

Seminar Paper

The attached seminar paper, by Elizabeth Perkins, entitle, POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): UNDERSTANDING ELEMENTARY AND SECONDARY TEACHER PERCEPTIONS TO THIS APPROACH TO IMPROVE STUDENT BEHAVIOR , when completed is to be submitted to the Graduate Faculty of the University of Wisconsin-Platteville in partial fulfillment of the requirements for the Master of Science in Education Degree in Educational Administration, for which three credits shall be allowed is hereby

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POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): UNDERSTANDING
ELEMENTARY AND SECONDARY TEACHER PERCEPTIONS TO THIS APPROACH TO
IMPROVE STUDENT BEHAVIOR

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ABSTRACT

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): UNDERSTANDING ELEMENTARY AND SECONDARY TEACHER PERCEPTIONS TO THIS APPROACH TO IMPROVE STUDENT BEHAVIOR

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Under the Supervision of Dr. Chadwick Biermeier, EdD

This paper reviews previously published journal articles and research centered on the implementation of Positive Behavioral Interventions and Supports (PBIS) applied at the Elementary and Secondary School settings. Specifically, the data is focused around the success of Positive Behavioral Interventions and Supports (PBIS) in other schools, and data will be collected to compare Office Discipline Referrals (ODR's) from the Fall 2018-19 and 2019-20 school year from the Richland School District Elementary and Middle School in Richland Center, WI. after a semester of implementation of PBIS. Along with this data, there is a focus on the perceptions of PBIS between Elementary and Secondary School teachers to determine if there is any change to their thoughts, feelings, and beliefs once it is implemented within their school, by usage of questionnaires. This information will help the district to understand their teacher's views, practices, and efficacy to determine if they are implementing the approach to fidelity.

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CHAPTER ONE: INTRODUCTION

Teachers in the public education system are seeing serious and negative behaviors from their students, now more than ever. These unwanted behaviors are occurring daily and at times by the minute. “As schools continue to face problems of bullying, substance use, and other deviant behaviors, teachers and administrators are increasingly realizing the need for prevention.”(Molloy, Moore, Trail, Van Epps, & Hopper 2013, 593). This has led to outcries from parents, educators, and educational leaders looking for new ways to intervene and promote positive behaviors in the school system, so that academic achievement can continue to rise. An environment that is characterized by having aggressive and disruptive students can create opportunities for inappropriate behavior, where other school environments that have systematic-wide practices and interventions will promote appropriate behaviors (Parker, Nelson, & Burns, 2010). Some of these examples of programs or interventions include Educator Effectiveness (EE), Common Core State Standards (CCSS), Response to Intervention (RTI), and one of the most talked about initiatives of the late, Positive Behavioral Interventions and Supports (PBIS). The Wisconsin Department of Public Instruction website states the definition of Positive Behavioral Intervention and Supports (PBIS) “is a systemic approach to proactive, school-wide behavior based on Response to Intervention (RTI) model. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.” (Wisconsin Department of Public Instruction n.d. para 1.) This intervention program has the support of years of data and evidence to show its success, yet some teachers, especially secondary teachers, aren’t convinced it’s the ticket to reversing the negative behaviors they are seeing in their classrooms. These same teachers can be heard saying that the reward system is only temporary, or the kids should just know better. They are questioning why we constantly must tell them they

are doing a good job for something they should just be doing. Schools that are implementing PBIS are confronted with concerns from education stakeholders about school climate, how to teach behavioral expectations, the role of positive reinforcement, and labeling students (Bruhn, Gorsh, Hannan & Hirsch, 2014). Historically, school discipline practices have been more reactive and exclusionary by having students punished and removed from instruction if problems occurred (Madigan, Cross, Smolkowski, & Stryker, 2016). School-wide PBIS is an example of successful implementation of behavioral theory to address a major social concern within our schools today, while being more inclusive with students and avoiding removal of the student if possible. Its elements are still evolving, but with over 21,000 schools in the USA actively engaged in implementing PBIS, and a growing body of scholarship supporting the impact of PBIS on student behavior, it is worthwhile to consider the lessons learned (Horner and Sugai, 2015).

Statement of the Problem

According to Nocera, Whitbread, & Nocera (2014), during the 1990's, many schools were using a zero-tolerance philosophy, with an increase in suspensions and expulsions handed out to unruly students. There was little evidence to prove that suspensions and expulsions lead to positive changes in students. New studies showed that a more positive approach to teaching behavior may work more effectively (Nocera, Whitbread, & Nocera, 2014). Positive Behavior Interventions and Supports (PBIS) is an evidence-based behavior management system being used today to address small and large behavior issues that are disrupting academic learning within the school system. There has been discussion that Positive Behavior Interventions and Supports (PBIS) is more successful at the elementary level than at the secondary school level. Therefore, it seems that there is less "buy in" to the program from secondary level teachers. This

lack of acceptance could cause the program to not be successful or followed through to its fidelity. In previous research, it has been suggested that leadership, buy-in, and characteristics of the implementers have a great impact on the success of the intervention. (Bradshaw, Pas, Debnam, 2015). Even with ample research for secondary schools in the nation, which have implemented PBIS and showing success, there is still a challenge that teachers aren't convinced it is the right avenue to take to create a respectful climate in their schools.

Purpose of the Study

The first overview of this paper is to review the data and research that supports PBIS, as well as the importance of buy in and following the framework to fidelity. "School-wide prevention-based systems will not be as effective in supporting positive outcomes for students if ineffective management practices are present at the classroom level" (Reinke, Herman, & Stormont, 2013,39). To get a better understanding of teacher perception, there will be the following research questions addressed: What are elementary teacher's perceptions of implementing PBIS? What are secondary teacher's perceptions of implementing PBIS? How do their perceptions change during the initial district wide implementation? The study will be done using the Richland School District on their first year of initiating an elementary and middle school approach to implementing PBIS.

The Richland School District has seen significant behavior and discipline issues arise over the past three years according to their discipline reports. Students and staff are documenting more injuries, self-harm, and disruptions to their classroom learning (Richland School District Quarterly Discipline Reports). The quarterly/yearly discipline reports from the school years of 2016-2019, show an upward trend in negative behavior occurrences. One elementary school within the district implemented and piloted Tier 1 of PBIS as a trial during the 2018-19 school

year. There will now be a district PBIS team, made up of administrators, teachers, counselors, and parents, to lead the district in implementing district wide PBIS, although there is significant teacher resistance at the secondary level. The goal is to improve student behavior, decrease discipline reports, and increase buy in at the secondary level for the maximum achievement of this program.

Significance of the Study

This information is significant to discuss, as there are many trainings that accompany the implementation of PBIS, to ensure it is followed correctly by all that are involved. Along with that, it is important to understand the relationship between teacher efficacy, buy-in, and the impact it has on the success of implementation and the collection of data. If teachers do not support the intervention, then the program may not be followed to fidelity. This may lead to data that is flawed because teachers are not reporting and documenting Office Discipline Referrals (ODR's) or rewarding students for positive behavior at the consistency needed for it to be a success within the school. We will be examining these key factors that play an important role in implementing PBIS successfully, within the school district.

This study will help to advance the PBIS intervention within the Richland School District and seek to answer questions and concerns that teachers may have about implementing it within their building. While the number of schools implementing school wide PBIS continues to increase, there is little studied or known about classroom implementation and the challenges school personnel endure when implementing the practices within the classroom. (Fallon, McCarthy, Hagermoser-Sanetti, 2014). In addition, student behavior will continue to be tracked from one year to the next to help the district seek areas of need and areas of improvement.

Definition of Terms

Positive Behavior Interventions and Supports: a systemic approach to proactive, school-wide behavior based on Response to Intervention (RTI) model (Wisconsin Department of Public Instruction, n.d., para 1).

Office Discipline Referrals: Forms used to track student behavior when students display unwanted or unjustified behavior.

Secondary Teacher: A teacher teaching at the middle school or high school level.

School-Wide Evaluation Tool: (SET) measures the extent to which schools are implementing key features of School-Wide PBIS.

Delimitations of Research

The research that is collected and reviewed for this project will mainly focus on the data surrounding the support of Positive Behavior Interventions and Supports (PBIS) and the feelings and beliefs of the intervention from primary and secondary teachers. The information on this topic will be obtained using search engines such as ERIC, Google, Google Scholars, Ebscohost, and Minds@UW. The information from these resources and journals will be reviewed, cited, and summarized within the paper. The key terms that will be used to search for research and information will be Positive Behavior Interventions and Supports (PBIS), primary and secondary teacher's behavior issues, discipline issues in schools, and teacher behavior management.

Summary

In chapter two, I will review literature surrounding the support of PBIS in public schools and the data that accompanies it. The text will also investigate and discuss teacher beliefs and feelings of PBIS and how this correlates with following PBIS to fidelity to ensure it is working within the school. In chapter three, there will be a summary of findings and research, along with further recommendations for future studies to support the proper way to utilize and implement PBIS within schools.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

This literature review will discuss the definition, history, and three tiers of PBIS. It will also review prior research on data from alternative school settings, elementary, and secondary schools that have implemented PBIS to fidelity for behavior issues. The effects on academics from using PBIS within the school will also be investigated. According to current research, there is increasing support of the correlation between student behavior problems and a decrease in academic performance (Ryoo, Hong, Bart, Shin, & Bradshaw, 2017). Lastly, this chapter will discuss the research and effects of teacher efficacy, burn out and buy in of the implementation of the PBIS system of approach.

The History and Three Tiers of PBIS

In order to follow PBIS to fidelity, one must know the history of PBIS and understand the three-tiered levels of support. PBIS isn't a specific program, but rather a team-based, school-wide approach to help students be successful by encouraging positive behavior (Madigan, Cross, Smolkowski, & Stryker, 2016). Wisconsin Department of Public Instruction (DPI) began the initial statewide investment in an equitable multi-level system of supports (MLSS) approach in 2009, starting with a focus on School Wide Positive Behavioral Interventions and Supports. (Swain-Bradway, Gulbrandson, Galston, & McIntosh, 2019). In 2011, the No Child Left Behind (NCLB) Act, created an even larger push to look at all the factors that affect student achievement, including student behavior. No Child Left Behind (NCLB), required that schools be accountable and look more closely at underlying factors that affect student outcomes (Marin & Filce, 2013). Shortly after, the Response to Intervention (RTI) movement was in action to progress monitor students as well. Many states recognized that their Response to Intervention

(RTI) models, were designed to help students both academically and behaviorally, in order to succeed in the classroom (Marin et al, 2013). No Child Left Behind (NCLB) and Response to Intervention (RTI) are part of the focus in the PBIS approach. Within the PBIS model, students are taught the school expectations, as well as the positive behaviors that are clearly defined from the start. All school staff members work together to identify and give support to students that are at risk in a preventative behavioral intervention support (Ryoo, Hong, Bart, Shin, & Bradshaw, 2017). Along with this, the understanding comes with extensive training for administration, staff, and support staff to follow the three tiers of support. Tier 1, also known as Universal School Wide Positive Behavioral Interventions and Supports, consists of a four-day staff training that focuses on the critical features needed to install systems to create a positive school culture (Swain-Bradway, Gulbrandson, Galston & McIntosh, 2019). In Tier 1, all students in the building are taught a set of three to five universal behavioral expectations and publicly acknowledged for meeting those expectations (Bruhn, Woods-Groves, Fernando, Choi & Troughton, 2017). Typically schools focus on this Tier the most because it is said to support 80% of their student population. Teachers spend an abundance of time teaching and modeling appropriate behaviors throughout the school day and year. Tier 2, also known as the targeted tier, focuses on the 15% of students that did not have benefits of Tier 1. These students are given smaller group or targeted, focus time to work on positive behaviors. Tier 3 interventions are focused on the remaining 5% of students with severe behavior problems and need intensive support (McDaniel, Kim, & Guyotte, 2017). Improved behavior management, using PBIS, may take several years before it is influential on student achievement. School-wide PBIS may take one to two years to fully implement and reduce problem behaviors (Madigan, Cross, Smolkowski, & Stryker, 2016). The PBIS approach has been researched and used in many

school settings as well as within alternative education sites or facilities. Typically, alternative schools and classrooms educate and nurture students that come from backgrounds of struggle. They most often demonstrate behaviors that interfere with their academics and social abilities to fit in the typical classroom setting. Students in alternative settings present daily challenges to the classroom and building due to their intense behaviors. These challenges call for the delivery of effective function-based intervention plans, such as PBIS (Scott & Cooper, 2013). As we move along, we will look at how PBIS fits in the alternative school system.

Alternative School Settings

While the major focus on this research is the implementation of PBIS in elementary and secondary schools, there is an importance of looking at alternative schools as well. Alternative schools tend to begin to focus on helping students in late elementary or early middle school years and are sometimes placed within the public-school setting. The alternative education settings are unique because they are made up of children or youth who are most challenging or need the highest level of behavioral intervention (Scott & Cooper, 2013). Farkas, Simonson, Migdole, and Donovan (2012), led a study in various alternative education settings that implemented PBIS. Their study noted elevated support of the effectiveness of Tier 1 of PBIS in alternative education. Their focus was in grades 5-12 alternative education school setting. The students that attended these schools had emotional and health impairments. All staff and students were participatory in the PBIS implementation. Fidelity was ensured through data collection and training. They found that Tier 1 effectively promoted an increase in student appropriate behaviors and a decrease in Office Discipline Referrals (ODR's). School staff members also reported that the implementation was both socially and contextually valid. Furthermore, it was stated that it met the needs of their school setting (McDaniel, Kim, & Guyotte, 2017).

In a case study done by Gelbar, Jaffery, Stein, & Cymbala (2015), there were students who had needs for educational and behavioral support in the alternative school at Centennial School at Lehigh University in Pennsylvania. Research found that the implementation of PBIS led to substantial reduction in the need to restrain students. These procedures were followed upon, and researchers found that implementation and success was continued for several years after the study. Over the course of 4 years, the number of physical restraints went from 1,064 to 1 in the first year, and 0 by the third year (Gelbar, Jaffery, Stein, & Cymbala, 2015). Just like alternative schools, elementary and secondary schools are finding success by incorporating PBIS within their framework. Elementary schools are the typical settings to see the focus on PBIS begin.

Elementary School Implementation

“Children in the early elementary years need two basic things: knowing that their teacher loves them and provide guidance and discipline when they make mistakes or have trouble following the rules” (Alsubaie, 2015). Elementary schools have typically been the focus for beginning PBIS within school districts. This is a time when students are introduced and adjusting to structure and expectations of the public-school setting. Tier 1 of PBIS is often implemented in the school district at the elementary level, during the first of five years of complete implementation. Among the three tiers, the universal tier has produced the broadest impact on school climates and students because it requires a large amount of staff to engage the process and targets the entire student body to begin (McDaniel, Kim, & Goyotte, 2017). This tier is first used to lead students towards learning positive behaviors. The students are typically given a behavior matrix of expectations to follow and given incentives or rewards for their positive behaviors. The incentives are meant to motivate students and to reward them for

displaying the behavior they have learned through modeling from the staff, practicing role playing with peers, and reviewing their matrix of expectation.

In a case study by (Cressey, Whitcomb, McGilvray-Rivet, Morrison, & Shander-Reynolds, 2014) it was found that the leadership of the school counselor brought significant success over a five-year period. This study was done in a large K-5 building, consisting of approximately 600 students. Most students (58.4%), came from low income families. The data that was used consisted of documentation, archival records, interviews, observations, artifacts, and surveys. Implementation fidelity was measured using the Self-Assessment Survey (SAS) as well as a faculty survey given annually. The School-Wide Evaluation Tool (SET) was also used and consisted of interviews with students, staff, and administration. They began with a third-grade pilot program within the school, and eventually led the implementation of PBIS, school-wide. The third-grade class was demonstrating an increase of negative behaviors during the 2008-09 school year. Records were used and noted to see an influx of verbal and physical aggression. Students were also refusing to complete their work in and out of the classroom. The school counselor initiated the use of the PBIS framework and partnered with the fourth-grade teachers for implementation for the following school year. They collaborated to develop core values and expectations they planned to teach. They introduced their grade-wide system to the fourth graders and incorporated 6 assemblies throughout the year. There were raffle tickets used as motivation for the program, in which students could exchange raffle tickets earned for positive behavior that was noted. The success of the fourth-grade pilot intervention was evaluated using teacher rating scales, centered around student behavior. Based on improvement in behavior, that was documented with teacher rating scales, it was found that the PBIS program had been a success for that grade level. Teachers from other grade levels took notice and

expressed an interest in implementing PBIS to their grade level as well. In year 4 and 5 of the case study, there was a notice of Office Discipline Referral reporting being somewhat inconsistent from staff. The guidance counselor took note and reviewed the process and criteria with staff of filling out Office Discipline Referrals. By year five, there was much more consistency to track the behavior data and implement PBIS to fidelity.

Kelm & McIntosh (2012) studied a rural school district in Western Canada during the 2009-2010 school year. The selection of participants included two schools that implemented school-wide PBIS for at least five years, with fidelity, and three schools that didn't implement school-wide PBIS at all. 62 teachers participated in the study and 22 of those teachers were from PBIS schools and the other 40 were from non-PBIS schools. It was predicted that the schools that implemented PBIS, would have higher levels of teacher self-efficacy. Multilevel modeling analyses were used to examine the effect of School Wide PBIS on teacher ratings. The teachers at the PBIS schools reported higher ratings of self-efficacy. Many components were noted contributing to the higher levels of self-efficacy, including: the organizational health of the school, a positive school culture, a shared sense of purpose, and the academic achievement of the students.

As PBIS becomes more known, and as data supports it, many may think that secondary teachers are just as excited about the possibilities of PBIS being implemented in their buildings as well. However, the research is finding that secondary teachers can be apprehensive about using this to teach, monitor, and correct student behavior. Perhaps continued research and data will help higher leveled teachers that don't support PBIS or have the buy-in, be willing to give it a try with their school district.

Secondary School Implementation

Middle school is characterized by change—change that can be particularly difficult for some students. Middle school is accompanied by new social and academic demands that are more difficult to navigate than in elementary school (Bruhn, et al, 2017). This thought process often leads teachers to believe that what works for students in elementary school will not work in the secondary school setting. If there isn't collaboration amongst staff and the ability to accept a new process for managing student behavior, then the program will not take off as it should and face many challenges to bring it to a successful implementation level. In a study by Feuerborn, Wallace, and Tyre (2016), the exact reasons behind implementation challenges were not well understood. The purpose of the study was to gain a better understanding of the SWPBS-related needs and concerns of secondary leveled teachers. They used thematic analysis to analyze open-ended concerns statements and statements of need from teachers working in 19 middle and high schools. It was found that regardless of the implementation level, most concerns pertained to staff support and consensus, and the most prevalent needs were related to collaboration (Feuerborn et al, 2016).

In a study done by Nocera, Whitbread, and Nocera (2014), a low performing middle school, Roosevelt Middle School, was working to establish interventions that worked towards improving their behavior and academic goals. The school population consisted of 750 students in grades 7 and 8. 50% of the students were noted to receive free and reduced lunch during the study. 40% of the students were minority students. 300 students were selected within the school for the study, along with the principal, assistant principal and four teachers. They established and began tier 1 of the school wide PBIS during the 2007-2008 school year. PRIDE cards were given as incentives to students that demonstrated Pride, Respect, Integrity, Determination, and

Excellence. They were taught these characteristics and behaviors in areas of their schools, such as the lunchroom, classroom, and bus. The results indicated a reduction in the number of discipline referrals and suspensions. There were also improvements noted in the school survey that 30 out of 47 areas improved in scores. They used both qualitative and quantitative data to determine that school wide PBIS improved both academics and behavioral outcomes. There were several factors noted to make it successful in the secondary level. These factors noted include promotion of social and academic performance, a school wide approach that includes students, staff, and families. Other factors were ongoing trainings to develop the practice to fidelity, use of evidence-based interventions and supports, a team approach with leaders that assisted along the way, and the use of data to continuously improve reporting and record keeping. (Horner, Sugai, & Anderson, 2010).

Newer ideas linked to Tier 2 of PBIS, have increased the ability for students to self-monitor their behaviors, which some middle school teachers favor. Bruhn, et al (2017) reviewed the progress towards using technology for secondary aged students that were struggling after Tier 1 of PBIS was implemented. They followed three students in seventh grade that displayed behaviors such as talking out of turn, kicking their desks, slamming down books, and talking offensively to others. Their teachers were given a 25-item questionnaire before and after the PBIS technology intervention to evaluate any change they saw in student behavior. During the intervention, classroom conditions remained the same as previous conditions. The only change was the introduction of intervention, which consisted of the student and teacher using an iPad app called SCORE IT. This app was used by students who were able to self-monitor their behavior. The teachers also monitored the targeted student behaviors. Specifically, the app allowed for up to three behaviors to be monitored at a time. The behaviors selected for

monitoring were aligned with the school's PBIS plan(Bruhn et al., 2017).The SCORE IT app allowed students to rate their behaviors in 10 minute intervals. The teachers also used the app to rate the same behaviors from their viewpoint. At the end of each class, the teacher and student met to review the data from the app. If the student met a behavior goal for that class, they received PBIS reward ticket from the teacher. At the end of the intervention, two out of three of the students showed improvement with their behavior and academic performance. The third student had severe behaviors and by the end of conducting research, this student was transitioned to a specialized alternative education site. The research added further recommendations that although only three students were used to study, the success of the two students made the SCORE IT system successful. They recommended to continue to allow secondary students in Tier 2 to self-monitor using technology devices.

Just as the data supports the success of PBIS in alternative, elementary, and secondary school settings for students, there is a large factor that influences the success: the teachers. Without the teachers to lead and support the PBIS system of implementation, can it be successful?

Teacher Efficacy, Burn-out, and Buy In

Research shows the positive impact teachers can have on student outcomes. However, the realities of today's busy classrooms, include the presence of problem behavior, an increase of diverse ranges of abilities and needs amongst the students, which can challenge teachers' abilities to complete their professional duties(Kelm & McIntosh, 2012).Three-tiered prevention models will address student learning and behavior performance, but teachers must have the

confidence and energy to implement the model. Most of the research has focused on student outcomes within these multi-tiered prevention models. However, the teacher's role in the success of prevention models cannot be understated (Oakes, Lane, Jenkins, & Booker, 2013). One issue with successful PBIS implementation that is recognized over several studies is the difference in implementation at the secondary level compared to the elementary level. Throughout many of the journals and literature reviewed on PBIS, there was mention of the need for teachers to have buy in, as well as self-confidence with the system in place. If teachers aren't equipped with the proper training or tools to help drive the school's choice of promoting positive behaviors, then the program will not be as successful or followed to complete fidelity, resulting in skewed data.

In a study by Marin & Filce (2013), 96 schools in the Southeastern United States participated in training on school wide PBIS. The level of training was broken up into two groups. One group of schools were placed in the non-intensive sites and the other group of schools received more on-site coaching, along with more levels of training. The Benchmarks of Quality(BOQ) and School-Wide Evaluation Tool (SET) were used to measure fidelity. These schools were facing issues with poverty and low academic achievement. The study found that the schools that received more intensive training and on-site coaching, performed better with a higher quality of distribution and fidelity. They also found that the more intensive schools had better results on the school district report card (Marin & Filce, 2013). This finding leads to the discussion of how understanding fidelity and receiving supportive coaching, could lead teachers to have more efficacy as they navigate and implement PBIS.

Teachers that don't feel efficacious in their classroom management skills may be less likely to utilize effective strategies (Reinke, Herman, & Stormont, 2013). Teacher self-efficacy

is the teachers' perceptions of their ability to affect student outcomes. It is an important factor that is related to many positive variables, such as academic achievement, motivation, and on-task behavior in students (Kelm & McIntosh, 2012).

Implementation and fidelity were looked at in a study by Pas and Bradshaw (2012). The research took place in Maryland, at traditional elementary and middle schools. Of the 474 schools eligible to participate in the study, 421 schools submitted data to measure their efficacy and effective implementation of PBIS. They also looked at how PBIS was relative to achievement, truancy, and rates of suspension. The study used the Implementation Phases Inventory (IPI), to assess the fidelity and outcome of using PBIS in the schools. The Implementation Phases Inventory (IPI) found that implementation of PBIS was greater in schools that had more years of training and more certified teachers. The Implementation Phases Inventory (IPI) also found that there was greater achievement in reading and math if PBIS was implemented with fidelity. The findings also found that the successful implementation was associated with higher achievement and lower rates of students being truant(Pas & Bradshaw, 2012).

In another study by Molloy, Moore, Trail, Van Epps, and Hopfer (2013), a study was completed to investigate how secondary teachers' initial perceptions on PBIS can change the outcome of the program. The study was summarized and found that even if some teachers weren't supportive of the PBIS program originally, their thoughts changed as they saw change within their students. Other key points that were noted, were that implementation quality matters and the barriers to implementation quality have found to reduce PBIS effects to a half or third of what they could otherwise. Their data was represented from 166 primary and secondary schools. They tracked office discipline referrals and made sure they were logged every time a student visited the office for unwanted behaviors. They also researched teacher implementation and support. The

findings suggested that primary schools, smaller schools, and higher Socio-economic status schools, achieve higher quality implementations.

In a study by Ross and Horner (2007), they examined teacher self-efficacy with twenty teachers at four middle schools. Two of the schools implemented PBIS with high fidelity, and two with low fidelity. The study found that teachers with high self-efficacy were in the group of schools that implemented PBIS with high fidelity. They found that teachers at high implementing schools had significantly higher feelings of efficacy. Furthermore, they stated that the perceptions of teachers should be highly considered whenever any intervention is proposed to the school.

Oakes et al, (2013) state that if teachers have low efficacy, they will have increased difficulty with their classroom management. This will lead them to feeling stressed because they no longer feel they have the capability to improve their classroom environment. They will often blame others, including students, for the learning and behavioral difficulties they see in their classroom. As the years go on, they may become negative towards their students and coworkers, and simply give up on managing the classroom or accepting any form of behavior management as a tool. Perhaps this leads us to discover how burn out and teacher buy in have significant impact on implementation and the success of PBIS in the secondary setting.

Summary

The purpose of this research seminar paper is to review the PBIS tiers, and how teacher efficacy and successful implementation is important to follow to fidelity. Data must be collected on academic and student behavior progress in order to see if there is success in the school system. Along with this, teachers must self-evaluate their perceptions on using PBIS and their own overall self-efficacy. All these ideas play an important role together when a district commits to trying to implement PBIS over the recommended five-year period. The three-tiered models of prevention

are created to support the diverse learning and behavior needs of students. It is just as important to examine how the framework affects teachers' sense of efficacy and burnout (Oakes, Lane, Jenkins, & Booker,2013). According to much of the research, schools may not see success right away with Tier 1, over the first year or two. According to most research, if schools and teachers give it their all and have buy in, there will likely be success by year two or three. All in all, the approach to PBIS must be proactive, include a continuum of support within the school environment, incorporate a range of interventions, and monitor data to evaluate the progress and teacher support (Keller-Bell, Short,2019).

As we move to chapter three, we will use data from Office Discipline Referrals (ODR's) in the first quarter of the 2018-19 school year and compare it to the ODR's of the first quarter of the 2019-20 school year of the Richland School District. This will allow a comparison once PBIS is implemented within the schools. We will also examine the fidelity of the approach using the School-Wide Evaluation Tool (SET) to measures the extent to which schools are implementing the key features of School-Wide PBIS. Lastly, we will examine the answers from a questionnaire that all elementary and middle school teachers will receive in the district to gather information on teacher efficacy once they have used PBIS within their classroom and school.

CHAPTER THREE: GAPS IN STUDY/FUTURE SUGGESTIONS

Concern about student misbehavior in schools is nothing new. Even in the days of one room schoolhouses, educators have tried a variety of techniques to prevent, change, and eliminate negative behaviors that disrupt the learning process (Madigan, Cross, Smolkowski, & Strycker, 2016). Many teachers feel unprepared or frustrated with how to manage the classroom and the behaviors that accompany their students. The research continues to support the use of establishing the PBIS framework, as it provides the tools needed to establish a continuum of evidence-based practices, regardless of the educational setting (Simonsen & Sugai, 2013). Along with that, the support is needed from all staff to ensure that best evidence-based practices are selected with the highest possible degree of fidelity.

Future researchers may want to focus on programs like the PBIS framework that might be more acceptable to secondary teachers and schools, if school districts can't convince their staff of "buy-in". Along with this, more research comparing staff members initial thoughts and feelings on PBIS before being trained to fidelity, compared to their feelings after attending the correct training, may be beneficial. Within the realm of fidelity, research on the best data collection or process related to PBIS, may also deepen the knowledge of how influential this framework is. Perhaps there are simpler ways to document and collect data on behaviors that are more conducive to busy educator schedules.

More studies on comparing various school settings (rural, urban, alternative, etc) and their success with the PBIS model, may also be beneficial to those interested in leading educators towards understanding more about behavior management within their school systems. The

different school settings may require different amounts of time to implement the PBIS system. They may also have different types of educators that may or may not be as supportive.

The research must continue in order to support students, educators, and whole communities. The behaviors aren't going away, and all schools need continued research-based programs to help them navigate new issues and obstacles as they arise.

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