A STUDY OF TARGET SHEETS AND THINK SHEETS CONCERNING BEHAVIOR IN THE CLASSROOM

By

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ABSTRACT

The purpose of this study was to discover if there is a difference in behavior and the amount of think sheets with the use of target sheets for specific students. The research includes findings that answer the questions, “Is there a decrease in the number of think sheets with the use of target sheets?” and “Is there a decrease in inappropriate behavior and the number of think sheets given between target sheet 1 and target sheet 2?” The research was conducted by recording the number of think sheets given to five specific students over three four-week periods. The findings were analyzed through Microsoft Excel and A Statistical Program (ASP) software. Findings indicate that there is a significant difference in inappropriate behaviors and number of think sheets with the use of target sheets. There was no significant different in inappropriate behavior and number of think sheets given between target sheet 1 and target sheet 2. There are several areas warranting further study. The school may want to consider extending this research to investigate other variables including students in other grade levels, period of time research was conducted, different types of target sheets, and rewards for meeting target goals.
INTRODUCTION

Background, Issues and Concerns

A suburban/urban school district located in the Midwest, hereafter referred to as RS, has experienced substantial growth in minority students. It is becoming more of an urban district in a suburban area. In 2010-2011, the district had 8,537 students. The 2010-11 enrollment at SW elementary was approximately 340 students (DESE, 2011). Each year as the number of students is increasing, the number of free/reduced lunch and minority students is also increasing. There is also an increase in behavior problems among students. A concern is when the KCSD students will be joining the district. This will also increase the amount of students and the behavior problems coming from another district. This research paper is evaluating whether target sheets can help improve behavior and lower the amount of think sheets given no matter the background of the students. The analysis of results will differentiate between different target sheets and if they were effective in helping the student’s decrease the amount of think sheets given. A decrease in think sheets will show a decrease in inappropriate behaviors at school.

Practice under Investigation

The practice under investigation is if target sheets help to improve behavior and decrease the amount of think sheets a student has.

School Policy To Be Informed by the Study

The elementary school (SW) practices Behavior Intervention Support Team (BIST) and Positive Behavior Supports (PBS). Each classroom is provided with support for challenging students. Some students are put on behavior plans and have target sheets. Some students may be put on a target sheet without having a behavior plan. The type target sheet is up to the discretion of the teacher. With the combination of BIST and PBS, students are more often receiving the positive praise needed, but not always the support to help correct problem behaviors.
Conceptual Underpinnings

Target sheets were created to hold students accountable for their behavior. This also helps to provide students with a goal for their daily behavior. In BIST, students are given think sheets for behavior that is not appropriate for the classroom. The purpose of the think sheet is to help students think about what the problem was and how they can change it for next time. The purpose of the target sheets is to help students strive for a great day and earn positive praise. In theory, target sheets should help students to strive to improve their behavior to earn a reward and receive less think sheets.

Statement of the problem.

There is an increase of behavior problems and think sheets within the classroom.

Purpose of the study.

The purpose of the study is to discover if there is a difference in behavior and the amount of think sheets with the use of target sheets for specific students. Two different types of target sheets will be used to see if there is a difference in the number of think sheets between them. The information gained will help the classroom teacher to know how to help improve student behavior and decrease the amount of think sheets given.

Research questions.

RQ 1: Is there a decrease in the number of think sheets with the use of target sheets?

RQ 2: Is there a decrease in inappropriate behavior and the number of think sheets given between target sheet 1 and target sheet 2?
Null hypotheses.

H₀. There is no difference in inappropriate behavior and the number of think sheets with the use of target sheets.

Anticipated benefits of the study. The result of this study will help the classroom teachers be able to better manage the classroom with the understanding of target sheets. This will lead to an improvement in student behavior. It will help provide students with the support they need to decrease the amount of think sheets they are given and provide them with more positive support.

Definition of terms.

PBS: Positive Behavior Support

BIST: Behavior Intervention Support Team

ANOVA: Analysis of Variance

Target sheet: a chart to fill out the behavior of the student during each part of the day with ☺ (great), ☻ (ok), ☹ (could do better)

Think sheet: a paper which the student fills out to describe the problem and how it can be fixed

Summary

SW is an elementary school in a Midwestern suburban/urban school district. Currently, the school is implementing BIST and PBS. With BIST, students are given consequences and held accountable for their behavior. With PBS, students are given the chance to practice their problem behavior and positive praise when doing something well. This research investigates the use of target sheets to decrease the amount of think sheets given to students. The research also examines whether target sheets help to improve problem behaviors with the positive support give for students having great target sheets.
REVIEW OF LITERATURE

In many classrooms today, disruptive behaviors are a major problem. These disruptions distract both the teacher and the student from paying attention. This is negatively impacting the academic achievement of all the students in the classroom (Boulden, 2010). In order to begin the process of decreasing disruptive behavior problems, the teacher needs to have classroom and school expectations and procedures that the students understand. Many times it is important for the teacher and students to come up with the expectations together. The students are more likely to follow them if they are included. They need to be communicated to the students as well as displayed for them to see. The students also need to practice the expectations and procedures many times so they can be successful in completing what is asked of them (Boulden, 2010). It is important for students to practice the expectations and procedures when it is done incorrectly and not hours later. This helps them to associate the incorrect behavior with the correct behavior and end on a positive note.

After the expectations and procedures are put into place, teachers may still have students who disrupt the class. These students may need more support from their teacher and additional staff in the building. Behavior Intervention Support Team (BIST) program is one way that extra support can be provided to students. Within BIST, students are given opportunities to think about their behavior and how it can be fixed for future situations. While students are thinking they are asked to fill out a think sheet in a safe sport. This helps the student and teacher see what the problem was and how they can help fix it next time (Boulden, 2010). Think sheets help to hold students accountable for their actions and require them to think about what they have done and not just move on without reflection. There are times when think sheets do not help students and they are still disruptive in the classroom.
Another way teachers and additional staff can provide support to students is through Positive Behavior Support (PBS). According to Marchant, Anderson, Caldarella, Fisher, B. Young, and K. Young, “…[PBS is] a proactive behavior management approach, one that tends to build protective factors in children and youth…” (2009, p. 131). PBS has a tiered intervention approach. Most students are in tier one, with little to no behavior problems. Tier two provides students with more support and these students can cause classroom disruptions. Tier 3 is the smallest, but students are the most disruptive and have major behavior challenges. (Sugai & Horner, 2009). Students within tier 2 and tier 3 need additional support and practice to understand what it looks like to have appropriate behavior. Within PBS, students are provided with the opportunity to practice the social skills they are struggling with and that are causing disruptions in the class. Teachers or additional staff reteach the social skill to the student before they practice. Students need to practice the skill many times during a day for many weeks to master the skill and be able to do it in the classroom. Through PBS, the students are provided with a support system to share in their successes in practicing and doing the skill correctly (Marchant, Anderson, Caldarella, Fisher, B. Young, and K. Young, 2009).

Sugai and Horner explain, “[that tier two and tier three students need]… more frequent behavior feedback and more active supervision and monitoring” (2009, p. 229). This feedback needs to be more positive than negative to help the student understand that positive attention is what makes them feel better. The teacher and student need to work together to set behavior goals for the student. This can be in the written behavior plan or just verbal goals that each student is reminded of (Medley, Little, Akin-Little, 2008). In BIST, protective plans are also put into place for students with a classroom plan of action. Some students may also have a triage
process, which the teacher or additional staff discusses with the student problems they might have and how to prevent them from happening before they ever happen (Boulden, 2010).

In PBS, students are provided with a target sheet. On the target sheet, the student will have their individual behavior goals with a personal goal for the day of earning happy faces. The teacher and student would talk about the goals at the beginning of the day and continue throughout the day when the student is struggling or to help them prevent problems. The goal of each student is to demonstrate that he/she can be less disruptive to others and allow them to learn along with themselves. (Eber, Breen, Rose, Unizycki, & London, 2008). Wills and Linas explain that on a target sheet a student should earn happy faces (great behavior), straight faces (ok behavior), and sad faces (can do better). The goal of each student is to earn a happy face for each part of their day or during different parts of their day to reach their goal (2012). It is important that the student understands why they earned the specific face and what they did well or could improve on for next time. While it is time consuming for the teacher, it is important that the student gets immediate feedback. The teacher needs to fill out the target sheet as frequently as they can for the student to see their progress throughout their day. Wills and Linas continue by sharing how important it is to have a reinforcement system along with the target sheet. The reinforcement system should allow the student to earn something small such as tokens or stickers for having a great day. When the student has earned enough tokens or stickers, they should earn something for showing they have done a great job for “x” amount of days (2012). It is important to start small, but increase over a period of time. Zehr describes a story of a student who was very negative. He was one of the lowest students in the class. The teacher started using target sheets with him and his attitude changed. He was striving for “top marks”
and trying in class (2011). This shows how sometimes students just need the extra support and more guidance from their teacher.

In both the BIST and PBS systems, communication with parents is important. Communication with parents helps the student to see that it is not just a school issue, but a home issue that their parent supports as well. When parents are involved they can support the teacher in practicing the social skill at home and providing their student with the positive praise as well (Boulden, 2010). Marzano describes that the student and teacher must have a quality relationship. Students who do not have this relationship are more likely to be disruptive in the classroom (as paraphrased in Boulden, 2010). It is important that the student understands that the teacher separates the student from the behavior and does not love them any less.

In summary, disruptive behaviors are becoming a major problem in classrooms today. BIST and PBS provide two different ways of helping the students. BIST provides students with think sheets and the opportunity to think about the problem and how to fix it next time. PBS provided students with positive reinforcement and something to work towards for their good behavior. BIST and PBS believe that parent communication is needed as well as a quality student-teacher relationship.
RESEARCH METHODS

Research Design

An Analysis of Variance, ANOVA, served as the research design. The alpha level was set at 0.25 for this research. The independent variable was two different target sheets or no target sheet. The dependent variable was the number of think sheets.

Study Group Description

The study group for this research consisted of the five male students within a classroom of nineteen students. These students are in a first grade classroom. These students have one classroom teacher that is with them all day. The students are ethnically diverse: three students are African American, one student is part African American and Caucasian, and one student is part Hispanic and Caucasian.

Data Collection and Instrumentation

The data was collected on a BIST log sheet. When a student was given a think sheet, it was recorded on the BIST log. The number of think sheets for five different students was recorded in four week increments from August to November. The information was put into a spreadsheet for each student recording the number of think sheets that were given with no target sheet, target sheet 1, and target sheet 2. The information about the student’s daily behavior on the target sheet was not recorded. The data was corrected over a 12 week period. The first four weeks the students had no target sheet. The second four weeks the students had target sheet 1. The last four weeks the students had target sheet 2. The results were recorded and coded to complete a statistical analysis.
Statistical Analysis Methods

A Statistical Package (ASP) software was used to complete the statistical calculations in this study. An ANOVA was used to calculate the results. Microsoft Excel was used to assemble the data from the research.
FINDINGS

To determine whether target sheets help improve student behavior, the number of think sheets was recorded over a twelve week period. Each student started with no target sheet for a four week period. After this four week period, the students were given target sheet 1 to record their behavior for each part of the day. The data was recorded for another four week period. Students were given target sheet 2 for another four week period. The number of think sheets over this twelve week period ranged from 0 to 6. There were five students this data was collected from over the period of time. An ANOVA was used to determine the relationship between target sheets and number of think sheets. The following tables depict the results of this analysis.

Table 1
Summary of Descriptive Statistics for Number of Think Sheets

<table>
<thead>
<tr>
<th>Number of Think Sheets</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>4.2</td>
<td>1.483</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>1.6</td>
<td>0.548</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>1.4</td>
<td>1.673</td>
</tr>
</tbody>
</table>

Five students in a first grade classroom were selected to be studied to determine if there is a difference between target sheets and the number of think sheets given. The five students were studied over a twelve week period. The students were given different target sheets or no target sheet over this period. Each group was studied for a four week period. The students were divided into three equal groups based on the type of behavior intervention (no target sheet, target sheet 1, and target sheet 2). Group 1 was made up of the five students with no target sheet.
during a four week period. The number of think sheets given during this period ranged from 2 to 6. Group 2 was made up of the five students with target sheet 1 during a four week period. The number of think sheets given during this period ranged from 1 to 2. Group 3 was made up of the five students with target sheet 2 during a four week period. The number of think sheets given during this period ranged from 0 to 4. The mean of group 1 with no target sheets was 4.2. The mean of group 2 with target sheet 1 was 1.6. The mean of group 3 with target sheet 2 was 1.4. The standard deviation, or SD, of group 1 was 1.483. The standard deviation, or SD, of group 2 was 0.548. The standard deviation, or SD, of group 3 was 1.673. The null hypothesis was there is not a significant difference between target sheets and number of think sheets given to help improve student behavior. An ANOVA test was used to identify that there was a significant difference between the groups that were analyzed. This significant difference indicates that the number of think sheets is directly related to the target sheets.

Table 2

Summary of ANOVA Test of Significance Results for Number of Think Sheets

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of think sheets</td>
<td>21.2</td>
<td>12</td>
<td>1.7667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status (target sheets)</td>
<td>24.4</td>
<td>2</td>
<td>12.2</td>
<td>6.906</td>
<td>0.0101</td>
</tr>
</tbody>
</table>

Note: Significance = < 0.25

After the data was divided into three equal groups based on type of behavior intervention (no target sheet, target sheet 1, and target sheet 2), an ANOVA test was completed to test the null hypothesis. The null hypothesis states there is no difference between target sheets and number of think sheets given to help improve student behavior. The data collected from number of think sheets shows the sum of squares, SS, was 21.2. The degrees of freedom, DF, was 12. The mean
squared, MS, was 1.7667. The data collected from status (target sheets) shows the sum of squares, SS, was 24.4. The degrees of freedom, DF, was 2. The mean squared, MS, was 12.2. The Fisher Ratio, F, was 6.906. The test reported a p-value of 0.0101. This is significantly lower than the alpha level of 0.25. The null hypothesis is rejected, which suggests that the target sheets do have an impact of the number of think sheets. A post-hoc test is necessary to show exactly where the number of think sheets is impacted by the target sheets.

Table 3

<table>
<thead>
<tr>
<th>Number of Think Sheets</th>
<th>Number of Think Sheets</th>
<th>Mean D</th>
<th>Std. Error</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2.6</td>
<td>0.841</td>
<td>0.009</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2.8</td>
<td>0.841</td>
<td>0.006</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>0.2</td>
<td>0.841</td>
<td>0.816</td>
</tr>
</tbody>
</table>

Note: Significance = < 0.25

Once the ANOVA test was conducted, it was concluded that the null hypothesis was rejected. Since the null hypothesis was rejected a post-hoc analysis had to be conducted to determine where the exact significant differences lie among the three groups. There was a significant difference between Group 1, with no target sheet and Group 2, with target sheet 1. The p-value was 0.009, which is less than the alpha level of 0.25. This shows that the number of think sheets was significantly impacted by target sheets. The mean difference was 2.6 and the standard of error was 0.841. This suggests that there is a significant difference in number of think sheets based on no target sheet and target sheet 1. Group 1 has a mean of 4.2 and Group 2 has a mean of 1.6. Group 2 has a lower mean therefore they received a lower number of think sheets during the four-week period. This shows that target sheet 1 helped to improve
inappropriate behaviors. There was a significant difference between Group 1, with no target sheet and Group 3, with target sheet 2. The p-value was 0.006, which is less than the alpha level of 0.25. This shows that the number of think sheets was significantly impacted by target sheets. The mean difference was 2.8 and the standard error was 0.841. This suggests there is a significant difference in number of think sheets based on no target sheet and target sheet 2. Group 1 has a mean of 4.2 and Group 3 has a mean of 1.4. Group 3 has a lower mean therefore they received a lower number of think sheets during the four-week period. This shows that target sheet 2 helped to improve inappropriate behaviors. There is not a significant difference between Group 2, with target sheet 1 and Group 3, with target sheet 2. The p-value was 0.816, which is more than the alpha level of 0.25. The mean difference was 0.2 and the standard of error was 0.841. Group 2 has a mean of 1.6 and Group 3 has a mean of 1.4. Group 3 has a lower mean therefore they received a lower number of think sheets during the four-week period. The difference in means is not significant enough to say one target sheet is better than the other. This post-hoc analysis shows that the most significant difference is between Group 1, with no target sheet and Group 3, with target sheet 2 with a p-value of 0.006. The post-hoc analysis also shows that Group 1, with no target sheet and Group 2, with target sheet 1 have a significant difference not much different than Group 1 and Group 3 with a p-value of 0.009.
CONCLUSIONS AND RECOMMENDATIONS

There was a null hypothesis identified at the beginning of this study. The null hypothesis stated that there is no difference in inappropriate behavior and the number of think sheets with the use of target sheets. The null hypothesis was rejected. The results of this study indicate that there is a significant difference in inappropriate behavior and the number of think sheets with the use of target sheets.

As a result of this study, data can show that target sheets do in fact help lower the number of think sheets given and improve inappropriate behaviors. The results of this research confirm that the use of different target sheets in the classroom do help to improve student behavior and provide them something to work towards. Students with more frequent problematic behaviors could benefit from target sheets to help improve and demonstrate appropriate behavior.

Two different research questions were asked at the beginning of this study. The first research question asked was if there was a decrease in the number of think sheets with the use of target sheets. The data collected shows that there is a decrease in the number of think sheets given with the use of different target sheets. The second research question asked was if there was a decrease in inappropriate behavior and the number of think sheets given between target sheet 1 and target sheet 2. The data collected shows that the decrease in the number of think sheets was not significant enough to show that a specific target sheet helps to improve inappropriate behaviors.

There are several areas warranting further study. The school may want to consider extending this research to the other grade levels in the building. This study was specifically conducted in a first grade classroom with 5 specific students. Every classroom has students with
frequent problematic behaviors. It would be interesting to see if target sheets help improve behaviors in other grade level classrooms.

An additional study that could be done would be extending the period of time that each group is studied. In the study conducted data was collected from each group (no target sheet, target sheet 1, and target sheet 2) for a period of four weeks each. Researchers may want extend the period in which data is collected from four weeks to six or eight weeks. The longer data collection periods may provide researchers with more information between the two target sheets. A study on this area may prove to be worthwhile to see if a specific target sheet is more beneficial.

Another area of study where further research might be of interest to a school would be the types of target sheets used. This study specifically only used two different types of target sheets. It would be interesting to see if other target sheets were beneficial. It would also be interesting to see if there was a difference in behaviors with target sheets that are more specific and directly related to the student with their specific goals listed.

Finally, a study comparing different types of rewards that the students could earn might be helpful. The students in this study set a goal of how many happy faces they would want to earn for the day. When they would reach their goal for the day they would earn a sticker. After 10 stickers the students would earn lunch with the teacher. It would be beneficial to see if the students working to earn other rewards helped them to continue to reduce inappropriate behavior. The goal of this study would be to see if there was even more of a significant increase in appropriate behavior with more of a positive reinforcement.
REFERENCES


### Appendix A: Example of Target Sheets

<table>
<thead>
<tr>
<th>Target Sheet 1</th>
<th>Target Sheet 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td><strong>Arrival</strong></td>
</tr>
<tr>
<td><strong>Morning Work</strong></td>
<td><strong>Morning Work</strong></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td><strong>Math flex</strong></td>
<td><strong>Math flex</strong></td>
</tr>
<tr>
<td><strong>Calendar Math</strong></td>
<td><strong>Calendar Math</strong></td>
</tr>
<tr>
<td><strong>DRI</strong></td>
<td><strong>DRI</strong></td>
</tr>
<tr>
<td><strong>Math Investigations</strong></td>
<td><strong>Math Investigations</strong></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td><strong>Build Reading Skills</strong></td>
<td><strong>Build Reading Skills</strong></td>
</tr>
<tr>
<td><strong>Read and Comprehend</strong></td>
<td><strong>Read and Comprehend</strong></td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td><strong>Recess</strong></td>
</tr>
<tr>
<td><strong>DRI</strong></td>
<td><strong>DRI</strong></td>
</tr>
<tr>
<td><strong>Specials</strong></td>
<td><strong>Specials</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Pack Up</strong></td>
<td><strong>Pack Up</strong></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td><strong>Dismissal</strong></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Goal</strong></td>
</tr>
</tbody>
</table>