2018

Teachers' Perceptions of School Training on Positive Behavior Supports for Behavior Intervention and Discipline

Kyle Gibson
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Kyle Gibson

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Jose Otaola, Committee Chairperson, Education Faculty
Dr. David Weintraub, Committee Member, Education Faculty
Dr. Mark Earley, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Teachers' Perceptions of School Training on Positive Behavior Supports for Behavior

Intervention and Discipline

by

Kyle Grant Gibson

MA, Ashland University, 2005

BS, Heidelberg College, 2002

Doctoral Study in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

September 2018

Abstract

School staff was concerned that disruptive student behaviors at an urban, middle school in central Ohio had continued even with positive behavior interventions and supports (PBIS) implementation and professional development (PD) for more than 4 years. The purpose of this study was to explore teachers' perspectives of school training on the implementation of the PBIS system. Skinner's reinforcement theory and Bandura's social learning theory served as the conceptual frameworks for this study. Specifically, this study explored the training of teachers using the PBIS framework in diminishing students' negative behaviors. This study used triangulated data from interviews, observations, and document analysis. Of the 13 study participants, 7 participated in both interviews and observations. The remaining 6 participants were split evenly with 3 participating in the interviews and 3 in the observations for a total of 10 participants in each data source. The findings revealed the following: PBIS was not given full administrative support; PBIS did not have full funding for an effective implementation, and embedded continuous professional development was added to the PBIS program for all staff. Based on 1 of the findings, quarterly professional development programs led by the school leader were developed to address the inconsistent implementation of PBIS and the ongoing professional development that was needed. Effectively implementing PBIS should increase positive behaviors of students. As such, there are implications for social change in the quality of the school environment; change in school rating that results in more attractive neighborhoods; and increase academic achievement due to more instructional time on task.

Teachers' Perceptions of School Training on Positive Behavior Supports for Behavior

Intervention and Discipline

by

Kyle Grant Gibson

MA, Ashland University 2005

BS, Heidelberg College 2002

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

September 2018

Dedication

First, I would like to dedicate this study to all of you who have loved, cared and

supported me in my dream of obtaining a doctorate; and to all of those who I love

because you have walked this path with me at some point from birth to now. To the love

of my life, my wife Jaclyn Gibson, your continuous support, understanding and love have

been the fuel that sustained me throughout this dissertation journey. To my children,

Grant, Kylen, Kyle and Kylee, thank you for the unconditional love, the sparkle in your

eyes, and the joy you bring to me each day. You are the fuel that led me to finishing this

this journey. I hope you have learned from daddy, that when you want something, you

do not let anyone keep you from fulfilling your goal. To my mother, Alice Grant, the one

who first believed in me when I did not understand the importance of believing in myself.

I will forever love you, because of your faith, support, and confidence in me throughout

my life. For everything that you have done and continue to do for me, please know that

your efforts were not done in vein. I love you mom. I would like to dedicate this

dissertation to two strong role models, my uncles, Doug and Marshall Grant, for your

constant push to further my academic achievements, and never allowing me to feel

complacent or just average. Finally, to all who are named in this dedication, I sincerely

thank each of you for your encouragement, praise, faith, love, support, and belief in me to

the very end. This body of work is dedicated to you with my love.

Table of Contents

iii

List of Tables

Section 1: The Problem

Since the enactment of No Child Left Behind, educators at the Departments of

Education in California, North Carolina, Georgia and other states have sought support

systems that include proactive strategies designed to create a positive school climate

(Bear, Gaskins, Blank, & Chen, 2011; Thapa, Cohen, Guffey, & Higgins-D'Alessandro,

2013). The goal to change the school climate moved from the state level to school

systems that were aiming for behaviorally-based programs that united schools, families,

and communities in meaningful ways to support teaching and learning.

Charlotte-Mecklenburg Schools, located in North Carolina, are committed to

creating a positive school system. In 2016 the school system adopted a system-wide

behavioral program to increase equity and excellence in their schools and community.

Positive behavior programs in schools were designed to increase the opportunity for

children to learn in a safe and orderly environment (National Dissemination Center for

Children with Disabilities, 2009). For years, schools used timeouts, out-of-school and in-

school suspension as consequences for inappropriate behaviors. Administrators focused

suspension solely on the negative behaviors of students. I designed this study to examine

Positive behavioral interventions and supports (PBIS), an approach used by more than

22,000 schools in the United States to improve inappropriate behaviors in schools

(Georgia Department of Education, 2017). PBIS is a process used by schools to

encourage good behavior. The study centered on PBIS program, a behavior model that

included proactive strategies for supporting appropriate student behaviors.

Definition of the Problem

The problem was that the inappropriate behaviors of students at this middle

school vary from one teacher to another because the expectations and procedures for

discipline differed greatly. Different teachers or different grade levels often had different guidelines. Teachers voiced concerns of the effectiveness of professional development and training on how to vary instruction for different students, and the interventions used that assisted in changing a problematic students' behavior within the classroom setting (Boyd, 2012). Specifically, the principal at the local middle school in an Ohio school district stated that the district implemented teacher training for PBIS. Student discipline data did not indicate a decrease in negative behavior. Such data affirmed the impact of teacher training on student outcomes (Community Research Partner, personal communication, September 1, 2015).

While there was literature regarding how teachers perceived PBIS, there was also a lack of understanding in this school about why teachers were not implementing PBIS as was expected (Community Research Partner, personal communication, October 7, 2016). The challenges of having effective Professional Development (PD) were ensuring that the situations that the teachers faced were aligned to teaching environment, and the ability to transfer that information to their classroom practice for positive results (Mathur, Estes, & Johns, 2012). Negative behavior from students is one of the most challenging obstacles that teachers encounter daily in schools throughout the United States (Bullock, Zolkoski, Lusk, & Hovey, 2017; Kowalski, 2003; Sorcinelli, 2002). Inappropriate behaviors hinder the educational process for all students in academic settings (Kupchik, 2011).

When stakeholders implementing PBIS were trained effectively, the PBIS program implementation was recommended as a possible reason for decreasing the unwanted negative behavior (Bulach, Lunenburg, & Potter, 2008; Kupchik, 2011; Trent, Kea, & Oh, 2008). Utilizing a program that enhanced the school environment supported teachers who were often overwhelmed by students who constantly disrupted the

educational environment (Rappaport & Minaham, 2012). Further, comments that caused

disruptions among students interrupted the instruction within the classroom (Anderson,

2012). Teachers cited the lack of effective professional development focused on

classroom management strategies as the reason for leaving the educational profession

(Boyd, 2012). Although ongoing PD was common across the country, only 27% of

educators who participated in PD in behavior management strategies found it helpful

(Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

Rationale

The problem was that the inappropriate behaviors of students at this middle

school vary from one teacher to another because the expectations and procedures for

discipline differed greatly. The rationale for the chosen problem was based on the need

to have appropriate behavior in schools so teachers could teach in an environment

conducive to learning. The students at this school exhibited inappropriate behaviors,

such as fighting, cursing, name calling, running in the halls, and using cell phones during

instruction. Specifically, teachers who were trained to implement research-based student

behavior models effectively tend to have greater control over the classrooms based on the

decrease in the number of behavioral referrals. As such, teachers were more engaged in

teaching and students in learning. This study was designed to examine the causes

associated with the inappropriate behaviors of students at this middle school that varied

from teacher to teacher.

Evidence of the Problem at the Local Level

Educators experienced many challenges within the school environment,

particularly students who disrupted the instruction in the classroom. Overseeing student

conduct influenced teachers' desire to teach in a classroom environment conducive to

learning. During the 2016-2017 academic year, the middle school in this district did not meet the Adequate Yearly Progress goals in academic performance and was placed as a priority school by the state of Ohio (Community Research Partner, personal communication, May 2, 2017). The school in this study accumulated a total of 655 out-of-school suspensions in the 2014-15 school year (School Principal, personal communication, May 2, 2017). The leading causes of the suspensions were class disruptions. Therefore, the teachers were instructed to implement the PBIS, a proactive school-wide behavior system (Community Research Partner, personal communication, May 1, 2017).

As of May 2017, managing students' behavior was one of the number one challenges school teachers today face in educating students (Communication Research Partner, personal communication, May 1, 2017). This project study created ongoing professional development that assists teachers in better understanding and using classroom management strategies to reduce negative student behavior. Further, this project study provided information for processes necessary for training teachers to affect change. Understanding what was necessary to train the stakeholders directly responsible for student success supported the goal of teaching so students could grow socially, emotionally, as well as academically, and would lead to a more positive physical setting (Kupchik, 2011).

Evidence of the Problem from the Professional Literature

Intervention strategies to address inappropriate behavior were both a local and national issue. Discipline issues in a classroom increased the stress levels for both the teacher and student and took away from the level of instruction that occurred within the learning environment (Parsonson, 2012). In the classroom, negative behavior was often

linked to learning inadequacies, when the focus of attention shifted from the academics to the distractions provided by disruptive behaviors (Parsonson, 2012). Educators and policymakers across the nation are considering ways to create a supportive school climate addressing the behavioral issues while still focusing on academics (Winn, 2017). While many educators target public schools as the source of extreme discipline problems in schools, chapter schools discipline issues are equally as fraught (Blakemore, 2016). New York City Mayor Bill de Blasio announced in a press conference changes in suspension and policy changes in schools after New York Police Department released expanded school safety data on school-based arrests. The data showed African American male students to be four times more likely to be suspended from school than Whites (Blakemore, 2016).

Federal, state and local governments and school districts mandated professional development for school educators to support the growth and development of educators (National Education Association, 2015). With educators facing an array of complex and challenges issues, it is incumbent upon school leaders to provide training for teachers to be able to enhance and build instructional knowledge (Rebora, 2011). The pace of implementation of PBIS in school setting for teachers is accelerating (Mathur & Nelson, 2013). Thus, the need to ensure professional development targets diversity, academic rigor, and classroom management. Several researchers have shown that schools that integrated effective professional development for PBIS implementation increased the effectiveness of discipline problems, decreased problematic behavior, and increased instructional time (Bohanon et al., 2012). Bohanon et al. (2012) stated that the dependency of student behavior on teacher behaviors signals the importance of focused professional development before and during PBIS implementation.

The purpose of this study was to explore teachers' perspectives of school training on the implementation of the PBIS systems. The study was specific to one school in a large urban school district. Further, the study was designed to identify roles and techniques suggested for use in the management of PBIS to reduce the occurrence of the poor behavior. The significance of the study contributed to effective classroom management techniques that allowed for more time on task and less disciplinary issues that lead to students being removed from the school setting. The study was necessary to assist teachers in gaining a better understanding and use of PBIS strategies within their classrooms. To increase the likelihood of staff implementing positive practices with fidelity across time, PBIS schools must invest in systems to support implementation (Simonsen & Sugai, 2013). According to Talbert-Johnson (2006), safe and controlled atmospheres were essential to maximize student learning and growth.

Definition of Terms

The definitions of the following key terms support the study's concepts. The definitions taken from relevant and scholarly literature supported the readability and understanding of this study:

Classroom management: Classroom management was the responsibility of each teacher within the school district. This umbrella term encompassed both the physical attributes of a classroom and student/teacher interactions. Rules, policies, and procedures, alongside materials, aesthetics, and resources were critical to the effective functioning of a classroom (Baer, 2010).

Positive behavior interventions and supports (PBIS): PBIS was a support intervention system designed to turn negative behaviors of students in a schoolwide approach for addressing discipline issues and individually (Sugai & Horner, 2008).

Professional development (PD). Professional development is the change process designed to improve an individual or organization in a comprehensive manner (Phillips, 2008).

Reinforcement theory: Reinforcement theory is the process of shaping behavior by controlling the consequences of the behavior. Reinforcement theory suggested that you can change a person's behavior by using reward and punishment (Culatta, 2013; Skinner, 1968).

Social learning theory: Social learning theory is the view that people learn by observing others. Social learning theory explains how people learn new behaviors, values, and attitudes (Bandura, 1977).

Significance of Study

This study was significant because teachers, parents, and the community benefit when the focus is on learning and not on inappropriate behavior. Effective training is integral to the successful implementation of any successful program, and in this study, I address needed professional development. Following the implementation of the No Child Left Behind Act, some scholars have run statistical analyses of student data to determine whether professional development increased positive behaviors (Rebora, 2011). Continuous professional development allows teachers to perfect skills for encouraging and acknowledging expected behaviors consistently from students. The training within this PBIS professional development was designed for w teachers to learn new skills and to ensure effective implementation.

In this qualitative study I examined teachers' perceptions of PBIS training in an urban middle school, and their ability to implement the strategies into their classrooms.

This study helped to determine the effectiveness, usefulness, and applicability of the professional development on PBIS and discipline from the educators' perception. The nature of the study also allowed the teachers to share their knowledge base of PBIS with their students' parents and family members.

Research Questions

A growing number of schools developed PBIS in their school district to increase positive behavior. The available data indicated the schools that incorporated PBIS into the learning environments showed progress in decreasing the number of suspensions when professional development was effectively and consistently implemented (Sugai & Horner, 2014). The aim of PBIS was to change the school environment to reduce the amount of negative behavior in schools (Sugai & Horner).

The purpose of this qualitative study was to explore teachers' perspectives of school training on the implementation of the PBIS. The teachers' perceptions of the PBIS professional development training was examined. The research questions that guided this study were:

1. What were teachers' perceptions regarding the PBIS school training to improve student behavior?

2. What were teachers' perceptions of the effectiveness of training of PBIS?

3. How do teachers most effectively implement PBIS techniques learned in training into their classrooms?

Review of Literature

The literature for this study was reviewed from multiple sources. The problem is that the inappropriate behaviors of students at this middle school vary between teachers

because the expectations and procedures for discipline differ greatly. I researched the literature to gain a better understanding of the problem conceptually and the broader problem associated with the local issue. I divided the review into two broad sections: conceptual framework and review of the problem. The conceptual framework was based on the Bandura's social learning theory and Skinner's reinforcement theory. The strategies learned by educators in PBIS trainings guided the discussion. Next, relationship building between teacher and student addressed and incorporated professional development training on classroom management in a safe and orderly environment.

I examined the literature as it related to school discipline, scholarly books, research documents, research studies, peer-reviewed articles, and seminal journal articles. I gave priority to peer-reviewed articles within the past five years. For a review of reinforcement theory and social learning theory, a Boolean search was conducted in ERIC, and Sage Educational Research completed using the terms *behavior, discipline, classroom management* and *PBIS* which applied to the literature section of the study.

Conceptual Framework

The conceptual framework of school leaders guided the assessment of students, teachers, and programs (Grunberg et al., 2018). In this study I focused on the perceptions of teachers and the training for implementation of the PBIS program. The study is based on B. F. Skinner's reinforcement theory and Bandura's social learning theory. Skinner's reinforcement theory supported the groundwork for student behavior in an academic setting and effectively impacting students' academic needs (Skinner, 1968). Skinner suggested that specific student behaviors could affect an entire academic setting. Teachers and other educators respond to specific student behaviors that determined positive or negative behavioral outcomes (Culatta, 2013; Skinner, 1968). Reinforcement

theory was a manageable way to achieve desired behavior of both teachers and students to convert an academic setting.

Diedrich (2010) analyzed changes in student conduct using a behavior management tool that acknowledged desirable changes in behavior among special needs students. Data were collected to see if positive acknowledgment and praise were assisting the specific students to showcase positive behaviors and appropriate interactions in a group setting. Diedrich found that the implementation of the reward system had a positive effect on the students' academic behavior. He also found that students communicated more among their peers. Additionally, after the behavior management tool was discontinued, the students required less assistance and consequently less inappropriate behavior occurred. Diedrich found that students showed desired behavior with an engaged, orderly, and accurate behavior plan focused on positive behavior management.

Skinner (1968) explained that individuals who displayed behavioral and academic expectations of the classroom should be acknowledged with positive communication, rewards, and high academic praise. The most difficult task for most teachers in the classroom was to establish a learning environment where disruptions and distractions were not the focal points of the classroom. Teachers had a toolbox of best practices that were obtained through effective professional development to assist them in decreasing discipline issues in the classroom.

Professional development (PD) involves continuous educational activities to enhance competence in knowledge and skills, team building, communication, professionalism, technology, teaching, and accountability (Filipe, Silva, Stulting, & Golnik, 2014). Traditionally, PD occurred once and had limited impact on the problem

that targeted the competence to be enhanced. In the mid-1990s, federal programs required organizations receiving federal funds to evaluate the effectiveness of professional development to ensure the competence that needed to be addressed was the focus of the development and happened continuously (Goddard & Skrla, 2006). The PBIS PD is designed to be ongoing and continuous from the perspective of social learning theory (SLT). As such, I gathered and analyzed the information to consider the PBIS PD from the perspective of Bandura's social learning theory that highlighted the importance of observing and modeling the behaviors, attitudes, self-efficacy, and emotions of others (1977).

In this paper, I evaluated SLT to determine the extent to which it could define and clarify the phenomena of PBIS training. The district implemented teacher training for PBIS intervention and discipline. The theory of social learning is embedded in PBIS as it supports learning and the socialization of students to function in a harmonious environment. The participatory and social aspects of learning are integral aspects of SLT. In this study I demonstrated that SLT provided a theoretical approach to professional learning for educators. Further, there is growing emphasis on the utilization of positive behavior supports to support inappropriate strategies to promote a positive classroom environment (Mitchell & Bradshaw, 2013). PD activities should promote teachers' use of positive behavior support strategies (Sugai & Horner, 2014).

Evrim, Gokce, and Enisa, (2009) found that changes in teachers' practices were observed after targeted PD. The teachers studied two aspects of self-efficacy (beliefs and practices) to address the context of professional learning. Evrim, Gokce, and Enisa, found how practices and beliefs of teachers change when participating in intensive and

focused training. Additionally, they found the teachers' self-efficacy are effective when participation in professional development supports change in behaviors and actions.

At a theoretical level, reinforcement theory and SLT offered a useful framework effectively impacting students' academic needs and describing and explaining the groundwork for professional learning. As such, this study provided the framework to capture the thoughts and perceptions of teachers who interacted with the PBIS program.

Discipline Strategies

Schools created strategies to reduce expulsions and suspensions as recourses for discipline problems (Cohen, 2016). Cohen explored the teacher's perspective of school training on PBIS. Typically, teachers who utilized traditional classroom management techniques usually were not as effective in changing the student's behavior (Hannah, 2013). According to Allen, (2010) a negative interaction between student and teacher that began harmlessly can turn into an out-of-control situation. Malone, Bonitz, and Rickett (1998) suggested that when a teacher spent more time on class disruptions rather than time on instructing students, they were ineffective to the educational environment. As such, it is important for teachers to understand the implications for ineffective school-wide discipline (Feuerborn, Tyre, & Beaudoin, 2018).

Although traditional discipline was still a practice used in schools, there were research studies which have shown that conventional disciplinary strategies did not always correct a student's behavior but may cause the disruptions to increase more frequently (Cohen, 2016; Noltemeyer & Mcloughlin, 2010). When using the traditional disciplinary practices students were dismissed from school for a period, but eventually came back to school displaying the same behaviors as before. McCoach (2010) stated that many of the students who demonstrated behavior difficulties in school and found

themselves removed more often than in attendance had a greater chance of becoming part of the school to prison migration.

As a way of preventing disruptions, educators moved from responding to difficult behaviors with unwanted consequences to teaching positive behavior (Flannery, Guest, & Horner, 2010; Skiba & Losen, 2015). To control student behavior, many of the school community became proactive in giving staff the necessary tools to prevent negative behavior, and how to model appropriate behavior to students. Most schools put forth effort in preventing unwanted behaviors interrupting the instructional process, but to make a change in behavior it had to be through support rather than consequences (Feuerborn & Tyre, 2012).

Behavior problems within the classroom often increased the stress levels for both the teacher and students, taking the focus away from the academics, and directly on the individuals within the classroom. Parsonson (2012) stated that by using a combination of positive and consequence-based behavioral interventions, teachers could spend more time on task. As such, creating a positive learning environment enhanced academic instruction and created an environment conducive to learning.

The most effective classroom teachers and schools aimed to use a combination of teacher and student-centered strategies and techniques. Teachers understood that when adult supervision was not present, adolescents would control their behavior positively or negatively. It was understandable that all students misbehaved in one way or another and to a certain degree. Thus, effective disciplinary strategies were necessary and appropriate. Moreover, when behavior techniques were used appropriately, they helped with the growth and development and building self-discipline and integrity (Baer, 2010).

Punitive schoolwide discipline programs have existed for over 60 years (Maag, 2012). Beaty-O'Ferrall, Green, and Hanna (2010) found that when a school community created a schoolwide discipline plan, it helped maintain a structured learning environment with boundaries. The most important tools of a discipline plan were to have expectations that were communicated clearly from the staff to the students. Often these behavior expectations were a published as a district code of conduct. For students to take ownership in the school discipline plan, it was important that the rules were implemented with the expectation that all facets of the school community were involved in the communication process of the discipline plan. Once the program was created, it was essential that the discipline plan is regularly vocalized by staff and visualized within the school community (Green et al., 2015).

Classroom management strategies were used in every type of educational setting to decrease unwanted behavior and increase positive classroom behavior (Allen, 2010; Wong & Wong, 2014). Schools around the country developed mentoring programs in which stakeholders from the community partner with neighborhood schools and take part in spending quality time with at risk students (Mendler, 2009). The expectation for the mentor was to develop a relationship with the student and take part in discussions that were relevant to the student in his or her environment (Ediger, 2013; Wong & Wong). The mentoring session often was the ideal situation for a student that was struggling with behavioral issues (Ediger, 2013; Mendler). Mendler explained students were more likely to change their negative behavior when they were around someone that they could relate to, or who might have had the same experiences as they were currently dealing with in the school. By seeing the accomplishments of someone that looked like them or someone

that might have had a difficult time in school gave "at risk" students a sense of pride and self-efficacy.

Two different lines of research provided answers to the question of what discipline strategies worked best in schools (Allen, 2010; Cohen, 2016). First, time-outs and the in-school suspension**s** were an option to students being excluded from the classroom environment for disruptive behaviors (Algozzine, Wang, & Wang, 2017). In-school suspension and time-outs allowed students the opportunity to remain in school and off the streets during the school day (Algozzine et al., 2017; Anderson & Ritter, 2017). This option allowed the students who were not taking part in negative behavior to continue their academic learning, without the interruptions of students that were disrupting the environment and causing the teachers to focus more on the disruptions, than educating students that wanted to learn (Peters, 2012).

The second line of research was more consistent with emphasizing on actions taken by educators to change observable student behavior. Using a time-out or in-school suspension to discipline students for disrupting the educational environment seldom led to a lasting change in the student. Most of the times, while sitting in timeout the students were focused on the unfairness of why they were being singled out and placed in a timeout or school suspension. By using this method, students were not making the connection that their behavior had caused them to receive a specific consequence for their actions (Thompson, 2015). This line of inquiry was related to the social and emotional intelligence of the learner, and the obligation of the teacher in assisting the student of processing their behavior. The second line of research was more consistent with the emphasis on actions taken by educators in changing student behavior. Students

misbehavior was not tolerated. Therefore, educators needed to be specific in vocalizing what the problems were and strategies to assist the student in the future.

School-wide discipline plans provided strategies that were used with students to prevent behaviors from becoming major issues. Often school-wide discipline plans were communicated to the whole school community or often to a specific group of individuals (Cressey, Whitcomb, McGilvray-Rivet, Morrison, & Shandler-Reynolds, 2014). Attacking discipline issues as a school community lessen the number of problems within a school environment. At times, teachers and school officials relaxed the school-wide discipline plan instead of communicating the high expectations often and regularly at the start of the school year. The lack of communication ultimately made the year more challenging once the students settled into their new environment and became comfortable with the lack of expectations that had been communicated (Grubaugh & Houston, 1990).

Rules and procedures that were regularly used in describing the expectation for students often had a different meaning. Mendler (2009) defined *rules* as what a student was permitted to do in an educational setting, and what was not acceptable for a student to do. Students should be educated on why specific procedures are used. For example, Marshall (2007) described that students were taught at an early age to not speak without raising their hand and always to ask permission, rather than yelling out. Marshall explained that when the term *rule* was used, it was a negative connotation, but when the term *expectation* was used, it was a more helpful word. According to Marshall, an excessive number of rules destroyed a healthy relationship. Rules were more productive when used for obedience than establishing responsibility.

Relationship Building

Building strong relationships between teachers and students happen when teachers place an emphasis on getting to know their students (Silva, Negreiros, & Albano, 2017). The research is clear that people have a need and desire to connect. And yet, the importance of positive relationships in our schools is often overlooked. As teachers formed significant relationships among students, researchers explore the impact that positive student-teacher relationships had on academic success (Harris & Kemp-Graham, 2017). Forming positive relationships made a difference in students' motivation to excel academically, increased their self-esteem, lowered anxiety and forced students to attend school daily. Educators who were aware of the necessity of building strong positive relationships with students were able to confront educational change more positively. Students with strong teacher relationships were more willing to continue learning throughout adulthood and becoming lifelong learners (Auerbach, 2009).

According to Mercer and DeRosier (2010), longitudinal studies showed a connection between low teacher preference and failing scores, a decline in positive self-esteem, and higher rates of peer isolation. Teachers must be aware of how what they say and what they do impact student success and behavior (Mercer & DeRosier, 2010). The importance of having a healthy teacher-student relationship should not be underestimated (Carlisle, 2011). Multiple studies showed teachers as the catalyst in creating and maintaining an environment where students can feel good about them and develop positive relationships with their teachers and peers (Mercer & DeRosier, 2010). A key component for a teacher in changing the behavior of a student was building positive relationships (Anderson, 2018). If a teacher only attempted to teach student-specific learning concepts but did not engage the learner in teaching life skills or builds a strong

relationship with the student, then the teacher will never be able to make a difference in the student's life (Feuerborn & Chinn, 2012).

Miller et al. (2017) also researched building relationships, and teacher facilitated structured activities to promote positive inclusive classroom communities. The Relationship Building Intervention (RBI) was evaluated in fifth grade classrooms. Miller et al. found that students who participated in the RBI liked school more, felt a greater sense of classroom identification and inclusion, were perceived by teachers to be less aggressive, and performed better academically than students who were in control classrooms. Further, students and teachers responded positively to the activities. This suggests that the RBI is a promising approach for improving the social and learning environment in fifth grade classrooms (Miller et al., 2017).

Marzano (2003) found that teacher-student relationships are the reason for improved classroom management. Knowing that the teacher was taking an interest and willingness to get to know the students, gave them a sense of security. When students had the feeling that someone cared for them, they were more likely to reflect on their negative behaviors when consequences were given. Teachers became well-liked among their students by building good relationships with them and by treating them the way they would like to be treated (Russell, 2018). Everyone wanted to be treated with respect, and by talking down to students or lecturing those about their mishaps only caused students to ignore teachers when they complain or ask for something and led to a poor school climate for everyone.

Building positive relationships with students can happen when teachers create changes to how and when they interact with students. Knowing a student's name helped the individual with self-efficacy and created an environment where the student felt

accepted. Alderman and Green (2011) suggested that standing outside the classroom

doorway and greeting students demonstrated a positive effort by the educator to build a

positive relationship. This best practice along with acknowledging students by their

names had a positive effect on a student. Also, knowing the student's interest outside of

the classroom and references made to it or taking part in a conversation about their

hobbies led to a positive relationship and assisted with behavioral issues that might arise.

To build a positive classroom environment, successful teachers took the time to get to

know their students; found out what their interests consisted of outside of the classroom

and included their thoughts and opinions on educational materials that can be potentially

used for instruction that support positive behavior (Wu, 2017). Students in these types of

classrooms were thriving in academics and social skills concurrently and were better

prepared to enter society and today's workforce (Mercer, & DeRosier, 2010).

Ediger (2013) stated it was imperative for teachers to verbally communicate their

expectations of the classroom and be consistent in thought. Although the educator was

willing to build relationships, it was necessary for everyone to understand that the adult

oversaw the room. Often, educators became confused with the idea of building a

relationship with students as the same as being friends. For teachers to get students to

attempt to perform at an academically high level, a relationship must be established

through mutual respect between teacher and student, which can lead to trust, cooperation

and positive dialogue between student and teacher (Marzano, 2012; Marzano & Marzano,

2003).

It was important that teachers be aware of the sensitive nature of the teacher-

student relationship. Students were aware when a teacher was sincere and showed signs

that they cared about them. Students were more willing to work hard because of the

relationship with their teachers. In a study completed by Split and Koomen (2009), teachers who expressed anger toward their students had a direct correlation with relational conflict. In contrast, teachers who showed a positive affect had more relational closeness. Building healthy relationships in the school setting helped to build a positive school climate where everyone works together with common goals for the greater good of the whole school (Putney, & Broughton, 2011).

Professional Development

Little was known about how professional development models were used to address disciplinary practices based on behavioral challenges in schools until the turn of the century (Flynn, Lissy, Alicea, Tazartes, & McKay, 2016). PD should be sustained and coherent and focused on student results (Wei et al., 2009). Beaty-O'Ferrall et al. (2010) posited that most undergraduate education programs spend very little time to train prospective teachers in classroom management. Beaty-O'Ferrall et al. further stated that new teachers, who lack management skills, typically develop defensive and unapproachable personalities in reaction to students' disruptive behavior which inhibits teachers' ability to teach effectively. No evidence that supported teachers would positively adapt to classroom management without necessary training (Polat, Kaya, & Akdag, 2013). Conflicts in the classroom were inevitable, and teachers that did not have a solid foundation on how to manage their classrooms often ignored the poor behavior or handled the situation out of context. Teachers who tend to allow conflict to happen without appropriate intervention often see limited value in PD; particularly when it is mandatory (Baker, Chaseling, Boyd, & Shipway, 2018).

Highly effective instruction minimized classroom behavior, but it did not completely remove the obstacle. Talbert-Johnson (2006) researched preparing teachers

for urban schools, in which the students that possessed multicultural ethnicity were more dependent on their teacher and demonstrated poor performance when they did not get along with their teachers. The research also emphasized the need for well designed, meaningful, and continuous PD programs. Relevant PD that met the teachers' needs was critical to achieving positive educational outcomes.

Further, relevant PD that is continuous involves educational activities, as well as team building, interpersonal communication, teaching, technology, and accountability (Filipe, Silva, Stulting, & Golnik, 2014). As school leaders continue to examine best practices surrounding PD, actions are needed to ensure effective learning for teachers to promote practices in school that are consistent and ongoing (Hirsh, Killion, & Pollard, 2015). Inherent in effective PD is reciprocity, collaboration and dialogue (Swaffield, 2018).

Research by McIntosh, Filter, Bennett, Ryan, and Sugai, (2010) addressed that schools that were proactive to providing classroom management PD to staff were more willing to work with students with behavior difficulty, due to the preparation and tools the educator received during relevant training. PD programs provided specific techniques and best practices on how to handle difficult situations. Such programs equipped the teacher with specific tools to meet each student's individual needs. According to Flannery et al. (2010), such programs gave the teachers an opportunity to plan lessons and strategies that supported intellectual, social and personal development of each student. It was important for teachers to be aware of what types of behavior problems occurred in their classrooms and what they did to establish a positive learning culture (Swaffield, 2018). Whitaker and Harden (2010) stated that teachers needed more training to help them better understand the social and emotional intelligence of adolescent

learners. Research showed that teachers who took training programs and increased their knowledge of developmentally appropriate behavior had more of a positive influence on their education and developed positive attitudes and skills toward the students in their classrooms (Fukkink & Lont, 2007).

Multiple studies reveled findings that acknowledge the quality of teaching that impacted student outcomes (Darling-Hammond, 2013). As such, school districts spend thousands of dollars to improve teaching quality to engage in ongoing professional development. Yet, PD training often lacks the connection with classroom practice (Cuban, 2013; Darling-Hammond, 2013). Therefore, a study was conducted on the effects of PD on teaching quality (Gore, Lloyd, Smith, Bowe, Ellis, & Lubans, 2017).

Wong and Wong (2014) emphasized by having all students on their individualized success plan based on their academic and behavioral needs, created a learning environment that enhanced student learning and autonomy within the classroom. By individualizing instruction and behavior, it gave the student an opportunity to reflect on their specific mishaps or positive improvements. Polat et al. (2013) concluded that to help students take ownership of their education, PD programs must be evaluated regularly through on-going lessons and communication with others obtaining the same PD.

Safety in Schools

One of the main priorities for schools across the country was to keep students safe. Schools used multiple ways to enhance safety, ranging from codes of conduct to police officers (Webb, Sniehotta, & Michie, 2010). According to Carlisle, (2011) a significantly higher percentage of middle and high school teachers than elementary school teachers reported that student disruption (40% vs. 34%) and student truancy (45%

vs. 27%) interfered with their teaching. Numerous reports and studies on the issues of school safety as it relates to discipline in schools have been examined on ways to maintain safe schools (Positive School Discipline and the Supports Educators Need, 2015).

Zero tolerance for student infractions became very popular in recent years. School administrators who used zero tolerance as a deterrent for inappropriate behaviors found that this practice lead to higher student suspensions and expulsions (Koch, 2000). According to Schacter (2010), schools were analyzing their zero-tolerance policies and making changes that give administrators more alternatives to disciplining student behavior. Teachers are responsible for maintaining and controlling the learning environment in their classroom. Teachers that cannot control behavior in their room were constantly responding to inappropriate behavior and sending students out of the classroom (Fergus, 2018). The time that was taken away to acknowledge the behavior and then to send the student out of the classroom ultimately decreased student learning and time on task. Students who were suspended from school lost weeks of instructional time. Additionally, those students were not given the benefit of direct instruction from the teachers during a suspension (Mitchell & Bradshaw, 2013).

Students who disrupt the educational process not only hindered their success, but also the success of others within the classroom (Morrisey, Bohanon, & Fenning, 2010). According to Morrisey et al., (2010), a positive and interactive classroom setting was one of the best ways to create an engaging atmosphere and prevent discipline issues. Teachers who used research-based strategies to assist them in creating a positive culture within their classroom had greater success in promoting positive classroom discipline (Chang, Juan, & Chou, 2014; Patti, Holzer, Sterns, & Brackett, 2012). Implementing

research-based strategies to enhance positive behavior within the classroom increased academic success and a more favorable environment within the school setting (Split & Koomen, 2009).

Some recommendations for effective management practices included communicating clear expectations, consistently reviewing classroom rules, giving verbal praise to individuals demonstrating appropriate behavior, and intervening quickly with inappropriate behavior (Oliver & Reschly, 2010). If the goal were to create a more positive classroom atmosphere, then the objective should be to communicate with students that acknowledge their positive efforts and accomplishments (Wilmott, 2011). Involving students in the decision-making process allowed the students to understand the mistakes that were made and allowed them to reflect on ways to improve their behavior (Rubin, 2012; Tadic, 2015). By giving students choices, the same negative behavior that was once shown would be either eliminated or minimized (Rubin, 2012).

Tadic (2015) found that schools were safer when all involved are engaged in the process. Tadic suggested active involvement among teachers and students to negotiate solutions of conflict situations. The process provides students with necessary skills and through the efforts, students are more interested in the subject matter and encouraging positive students' behavior (Tadic, 2015).

Effectively addressing behaviors were crucial factor for changing the educational environment that led to strong teacher-students relationships (Thompson, 2015). Forming strong relationships often did not happen due to disruptive behaviors. Disruptive behavior often caused distractions in the teaching and learning environment (Thompson, 2015). Some of the less severe behaviors did not cause a threat, such as sleeping in class and tardiness. However, the more severe behaviors such as fighting and

insubordination, which were threats to staff and students (Thompson, 2015). Some of the

less severe behaviors were tolerated by some faculty members, but not by others.

According to Whitaker and Harden (2010), it was best to develop or create a discipline

plan that was used building wide for all staff and students to be on the same page and

eliminates any form of biases to be created.

Positive Behavior Interventions and Supports

Since the year 2000, PBIS brought about an improvement of school behaviors that

have resulted in greater academic gains in schools (Yeung et al., 2016). PBIS, as

characterized by Sugai and Horner (2008), was a structure that impacted the entire school

community, focusing on positive strategies and specific interventions for accomplishing

ideal outcomes and negative responses. For PBIS to be effective, the educational

atmosphere had to be built with the expectation to educate and sustain positive conduct to

prohibit negative behaviors from occurring (Sugai & Horner, 2013). Therefore, the

training associated with the program was designed to be conducted in a manner that

ensures effective and accurate implementation.

PBIS was structured in a way in which foreseen negative actions were analyzed

by educational staff (Scott, Rosenberg, & Borgmeier, 2010). The PBIS faculty then

brainstormed ideas to support strategies that assisted with changing the negative

behaviors. Along with ideas, a system of collecting and analyzing behavioral data was

gathered to determine the need for eliminating or changing specific strategies (Goodman,

2013). The gathering and analyzing specific behavioral evidence were crucial to

evaluating the success of the approach being used (Scott et al., 2010).

The social validity of behavioral interventions was characteristically assessed

with methods specific to the individuals (Gabor, Fritz, Roath, Rothe, & Gourley, 2016).

PBIS researched practices were designed to establish an educational community that incorporated high moral character and demonstrated high esteem for all individuals and staff. The expected behaviors were communicated and reinforced to the entire student body during an academic year, thus establishing an environment of high standards. The educational learners were mindful of the behavioral expectations that were to be demonstrated by the students daily. In a PBIS setting, adolescents were regularly acknowledged for demonstrating appropriate actions (Scott et al., 2010).

In the mid-1980s, PBIS was created from the philosophies established from Applied Behavior Analysis (Anderson & Kincaid, 2005). The groundwork for ABA aligned with the efforts of behavior theorist, B.F Skinner (Johnston, Foxx, Jacobson, Green, & Mulick, 2006). Skinner's philosophy was based on positive acknowledgment and encouraging feedback. Skinner's research demonstrated how positive behavior increases, due to the amount of positive reinforcement being displayed.

ABA added to the philosophy of PBIS by allowing the philosophical framework for modifications in behavior (Anderson & Kincaid, 2005). This led to the infrastructure of PBIS, where positive behavior supports demanded beneficial response through academic or social performance, serving as the basis of responsive behaviors to a controlled stimulus (Johnston et al., 2006). Researchers used ABA to support positive behavior support systems as a critical part of assisting students in demonstrating positive outcomes that helped to increased student performance.

PBIS can be an extension of managing discipline issues to climate and cultural adjustments that impact the entire school community (Bradshaw & Elise, 2011). Osher, Bear, Sprague, and Doyle (2010) stated that PBIS provided a way to eliminate negative behavior that took place within the school community and presented alternatives to

achieving appropriate behaviors that were beneficial for the students, families, schools, and stakeholders. The overall goal was to empower students to make appropriate choices that would impact the school in a positive way and create an environment where doing the right thing was acceptable. McIntosh et al. (2010) argued the purpose of establishing PBIS was to transform the existing educational setting to an atmosphere that was positive and conducive for learning to occur. PBIS systems were used in a variety of ways, but ultimately included strategies, techniques, practices, and evidence-based interventions. Further, McIntosh et al. aimed for achieving practical strategies that prohibited negative conduct that affected the school's climate and culture from occurring (Sugai & Horner, 2008).

An increasing number of schools implemented Multi-Tiered Systems of Support (MTSS) to implement evidence-based practices for students whose needs were not adequately met by a single support system (Rodriguez, Loman, & Borgmeier, 2016). The formation of PBIS was created from a three-tiered system. The overall goal for each level was that all students could receive a great education. Also, Tier 1 focused on the need for school environments to educate all students on acceptable behavior that was practiced and a reward system that was consistently used. This tier was developed to assist the academic and behavioral needs of 80-90% of all learners, by using aggressive approaches that prevent the negative behavior from occurring (Sugai & Horner, 2009). The purpose of the intervention was to reduce the number of negative behaviors and create a positive learning atmosphere as a way for all students to succeed during a regular school day (Mathur et al., 2012).

The second tier consisted of goals that would be beneficial for a specific group of students that were classified as needing extra assistance and would prosper by taking part

in interventions that were researched based. The interventions that were used focused on specific individuals that were demonstrating challenging behavioral issues. The process allowed teachers to move away from the traditional discipline structure and toward a program that assisted students on an as-needed basis (Owens, 2012). These interventions were expected to demonstrate a change in behavior for the specific group of students (Hawken & Horner, 2003). Roughly 10-15% of adolescents needed interventions associated with Tier 2 to have success in an academic setting. This level of intervention included academic assistance staff that specialized in working with students who demonstrated behavioral issues. In this phase, data collection was essential in identifying students with behavior difficulties (Crone, Horner, & Hawken, 2006).

Tier 3 provided more specific and intensive interventions for students that need extra assistance (Sandomierski, Kincaid, & Algozzine, 2007). In the Tier 3 process, staff thoroughly analyzed data and develops detailed individualized plans for specific students (Shepard, 2013). Tier 3 was designed for individuals that demonstrated ongoing discipline issues regularly. All interventions were created to personally assist the struggling student in meeting the behavioral and social needs within this level of intervention (Owens, 2012). PBIS speculated that 1-5% of individuals needed Tier 3 intervention assistance (Sugai & Horner, 2009).

Anderson-Ketchmark and Alvarez (2010) indicated that RTI and PBIS are different; RTI focused on academic and behavioral interventions. PBIS contained services that are used to address preventing negative behaviors and interventions that could be used for when unwanted behaviors occur (Anderson-Ketchmark & Alvarez, 2010). PBIS was a specific model that specifically targeted the academic culture and climate, as opposed to RTI which focused on identifying specific students that

demonstrated specific educational challenges (Bradley, Danielson, & Hallahan, 2002;

Shepard, 2013).

The structure of PBIS had unique characteristics. Many researchers found that

student results were one of the most important aspects of PBIS, as they were a significant

aspect of data collection and evaluating specific interventions that were used (Mathews,

McIntosh, & Frank, 2014). Included were academic and behavioral data, individual and

specific groups of students (McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008). PBIS

included evidence-based strategies that were organized to guide different types of school

initiatives that included student behavior, attendance, classroom environment and

routines (Bradshaw, Pas, Debnam, & Johnson, 2015). These aspects of PBIS were based

on the needs of each specific learning environment, with the goal of achieving student

success (Eber, Sugai, Smith, & Scott, 2002).

Implications

In this project study, teachers explained their perspectives on the implementation

of school training on PBIS and the impact they perceived on student behavior within their

school district. Multiple possible outcomes happened because of effective school training

on PBIS. Upon completion of the study, the following data results: increased positive

school climate, positive relationship between staff and students, improved student

achievement, faculty focusing on strategies learned during PD training and a reduction in

disciplinary consequences.

A possible project that could be used from the results of this study was a PBIS

staff training to continue facilitating PBIS in the academic setting. A copy can be found

in Appendix A. In addition to ongoing staff PD, there were annual staff evaluations to

assess the effectiveness of the PBIS program at the local setting (Bradshaw, Koth,

Thornton, & Leaf, 2009). High expectations for program standards and consistent

adjustments to improving the quality of the program were necessary for progress to occur

(Jolivette & Nelson, 2010).

Summary

Many teachers in PBIS schools participated in training designed to change the

behaviors of students' school-wide. In this project study, the perceptions of teachers and

the implementation of school-wide PBIS were examined through interviews, document

analysis, and observations. The research guided the project choice that will further

improve the school's behavior management program.

In Section 2 of this doctoral study, the methodology will provide detail how the

research questions will be examined. This section focuses on qualitative research, the

location of the study, rights of the participants taking part in the study, data collection

procedures, assumptions and limitations of the study. Section 3 will include a discussion

of the project research process. Section 4 will include the reflection and conclusion drawn

from this research processes.

Section 2: The Methodology

In this study I examined teachers' perspectives of school training on the implementation of the PBIS systems. I selected research on the PBIS model to explore teacher's perceptions on training specific to manage challenging student behaviors in their classrooms and throughout the school environment. I interviewed teachers to gain their perceptions of the training specific to the implementation of PBIS into their classrooms. This section contains the research method, design, research questions, and data collection I used to gather and analyze data necessary to answer the research questions.

Research Design

Choosing qualitative research provide opportunities to progress deeper into the teachers' perceptions by engaging them in dialogue through interviews and relating to their shared experiences (Hatch, 2002). A qualitative study typically consists of a small number of participants, but the depth of the subject matter is very detailed and more in-depth. The researcher gathers data through interviews, observations, video, journaling and focus groups (Hatch, 2002). If the researcher can connect with their lives and gain a deeper understanding of the participants, the research would be well-defined of the subject(s) being studied. The researcher works to establish the meaning of phenomena through the participants' points of view; this type of research was more exploratory than confirmatory (Stake, 2010).

A qualitative research study was selected for this study rather than a quantitative method to analyze in greater depth the perspectives of the small group of teachers (Creswell, 2007; Merriam, 2002). Quantitative research design approaches included experiments and surveys (Creswell, 2007). Incorporating surveys or managing

experiments and, thus limiting the teachers' expressions to statistical data, limited the

exploration of obtaining stated concerns that teachers have regarding the training of

PBIS. Selecting a qualitative research design provided opportunities to develop the

research into the teachers' perspectives by connecting with them in dialogue through

interviews. According to Creswell (2003), qualitative research focused on the humanistic

factors that were interacting in a natural setting. The researcher examined the situation

from a real-world perspective.

I used a basic qualitative research study to discover and review educational

systems and practices. The motivation for applying this study approach was to

understand the educational experiences of the participants that took part in the study.

More specifically, this study involved a single case study designed to capture the voices

of the participants. This case study research permitted the researcher to explore important

topics not often covered by other methods (Stake, 2010). Using case studies for research

purposes remained one of the most challenging of all social science endeavors.

The data were triangulated using interviews, observations, and document analysis.

Interviews were conducted to gather the perceptions of the teachers; interviews were

conducted. To confirm the information collected from interviews, observations were

conducted, and documents were analyzed to gain confirmation of what was said and

heard. The case study design strength was in its ability to examine, in-depth, a *case*

within its *real-life* context (Yin, 2014). Through teachers' voices, perceptions of

schoolwide training on PBIS were heard. In this qualitative case study, I was interested in

the perceptions of staff members regarding PBIS. I was the only data collector, using

interviews to report an in-depth description of teachers' perceptions of PBIS at the local

research site. Additionally, member checking was used to validate the data**.** I used parts

of Hatch's (2002) nine-step model and (Stake, 2010) analysis process which were explained in more detail in the data analysis section. I also incorporated Miles, Huberman, and Saldana's (2014) view of qualitative analysis: data condensation, data display, and concluding.

Qualitative data were typically analyzed in the form of spoken or written language rather than in the form of using numbers (Hatch, 2002). Qualitative researchers were able to see patterns, connect relationships, make interpretations, and generate theories (Hatch, 2002). A qualitative design was appropriate for use when the researcher was attempting to gain knowledge of how involved participants made sense of their experiences, situations, or the environment. The overall intent of utilizing a basic qualitative research design was to get an idea of how individuals made sense of their lives and experiences (Merriam, 2009). The design can be applied to reveal methods, routines, and procedures of exceptionally competent faculty and staff.

A qualitative study typically consisted of a small number of participants, but the depth of the subject matter was very detailed and more in-depth. The researcher gathered data through interviews, observations, video, journaling, and focus groups (Hatch, 2002). If the researcher could connect with the lives and gain a deeper understanding of the participants, the research was well-defined of the subject(s) being studied. The researcher sought to establish the meaning of phenomena through the participants' points of view. This type of research was more exploratory than confirmatory (Stake, 2010). Choosing a qualitative research design strategy provided opportunities to progress deeper into the teachers' perceptions by engaging them in dialogue through interviews and relating to their shared experiences (Hatch, 2002).

The researcher was able to gain knowledge of the research study based on a constructivist approach by taking part in interviews, observations, audio recording or focus groups (Hatch, 2002). By using the qualitative strategies to gather data, the researcher can obtain meaningful and rich information for the specific study. That meaningful data presented a well-defined picture of the subject(s) being studied. The specific qualitative model chosen for this study was appropriate because it allowed for research to be conducted in the natural setting of the participants learning environment.

Quantitative designs were not considered because, in a quantitative study, a researcher gathered data with figures to create data to test hypotheses (Creswell, 2003). In qualitative research, investigations occurred to get a better understanding of individual's perspectives, gather information in an environment that was comfortable for the participants, and reporting meaningful data in the form of narratives (Hatch, 2002; Merriam, 2002). Another reason why the quantitative research was not considered for this study was that there were not hypotheses considered for testing.

Participant Selection

Qualitative research studies involved a small number of participants, who shared similar experiences (Creswell, 2007). This research consisted of ten participants. Minimizing the number of participants allowed for deeper inquiry and provided more in-depth data (Creswell, 2007). The criterion for selecting participant was done using a purposeful sampling method. Purposeful sampling was used to inform and assist the reader in understanding the research problem (Creswell, 2007). Purposeful sampling was a non-random method of sampling where the researcher sampled information from participants who were knowledgeable about a specific study. The participants were believed to have a large amount of experience with the phenomena being investigated

(Creswell, 2007). To gain meaningful data from the participants, the researcher followed

the specific criteria: (a) a teacher who received training on PBIS, (b) a teacher interested

in volunteering to participate, and (c) a teacher who is currently *living the experience*

daily by using PBIS in their classroom. The insight for this study centered on obtaining

specific information about the context of the teacher's perception of the training of PBIS.

The target population for this qualitative single case-study design consisted of up

to 15 middle school teachers in one central Ohio middle school. The procedure for

gaining access to the participants began with district approval to conduct research.

Afterward, the principal was approached to request permission to conduct the study.

After acquiring permission from the principal, the opportunity to participate in the study

was opened to 100% of the teachers in this school. Next, all the teachers who expressed

interest in the study were invited to an information session. Rather than interview all

teachers, I used purposeful sampling to select the participants. The middle school has 38

teachers who had participated in the PBIS program. For the proposed study, I recruited

teachers who had participated in a minimum of two PBIS training and had taught at the

middle school in this study for at least 1 year before implementing PBIS.

Ten middle school teachers were interviewed to provide insight on the

effectiveness of the training on PBIS. The qualitative design allowed an understanding of

participants' perspectives on the training received on PBIS. "Qualitative inquiry method

provided opportunities to achieve empathy and gives the researcher empirical bases for

describing the perspectives of others" (Patton, 2002, p. 53). Unlike quantitative research,

qualitative research was most effective with a smaller number of participants. Because of

the small sample, qualitative research was more difficult to establish a more prominent

culture but allowed for a more in-depth study.

The process for establishing trust and ensuring participant understanding was followed by using processes from several researchers. As a researcher, it was vital to follow specific ethical guidelines when conducting qualitative research. Researchers should be aware of the mutual benefit of obtaining information from a study, but also for the participants taking part in the research (Hatch, 2002). Bogdan (2007) suggested that it was the researcher's responsibility to gain the participants' approval before conducting the study. The researcher should communicate details about the procedures, the use of the data and the reassurance of the participants' confidentiality. It was the responsibility of the researcher to ensure the safety of the participants, the environment of where the study was conducted, and the data that was gathered. I followed the expectations of maintaining high integrity which included data collection, storing data, the safety of participants, and confidentiality of individuals taking part in the study.

The method of establishing a researcher-participant working relationship had multiple steps to ensure the participant fully understood the process for participant participation. According to Creswell (2007), the study must be entirely voluntary, providing teachers the right to decline participation. I used codes for participants in this study and placed this information in a secure place at the end of the data analysis to ensure the highest degree of confidentiality. Participants were informed and assured of the minimal risk of participating in this study. They were informed before the study that they would not receive any form of consequence or monetary reward for their decision to participate in this study, and they did not receive such. The benefits of participating in this study were the opportunity to share their experiences and ideas of receiving PD on PBIS. Personal information (e.g., family information, educational or medical records, and

sensitive information) was not shared during or after the study. A number was assigned to

each participant to protect participants' identity.

Data Collection

The data that was collected for the sole purpose of this study was document

analysis, observations, and interviews. I reviewed documents and conducted interviews

to triangulate the data collected from interviews. Three types of data were collected over

a three-week period.

Document analysis for data collection instruments was gathered from PBIS

training, PowerPoints, handouts, rules, and other information specific to PBIS.

Observations were made informally. The documents collected from the program, district

or school published collections. Observations were made to see if teachers were using the

academic and behavioral strategies in PBIS. An observation protocol (Appendix B) was

developed and used that aligns with the two strategies, and then subdivided to determine

if two of each strategy targets the implementation expectations. The observation sheet is

researcher produced as outlined in PBIS. The interview process and procedures are

outlined in greater details in next paragraphs in this section. The interview protocol is

researcher developed using the PBIS training as a guide and the research questions.

As the administrator within the same district where the study will take place, I

also conducted the interview process. During the interviews, I was sure that I would

understand the context of the discussions, because of the known challenges of the school

district. One of the limitations of the study that occurred was researcher bias. Creswell

(2003) reported that limitations existed within all methods of research which created an

intrinsic bias. Therefore, I used member checking and rich, thick descriptions to set aside

bias perceptions. I served in the roles as an interviewer, data collector, interpreter, and

reporter. According to Creswell (2007), the beginning phase of the researcher was to build a research design that allowed participants to provide personal opinions without the feeling of being restricted. The next task designs were interview questions that specifically related to the research question and operated as the primary tool for data collection.

I obtained permission from the school administrator by communicating in the form of a letter first, requesting to collect data. I submitted the letter to the Walden IRB application. Next, I met with the school administrator to discuss the study and answer questions that the administrator might have regarding the study. Once the permission to conduct the study was granted from IRB (approval # is 11-01-17-0448739), I provided the consent forms to all participants to inform teachers about the purpose of the specific research study and to gain consent. The letter included a statement that participants have the right to withdraw from the study at any time without any form of consequences.

I am currently an Ohio State certified teacher and administrator. I am employed by the school district in which the study will take place. However, I do not teach or hold a supervisory position over the potential participants, or work in the same building as the participants, and do not have anything to do with their teaching evaluations. All participants reported to the same principal. Participants' identity was not shared during the study, and will not be shared in the future, along with the data findings to avoid any form of threats or Harman interviewer's guide was designed specific to this study to ensure issues were addressed. The format of the open-ended interview questions (see Appendix C) aligned to PBIS and will assist in better understanding the personal experiences of the participants. A voice recording was made for all interviews with the chosen teachers. Every teacher that took part in the study received interview questions

before the scheduled interview, so they could prepare how to answer the question without feeling pressured. Also, I interpreted and coded each interview. All data are filed on my personal computer that is password protected. Hard copies of the data are filed in a locked fireproof safe at my residence. Data will stay in my possession for 5 years before being deleted from my files.

McNamara's (2009) guide for preparing and conducting the individual semi-structured interviews was used when structuring my interviews with the participants. The plan consisted of: the setting; purpose of the interview; explanation of the reassurance of confidentiality; the interview process: the length of the interview; contact information; opportunity for questions; and approval to begin the interview.

I used McNamara's (2009) guide for conducting interviews, which included: confirming that the voice recorder was working appropriately; not asking several questions at one time; not demonstrating sudden body movements or emotions to answers from the interviewee; remaining calm while taking notes and distracting the interviewee; and staying in control of the interview. I established a quiet atmosphere for the interviews to take place. The interviews were scheduled at the participants' convenience and lasted approximately 45 minutes. Creswell (1998) stated that conducting interviews in a relaxed environment that is familiar to the interviewee will allow the participant to feel more comfortable and give a more thorough interview. In addition, all participants were accommodated with interview questions before the scheduled interview, so they can prepare on how to answer the question without feeling pressured. Also, I transcribed and coded each interview.

The intent of interviewing was to gain as much knowledge about the individuals that cannot be observed by the researcher (Patton, 2002). An advantaged of applying

interviews to collect data is that interviewers are capable to have extensive dialogues

regarding participants' theorems and realities. This method allowed the researcher to

build rapport and trust with the participants, which developed more information for the

specific study. For this study, interviews allowed the researcher to gather accurate

knowledge from teachers that have personal views of PBIS.

The structure for the interviews was open-ended and informal. Possible probes

that were used throughout the interviews consisted of asking the participants what aspects

they believed facilitates PBIS implementation, what barriers they felt hindered PBIS

implementation, were the PBIS training relevant to the experiences in the classroom.

Rubin (2012) suggested that when the interviewer is probing, the researcher is attempting

to gain a better understanding from the interviewee on what is being communicated.

Data Analysis

In this qualitative research, I used the data analysis process to organize the data,

then separated the data into specific themes, and finally displayed the data in figures

(Creswell, 2007). According to Creswell (2007), data analysis is a fundamental process in

which the data has been gathered and organized to represent the research findings. In a

case study, the beginning phase of the analysis process was to thoroughly analyze the

recorded script to get an understanding of what was communicated (Giorgi, 2008). After

conducting all the interviews, I read through the documents and provided a copy to each

participant for accuracy. The participants were able to make changes and additions to the

document.

Each document was read and compared to the categories that were formed from

the data collection. Next, the coding consisted of organizing the interviews by colors.

Rubin and Rubin (2005) suggested that coding interviews implicate processes for

labeling concepts, events, and themes to retrieve data units that refer to the same subject. This process continues until all the data is coded. During coding, a master list of all the codes was created and the research is kept in a document on the computer.

After coding the interviews, data units were being grouped into specific categories and then analyzed for concepts and themes. The purpose of identifying themes and concepts within the interview document was to get an accurate analysis of the participants' perceptions. During this process, clarification will be made through written representation that identifies themes related to the literature and describes the structure of the PBIS experience.

The final step of the data analysis process was the synthesis, which was characterized as understanding the experience to realize a profound significance for the participants (Giorgi, 2008; Patton, 2002). Narratives and tables were used by the researcher to analyze the information. Creswell (2003) suggested data findings in case studies can be communicated in multiple ways, using different forms of narratives,

Data Analysis

This section was organized utilizing the following subsections: data generated, gathered, and recorded; findings; patterns, relationships, and themes; salient data; evidence of quality; and summary.

Data Generated, Gathered, and Recorded

The study was conducted at one single-gender middle school in a large urban school district in the central part of a mid-western state. This preparatory school for boys served 186 students in Grades 6-8. At the time of the study, 98% of the student body was Black. The staff population for teachers was, 82% Black, 6% Hispanic, 2% White, and

10% other. Seventy-two percent of the student body received free lunch. The school's demographics for students and staff stayed relatively flat over 5 years (Ohio Department of Education, 2018).

The program allowed for nontraditional teaching techniques and structures that were well suited to aspects of male-female learning differences. The classes were set up in ways which the learners shared physical, mental, and emotional development commonalities. Researchers have found that eliminating certain distractions from the classroom (such as boy-girl flirtation, tensions, gender competition) increased concentration and focus in same-sex environments (Liben, 2015; Riordan, 2015). The single-gender middle school program was created so that these adolescent boys were in a comfortable environment for learning, in which boys feel greater freedom to *be themselves* without posturing and playing to girls' attention. Pseudonyms were used to ensure confidentiality in this study. The students are called scholar due to the PBIS program, but I referred to all students as students for greater readability.

Participant demographics. This study examined information specific to middle school teachers. There were 38 certified teachers at this middle school. Of the 38 teachers, 19 teachers met the criteria for participation in the study (Table 1). One teacher was unsure about the use of PBIS strategies in the classroom. A total of 13 teachers participated in the study. Having a smaller sample size to conduct the research provided a greater opportunity for more in-depth inquiry. Therefore, the teachers who consented within the first week were selected to participate in the study. Table 3 provided demographic data of the 13 participants in the study. The 13 participants agreed to participate within the 2 weeks allotted for identifying participants. For this study, I called the participants Teacher A, Teacher B, and Teacher C of those who participated in the

interviews, but they were not observed. For teachers who were observed in their

classrooms but did not participate in the interview process, I called Teacher D, Teacher

E, and Teacher F. Seven of the participants who participated in the observation and

interviews were called Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teachers

6, and Teacher 7. The participants self-identified as were a diverse group of 9 women

and 4 men; 8 Whites, three Blacks, one Filipino, and one Hispanic; three 6th grade, three

7th, three 8th, and four 6th – 8th; and 2 years to 30 years of experience. Teachers were

trained to implement PBIS strategies in the classroom.

Table 1

Demographics of the Participants

Participants	Gender	Race	Grade	Years' Experience
Teacher A	Female	Black	8	3
Teacher B	Female	White	7	18
Teacher C	Female	White	6	10
Teacher D	Female	White	7	17
Teacher E	Male	Black	8	15
Teacher F	Female	Hispanic	7	18
Teacher 1	Female	Filipino	6	23
Teacher 2	Female	White	6 – 8	22
Teacher 3	Male	White	8	30
Teacher 4	Female	Black	6 – 8	2
Teacher 5	Female	White	6 – 8	3
Teacher 6	Male	White	6	2
Teacher 7	Male	White	6 – 8	2

Documents. Data were collected for this qualitative case study from three

sources: documents, observations, and interviews. The three data sources were used to

triangulate the data. The documents and observations were conducted to triangulate the

data collected from interviews. It was estimated that the data would be collected within

three weeks, but school events and activities extended the data collection for an

additional week. Detailed below described how the document, observation, and

interview data were generated, gathered, and recorded.

Documents were gathered and recorded using a spreadsheet created in Microsoft

Word program. The documents were collected from the school's secretary, principal,

participants, and on the websites. The spreadsheet was designed to check the following

areas: read, support interview finding, support observation finding, obtained, and type.

Checking for support of the interview and observation helped to triangulate the data. The

training manuals for PBIS, agendas to document training and attendance logs were

reviewed. Reviewing these documents confirmed the information provided by the

participants. Guidelines for the incentive program were reviewed, supported, and

processed during the observations and interviews. Promotional information about PBIS

was also gathered and reviewed.

Observations. Observations were made in the classrooms for one period of the

ten participating teachers. The participants were notified via email and confirmation of

the date recorded on the observation spreadsheet. I recorded the results of two PBIS

academic strategies and two PBIS behavior strategies, the academic strategy results, and

the behavioral strategy. The observation protocol in Appendix C was used to according

to the two strategies. An observation sheet was developed and used that aligns with the

two strategies and subdivided to record information of each of the two required

implemented expectations. Nonparticipant observation was used so as not to disturb the

class. A *Yes* or *No* was recorded based on the participant's demonstration of the

continuous use of PBIS techniques in the classroom. Explanations were written to

support the *Yes* or *No* selection of academic and behavioral strategies.

Interviews. The seven interview questions were selected and aligned with the research questions in this study. The data gathering process for collecting the data followed a step-by-step procedure. The McNamara's guidelines for conducting interviews for research were used for this study. The information on the interview protocol was aligned with the steps to ensure consistency of information for each participant. The interview questions were sent to each participant before the actual interview. The participants determined if they would be interviewed in the conference room or their classroom. Two teachers were interviewed in the conference room and eight in their classrooms using the interview script and interview questions in Appendix D.

The audio recordings and note were transcribed. The transcriptions and written information were compared for accuracy of the information. Further, the response from the participants was compared to check for contrasting details. The two documents were then compiled and aligned with the interview questions. The transcribed interviews were sent to the participant for member checking. Corrections were made to two of the ten interviews. The information was confirmed by the participants for accuracy.

Next, the process of interpreting and coding each interview begun by reading, comparing the transcriptions until categories were formed. Data analysis used open coding. Distinct concepts and categories were created to form the units of the analysis. The information was then organized by colors and separated based on emerging themes. This process continued until all the data were coded. During coding, a master list with all the codes that were created in the research was organized. The data were grouped into specific categories, then analyzed for concepts and themes. Clarifications were made that

identified themes related to the literature and described the structure of the PBIS experience.

The final step of the data analysis process was the rerecording of information for presentation. Narratives, tables, and a raw data matrix were created and aligned with the four research questions. The information was recorded to allow ease of reading and understand the data.

Evidence of Quality

Evidence of trustworthiness in qualitative research had been debated and discussed in the world of research, thus has incorporated numerous standards. Lincoln and Guba (1985) maintained that in a qualitative study trustworthiness could be explained by addressing credibility, transferability, dependability, and confirmability. Morrow (2005) on the other hand described trustworthiness based on the *goodness* of the inquiry and the basis of the research. To explain the truth as it related to this study, I addressed this study for its goodness using the outline provided by Lincoln and Guba (1985).

It was essential to know the information that was collected to ensure quality to determine if the information provided was credible. For ensuring quality, triangulation and participant right to refusal were used. Data triangulation strengthens the data by combining multiple methods (Denzin & Lincoln, 2005; Merriam, 2009). Three types of data were collected and examined to confirm the quality and accuracy of the information. Interviews, observations, and archival data were conducted for this study. Additionally, participation in this study was not required, but voluntary. Each teacher who was contacted was given the opportunities to refuse to participate to ensure that only those who wanted to participate were a part of the study.

Studies that have transferability were those in which the findings of one study can be applied to other circumstances (Merriam, 2009). The number of participants in this study was limited to 10 teachers, thus making it impossible to demonstrate that the findings applied to other situations and conclusions apply to other situations and populations (Erlandson, Harris, Skipper, & Allen, 1993). In contrast, Bassey (1999) suggested that information that can be confirmed supported the accuracy of the information and the connectedness to the situation in the study to that of the researcher. As the researcher, I was familiar with PBIS and had worked in the school in which the study was conducted.

Dependability in a qualitative study was synonymous with reliability in a quantitative study. To ensure a thorough understanding of the research a case study research design was selected and implemented. A step-by-step approach was used in the data gathering process to collect and analyze the data (Stake, 2006). Further, specific criteria were used to gain meaningful data from the participants.

Confirmability in a qualitative study is tantamount to objectivity in a quantitative study. Data were confirmed in this study in numerous ways. The study was designed so that the information was triangulated using interviews, observations, and document analysis. Further, the data were transcribed from the interviews, and member checking was conducted to confirm the data. Miles and Huberman (1994) also suggested that the research address predispositions. Therefore, the former working relationship with the participants and experiences with PBIS were disclosed.

Data Analysis Results

The results and summary of the findings were presented according to the research questions and themes. The narratives were written based on the responses to the

interviews and supported by the data from the observations and the document analysis.

The themes were identified based on the data collected throughout the study. The results

of the findings were written according to each research question. Dialogue from the

participants were discussed based on commonalities and responses specific to the

interview questions that were aligned to the research questions.

Research Question 1

Research Question 1 was: What are teachers' perceptions regarding the PBIS

school training to improve student behavior? Teachers were training in PBIS training at

the school level before starting the program in their classrooms. Although training was

conducted, and the program outcomes supported certain expected behaviors that would

happen because of the implementation, the perceptions of teachers differed greatly. PBIS

was designed for school's support in curtailing inappropriate behaviors of children.

Therefore, training teachers were important in improving teacher performance for

effective implementation of PBIS to minimize challenging behavior.

Six of the 10 teachers interviewed felt that the training prepared them to improve

student behavior. Teacher B felt prepared to implement PBIS in her classroom and say

student behaviors improve. However, she stated, "I feel I would benefit more with more

frequent training and professional development." Teacher 2 also felt prepared. She felt

that her special education training prepared her to implement PBIS. Teacher 2 stated, "I

already do a lot of the strategies because of the behaviors that I might encounter in

special education." Teacher 4 not only felt prepared, but she also described the training:

The training took place over the course of one month, with 2-hour in-service

sessions. After which, the PBIS coordinator came into our building to do

observations and give feedback on how we could make PBIS function at an even better rate.

Teacher 5 felt very prepared to implement PBIS in her classroom. She shared that the training she received on PBIS made her "feel comfortable implementing these strategies in my classroom." Positive reinforcement is a critical component of PBIS. Teacher 5 understood its importance. She shared that "positive reinforcement encourages the behavior that we would like to see from our students." It is important for teachers to understand why they should implement PBIS in their classroom for it to be used effectively. Teacher 5 stated,

> One part of the training that resonated most with me was that we need to make sure that we are explaining why we want students to do something or behave in a certain way. I am consciously trying to make an effort always to explain why I want students to do an assignment or an activity in class. Even when correcting behavior, I always try to say why I want them to behave in a way. By providing this justification, it helps keep some students from arguing with me. They are more likely to accept what I want them to do in the classroom because they know why they are doing it.

Teacher 6 and Teacher 7 also felt prepared to implement PBIS in their classroom. Teacher 6 stated, "I felt prepared to implement my ideas so that the methods I utilize while teaching is not hindered by other responsibilities. When I did this, my children had improved behavior." Teacher 7 spoke about the usefulness of the training. He shared, "I thought the training was relevant, and provided strategies to use as a way to recognize students and to encourage kids to want to do well in school."

After the training, Teacher C and Teacher 1 were mixed in their feelings regarding their preparation to implement PBIS into her classroom. Teacher C stated that the training had "little on what to do when you have just a few students who misbehave. As well as, we have a big issue with cell phones in the classroom, and I would love to see more ideas on what to do with that." Teacher 1 felt somewhat prepared. She left the training with unanswered questions. "I had some questions regarding parental involvement and incorporating PBIS to assist with it. Also, I questioned how to incorporate PBIS into students IEPs."

Teacher A and Teacher 3 did not feel prepared to implement PBIS into the classroom after the training. Teacher A stated, "I felt that we were given a couple of scenarios and then sent away with a handbook to go implement something that I barely understood. The training was quick and the importance of PBIS, in my opinion, was not stressed fully." Teacher 3 was even more critical of the training,

> I felt the training was not very useful, nor relevant to the issues that I deal with daily. I tailored the information to meet my individual needs in my classroom. The training needs to be more relevant based on the setting educators are teaching in.

In the review of documents, the comment of teachers who references the parts of the training was confirmed. Positive reinforcements that were used at this school were Ice Cream Socials, Popcorn and Movie, Pastries with Parents, and Dodgeball Tournament. Overall, the teachers felt the PNIS training was effective for the improvement of student behaviors.

Research Question 2

Research Question 2 was: What are teachers' perceptions of the effectiveness of training of PBIS? The PBIS program is as effective as the implementation, or so it was perceived by the teachers in this study. Through the PBIS program, the teachers in this study encouraged the good behavior of their students using strategies from the program that are supported by positive reinforcements. Teachers in this study addressed the relevance of the training regarding its effectiveness. The teacher participants were asked several questions to determine the effectiveness of the training.

There were varied responses when asked about the PBIS training relevance to the experiences in the classroom. Teacher A did not like the videos and examples presented during the training. She said, "The scenarios presented in the PBIS training were not relevant or realistic to the experiences in my classroom and my experiences with this student population." Teacher 1 saw the relevance to the experiences in the classroom. She stated that the training helped her "work with students that need constant positive reinforcement. The training gave me insight on what the students view as important. Students like to be recognized for doing the right thing, and it motivates them to continue to earning recognition." Teacher B was even more specific. She stated that the PBIS training was relevant to the classroom experience. "It helped break down the importance of showing each student weekly each core value and documenting that through the merit system, so the students had a chance for a positive reward instead of only focusing on the consequences."

According to the PBIS training documents reviewed during the document analysis, teachers must "double down" on their PBIS implementation to improve behaviors and maintain classrooms that are safe and respectful. Teacher 2 attended the

PBIS training provided to her school and acknowledged that it was helpful. She shared what she learned,

> It gave many different positive ways to help children out in the learning process of being able to keep their behavior in check and to stay on task. I teach special education, and I have already been implementing PBIS for a while.

According to Collins (2001), core values are based on a set of rules that do not change. Teacher 4 shared a program she used to recognize students who met the core values in her classroom that are based on good behavior attributes, and students rewarded through a school-based program called Accountability, Respect, Integrity, Service, and Excellence (ARISE). Teacher 4 stated that:

> PBIS training was relevant and helped me as a teacher to focus on the importance of classroom management and my routine and structure. I have also focused more attention on using strategies to help improve student attendance to my class. One strategy that I have implemented after being trained is, creating a top five merit earners for each month. The purpose of the recognition is to get students to earn as many merits as possible by the end of each month. Once the month is over, the winners can earn a variety of celebrations to acknowledge their efforts. For students to earn merits, they must demonstrate the A.R.I.S.E core values regularly in my class.

PBIS training included strategies for teachers to use to help students avoid inappropriate behaviors and allow students to make meaningful choices. Teacher 7 shared that "training was relevant to my experiences and my teaching setting. The training helped me to assist students with impulse control and pay closer attention to

recognizing students that might not get acknowledged on a regular basis." Teacher 5 also

felt the PBIS training was useful. She stated that PBIS training was

> a starting point for understanding how the school would like us to implement
>
> different strategies; however, I would like to see more specific training on how to
>
> use PBIS with some of our most difficult students. These behavioral strategies
>
> worked well with the students who care about school and who want to put in an
>
> effort towards their learning. Where the training is lacking is working with
>
> students who need extra motivation to learn and to try in school. I still really
>
> struggle with students who feel rebellious to any authority. I would like to see
>
> strategies that we can try with these students.

Teacher 6 also felt the training he received thus far was relevant, but not fully

implemented. He mentioned:

> I feel I've received more training as it pertains to school-wide PBIS programs
>
> though, which is something I feel our school has not fully implemented now. I
>
> learned about the implementation of strategies that affect all students at all grade
>
> levels, but these seem to be strategies that need to be implemented by the
>
> administration. As a result, these would have a positive impact on classroom
>
> behavior.

Although there were many positive comments as to the relevance of the PBIS

training, there were also two teachers who felt the training was not relevant to the

experiences in the classroom. Teacher 1 did not think the training was useful or relevant

for the type of urban setting of her teaching. She stated that the training, "did not go deep

in depth, and skimmed over how PBIS is useful in schools and classrooms. I did more

research on PBIS on my own and tailored the information to match my needs with my specific students."

Teacher C questioned the PBIS training that she had participated in thus far. When asked if the training was relevant, she said, "Not really, there are a lot of things that I still have questions about especially since came from an industry first. I wish the training were more specific, especially to the type of kids that we teach each day."

Hearns (2017) believed that regular training makes participants feel competent and confident in their roles. The teacher participants shared what they believed to be training that provided regular updates. Teacher A was somewhat uncertain about the updated training but mentioned how she received information on the PBIS progress. She said, "PBIS procedures and processes, I believe, are updated at the beginning of the school year. However, the PBIS team emails monthly newsletters showing the progress of PBIS and how it is positively affecting the school community." Teacher B shared the sentiments of Teacher A. Teacher B affirmed, "I have only been trained once two years ago and never been updated. We do discuss our merit at each staff meeting which is a focus of PBIS in our building, but I feel that a deeper focus could benefit myself and my colleagues.

Teacher 1 and Teacher B did not recall being updated on PBIS. Teacher 1 felt the administration did not value PBIS as much as they did testing. She stated, "I have not been updated on procedures and processes of PBIS. I think testing and instructional strategies over shadow PBIS majority of the time. PBIS can be an afterthought if it's not at the forefront of managing a school." Teacher 2 and Teacher 3 also did not recall having regular updates.

Teacher 4 and Teacher 5 perceptions of the updated for PBIS were different from the other teacher participants. Teacher 4 shared the frequency of the updates. "Updated PBIS training takes place once a year. The PBIS coordinator comes around to visit buildings three to four times a year to make sure that the process is properly in place and working." He felt that it was beneficial to get feedback on how the school and classrooms utilized PBIS. Teacher 5 also saw the regularity of updates. She stated, "I am regularly kept updated on procedures and processes of PBIS. Before this year, I had a general idea of the strategies that we were implementing as a building." Teacher 5 added that she was aware of various efforts that were in place to promote positive behavior.

Teacher C and Teacher 6 spoke of the training at the beginning of the year but did not see that training specific to updates. Teacher C shared that she had been updated some, but not a lot. She added, "I feel like after the initial training, then there isn't a lot of conversation about PBIS." Teacher 6 also felt that he was not regularly updated on matters involving PBIS. Teacher 6 spoke of the poor implementation of PBIS:

It was discussed near the beginning of this school year, but without a cohesive program in place, teachers implement their own PBIS programs within their classrooms. As a result, I believe the administration does not feel the need to update teachers regarding PBIS. Conversations and decisions that revolve around PBIS will never influence the teachers' individual plans they choose to implement since our school's program is so loosely defined.

Many of the teacher participants in this study did not think PBIS was updated or properly implemented; as such there were many recommendations to improve the effectiveness of the PBIS training. Teacher 5 stated:

PBIS training was set up in a way that builds upon the knowledge that teachers already have acquired. It is not helpful to constantly review the same strategies. I like to see different approaches and new ideas all the time. PBIS training is the most engaging and useful when we can draw on the background knowledge that we already have obtained. I like to see new research and new ideas that we can use to try to keep students engaged. Many of the rewards we have used so far seem to be effective with some students, but I would like to see ideas to get more students engaged, specifically those that are relevant to our student population. Teacher A had four recommendations:

My first recommendation would be to dedicate a PD fully to PBIS training without implementing other pieces of training like CIF. Second, I would present real-life scenarios, actual situations presented at our school and then discuss implementing PBIS. The teachers must be able to relate to given situations and what is more realistic to the student population where they teach. Third, have the administrative team explain how they will support teachers with implementing PBIS and their role in PBIS once a student is sent to the administrative team. Fourth, designate 10 to 15 minutes during TBT meetings for teachers to discuss PBIS implementation amongst each other so teachers can bounce ideas off each and support one another where necessary.

Teacher 1 recommended that other be trained in PBIS. She suggested that the administration "Have everyone on the staff trained including custodians, kitchen workers, etc. Have regular updates and meetings, have PBIS posters visible throughout the building and be consistent as a staff and building." Teacher B also felt training needed to be extended to others. She shared, "I would recommend a full-time person in each

building that focuses on PBIS, works with administration, teachers and every adult in the building. I would organize a larger district team to better serve schools."

Teacher 2 recommended moving the training beyond the school. She felt that teachers should be given the time to know what others are doing in their classroom, not just at the school we are in, but in other school and other districts. "I think the training should occur more regularly, and not once or twice a year. Also, I would like to see how PBIS is written into specific IEPs."

Teacher 3 recommended more relevant training to meet specific needs. Also, she wanted to see more consistent training throughout the school year instead of just at the beginning of the year. Teacher 4 concurred; she had a recommendation for those new to the building:

> I would recommend that all new staff members that come into the building are properly trained on PBIS by the coordinators themselves. If teachers transition grade levels or from elementary/high school to middle school, for example, they need the proper updated training to implement PBIS in middle school effectively.

Teacher 7 agreed with Teacher 3. He recommended, "Consistent PD throughout the year and created a full-time PBIS position within each school to assist teachers and administration with implementing PBIS to target borderline students that would benefit with discipline and attendance issues."

Teacher C and Teacher 6 recommended additional strategies. Teacher C recommended focusing on best practices and new ideas. She stated, "We tend to go back to the same ideas instead of being innovative and growing with technologies that are now becoming available." Teacher 6 felt that to improve PBIS training;

Teachers need to be provided with strategies that will allow them to implement a

PBIS program within their classrooms that mesh with their teaching styles and the

school-wide program. It also needs to help schools create PBIS systems that are

easier to maintain. This would help stop educators from viewing PBIS programs

as burdens that require significant time and resources.

PBIS training was implemented at this school, but the perceptions of the teacher

participants did not show consistent training. The program effectiveness differed among

the participants.

Research Question 3

How do teachers most effectively implement PBIS techniques learned in training

into their classrooms? According to the PBIS training manual that was reviewed during

the document analysis, when PBIS is implemented in the classroom, it is referred to as

classroom PBIS. Classroom PBIS practices include "preventive and responsive

approaches that may be effectively implemented with all students in a classroom and

intensified to support small groups or a few individual students" (PBIS, p. 1). To

understand the effectiveness of the implementation, the teachers discussed how they

implemented PBIS, administrative support, and barrier. Ten teacher participants were

observed in their classroom to see if they implemented two PBIS academic strategies and

two behavioral strategies. To meet the skill, they had to demonstrate continuous use of

PBIS techniques. Table 4 demonstrated use of the strategies with *YES* if they met the

strategy and *NO* if they did not meet the strategy. Most of the participants did

demonstrate the continuous use of all strategies.

Table 2

PBIS Observations

Strategies	YES	N0
Academic Strategy 1	9	1
Academic Strategy 2	7	3
Behavioral Strategy 1	8	2
Behavioral Strategy 2	9	1

Classroom implementation of PBIS was determined by the teacher regarding

effectiveness. Teacher A presented an account of what happened in her classroom daily

when asked to share how she implemented PBIS. She addressed daily agenda, praise,

awards, and behavior process. She said:

PBIS is implemented in my classroom by first listing the day's agenda, so upon

students entering the classroom, they are fully aware of the class work

expectations for the day. Second, I praise students who are giving their full

determination towards completing assignments especially if I know they found

the assignment difficult. This praise is if they fail or succeed. I always am sure to

model respect by showing all students respect, in hopes that they will show their

peers and me the same. When students misbehave in my class, I always allow the

student time to reflect on their poor choice and allow the student to go with a

warning the first time. If this same student shows good behavior after the first

incident, I acknowledge that I do see their positive behavior change.

Teacher 1, Teacher B and Teacher 4 addressed the core values when describing

how they implemented PBIS in their classroom. Teacher 1 responded, "I currently use the

Merit System in my classroom where scholars can earn merits or demerits based on our

ARISE Core Values, attendance and dress attire. I believe the implementation of PBIS

offers the opportunity for our scholars to want to do well and follow the school's core

values. Teacher B added,

> Our core values ARISE guide our school and my classroom. I focus the
>
> classroom responsibilities on each value to provide a holistic approach to students
>
> learning and behavior. At the beginning of the year, I focus on each core value for
>
> a week at a time so each student in my class can understand what it looks like in a
>
> classroom, hall, school, home, and community. The students are rewarded
>
> through our merit system and then given a school-based incentive monthly.

Teacher 4 also spoke about implementation regarding core values:

> Each morning I begin class by asking my students about their night or weekend.
>
> Students are then instructed to engage in small talk with each other about how
>
> they related the school's core values to their weekend plans. Also, I have a PBIS
>
> poster on my wall that talks about being respectful to your fellow scholar. The
>
> discussion of the ARISE core values happens daily. There is designed structure
>
> and routine in my classroom.

> Teacher 6, Teacher 2 and Teacher 3 discussed the behavioral plan when asked

about implementation of PBIS. Teacher 6 implemented PBIS by issuing merits for

positive behaviors and demerits for negative behaviors. He described the process:

> At the end of each week, students who earn enough of a difference between their
>
> merits and demerits draw a reward from our classroom's reward jar. These
>
> rewards are provided by me and include extra credit, full credit for late
>
> assignments, school supplies, $5 gift cards, and get to dump a bucket of water on

me during recess. I hang up excellent work samples for all to see and those

students are rewarded with stickers on their lockers for achieving a certain

percentage of assignments. Students who earn a certain number of stickers each

quarter are rewarded. I recognize students of the month who best demonstrate our

school's five core values. I send positive notes home with students who have an

excellent day regarding both their academic focus and behavior. I reward

scholars who reach their goals within our supplemental online math program.

Teacher 2 described her classroom implement of PBIS:

I have several implementations that I use in my classroom. The students come in

and pick up a green card which means time to learn. If they are given a yellow

card, that is a warning and a time to get themselves together and get back on

track. The next is a red card which they need to move to the reflection table.

When at the reflection table they are still part of the class but a change of

placement to distract the undesired behavior. They were able to think about what

they need to fix. I also give tickets for a weekly drawing. The tickets are earned

for being on task, answering questions, volunteering or helping others. Merits

and demerits are also charted, at the end of the week. Whoever has the most

merits win a prize of up to $5.00. Merits are given for being on task, being

engaged in the lesson and for being a good citizen in the classroom. This program

tends to be costly for implementation.

Teacher 3 spoke about behavioral expectations and the process used to implement

these expectations. She described how she develops the rules with her students, teaches

the rules, then based on the students' behaviors she acknowledges and rewards students.

Teacher 3 outlined the process she uses for developing her set of behavioral expectations:

Each year, together with the scholars, a set of classroom rules are established. Year after year, these have inevitably included rules regarding respecting oneself, others, and property; coming to class prepared; and giving maximum effort and general guidelines within the classroom such as when one may move around the room, speak, or leave the room. These rules are compiled, posted within the room, and used as a reference when addressing specific behaviors.

After she shared the process used for developing the behavioral expectations, which is synonymous with rules, she expressed the importance of teaching the behavioral expectations after the rules were posted. "The rules are referred to several times per day in the beginning. Examples of behaviors that either satisfy or broke the rules were repeatedly given throughout the class period. Scholars who break a rule are corrected privately." Teacher 3 ended her comments by discussing how she acknowledged and rewarded appropriate behavior.

Each class period, a merit system is used to track scholar behavior, participation, and cooperation. Scholars are rewarded for already working when the bell rings; attentiveness; and participation by answering or attempting to answer questions. Any infraction of the classroom rules may earn a scholar demerit. Merits are kept for the week and then tabulated on Friday. Total merits are computed and displayed in the classroom. Scholars are rewarded based on the number of merits earned in a week, although cumulative totals for each grading period are kept. This allows scholars a "fresh start" each week. The number rewarded varies each week. This is determined by looking for a "break," or significant gap, in the totals. This means that anywhere from one scholar to all scholars may be rewarded in any one week. Rewards can include doughnuts, chips, soft drinks, candy, or any

number of small treats. At the end of the grading period, the top merit earners are

eligible for a small merit boost of one or two percent on their grade if they are "on

edge" between grades. Demerits cause deductions from a scholar's total points.

This also allows tracking the level of consequences for scholar infractions.

Teacher 5 spoke about relationships and reinforcements when she addressed her

implementation of PBIS. She described how she starts the school year by building a

positive relationship with her students. She said, "I have done introductory activities that

help the students get to know me, the classroom, and each. I find that by building a good

relationship, it is easier to deal with behavioral issues that arise throughout the school

year." She went on to discuss her procedures during the school year for implementing

positive reinforcement. She shared, "For proper behaviors such as using time wisely,

volunteering answers aloud, and helping other classmates, I try to give thorough feedback

to students, provide the school PBIS reward's cards, and sometimes give students small

tangible rewards for their positive behaviors."

The teacher participants also discussed how they found that offering students

choices in the classroom was a good way to keep students involved in class, which in turn

leads to better behavior. Teacher 5 stated, "My students like to have options that they can

choose from to demonstrate their learning. By using these strategies, I have found PBIS

strategies to be useful for my students." Teacher C also used rewards in her class when

students behave. She said, "Some of the rewards I use are showing a short funny video,

playing a fun Cahoots and even giving out candy." Teacher 7 spoke about social and

emotional learning tools. She stated, "Education can only commence if and when each

student has a positive emotional and social mindset. Thus, it is vital to learn and ascertain

as much information about each student as necessary to facilitate the teacher-student

relationship." He gave examples as to why this is fundamental to jumpstart the appropriate classroom behaviors and procedures. He shared, "Greeting students as they enter the classroom, engaging in a brief chat about the weekend or an event, asking a particular student about a sports game, modeling positive behavior with talk, reactions to student conduct as well as appearance and professionalism."

According to the language in the PBIS manual, the administrative support is vital to the success of the program. According to Kincaid, Childs, Blasé, and Wallace (2007), administrative support begins with active participation. Additionally, the administrator must support the team implementation, foster communication, creating a positive school climate, facilitate leadership, and establish a vision.

Teacher B felt she had the support of the administration. She felt that the principal created the core values that guide the focus of our school and she felt he wanted them to use the values. Teacher 4 felt she had more than administrative support. She said, "I have the support of my administrator and the entire building. Over the course of the last three years, as a staff, we have focused on the reduction of bullying and the promotion of positivity." Teacher 5 concurred. She said,

> Overall, I believe that the administration is supportive of PBIS strategies. I have
> noticed an improvement this school year in administrative support as people begin
> to feel more comfortable with implementing these strategies. When teachers do
> have behavioral issues that cannot be corrected by using positive behavioral
> reinforcement, administrations are very quick to respond with their support. I
> have found that administrations are very receptive to different strategies. They
> seem to understand that the reinforcement that works for one student may not

work for another student. I like that they give us the flexibility to implement these strategies in our ways and are willing to provide support if needed.

There were also teacher participants who had mixed feeling regarding the administrators' support of PBIS. Teacher 2 said, "In the past, I have had support, but this year the support is not there. Interestingly, in the classroom and the backing up of the implementations is not there. Test scores and teacher instruction has trumped PBIS." Teacher C felt that the administrators provided support sometimes, but often questions teacher decisions. She said, "There was an incident where an administrator questioned my decision to show a video. I told her it was a part reward and part lesson, but she didn't seem to feel it was a good thing."

Teacher 3 felt they had the administrative support that was not often discussed among the staff. Teacher 3 said, "The support of the administrators is discussed in the grievance meetings, but they provide me with support with discipline issues and consults regarding consequences."

Teacher 6 had mixed feeling about administrative support for PBIS. He said, "I am encouraged to implement PBIS strategies, but feel disconnected from school-wide PBIS program. I also fund some of the rewards I issue, so it would be beneficial if I had the administration's financial support made available to consistently." Teacher 6 went on to say there were limited funds for incentives, so he did not see how they could implement the program effectively.

Administrative support is seen by the teacher participants as vital to the success of PBIS. Teacher A believed the administration did support the "idea" of PBIS but failed with supporting teachers in implementing PBIS. She mentioned

In past experience, I've witnessed an administrator become irritated with teachers sending students to the office because of disciplinary issues displayed in the class by the student. Without speaking to the teacher to see how PBIS was implemented, some administrators assume this teacher could not deal with this student and send them away.

Teacher 1 felt that the administrator would like to see PBIS consistently implemented, but she did not think all teachers were implementing it in their classrooms. She said,

I believe the principal views PBIS as a way for students and staff to have healthy relationships with each other. However, not all staff members are currently using PBIS in all classrooms. There is a clear difference in the classes that utilize PBIS, and classes that are not using it. Scholars look forward to attending classes that use PBIS because they feel like they can earn rewards or be recognized for demonstrating positive behavior.

Teacher 7 did not feel he had administrative support due to state testing being more important. He added, "The times of constant data and test scores seem to occupy the ivory towers of administration. Forgetting that social and emotional learning must occur and be the norm. Changes must be made for meaningful learning to occur." Teacher A shared her thoughts on what she would like to see from the administration. She said, "I would like to see administrators take time to talk to the teacher and give advice on how PBIS could have been implemented differently and directions on how the teacher applied PBIS correctly."

Classroom management programs were being implemented in many schools to help students improve inappropriate behaviors. The implementation of any program came with barriers that could potentially hinder the success of the program. All the teacher participants thought that there were barriers that hindered their successful implementation, except Teacher A. Teacher A, said, "I believe there are no barriers that hinder the implementation of PBIS." However, the other nine participants spoke about barriers such as staff implementation, administrative support, and inconsistent implementation, lack of time, funds, and student buy-in.

Teacher 1 addressed the inconsistent implementation of PBIS. She felt that the inconsistency happened because of the staff not taking the training seriously. Teacher 2 also acknowledged variations in the implementation. She said a barrier that hindered successful implementation happened:

When everyone is not on board with it. Not having the back up by the administration or when my grade level team does not fully participate with PBIS on a regular basis. As a grade level team, we discussed ways to recognize our students for demonstrating the core values. Some of the team members are not using PBIS strategies regularly which makes it hard to consistently recognize kids that are doing the right thing.

Another barrier Teacher 1 noted was that PBIS was not being implemented throughout the building. She shared, "The program is only utilized in classrooms, but not anywhere else within the building. There are not building wide PBIS posters in the halls, bathrooms, cafeteria, and other areas around the building."

Several of the teacher participants cited administrative support as lacking. Teacher B thought the greatest hindrance for full implementation was the lack of support from administrators. She stated, "I feel there isn't enough support at the building or district level. Teacher 7 stated that, "Administrators do not incorporate as a mission and philosophy the social and emotional learning that is essential for the educational development of students; rather test scores are number one. There's an emphasis on academic testing, rather than character education." Teacher 4 also mentioned administrative turnover as a hindrance to PBIS implementation. He stated,

When new administrators are brought into the building that has not been properly trained on how PBIS works, it makes things very difficult. Administrators have different philosophies on how to lead a school, and without the proper training on PBIS procedures and systems change with the turnover of administrators.

The lack of consistent implementation among the staff was also looked at by Teacher 3 and Teacher 6. Teacher 3 noted that the greatest impediment to the implementation and success of PBIS school-wide is the lack of consistency among the staff. She stated, "There is a core group of teachers that are unable or unwilling to implement and use the strategies." She went on to describe the typical problems included: "Teacher s establishing behavioral expectations, but not enforcing them consistently. Teaching these behavioral expectations, but not reteaching and reviewing them enough times to properly instill as a habit; Focusing on negative behaviors so much that appropriate behaviors are not acknowledged and rewarded."

Teacher 6 discussed several barriers that hindered the implementation of PBIS program. She thought it was most significant when students travel from one room to another without a PBIS program being implemented in each class that they take. He

stated, "All teachers not using PBIS promotes inconsistent behaviors, and in my personal opinion, more egregious behaviors." Another barrier mentioned by Teacher 6 involved the implementation of a PBIS program that varies greatly from classroom to classroom. He shared, "When teachers are not willing to adapt, those who are effective in individual classrooms, suffers as a result of a lack of cohesion."

The students as barriers were discussed by two teacher participants. Teacher 5 said, "The biggest barrier I have faced is working with students who act as if they do not care about school or their learning. Some of these students come into the classroom with a bad attitude which is very hard to change. Teacher C agreed that student does not understand behavior and not willing to adhere to PBIS strategies. She stated that "It can be difficult when you have classes where there are a few students who do not behave, and the rest are doing the right things. Getting students to understand why their behaviors are not appropriate at specific times."

Teacher C also found that a lack of parent support can be disheartening. She mentioned, "It is hard to encourage positive behavior when the parent does not care about behavior or sometimes cannot be contacted."

Teacher 6 listed time and funds as the barrier that hindered effective implementation. He stated, "Additional time must be spent to reward, plan, and implement a PBIS program. Spending additional time to consistently enforce an effective program can save time, on behavioral issues, must be communicated to the staff." One final barrier according to Teacher 6 involved the funding needed to support highly effective PBIS programs. He stated, "Positive rewards and some of the more motivating rewards can only be provided with the appropriate funding." He believed that it was "unfair for the teacher to use personal funds for a school program. Teachers can only

provide what they can afford to motivate students, and I feel the students who truly excel deserve more of an incentive to continue making responsible choices."

Presentation of Themes

The analyses of data were compiled and presented according to themes. A deep analysis of the data based on the perceptions of these 10 middle school teachers, observations of 10 teachers and the review of documents revealed four themes. The themes were captured from data collected and analyzed according to the three research questions. The findings will be reported according to each theme that emerged.

Theme 1: Consistent implementations. Inconsistencies in the implementation of PBIS was found based on the quality of teacher implementation and the program not be implemented throughout the building. Each teacher participant mentioned at some point in the conversation that teachers do not use PBIS daily. There are those who successfully implement PBIS. It was evident that the teachers used PBIS based on their responses to questions and during the observations. Several of the teacher participants shared that all the teachers were not using PBIS daily. During the observation, most of the participants were using PBIS, but not all were able to have 100% continuous use of academic and behavioral strategies. The inconsistencies affect the program for children when they travel from class to class.

Inconsistent implementation was also found with the program not be used throughout the building. Some teachers in the special area who came to the building part-time were not using PBIS. However, they were teaching the children who are in the program. Further, children move throughout the building, and the rules are not posted in the halls, cafeteria, or library. All staff was not trained in PBIS, but all children were expected to follow the procedures of PBIS.

Some comments that led to the need for consistent implementation came from these participants. Teacher 1 suggested that the administration, "Have everyone on the staff trained including custodians, kitchen workers, etc. Have regular updates and meetings, have PBIS posters visible throughout the building and be consistent as a staff and building." Teacher 1 addressed the inconsistent implementation of PBIS. She felt that the inconsistency happened because of the staff not taking the training seriously. Teacher 2 also acknowledged variations in the implementation. She said a barrier that hindered successful implementation:

When everyone is not on board with it. Not having the back up by the administration or when my grade level team does not fully participate with PBIS on a regular basis. As a grade level team, we discussed ways to recognize our students for demonstrating the core values, but some of the team members are not using PBIS strategies regularly which makes it hard to consistently recognize kids that are doing the right thing.

Theme 2. Administrative support. The teacher participants often spoke about the lack of administrative support. It was found that administrative turnover is more common than not. Further, the administrators were not supporting teachers with behavior issues. The administration questioned teacher decisions with discipline matters. Additionally, the administration was not providing resources for the incentives that were a required component of the program.

The teacher participants shared their perspective on administrative support. Several of the teacher participants cited administrative support as lacking. Teacher B thought the greatest hindrance for full implementation was the lack of support from administrators. She stated, "I feel there isn't enough support at the building or district

level. Teacher 7 stated that "Administrators do not incorporate as a mission and philosophy the social and emotional learning that is essential for the educational development of students; rather test scores are number one. There's an emphasis on academic testing, rather than character education." Teacher 4 also mentioned administrative turnover as a hindrance to PBIS implementation. He stated,

> When new administrators are brought into the building that has not been properly trained on how PBIS works, it makes things very difficult. Administrators have different philosophies on how to lead a school, and without the proper training on PBIS procedures and systems change with the turnover of administrators.

Theme 3. Effective implementation. Funding is a major problem for full implementation of PBIS. Teachers must use their funds for incentives. It did not appear that resources were allotted for full implementation of the programs. Some aspect of funding was mentioned by most of the participants. Documents reviewed did show a line item for resources allocated for PBIS incentive, but I was informed that those resources were not for classroom incentives but did support the *Atta Boy* program for the school.

Teacher 6 shared that funding was needed to support highly effective PBIS programs. He stated that "positive rewards and some of the more motivating rewards, can only be provided with the appropriate funding." He believed that it was "unfair for a teacher to use personal funds for a school program. Teacher 2 stated, "This program tends to be costly for implementation."

Theme 4. Continuous training. A common theme was the need to have more training throughout the school year. A review of the manual states that training updates

should be frequent and continuous. The participants did not show any indication of training other than the training at the beginning of the school year.

Teacher 3 recommended more relevant training to meet specific needs. Also, she wanted to see more consistent training throughout the school year instead of just at the beginning of the year. Teacher 4 recommended training for teachers new to the building.

If teachers transition grade levels or from elementary/high school to middle school, for example, they need the proper updated training to implement PBIS in middle school effectively. Teacher 7 suggested "Consistent professional development throughout the year and created a full-time PBIS position within each school to assist teachers and administration with implementing PBIS. PBIS when used properly have strategies to target borderline students who have discipline and attendance issues."

Summary

I used three forms of data gathering to triangulate the data. I analyzed data from interviews, observations, and documents. Three research questions guided this study with four major themes that emerged from the results of the data. It was found that PBIS can work if implemented consistently; PBIS was not given full administrative support; PBIS did not have full funding for effective implementation, and PBIS needed to include continuous training for all staff.

Based on the findings, a monthly training session to address the need for continuous training may be necessary at this school. Continuous PD is important to ensure the educators are competent in their profession. It should be an ongoing process that exists throughout a professional's career. Studies have shown that schools that integrate strong PD in PBIS implementation increase the program effectiveness and reap

the benefits of lower problem behavior, improved school culture, and increased

instructional time (Flannery, Fenning, Kato, & McIntosh, 2013). The goals of both

continuing PD share a focus on enhanced learning and consumer protection. Therefore,

this training/PD can have an overall impact on teacher implementation, principal support,

and an alternative to additional funding. The objective was addressed in the PBIS training

as a way for teachers to share strategies that worked, model research-based strategies for

management, and to provide opportunities for reflections on the PBIS implementation.

Section 2 was designed for discussion of the methodology. This section was

designed to share information on this qualitative study. The section provided information

on the research design, the role of the researcher, participant selection, data collection,

and data analysis, evidence of trustworthiness, results, findings, and conclusions. A case

study research design was used for this qualitative study because it was important to

ascertain the information from a descriptive account of "what happens" to research that

can be worthwhile in considering next steps (Rowley, 2002). After the data were

analyzed, an ongoing training program lead by the school leader was recommended to

address the needs of the teachers in this school for the PBIS program that was

recommended for development in Section 3.

Within Section 3 of this project study, I will discuss the school leader's ongoing

quarterly training called Together PBIS, *WE Can* that I will develop based on the

findings of the study. Additionally, I will discuss in detail, the description and goals,

rationale, review of the literature, implementation, project evaluation, and implications to

social change.

Section 3: The Project

PBIS is a model behavior intervention program that provided strategies for defining, teaching, and supporting appropriate student behaviors while lessening negative behaviors (Bradshaw et al., 2015). As of 2008, approximately 8,000 schools were working with the Technical Assistance Center on Positive PBIS to implement PBIS (Riffel, 2008). More than 1,700 of the programs were implemented in middle schools (Meng, McIntosh, Classen, & Hoselton, 2016). Effective implementation of any program was important to the intended outcomes (Sugai & Homer, 2014).

For this project study, middle school 'teachers' perceptions were examined to investigate the effectiveness of teacher training/PD on PBIS. The results of this study found that PBIS was not given full administrative support; PBIS did not have full funding for effective implementation, and PBIS needed to include continuous PD for all staff. Based on one of the findings, quarterly PD program led by the school leader was developed to address the inconsistent implementation of PBIS and the ongoing PD that was needed.

The quarterly PD, (the project) is called Together PBIS, *WE Can* and is designed to provide ongoing training led by the school leader to the faculty and staff at the middle school in this study. I will discuss the description and goals, rationale, review of the literature, implementation, project evaluation, and implications including social change. The project in its entirety is in Appendix A.

I found that PBIS works for those who consistently implement the program, but difficulty exists when program implementation is not occurring in all classrooms and by all, specifically as it relates to how school leaders are perceived in the implementation of

PBIS. The PBIS program is not effective when teachers do not require consistent implementation the program due to lack of ongoing PD; and when the school leader is seen as weak on implementation.

Ongoing professional development involves strategies and support more frequently for teachers on PBIS framework (Feuerborn & Tyre, 2012; Filipe, Silva, Stulting, & Golnik, 2014). The teacher who utilized the PBIS program and consistency in their actions had the classroom where students behaved, but when those students move to classrooms where the program was not implemented, or not implemented consistently, there were usually more disruptive behavior Feuerborn & Tyre, 2012). When teachers became inconsistent, it was hard for a student to know what to expect. However, for the teachers who were consistent with their actions, and communicated the expectations to students, student behavior improved. This level of consistency equated to improved student behavior.

This ongoing PD will be conducted quarterly to support the frequency of the information and strategies for teachers. This project is intended to support the PD for teachers to ensure consistent use of the strategies, thus improving the behavior of children. The goal of the *Together PBIS, WE Can* PD is to provide frequent reminders, supports, and strategies to move the implementation from inconsistent use to consistency by a larger percentage of teachers.

Rationale

The perceptions of teachers should be seriously considered whenever an intervention is proposed for this project. The findings in this study are based on the perceptions of teachers at the middle school in this study. The results in this study are based on the findings that PBIS was not implemented by all teachers, not consistently

implemented, not consistently implemented correctly, or not supported by leadership.

This study provided evidence that additional PD was lacking at this school site, and more

importantly, the teachers wanted additional training to support their implementation of

PBIS.

This goal was to address the implementation of the three Tiers of the PBIS

approach. Tier 1 focuses on the school-wide prevention practices. Tier 2 addresses

interventions targeted at groups. Tier 3 provides intensive interventions for individuals.

Each tier will be reviewed and enhances at each PD, since the tiers do not work in

isolation. Additionally, the teachers at the middle school in this study are operating at

different levels of PBIS. Therefore, the PD would not be beneficial for those who are

proficient at one tier and not the other.

The foundation of the Together PBIS, *WE Can* PD is to equip teachers with a

strong and operational skill set to effectively implement PBIS, for student behavior to

improve so the teacher can teach. It is encumbered upon the school leader to lead all

stakeholders in the frequent training as support for the school-wide implementation of the

PBIS program to have an effective and consistent implementation.

Review of the Literature

A scholarly review of the literature was conducted on the importance of ongoing

PD that ensures teachers continue to be competent in their profession. It was important

that training is not a onetime event, but ongoing throughout the use of the program or

throughout a professional's career (Rebora, 2011). The literature presented on ongoing

PD further supported the need for all teachers to have ongoing and regular opportunities

to review the process and to learn from each other. Ongoing PD keeps teachers up-to-date

on new research, practices, resources, and provides opportunities for reliability in use of a

tool and strategy (Flynn et al., 2016). The best PD is ongoing, experiential, collaborative, and connected to and derived from working with students (Rebora, 2011).

Literature Search Strategy

Two major sources were used to capture the literature pertinent to this study. The Walden University library and Google searches were the key literature gathering sites. Utilizing the Walden University Library led me to searches in EBSCOhost databases, ProQuest, SAGE Premier, and Education Research Complete. The key search terms included *professional development, ongoing professional development, training, classroom management, school-wide discipline, principal leadership, skill enhancement, smorgasbord model, systematic professional development, benefits of ongoing professional development, and types of professional development, program implementation, reinforcement theory, and social learning theory.* The literature selection criteria were on current literature within the last five years, sources, and peer-reviewed. While some of the selected literature did not meet all the criteria, all the selected literature met at least one.

Conceptual Framework and Ongoing Professional Development

Professional development opportunities in schools are designed for the intended purpose of providing opportunities for educators to gain knowledge and skills to enhance their professional growth (Flynn et al., 2016). Educators can transfer their knowledge and skills into better professional and instructional practices. PD can range from a smorgasbord model to a systematic approach (National Education Association, 2015). The smorgasbord model is designed for participants to learn different information through workshops, classes, readings, and conferences. The smorgasbord model if usually in short periods, not sequential, and highlights information. Whereas, a

systematic approach tends to be more purposeful, organized, and builds on previous experiences.

Conceptualizing ongoing PD for this project was based on a systematic approach to learning and aligns with both Skinner's (1968) reinforcement theory and Bandura's (1977) social learning theory that served as the conceptual frameworks for this qualitative case study research study. Reinforcement theory related to the principle of conditioning used by leaders in organizations to help shape behaviors to control the outcome. Social learning addresses how people were in control of their behavior. Bandura's social learning theory highlighted the importance of observing and modeling the behaviors, attitudes, and emotions of others (1977). This section will address each theory and the relationship to ongoing PD.

Reinforcement theory and ongoing professional development. Skinner's (1968) reinforcement theory, which became known as operant conditioning, focuses on what happens to a person when they act. Skinner further believed that a positive organizational environment motivates the workers to act. Reinforcement theory targeted the individual and can apply to how ongoing professional when designed to support learning can control the outcome of behavior.

Reinforcement theory was an effective way to manage the behaviors of the individual, particularly with the application of rewards. The ongoing PD for the PBIS training was designed for the participants to be rewarded intrinsically. Further, if the participants entered the training with a desire to perform, their chances of acquiring more information would increase. The chances of success increased more if the leader provided positive reinforcement.

The positive reinforcements were also embedded in the PBIS. Skinner's theory of operant conditioning was the bases for positive behavior support. The PBIS program utilized Skinner's theory of embedding positive resources for dealing with problem behavior. Reward and other methods to encourage positive behavior were used school-wide. Positive behavior support engaged multiple strategies, supported, and encouraged positive behaviors from students (Bohanon et al., 2012). The process increased positive behavior while reducing negative behavior. PBIS utilized Skinner's theory of operant conditioning to repeatedly encourage students to want to do better through a reward system. Consequences were given according to the behavior. Further, the process encouraged students to behave appropriately. The PD trained teachers to understand how to reward students according to the behavior.

The three-tiered process supported interventions school-wide, in classrooms and at the individual level. School-wide positive behavior supported the use of three intervention levels: universal, selected, and intensive (Sugai & Horner, 2013). The system was designed to address those resistors to change, yet through a process approach, change happens. Sugai and Horner (2013) maintained that behavioral supports should focus on all children and not just the problem child. The process rewarded all students for following the rules. PBIS and other behavioral support systems were designed to create more teaching and learning opportunities to create an environment conducive to learning.

Social learning theory and ongoing professional development. In this study I used SLT as a conceptual framework for the operations of ongoing PD. The key features of SLT are observational learning, self-efficacy, and reciprocal triadic determinism (Patti et al., 2012). Bandura's SLT theorized that learning happens when people interact with

each other. SLT addressed the importance of modeling and observational behaviors (Bandura, 1977). When teacher observed behaviors, as it related to SLT, which were modeled appropriately and correctly by others the desired behaviors can manifest in those who are trained. Lortie (2002) described observational learning as a necessary strategy for teacher development. Tallman and Henderson (1999) further suggested that mental modeling can also influence change. Teachers who believed that they could change their behavior based on the environment in which they operate supported the theory of social learning.

Social learning theory and the need for ongoing PD can be achieved for teachers who believe in their ability to reach goals and tackle learning with zeal. Those teachers tend to have high self-efficacy. "Self-efficacy is the belief in one's ability to influence events that affect one's life over the way these events are experienced" (Bandura, 1995, p. 14). The self-efficacy of teachers can affect what teachers get from PD whether the event happens one time or ongoing. PD designed to promote a high level of self-efficacy have a greater chance of success and ongoing use of the behavior. When teachers model acceptable behaviors, and adopt an attitude of self-efficacy, the behavior becomes routine, and teachers begin to operate in a more skilled level (Bandura, 1997).

Theoretically, social learning provided a framework for describing professional learning environment which influences behavior within the workplace. Thus, social learning influenced the way teachers teach and implement programs (Cuban, 2009). Teachers' PD can be one of continuously evolving and yet to be solved as it relates to changes in teaching practices from teacher-centered to student-centered approaches (Pope, Green, Johnson, & Mitchelle, 2009).

Effective Implementation of PBIS

PBIS is the ideal support system for the school system (James, Smallwood, Noltemeyer, & Green, 2018). It works as a framework and model that produces measurable results regarding positive versus negative behaviors in students. Researchers have found that punishing students inconsistently without a positive alternative, is ineffective and has short term results (Goodman-Scott, & Grothaus, 2018). A structured model, like PBIS, yields positive outcomes, is more secure and results can be monitored and studied (Evanovich, & Scott, 2016). Since 2014 over 20,000 educators across the United States have been trained by The Technical Assistance Center and have implemented PBIS in their schools (Evanovich, & Scott, 2016). To continue implementing and studying the benefits of PBIS, educators world-wide must be trained on how to implement the structure and educated on the benefits of doing so; which include, decreased expulsions, referrals, and suspensions (Sarup & Michael, 2013).

PBIS is not a packaged program that gives detail on specifics as to what should be done in all situations; instead a framework that helps identify tasks tailored to their individual schools and the types of behavioral issues relevant to that area (Reinke, Herman, & Stormont, 2013). For this reason, it is critical that educators are continuously engaged in PD activities and trainings. The basic blueprint for implementing and maintaining PBIS include elements such as funding, visibility and dissemination, political support, policy and systems is outlined in *The Training and Professional Development Blueprint* (Hawken et al., 2015).

Multiple studies have been conducted on the implementation of PBIS. Researchers have recognized benefits related with PBIS in schools at all levels and types schools (Algozzine, Putnam, & Horner, 2010). Further, researchers reported in school-

wide implementations that PBIS in schools across the U. S. include (a) reduced discipline referrals, (b) more instructional time, and (c) increased academic achievement (Algozzine et al., 2010). In 2010, Simonsen, Britton, and Young conducted a qualitative case study on implementation of PBIS in an alternative educational school (Simonsen, Britton, & Young, 2010). While there has been additional literature in the past 8 years about PBIS, it was noted in this study that there was a lack of literature on program implementation. In 2013, researchers examined PBIS program implementation at an alternative school and identified five emerging themes: (a) instructional practices, (b) support of teachers, (c) positive student behavior, (d) data driven practices, and (e) multiple strategies for student behavioral support (Swain-Bradway, Swoszowski, Boden, & Sprague, 2013). There were four themes that focused on the barriers: (a) lack of continuous support of staff, (b) continued use of punitive measures for students, (c) Lack of implementation support, and (d) youth characteristics.

School Leadership

Leaders who support PD in their schools, the outcomes are further magnified. In Hong Kong, there school principals are provided with ongoing PD so that they can understand how to reform their schools (Ng & Szeto, 2016). It is their belief that principals who are personally developed will understand how to lead and develop their staff (Ng & Szeto, 2016). Much like the Chinese principals, the Donnell-Kay Foundation conducted a survey to better understand principals in Colorado (Dolan & Donnell-Kay, 2013). Dolan and Donnell-Kay felt that school leaders are most effective when they receive continuous PD and why they are help accountability for student learning. Further, in Clarke County School District in Georgia, district leaders conduct one-on-one ongoing PD for school leaders called conversation walks (Zepeda & Lanoue, 2017).

Monthly, an assigned central office administrator visits a school for a half day with the ultimate intent on classroom observations and principal conversation on data and school improvements (Zepeda & Lanoue, 2017). The highlight of the meeting is to reflect on the observations. As such, it can be assumed that school leaders who receive ongoing PD would understand the importance of continuous development for their staff.

A continual review of the literature revealed that the principal who leads is critical in the development and upkeep of school effectiveness (Wright & da Costa, 2016). While Wright and da Costa (2016) believe there is ambiguity surrounding methods and preferences for implementing effective PD, they do not minimize the importance. PD mirrors many forms of training and learning opportunities. O'Sullivan, Stevenson, Hedberg, and Howe (2016) maintain the school principals provide ongoing and continuous professional learning and adaptive to change. More importantly, school leaders should lead effective continuous development that is challenging, engaging and ongoing based on program

School leaders create opportunities to support professional learning for teachers based on the goals set for the school that are designed to increase student achievement. Further, when principals have buy-in, teachers are invigorated and accountable for student learning. In PD that is supported by the principal, research has shown that teachers are more engages (O'Sullivan et al., 2016)). Every leader makes it a priority to be the best principal and the most accountable to student learning (Bennett, 2017). As school leaders, the responsibility of the principals is to develop teacher's instructional abilities through continuous learning (Zepeda & Lanoue, 2017). Additionally, strong leaders tend to have schools that are well organized and focused on improving instructional strategies of teachers that leads to enhanced student achievement (David,

Richard, Steven, & Jake, 2016). Successful school are designed by principals in conjunction with the leadership team to enhance school outcomes and student achievement. The leader of successful schools determines the effectiveness of programs for academics and behavior management by focusing on results.

Research Studies on School Leaders and Professional Development

Multiple studies have been conducted on school leaders and PD. Implementation (O'Sullivan et al., 2016). O'Sullivan et al., (2016) conducted a mixed-methods case study using 102 school leaders at 17 schools to identify the most effective model for continuous PD. The researchers wanted to know the contextual factors that determined how principals facilitated ongoing and continuous PD in their schools. It was found that school leaders preferred informal unstructured professional learning (O'Sullivan et al., 2016).

In a qualitative study at three high schools in Shanghai, the barriers to professional learning communities (PLCs) were examined in Chinese. Results from the perspective of teachers found the school leader as ineffective. When asked that same question to school leaders, they indicated that the absence of appropriate funds, inactive teachers, and lack of resources to support program implementation (Zhang, Yuan, & Yu, 2014).

In a quasi-experimental design study conducted by Petridou, Nicolaidou, and Karagiorgi (2017) in Cyprus, the goal was to explore the impact of practice and development on school principal's self-efficacy. Two groups of practicing leaders were studies. The experimental group attended a leadership training. It was found that the experimental group had a positive effect on self-efficacy. Whereas the effects of the controlled group were negative. It could be implied that leadership training could be an

indicator of principal's ability to be efficient and effective.

In a school system in Hong Kong, an exploratory mixed method study of assistant principals and other middle managers was conducted to determine the types of PD the staff including the leadership team were receiving. The findings showed insufficient training and a strong demand for crisis management, resources, interpersonal skills, and understanding the need for education regulations. The study recommends that PD should be ongoing and focused on the specific needs of the school leader (Ng & Chan, 2014).

Continuous Professional Development

Continuous PD is critical for teachers and schools. How students learn and what students learn is ever evolving? It is the responsibility of the school systems leaders to ensure that educators are giving the highest quality of education to our students. Research shows that an inspired, well informed teacher is the most important, school related factor influencing student achievement (Killion, 2012). PD will aid in the process of making sure the teacher remains up to date on policies/procedures. Further, PD will help to identify old techniques that no longer work with current trends (Ridgway, Ligocki, Horn, Szeyller, & Breitenberger, 2017). PD can also re-energize and re-spark creativity (Gore et al., 2017).

There are many models for continuous PD to include communication, motivation, natural environment, and reflection. Many models are designed to motivation participants to become more engaged in the learning that promotes or stimulates growth (Holbrook & Rannikmäe, 2014). There were also models that supported the benefits of learning within the natural environment and with the actual content of the program (Holbrook & Rannikmäe, 2014). Others promoted the inclusion of reflections at some stage of the PD (Thompson & Pascal, 2012).

PD should be ongoing because of the continuous communication aspect of it as well (Hawken et al., 2015). When there is frequent opportunity for engagement, educators exchange ideas and practices, which produces advances in their different areas of expertise. All leaders should have effective communication skills, because being able to translate information correctly is essential to success. The principal at the middle school in this study was active with the PBIS implementation, yet his communication was not as it should have been. Effective communication is when the message is given and received. In a study conducted in 2015, communication was an integral component in PD (Wenghofer et al., 2015). Training that included opportunities for collaboration centered about the topic allows participants to be more expressive, considered, and reflective (Acai et al., 2016). The study found that it was important to have planned spaces designated for communication.

Motivation for and during ongoing PD is essential to the continued process. Maslow's theory of motivation addresses the thought that humans require specific needs. Two of those needs, self-esteem and self-actualization, encompassed in this theory have a direct impact on motivation. Educators are more likely to be motivated to participate in ongoing PD due to the need to ascertain deserved respect. Therefore, motivation allows employees who desire to better themselves to seek such self-actualization through ongoing PD (Hoag & Richardson, 2015).

Reflection is a vital step that all humans must partake in if one so desires to improve their personal and/or professional life. Ultimately, "Reflection in professional development is a way of thinking about productive work, not a strategy or technique" (Murdoch-Eaton, & Sandars, 2014, p. 279). It is an important aspect of the PD process

for all involved stakeholders. When each stakeholder reflects on their part of the puzzle, it has the potential to make a significant impact for the greater good. Educationalist, John Dewey, believed, "Reflection was a meaning-making process that could move superficial learning to deeper learning" (Murdoch-Eaton, & Sandars, 2014, p. 279).

Ongoing PD in the school environment tends to create a climate of scholar-practitioners for all stakeholders in the building which directly impacts students' achievement (Soliday, 2015). This can also cultivate and improve work relationships. It sets the tone to evolve and become an environment where the culture of peer coaching and sharing knowledge is the norm (McFarland, 2014; Soliday, 2015). These things in a positive school environment collectively work towards aiding and creating a climate where teachers can raise concerns, motivate each other, reflect, and improve their pedological practices.

Ongoing Professional Development for PBIS

There have been successes and failures with PBIS (Reinke et al., 2013). Schools that have been successful have embedded plans that address the PD needs of staff along with how to provide ongoing support so that what is learned becomes automatic (Rodriguez et al., 2016). More importantly, successful school PD for PBIS has been directly linked to the district's school improvement goals (Betters-Bubon, Brunner, & Kansteiner, 2016). The goal is to tie the PD efforts for achievement and management district-wide to improve student outcomes (Jackson, 2017)

There is no one quick fix for effective implementation of PBIS (Iyunade, 2017). However, ongoing PD is noted as the most effective method for sustaining the program, and the efficacy of the framework has been established across PBIS program

implementation in high-need school contexts (McDaniel, Sunyoung, & Guyotte, 2017).

When effectively implemented, PBIS data results indicate improved discipline

behaviors, increased achievement, and overall school climate (Reglin, Akpo-Sanni, &

Losike-Sedimo, 2012).

   With ongoing PD for PBIS many school leaders noted a change in the

implementation of the program (Andreau, McIntosh, Ross, & Kohn, 2015). Leaders of

Wisconsin School District PD noted five factors that facilitated sustained

implementation of PBIS (Leadbeater, Gladstone, & Sukhawthanakul, 2015). The five

proven research methods are:

1. Culturally responsive multi-level system of support is aligned with school goals,

   policies, vision, mission, and other programs;

2. Implementation teams are systematic and effective, and play an active role in

   supporting implementation;

3. Teams regularly use data to plan and make changes;

4. Involve and support new personnel; and

5. Continued efforts to re-energize.

   Researchers have shown that groups are more effective with specific actions that

will happen because of the training. As stated on the five research-based factors used in

PD for Wisconsin schools, teams that are culturally responsive are aware of the needs of

all their students. Further, teams that are involved before, during and after the PD tend

to support a more effective implementation of PBIS (Mathews et al., 2014).

Additionally, schools with ongoing PD create opportunities for new staff and to continue

to energize the staff (Meng et al., 2016).

For growth to happen in the classroom, the school system, must constantly change and grow. This process can run more smoothly when those that facilitate the changes in structure are strong, trusted, and knowledgeable in their leadership roles (Anderson, 2012). Strong leaders can optimize their teams when they engage with their staff (Gumus, & Bellibas, 2016). Leadership plays a very significant role in student learning when looking at the possibilities of success for the long term (Weiner, 2016). Leaders, particularly with programs such as PBIS can influence the outcome of program implement (Miller, 2016). To create change, leadership is necessary for oversight, support and growth (McIntosh, Kelm, & Canizal-Delabra, 2016).

Project Description

This project is based on the need to have an ongoing PD program that focuses on (PBIS, 2017) training for those working directly with children at this middle school. This study of middle school teacher's perceptions was designed to investigate the effectiveness of teacher training/professional development data on PBIS. The results of this study found that PBIS can work if implemented consistently; PBIS was not given full administrative support; PBIS did not have full funding for effective implementation, and PBIS needed to include continuous PD for all staff. Based on the findings, the quarterly PD program was developed to address the inconsistent implementation of PBIS and the ongoing PD.

Together PBIS, *WE Can*, an ongoing PD training for administrators, teachers, and staff at the middle school in this study was designed to address the finding and support PBIS implementation. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools as it relates to the betterment of

students' social, emotional, and academic improvements (Cressey et al., 2014).

Effective implementation of PBIS will increase students' positive social behaviors.

It is important to have administrative support for the development of PD PBIS training for four of the eight days allocated at the school level. The PBIS ongoing PD is designed to target four days per year to ensure the development training happens over time. The ongoing training will be conducted in September, November, February, and April. Due to the ongoing PD, those utilizing PBIS will become more proficient in implementing and maintaining skills.

The first of the four-ongoing PD training will begin in September. The Q1 session will focus on four specific areas: research and school-wide acknowledgement, 5 positive to 1 negative, physical classroom layout, and individual and group strategies. The second quarter session will be held in November. Four major components will focus on classroom management, designing classroom routines, establish predictable environment, and self-management: student and teacher. In February, the third quarter of the ongoing PBIS PD training will include appropriate behaviors, praise and acknowledgement, rewards, and reinforcers. The fourth session of the four ongoing pieces of training will be held in April. The components are: examine the data, changes to PBIS, teaching behaviors, and strategies for individual and group.

All sessions will begin at 8:00 a.m. Each will begin with breakfast. During breakfast, teachers are encouraged to complete a reflection card with any burning questions, PBIS tips, or recommendations to implement PBIS more effectively and efficiently. The reflection card will be placed in the PBIS comment basket. Each session will begin at 8:30 a.m. The co-chairs, school leader, and lead teacher will guide the group in the opening activities. Jointly, they will provide an overview of the

training, purpose, outcomes, and objectives.   Each opening will be followed by whole group reflection using the cards that were completed during breakfast. At 9:00 a.m., each quarterly session will development in four components.

The implementation of the quarterly PBIS ongoing PD training will be divided into four components. Each component will address concerns heard from participants in the study. For Q1, the first component is focused on research and school-wide acknowledgment. The focus is on the acknowledgment of desired behaviors school-wide and within the classroom. The participants will understand the research associated with the findings and the importance of teaching behavior expectations. They will address the importance of having a reward system and the connection to Skinner's operant conditioning. The second component in Q1 will address the ratio of interactions. The PBIS process for addressing behaviors uses a 5:1 ratio for teachers and other adults when interacting with students when they are behaving appropriately. Throughout the process, the core values of all participants in the process to be respectful, responsible, and safe. This holds true for the staff and students.

The third component provides guidelines for awarding *Together Bucks* which are given to the student for positive behavior recognition to encourage students to demonstrate the core values consistently. The participants will learn and understand why it is important for all staff should award *Together Bucks*. Of most importance is for the participants to understand how Together Bucks must be linked to appropriate behavior based on the location outlined in the Expectations Matrix. The fourth component addresses the importance of designing a classroom and school for success. Participants will discuss classroom configurations that prohibit students from learning, then work in teams to create a classroom and school that minimizes opportunities for

disruption.

The implementation of Q2 will be conducted in November. The training will focus on classroom management and how it relates school-wide. In component one, the participants will learn how to identify actions for a school-wide team to improve the quality of classroom management throughout the school. Classroom behavior support practices blend with school-wide systems. As a team, the participants will work to make all classrooms effective settings. They will become a participant in activities and discussions for melding classroom practices to promote academic gains with classroom practices to promote behavioral gains. The second component will help the participants learn how to establish a predictable environment. They will learn how to define and teach classroom routines; establish a signal for obtaining attention (classroom, hallways, cafeteria, etc.); and teach effective transitions.

The third component of the Q2 implementation will use the training from component two to design classroom routines. The participants will learn what routines are necessary to obtain the desired behaviors and the importance of appropriate signals. The fourth component will prepare the participants to teach students to self-manage. The participants will understand the importance of using bells, times, etc., to prompt students when targeted behavior is addressed. The participants will understand the importance of active supervision as it relates to students being self-managed.

The implementation for Q3 will take place in February. In the first component, the participants will be reminded, and research findings further emphasized that teaches behavior expectations and how to effectively use the reward system. The participants will understand that monitoring must occur if implementation fidelity and sustainability are to be achieved. The participants will create acknowledgment plans. The plans will

provide strategies to address behaviors and link them to school-wide expectations. The participants will also examine ways to acknowledge intermittent and unexpected behaviors, as well as the importance of long-term celebrations. The second component will address the school-wide acknowledgment matrix as it relates to the students and the adults. The participants will understand that PBIS focuses on the organization and not just the student making improvements.

The third component of the Q2 ongoing PD will further address behaviors. The participants will learn to understand the functions of problem behaviors and how to the adult can provide positive and negative reinforcements. In doing so, the participants will further understand how to establish and use a token economy. The fourth component will provide the participants will different types of reinforcers. The participants will understand the importance of sensory reinforcers, natural reinforcers, material reinforcers, generalized reinforcers and social reinforcers. The participants will participate in activities that address how and when to use reinforcers effectively to create an effective environment.

The fourth quarter will be conducted in April. In the first component, the participants will examine all available data specific to academics and discipline. Comparisons will be made to determine what is working and what adjustments should be made. The second component will address recommended changes to PBIS's implementation based on the data. The fidelity of the program will not be altered, but the way the participants are implementing components of the program as it relates to the data will be examined.

The third and fourth components for the fourth quarter were included due to the time of year. Students and staff are often restless toward the end of the year coupled

with springtime. As such, it is important to do reteaching of expected and desired behaviors. The participants will also review old strategies and learn new strategies for individuals and groups.

Each quarter, the participants will include participants in multiple ways to become engaged and immersed in the learning of PBIS. As stated, the PD training will be conducted in September, November, February, and April with the training content focused on each of the three tiers. The 4-day pieces of training were developed to address the primary content for modeling, review, new learning, role-playings, and deep discussion. The secondary content supports a review of information and questions generated based on the concerns of the participants. The participants will role play, work in small groups, share, reflect, and create. The sessions will be adjusted based on the information obtained from the evaluations that is completed at the end of each of the training.

Potential Resources and Existing Supports

The material and equipment will be provided for each session and will be the same for each session. A laptop and Smartboard will be set-up and provided by the school. For each session, the participants will be asked to write comments on index cards to reflect on their implementation of PBIS before the ongoing PD. The index cards will be placed in the Reflection box. The posted notes, chart paper, markers, and tape will be provided throughout the room for group activities.

Supports will come in different forms. Human support is necessary for PBIS to be implemented. Trainer and Together PBIS, *WE Can* co-chair will jointly lead the ongoing quarterly PD training for PBIS. The school principal, lead teacher, and school union representative will serve as co-chairs for each session. Having an administrator and

teacher joined will demonstrate a sense of unity. The district PBIS trainer will work

jointly with the school level team to conduct training. The PBIS trainer at the district

level is a non-partisan individual whose only agenda is to train the faculty and staff to

implement the program effectively and efficiently will give a new start to the program

and allow all to be equal. All certified teachers, administrators, support staff, and long-

term substitutes will be required to attend the training. Support staff will include the

instructional assistants, resource officers, office staff, cafeteria workers, and the day

custodian.

Financial support is not necessary now since the PD days are built into the district

calendar. The school year is designed into four quarters. Currently, one PD day per

month is designated by the district for each school for a total of 10 days. The district uses

two days for district-level training, and schools have 8 days.

Potential Barriers

Potential barriers for the implementation of the quarterly ongoing PD for the

Together PBIS, WE Can PBIS training are the elimination or change in how the PD days

are used; and the district's PBIS trainer funding for the position being eliminated. The

PD days are allocated on the district's calendar. Days can be repurposed for make-up

days due to weather or other catastrophes. Additionally, the superintendent can change

how many days are needed for district-wide training which would reduce the number of

days at the school level.

Another potential barrier would be the district level trainer who is scheduled to

conduct the training. The trainer's position is funded by a grant. The funding could be

eliminated or repurposed based on the needs of desires of the district. While this is a

potential barrier, there is faculty at the middle school in this study who could step in and

lead the sessions.

Proposal for Implementation and Timetable

The *Together PBIS, WE Can* quarterly train will be conducted during each quarter

of the school calendar. The sessions will be implemented in September, November,

February, and April. There will be one to two months between training that allows time

for practice and implementation of strategies learned during the training. The training

will be conducted for a full day. Each of the training is set up in four components. Table

3 provides a sample of the implementation and timetable for each of the training. Each

component is separated by a break or lunch and is 1hour to 1 ½ hours sessions. A break

or lunch occurs after each component. At 3:15 p.m. when Component 4 is completed, the

summary, questions and answers, and the evaluation are conducted among the

participants.

Table 3

PBIS Ongoing Professional Development Implementation and Timetable

Quarters/ Dates	Component 1 9:00 – 10:30	Component 2 10:45 – 12:00	Component 3 1:00 – 2:00	Component 4 2:15 – 3:15
Q1 – September	Research & School-wide Acknowledgement	5 Positive to 1 Negative	Physical Classroom Layout	Individual and Group Strategies
Q2 – November	Classroom Management	Designing Classroom Routines	Establish Predictable Environment	Self-Management Student & Teacher
Q3 – February	Appropriate Behaviors	Praise & Acknowledgement	Rewards	Reinforcers
Q4 – April	Examine the Data	Change to PBIS	Teaching Behaviors	Strategies for Individual and Group

Project Evaluation Plan

The evaluation is designed to ensure the training is specific to the needs of the audience. It is important for the training to meet the needs and objectives of the participants for PBIS to be implemented effectively. More importantly, the evaluation will help the faculty and staff members understand training needs. The evaluation uses a five-point Likert scale ranging from 5 = *strongly agree* to 1 = *strongly disagree*. Each quarterly evaluation had common components as well as difference. The evaluations are included in the project (Appendix A). The commonalities addressed if the objectives were stated; if activities were beneficial for helping and how to implement PBIS; and if activities helped to understand the role of the participant. Specifics to the evaluation address activities associated with classroom strategies and school-wide strategies. The findings in the study address the lack of training and the need for more focused training. As such, the participants' response was most important to this comment: Overall, this PD activity was a successful experience for me. The participants will be given an opportunity to list any suggestions they may have for improving this or future PD activity at the end of each evaluation.

It is important to build the capacity of all administrators, teachers, and staff who work directly to improved student outcomes. PBIS maintains that expertise of training is among the educators who implement the program. Creating ongoing PD will help to build experts among a wide range of teachers, administrators, and staff.

Project Implications

The study seeks to generalize issues about the need for PBIS training of faculty, staff and administrators at the middle school in this study. Implications for change can be beneficial at the local school level and long-term effects for staff and students.

School Level Implications

PBIS school-wide training aims to change the school environment by creating improved systems within the walls of the school and beyond. This study identified the need for training that was consistent and continuous. Ongoing PD is not always consistent with educational systems. Only 27% of educators who have participated in PD in behavior management strategies have found it helpful because the training tended to be a single approach (Wei et al., 2009). The implications for continuous training at the school level will ensure that the discipline situations teachers face will be minimized when implementing researched based PBIS efficiently and effectively. The training is designed for administrators, teachers, and support staff to successfully implement PBIS procedures (e.g., discipline, reinforcement, data management, office referral, training) that promote positive change in staff and student behaviors. With improved behavior of children because of effectively implementing PBIS, there are implications for social change regarding good   quality school environment; change in school rating that result in more attractive neighborhoods; and increase academic achievement due to more time on task.

Long-Term Benefits

Implementing ongoing and continuous PD training for the administrators, faculty, and staff at the middle school in this study could have a lasting effect on the safe and academic success. The training will provide for the effective implementation of PBIS.

With ongoing training, discipline strategies will be more consistent school-wide and across classrooms. Student behaviors will be more favorable allowing teachers to have more time on task to teach. Further, the school environment would be safer and secure in preventing behavior problems. The school adults will become proactive in anticipating and planning for student problems. This research and the project will highlight how student behavior will improve when training is ongoing and effective.

Conclusion

In Section 3, I presented a description of the Together PBIS, WE Can support ongoing PD for PBIS, which provides quarterly training for administrators, teachers, and support faculty and staff. The ongoing program will provide support to the participants in how to effectively implement and maintain the integrity of PBIS to improve student behavior and the school-wide environment. The section provides a detailed description of the project that was determined based on the findings of the case study research. A review of the literature associated with student behaviors and PD was conducted. Additionally, the project implementation, evaluation, and implications were discussed as it relates to the need for ongoing PD for behavior training to improve student behaviors. Section 4 is designed to reflect on the research that leads to the project, the strengths and limitations of the project, and conclusions that can be drawn based on this body of work.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

With any research and creation of projects, there will be strengths and limitations. The focus of this project study was on conducting valid and reliable research within a short period that would provide some level of insight into the working and operations of a program critical to the success of the school. The strength of this project is supported by the finding from the case study on the perceptions of the teacher about their implementation of the PBIS program at this middle school.

Project Strengths

The strength of the project was based on the credibility of the findings from the triangulation of data collected from interviews, observations, and document analysis. The analyses of data from the three data sources were compiled and presented according to four themes that emerged from the analysis. The themes addressed PBIS:

- Theme 1. PBIS can work if implemented consistently.

- Theme 2. PBIS was not given full administrative support.

- Theme 3. PBIS did not have full funding for effective implementation.

- Theme 4. PBIS needed continuous training for all staff.

The project was created to ensure there was consistency in the program implementation. According to Whitaker and Harden (2010), it was best to develop or create a discipline plan that was used building-wide for all staff and students to be on the same page and eliminates any form of biases to be created. Ongoing PD was designed to provide for training among administrators, teachers, and staff. The training was scheduled during the school day when faculty development was conducted so that it was not designated as optional but required PD. The project had the support of the school-

level administration. Additionally, all school administrators were required to attend.

Funding for the program was strength and a limitation. The PD days were a part of the

district's calendar, and training was conducted by the district's PBIS trainer. Therefore,

additional funding was not necessary for payment for the trainer or the participants.

However, the need for funds to support rewards was not addressed and would be a

limitation. The fourth theme was the bases of the project that addressed ongoing and

continuous training for staff. The ongoing PD allowed the participants to practice and

learn new strategies at regular intervals. When the teachers were interviewed during the

study, at various times during the data collection, the teachers spoke about the need for

PD that would be lasting. The strength of this study is the potential for the PD to be

ongoing and continuous, with participation and leadership from the administrators.

Project Limitations

The project limitations are based on the need for additional funding and the

potential for future PBIS PD that is not currently continuous at the middle school in this

study. There are multiple costs associated with implementing PBIS. To implement PBIS

over a 2-year period, it would cost $5,400 - $10,400 per school (Sugai & Homer, 2014).

PBIS Schools often purchase programs and even purchase PD for implementations.

However, seldom are programs fully funded. The program cost does not consider

existing resources and personnel (Sugai & Homer, 2014).   During the study, the teacher

shared the need for funds to purchase awards. The project did not address either of these

limitations.   However, these project limitations will be addressed in the

recommendations for future practice.

Incentives for rewards are necessary to generate excitement for students in the

implementation of the PBIS in schools. However, coming up with funds to finance

incentives that motivate students have been challenging for the teachers. This project is limited in how the teachers will obtain the funds for the list of PBIS incentives and recommendations that were discussed during the study that would to fully support Tier 1 of the PBIS program. Tier 1 of PBIS addresses incentives to support the modification of changed behavior. While the goal is for changed behavior to be intrinsic, the processes for change at the beginning stages rely on the use of incentives to promote desired change from negative behavior to positive behavior.

Recommendations for Alternative Approaches

Several behavioral modification programs, such as PBIS and SWPBIS, have been promoted by behavior-based research on the evidence supporting best practices and effective programs for students with behavioral and conduct disorders. However, many schools may not be able to adhere to the financial cost associated with implementing these types of programs. Despite numerous recommendations, the need for behaviorally based programs continues to grow, while funding for complete implementation of such programs is limited. As such, alternative approaches are needed to motivate students to change behaviors and for educator stakeholders to receive funding for total implementation of behavior-based programs.

Recommendations for alternative approaches for schools implementing behavior-based programs were found in various research studies. In the Hanover Research (2013), key findings suggested programs that focus on academically-focused interventions as opposed to programs focused solely on behavior. The argument for academically based programs is that people behave differently when they are smart and knowledgeable on a subject. Further, students will be armed with skills and information necessary for life-changing expertise.

Research has shown that when PBIS is implemented with conformity and commitment, schools see a decrease in negative behavior and an increase in academic achievement and positive behavior. However, the ongoing cost to implement the program has been a growing concern for teachers. Recommendations for alternative approaches for funds to finance ongoing PD are based on sponsorships and free or minimal cost rewards. It is recommended the schools use adopt-a-school partners to fund incentives. Also, parent-teacher organizations and booster clubs are alternatives to teachers personally financing incentive. Utilizing the services of homeroom parents to solicit incentives from parents is another option for obtaining rewards. The type of incentives can also change to rewards such that do not incur a cost. Rewards such as additional reading time, longer recess, field days do not require a monetary value.

Scholarship, Project Development and Evaluation, Leadership, and Change

Conducting this project-based case study research allowed me to grow as a scholar, a professional, a program evaluator, and leader of change. Conducting the study provided an opportunity for me to perform in a more scholarly manner. Developing the project and creating the evaluation survey gave me insight into the role of project developers. The experiences in its entirety provided an opportunity for me to understand skills and information needed to lead change in an organization.

Scholarship

This project has provided me with new skills that support my ability to be more scholarly in how and why I make educational decisions. Before conducting this study and creating this project, I would make decisions based on the thoughts of other, presentations at conferences or recommendations of others. Conducting the research for this study and using the findings to determine a project has helped me operate in a more

scholarly manner. I have learned the importance of examining and reviewing the prior

and current literature and to understand educational change over time. I have also learned

the importance of researching with fidelity.

Collecting the data for this project-based research required that I understand the

multiple data collection and data analysis processes. It required me to operate in a

scholarly manner necessary for the researcher to perform credible studies. Further,

hearing the voices of the teachers regarding the implementation of a district endorsed

program allowed me to examine their thoughts through the lens of a researcher. The

perceptions of the participants in the study encouraged me to learn more about PBIS and

the implementation in other school districts.

To create my project, I had to understand the data and carefully examine the

findings. To not repeat the negative experience, the teachers discussed during the

interviews, it was important for me to create an evaluation tool that would measure the

intended objective and the program outcomes. My understanding of the implementation

of PBIS has been enhanced through research on the development of the ongoing PD

training program. Further, I was able to look at theories and aligned to programs. As a

research-practitioner, I have developed scholarly skills necessary to develop a research-

based program, evaluate programs, and how to use data to make decisions about types of

research and types of projects needed to create change.

Project Development and Evaluation

Performing as a scholar-practitioner, I was able to develop a project and design a

formative evaluation instrument that I think is worthy of implementation. Developing a

research-based project coupled with appropriate evaluation was a learning experience that

I will always treasure. Taking the time to devise a project that would be meaningful and doable was something I did not take lightly.

First, let me share how analyzing the data and considering the findings lead me to develop a project that focused on ongoing PD. As a school leader, it is important to listen to the people we serve. Throughout the data collection process, I hear teacher asking for additional PD. Additionally, I was able to examine the documents including discipline and academic data and make classroom observations. Yin (2014) and Stake (2010) suggested looking for themes, coding the data, then group the data into specific categories and analyzed for concepts and themes. This process allowed me to get an accurate analysis of the teachers' participants' perceptions. This was my first attempt to conduct real and meaningful research. As such, I could make the clarification that identified themes related to the literature and described the structure of the PBIS experience.

As I synthesized the data in the final step of the data analysis process, I was able to identify and develop a project that is worthy of strong consideration for implementation at the school identified in this study, and perhaps in schools with similar demographics. What resonated with me as I read and reread the findings was the need for teachers to have ongoing and continuous PD that would keep participants engaged in the process. Ongoing training ensures that research-based PBIS program will have the intended results. Ongoing PD ensured that teacher would maintain and enhance the skills necessary to implement a program that is embedded in the school's culture. Further, teachers are more prone to implement and continue their interest in programs that allow them to focus more on the academic.

Equally as important as developing ongoing and continuous PD is ensuring that the evaluation tool addresses the intended outcomes of the training. Several evaluation tools were examined before finalizing the evaluation used for this project. My goal was to create an evaluation that checked to see if the objectives were met. It was important to conduct the evaluation when the program was ongoing. The quarterly training was evaluated at the end of each session. The evaluations allowed me to assess the PBIS program implementation in conjunction with the training four times per year. The formative evaluation was performed to identify problems with implementations as well as to address the needs of the teachers implementing the program. This process ensured the quality and integrity of the program implementation, as well as identified further training needs.

As I examined myself before, during and after the completion of this detailed and complex body of work, I can say that I have grown beyond measure. I have learned scholarly strategies, and how to better digest situations and themes. As a practitioner, I have learned that it is not just putting things into practice to get the job done. As a project developer, I have learned the connection between scholarship and practitioners in creating a product that promotes positive change in an organization.

Analysis of self as a scholar. As I examine myself as a scholar, I am reminded of how and why learning is important at all levels and in all forms. I have always valued and understood the importance of education. Learning more and reading has always been somethings I valued in my educational journey. However, what I learned from my doctoral journey was the combination of learning that it takes to become a real scholar. In this journey, I have reflected on this process, and three themes continue to resonate with me as I analyze myself as a scholar.

First, as a scholar, it is important for me to have more than a cursory interest in learning. It is important for me to move to a level of intellectual curiosity. This is the place I now find myself. I am more interested in delving into learning for a cause. I learn, and I find myself now needing to know and do more. Before this study, I was a strong advocate of PBIS, and while I still support the program, I have learned about other programs that focus more on changing behaviors through academically focused programs. My intellectual curiosity has moved me from a place of acceptance to a place where further research is necessary.

The second theme which emerged as I analyzed myself as a scholar was passion. Hearing the voices of the participants and recognizing their desire to learn more so they can do more has made me passionate in my understanding the need to learn more strategies in keeping educators engaged in program implementation. In fact, as I pondered about what to write in this subsection, I was led to do additional research on my passion. I was led to the works of Richard Branson, founder of the Virgin Group Through all that he has written and the videos that I viewed about his journey to success, I have learned the importance of being passionate about the work that I am doing. Branson's dare to be different attitude influenced me to want to do more.

Third, as a scholar, I now understand that my work in not my own. It is important for me to work in a manner that contributes to others. This project that was created because of my work contributed to my local community. Scholars do not merely read to learn; scholars learn to affect change.

Analysis of self as a practitioner. As I examine myself as a practitioner, I now look at classrooms as labs for teachers; school as labs for principals; and districts as labs for superintendents. I also now look at myself as a scholar-practitioner and not simply as

a practitioner. No longer can either be seen in isolation. I have taken a reflective journey in analyzing how I got to this place in my educational journey.

Before becoming a teacher, I looked at myself as a person who was learning and practicing how to achieve my dream of becoming a teacher. Once I completed student teaching, I thought that I was prepared to meet the educational world head-on because I saw myself as armed with skills needed to teach a student so that they would learn. I did not encounter discipline problems because I was never focused on students being disrespectful. As that time, I did not realize that I practiced giving respect, so respect for students was returned in the end. As I continued to move higher in my educational journey, I found myself in the role of the principal. For the first time, I was no longer in a world surrounded by my personal four walls. I now realized that other teachers did not see students as I did. As such, programs such as PBIS were necessary to arm teachers with strategies to support positive student behavior. My work as a principal led me to see beyond my personal experiences and see how people's experiences and learning were important factors in determining what they saw as opposed to what I observed. Conducting this project study simply confirmed for me that practitioners bring many ideas and notions to the classrooms that affect behaviors, and there is still much work to be done.

Analysis of self as a project developer. As I examine myself as a project developer, I would have to say with some degree of assurance that my first effort was good, but there is still much work to be done personally in this area. Throughout this process, I have continued to learn how to develop a project and how to examine the data that identifies the appropriate project. However, like any work, it takes practice to do your best work.

Developing this project led me to examine data, researching additional programs, reviewing current and past literature, and synthesizing all the information. However, I knew that it took more than one person to create a project that worked best for all. While I know this ongoing PD, project was a good idea, I do feel that I could have worked with more focus groups, leadership, students, and parents to create this project. Therefore, my analysis of self in this process as it related to my role as a project developer would be that of a person who grew professionally.

Leadership and Change

Throughout my life, I have been considered a leader. It was through this experience that I understand the leader who can affect change. This project study provided an outlet for me to step outside of my comfort zone and into unfamiliar territory. I conducted research that I felt was meaningful and that identified a real problem at the local level. I was able to work with other educators to discuss how discipline problems were addressed at their schools. It was interesting to find that the problem was not isolated to the school that was identified in this study, but schools throughout the district and state. The real learning for me was the degree to which leaders dealt with the problem. I found that some leaders just ignored the voices of their staff or moved their thoughts down to low levels of importance. Other school leaders attempted to address ongoing training during faculty meetings. However, it was the PBIS schools with significant improvements in lowering the suspension rate and increasing the achievement rate that attracted me to study what they had done.

This process allowed me to look across the district at what other leaders were doing and examine the research to find what schools had the greatest success. In fact, it was in conducting this project study that I understood how a great leader was

instrumental in creating positive and lasting change. Another important learning for me

was that complacency is not a quality of good leaders. Teachers need to understand and

know that their voices are heard, and steps will be taken to improve the quality and

opportunities at their school.

Communication is necessary for school leaders wanting meaningful and lasting

change. What I learned during this process was the importance of sharing with faculty

when there is little that can be done to in some situation. Communication that necessary

for leadership in action and non-action situations. I also learned that leadership is not

straightforward. Leaders must look at the total situation and the value to the organization

when planning. I have learned the importance of visibility and adapting to the situation.

The leader of the school under study was not seen as visible in this school. Therefore, the

teachers felt that he was not supportive. Because of this body of work, relationships with

other leaders, the desire to affect change, and need to make a difference in society, I feel

that I am now more than ever prepared and ready to develop educators in this complex

educational environment.

Reflections on the Importance of Work

As I reflect on this body of work, what truly comes to mind is the need for a more

scholarly practitioner in a world of social change. My Walden journey has been a

continuous building block of learning. From the first course I took to the writing of this

final chapter, I have grown in how I prepare myself for advance work. The combinations

of taking courses that centered on theory and practices, while working in my school in the

process, have allowed me to experience this dissertation journey in a more proactive

manner. I have learned significant information in my life's journey to do work that

promotes a higher level of education for young people. This process has allowed me to

look at three sources of data to gather information, and then create a matrix that allows

me to identify themes. Three themes addressed my future in education that has changed

because of my doctoral journey. Those things are passion, purpose, and the impact of

environment on classroom behaviors.

First, I would like to share what I am now passionate about in the field of

education. Completing this dissertation has allowed me to see how passionate I am about

leadership. I believe that strong leaders have a significant impact on how and what can

happen in an organization. Since completing my bachelor's program and beginning my

teaching career, I have always approached my role as a teacher with the goal of teaching,

so children can learn.   I have always been passionate about my responsibility as a teacher

and felt good about what I have done for children in the classroom. However, conducting

this project-based study has taken my passion in for doing work that promotes social

change to another level. I am more passionate than before about change. It is important

for me to do more to impact change for a better workplace for teachers and a better

experience for students.

Next, I would like to reflect on purpose as it relates to my work in education. I

have known throughout my life that I wanted to be a teacher. Although I have thought

about other career moves in the process, my passional ways leads me back to making a

difference in the lives of children. I have always looked at teachers as the most important

person in the lives of children. However, conducting this study allowed me to understand

better the need to work with teachers more acutely to help children become smart and

productive citizens. Now more than ever, I know my purpose in life is to guide and

support teachers in understanding how much of an impact their personal experiences have

on how they approach children and their preconceptions of children. So, when I reflect

on purpose, I am reminded of how Marva Collins approached education. Ms. Collins set "high academic standards emphasized discipline and promoted a nurturing environment." She once said, "Kids don't fail. Teachers fail; school systems fail" (Collins & Tamarkin, 1990, p. 1). As I reflect on her words, I look at my purpose to better understand how to work with all parties involved, ensure children learn, and ensure educators are successful in the process.

Finally, as I reflect on the purpose of PBIS and the need to train teachers on behavioral strategies, I began to think deeper about the experiences that teachers bring to the classroom. I am not more than ever interested in culture, ethnicity, and geographical areas as it relates to what teachers are effective in teaching in various school districts. I have limited knowledge about school management, but some comments during the interviews stoked my curiosity. I can see meaning work ahead on my journey to do more for teachers that would allow students to have an even greater K-12 educational experience.

Implications, Applications, and Directions for Future Research

Research studies ultimately lead to implication because of the findings; applications due to the findings, and additional research because of the findings. The goal of creating ongoing PD is to have a positive effect on the behaviors of students which will ultimately equate to positive citizenship. The findings from this study could have negative implications for the school if not considered for additional and ongoing training of the staff. Additionally, it is important to examine how the recommended project applied to the success of the school. Finally, looking at the findings will allow me to make recommendations for future research, particularly as it relates to social change

As I examined the impact of this project on social change, three levels were considered as necessary for change. First, I looked at how and why behaviors and academics of students would have to change in the school. In would be fair for all involved to assume the behaviors of students were significantly troubling for them to purchase the PBIS program. The purpose of PBIS is to establish a school-wide climate where appropriate behavior is the norm. Further, the program is designed to teach behavioral expectations and reward students for following rules. The belief is that when students behave in schools, teachers will be able to focus more on academics that would lead to increase student achievement. Therefore, if a teacher becomes more proficient through ongoing PD, then learning will become the norm because of improved behavior. This would indeed have an impact socially on the school's climate.

Next, I looked at the role of the teacher in how the project would be embraced for effective implementation. During the data collection process, teachers expressed a desire to learn more about PBIS through additional training. Research has shown that ongoing PD is essential for teachers to maintain knowledge and skills. Further, ongoing PD allows the participants to identify skill gaps and make changes as needed. Therefore, I can only imagine the social implications for this school if teachers can improve skills that would lead children to negative behaviors and more positive behaviors.

Finally, I looked at the role of parents and the community for the long-term effect this would have on community resources. Experts say the quality of school systems directly impact the community. While the ultimate responsibility for school leaders is to educate students, the school's and district ratings affect the economy. Further, better school ratings attract businesses and raise housing values. This would have real and lasting social change to an organization and community.

Several implications can be made about the implementation of the PBIS framework training for teachers in the quest to improve student behavior. One finding that will have significant implication to the effective implementation of PBIS is lack of leadership. if not implemented is administrative support for PBIS. Research says that troubled schools thrive when interventions are made by powerful leader (Patti et al., 2012). Another implication for not supporting the full implementation of PBIS is the possibility of inappropriate behaviors continuing that prohibit learning.

The ongoing PD will apply to the success of the school if implemented. Teachers indicated during the interviews that the wanted additional training. They also expressed a desire for all the teachers to learn the strategies to have a school-wide implementation. One of the findings was that PBIS needed continuous training for all staff. The training would allow all the educators to have ongoing PD that would help them to keep the strategies at the forefront in their mind. Further, PD and for the school adults to learn and maintain strategies that would better prepare them to change behaviors.

Finally, recommendations based on the findings would not just apply to the implementation of PBIS, but to any program that is adopted by the school system. One of the findings of this study was that PBIS did not have full funding for effective implementation. One recommendation based on this finding is that school districts consider a long-term implementation budget, before starting any program. Another finding was that PBIS did not have full administrative support. It is recommended that someone from leadership work directly with staff when implementing programs. Teachers need to see that the administration also has buy-in into any program adopted and implemented by the school or district. Additionally, future research is needed on

the impact of ongoing PD compared to the single PD that is not ongoing.

Conclusion

Findings from this qualitative case study can be used to address how this school implemented PBIS in middle schools, and the preparation needed for the school adults who are charged with full implementation. When implementing school-wide programs, it is important for all school adults to be trained in implementation; and not just the teacher. Additionally, it is important for school leaders to actively support the full implementation of the program, and for all school leaders to have active engagement. School leaders need to be visible, utilize strategies, and participate in the implementation at the highest level. PBIS was designed to improve student behavior. If the behaviors of students are to improve, there must be consistency among training; consistency from class to class; and consistency throughout the school.

Additionally, funding needs to be included in the implementation of any program and not rely on teachers to provide financial support for the implementation. The *Together PBIS, WE Can* ongoing PD plan was developed to help teachers, administrators and support staff become proficient in teaching strategies within the PBIS program that support improved student behavior. This project was developed so that the PBS program would have training that is more frequent and ongoing. Properly trained teachers will improve student behavior and provide greater opportunity for the teacher to teach. I am further encouraged by the possibility of digging deeper into this study to write more peer reviewed articles.

References

Acai, A., McQueen, S. A., Fahim, C., Wagner, N., McKinnon, V., Boston, J., & Sonnadara, R. R. (2016). It's not the form; it's the process: A phenomenological study on the use of creative professional development workshops to improve teamwork and communication skills. *Medical Humanities*, *42*(3), 173-180. doi:10.1136/medhum-2015-010862

Alderman, G. L., & Green, S. K. (2011). Fostering lifelong spellers through meaningful experiences. *Reading Teacher, 64*(8), 599–605.

Algozzine, B., Putnam, R., & Horner, R. (2010). Postscript: What we know about the relationship between achievement and behavior. In B. Algozzine, A. Daunic, & S. Smith (Eds.), *Preventing problem behavior* (2nd ed.; pp. 223–225). Thousand Oaks, CA: Corwin.

Algozzine, B., Wang, C., & Wang, P. (2017). *Disproportionality technical assistance tool*. Charlotte, NC: Author. Retrieved from https://unccdtat.github.io

Allen, K. (2010). Classroom management, bullying, and teacher practices. *Professional Educator, 34*(1), 1-15.

Anderson, C. M., & Kincaid, D. (2005). Applying behavior analysis to school violence and discipline problems: Schoolwide positive behavior support. *Association for Behavior Analysis International, 28*(1), 49-63.

Anderson, K. P., & Ritter, G. W. (2017). Disparate use of exclusionary discipline: Evidence on inequities in school discipline from a U.S. state. *Education Policy Analysis Archives, 25*(49). http://dx.doi.org/10.14507/epaa.25.2787

Anderson, L. I. (2018). Building empathy, strengthening relationships. *YC: Young*

Children, 73(3), 34-42.

Anderson, M. (2012). Another one of those days. *Educational Leadership*, *70*(2).

Anderson-Ketchmark, C., & Alvarez, M. E. (2010). The school social work skill set and

   positive behavior support: A good match. *Children and Schools, 32*(1), 61-63.

Andreau, T. E., McIntosh, K., Ross, S. W., & Kohn, J. D. (2015). Critical incidents in

   sustaining school-wide positive behavioral interventions and supports. *The*

   Journal of Special Education, 49(3), 157-167.

Auerbach, S. (2009). Walking the walk: Portraits in leadership for family engagement in

   urban schools. *School Community Journal, 19*(1), 9–32. Retrieved from

   http://www.schoolcommunitynetwork.org/SCJ.aspx

Baer, G. (2010). *School discipline and self-discipline: A practical guide to promoting*

   prosocial student behavior. New York, NY: Guilford Press.

Baker, J., Chaseling, M., Boyd, W., & Shipway, B. (2018). Teachers' response to a new

   mandatory professional development process: Does it make a difference.

   Professional Development in Education, 44(4), 1-6.

Bandura, A. (1977). *Social learning theory.* New York, NY: General Learning Press.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In

   A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). New York:

   Cambridge University Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H.

   Freeman.

Bassey, M. (1999). *Case study research in educational setting*s. Buckingham, EN: Open

   University Press.

Bear, G. C., Gaskins, C., Blank, J., & Chen, F. F. (2011). Delaware school climate survey student: Its factor structure, concurrent validity, and reliability. *Journal of School Psychology, 49*, 157–174.

Beaty-O'Ferrall, E., Green, A., & Hanna, F. (2010). Classroom management strategies for difficult students: Promoting change through relationships. *Middle School Journal, 41*(4), 41. Retrieved from http://eric.ed.gov/PDFS/EJ887746.pdf

Bennett, T. (2017). *Creating a culture: How school leaders can optimize behavior*. Washington, DC: Department of Education.

Betters-Bubon, J., Brunner, T., & Kansteiner, A. (2016). Success for all: The role of the school counselor in creating and sustaining culturally responsive positive behavior Interventions and supports programs. *The Professional Counselor, 6*(3), 263-277.

Blakemore, E. (2016). *The problem of school discipline in the twenties*. Retrieved from https://daily.jstor.org/the-problem-of-school-discipline-in-the-twenties/

Bogdan, R. (2007). *Qualitative research for education: An introduction to theories and methods.* Syracuse, NY: Pearson.

Bohanon, H., Fenning, P., Hicks, K., Weber, S., Their, K., Aikins, B., Irvin, L. (2012). A case example of the implementation of school-wide positive behavior support in a high school setting using change point test analysis. *Preventing School Failure: Alternative Education for Children and Youth, 56*(2), 91-103.

Boyd, L. (2012). Five myths about student discipline. *Educational Leadership, 70*, 62.

Bradley, R., Danielson, L., & Hallahan, D. P. (2002). *Identification of learning disabilities: Research to practice*. Mahwah, NJ: Erlbaum.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10, 100–115.*

Bradshaw, C. P., & Elise, T. P. (2011). A statewide scale up of positive behavioral interventions and supports: A description of the development of systems of support and analysis of adoption and implementation. *School Psychology Review, 40*(4), 530-548.

Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Johnson, S. L. (2015). A focus on implementation of positive behavioral interventions and supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder. *School Psychology Review*, *44*(4), 480-498.

Bulach, C., Lunenburg, F. C., & Potter, L. (2008). *Creating a culture for high-performing schools: A comprehensive approach to school reform*. Lanham, MD: Rowman and Littlefield.

Bullock, L. M., Zolkoski, S. M., Lusk, M. E., & Hovey, K. A. (2017). Educators' perceptions of school-based factors that impact their effectiveness in working with students with challenging behaviors: A pilot investigation. *World Journal of Education*, *7*(3), 92-102.

Carlisle, M. (2011). Healthy relationships and building developmental assets in middle school students. *Canadian Journal of Education*, *34*(3) 18-22. Retrieved from http://www.ascd.org/http://site.ebrary.com

Chang, D., Juan, Y., & Chou, W. (2014). *International association for development of the information society*. Paper presented at the International Conferences on

Education Technologies (ICEduTech) and Sustainability, Technology and Education (STE). New Tapei City, Taiwan.

Charlotte-Mecklenburg Schools. (2016). *Breaking the link.* Retrieved from http://cmsstrategy.org/

Cohen, R. M. (2016). Rethinking school discipline. *The American Prospect*, (4), 85.

Collins, J. (2001). *Good to great*. New York, NY: HarperBusiness.

Collins, M., & Tamarkin, C. (1990). *Marva Collins' way*. New York: Penguin Putnam.

Cressey, J., Whitcomb, S., McGilvray-Rivet, S., Morrison, R., & Shandler-Reynolds, K. (2014). Handling PBIS with care: Scaling up to school-wide implementation. *Professional School Counseling, 18*(1), 90.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

Creswell, J. (2007). *Qualitative inquiry & research design: Choosing among five approached* (4th ed.). Thousand Oaks, CA: Sage.

Crone, D. A., Horner, R. H., & Hawken, L. (2006). *Responding to problem behavior in the school: The behavior education program*. New York, NY: Guilford.

Cuban, L. (2009). *Hugging the middle: How teachers teach in an era of testing and accountability*. New York, NY: Teachers College Press.

Cuban, L. (2013). Why so many structural changes in schools and so little reform in teaching practice? *Journal of Educational Administration, 51*(2), 109-125.

Culatta, R. (2013). *Operant condition (B. F. Skinner).* Retrieved from

http://www.instructionaldesign.org/theories/operant-conditioning.html

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. New York, NY: Teachers College Press.

David, L., Richard, S., Steven, P., & Jake, M. (2016). Improving teaching capacity to increase student achievement: The key role of data interpretation by school leaders. *Journal of Educational Administration*, (5), 575. doi:10.1108/JEA-10-2015-0092

Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research*. Thousand Oaks, CA: Sage.

Diedrich, J. L. (2010). *Motivating students using positive reinforcement* (Master's thesis, State University of New York College at Brockport). Retrieved from http://digital commons.brockport.edu/cgi/viewcontent.cgi?article=1008&context= ehd_theses

Dolan, K. K., & Donnell-Kay, F. (2013). Meeting Colorado's demand for excellent leaders. *The School Leadership Pipeline Series*. Part 1.

Eber, L., Sugai, G., Smith, C., & Scott, T. (2002). Blending process and practice to maximize outcomes: Wraparound and positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders, 10*, 171-181.

Ediger, M. (2013). Managing the classroom: A very salient responsibility in teaching and learning situations is classroom management. *Education, 134*(1), 15-18.

Erlandson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: Sage.

Evanovich, L. L., & Scott, T. M. (2016). Facilitating PBIS implementation: An

administrator's guide to presenting the logic and steps to faculty and staff. *Beyond Behavior*, *25*(1), 4-8.

Evrim, E., Gokce, K., & Enisa, M. (2009). Exploring the relationship between teacher beliefs and styles on classroom management in relation to actual teaching practices: A case study. *Procedia - Social and Behavioral Sciences*, 1(1), 612-617.

Fergus, E. (2018). The role of policy in promoting efficient and quality discipline reform. *School Psychology Review*, *47*(2), 199-202. doi:10.17105/SPR-2018-0019.V47-2

Feuerborn, L., & Chinn, D. (2012). Teacher perceptions of student needs and implications for positive behavior supports. *Behavioral Disorders, 37*(4), 219-231.

Feuerborn, L., & Tyre, A. (2012). *Supporting staff in the change process: Staff concerns & needs related to implementing SWPBS.* Paper presentation for the Teacher Educators of Children with Behavior Disorders (TECBD) Conference. Tempe, AZ.

Feuerborn, L. L., Tyre, A. D., & Beaudoin, K. (2018). Classified staff perceptions of behavior and discipline: Implications for schoolwide positive behavior supports. *Journal of Positive Behavior Interventions, 20(2), 101-112.*

Filipe, H. P., Silva, E. D., Stulting, A. A., & Golnik, K. C. (2014). Continuing professional development: Best practices. Middle East African. *Journal of Ophthalmology, 21*(2), 134-141. doi:10.4103/0974-9233.129760.

Flannery, K., Fenning, P., Kato, M. M., & McIntosh, K. (2013). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly 29*(2), 111-124.

Flannery, K., Guest, E. M., & Horner, R. H. (2010). School-wide positive behavior

supports. *Principal Leadership, 11*(1), 38-43. Retrieved from EBSCOhost.

Flynn, R. M., Lissy, R., Alicea, S., Tazartes, L., & McKay, M. M. (2016). Professional

development for teachers plus coaching related to school-wide suspensions for a

large urban school system. *Children and Youth Services Review*, *62,* 29-39.

Fukkink, R., & Lont, A. (2007). Does training matter? A meta-analysis and review of

caregiver training studies. *Early Childhood Research Quarterly, 22*, 294-311.

Gabor, A. M., Fritz, J. N., Roath, C. T., Rothe, B. R., & Gourley, D. A. (2016). Caregiver

preference for reinforcement-based interventions for problem behavior

maintained by positive reinforcement. *Journal of Applied Behavior Analysis*.

Retrieved from https://onlinelibrary.wiley.com/doi/full/10.1002/jaba.286

Georgia Department of Education. (2017). *Special education service and support:

Positive behavioral intervention & supports*. Retrieved from

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-

Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx

Giorgi, A. (2008). Concerning a serious misunderstanding of the essence of the

phenomenological method in psychology. *Journal of Phenomenological

Psychology, 39*, 33-58. Retrieved 2016 from EBSCO database.

Goddard, R. D., & Skrla, L. (2006). The influence of school social composition on

teachers' collective efficacy beliefs. *Educational Administration Quarterly*, 42(2),

216-235.

Goodman, S. (2013). Implementation of district-wide multi-tiered system of supports

initiative through stages of implementation. *The Utah Special Educator, 35,* 20-

21.

Goodman-Scott, E., & Grothaus, T. (2018). RAMP and PBIS: "They Definitely Support

One Another": The Results of a Phenomenological Study (Part One). *Professional*

School Counseling, *21*(1), 119-129.

Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of

professional development on the quality of teaching: Results from a randomized

controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*,

68, 99-113.

Green, A. L., Nese, R. N. T., McIntosh, K., Nishioka, V., Eliason, B., & Delabra, A.

(2015). *Key elements of policies to address disproportionality within SWPBIS: A*

guide for district and school teams. Eugene, OR: OSEP Technical Assistance

Center on Positive Behavioral Interventions and Supports. Retrieved from

http://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Disproportionalit

y%20P olicy%20Guidebook%202016-7-24.pdf

Grubaugh, S., & Houston, R. (1990). Establishing a classroom environment that

promotes interaction and improved student behavior. *Clearing House, 63*(8), 375-

378. doi:23696042

Grunberg, N. E., Barry, E. S., Callahan, C. W., Kleber, H. G., McManigle, J. E., &

Schoomaker, E. B. (2018). A conceptual framework for leader and leadership

education and development. *International Journal of Leadership in Education.*

Retrieved from https://www.tandfonline.com/doi/full/10.1080/13603124.

2018.1492016

Gumus, E., & Bellibas, M. S. (2016). The effects of professional development activities

on principals' perceived instructional leadership practices: Multi-country data

analysis using TALIS 2013. *Educational Studies*, *42*(3), 287-301.

Hannah, R. (2013). *The effect of classroom environment on student learning*. Retrieved

from http://scholarworks.wmich.edu/honors_theses

Hanover Research. (2013). *New product development: Mind the gap – critical pitfalls of*

the NPD process. Retrieved from http://www.hanoverresearch.com/

Harris, D. R., & Kemp-Graham, K. Y. (2017). The relationship between building teacher

leadership capability and campus culture. *Education Leadership Review of*

Doctoral Research, 549-74.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY. State

University of New York.

Hawken, L., Bundock, K., Barrett, C. A., Eber, L., Breen, K., & Phillips, D. (2015).

Large-Scale Implementation of Check-In, Check-Out: A Descriptive Study.

Canadian Journal of School Psychology, *30*(4), 304-319.

Hawken, L., & Horner, R. (2003). Evaluation of a targeted intervention within a school

wide system of behavior support. *Journal of Behavioral Education, 12*(3), 225-

240.

Hearns, S. (2017). *How important is continuous training to tour employees*? Retrieved

from https://www.recruiter.com/i/how-important-is-continuous-training-to-

employees/

Hirsh, S., Killion, J., & Pollard, J. (2015). *Professional development.* Retrieved from

oxfordbibliographies.com/view/document/obo-97801997868

Hoag, J. T., & Richardson, H. A. (2015). *Aligning professional development: Measuring*

the impacts of a rubric aligned professional development program on teacher effectiveness (Order No. 3741501). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1754355381).

Holbrook, J., & Rannikmäe, M. (2014). The philosophy and approach on which the PROFILES project is based. *CEPS Journal: Center for Educational Policy Studies Journal, 4* (1), 9-29.

Iyunade, O. T. (2017). Teachers' continuing professional development as correlates of sustainable universal basic education in Bayelsa State, Nigeria. *Journal of Education and Practice*, *8*(6), 72-79.

Jackson, D. (2017). Integrated multi-tiered systems of support: Blending RTI and PBIS. *Perspectives on Language & Literacy*, *43*(3), 49-50.

James, A. G., Smallwood, L., Noltemeyer, A., & Green, J. (2018). Assessing school climate within a PBIS framework: using multi-informant assessment to identify strengths and needs. *Educational Studies*, *44*(1), 115-118.

Johnston, J. M., Foxx, R. M., Jacobson, J. W., Green, G., & Mulick, J. A. (2006). Positive behavior support and applied behavior analysis. *The Behavior Analyst, 29*(1), 51-74.

Jolivette, K., & Nelson, C. (2010). Adapting positive behavioral interventions and supports for secure juvenile justice settings: Improving facility-wide behavior. *Behavioral Disorders, 36*(1), 28–42. Retrieved from http://www.ccbd.net/ publications/ behavioral disorders

Killion, J. (2012) Meet the promise of content standards: Professional learning required. Oxford, OH: Learning Forward.

Kincaid, D., Childs, K., Blasé, K., & Wallace, F. (2007). Identifying barriers and

    facilitators in implementing school-wide positive behavior support. *Journal of*

    Positive Behavior Interventions, 9(3), 174-184.

Koch, K. (2000). Zero tolerance: Is mandatory punishment in schools unfair?

    Congressional Quarterly Researcher, 10(9), 185-208.

Kowalski, R. M. (2003). *Complaining, teasing, and other annoying behaviors*. New

    Haven, CT: Yale University Press.

Kupchik, A. (2011). Homeroom *security: School discipline in an age of fear*. New York,

    NY: New York University Press.

Leadbeater, B. J., Gladstone, E. J., & Sukhawthanakul, P. (2015). Planning for

    sustainability of an evidence-based mental health promotion program in Canadian

    elementary schools. *American Journal of Community Psychology, 56*, 120-133.

Liben, L. S. (2015). Probability values and human values in evaluating single-sex

    education. *Sex Roles, 72*, 401–426. DOI: 10.1007/s11199-014-0

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Lortie, D. C. (2002). *Schoolteacher: A sociological study.* Chicago, IL: University of

    Chicago Press.

Maag, J. W. (2012). School-wide discipline and the intransigency of exclusion. *Children*

    and Youth Services Review, *34,* 2094-2100.

Malone, B. G., Bonitz, D. A., & Rickett, M. M. (1998). Teacher perceptions of disruptive

    behavior: Maintaining instructional focus. *Educational Horizons*, *76*(4), 189-194.

Marshall, M. (2007). *Discipline without stress punishments or rewards* (2nd ed.). Los

    Alamitos, CA: Piper Press.

Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6-13.

Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: ASCD.

Marzano, R. J. (2012). Teaching self-efficacy with personal projects. *Educational Leadership, 69*(8), 86-87.

Mathews, S., McIntosh, K., & Frank, J. L. (2014). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 16*(3), 168-178.

Mathur, S. M., & Nelson, C. M. (2013). PBIS as prevention for high-risk youth in restrictive settings: Where do we go from here? *Education and Treatment of Children*, *36*(3), 175-181.

Mathur, S. R., Estes, M. B., & Johns, B. H. (2012). Professional development in behavior management: Translating knowledge gained into action. *Beyond Behavior,* 69, 15-21.

McCoach, D. (2010). Examining the unexpected: Outlier analyses of factors affecting student achievement. *Journal of Advanced Academics, 21*(3), 426-468.

McDaniel, S. C., Sunyoung, K., & Guyotte, K. (2017). Perceptions of implementing Positive Behavior Interventions and Supports in high-need school contexts through the voice of local stakeholders. *Journal of At-Risk Issues, 20*(2), 33-44.

McFarland, E. S. (2014). *Teachers' perceptions of professional development: What do teachers really want that makes them willing to change professional practice?* (Order No. 3647577). Available from ProQuest Dissertations & Theses Global.

(1642719334).

McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools, 47*(1), 5-21.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions, 10*, 243-255.

McIntosh, K., Kelm, J. L., & Canizal-Delabra, A. (2016). In search of how principals change: A qualitative study of events that help and hinder administrator support for school-wide PBIS. 18.

McNamara, C. (2009). *General guidelines for conducting interviews.* Retrieved from http://managementhelp.org

Mendler, B. D. (2009). *The taming of the crew: Working successfully with different students*. Rochester, NY: Discipline Associates.

Meng, P. M., McIntosh, K., Classen, J., & Hoselton, R. (2016). *Does implementation of SWPBIS enhance sustainability of specific programs, such as Playworks?* Evaluation Brief. Retrieved from http:// www.pbis.org/evaluation/evaluation-briefs/sustainability-of-programs.

Mercer, S., & DeRosier, M. (2010). A prospective investigation of teacher preference and children's perceptions of the student teacher relationship. *Psychology in the Schools, 47*(2), 184-192.

Merriam, S. B. (2002). *Qualitative research in practice.* San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San

    Francisco, CA: Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed). Thousand

    Oaks, CA: Sage.

Miles, M. B., & Huberman, A. M., & Saldana, J. (2014) *Qualitative data analysis: A*

    methods sourcebook. Thousand Oaks, CA: Sage.

Miller, C. A. (2016). The Effect of the Leader in Me, a School-Wide Positive Behavior

    Intervention System (SW-PBIS), Based on Student Achievement and Office

    Discipline Referrals for Fifth Grade Students in a Rural Elementary School in

    North Central Washington State.

Miller, C. F., Kochel, K. P., Wheeler, L. A., Updegraff, K. A., Fabes, R. A., Martin, C.

    L., & Hanish, L. D. (2017). The efficacy of a relationship building intervention in

    5th grade. *Journal of School Psychology,* 6175-88. Doi:10.16/j.sp.2017.01.002

Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student

    perceptions of school climate: The role of classroom management and

    exclusionary discipline strategies. *Journal of School Psychology, 51*, 599-610.

Morrisey, K. L., Bohanon, H., & Fenning, P. (2010). Positive behavior support: teaching

    and acknowledging expected behaviors in an urban high school. *Teaching*

    Exceptional Children 42(5), 27–35.

Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling

    psychology. *Journal of Counseling Psychology*, 52, 250 –260.

Murdoch-Eaton, D., & Sandars, J. (2014). Reflection: Moving from a mandatory ritual to

    meaningful professional development. *Archives of Disease in Childhood, 99*(3),

279.

National Dissemination Center for Children with Disabilities. (2009). *Behavior assessment, plans, and positive supports.* Retrieved from http://nichcy.org/schoolage/behavior/ behavassess

National Education Association, [NEA]. (2015). *Providing ongoing professional development*. Retrieved from www.nea.org/home/20785.htm

Ng, S., & Chan, K. T. (2014). Continuing professional development for middle leaders in primary schools in Hong Kong. *Journal of Educational Administration*, (6), 869. doi:10.1108/JEA-07-2013-0077

Ng, S., & Szeto, S. E. (2016). Preparing school leaders: The professional development needs of newly appointed principals. *Educational Management Administration & Leadership*, *44*(4), 540-557.

Noltemeyer, A. L., & Mcloughlin, C. S. (2010). Exclusionary discipline: Changes in disproportionality over time. *International Journal of Special Education*, *25*(1), 59-70.

Ohio Department of Education. (2018). *Facts and Figures: Ohio Prek-16 Stats 2016-2017*. Retrieved from http://education.ohio.gov/Media/Facts-and-Figures

Oliver, R. M., & Reschly, D. J. (2010). Special education teacher preparation in classroom management: Implications for students with emotional disorders. *Behavioral Disorders,35*(3), 188-199.

Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher*, *39*(1), 48-58.

O'Sullivan, K., Stevenson, M., Hedberg, J. G., & Howe, C. (2016). Leading learning:

The role of school leaders in supporting continuous professional development. *Professional Development in Education*, *42*(5), 818-835.

Owens, J. (2012). The educational efficiency of employing a three-tier model of academic supports: Providing early, effective assistance to students who struggle. *International Journal of Knowledge, Culture & Change Management,11*(6), 95-106.

Parsonson, B. (2012). Evidence-based classroom behavior management strategies. *Ministry of Education Special Education: Hawkes Bay Region, 13*(1), 1-8.

Patti, J., Holzer, A., Sterns, R., & Brackett, M. A. (2012). Personal, professional coaching: Transforming professional development for teacher and administrative leaders. *Journal of Leadership Education, 11*(1), 263-274.

Patton, M. Q. (2002). *Qualitative Evaluation and Research Methods* (3rd ed.). Newbury Park. CA: Sage.

Peters, J. H. (2012). Are they ready? Final year pre-service teachers' learning about managing student behavior. *Australian Journal of Teacher Education, 37*(9).

Petridou, A., Nicolaidou, M., & Karagiorgi, Y. (2017). Exploring the impact of professional development and professional practice on school leaders' self-efficacy: A quasi-experimental study. *School Effectiveness and School Improvement*, *28*(1), 56-73. doi:10.1080/09243453.2016.1236734

Phillips, P. (2008). Professional development as a critical component of continuing teacher quality. *Australian Journal of Teacher Education, 33*(1).

Polat, S., Kaya, S., & Akdag, M. (2013). Investigating pre-service teachers' beliefs about classroom discipline. *Educational Sciences: Theory and Practice, 13*(2), 885-890.

Pope, N., Green, S. K., Johnson, R. L., & Mitchelle, M. (2009). Examining teacher
ethical dilemmas in classroom assessment. *Teaching and Teacher Education*, 25,
778–782.

Positive Behavioral Interventions and Supports (2017). *Research*. Retrieved from
https://www.pbis.org/research

Positive Behavior Interventions and Supports (PBIS). (2017). *PBIS in the classroom*.
Retrieved from https://www.pbis.org/school/pbis-in-the-classroom

Positive School Discipline and the Supports Educators Need. (2015). *American
Educator*, *39*(4), 3.

Putney, L., & Broughton, S. (2011). Developing collective classroom efficacy: The
teacher's role as community organizer. *Journal of Teacher Education, 62*(1), 93-
105.

Rappaport, N., & Minaham, J. (2012). Cracking the behavior code. *Educational
Leadership,* 70, 18-25.

Rebora, A. (2011). Professional development. *Education Week*. Retrieved from
http://www.edweek.org/ew/issues/professional-development/

Reglin, G., Akpo-Sanni, J., & Losike-Sedimo, N. (2012). The effect of a professional
development classroom model on at-risk elementary students' misbehaviors.
Education, 133(1), 3-18.

Reinke, W. M., Herman, K. C., & Stormont, M. (2013). *Classroom-Level Positive
Behavior Supports in Schools Implementing SW-PBIS: Identifying Areas for
Enhancement*. *Online Submission*, 15.

Ridgway, J. S., Ligocki, I. Y., Horn, J. D., Szeyller, E., & Breitenberger, C. A. (2017).

TA and faculty perceptions of ongoing, personalized teaching assistant professional development: Initial lessons and plans for the future. *Journal of College Science Teaching,46*(5),73-83.

Riffel, L. A. (2008). *Data from November 2008*. Retrieved from https://www.pbis.org/ resource/ 819/the-number-of-schools-implementing-school-wide-pbis

Riordan, C. (2015). *Single-sex schools: A place to learn*. Lanham, MD: Rowman & Littlefield.

Rodriguez, B. J., Loman, S. L., & Borgmeier, C. (2016). Tier 2 interventions in positive behavior support: A survey of school implementation. *Preventing School Failure*, (2), 94. doi:10.1080/1045988X.2015.1025354.

Rowley, J. (2002). *Using case studies in research*. Retrieved from http://psyking.net/ HTMLobj-3843/using_case_study_in_research.pdf

Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data*. 2ed. Thousand Oaks, CA: Sage Publishing.

Rubin, R. (2012). Independence, disengagement, and discipline. *Reclaiming Children and Youth, 21*(1), 42-45.

Russell, M. (2018). Teachers empowering students by building relationships and fostering agency. *California English* 23(4), 6-9.

Sandomierski, T., Kincaid, D., & Algozzine, B. (2007). Response to intervention and positive behavior support: Brothers from different mothers or sisters with different misters? *PBIS Newsletter, 4*(2), 1-7.

Sarup, R. M., & Michael, N. (2013). *PBIS as prevention for high-risk youth in restrictive settings. Where Do We Go From Here*? (3), 175.

Schacter, R. (2010). Discipline gets the boot. *District Administration, 46*(1), 26-28.

Scott, T. M., Rosenberg, M., & Borgmeier, C. (2010). Decision-making in secondary and tertiary interventions of school-wide systems of positive behavior support. *Education and Treatment of Children, 33*(4), 513-535.

Shepard, J. M. (2013). *Counseling students in levels 2 and 3: A PBIS/RTI guide*. Thousand Oaks, CA: Sage.

Silva, A., Negreiros, F., & Albano, R. (2017). Indiscipline at public school: Teachers' conceptions on causes and intervention. *International Journal of Research in Education and Science, 3*(1), 1-10.

Simonsen, B., Britton, L., & Young, D. (2010). School-wide behavior support in an alternative school setting. *Journal of Positive Behavior Intervention, 12*, 180-191. Retrieved from https://doi.org/10.1177/1098300708330495

Simonsen, B., & Sugai, G. (2013). PBIS in alternative education settings: Positive support for youth with high-risk behavior. *Education and Treatment of Children*, *36*(3), 3-14.

Skiba, R. J., & Losen, D. J. (2015). From reaction to prevention: turning the page on school discipline. *American Educator*, (4), 4.

Skinner, B. F. (1968). *The technology of teaching*. Englewood Cliffs, NJ: Prentice-Hall.

Soliday, C. A. (2015). *An outcome evaluation study of the impact of intensive and ongoing professional development on teacher content knowledge and teacher pedagogical knowledge* (Order No. 3705747). Available from ProQuest Dissertations & Theses Global. (1692084941).

Sorcinelli, M. D. (2002). Promoting civility in large classes. In C. Stanley & E. Porter

(Eds.), *Engaging large classes: Strategies and techniques for college faculty* (44-57). Bolton, MA: Anker.

Split, J., & Koomen, H. (2009). Widening the view on teacher child relationships: Teachers' narratives concerning disruptive versus nondisruptive children. *School Psychology Review, 38*(1), 86-101.

Stake, R. E. (2006). *Multiple case study analysis.* New York, NY: Guilford Press.

Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York, NY: Guilford Press.

Sugai, G., & Horner, R. H. (2008). What we know and need to know about preventing problem behavior in schools. *Exceptionality, 16*, 67-77.

Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality, 17*, 223-237.

Sugai, G., & Horner, R. H. (2013). *Positive behavior support school-wide.* Hoboken, NJ: Wiley & Sons.

Sugai, G., & Horner, R. H. (2014). *Positive behavior support: School-wide.* Retrieved from https://onlinelibrary.wiley.com/doi/full/10.1002/9781118660584.ese1902

Swaffield, S. (2018). Professional development and learning: Win-win and 1+1=3 or more. *Professional Development in Education, 44*(4), 1-14.

Swain-Bradway, J., Swoszowski, N. C., Boden, L. J., & Sprague, J. R. (2013). Voices from the field: Stakeholder perspectives on PBIS implementation in alternative educational settings. *Education & Treatment of Children, 36*(3), 31-46.

Tadic, A. (2015). Satisfaction of teachers' need for autonomy and their strategies of

classroom discipline. *Research in Pedagogy*, *5*(1), 14-29.

Talbert-Johnson, C. (2006). Preparing highly qualified teacher candidates for urban schools: The importance of dispositions. *Education and Urban Society*, 39(1), 147-160.

Tallman, J., & Henderson, J. (1999). Constructing mental model paradigms for teaching electronic resources. *School Library Media Research: The Refereed Research Journal of AASL [Online]*. Retrieved from *http://www.ala.org/aasl/SLMR/vol2/mental.html*

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83*(3), 357-385.

Thompson, L. (2015). *Roadmap to responsibility: The power of give'em five to transform schools.* Newton, KS: S&P Publishing.

Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives, 13*, 311-325.

Trent, S. C., Kea, C. D., & Oh, K. (2008). Preparing preservice educators for cultural diversity: How far have we come? *Exceptional Children, 74*(3), 328–350. Retrieved from http://journals.cec.sped.org/ec/

Webb, T. L., Sniehotta, F. F., & Michie, S. (2010). Using theories of behavior change to inform interventions for addictive behaviors. *Addiction, 105*(11), 1879-1892.

Wei, R., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas, TX: National Staff Development Council.

Weiner, J. (2016). Possibilities or paradoxes: How aspiring turnaround principals conceptualize turnaround and their place within. *School Leadership & Management, 36*(5).

Wenghofer, E. F., Campbell, C., Marlow, B., Kam, S. M., Carter, L., & McCauley, W. (2015). The effect of continuing professional development on public complaints: a case-control study. *Medical Education*, *49*(3), 264-275. doi:10.1111/medu.12633

Whitaker, J., & Harden, B. (2010). Beyond ABC's and 123's: Enhancing teacher-child relationship quality to promote children's behavioral development. *NHSA Dialog*, *13*(3), 185-191.

Wilmott, S. (2011). *The impact of professional development on the delivery of written https://www.campussafetymagazine.com/for-parents/student_discipline_in_schools_part_of_the_problem_or_the_solution/praise and office disciplinary referrals.* Unpublished manuscript. Provo, UT: Brigham Young University.

Winn, Z. (2017). Student discipline in schools: Part of the problem or the solution. Retrieved from

Wong, H. K., & Wong, R. T. (2014). *The classroom management book*. Mountain View, CA: Harry K. Wong Publications.

Wright, L., & da Costa, J. (2016). Rethinking professional development for school leaders: Possibilities and tensions. *EAF Journal*, *25*(1), 29-47.

Wu., P. (2017). The Effect of teacher training on the knowledge of positive behavior support and the quality of behavior intervention plans: A preliminary study in

Taiwan. *Universal Journal of Educational Research,* 5(9). 1653-1665.

Yeung, A., Craven, R., Chen, Z., Mooney, M., Tracey, D., Barker, K., & Lewis, T. (2016). Positive Behavior Interventions: The Issue of Sustainability of Positive Effects. *Educational Psychology Review*, *28*(1), 145-170.

Yin, R. (2014). *Case Study Research Design and Methods (5th ed.).* Thousand Oaks, CA: Sage.

Zepeda, S. J., & Lanoue, P. D. (2017). Conversation walks: Improving instructional leadership. *Educational Leadership*, *74*(8), 58-61.

Zhang, J., Yuan, R., & Yu, S. (2014). What impedes the development of professional learning communities in China? Perceptions from leaders and frontline teachers in three schools in Shanghai. *Educational Management Administration & Leadership, 45*(2), 219-237.

Appendix A: Project

Ongoing Professional Development Quarterly Training Session

for Administrator, Teachers & Staff

This project is an ongoing professional development program that focuses on

Positive Behavior Interventions and Supports (PBIS) training for those working directly

with children at this middle school. The study of middle school teacher's perceptions

was examined to investigate the effectiveness of teacher training/professional

development on PBIS. The results of this study found that PBIS can work if

implemented consistently; PBIS was not given full administrative support; PBIS did not

have full funding for an effective implementation, and PBIS needed to include

continuous professional development for all staff. Based on the findings, quarterly

professional development program was developed to address the inconsistent

implementation of PBIS and the ongoing professional development.

Findings from the research specified the need for ongoing professional

development of PBIS framework that supported the effective implementation by

administrators, teachers and staff. Nagel (2013) maintained the "For teachers, the

'steepest learning curve' has to do with implementing new teaching technique, not

learning about them" (p. 1). The quarterly professional development, Together PBIS, *WE*

Can, was designed to provide ongoing training to model, practice and implement new

strategies that are a part of the program. Further, the training would provide an

opportunity for communication among those involved in the program.

The Together PBIS, *WE Can* ongoing professional development was designed to

address the finding. The National School Boards Association's Center for Public

Education reported in "Teaching the Teachers: Effective Professional Development in an

Era of High Stakes Accountability," the following for meaningful professional

development:

- Professional development needs to be ongoing and carried out over time, rather

  than presented in one-day workshops;

- Professional development should be delivered in the context of the teacher's

  subject area; and

- Peer coaches and mentors are found to be highly effective in helping teachers

  implement a new skill and so should be employed when possible.

Together PBIS, *WE Can* ongoing professional development centered on this report.

Purpose

The purpose of the PBIS, *WE Can* ongoing professional development is to provide

ongoing training to those working directly with children to effectively implement PBIS.

The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of

schools as it relates to the betterment of students' social, emotional and academic

improvements (Mathur et al., 2012). Effective implementation of PBIS will increase

students' positive social behaviors. The administrators, teachers and staff who work

directly with the students will be provided quarterly training of PBIS. The school year is

designed into four quarters. Currently, the district has one-day training each month for

professional development. The professional development is designed to target four days

of training per year to ensure the development training happens overtime.

Rationale

It is important to build the capacity of all administrators, teachers and staff who work

directly to improved student outcomes. PBIS maintains that expertise of training is

among the educators who implement the program. Creating ongoing professional

development will help to build experts among a wide range of teachers, administrators,

and staff,

Professional Development Goals

- Providing ongoing professional development training quarterly.

- Supporting consistent and ongoing dialogue, monitoring, and modeling

    focused on PBIS strategies for Tier 1, Tier 2 and Tier 3.

- Build strong relationships among PBIS stakeholders to encourage support.

- Educate administrators, teachers and staff on the PBIS framework.

- Provide administrators, teachers and staff with the necessary knowledge, skills,

    and support to understand and properly implement the PBIS framework.

- Provide administrators, teachers and staff with the opportunity to collaborate with

    colleagues.

- Create measurable outcomes

Learning Outcomes

The learning outcome for the professional development training sessions is for

administrators, teachers and staff to implement and master PBIS strategies from Tier 1,

Tier 2 and Tier 3 level professional development activities. Specifically, the

professional development training will allow the participants to learn and practice

strategies that equates to improved student behavior and high student achievement.

Trainers and Target Audience

- Trainer and Together PBIS, *WE Can* Co-chair. The school principal and lead

    teacher and/or school union representative will serve as co-chairs of the Together

PBIS, *WE Can* planning committee. The district trainer will work jointly with the

school level team to conduct training.

- All certified teachers, administrators, support staff, and long-term substitutes.

Timeline

The professional development training will be conducted in September, November,

February and April with the training content focused on each of the three tiers. The day-

long training will be developed to address the primary content for modeling, review,

new learning, role-playings and deep discussion. The secondary content will be a

review of information and questions generated based on the concerns of the

participants.

Quarters/ Dates	Component 1 9:00 – 10:30	Component 2 10:45 – 12:00	Component 3 1:00 – 2:00	Component 4 2:15 – 3:15
Q1 – September	Research & School-wide Acknowledgement	5 Positive to 1 Negative	Physical Classroom Layout	Individual and Group Strategies
Q2 – November	Classroom Management	Designing Classroom Routines	Establish Predictable Environment	Self-Management Student & Teacher
Q3 – February	Appropriate Behaviors	Praise & Acknowledgement	Rewards	Reinforcers
Q4 – April	Examine the Data	Change to PBIS	Teaching Behaviors	Strategies for Individual and Group

Materials and Equipment (Will be available for all quarterly training)

- Reflection Box
- Index cards
- Posted Discussion Question/Thought (Table Talk)
- Ongoing training notebook (furnished by facilitator)
- Post-its
- Chart paper

- Markers
- Tape
- Handouts and presentation articles from PBIS training materials
- Evaluation forms
- PowerPoint Presentation
- Smartboard/Laptop

Together Middle School

Ongoing Professional Development Q1 Training Session Agenda

Time	Activities
08:00 – 08:30	Breakfast; Complete Reflections card (index card) with any burning questions, PBIS tips, recommendations. Place Reflection card in PBIS Comment basket.
08:30 – 09:00	The co-chairs will guide the group in the following activities: • "Welcome to Together PBIS, WE Can professional development training sessions. You spoke, and we heard. This year we will begin ongoing training to ensure we all are implementing PBIS correctly to improve the behaviors of our students and to build your toolbox of effective strategies. Let's get started. • Introduction/PBIS Review/Purpose/Outcomes/PowerPoint Slides 1-7]. • Reflections (PPT Slide 8)
09:00 – 10:30	The facilitator will lead the training: Focus: Research & School-wide Acknowledgement PPT Slides 9 – 19
10:30 – 10:45	BREAK – PPT Slide 20
10:45 – 12:00	The facilitator will lead the training: Focus: 5 Positive to 1 Negative PPT Slides 21 – 26
12:00 – 01:00	LUNCH – PPT Slide 27
01:00 – 02:00	The facilitator will lead the training: Focus: Expectations and Together Bucks PPT Slides: 28 – 38
02:00 – 02:15	BREAK – PPT Slide 39
02:15 – 03:15	The facilitator will lead the training: Focus: Physical Classroom Layout PPT Slides: 40 – 46
03:15 – 03:30	Circle Time – PPT 44 (Participant will share new learning)
	The co-chairs will: • summarize Q1 training with guiding questions • discuss evaluation process and content. • allow time for participants to complete evaluation forms (Ongoing Professional Development Q1 Evaluation). PPT Slide 45
	Note: The facilitator is a trained district

Together Middle School
Ongoing Professional Development Q1 Training Session PowerPoint

Together Middle School

SCHOOL-WIDE PBIS

P B I S

POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

What is PBIS?

What is Positive Behavior Intervention & Support?

Positive Behavioral Support (PBIS) refers to the application of positive behavioral interventions and systems to achieve socially important behavior change.

(OSEP, 1999)

Objectives:

The participants will:
- review PBIS research.
- examine the effective use of school-wide acknowledgements.
- understand how to balance the use of positive and negative responses.
- reexamine how to use *Together Bucks*.
- review options for physical classroom layout.

SUCCESS CRITERIA

❖ You know you are successful when:
  - You have a clear understanding of your role as a staff member in your school's implementation of the PBIS framework
  - Understand and can implement some PBIS best practices around your school, classroom, and individuals to improve the educational experience of all students.

SWPBS Practices

School-wide
Classroom
Non-classroom
Family
Student
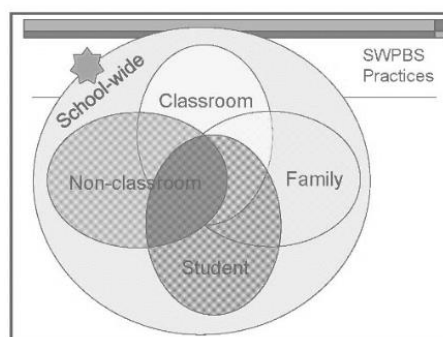
School-wide
Positive Behavior Interventions and Supports

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Reflection Time

Are "Rewards" Dangerous?

"...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

*What types of barriers do you see with staff in regards to using school-wide rewards?

Cameron, 2002, Cameron & Pierce, 1994; 2002; Cameron, Banko, & Pierce, 2001

Why Develop a School-wide Acknowledgment System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures

---

Reward/Recognition Items from the Benchmarks of Quality

- A system of rewards has elements that are implemented consistently across campus
- A variety of methods are used to reward students
- Rewards are linked to expectations and rules
- Rewards are varied to maintain student interest
- Ratios of acknowledgement to corrections are high
- Students are involved in identifying/developing incentives
- The system includes incentives for staff/faculty

BOQ

Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through instruction, practice, feedback, and encouragement.

Research Findings

- Teaching behavior expectations, having a reward system, and monitoring must occur if implementation fidelity and sustainability are to be achieved
- Administrative support, communication, and data-based decision-making were found to be the most important characteristics for long-term sustainability

Doolittle, 2006

Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
  - For a child to *learn something new*, it needs to be repeated on average 8 times
  - For a child to *unlearn* an old behavior and replace it with a new behavior, the new behavior must be repeated on average 28 times *(Harry Wong)*

My School's Expectations...
1. Be Safe
2. Be Responsible
3. Be Respectful

Once you have developed school-wide expectations, it is not enough to just post the words on the walls of the classroom...

YOU MUST TEACH THEM!

Why Develop a School-wide Acknowledgment System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures

Reward/Recognition Items from the Benchmarks of Quality

- A system of rewards has elements that are implemented consistently across campus
- A variety of methods are used to reward students
- Rewards are linked to expectations and rules
- Rewards are varied to maintain student interest
- Ratios of acknowledgement to corrections are high
- Students are involved in identifying/developing incentives
- The system includes incentives for staff/faculty

BOQ

Why Do We Acknowledge Desired Behavior?

- Reinforce the teaching of new behaviors
- Behavior is likely to become a habit and recur in the future only if demonstrating it has been beneficial
- Harness the influence of kids who are showing expected behaviors to encourage the kids who are not
- Strengthen positive behaviors that can compete with problem behavior
- Improve school climate
- Create positive interactions and rapport with students

Research on Reinforcement Systems

- High implementing PBIS schools were found to use a variety of individual and group rewards and to inform parents of appropriate student behavior while low implementing schools were found to use schoolwide reinforcement either inconsistently or not at all.

Sparks, 2007

BREAK

15 Minutes

5:1
Gets the
job done!!!

Rationale-What Does 5 Positives to 1 Negative Mean?

✓ Students should experience predominately positive interactions (ratio of 5 positives for every negative) on all locations of school.
✓ Positive Interactions=
  - Behaviorally specific feedback as to what the student did right (contingent)
  - Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent)
✓ Negative Interactions=
  - Non-specific behavioral corrections
  - Ignoring student behavior (appropriate or inappropriate)

How Does 5 to 1 Happen?

All Staff are expected to:
✓ Interact in a friendly, supportive manner at all times—students, parents, guests and colleagues
✓ Initiate positive interactions by:
  - Making eye contact
  - Smiling nodding, winking
  - Welcoming
  - Offering a greeting
  - Asking if assistance is required
  - Provide positive feedback regarding appropriate student behavior
  - Maintain an attitude of respect and support, even when correcting student behavior

---

Activity: add to the list with your shoulder partner

- What acts as a positive reinforcer for you?
  - Get out early?
  - Finishing a task ?
  - Lower # on the scale after a week of dieting?
  - No panic attack when a police officer is along side the road….
- What acts as a negative reinforcer for your behavior?
  - The beeping…Put on seat belt to avoid the beeping?
  - Making additional trips…Writing things on a list to avoid forgetting?

Ratio of Interactions

- Teachers should interact with students 5 times more often when they are behaving appropriately than when they are behaving inappropriately (5:1 ratio)
- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given
- Negative interactions are not wrong and are sometimes necessary; the key is the *ratio*
- Positive interactions can be provided in a variety of ways: verbal praise, nonverbal acknowledgement, non-contingent attention

5:1
Gets the job done!!!

LUNCH

One Hour

EXPECTATIONS

BE RESPECTFUL
LISTEN TO OTHERS
ALLOW OTHERS TO SPEAK
DO NOT USE MEDIA DURING INSTRUCTION

BE RESPONSIBLE
CONTRIBUTE TO DISCUSSIONS
TAKE NOTES AS NEEDED

BE SAFE
TAKE CARE OF YOURSELF
AVOID CONFRONTATION

OUR PBIS CORE VALUES

At Together Middle School
WE strive to be:

➢ RESPECTFUL
➢ RESPONSIBLE
➢ SAFE

Remember!
Together Middle School Students are Respectful, Responsible, Safe!

PBIS Expectations Matrix

	Classroom	Cafeteria	Bathrooms	Hallways	Buses	Library/ Computer Lab	School Grounds
Respect	-Follow directions -Raise your hand -Use appropriate language -Keep your hands & feet to yourself	-Follow directions -Listen to adults -Exhibit good table manners -Keep hands on your plates or in your mouth -Keep hand in rotation	-Respect the privacy of others -Keep the facilities clean	-Keep hands & feet to yourself -Observe personal bubble space -Listen to adults in hallway -Use your quiet inside voice	-Follow directions -Wait in line -Listen to the bus driver -Stay seated -Use appropriate language	-Follow directions -Use your quiet inside voice -Raise your hand to be recognized	-Follow adult directions -Use appropriate language -Stay in school procedures
Responsibility	-Employ active listening -Participate actively	-Stay in designated area -Clean up your eating area	-Do your business & leave -Flush the toilet -Throw trash in appropriate receptacles -Wash hands	-Carry a valid hall pass -Go straight to your destination -Use your own locker -Pick up litter	-Stay seated -Hold the bars to yourself -Keep your body and belongings inside the bus	-Follow Media Center & Computer Lab Rules -Use equipment correctly -Access only appropriate websites	-Dispose of trash appropriately & receptacles -Use equipment correctly
Safety	-Keep your hands & feet to yourself	-Wait in line for your turn -Keep your hands & feet to yourself	-Report problems, vandalism, etc.	-Walk on the right -Move appropriate places at all times -Keep hands & feet to yourself	-Enter and exit in an orderly fashion -Stay in your seat -Report any incidents	-Enter and exit in an orderly fashion -Stay in your seat -Report any incidents	-Use equipment correctly -Keep hands & feet to yourself

Guidelines for Awarding "Together Bucks"

Why?
- The Together Buck is a positive behavior recognition to encourage our students to consistently demonstrate Together's core values:

  Be Respectful, Be Responsible, Be Safe.

- Together Bucks should *ONLY* be given to students who are consistently demonstrating Together's core values.

Who?
- All staff (teaching, office, building service, cafeteria, bus driver and substitute teacher) should be awarding Together Bucks.

Staff – $1 Buck, Bus driver – $2 Buck, Substitute teacher – $3 Buck

---

Guidelines for Awarding "Together Bucks"

Where?
- Together Bucks should be linked to the appropriate behavior based on the locations in the Expectations Matrix.

When?
- Together Bucks should be given immediately to students when a behavior in the Expectations Matrix is consistently observed.

Guidelines for Awarding "Together Bucks"

1. *See your team leader or department head to restock on bucks.*
2. *Try to hand out a minimum of 5 bucks per day.*
3. *Focus on WHAT you are giving out Together Bucks for, rather than on how many.*
4. *Don't use Together Bucks as coercion*

"If you don't do this, I'm not giving you a Together Buck."

TOGETHER MIDDLE SCHOOL

CONGRATULATIONS! The Together staff says that YOU have been

[ ] Respectful   [ ] Responsible   [ ] Safe   (Check one)

YOU, _____ , ARE THE OWNER OF

(Please print in ink)   First Name   Last Name   *"You Earned It!*

$ ONE GENUINE TOGETHER BUCK $

ISSUED BY _____ ON _____
(Please sign legibly in ink)   First Name   Last Name   Date

At the Together Store!

Process for students to spend Together Bucks?

- **Where:** Together Rolling Bucks Store
- **When:** Fridays 15 minutes prior to opening bell and during lunch
- **Items:** Varied and priced according to value

Guidelines for Awarding "Together Bucks"

How?
- When you award the Together Bucks to a student, the student should know exactly why he/she is getting the recognition. The reason should be valid and connected to the core values:

  Be Respectful, Be Responsible, Be Safe.

- Circle one of the three core values on the buck to denote which behavior is being recognized.
- Print the student's first and last name and sign your name legibly in ink.

Interventions

for staff and students

SURFACE MANAGEMENT STRATEGIES

Positive Responses by Teachers

- Non-verbal
  - Verbal

BREAK

15 Minutes

Design a Functional Physical Layout for the Classroom

- Different areas of classroom defined for different activities
  - Define how to determine "what happens where"
- Traffic patterns
- Groups versus separate work stations
- Visual access
  - Teacher access to students at all times
  - Student access to relevant instructional materials
- Density
- Your desk

Maximize Academic Engaged Time

- Efficient transitions
- Maximize opportunities for student responses
- Self-management
- Active Supervision
  - Move
  - Monitor
  - Communication/Contact/Acknowledge
- Children with autism

Ensure Academic Success: Match Curriculum to Student Skills

- Failure as a discriminative stimulus for problem behavior.
  - 70% success rate. (higher for younger learners)
  - Young learners versus experienced learners
  - How can we teach with success and still teach the required curriculum?
- Monitor and adapt
  - Maintain instructional objective, but adjust the curriculum/instruction
  - The art of curricular adaptation (strategies)
- Have fun

Vary modes of instruction

- Group lecture
- Small group
- Independent work
- Integrating Activities
- Peer tutoring

Establish an effective hierarchy of consequences for problem behavior

- Do not ignore problem behavior
  - (unless you are convinced the behavior is maintained by adult attention).
- Establish predictable consequences
- Establish individual consequences AND group consequences

Teacher has System to Request Assistance

- Teacher should be able to identify need for assistance and request help easily.
  - Teacher request for assistance form
  - Three times each year when teacher is prompted to identify students needing extra support.

Activity

- Assume you are the faculty for the whole school.
  - Independently rate your own classroom
    - If you do not have a classroom rate the classroom you know best.
  - Produce a "Mean" for the school by taking the mean of your classrooms.
  - Identify the one element of the self-assessment that would make the biggest difference. Identify one action to be completed within the next three months of school that would improve that element.

Circle Time!!!!

My Commitment for PBIS this quarter is_____.

Questions & Answers

Evaluation - Q1 PBIS Professional Development

Thank you for participating in the Quarterly Professional Development Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

Use the following rating scale when marking your response:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly

Disagree This professional development objectives were clearly stated.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

These professional development activities were beneficial for helping implement PBIS.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me better understand how to implement PBIS.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me better understand my role as a teacher; administrator; or staff (circle one).

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to implement school-wide strategies.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to implement classroom strategies (Teachers Only).

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to assist teachers in implementing classroom strategies (Administrators and Staff Only).

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to implement strategies for individuals.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Overall, this professional development activity was a successful experience for me.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

List on the back any suggestions you have for improving this or future professional development activity.

Together Middle School
Ongoing Professional Development Q2 Training Session Agenda

Time	Activities
08:00 – 08:30	Breakfast; Complete Reflections card (index card) with any burning questions, PBIS tips, recommendations. Place Reflection card in PBIS Comment basket.
08:30 – 09:00	The co-chairs will guide the group in the following activities: "Welcome to Together PBIS, WE Can professional development training sessions. You spoke, and we heard. This year we will begin ongoing training to ensure we all are implementing PBIS correctly to improve the behaviors of our students and to build your toolbox of effective strategies. Let's get started. - Introduction/PBIS Review/Purpose/Outcomes [PowerPoint (PPT) Slides 1-7]. - Reflections (PPT Slide 8)
09:00 – 10:00	The facilitator will lead the training: Focus: Classroom Management PPT Slides 9 – 11
10:15 – 10:30	BREAK – PPT Slide 12
10:45 – 12:00	The facilitator will lead the training: Focus: Designing Classroom Routines PPT Slides 13 – 20
12:00 – 01:00	LUNCH – PPT Slide 21
01:00 – 02:00	The facilitator will lead the training: Focus: Establish Predictable Environment PPT Slides: 22 – 25
02:00 – 02:15	BREAK – PPT Slide 26
02:15 – 03:15	The facilitator will lead the training: Focus: Self-Management: Teacher and Student PPT Slides: 27 – 30
03:15 – 03:30	Circle Time – PPT 31 (Participant will share new learning)
	The co-chairs will: - summarize Q1 training with guiding questions - discuss evaluation process and content. - allow time for participants to complete evaluation forms (Ongoing Professional Development Q1 Evaluation). PPT Slide 32
	Note: The facilitator is a trained district

Ongoing Professional Development Q2 Training Session PowerPoint

Objectives:

The participants will:

- understand how to improve the quality of classroom management.
- learn how to establish a predictable environment
- enhance skills designing classroom routines.
- learn how to work with students in self managing.

Reflection Time

Objective

Identify actions for a school-wide team to improve the quality of *classroom management* throughout the school

---

Main Ideas

- Classroom behavior support practices blend with school-wide systems.
  - As a team, how will you work to make all classrooms effective settings.
- Melding classroom practices to promote academic gains with classroom practices to promote behavioral gains.
- Create a setting that is:
  - Predictable
  - Consistent
  - Positive
  - Promotes student independent behavior (reduce prompts)

Behavioral Expectations
Invest in Appropriate Behavior

Define and teach 3-5 expectations for your classroom

- Positively stated expectations
- Easy to remember
- Posted in the classroom
- Consistent with School-wide rules/expectations
- Taught Directly
  - Positive and negative examples
- Examples:
  - Be safe, Be responsible, Be respectful
  - Respect others, Respect property, Respect self

BREAK

15 Minutes

Establish a Predictable Environment

- Define and teach classroom routines
  - How to enter class and begin to work
  - How to predict the schedule for the day
  - What to do if you do not have materials
  - What to do if you need help
  - What to do if you need to go to the bathroom
  - What to do if you are handing in late material
  - What to do if someone is bothering you
  - Signals for moving through different activities.
    - "Show me you are listening"
  - How to determine if you are doing well in class
- Establish a signal for obtaining class attention
- Teach effective transitions.

Designing
Classroom Routines

Routine	Desired Behavior	Signal
Entering Class	Walk in, sit down, start work	Instruction on board
Obtaining class attention	Orient to teacher, be quiet	?
Getting Help during seat work	?	?

Activity: 12 min
Identify Routines

- What are 3 routines common across classrooms in your school?
- Complete the matrix for your classroom
- What is a PROCESS you might use with your faculty to define and share effective examples?

Classroom Routines Matrix

Routine	What do you expect?	What is the signal?
1.		
2.		
3.		

Teach Students to Self-Manage

- Once students know the routines, allow routine initiation to be prompted by normal events (the bell... completion of an assignment)... rather than rely on teacher prompts.
- Teach self-management
  - The target behavior
  - The self-management behavior
    - Prompts
    - Consequences

3. Active Supervision

- Move
- Interact
- Acknowledge

- Proximity makes a difference

4. Establish a "positive environment"

☐ Five instances of praise for every correction.

☐ Begin each class period with a celebration.

☐ Your first comment to a child establishes behavioral momentum.
  - Engelmann, Mace, "interspersed requests"

☐ Provide multiple paths to success/praise.
  ☐ Group contingencies, personal contingencies, etc

Activity: 7 min

- You are interested in student's being respectful of each other.
- How would you build an acknowledgement system in your classroom that promotes and encourages being respectful of others?

LUNCH

One Hour

Establish a Predictable Environment

☐ **Define and teach classroom routines**
  ☐ How to enter class and begin to work
  ☐ How to predict the schedule for the day
  ☐ What to do if you do not have materials
  ☐ What to do if you need help
  ☐ What to do if you need to go to the bathroom
  ☐ What to do if you are handing in late material
  ☐ What to do if someone is bothering you.
  ☐ Signals for moving through different activities.
    - "Show me you are listening"
  ☐ How to determine if you are doing well in class
☐ **Establish a signal for obtaining class attention**
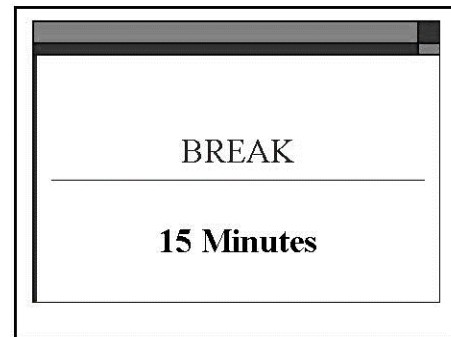☐ **Teach effective transitions.**

Designing Classroom Routines

Routine	Desired Behavior	Signal
Entering Class	Walk in, sit down, start work	Instruction on board
Obtaining class attention	Orient to teacher, be quiet	?
Getting Help during seat work	?	?

Activity: 12 min
Identify Routines

☐ What are 3 routines common across classrooms in your school?

☐ Complete the matrix for your classroom

☐ What is a PROCESS you might use with your faculty to define and share effective examples?

Classroom Routines Matrix

Routine	What do you expect?	What is the signal?
1.		
2.		
3.		

BREAK

15 Minutes

Teach Students to Self-Manage

- Once students know the routines, allow routine initiation to be prompted by normal events (the bell… completion of an assignment)… rather than rely on teacher prompts.
- Teach self-management
  - The target behavior
  - The self-management behavior
    - Prompts
    - Consequences

Active Supervision

- Move
- Interact
- Acknowledge

Proximity makes a difference

Establish a "positive environment

- Five instances of praise for every correction.
- Begin each class period with a celebration.
- Your first comment to a child establishes behavioral momentum.
- Provide multiple paths to success/praise.
  - Group contingencies, personal contingencies, etc

Activity: 7 minutes:

- You are interested in student's being respectful of each other.
- How would you build an acknowledgement system that promotes and encourages being respectful of others?

Circle Time!!!!

My Commitment for PBIS this quarter is_____.

Questions & Answers

REVIEW

Evaluation – Q2 PBIS Professional Development

Thank you for participating in the Quarterly Professional Development Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

Use the following rating scale when marking your response:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree

This professional development objectives were clearly stated.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

These professional development activities were beneficial for helping create classroom management plan.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me design classroom routines.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me better establish predictable environments.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to implement school-wide strategies.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to understand self-management processes for teachers and students.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity allowed me to dialogue about PBIS processes.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to better understand PBIS strategies.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Overall, this professional development activity was a successful experience for me.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

List on the back any suggestions you have for improving this or future professional development activity.

Ongoing Professional Development Q3 Training Session Agenda

Time	Activities
08:00 – 08:30	Breakfast; Complete Reflections card (index card) with any burning questions, PBIS tips, recommendations. Place Reflection card in PBIS Comment basket.
08:30 – 09:00	The co-chairs will guide the group in the following activities: • "Welcome to Together PBIS, WE Can professional development training sessions. You spoke, and we heard. This year we will begin ongoing training to ensure we all are implementing PBIS correctly to improve the behaviors of our students and to build your toolbox of effective strategies. Let's get started. • Introduction/PBIS Review/Purpose/Outcomes [PowerPoint (PPT) Slides 1-8]. • Reflections (PPT Slide 9)
09:00 – 10:30	The facilitator will lead the training: Focus: Appropriate Behaviors with Praise, Rewards & Reinforcers PPT Slides 10 – 18
10:30 – 10:45	BREAK – PPT Slide 19
10:45 – 12:00	The facilitator will lead the training: Focus: Praise and Acknowledgements PPT Slides 22 – 26
12:00 – 01:00	LUNCH – PPT Slide 27
01:00 – 02:00	The facilitator will lead the training: Focus: Rewards PPT Slides: 28 – 32
02:00 – 02:15	BREAK – PPT Slide 33
02:15 – 03:15	The facilitator will lead the training: Focus: Reinforcers PPT Slides: 34 – 40
03:15 – 03:30	Circle Time – PPT 41 (Participant will share new learning)
	The co-chairs will: • summarize Q1 training with guiding questions • discuss evaluation process and content. • allow time for participants to complete evaluation forms (Ongoing Professional Development Q1 Evaluation). PPT Slide 42
	Note: The facilitator is a trained district

Ongoing Professional Development Q3 PowerPoint
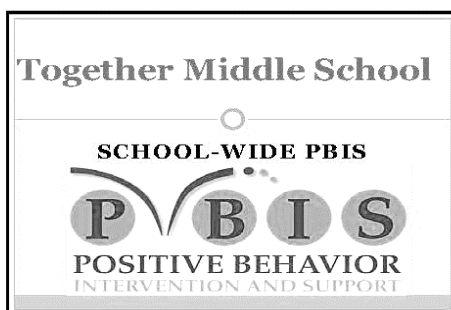
Together Middle School

SCHOOL-WIDE PBIS

P B I S

POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

What is PBIS?

What is Positive Behavior Intervention & Support?

Positive Behavioral Support (PBIS) refers to the application of positive behavioral interventions and systems to achieve socially important behavior change.

(OSEP, 1999)

What is Positive Behavior Intervention & Support?

PBIS fosters a positive climate to promote behavioral and academic success.

Objectives:

The participants will:
- understand how to use appropriate behavior strategies.
- learn how to use appropriate praise.
- learn how and when to provide awards.
- learn about different types of reinforcers and when to use them appropriately.

SUCCESS CRITERIA

❖ You know you are successful when:
- You have a clear understanding of your role as a staff member in your school's implementation of the PBIS framework
- Understand and can implement some PBIS best practices around your school, classroom, and individuals to improve the educational experience of all students.

EXPECTATIONS

BE RESPECTFUL
LISTEN TO OTHERS
ALLOW OTHERS TO SPEAK
DO NOT USE MEDIA DURING INSTRUCTION

BE RESPONSIBLE
CONTRIBUTE TO DISCUSSIONS
TAKE NOTES AS NEEDED

BE SAFE
TAKE CARE OF YOURSELF
AVOID CONFRONTATION

SWPBS Practices

School-wide

Classroom

Non-classroom

Family
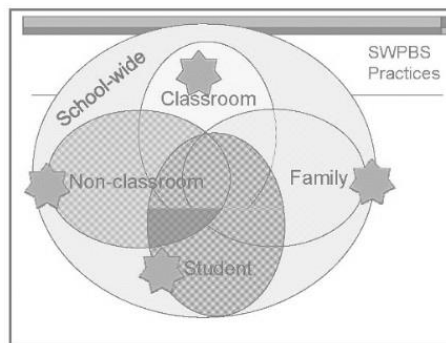
Student

Reflection Time

Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through instruction, practice, feedback, and encouragement.
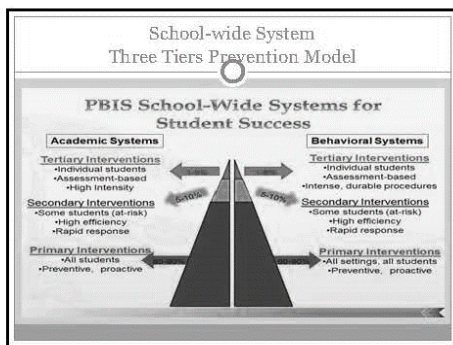

Research Findings

- Teaching behavior expectations, having a reward system, and monitoring must occur if implementation fidelity and sustainability are to be achieved
- Administrative support, communication, and data-based decision-making were found to be the most important characteristics for long-term sustainability

Doolittle, 2006

Lesson Plan Items

- A behavioral curriculum includes teaching expectations and procedures/rules
- Lessons include examples and non-examples
- Lessons use a variety of teaching strategies
- Lessons are embedded into subject area curriculum
- Faculty/staff and students are involved in development and delivery of behavioral curriculum
- Strategies to share key features of PBIS program with families/community are developed and implemented

BOO

**School-wide System
Three Tiers Prevention Model**

PBIS School-Wide Systems for Student Success

Academic Systems

Tertiary Interventions
•Individual students
•Assessment-based
•High Intensity

Secondary Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Primary Interventions
•All students
•Preventive, proactive

Behavioral Systems

Tertiary Interventions
•Individual students
•Assessment-based
•Intense, durable procedures

Secondary Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Primary Interventions
•All settings, all students
•Preventive, proactive

Research on Ratio of Interactions

- After withdrawing praise from a classroom, off-task behavior increased from 8.7% to 25.5%
- When the rate of criticism was increased, off-task behavior increased from 25.5% to 31.2% with over 50% off-task behavior on some days (Becker, Engleman, & Thomas, 1975)
- In classes where teachers provided less than 65% positive statements, the percentage of students reporting that they like school decreased over the course of the school year
- In classes where teachers provided more than 70% positive statements, students reporting that they like school remained high across the school year (Oregon study)

Activity: Discuss Ways to Measure your Ratio

Measure in short increments of time.
Compare like situations and like times
Collect pre and post – are you doing better?

- Pennies to paperclips
- Index Card Tearing
- Hash marks on tape on your arm or pant leg
- Popsicle Sticks – move them from one jar to the other for individuals you have given a positive

---

Non-contingent Attention

- Provides time and attention that is not tied to performance
- Fulfills the need to be noticed and valued
- Benefits
  - Student teacher rapport
  - Positive role-model for social interaction
  - Improved climate overall
  - Greeting, show interest, invite questions, interest conversations, provides opportunity to relate to all students – even those with challenging behavior


Components of Acknowledgement Plans

Immediate/High frequency/Predictable/Tangible
  Delivered at a high rate for a short period while teaching
    new behaviors or responding to problem behavior
    Name behavior and tie back to school-wide expectation upon
  delivery
    Examples: "Caught Being Good", "Lincoln Loot", "Titan Bucks",
  positive   referrals, points for privilege levels – turned in for
  tangible/non-tangible prize
Intermittent/Unexpected
  Bring "surprise" attention to certain behaviors or at scheduled
  intervals
  Used to maintain a taught behavior
  Examples: Raffles, special privileges, principal random call
Long-term Celebrations
  Used to celebrate/acknowledge accomplishment
  ALL kids, all adults
  Examples: Quarterly activities: popcorn party, class movie, class
field day

PBIS School-wide Acknowledgement Matrix (Students and Adults)

TYPE	WHAT	WHEN	WHERE	WHO
Immediate/High Frequency; In the moment; predictable (e.g., Gotchas, Paws, High Fives)	STUDENTS: ADULTS:	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data		ALL STUDENTS, ALL ADULTS
Redemption of high frequency (e.g., school store, drawings)	STUDENTS: ADULTS:	At least monthly		ALL STUDENTS, ALL ADULTS
Intermittent/Unpredictable (e.g., surprise homework completion treat, random use of gotchas in hallway)	STUDENTS: ADULTS:	Maintaining a taught behavior (fading)		ALL STUDENTS, ALL ADULTS
Long-term School-wide Celebrations (school-wide not individually based) FOR: Ex: ODR reduction, school-wide target met for certain setting/behavior brand ACTIVITY: (e.g., ice cream social, dance, game day)	BOTH TOGETHER	At least quarterly		ALL STUDENTS, ALL ADULTS

Slide 1

BREAK

15 Minutes

Slide 2
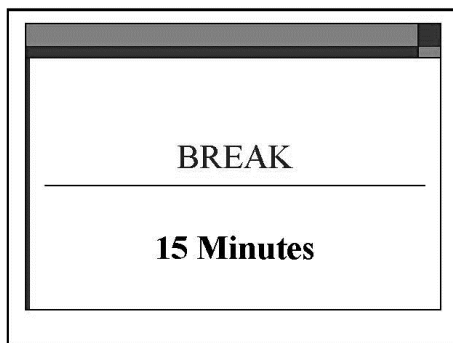
Guidelines for Use of Acknowledgements

Reinforcements are for every student in the classroom, regardless of where they fall in the PBIS triangle.

➤Over time, move from:
- other-delivered to self-delivered (extrinsic vs. intrinsic motivation)
- Highly frequent to less frequent
- Predictable to unpredictable
- Tangible to social

➤Adapt to data analysis feedback: "boosters"

Slide 3

Acknowledgement of Appropriate Behaviors

Specific and Contingent Praise-Make eye contact and use behaviorally specific language. Provide immediate feedback and acknowledge appropriate behavior often.

Group Contingencies

All for one-If entire class completes work on time they all get 10 minutes free time.

One for all-Students divided into groups. Groups earns points, and group with most points wins reward.

To each his/her own-Independent Group Contingency-everyone who earns points receives a reward.

Utilize Behavior Contracts (group or individual)

Token Economy that can be based on how school reward system operates.

Slide 4

Research on Praise

Praise has the strongest research, with increases shown in:

- Students' correct responses
- Work productivity and accuracy
- Academic performance
- On-task behavior and attention
- Compliance, positive comments about self
- Cooperative play

Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008

Slide 5

Scenario

- Students are completing a written assignment. One student struggles with writing and has difficulty completing even a couple of sentences. Another student writes clearly and concisely. What would *effective* praise look like for each student?

Slide 6

Effective Praise

- Contingent
- Specific
- Credible and focused on what the student did
- Rewards specified performance
- Provides information about student competence
- Orients toward task-related behavior
- Uses prior accomplishments as context for describing current successes
- Noteworthy effort
- Attributes success to effort
- Fosters intrinsic attributions

Brophy, 1981

Activity: Ball Toss
Opportunities to Say "You're Terrific!"

- Ball Toss Activity-The person who has a birthday closest to today will begin by sharing their favorite praise statement, then will toss the ball to someone in the group. Keep the ball toss going until the activity ends.

Group Contingency Considerations

- Promotes team work

- Uses peer influences to correct inappropriate behavior

- May result in conflict within the classroom

- Good opportunity for modeling/role playing and teaching class wide appropriate behavior (embedding skills)

LUNCH

One Hour

Small Group Contingency

- Small Group
  - ✓ The reward is given to all members of a group.
  - ✓ Individual performance can affect the entire group.

  (Members must perform at or better than a specified level to receive a reward and are competing with other groups in the class.)

  - ✓ Team competition promotes higher interest and participation
  - ✓ Can promote unhealthy competition
  - ✓ Group may not have equal chance for success (may need to change the groups periodically)

Behavioral Contracts

- A written document that specifies a contingency for an individual student or in this case…whole class

- Contains the following elements:
  - Operational definition of BEHAVIOR
  - Clear descriptions of REINFORCERS
  - OUTCOMES if student fails to meet expectations
  - Special BONUSES that may be used to increase motivation or participation
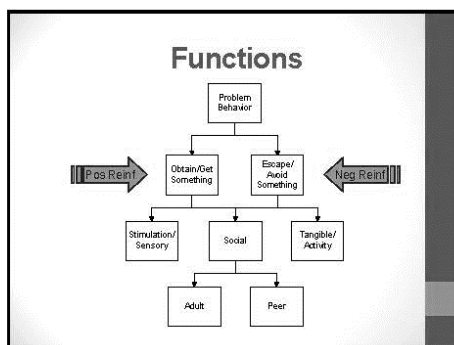
  *Give an example of when you have successfully used a behavior contract with a whole class

Wolery, Bailey, & Sugai, 1998

Establishing a Token Economy

- Determine and teach the target skills
- Select tokens
- Establish a system of fairness
- Identify the number of tokens required to receive reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored

*Discuss pros and cons with person in front of

Functions

Problem Behavior

Pos Reinf → Obtain/Get Something | Escape/Avoid Something ← Neg Reinf

Stimulation/Sensory | Social | Tangible/Activity

Adult | Peer

Rewards

Rewards are (a) defined by the effect they have on behavior, (b) match the function of the behavior, and (c) are not based on the adults' perception of desirability.

BREAK

15 Minutes
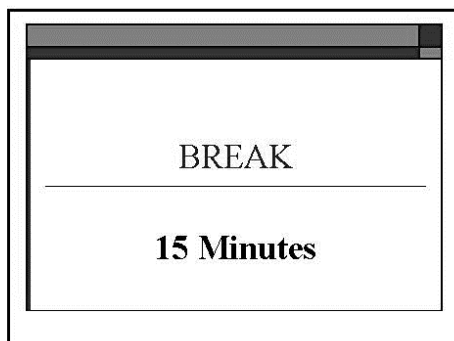
Sensory Reinforcers

Sensory reinforcers are things you can hear, see, smell, or touch:
- Listen to music
- Sit in special chair
- Hold a stuffed animal/toy
- Choose a poster
- Watch a movie

Natural Reinforcers

Natural reinforcers are things students like to do/ask to do during free time:
- Play a game
- Read a book
- Free time with a friend
- Play a sport
- Be in charge of materials
- Put up a bulletin board

Material Reinforcers

Material reinforcers work for students who require immediate reinforcement in smaller amounts:
- Stickers
- Materials: pencils, pens, paper, bookmarks
- Trading cards
- Movie Tickets
- Food coupons
- Juice drinks

Generalized Reinforcers

Generalized reinforcers work for students who can delay gratification, as the reinforcer is exchanged for an item of value at a later time:

- Raffle tickets
- Tokens
- Poker chips
- Points/credits

Social Reinforcers

Social reinforcers should be paired with other types of reinforcers when students are first learning new skills:

- Smile
- Wink
- Compliment
- Effective praise
- Proximity

Effective Environments---Critical Factors

- Educators, Students, and/or Parents:
  - Know what is expected
  - Know curriculum and instruction in place to get good learning outcomes
  - Receive recognition for demonstrating expectations
  - Have a co-worker who cares and pays attention
  - Receive encouragement to contribute and improve
  - Can identify someone they "relate to"
  - Feel the mission of the class makes their efforts worthwhile
  - See staff and students committed to doing a good job
  - Feel they are learning new things and getting better
  - Have an opportunity to learn and teach

Buckingham & Coffman, 2002

Activity: Effective Environment

- Describe what you see as an effective environment as you look at your school-wide environment
- Describe what you see as an effective environment as you look at your classroom environment
- Describe what you see as an effective environment as you look at individual student behaviors

Circle Time!!!!

My Commitment for PBIS this quarter is_____.

Questions & Answers

Evaluation – Q3 PBIS Professional Development

Thank you for participating in the Quarterly Professional Development Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

Use the following rating scale when marking your response:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree

This professional development objectives were clearly stated.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

These professional development activities were beneficial for understanding and implementing appropriate behaviors.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

This professional development activity helped me understand how to provide appropriate praise.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

This professional development activity helped me to better understand the reward system.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

This professional development activity helped me to better understand reinforcers.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

This professional development activity allowed me to dialogue about PBIS processes.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

This professional development activity helped me to better understand PBIS strategies.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

Overall, this professional development activity was a successful experience for me.
 Strongly agree Agree   Neutral   Disagree   Strongly disagree
 5   4   3   2   1

List on the back any suggestions you have for improving this or future professional development activity.

Together Middle School
Ongoing Professional Development Q4 Training Session Agenda

Time	Activities
08:00 – 08:30	Breakfast; Complete Reflections card (index card) with any burning questions, PBIS tips, recommendations. Place Reflection card in PBIS Comment basket.
08:30 – 09:00	The co-chairs will guide the group in the following activities: • "Welcome to Together PBIS, WE Can professional development training sessions. You spoke, and we heard. This year we will begin ongoing training to ensure we all are implementing PBIS correctly to improve the behaviors of our students and to build your toolbox of effective strategies. Let's get started. • Introduction/PBIS Review/Purpose/Outcomes [PowerPoint (PPT) Slides 1-8]. • Reflections (PPT Slide 9)
09:00 – 10:30	The facilitator will lead the training: Focus: Examining the Data – Academic and Discipline PPT Slides 10 – 15
10:30 – 10:45	BREAK – PPT Slide 16
10:45 – 12:00	The facilitator will lead the training: Focus: Changes to PBIS PPT Slides 17 – 23
12:00 – 01:00	LUNCH – PPT Slide 24
01:00 – 02:00	The facilitator will lead the training: Focus: Teaching Behaviors PPT Slides: 25 – 31
02:00 – 02:15	BREAK – PPT Slide 32
02:15 – 03:15	The facilitator will lead the training: Focus: Strategies for Individual and Group PPT Slides: 33 – 40
03:15 – 03:30	Circle Time – PPT 41 (Participant will share new learning)
	The co-chairs will: • summarize Q1 training with guiding questions • discuss evaluation process and content. • allow time for participants to complete evaluation forms (Ongoing Professional Development Q1 Evaluation).PPT Slide 44
	Note: The facilitator is a trained district

Ongoing Professional Development Q4 PowerPoint

Together Middle School

SCHOOL-WIDE PBIS

PBIS

POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

What is Positive Behavior Intervention & Support?

- "PBIS" is short for Positive Behavioral Intervention and Supports.
- PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

What does PBIS have to do with Together Middle School?

- Effective classroom management and preventive school discipline are essential for supporting teaching and learning.
- PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.

PBIS is not:	PBIS is:
…a canned program in a box for purchase.	…a support to address proactive systems changes in the "way schools do business."
…throwing out the baby with the bathwater.	…a way of taking all the great initiatives already implemented in the school and tying them together into a framework that works toward a common language, common practice, and consistent application of positive and negative reinforcement.
…being sickeningly sweet to children and giving them stickers.	…teaching, modeling, practicing, and rewarding appropriate behavior and having clear consequences for targeted behaviors.
…ignoring inappropriate behavior.	…achieving full staff "buy-in" on consistent implementation of office discipline referrals. If it is not okay to cuss in classroom "A", then it will not be okay to cuss in classroom "B".
…something a bunch of people made up for the new pendulum to swing in the educational field.	…rooted in evidence based practices which adults use to respond to the interventions needed to address behavioral and academic competence for each and every student.

What is Positive Behavior Intervention & Support?

PBIS fosters a positive climate to promote behavioral and academic success.

SUCCESS CRITERIA

❖ You know you are successful when:
- You have a clear understanding of your role as a staff member in your school's implementation of the PBIS framework
- Understand and can implement some PBIS best practices around your school, classroom, and individuals to improve the educational experience of all students.
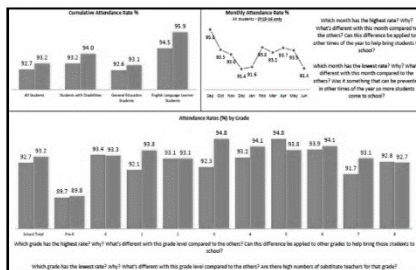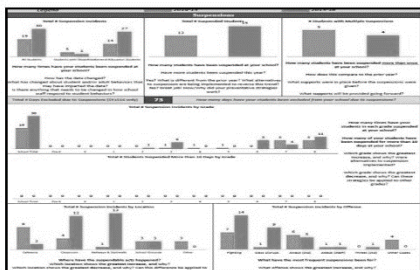
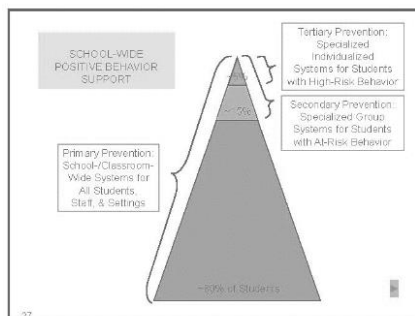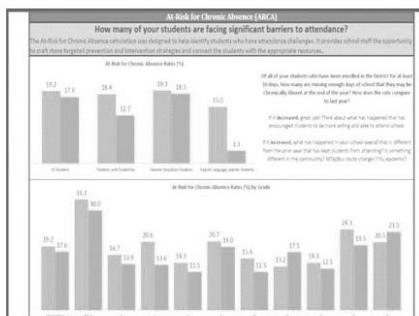Objectives:

The participants will:
- examine discipline and academic data.
- examine how and when to make changes to PBIS.
- understand various teaching behaviors.
- learn strategies for supporting individual and group.
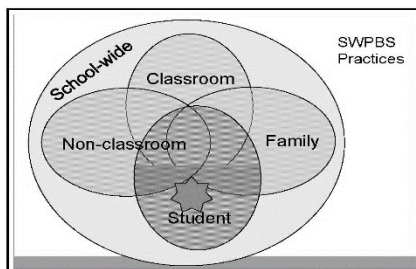
Back Down Memory Lane
Think-Pair-Share

- **Think:** What were some misbehaviors I observed in class this school year?
- **Pair:** Student's behavior really pushed my buttons in the classroom last copared to this year?
- **Share:** What is the most common behavior in your group?

BREAK

15 Minutes

Changes to PBIS

WHAT CHANGES WOULD YOU MAKE TO PBIS AT TOGETHER MIDDLE SCHOOL-WIDE AND CLASSROOM?
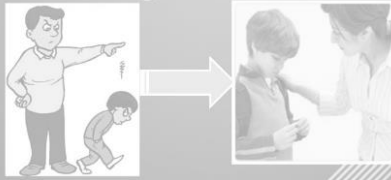
Example of Matrix

RESPECTFUL	ON-TIME	ACCOUNTABLE	RESPONSIBLE	SAFE
• Speak when called on or spoken to. • Be courteous and use kind words. • Use supplies with care. • Bullying will not be tolerated. • Keep the room neat and clean. • Keep the learning environment positive.	• Be in your classroom by 8:00 am. • Have all materials needed. • Complete all assignments on-time. • Transition quickly and quietly.	• Keep your hands & feet to yourself. • Stay in the room and in your seat. • Use an inside voice. • Request permission to leave the room and take a pass.	• Speak when called on or spoken to. • Be courteous and use kind words. • Use supplies with care. • Bullying will not be tolerated. • Keep the room neat and clean. • Keep the learning environment positive.	• Keep your hands & feet to yourself. • Stay in the room and in your seat. • Use an inside voice. • Request permission to leave the room and take a pass.

Skit Time!!!
- We will form groups based on the colors on each index card.
  Orange: Classroom
  Pink: Auditorium
  Yellow: Lockers
  Green: Bathroom
  Blue: Hallway
  Purple: Cafeteria

- Refer to the matrix.
- Prepare skit on examples of Roaring and non-examples. (1-2 minutes.)

  Time: 5 Minutes to prepare.

Shifting the Mindset

It's not how we react…. It's how we respond.

School Wide Expectations

Together we will set 5 school wide expectations.

Middle School Expectations
- Arrive promptly and enter quietly
- Be prepared with all materials and stay on task.
- Follow all directions the first time given.
- Remain in assigned area.
- Be kind and respectful toward yourself and others.

School Wide Redirection

Together we will come up will a Multi-Step Redirection System.

LUNCH

One Hour

Behavioral Errors

• Typically occur because:
  • Students do not have appropriate *skills* (i.e., skill deficits)
  ○ Students do not know *when* to use skills
  ○ Students are not *taught* what they need to know
  ○ Skills are not taught in *context*

"If a child doesn't know how to read, *we teach*."

"If a child doesn't know how to swim, *we teach*."

"If a child doesn't know how to multiply, *we teach*."

"If a child doesn't know how to drive, *we teach*."

"If a child doesn't know how to behave, *we...*
...*teach? ...punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

*Discuss for 3 minutes with your shoulder partner

Herner, 1998

Research on Teaching Behavior Expectations and Procedures

• Decreases in problem behavior were found in non-classroom areas where there was:
  ○ Active teaching of expected behaviors
  ○ Active supervision
  ○ Use of pre-correction for prevention
  ○ High rates of positive reinforcement

Lewis, Colvin, & Sugai, 2000; Lewis & Garrison-Harrell, 1999;
Lewis, Powers, Kelk, & Newcomer, 2002; Lewis, Sugai, & Colvin, 1998

Why Develop a System for Teaching Behavior?

• Behaviors are prerequisites for academics
• Procedures and routines create structure
• Repetition is key to learning new skills:
  ○ For a child to *learn something new*, it needs to be repeated on average **8** times
  ○ For a child to *unlearn* an old behavior and replace it with a new behavior, the new behavior must be repeated on average **28** times *(Harry Wong)*

Strategies for Success

• Describe specific, observable behaviors for each expectation
• Plan to model the desired behaviors
• Provide students with written and graphic cues in the setting where the behaviors are expected
• Acknowledge efforts
• Plan to re-teach and restructure teaching
• Allow students to participate in the development process
• Use "teachable" moments that arise in core subject areas and in non-academic times

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Point out what they are doing right

The quickest way to change behavior….in anyone.

BREAK

15 Minutes

Regaining Composure

"I am safe."

(Shifts you from limbic system to cortex)

"I feel calm."

(Reduces adrenaline)

"I can help this child with his/her problem."

(Unhooks you emotionally)

Cool Down Area

Where one goes to:

- Regain composure
- Maintain control when upset
- Do calming thing /Classwork

Rules:

- Adult can send a child
- Child can remove him/herself
- Set the timer before you send them there

Examples of Materials in the Cool Down Area

Provide materials that help to soothe the brainstem and limbic system.

squeeze balls, wave bottles, pinwheels, star glasses, blanket, large bean bag, rocking chair, keepsake pictures, books etc.

Examples:

Examples (cont):

Examples (cont):

Rewards Group Work!

Together Exchange

- **Step 1:** Write three rewards for following expectations.
- **Step 2:** Decide on a "price" for it.
- **Step 3:** Share

Time: 5 min.

Consistency Works

This should be on every PBIS Board:

- Expectations
- Rewards for Following Expectations
- Consequences for breaking expectations
- PBIS Pledge
- Matrix
- Point conversion Chart (Gr: 6-8)

Circle Time!!!!

My Commitment for PBIS this quarter

is_____.

Questions & Answers

REVIEW

Evaluation – Q4 PBIS Professional Development
Thank you for participating in the Quarterly Professional Development Training Session. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions. Use the following rating scale when marking your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree

This professional development objectives were clearly stated.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

These professional development activities were beneficial for understanding discipline data.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

These professional development activities were beneficial for understanding academic data.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to better understand changes needed to PBIS implementation at Together Middle School.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to better understand how to implement teaching behaviors.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to better understand strategies for individual and group.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity allowed me to dialogue about PBIS processes.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

This professional development activity helped me to better understand PBIS strategies.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Overall, this professional development activity was a successful experience for me.
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

List on the back any suggestions you have for improving this or future professional development activity.

Appendix B: Observation Protocol

Participant _____ Date _____
Setting _____

The researcher will notify participant of the observation date. The researcher will observe the participant in the classroom for one class period to determine the use of two PBIS academic strategies and two PBIS behavior strategies. The researcher will use non-participant observation and will not disturb the class in any way. Non-participant observation is observation with limited interaction with the people one observes.

Academic Strategy #1:
It is considered best practice to use a mini "warm-up" activity prior to beginning the academic lesson for the day. This "warm-up" activity should act as a bridge between the previous day's lesson and today's content. The key to success for this activity is the degree of difficulty. The activity should be challenging enough to engage all the students, but not so difficult that it cannot be completed successfully.

○   Participant demonstrates continuous use of PBIS techniques in the classroom for
        Academic Strategy #1   YES   NO

Explain:_____
_____
_____

Academic Strategy #2:
Spring can be a stressful time of year for many students. When signs of student stress are recognized, strategies should be utilized to redirect stress towards positive learning opportunities.

1. Incorporate movement activities and games into instructional activities. Allow students to demonstrate what they have learned through art, drama, movement or music.
2. Use a variety of instructional strategies to reach all learners. (Visual, auditory, kinesthetic, etc.)
3. Use quick, informal assessments to monitor student mastery of material. The longer that student feels frustrated or stressed, the more likely they are to act out in the form of disruptive behavior.

○   Participant demonstrates continuous use of PBIS techniques in the classroom for
        Academic Strategy #2   YES   NO

Explain:_____
_____
_____

Behavioral Strategy #1:
The appearance of problem behavior is a great opportunity to recognize positive student behavior rather than increasing the punishment of negative behaviors. The four procedures below are considered best practices for addressing spikes in problem behavior.
1. Review behavioral data to determine problem times and locations.
2. Use the PBIS mini-lessons to re-teach the expectations and rules before and after extended school breaks.
3. Increase the frequency of verbal and tangible rewards for students demonstrating correct behaviors.
4. Design behavioral interventions for students with chronic problem behavior.

○ Participant demonstrates continuous use of PBIS techniques in the classroom for Behavioral Strategy #1   YES   NO

Explain:_____
_____
_____

Behavioral Strategy #2:
Warm weather usually brings spikes in student behavior. A few simple steps will minimize problem behavior and maximize student learning.
1. Give plenty of pre-corrects and reminders for expected behaviors. Prevention is the key.
2. Increase your use of positive reinforcers. Maintain a 4:1 positive to negative ratio of verbal reinforcement.
3. Incorporate games and movement into instructional activities. (walking, stretching, running in place)

○ Participant demonstrates continuous use of PBIS techniques in the classroom for Behavioral Strategy #2   YES   NO

Explain:_____
_____
_____

Appendix C: National Institutes of Health (NIH) Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **kyle gibson** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 09/17/2017.

Certification Number: 2497623.

Appendix D: Interview Script and Interview Questions

Beginning Script

Thank you taking time out of your busy schedule to share your perspectives of school training on the implementation of the PBIS systems. In order to participate in the study, you have met the demographic requirements and the criteria for inclusion.

Your participation will involve a face-to-face in-depth interview with open-ended questions. Interviews are expected to last 30 to 45 minutes depending upon your response. Interviews will be digitally recorded and transcribed verbatim. Participation in the study is strictly voluntary. The sample will include 9 to 11 participants. Participants will have the opportunity to review and verify the transcriptions using a process called member checking. Your consent to participant in this study was received via email. However, you can still decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. To withdraw from the study, you can inform the researcher verbally or in writing before, during, or after the interview process by emailing (EMAIL ADDRESS) or calling (PHONE NUMBER) me. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party. In this research, there are no foreseeable risks to you. Although there may be no direct benefit to you, a possible benefit from your participation in this research study is to share your experiences and impact the PBIS program has had on behavior in your school. The study is needed to assist teachers in gaining a better understanding and the use of PBIS strategies within their classrooms.

Before the interview begins, you will be assigned an alias to preserve anonymity and confidentiality. Your alias for the research study is _____. Please be careful not to mention names during the interview process. If you must use a name, please use only first names in referencing others. Are there any questions before we begin the interview?

Interview Script

I have received your signed, informed consent form. I will ask open-ended questions for you to provide a response. There are no wrong responses. Please be honest in your response based on your experiences. Recording will begin now. [Document time, place, interviewer and interviewee, then proceed to interview questions.]

Time of Interview:

    Date:

    Place:

    Interviewer:

    Interviewee:

1. In what ways do you implement PBIS into your classroom?

2. Do you feel that you have administrative support in using PBIS?

3. Was the PBIS training relevant to the experiences in the classroom?

4. What barriers do you feel hinder PBIS implementation?

5. To what extent are you regularly updated on procedures and process of PBIS?

6. After the training did you feel prepared to implement PBIS into your classroom?

7. What recommendations would you make to improve PBIS training to be more effective?

Ending Script

Thank you for your participation in the study. Please be assured that your responses will be

kept confidential. A verbatim transcription of the recorded interview will be sent to you

through email for you to review, verify accuracy, and provide feedback.