



Transforming Discipline Forms with *Google Forms*



Gayle Marie Horsma
Touro University

Introduction

In response to negative behaviors on campus, schools often implemented programs, interventions, and systems that were designed to minimize the effects of negative behaviors. Many theories have emerged over the years on the subject of school discipline and extensive work has been documented about human behavior and discipline. However, this field project aimed to redesign the infrastructure necessary to effectively implement the Positive Behavioral Interventions and Supports (PBIS) framework on one elementary school's campus.

Background and Need

Due to classroom management and school discipline issues frequently being in the public's top concerns (Budshaw & McNee, 2009; PDK International, 2016), schools have become increasingly aware of the culture surrounding their campus. According to Sugai, Sprague, Horner, and Walker (2000), fostering positive, safe school culture on campuses were not unintentionally constructed, instead required effort to create and maintain. That is why one particular northern California elementary school has committed to focusing on improving their school culture, and decided to implement the PBIS framework.

During the 2015-2016 school year, this particular school began implementing the PBIS framework with the hope to foster positive school reform, and reduce discipline incidents on campus. As the school entered year two of implementation, the staff began to reevaluate the school's discipline referral form. During this process, the administrative and PBIS teams identified significant limitations with the current system. These limitations revolved around ineffective communication, increased use of paper, and time required to report incidents on campus, both to complete the referral form and then inform others about the incident. This field project originated from the site's need to redesign and modernize their discipline referral form to better meet the needs of their particular campus to best implement the PBIS framework. This project also originated from the school's educational technology specialist, who saw possible solutions for the site's frustrations through the use of integrating technology into the paper-based system.

Project Objectives

The overall goal of the project aimed to accomplish a complete transition from a paper documentation system to an improved digital system. By doing this, the entire documentation and reporting process would become more effortless, efficient, and effective for all staff members to report behavioral issues on campus. The overall goal was broken down into three specific performance outcomes:

- 1. improve communication about behavioral incidents reported on campus amongst staff members
- 1. reduce the use of paper regarding discipline issues
- 1. minimize the time required for staff members to report behavioral referrals

Project Design

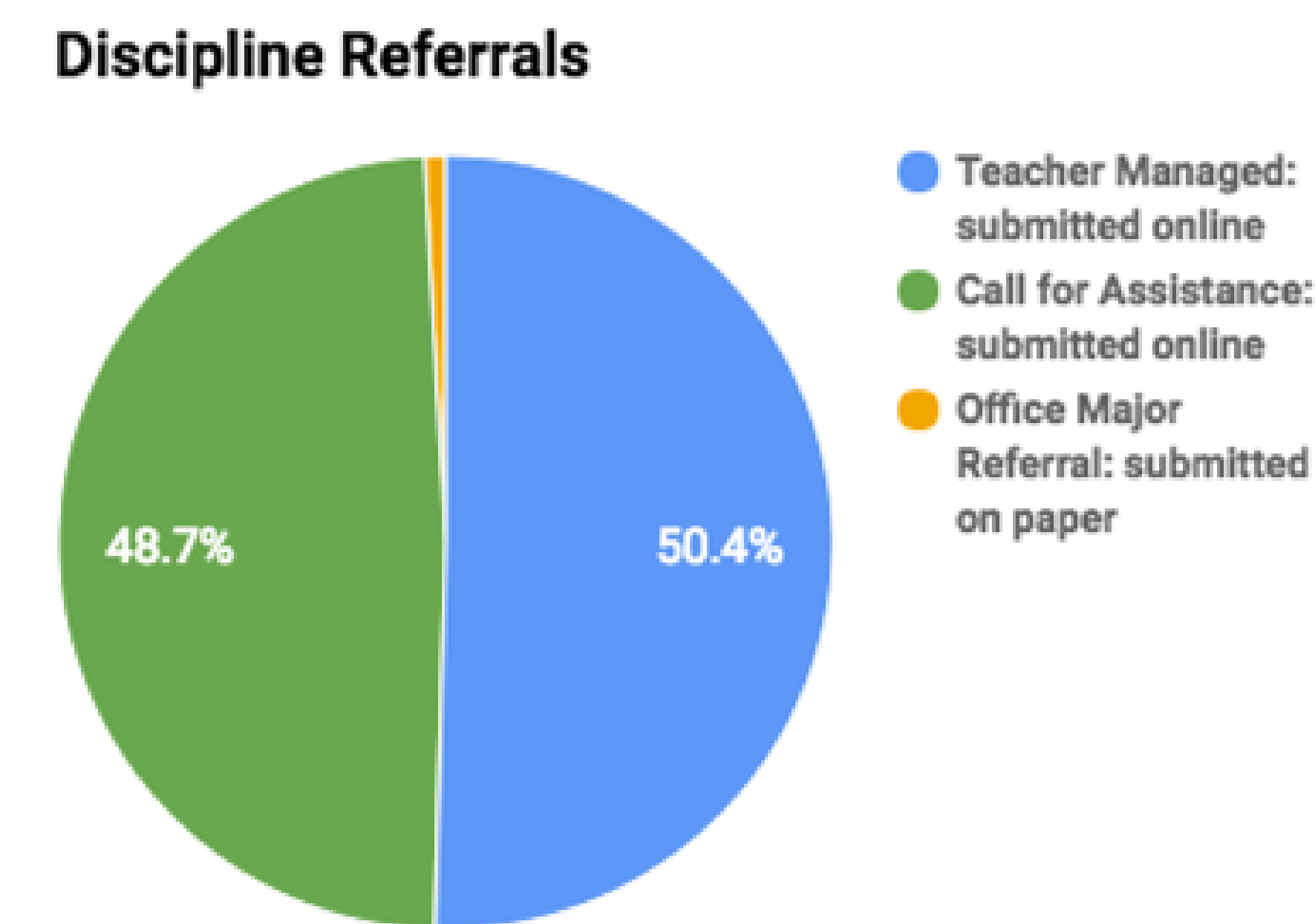
In order to design a new digital discipline system, the five core elements of the instructional development (ID) process aided in finding a possible solution. The structure of this project design followed an unique approach of the ID process that incorporated the five core ID phases of analysis, design, develop, implement, and evaluate (ADDIE) as described by Sandra Sembel (n.d.).

The ADDIE model was implemented to achieve this task and provided a roadmap for the design process of this field project. The ADDIE model was interpreted as the best method to conceptualize the process associated with the procedures necessary to implement the redesign process of the traditional discipline referral form into an improved, digital system.

In order to create a new improved discipline system for documenting incidents on campus, it was necessary to analyze the current system. Through the analysis, it lead to envisioning the design of a new digital referral system. Once the design was created, naturally the next step was to develop and build the infrastructure to implement the design. The development of the project was created utilizing *Google Forms*. Next, the electronic, digital discipline referral system was implemented for a three-week trial on one elementary school's campus. This was followed by the evaluation of the project.

Project Outcomes

In summary, there was not a complete transition implemented during this project's timeline. This outcome was due to the administrative team's decision that major, office managed discipline issues still needed to be documented on paper to be stored and filed into the student's paper-based cumulative records. However, the project did transition paper referrals for minor, teacher managed classroom behavior and call for assistance incidents. In addition, data analysis provided supporting evidence that the new digital discipline referral system achieved the project's three measurable objectives.



During the three-week implementation cycle, a total of 114 referrals were submitted online. Initial evidence indicated that the entire documentation and reporting process of the new digital system was easier, more effective, and more efficient for all staff members. The data analysis suggested that communication improved on campus because staff members were automatically notified by email of behavioral incidents on campus, the use of paper regarding discipline issues was reduced by 99.1%, and interviewed staff members overwhelming expressed the new system required less time to report behavioral referrals.

Summary of All Automatic Email Notifications Sent

Digital Behavioral form	Total incidents confirmation emails sent	Total incidents identified another staff member as the student's teacher	Total notifications sent to Special Education team	Total notifications sent
Teacher managed	58	13	27	98
Call for assistance	56	3	26	85
Combined	114	16 (14%)	53 (46.5%)	183

Conclusion

In this project, the design of the digital discipline system was found to successfully meet all three measurable objectives. It was important to note that the results were documented with a small sample size and a short trial run. Therefore, one would reasonable expect the next logical step would be to extend the implementation cycle with additional populations and longer trials. However, it's important to note that at the conclusion of the three-week trial, the project continued to be in place on campus and plans were made to keep the digital systems in place for the upcoming 2017-2018 school year.

Sample Digital Discipline Forms



Further Information

If you would like more information on this project please contact GayleHorsma@gmail.com

Literature Cited

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