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The Effects of Positive Behavior Intervention Support on Office Discipline Referrals, Third and Fourth Grade Reading and Math Scores, and Perceptions of Teachers Regarding Discipline and Safety in Alabama Elementary Schools

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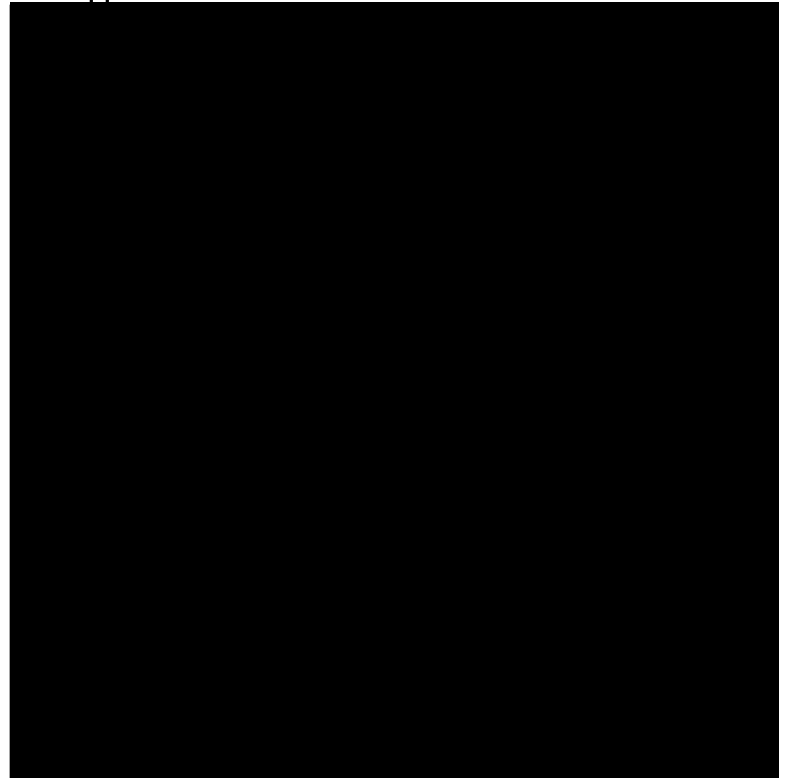
THE EFFECTS OF POSITIVE BEHAVIOR INTERVENTION SUPPORT ON OFFICE
DISCIPLINE REFERRALS, THIRD AND FOURTH GRADE READING AND MATH
SCORES, AND PERCEPTIONS OF TEACHERS REGARDING DISCIPLINE
AND SAFETY IN ALABAMA ELEMENTARY SCHOOLS

by

Denise Yvonne Pavlovich

A Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:



May 2008

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ABSTRACT

THE EFFECTS OF POSITIVE BEHAVIOR INTERVENTION SUPPORT ON OFFICE DISCIPLINE REFERRALS, THIRD AND FOURTH GRADE READING AND MATH SCORES, AND PERCEPTIONS OF TEACHERS REGARDING DISCIPLINE AND SAFETY IN ALABAMA ELEMENTARY SCHOOLS

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This study examined the relationship between Positive Behavior Intervention Strategies and school-wide discipline problems after a school had been trained in Positive Behavior Intervention Support, the difference in educators' perceptions about the relationship between positive school climate, SAT scores, and academic achievement.

The researcher surveyed 35 schools in Alabama and collected office discipline referral data, SAT scores, and teacher/administrator perception data. Some of the data were gathered via the Internet for the years prior to implementation, during implementation, and the year following implementation. A survey was sent to each of the schools to collect perception data.

Results indicated a significant increase in third grade reading SAT scores between the years of implementation and one year following implementation of Positive Behavior Intervention Support. The results of office discipline referral data were significantly lower after implementation and then again one year later. The survey information indicated that the PBIS committee met before school started as well as either monthly or when

necessary. The responsibility of training was undetermined from the results indicating a conflict on who was responsible.

Recommendations and future research included a lengthier study to provide additional verification that the use of PBIS would be beneficial in both academia and disciplinary settings. A future study should also include a lengthier look at SAT data across several years to determine if PBS had made an impact on academic achievement. Student responses about their feelings toward academics and school safety should also be included in future studies.

ACKNOWLEDGMENTS

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Special thanks go to Dr. George Sugai at the University of Massachusetts for his guidance and many publications. I would also like to thank Donna Kirkendoll at the Alabama State Department of Education in Montgomery for her assistance in collecting data and cheering me on as well as the Alabama superintendents giving me permission to conduct my survey at their schools.

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CHAPTER I

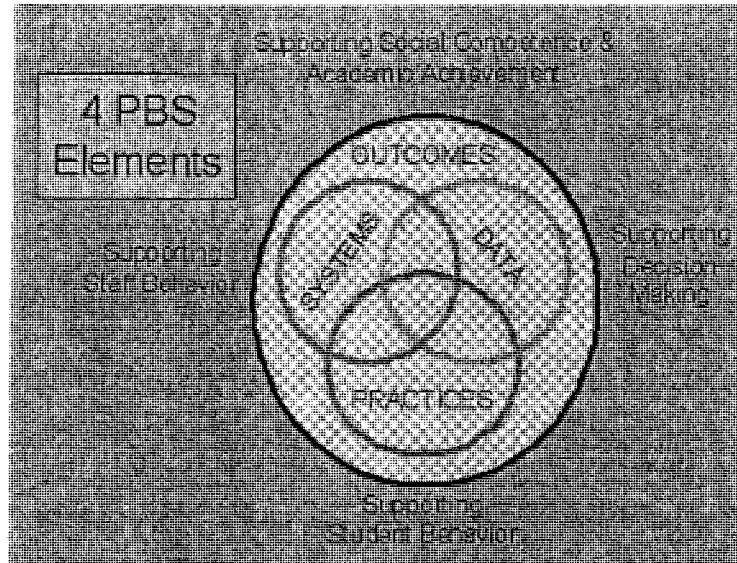
INTRODUCTION

The concept of using Positive Behavior Support (PBS) began with Applied Behavior Analysis (ABA) in the early 1900s with the special education student population. It was introduced as a means of reducing self-injurious behaviors as well as serious behavior problems. "Inclusion of students with disabilities into general education settings has been a major topic of discussion for teachers, parents, and administrators" (Foundations of PBS, 2005, n.p.). Educators had mixed feelings in regards to the education of students with disabilities because of a variety of student differences with difficulties. The right to an education is not guaranteed in the United States Constitution, rather it is guaranteed by the states. This is governed by the individual state constitutions and/or through state statutory enactments. These rights were subject to certain federal constitutional standards including equal protection and due process. Positive behavior intervention support was an effective form of behavior change and a value-driven approach. It promoted learning and positive social interaction and combined behavior interventions with incentives for display of appropriate behaviors. Scott (2003) defined PBS as a "multilevel system of prevention and support with each level more focused and intensive than the previous level" (p. 1). Several key components of PBS were inclusion, the development of social and communication skills, and the reduction of problem behaviors by using a data-driven approach.

Before the 1997 Amendment P.L. 105-17, positive behavior support was used within the limits of a special student population. Since then, PBS expanded to include all faculty and staff members, support personnel, all students and their families, as well as

the community. This support was no longer a single student or school practice, it had grown to a system-wide implementation. “Primary prevention focuses on decreasing the number of new cases of a problem behavior or situations by ensuring and maintaining the use of the most effective practices for all students” (Sugai & Horner, 2002, p. 131). PBS involved a committed team approach that was data driven, on-going, dynamic, and flexible in order to be the most effective. Its goal was to support social competence and academic achievement. PBS incorporated systems, data, and practices that worked together for targeted outcomes, and results in a continuum of positive behavior support for all students (see Figure 1). Figure 1 shows how the systems, data, and practices work together to form a supporting social competence and academic achievement. Permission to use this model was granted by Dr. Rob Horner and Dr. George Sugai (see Appendix A).

Effective, efficient, and relevant school-wide discipline was based on a balance of four key elements: (a) clearly specified outcomes that were related to academic achievement and social competence; (b) data-based decision making that guided the selection and modification of curricula and practices, evaluation of progress, and enhancement of systems; (c) evidenced-based practices that have a high probability of outcome achievement for students; and (d) systems that support adult adoption, high fidelity implementation, and sustained use of effective practices. Clear outcomes related to academic achievements and social competencies referred to student success in school as well as achieving the social skills necessary for attaining and retaining a profession (job, career, work). The data-based decision making was a critical feature and function in the process of implementing PBS. The data collected identified areas of interest and



Positive Behavior Support Elements

Fig. 1. Four Systems of a School-Wide Approach to Discipline

guided the selection of specific areas of concern. Office discipline referral data could indicate any safety concerns in or around the facility. The evidenced-based practice was a documented occurrence in order to correct the infraction. Systems that supported adult adoption, implementation, and a sustained use of effective practices needed at the very least 80% cooperation throughout the faculty and staff personnel for success. The key to the success of implementing PBS is cooperation and consistency.

Schools are important environments in which children, families, educators, and community members have opportunities to learn, teach, and grow. Every year schools are asked to do more, with fewer resources. New initiatives to improve literacy and enhance character accommodate rapidly advancing technologies and facilitate school-to-work transitions. (Sugai, Horner, Dunlap, Hieneman, Lewis, & Nelson, 1999, p. 132)

It was important to increase student academic achievement through strategies and improved teacher quality by increasing the number of highly qualified teachers in the classrooms. No Child Left Behind required that all teachers be “highly qualified” by the end of the 2005-2006 school year. Schools needed systems, processes, and personnel who were able to support the needs of all students as well as students with problem behaviors. All children had the right to a fair, equal, and significant opportunity to obtain an appropriate education. Educators and families needed guidelines to help the effectiveness, efficiency, and relevance toward educating students. Gartrell (2004) reported that guidelines were not rules but instead they were standards that taught what children could do and provided a positive behaviors list.

“Lately we have seen a spillover of violence and aggression into school settings that were once relatively safe” (Meltzler, Biglan, Rusby, & Sprague, 2001, p. 449). In 1998, schools in the United States received a document from the U.S. Secretary of Education entitled *Early Warning, Timely Response: A Guide to Safe Schools*. This document recommended that attention be given to the increasingly violent and disruptive behavior of students. The document was compiled in response to the series of shootings in schools across the country and President Clinton’s concern for the safety of students at school (Sugai, Sprague, Horner, & Walker, 2000). The body count of both dead and wounded continues to grow in today’s schools and violent, disruptive behavior takes many forms and functions. Consider the Columbine High School massacre in Littleton, Colorado, on Tuesday, April 20, 1999, where there were 15 deaths and 24 injuries during just one incident! Schools must be a safe environment in order for students to learn. Mayer and Sulter-Azeroff (as cited in Lewis & Sugai, 1999) reported “punishing problem behaviors without a positive school-wide system of support was associated with increased aggression, vandalism, truancy, and tardiness, and dropouts.” Sugai et al. (2000) proposed that an efficient and effective response to the recommendations in *Early Warning, Timely Response* requires a practical ongoing strategy for assessing and monitoring school-wide discipline systems. Patterns of office discipline referrals may prove to be a simple, available, and useful data source to aid in assessment, monitoring, and planning.

The No Child Left Behind (NCLB) Act of 2001 was signed by President George W. Bush on January 23, 2001, and placed education as a first priority. It redefined the federal government’s role in improving education. The reform plan was designed to help

improve and close the academic achievement gap between disadvantaged and minority students and their peers. This plan was also known as the most sweeping reform of the Elementary/Secondary Education Act (ESEA) since 1965. There were four areas of importance in this act: accountability for results, additional flexibility and local control, additional options for parents, and improving teaching strategies that have been successfully proven to work (U. S. Department of Education, 2002). The components of PBS were specifically stated in the comprehensive school reform section (Title I, part F, p. 41) in the NCLB Act.

In each state, the results of assessments in grades 3 through 8 were measured for progress and achievement in reading and math. Each school informed the parents of the results of the assessment through a school performance report card distributed annually. Increased accountability standards resulted in the creation of state assessments for reading and math in grades 3 through 8 that measured what children knew. These annual assessments were reported for review to parents, the community, and policymakers.

Additional flexibility for state and local governments promised a decrease in federal red tape and enhanced local control. According to the U.S. Department of Education (2002a), the local flexibility gave states the freedom to transfer up to 50% of non-title I funds from the government without first requesting approval. This gave schools and districts more flexibility in how federal funds would be used.

The options for parents have also increased with No Child Left Behind. No Child Left Behind gave parents the option of transferring their child to a more highly performing public school at the expense of the district if the school was “failing” due to the lack of adequate test performance. If a school did not meet the adequate yearly

progress (AYP) standards for 2 consecutive years, then parents were given the option to transfer their child. Supplemental educational services in Title I schools were made available for students in need of extra assistance. The No Child Left Behind plan also enabled a greater opportunity for the formation of new charter schools to be created in order to give parents, educators, and the community additional opportunities for academic success.

Assuring teacher quality and improving teaching strategies was also a major part of No Child Left Behind. According to the U.S. Department of Education (2002b), schools were required to have highly qualified teachers in every public school classroom to assist struggling students and ensure the effectiveness of efforts to educate children no later than the end of the school year 2005-2006. Teachers' greatest concerns were how they would manage problem behaviors that occurred in inclusive settings. PBS was an important resource to teachers working with everyday behavioral challenges. The strategies taught students new skills that were meant to replace problem behaviors with socially acceptable alternatives while enhancing the student's quality of life and reducing the need for more intrusive interventions. An amount of 600 million federally funded dollars was also utilized to research scientifically proven methods of reading instruction. Each and every child was ensured to receive a free, appropriate, public education designed to meet his or her needs and to prepare the child for employment and independent living.

Section IV, Part A, of No Child Left Behind (2002a) stated, "In 1999, students ages 12 through 18 were victims of about 2.5 million crises at school, including about 186,000 serious violent crimes (including rape, sexual assault, robbery, and aggravated

assault)” (p. 66). The safety of children is a concern while they are in and out of school. PBS addressed school safety by implementing school-wide discipline procedures as universal prevention interventions presented to all students.

According to the U.S. government’s introduction of No Child Left Behind, an amendment was introduced on January 8, 2002, that changed the federal government’s role in kindergarten and first grade. That implementation fostered pro-social behavior, maximized opportunities of teaching for academic achievement, and inhibited occurrences of problem behaviors. Teachers were held accountable to describe their students’ success in terms of each student’s academics. Each individual state was required to create standards for what a child should know and learn in math and reading by the 2005-2006 school years. States must have also tested every student curriculum. Each state, school district, and school was required to make adequate yearly progress (AYP) and was required to inform the parents and community of the school testing results (AYP includes student academic achievement as well as several other areas). A letter released by the Alabama State Department of Education on October 18, 2005, explained that in Alabama, schools and systems were evaluated based on student performance with Alabama content standards, attendance rates (elementary and middle schools), and drop-out rates (high schools). Students must attend school in order to teach them the content standards before testing. In an article written by Horner, Todd, Lewis-Palmer, Irvan, Sugai, and Boland (2004), research efforts announced that school-wide PBS procedures were valuable as schools had reported a 20%-60% reduction in office referrals. Depending on any combination of variables, a school and/or school system could have

anywhere from 3 to 38 AYP goals. Finally, if the school or district failed to make adequate yearly progress, it was held accountable.

The consequences for Title I schools failing to make AYP were progressive and were referred to in phases. In Phase 0 there were no consequences applied if a school did not make AYP for one year. A school was referred to as being in Phase 1 when it did not make AYP for 2 consecutive years and, therefore, was required to offer parents a choice of transferring their child to another public school with transportation provided. Phase 2 was implemented when a school had not met AYP for 3 consecutive years and must have offered the choices above as well as supplemental educational services including private tutoring. At the end of the fourth year and still not having met AYP, a school was referred to as being in Phase 3. At this time, a school must have offered all of the above including undergoing outside corrective actions; this may have included replacing staff or implementing a new curriculum. Failure to meet AYP for 5 consecutive years is Phase 4. It resulted in students being offered all of the above, and the school must plan its restructuring, including possible governance changes. After all of the above measures had been implemented and the school continued to fail to meet AYP for 6 or more consecutive years, the school was said to be in Phase 5. The students must have been offered all of the above options, and the school must have implemented its restructuring plan.

If a school did not meet AYP, it was important for the data to be looked at to see where the improvement needed to be made in order to achieve AYP status. This was where PBS could be of assistance for schools by establishing a team to review the data, implementing a clear set of school-wide rules, teaching the behavioral expectations, and

encouraging expected behaviors with on-going monitoring and evaluation (Igafo-Te'o, 2006).

Statement of the Problem

The purpose of this study was to look at areas of school system practices in order to address school-wide discipline problems and prevent future occurrences. The goal was to determine if there was a difference in educators' perceptions about the relationship between positive school climate and academic achievement after the school had been trained in Positive Behavior Intervention Support. The study also examined if there was a decrease in the number of school discipline referrals after training. Teacher and administrator perceptions of participation and school safety were also factors in this study.

Research Questions

1. Did educators believe that positive school climate and academic achievement had improved after PBS training?
2. Did educators believe that school safety issues had improved after PBS training?
3. Did administrators believe that school safety issues had improved after PBS training?
4. Did co-workers and administration believe that there was a participation in the PBS program?

Hypotheses

H1: After implementation of PBS, there was less office discipline referrals reported than before implementation.

H2: SAT scores for third grade reading during the year of implementation of PBS were higher than before implementation.

H3: SAT scores for third grade reading one year later following implementation of PBS were higher than before implementation.

H4: SAT scores for third grade math during the year of implementation of PBS were higher than before implementation.

H5: SAT scores for third grade math one year later following implementation of PBS were higher than before implementation.

H6: SAT scores for fourth grade reading during the year of implementation of PBS were higher than before implementation.

H7: SAT scores for fourth grade in reading one year later following implementation of PBS were higher than before implementation.

H8: SAT scores for fourth grade math during the year of implementation of PBS were higher than before implementation.

H9: SAT scores for fourth grade math one year later following implementation of PBS were higher than before implementation.

Definition of Terms

Applied Behavior Analysis (ABA) - the science of studying the observable patterns of behavior and the environmental interactions. The techniques allowed the observer to have clear knowledge of how specific interventions or techniques may affect certain behaviors.

Academic achievement - increased score on core subjects (Reading, Math, and overall score).

Adequate Yearly Progress (AYP) - described whether a school or school system had met its annual accountability goals. AYP was achieved by assessing 95% of all students and included the economically disadvantaged; students with disabilities; and all racial, ethnical, and limited English proficiency students. AYP was met in reading, language arts, and mathematics. Not less than 95% of the students had taken the assessment and met or exceeded the state's annual measurable objectives and academic indicators.

Climate (School Climate) - the general atmospherically condition (positive interaction and corporative efforts toward acknowledging appropriate behavior).

Discipline - the steps or actions that teachers, administrators, parents, and students followed to enhance student academic and social behavior success.

Effective Behavior Support (EBS) - a systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students.

Functional Behavioral Assessment (FBA) - the process of collecting information in order to develop hypothesis statements regarding the variables that maintained and predicted problem behavior. Functional assessment strategies included indirect assessment methods, direct observation, and functional analysis.

Highly qualified teacher - the teacher held a minimum of a bachelor's degree, had obtained full state certification or licensure, and had demonstrated subject area competence in each of the academic subjects in which the teacher teaches.

Individuals with Disabilities Act (IDEA) - Individuals with Disabilities Education Act and the parallel statutes of many states guaranteed the right to a free appropriate public education in the least restrictive environment for students with disabilities. The

law applied to all students between the ages of 3 and 21 who qualified for special education and related services. Local school districts were held responsible for identification and initial evaluation of each student and an annual individualized education plan (IEP),

No Child Left Behind (NCLB) - a federal educational reform based on stronger accountability for results, more freedom for states and communities, encouraging proven educational methods, and more choices for parents.

Positive Behavior Intervention Support (PBIS) and PBS are interchangeable.

Positive Behavior Support (PBS) - a comprehensive set of strategies that was meant to redesign environments in such a way that problem behaviors were prevented or inconsequential and taught students new skills, making problem behaviors unnecessary.

School-wide Evaluation Tool - a way that assessed and evaluated the critical features of school-wide effective behavior support across each academic school year. It used multiple sources including review of permanent products, observations, staff, and student interview or surveys.

School safety - a comprehensive safety plan that everyone was aware of and emergency situations were practiced (fire drills, tornado drills, lock down procedures).

Delimitations

This study included 35 elementary public schools from five different counties in the state of Alabama. The schools chosen would have had completed the PBS (Positive Behavior Support) training by the Alabama State PBS Trainer within the years 2002-2005 and were accessible by vehicle at an acceptable distance. Each school must have reported

office discipline referral information to the Positive Behavior Intervention Support coordinator at the State Department of Education for the training years.

Assumptions

The researcher assumed that the administrators would complete the survey correctly and return it by the due date indicated on the letter. The leadership team would also complete the survey with what they truly believed and return it to their administrator. Both administrators and the members of the leadership team would be completely honest with all answers. The researcher also assumed that the schools selected were actively engaged in the implementation of PBS using the data-driven approach.

Justification

Did perceptions of PBS have an impact on students' achievements, academic behaviors, and the prevalence of students requiring interventions? How much of the faculty and staff were actively engaged in this process? The answers to these questions must be known. Productive intervention yielded professional and community support. Parents, teachers, administrators, and the community found positive, effective, and efficient reinforcement significant when it involved educating students. Increased academic tests encouraged a successful, productive society for the future. If establishment of a Positive Behavior Intervention Support team increased this opportunity, then it should have been fully explored and implemented for quality education.

CHAPTER II

LITERATURE REVIEW

“Positive behavior support (PBS) is a rapidly evolving approach for meeting the needs of people who experience challenges associated with behavioral adaptation” (Clarke, Worcester, Dunlap, Murray, & Bradley-Klug, 2002, p. 131). In the past, Applied Behavior Analysis was used in special education settings with students having behavior problems.

Positive behavior support emerged out of a dissatisfaction regarding traditional methods for addressing serious behavior problems which were often too narrowly defined, focused exclusively on consequences, inappropriate within integrated settings, unacceptable, intrusive, and/or ineffective in helping people realize meaningful changes in behavior and lifestyles. (Horner, Dunlap, Koegel, & O’Neill, 1990, p. 126)

“Students who exhibit challenging behaviors in the general education classroom may benefit from the strategies aligned in PBS” (Hendley, 2007, n.p.). Recently, the use of PBS was applied to the school environment as a whole and had become not only a school-wide based intervention strategy system but also a district-wide strategy support system. “PBS has become, for many, the approach of choice for individuals with diverse characteristics (e.g., from individuals with severe disabilities to individuals without a diagnostic label) and used for a great range of settings, circumstances, and challenges” (Knoster, Anderson, Carr, Dunlap, & Horner, 2003, n.p.). PBS was an effective team-based practice that used the data collected (observations, interviews, and number of occurrences) to define and prioritize areas of concern, to select practices that addressed

these areas of concern, to evaluate the impact of those practices in achieving the desired outcomes, and to guide long-term action planning to sustain goals. Hendley (2007) found that “interventions intended to prevent challenging behavior should focus on enhancing quality of life for students by teaching applicable skills in real-life settings” (n.p.). Scott (2003) stated, “under a system of PBS, school-wide discipline data (e.g., office referral information) is used to identify problem behaviors and their predictable contexts” (p. 3). Effective interventions also considered location, times of occurrences, and school-based events such as an assembly that were particularly predictive of desired behaviors as well as undesirable behaviors. The data collected by individual schools would be as individual as each school. Some schools may have decided to only track data by individual student and the problem occurred while other schools may track individual students, date, grade level, the individual referring the student, the problem, the place, and time of occurrence. This information would be used to develop routines, physical arrangements, and supervision that are more predictive of appropriate behavioral outcomes. “For any school, the nature or predictability of identified problems dictates the content and nature of the rules, routines, and physical arrangements that logically fit the problem and are realistic to those charged with implementation” (Scott, 2003, p. 7).

Optimizing the capacity of schools to address schoolwide, classroom, and individual problem behavior is positive in the face of current challenges but only if working policies, structures, and routines emphasize the identification, adoption and sustained use of research-validated practices. (Sugai et al., 1999, p. 133)

Having a positive school climate induces positive attitudes and more learning. The mission for PBS was “to give schools capacity-building information and technical

assistance for identifying adopting and sustaining effective school-wide disciplinary practices” (OSEP, 2003, n.p.). Kincaid, Childs, Blase, and Wallace (2007) stated, “the process of schoolwide positive behavior support (SWPBS) includes the application of evidence-based strategies and systems to help schools increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures” (p. 174).

Federal legislation passed a number of laws concerning education. The three most important laws affecting handicapped children were the 14th Amendment to the federal Constitution, section 504 of the Rehabilitation Act of 1973, and the Education of the Handicapped Act, as amended by Public Law 94-142 in 1975, now known as the Individuals with Disabilities Act (IDEA). Section 504 defined and described the basic civil rights of people with disabilities and deals with “all” individuals with disabilities even if they do not need to be in a special education program. Public Law 94-142 was only concerned with school-age children and provisions for federal funding. The state and federal laws passed since the 1960s now protect the rights of students with disabilities and guarantee a free and appropriate public education.

On November 29, 1975, President Gerald Ford signed P.L. 94-142, the Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act). This law mandated a free and appropriate public education in the least restrictive environment, the environment most like the regular classroom in which the student can benefit. In 1977, a panel was formed to investigate experiences of selected school systems in carrying out P.L. 94-142 and state special education laws. There was also a federal definition of learning disabilities published to improve P.L. 94-142.

Learning disabled was a new term for those who did not fit the other definitions (Pavlovich, 1999, p. 20). When Congress passed P.L. 94-142, its purpose was to ensure that a free appropriate public education (FAPE) was made available in the least restrictive environment (LRE) to each handicapped child between the ages of 3 and 21.

On June 4, 1997, children with disabilities, parents, teachers and administrators, members of Congress, federal-agency officials, and advocates gathered on the South Lawn of the White House to witness President William Jefferson Clinton sign the amendments to the Individuals with Disabilities Education Act (IDEA) which became Public Law 105-17 and introduced a number of new concepts. IDEA Amendments, 20 U.S.C. § 1414(d)(3)(B)(i) (as cited in Snell, Voorhees, & Chen, 2005) stated:

The Amendments of 1997 strengthen support for use of PBS; when students with disabilities exhibit behavior that interferes with their or others' learning, "the individualized education program (IEP) team shall consider, when appropriate, strategies, including positive behavior intervention strategies, and supports to address that behavior." PBS is process oriented, involves team organization, and methods that promote active involvement of all stakeholders in order to develop appropriate behavior support plans. (p. 140)

These amendments were substantial and represented a historic turning point for educational services to children with disabilities and their families. "PBS has also been established as an approach for working with entire school/agency contexts and for developing agendas of prevention and early intervention at multiple levels (e.g., from student-centered support plans to whole-school intervention)" (Knoster et al., 2003). As a result of these amendments, IDEA '97 emphasized the responsibility of parents and

school personnel to work together to enhance the effectiveness of the IEP. The IEP was a powerful document. It was developed for a single child, not a group of similar children, and focused on improving educational achievements and ensuring the success of students with disabilities in the general education curriculum. It was not a plan but a specific program to be followed. The IEP outlined any modifications that the individual may have needed to succeed that school year. It also emphasized the participation in statewide and district assessment programs and required states to report the results to the U.S.

Department of Education and the public. Two which were particularly important to the education of children whose behaviors violated school codes of conduct were positive behavior support (PBS) and functional behavioral assessment (FBA) (Sugai et al., 1999). The impact of including PBS into the Individuals with Disabilities Education Act (IDEA) was an important step towards identifying and addressing students at risk. According to Sugai and Horner (2002), "IDEA '97 directly referenced the need for and use of positive behavioral interventions and supports and functional behavioral assessment processes for students who displayed or were at risk of developing problem behavior that impeded their success at school" (p. 131). Although the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) emphasized the use of functional behavioral assessment (FBA) in schools, the idea of looking at a behavior within the context in which it was observed had been in the literature since the early 1900s. "Discussions about functional analysis and functional relationships began with the early writings and works of Ivan Pavlov, John Watson, Edward Thorndike, Fred Keller, B. F. Skinner, and other early behavioral psychologists" (Sugai, Lewis-Palmer, & Hagan-Burke, 1999-2000, p. 149). Positive Behavior Support was not a new approach, but one that was renamed and

recycled and was being actively pursued for increased performance. “There is no difference in the theory or science between positive behavior support and behavior modification. These are the same approach with different names” (Horner, 2000, p. 99). The Rehabilitation Research and Training Center on Positive Behavior Support (2003) defined PBS as “the assessment and reengineering of environments so people with problem behaviors experience reductions in their problem behaviors and increased social, personal, and professional quality in their lives” (n.p.).

The Individuals with Disabilities Education Improvement Act (IDEIA, 2004) was signed into law on December 3, 2004, renewing several key commitments to special education students who engage in persistent, problematic behavior. Browning Wright, Mayer, Cook, Crews, Rawlings, and Gale (2007) stated that two of the most significant commitments embedded within the language of IDEIA 2004 that are most relevant to disciplinary practice in the schools related to conducting a functional behavior assessment and developing a positive behavior support plan.

The specific language in IDEIA 2004 states that the IEP Team shall develop a PBS plan: (a) In the case of a child whose behavior impedes the child’s learning or that of others; (b) when a disciplinary action is taken that results in an involuntary placement change, and the behavior is manifestation of the disability; and (c) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a plan, and modify it, as necessary to address the behavior. (Browning Wright et al., 2007, n.p.)

Carr et al. (2002) and Sugai et al. (2000) (as cited in Freeman, Eber, Anderson, Irvin, Horner, Bounds, & Dunlap, 2006) reported:

Schoolwide positive behavior support encourages schools to provide a continuum of supports addressing the needs of all students including those with the most significant learning and/or behavior challenges by matching the intensity of educational practice and intervention to every child's unique needs. (p. 5)

PBS had three basic areas. The first area was a Functional Behavioral Assessment (FBA). "All behavior has a function; that is, it meets some need for the person exhibiting it. When dealing with a chronic disruptive behavior, a teacher must find the function of that behavior" (Obenchain & Taylor, 2005, p. 10). An FBA is a method of gathering information and assessing the relationship of the environment and its behavioral results.

Functional behavioral assessments are problem-solving processes conducted by support teams to (a) collect contextually relevant information (setting, antecedent, and consequence variables) associated with occurrences of problem behavior, (b) develop hypotheses statements that summarize and highlight factors that occasion and maintain problem behavior, and (c) build and implement effective, efficient, and relevant behavior intervention plans based on these hypotheses statements.

(Sugai & Horner, 2002, n.p.)

It was clear that the information gathered to develop a functional assessment would be of great value in designing and developing effective behavioral support and was extremely time consuming. An FBA was designed to identify an individual student's undesirable or disruptive behavior and antecedents in very detailed specific concrete terms and can be measured. Scott, McInyre, Liaupsin, Nelson, Conroy, and Payne (2005) stated, "To be

effective at this level, typical school-based personnel must be able to develop and implement logical and practical intervention strategies that are clearly tied to function” (p. 205). The assessment was developed by a support team and was a problem-solving process by determining the nature of the problem and replacing behaviors in either academic or social context. A functional assessment identified events in order to predict and maintain behaviors. It was a process to predict when, where, and why a student emitted behavior problems. Documenting the antecedent and contingent events associated with specific behaviors would have predicted when the behavior would likely occur again. Interviews and observations were conducted to gather the history of the behavior and events that seem to predict the behavior. It was also important to know when and where the problem behavior did not occur. A section of the FBA was completed by any person who knew the child well. This included teachers, family members, and physicians. It was very important for all members involved to have developed a good rapport with the student. “In the absence of rapport, people may show little interest in interacting spontaneously and enthusiastically with one another” (Carr, Levin, McConnachie, Carlson, Kemp, & Smith, 1999, p. 111). The child should have felt comfortable with these people to eliminate the added time of building a rapport. The first part of the form contained demographic information and a student profile. In the initial stages of planning a functional behavior assessment, data were taken to identify and support the decisions for correction. It must have been a clear, measurably stated behavior that included occurrences of when the behavior was exhibited and when it was not. Additional information would be collected in relationship to illnesses, medication, environment, attention, and situations to avoid. A summary of the events and behaviors was written as

well as strategies for prevention of the behavior and consequences. Once the document was completed, the replacement behaviors were taught to the student by displaying effective examples, modeling, prompting, and feedback to encourage the appropriate behavior and continued success. Kerr and Nelson (2002) and Sulzer-Azaroff and Mayer (1991) (as cited in Scott et al., 2005) reported:

However, research has been clear that negative incentives and consequences are effective only when (a) the consequence is functional, (b) the least intrusive and most natural functional consequences are used, and (c) plans are based on antecedent and instructional manipulations that facilitate student success. (p. 206)

The FBA was an important part of Positive Behavior Support because it addressed an individual having difficulty with social, emotional, or physical demands. The more accurate and extensive the assessment data, the clearer the decision-making process will be. These students were categorized as either the secondary or even the tertiary level of concern.

The second basic area of PBS was comprehensive intervention.

In PBS, this function-based perspective is used to organize empirically supported practices at four main levels: the school (all students, settings, and staff), the classroom (instructional and behavior management), a specific setting (e.g., hallways, playgrounds, parking lots, cafeterias), and the individual student (function-based, specialized interventions). (Sugai & Horner, 2002, p. 133)

Data were collected to gain insight to improving a positive, effective, and efficient learning environment. “One area of need lies in a direction for use of existing discipline information to improve school-wide behavior support” (Sugai et al., 2000, n.p.). One

form of data that most all schools collect in some form and is easily accessed for decision-making purposes was office discipline referrals:

An office discipline referral represents an event in which (a) a student engaged in a behavior that violated a rule or social norm in the school, (b) the problem behavior was observed or identified by a member of the school staff, and (c) the event resulted in a consequence delivered by administrative staff who produced a permanent written product defining the whole event. (Sugai et al., 2000, n.p.)

Scott (2003) stated: "Each school must set a criterion for the number of office referrals that warrant individualized student consideration" (p. 8). State and district-wide assessments were also excellent sources of data to be used in order to define and prioritize areas of interest. "Data are used to (a) define and prioritize areas of concern, (b) select practices to address these areas of concern, (c) evaluate the impact of these practices in achieving desired outcomes, and (d) guide long-term action planning and sustainability goals" (Sugai & Horner, 2002, n.p.). Horner (2000) stated, "effective environments make problem behaviors irrelevant, inefficient, and ineffective" (p. 97). A team of school staff looked at a school's strengths and weaknesses based on the data collected and considered a proactive and preventative approach to appropriate behavior. Office discipline referral data are one source of information the team has used to determine areas of concern. Sugai et al. (2000) (as cited in Irvin, Horner, Ingram, Todd, Sugai, Sampson, & Boland, 2006) stated, "school staff can use information about office discipline referral (ODR) patterns to assess the status of school safety and behavioral climate and build a schoolwide behavior program based on the data" (p. 10). The team reviewed the data and made suggestions for intervention planning throughout the school.

This intervention consisted of behavioral expectations, recognition, and rewards responsive to the school's specific needs. The elimination of using negative statements prefaced with "Don't" and "No" were emphasized by the leadership team. The team could develop a teaching matrix that would reinforce positive direction and shift the discipline from reactive to a proactive approach. This teaching matrix would consist of the teaching goal to be taught to students with an accuracy target goal set at 90%-100%. It would be broken down into three steps: define, model, and check for comprehension. A copy of the Alabama State Department of Education's teaching matrix can be found included in this document (see Appendix B). Students received positive attention for positive behavior. The expectations were clearly defined for students, specifically taught at the start of the school year, and reinforced periodically throughout the year. The PBS school team continued to collect and analyze data such as office discipline referrals and test scores in order to modify the environments to respond to infractions. The importance of monitored progress and evaluation for increased safety and security cannot be overstated. "Beyond primary systems and strategies, all interventions are team-based to some extent in that the development of an individualized behavior intervention plan requires input from a range of person" (Scott, 2003, p. 11).

The third basic area of PBS was a lifestyle enhancement design.

Reactive management practices are likely to be more effective when integrated into a proactive and instructional approach to behavior support. This approach was characterized by careful consideration of instructional practices, structures, and processes for (a) maximizing academics outcomes; (b) selecting and teaching school-wide and classroom-wide expectations, rules and routines; and (c)

practicing and encouraging the use of academic skills and behavioral expectations across multiple relevant settings and contexts. (Sugai & Horner, 2002, p. 132)

Establishing, teaching, and reinforcing school-wide rules for everyone to follow would provide order, routines, and structure to the environment in responding to behavior and the number of office discipline referrals. “In schoolwide positive behavior support, school staff learn a common language as they begin implementing educational practices and interventions aimed at benefitting students with and without significant disabilities” (Freeman et al., 2006, p. 5). Teachers and administrators needed to realize that if detentions, suspensions, and expulsions were truly punishment for a given student, then his or her inappropriate behavior would decrease. Obviously, this is not the case for repeat offenders. “Attention is focused on creating and sustaining school environments that improve lifestyle results (personal, health, social, family, work, recreation, etc.) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional” (Sugai et al., 1999, p. 7). PBS focused on an overall quality of life. The optimal outcomes of positive behavior support were to help improve community participation, personal relationships, and a productive society. “As prevention is implemented at each level of PBS, the number of students requiring further, more intense intervention decreases while the range of adults involved increases to better meet the unique individual needs of students with chronic failures” (Scott, 2003, p. 2),

“The available evidence suggests that the social behavior of students, and the related social climate of schools, can benefit from data-based decision making” (Irvin et al., 2006, p. 10). The benefits to implementing PBS were outlined in the Alabama State Improvement Grant. They included teaching schools how to use data, systems, and

practices to develop and implement consistent school-wide action plans that addressed discipline using proactive practices, creating positive learning environments, and preventing inappropriate behaviors. PBS also provided an environment for students to be responsible for their own behavior, respectful to themselves and others, and resourceful to support good decision making. Tobin et al. (2000) (as cited in Irvin et al., 2006) reported, “information about classroom behavior patterns can be used to redesign curricula, activity routines, and the physical layout of classrooms to improve student outcomes” (p. 10). The Alabama State Improvement Grant also stated that implementing a proactive approach to discipline equipped school systems with the ability to reduce office discipline referrals, the number of suspensions/expulsions and decreased dropout rates. Muscott, Mann, Benjamin, Gately, Bell, and Muscott (2004) (as cited in Horner, Sugai, Eber, Phillips, & Lewandowski, 2004) reported:

Schools in Illinois have seen reductions in problem behavior that has begun to translate into academic achievement. For example, over a two-year period, Thomas Jefferson School in Milan, IL experienced a 67% drop in office discipline referrals, an 84% reduction in suspensions, and a 100% reduction in expulsions while simultaneously increasing achievement scores on the Illinois Statewide Achievement Test. (p. 455)

The Alabama State Improvement Grant (SIG) on PBS outlined the three levels of interventions. Schools must understand that school-wide discipline systems are important elements of a continuum of behavior support (Figure 2). The focus and attention were directed toward the primary level which encompassed the entire school in order to foster appropriate behaviors as well as discourage problem behaviors. Implementing PBS into a

school is a process and should be thought of as a foundation for support. The first year was focused on getting school-wide, universal interventions in place for 80-90% of the student population. In this area, 80-90% of all of the students responded to universal interventions that promoted a positive learning environment. "The purpose of universal strategies is to maximize achievements, deter problem behavior, and increase positive peer and adult interactions" (Muscott et al., 2004, p. 455). This was the first year's goal with the rules and expectations established, taught, monitored, and rewarded.

The secondary level focused on a small percentage of students or group of students to reduce initial problems. This was the targeted group for interventions and contained anywhere from 5-10% of the student population and were considered the "at-risk" students. These students were most likely the ones found in the office over and over for minor disruptions. These students were targeted during the second year of implementation.

Finally, Muscott et al. (2004) reported "the tertiary level targets the remaining 1-5% of students who are displaying symptoms or behaviors related to mental illness" (p. 45). This level was originally designed to focus on those individuals needing intense individual assessment-based interventions to prevent failures. It was most effective after primary and secondary systems had been established. Scott and Barrett (2004) suggested looking at the time staff and students spent on disciplinary procedures as a way to evaluate school-wide and individual needs in implementing PBS. A developed FBA was helpful for students who fell at this level of support. To be effective in supporting all students, schools need to implement a continuum of behavior support from less intensive to more intensive, based on the severity of the problem behaviors presented. "The

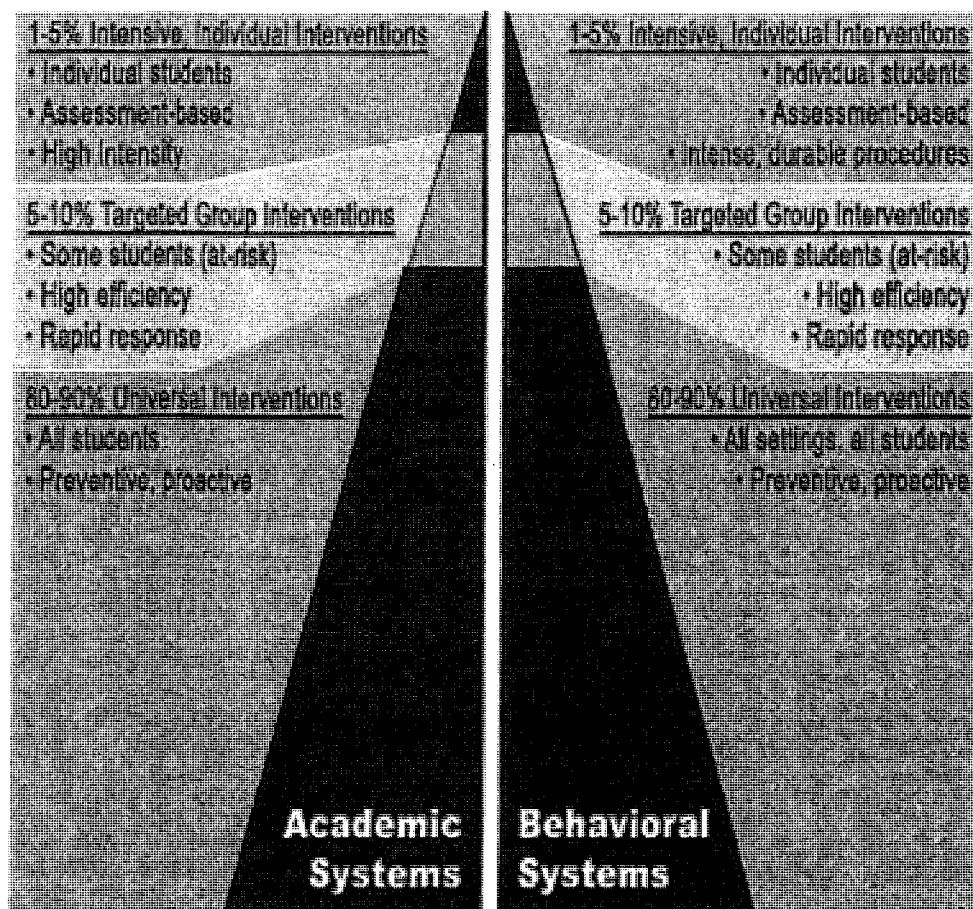


Fig. 2. Continuum of School-Wide Instructional and Positive Behavior Support

purpose of this three-tiered approach is to support all students and when necessary tailoring to provide more intensive supports. It is not intended to label students by placing them in categories or a hierarchy” (Freeman et al., 2006, p. 6).

A research instrument was developed to help assess school-wide positive behavior support by Sugai, Lewis-Palmer, Todd, and Horner in 2001 and this assessment was known as the School-Wide Evaluation Tool (SET). This was coupled with improved social climate and academic performance when schools participated in PBS practices. The instrument SET was just one measure that was shown as an effective tool for PBS and guided additional school officials toward training and implementing PBS. The SET results were used to assess features that were in place, determined annual goals for school-wide effective behavior support, evaluated on-going efforts, designed and revised procedures, and compared efforts toward school-wide effective behavior support from year to year.

PBS moved from an individual behavior intervention to a school-wide program and to finally being a district-wide management system. School districts played an important role in addressing a school’s climate. In 1996, the Eugene School District in Oregon began training their 50 individual schools for a gradual district-wide coordinated and supported role in PBS. The training enabled their students and staff to be proactive contributors in their school climate. Their focus was on designing and teaching appropriate behaviors in order to decrease discipline. The Eugene School District also worked with evaluators from the University of Oregon to develop and assess the School-Wide Evaluation Tool (SET) for the purpose of collecting and analyzing data for accurate

decision making. A continuous effort to train and support all of the schools in Eugene, Oregon, continued to grow (Nersesian, Todd, Lehmann, & Watson, 2000).

Finally, the PBS approach emphasizes the use of data collection and analysis to inform decision making (e.g., direct behavioral observations, curriculum-based measurement). A variety of data sources (e.g., office discipline referrals, attendance and tardy reports, and academic progress) are collected through a range of methods (e.g., students, family members, educators, community members). (Sugai et al., 1999, p. 9)

Netzel and Eber (2003) reported that “the data also help identify students with multiple referrals/suspensions whose needs should be addressed through classroom environment modifications” (p. 77).

PBS involved assessment and redesigning the environment. It was an application of behavior analysis and provided a practical scientific approach to how learning and behavior change occurred. Scott (2001) stated:

The idea behind behavior support is that predictable problems are preventable problems. When proactive systems are in place, the number of problem behaviors that occur due to inadequate or poorly designed rules, routines, and/or physical arrangements will be reduced through prevention. (p. 88)

PBS focused on fixing the environment, teaching people new skills, and controlling consequences, not fixing people. Horner (2000) stated, “Positive behavior support involves the assessment and reengineering of environments so that people with problem behavior experience reduction in problem behaviors and an increase in the social, personal, and professional quality of their lives” (p. 97). PBS needed active

administrative support and a clear and consistent reinforcement and recognition for students.

Changing the way discipline practices were used to a more preventative approach was how Safran and Oswald (2003) described PBS. Focusing on a particular group of students or a specific school setting to improve the educational environment and make it more conducive to learning was just one goal for which PBS strived. Identifying areas of concern not only meant identifying specific individuals or groups of individuals but also potential unsafe areas of the facility. Schools needed to identify the function of the behavior in order to provide interventions appropriate for each individual circumstance. Sugai et al. (2000) stated, “confronted by increasing incidents of violent behavior in schools, educators are being asked to make schools safer” (p. 1). Creating a climate conducive to security was a concern for the community as well as each individual at the school. The approach for addressing problem behaviors by using a case-by-case and after-the-fact approach was clearly just a “put out the fire” approach and should be extinguished. “Instead of using a patchwork of individual behavior management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms)” (Alabama State Improvement Grant, 2006, n.p.).

The Early Warning, Timely Response: A Guide to Safe Schools’ document was released to schools in 1998 in response to a series of school shootings across the country (Dwyer, Osher, & Warger, 1998). According to Sugai et al. (2000), “An impressive task force of national experts assembled current knowledge related to school safety and prepared the report with the direct goal of providing guidance for school-wide discipline

reform” (p. 2). It outlined characteristics of a school that was safe and responsive to all children, early warning signs, and intervention for troubled children, as well as developed a prevention and response plan. “Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children’s social, emotional, and academic development” (Dwyer et al., 1998, p. 3). This program emphasized the involvement of everyone in developing a plan of action and what to look for. Section two of this document outlined characteristics of a school that was safe and responsive to all children as well as identifying problems and assessing progress toward solutions. There was also a section explaining the early warning signs to look for and “Intervention: Getting Help for Troubled Children” was one tactic listed as teaching positive interaction skills. “Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children’s social, emotional, and academic development” (Dwyer et al., 1998, p. 3). The Early Warning Timely Response Guide and PBS supported the same objectives toward the recognized need for established school-wide rules and supported positive interventions and an established safe environment for learning.

An article titled *Closing the Gap* by Jerald and Haycock (2002) stated, “The message is clear: You no longer will be judged a successful school system unless you successfully teach all kinds of students” (n.p.). What schools took responsibility for closing the achievement gaps. Standards needed to be examined in order to reshape instruction, and the school administrators looked at how teachers were teaching, helped find ways to provide extra instruction for students who needed it, and involved parents to help provide support for success. PBS provided strategies for helping teachers through

professional development, increased parent involvement, and provided a support system that included a network of resources. The Alabama State Department of Education (2005) employed a task force of Alabama educators and stakeholders that developed the rewards and sanctions plan for the state's public schools. This task force was in direct response to the No Child Left Behind Act of 2001 (NCLB). "NCLB establishes firm objectives for schools across America to make AYP. In Alabama, schools and systems are evaluated based on student performance with Alabama content standards, attendance rates (elementary and middle schools), and drop-out rates (high schools)" (Sibley, 2005, n.p.). Higher academic standards and greater expectations may also cause children to have higher achievement, and this may lead to independence, self-reliance, and better post-school adjustments to the real world.

There were other models of behavior management systems that provided improving student behavior as an attempt to create an orderly, respectful, and improved environment and one that was particularly successful was the Girls and Boys Town of America. A need was seen by Reverend Edward Flanagan who started a home for abused, abandoned, and neglected boys in 1917. He had a dream that every child could be a productive citizen if he was given education, love, and a home. It was originally called Father Flanagan's Home for Boys but was later changed in 1926 to the Boys Town. Girls were not included in this program until 1979 under the direction of Monsignor Robert Hupp, at which time it became the Girls and Boys Town Education Model.

The Girls and Boys Town Education Model (GBTEM) was developed in 1979 and was designed to train teachers, administrators, and support personnel. The critical elements included a school-wide social skill curriculum, an administrative intervention

process, and a proactive classroom behavior management approach. “These three critical elements contribute to a system-wide approach that fosters respectful and caring staff/student interactions by fundamentally changing the way schools address discipline and deal with student behavior” (Girls and Boys Town Model, n.d., n.p.). The Girls and Boys Town across America had a similar approach to academic success as Positive Behavior Intervention Support. The Girls and Boys Town education services was a system-based approach that encompassed outcome analysis, reinforcement and teaching techniques, social skill interactions, relationship-building strategies, and youth empowerment. This model was applied to a large range of situations and programs. Some of the programs included residential care-homes for troubled youth, emergency shelters in a family style environment, in-home counseling services for families in crisis, treatment and care to children who need more specialized care, residential treatment center to help troubled youths with psychiatric disorders, and common sense parenting. The research-based principles of behavior management were similar to positive behavior intervention support (PBIS) and were also successful.

Another approach to behavior modification was Effective Behavior Support (EBS). EBS was also a systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students. It, like PBS, was a team-based process for systemic problem solving and planning. EBS recommended strategies that included parent training, social skills training, academic and curricular restructuring, proactive management, and individual behavioral interventions emphasizing the use of functional assessments. Lewis and Sugai (1999) reported, “another important EBS feature is attention to increasing ongoing and meaningful staff development opportunities” (p. 5).

Yet another approach of effective school-based programs for students with behavioral difficulties was the use of the wraparound approach coupled with positive behavior interventions and support (PBIS). This program was designed in order to produce effective school environments and enhanced results for students with behavior difficulties. “The wraparound process is consistent with the values and mandates of the original special education law (Education for All Handicapped Children Act of 1975) as well as the reauthorized version, IDEA” (as cited in Skiba & Peterson, 2000) (Eber, Sugai, Smith, & Scott, 2002, n.p.). In an article by Eber et al. (2002), the authors described how a school-wide approach to PBIS complemented the school-based wraparound process to improve outcomes for students with severe emotional and behavioral problems.

These approaches developed strategies to effectively prevent problem behaviors, identified skills to assist students having behavioral problems, and used reinforcement techniques to encourage positive behaviors in the academic settings. Building a positive learning environment so students could obtain their full potential was also a goal that PBIS, the Girls and Boys Towns across America, EBS, and the wraparound process had in common. The benefits of these programs were also parallel. These approaches reported less time being spent on correctional behaviors including fewer office referrals, more time on academics, and being consistent, leading to clear expectations.

CHAPTER III

METHODOLOGY

A quasi-experimental design was chosen to collect information for this project. The study survey included 35 public elementary schools from five counties within Alabama that had been trained in Positive Behavior Intervention Support (PBIS) between the years 2002 and 2005. The schools were trained by an employee of the Alabama State Department of Education. The project goal was to determine if Stanford Achievement Test (SAT) scores for third grade reading and fourth grade reading increased after PBS was implemented as well as one year later. Another goal was to examine if the third grade math SAT scores and fourth grade math SAT scores had increased prior to implementation as well as one year after. Also examined was whether educators' perceptions about the relationship between positive school climate and improved academic achievement were demonstrated. The study looked at the perception that teachers and administrators had regarding positive behavior interventions after the school had been trained in Positive Behavior Intervention Support. Also examined was whether there was a decline in the number of school office discipline referrals after training. Teachers' and administrators' perceptions of participation and school safety were again a factor in this study.

Research Design

The variables in this design included the Stanford Achievement Test, 9th Edition (SAT 9) data and the Stanford Achievement Test, 10th Edition (SAT 10) with regards to data collected from 35 elementary schools in five different counties in Alabama. The SAT 9 data were necessary for comparison for one of the counties trained in 2002-2003

in order to compare pre-PBS implementation SAT data to the post-SAT data. The data included third and fourth grade reading and math overall SAT scores for 2002-2003, 2003-2004, and 2004-2005 school year. The researcher compared each school's third and fourth grade reading and math information pre-training to the year of post-training in order to determine if there was a difference. The researcher then compared each school's third and fourth grade reading and math scores from the first implementation year with the data collected from one year later. The researcher collected all of the above data from the Alabama State Department of Education's Internet site (<http://www.alsde.edu/html/lhome.asp>). Discipline data were also collected for each of the schools. The discipline data were collected by the researcher at the Alabama State Department of Education in Montgomery, Alabama. The data were available through Donna Kirkendoll, the Alabama State Coordinator for PBS. The researcher compared office discipline referrals to pre-training and the year of training as well as one year later. Additional demographic information was also gathered from the five counties' Web sites indicating the schools' grade level and the number of students enrolled.

Surveys were sent to the same schools as the SAT data were collected to provide descriptive data and enable the researcher to determine the role and position of the administrator or team member, whether they attended the original training, and the initial training year. The perception data should have helped to confirm how educators felt about the participation in PBS, how often the committee met, if there were incentives for students and/or teachers, and who was responsible for leadership and training.

Participants

The project included 35 elementary schools from five counties in the state of Alabama that had been trained in PBIS by the State of Alabama or the Federal Office of Special Education. The participants were recruited by use of the following criteria:

- Training date for PBIS must have been within the years 2002-2005.
- The county was within driving distance for the researcher in the event an on-site visit was requested.
- Each school must have submitted discipline data prior to implementation to the Alabama State Department of Education/PBS Coordinator.

In consideration of sufficient data to be examined, the years 2002-2005 were selected by the researcher. The subject population included at least one school administrator and 8 to 10 leadership team members from each school that received training in Positive Behavior Intervention Support (PBIS) in Alabama. It included male and female groups, as well as all racial, ethnic, and socioeconomic groups within the school. Personal contact with each school administrator via e-mail was established in order for quality and quantity survey returns.

Demographic Information

There were three PreK-4 schools with an enrollment above 350 students. Two of those same schools had a poverty rate of more than 50%. There were nine PreK-5 schools included in this study. Five of them had an enrollment of less than 350 and four of them had a range of 424-556. Of those nine schools, six of them had a less than 50% poverty rate. There were 16 schools that are PreK-6 and nine of them had an enrollment of less than 350 students and six of those PreK-6 schools were below the 50% poverty rate.

There was only one K-7 school with an enrollment of 755 with a poverty rate above 50%. There were two K-9 schools with an enrollment of less than 350 students, both with poverty rates above 50%. Finally, the four PreK-12 schools had an enrollment of more than 350 students with a poverty rate below 50% (see Table 1).

Instrumentation

There were two instruments designed by the researcher at the onset of the study. An informed consent letter (Appendix C) was included for each school. The leadership team survey (Appendix D) contained 20 questions and the administrators' survey (Appendix E) contained 23 questions. The demographic information (question 1-5) was the same on both instruments. The survey determined the original training year of school participation in Positive Behavior Support as the first criteria for selection. As the questions were developed, a decision to collect some demographic information became necessary to determine the consistency of the participants' role and reliability of the results. Several questions applied to the responsibility of leadership and training of new faculty and staff. The survey also contained questions addressing educators' perceptions of the connection that PBS had with improved academic achievement.

Leadership Survey

In the leadership team survey, perception questions 2, 4, and 10 addressed teachers' perceptions of the relationship between positive school climate and student academic achievement after PBS had been implemented. Teachers' attitudes concerning the number of student discipline referrals with interventions were surveyed in perception questions 1, 5, 6, and 8. Students needed to feel that they were in a safe environment and PBS addresses this as part of a positive learning environment. In the perception questions

Table 1

Demographic Information on 35 Schools Involved in PBIS

School #	Grade Level	Location	Enrollment	% Caucasian	% African Am	Other	Free/Red Lunch	% of Sp. Ed.
1	k-4	central	388	60	40		58	3
2	k-6	central	620	66	34		70	17
3	k-4	central	339	43	57		59	9
4	k-6	central	662	70	30		60	13
5	k-7	central	755	68	29	3	65	12
6	k-6	central	549	25	75		76	14
7	k-6	NW	231	100	0		56	8
8	k-6	NW	268	88	12		53	18
9	pk-12	NW	626	100	0		46	8
10	pk-4	NW	667	95	4	1	39	14
11	pk.6	NW	326	98	2		70	24
12	K-12	NW	517	94	4	2	34	13
13	k-9	NW	246	100	0		79	14
14	k-6	NW	970	93	5	2	27	7
15	k-9	NW	218	100	0		76	19
16	k-6	NW	140	100	0		25	0
17	k-12	NW	969	97	3		41	10
18	k-12	NW	871	100	0		48	12
19	k-6	NW	285	100	0		33	7
20	k-5	NW	463	95	5		13	8
21	pk-5	NW	424	73	26	1	33	11
22	pk-5	NW	286	59	41		73	2
23	k-6	SW	636	100	0		43	11
24	k-5	SW	552	95	4	1	29	10
25	k-5	SW	276	97	3		25	18
26	k-5	SW	556	83	11	7	12	18
27	k-5	SW	294	89	9	2	41	14
28	k-5	SW	282	83	15	2	63	28
29	k-5	SW	125	94	6		56	25
30	k-6	SW	282	89	11		43	14
31	k-6	SW	250	100	0		43	18
32	k-6	SW	344	68	29	3	64	17
33	k-6	SW	472	72	23	5	58	26
34	k-6	SW	656	91	5	4	38	16
35	k-6	SW	190	97	0	3	68	12

3 and 13, teachers were asked if they felt that PBS had an effect on school safety. Finally, participation was always considered a key element in the success of PBS. The leadership team survey contained three questions relating to participation (perception questions 7, 9, and 11).

Administrator Survey

The survey for administrators was similar to the leadership survey. In this survey, perception questions 4, 12, and 14 asked administrators about their perceptions regarding the school climate after PBS had been implemented. Administrators' attitudes concerning the number of student discipline referrals were surveyed in questions 1, 6, and 10. School safety was a priority for all administrators every day; therefore, questions 3 and 15 asked if their perception of PBS had improved school safety. Finally, the survey requested administrators' opinions of teacher participation in PBS through questions 7, 8, 16, 17, and 18.

The survey took approximately 10 to 15 minutes to complete. The instruments were distributed to school administrators as bulk mail by the United States Postal Service and were addressed to the school administrators. An additional letter to the principal regarding who should complete the survey was included. Each school received two surveys for the administrators and 10 surveys for leadership team members. A self-addressed, stamped envelope was included for the school's convenience in returning all surveys to the researcher.

A cover letter accompanied the survey instrument. It stated that any members of the leadership team not working in a classroom should answer only questions that were applicable to their circumstance. A due date to complete and return the survey to the

researcher in the self-addressed, stamped envelope was included in the cover letter. All cover letters and the additional principal's letter were photocopied on the front only and were placed on plain white 8½ x 11 paper with black print. The surveys were photocopied, front and back, on a single piece of 8½ x 11 paper and stapled in the upper left hand corner with a cover letter placed on top before stapling. The survey for the administrator was on a pastel yellow paper and the members' surveys on pastel blue.

The researcher gathered pre- and post-training SAT data for reading and math for grades 3 and 4. These data were retrieved from the Alabama State Department of Education's Web site by the researcher. Additional data containing information about the schools' discipline referrals prior to implementation and post-implementation of PBS trained were collected by the researcher from the Alabama State Department of Education in Montgomery, Alabama. This information was made available from the Alabama State Department of Education by the PBS coordinator, Ms. Kirkendoll.

Panel of Experts

A panel of experts received in advance the survey questions and a list of recommendations to follow for examination of the document for face and content validity. A second criterion for the panel of experts was to clarify whether or not the document was clearly written, readable, and obvious to the reader.

The panel included a professor at the University of Connecticut. He received his Master's of Education degree in 1974 and the Doctor of Philosophy degree in 1980 from the University of Washington. His primary areas of interests were positive behavior support, systems change, teacher training, emotional and behavioral disorders, effective behavioral support, social skills instruction, behavior management, strategies for effective

school-wide, and individual behavior management. He is a renowned speaker and exceptionally popular presenter at national and international conferences.

The second member of the panel holds a dual Bachelor of Arts degree in Elementary and Special Education/Learning Disabilities and a Master's of Education degree in Collaborative Education. She has been fully trained in Positive Behavior Intervention Support since 2001.

The third member was a principal who was trained in PBIS in 2001. She received a Bachelor of Science degree in Secondary Education, a Bachelor of Science degree in Elementary Education, and a Master's of Arts degree in Elementary Education. She also received an Associate of Arts degree in Elementary Education and a Master's of Arts degree in Administration.

Several changes were made after the panel reviewed and returned the two questionnaires. One major change was that the researcher deleted the question from the administrative demographic section of the questionnaire regarding office discipline referrals for before training, the year of training, and one year later. The researcher instead was able to obtain office discipline data by visiting Donna Kirkendoll at the Alabama State Department of Education in Montgomery, Alabama. The researcher also deleted the question requesting SAT data for the year before training, the year of training, and one year later. The researcher was able to retrieve SAT data from the Alabama State Department of Education's Web site. Other changes included the deletion of requesting some demographic information that the researcher was also able to obtain from the same Web site. Eight of the administrator perception questions were reworded to appear less biased and limited. One question on the administrator's perception survey was duplicated

and, therefore, removed. Numbers were also added to the perception questions on the administrator and the leadership questionnaires for easier tracking. There were no significant changes made on the leadership questionnaire.

Pilot Study

A pilot study was conducted with one school located in central Alabama and trained in PBIS during the second training session in 2001. Seven leadership team members and the school administrator participated in the pilot study. The researcher had selected this school as a matter of convenience. It was a rural K-8 county school with a population of approximately 475 students and was selected to represent the elementary schools training in PBIS. The subject population was restricted to a school administrator and the originally trained leadership team. A cover letter accompanied the instrument to explain that it would take less than 20 minutes to complete. The instrument contained 23 questions that addressed teacher perceptions, participation in PBIS, and demographic information. The instrument was distributed directly to the school administrator and PBIS leadership team members by the researcher at the beginning of a regularly scheduled faculty meeting with instructions to complete it honestly and to their best ability. The researcher collected each survey at the end of the pre-scheduled faculty meeting.

Results

The pilot study was conducted at a regularly scheduled faculty meeting. One administrator and all seven of the original committee members participated (100%) in the pilot study. The researcher did administer and collect the data in the same day. Enrollment during the 2001-2002 school year prior to implementation totaled 436 students. The year during implementation, 2002-2003, enrollment was 482 students

which was an increase of 10.5% student population. The year following implementation, the enrollment was 511 students which was an additional 6% increase in student population from the implementation year for a total of a 17% increase of student population.

The school's total office discipline referrals in 2001-2002 prior to implementation results were 680 total. The total office discipline referrals during the implementation year of 2002-2003 were 572, a decrease of 15.88%, and the year following implementation referrals were 597, with a slight increase of 4.37% but a total of 11.5% decrease overall.

Reliability and Validity

The researcher analyzed the opinions reported by the panel of experts. The content was evaluated as to whether or not the questions measure what they were intended to measure and if they coincided with the research questions. The panel's comments and opinions were few and general in nature such as the use of "office referrals" instead of "incidence of occurrences" and "I don't see any glaring issues" in regards to questions that researcher should have omitted. The Cronbach alpha of the score on the pilot test was examined. The perception scale of the leadership questionnaire does not possess adequate Cronbach alphas to be used as a scale due to the lack of variability. This lack of variability violates an assumption of the Cronbach alpha. The scoring was based on a Likert scale with one indicating *strongly disagree* and five indicating *strongly agree*.

Procedures

IRB permission was obtained to conduct a quasi-experimental design to collect information for this project (Appendix F). The superintendents' permission was required and obtained to conduct the surveys for four of the counties included in the study after

IRB permission was granted (Appendix G). The surveys with instructions for the study were addressed to the school administrator and sent to the 35 individual schools. E-mail contact with each school administrator was conducted within 7 days to explain the need and importance of completing the survey. The data were collected from the participants requesting that results be mailed in the attached self-addressed, stamped envelope to the researcher through the United States Postal Service. The administrator's questionnaire was treated separately on an Excel spreadsheet form the leadership team. The data were examined by the researcher for similarities of perception. Each question pertaining to a researcher's question was analyzed and interpreted for results.

Data Analysis

The researcher compiled the descriptive statistics. A repeated measures ANOVA was conducted to evaluate whether the implementation of PBS made a difference on student discipline referrals reported. The same test was conducted to determine if the overall SAT scores for third and/or fourth grade had increased in Reading and/or Math during the implementation of PBS as well as one year later. The alpha level was set at .05.

CHAPTER IV

RESULTS

The purpose of this study was to look at areas of school system practices in order to address school-wide discipline problems and prevent future occurrences. The goal was to determine if there was a difference in educators' perceptions about the relationship between positive school climate and academic achievement after the school had been trained in Positive Behavior Intervention Support. The study also examined whether there was a decrease in the number of office discipline referrals after training and if Stanford Achievement Test (SAT) scores for the third and fourth grade reading and math increased after implementation. Teachers' and administrators' perceptions of participation and school safety were also factors in this study.

A demographic and perception questionnaire was sent to 35 elementary schools in five counties in Alabama. Two administrator surveys and 10 leadership surveys were sent to each school via the United States Postal Service. Only those administrators and teachers currently serving on the leadership committee or those who had previously served were asked to voluntarily complete the survey. SAT data were gathered using the Internet site www.alsde.edu for the third and fourth grade reading and math scores of each of the 35 schools. The researcher met with the Alabama PBIS State Coordinator, Donna Kirkendoll, in Montgomery, Alabama, and gathered the school-level office discipline referral data.

Of the 35 schools included in the study, 17 out of 35 (49%) of the leadership teams responded. This yielded a total of 36 surveys. There were 10 out of 35 administrators' surveys (57%) returned to the researcher. The discrepancy in the number

of administrative surveys and leadership surveys was because some administrators returned their survey without any leadership surveys.

Leadership Demographics

The first question on the leadership team questionnaire addressed the percentage of teachers they felt had “buy-in” (willingness to incorporate PBS) with Positive Behavior Support. Sixty-nine percent of the leadership members indicated that 80% or more of teachers were willing to incorporate PBS in their classrooms. This was 25 out of 36 surveys returned. See Table 2 for the number returned/total surveys returned.

The second question asked how often the PBS committee met. The results showed that approximately 64% met before school began (23 out of 36 surveys), 17% met monthly (6 out of 36 surveys), 17% met bi-monthly (6 out of 36 surveys), and 69% met when necessary. The total number of surveys returned and the total number of surveys are listed in Table 3.

Question 3 asked who was responsible for team leadership and training of new teachers in PBS. The survey indicated that approximately 42% felt that the principal was responsible for leadership, and 31% believed that it was the responsibility of the chairperson. The majority (57%) believed that the principal should be responsible for training new teachers in PBS. Data were compiled from the total surveys returned and can be seen in Table 4.

The final two descriptive questions on the leadership survey requested opinions on incentives for students and teachers. Results indicated that approximately 89% said that there were incentives (32 out of 36 surveys returned) set up for students, but 69% did not have incentives set up for teachers. Some of the student incentives listed were verbal

Table 2

Leadership Survey "Buy-in" for Teachers (n = 36)

"Buy-in"	Percent	Count
40%-60%	11.1	4
60%-80%	19.4	7
80%+	69.4	25

Table 3

Committee Meeting (n = 36)

PBS Committee Meeting	Percent	Count
Before School Began	63.9	23
Monthly	16.7	6
Bi-monthly	16.7	6
During the Summer	2.8	1
When Necessary	69.4	25
Other ¹	13.9	5

¹For example, end of the school year

Table 4

Responsibility (n = 36)

Leadership Responsibility	Percent	Count	Training Responsibility	Percent	Count
Principal	41.7	15	Principal	57.1	20
Counselor	5.6	2	Counselor	2.9	1
Chairperson	30.6	11	Other ²	11.4	4
Other ¹	22.2	8	Chairperson	20.0	7
			Mentor	8.6	3

¹Assistant Principal, Team Members

²Assistant Principal, Committee Member

recognition, special tests, drawings, extra computer time, football tickets, and free snacks. Although 69% indicated that they did not have incentives for teachers, 31% (11 out of 35 surveys returned) did list incentives for teachers such as duty free lunch, leave work early, and drawings. Table 5 indicates the percentage of teacher and student incentives.

Leadership Perceptions

The perception questions were based on a scale from 1-5 with 1 being *strongly disagree* to 5, representing *strongly agree*. Research question 1 stated educators' perception about the relationship between positive school climate and academic achievement after the school had been trained in Positive Behavior Intervention Support (questions 2, 4, and 10) and resulted in approximately 69% of school leaders expressing an opinion that PBS had improved academic achievement; 82% indicated that they felt that PBS interventions improved the overall climate of their schools. Teachers' attitudes concerning school discipline referrals with interventions were also surveyed in the leadership perception questions (1, 5, 6, and 8). Results indicated that approximately 77% believed that PBS had improved school discipline, 62% felt that PBS decreased the prevalence of students requiring intensive intervention, and 82% agreed or strongly agreed that PBS was an acceptable intervention for students' behavior problems.

PBS addresses school safety as part of a positive learning environment. Research question 2 asked if educators believe that school safety issues had improved after PBS training. Questions 3 and 13 of the study addressed this and resulted in approximately 68% of the school leadership team members feeling that PBS had improved school safety; 97% reported that procedures were in place to address emergency/dangerous situations.

Table 5

Incentives (n = 36)

Incentives	Percent	Count
Teacher	31.4	11
Student	88.9	32

Finally, the leadership survey addressed questions 7, 9, and 11 relating to participation in PBS. Research question 4 asked if co-workers and administration believed that there was participation in the PBS program. The results indicated that 79% of the staff and faculty participated in the PBS program. Eighty two percent agreed or strongly agreed that the faculty and staff were active participants in PBS. Ninety one percent of schools' PBS leaders indicated that PBS was implemented school-wide and involved all students, all staff, and in all settings. Table 6 represents a summary of the leadership team perception survey data.

Administrator Demographics

The administrators' survey was similar to the leadership survey with the first question referring to the percentage of teachers who incorporated PBS. Results showed that 55% incorporating at a level of 80+% (11 out of 20 surveys returned) and 25% incorporating PBS at a level of 60-80% (5 out of 20 surveys returned). Table 7 indicates the percentage of buy-in and the number of surveys returned.

The second question asked how often the PBS committee met, with approximately 74% meeting before school began (14 out of 19 surveys), 21% meeting monthly (4 out of 19 surveys), 26% bi-monthly (5 out of 19 surveys), and 68% met when necessary (13 out of 19 surveys returned). Table 8 reflects these results.

Question 3 asked who was responsible for team leadership and then also who was responsible for training new teachers. The survey indicated that 47% (9 out of 19) felt that the chairperson was responsible and 42% (8 out of 19 surveys) felt that it was the principal's responsibility. The results for who was responsible for training new teachers

Table 6

Leadership Perception Information (n = 36)

		SD/D	Count	N	Count	SA/A	Count
1	It is my opinion that PBS has improved our school discipline. (Less behavior problems)	5%	2	18%	6	77%	26
2	It is my opinion, as an educator, that PBS has improved academic achievement.	12%	4	19%	6	69%	22
3	It is my feeling that PBS has improved our school safety. (having a comprehensive safety plan for all types of situations)	9%	3	24%	8	67%	23
4	It is my belief that PBS has diminished our school's climate. (positive atmosphere, cooperative efforts)	74%	25	18%	6	8%	3
5	PBS has increased the number of incidences of students requiring intensive intervention.	74%	25	15%	5	11%	4
6	PBS has decreased the prevalence of students requiring intensive intervention.	9%	3	29%	20	62%	21
7	I feel that the staff and faculty participate in the PBS program.	6%	2	15%	5	79%	27
8	PBS is an acceptable intervention for students' behavior problems.	6%	2	12%	4	82%	28
9	Our school faculty and staff are active participants with PBS.	3%	1	12%	4	85%	29
10	I feel that PBS interventions have improved the overall climate of our school.	3%	1	15%	5	82%	28
11	PBS is implemented school-wide and is involving all students, all staff, and all settings.	3%	1	6%	3	91%	31
12	No school-wide expectations are in place.	94%	32	3%	2	3%	1
13	Procedures are in place to address emergency/dangerous situations.	0%	0	3%	2	97%	33
14	The PBS team meets only when there is a problem.	64%	21	18%	6	18%	6

Table 7

Administrative Survey "Buy-in" for Teachers (n = 20)

Buy-in	Percent	Count
Less than 20%	5.0	1
20%-40%	5.0	1
40%-60%	10.0	2
60%-80%	25.0	5
80+%	55.0	11

Table 8

Committee Meeting (n = 19)

PBS Committee Meeting	Percent	Count
Before School Began	73.7	14
Monthly	21.1	4
Bi-monthly	26.3	5
During Summer	0	0
When Necessary	68.4	13
Other	0	0

in PBS was approximately 32% for the counselor, 26% for the principal, and 21% for a mentor to be responsible. Additional information is listed in Table 9.

Descriptive questions 4 and 5 on the administrators' survey addressed incentives for students and teachers. The results indicated that approximately 95% reported that there were student incentives set up, and approximately 59% indicated that there were teacher incentives. Some of the student incentives recorded by the administrators listed lunch with a friend, library/office assistant, free library time, homework pass, choice center time, drawings, snack coupons, and recognition. Teachers' incentives included payback time, duty free lunch, certificates, and early dismissal. Table 10 indicates these results.

The final question asked administrators approximately what percentage of students have experienced intensive intervention in the past year. Approximately 68% of administrators indicated that there was only 1%-5% of their student population that experienced intensive intervention in the past year.

Administrator Perceptions

The administrator perception questions were also based on a scale of 1 being *strongly disagree* to 5 being *strongly agree*. In the survey, three perception questions (4, 12, and 14) were asked about school climate. School administrators indicated that 82% agreed or strongly agreed that PBS school-wide expectations were in place, but approximately 12% of administrators would not recommend PBS interventions to other teachers. There were no comments indicating why they would not recommend PBS interventions. Administrators' attitudes concerning the number of student discipline referrals surveyed in questions 1, 6, and 10 showed that approximately 59% of

Table 9

Responsibility (n = 19)

Leadership Responsibility	Percent	Count	Training	Percent	Count
Principal	42.1	8	Principal	26.3	5
Counselor	5.3	1	Counselor	31.6	6
Chairperson	47.4	9	Chairperson	15.8	3
Mentor	0	0	Mentor	21.1	4
Other ¹	5.3	1	Other ²	5.3	1

¹Assistant principal, team members

²Assistant principal, committee members

Table 10

Incentives (n = 19)

Incentives	Percent	Count
Student	94.7	18
Teacher	57.9	11

administrators had the opinion that PBS had improved school discipline, 59% indicated that PBS had decreased the number of incidences of students requiring intensive interventions, and 88% felt that PBS was an acceptable intervention for students with behavior problems. School safety was a priority for all administrators. Perception questions 3 and 15 indicated that 53% agreed or strongly agreed that PBS had improved school safety, and approximately 94% reported that procedures were in place to address emergency/dangerous situations. Finally, administrators were requested to express their opinions of participation in PBS in questions 7, 8, 16, 17, and 18. Eighty-two percent of administrators felt that staff and faculty participated in PBS, 88% of administrators indicated that they participated themselves, and 82% indicated that their administration was active participants in PBS. Table 11 presents a summary of the administrative perception survey data.

Hypothesis 1 stated: After implementation of PBS, there were less office discipline referrals reported than before implementation.

The school-wide office discipline referrals and the times addressed were the year before implementation, the year of implementation, and the year following implementation. The answer to the first hypothesis question is that there were less office discipline referrals reported after implementation of PBS. A repeated-measures ANOVA was performed to determine the significance of the data collected. Means are presented in Table 12.

The mean of office discipline referrals for the first year, before implementation, was 139.06 with a standard deviation of 86.52. This dropped by 38.36% to a mean of 85.71 with a standard deviation of 71.00. The results for office discipline referrals were

Table 11

Administrative Perception Information (n = 36)

		SD/D	Count	N	Count	SA/A	Count
1	In my opinion, PBS has improved our school discipline. (Less behavior problems)	29%	5	12%	2	59%	10
2	In my opinion, PBS has improved academic achievement.	24%	4	29%	5	47%	8
3	In my opinion, PBS has improved our school safety. (Having a comprehensive safety plan for all types of situations)	29%	5	18%	3	53%	9
4	In my opinion, PBS has diminished our school's climate. (Positive atmosphere, cooperative efforts)	56%	9	13%	2	31%	5
5	I feel that the role of PBS is not greatly connected with improved academic achievement.	35%	6	12%	2	53%	9
6	PBS has decreased the number of incidences of students requiring intensive intervention.	35%	6	6%	1	59%	10
7	I feel that the staff and faculty participate in the PBS program.	6%	1	12%	2	82%	14
8	I participate in the PBS program.	0%	0	12%	2	88%	15
9	I agree with PBS implementation.	12%	2	0%	0	88%	14
10	PBS is an acceptable intervention for students' behavior problems.	6%	1	6%	1	88%	15
11	PBS intervention is beneficial for the child.	12%	2	0%	0	88%	15
12	I would not recommend PBS interventions to other teachers.	88%	15	6%	1	6%	1

Table 11 - continued

		SD/D	Count	N	Count	SA/A	Count
13	Our school faculty and staff are active participants in PBS.	18%	3	3	0	82%	14
14	PBS school-wide expectations are in place.	18%	3	3	0	82%	14
15	Procedures are in place to address emergency/dangerous situations.	0%	0	0	1	94%	15
16	To my knowledge, the PBS team meets monthly and evaluates data.	23%	4	4	0	77%	13
17	To my knowledge, the PBS team meets only when there is a behavior or safety problem.	71%	12	12	2	17%	3
18	Our school administration is active and an active participant.	6%	1	1	2	82%	14

Table 12

Office Discipline Referrals

Year	Mean	SD	Minimum	Maximum
Before	139.06	86.52	32	378
During	85.71	71.00	17	315
After	60.23	50.09	17	262

significantly lower during the year of implementation than before implementing PBS. The results for office discipline referrals the year following implementation were also significantly lower. The mean for the office discipline referrals one year following implementation of PBS was 60.23 with a standard deviation of 50.09 resulting in an additional 29.73% drop. There was a significant difference across the years ($F(2, 33) = 32.13, p < .001$). Figure 3 represents the mean and standard deviation of the office discipline referrals.

Figure 4 shows each individual school's decline in office discipline referrals between the years before implementation, during implementation, and after implementation of PBS. Four of the individual schools with the greatest number of office discipline referrals before PBS implementation had reduced their office discipline referrals by an average of 62%. Schools 17 and 18 had a 74% and 75%, respectively, reduction of office discipline referrals after the implementation of PBS. Every one of the 35 schools showed some drop in referrals during the implementation of PBS as well as one year later.

SAT Data

A repeated measures analysis of variance (ANOVA) was conducted with the factor being SAT scores for third and fourth grade reading and math. The year during implementation of PBS compared to the year before implementation and the year after implementation was included in the study. The means and standard deviations for third grade reading are presented in Table 13. There was a significant difference one year following implementation across the years ($F(2, 68) = 3.72, p = .029$).

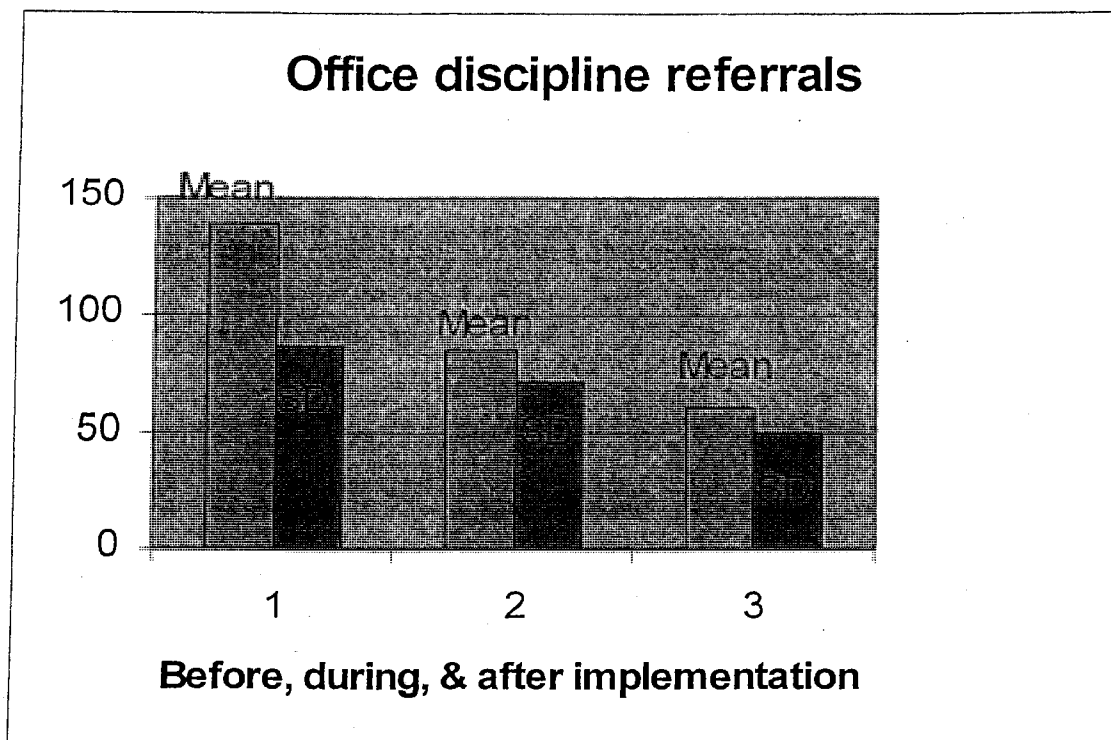


Fig. 3. Mean and Standard Deviation of Office Discipline Referrals

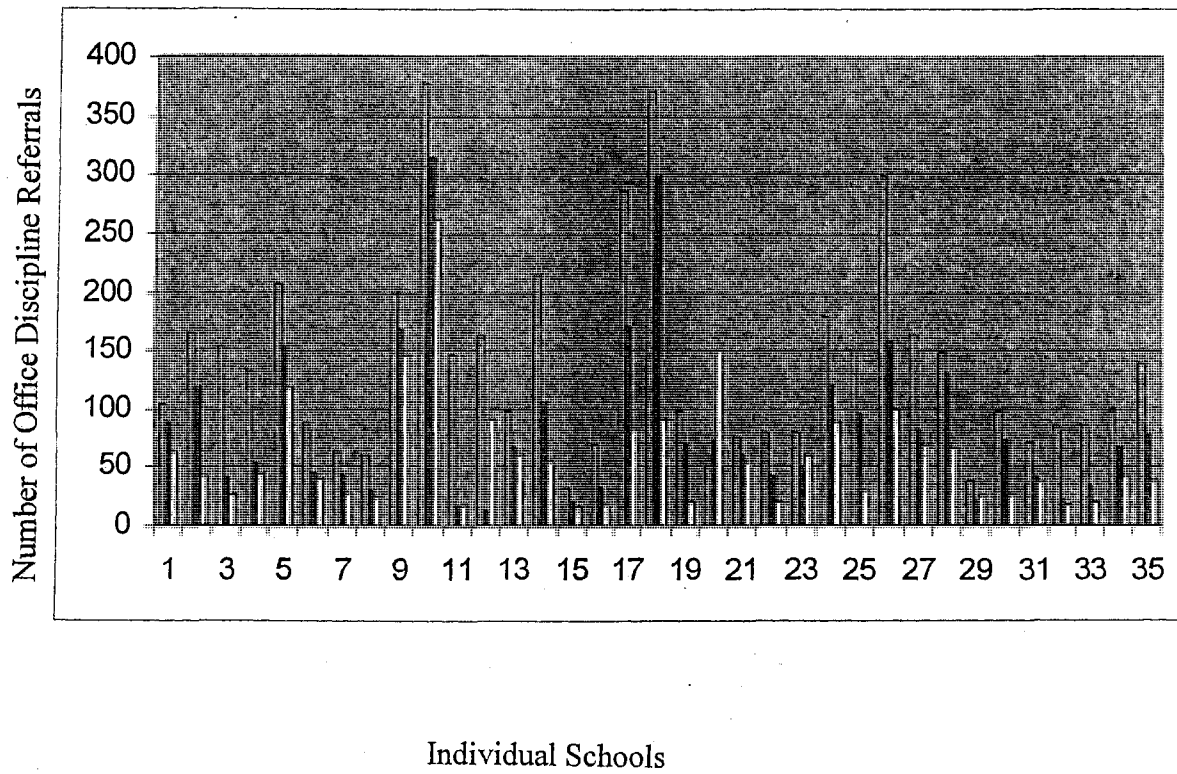


Fig. 4. Individual School Office Discipline Referrals

Table 13

Third Grade Reading

Year	Mean	SD	Minimum	Maximum
2002-2003	52.40	2.11	48.11	56.69
2003-2004	51.00	2.24	46.45	55.55
2004-2005	55.69	2.13	51.36	60.01

Hypothesis 2 stated: SAT scores for third grade reading during the year of implementation of PBS were higher than before implementation.

The mean for third grade reading before implementation was 52.40 with a standard deviation of 2.11. This dropped slightly to 51.00 with a standard deviation of 2.24 during the year of implementation. The results for the third grade reading SAT for the year 2003-2004 school year, which was during the year of implementation, were not significantly higher. The direction of the hypothesis was not confirmed.

Hypothesis 3 stated: SAT scores for third grade reading one year following implementation of PBS were higher than before implementation.

The mean for third grade reading rose in 2003-2004 from 2.11 to 2.13. Therefore, results for third grade reading one year after implementation of PBS were significantly higher than before implementation.

For third grade math there was no significant difference across the years ($F(2, 68) = 2.72, p = .073$). The mean for third grade math before implementation was 55.40 with a standard deviation of 2.23. It dropped slightly to 54.69 and the standard deviation rose to 2.58 during the year of implementation. The results for the third grade math Stanford Achievement Test (SAT) for the 2003-2004 school year, which was during the year of implementation, were not significantly higher than before implementation. Therefore, the direction of this hypothesis was not confirmed (Table 14). Hypothesis 4 stated: SAT scores for third grade math during the year of implementation of PBS were higher than before implementation.

Table 14

Third Grade Math

Year	Mean	SD	Minimum	Maximum
2002-2003	55.40	2.23	50.88	59.92
2003-2004	54.69	2.58	49.44	59.93
2004-2005	58.83	2.48	53.80	63.86

Hypothesis 5 stated: SAT scores for third grade math one year following implementation of PBS were higher than before implementation.

The mean for third grade math one year following implementation of PBS rose above the 2002-2003 school year to 58.83 with the standard deviation higher with a 2.48. The results reported no significant difference in SAT scores. Hypothesis 5 was not confirmed.

The repeated measures ANOVA was conducted with the factor being SAT scores for fourth grade reading during the year of implementation of PBS compared to the year after implementation and the year before implementation with the dependent variable being time. There was not a significant difference across the years ($F(2, 68) = .506, p = .605$). Table 15 contains the means and standard deviations for fourth grade reading.

Hypothesis 6 stated: SAT scores for fourth grade reading during the year of implementation of PBS were higher than before implementation.

The mean for fourth grade reading before implementation was 62.94 with a standard deviation of 1.75. This dropped very slightly to 62.77 with a standard deviation of 2.05 during the year of implementation. The results for the fourth grade reading SAT for the year 2003-2004 school year, which was during the year of implementation, were not significantly higher. The direction of Hypothesis 6 was not confirmed.

Hypothesis 7 stated: SAT scores for fourth grade reading one year later following implementation of PBS were higher than before implementation.

The mean for fourth grade reading dropped again one year later from 62.77 to 61.63 with a standard deviation from 2.05 to 2.04. The results for fourth grade reading

Table 15

Fourth Grade Reading

Year	Mean	SD	Minimum	Maximum
2002-2003	62.94	1.75	59.39	66.49
2003-2004	62.77	2.05	58.61	66.93
2004-2005	61.63	2.04	57.48	65.78

one year after implementation of PBS were not significantly higher than before.

Therefore, this hypothesis was also not confirmed.

There was no significant difference across the years for fourth grade math ($F(2, 68) = .778, p = .464$). The mean for fourth grade math before implementation was 59.37 with a standard deviation of 2.14. This rose very slightly to 60.57 with a standard deviation of 2.21 during the year of implementation. The results for the fourth grade math SAT for the year 2003-2004 school year, which was during the year of implementation, were not significantly higher. The hypothesis was not confirmed (Table 16). Hypothesis 8 stated: SAT scores for fourth grade math during the year of implementation of PBS were higher than before implementation.

Hypothesis 9 stated: SAT scores for fourth grade math one year later following implementation of PBS were higher than before implementation.

The mean for fourth grade math rose again one year later from 60.57 to 61.40 with a standard deviation from 2.21 to 2.07. The results for fourth grade math one year after implementation of PBS were not significantly higher than before. Therefore, this hypothesis was not confirmed.

Questionnaire Summary

There were 17 schools out of 35 selected by the researcher within five counties in Alabama that responded to the survey questionnaire sent out. Included in the surveys were demographic questions, opinion questions, and perception questions. The leadership surveys as well as the administrator surveys agreed 80+% of their teachers were incorporating positive behavior support within their school. The leadership team and the administrators agreed that the meetings by the committee were held before school began

Table 16

Fourth Grade Math

Year	Mean	SD	Minimum	Maximum
2002-2003	59.37	2.14	55.01	63.73
2003-2004	60.57	2.21	56.08	65.06
2004-2005	61.40	2.07	57.20	65.60

with a 64%/74%, respectively, to prepare for the upcoming year. When it came to the leadership of the PBS team, the majority of the leadership members felt that it was the principals' responsibility and the administrators felt that it was the chairperson's responsibility. The responsibility of training new teachers was also split with the leadership team agreeing that it was the principals' responsibility and the administrators felt that it was the responsibility of the counselor to train new teachers in PBS. There was an overwhelming agreement when the question was asked whether student incentives were given for both survey groups. Incentives for students, according to the administrators, were higher than the leadership team perceptions. Teacher incentives were not as well perceived with either the teachers or administrators. Several areas of the perception questions were positively responded to such as an improved school discipline, school safety, and positive atmosphere. The leadership team and the administrators felt that PBS had improved academic achievement with 69%/53%, respectively, even though there was not a relationship with the SAT data information gathered.

CHAPTER V

SUMMARY

The study examined the relationship that Positive Behavior Intervention Strategies had on school-wide discipline problems and educators' perceptions regarding positive school climate and academic achievement. The number of office discipline referrals after the schools have been trained in Positive Behavior Intervention Support (PBIS) was also examined in this study. The researcher surveyed 35 schools in Alabama and collected SAT data via the Internet for the years prior to implementation, during implementation, and the year following implementation of PBIS. The third grade reading scores on the Stanford Achievement Test between the years of implementation and one year following implementation were higher one year after implementation. Sugai and Horner (2001) stated, "PBS is seen as an important approach to designing and sustaining effective teaching and learning environments for all students and their families" (n.p.). The study also indicated a significant difference in the reduction of office discipline referrals between the years before implementation and after implementation of PBIS. These findings support one premise that reducing student problem behavior allows for further time devoted to instruction, resulting in improved student achievement. (George, Harrower, & Knoster, 2003). This improvement might be attributed to an increased emphasis on reading instruction in schools during this time period. More research will be necessary to determine whether PBIS has a direct correlation with increased reading scores.

The surveys indicated positive remarks toward the use, participation, and outcomes of PBS in both the leadership survey and the administrative survey. Comments

at the end of the surveys were sparse, but several surveys did include a list of examples that their schools had incorporated into the incentive part of the program for the students and teachers. Perhaps specifically requesting comments about PBIS usage at various schools would lead to a list of comprehensive strategies that other schools could draw from when implementing PBIS.

Conclusions and Discussion

Leadership is an important part of the PBS program success. There needs to be an increased focus on student behavior in schools as well as how students act, react, and respond to situations in the community. Lewis, Powers, Kelk, and Newcomer (2002) suggested that a focus should be placed on prevention/early intervention as an emphasis on building pro-social skills. Clearly defined expected behaviors, strategies to teach expected behaviors, strategies to encourage and practice appropriate behavior, and consistency within the school were also clearly needed. Training teachers and the community can help with guiding students to make better decisions. Carr et al. (2002) and Dunlap et al. (2001) (as cited in Snell, Voorhees, & Chen, 2005) reported “support teams include people who know the person best and represent the range of environments in which the students participate” (p. 141). Teams should have included grade-level representation, administration, and all areas of support staff. All areas of support staff include the bus drivers, lunchroom workers, aides, and custodians. These people are just as important when it comes to the health and safety of children. The leadership team demographic information that was reported was encouraging with over half willing to incorporate PBS in the classrooms. It was essential that the leadership teams met to discuss data that they gathered throughout the year in order to evaluate and make the

necessary changes in areas that they felt attention should have been focused on to prevent or correct problems based on the data that they gathered. Teams should focus on “hot spots” indicated by the data. Both the leadership surveys and the administrative surveys indicated that more than half of teachers/administrators met before school began to plan their PBS strategies. Planning before school started and evaluating the needs of the students as well as the needs of the school were important for everyone. Approximately one fourth of the members indicated that they either met monthly or bi-monthly. Sugai and Horner (2001) emphasized that school data need to be reviewed at least monthly to guide decision making and planning. There was also a strong indication that teams met when necessary, which is sometimes vital for safety. There is not always a warning on when trouble may brew, and it is imperative that administration, teachers, and staff are alert to potential problems. Maybe the best way to handle problem behavior is having teams on the lookout for sources that might instigate trouble.

The responsibility of leadership as well as training new teachers at a school were needed for stability. “Training should give teams the philosophy and process needed to lay the foundation for implementation in building an effective team with data analysis skills to approach this with energy, optimism, and a plan for change” (Netzel & Eber, 2003, p. 73). The majority of the leadership team members believed that the principal was responsible for the leadership. The majority of administrators believed that counselors were responsible for the leadership. In training new teachers, over half of the leadership team felt that it was the principal’s responsibility while some of them did feel that it was the chairperson’s responsibility. In the administrators’ survey, only one fourth felt that it was their responsibility to train new teachers in PBS. So whose job was it? Training new

teachers should not be one person's responsibility. It is a school-wide program and needs to be addressed that way to have complete success. The writer felt that every person listed on the survey should have been marked because it is a "school-wide" responsibility. The more educated teachers are and the more cooperation between faculty and staff, the more success they should have. This might indicate that a feeling of ownership is necessary for PBIS schools so that everyone feels that they have a role in the success of the program.

Students need routines, active adult supervision, and consistency both within the classrooms as well as between teachers and staff throughout the building. When faculty and staff members are unaware of the programs in place, they are "left out of the loop" because the responsibility of training was unclear and they may not understand the goals and outcomes set for the school. These individuals may be unwilling to participate in the efforts previously implemented. Once again, further research needs to be conducted on how PBIS can be implemented in a fully school-wide manner where no member feels isolated from the process.

Student incentives are an important part of PBS, and schools should be rewarding students for displaying exemplary behavior and following classroom and school rules. The rules are the standards that teach children. The surveys indicated that students do get rewarded for good behavior. Examples given as student rewards included having lunch with a friend, being a library or office assistant for a day, receiving athletic tickets, and weekly drawings. Several schools also reported a form of reward such as "play money" in a form of a "gotcha" coupon or a "caught being good" coupon with a monetary value to purchase things such as school supplies (notebooks, fancy pencils, unusual erasers). Some thought might be given to rotating incentive strategies to keep students' interest high.

Approximately one third of the teachers are also reported as being rewarded for reinforcing school-wide rules and the PBIS goals. A few of their rewards included drawings, duty-free lunch, and gift certificates. Teachers actively participating in reinforcing the PBS goals should be recognized for their efforts and insights into the importance of guiding students to act appropriately. Something as small as recognizing and thanking teachers by name at a faculty meeting would give the teacher feelings of importance and recognition of a job well done. This also may encourage other teachers and support personnel to participate in the program. An interesting point for future research might be whether teachers' attitudes toward their incentives have a relationship to program effectiveness.

With the increasing violence in the educational setting, the awareness of positive behavior interventions and No Child Left Behind are looking for ways to help decrease the need for discipline and improve school safety. "School administrators face significant challenges in their efforts to establish and maintain safe and positive environments that allow all teachers to teach and all students to learn" (Sugai et al., 2000). Students should be taught that classroom and school rules must be followed in everyday life to ensure their safety and the safety of others. It is possible that students will take a more active role in rule enforcement among peers if they realize that rules affect their own personal safety and well-being.

Office discipline referral information was gathered to determine to see if PBS had any impact. There was a decrease across the year in office discipline referrals. The Alabama State Department PBS Coordinator, Donna Kirkendoll requested a definition of ODRs because of some previous conflicts that she encountered; therefore, the definition

for this purpose was to identify all school-wide behavior infractions regardless of the consequences, if any were given. For example, this included a warning for a minor first offense as well as violations requiring suspension/expulsion.

The drop in office discipline referrals was a total of 68% over a 2-year period. Was it a decline in discipline or was it simply a restructuring of how office discipline referrals were handled and reported? One school principal discussed with the researcher an additional step that was added to their process of reporting discipline. They had implemented a “notice of concern” form as a way of informing students and parents of the minor infractions as well as an action step toward discipline. Once the student received a certain number of concerns for a particular infraction, the student was officially issued an office discipline referral and all documentation was sent to the administration for review and additional discipline action.

In looking at individual schools’ office discipline referral reductions, the researcher noticed that 40% (14 out of 35 schools) had a 71% to 87% drop in office discipline referrals between the years of before implementation to the year after implementation. The majority, 57% (8 out of 14 schools), were K-6 schools. So what are those schools doing differently from the other 21 schools with a lesser percentage of referral drops? Is it an administrative or faculty effort to be actively present when and where the students are present? The lowest percentage drop in office discipline referrals was 23%. It was a K-6 school with a special student population of only 11%. The other two schools with a high special student population of 25% and 28% did have a drop in office discipline referrals of 31% and 55%, respectively. With such a high percentage of a

special student population, how many of the referrals were issued to that group of students and how many were repeat offenders? Or is that not the case?

Only one school was reported as having an increase in office discipline referrals and it was at a significant 67%. It was a K-5 school with an 8% special student population, so what changes occurred at that one school to have office discipline referrals increase so dramatically? Did they have significant personnel changes who were perhaps not trained because of the lack of consistency of who should be doing the training, or did they have a philosophy of issuing office discipline referrals to “scare” students into using appropriate behavior?

In this writer’s experience, an average discipline referral takes approximately 20-30 minutes of the student’s time out of the classroom. When speaking with the administration, it takes them an average of 45 minutes of their time to deal with the student problem and to process the disciplinary documentation. The reduction of office discipline referrals in any fashion, whether restructuring or actual reduction of discipline, seems to result in more student classroom instruction and more academic engagement. So why are the Stanford Achievement Test scores not increasing? One suggestion might be that it is a phased program and it may take several years to see this achievement.

Based upon the findings of this study, several conclusions can be posited while looking at the SAT data:

1. There was a significant difference in the third grade reading Stanford Achievement Test scores comparing before implementation and one year following implementation.

2. Third grade math Stanford Achievement Test scores did not show a significant difference.

3. Fourth grade reading Stanford Achievement Test scores did not show a significant difference.

4. The fourth grade math Stanford Achievement Test scores also did not show a significant difference.

Why was there a significant difference in the third grade reading scores during the year of implementation and not one year later? Research suggested that if students spent more time in the classroom and less time in the office being disciplined that the achievement scores would increase. So, if that is a true assumption, why was it just one grade, one subject, and only the year during the implementation of PBS?

In addition, the surveys (350) sent out by the researcher to the leadership teams were more than any one school would complete (10 per school); therefore, the number of surveys completed is not as important as the number of schools that participated in the survey. This was also true for the administrator surveys sent (75 sent; 2 per school). Seventeen out of 35 schools participated in the survey. In light of the surveys returned regarding who is responsible for training new teachers, there was not a clear, consistent majority as to whose job it was. The faculty and staff turnover must also be taken into consideration since it was not clear whose responsibility it was to train incoming teachers.

Limitations

This study had several limitations that are worth noting. First, the study did not have a control group, so it was difficult to conclude that the obtained changes were due to the program implementation or due to some other variable. Second, at least one of the

school systems surveyed had a great deal of administrative movement in the time period that the survey examined. This had affected approximately 10 of the 35 schools in this survey. The superintendent moved administrative personnel several times during that period at her discretion. Third, there were 10 surveys sent to each of 35 schools for a possible 350 surveys returned, but the likelihood of 10 members completing the survey at each school was not very good. Fourth, some of the results may not have indicated a difference in the SAT 9 data being compared to the SAT 10 data because of the different requirements of the tests. Fifth, the SAT 10 was given in 2003-2004, and the test indicated that it was more challenging and included additional subtests. Sixth, a factor also to be considered was that more rigorous requirements were imposed to include all special education students in the student population to take the SAT 10 test. Finally, given that behaviorally based school-wide models targeting behaviors are relatively new, research material was limited.

Recommendations

The perception data gathered were encouraging because the team leaders and the administration from the individual schools were very positive with their comments. The results of this study indicated that there were no significant differences reported on Stanford Achievement Test scores in third grade math nor were there significant differences in the fourth grade reading and math following the implementation of PBIS. The research suggested that reducing office discipline referrals resulted in more academic time, resulting in higher test scores. It would also be helpful to investigate the level of faculty and staff participation in the program as well as specific strategies incorporated.

The school office discipline referrals did show a significant difference between the years before implementation, during implementation, and after implementation. It would be useful to know if the office discipline referral procedure was reorganized in order to channel only the more serious actions through the office rather than actions such as coming to class unprepared, chewing gum, or tardiness/attendance. There is a formula that can explain the time spent and money saved for every office discipline referral written for both the administrator's time as well as the instruction time lost for the child. This formula needs to be addressed and put to use for further demonstration of increased student performance.

Recommendations for Future Research

There are several unanswered questions with this study that can be explored. The first is to include teacher incentives. It is great to reward students for good behavior, but it is the teacher's responsibility to encourage and reward the students for their good behavior, and individuals learn by example. This form of teaching and rewards should continue through with the student as an example of obtaining a job with the reward being the pay received. This researcher feels that teachers should be rewarded for teaching and that students who follow the school rules should also be rewarded. Why are administrators not recognizing their teachers during this important process of teaching students rules of respect? Participation and consistency are important for success. There may be more teachers incorporating PBS if they had an incentive as well. It would not necessarily need to be a tangible reward as much as personal recognition either privately or publicly. People in general seem to respond better when they are recognized. This is

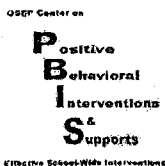
not just a school-oriented program; it carries forward into each and every student's life as he or she is accepted into society.

A lengthier study would help to provide additional data to prove the use of PBIS strategies being beneficial in an educational setting. A future study should include a lengthier look at SAT data and PBIS incorporation. A broader study including other states may also provide the data to prove the results indicated in the literature. Looking at the material being presented at Alabama schools compared to other training presented throughout other states should also be reviewed.

A future study should also include student responses on how they felt about PBS and if it made a difference in their academics. The formula used to determine time spent, money saved, and student academia time (recovered) could also be explored to examine the benefits of PBS. A lengthier study of a long-term implementation may produce the results suggested in the research. It is a fairly new concept in Alabama even though there have been other similar programs around for some time. This researcher would also like to suggest examining if there is a follow-up after all school training had been completed with the presenter, the state department, or a PBS coach.

APPENDIX A

PERMISSION TO USE MODEL



DATE: Sunday, November 18, 2007

TO: Denise Pavlovich

RE: Permission to use information from www.pbis.org for educational citations:

This letter gives permission to use the following images for the purposes of dissertation, review of literature, professional development, or other related non-profit endeavors:

- PBIS Triangle or Pyramid- Continuum of Services for School-Wide PBS
- PBIS Circles- 4 PBS Elements
- Flow Chart for Leadership Team (State and District)
- Implementation Levels
- School-wide Systems Circles
- General Implementation Process Flow-Chart
- Behavior Support Elements
- Sustainable Implementation & Durable Results Through Continuous Regeneration

Caveats for using the above images are as follows:

- For research, academic, and professional development purposes
- Not to be used for profit, monetary gain, or other activities that might represent conflict of interest

Not to be altered or given authorship to anyone other than indicated original authors. If authorship not stated specifically, credit and source should be cited as the "OSEP Technical Assistance Center for Positive Behavioral Interventions and Support."

For clarifications, questions, or additional information, please contact Project Directors (Rob Horner, robh@uoregon.edu; George Sugai, George.sugai@uconn.edu).

Sincerely,

Dr. Rob Horner and Dr. George Sugai

Technical Assistance Center on Positive Behavioral Interventions and Supports
 1235 University of Oregon
 Eugene, Oregon 97403-1235
www.pbis.org

Co-Directors of the Technical Assistance Center for Positive Behavioral Interventions and Supports

APPENDIX B
CLASSROOM RULES

How to Teach Classroom Rules

GOAL: Teach **Be Respectful**, **Be Responsible**, and **Be Resourceful** to students with 90% to 100% accuracy.

- Step 1** Define respectful in “easy to understand” terms.
- Step 2** Model at least two appropriate examples of being respectful; then,
Model one inappropriate example; then,
Model at least two more examples that are appropriate.
- Step 3** Check for comprehension. *After* completing Step 2 thoroughly; ask students while modeling examples, “Is this respectful?” Listen for “yes” or “no” answers. Be sure to get responses from every student.

Repeat Steps 1, 2, and 3 to teach **Be Responsible**.

Repeat Steps 1, 2, and 3 to teach **Be Resourceful**.

HELPFUL HINTS:

- Use praise to encourage participation.
- Remember to use only a few inappropriate examples and many appropriate examples.
- *Never* ask a student to model inappropriate behavior.

Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

October 22, 2007

Governor Bob Riley
President

Dear Ms. Pavlovich:

Randy McKinney
District I
President Pro Tem

You most certainly have permission to use any and all of the materials for Positive Behavior Supports, including Classroom Rules materials. We are looking forward to talking with you about your findings written in your dissertation.

Betty Peters
District II

Please let me know if there is anything we can do to continue to support you in your exuberant efforts. You may contact me personally by telephone at (334) 242-8559.

Stephanie W. Bell
District III

Sincerely,

Dr. Ethel H. Hall
District IV
Vice President
Emerita

Donna J. Kirkendoll, State Coordinator
Positive Behavior Supports

Ella B. Bell
District V

DJK/RG

David F. Byers, Jr.
District VI
Vice President

Sandra Ray
District VII

Dr. Mary Jane Caylor
District VIII

Joseph B. Morton
Secretary and
Executive Officer

APPENDIX C
INFORMED CONSENT

PBS Survey
Positive Behavior Support (PBS) Survey
Informed Consent

Dear PBS Administrators and Team Leadership members:

I am a doctoral student at The University of Southern Mississippi and I am asking you to participate in a study related to Positive Behavior Intervention Support. Your participation is completely voluntary and involves answering a 28-item questionnaire about your perceptions of PBIS; this should take less than 20 minutes of your time.

All information you provide will be anonymous; you will not be asked for any identifying information and all responses are confidential. There are no known risks associated with participating and you are free to withdraw your participation at any time without penalty. Please complete this survey honestly, carefully, and completely. Once you complete the questionnaire, please return it to the special envelope provided in the main office. Summary results, aggregated so no individual or school is identifiable, will be reported through appropriate professional venues. If you have any questions you may contact me by e-mail at d_pavlovich@yahoo.com.

Thank you for your time and cooperation in this project. What is learned through this study has the potential to improve our education system throughout the state of Alabama.

Denise Y. Pavlovich
3901 Turkey Run
Jasper, AL 35504

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research project involving human subject follow federal regulation. Any questions or concerns about right as a research subject should directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

APPENDIX D

PBS SURVEY QUESTIONS - LEADERSHIP TEAM

**PBS
Survey Questions
(Leadership Team)**

School Name _____

Position: _____

Your role in PBS: _____

Did you attend the original training? ____ yes no ____

Initial training year for PBS: _____

Explanation of "buy-in": The teachers throughout the school who are willing to incorporate PBIS in their classrooms.

1. What percent of teachers do you feel have "buy-in" with Positive Behavior Support?

____ 20% or less ____ 20-40% ____ 40-60% ____ 60-80% ____ 80+%

2. How often does your PBS committee meet? (check all that apply)

____ before school begins ____ during the summer
 ____ monthly ____ when necessary
 ____ bi-monthly ____ other _____

3. Who is responsible for:

Team Leadership: ____ Principal ____ Chairperson
 ____ Counselor ____ Other _____

Training new teachers: ____ Principal ____ Chairperson
 ____ Counselor ____ Mentor
 ____ Other _____

4. Are there "incentives" (such as free time, recognition) for the students?

____ no
 ____ yes, please list _____

5. Are there "incentives" (such as comp time, recognition) for the teachers?

____ no
 ____ yes, please list _____

over »

Perception questions

Please circle one of the following: SD=strongly disagree, D=disagree, N=neutral, A=agree, and SA=strongly agree.

		SD	D	N	A	SA
1	It is my opinion that PBS has improved our school discipline. (Less behavior problems)	1	2	3	4	5
2	It is my opinion, as an educator, that PBS has improved academic achievement.	1	2	3	4	5
3	It is my feeling that PBS has improved our school safety. (Having a comprehensive safety plan for all types of situations)	1	2	3	4	5
4	It is my belief that PBS has diminished our school's climate (positive atmosphere, co-operative efforts).	1	2	3	4	5
5	PBS has increased the number of incidence of students requiring intensive intervention.	1	2	3	4	5
6	PBS has decreased the prevalence of students requiring intensive intervention.	1	2	3	4	5
7	I feel the staff and faculty participate in the PBS program.	1	2	3	4	5
8	PBS is an acceptable intervention for students' behavior problems	1	2	3	4	5
9	Our school faculty and staff are active participants with PBS.	1	2	3	4	5
10	I feel PBS interventions have improved the overall climate of our school	1	2	3	4	5
11	PBS is implemented school-wide and is involving all students, all staff, and all settings.	1	2	3	4	5
12	No school-wide expectations are in place.	1	2	3	4	5
13	Procedures are in place to address emergency/dangerous situations.	1	2	3	4	5
14	The PBS Team meets only when there is a problem.	1	2	3	4	5

Comments: _____

Thank you for your time,
Denise Y. Pavlovich

APPENDIX E

PBS SURVEY QUESTIONS - ADMINISTRATORS

**PBS
Survey Questions
(Administrators)**

School Name _____

Total student enrollment _____

Grade levels _____

Number of faculty (certified) _____

Number of staff (non-certified) _____

Are you a Title school? yes _____ no _____

Initial training year for PBS: _____

Have you met AYP? yes _____ no _____

1. Approximately what percent of teachers are incorporating Positive Behavior Support?

____ 20% or less ____ 20-40% ____ 40-60% ____ 60-80% ____ 80+%

2. How often does your PBS committee meet? (check all that apply)

____ before school begins ____ during the summer
____ monthly ____ when necessary
____ bi-monthly ____ other _____

3. Who is responsible for:

Team Leadership: ____ Principal ____ Chairperson
 ____ Counselor ____ Other _____
Training new teachers: ____ Principal ____ Chairperson
 ____ Counselor ____ Mentor
 ____ Other _____

4. Are there "incentives" (such as free time, recognition) for the students?

____ no
____ yes, please list _____

5. Are there "incentives" (such as comp time, recognition) for the teachers?

____ no
____ yes, please list _____

6. Approximately, what percentages of students have experienced intensive intervention in the past year?

____ 0% 6-10% ____ 16+% ____
 ____ 1-5% 11-15% ____ over »

Perception questions

Please circle one of the following: SD=strongly disagree, D=disagree, N=neutral, A=agree, and SA=strongly agree.

		SD	D	N	A	SA
1	In my opinion PBS has improved our school discipline. (Less behavior problems)	1	2	3	4	5
2	In my opinion PBS has improved academic achievement.	1	2	3	4	5
3	In my opinion PBS has improved our school safety. (Having a comprehensive safety plan for all types of situations)	1	2	3	4	5
4	In my opinion PBS has diminished our school's climate (positive atmosphere, co-operative efforts).	1	2	3	4	5
5	I feel the role of PBS is not greatly connected with improve academic achievement.	1	2	3	4	5
6	PBS has decreased the number of incidence of students requiring intensive intervention.	1	2	3	4	5
7	I feel the staff and faculty participates in the PBS program.	1	2	3	4	5
8	I participate in the PBS program.	1	2	3	4	5
9	I agree with PBS implementation.	1	2	3	4	5
10	PBS is an acceptable intervention for students' behavior problems	1	2	3	4	5
11	PBS intervention is beneficial for the child.	1	2	3	4	5
12	I would not recommend PBS interventions to other teachers.	1	2	3	4	5
13	Our school faculty and staff are active participants in PBS.	1	2	3	4	5
14	PBS school-wide expectations are in place.	1	2	3	4	5
15	Procedures are in place to address emergency/dangerous situations.	1	2	3	4	5
16	To my knowledge the PBS Team meets monthly and evaluates data.	1	2	3	4	5
17	To my knowledge the PBS Team meets only when there is a behavior or safety problem.	1	2	3	4	5
18	Our school administration is active and an active participant.	1	2	3	4	5

Comments: _____

Thank you for your time,
Denise Y. Pavlovich

APPENDIX F

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE APPROVAL



The University of
Southern Mississippi

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 27013101

PROJECT TITLE: The Effects of Positive Behavior Behavior Intervention Support

PROPOSED PROJECT DATES: 10/10/06 to 02/21/08

PROJECT TYPE: Dissertation or Thesis

PRINCIPAL INVESTIGATORS: Denise Y. Pavlovich


COLLEGE/DIVISION: College of Education & Psychology

DEPARTMENT: Educational Leadership & Research

FUNDING AGENCY: N/A

HSPRC COMMITTEE ACTION: Expedited Review Approval

PERIOD OF APPROVAL: 02/22/07 to 02/21/08


Lawrence A. Hosman, Ph.D.
HSPRC Chair

2-27-07

Date

APPENDIX G
LETTERS OF PERMISSION

MARION COUNTY SCHOOLS

BRAVELL JACKSON, Superintendent
Phone (205) 821-3101
X (205) 821-7336

OFFICE OF SUPERINTENDENT
188 WINCHESTER DRIVE
HAMILTON, ALABAMA 35570

MARION COUNTY BOARD MEMBERS
L.C. Fowler
Glendon Gibbs
Jim Atkinson
Nolinus Moore
Stephen Pike

MEMORANDUM

TO: The University of Southern Mississippi

FROM: *Bravell Jackson*
Bravell Jackson, Superintendent

DATE: February 2, 2007

SUBJECT: PBIS Survey

Upon permission from the University of Southern Mississippi, IRB, Denise Pavlovich has my permission to conduct her survey.

BJ/pf



BALDWIN COUNTY PUBLIC SCHOOLS

Building Excellence

FARON L. HOLLINGER, Ed.D.
Superintendent of Education

February 12, 2007

Board of Education

FRANK J. TRIONE
District 1

ROBERT A. WILLS
District 2

ELMER MCDANIEL
District 3

NORMAN MOORE
District 4

MARGARET C. LONG
District 5

ROBERT B. CALLAHAN, JR.
District 6

TRACY ROBERTS
District 7

To Whom It May Concern:

Upon permission from the University of Southern Mississippi, TRB.
 Denise Pavlovich has my approval to conduct her survey in the Baldwin County
 Public Schools.

Sincerely,

Faron L. Hollinger, Ed.D.
 Superintendent of Education

lc

Lauderdale County Board of Education

Telephone (256) 760-1300 • Fax (256) 766-5815

BOARD MEMBERS

Joe Frank Fowler, *Chairman*
 Ralph Thompson, *Vice Chairman*
 Dan Beavers
 Barbara Cornelius
 Terry Holden

William L. Valentine - *Superintendent*
 Patricia F. Young - *Secretary*



February 7, 2007

To Whom It May Concern:

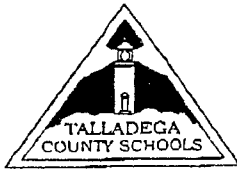
Upon permission from the University of Southern Mississippi, IRB, Denise Pavlovich has my permission to conduct her PBS survey in the following Lauderdale County Schools:

Anderson Jr. High	Lauderdale County High
Brooks Elementary	Lexington High
Cloverdale Jr. High	Underwood Elementary

Sincerely,

William L. Valentine
 Superintendent

WLV/py



Dr. Cynthia C. Elsberry
Superintendent

Talladega County Schools

P. O. Box 887 / Talladega, Alabama 35161 - 0887

Telephone (256) 315-5100 / Fax (256) 315-5126

February 6, 2007

BOARD MEMBERS

Larry D. Morris
Chairman

Mike J. Turner
Vice Chairman

Beulah S. Garrett

John R. Ponder

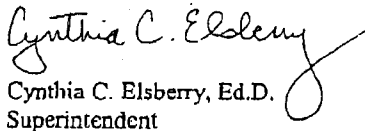
Margie P. Sanford

To Whom It May Concern:

Upon permission from the University of Southern Mississippi, IRB, Denise Pavlovich has my permission to conduct a PBS survey at the following schools in Talladega County:

A.H. Watwood Elementary
B.B. Comer Memorial Elementary
Childersburg Elementary
Lincoln Elementary
Munford Elementary
Stemley Road Elementary

Sincerely,


Cynthia C. Elsberry, Ed.D.
Superintendent

c: Principals Involved
Mrs. Rhonda Sims
Mrs. Karen Culver
Mrs. Cyndi Brooks
Mrs. Donna Hudson
Mrs. Rebecca Robinson
Mrs. Judi Clark

"Our Core Purpose is to provide a high quality education to all students so they will become respectful, responsible, and resourceful citizens."

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CURRICULUM VITA

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My teaching experiences began in 1995. I taught Special Education/K-8, from 1995 to 1997 at Lupton Junior High School, Nauvoo, Alabama. I also taught first grade from 1998 to 2006 at Lupton, and my current teaching position is fourth grade. I continue to enjoy the rewards of students' successes.

Education

The University of Southern Mississippi Administrative Leadership Ph.D.	May 2008
The University of Southern Mississippi Administrative Leadership Specialist Degree	May 2005
The University of Alabama Educational Administrative Certification	August 2000
California University of Pennsylvania Early Childhood Education Master's of Education	August 1999
California University of Pennsylvania Elementary/Special Education Bachelor of Science of Education	December 1994

Professional Experience

Lupton Junior High, Nauvoo, Alabama Teacher	August 1995 - present
Alabama State Department of Education Positive Behavior Intervention Strategies Coach (PBIS) I was guided from the Alabama State Department of Education to encourage positive behavior throughout the school systems. I coached two schools for the state department. My role as a coach was to help guide school teams toward a school-wide positive behavior environment.	2001-2003