Abstract


This applied dissertation was designed to measure the effects of a positive behavior support program implemented at a title one elementary school. The state reading scores and referrals were used to determine the results of the program. The findings were not significant however the need for positive behavior support and social/emotional learning interventions are evident. The treatment school had historically received a failing grade from the state until new administration implemented a positive behavior support plan. Results indicated discipline referrals decreased and reading scores improved as both teachers and students benefitted from a program that focused on rewarding positive behavior and offering additional support for students who demonstrated disruptive behavior.