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Implementing Positive Behavior Interventions and Supports at the Secondary Level

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Implementing Positive Behavior Interventions and Supports at the Secondary Level

By

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Abstract

This dissertation examines the implementation of Positive Behavior Intervention and Supports (PBIS) at the secondary school level. The study used a mixed-method research approach. Concurrently, a qualitative survey about PBIS implementation with a quantitative open-ended question identifying how to improve implementation was administered to all secondary staff at one middle school. While the results affirmed that the four systems of PBIS were in place, this dissertation provides recommendations for implementation and how to improve implementation in a Midwestern middle school.

Key words: Positive Behavior Intervention and Support, Implementation, Secondary

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Chapter 1

Introduction

Background of the Problem

This mixed-method study focuses on the implementation of Positive Behavior Interventions and Supports (PBIS) in secondary education. The study is based on the staff perspectives of the success of PBIS implementation and opportunities for improvement while implementing PBIS. This first chapter of the study will present the background of the problem; purpose of the study, research questions, overview of the methodology used, and a conclusion with definitions of terms.

Public education is in a period of controversial reform. No Child Left Behind legislation has redefined accountability, student proficiency, and the meaning of high school graduation (No Child Left Behind Act, 2001). The effective transition from school to adulthood is even more important to our students. Students with behaviors that put them at risk have been the focus of research and practice for years and have been scrutinized because of our nations' increasing achievement gap (Green & Winters, 2005). Disciplinary sanctions that result in exclusion of students from school may damage the learning process. Suspended students may become less connected to school, less invested in school rules, and less motivated to achieve academic success (Gregory, Skiba, & Noguera, 2010). Students who require intense behavioral interventions at the transitional stage of high school have benefited from years of behavioral research. Our nation is taking a broad stance that a major goal of high school education is to increase the likelihood that all students will become active and productive citizens following their school experience (Green & Winters, 2005).

The shocking and tragic violence that has played out in United States schools has elevated the status of school discipline at the national level. No longer can a school district, regardless of size or location, assume that a violent act will only happen in a large urban school (Skiba & Peterson, 2000). It has become clear that the threat of school violence cuts across class and geographical location and all types of individuals (Green, 2011).

"We've been looking in all the wrong places for answers to solving student discipline issues. Over the past 40 to 50 years, we think that poor parental discipline caused a child's challenging behavior" (Green, 2011, p. 25). During the same time, psychiatric diagnosis became a standard way to understand, communicate, and categorize challenging behavior and is a critical component in the placement of students in special education or programs. Along with these developments, a troubling trend has emerged: Public school discipline rates today are nearly twice as high as they were in the 1970's (Green, 2011). With the growing concern for school safety and accountability for academic achievement there is a need for reform and proactive measures.

PBIS is designed to promote positive teaching and learning climates while supporting positive social behavior and academic achievement and is a tool to assist the classroom teacher. As a proactive school-wide approach, all students and staff across all settings are considered part of the solution to create a positive learning environment (Flannery, Sugai, & Anderson, 2009). In recent years, schools have shifted from a reactive approach involving strong consequence-based components like detentions, suspensions, or expulsion for rule infractions to a proactive approach containing antecedent-based components designed to (a) clarify expectations for faculty members, (b) teach these expectations to all students, (c) afford students opportunities to practice expectations, and (d) reinforce students whose performance meets or exceeds the stated

expectations (Horner & Sugai, 2000). PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience support based students' behavioral responsiveness to intervention. The goal of PBIS is to improve student academic outcomes and behaviors so that at least 80% of the student behavioral needs are met in the classroom. This is possible by ensuring all students have access to effective and accurately implemented instructional and behavioral practices and interventions; PBIS provides an operational framework for achieving these outcomes. PBIS is not a prescribed curriculum, intervention, or practice, but rather a decision making framework that guides the selection, integration, and implementation of the best evidence-based behavioral practices for improving important academic and behavioral outcomes for all students (Flannery, Sugai, & Anderson, 2009).

When implementing PBIS, just like any new curriculum or program, it is important to evaluate whether it is being implemented with fidelity. Any curriculum or program is measured by the foundation of fidelity during implementation. Curriculum-in-use appears to be viewed as that which is implemented by the teachers through their reflective practice that produces student learning. This means the teacher is teaching the curriculum but it will not necessarily be identical to the written curriculum of the textbook or program (Munby & Russell, 1990). In some cases teachers make limited use of curriculum guides and, in most cases, they also make limited use of the student materials. Because of this limited utilization of materials, it is important to look at all curriculum resources including teacher supplemental materials when reviewing whether the curriculum is being followed as adopted by the school board (Shkedi, 1998). It is important that the researcher can tell the difference between the written curriculum or program and the actual curriculum or program implemented by the teachers (Ben-Peretz, 1982; Shkedi, 1998).

Curriculum use is the process by which individual teachers interact with and are influenced by the resources designed to guide instruction (Remillard, 2005). Like with the any framework as it relates to curriculum the success and challenges of the implementation of PBIS may impact how the staff responds to the behavior of their students. The agreed upon implementation by all staff school-wide is like the adopted curriculum in a school.

Implementing PBIS three-tiered response to behaviors requires that all students receive support at the universal or primary tier which will serve 80% of the students. If students' behaviors do not change from the intervention at the primary tier, more intensive behavioral supports are provided and this moves the intervention for the student to the secondary tier serving 15% of the students. If the behavior of a student still does not improve, then an individualized behavior plan is designed that will move the student to the intensive or tertiary tier, which serves the 5% of the students. The shift toward a philosophy in which teaching behavior is as important as teaching academics has been manifested within the context of a three-tiered, data-driven model comprised of primary, secondary, and tertiary levels of prevention (see Appendix A). This model provides a systematic approach to preventing the development of new behavioral problems, while providing the necessary level of support to manage existing behavioral concerns (Bohanon, Flannery, Malloy, & Fenning, 2009). According to Horner and Sugai (2000), approximately 80% of the student body should respond to the primary level of behavior prevention. This then allows the 20% of students to have access to interventions that teach and reinforce the appropriate behaviors. The goal is that all students are able to learn at high levels instead of being removed from the class or possibly from the school, which will interrupt the students' learning.

School-wide data are used to monitor student progress and identify students in need of more intensive, secondary prevention efforts. Secondary prevention efforts involve more focused intervention programs for students with acquisition, fluency, or performance deficits (Elliott & Gresham, 1991). This level may include focus on the development of self-regulation skills, conflict-resolution skills, study skills, or the provision of supplemental academic supports. Students are identified through procedures used in response to intervention (RTI) models (Fuchs, Fuchs, & Compton, 2004). More global assessments, such as school-wide behavioral screeners, office discipline referrals, and even attendance data, are used in methods similar to curriculum-based measures of academic performance to identify students for secondary or even tertiary levels of prevention. Experts in the field anticipate that 10% to 15% of the student body will require secondary supports (Horner & Sugai, 2000). If this level is insufficient, as evidenced by data-based outcomes, the final level of prevention—tertiary prevention—is put into action. In addition to being appropriate for students who are nonresponsive to primary and secondary efforts, tertiary prevention plans are also designed for students who have been exposed to multiple risk factors (Kern & Manz, 2004). Tertiary support involves ideographic intensive interventions, such as functional assessment-based interventions (Lane, Umbreit, & Beebe-Frankenberger, 1999; Lane, Weisenbach, Phillips, & Wehby, 2006), mental health support services, and intensive curricular modifications. Approximately 5% to 7% of the student body may need the tertiary level of prevention. The purpose of tertiary support is to improve the student behavior so that students will remain in the classroom and learn. PBIS can be categorized by the types of prevention used and the percentage of students in a school that should be served by each tier. The PBIS team consists of staff members from the school who will complete their own percentages at the tertiary levels based on the student behavior data they collect for each

prevention tier. Students might move between the tiers based on how they respond to the planned interventions. The goal is to have 80% of the student behaviors being taught proactively within the classroom.

Problem Statement

In this mixed-method study the researcher will seek to observe, explain, and draw conclusions from the implementation of PBIS in a Midwestern secondary school. This study examines how the success and challenges of PBIS implementation and whether it has an effect on teachers response to impacting the behavior of students school-wide. This study also examines the relationship between teachers' perceptions of their success in the implementation of PBIS and their ideas for how to improve the implementation of PBIS in the future.

Purpose of the research

The purpose of this study is to identify teachers' perspectives regarding the successes and the opportunities for improvement in the implementation of PBIS in a secondary school after a five-year period of time. The goal is to add to the existing body of research that examines the status and improvement of four support systems as they relate to PBIS: (a) school-wide discipline system, (b) non-classroom management systems (e.g. cafeteria, hallway, and restrooms), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. The findings will add to the research as it relates to staff identifying barriers that inhibit the implementation of PBIS school-wide perspective in the four support systems.

Research Questions

PBIS includes a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. As the researcher studies the application of this approach, two research questions explored.

1. To what extent do staff perceive that they have the ability to influence student behaviors through the implementation of PBIS in a micropolitan middle school setting?
2. What are the opportunities for improving the implementation of PBIS?

Recently, through the implementation of PBIS, many schools have begun to shift toward a proactive, antecedent-based approach to school-wide discipline that involves: (a) clarifying teacher expectations, (b) teaching these expectations to the student body, and (c) reinforcing students who meet the expectations (Horner & Sugai, 2000). The goal of this study is to examine how the successes and challenges of PBIS implementation impact the staff member's responses to students' behaviors. PBIS includes a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior (Horner & Sugai, 2000).

Sample

The mixed-method study focuses on a secondary school in the Midwest comprised of 1,051 students consisting of grades six, seven, and eight, along with 139 staff members. The staff consists of 63% licensed staff, 19% paraprofessionals, 18% non-licensed personnel (maintenance, clerical, and food service) the researcher will survey all staff, using the PBIS Self-Assessment Survey (SAS) to measure the extent to which staff have had success or opportunities for improvement in implementing PBIS. After each section of the multiple choice items, the researcher will follow up with an open-ended question to explore and clarify themes related to

the closed-ended responses. Of particular interest are how the staff members demonstrate consistency in their implementation of PBIS, the identification of barriers to implementation, and whether there is consistency in themes across responses.

Limitations

In this mixed-method study, the research group is limited to one middle school in a single school district. Generalizing this study to other secondary schools should only be considered if they are similar in size and demographics as it relates to the students and staff. The hope is that this study will provide some findings that can be transferred to other secondary schools that are implementing PBIS.

If the participants in a study know the researcher, this familiarity may create biased responses (Creswell, 2009). The researcher was employed by the same school district but not in this school, so there is a possibility that the participants who worked with the researcher may give responses to the survey and open-ended question that reflect the responses the researcher is looking for. The staff in this middle school who decided to participate in the study were not directly supervised by the researcher and it was a number of years ago that the researcher was employed.

Definition of Key Terms

Achievement Gap. The achievement gap refers to the disparity in academic performance between groups of students (http://www.whitehouse.gov/news/reports/no-child-left-behind.html).

Functional Based Assessment. Functional based assessment is a systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention can be developed. (Scott, Anderson, Mancil, & Alter, 2009).

No Child Left Behind (NCLB). NCLB is federal legislation that enacts the theories of standards-based education reform. The focus is on reducing class and racial gaps in school performance by creating common expectations for all student groups (No Child Left Behind Act, 2001).

Positive Behavior Interventions and Supports (PBIS). PBIS is a proactive, and systematic tiered approach to school-wide discipline. This researched-based approach emphasizes individual student instruction to decrease problem behavior by teaching new skills to achieve the expected outcomes (http://www.pbis.org).

Primary Tier Intervention. The primary tier is the first of three levels of intervention and is designed to reach 80% of students (Debnam, Pas, & Bradshaw, 2012).

Secondary Tier Intervention. The second tier of intervention designed for students after the primary tier is unsuccessful. This tier is designed to reach15% of students (Debnam, Pas, & Bradshaw, 2012).

Tertiary Tier Intervention. The third tier of intervention designed to reach 5% of students. Tertiary intervention is effective when used with primary and secondary interventions (Debnam, Pas, & Bradshaw, 2012).

Relational Aggression. Relational aggression is aggression in which harm is caused through damage to one's relationships or social status, also known as covert bullying (Kolwalski, 2004).

Response to Intervention (RtI). Response to Intervention is a multi-tiered approach to help struggling learners. Students' progress is closely monitored to determine the need for further research-based instruction in general education, special education, or both (Fuchs, Fuchs, & Compton, 2004).

Chapter 2

Review of the Literature

Introduction

The literature illustrates that traditionally, schools have addressed challenging behavior by increasing the number of and intensity of disciplinary procedures (Sugai & Horner, 2002; Utley, Kozleski, Smith, & Draper, 2002). In the wake of the reported shootings of the 1990's strategies such as zero tolerance policies, hiring security officers, using metal detectors, expulsion and suspension of students and placement of students in alternative educational facilities have become much more common. Although the effectiveness of such strategies continues to be examined, some research suggests that reactive and punitive procedures can increase problem behavior (Mayer & Sulzer-Azaroff, 1990; Noguera, 1995; Shores, Gunter, & Jack, 1993).

In contrast, a growing body of research demonstrates the usefulness of proactive and preventive measures in dealing with challenging behaviors in schools (Aber, Brown, & Jones, 2003). At the Federal level mandates requiring policies that address prevention and intervention for youth, school-wide violence prevention, response plans, training in recognizing early warning signs of preventive violent behavior all with the intent to improve school climate and reduce violence. These policies have focused on utilizing proactive disciplinary approaches, establishing clear expectation for students, and supporting appropriate behavior (Dwyer, Osher, & Warger, 1998).

School Safety

Over the past two decades, educators, parents, school boards and communities have deliberated over how to improve safety in public schools. Because of the violence in our society

the idea of schools as safe havens has been threatened. Educational opportunities are abundant, but there is growing concern for safety in the schools. This concern has grown out of students', parents' and school staff's experiences with and fears of violence. Yet our Nation's basic precepts are intact to provide educationally opportunity, foster individual accomplishments in a diverse society, and preserve the rights and freedoms guaranteed to all citizens (Arnette & Walsleben, 1998).

Previously, numerous prevention and intervention strategies have been outlined with the intent that each strategy was developed to ensure that the nation's schools are able to educate children in safe environments and that all youth have the opportunity to learn, grow, and mature as socially responsible citizens. Through the efforts of educators, law enforcement officials, and parents working in concert to implement safe school strategies and continuing to test new ways to reduce the violence found in today's schools it is possible to create safe schools in every community (Arnette & Walsleben, 1998).

In September of 1998, schools in the United States received a document from the U.S. Department of Education titled "Early Warning, Timely Response: A Guide to Safe Schools," which recommended focusing attention on the students' increasingly violent and disruptive behavior (Dwyer, Osher, &Warger, 1998) and emphasized how school officials must take into account the issue of school safety. Due to the increase in high-profile school shootings, the public has felt a need for increased school safety. The media has spent extensive time making school safety a front-page topic. "Dangerous and destructive behaviors are not just a national concern; they poison the climate of a school and interfere with academic and social development of all children" (Nersesian, Todd, Lehmann, & Watson, 2000, p. 244).

The authorizations of the No Child Left Behind (NCLB) Act of 2001, and the Individual with Disabilities Education Act (IDEA) of 2004, brought attention to the need for safe and welcoming school environments for all students and adults. As another point of reference to safety, both legislations place a great amount of responsibility on school administration by insisting on the maintenance of a safe and supportive school climate (Horner, 2000). Community leaders and parents have high expectations when it comes to providing safe learning environments. State and federal officials show a genuine concern when dealing with the topic of school safety (Dwyer, Osher, & Warger, 1998; U. S. Department of Education, 2001). When school staff members work together for the students, there is a common expectation that they will come to learn, teach, and work in a safe school environment. As a result of these social, emotional, and academic expectations of schools, a range of preventative measures for addressing student emotional and behavioral problems is necessary in order to foster a safe school environment (Walker & Eaton-Walker, 2000). There is a consistent set of guidelines that "Principals and other educational leaders are expected to promote growth in all academic areas, maintain a positive school climate, and eliminate school violence" (Lane & Beebe-Frankenberger, 2004, p. 1). Horner and Sugai (2000) researched the importance of creating positive learning environments rather than concentrating efforts on those students who demonstrate poor conduct. According to Richter (2006), "Effective behavioral instruction is recognized to be specific; built into general education school curriculum; applied across school-wide classrooms, and targeted settings; and focused on two basic social outcomes, positive peer relations/interactions and favorable adult judgments about the social skills" (p.15).

Social Environment

Given that peer relationships become increasingly salient during adolescence (Furman & Buhrmester, 1992), an unsatisfactory social environment at school also detracts from academic success. This means that a hostile learning environment can impede students' interest and enjoyment of school and overall quality of life. Adolescents' report that time spent interacting with their peers is one of the most enjoyable components of their days (Csikszentmihalyi & Larson, 1987). If peer relationships are one of the most enjoyable parts of the social school environment, it is important to managing the trajectories of victimization which are caused by relational aggression. When there is certain relational characteristic, such as having at least one good friend, is identified and helps the sense of belonging to become a reality. By having at least one positive relationship with a peer, relational aggression can be minimized. This has been shown to protect youth from escalating cycles of overt forms of peer victimization (Hodges, Boivin, Vitaro, & Bukowski, 1999). In other words, relational aggression can contribute to students' beliefs about whether their school is a place where they are likely to have positive social experiences or negative social experiences. According to Hodges et al. (1999) the social environment also is important because certain relational characteristics, such as having a sense of belonging, have been shown to protect youth from escalating cycles of overt forms of peer victimization. This creates a positive experience for the student and their friend so they enjoy coming to school and have a positive experience with peer relationships.

Due to the impact that the social environment of schools has on relationships of students and adults, schools need to implement programs that address a broad array of problems that affect schools with regard to aggressive behavior, including physical and verbal forms of aggression as well as relational aggression (Kowalski, 2004). Most importantly, school personnel

should be sensitive to problems that affect adolescents in terms of relational aggression and should be aware that even just witnessing others being victimized impacts the type of social experiences that an adolescent has at school (Goldstein, Young, & Boyd, 2008). Relational aggression might not leave physical bumps or bruises, but it nonetheless contributes to a hostile and potentially dangerous school environment (Kowalski, 2004). Moreover, as Horner and Sugai (2000) realized, school personnel should be sensitive to adolescents experiencing problems with relational aggression. It is important that school personnel are aware of the situations that create problems related to relational aggression and that a plan is in place for intervention on behalf of those who are victimized. Students need to have someone in a school they can go to so they can share the type of peer interactions they are having and know they have an adult that cares.

School Discipline

The attention that is given to school safety then becomes part of the search for how to discipline the offending students so that teachers are able to create a safe and welcoming learning environment. When faced with disruptive and aggressive behavior, schools have typically responded by punishing and excluding the students exhibiting the challenging behaviors (Skiba & Peterson, 1999). Well-defined disciplinary requirements and attention to school security have a place in schools for maintaining order and ensuring safety. Yet harsh and punitive disciplinary strategies have not proven sufficient to foster a school climate that can prevent the occurrence of school violence (Skiba & Peterson, 1999). Rather, stressing early identification, comprehensive planning, prevention, and instruction are important to cultivate a positive school environment (Skiba & Peterson, 2000). Next, the researcher will explore the research that defines two basic types of disciplinary models. By identifying the types of disciplinary models by their characteristics, results, and if they create a learning environment that produces academic results

and a positive school climate, this will help show short and long-term results when it comes to school-wide models of discipline.

Models of School Discipline

In the 21st Century, academically successful schools that produce results raise achievement for all students, and close the gaps combined with a positive and safe school culture are expected from all stakeholders. Educators consistently feel the pressure to create a safe learning environment that produces academic results. Skiba and Peterson (2000) found that by implementing programs that overall improve school climate and reduce minor disruption, schools may also be reducing the risk of more serious violent incidents that appear to be associated with higher levels of minor disruption. Such data support the argument that the problem of violence in our schools is related to a breakdown in civility. More importantly, they reaffirm the value in studying school discipline and, in particular, preventive alternatives to current practice. Every discipline program prepackaged or not, has in one form or another following components: goals, principles, rules, enforcement or intervention procedures, and an implicit or explicit evaluation process. Each model also sets the stage for incidental or secondary learning by students, who additionally learn about self-worth, their capacity to handle responsibility, how to solve problems, how much control they have over their lives, and how to use that control, as well as whether or not they can affect the consequences of their behavior (Curwin & Mendler, 1989.)

Obedience model. As a result of the pressure to maintain a safe school environment, some districts elect to adopt packaged discipline programs. By design, these packaged discipline programs are simple to learn, easy to implement, and claim to produce quick results. While inviting, the greatest attraction of quick results may also be the greatest weakness. According to

Curwin and Mendell (1989), packaged programs must resort to power-based methods, to achieve their lofty claims, which mean that these programs rely on the obedience model of discipline. This model involves telling students what to do and it requires the least amount of work or change on the teacher's part. The goals of the obedience models are to create environments with minimal or no rule violations and to ensure that students are following orders. Punishment is the main intervention or enforcement procedure. When teachers and schools utilize the obedience model, students are given a set of rules to follow. The rules support the adopted discipline policy and, if the students follow the rules, they are praised and considered compliant if not, they are given a consequence. This means a teacher shows success if fewer rules are violated and if students obey orders. Because of this, rule compliant students will learn little about being responsible for their actions. This example is the foundation of Lee Canter's Assertive Discipline Model (Canter, 1993). Kohn (1996) found that assertive discipline does not produce the long-lasting changes in behavior that are desired. Students are directed to follow the rules without understanding why they need to comply. This can result in suppressing anger that can later come out in negative ways. Teachers are in charge of their classrooms and students are expected to be obedient therefore, instructors can have a tendency to avoid thinking in terms of what is best for all students (Kohn, 1996). The effective transition from school to adulthood for students is even more important for our students and teachers. The term *transition* in this instance refers to the broad stance that a major goal of high school education is to increase the likelihood that all students will become active and productive citizens following their high school experience (Green & Winters, 2005). It is important for students to be taught how to be responsible for their behaviors by teachers teaching and modeling the appropriate behavior in a safe and welcoming school environment.

Responsibility model. When school discipline programs focus on teaching lagging skills and solving problems collaboratively, they rely less on incentive-based interventions and punitive procedures such as detention, suspension and expulsion (Green, 2011). Teaching students responsibility is harder to package and requires more effort than teaching obedience. Sometimes progress seems slow because students are in the process of learning. Students will not learn responsibility without having choices and opportunities to make mistakes and learn from those mistakes in a safe learning environment (Curwin & Mendler, 1989). Curwin and Mendler (1989) grounded the responsibility model in some basic principles needed for successful implementation. These principles include teachers putting as much effort into teaching acceptable behaviors as they put into teaching content and within teaching behaviors all students must be treated with dignity so the students' viewpoints and needs are heard and understood. As a result, proper discipline must not interfere with student motivation to learn. Teaching responsibility is more important than obedience so the students understand their behaviors and learn from their choices.

In the responsibility model, the teacher and the student both decide the consequences and the information is shared with all stakeholders including the administration and parents. This process results in a flexible system that relies on continuously strengthening the relationship between teachers and their students (Curwin & Mendler, 1989).

There are several examples of responsibility models. The William Glasser model, Reality Theory and Control Therapy, is based on students making good choices resulting in appropriate behavior (Allen, 1996). Classroom meetings are held to encourage and teach good classroom behavior. The Glasser model supports rewards or consequences that follow positive or negative behavior as long as they are sensible; there is never a reason to accept bad behavior. According

to the agreed-upon contract between the teachers, students and parents they should review acceptable behavior and then understand the students' thinking when the choice was made (Allen, 1996). The most important point made by Allen is that all students are capable of making choices when it comes to their behavior, but they need a safe environment to make mistakes and learn how to improve.

Another responsibility approach is Student Team Learning, which is a cooperative learning system that is instructional not disciplinary. This approach involves a heterogeneous group of students that work in academic teams (Gottfredson, Karweit, & Gottfredson, 1989). The goal is to have the academic teams work together to complete academic assignments and also model positive behaviors. Student Team Learning does appear to have a positive effect regarding classroom behavior because each student has an assigned role and takes responsibility to complete the assignments on their academic team (Gottfredson et al., 1989).

Psychiatrist Alfred Alder developed the Alderian Model of Discipline, which is grounded in the Responsibility Discipline Model of behavior. As researched by Cotton (1988), the Alderian model is an approach that encompasses a variety of ways that emphasize the understanding of an individual's reason for inappropriate behavior and focuses on assisting misbehaving students to improve their behavior. The ultimate goal is to find ways to meet their individual behavioral needs. The Alderian approach has shown some positive growth in the areas of self-concept, control, and attitudes toward learning, but effects on specific behaviors as a whole are inconclusive (Emmer & Assiker, 1989).

The Collaborative Problem Solving (CPS) model is a cognitive model of intervention and at the heart of the CPS process, adults learn different ways of understanding challenging behavior, communication with challenging students, and working together to solve the problems

that set challenging behaviors in motion (Green, 2011). Collaborative Problem Solving represents a major shift in lenses, roles, and practices for many schools. Such shifts do not come easily and require significant commitment by school leaders, staff, and parents (Green, 2011). The ultimate goal is to help students become ethical people, as opposed to people who merely do what they are told or not, so it is important that adults don't merely tell students what to do so they understand how to be responsible for their actions. It is more important that everyone is committed to helping students figure out for themselves and with each other how they should act (Kohn, 1996). Green states that, "the core belief that kids do well if they can and viewing that statement through the lens of lagging skills and unsolved problems is invaluable" (p. 27). The review of literature regarding the obedience and responsibility discipline models represents the second part of background in order to inform this study. This review helps to conceptualize how discipline models help educators decide on best practices in school discipline to benefit the growth of responsible decision making by each student.

Positive Behavior Intervention and Supports

History. PBIS involves the assessment and reconstruction of environments so that people with problem behaviors experience reductions in problem behaviors and increases in the social, personal, and professional quality of their lives (Horner, 2000). PBIS is not new: It builds from a long experimental history (Bijou & Baer, 1961; Bijou, Peterson, & Ault, 1968) and rich conceptual analysis of the different variables that influence human behavior (Catania, 1992; Koegel, Koegle, & Dunlap, 1996; Neef, 1994). PBIS is the application of behavioral analysis to the social problems created by behaviors such as defiance, disruption, self-injury, aggression, and property destruction. The excitement about PBIS lies in the promise it holds for addressing the real and difficult challenges posed by problem behaviors (Horner, 2000).

During the 1980's, a need was identified by The National Commission on Excellence in Education (1983) regarding improved selection, implementation and documentation of effective behavioral interventions for students with behavior disorders (Gresham, 1991; Sugai & Horner, 1999). In response to the challenge, researchers at the University of Oregon began a series of applied demonstrations focused on research based practices, including data based decision-making, school-wide systems, explicit social skills instruction, team-based implementation, and professional development and student outcomes (Colvin, Kame'enui, & Sugai, 1993; Lewis & Sugai, 1999). The signature of PBIS has been a committed focus on fixing the school environment, not the individuals (Biglan, 1995).

Because PBIS research showed some promise to impact school environments, a federal grant was legislated to establish a National Center on Positive Behavior Intervention and Supports during the reauthorization of the Individuals with Disabilities Act (IDEA), in 1997. The center was designed to provide technical assistance to schools based on evidence-based practices for improving assistance and improving supports for students (Sugai & Simonsen, 2012). As a result of their work in the 1980s, researchers from the University of Oregon successfully received the funding to develop the PBIS Center (Sugai & Horner, 2000). Currently, the National Technical Assistance (TA) Center on PBIS is in its 14th year and continues to assist in shaping the PBIS framework also referenced as "school-wide positive behavior supports" and providing direct professional development and technical assistance to more than 16,000 schools (Sugai & Simonsen, 2012). The background and history of PBIS has provided a perspective necessary for the behavior research that has impacted school-wide supports. This perspective has helped to lay the foundation on which to build a positive culture so that the teachers have the framework of tiered interventions to teach acceptable behaviors.

School climate. Today's educators experience higher levels of accountability within school contexts that include increasingly diverse students, challenging school climates, fewer resources, and an array of new initiatives (Ross, Romer, & Horner, 2012). Teachers report experiencing stressors ranging from student discipline problems to poor working conditions and lack of emotional support all of which have been linked to teacher burnout and possible teacher turnover (Ingersoll & Smith, 2003; U.S. Department of Education National Center for Education Statistics [NCES], 2007). Conversely, positive school climates have been shown to support teachers' emotional well-being and sense of competence, and in turn, improve student outcomes (Grayson & Alvarez, 2008; Jennings & Greenberg, 2009).

Halpin and Croft (1963) used the following analogy: "Personality is to the individual what climate is to the organization" (p.1). The social environment of educational settings may have a profound and pervasive impact on students' academic and social adaptation (Felner & Felner, 1989). Students report that school climate is found to be associated with objective features of the classroom environment, including the teachers' instructional style, classroom organization and curriculum (Trickett, 1978), along with the social interaction with the other students and with teacher (Moos, 1979). Students' perceptions of a school's climate are also strongly associated with both their academic adaptation and their socio-emotional and behavioral adjustment (Brand & Felner, 1996; Fraser & Fisher, 1982). Therefore, students in educational settings reflect critical regularities of these settings and can help observers to understand the ways in which these settings serve as "contexts of socialization" (Trickett, 1978) that shape learning, achievement and social adjustment for the students.

Although classroom-level measures may be appropriate for the assessment of climate at the elementary level, this is not the case for most middle, junior high, and high school structures.

Students in the middle and secondary grades move from class to class throughout the day and are challenged by a changing set of peers, shorter periods of contact with a larger number of teachers and fluctuations in rules and instructional routines across multiple classes (Felner, Farber, & Primavera, 1980). These middle and secondary school irregularities require assessment strategies and interventions that identify and support students' experiences throughout the school day (Brand, Felner, Shim, Seilsinger, & Dumas, 2003). As a result, school-wide positive behavior intervention and supports have been recommended as a means for supporting teachers (Oliver & Reschly, 2007).

Implementation. School-wide PBIS is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behavior supports needed to achieve academic and social success for all students (Sugai, Horner, & Lewis, 2009). It is not a formal curriculum, but a two-three year process of leadership team training intended to establish local school capacity for adoption of effective and preventive behavioral interventions. The key indicators include high implementation integrity, continuous use of data for decision making, and embedded professional development, and coaching to establish predictable, consistent, positive and safe social environments at the school-wide implementation level (Horner, Sugai, & Anderson, 2010).

Through their intensive investigation of the research on school-wide discipline approaches, Sugai and Horner (2002) narrowed the framework for the implementation of PBIS to six common components:

1. Statement of purpose that expresses the explicit objective of and rationale for a school-wide discipline structure. This statement should be positively phrased, focus on all staff and students across all school settings, and link academic and behavioral outcomes.

2. Clearly defined expectations and behavioral examples that permit consistent communications and establish an effective verbal community for all staff and students across all settings.

3. Procedures for teaching expectations and expected behaviors that staff can use to ensure students know and understand school-wide rules, expectations, routines, and positive and negative consequences.

4. Procedures for encouraging expected behaviors that are organized and provided along a continuum of tangible to social forms of feedback, staff to student administered, high to low frequency, predictable to unpredictable presentations.

5. Procedures for preventing problem behaviors that are organized and provided along a continuum of minor to major rule violations, increasing intensity and adversity of responses.

6. Procedures for recordkeeping and decision-making that allow for regular (weekly and monthly) feedback to staff about the status of school-wide discipline implementation efforts. (p. 33)

It is anticipated that approximately 80% of the student population will respond positively to the universal PBIS model (Debnam, Pas, & Bradshaw, 2012). That is consistent with a Response to Intervention (RtI) approach to preventing behavior problems (Hawken, Vincent, & Schumann, 2008); children who do not respond to the universal level of PBIS require assessment of their behaviors.

Once the behaviors are identified, they will then need intensive group or individual preventive behavioral interventions to meet their behavioral needs. Because most schools trained in PBIS only implement the universal components of the three-tiered model, there is a need for

additional professional development on the types of interventions implemented to help students who do not respond to PBIS (Horner & Sugai, 2006). Although the three-tiered PBIS model encourages the use of Tier Two and Three support systems for students who do not respond to school-wide PBIS, many schools find it challenging to coordinate a support system without formal training especially for the Tier two and Tier Three behavior interventions.

Framework of PBIS. The practices and systems of PBIS are organized along a continuum that considers prevention from three primary perspectives (Walker, Horner, Sugai, Bullis, Sprague, Bricker, & Kaufman, 1996). Primary prevention, serves 80% of the students and focuses on decreasing the number of new cases of a problem behavior or incidents by ensuring and maintaining the use of the most effective practices for all students. According to Horner and Sugai (2002), school-wide discipline, classroom-wide behavior management, and instructional practices and systems are emphasized and taught.

The goal of secondary prevention, which serves the next 15% of the students, is to decrease the number of existing problem behavior cases of situations. This is accomplished by providing additional instructional and behavioral supports for the smaller number of students who are at risk of significant school failure and who need more specialized supports than those provided by primary prevention efforts. For the secondary group of students, an agreed upon set of common specialized supports is utilized for the individual or in small groups (Sugai & Horner, 2002).

Tertiary prevention, the most intensive prevention, serves the next 5% of the students. Its focus is to reduce the number of existing cases of complex and long-standing problem behaviors displayed by students who are at high risk of significant emotional, behavioral, and social failure.

The use of individually designed interventions is emphasized in order to decrease the duration, intensity, complexity, and/or frequency of the problem behavior or situation.

Tertiary interventions are most effective when schools have primary and secondary levels already in place within the system (Horner, 2000). Not unexpectedly, students with emotional or behavioral disorders often experience firsthand punitive discipline practices (Skiba, 2002). Many of the students who fall within this level do qualify for special education and other categorical programming, but there are also a number of students found at this level with significant behavior concerns who do not meet the qualifying criteria for services (Walker, Cheney, Stage, & Blum, 2005). The designs of individualized supports are best implemented when they are conducted in a comprehensive and collaborative manner. Tools that are associated with, but not limited to, special education (e.g., functional-based behavior support planning, Individual Education Programs (IEPs), person-centered planning, and individualized instruction) are often considered for students who require secondary or tertiary prevention supports (Sugai & Horner, 2002).

Of the levels of support within tiered PBIS, implementing tertiary or individualized interventions can present complicated challenges to school staff (Scott, Anderson, Mancil, & Alter, 2009). The students who need intensive supports because they may not respond to primary or secondary tier interventions or need specialized interventions, are by definition, challenging. Persistent and challenging behaviors can cause teacher frustration, burnout, negative feelings of self-efficacy, and job dissatisfaction (Wrestling, 2010). Teaching requires emotional competence on the part of individual teachers and will vary depending on the structures and expectations of the organization where they work (Hargreaves, 2000). Conversely, the emotional connection of teaching may be most rewarding when it is aligned with the teachers' goals and

involves circumstances in which teachers can reach their goals (Ross, Romer, & Horner, 2012). Teachers will report feeling positive emotions when their students enjoy learning or show affection toward them, especially when the student is difficult or demanding (Hargreaves, 2000; Sutton & Wheatly, 2003).

In addition to difficult student behaviors, the process of identifying and implementing individualized interventions and supports certainly presents its own challenges. Because PBIS is both team based and function based, individualized interventions require a more complex assortment of skills and a different mindset about how to approach problem behaviors than traditional behavior management practices (Bambara & Kern, 2005). Behaviorally speaking, when teachers are positively reinforced for their efforts through improved academic and behavioral outcomes, their confidence and the possibility that they will continue to improve their efforts and results will increase in the future. But if the effort goes unnoticed, teachers learn over time that the reinforcement they need is not worth the emotional effort needed. This can and will impact the success of the students and the whole school environment (Ross et al., 2012).

Summary

Over the past two decades, educators, parents, school boards, and communities have contemplated how to improve safety and learning in public schools. Traditionally, schools have addressed challenging behavior by increasing the number and intensity of disciplinary procedures (Sugai & Horner, 2002; Utley, Kozleski, Smith, & Draper, 2002). There is a growing body of research that supports the use of proactive and preventive strategies when dealing with challenging behaviors instead of disciplinary measures.

Community leaders and parents have high expectations when it comes to providing safe learning environments. Because of the insistence of maintaining a safe and supportive school

climate, there is a great amount of responsibility placed on school administration (Horner, 2000). When school staff and parents work together for the students, there is a common expectation that students will come to school ready to learn and that teachers will teach and work in a safe school environment. Richter (2006) states,

> "Effective behavioral instruction is recognized to be specific; built into general education school curriculum; applied across school-wide classrooms, and target settings; and focused on two basic social outcomes; positive peer relations, interactions and favorable adult judgments' about the social skills." (p.15)

It is important to work together to create an integrated proactive behavior system so the students learn how to be a problem solvers who take responsibility for their behaviors.

Well-defined disciplinary requirements and attention to school security have a place in schools in maintaining order and ensuring safety. However, a broader perspective stressing early identification, comprehensive planning, prevention, and instruction is important to cultivate a positive school environment (Skiba & Peterson, 2000). Positive school environments have shown to support teachers' emotional well-being and sense of competence and, in turn, improve student outcomes (Jennings & Greenberg, 2009). School-wide PBIS is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behavior supports needed to achieve academic and social success for all students (Sugai, Horner & Lewis, 2009). The literature suggests that schools implementing PBIS have improved school climate and safer environments. It is generally true that a commitment to PBIS, with strong leadership and support, will reduce inappropriate behavior and increase positive behavior (Safran & Oswald, 2003). The literature in this chapter laid the necessary foundation for exploring the implementation of PBIS and the successful implementation or barriers for the teachers during

implementation. The research problem is worth studying as it has the potential to serve schools that have identified a need to improve overall school culture by the implementation of PBIS.

Chapter 3

Methodology

Positive Behavioral Interventions and Supports (PBIS) is a universal, school-wide prevention strategy that is currently implemented in over 9,000 schools across the nation to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles. PBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors (Bradshaw, Mitchell, & Leaf, 2010). Positive Behavior Interventions and Supports are designed to promote positive teaching and learning climates, supporting positive social behavior and academic achievement. As a proactive school-wide approach, all students and staff across all settings are considered. Although key features of PBIS are similar across schools, specific implementation strategies are often different in secondary schools. Secondary schools are complex organizations with multiple administrators, large numbers of staff and students, and varied expectations related to academic achievement and successful diploma completion (Flannery, Sugai, & Anderson, 2009).

Recently, many schools through the implementation of PBIS have begun to shift toward a proactive, antecedent-based approach to school-wide discipline that involves (a) clarifying teacher expectations, (b) teaching these expectations to the student body, and (c) reinforcing students who meet the expectations (Horner & Sugai, 2000).

The purpose of this study was to identify staff perspectives regarding the effects of PBIS implementation on school-wide behavior at a middle school that is in their fifth-year of implementation. With past survey data in this secondary school after five years of implementing PBIS with staff, their ability to implement PBIS to influence student behaviors and how to

improve the implementation have not been studied comprehensively other than past survey results and setting goals for the next school year. The question, *to what extent in a micropolitan middle school setting do staff perceive their ability to influence student behaviors through the implementation of PBIS?* was answered through this mixed-method study of staff in a single middle school. Staff perceptions of PBIS implementation were surveyed. Next, an open-ended question was at the end of each part of the survey to find more detailed views regarding PBIS implementation from those surveyed (Creswell, 2009). Asking the open-ended question allowed staff to provide their perception of what could improve the implementation of PBIS. By coding the open-ended responses, themes emerged. This mixed-method procedure was selected for this study because the researcher sought to elaborate on and expand on the findings of one method with another method. Mixed-method strategies are less well known than either the quantitative or qualitative approaches (Creswell, 2009).

The purpose of this study was to identify teachers' perspectives regarding the successes and the opportunities for improvement in the implementation of PBIS at the secondary level after a five-year period of time. The goal was to add to the existing body of research that examined the status and improvement of four support systems as they related to PBIS: (a) school-wide discipline system, (b) non-classroom management systems (e.g. cafeteria, hallway, and restrooms), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. The findings added depth to the research as it related to the defined barriers that inhibit the fidelity of implementing PBIS from the staff perspective at the secondary level. PBIS includes a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior (Horner & Sugai, 2000).The researcher sought to observe, explain, and draw conclusions about the progress

of implementing PBIS in one secondary school in the Midwest based upon each of the staff responses to the PBIS Self-Assessment Survey (SAS) and areas for improvement from the responses to the open-ended question at the end of the SAS survey.

Research Hypotheses

The following hypotheses were tested:

Hypothesis 1: Overall SAS score will correlate with years of education experience.

Hypothesis 2: SAS score related to school-wide systems will inversely correlate with years of education experience.

Hypothesis 3: SAS score related to non-classroom setting systems will inversely correlate with years of education experience.

Hypothesis 4: SAS score related to classroom systems will correlate with years of education experience.

Hypothesis 5: SAS score related to individual student systems will correlate with years of education experience.

The research plan was a mixed-method study, which is an approach to inquiry that combines or associates both qualitative and quantitative forms of research. It involved philosophical assumptions, the use of qualitative and quantitative approaches and the mixing of both approaches. Thus, it was more than simply collecting and analyzing both kinds of data; it also involved the use of both approaches in tandem so that the overall strength of the study was greater than qualitative or quantitative research used separately (Creswell & Clark, 2007). In this study the researcher utilized a quantitative method that involved a survey called the SAS to test the implementation of PBIS (Creswell, 2009). The SAS survey was followed by a qualitative method by asking an open-ended question, *what are the opportunities for improvement for the*

successful implementation of PBIS? The coded results of this open-ended question helped identify areas to study regarding the opportunities to improve implementation of PBIS at the secondary level (Tashakkori & Teddlier, 1998).

The goal of this mixed-method study was to see if the implementation of PBIS delivered specific strategies to allow the staff to be proactive when teaching school-wide agreed upon student behaviors. The impact of this study was to determine if PBIS was being used throughout the middle school, and what opportunities for improvement, if any, staff identified as they continue to implement the acceptable behavior model in the four behavior areas.

Participants

The selected middle school was a single school in a larger school district in the Midwest. The staff, consisted of principals, teachers, paraprofessionals, counselors, psychologists, maintenance, clerical, and food service staff that took the SAS survey. The list was made to be inclusive because all staff are responsible for the implementation of PBIS, not just teachers and administrators. The staff members included in the survey had varying years of experience from a couple of years to staff that had over 29 years of education experience. All staff that took the survey were employed at this school. This middle school consisted of 1,051 students along with 139 staff members of whom 63% are licensed staff, 19% are paraprofessionals, and 18% are non-licensed (maintenance, clerical and food service). The middle school staff served 1,051 students in grades six (380), seven (331) and eight (340). The student demographics were comprised of 42.7% free and reduced lunch, 37.02% minority, 15.4% English learners and 14.1% special education.

Procedure

Participants were selected for this study based on their implementation of PBIS and continued employment at this middle school. It was important that the participants had at least one year of experience implementing PBIS so they had an understanding of the implementation when completing the SAS survey. By including trained staff that had experience implementing PBIS and had familiarity with the SAS survey, the validity of the study was increased because background knowledge of PBIS and the purpose and goals for using the strategies throughout the school. All staff in this middle school received professional development on how to implement PBIS.

Invitations to participate in the survey were extended to all staff members who implemented PBIS and were currently employed at this middle school. The researcher worked with the Director of Curriculum and Instruction and received permission to survey all staff that were employed and had experience implementing PBIS. The participation in the survey was voluntary and, by completing the survey they agreed to participate in the study (see Appendix B).

The middle school that participated was part of a larger school district that had an adopted research policy with clear procedures about how to obtain permission to do a research study. The research permission documents were submitted to the Director of Curriculum and Instruction and the researcher obtained permission to do the study. Permission was granted and the identified staff received an email invitation to voluntarily participate in the SAS survey. The survey was open for completion until the majority of the staff completed the surveys. The numbers of completed surveys were compared to the total number of staff members that were sent the survey until at least a simple majority was reached (see Appendix C).

Data Collection

Survey. The SAS survey should be used by staff for initial and annual assessment of effective behavior support systems in their school (Sugai & Horner, 1999; see Appendix D). The SAS survey was used to identify the effective behavior supports in the identified middle school in the following areas of improvement related to the four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallways, and playground), (c) classroom management systems and (d) systems of individual students engaging in chronic problem behaviors. All SAS survey data was collected online using Qualtrics software.

The survey questions were grouped by the four systems including (a) school-wide discipline systems consisting of 18 items, (b) non-classroom management systems consisting of nine items, (c) classroom management systems consisting of 11 items, and (d) systems of individual students engaging in chronic problem behaviors consisting of eight items. Participants responded to each survey item by indicating whether each component was *Not in Place*, *Partially in Place*, or *In Place*; for purposes of scoring, these responses were coded as 0, 1, and 2, respectively, to obtain an index of overall perception of implementation success. The survey took 15-20 minutes to complete depending upon how many of the questions applied to the experiences of each participant. Each question was examined regarding the priority of improvement.

Open-ended response. Following the SAS survey, there was an open-ended question, *what are the opportunities for improvement for implementation of PBIS?* This prompted the participants to reflect and think specifically to the overall PBIS implementation and give qualitative responses. Creswell (2009) states open-ended questions that are few in number offer

opinions and views accurately. Asking the open-ended question allowed staff to voice their perceptions of what could be done to improve any of the four behavior systems. This was important because, as they made decisions around teaching behavior, they encountered specific barriers that were mentioned in their open-ended responses. Themes emerged by coding the open-ended responses and this gave depth to the SAS survey and this study.

Data Analysis and Organization

Quantitative. The SAS survey was analyzed using descriptive data and inferential statistics to test the five hypotheses stated earlier. Statistical analysis using SPSS was used to answer each research question (Hoy, 2009).

Qualitative. In order to understand the staff perceptions about how the implementation of PBIS impacted all four areas of the middle school, the data collected in the open-ended question was coded and categorized based on the consistencies and differences of data collection. It was important to start the coding process to see if there were any identified themes in the research and identify what those themes were (Richards, 2009). The themes did help set the direction for areas of study for future research.

Summary

This mixed-methodology study was used to answer the following research question, *to what extent in a micropolitan middle school setting do staff perceive their ability to influence student behaviors through the implementation of PBIS?* This design was a strategy of inquiry where the researcher explored the depth of the PBIS implementation at the secondary level. The sample included employees of a middle school who implemented PBIS and were employed at this school. The data collection included the quantitative SAS survey that was administered using

Qualtrics software. There were coded responses to the quantitative open-ended question, *what do you see as the opportunities for improvement for the successful implementation of PBIS?*

The theories created as a result of this study provided guidance to school staff at the secondary level who might be interested in the implementation of PBIS in their school. There were opportunities to identify ways to improve the implementation for schools who have implemented PBIS school-wide through the coding of the open-ended question responses in this study and the results of the SAS survey.

Chapter 4

Findings

Data Collection and Organization

Quantitative and qualitative data were collected for this mixed-method study. This chapter is organized so the quantitative data will be presented first, followed by the qualitative data. The quantitative section is divided into three subsections: (1) demographic profile of the respondents, (2) hypotheses, and (3) self-assessment survey results. The qualitative section is divided into three subsections: (1) demographic profile of the respondents, (2) coding process, and (3) emergent themes of the coded open-ended question at the end of each of the four sections of the self-assessment survey.

Quantitative Findings

Demographic profile of respondents. A total of 139 staff members were invited to participate in the survey. Eighty-six staff members at a single middle school completed the survey, resulting in a response rate of 61.8%. The staff consisted of administration, general educators, educational/teacher assistants, special educators, counselors, psychologists, custodial/maintenance staff, clerical staff and food service staff. All staff members were invited to take the SAS survey since all staff members are responsible for the implementation of PBIS. The middle school staff members are responsible for 1,051 students in grades six (380), seven (331), and eight (340). Appendix E represents the frequencies for various amounts of years of experience in education for all staff members.

Hypotheses. The survey data were analyzed using inferential statistics to test the five hypotheses. The Statistical Package for the Social Science (SPSS) was used to compute Spearman's rank correlation coefficients (i.e. Spearman's rho) to test whether amount of

educational experience was correlated with SAS scores. Spearman's rho was used due to the fact that data for years of experience were correlated using ordinal scale.

The following hypotheses were tested:

Hypothesis 1: Overall SAS score will correlate with years of education experience.

Hypothesis 2: SAS score related to school-wide systems will inversely correlate with years of education experience.

Hypothesis 3: SAS score related to non-classroom setting systems will inversely correlate with years of education experience.

Hypothesis 4: SAS score related to classroom systems will correlate with years of education experience.

Hypothesis 5: SAS score related to individual student systems will correlate with years of education experience.

The results of the five correlation analyses are provided in Appendix F. Because none of the correlations reached statistical significance, all five of the research hypotheses were rejected and, therefore, the null hypotheses were sustained. Spearman's rho coefficients were computed between years of experience and the SAS scores in each of the four categories and overall SAS score. There is no relationship between years of experience and the overall SAS score. There is no relationship between years of experience and overall SAS scores, school-wide scores, non-classroom scores, classroom scores or individual student systems scores.

Self-assessment survey results. The survey questions were grouped by the four systems (1) school-wide discipline systems consisting of 18 items, (2) non-classroom management systems consisting of nine items, (3) classroom management systems with 11 items and (4) systems of individual students engaging in chronic problem behaviors consisted of eight items.

The majority of the participants finished the survey in 15 minutes. The participants responded to the closed-ended items on a three-point scale with a value of 0 for *not in place*, 1 for *partially in place*, and 2 for *in place*.

School-wide discipline systems. A school-wide discipline system is defined as involving all students and, staff across all settings throughout the school. Results of the 18 school-wide discipline systems items indicated staff found the majority of the systems in place. Survey results identified that the majority of staff are teaching appropriate agreed-upon behaviors for all students. The second area where survey results show systems in place related to the high functioning behavior PBIS team that supports staff in behavior planning, problem solving with an administrator who is an active participant on the team. When there is problem behavior it is defined clearly and compared to the expected student behaviors and then the appropriate replacement behaviors are taught with support from the school PBIS team if needed. The school team has access to on-going training and support from the district.

The areas that were identified as "not in place" or "partially in place" in the school-wide implementation were related to the identified consequences for problem behaviors were not clearly defined. As a result, instruction could not continue because there are no options for staff when problem behaviors occur other than to interrupt instruction. Even though the results show that there is ongoing training for the PBIS team, the results indicated that is not the case for all staff regarding booster trainings throughout the school year based on school discipline data. The area that the results were the lowest was that expected behaviors are rewarded regularly.

In Appendix G, the response frequencies have been reproduced from the SAS survey items related to the school-wide implementation of PBIS. The items in Appendix G are arranged in descending order based on the frequencies of respondents who indicated that they are "not in

place;" this makes it easier to identify the areas that can be improved upon when implementing PBIS school-wide.

Non-classroom settings. Non-classroom settings are defined as particular times or places where supervision by staff is emphasized for example in the hallways, cafeteria, on the playground and bus. The results in the non-classroom settings identified staff responded that the majority of the systems are "in place". The school-wide expectations of student behavior apply to the non-classroom setting and all staff members are involved directly or indirectly in the behavior management of those settings. The data is evaluated based on the status of student behavior and management practices. Supervisors are actively moving, scanning and interacting with students.

There were two areas identified as "not in place" or "partially in place" in the non-classroom settings. First, the results suggest that rewards do not exist for meeting expected student behaviors in non-classroom settings for all students. Next, staff members do not receive regular opportunities to develop and improve active supervision skills. The items in Appendix H are arranged in descending order based on the frequencies of respondents who indicated that they are "not in place".

Classroom settings. Classroom setting systems are defined as instructional settings in which teacher(s) teach and supervise groups of students. Respondents indicated that the majority of the systems are "in place" in classroom settings. Results indicated that (1) expected student behaviors and routines are taught directly, (2) expected behaviors are positively and clearly defined, (3) problem behaviors are defined clearly, (4) procedures for the expected as well as the problem behaviors are aligned with the school-wide procedures, (5) there are classroom-based

options to allow instruction to continue when problem behaviors occur, (6) teachers have regular opportunities to ask for assistance through observations, instructional support, and coaching.

The two areas that were identified as "not in place" or "partially in place" related to instruction, (1) curriculum, and (2) materials being matched to each student's ability in math, reading and language. A third area identified was expected student behaviors are acknowledged and rewarded regularly. The items in Appendix I are arranged in descending order based on the frequencies of respondents who indicated that they are "not in place".

Individual student systems. Individual student systems are defined as specific supports for students who engage in chronic problem behaviors usually 1-7% of the enrollment of students school-wide. Survey results indicate the majority of individual systems are "in place". The results indicated the behavior support team includes a staff member skilled at conducting functional behavior assessment, which was identified as an important skill to have on the team. The results indicated that the assessments are conducted regularly to identify students with chronic problem behavior and the behavior support team responds promptly within two working days to students who present chronic behaviors.

The area that was identified as "not in place" or "partially in place" related to the school including formal opportunities for families to receive training on PBIS supports and positive parenting strategies. The items in Appendix J are arranged in descending order based on the number of respondents who indicated that they are "not in place".

Qualitative Findings

Qualitative data was gathered concurrently by the respondents being asked to answer an open-ended question at the end of each of the four system sections. Respondents were asked to identify opportunities for improving the success with which PBIS is implemented in each area.

Demographic profile of respondents. The demographics of the respondents were the same as the qualitative participants because the data collection was concurrent (Creswell, 2009) and they completed the SAS survey they answered the qualitative question. There were 86 respondents from the staff out of the 139 staff who received the invitation to participate, which is a 61.8% response rate.

Coding Process. During the coding process the researcher followed the eight steps provided by Renata Tesch (2013, p. 118-121). The steps engaged the researcher in a systematic process of analyzing the data that was generated from the open-ended questions. This was done by writing down thoughts and when completed a list of topics was developed which were then clustered together based on similarities. The topics were arranged in a list with descriptive wording based their relationship. Through this process the themes emerged (see Appendix K).

Emergent Themes

School-wide systems. Upon analyzing the responses to the open-ended question as related to improvement in school-wide systems, three themes emerged. The most prevalent theme was in reference to student recognition and rewards for all students and that they should be recognized for continuously doing the right things. One respondent shared,

"We need some sort of rewards for all the students. Maybe Wildcat paws for good/positive behaviors and then have a drawing every Friday. We do not reward the students who are consistently meeting our school-wide expectations."

Another respondent shared, "This is a great program for quickly identifying kids who need behavior support. We do need to work on some positive rewards for appropriate behavior."

Another person stated, "It seems like as a school we focus only on the negative behaviors. We need to have a reward system that celebrates our students who are consistently meeting and

many times exceeding our expectations." Another respondent affirmed the theme, "More consistent rewards for the desired behaviors so it is reinforced we need to reward our students for doing well!!"

The second theme evident related to the need for PBIS training for all staff to ensure consistency in the implementation of PBIS. One respondent shared,

"We need time to do PBIS training with all of our staff at the beginning of the school year. We need time to train our paraprofessional [teacher assistants] who support PBIS in general for our students." A similar response regarding training, "We need to make sure that all staff have the same training especially our new and traveling staff."

The third theme that emerged from the open-ended responses was consistency among all grade levels in teaching and implementing the lessons that support PBIS.

One respondent shared,

"We need all staff to follow through with teaching the PBIS lessons. This means teaching school-wide routines and procedures (i.e., voice levels in different areas of the building, attention signal, etc.)." A similar response was, "All staff need to be on board and participate in PBIS lessons and activities. This consistency will help our students meet the behavior expectations." The themes of consistency, training and recognition emerged in both the qualitative data and quantitative survey results as either "partially" or "not in place".

Non-classroom settings. Two themes emerged from the qualitative data in the area of non-classroom settings. The most referenced theme was, related to rewards for positive behaviors outside of the classroom. Multiple respondents commented that, the overall reward for positive student behavior needs to be re-developed for places like the lunchroom. One staff member stated,

"We need to continue to emphasize the importance of behavior in non-classroom settings. Having us model and student practice in the actual settings might help."

Respondents also shared the guidelines for non-classroom behavior needs to be presented in the school's PBIS weekly lessons.

The second theme that emerged related to training on how to actively supervise students. A response in this area was,

"We could use more training on the expectations during supervision like how we are working on our hallway presence this year it is awesome." Other responses were related to how supervision needs to change. For example on respondent wrote, "Staff are to be monitoring the lunchroom but for the most part they are sitting and talking to each other. If more monitors spread throughout problem areas it may help (i.e. lunchroom, hallways and the bus drop off area)."

Multiple respondents referenced the need for training on active supervision and prevention of possible fights.

The themes of rewards and staff not receiving regular opportunities to develop active supervision skills emerged in both qualitative data quantitative survey results as either "partially" or "not in place."

Classroom systems. Through the coding process, several themes emerged in the area of classroom systems. Respondents again commented on the need for training. Specifically, the training aligned with the expectation that everyone teaches the lessons in their classrooms. One person stated,

"Our PBIS lessons need to be taught and should be consistent. If we all focus on the PBIS lessons and praise/reward students for the desired behaviors we will continue to see results."

The other theme was in respect to supports for staff. There were multiple comments regarding that the team can support each other along with our instructional coaches can help as well. A couple of examples of comments are as follows:

> "We know we have access to our academic coaches if we are having classroom management issues. You could ask a coach or administrator to come and observe or take your class and model how to teach the lessons if you need assistance. You could also ask a member of the PBIS team to assist."

The themes that emerged as suggestions for improvement were about training which is evident in all four areas and support for staff. The results in curriculum and instruction that aligns with the learning for each student did not emerge in the responses in this area like it did in the school-wide systems.

Individual student systems. This area relates to 1-7% of the student population who need continuous intervention with their behavior. Two themes emerged, in the area of individual student systems. The first theme that emerged was the need for family PBIS training and open communication. One example of a respondent's comment as it related to communication,

> "It would be beneficial for staff who work directly with the student to be informed about student behaviors even when it is not occurring in the classroom-sometimes information seems as though it is kept a "secret" rather than being open and including the teacher in the problem solving. We need to communicate to parents early and as often as possible so they are on the same page with us and we understand them better."

A second theme was related to PBIS training as it relates to families. Specifically availability of PBIS strategies for parents/guardians emerged as a theme. A couple respondent's comments as they related to strategies for parents/guardians were:

- "I'm not aware that we are doing any formal family PBIS training but what a good idea!"
- "Maybe we could have a parent night or during conferences or videos for the parents to watch."
- "If we bring families in before school starts for orientation maybe we could have a session there as we do with other information they need."

In the individual systems area only the theme of formal training for families correlated with the SAS survey results.

Summary

The qualitative and quantitative results were collected concurrently as each respondent completed the SAS survey. This was possible because at the end of each section of the survey there was an open-ended question asking for ways to improve the implementation of PBIS. The demographic profiles of the respondents were also presented.

The researcher following the recommended coding process by Renata Tesch completed the qualitative analysis. The emergent themes were checked twice for accuracy and presented in each of the four system areas (a) rewarding all students who displayed agreed upon behaviors (b) consistent professional development for all staff specifically in active supervision (c) training for families so they have investment in the implementation of PBIS (d) transparent communication with all staff who work directly with the students.

In Chapter five, the summary of the mixed-method study will be presented. The researcher will outline the chapter with an introduction, statement of the problem, and summary of the results, concluding with the discussion of the results. Within the main areas of the last chapter, the researcher will share the interpretation of the results, the relationship of this study to previous research, recommendations for educators, and recommendations for future research.

Chapter 5

Discussion

Introduction

The purpose of this study is to identify staffs' perspectives regarding their ability to influence student behaviors through the implementation of PBIS and identify ways to improve the implementation of PBIS at the secondary level. The study included principals, teachers, paraprofessionals, counselors, psychologists, social workers, and maintenance, clerical, and food service staff at a middle school level in a large school district in the Midwest. The mixed-method study examined if the fidelity of PBIS implementation is evident is all systems throughout the middle school, and what are the opportunities for improvement. The quantitative data collected included items to which participants responded on a three-point scale, with values of 0 for not in place, 1 for partially in place, and 2 for in place. Qualitative data was gathered from open-ended responses and thematically analyzed. The themes that emerged are presented in the findings section of Chapter Four. This chapter will analyze the staff members' perspectives regarding their ability to influence student behaviors through the implementation of PBIS and will explore opportunities for improvement in the implementation of PBIS at this middle school. The findings will include responses to the two research questions and provide implications for future research for the implementation of PBIS at the secondary level.

1. To what extent in a micropolitan middle school setting do staff perceive their ability to influence student behaviors through the implementation of PBIS?
2. What are the opportunities for improvement for implementation of PBIS?

Findings

The results reported in Chapter four revealed staff's perspectives regarding their ability to influence student behaviors through the implementation of PBIS along with the improvement in the implementation of PBIS at the secondary level.

Staff Influencing Student Behavior. Five themes emerged regarding staff's perception of their ability to influence student behaviors through PBIS.

Theme one. Throughout all four sections of the survey, staff indicated that agreed-upon behaviors are "in place" and are consistently taught in all settings. This is an important core strategy to the PBIS implementation: all staff must work together to identify the behaviors that need to be taught and then consistently teach and model those behaviors. According to Horner & Sugai (2002), school-wide discipline, classroom-wide behavior management, instructional practices and systems are emphasized and taught.

Theme two. A second theme that emerged from the data was the school team has access to on-going training and support. In a PBIS school, there need to be staff members identified from all employee groups and the administration to serve on the PBIS team and lead the school-wide implementation. It is important the PBIS team continues training beyond the initial PBIS training so they are able to support the staff so students are learning, modeling, and applying the agreed upon school-wide behaviors.

Theme three. A third theme that emerged was that staff members define problem behaviors and teach expected student behaviors directly. If a student displays problem behavior, it is important that the inappropriate behaviors are defined and staff will continue to reinforce and teach the appropriate agreed upon replacement behaviors. It is not only important that the agreed upon behaviors are taught, but also that staff have the skills to be able to identify the

inappropriate behaviors and then provide students with proper supports. This is important so that the students understand how to be responsible for their own behaviors.

Theme four. From the data, the researcher identified that teachers have regular opportunities for access to assistance when needed. Teachers need to have regular opportunities for assistance through observations, instructional support, and coaching for PBIS implementation. The continued behavior instruction and coaching through collegial support will help staff acquire the skills they need to deliver behavioral interventions especially in the classroom setting.

Theme five. The final theme was that assessments are conducted regularly to identify students' chronic problem behaviors. It is important that, when needed, behavior assessments are conducted by the behavioral support team. Children who do not respond to the universal level of PBIS require assessment of their behaviors (Hawken, Vincent, & Schumann, 2008). At least one member of the team must have specialized knowledge on how to develop a behavior intervention plan. This team will spend most of their time focusing on the 1-7% of the student population that have continued needs in the area of behavioral support. All staff will work with the team so that they have the skills to support student learning and practice the appropriate behaviors so the students are successful and can be in the classroom so learning continues for all students in the class.

Improving Implementation. Four themes were identified as areas for growth and improvement in the implementation of PBIS.

Theme one. The first theme identified as an area for improving the implementation of PBIS is the need to increase consistency in rewarding all students. Rewarding all students who consistently display the agreed-upon behaviors across all settings in the school must be

celebrated at different times and in different ways throughout the school year. Schools should not create systems in which the students who improve their behaviors are rewarded while those students that are consistently meeting or exceeding the identified behaviors often are not recognized.

Theme two. A second theme identified in this study was inconsistent implementation of ongoing professional development for staff. Consistent professional development is a need for all staff, not just the PBIS team. The training provides staff with the skills which will help them to know how to model and teach the appropriate behaviors along with teaching the PBIS lessons. One specialized area identified in the comments was the need of teaching all staff strategies for active supervision specifically when supervising the lunchroom, the bus-drop off and pickup area and the hallways.

Theme three. The third theme identified in the findings was the need to provide training opportunities for families so they are invested in the implementation of PBIS. Providing families with this additional knowledge and helping them to understand a few key PBIS strategies could help with teaching and modeling agreed-upon behaviors outside of school. Moving PBIS strategies outside of school to the home of the student will help engage parents in their children's education. When school staff and parents work together for the students, there is a common expectation that students will come to school ready to learn and that teachers will teach and work in a safe school environment (Horner, 2000).

Theme four. The fourth theme in this study that emerged was the need for transparent communication with all staff who works directly with students. When the staff and family who are closest to the student can help solve problems, model the expected behaviors, and communicate what needs to occur for the behaviors to improve, better results are more likely to

occur. Clearly-defined expectations and behavioral examples that permit consistent communications and establish an effective verbal community for all staff and students across all settings improve the understanding of how everyone can work together (Sugai & Horner, 2002).

Recommendations

School-wide PBIS is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behavior supports needed to achieve academic and social success for all students (Sugai, Horner, & Lewis, 2009). PBIS designed to promote positive teaching and learning climates while supporting positive social behavior and academic achievement and serves as a framework to assist the classroom teacher. As a proactive school-wide approach, all students and staff across all settings are considered to be part of the solution to create a positive learning environment (Flannery, Sugai, & Anderson, 2009). As a result of this research study, five recommendations are being made related to the practice of implementing PBIS effectively at the secondary level.

Recommendation one. There is a need to clarify the expectations for all staff members. The agreed-upon expectations then need to be modeled and communicated clearly for all students to be successful. The administrators in the building must be involved because this shows the staff a focused commitment to the school-wide implementation of PBIS.

Recommendation two. Consistent training is an important component for all staff and booster training needs to occur during the school year for everyone, not just the PBIS team. One area of training that needs to be added to the booster sessions is active supervision strategies for all staff when supervising students across all school settings.

Recommendation three. The agreed-upon expectations need to be taught and modeled in all four areas of focus: school-wide, classroom, non-classroom and at the individual level.

Clearly defined procedures for teaching expectations and expected behaviors that staff can use to ensure students know and understand school-wide rules, expectations, routines, and positive and negative consequences will target the staff behaviors for student success. PBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors (Bradshaw, Mitchell, & Leaf, 2010).

Recommendation four. It is essential that staff and students have multiple opportunities to practice the expectations and strategies they have learned. The agreed-upon PBIS lessons are key to the consistent practice of the expected behaviors that all staff need to teach and model. If some staff are choosing not to teach the lessons, they need to be offered behavioral coaching and held to the same standard of implementation as the other staff who are teaching the agreed-upon PBIS lessons.

Recommendation five. It is important to reward all students whose daily performance meets or exceeds the stated behavior expectations. So that the culture of success is developed, all staff need to be involved in identifying and planning celebrations that can happen across all school settings.

Future Research

This researcher recommends four additional areas of future research that have potential to benefit the school-wide implementation of PBIS at the secondary level. It will be beneficial to continue research in the areas that are the key indicators of success, including, high implementation integrity, continuous use of data for decision making, embedded professional development, and coaching to establish predictable, consistent, positive, and safe social environments at the school-wide implementation level (Horner, Sugai & Anderson, 2010).

Recommendation one. With the continued focus on the fidelity of implementation of PBIS this study should be replicated on a regular basis to make comparative data available. To add depth to the study, the interviews and focus groups should be conducted to identify specific barriers to implementation from each of the school employee groups. The interviews and focus groups should be conducted separately with individuals from similar job types to determine which specific themes emerge from each group. This process would ensure that multiple perspectives are collected and heard based on the experiences of each person regarding the implementation of PBIS and their responsibilities in the school.

Recommendation two. With the increased use of Response to Intervention (RtI) as a model of tiered instruction delivery, a study exploring the RtI model and how/if it intersects with PBIS is needed. In PBIS, the students are identified through the same procedures used in RtI models (Fuchs, Fuchs, & Compton, 2004). A study is needed to look at academic results in addition to behaviors since staff and students identify procedures in their daily work to support student success. It is important to note that, staff identified that improvement is necessary in the provision of academic opportunities to meet the instructional levels of each student. Specifically, the instruction, curriculum, and materials used need to be more appropriately matched to each student's ability in math, reading, and language. Using RtI as the framework, future research should address how staff members make decisions regarding academic and behavior interventions to meet the individual student needs and how these decisions can be optimized. It is important to understand how the staff members collect data, identify the necessary interventions based on the data they collected, and implement the needed strategies so that students stay engaged in their learning and feel welcome in school.

Recommendation three. Further research is needed on best practices for job-embedded professional development so staff create and provide a consistent, positive, and safe environments for the all staff and students. The literature suggests that schools implementing PBIS have improved school climates and have safer environments (Horner, Sugai, & Anderson, 2010). A commitment to PBIS, with strong leadership and support, will reduce inappropriate behavior and increase positive behavior (Safran & Oswald, 2003). Understanding the best approach to professional development has the potential to support school leaders in ensuring that PBIS implemented consistently throughout the school.

Recommendation four. To support school leaders in ensuring safe and violence-free schools, additional research is needed in the areas of school climate and safe learning environments. Future research should investigate the impact of school climates on the recruitment and retention of a diverse and talented staff. Educators experience higher levels of accountability within school contexts that include increasingly diverse students, challenging school climate, fewer resources, and an array of new initiatives (Ross, Romer, & Horner, 2012). Teachers report experiencing stressors such as student discipline problems, poor working conditions, and lack of emotional support all which have been linked to teacher burnout and possible teacher turnover (Ingersoll & Smith, 2003; U.S. Department of Education National Center for Education Statistics, 2007). This is an area of research that is needed because it is relevant to the recruitment and retention of a highly qualified professional work force.

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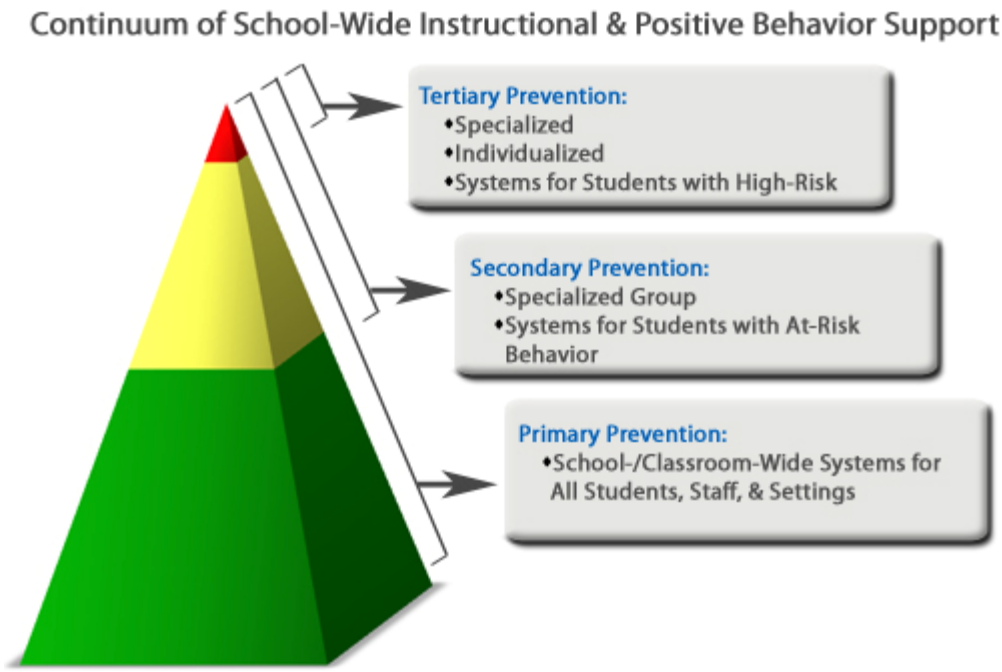
Appendix A

PBIS Pyramid of Interventions



Retrieved from: www.pbis.org

Appendix B

Online Consent Form

Consent Form for Secondary staff regarding the implementation of Positive Behavior Intervention and Supports. Electronic Survey – This consent form will be distributed electronically with the survey.

This is a mixed-method study on the implementation of Positive Behavior Intervention and Supports at the secondary level after five years of implementation. You are invited to participate in research supervised by Dr. Candace Raskin designed to gather your self-assessment of the implementation of PBIS at your school. You are a potential participant because you are currently employed in this school and have implemented PBIS for at least one school year. You are being asked to participate because your responses are valued highly. All collected survey data is anonymous. This survey should take about 20 to 30 minutes to complete.

Purpose

The purpose of this study is to identify teachers' perspectives regarding the successes and the opportunities for improvement in the implementation of PBIS at the secondary level after a five-year period of time. Participation is voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. Participation or nonparticipation will not impact your relationship with Minnesota State University, Mankato. If you have questions about the treatment of human participants and Minnesota State University, Mankato, contact the IRB Administrator, Dr. Barry Ries, at 507-389-2321 or barry.ries@mnsu.edu.

Responses will be anonymous. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. The risks of participating are no more than are experienced in daily life. If you would like more information about the specific privacy and anonymity risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager.

There are no direct benefits for participating. Society and participants might benefit by an increased understanding of the implementation of Positive Behavior and Intervention Supports at the secondary level.

Submitting the completed self-assessment survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age.

Please print a copy of this page for your future reference.

[https://mnsu.co1.qualtrics.com/SE/?SID=SV_4ZsvDNmynpwnbBX]

MSU IRBNet ID# 641282-3

Date of MSU IRB approval: 9/26/14

I agree o

Appendix C

Research Approval Form

Independent School District #535

Research Request

Name Sheri L. Allen

Organization Doctoral Student @ Minnesota State University

Department Department of Education Leadership-Doctoral Student

Address 130 19th St. NE (Street) Owatonna, MN (City/State) 55060 (Zip Code)

Telephone Number 507-475-1868

Is this study part of your work for a degree? **Yes** ☐ No

If yes, check the following:

☐ Ph.D **Ed.D.** ☐ M.A. /M.S. ☐ Undergraduate ☐ Other

University or College _Minnesota State University-Mankato Date of IRB Approval I need to have permission from RPS first to submit my IRB application. I will be happy to forward my IRB approval.

Advisor's Name Dr. Candace Raskin

Sheri L. Allen — May 5, 2014
Applicant's Signature — Date

Dr. Candace Raskin
Advisor's /Sponsor's Signature (if applicable) — Date

Office use only
This project has/has not been approved by Independent School District #535.

[signature] — May 21, 2014
Executive Director of Curriculum & Instruction Signature — Date

Appendix D

Self-Assessment Survey

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8.Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Non-classroom settings** are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Classroom settings** are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq$ 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Individual student systems** are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)	High	Med	Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			

			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

EBS Self-Assessment Survey version 2.0 August 2003

Appendix E

Frequencies of Respondents' Years of Experience in Education

Years of Experience	Respondents	Percentage of Total
0-3	21	24.4
4-8	17	19.8
9-13	13	15.1
14-18	10	11.6
19-23	13	15.1
24-28	7	8.1
29 or more	5	5.8
Total	86	

Appendix F

Spearman's rho coefficients for Years of Experience by SAS scores

Values	SAS Scores				
	Overall	School-wide	Non-Classroom	Classroom	Individual
Spearman's rho	-.02	-.01	-.06	-.12	-.17
P	.84	.94	.62	.30	.14
N	86	86	82	79	76

Appendix G

Response Frequencies by Item for School-wide PBIS Implementation

SAS Items	Response Option		
	Not in Place	Partially in Place	In Place
3. Expected student behaviors are taught directly.	22	41	21
15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	15	35	28
14. Booster training activities for students are developed, modified and conducted based on school data.	15	34	31
13. School has formal strategies for informing families about expected student behaviors at school.	12	20	48
7. Options exist to allow classroom instruction to continue when problem behavior occurs.	8	38	36
5. Consequences for problem behaviors are defined clearly.	7	32	35
17. The school team has access to on-going training and support.	7	22	50
16. All staff are involved directly and/or indirectly in school-wide interventions.	5	20	59
6. Distinctions between office v. classroom managed problem behaviors are clear.	4	32	46
18. The school is required by the district to report on student behavior at least annually.	4	17	57
12. Patterns of student problem are reported to teams and faculty for active decision-making on a regular basis.	3	17	62
8. Procedures are in place to address emergency/dangerous situations.	3	14	69
10. School administrator is an active participant on the behavior team.	2	14	68
2. Expected student behaviors are taught directly.	2	7	76
1. Positively and clearly stated student expectations are defined.	2	6	77
4. Problem behaviors are defined clearly.	1	20	63
9. A team exists for behavior support planning and problem solving.	1	16	68
11. Data on problem behavior patterns are collected and summarized within an on-going system.	1	11	72

Appendix H

Response to Frequencies by Item for Non-Classroom Systems PBIS Implementation

SAS Items	Response Option		
	Not in Place	Partially in Place	In Place
4. Rewards exist for meeting expected student behaviors.	27	34	15
7. Staff receives regular opportunities for developing and improving supervision skills.	14	31	34
6. Scheduling of student movement ensures appropriate numbers of students in spaces.	8	29	42
5. Physical features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to and from school grounds.	6	29	44
2. School-wide expected student behaviors are taught in non-classroom settings.	5	23	47
3. Supervisors actively move, scan and, interact with students.	5	18	56
9. All staff are involved directly or indirectly in management of non-classroom settings.	4	14	61
8. Status of student behavior and management practices are evaluated quarterly from data.	1	18	58
1. School-wide expected behaviors apply to non-classroom settings.	1	11	67

Appendix I

Response Frequencies by item for Classroom systems PBIS Implementation

SAS Items	Response Option		
	Not in Place	Partially in Place	In Place
8. Instruction and curriculum materials are matched to student ability in math, reading, and language.	8	30	36
4. Expected student behaviors are acknowledged regularly.	5	32	40
5. Problem behaviors receive consistent consequences.	3	32	41
9. Students experience high rates of academic success.	2	34	35
11. Transitions between instructional and non-instructional activities are efficient and orderly.	2	30	43
7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	1	28	46
6. Procedures for expected and problem behaviors are consistent with school-wide procedures.	1	20	52
2. Problem behaviors are defined clearly.	1	11	65
10. Teachers have regular opportunities for access to assistance and recommendations (observation, instruction, and coaching).	1	9	64
1. Expected student behavior and routines in classrooms are stated positively and defined clearly.	0	11	66
3. Expected student behavior and routines in classrooms are taught directly.	0	10	67

Appendix J

Response Frequencies by Item for Individual Student Systems PBIS Implementation

SAS Items	Response Option		
	Not in Place	Partially in Place	In Place
7. School includes formal opportunities for families to receive training on behavioral/support/positive parenting strategies.	22	25	23
2. A simple process exists for teachers to request assistance.	9	23	43
6. Significant family and/or community members are involved when appropriate and possible.	7	30	36
3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	6	25	42
5. Local resources are used to conduct functional assessment-based behavior planning.	6	23	41
1. Assessments are conducted regularly to identify students with chronic problem behaviors.	4	22	48
8. Behavior is monitored and feedback provided regularly to the behavior support team and relevant staff.	4	18	50
4. Behavioral support team includes and individual skilled at conducting functional behavioral assessment.	3	17	52

Appendix K

Coding Guidance Process

1. Get a sense of the whole Read all the transcriptions carefully. Perhaps jot down some ideas as they come to mind.
2. Pick one document, (i.e., one interview)-the most interesting one, the shortest, the one on the top of the pile. Go through it, asking yourself, "what is this about?" Do not think about the substance of the information but its underlying meaning. Write thoughts in the margin.
3. When you have completed this task for several participants, make a list of topics. Cluster together similar topics, unique topics, and leftovers.
4. Now take this list and go back over your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try this preliminary organizing scheme to see if new categories and codes emerge.
5. Find the most descriptive wording for your topic list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show interrelationships.
6. Make a final decision on the abbreviation for each category in one place and perform a preliminary analysis.
7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.
8. If necessary, recode your existing data.

Coding Matrix

System	Theme	Theme	Theme	Theme	Theme	Theme
School-wide						
Classroom						
Non-classroom						
Individual						

(Tesch, 2013)