THE EFFECT OF IMPLEMENTING SCHOOL-WIDE POSITIVE BEHAVIOR

INTERVENTIONS AND SUPPORTS ON STUDENT MISBEHAVIOR

IN A LARGE URBAN HIGH SCHOOL

by

John Power

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

John Power. THE EFFECT OF IMPLEMENTING SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ON STUDENT MISBEHAVIOR IN A LARGE URBAN HIGH SCHOOL. (Under the direction of Dr. Nathan Putney), School of Education, Liberty University, September 2012.

The purpose of this quantitative study was to examine the effect that implementing School-wide Positive Behavior Interventions and Supports (SWPBIS) had on student misbehavior as determined by Office Discipline Referrals, chronic student misbehavior, In School and Out of School Suspensions assignments, and student tardy referrals in a large urban high school. School-wide Positive Behavior Interventions and Supports is a systematic, proactive, preventive, research-based approach that has shown to reduce student misbehavior when implemented with fidelity. The study focused on the Primary Prevention Tier of SWPBIS to prevent and reduce student misbehavior. The study attempted to answer the question is School-wide Positive Behavior Interventions and Supports an effective model to significantly decrease the number of office discipline referrals, In School and Out of School Suspensions assignments, and student tardy referrals. The results from the study showed SWPBIS significantly reduced ODRs, ODRs of students that exhibited chronic student misbehavior, and student tardy referrals in the targeted large urban high school; however, the effect size was small.

Descriptors: Expectations, In School Suspension, Office Discipline Referrals, Out of School Suspension, Positive Behavior Interventions and Supports, positive reinforcement, School-wide Positive Behavior Interventions and Supports, student management, student misbehavior, student tardy referrals.

DEDICATION

I dedicate this study to my wonderful wife Donna, without her support and encouragement this dissertation would not have been possible. Thank you for the many hours of proofreading, feedback, and for your wisdom. I greatly appreciate you and want you to know that you are the most caring, compassionate, and giving person I know. If everyone were more like you the world would be a better place.

To my son John Garland who sacrificed so much while his mom and I worked, went to school, and completed our dissertations. You have grown into a strong, compassionate, and resilient young man and I am proud to call you my son. I admire you and pray you continue to excel at school and grow and evolve into the man you can become.

To my stepsons Justin and Jacob, who over the years have taught me the skills of fatherhood and who I hope have learned by watching their mother and I what commitment, persistence, and hard work can accomplish. My hope is that all three of my sons realize through their mother's and my experiences that nothing is impossible and it is never too late. Finally, to my dad John Power, who instilled in me from an early age the drive to finish what I start.

ACKNOWLEDGEMENT

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Adequate Yearly Progress	(AYP)
Applied Behavior Analysis	(ABA)
Education of all Handicapped Children Act	(EAHCA)
Elementary and Secondary Education Act	(ESEA)
Functional Behavioral Assessments	(FBA)
Individual with Disabilities Act	(IDEA)
In School Suspension	(ISS)
National Assessment of Education Progress	(NAEP)
National Center for Education Statistics	(NCES)
New Hampshire Educational Improvement and Assessment Program	(NHEISP)
No Child Left Behind Act	(NCLB)
Office Discipline Referrals	(ODRs)
Office of Special Education Programs	(OSEP)
Organization for the Economic Co-operation and Development	(OECD)
Out of School Suspension	(OSS)
Positive Behavior Interventions and Supports	(PBIS)
Program for International Student Assessment	(PISA)
Response to Intervention	(RTI)
School-wide Benchmarks of Quality	(BoQ)
School-wide Evaluation Tool	(SET)
Self-Assessment Survey	(SAS)
School-wide Positive Behavior Interventions and Supports	(SWPBIS)

CHAPTER ONE: INTRODUCTION

School officials and teachers have long struggled with the challenges of student

misbehavior (Scott, Park, Swain-Bradway, & Landers, 2007). Student misbehavior disrupts

instruction and interferes with student learning (Finn, Fish, & Scott 2008; Sprick 2006). Randall

Sprick (2006) states the correlation between academic achievement and student behavior is

obvious. Public Agenda (2004) released a survey titled *Teaching Interrupted: Do Discipline*

Policies in Today's Public Schools Foster the Common Good. The survey found that 97% of

teachers believe schools need good discipline and behavior to be successful. In addition, the

survey found 77% of teachers indicated "If it weren't for discipline problems, I could be teaching

a lot more effectively." Parents concur; the survey showed that 43% of parents believed their

child would accomplish more in school if teachers spent less time on student misbehavior.

Further the survey found 85% of the teachers and 73% of parents agree, "In the end, most

students suffer because of a few persistent trouble makers."

The 42nd Phi Kappa Delta/Gallup Poll conducted in 2010, *Public's Attitudes Towards*

Public Schools, found school discipline followed funding as the second biggest challenge facing

public education. When asked "What do you think are the biggest problems that the public

schools of your community must deal with," 36% responded lack of funding and 10% responded

lack of discipline.

Student misbehavior is a major reason for job dissatisfaction and teachers leaving the

teaching profession (Darling-Hammond, 2003; Ingersoll & Smith, 2003). One-third to one-half

of beginning teachers leaves the profession within five years citing student discipline problems

and a lack of administrative support in discipline issues as major factors in their decision

(Darling-Hammond, 2003; Ingersoll & Smith, 2003; Mihans, 2008). Veteran teachers are not

immune to the effects of student misbehavior. According to Public Agenda released in 2004, one in three teachers cited fellow teachers left their jobs because of student misbehavior. Furthermore, one in three teachers considered leaving teaching due to student misbehavior. Poor student discipline and the perceived lack of administrative support in discipline issues leaves teachers feeling frustrated, isolated and abandoned to the point of leaving the profession (Ingersoll & Smith, 2003).

Schools have attempted to solve student misbehavior using traditional, reactive, punitive approaches. In many cases schools wait for student misbehavior to occur, and then assign punitive consequences including reprimands, time-out, detention, In School Suspension (ISS), Out of School Suspension (OSS), alternative school settings, and expulsions. The reactive, punitive, and traditional approaches to student misbehavior have had little or no effect in changing student misbehavior (Skiba, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Sprick 2009; Verdugo, 2002; Zhang, Katsiyannis, & Herbst, 2004). In many cases the reactive and punitive approaches to student misbehavior is counterproductive and only exacerbates the misbehavior (Skiba, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Zhang et al., 2004).

One model that schools have utilized with success to reduce student misbehavior, ensure student safety, and provide a positive school climate is School-wide Positive Behavior Interventions and Supports (SWPBIS) (Sugai & Horner, 2006). School-wide Positive Behavior Interventions and Supports according to the Office of Special Education Programs (OSEP), Technical Assistance Center of Positive Behavioral Interventions and Supports, is a systemic decision making process that guides the selection and implementation of scientifically-based best academic and behavioral practices and strategies to improve student achievement and behavior for all students. The practices used in SWPBIS are scientifically proven to be successful in

reducing student misbehavior (Barrett, Bradshaw, Lewis-Palmer, 2008; Bohanon, et al., 2006; Curtis, Van Horne, Robertson, & Karvonen, 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub, Taylor-Greene, March, & Horner, 2000; Muscott, Mann, & Lebrun, 2008; Sherrod, Getch, & Ziomek-Diage, 2009; Turnbull et al., 2002; Warren et al., 2006; Warren et al., 2003).

Background

Student misbehavior is a concern and challenge for school administrators and teachers. Schools attempt to solve student misbehavior using traditional, reactive, punitive approaches with little or no success (Skibia, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Sprick 2009; Verdugo, 2002; Zhang et al., 2004). Student misbehavior results in a loss of instructional time, which negatively affects student achievement (Georgia Department of Education, n.d.; Scott & Barrett, 2004; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler & Fenberg, 2005). However, implementing the practices and principles of Positive Behavior Interventions and Supports school wide, otherwise known as School-wide Positive Behavior Interventions and Supports, is producing successful results.

School-wide Positive Behavior Interventions and Supports' roots can be found in special education legislature, behaviorism, and Applied Behavior Analysis. The 1965 Elementary and Secondary Education Act (ESEA), 1975 Education for All Handicapped Children Act (EAHCA), Individuals with Disabilities Act (IDEA), and the No Child Left Behind Act (NCLB) of 2001 have been instrumental in providing services to students with disabilities. Prior to the passage of these acts students with disabilities and their parents had few educational options and the options that were available were cost-prohibitive.

The philosophy of SWPBIS is deeply grounded in the behaviorism theory and Applied Behavior Analysis (ABA). Behaviorism observes how individuals interact with their

environment. Applied Behavior Analysis is a science of human behavior that systematically observes the environment and student, then implements interventions to change behavior (Cooper, 1982). Applied Behavior Analysis is a strategy for students with disabilities, in particular students with behavioral problems; however, the strategy is successful with all students. The philosophy of SWPBIS is derived from the Behaviorism Theory and ABA. School-wide Positive Behavior Interventions and Supports observe and analyze how students interact in the school environment and implement changes to the individual and system. Ausdemore, Martella, and Marchand-Martella (2005) wrote, "The foundation of the approach is the science of human behavior that assumes that behavior is learned through interactions with the environment and can be changed" (p. 2).

In spite of the past decade's promising research showing the success of SWPBIS, schools are slow to implement the model (Schultz, 2007); in addition, a large amount of research related to SWPBIS centers on elementary and middle schools, with very little research in the secondary school setting. This study will provide information in the area of SWPBIS with a focus on encouraging schools, particularly high schools, to implement the model. Additionally, this research will be beneficial to teachers and school officials to address and reduce student misbehavior using a proactive and preventive approach.

Problem Statement

Schools use traditional, reactive, punitive, exclusionary practices to address student misbehavior with little or no change in student behavior (Skiba, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Sprick 2009; Verdugo, 2002, Zhang et al., 2004). Many of these approaches to student misbehavior are exclusionary (ISS, OSS, expulsion, time-out), resulting in a loss of valuable instructional time for students, likely the very students that can least afford to lose

instruction. Furthermore, when teachers take the time to address a student's misbehavior it prevents the teacher from providing instruction, diminishes their effectiveness, and negatively affects those students who are innocent bystanders. Yeung, Mooney, Barker, and Dobia (2009) state, student misbehavior has a negative impact on school environment and hinders student learning.

Another strategy schools have implemented to address student misbehavior is get tough zero tolerance policies. The purpose of this policy is twofold: first, to prevent future misbehavior by utilizing harsh punishment and second, to protect the student body from possible threats to their safety (McCune, 2000). However, get tough zero tolerance policies lack flexibility and common sense to address student misbehavior. Schools use of zero tolerance policies to address student misbehavior does little to change the behavior and in many cases increases the misbehavior (Skiba et al., 2008).

Purpose Statement

The research shows that School-wide Positive Behavior Intervention and Supports (SWPBIS) can be an effective model for reducing student misbehavior (Barrett et al., 2008; Bohanon et al., 2006; Curtis et al., 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub et al., 2000; Muscott et al., 2008; Sherrod et al., 2009; Turnbull et al., 2002; Warren et al., 2006; Warren et al., 2003). The purpose of this quantitative study is to examine the effectiveness of implementing SWPBIS in a large urban high school. The study will attempt to answer the question, will SWPBIS significantly reduce student misbehavior as determined by Office Discipline Referrals (ODRs), In School Suspension (ISS), Out of School Suspension (OSS), and student tardy referrals.

Significance of the Study

This study will provide significant and valuable information to educators related to SWPBIS with a focus on encouraging schools, particularly high schools, to implement the model to reduce student misbehavior, provide a safe and secure learning environment, and promote a positive school climate. Most current research and literature pertaining to SWPBIS are based on the elementary and middle school setting; however, there is little research in the implementation of SWPBIS in the high school setting. Finally, this study will provide further evidence for using SWPBIS and encourage further studies to reinforce the success of SWPBIS as a research-based model used for decreasing student misbehavior and promoting a positive school climate.

Research Questions

The study will attempt to answer the following questions:

1) What is the difference in Office Discipline Referrals (ODRs) observed between the 2009-10 and 2010-11 school years as a result of implementing SWPBIS in a large urban high school?

2) What is the difference in ODRs in students that exhibited chronic misbehavior observed between the 2009-10 and 2010-11 school years as a result of implementing SWPBIS?

3) What is difference in In School Suspension (ISS) assignments as a result of ODRs observed between the 2009-10 and 2010-11 school years as a result of implementing SWPBIS in a large urban school?

4) What is the difference in Out of School (OSS) assignments as a result of ODRs observed between the 2009-10 and 2010-11 school years as a result of implementing SWPBIS in a large urban high school?

5) What is the difference in student tardy referrals observed between the 2009-10 and 2010-11 school years as a result of implementing SWPBIS in a large urban high school?

Research Hypotheses

The 2010–2011 numbers of ODRs, ISS and OSS assignments, and student tardy referrals in a large urban high school that implements SWPBIS will be significantly lower when compared to the same school's 2009–2010 data.

The study will reject or retain the following null hypotheses:

H_{01}: There will be no statistically significant difference in the number of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{02}: There will be no statistically significant difference in ODRs in students that exhibit chronic misbehavior in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{03}: There will be no statistically significant difference in the number of ISS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{04}: There will be no statistically significant difference in the number of OSS assignments as a result of ODRS in a large urban high school that implemented

SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{05}: There will be no statistically significant difference in the number of student tardy referrals in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

Identification of Variables

The independent variable in this quantitative study is the implementation of SWPBIS. The dependent variables in the study are total number of ODRs, total number of ISS or OSS assignments, and the total number of student tardy referrals during the 2009–10 and 2010–11 school years. Total number of ODRs is operationally defined as the total number of times students during the 2009–10 and 2010–11 school years are referred by a staff member for a violation of a school expectation (rule) to a school administrator that is processed, assigned a negative consequence, and recorded into the school's discipline database. Total number of ISS assignments is operationally defined as a consequence assigned by a school administrator as a result of an office discipline referral during the 2009–10 and 2010–11 school years. Total number of OSS assignments is operationally defined as a consequence assigned by a school administrator as a result of an office discipline referral during the 2009–10 and 2010–11 school years. Total number of student tardy referrals is operationally defined as the total number of students that are issued an office discipline referral and assigned a consequence by a school administrator for violation of the school's tardy policy.

Assumptions and Limitations

      Assumptions. One assumption of the study is faculty and staff members will attend and receive SWPBIS training. A second assumption of the study is faculty and staff members will implement SWPBIS with fidelity. A third assumption of the study is state and county will provide the necessary training and resources for faculty and staff members to implement SWPBIS. A fourth assumption is local school administrators will support the implementation of SWPBIS with the necessary resources, funds, and time. A final assumption of the study is local school administrators will encourage and ensure faculty and staff members are implementing SWPBIS with fidelity.

      Limitations. There are several limitations of the study; one limitation is the results of the study may not be generalized to other schools because of the diverse demographics of the student population and the unique distinguishing feature of being a Title I and International Baccalaureate (IB) school. Another limitation of the study is the school may not realize a significant difference in student behavior after implementing SWPBIS in a short-term study. School-wide Positive Behavior Interventions and Supports may need to in place for several years before the school realizes a significant difference in student behavior. The use of two pre-existing groups made randomization impossible, presents a third limitation of the study. A fourth limitation of the study is the findings relate specifically to high schools of a similar make up. The cultures and climates of high schools, middle schools, and elementary schools are very different and it would be difficult to generalize the findings of the study to middle schools or elementary schools. A sixth limitation of the study is the different abilities teachers have to effectively manage their classrooms and deal with student misbehavior.

Research Plan

This quantitative study employed a causal comparative design, comparing the number of ODRs, ISS and OSS assignments, and student tardy referrals of two pre-existing student groups. A causal comparative design was used because the researcher has no control over the placement of students in the two pre-existing student groups (Ary, Jacobs, Razavieh, & Sorensen, 2006). The study will utilize a quantitative approach because the researcher is attempting to determine if a significant difference exists between a group that implemented SWPBIS and a group that did not implement SWPBIS. Data will be gathered from the 2009–10 and 2010–11 student body at the same high school. The 2009–10 student body will make up the control group before implementation of SWPBIS and the 2010–11 student body will make up the treatment group. A paired *t*-test will be used to determine if there is a significant statistical difference between the two groups. An alpha level of less than .05 of significance will be used to determine if the null hypotheses can be rejected (Ary et al., 2006).

CHAPTER TWO: LITERATURE REVIEW

Introduction

The review of literature relevant to this study includes: (a) theoretical framework of School-wide Positive Behavior Interventions and Supports (SWPBIS), (b) historical background of SWPBIS, (c) the impact an effective teacher can have on student achievement, (d) an investigation of the traditional, reactive, punitive approaches schools have used to address student misbehavior, (e) definitions, practices, and principles of SWPBIS, (e) challenges faced by schools implementing SWPBIS, (f) current research of schools that have implemented SWPBIS, and (g) a summary.

Theoretical Framework

School-wide Positive Behavior Interventions and Supports is deeply grounded in the behaviorism theory, the study of human behavior. Behaviorism is a theory of learning that hypothesizes all behaviors are acquired through conditioning (Cherry, 2010). Myers (2004) states, "behaviorism is an objective science that studies behavior without reference to the mental process" (p. 312). The focus of behaviorism is observable behaviors, not thought or emotion (Alberto & Troutman, 2006; Myers 2004). Alberto and Troutman (2006) stress the behavior must be observable and measurable in some quantitative terms. Behaviorists are concerned with describing not explaining behavior; finding and validating the functional relationship between environmental conditions and the individual's behavior. Behaviorists observe an individual and the environment to determine functional relationships establishing generalizations to change inappropriate behavior (Alberto & Troutman, 2006).

The works and theories of behaviorists such as Edward L. Thorndike with his theory of associationism, Ivan Pavlov's classical conditioning, Skinner with operant conditioning, and

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John B. Watson, the father of "Behaviorism," contributed greatly to the philosophy and principles of SWPBIS. Edward L. Thorndike (1874–1949) developed a concept known as associationism, the process in which one learns that one event occurring is connected to another event that will occur (Myers, 2004). In 1905 Thorndike developed the "law of effect" theory based on the principle that behaviors followed by reward are more likely to reoccur and behaviors that are followed by punishment are less likely to reoccur (Myers). A second theory developed by Thorndike is the "law of exercise," which states "a response made in a particular situation becomes associated with the situation" (Alberto & Troutman, 2006, p.19).

Conditioning is the process of learning two events that are associated (Myers, 2004). Ivan Pavlov (1849–1936) in the 1890's experimented with the digestion of food and salivation of dogs discovering an interesting and unintended phenomenon. In 1905 Pavlov published his results coined classical conditioning, the "process of pairing stimuli so that an unconditional stimulus elicits a response" (Alberto & Troutman 2006, p. 19). Pavlov discovered that when a bell rang (conditioned stimulus) followed by food (unconditioned stimulus) the dog salivated (conditioned response). Once the dog was conditioned to the above routine Pavlov sounded the bell, the conditioned stimulus, without food and the dog still salivated. The bell alone became the conditioned stimulus producing a conditional response of salivation (Myers, 2004). The dog had been conditioned to associate the bell with food.

John Watson (1878–1958) considered by many as the "Father of Behaviorism," applied the work of Ivan Pavlov to humans. In one study conducted in 1921 by John Watson and Rosalie Rayner known as "Little Albert," an 11-month-old infant named Albert was presented with a white rat. As he reached for the rat, a hammer struck a steel bar behind his head creating a loud noise scaring Albert and making him cry. From then on Albert cried at the sight of a white rat

(Myers, 2004). The rat *paired* with a loud noise, the unconditional stimulus, produced the unconditional response of fear. Watson advocated that psychologist should only consider what could be directly observed and measured (Alberto & Troutman, 2006; Myers, 2004).

B. F. Skinner (1904–1990) was a leader in the area of operant conditioning, another form of conditioning. Skinner discovered he could train pigeons to perform and repeat different behaviors with rewards (Alberto & Troutman, 2006). He designed a box with a bar that rewarded animals with food or water when pressed (Myers, 2004). Operant conditioning is commonly used by schools and parents to reinforce appropriate behavior or to change or prevent inappropriate behavior. When children meet their parent's or teacher's expectations their behavior is reinforced or rewarded; however, if a child misbehaves the child receives some form of punishment.

When comparing classical and operant conditioning one finds that classical conditioning occurs when two stimuli are connected with an anticipated event, where operant conditioning connects an act with a positive or a negative consequence. In other words, repeating the acts that are rewarded and avoiding the acts that are punished (Myers. 2004). To think of it another way operant conditioning deals with behaviors that are voluntary, while classical conditioning deals with behaviors that are reflexive (Alberto & Troutman, 2006).

Behavior modification is a field of study that is based on the principles of Skinner's operant conditioning (Alberto & Troutman, 2006). Schools have used behavior modification extensively to reinforce and reward appropriate student behavior and punishment in an attempt to change inappropriate student behavior. As behavior modification became the popular choice for changing negative behavior, *The Journal of Applied Behavior Analysis* was published featuring an article describing Applied Behavior Analysis (Alberto & Troutman, 2006). In the journal article Bear, Wolf, and Risley (1968) state, "Applied Behavior Analysis (ABA) is the process of

applying sometimes tentative principles of behavior to the improvement of specific behaviors, and simultaneously evaluating whether or not any changes noted are indeed attributed to the process of application" (p. 91).

John Cooper (1982) defines ABA as the science of human behavior that systematically observes the environment and student and then implements interventions to change behavior. The goal of ABA is to help individuals successfully interact with others and their environments. Cooper (1982) states "Applied behavior research is concerned with changing environment stimuli to help individuals efficiently and effectively emit specific responses that are important to clients or society" (p. 114).

The principles and practices of SWPBIS are based on an extension of ABA (Burke, Ayers, & Hagan-Burke, 2004; Turnbull et al., 2002; Safran & Oswald, 2003). Applied Behavior Analysis takes the principles of behavior modification, positive and negative reinforcement, and student observations in the environment and applies the principles to improve the success of the student in school environment. Data are collected on the student and is used to make predictions and to develop a behavior support plan. Once the plan is in place the student is observed and again the data is gathered and reviewed to determine if there is a functional relationship between the behavior, the support plans, and interventions.

Until recently ABA had been viewed as a successful strategy only for students with disabilities, in particular students with behavioral problems. However, research shows that over the last decade schools across the country began implementing the principals and practices of ABA school-wide with success.

Review of Literature

SWPBIS provide schools an alternative to the traditional, reactive, punitive approaches to student misbehavior. Student misbehavior results in a loss of valuable instructional time and affects the academic achievement of all students. SWPBIS utilize a proactive and preventative approach to address and reduce student misbehavior. School-wide Positive Behavior Interventions and Supports provide administrators and teachers with an effective model to address and reduce student misbehavior. The empirical evidence suggests SWPBIS can be an effective model to reduce student misbehavior (Barrett et al., 2008; Bohanon et al., 2006; Curtis et al., 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub et al., 2000; Muscott, Mann, & Lebrun, 2008; Sherrod et al., 2009; Turnbull et al., 2002; Warren et al., 2006; Warren et al., 2003).

One component of SWPBIS is establishing school-wide expectations and teaching the expectations to students. Another component of SWPBIS is the focus on positive reinforcement as opposed to the negative consequences of traditional, reactive, punitive approaches to student misbehavior. A third component is collecting and analyzing data to evaluate the effectiveness of SWPBIS and develop strategies to prevent or reduce student misbehavior. There are many challenges and barriers in the implementation process of SWPBIS and these challenges and barriers must be addressed and overcome if SWPBIS is to be successful (Lohrmann, Forman, Martin, & Palmieri, 2008).

Historical Background

Many of the principles and practices used in SWPBIS are grounded in strategies and interventions developed in special education settings. Since the early days of the "Common School", students with disabilities suffered many injustices and were denied access to a free

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public education. Children with disabilities during that time period were shunned and in some cases isolated in mental health institutions. By 1918 all states had endorsed compulsory education laws mandating that children of certain ages had to attend school, affording children an opportunity to state-funded education, however, this opportunity was not afforded to children with disabilities (LaNear & Frattura, 2007). An example of this injustice can be found in the Beattie v. Board of Education case of 1919 which denied a student with a disability access to a state-funded public education, stating that the presence of a student with a disability would be harmful to the school and would be unfair to other students (LeNear & Frattura, 2007).

However, the tide began to change for students with disabilities with the Brown v. Board of Education of Topeka Supreme Court case of 1954, finding that the racial inequalities of "Separate but Equal," doctrine were inherently unequal (LaNear & Frattura, 2007). Disability advocates saw the grounds for the Brown decision similar to denying students with disabilities an equal access to educational opportunities (LaNear & Frattura, 2007). The federal government began passing a series of Acts paving the way to meet the needs of students with disabilities: The National Defense Education Act of 1958; The Special Education Act of 1961; The Mental Retardation Facility; and The Community Center Construction Act 1963, to address federal funding of special education (LaNear & Frattura, 2007). In 1965 the Elementary and Secondary Education Act (ESEA) was enacted to establish the Bureau for the Education for the Handicapped, known today as the Office of Special Education Programs (OSEP). The ESEA act was the largest and most expansive federal education bill passed up to that point and it did not mandate the education of students with disabilities, however, it was a major step in that direction.

Additionally, several federal court cases were instrumental in providing and protecting students with disabilities access to a free appropriate education. In 1971, *Pennsylvania*

Association for Retarded Children v. Commonwealth of Pennsylvania (334 F. Supp. 1257 (E.D.

PA 1972)) the state agreed to provide a free public education to children with mental retardation

up to the age of 21. A District Court in the District of Columbia ruled that fiscal constraints are

not a valid reason to deny students with special needs a free public education, in the 1972 *Mills*

v. Board of Education of the District of Columbia (348 F. Supp. 866 (D.D.C. 1972)) case, which

ruled that public schools must provide a free and appropriate public education to students with

disabilities regardless of the cost (LaNear & Fraturra, 2007). These court cases and others led

congress to pass the Education of All Handicapped Children Act (EAHCA) in 1975, also known

as Public Law (PL) 94–142. The Education of All Handicapped Children Act was reauthorized

in 1990 as the Individuals with Disabilities Education Act (IDEA). The act required school

districts to assist students with disabilities transition from high school to postsecondary life.

A landmark Supreme Court case addressed the rights of students with disabilities, ruling

in the 1988 *Honig v. Doe* (484 U. S. 305) case that schools cannot unilaterally suspend or expel

students with disabilities for more than 10 school days without conducting a formal hearing to

determine if the student's behavior is a manifestation of their disability. The Individuals with

Disabilities Education Act was reauthorized in 1997 and called for educators to consider using

positive behavioral interventions and supports for students who impede their own learning, or the

learning of other students (Warren et al., 2006). In addition, the act mandated educators to use

Functional Behavior Assessments (FBA) to examine and redevelop the environments of students

with challenging behavior (Homer, 2000). The Individuals with Disabilities Act was

reauthorized in 1999 and again stressed the use of PBIS for students that displayed challenging

behaviors (Warren et al., 2006).

In 1994 Congress enacted the Safe and Drug-Free Schools and Communities Act, the Act encouraged state and local agencies to develop and implement violence and drug prevention programs (Turnbull et al., 2002). As a result of the Act schools and school districts implemented Zero Tolerance policies to address drugs and weapons in schools (Turnbull et al.). The Bush Administration in 2001 passed the No Child Left Behind Act (NCLB); the Act was reauthorized in 2004. The Act encouraged schools to implement positive behavior systems to address student misbehavior. Additionally, NCLB encouraged teachers and schools to utilize evidence-based practices in classrooms (Capani, 2008).

The act also addresses academic concerns; No Child Left Behind mandated that schools provide a high-quality education to all students (Stollar, Poth, Curtis, & Cohen, 2006). No Child Left Behind requires that a 100% of a school's students must be proficient in all academic subjects by 2014, as determined by a statewide assessment (Stollar et al., 2006). No Child Left Behind insists that states disaggregate assessment data according to race, students with disabilities, and students with limited English proficiency (Stollar et al., 2006). Together, IDEA and NCLB holds schools accountable for the academic achievement of all students, including students with disabilities, and mandates that educators must use proactive and positive strategies to deal with student misbehavior.

Because of IDEA and NCLB schools have implemented positive behavior support systems (Warren et al., 2006). One such approach is Positive Behavior Interventions and Supports (PBIS); PBIS relies on proactive techniques and positive interventions to increase the desired behavior of students. Due to the success PBIS has shown when used for students with disabilities, schools have expanded and implemented the principles and practices of PBIS school wide, hence the name, SWPBIS. SWPBIS has shown to be effective in reducing student

misbehavior, provide a safe and secure environment, and promote a positive school climate ((Bohanon, et al, 2006; Curtis et al., 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub et al., 2000; Muscott et al., 2008; Sherrod et al., 2009; Turnbull et al., 2002; Warren et al., 2006; Warren et al., 2003). The PBIS model focuses on teaching and reinforcing appropriate and desired behavior, analyzing the environment, the system, and the data to implement necessary changes (Warren et al., 2006).

Impact of an Effective Teacher

Across the country, schools are more accountable than ever to parents, students, and community; therefore, it is vital that today's classrooms are staffed with effective, highly qualified teachers. *The Equality of Education Opportunity Study* (EEOS) conducted by James S. Coleman et al. in 1966, also as known as the Coleman Report, suggested the socio-economic status of the student and the community's socio-economic status were substantially associated with a student's achievement and that schools and teachers have little influence on a student's academic achievement (Cruickshank, 1990; Stringfield, 2007; Wong & Nicotera, 2004). The findings from the Coleman Report suggested that schools only account for 10% of a student's achievement, while a student's background accounted for 90% of a student's achievement (Marzano, Marzano, & Pickering 2003). This news of the Coleman Report was disappointing and discouraging to educators, and gave the appearance schools and teachers had little influence in the academic achievement of students (Springfield, 2007).

However, recent research shows that schools and teachers have a greater influence on a student's academic achievement than originally suggested in the Coleman Report and the importance of effective schools and teachers should not be underestimated. There is strong evidence to suggest that a teacher's effectiveness is the most important school-based factor in the

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academic achievement of students (Haycock, 1998; Marzano 2000; Marzano, 2003; Marzano et al., 2003; Rivkin, Hanushek, & Kain, 2005; Rothman, 2008; Sigler & Kashyap, 2008; Stronge, 2010). Ultimately it is the quality of teachers that will improve the quality of schools and improve student's lives (Stronge, 2010).

Studies from across the country show the dramatic affect an effective school and teacher has on student achievement. Sanders and Rivers (1996) found that low achieving students who are taught by effective teachers can expect to gain as much as 52% in their achievement in a school year, while low achieving students of ineffective teachers can expect a gain of approximately 14%. Robert Marzano found that a student in the 50th percentile attending the most effective school, with an effective teacher is expected to rise to the 96th percentile after two years, a gain of 43 percentile points (Marzano, 2000; Marzano, 2003; Marzano et al., 2003). A study conducted by Aaronson, Barrow, and Sander (2007) found similar results with ninth grade math students in Chicago's public high schools. After one semester students, who had been assigned to a math teacher that was two standard deviation points higher in quality experienced an increase of 25% to 45 % on a math performance test.

There are three characteristics of an effective teacher according to Harry Wong (2005): (a) high expectations for student success, (b) excellent classroom management, and (c) lessons designed for student mastery. Marzano (2003) also stress the importance of classroom management, claiming that instructional strategies, classroom curriculum design, and classroom management are three teacher factors that affect a teacher's effectiveness. A comprehensive study involving over 11,000 pieces of research over a fifty-year period found classroom management was the most crucial factor in student achievement (Wang, Haertel, & Walberg, 1993).

Effective classroom managers use a number of proactive and preventive strategies to increase student engagement and improve student achievement (Sprick, 2006). James Stronge (2010) claims there are two key factors of effective classroom management, a preventive approach and clearly define expectations taught to students. The characteristics and factors mentioned above are equally important, however, student learning cannot take place unless the teacher is an effective classroom manager.

Traditional, Reactive, Punitive Approaches

Given the importance of classroom management, it is amazing that schools, school systems, and college preparatory programs give little, if no training in the area of effective classroom management. This lack of training contributes to teachers' inability to effectively manage their classrooms and deal with student misbehavior. Schools and teachers have relied on the traditional discipline methods of reacting to student misbehavior and punishment that do little to change the inappropriate behavior of student (Skiba, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Sprick 2009; Verdugo, 2002, Zhang et al., 2004). Two traditional approaches teachers and schools have use to address and reduce student misbehavior is "get tough" zero tolerance policies and exclusionary practices.

Zero Tolerance Policies. Simonsen, Sugai, and Negron (2008) state most recently schools began adopting "get tough" zero tolerance policies in an effort to reduce school misbehavior. Schools have taken the approach to "get tough" as a student's misbehavior continues or escalates assigning increasingly more aggressive consequences. The belief is, tougher consequences will reduce or eliminate the misbehavior of the student by removing the student from the classroom or school (Sugai & Horner, 2002).

Zero tolerance policies are a result of the *Safe and Drug-Free Schools and Communities Act* of 1994 to address school and student safety (McNeal & Dunbar, 2010). The intentions of zero tolerance policies were noble, however, zero tolerance policies have done little to improve student misbehavior and have not increased students' perceptions of their safety. A study by Laura McNeal and Christopher Dunbar (2010), *In the Eyes of the Beholder: Urban Student Perceptions of Zero Tolerance Policy* found that zero tolerance policies have done little to increase the sense of students' safety. In addition, Zero tolerance policies have had little impact on reducing student misbehavior and in many cases increase misbehavior (Skiba, & Peterson, 2000). Zero tolerance policies also prevent school officials from using their discretion, professional judgment, common sense, and deny school administrators the opportunity to consider individual circumstances. In addition, school administrators have abused zero-tolerance policies to justify suspensions and zero tolerance policies have done little to address school safety (Martinez, 2009).

Schools and school officials should not turn a blind eye to student misbehavior, there may be times "get tough" zero tolerance policies and exclusionary practices are warranted and appropriate in order to ensure the safety and welfare of students and faculty members. Examples include incidents that are of a serious nature such as violence, fighting, selling and distributing drugs and alcohol, guns, and weapons that pose a serious threat to the safety and welfare of students and faculty and staff members. School officials should establish a student discipline code of conduct that is strictly enforced allowing school officials to use their discretion, professional judgment, and common sense. It is important that schools and school officials establish and maintain a safe, secure, and orderly environment in order for learning to take place (Martinez, 2009).

Exclusionary Practices. Traditional schools have used reactive, punitive, and exclusionary approaches such as OSS and ISS to address student misbehavior in hopes of changing student behavior with little or no effect (Skibia, 2002; Skiba et al., 2008; Skiba & Peterson, 2000; Zhang et al., 2004;). Dupper, Theriot, and Craun (2009) state teachers are under the mistaken belief that removal of misbehaving students will solve the problem. Suspension may provide a short-term reprieve for teachers and administrators; however, suspensions lead to problems outside of school and increase the likelihood of future suspensions. The National Center of Education Statistics reported one out of fourteen students served at least a one day OSS during the 2006 school year, accounting for approximately 7% of all American public school students (NCES, n.d. – a).

The overrepresentation of minority students, particularly African-American students, in the exclusionary discipline practices of suspension and expulsion are widely documented (Fenning & Rose, 2007; Skiba 2002; Verdugo, 2002; Zhang et al., 2004). The National Education Center of Statistics reported a larger percentage of African-American students were suspended or expelled from American public schools more than any other racial group during the 2006 school year. Approximately 15% of African-American students were suspended during 2006, compared to 8% of American Indian/Alaska Native students, 7% of Hispanic students, 5% of Caucasian students, and 3% of Asian/Pacific students (NCES, n.d. – a). In addition, approximately 0.5% of African-American students were expelled from public schools, compared to 0.3% of American Indian/Alaska Native students, 0.2% of Hispanic students, and 0.1% of Caucasian and Asian/Pacific Islander students (NCES, n.d. – a).

In a study conducted in a large urban Midwestern middle public school, Skiba, Michael, Nardo, and Peterson (2002) found that African-American students were disproportionately

represented in school punishment. The researchers found African-American students accounted for 66% of the school's ODRs, 68.5% of OSS assignments, and 80.9% of students expelled, while only making up 56% of the school's student body. Comparisons of ODRs, OSS, and expulsions met or exceeded criteria for over- or underrepresentation of 10% of population.

There has been much discussion concerning what constitutes overrepresentation. The "Ten percent of the population" standard is the most accepted criteria in determining if a particular group is disproportionately represented in the scholarly and research arena (Reschly, 1997). Reschly (1997) claims if a subpopulation in a targeted area (e. g. suspension) exceeds its representation in the total population by 10% it is considered over- or underrepresented. Therefore, if African-American students represent 60% of the school's population and more than 66% of African-American students are suspended the group would be considered disproportionately represented.

Skiba et al. (2002) suggests the overrepresentation of African-American students in suspensions is not sufficient enough to make a claim of bias or prejudice on the part of teachers or school officials. It may be more of an issue of cultural conflict or misunderstanding (Dupper et al., 2009; Skiba et al., 2002). The use of nonverbal gestures, the loud tone, and the impassioned and emotive communication manner of African-American students may be perceived as argumentative and combative (Townsend, 2000). This mode of communication is outside the mainstream culture and may be perceived by teachers and school officials as noncompliant increasing the likelihood of discipline actions such as suspension.

Fenning and Rose (2007) suggest schools create and implement fair school discipline policies that are proactive and foster a positive school culture to reduce the overrepresentation of African-American students that are suspended. School-wide Positive Behavior Interventions and

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Supports is a model that provides teachers and schools the strategies and resources necessary to act proactive and build positive relationships with students. Additionally, SWPBIS focuses on intervening early to provide interventions and support to students that display chronic misbehavior prior to using punitive approaches such as suspension.

Student Misbehavior Impact on Academic Achievement and Instructional Time

The impact of a teacher's inability to deal effectively with student misbehavior cannot be underestimated. Student misbehavior disrupts instruction, prevents the normal operations of a classroom, and undermines valuable instructional time (Finn et al., 2007). A study conducted by Nelson, Benner, Lane, and Smith (2004) found students that displayed severe problem behaviors showed large academic deficits in content areas when compared to their peers. Tobin and Sugai (1999) found ninth grade students that had accumulated three or more suspensions during a school year were more likely to experience academic failure. A third study conducted by Morrison, Anthony, Storino, and Dillon (2001b) found a correlation between student misbehavior and lower Grade Point Averages (GPA). The researchers found students that had accumulated ODRs had lower GPAs than their counterparts with no ODRs.

Student misbehavior affects the academic achievement not only of the student misbehaving, but also other students (Sprick, 2006). Schools are faced with the daunting challenge of educating students that exhibit inappropriate behavior that interferes with their own learning and other students (Dwyer, Osher, & Warger, 1998; Quinn, Osher, Hoffman, & Hanley, 1998). However, SWPBIS has shown promise in increasing the academic achievement of students. After implementing SWPBIS an urban school experienced a decrease in discipline problems and an increase in standardized reading and math test scores (Luiselli et al., 2005). Lassen et al., (2006) found similar results in an urban school that experienced a significant

decrease in ODRs and suspensions while at the same time math and reading standardized test scores increased after implementing SWPBIS.

A study by Muscott et al., (2008) supported Luiselli's and Lassen's findings when 16 of the 22 schools in New Hampshire that implemented SWPBIS with fidelity experienced increases in standardized math assessments as determined by the New Hampshire Educational Improvement and Assessment Program (NHEIAP). A closer examination of the results show 11 out of 12 elementary schools, three out of four multilevel schools, and one out of one high school that implemented SWPBIS with fidelity experienced improvements in math scores. However, middle schools did not show similar increases in math scores, with only one of five middle schools that implemented SWPBIS with fidelity showing improvement. Additionally, the study found that improvements in reading/language arts scores on the NHEIAP were less encouraging with only 9 out of 22 schools that implemented SWPBIS with fidelity experiencing gains.

A student who misbehaves triggers a series of events, (a) observing the misbehavior, (b) writing a referral to document the incident, (c) student reporting to the office for administrative action, and (d) administrator assigning consequences if necessary (Sugai, Sprague, Horner, & Walker, 2000). The office discipline referral process results in a loss of valuable instructional time for students and teachers and in a loss of time for instructional support of administrators. Scott and Barrett (2004) claim the entire student referral process may take between 10 and 45 minutes of an administrator's time and on the average 20 minutes of a student instructional time is lost. According to the Georgia Department of Education on average the entire office discipline referral process results a loss of 15 minute of a teacher's instructional time, a 30 minute loss of an administrator's time, and a loss of 45 minutes of instruction time for the student.

A study conducted by Scott and Barrett (2004) found that after implementing SWPBIS in an urban elementary school, administrator's time dedicated to processing ODRs decreased from 6,080 minutes during the baseline year to 1,800 minutes during the first year of implementation and reduced to 460 minutes in the second year of implementation. The study also found that students' loss of instructional time as a result of ODRs decreased from 12,160 minutes during the baseline year to 2,160 minutes during the first year of implementation and reduced to 920 minutes in the second year of implementation. Furthermore, the implementation of SWPBIS in the study showed a decrease in the amount of student lost instructional time as a result of OSS, decreasing from baseline year of 462 hours to loss of 192 hours during the first year of implementation and to a loss of 132 hours the second year of implementation. This resulted in a gain of 45 instructional days for students during the first year of SWPBIS implementation and a gain of 55 instructional days in the second year of SWPBIS implementation.

A study conducted by Muscott et al. (2008) showed similar results when taken collectively. The 26 schools that implemented SWPBIS regained 864 days of teaching, 1,071 days of student learning, and 571 days of leadership to support teaching and learning. The study indicated middle schools and high schools experienced the greatest gains. These results show that SWPBIS can be an effective tool to regain time lost by administrators handling discipline, teachers delivering instruction, and students mastering the curriculum.

When students are in class, schools operate more effectively with less behavioral problems and increased academic achievement (Lassen et al., 2006). By reducing student misbehavior, teachers can increase the time dedicated to instruction thus maximizing students' learning (Luiselli et al., 2005). With less behavioral problems administrators can act preventively and proactively and increase the instructional support they provide to teachers (Lassen et al.).

Reducing discipline problems increases instructional time maximizing academic progress (Lassen et al., 2006; Luiselli et al., 2005). School-wide Positive Behavior Interventions and Supports is a model that schools can use to help administrators, teachers, and students regain or prevent the loss of instructional time.

Positive Behavior Interventions and Supports

George Sugai and Robert Horner at the University of Oregon developed and implemented Positive Behavior Interventions and Supports in the Oregon school system as a proactive, systematic model to address student behavior (Curtis et al., 2010). School-wide Positive Behavior Interventions and Supports involved a wide variety of systemic and individual strategies to achieve social and learning outcomes and to prevent student misbehavior (Warren et al., 2003). Randy Sprick (2009) describes SWPBIS as a broad set of strategies designed to improve student behavior by utilizing proactive, preventive, and positive systematic techniques that are implemented consistently over time.

Scheuermann and Hall (2008) indicates that SWPBIS is a paradigm shift, moving away from the reactive and punitive approaches of managing student misbehavior and towards a proactive and preventative approach, implementing positive research-based strategies. School-wide Behavior Interventions and Support emphasizes systems change, which requires schools to reexamine and reshape organization policies, procedures and routines, administrative leadership, and resources to develop and sustain an effective and efficient student management approach (Scheuermann & Hall, 2008). School-wide Positive Behavior Interventions and Supports is a proactive systematic approach that enables schools to effectively deal with student behavior (Simonsen et al., 2008).

The primary goal of SWPBIS is to reduce student misbehavior, ODRs, classroom disruptions, and increase student engagement (Horner, Sugai, & Anderson, 2010). Research has shown that SWPBIS is an effective student management model used to reduce student misbehavior (Barrett et al., 2008; Bohanon et al., 2006; Curtis et al., 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub et al., 2000; Muscott et al., 2008; Sherrod et al., 2009; Turnbull et al., 2002; Warren et al., 2006; Warren et al., 2003) and regain lost instructional time (Georgia Department of Education, n.d.; Muscott et al., 2008; Scott & Barrett, 2004). Also, evidence indicates that SWPBIS can have a positive impact on student achievement (Lassen et al., 2006; Luiselli et al., 2005; Muscott et al., 2008). The interest of SWPBIS has increased tremendously in the last few years, according to The Office of Special Education Programs National Technical Assistance Center for Positive Behavior Interventions and Supports. Over 13,000 schools nationwide have implemented SWPBIS; however, many educators are still unfamiliar with this growing area of applied research (Warren et al., 2006).

A major difference between SWPBIS and traditional approaches to student management is SWPBIS provides schools with the strategies to proactively address student misbehavior, encourage and reinforce positive behavior, and to intervene early to support students. On the other hand the traditional approaches to student misbehavior wait for the misbehavior to occur, imposing negative consequences that do little to change student misbehavior. In fact the severe consequences imposed by schools in some cases may unintentionally encourage students to drop out of the education system (Sprick, 2009).

Another difference between SWPBIS and traditional approaches to student behavior management is philosophical traditional approaches view a student engaging in misbehavior as a "problem" that must be "fixed"; however, SWPBIS looks at the environment and the student to

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get a better understanding of why the student is misbehaving (Smith & Bondy, 2007). School-wide Positive Behavior Interventions and Supports utilize a two pronged approach; acting proactively to prevent student misbehavior and providing early interventions to change student misbehavior and support students (Sprick, 2009). The model enables schools to change from a reactive, punitive, unsupportive climate to a welcoming, positive, and supportive climate, thereby motivating students, building connections, and developing responsibility (Sprick, 2009).

School-wide Positive Behavior Interventions and Supports is not a new approach to student management, it is not a formal curriculum, it is not a program, and it is not a cookie cutter approach (Burke et al., 2004; Horner et al., 2010; Safran & Oswald, 2003). As Burke et al. (2004) explain SWPBIS does not focus on a single intervention or model; rather SWPBIS is a system of best practices that schools can pick and choose from based on each school's unique needs, challenges, and systematic implementation. School-wide Positive Behavior and Support entails a team approach that stresses the use of data to make decisions and the establishment of a three-tier continuum of support to encourage a positive school climate (Burke et al., 2004). It must be remembered that SWPBIS requires a long term commitment and continuous evaluation. The National Technical Assistance Center for Positive Behavior Interventions and Supports suggests it takes a three to five year commitment by a school to fully implement SWPBIS (PBIS as cited by Scheuermann & Hall, 2008). SWPBIS is characterized by the integration of a multi-system perspective and a three-tier continuum of student support (Sugai & Horner, 2002).

Four Key Elements of SWPBIS. According to Sugai and Horner, 2002; Sugai and Horner 2006; and PBIS the systemic implementation of SWPBIS is guided and focuses on the interaction and improvement of four key elements: (a) outcomes, (b) practices, (c) data, and (d) systems. First, the school establishes achievable and measurable academic achievement and

social behavior outcomes that are valued by stakeholders. Next, the school identifies and adopts research-based practices and curricula that ensure optimum student achievement and teacher performance. Third, data is used to determine the effectiveness of current practices or interventions put in place, and to justify and guide the selection of new practices and finally, the school considers the system supports (e.g., personnel, process, funding, training) to ensure the successful implementation of SWPBIS (Sugai & Horner, 2002; Sugai & Horner, 2006).
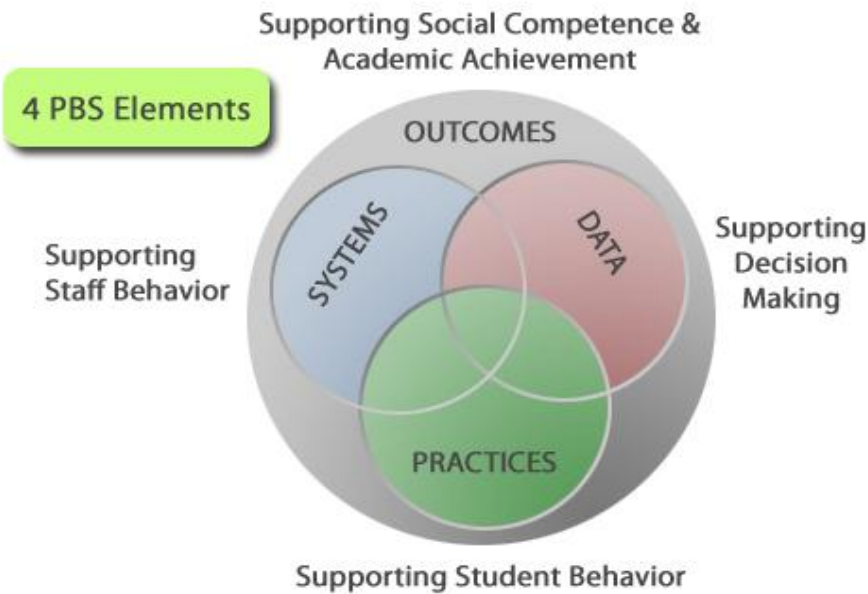
Figure 1: Four Key Elements of SWPBIS. From Positive Behavioral Interventions, by the Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007. Reprinted with permission.

Six principles guide the four key elements in the school wide implementation of PBIS (Figure 2). The first principle of SWPBIS is the utilization of a continuum of research based behavior and academic interventions and supports. The second principle of SWPBIS is the collection and analyzing of data to make decisions and solve problems. A third principle of SWPBIS is the arrangement of the physical environment in a way that prevents problem behavior. A fourth principal is the teaching and encouragement of appropriate student behavior.

The fifth principal of SWPBIS is the implementation of scientifically based behavioral practices and monitoring the implementation of the practices. Finally, the sixth principle in the implementation of SWPBIS is the continuous monitoring of student performance and make changes as necessary (PBIS).

Figure 2: Six Principles of SWPBIS. From Positive Behavioral Interventions, by the Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007. Reprinted with permission.

Multi-system Perspective. The SWPBIS approach implements a multi-system

perspective that focuses on students and the environment interaction within four interconnected

subsystems: (a) school, (b) classroom, (c) non-classroom, and (d) individual student. The school

system of SWPBIS focuses on the entire school, establishing clearly defined school-wide

expectations for all students and procedures for teaching those expectations, establishing

procedures to encourage appropriate behavior and prevent inappropriate behavior, and

procedures to collect and analyze data for decision making (Sugai & Horner, 2002). The purpose

of establishing a school-wide discipline system is to address the needs of a majority of students

across all settings in the school (Burke et al., 2004). The classroom system of SWPBIS requires

that teachers establish and teach students behavioral expectations and routines, establish a

procedure to encourage appropriate behaviors and discourage inappropriate behaviors, and

actively supervise and monitor students (Burke et al., 2004; Sugai & Horner, 2002).

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The non-classroom system of SWPBIS includes areas such as: cafeterias, common areas, hallways, restrooms, and parking lots. These areas present school with a different set of student management issues (Sugai & Horner, 2002). The non-classroom system of SWPBIS provides behavioral support in settings where large numbers of students gather and low numbers of adults supervise with limited influence. These are typically areas where student misbehavior is likely to occur (Burke et al., 2004; Sugai & Horner, 2002). The individual student system for SWPBIS focuses on a small number of students (1–7% of the student body) that do not respond to school-wide and classroom-systems and require more intense individualized interventions and supports (Burke et al., 2004; Sugai & Horner, 2002).

Response to Intervention. SWPBIS utilize Response to Intervention (RTI) to support and provide early interventions to students (Figure 3). Response to Intervention is a three-tier continuum that acts as a foundation to provide interventions and support to promote the success of all students (McIntosh, Chard, Boland, & Horner, 2006). Response to Intervention is a process of implementing scientifically based practices, monitoring the effect of the intervention(s) on the student, and adjusting the intervention(s) as needed based on student's response (Bender & Shores, 2007). The three-tier continuum provides early interventions and support to match the severity of behavior problems (Ausdemore et al., 2005). The RTI model is based on three principles: (a) school-wide universal interventions for all students, (b) screening individual students to determine needs, and (c) delivering services to students based on screening and assessment (McIntosh et al., 2006).

Continuum of School-Wide Instructional & Positive Behavior Support
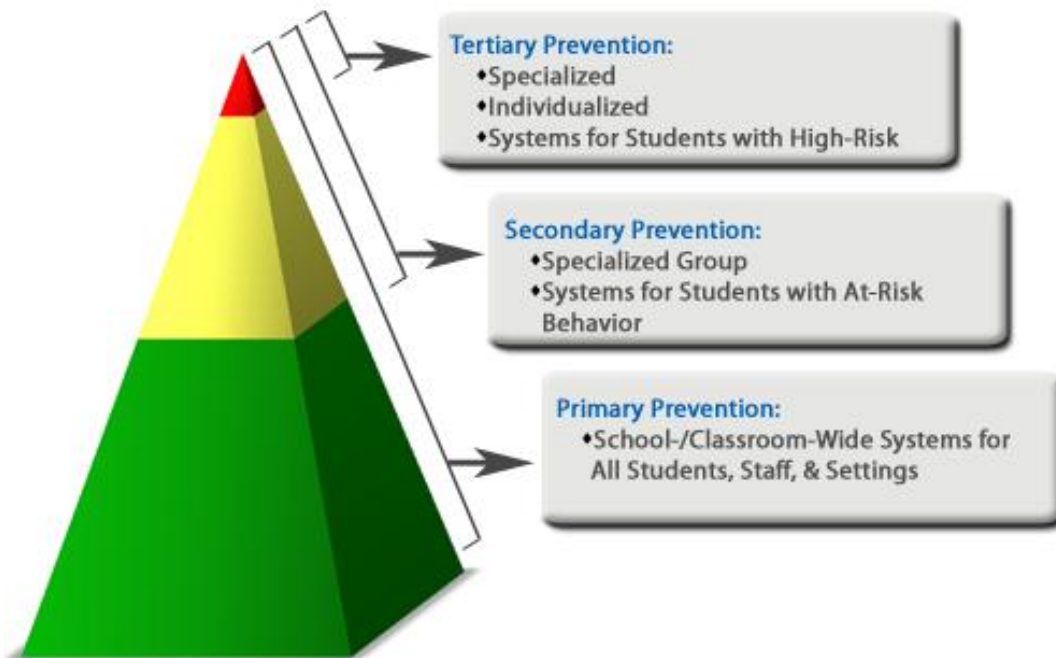
Figure 3: Positive Behavior Interventions and Supports (PBIS) Three Levels of Support. From Positive Behavioral Interventions, by the Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007. Reprinted with permission.

Primary prevention is the first tier and includes all students across all settings. School-wide expectations, reinforcement and consequence system, and teaching social skills to all students are elements that make up the primary prevention. The goal of primary prevention is to teach and encourage appropriate social behavior, maximizing academic achievement, and eliminating the factors that promote student misbehavior (Sugai & Horner, 2002). Approximately 80% of the students will respond to the instruction and interventions of primary prevention and not require any further interventions (Bender & Shores, 2007). Some examples of primary prevention are establishing school-wide behavior expectations, teaching behavior expectations, and modeling and practicing behavior expectations. Students that do not respond to primary prevention are recommended for more intense interventions.

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The second tier, secondary prevention targets students that display significant risk factors requiring more specialized assistance that is not provided in the primary prevention tier (George, White, & Schlaffer, 2007). Secondary prevention may involve the assistance of other teachers or experts in the area of need (Bender & Shores, 2007). School psychologists, school counselors, and behavioral specialists are some examples of individuals that may provide assistance at this level. Approximately 15% of the student body will require secondary prevention (Bender & Shores, 2007). Secondary prevention interventions and support are usually provided in small groups. Some examples of secondary preventions are Check In – Check Out systems (CICO), First Step to Success, social skills training, and group counseling (Filter, McKenna, Benedict, Horner & Todd, 2007; Sherrod et al., 2009; Todd, Campbell, Meyer, Horner, 2008; Walker, Severson, Feil, Stiller, & Golly, 1998).

An example of the benefits of secondary prevention can be found in a study conducted by Sherrod et al. (2009). In the study five elementary school students that exhibited behavioral problems were selected to participate in a counseling group called Positive Results in Discipline Education (PRIDE). A school counselor led the students in a group curriculum with eight lessons lasting approximately 30 minutes, once a week, for eight weeks. After eight weeks, three of the students showed a marked improvement in their behavior, with one student's behavior remaining the same, and one student's behavior grew worse.

The CICO system is another example of secondary prevention intervention that has shown success in improving students' behavior (Filter et al., 2007; Todd et al., 2008). The CICO system requires that a student checks in with an assigned faculty member to establish behavioral expectations, the student carries a CICO daily report card reflecting the established behavioral expectations throughout the school day, at specific times during the school day the student

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provides teachers with the CICO daily report card, the teachers provides feedback based upon the student's performance in meeting the established behavioral expectations, the students gives their parents the CICO daily report card completed by teachers, parents sign the CICO daily report card and the student returns the CICO daily report card to their appointed faculty member the next school day (Filter et al., 2007; Todd et al., 2008). Students participating in the CICO system can earn points towards rewards, activities, and/or privileges (Filter et al., 2007; Todd et al., 2008).

Students that do not respond to the interventions of secondary prevention are recommended to more rigorous individualized interventions. Tertiary prevention is aimed at approximately 5% of the student population that display chronic, persistent behavior problems and that did not respond to the primary- and secondary- level interventions (George et al., 2007). At this level students require functional behavior assessments, behavior intervention plans, and in some instances outside multi-agency assistance (Sprick, 2009). Response to Intervention provides educators with a model to intervene early to assist students and change behavior to ensure their success. Originally RTI was developed to aid students with academic issues, however, it has been discovered that the concepts can be applied to student with discipline issues (Sprick, 2009).

A goal of SWPBIS is to develop a positive school climate by creating a proactive, preventative, and positive learning environment. The systematic approach of SWPBIS examines the interaction between students and the school, providing the students with the support and interventions necessary to be successful unlike traditional approaches to student management. School-wide Positive Behavior Interventions and Supports contribute to an environment in

which students feel supported and valued increasing students' chances of success (Smith & Bondy, 2007).

Proactive, Preventive, Positive Learning Environment

A major premise of SWPBIS is to prevent student misbehavior before it occurs by establishing and maintaining a proactive, positive, and preventive learning environment. A major notion of SWPBIS is that the best time to address student misbehavior is in the absence or before student misbehavior occurs (Carr et al., 2002). Further, SWPBIS is based upon the assumption that behaviors are predictable and by predicting problems misbehavior can be prevented (Scott et al., 2007).

The first step of establishing a proactive, preventative learning environment is predicting potential problem areas. By acting proactively school administrators and teachers can predict what can and may go wrong in a school, or in a classroom. By predicting potential problem areas strategies can be developed to prevent misbehavior before it occurs. An example of acting proactively to prevent student misbehavior is predicting potential problems during student transitions from one area of the school building to another. Teachers can remind students of the expectations when moving as a group by stating "Remember our expectation when the bell rings to wait to be dismissed and quietly return your complete work in the assignment box on your way out of the room."

Establishing expectations and procedures, and appropriate physical arrangements is the second step of a proactive, prevention learning environment (Scott et al., 2007). Many believe expectations and procedures are the same; however, expectations tell students how to behave and procedures are concerned with how tasks are completed such as collecting assignments, leaving the class, sharpening pencils, turning in late work, and how class discussions are conducted, etc.

(Marzano, 2003; Wong, 2005). By developing expectations and procedures students operate in a predictable environment. Students operating in a predictable environment know what to expect and know to handle different situations in and out of the classroom. Predictable expectations and procedures help students feel secure and reduce anxieties and frustrations leading to student misbehavior (Smith & Bondy, 2007). It is important that administrators and teachers develop student expectations and procedures to guide appropriate student behavior. School-wide Positive Behavior Intervention and Supports emphasizes using specially designed rules, procedures, and physical arrangements to effectively decrease student misbehavior that result from poorly designed learning environments (Scott et al., 2007).

Expectations and procedures must be clearly defined and enforced. Teachers must teach students the classroom expectations and procedures and provide opportunities for students to practice the expectations and procedures (Boynton & Boynton, 2005). Teachers must expect that students can learn to behave appropriately (Sprick, 2006). Expectations for the school and classrooms should be stated using positive terms and clearly defined appropriate behavior. Some examples of expectations are: (a) raise hands and be recognized before speaking, (b) walk in the hallways, (c) arrive to class on time, and (d) keep hands and feet to yourself. Procedures should clearly define how things are done. Examples of procedures teachers can use in the classroom include (a) turn late work into a late work basket before or after class, (b) when asked to turn in daily assignments, pass to the left, and (c) line up in a single file line behind the door during class transitions. School-wide Positive Behavior Interventions and Supports focus on desired behavior by clarifying expected behaviors, teaching those behaviors, and developing procedures that encourage desired behaviors (Washburn, Stowe, Cole, & Robinson, 2007).

Another example of proactive, prevention learning environment is active supervision and pre-correction of students' behavior. The goal of active supervision is to monitor a setting, look for rule violators, or potential rule violators, and be proactive to stop student misbehavior before it escalates. Sugai and Horner (2002) explain that active supervision involves three steps: (a) continuously scanning the setting for rule followers and violators, (b) moving/traveling around the setting using close proximity in problem areas; and (c) interacting briefly with students. The goal of pre-correction is to cue, remind, and encourage students to engage in appropriate behavior prior to students engaging in problem behavior, or entering a particular environment (Johnson-Gros, Lyons, & Griffin, 2008; Sugai & Horne, 2002).

Johnson-Gros et al. (2008) examined the effects active supervision and pre-correction had on student tardiness in a rural high school. The study found that active supervision and pre-correction reduced the number of incident of tardiness suggesting that active supervision and pre-correction may be an effective intervention in reducing incidences of student tardiness. Oswald, Safran, and Johanson (2005) found a middle school was able to significantly reduce hallway misbehavior by implementing a SWPBIS plan that included active supervision and pre-correction of students in the hallways. Another study conducted by Lewis, Colvin, and Sugai (2000) found that active supervision and pre-correction reduced the number of problem behaviors in an elementary school during structured and unstructured activities. In a middle school teachers received training to implement active supervision and pre-correction in their classroom. They were observed and received daily feedback in a study performed by De Pry and Sugai (2002). The study gave further evidence that the benefits of active supervision and pre-correction had on reducing student misbehavior. However, it must be mentioned that the study

was conducted at the end of the school year and the effects of the interventions over an entire school year could not be determined (De Pry & Sugai, 2002).

The physical environment of a classroom can influence student behavior (Smith & Bondy, 2007). School administrators and teachers must be aware of the school and classroom arrangements to avoid potential problems. Teachers should put procedures in place to avoid overcrowding students at desks and avoid placing desks in high-traffic areas such as pencil sharpeners, water fountains, washing and cleaning areas (Smith & Bondy, 2007). Overcrowding in these areas may lead to potential problems and teachers must think proactively to avoid and predict situations in which students may be encouraged to act inappropriately. School administrators should be aware of high traffic areas and where students gather in the school building, high traffic areas require constant active supervision to prevent potential problems. Some examples of high traffic areas and gathering areas for students include hallways, common areas, restrooms, and student parking lots.

A major difference between SWPBIS and traditional approaches to student misbehavior is SWPBIS focuses on acting proactively to prevent misbehavior from occurring, while traditional approaches wait for the misbehavior to occur. School-wide Positive Behavior Interventions and Supports emphasize acting proactively by predicting potential problems, establishing and teaching expectations, actively supervise students, and providing pre-correction of student's misbehavior. By acting proactively and to predict problem areas, administrators and teachers can prevent student misbehavior before it occurs.

Positive School Climate

One of the goals of SWPBIS is to promote a positive school climate. By encouraging, recognizing, and reinforcing appropriate student behavior SWPBIS promotes a positive school

climate. A teacher's interaction and treatment of students are critical in developing and maintaining a positive classroom climate (Peters, 2010). A positive school climate increases the likelihood of positive teacher-student relationships, "When children feel accepted and trust that their teacher cares about them, they're generally eager to work with the teacher" (Crowe, 2008, p. 45). Effective teachers build positive relationships with students by being perceived as warm, friendly, caring and respectful of students (Stronge, 2010).

Students are more likely to accept the rules, procedures, and disciplinary consequences from teachers that develop positive relationships with their students (Marzano, 2003). Gail Thompson (2008) states "the quality of students' relationships with their teachers strongly influence their behavior and their perceptions of school" (p. 50). Additionally, Murray and Greenberg (2000) found positive teacher-student relationships decreases student misbehavior. Many mistakenly believe teachers must be a friend to students to develop positive teacher-student relationships; however, teachers develop positive teacher-student relationship by having clear expectations, treating student fairly and consistently, calling students by name, saying "hi" to students, and showing an interest in students (Sprick, 2006). Ruby Payne (2005) adds mutual respect is necessary for a classroom to be successful.

School-wide Positive Behavior Interventions and Supports advocates the use of positive and encouraging dialogue between teacher and students, avoiding the use of sarcasm, embarrassing and degrading comments to develop positive teacher-student relationships and promote a positive school climate. "Fathers, don't aggravate your children. If you do, they will become discouraged and quit trying" (Colossians 3:21, New Living Translation).

Positive Reinforcement

School-wide Positive Behavior Interventions and Supports focuses on the use of positive reinforcement to encourage and motivate students to engage in appropriate behaviors as opposed to the traditional, reactive, punitive approach that focuses on the use of negative consequences to discouraging inappropriate student behavior. Positive reinforcement is a process of recognizing a desired behavior of a student and increasing or maintaining the desired behavior(s) (Scheuermann & Hall, 2008). One type of positive reinforcement utilized by schools and teachers is token economy. In this type of reinforcement, the student earns a token for a desired behavior that can be redeemed for items or activities.

Positive reinforcement does not always require a tangible reward for appropriate behavior. Praise is an effective positive reinforcement strategy that is simple and easy to use, which is typically underutilized (Kalis, Vannest, & Parker, 2007). Praise contributes to a supportive, caring environment and will serve students well in developing appropriate and acceptable behaviors in schools and society (Smith & Bondy, 2007). The purpose of positive reinforcement is to recognize appropriate student behavior and encourage desired behaviors. Praise is an effective form of reinforcement when given as a consequence for expected behavior such as raising a hand before speaking, following directions, helping others, or a high level of performance (Kalis et al., 2007).

Scheuermann and Hall (2008) claim when praise is used with students, the teacher should use the student's name, praise should be specific and descriptive, and given in a positive tone. An example would be "Tommy, you did a good job of participating in the class discussion today." A focus of SWPBIS is to recognize appropriate student behavior with positive

reinforcement to encourage desired behaviors. On the other hand, traditional approaches to student misbehavior focus on negative consequences to encourage desired behaviors.

School-wide Positive Behavior Interventions and Supports Process

The SWPBIS process can be initiated by a school administrator or a faculty member. The first goal of administrators attempting to initiate the implementation of SWPBIS is to gain the interest and support of faculty and staff members (George & Martinez, 2007). Presenting faculty and staff members with an overview of SWPBIS process, data of total number of students assigned ODRs, ISS and OSS, amount of instructional time loss as a result of ODRs, and research of the success and benefits of SWPBIS (George & Martinez, 2007). This strategy is very useful in obtaining the support and buy-in of faculty and staff members. Administrators will want to conduct a survey of faculty and staff members to determine interest in implementing SWPBIS and ask for volunteers to serve on the SWPBIS Leadership Team (George & Martinez).

Administrators may find it helpful to recruit influential faculty and staff members to present and encourage the buy-in and implementation of SWPBIS. This strategy may be helpful to prevent to perception of faculty and staff members that the SWPBIS initiative is another mandate from the school administrative. The School Improvement Plan should be included in the implementation of SWPBIS and the SWPBIS should be embedded in the school's improvement plan (George & Martinez, 2007).

Faculty members wishing to implement SWPBIS will first want to meet with school administrators, in particular the principal, to present information pertaining to implementation of SWPBIS and benefits of SWPBIS (George & Martinez, 2007). The use of school discipline data and the amount of instructional time loss as a result of ODRs can be helpful in obtaining administrators' buy-in and support (George & Martinez, 2007). Faculty members proposing the

implementation of SWPBIS should be prepared to serve as part of the SWPBIS Leadership

Team, aiding in obtaining faculty and staff members' buy-in and be willing to provide training to

faculty and staff members (George & Martinez, 2007).

Essential Components of SWPBIS. Once the decision is made to implement SWPBIS

there are six essential components of SWPBIS: (a) administration commitment and support, (b) a

SWPBIS Leadership Team composed of faculty and staff members, students, parents, and other

key stakeholders, (c) establishing positively stated school-wide expectations, (d) teaching the

school-wide expectations to students, (e) establishing a system to recognize and reinforce

appropriate student behavior and negative consequences to address student misbehavior, and (f)

collecting and analyzing school data to promote an effective learning environment (Handler et

al., 2007; Horner et al., 2004; Simonsen et al., 2008). The six essential components should be

part of the school's culture and must be implemented persuasively and with consistency

throughout the school in ensure the success of SWPBIS.

Administration Support and Commitment. One essential component of SWPBIS is

administrative commitment and support. School administrators, in particular the principal, must

support, be committed to, and make SWPBIS one of the school's priorities. Without

administrative support and commitment SWPBIS cannot be sustained and is doomed to failure.

Administrative support is a crucial factor in successful implementation of SWPBIS (Kincaid,

Chides, Blasé, & Wallace, 2007; Muscott et al., 2008). Schools that implement SWPBIS must

make school discipline one of the school's top three priorities (Handler et al., 2007; Putnam &

Hehl, 2004). The principal can show their support and commitment to SWPBIS by (a) making

public statements of support, (b) establishing implementation as a priority, (c) motivating and

encouraging staff, (d) allocating resources, and (e) participating in the planning and implementation of SWPBIS (Lohrmann et al., 2008).

Principals must be willing to dedicate necessary funds for SWPBIS, provide the necessary time for the SWPBIS Leadership Team to meet, attend SWPBIS planning meetings, discuss SWPBIS regularly with faculty and staff members, and include SWPBIS in all staff/faculty meetings (Kasper, 2004). As with any initiative, funds are necessary to ensure the success of SWPBIS. Without the necessary funds the successful implementation of SWPBIS will be very difficult. Principals must allocate funds to provide release time to team members, substitute teachers, behavior reinforcement items, printing costs, and other items necessary for the successful implementation of SWPBIS (Kasper, 2004).

The principal must enthusiastically support SWPBIS and show their commitment to SWPBIS by providing the necessary resources and funding to make SWPBIS successful (Kasper, 2004). In today's times of tight budget and limited resources funding the implementation of any new initiative may be difficult and problematic. Some school districts may provide schools with funds to assist in the implementation of SWPBIS; however, schools should not solely rely on external funds to support SWPBIS efforts (George & Martinez, 2007). Relying on external funds may create dependence on outside sources and prevent the school from developing an infrastructure to support and sustain the long term success of SWPBIS (George & Martinez, 2007). Principals can examine the school budget to determine if there are any available funds and utilize the PTA, school clubs, and other organizations to raise funds or explore and seek grants (George & Martinez, 2007). In addition, principals may be able to obtain funds, donations, and resources from community businesses and organizations (George &

Martinez, 2007). All of these sources may provide funds and resources to implement and sustain SWPBIS efforts.

Other way principals can show their commitment, support, and belief in the SWPBIS initiative is by actively participating in the implementation of SWPBIS. Principals can actively participate in the implementation of SWPBIS by distributing reinforcements, referring to the school's rules and expectations, using the language of the rules and expectations, encouraging and monitoring the faculty and staff members' implementation of SWPBIS (Handler et al., 2007). It is imperative that principals actively participate in training sessions, in the development of SWPBIS and have a part in presenting the initiative, take an active role in teaching and describing the benefits of SWPBIS, and stress that implementation is the school's choice as opposed to a mandate from the administration or county officials (Handler et al., 2007). Kasper (2004) stresses the importance of the principal's active participation in the implementation of SWPBIS, suggesting that principals should attend SWPBIS training with the team. This will demonstrate the principal's support and commitment to the initiative.

Monitoring the implementation of SWPBIS and ensuring that SWPBIS is implemented with fidelity by faculty and staff members is another way school administrators can show their commitment and support of SWPBIS (Handler et al., 2007). School administrators must hold faculty and staff members accountable for the implementation of SWPBIS and develop a plan to respond to faculty and staff members not implementing SWPBIS (Handler et al., 2007). School administrators that monitor and ensure faculty and staff members are implementing SWPBIS with fidelity increase the likelihood of success SWPBIS (Handler et al., 2007).

Not only is building administrations direction and leadership important to the successful implementation of SWPBIS, the support of district administrators is also an important factor.

Kincaid et al. (2007) indicate that district support is a crucial factor in the successful implementation of SWPBIS. District administrators can give direction and support schools by addressing funding concerns, provide training, holding monthly coaches meeting, conducting evaluation activities, and implementing a discipline data system to make decisions (Kincaid et al., 2007).

The influence of building and district administrators cannot be underestimated. It is important to the success of SWPBIS to have the support and commitment of building administrators, in particular the principal (Netzel & Eber, 2003). The influence and actions of administrators can go a long way to create a climate of change and the successful implementation of SWPBIS (Netzel & Eber., 2003). A principal's leadership and influence are important factors in the successful implementation and long term success of SWPBIS. The principal can be a catalyst in encouraging and influencing faculty and staff members to surrender the traditional, reactive, punitive, approaches to student management long implemented in schools for the proactive, positive, prevention approach of SWPBIS. Just as Jesus encouraged his disciples in Matthew 4:19-20 to surrender and abandon their life and follow him, "Come, be my disciples, and I will show you how to fish for people!" And, they left their nets at once and went with him.

SWPBIS Leadership Team. A second essential component of SWPBIS is the SWPBIS Leadership Team. Once a decision is made to implement SWPBIS the school should carefully select influential members of the school community to serve on the SWPBIS Leadership Team. The SWPBIS Leadership Team is the first and most critical activity in the implementation of SWPBIS (George & Martinez, 2007). A major task of the SWPBIS Leadership Team is to create an action plan that steers the systematic implementation of SWPBIS (Sugai & Horner, 2006).

Handler et al. (2007) suggest the SWPBIS Leadership Team include eight to ten faculty and staff members that are energetic, passionate, and dedicated to the success of the SWPBIS initiative. In addition, the group should be key stakeholders, representatives of the school (general and special education teachers across grade levels, administrators, specialists, support personnel, and clerks) that are respected by their colleagues (George & Martinez, 2007; Handler et al., 2007; McKevitt & Braaksma, 2008; Simonsen et al., 2008; Sugai & Horner, 2002; Sugai & Horner, 2006).

The school may consider including parents of students, or family members on the SWPBIS Leadership Team to provide them with an opportunity to express their viewpoints and concerns and serve as a link to families (McKevitt & Braaksma, 2008; Sugai & Horner, 2002). It may also be beneficial in high schools and middle schools to place a student on the SWPBIS Leadership Team, or establish a student advisory group to provide student input (McKevitt & Braaksma, 2008). A majority of the work needed to implement SWPBIS is conducted by the SWPBIS Leadership Team, however, it is important to inform and actively recruit faculty and staff members' input and feedback every step in the process (Simenson et al., 2008).

The members of the SWPBIS Leadership Team must be enthusiastically and vigorously endorsed by the principal (Sugai & Horner, 2002). It is important that a member of the administrative staff is part of the SWPBIS Leadership Team; this demonstrates the commitment and support of the school's administration (Scheuermann & Hall, 2008). Sugai and Horner suggest that principals should be part of the SWPBIS team because they possess unique leadership abilities and the authority to make decisions.

The SWPBIS Leadership Team is responsible for the implementation of SWPBIS by soliciting input from faculty and staff members, training faculty and staff members, informing school personnel of SWPBIS activities and progress, and developing SWPBIS materials and

activities (Scheuermann & Hall, 2008). The team should meet regularly, at least monthly, at convenient times for all team members (George & Martinez, 2007). Action-focused agendas should be created for each meeting that includes updates and progress of current tasks. All members of the team should be encouraged to give input providing each person with a sense of ownership (Handler et al., 2007). The team should monitor the school's behavior data and evaluate the progress of the initiative (George & Martinez, 2007). Finally, the team is responsible for reporting outcome to team's coach and district coordinator (George & Martinez, 2007).

To function effectively the SWPBIS Leadership Team should assign each team member with specific duties or a specific role (McKevitt & Braaksma, 2008). One individual on the team must be appointed as the team coach, the coach is responsible for the team and provides support and guidance to the team as they implement and monitor the implementation of SWPBIS (McKevitt & Braaskma, 2008; Simenson et al., 2008)). The team coach also serves as the school's main contact (George & Martinez, 2007). The team coach has regular contact with the district and state SWPBIS coordinators to guide the implementation of SWPBIS. The team leader is another role that must be filled. The team leader oversees team meetings and keeps the team focused during the implementation process (George & Martinez, 2007).

One team member should serve as the time keeper and another member should be assigned the role as a recorder to ensure the team knows and understands the content discussed at each meeting (McKevitt & Braaksma, 2008). The time keeper monitors the time to ensure that the team stays on track and reminds the team of time limits (George & Martinez, 2007). The recorder takes notes and transcribes the responses of team members (George & Martinez, 2007). The recorder may also be responsible for developing an agenda for each meeting (McKevitt &

Braaksma, 2008). Another role on the team is the communicator; this individual serves as a contact person between the team and school's faculty and staff members regarding the SWPBIS initiative (George & Martinez, 2007). Another role on the team is the behavior specialist; this team member is competent in the area of behavior principles (George & Martinez, 2007). Each person on the team serves a specific role on the team and each role is important to the effectiveness of the team and the initiative. Yes, there are many parts, but only one body. The eye can never say to the hand, "I don't need you." The head can't say to the feet, "I don't need you" (1 Corinthians 12:20–21, New Living Translation).

It is important in the SWPBIS initiative to gain buy-in from the school's faculty and staff and have the support of the administration staff (Kincaid et al., 2007). The team may meet some resistance from those who oppose the implementation of the initiative (Lohrmann et al., 2008). Resistance is normal in any process that requires change; faculty and staff members that oppose the implementation of SWPBIS should not be isolated, ostracized, demeaned, nor coerced or mandated to implement the initiative. Rather, it is important to encourage, support, and coach faculty and staff members that are slow to adopted SWPBIS (Lohrmann et al., 2008). Presenting testimony of SWPBIS successes inside and outside of the school may be helpful in obtaining buy-in. No one on the team should speak evil of anyone and they must avoid quarreling. Instead, they should be gentle and show true humility to everyone (Titus 3:2).

Implementing and sustaining SWPBIS is a complex and monumental task requiring years of effort and true collaboration of all stakeholders (Fenning, 2004). Because of the daunting task and commitment of all stakeholders a consensus to implement must come from the faculty and staff. Buy-in is critical, without it implementation of SWPBIS will not be successful. An orientation should be conducted to inform faculty and staff members of the philosophy,

requirements, goals, and commitment necessary to successfully implement SWPBIS (Muscott et al., 2008). It is estimated that 80% of the faculty and staff members in the school must agree and commit to the implementation of SWPBIS to experience success (Fenning, 2004; Handler et al., 2007; Simenson et al., 2008; Sugai & Horner, 2002). However, schools that fail to obtain 80% buy-in from faculty and staff members can implement SWPBIS by establishing an action plan to obtain increased buy-in throughout the course of the implementation of SWPBIS (McKevitt & Braaskma, 2008; Handler et al., 2007).

Once buy-in is obtained the SWPBIS Leadership Team should receive PBIS training. Schools can obtain information related to training and procedures for implementing SWPBIS from The Office of Special Education Programs National Technical Assistance Center on Positive Behavior Interventions and Supports web site (www.pbis.org) (McKevitt & Braaskma, 2008; Simonsen et al., 2008). The Technical Assistance Center appoints a PBIS coordinator in each state to act as a contact person to disseminate SWPBIS information, aid with implementing of SWPBIS, and provide training to school districts in each state (Spaulding, Horner, May, & Vincent, 2008). During the training the SWPBIS Leadership Team is introduced to the logic behind PBIS, the essential components of implementation, and is made familiar with checklists to measure the integrity and effectiveness of the school's SWPBIS efforts (McKevitt & Braaksma, 2008; Simonsen et al., 2008).

Once the SWPBIS Leadership Team has received PBIS training, the team trains the school's faculty and staff members (McKevitt & Braaskma, 2008). Training of faculty and staff members may take place during teacher planning days, after school, or during staff meetings; finding adequate training time presents a challenge and schools may need to be creative in finding convenient training time (McKevitt & Braaskma, 2008). The training provided to the

faculty and staff is not a one-time event. The SWPBIS Leadership Team should provide periodic

follow up training sessions to sustain implementation, encourage and provide assistance to

faculty and staff members, and acknowledge staff's work on SWPBIS (McKevitt & Braaskma,

2008).

School-wide Expectations. A third essential component of SWPBIS is the development

of school-wide expectations. The SWPBIS team should examine multiple sources of school data

to identify specific student behavior problems (Scheuermann & Hall, 2008). Some sources of

school data that the SWPBIS team can examine include: ODRs, suspensions, expulsions, tardies,

and student, parent, and teacher surveys (Scheuermann & Hall, 2008). From the data the

SWPBIS can identify problem areas and areas that need improvement.

A school may find a reoccurring theme in their ODRs such as disrespect, failure to follow

directions, skipping, or arrive late to school or class. Based on the data, the SWPBIS team will

develop and define three to five school-wide rules, better known as expectations that are

positively stated (McKevitt & Brasskma, 2008; PBIS; Simenson et al., 2008; Scheuermann &

Hall, 2008). The school-wide expectations apply to all students in all settings and routines within

the school (McKevitt & Braaskma, 2008; Simenson et al., 2008). "These same regulations apply

to Israelites by birth and foreigners who live among you. I, the LORD, am your God" (Leviticus,

24:22).

The school-wide expectations should be brief, easy to remember, tell the student what to

do (McKevitt & Braaskma, 2008). The expectations should be extensive enough to include a

majority of desired student behaviors (Simenson et al., 2008). The school-wide expectations are

easier for students to remember if they are tied to an acronym or a logo (McKevitt & Braaskma,

2008). An example of school-wide expectations is *Remember the three R's: Be Responsible, Be Respectful, Be Ready*.

Schools may choose to place the school-wide expectations into a matrix format describing what each expectation looks like in each setting (Simenson et al., 2008, Behavior Matrix, Appendix A). To remind students and faculty of the school's expectations and encourage appropriate behavior a behavioral matrix may be displayed in prominent areas around the school (Scheruermann & Hall, 2008, Simenson et al., 2008). Examples of prominent areas include hallways, classrooms, cafeteria, and media center. Teachers may wish to adopt or not adopt the school-wide expectations for their classroom; however, if a one teacher or several teachers choose not to adopt the school-wide expectations, their classroom rules should be aligned with the school-wide expectations (McKevitt & Braaskma, 2008).

Teaching School-wide Expectations. The SWPBIS model does not assume that students know how to behave appropriately. A major focus of the SWPBIS model is teaching students appropriate behavioral skills and ensuring that students understand the school's behavioral expectations (Scheuermann & Hall, 2008). Teach your child to choose the right path and when they are older they will remain upon it (Proverbs 22:6, New Living Translation).

It is important that all faculty, staff, and students are aware of the school's behavioral expectations. Teaching students the behavioral expectations of the school can be done a variety of ways such as school assemblies, classroom instruction, video presentations, or orientations (Morrisey, Bohanon, & Fening, 2010). Conducting school-wide assemblies at the beginning of the school year is a great opportunity to make students aware of the behavior expectations and set the tone for the year. Many schools choose to teach behavioral expectations during the first few days of school (McKevitt & Braaskma, 2008; Scheuermann & Hall, 2008).

A study conducted by Morrisey, Bohanon, and Fenning (2010) showed the benefit of conducting school-wide assemblies at the beginning of the school year to explain the behavioral expectations to students. Office Discipline Referrals were lower during the year with a 1.38 referrals per average daily enrollment, compared to the year students participated in a class-by-class orientation with 3.65 referrals per average daily enrollment. The study's results suggested that class-by-class orientations took several weeks to complete and reach all students; therefore, it took longer for students to learn about and understand school expectations. However, the class format can be beneficial in providing booster reminders through the school year.

Another task of the SWPBIS Leadership Team is to create lesson plans to teach students the school's expectations within all settings (Simenson et al., 2008, Appendix B). The lesson plans created by the SWPBIS Leadership Team can serve as a way to provide booster reminders for students. The lesson plans should follow a consistent format (a) state the expectation or concept, (b) define or describe the expectation, (c) model examples and non-examples of expected behavior, (d) provide opportunities for students to practice the expected behaviors, and (e) provide corrective feedback and praise to develop students' fluency (McKevitt & Braaskma, 2008; Simenson et al., 2008). The lesson plans can be utilized by teachers to provide mini-lessons as reminders of the expectations. Teachers should be provided scripted lesson plans to ensure lessons are delivered with consistency (Simenson et al., 2008). Schools may utilize the numerous lesson plans that are available on the PBIS website.

A System of Reinforcement and Consequences. A fifth component of SWPBIS is establishing a system of reinforcement and consequences. Robert Marzano (2003) defines reinforcement as "some type of recognition or reward for positive behavior, or timely cessation of negative behavior" (p. 90). The SWPBIS Leadership Team is responsible for establishing a

variety of strategies to recognize appropriate student behavior (Simenson et al., 2008). The recognition of appropriate student behavior can take the form of praise, or a more obvious reinforcement system such as a token system, or tangible rewards (McKevitt & Braaskma, 2008; Scheuermann & Hall, 2008; Simenson et al., 2008). The reinforcement system can use tickets that are redeemable for prizes, access to privileges, lottery drawings, items in a school store, or social recognition (McKevitt & Brasskma; Scheuermann & Hall; Simenson et al., 2008). Teachers should be provided training in issuing students tickets along with specific verbal praise linked to the behavioral expectations (Morrisey et al., 2010). For example, "Thank you Tommy for being on time to class with your materials and supplies." McKevitt and Braaskma state that whatever system of reinforcement is implemented it must be easy and efficient for faculty and staff members to use and it is important to keep in mind the developmental level of the students. Lastly, it may be beneficial to involve students in the creation of the reinforcement system, particularly at the high school level.

Some stakeholders make the mistake of thinking that SWPBIS is nothing more than a reward system (Scheuermann & Hall, 2008); however, SWPBIS has many other important components and SWPBIS will not reach its desired result by only focusing on the reinforcement system. There is a false assumption that consequences are not part of the School-wide Positive Behavior Interventions and Supports model (Scheuermann & Hall, 2008). However, School-wide Positive Behavior Interventions and Supports advocate the establishment of consistent continuum of predetermined consequences by the SWPBIS Leadership Team in order for teachers and administrators to address student misbehavior. Also, the SWPBIS Leadership Team should determine guidelines regarding student violations that are classroom managed and are office managed (Scheuermann & Hall, 2008). It is important that the SWPBIS Leadership Team

works closely with school's administrative team to ensure the consequences established are consistent with school and county discipline guidelines, policies, and procedures and there is agreement in which student violations are classroom managed and which are office managed.

Student violations that are managed within the classroom include minor offenses such as a student talking, or out of their seat without permission. Office managed violations are more serious in nature such as fighting, weapons, drugs, alcohol, profanity directed at school employees, or stealing items of high value and should be addressed by a school administrator. Many schools establish a leveled consequence system that groups together student misbehaviors of similar severity levels with several similar consequences (McKevitt & Braksma, 2008).

One difference between SWPBIS and traditional approaches to student management is the focus of SWPBIS is re-teaching correcting the inappropriate misbehavior in order to change student behavior, whereas in traditional approaches punishment is used to change student behavior. The first response to minor student misbehavior is to re-teach the expected behavior (Scheuermann & Hall, 2008). Re-teaching the approach is a more focused and corrective action than merely "talking to the student". The teacher explains the rule the student broke, gives examples and non-examples, the student may role-play the rule, and the student makes a commitment to follow the rule in the future (Schuermann & Hall, 2008).

Another first response that can be used to address the student's behavior is a corrective approach. Morrisey et al., (2010) give an example of a corrective approach that includes three steps. The first step is to recognize the rule violation and provide a precise positive replacement behavior, for example "Johnnie you are talking without permission, what is Rule Two? Wait to be acknowledged before speaking. The next step involves the teacher reinforcing the student's self-correction with specific praise, for example "Johnnie you are doing good job complying

with Rule Two." In the third step the teacher encourages future compliance, for example "Johnnie, I believe we will not have any more problems with Rule Two, because you have shown you understand."

If the student continues to misbehave the teacher may implement a set of sequential steps of predetermined consequences to manage low-level misbehavior (George et al., 2007). The consequences may include time-out with another teacher, loss of a privilege, silent lunch, parent contact, or after school detention (George et al., 2007; Scheuermann & Hall, 2008; Scott, White, & Algozzine, 2009). The goal of classroom consequences is to keep the student in the classroom, engaged in the activity at hand as opposed to simply reporting the incident to an administrator and having the student removed (Geroge et al., 2007).

If the student misbehavior continues after the teacher has utilized the classroom continuum of predetermine consequences, the teacher may initiate an office discipline referral enlisting the support and involvement of the administrative team (Scott et al., 2009). The office referral should include a narrative description of the student's misbehavior, student's name and grade, date and time of the incident, the name of the referring individual, the location of the incident, and perhaps the potential function of the behavior (McKevitt & Braaksma, 2008). Administrators should have a clearly identified continuum of predetermined consequences for addressing student misbehavior according to the severity of the behavior (Scheuermann & Hall, 2008). The continuum of consequences assigned by the administrators might include parent contact, a conference with the student, time out, office detention, loss of a privilege, ISS, or OSS (Scheuermann & Hall, 2008; Scott et al., 2009). The data of the office discipline referral should be entered in the school's database and used by the SWPBIS Leadership Team to guide decisions about student misbehavior and SWPBIS (McKevitt & Braaksma, 2008).

School-wide Positive Behavior Interventions and Supports does not eliminate consequences, rather the model focuses on recognizing, encouraging, and reinforcing appropriate student behavior, and re-teaching and correcting inappropriate student behavior. The model's first response to student misbehavior is to teach and correct the misbehavior and if unsuccessful, sequential increasingly stringent consequences are implemented to reduce and change student misbehavior (Scheuermann & Hall, 2008). On the other hand, the traditional approach to student management the focus is on the punishment as the method to change student misbehavior.

Data Collection. A sixth component of SWPBIS is data collection. Data should be collected and analyzed school-wide from the classroom and the individual students. A major feature of the SWPBIS model is the use of data to develop, monitor, and evaluate   interventions implemented by the SWPBIS Leadership Team (Clonan, McDougal, Clark, & Davison, 2007). Data related to student behavior should be collected and analyzed to steer and support decisions to meet student needs (Horner, Sugai, & Vincent, 2005). Warren et al (2006) adds the use of data is an essential part of SWPBIS to guide interventions. School-wide data should focus on the number of ODRs, percentage of students that have received two or more referrals, locations, time(s), or day where problems are occurring, and types of misbehavior (Simenson et al., 2008). After analyzing data schools should develop and implement a plan, based upon the data, to address concerns (Simenson et al., 2008).

 Data collection can be helpful in guiding teachers with strategies to promote effective classroom learning environments. Teachers can collect data to analyze whether the expectations, procedures, and physical arrangement of the classroom are effective in promoting appropriate student behavior and reducing student misbehavior (Scott et al., 2007). Teachers may state they already feel overwhelmed by their current responsibilities, state and federal mandates (e.g. No

Child Left Behind) and adding another responsibility to collect and analyze data related student misbehavior further increases teachers' anxiety. However, collection and analyzing data does not require a complicated system and in the long run change and reduce student misbehavior. Teachers can develop an easy and effective system related to a student's behavior by simply tally with pencil and paper the number of the directions given to a targeted student and a tally of the number of times the targeted students complied with the directions (Scott et al., 2007).

School personnel that work with students with special needs are required to collect and analyze student data to meet the needs of student. Functional Behavior Assessments (FBA) is one instrument used to gather individual student data. An FBA describes the student's misbehavior, recognizes the setting and events that led to the misbehavior, builds a premise about the misbehavior, and implements interventions for promoting a student's appropriate behavior (Carter & Horner, 2007). Based on the FBA, a Behavior Intervention Plan is developed to provide additional support for the student. According to Jackson and Panyan (2002), the intervention has three purposes (a) increase student's growth and learning, (b) decrease misbehavior of the student through support and instruction, and (c) create an agreement among all involved. Like the FBA, the SWPBIS model utilizes school data to develop, monitor, and evaluate interventions implemented by the SWPBIS team (Clonan et al., 2007). Traditional approaches to student misbehavior spend little if any time collecting and analyzing data to implement a plan to improve student behaviors.

Evaluation of SWPBIS

Schools can use four assessments to assess the fidelity of implementing SWPBIS (a) *Team Implementation Checklist* (*TIC*; Sugai*, Lewis–Palmer, Todd, & Horner, version 3.0. 2009; Appendix C), (b) *PBIS Self-Assessment Survey* (*SAS;* Sugai, Horner, & Todd, version 3.0 2009;

Appendix D*), (c) *School-Wide Evaluation Tool (SET*; Sugai, Lewis-Palmer, Tood, & Horner,

version 2.1, 2005; Appendix E), and (d) *School-wide Benchmarks of Quality (BoQ;* Kincaid,

Childs, & George, 2005; Appendix F). The TIC is a self-evaluation tool completed by the

SWPBIS Leadership Team twice a year; the team rates itself to the extent school-wide

components of SWPBIS as *in place, partial in place, not in place* (McKevitt & Brasskma, 2008;

Muscott et al., 2008). A school implementing SWPBIS is considered to be on track if 80% or

more of the components that are in place (Muscott et al., 2008).

Self-Assessment Survey (SAS). The SAS is self-assessment tool completed by faculty

and staff members, the survey consist of 46 items examining the current status and areas in need

of improvement from the four behavior support systems (a) school-wide, (b) non-classroom, (c)

classroom, and (d) individual students that display chronic misbehavior (PBIS Surveys, n.d.).

The survey provides a summary of the current status and establishes a priority of improvement

for the four system areas and is used to make decisions and develop an action plan for

implementing and sustaining PBIS throughout the school (PBIS Surveys, n.d.). Faculty and staff

members evaluate the status of each system feature are *in place, partial in place, not in place* and

rated "What is the priority of improvement for this feature (*high, medium, low*") (PBIS Surveys,

n.d.).

School-wide Evaluation Tool (SET). "The *SET* is an objective, research-validated

instrument and the most reliable measure of the extent to which SWPBIS is being implemented

with fidelity" (Muscott, et al., 2008, p. 194). The *SET* contains 28 items grouped in seven areas;

the areas include (a) expectations defined, (b) expectations taught, (c) reward system, (d)

consequences, (e) monitoring and decision making, (f) management, and (g) district level

support (McKevitt & Braaskma, 2008; Muscott, et al., 2008). The *SET* is a survey completed by

faculty and staff members, the data is collected and analyzed by an evaluator, who holds

interviews with staff members, administrators, and students (Cohen, Kincaid, & Childs 2007;

McKevitt & Braaskma, 2008; Muscott, et al., 2008). Schools with *SET* scores of 80% or higher

in the areas of the Average of Features and the Expectations Taught Features are considered

effectively implementing SWPBIS (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004).

　　　SET is an excellent tool to use to determine if a school is implementing SWPBIS with

fidelity. However, the *SET* is time and labor intensity, (Cohen et al., 2007) training for *SET*

evaluators requires 6 to 8 hours, conducting and scoring a school takes 4 to 6 hours, and requires

access to administrators, faculty, and students for interviews. Additionally, the training, travel,

and pay for SET evaluators may be cost prohibitive for many states implementing SWPBIS

(Cohen et al., 2007). Finally, the *SET* may not give an accurate measure of a school's fidelity

implementing SWPBIS. A school may obtain a *SET* score of 80% without having in place many

critical components (i.e. faculty buy-in, lesson pans, evaluation) of SWPBIS (Cohen et al.,

2007).

　　　School-wide Benchmarks of Quality (BoQ). With these issues in mind a self-reporting

rating scale was developed, *The School-wide Benchmarks of Quality (BoQ;* Kincaid et al., 2005).

The *BoQ* is a self-evaluation tool made up of a 53-item rating scale that schools can use to

measure the school's fidelity of SWPBIS implementation (Cohen et al., 2007). In a collaborative

effort the SWPBIS Leadership Team completes the *BoQ* analyzing each of the 10 subscales: PBS

Team, Faculty Commitment, Effective Discipline Procedures, Data Entry, Expectations and

Rules, Reward System, Lesson Plans, Implementation Plans, Crisis Plans, and Evaluation. The

BoQ may be more reliable than the *SET,* the *BoQ* measures many of the same components as the

SET, however with more specificity, additional the *BoQ* measures other critical components not

included in the *SET* (Cohen et al., 2007). Schools scoring 70% or above on the *BoQ* generally show a reduction in ODRs (Cohen et al., 2007; LaFrance, 2011). The *TIC, SAS, SET,* and *BoQ* are valuable tools to determine whether SWPBIS is being implemented with fidelity and determine any areas that need improvement.

Challenges to Implementing SWPBIS

Certain aspects of SWPBIS may draw resistance from faculty and staff members, which may jeopardize the successful implementation of SWPBIS. Implementing SWPBIS is an ongoing process that requires commitment from all members of the faculty and staff members. SWPBIS requires a change in the approach to student management, away from the traditional practices of punishment and exclusionary approaches to a proactive, preventative, positive approach. This change strikes at the very core of the traditional belief of faculty and staff members, that punishment will change student misbehavior. As with any change in an organization, change is difficult and is often met with resistance, obstacles, and challenges. SWPBIS must have administrative support and commitment, faculty and staff buy-in, and SWPBIS must be implemented with fidelity in order to be successful (Kincaid et al., 2007; Lohrmann et al., 2008).

Sharon Lohrmann, Susan Forman, Stacy Martin, and Mark Palmieri (2008) conducted a study titled *Understanding School Personnel's Resistance to Adopting School-wide Positive Behavior Support at a Universal Level of Intervention,* examining factors that influenced school personnel's resistance to implementing SWPBIS. Lohrmann and her colleagues found five factors that influenced school's personnel resistance to SWPBIS, (a) lack of administrative direction and leadership, (b) philosophical differences with SWPBIS, (c) staff's skepticism that SWPBIS is needed, (d) hopelessness about change, and (e) staff feels disenfranchised. Chitiyo

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and Wheeler (2009) and Mitchem, Richards, and Wells (2001) found an addition challenge in the implementation of SWPBIS, teachers have difficulty appropriately utilizing Functional Behavior Assessments.

Lack of Administrative Support and Leadership. One challenge that may affect the successful implementation of SWPBIS is a lack of administrative direction and leadership (Lohrman et al., 2008). In today's times of accountability and NCLB the principal's primary focus is student achievement and making Adequate Yearly Progress (AYP) to meet the mandates of NCLB. There is no question that NCLB has made student achievement a primary focus for principals and schools. With this in mind, principals may not be willing to support any initiatives that they perceive as not related to student achievement.

However, there is empirical evidence that indicates SWPBIS can enhance the academic achievement of students, which may help obtain administrators buy in and support of SWPBIS (Lassen et al., 2006; Luiselli et al., 2005; McIntosh et al., 2006; Scott et al., 2007; Simonsen et al., 2008; Yeung at al., 2009). Facilitators of the SWPBIS initiative must understand the principal's priorities on student achievement and be cognizant of the initiative's demands on the teachers, students, and administration (Handler et al., 2007).

Without the principal's sincere support and full commitment SWPBIS will not be successful. In the case where the initiative to implement SWPBIS comes from someone other than the principal it is crucial that an initial "pre-buy in" meeting is conducted with administrators to discuss the need and benefits of implementation, commitment and resources needed to implement, characteristics of SWPBIS, time lines, and expectations for successful implementation (Handler et al., 2007; Lohrmann et al., 2008).

Because SWPBIS is a change in philosophy the principal's role as a leader is prominent. At no time is the principal's role as leader more important than when trying to motivate school personnel to embrace change and move in a new direction (Herold & Fedor, 2008). The role of a leader during change is to articulate a future vision, provide direction, motivate followers, provide resources, and support or enable followers in the effort (Herold & Fedor, 2008). A principal that is not committed to the SWPBIS initiative and does not provide leadership and direction for implementation could seriously jeopardize the success of SWPBIS (Lohrmann et al., 2008).

Philosophical Differences. Another challenge in the successful implementation of SWPBIS is philosophical differences faculty and staff members may have with SWPBIS (Kincaid et al., 2007; Lohrmann et al., 2008). One philosophical difference teachers may have with SWPBIS is SWPBIS requires teachers to look at student management in a nontraditional way, using a proactive approach to prevent student misbehavior and using positive incentives and interventions to change student misbehavior. This different approach to student management strikes at the very core of what faculty and staff members have been conditioned to believe. This change of philosophy in student management is difficult for some seasoned teachers to grasp (Lohrmann et al., 2008).

The belief for many years has been to remove the student who chronically misbehaves from the classroom and the problem will be solved; however, many times the punitive, exclusionary approaches to student misbehavior do little to change student misbehavior (Lohermann et al., 2008). The reactive, punitive approach to student misbehavior that relies on punishment is not effective and in many cases only exacerbates the misbehavior (Skiba et al., 2008, Skiba, & Peterson, 2000). This paradigm shift and philosophical difference is one obstacle

facing the facilitators of SWPBIS that must be overcome. One way this can be accomplish is to use ongoing dialogue, discussion with teachers offering different points of views, teacher success stories, negotiations, problem solving, and the presentation of empirical evidence (Lohrmann et al., 2008).

Another philosophical difference faculty and staff members may have with SWPBIS is the negative connation of providing rewards to students, particularly in the high school setting. Some claim that providing students with rewards is bribery and will cause students to expect rewards when they behave appropriately preventing the development of intrinsically motivated behavior (Lohrmann et al., 2008; Scheuremann & Hall, 2008). However, the detrimental effects rewards may have on intrinsic motivation are unfound and when implemented correctly rewards have a positive impact on student behavior (Akin-Little, Eckert, Lovett & Little, 2004; Reiss, 2005). The philosophy of SWPBIS is by using extrinsic rewards as an intervention, appropriate behavior is encouraged and eventually intrinsic motivation replaces extrinsic reinforcements (Scheuremann & Hall, 2008).

In particular, high school teachers view a positive reinforcement system as a form of bribery and believe high school students should not be rewarded for doing the right thing or what they should be doing (Carney, 2004). Faculty and staff members that consider extrinsic rewards as a form of bribery should be asked to think of cases in which adults are rewarded; adults that have a good driving record are rewarded with a discount on car insurance, or credit cards that offer rewards points or cash back. Bribery is defined as giving something of value to a person(s) to encourage the individual to do something illegal, while positive reinforcement, used in the SWPBIS model, encourages a student to continue the desired behavior (Scheuermann & Hall, 2008). Another way of looking at the difference between bribery and rewards is in a bribe the

scenario is "If you do this you will get this." In this scenario the reward is mentioned prior to

exhibiting the desired behavior. On the other hand, with rewards no mention of a reward is made

until after the desired behavior is exhibited, an example would be "You worked very hard in

class today; to show my appreciation you may leave for lunch early today."

Different terminology may ease the negative connation "rewards" has with faculty and

staff members. Faculty and staff members should, "Speak of "reinforcers," not "rewards"

(Scheuermann & Hall, 2008, p. 321). Using the terminology "reinforcements" or "recognition"

as opposed to "rewards" may increase faculty and staff members buy in. Scheuermann and Hall

(2008, p. 321) state, "Correct terminology includes positive reinforcement or reinforcers, not

rewards. Rewards is not a professional term and connotes a less scientific use than does positive

reinforcement."

A "reinforcement" or "recognition" system may not sit well with a segment of faculty

and staff members, however, faculty and staff may find a "reinforcement" or "recognition" the

most convenient intervention to reduce or change student misbehavior. A study conducted by

Chitiyo and Wheeler (2009) found that teachers believe the use of reinforcements was the least

difficult intervention to implement when compared to curriculum modifications, teaching

alternative behaviors, designing behavior plans, using instructional antecedent management to

prevent challenging behavior, evaluating behavior interventions, or using observations as a

means to collect data. Based on this information it appears that the use of reinforcements should

be the first intervention used to change student misbehavior.

Teaching students appropriate and alternative behaviors, is a critical component of

SWPBIS and presents another challenge to the successfully implementation of SWPBIS. In a

study conduct by Chitiyo and Wheeler (2009), teachers indicated that one challenge of

implementing SWPBIS is teaching alternative/appropriate behavior(s) to students. Teachers rated teaching alternative/replacement behavior(s) 4.70 on a seven point Likert-type scale, with one representing the least difficult and seven the most difficult, only behind large class size, time constraints, resources available to teachers, and collaborating with families when surveyed what are the biggest challenges teachers face implementing SWPBIS.

There is a strong belief among teachers that students should be taught how to behave appropriately at home by their parents or guardians. Unfortunately, this is not the case and many students come to school unprepared with learning difficulties and behavioral problem (Scheuremann & Hall, 2008). These types of students need extra support and motivation and must be taught appropriate behavior as well as alternative behaviors in order to be successful in school. The SWPBIS model provides an opportunities for students with challenges academically and behaviorally to receive the extra support and interventions necessary to overcome their challenges and be successfully.

Faculty and Staff Members' Skepticism. A third challenge in the implementation of SWPBIS is faculty and staff member's skepticism and resistance. Schools attempting to implement SWPBIS can expect skepticism and resistance from faculty and staff members. There may be a belief among faculty and staff members that SWPBIS is not necessary (Lohrmann et al., 2008). Faculty and staff members may be skeptical and resistant because (a) they are satisfied with the school's current student management policies, practices, culture, and climate, (b) faculty and staff members may not see the connection between behavior and academic achievement, (c) faculty and staff members may feel overwhelmed with the number of mandates and initiatives placed upon the school, in particular NCLB. (Lohrmann et al., 2008).

School office discipline data can counter the assertion of faculty and staff members that the school's discipline policies are already sufficient to deal with student misbehavior and can demonstrate a need to revise the current student discipline procedures (McKevitt & Braaksma, 2008). The SWPBIS Leadership Team and school administration can utilize data to show the number of ODRs, the number of students assigned ISS or OSS, and the amount of instructional time lost as a result of class disruptions and ODRs. This data can be a powerful tool, to show current discipline policies are ineffective and point to need the need the school to revise current student management practices. "A key principle of SWPBIS implementation is utilizing data to guide decision making regarding needs for enhanced implementation" (Handler et al., 2007, p.33).

Faculty and staff members may not see the connection between student behavior and academic achievement. However, a comprehensive study conducted by Wang et al. (1993) found classroom management was the most crucial factor in student achievement. Additionally, studies examining SWPBIS show the connection between improved student behavior and increased student academic achievement (Aaronson et al., 2007; Lassen et al., 2006; Luiselli et al., 2005). These studies provide evidence that SWPBIS is an effective model for improving student behavior as well as increasing student academic achievement.

Another factor that may lead to faculty and staff members' skepticism and resistance is the belief that SWPBIS only provides for positive reinforcements and not consequences, which may be a factor in faculty and staff members' skepticism and resistance. However, SWPBIS establishes a clear and consistent discipline policy matching a progression of consequences to nonviolent disciplinary incidents (Cregor, 2008). A third factor that may influence faculty and staff members' skepticism and resistance is the assumption that the only way to positively

reinforce good behavior is with tangible rewards (Cregor, 2008). To the contrary, positive reinforcement does not always require a tangible reward, praise can be used and when used appropriately is an effective intervention (Kalis et al., 2007).

The final factor that may lead to resistance to implement SWPBIS is a school's faculty and staff members may believe they presently have too much on their plate. In today's times of No Child Left Behind and accountability, a school's faculty and staff may feel increasingly under pressure and overwhelmed. The use of standardized testing and teacher accountability has led to increased stress, frustration, and anxiety (McCarthy, Lambert, Crowe, & McCarthy 2010). Other social, cultural, and generational factors such as children coming to school less prepared than previous generations, today's parents are less supportive of teachers than previous generations, increase in the number of non-English speaking students, and higher percentage of single parent homes and homes in which both parents work have increased the stress, frustration, and anxiety for faculty and staff members (Lambert, McCarthy, O'Donnell, & Wang, 2009). Placing another demand on a school's faculty and staff such as SWPBIS may only increase feelings of anxiety and frustration.

The skepticism and resistance of the school's faculty and staff must be overcome. Faculty and staff members' buy-in is critical to the success of SWPBIS. Without faculty and staff buy-in SWPBIS is doomed for failure (Lohrmann et al., 2008; Kincaid et al., 2007). Faculty and staff buy-in is crucial to the successful implementation of SWPBIS (Kincaid et al., 2007). At least 80% of faculty and staff members must agree to and commit to SWPBIS implementation in order for the initiative to be successful, however, schools can be successful with less than 80% agreement at the onset of SWPBIS (Handler et al., 2007). Schools with less than 80% agreement may implement SWPBIS, instituting a plan to increase buy-in by educating faculty and staff

members of the practices, principles and benefits of SWPBIS, presenting data and staff members' testimony of personal success stories, and engaging in dialogue and discussion of faculty and staff members' concerns, issues, and questions related to implementation of SWPBIS (Handler et al., 2007). In addition, encouraging faculty and staff members to visit the PBIS website (www.pbis.org), review data from other schools that have implemented SWPBIS, and read information related to SWPBIS may be beneficial in overcoming resistance (McKevitt & Braaksma, 2008).

Hopelessness about Change. Educational professionals have seen a large number of new programs, initiatives, fads, and trends enter the profession promising improved student achievement, reduction in student misbehavior, and improved teaching strategies and methods. Hopelessness about change is another challenge in the implementing SWPBIS Faculty and staff members, in particular veteran teachers have seen programs and initiatives come and go with little results. In addition, many times new programs and initiatives are met with "this will not work in our school," or "you don't know our students" (Lohrmann et al., 2008). Faculty and staff members enduring repeated failure of initiatives and programs promising desirable results reach a feeling of hopelessness (Lohrmann et al., 2008). Faculty and staff members may resist SWPBIS if other initiatives have been unsuccessful seeing SWPBIS as another in a long line of school reform efforts that have come and gone. Teachers may perceive SWPBIS as a fad, here today, gone tomorrow, thus staff members may not fully committed to SWPBIS (Handler et al., 2007).

Disenfranchised Faculty and Staff Members. Faculty and staff members may feel disenfranchised; this perception may challenge in the successful implementation of SWPBIS (Lohrmann et al., 2008). It is important that faculty and staff believe they are part of the decision

making process and have influence on the practices of the SWPBIS initiative (Lohrmann et al., 2007). Faculty and staff members must perceive that they are part of the decision making process and that they are a critical factor in the successful implementation of SWPBIS. Utilizing a team approach will increase the faculty and staff members' sense of ownership in the initiative.

Distrust and negative relationships among faculty and staff members create a negative environment, disenfranchising faculty and staff members. Strained relationships between teachers and their colleagues and teachers and administrators can affect the successful implementation of the SWPBIS initiative (Lohrmann et al., 2008). A culture of distrust and skepticism is created if administrators do not develop positive relationships with teachers and teachers do not develop positive relationships with colleagues.

Schools can identify new ideas and strategies; however successful ideas and strategies constantly involve relationships (Fullan, 2001). Leadership is a key factor when implementing any initiative:

> Leadership is a relationship between those who aspire to lead and those who choose to follow. It is the quality of this relationship that matters most when we're engaged in getting extraordinary things done. A leader-constituent relationship that's characterized by fear and distrust will never, ever produce anything of lasting value. A relationship characterized by mutual respect and confidence will overcome the greatest adversities and leave a legacy of significance (Kouzes & Posner, 2007, p. 24).

It is important that the SWPBIS process utilizes a team approach, keeps all members of the faculty and staff informed and allows for input during each step in development and implementation of SWPBIS. Finally, principals should build positive relationships with faculty

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and staff members in order to create a positive environment in which all faculty and staff members believe they are important and valued members of the school (Fullan, 2001).

Functional Behavior Assessment (FBA). Two studies by Chitiyo and Wheeler (2009) and Mitchem et al., (2001) found that teachers utilizing FBAs appropriately presents another challenge in the successful implementation of SWPBIS. The use of the FBA is an integral part of SWPBIS and has produced significant improvements in student misbehavior (Mitchem et al., 2001). The approach utilizes a long-term strategy to reduce student misbehavior, teach more appropriate behavior, and provide supports for student success (Chitiyo & Wheeler, 2001). However, teachers find it difficult to appropriately conduct FBAs, utilize data collected from FBAs, develop hypotheses about the causes of inappropriate behavior, and build strategies and plans to improve a student's behavior (Chitiyo & Wheeler, 2001; Mitchem et al., 2001). Unfortunately, a segment of teachers, in particular regular education teachers, lack the knowledge and skills to conduct and analyze FBAs. Professional training is not found in the backgrounds of many regular teachers and those that have received training express difficulty implementing FBAs (Mitchem et al., 2001). Additionally, a study conducted by Pindiprolu, Peterson, and Berglof (2007) found regular education teachers indicated that professional development in the area of FBAs is not a priority. The researchers suggested that this belief of general education teachers is that FBAs should be the responsibility of special education teachers (Pindiprolu et al., 2007). However, as more and more special needs students are entering general education classrooms, general education teachers need to receive meaningful professional training that provides them with the necessary knowledge and skills to become proficient in conducting and analyzing FBAs. In addition, FBAs can be a useful tool in developing supports and interventions to regular education students that display chronic misbehavior.

The aforementioned in this section may lead to faculty and staff members resisting the implementation of SWPBIS. To ensure that SWPBIS is implemented with fidelity and SWPBIS has a reasonable chance to be successful, the challenges that may jeopardize the success of SWPBIS must be anticipated, addressed, and resolved. Schools will have different challenges depending on each school's unique characteristics and needs. Failure to address and resolve the challenges, obstacles, and barriers that face the implementation of SWPBIS will increase the likelihood that SWPBIS will not produce the desired results.

Challenges Implementing SWPBIS in High Schools

All of the challenges mentioned above are challenges all schools may face. However, there are additional challenges faced by high schools attempting to implement SWPBIS because of their unique cultures and characteristic. The successful implementation of the SWPBIS has been widely documented in elementary and middle schools; however, the same cannot be said of the implementation of SWPBIS in high schools (Sugai, Flannery, & Bohanon-Edmonson, 2004). Because of the unique organizational and structural features of high schools implementation of SWPBIS may require some adaption (Bohanon-Edmonson, Flannery, Eber, & Sugai, 2005).

Large Size. One challenge unique to high schools attempting to implement SWPBIS is the size of high schools. High schools tend to be larger than elementary and middle schools. The number of students and teachers, number of academic areas, organization of academic areas, and multiple administrators increase the complexity of implementing SWPBIS in high schools (Bohanon et al., 2006; Bohanon, Flannery, Mallory, & Fenning, 2009). For many high schools a large student body is a result of enrolling students from several feeder middle schools (Sugai et al., 2004).

Large high schools are impersonal mega structures where a large segment of students feel anonymous and alienated (Breunlin et al., 2005). Some of the drawbacks of a large high school are that students may not be familiar with other students, have larger class sizes, and commons areas (e.g. hallways, cafeteria) and are more crowded (Sugai et al., 2004). In smaller schools, students are familiar and visible to teachers and other students (Breunlin et al., 2005). This familiarity increases the opportunity of students to develop relationships with other students and teachers.

The large size of many high schools can make the logistics of implementing SWPBIS a challenge (Bohanon et al., 2006). An example of this can be found in establishing a system to recognize students for exhibiting appropriate behaviors. Schools must organize an effective system for teachers to deliver tickets to students, obtain merchandise for rewards, and develop a system to deliver rewards to students (Bohanon et al., 2006). Another logistical challenge for large high schools attempting to implement SWPBIS is organizing and distributing tickets to faculty and staff members (Carney, 2004). A third logistical challenge for schools attempting to implement SWPBIS is developing and maintaining a security system to prevent the theft of merchandise or tickets and the counterfeiting of tickets (Carney, 2004). The SWPBIS Leadership Team should consider the size of the school and develop user friendly logistics to recognize and reinforce appropriate student behavior, and a security system to ensure the integrity of reinforcement.

Larger schools tend to have more discipline issues than smaller schools. The increase in discipline problems found in large schools and high schools present another challenge for implementation of SWPBIS in high schools. Findings from the National Center for Education Statistics found a relationship between student populations and student discipline problems, as a

school's student population increased in size so did reported incidents of student discipline problems (Bohanon et al., 2006). Neiman and DeVoe (2009) complied findings from a national school survey on school crime and safety in 2007–08 and found that incidents of illegal drugs was higher in schools with student populations of 1,000 (4.8 incidents per 1,000 students) than in schools with student populations of 500–999 (1.4 incidents per 1,000 students) and schools with 300–499 students (0.7 incidents per 1,000 students). The study also found 22% percent of schools with 1,000 students or more reported disrespect of teachers occurred at school daily or at least once a week compared to 11.9% of schools with student populations of 500–999 and 8.4% of school with 300–499. The survey also found that high schools had higher rates of gang activity, middle schools had higher rates of classroom disorder, and elementary schools had higher rates of student bullying. Because high schools tend to be housed in larger settings one can reasonably expect that high schools tend to have a larger number of discipline issues.

Communication. Communication is another challenge facing large schools, particularly high schools, in implementing SWPBIS. Because high schools are organized by academic areas, therefore, establishing effective communication across academic areas is difficult (Bohanon et al., 2009). Communication in large high schools may have to flow through several layers before reaching the intended audience; principal to assistant principals to department chairs to curriculum leaders to teachers. Communication flows directly in smaller schools, whereas communication in large school may have to flow through several channels (Bohanon et al., 2005; Breunlin et al., 2005). The larger the school the larger the faculty and staffs, making meetings with all faculty members difficult, therefore, large schools have an increase need for departmental organizations making a formal organizational systems necessary (e.g. department chair meetings, curriculum leaders meetings, grade level meeting (Sugai et al., 2004).

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Building Consensus. The successful implementation of SWPBIS can also be inhibited by insufficient consensus among faculty and staff members. Because of the large number of faculty and staff members found in many high schools establishing, agreeing on, and carrying out a consistent school discipline plan takes an enormous effort (Bohanon et al., 2006). In smaller schools the faculty and staff are smaller making consensus around an initiative easier; it is easier for teachers to build relationships with each other and administrators (Breunlin et al., 2005). This opportunity to build relationships encourages collaboration and collegial efforts (Breunlin et al., 2005).

Collaboration, collegial efforts, and positive relationships among teachers and between administrators and teachers are prominent in the successful implementation of any initiative. The SWPBIS team should provide opportunities for faculty and staff members' input in developing agreed on policies, procedures, and expectations (Sprick, 2009). This involvement and input in the decision making process of faculty and staff members will aid in building consensus. Also, principals taking an active role in unifying, encouraging, and motivating faculty and staff members to carrying out agreed upon expectations is an integral part of the successfully implementation of SWPBIS (Sprick, 2009).

Structure of High Schools. Another challenge to implementing SWPBIS in high schools is the structure of high schools. In high schools, teachers instruct 30 students for 50 minute periods, five to six times per day. Compared to elementary school teachers who instruct 20 to 30 students daily, a high school teacher may see as many as 150 students daily (Sprick, 2009). Because high school teachers see such large numbers of students daily, the structure creates an environment where teachers may not take responsibility for student achievement. In addition, the structure decreases the access students have to teachers, making it difficult for them to make

connections and develop relationships, which can lead to feelings of alienation and isolation for students (Sprick, 2009). School-wide Positive Behavior Interventions and Supports provide opportunities for faculty and staff members to recognize and reinforce appropriate student behavior, increasing the opportunities for students to connect with teachers and develop positive student-teacher relationships.

Assumptions of High School Faculty and Staff Members. Many high school faculty and staff members are under the belief that high school students should know how to behave appropriately and should not be rewarded for doing the right thing and doing what they should do (Carney, 2004; Sprick, 2009). Unfortunately, students come from many different backgrounds, cultures, and home lives that may have a different system of values as to what is appropriate behavior in different situations. Additionally, each teacher and classroom has their own unique mixture of routines, procedures, and expectations (Sprick, 2009).

The different beliefs of what is appropriate behavior of students, parents, and schools and different expectations of individual teachers may lead to student anxiety and frustration. Students, regardless of age, must be taught the expected behaviors in all settings are. Students may not behave appropriately unless they are made aware of the behavior expectations of each teacher (Sprick, 2009). School-wide Positive Behavior Interventions and Supports establish a standardized set of school-wide and classroom expectations to guide student behavior (Sprick, 2009).

Adolescence. Another challenge in the implementation of SWPBIS in high schools is the unique challenges adolescence presents to high schools. High schools are filled with students during a critical time of their development. In many cases high school is both difficult and unsettling, a time when most teens test boundaries, discover who they are, and where they fit in

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(Nelson & Lott, 2000). Teenagers seek autonomy, freedom, independence, choices, and acceptance and struggle with authority, direction and order; they have a strong desire for control (Bohanon, et al., 2009; Nelson & Lott, 2000).

Peters (2010) states this stage of what appears to be a rebellious attitude and defiance of authority is a really strong desire for autonomy, freedom, independence, and acceptance. He claims it is normal for adolescents to question authority and assert their independence. In addition, this is the time in the child's life when they begin to "struggle with moving from childhood to adulthood" (Nelson & Lott, 2000, p. 7). Nelson and Lott describe this process as individuation, preparing for separation from the family to an independent adult.

During adolescence peer groups play a major role in the everyday lives of the teenager, having greater influence than adults (Bohanon et al., 2009). Adolescents are searching for acceptance, reinforcement from peers and identification with a peer social group (Bohanon et al.). The desire for control over their own lives and the influence peers have over other peers could be dangerous mixture, particularly if the parents are overly controlling (Nelson & Lott, 2000).

High schools are faced with the complex and unique challenge of providing the climate adolescents' desire, autonomy, freedom, independence, and a voice, while maintaining an environment that is cohesive to learning. High schools that are implementing SWPBIS should consider a method to provide opportunities for student input and involvement in the implementation and evaluation process of SWPBIS. Involving students in the SWPBIS process will allow students to make choices and gain the sense of control they desire, encouraging buy-in and increasing the chances of success of SWPBIS. Dealing with the unique needs of adolescence

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and providing them with autonomy, freedom, control, and independence adds to the complexity and challenge of successfully implementing SWPBIS in high schools.

Academic Issues. Another challenge in the implementation of SWPBIS in high schools is the shift of academic focus of high schools and the unique mission of preparing students for postsecondary education and the workforce. In high schools the focus of instructional delivery shifts to a lecture format; study is more independent; context is more specialized; credits must be earned to graduate; and the goal is to prepare students for college or work (Sugai et al., 2004). These changes in the academic emphasis require students to be self-managed, self-motivated, organized, and responsible; skills that high school students have yet to obtain (Sugai et al., 2004). High schools are required to meet a wide range of state and federal mandates and initiatives that are designed to improve schools and increase student achievement. To meet these initiatives and mandates require a great deal of resources, time, manpower, and funds pushing other school initiatives, such as implementing SWPBIS, to the back burner (Putnam & Hehl, 2004).

High schools have the unique challenge of improving academic outcomes driven by their distinct mission, to prepare students for postsecondary education and to prepare students to be productive members of the workforce and society (Bohanon et al., 2006; Alliance for Excellent Education, 2009). A high school's graduation rate, the number of students graduating within four years of entering high school, is used as an indicator to determine how successful the high school is in meeting its unique mission (Bohanon et al., 2006; Alliance for Excellent, 2009). According to the Alliance of Excellent Education, 33% of the students attending high school do not graduate, resulting in an economic hardship for the student and a burden to society. For example,

the dropout students from the class of 2008 will cost the United States of approximately $319 billion in lost wages over the individual's lifetime (Alliance for Excellent Education, 2009).

There has been little consistency in how states determine graduation rates. The No Child Left Behind Act of 2001 mandated that states implement a set formula of how graduation rates are to be determined, however, poor definitions and a lack of consistency have resulted in confusion in reporting accurate graduation rates (Alliance for Excellent Education, 2009). Additionally, there appears to be a discrepancy between state-reported, government-reported, and independently-reported graduation rates, with states and government reporting agencies reporting higher graduation rates than independent sources (Alliance for Excellent Education, 2009). These discrepancies make it difficult to determine just how high schools are performing and how to address school improvement. However, new federal regulations mandate that states use a common formula by the 2010–11 school year to clarify calculating and reporting of graduation rates (Alliance for Excellent Education, 2009).

According to the National Center for Education Statistics (NCES) 74.9% of students that entered public high schools in 2004 graduated within four years in 2008 (NCES, n.d. – b; Stillwell 2010). The National Center for Higher Education Management Systems reported that 70% of public high school students graduated during the same time frame. The Editorial Projects in Education Research Center report that 68.8% of the students in the class of 2007 graduated within four years. The low graduation rates are alarming. More alarming is the graduation rates of high school students in urban areas and graduation gaps among student subgroup.

The low graduation rates of high school students in urban areas is of great concern, according to the NCES in 2008 many urban areas reported less than 50% of high school students graduated within four years. The NCES reported that in 2008 the city of Los Angeles graduated

48.8 percent of high school students within four years, Detroit graduated 45.2, and only 38.6 percent of high school students in Cleveland graduated within four years (NCES, n.d. – c). In addition, in 2008 the 100 largest school districts in the country graduated only 65.5% of high school students graduated within four years (NCES, n.d. – c).

The graduation gaps among student subgroups cannot be ignored with, 91.4% Asian/Pacific Islander, 81% of Caucasian, 64.2% American Indian/Alaska Native, 63.5% Hispanic, and 61.5% African-American students from the class of 2008 graduating within four years (NCES, n.d. – d; Stillwell 2010). The Education Research Center reported that 80.7% Asian/Pacific Islander, 76.6% Caucasian, 55.7% Hispanic, 53.7% African-American, and 50.7% American Indian students from the class of 2007 graduated within four years. Although different groups may report different graduation rates because of different formulas used to determine graduation rates no one can argue the high school graduation rates are less than satisfactory, particularly in urban areas, and graduation gaps among student subgroups is alarming.

Standardized test scores provide us with another indicator used to determine if high schools are successfully meeting their unique mission. Since 1970 standardized test scores have remained flat for the most part and any improvements in test scores have been modest despite. One standardized test high schools use to determine how they are performing is the National Assessment of Education Progress (NAEP). The NAEP assesses the knowledge of fourth, eighth, and twelfth grade students every few years. Not all grades are assessed each time and the assessment covers many subject areas including mathematics, science, reading, writing, and other areas. According to the NCES the average reading scores on the NAEP for 17-year-olds from 1971 to 2008 is not significantly different, increasing from 285 to 286 (NCES, n.d. – e). In addition, the NCES reported that the average mathematics score on the NAEP for 17-year-olds

from 1971 to 2008 is not significantly different, increasing from 304 to 306 (NCES, n.d. – e). In fact, the average mathematics score of 306 in 2008 is less than the average mathematics score 307 in 2004 and 308 in 1999 (NCES, n.d. – e).

The Program for International Student Assessment (PISA) is an international assessment designed to measure the knowledge of 15-year-olds inside and outside of the United States every three years in the areas of reading, mathematics, and science (NCES, n.d.– f). In 2006 the PISA average mathematics score for 15-year-olds in the United States was 24 points less than the average score of students from those countries belonging to the Organization for Economic Co-operation and Development (NCES, n.d. – g). The average PISA mathematics score of 15-year-olds in the United States was 474, while the average score of 15-year-olds from OECD countries was 498 (NCES, n.d.– g). The average PISA science score of 15-year-olds in the United States was 489, 11 points less than the OECD average of 500 (NCES, n.d. – g).

United States high school students have less than a stellar achievement when compared to high school students from other countries, despite the fact that in 2006 high schools in the United States spent $10,821 per pupil, more than 26 OECD countries, only Luxembourg, Norway, and Switzerland spent more (NCES, n.d. – h). Add to this the 1983 report, *A Nation at Risk,* which indicated that the K–12 education system was in a state of permanent disrepair (Marzano, 2003), one can understand the public's perception that United States high school students are not keeping pace with high school students from other countries. This dilemma threatens the ability of the United States to remain competitive in a global workforce and threatens the position of the United States as a world leader, leading to further criticism of the United States education system and the public has demanded school improvement.

In order to address the concerns of the public and the perceptions that schools are failing, NCLB was enacted in 2001 to address student achievement and to hold schools accountable for student achievement. Student achievement and NCLB has moved to the forefront of schools today, as well as it should since the mission of schools is to educate students and prepare them for the future. However, this consideration for student achievement has consumed schools to the point that there is little time or resources for schools to implement other initiatives that could benefit the school, presenting a challenge to schools wishing to implement SWPBIS. School-wide Positive Behavior Interventions and Supports has proven to be a discipline model that can increase student achievement (Aaronson et al., 2007; Lassen et al., 2006; Luiselli et al., 2005), therefore, with this in mind schools and school systems should give serious consideration to implementing SWPBIS as a means to improve student achievement.

Challenges Faced by Urban Schools

The challenges of schools in urban areas are unique and daunting. Urban areas are distinguished by high poverty rates, cultural differences, violence, crime, unemployment, and limited resources (Handler et al., 2007; Markley, Quant, Santelli, & Turnbull, 2002; Netzel & Eber, 2003; Warren et al. 2003). These factors present challenges to urban schools that are very different from suburban schools and that are beyond the control of urban schools (Warren et al., 2003).

Poverty. One challenge of urban schools is the high rate of students that come from poverty. Schools operate and function under middle-class values and norms, which are very different than the values and norms of the lower-class. According to Ruby Payne (2005, p. 77) "In poverty, discipline is about penance and forgiveness, not necessarily change." The purpose of discipline, to teach and change behavior, is a notion not shared by those in poverty (Payne,

2005). Actually, penance and forgiveness is counter to the SWPBIS premise and goal, to teach students appropriate behaviors and change student misbehavior. Additionally, parents and families from poverty are unfamiliar with the middle-class values and norms that dominant the operations and functions of schools. This lack of knowledge prevents parents from taking an active role in the education of their children and becoming an effective advocate for their children (Ukpokodu, 2008).

Payne (2005) further claims success in school requires self-control; however, for many students survival in a culture of poverty does not include self-control. With that being said, schools must teach what behavior is appropriate and move students to govern their own behavior (Payne, 2005). The foundations of an effective discipline approach that permits students to move to self-governance are the establishment of clearly defined behavior expectations and consequences for choosing not to follow the expected behaviors (Payne, 2005). Establishing and clearly teaching defined behavior expectations and consequences for not meeting the expectations advocated by Payne are similar to three of the essential components of SWPBIS.

Cultural Differences. The cultural differences found in students in urban areas represent another challenge to urban schools. Faculty and staff members that are not aware of or may not be sensitive to cultural differences can ignite conflicts with students. Verbal and nonverbal communications of different cultures can lead to misunderstandings. Caucasian faculty and staff members may misinterpret the animated, high-keyed, heated, and confrontational argumentative communication style of African-Americans students as a threat, or a sign of aggressiveness, or the avoidance of eye contact of Asians students and Hispanics as a display of disrespect (Sue, & Sue, 1999).

Faculty and staff members may interpret cultural differences as a sign of disrespect or disobedience leading to unwarranted consequences and resentment because of a lack of awareness and understanding of cultural differences. The perception of African- American and Hispanic students that they are treated unfairly by their teachers adds to their frustration and indifference, as evidenced in a study that found 86% of Caucasians believed their teachers treated them fairly, while 78% of American-African students and 81% of Hispanic student did not (Thompson, 2008). Because urban schools tend to serve a large variety of different cultures it is important that faculty and staff members are aware and sensitive to the various cultural values and norms in order to build and maintain positive relationships with students.

Crime and Violence. Crime and violence of urban areas represent another daunting challenge for urban schools. Being "ready to learn" may not be a high priority of students from urban areas riddled with crime and violence (Warren et al., 2003). These factors create a school culture that is noncompliant to authority and disruptive behavior is encouraged by peers (Warren et al., 2003). This culture of noncompliance and disruptive behavior in urban schools is demonstrated in the high number of reported discipline issues. The high number of discipline issues faced in urban schools is evidence in a study conducted by Lewis et al., (2000) which found an urban middle school of 600 students recorded over 2,000 ODRs and an urban high school recorded over 4, 000 ODRs in one school year.

Not only is the total number of ODRs a challenge and a concern in urban schools, but the frequency in which individual students exhibit inappropriate behaviors present another challenge. In a study conducted by Warren et al. (2003) in three inner-city middle schools 38% of the students received 0 to 1 ODRs, 30% of the students received 2 to 5 ODRs, 21% of students accumulated 6 to 14 ODRs, and 11% of the students accumulated more than 15 ODRs.

SWPBIS in Urban Schools

The SWPBIS model encourages the implementation of culturally appropriate interventions that considers the unique cultures and different histories of each community, racial and ethnic group of all individuals including families and community agents involved in the SWPBIS approach (Sugai et al., 2000). The involvement of community stakeholders, business owners, churches and religious organizations, community agencies, and local juvenile justice organizations is an integral component of SWPBIS, particularly in urban areas (Warren et al., 2003). The involvement of parents, businesses, religious organizations, and community agencies in the SWPBIS process appears to be a recurring theme and integral part of the implementation and success of SWPBIS in urban schools.

A number of urban schools have implemented SWPBIS to address student misbehavior (Warren et al., 2003). Several studies have shown SWPBIS to be an effective model to reduce student misbehavior in urban schools. A study conducted by Warren et al. (2003) found that after implementing SWPBIS in an urban middle school ODRs decreased by 23% and short-term suspensions decreased by 57%. The study emphasized the importance of supporting and involving the family in the SWPBIS process and utilizing community agencies to ensure the success and sustainability of SWPBIS in inner-city schools. Another study by Netzel and Eber (2003) found similar results in an urban elementary school that experienced a 22% reduction in suspensions, along with a more positive school climate, and more positive faculty and student attitude after implementing SWPBIS. The study emphasized the importance of administration and faculty and staff buy-in and a shared philosophy, self-evaluation of SWPBIS, and a long-term commitment.

The application of SWPBIS in urban high school recorded a 20% reduction in the number of ODRs, with a major reduction in dress code violations and disobedience to authority (Bohanon et al., 2006). In a study conducted at a Chicago high school after implementation of SWPBIS the percentage of students that had received zero to one ODRs increased from 46% of students to 63% of students. In addition, the percent of students that accumulated two to five ODRs was reduced from 33% to 23%. Finally, the percent of students that accumulated six of more ODRs dropped from 23% to 13% (Morrissey et al., 2010).

Schools in urban areas face many challenges that may appear to be impossible to overcome. What is acceptable and unacceptable behavior may differ among cultures, and who determines what is acceptable and unacceptable behavior in many cases is the dominant cultures of white or middle class. This is highly contentious issue (Utley, Kozleski, Smith, & Draper, 2002). The traditional approaches to student management have shown little success in reducing student misbehavior in urban schools. However, the SWPBIS model has shown success in reducing student misbehavior in urban schools (Bohanon et al., 2006; Neber & Eder, 2003; Morrissey et al., 2010; Warren et al., 2003).

School-wide Positive Behavior Interventions and Supports allows stakeholders to consider the unique demographics and needs of each school implementing culturally appropriate interventions and supports (Sugai et al., 2000). Implementing SWPBIS in urban schools requires a great deal of time, patience, and effort to teaching students acceptable behaviors in urban schools because of the different cultures and values found in urban areas. "Brothers and sisters, we urge you to warn those that are lazy. Encourage those who are timid. Take care of those who are weak. Be patient with everyone" (1 Thessalonians 5:14, New Living Translation).

Related Studies

The success of SWPBIS is widespread and well documented; evidence shows that SWPBIS is an effective model to reduce discipline referrals. A study conducted by Muscott et al. (2008) in New Hampshire found schools that implemented SWPBIS with fidelity experienced decreased ODRs and suspensions. The study compared discipline data from the 2003–04 and 2004–05 school years. The 2004–05 school year was the first year of SWPBIS implementation. The study involved 28 early childhood education programs and K–12 schools. Four schools were removed from the study due to data issues and two high schools dropped out of the study.

After combining the data from 22 schools the study found ODRs was reduced by 28% between the first and second year of implementation. Thirteen elementary schools showed a 21% reduction in ODRs, a reduction of 36% in ODRs was reported by seven middle schools and two high schools showed a 33% reduction in ODRs. In addition, the study showed ISS assignments reduced by 31% and OSS assignments reduced by 19%. Sixteen of the 22 schools reported a reduction in ODRs, with six schools reporting a slight increase ODRs.

Another study conducted by Barrett et al. (2008) in Maryland found elementary experienced 43% reduction in ODRs, middle schools reported 33% decrease in ODRs, and high schools realized a 37% reduction in ODRs. A study by Bohanon et al. (2006) after implementing SWPBIS experienced a reduction of ODRs from 6,000 referrals during the 2000 – 2001 school year to less than 1,800 during the 2002–2003 school year. A study conducted by Warren et al. (2006) showed a 20% reduction in the number of ODRs, a decrease of 23% in ISS assignments, and a decrease of 57% in OSS assignments in an urban middle school after implementing SWPBIS. In New Bedford, Massachusetts, a middle school with a population of 70%

free/reduced lunch decreased their number of suspensions from three students a week to less than one student a week after implementing SWPBIS (Kant & March, 2004).

Two elementary school studies showed the success of reinforcement and recognizing appropriate behavior decreased student misbehavior. In a study by Kate Frazen and Debra Kemps (2008) teachers reinforced desired behaviors of first, second and third grade students by providing specific verbal praise and distributed elastic loops. The students accumulated the loops until a predetermined number of loops were collected, at that time students cashed in the loops for a celebration party. The study found the interventions resulted in a reduction in student misbehavior. Kartub, Taylor-Greene, March, & Horner (2000) showed an elementary school was able to reduce student noise in the hallway by implementing SWPBIS. Students received five minutes of extra lunch time every three days for quiet hallway transitions. Empirical evidence is strong and suggests schools should consider implementing SWPBIS to reduce student misbehavior and promote a positive school climate.

Summary

School-wide Positive Behavior Interventions and Supports is a proactive, preventative approach to student management. Schools have used and continue to use traditional, reactive, punitive approaches to address student misbehavior with little results. In fact, these approaches remove the student from the learning environment having a negative impact on their and other students' academic achievement. The exclusionary practices of suspension and expulsion affect the students that are struggling academically, ultimately leading to students dropping out of school and increasing the risk for involvement in the juvenile justice system (Morrison et al., 2001b). School-wide Positive Behavior Interventions and Supports focus on developing environments, organizing instruction, and implementing practices school-wide that encourage

appropriate behavior (Washburn et al., 2007). A major difference between SWPBIS and traditional approaches of student management is SWPBIS focuses on proactive, preventive, and positive reinforcement; on the other hand, traditional approaches focus on reactive and negative consequences. School-wide Positive Behavior Interventions and Supports is an alternative approach to student management that is supported by scientific evidence as an effective method to address student misbehavior. School-wide Positive Behavior Interventions and Supports utilize research-based strategies and interventions to improve student behavior and improve the climate of a school.

There are six essential components in the successfully implementation of SWPBIS: (a) administration commitment and support, (b) creation of a SWPBIS Leadership Team, (c) establish positively stated school-wide expectations, (d) teach the school-wide expectations to students, (e) establish a system to recognize and reinforce appropriate student behavior and negative consequences to address student misbehavior, and, (f) collect and analyze school data (Handler et al., 2007; Horner et al., 2004; Simonsen et al., 2008). Successful implementation of SWPBIS requires the school and district administrators, in particular the principal's support and commitment and buy-in from faculty and staff members. Implementing SWPBIS may meet some initial resistance from the faculty and staff, it is important that this resistance is addressed by the SWPBIS Leadership Team and school administrators.

Much of the research related to SWPBIS has centered on the elementary and middle school setting with little research in the secondary school setting. The purpose of this study is to examine the effectiveness School-wide Positive Behavior Interventions and Supports has on student misbehavior in the secondary school setting, adding to the limited amount of research in this area. Furthermore, the researcher hopes the findings will encourage other schools,

particularly high schools, to implement School-wide Positive Behavior Interventions and

Supports to address student misbehavior.

CHAPTER THREE: METHODOLOGY

Introduction

School officials and teachers have long struggled with the challenges of student misbehavior. Student misbehavior causes a loss of valuable instructional time and negatively affects student academic achievement. The passage of the No Child Left Behind Act (NCLB) of 2001 as well as in the reauthorization in 2004 calls for schools to use proactive researched-based approaches to instruction and to address student misbehavior. School-wide Positive Behavior Interventions and Supports may be one model schools chose to implement in order to meet NCLBs call for proactive, research-based approaches in schools. According to the Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports (n.d.), PBIS is a proactive research-based model that can be applied to individuals, groups, and schools to prevent and change inappropriate behavior by teaching and reinforcing appropriate behavior.

The traditional, reactive and punitive approaches to student misbehavior have had little effect (Skibia, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Sprick 2009; Verdugo, 2002; Zhang et al., 2004). In many cases the reactive and punitive approaches to student misbehavior is counterproductive and only exacerbates the misbehavior (Skibia, 2002 Skiba & Peterson, 2000; Skiba et al., 2008; Zhang et al., 2004). Positive Behavior Interventions and Supports grew out of Applied Behavior Analysis (ABA), a special education model that focuses on observing the behavior of a student and developing a plan to reinforce appropriate behavior. In recent times the practices and principles of the ABA model has been implemented into PBIS to address school wide student management. Positive Behavior Interventions and Supports can be applied school

wide providing a proactive systemic approach to reduce student misbehavior and improve the school's climate.

The purpose of the study is to examine the effect SWPBIS will have on student misbehavior in an urban high school setting. The study will attempt to answer the question, is SWPBIS an effective model to significantly reduce student misbehavior in a large urban high school as determined by the number of ODRs, ISS assignments, OSS assignments, and student tardy referrals.

The study will reject, or retain the following null hypotheses:

H_{01}: There will be no statistically significant difference in the number of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{02}: There will be no statistically significant difference in ODRs in students that exhibit chronic misbehavior in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{03}: There will be no statistically significant difference in the number of ISS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{04}: There will be no statistically significant difference in the number of OSS assignments as a result of ODRs in a large urban high school that implemented

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SWPBIS during the 2010–11 school year as compared to the same school that did

not implement SWPBIS during the 2009–10 school year.

H_{05}: There will be no statistically significant difference in the number of student tardy

referrals in a large urban high school that implemented SWPBIS during the 2010–

11 school year as compared to the same school that did not implement SWPBIS

during the 2009–10 school year.

This quantitative study examined SWPBIS to determine if it is an effective model to

reduce student misbehavior in a large urban school. The study utilized a series of paired t- tests

to retain or reject the null hypotheses; an alpha level of less than .05 was used to determine if the

null hypotheses can be rejected (Ary et al., 2006). Retention or failure to reject the null

hypotheses determined the researcher's direction of discussion. If SWPBIS does not significantly

reduce the number of ODRs, reduce the number of ODRs in students that exhibit chronic

misbehavior, ISS assignments, and OSS assignments the null hypotheses numbers one, two,

three, and four will be retained. Failure to reject the null hypothesis will lead the researcher to

review the school's implementation of SWPBIS for fidelity. If the school experiences a

statistically significant reduction of ODRs, reduction of ODRs in students that exhibit chroinic

misbehavior, OSS assignments, and ISS assignments the null hypotheses one, two, three, and

four will be rejected. The rejection of any null hypotheses one, two, three, or four supports

research that indicates SWPBIS is an effective model to reduce student misbehavior.

If the school does not experience a reduction of student tardy referrals, then null

hypothesis number five is retained. In this case the researcher will review the school's

implementation of SWPBIS for fidelity. If the school experiences a reduction of student tardy

referrals the null hypothesis number five is rejected, which supports the research of SWPBIS effectiveness.

Other studies have utilized similar methodology designs found in this study to determine the effectiveness of SWPBIS on student misbehavior. Several compared the number of ODRs students accumulated prior and after the implementation of SWPBIS (Bohannon et al., 2006; Curtis et al., 2010; Muscott et al., 2008; Turnbull et al., 2002; Scott and Barnett, 2004; Warren et al., 2006). Bohannon et al. (2006), Curtis et al. (2010), and Morrisey et al. (2010) and compared a school's chronic students' misbehavior prior and after the implementation of SWPBIS. Scott and Barnett (2004) utilized a methodology design similar to the design used in the targeted school's study; the study compared the number of OSS assignments and the loss of instructional time because of student misbehavior prior and after the implementation of SWPBIS. Finally, Johnson-Gros et al. (2008) conducted a study to determine the effect of active supervision, a SWPBIS strategy, as an intervention to reduce high school students' tardiness.

Participants

The 2009–10 urban high school student population of 2,979 served as the control group for the study since SWPBIS had not been implemented. With the implementation of SWPBIS during the 2010–11 school-year 3,113 students from the same school served as the treatment group. Table 1 shows 60% of the 2009–10 student body qualified for free and/or reduced lunch. The number of students that qualified for free and/or reduced lunch increase to 64% in the 2010–2011 school year. In 2009–10, 53% of the students were female and 47% were male. The number of male students increased slightly during the 2010–11 school year.

Table 1

Demographic Information

Group	2009–10 School Year		2010 – 11 School Year	
	Number	Percent	Number	Percent
Total Student	2,979		3,113	
Female Students	1,578	53%	1,619	52%
Male Students	1,401	47%	1,494	48%
Free Lunch Students	1,311	44%	1,432	46%
Reduced Lunch Students	476	16%	561	18%

The school serves a diverse population and is considered a 30/30/30 school as shown in Table 2. During the 2009–10 school year the school's population consisted of 31% Hispanic, 30% African-American, 28% Caucasian, 8% Asian, and 3% multiracial. The 2010–11 school year experienced a slight increase of Hispanic and African-American students, while Caucasian students experienced a slight decrease and the multiracial population remained the same.

Table 2

Ethnicity

Ethnic Group	2009–10 School Year		2010 – 11 School Year	
	Number	Percent	Number	Percent
Total Student	2,979		3,113	
Hispanic	923	31%	1,027	33%
African-American	895	30%	965	31%
Caucasian	834	28%	779	25%
Asian/Pacific Islander	238	8%	249	8%
Multiracial	89	3%	93	3%
Students W/Disabilities	298	10%	280	9%
ESOL	149	5%	280	9%

The number of ODRs, ISS and OSS assignments, and student tardy referrals for the 2009–10 and 2010–11 school years are shown in table 3. The total number of ODRs remained consistent during the 2009–10 and 2010–11 school years, with 4,343 ODRs recorded during the 2009–10 school year and 4,334 ODRs recorded during the 2010–11. The school realized a reduction of 158 OSS assignments between the 2009–10 and 2010–11 school years. Additionally, the school recorded 791 less tardy referrals, a dramatic reduction, for the 2010–11 school year. However, the school recorded 923 more ISS assignments during the 2010–11 school year.

Table 3

Student Discipline

Group	2009–10 School Year		2010 – 11 School Year	
	Total	Percent	Total	Percent
Office Discipline Referrals	4,343		4,334	
ISS Assignments	1,580	36%	2,503	58%
OSS Assignments	995	23%	837	19%
Student Tardy Referrals	1,706	39%	915	21%

Table 4 shows chronic student misbehavior for the 2009–10 and 2010–11 school years. Students who received four or more ODRs are classified as exhibiting chronic misbehavior in the study. During the 2009–10 school year 295 students, approximately 10.5%, exhibited chronic misbehavior accounting for 2,471 of the school's 4,343 ODRs, approximately 57% of the school's ODRs. During the 2010–11 school year the number of students that exhibited chronic misbehavior dropped to 283 students, approximately 9.4% of the student body. The 283 students that exhibited chronic misbehavior during the 2010–11 school year account for 2,529 of the school's 4,334 ODRs, approximately 58.4% of the school's ODRs.

Table 4

Chronic Student Misbehavior

Referrals	2009–10 School Year		2010 – 11 School Year	
	Students	Percentage	Students	Percentage
0	1,414	51.1%	1,736	58.1%
1–4	1,059	38.3%	970	32.5%
5–9	217	7.8%	189	6.3%
10–14	58	2.1%	64	2.1%
15+	20	0.7%	30	1.0%
Total	2,818	100%	2,989	100%

Setting

The site of the study is a large urban high school located in a metropolitan area in the southeastern United States. During the 1970s the county began to experience tremendous growth, more than doubling its population, and continues to grow placing extraordinary pressures on the school district. The high school used for this research is one of 19 high schools in a county which recently received the 2010 Eli and Edythe Broad Foundation Prize. The Broad Prize annually recognizes one large urban school district, nationally, that has accomplished the greatest student achievement and improvement while narrowing the achievement gap.

The school was built in 2001 with a maximum capacity of 3,000. Currently, the school houses 3,113 students, 125 teachers, 62 staff members, seven counselors, one graduation coach, eight assistant principals, and one principal. The school is over capacity by 113 students due to the rapid and continual growth in the area. The school offers the International Baccalaureate program and is a Title I school. Title I is a part of the Elementary and Secondary Education Act of 1965. In order for a school to be designated Title I and receive financial assistance through the

act it has to qualify as a low socio-economic school with a free/reduced student population of 40% or more (U.S. Department of Education, n. d.). The International Baccalaureate Organization is a non-profit educational foundation, founded in Geneva, Switzerland in 1968. The International Baccalaureate program is an academically challenging and rigorous diploma program that prepares students for college and a global competitive society (International Baccalaureate Organization, n. d.). Traditionally, it is believed that IB programs are reserved for privileged students in affluent schools; however, recently an increasing number of Title I schools are implementing IB programs, almost one-third of schools implementing IB programs receive some form of Title I funding (Siskin & Weinstein, 2008).

The school has met Adequate Yearly Progress (AYP) requirements of NCLB over the last three years and out of the 19 high schools in the county has recorded the highest score, 86.5 out of a possible 100 on the 2009–10, Weighted School Assessment (WSA). The WSA is an instrument used to evaluate student achievement, initiatives to improve student achievement, parent and staff perception surveys, and school management.

The school has operated under the county's Student Code of Conduct without a formal school discipline plan. The county's Student Code of Conduct provides behavioral guidelines for student discipline offenses and consequences. At the targeted school each teacher has been responsible for developing and enforcing a behavior system for their classes, therefore, this freedom prevented consistency when dealing with student misbehavior. Additionally, many teachers at the school relied on negative consequences to change student misbehavior, which in many cases was counterproductive and increased student misbehavior.

The targeted school has experienced and recorded a large number of ODRs, ranging from 4,000 to 5,000 referrals each year since 2000. The large number of referrals resulted in a loss of

valuable instructional time, negatively affecting student academic achievement. In addition, the large number of referrals distracts teachers from providing effective instruction to students. Finally, the large number of referrals resulted in administrators spending a great deal of time on discipline issues as opposed to providing and guiding instructional support for teachers.

This issue is a problem shared by many schools in the county. County school officials recognized this problem and in an effort to reduce student misbehavior the county's Student Discipline and Behavioral Interventions Office gained the school board's support to pilot SWPBIS in several schools. The school of this study expressed interest and was selected as one of seventeen schools to pilot the implementation of SWPBIS.

The school's administrative staff selected a SWPBIS Leadership Team to attend PBIS training provided by the state's PBIS Training Team. Members of the SWPBIS Leadership Team represented various subject areas, grade levels, and departments. Those selected exhibited positive characteristics and influence, effective classroom management, openness to change, and a working knowledge of best instructional practices. Furthermore, candidates had strong leadership qualities and worked well with fellow members of the faculty and staff.

The SWPBIS Leadership Team reviewed and analyzed school discipline data and individual student discipline records identifying several areas of concern pertaining to student misbehavior and the specific locations where student misbehavior was taking place. Based on the SWPBIS Leadership Team findings a behavioral expectations matrix (Appendix A) was developed. The team established three behavior expectations "Respect, Responsibility, and Readiness," based upon the school's discipline data. The team identified student behavior expectations in the classrooms, hallways, commons area, and on buses.

In addition, the SWPBIS Leadership Team established a school token system to reinforce appropriate student behaviors and dubbed the token system "Blue Bucks." The Blue Bucks were printed on 2 inches by 3 inches security paper with the school's three behavior expectations and directions on how Blue Bucks can be redeemed (Appendix G). To prevent forgery and maintain the integrity of the models reinforcement, Blue Bucks, the SWPBIS Leadership Team utilized security paper. Students earning Blue Bucks would redeem them by purchasing candy in the school's Attendance Office or by placing them in a box for a weekly drawing to win tickets to various school activities such as, football games, basketball games, homecoming dance, prom, or a gift certificates from the school store or area businesses.

Other forms of reinforcement include Blue Bucks for a Fast Pass, a pass to leave class early. Finally, in an effort to improve student attendance and emphasize the importance of school attendance the SWPBIS Leadership Team recognizes students who attend class regularly. Students' who are present and on time to all classes weekly are entered into a school drawing where one student from each grade level is selected, recognized and receives coupons from area businesses.

Teachers and bus drivers receive Blue Bucks each month to give to those students who exhibit appropriate student behavior. During the developmental stage of the initiative, the SWPBIS Leadership Team was cognizant of the faculty's and staff's already existing duties and responsibilities, therefore, they established a reinforcement system that was easily implemented, yet effective. The SWPBIS Leadership Team also developed a similar reinforcement system for faculty and staff members. To recognize two faculty and staff members who implemented SWPBIS with fidelity, each month a preferred parking space and a $20 gift certificate from the school store would be given. The SWPBIS Leadership Team believed it was important to include

faculty and staff members in the token system to build enthusiasm and excitement during the implementation of the SWPBIS model.

The SWPBIS Leadership Team presented the SWPBIS initiative and the benefits that could be realized if PBIS was implemented to faculty and staff members in the 2010 spring faculty meeting. The SWPBIS Leadership Team issued Blue Bucks to faculty and staff members that arrived on time to the faculty meeting and to faculty and staff members that asked questions to model PBIS and gain enthusiasm and buy in for the initiative. Faculty and staff members were asked to write any questions, concerns, or suggestions and place them in a box in the school's Attendance Office before the next monthly faculty meeting to be address by SWPBIS Leadership Team.

Suggestions of faculty and staff members were reviewed by the SWPBIS Leadership Team and several suggestions were considered worthy to implement. In the next month's faculty meeting the SWPBIS Leadership Team presented a revision of the SWPBIS initiative based upon faculty and staff members' suggestions and questions and concerns of faculty and staff members were addressed. Faculty and staff members appeared to be supportive of the initiative, however no formal vote taken nor was consensus established. The principal shortly thereafter gave the SWPBIS Leadership Team approval to implement PBIS in the 2010–11 school year.

The SWPBIS Leadership Team enlisted several student clubs and organizations as a way to promote the SWPBIS initiative to the student body. The student clubs and organizations developed and placed posters in strategic locations in the school promoting the SWPBIS initiative. The school utilized the school's television network to broadcast information pertaining to and promoting the SWPBIS initiative. Additionally, the school's drama class videoed several

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skits that were shown to the student body on the school's television network to promote and provide information related to the SWPBIS initiative.

The SWPBIS Leadership Team utilized Film Clips for Character Education as a resource to teach students appropriate behaviors. Film Clips for Character Education developed by the nonprofit Catholic Youth Faith Formation provides short scenes from over 100 popular movies to assist teachers with teaching appropriate behavior to students. Film clips from *Forrest Gump, Finding Nemo, The Lord of the Rings, Liar, Liar,* were used to engage teachers and students in dialogue about appropriate behavior and character. Films Clips for Character Education includes lesson plans covering many themes such as peer pressure, bullying, responsibility, and respect just to name a few. Each film clip identified a theme, a short introduction of the theme, a short 30 second to two minute film clip pertaining to the theme, and questions teachers can use to engage students in discussions. Film Clips for Character Education was shown once a week during advisement to students over the school's television network.

Along with SWPBIS the school implemented Response to Intervention (RTI) to identify and provide early interventions and supports for students that exhibit chronic misbehavior and to ensure the success of all students. Students that accumulated four or more ODRs in a school year, excluding student tardy referrals, are considered to exhibit chronic misbehavior. The SWPBIS Leadership Team worked closely with faculty and staff members to implement the RTI process school-wide. The SWPBIS Leadership Team tailored the three tier process of RTI to meet the school's unique needs and to fit the school's discipline plan. Administrators and teachers recommended 27 students during the 2010–11 school year that exhibited chronic misbehavior to undergo the RTI process. The student, the parents, the student's teachers and

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administrator attend an RTI conference to identity the student's areas of need and develop and implement a plan to ensure the student's success.

During the implementation of SWPBIS the targeted school adhered to the county's Student Code of Conduct. Violations of the Student Code of Conduct are made up of three discipline levels depending on the severity of the violation. Level one consists of minor acts of misconduct, consequences range from administrative conference to three days OSS depending on student's discipline record and administrator's discretion. Level two violations consist of major acts of misconduct, consequences range from any combination of ISS or OSS for four to nine days depending on the student's discipline record. Serious acts of misconduct are reserved for level three violations; the consequence for level three violations is 10 days OSS pending a disciplinary panel hearing for consideration of long-term suspension or placement in the county's alternative school.

Students that accumulate four or more ODRs, excluding ODRs recorded as a student tardy, during the course of a school year are considered to exhibit chronic misbehavior. Students that are identified as exhibiting chronic misbehavior are placed on a Behavior Correction Plan (Appendix H). This plan, with input from the student and parents establishes interventions to provide support to the student. The plan is monitored and evaluated and necessary changes are made to increase the student's likelihood of success. If a student on a Behavior Correction Plan accumulates three more ODRs, excluding ODRs recorded as student tardies, during the school year the student is placed on a Rule 12 (Appendix I) and the parents are notified. Students placed on a Rule 12 are subject to a disciplinary panel hearing if the student commits a level two or level three offenses.

The county's Student Code of Conduct is made up of 13 rules; each rule is subcategorized into specific violations (Appendix J). An example is a Rule 1: Disruptions and Interference with Schools violation consist of violations that attempt or cause a disruption or interference with the normal operations and mission of the school. Rule 1 violation include, pulling a fire alarm, class disruption, refusing to identify himself/herself, inappropriate dress, and other specific violations. Each rule violation is assigned a discipline level; level one, two, or three, depending on the severity of the violation.

Instrumentation

The instruments used to collect student discipline data included the county's School Administration and Student Information System (SASI) and School-Wide Information System (SWIS) databases. Discipline referrals were entered into the SASI and SWIS database by the school clerks. Discipline data from the 2009–10 and 2010–11 school years were compared to determine if a reduction of student discipline referrals, ISS assignments, OSS assignments, and student tardy referrals occurred after implementing SWPBIS. Office discipline referrals, ISS assignments, OSS assignments, and student tardy referrals from the 2009–10 school year was used as baseline data.

To ensure reliability school faculty and staff members received SWPBIS training and followed the school's SWPBIS discipline plan when addressing student misbehavior and writing ODRs. School administrators coded referrals and assigned appropriate consequences if necessary according to county's Student Code of Conduct and the school's discipline plan to maintain consistency. School clerks received SASI training in order to correctly input student data. One school clerk was assigned as the school's SWIS Clerk, the individual received SWIS training

from the state in order to correctly input student discipline data. The school's SWIS clerk

provided training to all school clerks in order to ensure accurate data input.

The study utilized the *Team Implementation Checklist (TIC;* Sugai, Horner, & Lewis –

Palmer*,* version 3.0, 2009*), PBIS Self-Assessment Survey* (*SAS*; Sugai, Horner, & Todd, version

3.0, 2009), and *The School-wide Benchmarks of Quality (BoQ;* Kincaid, Childs, & George,

2010) to determine if the targeted school implemented SWPBIS with fidelity and to determine

areas in need of improvement. The *BoQ* is a valid, reliable, efficient, and useful instrument that

can measure the degree of fidelity a school implements SWPBIS (Cohen et al., 2007). The *BoQ*

has a strong reliability, with an overall Cronbach's coefficient alpha of .96, test-retest reliability

of 97% and an interrater agreement of 89% (Cohen et al., 2007). Research has indicated schools

that implement SWPBIS with fidelity will experience desired results (Horner et al., 2004;

Muscott et al., 2008).

Procedures

After receiving permission from the local school principal and Liberty University

Institutional Review Board the researcher executed the study. Data on student discipline was

collected from the SASI and SWIS databases, the SASI system was utilized by the school during

the 2009–10 and 2010–11 school years to accumulate student discipline data. The School-wide

Information System was utilized by the school to provide additional school discipline data, SWIS

is used as part of the implementation of SWPBIS.

Data for each school year's ODRs was grouped and sorted by ISS and OSS assignments

and student tardy referrals. Office Discipline Referrals are the most widely accepted and

significant indicators of student misbehavior (Clonan et al., 2007; McInotsh et al., 2006). The

data from the 2009–10 and 2010–11 school years was examined and compared to determine if

there was a reduction in ODRs, ISS and OSS assignments, and student tardy referrals. Other studies reviewed utilized student discipline reports and ISS and OSS assignments to determine the success of implementing SWPBIS (Barrett et al., 2008; Bohanon et al., 2006; Curtis et al., 2010; Morrisey et al., 2010; Muscott et al., 2008; Sherrod, Getch, & Ziomek-Diage, 2009; Turnbull et al., 2002; Walker, Cheney, Stage, & Blum, 2005; Warren et al., 2003).

School personnel followed the school's SWPBIS discipline plan when dealing with student misbehavior. School personnel received training to identify the difference between student misbehavior that could be managed in the classroom and student misbehavior that warranted an ODR. School personnel completed an ODR if a student's misbehavior continued after interventions and parent contact or if the student's misbehavior warranted an ODR according to the school's discipline plan. The referral indicated the nature of the violation in detail, including a description of the offense, location, time, possible motivating factor of the student's misbehavior, interventions utilized, and referring staff member (Appendix K). The referral was processed by the student's assigned school administrator; the administrator investigated the incident and assigned a consequence according to the school's discipline plan and the county's Student Code of Conduct if necessary. Each administrator was assigned a clerk to input discipline data in SASI and SWIS databases.

Confidentiality of the data was maintained at all times. The researcher requested the principal's permission to utilize student discipline data for the purpose of this study. Data retrieved from the SASI and SWIS databases provided numerical data and did not identify the students.

The threat to validity of ODR data is the inconsistency when faculty and staff code referrals inconsistently and when classroom teachers are strong classroom managers (McIntosh

et al., 2006). To ensure reliability of ODR data the school's faculty and staff members received

SWPBIS training and followed the school's SWPBIS discipline plan with regards to writing

referrals. In addition, school clerks received SWIS training to correctly input discipline data.

Finally, school administrators coded referrals and assigned appropriate consequences according

to the school's discipline and the county's Student Code of Conduct.

Research Design

The study utilized a causal comparative design to determine if SWPBIS is an effective

model to reduce student misbehavior. The study compared the number of ODRs, ISS and OSS

assignments, and student tardy referrals of two pre-existing student groups. The use of two pre-

existing groups in the study makes random assignment impossible. A causal comparative design

is used to determine the effect of manipulating an independent variable has on a dependent

variable when randomization is not possible and the researcher can control the independent

variable (Ary et al., 2006). "Because the casual comparative design does not provide full control,

it is extremely important that the researcher be aware of the threats to both internal and external

validity and consider these factors in the interpretation" (Ary, et al.,2006, p. 341). Although there

are some shortcomings of the causal comparative design, these studies can be very useful when

no other experimental designs are possible and the deficiencies of the designs are considered by

the researcher (Experiment-Resources, n.d.).

Data Analysis

A paired *t*-test was utilized to analyze the data, comparing the mean difference between

two paired samples (Ary et al., 2006). A paired *t* test is used to determine if the average

difference between two variables is significantly different from zero (Wellesley College, n.d.).

An example of a paired *t* test is looking at the difference in the scores of one subject or matched

subjects before and after an intervention (Motulsky, 1995). A *t* test can be used "for experimental designs with categorical information (groups) on the independent variable and continuous information on the dependent variable" (Creswell, 2003, pp. 172–173). The student body from 2009–10 school year that did not implement SWPBIS served as the control group. The student body from the 2010–11 school year that implemented SWPBIS served as the treatment group.

Because the outcome variables (referrals) in the study were not normally distributed and referrals were not measured on an analysis or ratio scale, the study utilized the Wilcoxon Signed-Rank test, a non-parametric test (University of California at Los Angeles [UCLA], n.d.). Non-parametric tests rank and analyze the outcome variable from high to medium to low (Motulsky, 1995). Additionally, the study was interested in the marginal frequencies of two dual outcomes; therefore, the study utilized another non-parametric test known as the McNemar Test (UCLA, n.d.)

Using Statistical Package for the Social Sciences (SPSS) software paired *t*-tests were conducted to determine whether statistically SWPBIS made a significant difference in the number of ODRs, ISS and OSS assignments, and student tardy referrals when comparing the 2009–10 and 2010–11 school years. An alpha level of less than .05 was used to determine if the null hypotheses would be rejected. Effect size is the measure of the strength of the effect of an independent variable on the dependent variable and is important in the understanding the findings of a study (Ary et al., 2006). The effect size was determined and inferred based on Cohen's *d* (1988).

CHAPTER FOUR: FINDINGS

Introduction

This chapter presents the (a) research questions of the study, (b) the null hypotheses of the study, and (c) the results of the Wilcoxon Signed-Rank test and McNemar test utilized to retain or reject the null hypotheses of the study. The purpose of this quantitative study was to examine the effect that implementing SWPBIS had on student misbehavior as determined by Office Discipline Referrals (ODRs), In School Suspension (ISS) and Out of School Suspension (OSS) assignments, and student tardy referrals in a large urban high school. Research shows that SWPBIS can be an effective model for reducing student misbehavior (Barrett et al., 2008; Bohanon et al., 2006; Curtis et al., 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub et al., 2000; Muscott et al., 2008; Sherrod et al., 2009; Turnbull et al., 2002; Warren et al., 2006; Warren et al., 2003). Over 16,000 schools nationwide have implemented SWPBIS (PBIS, n.d.). A vast amount of research related to SWPBIS has focused on elementary and middle schools, with very little research conducted in the high school setting.

Because of the large number of referrals resulting in a loss of valuable instructional time and negatively affecting student academic achievement the targeted school made the decision to implement SWPBIS. The school recorded a large number of ODRs, ranging from 4,000 to 5,000 referrals each year since 2000. The large number of referrals distracts teachers from providing effective instruction to students and resulted in administrators spending a great deal of time on discipline issues as opposed to providing and guiding instructional support for teachers.

The study compared the number of ODRs, ISS and OSS assignments, and student tardy referrals from two pre-existing groups, the student body of the 2009–10 school year and the student body of the 2010–11 school year. The student body of the 2009–10 school year prior to the implementation of SWPBIS served as the control group and the student body from the 2010–

11 school year that implemented SWPBIS served as the treatment group. The researcher

collected and compared student discipline data pertaining to ODRs, ISS, and OSS assignments,

and student tardy referrals during the 2009–10 and 2010–11 school years (Table 5). The student

body during the targeted school accumulated 4,343 ODRs during the 2009–10 school year and

4,334 ODRs during the 2010–11 school year respectively. During the 2009–10 school year, the

student body received 1,580 ISS assignments as a result of ODRs and 2,503 ISS assignments as a

result of ODRs during the 2010–11 school year. During the 2009–10 school year the student

body received 995 OSS assignments as a result of ODRs and during the 2010–11 school year

students received 873 OSS assignments as a result of ODRs. Students received 1,706 student

tardy referrals during the 2009–10 school year and 915 student tardy referrals during the 2010–

11 school year.

Table 5

Student Discipline

Group	2009–10 School Year		2010 – 11 School Year	
	Total	Percent	Total	Percent
Office Discipline Referrals	4,343		4,334	
ISS Assignments	1,580	36%	2,503	58%
OSS Assignments	995	23%	837	19%
Student Tardy Referrals	1,706	39%	915	21%

Office Discipline Referrals disaggregated by grade level show ninth graders accounted for a majority of the schools ODRs during the 2009–10 and 2010–11 school years. Ninth grade students received 2,107of the school's ODRs, tenth graders accounted for 1,015 of the school's ODRs, eleventh graders accumulated 508 of the school's ODRs, and twelfth graders received 713 of the school's ODRs during the 2009–10 school year (Table 6). During the 2010–11 school year ninth graders accounted for 2,691 of the school's ODRs, tenth graders received 823 of the school's ODRs, eleventh graders accounted for 397 of the school's ODRs, and twelfth grade students accumulated 423 of the school's ODRs.

Table 6

Office Discipline Referrals (ODRs) during the 2009–10 and 2010–11 School Years

Grade	2009–10 School Year		2010 – 11 School Year	
	ODRs	Percentage	ODRs	Percentage
9th	2,107	49%	2,691	62%
10th	1,015	23%	823	19%
11th	508	12%	397	9%
12th	713	16%	423	10%
Total	4,343	100%	4,334	100%

Appendix L shows a comparison of school rule violations for the 2009–10 and 2010–11 school years. The data during the 2009–10 and 2010–11 school years show skipping class or school and tardiness represented a majority of the school's ODRs. During the 2009–10 school year skipping class or school accounted for 583 ODRs, while during the 2010–11 school year the number increased to 1,117. The school recorded 1,706 student tardy referrals during the 2009–10 school year and reduction to 915 referrals during the 2010–11 school year. For class disruption the data show 372 ODRs during the 2009–10 school year, while the number of ODRs for class disruption dropped to 223 during the 2010–11 school year. Rude conduct accounted for 104 ODRs during the 2009–10 school year and 157 during the 2010–11 school year.

The study collected and analyzed discipline data from 1,818 students that attended the targeted school during the 2009–10 school year, prior to the implementation of SWPBIS, and the 2010–11 school year during the implementation of SWPBIS. Office Discipline Referrals disaggregated by gender, free/reduced lunch, and grade level show female students accounted for 47.6% and male students accounted for 52.4% of the school's ODRs during the 2009–10 and 2010–11 school years (Table 7). Students eligible for free/reduced lunch accounted for 55.1% of

the school's ODRs during the 2009–10 and 2010–11 school years. Furthermore, of the ODRs received during the 2009–10 and 2010–11 school years ninth grade students received 38.8%, tenth grade students received 36.9%, eleventh grade students received 23.3%, and twelfth grade students received 1%.

Table 7

Frequencies of Office Discipline Referrals (ODRs) (N=1,818)

		Frequency	Percent
Gender	Female	866	48%
	Male	952	52%
Free-lunch	None	802	44%
	Free	875	48%
	Reduced	141	8%
Grade	9	706	39%
	10	671	37%
	11	423	23%
	12	18	1%

Of the 1,818 students that attended the targeted school during the 2009–10 and 2010–11 school years 711 students received one or more ODRs for tardiness, with female students accounted for 30.7% and male students accounted for 69.3% of the school's student tardy referrals (Table 8). Students eligible for free/reduce lunch received 72% of the student tardy referrals, with ninth grade students receiving 52.5%, tenth grade students receiving 26.6%, and eleventh grade students receiving 21% of student tardy referrals during the 2009–10 and 2010–11 school years.

Table 8

Frequencies of Student Tardy Referrals (N=711)

		Frequency	Percent
Gender	Female	218	31%
	Male	493	69%
Free-lunch	None	199	28%
	Free	476	67%
	Reduced	36	5%
Grade	9	373	53%
	10	189	27%
	11	149	21%

The study was guided by five research questions:

1) What is the difference in ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

2) What is the difference in ODRs in students that exhibited chronic misbehavior observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

3) What is the difference in student ISS assignments as a result of ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

4) What is the difference in student OSS assignments as a result of ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

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5) What is the difference in student tardy referrals observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

Based upon the review of literature and the research questions the researcher attempted to retain or reject the following null hypotheses:

H_{01}: There will be no statistically significant decrease of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{02}: There will be no statistically significant decrease of ODRs in students that exhibit chronic misbehavior in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{03}: There will be no statistically significant decrease of ISS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{04}: There will be no statistically significant decrease of OSS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

H_{05}: There will be no statistically significant decrease of student tardy referrals in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year.

The following sections will address each research question independently.

Hypothesis One

Null hypothesis number one states there will be no statistically significant decrease of ODRs in the large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. The Wilcoxon Signed-Rank test was used to examine the change in the level of ODRs within students. Because the outcome variable (ODRs) for both years was not normally distributed and was not measured on an interval or ratio scale, a nonparametric test, the Wilcoxon Signed-Rank test was used for analysis.

During the 2010-11 school year 281 of the 1,818 students in the study recorded more ODRs when compared to the 2009–10 school year, while 452 of the 1,818 students recorded less ODRs. The remaining 1,085 students recorded the same number of ODRs during the 2009–10 and 2010–11 school years (Table 9). The results show a significant difference, $z = -7.12$, $p < .05$, indicating a statistically significant decrease in ODRs after implementing the SWPBIS model. Based upon this evidence null hypothesis one was rejected.

A z score greater than $+/- 3.5$ is extremely rare. However, because of the large sample size, 1,818 students, and many cases of equal difference scores, 1,085 students recorded an equal number of ODRs from the 2009–10 to the 2010–11 school year, 358 students recorded a decrease of one ODR from the 2009–10 school year to the 2010–11 school year and 150 students recorded a decrease of two ODRs from the 2009–10 to the 2010–11 school year, therefore, the z score of -7.12 is acceptable. The effect size of the study was small, calculated at .17.

Table 9

Ranked Scores of Referrals for 2009–10 and 2010–11 School Years (N=1,818)

		N	Mean Rank	Sum of Ranks
	Negative Ranks	452[a]	386.50	174698.50
Ref10 – Ref09	Positive Ranks	281[b]	335.63	94312.50
	Ties	1085[c]		

Note. a. Ref10 < Ref09, b. Ref10 > Ref09, c. Ref10 = Ref09

Hypothesis Two

Null hypothesis two states there will be no statistically significant decrease of ODRs in students that exhibited chronic misbehavior in a large urban high school that implemented SWPBIS in 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Because the same student was measured twice, before and after the implementation of SWPBIS, the researcher utilized the McNemar Test, a nonparametric test.

During the 2009–10 school year approximately 8%, 148 of the 1,818 students in the study, received four or more ODRs, while 95 of the 1,818 students in the study, approximately 5%, received four or more ODRs during the 2010–11 school year (Table 10). These percentages were statistically significant based on the results of the McNemar test of dependent proportions, $\chi2 = 18.65$, $p < .05$. The difference before and after the implementation of SWPBIS is 2.92% with 95% confidence interval from 1.60% to 4.11%, indicating a statistically significant decrease in the number of students who received four or more ODRs. The McNemar test provided sufficient evidence to reject null hypothesis two.

Table 10

Frequencies of Referrals during the 2009–10 and 2010–11 School Years (N=1,818)

	Ref09	Ref10	
	No	Yes	Total
No	1624	46	1670 (91.9%)
Yes	99	49	148 (8.1%)
Total	1723 (94.8%)	95 (5.2%)	

Hypothesis Three

Null hypothesis three states there will be no statistically significant decrease of ISS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same school that did not implement SWPBIS during the 2009–10 school year. Because the outcome variable (ISS assignments) for both years was not normally distributed and was not measured on an interval or ratio scale, a nonparametric test, the Wilcoxon Signed-Rank Test was used to examine the change in the level of referrals within individuals.

During the 2009–10 school year 461 students were assigned ISS, of the 461 students 162 students received less ISS assignments during the 2010-11 school year. However, 234 of the 461 students experienced an increase in the number of ISS assignments during the 2010-11 school year and 65 students recorded the same number of ISS assignments during the 2009-10 school year (Table 11). The results showed a significant increase of ISS assignments, $z = 3.50$, $p < .05$. Based on these results, null hypothesis three was retained.

Table 11

Frequencies of ISS Assignments during the 2009–10 and 2010–11 School Years (N=461)

		N	Mean Rank	Sum of Ranks
ISS10 - ISS09	Negative Ranks	162[a]	195.08	31603.50
	Positive Ranks	234[b]	200.87	47002.50
	Ties	65[c]		

Note. [a]SISS 10 < SISS 09, [b]SISS 10 > SISS 09, [c]SISS 10 = SISS 09

Hypothesis Four

Null hypothesis four states there will be no statistically significant decrease of OSS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. The Wilcoxon Signed-Rank test was used to examine the change in the level of referrals within individuals because the outcome variable (OSS assignments) for both years was not normally distributed and was not measured on an interval or ratio scale.

During the 2009-10 school year 258 students were assigned OSS, of the 258 students 115 received less OSS assignments during the 2010-11 school year. While 111 students experienced an increase in the number of OSS assignments, 32 students recorded the same number of OSS assignments during the 2010-11 school year (Table 12). The results indicated no statistically significant change, $z = -.37$, $p < .05$, therefore, null hypothesis four was retained.

Table 12

Frequencies of OSS Assignments during the 2009–10 and 2010–11 School Years (N=258)

		N	Mean Rank	Sum of Ranks
OSS10 - OSS09	Negative Ranks	115[a]	108.56	12484.50
	Positive Ranks	111[b]	118.62	13166.50
	Ties	32[c]		

Note. [a]SSTO 10 < SSTO 09, [b]SSTO 10 > SSTO 09, [c]SSTO 10 = SSTO 09

Hypothesis Five

Null hypothesis five states there will be no statistically significant decrease of the number of student tardy referrals in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Because same student was measured twice, before and after the implementation of SWPBIS, the researcher utilized the McNemar Test, a nonparametric test.

Approximately 46% of the students in the study received a student tardy referral during the 2009–10 school year; while approximately 20% of the students in the study received a student tardy referral during the 2010–11 school year (Table 13). These percentages were statistically significant based on the results of the McNemar test of dependent proportions, $\chi2 = 114.08$, $p < .05$. The difference before and after the implementation of SWPBIS is 26.16% with 95% confidence interval from 22.02% to 29.77%, indicating a statistically significant decrease in the number of students who received a student tardy referral, therefore, null hypothesis five is rejected.

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Table 13

Frequencies of Student Tardy Referrals during the 2009–10 and 2010–11 School Years (N=711)

	Tardy 09	Tardy10	
	No	Yes	Total
No	328	57	385 (54.1%)
Yes	243	83	326 (45.9%)
Total	571	140	
	(80.3%)	(19.7%)	

Summary

The findings of the five research questions are presented in presented above. Research question one asked, what is the difference in ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS? The study found a statistically significant decrease in ODRs during the 2010–11 school year when compared to the 2009–10 school year, therefore, null hypothesis one was rejected. Research question two asked, what is the difference in ODRs in students that exhibited chronic misbehavior observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS? The study found a statistically significant decrease in ODRs in students that exhibited chronic misbehavior during the 2010–11 school year when compared to the 2009–10 school year. Based on these results null hypothesis two was rejected. Research question three asked, what is the difference in student ISS assignments as a result of ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS? The research found a statistically significant increase in ISS assignments as a result of ODRs during the 2010–11 school year when compared to the 2009–10 school year. This evidence was insufficient to reject null hypothesis three.

Research question four asked, what is the difference in student OSS assignments as a result of ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS? The findings of the study found no statistically significant change in OSS assignments as a result of ODRs during the 2010–11 school year when compared to the 2009–10 school year, therefore null hypothesis four was retained. Finally, research question five asked, what is the difference in student tardy referrals observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS? The research found a statistically significant decrease in the number of students that received student tardy referrals after the implementation of SWPBIS. This evidence was sufficient to reject null hypothesis five.

The researcher utilized the Wilcoxon-Signed Rank test to reject null hypothesis one and retain null hypotheses three and four and the McNemar test to reject null hypotheses two and five. The study had an effect size of .17. The following chapter will have a discussion of the implications of the findings reported here. In addition, chapter five will include the study's limitations and recommendations for future research.

CHAPTER FIVE: DISCUSSION

Introduction

Chapter Five is comprised of four sections: (a) a summary of the findings, (b) a discussion of the findings and implications, (c) limitations and recommendations of the study, and (d) a conclusion. School officials and teachers have long struggled with the challenges of student misbehavior (Scott et al., 2007). Student misbehavior results in a loss of instructional time, which negatively affects student achievement (Georgia Department of Education, n.d.; Scott & Barrett, 2004; Lassen et al., 2006; Luiselli et al., 2005). Schools have used and continue to use traditional, reactive, punitive, exclusionary practices to address student misbehavior with little or no change in student behavior (Skiba, 2002; Skiba & Peterson, 2000; Skiba et al., 2008; Sprick 2009; Verdugo, 2002, Zhang et al., 2004).

School-wide Positive Behavior Intervention and Supports (SWPBIS) offers an effective alternative to the traditional, reactive, punitive, exclusionary practices to address student misbehavior (Barrett et al., 2008; Bohanon et al., 2006; Curtis et al., 2010; Frazen & Kemps, 2008; Kant & March, 2004; Kartub et al., 2000; Muscott et al., 2008; Sherrod et al., 2009; Warren et al., 2006; Warren et al., 2003). School-wide Positive Behavior Interventions and Supports is a systematic, proactive, preventive, research-based approach to reduce student misbehavior (Scheuermann & Hall, 2008; Simonsen et al., 2008; Sprick, 2008; Warren et al., 2003). The purpose of this quantitative study is to examine the effectiveness of implementing SWPBIS in a large urban high school. The study attempted to answer the question, will SWPBIS significantly reduce student misbehavior as determined by office discipline referrals (ODRs), In School Suspension (ISS), Out of School Suspension (OSS), and student tardy referrals.

Summary of Findings

The Wilcoxon Signed-Rank test was used in this study to reject or retain null hypothesis one and the McNemar test was used to reject or retain null hypotheses two, three, four, and five.

Research Question One: What is the difference in ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

Null Hypothesis One: There will be no statistically significant decrease of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Null hypothesis one was rejected because the number of ODRs were statistically significantly lower during the 2010–11 school year after the implementation of SWPBIS when compared to the 2009–10 school year.

Research Question Two: What is the difference in ODRs in students that exhibited chronic misbehavior between the 2009–10 and the 2010–11 school years as a result of implementing SWPBIS?

Null Hypothesis Two: There will be no statistically significant decrease of ODRs in students that exhibit chronic misbehavior in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Null hypothesis two was rejected because the number of ODRs received by students that exhibit chronic misbehavior was statistically significantly lower during the 2010–11 school year after the implementation of SWPBIS when compared to the 2009–10 school year

Research Question Three: What is the difference in student ISS assignments as a result of ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

Null Hypothesis Three: There will be no statistically significant decrease of ISS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Null hypothesis three was retained because the number of ISS assignments as a result of ODRs was statistically significantly higher during the 2010–11 school year after the implementation of SWPBIS when compared to the 2009–10 school year.

Research Question Four: What is the difference in student OSS assignments as a result of ODRs observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

Null Hypothesis Four: There will be no statistically significant decrease of OSS assignments as a result of ODRs in a large urban high school that implemented SWPBIS during the 2010–11 school year as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Null hypothesis four was retained because results indicated no statistically significant change in the number of OSS assignments during the 2010–11 school year after the implementation of SWPBIS when compared to the 2009–10 school year.

Research Question Five: What is the difference in student tardy referrals observed between the 2009–10 and 2010–11 school years as a result of implementing SWPBIS?

Null Hypothesis Five: There will be no statistically significant decrease of student tardy referrals in a large urban high school that implemented SWPBIS during the 2010–11 school year

as compared to the same urban high school that did not implement SWPBIS during the 2009–10 school year. Null hypothesis five was rejected because the number of student tardy referrals was statistically significantly lower during the 2010–11 school year after the implementation of SWPBIS when compared to the 2009–10 school year.

Discussion of Findings and Implications

This quantitative study examined the effect that implementing School-wide Positive Behavior Interventions and Supports (SWPBIS) had on student misbehavior as determined by ODRs, ISS and OSS assignments, and student tardy referrals in a large urban high school. The study attempted to answer the question, is SWPBIS an effective model to significantly reduce student misbehavior in a large urban high school as determined by the number of ODRs, ISS and OSS assignments, and student tardy referrals. It was hypothesized the number of ODRs, ISS and OSS assignments, and student tardy referrals in a large urban high school that implemented SWPBIS during the 2010–11 school year will be significantly lower when compared to the same urban high school's 2009–10 data that did not have SWPBIS in place.

Several factors may have affected the implementation of SWPBIS in the targeted school and the findings of this study. One factor that may have affected the implementation of SWPBIS in the targeted school is the school never took a vote to determine if 80% of faculty and staff members were willing to move forward with the SWPBIS initiative. The researcher found that faculty and staff members' buy-in is critical in the implementation of SWPBIS. A second factor was the skepticism of the faculty and staff members. Much of this skepticism appeared to stem from the belief that students were being rewarding for "doing what they should doing," as well as the faculty and staff's belief that the initiative would not be effective in the targeted school.

The third factor that may have affected the implementation of SWPBIS in the targeted school was the lack of administrative support and commitment to the SWPBIS initiative. This lack of administrative support and commitment made it difficult for faculty and staff members to take the SWPBIS initiative seriously. Additionally, the lack of support had a negative effect on the SWPBIS Leadership team and the team eventually became discouraged and quit actively participating in the SWPBIS Leadership Team's efforts.

Two factors that may have affected the findings of this study was the change in the school's tardy policy and the mandatory tutoring/guided study initiative. In an effort to reduce student tardiness and the amount of time that students were removed from class as consequence for tardiness the school's administrative staff revised the school's tardy policy. The policy changed the consequence for student tardiness from silent lunch to ISS to after school detention during the 2010–11 school year and cease recording student tardies as an ODR. The targeted school did experience a reduction of student tardy referrals; however, due to the inaccurate recording of the number of student tardies during the 2009–10 and 2010–11 school years, it is unknown if the change in policy actually reduced the number of student tardies.

The second factor that may have affected the findings of this study is the mandatory tutoring/guided study initiative the targeted school implemented during the 2010–11 school year. The initiative followed the approach other county schools have used to address the large number of student failures in one or more classes. Unfortunately, the targeted school did not keep accurate data to determine if the initiative was effective and the initiative appeared to be a reaction to the large number of students failing classes with little thought to the implications of the initiative.

After implementing SWPBIS during the 2010–11 school year the targeted school experienced a statistically significant decrease in the number of ODRs. These findings are consistent with the findings of Bohannon et al. (2006), who found a 20% reduction in ODRs in an urban high school after implementing SWPBIS. Additionally, these findings are consistent with the Muscott et al. (2008) study, where two high schools in New Hampshire realized a 30% reduction of ODRs after implementing SWPBIS. Finally, the findings of this study are consistent with a study by Warren et al. (2003), where an inner-city school experienced a 20% reduction in ODRs after implementing SWPBIS. In addition, the targeted school experienced a statistically significant decrease in the number of ODRs for students that exhibited chronic misbehavior during the 2010–11 school year after implementing SWPBIS. These findings were consistent with the finding of the Bohannon et al. study of 2006, who found the number of ODRs for students that exhibited chronic misbehavior was reduced after an urban high school implemented SWPBIS.

It should be noted that a change in the targeted school's tardy policy may have had some impact in these findings. During the middle of the 2010–11 school year the targeted school's administration decided that the school would no longer record student tardies to class or school on an ODR. A major reason for this decision was the county does not recognize study tardy referrals as a step in the Behavior Contract or the Rule 12 policy. It would be difficult to determine the effectiveness of implementing SWPBIS had on ODRs and student tardy referrals because of this change in the school's tardy policy. However, one could argue that this change of policy is consistent with the SWPBIS philosophy to examine a school's processes and support systems and make changes to increase students' success.

The targeted school did not experience a statistically significant decrease in the number of ISS assignments as a result of ODRs after implementing SWPBIS during the 2010–11 school year. Two plausible explanations as to why SWPBIS did not produce a decrease of ISS assignments are first during the 2009–10 school year students arriving late to class or school eight, 15, 24, 28, 32, and 36 times were assigned silent lunch. School policy required tardy students to report to one of two tardy stations located in the atrium and attendance office. The school utilized the Plasco Database System to record and issue silent lunch. Silent lunch was implemented as a consequence that did not require the offending student to miss valuable instructional time. Students that accumulated eight, 15, 24, 28, 32 and 36 tardies reported to a designated area to eat lunch in silence and isolation. During the 2009–10 school year the targeted school assigned silent lunch 828 times as a consequence for tardiness.

Silent lunch took a great deal of planning and coordination between school personnel. In addition, students failing to report to silent lunch required an administrator to assign a more severe consequence that resulted in a loss of valuable time for the administration. With this in mind, the targeted school's administration changed the school's tardy policy during the 2010–11 school year, the consequence for student tardiness changed from silent lunch to ISS. This change in policy was made with no input from the faculty or the SWPBIS Leadership Team. The change from silent lunch to ISS could be a reason for the increase of 923 ISS assignments from 1,580 during the 2009–10 school year to 2,503 during the 2010–11 school year.

A second explanation during the increase in ISS assignments between the 2009–10 and 2010–11 school years could be due to a change in the targeted school's schedule structure. The targeted school moved from a six period day to a seven period day increasing the student's opportunity to arrive late to class. Furthermore, the additional class period was a

lunch/mandatory tutoring/guided study class, which became problematic. The guided study class is similar to a study hall period designed to provide students time during the regular school day to complete classroom/homework assignments or request individual help from teachers. During lunch students reported for half the period to lunch and half the period to guided study. Students in danger of failing two or more classes were assigned to mandatory tutoring as opposed to guided study.

Because there was little accountability and students had a low level of desire or motivation to attend guided study and mandatory tutoring, students skipped. Students that failed to report to guided study and mandatory tutoring were placed on ODR and assigned to ISS in accordance with school policy. This change in structure may have been a factor in the increase of ODRs and ISS assignments, ODRs for skipping class increased from 449 during the 2009–10 school year to 962 during the 2010–11 school year.

The targeted school did not experience a statistically significant reduction in the number of OSS assignments as a result of ODRs after implementing SWPBIS during the 2010–11 school year. One explanation may be administrators of the targeted school had few options other than ISS and OSS as a consequence for student misbehavior. The targeted school should review and evaluate the school's consequence system, possibly implementing consequences that do not require students to miss valuable instructional time such as: after school detention, Saturday school, and re-employ silent lunch as an alternative to OSS in according to the SWPBIS model.

Finally, after implementing SWPBIS during the 2010–11 school year the targeted school experienced a statistically significant decrease in the number of student tardy referrals, decreasing from 1,706 during the 2009-10 school year to 915 during the 2010-11 school year. These findings must be viewed with caution due to the administrations' decision to no longer

record student tardies to class or school as ODRs in the middle of the 2010–11 school year. As in the previous year students continued to report to the school's tardy stations and were assigned ISS; however, an ODR was not record for the tardy. Because students' tardies were not recorded it was difficult to determine if the SWPBIS model effectively reduced student tardiness. Further research should be conducted to determine if student tardies decrease.

One interesting note is the BoQ and the TIC that was completed by the targeted school's SWPBIS Leadership Team, in addition to the SAS that was completed by the faculty and staff indicating the school did not fully implement SWPBIS. The BoQ is a dependable instrument that measures a school's fidelity in implementing SWPBIS. The targeted school scored a 61 out of a possible 107, 57%, on the BoQ instrument (Appendix M). Schools obtaining scores of 70% and above on the BoQ are considered to have implemented SWPBIS with fidelity and generally show a reduction in ODRs (Cohen et al., 2007; LaFrance, 2011).

The BoQ identified four areas of weakness in the targeted school's implementation of SWPBIS: (1) data were not shared with team and faculty monthly, (2) outcomes (behavior problems, attendance, and morale) were not used in evaluating the SWPBIS plan, (3) no plans were developed to inform and orient incoming staff and students of the school's SWPBIS initiative, and (4) SWPBIS lessons were not embedded into subject area. The four areas of strength identified by the BoQ in the targeted school's implementation included: (1) problem behaviors were defined by the school, (2) three to five positively stated school wide expectations were posted around the school, (3) expectations in the classroom were taught, and (4) a variety of methods and rewards were used to recognize students and maintain student interest.

The TIC, a self-evaluating tool, is used to determine what components of SWPBIS are in place in the school's implementation process. Schools are considered to be on track if 80% or

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more of the SWPBIS components are in place (Muscott et al., 2008). The TIC indicated the targeted school had fully implemented 31% of the SWPBIS components, far below the 80% threshold, and partially implemented 45% of the SWPBIS components (Appendix N). According to the TIC the targeted school had fully implemented one component, established school wide expectations, this component includes define and post three to five positively stated expectations, develop an acknowledgement and consequence system. Furthermore, TIC showed the targeted school's implementation of SWPBIS lacked administrative support and involvement.

The SAS provides a summary of the current status and establishes a priority of improvement of the components of SWPBIS. Scores of 80% or above on the SAS components are considered fully implemented. The targeted school's SAS (Appendix O) indicated that several components of SWPBIS were fully implemented: (1) school wide, classroom, and non-classroom expectations, (2) procedures for emergencies, (3) established a SWPBIS team, and (4) a school administrator actively participated as a member of the SWPBIS team. Several components of SWPBIS identified by SAS that were not fully implemented during the 2010–11 school year included: (1) booster training activities for students, (2) staff development opportunities for faculty and staff members, and (3) opportunities for families to receive positive parenting training.

According to the BoQ and TIC instruments the targeted school did not fully implement SWPBIS with fidelity; however, contrary to the literature the school did experience a statistically significant decrease in ODRs, ODRs in students that exhibited chronic misbehavior, and student tardy referrals (Barrett et al., 2008; Cohen et al., 2007; LaFrance, 2011; Muscott et al., 2008). The results of this study are promising even though the targeted school did not fully implement SWPBIS with fidelity. Furthermore, it is important to remember that the successful

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implementation of SWPBIS takes a long term commitment of three to five years (PBIS as cited

by Scheuermann & Hall, 2008). The benefits of SWPBIS realized by the targeted school without

fully implementing the SWPBIS model are encouraging.

The lack of administrative support and commitment was a major factor in the less than

full implementation of SWPBIS. The SWPBIS initiative was never considered a priority, rarely

was SWPBIS mentioned in faculty meetings, school council meetings, or department chair

meetings. The SWPBIS Leadership Team was never considered a serious group that could

improve student misbehavior and improve the school's culture. The SWPBIS Leadership Team

was rarely given opportunities by the school's administration to present information pertaining to

the school's SWPBIS initiative nor was the team called upon to solve student management

issues. The administration did provide a large portion of the funds necessary to implement the

reward system, however little focus was given to the other critical elements. Unfortunately, the

SWPBIS initiative at the targeted school was no more than a reward system.

The findings of this study could have implications for educators and educational leaders

looking to reduce student misbehavior. The study focused on the Primary Prevention Tier of

SWPBIS to prevent and reduce student misbehavior. The study did not implement the Secondary

and Tertiary Tiers of SWPBIS, which addresses the most challenging and at-risk students. This

study suggests that the Primary Prevention Tier of SWPBIS may be an effective model to

prevent and reduce student misbehavior. Furthermore, the study provides a roadmap and

potential challenges for schools implementing SWPBIS.

Limitations

One limitation of the study is the results of the study may not be generalized to other

schools due to the diverse demographics of the target school's student population. Another

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limitation is the unique distinguishing features of the school, being a Title I and International Baccalaureate (IB) school. A third limitation is the findings of this study relate specifically to high schools with a similar make-up of the target school. The culture and climate of high schools, middle schools, and elementary schools are very different; therefore, it would be difficult to generalize the findings of the study to middle schools or elementary schools.

A fourth limitation of the study is faculty and staff members may not have implemented SWPBIS with fidelity. Unfortunately, this threat was not controlled for on two fronts. First, administrators did not monitor faculty and staff members to ensure SWPBIS was implemented with fidelity. Second, faculty and staff members received a limited amount of training in the implementation of SWPBIS. A fifth limitation of the study is the difference in teachers' ability to manage their classroom effectively. Ineffective classroom managers experience more student misbehavior than effective classroom managers may experience (Marzano, 2000; Marzano et al., 2003; Wong, 2005). This difference in teachers' abilities to effectively manage their classroom may have an impact on the number of ODRs processed in the targeted school.

The sixth limitation of the study is that faculty and staff may have inaccurately reported the school's level of implementation on the SAS. With this in mind the SWPBIS Leadership Team completed the BoQ, a more accurate measure of the school's implementation of SWPBIS. A seventh limitation of the study is the targeted school may not have realized a significant difference in student behavior after implementing SWPBIS in a short-term study. It is important to remember that the successful implementation of SWPBIS takes a long term commitment of three to five years (PBIS as cited by Scheuermann & Hall, 2008). The eighth and final limitation is the targeted school's faculty and staff received limited training in the implementation of the SWPBIS.

Recommendations

The recommendations of the study include (1) recommendations for schools implementing SWPBIS, (2) recommendations for the targeted school, and (3) recommendations for future studies. One recommendation of the study for schools implementing SWPBIS is administrators must take an active role in the implementation of SWPBIS by making it a priority. Necessary funds and resources, time for the SWPBIS Leadership Team to meet and training for all stakeholders, along with discussions about the philosophy, goals, and progress of the model needs to be done on a regular basis to ensure understanding and that the model is being implemented with fidelity. These discussions can be conducted during faculty meetings, administrative meetings, department chair meetings, and parent meetings. Frequent conversations need to be held with students and teachers during the school day by administration about the necessary resources needed to teach behavioral expectations and help them recognize appropriate behavior to ensure fidelity.

A second recommendation of the study is schools implementing SWPBIS must ensure a large portion of the faculty and staff buys into the initiative. According to the research 80% of the faculty and staff must support the implementation of SWPBIS in order to experience success (Fenning, 2004; Handler et al., 2007; Simenson et al., 2008; Sugai & Horner, 2002). However, schools that fail to obtain the 80% threshold can implement SWPBIS successfully by establishing an action plan that increases support and buy-in throughout the course of the implementation (McKevitt & Braaskma, 2008; Handler et al., 2007).

A third recommendation of the study is schools implementing SWPBIS should utilize the BoQ, TIC, and SAS evaluation tools to determine if the school is implementing SWPBIS with fidelity and evaluate the school's implementation of SWPBIS. The BoQ is self-evaluation tool,

completed by the faculty and staff, made up of a 53-item rating scale that schools can use to measure the school's fidelity of SWPBIS implementation (Cohen et al., 2007). The TIC is a self-evaluation tool completed by the SWPBIS Leadership Team twice a year; the team rates itself to the extent school-wide components of SWPBIS as in place, partial in place, not in place (McKevitt & Brasskma, 2008; Muscott et al., 2008).

The SAS is self-assessment tool completed by faculty and staff members, the survey consist of 46 items examining the current status and areas in need of improvement from the four behavior support systems (a) school-wide, (b) non-classroom, (c) classroom, and (d) individual students that display chronic misbehavior (PBIS Surveys, n.d.). The survey provides a summary of the current status and establishes a priority of improvement for the four system areas and is used to make decisions and develop an action plan for implementing and sustaining PBIS throughout the school (PBIS Surveys, n.d.).

A fourth recommendation of the study is schools implementing SWPBIS should provide faculty and staff members with in-depth training in the areas of proactive classroom management strategies, how to avoid power struggles with students, student de-escalation techniques, and strategies for developing positive relationships with students. The targeted school's faculty and staff members received little training in this area. Additionally, The Office of Special Education Program's National Technical Assistance Center on Positive Behavior Interventions and Supports web site provides little literature or research in this area. This is a critical missing element in the PBIS model that warrants greater attention. This researcher suggests that schools considering SWPBIS should implement discipline models to bridge this gap. Assertive Discipline, Discipline with Dignity, and Discipline with Love and Logic are excellent models for schools implementing SWPBIS.

A fifth recommendation of the study is schools implementing SWPBIS should make it a top priority. Furthermore, schools implementing SWPBIS should not implement other initiatives that may affect the results of SWPBIS. Other initiatives implemented in conjunction with SWPBIS make it difficult to determine if changes in student behavior is a result of the school's implementation of SWPBIS or if the changes in student behavior are related to other initiatives the school implemented. Additionally, other initiatives implemented in conjunction with SWPBIS may skew the school's data. In this particular study the schools implementation of guided study/mandatory tutoring and changes in the school's tardy policy made it difficult to fully determine the effectiveness of SWPBIS.

As a result of this study recommendations for the targeted school are:

1. Continue implementing SWPBIS, incorporating Secondary and Tertiary Tier interventions. Since implementing the model the targeted school's discipline data shows a reduction in student misbehavior, therefore, continued benefits of the model may be realized provided the school is willing to stay the course. Literature suggests implementation of SWPBIS requires a long-term commitment before positive results may be realized.

2. The targeted school's administrators should increase their support, commitment, and take an active role in the school's SWPBIS initiative.

3. The targeted school's administrators should encourage faculty and staff members to implement SWPBIS and monitor faculty and staff members' implementation of the school's SWPBIS initiative.

4. Continue to utilize the SAS results to identify and address areas in need of improvement. These areas include providing booster training activities for

students, staff development opportunities for faculty and staff, and provide

opportunities for families to receive positive parenting training.

5. Continue to utilize BoQ and TIC to determine if school is implementing SWPBIS

   fully and with fidelity.

6. Determine if changes in the tardy policy actually reduced the number of student

   tardies.

7. Familiarize and provide training to incoming students and faculty members about

   the school's SWPBIS initiative.

With the limited amount of high school research it is obvious that more research relating

to the implementation and the impact of SWPBIS must be conducted. Therefore, based on this

study the researcher recommends further research should be conducted on the implementation of

SWPBIS in high schools. In particular, overcoming the challenges, obstacles, and barriers faced

by high schools when implementing and sustaining SWPBIS needs to be address.

One challenge schools may face while implementing SWPBIS is the philosophical

difference faculty and staff members may have with SWPBIS. School-wide Positive Behavior

Interventions and Supports requires teachers to look at student management in a nontraditional

way, using a proactive approach to prevent student misbehavior and using incentives and

interventions to change student's misbehavior as opposed to a punitive approach. A second

challenge schools may face implementing SWPBIS is faculty and staff members may be

skeptical that SWPBIS will be effective. Faculty and staff members, in particular veteran faculty

and staff members have seen trends and fads that claim positive results only to fail to live up the

claims.

A third challenge schools may face implementing SWPBIS in the lack of administration support and leadership of the SPWBIS initiative. Because implementing SWPBIS requires a change from the traditional approach to student management administration support and leadership is prominent. Without administration support and leadership the SWPBIS initiative will not accomplish the desired results. A fourth challenge schools may face implementing SWPBIS is faculty and staff members may feel disenfranchised. Distrust and negative relationships among faculty and staff members and the administration staff and faculty and staff members create a negative environment, disenfranchising faculty and staff members. This distrust and negative relationships may negatively affect a school's implementing of SWPBIS.

School-wide Positive Behavior Interventions and Supports require a change of culture, away from the traditional approaches to student management to a preventive, positive approach. Studies in effectively implement change and changing the culture of schools and following the recommendations and strategies found to be successful in the studies would be beneficial to schools attempting to implement SWPBIS. In addition, studies in the areas of effective leadership and how leaders can effectively implement change and following the recommendations and strategies found to be successful in the studies would be beneficial to school attempting to implement SWPBIS. Finally, the study recommends that future high school studies on SWPBIS show a comparison of a high school that implemented SWPBIS with fidelity and another high school of similar demographics that did not implement SWPBIS.

Conclusion

In today's times of school reform and improvement and with NCLB's call for schools to establish positive behavior systems, research has shown that SWPBIS is an effective model used to improve student achievement, a school's climate, and reduce student misbehavior. With the

traditional punitive approaches used to address student management, implementing SWPBIS in high schools is a culture change and can be challenging. This study appears to support the existing literature that indicates SWPBIS can be an effective model to reduce student misbehavior; however, the results of the study should be taken with caution.

Changes in the school's tardy policy and the implementation of the guided study/mandatory tutoring initiative may have had an impact on the findings for some of the hypotheses of the study. Though, as stated early it could be claimed that the targeted school examined the school's processes and support systems and made changes to increase students' opportunities for success consistent with the philosophy with of the SWPBIS model. Another factor one must consider is the 1,818 students that participated in the study matured in the second year of the study. How much students' improvement in behavior can be attributed to a student's year of maturity and how much can be attributed to the implementation of SWPBIS is difficult to determine.

Arne Duncan (2009) the United States Secretary of Education states SWPBIS is an effective approach to address student misbehavior. He strongly encourages schools to consider implementing SWPBIS in his letter to State School Chief Officials. However, without the support and commitment of the school's administration and the buy-in of faculty and staff members, implementation could result in less than desirable results. Furthermore, administrators must monitor the implementation of SWPBIS and make a long-term commitment to SWPBIS.

Since the implementation of SWPBIS in the targeted school, the school has experienced a change in leadership and has discontinued the implementation of SWPBIS. However, the implementation of SWPBIS has resulted in positive changes. One positive change is a number of teachers have continued to utilize PBIS strategies in their classrooms to reduce and prevent

student misbehavior and increase students' opportunities for success. Another positive change the implementation of SWPBIS has created is the change in the school's tardy policy. The change in the school's tardy policy to no longer record students' tardies as an ODR, except in the cases of chronic tardiness, has permitted administrators to devote less time to student tardy referrals and more time providing instructional support to teachers.

Teachers have traditionally operated in isolation with a great deal of autonomy and a belief that punishment will change student misbehavior. A large segment of educators are under the belief that SWPBIS is a model that rewards students for what they should already be doing. To the contrary, SWPBIS establishes school wide expectations, teaches the expectations to students, develops a system of positive reinforcements and negative consequences, encourages the implementation of interventions and supports for students that exhibit chronic misbehavior, and emphasizes collecting and analyzing the school's data and environment to develop and implement plans to provide increased opportunities for student success. School-wide Positive Behavior Interventions and Supports require a paradigm shift, away from the traditional approaches to student management to a more balanced approach of consequences for student misbehavior and reinforcement of appropriate student behavior.

School-wide Positive Behavior Interventions and Supports may not produce positive results immediately; SWPBIS requires a long term commitment before desired results are achieved. This study found that a large number of faculty and staff were skeptical of the SWPBIS initiative; therefore, the SWPBIS Leadership Team found it difficult to persuade the target school's faculty and staff members to abandon the long standing traditional approaches to student management and implement the model. Based on the researcher's experience SWPBIS appears to be more readily accepted by elementary and middle faculty and staff members than

high school faculty and staff members. This may be because of the perceived childish nature of SWPBIS by high school faculty and staff members.

Changing the culture of a school and the traditional approaches to student management is difficult. Schools attempting to implement SWPBIS may face skepticism and what may appear to be overwhelming odds; however, they should keep in the mind the story of David and Goliath. When David told Saul, "I'll go fight this Philistine!" Saul replied, "Don't be ridiculous!" "There is no way you can go against this Philistine" (Samuel 17:32–33, New Living Translation). David overcame insurmountable odds and quieted his skeptics when he slayed Goliath.

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APPENDICES

Appendix A

Behavior Matrix

Behavior Matrix

	Classroom	**Hallways**	**Commons**	**Bus**
Respect	1. Treat others with kindness and dignity. 2. Follow teacher directions. 3. Be considerate of others' personal space and property.	1. Follow all directions of staff members. 2. Use appropriate language, tone, and volume in action and reaction. 3. Be considerate of others' personal space and property.	1. Practice proper line etiquette during meals. 2. Treat staff and students with kindness, maturity, and courtesy. 3. Be considerate of others' personal space and property.	1. Follow directions of the bus driver. 2. Use appropriate language, tone, and volume. 3. Be considerate of others' personal space and property.
Responsibility	1. Stay on task and complete your work. 2. Keep electronics off and out-of-sight and follow technology agreement. 3. Follow Dress Code.	1. Be safe. 2. Keep electronics off and out-of-sight and follow technology agreement. 3. Follow Dress Code.	1. Keep common areas clean. 2. Remain on campus for the duration of the school day. 3. Follow Dress Code and Technology Agreement.	1. Walk directly to the bus, board, and be seated. 2. Keep electronics off and out-of-site. 3. Follow all bus rules.
Readiness	1. Attend all classes. 2. Be in class before the bell rings. 3. Have all supplies and materials.	1. Keep moving. 2. Use time wisely. 3. Be on time.	1. Have a pass. 2. Keep electronics off and out-of-sight. 3. Enter and exit school campus in an orderly and timely fashion.	1. Stay in your seat until time to get off the bus. 2. Be at the bus stop 5 minutes before the bus arrives. 3. Watch the bus driver before crossing in front of the bus. 4. Be silent at all railroad crossings.

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Appendix B

Example of Scripted Lesson Plan

Addressing Authority Figures and Other Adults

When responding to any adult, you must answer in a way that the adult considers respectful. Just nodding your head or saying "Yeah" or "Whatever" is never acceptable. Remember that different adults may require different responses. Southerners may require you to say "Yes ma'am" or "No sir" while Yankees may accept a simple "Yes" or "No." Make sure you respond with the appropriate answer for the situation.

Questions:
- If you are interacting with a stranger, a new teacher, or a parent for the first time, is there a safe response that will be accepted by all?
- Is it possible to make "Yes ma'am" a rude response?

What would you do?

You are in chemistry and open your bag of Doritos. The teacher turns around, looks you in the eye and says, "Put those back in your book bag or put them in the trash."

How do you respond?

How does your response control the situation?

Role Play

Teacher: You hear a student unwrapping food in class. Remind the student of the rules and tell him or her throw the food away.

Student: **First time:** Respond to the teacher rudely.

Second time: Give an appropriate response to the teacher.

Discuss: How would the situation play out for each of these responses? What might happen next?

Appendix C

Team Implementation Checklist (TIC)

PBIS Team Implementation Checklist Version 3.0

School——————————————————————— **Date of Report**————

District———————— **County** ————————— **State**——————

INSTRUCTIONS: The Team Implementation Checklist is designed as a "progress monitoring" tool for school teams implementing Universal PBIS elements. The TIC should be completed by the full team (preferable with the district coach). Information from the TIC should be used to guide development of an action plan. The TIC typically is completed each month (or every other month) until a team rates 80% of the TIC items as "Achieved" for three consecutive administrations. At this point annual use of the TIC or the Benchmarks of Quality is recommended to facilitate sustained use of PBIS.

PBIS Team Members———————————————————————————————

——

Person(s) Completing Report ———————————————————————————

Checklist #1: Start-Up Activity					
Complete & submit **Monthly.**		**Status: A**chieved, **I**n Progress, **N**ot Started			
Date:					
(MM/DD/YY)					
Establish Commitment 1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
Establish & Maintain Team 3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				
Self-Assessment 6. Team/faculty completes the Team Checklist or Benchmarks of Quality self-assessment	Status:				

7. Team summarizes existing school discipline data.	Status:				
8. Team uses self-assessment information to build implementation action plan.	Status:				
Establish School-wide Expectations: Prevention Systems 9. 3–5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Classroom Behavior Support Systems 15. Team has completed a school-wide classroom systems summary	Status:				
16. Action plan in place to address any classroom systems identified as a high priority for change.	Status:				
17. Data system in place to monitor office discipline referral rates that come from classrooms.	Status:				
Establish Information System 18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty.	Status:				
19. Discipline data are available to the Team at least monthly in a form and depth needed for problem solving.	Status:				
Build Capacity for Function-based Support 20. Personnel with behavioral expertise are identified & involved.	Status:				

21. At least one staff member of the school is able to conduct simple functional behavioral assessments.	Status:				
22. Intensive, individual student support team structure in place to use function-based supports	Status:				

Additional Observations/Comments/Questions:

Appendix D

PBIS Self-Assessment Survey (SAS)

(PBIS) Self-Assessment Survey
Assessing and Planning Behavior Support in Schools

Name of school   _____   Date   _____

District   _____   State   _____

Person Completing the Survey:

· Administrator   · Special Educator   · Parent/Family member

· General Educator   · Counselor   · School Psychologist

· Educational/Teacher Assistant   · Community member   · Other   _____

1. Complete the survey independently.

2. Schedule 20–30 minutes to complete the survey.

3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

   To assess behavior support, first evaluate the <u>status</u> of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

   a. "What is the <u>current status</u> of this feature (i.e. *in place, partially in place, not in place*)?"

   b. For those features rated as partially in place or not in place, "What is the <u>priority for improvement</u> for this feature (i.e., *high, medium, low*)?"

4. Return your completed survey to   _____   by _____
   .

SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3–5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded			

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

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

NONCLASSROOM SETTING SYSTEMS

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

| | | | practices are evaluated quarterly from data. | | | |
| | | | 9. All staff are involved directly or indirectly in management of non-classroom settings. | | | |

CLASSROOM SYSTEMS

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

INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Individual student systems** are defined as specific supports for students who engage in chronic problem behaviors (1%–7% of enrollment)	High	Med	Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parental strategies.			
			8. Behavior is monitored and feedback provided regularly to the behavior support team & relevant staff.			

Appendix E

School-wide Evaluation Tool (SET)

School-wide Evaluation Tool

(SET)

Overview

<u>Purpose of the SET</u>

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year**.** The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

1. _____   Discipline handbook
2. _____   School improvement plan goals
3. _____   Annual Action Plan for meeting school-wide behavior support goals
4. _____   Social skills instructional materials/ implementation time line
5. _____   Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____   Office discipline referral form(s)
7. _____   Other related information

<u>Using SET Results</u>

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

School-wide Evaluation Tool

(SET)

Implementation Guide

School _____   **Date** _____

District _____   **State** _____

Step 1: Make Initial Contact

A.   Identify school contact person & give overview of SET page with the list of products needed.
B.   Ask when they may be able to have the products gathered. Approximate date: _____
C.   Get names, phone #'s, email address & record below.

Name_____ Phone_____

Email _____

Products to Collect

1. _____   Discipline handbook
2. _____   School improvement plan goals
3. _____   Annual Action Plan for meeting school-wide behavior support goals
4. _____   Social skills instructional materials/ implementation time line
5. _____   Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____   Office discipline referral form(s)
7. _____   Other related information

Step 2: Confirm the Date to Conduct the SET

A.   Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.
       Meeting date & time: _____

Step 3: Conduct the SET

A.   Conduct administrator interview.
B.   Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
C.   Review products & score SET.

Step 4: Summarize and Report the Results

A.   Summarize surveys & complete SET scoring.
B.   Update school graph.
C.   Meet with team to review results.
       Meeting date & time: _____

School-wide Evaluation Tool
(SET)
Scoring Guide

School _____   Date _____

District _____   State _____

Pre _____   Post _____   SET data collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials **P** Other _____	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0–4; 1= 5–7; 2= 8–10)	Wall posters **O** Other _____	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials **P** Other _____	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0–50%; 1= 51–89%; 2=90%–100%)	Interviews **I** Other _____	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0–50%; 1= 51–89%; 2=90%–100%)	Interviews **I** Other _____	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0–50%; 1= 51–69%; 2= 70–100%)	Interviews **I** Other _____	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0–50%; 1= 51–89%; 2=90%–100%)	Interviews **I** Other _____	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews **P** Other _____	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0–25%; 1= 26–49%; 2= 50–100%)	Interviews **I** Other _____	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0–50%; 1= 51–89%; 2= 90–100%)	Interviews **I** Other _____	
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials **P** Other _____	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0–50%; 1= 51–89%; 2= 90–100%)	Interviews **I** Other _____	
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0–3; 1= 4–5; 2= 6–7)	Walls **O** Other _____	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0–50%; 1= 51–89%; 2= 90–100%)	Interviews **I** Other _____	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
E. **Monitoring &** **Decision-Making**	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0–3 items; 1= 4–6 items; 2= 7–9 items)	Referral form (circle items present on the referral form) **P**	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview Other _____ **I**	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1–2 times/yr.; 2= 3 or more times/yr)	Interview Other _____ **I**	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0–50%; 1= 51–89%; 2= 90–100%)	Interviews Other _____ **I**	
F. **Management**	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st– 3rd priority)	School Improvement Plan, **P** Interview Other _____ **I**	
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0–50%; 1= 51–89%; 2= 90–100%)	Interviews Other _____ **I**	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview Other _____ **I**	
	4. Can 90% of team members asked identify the team leader? (0= 0–50%; 1= 51–89%; 2= 90–100%)	Interviews Other _____ **I**	
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview Other _____ **I**	
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview Other _____ **I**	
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview Other _____ **I**	
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar **P** Other _____	
G. **District-Level** **Support**	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview Other _____ **I**	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview Other _____ **I**	

Summary Scores:	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		

Administrator Interview Guide

Let's talk about your discipline system

1) Do you collect and summarize office discipline referral information? Yes   No   If no, skip to #4.
2) What system do you use for collecting and summarizing office discipline referrals? (E2)
   a) What data do you collect? _____
   b) Who collects and enters the data? _____
3) What do you do with the office discipline referral information? (E3)
   a) Who looks at the data? _____
   b) How often do you share it with other staff? _____
4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto

6) Do you have school rules or a motto? Yes   No   If no, skip to # 10.
7) How many are there?   _____
8) What are the rules/motto? (B4, B5)
9) What are they called? (B4, B5)
10) Do you acknowledge students for doing well socially? Yes   No   If no, skip to # 12.
11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school-wide discipline? If no, skip to # 19

12) Has the team taught/reviewed the school-wide program with staff this year? (B3)   Yes   No
13) Is your school-wide team representative of your school staff? (F3) Yes   No
14) Are you on the team? (F5) Yes   No
15) How often does the team meet? (F6) _____
16) Do you attend team meetings consistently? (F5) Yes   No
17) Who is your team leader/facilitator? (F4) _____
18) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes   No
    If yes, how often? _____
19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes   No
    If yes, who? _____
20) What are your top 3 school improvement goals? (F1)

21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes   No

Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. ***Interviews can be completed during the school tour.*** Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions
Interview a minimum of 10 staff

1) What are the _____ (school rules, high 5's, 3 bee's)? (B5)
   (Define what the acronym means)

2) Have you taught the school rules/behavioral expectations this year? (B2)

3) Have you given out any _____ since _____? (C3)
   (rewards for appropriate behavior)   (2 months ago)

4) What types of student problems do you or would you refer to the office? (D2)

5) What is the procedure for dealing with a stranger with a gun? (D4)

6) Is there a school-wide team that addresses behavioral support in your building?

7) Are you on the team?

Team Member Interview Questions

1) Does your team use discipline data to make decisions? (E4)

2) Has your team taught/reviewed the school-wide program with staff this year? (B3)

3) Who is the team leader/facilitator? (F4)

Student interview Questions
Interview a minimum of 15 students

1) What are the _____ (school rules, high 5's, 3 bee's)? (B4)
   (Define what the acronym means.)

2) Have you received a _____ since _____? (C2)
   (reward for appropriate behavior)   (2 months ago)

Appendix F

School-wide Benchmark of Quality (BoQ)

School-wide Benchmarks of Quality: SCORING FORM (Revised)

School Name: _____   District: _____

Coach's Name: _____   Date: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.
(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating.
Document the discrepancies on page 3.

Critical Elements	STEP 1					STEP 2 ++, +, or _	STEP 3 ✓
PBIS Team	1. Team has administrative support	3	2	1	0		
	2. Team has regular meetings (at least monthly)		2	1	0		
	3. Team has established a clear mission/purpose			1	0		
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0		
	5. Faculty involved in establishing and reviewing goals		2	1	0		
	6. Faculty feedback is obtained throughout the year		2	1	0		
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0		
	8. Discipline process includes documentation procedures			1	0		
	9. Discipline referral form includes information useful in decision making		2	1	0		
	10. Problem behaviors are defined	3	2	1	0		
	11. Major/minor behaviors are clearly differentiated		2	1	0		
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0		
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0		
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0		
	15. Data analyzed by team at least monthly		2	1	0		
	16. Data shared with team and faculty monthly (minimum)		2	1	0		
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0		
	18. Expectations apply to both students and staff	3	2	1	0		
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0		
	20. Rules are linked to expectations			1	0		
	21. Staff are involved in development of expectations and rules		2	1	0		

Kincaid, D., Childs, K., & George, H. (March, 2010).
School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida   1

Critical Elements	STEP 1	3	2	1	0	STEP 2 ++, +, or -	STEP 3 ✓
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0		
	23. A variety of methods are used to reward students		2	1	0		
	24. Rewards are linked to expectations and rules	3	2	1	0		
	25. Rewards are varied to maintain student interest		2	1	0		
	26. Ratios of acknowledgement to corrections are high	3	2	1	0		
	27. Students are involved in identifying/developing incentives			1	0		
	28. The system includes incentives for staff/faculty		2	1	0		
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0		
	30. Lessons include examples and non-examples			1	0		
	31. Lessons use a variety of teaching strategies		2	1	0		
	32. Lessons are embedded into subject area curriculum		2	1	0		
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0		
	34. Strategies to share key features of SWPBS program with families/community are developed and implemented			1	0		
Implemen-tation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0		
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered		2	1	0		
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0		
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0		
	39. Schedule for rewards/incentives for the year is planned			1	0		
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0		
	41. Plans for involving families/community are developed & implemented			1	0		
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0		
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0		
	44. Expected behavior routines in classroom are taught		2	1	0		
	45. Classroom teachers use immediate and specific praise		2	1	0		
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0		
	47. Procedures exist for tracking classroom behavior problems		2	1	0		
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0		
Evaluation	49. Students and staff are surveyed about PBIS		2	1	0		
	50. Students and staff can identify expectations and rules		2	1	0		
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0		
	52. Staff use reward system appropriately	3	2	1	0		
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan	3	2	1	0		

Scoring the Benchmarks of Quality: _____ / 107 = _____ **Benchmarks Score**

Total pts. / 107

Kincaid, D., Childs, K., & George, H. (March, 2010).
School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida   2

Benchmarks of Quality TEAM SUMMARY

School_____ Date_____ Benchmarks Score_____

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in Need of Development

Kincaid, D., Childs, K., & George, H. (March, 2010).
School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida   4

Appendix G

Blue Buck

Go BLUE

Be Loyal, Unified and Excellent
Respect, Responsibility and Readiness

What can I get for my Blue Buck?

- Redeem for a candy bar at the attendance office
- Use as a fast pass to leave class early
- Drop in the media center for weekly drawing chance

 Print full name for drawing_____

Appendix H

Behavior Correction Plan

SCHOOL
Behavioral Correction Plan

Student's Name: _____ Student # _____ DOB _____ Grade _____

Rationale for Plan:
In accordance with Georgia laws and the policies of GCPS, the above student has been identified as having a chronic behavior problem. This plan will identify specific behavior problems areas, outline interventions, and state what is expected of the student to correct the inappropriate behavior(s). Additional disciplinary consequences for any future violation of local school rules or the Student Conduct Behavior Code will be stated.

Description of Problem Area(s):
1. _____
2. _____
3. _____

Intervention Recommendations/Strategies: **Person(s) Responsible/Title**
1. _____
2. _____
3. _____

Description of Expectations of Student:
1. _____
2. _____
3. _____

Consequences for Inappropriate Behavior:
Consequences listed are for failures to follow GCPS Student Conduct Behavior Code and Local School Rules. If necessary, these consequences may be by-passed and the student will be referred for a Student Disciplinary Hearing, particularly if s/he commits a Level III Rule Violation.

Referral	Date	Rules	Consequences (ISS or OSS)	
#1				Prior Referrals
#2				leading to Behavior
#3				Plan
#4				Current Incident

Student may be placed on Rule 12 Notification on Referral # 5 or #6 at school's discretion. A 7th Referral would lead to a mandatory Rule 12 Notification.

Referral	Date	Rules	Consequences	
#5				Optional Rule 12
#6				Optional Rule 12
#7				Rule 12 Mandatory

<u>Once a student is placed on a Rule 12 Notification, any Level II or III Violation would result in a disciplinary hearing.</u>

_____   (Date)   _____   (Date)
Student's Signature   Administrator's Signature

_____   (Date)
Parent's Signature

Appendix I

Rule 12

School School Name

Rule 12 Notification/Warning

Students who are chronically disruptive may be charges with repeated violations of school rules. This rule applies after remediation attempts, including consideration by the Student Support Team (SST) or development of a Behavioral Correction Plan.

Student's Name: Student name

This is your notification that you will be charged with a Rule 12 violation if your disruptive

behavior continues. You can be referred to a Student Disciplinary Hearing on your next

Level II Offense.

Student's Signature: _____   Date: _____

Parent's Signature: _____   Date: _____

Administrator's Signature: _____   Date: _____

Behavior Management Plan
Parent Contact:

Rule 12 Parent Notification
Parent Contact:

☐   By phone   Date   Date _____   ☐   By phone   Date: Date _____

☐   In person   Date: Date _____   ☐   In person   Date: Date _____

In compliance with Georgia law (20-2-765), you are invited to attend a conference with

school officials to review the disciplinary and behavioral correction plan for the student.

In addition, you have the opportunity to observe the student in the classroom if you so

desire. If you wish to schedule a conference or observe your student in the classroom,

please contact the school.

Appendix J

Student Code of Conduct

Student Conduct Code

1 - Disrupt / Interfere With School

Rule	Level	
*1 A	2 or 3	pull fire alarm
1 B	1	prevent access, occupy / block campus
1 C	1	block traffic (pedestrian or vehicle)
*1 Da	2 or 3	school disruption
1 Db	1 or 2	class disruption
1 Dc	2 or 3	disorderly conduct
1 E	1	refuse to ID self
1 F	1	urge others to break rules
1 H	1	trespass, on campus without permission
1 I	1	inappropriate dress
1 J	2	willfully fail to leave premises
1 Z	1 or 2	other

2 - Damage / Destroy / Misuse School Property

Rule	Level	
*2 A	2 or 3	damage / vandalize
*2 B	1 or 2	steal property (value less than$100)
*2 C	2 or 3	larceny / theft (value more than $100)
*2 D	1 or 2	possess, sell, use, buy, transmit stolen property (value less than $100)
*2 Db	2 or 3	possess, sell, use, buy, transmit stolen property (value more than $100)
*2 I	1 or 2	alter / misuse technology equip., hardware, software, web site / page
*2 J	1 or 2	computer trespass
*2 Jb	2 or 3	Accessing/altering school/teacher records
*2 K	3	first degree arson
*2 L	3	breaking & entering / burglary
*2 M	3	arson
*2 N	3	rob by using threat / intimidation
*2 O	3	armed robbery
2 P	2 or 3	compromising test security
*2 Z	1 or 2	other

3 - Damage / Destroy / or Misuse Private Property

Rule	Level	
*3 A	1 or 2	damage / vandalize less $100
*3 Ab	2 or 3	damage / vandalize more $100
*3 B	1 or 2	steal property less than $100
*3 C	1 or 2	possess, use, sell, buy, transmit stolen property (valued at less than $100)
*3Cb	2 or 3	possess, use, sell, buy, transmit stolen property (valued at more than $100)
*3 H	3	first degree arson
*3 J	1 or 2	buy or sell property
*3 K	2	steal/damage employee property-less $100
*3 Kb	2 or 3	steal/damage employee property-more $100
*3 L	2 or 3	larceny / theft (valued at more than $100)
*3 M	2 or 3	motor vehicle theft
*3 N	3	robbery (with threat or intimidation)
*3 O	3	armed robbery
*3 P	3	arson
*3 Z	1 or 2	other

4 - Abuse/Threat /Intimidation/Assault/Battery on Employee

Rule	Level	
4 Aa	2 or 3	oral threat
4 Ab	2 or 3	written threat
4 Ac	1 or 2	rude, disrespectful symbolic gesture
4 Af	2	profanity toward employee
*4 Ag	1 or 2	ethnic, racial, sexual, religious, disability slur
*4 Al	2 or 3	harassment (any kind)
*4 Am	2	expression (oral, written, gesture)
*4 An	3	undermines authority (includes written threats)
4 Az	1 or 2	terroristic threats
		other
4 Ba	1 or 2	behavior could cause physical injury
4 Bb	1 or 2	unintentional behavior did cause physical injury
*4 Bc	3	intentional physical contact of a threatening or provoking nature
*4 Bd	3	aggravated battery
*4 Be	3	homicide
*4 Bf	3	kidnapping (seize, transport against will)
*4 Bg	3	voluntary manslaughter
*4 Bh	2 or 3	enter/ damage/ deface private property of employee
*4 Bi	3	Intentional physical/provoking causing injury
*4 Bz	1 or 2	other

5 - Abuse/Threat /Intimidate/Assault/Battery on Student

Rule	Level	
5 Aa	1 or 2	oral threat /intimidation (fear of harm)
5 Ab	1 or 2	written threat
5 Ac	1 or 2	rude, insult, symbolic gesture
5 Ad	2	bullying (3rd of school year=Level 3)
5 Af	1 or 2	profanity to student
5 Ag	1 or 2	ethnic, racial, sexual, religious, disability slur
*5 Al	2	harassment
5 Ao	1 or 2	posture to fight
*5 Ar	3	terroristic threats
5 Az	1 or 2	other
5 Ba	1 or 2	push / shove
5 Bb	2 or 3	fighting (mutual)
*5 Bc	3	battery (physical attack)
5 Bd	1 or 2	behavior could cause injury
5 Be	2 or 3	behavior did cause injury
5 Bf	2	physical contact /threatens or provokes
*5 Bg	3	aggravated battery
*5 Bh	3	homicide / murder
*5 Bi	3	kidnapping
*5 Bk	2	hazing
*5 Bm	3	voluntary manslaughter
5 Bz	1 or 2	other

Level 1 Adm. Conference— 3 days OSS
Level 2 ISS - OSS 4 to 9 days
Level 3 Disciplinary Hearing

* Contact SRO

6 - Weapons, Dangerous Instruments and Explosives / Implosives

Rule	Level	
*6 A	2 or 3	knife less than 2" - any type
*6 B *	2 or 3	knife 2" or more - any type
*6 C	2	handgun - any type
*6 D	3	rifle / shotgun - any type
*6Ea *	2 or 3	BB/pellet hand gun
*6Eb *	2 or 3	BB/pellet rifle
*6 F	2 or 3	toy or any look-a-like gun
*6 G	3	destructive device - bomb, grenade, pipe bomb, rocket
*6 H	2 or 3	brass knuckles or metal knucks
*6 I	2	fire works
*6 Ia	2	accelerants (liquid, aerosol/starter fluid)
*6 J	2	lighters/matches - as weapon or to start fire
*6 K	2 or 3	tear gas, mace, pepper spray
*6 L	2 or 3	bats, clubs, sticks
*6 N *	2 or 3	razors, razor blades
*6 O	2 or 3	spring stick/baton
*6 P	3	blackjack
*6 Q	3	nun chuck, fighting chain, flailing item
*6 R	3	throwing star, oriental dart, disc with blade
*6 S	2 or 3	Tazer/stun gun
*6 Z	2	other

★ May be Level 2 for elementary students and self reporters

7 - Drugs, Alcohol, Tobacco

Rule	Level	
*7 Aa	2 or 3	alcoholic beverage, intoxicant
*7 Ab	3	amphetamine/meth. - sch. II
*7 Ac	3	hallucinogenic drug - sch. I
*7 Ad	3	anabolic steroid - sch. III
*7 Ae	3	controlled prescription drug
*7 Af	2 or 3	marijuana
*7 Ag	3	LSD - sch. I
*7 Ah	3	cocaine - sch. II
*7 Aj	3	heroin - sch. I
*7 Ak	2 or 3	inhalants
*7 Al	2 or 3	over-the-counter drugs (Nodoz, Vivarin, etc.)
*7 An	2 or 3	look-a-like substance, pretense of
*7 Ao	3	marijuana - 1 oz. or more-packed for sale (felony)
*7 Ap	2 or 3	solicitation or receiving of a substance
*7 Aq	3	furnishing/providing/selling of a substance
*7 Ar	2 or 3	Non-Controlled prescription drug
*7 Az	2	other
*7 Ba	2	pipes, water pipes, clips, rolling papers
*7 Bb	1 or 2	photos, drawings, depictions of drugs, drug use, or objects used for drug use
*7 Bz	1 or 2	other
7 Ca	1 or 2	tobacco products
7 Cb	1 or 2	tobacco paraphernalia (matches, lighters, etc.)
7 Cz	1 or 2	other

8 - Disregard of Directions or Commands

Rule	Level	
8 A	1 or 2	fail to follow verbal directions
8 B	1 or 2	fail to follow written directions, rules
8 Z	1 or 2	other

9 - Indecency

Rule	Level	
*9 A	3	sexual harassment - physical or verbal
*9 B	2 or 3	lewd exposure (includes streaking / mooning)
*9 C	2	obscene gesture - mimic/imply intercourse
*9 D	2 or 3	lewd caress of self
*9 E	2 or 3	lewd caress of another person
*9 F	3	sexual intercourse
*9 G	3	oral sex or any act of sodomy
*9 H	3	aggravated sexual battery (forced penetration)
*9 I	1 or 2	pornographic materials
*9 Ib	2 or 3	pornographic materials-felony
*9 J	1 or 2	kissing, intimacy
*9 K	3	aggravated child molestation
*9 L	3	aggravated sodomy
*9 M	3	rape
*9 N	3	sexual battery
*9 O	2 or 3	commit a lewd or indecent act to oneself
*9 Z	1 or 2	other

10 - Unexcused Absences

Rule	Level	
10 A	1	tardy to class
10 B	1	tardy to school
10 C	1 or 2	AWOL from class
10 D	1 or 2	AWOL from school
10 E	1	unexcused absences
10 Z	1	other

11 - Other Conduct Subversive to Good Order

Rule	Level	
11 A	1	violation of local school rules
*11 C	2 or 3	criminal gang-related activity
	2 or 3	*1 - conduct or participate in activity
	2 or 3	*2 - acquire, maintain proceeds
	2 or 3	*3 - engage in pattern of activity
	2 or 3	*4 - cause, solicit, coerce participation
	2 or 3	*5 - use threat to deter withdrawal from gang
	2 or 3	*6 - use threat to punish for withdrawal from gang
	2 or 3	*7 - while employed by or associated with criminal street gang commit an offense in (OCGA 16-15-3)
	2 or 3	*8 - commit any offense to maintain or increase status in criminal gang (OCGA 16–15-3)
11 E	1	provide false information - lying or forgery
11 F	1	cheating
11 G	1	gambling
11 H	1	plagiarism
11 I	1	foul language (not directed at anyone)
11 K	1	laser pointers
11 L	1	electronic communication devices
11 N	1	loitering
*11 O	2	criminal trespass
*11 P	2 or 3	community misconduct
*11 S	2 or 3	other felony
*11 T *	1 or 2	holding oneself out as criminal gang identified by GC Task Force
*11 U	1 or 2	falsifying, misrepresenting, erroneously report info
11 Z	1 or 2	other

★ May be Level 2 or 3 If already on a Gang Contract

12 - Repeated Violations / Chronic Misbehavior

Rule	
12 A	chronic disrupt / violate rules
12 Z	other

13 - School Bus Infractions

Rule	Level	
13 A	2 or 3	disruption of bus
*13 B	2 or 3	throwing objects at driver
13 C	1 or 2	failure to follow directions / rules / regulations
13 D	1 or 2	use of mirrors, lasers, flash cameras, lights, or reflective devices
13 E	1 or 2	posturing to fight
*13 F	2 or 3	fighting
*13 G	1 or 2	distracting / diverting driver's attention
13 H	1 or 2	throwing objects
13 I	1 or 2	excessive noise
13 J	1 or 2	use of electronics, cell phones, radios, CD's, etc (without headphones)
13 Z	1 or 2	other

Level 1 Adm. Conference – 3 days OSS
Level 2 ISS/OSS - 4 to 9 days
Level 3 Disciplinary Hearing

* Contact SRO

Appendix K

Office Discipline Referral (ODR)

Office Discipline Referral (ODR)

PBIS Referral **DISCIPLINE REFERRAL** *Homeroom Teacher* _____

STUDENT'S NAME _____ ID# _____

INC. DATE _____ *INC.CONTEXT (1,2,3) _____ ** INC.LOC. (1,2,3,4) _____

REFERRED BY _____ TIME _____

REASON FOR REFERRAL
_____
_____
_____
_____
_____

White- Student/Parent
Canary- Student Intervention
Pink- File
Goldenrod– Staff

Regular Ed. _____
Special Ed. _____

*(1) During school hours
 (2) Outside school hours during school sponsored activity
 (3) Outside school hours during non-school sponsored activity

** (1) School grounds-on campus
 (2) School sponsored activity - off campus
 (3) School sponsored transportation
 (4) Off-campus, non-school sponsored activity

Action taken prior to this referral:

☐ Corrected behavior in class ☐ Consulted other staff member ☐ Adjusted seating arrangement

☐ Spoke to student individually ☐ Contacted Parent Date _____ ☐ Referred to administrator

☐ Assigned student detention ☐ Referred student to SST ☐ Referred to counselor

☐ Other _____

Notice to Parents
+ Student's actions were serious enough to warrant this referral.
+ We would appreciate your cooperation with the corrective action taken.

• •

Information below to be completed by Administrator

Incident Date	Incident Time	Major Rule	Minor Rule (s)	Grade	Sex

Action Taken:	# of Days	Start Date/End Date
Warning		
Administrative Detention		
Saturday School		
In-School Suspension		
Opportunity Room (Elementary Only)		
Out-of-School Suspension		
OSS Pending Disciplinary Hearing		
Other		

Disposition Codes

STUDENT IS NOT PERMITTED ON ANY GWINNETT COUNTY PUBLIC SCHOOL CAMPUS OR SCHOOL SPONSORED EVENT WHILE UNDER SUSPENSION

Event Identifier _____

**The rules of the student conduct code and a description of consequences can be found on the back of this copy. If the student was suspended, this is the official notice of suspension. Complete rules may be found in the GCPS Student/Parent Handbook.

Administrator Signature _____ _____ Student Signature _____ _____
                                              Date   Date
Hearing Date and time_____ Parent Signature _____ _____
Notes: Parent contacted:
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

2011-12

Appendix L

School Rule Violations

School Rule Violations 2009–10 and 2010–11

RULE	2009–2010	2010–2011	Difference	% Change
Rule 1 - Disruption and Interference w/School				
School Disruption	20	33	13	65.0%
Class Disruption	327	233	−94	−29%
Disorderly Conduct	14	16	2	14.0%
Refuse to Identify Self	0	2	2	
Encourage Others to Break School Rules	7	5	−2	29.00%
Trespass, on Campus w/out Permission	0	3	3	
Inappropriate Dress	6	21	15	250.0%
Refuse to Leave Premises	0	1	1	
Other Disruption/Interference w/School Rule	6	20	14	233.0%
	380	**334**	**−46**	**−12.0%**
Rule 2 - Damage/Destroy/Misuse School Property				
Damage/Vandalize School Property	12	6	−6	−50%
Steal School Property (Value less than $100)	6	9	3	50%
Larceny/Theft (Value more than $100)	3	3	0	0%
Possess/Sell/Use/Buy/Transmit Stolen School Property less than $100	2	0	−2	−100%
Possess/Sell/Use/Buy/Transmit Stolen School Property more than $100	1	2	1	100%
Misuse Technology	25	0	−25	−100%
Compromise Test Security	3	3	0	0%
Other Rule 2	3	2	−1	−33%
	55	**25**	**−30**	**−55%**
Rule 3 - Damage/Destroy/Misuse/Property				
Damage/Vandalize Private Property Less Than $100	4	2	−2	−50%
Damage/Vandalize Private Property More Than $100	2	0	2	−100%
Steal Private Property Less Than $100	3	2	−1	−33%
Steal Private Property More Than $100	2	0	−2	−100%
Possess/Use/Sell/Buy/Transmit Stolen Property Less Than $100	3	1	−2	−66%
Possess/Use/Sell/Buy/Transmit Stolen Property More Than $100	1	0	−1	−100%
Larceny/Theft More Than $100	2	0	−2	−100%
Steal/Damage Employee Private Property - Less Than $100	0	1	1	
Other Rule 3	1	0	−1	−100%
	18	**6**	**−12**	**−66%**
Rule 4 - Abuse/Threat/Intimidation/Assault/Battery on				

Employee				
Oral Threat	8	4	−4	−50%
Written Threat	1	0	−1	−100%
Rude Conduct	104	157	53	51%
Profanity School Employee	60	61	1	0.01%
Ethnic/Racial/Sexual/Religious Slur	6	3	−3	−50%
Harassment	0	1	1	
Expression that Undermines Authority	1	4	3	300%
Behavior that could cause Physical Injury	4	3	−1	−25%
Unintentional Physical Contact the caused Physical Injury	1	0	−1	−100%
Intentional Physical Contact/Threatening or Provoking Nature	1	5	4	400%
Intentional Physical/Provoking Nature Causing Physical Injury	2	1	−1	−50%
Other Rule 4	5	1	−4	−80%
	193	**240**	**47**	**24%**
Rule 5 - Abuse/Threat/Intimidate/Assault/Battery on Student				
Oral Threat	4	8	4	100%
Written Threat	2	0	−2	−100%
Rude/Insult/Symbolic Gesture	5	13	8	160%
Bullying	5	8	3	60%
Profanity to Student	41	27	−14	34%
Ethnic/Racial/Sexual/Religious/Disability Slur	9	4	−4	−44%
Harassment	1	2	1	100%
Posturing to Fight	48	85	37	77%
Pushing/Shoving	9	9	0	0%
Fighting	41	48	7	17%
Battery	0	3	3	3%
Behavior That Could Cause Physical Injury	8	11	3	37%
Behavior That Did Cause Physical Injury	2	10	8	400%
Physical Contact of a Threatening Nature	1	6	5	500%
Other Rule 5	4	10	6	150%
	180	**244**	**64**	**35%**
Rule **6 - Weapons/Dangerous Instruments and Explosives/Implosives**				
Knife Less Than 2"	**2**	**1**	**-1**	**−50**%
Knife More Than 2"	**1**	**4**	**3**	**300**%

BB/Pell Handgun	1	4	3	300%
Brass Knuckles	0	2	2	2%
Lighter/Matches to Start Fire	0	1	1	1%
Razors/Razor Blades	0	1	1	1%
Other Rule 6	1	1	0	0%
	5	**14**	**9**	**180%**
Rule 7 - Drugs/Alcohol/Tobacco				
Alcohol Beverage/Intoxicant	7	7	0	0%
Controlled Substance	1	1	0	0%
Marijuana	9	20	11	122%
Over Counter Stimulants/Drugs	1	2	1	100%
Solicitation or Receiving of a Substance	1	10	9	900%
Marijuana Over One Oz or More Packaged for Sale (Felony)	1	0	−1	−100%
Furnishing/Providing/Selling of a Substance	1	3	2	200%
Drug Paraphernalia	1	1	0	0%
Drug Photos/Drawing/Depictions of Drugs or Drug Use	1	1	0	0%
Tobacco Products	8	12	4	50%
Tobacco Paraphernalia	8	16	8	100%
Other Rule 7	10	6	−4	−40%
	49	**79**	**30**	**61%**
Rule 8 - Disregard of Directions or Commands				
Failure to Follow Verbal Directions	779	1,043	264	34%
Failure to Follow Written Directions	7	21	14	200%
Other Rule 8	2	0	−2	−100%
	788	**1,064**	**276**	**35%**
Rule **9 - Indecency**				
Sexual Harassment	**1**	**0**	**−1**	**−100%**
Obscene Gesture	**2**	**7**	**5**	**250%**
Lewd Caress of Self	**0**	**2**	**2**	
Lewd Exposure	**2**	**0**	**−2**	**−100%**
Lewd Caress of Another Person	**1**	**1**	**0**	
Sexual Intercourse	**0**	**4**	**4**	
Pornographic Material	**2**	**4**	**2**	**100%**
Kissing/Intimacy	**7**	**9**	**2**	**29%**

Commit a Lewd or Indecent Act to Oneself	0	1	1	
Other Rule 9	12	4	−8	−67%
	27	**32**	5	19%
Rule 10 – Unexcused Absences				
Tardy to Class/School	1,706	915	−791	−46%
Skipping Class	449	962	531	118%

Skipping School	134	155	21	16%
Unexcused Absences	2	1	−1	−50%
Other Rule 10	3	1	−2	−67%
	2,294	**2,034**	**−260**	**−11%**
Rule 11 – Other Conduct Which is Subversive to Good Order				
Violation of Local School Rules	4	1	−3	−75%
Gang–Related Activity	9	3	−6	−67%
False Information/Forgery	23	41	18	78%
Cheating	24	19	−5	−21%
Plagiarism	8	0	−8	−100%
Inappropriate Language	18	14	−4	−22%
Laser Pointer	1	0	−1	−100%
Electronic Communication Devices	17	12	−5	−29%
Criminal Trespassing	1	0	−1	−100%
Community Misconduct	7	0	−7	−100%
Identify Self as Gang Member	3	1	−2	−67%
Misrepresenting, Erroneously Reporting Information	1	4	3	300%
Other Rule 11	10	6	−4	−40%
	126	**101**	**−25**	**−20%**
Rule 12 – Repeated Violations/Chronic Disciplinary Problem Students				
Chronic Disrupt or Repeatedly Violate other School Rules	30	28	−2	−6%
Other Rule 12	64	72	12	−19%
	94	**101**	**7**	**7%**
Rule **13 - School Bus Infractions**				
Disruption on Bus	**24**	**12**	**−12**	**−50%**
Throwing Objects at Driver	**0**	**1**	**1**	
Failure to Follow Bus Driver's Directions/Bus Rules	**22**	**25**	**3**	**14%**
Posturing to Fight on Bus	**0**	**2**	**2**	
Fighting on Bus	**3**	**7**	**4**	**133%**
Distracting Bus Driver's Attention	**1**	**4**	**3**	**300%**
Throwing Objects on Bus	**2**	**4**	**2**	**100%**
Excessive Noise on Bus	**3**	**1**	**−2**	**−67%**
Electronic Communication Device on Bus	**4**	**1**	**−3**	**−75%**
Other Bus Rule 13	**5**	**10**	**5**	**100%**
	64	**67**	**3**	**5%**
Total	**4,343**	**4,334**	**−9**	**−0.20%**

Appendix M

School Benchmark of Quality (BoQ) Results

School Benchmark of Quality (BoQ) Scores
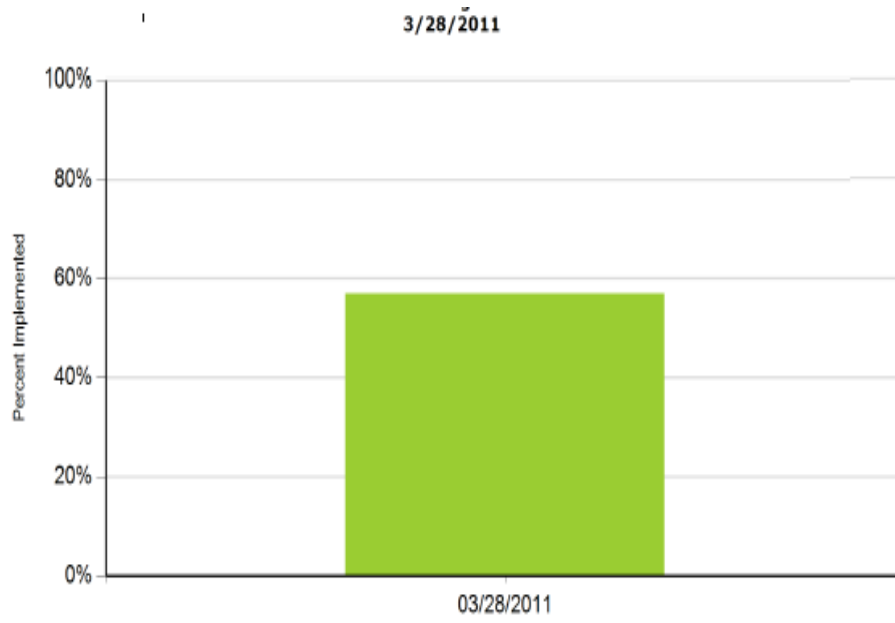
School Year	Date Completed	Total Score
201011	3/28/2011	57%

Appendix N

School Team Implementation Checklist (TIC)

Team Implementation Checklist Total Score
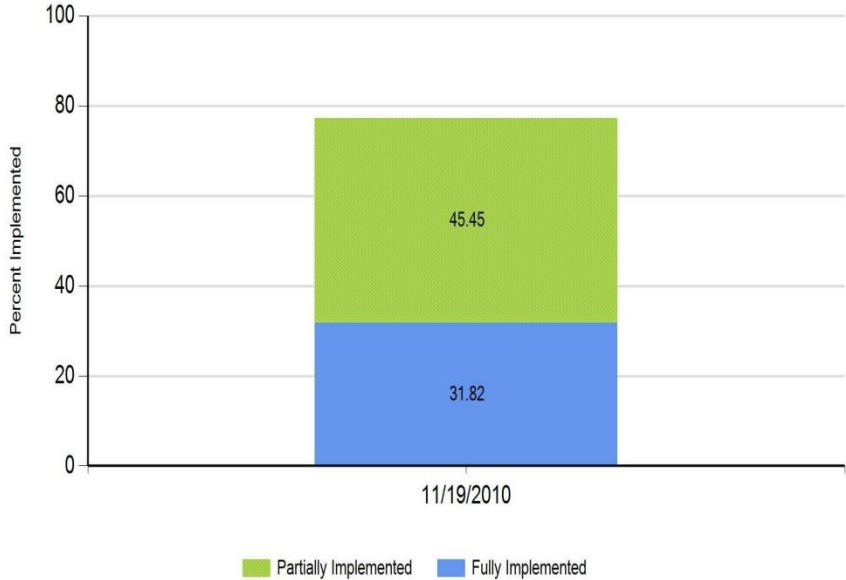
School Year	Date Completed	FImp	PImp
201011	11/19/2010	31.82%	45.45%

Team Implementation Checklist Subscale
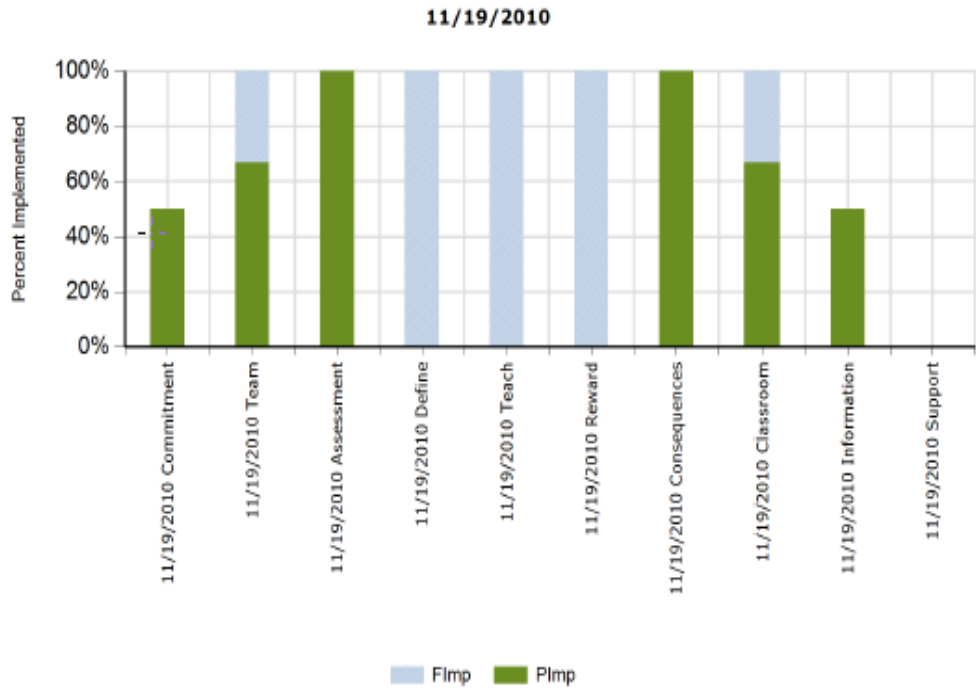
11/19/2010

		Commi...	Team	Asses...	Defin...	Teach...	Rewar...	Conse...	Class...	Infor...	Suppo...
11/19/2010	Full	0.00	0.33	0.00	1.00	1.00	1.00	0.00	0.33	0.00	0.00
	Partial	0.50	0.67	1.00	0.00	0.00	0.00	1.00	0.67	0.50	0.00

Appendix O

School Self-Assessment Survey (SAS)

School Self-Assessment Survey

School Year			Number of Responses	Date Completed		
2010-11			58	10/15/2010		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: schoolwide	High	Medium	Low
90 %	9 %	2 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	20 %	80 %
64 %	36 %	0 %	2. Expected student behaviors are taught directly.	9 %	43 %	48 %
78 %	22 %	0 %	3. Expected student behaviors are rewarded regularly.	7 %	39 %	55 %
64 %	33 %	3 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	18 %	40 %	42 %
52 %	47 %	2 %	5. Consequences for problem behaviors are defined clearly.	15 %	54 %	30 %
36 %	48 %	16 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	22 %	46 %	33 %
67 %	22 %	10 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	13 %	33 %	54 %
98 %	0 %	2 %	8. Procedures are in place to address emergency/dangerous situations.	0 %	11 %	89 %
89 %	5 %	5 %	9. A team exists for behavior support planning & problem solving.	7 %	22 %	71 %
84 %	12 %	4 %	10. School administrator is an active participant on the behavior support team.	14 %	11 %	75 %
72 %	23 %	5 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	11 %	36 %	53 %
61 %	29 %	11 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	19 %	49 %	33 %
59 %	34 %	7 %	13. School has formal strategies for informing families about expected student behaviors at school.	9 %	53 %	37 %
36 %	43 %	21 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	23 %	47 %	30 %
63 %	32 %	5 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	21 %	29 %	50 %
72 %	22 %	5 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	11 %	41 %	48 %
62 %	33 %	5 %	17. The school team has access to on-going training and support from district personnel.	10 %	32 %	59 %
80 %	16 %	4 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	7 %	19 %	74 %

School Year			Number of Responses	Date Completed		
2010-11			58	10/15/2010		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: nonclassroom	High	Medium	Low
84 %	10 %	5 %	1. School-wide expected student behaviors apply to non-classroom settings.	14 %	30 %	57 %
34 %	50 %	16 %	2. School-wide expected student behaviors are taught in non-classroom settings.	17 %	54 %	28 %
79 %	21 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	7 %	39 %	55 %
71 %	21 %	9 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	5 %	42 %	53 %
61 %	32 %	7 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	9 %	47 %	44 %
62 %	26 %	12 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	16 %	30 %	55 %
44 %	28 %	28 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	23 %	47 %	30 %
52 %	37 %	11 %	8. Status of student behavior and management practices are evaluated quarterly from data.	10 %	44 %	46 %
68 %	25 %	7 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	5 %	43 %	52 %

In Place	Partial	Not	System: classroom	High	Medium	Low
08 %	12 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	0 %	26 %	74 %
68 %	30 %	2 %	2. Problem behaviors are defined clearly.	5 %	37 %	58 %
73 %	23 %	4 %	3. Expected student behavior & routines in classrooms are taught directly.	5 %	42 %	53 %
74 %	25 %	2 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	12 %	35 %	53 %
58 %	28 %	14 %	5. Problem behaviors receive consistent consequences.	16 %	42 %	42 %
67 %	26 %	7 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	16 %	26 %	58 %
70 %	25 %	5 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	7 %	35 %	58 %
65 %	28 %	7 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	14 %	47 %	40 %
51 %	42 %	7 %	9. Students experience high rates of academic success (> 75% correct).	26 %	39 %	35 %
73 %	21 %	5 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	14 %	28 %	58 %
74 %	21 %	5 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	14 %	26 %	60 %

In Place	Partial	Not	System: individual	High	Medium	Low
58 %	30 %	12 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	14 %	55 %	32 %
64 %	28 %	9 %	2. A simple process exists for teachers to request assistance.	18 %	39 %	43 %
52 %	29 %	20 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	29 %	40 %	31 %
57 %	23 %	20 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	19 %	37 %	44 %
43 %	31 %	26 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	31 %	28 %	41 %
55 %	31 %	14 %	6. Significant family &/or community members are involved when appropriate & possible.	20 %	49 %	31 %
36 %	38 %	27 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	29 %	42 %	29 %
57 %	29 %	14 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	11 %	48 %	41 %

Appendix P
(Permission to use SWPBIS Figures)

John Power
go.gwinnett.k12.ga.us

Inbox (170)		
Drafts		
Sent		
Follow Up		
All Documents		
Junk		
Trash		
Views		
Folders		
Tools		
Other Mail		

New   Reply   Reply To All   Forward   More   Show

Re: Permission to use PBIS Diagrams

John Power
To: Laura A Riffel

Your email will suffice. I give full disclosure and I will not sell the materials. Thank you

John Power
Assistant Principal
Norcross High School

Laura A Riffel ---05/10/2011 06:35:40 PM---Will my email suffice for permission , or do you need something more formal? All we ask is that you

From: Laura A Riffel <tacenterpbis@gmail.com>
To: "John_Power@Gwinnett.k12.ga.us" <John_Power@Gwinnett.k12.ga.us>
Date: 05/10/2011 06:35 PM
Subject: Re: Permission to use PBIS Diagrams

Will my email suffice for permission , or do you need something more formal? All we ask is that you
cite the center and not sell the materials.

Best wishes,
Laura

Sent from my iPhone

On May 10, 2011, at 1:36 PM, John_Power@Gwinnett.k12.ga.us wrote:

>
> Good afternoon Ms. Riffel, allowing to introduce myself, I am John Power.
> I am currently serve as an Assistant Principal at a school that is
> implementing SWPBIS. In addition, I am a doctorate student, my dissertation
> topic is the implementation of SWPBIS. I would like to ask if I may use
> the three diagrams on the PBIS web page "What is School-wide Positive
> Behavior Interventions and Supports" in my dissertation. I will give full
> disclosure to PBIS and the Web site. If you are not the person of contact
> to provide permission, please forward to the individual that may help me.
> Thank you
>
> John Power
> Assistant Principal
> Norcross High School
>
> --
>
> NOTE: Email is provided to employees for the instructional and
> administrative needs of the district. Email correspondence to/from
> a district email account may be considered public information and
> subject to release under Georgia laws or pursuant to subpoena.
>
> --
>

Appendix Q
(Permission to use SWPBIS Measurement Instruments)

RE: FW: PBIS

John Power

To: cdickey@uoregon.edu

Thank you, yes I saw version 3 of the TIC and revised BOQ on the website. Thank you for your help.

John Power
Assistant Principal
Norcross High School

"Celeste Dickey" ---05/04/2011 09:49:27 AM---Yes, that will be fine. We are encouraging schools to use the TIC 3 instead of TIC 2 (it's an updat

From: "Celeste Dickey" <cdickey@uoregon.edu>
To: <John_Power@gwinnett.k12.ga.us>
Date: 05/04/2011 09:49 AM
Subject: RE: FW: PBIS

Yes, that will be fine. We are encouraging schools to use the TIC 3 instead
of TIC 2 (it's an update) and the revised BoQ. Both are on the front page
of our website: www.pbssurveys.org

Best wishes,
Celeste
-----Original Message-----
From: John_Power@gwinnett.k12.ga.us [mailto:John_Power@gwinnett.k12.ga.us]
Sent: Wednesday, May 04, 2011 3:53 AM
To: cdickey@uoregon.edu
Subject: Re: FW: PBIS

Thank you very much, this will be very helpful. May I reprint the TIC, SET,
SAS, BoQ instruments in my dissertation with full disclosure? Thank you.

John Power
Assistant Principal
Norcross High School

From: "Celeste Dickey" <cdickey@uoregon.edu>
To: <john_power@gwinnett.k12.ga.us>
Date: 05/03/2011 08:10 PM
Subject: FW: PBIS

Hi John,
Your email was forwarded to me. Here are some documents that I think will
be
helpful and will provide you with the information that you are looking for.
Please let me know if you have any questions.

Celeste

Celeste Rossetto Dickey
ECS Applications Training Coordinator
Senior Research Assistant
Center On Positive Behavior Interventions & Supports
University of Oregon
1571 Alder St.
Eugene, OR 97403
cdickey@uoregon.edu
1-541-346-1642 (Phone)
1-541-346-2471 (Fax)

From: John_Power@gwinnett.k12.ga.us [mailto:John_Power@gwinnett.k12.ga.us]
Sent: Tuesday, May 03, 2011 6:11 AM
To: kconley1@uoregon.edu
Subject: PBIS

Good morning, my name is John Power I am currently employed at a school