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Positive Behavior Support and Intervention Programs vs Responsive Classroom Programs: Impact on Perceptions of School Climate

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POSITIVE BEHAVIOR SUPPORT AND INTERVENTION PROGRAMS VS. RESPONSIVE CLASSROOM PROGRAMS: IMPACT ON PERCEPTIONS OF SCHOOL CLIMATE

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Dissertation Approval

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Abstract

School climate is an aspect of school life that has been examined closely in recent literature as it related to student interactions, behavior, and student achievement. A number of factors that affect school climate have been identified; these include student/teacher relationships, school safety and student relations, clarity of a school's expectations, perceived fairness of school rules, and the presence of a strong, well-developed and widely-accepted behavior program in a school. Both Positive Behavior Intervention and Support (PBIS) programs and Responsive Classroom (RC) programs have been identified as having a positive impact on school climate at multiple grade levels and across demographics. The Delaware School Climate Survey (DSCS) is a tool that has been used across the state over multiple years to examine perceptions of school climate in multiple informant groups: teachers and staff members, parents and guardians, and students. This study evaluates the Delaware School Climate Survey results both in a PBIS elementary school and in a RC elementary school to examine the perceptions of school climate between informant groups and across the two school intervention programs. Results of the study found that perceptions of school climate were predominantly higher overall in the PBIS school, compared with the RC school. At the domain level, results showed that teachers, parents, and students in the PBIS school reported higher scores in the areas of Teacher/Student Relations, Student Relations and Safety, Fairness of Rules, and Clarity of Expectations domains.

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Chapter 1

Introduction

Positive behavior intervention and support (PBIS) programs intended for school-wide implementation have become increasingly prevalent in recent years. School districts throughout the United States have adopted variations of these programs as a means to address the growing number of disciplinary referrals and problem behaviors within their schools. Positive behavior intervention and support programs are "…a proactive, systems-level approach that enables schools to effectively and efficiently support student (and staff) behavior" (Simonsen, Sugai, & Negron, 2008, p. 33). Research has demonstrated that the implementation of a primary, systems-level intervention program increases positive interactions (Safran & Oswald, 2003), decreases office discipline referrals (Turnbull et al., 2002), and increases consistency among staff with regard to response to problem behaviors (Netzel & Eber, 2003).

Since the introduction of PBIS programs throughout the country, alternative methods of teaching and of supporting prosocial behavior in the schools have been developed. One of these particular methods is titled the Responsive Classroom (RC) program. Responsive Classroom (RC) programs are designed to "...address children's psychological, social, and emotional needs to create an environment that fosters children's engagement in school and bolsters academic achievement as well as social, emotional, and behavioral growth" (Brock et al., 2008).

The RC approach is based on the premise that encouraging and supporting positive peer relationships and interactions will decrease conflict amongst students as well as with teachers (Horsch, Chen, & Wagner, 2002). Similar to a PBIS program, general positive rewards are provided to students when they display prosocial behaviors within the school setting.

The outcomes of multiple research studies have produced strong empirical support for the implementation both of PBIS programs and of RC at an early age (Gamel-McCormick, Amsden, & Hartranft, 2005; Noell et al., 2005; Scott, 2007). Specifically, evidence supports the notion that the younger a child is introduced to PBS and/or RC standards and practices, the more effective these programs will be over time (Horner, Sugai, & Anderson, 2010; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Reynolds et. al., 2007). In discussions, all of the aforementioned studies indicated that prevention of problem behaviors is most effective prior to the manifestation of externalizing behaviors. Furthermore, research on the age of students and the grade level at the time of implementation (i.e., elementary, middle, or high school level) has been found to impact the effectiveness and commitment both of the staff and of the students within the school (Handler et al., 2007). Handler and his team of researchers found that staff buy-in and support for PBIS programs is stronger at the elementary level rather than at the middle or high school levels.

In addition to the age at which a child is first introduced to the principles of a PBIS and/or a RC program in a school setting, parental involvement in their child's academic career and within the school itself has been found to enhance the level of academic performance the child demonstrates (see Reynolds, 1992; Zellman &

Waterman, 1998; DePlanty, Coulter-Kern, & Duchane, 2007). Research indicates that elementary-aged children who have parents who are closely involved in their educational experiences demonstrated lower drop-out rates, higher academic achievement, and increased on-time completion of assignments when the student reaches high school (Barnard, 2004). Additionally, higher levels of parental involvement have also been found to correlate to higher levels of social skills in children (McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004).

School climate is another variable that appears to impact student progress and overall school efficacy. School climate refers to the "quality and character of school life" which includes "norms, values, and expectations that support people feeling socially, emotionally, and physically safe" (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 182). Research has shown the importance of a healthy school climate in achieving academic success (Johnson & Stevens, 2006) as well as in establishing an overall effective school (Pritchard, Morrow, & Marshall, 2005). A positive school climate has been associated with a reduction in reports of negative behaviors among students such as aggression (Aveyard et al., 2004), absences and suspensions (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005), school violence (Deal & Peterson, 2005), and internalizing and externalizing behavior problems (Warren et al., 2006).

Statement of the Problem

There is a plethora of research supporting the strength and success of PBIS programs across grade levels (Luiselli, Putnam, & Sunderland, 2002; Nelson, Benner, Lane, & Smith, 2004). There is also substantial research to support RC programs as a means to address behaviors and student growth across multiple grades (Rimm-Kaufman,

2006). However, there currently is a small research base comparing the impacting effects of these two programs on school climate within one specific school district. Responsive Classroom programs and PBIS programs have been studied extensively in isolation of one another; research is needed to assess the impact that each of these programs has on similar schools within the same school district.

More information is needed to determine if a relationship exists between the effectiveness of an individualized, school-specific behavior program (either PBIS or RC), and reported levels of school climate within each, as reported by multiple sources. Specifically, an analysis is needed to determine if parent, student, and teacher perceptions of school climate are aligned within a specific type of universal intervention program. Perceptions of school climate may vary between groups, and an examination of climate as it relates to positive intervention programs would be beneficial in helping a school plan and design effective programs.

School climate has been found to have a tremendous impact on student progress and achievement (Pritchard et al., 2005) as well as on pro-social behavior development and psychological well-being (Ruus et al., 2007). Additionally, a positive school climate has also been found to engage and elicit support from parents and the surrounding communities (Deal & Peterson, 2009). Research with regard to attracting parental engagement and collaboration and student perceptions in schools needs to be conducted to provide a clearer picture of school climate as it is affected by a universal behavioral program.

Purpose of the Study

The purpose of the study is to present and discuss the two positive intervention programs being implemented in the two schools, the Responsive Classroom program and the Positive Behavior Intervention and Support program. Upon reviewing the benefits of both types of programs and developing hypotheses of anticipated outcomes of the study, the purpose will be to determine if a relationship exists between school climate reports from teachers, parents, and students from two particular schools with regard to the type of behavior intervention implemented in the school. This study will also aim to establish whether or not a correlation exists between parent, teacher, and student reports of school climate in both of the individual schools.

Additionally, analysis regarding the differences in specific domains measured by the Delaware School Climate Survey (DSCS) both in a PBIS and in a RC school will be sought for the three specific surveys (teacher/staff, home, and student). To this end, the study will present an overview both of the PBIS process and of the RC process in the schools, and provide an overview of the elements of each program with regard to school climate. Furthermore, research will be presented on additional factors within schools that may impact the overall school climate.

Research Questions

Research Question 1: Are there differences among DSCS subscales (within subjects repeated measures effect), and is there an interaction effect between the DSCS subscales, intervention program, and Informant variables (three-way within and between subjects interaction effect)?

Research Question 2: Do perceptions of DSCS subscales differ between schools (Intervention main effect)?

Research Question 3: Do perceptions of DSCS subscales differ between staff members, parents, and students (informant main effect)?

Research Question 4: Is there an interaction effect between intervention program and informant report on DSCS subscale measures (between groups interaction effect)?

Chapter 2

Review of the Literature

Positive Behavior Intervention and Support Programs

Positive behavior intervention and support (PBIS) programs were first introduced as a school-wide initiative in 1999. Lewis & Sugai (1999) examined previously collected data from multiple sources regarding behavioral problems, externalizing behaviors (e.g. aggression, hyperactivity, conduct problems, etc.), classroom removal, and discipline referrals as a means to develop a plan of action to decrease these problem behaviors. These researchers developed a program entitled "Effective Behavioral Support (EBS)", and in 1999 published an outline for school-wide implementation of this type of program, in conjunction with a blueprint for implementation, an overview of the central features of EBS, and a case study example. The purpose of their research was to develop and present an alternative to traditional discipline methods in response to problem behaviors and to introduce a proactive model to decrease difficult behaviors (Lewis & Sugai (1999, p. 7).

This was not the first time that an EBS-type program was discussed in literature. Previous research studies had examined this topic in depth in an attempt to develop a system for interrupting negative behaviors and promoting positive behaviors (Lewis, Sugai, & Colvin, 1998; Sugai & Lewis, 1996; Taylor-Greene et al., 1997). These research studies were conducted as a means to establish empirical evidence to support the effectiveness of proactive measures in reducing problem behaviors in schools. Research was focused on reducing negative behaviors through preventative programs aimed at improving social skills in order to yield a reduction in anti-social, problem behaviors.

Initially, the introduction of EBS programs provided schools with two essential elements: a description of the approach to behavior within an EBS framework and three components that were considered crucial for effective implementation (Lewis & Sugai, 1999). According to Lewis & Sugai, “EBS is a systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students" (p. 8). The fundamental components of EBS can be summarized as follows: 1. EBS is a team-based approach for systematic problem solving and planning; 2. EBS uses the application of research-validated instructional and management practices at all levels, and 3. EBS requires a commitment to on-going, meaningful professional development (p. 9). In order for an EBS program to make an impact on a school community, these components must be addressed.

EBS uses a multidisciplinary approach to service delivery that demands an efficient, needs-based system to match behavioral resources with specific student needs. Behavioral interventions are monitored for effectiveness and are adjusted as necessary, based on cumulative data collected throughout the process (Turnbull et al., 2002). A clear, common language and set of consequences is established, based on analysis of the school’s specific area(s) of need, and expected behaviors are clearly displayed, explained, and reinforced regularly and with conviction (Turnbull et al., 2002, p. 386). The movement from EBS to PBIS relative to terminology occurred naturally over time, and these terms may be used interchangeably; today, however, most of the programs are being referred to as PBIS rather than EBS (George & Kincaid, 2008).

PBIS is a three-tiered system with increasing levels, universal (primary care), secondary and tertiary support (Lewis & Sugai, 1999). Specifically, the PBIS team

develops strategies for targeting problem behaviors across settings (classrooms, playground, cafeteria, bus, etc.), and adapts the strategies based on the needs of the school population by targeting the language of the program at a developmentally appropriate level for the school (Sugai & Horner, 2009). This three-tiered system focuses the most resources on the universal level of implementation, with increasing support in the secondary and tertiary levels of support; this approach mirrors the Response to Intervention (RtI) structure (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

RtI is a preventative model of intervention that focuses on intervening on a multi-tiered level to reduce levels of academic failure and increase academic competency (Fairbanks, Sugai, Guardino, & Lathrop, 2007). RtI uses on-going data collection to measure individual student progress to determine if increased support strategies are necessary to improve a child's learning. This increased support structure includes universal, class-wide teaching (tier 1), small-group supplemental instruction and remediation of skills (tier 2), and finally a more individualized, differentiated method of instruction for students with the highest levels of need (tier 3) (Cheney, Flower, & Templeton, 2008).

Levels of Positive Behavior Intervention and Support programs

Tier I: Universal Implementation. Effective development and implementation of PBIS within schools requires varying levels of support (Lewis & Sugai, 1999). These levels begin with the most universal, school-wide application of the program, in which the entire student population within a school district or building is targeted. At this universal level, school teams establish universal strategies and develop a common language for all members of the school community. As an example, the common

language being used within in the school being studied uses the terms ‘expected’ and ‘unexpected’ behaviors when describing actions and attitudes for which the students are responsible.

The school team is responsible for developing a consistent plan for handling behavior referrals or disciplinary actions in collaboration with the school’s administrative team. This also includes adapting and extending the school-wide system to include non-classroom settings, such as the cafeteria, playground, bus and hallways. In a typical school, this universal level of support is sufficient, and studies have shown that, typically, almost 85% of the school population responds to these basic support strategies (Lane et al., 2008; Utley et al., 2002; Warren et al., 2003).

Tier II: Secondary Level of Support. Although the majority of current research on PBIS programs focuses on interventions at the universal level, there ultimately will be students who require supplemental support to reap the benefits of positive social interactions (Lewis & Sugai, 1999). At this secondary level, supplemental interventions are utilized to provide more intensive support to those students who do not fully respond to the universal program. Typically, this group is made up of 5-14% of the school population, and may consist of those students who present with significant risk factors; these may include poor academic achievement, limited family or community support, or poor peer relational skills (Lewis, Jones, Horner, & Sugai, 2010). These students typically require repeated practice of specific social skills and potential environmental modifications (e.g., change of seat, change of classroom) to increase the likelihood of academic and social success (Lewis & Sugai, 1999).

Tier III: Tertiary Level of Support. At this third and most intensive level, the group consists typically of 1-4% of the school population (Lewis, Jones, Horner, & Sugai, 2010). This small group of students requires intensive, individualized behavior support in order to achieve success within the school setting. As with the secondary-level support group, this group of students requires more than simply the basic, universal PBIS program. Students identified as needing tertiary supports typically have multiple disciplinary infractions, perform poorly or below average in the classroom, and are viewed as lacking in social skills. This group of students needs targeted and highly specific strategies to address their chronic maladaptive behaviors. Support at this highly intensive level must focus on behavior modification and an individualized approach to the problem (Scott, Alter, Rosenberg, & Borgmeier, 2010).

Effective Implementation of PBIS Programs

Establishing Needs and Goals. When a school or district recognizes the need for a positive approach to discipline and behavior, it becomes important to ensure maximum impact of the PBIS programs. A key to ensuring that the most effective practices are being implemented with a PBIS program is to provide staff with the proper training and professional development opportunities to become familiar with the program (OSEP, 2004). Staff members need to be instructed by using a research-based program that exhibits all the components of best practices in implementing a universal program within school settings. Additionally, school staff needs the time and administrative support to develop a common language that will be used within the school, and also a set of uniform consequences for the display of problematic behaviors.

Successful implementation of a PBIS program involves developing the use of this common language throughout a school regarding expected behaviors, common practices for handling problem situations and handing out discipline, and consistent application of positive reinforcement (Lewis & Sugai, 1999). The crux of the PBIS philosophy is that all children and adolescents are capable of displaying appropriate and expected behaviors across settings (OSEP, 2004). Because of this, one of the driving forces of PBIS programs focuses on providing a safe, supportive, and respectful school community that fosters and praises positive behaviors. This may include changing the climate of schools from one of reactive measures to discipline infractions and behavioral problems to one of proactive approaches to change behavioral patterns (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010).

It is necessary at the preliminary stages of planning for PBIS implementation to conduct an assessment of the specific needs of the school or district. That is, what will be the focus of the program? What is not working that needs to be tweaked or approached from a different angle? These answers are normally solicited by using a needs assessment technique. This stage of program planning involves gathering information from all involved parties; these could include people from the teaching staff, from office and custodial staff, para-educators or classroom aides, related service providers, administrators, parents, community members, and even the students themselves.

A targeted needs assessment protocol was developed in conjunction with the PBIS implementation plan by Lewis & Sugai (1999). This needs assessment tool, the Effective Behavior Supports Survey (EBSS), was developed as a means to assist schools

and districts in evaluating areas of need within their institutions and to determine what level of support their schools most need, whether it be at the universal, secondary, or tertiary level (Lewis & Sugai). The EBSS was designed to be used by school personnel during the initial planning stage to assess the current status of support within the school and to determine where the need lies for additional support (Safran & Oswald, 2003).

Safran (2006) describes the needs assessment process as "…a multifaceted, dynamic process that should consist of multiple data sources and practitioner contributions" (p. 3). In his study on the validity of the needs assessment tool designed by Lewis & Sugai (1999), Safran examines the use of the EBSS as a means to gather relevant information for tailoring specific PBIS programs for specific areas or levels of need. In addition, Safran examined the current status of multiple levels (e.g., in place, partially in place, not in place) at which specific features, or needs, were being addressed and targeted, and the priority with which each improvement need would be addressed (e.g., low, medium, high) within each of three elementary schools (p. 5). Results of this study found that the improvement of quality, evidence-based interventions in the classroom was the highest priority with all schools surveyed, and that the formal classroom area was also the environment in which the interventions were being utilized most often, as opposed to non-classroom settings (p. 6).

Safran's (2006) study provides valuable information because he demonstrated the reliability and validity of the EBSS. Specifically, Safran was able to provide statistically significant alpha levels for internal consistency at the subscale level (p. 7). This support for the EBSS as a respectable and reliable evaluation tool provides schools that are

striving for PBIS implementation with a springboard from which to conduct a valuable and reliable needs assessment.

Necessary Elements of a School-wide PBIS Program. After a needs assessment has been conducted and target goals identified, the focus of PBIS implementation shifts from assessment to program development. Lewis & Sugai (1999) outline six essential elements that must be determined by the PBIS team within a school. These elements are: 1. A statement of purpose; 2. Development of school-wide expectations; 3. Procedures for teaching these school-wide expectations; 4. A continuum of procedures for encouraging positive behavior; 5. A continuum of procedures for discouraging negative behaviors, and 6. Procedures for monitoring the impact of the school-wide PBIS program (p. 6). These six essential elements of PBIS program development on an individual school level are crucial in establishing a well-rounded and complete PBIS program.

Universal PBIS Supports. After the target behaviors and the six essential elements are outlined and clearly defined by the school PBIS committee, it becomes the job of the school-wide team, as well as all school staff, to develop strategies and lessons for teaching setting-specific, expected behaviors at the universal level (Hendley, 2007). Studies have found that this is most effective when behavioral expectations are introduced uniformly by way of a common series of social skills lessons (Lewis et al., 1998; Algozzine & Algozzine, 2007; Sugai & Lewis, 1996).

After skills are taught for specific settings and with certain scripts, they must be reinforced and rehearsed using multi-modal methods of teaching, including teacher demonstration, role-playing by students, social skills reviews, and writing activities (Sugai

& Lewis, 1996). A crucial element to ensure that these skills are maintained and sharpened by the students is frequent repetition (Scott, Park, Swain-Bradway, & Landers, 2007). This may be done by incorporating elements of the social skills lessons into other areas of the curriculum. One approach to doing this would be to have students create posters illustrating school rules in art class (Lewis & Sugai, 1999).

Secondary and Tertiary Supports. In certain cases, this universal implementation may not reach all students effectively. This typically occurs when a student has a history of behavioral issues, especially if those behaviors are physically aggressive in nature (Warren et al., 2003). It is estimated that approximately 15-20% of students will fall into these Tier II and Tier III categories. The difference between Tier II and Tier III is the level of intensity and individuation that goes into planning the specific interventions. Tier II programs are typically conducted in a small-group format, but Tier III interventions are tailored to an individual (Warren et al).

Tier II Interventions. Tier II PBIS programs are designed for those students who need a more specifically targeted approach and direct instruction to reap fully the benefits of a PBIS program. At the Tier II level, collaborative problem-solving becomes essential in developing an intervention that meets the needs of the child. Cheney et al. (2010) performed a study that examined the effectiveness of a Tier II program entitled Check, Connect, and Expect (CCE) program. This program, which is geared towards students who have been identified as being at-risk for developing more problematic behaviors, is based on over 15 years of research-supported evidence conducted by Check & Connect (C&C) (Sinclair et al., 1998). The program, based on studies conducted in

recent decades, concluded that the quality of students' relationships with school staff is related to student outcomes (Murray & Malmgren, 2005; Carr, 2007).

The CCE program, which focuses on relationship building with students, is led by coaches within the school (Cheney et al., 2010). In the study, which was implemented at the elementary-school level, coaches were identified as individuals who had a history of positive interactions with students and were willing to further enhance these relationships. The job of the coach is to check in frequently with students and to provide them with specific feedback on their academic and social progress. The coach also helps students set daily social goals for success and provides students with reinforcement when they meet their goals. In addition to supervising the daily progress of students, the coach helps students to overcome social difficulties and acquire new social skills in order to be successful in school (Cheney et al., p. 153). Students are taught to self-monitor their behavior before graduating from the program. The coach is responsible for providing these services and serves as a positive role model for students with behavioral problems that interfere with students' school success (Cheney et al).

Positive results were yielded from the CCE program for identified at-risk students (Cheney et al., 2010). Teachers in this study reported that they found the program to be beneficial for overall classroom management, and they reported appreciation for the program. Overall, the researchers found an 84% success rate over a two-year period in decreasing negative behaviors and improving social skills and positive behaviors (p. 157). Although this is only an example of one program being implemented at the Tier II level, it supports the general PBIS goal of providing useful strategies and increased assistance for

students who need a more structured and supportive program to decrease problem behaviors.

Tier III Interventions. PBIS interventions at the Tier III level are designed to individually address a very small population within the school setting, specifically between three to five percent. At this highest level of intervention, the use of Functional Behavior Assessments (FBAs) and Behavior Support Plans (BSPs) is considered the most appropriate practice for establishing an individualized intervention and support program (Baker, 2005; March & Horner, 2002; Sugai et al., 2000). Tier III services begin with an FBA, which serves as a data-gathering tool to compile the information for the development of an effective intervention plan. The FBA identifies target behaviors for intervention and determines antecedent situations or settings to the behaviors; from the FBA, the school team develops an intervention plan to decrease the maladaptive target behaviors, or a BSP (Scott, Alter, Rosenberg, & Borgmeier, 2010).

To examine the use of FBAs and BSPs at the Tier III level, March and Horner (2002) performed a study focusing on three students in a suburban middle school. These students were selected, based on a lack of response to Tier I and II interventions, on having five or more disciplinary infractions within the first four months of school, and on having been nominated by the school's intervention team (March & Horner, 2002). FBAs were conducted for each of these three students, and baseline levels were established from which individualized interventions were designed and implemented. The results of this study determined that the FBAs were useful in two areas: 1. Decreasing problem behaviors, and 2. Increasing academic engagement. The authors concluded that success of a PBS program at the Tier III level requires specific,

individualized teaching of skills to increase prosocial behaviors and to decrease negative interactions (March & Horner,

Summary of PBIS in the Schools

Research points to PBIS as being an effective means to increase positive behaviors in students (Liaupsin et al., 2000; Gamel-McCormick et al., 2005). Interventions implemented at the universal level, that is to all students, are proven to improve student interactions and to create a more positive and prosocial environment. These universal interventions generally reach approximately 80% of the student population. However, more intensive and directed approaches are necessary for the remaining 20% of students, depending on their level of need. The PBIS structure and philosophy have helped shape the direction of schools by providing all students with a system of reinforcement and reward for exhibiting positive behavior.

Responsive Classroom Programs

The Responsive Classroom (RC) approach to instruction and behavior intervention was developed by the Northeast Foundation for Children (NEFC) in 1981 (NEFC, 2006). The NEFC was founded by four elementary school teachers as a means to explore ideas for teaching children positive social and behavioral skills throughout the school day (Rimm-Kaufman & Chiu, 2007). This group of teachers shared the belief that children learn best when they are able to regulate themselves and manage their interactions with others. The NEFC also supported the belief that children are able to access the curriculum and learn only when they are free from social stress and behavioral distractions (NEFC, 2006).

The RC approach is grounded in a series of guiding principles, which were determined using research from educational theory and developmental psychology (NEFC, 2006). These seven principles from the NEFC are as follows: 1. The social and academic curricula are equally important; 2. How children learn is as important as what they learn; 3. Social interaction facilitates cognitive growth; 4. Children need to learn cooperation, assertion, responsibility, empathy, and self-control if they are to be successful socially and academically; 5. Knowing children individually, culturally, and developmentally is essential to good teaching; 6. Knowing children's families is essential to good teaching, and 7. The working relationships among adults in school are critically important to how well children learn (Rimm-Kaufmann & Chiu, 2007, p. 402). These principles were developed by the leaders at the NEFC as a backdrop for the ideal RC program.

Levels of Implementation for the RC Approach

The Responsive Classroom approach is designed to be implemented at the universal level. The design of the RC consists of ten daily steps or classroom practices (Sobel & Taylor, 2006). These classroom practices are designed to be implemented on an on-going basis, and to serve as a structure for the classroom and for the teacher's interaction with students and families.

Effective Classroom Practices. These classroom practices from the NEFC (2006) are as follows:

- Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- Rule Creation—helping students create classroom rules that allow all class

members to meet their learning goals.

- Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique.
- Positive Teacher Language—using words and tone to promote children's active learning and self-discipline.
- Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes and to preserve their dignity.
- Guided Discovery—introducing materials using a format that encourages creativity and responsibility.
- Academic Choice—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work.
- Classroom Organization—setting up the physical room in ways that encourage independence, cooperation, and productivity.
- Working with Families—hearing families' insights and helping them understand the school's teaching approaches.
- Collaborative Problem Solving—using conferencing, role playing, and other strategies to engage students in problem-solving.

Unlike PBIS programs, which provide tiered, increasingly intensive support for children, the RC program does not provide interventions for individual students. Responsive Classroom programs are geared to be proactive in creating a supportive environment for students; however, support is not designed in the RC program beyond the universal level (Weisz et. al., 2005).

Effectiveness of RC Programs

Responsive Classroom programs have been evaluated in multiple settings. Recent studies indicate that the RC approach has been shown to improve a number of areas, including student academic achievement in reading and math (Rimm-Kaufman, Fan, Chiu, & You, 2007), reducing problem behaviors (Elliott, 1999), improving social skills (Rimm-Kaufman & Chiu, 2007), and improving students' attitudes towards school (Zins, Bloodworth, Weissberg, & Walberg, 2004). Additionally, research suggests that programs which support social and emotional development in addition to academic achievement can have a more significant impact across demographic levels than traditional classroom teaching methods (Denton & West, 2002). The RC program also has been shown to have benefits over time; children experiencing high levels of implementation of this program in elementary school showed higher achievement test scores and grade point averages compared with a comparison group during middle school (Battistich, Schaps, & Wilson, 2004).Therefore, effectiveness of RC programs has been documented across grade levels, demographic groups, and in multiple areas.

PBIS and RC Programs in the Classroom

A different approach to implementing both PBIS and RC programs within the classroom focuses on the major player in the classroom, the teacher. Previous research regarding teacher roles in PBIS yielded multiple conclusions in terms of the significance and scope of results. For example, student behavior has been shown to relate to teacher fidelity of intervention implementation (Noell et al., 2005), use of effective commands (Matheson & Shriver, 2005), and provision of specific and contingent praise (Keller, Brady, & Taylor, 2005; Sutherland, Wehby, & Copeland, 2000). The use of praise has

been shown to be one of the most consistently effective teacher behaviors associated with improved student behavior (e.g. Beaman & Wheldall, 2000). Additionally, teacher praise has been found to be most effective when it is contingent, descriptive, personal, and genuine (Chalk & Bizo, 2004).

Myers, Simonsen, & Sugai (2011) performed a study that focused on increasing teachers' use of praise as a means to encourage and reinforce prosocial behavior. Using an RtI approach, the researchers used performance feedback to address teachers' use of praise in the classroom. Four classrooms were observed by the researchers to obtain baseline levels of the teachers' interaction with their classes of middle school students. From the baseline data, individualized interventions were designed for each teacher, focusing on increasingly intensive levels of support and instruction through increasing the use of praise in the classroom. Results of this study yielded a significant decrease in disruptive behavior in three of the four classrooms, and a moderate decrease in disruptive behavior in the fourth classroom (Myers et. al., 2011). The teachers in the study reported that the interventions they implemented in their classrooms were easy to use and the skills they were taught were valuable (Myers et. al., 2011). The researchers concluded that using performance feedback and teaching specific skills to the subjects within the context of an RtI framework were effective in decreasing problem behavior and increasing prosocial behavior within these classrooms (Myers et. al., 2011).

With regard to teacher impact in an RC program, the NEFC emphasizes the need for teachers to build a positive classroom community through the use of the guidelines outlined by the foundation. Sobel & Taylor (2006) discussed developing cultural competency as a teacher in an RC program. Evidence suggests that a teacher's level of

cultural competency is heavily influenced by contextual factors as well as by a teacher's personal history (Sobel & Taylor, 2006); therefore, teacher reflection must be a priority on an on-going basis.

Research Questions and Hypotheses

The questions being posed overall for the purposes of this study are the following:

Research Question 1: Are there differences among DSCS subscales (within subjects repeated measures effect), and are any interaction effects present between the subscales and other independent variables?

Hypothesis 1: It is hypothesized that there will be significant differences among DSCS subscales, and that significant interaction effects would be found.

Research Question 2: Do perceptions of DSCS subscales differ between schools (Intervention main effect)?

Hypothesis 2: It is hypothesized that the perceptions of DSCS subscales will be higher in the PBIS school than in the RC school across all domains.

Research Question 3: Do perceptions of DSCS subscales differ between staff members, parents, and students (Informant main effect)?

Hypothesis 3: It is hypothesized that total reported perceptions of school climate will be higher on the student version of the DSCS in the PBIS school, and that the total reported perceptions of school climate will be higher for parent and teacher groups in the RC school. This hypothesis is based in research that suggests the extrinsic rewards that PBIS provides to students enhance their reports of this program, and that RC programs have been shown to support intrinsic rewards and growth.

Research Question 4: Is there an interaction effect between intervention program and informant report on DSCS subscale measures (between groups interaction effect)?

Hypothesis 4: It is hypothesized that there will be significant interaction effects between intervention program and informant in multiple DSCS subscales.

Chapter 3

Method

Participants

For the present study, participants included teachers and staff members, parents/guardians, and students in both of the schools being analyzed. See Table 1 for sample demographic information.

Table 1.

Sample Population Demographic Information

	N	%	Teacher/Staff n	Parent/Guardian n	Student n
PBIS school	308	57.4	26	109	174
RC school	229	42.6	25	27	176

Teachers/Staff. The participants in the present study included teachers and staff members from two elementary schools. The teachers and staff were current or former members of the school faculty; data being used within the present study were collected over the course of the 2010-2011 school year.

Parents/Guardians. Parents and guardians of the aforementioned student population used in this study were also considered participants. These adults may be the parents or guardians of other students in the elementary schools at the time their own

child was attending. As with former students, parents and guardians may either have a student currently attending one of the two schools or have had a student attend either school during the 2010-2011 school year. It should be noted that there is a significant difference between the PBIS school and the RC school with regard to the number of parents participating in each school. The PBIS school had substantially more parents participate in the DSCS, which may have an impact on overall results.

Students. In addition to the parents and teachers previously discussed, this study also included 3rd, 4th, and 5th grade students from two urban elementary schools. Both of these schools are elementary schools that currently serve students from Kindergarten through grade five. The students may be current or former students of the schools; data being used within the present study have been collected over the course of one academic year, the 2010-2011 school year. The grade levels of the students from whom data will be collected include third, fourth, and fifth grades. Therefore, the range of ages of the students at the time the data were collected was from 10 years through 13 years old.

Measures

The Schoolwide Evaluation Tool – Delaware version.

The first school, School A (PBIS school), is an elementary school in a district that is currently implementing a Positive Behavior Intervention and Support program within the building; this program has been sustained with fidelity within the building for at least three years. Fidelity of the implementation has been monitored using the Schoolwide Evaluation Tool – Delaware version (SET-D). The SET-D is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.

The SET-D evaluates a school's performance on eight specific domains: expectations defined, behavioral expectations taught, social-emotional behavior addressed, rewards system, violations response system, monitoring and data collection, management, and district-level support (Sugai et. al., 2001). These eight domain scores are combined and averaged to provide a Subscale Index Score, which must be above 80% to be considered effective implementation. Additionally, a SET general index score of 80% must also be obtained to assume effective implementation. The results of the SET-D for the PBIS school for the past three school year may be seen in Figure 1.

Responsive Classroom Assessment Tool.

The second elementary school, School B (RC school), has been using a Responsive Classroom program with fidelity for at least three years. Fidelity has been ensured by using the Responsive Classroom Assessment Tool (RCAT). This assessment tool, developed by the NEFC (2006), consists of 125 questions, divided into eight sections: arrival time, interactive modeling, morning meeting, guided discovery, academic choice, classroom organization, classroom management and teacher language, and working with families. Scores are averaged to determine an overall total index score, which must be above 75% in order to ensure effective implementation and fidelity. Results of the RCAT for the RC school for three consecutive years leading up to the study may be seen in Figure 2.

Delaware School Climate Survey

This study utilized data collected by the State of Delaware over a one-year period, the 2010-2011 school year. The data were gathered using the Delaware School Climate Survey (DSCS), which was developed through a partnership between the Delaware

Department of Education and the Delaware Positive Behavior Support (DE-PBS) Project at the University of Delaware's Center for Disabilities Studies (Bear et al., 2011). All survey costs have been covered by the Delaware Department of Education, including the costs of survey forms, data processing, and individual score reports for participating schools.

This survey has three forms: a teacher and staff version (see Appendix A), a home version (see Appendix B), and a student version (see Appendix C). The DSCS is an assessment of reports of school climate, focusing on four domains: Teacher/Student (or Parent) Relations, Student Relations and Safety, Fairness of Rules, and Clarity of Expectations (Bear et al., 2011). With regard to reliability and validity of the DSCS, the following reliability coefficients were determined for the sample population by the Bear et al. (2011) study. This data may be seen in the Table 2.

Table 2.

Reliability Coefficients for the DSCS.

Factors	***Student Survey N=32,000***	***Teacher/Staff Survey N=5,500***	***Parent survey N=15,000***
Teacher/ Relations	.88	.92	.94
Student Relations & Safety	.84	.87	.85
Fairness of Rules	.84	.90	.88
Clarity of Expectations	.84	.87	.88
Total Climate	**.91**	**.94**	**.96**

The factor structure in Table 2 was shown to be stable across grade levels (i.e., elementary, middle, and high school), racial–ethnic groups (i.e., Caucasian, African American, and Hispanic), and gender (Bear et. al., 2011). With regard to the DSCS survey's concurrent validity, scores for each of the four subscales and the total scale correlated moderately, across groups and at the school level, with academic achievement and suspensions and expulsions (Bear et. al., 2011).

Procedures

The present study focused on evaluating and analyzing previously collected data from the state of Delaware's Department of Education. Using the Delaware School Climate Survey (DSCS), the data were collected using two different methods, a paper and pencil format and an online format. Both the student version of the DSCS and the home version were administered via the paper-and-pencil format. The home surveys were sent home via U.S. mail from both schools with a self-addressed, stamped envelope enclosed. The home version of the survey was sent out via U.S. mail in mid-January 2011. The deadline to complete and return the surveys was February 28, 2011. All schools within the school district are provided with the option to choose whether or not to participate in the DSCS; however, not all schools had chosen to do so. The two schools being discussed in this study freely elected to participate in the DSCS.

Student versions were completed during the school day in their homerooms, or 'morning work' periods. The student versions of the DSCS were completed in the third, fourth, and fifth grade classrooms over a three-week period from late January through early February, 2011. The teacher and staff survey was administered via an online link

to the live survey. As with the parent surveys, teachers and staff in each school were provided with the link to the DSCS via their school email addresses in mid-January 2011 and were requested to compete the online survey by February 28, 2011.

Permission was not needed from the participants in this study because the PBIS and RC evaluation process did not solicit identifying information from individual participants, only school-wide and grade-level information. Permission was granted to use this archival data set by the school's administrative team in each of the two school buildings.

The data from each school were gathered from the elementary school and aggregated to form a complete data set for each of the two school buildings. The online data form, the teacher/staff version of the DSCS, was sent directly to the Delaware Department of Education after a staff member had completed the survey. After the deadline for completion had been met in both schools, the student and home versions of the DSCS survey were compiled into two separate packets and were sent via U.S. mail to the State of Delaware Department of Education. Confirmation was received via email from the Delaware Department of Education that the information had arrived successfully at its destination.

After the data had been collected within the school district by the PBIS director, the data were sent to the Department of Education. The Department of Education compiled and organized the data, and subsequently returned the complete data sets to the district's individual PBIS director. The district PBIS director coordinated the dissemination of the data to the proper school administrators, and then made this data available to the researcher for use in the present study.

Analysis

Descriptive statistics (means, standard deviations) and correlation coefficients were computed for each school. To determine potential significance on the DSCS between schools, a repeated measures multivariate analysis of variance (MANOVA) was conducted to determine whether or not main effects exist as they relate to both the school and the informant (teacher/staff, student, and home). The repeated effect is the four DSCS subscales because they are repeated within individual informants. This analysis yielded interaction effects for each of the four subscales on the three survey forms (teacher/staff, parent/guardian, student) and school (school A, the PBIS school, and school B, the RC school). Significant interaction effects required further step-down ANOVA analyses for each domain.

Bonferroni post-hoc tests were subsequently utilized to compare significant main and interaction effects. Bonferroni was chosen because it reduces likelihood of a Type 1 error. The homogeneity of variance assumption was tested using Box's M test for the equality of homogeneity of the covariance matrices, and Mauchly's Sphericity tests were used to examine the null hypothesis that the error covariance matrices of the orthonormalized transformed variables met sphericity assumptions. Finally, Levine's test was used to assess for equality of error variances.

Chapter 4

Results

Fidelity of Implementation

To ensure treatment fidelity of both programs, evaluation measures were used at both the PBIS school and the RC school. Both the PBIS program and the RC program have been implemented with fidelity for the past three years. Evidence of this may be seen in Figures 1 and 2.

Figure 1. SET-D Scores for the PBIS School across a three-year timeframe.

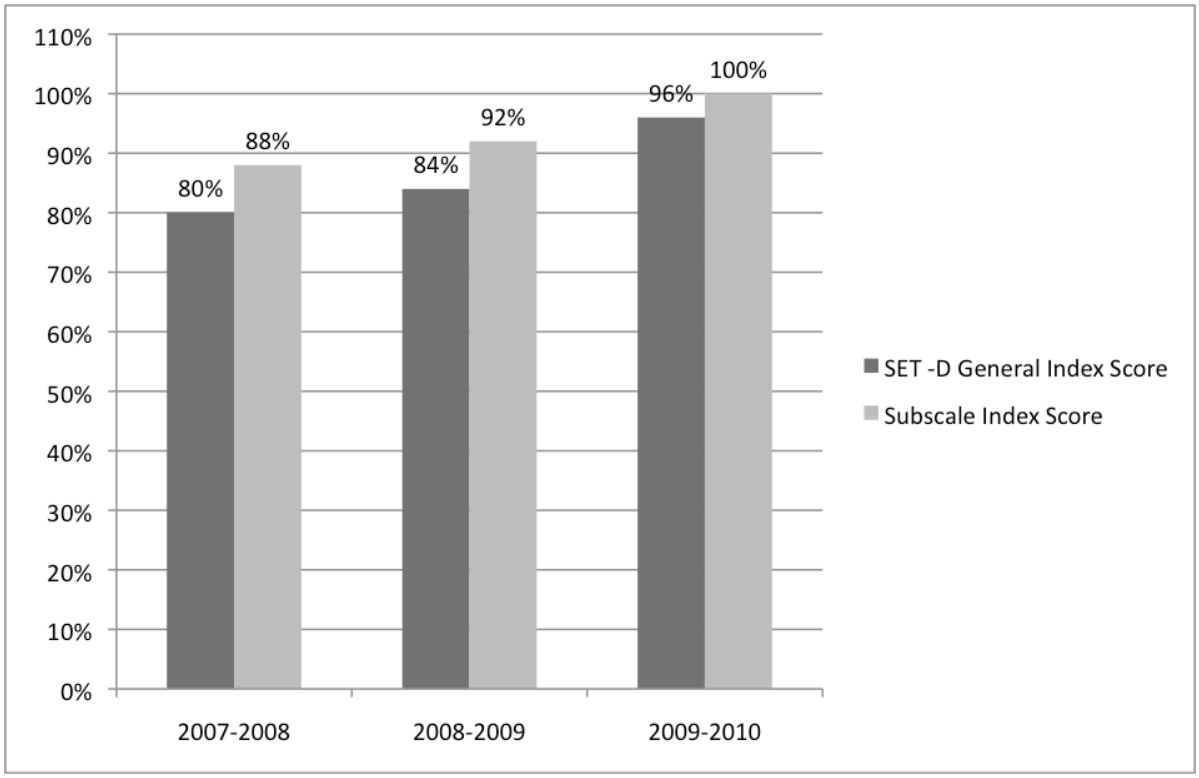
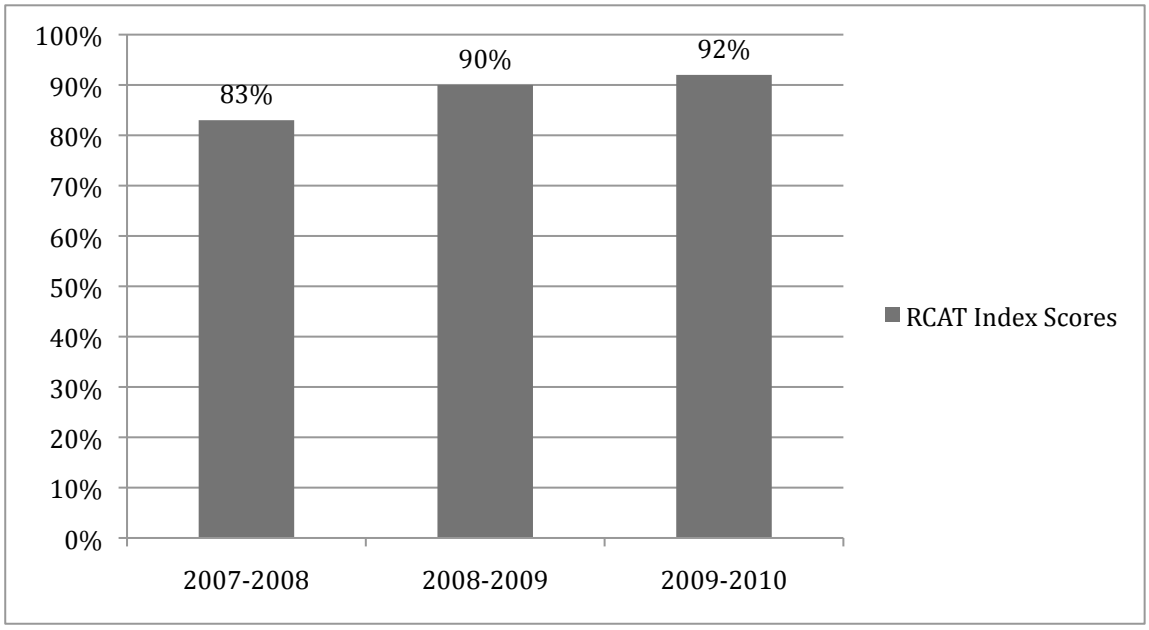


Figure 2. RCAT Scores for the RC School across a three-year timeframe.



DSCS descriptive statistics and zero-order correlations

Means, standard deviations, and correlation data were examined to determine relationships between the five dependent variables: (Teacher/Student Relations (TSR), Student Relations and Safety (SRS), Clarity of Expectations (CE), Teacher/Parent Relations (TPR), and the Total Score (TS) on the DSCS. The correlations between domain scores were found to be significant in all but one group, TSR and SRS. These results may be seen in Table 3.

Table 3.

DSCS descriptive statistics and zero-order correlations for entire sample.

	1.	2.	3.	4.	5.
1. Teacher/Studen Relations *M* = 3.38 *SD* = .20	-	.03	.12**	.15**	.23**
2. Student Relations and Safety *M* = 3.32 *SD* = .20	-	-	.13**	.15**	.12**
3. Clarity of Expectations *M* = 3.32 *SD* = .23	-	-	-	.23**	.25**
4. Teacher/Parent Relations *M* = 3.31 *SD* = .25	-	-	-	-	.29**
5. Total Scale *M* = 3.34 *SD* = .19	-	-	-	-	-

Note. **Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows means and standard deviations for the overall population with regard to the five DSCS domains being examined. TSR was found to have the highest overall mean (*M* = 3.38), followed by the TS (*M* = 3.34), SRS (*M* = 3.32) and CE (*M* = 3.32), and finally TPR (*M* = 3.31). With the exception of TSR and SRS, a significant correlation was found to exist between the other individual subtest domains. Because

the correlations were found to be weak, it was determined that examination of the Total Score domain (TS) was not appropriate; therefore, only the four individual domains will be examined further.

Multivariate Examination of Main Effects and Interaction Effects

A repeated measures MANOVA was computed using a Full Factorial model with Type III Sum of Squares. This analysis was used to evaluate potential overall main effects and interaction effects. The results of this evaluation may be seen in Table 4. Although a multivariate approach to analysis was attempted, this approach to the data could not be completed due to the results of Box's M test, which tests the null hypothesis that the observed covariance of the dependent variables is equal across groups. Box's M showed a violation of the equality of covariance matrices $F(50, 37{,}397.65) = 3.41, p < .001$, as did Levene's test for the equality of error variances (p range .<.001 - .262) in three of four domains. Mauchly's test of sphericity assumption was met for the complete DSCS sample, $\chi^2(5) = .99, p = .449$. Because of these violations of multivariate normality, a univariate approach to the data was utilized.

Research Question 1 – Repeated Effect for DSCS Subscales

The first research question proposed in this study examined whether or not perceptions of school climate differ between the DSCS subscales and whether or not any interaction effects were present between the DSCS subscales, informant, and school. It was hypothesized that the total reported school climate in the PBIS school will be higher than the total reported school climate in the RC school, and that significant interaction effects would be found. Results of the repeated measures MANOVA indicated that the within subjects repeated effects was significant, $F(3,1593) = 12.01, p <.001$, which

indicates a significant difference between domain scores for all participants completing the DSCS.

Within subjects contrasts using multiple paired sample t-tests revealed that TSR (M = 3.38, SD = .20) was different from the SRS (M = 3.32, SD = .20), FR (M = 3.32, SD = .23), and CE (M = 3.31, SD = .26) subscales, indicating that this domain had reported perceptions of TSR agreement higher than the other three domains (t-range 4.89 – 5.55, p = <.001). None of the other post hoc comparisons between the SRS, FR, and CE subscales was significant (t-range = .03 - .77, p-range = .44 - .96). However, this repeated main effect for DSCS subscales cannot be interpreted, given the significant interactions between the DSCS subscales and school, $F(3,1593) = 11.92$, $p<.001$, DSCS subscales and informant, $F(6,1593) = 5.21$, $p<.001$, and School and Informant, $F(2, 531) = 27.47$, $p<.001$. Additionally, a significant three-way interaction between DSCS subscales, school, and informant was identified, $F(6,1593) = 4.39$, $p<.001$). This indicates that DSCS subscale scores were not uniformly distributed across both school and informant variables. This necessitates examining each of the DSCS subscales separately for the school and for the informant variables. Therefore, DSCS domain level interpretation of both main effects and interaction effects will be examined further.

Domain Level Interpretation of Main and Interaction Effects by Subscale

TSR Subscale. To begin deciphering the interaction effects within the DSCS subscales, each DSCS subscale was examined separately. For the Teacher/Student Relations DSCS subscale as reported in Table 4, there was a significant main effect for school and a significant interaction effect for school by informant. A significant main effect was not found for informant group in the TSR domain. This means that scores on

the TSR subscale differed between the PBIS school and the RC school to a significant degree, but scores between the three informant groups did not differ significantly on reports of TSR.

Table 4.

Univariate Analysis of Variance for TSR Domain on the DSCS

Source	df	SS	MS	*F*	*p*
School	1	1.12	1.12	28.95	<.001
Informant	2	.22	.11	2.87	.058
School x Informant	2	.72	.36	9.34	<.001
Error (Between)	531	20.56	.04		
Total	537	6616.98			

SRS Subscale. For the Student Relations and Safety DSCS subscale as reported in Table 5, there was a significant main effect for informant and a significant interaction effect for school by informant. A significant main effect was not found for school in the TSR domain. This means that scores on the SRS subscale differed between and all three informant groups to a significant degree, but scores between the PBIS school and the RC school did not differ significantly on reports of SRS.

Table 5.

Univariate Analysis of Variance for SRS Domain on the DSCS

Source	df	SS	MS	*F*	*p*
School	1	.12	.12	3.17	.076
Informant	2	.70	.35	9.14	<.001
School x Informant	2	.99	.50	13.04	<.001
Error (Between)	531	20.22	.04		
Total	537	5948.21			

FR Subscale. For the Fairness of Rules subscale as reported in Table 6, there was a significant main effect for school and a significant interaction effect for school by informant. A significant main effect was not found for informant group in the FR domain. This means that overall scores on the FR subscale differed between the PBIS school and the RC school to a significant degree, but scores between the three informant groups did not differ significantly on reports of FR.

Table 6.

Univariate Analysis of Variance for FR Domain on the DSCS

Source	df	SS	MS	*F*	*p*
School	1	1.41	1.41	29.53	<.001
Informant	2	.13	.07	1.38	.254
School x Informant	2	.35	.18	3.71	.025
Error (Between)	531	25.26	.05		
Total	537	5953.05			

CE Subscale. For the Clarity of Expectations subscale as reported in Table 7, there was a significant main effect for school and a significant interaction effect for school by informant. A significant main effect was not found for informant group in the CE domain. This means that overall scores on the CE subscale differed between the PBIS school and the RC school to a significant degree, but scores between the three informant groups did not differ significantly on reports of CE.

Table 7.

Univariate Analysis of Variance for CE Domain on the DSCS

Source	df	SS	MS	*F*	*p*
School	1	.40	.40	7.26	.007
Informant	2	.24	.19	2.13	.120
School x Informant	2	.75	.38	6.77	.001
Error (Between)	531	29.40	.06		
Total	537	5923.37			

Research Question 2.

The second research question proposed in this study examined whether or not perceptions of DSCS subscales differ between schools. It is hypothesized that the perceptions of DSCS subscales will be higher in the PBIS school than in the RC school across all domains. Results of the repeated measures MANOVA indicated that main effects were identified for school, which indicates a significant difference between the PBIS school and the RC school for all participants completing the DSCS, $F(1, 1593) = 27.42$, $p < .001$. The results also suggest that the PBIS school and the RC school differed substantially in reported data. To determine the source of the significance, univariate ANOVA analyses were conducted for each DSCS subscale as reported in Table 8.

Table 8.

Main Effects for DSCS subscales and School

	PBIS *M* (*SD*)	RC *M* (*SD*)	*F*	*p*
TSR	3.42 (.19)	3.34 (.22)	28.95	<.001
SRS	3.33 (.20)	3.32 (.20)	3.17	.076
FR	3.38 (.19)	3.25 (.26)	29.53	<.001
CE	3.37 (.19)	3.24 (.29)	7.26	.007

An examination of the main effects for School for each DSCS subscale revealed significant effects for the TSR, SRS, and CE subscales. In each case the PBIS school had higher scores on these three subscales than the RC school. A trend in a similar direction was observed for the SRS subscale, but the *p* value only approached significance. However, interpretation of School main effects must be taken within the context of the interaction effects discussed in hypothesis 1. The interaction effects between school and DSCS subscales indicated that significance was found for all four of the domains, with the PBIS school showing higher results than the RC school.

Research Question 3.

The third research question that this study sought to examine was whether or not perceptions of school climate differed between teachers, parents, and students in the PBIS and RC schools. It was hypothesized that the total reported school climate in the PBIS school will be higher on the student version of the DSCS, and that the total reported school climate in the RC school will be higher for parent and teacher groups in the RC

school. To answer this question, a repeated measures MANOVA was conducted. Results of the repeated measures MANOVA indicated that there was no main effect present for the Informant group, $F(2,1593) = .16$, $p = .853$. This suggests that teachers, parents, and students reported similar overall results in the PBIS school and RC schools on the total DSCS score. However, there were interaction effects present as noted in hypothesis 1 that were not identified in the overall sample at the domain level. These interaction effects are examined by domain, which follows.

Table 9.

Main Effects for Informant Broken Down by DSCS subscales

	Teachers *M* (*SD*)	Parents *M* (*SD*)	Students *M* (*SD*)	*F*	*p*
TSR	3.44 (.24)	3.38 (.16)	3.37 (.21)	2.87	.058
SRS	3.22 (.15)	3.29 (.20)	3.35 (.21)	9.14	<.001
FR	3.33 (.23)	3.30 (.18)	3.33 (.25)	1.38	.254
CE	3.31 (.16)	3.35 (.22)	3.30 (.26)	2.13	.120

Domain Level Interpretation of Main and Interaction Effects by Informant

An examination of the main effects for informant for each DSCS subscale revealed significant effects only for the Student Relations and Safety subscale. Bonferroni post-hocs revealed that the students were higher than the parent and teacher informants. A trend was found for the Teacher/Student Relations subscale, with qualitative differences suggesting that both parents and students had higher ratings than

teachers. No other significant effects were found. However, interpretation of informant main effects must be taken within the context of the interaction effects discussed in Hypothesis 1. Again, the interaction effects outlined in Hypothesis 1 indicate that significant interactions were present in the Teacher/Student Relations subscale, the Student Relations and Subscale, the Fairness of Rules subscale, and the Clarity of Expectations subscale, even though significant main effects existed only within the Student Relations and Safety subscale.

Research Question 4.

A fourth research question sought to answer whether or not an interaction effect exists between the school intervention program and the informant report on school climate measures. The repeated measures MANOVA revealed a number of interaction effects; significant two-way interactions for DSCS and School, $F(3,1593) = 11.92$, $p<.001$, DSCS and Informant, $F(6,1593) = 5.21$, $p<.001$, and School and Informant, $F(2, 531) = 27.47$, $p<.001$. Due to the multiple interaction effects between independent variables, results indicated that main effects could not be interpreted without additional analyses at the domain level. Domain-level post hoc analyses reveal significance within multiple interactions. These interactions are examined further in Tables 10 - 13.

Teacher/Student Relations Domain

Table 10.

Interaction Effects Between Intervention and Informant in the TSR Domain

	Informant				
Intervention	Teachers	Parents	Students	*F*	*p*
PBIS	3.60(.17)	3.39(.15)	3.41(.19)	14.34	<.001
RC	3.29(.21)	3.37(.18)	3.34(.23)	.78	.460
F	33.27	.37	8.85		
p	<.001	.547	.003		

For the Teacher/Student Relations domain in Table 10, there was an informant effect for the PBIS school but not for the RC school. Bonferroni post hoc tests revealed that teachers had higher TSR scores than parents and students in the PBIS school. Examining school differences for informants, for Teachers, the PBIS school had higher scores than the RC school. However, there was no school effect for parents. Students, on the other hand, had higher TSR scores in the PBIS school, compared with the RC school.

Student Relations and Safety Domain

Table 11.

Interaction Effects Between Intervention and Informant in the SRS Domain

	Informant				
Intervention	Teachers	Parents	Children	*F*	*p*
PBIS	3.20(.17)	3.26(.19)	3.39(.20)	20.94	<.001
RC	3.25(.18)	3.41(.20)	3.31(.21)	4.72	.010
F	1.38	14.28	12.39		
P	.246	<.001	<.001		

For the Student Relations and Safety domain in Table 11, there was an informant effect for the PBIS school as well as for the RC school. For the PBIS school, Bonferroni post hoc tests revealed that students had higher SRS scores than parents and teachers. For the RC school, Bonferroni post hoc tests revealed that parents had higher SRS scores than teachers and students. Examining school differences for informants, for Parents, there was no significance between the PBIS and RC schools. For parents, the RC school had higher scores than the PBIS school. Students, on the other hand, had higher SRS scores in the PBIS school, compared with the RC school.

Fairness of Rules Domain

Table 12.

Interaction Effects Between Intervention and Informant in the FR Domain

	Informant				
Intervention	Teachers	Parents	Children	*F*	*p*
PBIS	3.45(.20)	3.31(.17)	3.41(.18)	13.10	<.001
RC	3.22(.20)	3.27(.20)	3.25(.28)	.27	.762
F	17.71	1.24	41.71		
P	<.001	.267	<.001		

For the Fairness of Rules domain in Table 12, there was an informant effect for the PBIS school but not for the RC school. Bonferroni post hoc tests revealed that teachers had higher FR scores than parents and students in the PBIS school. Examining school differences for informants, for Teachers, the PBIS school had higher scores than the RC school. However, there was no school effect for parents. Students, on the other hand, had higher FR scores in the PBIS school, compared with the RC school.

Clarity of Expectations Domain

Table 13.

Interaction Effects Between Intervention and Informant in the CE Domain

	Informant				
Intervention	Teachers	Parents	Children	*F*	*p*
PBIS	3.37(.13)	3.34(.22)	3.38(.18)	1.89	.152
RC	3.26(.16)	3.38(.26)	3.22(.30	3.89	.022
F	7.23	.76	38.65		
P	.010	.386	<.001		

For the Clarity of Expectations domain in Table 13, there was an informant effect for the RC school but not for the PBIS school. Bonferroni post hoc tests revealed that parents had higher CE scores than teachers and students in the RC school. Examining school differences for informants, for Teachers, the PBIS school had higher scores than the RC school. However, there was no school effect for parents. Students, on the other hand, had higher TSR scores in the PBIS school, compared with the RC school.

Chapter 5

Discussion

Overall Conclusions

The purpose of the present study was to determine if a relationship exists between school climate reports from teachers, parents, and students from two particular schools with regard to the type of school-wide social/behavioral intervention implemented in the school. This study also sought to establish whether or not a correlation exists between parent, teacher, and student reports of school climate in both of the individual schools. Results of the analyses conducted in this study indicated multiple, significant differences between schools across different domains of the DSCS, with the PBIS school receiving higher reports of positive school climate overall. The results of this study were found to be consistent with previous research on the positive effects of PBIS programs when implemented with fidelity (see Lewis & Sugai, 1991; Liaupsin et al., 2000; Gamel-McCormick et al., 2005).

Additionally, analysis regarding the differences in specific domains measured by the DSCS in both a PBIS and an RC school was sought for the three specific informant groups to determine if reporter differences existed on the DSCS. Analyses revealed less significant results between informants when compared with school. However, a number of interaction effects between informant and school were present across specific domains.

Teacher/Student Relations Domain. This domain of the DSCS measured perceptions of teacher and student interactions and relationships in both schools. Results indicated that the school (either PBIS or RC) had a significant and direct effect on the

results. That is, reports of TSR were different in the PBIS school when compared with the RC school.

Post hoc tests conducted in the TSR domain revealed significant differences between mean scores in the PBIS school, but not in the RC school. Teacher reports of TRS in the PBIS school were significantly higher than other informant reports not only in the PBIS school, but also in all informant groups for the RC school. This indicates that the highest reports of Teacher/Student Relations occurred in the PBIS school. These results support previous findings with regard to the impact that PBIS programs have on developing a supportive climate for teachers and staff members (Myers, Simonsen, & Sugai, 2011). As a result, it may be assumed that teachers in the PBIS school rate their relations with students more favorably than teachers in the RC school.

There are a number of reasons why these results may have occurred. The first may be that the structure of a PBIS program puts substantial emphasis on positive praise. Research has shown that programs which emphasize the use of teacher praise are consistently the most effective with improving student behavior (e.g. Beaman & Wheldall, 2000). Additionally, teacher praise has been found to be most effective when it is contingent, descriptive, personal, and genuine, (Chalk & Bizo, 2004), which is a key feature of a PBIS school. In a traditional PBIS program, teachers are encouraged to use positive and encouraging language when students are exhibiting the expected behaviors and complying with school rules. Therefore, teachers in PBIS schools should be looking for situations to provide students with positive praise, thereby ignoring negative behavior and rewarding positive behavior. This may impact the frame of mind in which a teacher operates on a daily basis within a PBIS school. It may be assumed that using

positive language throughout the school day to reinforce prosocial interactions left teachers with a more positive regard for their students. This may be a reason why PBIS teachers rate their relationships with students more positively than teachers in an RC school.

Another reason why teachers may have reported significantly higher levels of Teacher/Student Relations in the PBIS school may be the environment that the program creates within a school. PBIS programs are designed to be structured in such a way that all staff members are using a common language and emphasizing the same expected behaviors. Previous studies have found that this common language is essential to an effective school-wide program (Turnbull et. al., 2002); the environment, therefore, may seem more supportive and cohesive within a PBIS school, compared with an RC school, leading teachers to report more favorable relationships within the school building.

Student Relations and Safety Domain. In this domain, significant main and interaction effects were identified. The main effect for informants was significant at the $p < .001$ level, as was the informant by school interaction effect. The main effect for school was not found to be significant in this domain. This suggests that the group to which the informants belonged, teacher, parent, or student, impacted the way in which they responded to the questions in this domain.

When examined further, post hoc results indicate that the variance in informant reports was between student reports, compared with teacher and parent reports in the PBIS school. This means that students in the PBIS school rated Student Relations and Safety more favorable and significantly higher in the PBIS school than did their parents and teachers. In comparison, parents in the RC school reported significantly higher rates

of SRS in the RC school, compared with teachers and students. This may indicate a difference in perception between students and adults with regard to student relationships and interactions as well as to safety in both schools.

An examination of means between schools in the SRS domain shows student perceptions to be higher in the PBIS school. However, parent and teacher reports of SRS are higher mean-wise in the RC school. Although both informant differences between schools were found to be significant, a higher *F* score in the PBIS school suggests a stronger interaction effect between school and informant in the PBIS school than in the RC school.

There may be a number of reasons for student reports being higher with regard to interpersonal relationships and safety in the PBIS school. It may be assumed that the same environment that is supportive and cohesive for teachers and staff members is equally supportive and nurturing for students. This may create a feeling of security for students within the PBIS school, causing students to report stronger feelings of safety within their school. Research has shown that a positive climate amongst teachers and staff has a direct impact on student behavior and interpersonal relationships (Griffith, 2000); therefore, a supportive and warm teacher climate in the PBIS school would be expected to be reflected in student perceptions within this same school.

In addition to the environment in a PBIS school, students in these schools are frequently reinforced for displaying prosocial behavior towards their peers. Teachers provide reinforcers when students use kind words, are caring towards their classmates, and display expected, positive behavior. When students are recognized for their caring behavior with their peers, they may be more apt to report higher rates of student

relations; studies have shown a positive relationship between recognition of prosocial behavior and reports of positive school climate (Battistich, Schaps, & Wilson, 2004; Koth, Bradshaw, & Leaf, 2008; Vieno, Perkins, Smith, & Santinello, 2005). In the PBIS school, positive peer interactions are strongly encouraged and supported, which could have contributed to higher reports in this school. In contrast, although positive praise is encouraged in RC programs, much stronger emphasis placed on its usage in PBIS programs.

In the RC school, parents and teachers, as compared with students, were found to report higher levels of Student Relations and Safety. This may have occurred because of the nature of the RC philosophy. Much emphasis is placed on social and emotional growth in the RC program (NEFC, 2006), and relational skills are encouraged and supported heavily. Also, the collaboration between home and school is emphasized to a greater degree in an RC program, compared with a PBIS program; because of this, teachers and parents may feel that they are more highly informed about their child's school, classroom, and environment. Therefore, reports of Student Relations and Safety may be higher for teachers and parents in the RC program because of the inherent nature of its philosophy and implementation.

Fairness of Rules Domain. In this domain, significant main and interaction effects were identified. The significant main effect was found for School, and a significant interaction effect was identified for the school and informant interaction. For a comparison of students in the PBIS and RC schools, it should be noted that the means for all three informants are higher in the PBIS school than those for the RC school.

Additionally, teachers and staff (M = 3.45) in the PBIS school also reported significantly more positive FR ratings that did the parent (M = 3.31) or students (M = 3.41) from the same school. In comparison, parents reported the highest ratings of FR in the RC school (M = 3.27), with students indicating a slightly lower result (M = 3.25), and teachers and staff reporting the lowest mean score for FR (M = 3.22). It should be noted that the mean differences between informants are smaller in the PBIS school compared with the RC school, suggesting that opinions of FR are more similar across groups in the RC school.

The Fairness of Rules domain looks at the perceptions of the three informant groups on the fairness of the policies within each of the two schools. In the PBIS school, teachers reported the highest ratings of the Fairness of Rules domain, with students reporting a slightly lower rating. Parents supplied the lowest ratings of Fairness of Rules in the PBIS school. These findings may be attributed to the school-wide structure of the PBIS program. One of the requirements that must be met on the SET-D relates to display of specific elements within the school building, such as expected behaviors (Simonsen, Sugai, & Negron, 2008). This structure provides students with visual reminders of how they are expected to behave and the behavior they are expected to display. Teachers in PBIS schools are required to hang visual displays of expected behaviors within their classrooms as well as throughout the school building, and are encouraged to refer students to the visual displays when necessary (Safran, 2006). Teachers, therefore, may report higher levels of Fairness of Rules due to the fact that these rules are on display throughout the school building, and teachers refer to them on a daily basis. This may

influence teachers to report the rules as being quite fair because students are fully aware of the rules and expectations within the school building.

In addition to the visibility of rules in PBIS schools, there is also consistency in regard to consequences of violating these rules. This allows for students to be aware of the repercussions of their actions. Consequences are consistent across settings throughout the school and amongst all personnel in the school building. This also may be the reason why the students reported high levels of Fairness of Rules at a slightly lower rate than teachers; they, too, are reminded of the expectations often and are aware of the rules and consequences for violating these rules.

In RC schools, expectations are not required to be displayed as explicitly as they are in a PBIS school; rather, parents are made aware of expectation by the classroom teachers (NEFC, 2006). This may have had an impact on parents' perceptions of the fairness of rules in an RC school, causing the parent reports to be highest in this school. Students may not have been as aware of rules and regulations in the RC school as were students in the PBIS school. However, mean scores in the RC school were all fairly even with only a small difference between them. This may indicate that opinions of the Fairness of Rules in the RC school are similar between informants, and that the rules are understood by all and considered fair by all groups.

Clarity of Expectations Domain. In this domain, significant effects were identified for school as well as for school and informant interaction. In this domain, the informant did not constitute a significant main effect, but the interaction between informant and school did yield significance. These analyses indicate that the perceived CE was different between schools. Examination of post hoc results indicates that CE was

higher in the RC school, compared with the PBIS school as evidenced by a larger *F* value.

In addition to school differences, post hoc analyses reveal informant group differences with regard to mean scores. In the PBIS school, student and teacher reports were similar, and both were higher than parent reports. In the RC school, parent reports of RC were significantly higher than student reports and slightly higher than teacher reports. This suggests that parents may be more highly informed of school expectations in the RC school, compared with the PBIS school.

These results are interesting for a number of reasons. Teachers and students in the PBIS school reported similar results for the Clarity of Expectations domain, which indicates similar feelings about this domain. As mentioned earlier, rules and expectations are required to be explicitly displayed in classroom and throughout the school building to meet the implementation guidelines and ensure treatment fidelity as measured by the SET-D (Sugai, Lewis-Palmer, Todd, & Horner, 2001). It makes sense then that teacher and student reports are similar in the PBIS school, and that both reports are higher than parent reports in this school. These results coincide with the other domain-level scores in the PBIS school, with teacher and student reports being similar.

In the RC school, parents reported the highest level of Clarity of Expectations. Again, parent participation and communication is a major tenet of the RC philosophy (NEFC, 2006; Rimm-Kaufman & Sawyer, 2004). Parents may report this domain as highest in the RC school due to the level of information that is shared with them with regard to classroom policies and school-wide expectations. It makes sense that student reports of Clarity of Expectations are lower in the RC school than the other informant

groups; students may not be made aware of the expectations as directly as students in the PBIS school. This suggests that parents and teachers may share expectations with one another more readily than with students in the RC school.

Overall, the results of the present study provide insight into the perceptions of school climate as reported by multiple sources. Parents in the RC school reported the highest ratings of Fairness of Rules and Clarity of Expectations, suggesting that the communication between home and school is strong in this school and that parents feel well-informed of school practices. In the PBIS school, teachers reported strong relationships with colleagues and students as well as high levels of farness of rules, clarity of expectation, and overall school environment. Similarly, students in the PBIS school reported strong perceptions of student relations, safety, and fairness of rules and expectations. This information may be useful in designing a prosocial behavior program that combines the elements that were reported as the highest in each informant group. That is, this research suggests that the most effective prosocial behavior program should combine strong parent/teacher communication, clear expectations and consequences, highly visible reminders of the expectations, a positive, warm school climate, and positive praise and feedback for students.

Limitations and Future Research

These findings should be evaluated in the context of several study limitations. With regard to the sample population, the majority of the sample consisted of similar numbers between informant groups. However, the difference between sample sizes in the parent informant group was quite different (27 v. 109). This may have skewed the results of the informant analyses or impacted the interaction effects between school and

informant groups. Also, both of the teacher samples in this study were fairly small (25 vs. 26); although the groups were similar in number, their low overall sample may also have impacted main and interaction effects throughout the study. It would benefit research on this topic in the future to consider a larger sample population across informant groups.

Also, cognitive assessment data were not gathered from the sample population prior in this study. Students from grades 3, 4, and 5 were administered the assessment, as were teachers and parents. It was assumed that the cognitive levels of all participants allowed for appropriate comprehension of the survey questions. Special education and regular education students were grouped under the same category, thus collapsing varying cognitive levels into one homogenous group. This assumption of cognitive homogeneity may have impacted the results. Future studies may wish to control for cognitive differences prior to administration of the surveys, if possible.

Additionally, this study was reflective only of data collected over the course of one academic year. Multiple factors may have had an impact on the impressions of school climate during this particular school year, thus impacting the results. It would benefit future studies to include multiple years' worth of data to gather more powerful results.

Finally, it should be mentioned that the DSCS reports ratings only of school climate, which could be considered weak in terms of significance. Future research should consider additional data as they relate to outcome variables such as peer conflict, teacher conflict, detentions, suspensions, discipline referrals, grade point average, retention rates, etc. Adding this information to the DSCS data would yield stronger results that may be useful in developing interventions within specific schools.

In addition to the aforementioned suggestions, future research on the topic of school climate should include examination of multiple age groups (middle and/or high school) and varying socioeconomic groups. This would help make results more generalizable and beneficial to a larger population. Also, examination of these variables would provide valuable information for designing intervention programs to target specific populations of students.

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Appendix A

Delaware School Climate Survey – Teacher & Staff Version

Delaware PBS School Climate Survey
Teacher and Staff Version

1. School Code: ___
2. Position:
   ____ Classroom teacher ____ Administrator ____ Other: _____
   ____ Support staff (e.g., school counselor, school psychologist, intervention specialist, school nurse, etc.)
3. Grade(s) taught.
   Please select the grade you teach or support; if you teach more than one grade, please select multiple grades. Only select one.

___Preschool __K __1 __2 __3 __4 __5 __6 __7 __8 __9 __10 __11 __12 __Multiple Grades

This survey reflects how you feel about your school. To make sure that results are confidential, please do not write your name. Your score will be added by a computer with the scores of other staff members to see how all staff members, as a group, feel about the school. Please complete all items.

IN THIS SCHOOL.....	Disagree A LOT	Disagree	Agree	Agree A LOT
1. Most students pay attention in class.				
2. Teachers treat students of all races with respect.				
3. The school rules are fair.				
4. This school is safe.				
5. Rules in this school are made clear to students.				
6. Most students try their best.				
7. Teachers care about their students.				
8. The consequences of breaking school rules are fair.				
9. Students threaten and bully others in this school.				
10. Students know how they are expected to act.				
11. Students are friendly with each other.				
12. Adults in this school care about students of all races.				
13. In this school, bullying is a problem.				
14. Students worry about others hurting them in this school.				
15. Students know what the rules are.				

39. Teachers, staff, and administrators work well together in this school.				
40. Teachers work closely with parents to help students when they have problems.				
41. Administrators and teachers support one another.				
42. Parents are informed about their child's good behavior.				
43. I like this school.				
44. There is good communication among teachers, staff, and administrators.				
45. Teachers and students like one another.				
46. Students are mean to one other in this school.				
47. Students are safe in the hallways.				
48. Students threaten to hurt one another in this school.				
49. There are many fights in this school.				
50. Teachers understand their students.				
51. In this school, safety is a problem.				
52. Students bully one another in this school.				
53. Students are cruel to one another in this school.				
54. Teachers and students respect one another.				

Delaware PBS School Climate Survey
Teacher and Staff Version
(Continued)

Please mark the response that best shows how much you think the following happens *in this school*.	**Disagree a lot**	**Disagree**	**Agree**	**Agree a lot**
1. Students are punished a lot.				
2. Students are praised often.				
3. Students are taught to feel responsible for how they act.				
4. Students are often sent out of class for breaking rules.				
5. Students are often given rewards for being good.				
6. Students are taught to understand how others think and feel.				
7. Students are often yelled at by adults.				
8. Teachers let students know when they are being good.				
9. Students are taught that they can control their own behavior.				
10. Many students are sent to the office for breaking rules.				
11. Classes get rewards for good behavior.				
12. Students are taught how to solve conflicts with others.				
13. Students are taught they should care about how others feel.				
14. Students are warned about the consequences of breaking the rules.				

Appendix B

Delaware School Climate Survey – Home Version

Delaware PBS School Climate Survey – Home Version

School Name or Code: _____

- Please use only a No. 2 pencil.
- Fill circles completely like this: ●

Your Child's Grade:

○ Pre-K	○ 6
○ K	○ 7
○ 1	○ 8
○ 2	○ 9
○ 3	○ 10
○ 4	○ 11
○ 5	○ 12

Your Child's Gender:

- ○ Boy
- ○ Girl

Your Child's Race:

- ○ Black
- ○ White
- ○ Hispanic
- ○ Asian
- ○ Other (includes mixed race)

This survey is about how you feel about your child's school. Please fill in the bubble that best shows how you feel about each item. Respond to each question based on your own experiences with the school as well as on those of your child. If you are not sure how to respond, please guess but also feel free not to respond to an item. Do NOT give your name. No one will know who answered this survey.

IN THIS SCHOOL...	Disagree A LOT	Disagree	Agree	Agree A LOT
1. Teachers are good at getting my child to pay attention in class.	○	○	○	○
2. Teachers treat students of all races with respect.	○	○	○	○
3. The school rules are fair.	○	○	○	○
4. This school is safe.	○	○	○	○
5. Rules in this school are made clear to students.	○	○	○	○
6. Teachers are good at getting my child to try his or her best.	○	○	○	○
7. Teachers care about their students.	○	○	○	○
8. The consequences of breaking school rules are fair.	○	○	○	○
9. Students threaten and bully others in this school.	○	○	○	○
10. Students know how they are expected to act.	○	○	○	○
11. Students are friendly with each other.	○	○	○	○
12. Adults in this school care about students of all races.	○	○	○	○
13. In this school, bullying is a problem.	○	○	○	○
14. My child worries about others hurting him/her in this school.	○	○	○	○
15. Students know what the rules are.	○	○	○	○
16. Students care about each other.	○	○	○	○
17. Teachers listen to students when they have problems.	○	○	○	○
18. The school's Code of Conduct is fair.	○	○	○	○
19. Students feel safe in this school.	○	○	○	○
20. This school makes it clear how students are expected to act.	○	○	○	○
21. Students respect those of other races.	○	○	○	○
22. Adults who work in this school care about the students.	○	○	○	○

Please turn page over and continue. →

Page 2

IN THIS SCHOOL...	Disagree A LOT	Disagree	Agree	Agree A LOT
23. Most students follow the school rules.	○	○	○	○
24. My child feels safe in this school.	○	○	○	○
25. My child turns in his/her homework.	○	○	○	○
26. The color of a person's skin doesn't matter to *students* in this school.	○	○	○	○
27. The color of a student's skin doesn't matter to *teachers* in this school.	○	○	○	○
28. Classroom rules are fair.	○	○	○	○
29. My child works hard to get good grades.	○	○	○	○
30. Students treat each other with respect.	○	○	○	○
31. Students get along with each other.	○	○	○	○
32. My child likes his/her teachers.	○	○	○	○
33. Teachers in this school like their students.	○	○	○	○
34. Teachers listen to the concerns of parents.	○	○	○	○
35. This year my child told me that he or she was bullied at school.	○	○	○	○
36. Teachers do a good job communicating with parents.	○	○	○	○
37. I am pleased with school discipline in this school.	○	○	○	○
38. Teachers show respect toward parents.	○	○	○	○
39. I am satisfied with the education my child is receiving in this school.	○	○	○	○
40. Teachers work closely with parents to help students when they have problems.	○	○	○	○
41. My child likes this school.	○	○	○	○
42. Parents are informed about their child's good behavior.	○	○	○	○
43. I like this school.	○	○	○	○

Thank you for your participation!

For office use only

Appendix C

Delaware School Climate Survey – Student Version

Delaware PBS School Climate Survey – Student Version

- Please use only a No. 2 pencil.
- Fill circles completely like this: 

School Name: _____

Mark which you are:	Mark your race:	Mark your grade:	School Code:	Room# you are currently in:
○ Boy ○ Girl	○ Black ○ White ○ Hispanic ○ Asian ○ Other (includes mixed races)	○ 3 ○ 4 ○ 5		

This survey is about how you feel about your school. Please fill in one circle that best shows how you feel about each item. Do NOT give your name. No one will know who answered this survey. Please answer every item.

PART I: ABOUT ME AND MY SCHOOL

IN THIS SCHOOL...	Disagree A LOT	Disagree	Agree	Agree A LOT
1. Most students pay attention in class.	○	○	○	○
2. Teachers treat students of all races with respect.	○	○	○	○
3. The school rules are fair.	○	○	○	○
4. This school is safe.	○	○	○	○
5. Rules in this school are made clear to students.	○	○	○	○
6. Most students try their best.	○	○	○	○
7. Teachers care about their students.	○	○	○	○
8. The consequences of breaking school rules are fair.	○	○	○	○
9. Students threaten and bully others in this school.	○	○	○	○
10. Students know how they are expected to act.	○	○	○	○

Please turn page and continue. →

PART I: ABOUT ME AND MY SCHOOL

IN THIS SCHOOL...	Disagree A LOT	Disagree	Agree	Agree A LOT
11. Students are friendly with each other.	○	○	○	○
12. Adults in this school care about students of all races.	○	○	○	○
13. In this school, bullying is a problem.	○	○	○	○
14. Students worry about others hurting them in this school.	○	○	○	○
15. Students know what the rules are.	○	○	○	○
16. Students care about each other.	○	○	○	○
17. Teachers listen to students when they have problems.	○	○	○	○
18. The school's Code of Conduct is fair.	○	○	○	○
19. Students feel safe in this school.	○	○	○	○
20. This school makes it clear how students are expected to act.	○	○	○	○
21. Students respect those of other races.	○	○	○	○
22. Adults who work in this school care about the students.	○	○	○	○
23. Most students follow the school rules.	○	○	○	○
24. Students know they are safe in this school.	○	○	○	○
25. Most students turn in their homework.	○	○	○	○
26. The color of a person's skin doesn't matter to *students* in this school.	○	○	○	○
27. The color of a student's skin doesn't matter to *teachers* in this school.	○	○	○	○
28. Classroom rules are fair.	○	○	○	○
29. Most students work hard to get good grades.	○	○	○	○
30. Students treat each other with respect.	○	○	○	○
31. Students get along with each other.	○	○	○	○
32. Students like their teachers.	○	○	○	○
33. Teachers like their students.	○	○	○	○
34. I like this school.	○	○	○	○

PART II: ABOUT MY SCHOOL

IN THIS SCHOOL...	Disagree A LOT	Disagree	Agree	Agree A LOT
1. Students are punished a lot.	○	○	○	○
2. Students are praised often.	○	○	○	○
3. Students are taught to feel responsible for how they act.	○	○	○	○
4. Students are often sent out of class for breaking rules.	○	○	○	○
5. Students are often given rewards for being good.	○	○	○	○
6. Students are taught to understand how others think and feel.	○	○	○	○
7. Students are often yelled at by adults.	○	○	○	○
8. Teachers often let students know when they are being good.	○	○	○	○
9. Students are taught that they can control their own behavior.	○	○	○	○
10. Many students are sent to the office for breaking rules.	○	○	○	○
11. Classes get rewards for good behavior.	○	○	○	○
12. Students are taught how to solve conflicts with others.	○	○	○	○
13. Students are taught they should care about how others feel.	○	○	○	○
14. Students are often warned about the consequences of breaking rules.	○	○	○	○

PART III: ABOUT ME AND MY SCHOOL

	Disagree A LOT	Disagree	Agree	Agree A LOT
1. I pay attention in class.	○	○	○	○
2. I feel happy in school.	○	○	○	○
3. I follow the rules at school.	○	○	○	○
4. My school is a fun place to be.	○	○	○	○
5. I try my best in school.	○	○	○	○
6. I like this school.	○	○	○	○
7. I turn in my homework on time.	○	○	○	○
8. I like most of my teachers.	○	○	○	○
9. I get good grades in school.	○	○	○	○
10. I like students who go to this school.	○	○	○	○

Thank you!