceed with making decisions about the nature and scope of the program. Gathering knowledge related to temporal factors assist with answering questions related to timing.

    In the school's perspective, answering questions related to administrators' time with the program and funding provide insight into the 'right time' for implementation and evaluation. the Key administrators were significant in Wolf Program design and implementation in September 2009. In 2013 and in 2018, key administrators readily worked with the PI to address program evaluation questions. The program is supported through student admission tuition. Tuition is often covered by the sending school district.

6. Obligation of Individuals and Groups

    Certain individuals may feel obligated to take part in program planning, implementation, and evaluation activities. In understanding individual perspectives regarding obligations can lead to decision making and role delegation. All staff (i.e. administrators, teachers, counselors, and classroom aides) are active supports and implementers of the Wolf Program. In addition to school staff, key stakeholders (i.e. parents/guardians and sending school districts) serve as a support to the program. Without the parents/guardians, the school may face difficulty in achieving student buy-in. Additionally, without the sending districts' support, the school may receive fewer students from those particular districts, therefore leading to lower enrollment.

7. Assess Resistance that Might be Encountered by Individuals or Groups

Resistance can be overt (i.e. statements made) and readily identifiable, or covert (i.e. lack of attendance) and not easily detectable.

8. Yield, or Value, of the Information and Change that May Results from Programmatic Approach

Information gathered from this can lead to understanding how the program will add value to the target population, the implementers, or the organization as a whole. The Wolf Program is intended to provide social and academic growth and development for the students (the target population). A large part of the Wolf Program is the behavioral modification aspect where students earn points each period. With this, teachers/counselors are required to fill in each students' points each period. At the end of the day, teachers are responsible for inputting their students points into the computer system. At times, teachers elect to put points into the computer system every other day instead of at the end of each day – some teachers have reported that inputting points is tedious and seemingly unnecessary.

Time Frame

In 2009, the director, along with two school psychologists, agreed to the creation and implementation of this school-wide program based in social-emotional learning utilizing Positive Behavior Support components. The program was established on Maher's (2000) model for program planning and evaluation. Approximately nine years after initial implementation, and following one evaluation which took place in 2013, the director and principal requested a formative program evaluation. The purpose of the requested program evaluation was to assesses the effectiveness of the program as well as implementation fidelity.

Description of the Program

The Wolf Program is a comprehensive behavioral modification program. All behavioral services, including counseling, are consumed under the 'Wolf Program' umbrella. As a way to conceptualize, link, and structure these comprehensive, universal behavioral program services, the program is framed using a three-tiered prevention-intervention model. *Universal* indicates that the program includes 100% of the student population on a regular basis. *Selected* programs are available for approximately 9-40% of the student population and include additional services for small groups of students who demonstrate elevated need or are at risk for developing problem behaviors. *Targeted* programs are aimed at approximately 1 to 9% of the student population for those who demonstrate a high frequency of seriously challenging and/or risky behaviors. Students who receive either *selected* and/or *targeted* programs continue to also receive *universal* programming.

Utilizing components from Social-Emotional Learning and Positive Behavioral Support, the Wolf Program is a custom designed schoolwide behavioral modification program designed to meet the specific and unique needs of the students. The Wolf Program is comprehensive, multiyear, multicomponent, and systematic, is developmentally and culturally appropriate, and is integrated into and reflected in the school curriculum, activities, and daily routines (CASEL, 2003; Zins, Weissberg, Wang, & Walberg, 2004). Long-term skill and competency development in the five core skills areas (Citizenship Behaviors, Social Presentation, Conversation Skills, Self-Management, and Social Problem-Solving) are taught, practiced, and reinforced when used by students. The idea is for the students to maintain the skills and generalize to real world social situations (Cocuzza, Hartke, & Zambelli, 2009).

The Behavioral Point System (BPS) is a positive reinforcement social learning program integrated into the structure of the Wolf Program. The system is intended to resemble a token-economy-like reinforcement system, not a discipline intervention. The goal of the BPS is to improve social and academic behaviors through a schoolwide, systematic, consistent plan of behavioral instruction continuously and consistently throughout the day.

Students receive ongoing instruction and reinforcement of the aforementioned skills through pre-planned and "in the moment" teaching and practice. The program has three main goals, designed to be specific, measurable, attainable, relevant, and timely (SMART): (1) Increase students' knowledge about adaptive social and adaptive functioning; (2) Increase students' usage of adaptive social and academic skills; (3) Decrease incidents of maladaptive social responses and interpersonal interactions (Cocuzza, Hartke, & Zambelli, 2009).

Program Evaluation Questions

1. What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program?

2. To what extent have the program goals been met?

    a. Goal 1: Increase students' knowledge about adaptive social and academic behavioral skills.

    b. Goal 2: Increase students' usage of adaptive social and academic behavioral skills.

    c. Goal 3: Decrease incidents of maladaptive student social responses and interpersonal interactions.

3. To what extent do students and teachers find the Wolf Program and specific components of the program to be valuable and worthwhile?

Is the Wolf Program being implemented as designed?

CHAPTER IV

Method of Investigation

Charles Maher's (2012) Program Evaluation Framework

This chapter presents a formative program evaluation of the Wolf Program created and implemented at a special education school for children with behavioral disabilities. In 2009, the Wolf Program was planned, designed, and implemented using Maher's (2000) framework. This current study was formative evaluation in nature, focusing on an integrated social-emotional learning/behavior modification program at a state-approved private school for high school students with disabilities located in New Jersey. A case study approach was used, together with Maher's (2012) program planning and evaluation framework guiding theory. Given the use of Maher's (2012) framework for the formative evaluation conducted in 2013, the same framework was utilized with the current evaluation. Utilizing the Maher's (2012) framework allows for consistency in comparing results across time. The framework is designed in a four-phase approach, with program evaluation as the final phase: clarification, design, implementation, and evaluation (Maher, 2012).

Qualitative in nature, a case study approach allows for the exploration of an activity, program, event, a single individual, or a group of individuals (Creswell, 2009). Utilizing a case study approach was best for this study as it permitted the researcher to observe and study the schools' Wolf Program's daily process, as well as the school's climate, and group behaviors, while in their natural environment and setting (Creswell, 2009; Yin, 2014). This study was a mixed-method approach because it also has a quantitative component. Data were gathered through interviews (qualitative) and surveys (quantitative) with multiple groups of participants (administrators, teachers, and staff), allowing for the presence of various perspectives (Creswell,

2009). A mixed-methods design allowed for more complicated research questions to be addressed with a stronger collection of evidence than would be obtained via any single method (Yin 2014). A mixed method approach also enables multiple converging inquiries to substantiate the findings (Yin, 2014). Further, case studies have been used with success in understanding other program evaluations (Yin, 2014).

The evaluation took place in the school's primary location, the high school-college preparatory program. In order to gather information regarding knowledge and skills learned, perception of the Wolf Programs' value, students, teachers, and counselors completed a questionnaire at the end of the school's second marking period.

Case Study

A case study approach may be used in an array of research situations, with the ultimate goal of contributing to knowledge of individual, group, organization, social, or other related phenomena (Yin, 2014). The use of a case study approach is set to answer the questions '*how*' and '*why*,' with no control over behavioral events. Case studies can focus on a single 'case' and retain information on historical, complete, and true perspectives (Yin, 2014).

 Case studies involve more than simply observing the identified 'case.' Yin (2014) identified six sources of evidence to be used while conducting a case study. These sources of evidence broadly include: documentation, archival records, interviews, direct observation, participant-observation, and physical artifacts. While these six sources of data may not always be relevant or attainable, they are the most commonly utilized in case study evaluations (Yin, 2014). Each source of evidence carries strengths and weaknesses with its use.

The use of the various sources of evidence are more for more than just gathering data. In addition to these sources of evidence, principles of data collection assist in the case study

approach. These data collection principles include: multiple sources of evidence, creation of a

case study database, maintenance of a chain of evidence, and employing care when using data

from electronic sources (Yin, 2014). Yin (2014) conveys that the use of the six sources of

evidence are linked to the four principles of data collection, and when used in conjunction

properly, the six sources of evidence and the four principles of data collection can assist in

establishing construct validity and reliability.

Case studies which utilize multiple sources of evidence have been considered to be of a

higher quality than those which only utilize a single source of evidence for information (Yin,

2014). Gathering multiple sources of information allows the research to observe and understand

historical trends while observing and addressing a large range of current behavioral issues.

Additionally, and more importantly, the use of multiple sources of information allows for

triangulation (Yin, 2014). Triangulation allows researchers to corroborate data and information

in order to address questions and solve problems with more than one method (Patton, 2002).

Triangulation allows for cross-checking consistency and avoidance of vulnerability and errors

associates with single, particular methods (Patton, 2002). Patton (2002) has identified four types

of triangulation when conducting case study evaluations, 1) of data sources (data triangulation),

2) among different evaluations (investigator triangulation), 3) of perspectives to the same data set

(theory triangulation), and 4) of methods (methodological triangulation). In order to truly

corroborate the data, each piece of evidence must converge and address the same finding (i.e.

interviews, surveys, and observations come together to address one research question) (Yin,

2014). Ensuring triangulation and developing convergence helps to strengthen construct validity.

The case study approach was utilized for this dissertation because the program that was

evaluated was designed for a specific population of students. Therefore, the program is only

implemented in two locations, the elementary/middle school location and the high school

population. The client wished to ascertain information regarding the effectiveness of the program

in regard to increasing prosocial academic and social behaviors amongst the students, while

concurrently decreasing maladaptive behaviors. Findings from this evaluation will be provided to

the director and principal of the two schools as recommendations for improvement.

Evaluation Phase

According to Maher (2012), program planning and evaluation consists of four distinct,

yet interrelated phases. The phases begin with clarification, followed by design of a program,

which is then followed by implementation of the program, ending with evaluation and

determining need for improvement. Each phase and its components are dependent on the

preceding phases, activities, and outcomes (Maher, 2012). Completion of the evaluation phase

should provide information for continued implementation and potential for improvement (Maher,

2012).

Evaluation phase.

In program planning, the evaluation phase is the final phase of the process. The purpose

of this phase is to, "assure that data are gathered and analyzed with respect to important program

evaluation questions, with the resulting evaluation information enabling sound judgments to be

made about the worth of the program, thereby contributing to the continuous program

development and improvement" (Maher, 2012, p. 91). While all phases of program planning are

important, the evaluation phase is important for a multitude of reasons, which ranges from

fundamental professional needs to extrinsic bureaucratic reasons (Maher, 2012). Program

evaluation helps to assure proper use, allocation, and investment of all resources (human,

technological, informational, financial, temporal, and physical). Additionally, evaluation assists

in determining if the program 'adds value' to the target population. If little to no value is added, this information and data allows for development and improvement of the program, or possible termination. As program evaluation generates data and measurable outcomes, outside financial sources can review the program and potentially fund the continued use of the program. A solid program evaluation typically reflects the implementers' and key stakeholders' investment in the program, in regard to their own committed involvement, and the program's perceived value and continuous improvement for the target population.

Maher (2012) postulates that a thorough program evaluation should be *practical, useful, proper, and technically defensible*. A *practical* program evaluation allows for individuals within the organization to implement the evaluation plan in a way that is non-disruptive to the organization's routines. A program evaluation plan is considered *useful* when the information generated allows stakeholder to make informed decisions to be made about the program's effectiveness and potential areas for improvement. Program evaluation plans that are ethically and legally sound are considered *proper*. Finally, a program evaluation plan that is *technically defensible* should utilize methods, procedures, and instruments that are reliable, valid, and accurate (Maher, 2012).

Upon entering the evaluation phase of the program planning and evaluation process, Maher (2012) identified 12 sequential, interrelated activities to follow as a way to guide the process. The 12 activities in the evaluation phase are detailed below:

1. **Identify the client**

    The first step in the evaluation phase is to identify the client, or group of clients, that are part of the program evaluation.

2. **Determine the client's needs**

   Following client identification, both intrinsic and extrinsic client needs should be identified. Extrinsic needs may be a desire to comply with organization rules, whereas an intrinsic need may reflect the desire to improve the climate/culture of the organization.

3. **Place the program to be evaluated in "evaluable" form**

   A program is considered evaluable when all relevant and important elements are clearly defined and objective.

4. **Delineate program evaluation questions**

   Questions should be designed properly and are answered appropriately in order to provide information regarding the program.

5. **For each program evaluation question, specify the data collection variables**

   Identification of these variables will allow for program evaluation questions to appropriately be answered.

6. **Describe the data collection methods, instruments, and procedures**

   Identification of appropriate methods, instruments, and procedures allows for data to be collected, on the established data collection variables. Ultimately, use of appropriate instruments will result in each program evaluation question to be answered.

7. **Describe the data collection methods and procedures for data analysis**

   In choosing the method(s) for data analysis, consideration of the question asked is critical. The type of data collected needs to make sense with the question(s) asked.

8. **Specify program evaluation personnel and responsibilities**

In this step, it is critical to assign personnel and delegating responsibilities relating to the program evaluation. This will allow for the program evaluation to follow a clear and structured plan.

9. **Delineate guidelines for communication and use of program evaluation**

Clear guidelines which incorporate and address each program evaluation question will allow for a comprehensive program evaluation. The evaluation serves as the foundation for program planning.

10. **Construct program evaluation protocols**

Information relating to ways to answer each program evaluation question should be synthesized in an inclusive, clear, and written document. The document should consist of information from the previous 9 steps/statements.

11. **Implement the program evaluation**

At this step, the program evaluation should be implemented as designed and described in the previous steps. The plan may require adjustment and modification throughout the process in order to best answer the evaluation questions and meet the needs of the organization.

12. **Evaluate the program evaluation**

Following the evaluation, assess the program evaluation's practicality, utility, propriety, and technical defensibility.

CHAPTER V

Results

Data Analytic Plan

Charles Maher's (2012) framework for program planning and evaluation was utilized for this formative evaluation. *Program evaluation* is the final of four phases of Maher's (2012) program planning and evaluation framework. As such, program evaluation is preceded by three other phases: clarification, design, and implementation. In the program evaluation phase, data were collected, analyzed, and interpreted in a systematic way in order to appropriately answer the proposed program evaluation questions. Questions answered in this manner provided useful information to the client as well as the researcher (Maher, 2012). From the beginning, data should be divided into clearly conceptualized units (e.g. an individual, a group of individuals, a set of group units, or other units). In evaluating the Wolf Program, the data were divided into a group of individuals; teachers and counselors acted as one set of individuals, administrators were considered a set of individuals, and the student body served as the final set of individuals.

Following unit selection, all data were organized and displayed in a manner that was consistent with the type of data available. Based on the data collected and the research question posed, examples of data organization included: line graphs to depict a change over time, histograms which displayed frequency of distribution, a check sheet which gathered information based on observations, and tables which easily organized percentages and totals. Through using Maher's (2012) framework of program evaluation, important questions were addressed in relation to the perceived usefulness of the program as well as implementation fidelity. Information was also gathered on the acquired knowledge and skills as well as the extent to which program goals have been met.

Population and Sampling Procedures

Participants and Population

Client.

The client who received the evaluation was a state-approved private, special education school for high school students with behavioral disabilities located in New Jersey. The director and the principal of the school acted on the client's behalf.

Students.

All students enrolled in the school directly received the social-emotional learning and behavioral modification services provided by the Wolf Program. Once enrolled in the school, students assumed responsibility for completing academic requirements set forth by their sending district. Additionally, students were held accountable for adjusting their behavior to meet the behavioral modification program's (Wolf Program's) expectations.

At the time of the evaluation, 78 of students were actively enrolled in the high school campus of the school, grades 9 through transition.

Staff members.

The school employed certified as well as non-certified staff, each of whom has their designated role within the school. Certified staff members utilize the Wolf Program components each period, on a daily basis. Certified staff members assigned behavior modification points that align with the social and academic categories and the specific components within each category. During the time of evaluation, 12 teachers and four counselors were employed and participated.

Instrumentation.

Student demographic information, included age, gender, grade level, and race were collected on Student Demographic Form (see Appendix B). In addition to this, individual special

education classifications were collected and reported. Data collection variables also included the student's status in the school (new student or returning from a prior year). All demographic data were collected from the school's online enrollment system.

Staff demographic information included gender, highest educational degree, program position, and status within the school (new or returning) (see Appendix C). Respondents were provided the opportunity to self-identify their gender identity through an open ended prompt (gender:_____). This information was recorded on the Staff Demographic Form. Additionally, school data were collected and analyzed. This included student enrollment numbers for the last several years, time-out logs, and behavioral system levels.

Methods: Archived and current school data related to student performance in the Wolf Program's academic and social categories were collected. Data relating to student enrollment (new or returning student for the 2018-2019 school year) were collected from school records. Archived time-out logs were collected and grouped into infraction categories. Staff information were collected on various staff survey forms.

Data Analysis: Descriptive statistics and analysis were used in the interpretation of data collected prior to Wolf Program implementation as well as data collected after Wolf Program implementation. Tables and charts displayed trends, frequency, and total numbers for time-out logs, behavioral system levels, and student enrollment.

Protocol 1: Student Demographic Form

Method: The PI completed the student demographic form based on the completed passive consent forms (see Appendix H). The form was utilized to keep track of student demographic information including: age, grade, gender, status in school (new or returning

student), special education classification, and race. This form was kept in a folder with the student surveys, in a locked cabinet in the PI's school office.

Analysis: Data from Protocol 1 were collected, aggregated, and evaluated by the PI. Descriptive statistics and analysis were used in aggregation of student demographic information. Tables display frequency, percentages, and total numbers for students enrolled in the school during the second marking period (January/February 2019).

Protocol 2: Interview Protocols

The PI used the Director Interview Questionnaire which served as a guide to the interview process (see Appendix A). The Director Interview Questionnaire was a semi-structured interview with seven questions; all items were open-ended and required verbal responses. Given the semi-structured format of the interview, follow-up questions allowed the PI to gather more information and a deeper understanding of the program. Question items were formed to examine the perceived value and effectiveness of the Wolf Program.

Method: Two separate, semi-structured interviews were conducted during the second marking period in the 2018-2019 school year. Administrators interviewed included the school principal and the child study team liaison.

Analysis: Data from the interviews were transcribed and aggregated by the PI. Common elements between the two interviews were extracted and summarized. Additionally, unique elements and ideas were separated and utilized for further exploration and program analysis. Quotes were utilized for evidence of support.

Protocol 3: Wolf Program: Strategies Checklist

Participants responded to seven different questions based on frequency of use and perceived usefulness of strategies in the Wolf Program (see Appendix D). Participants provided a

numerical response for the frequency of strategy use as well as perceived usefulness of the given

strategy. For frequency of use, responses ranged from (0) Never – 0 days, to (4) Always (5 days),

with the option of responding (NA) Not Applicable if the strategy is not utilized. Responses for

usefulness ranged from (0) Not useful at all, to (2), Extremely useful. Following these seven

questions, participants responded to two questions which related to the delivery of strategies. A

list of factors required the participants to check all factors that apply to (1) factors which assisted

in delivery of implementation and (2) barriers/obstacles which hindered delivery of

implementation. If a response was not included in the list, participants had the opportunity to

write in a personalized response. Following these two questions, participants were given the

opportunity to provide a written response for factors that were utilized in overcoming

barriers/obstacles. As this checklist required responses over time, participants were provided this

checklist once a week for three weeks.

Method: Protocol 3 was completed by certified staff members (teachers and counselors)

at three separate times during the second marking period in the 2018-2019 school year. Protocol

3 was a paper and pencil checklist. Staff members were given this checklist through their school

mailboxes. Each staff member completed each of the three surveys in the privacy of their own

classroom; the PI remained outside of the room so as to not influence any response. The PI was

available for questions or clarification of items upon request.

Analysis: Units of analysis included teachers' and counselors' responses to checklist

items. Descriptive data were utilized in analysis and interpretation. Analysis included

percentages and means for each item in the questionnaire. Tables and charts displayed total N,

percentages, and frequencies for each item in the checklist.

Protocol 4: Wolf Skills Inventory – Student Version

Students rated their own use and demonstration of Wolf Skill areas (e.g. Citizenship Behavior, Social Presentation, Conversation Skills, etc.) (see Appendix E). Each question listed the skill category as well as a specific question relating to the category (e.g. Citizenship behavior – "I follow school and classroom rules on a regular basis." Students used a five-point scale ranging from (1) a real challenge area for me to (5) locked into this area.

Method: Protocol 4 was completed by all students whose parents did not sign the passive consent forms during the second academic marking period in the 2018-2019 academic year. The PI distributed the survey to all homeroom teachers and clarified directions. This allowed the teachers to distribute surveys to students. Surveys were grouped by class and collected by the PI.

Analysis: Data from the protocols were collected, aggregated, and evaluated by the PI. Descriptive data were utilized in analysis and interpretation. Analysis included percentages and means for each item in the questionnaire. Tables and charts displayed total N, percentages, and frequencies for each item in the checklist. Cross-tabs on responses from these surveys, status (new/returning), and grade level were analyzed and reported.

Protocol 5: Wolf Knowledge Questionnaire: Staff and Student Versions

Participants completed a questionnaire indicating level of existing knowledge regarding implementation of the Wolf Program, as well as level of knowledge regarding specific strategies within the program (See Appendix F and G). One item utilized a three-point scale, which inquired about level of training. Responses on this question ranged from (1) Yes to (3) No, regarding if training was received. Two questions were included for general knowledge of academic categories and social categories, which ranged from (1) Strongly Disagree to (5) Strongly Agree. Three questions required the staff members to identify their clarity on use of

specific strategies; responses ranged from (1) Strongly Disagree to (5) Strongly Agree. Two questions required participants to choose academic and social categories referenced most often during a school day. Two questions were included for staff to indicate level of agreement regarding usefulness of the Wolf Program for helping students academically and assisting students socially. Responses on these two questions range from (1) Strongly Disagree to (5) Strongly Agree. Two questions were included for the staff to indicate the component of the Wolf Program the staff member perceived to be most effective with the student's social success and academic success. The final question was open ended, which allowed participants to specify areas for improvement in the Wolf Program.

Method: Protocol 5 had two versions – one version for students and one version for certified staff members, specifically teachers and counselors. Staff and students completed this paper and pencil survey during the second academic marking period in the 2018-2019 school year. The students completed this survey during the normal school day – the PI distributed all surveys to teachers and specified the directions. This allowed teachers to distribute surveys to students. All surveys were grouped by class and collected by the PI. Staff members were given the Staff version of the survey through their school mailboxes. Staff members completed the survey in the privacy of their own classroom; the PI remained outside of the room so as to not influence any response. The PI was available for questions or clarification of items upon request.

Analysis: Units of analysis include teachers', counselors', and students' responses to items on the questionnaire. Descriptive data was utilized in analysis and interpretation. Analysis included percentages and means for each item in the questionnaire. Tables display this information.

The four research questions were answered with the above-mentioned protocols. All protocols were completed anonymously.

Table 2

Collection Methods and Research Questions

Method	Research Question Addressed
Administrator interview	Is the Wolf Program being implemented as designed? (fidelity)
Student demographic form	Assist in assessment of the program for students (ethnic groups, gender, classification – functional groups of students)
Staff skills/strategies checklist	To what extent do students and teachers find the Wolf Program and specific components of the program to be valuable and worthwhile?
Student Skills Inventory	What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program? To what extent have the program goals been met: Increase students' usage of adaptive social and academic behavioral skills; Increase students' knowledge about adaptive social and academic behavioral skills; Decrease incidents of maladaptive student social responses and interpersonal interactions
Staff Wolf Program Knowledge Questionnaire	To what extent do students and teachers find the Wolf Program and specific components of the program to be valuable and worthwhile?
Student Wolf Program Knowledge Questionnaire	To what extent have the program goals been met: Increase students' usage of adaptive social and academic behavioral skills; Increase students' knowledge about adaptive social and academic behavioral skills; Decrease incidents of maladaptive student social responses and interpersonal interactions What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program?
School enrollment, time-out logs, and behavioral systems levels	To what extent are the Wolf Program goals of reducing maladaptive behaviors and increasing pro-social behaviors being met?

Procedure

Participants included all teachers, counselors, students, and administrators at the school. As the Wolf Program is part of the school's normal functioning, all students participated in the program's activities on a daily basis. Student participation included the individuals whose parents/guardians consented to participation in survey/checklist input. The Principle Investigator (PI) distributed several emails to all teachers and counselors at the school, which requested involvement in feedback regarding the program's usefulness, perceived value, and implementation. Emails were sent weekly to remind staff to complete the surveys distributed each week. Staff were reminded that surveys were to be completed anonymously and that their responses would not affect their employment. Surveys were distributed, by the PI, to all certified staff through their school mailboxes; surveys were returned to the PI through the school mailbox.

The PI distributed a separate letter, sent to the parents/guardians of the high school students enrolled in the school during the second marking period of the 2018-2019 academic year. The letter was a passive consent for which provided details about the study. Parents/guardians were instructed to sign and return the letter if they did not want their student to participate in the study on the Wolf Program. If a passive consent form was provided to the PI by the date identified on the form, the students were provided with two surveys.

The PI distributed an email to the child study team liaison and principal of the school requesting an interview regarding various areas of the Wolf Program. Each interview took place at a time and location mutually agreed upon by the PI and participant. The PI provided informed consent prior to engaging participants in the study. The participants engaged in a single, one-on-one, in-person interview with the PI, which lasted no longer than 30 minutes in duration.

All research data, including hard copies of protocols and data files will be retained for three years following the end of the data analysis. Throughout the study, all data were stored and remained in a locked cabinet securely in the PI's office in the school. At no time were individual study data available for public review.

CHAPTER VI

Results and Findings

Restatement of Purpose and Overview

The Wolf Program was implemented in September 2009 and underwent a formative program evaluation in 2013. Data gathered from the program evaluation provided information regarding the extent to which the program was effective in improving the adaptive behaviors and social skills of the special education population of students. The current study was conducted as an updated formative case study program evaluation of the school-wide customized social-emotional learning behavior modification program, the Wolf Program. The Wolf Program was implemented at a state-approved private school for high school students with disabilities located in New Jersey. A case study approach was used in conjunction with Charles Maher's (2012) program evaluation framework. Results of the four research questions posed in this study were reported in this chapter. These questions were answered through methods, procedures, and instrumentation outlined in Chapter V. Copies of all instruments included in this evaluation are located in Appendix A – H.

Demographic Information

Student characteristics.

The school where the Wolf Program was implemented was a private school where students were granted admission through an intake process. Consequently, enrollment numbers fluctuated throughout the year. In order to determine the characteristics of the students who were involved in the Wolf Program, each piece of demographic information were aggregated on Instrument 2.1 *Student Demographic Form*. Students self-reported their status within the school (i.e. new or returning) on Instrument 4.1 *Wolf Skills Inventory* (Version-S) and Instrument 5.2

Wolf Knowledge Student Questionnaire. Other relevant characteristics were obtained via the school's online database. Characteristics collected included gender, age, grade level, classification category, and race/ethnicity. During the second academic marking period, all of the students enrolled in the school at that time were given the opportunity to participate in the program evaluation. A passive consent form was provided to all parents/guardians – parents/guardians were to return the form if they did not want their student to participate in the evaluation. Of the total 78 students enrolled, 66 students were eligible to participate. Ultimately, 47 students completed the surveys. Nineteen students were absent the week that survey collection took place and 12 parents did not consent to participation.

Data collection began on February 13, 2019. Of the 66 students who were permitted to participate, most students were 16 years old (34.8%) or 17 years old (21.2%). There were no students who were 21 years old. A majority of students had their gender identified, by their home school district, as male (72.7%) and 27.3% were identified as female. Regarding race/ethnicity of the participants, a majority were White (59.1%) as identified by the records from their home school district. Less than half of the students were identified as Black (22.7%). A total of 12 students were identified as either Asian (4.5%), Hispanic (9.1%), or multiple races (4.5%). Data regarding student participants are presented in Tables 3 and 4.

Table 3

Demographic Data of Students

Variable	Frequency	Percentage
Age		
14	6	9.1%
15	10	15.2%
16	23	34.8%
17	14	21.2%
18	10	15.2%
19	2	3%
20	1	1.5%
21	0	0%
Gender		
Male	48	72.7%
Female	18	27.3%
Race/Ethnicity		
White	39	59.1%
Black	15	22.7%
Asian	3	4.5%
Hispanic	6	9.1%
Multi	3	4.5%

Note. N = 66

Program related student characteristics.

Of the 78 students enrolled, 66 were eligible to participate; school related data were collected on the 66 eligible students. Students admitted to the school were all classified in special education and therefore all had an Individualized Education Plan (IEP). The school services students with a range of classification/disabilities which included: Autistic (10.6%), Other Health Impaired (OHI) (36.4 %), Emotionally Disturbed (ED) (25.8%), Specific Learning Disability (SLD) (7.6 %), and Multiply Disabled (MD) (19.7%). Grade levels within the school ranged from ninth grade through transition. At the time of the evaluation, 15.2% of students were in ninth grade, 21.2% of students were in 10th grade, 36.4% of students were in 11th grade, 25.8% of students were in 12th grade, and one student was part of the transition program.

Table 4

School Related Data

Variable	Frequency	Percentage
Classification Category		
Autistic	7	10.6%
Other Health Impaired	24	36.4%
Emotionally Disturbed	17	25.8%
Specific Learning Disability	5	7.6%
Multiply Disabled	13	19.7%
Grade Level		
9th	10	15.2%
10th.	14	21.2%
11th	24	36.4%

Table 4 continued

12th	17	25.8%
Transition	1	1.5%
Program Participation History		
New[a]	20	30.3%
Returning	46	69.7%

Note. N = 66
[a]New refers students beginning on or after July 1, 2018.

Summary

Out of the total of 78 students enrolled in the school, 66 were permitted to participate in the program evaluation. Of the 66 permitted to participate, 47 students completed the program evaluation surveys. Demographic and school related student information were obtained through the school's internal database. Most students that participated were 16 or 17 years old and in 11th or 12th grade. A majority of students in the school were males and identified as White. More than half of the students were classified as 'returning' from the previous year (enrolled prior to July 1, 2018). Finally, all students in the school had an Individualized Education Plan and special education classification. Most students enrolled at the time of the evaluation were classified either Other Health Impaired or Emotionally Disturbed.

Staff characteristics.

In order to determine the characteristics of the staff who were involved in the Wolf Program, demographic information was collected on instrument (Staff Skills/Strategies Response Sheet (Instrument 3.1). Relevant characteristics included gender, position within the school, highest degree attained, and if the staff member was new or returning. During the second

academic marking period, all of the teachers and counselors employed in the school (12 teachers and four counselors) were given the opportunity to participate in the program evaluation. Of all of the staff members, 75% identified as female and 25% identified as male. Bachelor's degrees were held by 37.5% of staff members, while 62.5% held a master's degree. The majority of staff members (93.75%) returned from the previous year, and 6.25% were new to their position in the school. Data regarding staff participants are presented in Tables 5 and 6.

Table 5

Demographic Data on Staff

Variable	Frequency	Percentage
Gender		
Male	4	25%
Female	12	75%
Highest Degree		
Bachelors	6	37.5%
Masters	10	62.5%

Note. N = 16.
No staff members held doctorate degrees

Table 6

Program Characteristics on Staff

Variable	Frequency	Percentage
Program Participation History		
New[a]	1	6.25%
Returning	15	93.75%
Position		
Teacher	12	75%
Counselor	4	25%

Note. N = 16
[a]New refers to staff members beginning on or after September 4, 2018.

Summary

Out of the total of 16 staff members, 10 teachers and four counselors participated in the program evaluation by completing several rounds of surveys. The majority of the staff population were teachers who self-reported their gender as female and who also held a Bachelor's degrees. Almost all staff members had been active participants in the Wolf Program prior to September 4, 2018.

Results of Central Research Question

To what extent are the Wolf Program goals of reduced maladaptive behaviors and increased pro-social behaviors being met?

The central research question sought to determine the extent to which the Wolf Program goals were met with students in the school. The Wolf Program had three principle outcome goals which included: a) increasing students' knowledge about adaptive behaviors and adaptive social

skills, b) increasing students' utilization of adaptive social skills, and c) decreasing the incidents

of maladaptive social responses and interpersonal interactions. Data collection for this question

included collection and analysis of archived school data. These data included enrollment

numbers for the last several years, suspension logs, time-out logs, and the behavioral system

levels. Reported data were presented in Tables 7, 8, and 9 and Figures 3-16.

The Wolf Program was first implemented in the school in September 2009. Archived data

were available for analysis from September 2007 through the present time. Enrollment data for

each academic school year are reported in the table below. Total enrollment numbers reflected

the number of students actively enrolled in the school at the end of the academic year (180 days

of school). As of December 2018, there were 85 students enrolled.

Table 7

School Enrollment Data

Academic Year	Number of Students
2007-2008	106
2008-2009	106
2009-2010	93
2010-2011	94
2011-2012	70
2012-2013	72
2013-2014	82
2014-2015	75
2015-2016	81
2016-2017	85
2017-2018	77
2018-2019	78*

*Note. This number fluctuates on a regular basis

When a student was unable to successfully demonstrate adaptive behaviors in the school

setting, he or she received an out of school suspension. The duration of an out of school

suspension ranged from one day to nine days, based on the behavior/act, the severity, and the

potential for harm to self or others. Students who received an out of school suspension required a

re-entry meeting with their parents/guardians and the district's Child Study Team. The average

number of out of school suspensions prior to implementation in 2009 was 36.8. This was lower

than the number of out of school suspensions after program implementation (49). Out-of-school

suspension total were reported in Table 8, while the trends were reported in Figure 3.

Table 8

Out of School Suspension

Academic Year	Number of Students
2007-2008	39
2008-2009	34
2009-2010*	43
2010-2011	34
2011-2012	34
2012-2013	No information
2013-2014	68
2014-2015	51
2015-2016	66
2016-2017	56
2017-2018	39
2018-2019	16 and counting

*Implementation of Wolf Program
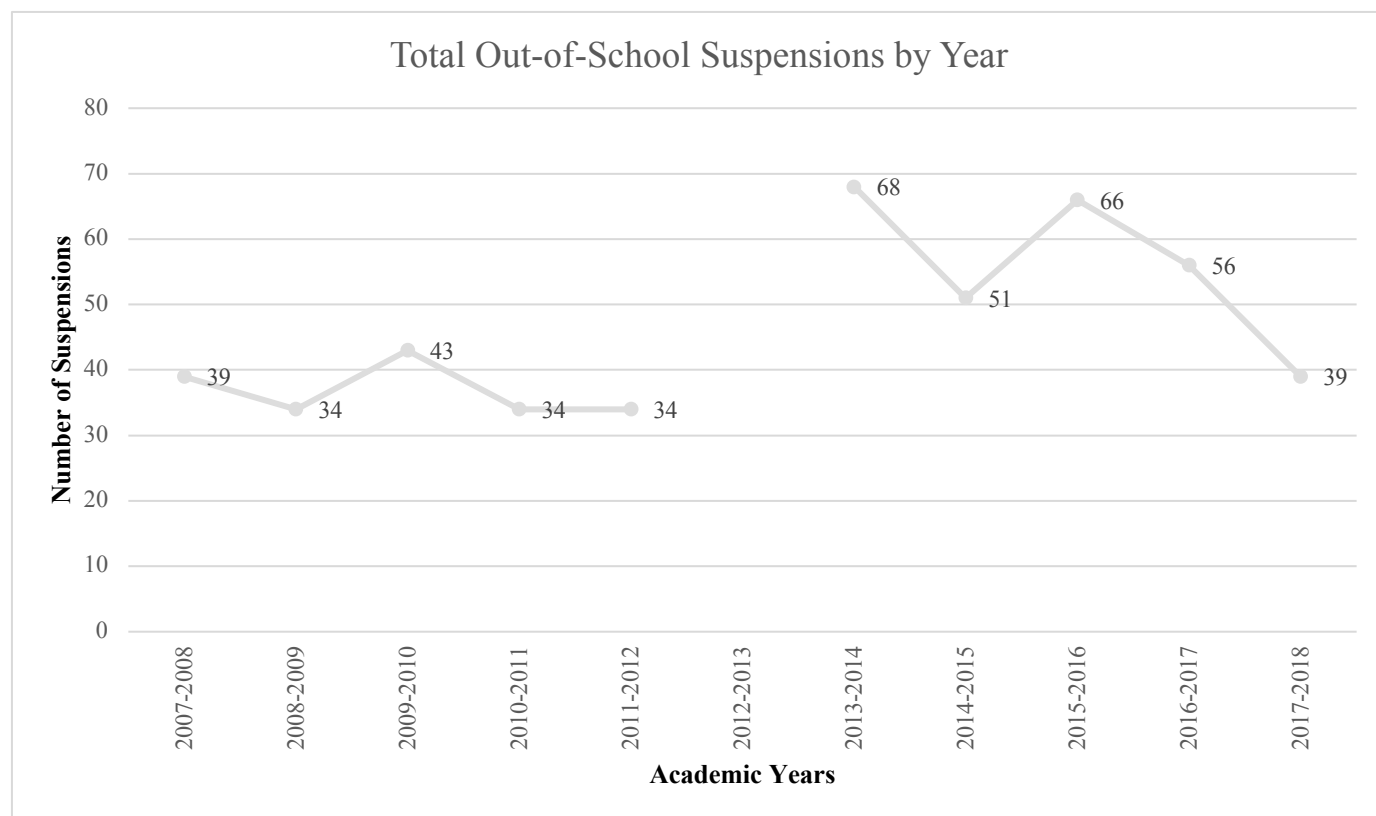
Figure 3. Total Out-of-School Suspension by Year

When a student was unable to successfully demonstrate adaptive academic or social

behavior while in the school (i.e. classroom, lunchroom, counseling session, etc.), and the

behavior was not severe enough to receive an out of school suspension, he or she was sent to the

time-out room. The time-out room was a consequence for maladaptive behavior and was

intended to be a temporary placement throughout the day. When a student was sent to the time-

out room, a staff member logged the reason they were sent. They were then provided a quiet

space to reflect on their actions and thoughts. Prior to returning to class, a counselor or

administrator met with the student to discuss the initial reason for time out. The student and staff

member discussed a plan to change the maladaptive behavior prior to returning to class.

Reasons for time-out varied from non-punitive (i.e. needed to calm down, needed a quiet

place to complete school work), class disruptions and violated school rules (i.e. yelling in class,

disrupting others learning), to punitive (i.e. in school suspension, physical contact with others).

The trends and of time-out data are reported in Figure 4.
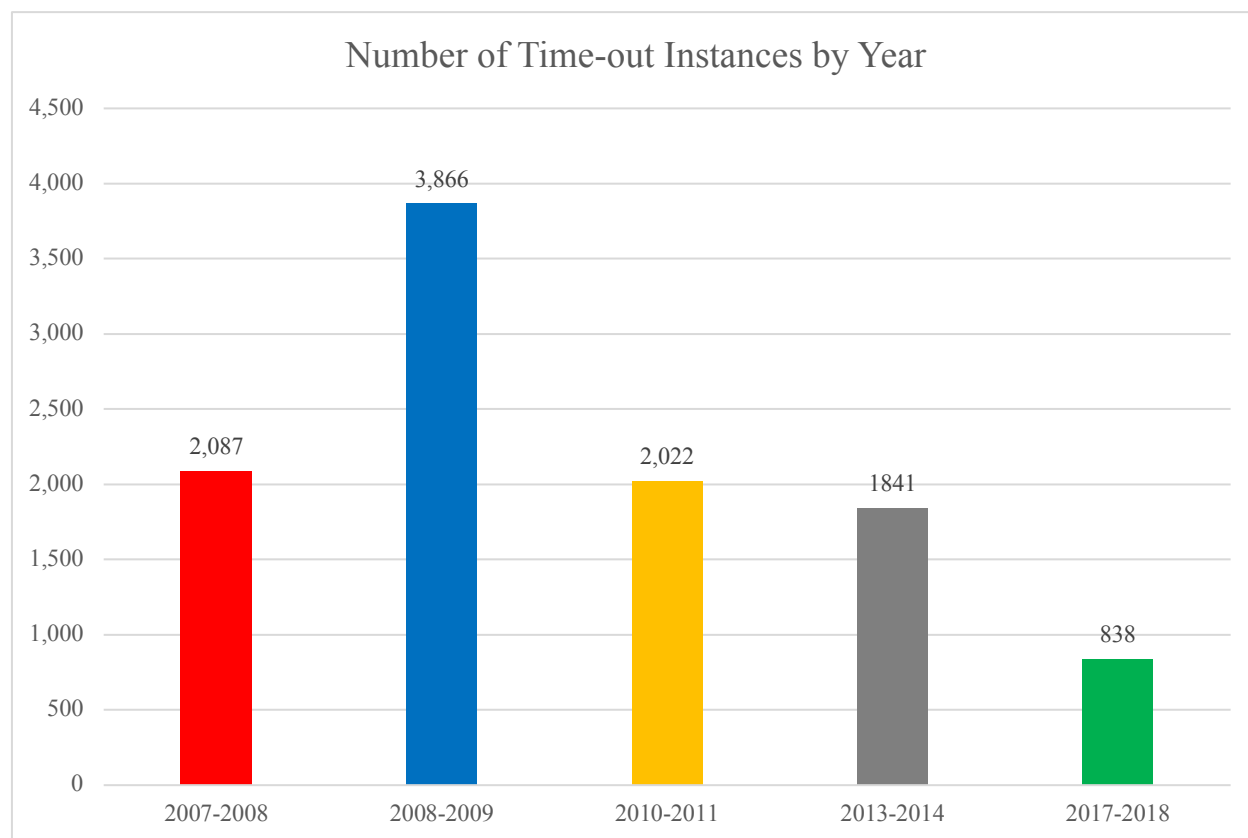
Figure 4. Archived School Data: Reported Time-out Records, Select Years, 2007-2018

As mentioned earlier, students were sent to time-out for varied reasons, which included

punitive as well as non-punitive reasons. On a daily basis, classroom aides rotated through the

responsibility of logging students into the time-out room and maintained a quiet/calm

atmosphere. Archived time-out records for select years were coded based on type of infraction.

Over the years, themes in categories emerged and were coded accordingly. Categories for time-

out infractions included: conflict (general, not physical), defiant (general, broke a school rule),

destruction of property, disrespectful (general), disruptive (general, inappropriate behavior),

emotional, in-school suspension, lost recess privilege, multiple (more than one reason, can't be

differentiated), no reason provided (blank), no specific reason ("sent by staff member"), non-verbal/non-physical (class clown or gestures), non-punitive (needed a break, slept in class, needed to calm down), physical, threw objects, verbal, walked out of class, work completion, work refusal/not paying attention, drew on self or others, hid in closet/locker, inappropriate writing or drawing, spit/spitball on another student, sprayed Lysol or other chemicals on others, and self-harm.

As different staff monitored time-out each period of the day, variation in time-out entries existed. "Sleeping," "needed to calm down," "took a break," "waiting for nurse," "didn't want to attend the assembly," "journal," "completing classwork," and similar responses were all recorded as "non-punitive." Defiant was a broad category which generally included breaking school rules such as, "drinking in class," "listening to music," "walked out of building," and "cell phone/other electronic use," while also counting, "Not listening" or "Not sitting in seat." The verbal category included any mention of a verbal responses, "student cursed at teacher," "student made inappropriate comment" or "rude to teacher." "Punched the wall," "Kicked a staff member," "threw books across the room," "destroyed school property," and any other physical interactions were identified in the "physical category."

The "multiple" category included entries identified with more than one distinct infraction such as, "threw pencils and cursed," "wrote on board and ate in class," and "cursed, ran out of class, and pretended to have Tourette's." Students who received "in-school suspension" were grouped into one category. Similarly, students who lost recess or ate lunch in the time-out room were grouped into the 'Loss of Privileges' category. "Disruptive" was defined as entries such as, "student walked out of class," "locked the classroom door," "gave the middle finger to staff,"

"hid in locker or closet," and indication of inappropriate writing or drawing on school work or drew on self/others.

The "No Specific Reason" category included entries that were left blank which only had a time in and out of time-out with the staff member who addressed the situation, entries, "as per Mr./Mrs. Staff member," and entries that were unclear such as, "difference in philosophy." The category labeled "Danger to Self or Others," included students who were in time-out when they threatened suicidal/homicidal intent, as well as, students who were actively a danger to others, "sprayed Lysol and other chemicals on students."

All of these specific categories were merged into more general, yet related, categories. These ten categories, which included verbal, physical, disruptive, and more, as well as each category's total numbers of infractions during the five specific years (2007 – 2018) can be found in Figures 5 and 6 below. Data on the general categories of time-out infractions (i.e. verbal, disruptive, physical, etc.) are displayed below in Figures 7 – 16.
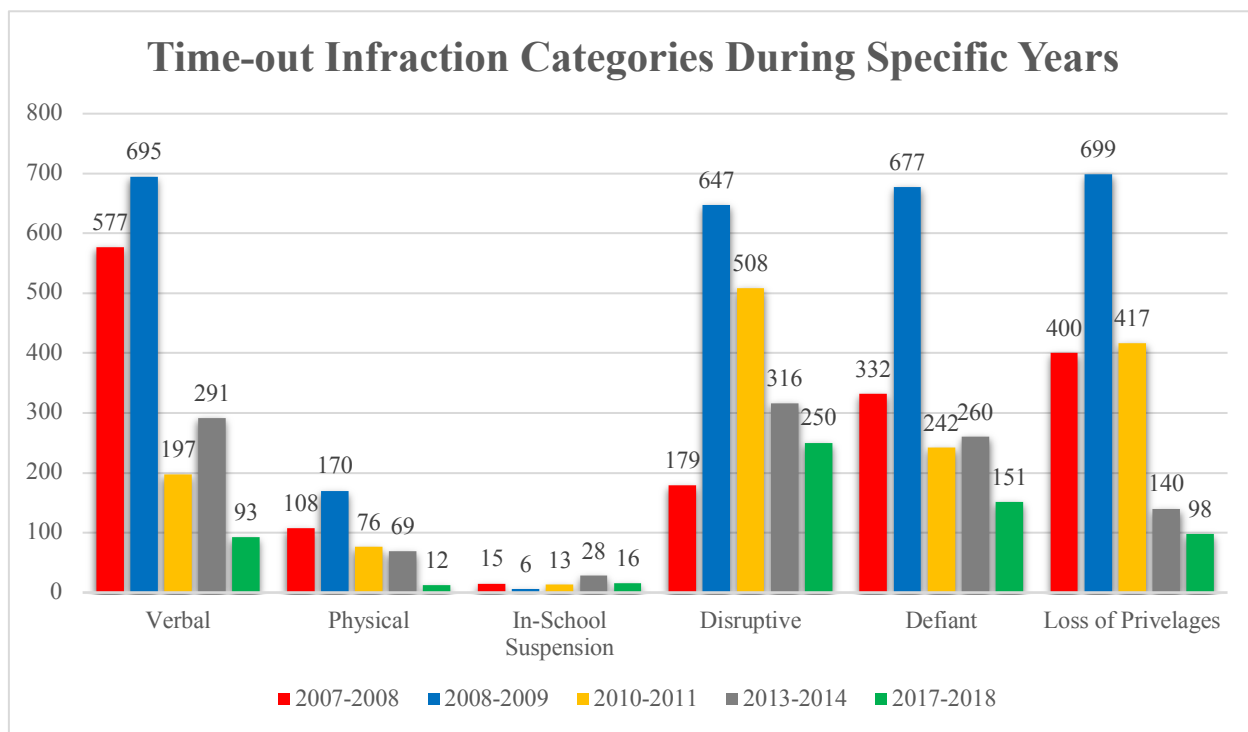
Figure 5. Archived School Data: Specific Time-out Categories, select years, 2007-2018
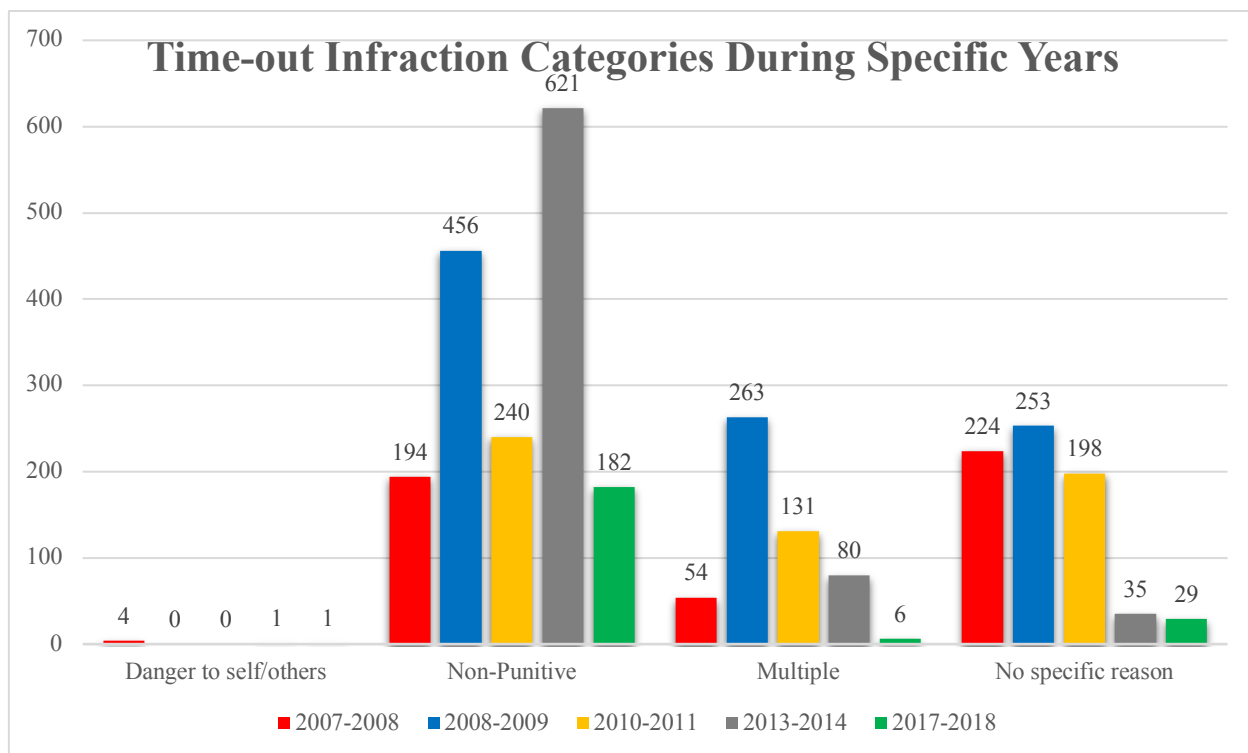
Figure 6. Archived School Data: Specific Time-out Infractions, select years, 2007-2018
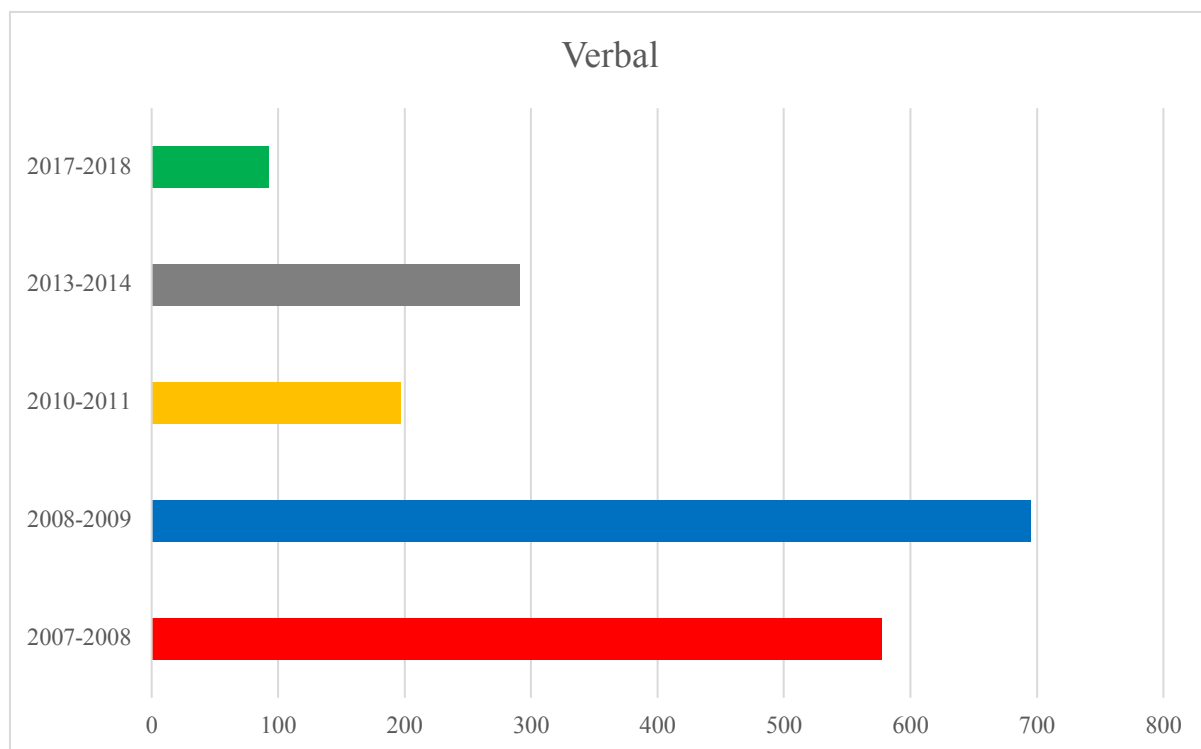
Figure 7. Time-out Infractions, select years, 2007-2018 - Verbal
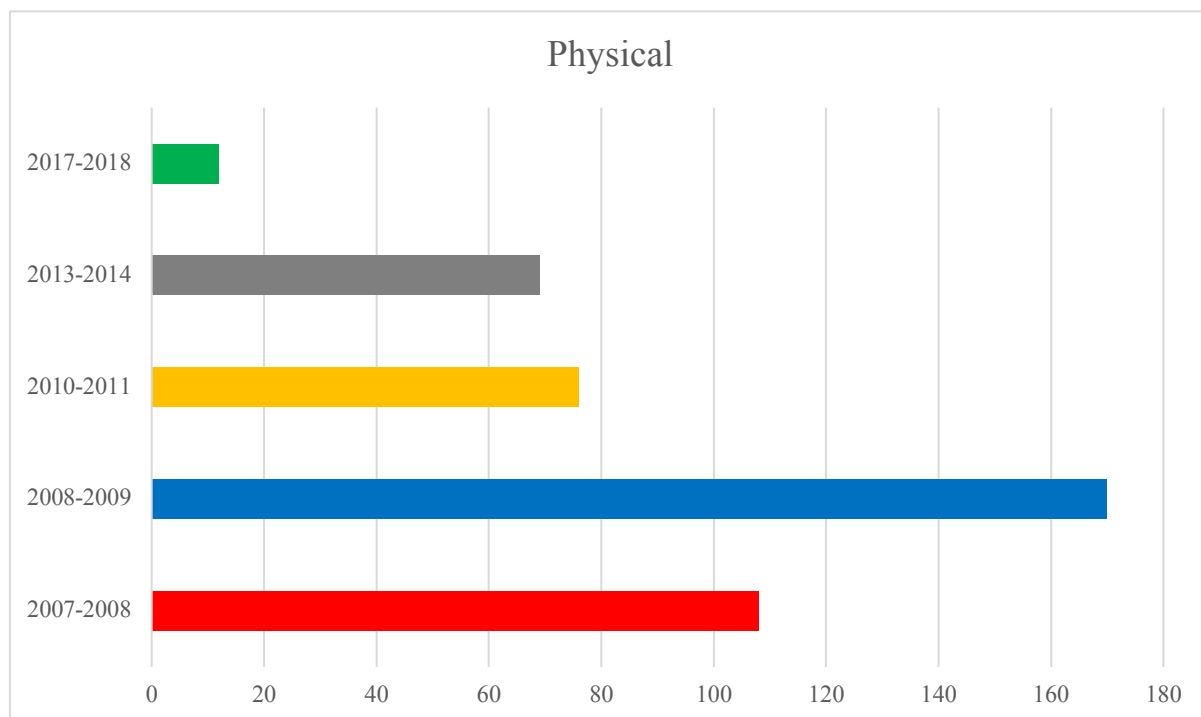
Figure 8. Time-out Infractions, select year 2007-2018 - Physical
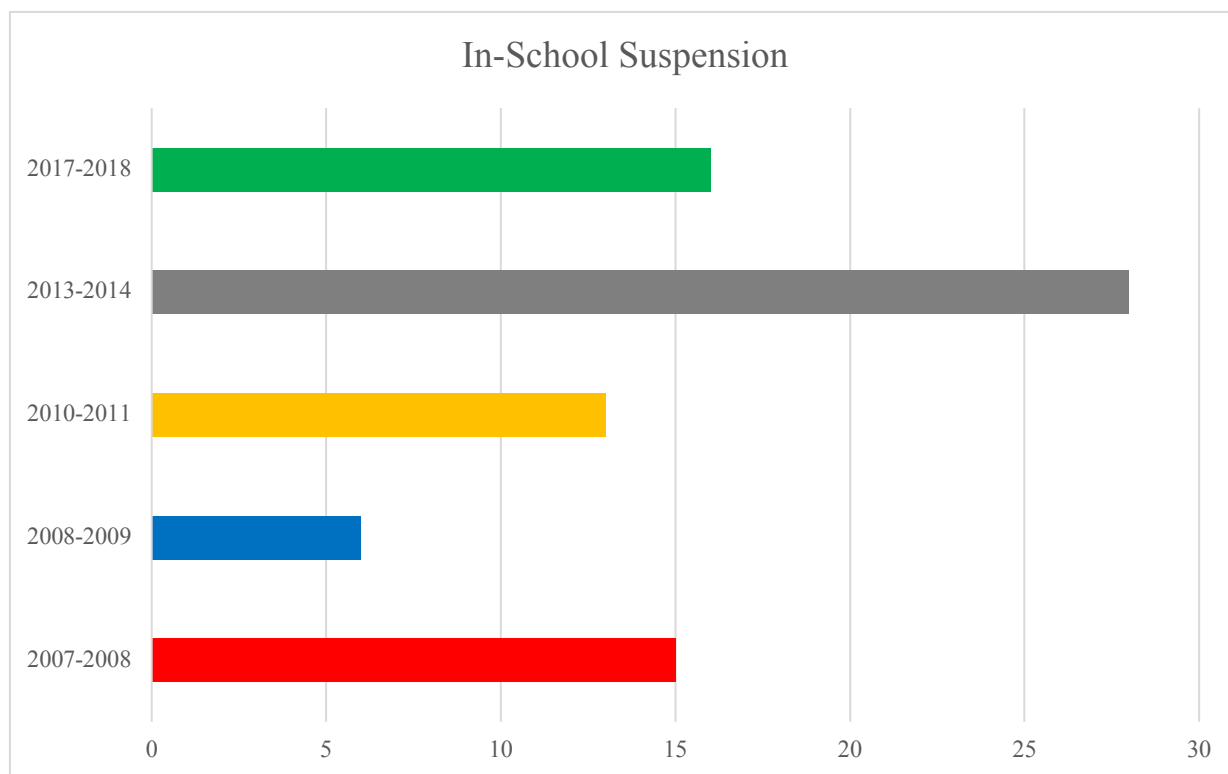
Figure 9. Time-out Infractions, select years 2007-2018, In-school Suspension
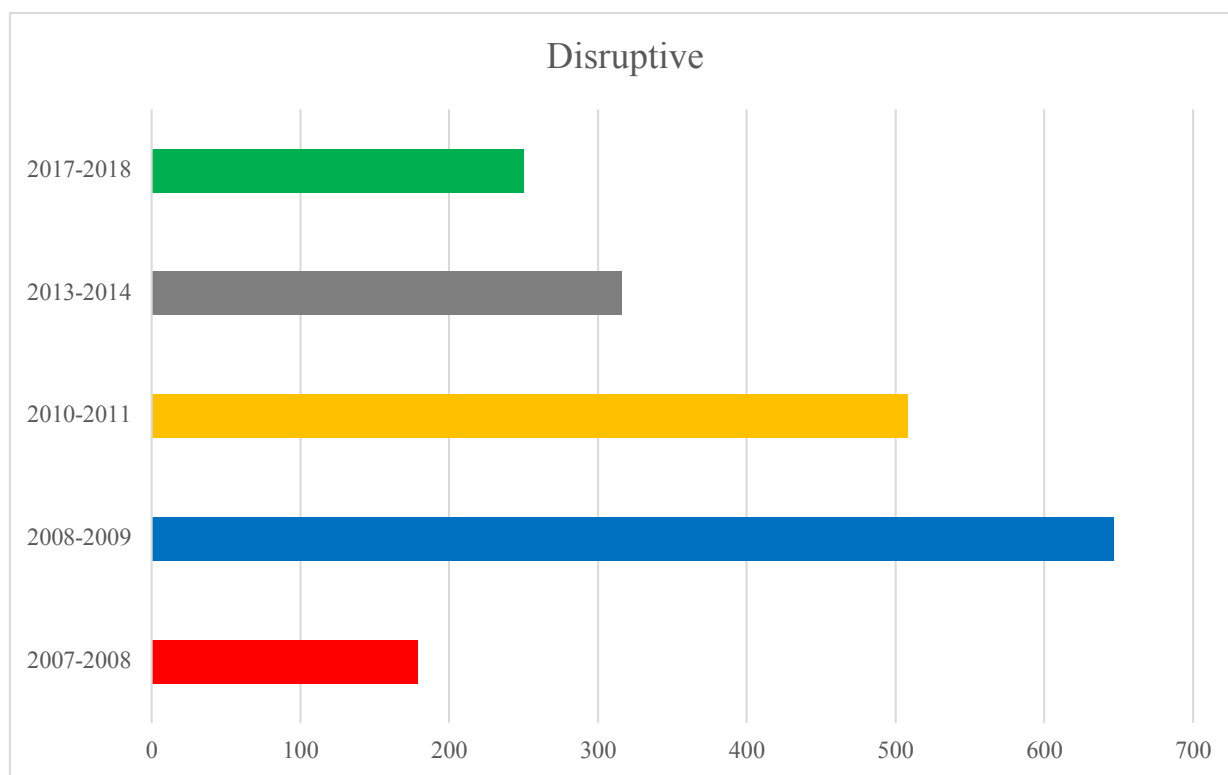
Figure 10. Time-out Infractions, select years 2007-2018-Disruptive
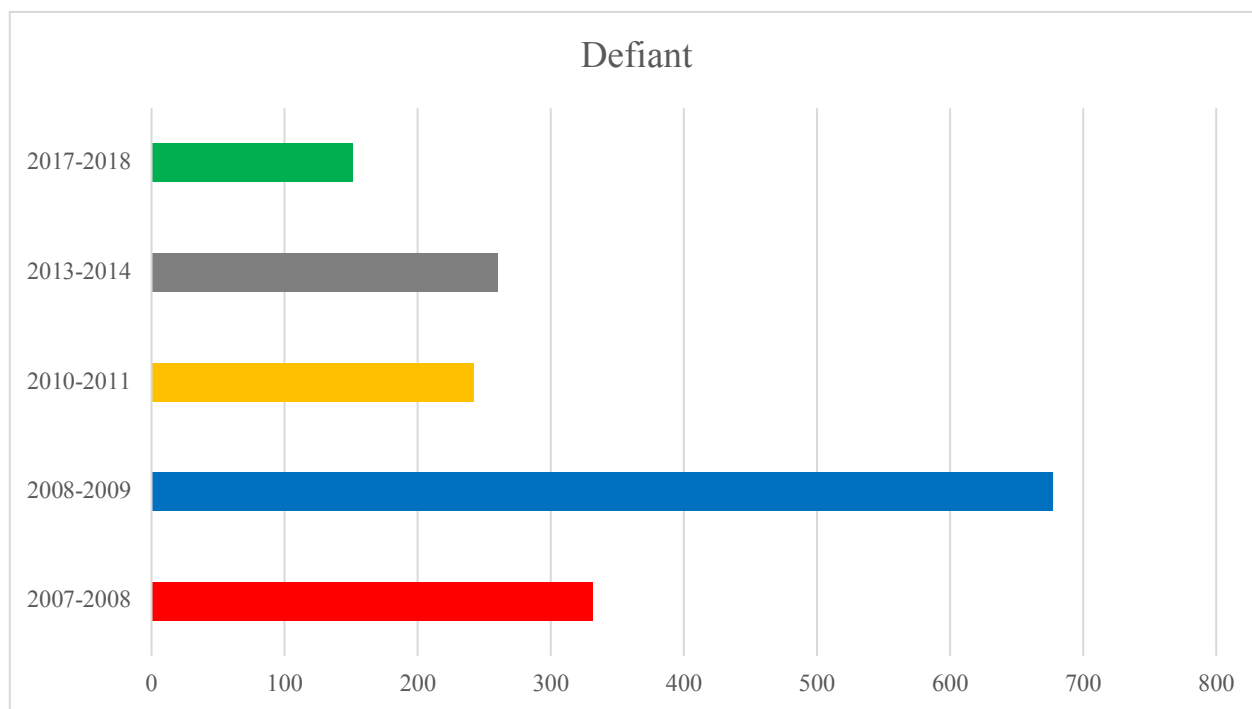
Figure 11. Time-out Infractions, select year 2007-2018 – Defiant
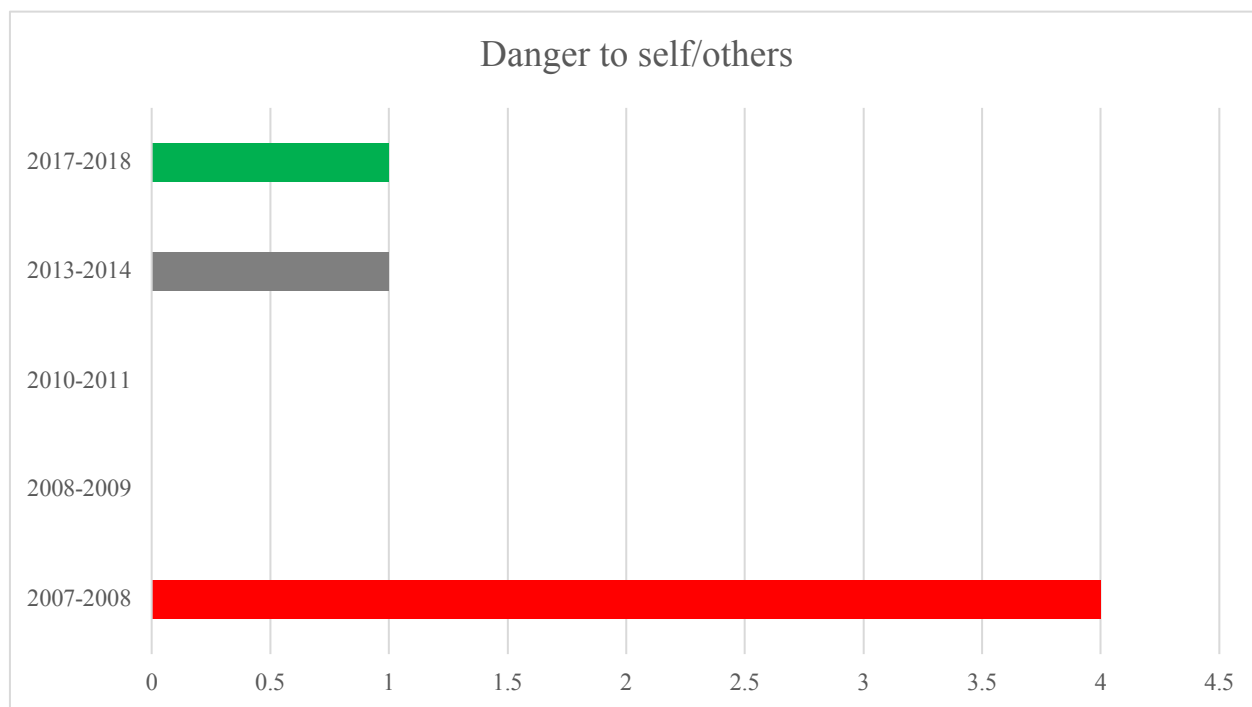
Figure 12. Time-out Infractions, select years 2007-2018 - Danger to Self/Others
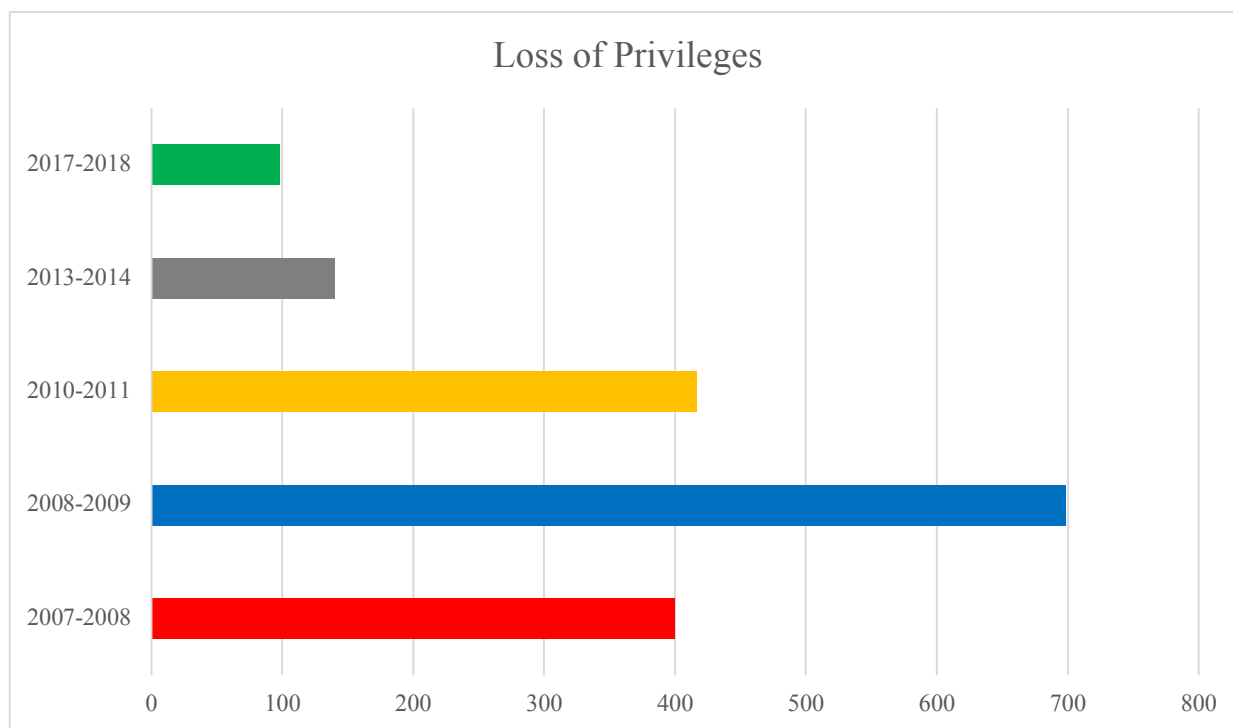
Figure 13. Time-out Infractions, select years 2007-2018 - Loss of Privileges
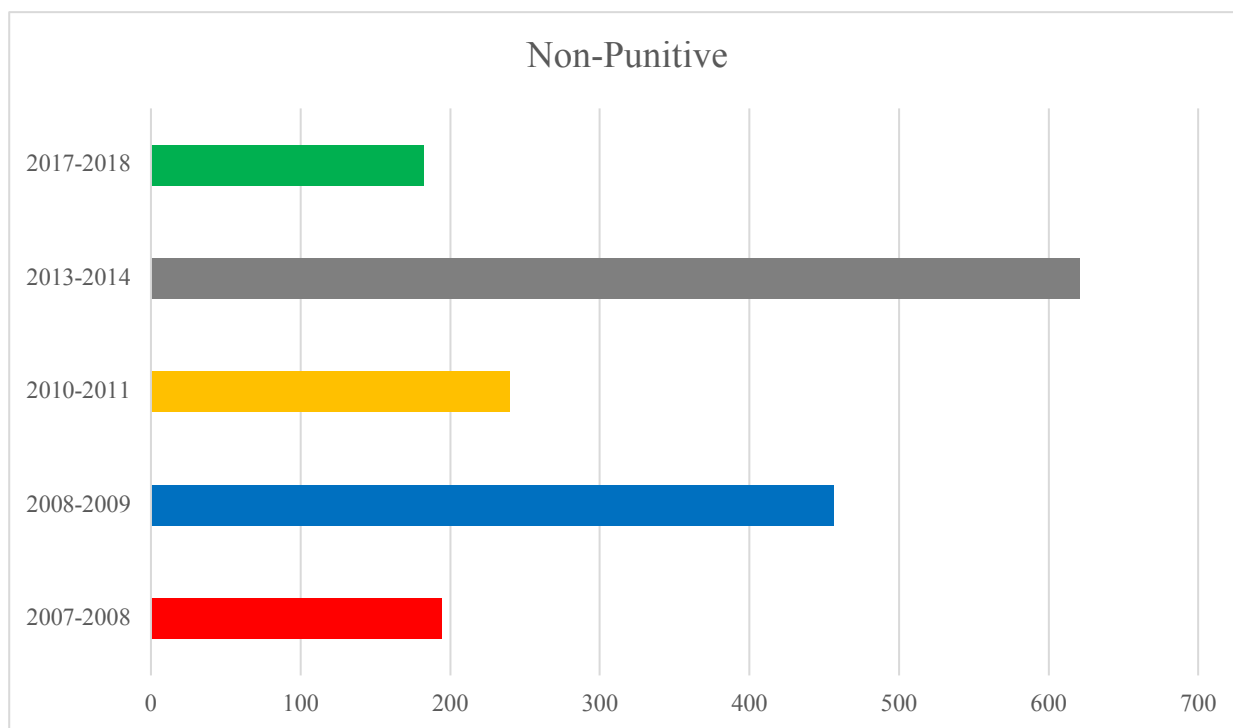
Figure 14. Time-out Infractions, select years 2007-2018 - Non-Punitive
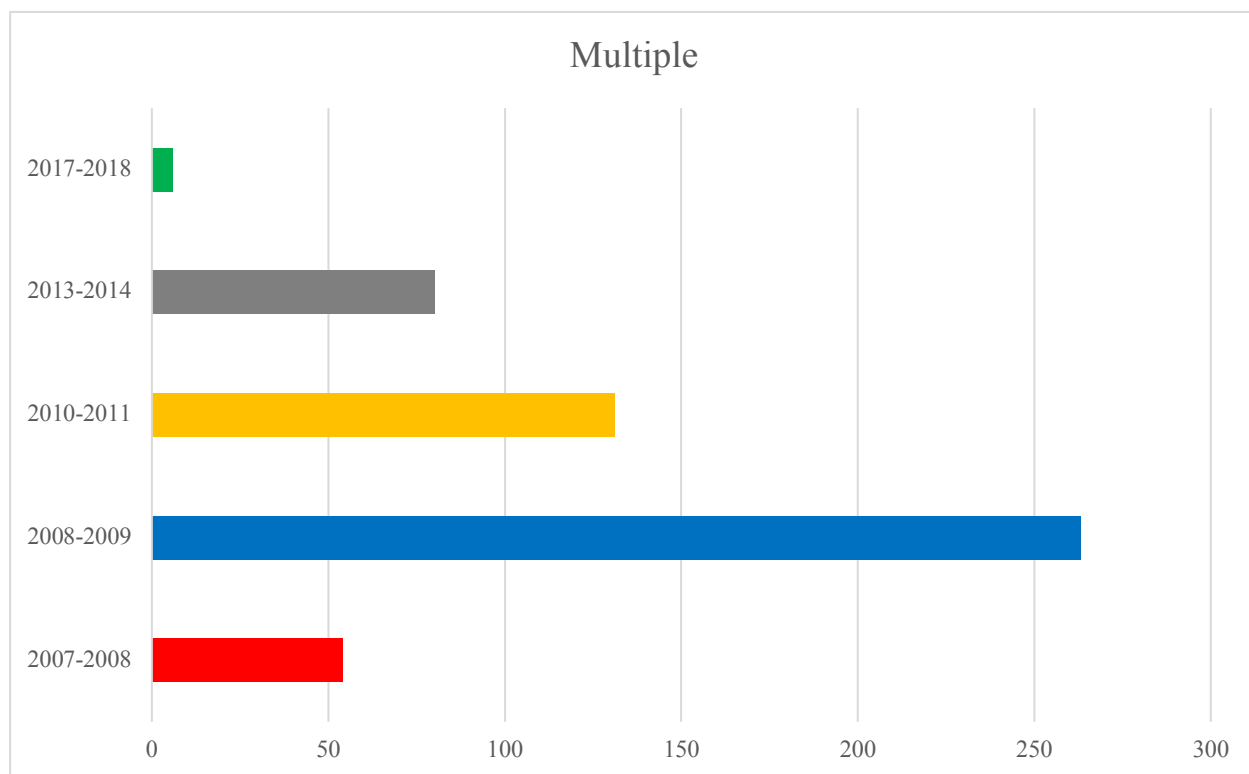
Figure 15. Time-out Infractions, select years 2007-2018 – Multiple
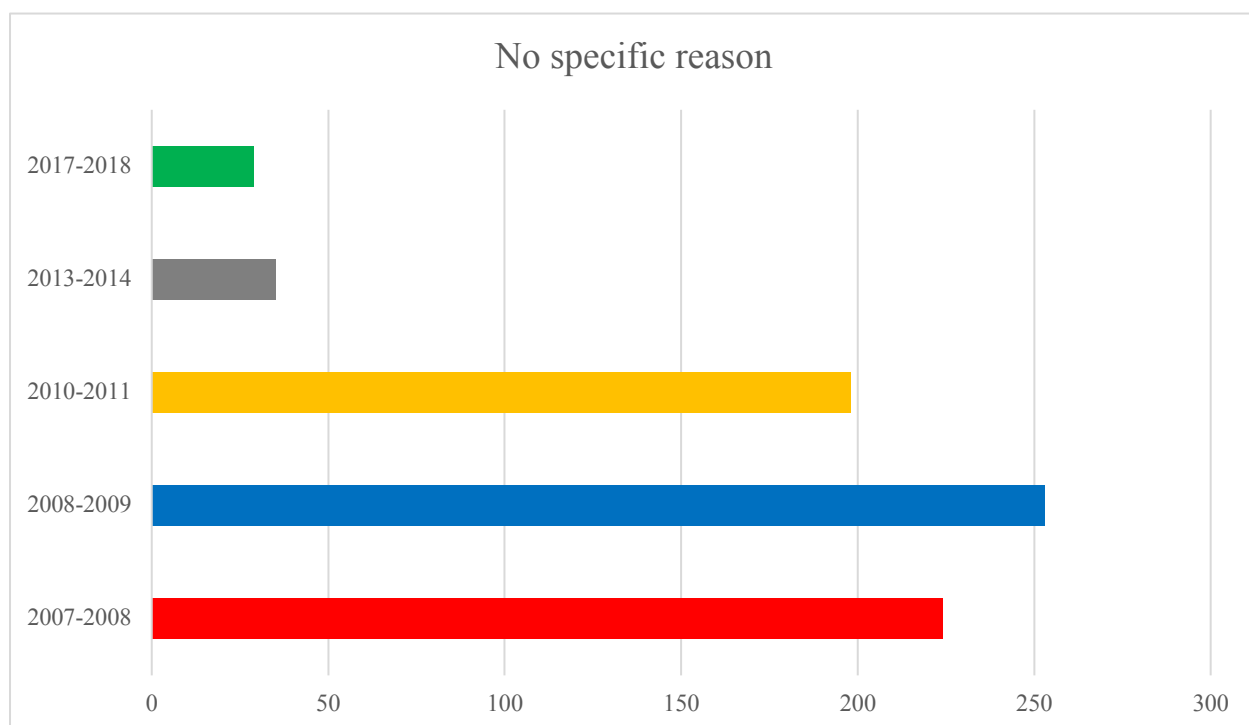
Figure 16. Time-out Infractions, select years 2007-2018 - No Specific Reason

On a daily basis, students were provided the opportunity to earn points for positive behaviors in the academic and social Wolf Program categories. The amount of points earned daily/weekly corresponded with levels (1, 2, 3), where level 3 was the highest level. Levels are calculated and fluctuate on a weekly basis. Any student in the school is able to obtain level 3 status, if the student demonstrates consistent pro-social and pro-academic behaviors where the student earns 90% of their points for the week. As students are able to enter or exit the school on a rolling basis, the weekly numbers of students who are participate in the Wolf Program also change. All students who are new to the school enter at level 3. Table 9 includes the percentage of students on level 3, for the entirety of the year, since the 2007-2008 school year.

Table 9

Percentage of Students on Level Three by Year

Academic Year	Percent of Students on Level 3
2007-2008	72%
2008-2009	73%
2009-2010*	98%
2010-2011	95%
2011-2012	96%
2012-2013	No data
2013-2014	No data
2014-2015	76%
2015-2016	69%
2016-2017	69%
2017-2018	82%

*Implementation of Wolf Program
Note: Each academic year may be missing several weeks' worth of data

Additionally, individual students have demonstrated the ability to maintain level 3 status for the entirety of the school year. Prior to implementation, from 2007-2009 approximately 25% of individual students were able to maintain level 3 status for the entire school year. From 2009 through 2018, between 22% and 42% of individual students were able to demonstrate consistent pro-social and pro-academic behaviors for the length of the school year.

Results of Research Question 1

To what extent has the Wolf Program been implemented as designed?

Information obtained for this research question was valuable in order to ensure that the essential program design elements were being implemented as intended. Additionally, answering this question may determine whether program outcomes were related to the program. In order to answer this question, data were collected regarding the use of specific Wolf Program strategies. Each staff member (teachers and counselors) completed Instrument 3.1 *The Wolf Program Strategies Checklist* at the end of each academic week for three weeks. There was an 87.5% response rate at the end of week one, and 75% response rate at the end of both weeks two and three. The results for the first research question are displayed in Figures 17 – 32 and Table 10.

The Wolf Program Strategies Checklist was provided once weekly, for consecutive three weeks. This checklist required staff members to indicate the frequency of use and perceived usefulness of various Wolf Program strategies. The first item in this checklist was designed to gather information about the frequency of use and perceived usefulness of reading the students' points aloud. Reading students' points aloud was done while concurrently explaining social/academic categories in which the student successfully demonstrated, as well as, areas in which the student did not earn points. According to staff members' self-reports for week one, this strategy was used by 42.9% of teachers and counselors one to two days a week. The majority of staff members (64.3%) found this strategy to be somewhat useful. Reports from surveys during week two indicated that a total of 66.6% of staff members reported either never reading points aloud or reading points aloud 1-2 days per week (33.3% never, 33.3% 1-2 days). Half of staff members (50%) reported this strategy to be somewhat useful. According to results from week three, 41.7% of staff members reported reading points aloud 1-2 days per week. Half of the

staff members (50%) reported this strategy to be somewhat useful. Results of Item one, across

three weeks, are reported in Figures 17 and 18.
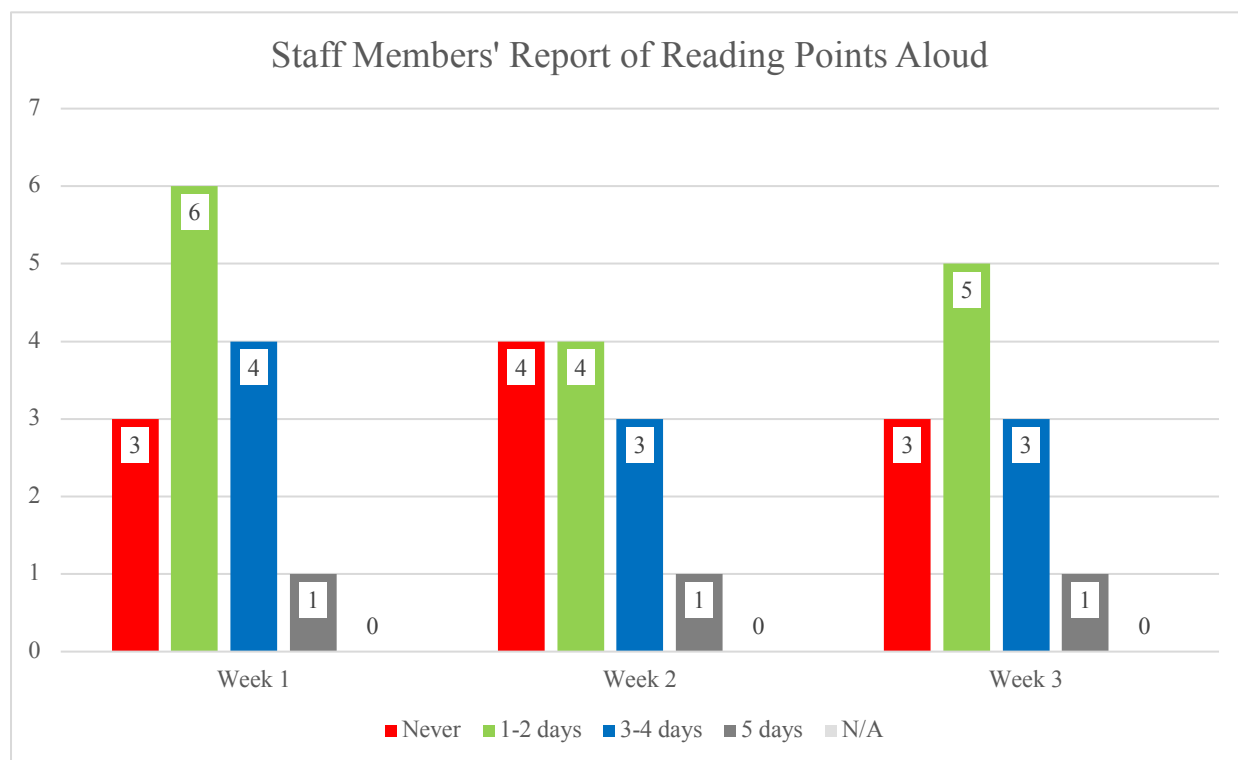
Figure 17. Total Number of Staff to Read Points Aloud Over a Three-Week Period

Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases
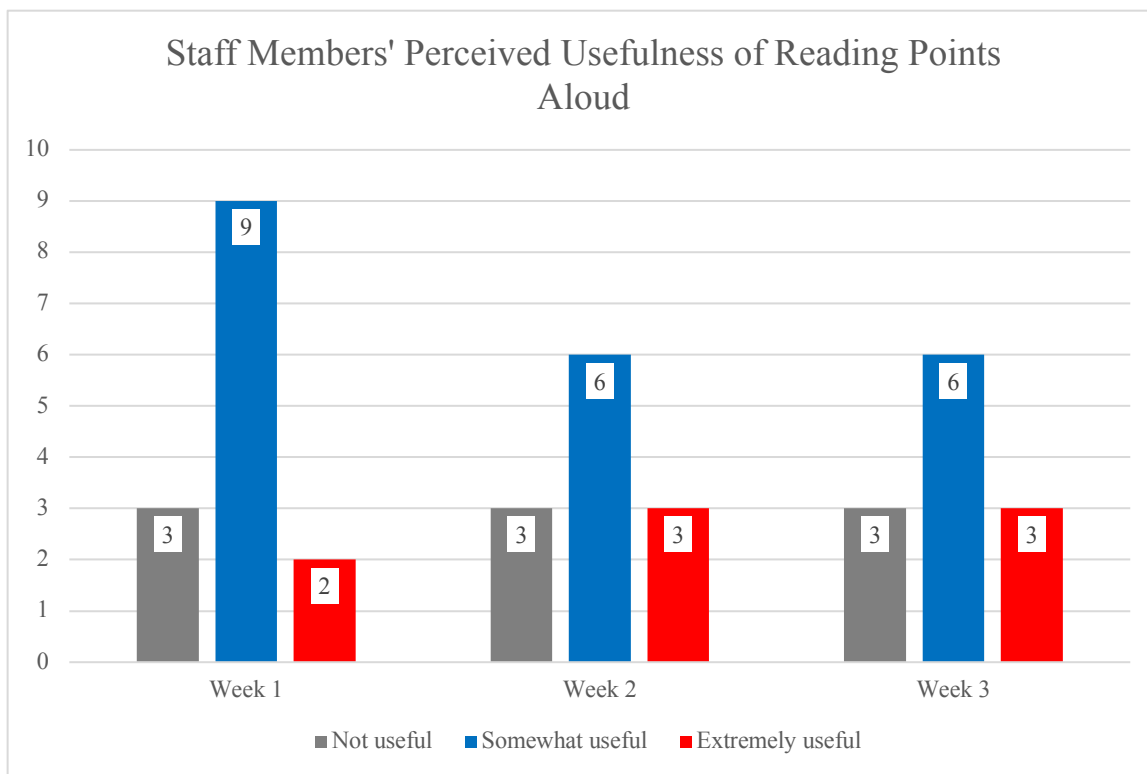
Figure 18. Perceived Usefulness of Reading Points Aloud, Over a Three-Week Period
Note: 14 out of 16 staff members Week 1. 2 missing cases
         12 out of 16 staff members Weeks 2 and 3. 4 missing cases

The frequency of use and perceived usefulness of physically logging academic and social points into the computer system daily was a question number two on the checklist. According to staff members' self-reports during week one, 16.7% of teachers indicated utilizing this strategy three to four days per week and 14.3% of teachers indicated utilizing the strategy five days a week; this strategy was perceived to be extremely useful (35.7%). Of note, counselors and non-homeroom teachers were not responsible for physically logging points, and therefore was indicated by all four counselors and two non-homeroom teachers as either 'Never' or 'Not Applicable' with the perceived usefulness left blank (42.9% counselor response for utilization of strategy; 21.4% indicated blank for usefulness). Similar to week one, staff members' self-reported during week two that 16.7% of teachers utilized this strategy three to four days per

week and 16.7% of teachers indicated utilizing the strategy five days a week; this strategy was

perceived to be not useful by 25% of staff, and somewhat useful by 25% of staff. Self-reports

from week three revealed that six staff members chose, 'Not Applicable' and 25% of staff

indicated inputting points five days per week. This strategy was perceived to be somewhat useful

by 25% of staff. Results of Item two, across three weeks, are reported in Figures 19 and 20.

Figure 19. Staff Reported to Physically Input Points, Over a Three-Week Period
Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases
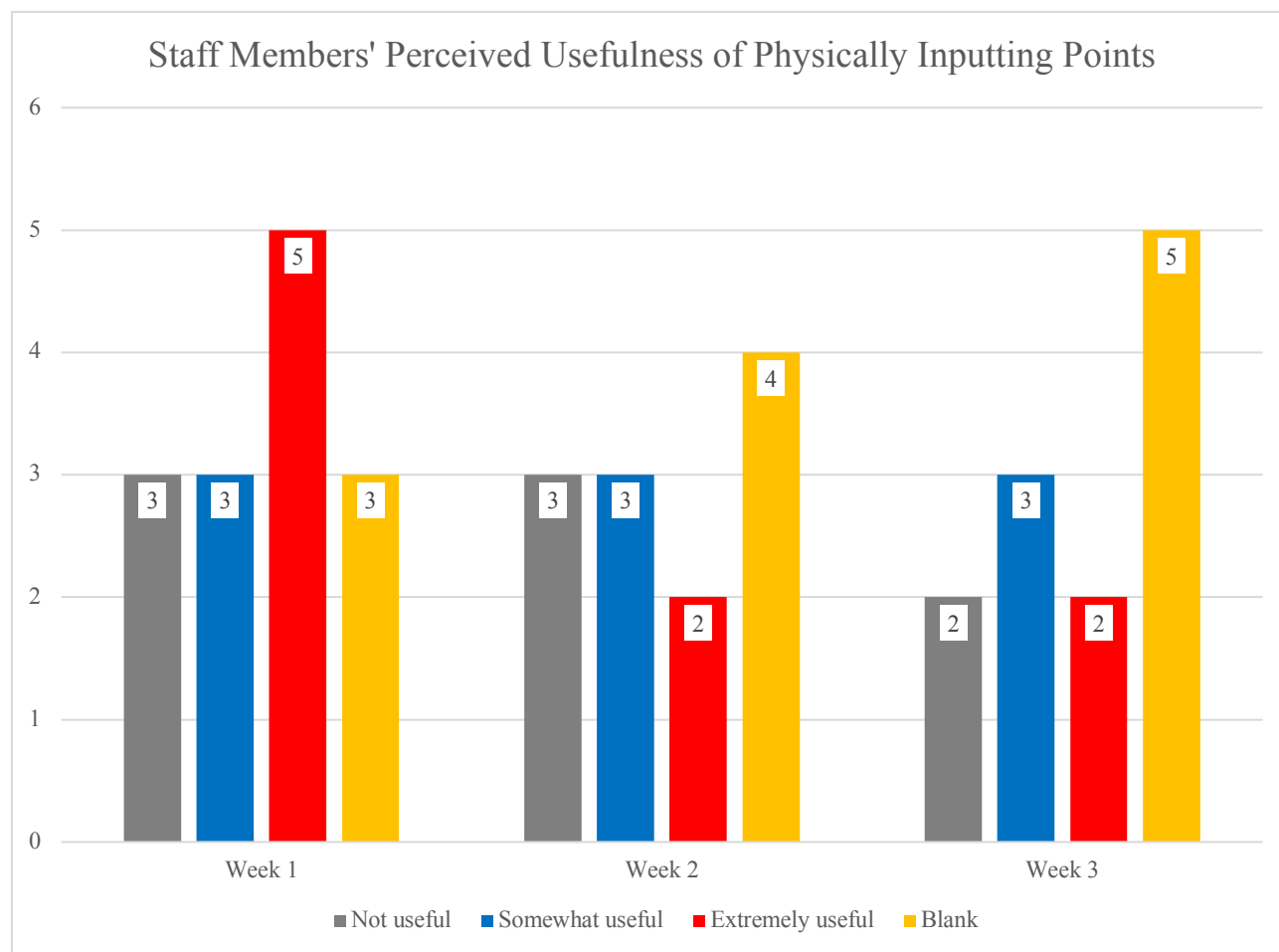
Figure 20. Perceived Usefulness of Physically Inputting Points by Staff, Over Three Week

Note: 14 out of 16 staff members Week 1. 2 missing cases
       12 out of 16 staff members Weeks 2 and 3. 4 missing cases

Three specific Wolf Program Tools: PEGS-SEE, Keep Calm, and B.E.S.T were the items three through five. The frequency of use and usefulness of the PEGS-SEE strategy were reported in item three. On the survey, several staff members indicated that they were uncertain as to what the PEGS-SEE strategy was and how it was used. There was large variability across weeks; a majority of respondents indicated never using the strategy during weeks one, two, or three. During week one, this strategy was reported to never be used by 42.9% of staff and used one to two days by 35.7% of teachers and counselors; and perceived to be somewhat useful by 57.1% of respondents. This strategy was never used by 58.3% of respondents during week two and was

perceived to be not at all useful by 25% of staff. A majority of staff (58.3%) of staff members reported never using this strategy during week three, with self-reports if the strategy was somewhat useful (50%). Results of item three, across three weeks, are reported in Figures 21 and 22.
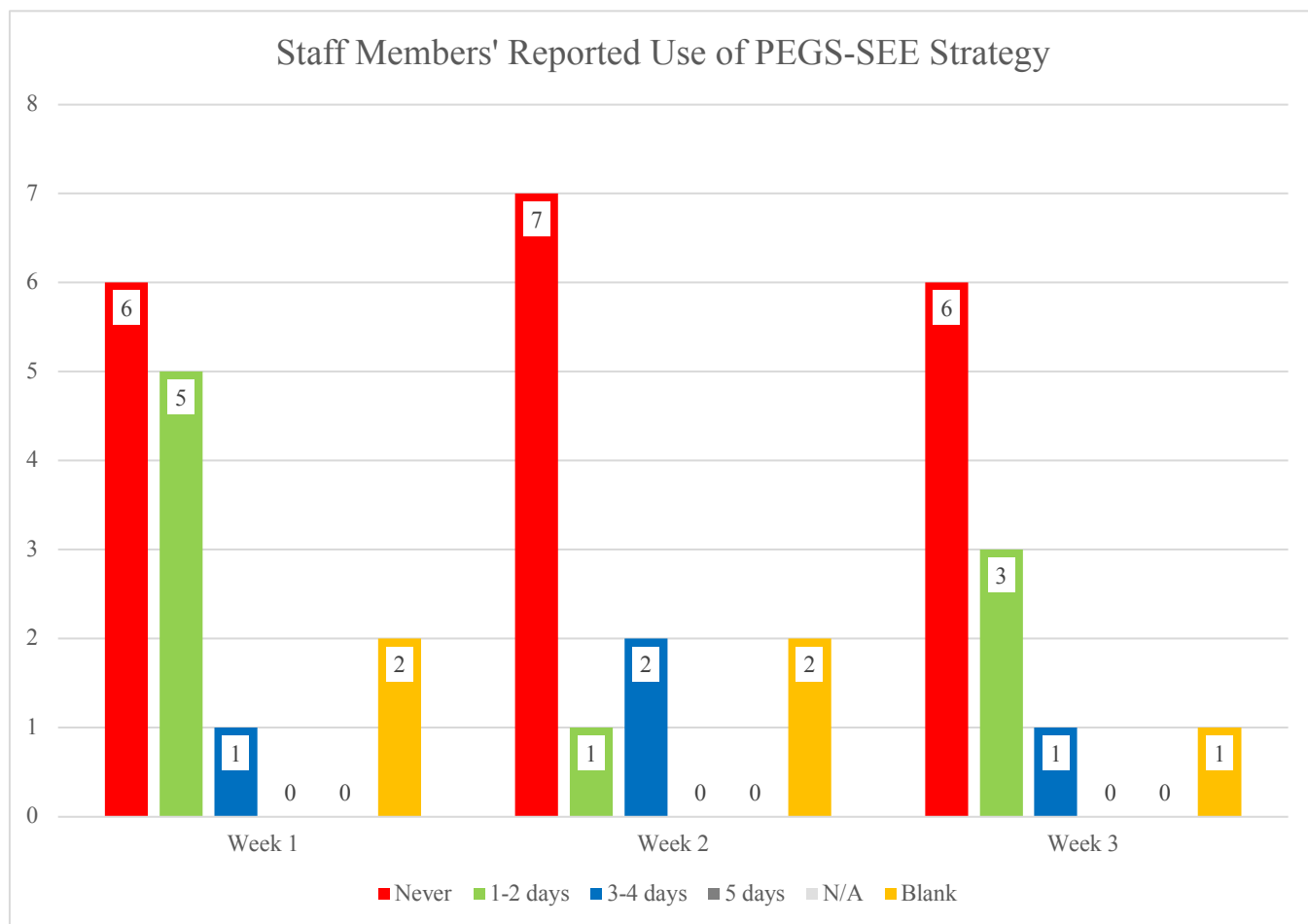
Figure 21. Reported Use of PEGS-SEE Strategy by Staff, Over Three Weeks
Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases
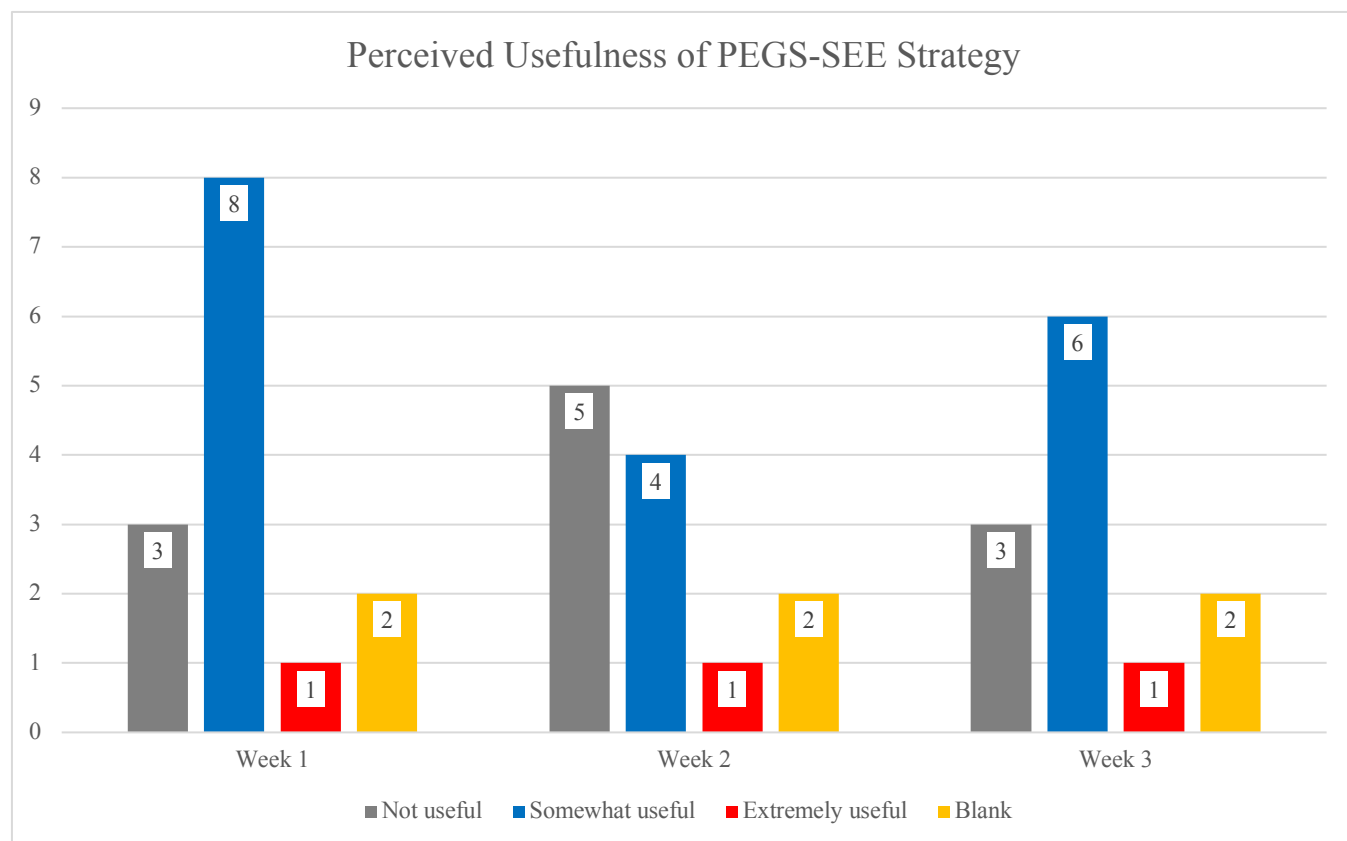
Figure 22. Perceived Usefulness of PEGS-SEE Strategy by Staff, Over Three Weeks
Note: 14 out of 16 staff members Week 1. 2 cases missing
        12 out of 16 staff members Weeks 2 and 3. 4 cases missing

Item four was used to assess the frequency of use and the perceived usefulness of the "Keep Calm" strategy. According to the results, this strategy was used three to four days per week by 35.7% of staff during week one and 25% of staff during weeks two and three. Between all three weeks, the number of staff members never using the strategy increased. No staff members reported using the Keep Calm Strategy five days during the week (0%). During week one, 42.8% of staff members reported that they perceived this strategy to be somewhat useful. 41.7% of respondents in week two reported that the Keep Calm strategy was somewhat useful. During week three, 33.3% of respondents perceived the strategy to be somewhat useful. Results of Item four, across three weeks, are reported in Figures 11 and 12.
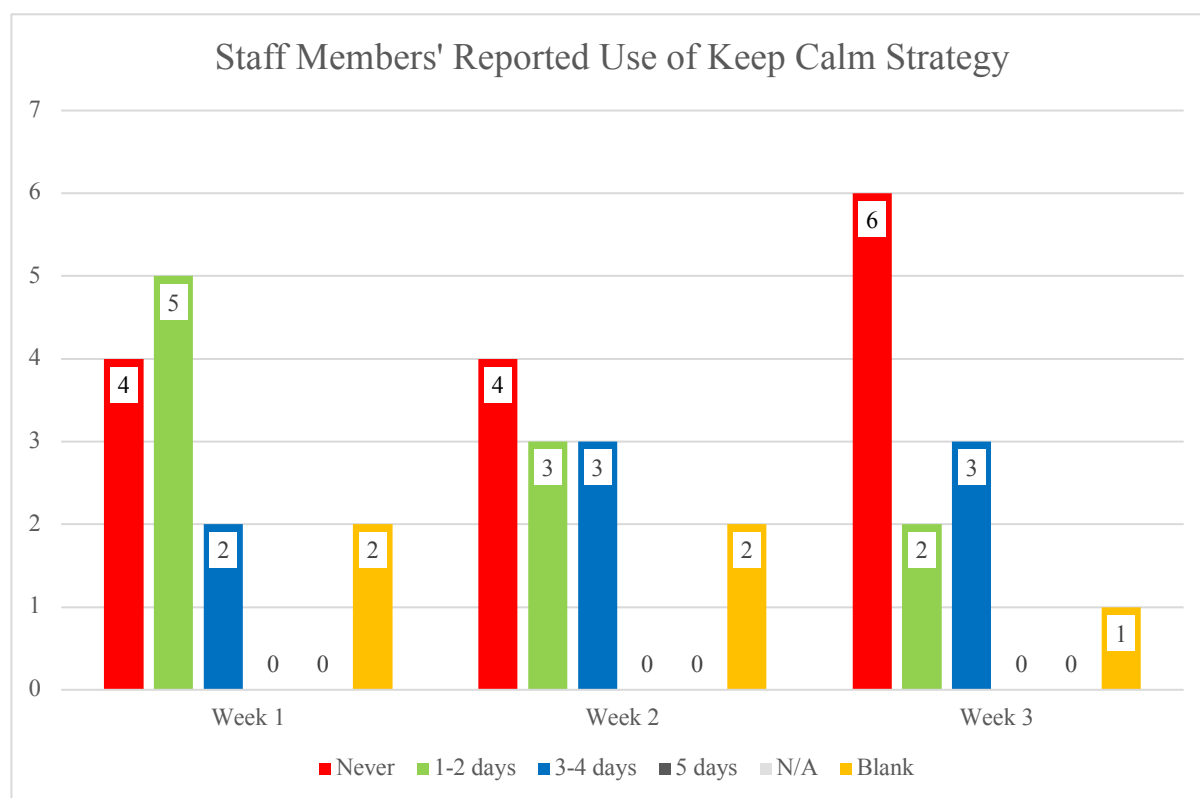
Figure 23. Reported Use of Keep Calm Strategy by Staff, Over Three Weeks
Note: 14 out of 16 staff members Week 1. 2 cases missing
        12 out of 16 staff members Weeks 2 and 3. 4 cases missing
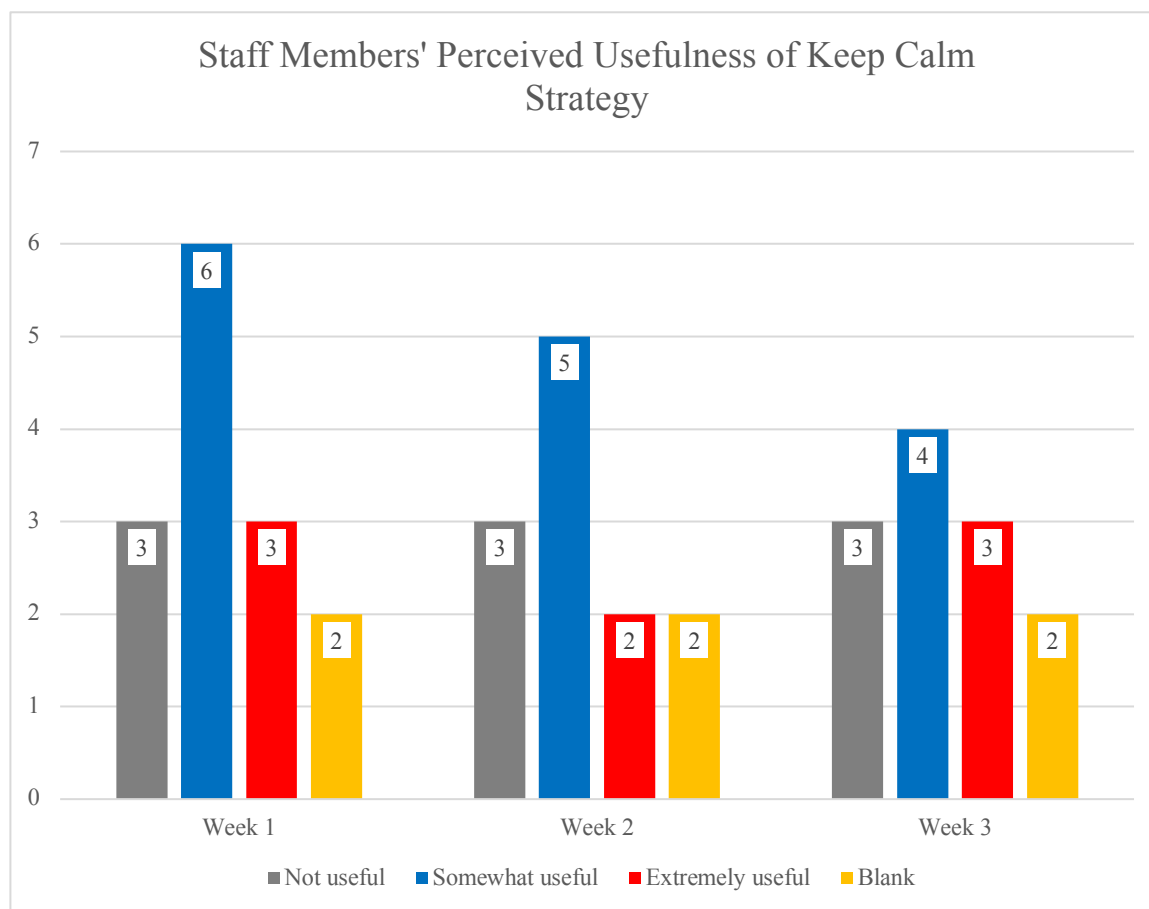
Figure 24. Perceived Usefulness of Keep Calm Strategy by Staff, Over Three Weeks

Note: 14 out of 16 staff members Week 1. 2 cases missing

12 out of 16 staff members Weeks 2 and 3. 4 cases missing

Item five was an assessment of the frequency and perceived usefulness of the B.E.S.T.

strategy. Again, there appeared to be variability in terms of use of this item and perceived

usefulness across weeks. During the first week, 35.7% of staff members reported using this

strategy one to two days during the week, 8.3% of staff reported using this strategy one to day

days during week two, and 25% of staff reported using this strategy one to two days during week

three. A large percentage of staff reported never using this strategy across weeks (35.7% week

one, 58.3% week two, and 58.3% week three). Despite a majority of respondents reporting to

have never used the strategy, many of them perceived the strategy as somewhat useful (42.8%

week one, 33.3% week two, and 41.7% week three). Results of Item five, across three weeks, are

reported in Figure 25 and 26.
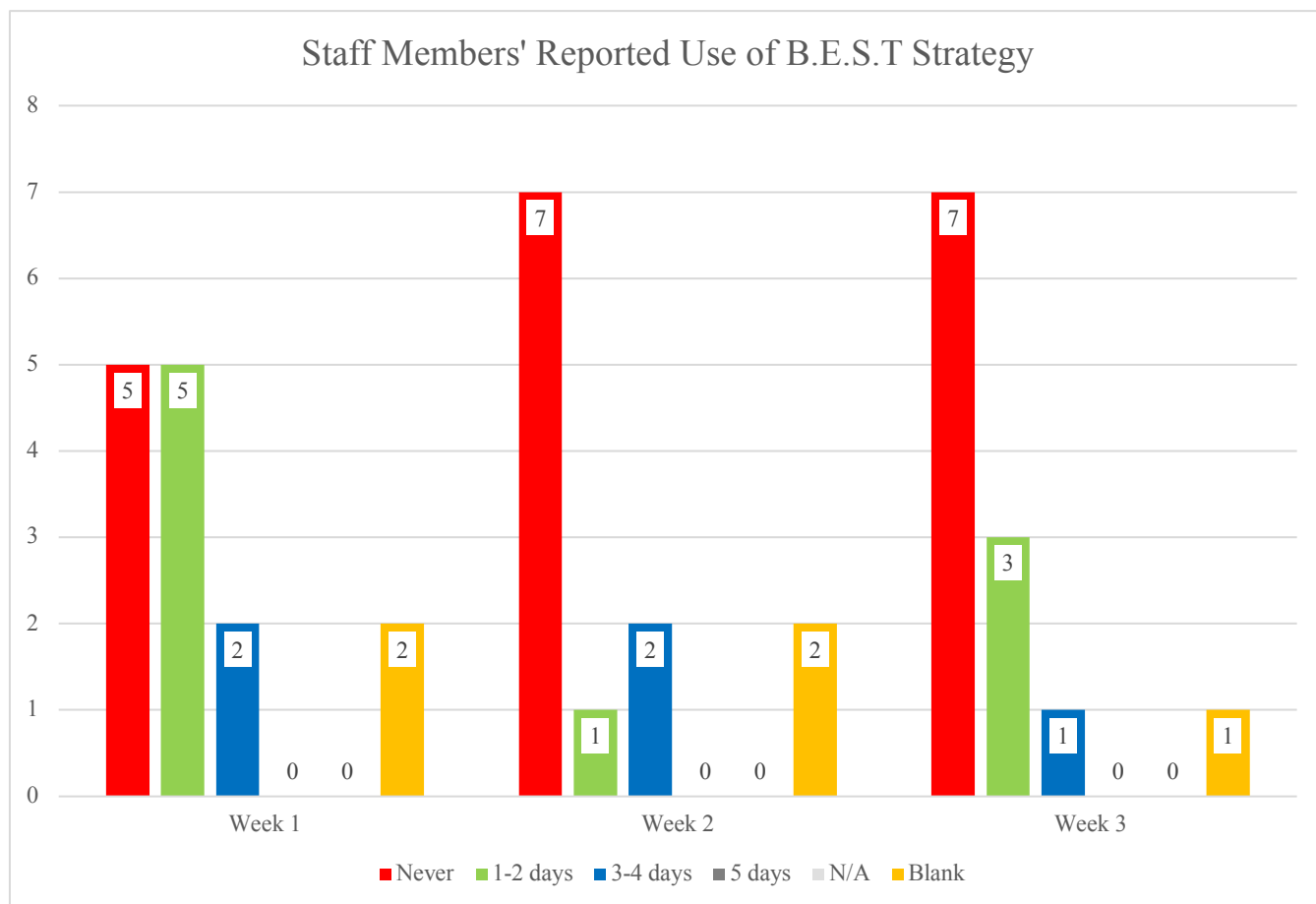
Figure 25. Reported Use of B.E.S.T Strategy by Staff, Over Three Weeks
Note: 14 out of 16 staff members Week 1. 2 missing cases
           12 out of 16 staff members Weeks 2 and 3. 4 missing cases
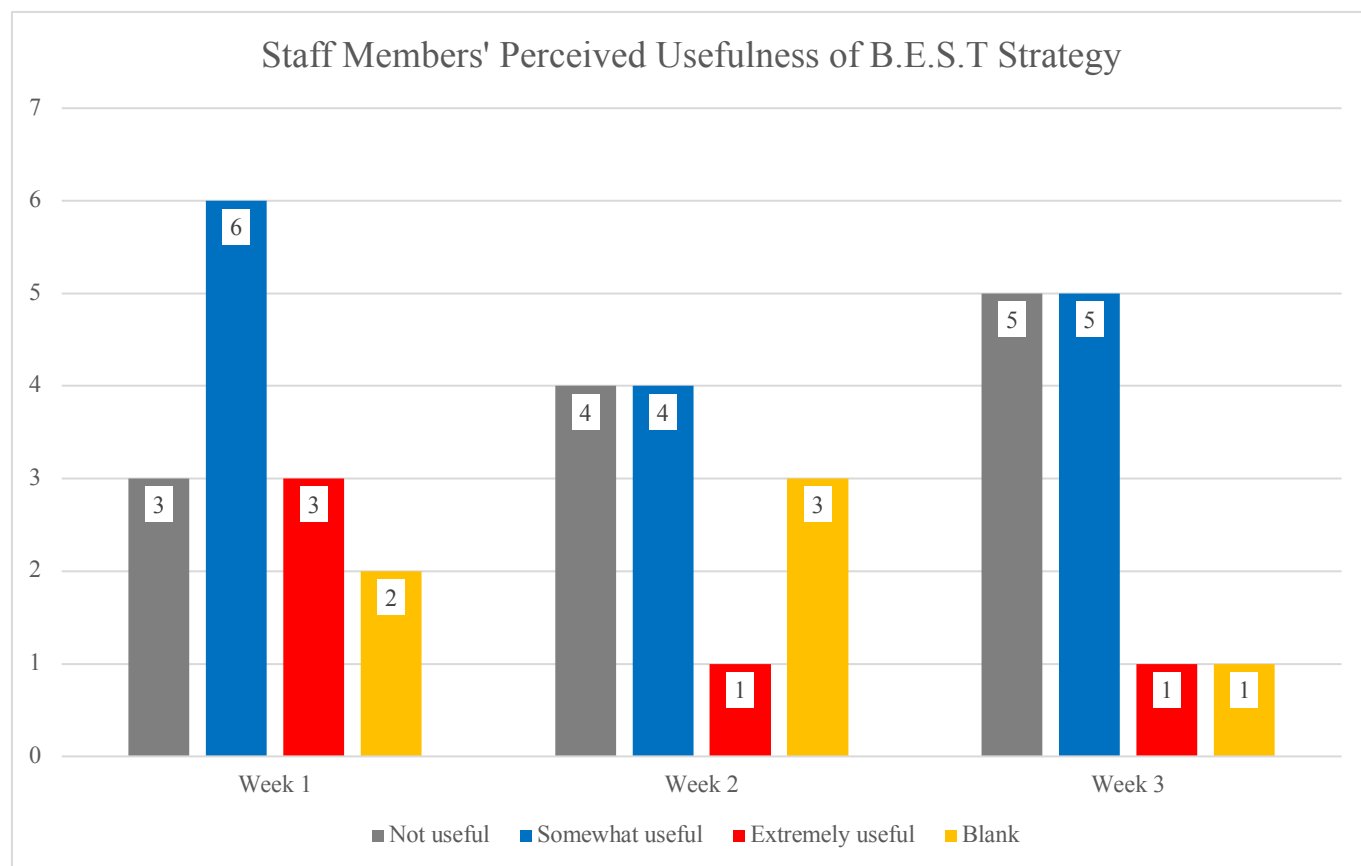
Figure 26. Perceived Usefulness of B.E.S.T. Strategy by Staff, Over Three Weeks

Note: 14 out of 16 staff members Week 1. 2 missing cases

12 out of 16 staff members Weeks 2 and 3. 4 missing cases

Item six required staff to indicate the frequency of use and perceived usefulness of

incorporating Wolf Program categories into lessons and/or discussions (academic or counseling).

During week one, a majority of staff members (57.1%) reported never incorporating Wolf

Program categories/strategies into their lesson plans, and 35.7% perceived this strategy to be

extremely useful. During weeks two and three, a large number of respondents reported using this

strategy one to two days per week (33.3% week two, 41.7% week three), while it was perceived

to be somewhat useful by 41.7% of staff during week two and 66.7% of staff during week three.

No staff members reported using this strategy five days during the three-week time period.

Across three weeks, the range of never incorporating the Wolf Program into lesson plans were

between 21.4% to 25%. Across all three weeks, 16.7% of staff members reported not perceiving

this strategy to be useful. Results of Item six, across three weeks, are reported in Figure 27 and

28.
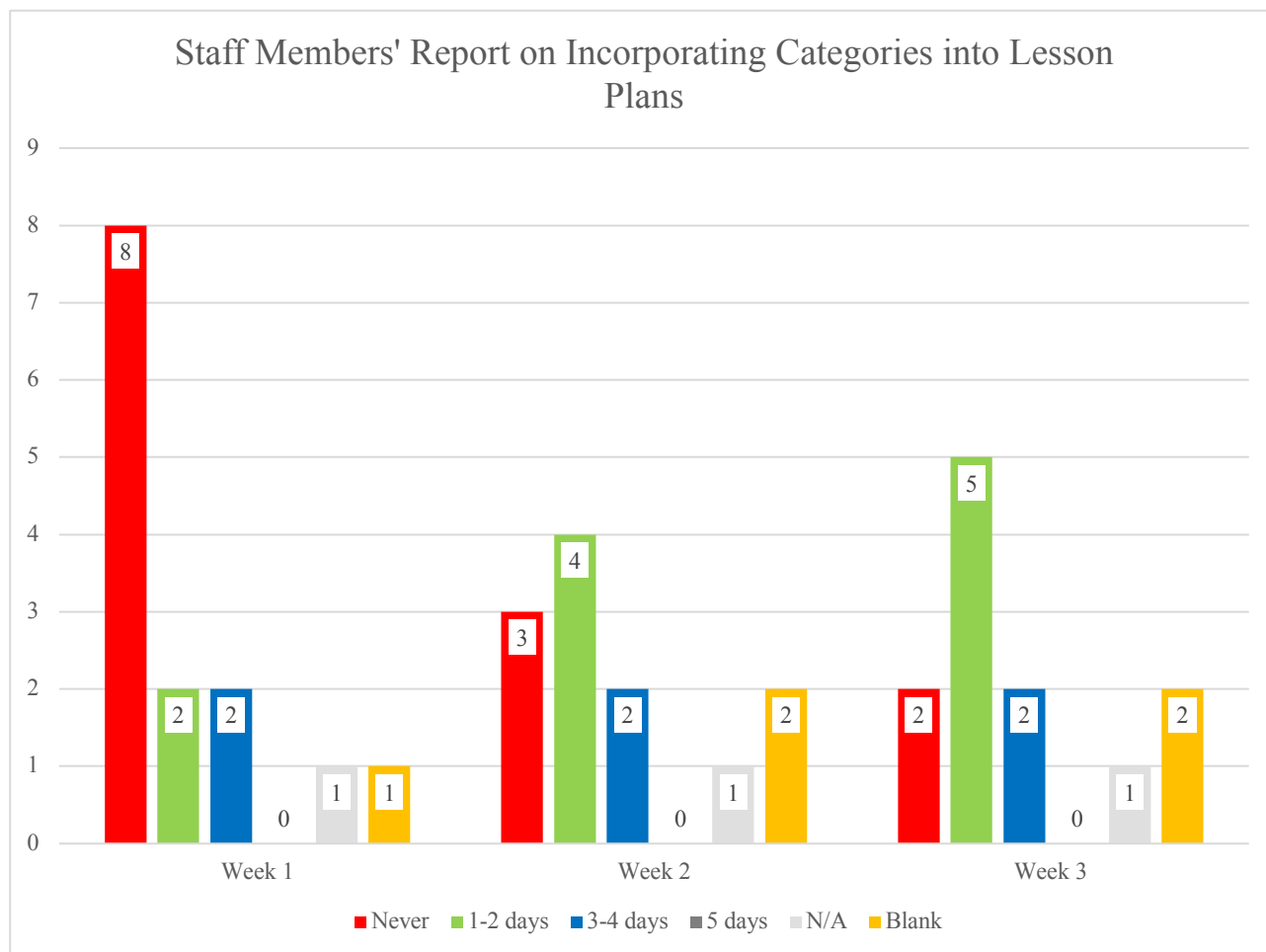
Figure 27. Report on Incorporating Categories into Lesson Plans by Staff, Over Three Weeks
Note: 14 out of 16 staff members Week 1. 2 missing cases
12 out of 16 staff members Weeks 2 and 3. 4 missing cases
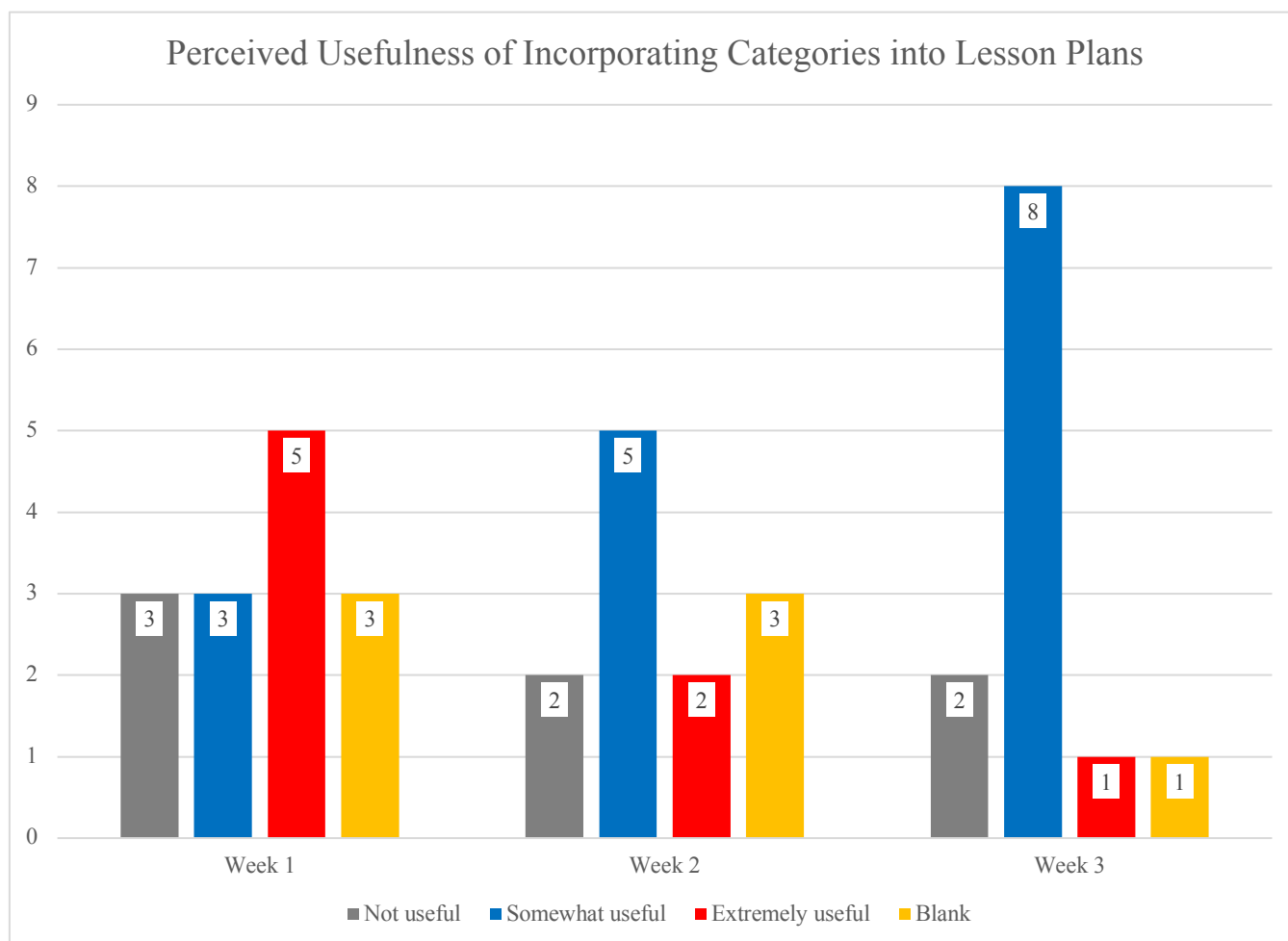
Figure 28. Perceived Usefulness of Incorporating Categories into Lesson Plans by Staff
Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases

The results of item seven were the frequency of use and perceived usefulness of using

Wolf Program language in challenging and crisis situations. As reported by staff members, this

strategy was used by 42.8% of staff members three to four days during Week one and was

perceived to be extremely useful by 50% during Week one. During weeks two and three, 33.3%

of respondents reported using this strategy one to two days during the week. Despite similarity in

use, 41.7% of respondents found this strategy extremely useful during week two whereas only

33.3% of respondents found this strategy useful during week three. The majority of staff found

this strategy somewhat useful (58%) during week three. Results of Item seven, across three

weeks, are reported in Figures 29 and 30.
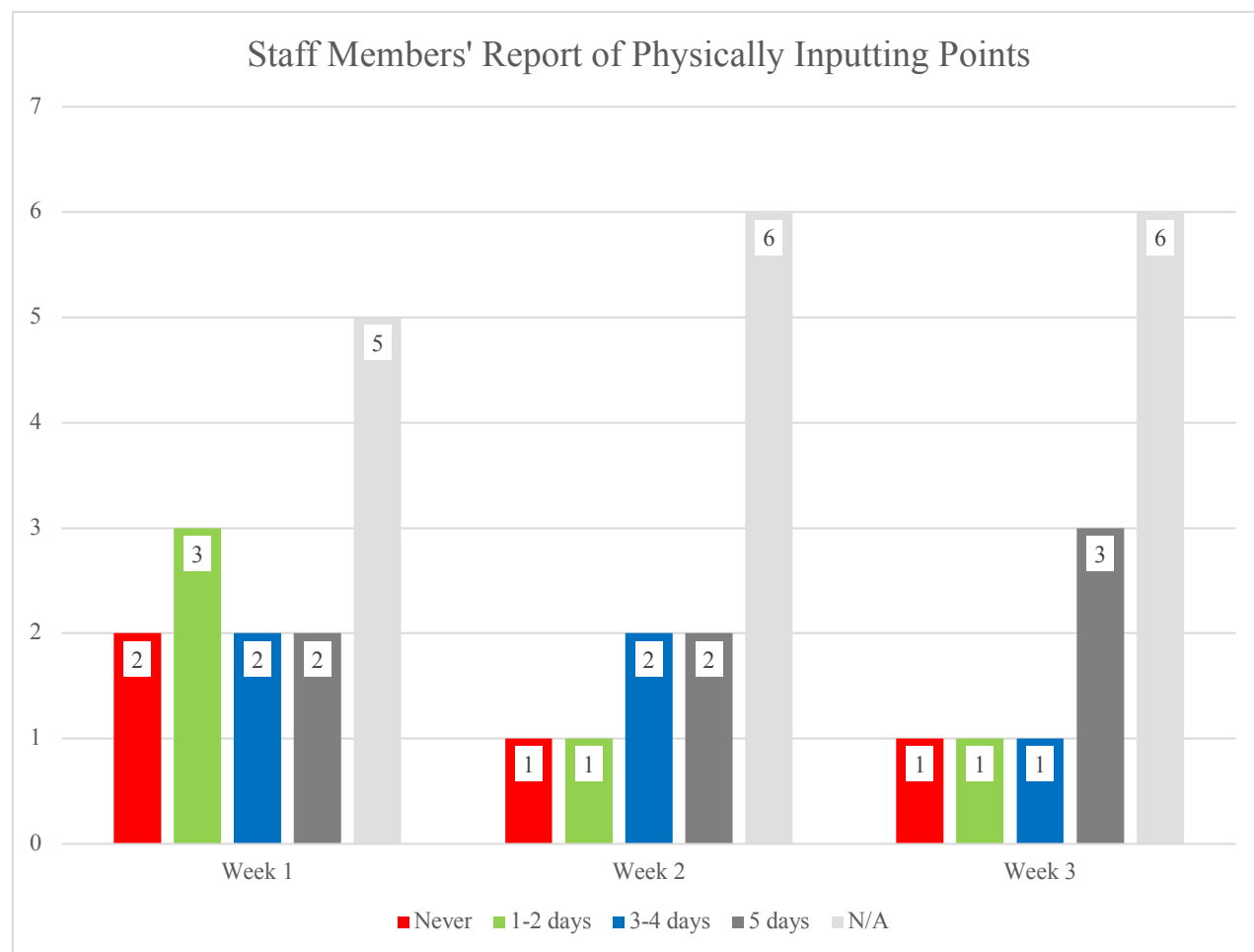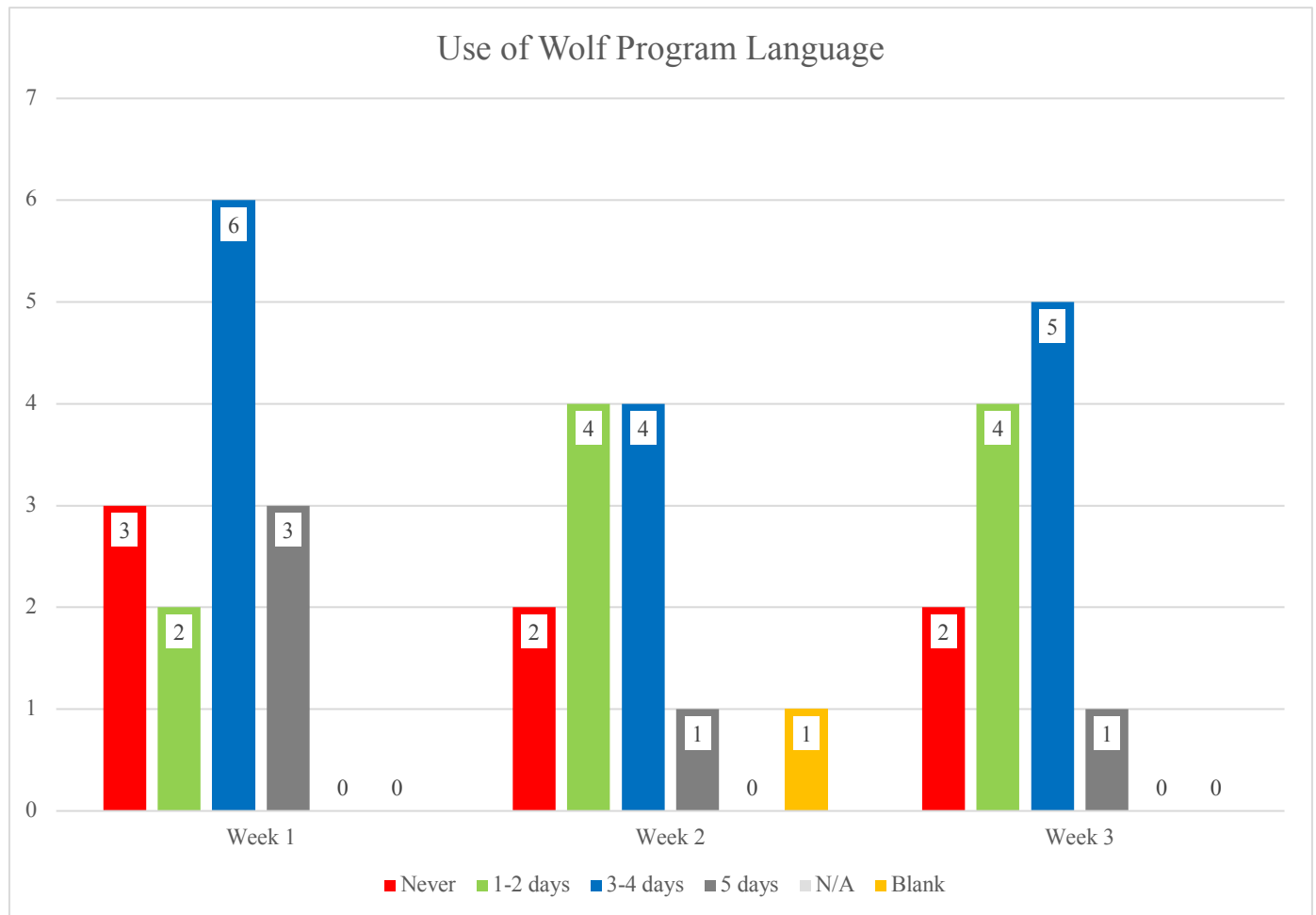

Figure 29. Use of Wolf Program Language
Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases
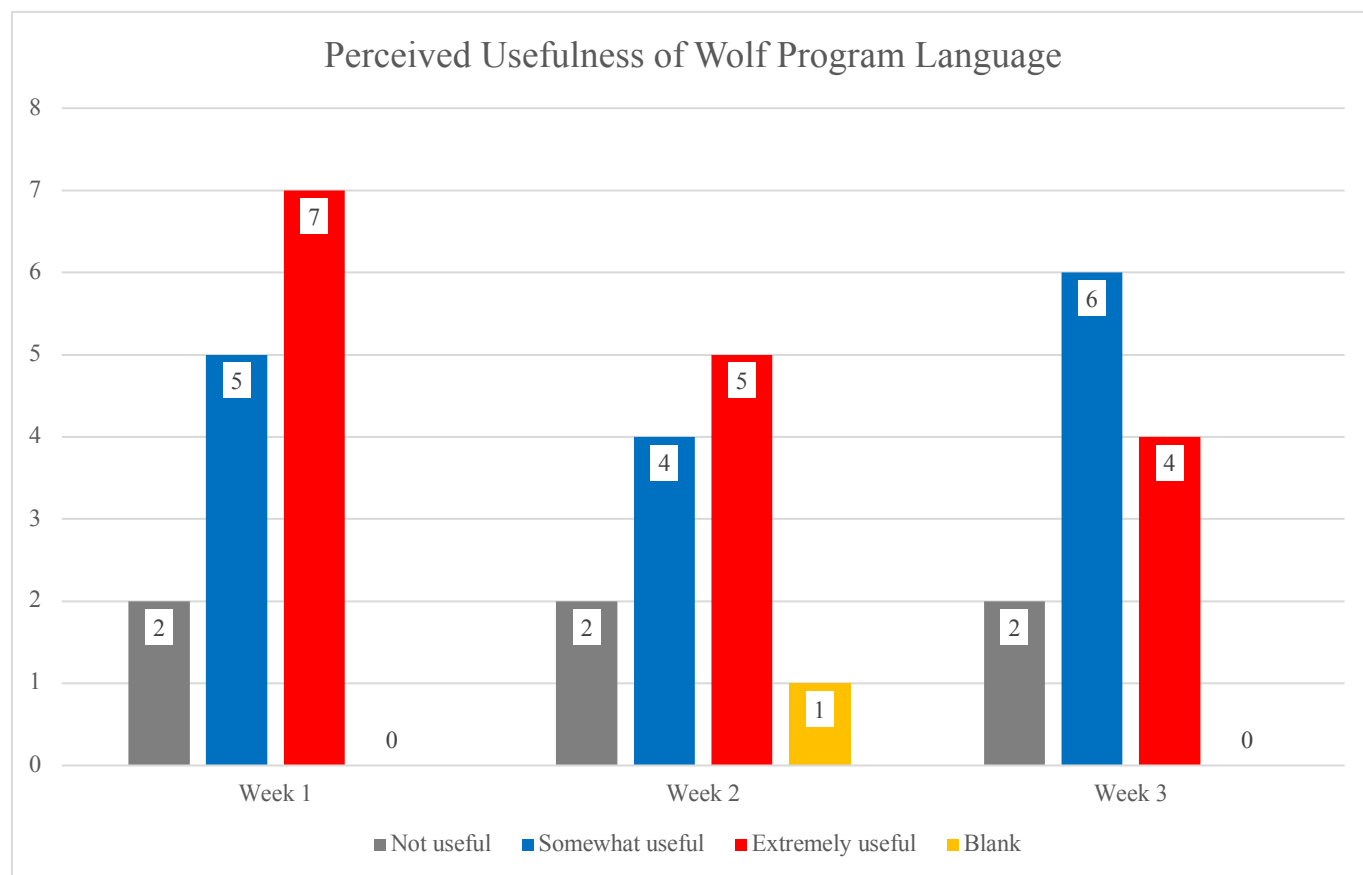
Figure 30. Perceived Usefulness of Wolf Program Language
Note: 14 out of 16 staff members Week 1, 2 missing cases
        2 out of 16 staff members Weeks 2 and 3, 4 missing cases

Item eight of the Wolf Program Strategies Checklist for staff was, "What factors assisted most in the implementation of the above-mentioned tasks? Please check all that apply." Staff members were provided five options from which to choose, with one of the five options 'other,' with a space to provide their own response. The four factors were: assistance from other staff members, ease of use, availability of time, and student's cooperation level. Results from item eight are recorded in Figure 31. The two factors most frequently indicated were "assistance from other staff members" and "student's cooperation." These factors were both endorsed 23 times (M=7.6) across three weeks. The second most frequently endorsed factor was "availability of time" which was endorsed 20 times (M=6.6) across three weeks. One staff member indicated that

counseling was a factor that assists in implementation of the Wolf Program strategies. Note, multiple factors were checked by a majority of staff members each week.

Item nine of the Wolf Program Strategies Checklist was, "What obstacles hindered you most in your ability to implement these strategies daily? Please check all that apply." In the same fashion as item eight, staff members were provided five options from which to choose, with one of the five options being 'Other,' with a space to provide their own response. The four obstacles provided were: assistance from other staff members, ease of use, availability of time, and student's cooperation level. Results from item nine are recorded in Figures 31 and 32.

The factor most frequently indicated was "availability of time." This factor was endorsed 29 times (M=9.6) across three weeks. The second most frequently endorsed factor was "student's cooperation level," which was endorsed 15 times (M=5) across three weeks. Three staff members specified two different factors in the 'other' category, which include: The Wolf Tools were not emphasized to teachers (written by two staff members), and no need to use the strategies. Note, multiple factors were checked by a majority of staff members each week.
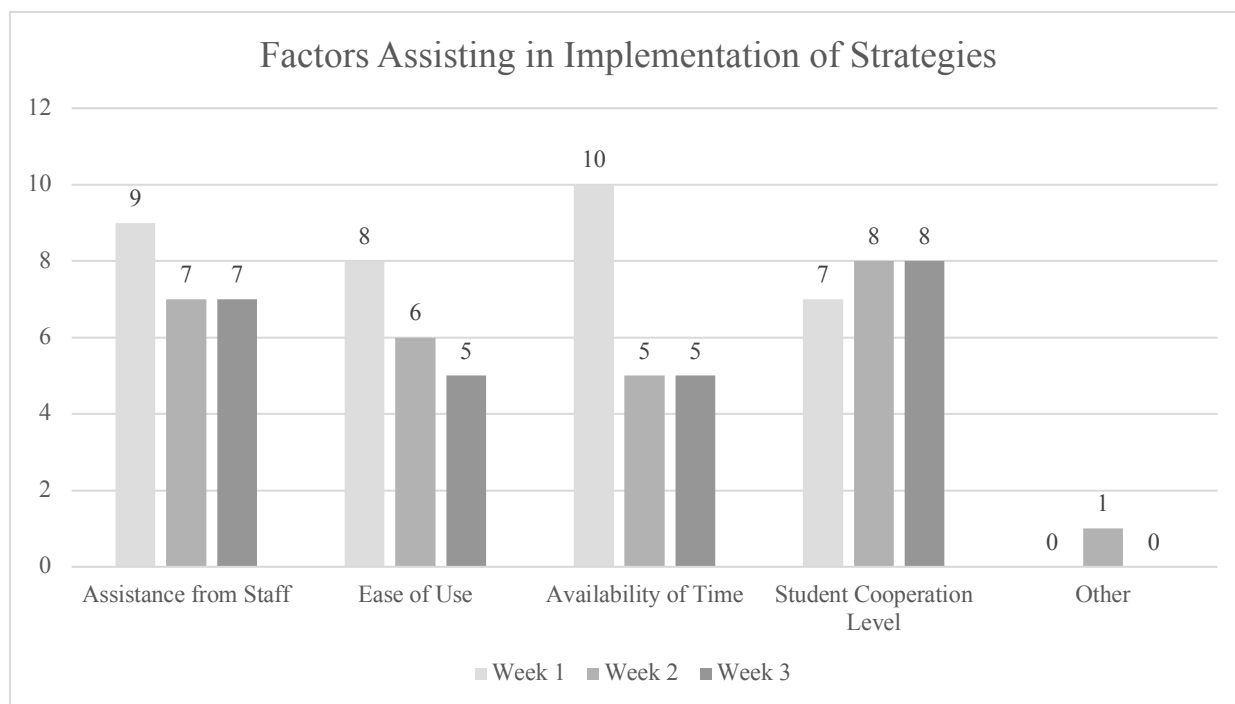
Figure 31. Factors Assisting in Implementation of Strategies
Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases
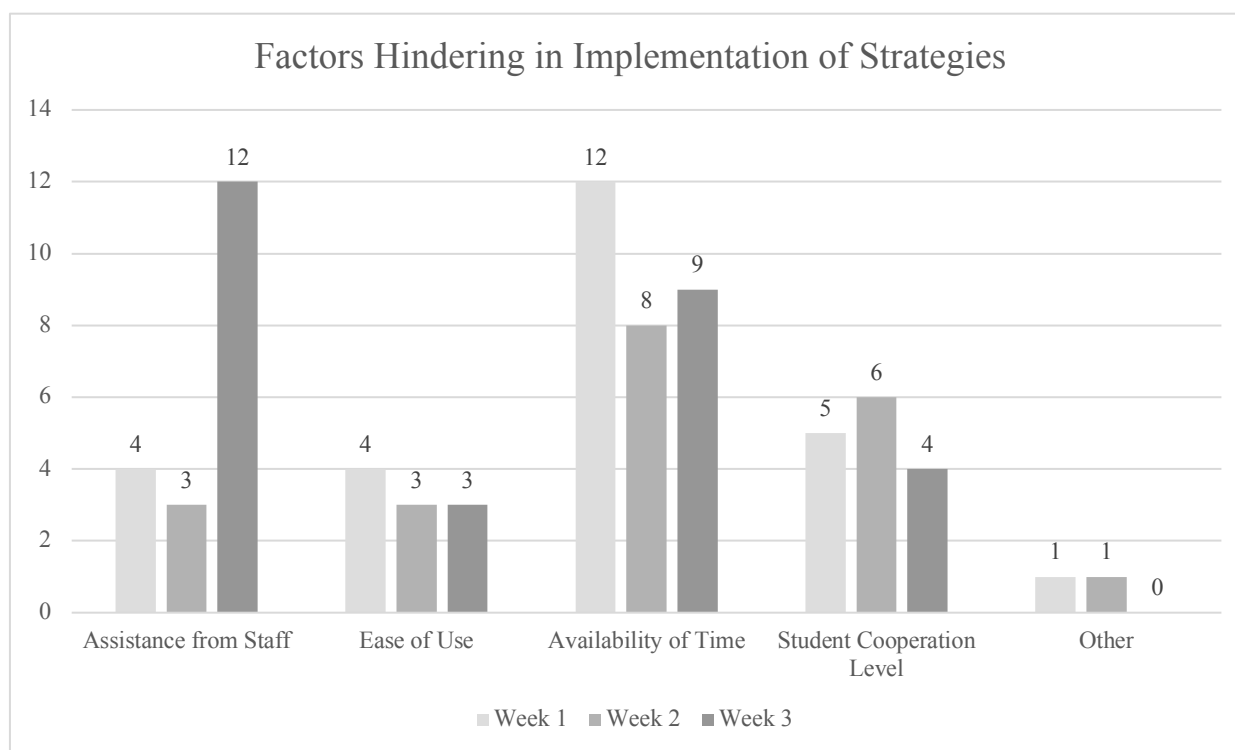
Figure 32. Factors Hindering in Implementation of Strategies
Note: 14 out of 16 staff members Week 1. 2 missing cases
        12 out of 16 staff members Weeks 2 and 3. 4 missing cases

The final item on the Wolf Program Strategies Checklist was an open-ended question, which allowed staff members to provide their own responses. Staff members answered the question, "What factor assisted in overcoming these obstacles?" The surveys administered during week one, two out of 14 staff members provided their own responses to this item. These two responses include: the use and assistance of good classroom aides and time at the end of class.

The surveys administered during week two, three out of 12 staff members provided four of their own responses to this item. Staff identified that aides guided the students towards being prepared for class/staying on task and assisting with assignments is one factor that can assist in overcoming obstacles. Additionally, providing reinforcement and repetition of expectations has helped in overcoming obstacles. Another staff member identified the element of 'time' as a factor in overcoming obstacles. The final staff member's comment was a combination of the previous remarks - 'good' classroom aides and having time at the end of class to work with and talk to the students helps this staff member overcome obstacles.

The surveys administered during week three, three out of 12 staff members provided three similar responses to this item. The common response to factors assisting in overcoming barriers during week three was the aides' assistance in helping settle down and redirect other students in the class when a situation arises. Along the same lines, another staff member commented that 'general' help from other staff members to deal with the situation at hand assists in overcoming barriers. Results from the final item are presented in Table 10.

Table 10

Factors Assisting in Overcoming Barriers

Factor	Week			Total
	1	2	3	
Classroom Aide's assistance	1	2	3	**6**
Spare Class time	1	2	0	**3**
Reinforcement and Repetition of expectations	0	1	0	**1**

Note. Multiple factors were included each week.

Summary

Teachers and counselors utilized The Wolf Program Strategies Checklist to report weekly on the daily frequency of use and perceived usefulness of the Wolf Program strategies. During Week one, 14 out of 16 staff members responded to the survey, while only 12 staff members responded during Weeks two and three. In general, most staff members reported that the Wolf Program Tools (i.e. PEGS-SEE, Keep Calm, and B.E.S.T) were somewhat useful, but were never used by the staff members. There appeared to be variability across weeks in regard to physically inputting points and the perceived usefulness of this act. Of note, only homeroom teachers were responsible for inputting points – counselors and specials teachers do not have this responsibility. Few staff members reported including Wolf Program categories into lesson plans, which was incongruent with the number of staff members who perceived this strategy to be useful. Many staff members reported using Wolf Program language across three weeks, in which many staff members also reported this strategy to be somewhat useful or extremely useful. During Week one, availability of time and assistance from staff members were the two factors identified to assist most staff members with implementation. Availability of time was a factor reported to hinder implementation of strategies most by staff members across all three weeks.

Results of Research Question 2

> **What knowledge and skills related to adaptive and academic functioning did**
>
> **participating students perceive to have acquired, and/or developed as a result of**
>
> **participation in the wolf program?**

Research question number two was to elicit students' perceptions of how they have

gained knowledge or acquired/improved skills as a result of exposure to and participation in the

Wolf Program. Student involvement in this survey included individuals, ages 14-20, who had

consent to participate. The method for data collection was distribution, completion, and

collection of Instrument 4.1 Wolf Skills Inventory. The inventory required respondents to

provide a rating of acquisition of academic and social skills related to the Wolf Program on a

five-point scale. The survey was comprised of 25 items in which the student provided ratings of

their own perceptions of their academic and social behaviors. All questions on the survey related

to the 10 social/academic Wolf Program categories (i.e. Citizenship Behavior, Self-Management,

Work Effort, etc.). Ratings were provided on a five-point scale where *1* was "a real challenge for

me," *2* was "not at all," *3* was "doing all right," *4* was "doing a good job in this area," and *5* was

"locked into this area." Students independently completed the Wolf Skills Inventory. Assistance

in question clarification was provided by classroom teachers and by paraprofessionals.

Student Responses.

Of the 78 students enrolled in Shepard at the time of evaluation during the second

marking period, 47 students completed the Wolf Skills Inventory. Several students chose not to

respond to various questions throughout the survey. Response rate ranges from 42-47

participants. The results of the students' responses are reported in Tables 11 – 35.

Items one through three specifically targeted the social category, Citizenship Behavior. A majority of students believed they were able to follow school rules on a regular basis; 26.7% rated themselves as "doing a good job" and 37.8% rated themselves as "locked into this area." No students rated this area as a challenge. When asked about following directions by individual staff members (i.e. counselors, teachers, administrators), 45.7% of students endorsed always followed directions while 23.9% reported doing "all right" at following directions. Few students reported this as an area that needs improvement (6.5%). Results for Items one and two are recorded in Tables 11 and 12.

Table 11

Results of Wolf Skills Student Inventory: Item 1

I follow school and classroom rules on a regular basis.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
0% (n = 0)	11.1% (n = 5)	24.4% (n = 11)	26.7% (n = 12)	37.8% (n = 17)

Note. N = 47
2 missing cases

Table 12

Results of Wolf Skills Student Inventory: Item 2

I listen to and follow directions given by my teachers, counselors, administrators and other school staff.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
2.2% (n = 1)	6.5% (n = 3)	23.9% (n = 11)	21.7% (n = 10)	45.7% (n = 21)

Note. N = 46
1 missing case

A majority of students believed they consistently helped, cooperated, shared, and got

along with others (53.3%), "do a good job" (22.2%), or were "all right" (13.3%). For 8.9% of

students, this was an area that was been self-identified as "needing improvement." Results for

Item three are recoded in Table 13.

Table 13

Results of Wolf Skills Student Inventory: Item 3

I am able to help, cooperate, share, and get along with others.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
2.2% (n = 1)	8.9% (n = 4)	13.3% (n = 6)	22.2% (n = 10)	53.3% (n = 24)

Note. N = 45
2 missing cases

Items four through seven were specific to the social category, Social Presentation. Given

the statement, "When presenting myself I am able to keep good body posture and keep my head

up," 34.8% of students strongly believed that they were "locked into this area." Some students

endorsed doing "all right" (21.7%) while 15.2% identified this as an area that needs

improvement. Relatedly, Item five required students to rate themselves on maintaining eye

contact when speaking. Results for this response were wide spread as 43.5% of students strongly

believed they always maintain eye contact when speaking, whereas 19.6% of student believed

they "do a good job." A total of 18 students reported inconsistently maintaining eye contact

when speaking as 17.4% of students perceived themselves as "all right" in this area, 8.7% of

students endorsed "needing improvement," and 10.9% of students indicated this area as "a real

challenge." When asked about their use of positive and respectful language when speaking, most

students strongly believed that they always used positive/respectful language (42.2%) or they do

"all right" (22.2%). For 18% of students, using positive/respectful language was "a real

challenge" (6.7%) or an area that "needs improvement" (11.1%). The final statement relating to

Social Presentation references use of a good tone of voice that was relaxed and calm. A majority

of students have no difficulty using a relaxed/calm tone of voice all the time (42.2%) or "do a

good job" most of the time (26.7%). This was an area that about 13% of students struggled with,

as one student identified using a relaxed/calm tone as "a real challenge" and five students

endorsed this an area that "needs improvement. Results for Items four through seven are

recorded in Tables 14-17.

Table 14

Results of Wolf Skills Student Inventory: Item 4

When presenting myself I am able to keep good body posture and keep my head up.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
8.7% (n = 4)	15.2% (n = 7)	21.7% (n = 10)	19.6% (n = 9)	34.8% (n = 16)

Note. N = 46
1 missing case

Table 15

Results of Wolf Skills Student Inventory: Item 5

When I am speaking to someone, or they are speaking to me, I look at them in the eye and maintain good eye contact				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
10.9% (n = 5)	8.7% (n = 4)	17.4% (n = 8)	19.6% (n = 9)	43.5% (n = 20)

Note. N = 46
1 missing case

Table 16

Results of Wolf Skills Student Inventory: Item 6

When I am speaking to others I use positive and respectful language				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
6.7% (n = 3)	11.1% (n = 5)	22.2% (n = 10)	17.8% (n = 8)	42.2% (n = 19)

Note. N = 45
2 missing cases

Table 17

Results of Wolf Skills Student Inventory: Item 7

When speaking to others I maintain a good tone of voice that is relaxed and calm.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
2.2% (n = 1)	11.1% (n = 5)	17.8% (n = 8)	26.7% (n = 12)	42.2% (n = 19)

Note. N = 45
2 missing cases

Items eight through 10 related specifically to the social category of Conversation Skills. A majority of students believed they were able to start, maintain, and end conversation appropriately all the time (41.3%), do a good job (19.6%) or were "all right" (19.6%). Nine students endorsed appropriate conversation skills as a problem area, as six students identified this as an area that needs improvement and three students reported conversation skills as a real challenge. Results for Items eight are recorded in Table 18.

Table 18

Results of Wolf Skills Student Inventory: Item 8

I start, maintain, and end conversations with others appropriately.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
6.5% (n = 3)	13.0% (n = 6)	19.6% (n= 9)	19.6% (n = 9)	41.3% (n = 19)

Note. N = 46
1 missing case

When shown the statement, "I start a conversation by acknowledging the other person and using a greeting such as 'hello.' I also end the conversations by using a farewell such as 'goodbye,' 48.9% of students endorsed no difficulty in this area. There was an even spread of students who struggle in starting and ending conversations (13.3%) and those who believed they did it most of the time (13.3%). Following suit, 41.3% of students did not have difficulty waiting their turn to speak when engaging in conversation. There was an even spread of students who needed improvements in waiting their turn to speak (19.6%), those who believed they did "all right" in this area (19.6%), and those who believed they did it most of the time (17.4%). Results for Items nine and 10 are recorded in Tables 19 and 20.

Table 19

Results of Wolf Skills Student Inventory: Item 9

I start a conversation by acknowledging the other person and using a greeting such as "hello." I also end conversations by using a farewell such as "goodbye."				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
13.3% (n = 6)	11.1% (n = 5)	13.3% (n = 6)	13.3% (n = 6)	48.9% (n = 22)

Note. N = 45
2 missing cases

Table 20

Results of Wolf Skills Student Inventory: Item 10

When someone is talking to me I listen to what they have to say and wait my turn to speak.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
2.2% (n = 1)	19.6% (n = 9)	19.6% (n = 9)	17.4% (n = 8)	41.3% (n = 19)

Note. N = 46
1 missing case

Items 11 through 15 directly related to the social category Self-Management. Most students believed that they have no difficulty with awareness and control of themselves and how they feel (41.3%), they do a good job of their self-awareness (21.7%) or were all right in this area (21.7%). Several students believed they need to improve their self-awareness and self-control (8.7%) and 6.5% perceived self-awareness and self-control as a real challenge. In a similar fashion, when asked specifically about knowing ways to calm down when stressed, upset, tired, angry, sad, and/or worried, 40.5% of students believed they were "locked into this area." More student endorsed doing "all right" (23.8%) or "doing a good job" (23.8%). Several students reported that identifying ways to calm down can be a real challenge (4.8%) or an area that they need to work on (7.1%). Results for Items 11 and 12 are reported in Tables 21 and 22.

Table 21

Results of Wolf Skills Student Inventory: Item 11

I have a good awareness and control of myself and how I feel.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
6.5% (n = 3)	8.7% (n = 4)	21.7% (n = 10)	21.7% (n = 10)	41.3% (n = 19)

Note. N = 46
1 missing case

Table 22

Results of Wolf Skills Student Inventory: Item 12

I know ways to help myself calm down when I feel stressed, upset, tired, angry, sad, and/or worried.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
4.8% (n = 2)	7.1% (n = 3)	23.8% (n = 10)	23.8% (n = 10)	40.5% (n = 17)

Note. N = 42
5 missing cases

The majority of students believed that they consistently used Wolf Tools/strategies (i.e. Keep Calm) to aide in calming down and not getting too stressed, angry, worried, and/or sad (31.1%). For 13.3%, they believed this was an area that needed improvement. For 11.1% of students, using Wolf Tools and strategies (such as Keep Calm) to help calm down was a real challenge. Results for Item 12 are reported in Table 23.

Table 23

Results of Wolf Skills Student Inventory: Item 13

I use calming strategies (such as Keep Calm and others) to help myself calm down and not get too stressed, angry, worried, and/or sad.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
11.1% (n = 5)	13.3% (n = 6)	24.4% (n = 11)	20% (n = 9)	31.1% (n = 14)

Note. N = 45
2 missing cases

Item 14 was the prompt for students to reflect on their ability to ask for help when they feel themselves getting stressed or losing control. Most students reported doing "all right" (33.3%) in this area. Almost half of the students endorsed doing a good job in asking for help

(20.0%) or having no difficulty in asking for help when stressed (26.7%). Seven students

(15.6%) identified that asking for help when beginning to lose control as a real challenge,

whereas 4.4% of students reported this an area that needed improvement. Similar to Item 14,

Item 15 was related to regaining control and getting back on track when getting upset. A

majority of students reported no difficulty in being able to regain control and moving on if they

lose their cool (33.3%) and 28.9% of students endorsed being able to do this most of the time.

For 17% of students, being able to regain control and move on after losing their cool was an area

that needed improvement. Results for Items 14 and 15 are reported in Tables 24 and 25.

Table 24

Results of Wolf Skills Student Inventory: Item 14

When I feel myself getting very stressed and losing control I ask for help.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
15.6% (n = 7)	4.4% (n = 2)	33.3% (n = 15)	20.0% (n = 9)	26.7% (n = 12)

Note. N = 45
2 missing cases

Table 25

Results of Wolf Skills Student Inventory: Item 15

If I lose my cool and get upset I am able to regain control of myself, get back on track, move on, and have a productive day.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
6.7% (n = 3)	17.8% (n = 8)	13.3% (n = 6)	28.9% (n = 13)	33.3% (n = 15)

Note. N = 45
2 missing cases

Items 16 through 20 related specifically to social problem solving. When experiencing a problem, most students believed they had no problem thinking through the issue and could work to solve it in a positive manner (33.3%). More students believed they did "all right" (26.7%) in this area which was more than those who believed they did it "most of the time (22.2%)." For 15.6% of students, being able to think through an issue and work to solve the problem in a positive manner was an area that needs improvement. A majority of students endorsed that utilizing problem-solving strategies (i.e. PEGS-SEE) was a real challenge (39.5%) or an area that needed improvement (11.6%). Twenty-one students reported doing "all right" in using problem-solving strategies (14%), were able to use problem-solving strategies most of the time (11.6%) or were "locked into this area" (23.3%) and were able to use specific problem-solving strategies all of the time. Results for Items 16 and 17 are reported in Tables 26 and 27.

Table 26

Results of Wolf Skills Student Inventory: Item 16

When I am experiencing a problem I am able to think through the issue and work to solve the problem in a positive manner.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
2.2% (n = 1)	15.6% (n = 7)	26.7% (n = 12)	22.2% (n = 10)	33.3% (n = 15)

Note. N = 45
2 missing cases

Table 27

Results of Wolf Skills Student Inventory: Item 17

I use problem-solving steps, such as PEGS-SEE to help identify and solve problems.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job. in this area	Locked in this area
39.5% (n = 17)	11.6% (n = 5)	14.0% (n = 6)	11.6% (n = 5)	23.3% (n = 10)

Note. N = 43
4 missing cases

When presented with a problem, 31.8% of students endorsed doing "all right" in being able to identify the problem as well as identifying how they felt. Twelve students (27.3%) reported no difficulty in being able to stop and identify their problem and how they felt. A larger percentage of students endorsed neutrality and reported doing "all right" in being able to identify a problem and their feelings (31.8%). Three students (6.8%) perceived this area as challenging. Approximately the same number of students believed they needed improvement (18.2%) in this area as did the student who believed they do a good job in being able to identify the problem and their feelings (15.9%). Results for Item 18 are displayed in Table 28.

Table 28

Results of Wolf Skills Student Inventory: Item 18

When I have a problem, before I get stressed about it I am good at stopping to identify what my main problem is and how I am feeling about it.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
6.8% (n = 3)	18.2% (n = 8)	31.8% (n = 14)	15.9% (n = 7)	27.3% (n = 12)

Note. N = 44
3 missing cases

In a similar fashion, the prompt for Item 19 was, "When I have a problem, I am good at clearly identifying my goal, or what I would like to happen if the problem was solved." A majority of students reported no difficulty and were able to clearly identify their goal (39.5%). More students endorsed a neutral response of doing "all right" (25.6%) in clearly identifying a goal, whereas only 18.6% reported being able to identify a goal most of the time. A total of seven students indicated that identifying a clear goal when presented with a problem was a real challenge (7%) and was an area that needs improvement (9.3%). Relatedly, 33.3% of students endorsed having no difficulty in thinking of positive solutions and making good decisions when faced with a problem. Needing improvement in this area was reported by 15.6% of students. A majority of students indicated a neutral response of doing "all right" (26.7%) in thinking about positive solutions and making good decisions or demonstrating this skill most of the time (22.2%). One student (2.2%) identified this area as a real challenge. Results for Items 19 and 20 are reported in Tables 29 and 30.

Table 29

Results of Wolf Skills Student Inventory: Item 19

When I have a problem, I am good at clearly identifying my goal, or what I would like to happen if the problem was solved.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
7.0% (n = 3)	9.3% (n = 4)	25.6% (n = 11)	18.6% (n = 8)	39.5% (n = 17)

Note. N = 43
4 missing cases

Table 30

Results of Wolf Skills Student Inventory: Item 20

I am able to think of positive solutions to problems and I make good decisions when selecting and using these tools.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
2.2% (n = 1)	15.6% (n = 7)	26.7% (n = 12)	22.2% (n = 10)	33.3% (n = 15)

Note. N = 45
2 missing cases

Item 21 related to the academic categories and inquired about Class Preparedness. A majority of students indicated no difficulty (44.4%) in being ready and prepared for class with books and supplies, and homework out. For 20% of students, they perceived themselves as being "all right" in this area, and 15.6% of students reported, "doing a good job" in being prepared for class. A total of nine students perceived class preparedness was a real challenge (11.1%) and 8.9% of students identified that this was an area that needed improvement. Results for Item 21 are displayed in Table 31.

Table 31

Results of Wolf Skills Student Inventory: Item 21

I come to class ready and prepared to learn by having my books out, necessary supplies, and homework.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
11.1% (n = 5)	8.9% (n = 4)	20% (n = 9)	15.6% (n = 7)	44.4% (n = 20)

Note. N = 45
2 missing cases

Attention to task was assessed in Item 22, "When in class, I am able to stay focused on the activity and the teacher and can avoid distractions." Responses to this statement were a

relatively even spread, with a majority of the students that endorsed a neutral response, doing

"all right" (33.3%) in this area. Only 20% of students felt as though they attended to the task at

hand and avoided distractions with no difficulty. The same number of students reported needing

improvement in attention to task (17.8%) as the students who endorsed feeling as though they

"do a good job" in attending (17.8%). Five students (11.1%) indicated that attending to the

activity/teacher and avoiding distractions was a real challenge. Results for Item 22 are displayed

in Table 32.

Table 32

Results of Wolf Skills Student Inventory: Item 22

When in class I am able to stay focused on the activity and teacher and can avoid distractions.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
11.1% (n = 5)	17.8% (n = 8)	33.3% (n = 15)	17.8% (n = 8)	20% (n = 9)

Note. N = 45
2 missing cases

Task completion was assessed in Item 23. A majority of students endorsed no difficulty

(34.1%) in time management and started work right away as well as completed assignments and

missing work in a timely manner. A similar number of students reported a neutral response to

doing "all right" (29.5%) in task completion. Only two students (4.5%) indicated that completing

tasks was a real challenge. The same number of students endorsed doing a good job in

completing tasks in a timely manner (15.9%) and needed improvement in this area (15.9%).

Results for Item 23 are displayed in Table 33.

Table 33

Results of Wolf Skills Student Inventory: Item 23

In class I start my work right away, complete assignments and missing work, and manage my time wisely.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
4.5% (n = 2)	15.9% (n = 7)	29.5% (n = 13)	15.9% (n = 7)	34.1% (n = 15)

Note. N = 44
3 missing cases

Item 24 was in the social category, Participation in Class. A majority of students

responded that they participated in class by raising their hand, offered help, joined class

discussions, took notes, and asked the teacher questions with no difficulty (42.2%). Thirteen

students (28.9%) endorsed being "all right" at participating in class by raising hands, took notes,

asked for help, and joined discussions. A few students indicated doing a good job (17.8%) at

class participation. Several students (6.7%) identified this as an area that needed improvement.

Only two students (4.4%) indicated that participating in class was challenging. Results for Item

24 are displayed in Table 34.

Table 34

Results of Wolf Skills Student Inventory: Item 24

When in class I participate by raising my hand, offering to help, joining class discussions, taking notes, and asking the teacher questions.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
4.4% (n = 2)	6.7% (n = 3)	28.9% (n = 13)	17.8% (n = 8)	42.2% (n = 19)

Note. N = 45
2 missing cases

Work effort was assessed with the following statement, "When in school I have a positive attitude, work hard, and am eager to learn." More than half of the students reported that they consistently had a positive attitude, worked hard, and were eager to learn (44.4%) or did a good job of it (20%). Eight students (17.8%) identified that they needed to improve their work effort. Two students (4.4%) found it a challenge to put forth good work effort, and 13.3% of students endorsed a neutral reaction (doing all right) at work and presented good work effort. Results for Item 25 are displayed in Table 35.

Table 35

Results of Wolf Skills Student Inventory: Item 25

When in school I have a positive attitude, work hard, and am eager to learn.				
1	2	3	4	5
A real challenge for me	Need improvement	All right	Do a good job in this area	Locked into this area
4.4% (n = 2)	17.8% (n = 8)	13.3% (n = 6)	20% (n = 9)	44.4% (n = 20)

Note. N = 45
2 missing cases

Summary

A total of 47 students participated in the Wolf Skills Student Inventory survey. The survey was an assessment of the students' perceptions of the skills learned and utilized on a daily basis. While the survey was comprised of 25 questions, the questions were related the ten Wolf Program categories (five academic and five social). A majority of students perceived that they were 'locked in' to or 'doing a good job' with the skills related to the categories: Citizenship Behavior, Social Presentation, Conversation Skills, Class Preparedness, and Work Effort.

When asked about skills related to self-management, a majority of students reported 'locked in' to this area or provided a neutral response ('doing all right). Specifically related to self-management, more students rated themselves on neutral when responding to the statement,

"When I find myself getting very stressed and losing control, I ask for help." Additionally, a majority of students perceived themselves to be 'locked in to' or 'doing all right' in the Social Problem-Solving category as well as Task Completion and Class Participation. A majority of students rated themselves as neutral in their Attention to Task skills. Contrasting the results of a majority of students perceiving themselves as having and utilizing many of the Wolf Program skills, a majority of students indicated that using the specific Wolf Program Tool, PEGS-SEE, was a real challenge for them.

Extension of Research Question 2

> **What knowledge and skills related to adaptive and academic functioning did participating students perceive to have acquired, and/or developed as a result of participation in the wolf Program,** *when taking into account status in school*?

With an expansion of research question number two, the client sought to gather information regarding students' perceptions of knowledge gained/skill improvement as a result of exposure to and participation in the Wolf Program, while accounting for status in the school (new or returning) and grade level. Returning, in this instance, signified a student who entered the school on July 1, 2018 or later. Any student who began at the school prior to July 1, 2018 was considered a 'returning' student. The Wolf Skills Inventory was utilized and cross-referenced with status in the school.

Forty-five students completed the Wolf Skills Inventory. Of the total number of students, 34 students were identified as returning and 11 students were identified as new. The survey required students to indicate their perceived level of acquiring skills ("a real challenge for me" to "locked into this area") related to the Wolf Program components. Specific questions from the survey were cross-referenced with status in school; these questions relate to academic or social

categories in the program (i.e. Citizenship Behavior, Work Effort, Self-management, etc.).

Results for specific cross-referenced questions are in Tables 36 – 40.

Out of a total of 45 students who participated in the survey, three returning students

indicated that it was a real challenge for them to utilize problem solving strategies (i.e. Keep

Calm) to help identify and solve problems. An additional four returning students endorsed this as

an area that needed improvement. This was compared to two new students who identified this

was a challenging area, and two students who reported this was an area in need of improvement.

A chi-square test was performed to determine if there were statistically significant

differences between new students and returning student regarding their own perceptions of the

ability to use calming strategies supported by the program. While the data showed no statistically

significant differences between new and returning students' responses (χ^2 (4) = 4.00, p=.406), a

review of the proportion of students who identified that they used calming strategies on a regular

basis and reported that they "really got it" (locked in) was larger for those who were introduced

to the program July 2018 or later (the new students) as compared with the returning students.

However, the new students were dichotomous in that they either reported being really good at

using calming strategies (just over one-third of the students) or they reported needing

improvement or feeling like it was an area that they struggled to apply (just over one-third of the

new students). While the proportion of returning students was slightly lower in feeling totally

confident in using calming strategies, over half (55.9%) of the students who were exposed to the

program for longer periods of time identified being able to demonstrate this skill more often

(having it 'locked in' or 'doing a good job'). Results of this item are recorded in Table 36.

Table 36

Results of Wolf Skills Inventory, Item 13: Students' Use of Problem Solving Strategies by Student Status in School

I use calming strategies (such as Keep Calm and others) to help myself calm down and not get too stressed, angry, worried, and/or sad.			
	New – Entered July 1, 2018 or later	Returning – Entered Prior to July 1, 2018	**Total**
A real challenge for me	n= 2 (18.1%)	n= 3 (8.8%)	5 (11.1%)
Needs improvement	n= 2 (18.1%)	n= 4 (11.8%)	6 (13.3%)
All Right	n= 3 (27.3%)	n= 8 (23.5%)	11 (24.4%)
Do a good job	n= 0 (0%)	n= 9 (26.5%)	9 (20%)
Locked in	n= 4 (36.4%)	n= 10 (29.4%)	14 (31.1%)
Total	n=11 (100%)	n=34 (100%)	N= 45 (100%)

Note. N= 45 total

Conversely, 13 returning students out of 43 total students identified that when they experience a problem, they are able to clearly identify their goal without a problem. These results were compared to the four new students who endorsed having no difficulty with being able to clearly identify their goal when presented with a problem.

A chi-square test was performed to determine if there were statistically significant differences between new students and returning student regarding their own perceptions of utilizing skills supported by the Wolf Program to define their goals when working through a problem. While the data showed no statistically significant differences between new and returning students' responses (χ^2 (4) = 1.524, p=.822), a review of the percentages of students reported being 'locked in' or 'doing a good job' in this area was larger for the students who had been exposed to the program prior to the current academic year. Sixty-two percent of returning students reported that they demonstrated this skill a majority of the time, compared to 45% of new students. Results are displayed in Table 37.

Table 37

Results of Wolf Skills Inventory, Item 19: Students' Ability to Identify Their Goal When Experiencing a Problem by Student Status

When I have a problem, I am good at clearly identifying my goal, or what I would like to happen if the problem was solved.			
	New – Entered July 1, 2018 or later	Returning – Entered Prior to July1, 2018	**Total**
A real challenge for me	n= 1 (9%)	n= 2 (6.25%)	3 (7%)
Needs improvement	n= 1 (9%)	n= 3 (9.4%)	4 (9.3%)
All Right	n= 4 (36.4%)	n= 7 (21.9%)	11 (25.6%)
Do a good job	n= 1 (9%)	n= 7(21.9%)	8 (18.6%)
Locked in	n= 4 (36.4%)	n=13 (40.2%)	17 (39.5%)
Total	n= 11	n= 32	N=43

Note. N= 43 total
2 missing cases

Out of a total of 45 student responses, results showed that students who were returning and had in this particular school setting before, experienced less difficulty in demonstrating class preparedness, with 16 total returning students versus four new students. Relatedly, of the 45 total students, 15 returning students reported no difficulty in appropriately participating in class (i.e. raising hand to speak, joining in class discussions, taking notes, etc.), while only one new student believed they were proficient in this area.

A chi-square test was performed to determine if there were statistically significant differences between new students and returning student regarding their own perceptions class preparedness. While the data showed no statistically significant differences between new and returning students' responses (χ^2 (4) = 2.699, p=.609), a review of the proportion of students revealed that about 65% of returning students identified being able to demonstrate class preparedness skill on a regular basis in contrast to 45.5% of new students. In evaluating the new students' responses, while 45.5% of students believed they are able to demonstrate this skill on a

regular basis, 36.4% of students endorsed this area as a challenge. Results are displayed in Table

38 and 39.

Table 38

Results of Wolf Skills Inventory, Item 21: Class Preparedness by Student Status in School

I come to class ready and prepared to learn by having my books out, necessary supplies, and homework.			
	New – Entered July 1, 2018 or later	Returning – Entered Prior to July 1, 2018	**Total**
A real challenge for me	n= 2 (18.2%)	n= 3 (8.8%)	5 (11.1%)
Needs improvement	n= 2 (18.2%)	n= 2 (5.9%)	4 (8.9%)
All Right	n= 2 (18.2%)	n= 7 (20.6%)	9 (20%)
Do a good job	n= 1 (9.1%)	n= 6 (17.6%)	7 (15.6%)
Locked in	n= 4 (36.4%)	n= 16 (47.1%)	20 (44.4%)
Total	n= 11 (100%)	n=34 (100%)	N=45 (100%)

Note: N= 45 total

Table 39

Results of Wolf Skills Inventory, Item 24: Class Participation by Student School Status

When in class I participate by raising my hand, offering to help, joining class discussions, taking notes, and asking the teacher questions.			
	New – Entered July 1, 2018 or later	Returning – Entered Prior to July 1, 2018	**Total**
A real challenge for me	n= 1 (9.1%)	n= 1 (2.9%)	2 (4.4%)
Needs improvement	n= 1 (9.1%)	n= 2 (5.9%)	3 (6.7%)
All Right	n= 4 (36.4%)	n= 9 (26.5%)	13 (28.9%)
Do a good job	n= 1 (9.1%)	n= 7 (20.6%)	8 (17.8%)
Locked in	n= 4 (36.4%)	n= 15 (44.1%)	19 (42.2%)
Total	n= 11 (100%)	n= 34 (100%)	N= 45 (100%)

Note. N= 45 total

No new students reported a challenge in presenting with a positive work attitude and eagerness to learn. However, responses for new students varied evenly between needing improvement in this area to demonstrated proficiency. Out of the 45 total student responses, 17 returning students endorsed easily having a positive work attitude and eagerness to learn.

A chi-square test was performed to determine if there were statistically significant differences between new students and returning student regarding their own perceptions of work effort presented in class. While the data showed no statistically significant differences between new and returning students' responses (χ^2 (4) = 4.497, p=.343), a review of the percentages of students who endorsed demonstrating good work effort a majority of the time was larger for the students who had been exposed to the program prior to the current academic year. When evaluating only the new students' responses, it appears that there was a relatively even distribution regarding perceived skill set. In contrast, 53.4% of returning students believe they demonstrate good work effort most of the time. The results for this item are recorded in Table 40.

Table 40

Results of Wolf Skills Inventory, Item 25: Work Effort by Student Status in School

When in school I have a positive attitude, work hard, and am eager to learn.			
	New – Entered July 1, 2018 or later	Returning – Entered Prior to July 1, 2018	**Total**
A real challenge for me	n= 0 (0%)	n= 2 (4.4%)	2 (4.4%)
Needs improvement	n= 3 (6.7%)	n= 5 (11.1%)	8 (17.8%)
All Right	n= 3 (6.7%)	n= 3 (6.7%)	6 (13.3%)
Do a good job	n= 2 (4.4%)	n= 7 (15.6%)	9 (20%)
Locked in	n= 3 (6.7%)	n= 17 (37.8%)	20 (44.4%)
Total	n= 11	n= 34	N=45

Note. N= 45 total

Results of Research Question 3

> **To what extent do students and teachers find the wolf program and specific subcomponents of the program to be valuable and worthwhile in reducing disruptive and problematic behaviors and increasing prosocial behaviors?**

The third research question was intended to obtain students' and staff members' perceptions of the value of the Wolf Program. Specifically, this question elicited perceptions on its worth in reducing disruptive and problematic behaviors and its success in increasing pro-social behaviors. Student involvement in this survey included individuals, ages 14-20, who had consent to participate. The data were obtained through the distribution, completion, and collection of Instrument 5.1 Wolf Knowledge Staff Questionnaire and Instrument 5.2 Wolf Knowledge Student Questionnaire. The inventory prompted respondents to provide a rating of academic and social skills related to the Wolf Program on a five-point Likert-type scale. Students completed the Wolf Skills Inventory independently. Classroom teachers and paraprofessionals provided assistance in question clarification.

Student responses.

The Wolf Knowledge Student Questionnaire consisted of 15 items. Nine items required respondents to choose a rating, using a five-point Likert scale, where the responses ranged from "strongly agree" (5) to, "strongly disagree (1). Five of the items were multiple choice, where respondents selected the choice, or choices, that most appropriately applied to their individual experiences and perceptions. The remaining item was an open-ended question, which prompted the respondent to provide and their perspective on improvement of the program. Forty-six students participated as respondents for this questionnaire.

Item one was a multiple-choice question, which asked students to respond to the statement, "I have received informal or formal training on the components of the Wolf Program." Of the 46 of respondents, 50% responded "Yes" and 26.1% responded "Somewhat," and 23.9% responded "No." The results for Item one are recorded in Table 41.

Table 41

Results of Wolf Knowledge Student Questionnaire: Item 1

I have received informal or formal training on the components of the Wolf Program.		
1 Yes	2 Somewhat	3 No
50% (n = 23)	26.1% (n = 12)	23.9% (n = 11)

Note. N = 46.

Students were asked to respond to the question, "I am knowledgeable about the academic categories of the Wolf Program." More respondents chose "Neutral" (34.8%). The second most common response was "Agree" (26.1%). The mean response for this item was 3.5 where the responses ranged from "strongly disagree" (1) to "strongly agree" (5). Therefore, a mean closer to 5.00 suggests a stronger agreement. Results for Item two are displayed in Table 42.

Table 42

Results of Wolf Knowledge Student Questionnaire: Item 2

I am knowledgeable about the academic categories of the Wolf Program.				
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
6.5% (n = 3)	8.7% (n = 4)	34.8% (n = 16)	26.1% (n = 12)	23.9% (n = 11)

Note. N = 46.

Similar to Item two, in Item three students were asked to respond to the question, "I am knowledgeable about the social categories of the Wolf Program." More students responded "Agree" (30.4%) or "Neutral" (28.3%) than "Strongly Agree" (21.7%). A total of nine students

responded, "Strongly Disagree" (4.3%) and "Disagree" (15.2%) to this item. Results for Item

three are displayed in Table 43.

Table 43

Results of Wolf Knowledge Student Questionnaire: Item 3

I am knowledgeable about the social categories of the Wolf Program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.3% (n = 2)	15.2% (n = 7)	28.3% (n = 12)	30.4% (n = 14)	21.7% (n = 10)

Note. N = 46.

Items four through six were included in order to assess the respondent's understanding of

the use of specific social strategies within the Wolf Program. Item 4 was, "I am clear on how to

use the PEGS-SEE" strategy. A majority of students indicated that they "Strongly Disagree"

(39.1%) or "Disagree" (21.7%) with this statement. The mean response for this item was 2.28

with the results in Table 44.

Table 44

Results of Wolf Knowledge Student Questionnaire: Item 4

I am clear on how to use the "PEGS-SEE" strategy.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39.1% (n = 18)	21.7% (n = 10)	19.6% (n = 9)	10.9% (n = 5)	8.7% (n = 4)

Note. N = 46

Item five was, "I am clear on how to use the Keep Calm strategy." While the spread of

responses was relatively even across all choices, a slightly larger percentage of students

responded "Agree" (28.3%) to this statement. The mean response for this item was 3.13. Results

for this item are reported in Table 45.

Table 45

Results of Wolf Knowledge Student Questionnaire: Item 5

I am clear on how to use the "Keep Calm" strategy.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15.2% (n = 7)	19.6% (n = 9)	19.6% (n = 9)	28.3% (n = 13)	17.4% (n = 8)

Note. N = 46

Item six was, "I am clear on how to use the B.E.S.T. strategy. The spread of responses weighted heavier on the negative side where more respondents chose "Strongly Disagree" (28.3%), "Disagree" (23.9%), or "Neutral" (32.6%). The mean response for this item was 2.39. Results for item six are reported in Table 46.

Table 46

Results of Wolf Knowledge Questionnaire: Item 6

I am clear on how to use the "B.E.S.T." strategy.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28.3% (n = 13)	23.9% (n = 11)	32.6% (n = 15)	10.9% (n = 5)	4.3% (n = 2)

Note. N = 46

Item seven of the questionnaire, "Which academic categories do you reference most during the day," was a multiple-choice question, which allowed respondents to choose more than one response. All five Wolf program academic categories were provided as options: class preparedness, attention to task, task completion, class participation, and work effort. Students were instructed to select as many responses that apply. Each of the categories were selected roughly the same number of times. The most commonly endorsed response was "Attention to Task," which was endorsed 29 times. There were two responses commonly endorsed following "Attention to Task," which were "class participation" and "Work Effort," which were both

indicated 28 times. The two least commonly endorsed response was "Task Completion" and

"Class Preparedness," which were both chosen 21. Results for this item are reported in Table 47.

Table 47

Results of Wolf Knowledge Staff Questionnaire: Item 7

Which academic categories do you reference most during the day? (Select all that apply)

Category	Total
Class Preparedness	45.7% (n = 21)
Attention to Task	63% (n = 29)
Task Completion	45.7% (n = 21)
Class Participation	60.9% (n = 28)
Work Effort	60.9% (n = 28)

Note. A majority of respondents selected multiple categories.

Item eight of the questionnaire is similar in nature to item seven. Item eight, "Which

social categories do you reference most during the day," was a multiple-choice question, which

allowed respondents to choose more than one response. All five Wolf program social categories

were provided as options: self-management, social presentation, conversation skills, social-

problem solving, and citizenship behaviors. Students were prompted to select all responses that

apply. Similar to Item seven, each of the categories were selected roughly the same number of

times. The most commonly endorsed category was "Conversation Skills," which was indicated

29 times. The least commonly endorsed response was "Social Problem Solving," which was

indicated 24 times. Results for this item are reported in Table 48.

Table 48

Results of Wolf Knowledge Student Questionnaire: Item 8

Which social categories do you reference most during the day? (Select all that apply)

Category	Total
Citizenship Behavior	58.7% (n = 27)
Social Presentation	56.5% (n = 26)
Conversation Skills	63% (n = 29)
Self-Management	54.3% (n = 25)
Social Problem-Solving	52.2% (n = 24)

Note. A majority of respondents selected multiple categories.

Students responded to the following statement for item nine "Learning and utilizing the

Wolf Program helps me perform better academically." The majority of students responded

"Neutral" (32.6%) or "Agree" (26.1%) to this statement. Eight out of 13 responded with

"Strongly Disagree." The mean response for this item was 3.26. Results for item nine are

displayed in Table 49.

Table 49

Results of Wolf Knowledge Student Questionnaire: Item 9

Learning and utilizing the Wolf Program helps me perform better academically

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
17.4% (n = 8)	8.7% (n = 4)	32.6% (n = 15)	26.1% (n = 12)	15.2% (n = 7)

Note. N = 46.

Item 10 was similar in nature to item 9 to which students responded to the statement,

"Learning and utilizing the Wolf Program has enabled me to perform better socially." The

majority of students responded "Neutral" (26.1%) or "Agree" (30.4%) to this statement. The

mean response for this item was 3.30. Results for Item 01 are shown in Table 50.

Table 50

Results of Wolf Knowledge Student Questionnaire: Item 10

Learning and utilizing the Wolf Program helps me have better behavior				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13% (n = 6)	10.9% (n = 5)	26.1% (n = 12)	30.4% (n = 14)	17.4% (n = 8)

Note. N = 45.
1 missing case

Students were presented with a multiple-choice option for Item 11, to which they

indicated, "Which components of the Wolf Program do you find is most effective with success in

academics?" Students were presented with four total options: referencing the social category, the

point system, Wolf tools (B.E.S.T., Keep Calm, or PEGS-SEE), and counseling. Several students

selected multiple options. The majority of students indicated that referencing "the point system"

(50%) is the component of the Wolf Program that is most with their own academic success. No

students endorsed referencing "Wolf tools" (B.E.S.T., Keep Calm, or PEGS-SEE) as effective

academic success. Results are displayed in Table 51.

Table 51

Results of Wolf Knowledge Student Questionnaire: Item 11

Which component of the Wolf Program do you find is most effective with success in academics?

Category	Total
A. Referencing the social categories	15.2% (n = 7)
B. The point system	50% (n = 23)
C. Wolf Tools (B.E.S.T, Keep Calm, PEGS-SEE)	^ 0% (n = 0)
D. Counseling	28.3% (n = 13)

Note. Several respondents selected multiple categories.
^ 1 response missing for option C

Item 12 was intended to address a similar topic to Item 11. Students were presented with a multiple-choice option to which they responded, "Which components of the Wolf Program do you find is most effective with behavioral success?" Students were presented with four total options: referencing the social category, the point system, Wolf tools (B.E.S.T., Keep Calm, or PEGS-SEE), and counseling. Several students selected multiple options. Most students indicated that referencing "counseling" (47.8%) is the component of the Wolf Program that are most effective with their behavioral success. Few students endorsed using the "Wolf tools" (B.E.S.T., Keep Calm, or PEGS-SEE) (6.5%) or referencing social categories (6.5%) as effective with behavioral success. Results are displayed in Table 52.

Table 52

Results of Wolf Knowledge Student Questionnaire: Item 12

Which component of the Wolf Program do you find is most effective with students' social success?	
Category	Total
A. Referencing the social categories	6.5% (n = 3)
B. The point system	37.0% (n = 17)
C. Wolf Tools (B.E.S.T, Keep Calm, PEGS-SEE)	6.5% (n = 3)
D. Counseling	47.8% (n = 22)

Note. Several respondents selected multiple categories.

Table 53 has the results for, "Overall, I find the Wolf Program valuable in helping me academically." Three respondents elected to not answer this item. Of the remaining 43 responses, a larger percentage responded "Neutral" (34.8%) than "Agree" (21.7%). The mean response for this item was 3.26.

Table 53

Results of Wolf Knowledge Student Questionnaire: Item 13

Overall, I find the Wolf Program valuable in helping me academically.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13% (n = 6)	6.5% (n = 3)	34.8% (n = 16)	21.7% (n = 10)	17.4% (n = 8)

Note. N = 43
3 missing cases

Similar the previous question, the next item was, "Overall, I find the Wolf Program valuable in helping me socially." Three respondents elected to not answer this item. Most

students endorsed a neutral response (30.4%) to this statement. The mean response for this item

was 4.00 and all results are reported in Table 54.

Table 54

Results of Wolf Knowledge Student Questionnaire: Item 14

Overall, I find the Wolf Program valuable in helping me socially.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13% (n = 6)	8.7% (n = 4)	30.4% (n = 14)	19.6% (n = 9)	21.7% (n = 10)

Note. N = 43
3 missing cases

Item 15 was an opened ended question, "How can the Wolf Program be improved?" Not

all respondents replied to this question. Some of the responses provided multiple suggestions for

program improvement. Five responses indicated that the program was already good – no change

necessary. Five students requested clarity on the program and specific tools (i.e. PEGS-SEE,

Keep Calm, and B.E.S.T.).

Several students referenced the use of incentives and reward: two students suggested an

increase of assigned points to help incentivize students to earn points and stay 'on-level;' two

students requested more money to use within the school store; two students commented on

increasing privileges for students 'not on level;' one student suggested gaining access to clubs

more than once per week; and, one student recommended that students who earn 5,5's (all of

their points) all week should receive a special reward. Two students endorsed a concern with the

act of teachers assigning points, specifically "fairness" when assigning points (one response) and

"filling in points for students to see what they earned" (one response). Three students requested a

change in the points sheet/categories: "adding more potential points to the categories" (one

response), one student requested that the point sheet layout be changed, and one student

commented on the clarity of the academic/social categories on the point sheet. Two students

offered suggestions regarding counseling: more focused group counseling and more counseling

offered to students, in general. Two students provided systems level suggestions that are not

necessarily part of the Wolf Program: listening to music when completing class work and

changing the day students are allowed to visit the school store. The results of this item are in

Table 55.

Table 55

Results of Wolf Knowledge Student Questionnaire: Item 15

How can the Wolf Program be improved?	
Factor	**Total**
No change necessary	23.8% (n = 5)
Wolf Program clarity	23.8% (n = 5)
Changes to rewards/incentives	38.1% (n = 8)
Physically assigning points	9.5% (n = 2)
Change to points sheet/categories	14.3% (n = 3)
Modify counseling	9.5% (n = 2)
Other	9.5% (n = 2)

Note. 22 respondents

Summary

Forty-six students, from grades nine through transition completed the Wolf Knowledge

Student Questionnaire. Overall, most students have been trained on using and participating in the

Wolf Program. A majority of students are knowledgeable of the academic and social components

of the program. Generally, students are unclear on the use of the Wolf Tools, specifically PEGS-

SEE and Keep Calm. For the most part, students agree that the Wolf Program is effective and

valuable in promoting and supporting academic and social success. Students seem to reference all five academic categories comparably throughout the day. "Attention to task," "class participation," and "work effort" are the three most commonly referenced academic categories. Similar to the academic categories, students appear to reference all five social categories relatively equally throughout the day. "Conversation skills" and "citizenship behavior" are the two social categories that are utilized by students slightly more often to foster and nurture social growth. Students self-reported that the use of the points system is most effective in promoting academic success while the points system and counseling are similarly effective in promoting social success.

While the students appeared to have neutral feelings towards the Wolf Program, and found it somewhat useful and effective, several students offered suggestion for improvement. Ideas for improvement to the Wolf Program were offered from a student perspective with the intent to help the entire student body succeed behaviorally, socially, and academically. Areas for improvement included: providing more training and clarity on the Wolf Program, modification to rewards/incentives, altering the way in which staff members assign points, physically changing the layout of the points sheet, and modifying the way in which individual and group counseling are conducted. Overall, more training on specific components of the Wolf Program appears to be an overarching theme of responses in this survey.

Staff responses.

The Wolf Knowledge Staff Questionnaire consisted of 16 items. Nine items required respondents to choose a rating, using a five-point Likert scale, where the responses ranged from "strongly agree" (5) to "strongly disagree (1). The six remaining items were multiple choice where respondents applied to their own experiences and perceptions.

Item one was a multiple-choice question, to which staff members responded to the

statement, "I have received informal or formal training on the components of the Wolf Program."

Of the 13 of respondents, 61.5% responded, "Yes" and 38.5% responded "Somewhat." The

results for Item one is recorded in Table 56.

Table 56

Results of Wolf Knowledge Staff Questionnaire: Item 1

I have received informal or formal training on the components of the Wolf Program.		
1 Yes	2 Somewhat	3 No
61.5% (n = 8)	38.5% (n = 5)	0.0% (n = 0)

Note. N = 13.
3 missing cases

Item two, "The last time I received training on the Wolf Program…" was provided so that

staff members could identify when they received any form of training on the program. The

response range was "within the past month" (1) to "more than two years ago" (5). A majority of

staff members (69.2%) indicated that they received training on the program 2-6 months ago. No

staff members indicated that they received training within the past month and results are

displayed in Table 57.

Table 57

Results of Wolf Knowledge Staff Questionnaire: Item 2

The last time I received training on the Wolf Program				
1 In the last month	2 2-6 months ago	3 7-12 months ago	4 1-2 years ago	5 2+ years ago
0.0% (n = 0)	69.2% (n = 9)	0.0% (n = 0)	7.7% (n = 1)	23.1% (n = 3)

Note. N = 13.
3 missing cases

Staff were asked to respond to the statement for item three, "I am knowledgeable about the academic categories of the Wolf Program." The split in responses was event between agreed (46.2%) and strongly agreed (46.2%). The mean response for this item was 4.38 where responses ranged from "strongly disagree" (1) to "strongly agree" (5). Therefore, a mean closer to 5.00 suggested a stronger agreement. Results for item three are displayed in Table 58.

Table 58

Results of Wolf Knowledge Staff Questionnaire: Item 3

I am knowledgeable about the academic categories of the Wolf Program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0.0% (n = 0)	0.0% (n = 0)	7.7% (n = 1)	46.2% (n = 6)	46.2% (n = 6)

Note. N = 13.

Similar to the prior item, question four was included for staff to respond to, "I am knowledgeable about the social categories of the Wolf Program." There was an even split in staff responses between agreed (46.2%) and strongly agreed (46.2%). Results for item four are displayed in Table 59.

Table 59

Results of Wolf Knowledge Staff Questionnaire: Item 4

I am knowledgeable about the social categories of the Wolf Program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0.0% (n = 0)	0.0% (n = 0)	7.7% (n = 1)	46.2% (n = 6)	46.2% (n = 6)

Note. N = 13.
3 missing cases

Items five through seven were provided for respondents to indicate their understanding about the use of specific social strategies within the Wolf Program. The first question in this area was, "I am clear on how to use the PEGS-SEE" strategy with my students. While the spread

of responses were relatively even across all choices, a larger percentage of staff members

indicated agreement (30.8%) with this statement. The mean response for this item was 3.15.

Item six, "I am clear on how to use the Keep Calm strategy with my students" resulted in

a spread of responses that were relatively even across all choices with a slightly larger

percentage of staff members who responded 'neutral' (30.8%) to that statement. The mean

response for this item was 3.08.

Item seven, "I am clear on how to use the B.E.S.T. strategy with my students resulted in a

spread of responses that were relatively even across all choices, with a larger percentage of staff

members that indicated agreed (30.8%) with this statement. The mean response for this item was

3.15. Results for Items five through seven are reported in Tables x – x.

Item eight of the questionnaire, "Which academic categories do you reference most

during the day," was a multiple-choice question, which allowed respondents to choose more than

one response. All five Wolf program academic categories were provided as options: class

preparedness, attention to task, task completion, class participation, and work effort. Staff were

instructed to select as many responses that apply. The most commonly endorsed response was

"attention to task," which was endorsed 12 times. The second most commonly endorsed response

was "task completion," which was indicated 10 times. The least commonly endorsed response

was "class preparedness," which was chosen two times. Results for these items are reported in

Table 60 through 63.

Table 60

Results of Wolf Knowledge Staff Questionnaire: Item 5

I am clear on how to use the "PEGS-SEE" strategy with my students.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15.4% (n = 2)	15.4% (n = 2)	23.1% (n = 3)	30.8% (n = 4)	15.4% (n = 2)

Note. N = 13.

Table 61

Results of Wolf Knowledge Staff Questionnaire: Item 6

I am clear on how to use the "Keep Calm" strategy with my students.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15.4% (n = 2)	15.4% (n = 2)	30.8% (n = 4)	23.1% (n = 3)	15.4% (n = 2)

Note. N = 13.

Table 62

Results of Wolf Knowledge Staff Questionnaire: Item 7

I am clear on how to use the "B.E.S.T." strategy with my students				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15.4% (n = 2)	15.4% (n = 2)	23.1% (n = 3)	30.8% (n = 4)	15.4% (n = 2)

Note. N = 13.

Table 63

Results of Wolf Knowledge Staff Questionnaire: Item 8

Which academic categories do you reference most during the day (check all that apply)	
Category	Total
Class Preparedness	15.4% (n = 2)
Attention to Task	92.3% (n = 12)
Task Completion	76.9% (n = 10)
Class Participation	23.1% (n = 3)
Work Effort	69.2% (n = 9)

Note. N=13.
Several staff members selected multiple categories.

Item nine of the questionnaire was similar in nature to item eight. Item nine, "Which social categories do you reference most during the day," was a multiple-choice question, which allowed respondents to choose more than one response. All five Wolf program social categories were provided as options: self-management, social presentation, conversation skills, social-problem solving, and citizenship behaviors. Staff members were prompted to select all responses that apply. All staff members (100%) selected "self-management" as a social category referenced most throughout the day. The next category commonly endorsed was "conversation skills," which was endorsed nine times. The least commonly endorsed response was "citizenship behavior," which was indicated three times. Results for this item are reported in Table 64.

Table 64

Results of Wolf Knowledge Staff Questionnaire: Item 9

Which social categories do you reference most during the day (check all that apply)	
Category	Total
Citizenship Behavior	23.1% (n = 3)
Social Presentation	61.5% (n = 8)
Conversation Skills	69.2% (n = 9)
Self-Management	100% (n = 13)
Social Problem-Solving	15.4% (n = 2)

Note. N=13.
Several staff members selected multiple categories.

Item 10 was the statement, "Learning and utilizing the Wolf Program has enabled me to better serve my students' academically." The majority of staff members responded neutrally to this statement (46.2%). Four out of 13 responded with "agree." No staff members disagreed with this statement. The mean response for this item was 3.46. Results for Item 10 are displayed in Table 65.

Table 65

*Results of Wolf Knowledge, Staff Item 1*0

Learning and utilizing the Wolf Program has enabled me to better serve my students' academically.				
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
7.7% (n = 1)	0.0% (n = 0)	46.2% (n = 6)	30.8% (n = 4)	15.4% (n = 2)

Note. N = 13.
3 missing cases

Item 11 similar to Item 10 was, "Learning and utilizing the Wolf Program has enabled me to better serve my students' social behavior." The majority of staff members agreed (69.2%). The mean response for this item was 3.7. Results for Item 11 are in Table 66.

Table 66

Results of Wolf Knowledge Staff Question: Item 11

Learning and utilizing the Wolf Program has enabled me to better serve my students' social behavior.				
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
7.7% (n = 1)	0.0% (n = 0)	15.4% (n = 2)	69.2% (n = 9)	7.7% (n = 1)

Note. N = 13.
3 missing cases

Staff members were presented with a multiple-choice option for item 12, "Which components of the Wolf Program do you find is most effective with students' academic success?" Staff members were presented with four total options: referencing the social category, the point system, Wolf tools (B.E.S.T., Keep Calm, or PEGS-SEE), and counseling. Several staff selected multiple options. The majority of staff members indicated that referencing "the point system" (92.3%) is the component of the Wolf Program that is most effective with students' academic success. No staff endorsed "Wolf tools" (B.E.S.T., Keep Calm, or PEGS-SEE) as effective with students' academic success. Results are displayed in Table 67.

Table 67

Results of Wolf Knowledge Staff Questionnaire Item 12

Which component of the Wolf Program do you find is most effective with students' academic success?	
Category	Total
E. Referencing the social categories	23.1% (n = 3)
F. The point system	92.3% (n = 12)
G. Wolf Tools (B.E.S.T, Keep Calm, PEGS-SEE)	0% (n = 0)
H. Counseling	30.8% (n = 4)

Note. N=13.
Several staff members selected multiple categories.

Staff members were presented with multiple-choice options for item 13, "Which components of the Wolf Program do you find is most effective with students' social success?" Staff members were presented with four total options: referencing the social category, the point system, Wolf tools (B.E.S.T., Keep Calm, or PEGS-SEE), and counseling. Several staff selected multiple options. The majority of staff members indicated that referencing "the point system" (69.2%) or "counseling" (61.5%) are the component of the Wolf Program that are most effective with students' social success. No staff endorsed "Wolf tools" (B.E.S.T., Keep Calm, or PEGS-SEE) as effective with students' social success. Results are displayed in Table 68.

Table 68

Results of Wolf Knowledge Staff Questionnaire: Item 13

Which component of the Wolf Program do you find is most effective with students' social success?	
Category	Total
E. Referencing the social categories	30.8% (n = 4)
F. The point system	69.2% (n = 9)
G. Wolf Tools (B.E.S.T, Keep Calm, PEGS-SEE)	0% (n = 0)
H. Counseling	61.5% (n = 8)

Note. N=13.
Several staff members selected multiple categories.

Table 69 contains results for Item 14, which states, "Overall, I find the Wolf Program valuable in helping to promote students' academic success." An even amount of staff members endorsed "neutral" (38.5%) and "agree" (38.5%) with this statement. The mean response for this item was 3.84.

Table 69

Results of Wolf Staff Questionnaire: Item 14

Overall, I find the Wolf Program valuable in helping to promote students' academic success.				
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
0.0% (n = 0)	0.0% (n = 0)	38.5% (n = 5)	38.5% (n = 5)	23.1% (n = 3)

Note. N = 13.
3 missing cases

Item 14, "Overall, I find the Wolf Program valuable in helping to promote students' social success" was similar in content to item 13. A majority of staff members endorsed "agree" (69.2%) to this statement. The mean response for this item was 4.0 and are in Table 70.

Table 70

Results of Wolf Knowledge Staff Questionnaire: Item 15

Overall, I find the Wolf Program valuable in helping to promote students' social success.				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0.0% (n = 0)	0.0% (n = 0)	15.4% (n = 2)	69.2% (n = 9)	15.4% (n = 2)

Note. N = 13.
3 missing cases

Item 16 was an opened ended question, "How can the Wolf Program be improved?" Not all respondents provided a response to this question. Some of the responses provided multiple components to improve the program. Two responses indicated "reviewing points weekly with parents and students and creating a graphic representation of points not earned," two responses suggested, "more immediate consequences/changing levels daily," and three responses included "changes to consequences."

Expanding on the 'consequences' responses, staff members endorsed, "more flexible rewards/consequences," "student input on consequences/rewards," and "different consequences for not no homework and certain consequences for not being on level." One staff member endorsed wanting to receive more and specific training on incorporating the Wolf Program Tools and utilizing specific language into their daily lessons, while one person suggested creating consistency with assigning points and utilizing objective terms across categories. Finally, one staff member suggested using the Wolf Tools within the time-out room (i.e. posting the B.E.S.T. and Keep Calm tools in the room and having students fill out PEGS-SEE worksheets prior to leaving). The same staff member also suggested changing the name of the time-out room to something less punitive, such as "The Focus Room." See Table 71 for the results of this question.

Table 71

Results of Wolf Knowledge Staff Questionnaire: Item 16

How can the Wolf Program be improved?

Factor	Total
Review points weekly/graphic representation	20% (n = 2)
More immediate consequences/change levels daily	20% (n = 2)
Changes to consequences	30% (n = 3)
More training on incorporating Wolf Tools and language	10% (n = 1)
Consistency/objectivity with assigning points	10% (n = 1)
Use of Wolf Tools in time-out	10% (n = 1)
Change name of Time-out room	10% (n = 1)

Note. Three respondents left this item blank.
Some of the respondents offered multiple suggestions within their response.

Summary

Fourteen staff members, including teachers and counselors, completed the Wolf

Knowledge Staff Questionnaire. Overall, staff were trained on the Wolf Program and were

knowledgeable of the academic and social components of the program. Not all staff members

were clear on how to use the various Wolf Tools (B.E.S.T., PEGS-SEE, and Keep Calm). For the

most part, staff agreed that the Wolf Program was effective and valuable in promoting and

supporting students' academic and social success. Specifically, staff most often referenced

"attention to task" and "task completion" in relation to academics. Additionally, "self-

management" was the single social category referenced by all staff members to encourage social

growth. Staff members reported that the use of the points system is most effective in promoting

academic success while the points system and counseling are similarly effective in promoting

social success.

While the staff found the Wolf Program useful and effective, overall, several staff

members offered suggestion for improvement. Ideas for improvement to the Wolf Program were

offered with the intention to help the students succeed behaviorally, socially, and academically.

Areas for improvement included: altering consequences/rewards based on level achieved, using

objectivity when awarding points, providing consequences/assigning levels daily instead of

weekly, and adjust the manner in which the time-out room functions – including changing the

name of the room. Overall, more training on specific components of the Wolf Program and

integrating specific language appears to be an overarching theme of responses in this survey.

Extension of results to Research Question 3

>**To what extent do students and teachers find the Wolf Program and specific**
>
>**subcomponents of the program to be valuable and worthwhile in reducing**
>
>**disruptive and problematic behaviors and increasing prosocial behaviors, *when***
>
>***taking into account status in school (new or returning student)?***

Expanding on research question number three, the client sought to gather information

regarding students' perceptions of value of the Wolf Program in reducing maladaptive behaviors

while increasing adaptive behaviors, while simultaneously accounting for status in the school

(new or returning) and grade level. Returning, in this instance, signifies a student who entered

the school on July 1, 2018 or later. Any student who began at the school prior to July 1, 2018

was considered a 'returning' student.

Out of a total of 46 student responses on The Wolf Knowledge Student Questionnaire, 34

total returning students and 12 new students reported on their formal training of the Wolf

Program. A majority of returning students (18) indicated that had received training (formal or

informal), while only five new students endorsed receiving training.

A chi-square test was performed to determine if there were statistically significant

differences between new students and returning student regarding their own perceptions of the

Wolf program on their behaviors. The data showed no statistically significant differences

between new and returning students' responses (χ^2 (2) = .560, p=.756). A review of the

percentages of students who endorsed having received training on the program is similar for both

new and returning students. Results are displayed in Table 72.

Table 72

Results of Wolf Knowledge Student Questionnaire, Item 1: Training on Wolf Program by Student Status in School

I have received informal or formal training on the components of the Wolf Program.			
	New – Beginning on or after July 1, 2018	**Returning – Beginning prior to July 1, 2018**	**Total**
Yes	5 (41.7%)	18 (52.9%)	23 (50%)
Somewhat	4 (33.3%)	8 (23.5%)	12 (26.1%)
No	3 (25%)	8 (23.5%)	11 (23.9%)
Total	n=12 (100%)	n=34 (100%)	46 (100%)

Note. N= 46 total

When the level of knowledge with Wolf Program was assessed, a majority of returning

students (13) reported a neutral response when asked about their knowledge of the Wolf Program

academic categories. A combined total of 17 returning students reported that agreement or strong

agreement regarding having knowledge of the academic categories. In a similar manner, half of

the new students endorsed agreement to knowledge of the academic categories of the Wolf

Program (four students "agree," two students "strongly agree).

A chi-square test was performed to determine if there were statistically significant

differences between new students and returning student students' knowledge of the academic

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categories of the Wolf Program. The data showed no statistically significant differences between

new and returning students' responses (χ^2 (4) = 2.398, p=.663). A review of the percentages of

students who are knowledgeable of the academic categories indicates that half of the new

students (50%) and half of the returning students (50%) agreed or strongly agreed that they are

knowledgeable of the aforementioned categories. A greater percentage of students who are new

to the program disagree that they have knowledge of the academic categories (25%) as compared

to 11% of returning students. Results are displayed in Table 73.

Table 73

Results of Wolf Knowledge Student Questionnaire, Item 2: Knowledge of Academic Categories of Wolf Program by Student Status in School

I am knowledgeable about the academic categories of the Wolf Program			
	New – Beginning on or after July 1, 2018	**Returning – Beginning prior to July 1, 2018**	**Total**
Strongly Disagree	n= 1 (8.3%)	n= 2 (5.9%)	3 (6.5%)
Disagree	n= 2 (16.7%)	n= 2 (5.9%)	4 (8.7%)
Neutral	n= 3 (25%)	n= 13 (38.2%)	16 (34.8%)
Agree	n= 4 (33.3%)	n= 8 (23.5%)	12 (26.1%)
Strongly Agree	n= 2 (16.7%)	n= 9 (26.5%)	11 (23.9%)
Total	n=12 (100%)	n=34 (100%)	N=46

Note. N= 46 total

When asked about the social categories of the Wolf Program, only 10 returning students

"agreed" that they are knowledgeable about the social categories of the Wolf Program, while

eight of the returning students "strongly agreed." In a similar manner, half of the new students

endorsed agreement to knowledge of the social categories of the Wolf Program (four students

"agree," two students "strongly agree").

A chi-square test was performed to determine if there were statistically significant

differences between new students and returning students' knowledge of the social components of

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the Wolf Program. The data showed no statistically significant differences between new and

returning students' responses (X^2 (4) = .914, p=.923). Evaluating all students' self-report of their

knowledge about the social categories of the program reveals similar results for new and

returning students. Results are displayed in Table 74.

Table 74

Results of Wolf Knowledge Student Questionnaire, Item 3: Knowledge of Social Categories of Wolf Program by Student Status in School

I am knowledgeable about the social categories of the Wolf Program			
	New – Beginning on or after July 1, 2018	**Returning – Beginning prior to July 1, 2018**	**Total**
Strongly Disagree	n= 1 (8.3%)	n= 1 (2.9%)	2 (4.3%)
Disagree	n= 2 (16.7%)	n= 5 (14.7%)	7 (15.2%)
Neutral	n= 3 (25%)	n= 10 (29.4%)	13 (28.3%)
Agree	n= 4 (33.3%)	n= 10 (29.4%)	14 (30.4%)
Strongly Agree	n= 2 (16.7%)	n= 8 (23.5%)	10 (21.7%)
Total	n= 12 (100%)	n= 34 (%)	N= 46

Note. N= 46 total

Students were asked to comment on their perception of their academic and social

performance given their exposure to and use of the Wolf Program. Forty-three total students

responded to the statement, "Learning and utilizing the Wolf Program helps me perform better

academically." Eleven returning students provided a neutral response to this statement, while 16

total students agreement or strong agreement. A majority of new students reported a neutral

response (five students), while only two students endorsed agreement.

A chi-square test was performed to determine if there were statistically significant

differences between new students and returning students regarding their own perceptions of the

Wolf program on their academic performance. While the data showed no statistically significant

differences between new and returning students' responses (χ^2 (4) = 6.177, p=.186), a review of

the percentages of students who agreed or strongly agreed that the program positively impacted

their academic performance was greater for the students who had been exposed to the program

prior to the current academic year. Only one-fifth of new students agreed that the program has

helped improve their academic performance. In contrast, approximately half of returning

students agreed or strongly agreed that the program has helped their social behaviors. Results are

displayed in Table 75.

Table 75

Results of Wolf Knowledge Questionnaire, Item 9: Perceived Academic Success by Student Status in School

Learning and utilizing the Wolf Program helps me perform better academically			
	New – Beginning on or after July 1, 2018	**Returning – Beginning prior to July 1, 2018**	**Total**
Strongly Disagree	n= 2 (20%)	n= 4 (12.1%)	6 (14%)
Disagree	n= 1(10%)	n= 2 (6.1%)	3 (7%)
Neutral	n= 5 (50%)	n= 11 (33.3%)	16 (37.2%)
Agree	n= 2 (20%)	n= 8 (24.2%)	10 (23.3%)
Strongly Agree	n= 0 (0%)	n= 8 (24.2%)	8 (18.6%)
Total	n=10	n=33	N=43

Note. N= 43 total

When presented with the statement, "Learning and utilizing the Wolf Program helps me

have better behavior" a total of 43 students responded. Of the total, seven returning students

agreed with this statement while nine strongly agreed. A majority of new students reported a

neutral response or strongly disagreed that the Wolf program helps them have better behavior. A

chi-square test was performed to determine if there were statistically significant differences

between new students and returning students regarding their own perceptions of the Wolf

program on their behaviors. While the data showed no statistically significant differences

between new and returning students' responses (χ^2 (4) = 8.036, p=.090), a review of the

percentages of students who agreed or strongly agreed that the program positively impacted their

behaviors was larger for the students who had been exposed to the program prior to the current

academic year. One-third of students who had been exposed to the program for the shortest

amount of time did not agree that the program helped to improve their social behaviors. In

contrast, over half of returning students agreed or strongly agreed that the program has helped

their social behaviors. Results for this item are displayed in Table 76.

Table 76

Results of Wolf Knowledge Questionnaire, Item 10: Perceived Behavioral Success by Student Status in School

Learning and utilizing the Wolf Program helps me have better behavior			
	New – Beginning on or after July 1, 2018	**Returning – Beginning prior to July 1, 2018**	**Total**
Strongly Disagree	n= 3 (27.3%)	n= 3 (9.4%)	6 (14%)
Disagree	n= 1 (9.1%)	n= 3 (9.4%)	4 (9.3%)
Neutral	n= 4 (36.4%)	n= 10 (31.3%)	14 (32.6%)
Agree	n= 2 (18.2%)	n= 7 (21.9%)	9 (20.9%)
Strongly Agree	n= 1 (9.1%)	n= 9 (28.1%)	10 (23.3%)
Total	n=11 (100%)	n=32 (100%)	N=43 (100%)

Note. N= 43 total

All students were prompted to report on their perception of the most useful aspect of the

Wolf Program (i.e. referencing categories, the points system, use of Wolf Tools (i.e. PEGS-SEE,

Keep Calm, B.E.S.T.), or counseling), in both academic and social terms. No students, new or

returning, indicated academic success with the use of Wolf Tools (45 total students). Two

returning and one new student reported the Wolf Tools assisted with social success. Nineteen

returning out of 45 total students perceived effectiveness with the use of the points system with

regard to academic success, in comparison to four returning students who selected this response.

In terms of social success, half of the returning students (17) endorsed counseling as effective whereas approximately half of the new students (five) perceived this component to be effective.

A chi-square test was performed to determine if there were statistically significant differences between new and returning students regarding their own perceptions of the most useful aspects of the Wolf Program with regard to assistance in behavioral/social performance. The data showed no statistically significant differences between new and returning students' responses (referencing social categories: χ^2 (1) = 1.040, p=.308; the point system: $\chi^2(1)$ = .365, p=.546; Wolf Tools: χ^2 (1) = .138, p=.711; counseling χ^2 (1) = .069, p=.793). The percentage of students who identified the points system was larger for students who are relatively new to the program. A similar number of students, approximately half of the new students and half of the returning students) reported that in terms of assisting and support social performance, counseling is the most useful aspect of the Wolf Program. Results for this item are displayed in Table 77.

Table 77

Results of Wolf Knowledge Student Questionnaire, Item 8

Perception of Most Useful Aspect of Wolf Program (Social) by Student Status in School

Category	Social Total (New)	Social Total (Returning)	**Total**
Referencing Social Categories	n= 0 (0%)	n= 3 (8.8%)	3 (6.7%)
The Point System	n= 5 (45.5%)	n= 12 (35.3%)	17 (37.8%)
Wolf Tools	n= 1 (9.1%)	n= 2 (5.9%)	3 (6.7%)
Counseling	n= 5 (45.4%)	n= 17 (50%)	22 (48.9%)
Total	**n=11**	**n=34**	**N=45**

Note. N=45

A chi-square test was performed to determine if there were statistically significant differences between new students and returning students regarding their own perceptions of the most useful aspects of the Wolf Program with regard to assistance in academic performance. While the data showed no statistically significant differences between new and returning students' responses (referencing social categories: χ^2 (1) = 1.522, p=.217; the point system: χ^2(1) = 1.267, p=.260; counseling χ^2 (1) = .396, p=.529). A review of percentages of reveals that students who identified the points system was most useful was larger for students who had been exposed to the program prior to the current year. A larger percentage of new students identified that referencing social categories or counseling are more useful components of the Wolf Program for assisting their academic performance. Results for this item are reported in Table 78.

Table 78

Results of Wolf Knowledge Student Questionnaire, Item 7

Perception of Most Useful Aspect of Wolf Program (Academic) by Student Status in School

Category	Academic Total (New)	Academic Total (Returning)	Total
Referencing Social Categories	n= 3 (27.3%)	n= 4 (11.8%)	7 (15.6%)
The Point System	n= 4 (36.4%)	n= 19 (55.9%)	23 (51.1%)
Wolf Tools	n= 0 (0%)	n= 0 (0%)	0 (0%)
Counseling	n= 4 (36.4%)	n= 9 (26.5%)	13 (28.9%)
Total	**n=11**	**n=34**	**N=45**

Note. N=45

Summary

A total of 46 students responded to The Wolf Knowledge Student Questionnaire; of the total, 34 students were determined to be returning students (beginning prior to July 1, 2018) and

12 students were new students (beginning on July 1, 2018 or later). All students completed the survey, which inquired about their formal training and knowledge of the Wolf Program. A chi-square test was performed for each of the questions presented. No results were found to be statistically significant. However, students' responses were evaluated in relation to each other both within the same group (i.e. comparing those within the 'new' student category), and across groups (i.e. comparing new students to returning students).

More than half of the new students, and more than half of the returning students indicated that they have received formal or informal training on the Wolf Program. A majority of new and returning students indicated that they are knowledgeable about the academic components of the program. Similarly, more than half of the new students, and more than half of the returning students endorsed being knowledgeable about the social components of the Wolf Program. No new students strongly agreed that the Wolf Program helps them to perform better academically. A majority of returning students held a neutral perspective or endorsed agreement in perceiving the Wolf Program to be helpful academically. In a similar manner, a majority of new and returning students perceived the Wolf Program to support and help the students behaviorally. No new or returning students perceived Wolf Tools (i.e. Keep Calm, PEGS-SEE, or B.E.S.T.) to be helpful for academic success. A majority of returning students indicated that the use of the Points System is most useful for academic success. It appears that new students endorsed both counseling and the use of the Points System to be equally useful for academic success. In regard to social success, both new and returning students endorsed counseling and the Points System to be equally useful in supporting success.

Results of Research Question 4

Is the Wolf Program being implemented as designed?

Administrator interviews.

Two semi-structured interviews were conducted with school administrators as a way to gain a deeper understanding of the program. Generally, the interview was designed to assist the client in determining if the Wolf Program is being implemented with fidelity. Seven open-ended questions were presented to two administrators who are responsible for overseeing the implementation of the Wolf Program. Each individual holds a different role in the school, and therefore each were able to independently provide their insight and experience in program implementation and assessing fidelity.

In interviews with administrators, several questions were asked regarding the implementation and functioning of the Wolf Program.

Do administrators view the Wolf Program valuable to the organization?

Both administrators reported the program as valuable to the students' academic, behavioral, and social functioning within the school. The program is a school-wide (universal) approach to teaching skills and managing emotions, behaviors, and communication. From an administrator's perspective, the Wolf Program serves as a guide and sets a standard for how students should perform academically and socially. In using both academic and social categories, *"the Wolf Program is a concrete way to operationally define what students need to do in order to reach certain personal/individual goals."*

Why would you like the Wolf Program evaluation and what would you like to learn from the evaluation?

The administrators reported highly respecting the program and recognizing its effectiveness in the school with the specialized population of students. While the staff and administrators acknowledged positive changes in students' socialization and behavior, this is a subjective impression. The evaluation was requested as a way to obtain objective data regarding the effectiveness of the program helping the students achieve success, academically and socially, within the school. As the school climate constantly changes, the program may need to change as a way to provide the most beneficial services to students.

Additionally, as the student population changes, the needs, consequences, and rewards within the program may need to be altered in order to best meet the needs of the current student population. "Besides the program itself and its structure, we should always evaluate the program's efficacy and effectiveness, to see if it is achieving what we would like it to achieve – which is more students on task and more students on the highest level." Furthermore, while all teachers and counselors are currently implementing the program, an evaluation of the Wolf Program will help to ensure consistency in implementation. The administration reports realism in the idea that there may be lapses in consistency with seasoned staff and wants to help new staff implement properly and with fidelity.

What do you think the goals are of the Wolf Program? Do you believe the goals of the Wolf Program are being met?

When asked about goals of the Wolf Program, the two administrators provided related, yet different responses. As reported by one administrator, the overall goal of the program is, "*to improve social and emotional functioning for the students. However, many variables may affect*

this outcome." Some variables that may affect implementation and outcomes are consistency in implementation, individual perspectives, and individual interaction with students.

Maximizing student success and providing guidance is a second perspective on the ultimate goal of the program. Given that the students enter the school with social-emotional and behavioral disabilities, they often demonstrate difficulty in displaying appropriate 'school' behaviors. The Wolf Program was designed to teach and guide students towards appropriate behaviors. "*Our students don't necessarily innately know how to behave and how to be successful students academically. The goal is to get our students to progress in these areas while providing specific guidance in how to do that.*" As a school-wide approach, it appears as though the goals of the program are being met. There may be a subset of students that do not respond well to the program and do not 'buy-in.' Information from this evaluation will hopefully provide information on successfully working with and reaching all students in the school.

How do you know the program is being implemented as designed? "What is in place to monitor program implementation?

Each classroom displayed the students' weekly point sheets. Each period, teachers and counselors were required to physically assign points while also indicating the academic and/or social category in which the student demonstrated difficulty. The administrator's answers were congruent in that they both identified that the program as being implemented as designed because they physically saw the points awarded, categories checked off, and then points transferred to the computer. Additionally, the staff population was small, and all classrooms are in the same hallway. This set-up aided the administrators overseeing the implementation of the Wolf Program. Weekly staff meetings and impromptu discussions amongst staff members facilitated program implementation, specifically in reference to behavior modification points

assigned to students. Staff members regularly 'checked-in' with each other regarding points awarded to a student and a reason behind those points.

Effectiveness of the program may be seen through the points sheets each period and each day in addition to behaviors observed throughout the day. Points sheets, the computer program, and everyone physically in the same location were also ways to monitor program implementation. The point sheets served as a visual aide to implementation; teachers, students, and administrators all had access to the point sheets and can ask questions and received immediate feedback, regarding their points, throughout the day. Administrators also utilized teacher's weekly phone logs to monitor program implementation. Amongst other reasons, reading phone logs helped to ensure that teachers referenced the points that the student earned for the week and that the points accurately reflected the student's behavior. Points were mirrored in levels achieved each week.

Moreover, administrators' conversations and supervision with counselors and teachers acted as a way to monitor the use of language specific to the program. This was an area that is stressed and want incorporated into each student's every day school activities.

Discuss any strengths of the Wolf Program. What areas do you think need improvement*?*

An agreed upon strength of the Wolf Program was the fact that it was a school-wide program that was continuously and consistently implemented throughout the school day. The school demonstrated, with the data collected daily, student responsiveness to the program. The program was 'user-friendly,' in that it was quantitative in nature, but easily understood by the students. The language utilized within the program was developmentally appropriate and

adjusted across grade levels. "The Wolf Program was simple, yet comprehensive for academic and social performance."

An agreed upon area for improvement was infusing more objectivity and operationalized definitions into the social and academic components of the program. Another area identified for improvement was providing more training to decrease individual implementation styles and perceptions when staff assigns points and increase the use of common language. One administrator would like to provide more detailed interventions and strategies for staff to utilize, within the classroom, on a regular basis. As one administrator mentioned in the interview, there was a small group of students who have not responded to the program and accompanying interventions. An area for improvement was to identify 'what may work' for these students and implement it, so as to effectively reach more of the students.

Summary

The request for evaluation of the Wolf Program emerged from the continuously changing student population and school climate; administrators wanted a way to objectively measure student success as well as program success. Overall, both administrators reported to have highly valued the Wolf Program and the principles it was built upon. As a universal program, a general goal of the Wolf Program was to guide and improve the students' academic, social, and behavioral success. Assigning behavioral modification points on the points sheets and identifying academic/social categories which the student may have struggled and did not earn points is one way that administrators measured effectiveness of the program. Additionally, review of phone logs was another way to assess staff use of the program. While there were several agreed upon strengths of the program from an administrator's perspective, there were several identified areas of improvement: increased staff training, increased consistency in program implementation,

more objectivity in assigning points, better use of common language, and more nuanced practice

for students that did not respond to the program already in place. Continuous and regular

monitoring of the program was identified as critical.

CHAPTER VII

Conclusions

A formative evaluation was conducted as a way for the client to gather information on the implementation and effectiveness of the Wolf Program. In addition to analysis of archived school data, surveys, and questionnaires, interviews were conducted as a way to collect perceptions and insights on all stakeholders in the school. As the client was interested in gaining information on the effectiveness of the Wolf Program, information from this evaluation will be provided to the client to help inform implementation, development, and improvement to the program.

Theory

This study utilized Charlie Maher's (2012) framework for program planning and evaluation. The Wolf Program was designed utilizing Maher's framework. Initially, the program was designed to be SMART – specific, measurable, attainable, relevant, and timely, with three main goals outlined. Already placed in evaluable form, the program evaluation allowed the client to gather data on program implementation that can inform continued implementation, development, and potential improvement. In following Maher's (2012) framework, the evaluation was conducted in a non-disruptive manner, provided useful information regarding effectiveness and areas for improvement, utilized appropriate instruments and methods to measure outcomes, and is ethically and legally sound.

A case study approach allowed for exploration of the program with all of its daily processes in its natural setting and environment. Given the client's desire to gain a deeper understanding of the effectiveness of the program in regard to increasing prosocial academic and social behaviors among students, and the fact that the program is implemented in two school settings, a case study approach was determined to be most appropriate. In order to analyze and

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understand historical trends while simultaneously observing current behavioral issues, data were gathered through multiple sources.

Research Design Overview

A mixed-method case study approach sought to obtain the understanding of the experiences of the students and staff regarding a custom designed behavior-modification/social-emotional learning program, during the 2018-2019 academic year. The Wolf Program, an integrated behavior-modification program/social-emotional learning program designed to meet the unique needs of the specialized population was evaluated as a case-study to assess its effectiveness as an intervention for its success with the students' ability to demonstrate pro-social academic and social behaviors. Furthermore, this study examined how length of time enrolled in school affected student behaviors and perceptions of the program.

Research questions were developed specifically at the high school location and examined the program's perceived usefulness from the students' and staffs' perspectives. Information was gathered on student acquired knowledge and skills, as well as the extent to which the goals of the program were met as designed. Research questions also sought to explore implementation fidelity. Given the outcomes identified in this research, an individualized behavior-modification program could serve as a model for other private, therapeutic schools which serve students with behavioral and social-emotional needs.

Methods included collection and analyses of two student questionnaires, two staff questionnaires/checklists, and administrator interviews. Administrator interviews gathered information relating to overall goals of the program, perceived value, implementation fidelity, and areas for improvement. Demographic information for students (race, gender, age, grade

level, and length of time in school), and for staff (gender, length of time in school, and highest degree achieved) were collected from all participants.

Data were collected through both quantitative and qualitative research methods. With permission from the school principal and director, archived school data including time-out records, suspension logs, and behavioral modification program levels, were collected and analyzed. Staff and student surveys provided quantitative data while semi-structured interviews allowed for collection of qualitative data. Interviews were conducted by the PI, for approximately 20 minutes, with two administrators that were identified as integrated and involved with the program (the principal and the child study team liaison). All students actively enrolled in the school, through December 2018, were given the opportunity to participate and provide feedback on the program. All certified staff members, teachers and counselors, were given the opportunity to provide feedback on their use and perceived usefulness of the program.

Research Questions Aligned to Outcomes

The research questions that guided this study were:

5. What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program?

6. To what extent have the program goals been met?

    a. Goal 1: Increase students' knowledge about adaptive social and academic behavioral skills.

    b. Goal 2: Increase students' usage of adaptive social and academic behavioral skills.

c. Goal 3: Decrease incidents of maladaptive student social responses and

interpersonal interactions.

7. To what extent do students and teachers find the Wolf Program and specific components

of the program to be valuable and worthwhile?

8. Is the Wolf Program being implemented as designed?

Table 79 is a summary of the research questions aligned with methods.

Table 79

Data Collection Methods and Research Questions

Method	Research Question Addressed
Administrator interview	Is the Wolf Program being implemented as designed? (fidelity)
Student demographic form	Assist in assessment of the program for students (ethnic groups, gender, classification)
Staff skills/strategies checklist	To what extent do students and teachers find the Wolf Program and specific components of the program to be valuable and worthwhile?
Student Skills Inventory	What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program? To what extent have the program goals been met: Increase students' usage of adaptive social and academic behavioral skills; Increase students' knowledge about adaptive social and academic behavioral skills; Decrease incidents of maladaptive student social responses and interpersonal interactions?
Staff Wolf Program Knowledge Questionnaire	To what extent do students and teachers find the Wolf Program and specific components of the program to be valuable and worthwhile?
Student Wolf Program Knowledge Questionnaire	To what extent have the program goals been met: Increase students' usage of adaptive social and academic behavioral skills; Increase students' knowledge about adaptive social and academic behavioral skills; Decrease incidents of maladaptive student social responses and interpersonal interactions What knowledge and skills related to adaptive social and academic behavioral functioning do students and teachers perceive the students have acquired as a result of the Wolf Program?
School enrollment, time-out logs, and behavioral systems levels	To what extent are the Wolf Program goals of reducing maladaptive behaviors and increasing pro-social behaviors being met?

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Staff Perceptions and Use of the Wolf Program

Certified staff members (teachers and counselors) were asked to provide information on their use, knowledge, and perceptions of the program through completion of two different surveys/questionnaires. The Wolf Program Strategies Checklist was distributed once a week for three consecutive weeks, while the Wolf Knowledge Staff Questionnaire was provided one time throughout the evaluation. A majority of staff members identified that they have been trained on utilization and implementation of the Wolf Program and are knowledgeable of the social and academic components. While a majority of staff members indicated perceived usefulness of the Wolf Program Tools (PEGS-SEE, Keep Calm, and B.E.S.T.), not all staff indicated clarity on how to use the tools, resulting in limited use of these components.

For the most part, staff agreed that the Wolf Program was effective and valuable in promoting and supporting students' academic and social success. As there were five social and five academic categories utilized within the program, staff most often referenced "attention to task" and "task completion" in relation to academics. "Self-management" was the single social category referenced by all staff members to encourage social growth. Staff members reported that the use of the points system was most effective in promoting academic success while the points system and counseling were similarly effective in promoting social success.

While staff identified that the points system was most effective in promoting academic success in students, staff members appeared to be inconsistent with physically inputting points. Additionally, there appeared to be an inconsistency in actual use of program strategies, which included incorporating Wolf Program categories into lesson plans and use of Wolf Program language on a regular basis.

Perceived usefulness and actual use of Wolf Program categories seemed to be inconsistent as a majority of staff members indicated a high degree of perceived usefulness for many program components, while there was not a high consensus of use of these same components. Staff also identified several factors which assisted and hindered implementation of the program. Availability of time and assistance from staff members were identified as the two factors which staff indicated were most helpful for successful implementation. Availability of time was also reported as a factor which hindered implementation of strategies most by staff members.

Overall, the staff found the Wolf Program useful and effective. With this, staff offered several suggestions for improvement. These suggestions stemmed from the staff member's perceptions of the program through individual use and implementation. Suggestions included: altering consequences/rewards based on level achieved, using objectivity when awarding points, providing consequences/assigning levels daily instead of weekly, and adjusting the manner in which the time-out room functions – including changing the name of the room. Overall, more training on specific components of the Wolf Program and integrating specific language appeared to be an overarching theme of responses.

Student Perceptions of Impact on Behavior

A portion of the total number of students enrolled in the school participated in the evaluation by completing two surveys, the Wolf Skills Student Inventory Survey and the Wolf Knowledge Questionnaire. Information gathered on surveys was related to their knowledge of the Wolf Program as well as their perceptions of the skills utilized on a daily basis. Most of the students indicated having received training on the program and were therefore knowledgeable of its academic and social components. Overall, a majority of students perceived themselves to

utilize most of the skills related to the program's social and academic categories on a regular basis. On the few remaining social and academic categories, students demonstrated use of skills taught by the program 'only sometimes.' For the most part, students agreed that the Wolf Program is effective and valuable in promoting and supporting academic and social success. Socially and academically, students did not endorse favoring one category over another; all are referenced equally throughout the day. Students reported that the points system was most effective in promoting academic and social success while counseling was also effective in promoting social success.

While knowledgeable about the program, many students indicated that they were unclear on how to use the Wolf Tools, specifically PEGS-SEE and Keep Calm. Subsequently, students indicated that using the specific Wolf Program Tool, PEGS-SEE, was not part of their daily lives and was not in their skills repertoire.

As active consumers of the program, students offered suggestions for improvement as a way to aide in their academic, behavioral, and social success. Ideas for improvement included: providing more training and clarity on the program, amending rewards/incentives, altering the way in which points are assigned, physically changing the layout of the points sheet, and modifying the way in which individual and group counseling are conducted.

Impact of Student Length of Time in School on Behaviors and Perceptions

Student enrollment in the school may be considered 'rolling,' as they can enter the school at any point during the year. Almost 75% of the students who participated in the student surveys were considered to be returning students (enrolled prior to July 1, 2018). New and returning students responses were compared regarding their knowledge of and training in the Wolf Program. New students reportedly did not view the Wolf Program as beneficial to their academic

performance as compared to a majority of returning students who perceived the program to benefit their academic success. Both new and returning students believed the program was helpful for their social and behavioral success. A review of the proportion of students who identified that they used calming strategies on a regular basis and reported using the strategies on a regular basis was larger for the who were introduced to the program July 2018 or later as compared with returning students. However, the new students were dichotomous in that they either reported being really good at using calming strategies, or they reported needing improvement or feeling like it was an area that they struggled to apply. A majority of new students indicated using calming skills most of the time.

In comparison to new students who perceived their abilities to be relatively unstable, returning students believed they were able to demonstrate various skills on a regular basis. Specifically, New students perceived their abilities to be more evenly distributed, ranging from needing improvement to performing the skill consistently.

Consistent with student survey results, no new or returning students perceived Wolf Tools (i.e. Keep Calm, PEGS-SEE, or B.E.S.T.) to be helpful for academic success. New and returning students held different views regarding the component of the program they find most successful for academic success. As mentioned earlier, a majority of students indicated that the points system was perceived to be most beneficial for academic success. Broken down by student status, a majority of returning students indicated that the use of the points system was most useful for academic success, while new students endorsed both counseling and the use of the points system to be equally useful for academic success. Both new and returning students endorsed counseling and the points system to be equally useful in supporting success.

Administrator Perceptions of the Wolf Program

Given the nature of the continuously changing student population, administrators wanted a way to objectively measure student success as well as program success each year. As part of the evaluation, school administrators were interviewed regarding their perception of the effectiveness the program. The overall perceptions of the administrators interviewed appeared to align. The school-wide program was built on strong principles and was perceived to be highly valued by the administration. Administrators identified several ways to easily measure effectiveness on a daily basis. In addition to the identified and agreed upon strengths, several areas for improvement were identified. Areas for improvements would assist in staff implementation and student success within the school. These areas included: increased staff training, increased consistency in program implementation, objectivity in assigning points, use of common language, and more nuanced practice for students that do not respond to the program already in place. The administrators identified a need for continuous and regular monitoring of the program.

Integration of Perspectives

Consumers of the program, including students, staff, and administrators utilized and perceived the program commensurate with their role within the school. With regard to social and academic categories, a majority of staff and students referenced attention to task, work effort, conversation skills, and social presentation on a regular basis. Additionally, staff and students identified that the points system and counseling were most effective for both academic and social success; no students or staff indicated Wolf Tools as a component for success. The staff endorsed the Wolf Program as socially and academically valuable for students. While less than half of the

students endorsed perceived value in the program, the review of historic time-out records revealed fewer behavioral incidents which demonstrated social success.

One commonality between all groups who participated in the evaluation was the self-identified need for more training as a way to gain deeper understanding of the program as a whole and its specific components. Additionally, staff and students agreed that the consequences/incentives aspect of the behavioral modification portion needed to be updated.

CHAPTER VIII

Limitations

All research studies, particularly case studies, have limitations. Several factors impacted the outcome of this study. One major limitation of this research was the Principle Investigator's (PI's) dual role as a school psychologist intern in the role of a counselor within the school and the role of having been the only researcher conducting the program evaluation. As a counselor, the PI actively worked with all staff members, teachers, and administrators within the school on a daily basis. Counselors remain involved in individual, group, and crisis counseling, therefore work closely with the given caseload of students and teachers. Counselors are also involved in the behavior modification aspect of the school's program.

The PI's position within this study meant there had to be diligence in protecting the views of each of the participants, as well as has an awareness of personal bias and views of the program, and how the dual role may have affected the study (Semel, 1994). The PI needed to be attentive to not include information from private conversations or observations in which the PI was a participant (Semel, 1994). Furthermore, guided by the work of Semel (1995; 1994), it was imperative that the PI was mindful of objectively looking at the program, the leadership, and the organization.

Another limiting factor in this research was that this sample was restricted to only those students enrolled in the school at the time of data collection. The school accepted new students, year-round, and also students may be terminated at any time during the year. Therefore, the sample size was small and had the possibility of shifting demographics and characteristics of the student body within the same academic year. Conclusions drawn from this research may not be

generalized to a larger public-school population and may vary from the conclusions reported from previous program evaluations in the same school.

As the study was conducted as a formative program evaluation to assess effectiveness, all students enrolled in the high school were provided the opportunity to participate in the study; students were not randomly selected. Students who were enrolled in the school already represented a small sample of special education students who were unable to be educated in the less restrictive general education setting. Therefore, the sample might not be representative of all special education students, as support, related services, and social/behavioral needs may differ from special education students who were able to remain in the public-school environment and those students who needed a more restrictive educational setting. Due to the lack of randomized control, external validity was low. Results should be interpreted and considered within the context of this study and not be generalized to other student populations.

Further limiting the study was that data collected from all surveys and questionnaires included student and staff self-reports of their own behavior. It is possible that the individuals who completed the surveys did not report accurate information. All students enrolled in the school were classified under specific special education categories and had some form of behavioral and/or social-emotional needs. All students and staff were informed that they may stop the survey/questionnaire at any point or may choose to not answer questions if they did not feel comfortable. Several teachers reported that some students appeared to randomly circle responses without having read the question. A few of the surveys/questionnaires had student comments such as, "This school is stupid," or "I couldn't even focus on the questions in this survey," which may have led the researcher to believe that not all of the responses were truthful.

Students who left the program to return to a public-school setting, full time, were not able to participate. These were the student for whom a less restrictive environment was determined to be more appropriate because the students were identified as 'progressing' and successful within the school and in the behavioral modification program. Therefore, they were eligible to return to their district's public school full time, when determined by a team of individuals from the school and the district Child Study Team. Given that length of stay in the school and participation in the program had an impact on student behavior and perception of behavior, gathering data on students who were once part of the program may unveil interesting information.

A final limitation was that no qualitative data were collected on the students' behalf. Quantitative data were collected at one point in time during the school year. Students were given the opportunity to provide a written response to a specific question ("How can the Wolf Program be improved?). Not all students provided a response to this question (and other questions) and some provided inappropriate or irrelevant responses. Interviewing several students from each grade level or holding focus groups may allow the students to provide more details regarding their experiences with the program. Through interviews or focus groups with the students, they may identify what is helping them to meet with success and identify what may not be helping them achieve, both academically and socially.

All research, including this study, have limitations. Despite the limitations, this research contributed to an increased understanding of the impact that the integrated behavior modification/social-emotional learning program had on a subset of special education students. The perceptions of the students and the progress of their academic/social successes within the program for the 2018-2019 school year was documented. Students who identified that they had

been part of the program for longer than nine months perceived that they had developed more prosocial skills than those students who self-identified as 'new' in the program.

Final Comments

This formative program evaluation highlighted the perceptions of students, staff, and administrators regarding individual use and perceived usefulness of a school-wide behavior modification program. The layering of the services offered in the private school combined with a unique behavior modification program nested within a small therapeutic environment allowed for a school-wide intervention to be implemented with a specific special education population. Given the setting, academic and social behaviors were addressed on a daily basis, across all periods of the day. As the school itself was physically small, staff were able to work collaboratively on a regular basis.

Through a literature review, few studies were found which fully integrate social-emotional learning and school wide positive behavior support programs in a classroom setting. This study added to the formative evaluation of the Wolf Program that was conducted in 2013 and adds to current research through the documentation of quantitative and qualitative outcomes of a behavior modification program for special needs students in an out-of-district, private school. Continued research in this area, specifically with the specialized population, school setting, and unique integrated program is critical for the advancement of the field of special education and universal/school-wide prevention/intervention programs.

CHAPTER VIIII

Recommendations to Administrators in the School

Recommendations are offered to administrators in the school with regard to Wolf Program implementation and resulting impacts on students' behavior, staff use, and implementation with fidelity. A primary recommendation is for an assessment of the program to be completed at least once per year. Regular evaluation is a way to track progress of the social-emotional and behavioral needs of the students and to determine if staff are implementing the program in a consistent way. Social-emotional learning programs and positive behavior support programs have proven to be successful strategies for students in a variety of settings, including private, out-of-district placements. Based on regular feedback from students and staff, the assessment results may be used to implement adjustments on a regular basis.

Training

Training in and knowledge of the program remain critical components of successful implementation and use of any program. In the current study, students and staff did not all identify having training or knowledge on the Wolf Program and its social and academic components. A large number of staff members reported difficulty in completing the questionnaires because of their self-identified lack of knowledge of several of the program's components. Therefore, more frequent training may benefit the staff by providing them the opportunity to utilize and implement the program in the way it was intended to be implemented. Training also may assist the students gain knowledge or a deeper understanding of the program and become educated on unfamiliar aspects of the program. Training for students might focus on ways in which the program may be utilized to assist in increased use of pro-social behaviors

while decreased displays of maladaptive behaviors and why appropriate displays of positive behaviors might be important in school and community settings.

Additionally, increased training may assist in familiarizing students and staff with common language that is associated with the program. Staff identified that utilizing and incorporating Wolf Program language was extremely useful but that the use of language was not always implemented in a consistent manner. Training on the language used for the Wolf Program may provide staff with the tools and resources to utilize and consistently implement terms as defined in the program (common language). In tandem with staff training, students may also need to be trained on Wolf Program language. Students may need to have an awareness of the language and understand the importance of this language in order for it to have an impact on their own behaviors. When students and staff are "speaking the same language," there will be consistency in understanding the program, the application of points, and the consequences of actions. This may reduce misperceptions and arguments between students and staff.

Frequent Program Evaluation

The Wolf Program was designed to have an evaluation two times per academic year; once midyear and once at the end of the school year. A regular evaluation of the Wolf Program may provide a deeper understanding of the components of the program such as those that were consistently applied, how the components of the program were implemented during the time frame, and what "worked" or did not work. Assessment results may be used to create a feedback loop that may be used as a basis for changes to the program and as an opportunity to augment the training for both students and staff. Further, regular evaluations may aide in ensuring implementation fidelity.

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Finally, given that the rolling admissions policy of the school enables students to enter the as new students throughout the year, the overall composition of the demographics and needs of the population of students continuously change. The students' needs may also continuously change; what worked with last years' students may not work in the future. Progress of the student population may be measured each year as another way to assess the program to see if it is reaching its intended goals, both for individual students and as an aggregate.

Objective Way for Assigning Points

The Wolf Program had a total of ten categories in which the participants earned points each period; five academic categories and five social categories. While there were operationalized definitions related to the behaviors in each category, points were not assigned in a uniform manner. Staff had identified that there were no real systems for assigning points and reported that they "just did it." At the end of class when students looked at their individual points sheet, they occasionally became confused regarding their earned points and had difficulty understanding the reason(s) they did not earn points in certain categories. This led to back and forth arguments between the staff member and the student. Therefore, creating an objective way for staff to assign points may help the staff to understand how to fairly and objectively assign points. The objective and consistent application of points may help the students recognize reason that they did not earn certain points each period.

Recommendations for Future Research

The findings from this study reinforced the need for additional research of the Wolf Program and its impact on student behaviors in the school. A deeper exploration of the components of the program and the way in which the students and staff interact with the program may affect the number of students who achieve success in the program, and ultimately, reach the

highest level in the behavior modification program (Level 3). Further evaluation of the Wolf

program would provide more data and documented outcomes about the amounts of pro-social

behaviors exhibited throughout the school, and more feedback from the staff' and students'

perceived effectiveness of the program.

Student Classification

Linking individual student classification information with data collected from the

student's responses to surveys may be critical to collect and analyze in future research. One of

the school administrators reported a desire to identify subsets of students who have not

responded to the program and then seek to implement adjustments and modifications to the

program so as to not 'miss' these students. Without linking student responses and behavior

modification data to individual classification categories (i.e. Autistic, Emotionally Disturbed,

Other Health Impaired, etc.), the ability to determine if students with different types of diagnoses

respond differently to the Wolf program. Currently that level of understanding is limited and not

documented. Additionally, gathering data on individual special education classification

categories and linking this to student responses on surveys may also provide insights on any

commonalities in responses (i.e. components of the program that may be identified as helpful or

unhelpful for students of certain abilities).

Longitudinal Data

Longitudinal research of the students enrolled in the school may provide important

information regarding behavior change and perceptions of the program, over an extended period

of time. Feedback from students in this study was obtained at one 'snapshot' in time. While

'new' students were compared to 'returning students,' the returning students ranged from

exposure to the program for ten months to exposure for six years. Following students from their

time of enrollment through their placement termination, or graduation, may provide valuable

data and information regarding the students' self-awareness, behavior changes over time, and

their perceptions of the program. Additionally, information regarding skills acquired, successes,

and progress in the program could be collected. This information may be useful for

administrators in order to better understand the importance of longevity and repeated exposure

within the program.

Qualitative Data

Another recommendation for additional research is to include qualitative data, obtained

through interviews and focus groups, from both students and teachers. While students and staff

were able to provide their perceptions and opinions of the program through surveys and

questionnaires, they were not able to augment the information or provide details that would have

expanded their thoughts. In order to further examine perceptions and use of the program, it is

important to more deeply explore the experiences of students who are the active consumers and

to collect more feedback from staff members who are the active users of the program.

Student Age

Future research may examine the effect that student age may have on the way in which

individuals respond to questions and perceived overall behavioral changes. An individual's age

may be a factor in terms of developmental progression (socially/behaviorally) as well as an

individual's understanding of the requirements and the expectations in a school setting. The way

in which teenagers mature, develop more reasoning skills, and refine an understanding of

cause/consequence relationships, then, the way in which they respond to the behavioral

expectations of the Wolf Program may also shift. Information regarding components of the

program that work (and those that may not work) for different age groups may allow for a better

understanding of student responsiveness to the program.

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APPENDIX A: ADMINISITRATOR INTERVIEW PROTOCOL

Instrument 1.1

Administrator Interview Questions

The following questions will be asked in a semi-structured interview format. Clarification in responses will be asked when necessary.

1. Do you view the Wolf Program as valuable to the organization?

2. Why would you like a Wolf Program evaluation and what would you like to learn from this program evaluation?

3. What do you think the goals are of the Wolf Program? Do you believe the goals of the Wolf Program are being met?

4. How do you know the program is being implemented as designed?

5. What is in place to monitor program implementation?

6. Discuss any strengths of the Wolf Program.

7. What areas in the program do you think need improvement?

APPENDIX B: STUDENT DEMOGRAPHIC FORM

Instrument 2.1

Student Demographic Form

This form will be completed by the evaluation consultant for each student that participates in the program evaluation.

Age	Frequency	Gender	Frequency
14 years		Male	
15 years		Female	
16 years		**New or Returning Student**	
17 years		New	
18 years		Returning	
19 years		**Classification for Special Education**	
20 years		Specific Learning Disability (SLD)	
21 years		Communication Impaired (CI)	
Grade		Cognitively Impaired (CI)	
9th		Emotional Disturbance (ED)	
10th		Multiple Disabilities (MD)	
11th		Autism (AUT)	
12th		Auditorily Impaired	
Transition		Deaf-Blindness	
		Orthopedic Impairment	
		Traumatic Brain Injury (TBI)	
		Other Health Impairment	
		Visual Impairment	
		Race	
		White	
		Black or African American	
		American Indian or Alaska Native	
		Asian	
		Native Hawaiian or Other Pacific Islander	

APPENDIX C: STAFF DEMOGRAPHIC FORM

Instrument 2.2

Staff Demographic Form

This form will be completed by the evaluation consultant for each staff member that participates in the program evaluation.

	Freq		Freq
Gender		**Highest Degree**	
Male		Bachelors	
Female		Masters	
New/Returning		Doctorate	
New			
Returning			
Position			
Teacher			
Counselor			

APPENDIX D: STRATEGIES CHECK LIST

Instrument 3.1

Staff Skills/Strategies Response Checklist

Teachers and counselors: Complete this form at the end of each academic week.

Position_____

Please indicate the following:
How often did you use each strategy weekly?

Use: **0** for **Never** (0 days), **1** for **Rarely** (1-2 days), **2** for **Often** (3-4 days), **3** for **Always** (5 days), **NA** for **Not Applicable**

How useful was each strategy?
Use**: 0** for **Not Useful at al**l, **1** for **Somewhat Useful**, **2** for **Extremely Useful**

Strategy	How frequently I used this strategy this week					How useful I felt this strategy was		
	Never	*1-2 days*	*3-4 Days*	*5 days*	*Not Applicable*	*Not Useful at All*	*Somewhat Useful*	*Extremely Useful*
1. Read students' points aloud and explained social/academic category and behavior								
2. Input academic and social points into the computer daily								
3. Utilized Wolf Program "PEGS-SEE" strategy								
4. Utilized Wolf Program "Keep Calm" strategy								

5. Utilized Wolf Program "B.E.S.T." strategy								
6. Incorporate Wolf Program categories in academic lessons or group counseling discussions								
7. Use the Wolf Program language in challenging/crisis situations								

What factors assisted most in the implementation of these tasks? Please check all that may apply.

_____ Assistance from other staff members   _____ Ease of Use
_____ Availability of Time_____ Student's Cooperation Level _____ Other; please specify:
_____

What obstacles hindered your ability to implement these strategies daily? What obstacles prevented you from implementing any of these strategies Please check all that apply:

_____ Assistance from other staff members   _____ Ease of Use
_____ Availability of Time_____ Student's Cooperation Level _____ Other; please specify:
_____

What factors assisted in overcoming these obstacles? _____

APPENDIX E: WOLF SKILLS INVENTORY

Instrument 4.1

Student Skills Inventory Response Sheet (Version – S)

For the social skill categories listed below rate yourself honestly. Use this rating scale:

1 = a real challenge for me, 2 = need improvement, 3 = all right, 4 = do a good job in the area, 5 = locked into this area

FORMATIVE EVALUATION OF THE WOLF PROGRAM

	Skill Category	Question	(Circle selection)				
1	Citizenship Behavior	I follow school and classroom rules on a regular basis	1	2	3	4	5
2	Citizenship behavior	I listen to and follow directions given by my teachers, counselors, administrators and other school staff.	1	2	3	4	5
3	Citizenship behavior	I am able to help, cooperate, share, and get along with others.	1	2	3	4	5
4	Social Presentation	When presenting myself I am able to keep good body posture and keep my head up.	1	2	3	4	5
5	Social Presentation	When I am speaking to someone, or they are speaking to me, I look at them in the eye and maintain good eye contact.	1	2	3	4	5
6	Social Presentation	When I am speaking to others I use positive and respectful language.	1	2	3	4	5
7	Social Presentation	When speaking to others I maintain a good tone of voice that is relaxed and calm.	1	2	3	4	5
8	Conversation Skills	I start, maintain, and end conversations with others appropriately.	1	2	3	4	5
9	Conversation Skills	I start a conversation by acknowledging the other person and using a greeting such as "hello". I also end conversations by using a farewell such as "goodbye".	1	2	3	4	5
10	Conversation Skills	When someone is talking to me I listen to what they have to say and wait my turn to speak.	1	2	3	4	5
11	Self Management	I have a good awareness and control of myself and how I feel.	1	2	3	4	5
12	Self Management	I know ways to help myself calm down when I feel stressed, upset, tired, angry, sad, and/or worried.	1	2	3	4	5
13	Self Management	I use calming strategies (such as Keep Calm and others) to help myself calm down and not get too stressed, angry, worried, and/or sad.	1	2	3	4	5
14	Self Management	When I feel myself getting very stressed and losing control I ask for help.	1	2	3	4	5
15	Self Management	If I lose my cool and get upset I am able to regain control of myself, get back on track, move on, and have a productive day.	1	2	3	4	5
16	Social Problem Solving	When I am experiencing a problem I am able to think through the issue and work to solve the problem in a positive manner.	1	2	3	4	5
17	Social Problem Solving	I use problem solving steps, such as PEGS-SEE to help identify and solve problems	1	2	3	4	5
18	Social Problem Solving	When I have a problem, before I get stressed about it I am good at stopping to identify what my main problem is and how I am feeling about it.	1	2	3	4	5
19	Social Problem Solving	When I have a problem I am good at clearly identifying my goal, or what I would like to happen if the problem was solved.	1	2	3	4	5
20	Social Problem Solving	I am able to think of positive solutions to problems and I make good decisions when selecting and using these solutions.	1	2	3	4	5
21	Class Preparedness	I come to class ready and prepared to learn by having my books out, necessary supplies, and homework.	1	2	3	4	5
22	Attention to Task	When in class I am able to stay focused on the activity and teacher, and can avoid distractions.	1	2	3	4	5

23	Task Completion	In class I start my work right away, complete assignments and missing work, and manage my time wisely.	1	2	3	4	5
24	Participation in Class	When in class I participate by raising my hand, offering to help, joining class discussions, taking notes, and asking the teacher questions.	1	2	3	4	5
25	Work Effort	When in school I have a positive attitude, work hard, and am eager to learn.	1	2	3	4	5

APPENDIX F: WOLF KNOWLEDGE STAFF QUESTIONNAIRE

Instrument 5.1

Staff Wolf Program Knowledge Questionnaire

1. I have received informal or formal training on the components of the Wolf Program.
    1=Yes
    2=Somewhat
    3=No

2. The last time I received training on the Wolf Program:
    1= Within the past month
    2= 2-6 months ago
    3= 7-12 months ago
    4= 1-2 years ago
    5= more than 2 years ago

3. I am knowledgeable about the academic categories of the Wolf Program.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

4. I am knowledgeable about the social categories of the Wolf Program.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

5. I am clear on how to use the "PEGS-SEE" strategy with my students.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

6. I am clear on how to use the "Keep Calm" strategy with my students.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

7. I am clear on how to use the "B.E.S.T." strategy with my students.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

8. Which academic categories do you reference most during the day? (Select all that apply)
    Class Preparedness
    Attention to Task
    Task Completion
    Class Participation
    Work Effort

9. Which social categories do you reference most during the day? (Select all that apply)
    Citizenship Behaviors
    Social Presentation
    Conversation Skills
    Self-Management
    Social Problem-Solving

10. Learning and utilizing the Wolf Program has enabled me to better serve my students academically.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

11. Learning and utilizing the Wolf Program has enabled me to better serve my students social behavior.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

12. Which component of the Wolf Program do you find is most effective with students' academic success?

    a. Referencing the social categories
    b. The point system
    c. Wolf tools (B.E.S.T., Keep Calm, PEGS-SEE)
    d. Counseling

13. Which component of the Wolf Program do you find is most effective with students' social success?

      a. Referencing the social categories
      b. The point system
      c. Wolf tools (B.E.S.T., Keep Calm, PEGS-SEE)
      d. Counseling

14. Overall, I find the Wolf Program valuable in helping to promote students' academic success.
      1=Strongly disagree
      2=Disagree
      3=Neutral
      4=Agree
      5=Strongly Agree

15. Overall, I find the Wolf Program valuable in helping to promote students' social success.
      1=Strongly disagree
      2=Disagree
      3=Neutral
      4=Agree
      5=Strongly Agree

16. How can the Wolf Program be improved?

APPENDIX G: WOLF KNOWLEDGE STUDENT QUESTIONNAIRE

Instrument 5.2

Student Wolf Program Knowledge Questionnaire

1. I have received informal or formal training on the components of the Wolf Program.
    1=Yes
    2=Somewhat
    3=No

2. I am knowledgeable about the academic categories of the Wolf Program.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

3. I am knowledgeable about the social categories of the Wolf Program.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

4. I am clear on how to use the "PEGS-SEE" strategy.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

5. I am clear on how to use the "Keep Calm" strategy.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

6. I am clear on how to use the "B.E.S.T." strategy.
    1=Strongly disagree
    2=Disagree
    3=Neutral
    4=Agree
    5=Strongly Agree

7. Which academic categories do you reference most during the day? (Select all that apply)
        Class Preparedness
        Attention to Task
        Task Completion
        Class Participation
        Work Effort

8. Which social categories do you reference most during the day? (Select all that apply)
        Citizenship Behaviors
        Social Presentation
        Conversation Skills
        Self-Management
        Social Problem-Solving

9. Learning and utilizing the Wolf Program helps me perform better academically.
        1=Strongly disagree
        2=Disagree
        3=Neutral
        4=Agree
        5=Strongly Agree

10. Learning and utilizing the Wolf Program helps me have better behavior.
        1=Strongly disagree
        2=Disagree
        3=Neutral
        4=Agree
        5=Strongly Agree

11. Which component of the Wolf Program do you find is most effective with success in academics?

        a. Referencing the social categories
        b. The point system
        c. Wolf tools (B.E.S.T., Keep Calm, PEGS-SEE)
        d. Counseling

12. Which component of the Wolf Program do you find is most effective with behavioral success?

        a. Referencing the social categories
        b. The point system
        c. Wolf tools (B.E.S.T., Keep Calm, PEGS-SEE)
        d. Counseling

13. Overall, I find the Wolf Program valuable in helping me academically.
      1=Strongly disagree
      2=Disagree
      3=Neutral
      4=Agree
      5=Strongly Agree

14. Overall, I find the Wolf Program valuable in helping me socially.
      1=Strongly disagree
      2=Disagree
      3=Neutral
      4=Agree
      5=Strongly Agree

15. How can the Wolf Program be improved?

APPENDIX H: PASSIVE CONSENT FORM FOR STUDENTS UNDER AGE 18

February 4, 2019

Dear Parents/Guardians,

The Wolf Program, the school's school-wide behavior intervention program, is being evaluated in order to help the school see if it is achieving its intended goals. The knowledge gained through this evaluation may allow the school to understand how the Wolf Program could better meet the needs of students. All students enrolled at the high school location will be asked to participate. The evaluation will consist of two surveys that will take a total of 15-20 minutes to complete. The surveys will ask students about their perspectives of the program, specifically components of the program they find useful as well as areas they would like to see improved. In addition to the information that your child fills out on surveys about their opinions of the Wolf program, demographic data (age, grade level, and race) will be collected and grouped. All surveys and other information collected will be kept anonymous and confidential. Participation is voluntary - a student can choose not to participate, at any time.

If you have any questions regarding this evaluation, you can contact Mrs. Nikki Sharoupim, a School Psychologist at the school, as she is the primary person conducing the evaluation and analyzing the data.

The school will begin to distribute surveys to students on Monday, February 11, 2019. *If for any reason you do not wish your son or daughter to participate in the survey, please sign this form and return it by Friday, February 8, 2019.*

Yours Truly,

_____
Student's Name (Please Print)

_____ Date:_____
Parent Signature